Curriculum Vitae

EMILY GROSSNICKLE PETERSON

Assistant Professor
American University, School of Education
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PROFESSIONAL POSITIONS

2017-present **Assistant Professor**
American University, Washington, DC
School of Education

2015-2017 **Post-Doctoral Scholar, Cognitive/Educational Neuroscience**
Project: Cognitive and Neural Indicators of School-Based Improvements in Spatial Problem Solving (NSF-funded)
Advisors: Robert Kolvoord (James Madison University), Adam Green (Georgetown University), David Uttal (Northwestern University)

EDUCATION and TRAINING

2015 **PhD, Human Development and Quantitative Methodology**
University of Maryland, College Park, MD
Specialization: Educational Psychology
Advisor: Dr. Patricia A. Alexander

2013 **MA, Educational Measurement and Statistics**
University of Maryland, College Park, MD
Advisor: Dr. Laura Stapleton

2008 **BA, Psychology & BM, Music Performance**
Towson University, Towson, MD
Summa cum laude

FUNDING

External Funding Awards

2023-2028 National Science Foundation CAREER Award, *CAREER: Investigating Curiosity-Driven Visual Processing during Science Learning*, (role: PI, total amount awarded: $1,387,687).

2022-2023 National Academy of Education/Spencer Foundation Research and Development Award, *Sparking Middle School Students' Curiosity to Explain Scientific Phenomena: The Impact of Curiosity-Driven Question Asking on Visual Information Seeking and Mental Imagery* (role: PI, awarded $5000).

2017-2019 American Psychological Association Division 15 Early Career Award, *The Function of Gesture as a Support for Spatial Thinking in Science* (role: PI, awarded $6,000)

Internal Funding Awards

2018-2019 American University Faculty Research Support Grant (FRSG), *Development of a Classroom Observation Tool to Evaluate Spatial Learning Environments* (role: PI, awarded $15,500)

Unfunded Applications

2022-2027 National Science Foundation AISL (Advancing Informal STEM Learning) program, *Designing and Evaluating Interactive Holographic Transformative NSF: Experiences to Support Curiosity-Driven Question Asking in Science* (role: co-PI, total amount requested: $2,999,788), not funded.

2021-2022 National Academy of Education/Spencer Foundation Postdoctoral Fellowship, *Does Sparking Curiosity Change How Students Learn Science?: The Impact of Question-Generation on Adolescents' Visual Information Seeking and Mental Imagery,* not funded

2020-2023 Spencer Large Research Grant, *Spatial Skills and Achievement in K-12 Science and Engineering: A Meta-Analysis* (role: Co-PI, requested: $422,228; Selected for finalist round, not funded (<10% selected as finalists; <2.5% funded)

SCHOLARLY PUBLICATIONS

**Former name:* Grossnickle*; Current name:* Peterson
+ denotes graduate student co-author at time of publication
^ denotes undergraduate student co-author at time of publication

Refereed Journal Articles

1. Kolvoord, R., & **Peterson, E. G.** (accepted, 2023). Can GIS use in high school bolster college geography enrollments? The case of the Geospatial Semester. *Journal of Geography in Higher Education.*

2. +Cortes, R. A., Colaizzi, G. A., Dyke, E. L., **Peterson, E. G**., Walker, D. L., Kolvoord, R. A., Uttal, D. H., & Green, A. E. (2023). Individual differences in parietal and premotor activity during spatial cognition predict figural creativity. *Creativity Research Journal, 35,* 23-32.

3. +Cortes, R. A. **Peterson, E. G.,** Kraemer, D. J., Kolvoord, R. A., Uttal, D. H., Dinh, N., Weinberger, A. B., +Daker, R. J., Lyons, I. M., Goldman, D., & Green, A. E. (2022). Transfer from spatial education to verbal reasoning and prediction of transfer from learning-related neural change. *Science Advances, 8*(32).

4. **Peterson, E. G.** (2020). Supporting curiosity in schools and classrooms. *Current Opinion in Behavioral Sciences, 35,* 7-13.

5. **Peterson, E. G.,** Kolvoord, R., Uttal, D. H., & Green, A. (2020). High school students' experiences with Geographic Information Systems and factors predicting enrollment in the Geospatial Semester. *Journal of Geography, 119*(6), 238-247.

