

ALISON C. KOENKA

Virginia Commonwealth University
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Research Interests Include:
motivational consequences of academic feedback
academic motivation in underrepresented and understudied student populations

EDUCATION

- Ph.D., 2015 Duke University, Department of Psychology and Neuroscience
Developmental Psychology
Dissertation:
Grade expectations: An investigation of performance feedback, classroom goal structures, and the motivational consequences of their dynamic interplay
Dissertation Committee: Harris Cooper (chair), Rick H. Hoyle, Elizabeth J. Marsh, and Dale H. Schunk.
- B.A., 2009 McGill University, *First Class Honors*
Honors Psychology (Major); International Relations (Minor)
Academic Recognitions:
First Class Honors, 2009; Dean's Honor List, 2008
Honors Theses:
Machiavellianism and the adult detection of parent and child deception (2009)
Advisors: Kristine H. Onishi, Ph.D. and Victoria Talwar, Ph.D.
The impact of pain on performance in a simulated occupational lifting task (2008)
Advisor: Michael Sullivan, Ph.D.

PROFESSIONAL EXPERIENCE

- January 2020- Present Co-Director, Motivation in Context Research Lab, Department of Foundations of Education, Virginia Commonwealth University
- August 2019- Present Assistant Professor of Educational Psychology, Department of Foundations of Education, Virginia Commonwealth University
- August 2017- 2019 Research Methodology Center Affiliate, The Ohio State University
- July 2015 - August 2019 Postdoctoral Researcher (Educational Psychology and Quantitative Methods)
The Ohio State University; Advisor: Eric M. Anderman, Ph.D.

GRANTS AND FELLOWSHIPS

- 2020-2021 William T. Grant Foundation Officers' Research Grant (Principal Investigator; funded: \$49,625). *Math tracking and motivation in Black students: Feedback experiences and racial diversity as levers of change.*
- AERA Division C Equity Grant (Principal Investigator; funded; \$3,850). *Math tracking and motivation in Black students: Exploring feedback experiences and racial diversity as mechanisms for more equitable experiences and outcomes.*
- 4-VA at UVA Collaborative Research Grant (Co-Principal Investigator; funded; \$5,000 subaward). *Leveraging student voices to identify opportunity structures and enhance belonging.*
- VCU Presidential Research Quest Fund (Principal Investigator; under review; \$46,160)
- 2018-2019 Early Career Research Grant, American Psychological Association, Division 15 (funded; \$6,000)
Longitudinal relations between high school motivation, performance, and postsecondary pursuit of science in a nationally representative sample: Understanding the interactive experiences of gender and racial identities.

- 2018-2019 National Study of Learning Mindsets Early Career Fellowship (funded; \$8,000). *Can a growth mindset intervention overcome persistent messages about the stability of intelligence?*
- 2015-2016 Small Research Grant, Department of Educational Studies, The Ohio State University (funded; \$1,500)
- 2014-2015 Summer Research Fellowship, Duke University (funded; \$5,500)
- 2013-2014 Program for Advanced Research in the Social Sciences Fellowship (PARISS; quantitative methods fellowship), Duke University (funded; \$21,580)
- 2011-2013 Claire Hamilton Travel Award, Duke University (funded; \$250 x 2)
Summer Mentoring Fellowship, Vertical Integration Program at Duke University (funded; \$1,800 x 2)

