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ACADEMIC POSITIONS

2019-present	Professor Educational Psychology, University of Alberta
2013-2019	Associate Professor, Tenured Department of Educational Psychology, University of Alberta
2008-2013	Assistant Professor, Tenure-track Department of Educational Psychology, University of Alberta

EDUCATION

2009, October	Ph.D., Psychology (Social Psychology), University of Manitoba, Winnipeg, MB Dissertation: Goals and Control: Exploring Relationships between Two Types of Motivational Constructs and their Effects of University Students' Emotions and Achievement http://hdl.handle.net/1993/3162
2004, May	M.Ed., Educational Psychology, University of Victoria, Victoria, BC Thesis: Emotion Regulation and Responses to Failure and Success http://hdl.handle.net/1828/417
2001, May	B.A. University of British Columbia, Vancouver, BC Double Major: Psychology and English

STATEMENT OF PRIMARY RESEARCH INTERESTS

I investigate motivation, emotions, and outcomes such as achievement, perceived success, and wellbeing in university students, pre-service teachers, practicing teachers, and K-12 students. I am interested in supporting teachers' understanding of adaptive student motivation and how their own beliefs and practices can shape that motivation. I am primarily a quantitative researcher, however, I work from a pragmatic worldview which is important when partnering with teachers and thus embrace a wide range of research designs and methodologies to bring evidence to bear on my research questions. I am currently interested in the intersection of motivation and assessment practices both in the classroom and in clinical psychological settings.

PUBLICATIONS

Impact as of May 2025

Total citations Google scholar 9266; Scopus 4073

h-index Google scholar 42; Scopus 27

i10-index Google scholar: 76

First authored dissemination can be openly accessed at: <https://tinyurl.com/vy6sq5ly>

Statement on authorship: I encourage all of my trainees to first-author manuscripts and to identify a second-author trainee to be their “go to”. In most manuscripts produced by my trainees I take the last authorship indicative of a senior author even though I provide substantial support in the research design, analysis, and writing. In collaborations with colleagues, my place in authorship reflects the level of my contribution.

1. Peer Reviewed Journal Articles (chronological)

Firoozi, T., **Daniels, L.**, Daniels, V., & Gierl, M. (2025, July). An Augmented Intelligence System for Automated Quality Control and Feedback Generation of Multiple Choice Test Items. In *International Conference on Artificial Intelligence in Education* (pp. 86-93). Cham: Springer Nature Switzerland.

Goegan, L. D., **Daniels, L. M.**, Parker, P. C. (2025). Examining what motivates postsecondary students with dyslexia when it comes to assessment: It’s about more than getting good grades. *Exceptionality Education International*, 35, 40-56.

Parker, P. C., **Daniels, L. M.**, Mosewich, A. D., Pelletier, G. N., & Tulloch, S. L. (2025). Exploring collegiate athletes’ perceived control beliefs involving sport setback experiences during COVID-19. *Journal for the Study of Sports and Athletes in Education*, 19, 196-220.

Daniels, LM., Ferede, S., & Scott-Ugwuegbula, Z. (2025). Black university students’ lived connections between classroom assessment and motivation. *Contemporary Educational Psychology*.

Parker, P. C., **Daniels, L. M.**, & Mosewich, A. D. (2025). Supporting Effective Setback Management in High-Performance Student-Athletes via an Online Intervention. *Current Psychology*, 44, 1541-1559.

Parker, P. C., **Daniels, L. M.**, Ortner, C. N.M., & Tulloch, S. L. P. (2024). Examining the Relationship Between Collegiate Athletes’ Setback-Related Control Beliefs, Rumination, and Psychosocial Outcomes: A Mediation Analysis. *Journal of Sport and Exercise Psychology*, 46, 362-372. <https://doi.org/10.1123/jsep.2023-0296>.

Wells, K., & **Daniels, L. M.** (2024). Predicting Canadian teachers’ efficacy through occupational stress and job satisfaction: a multiple group structural regression model based on career stage. *Journal of Education and Developmental Psychology*, 14(2), 113-131

Wells, K., & **Daniels, L. M.** (2024). Canadian Teachers’ emotional experiences during COVID-19: A narrative inquiry. *Canadian Journal of Education*, 47, 1122-1153.

Goegan, L. D., Chazan, D. J., & **Daniels, L. M.** (2024). Students With LD and Decision Making for After High School: Emotions and Basic Psychological Needs. *Learning Disabilities Quarterly*, 48, 51-63.

Daniels, LM. & Wells, K. (2025). Connecting students’ descriptions of classroom assessment in higher education with wellness. *Assessment and Evaluation in Higher Education*, 50, 366-380.

Daniels, L.M., Dueck*, B.S., Rorem*, D. Chazan*, D., & Pei, J. (2024). Community frontline care staff perspectives on COVID-19 restrictions: It’s not what I was hired to do. *Canadian Journal of Community Mental Health*, 43, 49-57.

Daniels, L.M., Rorem*, D., Chazan*, D., Dueck*, B., Plesuk, D., & Pei, J. (2023). The Role of Motivation in Working Towards Healthy Outcomes with Individuals with Fetal Alcohol Spectrum Disorder. *Journal of Fetal Alcohol Spectrum Disorder*.

- Flanagan, A. M., Cormier, D. C., **Daniels, L. M.**, & Tremblay, M. (2024). Exploring how the COVID-19 pandemic impacted teacher expectations in schools. *Social Psychology of Education*, 27, 2199-2231.
- Goegan, L., Chazan, D., Olowolagba, A., & **Daniels, L.** (2024). The Experiences Of Three Students With Learning Disabilities as they Transition from High School to Postsecondary Education. *International Journal of Special Education*, 39(1), 60-72.
- Tze, V., Rilkoff, V. **Daniels, L.**, & Parker, P. (2024). Testing Phase 2 of a Targeted Boredom Intervention Training Program and its Impact on Boredom Misbeliefs. *Canadian Journal of School Psychology*, 1-9.
- Parker, P.C., Goegan, L.D., & **Daniels, L.M.** (in press) An exploratory mixed-method study on student-athletes' motivation for assessment in sport and academic settings. *Cogent Education*, 11:1, 2298613.
- Wells, K., & **Daniels, L. M.** (2024). Has COVID-19 changed pre-service teachers' perceptions of the profession? Yes, but not necessarily in bad ways. *Social Psychology of Education*. 1-28
<https://doi.org/10.1007/s11218-024-09912-4>
- Parker, P.C., **Daniels, L.M.**, & Mosewich, A.D. (2024). Collegiate athletes' cognitive beliefs related to setback anxiety and rumination in sport. *Research Quarterly for Exercise and Sport*, 95, 712-721.
- Daniels, L.M.**, Goegan, L.D., & Parker, P.C. (2023). The role of fairness and basic psychological needs in understanding dyslexic students' emotions in classroom assessment. *Learning Disabilities: A Contemporary Journal*, 21(2), 159-176.
- Daniels, L.M.** & Wells*, K. (2024). Using Epistemic Emotions to Support Pre-service Teachers Learning about Classroom Assessment. *The Teacher Educator*, 59, 239-258.
- Goegan, L. D., Parker, P. C., & **Daniels, L. M.** (2023). Connecting Basic Psychological Needs and Assessment: Perspectives of Postsecondary Students with Dyslexia. *Journal of Postsecondary Education & Disability*, 36(3), 241-254.
- Goegan, L. D., Tulloch, S. L. P., & **Daniels L. M.** (2023). Preservice teacher beliefs about academic dishonesty: An attribution theory lens to causal search. *Journal of Applied Learning & Teaching*. 6(2), 1-11.
- Parker, P.C., **Daniels, L. M.**, & Goegan, L.D. (2023). Testing a measure of perceived sport control in student athletes. *Journal of Sport Behavior*, 46, 55-66.
- Daniels, L.M.** & Alston, L. (2023). Epistemological and Ontological Perspectives of Educational Psychology Doctoral Students. *International Journal of Teaching and Learning in Higher Education*, 35, 17-31.
- Radil, A.I., Goegan, L.D., **Daniels, L.M.** (2023). Teachers' Authentic Strategies to Support Student Motivation. *Frontiers in Educational Psychology*. doi.org/10.3389/feduc.2023.1040996
- Bulut, O., Gorgun, G., Yildirim-Erbasli, S. N., Wongvorachan, T., **Daniels, L. M.**, Gao, Y., Lai, K. W., & Shin, J. (2023). Standing on the shoulders of giants: Online formative assessments as the foundation for predictive learning analytics models. *British Journal of Educational Technology*, 54, 19-39.
- Dueck*, B. S., Diaz, J. M., Goegan, L. D., & **Daniels, L. M.** (2022). Pre-Service Teachers' Perceptions of the Focus on Grades and How They Intend to Respond. *Canadian Journal for New Scholars in Education*, 13(2), 19-28.
- Goegan, L. D., Chazan*, D. & **Daniels, L. M.** (2022). High School is Over... Now What? Examining Students Plans for After High School. *Alberta Journal of Educational Research*, 68, 3, 396-413.
- Parker,* P. C., Perry, R. P., Chipperfield, J. G., Hamm, J. M., **Daniels, L. M.**, & Dryden, R. P. (2022). Adjustment and acceptance beliefs in achievement settings: Implications for student wellbeing. *Social Psychology of Education*, 25, 1031-1049.
- Le*, L. & **Daniels, L.M.** (2022). The Impact of Autonomous and Controlled Sexting Motivations on Subjective Well-Being and Relationship Quality. *Archives of Sexual Behavior*, 52(1):243-254.
- Goegan*, L.D., & **Daniels, L.M.** (2022). Just a little healthy competition: Teacher perceptions of competition and social comparison in the classroom. *Canadian Journal of School Psychology*, v37 n4 p394-405.

- Goegan, L.D. & **Daniels, L.M.** (2022). Online learning for students with disabilities and their typical peers: The association between Basic Psychological needs and outcomes. *Learning Disabilities Research and Practice, 37*, 140-150.
- Goegan, L. D., Li, L. & **Daniels, L. M.** (2023). Online Learning is a Rollercoaster: Post-secondary Students with Learning Disabilities Navigate the COVID-19 Pandemic. *Learning Disabilities Quarterly, 46*(3), 166-179.
- Daniels, L.M.**, Goegan, L.D., Tulloch*, S., Lou, N.M., & Noels, K. (2022). School-led Mindset Messaging: Understanding Elementary Students' Meaning and Emotions. *Educational Psychology in Practice, 28*(3), 279-296.
- Parker*, P.C., Beeby*, A.M., & **Daniels, L.M.** (2022). Examining the relationship between basic psychological needs and athlete identity during the COVID-19 pandemic. *Frontiers in Sport and Active Living: Movement Science and Sport Psychology*. <https://doi.org/10.3389/fspor.2022.814301>
- Daniels, L. M.** & Dueck*, B. S. (2022). Integrative and Theoretical Reviews of Achievement Motivation for School Psychologists: Introduction to the Special Issue. *Canadian Journal of School Psychology, 37*, 3-22.
- Chazan*, D., Pelletier*, G., & **Daniels, L. M.** (2022). Achievement Goal Theory Review: An Application to School Psychology. *Canadian Journal of School Psychology, 37*, 40-56.
- Daniels, LM.**, Chazan*, D., Goegan*, LD, & Farmer*, J. (2022). Conventionality and evidence: two elements of professional development that could matter to teachers. *Professional Development in Education, 48*, 766-783.
- Frenzel, A., **Daniels, L. M.**, & Burić, I. (2021). Teacher Emotions in the Classroom and Their Implications for Students. *Educational Psychologist, 54*(4), 250-264.
- Goegan*, L. D., Dueck*, B. S., & **Daniels, L. M.** (2021). Are you feeling successful?: Examining post-secondary students' perceptions of success with an expectancy value lens. *Social Psychology of Education 24*, 985-1001.
- Goegan*, L. D., Pelletier*, G. N., & **Daniels, L. M.** (2021). I Just Have to Try Harder: Examining the Mindsets of Students with LD. *Canadian Journal of School Psychology, 36*, 244-254.
- Bieleke, M., Gogol, K., Goetz, T., **Daniels, L.** & Pekrun, R. (2021). The AEQ-S: A short version of the Achievement Emotions Questionnaire. *Contemporary Educational Psychology, 65*.
- Parker, P. C., Tze, V. M. C., **Daniels, L.M.**, & Sukovieff, A. (2021). Boredom intervention training phase I: Increasing boredom knowledge through a psychoeducational video. *International Journal of Environmental Research and Public Health, 18*, 11712.
- Parker*, P. C., Perry, R. P., Hamm, J. M., Chipperfield, J. G., Pekrun, R., **Daniels, L. M.**, Dryden, R. P., & Tze, V. (2021). A motivation perspective on achievement appraisals, emotions, and performance in an online learning environment. *International Journal of Educational Research, 108*.
- Parker*, P. C., Perry, R. P., Coffee, P., Chipperfield, J. G., Hamm, J. M., **Daniels, L. M.**, & Dryden, R. P. (2021). The impact of student-athlete identity on psychosocial adjustment during a challenging educational transition. *Psychology of Sport & Exercise, 56*.
- Farmer*, J. R., Goegan*, L. D. & **Daniels, L. M.** (2022). A self-determination theory perspective on the association between the childhood home reading environment and Canadian young adult leisure reading. *Leisure/Loisir, 46*(3), 429-452.
- Tze, V.M.C, Li, J. & **Daniels, L. M.** (2022). Similarities and Differences in Social and Emotional Profiles Among Students in Canada, USA, China, and Singapore: PISA 2015. *Research Papers in Education, 37*(4), 558-583.
- Daniels, L. M.**, Goegan*, L. D. & Parker*, P. C. (2021). The impact of COVID-19 triggered changes to instruction and assessment on university students' self-reported motivation, engagement and perceptions. *Social Psychology of Education, 24*, 299-318.
- Daniels, LM**, Goegan*, LD, Radil, AI, & Dueck*, B. S. (2021). Supporting pre-service teachers' motivation beliefs and approaches to instruction through an online intervention. *British Journal of Educational Psychology, 91*, 775-791.

