



Curriculum Vitae
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PROFESSIONAL EXPERIENCE

University of Pittsburgh

- Associate Professor, Psychology (Primary) and Learning Sciences and Policy (2013-present)
- Assistant Professor, Psychology (Primary) and Learning Sciences and Policy (2007-2013)
- Research Scientist, Learning Research & Development Center (2007-present)

EDUCATION

- **Beckman Postdoctoral Fellow**, University of Illinois at Urbana-Champaign (2004-2007)
- **Ph.D., Cognitive Psychology**, University of Illinois at Chicago (2004)
Minor in Philosophy of Science
Dissertation: *Mechanisms of Transfer*
Committee: Stellan Ohlsson (chair), Andrew R. A. Conway, Susan Goldman,
James Pellegrino, and Thomas Moher
- **M.A., Cognitive Psychology**, University of Illinois at Chicago (2001)
- **B.S., Psychology**, University of Wisconsin at Whitewater (1998)
Magna Cum Laude; Minor in Philosophy

RESEARCH INTERESTS

My research examines human learning, problem solving, and motivation with an aim to understand, predict, and promote knowledge transfer. Specific topics include: 1) identifying the cognitive and metacognitive processes underlying transfer success and failure, 2) exploring the relations between instruction, motivation, cognition, and transfer, 3) examining social and ecological processes that support or inhibit transfer, and 4) investigating the effects of mindfulness meditation on cognition, learning, and transfer. An overarching goal is to develop instructional theories to promote learning and transfer in mathematics and science.

PROFESSIONAL AFFILIATIONS

- American Educational Research Association
- Center for Mindfulness and Consciousness Studies (Pitt)
- Cognitive Science Society
- Discipline Based Science Education Research Center (Pitt)
- International Society of the Learning Sciences
- LearnLab (Pittsburgh Science of Learning Center)

- Motivation Center (Pitt)
- Psychonomic Society Member
- Society for the Advancement of Hispanics/Chicanos and Native Americans in Science

HONORS AND AWARDS

- Nominated for the Tina and David Bellet Teaching Excellence Award, University of Pittsburgh (2015, 2016)
- Beckman Fellowship, Beckman Institute for Advanced Science and Technology, University of Illinois at Urbana-Champaign (2004-2007)
- Cognitive Science Travel Funding Award, National Science Foundation (2001; 2005)
- Abraham Lincoln Fellowship, University of Illinois at Chicago (1999-2000; 2001-2004)
- Research Travel Funding Award, University of Illinois at Chicago (1999-2003)
- ACT-R Summer School Travel Funding Award, Carnegie Mellon University (2002)
- Provost Award for Graduate Research, University of Illinois at Chicago (2002)
- Diversity Fellowship, University of Illinois at Chicago, (2000-2001)
- Golden Key National Honors Society, University of Wisconsin at Whitewater (1997)
- Vice-President of the local chapter of Psi Chi National Honors Society, University of Wisconsin at Whitewater (1997)
- Secretary and Vice-President of the Intertribal Student Association (American Indian Group), University of Wisconsin at Whitewater (1997)

PUBLICATIONS

P Indicates a postdoctoral author, *G* graduate student author, *U* undergraduate student author

JOURNAL PAPERS

- 1) *G* Boden, K. K., *G* Zepeda, C. D., & **Nokes-Malach, T. J.** (in press). Achievement goals and conceptual learning: An examination of teacher talk. *Journal of Educational Psychology*.
- 2) *G* Kalender, Y., *P* Marshman, E., Schunn, C., **Nokes-Malach, T. J.**, & Singh, C. (2019). Gendered patterns in the construction of physics identity from motivational factors. *Physical Review Physics Education Research*, *15* (2), 020119. doi:10.1103/PhysRevPhysEducRes.15.020119
- 3) *G* Zepeda, C. D., *U* Hlutkowsky, C. O., *U* 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://dx.doi.org/10.1037/edu0000300>
- 4) *P* Marshman, E., *G* Kalender, Z. Y., **Nokes-Malach, T. J.**, Schunn, C., & Singh, C. (2018). Females with As have similar physics self-efficacy as males with Cs: A cause for alarm? *Physical Review Physics Education Research*, *14*, 020123. doi 10.1103/PhysRevPhysEducRes.14.020123
- 5) *G* Meigh, M. K., Shaiman, S., Tompkins, C. A., Abbott, K. V., & **Nokes-Malach, T. J.** (2018). What memory representation is acquired during nonword speech production learning? The influence of stimulus features and training modality on nonword encoding. *Cogent Psychology*, *5*, 1493714. doi.org/10.1080/23311908.2018.1493714
- 6) *G* Richey, J. E., *P* Bernacki, M. L., *G* Belenky, D. M., & **Nokes-Malach, T. J.** (2018). Comparing class- and task-level measures of achievement goals. *Journal of Experimental Education*, *86*(4), 560-578. doi.org/10.1080/00220973.2017.1386155

- 7) G Richey, J. E., **Nokes-Malach, T. J.**, & U Cohen, K. (2018). Collaboration facilitates abstract category learning. *Memory & Cognition*, *46*, 685-698. doi.org/10.3758/s13421-018-0795-7
- 8) P Marshman, E., G Zeynep, Y. K., **Nokes-Malach, T. J.**, Schunn, C., & Singh, C. (2018). A longitudinal analysis of underrepresented students' motivational characteristics in introductory physics courses: Gender differences. *Canadian Journal of Physics*, *96*, 391-405. doi.org/10.1139/cjp-2017-0185
- 9) G Chan, J., & **Nokes-Malach, T. J.** (2016). Situative creativity: Larger physical spaces facilitate thinking of novel uses for everyday objects. *Journal of Problem Solving*, *9* (1), 29-45. http://dx.doi.org/10.7771/1932-6246.1184
- 10) P Bernacki, M., **Nokes-Malach, T.**, G Richey, E. J., & G Belenky, D. M. (2016). Science diaries: a brief writing intervention to improve motivation to learn science. *Educational Psychology*, *36* (1), 26-46. doi: 10.1080/01443410.2014.895293
- 11) **Nokes-Malach, T. J.**, G Richey, J. E., & G Gadgil, S. (2015). When is it better to learn together? Insights from research on collaborative learning. *Educational Psychology Review*, *27*, 645-656. doi: 10.1007/s10648-015-9312-8
- 12) G Zepeda, C., G 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. doi: 10.1037/edu0000022
- 13) P Bernacki, M. L., **Nokes-Malach, T. J.**, & Aleven, V. (2015). Examining self-efficacy during learning: Variability and relations to performance, behavior, and learning. *Metacognition and Learning*, *10*, 99-117. doi: 10.1007/s11409-014-9127-x
- 14) G Richey, J. E., & **Nokes-Malach, T. J.** (2015). Comparing four instructional techniques for promoting robust knowledge. *Educational Psychology Review*, *27* (1), 181-218. doi: 10.1007/s10648-014-9268-0
- 15) P Bernacki, M. L., Aleven, V., & **Nokes-Malach, T. J.** (2014). Stability and change in adolescents' task-specific achievement goals and implications for learning mathematics with intelligent tutors. *Computers in Human Behavior*, *37*, 73-80.
- 16) **Nokes-Malach, T. J.**, & Mestre, J. (2013). Toward a model of transfer as sense-making. *Educational Psychologist*, *48*(3), 184-207. doi: 10.1080/00461520.2013.807556
- 17) **Nokes-Malach, T. J.**, VanLehn, K., G Belenky, D., U Lichtenstein, M., & U Cox, G. (2013). Coordinating principles and examples through analogy and self-explanation. *European Journal of Education of Psychology*, *28*(4), 1237-1263. doi: 10.1007/s10212-012-0164-z
- 18) G Belenky, D. M., & **Nokes-Malach, T. J.** (2013). Knowledge transfer and mastery-approach goals: Effects of structure and framing. *Learning and Individual Differences*, *25*, 21-34. doi: 10.1016/j.lindif.2013.02.004
- 19) G Richey, J., E., & **Nokes-Malach, T. J.** (2013). How much is too much? Explanatory text effects on conceptual learning and motivation. *Learning and Instruction*, *25*, 104-121. doi: 10.1016/j.learninstruc.2012.11.006
- 20) P Alfieri, L., **Nokes-Malach, T. J.**, & Schunn, C. D. (2013). Learning through case comparisons: A meta-analytic review. *Educational Psychologist*, *48* (2), 87-113. doi: 10.1080/00461520.2013.775712

- 21) G Li, M., Frieze, I. H., **Nokes-Malach, T. J.**, & Cheong, J. (2013). Do friends help your study? Mediating processes between social relations and academic motivation. *Social Psychology of Education, 16* (1), 129-149. doi: 10.1007/s11218-012-9203-5
- 22) G Belenky, D. M., & **Nokes-Malach, T. J.** (2012). Motivation and transfer: The role of mastery-approach goals in preparation for future learning. *Journal of the Learning Sciences, 21* (3), 399-432. doi: 10.1080/10508406.2011.651232
- 23) G Gadgil, S., & **Nokes-Malach, T. J.** (2012). Collaborative facilitation through error-detection: A classroom experiment. *Applied Cognitive Psychology, 26* (3), 410-420. doi: 10.1002/acp.1843
- 24) **Nokes-Malach, T. J.**, Meade, M. L., & Morrow, D. G. (2012). The effect of expertise on collaborative problem solving. *Thinking & Reasoning, 18* (1), 32-58. doi: 10.1080/13546783.2011.642206
- 25) G Gadgil, S., **Nokes-Malach, T. J.**, & Chi, M. T. H. (2012). Effectiveness of holistic mental model confrontation in driving conceptual change. *Learning and Instruction, 22* (1), 47-61. doi: 10.1016/j.learninstruc.2011.06.002
[Editor's Choice Article]
- 26) **Nokes, T. J.**, P Hausmann, R. G. M., VanLehn, K., & Gershman, S. (2011). Testing the instructional fit hypothesis: The case of self-explanation prompts. *Instructional Science, 39* (5), 645-666. doi: 10.1007/s11251-010-9151-4
- 27) G Jang, J., Schunn, C. D., & **Nokes, T. J.** (2011). Spatially distributed instructions reduce load to improve learning outcomes and efficiency. *Journal of Educational Psychology, 103* (1), 60-72. doi: 10.1037/a0021994
- 28) **Nokes, T. J.**, & Ash, I. K. (2010). Investigating the role of instructional focus in incidental pattern learning. *Journal of General Psychology, 137* (1), 84-113. doi: 10.1080/00221300903352125
- 29) G Belenky, D. M., & **Nokes, T. J.** (2009). Examining the role of manipulatives and metacognition on engagement, learning, and transfer. *Journal of Problem Solving, 2* (2), 102-129.
- 30) Meade, M. L., **Nokes, T. J.**, & Morrow, D. G. (2009). Expertise promotes facilitation on a collaborative memory task. *Memory, 17* (1), 39-48. doi: 10.1080/09658210802524240
- 31) **Nokes, T. J.** (2009). Mechanisms of knowledge transfer. *Thinking & Reasoning, 15* (1), 1-36. doi: 10.1080/13546780802490186
- 32) **Nokes, T. J.**, & Ohlsson, S. (2005). Comparing multiple paths to mastery: What is learned? *Cognitive Science, 29* (5), 769-796. doi: 10.1207/s15516709cog0000_32
- 33) **Nokes, T. J.**, & Ohlsson, S. (2003). Declarative transfer from a memory task to a problem solving task. *Cognitive Science Quarterly, 3* (3), 259-296.

