

Kyle Hubbard
Ottawa, Ontario
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Education

- Doctor of Philosophy; McGill University** **2019**
- Educational Psychology, Learning Sciences stream (Advisor: N. Hall)
 - Thesis: *Phenomenology of Boredom Coping: Understandings Students' Lived Experience of Boredom Coping in College*
- Master of Arts; McGill University** **2014**
- Educational Psychology, Learning Sciences stream (Advisor: N. Hall)
 - Thesis: *Internet-based Attributional Retraining and Self-esteem: Investigating Effects on Academic Achievement and Attrition in Post-secondary Students*
- Bachelor of Arts; McGill University, Montreal, QC** **2009**
- Psychology and Political Science (double major), Behavioural Science (minor)
 - Thesis: *Anti-social Lying Behaviour in Children Aged 6-9* (Advisors: V. Talwar and K. Onishi)
 - Graduated with Great Distinction
- Exchange Semester; University of Melbourne, Melbourne, Australia** **2008**
- One semester; course credits applied to Bachelor of Arts

Academic Awards

Scholarships & Fellowships

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

Research & Travel

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

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

Employment Experience

Behavioural Scientist, Environment & Climate Change Canada 2019-Current *Government of Canada*

- Engaged in a 1-year behavioural insights fellowship jointly hosted by the Impact and Innovation Unit (Privy Council Office) and Environment and Climate Change Canada
- Designing, testing, and evaluating behavioural insights research on topics including single-use plastics, vehicles, circular economy, and energy labelling
- Building behavioural insights capacity within government through internal workshops and consulting, and external partnership engagement with academia, not-for-profit, and private sector

Research Assistant, Achievement Motivation and Emotion Research Group 2011-2018 *McGill University*

- Supervised by Dr. Nathan Hall, Department of Educational and Counselling Psychology
- Research topics: motivational strategies in academic settings, academic emotions, and motivational intervention programs targeting post-secondary students (8 publications, 44 conference presentations)
- Multiple local and international collaborations involving all phases of research design and implementation (e.g., literature reviews; data coding and analysis; scholarly writing; dissemination)

Course Instructor, Foundations of Psychology I (four sections) 2019 *School of Arts and Science; Seneca College; Winter Semester*

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

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

- Course Instructor, Introductory Psychology & Foundations of Psychology II (four sections)** 2018
*School of Arts and Science; School of English and Liberal Studies
 Seneca College; Summer Semester*
- Course Instructor, Foundations of Psychology I and II (four sections)** 2018
School of Arts and Science; Seneca College; Winter Semester
- Course Instructor, Foundations of Psychology II (three sections)** 2017
School of Arts and Science; Seneca College; Summer Semester
- Course Instructor, Foundations of Psychology I (two sections)** 2017
School of Arts and Science; Seneca College; Winter Semester
- Course Instructor, Foundations of Psychology I (one section)** 2016
School of Arts and Science; Seneca College; Summer Semester
- Teaching Assistant, Uses of Research Findings in Education** 2015
Faculty of Education (graduate level); McGill University
- Designed and taught classes on quantitative and research methodology
 - Facilitated in-class assignments and projects with a focus on making them relevant to students' lives; offered individualized feedback on all assignments
- Teaching Assistant, Measurement and Evaluation** 2014
Faculty of Education (undergraduate level); McGill University
- Advised cooperative learning base groups throughout the semester
 - Encouraged students to think critically about aligning assessment with learning goals and curriculum
- Teaching Assistant, Educational Psychology** 2013
Faculty of Education (undergraduate level); McGill University
- Facilitated students' comprehension of challenging course content through individualized support
 - Designed tests and assignments and evaluated students' progress via formal and informal assessments
- Teaching Assistant, Educational Psychology** 2012
Faculty of Education (undergraduate level); McGill University
- Designed mid-term examinations and graded assignments, tests/exams, and personal reflection pieces
- Instructor Therapist, Puzzle Pieces Ltd.** 2011
Toronto, ON; full-time, 8 months
- Conducted 1:1 therapy sessions with over 20 children diagnosed with Autism Spectrum Disorder
 - Utilized Applied Behaviour Analysis (ABA) to critically assess and support children's learning of verbal and non-verbal communication, social, and functional life skills
 - Consulted with parents and Senior Therapists on a daily basis to discuss children's progress

