

DANIEL C. MOOS, Ph.D.

Department of Education | Gustavus Adolphus College

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ACADEMIC APPOINTMENTS

2018 – Present	Full Professor, Department of Education, Gustavus Adolphus College
2013 – 2018	Associate Professor, Department of Education, Gustavus Adolphus College
2007 – 2013	Assistant Professor, Department of Education, Gustavus Adolphus College
2021 – 2024	Faculty Associate for Teaching Excellence, Gustavus Adolphus College
2009–10, 17–20, 21	Department Chair, Department of Education, Gustavus Adolphus College
2014 – 2017	College Assessment Director, Gustavus Adolphus College
1998 – 2002	Elementary & Middle School Teacher, Norwood School (Bethesda, MD)

EDUCATION

2007	Ph.D. in Educational Psychology University of Maryland, College Park, MD
2004	M.A. in Human Development University of Maryland, College Park, MD
1998	B.A. in Psychology Amherst College, Amherst, MA

TEACHING EXPERIENCE

2022 – Present	Career Orientation to Teaching Gustavus Adolphus College
2007 – Present	Developmental & Educational Psychology Gustavus Adolphus College
2007 – Present	Educational Technology Gustavus Adolphus College
2007–14, 2022 - Present	Supervision of Student Teachers (Local & International) Gustavus Adolphus College
2006 – 2007	Cognitive Development University of Maryland
2005 – 2006	Technology-Based Learning Environments University of Maryland
2004	Adaptive Learning Technologies University of Maryland
2000 – 2002	6th Grade Homeroom Teacher (Social Studies, Language Arts, Math, Reading) Norwood School
1999 – 2000	Middle School Mathematics Teacher & 8th Grade Advisor Norwood School
1998 – 1999	Teacher Intern (K–8 Classrooms) Norwood School

EDITED SPECIAL ISSUES

Moos, D. C., & Michalsky, T. (2021). Fostering self-regulated learning classrooms through intentional links between conceptual frameworks, empirical-based models and evidenced-based practices. *Frontiers in Psychology*.

PUBLICATIONS

(Underlined italics denote Gustavus undergraduate student co-authors)

Moos, D. C., & Stewart, C. (2018). Technology uses in instruction. In M. DiBenedetto (Ed.), *Connecting Self-Regulated Learning and Performance with Instruction Across High School Content Areas* (pp. 241–254). Springer.

Moos, D. C. (2017). Emerging classroom technology: Using self-regulation principles as a guide for effective implementation. In J. A. Greene & D. H. Schunk (Eds.), *Handbook of Self-Regulation of Learning and Performance* (2nd ed., pp. 241–254). Routledge.

Moos, D. C., & Bonde, C. (2015). Flipping the classroom: Embedding self-regulated learning prompts in videos. *Technology, Knowledge and Learning*, 21(2), 225–242.

Moos, D. C., & Miller, A. (2015). The self-regulated learning cycle with hypermedia: Stable between learning tasks? *Journal of Cognitive Education and Psychology*, 14(2), 210–227.

Moos, D. C., & Miller, A. (2014). Personal beliefs as a lens: The role of epistemological and self-regulated learning beliefs in pre-service teachers' evaluation of lesson plans. *British Journal of Education, Society & Behavioural Science*, 4(8), 768–783.

Moos, D. C. (2014). Setting the stage for metacognition during hypermedia learning: What motivation constructs matter? *Computers & Education*, 70, 128–137.

Moos, D. C., & Pitton, D. (2014). Student teacher challenges: Using Cognitive Load Theory as an explanatory lens. *Teaching Education*, 25(2), 180–199.

Moos, D. C. (2013). Hypermedia learning: Considering Cognitive Load and self-regulated learning. *Journal of Educational Multimedia and Hypermedia*, 22(1), 39–61.

Moos, D. C., & Stewart, C. (2013). Self-regulated learning with hypermedia: Bringing motivation into the conversation. In R. Azevedo & V. Aleven (Eds.), *International Handbook of Metacognition and Learning Technologies* (pp. 683–697). Springer.