BOOK CHAPTERS

- 34) Miele, D. B., **Nokes-Malach, T. J.**, G May S. (in press). The impact of motivation on students' integration of multiple inputs. In D. Lombardi, P. Van Meter, A. List, & P. Kendeou (Eds.) *Handbook of Learning from Multiple Representations and Perspectives*. New York: Routledge.
- 35) G Kalender, Y., P Marshman, E., Schunn, C., **Nokes-Malach, T. J.**, & Singh, C. (in press). Beliefs of about competence: The story of self-efficacy, gender, and physics. In A. Murrell and J. Petrie (Eds.), *Diversity Across the Disciplines: Research on People, Policy, Process and Paradigm*. Information Age Publishing.

- 36) **Nokes-Malach, T. J.**, G Zepeda, C. D., G Richey, J. E., & G Gadgil, S. (2019). Collaborative learning: The benefits and costs. In J. Dunlosky and K. Rawson (Eds.) *Cambridge Handbook on Cognition and Education* (pp. 500-527). Cambridge: Cambridge University Press.
- 37) Greeno, J. G., & **Nokes-Malach, T. J.** (2016). Some early contributions to the situative perspective on learning and cognition. In M. A. Evans, M J. Packer, and R. K. Sawyer (Eds.), *Reflections on the Learning Sciences* (pp. 59-75). Cambridge University Press. New York, NY.
- 38) **Nokes-Malach, T. J.**, & G Richey, J. E. (2015). Knowledge transfer. In R. Scott and S. Kosslyn (Eds.), *Emerging Trends in the Social and Behavioral Sciences*. Hoboken, NJ: John Wiley and Sons.
- 39) P Bernacki, M. L., **Nokes-Malach, T. J.**, & Alevin, V. (2013). Fine-grained assessment of motivation over long periods of learning with an intelligent tutoring system: Methodology, advantages, and preliminary results. In R. Azevedo and V. Alevin (Eds.), *International Handbook of Metacognition and Learning Technologies* (pp. 629-644). NY: Springer. doi: 10.1007/978-1-4419-5546-3_41
- 40) **Nokes, T. J.** & G Belenky, D. M. (2011). Incorporating motivation into a theoretical framework for knowledge transfer. In J. P. Mestre and B. H. Ross (Eds.), *Cognition and Education: The Psychology of Learning and Motivation: Advances in Research and Theory. Volume 55* (pp. 109-135). San Diego, CA: Academic Press. doi: 10.1016/B978-0-12-387691-1.00004-1
- 41) **Nokes, T. J.**, Schunn, C. D., & Chi, M. T. H. (2010). Problem solving and human expertise. In P. Peterson, E. Baker, and B. McGraw (Eds.), *International Encyclopedia of Education, Volume 5* (pp. 265-272). Oxford: Elsevier. doi: 10.1016/B978-0-08-044894-7.00486-3
- *Reprinted in: **Nokes, T. J.**, Schunn, C. D., & Chi, M. T. H. (2011). Problem solving and human expertise. In V. G. Aukrust (Ed.), *Learning and Cognition in Education* (pp. 104-111). Oxford: Elsevier.
- 42) Mestre, J. P., Ross, B. H., P Brookes, D. T., G Smith, A. D., & **Nokes, T. J.** (2009). How cognitive science can promote conceptual understanding in physics classrooms. In I. M. Saleh and M. S. Khine (Eds.), *Fostering scientific habits of mind: Pedagogical knowledge and best practices in science education* (pp. 145-171). Rotterdam, Netherlands: Sense Publishers.
- 43) Ross, B. H., Taylor, E. G., Middleton, E. L., & **Nokes, T. J.** (2008). Concept and category learning in humans. In H. L. Roediger III (Ed.), *Cognitive Psychology of Memory* (pp. 535-556). Volume 2 of *Learning and memory: A comprehensive reference-Cognitive Psychology* (J. Byrne Editor). Oxford, UK: Elsevier.

CONFERENCE PAPERS (Peer Reviewed)

- 44) G Whitcomb, K. M., G Kalender, Y., **Nokes-Malach, T. J.**, Schunn, C., & Singh, C. (2019). How do introductory physics and mathematics courses impact engineering students' performance in subsequent engineering courses? In A. Traxler, Y. Cao, and S. Wolf (Eds.) *2018 Physics Education Research Conference*. Washington, DC: American Association of Physics Teachers. doi:10.1119/perc.2018.pr.Whitcomb
- 45) G Kalender, Y., Marshman, E., Schunn, C., **Nokes-Malach, T. J.**, & Singh, C. (2019). Large gender differences in physics self-efficacy at equal performance levels: A warning sign? In A. Traxler, Y. Cao, and S. Wolf (Eds.) *2018 Physics Education Research Conference*. Washington, DC: American Association of Physics Teachers. doi:10.1119/perc.2018.pr.Kalender

- 46) **Nokes-Malach, T. J.**, *G* Kalender, Y., *P* Marshman, E., Schunn, C., & Singh, C. (2019). Prior preparation and motivational characteristics mediate relations between gender and learning outcomes in introductory physics. In A. Traxler, Y. Cao, and S. Wolf (Eds.) *2018 Physics Education Research Conference*. Washington, DC: American Association of Physics Teachers. doi:10.1119/perc.2018.pr.Nokes-Malach
- 47) **Nokes-Malach, T. J.**, *P* Marshman, E., *G* Zeynep, Y. K., Schunn, C., & Singh, C. (2018). Investigation of male and female students' motivational characteristics throughout an introductory physics course. In L. Ding, A. Traxler, and Y. Cao (Eds.) *2017 Physics Education Research Conference* (pp. 276-279). Cincinnati, OH: American Association of Physics Teachers. doi:10.1119/perc.2017.pr.064
- 48) *G* Boden, K. K., *P* Kuo, E., **Nokes-Malach, T. J.**, Wallace, T. L., & Menekse, M. (2018). What is the role of motivation in procedural vs. conceptual transfer? An examination of self-efficacy and achievement goals. In L. Ding, A. Traxler, and Y. Cao (Eds.) *2017 Physics Education Research Conference* (pp. 60-63). Cincinnati, OH: American Association of Physics Teachers. doi:10.1119/perc.2017.pr.010
- 49) *G* Kalender, Y., *P* Marshman, E., Schunn, C., **Nokes-Malach, T. J.**, & Singh, C. (2018). Motivation characteristics of underrepresented ethnic and racial minority students in introductory physics classes. In L. Ding, A. Traxler, and Y. Cao (Eds.) *2017 Physics Education Research Conference* (pp. 204-207). Cincinnati, OH: American Association of Physics Teachers. doi:10.1119/perc.2017.pr.046
- 50) *G* Richey, J. E., *G* Zepeda, C. D., & **Nokes-Malach, T. J.** (2015). Transfer effects of prompted and self-reported analogical comparison and self-explanation. In D. Noelle and R. Dale (Eds.) *Proceedings of the 37th Annual Conference of Cognitive Science Society* (pp. 1985-1990). Austin, Texas: Cognitive Science Society.
- 51) *G* Richey, J. E., *P* Bernacki, M. L., *G* Belenky, D. B., & **Nokes-Malach, T. J.** (2014). Relating a task-based, behavioral measure of achievement goals to self-reported goals and performance in the classroom. In P. Bello, M. Guarini, M. McShane, and B. Scassellati (Eds.) *Proceedings of the 36th Annual Conference of Cognitive Science Society* (pp. 1287-1292). Austin, Texas: Cognitive Science Society.
- 52) *G* Richey, J. E., **Nokes-Malach, T. J.**, & *U* Wallace, A. (2014). Achievement goals, observed behaviors, and performance: Testing a mediation model in a college classroom. In P. Bello, M. Guarini, M. McShane, and B. Scassellati (Eds.) *Proceedings of the 36th Annual Conference of Cognitive Science Society* (pp. 1293-1298). Austin, Texas: Cognitive Science Society.
- 53) Fancsali, S. E., *P* Bernacki, M. L., **Nokes-Malach, T. J.**, Yudelso, M., & Ritter, S. (2014). Goal orientation, self-efficacy, and "online measures" in intelligent tutoring systems. In P. Bello, M. Guarini, M. McShane, and B. Scassellati (Eds.) *Proceedings of the 36th Annual Conference of Cognitive Science Society* (pp. 2169-2174). Austin, Texas: Cognitive Science Society.
- 54) *G* Belenky, D. M., & **Nokes-Malach, T. J.** (2013). The role of achievement goal motivation in self-explanation and knowledge transfer. In M. Knauff, M. Pauen, N. Sebanz, and I. Wachsmuth (Eds.) *Proceedings of the Thirty-Fifth Annual Conference of Cognitive Science Society* (pp. 1881-1886). Austin, Texas: Cognitive Science Society.
- 55) *G* Gadgil, S., & **Nokes, T. J.** (2010). Collaborative facilitation through error-detection: A classroom experiment. In S. Ohlsson and R. Catrambone (Eds.), *Proceedings of the Thirty-Second Annual Conference of the Cognitive Science Society* (pp. 2583-2588). Austin, Texas: Cognitive Science Society.