6. **Peterson, E. G.,** +Weinberger, A. B., Uttal, D. H., Kolvoord, B., & Green, A. E. (2020). Spatial activity participation in childhood and adolescence: Consistency and relations to spatial thinking in adolescence. *Cognitive Research: Principles and Implications, 5*(1), 43.

7. **Peterson, E. G.**, & Alexander, P. A. (2020). Navigating print and digital sources: Students' selection, use, and integration of multiple sources across print and digital mediums. *Journal of Experimental Education, 88*(1), 27-46.

8. Muenks, K. M., **Peterson, E. G.,** Kolvoord, R., Green, A., & Uttal, D. (2020). Parents' beliefs about high school students' spatial abilities: Gender differences and associations with parent encouragement to pursue a STEM career and students' STEM career intentions. *Sex Roles, 82,* 570–583.

9. **Peterson, E. G.**, & ^Cohen, J. (2019). A case for domain-specific curiosity in mathematics. *Educational Psychology Review, 31*(4), 807-832.

10. List, A., **Peterson, E. G.,** Loyens, S. M. M., & Alexander, P. A. (2018). The role of educational context in students' beliefs about knowledge, information, and truth: An exploratory study. *European Journal of Psychology of Education, 33,* 607-705.

11. **Grossnickle, E. M.** (2016). Disentangling curiosity: Dimensionality, definitions, and distinctions from interest in educational contexts. *Educational Psychology Review, 28*(1), 23-60.

12. **Grossnickle, E. M.,** Dumas, D., Alexander, P. A., & Baggetta, P. (2016). Individual differences in the process of relational reasoning. *Learning & Instruction, 42,* 141-159.

13. Alexander, P. A., Dumas, D., **Grossnickle, E. M.,** List, A., & Firetto, C. (2016). Measuring relational reasoning. *Journal of Experimental Education, 84*(1), 119-151.

14. List, A., **Grossnickle, E. M**., & Alexander, P. A. (2016). Profiling students' multiple source use by question type. *Reading Psychology, 37*(5), 753-797.

15. List, A., **Grossnickle, E. M.,** & Alexander, P. A. (2016). Undergraduate students' justifications for source selection in a digital academic context. *Journal of Educational Computing Research, 54*(1), 22-61.

16. Loughlin, S. M., **Grossnickle, E. M.**, Alexander, P. A., Dinsmore, D. L., Fox, E. (2015). "Reading" paintings: Evidence for trans-symbolic and symbol-specific comprehension processes. *Cognition and Instruction, 33*(3), 257-293.

17. **Grossnickle, E. M.,** List, A., & Alexander, P. A. (2014). Elementary- and middle-school students' beliefs about knowledge, information, and truth. *Journal of Experimental Education.* doi: 10.1080/00220973.2014.919571

18. Dumas, D., Alexander, P. A., & **Grossnickle, E. M.** (2013). Relational reasoning and its manifestations in the educational context: A systematic review of the literature. *Educational Psychology Review, 25,* 391-427.

19. Alexander, P. A., & **the Disciplined Reading and Learning Research Laboratory**. (2012). Reading into the future: Competence for the 21st century. *Educational Psychologist, 47,* 259-280.

20. Alexander, P. A., Winters, F. I., Loughlin, S. M., & **Grossnickle, E. M**. (2012). Students' conceptions of knowledge, information, and truth. *Learning and Instruction, 62,* 1-15.

Invited Commentaries

21. **Peterson, E. G.**, & Hidi, S. (2019). Curiosity and interest: Current perspectives [Introduction to special issue]. *Educational Psychology Review, 31*(4), 781-788.

Edited Volumes

Peterson, E. G., & Hidi, S. (2019). Curiosity and interest. Special issue of *Educational Psychology Review, 31*.

Chapters in Edited Volumes

22. Alexander, P. A., **Peterson, E. G.**, Dumas, D., & Hattan, C., (in press). A retrospective and prospective examination of cognitive strategies and academic development: Where have we come in twenty-five years? In A. O'Donnell (Ed.), *Handbook of educational psychology.* Oxford, UK: Oxford University Press. Online publication date: May 2018

23. **Peterson, E. G.,** & Haverback, H. R. (2018). The promise of the Model of Domain Learning for teaching and learning in secondary classrooms. In D. Dinsmore & H. Fives (Eds.), *The Model of Domain Learning: Understanding the development of expertise* (pp. 125-144). New York: Routledge.

