SHELBI KUHLMANN, Ph.D.

Psychology Department & Institute for Intelligent Systems
The University of Memphis
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Education

2020   Ph.D.   Educational Psychology
*Emphasi*s: Applied Cognition and Development
University of Georgia
Athens, GA
Advisor: Dr. Logan Fiorella
Title of Dissertation: Examining How Pictorial and Semantic Visuals Affect Inference Generation while Learning from Science Text

2018   M.A.   Educational Psychology
Emphasis: Applied Cognition and Development
University of Georgia
Athens, GA
Advisor: Dr. Logan Fiorella
Title of Thesis: Enhancing Learning by Teaching with Learner-Generated Drawings

2015   B.S.   Psychology
University of Central Florida
Orlando, FL

Professional Experience

2023-Present   Assistant Professor of Cognitive Psychology, Psychology Department, Institute for Intelligent Systems, The University of Memphis

2020-2023   Postdoctoral Research Associate, Learning Sciences and Psychological Studies, School of Education, University of North Carolina at Chapel Hill
Advisors: Dr. Jeffrey A. Greene and Dr. Matthew L. Bernacki

2022   Adjunct Professor, Learning Sciences and Psychological Studies, School of Education, University of North Carolina at Chapel Hill

2021-2023   Part-Time Assistant Professor, Department of Educational Psychology, University of Georgia, (Spring 21', Summer 22', Spring 23' appointments)

2019-2020   Instructor of Record, Department of Educational Psychology, University of Georgia

2016-2020   Graduate Research Assistant, Educational Psychology, University of Georgia

2015-2016	Research Assistant, Cognitive Performance Group
2015	Undergraduate Research Assistant, Parenting and Family Research Center, University of South Carolina
2014-2015	Undergraduate Research Assistant, Institute of Simulation and Training, University of Central Florida

Awards and Honors

2021	Award for Significant Positive Impact as an Advocate for Students, Career Center, University of Georgia
2020	Owen Scott Emerging Scholar Award, Department of Educational Psychology, University of Georgia
2020	Outstanding Doctor of Philosophy Student, Department of Educational Psychology, University of Georgia
2019	Selected to attend the Division C Graduate Student Seminar, American Education Research Association, Toronto, Canada
2019	1st Place in Best Poster Competition, College of Education Research Conference, University of Georgia
2018	Outstanding Master of Arts Student, Department of Educational Psychology, University of Georgia
2016	Selected to participate in the Graduate Scholars Leadership Development and Engagement program, funded by the National Science Foundation, University of Georgia

Informal Funding Awards

2021   Postdoctoral Funding Subaward: PI of parent award is Jeffrey A. Greene (DUE-1821594): *Improving Undergraduate Student Success in Introductory STEM Courses Via Campus Data Systems and Targeted Support for Self-Regulated Learning.* **National Science Foundation**, Education & Human Development, Division of Undergraduate Research – Improving Undergraduate STEM Education (IUSE).
Role: Postdoctoral Research Associate, Author of Subaward Proposal
Subaward Amount: $112, 265

2019   Interdisciplinary Research Fellowship, *The Role of Metacognition and Learning when Students Receive Feedback on Learner-Generated Drawings.*
University of Georgia, Department of Educational Psychology

Role: Co-PI with Zachary Feldberg
Award Amount: $3000

In Preparation or Under Review Funding Awards

2023   Co-PI with Brandon Booth: *CogniVideo.* **Tools Competition.**
        Award Amount: $50,000
        Invited to 2nd Round Proposal-Phase

2024   Principal Investigator of award is Leigh Harrell-Williams, Co-Investigators include Alistair
        Windsor, Philip Pavlik, & Brandon Booth. *Exploring in-the-moment motivation profiles and
        learning behaviors during mathematics learning in MATHia.* **Institute of Education Sciences**,
        Digital Learning Platforms to Enable Efficient Education Research Network.
        Role: Co-Investigator
        Award Amount: $1,000,000
        Under Review

Refereed Journal Articles
[Asterisk (*) denotes student mentee]

Berro, M., Ott, K., Greene, J.A., Bernacki, M. L**.,** Plumley, R.P., **Kuhlmann, S.L.,** Yu, L., Hogan, K.A.
        (under review). Design Matters: Students' Adherence to High Structure Course Design Activities
        Predicts Academic Success.