Moos, D. C., & Ringdal, A. (2012). Self-regulated learning in the classroom: A literature review on the teacher's role. *Education Research International*, 2012, Article ID 423284.

Moos, D. C., & Honkomp, B. (2011). Adventure Learning: Motivating students in a Minnesota middle school. *Journal of Research on Technology in Education*, 43(3), 231–254.

Moos, D. C. (2011). Self-regulated learning and externally generated feedback with hypermedia. *Journal of Educational Computing Research*, 43(3), 261–294.

Azevedo, R., Cromley, J. G., Moos, D. C., Greene, J. A., & Winters, F. I. (2011). Adaptive content and process scaffolding: A key to facilitating students' self-regulated learning with hypermedia. *Psychological Test and Assessment Modeling*, 53(1), 106–140.

Greene, J. A., Moos, D. C., & Azevedo, R. (2011). Self-regulation of learning with computer-based learning environments. *New Directions for Teaching and Learning*, 2011(126), 107–115.

Moos, D. C. (2010). Nonlinear technology: Changing the conception of extrinsic motivation? *Computers & Education*, 55(4), 1640–1650.

- Azevedo, R., Moos, D. C., Witherspoon, A. M., & Chauncey, A. D. (2010a). Measuring cognitive and metacognitive regulatory processes used during hypermedia learning: Theoretical, conceptual, and methodological issues. *Educational Psychologist*, 45(4), 210–223.
- Azevedo, R., Moos, D. C., Johnson, A., & Chauncey, A. (2010b). La misurazione dei processi di regolazione cognitive e metacognitive durante lo studio con gli ipermedia. *Tecnologie Didattiche*, 49(1), 4–12.
- Moos, D. C., & Marroquin, L. (2010). Multimedia, hypermedia, and hypertext: Motivation considered and reconsidered. *Computers in Human Behavior*, 26(3), 265–276.
- Moos, D. C. (2010). Self-regulated learning with hypermedia: Too much of a good thing? *Journal of Educational Multimedia and Hypermedia*, 19(1), 59–77.
- Moos, D. C., & Azevedo, R. (2009). Self-efficacy and prior domain knowledge: To what extent does monitoring mediate their relationship with hypermedia? *Metacognition and Learning*, 4(3), 197–216.
- Moos, D. C. (2009). Note-taking while learning with hypermedia: Cognitive and motivational considerations. *Computers in Human Behavior*, 25(5), 1120–1128.
- Battle, A., Anderson, A., & Moos, D. C. (2009). Teachers as reflective practitioners: A study of self-regulated learning in the graduate teacher classroom. *Journal of the International Society for Teacher Education*, 13(1), 33–47.
- Moos, D. C., & Azevedo, R. (2009). Learning with computer-based learning environments: A literature review of computer self-efficacy. *Review of Educational Research*, 79(2), 576–601.
- Moos, D. C., & Azevedo, R. (2008). Exploring the fluctuation of motivation and use of self-regulatory processes during learning with hypermedia. *Instructional Science*, 36(3), 203–231.
- Moos, D. C., & Azevedo, R. (2008). Self-regulated learning with hypermedia: The role of prior domain knowledge. *Contemporary Educational Psychology*, 33(2), 270–298.
- Moos, D. C., & Azevedo, R. (2008). Monitoring, planning, and self-efficacy during learning with hypermedia: The impact of conceptual scaffolds. *Computers in Human Behavior*, 24(4), 1686–1706.
- Greene, J. A., Moos, D. C., Azevedo, R., & Winters, F. I. (2008). Exploring differences between gifted and grade-level students' use of self-regulatory learning processes with hypermedia. *Computers & Education*, 50(3), 1069–1083.
- Azevedo, R., Moos, D. C., Greene, J. A., Winters, F. I., & Cromley, J. G. (2008). Why is externally-regulated learning more effective than self-regulated learning with hypermedia? *Educational Technology Research and Development*, 56(1), 45–72.
- Azevedo, R., Greene, J. A., & Moos, D. C. (2007). The effect of a human agent's external regulation upon college students' hypermedia learning. *Metacognition and Learning*, 2(2-3), 67–87.
- Moos, D. C., & Azevedo, R. (2006). The role of goal structure in undergraduates' use of self-regulatory variables in two hypermedia learning tasks. *Journal of Educational Multimedia and Hypermedia*, 15(1), 49–86.
- Azevedo, R., Cromley, J. G., Winters, F. I., Moos, D. C., & Greene, J. A. (2006). Using computers as metacognitive tools to foster students' self-regulated learning. *Technology, Instruction, Cognition, and Learning Journal*, 3, 97–104.
- Azevedo, R., Cromley, J. G., Winters, F. I., Moos, D. C., & Greene, J. A. (2005). Adaptive human scaffolding facilitates adolescents' self-regulated learning with hypermedia. *Instructional Science*, 33(5-6), 381–412.
- Azevedo, R., Winters, F. I., & Moos, D. C. (2004). Can students collaboratively use hypermedia to learn about science? The dynamics of self- and other-regulatory processes in an ecology classroom. *Journal of Educational Computing Research*, 31(3), 215–245.