24. **Peterson, E. G.,** Alexander, P. A., & List, A., (2017). The argument for epistemic competence. In B. Moschner, A. Anschütz, & H. Gruber (Eds.). *Wissen und Lernen: Wie epistemische Überzeugungen Schule, Universität und Arbeitswelt beeinflussen* (Knowledge and learning in the perspective of learners and instructor: How epistemic beliefs influence school, university, and the workplace) (pp. 255-270). Berlin: Waxmann Verlag.

25. Dinsmore, D. L., **Peterson, E. G**., & Dumas, D. (2016). Learning to study strategically. In R. E. Mayer & P. A. Alexander (Eds.), *Handbook of Research on Learning and Instruction* (pp. 207-232). New York: Routledge.

26. Alexander, P. A., & **Grossnickle, E. M.** (2016). Positioning interest and curiosity within a model of academic development. In K. Wentzel, & D. Miele (Eds.), *Handbook of motivation at school* (2nd ed.) (pp. 188-208). New York: Routledge.

27. Alexander, P. A., **Grossnickle, E. M**., & List, A., (2014). Navigating the labyrinth of teacher motivation and emotion. In P. W. Richardson, S. Karabenick, & H. Watt (Eds.), *Teacher motivation: Theory and practice* (pp. 150-163). New York: Routledge.

28. Alexander, P. A., Dinsmore, D. L., Fox, E., **Grossnickle, E. M**., Loughlin, S. M., Maggioni, L., Parkinson, M. M., & Winters, F. I. (2011). Higher-order thinking and knowledge: Domain-general and domain-specific trends and future directions. In G. Schraw, & D. Robinson (Eds.), *Assessment of higher order thinking skills* (pp. 47-88). Charlotte, NC: Information Age Publishers.

Manuscripts Under Review

Peterson, E. G. & Zengilowski, A. N. (under review). *Teachers' perceptions of expectancy, value, and cost for supporting student emotions in K-12 classrooms.*

+Pilato, J., **Peterson, E. G.,** & Anderson, A. (revise and resubmit, under review). *Spatial Thinking Activities in PK-12 Classrooms: Predictors of Teachers' Activity Use and a Framework for Classifying Activity Types.*

Lyu, B., Peterson, E. G., & List, A. (revise and re-submit under review). *Using PowerPoints to assess students' learning from multiple resources.*

Manuscripts In Preparation

Bresnahan, C., **Peterson, E. G.,** & Hattan, C. (in preparation). *Why teachers might choose a neuromyth: The relationships among beliefs about learning styles, educational priorities, and instructional decisions.*

Hattan, C., **Peterson, E. G.,** & K. (in preparation). *Revising teacher candidates' knowledge and beliefs about learning styles.*

Pilato, J. A., & **Peterson, E. G.** (in preparation). *Socioeconomic status moderates students' processing across verbal and visual modalities during science learning.*

NATIONAL AND INTERNATIONAL PRESENTATIONS

Pilato, J. A., & **Peterson, E. G.** (2023, August). *The Impact of a Gesturing Intervention on Performance and Mental Effort in Chemistry Problem Solving.* Poster to be presented at the annual meeting of the American Psychological Association, Washington, DC.

Peterson, E. G. (2023, April). *Sparking Middle School Students' Curiosity to Explain Scientific Phenomena: A Proposed Investigation of Visual Processes*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Bresnahan, C., **Peterson, E. G.,** & Hattan, C. (2022, July). *Why Teachers Might Choose a Neuromyth: The relationships among beliefs about learning styles, educational priorities, and instructional decisions.* Poster presented at the bi-annual conference of the International Mind, Brain and Education Society, Montreal, Canada.

Pilato, J. A., & Peterson, E. G. (2022, July). *Socioeconomic Status Moderates Students' Processing Across Verbal and Visual Modalities in Science Education.* Poster presented at the bi-annual conference of the International Mind, Brain and Education Society, Montreal, Canada.

Pilato, J. A., Peterson, E. G., & Anderson, A. (2022, July). *Teachers' Use of Classroom Activities That Promote Spatial Thinking: An Investigation into Predictors of Use and Content of Spatial Activities.* Poster presented at the bi-annual conference of the International Mind, Brain and Education Society, Montreal, Canada.

