

CURRICULUM VITAE

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EDUCATION

Ph.D. (Social Psychology); University of Manitoba, Canada 2002-2006
M.A. (Social Psychology); University of Manitoba, Canada 2000-2002
B.A. (Honours Psychology; First Class Honours); University of Manitoba, Canada 1995-1999

ACADEMIC POSITIONS

Director, Learning Sciences/Health Professions Education Graduate Programs; McGill University 2018 - Present
Director, Achievement Motivation and Emotion (AME) Research Group 2009 - Present
Vice-President, Communications; McGill Association of University Teachers (MAUT) 2017 - Present
Associate Professor; McGill University, Educational and Counselling Psychology (ECP); Learning Sciences 2015 - Present
Assistant Professor; McGill University, Educational and Counselling Psychology (ECP); Learning Sciences 2010 - 2015
Assistant Professor; University of Maryland, College Park (UMD); Human Development (EDHD) 2009 - 2010
Post-Doctoral Fellow; University of Munich, Institute for Personality and Educational Psychology (R. Pekrun) 2007 - 2009
Post-Doctoral Fellow; University of California, Irvine; Psychology and Social Behavior (J. Heckhausen) 2006 - 2008

ACADEMIC AWARDS

RESEARCH AWARDS

Outstanding International Research Collaboration Award; American Educational Research Association (SIGTICL) Apr. 2017
Faculty of Education Nominee, McGill Principal's Prize for Outstanding Emerging Researchers Feb. 2016
Faculty of Education Nominee, McGill Principal's Prize for Public Outreach through Media Feb. 2017 & 2018
Faculty of Education Nominee, Chercheurs Étoiles Award; Desjardins/CREPUQ/CORIM June 2011 & 2012
Canadian Psychological Association President's New Researcher Award Nov. 2010
University of Manitoba Distinguished Dissertation Award Apr. 2007
Canadian Psychological Association Certificate of Academic Excellence (Ph.D.) July 2006
Robert J. Menges New Researcher Award; American Educational Research Association (SIGFTED) Apr. 2005
Canadian Psychological Association Certificate of Academic Excellence (M.A.) Aug. 2003
Vineberg Research Prize in Psychology (University of Manitoba) Apr. 2002

TEACHING AWARDS

Carrie M. Derick Award for Graduate Supervision and Teaching Nominee; McGill University Jan. 2017
Faculty of Education Distinguished Teaching Award; McGill University Mar. 2014
Faculty of Education Nominee, McGill Principal's Prize for Excellence in Teaching June 2013 & 2014

POST-DOCTORAL AWARDS

Social Sciences & Humanities Research Council of Canada Post-Doctoral Fellowship May 2005
Alexander von Humboldt Foundation Research Fellowship (Germany) Sept. 2005

GRADUATE AWARDS

Social Sciences & Humanities Research Council of Canada Doctoral Fellowship 2002-2006
German Academic Exchange Service (DAAD) Graduate Scholarship Oct. 2003
Manitoba Health Research Council Graduate Studentship 2001-2003
University of Manitoba (Duff Roblin) Graduate Fellowship 2000-2002
Donald Vernon Snider Memorial Fellowship (University of Manitoba) 2000-2002
University of Manitoba Student Union Scholarship Aug. 2000

TRAVEL AWARDS

McGill University: Faculty Paper Presentation Grant (2; 2013, 2016)
University of Maryland: College of Education International Travel Award (1; 2010)
University of Manitoba: Graduate Studies (3; '00-'04), Arts (8; '00-'05), Psychology (5; '01-'05); UMSU (8; '99-'06), GSA (6; '01-'06), Alumni (6; '00-'05)
Professional Associations: American Educational Research Association (1; 2005), Canadian Psychological Association (2; 2002)

GRANT FUNDING

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA (SSHRC)

<i>Insight Development Grant (\$61,160 / 2 yrs)</i>	June 2017
APPLICANTS: Veletsianos (PI); Co-applicant: Hodson; Collaborator: Hall	
PROJECT: Female Academics' Experiences of Harassment on Social Media	
<i>Insight Grant (\$311,590 / 4 yrs)</i>	May 2014
APPLICANTS: Venkatesh (PI); Co-applicants: Hall , Abrami, Wade, Azevedo, Negretti, Mercier	
PROJECT: Development of Academic Self-regulation to Support Information Literacy	
<i>Insight Development Grant (\$59,000 / 2 yrs)</i>	June 2013
APPLICANTS: Hall (PI); Co-applicant: Ruglis	
PROJECT: Promoting Adjustment, Achievement, and Retention in CEGEP Students: A Mixed-Method, Motivational Perspective	
<i>Insight Grant (\$264,000 / 7 yrs, with deferrals)</i>	Apr. 2013
APPLICANTS: Hall (PI); Co-applicants: Guay; Collaborators: Weiner, Koestner, Chiarella, Leighton, Kee, Rahilly, Azevedo, Venkatesh	
PROJECT: Motivational Interventions in Higher Education: Utilizing Internet and Mobile Technology to Improve Student Development	
<i>Partnership Development Grant (\$192,660 / 5 yrs, with deferrals)</i>	Mar. 2013
APPLICANTS: Hall (PI); Co-applicants: Goetz, Frenzel; Collaborators: Pekrun, Linnenbrink-Garcia, Lajoie, Wrosch, Fryer, Dunton	
PARTNERS: Canadian Association of College and University Student Services; Office of Vice-President Academic, SFU; First-Year Office, McGill; Deutsches Studentenwerk; University of Konstanz; University of Munich; National Resource Center for the First-Year Experience and Students in Transition	
PROJECT: The First-Year Experience: An International Motivational Perspective	
<i>Partnership Development Grant (\$190,123 / 3 yrs)</i>	Mar. 2013
APPLICANTS: Azevedo (PI); Co-applicants: Hall , Venkatesh, Chapdelaine, Charles, Marquis, Asghar, Lajoie, Winne, Laferriere	
PARTNERS: Centre de recherche informatique de Montréal; Concordia University; Dawson College; EXO U; Faculty of Education, McGill	
PROJECT: Transforming Teacher Training & Students' Academic Achievement with Advanced Digital Technologies	
<i>Partnership Grant (\$2,499,995 / 7 yrs)</i>	Mar. 2012
APPLICANTS: Lajoie (PI); Hall (Co-applicant); 21 Co-applicants/Collaborators, 12 Industry/Institutional Partners	
PROJECT: Learning Environments Across Disciplines (LEADS): Supporting Technology Rich Learning	
<i>Internal Development Grant, McGill University (\$3,000; Hall, PI)</i>	May 2011
<i>Standard Operating Grant, Committee 17 (\$89,381 / 3 years; Declined)</i>	Apr. 2008
APPLICANTS: Hall (PI); Collaborator: Goetz	

OTHER GRANTING AGENCIES

CANADIAN INSTITUTES OF HEALTH RESEARCH (CIHR); <i>Operating Grant (\$256,758 / 4.5 yrs)</i>	July 2013
APPLICANTS: Chipperfield (PI); Co-applicants: Hall , Stewart, Pekrun, Perry, Lobchuk, St. John	
PROJECT: Psychosocial Predictors of Health and Survival in Late Life	
CANADIAN INSTITUTES OF HEALTH RESEARCH (CIHR); <i>Operating Grant, Regional Partnerships Program (\$139,836 / 2 yrs)</i>	Mar. 2013
APPLICANTS: Chipperfield (PI); Co-applicants: Hall , Stewart, Pekrun, Perry, Lobchuk, St. John	
PROJECT: Psychosocial Predictors of Health and Survival in Late Life	
ALEXANDER VON HUMBOLDT FOUNDATION (GERMANY); <i>Alumni Research Sponsorship (\$2,600; Hall, PI)</i>	Oct. 2012
PROJECT: The First-Year Experience: An International Motivational Perspective	
FONDS DE RECHERCHE SUR LA SOCIÉTÉ ET LA CULTURE; <i>Établissement de Nouveaux Professeurs-Chercheurs (\$39,555 / 3 yrs; Hall, PI)</i>	Apr. 2012
PROJECT: L'amélioration de la réussite et de la rétention dans l'enseignement supérieur	
SPENCER FOUNDATION (USA); <i>Research Grant, Organizational Learning (\$38,400 USD / 2 yrs; Hall, PI)</i>	Oct. 2011
PROJECT: Facilitating Learning, Achievement, and Retention in Higher Education	
CENTRE ON AGING, UNIVERSITY OF MANITOBA; <i>Faculty-Graduate Student Collaborative Research Grant (\$2,500)</i>	Feb. 2003
APPLICANTS: Hall , Chipperfield (Co-applicants)	

JOURNAL ARTICLES

Hall, N. C. (accepted). Motivation and performance in post-secondary faculty: Evaluating the effects of causal attributions for academic failure experiences. *International Journal of Educational Research*.

