

## **D. JAKE FOLLMER, Ph.D.**

School of Education and Counseling  
College of Applied Human Sciences  
West Virginia University  
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Morgantown, WV 26506-6122  
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### **EDUCATION**

\*Education is listed in order of level of degree

Ph.D.	2017	Educational Psychology Specialization: Learning	The Pennsylvania State University
M.S.	2015	Educational Psychology	The Pennsylvania State University
M.S.Ed.	2013	School Psychology	Bucknell University
B.A.	2010	Psychology Minor: Philosophy	Lycoming College
Certificate	2025-Present	Data Science Methods Learning Analytics	University of Pennsylvania Graduate School of Education

### **PROFESSIONAL LEARNING EXPERIENCES**

Data Science Professional Certificate	IBM	2025-Present (In-progress)
Data Analytics with Python	SimpliLearn	2025
Artificial Intelligence Uses in Education Research	AERA	2025

### **PROFESSIONAL WORK EXPERIENCES**

#### **West Virginia University – Morgantown, WV**

2025 – Present	Associate Professor, Educational Psychology School of Education and Counseling Graduate Faculty Member
2024 – Present	Coordinator, Educational Theory and Practice Ph.D. School of Education and Counseling
2019 – 2025	Assistant Professor, Educational Psychology School of Education Graduate Faculty Member

**Salisbury University – Salisbury, MD**

2018 – 2019                      Visiting Assistant Professor, Literacy Studies  
Department of Doctoral Studies in Literacy

2017 – 2018                      Assessment and Accreditation Specialist  
Seidel School of Education

**The Pennsylvania State University – University Park, PA**

2017                                Instructor, Part-Time

2015 – 2017                      Graduate Research Assistant, NSF Project: Integrative Neural  
Approaches to Understanding Science Text Comprehension,  
NSF Award Number: 1533625, \$994,878

2014 – 2016                      Graduate Research Assistant, Program Evaluation, NSF Project:  
REU Site: Integration of Biology and Materials in Chemical  
Engineering, NSF Award Number: 1359365, \$338,886

2014 – 2016                      Graduate Research Assistant  
Graduate Program Evaluator  
The Leonhard Center for Enhancement of Engineering Education

2013 – 2014                      Graduate Teaching Assistant  
Department of Educational Psychology  
EDPSY 014: Learning and Instruction

2013 – 2014                      Graduate Research Assistant  
Department of Educational Psychology

**Lycoming College – Williamsport, PA**

2016                                Instructor, Psychology, Part-Time

**Williamsport Area School District – Williamsport, PA**

2013                                School Psychologist, Temporary

**RESEARCH INTERESTS**

Developing, testing, and refining learning supports for college readiness and success

Measuring and promoting learners' metacognition and self-regulated learning

Supporting learners' critical-analytic and quantitative thinking

Examining instructional features and interventions that promote achievement in STEM

Evaluating inquiry-based, active, and deeper learning pedagogies in K-20 education

## **RESEARCH FELLOWSHIPS AND EXPERIENCES**

AERA Fellowship Program on the Study of Deeper Learning: American Educational Research Association, American Institutes for Research, 2021-2024 (Cohort 4)

Data Science Methods for Digital Learning Platforms Training Program: University of Pennsylvania, Graduate School of Education, 2025-Present (Cohort 4)

## **PEER-REVIEWED PUBLICATIONS AND REPORTS**

\*Indicates co-authorship with student or postdoctoral colleagues at time of acceptance

### **Peer-Reviewed Journal Publications (Primary Contributions)**

Follmer, D. J., Hut, M., & Santiago, L. (2025, In press). Examining Change in Non-Calculus-Ready Students' Engineering Self-Efficacy in an Introductory Course in Engineering Reasoning. *Journal for STEM Education Research*, 1-27.

Follmer, D. J., Hut, M.\*, Spitznogle, R.\*, & Fong, C. (2025, In press). Profiles of first-generation students' deeper learning opportunity and self-regulated learning beliefs and effects on postsecondary enrollment and persistence. *Psychology in the Schools*, 1-31.

Follmer, D. J., Hut, M., Schineller, K., Zaisberger, V., & Santiago, L. Y. (2025, In press). A Domain-Based Framing Intervention Promoting Students' Self-Regulated Learning Beliefs in Science. *The Journal of Experimental Education*, 1-23.  
<https://doi.org/10.1080/00220973.2025.2466151>

Follmer, D. J., Hut, M.\*, Spitznogle, R.\*, & Baker, A.\* (2024). First-generation student pathways to persistence and degree attainment: The roles of deeper learning and self-regulated learning beliefs. *Learning and Individual Differences*, 113, 1-15, 102471.  
<https://doi.org/10.1016/j.lindif.2024.102471>

Follmer, D. J. & Groth, R., Bergner, J., & Weaver, S. (2024). Theory-based evaluation of lesson study professional development: Challenges, opportunities, and lessons learned. *American Journal of Evaluation*.  
<https://doi.org/10.1177/10982140231184899>

Henderson, R., Hewagallage, D.\*, Follmer, D. J., Michaluk, L., Deshler, J., Fuller, E., & Stewart, J. (2022). Mediating role of personality in the relation of gender to self-efficacy in physics and mathematics. *Physical Review Physics Education Research*, 18, 010143.  
<https://doi.org/10.1103/PhysRevPhysEducRes.18.010143>

Follmer, D. J. (2022). Implementing a simple, scalable self-regulated learning intervention to promote graduate learners' statistics self-efficacy and concept knowledge. *Journal of Statistics and Data Science Education*, 31(1), 90-90. DOI: 10.1080/26939169.2022.2040402

- Follmer, D. J. & Tise, J.\* (2022). Effects of an executive function-based text support on strategy use and comprehension-integration of conflicting informational texts. *Reading and Writing*, 35, 1731-1758. <https://doi.org/10.1007/s11145-022-10257-7>
- Follmer, D. J., Patchan, M., & Spitznogle, R.\* (2022). Supporting college learners' study time calibration: Relations to course achievement and self-regulated learning skills. *Journal of College Reading and Learning*, 52(2), 75-96. <https://doi.org/10.1080/10790195.2022.2033646>
- Follmer, D. J. & Clariana, R. C. (2022). Predictors of adults' metacognitive monitoring ability: The roles of task and item characteristics. *The Journal of Experimental Education*, 90(3), 570-592. <https://doi.org/10.1080/00220973.2020.1783193>.
- Groth, R. E. & Follmer, D. J. (2021). Challenges and benefits of using Toulmin's argumentation model to assess mathematics lesson study debriefing sessions. *Investigations in Mathematics Learning*, 13(4), 338-353. <https://doi.org/10.1080/19477503.2021.1989188>
- Finch, M. A., Follmer, D. J., & Porter, H. (2021). Establishing rigor and quality in doctoral programs through program assessment. *Impacting Education*, 6(4), 40-47. <https://doi.org/10.5195/ie.2021.171>
- Follmer, D. J., Li, P., & Clariana, R. (2021). Predicting expository text processing: Causal density as a critical expository text metric. *Reading Psychology*, 42(6), 625-662. <https://doi.org/10.1080/02702711.2021.1912867>
- Groth, R., Bergner, J., & Weaver, S., & Follmer, D. J. (2021). Virtual tools and protocols to support collaborative reflection during lesson study. *Innovations in Science Teacher Education*, 6(4).
- Follmer, D. J. & Tise, J.\* (2021). Across-task relations among monitoring judgments: Differential effects of item feedback on monitoring bias during reading. *Learning and Individual Differences*, 88, 1-11, 102007. <https://doi.org/10.1016/j.lindif.2021.102007>.
- Follmer, D. J. (2021). Examining the role of calibration of executive function performance in college learners' regulation. *Applied Cognitive Psychology*, 35(3), 646-658. <https://doi.org/10.1002/acp.3787>
- Follmer, D. J. & Sperling, R. A. (2019). Examining the role of self-regulated learning microanalysis in the assessment of learners' regulation. *The Journal of Experimental Education*, 87(2), 269-287. <https://doi.org/10.1080/00220973.2017.1409184>
- Tise, J.\*, Follmer, D. J., & Sperling, R. A. (2019). A review of the Self-Regulation Strategy Inventory – Self-Report (SRSI-SR). *Psychology*, 10(3), 305-319. DOI: 10.4236/psych.2019.103022

