

CORINNE ZIMMERMAN

June 2023

Illinois State University
Department of Psychology Campus Box 4620
Normal, IL 61790-4620 (309) 438-5215
czimmer@ilstu.edu

EDUCATION

Ph.D. (1999) in Psychology, University of Alberta

Dissertation: *A Network Interpretation Approach to the Balance Scale Task*

Master's Thesis equivalent (1996): *Judging the Credibility of Scientific News Briefs: Effects of Information About Social Context and Methodology*

B.A. (Honours) (1992) with High Honours in Psychology, University of Regina

Honours Thesis: *Semantic versus Episodic Memory Revisited*

ACADEMIC POSITIONS

2012 - 2023	Professor Department of Psychology, Illinois State University
2008 - 2012	Associate Professor Department of Psychology, Illinois State University
2002 - 2008	Assistant Professor Department of Psychology, Illinois State University
1999 - 2002	Research Associate Learning Research and Development Center, University of Pittsburgh

RESEARCH INTERESTS

Primary: Scientific literacy, development of scientific thinking, conceptual understanding

Secondary: Relationships, sexuality

JOURNAL ARTICLES

Bueno, D., Zimmerman, C., Critchfield, T. S., & Doepke, K. J. (in press). Do bilinguals have one verbal repertoire or two? Evidence from listener word-emotion responses. *The Psychological Record*.

Taboas, A., Doepke, K., & Zimmerman, C. (2022). Short report: Preferences for identity-first vs. person-first language in a U.S. sample of autism stakeholders. *Autism*.

Clark, A. N., Lefkowitz, E. S., & Zimmerman, C. (2022). Sexual and affectionate behaviors in asexual and allosexual adults. *The Journal of Sex Research*.

Clark, A. N., & Zimmerman, C. (2022). Concordance between romantic orientations and sexual attitudes: Comparing allosexual and asexual adults. *Archives of Sexual Behavior*.

Reese-Weber, M., Zimmerman, C., **Cary, K. M.**, & **McLeese, M. G.** (2022). Hookup experiences and feelings of regret: The effects of gender, college context, and hookup characteristics. *Journal of American College Health*, 70(5), 1552-1562.

***Bold font indicates student co-authors**

- Zayia, D.**, Parris, L., McDaniel, B., Braswell, G., & Zimmerman, C. (2021). Social learning in the digital age: Associations between technoference, mother-child attachment, and child social skills. *Journal of School Psychology, 87*, 64-81.
- Lobato, E. J. C.**, & Zimmerman, C. (2018). Examining how people reason about controversial scientific topics. *Thinking and Reasoning, 25*, 231-255.
- Meister, S.**, Zimmerman, C., & Upmeier zu Belzen, A. (2018). Visualizing pre-service teachers' conceptions about population dynamics in ecosystems. *Science Education Review Letters, 7*-12.
- Stender, A., Schwichow, M., Zimmerman, C., & Härtig, H. (2018). Making inquiry-based science learning visible: The influence of CVS and cognitive skills on content knowledge learning in guided inquiry. *International Journal of Science Education, 40*, 1812-1831.
- Schwichow, M.**, Zimmerman, C., Croker, S., & Härtig, H. (2016). What students learn from hands-on activities. *Journal of Research in Science Teaching, 53*, 980-1002.
- Schwichow, M.**, Croker, S., Zimmerman, C., Höffler, T., & Härtig, H. (2016). The control-of-variables strategy: A meta-analysis. *Developmental Review, 39*, 37-63.
- Shelvin, K. H.**, Rivadeneyra, R., & Zimmerman, C. (2014). Stereotype threat in African American children: The role of Black identity and stereotype awareness. *International Review of Social Psychology, 27*, 175-204.
- Zimmerman, C., & Croker, S. (2014). A prospective cognition analysis of scientific thinking and the implications for teaching and learning science. *Journal of Cognitive Education and Psychology, 13*, 245-257.
- Sprecher, S., Zimmerman, C., & Fehr, B. (2014). The influence of compassionate love on strategies used to end a relationship. *Journal of Social and Personal Relationships, 31*, 697-705.
- Morris, B. J., Croker, S., Zimmerman, C., **Gill, D.**, & **Romig, C.** (2013). Gaming science: The "gamification" of scientific thinking. *Frontiers in Psychology, 4*, 1-16. Article 607.
- McBride, D. M., **Thomas, B. L.**, & Zimmerman, C. (2013). A test of the survival processing advantage in implicit and explicit memory tests. *Memory & Cognition, 41*, 862-871.
- Klahr, D., Zimmerman, C., & **Jirout, J.** (2011). Educational interventions to advance children's scientific thinking. *Science, 333*, 971-975.
- Sprecher, S., Zimmerman, C., & **Abrahams, E.** (2010). Choosing compassionate strategies to end a relationship: Effects of love for partner and the reason for the breakup. *Social Psychology, 41*, 66-75.
- Pretz, J., & Zimmerman, C. (2009). When the goal gets in the way: The interaction of goal specificity with task difficulty. *Thinking and Reasoning, 15*, 405-430.
- Masnick, A. M. & Zimmerman, C. (2009). Evaluating scientific research in the context of prior belief: Hindsight bias or confirmation bias? *Journal of Psychology of Science and Technology, 2*, 29-36.
- Wagman, J., Zimmerman, C., & **Sorric, C.** (2007). Which feels heavier - a pound of lead or a pound of feathers? A potential perceptual basis of a cognitive riddle. *Perception, 36*, 1709-1711.
- Zimmerman, C. (2007). The development of scientific thinking skills in elementary and middle school. *Developmental Review, 27*, 172-223.
- Sprecher, S., Fehr, B., & Zimmerman, C. (2007). Expectations for mood enhancement as a result of helping: The effects of gender and compassionate love. *Sex Roles, 56*, 543-549.

- Zimmerman, C., & Cuddington, K. (2007). Ambiguous, circular and polysemous: Students' definitions of the "balance of nature" metaphor. *Public Understanding of Science, 16*, 393-406.
- Zimmerman, C., Raghavan, K., & Sartoris, M. L. (2003). The impact of the MARS curriculum on students' ability to coordinate theory and evidence. *International Journal of Science Education, 25*, 1247-1271.
- Dawson, M. R. W., & Zimmerman, C. (2003). Interpreting the internal structure of a connectionist model of the balance scale task. *Brain and Mind, 4*, 129-149.
- Zimmerman, C., Bisanz, G. L., Bisanz, J., Klein, J. S., & Klein, P. (2001). Science at the supermarket: A comparison of what appears in the popular press, experts' advice to readers, and what students want to know. *Public Understanding of Science, 10*, 37-58.
- Zimmerman, C. (2000). The development of scientific reasoning skills. *Developmental Review, 20*, 99-149.
- Zimmerman, C., & Glaser, R. (2000). Creating media savvy. *FORUM for Applied Research and Public Policy, 15*(4), 107-108.
- Zimmerman, C., Bisanz, G. L., & Bisanz, J. (1998). Everyday scientific literacy: Do students use information about the social context and methods of research to evaluate news briefs about science? *Alberta Journal of Educational Research, 44*, 188-207.
- Dixon, P., Zimmerman, C., & Neary, S. (1997). Prior experience and complex procedures. *Memory & Cognition, 25*, 381-394.
- LeDrew, J. E., & Zimmerman, C. (1994). Moving towards an acceptance of females in coaching. *The Physical Educator, 51*, 6-14.

