

**Robert William Danielson, Ph. D.**

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**EDUCATION**

- 2012-2017            **University of Southern California**  
Ph.D. Urban Education Policy  
Concentration: Educational Psychology / Learning Sciences  
Cognate: Methods and Measurement  
Dissertation Title: *Promoting Epistemic and Conceptual Change with Texts and Graphics*  
Advisor: Gale M. Sinatra, Ph.D.
- 2009-2012            **California State University, Chico**  
Master of Arts in Psychological Science  
Thesis Title: *The Effect of Decorative Graphics on Expository Text Comprehension*  
Advisor: Neil H. Schwartz, Ph.D.
- 2002-2007            **California State University, Chico**  
Bachelor of Arts in Psychology

**PROFESSIONAL AFFILIATIONS**

American Educational Research Association (AERA), Division C  
American Psychological Association (APA), Division 15  
Association for Psychological Science (APS)  
European Association for Research on Learning and Instruction (EARLI)  
National Consortium for Instruction and Cognition (NCIC)  
Society for Text and Discourse (ST&D)

**RESEARCH INTERESTS**

How learning with texts and graphics may promote epistemic and conceptual change around STEM concepts. My research focuses on students in K-12 through college, as well as members of the public. I also examine the educational, policy, and health-related implications of the public's understanding of science.

**Honors and Awards**

- 2017            Received "Rossier Internal Research Award" (Total amount \$1,000)  
2016            Nominated for "Best Poster" at the EARLI SIG 2 Text and Graphics Conference  
2016            Nominated for Provost's Mentored Teaching Fellowship Award

- 2015 Inaugural recipient of the Richard C. Anderson Graduate Student Research Award
- 2015 Nominated for Provost's Mentored Teaching Fellowship Award
- 2014 Graduate Scholar Award, Climate Change: Impacts and Responses
- 2013 USC Graduate Student Travel Fund Recipient
- 2013 Poster Selected for Highlight at Division C Business Meeting at AERA
- 2012-2015 Rossier Dean's Fellowship, University of Southern California.
- Spring 2011 Excellence in Psychology Award, California State University

## PROFESSIONAL EXPERIENCE

- 2017-Present **Assistant Professor, Washington State University.** Designing and teaching educational psychology related courses. Maintaining an active program of research. Providing service to the university, community, and profession.
- 2014-2017 **Motivated Change Research Lab Team Leader, University of Southern California.** Directed by Gale Sinatra, Ph. D. Principal investigator for four studies, as well as directing graduate and undergraduate students in research design.
- 2014-2017 **Research Assistant, Fund for the Improvement of Post-Secondary Education First in the World Program.** *Improving Access to College through Games, Technology, and Social Media* Total Award: \$3,200,000. Research Assistant responsible for developing multiple measures to assess interest and motivation, leading quantitative analysis and research design.
- 2013-2016 **Research Assistant, Mattel Children's Foundation, Mattel Speedometry Phase II District Wide RTC.** Total Award: \$784,000.00. Research Assistant helping develop, administer, and score measures of knowledge, interest, and emotions. Assisted in research design and data analysis.
- 2012-2014 **Motivated Change Research Lab Team Member, University of Southern California.** Directed by Gale Sinatra, Ph.D. Working as a collaborative team to design and execute various studies examining conceptual change, metaphorical graphics, STEM career identities, and attitudes related to controversial science topics.
- 2011-2012 **Associate Director, Learning Cognition and Instruction (LCI) Research Group. California State University, at Chico.** Directed by Neil Schwartz, Ph.D. Principal investigator for two studies, as well as directing graduate and undergraduate students in research design.
- 2009-2011 **Learning, Cognition, and Instruction Research Team Member, California State University, at Chico.** Directed by Neil Schwartz, Ph.D. Working as a collaborative team to design and execute various studies examining metaphorical graphics and learning from expository texts, metacognition, learning from ambiguous texts, and critical thinking.