- 56) G Belenky, D. M., & **Nokes, T. J.** (2010). Optimizing learning environments: An individual differences approach to learning and transfer. In S. Ohlsson and R. Catrambone (Eds.), *Proceedings of the Thirty-Second Annual Conference of the Cognitive Science Society* (pp. 459-464). Austin, Texas: Cognitive Science Society.
- 57) Asterhan S. C., Schwarz, B. B., Butera, F., Darnon, C., **Nokes, T. J.**, Levine, J. M., G Belenky, D. M., G Gadgil, S., Resnick, L. B., & Sinatra, G. (2010). Motivation and affect in peer argumentation and socio-cognitive conflict. In K. Gomez, L. Lyons, and J. Radinsky (Eds.), *Learning in the Disciplines: Proceedings of the 9th International Conference of the Learning Sciences (ICLS 2010), Volume 2, Short papers, Symposia, and Selected Abstracts* (pp. 211-218). Chicago, IL, USA: ISLS.
- 58) G Gadgil, S., & **Nokes, T. J.** (2009). Analogical scaffolding in collaborative learning. In N. Taatgen, H. van Rijn, L., Shoemaker, and J. Nerbonne (Eds.), *Proceedings of the Thirty-First Annual Conference of the Cognitive Science Society* (pp. 3115-3120). Austin, Texas: Cognitive Science Society.
- 59) G Belenky, D. M., & **Nokes, T. J.** (2009). Motivation and Transfer: The role of achievement goals in preparation for future learning. In N. Taatgen, H. van Rijn, L., Shoemaker, and J. Nerbonne (Eds.), *Proceedings of the Thirty-First Annual Conference of the Cognitive Science Society* (pp. 1163-1168). Austin, Texas: Cognitive Science Society.
- 60) P Hausmann, R. G. M., **Nokes, T. J.**, VanLehn, K., & Van De Sande, B. (2009). The design of self-explanation prompts: The fit hypothesis. In N. Taatgen, H. van Rijn, L., Shoemaker, and J. Nerbonne (Eds.), *Proceedings of the Thirty-First Annual Conference of the Cognitive Science Society* (pp. 2626-2631). Austin, Texas: Cognitive Science Society.
- 61) P Hausmann, R. G. M., **Nokes, T. J.**, VanLehn, K., & Van de Sande, B. (2009). Collaborative dialog while studying worked-out examples. In V. Dimitrova, R. Mizoguchi, B. du Boulay, and A. Graesser (Eds.), *Proceedings of the 2009 Conference on Artificial Intelligence in Education: Building Learning Systems that Care: From Knowledge Representation to Affective Modeling* (pp. 596-598). Amsterdam, The Netherlands: IOS Press. doi: 10.3233/978-1-60750-028-5-596
- 62) **Nokes, T. J.**, & VanLehn, K. (2008). Bridging principles and examples through analogy and explanation. In G. Kanselaar, V. Jonker, P. A. Kirschner, and F. J. Prins (Eds.), *International Perspectives in the Learning Sciences: Creating a Learning World, Proceedings of the 8th International Conference for the Learning Sciences (ICLS 2008), Volume 3* (pp. 100-102). Utrecht, The Netherlands. ISLS.
- 63) **Nokes, T. J.**, & Ross, B. H. (2007). Facilitating conceptual learning through analogy and explanation. In L. Hsu, C. Henderson, and L. McCullough (Eds.), *Physics Education Research Conference, Vol. 951* (pp. 7-10). Melville, NY: American Institute of Physics Conference Proceedings. doi: 10.1063/1.2820952
- 64) **Nokes, T. J.** (2005). An investigation into adaptive shifting in knowledge transfer. In B. Bara, L. Barsalou, M. Bucciarelli (Eds.), *Proceedings of the Twenty-Seventh Annual Conference of the Cognitive Science Society* (pp. 1660-1665). Mahaw, NJ: Erlbaum.
- 65) **Nokes, T. J.** (2004). Testing three theories of knowledge transfer. In D. Gentner, K. Forbus, and T. Regier (Eds.), *Proceedings of the Twenty-Sixth Annual Conference of the Cognitive Science Society* (pp. 1029-1034). Mahaw, NJ: Erlbaum.
- 66) Ash, I. K., & **Nokes, T. J.** (2003). Instructional focus does not affect implicit pattern learning. In R. Alterman and D. Krish (Eds.), *Proceedings of the Twenty-Fifth Annual Conference of the Cognitive Science Society* (pp. 103-108). Mahaw, NJ: Erlbaum.

- 67) **Nokes, T. J.**, & Ohlsson, S. (2001). How is abstract generative knowledge acquired? A comparison of three learning scenarios. In J. D. Moore and K. Stenning (Eds.), *Proceedings of the Twenty-Third Annual Conference of the Cognitive Science Society* (pp. 710-715). Mahaw, NJ: Erlbaum.
- 68) **Nokes, T. J.**, & Ohlsson, S. (2000). An inquiry into the function of implicit knowledge and its role in problem solving. In L. R. Gleitman & A. K. Joshi (Eds.), *Proceedings of the Twenty-Second Annual Conference of the Cognitive Science Society* (pp. 829-834). Mahaw, NJ: Erlbaum.

WORKS IN PROGRESS

- G* Kalender, Y., *P* Marshman, E., Schunn, C., **Nokes-Malach, T. J.**, & Singh, C. (revise and resubmit). Why female science, technology, engineering, and mathematics majors do not identify with physics: They don't think others see them that way. *Physical Review Physics Education Research*.
- G* Kalender, Y., *P* Marshman, E., Schunn, C., **Nokes-Malach, T. J.**, & Singh, C. (revise and resubmit). Enduring damage of women's lowered self-efficacy on physics learning. *Physical Review Physics Education Research*.
- G* Zepeda, C. D., & **Nokes-Malach, T. J.** (revise and resubmit). Metacognitive exam study strategies in a college course and their relation to exam performance. *Memory and Cognition*.
- G* Whitcomb, K. M., *G* Kalender, Y., Schunn, C., **Nokes-Malach, T. J.**, & Singh, C. (under review). Laying a foundation for success in engineering coursework: A predictive model of the curricula.
- G* Kalender, Y., *P* Marshman, E., Schunn, C., **Nokes-Malach, T. J.**, & Singh, C. (in preparation). Framework for unpacking gendered mindsets in physics.
- G* Whitcomb, K. M., *G* Kalender, Y., Schunn, C., **Nokes-Malach, T. J.**, & Singh, C. (in preparation). A mismatch between self-efficacy and performance: Women in engineering have lower mathematics self-efficacy despite earning higher grades than men.
- G* Boden, K. K., *P* Kuo, E., **Nokes-Malach, T. J.**, Wallace, T., Menekse, M. (in preparation). Understanding the relationship between self-efficacy and achievement goals, and their predictive role on procedural and conceptual learning.
- G* Zepeda, C. D., & **Nokes-Malach, T. J.** (in preparation). Examining the relations across three metacognitive measures.
- G* Boden, K. K., *P* Kuo, E., **Nokes-Malach, T. J.**, Wallace, T., Menekse, M. (in preparation). Examining the role of motivation in transfer: A person-centered approach.
- G* Zepeda, C. D., & **Nokes-Malach, T. J.** (in preparation). Testing assumptions of self-regulated learning throughout a college course: Cyclical, iterative, and contextually driven.
- P* Bernacki, M. L., **Nokes-Malach, T. J.**, & Alevan, V. (in preparation). Intelligent tutoring systems promote achievement in mathematics, especially for those with low interest in math.
- Nokes-Malach, T. J.**, *G* Richey, J. E., Ross, B. H., & Mestre, J. P. (in preparation). Conceptual analysis promotes physics learning and problem solving.
- Nokes-Malach, T. J.**, *P* Bernacki, M. L., & *G* Belenky, D. B. (in preparation). Adding warm-ups to lectures: A simple application improves conceptual learning.
- U* Wallace, A. *G* Richey, J. E., & **Nokes-Malach, T. J.** (in preparation). Predicting achievement through changes in achievement goals, emotions, and study strategies.

PRESENTATIONS

P Indicates a postdoctoral author, *G* graduate student author, *U* undergraduate student author

- 1) *G* Cwik, S., *G* Kalender, Y., Schunn, C., **Nokes-Malach, T.**, & Singh, C. (2019, July). *Understanding motivational characteristics of students who repeat calculus-based introductory level physics courses*. Paper presented at the summer meeting of the American Association of Physics Teachers, Provo, UT.
- 2) *G* Kalender, Y., Marshman, E., Schunn, C., **Nokes-Malach, T.**, & Singh, C. (2019, July). *Investigating the role of prior preparation and self-efficacy on female and male students' introductory physics learning outcomes*. Paper presented at the summer meeting of the American Association of Physics Teachers, Provo, UT.
- 3) *P* Kuo, E., *U* Weinlader., **Nokes-Malach, T.**, & Rottman, B. (2019, July). *Measuring conceptual understanding through students judgments of certainty*. Paper presented at the summer meeting of the American Association of Physics Teachers, Provo, UT.
- 4) *G* Li, Y., *G* Kalender, Y., Schunn, C., **Nokes-Malach, T.**, & Singh, C. (2019, July). *Understanding motivational characteristics of students who repeat algebra-based introductory physics courses*. Paper presented at the summer meeting of the American Association of Physics Teachers, Provo, UT.
- 5) **Nokes-Malach, T.**, *G* Kalender, Y., Marshman, E., Schunn, C., & Singh, C. (2019, July). *How is perception of being recognized by others as someone good at physics related to female and male students' physics identities*. Paper presented at the summer meeting of the American Association of Physics Teachers, Provo, UT.
- 6) *G* Whitcomb, K. M., *G* Kalender, Y., **Nokes-Malach, T.**, Schunn, C., & Singh, C. (2019, July). *An examination of gender differences in self-efficacy and academic performance in different STEM domains*. Paper presented at the summer meeting of the American Association of Physics Teachers, Provo, UT.
- 7) *P* Kuo, E., *G* Boden, K., *G* King-Shepard, Q., **Nokes-Malach, T.**, Wallace, T., & Muhsin, M. (2019, January). *Motivation enhances conceptual learning, not procedural training*. Paper presented at the winter meeting of the American Association of Physics Teachers, Houston, TX.
- 8) *G* Boden, K. K., *P* Kuo, E., **Nokes-Malach, T. J.**, Wallace, T. L., Menekse, M. M. & *G* King-Shepard (2018, November). *Investigating the role of motivation in procedural and conceptual learning?* Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.
- 9) *G* Jamal-Orozco, N. P., *U* Russo, G., *G* Weaver, A., **Nokes-Malach T. J.**, & Galla, B. M., (2018, November). *Investigating the effects of mindfulness training on students' emotion regulation and learning*. Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, Louisiana, USA.
- 10) *G* King-Shepard, Q., *P* Kuo, E., & **Nokes-Malach, T. J.** (2018, November). *Investigating the Relation between Declarative Versus Embodied Knowing of Physics Concepts*. Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.
- 11) *G* 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 the Psychonomic Society, New Orleans, LA.

