

# Kyle Hubbard

Toronto, Ontario

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## Education

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- Doctor of Philosophy; McGill University** **2014-Present**
- Educational Psychology, Learning Sciences stream (Advisor: N. Hall)
- Master of Arts; McGill University** **2014**
- Educational Psychology, Learning Sciences stream (Advisor: N. Hall)
  - Thesis: *Internet-based Attributional Retraining and Self-esteem: Investigating Effects on Academic Achievement and Attrition in Post-secondary Students*
- Bachelor of Arts; McGill University, Montreal, QC** **2009**
- Psychology and Political Science (double major), Behavioural Science (minor)
  - Thesis: *Anti-social Lying Behaviour in Children Aged 6-9* (Advisors: V. Talwar and K. Onishi)
  - Graduated with Great Distinction
- Exchange Semester; University of Melbourne, Melbourne, Australia** **2008**
- One semester; course credits applied to Bachelor of Arts

## Academic Awards

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### Scholarships & Fellowships

- Social Sciences and Humanities Research Council of Canada (SSHRC) Joseph-Armand Bombardier Canada Graduate Scholarship (CGS)- Doctoral (\$105,000; held) **2014-2017**
- Fonds de recherche sur la société et la culture (FQRSC) Doctoral Fellowship (\$60,000; awarded and held for 1 year) **2013-2016**
- McGill University Graduate Excellence Fellowship (\$500) **2015**
- McGill University Graduate Excellence Fellowship (\$500) **2014**
- McGill University Graduate Excellence Fellowship (\$7500) **2013**
- Centre for Research in Human Development (CRDH) Fellowship (\$3,000) **2011-2012**
- McGill University Departmental Entrance Scholarship (\$2,500) **2011**

### Research & Travel

- Graduate Research Enhancement and Travel (GREAT) Award (\$670)- McGill **2016**
- Learning Sciences Conference Paper Award (\$630)- McGill **2016**
- Graduate Research Enhancement and Travel (GREAT) Award (\$500)- McGill **2015**
- Education Graduate Students' Society (EGSS) Travel Award (\$250)- McGill **2015**
- Graduate Research Enhancement and Travel (GREAT) Award (\$400)- McGill **2014**
- Graduate Research Enhancement and Travel (GREAT) Award (\$190)- McGill **2014**
- Graduate Research Enhancement and Travel (GREAT) Award (\$120)- McGill **2013**
- Educational and Counselling Psychology Graduate Research Mobility Award (\$300)- McGill **2013**

- American Educational Research Association (AERA) SIG- Motivation in Education Travel Grant (\$100) 2013
- American Educational Research Association (AERA) Division J Travel Grant (\$300) 2013
- Graduate Research Enhancement and Travel (GREAT) Award (\$310)- McGill 2013
- Graduate Research Enhancement and Travel (GREAT) Award (\$200)- McGill 2012
- Canadian Psychological Association (CPA) Travel Grant (\$80) 2012
- Society for Teaching and Learning in Higher Education (STLHE) Conference Grant (\$114) 2012
- Education Graduate Students' Society (EGSS) Travel Award (\$250)- McGill 2012

## Employment Experience

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**Research Assistant, Achievement Motivation and Emotion Research Group** 2011-Present  
*McGill University; full-time, current*

- Working with Dr. Nathan Hall, Department of Educational and Counselling Psychology
- Research topics: motivational strategies in academic settings, academic emotions, and motivational intervention programs targeting post-secondary students (3 publications, 39 conference presentations)
- Multiple local and international collaborations involving all phases of research design and implementation (e.g., literature reviews; data coding and analysis; scholarly writing; dissemination)

**Course Instructor, Introductory Psychology & Foundations of Psychology I (four sections)** 2018  
*School of Arts and Science; School of English and Liberal Studies*  
*Seneca College; Fall Semester*

- Thoroughly enjoying the challenges and rewards of motivating recent high-school graduates to explore and think deeply about psychology as it relates to their current and future lives
- Responsible for all facets (lessons, assessments, online platform) of the 14-week, college-level introduction to psychology courses