- Follmer, D. J. & Sperling, R. A. (2019). A latent variable analysis of the contribution of executive function to adult readers' comprehension of science text: The roles of vocabulary ability and level of comprehension. *Reading and Writing*, 32(2), 377-403. <https://doi.org/10.1007/s11145-018-9872-3>.
- Follmer, D. J. & Sperling, R. A. (2018). Interactions between reader and text: Contributions of cognitive processes, strategy use, and text cohesion to comprehension of expository science text. *Learning and Individual Differences*, 67, 177-187. <https://doi.org/10.1016/j.lindif.2018.08.005>.
- Follmer, D. J., Fang, S. Y., Clariana, R., Meyer, B. J. F., & Li, P. (2018). What predicts adult readers' understanding of STEM texts? *Reading and Writing*, 31(1), 185-214. <https://doi.org/10.1007/s11145-017-9781-x>.
- Follmer, D. J. (2018). Executive function and reading comprehension: A meta-analytic review. *Educational Psychologist*, 53(1), 42-60. <http://dx.doi.org/10.1080/00461520.2017.1309295>.
- Follmer, D. J., Sperling, R. A., & Suen, H. K. (2017). The role of MTurk in educational research: Advantages, issues, and future directions. *Educational Researcher*, 46(6), 329-334. DOI:10.3102/0013189X17725519
- Follmer, D. J., Zappe, S. E., Gomez, E. & Kumar, M. (2017). Student outcomes from undergraduate research programs: Comparing Research Experiences for Undergraduates (REU) models. *Scholarship and Practice of Undergraduate Research*, 1(1), 1-8.
- Follmer, D. J., Gomez, E., Zappe, S. E., & Kumar, M. (2017). Evaluation of a Research Experiences for Undergraduates (REU) program in chemical engineering indicates benefit from a collaborative model. *Chemical Engineering Education*, 51(3), 145-150.
- Follmer, D. J., Zappe, S. E., Gomez, E. D., Gomez, E. W., & Haydt, S. E. (2017). *Changing the Conversation*: Impact of a seminar-based classroom innovation on student perceptions of engineering. *International Journal of Engineering Education*, 33(2A), 519-526.
- Follmer, D. J. & Sperling, R. A. (2016). The mediating role of metacognition in the relationship between executive function and self-regulated learning. *British Journal of Educational Psychology*, 86(4), 559-575. <https://doi.org/10.1111/bjep.12123>
- Sperling, R. A., Ramsay, C. M., Reeves, P. M., Follmer, D. J., & Richmond, A. S. (2016). Supporting students' knowledge construction and self-regulation through the use of elaborative processing strategies. *Middle School Journal*, 47(3), 25-32. <https://doi.org/10.1080/00940771.2015.1135099>
- Follmer, D. J. & Stefanou, C. R. (2014). Examining the correspondence between a direct and an indirect measure of executive functions: Implications for school-based assessment. *The School Psychologist*, 68(3), 12-18.

### Peer-Reviewed Journal Publications (Ancillary Contributions)

- Fellers, L. E., Kunkle, C. E., Schrodtt, P., & Follmer, D. J. (2023). Sanctification, relationship maintenance behaviors, and closeness within parent-adult child relationships. *Journal of Family Communication*, 23(2), 107-122.
- Follmer, K. B., Geiger, M., Beatty, J., & Follmer, D. J. (2022). The consequences of not being me: Longitudinal examination of the relations among anticipated discrimination, authenticity, and counterproductive work behavior. *Group & Organization Management*. <https://doi.org/10.1177/10596011221107720>
- Hershman, T., Yuan, J. M., Follmer, D. J., Kale, U., & White, C. J. (2022). The impacts of a blended entrepreneurship course on secondary students' entrepreneurial self-efficacy and entrepreneurial intentions. *Entrepreneurship Education and Pedagogy*, 6(2), 359-379. <https://doi.org/10.1177/25151274221108433>
- Marinero, L., Melton, B. F., Follmer, D. J., & Nobiling, B. (2022). Wellness improvements following a 15-week lifelong fitness and wellness class. *International Journal of Kinesiology in Higher Education*, 6(2), 83-93. <https://doi.org/10.1080/24711616.2020.1866471>
- Lou, K. \*, Barnicle, S., Zizzi, A., & Follmer, D. J. (2022). The Moderating Effect of Hardiness on the Relationship Between Trait Anxiety and Performance in Collegiate Baseball Players. *Journal for Advancing Sport Psychology in Research*, 2(2), 4-15. <https://doi.org/10.55743/000014>
- Minkler, T. \*, Zizzi, S., Costalupes, B. \*, & Follmer, D. J. (2022, Accepted). A mixed-method study of athletes' experiences with mindfulness across stages of readiness. *Journal of Clinical Sport Psychology*. <https://doi.org/10.1123/jcsp.2021-0089>
- Follmer, K. B. & Follmer, D. J. (2021). Longitudinal relations between workplace mistreatment and engagement – the role of suicidal ideation among employees with mood disorders. *Organizational Behavior and Human Decision Processes*, 162, 206-217. <https://doi.org/10.1016/j.obhdp.2020.12.002>
- Reeves, P. M., Zappe, S. E., & Follmer, D. J. (2019). A comparison of the types of problems encountered by entrepreneurial students and successful professional entrepreneurs. *Entrepreneurship Education and Pedagogy*, 2(3), 214-244. <https://doi.org/10.1177/2515127419829396>
- Li, P., Schloss, B., & Follmer, D. J. (2017). Speaking two “languages” in America: A semantic space analysis of how presidential candidates and their supporters represent abstract political concepts differently. *Behavior Research Methods*, 49(5), 1668-1685. <https://doi.org/10.3758/s13428-017-0931-5>

### **Peer-Reviewed Manuscripts In Progress**

- Follmer, D. J. & Groth, R. (2025, In revision). Investigating teacher knowledge, beliefs, and inquiry processes: A case study of a mathematics pre-service teacher's experiences with lesson study.
- Hut, M.\*, Follmer, D. J., & Bolyard, J. (2025, Under review). The relationship between compassion and social justice beliefs among pre-service educators: The mediating role of empathy.
- Follmer, D. J., Floyd, K., Hut, M.\*, Menendez, A., & Smith Canter, L. L. (2025, Under review). Predictors of educators' professional uncertainty: A conditional process analysis of the roles of compassion satisfaction, burnout, stress, and length of service.
- Follmer, D. J., Hut, M., & Santiago, L. (2025, Under review). Promoting metacognitive problem-solving among non-calculus ready first-year engineering students.
- Follmer, D. J. & Hut, M. (2025, Under review). Testing a sequenced values reflection intervention promoting data literacy skills and efficacy beliefs.
- Follmer, D. J. (2025, In preparation). The conditional effects of an intervention designed to promote cross-textual integration: Examining effects based on executive function skill.
- Baker, A.\*, Kunkle, C. E., & Follmer, D. J. (2025, In preparation). The impact of the grandparent-grandchild relationship on academic success of first-generation college students.