HONORS AND AWARDS

- 2020-2021 Distinguished Junior Faculty Award, Virginia Commonwealth University, School of Education
Division C New Faculty Mentoring Program, American Educational Research Association
Co-author on AERA Division C Graduate Student Research Excellence Award: Lee, H., Yu, S. L., Kim, M., & **Koenka, A. C.** Students' classroom experiences matter in STEM: Joint consideration of expectancy-value theory, mindsets, and gender.
Faculty mentor to Division C Shark Tank Finalist (Korinthia D. Nicolai: *For whom are motivational interventions developed? A systematic review centering race, ethnicity, and culture*), American Educational Research Association.
Faculty mentor to Division E Seed Grant Finalist (Korinthia D. Nicolai & Margaret K. Wallace, *How do culturally responsive teaching and academic beliefs shape academic outcomes in higher education? A longitudinal study.*), American Educational Research Association.
- 2019-2020 Research Fellows Program, Virginia Commonwealth University, School of Education
- 2018-2019 Division E Preconference Early Career Mentoring Seminar and Travel Award, American Educational Research Association
- 2016-2017 Paul R. Pintrich Outstanding Dissertation Award, American Psychological Association, Division 15
- 2015-2016 Honorable Mention, Classroom Assessment Special Interest Group Distinguished Paper, American Educational Research Association
- 2014-2015 Graduate School Travel Award, Duke University
- 2013-2014 Motivation in Education Special Interest Group Graduate Travel Award, American Educational Research Association
Division C Preconference Graduate Mentoring Seminar and Travel Award, AERA American Educational Research Association

RESEARCH

JOURNAL ARTICLES

- Kim, Y., Yu, S. L., **Koenka, A. C.**, Lee, H., & Heckler, A. H. (2021). Can self-efficacy and value buffer perceived cost? Exploring introductory- and upper-level physics courses. *Journal of Experimental Education*. <https://doi.org/10.1080/00220973.2021.1878992>
- Koenka, A. C.**, Anderman, E. M., Anderman, L. H., & Won, S. (2020). Associations between ethnic identity and motivational beliefs in internationally adopted youth and the mediating role of school belonging. *Learning and Individual Differences*, 81, 101909. <https://doi.org/10.1016/j.lindif.2020.101909>
- Koenka, A. C.** (2020). Grade expectations: The motivational consequences of performance feedback on a summative assessment. *Journal of Experimental Education*. <https://doi.org/10.1080/00220973.2020.1777069>
- Wigfield, A. & **Koenka, A. C.** (2020). Where do we go from here in academic motivation theory and research? Some reflections and recommendations for future work. *Contemporary Educational Psychology*, 61, 101872. <https://doi.org/10.1016/j.cedpsych.2020.101872>

- Koenka, A. C.** (2020). Academic motivation theories revisited: An interactive dialog between motivation scholars on recent contributions, underexplored issues, and future directions. *Contemporary Educational Psychology*, *61*, 101831. <https://doi.org/10.1016/j.cedpsych.2019.101831>
- Agger, C. A., & **Koenka, A. C.** (2020). Does attending a deeper learning school promote motivation, engagement, perseverance, and achievement? *Psychology in the Schools*, *1-19*. doi:10.1002/pits.22347
- Koenka, A. C.**, Linnenbrink-Garcia, L., Moshontz, H., Atkinson, K. M., Sanchez, C., & Cooper, H. (2019). A meta-analysis on the impact of grades and comments on academic motivation and achievement: A case for written feedback. *Educational Psychology*. doi: 10.1080/01443410.2019.1659939
- Koenka, A. C.**, & Anderman, E. M. (2019). Personalized feedback as a strategy for improving motivation and performance among middle school students. *Middle School Journal*. doi:10.1080/00940771.2019.1674768
- Anderman, E. M., **Koenka, A. C.**, Anderman, L. H., & Won, S. (2018). Math and science motivation in internationally adopted adolescents. *School Psychology Quarterly*, *33*, 469-481. doi:10.1037/spq0000276
- Atkinson, K. M, Sanchez, C. E, **Koenka, A. C.**, Moshontz, H., & Cooper, H. (2018). A synthesis of research comparing self, peer, and instructor grades in college classrooms. *International Research in Higher Education*. doi:10.5430/irhe.v3n3p1
- Sanchez, C. E., Atkinson, K. M., **Koenka, A. C.**, Moshontz, H., & Cooper, H. (2017). Self-grading and peer-grading for formative and summative assessments in 3rd through 12th grade classrooms: A meta-analysis. *Journal of Educational Psychology*, *109*, 1049-1066.
- Anderman, E. M., & **Koenka, A. C.** (2017). The relation between academic motivation and cheating. *Theory Into Practice*, *56*, 95-102. doi:10.1080/00405841.2017.1308172
- Dent, A. L. & **Koenka, A. C.** (2016). The relation between self-regulated learning and academic achievement across childhood and adolescence: A meta-analysis. *Educational Psychology Review*, *28*, 425-474. doi:10.1007/s10648-015-9320-8.
- Atkinson, K. M., **Koenka, A. C.**, Sanchez, C. E., Moshontz, H., & Cooper, H. (2015). Reporting standards for literature searches and report inclusion criteria: Making research syntheses more transparent and easy for replication. *Research Synthesis Methods*, *6*, 87-95. doi:10.1002/jrsm.1127
- Cooper, H. & **Koenka, A. C.** (2012). The overview of reviews: Unique challenges and opportunities when research syntheses are the indivisible elements of new integrative scholarship. *American Psychologist*, *67*, 446-462. doi:10.1037/a0027119