**Course Instructor, Introductory Psychology & Foundations of Psychology II (four sections)** 2018  
*School of Arts and Science; School of English and Liberal Studies*  
*Seneca College; Summer Semester*

**Course Instructor, Foundations of Psychology I and II (four sections)** 2018  
*School of Arts and Science; Seneca College; Winter Semester*

**Course Instructor, Foundations of Psychology II (three sections)** 2017  
*School of Arts and Science; Seneca College; Summer Semester*

**Course Instructor, Foundations of Psychology I (two sections)** 2017  
*School of Arts and Science; Seneca College; Winter Semester*

**Course Instructor, Foundations of Psychology I (one section)** 2016  
*School of Arts and Science; Seneca College; Summer Semester*

- Teaching Assistant, Uses of Research Findings in Education** 2015  
*Faculty of Education (graduate level); McGill University*
- Designed and taught classes on quantitative and research methodology
  - Facilitated in-class assignments and projects with a focus on making them relevant to students' lives; offered individualized feedback on all assignments
- Teaching Assistant, Measurement and Evaluation** 2014  
*Faculty of Education (undergraduate level); McGill University*
- Advised cooperative learning base groups throughout the semester
  - Encouraged students to think critically about aligning assessment with learning goals and curriculum
- Teaching Assistant, Educational Psychology** 2013  
*Faculty of Education (undergraduate level); McGill University*
- Facilitated students' comprehension of challenging course content through individualized support
  - Designed tests and assignments and evaluated students' progress via formal and informal assessments
- Teaching Assistant, Educational Psychology** 2012  
*Faculty of Education (undergraduate level); McGill University*
- Designed mid-term examinations and graded assignments, tests/exams, and personal reflection pieces
- Instructor Therapist, Puzzle Pieces Ltd.** 2011  
*Toronto, ON; full-time, 8 months*
- Conducted 1:1 therapy sessions with over 20 children diagnosed with Autism Spectrum Disorder
  - Utilized Applied Behaviour Analysis (ABA) to critically assess and support children's learning of verbal and non-verbal communication, social, and functional life skills
  - Consulted with parents and Senior Therapists on a daily basis to discuss children's progress
- Teacher, English as a Second Language, Maple College** 2009-2010  
*Busan, South Korea; full-time, 12 months*
- Independently taught classes of 10-20 students aged 6-14
  - Fostered an active learning classroom built on project-based learning; continuously strove to enhance my students' confidence in their writing, reading, and verbal abilities
- Research Assistant, Talwar Research Team** 2009  
*McGill University, full-time, 4 months*
- Worked with Dr. Victoria Talwar, Department of Educational and Counselling Psychology
  - Research topics: children's lie-telling and truth-telling behaviours, theory-of-mind and moral development, and the veracity of children's eyewitness reports
  - Assisted with data coding and collection, participant recruitment, and general administration

**Research Assistant, Sweeney Research**  
 Melbourne, Australia; part-time, 3 months

2008

- Market research consulting firm
- Transcribed focus group sessions
- Collected and organized data pertaining to many different topics, including transportation safety and consumer habits