- 12) G 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 Conference at the Interface of Discipline-Based Education Research in STEM and Psychological Science, St. Louis, MO.
- 13) G Kalender, Y., P Marshman, E., **Nokes-Malach, T. J.**, Schunn, C., & Singh, C. (2018, July). *Large gender differences in physics self-efficacy at equal performance levels: A warning sign?* Paper presented at the summer meeting of the American Association of Physics Teachers, Washington, DC.
- 14) P Kuo, E., G Boden, K., G King-Shepard, Q., **Nokes-Malach, T.**, Wallace, T., & Muhsin, M. (2018, July). *Inventing with contrasting cases to learn the concept of speed*. Paper presented at the summer meeting of the American Association of Physics Teachers, Washington, DC.
- 15) **Nokes-Malach, T. J.**, G Kalender, Y., P Marshman, E., Schunn, C., & Singh, C. (2018, July). *The impact of prior preparation and motivational characteristics on learning outcomes in introductory physics courses*. Paper presented at the summer meeting of the American Association of Physics Teachers, Washington, DC.
- 16) P Marshman, E., G Kalender, Y., Schunn, C., **Nokes-Malach, T. J.**, & Singh, C. (2018, July). *Gender differences in students' motivational characteristics: Alarming trends*. Paper presented at the summer meeting of the American Association of Physics Teachers, Washington, DC.
- 17) G Whitcomb, K. M., G Kalender, Y., **Nokes-Malach, T. J.**, Schunn, C., & Singh, C. (2018, July). *How do introductory physics and mathematics courses impact engineering students' performance in subsequent engineering courses?* Paper presented at the summer meeting of the American Association of Physics Teachers, Washington, DC.
- 18) G Jamal-Orozco, N. P., U Russo, G., **Nokes-Malach T. J.**, & Galla, B. M. (2018, June). *Investigating the effects of meditation training on students' learning*. Poster presented at the 6th International Workshop on Advanced Learning Sciences, Pittsburgh, PA.
- 19) G Kalender, Y., P Marshman, E., **Nokes-Malach, T. J.**, Schunn, C., & Singh, C. (2018, June). *An investigation into students' self-efficacy in introductory physics courses*. Poster presented at the 6th International Workshop on Advanced Learning Sciences, Pittsburgh, PA.
- 20) G King-Shepard, Q., P Kuo, E., G Boden, K., **Nokes-Malach, T.**, Wallace, T., & Muhsin, M. (2018, June). *Learning to recognize a physical quantity in new contexts by inventing it from contrasting cases*. Poster presented at the 6th International Workshop on Advanced Learning Sciences, Pittsburgh, PA.
- 21) **Nokes-Malach, T.**, P Kuo, E., G Boden, K., G King-Shepard, Q., Wallace, T., & Muhsin, M. (2018, June). Exploring the relations between Student Motivation, Learning, and Transfer. In T. Nokes-Malach (Moderator), *Symposium 1: Motivation and engagement for learning*. Symposium to be conducted at the 6th International Workshop on Advanced Learning Sciences, Pittsburgh, PA.
- 22) G Whitcomb, K. M., G Kalender, Y., **Nokes-Malach, T. J.**, Schunn, C., & Singh, C. (2018, June). *How do introductory physics and mathematics courses impact engineering students' performance in subsequent engineering courses?* Poster presented at the 6th International Workshop on Advanced Learning Sciences, Pittsburgh, PA.
- 23) G Jamal-Orozco, N. P., U Russo, G., **Nokes-Malach T. J.**, & Galla, B. M. (2018, May). *Investigating the effects of mindfulness training on students' stress, emotion regulation, and learning*. Poster presented at the 30th Annual Convention for the Association for Psychological Science, San Francisco, CA.

- 24) G Boden, K., P Kuo, E., Nokes-Malach T., Wallace, T., & Meneske, M., (2018, March). *Motivation and conceptual learning: an examination of self-efficacy and achievement goals in 6th grade science*. Paper presented at the meeting of the National Association for Research in Science Teaching, Atlanta, GA.
- 25) G Boden, K. K., P Kuo, E., **Nokes-Malach, T. J.**, Wallace, T. L., & Menekse, M. M. (2017, November). *What is the role of motivation in knowledge transfer? An examination of self-efficacy*. Poster presented at the 58th Annual Meeting of the Psychonomic Society, Vancouver, BC, Canada.
- 26) G Jamal-Orozco, N. P., U Russo, G., **Nokes-Malach T. J.**, & Galla, B. M. (2017, November). *Breathe, think, learn: The effects of mindfulness training on students' robust learning*. Poster presented at the 58th Annual Meeting of the Psychonomic Society, Vancouver, BC, Canada.
- 27) G Zepeda, C. D., & **Nokes-Malach T. J.** (2017, November). *Metacognitive awareness: The type of retrospective question matters*. Poster presented at the 58th Annual Meeting of the Psychonomic Society, Vancouver, BC, Canada.
- 28) G Boden, K. K., P Kuo, E., **Nokes-Malach, T. J.**, Wallace, T. L., & Menekse, M. (2017, July). *What is the role of motivation in procedural vs. conceptual transfer?* Poster presented at the Physics Education Research Conference, Cincinnati, OH.
- 29) **Nokes-Malach, T. J.**, P Marshman, E., G Kalender, Y., Schunn, C., & Singh, C (2017, July). *Investigating attitudes and performance of students in introductory physics courses: Gender differences*. Poster presented at the Physics Education Research Conference, Cincinnati, OH.
- 30) **Nokes-Malach, T. J.**, P Marshman, E., G Kalender, Y., Schunn, & C., Singh, C (2017, July). *Investigating attitudes and performance of students in introductory physics courses: Gender differences*. Paper presented at the Annual Meeting of the American Association of Physics Teachers, Cincinnati, OH.
- 31) G Kalender, Y., P Marshman, E., Schunn, C., **Nokes-Malach, T. J.**, & Singh, C (2017, July). *Investigating attitudes and performance of students in introductory physics courses: Racial and ethnic minorities*. Paper presented at the Annual Meeting of the American Association of Physics Teachers, Cincinnati, OH.
- 32) G Boden, K. K., & **Nokes-Malach, T. J.** (2016, April). Examining classroom support of achievement goals through talk. In T. Wallace (Chair), *Investigating cognition and motivation at the classroom level*. Symposium conducted at the annual meeting of the American Educational Research Association, Washington, DC.
- 33) G Richey, J. E., U Walker, T., U Green, C., & **Nokes-Malach, T. J.** (2016, April). Relational mapping: An interactive perspective on classroom-level analogy support. In T. Wallace (Chair), *Investigating cognition and motivation at the classroom level*. Symposium conducted at the annual meeting of the American Educational Research Association, Washington, DC.
- 34) G Zepeda, C. D., U Hlutkowsky, C. O., U Partika, A. C., & **Nokes-Malach T. J.** (2016, April). Identifying teachers' supports of metacognition in the classroom. In T. Wallace (Chair), *Investigating cognition and motivation at the classroom level*. Symposium conducted at the annual meeting of the American Educational Research Association, Washington, DC.
- 35) G 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.

- 36) G Chan, J., & **Nokes-Malach, T. J.** (2014, July). *The impact of physical spaces on divergent and convergent problem-solving performance*. Poster presented at the Thirty-Sixth Annual Conference of the Cognitive Science Society, Quebec City, Quebec, Canada.
- 37) U Ferrara, A. M., G Zepeda, C., & **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, Quebec, Canada.
- 38) U Wallace, A., G Richey, J. E., & **Nokes-Malach, T. J.** (2014, July). *Changing achievement goals and grades*. Poster presented at the Thirty-Sixth Annual Conference of the Cognitive Science Society, Quebec City, Quebec, Canada.
- 39) P Bernacki, M. L., Aleven, V., & **Nokes-Malach, T. J.** (2014, April). *An examination of self-efficacy during a learning episode: Initial levels, changes and associations with learning*. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- 40) P Bernacki, M. L., **Nokes-Malach, T. J.**, Aleven, V., & U Glick, J. (2014, April). *Intelligent tutoring systems promote achievement in middle school mathematics, especially for students with low interest*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- 41) **Nokes-Malach, T. J.**, Mestre, J. P., & G Belenky, D. M. (2013, April). *A theoretical framework for transfer as sense-making: Applications and examples*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- 42) G Belenky, D. M., & **Nokes-Malach, T. J.** (2013, April). *Task-based vs. course-level achievement goals: An experimental investigation of mastery-approach goals and knowledge transfer*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- 43) G Zepeda, C., G Richey, J. E., Ronevich, P., **Nokes-Malach, T. J.** (2013, April). *Explicit instruction of metacognition in a middle school science class leads to metacognitive, academic and motivational benefits*. Poster presented at the biennial meeting of the Society for Research on Child Development, Seattle, WA.
- 44) G Zepeda, C., G 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 2012 Annual Meeting of the Advancing Hispanics/Chicanos & Native Americans in Science, Seattle, WA.
- 45) G Belenky, D. M., & **Nokes-Malach, T. J.** (2012, April). *How mastery-approach goal motivations interact with discovery by contrasting cases to facilitate transfer*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC, Canada.
- 46) P Bernacki, M. L., **Nokes-Malach, T. J.**, & Aleven, V. (2012, April). *Investigating stability and change in task-specific achievement goals and their effects on math learning with intelligent tutors*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC, Canada.
- 47) G Richey, J. E., P Bernacki, M. L., G Belenky, D. M., & **Nokes-Malach, T. J.** (2012, April). *Predicting performance with a task-based behavioral measure of achievement goals*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC, Canada.

- 48) G Li, M., Frieze, I., & **Nokes-Malach, T.** (January, 2012). *Place matters: The influence of place attachment in motivation for learning*. Poster presented to the Thirteenth Annual Meeting of the Society for Personality and Social Psychology, San Diego, CA.
- 49) P Alfieri, L., **Nokes, T. J.**, & Schunn, C. D. (2011, September). *Aligning the structural components across learning tasks of case comparisons*. Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- 50) G Belenky, D. M., **Nokes, T. J.**, & P Bernacki, M. L. (2011, August). *Achievement goals over time: How changes in mastery and performance-approach predict deep knowledge*. Paper presented at the 14th Biennial European Association for Research on Learning and Instruction Conference, Exeter, UK.
- 51) G Belenky, D. M., **Nokes, T. J.**, & P Bernacki, M. L. (2011, August). *Achievement goals and learning in a lecture course: Moving towards mastery goals predicts deeper learning*. Poster presented at the Thirty-Third Annual Conference of the Cognitive Science Society, Boston, MA.
- 52) G Belenky, D. M., U Potter, S. J., & **Nokes, T. J.** (2011, March). *The effect of expected test pressure on learning*. Poster presented at the Fourth Annual Inter-Science of Learning Center Student and Post-Doc Conference, Washington, DC.
- 53) G Richey, J. E., P Chang, A., **Nokes, T. J.**, & Schunn, C. D. (2010, August). *Using analogical learning in science to improve conceptual understanding*. Poster presented at the Thirty-Second Annual Conference of the Cognitive Science Society, Portland, OR.
- 54) Mestre, J., P Docktor, J., P Strand, N., Ross, B., **Nokes, T.**, G Richey, E. (2010, July). *A conceptual analysis approach to physics problem solving*. Paper presented to the American Association of Physics Teachers Conference, Portland, OR.
- 55) **Nokes, T. J.**, Levine, J. M., G Belenky, D. M., G Gadgil, S. (2010, July). *Investigating the impact of dialectical interaction on engagement, affect, and robust learning*. Paper presented at the 2010 International Conference of the Learning Sciences, Chicago, IL.
- 56) **Nokes, T. J.**, Mestre, J. P., Ross, B. H., G Richey, J. E. (2010, June). *Conceptual analysis and student learning in physics*. Poster presented at the 2010 Institute for Education Sciences Research Conference, Washington, DC.
- 57) **Nokes, T. J.**, & G Gadgil, S. (2010, May). *Analogical comparison supports collaborative learning in physics*. In W. Hirst and S. Rajaram (Chairs), *Collaborative learning and remembering, Part: I*. Symposium conducted at the 22nd Annual Convention for the Association for Psychological Science, Boston, MA.
- 58) **Nokes, T. J.**, Mestre, J., Ross, B. H., & G Richey, J. E. (2010, May). *Conceptual analysis and student learning in physics*. In C. L. O'Donnell and E. Albro (Chairs), *Solving problems in school: Concepts, procedures, and instruction to support learning*. Symposium conducted at the 22nd Annual Conference for the Association for Psychological Science, Boston, MA.
- 59) G Belenky, D. M., G Gadgil, S., **Nokes, T. J.**, & Levine, J. (2010, May). *Dialectical interaction, arousal, and learning*. Paper presented at the Third Annual Inter-Science of Learning Center Student and Post-Doc Conference, Boston, MA.
- 60) G Gadgil, S., G Belenky, D. M., **Nokes, T. J.**, & Levine, J. (2010, May). *Assessing transfer in learning from dialectical interaction*. Poster presented at the Third Annual Inter-Science of Learning Center Student and Post-Doc Conference, Boston, MA.