### **Select Peer-Reviewed Conference Proceedings**

- Santiago, L., Follmer, D. J., & Brewster, M. (2025). Teaching engineering students how to solve story problems: Lessons learned from a metacognitive study. *Proceedings, American Society for Engineering Education, Montreal, CA.*
- Santiago, L., Kestering, D. A., Pirkey, A. C., & Follmer, D. J. (2024). Metacognitive intervention to improve problem solving skills in first-year engineering students. *Proceedings, American Society for Engineering Education, Portland, OR.*
- Sperling, R. A., Follmer, D. J., Reeves, P. M., & Adams, E. P. (2016). Targeting students' strategy use for large scale self-regulated learning intervention initiatives. In R. L. Miller & T. Collette (Eds.), *Teaching Tips: A Compendium of Conference Presentations on Teaching, 2015-2016.*
- Follmer, D. J., Zappe, S. E., Kumar, M., & Gomez, E. (2016). Examining student outcomes from a Research Experiences for Undergraduates (REU) program: Year two results. *Proceedings, American Society for Engineering Education, New Orleans, LA.*

Follmer, D. J., Zappe, S. E., Kumar, M., & Gomez, E. (2015). Preliminary evaluation of a Research Experiences for Undergraduates (REU) program: A methodology for examining student outcomes. *Proceedings, American Society for Engineering Education, Seattle, WA*.

Zappe, S. E. & Follmer, D. J. (2015). A cross-sectional study of engineering student perceptions and experiences related to global readiness. *Proceedings, American Society for Engineering Education, Seattle, WA*.

Reeves, P. M., Zappe, S. E., Kisenwether, E. C., Follmer, D. J., & Menold, J. D. (2014). Assessment of a new university-wide entrepreneurship and innovation minor. *Proceedings, American Society for Engineering Education, Indianapolis, IN*.

### **Book Chapters/Parts of Books**

East, M. \*, Follmer, D. J., & Kim, K. (2021). Using EMMA to understand medical laboratory science college student's reading of a disciplinary specific science text. In M. P. Liwanag, K. Kim, & P. Martens (Eds.), *Understanding Literacy Using Eye Movement Miscue Analysis (EMMA) in a Global World*. New York, NY: DIO Press, Inc.

Follmer, D. J. & Sperling, R. A. (2020). The roles of executive functions in learning from multiple representations and perspectives. In D. Lombardi, P. Van Meter, A. List & P. Kendeou (Eds.), *Handbook of Learning from Multiple Representations and Perspectives*. New York, NY: Routledge.

Follmer, D. J. & Sperling, R. A. (2020). The roles of executive functions in learning and achievement. In A. J. Martin, R. A. Sperling, & K. J. Newton (Eds.), *Handbook of Educational Psychology and Students with Special Needs*. New York, NY: Routledge.

Sperling, R. A., Reeves, P. M., Follmer, D. J., Towle, A. L., & Chung, K. S. (2016). Teaching learning theories for educators: Teaching behaviorism to support self-regulation, integration, and transfer. In M. C. Smith & N. DeFrates-Densch (Eds.), *Challenges and Innovations in Educational Psychology Teaching and Learning*. Charlotte, NC: Information Age Publishing.

### **Edited Works and Writings**

Follmer, D. J. (2021). Measuring Executive Function Skills: Leveraging Learners' Beliefs about Strategic Processes to Inform Assessment of Self-Regulated Learning. *The Studying and Self-Regulated Learning SIG Times Magazine*, AERA, April, 2021.

Follmer, D. J. (2020). Strategies to Support (and Reflect on) Writing. *The Studying and Self-Regulated Learning SIG Times Magazine*, AERA, July, 2020.



Follmer, D. J. & Sperling, R. A. (2018). Summary of “Interactions Between Reader and Text: Contributions of Executive Function, Strategy Use, and Text Cohesion to Comprehension of Expository Text”. *The Studying and Self-Regulated Learning SIG Newsletter*, AERA, Spring, 2018.

Follmer, D. J. (2017). Summary of “Measuring and Facilitating Self-Regulated Learning”. *The Studying and Self-Regulated Learning SIG Newsletter*, AERA, Summer, 2017.

### **Non-Peer-Reviewed Publications**

Reeves, P. M., Sperling, R. A., Follmer, D. J., Pun, W. H., Oeder, C. E., & Towle, A. L. (2017). Review of Martin, F. (2014), *Necessary Conditions of Learning*. *The Journal of Educational Research*, 110(1), 111.

Reeves, P. M., Sperling, R. A., Pun, W. H., & Follmer, D. J. (2014). Review of Suri, H. (2014), *Towards Methodologically Inclusive Research Syntheses: Expanding Possibilities*. *The Journal of Educational Research*, 107(5), 427.

### **Thesis and Dissertation Work**

Follmer, D. J. (2017). Contributions to expository text comprehension: Executive function, strategy use, and text characteristics. (Dissertation). The Pennsylvania State University, University Park, PA.

Follmer, D. J. (2015). An examination of the conceptual relations among executive functioning, metacognition, and self-regulated learning. (Thesis). The Pennsylvania State University, University Park, PA.

Follmer, D. J. (2013). The Behavior Rating Inventory of Executive Function (BRIEF) and the Delis-Kaplan Executive Function System (D-KEFS): An examination of correspondence between selected subtests. (Thesis). Bucknell University, Lewisburg, PA.

### **Practice-Oriented, Evaluation, Technical, and Accreditation Reports and Guidebooks**

Recruitment and Induction of Secondary STEM Teachers: Integrating Lesson-Study as a Continuous Improvement Learning Mechanism: Year 5 Annual Report. National Science Foundation. 2023-2024. Written by: Follmer, D. J. & Groth, R.

Graduate Program Assessment Guidebook. 2023. A practical assessment guidebook to support graduate program assessment at West Virginia University. Written by: Follmer, D. J., Shannon, R., & Slimak, L. Retrieved from:  
[https://provost.wvu.edu/files/d/c4040e0b-7116-44b8-863b-675cec17da7d/graduate-program-guidebook\\_6-final.pdf](https://provost.wvu.edu/files/d/c4040e0b-7116-44b8-863b-675cec17da7d/graduate-program-guidebook_6-final.pdf)

Understanding the Role of the Early Childhood Classroom Assistant Teacher (ECCAT) in Kindergarten Classrooms in West Virginia. 2023. Written by: Shimek, C., Follmer, D. J., & Layman, M.

Analysis of the Honors Foundations Program: Student Characteristics, Persistence, and Perceptions. West Virginia University Honors College. 2022-2023. Written by: Follmer, D. J. & Brigandi, C.