Plumley, R. D., Bernacki, M. L., Greene, J. A., **Kuhlmann, S. L.,** Raković, M., Urban, C. J., Hogan,
        K. A., Lee, C. Panter, A. T., & Gates, K. M. (under review). Developing, testing, and
        redeploying enduringly valuable prediction and learning support tools in high-structure
        undergraduate STEM courses through co-design.

Kuhlmann, S.L., Plumley, R.D., *Evans, M., Bernacki, M.L., Greene, J.A., Hogan, K., Gates, K.,
        Panter, A. (under review). Students' active cognitive engagement with instructional videos
        predicts STEM achievement.

Bernacki, M.L., Cogliano, M., **Kuhlmann, S.L.,** Hilpert, J., Greene, J.A. (2023). Relations between
        undergraduates' self-regulated learning skill mastery during digital training and biology
        performance. *Metacognition and Learning*. https://doi.org/10.1007/s11409-023-09356-9

Greene, J.A., Bernacki, M.L., Plumley, R.D., **Kuhlmann, S.L.,** Hogan, K., Evans, M., Gates, K., &
        Panter, A. (2023). Investigating bifactor modeling of biology undergraduates' achievement goals
        and task values across semesters. *Journal of Educational Psychology.115*(6), 836–858.
        https://doi.org/10.1037/edu0000803

Kuhlmann, S.L., Bernacki, M.L., Greene, J.A., Hogan, K., Evans, M., Plumley, R.D., Gates, K., & Panter, A. (2023). How do students' achievement goals relate to learning from well-designed instructional videos and subsequent exam performance? *Contemporary Educational Psychology.* https://doi.org/10.1016/j.cedpsych.2023.102162.

Kuhlmann, S.L., & Fiorella, L. (2022). Effects of instructor-provided visuals on learner-generated explanations. *Educational Psychology: An International Journal of Experimental Educational Psychology.* https://doi.org/10.1080/01443410.2022.2117276

Fiorella, L., Stull, A. T., **Kuhlmann, S.L.,** & Mayer R. E. (2020). Fostering generative learning from video lessons: Benefits of instructor-generated drawings and learner-generated explanations. *Journal of Educational Psychology, 112*(5), 895-906. https://doi.org/10.1037/edu0000408

Fiorella, L., & **Kuhlmann, S.L.** (2020). Creating drawings enhances learning by teaching. *Journal of Educational Psychology, 112*(4), 811–822. https://doi.org/10.1037/edu0000392

Fiorella, L., Stull, A. T., **Kuhlmann, S.L.,** & Mayer R.E. (2019). Instructor presence in video lectures: The role of dynamic drawings, eye contact, and instructor visibility**.** *Journal of Educational Psychology, 111*(7), 1162–1171. https://doi.org/10.1037/edu0000325

Fiorella, L., **Kuhlmann, S.L.,** & Vogel-Walcutt, J.J. (2019). Effects of playing an educational game that incorporates learning by teaching. *Journal of Educational Computing Research, 57*(6), 1495–1512. https://doi.org/10.1177/0735633118797133

Manuscripts in Preparation
[Asterisk (*) denotes student mentee]

*Hou, C., **Kuhlmann, S.,** Bernacki, M., Greene, J.A., Plumley, R., Hogan, K., Panter, A., Gates, K. (in preparation). Process mining measures students' sequential help-seeking patterns when completing assignments in online learning environments.