Teacher, English as a Second Language, Maple College

2009-2010

Busan, South Korea; full-time, 12 months

- Independently taught classes of 10-20 students aged 6-14
- Fostered an active learning classroom built on project-based learning; continuously strove to enhance my students' confidence in their writing, reading, and verbal abilities

Research Assistant, Talwar Research Team

2009

McGill University, full-time, 4 months

- Worked with Dr. Victoria Talwar, Department of Educational and Counselling Psychology
- Research topics: children's lie-telling and truth-telling behaviours, theory-of-mind and moral development, and the veracity of children's eyewitness reports
- Assisted with data coding and collection, participant recruitment, and general administration

Research Assistant, Sweeney Research

2008

Melbourne, Australia; part-time, 3 months

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

Journal Articles

Hubbard, K., Hall, N. C., Ruglis, J., and Sverdlik, A. (in prep). *Phenomenology of boredom coping: Understanding students' lived experience of coping with boredom in college.*

Sverdlik, A., Hall, N. C., McAlpine, L., & Hubbard, K. (2018). The PhD experience: A review of the factors influencing doctoral students' completion, achievement, and well-being. *International Journal of Doctoral Studies*, 13, 361-388. doi:10.28945/4113

Jungert, T., Hubbard, K., Dedic, H., & Rosenfield, S. (2018). Systemizing and the gender gap: Examining academic achievement and perseverance in STEM. *European Journal of Psychology of Education*. doi:10.1007/s10212-018-0390-0

Talwar, V., Hubbard, K., Saykaly, C., Lee, K., Lindsay, R. C. L., & Bala, N. (2018). Does parental coaching affect children's false reports? Comparing verbal markers of deception. *Behavioural Sciences & the Law*, 36, 84-97. doi:10.1002/bsl.2331.

Sticca, F., Goetz, T., Nett, U., Hubbard, K., & Haag, L. (2017). Short- and long-term effects of over-reporting of grades on academic self-concept and achievement. *Journal of Educational Psychology*, 109(6), 842-854. doi:10.1037/edu0000174

Bieg, M., Goetz, T., Sticca, F., Brunner, E., Becker, E. S., Morger, V., & Hubbard, K. (2017). Teaching methods and their impact on students' emotions in mathematics: An experience-sampling approach. *ZDM Mathematics Education*, 49 (3), 411-422. doi:10.1007/s11858-017-0840-1

Hubbard, K., Saykaly, C., Lee, K., Lindsay, R. C. L., Bala, N. C., & Talwar, V. (2016). Children's recall accuracy for repeated events over multiple interviews: Comparing information types. *Psychiatry, Psychology and Law*, 23(6), 849-862. doi:10.1080/13218719.2016.1256015

Simon, R. A., Aulls, M. W., Dedic, H., Hubbard, K., & Hall, N. C. (2015). Exploring student persistence in STEM programs: A motivational model. *The Canadian Journal of Education*, 38(1), 1-27.

Bieg, M., Goetz, T., & Hubbard, K. (2013). Can I master it and does it matter? An intraindividual analysis on control-value antecedents of trait and state academic emotions. *Learning and Individual Differences*, 28, 102-108. doi:10.1016/j.lindif.2013.09.006

Conference Presentations

Papers

Hall, N. C., Hubbard, K., & Copeland, L. (2017, April). *Interventions gone wild: Achievement effects of online control- and value-enhancing programs for first-year students*. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, Texas.

Bieg, M., Goetz, T., Sticca, F., Brunner, E., Becker, E. S., Morger, V., & Hubbard, K. (2017, March). *Teaching methods and their impact on students' emotions in mathematics: An experience-sampling approach*. Paper presented at the Society for Empirical Education Research Annual Conference, Heidelberg, Germany.

Hubbard, K., Wang, H., & Hall, N. C. (2016, April). *Persisting in STEM into university: The role of emotions in physics and chemistry*. Paper presented at the American Educational Research Association Annual Meeting, Washington, D.C.

Schuster, C., Bieg, M., & Hubbard, K. (2016, April). *Trait, state, and anticipated emotions predict STEM career intentions*. Paper presented at the American Educational Research Association Annual Meeting, Washington, D.C.