Peterson, E. G., & Uttal, D. H. (2022, July). *Supporting Students as Confident and Capable Spatial Problem Solvers: Impacts of the Geospatial Semester*. Paper presented in R. Kolvoord (chair), The Impact of GIS On Student Spatial Thinking [symposium] at the bi-annual meeting of the International Geographical Union (IGU), Virtual meeting.

Lyu, B., **Peterson, E.,** & List, A. (2022, July). *Using PowerPoint to Assess Students' Learning from Multiple Texts.* Paper presented at the annual meeting of the Society for Text and Discourse, Virtual meeting.

Smith, M., Sosa, D. J., & **Peterson, E. G.** (2022, May). *Parents' Beliefs about Children's Spatial Abilities: Relations to Children's Beliefs and Differences by SES and Sex.* Poster presented at the annual meeting of the Association for Psychological Science, Chicago, IL.

Peterson, E. G., & Zengilowski, A. (2022, April). *An Expectancy-Value-Cost Approach to Understanding Teachers' Perceptions of Curiosity in K–12 Classrooms*. Paper presented in E. G. Peterson (chair), Supporting student curiosity: Classroom-based research and implications for practice [symposium] at the annual meeting of the American Educational Research Association, San Diego, CA.

Peterson, E. G. (2021, August). *Individual Differences in Rate of Improvement during a Spatial Task Predicts Future Spatial Learning*. Paper presented at the bi-annual conference of the European Association for Research on Learning and Instruction (EARLI), Virtual.

Peterson, E. G., & Kolvoord, B. (2021, August). *Developing Spatial Thinking in Secondary Education: Evidence from the Geospatial Semester.* Paper presented at the bi-annual Spatial Cognition conference, Virtual.

Peterson, E.G. (2021, June). *Spatial Skills go to the Classroom: Understanding Teachers' Roles in Developing Students' Spatial Skills.* Poster to be presented at the bi-annual convention of the International Mind, Brain and Education Society, Montreal, Canada. [conference cancelled].

Godinez, D., Pilato, J., & **Peterson, E. G**. (2021, May). *The Role of Problem Attributes in Adolescent Mental Rotation: An Analysis Using Mixed Effect Models.* Poster presented at the annual conference of the Association for Psychological Science, Virtual.

Carlson, E., Kroner, B., Pilato, J., & **Peterson, E. G**. (2021, May). *The Role of Spatial Ability in the Development of Scientific Drawing.* Poster presented at the annual conference of the Association for Psychological Science, Virtual.

Pilato, J., & **Peterson, E. G.** (2021, April). Poster presented at the bi-annual conference of the Society for Research in Child Development, Virtual.

Peterson, E. G., Weinberger, A. B., Uttal, D. H., Kolvoord, B., & Green, A. E. (2021, March). *Spatial activity participation in childhood and adolescence: Consistency and relations to spatial thinking in adolescence.* Poster to be presented at the bi-annual conference of the Society for Research in Adolescence, San Diego, CA.

Peterson, E., & Anderson, A. (2020, August). *Teachers' Beliefs about Spatial Ability Predict Incorporation of Spatial Thinking in K-12 Classrooms.* Poster to be presented at the Annual Convention of the American Psychological Association, Washington, DC.

Anderson, A., Pilato, J., & **Peterson, E.** (2020, February). *Relationship between visual arts learning and spatial thinking skills: A comparison of disciplinary classroom contexts.* Paper presentation at the 2020 Council for Exceptional Children (CEC) Annual Convention & Expo, Portland, OR.

Anderson, A., Pilato, J., & **Peterson, E.** (2020, February). *Investigating teachers' spatial thinking skills in K-12 classroom settings*. Poster presentation at the 2020 Council for Exceptional Children (CEC) Annual Convention & Expo, Portland, OR.

Peterson, E. G., Kolvoord, R., Uttal, D., Dinh, N., Weinberger, A., & Green, A. (2019, April). *Prior Technology Exposure Impacts High School Students' Enrollment and Outcomes in a Technology-Rich Geospatial Science Course*. Paper presented at the annual meeting of the American Educational Research Association conference, Toronto, Canada.

Peterson, E. G., Dinh, N., Weinberger, A., Cortes, R., Daker, R., Kolvoord, R., Uttal, D., & Green, A. (2018, September). *Cognitive and neural indicators of spatial thinking: Effects of a high school geoscience course.* Poster presented at the meeting of the International Mind, Brain and Education Society, Los Angeles, CA.