TEXTBOOK

- McBride, D. M., Cutting, J. C., & Zimmerman, C. (2022). *Cognitive Psychology: Theory, Process, and Methodology* (3rd ed.). Sage.

BOOK CHAPTERS

- Klahr, D., Zimmerman, C., & Matlen, B. (2019). Improving students' scientific thinking. In J. Dunlosky and K. Rawson (Eds.), *The Cambridge Handbook of Cognition and Education* (pp. 67-99). Cambridge, UK: Cambridge University Press.
- Zimmerman, C., & Klahr, D. (2018). Development of scientific thinking. In J. Wixted (Series Ed.), *Stevens' Handbook of Experimental Psychology and Cognitive Neuroscience*, S. Ghetti (Ed.), Vol. III. *Developmental & Social Psychology* (pp. 223-248). New York, NY: Wiley.
- Lobato, E. J. C., & Zimmerman, C. (2018).** The psychology of (pseudo)science: Cognitive, social, and cultural factors. In A. B. Kaufman and J. C. Kaufman (Eds.), *Pseudoscience: The Conspiracy against Science* (pp. 21-43). Cambridge, MA: MIT Press.
- Jirout, J., & Zimmerman, C. (2015). Development of science process skills in the early childhood years. In K. C. Trundle and M. Sackes (Eds.), *Research in Early Childhood Science Education* (pp. 143-165). Springer.
- Zimmerman, C. (2014). Developing scientific thinking in the context of video games. In F. C. Blumberg (Ed.) *Learning by Playing: Video Gaming in Education* (pp. 54-68). Oxford, UK: Oxford University Press.

- Zimmerman, C., & Croker, S. (2013). Learning science through inquiry. In G. Feist and M. Gorman (Eds.), *Handbook of the Psychology of Science* (pp. 49-70). New York, NY: Springer.
- Morris, B. J., Croker, S., Masnick, A. M., & Zimmerman, C. (2012). The emergence of scientific reasoning. In H. Kloos, B. J. Morris, and J. L. Amaral (Eds.), *Current Topics in Children's Learning and Cognition* (pp. 61-82). Rijeka, Croatia: InTech.
- Zimmerman, C., & Pretz, J. (2012). The interaction of implicit versus explicit processing and problem difficulty in a scientific discovery task. In R. Proctor and J. Capaldi (Eds.), *The Psychology of Science: Implicit and Explicit Processes* (pp. 228-252). Oxford University Press.

RESEARCH REPORTS

- Herrmann, D., McBride, D. M., & Zimmerman, C. (2009). Developing and assessing student autonomy in the first-year experience of psychology majors. *Progressive Measures, 4*, 15-17.
- Zimmerman, C. (2005). *The development of scientific reasoning: What psychologists contribute to an understanding of elementary science learning*. Paper commissioned by the National Academies of Science (National Research Council's Board of Science Education, Consensus Study on *Learning Science, Kindergarten through Eighth Grade*).
http://www7.nationalacademies.org/bose/Corinne_Zimmerman_Final_Paper.pdf
- Zimmerman, C., & Glaser, R. (2003). *A follow-up investigation of the role of cover story in the assessment of experimental design skills* (Tech Rep. No. 594). Los Angeles, CA: UCLA National Center for Research on Evaluation, Standards, and Student Testing (CRESST).
- Zimmerman, C., & Glaser, R. (2001). *Testing positive versus negative claims: A preliminary investigation of the role of cover story in the assessment of experimental design skills* (Tech. Rep. No. 554). Los Angeles, CA: UCLA National Center for Research on Evaluation, Standards, and Student Testing (CRESST).
- LeDrew, J. E., & Zimmerman, C. (1992). *Athletes' attitudes toward coaching and gender: A research report*. Regina, Saskatchewan: SaskSport & SaskLotteries, Inc.
- LeDrew, J. E., & Zimmerman, C. (1992). *Athletes' attitudes toward coaching and gender: Executive summary*. Regina, Saskatchewan: SaskSport & SaskLotteries, Inc.

CONFERENCE PROCEEDINGS PAPERS

- Zimmerman, C., & Croker, S. (2014). Cognitive dynamics on the balance-scale task. In P. Bello, M. Guarini, M. McShane, & B. Scassellati (Eds.), *Proceedings of the 36th Annual Conference of the Cognitive Science Society* (pp. 3161-3166). Austin, TX: Cognitive Science Society.
- Devine, K. L., & Zimmerman, C. (2012). A low-cost manufacturing outreach activity for elementary school students. *Proceedings from the 119th American Society for Engineering Education (ASEE) Conference and Exposition*, San Antonio, TX.
- Zimmerman, C., Gerson, S., Monroe, A., & Kearney, A. M. (2007). Physics is harder than psychology (or is it?): Developmental differences in calibration of domain-specific texts. In D. S. McNamara & J. G. Trafton (Eds.), *Proceedings of the Twenty-ninth Annual Cognitive Science Society* (pp. 1683 – 1688). Austin, TX: Cognitive Science Society.

Bisanz, G. L., Bisanz, J., Korpan, C. A., & Zimmerman, C. (1997). Assessing scientific literacy: Questions students ask when evaluating news briefs about scientific research. *Proceedings of the International Organization of Science and Technology Education, 1*, 7-12.

ENCYCLOPEDIA ENTRIES

- Zimmerman, C. (2018). Empirical evidence. In M. H. Bornstein (Ed.), *The SAGE Encyclopedia of Lifespan Development* (pp. 744-745). Thousand Oaks, CA: Sage.
- Zimmerman, C. (2009). Dissolution of relationships, Breakup strategies. In Harry T. Reis & Susan Sprecher (Eds.), *Encyclopedia of Human Relationships* (pp. 434-435). Thousand Oaks, CA: Sage.

TEST REVIEWS

- Tobin, R. M., & Zimmerman, C. (2010). A review of The Test of Everyday Reasoning. In R. A. Spies, J. F. Carlson, & K. F. Geisinger (Eds.), *The Eighteenth Mental Measurement Yearbook* (pp. 634-636). Lincoln, NE: Buros Institute of Mental Measurements.
- Tobin, R. M., & Zimmerman, C. (2010). A review of Massachusetts Youth Screening Instrument-Version 2. In R. A. Spies, J. F. Carlson, & K. F. Geisinger (Eds.), *The Eighteenth Mental Measurement Yearbook* (pp. 321-324). Lincoln, NE: Buros Institute of Mental Measurements.

BOOK REVIEWS

- Zimmerman, C. (2002). Book Review: *Science and the Citizen: For Educators and the Public. Public Understanding of Science, 11*, 79-80.
- Zimmerman, C. (1996). Damasio's proposition: A review of *Descartes' Error: Emotion, Reason and the Human Brain. Canadian Journal of Experimental Psychology, 50*, 330-332.