Saxena, A., Saroyan, A., Hubbard, K., Segura, A. & Agnew, L. (2014, August). *Validating an interactive animated pedagogical agent as a tool for social interaction in a self-reflection focused computer based learning environment*. Paper presented at the European Association for Research on Learning and Instruction Special Interest Group 10 Meeting - Social Interaction in Learning and Instruction, Padova, Italy.

Bieg, M., Goetz, T., & Hubbard, K. (2014, July). *Can I master it and does it matter? An intraindividual analysis on control-value antecedents of positive and negative academic emotions*. Paper presented at the 28th International Congress of Applied Psychology, Paris, France.

Hubbard, K., Maymon, R., Astahova, M., & Hall, N. C. (2014, April). *Online attributional retraining and self-esteem: Assessing cognitive, emotional, and learning outcomes in college students*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, Pennsylvania.

- Sverdlik, A. Hall, N. C., & Hubbard, K. (2014, April). *Paradoxical effects of a motivational intervention for college students in STEM disciplines*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, Pennsylvania.
- Hubbard, K., Sverdlik, A., Bieg, M., & Hall, N. C. (2013, April). *Attributional retraining and self-esteem: Investigating iatrogenic effects of an online intervention*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, California.
- Hubbard, K., Ringo, J., Maymon, R., Ranellucci, J., & Hall, N. C. (2013, April). *Improving student achievement in STEM disciplines: The role of online motivational programs*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, California.
- Hall, N. C., Musu-Gillette, L. E., Ringo, J., & Hubbard, K. (2012, April). *Attributional retraining and student health: A latent growth analysis of mediating and moderating variables*. Paper presented at the American Educational Research Association Annual Meeting, Vancouver, British Columbia.
- Bieg, M., Goetz, T., Hubbard, K., & Keller, M. (2012, April). *Control and value as antecedents of trait-based and state-based achievement emotions*. Paper presented at the American Educational Research Association Annual Meeting, Vancouver, British Columbia.
- Saykaly, C., Hubbard, K., Crossman, A., & Talwar, V. (2010, March). *The development of children's altruistic lies*. Paper presented at the American Psychology-Law Society Conference, Vancouver, British Columbia.

Posters

- Hubbard, K., Hall, N. C., & Sverdlik, A. (2019, April). *Phenomenology of boredom coping: Understanding students' lived experiences of coping with boredom in college*. Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.
- Lee, S. Y., Hall, N. C., & Hubbard, K. (2018, May). *Attributional retraining for first-year college students: Moderation effects of self-esteem and intervention timing on GPA*. Poster presented at the Association for Psychological Science Annual Convention, San Francisco, California.
- Hall, N. C., Sverdlik, A., Rahimi, S., & Hubbard, K. (2017, May). *The SAS project: Exploring relations between university rankings, motivation, and well-being in graduate students*. Poster presented at Society for the Study of Motivation 10th Anniversary Meeting, Boston, Massachusetts.
- Bieg, M., Weiß, K., & Hubbard, K. (2016, July). *Presenting research findings as an intervention to enhance females' intention to pursue math-intensive careers*. Poster presented at the Gender & STEM Network Conference, Newcastle upon Tyne, United Kingdom.

