

DR. ANNA SVERDLIK
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EDUCATION

Doctor of Philosophy, Educational Psychology McGill University, Montreal	Sep 2013- Feb 2019
Master of Arts, Educational Psychology McGill University, Montreal	Sep 2011 – Aug 2013
Honours Bachelor of Arts, Psychology Dean's Honour Roll York University, Toronto	Apr 2007 - Jun 2010

RESEARCH EXPERIENCE

Postdoctoral Fellow **Jan 2019- Present**

Laboratoire de Recherche sur le Comportement Social

Supervisor: Dr. Robert J. Vallerand

Université du Québec à Montréal

- ♦ Conceptualize, coordinate, and implement all stages of empirical studies on the topic of passion (e.g., survey composition, data collection)
- ♦ Conduct advanced statistical analyses (e.g., SEM)
- ♦ Write empirical manuscripts for publication in top-tier academic journals
- ♦ Review manuscript submissions for top-tier academic journals

Research Assistant

Jan 2012- Feb 2019

Achievement, Motivation, and Emotion Lab

Supervisor: Dr. Nathan Hall

McGill University

- ♦ Conducted statistical analyses on large-scale databases.
- ♦ Presented and discussed findings during bi-weekly lab meetings.
- ♦ Conducted literature searches and reviews to inform statistical analyses.
- ♦ Organized and managed multiple projects for the Achievement, Motivation and Emotions lab successfully.
- ♦ Coordinated and assisted with all stages of a research project (e.g., data collection, dataset cleaning and merging, data analysis, writing, etc.).

Research Assistant

Jan 2011 - Aug 2011

Supervisor: Dr. Ron Sheese

York University

- ♦ Reviewed and summarized research articles which are to be included in an Introduction to Psychology textbook.
- ♦ Organized articles into categories corresponding to the textbook chapters using RefWorks.
- ♦ Provided supervisor with weekly updates of overall progress.
- ♦ Prepared visual cues to assist author with recollection and organization of articles.

TEACHING AND MENTORING EXPERIENCE

Course Instructor

Jan 2018 – April 2018

Theories of Learning and Instruction (EDPE 635; two sections)

McGill University

- Re-designed a graduate-level course to accommodate high enrollment (from ~15 in all past sections to 58 students).
- developed all facets of a 13-week, Master's-level required course (syllabus, rubrics, sample assignments, assessment, online platform).
- work closely with a teaching assistant to ensure alignment in expectations, grading schemes, and ways of scaffolding student progress.
- enjoy teaching about the evolution of theories of learning and instruction from a historical perspective (e.g., behaviourism, situated cognition, etc.)

Teaching Assistant

Sep 2017 - Dec 2017

Intermediate Statistics

McGill University

- ♦ Lead bi-weekly laboratory sessions to demonstrate the practical application of statistical methods in social sciences.
- ♦ Grade all class assignments and final project and provide detailed feedback to over 60 students.
- ♦ Address students' questions at the end of each weekly lecture.
- ♦ Assist students with any difficulties one-on-one during office hours.

Academic Mentor

Sep 2011 – June 2012

Taylor Adolescent Program

Montreal, Quebec

- ♦ Provide strategy-based academic support for high-school students with learning disabilities.
- ♦ Participate in bi-weekly clinical meetings which aim to assess and support student motivation.
- ♦ Model appropriate social behavior.
- ♦ Prepare clinical reports indicating student ability, motivation, and intervention effectiveness.

Teaching Assistant

Sep 2010 - Jan 2011

York University

- ♦ Addressed students' queries regarding a third-year Educational Psychology course content and structure.
- ♦ Modeled and facilitated reflective practice.
- ♦ Evaluated students' weekly online journal entries.
- ♦ Provided course instructor with a weekly update of students' overall strengths and weaknesses.

ABA Therapist and Enrichment Tutor

Jul 2010 - Aug 2011

L&A Educational Services

Toronto, Ontario

- ♦ Provided enrichment programs to gifted children.
- ♦ Provided full-time intervention to children with developmental delays using the principles of Applied Behavioural Analysis.
- ♦ Implemented treatment protocols and educational programs.

- ◆ Conducted preference assessment and designed individualized programming to support child motivation.
- ◆ Collected and analyzed data and monitored child progress.