OTHER PUBLICATIONS

- Koenka, A. C.**, & Wigfield, A. (in press). Should theoretical integration occur in the motivation literature? Considering what, for whom, and when. In M. Bong, S. Kim, & J. Reeve. *Motivation Science: Controversies and Insights*.
- Wigfield, A., & **Koenka, A. C.** (in press). Is there a need for needs in the achievement motivation field? In M. Bong, S. Kim, & J. Reeve. *Motivation Science: Controversies and Insights*.

Agger, C. A., & **Koenka, A. C.** (2021). Teaching and modeling motivation to support inter and intrapersonal learning: Five principles for fostering motivationally-supportive classroom climates. In D. K. Meyer & A. Emery. *Teaching Motivation for Student Engagement*

Koenka, A. C., Dent, A. L., & Corpus, J. H. (2019). Can a growth mindset program overcome persistent messages about the stability of intelligence? Research snapshot: http://mindsetscholarsnetwork.org/wp-content/uploads/2019/11/AlisonKoenka_111519.pdf

Koenka, A. C. (2016). Providing effective feedback. In A. M. Ryan, T. Urdan, & E. M. Anderman. *Adolescent development for educators*. Boston: Pearson.

EDITED SPECIAL ISSUES OF JOURNALS

Wigfield, A., & **Koenka, A. C.** (2020). Where do we go from here? Views on the current status and future directions for five major motivation theories. *Contemporary Educational Psychology*.

MANUSCRIPTS IN THE REVIEW PROCESS

Agger, C. A., Roby, R. S., Nicolai, K. D., **Koenka, A. C.**, & Miles, M. L. (invited revision under review). Taking a critical look at adolescent research on Black girls and women: A systematic review.

Lee, H., Yu, S. L., Kim, M., & **Koenka, A. C.** (invited revision). Students' classroom experiences matter in STEM: Joint consideration of expectancy-value theory, mindsets, and gender.

Zumbrunn, S., Ekholm, E., Broda, M., & **Koenka, A. C.** (invited revision). The development of students' writing feedback attitudes in Grades 3-7.

MANUSCRIPTS IN PREPARATION

Koenka, A. C., Nicolai, K. D., Garries, R., & Neville, B. (**accepted** and in preparation). Lessons learned from racial injustice and the COVID-19 pandemic: Evidence-based practices for teaching human development to preservice educators.

Koenka, A. C., Dent, A. L., & Corpus, J. H. (in preparation). Can a growth mindset intervention overcome persistent messages about the stability of intelligence?

Koenka, A. C., Yu, S. L., Cheng, S. L., Kim, Y., Lee, H., & Heckler, A. F. (in preparation). What predicts success in undergraduate physics? The importance of belonging and the complexity of cost.