Recruitment and Induction of Secondary STEM Teachers: Integrating Lesson-Study as a Continuous Improvement Learning Mechanism: Year 4 Annual Report. National Science Foundation. 2022-2023. Written by: Follmer, D. J. & Groth, R.

Brief Evaluation Report: Analysis of INTRO Program. West Virginia Clinical and Translational Science Institute. 2022. Written by: Follmer, D. J.

Brief Evaluation Report: Analysis of FRA Fellows Survey. West Virginia Clinical and Translational Science Institute. 2022. Written by: Follmer, D. J.

Brief Evaluation Report: Analysis of Alan Alda Workshop Survey. West Virginia Clinical and Translational Science Institute. 2022. Written by: Follmer, D. J.

Recruitment and Induction of Secondary STEM Teachers: Integrating Lesson-Study as a Continuous Improvement Learning Mechanism: Year 3 Annual Report. National Science Foundation. 2021-2022. Written by: Follmer, D. J. & Groth, R.

Recruitment and Induction of Secondary STEM Teachers: Integrating Lesson-Study as a Continuous Improvement Learning Mechanism: Year 2 Annual Report. National Science Foundation. 2020-2021. Written by: Follmer, D. J. & Groth, R.

Salisbury Summer Learning Program: Salisbury: 2021 Evaluation Report. 2021. Written by: Follmer, D. J.

Horizons Summer Learning Program: Salisbury: 2020 Evaluation Report. 2020. Written by: Follmer, D. J.

Recruitment and Induction of Secondary STEM Teachers: Integrating Lesson-Study as a Continuous Improvement Learning Mechanism: Year 1 Annual Report. National Science Foundation. 2019-2020. Written by: Follmer, D. J. & Groth, R.

Horizons Summer Learning Program: Salisbury: 2019 Evaluation Report. 2019. Written by: Follmer, D. J.

Academic Program Review Report, Program Review and Student Learning Assessment, Department of Doctoral Studies in Literacy, Salisbury University, 2019-2020. Written by: Follmer, D. J. & Franzak, J.

Council for the Accreditation of Educator Preparation – Institutional Annual Report (2019), Salisbury University, 2017-2018. Submitted via CAEP Accreditation Information Management System. Written by: Follmer, D. J. & Weaver, S.

Council for the Accreditation of Educator Preparation – Institutional Annual Report (2018), Salisbury University, 2016-2017. Submitted via CAEP Accreditation Information Management System. Written by: Follmer, D. J. & Pennerman, A.

Global engineering education (GLEE) assessment report: Years 1, 2, and 3 of a longitudinal study. (Technical Report No. 2). (2015). The Pennsylvania State University, University Park, PA. Written by: Follmer, D. J. & Zappe, S. E.

Global engineering education (GLEE) assessment report: Years 1 and 2 of a longitudinal study. (Technical Report No. 1). (2014). The Pennsylvania State University, University Park, PA. Written by: Follmer, D. J. & Zappe, S. E.

## **SPONSORED RESEARCH ACTIVITY**

### **Funded Grants with Primary Roles and Responsibilities**

Santiago, L., Follmer, D. J., & Brewster, M. (2023-2026). National Science Foundation: IUSE: EHR; Engaged Student Learning Track, Level 2. *Problem-Solving Skills and Self-Regulated Learning in Non-Calculus Ready Engineering Students*. \$599,999. Project Role: Co-Principal Investigator.

Groth, R., Bergner, J., Welsh, G., Weaver, S., & Follmer, D. J. (2019-2025). National Science Foundation: Division of Undergraduate Education: Robert Noyce Teacher Scholarship Program, Track 1. *Recruitment and Induction of Secondary STEM Teachers: Integrating Lesson Study as a Continuous Improvement Learning Mechanism*. \$881,773. Project Role: Program Evaluator.

Pennerman, A., Clark, S., Genareo, V., D., & ... Follmer, D. J. (2023-2024). U.S Department of Health and Human Services, Maryland State Department of Education. *Maryland Rebuilds Initiative: Growing a Highly Effective Childcare Workforce*. \$2,487,943. Project Role: Project Evaluator.

Follmer, D. J. (2021-2024). Leveraging deeper learning data to understand postsecondary pathways for first-generation students: Effects of self-regulated learning competencies on content knowledge and postsecondary persistence. *AERA Fellowship Program on the Study of Deeper Learning (AERA-SDL)*. \$31,500. Project Role: Principal Investigator.

Pennerman, A., Laque, J., Vanholten, D., & ... Follmer, D. J. (2019-2021). Maryland State Department of Education: 21<sup>st</sup> Century Community Learning Centers. *Horizons Summer Learning Program (HSLP)*. \$248,321. Project Role: External Program Evaluator.

Follmer, D. J. (2018-2021). APA Division 15: Early Career Research Grant. *Differences in Adult Readers' Processing of Expository Texts: Examining the Roles of Prior Knowledge, Strategy Use, and Text Cohesion Using Eye Movement Analysis*. \$6,000. Project Role: Principal Investigator.

Follmer, D. J. (2016-2017). Psi Chi: Graduate Research Grants. *Contributions to Expository Text Comprehension: Executive Function, Strategy Use, and Text Characteristics*. \$1,388. Project Role: Principal Investigator.

### **Grants In Progress or Not Funded**

Follmer, D. J. & Hut, M. (2025). Spencer Foundation: Small Research Grant. *An Integrated Learning-Valuing Intervention To Promote Data Literacy And Efficacy for First-Generation Learners*. Total Proposed Cost: \$48,934. Project Role: Principal Investigator. Under review.

Santiago, L., Hulcher, C., & Follmer, D. J. (2024). National Science Foundation: IUSE: EHR; Engaged Student Learning Track, Level 2. *Promoting Positive Social, Motivational, and Academic Outcomes in Engineering Through an Inclusive Mentoring program*. Total Proposed Cost: \$749,985. Project Role: Co-Principal Investigator. Initially recommended for funding; not finally funded.

McHenry-Sorber, E., Campbell, M., L., & Follmer, D. J. (2024). Spencer Foundation. Towards a Model of Contextually Responsive Policymaking: Understanding the Complexities of Teacher Recruitment and Retention in West Virginia and Appalachia. Total Proposed Cost: \$374,685. Project Role: Co-Principal Investigator. Not funded (Decided as a top 20 proposal, of 600).

Santiago, L., Hulcher, C., & Follmer, D. J. (2024). National Science Foundation: IUSE: EHR; Engaged Student Learning Track, Level 1. *Promoting Positive Social, Motivational, and Academic Outcomes in Engineering Through an Inclusive Mentoring program*. Total Proposed Cost: \$399,999. Project Role: Co-Principal Investigator. Not funded.

Shimek, C., Follmer, D. J., & Selmer, S. (2022). National Science Foundation: EHR Core, Level 2. *Access to STEM is an Equity Issue: Exploring STEM Literacy Curricula and Learning Environments in Rural Elementary Schools*. Total Proposed Cost: \$499,957. Project Role: Co-Principal Investigator. Not Funded.

Santiago, L., Follmer, D. J., & Brewster, M. (2022). National Science Foundation: IUSE: EHR; Engaged Student Learning Track, Level 2. *Problem-Solving Skills and Self-Regulated Learning in Non-Calculus Ready Engineering Students*. Total Proposed Cost: \$600,000. Project Role: Co-Principal Investigator. Not Funded.