Kuhlmann, S.L., Hogan, K.A., Yu, L., Greene, J.A., Bernacki, M.L. (in preparation). "Isn't this just hand holding" An exploration of undergraduate students' self-regulated learning and achievement in a high structure active learning biology course.

Lee, C., Luo, L., **Kuhlmann, S.L.,** Plumley, R.D., Panter, A., Bernacki, M.L., Greene, J.A., Gates, K.M., (in preparation). Sequence analysis for classification: Proposing the Markov Model – Machine Learning Approach for prediction based on heterogenous sequence data.

*Donnelly, M. & **Kuhlmann, S.L.** (in preparation). Adolescent Learning and YouTube: It's not what you think.

Bernacki, M.L., Urban, C.J., Rakovich, M., Plumley, R.D., **Kuhlmann, S.,** Luo, L., Gates, K. M., Hogan, K., Evans, M., Panter, A.T., & Greene, J.A. (in preparation). Setting the TABLE for STEM success: timely, accurate, behavior-based, learning-theory-aligned, and equitable stem learning analytics.

Kuhlmann, S., Plumley, R.D., Bernacki, M., Greene, J.A., Hogan, K., Gates, K., Panter, A. (in preparation). How do achievement goals predict self-regulated learning and performance from instructional videos that do and do not incorporate formative assessment?

Kuhlmann, S., Feldberg, Z., *Niemira, R., Fiorella, L., & Bradshaw, L. (in preparation). Enhancing monitoring accuracy and learning for students with low prior knowledge using feedback on learner-generated drawings.

Chapters in Books

Kuhlmann, S.L, Bernacki, M., Greene, J.A. (2023). A multimedia learning theory informed perspective on self-regulated learning. *New Directions for Teaching and Learning,* 2023, 17–23. https://doi.org/10.1002/tl.20544

Kuhlmann, S.L, Bernacki, M., Greene, J.A. (in press). Online Learning. In L. Juang, W. Troop-Gordon, & E. Neblett (Eds.) *Encyclopedia of Adolescence Second Edition.*

Greene, J.A., Bernacki, M.L., **Kuhlmann, S.L,** Plumley, R.D. (under review). Ethical, Equitable, Informative, and Transformative Learning Analytics. In F. Lopez, J. DeCuir-Gunby, & D. Gray (Eds.) *Handbook of Equity in Education.*

International and National Conference Presentations
[Asterisk (*) denotes student mentee]

Greene, J. A., Bernacki, M. L., Berro, M., Plumley, R. D., **Kuhlmann, S. L.** (2023, August). *Studying cyclical and temporal aspects of self-regulated learning with validated digital trace data.* Paper presented at the annual meeting of the European Association of Research on Learning and Instruction, Thessaloniki, Greece.

Bernacki, M. L., Salehian Kia, F., Greene, J. A., Yu, L., Plumley, R. D., **Kuhlmann, S. L.** (2023, August). *Theorized self-regulated learning events and sequences and task performance during biology learning.* Paper presented at the annual meeting of the European Association of Research on Learning and Instruction, Thessaloniki, Greece.

Kuhlmann, S., Hogan, K., Yu, L., Plumley, R.D., Greene, J.A., Bernacki, M. (2023, August). *How do undergraduates' learning processes relate to achievement in high-structure STEM courses?* Poster presented at the American Psychological Association Annual Meeting, Washington D.C., VA.

Yu, L., Bernacki, M.L., Halpin, P., Greene, J.A., **Kuhlmann, S.L.,** Plumley, R. (2023, August). *College students' help-seeking patterns in informal math assessments.* Poster presented at the American Psychological Association Annual Meeting, Washington D.C., VA.

