

**John Nietfeld Vitae**  
Professor  
North Carolina State University  
Dept. of Teacher Education and Learning Sciences  
602D Poe Hall  
Raleigh, NC 27695  
[john\\_nietfeld@ncsu.edu](mailto:john_nietfeld@ncsu.edu)

---

#### *EDUCATION*

**University of Nebraska, Lincoln, NE**

Ph.D. 1995 - 1999 in Educational Psychology  
Major area of specialization: Learning & Cognition

**The University of Iowa, Iowa City, IA**

M.A. 1992 - 1995 in Educational Psychology  
Major area of specialization: Human Abilities

**Eastern Illinois University, Charleston, IL**

B.A., 1988 – 1992 in Psychology

#### *PROFESSIONAL WORK EXPERIENCE*

**Professor**, North Carolina State University, Spring 2015 – present. Teach both graduate and undergraduate level courses in Educational Psychology. In addition, I maintain an active program of research related to metacognition and self-regulated learning.

**Adjunct Program Faculty**, Tallinn University, Estonia, Fall 2015 – present. Teach short courses related to self-regulated learning and serious digital games for the *Digital Learning Games* Master's program.

**Associate Professor**, North Carolina State University, Fall 2007 – Spring 2015.

**Visiting Scholar**, University of Oviedo, Fall 2020. Awarded position from competitive call for international faculty funded by Banco Santander (could not fulfill due to COVID-19 pandemic).

**External Consultant**, University of Minho, Braga, Portugal, Spring 2018. Funded by the psychology department as a consultant for the Psychology Research Center (CIPsi).

**Visiting Scholar**, University of Oviedo, Summer 2017. Awarded position from competitive call for international faculty funded by Banco Santander.

**Visiting Scholar**, University of Oslo, Spring 2017. Awarded ECA Inter-country travel grant funded by the U.S. State Department.

**Visiting Lecturer**, University of Jyväskylä, Finland, Fall 2007 – Fall 2017. Taught a week-long course once per calendar year entitled *Developing Effective Learners* for the Contemporary Issues in Human Development programme.

**Fulbright Scholar**. Tallinn University, Estonia, 2016-2017. Research and teaching focused appointment for Cross Media and Computer Game Design.

**Assistant Professor**, North Carolina State University, Fall 2003 – Spring 2007

**Assistant Professor**, State University of West Georgia, Fall 1999 – Spring 2003. Taught graduate and undergraduate level courses in Educational Psychology and Human Development.

**Instructional Developer**, American College Testing, Iowa City, IA. Summer 1992 - Fall 1994. Created packages designed to assist clients through life transitions with special interest in college selection and occupational choice.

*REFEREED JOURNAL ARTICLES*

Syal, S., & **Nietfeld, J. L.** (2024). Examining the Effects of a Game-Based Learning Environment on Fifth Graders' Reading Comprehension and Reading Motivation. *Journal of Educational Psychology*, 116(5), 805-819.

**Nietfeld, J. L.**, & Hoffmann, K. F. (2023). The impact of goal assignment in a game-based learning environment. *Journal of Computer Assisted Learning*, DOI: 10.1111/jcal.12919.

**Nietfeld, J. L.**, Sperling, R. A., & Young, T. M. (2023). More than just fun and games: The role of games in postsecondary education to support self-regulated learning. *New Directions for Teaching and Learning* (NDTL). DOI:10.1002/tl.20547

Urban, M., Urban, K., & **Nietfeld, J. L.** (2023). The effect of a distributed metacognitive strategy intervention on reading comprehension. *Metacognition and Learning*, <https://doi.org/10.1007/s11409-023-09334-1>.

Syal, S., & **Nietfeld, J. L.** (2022). Is situational interest a metacognitive risk? An examination of contextual factors in classroom settings. *Contemporary Educational Psychology*, 71, <https://doi.org/10.1016/j.cedpsych.2022.102109>.

Pesout, O., & **Nietfeld, J. L.** (2021). How creative am I?: Examining judgments and predictors of creative performance. *Thinking Skills and Creativity*, 40, <https://doi.org/10.1016/j.tsc.2021.100836>

Spencer, D., **Nietfeld, J. L.**, Cao, L., & DiFrancesca (2021). Exploring the interplay between attributions and metacognitive monitoring in a post-secondary classroom. *Journal of Experimental Education*, DOI: 10.1080/00220973.2021.1897773.

Syal, S., & **Nietfeld, J. L.** (2020). The impact of trace data and motivational self-reports in a game-based learning environment. *Computers & Education*, 157, <https://doi.org/10.1016/j.compedu.2020.103978>.

Pesout, O., & **Nietfeld, J. L.** (2020). The impact of cooperation and competition on metacognitive monitoring and performance in a classroom context. *Journal of Experimental Education*, 89(2), 237-258.

**Nietfeld, J. L.** (2020). Predicting transfer from a game-based learning environment. *Computers & Education*. <https://doi.org/10.1016/j.compedu.2019.103780>.

Szczytko, R., Stevenson, K., Peterson, M. N., **Nietfeld, J. L.**, & Strnad, R. (2018). Development and validation of the environmental literacy instrument for adolescents. *Environmental Education Research*, DOI: 10.1080/13504622.2018.1487035

Braten, I., Lien, A., **Nietfeld, J. L.** (2017). Examining the effects of task instructions to induce implicit theories of intelligence on a rational thinking test: A cross-cultural study. *Zeitschrift für Psychologie*, 225, 146-156.

Ersozlu, Z., **Nietfeld, J. L.**, & Huseynova, L. (2017). Predicting preservice music teachers' performance success in instrumental courses using self-regulated study strategies and predictor variables. *Music Education Research*, 19, 123-132.

Lee, C. W., Walkowiak, T. A., & **Nietfeld, J. L.** (2017). Characterization of mathematics instructional practises for prospective elementary teachers with varying levels of self-efficacy in classroom management and mathematics teaching. *Mathematics Education Research Journal*, 29, 45-72.

Thomson, M., & **Nietfeld, J. L.** (2017). Self-Regulated Learning: A comparison among Preservice Teachers from Different Programs. *Journal of Interdisciplinary Teacher Leadership*, 1, 19-24.

- Thomson, M. M., & **Nietfeld, J. L.** (2016). Belief systems and classroom practices: Identified typologies of elementary school teachers from the United States. *Journal of Educational Research*, 109, 360-374.
- DiFrancesca, D., **Nietfeld, J. L.**, & Cao, L. (2016). A mixed methods comparison of high and low achieving students on self-regulated learning variables. *Learning and Individual Differences*, 45, 228-236.
- Cooke, N. K., **Nietfeld, J. L.**, & Goodell, L. S. (2015). Development and validation of the Childhood Obesity Prevention Self-Efficacy (COP-SE) Survey. *Childhood Obesity*, 11, 114-121.
- Nietfeld, J. L.**, Bruning, R. B., & DiFrancesca, D. (2015). The role of observation in the recall of informational text. *International Journal of Educational Research*, 69, 88-97.
- Cooke, N. K., Ash, S. L., **Nietfeld, J. L.**, Fogleman, A. D., and Goodell, L. S. (2015). Impact of a Service-Learning-Based Community Nutrition Course on Students' Teaching Self-Efficacy. *North American Colleges and Teachers of Agriculture*, 59, 28-33.
- Nietfeld, J. L.**, Shores, L. R., & Hoffmann, K. F. (2014). Self-regulation and gender within a game-based learning environment, *Journal of Educational Psychology*, 106, 961-973, <https://doi.org/10.1037/a0037116>.
- Hargrove, R. A., & **Nietfeld, J. L.** (2014). The impact of metacognitive instruction on creative problem solving. *Journal of Experimental Education*, 83, 291-318.
- Faulkner, V., Stiff, Marshall, **Nietfeld, J. L.**, & Crossland, C. (2014). The impact of race and teacher perceptions as predictors of algebra placement, *Journal for Research in Mathematics Education*, 45, 288-311.
- Lester, J. C., Spires, H. A., **Nietfeld, J. L.**, Minogue, J. Mott, B. W., Lobene, E. V. (2014). Designing game-based learning environments for elementary science education: A narrative-centered learning perspective, *Information Sciences*, 264, 4-18.
- Thomson, M. M., Turner, J. E., & **Nietfeld, J. L.** (2012). A typological approach to investigate the teaching career decision: Motivation and beliefs about teaching of preservice teacher candidates, *Teaching and Teacher Education*, 28, 324-335.
- Flanagan, K. E., **Nietfeld, J. L.**, & Linnenbrink-Garcia, L. (2011). Giftedness and metacognition: A short-term longitudinal investigation of metacognitive monitoring in the classroom, *Gifted Child Quarterly*, 55, 181-193.
- Wery, J., & **Nietfeld, J. L.** (2010). Supporting self-regulated learning with exceptional children, *Teaching Exceptional Children*, 42, 70-78.
- Huff, J. D., & **Nietfeld, J. L.** (2009). Using strategy instruction and confidence judgments to improve metacognitive monitoring skills. *Metacognition and Learning*, 4, 161-176.
- Hoffmann, K. F., Huff, J. D., Patterson, A. S., & **Nietfeld, J. L.** (2009). Elementary teachers' use and perceptions of rewards in the classroom. *Teaching and Teacher Education*, 25, 843-849.
- Corbell, K. A., Reiman, A. J., **Nietfeld, J. L.** (2008). The Perceptions of Success Inventory for beginning teachers: Measuring its psychometric properties. *Teaching and Teacher Education*, 24, 1551-1563.
- Cao, L., & **Nietfeld, J. L.** (2007). Examining the multiplicative relations among achievement goals, strategy use, and class performance in educational psychology. *Teaching Educational Psychology*, 2, 1-20.
- Nietfeld, J. L.**, Finney, S. J., Schraw, G., & McCrudden, M. T. (2007). A test of theoretical models that account for information processing demands. *Contemporary Educational Psychology*, 32, 499-515.