- Hubbard, K., Saykaly, C., & Talwar, V.** (2015, August). *Children's recall accuracy for repeated events over multiple interviews*. Poster presented at the American Psychological Association Annual Convention, Toronto, Canada.
- Maymon, R., Hubbard, K., Wang, H., & Hall, N. C.** (2015, August). *Technological difficulties in academia: A study of attributions and emotions in college students*. Poster presented at the American Psychological Association Annual Convention, Toronto, Canada.
- Hubbard, K., Sverdlik, A., Bieg, M., & Hall, N. C.** (2014, August). *Narcissism, high self-esteem, and attributional retraining: A risky combination?* Poster presented at the American Psychological Association Annual Convention, Washington, D. C.
- Hubbard, K., Simon, R., Hall, N. C., & Wang, H.** (2014, July). *Exploring student persistence in STEM programs: A motivational model*. Poster presented at the Gender & STEM Network Conference, Berlin, Germany.
- Sverdlik, A., Hubbard, K., Rahimi, S., & Hall, N. C.** (2013, August). *The paradoxical effects of a motivational intervention on students' expectations*. Poster presented at the American Psychological Association Annual Convention, Honolulu, Hawaii.
- Hubbard, K., Maymon, R., & Hall, N. C.** (2013, June). *Assessing Harmful Effects of an Internet-based Motivational Intervention on Achievement in Post-Secondary Social Science Students*. Poster presented at the Canadian Psychological Association Annual Convention, Quebec City, Quebec.
- Sverdlik, A., Hubbard, K., & Hall, N. C.** (2013, June). *Preventing adverse effects to web-based interventions: The "reminder" approach*. Poster presented at the Canadian Psychological Association Annual Convention, Quebec City, Quebec.
- Maymon, R., Rahimi, S., Hubbard, K., & Hall, N. C.** (2013, June). *Technology Attributions and Achievement: Effects of Computer and Performance Attributions on Academic Achievement*. Poster presented at the Canadian Psychological Association Annual Convention, Quebec City, Quebec.
- Hubbard, K., D'Intino, J., & Hall, N. C.** (2013, June). *Modifying Online Interventions to Prevent Adverse Effects: The "Warning" Approach*. Poster presented at the Canadian Association of College and University Student Services Annual Conference, Montreal, Quebec.
- Maymon, R., Rahimi, S., Hubbard, K., & Hall, N. C.** (2013, June). *Technology attributions and achievement*. Poster presented at the Canadian Association of College and University Student Services Annual Conference, Montreal, Quebec.
- D'Intino, J., Hubbard, K., Maymon, R., Rahimi, S., & Hall, N. C.** (2013, June). *Perceived coping resources in high school students with learning disabilities*. Poster presented at the Canadian Association of College and University Student Services Annual Conference, Montreal, Quebec.

- Maymon, R., **Hubbard, K.**, Rahimi, S., Hall, N. C., & Azevedo, R. (2013, April). *When technology fails: Effects of computer-related attributions and emotions on academic achievement*. Poster presented at the American Educational Research Association Annual Meeting, San Francisco, California.
- Ranellucci, J., Hall, N. C., **Hubbard, K.**, & Goetz, T. (2013, April). *Investigating achievement emotions and learning strategies as mediators of achievement goals and academic achievement*. Poster presented at the American Educational Research Association Annual Meeting, San Francisco, California.
- Rahimi, S., Pychyl, T., Hall, N. C., & **Hubbard, K.** (2013, April). *Attributions of moral responsibility and blameworthiness in relation to procrastination versus delay*. Poster presented at the American Educational Research Association Annual Meeting, San Francisco, California.
- Hubbard, K.**, D'Intino, J., Maymon, R., & Hall, N. C. (2013, March). *How can we help STEM students succeed academically? Improving attributions for poor performance through an internet-based motivational intervention*. Poster presented at the National Academic Advising Association Region 1 Conference, Montreal, Quebec.
- Hubbard, K.**, Rahimi, S., & Hall, N. C. (2013, February). *Internet-based motivational interventions for social science college students: Advantages and drawbacks concerning academic achievement*. Poster presented at the Centre for Research in Human Development Annual Conference, Montreal, Quebec.
- Hubbard, K.**, Maymon, R., & Hall, N. C. (2012, October). *Assisting STEM students' academic achievement through an internet-based motivational intervention*. Poster presented at the Centre for Research in Human Development Conference, Montreal, Quebec.
- Sverdlik, A., **Hubbard, K.**, Bieg, M., & Hall, N.C. (2012, October). *The iatrogenic effects of adopting realistic expectations on academic achievement*. Poster presented at the Centre for Research in Human Development Conference, Montreal, Quebec.
- Hubbard, K.**, Ringo, J., Julio, L., & Hall, N. C. (2012, June). *Minimizing iatrogenic effects of web-based motivational programs on academic achievement*. Poster presented at the Canadian Psychological Association Annual Convention, Halifax, Nova Scotia.
- Hubbard, K.**, Ringo, J., Julio, L., & Hall, N. C. (2012, June). *Evaluating iatrogenic effects of internet-based attributional retraining for high self-esteem students*. Poster presented at the Canadian Psychological Association Annual Convention, Halifax, Nova Scotia.
- Hubbard, K.**, Ringo, J., Hall, N. C., & Julio, L. (2012, June). *Investigating the impact of internet-based attributional retraining on high self-esteem university students*. Poster presented at the Society for Teaching and Learning in Higher Education Annual Conference, Montreal, Quebec.
- Ringo, J., **Hubbard, K.**, Julio, L., & Hall, N. C. (2012, June). *The impact of internet-based attributional retraining in natural science disciplines*. Poster presented at the Canadian Psychological Association Annual Convention, Halifax, Nova Scotia.