Nicolai, K. D., **Koenka, A. C.**, & Braxton, D. (in preparation). Differential feedback, its motivational consequences, and evidence-based strategies.

ORGANIZED SYMPOSIA (* indicates equal contribution)

2021 **Koenka, A. C.**, & Wigfield, A. (2021, April). Keeping the conversation going: Next steps in theoretical approaches to understanding the academic motivation of racially and ethnically diverse students. Symposium presented at the Annual Meeting of the American Educational Research Association. Virtual.

2020 **Koenka, A. C.**, & Wigfield, A. (2020, August). Where do we go from here (2.0)? A continued conversation on motivation theories and their implications for education policy, practice and racially and ethnically diverse student populations. Symposium presented at the Annual Meeting of the American Psychological Association. Virtual.

- 2020 **Koenka, A. C.***, Rosenzweig, E. Q.* & Daumiller, M. (conference cancelled) Better mentors: A workshop for early-career motivation scholars. Symposium was to be presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA.
- 2019 **Koenka, A. C.***, & Rosenzweig, E. Q.* (2019, April). Grant writing for motivation research: A guide for early-career researchers. Symposium presented at the Annual Meeting of the American Educational Research Association. Toronto, Canada.
- 2017 Wigfield, A., & **Koenka, A. C.** (2017, April). Motivation theory yesterday, today, and tomorrow: Reflections of founders and descendants. Symposium presented at the Annual Meeting of the American Educational Research Association. San Antonio, TX.
- 2016 Fong, C., & **Koenka, A. C.** (2016, April). Feedback to the future: Impacts of a venerable construct on 21st – century motivation and learning. Symposium presented at the Annual Meeting of the American Educational Research Association. Washington, DC.

CONFERENCE PRESENTATIONS

2021. **Koenka, A. C.**, Broda, M., Agger, C. A., Anderman, E. M., Nicolai, K. D., Sjogren, A. L., & Zumbunn, S. (2021, August). *Science motivation among Black high school students: An intersectional approach*. Paper to be presented at the Annual Meeting of the American Psychological Association. Virtual.
- 2020 Nicolai, K. D., **Koenka, A. C.**, & Braxton, D. (2020, October). *Differential and adaptive feedback: Defined and explained*. Presented at the Metropolitan Educational Research Consortium Conference. Richmond, VA.
- Koenka, A. C.**, Dent, A. L., & Corpus, J. H. (conference cancelled). *The maladaptive consequences of mathematics tracking and how a growth mindset can moderate them*. Paper was to be presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA.
2019. **Koenka, A. C.**, Agger, C. A., & Anderman, E. M. (2019, October). *Measuring science motivation and the interactive experiences of gender and racial identities with nationally representative data*. Presented at the biennial meeting of the Scholarly Consortium of Innovative Psychology in Education. Savannah, GA.
- 2018 **Koenka, A. C.** (2018, August). *Grade expectations: The motivational consequences of performance feedback on a high-stakes assessment*. Invited talk for Paul R. Pintrich Outstanding Dissertation Award presented at the Annual Meeting of the American Psychological Association. San Francisco, CA.
- Lee, H., Yu, S. L., **Koenka, A. C.**, Kim, Y., & Heckler, A. F. (2018, August). *Parental expectations and self-regulated learning: Roles of identity foreclose and self-efficacy*. Paper presented at the Annual Meeting of the American Psychological Association. San Francisco, CA.
- 2017 **Koenka, A. C.**, Yu, S. L., Kim, Y., Lafranconi, H., & Heckler, A. F. (2017, April). *What predicts success in undergraduate physics? The importance of belonging and complexity of cost*. Paper presented at the Annual Meeting of the American Educational Research Association. San Antonio, TX.
- 2016 **Koenka, A. C.** (2016, April). *Grade expectations: The motivational consequences of performance feedback*. Paper presented at the Annual Meeting of the American Educational Research Association. Washington, DC.