- Cao, L., & **Nietfeld, J. L.** (2007). College students' metacognitive awareness of difficulties in learning the class content does not automatically lead to adjustment of study strategies. *Australian Journal of Educational and Developmental Psychology*, 7, 31-46.
- Nietfeld, J. L.**, Cao, L., & Osborne, J. W. (2006). The effect of distributed monitoring exercises and feedback on performance and monitoring accuracy. *Metacognition and Learning*, 2, 159-179.
- Nietfeld, J. L.**, Enders, C. K., & Schraw, G. (2006). A Monte Carlo comparison of two measures of monitoring accuracy. *Educational and Psychological Measurement*, 66, 258-271.
- Nietfeld, J. L.**, Cao, L., & Osborne, J. W. (2005). Metacognitive monitoring accuracy and student performance in the classroom. *Journal of Experimental Education*, 74, 7-28.
- Nietfeld, J. L.** & Hunt, A. A. (2005, February 05). Elementary and pre-service teachers' strategies for working with students with hyperactivity, *Current Issues in Education* [On-line], 8. Available: <http://cie.ed.asu.edu/volume8/number2/>
- Cao, L. and **Nietfeld J. L.** (2005, Feb 05). Judgment of learning, monitoring accuracy, and student performance in the classroom context. *Current Issues in Education* [On-line], 8. Available: <http://cie.ed.asu.edu/volume8/number4/>
- Wilkins, T., & **Nietfeld, J. L.** (2004). The effect of a school-wide inclusion training programme upon teachers' attitudes about inclusion. *Journal of Research in Special Education Needs*, 4, 115-121.
- Nietfeld, J. L.**, & Enders, C. K. (2003, March 17). An examination of student teacher beliefs: Interrelationships between hope, self-efficacy, goal-orientations, and beliefs about learning. *Current Issues in Education* [On-line], 6(5). Available: <http://cie.ed.asu.edu/volume6/number5/>
- Nietfeld, J. L.**, & Bosma, A. (2003). Examining the self-regulation of impulsive and reflective response styles on academic tasks. *Journal of Research in Personality*, 32, 118-140.
- Nietfeld, J. L.** (2003). An examination of metacognitive strategy use and monitoring skills by competitive middle distance runners. *The Journal of Applied Sport Psychology*, 15, 307-320.
- Nietfeld, J. L.** and Cao, L. (2003, June 19). Examining instructional strategies that promote pre-service teachers' personal teaching efficacy. *Current Issues in Education* [On-line], 6. Available: <http://cie.ed.asu.edu/volume6/number11/>
- Nietfeld, J. L.**, & Schraw, G. (2002). The role of knowledge and strategy training on metacognitive monitoring. *The Journal of Educational Research*, 95, 131-142.
- Singletary, M. L., & **Nietfeld, J. L.** (2002). Why are standardized tests scores so low in Georgia? Factors affecting achievement across states. *GATEways to Teacher Education*, 15, 45-62.
- Nietfeld, J. L.** (2002). Beyond concept maps: Using schema representations to assess pre-service teacher understanding of effective instruction. *The Professional Educator*, 25, 15-27.
- Schraw, G., & **Nietfeld, J.** (1998). A further test of the general monitoring skill hypothesis. *Journal of Educational Psychology*, 90, 236-248.

#### BOOK CHAPTERS & SECTIONS

- Eyupoglu, T. F., & **Nietfeld, J. L.** (2020). Intrinsic motivation in game-based learning environments. In D. Ifenthaler & YJ Kim (Eds.), *Game-based assessment revisited* (pp. 85-102). Springer.

**Nietfeld, J. L.** (2018). The role of self-regulated learning in digital games. In D. Schunk & J. Greene (Eds.), *Handbook of Self-Regulation of Learning and Performance* (2<sup>nd</sup> ed., pp. 271-284). Routledge, New York, NY.

Di Francesca, D., & **Nietfeld, J. L.** (2017). Using Metacognitive Scaffolding to Develop Problem Solving Skills in K-12 Computer-Based Learning Environments. In J. A. González-Pienda, J. C. Núñez, A. Bernardo, & C. Rodríguez (Eds.), *Factors affecting academic performance* (pp. 81-99). Nova Science Publishers, NY.

**Nietfeld, J. L.**, & Shores, L. R. (2011). Self-regulation within game-based learning environments. In L. Annetta & S. Bronack (Eds.), *Serious educational game assessment* (pp. 19-42). The Netherlands: Sense Publishers.

Schraw, G., & **Nietfeld, J.** (2002). Metamemory: Its development and role in learning. In J.W. Guthrie (Ed.), *Encyclopedia of education* (2<sup>nd</sup> ed., pp. 1602-1605). Macmillan.

#### RESEARCH PRESENTATIONS

**Nietfeld, J. L.** (2026, January). *The development of a game-based learning environment to improve science literacy for Spanish-speaking multilinguals*. Annual meeting of Hawaii International Conference on Education, Honolulu, HI.

Pesout, O., **Nietfeld, J. L.**, & Brenkova, B. (2026, January). *The role of self-regulated learning processes in game-based elements of environmental instructions*. Annual meeting of Hawaii International Conference on Education, Honolulu, HI.

Brenkova, B., Pesout, O., & **Nietfeld, J. L.** (2026, January). *Understanding science literacy through the lens of gender, motivation, and metacognition*. Annual meeting of Hawaii International Conference on Education, Honolulu, HI.

**Nietfeld, J.**, & Sperling, R. (2025). Exploring affordances for multilingual learners in a game-based learning environment. In *ICERI2025 Proceedings* (pp. 1505-1510). IATED, Seville, Spain.

Pesout, O., Sperling, R. A., & **Nietfeld, J. L.** (2025, April). *The role of research evidence in teachers' pedagogical decision making for game-based learning environments*. Annual meeting of American Educational Research Association, Denver, CO.

Alston-Socha, W., **Nietfeld, J.**, Bradford, R., & Gallagher, K. (2025). The Compensatory Role of Strategy Training on Science Knowledge in a Game-Based Learning Environment. In *ICERI2025 Proceedings* (pp. 6383-6392). IATED.

Alston-Socha, W. & **Nietfeld, J. L.** (2025, April). *The impact of feedback on metacognitive monitoring in a game-based learning environment*. Annual meeting of American Educational Research Association, Denver, CO.

**Nietfeld, J. L.**, & Sperling, R. A. (2024, November). *The impact of narrative-based goals in a game-based learning environment*. Annual meeting of International Conference on Educational Research and Innovation, Seville, Spain.

Pesout, O., **Nietfeld, J.**, Sperling, R., Brenkova, B., & Rican, J. (2024, November). *Teacher decisions about educational game integration: The role of subjective value, teacher epistemic beliefs, and research evidence*. Annual meeting of International Conference on Educational Research and Innovation, Seville, Spain.