- Tze, V. M. C., **Daniels, L. M.**, Hamm, J. M., Parker*, P. C., & Perry, R. P. (2022). Stability and change in the achievement emotion profiles of university students. *Current Psychology*, 41, 6363-6374.
- Harley, J.M., Lou, N.M., Liu, Y., Cutumisu, M., **Daniels, L. M.**, Leighton, J. P., & Nadon*, L. (2021). University students' negative emotions in a computer-based exam: The roles of trait test-emotion, prior test-taking methods, and gender. *Assessment and Evaluation in Higher Education*, 46, 956-972.
- Goegan*, L. D., Radil, A. I, Brooks*, A. & **Daniels L. M.** (2020). Pre-service and Practicing Teachers' Perspectives on Academic Success: More than Just A Grade. *Practical Assessment, Research, and Evaluation*, 25.
- Pelletier*, G. N., Chazan*, D. J., Goegan*, L. D., & **Daniels, L. M.** (2020). Agreeing is Not the Same as Accepting: Exploring Pre-Service Teachers' Growth Mindsets. *Canadian Journal for New Scholars in Education*, 11(2), 59-69.
- Frohlich*, J. R., Goegan*, L. D. & **Daniels, L. M.** (2020). Practicing Teachers' Attributions for the Behaviour of Students with Learning Disabilities and Attention-Deficit/Hyperactivity Disorder. *Alberta Journal of Educational Psychology*, 66(3), 250-268.
- Nadon*, L., Babenko, O., Chazan*, D., & **Daniels, LM.** (2020). Burning out before they start? An achievement goal theory perspective on medical and education students. *Social Psychology of Education*, 23, 1055-1071.
- Daniels, L. M.**, Dueck*, B. S. & Goegan*, L. D. (2020). Pre-service Teachers' Reflections on Personal Responsibility for Student Motivation: A Video Vignette Study. *Journal of Teacher Education and Educators*, 9(2), 221-239.
- Daniels, L. M.** & Bulut, Ok. (2020). Students' Perceived Usefulness of Percentage-only vs. Descriptive Score Reports: Associations with Motivation and Grades. *Journal of Computer Assisted Learning*, 36, 199-208.
- Daniels, L. M.** (2020). Objective Score Versus Subjective Satisfaction: Impact on Emotions Following Immediate Score Reporting. *The Journal of Experimental Education*, 88, 578-594.
- Goegan*, L. D. & **Daniels L. M.** (2019). Academic Success for Students in Postsecondary Education: The Role of Student Characteristics and Experiences. *Journal of College Student Retention: Research, Theory & Practice*, 23, 659-685.
- Goegan*, L. D. & **Daniels L. M.** (2019). Students with LD at Postsecondary: Supporting Success and The Role of Student Characteristics and Integration. *Learning Disabilities Research & Practice*, 35(1), 45-56.
- Goegan*, L. D., Le, L, Rioux, B. P., & **Daniels L. M.** (2019). Examining factors that support continued use of Assistive Technology by postsecondary students. *Canadian Journal for New Scholars in Education*, 10, 28-41.
- Babenko, O. **Daniels, L. M.** Ross, S., White, J. & Oswald, A. (2019). Medical student well-being and lifelong learning: A motivational perspective. *Education for Health*, 32(1), 25-32.
- Daniels, L. M.** & Kennedy*, K. (2019). A three-pronged approach to helping students internalize APA style based in Self-Determination Theory. *Canadian Journal for the Scholarship of Teaching and Learning*, 10(2). <https://doi.org/10.5206/cjsotl-rcacea.2019.2.8176>
- Buhr*, E.E., **Daniels, L.M.**, & Goegan*, L.D. (2019) Cognitive appraisals mediate relationships between two basic psychological needs and emotion in a massive open online course. *Computers in Human Behaviour*, 96, 85-94.
- Daniels, L. M.**, Goegan*, L.D., Radil*, A. I., & Frohlich*, J (2019). Simultaneously Students and Teachers: Comparing Student and Professional Perspectives on Measures of Achievement Goals. *Journal of Experimental Education*, 88, 165-182.
- Lees*, M. C., Zheng, B., **Daniels, L. M.**, & White, J. S (2019). Factors affecting the development of confidence among surgical trainees. *Journal of Surgical Education*, 73, 674-683.
<https://doi.org/10.1016/j.jsurg.2018.10.016>.

- Daniels, L. M.,** Poth, C. A. & Goegan*, L. D. (2018). Enhancing our understanding of teachers' personal responsibility for student motivation: Mixed insights informing theory, measurement, and practice. *Frontiers: Educational Psychology*, 3, 91.
- Goegan*, L. D., Radil, A. I. & **Daniels L. M.** (2018). Accessibility in Questionnaire Research: Integrating Universal Design to Increase the Participation of Individuals with Learning Disabilities. *Learning Disabilities: A Contemporary Journal*, 16, 177-190.
- Daniels, L. M.** & Daniels, V. J. (2018). Internal Medicine Residents' Achievement Goals and Emotions, Efficacy, and Assessments. *Canadian Medical Education Journal*, 9, e59-e68.
- Babenko, O., **Daniels, L. M.**, White, J., Oswald, A., & Ross, S. (2018). Achievement goals of medical students and physicians. *Educational Research and Reviews*, 13, 74-80.
- Babenko, O., Koppula, S., **Daniels, L.**, Nadon*, L., & Daniels, V. (2017). Lifelong learning along the education and career continuum: Meta-analysis of studies in health professions. *Journal of Advances in Medical Education & Professionalism*, 5(4), 157-163. <http://jamp.sums.ac.ir/index.php/JAMP/article/view/860>
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- Daniels, L. M.** & Poth, C. A. (2017). Approaches to classroom instruction and assessment: Understanding the influence of pre-service teachers' preconceptions. *Educational Psychology*, 37, 835-853.
- Daniels, L. M.** & Gierl, M. (2017). Emotions and Immediate Exam Score Reporting. *Learning and Instruction*, 52, 27-35.
- Durksen, T. L., Klassen, R. M., & **Daniels, L. M.** (2017). Motivation and collaboration: The keys to a developmental framework for teachers' professional learning. *Teaching and Teacher Education*, 67, 53-66
- Gierl, M., **Daniels, L. M.**, & Zhang, X.* (2017). Creating parallel forms to support on-demand testing for undergraduate students in psychology. *Journal of Education and Psychological Assessment and Evaluation*, 8, 298-303.
- Goegan*, L. D., Wagner*, A. K., & **Daniels, L. M.** (2017). Pre-service and practicing teachers' commitment to and comfort with social emotional learning. *Alberta Journal of Educational Research*, 63, 267-285.
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- Frenzel, A. C., Pekrun, R., Goetz, T., **Daniels, L. M.** & Durksen*, T. L., Becker-Kurz, B., & Klassen, R. (2016). Measuring enjoyment, anger, and anxiety during teaching: The Teacher Emotions Scales (TES). *Contemporary Educational Psychology*, 46, 148-163.
- Daniels, L. M.**, Radil*, A., & Wagner*, A. (2016). Concordance between pre-service teachers' personal responsibilities and intended instructional practices. *Journal of Experimental Education*, 84, 529-553.

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- Daniels, L. M.**, Tze*, V., & Goetz, T. (2015). Examining boredom: Different causes for different coping profiles. *Learning and Individual Differences*, 37, 255-261.
- Daniels, L. M.**, Poth, C., Hutchison*, M. & Papile*, C. (2014). Validating the conceptions of assessment-III scale in Canadian pre-service teachers. *Educational Assessment*, 19, 139-158, doi: 10.1080/10627197.2014.903654
- Daniels, L. M.**, Perry, R. P., Stupnisky, R. H., Stewart, T. L., Newall, N. E., & Clifton, R. A. (2014). The longitudinal effects of achievement goals and perceived control on university student achievement. *European Journal of Psychology of Education*, 29, 175-194.
- Tze*, V. M. C., Klassen, R. M., & **Daniels, L. M.** (2014). Patterns of Boredom and Its Relationship With Perceived Autonomy Support and Engagement. *Contemporary Educational Psychology*, 39, 175-187. doi: 10.1016/j.cedpsych.2014.05.001
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- Daniels, L. M.**, Frenzel, A., Stupnisky, R. H., Stewart, T. L., & Perry, R. P. (2013). Personal goals as predictors of intended classroom goals: Comparing elementary and secondary school pre-service teachers. *British Journal of Educational Psychology*, 83, 396-413.
- Tze*, V., Klassen, R. M., **Daniels, L. M.**, Li, J. C. H., & Zhang, X. (2013). A cross-cultural validation of the Learning-Related Boredom Scale (LRBS) with Canadian and Chinese college students. *Journal of Psychoeducational Assessment*, 31, 29-40.
- Tze*, V. M. C., **Daniels, L. M.**, Klassen, R. M., & Li, J. C.-H. (2013). Canadian and Chinese university students' approaches to coping with academic boredom. *Learning and Individual Differences*, 23, 32-43.
- Daniels, L. M.**, Mandzuk, D., Perry, R. P., & Moore*, C. (2011). The impact of teacher candidates' perceptions of their initial teacher education program on teaching anxiety, efficacy, and commitment. *Alberta Journal of Educational Research*, 57, 88-106.
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- Haynes Stewart, T. L., Clifton, R. A., **Daniels, L. M.**, Perry, R. P., Chipperfield, J. G., & Ruthig, J. C. (2011). Attributional retraining: Reducing the likelihood of failure. *Social Psychology of Education*, 14, 75-92.
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- Jackson, S., Hall, N. C., Rowe, P., & **Daniels, L. M.** (2009). Getting the Job: Attributional retraining and the employment interview. *Journal of Applied Social Psychology*, 39, 973-998.
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2. Practitioner Focused, Invited, or Non-Refereed

- Daniels, LM.** (2024). Walking the Assessment Well-being Talk. *Summit on Equity, Assessment and Evaluation in Education: Bringing Theory and Practice Together*.
- Daniels, L.M.**, Pei, JP., Rorem, D., Dueck, B., & Chazan, D. (2022). *Clinical Guide for Growth Focused Motivation*. <https://doi.org/10.7939/r3-gmwa-g809>
- Goegan, L.D., Pelletier, G.*, & **Daniels, L.M.** (2021). The story says it all: Recommendations for students with learning disabilities. *BC Teachers' Federation: Teacher Magazine*, 10-11.
- Goegan*, L.D., Klevyer, M., Fargo, D. Z., & **Daniels, L.M.** (2020). Intrinsic motivation can be contagious. *ASCD Express: A Motivated Mindset (Even in May)*, 15(17).
<http://www.ascd.org/ascd-express/vol15/num17/intrinsic-motivation-can-be-contagious.aspx>
- Daniels, L. M.** & Goegan*, L. D. (2019). Applying utility-value writing prompts to science education. *The Alberta Science Education Journal*, 46, 22-27.
- Goegan*, L. D. & Gadsden*, A. D., Schiefelbein*, W. & **Daniels, L. M.** (2019). Math Class Misadventures: The Experiences of Students with Dyslexia and Considerations for Educators. *Delta K*, 55(3), 29-36.
- Daniels, L. M.** & Tze*, V. M. C. (2014). How do teachers want students to cope with boredom? *ASCD Express: Closing the Engagement Gap*, 9(8).
http://www.ascd.org/ascd-express/vol9/908-daniels.aspx?utm_source=ascdexpress&utm_medium=email&utm_campaign=express908
- Daniels, L. M.**, & Stupnisky, R. H. (2012). Not that different in theory: A discussion of the control-value theory of emotions in online and face-to-face learning environments. *Internet in Higher Education*.

3. Peer Reviewed Books, Book Reviews, and Chapters

- Daniels, LM.** & Wells, K. (submitted). Self-Determination Theory as a Framework for Student Assessment Well-being. *Handbook of Equity in Assessment*.

- Daniels, L.M.,** Wells, K., Pollitt, T. & Brady, M. (2025). The What, Why, How of Teachers' Beliefs about Motivation. In the *International Handbook of Research on Teachers' Beliefs* (2nd ed).
- Pei, J. & **Daniels, LM.** (2024). *Aim High: Growing the Motivational Potential of Youth Psychological Assessment*. University of Toronto Press.
- Tze, V., Parker, P. C., & **Daniels, L. M.** (2024). Interventions targeting boredom. *The Routledge International Handbook of Boredom Research*. Routledge.
- Zhang, X., Lou, N., Noels, K. A., & Daniels, L. M. (2021). Attributions and Mindsets. In S. Mercer & T. Gregersen (Eds.), *The Routledge Handbook of Psychology of Language Learning*.
- Daniels, L.M.,** Pelletier, G*, Radil, A. I., & Goegan, L.D (2021). Motivating Assessment: How to Leverage Summative Assessments for the Good of Intrinsic Motivation. In Sharon Nichols & Divya Varier (eds.). *Theory to Practice: Educational Psychology for Teachers and Teaching (Teaching on Assessment)*.
- Daniels, L. M.,** Adams, C. & McCaffrey*, A. (2016). Emotional and Social Engagement in an xMOOC: The Case of Dino 101. In Sharon Tettegah & M. P. McCreery (eds.). *Emotions, Technology, and Learning*, pp 25-41.
- Daniels, L. M.** (2010). Emotion in education: A timely and thorough compilation. *Passions in Context: International Journal for the History and Theory of Emotions*, 1/2010, 1-5. Retrieved from <http://www.einsteinforum.de/index.php?id=545>
- Haynes, T. L., Perry, R. P., Stupnisky, R. H., & **Daniels, L. M.** (2009). Attributional retraining in higher education. In J. C. Smart (Ed.). *Handbook of Research in Higher Education* (Vol. 24 pp. 227-272). New York: Springer.