- Koenka, A. C.**, Moshontz, H., Atkinson, K. M., Sanchez, C. E., & Cooper, H. (2016, April). *The impact of grades, comments, and no feedback on academic achievement: A meta-analysis*. Paper presented at the Annual Meeting of the American Educational Research Association. Washington, DC.
- 2015 **Koenka, A. C.**, Richardson, E., Moshontz, H., Sanchez, C. E., Atkinson, K. M., & Cooper, H. (2015, April). *Is more testing better? The impact of frequent testing on college students' academic performance and attitudes: A synthesis of research*. Paper presented at a Roundtable Session at the Annual Meeting of the American Educational Research Association. Chicago, IL.
- Moshontz, H., **Koenka, A. C.**, Atkinson, K. M., Sanchez, C. E., & Cooper, H. (2015, April). *The differential impact of norm-referenced and criterion-referenced grading methods on students' performance and motivation*. Paper presented at a Roundtable Session at the Annual Meeting of the American Educational Research Association. Chicago, IL.
- 2013 **Koenka, A. C.** & Cooper, H. (2013, April). *The effectiveness of academic tutoring: An overview of reviews*. Paper presented at a Roundtable Session at the Annual Meeting of the American Educational Research Association. San Francisco, CA.
- 2012 Dent, A. L., Cooper, H., & **Koenka, A. C.** (2012, April). *Integrating different approaches to investigating self-regulated learning*. Paper presented at the Annual Meeting of the American Educational Research Association. Vancouver, British Columbia.
- Dent, A. L., Cooper, H., & **Koenka, A. C.** (2012, April). *A synthesis of research on the relation between study skills and academic performance*. Paper presented at the Annual Meeting of the American Educational Research Association. Vancouver, British Columbia.
- POSTER PRESENTATIONS**
- 2021 Nicolai, K.D., **Koenka, A.C.**, & Wallace, M.K. (2021, August). *Do predominant measures encompass Black and Latina students' task values*. Poster presented at the Annual Meeting of the American Educational Research Association.
- Craig, R., Naff, D., **Koenka, A. C.**, & Johnson, K. (2021, April). *Secondary student perceptions of supports and barriers for advanced coursework: A systematic review of the literature*. Poster to be presented at the Annual Meeting of the American Educational Research Association. Virtual.
- 2020 **Koenka, A. C.**, Broda, M., Agger, C. A., Anderman, E. M., Nicolai, K. D., & Lester, A. M. (2020, August). *Longitudinal relations between high school science motivation and performance*. Poster presented at the Division 15 Presidential Poster Session at the Annual Meeting of the American Psychological Association. Washington, DC.
- 2019 **Koenka, A. C.**, Dent, A. L., & Corpus, J. H. (2019, May). *Can a growth mindset intervention overcome messages about the stability of intelligence?* Poster presented at the Annual Meeting of the Society for the Science of Motivation. Washington, DC.
- 2018 **Koenka, A. C.**, Anderman, E. M., Anderman, L. H., & Won, S. (2018, April). *An expectancy-value approach to exploring motivation and its precursors among internationally adopted youth*. Presented at the Annual Meeting of the American Educational Research Association. New York City, NY.