- 61) Schunn, C. D., Merlino, J., Cromley, J., Massey, C., Newcombe, N., & **Nokes, T. J.** (2010, April). *Translational science of cognitive science in middle school science curricula*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- 62) *G* Belenky, D. M., & **Nokes, T. J.** (2009, November). *How achievement goals and instructional activities interact to promote or hinder transfer of knowledge*. Poster presented at the 50th Annual Meeting of the Psychonomic Society, Boston, MA.
- 63) *P* Chang, A., *G* Strohm, E., **Nokes, T. J.**, & Schunn, C. D. (2009, November). *Using cognitive science to improve middle school science learning*. Poster presented at the 50th Annual Meeting of the Psychonomic Society, Boston, MA.
- 64) **Nokes, T. J.**, Ross, B. H., Mestre, J. P., *G* Strohm, E., *P* Brookes, D. T., & *G* Feil, A. (2009, November). *Conceptual analysis facilitates learning and transfer in both laboratory and classroom settings*. Poster presented at the 50th Annual Meeting of the Psychonomic Society, Boston, MA.
- 65) *P* Hausmann, R. G. M., **Nokes, T. J.**, VanLehn, K., & Gershman, S. (2009, July). *Revising models or filling gaps? The impact of prompting on self-explanation and robust learning*. Paper presented at the 13th Biennial European Association for Research on Learning and Instruction Conference, Amsterdam, The Netherlands.
- 66) Ross, B. H., Mestre, J. P., **Nokes, T. J.**, *P* Brookes, D. T., *G* Feil, A., & *G* Smith A. D. (2009, June). *Conceptual analysis and student learning in physics*. Poster presented at the 2009 Institute for Education Sciences Research Conference, Washington, DC.
- 67) **Nokes, T. J.**, Mestre, J. P., Ross, B. H., *G* Feil, A., *P* Brookes, D., & *G* Smith, A. (2009, April). *Conceptual analysis promotes learning and transfer in physics*. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- 68) *G* Gadgil. S., & **Nokes, T. J.** (2009, February). *Analogical scaffolding in collaborative learning*. Poster presented at the Second Annual Inter-Science of Learning Center Student and Post-Doc Conference, Seattle, WA.
- 69) *P* Hausmann, R. G. M., & **Nokes, T. J.** (2009, February). *Evidence of transfer in a Physics 1 Course: An educational data-mining project*. Poster presented at the Second Annual Inter-Science of Learning Center Student and Post-Doc Conference, Seattle, WA.
- 70) *G* Belenky, D. M., & **Nokes, T. J.** (2008, November). *Interest and depth of processing: Examining the role of metacognitive prompts in learning*. Poster presented at the 49th Annual Meeting of the Psychonomic Society, Chicago, IL.
- 71) *G* Belenky, D. M., & **Nokes, T. J.** (2008, November). *Use of metacognitive prompts and manipulatives promotes learning and transfer*. Poster presented at the Purdue Winer Memorial Lectures: New Perspectives in Human Problem Solving, West Lafayette, IN.
- 72) *G* Belenky, D. M., & **Nokes, T. J.** (2008, July). *The effect of concrete and abstract manipulatives on efficient and innovative learning*. Poster presented at the Thirtieth Annual Conference of the Cognitive Science Society, Washington, DC.
- 73) **Nokes, T. J.**, VanLehn, K., & *G* Belenky, D. M. (2008, July). *Coordinating principles and examples through analogy and explanation*. Poster presented at the Thirtieth Annual Conference of the Cognitive Science Society, Washington, DC.

- 74) Mestre, J. P., Ross, B. H., **Nokes, T. J.**, ^PBrookes, D., & ^GFeil, A. (2008, June). *Conceptual analysis and student learning in physics*. Poster presented to the 2008 Institute for Education Sciences Research Conference, Washington, DC.
- 75) **Nokes, T. J.** (2008, February). *Professional development: Job hunting* (with Natasha Tokowicz). Workshop given at the First Annual Inter-Science of Learning Center Student and Post-Doc Conference, Pittsburgh, PA.
- 76) **Nokes, T. J.**, & Ross, B. R. (2007, August). *Near-miss versus surface-different comparisons in analogical learning and generalization*. Poster presented at the Twenty-Ninth Annual Conference of the Cognitive Science Society, Nashville, TN.
- 77) Meade, M. L., **Nokes, T. J.**, & Morrow, D. G. (2006, November). *The role of expertise in collaborative memory*. Poster presented at the 47th Annual Meeting of the Psychonomic Society, Houston, TX.
- 78) Morrow, D. G., Meade, M. L., **Nokes, T. J.**, & Stine-Morrow, E. A. L. (2006, August). *Expertise predicts collaborative success on memory and problem solving tasks*. Paper presented at the American Psychological Association's Annual Convention, New Orleans, LA.
- 79) **Nokes, T. J.**, Meade, M. L., Morrow, D. G., & Stine-Morrow, E. A. L. (2006, July). *Investigating the effect of domain knowledge on collaborative problem solving*. Poster presented at the Twenty-Eighth Annual Conference of the Cognitive Science Society, Vancouver, BC, Canada.
- 80) **Nokes, T. J.** (2005, November). *Transfer of training for cognitive skills: An investigation of use-specificity*. Poster presented at the 46th Annual Meeting of the Psychonomic Society, Toronto, ON, Canada.
- 81) **Nokes, T. J.** (2005, May). *Knowledge transfer: An investigation into the adaptive shifting hypothesis*. Paper presented at the Seventy-Seventh Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
- 82) **Nokes, T. J.**, & Ohlsson, S. (2003, May). *Comparing practice to instruction in learning complex concepts: What is learned and where does it transfer?* Poster presented at the 15th Annual Convention of the American Psychological Society, Atlanta, GA.
- 83) Ash, I. K., & **Nokes, T. J.**, (2003, May). *Does attention matter for implicit learning?* Paper presented at the Seventy-Fifth Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
- 84) **Nokes, T. J.**, Ohlsson, S., & Corrigan-Halpern, A. (2002, August). *Learning by analogy versus learning by instruction: Same knowledge, different representations*. Paper presented at the Eighth Annual ACT-R Workshop, Carnegie Mellon University, Pittsburgh, PA.
- 85) **Nokes, T. J.**, & Ohlsson, S. (2002, May). *The effect of schema articulation vs. schema detection on concept acquisition and problem solving performance*. Paper presented at the Seventy-Fourth Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
- 86) **Nokes, T. J.**, & Ash, I. K. (2002, May). *An examination of the role of attentional focus in implicit learning*. Paper presented at the Seventy-Fourth Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
- 87) Ohlsson, S., Kershaw, T., **Nokes, T.**, Orr, M., & Halpern, A. (2002, January). *Creating novel knowledge structures: Knowledge and practice in abstraction, feedback, insight, and perception*. Poster presented at the UIC Poster Fair for Learning, Teaching, Technology & Teacher Development, Chicago, IL.

- 88) **Nokes, T. J.**, & Ohlsson, S. (2001, May). *An investigation into the effect of implicit vs. analogical training on problem solving performance*. Paper presented at the Seventy-Third Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
- 89) Cupal, J., Gonzalez-Marquez, M., & **Nokes, T. J.** (2000, July). *A neural network for learning to use "integral" versus "non-integral" verbs in Spanish sentences*. Paper presented at the Santa Fe Institute Student Paper Symposia, Santa Fe, NM.
- 90) **Nokes, T. J.**, & Ohlsson, S. (2000, May). *Implicit learning and its effect on deliberate problem solving: Transfer of abstract or domain specific knowledge?* Paper presented at the Seventy-Second Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
- 91) **Nokes, T. J.**, Halpern, A. D., & Ohlsson S. (1999, August). *Implicit learning and deliberate problem solving: What is the connection?* Poster presented at the Twenty-First Annual Conference of the Cognitive Science Society, Vancouver, BC, Canada.
- 92) Aks, D. J., **Nokes, T.**, Sprott, J. C., & Keane, E. (1998, November). *Resolving perceptual ambiguity in the necker cube: A dynamical systems approach*. Paper presented at the 39th Annual Meeting of the Psychonomic Society, Dallas, TX.
- 93) Aks, D. J., **Nokes, T.**, Sprott, J. C., & Keane, E. (1998, August). *Resolving perceptual ambiguity in the necker cube: A dynamical systems approach*. Paper presented at The Society for Chaos Theory in Psychology & Life Sciences Eighth Annual International Conference, Boston, MA.

INVITED PRESENTATIONS (External)

- 1) **Nokes-Malach, T. J.** (2019, February). *Investigating student motivation, learning, and transfer*. Presentation given to the Cognitive Science Seminar Series, Institute for Intelligent Systems, University of Memphis, Memphis, TN.
- 2) **Nokes-Malach, T. J.** (2018, November). *Investigating student motivation, learning, and transfer*. Presentation given to the Cognitive Psychology Brown Bag Series, Department of Psychological Sciences, Kent State University, Kent, OH.
- 3) **Nokes-Malach, T. J.** (2018, September). Keynote Speaker: *Using big data to understand factors that affect student success in STEM*. Conference at the Interface of Discipline-Based Education Research in STEM and Psychological Science, St. Louis, MO.
- 4) **Nokes-Malach, T. J.** (2018, March). *Using big data to understand factors that affect student success in STEM*. Presentation given to the Academic Innovation at Michigan Workshop Series (AIM: Analytics). University of Michigan, Ann Arbor, Michigan.
- 5) **Nokes-Malach, T. J.** (2017, March). *Investigating the role of motivation and metacognition in promoting knowledge transfer*. Presentation given to the Cognitive Psychology Brown Bag Series, Department of Psychology, University of Illinois at Chicago, Chicago, IL.
- 6) **Nokes-Malach, T. J.**, Richey, E., Gadgil, S. (2016, May). *When is it better to learning together? Insights from research on the costs and benefits of collaborative learning*. Learning in Social Contexts Conference. University of Pittsburgh and Carnegie Mellon University, Pittsburgh, PA.
- 7) **Nokes-Malach, T.**, Betancur, L., Binning, K., Chen, S., Grabowski, J., Kaufman, N., Marshman, E., Rottman, B., Schunn, C., Schuchardt, A., Singh, C., & Votruba-Drzal, E. (2016, April). *Build, understand, and tune interventions that cumulate to real impact*. Poster given at the Envisioning the Future of Undergraduate STEM Education (EnFUSE): Research and Practice Symposium. National Science Foundation, Washington DC.