- Hall, N. C. (accepted). A review of research on the role of emotions in learning and instruction in educators. *The Asia Pacific Education Researcher*.
- Stupnisky, R. H., Hall, N. C., & Pekrun, R. (in press). The emotions of pretenure faculty: Implications for teaching and research. *Review of Higher Education*.
- Wang, H., Hall, N. C., & Taxer, J. (in press). *Antecedents and consequences of teachers' emotional labor: A systematic review and meta-analytic investigation*. *Educational Psychology Review*.
- Chang, C. -F., Gröschner, A., Hall, N. C., Alles, M., & Seidel, T. (2018). Teachers' nonverbal behavior during video-based teacher professional development. *AERA Open*, 4(4), 1-15. doi: 10.1177/2332858418819851
- Maymon, R., Hall, N. C., & Goetz, T. (2018). When academic technology fails: Effects of students' attributions for computing difficulties on emotions and achievement. *Social Sciences*, 7(11), 223. doi:10.3390/socsci7110223
- Maymon, R., Hall, N. C., Goetz, T., Chiarella, A., & Rahimi, S. (2018). Technology, attributions, and emotions in post-secondary education: An application of Weiner's attribution theory to academic computing problems. *PLoS ONE*, 13(3), e0193443. doi:10.1371/journal.pone.0193443
- Sabagh, Z., Hall, N. C., & Saroyan, A. (2018). Antecedents, correlates, and consequences of faculty burnout. *Educational Research*, 1-26. doi:10.1080/00131881.2018.1461573
- Sverdlík, A., Hall, N. C., Hubbard, K. A., & McAlpine, L. (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
- Wang, H., & Hall, N. C. (2018). A systematic review of teachers' causal attributions: Prevalence, correlates, and consequences. *Frontiers in Psychology*, 9:2305. doi:10.3389/fpsyg.2018.02305
- Czajkowska, Z., Hall, N. C., Sewitch, M., Wang, B., & Körner, A. (2017). The role of patient education and physician support in self-efficacy for skin self-examination among patients with melanoma. *Patient Education and Counseling*, 100(8), 1505-1510. doi:10.1016/j.pec.2017.02.020
- Czajkowska, Z., Wang, H., Hall, N. C., Sewitch, M., & Körner, A. (2017). Validation of the English and French versions of the brief Health Care Climate Questionnaire (HCCQ). *Health Psychology Open*, 4(2), 1-9. doi:10.1177/2055102917730675.
- DiMillo, J., Brosseau, D. C., Gomez-Garibello, C., Hall, N. C., Ezer, H., Wang, B., & Körner, A. (2017). Self-efficacy and comfort with partner-assisted skin examination in patients receiving follow-up care for melanoma. *Health Education Research*, 32(2), 174-183. doi:10.1093/her/cyx037
- DiMillo, J., Hall, N. C., Ezer, H., Schwarzer, R., & Korner, A. (2017). The Berlin Social Support Scales: Validation of the Received Support Scale in a Canadian sample of patients affected by melanoma. *Journal of Health Psychology*, 1-11. doi:10.1177/1359105317700968
- Harley, J. M., Lajoie, S. P., Frasson, C., & Hall, N. C. (2017). Developing emotion-aware, advanced learning technologies: A taxonomy of approaches and features. *International Journal of Artificial Intelligence in Education*, 27(2), 268-297. doi:10.1007/s40593-016-0126-8
- Rahimi, S., Hall, N. C., Wang, H., & Maymon, R. (2017). Upward, downward, and horizontal social comparisons: Effects on adjustment, emotions, and persistence in teachers. *Interdisciplinary Education and Psychology*, 1(1), 10. doi: Interdisc Edu Psychol/10
- Ranellucci, J., Hall, N. C., Muis, K. R., Lajoie, S. P., & Robinson, K. A. (2017). Mastery, maladaptive learning behaviors, and academic achievement: An intervention approach. *Canadian Journal of Education*, 40(4), 704-738.
- Salimzadeh, R., Saroyan, A., & Hall, N. C. (2017). Examining the factors impacting academics' psychological well-being: A review of research. *International Education Research*, 5(1), 13-44. doi:10.12735/ier.v5n1p13
- Schall, M., Goetz, T., Martiny, S. E., & Hall, N. C. (2017). It ain't over 'til it's over: The effect of task completion on the savoring of success. *Motivation and Emotion*, 41, 38-50. doi:10.1007/s11031-016-9591-5
- Sticca, F., Goetz, T., Bieg, M., Hall, N. C., Eberle, F., & Haag, L. (2017). Examining the accuracy of students' self-reported academic achievement: Evidence from a longitudinal study. *PLoS ONE*, 12(11), e0187367. doi:10.1371/journal.pone.0187367
- Stupnisky, R. H., Hall, N. C., Daniels, L. M., & Mensah, E. (2017). Testing a model of pretenure faculty members' teaching and research success: Motivation as a mediator of balance, expectations, and collegiality. *The Journal of Higher Education*, 88(3), 376-400. doi:10.1080/00221546.2016.1272317
- Wang, H., Hall, N. C., Goetz, T., & Frenzel, A. C. (2017). Teachers' goal orientations: Effects on classroom goal structures and emotions. *British Journal of Educational Psychology*, 87, 90-107. doi:10.1111/bjep.12137
- Hall, N. C., Sampasivam, L., Muis, K., & Ranellucci, J. (2016). Achievement goals and emotions: The mediational roles of perceived progress, control, and value. *British Journal of Educational Psychology*, 86(2), 313-330. doi:10.1111/bjep.12108
- Hall, N. C., & Sverdlík, A. (2016). Encouraging realistic expectations in STEM students: Paradoxical effects of a motivational intervention. *Frontiers in Psychology*, 7, 1109. doi:10.3389/fpsyg.2016.01109
- Rahimi, S., Hall, N. C., & Pychyl, T. A. (2016). Attributions of responsibility and blame for procrastination behavior. *Frontiers in Psychology*, 7, 1179. doi:10.3389/fpsyg.2016.01179
- Schall, M., Martiny, S. E., Goetz, T., & Hall, N. C. (2016). Smiling on the inside: The social benefits of suppressing positive emotions in outperformance situations. *Personality and Social Psychology Bulletin*, 42(5), 559-571. doi:10.1177/0146167216637843

- Bieg, M., Goetz, T., Wolter, I., & Hall, N. C. (2015). Gender stereotype endorsement differentially predicts girls' and boys' trait-state discrepancy in math anxiety. *Frontiers in Psychology, 6*, 1404. doi:10.3389/fpsyg.2015.01404
- Goetz, T., Becker, E. S., Bieg, M., Keller, M. M., Frenzel, A. C., & Hall, N. C. (2015). The glass half empty: How emotional exhaustion affects the trait-state discrepancy in self-reports of teaching emotions. *PLOS ONE, 10*(9), e0137441. doi:10.1371/journal.pone.0137441
- Ranellucci, J., Hall, N. C., & Goetz, T. (2015). Achievement goals, emotions, learning, and performance: A process model. *Motivation Science, 1*(2), 98-120. doi:10.1037/mot0000014
- Simon, R. A., Aulls, M. W., Dedic, H., Hubbard, K. A., & Hall, N. C. (2015). Exploring student persistence in STEM programs: A motivational model. *Canadian Journal of Education, 38*(1), 1-27. http://journals.sfu.ca/cje/index.php/cje-rce/article/download/1729/1739
- Wang, H., Hall, N. C., & Rahimi, S. (2015). Self-efficacy and causal attributions in teachers: Effects on burnout, job satisfaction, illness, and quitting intentions. *Teaching and Teacher Education, 47*, 120-130. doi:10.1016/j.tate.2014.12.005
- Weinberg, L. E., Hall, N. C., & Sverdlik, A. (2015). Attributional retraining and physical rehabilitation in later life: Intervention effects on motivation, mobility, and well-being. *Physical & Occupational Therapy in Geriatrics, 33*(4), 294-302. doi:10.3109/02703181.2015.1084410
- Goetz, T., Frenzel, A. C., Hall, N. C., Nett, U., Pekrun, R., & Lipnevich, A. (2014). Types of boredom: An experience sampling approach. *Motivation and Emotion, 38*, 401-419. doi:10.1007/s11031-013-9385-y
- Pekrun, R. H., Hall, N. C., Perry, R. P., & Goetz, T. (2014). Boredom and academic achievement: Testing a model of reciprocal causation. *Journal of Educational Psychology, 106*(3), 696-710. doi:10.1037/a0036006
- Goetz, T., Bieg, M., Ludtke, O., Pekrun, R. H., & Hall, N. C. (2013). Do girls really experience more mathematics anxiety? Conflicting evidence from trait vs. state perspectives. *Psychological Science, 24*(10), 2079-2087. doi:10.1016/j.lindif.2011.04.006
- Goetz, T., Nett, U. E., Martiny, S., Hall, N. C., Pekrun, R. H., Dettmers, S., & Trautwein, U. (2012). Students' emotions during homework: Structures, self-concept antecedents, and achievement outcomes. *Learning and Individual Differences, 22*(2), 225-234. doi:10.1016/j.lindif.2011.04.006
- Hall, N. C. (2012). Life in transition: A motivational perspective. *Canadian Psychology, 53*(1), 63-66. doi:10.1037/a0026044
- Nett, U. E., Goetz, T., Hall, N. C., & Frenzel, A. C. (2012). Metacognitive strategies and test performance: An experience sampling analysis of students' learning behavior. *Education Research International, 1*-16. doi:10.1155/2012/958319
- Stupnisky, R. H., Perry, R. P., Hall, N. C., & Guay, F. (2012). Examining perceived control level and instability as predictors of first-year college students' academic achievement. *Contemporary Educational Psychology, 37*, 81-90. doi:10.1016/j.cedpsych.2012.01.001
- Goetz, T., Frenzel, A. C., Ludtke, O., & Hall, N. C. (2011). Between-domain relations of academic emotions: Does having the same instructor make a difference? *Journal of Experimental Education, 79*, 84-101. doi:10.1080/00220970903292967
- Hall, N. C., Jackson Gradt, S. E., Goetz, T., & Musu-Gillette, L. E. (2011). Attributional retraining, self-esteem, and the job interview: Benefits and risks for college student employment. *Journal of Experimental Education, 79*(3), 318-339. doi:10.1080/00220973.2010.503247
- Nett, U. E., Goetz, T., & Hall, N. C. (2011). Coping with boredom in school: An experience sampling perspective. *Contemporary Educational Psychology, 36*(1), 49-59. doi:10.1016/j.cedpsych.2010.10.003
- Goetz, T., Cronjaeger, H., Frenzel, A. C., Ludtke, O., & Hall, N. C. (2010). Academic self-concept and emotion relations: Domain specificity and age effects. *Contemporary Educational Psychology, 35*, 44-58. doi:10.1016/j.cedpsych.2009.10.001
- Goetz, T., Frenzel, A. C., Stoeger, H., & Hall, N. C. (2010). Antecedents of everyday positive emotions: An experience sampling analysis. *Motivation and Emotion, 34*, 49-62. doi:10.1007/s11031-009-9152-2
- Hall, N. C., Chipperfield, J. G., Heckhausen, J., & Perry, R. P. (2010). Control striving in older adults with serious health problems: A 9-year longitudinal study of survival, health, and well-being. *Psychology and Aging, 25*(2), 432-445. doi:10.1037/a0019278
- Perry, R. P., Stupnisky, R. H., Hall, N. C., Chipperfield, J. G., & Weiner, B. (2010). Bad starts and better finishes: Attributional retraining and initial performance in competitive achievement settings. *Journal of Social and Clinical Psychology, 29*(6), 668-700. doi:10.1521/jscp.2010.29.6.668
- Jackson, S. E., Hall, N. C., Rowe, P., & Daniels, L. M. (2009). Getting the job: Attributional retraining and the employment interview. *Journal of Applied Social Psychology, 39*(4), 973-998. doi:10.1111/j.1559-1816.2009.00468.x
- Goetz, T., Frenzel, A. C., Hall, N. C., & Pekrun, R. H. (2008). Antecedents of academic emotions: Testing the internal/external frame of reference model for academic enjoyment. *Contemporary Educational Psychology, 33*, 9-33. doi:10.1016/j.cedpsych.2006.12.002
- Hall, N. C. (2008). Self-regulation of primary and secondary control in achievement settings: A process model. *Journal of Social and Clinical Psychology, 27*(10), 1126-1164. doi:10.1521/jscp.2008.27.10.1126
- Ruthig, J. C., Perry, R. P., Hladkyj, S., Hall, N. C., Pekrun, R. H., & Chipperfield, J. G. (2008). Perceived control and emotions: Interactive effects on performance in achievement settings. *Social Psychology of Education, 11*, 161-180. doi:10.1007/s11218-007-9040-0
- Goetz, T., Frenzel, A. C., Pekrun, R. H., Hall, N. C., & Ludtke, O. (2007). Between- and within-domain relations of students' academic emotions. *Journal of Educational Psychology, 99*(4), 715-733. doi:10.1037/0022-0663.99.4.715
- Goetz, T., Preckel, F., Pekrun, R. H., & Hall, N. C. (2007). Emotional experiences during test taking: Does cognitive ability make a difference? *Learning and Individual Differences, 17*, 3-16. doi:10.1016/j.lindif.2006.12.002