- Kim, Y., Yu, S. L., **Koenka, A. C.**, Lee, H., & Heckler, A. F. (2018, April). *Can high self-efficacy and value buffer cost? Exploring interactive relationships and their consequences for engagement*. Presented at the Annual Meeting of the American Educational Research Association. New York City, NY.
- 2017 Anderman, E. M., **Koenka, A. C.**, & Won, S. (2017, April). *Changes in STEM motivation during high school for domestically and internationally adopted adolescents*. Presented at the Annual Meeting of the American Educational Research Association. San Antonio, TX.
- Agger, C. A., & **Koenka, A. C.** (2017). *Investigating contexts for learning: How deeper learning schools and strategies shape students' motivation and achievement outcomes*. Presented at the Annual Meeting of the American Educational Research Association. San Antonio, TX.
- 2016 **Koenka, A. C.**, Emery, A., & Anderman, E. M. (2016, August). *The motivational consequences of ungraded math courses in middle school*. Poster presented at the Annual Meeting of the American Psychological Association. Denver, CO.
- 2014 **Koenka, A. C.**, Cooper, H. & Linnenbrink-Garcia, L. (2014, April). *How much do grades matter? A meta-analysis on the motivational consequences of assessment*. Poster presented at the Annual Meeting of the American Educational Research Association. Philadelphia, PA.
- 2013 **Koenka, A. C.**, Cooper, H. & Truwit, M. (2013, April). *What's in a grade? The relation between students' value of grades and reported emphasis of assessment on goal orientation*. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Seattle, WA.
- 2009 Popliger, M. E., **Koenka, A. C.**, Na, S., & Talwar, V. (2009, August). *Deception detection in children and adults: The role of Machiavellianism*. Poster presented at the Annual Meeting of the American Psychological Association. Toronto, Ontario.

INVITED PRESENTATIONS

- 2021 "Key Considerations for Doing Community-Engaged Work: How to Set Yourself Up to Successfully Collaborate with Researchers, Students, and School Partners", American Psychological Association Division 15 Early Career Educational Psychology Series
- "The Motivational Consequences of Performance Feedback: Implications for Education Practice and Equity", Educational Testing Service
- "The Motivational Consequences of Academic Feedback", Department of Educational Foundations and Leadership, Old Dominion University
- "Math Tracking and Motivation in Black Students: Exploring Feedback Experiences and Racial Diversity as Mechanisms for More Equitable Experiences and Outcomes", Memory Dynamics Lab Visit, Washington University in St. Louis
- 2020 "The Motivational Consequences of Academic Feedback", Motivate Lab Lunch and Learn, University of Virginia.
- 2018 "Missing Data in Education Research" Educational Psychology Brown Bag Series, The Ohio State University Department of Educational Studies.
- "Providing Motivationally Optimal Feedback to College Students" Dennis Learning Center, The Ohio State University.
- 2017 "Using Secondary Data to Conduct Research in Developmental and Educational Psychology: Maximizing Opportunities and Minimizing Challenges" Methodological Colloquium The Ohio State University Department of Educational Studies.
- "The Motivational Consequences of Performance Feedback" Educational Psychology Brown Bag Series, The Ohio State University Department of Educational Studies.
- 2016 "Conducting a Meta-Analysis in Educational Psychology: Opportunities and Obstacles" Methodological Colloquium, The Ohio State University Department of Educational Studies.

- 2015 "How Much Do Grades Matter? Research on the Motivational Consequences of Assessment" Developmental Brown Bag Series, Duke University Department of Psychology and Neuroscience.
- 2014 "Academic Motivation: How Can Tutors Help to Enhance its Development?" Tutor Training, Duke University Athletic Department.
- 2013 "The Effects of Assessment on Student Motivation: A Multimethod Approach" Developmental Brown Bag Series, Duke University Department of Psychology and Neuroscience.

TEACHING**INSTRUCTOR OF RECORD**

- 2021 Teaching and Learning in Higher Education (graduate), Virginia Commonwealth University
- 2020 Social Processes in Education (graduate), Human Development and Learning (undergraduate; taught twice), Virginia Commonwealth University
- 2019 Human Development in Education (graduate), Virginia Commonwealth University
- 2017 Psychological Perspectives on Education (undergraduate), The Ohio State University
- 2012,2013 & 2015 Research Methods in Psychological Science (undergraduate), Duke University (taught three times)

WORKSHOPS

- 2017 "Conducting a Meta-Analysis Using CMA: An Introduction" Research Methodology Center The Ohio State University
- 2016, 2018 "Introduction to SAS" Research Methodology Center, The Ohio State University