4. Manuscripts Under Review

- Daniels., LM.,** Wagner, AK., Wells, K. (2025, September). Blending practicing and preservice teachers' perspectives to identify priorities for classroom assessment education. *Journal of Applied Learning and Teaching*.
- Daniels, LM.,** Wells, K., Lindner, M., Beeby, A., & Daniels, VJ. (2025, December). Basic psychological needs in classroom assessment. *Trends in Higher Education*.
- Daniels, LM.,** Wells, K., West, CV., Becker, A., & Poth, CN. (2025, September). A multi-method case study of assessment and well-being. *Learning and Instruction*.
- Daniels, LM.,** Shukalek, A., & Wells, K. (2025, Aug). Uptake of Recommendations for Assessments Designed to Support Student Well-being: Instructor identified opportunities and barriers. *Journal of Faculty Development*.
- Daniels, LM.,** Daniels, VJ., Firoozi, T., & Gierl, M. (2025, July). Multiple-Choice Item-Writing Guidelines for Classroom Assessment: A State-of-the-Art Review and Use-Inspired Reframing. *International Journal of Testing*.
- Goegan, L. D., Tulloch, S. L. P., & **Daniels L. M.** (2024). Preservice Teachers Concerns about Academic Dishonesty in their Future Students and Classrooms. *Submitted to Journal of Applied Learning & Teaching*.
- Parker, P. C., **Daniels, L. M.**, Mosewich, A. D., Pelletier, G., Tulloch, S. (Revise & resubmit). Exploring Canadian postsecondary athletes' perceptions of control involving sport setback experiences during COVID-19. *Journal for the Study of Sports and Athletes in Education*.

RESEARCH GRANTS

1. External

Principal Investigator (not awarded). *Exploring a motivational and language framework for psychological reports*. Social Sciences and Research Council of Canada Partnership Engage Grant. Co-investigators: Dr. Jacqueline Pei (UofA), Lisa Murphy (Lakeland FASD). Amount: \$25,000.

Co-applicant (not awarded): *Supporting High-Performance Athletes' Setback Management: Prioritizing Context for Tailoring a Setbacks Training Program*. Social Sciences and Humanities Council of Canada IG. Applicant: Patricia Parker (TRU); Co-investigators: Amber Mosewich (UAlberta). Amount: \$364,298

Co-applicant (not awarded): *Motivational intervention for students with learning disabilities*. Social Sciences and Humanities Council of Canada IG. Applicant: Lauren Goegan (UManitoba)

Co-applicant (2023-2024): *Summit on Equity and Inclusion in Assessment*. Social Sciences and Humanities Council of Canada Connection Grant. Applicant: Saad Chahine (Queens). Amount: \$11,493

Co-applicant (2023-2025): *Developing a contemporary measure of lifelong learning*. Social Sciences and Humanities Council of Canada Insight Development Grant. Applicant: Dr. Oksana Babenko. Amount: \$73,990. (#430-2023-00480)

Principal Investigator (2022-2027): *Reorienting assessment practices in higher education: Prioritizing student well-being through motivation theory*. Social Sciences and Research Council of Canada Insight Grant. Co-investigators: Dr. Cheryl Poth, Dr. Vijay Daniels, Dr. Mark Gierl. Amount: \$277,831. (#435-2022-1075)

Co-applicant (2021-2023): *Helping Athletes Maintain Motivation and Increase Psychological Wellbeing Amidst COVID-19 and Other Setbacks*. Social Sciences and Humanities Research Council of Canada Insight Development Grant. Applicant: Dr. Patricia Parker (TRU) & Co-PI Dr. Amber Mosewich (UAlberta). Amount: \$59,358 (#430-2021-00208)

Principal Investigator (2021-2022): *Building Understanding of Motivation for Practice: BUMPing it Up*. Social Sciences and Humanities Research Council of Canada Partnership Engage Grant. Co-applicant: Jacqueline Pei (UAlberta), Community Partner: Catholic Social Services. Amount: \$25,000 (#892-2021-1008).

Co-applicant (2020-2023): *The next chapter: Exploring the perceptions and experiences of students with learning disabilities and the transition to postsecondary education*. Social Sciences and Humanities Research Council of Canada Insight Development Grant. Applicant: Dr. Lauren Goegan (UAlberta). Amount: \$55,368 (#430-2020-00560)

Co-applicant (2020-2025): *Empowering students to fight boredom through an online intervention*. Social Science and Research Council of Canada Insight Grant. Applicant: Dr. Virginia Tze (UManitoba), Other Co-applicant: Dr. Johnson Li (UManitoba) Amount: \$143,034 (#435-2020-0363)

Co-investigator (2016-2019): *Exploring goal orientations of learners in professional education and of practicing professionals*. Social Sciences and Research Council of Canada Insight Development Grant. Principal Investigator: Dr. Oksana Babenko (UofA); Other Co-investigators: Dr. Shelley Ross (UofA). Amount: \$34,784. (#430-2016-00267)

Principal Investigator (2015-2023). *Equipping future teachers with the beliefs and skills needed to sustain adaptive student motivation: The role of motivation interventions*. Social Sciences and Research Council of Canada Insight Grant. Co-investigators: Dr. Mark Gierl, Dr. Cheryl Poth (UofA), Dr. Robert Klassen (York). Amount: \$349,020. (#435-2015-0216)

Principal Investigator (2012-2014). *Pre-service teachers' responses to instruction in motivation interventions: Feasibility, usage, and preferences*. Alberta Advisory Committee for Educational Studies (AACES).
Co-investigators: Amanda I. Radil & Amanda K. Wagner (UofA graduate students). Amount: \$6,000.

Principal Investigator (2009-2015). *The influence of personal achievement goals on student teachers' personal and professional development during their B.Ed. and after their transition into teaching: A cross-sectional and longitudinal investigation*. Social Sciences and Humanities Research Council of Canada: Standard Research Grant (SSRHC: SRG). Amount: \$104,425 (#410-2009-0172)

Co-investigator (2011-2013). *Examining beginning teachers' orientations to assessment: A quasi-experimental mixed methods intervention study*. Social Sciences and Humanities Research Council of Canada: Standard Research Grant (SSRHC: SRG). Principal Investigator: Cheryl Poth (UofA). Other co-investigators: Jacqueline Leighton (UofA), Todd Rogers (UofA), Tess Miller (UPEI). Amount: \$24,322

Co-investigator (2010-2011). *Examining factors associated with beginning teachers' new orientations to assessment: A mixed-methods dual-site intervention study*. Social Sciences and Humanities Research Council of Canada: Standard Research Grant 4A (SSRHC: SRG). Principal Investigator: Cheryl Poth (UofA). Other co-investigators: Jacqueline Leighton (UofA), Todd Rogers (UofA), Tess Miller (UPEI). Amount: \$10,000

2. Internal

~Principal Investigator (2025-2026). *Reviewing and Revising Rubrics for Student Wellbeing*. Faculty of Education Support for the Advancement of Scholarship Special Operating Grants. Amount: \$5000.

Principal Investigator (2025-2028). *Many Teachers Emotions: Setting the Stage for a Global Study on Teachers Emotions*. Kule Institute for Advanced Study: Cluster Grant. Amount: \$75000 Co-PI Anne Frenzel (Munich), Collaborators: Kim Noels, Okan Bulut, Carrie Demmans Epp (UAlberta)

Principal Investigator (2022-2023). *Pushing the Boundaries of Motivation Research through Creative and Businesslike Designs*. Kule Institute for Advanced Study: Research Experimentation Grant. Amount: \$6600

Principal Investigator (2021-2022). *Black students' lived experiences of classroom assessment and motivation*. Faculty of Education Support for the Advancement of Scholarship Operating Grant. Amount: \$7000

Principal Investigator (2020-2022). *Assessment and Motivation: Unique Student Perspectives*. Killam Research Fund Cornerstone Grant. Amount: \$46,989

Principal Investigator (2020-2021). *The impact of COVID-19 changes in instruction and grading on student motivation*. Faculty of Education Special Short-Term Support for the Advancement of Scholarship Operating Grant. Amount: \$7000

Principal Investigator (2020-2021). *Students' understanding of mindsets: Its implications for emotions and well-being*. UAlberta KIAS-ATA Signature Collaborations Grant. Co-investigators: Kim Noels, Nigel Lou, Lauren Goegan, Sarah Holmgren, Morgan Klevier, Darren Sweeny. Amount \$9991.36

Co-investigator (2018-2019). *Learning in a Children's Pop-Up Museum*. Kule Research Team Grant, University of Alberta. Principal Investigator: Elena, Nicoladis (Psychology). Amount \$7450

Principal Investigator (2017-2018). *Pioneering research at Telus World of Science Edmonton (TWOSE)'s Lab Quest program*. Faculty of Education Support for the Advancement of Scholarship Operating Grant. Co-investigators: Dr. Christina Rinaldi & Dr. Janelle McFeetors. Amount \$7000.

Principal Investigator (2016-2017). *Is boredom contagious? Examining transmission from instructor to student*. University of Alberta Teaching and Learning Enhancement Fund Grant. Amount: \$15,565

Principal Investigator (2014-2015). *Development and validation of the Teachers' Motivational Practices Questionnaire*. Faculty of Education RISE Catalyst Grant. Amount \$9,431.16

Principal Investigator (2014-2015). *Highly motivating classrooms: Observing practices, building an intervention, equipping teachers*. Bridge Funding for SSHRC Insight Grant 4A. Amount: \$4,992.70

Co-investigator (2010-2015). *Enhancing the learning environment in large-class, multi-section courses: Implementing an innovative instructional approach modeling balanced classroom assessment*. University of Alberta Teaching and Learning Enhancement Fund. Principal Investigator: Cheryl Poth (UofA). Amount: \$65,250

Principal Investigator (2009). *European Association for Research on Learning and Instruction*. University of Alberta Teaching and Learning Enhancement Fund. Amount: \$4,984

Principal Investigator (2009-2010). *A cross-cultural study of motivation and emotions*. University of Alberta International LMU Partnership Fund. Co-investigators: Reinhard Pekrun (LMU), Robert Klassen (UofA), Anne Frenzel (LMU). Amount: \$10,000

Principal Investigator (2009-2010). *Maintaining motivation during the transition from student to teacher: Personal and classroom goals*. University of Alberta Support for the Advancement of Scholarship Grant. Amount \$3,000

AWARDS & DISTINCTIONS

Centre for Teaching and Learning Scholar for Assessment and Wellbeing (2025-2028)

McCalla Professorship (2025-2027, \$20,000)

Inducted as a Fellow of the Canadian Psychological Association (2023)

Invited member of Expert Task Force on Assessment and Well-being for the European Lifelong Learning Platform (2021)

Psychologists Association of Alberta (PAA) Excellence in Teaching Psychology Award (2021).

Identified as a top-producing female author in educational psychology journals 2009-2016 as described in Greenbaum, H. K., Goodsir, H. L., Smith, M. C., & Robinson, D. H. (2018). Female Participation as Top-Producing Authors, Editors, and Editorial Board Members in Educational Psychology Journals from 2009 to 2016. *Educational Psychology Review*, 1-7.

Faculty of Education Graduate Teaching Award (2018)

Faculty of Education Coutts-Clarke Research Award (2017). \$10,000

UofA Graduate Student Association Graduate Supervision Award in the area of Social Science and Humanities (2017). *For excellence in the supervision of graduate students*.