Alston-Socha, W. & **Nietfeld, J. L.** (2024, April). *The impact of teacher beliefs on student comprehension, self-efficacy, and metacognitive strategy use*. Annual meeting of American Educational Research Association, Philadelphia, PA.

- Nietfeld, J. L.** (2024, January). *The relationships between text interest, usefulness, and performance within a game-based learning environment*. Annual meeting of Hawaii International Conference on Education, Honolulu, HI.
- Young, T. M., Sperling, R. A., & **Nietfeld, J.** (2023, August). *Examining fifth graders' attributions for performance in a game-based learning environment*. Annual meeting of the American Psychological Association, Washington D. C., USA.
- Sperling, R. A., & **Nietfeld, J.** (2023, August). *The Impact of a Game-Based Learning Environment on Fifth-Graders' Reading Comprehension*. Annual meeting of the American Psychological Association, Washington D. C., USA.
- Syal, S., & **Nietfeld, J. L.** (2023, April). *The impact of a game-based learning environment on fifth graders' motivation and reading comprehension*. Annual meeting of American Educational Research Association, Chicago, IL.
- Nietfeld, J. L.**, Syal, S. & Lewis, M. (2023, March). *The integration of a problem-solving based measure of transfer in a digital game-based learning environment* [Paper proceeding, pgs. 8376-8381]. 17<sup>th</sup> International Technology, Education and Development Conference, Valencia, Spain.  
<https://doi.org/10.21125/inted.2023.2303>
- Sperling, R. A., **Nietfeld, J. L.**, Syal, S. & Young, T. M. (2022, October). *Missions with Monty: A Game-Based Learning Environment to Promote Comprehension Monitoring and Science Achievement* [Paper proceeding, pgs. 535-542]. European Conference on Games Based Learning, Lisbon, Portugal.  
<https://doi.org/10.34190/ecgbl.16.1.792>
- MacCormac, A., Monahan, R. & **Nietfeld, J.** (June, 2022). *Inside Their Minds: Student Reactions to a Game-Based Learning Environment*. In T. Bastiaens (Ed.), *Proceedings of EdMedia + Innovate Learning* (pp. 1163-1168). New York City, NY, United States: Association for the Advancement of Computing in Education (AACE). Retrieved July 11, 2022 from <https://www.learntechlib.org/primary/p/221429/>
- MacCormac, A., Monahan, R. & **Nietfeld, J.** (2022). Individual Learner Traits as Predictive Markers of Performance in a STEM-Based Interactive Multimedia Learning Environment. In T. Bastiaens (Ed.), *Proceedings of EdMedia + Innovate Learning* (pp. 1113-1118). Online: Association for the Advancement of Computing in Education (AACE). Retrieved April 29, 2023 from <https://www.learntechlib.org/primary/p/221420/>.
- Syal, S., & **Nietfeld, J. L.** (April, 2022). *Is situational interest a metacognitive risk?* Annual meeting of American Educational Research Association, San Diego, CA.
- Nietfeld, J. L.**, Syal, S., & Sperling, R. (2022, March). *Examining the timing of metacognitive monitoring judgments in a game-based learning environment*. Annual meeting of International, Technology, Education and Development Conference, Valencia, Spain.
- Nietfeld, J. L.**, Syal, S., & Sperling, R. (March, 2022). *Examining the timing of metacognitive monitoring judgments in a game-based learning environment*. Annual meeting of International, Technology, Education and Development Conference, Valencia, Spain.
- Nietfeld, J. L.**, & Syal, S. (2022, January). *The role of gender on motivation and performance in a game-based learning environment for science*. Annual meeting of Hawaii International Conference on Education, Honolulu, HI.
- Syal, S., & **Nietfeld, J. L.** (2020, April). *The impact of trace data and motivation self-reports on performance and learning in educational games*. Annual meeting of American Educational Research Association, San Francisco, CA.

- Nietfeld, J. L.,** Eyupoglu, T. F., & Syal, S. (2019, October). *The impact of game-based learning design features on reading comprehension and interest*. Annual meeting of European Conference on Games Based Learning, Odense, Denmark.
- Nietfeld, J. L.,** Eyupoglu, T. F., Syal, S., & Hennes, I. (2019, March). *The development of a game-based learning environment to promote science literacy*. Annual meeting of International, Technology, Education and Development Conference, Valencia, Spain.
- Syal, S., Eyupoglu, T. F., & **Nietfeld, J. L.** (2019, March). *Off-Task Behaviors as a Predictor of Science Achievement in a Gaming Environment*. Annual meeting of International, Technology, Education and Development Conference, Valencia, Spain.
- Rice, A., Saedi, H., & **Nietfeld, J.** (2019, March). *Building an understanding of how design studios promote cognitive development and creativity*. Presented at Council of Educators in Landscape Architecture (CELA) Conference, Sacramento, CA.
- Nietfeld, J. L.,** Garcia, T., Fernandez, E., & Rodriguez, C. (2018, November). *Improvement in reading comprehension in upper-elementary students through a metacognitive intervention program focused on the teacher*. European Literacy Network Summit, Porto, Portugal.
- Nietfeld, J. L.,** & Vladimirova, E. (2018, January). *The role of gender on performance and transfer in a game-based learning environment*. Annual meeting of Hawaii International Conference on Education, Honolulu, HI.
- DiFrancesca, D., & **Nietfeld, J. L.** (2017, April). *Writing-to-learn during ill-structured physics problem solving*. Annual meeting of American Educational Research Association, San Antonio, TX.
- Kosturko, L., Hoffmann, K. F., Bissette, R., Sabourin, J., Crossland, C., & **Nietfeld, J. L.** (2017, April). *Authentic purpose and audience: Utilizing local contexts to enhance project-based learning*. Annual meeting of American Educational Research Association, San Antonio, TX.
- Pesout, O., Spencer, D., Cao, L., & **Nietfeld, J. L.** (2017, April). *Effect of interest on monitoring accuracy and academic performance during weekly monitoring exercises*. Annual meeting of American Educational Research Association, San Antonio, TX.
- Nietfeld, J. L.,** & Vladimirova, E. (2017, March). *Developing a classroom transfer activity for a digital game-based learning environment*. Annual meeting of International, Technology, Education and Development Conference, Valencia, Spain.
- Nietfeld, J. L.** (2016, March). *The impact of integrating a game-based learning environment in classrooms on achievement and motivation*. Annual meeting of International, Technology, Education and Development Conference, Valencia, Spain.
- Nietfeld, J. L.,** & DiFrancesca, D. (2016, January). *The role of gender in metacomprehension confidence judgments by elementary students*. Annual meeting of Hawaii International Conference on Education, Honolulu, HI.
- Lee, C. W., Walkowiak, T. A., & **Nietfeld, J. L.** (2015, April). *Impact of classroom management efficacy and mathematics teaching efficacy on instructional practices for prospective elementary teachers*. Annual meeting of American Educational Research Association, Chicago, IL.
- Spencer, D., Cao, L., & **Nietfeld, J. L.** (2015, April). *Exploring the interplay between students' attributions and metacognitive monitoring ability in a postsecondary classroom environment*. Annual meeting of American Educational Research Association, Chicago, IL.
- DiFrancesca, D., & **Nietfeld, J. L.** (2015, April). *The impact of race on teachers' judgments of students' metacognitive ability*. Annual meeting of American Educational Research Association, Chicago, IL.