Pennerman, A., Connery, C., Geleta, N., & Follmer, D. J. (2018). Institute for Education Sciences: Effective Teachers and Effective Teaching; Goal Two: Development and Innovation. *Empowering Diverse Students Through Effective Teaching*. Total Proposed Cost: \$1,318,901. Project Role: Co-Investigator. Not Funded.

## **Funded Grants with Other Roles and Responsibilities**

Li, P., Meyer, B. J. M., & Clariana, R. (2015-2020). National Science Foundation: BCS: Division of Behavioral and Cognitive Sciences. *Integrative Neural Approaches to Understanding Science Text Comprehension*. NSF Award Number: 1533625, \$994,878. Project Role: Graduate Research Assistant.

Kumar, M. & Gomez, E. (2014-2017). National Science Foundation: EEC: Division of Engineering Education and Centers. *REU Site: Integration of Biology and Materials in Chemical Engineering*. 2014-2016. NSF Award Number: 1359365, \$338,886. Project Role: Graduate Student Project Evaluator.

## **Grant Proposal Contributions**

Manning, K. & Slattery, M. (2016-2019). National Science Foundation: EEC: Division of Engineering Education and Centers. *REU Site: Penn State Cardiovascular Research: Engineering A Translational Experience (CREATE)*. NSF Award Number: 1560064. Funded: \$484,545. Contribution: Planning and write-up of program evaluation and reporting section. Status: Funded.

## **SPONSORED TEACHING ACTIVITY**

Open Learning West Virginia Grant, 2024-2025. Project scope: Redesigning select graduate quantitative methods coursework to be based on open educational resources and open-source statistical analysis software. \$1,000.

## **SELECT PRESENTATIONS AND WORKSHOPS**

\*Indicates presentation that received award or acknowledgement or was included in a featured session

Follmer, D. J. (2025, April). AERA-Fellowship Program on the Study of Deeper Learning Closed Meeting. Panel discussion provided at the 2025 Annual Meeting of the American Educational Research Association, Denver, CO.

Follmer, D. J., Hut, M., & Santiago, L. Examining change in first-semester, non-calculus-ready students' engineering efficacy: Associations with help-seeking and academic achievement. Presentation given at the 2025 Annual Meeting of the American Educational Research Association, Denver, CO.

Hut, M. & Follmer, D.J. (2025, April). The effects of critically compassionate intellectualism on preservice teachers' compassion and teacher identity. Presentation given at the 2025 Annual Meeting of the American Educational Research Association, Denver, CO.

Hut, M., Follmer, D.J., & Bolyard, J. (2025, April). A curricular approach to supporting preservice teachers with lower social justice beliefs. Presentation given at the 2025 Annual Meeting of the American Educational Research Association, Denver, CO.

Brigandi, C. & Follmer, D.J. (2025, April). Navigating diversity, equity, and inclusion in honors colleges: a mixed methods study. Presentation given at the 2025 Annual Meeting of the American Educational Research Association, Denver, CO.

Schineller, K., Follmer, D. J., Hut, M., Zaisberger, V., & Santiago, L. (2024, April). Effects of a short-term framing intervention on social belonging and help-seeking in undergraduate science students. Presentation given at the eighth annual Spring Undergraduate Research Symposium, West Virginia University, Morgantown, WV.

Follmer, D. J. (2024, April). AERA-Fellowship Program on the Study of Deeper Learning Closed Meeting. Panel discussion provided at the 2024 Annual Meeting of the American Educational Research Association, Philadelphia, PA.

\*Follmer, D. J. (2024, April). First-generation student pathways to persistence and degree attainment: The roles of deeper learning and self-regulated learning beliefs. Presentation given at the 2024 Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Hut, M., Follmer, D. J., & Bolyard, J. (2024, April). Predicting and promoting social justice-oriented beliefs among preservice teachers: The effects of critical compassionate pedagogy. Presentation given at the 2024 Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Follmer, D. J., Hut, M., Spitznogle, R., & Fong, C. (2024, April). Profiles of first-generation students' self-regulated learning beliefs and effects on postsecondary persistence and degree attainment. Presentation given at the 2024 Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Santiago, L. & Follmer, D. J. (2024, February). Improving math and engineering problem-solving skills in first-year students. Presentation given at the 43<sup>rd</sup> Annual Conference of the First-Year Experience, New Orleans, LA.

\*Follmer, D. J. (2023, April). Leveraging deeper learning data to understand postsecondary pathways for first-generation students: Effects of self-regulated learning competencies on content knowledge and postsecondary persistence. Presentation given at the 2023 Annual Meeting of the American Educational Research Association, Chicago, IL.

Stone, J., Ferguson, C., Follmer, J., Curtis, R., & Boulden, R. (2023, June). Rural Pre-Service Teachers and Social Justice Advocacy: What is the Story Behind the Numbers? Presentation given at the 2023 Annual Meeting of the International Society of the Learning Sciences, Montréal, Canada.

- Follmer, D. J. (2022, April). Implementing a scalable self-regulated learning intervention to promote postsecondary learners' statistics self-efficacy and concept knowledge. Presentation given at the 2022 Annual Meeting of the American Educational Research Association, San Diego, CA (Virtual).
- Follmer, D. J. (2022, April). Effects of a text-embedded, executive function–based micro-analytic protocol on adults' comprehension-evaluation of conflicting texts. Presentation given at the 2022 Annual Meeting of the American Educational Research Association, San Diego, CA (Virtual).
- Minkler, T. O., Glass, C. R., Hut, M., & Follmer, D. J. (2022). *A partially latent structural regression model investigating the relationship between sport anxiety and self-rated athletic performance*. [Accepted Poster Presentation]. Association for Applied Sport Psychology Conference, Fort Worth, Texas.
- Follmer, D. J. (2021, August). Rural educators' beliefs about classroom self-regulated learning: Supports and barriers. Presentation given at the Convention of the American Psychological Association (Virtual).
- \*Follmer, D. J. & Tise, J. (2021, August). Effects of a text-embedded support on comprehension of conflicting texts. Presentation given at the Convention of the American Psychological Association (Virtual).
- Follmer, D. J. & Tise, J. (2021, April). Across-Task Relations Among Monitoring Judgments: Effects of an Embedded Learning Strategy on Monitoring Accuracy During Text Learning. Presentation given at the Annual Meeting of the American Educational Research Association, Orlando, FL (Virtual).
- \*Follmer, D. J. (2021, April). The Executive Functions for Learning Inventory (EFLI): Development, Initial Validation, and Contributions to Strategy and Learning Beliefs. Presentation given at the Annual Meeting of the American Educational Research Association, Orlando, FL (Virtual).
- Follmer, D. J., Patchan, M., Spitznogle, R. (2020, August). Supporting at-risk college learners' self-regulation through transactional strategies instruction. Presentation given at the annual convention of the American Psychological Association, Washington, D.C. (Virtual).
- Follmer, D. J. & Tise, J. (2020, August). Examining contributions to learners' metacomprehension change during science text learning. Presentation given at the annual convention of the American Psychological Association, Washington, D.C. (Virtual).
- Marinero, L., Melton, L., Nobiling, B. E., & Follmer, D. J. (2020, May). The influence of course format on improvements in perceived wellness following participation in a lifelong fitness and wellness class. Presentation proposed at the 2020 Annual Meeting of the American College Health Association, Chicago, IL.