- Hall, N. C., Perry, R. P., Goetz, T., Ruthig, J. C., Stupnisky, R. H., & Newall, N. E. (2007). Attributional retraining and elaborative learning: Improving academic development through writing-based interventions. *Learning and Individual Differences, 17*, 280-290. doi:10.1016/j.lindif.2007.04.002
- Ruthig, J. C., Chipperfield, J. G., Newall, N. E., Perry, R. P., & Hall, N. C. (2007). Detrimental effects of falling on health and well-being in later life: The mediating roles of perceived control and optimism. *Journal of Health Psychology, 12*(2), 231-248. doi:10.1177/1359105307074250
- Daniels, L. M., Clifton, R. A., Perry, R. P., Mandzuk, D., & Hall, N. C. (2006). Student teachers' competence and career uncertainty: The effects of career anxiety and perceived control. *Social Psychology of Education, 9*, 405-423. doi:10.1007/s11218-006-9000-0
- Goetz, T., Ehret, C., Jullien, S., & Hall, N. C. (2006). Is the grass always greener on the other side? Social comparisons of subjective well-being. *Journal of Positive Psychology, 1*, 173-186. doi:10.1080/17439760600885655
- Goetz, T., Frenzel, A. C., Pekrun, R. H., & Hall, N. C. (2006). The domain specificity of academic emotional experiences. *Journal of Experimental Education, 75*, 5-29. doi:10.3200/JEXE.75.1.5-29
- Goetz, T., Hall, N. C., Frenzel, A. C., & Pekrun, R. H. (2006). A hierarchical conceptualization of enjoyment in students. *Learning and Instruction, 16*, 323-338. doi:10.1016/j.learninstruc.2006.07.004
- Goetz, T., Pekrun, R. H., Hall, N. C., & Haag, L. (2006). Academic emotions from a socio-cognitive perspective: Antecedents and domain specificity of student affect in the context of Latin instruction. *British Journal of Educational Psychology, 76*, 289-308. doi:10.1348/000709905X42860
- Hall, N. C., Chipperfield, J. G., Perry, R. P., Ruthig, J. C., & Goetz, T. (2006). Primary and secondary control in academic development: Gender-specific implications for stress and health in college students. *Anxiety, Stress, and Coping, 19*, 189-210. doi:10.1080/10615800600581168
- Hall, N. C., Perry, R. P., Chipperfield, J. G., Clifton, R. A., & Haynes, T. L. (2006). Enhancing primary and secondary control in achievement settings through writing-based attributional retraining. *Journal of Social and Clinical Psychology, 25*, 361-391. doi:10.1521/jscp.2006.25.4.361
- Hall, N. C., Perry, R. P., Ruthig, J. C., Hladkyj, S., & Chipperfield, J. G. (2006). Primary and secondary control in achievement settings: A longitudinal field study of academic motivation, emotions, and performance. *Journal of Applied Social Psychology, 36*, 1430-1470. doi:10.1111/j.0021-9029.2006.00067.x
- Haynes, T. L., Ruthig, J. C., Perry, R. P., Stupnisky, R. H., & Hall, N. C. (2006). Reducing the academic risks of over-optimism: The longitudinal effects of attributional retraining on cognition and achievement. *Research in Higher Education, 47*, 755-779. doi:10.1007/s11162-006-9014-7
- Kleine, M., Goetz, T., Pekrun, R. H., & Hall, N. C. (2005). The structure of students' emotions experienced during a mathematical achievement test. *International Reviews on Mathematics Education, 37*, 221-225. doi:10.1007/s11858-005-0012-6
- Hall, N. C., Hladkyj, S., Perry, R. P., & Ruthig, J. C. (2004). The role of attributional retraining and elaborative learning in college students' academic development. *Journal of Social Psychology, 144*, 591-612. doi:10.3200/SOCP.144.6.591-612
- Ruthig, J. C., Perry, R. P., Hall, N. C., & Hladkyj, S. (2004). Optimism and attributional retraining: Longitudinal effects on academic achievement, test anxiety, and voluntary course withdrawal in college students. *Journal of Applied Social Psychology, 34*, 709-730. doi:10.1111/j.1559-1816.2004.tb02566.x

BOOK & ONLINE PUBLICATIONS

- Goetz, T., & Hall, N. C. (in press). Emotion and achievement in the classroom. In J. A. C. Hattie & E. M. Anderman (Eds.), *International guide to student achievement* (2nd ed.). New York, NY: Routledge.
- Goetz, T., Hall, N. C., & Krannich, M. (in press). Boredom. In K. A. Renninger & S. E. Hidi (Eds.), *Cambridge handbook on motivation and learning*. Cambridge, UK: Cambridge University Press.
- Hall, N. C. (in press). Motivation and well-being in faculty and graduate students: Empirical relations with university rankings. In M. Stack, C. P. Chou, M. Ischikawa, & A. Mazawi (Eds.), *Global university rankings: A high stakes game or useful tool?* Toronto, ON: University of Toronto Press.
- Goetz, T., Bieg, M., & Hall, N. C. (2016). Assessing academic emotions via the experience sampling method. In M. Zembylas & P. Schutz (Eds.), *Methodological advances in research on emotion in education* (pp. 245-258). New York: Springer.
- Ranellucci, J., Poitras, E. G., Bouchet, F., Lajoie, S. P., & Hall, N. C. (2016). Understanding emotional expressions in social media through educational data mining. In S. Tettegah & R. E. Ferdig (Eds.), *Emotions and technology* (pp. 85-103). Elsevier.
- Hall, N. C. (2015, July 1). @AcademicsSay: The story behind a social-media experiment. *The Chronicle of Higher Education*. <http://chronicle.com/article/AcademicsSay-The-Story/231195> [79K+ views]
- Harley, J. M., Lajoie, S. P., Frasson, C., & Hall, N. C. (2015). An integrated emotion-aware framework for intelligent tutoring systems. In C. Conati & N. Heffernan (Eds.), *Lectures Notes in Artificial Intelligence: Vol. 9112. Artificial Intelligence in Education* (pp. 620-624). Switzerland: Springer.

- Goetz, T., & Hall, N. C. (2014). Academic boredom. In R. Pekrun & L. Linnenbrink-Garcia (Eds.), *International handbook of emotions and education* (pp. 311-330). New York, NY: Routledge.
- Dresel, M., & Hall, N. C. (2013). Motivation. In N. C. Hall & T. Goetz (Eds.), *Emotion, motivation, and self-regulation: A handbook for teachers* (pp. 57-122). Bingley, UK: Emerald.
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MANUSCRIPTS UNDER REVIEW

- DiMillo, J., Hall, N. C., Ezer, H., Khanna, M., & Korner, A. (2019). *Partner comfort and support as predictors of skin self-examination self-efficacy in patients at risk for melanoma recurrence*. Manuscript submitted for publication.
- Jarrell, A., Lajoie, S., & Hall, N. C. (2019). *Spontaneous emotion regulation and achievement in STEM programs*. Manuscript submitted for publication.
- Lee, S. Y., & Hall, N. C. (2019). *Procrastination, self-efficacy, and burnout in post-secondary faculty: A latent growth analysis*. Manuscript submitted for publication.
- Moumne, S., Hall, N. C., & Heath, N. L. (2019). *Implicit theories of emotion, goals for emotion regulation, and multivariate profiles of cognitive responding to negative life events*. Manuscript submitted for publication.
- Stupnisky, R. H., Hall, N. C., & Pekrun, R. (2019). *Pretenure faculty enjoyment, anxiety, and boredom for teaching and research: Instrument development and testing predictors of success*. Manuscript submitted for publication.
- Sverdlik, A., & Hall, N. C. (2019). *Not just a phase: Exploring the role of doctoral program stage on motivation and well-being*. Manuscript submitted for publication.
- Sverdlik, A., & Hall, N. C. (2019). *An exploratory analysis of the roles of socialization and motivation in doctoral students' work-life balance and well-being*. Manuscript submitted for publication.
- Wang, H., & Hall, N. C. (2019). *When "I care" is not enough: A moderated mediational exploration of teachers' value congruence and emotional labor*. Manuscript submitted for publication.
- Wang, H., Hall, N. C., Gogal, K., & Goetz, T. (2019). *Exploring the structure of teachers' emotional labor: Contrasting discrete strategy and emotion perspectives*. Manuscript submitted for publication.

MANUSCRIPTS IN PROGRESS

- Hall, N. C. (2019). *Self-regulation and psychological health in educational settings: An application of Heckhausen's Motivational Theory of Life-Span Development*. Multi-study manuscript in preparation.
- Hall, N. C., Goetz, T., Frenzel, A., Wang, H., & Rahimi, S. (2019). *Online motivational interventions for teachers: Longitudinal effects on cognitions, burnout, and quitting intentions*. Manuscript in preparation.
- Hall, N. C., & Hubbard, K. A. (2019). *Attributional retraining and self-esteem: "Robin Hood" effects on academic achievement*. Multi-study manuscript in preparation.

Hall, N. C., Hubbard, K. A., Lee, S. Y., & Goetz, T. (2019). *Motivation by inception: The effects of brief online interventions on academic achievement*. Multi-study manuscript in preparation.

Veletsianos, G., & Hall, N. C. (2019). *Academic engagement on social media*. Book manuscript in preparation.

CONFERENCE PAPERS

- Chang, C. -F., Hall, N. C., & R. Maymon. (2019, August). *Predictive validity of teachers' achievement goal profiles on their well-being*. American Psychological Association, Chicago, IL.
- Chang, C. -F., Hall, N. C., & R. Maymon. (2019, August). *Achievement goals profiles in practicing teachers: A longitudinal, cluster analytic perspective*. American Psychological Association, Chicago, IL.
- Chang, C. -F., Lee, S. Y., Hall, N. C., & Rahimi, S. (2019, June). *Feeling good and less angry? The influence of teachers' motivational and behavioral beliefs*. Canadian Psychological Association, Halifax, NS.
- Jonas, E. A., Feizi, S., Hall, N. C. (2019, May) *Exploring relations between writing self-efficacy, emotions, and psychological adjustment in graduate students*. Canadian Psychological Association, Halifax, NS.
- Chang, C. -F., Lee, S. Y., Hall, N. C., & Wang, H. (2019, April). *Exploring the effects of teachers' social goal orientations and self-efficacy on student engagement*. American Educational Research Association, Toronto, ON.
- Goetz, T., Krannich, M., & Hall, N. C. (2019, April). *Synergies in studies of motivation and learning: An interactive workshop (boredom)*. American Educational Research Association, Toronto, ON.
- Hall, N. C. (2019, April). *The SAS Project: Motivation and well-being in adjunct vs. tenure-track faculty*. American Educational Research Association, Toronto, ON.
- Hubbard, K. A., Hall, N. C., & Sverdlik, A. (2019, April). *Phenomenology of boredom coping: Understanding students' lived experiences of coping with boredom in college*. American Educational Research Association, Toronto, ON.
- Jonas, E. A., Lee, S. Y., Wang, H., & Hall, N. C. (2019, April). *Exploring the roles of writing and reading self-efficacy in the well-being of graduate students*. American Educational Research Association, Toronto, ON.
- Sabagh, Z., Hall, N. C., Saroyan, A., & Trepanier, S. -G. (2019, April). *Relationships between occupational factors and faculty members' well-being and functioning: Investigating the mediating role of need frustration*. American Educational Research Association, Toronto, ON.
- Salimzadeh, R., Saroyan, A., Wang, H., & Hall, N. C. (2019, April). *Stress and occupational well-being among Canadian faculty members: Moderating role of positive emotion regulation*. American Educational Research Association, Toronto, Canada.
- Salimzadeh, R., Saroyan, A., Wang, H., & Hall, N. C. (2019, April). *Well-being in Canadian research universities: Investigating the role of emotion regulation strategies*. American Educational Research Association, Toronto, Canada.
- Chang, C. -F., Hall, N. C., & Rahimi, S. (2018, June). *Teachers' motivational strategies and adjustment: Strategy effects on burnout, job satisfaction, and intentions to quit*. International Congress of Applied Psychology, Montreal, QC.
- Czajkowska, Z., Wang, H., Hall, N. C., Sewitch, M., & Körner, A. (2018, June). *Validation of the English and French versions of the brief Health Care Climate Questionnaire (HCCQ)*. International Congress of Applied Psychology, Montreal, QC.
- Czajkowska, Z., Hall, N. C., Sewitch, M., & Körner, A. (2018, June). *The role of patient education and physician support in self-efficacy for skin self-examination among patients with melanoma*. International Congress of Applied Psychology, Montreal, QC.
- Feizi, S., Hall, N. C., & Sverdlik, A. (2018, June). *The SAS Project: Examining the effects of self-efficacy on well-being in graduate students*. International Congress of Applied Psychology, Montreal, QC.
- Lee, S. Y., Hall, N. C., Maymon, R., & Feizi, S. (2018, June). *Public versus private expression: Educational implications of gendered perceptions of sexual disclosure*. International Congress of Applied Psychology, Montreal, QC.
- Feizi, S., & Hall, N. C. (2018, May). *Analyzing the effects of self-efficacy on well-being in graduate students*. Canadian Society for the Study of Higher Education, Regina, SK.
- Feizi, S., & Hall, N. C. (2018, May). *The SAS Project: Longitudinal effects of self-efficacy on mental health in graduate students*. Association for Psychological Science, San Francisco, CA.
- 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*. Association for Psychological Science, San Francisco, CA.
- Chang, C. -F., Hall, N. C., & Rahimi, S. (2018, April). *Effects of teachers' motivational strategies on burnout, job satisfaction, and intentions to quit*. American Educational Research Association, New York, NY.
- Feizi, S., Hall, N. C., Sverdlik, A., & Wang, H. (2018, April). *The SAS Project: An international analysis of self-efficacy and well-being in graduate students*. American Educational Research Association, New York, NY.
- Goetz, T., Hall, N. C., & Krannich, M. (2018, April). *Only boring students get bored? A new perspective on academic boredom*. American Educational Research Association, New York, NY.
- Hall, N. C. (2018, April). *The SAS Project: An international analysis of causal attributions and well-being in faculty*. American Educational Research Association, New York, NY.
- Hall, N. C. (2018, April). *The SAS Project: Exploring the role of motivational strategies in faculty well-being*. American Educational Research Association, New York, NY.
- Sabagh, Z., Hall, N. C., Saroyan, A., & Trepanier, S. -G. (2018, April). *Occupational well-being among Canadian faculty members: Investigating the role of basic psychological needs*. American Educational Research Association, New York, NY.
- Sabagh, Z., Saroyan, A., Hall, N. C., & Trepanier, S. -G. (2018, April). *Occupational well-being in Canadian research universities: Predictors of faculty burnout and engagement*. American Educational Research Association, New York, NY.
- Salimzadeh, R., Saroyan, A., & Hall, N. C. (2018, April). *Faculty emotion regulation, stress, and well-being*. American Educational Research Association, New York, NY.
- Stupnisky, R. H., Hall, N. C., & Pekrun, R. (2018, April). *Pretenure faculty enjoyment, anxiety, and boredom for teaching and research: Testing predictors of success*. American Educational Research Association, New York, NY.
- Sverdlik, A., Hall, N. C., & Wang, H. (2018, April). *Not just a phase: Understanding the role of doctoral program stage on motivation and well-being*. American Educational Research Association, New York, NY.