CONFERENCE & INVITED PRESENTATIONS

- Moos, D. C. (2019, April). Teacher as learner: The missing ingredient in a self-regulated learning classroom? Keynote address delivered for the Studying and Self-Regulated Learning SIG at the Annual Meeting of the American Educational Research Association (AERA), Toronto, Canada.
- Moos, D. C. (2019, April). Self-regulated learning and pre-service teachers: Is prompting necessary? Paper presented in invited symposium: Scaffolding Self-Regulated Learning Across Different Contexts at the Annual Meeting of the American Educational Research Association (AERA), Toronto, Canada.
- Moos, D. C. (2017, April). Concurrent Think-Alouds: Using trace data to understand self-regulated learning. Paper presented in invited symposium: What can be inferred from trace data? Current methods to triangulate and validate traces of learning behavior at the Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.
- Moos, D. C. (2016, July). The intersection between depth and the regulation of strategy use. Invited discussant for symposium presented at the Higher Education Conference, Amsterdam, Netherlands.
- Moos, D. C., & Olson, R. (2016, April). Supporting self-regulated learning in flipped classrooms: Are all three phases necessary? Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Washington, DC.
- Moos, D. C., & Bonde, C. (2015, April). Flipping the classroom: Embedding self-regulated learning prompts in videos. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- Moos, D. C. (2015, April). Measuring self-regulated learning: Issues and innovations. Symposium paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- Moos, D. C. (2015, April). Pre-service teachers' developing views of instructional practice: The impact of self-regulated learning. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- Moos, D. C., & Miller, A. (2014, April). The self-regulated learning cycle with hypermedia: Stable between learning tasks? Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.
- Moos, D. C. (2013, April). "I think I can!" Which motivation constructs are predictive of metacognition during learning? Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Moos, D. C., & Miller, A. (2013, April). Personal beliefs as a lens: The role of epistemological and self-regulated learning beliefs in pre-service teachers' evaluation of lesson plans. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Moos, D. C., & Finley, A. (2013, April). Self-regulated learning and epistemological beliefs: A developmental perspective of pre-service teachers. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Moos, D. C., & Pitton, D. (2012, April). Student teacher challenges: Using the Cognitive Load Theory as an explanatory lens. Poster presented at the Annual Meeting of the American Educational Research Association (AERA), Vancouver, Canada.
- Moos, D. C. (2012, January). Metacognition in elementary mathematics. Presentation at the Math-Science Teaching Partnership, North Mankato, MN.