Bresnahan, C., & **Peterson, E. G.** (2018, September). *Cognitive processes and gesture during spatial thinking.* Poster presented at the meeting of the International Mind, Brain and Education Society, Los Angeles, CA.

Carlini, Z., Hanifah, D., **Peterson, E. G.,** Anderson, A., & Belson, S. I. (2018, September). *Teachers' facilitation of spatial thinking in the classroom: Development of an observation tool.* Poster presented at the meeting of the International Mind, Brain and Education Society, Los Angeles, CA.

Peterson, E. G., Uttal, D., Kolvoord, R., & Green, A. (2018, September). *Individual differences in the improvement of spatial thinking following a high-school geoscience course*. Paper presented at the meeting of the International Conference on Spatial Cognition, Rome, Italy.

Peterson, E. G., Dumas, D., Man, K., Uttal, D., Kolvoord, R., & Green, A. (2018, September). *Latent factors of mental rotation accuracy and speed: An item response theory analysis.* Poster presented at the meeting of the International Conference on Spatial Cognition, Rome, Italy.

Kolvoord, R., **Peterson, E. G.,** Uttal, D., & Green, A. (2018, September). *Cognitive and motivational changes in adolescents' spatial thinking: Effects of the Geospatial Semester.* Poster presented at the meeting of Spatial Cognition, Tuebingen, Germany.

Muenks, K. M., & **Peterson, E. G.** (2018, August). *Parents' beliefs about students' spatial abilities predict students' intentions to major in STEM.* Paper presented at the annual meeting for the International Conference on Motivation, Aarhus, Denmark.

Peterson, E. G. (2018, August). *Unpacking the epistemic components of epistemic curiosity.* Paper presented at the annual meeting for the International Conference on Motivation, Aarhus, Denmark.

Haverback, H. R., & **Peterson, E. G.** (2018, April). *The promise of the Model of Domain Learning for teaching and learning in secondary classrooms.* Paper presented at the annual meeting for the American Educational Research Association in New York, NY.

Peterson, E. G., Mendez, P., Sweetser, B., Dinh, N., Kolvoord, R., Uttal, D. H., & Green, A. (2017, October). Structural plasticity in parietal cortex associated with real-world classroom education. Poster presented at the annual meeting of the Society for Neuroscience, Washington, DC.

Cortes, R., Mendez, P., **Peterson, E. G,** Kolvoord, R., Uttal, D., Goldman, D. & Green, A. (2017, May). Gender differences in spatial ability among adolescents. Poster presented at the 29th Association for Psychological Sciences Annual Convention in Boston, MA.

Peterson, E. G., & Alexander, P. A. (2017, April). Exploring the boundaries between curiosity and interest. In K. A. Renninger (chair), *Curiosity and interest: Clarifying the relationship*. Symposium conducted at the annual meeting of the American Educational Research Association, San Antonio, Texas.

Hollenbeck, E., Uttal, H. D. Kolvoord, **Peterson, E. G.,** Green (2017, April). Promoting the development of higher level spatial thinking with Geographic Information Systems instruction. In B. Kolvoord (chair), *Supporting spatial thinking to enhance STEM learning.* Symposium conducted at the annual meeting of the American Educational Research Association, San Antonio, Texas.

Peterson, E. G., Kolvoord, R., Kraemer, D. J. M., Uttal, D. H., Goldman, D., & Green, A. (2017, March). *Training spatial thinking in the high school classroom impacts cognitive and neural correlates of verbal relational reasoning*. Paper presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.

Peterson, E. G., Kolvoord, R., Uttal, D. H., Goldman, D., Hollenbeck, E., Kraemer, D. J. M., & Green, A. (2016, September). *Spatial thinking in the high school classroom: Cognitive and neural effects of the Geospatial Semester*. Paper presented at the conference of the International Mind, Brain and Education Society, Toronto, Canada.

Peterson, E. G., Green, A., Kolvoord, R., Goldman, D., Hollenbeck, E., & Uttal, D. (2016, August). *Childhood and adolescent spatial activities, spatial ability, and spatial habits of mind*. Paper presented at the conference on Spatial Cognition, Philadelphia, PA.