- Wang, H., Hall, N. C., & Sverdluk, A. (2018, April). *A moderated mediational exploration of teachers' value congruence and emotional labor*. American Educational Research Association, New York, NY.
- Wang, H., Hall, N. C., & Rahimi, S. (2018, April). *An exploration of emotional labor in teachers: A discrete emotion perspective*. American Educational Research Association, New York, NY.
- Feizi, S., & Hall, N. C. (2018, March). *Self-efficacy and emotions in graduate students*. McGill Education Graduate Students' Society, Montreal, QC.
- Sabagh, Z., Saroyan, A., & Hall, N. C. (2017, August). *Predictors of faculty occupational well-being in Canadian universities: A survey study*. European Association for Research on Learning and Instruction, Tampere, Finland.
- Salimzadeh, R., Saroyan, A., Hall, N. C. (2017, August). *The impact of stress on well-being among faculty members: Moderating role of emotion regulation*. European Association for Research on Learning and Instruction, Tampere, Finland.
- Hall, N. C., Rahimi, S., Maymon, R., & Wang, H. (2017, May). *The SAS Project: An international analysis of university rankings and faculty well-being*. Association for Psychological Science, Boston, MA.
- Hall, N. C., Sverdluk, A., Rahimi, S., & Hubbard, K. A. (2017, May). *The SAS Project: Exploring relations between university rankings, motivation, and well-being in graduate students*. Society for the Study of Motivation, Boston, MA.
- Feizi, S., & Hall, N. C. (2017, April). *Happiness and academic achievement in Iranian undergraduates*. McGill Human Development Conference, Montreal, QC.
- Hall, N. C. (2017, April). *@AcademicsSay: A case study in faculty engagement via Twitter*. American Educational Research Association, San Antonio, TX.
- Hall, N. C., Hubbard, K. A., & Copeland, L. (2017, April). *Interventions gone wild: Achievement effects of online control- and value-enhancing programs for first-year students*. American Educational Research Association, San Antonio, TX.
- Rahimi, S., Wang, H., & Hall, N. C. (2017, April). *Social comparisons: Effects of teaching experience on adjustment and emotions in new teachers*. American Educational Research Association, San Antonio, TX.
- Stupnisky, R. H., Peterson, M.-L., & Hall, N. C. (2017, April). *Pretenure faculty members' motivation for teaching and research success: Testing a model of Self-determination Theory*. American Educational Research Association, San Antonio, TX.
- Hall, N. C. (2016, July). *The SAS Project: A case study of motivation research recruitment via social media*. Society for the Study of Motivation, Gdansk, Poland.
- Sabagh, Z., & Hall, N. C. (2016, July). *An examination of the factorial structure of Butler's (2007) teacher achievement goal orientation questionnaire in a sample of university instructors*. Society for the Study of Motivation, Gdansk, Poland.
- Wang, H., & Hall, N. C. (2016, July). *A longitudinal analysis of the effects of teachers' achievement goals on emotions*. Society for the Study of Motivation, Gdansk, Poland.
- Pekrun, R., Hall, N. C., Goetz, T., & Perry, R. P. (2016, July). *Boredom undermines students' learning and performance*. Higher Education Conference, Amsterdam, The Netherlands.
- DiMillo, J., Giambra, M., Garland, R., Hall, N. C., Ezer, H., Khanna, M., & Körner, A. (2016, May). *Patients at risk for melanoma recurrence: Partner comfort and support as predictors of skin self-examination self-efficacy*. Canadian Association of Psychosocial Oncology, Halifax, NS.
- Sverdluk, A., Hall, N. C., & McAlpine, L. (2016, April). *What doctoral students reveal in the comment section: Insights from an overlooked source*. American Educational Research Association, Washington, DC.
- Hubbard, K. A., Wang, H., & Hall, N. C. (2016, April). *Persisting in STEM into university: The role of emotions in physics and chemistry*. American Educational Research Association, Washington, DC.
- Stupnisky, R. H., Hall, N. C., & Pekrun, R. (2016, April). *Frustrated but enjoying it: Pretenure faculty members' emotions for teaching and research*. American Educational Research Association, Washington, DC.
- Wang, H., Hall, N. C., Rahimi, S., Frenzel, A. C., & Goetz, T. (2016, April). *Teachers' goal orientations, classroom goal structures, and emotions: A causal analysis*. American Educational Research Association, Washington, DC.
- Bieg, M., Goetz, T., & Hall, N. C. (2015, August). *Gender differences in math anxiety: The mediating role of self-concept and belief in gender stereotypes*. European Association for Research on Learning and Instruction, Limassol, Cyprus.
- Maymon, R., Hubbard, K., Wang, H., & Hall, N. C. (2015, August). *Technological difficulties in academia: A study of attributions and emotions in college students*. American Psychological Association, Toronto, ON.
- Nett, U. E., Goetz, T., & Hall, N. C. (2015, August). *How am I so bored? An empirical examination of boredom types, precursors, and coping strategies*. European Association for Research on Learning and Instruction, Limassol, Cyprus.
- Wang, H., Hall, N. C., Rahimi, S., & Maymon, R. (2015, August). *Teachers' instructional goals, emotions, classroom practices, and perceived student engagement*. American Psychological Association, Toronto, ON.
- Wang, H., Rahimi, S., & Hall, N. C. (2015, August). *Goal orientations and emotions in teachers: A causal analysis*. American Psychological Association, Toronto, ON.
- Harley, J. M., Lajoie, S. P., Frasson, C., & Hall, N. C. (2015, June). *An integrated emotion-aware framework for intelligent tutoring systems*. International Conference on Artificial Intelligence in Education, Madrid, Spain.
- Goetz, T., Bieg, M., & Hall, N. C. (2015, April). *Assessing academic emotions via experience sampling methods*. American Educational Research Association, Chicago, IL.
- Hall, N. C., Frenzel, A. C., Goetz, T., Wang, H., & Rahimi, S. (2015, April). *Online motivational interventions for teachers: Longitudinal effects on attributions, burnout, and quitting intentions*. American Educational Research Association, Chicago, IL.
- Maymon, R., Rahimi, S., & Hall, N. C. (2015, April). *Academic technology failures: An experimental study of college students' motivation and emotions*. American Educational Research Association, Chicago, IL.
- Nett, U. E., Goetz, T., & Hall, N. C. (2015, April). *Daydreaming versus value enhancement: Situational impact on students' coping with boredom*. American Educational Research Association, Chicago, IL.
- Rahimi, S., Wang, H., Hall, N. C., & Maymon, R. L. (2015, April). *Effects of social comparisons on emotions in teachers*. American Educational Research Association, Chicago, IL.
- Rahimi, S., Wang, H., Hall, N. C., & Sticca, F. (2015, April). *Social comparisons and adjustment in teachers: Variable- and person-centered approaches*. American Educational Research Association, Chicago, IL.
- Stupnisky, R. H., Hall, N. C., Daniels, L. M., & Mensah, E. (2015, April). *Testing a model of pretenure faculty members' teaching and research success: Motivation mediating established predictors*. American Educational Research Association, Chicago, IL.
- Wang, H., Hall, N. C., Rahimi, S., & Maymon, R. L. (2015, April). *Teachers' goal orientations, causal attributions, and emotions: A longitudinal analysis*. American Educational Research Association, Chicago, IL.
- Hubbard, K., Sverdluk, A., Bieg, M., & Hall, N. C. (2014, August). *Narcissism, high self-esteem, and attributional retraining: A risky combination?* American Psychological Association, Washington, DC.
- Maymon, R., Hall, N. C., Goetz, T., Rahimi, S., & Astahova, M. (2014, August). *Gendered effects of attributions and emotions on academic computing in German college students*. American Psychological Association, Washington, DC.