Co-investigator (2013-2014). *Motivation, Engagement and Learning in DINO 101: Students' Lived and Perceived Experiences in a Massive Open Online Course*. From: Digital Learning Pilots: Research and Development at the University of Alberta. Co-investigator: Cathy Adams. Amount \$40,000

CONFERENCE PRESENTATIONS (*Denotes trainee)

1. Refereed International Presentations and Posters (chronological)

- Parker, P. C., **Daniels, L. M.**, & Mosewich, A. D. (accepted). Delivering Setback Training Sessions to a University Sport Team: A Longitudinal Analysis. *American Educational Research Association*, Los Angeles, California.
- Daniels, LM. & Wells, K. (2025, April). *Bifactor-ESEM Validation of Basic Psychological Need Satisfaction and Frustration in Classroom Assessment*. In L. Daniels (Chair): New opportunities in Motivation and Emotion Research through Advanced Statistics. Symposium conducted at the annual meeting of the American Educational Research Association, Denver, CO.
- Wells, K., **Daniels, L. M.**, & Frenzel, A. C. (2025, April). Teaching Efficacy: Unravelling Multidimensionality across Diverse Educational Contexts. Poster presented at American Education Research Association, Denver, CO.
- Wells, K., **Beeby, A.**, Paterok, M., & Daniels, L. M. (2025, April). Students' Emotions in Multiple Choice Exams: An Experimental Study. Poster Presented at American Education Research Association, Denver, CO.
- Poth, C., **Daniels, L. M.**, West, C. V., & Becker, A. (2025, April 15-16). *Navigating complexity in qualitatively driven case study-mixed methods research*. 5th Regional Conference of the Caribbean Chapter of the Mixed Methods International Research Association, Kingston, Jamaica
- Polishchuk, T., Babenko, O., & **Daniels, L.** (2025). Lifelong Learning in the Digital Era: Insights from Post-secondary Student Focus Groups. *Antistasis: Proceedings for the 2024 Atlantic Education Graduate Student Conference*, 14(1), 21–26. <https://journals.lib.unb.ca/index.php/antistasis/article/view/34560>
- Wells, K., Pollitt, T., Brady, M., & **Daniels, L. M.** (2024, April). Pre-service teachers' expectations and realities of their emotional labour strategy use before and after a practicum. *Western Psychological Association Conference*. San Francisco, CA.
- Wells, K., & **Daniels, L. M.** (2024). Predicting teaching efficacy through occupational stress and job satisfaction: A TALIS study. *Western Psychological Association Conference*. San Francisco, CA.
- Chazan D. J., Pelletier, G. N., Goegan, L. D. & **Daniels, L. M.** (2024, August). Validation of the Androgynous Body Dissatisfaction Scale (ABDS). *Western Psychological Association (WPA) Annual Conference*. San Francisco, California.
- Tze, V., Li, J., Brekelmans, S., & **Daniels, LM.** (2023, November). Manage boredom through situation modification strategies. *The Asian Conference on Education*, Aichi, Japan.
- Daniels, LM.** & Wells*, K. (2023, April). Leveraging Epistemic Emotions in Teaching about Classroom Assessment. *American Educational Research Association Annual Convention*. Chicago, IL.
- Goegan, L. D., Chazan*, D. J. & **Daniels, L. M.** (2023, April). Are Students with LD Impacted by Online Learning in Similar Ways to their Peers? *American Educational Research Association (AERA) Annual Convention*. Chicago, IL.
- Goegan, L. D., Chazan*, D. J. & **Daniels, L. M.** (2023, April). Life After High School: What's Next for Students with Learning Disabilities? *American Educational Research Association (AERA) Annual Convention*. Chicago, IL.

- Rinas, R., Stupnisky, R. H., **Daniels, L. M.**, & Daumiller, M. (2023, April). Exploring Faculty Members' Perceived Success in Research and Teaching: The Role of Motivation and Emotions. *American Educational Research Association (AERA) Annual Convention*. Chicago, IL.
- Tulloch, S.P.,* Pelletier, G.,* Parker, P. C., Goegan, L.D., & **Daniels, LM.** (2023, April). Canadian Student-Athletes' Perspectives on Managing Sport Setbacks during COVID-19: A Qualitative Investigation. *American Educational Research Association (AERA) Annual Convention*. Chicago, IL.
- Parker,* P. C., **Daniels, L. M.**, & Mosewich, A. M. (2022, May). The role of secondary control for athletes during setbacks in fostering motivation and wellbeing. *North American Society for the Psychology of Sport and Physical Activity*. Waikoloa Village, HI.
- Parker*, P. C., Pelletier*, G., **Daniels, L. M.**, & Mosewich, A. M. (2022, May). Does it matter when the setback happened? Assessing differences in perceived setback severity, achievement motivation, and emotions in sport. *North American Society for the Psychology of Sport and Physical Activity*. Waikoloa Village, HI.
- Parker*, P. C., Goegan, L., & **Daniels, L. M.** (2022, April). Exploratory study on student athletes' conceptions of sport and course assessment. *American Educational Research Association*, paper session, Research Focus in Education and Sport SIG, San Diego, California.
- Wells*, K., Dueck*, B. S., & **Daniels, L. M.** (2022, April). Connecting activity emotions with perceptions of control and value in a pre-service teacher education course. Poster presentation presented at the *Western Psychological Association Annual Conference*, Portland, Oregon.
- Goegan*, L. D., Pelletier*, G. N., Chazan*, D. J., & **Daniels, L. M.** (2021, August). Predicting teachers' burnout from their achievement goals. Poster presented at the American Psychological Association (APA) Annual Convention, Virtual Format.
- Goegan*, L. D., Chazan*, D. J., Parker*, P. C., Pelletier*, G. N., & **Daniels, L. M.** (2021, August). And then everything changed: Comparing students' perceptions of their course before and after instructional changes resulting from the COVID-19 pandemic. *Poster presented at the APA Annual Convention, Virtual Format*.
- Pelletier*, G.N., Goegan*, L. D., Chazan*, D. J. & **Daniels, L. M.** (2021, August). *A Pre-Post Quasi-Experimental Study: Examining Pre-Service Teacher Beliefs on Trauma-Informed Teaching*. Presentation at the American Psychological Association (APA) Annual Convention, Virtual Format.
- Goegan*, L. D., Radil, A. I. & **Daniels, L. M.** (2019, April). *Defining Academic Success: Comparing Teachers' Definitions to Researchers' Criteria*. Roundtable presented at the American Educational Research Association (AERA) Annual Convention. Toronto, Ontario.
- Daniels, L.M.**, Farmer*, J.R., & Goegan*, L.D (2019, April). *The O-PARC: A Dyad Observational Protocol for Autonomy, Relatedness, and Competence*. Symposium presented at the 2019 Annual AERA meeting, Toronto, ON.
- Fehr*, D., Goez, H., Anderson, M, Roger, J., **Daniels, L. M.**, Lai, H., Daniels, V., & Hiller, T. (2019, April). *A human library intervention to address bias towards LGBTQ individuals*. Paper presented at the annual meeting of the Canadian Conference on Medical Education.
- Lees*, M.C., Zheng, B., White, J., & Daniels, LM. (2018, October) *Factors affecting the development of confidence during surgical residency training*. Invited Podium Presentation at International Conference on Residency Education, Halifax, Nova Scotia, Canada.
- Lees*, M.C., Zheng, B., White, J., & Daniels, LM. (2018, August). *Exploring the concept of confidence within surgical residency training*. Invited Podium Presentation at AMEE (Association for Medical Education in Europe), Basel, Switzerland (International).
- Chazan*, D.J., Goegan, L.D., Pelletier, G., Radil, A.I., & **Daniels, L.M.** (2018, August). *A Comparison of Practicing and Pre-service Teachers' Motivational Practices*. Poster presented at the American Psychological Association Convention in San Francisco, California.

- Chazan*, D.J., Pelletier, G., Goegan, L.D., Radil, A.I., & **Daniels, L.M.** (2018, August). *Comparing Effects of Growth or Fixed Mindsets on Classroom Motivational Practices*. Poster presented at the American Psychological Association Convention in San Francisco, California.
- Tze, V. M. C., **Daniels, L. M.**, Hamm, J., Parker, P., & Perry, R. (2018, August). *A Latent Profile Analysis of Performance Attribution*. Poster presented at the 2018 American Psychological Association in San Francisco, California.
- Farmer*, J.R., Goegan, L.D., Fargo, D. Z., Baldrey, R., **Daniels, L.M.** (2018, July). *Using Math Games to Increase Children's Engagement and Enjoyment with Math*. Poster presented at the International School Psychology Association 2018 Conference in Tokyo, Japan.
- Farmer*, J.R., Goegan*, L.D., Baldrey*, R., **Daniels, L. M.** (2018, June). *PAC-MAN Project: Impact of Father-Child Interactions on Child Motivation During Play*. Poster presented at the International Congress of Applied Psychology (ICAP), Montreal, QC.
- Nadon*, L.R., Goegan*, L.D., Frohlich*, J.R., **Daniels, L. M.** (2018, June). *Predicting Burnout from Pre-service Teachers' Achievement Goals*. Poster presented at the International Congress of Applied Psychology (ICAP), Montreal, QC.
- Harley, J.M., Cutumisu, M., **Daniels, L.M.**, Leighton, J.P., Liu, Y., Nadon*, L., Gierl, M., & Haldane, C. (2018, June). *Examining achievement emotions across exam-taking contexts: Does environment influence affect?* Poster presented at the International Congress of Applied Psychology (ICAP), Montreal, QC.
- Chazan*, D.J., Pelletier*, G., Goegan*, L.D., & **Daniels, L.M.** (2018, June). *Conventionality Belongs to Yesterday: Pre-service Teachers' Attitudes Towards Evidence in Professional Development Programs*. Poster presented at the International Congress for Applied Psychology in Montreal, Quebec.
- Goegan*, L. D., Chazan*, D. J., & **Daniels L. M.** (2018, June). *Redefining Success: How do Students Conceptualized Academic Success?* Poster presented at the International Congress of Applied Psychology (ICAP), Montreal, QC.
- Goegan*, L. D., Pelletier*, G. N., & **Daniels L. M.** (2018, June). *"I just have to try harder:" Examining students with LD's Self-Perceptions*. International Congress of Applied Psychology (ICAP), Montreal, QC.
- Goegan*, L. D., Radil*, A. I., & **Daniels L. M.** (2018, June). *Rethinking Achievement Motivation: Examination of the Achievement Motivation Scale*. Poster presented at the International Congress of Applied Psychology (ICAP), Montreal, QC.
- Le*, L., Goegan*, L. D., & **Daniels, L. M.** (2018, June). *Catching emotions: Instructor and student emotion contagion in the classroom*. Poster presented at the International Congress of Applied Psychology (ICAP), Montreal, QC.
- Pelletier*, G. N., Goegan*, L.D., Chazan*, D.J., & **Daniels, L.M.** (2018, June). *Pre-Service and Practicing Teacher Beliefs vs. Actuality: What are the causes of ADHD and LD?*. Poster presented at the International Congress of Applied Psychology (ICAP), Montreal, QC.
- Tze, V. C. M., **Daniels, L. M.**, Hamm, J., Parker, P., & Perry R. (June, 2018). *Evaluating the stability of emotional profiles: A Latent transition analysis*. Paper presented at the International Congress of Applied Psychology, Montreal, Canada
- Daniels, L. M.**, Le*, L., & Nadon*, L. (2018, April). *How Score Versus Satisfaction Relate to Students' Emotions following a Computer-based Test*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Fehr*, D. Anderson, M. Hillier, T., **Daniels, L.**, Daniels, V., Lai, H., Rodger, J., & Goetz, H. (2018, May). *A Human Library Intervention to Address Bias towards LGBTQ Individuals*. Poster presented at the LGBT Health Workforce Conference, New York City, NY.
- Nadon*, L. R., Frohlich*, J., Ross, S., Oswald, A., White, J., Babenko, O., & **Daniels, LM** (2017, August). *A motivational perspective on medical student burnout*. Poster presented at the Association for Medical Education in Europe Conference in Helsinki, Finland.

- Radil*, A.I., Vink*, K., & **Daniels, L.M.** (2018, April). *Motivation in the classroom: Revisiting definitions and identifying threats*. Poster presented at the 2018 Western Psychological Association Conference in Portland, Oregon.
- Radil*, A.I., Vink*, K., Le, L., & **Daniels, L.M.** (2018, April). *Preservice teacher and autonomy supportive practices: Do experiences influence intentions?* Poster presented at the 2018 Western Psychological Association Conference in Portland, Oregon.
- Vink*, K., Radil*, A.I., & **Daniels, L.M.** (2018, April). *Reporting suspected child exposure to domestic violence: Teachers' perceived supports and barriers*. Poster presented at the 2018 Western Psychological Association Conference in Portland, Oregon.
- Daniels, L.M.**, Poth., C. & Goegan*, L. (2017, August). *A Mixed Methods Exploration of Canadian Teachers' Personal Responsibility for Student Motivation*. Paper presented at the Mixed Methods International Research Association regional conference, Johannesburg, South Africa.
- Frohlich*, J., **Daniels, L. M.**, & Nadon*, L. R. (2017, April). *Examining teachers' thoughts and emotions towards students with FASD using attribution theory*. Poster presented at the 2017 American Educational Research Association Annual Conference, San Antonio, Texas.
- Radil*, A.I., & **Daniels, L.M.** (2017, April). *Motivating Students: Exploring Teachers' Classroom Practices*. Roundtable presented at the 2017 American Educational Research Association Annual Meeting, San Antonio, TX.
- Vink*, K., Goegan*, L. D., Le, L., & **Daniels, L.M.** (2017, April). *Reporting suspected cases of child exposure to domestic violence: Does teaching experience matter?* Roundtable presented at the 2017 American Educational Research Association Annual Meeting, San Antonio, TX.
- Durksen, T. L., Klassen, R. M., & **Daniels, L. M.** (2016, April). *Teacher education students' motivation and professional learning beliefs*. Poster presented at annual American Educational Research Association conference, Washington, DC.
- Le*, L. & Daniels, L. M. (2016, May). *Female young adults' experiences of sexting: Balancing excitement and embarrassment*. Presentation at Moving Forward: Identities, sexting, schooled bodies, and the curriculum that frames us, an International Symposium, London, ON.
- Radil*, A. I., Tze*, V., & **Daniels, L. M.** (2016, February). *Coping with Boredom: Teachers' perspectives of students' strategies*. Poster presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- Tze, V., **Daniels, L. M.**, Buhr*, E., Le*, L., & Durksen, T. L. (2016, April). *Emotional Profiles in a Massive Open Online Course and their Relationship with Engagement*. In J. Ranellucci (Chair): Emotions in Technology-Rich Learning Environments . Symposium conducted at the annual meeting of the American Educational Research Association, Washington, DC.
- Vink*, K., Radil*, A., Buhr*, E., & **Daniels, L. M.** (2016, February). *Reporting child exposure to domestic violence: Role of teacher self-efficacy*. Poster presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- Zhang*, X., Klassen, R., **Daniels, L. M.** (2015, October). *The Chinese Version of the Inventory of Dimensions of Emerging Adulthood*. Poster presented at the 7th Conference on Emerging Adulthood, Miami, FL.
- Zhang*, X., Buhr, E., Klassen, R., **Daniels, L. M.** (2015, October). *The Transition Features of Emerging Adulthood and Burnout among Chinese Young People: The Moderating Role of Ego Identity*. Oral presentation at the 7th Conference on Emerging Adulthood, Miami, FL.
- Buhr*, E. E., Tze*, V. M. C., McCaffrey*, A. J., & **Daniels, L. M.** (2015, April). *Antecedents of Achievement Emotions in a Massive Open Online Course on Dinosaur Paleobiology*. In C. Fong & D. Schallert (Chairs) *"What Is This Feeling?" The Wickedly Complex Workings of Achievement Emotions in Diverse Learning Situations*. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago, IL.