- 8) **Nokes-Malach, T. J.** (2016, March). *Investigating the role of motivation and metacognition in promoting knowledge transfer*. Colloquium given to the Physics Education Research Group, Department of Physics, University of Illinois at Urbana-Champaign, Urbana, IL.
- 9) Klahr, D., & **Nokes-Malach, T. J.** (2016, February). *Timing is everything ... sometimes*. Network for the Science of Learning Center's Awardee Meeting 2016. National Science Foundation, Washington, DC.
- 10) **Nokes-Malach, T. J.** (2015, April). *Science diaries: A writing intervention to improve motivation in middle school science*. Cognitive and Developmental Brown Bag Series, Psychology Department, Carnegie Mellon University, Pittsburgh, PA.
- 11) **Nokes-Malach, T. J.** (2014, October). *Knowledge transfer: New approaches to a controversial phenomenon*. Beckman Institute for Advanced Science and Technology 25th Anniversary Symposium. University of Illinois at Urbana-Champaign, Urbana, IL.
- 12) **Nokes-Malach, T. J.** (2011, July). *Conceptual analysis facilitates learning in laboratory and classroom settings*. Pittsburgh Science of Learning Center Summer Intern Program, Carnegie Mellon University, Pittsburgh, PA.
- 13) **Nokes, T. J.**, Levine, J. L., & Belenky, D. B., & Gadgil, S. (2010, July). *Investigating the impact of dialectical interaction on engagement, arousal, and robust learning*. Pittsburgh Science of Learning Center Summer Intern Program, Carnegie Mellon University, Pittsburgh, PA.
- 14) **Nokes, T. J.**, Hausmann, R. G. M., VanLehn, K., & Gershman, S. (2009, November). *The design of self-explanation prompts: The fit hypothesis*. Science of Learning Centers PI Meeting, Washington, DC.
- 15) **Nokes, T. J.** (2009, October). Using cognitive science to improve student learning. In R. Lopez (Chair), *Brain, mind, and learning: Research at the science of learning centers*. Symposium conducted at the 2009 Annual Meeting of the Advancing Hispanics/Chicanos & Native Americans in Science, Dallas, TX.
- 16) **Nokes, T. J.** (2009, October). Robust Learning. In R. Lopez (Chair), *Learn-a-Palooza*. Plenary symposium conducted at the 2009 Annual Meeting of the Advancing Hispanics/Chicanos & Native Americans in Science, Dallas, TX.
- 17) **Nokes, T. J.** (2009, March). Taking cognitive science to school: How cognitive science can improve conceptual learning in physics classrooms. In N. Newcombe (Chair), *The new learning sciences*. President's Integrative Symposium conducted at the Annual Meeting of the Eastern Psychological Association Conference, Pittsburgh, PA.
- 18) **Nokes, T. J.** (2007, August). *Facilitating conceptual learning through analogy and explanation*. Physics Education Research Conference, Greensboro, NC.
- 19) **Nokes, T. J.**, Meade, M. L., & Morrow, D. G. (2007, June). *Investigating the role of expertise in collaborative tasks*. Pittsburgh Science of Learning Center Summer Intern Program, Carnegie Mellon University, Pittsburgh, PA.
- 20) **Nokes, T. J.** (2006, February). *Creating adaptive knowledge structures and skills: Investigations of learning and transfer*. Cognitive Psychology Brown Bag Series, University of Illinois at Chicago, Chicago, IL.
- 21) **Nokes, T. J.** (2005, December). *Understanding transfer: An investigation into multiple mechanisms*. Psychology Colloquium, University of Pittsburgh, Pittsburgh, PA.

- 22) **Nokes, T. J.** (2004, March). *Investigating multiple mechanisms of knowledge transfer*. Symposium on Reasoning and Learning in Cognitive Systems, Stanford University, Palo Alto, CA.

INVITED PRESENTATIONS (Internal)

- 23) **Nokes-Malach, T. J.** (2019, April). *The effect of expansive versus narrow environments on creative problem solving*. Presentation given to the University of Pittsburgh Psychology Club. University of Pittsburgh, PA.
- 24) **Nokes-Malach, T. J.** (2018, December). *Strategies to enhance student learning and motivation based on principles of cognitive science*. Presentation given to the Teaching Brown Bag Series, Department of Psychology, University of Pittsburgh, PA.
- 25) **Nokes-Malach, T. J.** (2018, October). *The impact of prior preparation and motivational characteristics on learning outcomes in introductory physics*. Presentation given to the Board of Visitors Meeting, LRDC, University of Pittsburgh, Pittsburgh, PA.
- 26) **Nokes-Malach, T. J.** (2018, June). *Strategies to enhance student learning and motivation based on principles of cognitive science*. Presentation given to the Discipline-Based Science Education Research Center, University of Pittsburgh, Pittsburgh, PA.
- 27) **Nokes-Malach, T. J.** (2018, April). *Investigating student motivation, learning, and transfer*. Presentation given to the University of Pittsburgh Psychology Club. University of Pittsburgh, PA.
- 28) **Nokes-Malach, T.**, Betancur, L., Binning, K., Chen, S., Grabowski, J., Kaufman, N., Limeri, L., Marshman, E., Jamal-Orozco, N., Rottman, B., Schunn, C., Schuchardt, A., Singh, C., Vincent-Ruz, P., & Votruba-Drzal, E. (2016, October). *Intervention science: Investigating educational innovations at Pitt*. Board of Visitors Meeting, LRDC, University of Pittsburgh, Pittsburgh, PA.
- 29) **Nokes-Malach, T. J.** (2016, March). *Flipping the script: Innovating large lectures with principles from cognitive science*. Presentation given to the Discipline-Based Science Education Research Center, University of Pittsburgh, Pittsburgh, PA.
- 30) **Nokes-Malach, T. J.** (2016, February). *Knowledge transfer: New approaches for a controversial phenomenon*. Presentation given to the Research Round Table, Department of Communication Sciences and Disorders, School of Health and Rehabilitation Sciences, University of Pittsburgh, Pittsburgh, PA.
- 31) Rottman, B., & **Nokes-Malach, T. J.** (2015, October). *Authenticity in educational instruction*. Presentation given to the Discipline Based Science Education Research Center, University of Pittsburgh.
- 32) **Nokes-Malach, T. J.** (with Akiva, T., Galla, B., Kelly, S., Wang, M.). (2015, October). *Panel on motivation and engagement*. Learning Sciences and Policy Program and the Applied Developmental Psychology Program. School of Education, University of Pittsburgh.
- 33) **Nokes-Malach, T. J.**, Binning, K., Grabowski, J., Kaufman, N., Rottman, B., Schunn, C., Singh, C., Votruba-Drzal, E. (2015, October). *Build, understand, and tune interventions that cumulate to real impact*. Presentation given to the LRDC faculty. University of Pittsburgh.
- 34) **Nokes-Malach, T. J.** (2015, March). *The role of motivation in supporting preparation for future learning and knowledge transfer*. Presentation given to the Discipline-Based Science Education Research Center, University of Pittsburgh, Pittsburgh, PA.

- 35) **Nokes-Malach, T. J.** (2014, April). *Science diaries: A brief writing intervention to improve motivation to learn science*. Board of Visitors Meeting, LRDC, University of Pittsburgh, Pittsburgh, PA.
- 36) **Nokes-Malach, T. J.** (2014, April). *Science diaries: A writing intervention to improve motivation and achievement in middle school science*. Learning Sciences and Policy Brown Bag Series, University of Pittsburgh, Pittsburgh, PA.
- 37) **Nokes-Malach, T. J.** (2013, March). *Conceptual learning principles*. School of Nursing's education series: "Placing the Learner First". University of Pittsburgh, Pittsburgh, PA.
- 38) **Nokes-Malach, T. J., & Chan, J.** (2011, November). *The effects of expansive versus narrow environments on creative problem solving*. Annual induction ceremony of the Psy Chi Chapter, University of Pittsburgh, Pittsburgh, PA.
- 39) **Nokes, T. J., Levine, J. L., Belenky, D. B., & Gadgil, S.** (2010, June). *Dialectical interaction and conceptual learning*. Board of Visitors Meeting, LRDC, University of Pittsburgh, Pittsburgh, PA.
- 40) **Nokes, T. J.** (2009, April). *Taking cognitive science to school: Improving cognitive science and student learning*. Research for Practice Conference, LRDC, University of Pittsburgh, Pittsburgh, PA.
- 41) **Nokes, T. J.** (2008, December). *Taking cognitive science to school: How cognitive science can improve conceptual learning in physics classrooms*. Learning Sciences and Policy Brown Bag Series, University of Pittsburgh, Pittsburgh, PA.
- 42) **Nokes, T. J.** (2006, April). *Creating adaptive knowledge structures and skills: Investigations of learning and transfer*. Cognitive Psychology Brown Bag Series, University of Illinois at Urbana-Champaign, Urbana, IL.
- 43) **Nokes T. J., Mestre, J. P., & Ross, B. H.** (2006, April). *Facilitating knowledge transfer in physics*. Physics Education Brown Bag Series, University of Illinois at Urbana-Champaign, Urbana, IL.

WORKSHOPS (External)

- 1) **Nokes-Malach, T., Kalender, Z., Binning, K., & Singh, C.** (2019, July). *Using social psychological interventions to make STEM classrooms inclusive and improve learning*. Workshop given at the Annual Physics Education Research Conference, Provo, UT.
- 2) Marshman, E., Kalender, Z., **Nokes-Malach, T., Binning, K., & Singh, C.** (2018, July). *Using social psychological interventions to improve learning of all students*. Workshop given at the summer meeting of the American Association for Physics Teachers Conference, Washington, DC.

WORKSHOPS (Internal)

- 44) **Nokes-Malach, T. J.** (2019, October). *Strategies to enhance learning and motivation based on principles of cognitive science*. Swanson School's Engineering Academic Resource Center's Workshop Series. University of Pittsburgh, Pittsburgh, PA.
- 45) **Nokes-Malach, T. J.** (2019, March; 2018, October) *Study smarter, not harder with strategies supported by cognitive science*. Swanson School's Engineering Academic Resource Center's Workshop Series. University of Pittsburgh, Pittsburgh, PA.