- Moos, D. C. (2011, April). Metacognitive calibration: The more you know, the less you think you understand? Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Moos, D. C. (2010, April). Setting the stage for success with hypermedia: Considering cognitive load, self-regulated learning, and performance. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Denver, CO.
- Moos, D. C. (2009, August). Extrinsic and intrinsic motivation: What combination facilitates use of cognitive and metacognitive processes during learning? Paper presented at the 13th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Amsterdam, Netherlands.
- Moos, D. C. (2009, August). Self-regulated learning: Too much of a good thing? Paper presented at the 13th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Amsterdam, Netherlands.
- Moos, D. C. (2009, April). Feedback during learning with hypermedia: Cognitive, metacognitive, and motivational considerations. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.
- Moos, D. C. (2009, January). Fostering a sense of meaning: The power of involving undergraduates in research. Presentation at the Minnesota Association of Colleges for Teacher Education, Minneapolis, MN.
- Moos, D. C. (2008, June). Catching up to technology in the classroom: A theoretical approach to this endless race. Presentation at the Minnesota Association of Career and Technical Education, Bloomington, MN.
- Moos, D. C., & Marroquin, E. (2008, April). Note-taking with hypermedia: The whats and the whys. Paper presented at the Workshop on Cognition and the Web, Granada, Spain.
- Moos, D. C., & Azevedo, R. (2008, March). Predicting differences in self-regulated learning with hypermedia: Cognitive and motivational variables. Poster presented at the Annual Meeting of the American Educational Research Association (AERA), New York, NY.
- Moos, D. C., & Azevedo, R. (2008, March). Metacognition and learning with hypermedia: To what extent do prior domain knowledge and self-efficacy matter? Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New York, NY.
- Azevedo, R., Moos, D. C., & Greene, J. A. (2008, May). Metacognitive processes during self-regulated learning with hypermedia: A developmental comparison. Presentation at the 3rd Biennial Meeting of the EARLI Special Interest Group 16 Metacognition, Ioannina, Greece.
- Battle, A., Anderson, A., & Moos, D. C. (2008, April). Teachers as reflective practitioners: A study of self-regulated learning in the graduate teacher classroom. Paper presented at the 28th Annual International Society for Teacher Education, Armidale, Australia.
- Moos, D. C. (2008, February). Should we or shouldn't we? Using teaching experience, theory, and research to address the application of technology in the classroom. Presentation at the Collaboration for the Advancement of College Teaching & Learning, St. Paul, MN.
- Moos, D. C. (2007, October). Technology in the classroom: A call for a theoretical explanation of student learning. Presentation at the Minnesota Association of Colleges for Teacher Education, Minneapolis, MN.
- Battle, A., Anderson, A., & Moos, D. C. (2007, October). Self-regulated learning in the graduate classroom: Student and instructor perceptions. Poster presented at the Society for the Study of Human Development 5th Biennial Conference, Penn State University, PA.