- Durksen*, T. L., Chu*, M-W., Ahmad*, Z. F., Radil*, A. I., & **Daniels, L. M.** (2014, December). *Probabilistic analysis of academic engagement: Exploring student motivation through a massive open online course*. Paper presented at the annual meeting of the joint conference between Australian Association for Research in Education and New Zealand Association for Research in Education, Brisbane, Australia.
- Frenzel, A. C., Pekrun, R., Goetz, T., **Daniels, L. M.**, & Durksen*, T. L. (2015, April). *Measuring enjoyment, anger, and anxiety during teaching: Development and validation of the Teaching Emotions Scales (TES)*. In N. C. Hall (Chair) *Teacher Motivation and Emotions in Context: Implications for Assessment, Instruction, and Intervention*. Symposium conducted at the annual American Educational Research Association conference, Chicago, IL.
- Gouglas, S., **Daniels, L. M.**, deJong*, E., Holmes, D., McCaffrey*, A., & Schwab, S. (2015, March). *Encouraging Engagement in Large and Extra, Extra Large Courses*. Paper presented at the Game Developers Conference, San Francisco, CA.
- Le*, L., Buhr*, E., & **Daniels, L. M.** (2015, June) *What's your 'sex' drive? Young women's experiences of sharing sexual content through communication technologies*. Poster presentation at the Canadian Psychological Association Convention, Ottawa.
- McCaffrey*, A., Zang*, X., & **Daniels, L.** (April, 2015). *Psychological engagement in a massive open online course: A longitudinal latent curve analysis*. Poster Presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Radil*, A.I., Atkinson*, E., Buhr*, E., & **Daniels, L.M.** (2015, April). *Teachers' Personal Responsibility and Definitions of Motivated Students: Profiles and Beliefs*. Paper presented at the 2015 Annual Meeting of the American Educational Research Association, Chicago, IL.
- Stupnisky; R. H., Hall, N. C., **Daniels, L. M.**, & Mensah, E. (2015, April). *Testing a Model of Pre-Tenure Faculty Members' Teaching and Research Success: Motivation Mediating Established Predictors*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Zhang*, X., Klassen, R., **Daniels, L. M.** (2015, Oct). *The Chinese Version of the Inventory of Dimensions of Emerging Adulthood*. Poster presented at the 7th Conference on Emerging Adulthood, Miami, FL.
- Zhang*, X., Buhr, E., Klassen, R., **Daniels, L. M.** (2015, Oct). *The Transition Features of Emerging Adulthood and Burnout among Chinese Young People: The Moderating Role of Ego Identity*. Oral presentation will present at the 7th Conference on Emerging Adulthood, Miami.
- Atkinson*, E., Radil*, A., Hutchison*, M., **Daniels, L.**, Pei, J. (2014, February). *Supporting Students with FASD: Pre-Service Teachers' Attributions and Self-Efficacy*. Poster presented at the National Association of School Psychologists 2014 Annual Convention, Washington, DC.
- Chu*, M. McCaffrey*, A., Zhang*, X., **Daniels, L. M.**, & Leighton, J. P. (2014, April). *Measure of MOOC Environments on Achievement using the Learning Errors and Formative Feedback (LEAFF) Model*. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Daniels, L. M.** & Radil*, A. I (2014, April). *Simultaneously students and teachers: Comparing measures of achievement goals for pre-service teachers*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- McCaffrey*, A., Zhang*, X., **Daniels, L.** (2014, May). *The Relation between Perceived Competence and Fear of Failure to Motivational and Emotional Problems in School*. Poster presented at the Canadian Counselling and Psychotherapy Association annual conference, Victoria, BC.
- Tze*, V. M. C., Daniels, L. M., & Klassen, R. M. (2014, April). *The Influence of Autonomy Support on the Trajectory of Boredom over a Semester*. In T. Goetz & R. Pekrun (Chairpersons), *Exploring the antecedents of students' academic emotions*. Symposium conducted at the American Educational Research Association, Philadelphia, PA.
- Tze*, V. M. C., & Daniels, L. M. (2014, February). *Examining The Relationships Between Causes of and Coping With Boredom*. Poster presented at the National Association of School Psychologists, Washington, DC, United States.

- Chu*, M-W., Wagner*, A. K., Leighton, J. P., **Daniels, L. M.** (2013, April). *Examinees' emotion changes and performance during computer adaptive tests*. Poster presented at the annual meeting of American Educational Research Association, San Francisco, CA, USA.
- Durksen*, T. L., Zhang*, X., Tze*, V., McCaffrey*, A. J., **Daniels, L. M.**, & Klassen, R. M. (2012, July). *Longitudinal Examination of Academic Workload, Self-Efficacy, and Anxiety among University Students*. Poster presented at the International Society for the Study of Behavioural Development, Edmonton, AB.
- McCaffrey*, A. J., Tze*, V., Durksen*, T. L., Zhang*, X., Klassen, R. M. & **Daniels, L. M.** (2012, July). *Assessing the Longitudinal Relations between Self-Efficacy for Self-Regulated Learning and Academic Regulation*. Poster presented at the International Society for the Study of Behavioural Development, Edmonton, AB.
- Radil*, A.I., **Daniels, L.M.**, & Wagner*, A.K. (2013, June). *An Autonomy-Support Motivation Intervention with Pre-Service Teachers: Do the strategies that they intend to use change?*. Poster presented at the 5th International Conference on Self-Determination Theory, Rochester, New York, United States of America.
- Radil*, A.I., **Daniels, L.M.**, Wagner*, A.K. & Fitzgerald*, T.J. (2013, April). *Responsibility for Student Motivation: What Do Pre-service Teachers Plan to Do?*. Paper presented at the 2013 Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Tze*, V. M. C., Klassen, R. M., & Daniels, L. M. (2013, April). *Evaluating the effects of boredom on learning: A meta-analysis*. Paper presented at the annual conference of The British Psychological Society, Harrogate, United Kingdom
- Wagner*, A.K., **Daniels, L.M.**, & Durksen*, T.L. (2013, April). *Translating social-emotional learning skills to students: How is the teacher responsible?*. Poster presented at the annual meeting of the British Psychological Society, Harrogate, UK.
- Atkinson*, E., **Daniels, L. M.**, & Pei, J. (2012, June). *How teachers' causal attributions about FASD relate to their teaching self-efficacy*. Poster presented at the 73rd annual Canadian Psychological Association Convention, Halifax, Nova Scotia.
- Daniels, L. M.** (2012, April). *From pre-service to practicing teacher: Considering the stability of personal and classroom goals*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
- Durksen*, T. L., Tze*, V., Zhang*, X., **Daniels, L. M.**, & Klassen, R. M. (2012, April). *Physical activity and academic functioning among undergraduate students*. Poster presented at the annual meeting of the Western Psychological Association, San Francisco, CA.
- Frenzel, A. C., Goetz, T., Pekrun, R., & **Daniels, L. M.** (2012, April). *The teaching emotions scales: A new self-report instrument for assessing teacher enjoyment, anger, and anxiety*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC
- Hamm*, J. M., Stewart, T. L., Perry, R. P., Chipperfield, J. G., Clifton, R. A., & **Daniels, L. M.** (2012, April). *Cognitive (secondary) control strategies: Facilitating the behavioural enactment of achievement goals*. Poster presented at the annual meeting of the Western Psychological Association, San Francisco, CA.
- Papile*, C., **Daniels, L. M.**, Poth, C., & Hutchison*, M. A. (2012, April). *Mastery and performance: Giving structure to instructional and assessment practices*. Poster presented at the annual meeting of the Western Psychological Association, San Francisco, CA.
- Radil*, A. I., Wagner*, A. K., & **Daniels, L. M.** (2012, April). *How do pre-service teachers respond to an autonomy-support motivation intervention?* Poster presented at the annual meeting of the Western Psychological Association, San Francisco, CA.
- Tze*, V. & **Daniels, L. M.** (2012, April). *Precursors to Boredom: Sinking Motivation and Achievement*. Poster presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
- Tze*, V., Klassen, R. M., & Daniels, L. (2011, July). *Exploring the validity of a learning-related boredom scale in Canada and China*. Paper presented at the International Meeting of the Psychometric Society, Hong Kong.

- Tze*, V., Zhang*, X., Klassen, R. M., & **Daniels, L. M.** (2012, April). *Effects of physical activity on general life anxiety among undergraduates*. Poster presented at the annual meeting of the Western Psychological Association, San Francisco, CA.
- Wagner*, A. K., Radil*, A. I., & **Daniels, L. M.** (2012, April). *Assessment Feedback: Do students want it? Need it? Use it?* Poster presented at the annual meeting of the Western Psychological Association, San Francisco, CA.
- Zhang*, X., Yingwanna*, S., Tze*, V., Klassen, R. M., & **Daniels, L. M.** (2012). *Vigorous physical activity and self-efficacy in a 4-week study*. Poster presented at the annual meeting of the Western Psychological Association, San Francisco, CA.
- Zhang*, X., Tze*, V., Durksen*, T. L., Klassen, R. M., & **Daniels, L. M.** (2012). *A cross-cultural study on academic expectation stress among adolescents*. Poster presented at the annual meeting of the Western Psychological Association, San Francisco, CA.
- Daniels, L. M.**, Frenzel, A., Stupnisky, R. H., Stewart, T. L., & Perry, R. P. (2011, April). *Personal goals as predictors of intended classroom goals: Comparing elementary and secondary school pre-service teachers*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Daniels, L. M.**, & Poth, C. (2011, April). *Validating the Teachers' Conceptions of Assessment-III Scale in Canadian pre-service teachers*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Daniels, L. M.** (2011, January). *From pre-service to practicing: Three perspectives on personal achievement goals*. Paper presented at the 9th Annual Hawaii International Conference on Education, Honolulu, Hawaii.
- Hannock*, W., & **Daniels, L. M.** (2010, August). *Teacher Procrastination*. Poster presented at the Annual Meeting of the American Psychological Association, San Diego, CA.
- Stewart, T. L., Stupnisky, R. H., Perry, R. P., **Daniels, L. M.**, & Hall, N. C. (2011, May). *Attributional retraining: Curtailing the consequences of depression among young adults in an achievement setting*. Poster presented at the Annual Meeting of the Western Psychological Association, Los Angeles, CA.
- Tze*, V. M. C., & **Daniels, L. M.** (2011, May). *The antecedents of boredom: Impacts on learning and motivation*. Poster presented at the Annual Meeting of the Western Psychological Association, Los Angeles, CA.
- Daniels, L. M.**, Perry, R. P., Haynes, T. L., & Stupnisky, R. H. (2009, August). *Primary and secondary control as mediators of the effects of achievement goals on emotions*. Poster presented at the Biennial Meeting of the European Association for Learning and Instruction, Amsterdam, Netherlands.
- Daniels, L. M.**, Frenzel, A., Stupnisky, R. H., Haynes, T. L., & Perry, R. P. (2009, August). *Mastery and Performance Goals as Predictors of Classroom Goals: Comparing Canadian and German Student Teachers*. Paper presented at the Biennial Meeting of the European Association for Learning and Instruction, Amsterdam, Netherlands.
- Daniels, L. M.**, LoVerso*, T., Perry, R. P., & Stewart, T. L. (2010, January). *Psychosocial and environmental influences on undergraduates' career indecision*. Poster presented at the 8th Annual Hawaii International Conference on Education, Honolulu, Hawaii.
- Daniels, L. M.**, Haynes, T. L., Stupnisky, R. H., & Perry, R. P. (2009, April). *Career indecision, anxiety, and efficacy: The effects of faculty affiliations and perceived control*. Poster presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Bate, A. T., Perry, R. P., Haynes, T. L., & **Daniels, L. M.** (2009, April). *Control in New Achievement Settings: The Role of Primary Control, Secondary Control, and Attributional Retraining*. New member poster presentation at the American Educational Research Association annual convention, San Diego, CA.
- Haynes, T.L., **Daniels, L. M.**, Clifton, R.A., Perry, R.P., & Ruthig, J.C. (2009, February). *Attributional Retraining: Reducing the Probability of Course Failure among First-Year College Students*. Poster presented at the Society for Personality and Social Psychology, Tampa, FL.