## RESEARCH / PUBLICATIONS

### Referred Journal Articles

Polikoff, M. S., Le, Q. T., **Danielson, R. W.**, Sinatra, G. M., & Marsh, J. (2018). The Impact of speedometry on student knowledge, interest, and emotions. *Journal of Research on Educational Effectiveness*. 1-23, <https://doi.org/10.1080/19345747.2017.1390025>

Mason, L., Baldi, R., Di Ronco, S., Scrimin, S., **Danielson, R. W.**, & Sinatra, G. M. (2017). Textual and graphical refutations: Effects on conceptual change learning. *Contemporary Educational Psychology*. 49, 275-288. <https://doi.org/10.1016/j.cedpsych.2017.03.007>

**Danielson, R. W.** & Sinatra, G. M. (2017). A Relational Reasoning Approach to Text-Graphic Processing. *Educational Psychology Review*, 29(1), 55-72. <https://doi.org/10.1007/s10648-016-9374-2>

Heddy, B. C., **Danielson, R. W.**, Sinatra, G. M., & Graham, J. (2017). Modifying Knowledge, Emotions, and Attitudes about Genetically Modified Organisms. *Journal of Experimental Education*. 85(3), 513-533. <https://doi.org/10.1080/00220973.2016.1260523>

**Danielson, R. W.** & Sinatra, G. M., Kendeou, P. (2016). Augmenting the Refutation Text Effect with Metaphors and Graphics. *Discourse Processes*, 53(5-6), 392-414. <https://doi.org/10.1080/0163853X.2016.1166334>

Lombardi, D., **Danielson, R. W.**, and Young, N. (2016). A plausible connection: Critical evaluation, the refutation effect, and plausibility reappraisal. *Learning and Instruction*, 44 74-86. <http://dx.doi.org/10.1016/j.learninstruc.2016.03.003>

**Danielson, R. W.**, Schwartz, N. H., & Lippmann, M. (2015). Metaphorical Graphics Aid Learning and Memory. *Learning and Instruction*, 39, 194-205. <http://dx.doi.org/10.1016/j.learninstruc.2015.07.004>

**Danielson, R. W.** & Lombardi, D. (2015). More Money Less Acceptance: The Relationship between GDP, Science Literacy, and Acceptance of Human-Induced Climate Change. *The International Journal of Climate Change: Impact and Responses*, 7 (4), 13-23.

### Invited Op-Ed

Sinatra, G. M. & **Danielson, R. W.** (2014). Adapting to a Warmer Climate of Science Communication. *BioScience*, <https://doi.org/10.1093/biosci/biu023>

### Book Chapters

Corwin, Z.B. & **Danielson, R.** (2016). Admission is the Mission: How First Generation Students Approach Learning About College Through Games. In: *Diversifying Barbie and Mortal Kombat*: Carnegie-Mellon Press

Sinatra, G. M., & **Danielson, R. W.** (2016). Adapting Evolution Education to a Warming Climate of Teaching and Learning. In *Evolutionary Perspectives on Child Development and Education* (pp. 271-290). Springer International Publishing.

Corwin, B. Z., **Danielson, R. W.**, Ragusa, G., & Tierney, W., G. (2016). Can Games Facilitate Access to College? In: O'Neil, H. F., Baker, E. L., & Perez, R. S. (Eds.) *Using Games and Simulations for Teaching and Assessment: Key Issues*. Routledge/Taylor Francis.

### Manuscripts in Submission

Heddy, B. C., Taasoobshirazi, G., Chancey, J. B., & **Danielson, R. W.** (in review). *The Conceptual Change Engagement Scale: Developing and validating an engagement instrument specifically for the conceptual change process.*

### Work in Progress

Schultz, J. A., Catena, R., Connolly, C. P., Hildebrandt, K., & **Danielson, R. W.** (in preparation). *Sport-Related Labs, Kinesiology as a STEM field, and Engagement in High School Science*. Manuscript in preparation.

**Danielson, R. W.**, Sinatra, G. M., Le, W. T., Polikoff, M., & Marsh, J. (in preparation). *Measuring Interest and Emotions in Elementary Students at Scale within a STEM Intervention*. Manuscript in preparation.

Sinatra, G. M., **Danielson, R. W.**, Muis, K. R., & Pekrun, R. (in preparation). *The Influence of Epistemic Beliefs and Emotions in Learning from Multiple Texts*. Manuscript in preparation.

Lippmann, M., Narciss, S., Schwartz, N. H., & **Danielson, R. W.** (in preparation). *Effects of Keyword Tasks and Biasing Titles on Metacognition and Recall*. Manuscript in preparation.