Peterson, E. G., Goldman, D., Uttal, D., Kolvoord, R., & Green, A. (2016, August). *The role of spatial ability in spatial and non-spatial syllogistic reasoning*. Paper presented at the conference on Spatial Cognition, Philadelphia, PA.

Grossnickle, E. M., & Singer, L. M. (2016, April). Students' preferences for and use of sources across print and digital mediums. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

Grossnickle, E. M., & Alexander, P. A. (2016, April). When students conduct research with images and text: The role of knowledge and interest in source integration. In S. M. Loughlin (Chair), *Comprehension and integration of text, visual, and multimedia sources*. Symposium conducted at the annual meeting of the American Educational Research Association, Washington, DC.

Uttal, D. H., Kolvoord, B., Green, A., **Grossnickle, E. M.**, & Hollenbeck, E. (2016, April). Using geographic information systems to promote spatially based problem solving. In E. M. Grossnickle (Chair), *Lessons learned about increasing mathematics achievement through spatial instruction*. Symposium conducted at the annual meeting of the American Educational Research Association, Washington, DC.

Grossnickle, E. M. (2016, April). *The role of interest and curiosity in students' selections of print and online sources.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

List, A., & **Grossnickle, E. M.** (2014, August). *Navigating multiple sources: An examination of source access order and the role of question type.* Paper presented at the annual meeting of the American Psychological Association, Washington, DC.

Grossnickle, E. M., List, A., & Alexander, P. A. (2014, April). *Undergraduate students' beliefs about knowledge, information, and truth*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia.

List, A., & **Grossnickle, E. M.** (2014, April). *Impact of interest and prior knowledge on multiple source use*. In M. T. McCrudden (Chair), Situating the "who" in multiple source use: What do learners' characteristics reveal about online processing? Symposium conducted at the annual meeting of the American Educational Research Association, Philadelphia.

Baggetta, P., Dumas, D., & **Grossnickle, E. M.** (2013, April). *Deconstructing relational reasoning*. In J. M. Kulikowich (Chair), Exploring and leveraging relational thinking for academic performance. Symposium conducted at the annual meeting of the American Educational Research Association, San Francisco.

Dumas, D., **Grossnickle, E. M.**, & Alexander, P. A. (2013, April). *Relational reasoning and its manifestations in the educational context: A systematic review of the literature*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Grossnickle, E. M., List, A., & Alexander, P. A., (2013, April). *Elementary-school and middle-school students' conceptions of knowledge, information, and truth.* In J. A. Greene (Chair), *Children's and adolescents' epistemic beliefs.* Symposium conducted at the annual meeting of the American Educational Research Association, San Francisco.

List, A., **Grossnickle, E. M.,** & Alexander, P. A. (2013, April). *Students' justifications for source selection in a digital academic context.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

List, A., **Grossnickle, E. M**., & Alexander, P. A., (2012, September). *Students' source selections, justifications, and evaluations when responding to different question types.* International Conference on Conceptual Change, Trier, Germany.

Grossnickle, E. M., List, A., & Alexander, P. A., (2012, July). *Beliefs about inquiry and multiple source navigation: Are more competent beliefs always the best guide?* Society for Text and Discourse, Montreal, Canada.

List, A., **Grossnickle, E. M**., & Alexander, P. A., (2012, July). *"I was looking for the answer:" A critical examination of multiple source use.* Society for Text and Discourse, Montreal, Canada.

List, A., **Grossnickle, E. M.,** & Alexander, P. A., (2012, July). *"It was first:" Examining the impact of domain and question type on search and source selection.* Society for Text and Discourse, Montreal, Canada.

List, A., **Grossnickle, E. M.,** & Alexander, P. A., (2012, August). *"Wikipedia is unreliable, but I use it anyway:" Students' justifications for source selection and evaluation.* The annual meeting of the American Psychological Association, Orlando.

List, A., **Grossnickle, E. M.,** & Alexander, P. A., (2012, April). *"What's the question?" Examining the impact of question type on students' multiple source use.* The annual meeting of the American Educational Research Association, Vancouver, British Columbia.

Grossnickle, E. M., & Alexander, P. A. (2011, August). *Disentangling curiosity.* Paper presented at the annual meeting of the American Psychological Association, Washington, DC.