- Stutzman, M., Tyndall, C., Follmer, D. J., East, M., Kim, K., et al. (2019, December). Understanding diverse readers' meaning making processes: Using eye movement miscue analysis (EMMA) as an empowering research tool. Symposium proposed at the 69<sup>th</sup> Annual Conference of the Literacy Research Association, Tampa, FL.
- Marinaro, L., Melton, L., Nobiling, B. E., & Follmer, D. J. (2019, November). Effect of a 15-week fitness and wellness course on physical wellness in emerging adults. Presentation proposed at the 2019 Annual Meeting of the American Public Health Association, Philadelphia, PA.
- Baldrige, D., Kulkarni, M., Beatty, J. E., ... Follmer, K. F., Follmer, D. J., et al. (2019, August). Advances in disability research: Toward greater understanding of inclusive organizations. Symposium delivered at the 79<sup>th</sup> Annual Meeting of the Academy of Management, Boston, MA.
- Finch, M. A. & Follmer, D. J. (2019, June). Establishing rigor and quality through academic program review. Presentation to be given at the 2019 Convening of the Carnegie Project on the Education Doctorate, Lincoln, NE.
- Clariana, R., Follmer, D. J., & Li, P. (2019, June). Sentence versus paragraph processing: Linear versus relational knowledge structure measures. Presentation to be given at the 7th International Workshop on Advanced Learning Sciences, University of Jyväskylä, Finland.
- Follmer, D. J. & Sperling, R. A. (2019, April). Predictors of adults' monitoring and comprehension: The roles of vocabulary, prior knowledge, and item difficulty. Presentation given at the Annual Meeting of the American Educational Research Association, Toronto, CA.
- Follmer, D. J. & Sperling, R. A. (2018, April). Interactions between reader and text: Contributions of executive function, strategy use, and text cohesion to comprehension of expository science text. Presentation given at the Annual Meeting of the American Educational Research Association, New York, NY.
- Follmer, D. J., Sperling, R. A., Hu, H., & Gardner, A. M. (2017, August). Assessing learner's regulatory processes across content domains. Presentation given at the 125<sup>th</sup> Annual Convention of the American Psychological Association, Washington, D.C.
- Follmer, D. J. & Sperling, R. A. (2017, April). Executive function and reading comprehension: A meta-analytic review. Presentation at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Follmer, D. J., Sperling, R. A., & Hu, H. (2017, April). Measures of self-regulated learning: Examining convergence and contributions to comprehension of expository text. Presentation at the Annual Meeting of the American Educational Research Association, San Antonio, TX.



- Sperling, R. A., Follmer, D. J., & Hu, H. (2017, April). A test of the predictive relations among self-regulated learning constructs. Presentation at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- \*Follmer, D. J., Sperling, R. A. (2016, August). Examining the validity of measures of executive function: A multitrait-multimethod analysis. Presentation at the annual convention of the American Psychological Association, Denver, CO.
- Sperling, R. A., Reeves, P. M., Follmer, D. J., & Adams, E. P. (2016, August). Targeting students' strategy use for large scale self-regulated learning intervention initiatives. Presentation at the annual convention of the American Psychological Association, Denver, CO.
- Follmer, D. J., Zappe, S. E., Kumar, M., & Gomez, E. (2016, June). Examining student outcomes from a research experiences for undergraduates (REU) program: Year two results. Paper presented at the 123rd annual conference of the American Society for Engineering Education, New Orleans, LA.
- Follmer, D. J. & Sperling, R. A. (2016, April). The mediating role of metacognition between executive function and self-regulated learning. Presentation at the Annual Meeting of the American Educational Research Association, Washington, D.C.
- \*Follmer, D. J., Sperling, R. A., & Hu, H. (2016, April). Employing a multidimensional assessment approach: An examination of relations among measures of self-regulated learning. Presentation at the Annual Meeting of the American Educational Research Association, Washington, D.C.
- Sperling, R. A., Follmer, D. J., Kottmeyer, A. M., Towle, A. L., Oeder, C., Croninger, R. M. V., Chung, K.S., & Berezo, N. (2016, April). Misunderstandings and misperceptions: The classroom management strategies of preservice teachers. Presentation at the Annual Meeting of the American Educational Research Association, Washington, D.C.
- Follmer, D. J. & Sperling, R. A. (2016, March). Examining the utility of an adapted working memory span task. Presentation at the Annual Meeting of the Eastern Psychological Association, New York, NY.
- Towle, A. L., Follmer, D. J., & Sperling, R. A. (2016, March). The mediating role of mastery approach orientation between metacognitive awareness and monitoring. Presentation at the Annual Meeting of the Eastern Psychological Association, New York, NY.
- Follmer, D. J., Sperling, R. A., & Reeves, P. H. (2015, August). The role of executive functioning in metacognition and self-regulated learning while problem solving. Presentation at the annual convention of the American Psychological Association, Toronto, CA.

- Sperling, R.A., Reeves, P. M., Follmer, D. J., Towle, A.T., & Chung, K.S. (2015, August). Teaching behaviorism to support self-regulation, integration, and transfer. Presentation at the annual convention of the American Psychological Association, Toronto, CA.
- Reeves, P. H., Sperling, R. A., Pun, W. H., Shaw, C., Wang, J., & Follmer, D. J. (2015, August). Using eye tracking to examine metacognition when studying worked examples. Presentation at the annual convention of the American Psychological Association, Toronto, CA.
- Follmer, D. J., Zappe, S. E., Kumar, M., & Gomez, E. (2015, June). Preliminary evaluation of a research experience for undergraduates (REU) program: A methodology for examining student outcomes. Paper presented at the 122nd annual conference of the American Society for Engineering Education, Seattle, WA.
- \*Reeves, P. M., Zappe, S. E., Kisenwether, E. C., Follmer, D. J., & Menold, J. D. (2014, June). Assessment of a new university-wide entrepreneurship and innovation minor. Paper presented at the 121st annual conference of the American Society for Engineering Education, Indianapolis, IN.
- Follmer, D. J. & Beery, S. H. (2010, March). Evaluation of preferred teaching strategies: College student perceptions of the impact of specific teaching strategies on learning. Poster presentation at the 81st Annual Meeting of the Eastern Psychological Association, Brooklyn, NY.
- Follmer, D. J. & Beery, S. H. (2010, March). Evaluation of preferred teaching strategies: College student perceptions of the impact of specific teaching strategies on learning. Poster presentation at the 6th Annual Undergraduate Research at the Capitol, Harrisburg, PA.

### **Invited Talks and Workshops**

- Follmer, D. J. (2018, September). *Introduction to Qualtrics Survey Software*. Workshop delivered to graduate students enrolled at Salisbury University.
- Follmer, D. J. (2017, May). *Assessment matters: Linking measurement to important outcomes*. Workshop delivered to faculty in the Seidel School of Education and Professional Studies, Salisbury University.
- Sperling, R. A., Follmer, D. J., & Reeves, P. M. (2014, March). *Metacognition: Construct clarity and measurement concerns*. Invited talk at North Carolina State University, Doctoral Seminar: ECI 709: Self-Regulated Learning.