## Journal Articles

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- Sverdlik, A., Hall, N. C., McAlpine, L., & Hubbard, K. (2018). The PhD experience: A review of the factors influencing doctoral students' completion, achievement, and well-being. *International Journal of Doctoral Studies*, 13, 361-388. doi:10.28945/4113
- Jungert, T., Hubbard, K., Dedic, H., & Rosenfield, S. (2018). Systemizing and the gender gap: Examining academic achievement and perseverance in STEM. *European Journal of Psychology of Education*. doi:10.1007/s10212-018-0390-0
- Talwar, V., Hubbard, K., Saykaly, C., Lee, K., Lindsay, R. C. L., & Bala, N. (2018). Does parental coaching affect children's false reports? Comparing verbal markers of deception. *Behavioural Sciences & the Law*, 36, 84-97. doi:10.1002/bsl.2331.
- Sticca, F., Goetz, T., Nett, U., Hubbard, K., & Haag, L. (2017). Short- and long-term effects of over-reporting of grades on academic self-concept and achievement. *Journal of Educational Psychology*, 109(6), 842-854. doi:10.1037/edu0000174
- Bieg, M., Goetz, T., Sticca, F., Brunner, E., Becker, E. S., Morger, V., & Hubbard, K. (2017). Teaching methods and their impact on students' emotions in mathematics: An experience-sampling approach. *ZDM Mathematics Education*, 49 (3), 411-422. doi:10.1007/s11858-017-0840-1
- Hubbard, K., Saykaly, C., Lee, K., Lindsay, R. C. L., Bala, N. C., & Talwar, V. (2016). Children's recall accuracy for repeated events over multiple interviews: Comparing information types. *Psychiatry, Psychology and Law*, 23(6), 849-862. doi:10.1080/13218719.2016.1256015
- Simon, R. A., Aulls, M. W., Dedic, H., Hubbard, K., & Hall, N. C. (2015). Exploring student persistence in STEM programs: A motivational model. *The Canadian Journal of Education*, 38(1), 1-27.
- Bieg, M., Goetz, T., & Hubbard, K. (2013). Can I master it and does it matter? An intraindividual analysis on control-value antecedents of trait and state academic emotions. *Learning and Individual Differences*, 28, 102-108. doi:10.1016/j.lindif.2013.09.006

## Conference Presentations

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### Papers

- Hubbard, K., Hall, N. C., & Sverdlik, A. (under review). Phenomenology of boredom coping: Understanding students' lived experiences of coping with boredom in college. *Paper submitted to the American Educational Research Association Annual Meeting.*
- Hall, N. C., Hubbard, K., & Copeland, L. (2017, April). *Interventions gone wild: Achievement effects of online control- and value-enhancing programs for first-year students.* Paper to be presented at the American Educational Research Association Annual Meeting, San Antonio, Texas.
- Bieg, M., Goetz, T., Sticca, F., Brunner, E., Becker, E. S., Morger, V., & Hubbard, K. (2017, March). Teaching methods and their impact on students' emotions in mathematics: An experience-sampling approach. Paper to be presented at the Society for Empirical Education Research Annual Conference, Heidelberg, Germany.
- Hubbard, K., Wang, H., & Hall, N. C. (2016, April). *Persisting in STEM into university: The role of emotions in physics and chemistry.* Paper presented at the American Educational Research Association Annual Meeting, Washington, D.C.
- Schuster, C., Bieg, M., & Hubbard, K. (2016, April). *Trait, state, and anticipated emotions predict STEM career intentions.* Paper presented at the American Educational Research Association Annual Meeting, Washington, D.C.
- Saxena, A., Saroyan, A., Hubbard, K., Segura, A. & Agnew, L. (2014, August). *Validating an interactive animated pedagogical agent as a tool for social interaction in a self-reflection focused computer based learning environment.* Paper presented at the European Association for Research on Learning and Instruction Special Interest Group 10 Meeting - Social Interaction in Learning and Instruction, Padova, Italy.
- Bieg, M., Goetz, T., & Hubbard, K. (2014, July). *Can I master it and does it matter? An intraindividual analysis on control-value antecedents of positive and negative academic emotions.* Paper presented at the 28<sup>th</sup> International Congress of Applied Psychology, Paris, France.
- Hubbard, K., Maymon, R., Astahova, M., & Hall, N. C. (2014, April). *Online attributional retraining and self-esteem: Assessing cognitive, emotional, and learning outcomes in college students.* Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, Pennsylvania.
- Sverdlik, A. Hall, N. C., & Hubbard, K. (2014, April). *Paradoxical effects of a motivational intervention for college students in STEM disciplines.* Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, Pennsylvania.
- Hubbard, K., Sverdlik, A., Bieg, M., & Hall, N. C. (2013, April). *Attributional retraining and self-esteem: Investigating iatrogenic effects of an online intervention.* Paper presented at the American Educational Research Association Annual Meeting, San Francisco, California.