### Technical Reports

Marsh, J., Polikoff, M., Sinatra, G., Dhanatya, C., McKibben, S., Allbright, T., **Danielson, R. W.**, Gasparian, H., Le, Q. T., Mukhopadhyay, A., & Young, T. (2015). Promoting STEM interest, enjoyment, and learning through standards aligned curriculum and play: Speedometry evaluation final technical report. Los Angeles, CA: University of Southern California Rossier School of Education.

## RESEARCH PRESENTATIONS

### International/National

**Danielson, R. W.**, Sinatra, G. M., Polikoff, M., Marsh, J. (2016) *Promoting Interest and Positive Emotions When Learning STEM Content*. Paper presented at the International Conference on Motivation, (EARLI, SIG 8 Motivation and Emotion), Thessaloniki, Greece.

**Danielson, R. W.**, Sinatra, G. M., Trevors, G., Muis, K. R., & Pekrun, R. (2016) *Prompting Causal Thinking with Multiple Texts: The Role of Epistemic Beliefs and Emotions*. Paper presented at the annual meeting of the Society for Text and Discourse, Kassel, Germany.

**Danielson, R. W.**, Sinatra, G. M., & Mason, L. (2016). *Doubling Down on Refutations: The Combined Effect of Refutation Text and Graphics*. Poster presented at the bi-annual meeting of the European Association for Research on Learning and Instruction (SIG 2, Texts and Graphics), Geneva, Switzerland.

Sinatra, G. M. & **Danielson, R. W.** (2016). Overcoming Stumbling Blocks to Public Understanding of Science through Refutation Texts and Graphics. In **R. W. Danielson** (chair) *Promoting Public Understanding Of Science: A Cornerstone of Diverse Democracies*. Symposium presented at the annual meeting of the American Educational Research Association, Washington D.C.

Sinatra, G. M., **Danielson, R. W.**, Marsh, J., & Polikoff, M. (2016). Promoting STEM Interest and Positive Emotions in 4<sup>th</sup> Grade Girls and Boys. In K. J. Pugh (chair) *Engaging Male and Female STEM Students: Investigations of Learning environments and Teacher Influences*. Symposium presented at the annual meeting of the American Educational Research Association, Washington D. C.

Jacobson, N., Schwartz, N. H., **Danielson, R. W.**, Lippmann, M., & Ludewig, L. (2016). Visual Demonstrative Evidence in a Mock Jury Setting. In N. H. Schwartz, S. Moser, & J. Zumbach (chairs) *Learning with Static and Dynamic Visualizations*. Symposium presented at the annual meeting of the American Educational Research Association, Washington D. C.

Polikoff, M., Le, T. Q., **Danielson, R. W.**, Sinatra, G. M., & Marsh, J. (2016). *The Impact of a NGSS-Aligned Curriculum on Students' Science Knowledge*. Poster presented at the annual meeting of the American Educational Research Association, Washington D. C.

Mason, L., Baldi, R., **Danielson, R. W.**, & Sinatra, G. M. (2016). *Refutation Text and Graphics: Effects on Conceptual Change Learning*. Paper accepted for presentation at the annual meeting of the American Educational Research Association, Washington D. C.

**Danielson, R. W.**, Sinatra, G. M., Polikoff, M., & Marsh, J. (2015). *Scaling up Assessment of Affect: Measuring Interest and Emotions at Scale within a STEM Intervention*. Poster presented at the bi-annual meeting of the Southwest Consortium for Innovative Psychology in Education (SCIPIE) at Albuquerque, New Mexico.