*Hou, C., **Kuhlmann, S.L,** Bernacki, M., Greene, J.A., Plumley, R., Hogan, K., Panter, A., Gates, K. (2023, April*). Process mining measures students' sequential self-regulated learning processes when completing assignments in online learning environments.* Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

Berro, M., Ott, L., Greene, J.A., Bernacki, M., Plumley, R.D., **Kuhlmann, S.L,** Yu, L., & Hogan, K. (2023, April). *Design Matters: Students' adherence to high-structure course design activities predicts course performance.* Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

Plumley, R.D., Greene, J.A., Bernacki, M., **Kuhlmann, S.L,** Berro, M., Evans, M., & Hogan, K. (2023, April). *Effects of multimedia self-regulated learning training on course engagement across motivational profiles.* Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

Bernacki, M., Cogliano, M., **Kuhlmann, S.,** Hilpert, J., Strong, C. (2023, April). *What self-regulated learning skills matter and how can a learner acquire them?* Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

Greene, J.A., Plumley, R.D., Bernacki, M.L., **Kuhlmann, S.,** Berro, M., Garland, A., Ott, L., Hogan, K., Howlett, M., & Abels, K. (2023, April). *What Works, for Whom: Motivation moderates self-regulated learning intervention efficacy in a postsecondary biology course.* Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

Kuhlmann, S.L, Bernacki, M., Greene, J.A., Hogan, K., Evans, M., Plumley, R.D., Gates, K., & Panter, A. (2022, August). *Achievement goals relate to learning from instructional videos and achievement.* Poster presented at the American Psychological Association Annual Meeting, Minneapolis, MN.

Kuhlmann, S.L, Plumley, R.D., *Evans, M., Bernacki, M., Greene, J.A., Hogan, K., Gates, K., Panter, A. (2022, August). *Undergraduates' science of learning video-watching behaviors are related to STEM performance.* Poster presented at the American Psychological Association Annual Meeting, Minneapolis, MN.

Yu, L., Berro, M., **Kuhlmann, S.,** Plumley, R.D., Bernacki, M., Greene, J.A., Hogan, K., Gates, K., & Panter, A. (2022, August). *First-generation college students' motivation, academic help-seeking behaviors, and STEM achievement.* Poster presented at the American Psychological Association Annual Meeting, Minneapolis, MN.

Greene, J.A., Bernacki, M., **Kuhlmann, S.,** Plumley, R.D., Hogan, K., Evans, M., Gates, K., & Panter, A. (2022, April). *How do motivation profiles moderate the efficacy of a targeted self-regulated learning intervention?* Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Duke, R., Hollander, C., Yu, L., **Kuhlmann, S.,** Bernacki, M., Greene, J.A. (2022, April). *How do self-regulated learning processes relate to students' ability to learn from worked peer examples?* Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Greene, J.A., Bernacki, M., Plumley, R.D., **Kuhlmann, S.,** Hogan, K., Evans, M., Gates, K., & Panter, A. (2022, April). *Bifactor modeling and latent profiling of biology undergraduates general and specific achievement goals and task values.* Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Plumley, R.D., Greene, J.A., Bernacki, M., **Kuhlmann, S.,** Hogan, K., Gates, K., & Panter, A. (2022, April). *Effects of a brief digital self-regulated learning intervention on achievement and moderation by students' motivation.* Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Kuhlmann, S., Vogel-Walcutt, J.J., Vogel, M., Armendariz N.J., Shilling, R. (2022, March). *Beyond the Test: Using Artificial Intelligence Tools for Military Training.* Paper presented at the annual meeting of the International Military Testing Association, Raleigh, NC.

Hogan, K. A., Plumley, R.D., Evans, M., Ott, L., Garland, A., Greene, J.A., Bernacki, M., & **Kuhlmann, S.** (2021, July). *Using digital trace data in a high structure biology course to identify students who need interventions around self-regulated learning.* Paper presented at the annual meeting of the Society for the Advancement of Biology Education Research (SABER), Virtual.

Kuhlmann, S., Fiorella, L. (2021, April). *How Do Pictorial and Semantic Visuals Affect Learning from Scientific Text?* Paper presented at the American Educational Research Association Annual Meeting, Virtual.