MANUSCRIPTS UNDER REVIEW

- Critchfield, T. S., **Bueno, D., Gallaway, K., Zimmerman, C., Doepke, K. J.** (Under review). Emotional valence of behavior analysis jargon: Validation and comparison with three other types of professional terms. *The Psychological Record*.

INVITED TALKS

- Zimmerman, C. (2016, November). *The psychology of (pseudo)scientific beliefs*. Elizabethtown College, Elizabethtown, PA.
- Zimmerman, C. (2014, November). *Prior beliefs, explanations, and evidence: How we evaluate reports of scientific research*. Presented at Kent State University, Kent, OH.
- Zimmerman, C. (2013, July). *Conflict resolution during leadership transitions*. Presented at the Secular Student Alliance National Conference. Columbus, OH.
- Zimmerman, C. (2013, May). *Motivated reasoning and belief bias: Developing scientific thinking at the intersection of science and politics*. Invited presentation at the Midwestern Psychological Association annual meeting, Chicago, IL.
- Zimmerman, C. (2013, March). *Evaluating scientific research in the context of prior belief*. Presented at Colby College, Waterville, ME.

- Zimmerman, C. (2011, October). *Technology instruction in elementary school: Using simulated programming activities to foster changes in children's conceptions of robots and robotics*. Presented at the Northwestern University Learning Science Brown Bag Series. Evanston, IL.
- Zimmerman, C. (2011, October). *Reflections on the science education wars: False dichotomies, epistemology, and the gap between research and practice*. Presented at the Multidisciplinary Program in Education Sciences, Northwestern University. Evanston, IL.
- Zimmerman, C. (2011, September). *"You have to tell the robot what to do": Children's conceptions of robotics before and after technology instruction*. Presented at the School of Engineering Education Research Seminar, Purdue University. West Lafayette, IN.
- Zimmerman, C. (2011, April). *Supporting scientific reasoning in undergraduate science courses*. Paper presented at Iowa State University. Ames, IA.
- Zimmerman, C. (2011, April). *Origins of scientific thinking*. Presented at the Sigma Xi (The Scientific Research Society) Annual Meeting (ISU/IWU chapter). Normal, IL.
- Zimmerman, C. (2010, October). *The object of the game is to win: Developing scientific thinking in the context of video games*. Paper presented at the Academic Lessons from Video Game Learning Conference (NSF sponsored). New York, NY.
- Zimmerman, C. (2010, June). *The interaction of implicit vs. explicit processing and problem complexity in scientific reasoning*. Paper presented at the Second Purdue Symposium on Psychological Sciences (Psychology of Science: Implicit and Explicit Reasoning). West Lafayette, IN.
- Zimmerman, C. (2008, December). *The interaction of strategy and complexity in problem solving: When it helps to think less*. Research Seminar Colloquium, University of Derby, Derby, UK.
- Zimmerman, C. (2008, November). *Scientific reasoning about consciousness: Potential lessons from the psychology of science*. Paper presented at the Varieties of Causation in Consciousness Studies Conference. Normal, IL.
- Zimmerman, C. (2008, July). *How does children's thinking contribute to the psychology of science?* Paper presented at the Second International Conference of the Society of the Psychology of Science & Technology. Berlin, Germany.
- Zimmerman, C. (2005, November). *Factors affecting students' evaluation of media reports of science*. Paper presented at the Natural Science Colloquium Series. Illinois Wesleyan University. Bloomington, IL.
- Zimmerman, C. (2005, March). *The development of scientific reasoning: A review of the literature*. Paper presented at the National Academies of Science, Learning Science K-8. Washington, DC.

CONFERENCE PRESENTATIONS

- Ellis, M.,** Hund, A. M., & Zimmerman, C. (2022, May). Predictors of cross-racial sharing behavior in early childhood. Midwestern Psychological Association Annual Meeting. Chicago, IL.
- Zimmerman, C., & **Pandelios, A.** (2019, June). *The development of an Implicit Association Test for the sexual double standard*. Paper presented at the International Association for Relationship Research (IARR) Mini-Conference. Ottawa, ON.
- Clark, A. N.,** & Zimmerman, C. (2019, June). *Attitudes about sexual intimacy: A comparison of asexual and sexual people*. Symposium Paper presented at the International Association for Relationship Research (IARR) Mini-Conference. Ottawa, ON. [Symposium: In the Pursuit (or Avoidance) of Sexual Pleasure: Relationships in Context]

- Meister, S.,** Zimmerman, C., & Upmeier zu Belzen, A. (2019, April). *Strategies of data evaluation: Perceptual and interpretational processes in the context of ecosystem dynamics*. Paper presented at the National Association for Research in Science Teaching (NARST). Baltimore, MD.
- Zimmerman, C. (2019, January). *Prior knowledge, selective attention, and memory: The burglars vs. homebuyers demonstration*. National Association for the Teaching of Psychology (NITOP). St. Petersburg, FL.
- Zimmerman, C., Reese-Weber, M., **Pandelios, A., Cary, K., Clark, A., & McLeese, M. G.** (2018, July). *An examination of gender differences in hookup culture in emerging adulthood*. Poster presented at the biennial conference of the International Association of Relationship Research. Fort Collins, CO.
- Bueno, D.,** Critchfield, T., & Zimmerman, C. (2018, May). *Emotional overtones of professional jargon as experienced by bilingual speakers*. Poster presented at the Association for Behavior Analysis Intervention Annual Convention. San Diego, CA.
- Reese-Weber, M., & Zimmerman, C. (2018, April). *Amount and timing of parent-adolescent sexual communication and sexual risk-taking: Comparing cohorts from 2000 and 2015*. Symposium presentation at the Society for Research on Adolescence. Minneapolis, MN.
- Christie, M.,** Zimmerman, C., & Hesson-McInnis, M. (2018, February). *School support for postsecondary transitions: The role of gender*. Poster presented at the annual National Association of School Psychologists Conference, Chicago, IL.
- Knöner, S.,** Zimmerman, C., & Upmeier zu Belzen, A. (2017, August). *How to visualize the balance of nature metaphor: Discover anomalous data sets*. Paper presented at the European Science Education Research Association (ESERA) conference. Dublin, Ireland.
- Knöner, S.,** Zimmerman, C., Croker, S., & Upmeier zu Belzen, A. (2016, June). *Confirmatory strategies while evaluating anomalous data in the context of ecosystem dynamics*. EARLI SIG 3 10th Annual Conference on Conceptual Change. Florina, Greece.
- Lobato, E. J. C.,** Zimmerman, C., & Croker, S. (2016, May). *Rejection of scientific statements is related to low analytical thinking and conservative political ideology*. Poster presented at American Psychological Society Annual Meeting, Chicago, IL.
- Reiher, J.,** Croker, S., & Zimmerman, C. (2016, February). *Predicting parent endorsement of evidence-based interventions for children with ASD*. Poster presented at the National Association of School Psychologists Annual Convention. New Orleans, LA.
- Croker, S., Zimmerman, C., & Morris, B. (2015, October). *Children are more complex than adults: Cognitive dynamics and entropy in inductive reasoning*. Poster presented at the biennial Cognitive Development Society Meeting. Columbus, OH.
- Lobato, E. J. C., & Zimmerman, C.** (2015, May). *Belief in the unbelievable: The relationship between tendencies to believe pseudoscience, paranormal, and conspiracy theories*. Poster presented at the Annual Conference of the Cognitive Science Society. Pasadena, CA.
- Zimmerman, C., **Lobato, E. J. C., & Croker, S.** (2015, May). *Blogging while female: The effects of a polarizing topic on gender bias*. Poster presented at the Midwestern Psychological Association Annual Meeting. Chicago, IL.
- Lobato, E. J. C., & Zimmerman, C.** (2015, May). *Belief in the unbelievable: Individual differences in tendencies to believe pseudoscience, paranormal, and conspiracy theories*. Poster presented at the Midwestern Psychological Association Annual Meeting. Chicago, IL.
- Zimmerman, C., & Croker, S. (2014, July). *Cognitive dynamics on the balance-scale task*. Poster presented at the Cognitive Science Society Annual Meeting. Quebec City, PQ.