### **TEACHING EXPERIENCES**

#### **West Virginia University – Morgantown, WV** ***Courses Taught***

Learning Strategies for Academic Success (EDP 101), Undergraduate, Face-to-face, Online  
Data Literacy (EDUC 232), Undergraduate, Face-to-face, Online  
Professional Field Experience (EDP 491), Undergraduate, Face-to-face  
Research Methods (CDFS 250), Undergraduate, Online  
Research and Evaluation in Counseling (EDP 512), Graduate, Face-to-face  
Statistical Methods I (EDP 613), Graduate, Face-to-face, HyFlex, Online  
Statistical Methods II (EDP 614), Graduate, Face-to-face, HyFlex  
Survey Research Methods (EDP 619), Graduate, Face-to-face  
Foundations of Structural Equation Modeling (EDP 693B), Graduate, Face-to-face  
Mentored Teaching (C&I 690/790, EDP 690/790), Face-to-face, Online  
Mentored Research (C&I 697/797, EDP 697/796), Face-to-face, Online  
Multivariate Methods (EDP 711), Graduate, Face-to-face, Online

### ***Courses Supervised***

Learning Strategies for Academic Success (EDP 101), Undergraduate, Online  
Data Literacy (EDUC 232), Undergraduate, Face-to-face  
Learning in Educational Settings (EDP 301), Undergraduate, Face-to-face  
Educational Psychology (EDP 600), Graduate, Online  
Statistical Methods I (EDP 613), Graduate, Face-to-face, Online  
Professional Field Experience (EDP 491), Undergraduate, Face-to-face

### **Salisbury University – *Salisbury, MD***

Foundations of Research (EDCI 700), Graduate, Hybrid  
Strategies for Inquiry I – Quantitative Methods (EDCI 702), Graduate, Hybrid  
Introduction to Research (EDUC 502), Graduate (Masters), Hybrid  
Comprehension and Strategic Learning (EDCI 744), Graduate, Hybrid

### **Lycoming College – *Williamsport, PA***

Introductory Psychology (PSY110), Undergraduate, In Resident  
Introductory Psychology, Research Laboratory (PSY110), Undergraduate, In Resident

### **The Pennsylvania State University – *University Park, PA***

Learning Processes in Relation to Educational Practices (EDPSY421), Mixed, Online  
Data Analysis Workshop (EDPSY502), Teaching Assistant, Graduate, In Resident  
Learning and Instruction (EDPSY014), Teaching Assistant, Undergraduate, In Resident

### **HONORS, AWARDS, AND SPONSORED WORK**

College of Applied Human Sciences Outstanding Researcher Award Nomination, 2025  
WVU Foundation Outstanding Teacher Award, 2023-2024  
WVU Nicholas Evans Excellence in Advising Award Nomination, 2023-2024  
College of Applied Human Sciences Outstanding Researcher Award Nomination, 2023  
College of Applied Human Sciences Outstanding Teaching Award Nomination, 2023  
College of Education and Human Services Outstanding Teaching Award, 2022  
WVU Value Coin, College of Education and Human Services, WVU, 2021  
American Psychological Association, Division 15: Presidential Poster Session Presenter, 2021

SSRL SIG Outstanding Research Poster Award, 2021, AERA  
 Teaching MVP Award, 2020, WVU, Office of the Provost  
 Prominent Junior Scholar Series, AERA SSRL SIG Times Magazine, September, 2018  
 Top Downloaded Paper, 2017, Wiley, *British Journal of Educational Psychology*  
 Graduate Student Poster Award, APA Division 16, 2016  
 Graduate Student Research Award, AERA SSRL SIG, 2016  
 Graduate Student Mentoring Program, AERA SSRL SIG, 2016  
 EPA Regional Travel Grant, Psi Chi, 2016  
 APA Student Travel Award, APA, 2015  
 Poster Award Nominee, APA, Division 15, 2015  
 Thevaos Graduate Scholarship in Educational Psychology, Penn State, 2014-2015  
 Fellowship, Epicenter, Stanford University, 2014  
 Best Research Paper, ASEE, 2014  
 The Dirk A. Sojka Scholarship, Bucknell University, 2012-2013  
 Kappa Delta Pi, International Honor Society in Education, 2013  
 The J. Milton Skeath Award in Psychology, Lycoming College, 2010  
 Psi Chi, International Honor Society in Psychology, 2010  
 Phi Sigma Tau, International Honor Society in Philosophy, 2010

### **SELECT EDITORIAL AND REVIEW WORK**

Editorial Board Member, *Journal of Experimental Education*, 2023-Present  
 Editorial Board Member, *Journal of Educational Psychology*, 2022-Present  
 Editorial Board Member, *Learning and Individual Differences*, 2022-Present  
 Consulting Editor, *Journal of Experimental Education*, 2017, 2019, 2020-2023  
 Ad Hoc Reviewer, *Journal for STEM Education Research*, 2025  
 Ad Hoc Reviewer, *Educational Psychology Review*, 2025  
 Ad Hoc Reviewer, *Journal of Statistics and Data Science Education*, 2025  
 Ad Hoc Reviewer, *Active Learning in Higher Education*, 2023  
 Ad Hoc Reviewer, *Learning and Instruction*, 2023  
 Ad Hoc Reviewer, *Reading and Writing*, 2023  
 Ad Hoc Reviewer, *Educational Research Review*, 2022  
 Ad Hoc Reviewer, *Psychology in the Schools*, 2022  
 Ad Hoc Reviewer, *European Journal of Psychology of Education*, 2022  
 Ad Hoc Reviewer, *Theory & Practice in Rural Education*, 2021  
 Ad Hoc Reviewer, *Journal of Educational Psychology*, 2018, 2020, 2022  
 Ad Hoc Reviewer, *Instructional Science*, 2021  
 Ad Hoc Reviewer, *Language and Speech*, 2021  
 Ad Hoc Reviewer, *Applied Cognitive Psychology*, 2018, 2020, 2021  
 Ad Hoc Reviewer, *Frontiers in Human Neuroscience*, 2020  
 Ad Hoc Reviewer, *Teaching and Learning in Medicine*, 2020  
 Ad Hoc Reviewer, *Reading Research Quarterly*, 2020  
 Ad Hoc Reviewer, *British Journal of Educational Psychology*, 2020, 2022  
 Ad Hoc Reviewer, *Developmental Neuropsychology*, 2020, 2021, 2022  
 Ad Hoc Reviewer, *Computers and Education*, 2020  
 Ad Hoc Reviewer, *Scientific Studies of Reading*, 2020  
 Ad Hoc Reviewer, *Educational Psychologist*, 2019