- Sverdlík, A., **Hall, N. C.** & Weinberg, L. E. (2014, August). *Evaluating the effects of a motivational intervention on control, health, and ability in older adults*. American Psychological Association, Washington, DC.
- Weinberg, L. E., Sverdlík, A., & **Hall, N. C.** (2014, August). *Attributional retraining in older adults: Evaluating the effects of a motivational intervention on perceived control and functional ability*. American Psychological Association, Washington, DC.
- Hall, N. C.**, Wang, H., Rahimi, S., & Ranellucci, J. (2014, July). *Online motivational interventions: Improving academic achievement in female STEM students*. Gender and STEM Network Conference, Berlin, Germany.
- Hubbard, K., Simon, R., **Hall, N. C.**, & Wang, H. (2014, July). *Exploring student persistence in STEM programs: A motivational model*. Gender and STEM Network Conference, Berlin, Germany.
- Sverdlík, A., **Hall, N. C.**, Heckhausen, J., Rahimi, S., & Maymon, R. (July, 2014). *Encouraging realistic expectations in STEM students: Differential effects of a motivational intervention*. Gender and STEM Network Conference, Berlin, Germany.
- Hall, N. C.**, Frenzel, A. C., Goetz, T., Wang, H., & Rahimi, S. (2014, June). *Promoting psychological and physical health in teachers*. Biennial International Conference on Motivation, Helsinki, Finland.
- Rahimi, S., **Hall, N. C.**, Wang, H., & Maymon, R. (2014, June). *The effects of social comparison on emotions and illness symptoms in teachers*. Biennial International Conference on Motivation, Helsinki, Finland.
- Wang, H., **Hall, N. C.**, Rahimi, S., Sverdlík, A., & Frenzel, A. C. (2014, June). *Teachers' achievement goals, emotions, and perceived students' emotions: A mediational analysis*. Biennial International Conference on Motivation, Helsinki, Finland.
- Rahimi, S., Wang, H., & **Hall, N. C.** (2014, May). *Social comparisons in teachers: Effects on burnout, job satisfaction and intentions to quit*. LEADS annual meeting, Montreal, QC.
- Wang, H., Rahimi, S., & **Hall, N. C.** (2014, May). *Emotional contagion in the classroom: Effects of teachers' achievement goals and emotions on perceived students' emotions*. LEADS annual meeting, Montreal, QC.
- 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*. American Educational Research Association, Philadelphia, PA.
- Maymon, R., **Hall, N. C.**, Perry, R. P., & Hladkyj, S. (2014, April). *Perceived control and failure preoccupation in academic computing: Effects on cognitions, emotions, and achievement outcomes*. American Educational Research Association, Philadelphia, PA.
- Rahimi, S., Wang, H., **Hall, N. C.**, & Frenzel, A. (2014, April). *Attributions, affect and adjustment in teachers: A process model*. American Educational Research Association, Philadelphia, PA.
- Rahimi, S., **Hall, N. C.**, Wang, H., Maymon, R., & Keller, M. (2014, April). *Upward, downward and horizontal comparisons in teachers: Effects on adjustment and student engagement*. American Educational Research Association, Philadelphia, PA.
- Sverdlík, A., Wang, H., & **Hall, N. C.** (2014, April). *A qualitative forensic investigation of an intervention that backfired*. American Educational Research Association, Philadelphia, PA.
- Sverdlík, A., **Hall, N. C.**, & Hubbard, K. A. (2014, April). *Paradoxical effects of a motivational intervention for college students in STEM disciplines*. American Educational Research Association, Philadelphia, PA.
- Wang, H., Rahimi, S., **Hall, N. C.**, & Keller, M. M. (2014, April). *Effects of self-efficacy and attributions on teachers' well-being: A mediational analysis*. American Educational Research Association, Philadelphia, PA.
- Wang, H., **Hall, N. C.**, & Rahimi, S. (2014, April). *Teachers' self-efficacy and causal attributions: Effects on adjustment outcomes*. Centre for Research in Human Development, Montreal, QC.
- Wang, H., Rahimi, S., D'Intino, J., & **Hall, N. C.** (2013, September). *Effects of teachers' self-efficacy on job satisfaction, physical health, and their intentions to quit*. SELF research conference, Singapore.
- Wang, H., Rahimi, S., Maymon, R., & **Hall, N. C.** (2013, September). *Effects of teachers' achievement goals on their teaching approaches and their students' classroom behaviors*. SELF research conference, Singapore.
- Sverdlík, A., Hubbard, K. A., Rahimi, S., & **Hall, N. C.** (2013, August). *The paradoxical effects of a motivational intervention on students' expectations*. American Psychological Association, Honolulu, Hawaii. *Withdrawn due to pregnancy
- Sverdlík, A., Maymon, R., & **Hall, N. C.** (2013, August). *"Be realistic": A mixed method analysis of a motivational intervention*. American Psychological Association, Honolulu, Hawaii. *Withdrawn due to pregnancy
- D'Intino, J., Hubbard, K., Maymon, R., Rahimi, S., & **Hall, N. C.** (2013, June). *Perceived coping resources in high school students with learning disabilities*. Canadian Association of College and University Student Services, Montreal, QC.
- D'Intino, J., Sverdlík, A., & **Hall, N. C.** (2013, June). *Barriers to academic success for students with learning disabilities*. Canadian Association of College and University Student Services, Montreal, QC.
- Hubbard, K., D'Intino, J., & **Hall, N. C.** (2013, June). *Modifying online interventions to prevent adverse effects: The "warning" approach*. Canadian Association of College and University Student Services, Montreal, QC.
- 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*. Canadian Psychological Association, Quebec City, QC.
- Maymon, R., D'Intino, J., Sverdlík, A. & **Hall, N. C.** (2013, June). *Academic technology and gender*. Canadian Association of College and University Student Services, Montreal, QC.
- Maymon, R., Rahimi, S., Hubbard, K., & **Hall, N. C.** (2013, June). *Technology attributions and achievement: Effects of computer and performance attributions on academic achievement*. Canadian Psychological Association, Quebec City, QC.
- Maymon, R., Rahimi, S., Hubbard, K., **Hall, N. C.** (2013, June). *Technology attributions and achievement*. Canadian Association of College and University Student Services, Montreal, QC.
- Maymon, R., Sverdlík, A., Ranellucci, J., & **Hall, N. C.** (2013, June). *Academic technology and gender: Differential effects on computing-related emotional experiences*. Canadian Psychological Association, Quebec City, QC.
- Rahimi, S., **Hall, N. C.**, & Pychyl, T. A. (2013, June). *Blameworthiness and moral responsibility in students that procrastinate versus delay*. Canadian Association of College and University Student Services, Montreal, QC.
- Rahimi, S., **Hall, N. C.**, Pychyl, T. A., & Sverdlík, A. (2013, June). *Blameworthiness and moral responsibility in students that procrastinate versus delay*. Canadian Psychological Association, Quebec City, QC.
- Sampasivam, L., **Hall, N. C.**, & Muis, K. R. (2013, June). *Achievement goals and emotions: Cognitive appraisals and emotion regulation as mediating variables*. Canadian Psychological Association, Quebec City, QC.
- Sverdlík, A., D'Intino, J., & **Hall, N. C.** (2013, June). *Paradoxical effects of a motivational intervention for college students in STEM disciplines*. Canadian Association of College and University Student Services, Montreal, QC.
- Sverdlík, A., & **Hall, N. C.** (2013, June). *"Be realistic": A mixed methods analysis of a motivational intervention*. Canadian Association of College and University Student Services, Montreal, QC.

- Sverdlík, A., Hubbard, K. A., & Hall, N. C. (2013, June). *Preventing adverse effects to web-based interventions: The "reminder" approach*. Canadian Psychological Association, Quebec City, QC.
- Sverdlík, A., Rahimi, S., & Hall, N. C. (2013, June). *The paradoxical effects of a motivational intervention on college students' expectations*. Canadian Psychological Association, Quebec City, QC.
- Bieg, M., Goetz, T., Luedtke, O., Pekrun, R. H., & Hall, N. C. (2013, April). *The gender gap in math anxiety: Contradictory findings from trait vs. state assessments*. American Educational Research Association, San Francisco, CA.
- Hall, N. C., Stupnisky, R., Azevedo, R., & Rahimi, S. (2013, April). *Internet-based attributional retraining and self-esteem: Improving academic achievement in at-risk students through writing techniques*. American Educational Research Association, San Francisco, CA.
- Hubbard, K., Sverdlík, A., Bieg, M., & Hall, N. C. (2013, April). *Attributional retraining and self-esteem: Investigating iatrogenic effects of an online intervention*. American Educational Research Association, San Francisco, CA.
- Hubbard, K., Ringo, J., Maymon, R., Ranellucci, J., & Hall, N. C. (2013, April). *Improving student achievement in STEM (science, technology, engineering, mathematics) disciplines: The role of online interventions*. American Educational Research Association, San Francisco, CA.
- 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*. American Educational Research Association, San Francisco, CA.
- Maymon, R., Sverdlík, A., Bieg, M., Hall, N. C., & Azevedo, R. (2013, April). *Academic computing and gender: Differential effects on attributions and emotions in college students*. American Educational Research Association, San Francisco, CA.
- Rahimi, S., Pychyl, T. A., Hall, N. C., & Hubbard, K. (2013, April). *Attributions of moral responsibility and blameworthiness in relation to procrastination versus delay*. American Educational Research Association, San Francisco, CA.
- Ranellucci, J., Hall, N. C., Hubbard, K., & Goetz, T. (2013, April). *Breaking down the relationship between achievement goals and academic achievement: Investigating the importance of achievement emotions and learning strategies*. American Educational Research Association, San Francisco, CA.
- Sampasivam, L., Hall, N. C., Ranellucci, J., & Muis, K. R. (2013, April). *Achievement goals and emotions: Cognitive appraisals and emotion regulation as mediating variables*. American Educational Research Association, San Francisco, CA.
- Stupnisky, R. H., Hall, N. C., & Pekrun, R. (2013, April). *New faculty emotions: A mixed method study*. American Educational Research Association, San Francisco, CA.
- 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*. National Academic Advising Association, Montreal, QC.
- Maymon, R., Sverdlík, A., & Hall, N. C. (2013, March). *Academic computing and college students: Gendered effects of attributions and emotions*. McGill Education Graduate Students' Society, Montreal, QC.
- Rahimi, S., Hall, N. C., & Pychyl, A. T. (2013, March). *Blameworthiness and moral responsibility in students that procrastinate versus delay*. McGill Education Graduate Students' Society, Montreal, QC.
- Sverdlík, A., & Hall, N. C. (2013, March). *"Be realistic": Iatrogenic effects of downgrading expectations on high-achieving students' performance*. National Academic Advising Association, Montreal, QC.
- Sverdlík, A., & Hall, N. C. (2013, March). *"Be realistic": Iatrogenic effects of downgrading expectations on high-achieving students' performance*. McGill Education Graduate Students' Society, Montreal, QC.
- Hubbard, K., Rahimi, S., & Hall, N. C. (2013, February). *Internet-based motivational interventions for social science college students: Advantages and drawbacks concerning academic achievement*. Centre for Research in Human Development, Montreal, QC.
- Hubbard, K., Maymon, R., & Hall, N. C. (2012, October). *Assisting STEM students' academic achievement through an internet-based motivational intervention*. Centre for Research in Human Development, Montreal, QC.
- Maymon, R., Sverdlík, A., & Hall, N. C. (2012, October). *Academic computing and college students: Gendered effects of attributions and emotions*. Centre for Research in Human Development, Montreal, QC.
- Rahimi, S., Hall, N. C., & Pychyl, T. (2012, October). *Attributions of moral responsibility and blameworthiness in relation to procrastination versus delay*. Centre for Research in Human Development, Montreal, QC.
- Sverdlík, A., Hubbard, K., Bieg, M., & Hall, N. C. (2012, October). *The iatrogenic effects of adopting realistic expectations on academic achievement*. Centre for Research in Human Development, Montreal, QC.
- Goetz, T., Bieg, M., & Hall, N. C. (2012, July). *Do girls really experience more math anxiety than boys?* International Congress of Psychology, Cape Town, South Africa.
- Sampasivam, L., Hall, N. C., & Muis, K. R. (2012, July). *Mediator and moderator effects in the link between achievement goals and emotions*. International School Psychology Association, Montreal, QC.
- 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*. Society for Teaching and Learning in Higher Education Annual Conference, Montreal, QC.
- Hubbard, K., Ringo, J., Julio, L., & Hall, N. C. (2012, June). *Minimizing iatrogenic effects of web-based motivational programs on academic achievement*. Canadian Psychological Association, 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*. Canadian Psychological Association, Halifax, Nova Scotia.
- Ringo, J., Hubbard, K., Julio, L., & Hall, N. C. (2012, June). *The impact of internet-based attributional retraining in natural science disciplines*. Canadian Psychological Association, 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*. Canadian Psychological Association, Halifax, Nova Scotia.
- Musu-Gillette, L. E., Hall, N. C., & Heckhausen, J. (2012, May). *Friend characteristics, motivational strategies, and achievement in college students*. Association for Psychological Science, Chicago, IL.
- 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*. American Educational Research Association, Vancouver, BC.
- Goetz, T., Nett, U. E., Frenzel, A. C., Lipnevich, A. A., & Hall, N. C. (2012, April). *Types of students' boredom: An experience sampling approach*. American Educational Research Association, Vancouver, BC.
- Nett, U. E., Goetz, T., Hall, N. C., & Frenzel, A. C. (2012, April). *Metacognitive strategies and test performance: An experience sampling analysis of students' learning behavior*. American Educational Research Association, Vancouver, BC.
- Pekrun, R., Hall, N. C., Perry, R. P., & Goetz, T. (2012, April). *Boredom and students' academic achievement: An analysis of reciprocal causation*. American Educational Research Association, Vancouver, BC.
- 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*. McGill Education Graduate Students' Society, Montreal, Quebec.