- Crocker, S., Zimmerman, C., & Morris, B. J. (2014, July). *Cognitive dynamics underlying rule induction in children and adults*. Poster presented at the Cognitive Science Society Annual Meeting. Quebec City, PQ.
- Crocker, C., Zimmerman, C., **Boaz, A., Pomper, R., Zamora, A., & Pajor, K.** (2014, May). *Problem difficulty and cognitive dynamics on the balance-scale task*. Poster presented at the Midwestern Psychological Association Annual Meeting. Chicago, IL.
- Zimmerman, C., & Crocker, S. (2014, May). *A prospective cognition analysis of scientific thinking and the implications for teaching and learning science*. Symposium paper presented at the Midwestern Psychological Association Annual Meeting. Chicago, IL.
- Zimmerman, C., Crocker, S., **Bueno, D., & Kirk, O.** (2013, October). *Temporal motor dynamics in inductive reasoning in typically developing children and children with Autism Spectrum Disorder*. Poster presented at the Cognitive Development Society Eighth Biennial Meeting. Memphis, TN.
- Sprecher, S., Zimmerman, C., & Fehr, B. (2013, October). *The influence of compassionate love on disengagement strategies used to end a relationship*. Poster presented at the conference of the International Association for Relationship Research. Louisville, KY.
- Zimmerman, C., & Crocker, S. (2013, August). *Effects of strategy and rule complexity on multivariable inductive judgments*. Poster presented at the annual meeting of the Cognitive Science Society. Berlin, Germany.
- Crocker, S., & Zimmerman, C. (2013, August). *Temporal motor dynamics in inductive reasoning*. Poster presented at the annual meeting of the Cognitive Science Society. Berlin, Germany.
- Gill, D. M., Salley, T. M., & Zimmerman, C.** (2013, May). *Video gaming and the relationship between flow states and personality*. Poster presented at the Midwestern Psychological Association annual meeting. Chicago, IL.
- Crocker, S., Zimmerman, C., **Boaz, A., Bueno, D., & Kirk, O.** (2013, May). *Effects of task instruction and rule complexity on inductive reasoning*. Poster presented at the Midwestern Psychological Association annual meeting. Chicago, IL.
- Crocker, S., & Zimmerman, C. (2013, April). *The effects of task instruction and problem type on multivariable inductive reasoning*. Symposium paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Koerber, S., Sodian, B., & Zimmerman, C. (2013, April). *Symbolic reasoning with graphical representations in preschool children*. Poster presented at the biennial meeting of the Society for Research in Child Development. Seattle, WA.
- Crocker, S., Zimmerman, C., & **Paxson, G.** (2012, July). *The effects of task instructions and rule complexity on inductive reasoning*. Poster presented at the 4th biennial conference of the Society for the Psychology of Science and Technology. Pittsburgh, PA.
- Devine, K., & Zimmerman, C. (2012, June). *A low-cost manufacturing outreach activity for elementary school students: Results and lessons learned*. Paper presented at the American Society for Engineering Education (ASEE) conference. San Antonio, TX.
- Zimmerman, C. (2012, April). *Developing scientific thinking in the context of video games: Framework for a research agenda on skills transfer*. Symposium paper presented at the American Educational Research Association (AERA) annual meeting (Symposium: Digital video game play in children's learning and cognitive development). Vancouver, BC.

- Thomas, B.J.,** McBride, D.M., & Zimmerman, C. (2011, November). *A test of the survival processing advantage in implicit memory*. Poster presented at the Psychonomics Society Annual Meeting. Seattle, WA.
- Zimmerman, C., & Devine, K. (2011, October). *Assessing children's conceptions of robotics with the Draw-a-Robot Task*. Poster presented at the Cognitive Development Society Meeting. Philadelphia, PA.
- Zimmerman, C. (2011, June). *What we know affects how we think: Belief and strategy in the development of reasoning*. 41st Annual Meeting of the Jean Piaget Society. Berkeley, CA.
- Masnick, A. M., & Zimmerman, C. (2011, May). *Evaluating research methodology: The role of prior belief over time*. Poster presented at the Association for Psychological Science. Washington, DC.
- Shelvin, K. H.,** Zimmerman, C., & Rivadeneyra, R. (2011, April). *Differences in knowledge about stereotypes and susceptibility to stereotype threat activation*. Poster presented at the biennial meeting of the Society for Research in Child Development. Montréal, PQ.
- Shelvin, K. H.,** Rivadeneyra, R., & Zimmerman, C. (2011, April). *The role of black identity development on stereotype threat activation in African American children*. Poster presented at the biennial meeting of the Society for Research in Child Development. Montréal, PQ.
- Masnick, A.M., & Zimmerman, C. (2010, August). *Evaluating scientific research: The robust effects of prior belief*. Paper presented at the International Society for the Psychology of Science and Technology. Berkeley, CA.
- Zimmerman, C., Devine, K., & **Linton, R.J.** (2010, August). *The "Draw a Robot Task" (DART): A new tool for assessing students' conceptions of robotics*. Paper presented at the International Society for the Psychology of Science and Technology. Berkeley, CA.
- Mason-Singh, A.M.,** Zimmerman, C., & **Gilson, N.** (2010, May). *Effects of intrinsic and extrinsic motivators on reading retention in Montessori and traditional students*. Poster presented at the American Educational Research Association (AERA) annual meeting, Denver, CO.
- Zimmerman, C., & Masnick, A. M. (2009, July). *The role of explanation and prior belief in evaluating research*. Poster presented at the annual meeting of the Cognitive Science Society Conference. Amsterdam, Netherlands.
- Wagman, J., & Zimmerman, C. (2008, November). *A pound of lead feels heavier than a pound of feathers...but only at first*. Poster presented at the 49th Meeting of the Psychonomic Society, Chicago, IL.
- Masnick, A. M., & Zimmerman, C. (2008, July). *Evaluating scientific research in the context of prior belief: Hindsight bias or confirmation bias?* Paper presented at the Second International Conference of the Society of the Psychology of Science & Technology. Berlin, Germany.
- Pretz, J. P., & Zimmerman, C. (2008, July). *When a bad strategy is worse than no strategy at all: The interaction of implicit vs. explicit processing with problem complexity*. Poster presented at the XXIX International Congress of Psychology, Berlin, Germany.
- Masnick, A. M., & Zimmerman, C. (2008, July). *Confirmation bias revisited: Prior belief influences the evaluation of research findings and explanations (whether explanations are present or not)*. Poster presented at XXIX International Congress of Psychology, Berlin, Germany.