- 46) **Nokes-Malach, T. J.** (2018, March, February; 2014, February). *Study smarter, not harder with strategies supported by cognitive science*. Swanson School's Engineering Academic Resource Center's Workshop Series. University of Pittsburgh, Pittsburgh, PA.

TEACHING EXPERIENCE

University of Pittsburgh

- PSY 0005: *Introduction to Cognitive Science (2)*
- Fall, 2010; Fall, 2012
- PSY 420/421/422: *Cognitive Psychology (15)*
- Fall, 2007; Spring, 2008; Fall, 2009; Spring 2010; Fall 2011; Spring 2013; Fall 2013; Spring 2015; Fall 2015; Spring 2016; Fall 2016; Spring 2018; Fall 2018; Spring 2019; Spring 2020
- PSY 2476: *Topics in Cognitive Psychology: Brown Bag Series, Coordinator (7)*
- Spring, 2010; Fall, 2010; Spring, 2011; Fall, 2012; Spring, 2013; Fall, 2013; Spring, 2014
- PSY 2476: *Topics in Cognitive Psychology: Knowledge Transfer (4)*
- Fall, 2008; Fall 2011; Fall 2015; Spring 2018
- PSY 2476: *Topics in Cognitive Psychology: Learning and Motivation (2)*
- Spring, 2011; Spring 2017
- PSY 2476: *Topics in Cognitive Psychology: Metacognition*
- Spring, 2014

Network of Academic Programs in the Learning Sciences (NAPLeS)

- Webinar – Situative Cognition (w/ James Greeno, March 4th, Spring 2014)

LearnLab Summer School

- InVivo Track Instructor, Summer, 2009, 2013, 2014

University of Illinois at Urbana-Champaign

- PSYCH 523: *Problem Solving & Cognitive Skill Acquisition*
- Spring, 2006

University of Illinois at Chicago

- PSCH 320: *Developmental Psychology*
- Co-taught with Andrew Corrigan-Halpern, Summer, 2004
- Co-taught with Trina Kershaw, Summer, 2003
- PSCH 343: *Statistics in Psychological Science*
- Spring, 2002

GRANTS

P Indicates a postdoctoral collaborator, *G* graduate student collaborator

Current Support (PI: Total \$3,042,036)

- *Studying Collaborative Dialogue with a Teachable Robot in a Mathematics Domain*
University of Pittsburgh, Learning Research and Development Center: Seed Grant Competition, 7/19-7/20
Total costs: \$25,819
PI: Erin Walker, Co-PI's: Diane Litman, Tim Nokes-Malach

- *A Bayesian Approach to the Study of Conceptual Change*
University of Pittsburgh, Learning Research and Development Center: Seed Grant Competition, 7/18-7/20
Total costs: \$149,933
PI: Eric Kuo, Co-PI's: Ben Rottman, Tim Nokes-Malach
- *Enhancing Undergraduate STEM Learning through Personalized Mobile Mindfulness Training*
University of Pittsburgh, Personalized Education Grant Program, 5/18-4/20
Total costs: \$25,000
PI: Brian Galla, Co-PI: Tim Nokes-Malach
- *Implementing Science of Learning Principles within Educational Practice*
James S. McDonnell Foundation, Grant # 220020483, 12/16-11/21
Total costs: \$4,635,718
Sub-award to the University of Pittsburgh: \$599,992
Sponsoring Institution: Iowa State University (Shana Carpenter, PI)
Collaborative Institutions: University of Texas Austin (Andrew Butler, PI), Purdue University (Jeffrey Karpicke, PI), Boston College (David Miele, PI), Texas Christian University (Sarah Uma Tauber, PI), University of Pittsburgh (Timothy Nokes-Malach, PI)
- *Build, Understand, & Tune Interventions that Cumulate to Real Impact*
National Science Foundation, DUE-1524575, 9/15-8/20
Total costs: \$1,795,922
PI: Timothy Nokes-Malach, Co-PI's: Kevin Binning, Joesph Grabowski, Nancy Kaufmann, Ben Rottman, Chandralekha Singh, Elizabeth Votruba-Drzal
- *Investigating Motivation and Transfer in Physical Science through Preparation for Future Learning Instruction*
National Science Foundation, DUE-1534829, 9/15-8/19
Total costs: \$593,278
PI: Timothy Nokes-Malach, Co-PIs: Muhsin Menekse; Tanner LeBaron Wallace

Previous Support (Total: \$1,783,935)

- *Flipping the Script: Innovating Large Undergraduate Psychology Lectures with Learning Principles from Cognitive Science*
Total costs: \$14,908
University of Pittsburgh, Discipline-Based: Science Education Research Center (dB-SERC), 7/15-7/16
PI: Timothy Nokes-Malach; Co-PI: Cristina Zepeda
- *Innovating Motivation Research: Insights from Urban Middle School Classrooms on the Links between Psychosocial Classroom Activity and Mathematics Learning*
University of Pittsburgh, Learning Research and Development Center: Seed Grant Competition, 7/14-7/16
Total costs: \$149,763
PI's: Timothy Nokes-Malach, Tanner LeBaron Wallace, James Greeno, and Rip Correnti

- *Dialectical Interaction, Motivation, and Metacognition Interventions to Support Robust Learning*
 National Science Foundation, Pittsburgh Science of Learning Center (LearnLab), SBE-0836012, 9/09-2/15
 Sub-award to the University of Pittsburgh: \$785,482
 PI: Timothy Nokes-Malach, Co-PI of the dialectical interaction component: John Levine
- *Microgenetic and Longitudinal Approaches to Assessing the Relationship between Motivation and Affect on Robust Learning*
 National Science Foundation, Pittsburgh Science of Learning Center (LearnLab), SBE-0836012, 9/10-2/15
 Sub-award to the University of Pittsburgh: \$285,467
 PI: Timothy Nokes-Malach, Co-PI: Vincent Alevan
- *The 21st Century Research and Development Center on Cognition and Science Instruction*
 Department of Education, Institute for Education Sciences, R305C080009, 7/08-7/13
 Total costs: \$9,995,038
 PI: Joseph Merlino, Co-PI's: Jennifer Cromley, Nora Newcombe, Timothy Nokes, Andy Porter, Christian Schunn
- *Conceptual Analysis and Student Learning in Physics*
 Department of Education, Institute for Education Sciences, R305B070085, 7/07-7/11
 Total costs: \$1,203,164
 Sub-award to the University of Pittsburgh: \$124,646
 PI: Brian Ross, Co-PI's: Jose Mestre, Timothy Nokes
- *Dialectical Interaction and Conceptual Learning*
 University of Pittsburgh, Learning Research and Development Center: Seed Grant Competition, 9/08-9/10
 Total costs: \$74,390
 PI: John Levine; Co-PI: Timothy Nokes
- *Analogical Scaffolding in Collaborative Learning*
 National Science Foundation, Pittsburgh Science of Learning Center (LearnLab), SBE-0354420, 7/08-7/09
 Sub-award to the University of Pittsburgh: \$80,000
 PI: Timothy Nokes, Co-PI: *G* Soniya Gadgil
- *Harnessing What You Know: The Role of Analogy in Robust Learning*
 National Science Foundation, Pittsburgh Science of Learning Center (LearnLab), SBE-0354420, 7/08-7/09
 Sub-award to the University of Pittsburgh: \$80,000
 PI: Timothy Nokes, Co-PI: *P* Robert G. M. Hausmann
- *Bridging Principles and Examples through Analogy and Explanation*
 National Science Foundation, Pittsburgh Science of Learning Center (LearnLab), SBE-0354420, 1/07-6/08
 Sub-award to the University of Pittsburgh: \$189,279
 PI: Timothy Nokes, Co-PI: Kurt VanLehn

**SERVICE
 REVIEWING**

Journals

- Editorial Boards:
 - *Journal of Experimental Psychology: Applied* (2016-present)
 - *Journal of Educational Psychology* (2016-2018)
- Ad hoc Reviewer for 24 Journals
 (1) *American Journal of Psychology*; (2) *Cognitive Science*; (3) *Cognition*; (4) *Cognition and Instruction*; (5) *Educational Psychology*; (6) *Educational Psychologist*; (7) *Educational Psychology Review*; (8) *Group Processes & Intergroup Relations*; (9) *Human Factors*; (10) *Instructional Science*; (11) *Learning and Instruction*; (12) *The Journal of Experimental Education*; (13) *Journal of Educational Psychology*; (14) *Journal of Experimental Psychology: Applied*; (15) *Journal of Experimental Psychology: General*; (16) *Journal of Experimental Psychology: Learning, Memory, and Cognition*; (17) *The Journal of Genetic Psychology*; (18) *The Journal of Problem Solving*; (19) *International Electronic Journal of Elementary Education*; (20) *International Journal of Creativity and Problem Solving*; (21) *Learning and Individual Differences*; (22) *Memory & Cognition*; (23) *Physical Review Special Topics – Physics Education Research*; (24) *Psychonomic Bulletin and Review (PB&R)*

Books

- *Variation in Working Memory*
 (Eds., A. R. Conway, C. Jarrold, M. J. Kane, A. Miyake, and J. N. Towse)

Conferences

- Sixth International Workshop on Advanced Learning Sciences Local Program Committee, 2018
- (1) American Educational Research Association's Annual Meeting, (2) American Psychological Society Student Caucus; (3) Cognitive Science Society's Annual Conference; (4) International Conference of the Learning Sciences; (5) Physics Education Research Conference; (6) Society for Research on Educational Effectiveness
- Cognitive Science Conference Committee Member for Modeling Tutorials, 2004
- Cognitive Science Conference Program Committee; Meta-Reviewer (coordinating reviews and making editorial recommendations on approx. 6-9 papers per year), 2010-present
- Program Committee Member and Reviewer for the Workshop on Non-cognitive Factors & Personalization for Adaptive Learning, Education Data Mining Conference, 2014

Grants

- Reviewer for Swiss National Science Foundation, 2018
- Reviewer for the Austria Science Fund, 2014, 2016
- Reviewer for the Social Sciences and Humanities Research Council of Canada, 2015
- Reviewer for the National Science Foundation, Social and Economic Sciences (SES), 2015
- Invited to Review for National Science Foundation's, Education and Human Resources (EHR)
- Invited to Review for the U.S.-Israel Binational Science Foundation

COMMUNITY*National Advisory Boards*

- Advisory Committee Member for the IES funded project “*Enhancing undergraduate STEM education by integrating mobile learning technologies with Natural Language Processing*” by Dr. Muhsin Menekse at Purdue University, 2018-present.

- Advisory Committee Member for the NSF project “*Developing Crosscutting Concepts in STEM with Simulation Theaters of Embodied Learning*” by Dr. Robb Lindgren at the University of Illinois at Urbana-Champaign, 2014-2018.