- Nietfeld, J. L.**, DiFrancesca, D., Bennett, E. J., Lee, C. (2015). *The impact of rewards on children's creativity and engagement in drawing*. Paper presented at Creativity and Visual Literacy conference, Lisbon, Portugal.
- Pesout, O., **Nietfeld, J. L.**, (February, 2015). *Calibration training for Czech sixth graders in cooperative and competitive class settings*. Paper presented at the Eastern Educational Research Association (EERA) Conference, Sarasota, FL.
- DiFrancesca, D., **Nietfeld, J. L.**, Thomson, M. M. (2014, April). *The impact of extrinsic rewards on intrinsic motivation during a competitive drawing activity*. Annual meeting of American Educational Research Association, Philadelphia, PA.
- Hargrove, R. A., **Nietfeld, J. L.** (2013, July). *The creative classroom: Exploring the relationship between creativity and metacognition in a classroom context*. Annual meeting of American Psychological Association, Honolulu, HI.
- DiFrancesca, D., **Nietfeld, J. L.**, Cao, L. (2013, April). *A test of the general monitoring hypothesis using ecologically valid instruments*. Annual meeting of American Educational Research Association, San Francisco, CA.
- Shores L.R., **Nietfeld J.L.** (2013) Situational Interest and Informational Text Comprehension: A Game-Based Learning Perspective. In: Lane H.C., Yacef K., Mostow J., Pavlik P. (eds) *Artificial Intelligence in Education*. AIED 2013. Lecture Notes in Computer Science, vol 7926. Springer, Berlin, Heidelberg. [https://doi.org/10.1007/978-3-642-39112-5\\_91](https://doi.org/10.1007/978-3-642-39112-5_91)
- Nietfeld, J. L.**, Minogue, J., Spires, H. A., & Lester, J. (2013, April). *Girls and games: Examining the performance and self-regulation of girls in a science gaming environment*. Annual meeting of American Educational Research Association, San Francisco, CA.
- Shores, L. R., Hoffmann, K. F., **Nietfeld, J. L.**, & Lester, J. C. (2012). The role of subproblems: Supporting problem-solving in narrative-centered learning environments. In *Proceedings of Eleventh International Conference on Intelligent Tutoring Systems*, Crete, Greece, pp. 464-469.
- Pop, M. M., & **Nietfeld, J. L.** (2012, April). *Beliefs system and knowledge: Analyses of teachers' cognitions and impact on teaching*. Annual meeting of American Educational Research Association, Vancouver, British Columbia, Canada.
- Hoffmann, K. F., **Nietfeld, J. L.**, Dolezal, L. (2012, April). *Metacognitive strategy instruction and science text comprehension in fifth grade students*. Annual meeting of American Educational Research Association, Vancouver, British Columbia, Canada.
- Sperling, R. A., Ramsay, C. M., Richmond, A. S., **Nietfeld, J. L.**, Reeves, P. M., & Hood, A. M. (2012, April). *General monitoring and instructional scaffolds that support metacognition in middle school students*. Annual meeting of American Educational Research Association, Vancouver, British Columbia, Canada.
- Lester, J., Minogue, J., **Nietfeld, J.**, Spires, H. A. (2012, April). *Tracing the design and testing of a game-based learning environment (GBLE) for upper elementary students*. Annual meeting of American Educational Research Association, Vancouver, British Columbia, Canada.
- Nietfeld, J. L.** (2012, January). *Motivation in an educational computer game environment for 5<sup>th</sup> Graders*. Annual meeting of Hawaii International Conference on Education, Honolulu, HI.
- Pop, M., & **Nietfeld, J. L.** (August, 2011). *When reformed mindset meets knowledge: An analysis of pre-service teachers' beliefs system, knowledge and monitoring accuracy*. Paper presented at the European Association for Research on Learning and Instruction (EARLI), International Conference, Exeter, UK.

- Nietfeld, J. L., & Shores, L. R.** (2011, July). *A game-based learning environment to encourage problem-solving and engagement in 5<sup>th</sup> graders*. Presented at the International Conference on Learning, Port Louis, Mauritius.
- Nietfeld, J. L., Shores, L. R., & Hoffmann, K. F.** (2011, May). *Learning and gender differences in a narrative-centered learning environment*. International Conference on Computer Supported Education, Noordwijkerhout, The Netherlands.
- Nietfeld, J. L., & Shores, L. R.** (2011, April). *Self-regulation and metacognitive monitoring within a game-based learning environment*. Annual meeting of American Educational Research Association, New Orleans, LA.
- Shores, L. R., & Nietfeld, J. L.** (2011, April). *The role of compensatory scaffolds for inquiry learning in narrative-centered learning environments*. Annual meeting of American Educational Research Association, New Orleans, LA.
- Minogue, J., Mott, B., Nietfeld, J., Spires, H., Lester, J., & Russo, M.** (2011, April). *Crystal Island - Uncharted Discovery: An intelligent game-based learning environment*. Presented at the National Association of Research in Science Teaching (NARST) International Conference, Orlando, FL.
- Rice, A., Nietfeld, J., & Battaglia, P.** (2011). *Study abroad: Its impact on a design student's openness to experience*. Presented at Urban Nature, CELA Conference, Los Angeles, CA.
- Pop, M., Nietfeld, J., Sanchez, J., & Gregory, B.** (February, 2011). *Beyond teachers' beliefs: Elementary school teachers' changes in beliefs and teaching practices as a result of professional development involvement*. Paper presented at the Eastern Educational Research Association (EERA) Conference, Sarasota, FL.
- Ruiz, M., Haapanen, S., & Nietfeld, J.** (2010, July). *Self-efficacy, emotional states, and perceived performance qualities in young competitive swimmers*. Presented at the International Congress of Applied Psychology, Melbourne, Australia.
- Myers, R., Rice, A., Clements, T., Hawks, R., & Nietfeld, J.** (2010, May). *Catalyst of the strange: The impact of study abroad on the development of landscape architecture students' design abilities*. Presented at the International Conference on Landscape Legacy, Maastricht, The Netherlands.
- Shores, L. R. & Nietfeld, J. L.** (2010, May). *Challenges and potential solutions to encourage self-regulation in game-based learning environments*. In *Proceedings of the 4th Biennial Meeting of the EARLI Special Interest Group 16 Metacognition*, Muenster, Germany.
- Nietfeld, J. L., Cao, L., & Shores, L. R.** (2010, April). *Can motivation and beliefs scales predict classroom performance?* Annual meeting of American Educational Research Association, Denver, CO.
- Minogue, J., Mott, B., Nietfeld, J., Spires, H., Lester, J., & Russo, M.** (2010, March). *Tracing the development of crystal island: Uncharted Discovery: An intelligent game-based learning environment*. Presented at the National Association of Research in Science Teaching (NARST) International Conference, Philadelphia, PA.
- Shores, L. R., Hoffmann, K. F., & Nietfeld, J. L.** (2010, February). *The impact of narrative-centered learning environments on situational interest and problem-solving transfer*. Annual meeting of Eastern Educational Research Association, Savannah, GA.
- McBroom, S. R., Morton, C. L., Nash, S., & Nietfeld, J. L.** (2010, February). *The effects of token systems on academic performance across genders for high-achieving high school students*. Annual meeting of Eastern Educational Research Association, Savannah, GA.
- Nietfeld, J. L., Hoffmann, K. F., & Shores, L. R.** (2010, January). *Gender differences in motivation within a narrative-centered learning environment*. Annual meeting of Hawaii International Conference on Education, Honolulu, HI.