- Musu-Gillette, L. E., **Hubbard, K.**, Hall, N. C., & Heckhausen, J. (2012, June). *Do your friends make a difference? Similarity, identity, and achievement in university students*. Poster presented at the Canadian Psychological Association Annual Convention, Halifax, Nova Scotia.
- Hubbard, K.**, Ringo, J., Hall, N. C., & Julio, L. (2012, March). *Investigating the impact of internet-based attributional retraining on high self-esteem university students*. Poster presented at the Education Graduate Students' Society Annual Conference, Montreal, Quebec.
- Ringo, J., **Hubbard, K.**, & Hall, N. C. (2012, March). *Internet-based attributional retraining: Does it impact students in distinct science domains differently?* Poster presented at the Education Graduate Students' Society Annual Conference, Montreal, Quebec.
- Kirmayer, M., **Hubbard, K.**, & Williams, S. (2010, August). *Mom may know best but does she always know the truth? Children's deceptive behaviours within a modified temptation resistance paradigm*. Poster presented at the American Psychological Association Convention, San Diego, California.
- Kirmayer, M., **Hubbard, K.**, Williams, S., & Talwar, V. (2010, June). *Copycat: Parental attitudes towards lie-telling and children's behaviours within a temptation resistance paradigm*. Poster presented at the Canadian Psychological Association Convention, Winnipeg, Manitoba.

Invited Addresses

- Hubbard, K.** (January 18, 2016). *Completing the Comprehensive Examination*. Invited student development address at the PhD Advanced Research Seminar, McGill University, Montreal, Quebec.
- Hubbard, K.** (November 21, 2013). *Administering Internet-based Motivational Interventions*. Invited research address at the Foundations of Computer-based Learning Environments Seminar, Montreal, Quebec.
- Hubbard, K.** (November 19, 2013). *Understanding Motivational and Emotional Barriers to Successful Teaching and Learning*. Invited research address at the Learning Environments Across Disciplines (LEADS) Meeting, Montreal, Quebec.
- Hubbard, K.** (May 7, 2013). *Emotions, Motivation, and Self-regulation in Higher Education*. Invited research address at the Department of Empirical Education Research, University of Konstanz, Konstanz, Germany.
- Hubbard, K.** (October 19, 2012). *Trends in theories and instruction: Longitudinal achievement benefits and risks of web-based motivational interventions promoting engagement*. Invited research address at the Institute for the Public Life of Arts and Ideas, McGill University, Montreal, Quebec.
- Hubbard, K.** (April 27, 2012). *Investigating the impact of internet-based attributional retraining on low vs. high self-esteem university students*. Invited research address at the Centre for Research in Human Development Annual Conference, Concordia University, Montreal, Quebec.