- Young T. K., **Danielson, R. W.**, Sinatra, G.M., Marsh, J. A., Polikoff, M.S. (2015). *More Than Just Drawings: Using Illustrations to Evaluate Conceptual Knowledge in Elementary School Science*. Poster presented at the Southwest Consortium for Innovative Psychology in Education (SCIPIE) at Albuquerque, New Mexico
- Danielson, R. W.**, Sinatra, G. M., Jaeger, A., & Wiley, J. (2015). *Augmenting the refutation-text effect with analogies and graphics*. Paper presented at the annual meeting of the Society for Text and Discourse, Minneapolis, Minnesota.
- Danielson, R. W.**, Sinatra, G. M., Muis, K. R., & Pekrun, R. (2015). *The Influence of Epistemic Beliefs and Emotions in Learning from Multiple Texts*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Danielson, R. W.**, Sinatra, G. M., Seyranian, V., Mukhopadhyay, A., Heddy, B. C., Marsh, J. A., Polikoff, M. S., Zhou, N., & Hossepian, K. (2015). *Measuring Interest and Emotion in a 4th Grade STEM Unit*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Lombardi, D., **Danielson, R. W.**, & Young, N. (2015). *Exploring relationships between plausibility, critical evaluation, the refutation text effect, and students' climate change knowledge*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Mukhopadhyay, A., Marsh, J.A., Polikoff, M.S., Sinatra, G.M., & **Danielson, R.W.** (2015). *Speedometry curriculum as a model for inquiry-based science teaching and teacher learning*. Paper presented at the annual meeting of the National Consortium for Instruction and Cognition, Chicago, IL.
- Danielson, R. W.**, Young, N., & Lombardi, D. (2015). *A plausible model? Refutation texts foster the connection between critical evaluation, plausibility, and knowledge*. Poster presented at the annual meeting of the National Association for Research in Science Teaching, Chicago, IL.
- Danielson, R. W.** (2014, June) Overcoming Barriers to Understanding Climate Change. In D Lombardi (chair) *Climate Change Education: Warm Processes in Learning about a Hot Topic*. Plenary Session presented at the Sixth International Conference on Climate: Impacts and Responses, Reykjavik, Iceland.
- Young, N., **Danielson, R. W.**, & Lombardi, D. (2014, June) The Consequences of Global Warming: Which Do People Care About? In D Lombardi (chair) *Climate Change Education: Warm Processes in Learning about a Hot Topic*. Plenary Session presented at the Sixth International Conference on Climate: Impacts and Responses, Reykjavik, Iceland.
- Danielson, R. W.** (2014) *The Evolution of a Controversy: how science teachers have led the charge in public education*. Poster presented at the annual meeting of the National Association of Research on Science Teaching, Pittsburg, PA.

**Danielson, R. W.** (2014) *The Evolution of a Controversy*. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Heddy, B. C., Sinatra, G. M., & **Danielson, R. W.** (2014) *Modifying Attitudes, Emotions, and Conceptual Knowledge about Genetically Modified Foods*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Young, N., **Danielson, R. W.**, & Lombardi, D. (2013) *Exploring undergraduate Engagement with the Consequences of Climate Change*. Poster presented at the annual meeting of the American Geological Union, San Francisco, CA.

Seyranian, V., **Danielson, R. W.**, & Omoto, A. (2013) *Do American College Professors Indoctrinate Students in Political Liberalism?*. Poster presented at the bi-annual meeting of the European Association for Research on Learning and Instruction, Munich, Germany.

Lippmann, M., Narciss, S., Schwartz, N. H., & **Danielson, R. W.** (2013). *Effects of Text Titles and the Timing of Keywording Tasks on Metacognitive Monitoring*. Paper presented at the annual meeting of the Cognitive Science Society, Berlin, Germany.

**Danielson, R. W.**, Schwartz, N. H., Vallado, W., Sarmiento, D., Lippmann, M., Fallahi, M., Magreehan, D., Evans, L. (2013). *The Preservation Effects of Decorative Graphics on the Comprehension of Expository Text*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Heddy, B. C., Sinatra, G. M., **Danielson, R. W.**, & Graham, J. (2013). *Conceptual Change and Attitude Change: A Dynamic Interplay*. Paper presented at the annual meeting of the American Psychological Association. Honolulu, HI.

Seyranian, V., **Danielson, R. W.**, & Omoto, A. (2013) *Personality predicts political attitude change in college*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.

Schwartz, N. H. & **Danielson, R. W.** (2012) *What Kind of Graphic is This? A Framework for Delineating the Graphics in Text-Graphic Research*. Keynote address presented to the Special Interest Group "Learning with Text and Graphics" at the bi-annual meeting of the European Association for Research on Learning and Instruction, Grenoble, France.

Lippmann, M., Narciss, S., Schwartz, N. H., **Danielson, R. W.** & Sarmiento, D. (2012). *Interactive Effects of Text and Task Characteristics on Active Cognition, Metacognition, and Learning Outcomes*. Poster presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

**Danielson, R. W.**, Schwartz, N. H., Kraus, S., Lippmann, M. & Sarmiento, D. (2011). *Depiction of Theme in Graphics: Its Influence in Expository Text*. Paper presented at the bi-annual

meeting of the European Association for Research on Learning and Instruction, Exeter, England.