Hubbard, K., Ringo, J., Maymon, R., Ranellucci, J., & Hall, N. C. (2013, April). *Improving student achievement in STEM disciplines: The role of online motivational programs*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, California.

Hall, N. C., Musu-Gillette, L. E., Ringo, J., & Hubbard, K. (2012, April). *Attributional retraining and student health: A latent growth analysis of mediating and moderating variables*. Paper presented at the American Educational Research Association Annual Meeting, Vancouver, British Columbia.

Bieg, M., Goetz, T., Hubbard, K., & Keller, M. (2012, April). *Control and value as antecedents of trait-based and state-based achievement emotions*. Paper presented at the American Educational Research Association Annual Meeting, Vancouver, British Columbia.

Saykaly, C., Hubbard, K., Crossman, A., & Talwar, V. (2010, March). *The development of children's altruistic lies*. Paper presented at the American Psychology-Law Society Conference, Vancouver, British Columbia.

### Posters

Lee, S. Y., Hall, N. C., & Hubbard, K. (2018, May). *Attributional retraining for first-year college students: Moderation effects of self-esteem and intervention timing on GPA*. Poster to be presented at the Association for Psychological Science Annual Convention, San Francisco, California.

Hall, N. C., Sverdlik, A., Rahimi, S., & Hubbard, K. (2017, May). *The SAS project: Exploring relations between university rankings, motivation, and well-being in graduate students*. Poster presented at Society for the Study of Motivation 10th Anniversary Meeting, Boston, Massachusetts.

Bieg, M., Weiß, K., & Hubbard, K. (2016, July). *Presenting research findings as an intervention to enhance females' intention to pursue math-intensive careers*. Poster presented at the Gender & STEM Network Conference, Newcastle upon Tyne, United Kingdom.

Hubbard, K., Saykaly, C., & Talwar, V. (2015, August). *Children's recall accuracy for repeated events over multiple interviews*. Poster presented at the American Psychological Association Annual Convention, Toronto, Canada.

Maymon, R., Hubbard, K., Wang, H., & Hall, N. C. (2015, August). *Technological difficulties in academia: A study of attributions and emotions in college students*. Poster presented at the American Psychological Association Annual Convention, Toronto, Canada.

Hubbard, K., Sverdlik, A., Bieg, M., & Hall, N. C. (2014, August). *Narcissism, high self-esteem, and attributional retraining: A risky combination?* Poster presented at the American Psychological Association Annual Convention, Washington, D. C.

Hubbard, K., Simon, R., Hall, N. C., & Wang, H. (2014, July). *Exploring student persistence in STEM programs: A motivational model*. Poster presented at the Gender & STEM Network Conference, Berlin, Germany.