Service and Professional Development

- BE101x- Behavioural Economics in Action** 2019
- Certificate of completion obtained
 - edX course offered by the University of Toronto
 - Instructor: Dr. Dilip Soman (Rotman School of Management)
- Ad Hoc Reviewer - Contemporary Educational Psychology** 2016
- One manuscript reviewed thus far
- Ad Hoc Reviewer - Motivation and Emotion** 2016
- One manuscript reviewed thus far
- Peer Reviewer - American Psychological Association (APA) Annual Conference** 2015, 2016
- Division 15- Educational Psychology; Paper submissions
- Peer Reviewer - Education Graduate Students' Society (EGSS) Annual Conference** 2016
- McGill University; Paper submissions
- Hierarchical Linear Modeling (HLM) Workshop** 2015
- A one day, American Educational Research Association (AERA) professional development training course by Dr. Betsy McCoach (University of Connecticut) and Dr. Ann O'Connell (The Ohio State University)
 - Topics covered included aggregating and merging data in SPSS and fitting and interpreting two-level models with HLM Version 7 software
- Peer Reviewer - American Educational Research Association (AERA) Annual Conference** 2015
- Division C- Learning and Instruction, Section 2a- Cognitive and Motivational Processes; Paper submissions
- Mplus Multilevel Modeling Workshop** 2014
- Two day workshop provided by Dr. Fabio Sticca, post-doctoral fellow at the University of Konstanz, Germany, and the Thurgau University of Teacher Education, Switzerland
 - Topics covered included applications of multilevel modeling, regression and mplus basics, null models, random intercepts models, means as outcomes models, random slopes models, and intercepts and slopes as outcomes models
- Multilevel Modeling Workshop** 2014
- Concept and Application of Multilevel Statistical Methods to Health, Social Science, and Geographical Research
 - Four day workshop offered by the Quebec Inter-University Centre for Social Statistics (QICSS)
 - Taught by Dr. S V Subramanian (Harvard School of Public Health)
 - Topics covered included hierarchies and varying relationships, comparing random-intercepts and slopes models, comparing fixed and random-effects models, modeling heterogeneity, variance, categorical predictors, higher-level predictors, complex hierarchies, and utilizing MLwiN procedures to perform multilevel analyses

- Mplus Workshop** 2014
- Six day workshop offered by the Centre for Research in Human Development (CRDH) Summer School on Statistics and Methodology
 - Concordia University, Montreal, Quebec
 - Topics covered included imputing missing data (applying factor analytic approaches), creating & studying latent variables, measurement invariance, multilevel analyses, and latent growth curve modeling
- Blog Contributor** 2013
- Blog: *The Conversation: Bridging the Gap between Research and Practice in Education*
 - “Our mission is to bridge the communication gap between education-based research and education practitioners. We accomplish this by communicating the research through digestible writings supplemented with classroom activities.”
 - <http://leadspartnership.ca/theconversation/attributional-retraining/>
 - Post: *Attributional Retraining* (co-authored with Sonia Rahimi)
 - Contributed a piece on preventing teacher burnout and developing in-class motivational activities to improve students’ perceived control over their academic achievement
- Research Exchange Program (1 Month)** 2013
- University of Konstanz, Department of Empirical Education Research
 - Invited by Dr. Thomas Goetz
 - Antecedents of academic emotions
 - Domain-specificity of emotional experiences
 - Funded by FQRSC Grant (N. C. Hall) & McGill Graduate Mobility Award (K. Hubbard)
- Structural Equation Modelling (SEM) Workshop** 2012
- Five day workshop offered by the Quebec Inter-University Centre for Social Statistics (QICSS)
 - Taught by Dr. Rex Kline (Concordia University)
 - Topics covered included principles, assumptions, strengths, limitations, and applications of SEM with LISREL, including path analysis, confirmatory factor analysis (CFA), and full “LISREL” (structural regression) models
- Leadership Experience**
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- Ph.D. Student Representative for the Learning Sciences** 2014-2015
- Department of Educational and Counselling Psychology, McGill University
 - Actively contributed to committee meetings and informed current Ph.D. students on relevant changes to the program; energetically voiced concerns/suggestions of current Ph.D. students; promoted departmental events and encouraged student involvement; ardently publicized student accomplishments
- Internal Coordinator- Education Graduate Students’ Society of McGill University Annual Conference** 2013-2014
- Substantially contributed to the highly successful and well-attended 13th Annual Conference
 - Recruited volunteers, reviewers, and guest speakers; booked venues and organized logistics for all presentations/activities; extensively communicated and coordinated with the conference committee; energetically promoted the conference within the McGill community

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

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

Volunteer Experience

Conference Volunteer**2012, 2015, 2016**

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

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

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

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

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

Professional Memberships

Behavioural Insights Network**Present**

- All levels of Canadian government

Behavioural Insights Community of Practice**Present**

- Government of Canada

American Educational Research Association (AERA)**2012-Present**

- *Student Affiliate*

American Psychological Association (APA)**2014-2016**

- *Student Affiliate*

Canadian Psychology Association (CPA)**2011-2013**

- *Student Affiliate*

References Available Upon Request