- Pop, M. M., & **Nietfeld, J. L.** (2010, January). *Beliefs and reform practices of elementary school teachers: An analysis of teachers' belief systems and the impact on their science teaching practices*. Annual meeting of Hawaii International Conference on Education, Honolulu, HI.
- Shores, L. R., **Nietfeld, J. L.**, Hoffmann, K. L., & McQuiggan, S. W. (2009, June). *An examination of individual differences in a narrative centered learning environment*. Annual meeting of Ed-Media, Honolulu, HI, USA.
- McQuiggan, S. W., Lester, J. C., **Nietfeld, J. L.**, Hoffmann, K. F., Robison, J. L., & Spires, H. A. (2009, April). *Modeling metacognitive monitoring in narrative-centered learning environments*. Annual meeting of American Educational Research Association, San Diego, CA.
- Hoffmann, K. F., & **Nietfeld, J. L.** (2009, April). *Teacher assessment of student metacognition: Relationships among metacognitive measures and academic achievement in upper elementary students*. Annual meeting of American Educational Research Association, San Diego, CA.
- Flanagan, K. E., **Nietfeld, J. L.**, & Linnenbrink-Garcia, L. (2008, October). *Giftedness and metacognition: A short-term longitudinal investigation of metacognitive monitoring*. Annual meeting of the National Association of Gifted Children, Tampa, FL.
- Nietfeld, J. L.**, Hoffmann, K. L., McQuiggan, S. W., & Lester, J. (2008, July). *Self-regulated learning in a narrative centered learning environment*. Annual meeting of Ed-Media, Vienna, Austria.
- McQuiggan, S. W., Hoffmann, K. L., **Nietfeld, J. L.**, Robison, J., & Lester, J. (2008, June). *Examining self-regulated learning in a narrative-centered learning environment: An inductive approach to modeling metacognitive monitoring*. Proceedings of the ITS'08 Workshop on Metacognition and Self-Regulated Learning in Educational Technologies, Montreal, Canada, 2008.
- Flanagan, K. E., **Nietfeld, J. L.**, & Nash, S. L. (2008, March). *Cognitive monitoring in the classroom context: A look into the metacognitive skills of gifted adolescents*. Annual meeting of American Educational Research Association, New York, NY.
- Cao, L., Hoffmann, K. F., Huff, J. D., & **Nietfeld, J. L.** (2008, March). *Examining reader beliefs, situational interest, and monitoring accuracy across texts*. Annual meeting of American Educational Research Association, New York, NY.
- Hoffmann, K. F., Huff, J. D., & **Nietfeld, J. L.** (2008, February). *Elementary school teachers use and perception of rewards*. Annual meeting of Eastern Educational Research Association, Hilton Head, SC.
- Schraw, G., **Nietfeld, J.**, Cao, L., & Olafson, L. (2007, September). *Metacognition and strategy use in the college classroom*. Biennial meeting of European Association for Research on Learning and Instruction, Budapest, Hungary.
- Nietfeld, J. L.** (2007, July). *The impact of metacognitive reading strategies and technology on reading comprehension*. Annual meeting of International School Psychology Association, Tampere, Finland.
- Hoffmann, K. L., **Nietfeld, J. L.**, & Vignovic, J. (2007, April). *Teacher variables that predict elementary school students' reading comprehension, self-efficacy, and knowledge of strategies*. Annual meeting of American Educational Research Association, Chicago, IL.
- Cao, L., **Nietfeld, J. L.** (2007, April). *The effects of training college students to self-regulate learning in educational psychology*. Annual meeting of American Educational Research Association, Chicago, IL.

- Huff, J. D., **Nietfeld, J. L.** (2007, April). *Using strategy instruction and confidence estimates to improve metacognitive monitoring skills*. Annual meeting of American Educational Research Association, Chicago, IL.
- Nietfeld, J. L.**, & Cao, L. (2006, September). *The relationship between various measures of children's metacognitive monitoring and reading comprehension performance*. Annual meeting European Conference on Educational Research, Geneva, Switzerland.
- Nietfeld, J. L.** (2006, July). *The development of comprehension monitoring accuracy by elementary school students*. Biennial meeting of International Society for the Study of Behavioural Development, Melbourne, Australia.
- Nietfeld, J. L.**, & Cao, L. (2006, April). *What self-regulation variables predict course performance in educational psychology?* Annual meeting of American Educational Research Association, San Francisco, CA.
- Cao, L., & **Nietfeld, J. L.** (2006, April). *College students' perceived difficulties in class content, choice of study strategies, and test performance in educational psychology (EERA award presentation)*. Annual meeting of American Educational Research Association, San Francisco, CA.
- Cao, L., & **Nietfeld, J. L.** (2006, April). *Relationships among self-efficacy, monitoring accuracy, and attributions for performance in educational psychology*. Annual meeting of American Educational Research Association, San Francisco, CA.
- Corbell, K. A., Reiman, A. J., & **Nietfeld, J. L.** (2006, April). *The construction and evaluation of the Perceptions of Success Inventory for Beginning Teachers*. Annual meeting of American Educational Research Association, San Francisco, CA.
- Cao, L., & **Nietfeld, J. L.** (2006, February). *Perceived achievement goals, strategy use, and achievement outcomes in educational psychology*. Annual meeting of Eastern Educational Research Association, Hilton Head, SC.
- Hoffmann, K. L., & **Nietfeld, J. L.** (2006, February). *The effects of teacher efficacy and teacher experience on treatment integrity and student performance in a reading comprehension program*. Annual meeting of Eastern Educational Research Association, Hilton Head, SC.
- Nietfeld, J. L.**, Bleiler, T. L. (2006, January). *Enhancing a metacognitive strategy-based reading comprehension program with a computer-based tutoring system*. Annual meeting of Hawaii International Conference on Education, Honolulu, HI.
- Nietfeld, J. L.** (2005, July). *The challenges of implementing a widescale metacognitive reading strategy intervention program*. Annual meeting of International School Psychology Association, Athens, Greece.
- Cao, L., & **Nietfeld, J. L.** (2005, April). *Judgment of learning, self-monitoring, and student performance in a classroom context*. Annual meeting of American Educational Research Association, Montreal, Canada.
- Cao, L., & **Nietfeld, J. L.** (2005, April). *Exploring the relationships between self-efficacy and metacognition*. Annual meeting of American Educational Research Association, Montreal, Canada.
- Seaton, A., & **Nietfeld, J. L.** (2005, March). *The impact of CPS technology in monitoring, performance, and pedagogy in educational psychology*. Annual meeting of Eastern Educational Research Association, Sarasota, FL.
- Cao, L., & **Nietfeld, J. L.** (2005, March). *College students' perceived difficulties in class content, choice of study strategies, and test performance in educational psychology*. Annual meeting of Eastern Educational Research Association, Sarasota, FL.
- Nietfeld, J. L.** (2004, July). *Examining the self-regulation of impulsive and reflective response styles on academic tasks*. Annual meeting of American Psychological Association, Honolulu, HI.

- Nietfeld, J. L.** (2004, July). *An examination of metacognitive strategy use and monitoring skills by competitive middle distance runners*. Annual meeting of American Psychological Association, Honolulu, HI.
- Nietfeld, J. L., & Cao, L.** (2004, April). *The effects of extended monitoring training on performance and monitoring accuracy of pre-service teachers*. Annual meeting of American Educational Research Association, San Diego, CA.
- Cao, L., & Nietfeld, J. L.** (2004, February). *Judgment of learning, self-monitoring, and student performance in a classroom context*. Annual meeting of Eastern Educational Research Association, Clearwater, FL.
- Cao, L., & Nietfeld, J. L.** (2003, May). *Using schema representation and traditional measures to assess student learning in educational psychology*. Annual meeting of Canadian Society for the Study of Education, Halifax, Nova Scotia.
- Hunt, A. A., & Nietfeld, J. L.** (2003, March). *Elementary and pre-service teachers' solutions when dealing with hyperactive students*. Spring meeting of Georgia Association of Teacher Educators, St. Simon's Island.
- Cao, L., & Nietfeld, J. L.** (2003, February). *Prompted self-monitoring and student performance in educational psychology*. Annual meeting of Eastern Educational Research Association, Hilton Head, S.C.
- Roberts, E. P., Putney, D., Nietfeld, J. L., & Duncanson, J.** (2003, February). *Impact of hypermedia literacy instruction on preservice teachers' motivation and self-efficacy*. Annual meeting of Eastern Educational Research Association, Hilton Head, S.C.
- Nietfeld, J., & Lehman, S.** (2002, April). *Beyond Concept Maps: Using schema representations to assess pre-service teacher understanding*. Annual meeting of American Educational Research Association, New Orleans, LA.
- Nietfeld, J. L., & Desai, S. U.** (2002, April). *Does hope lead to higher self-efficacy and a mastery goal orientation?: An examination of student-teacher beliefs*. Annual meeting of American Educational Research Association, New Orleans, LA.
- Singletary, M. L., & Nietfeld, J. L.** (2002, March). *Why are standardized test scores so low in Georgia? Factors effecting achievement across states*. Spring meeting of Georgia Association of Teacher Educators, St. Simon's Island.
- Nietfeld, J. L., & Cao, L.** (2002, February). *Examining instructional strategies that promote pre-service teachers' personal teaching efficacy*. Annual meeting of Eastern Educational Research Association, Sarasota, FL.
- Nietfeld, J., & Schraw, G.** (2000, April). *The role of knowledge and strategy training on metacognitive monitoring*. Paper presented at the American Educational Research Association annual meeting, New Orleans, LA.
- VanZile-Tamsen, C., Boes, S. R., & Nietfeld, J.** (1999, November). *Closing the gap: Using lessons learned from educational psychology to prepare school counselors and teachers*. Paper presented at The Education Trust National Conference, Washington, DC.
- Schraw, G., & Nietfeld, J.** (1999, April). *Working memory constraints on metacognitive monitoring*. Paper presented at American Education Research Association annual meeting, Montreal, Canada.
- Nietfeld, J., & Schraw, G.** (1998, April). *Text factors influencing adults' implicit models of reading*. Paper presented at American Education Research Association annual meeting, San Diego, CA.