Homework Club Counsellor

Feb 2009 - Aug 2011

JIAS Toronto

Toronto, Ontario

- ◆ Served as a group leader and counsellor.
- ◆ Introduced new immigrants in various age groups as a youth group leader and ESL teaching assistant.
- ◆ Provided ongoing advice to current and prospective high-school and university students.
- ◆ Prepared reports evaluating program with input from participants.
- ◆ Prepared activities for new comers as an ESL teacher assistant, which included Canadian content and values.

Tutor and Mentor

Nov 2007 - Apr 2008

Jewish Family and Child

Registered Canadian Charity

- ◆ Tutored a middle-school student with learning disabilities in math, biology, and English.
- ◆ Assisted in coping with intimidating social situations.
- ◆ Modeled proper behavior in social settings.
- ◆ Assisted in improving interaction with friends and family members.

MERIT BASED FUNDING AND AWARDS

Learning Environments Across Disciplines (LEADS) Travel Award \$1378	January 2018
Graduate Research Enhancement and Travel (GREAT) award \$670	April 2016
Learning Sciences Best Conference Paper Award \$629.94	January 2016
Fonds de recherche du Québec – Société et culture (FRQSC) \$60,000	May 2015-April 2018
Graduate Excellence Fellowship \$530	April 2015
Graduate Excellence Fellowship \$950	February 2014
Graduate Excellence Fellowship \$7500	September 2013
Canadian Psychological Association’s Best Poster Award \$150	June 2013
Graduate Excellence Fellowship \$4000	September 2012
York University Undergraduate Bursary \$3647	Sep 2008-Apr 2010
Ontario Textbook and Technology Grant \$300	Sep 2008- Jan 2010
Ontario Student Opportunity Grant \$685	Sep 2009- Apr 2012

JOURNAL ARTICLES

- Sverdlik, A.,** Vallerand, R. J., St-Louis, A., Tion, M. S., & Porlier, G. (under review). The role of passion and integrated temporal positivity in sport performance. *Journal of Sport and Exercise Psychology*.
- Sverdlik, A.,** Vallerand, R. J., St-Louis, A., Verner-Filion, J. (in preparation). The role of passion and integrated temporal positivity: Implications for well-being.
- Sverdlik, A.,** & Hall, N. C. (accepted). Not just a phase: Understanding the role of doctoral program stage on motivation and well-being. *Journal of Adult and Continuing Education*.
- Sverdlik, A.,** Hall, N. C., McAlpine, L., & Hubbard, K. (2018). The PhD experience: A review of the factors influencing doctoral students' completion, achievement, and well-being. *International Journal of Doctoral Studies*, 13, 361-388.
- Zhang, K., Goetz, T., Martiny, S. E., Chen, F., **Sverdlik, A.,** & Fang, P. (revise and resubmit). The differential effects of anger on trust: A cross-cultural comparison of gender and social distance.
- Zhang, K., Goetz, T., Martiny, S. E., Chen, F., & **Sverdlik, A.** (revise and resubmit) Angry women are more trusting: The differential effects of perceived social distance on trust behavior.
- Hall, N. C., & **Sverdlik, A.** (2016). Encouraging realistic expectations in STEM students: Paradoxical effects of a motivational intervention. *Frontiers in Psychology*, 7, 1109.
- Weinberg, L., Hall, N. C., & **Sverdlik, A.** (2015)._Attributional retraining and physical rehabilitation in later life: Intervention effects on motivation, mobility, and well-being. *Physical and Occupational Therapy in Geriatrics*, 33, 294-302.

CONFERENCE PRESENTATIONS

- Hubbard, K., Hall, N. C., & **Sverdlik, A.** (2019). *Phenomenology of boredom coping: Understanding students' lived experiences of coping with boredom in college*. Paper accepted for presentation at the American Educational Research Association Annual Meeting.
- Feizi, S., Hall, N. C., & **Sverdlik, A.** (2018, June). *The SAS Project: Examining the Effects of Self-efficacy on Well-being in Graduate Students*. Poster to be presented at the International Conference of Applied Psychology, Montreal, QC.
- 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*. Paper accepted for presentation at the American Educational Research Association, New York, NY.
- Wang, H., Hall, N. C., & **Sverdlik, A.** (2018, April). *A moderated mediational exploration of teachers' value congruence and emotional labor*. Paper accepted for presentation at the 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*. Poster accepted for presentation at the American Educational Research Association, New York, NY.
- Hall, N. C., **Sverdlik, A.,** Rahimi, S., & Hubbard, K. A. (2017, May). *The SAS Project: Exploring relations between university rankings, motivation, and well-being in graduate students*. Paper presented at the annual meeting of the Society for the Study of Motivation, Boston, MA.
- Sverdlik, A.,** Hall, N. C., & McAlpine, L. (2016, April). *What doctoral students reveal in the comment section: Insights from an overlooked source*. Paper Presented at the annual meeting of the American Educational Research Association, Washington, DC.