List, A., **Grossnickle, E. M.,** & Alexander, P. A. (2011, August). *"Click here:" Student search behavior and justifications for source choice in a digital academic Context.* Paper presented at the annual meeting of the American Psychological Association, Washington, DC.

Grossnickle, E. M., Dinsmore, D., Alexander, P. A., & List, A. (2011, April). *Knowledge, interest, and strategic processing: Profiling undergraduates in a semester-long course.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

List, A., **Grossnickle, E. M.**, Alexander, P. A., Loyens, S., & McCrudden, M. T. (2011, April). *The long and short of it: The role of question type and epistemic beliefs in students' multiple source use.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Winters, F., **Grossnickle, E. M.**, Loughlin, S. M., & Alexander, P. A. (2010, May). Students' conceptions of knowledge, information, and truth. In M. N. Hennessey (Chair), *"Really? How do you know?" An exploration of the relation between knowledge, information, and truth.* Symposium conducted at the meeting of the American Educational Research Association, Denver.

Loughlin, S. M., Alexander, P. A., Dinsmore, D. L., Fox, E., & **Grossnickle, E.** M. (2009, March). *Visual comprehension: Cognitive processing of art text by adolescent and pre-adolescent readers.* Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Grossnickle, E.M. (2008, April). *Musical evaluation: The relation to expert knowledge.* Paper presented at the Colonial Academic Alliance Undergraduate Research Conference, Northeastern University, Boston.

TEACHING

AMERICAN UNIVERSITY

CORE 105: Complex Problems Seminar, Topic: Intelligence: (re)defining what it means to be smart

- Spring 2022: 18 students

EDU 420: Psychology of Education

- Fall 2017: 13 students
- Spring 2018: 25 students
- Fall 2018: 40 students (2 sections)
- Spring 2019: 22 students
- Fall 2019: 45 students (2 sections)
- Fall 2020: 18 students (1 section; online)
- Spring 2021: 21 students (2 sections; online)
- Spring 2022: 24 students
- Spring 2023: 30 students (2 sections)

EDU 610: Qualitative and Quantitative Research Strategies for Education

- Spring 2018: 10 students (online)

EDU 790: Quantitative Research in Education

- Summer 2020: 10 students (online)

GEORGE MASON UNIVERSITY

Learning, Motivation, and Self-Regulation (Instructor of Record, Graduate course)

- Fall 2014

UNIVERSITY OF MARYLAND, COLLEGE PARK

Coordinator for Graduate Student Programs, Center for Teaching Excellence (2012-2014)

Human Development across the Lifespan (Instructor of Record, Undergraduate)

- Spring 2011, Fall 2011, Spring 2012, Summer 2012

Language Development & Reading Acquisition (Teaching Assistant, Undergraduate)

- Fall 2010

JOHNS HOPKINS UNIVERSITY CENTER FOR TALENTED YOUTH

Foundations of Psychology (7^{th}-10^{th} graders)

- Summer 2010: 2 sections, 15 students per section (TA)

- Summer 2011: 2 sections, 15 students per section (Instructor of Record)
- Summer 2012: 1 section, 16 students (Instructor of Record)

PEDAGOGICAL WORKSHOPS AND PRESENTATIONS

- CTRL Workshop: *Dispelling Commonly Held Neuromyths About How We Think and Learn* (role: presenter; November 2019)
- Ann Ferrin Conference workshop: "Understanding and Supporting Students with Learning Disabilities" (role: session organizer/co-presenter [unable to attend for medical reasons] with 3 AU undergraduate students and ASAC Associate Director Nicole Nowinski; January, 2020)

PROFESSIONAL, UNIVERSITY, AND DEPARTMENTAL SERVICE

2021-2022	SOE Equity, Justice, and Community committee member
2021-2022	SOE Assessment committee member
2021-2022	AU University Senate Committee on Information Services
2021-2022	SOE Search committee member, Assistant Professor of Early Childhood Education
2019-2022	American Psychological Association Division 15 Early Career Award committee
2019-2020	AU SOE Curriculum committee
2018-2021	AU SOE Merit committee
2017-2019	AU SOE Assessment committee

EDITORIAL AND REVIEW EXPERIENCE

Editorial Boards: Contemporary Educational Psychology, Learning and Instruction

Ad Hoc Reviewer: American Educational Research Association; American Educational Research Journal; British Journal of Educational Psychology; Cognitive Psychology; Journal of Personality; Motivation Science