Bruning, R., Schweiger, B., & **Nietfeld, J.** (1997, March). *The role of observation in reading recall and interest: A preliminary study*. Paper presented at Society for Scientific Study of Reading annual conference, Chicago, IL.

Schraw, G., & **Nietfeld, J.** (1997, March). *A further test of the general monitoring skill hypothesis*. Paper presented at American Education Research Association annual meeting, Chicago, IL.

#### GRANTS

*An Educational Game to Support Multilingual Learners' Reading Comprehension and Science Learning* (1/1/25 – 12/31/27). Funded by the William T Grant Foundation, Reducing Inequalities program. PI: **John Nietfeld**, Co-PIs: Rayne Sperling, Maria Coady. \$599,413.

*Promoting science literacy through a narrative game-based learning environment at upper elementary grades classrooms* (1/1/2024 – 12/31/2026). Funded by the Czech Science Foundation, PI: Ondrej Pesout, Co-PI: Kamila Urban, Senior Consultant: **John Nietfeld**. \$390,427.00.

*Applying a Digital Tool to Support Self-Regulated Learning Strategies in Introductory Geoscience Courses* (7/1/21 – 6/30/2024). Funded by the National Science Foundation, IUSE program (DUE-2111331). PI: David McConnell, Co-PI: **John Nietfeld**. \$480,225.

*Monty Goes Down Under: Adapting a Game-Based Learning Environment for International Student Collaboration* (8/1/2020 – 6/30/2022). Funded by the UGPN Research Collaboration Fund. PI: **John Nietfeld**, Co-PI: Sarah Howard, University of Wollongong. \$20,000.

*Internationalizing a Game-Based Learning Environment for Elementary Science* (7/1/2019 – 6/30/20). Funded by NC State, Internationalization Seed Grant. PI: **John Nietfeld**. \$5000.

*A Learning Environment to Support Comprehension Monitoring with Informational Science Text* (8/1/2018 – 7/31/2022). National Science Foundation, EHR Core program. PI: **John Nietfeld**, Co-PIs: Rayne Sperling, Marc Russo. \$1,469,395.

*Recalibrating Student Learning in Introductory Geoscience Courses Through the Use of a Web-based Assessment tool* (7/1/2017 – 6/30/2020). Funded by the National Science Foundation, IUSE program (DUE-1712339). PI: David McConnell, Co-PI: **John Nietfeld**. \$299,995.

*WRITE LOCAL: A Community-Driven Platform for K-12 Writing and STEM Engagement* (6/1/15 – 5/31/16). Funded by the SAS Institute, Inc. PI: **John Nietfeld**, Co-PI Cathy Crossland. \$137,000.

*Advancing environmental literacy measurements through an evaluation of the Muddy Sneakers program* (8/1/15 – 7/31/17). Funded by the Muddy Sneakers, Inc. PI: Nils Peterson, Co-PI: **John Nietfeld**, Co-PI Sarah Carrier, Co-PI Howard Bondell, Co-PI Susan Moore, Co-PI Renee Strnad. \$40,000.

*Flipping the Script: Using Short Videos to Promote Learning in Introductory Geoscience Courses* (7/1/13 – 6/30/16). Funded by the National Science Foundation, TUES program (DUE-1323592). PI: David McConnell, Co-PIs: **John Nietfeld**, Sandra Yuter. \$355,508 (\$32,945 amount to NC State College of Education).

*Examining the Impact of Creative Problem-Solving Across Disciplines* (8/01/12 – 7/31/13). Funded by NC State, Research and Innovation Seed Funding program. PI: **John Nietfeld**, Co-PI: Art Rice. \$24,926.

*Developing Science Problem-Solving Skills and Engagement Through Intelligent Game-Based Learning Environments* (8/1/2008 – 12/31/2012). Funded by the National Science Foundation, DR-K12 program (DRL-0822200). PI: James Lester, Co-PIs: James Minogue, **John Nietfeld**, Hiller Spires. \$2,523,297 (\$1,109,370 amount to NCSU College of Education).

*Bayesian Pedagogical Agents for Dynamic High-Performance Inquiry-Based Science Learning Environments* (1/1/2007 – 12/31/2009). Funded by the National Science Foundation, Advanced Learning Technologies program (REC-0632450). PI: James Lester, Co-PIs: **John Nietfeld**, Hiller Spires. \$605,436 (\$276,002 amount to NCSU College of Education).

*An Examination of the Use and Effectiveness of the Accelerated Reader Program in North Carolina* (2006). Funded by the Friday Institute for Educational Innovation, NC State. PI: **John Nietfeld**, \$5000.

*Statewide Evaluation of North Carolina's Enhancing Education Through Technology Competitive Grant* (6/1/2003 – 8/8/2007). Funded by NC Department of Public Instruction (#14329). PIs: Jason Osborne, Ellen Vasu, Co-PIs: Alan Foley, Lisa Grable, **John Nietfeld**, Jane Steelman. \$1,485,000.

*The impact of CPS technology on monitoring, performance, and pedagogy in Educational Psychology* (2004). Funded by Learning in a Technology-Rich Environment (LITRE), NC State. PI: **John Nietfeld**, \$4000.

*Examining Individual Differences in Native Spanish Speaking College Students Math Problem-Solving* (2004). Funded by NC State, Undergraduate Research Award. Faculty Advisor: **John Nietfeld**, Student: Andrea Hernandez. \$1000.

*Using Instructional Strategies and Technology to Enhance Self-Regulatory Skills* (2004). Funded by Faculty Research & Professional Development Fund (FR & PD), NC State, College of Education. PI: **John Nietfeld**. \$4000.

*Integration of CPS Technology in the Classroom* (2004). Funded by NC State, College of Education ETF Funds. PI: **John Nietfeld**. \$5075.

## EVALUATION

**Program Evaluator**, University of Minho, CIPsi centre, Braga, Portugal. Spring 2018. External reviewer for program evaluation and development and research projects.

**Test Evaluator**, American College Testing (ACT). Summer 2013. Reviewed and provided feedback on content and format of metacognitive items prepared for classroom-based assessment tool Aspire for Grades 3 and 4.

**Program Evaluator**, College Foundation of North Carolina. Fall 2012 – Spring 2013. Review 1/3 of story boards and websites to determine instrument content; develop bank of items from existing instruments and write original items; conduct cognitive interviews; analyze data from cognitive interviews and revise instrument based on findings; provide feedback on both overall evaluation and individual school reports.

**Program Evaluator**, Hi Fives NSF funded project. Fall 2005 - 2006. Consulted on the design of experiments, providing and developing instruments, analysis of data, and dissemination of findings related to the Hi Fives project that is examining the use of high-end gaming systems to teach high-school science concepts.

**Portfolio Evaluator**, Buros Institute, University of Nebraska – summer 2003 – summer 2004. I was part of a team of evaluators who examined Nebraska school district assessment portfolios for accountability purposes. Collectively, the evaluation team is responsible for evaluating every school district in the state with regard to the psychometric quality of their assessment portfolios.

**Program Evaluator**, Center for Instructional Innovation. Spring - summer 1997. Evaluated on-line high school computer courses developed for the Communications, Learning, and Assessment in a Student-Centered System Project. Worked with at-risk students in a pilot study of four different courses.

**Program Evaluator**, University of Maryland, College Park, MD. Summer 1996. Collaborated with Dr. Roger Bruning on an evaluation project of Summer Explorers, an alternative summer school program geared towards teaching literacy through a hands-on-learning and exploration approach. The focus was on developing assessment tools, observing classrooms, and designing research studies to assess the utility of the program.