- Nett, U. E., **Daniels, L. M.**, Cronjäger, H., Kügow, E. C., & Götz, T. (2009, April). *How do you cope with boredom? Common strategies for dealing with a negative emotion*. Poster presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Perry, R. P., **Daniels, L. M.**, Haynes, T. L., Hladkyj, S., & Bate, A. T. (2009, April). *Attributional thinking about failure in new achievement settings*. Poster presented at the American Educational Research Association annual convention, San Diego, CA.
- Perry, R. P., Haynes, T. L., Chipperfield, J. G., Stupnisky, R. H., **Daniels, L. M.**, Pekrun, R., & Hladkyj, S. (2009, February). *Acceptance and adjustment as secondary control: Descriptive analysis and construct validation in achievement settings*. Poster presented at the annual convention of the Society for Personality and Social Psychology, Tampa, FL.
- Stupnisky, R. H., **Daniels, L. M.**, Haynes, T. L., & Perry, R. P. (2009, April). *Testing event characteristic and psychosocial precursors to causal search: When and which students ask why?* Poster presented at the American Educational Research Association, San Diego, CA.
- Daniels, L. M.**, Stupnisky, R. H., Pekrun, R., & Haynes, T. L. (2008, March). *Achievement goals as antecedents of discrete emotions: Testing a longitudinal model including achievement*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Daniels, L. M.**, Stupnisky, R. H., Perry, R. P., Mandzuk, D., & Clifton, R. (2008, March). *Student teachers' mastery and performance goals: Influence on classroom goal structures and professional outcomes*. Poster presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Hall, N. C., Jackson, S., **Daniels, L. M.**, & Goetz, T. (2008, March). *Getting the job: Attributional retraining and the employment interview*. Poster presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Haynes, T. L., **Daniels, L. M.**, Stupnisky, R. H., Perry, R. P. & Hladkyj, S. (2008, January). *Attributional retraining and motivation: Assisting freshman college students*. Poster presented at the 9th annual convention of the Society for Personality and Social Psychology, Albuquerque, New Mexico.
- Nett, U. E., **Daniels, L. M.**, Götz, T., (2008, August). *Coping with boredom in mathematics*. European Association of Research on Learning and Instruction, Turku, Finland.
- Perry, R. P., Chipperfield, J. C., Pekrun, R., Haynes, T. L., Stupnisky, R. H., **Daniels, L. M.**, & Hladkyj, S. (2008, January). *Acceptance and adjustment as secondary control in achievement settings*. Poster presented at the 9th annual convention of the Society for Personality and Social Psychology, Albuquerque, New Mexico.
- Robinson-Epp, N., **Daniels, L. M.**, Taylor, K., Hladkyj, S., & Perry, R. P. (2008, March). *Out of control? Mediators in the relationship between perceived control, students' health and risk behaviors*. Poster presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Stupnisky, R. H., Renaud, R. D., Perry, R. P., Pekrun, R. H., & **Daniels, L. M.** (2008, March). *Comparing self-esteem and perceived control as predictors of first-year college students' emotions, stress, and health*. Poster presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Daniels, L. M.**, Haynes, T. L., Stupnisky, R. H., Perry, R. P., & Robinson-Epp, N. (2007, May). *Goal theory and emotions: Testing a hypothesized model*. Poster presented at the annual meeting of the Western Psychological Association, Vancouver, BC.
- Daniels, L. M.**, Haynes, T. L., Stupnisky, R. H., & Perry, R. P. (2007, April). *Achievement motivation: Profiles of college students' cognitions, emotions, and achievement*. Poster presented at the American Educational Research Association annual convention, Chicago, Ill.
- Haynes, T. L., Ruthig, J. C., **Daniels, L. M.**, Stupnisky, R. H., & Perry, R. P. (2007, May). *The impact of optimism on first-year college student achievement and attrition*. Poster presented at the 87th annual Western psychological Association conference, Vancouver, B.C.

- Stupnisky, R. H., Haynes, T. L., **Daniels, L. M.**, & Perry, R. P. (2007, April). *The effects of causal search on first-year college students' attributions, emotions, and academic achievement*. Poster presented at the American Educational Research Association annual convention, Chicago, Ill.
- Daniels, L. M.**, Clifton, R. C., Perry, R. P., & Mandzuk, D. (2006, April). *Career anxiety and perceived control as predictors of pre-service teachers' career certainty and competence*. Poster presented at The American Educational Research Association annual convention, San Francisco, CA.
- Daniels, L. M.**, Ruthig, J. C., Stupnisky, R. H., Haynes, T., L. & Perry, R. P. (2006, April). *The interaction of perceived control and achievement goals on students' academic strategies and performance*. Poster presented at The American Educational Research Association annual convention, San Francisco, CA.
- Robinson-Epp, N., Hladkyj, S., **Daniels, L. M.**, & Perry, R. P. (2006, April). *The role of primary and secondary control in academic deviance among college students*. Poster presented at the American Educational Research Association annual convention, San Francisco, CA.
- Stupnisky, R. H., Perry, R. P., Hall, N. C., & **Daniels, L. M.** (2006, April). *A test of Weiner's precursors to causal search in a college classroom setting*. Poster presented at the American Educational Research Association annual convention, San Francisco, CA.
- van Winkel, L. M.**, Ruthig, J. C., Hladkyj, S., & Perry, R. P. (2005, April). *Academic control and belongingness as predictors of students' psychological adjustment*. Poster presented at Western Psychological Association annual convention, Portland, OR.
- Haynes, T. L., Hladkyj, S., **van Winkel, L. M.**, Chipperfield, J. G., & Renaud, R. D. (2005, April). *Secondary control, helplessness, and desire for control*. Poster presented at Western Psychological Association annual convention, Portland, OR.
- Hladkyj, S., **van Winkel, L. M.**, Perry, R. P., Mandzuk, D., & Clifton, R. A. (2005, April). *Perceived control and career commitment in first year education students*. Poster presented at Western Psychological Association annual convention, Portland, OR.
- Ross, S. & **van Winkel, L. M.** (2005, April). *Exploring the dispositional nature of goal orientations*. Poster presented at Western Psychological Association annual convention, Portland, OR.
- Stupnisky, R. H., Hall, N. C., **van Winkel, L. M.**, Ruthig, J. C., & Clifton, R. A. (2005, April). *Self-esteem and perceived control: Comparing benefits on stress, health, and emotions*. Poster presented at Western Psychological Association annual convention, Portland, OR.

2. Refereed National and Local Presentations and Posters (chronological)

- Parker, P. C., Mosewich, A. D., & **Daniels, L. M.** (2025, October). Learning from Olympic athletes about their goals: A longitudinal qualitative study. *Canadian Society for Psychomotor Learning and Sport Psychology*, Charlottetown, PEI.
- Jin, H.-Y., **Daniels, L.**, Cui, Y., Leighton, J., & Cutumisu, M. (June, 2024). Exploring the validity and reliability of a computational thinking assessment for pre-service teachers. Poster. Canadian Society for the Study of Education (CSSE), Montreal, QC.
- Daniels, L. M.**, (2023, November). Motivating for Student Success in the Classroom. *Alberta Research Network*. Edmonton, AB. (remote, 45 attendees)
- Goegan, L. D., Chazan*, D. J., & **Daniels, L. M.** (2023, June). Plans for After High School for Students with Learning Disabilities: An Examination of Emotions and Basic Psychological Needs. Presentation submitted to the *Canadian Psychological Association Conference*. Toronto, Ontario.
- Goegan, L. D., Chazan*, D. J., Olowolagba, A. M., & **Daniels, L. M.** (2023, June). The Chapter after High School: Stories from three Students with Learning Disabilities. Presentation submitted to the *Canadian Psychological Association Conference*. Toronto, Ontario.
- Goegan, L. D. & **Daniels L. M.** (2023, June). Pre-Service Teachers Beliefs about Plagiarism: An Attribution Theory Lens. Presentation submitted to *Canadian Symposium on Academic Integrity*. Winnipeg, MB.

- Goegan, L. D., Tulloch, S., & **Daniels L. M.** (2023, June) Did the student engage in Academic Dishonesty on their Exam? Yes, No, and Shades of Grey in Decision Making. Presentation submitted to *Canadian Symposium on Academic Integrity*. Winnipeg, MB.
- Chazan*, D. J., Tulloch*, S., Goegan, L.D., Szczerbickij, K., & **Daniels, L. M.** (2022, June). The impact of basic psychological need satisfaction on support group outcomes: An eating disorder support group illustration. *McGill's 6th Annual Human Development Conference*. Montreal, Quebec.
- Chazan*, D. J., Pelletier*, G.N., & **Daniels, L. M.** (2022, June). Mastering the Work with Students: Applying Achievement Goal Theory to School. As part of the Achievement Motivation symposium at the *Canadian Psychological Association Annual Convention*, Calgary, AB.
- Dueck*, B. S., Goegan, L.D., Diaz, J., & **Daniels, L.M.** (June, 2022). Pre-service teachers' perspectives on the use of grades in the classroom: A...Okay?. *Canadian Psychological Association*, Calgary, AB
- Parker*, P. C., Tulloch*, S., Chazan*, D., Pelletier*, G. N., & **Daniels, L. M.** (2022, June). Examining factors contributing to athletes' anxiety about body image when considering sport setbacks. *Canadian Psychological Association*. Calgary, Alberta.
- Parker*, P. C., Tze, V. C. M., **Daniels, L. M.**, & Sukovieff, A. (2022, June). A theory-based psychoeducational video designed to increase boredom knowledge. *Canadian Psychological Association*. Calgary, Alberta.
- Wells*, K., Pelletier*, G., Pollitt*, T., & **Daniels, L. M.** (2022, June). Connecting Preservice Teachers' Emotions with a Course Component to Bridge Practice and Theory in Assessment. *Canadian Psychological Association*, Calgary, Alberta.
- Pelletier*, G. N., Wells*, K., Pollitt*, T., & **Daniels, L. M.** (June 2022). Exploring gender differences in pre-service teachers' beliefs about trauma-informed teaching. *Canadian Psychological Association*, Calgary AB.
- Tulloch*, S., Dueck*, B. S., Goegan, L. D., Lou, N. M., Klevyer, M., Sweeny, D., Holmgren, S., & **Daniels, L. M.** (2022, June). Mobilizing mindsets: The effects of growth mindset messaging on elementary students' emotions. *Canadian Psychological Association*. Calgary, Alberta.
- Tulloch*, S., Chazan*, D. S., Goegan*, L. D., & **Daniels, L. M.** (2022, June). Pandemic vs. body: How has the COVID-19 pandemic affected young adults' body appreciation? *Canadian Psychological Association*. Calgary, Alberta.
- Tze, V. C. M., **Daniels, L. M.**, Parker*, P. C., Sukovieff, A., & Brekelmans, S. (2022, June). Boredom intervention training: Students' perspectives on intervention materials. *Canadian Psychological Association*. Calgary, Alberta.
- Parker*, P. C., Tze, V. C. M., **Daniels, L. M.**, & Sukovieff, A. (2022, June). A theory-based psychoeducational video designed to increase boredom knowledge. *Canadian Psychological Association*. Calgary, Alberta.
- Daniels, L.M.** (January, 2022). *A Critical Turning Point: Wellness as a Framework for Classroom Assessment*. Paper presented at the Advancing Assessment and Evaluation Conference (AAEC) 2022, Virtual Conference.
- Dueck*, B. S., & **Daniels, L. M.** (January, 2022). *Teaching Asynchronously during the COVID-19 Pandemic: Experiences and Reflections of four Teaching Assistants*. Poster presentation presented at the Advancing Assessment and Evaluation Conference (AAEC) 2022, Virtual Conference.
- Wells*, K., Dueck*, B. S., & **Daniels, L. M.** (2022, January). How do you feel about hearing practicing teachers' thoughts? Examining pre-service teachers' perceptions of assessment with a control-value theory lens. Poster presentation presented at the Advancing Assessment and Evaluation Conference (AAEC) 2022, Virtual Conference.
- Kapasi, A., Pei, J., **Daniels, L.**, & Rasmussen, C. (June 15-16, 2021). *Mindset Theory and Adolescents with FASD: An Intervention Study*. Oral Presentation. Fetal Alcohol Spectrum Disorder Study Group General Meeting - Virtual.
- Parker*, P. C., Perry, R. P., Chipperfield, J. G., Hamm, J. M., Dryden, R. P., **Daniels, L. M.**, & Goegan, L. D. (June, 2021). *Exploring the influence of competitive sport participation on achievement goals and*