- Ringo, J., Hubbard, K., & Hall, N. C. (2012, March). *Internet-based attributional retraining: Does it impact students in distinct science domains differently?* McGill Education Graduate Students' Society, Montreal, Quebec.
- Goldberg, D., Stern, M., Shaw, S., & Hall, N. C. (2012, February). *Investigating academic emotions in at-risk high school students*. National Association of School Psychologists, Philadelphia, PA.
- Musu-Gillette, L. E., Hall, N. C., & Heckhausen, J. (2011, June). *Peer goal alignment and achievement in college students*. SELF Research Conference, Quebec City, QC.
- Stewart, T. L., Stupnisky, R. H., Perry, R. P., Daniels, L. M., & Hall, N. C. (2011, May). *Attributional retraining: Curtailing the consequences of depression among young adults in an achievement setting*. Western Psychological Association, Los Angeles, CA.
- Goetz, T., Nett, U. E., Martiny, S. E., Hall, N. C., Pekrun, R., Dettmers, S., & Trautwein, U. (2011, April). *Students' emotions during homework: Structures, self-concept antecedents, and achievement outcomes*. American Educational Research Association, New Orleans, LA.
- Musu-Gillette, L. E., & Hall, N. C. (2011, March). *Friends' influence on academic achievement in college students*. Society for Research in Child Development, Montreal, QC.
- Nett, U. E., Goetz, T., Hall, N. C., & Wimmer, B. (2010, September). *Students' coping with boredom at school: An experience sampling perspective*. International Conference on Motivation, Porto, Portugal.
- Stupnisky, R. H., Perry, R. P., Hall, N. C., & Guay, F. (2010, June). *An intraindividual examination of first-year university students' daily perceptions of control*. Canadian Psychological Association, Winnipeg, MB.
- Stupnisky, R. H., Hall, N. C., Perry, R. P., & Guay, F. (2010, May). *Stability of first-year university students' perceived control: A six-month longitudinal study*. Canadian Society for the Study of Education, Montreal, QC.
- Goetz, T., Frenzel, A. C., Stoeger, H., & Hall, N. C. (2010, April). *Antecedents of everyday positive emotions: An experience sampling analysis*. American Educational Research Association, Denver, CO.
- Hall, N. C., Musu-Gillette, L. E., Perry, R. P., Nett, E., & Goetz, T. (2010, April). *Attributional retraining and self-esteem: "Robin Hood" effects on academic achievement*. American Educational Research Association, Denver, CO.
- Nett, U. E., Hall, N. C., Daschmann, E. C., Wimmer, B., & Goetz, T. (2010, April). *Coping with boredom in school: An experience sampling analysis*. American Educational Research Association, Denver, CO.
- Goetz, T., Frenzel, A. C., Cronjaeger, H., Hall, N. C. (2009, April). *Academic self-concept and discrete emotion relations: Domain specificity and age effects*. American Educational Research Association, San Diego, CA.
- Hall, N. C., Jackson, S., Nett, U. E., Cronjaeger, H., & Goetz, T. (2009, April). *Attributional retraining and the job interview: Implications for self-esteem and employment in college students*. American Educational Research Association, San Diego, CA.
- Stupnisky, R. H., Pekrun, R. H., Hall, N. C., Perry, R. P., & Frenzel, A. (2009, April). *An examination of the stability of first-year college students' academic achievement emotions*. American Educational Research Association, San Diego, CA.
- Nett, U. E., Frenzel, A. C., Hall, N. C., & Goetz, T. (2008, July). *"Rafiki" or "adu"? Self-regulation in vocabulary learning*. International Congress of Psychology, Berlin, Germany.
- Hall, N. C., Jackson, S., Daniels, L. M., & Goetz, T. (2008, March). *Getting the job: Attributional retraining and the employment interview*. American Educational Research Association, New York, NY.
- Pekrun, R. H., Hall, N. C., & Perry, R. P. (2008, March). *Boredom in academic settings: Control-value antecedents and performance consequences of a neglected emotion*. American Educational Research Association, New York, NY.
- Goetz, T., Frenzel, A. C., Pekrun, R., Preckel, F., & Hall, N. C. (2007, August). *Do intelligent students feel better in testing situations? Emotional experiences of different ability groups during an academic achievement test*. 12th Biennial Conference for Research on Learning and Instruction, Budapest, Hungary.
- Goetz, T., Preckel, F., Frenzel, A. C., Hall, N. C., & Pekrun, R. (2007, April). *Do intelligent students feel better in testing situations? Emotional experiences of different ability groups during an academic achievement test*. American Educational Research Association, Chicago, IL.
- Hall, N. C., Goetz, T., Haynes, T. L., Stupnisky, R. H., & Chipperfield, J. G. (2006, April). *Self-regulation of primary and secondary control: Optimizing control striving in an academic achievement setting*. American Educational Research Association, San Francisco, CA.
- Goetz, T., Frenzel, A. C., Pekrun, R., & Hall, N. C. (2006, April). *Antecedents of academic emotions: Testing the internal/external frame of reference model for academic enjoyment*. American Educational Research Association, San Francisco, CA.
- Goetz, T., Frenzel, A. C., Pekrun, R., & Hall, N. C. (2006, April). *"Math scares me, but English is fun!" The domain specificity of academic emotional experiences*. American Educational Research Association, San Francisco, CA.
- Stupnisky, R. H., Perry, R. P., Hall, N. C., & van Winkel, L. M. (2006, April). *A test of Weiner's precursors to causal search in a college classroom setting*. American Educational Research Association, San Francisco, CA.
- Perry, R. P., Stupnisky, R. H., Hall, N. C., Chipperfield, J. C., & Weiner, B. (2006, January). *Academic motivation and performance following attributional retraining: An application of Weiner's attribution theory*. Society for Personality and Social Psychology, Palm Springs, CA.
- Hall, N. C., Hladkyj, S., Goetz, T., Pekrun, R. H., & Perry, R. P. (2005, April). *Errors, freezes, and crashes: How college students deal with computer problems through primary and secondary control*. American Educational Research Association, Montreal, QC.
- Hall, N. C., Perry, R. P., Ruthig, J. C., Haynes, T. L., & Stupnisky, R. H. (2005, April). *Internet-based attributional retraining: Longitudinal effects on academic achievement in college students*. American Educational Research Association, Montreal, QC.
- Goetz, T., Zirngibl, A., Hall, N. C., & Pekrun, R. H. (2005, April). *A hierarchical conceptualization of enjoyment in students*. American Educational Research Association, Montreal, QC.
- Hall, N. C., Chipperfield, J. G., Ruthig, J. C., Newall, N. E., & Pekrun, R. H. (2005, April). *Primary and secondary control in achievement settings: Implications for gender, stress, and self-rated health*. Western Psychological Association, Portland, OR.
- Hall, N. C., Perry, R. P., Stupnisky, R. H., Haynes, T. L., & Bailis, D. S. (2005, April). *Stability and self-regulation in primary and secondary control*. Western Psychological Association, Portland, OR.
- Haynes, T. L., Ruthig, J. C., Perry, R. P., Stupnisky, R. H., & Hall, N. C. (2005, April). *The positive impact of attributional retraining among optimistic college students*. Western Psychological Association, Portland, OR.
- Ruthig, J. C., Chipperfield, J. G., Newall, N. E., Hall, N. C., & Haynes, T. L. (2005, April). *Perceived control and optimism: Buffering against negative effects of falling on older adults' health and well-being*. Western Psychological Association, Portland, OR.
- Stupnisky, R. H., Hall, N. C., van Winkel, L. M., Ruthig, J. C., & Clifton, R. A. (2005, April). *Self-esteem and perceived control: Comparing benefits on stress, health, and emotions*. Western Psychological Association, Portland, OR.
- Hall, N. C., Perry, R. P., Pekrun, R. H., Goetz, T., & Chipperfield, J. G. (2004, July). *Primary and secondary control in the classroom: Implications for academic development in college students*. SELF Research Conference, Berlin, Germany.
- Goetz, T., Pekrun, R. H., & Hall, N. C. (2004, July). *The big-fish-little-pond effect in the context of emotional experience: A longitudinal multilevel-analysis perspective*. SELF Research Conference, Berlin, Germany.