- Zhang, K., Goetz, T., Martiny, S. E., Chen, E., & Sverdlik, A. (2015, May). *Angry women are more trusting: A mediational analysis of anger, trust, and social distance*. Poster presented at the annual meeting of the American Psychological Science, New York, NY.
- Weinberg, L. E., Sverdlik, A., & Hall, N. C. (2014, August). *Attributional retraining in older adults: Evaluating the effects of a motivational intervention on perceived control and functional ability*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Sverdlik, A., Hall, N.C. & Weinberg, L. E. (2014, August). *Evaluating the effects of a motivational intervention on control, health, and ability in older adult*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Sverdlik, A., Hall, N. C., Heckhasuen, J., Rahimi, S., & Maymon, R. (2014, July). *Encouraging realistic expectations in STEM students: Differential gender effects of a motivational intervention*. Poster presented at the annual meeting of Gender and STEM, Berlin, Germany.
- Sverdlik, A., Hall, N. C., & Hubbard, K. A. (2014, April). *Paradoxical Effects of a Motivational Intervention for College Students in STEM Disciplines*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Sverdlik, A., Wang, H., & Hall, N. C. (2014, April). *A Qualitative Forensic Investigation of an Intervention that Backfired*. Poster presented the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Astahova, M., Wimmer, B. M., Goetz, T., & Sverdlik, A. (2013, August). *Dampening of Positive Emotions in Students – Searching for Motives Underlying Emotion Regulation*. Poster presented at the annual meeting of the European Association for Research on Learning and Instruction, Munich, Germany.
- Sverdlik, A., Maymon, R., & Hall, N. C. (2013, August). *“Be Realistic”: A mixed method analysis of a motivational intervention*. Poster accepted for presentation at the annual meeting of the American Psychological Association, Honolulu, Hawaii*.
- Sverdlik, A., Hubbard, K. A., Rahimi, S., & Hall, N. C. (2013, August). *The paradoxical effects of a motivational intervention on students’ expectations*. Poster accepted for presentation at the annual meeting of the American Psychological Association, Honolulu, Hawaii*.
- Sverdlik, A., D’Intino, J., & Hall, N.C. (2013, June). *Paradoxical Effects of a Motivational Intervention for College Students in STEM Disciplines*. Poster presented at the annual meeting of the Canadian Association of College and University Student Services, Montreal, QC.
- Sverdlik, A. & Hall, N.C. (2013, June). *“Be Realistic”: A mixed Methods Analysis of a Motivational Intervention*. Poster presented at the annual meeting of the Canadian Association of College and University Student Services, Montreal, QC.
- Maymon, R., D’Intino, J., Sverdlik, A. & Hall, N. C. (2013, June). *Academic Technology and Gender*. Poster presented at the annual meeting of the Canadian Association of College and University Student Services, Montreal, QC.
- Maymon, R. L., Sverdlik, A., Ranellucci, J., & Hall, N. C. (2013, June). *Academic technology and gender: Differential effects on computing-related emotional experiences*. Poster presented at the annual meeting of the Canadian Psychological Association, Quebec City, QC.
- Sverdlik, A., Rahimi, S., & Hall, N. C. (2013, June). *The paradoxical effects of a motivational intervention on college students’ expectations*. Poster presented at the annual meeting of the Canadian Psychological Association, Quebec City, QC.