NATIONAL/INTERNATIONAL SERVICE

<b>Year(s) of Service</b>	<b>Duty</b>	<b>Journal/Organization</b>
2024	Thesis Committee Member	Doctoral dissertation for Amanda Abín Álvarez, University of Oviedo, Spain
2023-24	PhD Review Committee	Doctoral dissertation opponent for Eelco Braad, Eindhoven University of Technology, The Netherlands
2023	Mentor	<i>AERA Studying and Self-Regulated Learning SIG</i> (Meg Botello)
2023	Dissertation Opponent	Doctoral dissertation opponent for Antti Koskinen, Tampere University, Finland
2023	Manuscript Reviewer	<i>Discourse Processes</i>
2022	Scientific Committee	<i>CITEA, International Conference on Digital Transformation in Learning Environments</i>
2022	Thesis Committee Member	Doctoral dissertation for Eduardo González Cabañes, University of Oviedo, Spain
2021	Fulbright host	<i>Host for Fulbright scholar Dr. Kamila Urban, Slovakia</i>
2021	Supervisor of Virtual Research Stay	<i>University of Oviedo, Spain, for Zara Suaraz Garcia</i>
2021 - 2023	Manuscript Reviewer	<i>Computers &amp; Education</i>
2021	Manuscript Reviewer	<i>British Journal of Educational Psychology</i>
2020 - 2021	Manuscript Reviewer	<i>Journal of Educational Psychology</i>
2020	Manuscript Reviewer	<i>PLOS ONE</i>
2019	Manuscript Reviewer	<i>British Journal of Educational Psychology</i>
2019	Manuscript Reviewer	<i>PLOS ONE</i>
2018	Reviewer for the Division C Graduate Student Research Award	<i>American Educational Research Association</i>
2018	Mentor	<i>AERA Studying and Self-Regulated Learning SIG</i> (Dalila Dragnić-Cindrić)
2017	Reviewer	Fulbright Senior Award for the Polish-U.S. Fulbright Commission
2017	Reviewer for the Division C Graduate Student Research Award	<i>American Educational Research Association</i>
2016	AERA New Faculty Mentoring – Teaching Mentor	<i>AERA Div C</i>
2015-16	Chair	<i>AERA Graduate Student Mentoring Committee for Society of Self-Regulated Learning SIG</i>
2014-15	Co-Chair	<i>AERA Graduate Student Mentoring Committee for Society of Self-Regulated Learning SIG</i>
2014	Reviewer	JUnior REsearchers of EARLI conference 2015
2014 - present	Editorial Board	<i>Metacognition and Learning</i>
2014 - 2020	Editorial Board	<i>Journal of Educational Psychology</i>
2014 - present	AERA New Faculty Mentoring – Teaching Mentor	<i>AERA Division C</i>
2014	Member	<i>AERA Graduate Student Mentoring Committee for Society of Self-Regulated Learning SIG</i>
2013-14	Co-Chair & Chair of Division C Graduate Student Research Award	<i>American Educational Research Association</i>

2013 - 2014	Manuscript Reviewer	<i>Journal of Educational Research</i>
2003, 2012, 2013, 2016	Manuscript Reviewer	<i>British Journal of Educational Psychology</i>
2012 - 2013	Advisory Board	NSF grant entitled, <i>Master Science Hobbyists: Characteristics, Motivations, Experiences, and Career Trajectories</i> . Gail Jones, Principal Investigator, NC State
2012	Manuscript Reviewer	<i>Educational and Psychological Measurement</i>
2011 – 2012	Advisory Board	NSF FIRE grant entitled, <i>Conceptualizing Non-Contact Forces: The Efficacy of Visuohaptic Simulations</i> . Hong Z. Tan, Principal Investigator, Purdue University
2010 – 2011	Manuscript Reviewer	<i>International Journal of Science Education</i>
2009	Mentor	<i>AERA Division C Graduate Student Seminar</i>
2009	Dissertation External Reviewer	<i>Julie Hardie, University of Canterbury, New Zealand</i>
2008	External Reviewer Tenure	<i>Doug Hamman/Texas Tech University</i>
2006 - present	Editorial Board	<i>Journal of Experimental Education</i>
2005 – 2010	Editorial Board	<i>Teaching Educational Psychology</i>
2004 – 2005	Conference reviewer	Annual Educational Research Association conference
2008, 2010-2013	Manuscript reviewer	<i>Metacognition and Learning</i>
2008, 2009, 2013	Mentor	<i>AERA Division C Graduate Student Seminar</i>
2007, 2009	Manuscript reviewer	<i>Educational Research and Evaluation</i>
2005	Manuscript reviewer	<i>International Journal of Psychology</i>
2005 – 2006	Manuscript reviewer	<i>Applied Cognitive Psychology</i>
2004	Manuscript reviewer	<i>European Journal of Psychology of Education</i>
2004	Textbook reviewer	Allyn & Bacon/Longman ( <i>Educational Psychology</i> , Fetso & McClure)
2003	Conference reviewer	American Psychological Association conference
2003	Manuscript reviewer	<i>Contemporary Educational Psychology</i>
2000 – 2002	Review board	Connections: Georgia Language Arts
2000 – 2001	Manuscript reviewer	<i>Georgia Journal of Professional Counseling</i>
2000	Textbook reviewer	<i>Wadsworth Publishing</i>

UNIVERSITY SERVICE

<b>Year(s) of Service</b>	<b>Duty</b>	<b>Committee</b>
2024-2025	Co-Chair	TELS Departmental Voting Faculty (DVF)
2022-2023	Member	Digital Transformation of Education (DTE) Search Committee
2022-2023	Mentor	Provost Professional Experience Program (PEP) mentor for Julian Fernandez, Stella Park
2021-2024	Member	Faculty Awards Committee
2021-2024	Co-Chair	College Reappointment, Promotion, and Tenure Committee (CRPTC)
2021-2022	Mentor	Provost Professional Experience Program (PEP) mentor for Stephanie Sosa, Ziyue Peng
2020-21	Mentor	Provost Professional Experience Program (PEP) mentor for Stephanie Sosa, LaQuan Allen, Qasima Wideman
2019-20	Mentor	Provost Professional Experience Program (PEP) mentor for Rebecca Babb and Cole Ferguson
2018-19	Member	Committee on International Programs

2018-19	Mentor	Provost Professional Experience Program (PEP) mentor for Shelby Adcock, Leah Tamaki and Abby Juhls
2018-19	Member	TELS Post-Tenure Review Committee
2018	Member	Educational Psychology Search Committee
2017-18	Mentor	Provost Professional Experience Program (PEP) mentor for Anna Schlesinger and Isabel Hennes
2017-19	College Representative	University Reappointment, Promotion, and Tenure Committee
2015-16	Mentor	Elementary Education Research Fellows mentor for Rachel Frey
2015-16	Mentor	Provost Professional Experience Program (PEP) mentor for Caroline Peterson and Beatriz Gurgel
2016	Member	TELS RPT Document Review Committee
2015	Member	CED Student Advising Committee
2015-16	Member	NC State Think Advisory Board (QEP)
2015-16	Chair	TELS DVF for PTR
2015	Member	CED Reappointment, Promotion, and Tenure Committee
2014 - 2016	Coordinator	EDP PAS
2013	Chair	Educational Psychology Search Committee
2013 -2014	Chair	Faculty Awards Committee
2012 - 2013	Member	Quality Enhancement Plan Coordinating Committee
2012	Member	CED Educational Council
2012	Member	CED PhD Design Team
2011 – 2013	Member & Co-Chair	CED Reappointment, Promotion, and Tenure Committee
2011 - 2012	Member	CED Student Grievance Panel
2011 - 2014	Member	CED Outstanding Teacher & Alumni Distinguished Undergraduate Professors
2011	Faculty Sponsor	NCSU Cross Country Club
2010 - 2013	Member	University Grievance Panel
2009 - 2014	Member	ELM tenure review committee
2008-2009, 2014	Chair	Educational Psychology Program Coordinator
2008	Chair	Combined Campaign Chair for CED
2008-2009	Chair	Computer and Technology Committee Chair for CED
2007	Member	LITRE university-wide assessment committee
2006	Member	Computer and Technology Committee for CED
2006	Member	Research committee for Voices of Innovation Speakers at the Friday Institute
2005	Member	Graduate student funding for C & I
2004 – 2005	Member	LITRE university-wide assessment committee
2004 – 2006	Member	EDP Faculty Doctoral Admissions Committee
2004 – 2005	Member	NCSU School Psychology Search Committee
2003 – 2006	Member/Co-Chair (2004-05)	Education Council Committee
2003	Member	CED Ad Hoc Task for the Mission & Vision Statements
2002	Member	UWG College of Education Assessment Committee
2002	Member	UWG University Level Program Review Committee