- Sverdlik, A., Hubbard, K., Rahimi, S., & Hall, N. C. (2013, August). *The paradoxical effects of a motivational intervention on students' expectations*. Poster presented at the American Psychological Association Annual Convention, Honolulu, Hawaii.
- Hubbard, K., Maymon, R., & Hall, N. C. (2013, June). *Assessing Harmful Effects of an Internet-based Motivational Intervention on Achievement in Post-Secondary Social Science Students*. Poster presented at the Canadian Psychological Association Annual Convention, Quebec City, Quebec.
- Sverdlik, A., Hubbard, K., & Hall, N. C. (2013, June). *Preventing adverse effects to web-based interventions: The "reminder" approach*. Poster presented at the Canadian Psychological Association Annual Convention, Quebec City, Quebec.
- Maymon, R., Rahimi, S., Hubbard, K., & Hall, N. C. (2013, June). *Technology Attributions and Achievement: Effects of Computer and Performance Attributions on Academic Achievement*. Poster presented at the Canadian Psychological Association Annual Convention, Quebec City, Quebec.
- Hubbard, K., D'Intino, J., & Hall, N. C. (2013, June). *Modifying Online Interventions to Prevent Adverse Effects: The "Warning" Approach*. Poster presented at the Canadian Association of College and University Student Services Annual Conference, Montreal, Quebec.
- Maymon, R., Rahimi, S., Hubbard, K., & Hall, N. C. (2013, June). *Technology attributions and achievement*. Poster presented at the Canadian Association of College and University Student Services Annual Conference, Montreal, Quebec.
- D'Intino, J., Hubbard, K., Maymon, R., Rahimi, S., & Hall, N. C. (2013, June). *Perceived coping resources in high school students with learning disabilities*. Poster presented at the Canadian Association of College and University Student Services Annual Conference, Montreal, Quebec.
- Maymon, R., Hubbard, K., Rahimi, S., Hall, N. C., & Azevedo, R. (2013, April). *When technology fails: Effects of computer-related attributions and emotions on academic achievement*. Poster presented at the American Educational Research Association Annual Meeting, San Francisco, California.
- Ranellucci, J., Hall, N. C., Hubbard, K., & Goetz, T. (2013, April). *Investigating achievement emotions and learning strategies as mediators of achievement goals and academic achievement*. Poster presented at the American Educational Research Association Annual Meeting, San Francisco, California.
- Rahimi, S., Pychyl, T., Hall, N. C., & Hubbard, K. (2013, April). *Attributions of moral responsibility and blameworthiness in relation to procrastination versus delay*. Poster presented at the American Educational Research Association Annual Meeting, San Francisco, California.
- Hubbard, K., D'Intino, J., Maymon, R., & Hall, N. C. (2013, March). *How can we help STEM students succeed academically? Improving attributions for poor performance through an*

*internet-based motivational intervention*. Poster presented at the National Academic Advising Association Region 1 Conference, Montreal, Quebec.

Hubbard, K., Rahimi, S., & Hall, N. C. (2013, February). *Internet-based motivational interventions for social science college students: Advantages and drawbacks concerning academic achievement*. Poster presented at the Centre for Research in Human Development Annual Conference, Montreal, Quebec.

Hubbard, K., Maymon, R., & Hall, N. C. (2012, October). *Assisting STEM students' academic achievement through an internet-based motivational intervention*. Poster presented at the Centre for Research in Human Development Conference, Montreal, Quebec.

Sverdlik, A., Hubbard, K., Bieg, M., & Hall, N.C. (2012, October). *The iatrogenic effects of adopting realistic expectations on academic achievement*. Poster presented at the Centre for Research in Human Development Conference, Montreal, Quebec.

Hubbard, K., Ringo, J., Julio, L., & Hall, N. C. (2012, June). *Minimizing iatrogenic effects of web-based motivational programs on academic achievement*. Poster presented at the Canadian Psychological Association Annual Convention, Halifax, Nova Scotia.

Hubbard, K., Ringo, J., Julio, L., & Hall, N. C. (2012, June). *Evaluating iatrogenic effects of internet-based attributional retraining for high self-esteem students*. Poster presented at the Canadian Psychological Association Annual Convention, Halifax, Nova Scotia.

Hubbard, K., Ringo, J., Hall, N. C., & Julio, L. (2012, June). *Investigating the impact of internet-based attributional retraining on high self-esteem university students*. Poster presented at the Society for Teaching and Learning in Higher Education Annual Conference, Montreal, Quebec.

Ringo, J., Hubbard, K., Julio, L., & Hall, N. C. (2012, June). *The impact of internet-based attributional retraining in natural science disciplines*. Poster presented at the Canadian Psychological Association Annual Convention, Halifax, Nova Scotia.

Musu-Gillette, L. E., Hubbard, K., Hall, N. C., & Heckhausen, J. (2012, June). *Do your friends make a difference? Similarity, identity, and achievement in university students*. Poster presented at the Canadian Psychological Association Annual Convention, Halifax, Nova Scotia.

Hubbard, K., Ringo, J., Hall, N. C., & Julio, L. (2012, March). *Investigating the impact of internet-based attributional retraining on high self-esteem university students*. Poster presented at the Education Graduate Students' Society Annual Conference, Montreal, Quebec.