- Wagman, J., Zimmerman, C. & Orr, J. (2008, July). *A pound of lead feels heavier than a pound of feathers...but only at first*. Poster presented at the XXIX International Congress of Psychology, Berlin, Germany.
- Zimmerman, C., Sprecher, S., & Hesson-McInnis, M. (2008, July). *Ending romantic relationships: The role of relationship characteristics, personality and compassionate love*. Poster presented at the XXIX International Congress of Psychology, Berlin, Germany.
- Masnick, A. M., & Zimmerman, C. (2007, August). *Bias in evaluating research that confirms or disconfirms prior belief*. Poster presented at the annual meeting of the Cognitive Science Society Conference. Nashville, TN.
- Pretz, J., & Zimmerman, C. (2007, August). *Rule discovery in the balance task depends on strategy and problem complexity*. Poster presented at the annual meeting of the Cognitive Science Society Conference. Nashville, TN.
- Wagman, J., Zimmerman, C., & Sorric, C. (2007, August). *A pound of lead feels heavier than a pound of feathers: A potential perceptual basis of a cognitive riddle*. Poster presented at the annual meeting of the Cognitive Science Society Conference. Nashville, TN.
- Zimmerman, C., Gerson, S., Monroe, A., & Kearney, A. M., (2007, August). *Physics is harder than psychology (or is it?): Developmental differences in calibration of domain-specific texts*. Poster presented at the annual meeting of the Cognitive Science Society Conference. Nashville, TN.
- Monroe, A. E., & Zimmerman, C. (2007, May). *Cost-benefit reasoning about biological control*. Poster presented at the annual conference of the Midwestern Psychological Association (MPA).
- Zimmerman, C., & Masnick, A. M. (2007, April). *The effects of prior belief and explanation on students' evaluation of educational research*. Paper presented to the American Educational Research Association (AERA) annual meeting, Chicago, IL.
- Zimmerman, C., & Masnick, A. M. (2006, May). *The effects of making predictions on students' evaluation of scientific research*. Poster presented at the annual meeting of the Association for Psychological Science (APS), New York, NY.
- Monroe, A. E., & Zimmerman, C. (2006, May). *Incongruities in judgments versus opinions when reasoning about biological control*. Poster presented at the annual meeting of the Association for Psychological Science (APS), New York, NY.
- Abrahams, E. M., Zimmerman, C., & Sprecher, S. (2006, May). *Compassionate breakups: situational and dispositional predictors*. Poster presented at the annual meeting of the Association for Psychological Science (APS), New York, NY.
- Zimmerman, C., & Boemler, E., & Cuddington, K. (2005, April). *Students' reasoning about the consequences of ecosystem disturbances*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montréal, Quebec.
- Kearney, A. M., & Zimmerman, C. (2005, April). *Developmental differences in calibration of domain-specific texts*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montréal, Quebec.
- Zimmerman, C., Tobin, R. M., & Cossey, A. L. (2004, August). *Reasoning about ecological systems*. Poster presented at the annual meeting of the Cognitive Science Society, Chicago, IL.

- Zimmerman, C., & Cuddington, K. (2003, April) *Students' understanding of the "balance of nature."* Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Zimmerman, C., & Cuddington, K. (2002, August). *Ecology students' conceptions of the "balance of nature."* Poster presented at the annual meeting of the Ecological Society of America (ESA), Tuscon, AZ.
- Zimmerman, C., & Raghavan, K. (2002, April). *Coordinating theory and evidence: The benefits of a model-based science curriculum.* Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Raghavan, K., Sartoris, M. L., & Zimmerman, C. (2002, April). *Impact of model-centered instruction on student learning.* Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST), New Orleans, LA.
- Zimmerman, C., Glaser, R., & Raghavan, K. V. (2001, April). *The role of cover story in the assessment of experimental design skills.* Poster presented at the annual meeting of the American Educational Research Association (AERA), Seattle, WA.
- Zimmerman, C., & Dawson, M. R. W. (1999, June). *How a PDP network revealed a new theory of the balance-scale task.* Paper presented at the annual conference of the Canadian Society for Brain, Behaviour, and Cognitive Science (BBCS), Edmonton, Alberta.
- Zimmerman, C., Bisanz, G. L., & Bisanz, J. (1999, March). *Science at the Supermarket: What's in print, experts' advice, and students' need to know.* Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST), Boston, MA.
- Zimmerman, C., McCaughan, D. B., & Dawson, M. R. W. (1999, February). *Qualitative vs. quantitative approaches to artificial neural networks.* Paper presented at the First International Interdisciplinary Conference on Advances in Qualitative Methods, Edmonton, Alberta.
- Bisanz, G. L., Bisanz, J., Korpan, C. A., & Zimmerman, C. (1996, August). *Assessing scientific literacy: Questions students ask when evaluating news reports about scientific research.* Paper presented at the International Organization of Science and Technology Education (IOSTE), Edmonton, Alberta.
- Zimmerman, C., Bisanz, G. L., & Bisanz, J. (1996, April). *Using knowledge about scientific culture and practice to evaluate news briefs about research.* Poster presented at the annual conference of the American Educational Research Association (AERA), New York, NY.
- LeDrew, J. E., Lorenzen, F., & Zimmerman, C. (1994, August). *CIAU Athletes' perceptions of coaching and female coaches.* Paper presented at the 10th Commonwealth & International Scientific Congress, Victoria, British Columbia.
- Zimmerman, C., & Dixon, P. (1994, June). *The effects of prior knowledge on the acquisition of syntax and semantics of device operating procedures.* Poster presented at the annual conference of the Canadian Society for Brain, Behaviour, and Cognitive Science (BBCS), Vancouver, British Columbia
- LeDrew, J. E., & Zimmerman, C. (1993, August). *The perceptions of women and girls toward the coaching role.* Paper presented at the International Association for the Advancement of Women and Girls in Sport, Melbourne, Australia.
- LeDrew, J. E., & Zimmerman, C. (1992, October). *High school athletes' attitudes toward females in the coaching role.* Paper presented at the annual conference of the Canadian Association of Sport Sciences (CASS), Saskatoon, Saskatchewan.

Zimmerman, C., & LeDrew, J. E. (1992, June). *Adolescent females and the coaching role*. Paper presented at the annual conference of the Canadian Association of Health, Physical Education and Recreation (CAHPER), Winnipeg, Manitoba.

NON-REFEREED CONFERENCE PRESENTATIONS

Taboas, A., Zimmerman, C., & Doepke, K. (2021, April). Identity-first vs. person-first language: Preferences and impact of use. Symposium presentation at the annual The Autism Program of Illinois Annual Autism Symposium. Virtual Symposium.

Lobato, E. J. C., Zimmerman, C., & Critchfield, T. (2015, January). *Psychology students' beliefs about the nature of science: The role of research experience*. Poster presented at the 2015 Illinois State University Teaching and Learning Symposium, Normal, IL.