**Danielson, R. W.**, Schwartz, N. H., Gonen, S., & Stanley, J. (2011). *Relative Judgment of Graphics in the Interpretation of Meaning*. Paper presented at the bi-annual meeting of the European Association for Research on Learning and Instruction, Exeter, England.

**Danielson, R. W.**, Schwartz, N. H., Kraus, S., & Lippmann, M., Sarmiento, D. (2011). *The Effect of Metaphorical Graphics on the Comprehension of Expository Texts*. Paper presented at the annual meeting of the National Consortium for Instruction and Cognition, New Orleans, LA.

Schwartz, N. H., **Danielson, R. W.**, Falahi, M. (2011). *Metaphorical Visualizations: Their Influence on the Emotional Intensity of Text Themes*. Paper presented at the bi-annual meeting of the European Association for Research on Learning and Instruction, Exeter, England.

Lippmann, M., Narciss, S., Schwartz, N. H., **Danielson, R. W.** & Sarmiento, D. (2011). *Effects of Headings and Keywording on Learning in Self-regulated Text-based Learning*. Paper presented at the bi-annual meeting of the European Association for Research on Learning and Instruction, Exeter, England.

Lippmann, M., Narciss, S., Schwartz, N. H., **Danielson, R. W.** & Sarmiento, D. (2011). *Self-regulated Learning from Texts: How is it Affected by Headings and Immediate vs. Delayed Keywording?* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

**Danielson, R. W.**, Valladao, W., Gonen, S., Schwartz, N. H., & Sarmiento, D. (2011) *Geo-Political Conflict Awareness: The Effect of Metaphorical Graphics on Text Comprehension*. Poster presented at the annual meeting of the Association for Psychological Science, Washington D.C.

## **Regional**

**Danielson, R. W.** (2010) *A Brief History of Drug Laws*. Poster presented at the College of Behavioral and Social Science Student Research and Scholarly Work Symposium, California State University, Chico

**Danielson, R. W.**, Yates, A. (2010) *Reward Cues in the Nucleus Accumbens (as viewed by Rube Goldberg)*. Video presented at the College of Behavioral and Social Science Student Research and Scholarly Work Symposium, California State University, Chico

## **TEACHING**

### **Courses Prepared to Teach**



Advanced Statistics  
Assessment and Evaluation  
Child Development  
Evaluating Data and Evidence about Controversial Topics  
Human Motivation  
Introduction to Statistics  
Learning and Instruction  
Lifespan Development  
Research Design & Experimental Methods

### Teaching Experience

2017-Present **Assistant Professor**, Washington State University

Fall 2016 **Instructor**, Chapman University, *PSY 323-01: Child Development*

Spring 2016 **Instructor**, Chapman University, *PSY 327-01: Lifespan Development*

Spring 2016 **Guest Lecturer**, University of Southern California, *EDUC 642: Learning and Instruction*. Topics included epistemic cognition and conceptual change.

Spring 2016 **Guest Lecturer**, California State Polytechnic University, Pomona, *PSY 433: Experimental Psychology: Research Methodology and Design*. Topics included current research and experimental designs for measuring learning.

Fall 2015 **Guest Lecturer**, University of Southern California, *EDUC 582: Assessment and Evaluation*. Topics included online survey design, data analysis, and interpretation of statistics.

Fall 2015 **Teaching Assistant**, University of Southern California, *EDUC 712: Human Motivation*

Spring 2015 **Teaching Assistant**, University of Southern California, *EDUC 642: Learning and Instruction*

Spring 2015 **Guest Lecturer**, University of Southern California, *EDUC 582: Assessment and Evaluation*. Topics included online survey design, data analysis, and interpretation of statistics.

Spring 2015 **Guest Lecturer**, California State Polytechnic University, Pomona, *PSY 433: Experimental Psychology: Research Methodology and Design*. Topics included current research and experimental designs for measuring learning.

Fall 2014 **Guest Lecturer**, University of Southern California, *Introduction to Data Analysis using Qualtrics and Excel*. Lecture presented to Ed. D. dissertation group.