- indicators of academic success*. Poster presented at the Canadian Psychological Association Convention, Virtual Format.
- Pelletier*, G.N., Chazan*, D. J., Goegan*, L. D. & **Daniels, L. M.** (2021, June). *A Preliminary Study: Examining Pre-Service Teachers' Mindsets and Beliefs About Trauma-Informed Schools*. Presentation at the Canadian Psychological Association Annual Convention, Virtual Format.
- Le*, L., Goegan*, L. D., & **Daniels, L. M.** (2021, June). *Is sexting good for you and your relationship? Depends on your motivations*. Poster presented at the Canadian Psychological Association Convention, virtual format.
- Dueck*, B. S., Goegan*, L. D., Pelletier*, G. N., & **Daniels, L. M.** (May, 2021). *A New Avenue for Teacher Education: Virtual Reality Intervention as a Path Towards Reducing Public Speaking Anxiety and Supporting Growth Mindsets*. Paper presented at Canadian Society for Studies in Education, Edmonton, AB, Virtual Format.
- Goegan*, L. D., Chazan*, D. J., & **Daniels, L. M.** (2021, June). *Now what? An examination of student decision-making for life after high school*. Poster presented at the Canadian Psychological Association Annual Convention, Virtual Format.
- Goegan*, L. D., Del Colle, R., Tulloch*, S. & **Daniels, L. M.** (2021, June). *"I didn't know I was cheating!" Students' perceptions of academically dishonest behaviours*. Poster presented at the Canadian Psychological Association Annual Convention, Virtual Format.
- Goegan*, L. D., & **Daniels, L. M.** (2021, May-June). *Just a little healthy competition? Teachers' perceptions of competition in the classroom*. Poster presented at the Canadian Society for Studies in Education Annual Convention, Edmonton, AB, Virtual Format
- Beeby*, A. M., Parker*, P. C., & **Daniels, L. M.** (2021, June). *COVID-19 impact on commitment to sport and basic psychological needs*. Poster presented at the Canadian Psychological Association Annual Convention, Virtual Format.
- Chazan*, D.J., Goegan*, L.D. & **Daniels, L.M.** (2019, June). *Elementary and Secondary Teachers' Evaluations of Professional Development Programs Supported by Different Types of Evidence*. Poster presented at the Canadian Psychological Association's 80th National Convention in Halifax, NS.
- Chazan*, D.J., Goegan*, L.D. & **Daniels, L.M.** (2019, June). *What do Pre-Service Teachers Value in Professional Development Programs?*. Poster presented at the Canadian Psychological Association's 80th National Convention in Halifax, NS.
- Chazan*, D.J., Pelletier*, G.N. & **Daniels, L.M.** (2019, June). *Mind and Body: The Relationship Between Body Image and Achievement Emotions*. Poster presented at the Canadian Psychological Association's 80th National Convention in Halifax, NS.
- Farmer*, J. R, Goegan*, L., & **Daniels, L.M.** (2019, June). *Does reading age well? The reading habits of Canadians*. Poster presented at the Canadian Psychological Association's 80th National Convention in Halifax, NS.
- Farmer*, J. R, Goegan*, L., & **Daniels, L.M.** (2019, June). *Reading between the lines. Examination of home literacy environment in childhood and later reading habits*. Poster presented at the Canadian Psychological Association's 80th National Convention in Halifax, NS.
- Goegan*, L. D., A. I. Radil, Hoy*, B. S. & **Daniels, L. M.** (2019, June). *Definitions of Academic Success: How do Pre-service and In-service Teachers Define Academic Success?* Spoken presentation at the CPA Annual Conference. Halifax, NS.
- Goegan*, L. D., Farmer*, J. R. & **Daniels, L. M.** (2019, June). *High Schools Over... Now What? Factors that go into Decisions to attend Postsecondary Education*. Poster presentation at the CPA Annual Conference. Halifax, NS.
- Goegan*, L. D., Radil, A.I., Chazan, D. J. & **Daniels, L. M.** (2019, June). *It's all about the As: How Beliefs about Grades Impacts Teachers Motivational Practices*. Poster presentation at the CPA Annual Conference. Halifax, NS.

- Goegan*, L. D., Le*, L. Chazan*, D. J. & **Daniels, L. M.** (2017, December) *Assistive Technology Training for Students with Disabilities at Post-Secondary Institutions*. Poster presented at the International Day for Persons with Disabilities event. Edmonton, AB.
- Le*, L., Goegan*, L. D., **Daniels, L. M.** (2017, June) *Consent to Send: Pre-service teachers beliefs on sharing sext messages*. Poster presented at the CPA Annual Conference, Toronto, ON.
- Goegan*, L. D., Le*, L., Rioux, B. P., & **Daniels L. M.** (2017, June) *To Abandon or not to Abandon: Why Some Students Discontinue Use of Assistive Technology*. Poster presented at the CPA Annual Conference, Toronto, ON.
- Frohlich*, J. R., Nadon*, L. R., & **Daniels, L. M.** (2017, June). *The Importance of Experience and Attributions on Teachers' Emotions Towards Students with FASD*. Poster presented at the CPA Annual Conference, Toronto, ON.
- Nadon*, L. R., Frohlich*, J. R., **Daniels, L. M.**, Ross, S., Oswald, A., White, J. & Babenko, O. (2017, June). *Understanding Burnout in High-Achieving Students: An Achievement Goal Theory Perspective*. Poster presented at the CPA Annual Conference, Toronto, ON.
- Daniels, L. M.**, Le*, L., Goegan*, L. D., & Tze, V. M. C. (2017). *Your students are more bored than you: Strategies to support students emotions in your classroom*. Poster presentation at the Festival of Teaching and Learning, University of Alberta.
- Buhr*, E.E., Goegan*, L.D., **Daniels, L.M.**, & Vink*, K. (2016, June). *Attitudes toward help-seeking: Are domains the same?* Poster presented at 2016 Canadian Psychological Association, Victoria, BC.
- Frohlich*, J. & **Daniels, L.M.** (2016, June). *Why are students bored? The relationship between precursors to boredom and causal attributions*. Poster presented at 2016 Canadian Psychological Association, Victoria, BC.
- Goegan* L. D., **Daniels, L. M.**, Radil*, A. I., & Zhang, X. (2016, June). *A Person Centered Approach to Pre-service Teachers' Personal Responsibility*. Poster presented at 2016 Canadian Psychological Association, Victoria, BC.
- Le*, L. & **Daniels, L. M.** (2016, June) *Emerging adults' perceptions of intimacy and self disclosure*. Poster presented at the Canadian Psychological Association Convention, Victoria, BC
- Vink, K*, Radil*, A.I., Le*, L., & **Daniels, L.M.** (2016, June). *Reporting child exposure to abuse in Alberta: Teachers' familiarity with procedures*. Poster presented at the 77th Annual Canadian Psychological Association Convention, Victoria, BC.
- Atkinson*, E., **Daniels, L.**, Pei, J., & Vink*, K. (2015, June). *Preparing pre-service teachers to support children with FASD: An attributional retraining intervention*. Poster presented at the Canadian Psychological Association's 76th Annual Convention, Ottawa, ON.
- Buhr*, E. E., & **Daniels, L. M.** (2015, June). Cultural differences in motivation and online learning in a MOOC. In D. Cormier (Chair) *Motivation and engagement in massive open online courses: An examination of DINO101*. Symposium conducted at the Annual Convention of the Canadian Psychology Association, Ottawa, ON.
- Le*, L., Buhr, E., **Daniels, L. M.**, (2015, June). *What's your sext drive? Young women's experiences of sharing sexual content through communication technologies*. Poster presented at the Annual Convention of the Canadian Psychology Association, Ottawa, ON.
- McCaffrey*, A., Vargas Lascano*, D. & **Daniels, L. M.** (2015, June). Predicting grades and satisfaction in a MOOC : The roles of motivation and engagement. In D. Cormier (Chair) *Motivation and engagement in massive open online courses: An examination of DINO101*. Symposium conducted at the Annual Convention of the Canadian Psychology Association, Ottawa, ON.
- Vink*, K., Radil, A.I., & **Daniels, L.M.** (2015, June). *Balancing Autonomy and Control in School: Preservice Beliefs and Intended Practices*. Poster presented at the Annual Convention of the Canadian Psychology Association, Ottawa, ON.

- Vink*, K., & **Daniels, L.M.** (2015, June). University of Alberta's first MOOC: The success of dinosaur paleobiology 101. In D. Cormier (Chair) *Motivation and engagement in massive open online courses: An examination of DINO101*. Symposium conducted at the Annual Convention of the Canadian Psychology Association, Ottawa, ON.
- Zhang*, X., & **Daniels, L.M.** (2015, June). Trajectories of learning engagement in the MOOC context. In D. Cormier (Chair) *Motivation and engagement in massive open online courses: An examination of DINO101*. Symposium conducted at the Annual Convention of the Canadian Psychology Association, Ottawa, ON.
- Radil*, A.I., Buhr*, E., Atkinson*, E. & **Daniels, L.M.** (2014, June). *Preservice Teachers' Personal Responsibilities: Profiles and Beliefs*. Poster presented at the 2014 Annual Convention of the Canadian Psychology Association, Vancouver, BC.
- Atkinson*, E., Hutchison*, M., Radil*, A., Pei, J., & **Daniels, L.** (2013, June). *Causal attributions as predictors of teacher self-efficacy in working with students with three neurodevelopmental disorders: Implications for the development of an attributional retraining intervention*. Paper presented as part of a symposium at the Canadian Psychological Association 74th Annual Convention, Quebec City, Quebec.
- Hutchison*, M., Radil*, A., Atkinson*, E., Pei, J., & **Daniels, L.** (2013, June). *An examination of pre-service teachers' self-efficacy in working with students with three neurodevelopmental disorders*. Paper presented as part of a symposium at the Canadian Psychological Association 74th Annual Convention, Quebec City, Quebec.
- Radil*, A., Fitzgerald*, T.J., Wagner*, A.K. & **Daniels, L.M.** (2013, June). *The Motivated High School Student: PreService Teachers' Definitions*. Poster presented at the 74 Annual Convention of the Canadian Psychological Association, Quebec City, Quebec.
- Radil*, A.I., Wagner*, A.K., & **Daniels, L.M.** (2013, June). *Moving from Student to Teacher: An Exploration of PreService Teachers' Feelings of Autonomy-Support, Teaching Self-Efficacy and Intentions to be Autonomy-Supportive*. Poster presented at the 74 Annual Convention of the Canadian Psychological Association, Quebec City, Quebec.
- Radil*, A., Atkinson*, E., Hutchison*, M., Pei, J., & **Daniels, L.** (2013, June). *An examination of pre-service teachers' attributions about the causes of difficulties experienced by students with three neurodevelopmental disorders*. Paper presented as part of a symposium at the Canadian Psychological Association 74th Annual Convention, Quebec City, Quebec.
- Zhang*, X., McCaffrey*, A., Sehgal*, S., Klassen, R. & **Daniels, L.** (2013, June). *Goals, self-identity, and well-being among emerging adults*. Poster presented at the Canadian Psychological Association 74th Annual Convention, Quebec City, Quebec.
- Daniels, L. M.**, Mandzuk, D., Perry, R., & Moore* C. (2010, February). *The impact of teacher candidates' perceptions of their initial teacher education programs on career anxiety, efficacy and commitment*. Paper presented at the 2010 Western Canadian Association for Student Teaching (WestCAST) Conference, Lethbridge, AB.
- Huey*, E., Hladkyj, S., & **Daniels, L. M.** (2010, June). *Degree of social support among university students*. Poster presented at the annual meeting of the Canadian Psychological Association, Winnipeg, MB.
- Lejeune*, A., Poth, P., **Daniels, L. M.** (2010, May). *Examining pre-service teachers' knowledge, skills, attributes, experiences, and goals related to formative and summative classroom assessment*. Paper presented at the annual meeting of the Canadian Society for Studies in Education, Montreal, QB.
- Daniels, L. M.**, Mandzuk, D., Clifton, R., & Perry, R.P. (2008, May). *Looking down the road: A mixed-methods inquiry into teacher candidates' perceptions of their education program and preparedness to teach*. Paper presented at the Canadian Society for Studies in Education, Vancouver BC.
- Daniels, L. M.**, Haynes, T. L., Stupnisky, R. H., Clifton, R. A., & Perry, R. P. (2006, May). *Does career anxiety trump the positive effects of perceived control on preservice teachers' career certainty and competence?*. Paper presented at The Canadian Society for the Study of Education, Toronto, ON.

- Daniels, L. M.**, Stupnisky, R. H., & Haynes, T. L. (2006, May). *Can perceived control reduce preservice teachers' anxiety? A longitudinal study*. Roundtable presented at The Canadian Society for the Study of Education, Toronto, ON.
- Ross, S. & **van Winkel, L. M.** (2005, May). *An exploration of goal orientation and affect: evidence for the dispositional nature of goal orientations*. Poster presented at The Canadian Society for the Study of Education, London, ON.
- Ross, S., & **van Winkel, L.** (2004, May). *Goal orientation and emotion: correlations of goal orientation, ability beliefs, anxiety and depression*. Roundtable presented at The Canadian Society for the Study of Education, Winnipeg, MB.
- van Winkel, L.**, & Ross, S. (2004, May). *Emotion regulation and responses to success and failure*. Roundtable presented at The Canadian Society for the Study of Education, Winnipeg, MB.

NON-REFEREED SCHOLARLY DISSEMINATION

1. Invited addresses, knowledge translation, and professional development

- Daniels, LM.** (June 21, 2025). The social psychology of classroom assessment. *Alberta Social Psychology Conference, Calgary, AB*. [30 attendees]
- Daniels, LM.**, Beigman Klebanov, B., Thomas, J., Demmans Epp, C. (June 4, 2025). AI and Education Panel Discussion. *Ensuring Full Literacy Conference with Edmonton Public Libraries*. [40 attendees]
- Daniels, LM.** & Brady, M. (May 15, 2025). Discussing the Motivational Potential of Youth Psychological Assessment. *Workshop for Lakeland FASD*. [80 attendees].
- Daniels, LM.** (May 13, 2025). Assessment and Wellbeing: Solution Focused Approaches for Students and Instructors. *Invited Presentation at the Festival for Teaching and Learning, UAlberta*. [50 attendees].
- Daniels, LM.** (March 27, 2025). Harnessing Motivation & Emotion to Transform Educational Experiences. *Thompson Rivers University: The Psychology Lecture Series II*. [60-70 attendees].
- Daniels, L.M.** (November 7, 2023). *Intrinsically motivating assessment practices: What, Why, How?* Summit on Equity, Inclusion, and Assessment. [200+ attendees]
- Daniels, L.M.**, (January 27, 2022). *A critical turning point: Wellness as a framework for classroom assessment*. Advancing Assessment and Evaluation Conference. [200+ attendees]
- Daniels, L.M.** (June 1, 2021). *The Ups and Downs of Motivation: Pandemic Style*. Catholic Women's League. [68 attendees]
- Daniels, L.M.** (April 27, 2021). *Motivation (still) matters*. Human Resources Lunch and Learn Session. [89 attendees, evaluation linked [here](#)]
- Daniels, L.M.** (March 17, 2021). *The secret of structure: Creating space for intrinsic motivation in parenting*. University Infant Toddler Centre. [12 attendees]
- Daniels, L.M.** (January 26, 2021). *It's a page turner: Motivation and reading*. Edmonton and Calgary Public Libraries Kitchen Table Classroom. [68 attendees]
- Daniels, L.M.** (November, 17, 2020). *Motivation Matters*. Human Resources Lunch and Learn Session. [52 attendees, evaluation linked [here](#)]
- Daniels, L.M.** (December 10, 2019). *Preventing boredom in the classroom*. Podcast with the Centre for Teaching and Learning. Available at: https://www.podomatic.com/podcasts/teachingplus/episodes/2019-11-12T08_00_00-08_00
- Daniels, L. M.** (March 7, 2019). *Banishing Boredom: It takes both Instructors and Students*. Invited Lunch and Learn for the Centre for Teaching and Learning (CTL) [25 attendees]
- Daniels, L. M.** (March 1, 2019). *Motivating Cognitions and Conditions: aka the little engine that could and his mountain*. Invited Keynote for Dunlop Graduate Student Conference. [30 attendees]