- Goetz, T., Heuthaler H., Peschl, J., & Hall, N. C. (2004, May). *Educating gifted students through socio-cognitive, existential interventions: A quantitative-qualitative program evaluation*. Global Conference on Excellence in Education and Training, Singapore.
- Stupnisky, R. H., Perry, R. P., Hall, N. C., & Haynes, T. L. (2004, April). *Individual differences in attributional retraining: A longitudinal study*. Western Psychological Association, Phoenix, AZ.
- Ruthig, J. C., Chipperfield, J. G., Newall, N. E., & Hall, N. C. (2004, April). *Comparative optimism among aging individuals*. Western Psychological Association, Phoenix, AZ.
- Stupnisky, R. H., Hall, N. C., Haynes, T. L., Chipperfield, J. G., & Perry, R. P. (2004, January). *Structural equation modeling of Weiner's attribution theory in the context of attributional retraining*. Society for Personality and Social Psychology, Austin, TX.
- Hall, N. C., Swift, A., Chipperfield, J. G., & Perry, R. P. (2003, November). *Primary and secondary control in older adults with serious health problems: Gender-specific implications for health and well-being*. Gerontological Society of America, San Diego, CA.
- Hall, N. C., Hladkyj, S., Chipperfield, J. G., & Stupnisky, R. H. (2003, May). *Perceived control and self-regulation: A structural equation modelling approach*. Western Psychological Association, Vancouver, BC.
- Hall, N. C., Clifton, R. A., Ruthig, J. C., & Perry, R. P. (2003, May). *Attributional retraining and perceived control: Assisting college students at risk*. Western Psychological Association, Vancouver, BC.
- Perry, R. P., Hall, N. C., Newall, N. E., Haynes, T. L., & Stupnisky, R. H. (2003, May). *Attributional retraining and elaboration: Differential treatment effects in college students*. Western Psychological Association, Vancouver, BC.
- Ruthig, J. C., Hladkyj, S., Hall, N. C., & Haynes, T. L. (2003, May). *Attributional retraining: Longitudinal effects on optimistic students' perceived control and stress*. Western Psychological Association, Vancouver, BC.
- Stupnisky, R. H., Perry, R. P., Clifton, R. A., & Hall, N. C. (2003, May). *Self-esteem and perceived control: A longitudinal analysis of academic achievement*. Western Psychological Association, Vancouver, BC.
- Hladkyj, S., Perry, R. P., Hall, N. C., Ruthig, J. C., & Pekrun, R. H. (2003, April). *The employment of unpredictable experience: A multi-sample study of secondary control in college student motivation*. American Educational Research Association, Chicago, IL.
- Hall, N. C., Hladkyj, S., Chipperfield, J. G., & Perry, R. P. (2002, June). *Primary, secondary, and action control strategies: Health implications of college students' "switching capacity."* Canadian Psychological Association, Vancouver, BC.
- Hall, N. C., Chipperfield, J. G., Ruthig, J. C., & Perry, R. P. (2002, June). *Perceived control and gender: Empirical links to health in at-risk college students*. Canadian Psychological Association, Vancouver, BC.
- Hall, N. C., Chipperfield, J. G., Clifton, R. A., Ruthig, J. C., & Perry, R. P. (2002, April). *Primary control, secondary control, and gender: Empirical links to health and college students' academic development*. American Educational Research Association, New Orleans, LA.
- Hall, N. C., Hladkyj, S., Ruthig, J. C., Pekrun, R. H., & Perry, R. P. (2002, April). *The role of action control in moderating primary versus secondary control strategy use in college students*. American Educational Research Association, New Orleans, LA.
- Ruthig, J. C., Hladkyj, S., Hall, N. C., Chipperfield, J. G., & Perry, R. P. (2002, April). *Predicting health among college students as a function of their academic emotions and control*. American Educational Research Association, New Orleans, LA.
- Ruthig, J. C., Hladkyj, S., Hall, N. C., Pekrun, R. H., & Perry, R. P. (2002, April). *Profiling voluntary course withdrawal among college students: A longitudinal study with motivational implications*. American Educational Research Association, New Orleans, LA.
- Hall, N. C., & Perry, R. P. (2002, March). *Primary, secondary, and action control strategies: Empirical links to motivation and achievement in students*. University of Manitoba Department of Psychology Poster Session, Winnipeg, MB, Canada.
- Hall, N. C., Clifton, R. A., Ruthig (Kobylak), J. C., Hladkyj, S., & Perry, R. P. (2001, April). *Primary control, secondary control, and failure: Empirical links to academic performance in a longitudinal study*. American Educational Research Association, Seattle, WA.
- Hall, N. C., Chipperfield, J. G., Perry, R. P., Pekrun, R. H., & Schonwetter, D. (2001, April). *Attributional retraining, perceived control, and failure: Assisting at-risk students through writing*. American Educational Research Association, Seattle, WA.
- Ruthig, J. C., Hladkyj, S., Perry, R. P., & Hall, N. C. (2001, April). *Optimism and attributional retraining: Longitudinal effects on academic achievement, test anxiety, and voluntary course withdrawal*. American Educational Research Association, Seattle, WA.
- Schonwetter, D., Walker, L. J., Hladkyj, S., Perry, R. P., Ruthig (Kobylak), J. C., & Hall, N. C. (2001, April). *Facilitating the academic development of high-risk freshmen students through a deliberate teaching strategy*. American Educational Research Association, Seattle, WA.
- Hall, N. C., Hladkyj, S., Taylor, J. R., & Perry, R. P. (2000, April). *Primary and secondary control: Empirical links to academic motivation, achievement, and failure*. American Educational Research Association, New Orleans, LA.
- Hall, N. C., Perry, R. P., Taylor, J. R., & Pelletier, S. T. (2000, April). *Attributional retraining and elaborative learning: Assisting at-risk students through individualized intervention techniques*. American Educational Research Association, New Orleans, LA.
- Hladkyj, S., Pelletier, S. T., Hall, N. C., & Perry, R. P. (2000, April). *An exploratory study of the general effects of narrative employment on university student affect, cognition, and motivation*. American Educational Research Association, New Orleans, LA.
- Hall, N. C., Hladkyj, S., Taylor, J. R., & Perry, R. P. (2000, February). *Primary and secondary control: Determining antecedents for sustained academic motivation and achievement in unsuccessful students*. University of Manitoba Department of Psychology Poster Session, Winnipeg, MB, Canada.
- Hall, N. C., Taylor, J. R., Hladkyj, S., & Perry, R. P. (1999, May). *Attributional retraining and elaborative learning: Determining appropriate intervention techniques for at-risk students*. Prairie Undergraduate Psychology Conference, Winnipeg, MB, Canada.
- Hall, N. C., Taylor, J. R., Hladkyj, S., & Perry, R. P. (1999, March). *Attributional retraining and elaborative learning: Determining appropriate intervention techniques for at-risk students*. Red River Psychology Conference, Moorhead, MN.

INVITED ADDRESSES

RESEARCH COLLOQUIA

- Department of Psychology, University of Ottawa, November 16, 2018*
- International Congress of Applied Psychology, Montreal, QC, June 28, 2018*
- Society for the Improvement of Psychological Science, Grand Rapids, MI, June 25, 2018*
- School of Physical and Occupational Therapy, McGill University, March 19, 2018*
- Wilson Centre, University of Toronto Faculty of Medicine, January 23, 2018*
- Students in Mind (SiM) Mental Health Conference, McGill University, January 21, 2018*
- Keynote Address, Canadian Society for the Study of Higher Education (CSSHE) Annual Conference, May 28, 2017*
- Keynote Address, Peter Wall Institute for Advanced Studies, University of British Columbia, May 15, 2017*

Graduate School of Journalism, University of British Columbia, May 14, 2017
 LEADS Annual Meeting, McGill University, May 8, 2017
 Office of Student Life and Learning, McGill University, February 17, 2017
 Graduate School of Education, Stanford University, November 11, 2016
 BayCHI, ACM Special Interest Group on Computer-Human Interaction, Palo Alto, CA, November 8, 2016
 Department of Psychology, Simon Fraser University, October 16, 2015
 Department of Psychology, University of British Columbia, October 14, 2015
 The London School of Economics and Political Science, September 22, 2015
 LEADS Annual Meeting, Roosevelt University, April 15, 2015
 Department of Empirical Education Research, University of Konstanz, June 17, 2014
 Institute of Educational Psychology, University of Munich, June 16, 2014
 LEADS Annual Meeting, McGill University, May 5, 2014
 Enrolment and Student Affairs Advisory Committee (ESAAC) Address, McGill University, May 5, 2014
 Centre for Research in Human Development Symposium, Concordia University, March 7, 2014
 Foundations of the Learning Sciences Seminar, McGill University, November 6, 2013
 Faculty of Education Advising Staff Seminar, McGill University, November 5, 2013
 Counselling Service Staff Seminar, McGill University, October 2, 2013
 Department of Educational Psychology, University of Alberta, June 19, 2013
 Department of Empirical Education Research, University of Konstanz, May 7, 2013
 Centre for Research in Human Development Annual Conference, Concordia University, February 15, 2013
 Institute for the Public Life of Arts and Ideas, McGill University, October 19, 2012
 School Psychology Research Seminar, McGill University, February 7, 2012
 CPA Annual Convention, President's New Researcher Award Address, Toronto, ON, June 3, 2011
 Learning Sciences Research Seminar, McGill University, November 9, 2010
 Institute of Educational Psychology, University of Munich, July 6, 2010
 Department of Empirical Education Research, University of Konstanz, June 15, 2010
 Counseling Center, University of Maryland, College Park, March 3, 2010
 Department of Human Development, University of Maryland, College Park, November 3, 2009
 Department of Empirical Education Research, University of Konstanz, May 9, 2008
 Department of Psychology, York University, October 29, 2007
 Department of Psychology and Social Behavior, University of California, Irvine, October 22, 2007
 Department of Psychology, University of Manitoba, September 14, 2007
 Institute of Educational Psychology, University of Munich, June 14, 2007
 Department of Psychology, University of Erfurt, May 31, 2007
 Department of Educational Psychology, University of Ulm, May 23, 2007
 Center for Educational Research, Max Planck Institute for Human Development, May 10, 2007
 Department of Developmental Psychology, University of Jena, May 9, 2007
 Department of Psychology and Social Behavior, University of California, Irvine, October 17, 2005
 Department of Psychology, University of Manitoba, October 22, 2004
 Institute of Educational Psychology, University of Munich, May 27, 2004
 Centre on Aging Research Award Address, University of Manitoba, February 17, 2004
 Vineberg Research Prize Invited Address, University of Manitoba, March 14, 2003

PROFESSIONAL DEVELOPMENT SEMINARS

Social media and academic engagement. Dept. of Integrated Studies in Education, McGill, March 27, 2018
 Participant recruitment and predatory journals. Dept. of Educational and Counselling Psychology, McGill, November 15, 2017
 Social media and post-doctoral networking. Teaching and Learning Services, McGill University, June 10, 2017
 Social media in higher education. Social Media Meet-Up Group (SMMUG), University of British Columbia, May 16, 2017
 Manuscript review process. Learning Sciences Advanced Research Seminar, McGill, February 19, 2017
 Social media and research engagement. Technology Integrated Learning (TIL) Unit, University of Victoria, June 29, 2016
 Academic challenges in graduate programs. PSYC 660, Dept. of Psychology, McGill, January 19, 2016
 Social media and academic engagement. Media relations office, McGill. October 7, 2015
 Social media and academic engagement. Department of Empirical Education Research, University of Konstanz, September 16, 2015
 SSHRC Insight Development Grant Seminar. Office of Sponsored Research, McGill, November 26, 2013
 Manuscript review process. Learning Sciences Advanced Research Seminar, McGill, October 29, 2013
 SSHRC Partnership Development Grant Seminar. Office of Sponsored Research, McGill, October 18, 2013
 Academic job search. Learning Sciences Advanced Research Seminar, McGill, October 24, 2012
 Academic job search. "ABCs of the PhD" Prof. Dev. Seminar, Faculty of Education, McGill, November 24, 2010
 Research program development. Child Development Prof. Dev. Seminar, EDHD, University of Maryland, November 10, 2009
 CV and fellowship application preparation. Center Seminar Series, EDHD, University of Maryland, September 23, 2009
 Dissertation topic selection. EDUC 790 Seminar, Dept. of Education, North Dakota State University, February 5, 2008

TEACHING EXPERIENCE

<p>McGILL UNIVERSITY</p> <p><i>Theories of Achievement Motivation (EDPE 668) - F12, F17</i></p> <p><i>Motivation and Instruction (EDPE 636) - F12, W12/14-19</i></p> <p><i>Theories of Learning and Instruction (EDPE 635) - F10/11, W11-14</i></p> <p><i>Digital and Social Media in Higher Education (EDPE 668) - F14</i></p> <p><i>Educational Measurement (EDPE 575) - S11, F13</i></p> <p><i>Advanced Research Seminar (EDPE 704/706) - F14, F18</i></p>	2010 - Present
<p>UNIVERSITY OF MARYLAND, COLLEGE PARK</p> <p><i>Adolescent Development (EDHD 413) - S09/10, F09</i></p> <p><i>Advanced Seminar in Educational Psychology (EDHD 760) - F09</i></p> <p><i>Apprenticeship in Education (EDHD 888) - F09, S10</i></p>	2009-2010
<p>UNIVERSITY OF MANITOBA; <i>Introduction to Psychology (17.120)</i></p>	Summer 2005

ACADEMIC SERVICE

PROFESSIONAL/RESEARCH POSITIONS

Director, Achievement Motivation and Emotion (AME) Research Group; Jan. 2009 - Present

Vice-President, Communications; McGill Association of University Teachers (MAUT) Executive Committee, Apr. 2017 - Present

Editor; Collabra: Psychology (Motivation, Educational Psychology), May 2017 - Present

Editorial Board Member; Contemporary Educational Psychology, 2009-2017

Member, Centre for Research in Human Development (FORSC Strategic Cluster), 2010-2017

SYMPOSIA CHAIR/DISCUSSANT

AERA, SIG Motivation in Education (2017, April; Discussant). *Motivation and emotion in achievement contexts*. San Antonio, TX.