Ringo, J., Hubbard, K., & Hall, N. C. (2012, March). *Internet-based attributional retraining: Does it impact students in distinct science domains differently?* Poster presented at the Education Graduate Students' Society Annual Conference, Montreal, Quebec.

Kirmayer, M., Hubbard, K., & Williams, S. (2010, August). *Mom may know best but does she always know the truth? Children's deceptive behaviours within a modified temptation resistance paradigm*. Poster presented at the American Psychological Association Convention, San Diego, California.



Kirmayer, M., Hubbard, K., Williams, S., & Talwar, V. (2010, June). *Copycat: Parental attitudes towards lie-telling and children's behaviours within a temptation resistance paradigm*. Poster presented at the Canadian Psychological Association Convention, Winnipeg, Manitoba.

## Invited Addresses

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Hubbard, K. (January, 18, 2016). *Completing the Comprehensive Examination*. Invited student development address at the PhD Advanced Research Seminar, McGill University, Montreal, Quebec.

Hubbard, K. (November 21, 2013). *Administering Internet-based Motivational Interventions*. Invited research address at the Foundations of Computer-based Learning Environments Seminar, Montreal, Quebec.

Hubbard, K. (November 19, 2013). *Understanding Motivational and Emotional Barriers to Successful Teaching and Learning*. Invited research address at the Learning Environments Across Disciplines (LEADS) Meeting, Montreal, Quebec.

Hubbard, K. (May 7, 2013). *Emotions, Motivation, and Self-regulation in Higher Education*. Invited research address at the Department of Empirical Education Research, University of Konstanz, Konstanz, Germany.

Hubbard, K. (October 19, 2012). *Trends in theories and instruction: Longitudinal achievement benefits and risks of web-based motivational interventions promoting engagement*. Invited research address at the Institute for the Public Life of Arts and Ideas, McGill University, Montreal, Quebec.

Hubbard, K. (April 27, 2012). *Investigating the impact of internet-based attributional retraining on low vs. high self-esteem university students*. Invited research address at the Centre for Research in Human Development Annual Conference, Concordia University, Montreal, Quebec.

## Service and Professional Development

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<b>Ad Hoc Reviewer - Contemporary Educational Psychology</b>	<b>2016</b>
<ul style="list-style-type: none"> <li>One manuscript reviewed thus far</li> </ul>	
<b>Ad Hoc Reviewer - Motivation and Emotion</b>	<b>2016</b>
<ul style="list-style-type: none"> <li>One manuscript reviewed thus far</li> </ul>	
<b>Peer Reviewer - American Psychological Association (APA) Annual Conference</b>	<b>2015, 2016</b>
<ul style="list-style-type: none"> <li>Division 15- Educational Psychology; Paper submissions</li> </ul>	
<b>Peer Reviewer - Education Graduate Students' Society (EGSS) Annual Conference</b>	<b>2016</b>
<ul style="list-style-type: none"> <li>McGill University; Paper submissions</li> </ul>	
<b>Hierarchical Linear Modeling (HLM) Workshop</b>	<b>2015</b>

- A one day, American Educational Research Association (AERA) professional development training course by Dr. Betsy McCoach (University of Connecticut) and Dr. Ann O'Connell (The Ohio State University)
- Topics covered included aggregating and merging data in SPSS and fitting and interpreting two-level models with HLM Version 7 software

#### Peer Reviewer - American Educational Research Association (AERA) Annual Conference 2015

- Division C- Learning and Instruction, Section 2a- Cognitive and Motivational Processes; Paper submissions

#### Mplus Multilevel Modeling Workshop 2014

- Two day workshop provided by Dr. Fabio Sticca, post-doctoral fellow at the University of Konstanz, Germany, and the Thurgau University of Teacher Education, Switzerland
- Topics covered included applications of multilevel modeling, regression and mplus basics, null models, random intercepts models, means as outcomes models, random slopes models, and intercepts and slopes as outcomes models