- Azevedo, R., Moos, D. C., & Greene, J. A. (2007, August). External regulating agents' adaptive content and process scaffolding: The key to fostering mental model development during hypermedia learning. *Proceedings of the 29th Annual Cognitive Science Society* (pp. 71–76). Austin, TX.
- Witherspoon, A., Azevedo, R., Greene, J. A., Moos, D. C., Baker, S., Trousdale, A., & Scott, J. (2007, July). The dynamic nature of self-regulated behavior in self-regulated learning and externally-regulated learning episodes. Paper presented at the Artificial Intelligence in Education Conference, Los Angeles, CA.
- Moos, D. C., & Azevedo, R. (2007, April). Learning with hypermedia: The role of cognitive, motivational, and contextual factors. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- Moos, D. C., & Azevedo, R. (2007, April). Students' monitoring, planning, and self-efficacy during learning with hypermedia: The impact of conceptual scaffolds. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- Azevedo, R., Moos, D. C., & Greene, J. A. (2007, April). The role of developmental differences and metacognitive monitoring during learning with hypermedia. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- Azevedo, R., Moos, D. C., & Greene, J. A. (2007, April). Can adolescents benefit from all adaptive scaffolding methods designed to facilitate self-regulated learning with hypermedia? Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- Anderson, A., Moos, D. C., & Battle, A. (2007, January). A mixed method action research approach to instruction in psychology. Paper presented at the 29th Annual National Institute on the Teaching of Psychology, St. Petersburg, FL.
- Moos, D. C., & Azevedo, R. (2006, June). Examining the fluctuation of strategy use during learning with hypermedia. Paper presented at the 7th International Conference of the Learning Sciences, Bloomington, IN.
- Azevedo, R., Greene, J. A., Moos, D. C., Winters, F. I., Cromley, J. G., & Godbole-Chaudhuri, P. (2006, June). Is externally-regulated learning by a human tutor always effective in facilitating learning with hypermedia? Paper presented at the 7th International Conference of the Learning Sciences, Bloomington, IN.
- Greene, J. A., Moos, D. C., Azevedo, R., & Winters, F. I. (2006, June). Exploring the differences between gifted and grade-level students' use of self-regulatory learning processes with hypermedia. Paper presented at the 7th International Conference of the Learning Sciences, Bloomington, IN.
- Moos, D. C., & Azevedo, R. (2006, April). Exploring the fluctuation of motivation and use of self-regulatory processes during learning with hypermedia. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Moos, D. C., & Azevedo, R. (2006, April). The role of prior knowledge in self-regulated learning with hypermedia. Poster presented at the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Azevedo, R., Greene, J. A., Moos, D. C., Winters, F. I., & Cromley, J. G. (2006, April). Comparing the effectiveness of self-regulated learning against externally-regulated learning. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Azevedo, R., Moos, D. C., Winters, F. I., Greene, J. A., Cromley, J. G., Olson, E. D., & Chaudhuri, P. (2005, April). Why is externally-regulated learning more effective than self-regulated learning with hypermedia? Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Montréal, Canada.

- Azevedo, R., Cromley, J. G., Winters, F. I., Moos, D. C., & Greene, J. A. (2005, April). Adaptive human scaffolding facilitates adolescents' self-regulated learning with hypermedia. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Montréal, Canada.
- Azevedo, R., Cromley, J. G., Winters, F. I., Moos, D. C., & Greene, J. A. (2005, April). Using computers as metacognitive tools to foster students' self-regulated learning. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Montréal, Canada.
- Azevedo, R., Cromley, J. G., Winters, F. I., Moos, D. C., Greene, J. A., & Vick, J. (2005, April). Are all adaptive scaffolding methods equally effective in facilitating self-regulated learning with hypermedia? Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Montréal, Canada.
- Azevedo, R., Winters, F. I., & Moos, D. C. (2004, June). Can students collaboratively use hypermedia to learn about science? The dynamics of self- and other-regulatory processes in the classroom. Paper presented at the 6th International Conference of the Learning Sciences, Santa Monica, CA.
- Cromley, J. G., Azevedo, R., Moos, D. C., & Fried, D. (2004, June). Developmental patterns in searching for information in hypermedia. Paper presented at the 11th Annual Meeting of the Society for the Scientific Study of Reading, Amsterdam, Netherlands.
- Azevedo, R., Cromley, J. G., Winters, F. I., & Moos, D. C. (2004, April). Designing adaptive scaffolds in hypermedia to facilitate students' self-regulated learning. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.
- Azevedo, R., Cromley, J. G., Winters, F. I., Moos, D. C., Levin, D. M., & Fried, D. (2004, April). Adaptive scaffolding and self-regulated learning from hypermedia: A developmental study. Poster presented at the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.