- Sverdlik, A.,** Hubbard, K. A., & Hall, N. C. (2013, June). *Preventing adverse effects to web-based interventions: The “reminder” approach*. Poster presented at the annual meeting of the Canadian Psychological Association, Quebec City, QC.
- Rahimi, S., Hall, N. C., Pychyl, T. A., & **Sverdlik, A.** (2013, June). *Blameworthiness and moral responsibility in students that procrastinate versus delay*. Poster presented at the annual meeting of the Canadian Psychological Association, Quebec City, QC.
- Hubbard, K. A., **Sverdlik, A.**, Bieg, M., & Hall, N. C. (2013, April). *Attribution retraining and self-esteem: Investigating iatrogenic effects of an online intervention*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Maymon, R., **Sverdlik, A.**, Bieg, M., Hall, N. C., & Azevedo, R. (2013, April). *Academic computing and gender: Differential effects on attributions and emotions in college students*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Maymon, R., **Sverdlik, A.** & Hall, N. C. (2013, March). *Academic computing and college students: Gendered effects of attributions and emotions*. Poster presented at the annual meeting of the Education Graduate Students' Society, Montreal, QC.
- Sverdlik, A.**, & Hall, N. C. (2013, March). *“Be realistic”: Iatrogenic effects of downgrading expectations on high-achieving students’ performance*. Poster presented at the annual meeting of the Education Graduate Students' Society, Montreal, QC.
- Sverdlik, A.**, & Hall, N. C. (2013, March). *“Be Realistic”: Iatrogenic effects of downgrading expectations on high-achieving students’ performance*. Poster presented at the annual meeting of the National Academic Advising Association, Montreal, Quebec.
- Maymon, R., **Sverdlik, A.**, & Hall, N. C. (2012, October). *Academic computing and college students: Gendered effects of attributions and emotions*. Poster presented at the biannual meeting of the Centre for Research in Human Development, Montreal, Quebec.
- Sverdlik, A.**, Hubbard, K., Beig, M., & Hall, N. C. (2012, October). *The iatrogenic effects of adopting realistic expectations on academic achievement*. Poster presented at the biannual meeting of the Centre for Research in Human Development, Montreal, Quebec.
- Sverdlik, A.**, & Sheese, R. (2010, May). *A culture within a culture? A qualitative participatory analysis of adaptation to university culture*. Poster presented on the annual Poster day at York University, Toronto, ON.
- *Withdrawn due to pregnancy.

INVITED ADDRESSES

- Sverdlik, A.** (2018, September). *Doctoral students’ well-being and work-life balance: Past, present, and future*. Invited Address at the department of Educational and Counselling Psychology, McGill University, Montreal, QC.
- Sverdlik, A.** (2017, November). *Data cleaning and merging in SPSS*. Invited Address at the department of Educational and Counselling Psychology, McGill University, Montreal, QC.
- Sverdlik, A.** (2012, October). *The iatrogenic effects of adopting realistic expectations on academic achievement*. Invited address at the Institute for the Public Life of Arts and Ideas, McGill University, Montreal, QC.

AWARDS AND DISTINCTIONS

- ◆ **Outstanding Publication Award** **2019**
American Educational Research Association (AERA)
- ◆ **Learning Sciences Best Conference Paper Award** **2016**
McGill University
- ◆ **Best Poster Award** **2013**
Canadian Psychological Association (CPA)

SERVICE AND PROFESSIONAL DEVELOPMENT

- ◆ **Ad Hoc Reviewer- Journal of Experimental Education**
- ◆ **Ad Hoc Reviewer- Journal of Higher Education**
- ◆ **Quebec Inter-University Center for Social Statistics (QICSS)**
Intensive 4-day workshop on multilevel statistical modeling using the statistical software MLwiN; Dr. S. V. Subramanian (Harvard School of Public Health)
- ◆ **Department of Educational Counselling Psychology, McGill University**
A 2-day workshop on hierarchical linear modeling with Mplus; Dr. Fabio Sticca (University of Zurich)
- ◆ **Quebec Inter-University Center for Social Statistics (QICSS)**
Intensive 5-day workshop on structural equation modeling (SEM) using LISREL and EQS; Dr. Rex Kline

MEDIA

- ◆ **Selected Social Media and Blogs**
 - <https://academic.net/2019/03/19/highlights-of-a-review-about-the-phd-experience-sverdlik-et-al-2018/>
 - <https://academic.net/2018/11/13/checklist-to-clarify-supervisor-and-phd-student-expectations/?fbclid=IwAR1CoS8BQ7TOOyzjk0PZP8xknBYN7RH1pvQ91X7aVREgk3NxVNj-Qlitw0o>
 - <https://twitter.com/AcademicNet/status/1063028095958040576>
 - <https://twitter.com/AcademicsSay/status/1044289937472925696>
- ◆ **Film**
 - **“Understanding doctoral students’ well-being”/ Documentary**
Role: Expert opinion