Ad Hoc Reviewer, *Review of Educational Research*, 2019  
 Ad Hoc Reviewer, *Research and Practice in Technology Enhanced Learning*, 2019  
 Reviewer, *Handbook of Educational Psychology and Students with Special Needs*, 2019  
 Ad Hoc Reviewer, *Cogent Psychology*, 2018, 2019  
 Ad Hoc Reviewer, *Journal of Developmental and Physical Disabilities*, 2018  
 Ad Hoc Reviewer, *Educational Researcher*, 2018  
 Research Grant Evaluator, Undergraduate and Graduate, Psi Chi, 2018, 2019, 2020  
 Ad Hoc Reviewer, *Discourse Processes*, 2017, 2022, 2023  
 Ad Hoc Reviewer, *Journal of Engineering Education*, 2017, 2019  
 Ad Hoc Reviewer, *Learning and Individual Differences*, 2017, 2018, 2019, 2020, 2021  
 Ad Hoc Reviewer, *Contemporary Educational Psychology*, 2015, 2017, 2018, 2019, 2020-2023  
 Ad Hoc Reviewer, *Frontiers in Psychology*, 2017  
 Ad Hoc Reviewer, *Journal of Experimental Child Psychology*, 2017  
 Ad Hoc Reviewer, *Scholarship and Practice of Undergraduate Research*, 2017  
 Ad Hoc Reviewer, *Journal of Psychoeducational Assessment*, 2016, 2017  
 Ad Hoc Reviewer, *Cogent Education*, 2016, 2018  
 Ad Hoc Reviewer, *Metacognition and Learning*, 2016  
 Ad Hoc Reviewer, *European Journal of Psychological Assessment*, 2015  
 Proposal Reviewer, AERA, Division C: Learning and Instruction, 2017–Present  
 Proposal Reviewer, AERA, SIG: Studying and Self-Regulated Learning, 2015–Present  
 Proposal Reviewer, AERA, Division D: Measurement and Research Methodology, 2016  
 Proposal Reviewer, AERA, SIG: Brain, Neurosciences, and Education, 2016  
 Proposal Reviewer, APA, Division 16: School Psychology, 2015–2018  
 Proposal Reviewer, APA, Division 15: Educational Psychology, 2014–Present  
 Paper Reviewer, ASEE, Educational Research and Methods Division, 2014–2018  
 Paper Reviewer, ASEE, Chemical Engineering Education Division, 2014–2016

### **SELECT UNIVERSITY AND PROFESSIONAL SERVICE**

Junior Treasurer/Membership Chair, AERA SSRL SIG, 2025-2026  
 Review Committee, WVU Foundation Outstanding Teacher Award, 2025-2026  
 Teaching and Assessment Committee, Faculty Senate, WVU, 2024-2025  
 CAEP Working Group, School of Education, 2024-2025  
 Academic Affairs, School of Education, 2024-2025  
 Teaching and Learning Center Redesign Committee, WVU, 2023-2025  
 Graduate Council, Member, WVU, 2022-2025  
 Faculty Evaluation Committee, School of Education, Member, 2023-2024  
 3MT Steering Committee, Member, WVU, 2022-2025  
 SSRL SIG Graduate Student Mentoring Program, Member, AERA, 2023-2024  
 AERA 2022 Annual Meeting Section Co-Chair, Division C: Section 1a: Literacy  
 Research, Centers, & Outreach Working Group, WVU CAHS, 2021-2022  
 Academic and Student Affairs Committee, Member, WVU CEHS, 2021-2022  
 Teaching and Learning Commons Faculty Associate for Assessment, WVU, 2021-2022  
 Faculty Evaluation Document Workgroup, Counseling and Learning Sciences, WVU, 2021  
 Faculty Evaluation Committee, Counseling and Learning Sciences, WVU, 2020-2021  
 Faculty Evaluation Committee, Learning Sciences and Human Development, WVU, 2019-2020

SSRL SIG Graduate Student Committee Faculty Mentor, Appointed, AERA, 2019–2022  
SSRL SIG Graduate Student Research Award Committee, Appointed, AERA, 2019  
Consortium for Science-Based Information on Children, Youth and Families, APA, 2019  
Search Committee Member, Assistant Professor of Literacy, Salisbury University, 2019  
Teacher Education Council, Seidel School of Education, Salisbury University, 2018-2019  
Library Committee, Doctoral Studies in Literacy, Salisbury University, 2018-2019  
Scholarship Committee, Doctoral Studies in Literacy, Salisbury University, 2018-2019  
Study of Teaching and Learning, Faculty Learning Community, Salisbury University, 2018  
Assessment Committee, Doctoral Studies in Literacy, Salisbury University, 2018-2019  
Graduate Student Research Award Selection Committee, Member, AERA, Division C, 2018  
Search Committee Member, Assistant Professor of Literacy, Salisbury University, 2018  
Unit Assessment and Accreditation Committee, Member, Salisbury University, 2017–2019  
Session Chair, APA, Division 15, 2017: *Reading Skills and Comprehension*  
Service, Committee on Division/APA Relations (CODAPAR), APA, 2015-2016

### **SELECT STUDENT COMMITTEE SERVICE**

#### **Doctoral, West Virginia University**

Barbosa, G., 2025, Committee Role: Member; In-Progress  
Seam, H., 2025, Committee Role: Chair; In-Progress  
Spitznogle, R., 2025, Committee Role: Co-Chair; In-Progress  
Hut, M., 2024, Committee Role: Member; In-Progress  
Keefover, A., 2023, Committee Role: Member; In-Progress  
Hefner, H., 2023, Committee Role: Member; In-Progress  
Christman, E., 2023, Committee Role: Member; In-Progress  
Tieu, N., 2023, Committee Role: Member; In-Progress  
Shin, M., 2023, Committee Role: Member; In-Progress  
Chappell, A., 2023, Committee Role: Member; In-Progress  
Han, J., 2023, Committee Role: Member; In-Progress  
Raol, M., 2023, Committee Role: Member; In-Progress  
Hewagallage, D., 2023, Committee Role: Member; In-Progress  
Williamson, L., 2023, Committee Role: Member; In-Progress  
Thompson, L., 2023, Committee Role: Member; In-Progress  
Minkler, T., 2022, Committee Role: Member; Defended  
Hershman, T., 2021, Committee Role: Member; Defended  
South, D., 2021, Committee Role: Member; Defended

#### **Master's, West Virginia University**

Smalley, K., 2023, Thesis, Committee Role: Member; Defended  
Earle, A., 2022, Project, Committee Role: Chair; Completed  
Johnson, H., 2022, Project, Committee Role: Chair; Completed  
Raisa, S. A., 2021, Thesis, Committee Role: Member; Defended  
Anderson, G., 2021, Project, Committee Role: Member; Completed  
Hashemi, M., 2020, Thesis, Committee Role: Member; Defended

#### **Doctoral, Salisbury University**

Marinaro, L., 2019, Committee Role: Member/Methodologist; Defended

Harrison, N., 2019, Committee Role: Member; Defended  
Hamill, T., 2019, Committee Role: Member; Defended

### **CONSULTING WORK**

Program Assessment and Evaluation, Girls Innovation Academy, Center for Extended and Lifelong Learning, Salisbury University, June, 2018 – April, 2019

Statistical Consultant and Analyst, Faculty in the Department of Landscape Architecture, Penn State, February, 2016 – September, 2016

Consultant, Program Evaluation and Assessment, Research Experiences for Undergraduates Program: College of Engineering Research Initiative, Penn State, June, 2015 – August, 2015

Consultant, The Leonhard Center for the Enhancement of Engineering Education, Penn State, November, 2013 – March, 2014

Statistical Consultant and Analyst, T.E.A.M. Peer Mentor Program, Bucknell University, June, 2013 – August, 2013

### **CERTIFICATIONS**

School Psychologist, Pennsylvania (4830424; 1875), 2013

Adult First Aid/CPR/AED, 2022-Present

Infant First Aid/CPR/AED, 2022-Present

### **CURRENT AND PREVIOUS PROFESSIONAL ASSOCIATIONS**

American Educational Research Association

- Division C: Learning and Instruction
- SIG: Studying and Self-Regulated Learning

American Psychological Association

- Division 15: Educational Psychology
- Division 16: School Psychology

Eastern Psychological Association

American Society for Engineering Education

- Division: Educational Research and Methods

Association of School Psychologists of Pennsylvania