Fiorella, L., **Kuhlmann, S.,** Stull, A. T., & Mayer, R. E. (2020, April). *Fostering Generative Learning from Video Lessons: Effects of Learning Strategies and Lesson Formats.* Poster presented at the American Educational Research Association Annual Meeting, San Francisco, CA. (Conference Cancelled)

Fiorella, L., Stull, A. T., **Kuhlmann, S.,** & Mayer, R. E. (2019, November). *Generative strategies for learning from video lessons in STEM.* Poster presented at the Psychonomics Society Annual Meeting, Montreal, CA.

Kuhlmann, S., Feldberg, Z., Fiorella, L., & Bradshaw, L. (2019, October). *Using Feedback as a Method for Enhancing Drawing Quality with Learner-Generated Drawings.* Poster presented at the University of Georgia Innovation in Teaching Conference, Athens, GA.

Feldberg, Z., **Kuhlmann, S.,** Fiorella, L., & Bradshaw, L. (2019, September). *Enhancing Monitoring Accuracy and Learning with Various Forms of Feedback on Learner-Generated Drawings.* Paper presented at the National Council on Measurement in Education Special Conference on Classroom Assessment, Boulder, CO.

Fiorella, L., & **Kuhlmann, S**. (2018, November). *Creating Drawings Enhances Learning by Teaching.* Poster presented at the Psychonomics Society Annual Meeting, New Orleans, LA.

Fiorella, L., Stull, A. T., **Kuhlmann, S.,** Mayer R. E. (2018, April). *Effects of Transparent Whiteboards on Learning and Engagement During Video Lectures.* Poster presented at the American Educational Research Association Annual Meeting, New York, NY.

Kuhlmann, S., Fiorella, L., & Vogel-Walcutt, J. J. (2017, April). *Implementing Learning by Teaching Within a Narrative Educational Game.* Poster presented at the American Educational Research Association Annual Meeting, San Antonio, TX.

State and Local Conference Presentations [Asterisk (*) denotes undergraduate mentee]

*Lee, J., *Patel, N., *Sabella, S., *Sastry, P., **Kuhlmann, S.,** & Fiorella, L. (2020, April) *Exploring How Pictorial and Semantic Visual Displays Foster Inference Generation.* Poster was to be presented at the University of Georgia Center for Undergraduate Research Opportunities Symposium, Athens, GA. (Conference Cancelled)

Kuhlmann, S., Feldberg, Z., Fiorella, L., & Bradshaw, L. (2020, January). *Enhancing Drawing Quality with Formative Feedback on Learner-Generated Drawings in Chemistry.* Poster presented at the University of Georgia College of Education Research Conference, Athens, GA.

*Sastry, P., *Demario, O., *Jester, J., *Patel, N., **Kuhlmann, S.,** Fiorella, L. (2019, April). *Using Strategies to Enhance Learning from Video Lectures: The Role of Explaining and Drawing on Paper While Learning from Varying Video Formats.* Poster presented at the University of Georgia's Center for Undergraduate Research Opportunities Symposium, Athens, GA.

Kuhlmann, S., & Fiorella, L. (2019, January). *Creating Drawings Enhances Learning by Teaching.* Poster presented at the University of Georgia College of Education Research Conference, Athens, GA.

*Aunapu, D., **Kuhlmann, S.,** & Fiorella, L. (2018, April). *Effects of Instructor Gestures on Learning from a Video Lesson.* Paper presented at the University of Georgia's Center for Undergraduate Research Opportunities Symposium, Athens, GA.

*Demario, O., *Kothapalli, M., *Aunapu, D., **Kuhlmann, S.,** & Fiorella, L. (2018, April). *Exploring Strategies for Enhancing Learning by Teaching.* Poster presented at the University of Georgia's Center for Undergraduate Research Opportunities Symposium, Athens, GA.