ASSISTANTSHIPS (all at Duke University)

- 2013 Applied Regression Analysis (lab instructor, graduate course; graded homework and exams)
- 2012 Applied Analysis of Variance (lab instructor, graduate-level course; graded all assessments)
- 2012 Research Methods in Psychological Science (feedback on research reports; graded exams)
- 2011 Developmental Psychology (discussion section leader, feedback on papers, graded exams)
- 2011 Research Methods in Psychological Science (feedback on research proposals; graded exams)

GUEST LECTURES

- 2021 Psychology of Talent and Motivation, Hanover College
Graduate-Level Motivation in Education, University of Cincinnati
- 2020 Advanced Educational Psychology for Secondary School Teachers, Virginia Commonwealth University
- 2019 Classroom Learning and Instruction, The Ohio State University
- 2017 Advanced Seminar in Educational Psychology, The Ohio State University
- 2015 Research Methods in Social Psychology, Duke University
- 2013 Research Methods in Social Psychology, Duke University
- 2012 Research Methods in Psychological Science, Duke University
- 2011 Research Design, Duke University
- 2011 Developmental Psychology, Duke University
- 2011 Research Methods in Psychological Science, Duke University

MENTORING AND STUDENT COMMITTEES

- 2019-present Co-advisor of Korinthia D. Nicolai and advisor of Katina Velentzas (both Ph.D. students)
Dissertation Committee Member (Jennifer Furman; Robin Pelt; Fa Zhang)
- 2010- Graduate Student Mentor, Undergraduate Honors Thesis x 5
- 2015 Graduate Student Mentor, Undergraduate Research Practicum x 4
Graduate Student Mentor, Vertical Integration Program x 2 (summer mentoring program)

EDITORIAL BOARD MEMBER EXPERIENCE

Contemporary Educational Psychology, Journal of Educational Psychology, Psychological Bulletin, and Theory Into Practice

AD HOC REVIEWING

Asia-Pacific Journal of Teacher Education, American Educational Research Journal, British Journal of Educational Psychology, Educational Psychology, Educational Psychology Review, Gifted Child Quarterly, Journal of Applied Research in Intellectual Disabilities, Journal of Experimental Education, Learning and Individual Differences, Learning and Instruction, Motivation and Emotion, Review of Educational Research, Thinking Skills and Creativity, Translational Issues in Psychological Science

OTHER SERVICE**NATIONAL SERVICE**

- 2021-2022 Program Co-Chair, American Educational Research Association, Division C, Section 2a (Cognitive and Motivational Processes)
- 2020-2021 Program Co-Chair, American Educational Research Association, Division C, Section 2b (Learning and Motivation in Social and Cultural Contexts)
Diversity, Equity, and Inclusion Committee, American Educational Research Association, Division C
Invited Guest Speaker, "What Would You Do Differently If You Became A Graduate Student Again?" KURE Foreign Scholar Mentoring Seminar, Korea University Department of Education
Invited Panelist, American Educational Research Association Division C Fireside Chat Mentoring Subcommittee Member, Early-Career Researcher Committee, American Educational Research Association, Motivation in Education Special Interest Group
- 2019-2020 Committee Co-Chair and Co-Founder, Early-Career Researcher Committee, American Educational Research Association, Motivation in Education Special Interest Group
Paul R. Pintrich Outstanding Dissertation Award Committee, American Psychological Association, Division 15
Poster Awards Committee, American Psychological Association, Division 15
- 2018-2019 Committee Co-Chair and Co-Founder, Early-Career Researcher Committee, American Educational Research Association, Motivation in Education Special Interest Group
Invited member of "Career Opportunities Panel," American Educational Research Association, Division C Graduate Student Seminar
Invited member of "The Academic Job Search Panel", American Psychological Association Division 15, Claire Ellen Weinstein Graduate Student Seminar
Youth Conference School Partnership Team Member, American Educational Research Association Division C
- 2017-2018 Invited "Motivation Monday" Interviewee: "Keys to a Successful Postdoc", American Educational Research Association, Motivation in Education Special Interest Group