#### Multilevel Modeling Workshop 2014

- Concept and Application of Multilevel Statistical Methods to Health, Social Science, and Geographical Research
- Four day workshop offered by the Quebec Inter-University Centre for Social Statistics (QICSS)
- Taught by Dr. S V Subramanian (Harvard School of Public Health)
- Topics covered included hierarchies and varying relationships, comparing random-intercepts and slopes models, comparing fixed and random-effects models, modeling heterogeneity, variance, categorical predictors, higher-level predictors, complex hierarchies, and utilizing MLwiN procedures to perform multilevel analyses

#### Mplus Workshop 2014

- Six day workshop offered by the Centre for Research in Human Development (CRDH) Summer School on Statistics and Methodology
- Concordia University, Montreal, Quebec
- Topics covered included imputing missing data (applying factor analytic approaches), creating & studying latent variables, measurement invariance, multilevel analyses, and latent growth curve modeling

#### Blog Contributor 2013

- Blog: *The Conversation: Bridging the Gap between Research and Practice in Education*
  - "Our mission is to bridge the communication gap between education-based research and education practitioners. We accomplish this by communicating the research through digestible writings supplemented with classroom activities."
  - <http://leadspartnership.ca/theconversation/attributional-retraining/>
- Post: *Attributional Retraining* (co-authored with Sonia Rahimi)
  - Contributed a piece on preventing teacher burnout and developing in-class motivational activities to improve students' perceived control over their academic achievement

#### Research Exchange Program (1 Month) 2013

- University of Konstanz, Department of Empirical Education Research

- Invited by Dr. Thomas Goetz
  - Antecedents of academic emotions
  - Domain-specificity of emotional experiences
- Funded by FQRSC Grant (N. C. Hall) & McGill Graduate Mobility Award (K. Hubbard)

### **Structural Equation Modelling (SEM) Workshop 2012**

- Five day workshop offered by the Quebec Inter-University Centre for Social Statistics (QICSS)
- Taught by Dr. Rex Kline (Concordia University)
- Topics covered included principles, assumptions, strengths, limitations, and applications of SEM with LISREL, including path analysis, confirmatory factor analysis (CFA), and full “LISREL” (structural regression) models

## **Leadership Experience**

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### **Ph.D. Student Representative for the Learning Sciences 2014-2015**

- Department of Educational and Counselling Psychology, McGill University
- Actively contributed to committee meetings and informed current Ph.D. students on relevant changes to the program; energetically voiced concerns/suggestions of current Ph.D. students; promoted departmental events and encouraged student involvement; ardently publicized student accomplishments

### **Internal Coordinator- Education Graduate Students’ Society of McGill University 2013-2014 Annual Conference**

- Substantially contributed to the highly successful and well-attended 13<sup>th</sup> Annual Conference
- Recruited volunteers, reviewers, and guest speakers; booked venues and organized logistics for all presentations/activities; extensively communicated and coordinated with the conference committee; energetically promoted the conference within the McGill community

### **M.A. Student Representative for the Learning Sciences 2012-2013**

- Similar initiatives and responsibilities as the Ph.D. Student Representative position

## **Volunteer Experience**

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### **Conference Volunteer 2012, 2015, 2016**

- Education Graduate Students’ Society of McGill University (EGSS) Annual Conference
- Assisted with setup and takedown, registration, and moderating presentations

### **International Student Buddy, McGill University 2013-2014**

- Aided two international graduate students in successfully transition to Montreal and McGill University
- Primary contact throughout the transition; supported their social, cultural, and institutional integration

### **Best Buddies, Montreal, QC 2008-2009**

- Matched with an adult with a mild cognitive disability
- Developed a one-on-one friendship through time spent doing activities together such as bowling, going to movies, and meeting for meals

## Professional Memberships

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American Psychological Association (APA)	2014-Present
• <i>Student Affiliate</i>	
American Educational Research Association (AERA)	2012-Present
• <i>Student Affiliate</i>	
Canadian Psychology Association (CPA)	2011-2013
• <i>Student Affiliate</i>	

*References Available Upon Request*