*Hoover, J., *DiGregorio, H., *Sastry, P., **Kuhlmann, S.,** & Fiorella, L. (2018, April). *Exploring the Effects of Different Video Lesson Formats on Learning in Biology.* Poster presented at the University of Georgia's Center for Undergraduate Research Opportunities Symposium, Athens, GA.

*Harris, B., Fiorella, L., & **Kuhlmann, S.** (2017, April). *Do Transparent Whiteboards Promote Learning From Online Lectures in STEM?* Poster presented at the University of Georgia's Center for Undergraduate Research Opportunities Symposium, Athens, GA.

*Johnson, E., **Kuhlmann, S.,** & Fiorella, L. (2017, April). *Fostering Productive Beliefs About Failure and Intelligence to Improve Learning in STEM.* Poster presented at the University of Georgia's Center for Undergraduate Research Opportunities Symposium, Athens, GA

Kuhlmann, S. & Fiorella, L. (2017, April). *Fostering Productive Beliefs about Learning in STEM with Story-Based Instruction.* Poster presented at the University of Georgia College of Education Conference, Athens, GA.

Kuhlmann, S. & Fiorella, L. (2017, March). *Fostering Productive Beliefs about Learning in STEM with Story-Based Instruction.* Poster presented at the University of Georgia Integrative Research and Ideas Symposium, Athens, GA.

Teaching Experience
Number of students in course in parentheses

2023-2024   Assistant Professor, The University of Memphis, Memphis, TN
            PSYC 3005-001: The Psychology of Learning and Memory (32)
            PSYC 3010-003: Research & Statistics I (21)

Spring 23' Part-Time Assistant Professor, University of Georgia, Athens, GA
            EPSY 6800E: Online Foundations of Cognition for Education (11)

Fall 22'   Adjunct Professor, University of North Carolina at Chapel Hill, NC
            EDUC 825: Development and Learning (23)

Summer 22' Part-Time Assistant Professor, University of Georgia, Athens, GA
            EPSY 6800E: Online Foundations of Cognition for Education (14)

Spring 21' Part-Time Assistant Professor, University of Georgia, Athens, GA
            EPSY 6800E: Online Foundations of Cognition for Education (22)

2019-2020   Instructor of Record, University of Georgia, Athens, GA
            EPSY 2130: Undergraduate Educational Psychology (24, Fall 2019; 25, Spring 2020)

2015-2016   Substitute Teacher, Orange County Public Schools, Orlando, FL,

2013-2016   Special Education Private Teacher, Orlando, FL

2011-2013   Early Childhood Educator, St. Paul Lutheran Church and School, Lakeland, FL

Student Advisement

2023-2025   Noelle (Camden) Patterson, Master of General Psychology Advisor and Chair, Psychology Department, The University of Memphis

2022-2023   Rachel Niemira, Work-Study Advisor, Learning Sciences and Psychological Studies, School of Education, University of North Carolina at Chapel Hill

2021-2022   Chenyu Hou, Internship Advisor, Human Development and Family Studies, School of Education, University of North Carolina at Chapel Hill

2022   Marisa Alam, Honor's Thesis Committee Member, Human Development and Family Studies, School of Education, University of North Carolina at Chapel Hill

<u>Undergraduate Research Mentees</u>

Brendan Harris	Anthropology	2016-2017
Elizabeth Johnson	Cognitive Science	2016-2017
Darien Aunapu	Psychology	2017-2018
Johanna Hoover	Special Education	2017-2018
Heather DiGregorio	Psychology	2017-2018
Olivia Demario	Psychology	2017-2018
Manya Kothapalli	Cognitive Science	2017-2018
Pavan Sastry	Biology	2017-2020
Janette Jester	Special Education	2018-2019
Nidhi Patel	Psychology	2018-2020
Macy Pyres	Psychology	2019-2020
Srija Sabbella	Biology (pre-med)	2019-2020
Justin Lee	Psychology	2019-2020
Robert Hebert	Biology (pre-med)	2019-2020
Shreena Patel	Psychology	2021-2021
Manny Durojaiye	Psychology	2021-2021
Monty Evans	Computer Sciences	2021-2022
Haley Siegfried	Psychology	2023-Present

Consulting

Nov 2021- Aug 2022	*Consulting Agency:* Clay Strategic Designs *Client:* Riiid! Labs *Role:* Research Scientist, delivering (1) internal strategic representation, (2) research planning, writing, and execution, and (3) management of a research assistant.