UNIVERSITY SERVICE

- 2019-2021 Diversity, Equity, and Inclusion Committee Member, Virginia Commonwealth University
Strategic Plan Committee Member, Virginia Commonwealth University
Invited Panelist, "Reality of the [Job] Search," Preparing Future Faculty, Virginia Commonwealth University
Search Committee Member, postdoctoral researcher in educational psychology, Virginia Commonwealth University
- 2016-2017 Invited Member of "Successful Postdoc Panel", The Ohio State University
Reviewer, College of Education and Human Ecology Undergraduate Scholarship Essays, The Ohio State University
- 2014-2015 Graduate Student Host, Developmental Program Brown Bag Speaker Series
- 2013-2014 Statistics Consultant, Social Sciences Research Institute at Duke University
Invited Member of Panel for Session, 'Applying and Living Through Graduate School'
Graduate Student Host, Developmental Program Brown Bag Speaker Series

- 2012-2013 Invited Member of Graduate Student Panel, First Year Seminar I Class
Graduate Student Host, Developmental Program Brown Bag Speaker Series
- 2011-2012 Invited Member of Graduate Student Panel, Vertical Integration Program
Graduate Student Host, Developmental Program Brown Bag Speaker Series

ADVANCED QUANTITATIVE TRAINING

- Statistical Horizons Meta-Analysis in Stata Workshop, October 11-12, 2018 (instructor: David Wilson)
Stats Camp Missing Data Workshop, September 13-15, 2017 (instructor: Craig Enders)
Psychometrics Course, Fall 2016 (instructor: Mike Edwards)
Longitudinal Structural Equation Modeling Workshop, June 6-10, 2016 (instructors: Patrick Curran and Dan Bauer)
Multivariate Statistics Course, Spring 2015 (instructor: Mark Leary)
Advanced Meta-Analysis Online Course, September 2013 (instructor: Michael Bornstein)
Multilevel Modeling Course, Fall 2012 (instructor: Nisha Gottfredson)
Structural Equation Modeling Course, Spring 2012 (instructor: Rick Hoyle)
Introduction to Meta-Analysis, January 2011 (instructors: Michael Bornstein and Hannah Rothstein)

PROFESSIONAL AFFILIATIONS

- American Educational Research Association
Classroom Assessment and Motivation in Education Special Interest Groups
Division C (Learning and Instruction) and Division E (Counseling and Human Development)
- American Psychological Association
Division 7 (Developmental Psychology) and Division 15 (Educational Psychology)

REFERENCES

- Eric M. Anderman, Ph.D. (anderman.1@osu.edu)
postdoctoral research advisor and frequent collaborator
- Harris Cooper, Ph.D. (cooperh@duke.edu)
graduate school advisor, Major Area Paper (doctoral candidacy exam) and dissertation committee chair, instructor for Research Methods teaching assistantship, former instructor
- Sandra Graham, Ph.D. (shgraham@ucla.edu)
collaborator and mentor
- Andrew F. Heckler, Ph.D. (heckler.6@osu.edu)
interdisciplinary collaborator from Ohio State's Department of Physics; Principal Investigator of physics retention collaboration
- Ann A. O'Connell, Ed.D. (oconnell.87@osu.edu)
Former Director of Ohio State College of Education and Human Ecology's Research Methodology Center
- Sandra J. Reed, Ph.D. (reed.665@osu.edu)
Interim Director of Ohio State College of Education and Human Ecology's Research Methodology Center; coordinates and oversees all workshops and consulting
- Allan Wigfield, Ph.D. (awigfiel@umd.edu)
collaborator and lead editor on co-edited *Contemporary Educational Psychology* special issue
- Shirley L. Yu, Ph.D. (yu.1349@osu.edu)
frequent postdoctoral research collaborator