

**John Nietfeld Vitae**  
Professor  
North Carolina State University  
Dept. of Teacher Education and Learning Sciences  
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#### *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 and Educational Measurement. In addition, I maintain an active program of research related to metacognition and self-regulation.

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

**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. Teach a week-long course once per calendar year entitled *Developing Effective Learners* for the Contemporary Issues in Human Development programme.

**Visiting Lecturer**, 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.

**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. (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.
- 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 of 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/>
- Wilkens, 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

- 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.
- 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

*Monty Goes Down Under: Adapting a Game-Based Learning Environment for International Student Collaboration* (8/1/2020 – 7/31/21). Funded by University Global Partnership Network Research Collaboration Fund. PIs: **John Nietfeld** & Sarah Howard, University of Wollongong. \$16,278.

*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 – 7/31/2021). 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. 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.