Invited Talks and Lectures

2022	*Video Watching Behaviors and their Relationship to Learning*, Guest Lecturer, EDUC 795: Learning Analytics, Learning Sciences and Psychological Studies, School of Education, University of North Carolina at Chapel Hill
2021	*Applying for Postdoc Positions in a Pandemic*, Invited Panel Speaker, Motivation Special Interest Group, American Education Research Association
2021	*The Future of Learning, 31 Million Recordings Later*, Invited Talk, Arizona State University + Global Silicon Valley Summit, Co-Presented with Eric Burns, CEO Panopto

2020	*Bridging Generative and Self-Regulated Learning Theories within Multimedia Learning Environments to Boost Student Success in STEM*, Invited Talk, Learning Sciences and Psychological Studies Pro-Seminar Series, School of Education, University of North Carolina at Chapel Hill
2020	*Examining How Pictorial and Semantic Visuals Affect Inference Generation while Learning from Science Text*, Invited Talk, CLICK Research Group, School of Education, University of North Carolina at Chapel Hill
2020	*Inference Effects When Learning from Semantic or Pictorial Visualizations in Science,* Invited Talk, Department of Educational Psychology, University of Georgia
2019	*Mind, Brain, and Education,* Invited Panel Speaker, Mount Vernon Upper School.
2019	*Thriving, Not Just Surviving: Navigating Graduate School Success,* Invited Panel Speaker, Division of Academic Enhancement, University of Georgia.
2019	*Innovating Education: Bridging National Frameworks and Classroom Needs,* Invited Talk, Unify USA Nonprofit Organization.

Media Coverage

2023	"I need to YouTube this." Strategic Learning from Instructional Videos, *Psychonomic Society* [Featured Content on Strategic Learning](#)
2023	Bridging the Gap Between Cognitive Theories and Self-Regulated Learning, *Studying and Self-Regulated Learning Special Interest Group* Newsletter, American Education Research Association
2020	Synergistic Benefits of Drawing and Explaining, *Journal of Life Sciences Education Recent Research in Science Teaching and Learning* by the [American Society for Cell Biology](#)

Professional Service

2023-Present	Ad-hoc Reviewer, *Learning and Individual Differences*
2022-Present	Principal Reviewer, *Journal of Educational Psychology*
2022-Present	Ad-hoc Reviewer, *British Journal of Educational Psychology*

2022-Present   Ad-hoc Reviewer, *Learning and Instruction*

2022-Present   Ad-hoc Reviewer, *Internet and Higher Education*

2021-Present   Ad-hoc Reviewer, *Contemporary Educational Psychology*

2019-2020   Co-Coordinator, Impact Showcase, Department of Educational Psychology, University of Georgia

2019-2020   Co-Founder, Graduate Researchers in Educational Psychology-Professional Development Fund, University of Georgia

2018   Search Committee Member, Assistant Professor of Applied Cognition and Development, Department of Educational Psychology, University of Georgia

2018-2020   Vice President, Kappa Delta Pi, University of Georgia

2017   Judge, Barrow County Science Fair

2017-2020   Applied Cognition and Development Representative (2017), President (2018), Vice President, (2019), Graduate Researchers in Educational Psychology, University of Georgia

Professional Affiliations

American Education Research Association

American Psychological Association

National Council on Measurement in Education

Psychonomic Society

Kappa Delta Pi