PROFESSIONAL SERVICE & DISCIPLINARY LEADERSHIP

2026	Invited External Reviewer: Dr. Daniell DiFrancesca, Penn State
2024	Invited External Reviewer: Dr. Heifer Bembenuddy, Queens College
2023	Invited External Reviewer: Dr. Peggy Chen, Hunter College
2022	Invited External Reviewer: Dr. Bradley Bergey, Queens College, CUNY
2016	Invited External Reviewer: Dr. Joanna Garner, Old Dominion University
2015	Invited External Reviewer: Dr. Michael Putman, University of North Carolina
2016 – 2017	Research Mentor, New Faculty Mentoring Program (Division C, AERA)
2014 – 2015	Senior Chair, Self-Regulated Learning Special Interest Group, AERA
2013 – 2014	Junior Chair, Self-Regulated Learning Special Interest Group, AERA
2014	Graduate Student Mentor, Self-Regulated Learning Special Interest Group, AERA
2014 – 2015	Co-Chair, Committee on the Development of Early Career Educational Psychologists (APA)
2013 – Present	Editorial Board Member: Contemporary Educational Psychology
2012 – Present	Editorial Board Member: Metacognition and Learning
2012 – 2014	Editorial Board Member: Education Research International
	Advisory Board Member: NSF Grant (\$449,642) – Integrating Formative Assessment of Computational Thinking with Self-Regulated Learning (PI: S. Bonner)

Ad Hoc Reviewer	American Educational Research Journal; Asia Pacific Education Review; Australian Education Researcher; British Journal of Education, Society & Behavioral Science; Computers & Education; Computing in Higher Education; Educational Psychology; International Research in Education; Instructional Science; Research in Learning Technology; Studies in Educational Evaluation; Technology, Knowledge & Learning
Book Reviews	Invited Book Proposal Reviewer for Routledge / Taylor & Francis (The Model of Domain Learning, 2015; Self-Regulated Learning Interventions with At-Risk Populations, 2014)

INSTITUTIONAL & DEPARTMENTAL SERVICE

2023 – 2026	Third-Year Review Committee, Gustavus Adolphus College
2021 – 2024	Faculty Associate for Teaching Excellence, Gustavus Adolphus College
2021 – 2023	Faculty Development Committee (Co-Chair: 2012, 2013), Gustavus Adolphus College
2023 – 2024	LASR Representative, Biology Tenure-Track Search Committee
2022	Third-Year Reviewer, Mathematics & Computer Science Faculty
2021	Faculty Mentor for New Faculty (Health & Exercise Science)
2021	Member, Grade Appeals Board
2017 – 2020	Transfer Student Advisor
2014 – 2017	College Assessment Director
2014 – 2017	Chair/Member, Personnel Committee; Curriculum Committee; Committee on Assessment of Student Learning
2014 – 2016	Course Evaluation Working Group
2012 – 2013	Faculty Associate for Evidence-Based Teaching
2010 – 2011	Sesquicentennial Story Committee
2009 – 2012	Academic Technology Committee
2008 – 2009	Commission Gustavus 150 (Student Life Task Force); FTS Advisory Board
2008 – Present	Department Assessment Coordinator;
2008 - 2024	KDP Faculty Advisor (Gustavus Education Dept.)
2008 – 2021	Faculty Search Committees (Multiple Years: 2008, '09, '10, '12, '14, '15, '17, '18, '19, '21)

CAMPUS PRESENTATIONS & WORKSHOPS

2018	Teachers Talking Presenter: Class Observations & Evaluations
2015	New Faculty Program Presenter: Course Evaluations
2015	Teachers Talking Presenter: Supporting Student Metacognition
2015	FTS Breakfast Presenter: Supporting Student Metacognition
2012	Teachers Talking Presenter: Undergraduate Student Research
2011	Pastor to Pastor Workshop Presenter: Adolescent Development
2011	Teachers Talking Presenter: Course Evaluations
2009	Teachers Talking Technology Presenter: SmartBoard Integration
2008, '09, '13	First Term Seminar (FTS) Workshop Presenter

HONORS, AWARDS & GRANTS

2016	Outstanding Conference Paper Award, SSRN SIG, American Educational Research Association
2010, 2013	Research, Scholarship, and Creativity Grant, Gustavus Adolphus College
2009, 2011	Presidential Faculty-Student Collaboration Grant, Gustavus Adolphus College
2007 – 2019	Gustavus Adolphus College Faculty Travel Award (Annual Recipient)