- Daniels, L. M.** (June 28, 2018). *Teacher Motivation: A Promising Path to Supporting Teacher Wellness*. Invited Symposium presented at the International Congress of Applied Psychology, Montreal, QB. [invited organizer and session discussant]
- Daniels, L. M.** (March 31, 2017). *SMaRT: Student Motivation and Responsible Teachers, a program of research*. Invited address for Department of Psychology at UofA Colloquium. [35 students and faculty members]
- Daniels, L. M.,** McFeetors, J., Rinaldi, C. M., Prudhomme-Genereux, & Bawden, J. (March 23, 2017). *Parents and Children: Mathematics, Autonomy, and iNterest*. Poster presented at Faculty of Education Engage Conference. <https://bit.ly/2Fd7aeV>
- Daniels, L. M.** (March 6, 2017). *Adolescent Cognition and Motivation*. Invited Professional Development session for St. Joseph's High School. [50 teachers]
- Daniels, L. M.** (August, 2017). RSA Emotions Video. [Linked here](#).
- Daniels, L. M.** (December 4, 2016). *Adolescent Cognition*. Presentation to Youth Leadership at McKernan Baptist Church. [18 leaders]
- Gouglas, S., **Daniels, L.M.,** deJong, E., Holmes, D., McCaffrey, A., & Schwab, S. (March 25, 2015). *Encouraging Engagement in Large and Extra, Extra Large Courses*. Université de Montréal.
- Daniels, L. M.** (February 9, 2010). *Achievement Goals in Preservice Teachers: A Program of Research*. Ludwig-Maximilians-Universität. [21 students and faculty members]
- Daniels, L. M.,** (February 11, 2010). *Achievement Goals in Undergraduate Students*. Ludwig-Maximilians-Universität graduate student address. [9 students]
- Daniels, L. M.** (December 10, 2007). *Student teachers' perceptions of their B.Ed. program and preparedness to teach*. Faculty of Education Review Board, University of Manitoba.

2. Workshops

- Daniels, L. M.** (2024, August 26). *Supporting an Environment for Student Motivation*. Presentation for Faculty of Graduate and Postdoctoral Studies Teaching Development Week. [~86 attendees]
- Daniels, L. M.** (2024, January 8). *Motivating Classrooms*. Presentation for Faculty of Graduate and Postdoctoral Studies Teaching Development Week. [~67 attendees]
- Daniels, L. M.** (2023, January). *Motivating Classrooms*. Presentation for Faculty of Graduate Studies Teaching Development Week. [82 registrations]
- Daniels, L. M.** (2023, January). *Motivating Classrooms*. Presentation for Faculty of Graduate Studies Teaching Development Week. [82 registrations]
- Daniels, L. M.** (August, 2021). *Making Pedagogical and Assessment Decisions that Prioritize Students' Intrinsic Motivation*. European Association for Learning and Instruction, Remote Conference. [18 participants]
- Daniels, L. M.** (June, 2019). *From syllabus to final grades: A wrap-around workshop to support student motivation*. Canadian Society for Studies in Education, Vancouver, BC. [18 participants]
- Daniels, L. M.** (August, 2017). *Student motivation: Elusive concepts or tangible outcome?* Presentation at the U of A's Leadership Summer School. [11 Principals]
- Daniels, L. M.** (2017, January). *Motivating Classrooms*. Presentation for Faculty of Graduate Studies Teaching Development Week. [118 registrations]
- Daniels, L. M.** (2016, January). *Motivating Classrooms*. Presentation for Faculty of Graduate Studies Teaching Development Week. [120 registrations]
- Daniels, L. M.** (2015, August). *Motivating Classrooms*. Presentation for Faculty of Graduate Studies Teaching Development Week. [112 registrations]
- Daniels, L. M.** (2013, August). *Motivating Classrooms*. Presentation for Faculty of Graduate Studies Teaching Development Week. [106 registrations]

- Daniels, L. M.** (2011, October). *Boredom: What it is and how to fight it*. Video conference with Wilwood School.
- Poth, C., & **Daniels, L. M.** (2009, October). *Adjusting the compass: Navigating classroom assessment strategies*. Alberta Assessment Consortium annual conference, Edmonton, AB.
- Poth, C., & **Daniels, L. M.** (2009, November). *Creating quality exams for large classes*. Rehabilitative Medicine. Edmonton, AB.
- Ross, S. P., **Daniels, L. M.**, Madill, L., & Tanaka, M. (2008, May). *Funding your studies: A student perspective on SSHRC application writing*. Workshop presented at the Canadian Society for Studies in Education, Vancouver, BC.

3. Media

- LLLP Talk, European Lifelong Learning Platform (November 4, 2021). Assessment and Wellbeing. Podcast. Available at: <https://podcasters.spotify.com/pod/show/lllplatform/episodes/LLLTalk---S02E02---Assessment-and-wellbeing-e19ot0m/a-a6r2iin>
- Daniels, LM (July 13, 2021). Risking the love of learning: Considering motivation in the draft curriculum. Available at: <https://alberta-curriculum-analysis.ca/risking-the-love-of-learning-considering-motivation-in-the-draft-curriculum/>
- City News, Edmonton (May 26, 2020). *COVID-19 and Summer Plans* interview with Courtney
- CBC Edmonton (May 26, 2020) *Radio Active: Saving Summer Vacation* pre-recorded interview with Rod Kurtz.
- University of Alberta, Folio (May 25, 2020). *How to save your summer vacation from COVID-19* interview with Bev Betkowski. Available at <https://www.folio.ca/how-to-save-your-summer-vacation-from-covid-19/>
- Avenue Magazine, Edmonton (June 28, 2019) *How families can make the most of their summer time together*. (Interview with Cory Schachtel) Available at: <https://www.avenueedmonton.com/city-life/how-families-can-make-the-most-of-their-summer-time-together/>
- University of Alberta, Information Services and Technology (January 18, 2019). *Hey Lia, How do you Google?* (interview with Sheena Moore). Available at: <https://ist.ualberta.ca/blog/between-ug/hey-lia-%E2%80%94-how-do-you-google>
- CBC Edmonton (September 6, 2016) *How to keep kids motivated at school* (Live interview with Mark Connolly).
- CBC Edmonton (August 30, 2016). *Back to school boredom* (Live interview with Mark Harvey)
- Illuminate. (December 10, 2015). *SMaRT thinking about motivating students*. (Interview with Scott Lingely). Available at: <https://illuminate.ualberta.ca/content/smart-thinking-about-motivating-students>
- Illuminate. (November 5, 2013). *Dr. Lia Daniels: Motivation in Education*. (Interview with Faculty of Education). Available at: <https://illuminate.ualberta.ca/content/dr-lia-daniels-motivation-education>
- CBC radio (September 9, 2013) *Class Size* (Live interview with Mark Harvey)
- Livescience (October 9, 2013) *Shutdown science: Furloughed workers feel the burden of boredom*. (with Stephanie Pappas)
- Interview for *AB School Counsellor* (December 15, 2013) *Feel-bad Education?* (with Jillian Mitchell)
- CBC Edmonton (August 30, 2011). *Coping with Boredom* (Live interview with Mark Harvey)
- University of Alberta Folio (August 31, 2011). *Overcoming Boredom* by Jamie Hanlon
- 630 CHED (September 2, 2011) *Coping with Boredom* (Pre-recorded interview with Peter Watts)

TEACHING EXPERIENCE

1. Undergraduate

Adolescent Development and Learning – blended delivery (EDPY 304)

Adolescent Development for Educators (EDPY 404)

Classroom Assessment (EDPY 303)

2. Graduate

Introduction to Educational Research (EDPY 501)

Advanced Child and Adolescent Development (EDPY 517)

Selected Topics in Human Development: Development of Emotions (EDPY 609)

Achievement Motivation (EDPY 616)

Advanced Doctoral Research Seminar (EDPY 601)

SERVICE**1. University Service**

2025-2028	Centre for Teaching and Learning Scholar
2024-2027	General Appeals Committee
2022	Invited Member of Panel of SSHRC Peer Reviewers for the UAlberta College of Social Sciences and Humanities (CSSH)
2022-2024	Consultation regarding SPOT survey validation and evaluation
2022-2027	President's Review Committee
2021-2022	President's Advisory Committee on Senior Academic Appointments
2021-2026	Director, Centre for Research in Applied Measurement and Evaluation
2020-2023	Graduate Academic Affairs Committee
2021-2022	Faculty Evaluation Committee - EDI working group
2020-2022	Faculty Evaluation Committee
2019	Faculty Evaluation Committee - Standards Revisions Working Group
2018-2019	Faculty Evaluation Committee
2018 - 2019	Faculty Annual Report (FAR) Working Group
2017 Jan - April	Education Electives Working Group
2015 July – 2019	Associate Chair Undergraduate Program for Dept. of Ed Psych
2014	EDU 100 Working Group
2014 Jan – July	Associate Chair Undergraduate Program for Dept. of Ed Psych
2013-July 2014	Psychological Studies in Education Area Coordinator
2011-present	Director, Alberta Consortium of Motivation and Emotion (ACME)
2011-2012	Professional terms visioning committee
2009-2012	Advisor for the Educational Psychology minor
2009-2012	Association of Academic Staff, EDPY Representative
2009-2010	Educational Psychology Participant Pool Start-up Committee, coordinator
2008-2010	Undergraduate Implementation Ad Hoc Committee

2. Academic Service

2021	Canada Research Chair Application Reviewer
2017 - present	Editorial Review Board, <i>Frontiers: Educational Psychology</i>
2017 - present	Editorial Review Board, <i>Canadian Journal of School Psychology</i>
2015	Promotion review (University of North Dakota)
2013 - present	Editorial Review Board, <i>Alberta Journal of Educational Research</i>

2012 - present	Editorial Review Board, <i>European Journal of Educational Research</i>
2009 - present	Ad-hoc reviewing: Alberta Journal of Educational Research, British Journal of Educational Psychology, Contemporary Educational Psychology, Internet and Higher Education, Journal of Educational Psychology, Learning and Individual Differences, Canadian Journal of Behavioural Science, Journal of Studies in Educational Evaluation, Teaching and Teacher Education, AERA annual meetings,

STUDENT SUPERVISION

1. Current Graduate Thesis Supervision (Year admitted)

Julia Farmer, PhD student (2019)
 Bryce Dueck, Ph.D. student (2021)
 Sierra Tulloch, Ph.D. student (2022)
 Tetiana Polishchuk, PhD. student (2022)
 Kendra Walls, Ph.D. student (2023)
 Adam Beeby, Ph.D. student (2024)
 Amanda Wagner, Ph.D. student (2024)
 Michelle Brady, Ph.D. student (2025)
 Dianne Kim, MEd. student (2025)
 Malina Ram, MEd student (2025)

2. Thesis Students Supervised to Completion

Michelle Brady, M.Ed. student (2023)
 Tessa Pollit, completed M.Ed. (2025)
 Devon Chazan, completed PhD (2024)
 Gabrielle Pelletier, completed PhD (2024)
 Talia Schatz, completed M.Ed. August 2023
 Kendra Walls, completed M.Ed. August 2023
 Sierra Tulloch, completed M.Ed. August 2022
 Bryce Dueck, completed M.Ed. July 2021
 Adam Beeby, completed honour's thesis April 2021
 Lily Le, completed PhD March 2021
 Lauren Goegan, completed PhD May 2020
 Devon Chazan, completed M.Ed. June 2019
 Julia Farmer, completed M.Ed. August 2019
 Gabrielle Pelletier, completed M.Ed. July 2019
 Katherine Vink, completed PhD March 2019
 Erin Buhr, completed PhD January 2019
 Lindsey Nadon, completed M.Ed. July 2018
 Mackenzie Lees, completed M.Sc. May 2018
 Erin Atkinson, completed PhD April 2017
 Jona Frohlich, completed MEd June 2017
 Amanda Radil, completed PhD June 2017
 Zoey Zhang, completed PhD January 2016
 Lily Le, completed M.Ed. November 2015
 Justin Durante, completed M.Ed. November 2015

Tracy Durksen, completed PhD June 2015
Virginia Tze, completed PhD December 2014
Amanda Wagner, completed M.Ed. August 2013
Amanda Radil, completed M.Ed. June 2012
Erin Atkinson, completed M.Ed. June 2012
Jenifer Fontaine, completed PhD June 2012

3. External Arm's Length Doctoral Examiner

Diane Lee (USC), May 2025
Bronwyn Bell (UNSW), June 2023
Helena Granziera (UNSW), May 2022
Jennifer Hunter (York), December 2018
Amanda Jarrell (McGill), June 2018
Samira S. L. Moumne (McGill), December 2017
Rebecca Collie (UBC), January 2014

4. Post-doctoral Fellows

Dr. Lauren Goeagan (PhD UAlberta), July 2020 - July 2021
Dr. Patti Parker (PhD UManitoba), July 2020 - July 2022