2001 – 2003	Chair	UWG CEP Assessment Committee Chair
2001	Co-Chair	UWG College of Education Awards & Scholarships
2001	Member	UWG College of Education Social Committee
2000 – 2003	Member	UWG CEP Educational Psychology Committee
2000 – 2001	Chair	UWG CEP Search Committee Chair
2000 – 2001	Member	UWG College of Education Peer Evaluation of Teaching Committee
1999 – 2001	Member	UWG College of Education Celebration of Scholarship Committee
1999 – 2003	Member	UWG CEP Assessment Committee

*MENTORING ACTIVITIES*

<b>Provost's Professional Experience Program (at NC State)</b>			
<b>Student</b>	<b>Duty</b>	<b>Status</b>	<b>Department</b>
Beatriz Gurgel	Mentor	Complete	Psychology
Caroline Peterson	Mentor	Complete	Psychology
Anna Schlesinger	Mentor	Complete	TELS
Isabel Hennes	Mentor	Complete	Design
Shelby Adcock	Mentor	Complete	TELS
Abby Juhls	Mentor	Complete	TELS
Leiah Tamaki	Mentor	Complete	TELS
Rebecca Babb	Mentor	Complete	Biological Sciences
Cole Ferguson	Mentor	Complete	Design
LaQuan Allen	Mentor	Complete	Design
Qasima Wideman	Mentor	Complete	Design
Stephanie Sosa	Mentor	Complete	Design
Ziyue Peng	Mentor	Complete	Design
Julian Fernandez	Mentor	Complete	Design
Stella Park	Mentor	Complete	Design
Richae' Smith	Mentor	Complete	Design
Mollie Fuerst	Mentor	Complete	Design
Lydia Spears	Mentor	Ongoing	Design
<b>Master's Degrees (at NC State)</b>			
<b>Student</b>	<b>Duty</b>	<b>Status</b>	<b>Department</b>
Kristen Corbell	Co-Chair	Complete	CICE
Ashley Seaton	Chair	Complete	MALS
Patricia Peres	Member	Complete	MALS
Jeni O'Sullivan Corn	Member	Complete	CICE (Thesis equiv.)
Sandye Ouzts	Member	Complete	Psychology
Hailey Krouse	Member	Complete	Psychology
Adrian Bridges	Member	Complete	CICE
Patrick Stone	Member	Complete	MSTE
Lori Dolezal	Chair	Complete	CICE
Katherine Seymour	Chair	Complete	CICE
Laura Stein	Chair	Complete	CICE
Nicholas Mudrick	Member	Complete	Psychology
Jason Jones	Member	Complete	Marine, Earth, & Atmospheric Sciences
Rahma Hida	Member	Complete	Psychology
Beatriz Gurgel	Member	Complete	TELS
Elena Vladimirova	Chair	Complete	TELS
<b>Doctoral Degrees (at NC State)</b>			
<b>Student</b>	<b>Duty</b>	<b>Status</b>	<b>Department</b>

Ben Dotger	Co-Chair	Complete	CICE
Ashley Patterson	Chair	Complete	CICE
Jeni O'Sullivan Corn	Member	Complete	CICE
Sunyoung Lee	Member	Complete	Computer Science
Scott McQuiggan	Member	Complete	Computer Science
Ryan Hargrove	Member	Complete	Design
Kristin Corbell	Member	Complete	CICE
Kristin Hoffmann	Chair	Complete	CICE
Jessica Wery	Member	Complete	CICE
Matt Peterson	Member	Complete	Design
Valerie Faulkner	Member	Complete	CICE
Hailey Krouse	Member	Complete	Psychology
Michelle Tayrose	Member	Complete	Psychology
Lucy Shores	Chair	Complete	CICE
Jennifer Sabourin	Member	Complete	Computer Science
Natalie Cooke	Member	Complete	Food Science
Laura Lukes	Member	Complete	Marine, Earth, & Atmospheric Sciences
Daniell DiFrancesca	Chair	Complete	CICE
Corey Palermo	Member	Complete	TELS
Melissa Bartlett	Member	Complete	CICE
Ondrej Pesout	Co-Chair	Complete	TELS
Daniel Spencer	Co-Chair	Complete	TELS
Carrie Lee	Co-Chair	Complete	TELS
Huei-Chen Lao	Member	Complete	Science Education
Michelle Bryant	Member	Complete	Psychology
Amy Mattingly	Member	Complete	LPAHE
Jingyuan Fu	Member	Complete	Design
Angela White	Member	Complete	TELS
Michael Pelch	Member	Complete	Marine, Earth, & Atmospheric Sciences
LeeAnna Chapman	Member	Complete	Marine, Earth, & Atmospheric Sciences
Kevin Curry	Member	Complete	Animal Science
Jessica Vandenberg	Co-Chair	Complete	TELS
Louise Southern	Member	Complete	TELS
Jason Jones	Member	Complete	Marine, Earth, & Atmospheric Sciences
Rahma Hida	Member	Complete	Psychology
Zarifa Zakaria	Member	Complete	TELS
Fulya Eyupoglu	Chair	Complete	TELS
Rebeca Calderon	Chair	Complete	TELS
Samira Syal	Chair	Complete	TELS
Marina Wagemaker	Member	Complete	TELS
Haley Wang	Member	In progress	TELS
Willow Alston-Socha	Chair	In progress	TELS
<b>Postdoctoral Degrees (at NC State)</b>			
<b>Student</b>	<b>Duty</b>	<b>Status</b>	<b>Department</b>
Kristin Hoffmann	Supervisor	Complete	CICE
Zehra Ersozlu	Supervisor	Complete	CICE
<b>Education Specialist Degrees (at UWG)</b>			
<b>Student</b>	<b>Duty</b>	<b>Status</b>	<b>Department</b>
Charles Knight	Member	Complete	Educational Leadership

Staci Nash	Member	Complete	CICE
Tina Wilkens	Member	Complete	Special Education
Students External to NC State			
Student	Duty	Status	Department/Univ.
Steven Greenstein	Research Mentor	Complete	Educational Psychology, University of Texas-Austin
Shannon McCampbell	Research Mentor	Complete	Educational Psychology, University of New Mexico
Cheryl Madeira	Research Mentor	Complete	Curriculum, Teaching, and Learning, University of Toronto
Kelcey Edwards	Research Mentor	Complete	Educational Psychology, Fordham
Kate (Flanagan) Snyder	Research Mentor	Complete	Psychology & Neuroscience, Duke University
Julie Hardie	External Review, Dissertation	Complete	University of Canterbury, New Zealand
Ondrej Pesout	Research Mentor	Complete	Psychology, Charles University, Prague, Czech Republic
Teya Rutherford	Research Mentor	Complete	Learning, Cognition, & Development, UC-Irvine
Elina Maatta	Research Mentor	Complete	Educational Psychology, University of Oulu, Finland
Joonas Sildre	Internship Supervision	Complete	Baltic Film & Media, Tallinn University
Diego Ardua	Supervisor of Research Stay	Complete	University of Oviedo, Spain
Dalila Dragnic-Cindric	Mentor from AERA SSRL SIG	Complete	Learning Sciences and Psychological Studies, UNC – Chapel Hill
Zara Suaraz Garcia	Supervisor of Virtual Research Stay	Complete	University of Oviedo, Spain
Eduardo González Cabañes	Thesis Committee Member	Complete	University of Oviedo, Spain
Antti Koskinen	Dissertation Opponent	Complete	University of Tampere, Finland
Eelco Braad	Dissertation Reviewer	Complete	Eindhoven University of

			Technology, Netherlands
Amanda Abín Álvarez	Thesis Committee Member	Complete	University of Oviedo, Spain
Christy Hollander	Dissertation Committee Member	Ongoing	Learning Sciences and Psychological Studies, UNC – Chapel Hill

*AWARDS*

- 2026 College nominee for the Alumni Association Distinguished Graduate Professorship Award
- 2021 College nominee for the University Global Engagement Award
- 2018 College nominee for University Faculty Scholars
- 2016 Fulbright Core Teaching and Research Scholar Award (Estonia)
- 2009 ED-MEDIA Outstanding Poster Award
- 2006 Eastern Educational Research Association (EERA) Research Paper of the Year
- 2005 Eastern Educational Research Association (EERA) Research Paper of the Year
- 2002 Nominated and included in Who's Who Among America's Teachers
- 1997 Recipient of a University of Nebraska fellowship for high scholastic performance and accomplishments as a student scholar funded from the John Borrlson Fund
- 1996 Recipient of the John A. Glover Research Award in recognition of outstanding promise and achievement in research activities