Zimmerman, C., & **Coleman, B. R.** (2015, January). *Education majors' attitudes toward educational psychology*. Poster presented at the 2015 Illinois State University Teaching and Learning Symposium, Normal, IL.

Croker, S., & Zimmerman, C. (2011, September). *Implicit inductive reasoning*. Paper presented at the 5th annual Illinois Data Conference. Carbondale, IL.

Croker, S., & Zimmerman, C. (2011, June). *The development of reasoning skills: A prospective cognition analysis*. Paper presented at the Institute for Prospective Cognition Workshop, Getting Ahead in Cognitive Science: The Forward-Looking Nature of Perception, Action, and Cognition. Normal, IL.

Zimmerman, C. (2009, June). *The role of explanation and prior belief in evaluating research*. Paper presented at the 2nd annual Illinois Data Conference. Edwardsville, IL.

Zimmerman, C., & Croker, S. (2009, April). *The prospective nature of scientific reasoning*. Paper presented at the Institute for Prospective Cognition Workshop. Normal, IL.

Herrmann, D., McBride, D. M., & Zimmerman, C. (2009, January). Developing and assessing student autonomy in the first-year experience of psychology majors. Poster presented at the 9th annual university-wide Teaching and Learning Symposium. Bloomington, IL.

Zimmerman, C., & Pretz, J. (2008, June). *When a bad strategy is worse than no strategy at all: The interaction of implicit vs. explicit processing with problem complexity*. Paper presented at the 2nd annual Illinois Data Conference. Carbondale, IL.

Zimmerman, C., & Pretz, J. (2007, June). *Manipulating and measuring strategy use in rule discovery on the balance task*. Paper presented at the 1st annual Illinois Data Conference. Normal, IL.

Wagman, J., Zimmerman, C., & **Sorric, C.** (2007, August). *A pound of lead feels heavier than a pound of feathers*. Paper presented at the 1st annual Illinois Data Conference. Normal, IL.

McBride, D. M., Farmer-Dougan, V., Wagman, J., Zimmerman, C., & Graybill, D. (2006, January). *Reflections on and Outcomes of an Integrated Experience in Introductory Psychology*. Paper presented at the 6th Annual University-wide Symposium on Teaching and Learning, Illinois State University. Normal, IL.

Bisanz, G., Bisanz, J., & Zimmerman, C. (2000, May). *Critical evaluation of scientific news briefs: Comparing what is in the popular press, experts' advice to readers, and what introductory psychology students want to know*. Paper presented at the 4th annual meeting of the Alberta Teachers of Psychology. College Heights, Alberta.

- Zimmerman, C. (1997, October). *Scientific and media literacy: Factors affecting the critical evaluation of scientific research in the print media*. Paper presented at the Literacy in the 21st Century Research Conference, Faculty of Education, Edmonton, Alberta.
- Zimmerman, C., Bisanz, G. L., Klein, J. S., Klein, P., & Bisanz, J. (1997, February). *Science at the 7-Eleven: An analysis of news briefs about science in the popular print media*. Paper presented at the 11th annual Joseph R. Royce Research Conference, Department of Psychology, Edmonton, Alberta.
- Zimmerman, C., Bisanz, G. L., & Bisanz, J. (1996, February). *Reading scientific news briefs: Factors influencing students' judgments of credibility*. Paper presented at the 10th annual Joseph R. Royce Research Conference, Department of Psychology, Edmonton, Alberta.
- Zimmerman, C., & Dixon, P. (1994, January). *Conceptual and operational effects in the operation of complex devices*. Paper presented at the 8th annual Joseph R. Royce Research Conference, Edmonton, Alberta.

GRANTS

- 2020 URG Program, Illinois State University. *Fostering accuracy orientation in the age of Covid-19*. Principal Investigators: Rebekka Darnder, Corinne Zimmerman, Matthew Hesson-McInnis.
Funding: \$4,994.
- 2014 The Cross Chair in the Scholarship of Teaching and Learning Grant, Office of the Provost; Illinois State University. PI: Corinne Zimmerman; Co-PIs: E. Lobato, T. Critchfield. *An examination of psychology students' beliefs about the nature of science: The role of research experience*.
Funding: \$4,500.
- 2012 Faculty Research Award, Illinois State University. *The interpretation of research evidence by preservice and inservice teachers: Effects of research characteristics and prior beliefs*.
Funding: \$3,000.
- 2011 Illinois State Board of Education. *Institutes for Elementary school mathematics and science teachers: A partnership for developing teacher leaders*.
Principal Investigators: Vicky Morgan, Chris Merrill, Corinne Zimmerman.
Funding: \$65,949
- 2010 Illinois State Board of Education. *Institutes for Elementary school mathematics and science teachers: A partnership for developing teacher leaders*.
Principal Investigators: Karen Lind, Chris Merrill, Corinne Zimmerman.
Funding: \$237,880.
- 2010 Center for Mathematics, Science and Technology (CeMaST), Illinois State University. Principal Investigators: Corinne Zimmerman, Kevin Devine. *Exploring the use of robotics instruction to enhance STEM learning in elementary school*.
Funding: \$4,470.
- 2009 Illinois State Board of Education. *Institutes for Elementary school mathematics and science teachers: A partnership for developing teacher leaders*.
Principal Investigators: Karen Lind, Chris Merrill, Corinne Zimmerman.
Funding: \$247,354.
- 2009 Faculty Research Award, Illinois State University. *Children's responses to anomalous data: A developmental study*.
Funding: \$3,000.

- 2008 Illinois State Board of Education. *Institutes for Elementary school mathematics and science teachers: A partnership for developing teacher leaders*.
Principal Investigators: Karen Lind, Anthony Lorsbach, Sherrie Meier, Chris Merrill, Corinne Zimmerman.
Funding: \$290,825.
- 2007 The Cross Chair in the Scholarship of Teaching and Learning Grant, Office of the Provost; Illinois State University. Principal Investigators: Corinne Zimmerman, Dawn McBride. *Developing and assessing student autonomy in the first-year experience of psychology majors*.
Funding: \$4,000.
- 2005 Research Enhancement Award, College of Arts and Sciences, Illinois State University. *Individual differences in scientific reasoning*.
Funding: \$3,000.
- 2005 Pre-Tenure Faculty Initiative Grant, Illinois State University. *Reasoning about ecological systems: Under what conditions is the “balance of nature” metaphor invoked?*
Funding: \$2,500.
- 2003 New Faculty Initiative Grant, Illinois State University. *Students’ understanding of the “balance of nature.”*
Funding: \$2,500.