Regional

- Member of the Diversity Committee for the LearnLab, 2012-2016
- Member of the Executive Committee for the LearnLab, 2008-2016
- Motivation and Metacognition Co-Chair for the LearnLab, 2009-2016
- Junior Faculty Representative to the Executive Committee for the LearnLab, 2007-2009

Pitt - Dietrich School of Arts and Sciences

- Member of the Tenure Council, 2017, 2018
- Member of Conflict of Interest Committee, 2016
- Member of the Mellon Fellowship Selection Committee, 2013

Psychology

- Chair of the Cognitive Program, 2018-present
- Member of the Executive Committee, 2018-present
- Member of the Graduate Education Committee, 2018-present
- Member of the Psychology Teaching Evaluation Project, 2017-present
- Chair of P & T Committee, 2017
- Member of the Advising Review Committee, 2016-2017
- Member of the Honors Education Committee, 2015-2016
- Chair of the Dept. Institutional Review Board (IRB) Committee, 2015-2016
- Member of the Undergraduate Education Committee (UEC), 2009-2013
- Graduate Student Admissions Committee, 2007, 2009, 2011-2012, 2016, 2018
- Faculty Search Committee Member, 2010, 2012, 2013, 2018
- Member of the Colloquium Committee, 2009-2012
- Co-Chair of the Tim Post Award Committee, 2014, 2015, 2016
- Member of the Tim Post Award Committee, 2007
- Sloan Fellowship Committee, 2007

Pitt - School of Education

- Steering Committee Member, Motivation Center, 2015-present
- Faculty Search Committee Member, 2014

Pitt – School of Information Sciences

- Member of P & T committee, School of Information Sciences, 2013

Pitt – Learning Research and Development Center (LRDC)

- Executive Committee, 2016-present
- Diversity & Inclusion Committee, 2015-present
- Director, LRDC Undergraduate Summer Internship Program, 2018-present
- Technology Committee, 2010-present
- Strategic Planning Committee’s: Education and Learning Neuroscience, 2014
- Semi-centennial Steering Committee, 2012-2013
- Computer Resources Committee, 2009
- Research-Practice Conference Planning Group, 2009
- Organizer of the Higher-order Cognition Group Talk Series, 2007-2008

Pitt – School of Nursing

- Member of the Advisory Group to Center for the Scholarship of Teaching and Learning, 2018-present

Pitt – School of Public Health

- Member of the Center for Mindfulness and Consciousness Studies, 2015-present

University of Illinois Chicago

Psychology

- Diversity Advisory Committee, 2003

POSTDOCTORAL MENTORING

Current

- Eric Kuo

Alumni

- Louis Alfieri (Learning Scientist at Robomatter)
- Matthew L. Bernacki (Assistant Professor of Learning Sciences at UNC)
- Alicia Chang (User design at Google)
- Robert G. M. Hausmann (Cognitive Scientist at Carnegie Learning)
- Emily Marshman (Assistant Professor at CCAC)

GRADUATE STUDENT MENTORING

Current

- Kelly K. Boden (4th year)
- Nabila Jamal-Orozco (4th year)
- Quentin King-Shepard (1st year)

Alumni

- Brendan Barstow, MA
- Daniel M. Belenky, PhD (Senior Research Scientist at Pearson)
- Soniya Gadgil, PhD (Senior Design Researcher at Microsoft)
- Yasemin Kalender (Postdoc, Cornell University)
- J. Elizabeth Richey, PhD (Project Scientist at Carnegie Mellon University)
- Cristina Zepeda, PhD (Postdoc at Washington University in St. Louis)

Student Committees

University of Pittsburgh

- *Dietrich School of Arts and Sciences*
 - *Psychology*
 - Cognitive
 - Barstow, Brendan (Mentoring, MA Thesis)
 - Bathgate, Meghan (Mentoring; Specialty Exam, Dissertation)
 - Belenky, Daniel (Mentoring; MA Thesis Chair; Specialty Exam; Dissertation Chair)

- Bernstein, Deborah (Specialty Exam; Dissertation)
 - Boden, Kelly (Mentoring; MA Thesis Chair)
 - Braham, Emily (Dissertation)
 - Caddick, Zac (Mentoring; MA Thesis)
 - Chan, Joel (Mentoring; MA Thesis; Specialty Exam; Dissertation)
 - Colvin, Michelle (Mentoring)
 - Derringer, Cory (Mentoring; MA Thesis; Specialty Exam; Dissertation)
 - Duong, Shirley (Mentoring)
 - Gadgil, Soniya (Mentoring; MA Thesis Chair; Specialty Exam; Dissertation Chair)
 - Gebremedhen, Nadait (Mentoring)
 - Harris, Lindsay (Mentoring)
 - Jang, JooYoung (Mentoring; MA Thesis; Specialty Exam; Dissertation)
 - Jamal-Orozco, Nabila (Mentoring; MA Thesis Chair)
 - King-Shepard, Quentin (Mentoring)
 - Liu, Allison (Mentoring; MA Thesis; Specialty Exam)
 - Palmquist, Sasha (Dissertation)
 - Patchan, Melissa (Mentoring; Comprehensive Exam; Dissertation)
 - Richey, Elizabeth (Mentoring; MA Thesis Chair; Specialty Exam, Dissertation Chair)
 - Soo, Kevin (Mentoring, MA Thesis; Dissertation)
 - Tremel, Joshua (Dissertation)
 - Wong, Tsunhin (Mentoring; MA Thesis)
 - Zepeda, Cristina (Mentoring; MA Thesis Chair; Specialty Exam, Dissertation Chair)
- Developmental
 - Henry, Daphne (Specialty Exam)
 - Koury, Amanda (Specialty Exam)
 - Social
 - Alexander, Kira (Dissertation)
 - Chen, Susie (MA Thesis)
 - Individualized
 - Li, ManYu (Mentoring; MA Thesis; Dissertation)
- ***School of Health and Rehabilitation Sciences***
 - *Communication Sciences and Disorders*
 - Hayes, Becca (Dissertation)
 - Meigh, Kimberly (Specialty Exam; Dissertation)
 - ***School of Education***
 - *Learning Sciences and Policy*
 - Hecht, Marijke (Milestones 1 and 2)
 - Quintana, Rafael (Milestone 1)
 - Schuchardt, Anita (Dissertation)
 - *Applied Developmental Psychology*

- Sung, Hannah (Dissertation)

Carnegie Mellon University

- **School of Computer Science**
 - *Human Computer Interaction Institute*
 - Long, Yajin (Dissertation)

POST-BACCULARATE (Hot Metal Bridge Program)

- King-Shepard, Quentin, 2018-2019
- Weaver, Alexandria, 2017-2018
- Jamal-Orozco, Nabila, 2015-2016
- Zepeda, Cristina, 2011-2012

UNDERGRADUATE STUDENT MENTORING

University of Pittsburgh

Honors Thesis Committees (14); † indicates served as the primary advisor

- Caroline Altaras • Jennifer Bracken • Merete Chaplin† • Cassie Chew • Kara Cohen† • Emily Diamond • Amanda Ferrara† • Tessa Lewis-Whitson† • Karen Garelik • Sam Potter† • Gaby Russo† • Ori Tamir • Aleza Wallace† • Macejka Wyatt •

First Experiences in Research Students (12)

- Lauren Baff • Alex Dowels • Margaret Kelly • Timothy Lee • Alex Harshberger • Ahn Huynh • Nicholas Moellers • Kyrstin Moltner • Nick Oh • Catherine Park • Aleza Wallace • Emma Vogan

Research Assistants (52)

- Dinya Aboud • Jeremy Addison • Amy Adelman • Caroline Altaras • Mike Ansell • Ranem Atia • Merete Chaplin • Max Chiu • Kara Cohen • Sean Cooper • Hannah DeCleene • Evan Devitry • Christine Ebdlahad • Morgan Endlein • Morgan Everett • Amanda Ferrara • Michelle Francis • Stephen Grivnow • Eliza Gilpin • Julia Glick • Alicia Heim • Sarah Honsaker • Christina Hlutkowsky • Alessandra Karam • Jonas Kerner • Alex Kunisky • Tessa Lewis-Whitson • Kylene Lovell • Jing Liu • Max Lichtenstein • Diksha Mishra • Alex Matrolonardo • Darren Pifer • Sam Potter • Ava Salimnejad • Kristen Sawl • Emily Schimdt • Spencer Schimdt • Julianna Sincavage • Madeline Sharmat • Amanda Sheller • Courtney Stein • Douglas Stouch • Alyssa Thatcher • Breanna Walbaum • Tatum Walker • Linnea Warren • Emily Wenz • Nolan Weinlader • Mark Wertz • Christopher Wiltout • Qingqing Yang •

Paid Summer Interns, Funded through the LearnLab (7), *Funded through LRDC* (3)

- Aliya Blackwood (Carnegie Mellon University) • Greg Cox (University of Maryland) • Fred Diego (Indiana University) • Corinne Green (The University of Houston) • Emily Greenwood (University of Chicago) • Norah Hass (Norte Dame) • Nicole Nunez (University at Albany, SUNY) • Anne Partika (The College of Wooster) • Kelly Rivers (Carnegie Mellon University) • Bryan Tapia (Cal-Poly Pomona) •

Teaching Assistants (40)

- Maham Ahmed • Toyin Ajayi • Ryann Bailey • Andrew Belko • Victoria Bittone • Margaret Boldry • Amanda Braniecki • Courtney Brown • Chi Bui • James Burke • Merete Chaplin • Twany Duliba • Elisabeth Estes • Morgan Everett • Emily Faust • Christina Fasolas • Lindsey Gorman • Ashley Griffin • Heather Jackson • Rachel Haak • Gwen Hoeffgen • Amanda Hopcroft

• Alessandra Karam • Erin Karahuta • Monica Kim • Emily Kosenske • Jenny Ly • Jessica Nederlanden • Chelsea Proulx • David Raboy • Austin Rosenkrans • Mark Ruffalo • Victoria Scott • Haley Shuford • Brandon Sibbach • Rachel Tang • Emory Verstraete • Emily Wenz • Nicole Willis • Sarah Witter •

University of Illinois

- I supervised a total of 27 undergraduates in directed research (16 students for one semester and 11 students for two).

ADDITIONAL EDUCATIONAL EXPERIENCES

- **LearnLab Summer School**, June 2007
Carnegie Mellon University
Instructor: Ken Koedinger
- **ACT-R Summer School**, July 2002
Carnegie Mellon University
Instructors: John R. Anderson and Christian Lebiere
- **Oxford Summer School on Connectionist Modeling**, July 2001
University of Oxford
Instructors: Kim Plunkett and Edmond Rolls
- **Complex Systems Summer School**, June 2000
Santa Fe Institute
Supervisor: Melanie Mitchell
- **Soar Programming Tutorial**, May 1999
University of Michigan
Instructor: John E. Laird