- Fall 2014     **Teaching Assistant**, University of Southern California, *EDUC 658: Hierarchical Linear Models*
- Fall 2014     **Teaching Assistant**, University of Southern California, *EDUC 712: Human Motivation*
- Spring 2014   **Guest Lecturer**, University of Southern California, *Constructing Online Research Surveys using Qualtrics*. Lecture presented to Ed. D. dissertation group.
- Spring 2014   **Teaching Assistant**, University of Southern California, *EDUC 642: Learning and Instruction*
- Spring 2011   **Guest Lecturer**, California State University, Chico, *PSYC 560: Principles of Psychological Measurement*. Lectured for a period of one week – topics included Correlation and Regression
- Spring 2011   **Guest Lecturer**, California State University, Chico, *PSYC 410: Senior Seminar in Psychology: Visualizations*. Lectured for a period of one week – topics included Visual Queries and Theories of Vision.
- Spring 2011   **Guest Lecturer**, California State University, Chico, *PSYC 353: Learning and the Young Child*. Lectured for a period of one week – topics included Lev Vygotsky and the Social Construction of Mind.
- Spring 2011   **Instructional Student Assistant**, California State University, Chico, *PSYC 364: Statistical Methods in Psychology*. Duties include independent supervision of the statistics lab as well as grading of all homework and proctoring of exams. Supplemental Lectures as needed. Additional duties included instructing students on basic statistical procedures both by hand and using SPSS (v. 16, 17, & 18).
- Fall 2010     **Guest Lecturer**, California State University, Chico, *PSYC 605: Advanced Human Learning*. Lectured for a period of two weeks – topics included Human Cognitive Architecture, Working Memory, Schema Theory, and Cognitive Load Theory
- Fall 2010     **Guest Lecturer**, California State University, Chico, *PSYC 353: Learning and the Young Child*. Lectured for a period of two weeks – topics included Human Cognitive Architecture, Working Memory.
- Fall 2010     **Instructional Student Assistant**, California State University, Chico, *PSYC 364: Statistical Methods in Psychology*. Duties include independent supervision of the statistics lab as well as grading of all homework and proctoring of exams. Supplemental Lectures as needed. Additional duties included instructing students on basic statistical procedures both by hand and using SPSS (v. 16, 17, & 18).

- Fall 2010 **Teaching Assistant**, California State University, Chico. *PSYC 605: Advanced Human Learning*. Duties included facilitating study groups and assisting in student reviews.
- Fall 2010 **Teaching Assistant**, California State University, Chico. *PSYC 364: Statistical Methods in Psychology*. Duties included lecturing as needed as well as grading homework and instructing students on basic statistical procedures both by hand and using SPSS.
- Spring 2009 **Instructional Student Assistant**, California State University, Chico, *PSYC 364: Statistical Methods in Psychology*. Duties include independent supervision of the statistics lab as well as grading of all homework and proctoring of exams. Supplemental Lectures as needed. Additional duties included instructing students on basic statistical procedures both by hand and using SPSS (v. 16, 17, & 18).
- Spring 2009 **Teaching Assistant**, California State University, Chico. *PSYC 364: Statistical Methods in Psychology*. Duties included lecturing as needed as well as grading homework and instructing students on basic statistical procedures both by hand and using SPSS.

## PROFESSIONAL AND ACADEMIC SERVICE

- 2016-present **Board Member**, NCIC.  
National Consortium for Instruction and Cognition.
- 2014-2016 **Newsletter Editor**, AERA Graduate Student Council
- 2014-2016 **Communication Director**, NCIC.  
National Consortium for Instruction and Cognition.
- 2014-2015 **Activities Director**, AERA Division C Graduate Student Council.  
Coordinate, in conjunction with the other Division C Graduate Student Council members, the annual graduate student social and related activities.
- 2013-2015 **Treasurer**, Student Community of PhD's in Education at University of Southern California (S.C.o.P.E)
- 2012-2016 **Campus Liaison**, AERA Division C.  
Provide USC students with information regarding AERA Division C – Learning and Instruction.
- 2012-present **Ad-Hoc Reviewer**  
American Educational Research Association (conference submissions)  
British Journal of Educational Psychology  
Contemporary Educational Psychology  
Journal of Geoscience Education

Journal of Educational Psychology  
Learning and Individual Differences  
Psychology Learning and Teaching  
The International Journal of Climate Change: Impacts and Responses

**Relevant Software Skills**

SPSS

STATA

R

Adobe Photoshop

Macromedia Dreamweaver

Learning Management Software (WebCT, Blackboard)