HONOURS AND AWARDS

- 2017 National Science Teachers’ Association (NSTA) “Research Worth Reading” Award for Schwichow, M., Zimmerman, C., Croker, S., & Härtig, H. (2016). What students learn from hands-on activities. *Journal of Research in Science Teaching*. Selected by the National Association of Research in Science Teaching (NARST) Publications Advisory Committee.
- 2008 University Research Initiative Award, Illinois State University.
Funding: \$500.
- 2008 International Travel Grant, ISU College of Arts and Sciences.
Funding: \$300.
- 2004 Travel Fellowship to attend the 33rd Carnegie Mellon Symposium on Cognition.
Funding: \$1,000.
- 1999 Travel Fellowship to attend the 30th Carnegie Mellon Symposium on Cognition.
Funding: \$1,000.
- 1999 American Library Association Award (Continuing Education Committee), *Everyday Scientific Literacy* selected as one of the Library Instruction Round Table’s Top 20 Articles for 1998 (see Publications for complete reference).
- 1998-1999 Graduate Studies and Research Scholarship, University of Alberta; Funding: \$2,732.
- 1997-1998 Dr. Jane Silvius Graduate Scholarship in Child Development; Funding: \$8,500.
- 1996-1997 Social Sciences and Humanities Research Council of Canada Doctoral Fellowship; Funding: \$14,436.
- 1996-1997 Walter H. Johns Graduate Fellowship; Funding: \$3,000.
- 1996 W. R. Runquist Award for Best Student Presentation, 10th Annual Joseph R. Royce Research Conference, Department of Psychology, University of Alberta.

- 1992-1994 Natural Sciences and Engineering Research Council of Canada Postgraduate Scholarship; Funding: \$33,000.
 1992-1994 Walter H. Johns Graduate Fellowship; Funding: \$6,000.
 1990 Natural Sciences and Engineering Research Council of Canada (NSERC) Undergraduate Summer Research Award, University of Regina; Funding: \$4,000.

TEACHING EXPERIENCE

Illinois State University (2002-Present)

- Introduction to Psychology (Psychology 111)
- Foundations of Inquiry (Interdisciplinary Studies 100)
- Educational Psychology (Psychology 215)
- History of Psychology (Psychology 320)
- History and Systems of Psychology (Psychology 320) (former senior capstone option)
- Cultural Psychology: Topics in Diversity and Identity Development (Psychology 327A03)
- Senior Seminar (Psychology 392; degree capstone option)
- Experimental Design (Psychology 441 – Graduate)
- Seminar in Developmental Psychology (Psychology 452 – Graduate)
- Learning Mathematics and Science in Educational Settings (C&I 407 – Graduate)

Illinois Wesleyan University (2009)

- Experimental Research in Cognitive Psychology (Psychology 312)

University of Alberta (1995-1999)

- Perceptual and Cognitive Development (Psychology 323)
- Statistical Methods for Psychological Research (Psychology 211)
- Individual and Social Behaviour (Psychology 105)

TEACHING CERTIFICATIONS AND PROFESSIONAL DEVELOPMENT

Quality Matters Certifications

- Independent Applying the QM Rubric, Fifth Edition – 2017
- Peer Reviewer Certification – 2018
- QM Rubric Update, Sixth Edition – 2018

Professional Development – Online Learning

- Summer 2022: Apply, Improve, and Meet Expectations for a High-Quality Online Course (AIM)
 - Applied the Quality Matters Rubric to design PSY 392
- Summer 2021: Apply, Improve, and Meet Expectations for a High-Quality Online Course (AIM)
 - Applied the Quality Matters Rubric to improve PSY 327A03
- Summer 2020: Apply, Improve, and Meet Expectations for a High-Quality Online Course (AIM)
 - Applied the Quality Matters Rubric to improve PSY 452
- Spring 2020: Teaching Online Program (TOP)

Summer 2018: Apply, Improve, and Meet Expectations for a High-Quality Online Course (AIM)

- Applied the Quality Matters Rubric to improve PSY 215

Spring 2017: Design, Align, Refine, and Teach Online (DART)

GRADUATE RESEARCH SUPERVISION

DOCTORAL SUPERVISION

Amanda Taboas (Ph.D., expected 2023– School Psychology). Preferences for person-first vs. identity-first language among autism stakeholders.

Kristin Gallaway (Ph.D., 2021 – School Psychology). Parent reactions to individualized education program (IEP) meeting vignettes: The effect of jargon and labels on emotional reactivity and feelings of collaboration.

Margaret Christie (Ph.D., 2020–School Psychology). Gender and persistence in STEM careers: Predictors and barriers.

Jillian Reiher (Ph.D., 2019 – School Psychology). The effects of technical language and individual differences on evaluating interventions for autism spectrum disorders.

Daisy Bueno (Ph.D., 2018 – School Psychology). Emotional overtones of professional jargon as experienced by English and bilingual speakers.

MASTER’S THESIS SUPERVISION

Miranda Ellis (M.Sc., 2022 – Developmental). Inhibitory control and exposure to people of color as predictors of cross-racial sharing behavior in preschool children.

Ashley Adams (M.Sc., 2020 – Developmental). Oops I drank it again: Predictors of emerging adults’ unplanned drinking.

Alexis Pandelios (M.Sc., 2019 – Developmental). Hookup reactions and outcomes among college women: The role of implicit and explicit sexual double standard attitudes.

Alyssa Clark (M.Sc., 2019 – Developmental). Labeling intimacy: Examining attitude differences about romantic and sexual intimacy in sexual and asexual people.

Margaret Christie (M.Sc., 2017 – School Psychology). Predicting gender differences in intentions to pursue STEM careers.

Kelsie Tibble (M.Sc., 2017 – Developmental). Are we attracted to abusers? Female mate preferences for dominance as an outcome of childhood sexual abuse.

Emilio Lobato (M.Sc., 2017 – Cognitive). Examining different reasons why people accept or reject scientific claims.

Mayuko Nakamura (M.Sc., 2016 – Developmental). Cognitive bias and adolescent risk-taking.

Jillian Reiher (M.Sc., 2016 – School Psychology). The effects of cultural cognition and parent perceptions of autism spectrum disorder on perceptions of intervention efficacy.

Nicole Hilaire (M.Sc., 2013 – Developmental). Self-expansion motivation and romantic liking in relationship initiation.

David Tylor Frazier (M.Ed., 2012). Is service learning an effective motivational intervention for students of poverty? A look into the effects of service learning on children of poverty.

Linda Byrd (M.Ed., 2012). The effect of school wide positive behavior interventions on an urban high school dropout rate.

Adetoro Aladesuyi (M.Ed., 2011). The impact of FlashMaster™ on student math basic fact fluency.

Tatiana Austin (M.Ed., 2011). Improving elementary school instruction and motivation.

Mary Fernandez (M.Ed., 2011). Rote counting in kindergarten: The effects of visual aids.

Nicolette Harris (M.Ed., 2011). Physical activity and student achievement.

Larry Rosenberger (M.Ed., 2011). The effect of homework on student achievement.

Amanda Mason (M.Sc., 2009 – Developmental). The effects of intrinsic and extrinsic motivation on retention of text in children attending Montessori and traditional schools.

Elizabeth Boemler (M.Sc., 2007 – Quantitative). Understanding scientific reasoning about ecological systems using the “Balance of Nature” metaphor.

Erin Abrahams (M.Sc., 2006 – Quantitative). The effect of compassionate love and situational factors on the selection of breakup strategies.

Amanda Kearney (M.Sc., 2004 – Developmental). Metacognitive development among adolescents: Comprehension monitoring and calibration of domain-specific texts.

DOCTORAL COMMITTEE MEMBERSHIP

Emily Morrow (Ph.D., 2020 – School Psychology). Implicit attitudes toward children’s gender nonconforming behavior: The mediating role of stigma-by-association when blaming mothers.