AERA, SIG Motivation in Education (2015, April; Chair). *Teacher motivation and emotions in context*. Chicago, IL

AD HOC REVIEWS

Motivation Science; Motivation & Emotion; Journal of Educational Psychology; Developmental Psychology; Journal of Personality; Psychology & Aging; Journal of Applied Developmental Psychology; Teaching and Teacher Education; Canadian Journal of School Psychology; Journal of Applied Social Psychology; Journal of Experimental Social Psychology; Journal of Social & Clinical Psychology; Anxiety, Stress, & Coping; American Educational Research Journal; European Journal of Psychology of Education; Research in Higher Education; American Educational Research Association Annual Meeting; Association of Internet Researchers Annual Meeting; Social Sciences and Humanities Research Council of Canada

ASSOCIATION COMMITTEES

APA Division 15 Early Career Grants Committee, August 2017 - Present

AERA SIG Motivation in Education; Pintrich Memorial Award Committee, Winter 2017

STUDENT COMMITTEES

Dissertation committee (proposal, supervisory, or defense), McGill

Popliger, Taylor, Blake, Sanghera, Gebre, Naismith, Litalien, D'Iuso, Leibovitch, Ouimet, Cruz-Panesso, Gyles, Tze, A.-Singer, Roberts, Doleck, Ranellucci, Sampasivam, Poitras, St. Pierre, F.-Behnagh, Harley, DiMillo, Vicaire, A.-Alves, Czajkowska, Sabagh, Kazemi, Salimzadeh, Mounme, Tressel, Jarrell, D'Intino

MA/MEd thesis committees/examiner, McGill (Mounme, Tressel, Singh, Jarrell, Al Khamisi, Gabbay)

Doctoral defense Pro-Dean, McGill (Pauker, Liebsch, Khan)

DEPARTMENTAL COMMITTEES

Executive committee, ECP, McGill, May 2018 - present; MEd program committee, ECP, McGill, May 2018 - present; social media policy committee, ECP, McGill, May-Dec 2018; graduate supervision load committee, ECP, McGill, May 2018 - present; pre-tenure faculty mentorship committees (2), ECP, McGill, Sept. 2015 - present; faculty awards committee, ECP, McGill, 2017 - 2018; student fellowship and awards committee, ECP, McGill, 2012 - 2014, 2017 - 2018; hiring committees: Psychology, U. Manitoba, Fall 2004, ECP, McGill, 2014, 2017; graduate program committee, EDHD, U. Maryland, 2009 - 2010

FACULTY COMMITTEES

Consultation committee, pre-service mental health initiative, Education, McGill, May 2018 - present; consultation committee, statistics and research methods initiative, Education, McGill, 2013; college program committee, Education, U. Maryland, 2010

UNIVERSITY COMMITTEES

University tenure committee senate pool, McGill, May 2018 - present; panel for the investigation of research misconduct, McGill, April 2017 - present; subcommittee on undergraduate student advising (SUSA), McGill, 2011 - 2018; undergraduate first-year experience strategy advisory committee, McGill, March 2016 - 2017; dean of students advising award committee, McGill, 2016; course evaluation advisory group, Teaching and Learning Services, McGill, 2012 - 2015

STUDENT ADVISING | Graduates: PhD (4) / MA (5) / MEd (2) / BA (1)

Lauren E. Musu-Gillette, May 2009 - July 2010 (PhD, UMD); Department Fellowship

Laia Julio, Sept. 2011 - May 2012 (BA, Psychology, McGill; primary co-supervisor)
 Daniella Goldberg, Feb. 2011 - Aug. 2012 (MA, School Psych., McGill; co-supervisor)
 Jason Ringo, Sept. 2011 - Aug. 2012 (MEd, McGill); FQRSC PhD Fellowship
 John Ranellucci, Sept. 2012 - Dec. 2013 (PhD, Learning Sciences, McGill, co-supervisor); FQRSC PhD & Post-doctoral Fellowships
 Jason Harley, Aug. 2013 - Aug. 2014 (PhD, Learning Sciences, McGill); SSHRC CGS PhD, FQRSC PhD & Post-doctoral Fellowships
 Hui Wang, Jan. 2012 - May 2018 (MEd & PhD, Learning Sciences, McGill); SSHRC CGS PhD, FQRSC PhD & Post-doctoral Fellowships
 Kyle Hubbard, July 2011 - Dec. 2018 (MA & PhD, Learning Sciences, McGill); FQRSC & SSHRC CGS PhD Fellowships
 Sonia Rahimi, Aug. 2012 - present (MA & PhD, Learning Sciences, McGill); FQRSC & SSHRC CGS PhD Fellowships
 Anna Sverdluk, May 2012 - present (MA & PhD, Learning Sciences, McGill); FQRSC PhD Fellowship
 Rebecca Maymon, May 2012 - present (MA & PhD, Learning Sciences, McGill); McGill Excellence Fellowship
 Zaynab Sabagh, May. 2015 - present (PhD, Learning Sciences, McGill, co-supervisor); FQRSC PhD Fellowship
 So Yeon Lee, May 2017 - present (MA, Learning Sciences, McGill)
 Samira Feizi, May 2017 - present (MA, Learning Sciences, McGill)
 Chung-Fang Chang, May 2017 - present (PhD, Learning Sciences, McGill)
 Emily Jonas, Sept. 2017 - present (MEd, Learning Sciences, McGill)

SELECTED MEDIA

INTERVIEWS

"Paywall: The Business of Scholarship" (2018, Sept; documentary). *Academic ethics and open access*. [link]
 Everything Hertz Podcast (2018, Aug). *Episode 67: Academic humor and well-being*. [link]
 Times Higher Education (2018, July). *Hundreds of academics give advice to their younger selves*. [link]
 "Ethiques de la création: Volume 9" (2017, Dec; handbook). *La Chaire est triste: humour & enseignement*. [link]
 Association francophone pour le savoir (2017, Sept). *Entrevue sur les médias sociaux avec Nathan C. Hall: entre authenticité et stratégie*. [link]
 CBC Radio One (2017, July). *Academic boredom types and coping strategies*. [link]
 McGill University, Graduate and Postdoctoral Studies (2017, June). *Supervision snapshot: Nathan Hall*. [link]
 The Chronicle of Higher Education (2017, June). *More than a 'summer slump': How the loss of structure affects academics*. [link]
 Canadian Association of University Teachers (2017, Apr). *Using social media to engage supporters & build solidarity*. [link]
 Times Higher Education (2017, Mar). *Academics at lower-ranked universities 'have poorer well-being'*. [link]
 Slate Magazine (2017, Feb). *Academics on Twitter are taking on the Trump administration with satire*. [link]
 Times Higher Education (2017, Feb). *Academic Twitter satire goes up a notch in Trump era*. [link]
 Inside Higher Education (2017, Feb). *Tears of professor clown: Satirical academic social media accounts go serious to protest Donald Trump*. [link]
 BuzzFeed (2016, Nov). *This website is listing "anti-American" US professors*. [link]
 Schmitt, J. (2016, Oct). *Streamlining academic conversations to better share scholarship in a social age*. [link]
 University Affairs (2015, Oct). *The McGill prof behind 'Shit Academics Say'*. [link]
 McGill University, Alumni Magazine (2015, Aug). *A wry look at academic life*. [link]
 Huffington Post (2014, Dec). *Academic journals: The most profitable obsolete technology in history*. [link]

ARTICLES

Inside Higher Education (2018, Sept). *Academic training for Ph.D.s needs to focus more on teaching*. [link]
 Forskerforum (2018, Aug; Norwegian). *Hvilket råd ville du gitt deg selv som ung forsker?* [link]
 Nouveau Projet (2017, Sept; feature editorial). *Le rire jaune de l'université (p. 144-147)*. [link]
 Inside Higher Education (2017, Mar). *Model for success: New paper proposes framework for supporting the needs of pretenure faculty members*. [link]
 The Guardian (2016, Mar). *Follow the leaders: The best social media accounts for academics*. [link]
 Wired (2016, March). *101 profiles to follow to make Twitter more interesting*. [link]
 The Guardian (2016, Feb). *How to increase your impact with academic social media*. [link]
 The Chronicle of Higher Education (2015, July; self-authored). *@AcademicsSay: The story behind a social-media experiment*. [link]
 BuzzFeed (2015, Jan). *19 things every academic will immediately relate to*. [link]
 Times Higher Education (2014, Jan). *THE scholarly web*. [link]
 Forbes (2013, Nov). *New study asks: What kind of bored are you?* [link]
 Huffington Post (2013, Nov). *Apathetic boredom, fifth type of boredom, identified by researchers*. [link]
 LA Times (2013, Nov). *An exciting discovery about boredom*. [link]
 National Geographic (2013, Nov). *The most boring article you'll read today*. [link]
 New York Magazine (2013, Nov). *A post about a study about being bored*. [link]
 The Independent (2013, Nov). *Are you indifferent, restless or apathetic? Scientists identify a fifth type of boredom*. [link]
 CBC News (2013, Aug). *Girls' fear of math debunked, study suggests*. [link]
 Discovery Health (2013, Aug). *A new brand of boredom*. [link]
 Education Week (2013, Aug). *Math anxiety gets fresh look, different twist in new research*. [link]
 Popular Science (2013, Aug). *When it's test time, girls and boys are equally scared of math*. [link]
 Baer, L. (2011, Aug). *Sometimes discretion is the better part of valour. Dialogue: Bulletin of the Centre for Research in Human Development, 4(2)*. [link]

BLOGS

The London School of Economics (2018, Apr). *Many a true word is spoken in jest*. [link]
 Frankfurter Allgemeine Zeitung (2017, Mar; German). *Vive la procrastination!* [link]
 Canadian Science Publishing (2016, Dec). *Science and academic humour*. [link]
 Study International News (2016, Nov). *Academics use #trollprofwatchlist hashtag to ridicule U.S. watchlist of 'liberal' professors*. [link]
 MLA Committee on Information Technology (2016, Apr). *Demonstrating the scholarship of Twitter*. [link]
 The London School of Economics (2016, Apr). *Twitter accounts that mock, self-ridicule and bring a smile to academia*. [link]
 Times Higher Education (2016, Apr). *Is tweeting the modern equivalent of Comte staring into his mirror while he wrote?* [link]
 The Chronicle of Higher Education (2016, Mar). *Here are 15 indispensable academic twitter accounts*. [link]

Concordia University, Office of the Vice-President, Research and Graduate Studies (2015, Oct). *The Graduate Student Twitterverse, Part 3*. [link]
Times Higher Education (2015, Sept). *The weird and wonderful world of academic Twitter*. [link]
The Chronicle of Higher Education (2015, July). *Lingua Franca: What did you say?* [link]
McGill University, Headway Blog (2013, Sept). *Insight in sight*. [link]

PUBLICATIONS

Einwächter, S. (2018, June). *A fan and celebrity studies perspective on scholarly tactics of engagement*. European Network for Cinema & Media Studies. [link]
"Academia Obscura" (2017, Nov; book). *Chapter VII: Twitter*. [link]
"Social Media for Academics" (2016, Apr; book). *Chapter 9: The future landscape of academic social media*. [link]
Prange-Martin, L. (2016, June). *Emergence of memes in online discussions about Scandinavian economics*. Congress of Humanities & Social Sciences. [link]
Taxer, J., & Neber, H. (2012). Handbook of emotion, motivation, self-regulation in learning & instruction. *Gifted & Talented International*, 27(2), 81-83. [link]

MISCELLANEOUS

Oxford University, TORCH: Humanities Division Postdoctoral Training (2016, June). *Overcoming a sense of academic failure*. [link]
Northern Illinois University, Faculty Development and Instructional Design Center (2016, Feb). *Using social media for faculty*. [link]
CBC Radio Canada (2014, March). *Benoît Melançon: Un internaute de la première heure*. [link]
Association for Psychological Science (2013, Aug; press release). *Do girls really experience more math anxiety?* [link]
German Embassy, Ottawa (2013, July). *Award for German-Canadian educational research*. [link]
University of Konstanz (2013, July). *Partnership Development Grant for German-Canadian research cooperation* (Press release). [link]