Danielle (Geishen) Zayia (Ph.D., 2019 – School Psychology). Social learning in the digital age: The impact of technofence on mother-child attachment and social skills.

Brooke Ferraro Baker (Ph.D., 2013 – School Psychology). Impulsivity, conduct disorder, and adolescent risk-taking.

Rachel (Miller) Minelli (Ph.D., 2012 – School Psychology). Using single-case research designs in educational settings: The impact of training and prior belief on preservice teachers’ interpretations of student performance.

Kristal Shelvin (Ph.D., 2010 – School Psychology). The influence of Black identity development on stereotype threat activation in African-American children.

Elizabeth Casper (Ph.D., 2010 – School Psychology). Parenting and domestic violence: An examination of the role of ontogenetic, psychological, and contextual factors.

Karyn Erkfritz-Gay (Ph.D., 2009 – School Psychology). Differential effects of three computer-assisted instruction programs on the development of math skills among primary grade students.

Holly Zumpfe (Ph.D., 2005 – School Psychology). The differential effects of reward and response cost on the math performance of boys with ADHD as a function of achievement orientation.

MASTER’S THESIS COMMITTEE MEMBERSHIP

Alexis Colwell (MS, expected 2023 – Developmental). Can video comparisons facilitate children’s STEM learning?

MaKayla Smullin (MS, 2022 – Cognitive). The effects of target facial stimuli race, emotional expression, and time delay on facial recognition.

Raina Issacs (MS, 2021 – Cognitive). Does subjective time cost explain cognitive task choices?

Rebecca Bove (MS, 2021 – Developmental). Do teacher-child interactions predict young children's peer interactions?

Amanda DeVore (MS, 2021 – Cognitive). State anxiety and emotionally expressive facial recognition.

Cristina Whitaker (MS, 2020 – School Psychology). Prominence of slut shaming connected with sexual objectification: Boys will be boys and girls will be sluts.

Sarah Caputo (MS, 2018 – Cognitive). The effects of similarity and depression on empathy.

Shannon Griffith (MA, 2017 – Clinical-Counseling). Religious discrimination in courtroom oaths.

Cielle Smith (MA, 2016 – Clinical-Counseling). Examining sexual harassment in online dating contexts.

Kori Daniel (MS, 2015 – Developmental). Predicting risky sexual behavior: The role of family context factors and socioeconomic status.

Joel Dukett (MA, 2015 – Clinical-Counseling). Childhood sexual abuse and identity development: The role of attachment and self-esteem.

Christine Bowles (MA, 2014 – Clinical-Counseling). Outcome variables of childhood sexual abuse as potential risk factors for sexual revictimization in adulthood.

Kristy Barnes (MS, 2010 – Developmental). The combination of executive functioning and theory of mind as complementary cognitive underpinnings for the sophistication level of pretense.

Allison Bock (MS, 2009 – Developmental). Developmental increases in cognitive flexibility during childhood: The role of general and specific processes.

Rebecca Georgis (MS, 2007 – Cognitive). The dynamics of spatial working memory: Changes in performance over time and across development among ADHD and non-ADHD populations.

Lisa Sweas (MS, 2007 – Developmental). Conflict management and intimacy in romantic relationships: Family connections and differences between short-term, moderate, and long-term relationships.

Supervision of Undergraduate Research Apprenticeships (2002-2022): 43 students

Supervision of Undergraduate Capstone Research Projects (2002-2022): 14 students

Supervision of Undergraduate Teaching Apprenticeships (2002-2022): 106 students

In-Class Honors Projects (2002-2022): 32 students

Supervision of *Internships in College Teaching Experiences (PSY 491)*

Alexandra Horton, Fall 2020 (Educational Psychology)

Ellie Philis, Spring 2020 (Diversity and Identity Development)

Alexis Pandelios, Spring 2019 (History of Psychology)

Kelsie Tibble, Spring 2016 (Educational Psychology)

Mayuko Nakamura, Spring 2013 (Educational Psychology)

Christopher Marosi, Fall 2012 (Educational Psychology)

Amanda Mason, Fall 2009 (Educational Psychology)

ADMINISTRATION

2021-present	Member (appointed), IDEAS Panel of Experts (Inclusion, Diversity, Equity, and Access in US Society)
2022	Member, University Research Grant (URG) Committee
2019-present	Member, Curriculum & Teaching Committee
2004-present	Member, Department of Psychology Web Committee
2019-2021	Member, SONA Committee
2017-2021	Member, Council for Teacher Education
2017-2021	Member, CTE Student Interests Subcommittee
2019	Interim Coordinator, Developmental Psychology Sequence
2019	Member, University Research Grants (URG) Committee
2010-2016	Coordinator, Developmental Psychology Sequence
2004-2016	Webmaster, Developmental Psychology Sequence
2012-2016	Member (elected), Department Faculty Status Committee
2010-2011	Member (elected), Department Faculty Status Committee
2008-2009	Member (elected), Research Committee of the Graduate Council
2008-2009	Member, University Research Council
2008-2009	Member (elected), Department Faculty Status Committee
2006-2008	Member, Psychology Curriculum Assessment Committee
2005-2006	Member, Ad Hoc Committee to Examine Capstone Options
2004-2007	Member, Department of Psychology Technology Committee
2002-2006	Member, Department of Psychology Research Committee

Editorial Boards

Journal of Psychology of Science and Technology (2008 – 2010)

Journal of Psychoeducational Assessment (2010 – present)

National Science Foundation, College of Reviewers (2014 – 2017)

Developmental and Learning Science Program (DLS)

-Responsible for reviewing up to 3 NSF proposals per funding cycle

Ad Hoc Reviewer

American Journal of Psychology

Applied Cognitive Psychology

Australian Psychologist

British Journal of Developmental Psychology

British Journal of Educational Psychology

Child Development

Child Development Research

Cognition

Cognition and Instruction

Cognitive Development

Cognitive Science

Developmental Science

Educational Assessment

Educational Psychologist

Education Research International

Instructional Science

International Journal of Science and

Mathematics Education

Learning and Individual Differences

Learning and Instruction

Mind, Brain, and Education
Journal of Cognition and Development
Journal of Cognitive Education and Psychology
Journal of Engineering Education
Journal of Experimental Child Psychology
Journal of Experimental Education
Journal of Genetic Psychology
Journal of Personality Assessment
Journal of Psychoeducational Assessment
Journal of Science Education and Technology

Proceedings of the National Academy of Sciences (PNAS)
Psychological Science
Public Understanding of Science
Quarterly Journal of Experimental Psychology
Science
Science and Education
Science Education
Transactions of the Institute of British Geographers

Grant Reviewing

National Science Foundation (Ad Hoc and Panelist)
Netherlands National Initiative Brain and Cognition
Israel Science Foundation
Dutch Programme Council for Educational Research
Zurich Research Commission

Conference Reviewing

Annual Meeting of the American Educational Research Association
Annual Meeting of the Cognitive Science Society

Program Committee

Annual Meeting of the Cognitive Science Society (2015, 2016)

ORCID <http://orcid.org/0000-0002-7152-6988>