

# CURRICULUM VITAE

## Nathan C. Hall

Department of Educational & Counselling Psychology  
Education Bldg, Room 543  
3700 McTavish Street, McGill University  
Montreal, QC, H3A 1Y2  
Phone: (514) 398-3452

E-mail: nathan.c.hall@mcgill.ca  
Website: www.ame1.net  
Social Media: LinkedIn | Twitter | GScholar | ResearchGate | Loop

## 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

Associate Dean, Graduate and Postdoctoral Studies (Faculties of Arts, Education, Music); McGill University 2020 - Present  
Vice-President, Communications; McGill Association of University Teachers (MAUT) 2017 - 2021  
Director, Learning Sciences Graduate Program; McGill University 2018 - 2020  
Director, Health Professions Education Graduate Program; McGill University 2018 - 2020  
Director, Achievement Motivation and Emotion (AME) Research Group 2009 - 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 California, Irvine; Psychology and Social Behavior (J. Heckhausen) 2006 - 2008  
Post-Doctoral Fellow (7 months); University of Munich, Institute for Personality and Educational Psychology (R. Pekrun) 2007 - 2013

## ACADEMIC AWARDS

### RESEARCH & TEACHING AWARDS

Award for Outstanding Mentorship, Honourable Mention; Canadian Association for Graduate Studies (CAGS) May 2021  
Outstanding Publication Award; American Educational Research Association (SIG-GPDED) Apr. 2019  
Outstanding International Research Collaboration Award; American Educational Research Association (SIG-TICL) Apr. 2017  
Faculty of Education Distinguished Teaching Award; McGill University Mar. 2014  
President's New Researcher Award; Canadian Psychological Association Nov. 2010  
Distinguished Dissertation Award; University of Manitoba Apr. 2007  
Certificate of Academic Excellence (Ph.D.); Canadian Psychological Association July 2006  
Robert J. Menges New Researcher Award; American Educational Research Association (SIG-FTED) Apr. 2005  
Certificate of Academic Excellence (M.A.); Canadian Psychological Association Aug. 2003  
Vineberg Research Prize in Psychology; University of Manitoba Apr. 2002

### 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

## GRANT FUNDING

### SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA (SSHRC)

Insight Grant (\$197,142 / 4 yrs) May 2022  
APPLICANTS: Konishi (PI); Co-applicants: Hall, Oberle; Collaborator: Schonert-Reichl  
PROJECT: We Need Support! Investigating an Innovative Model for Teacher Training in Social-Emotional Learning  
Insight Grant (\$91,735 / 3 yrs) July 2020  
APPLICANTS: Hall (PI); Co-applicants: Harley, Lariviere, Veletsianos, Wendt; Collaborators: Hodson, Stupnisky  
PROJECT: Motivation, Emotion Regulation, and Well-being in Post-secondary Faculty

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| <i>Insight Development Grant (\$74,820 / 2 yrs)</i>  | <i>July 2020</i> |
| APPLICANTS: <i>Harley (PI); Co-applicant: Feldman; Collaborators: <b>Hall</b>, Fried</i>   |                  |
| PROJECT: <i>Defining and Combatting Harassment in Health Sciences Education</i>  |                  |
| <i>Partnership Development Grant (\$198,676 / 3 yrs)</i>   | <i>Apr. 2020</i> |
| APPLICANTS: <i>Guay (PI); Co-applicants: <b>Hall</b>, Belleville, Bureau, Denault, Litalien, Ratelle</i>   |                  |
| PARTNERS: <i>Université Laval; Cégep Garneau</i>   |                  |
| PROJECT: <i>La prévention de l'anxiété chez les étudiants fréquentant le collège et l'université</i>   |                  |
| <i>Insight Development Grant (\$61,160 / 2 yrs)</i>  | <i>June 2017</i> |
| APPLICANTS: <i>Veletsianos (PI); Co-applicant: Hodson; Collaborator: <b>Hall</b></i>   |                  |
| PROJECT: <i>Female Academics' Experiences of Harassment on Social Media</i>  |                  |
| <i>Insight Grant (\$311,590 / 4 yrs)</i>   | <i>May 2014</i>  |
| APPLICANTS: <i>Venkatesh (PI); Co-applicants: <b>Hall</b>, Abrami, Wade, Azevedo, Negretti, Mercier</i>  |                  |
| PROJECT: <i>Development of Academic Self-regulation to Support Information Literacy</i>  |                  |
| <i>Insight Development Grant (\$59,000 / 2 yrs)</i>  | <i>June 2013</i> |
| APPLICANTS: <i><b>Hall</b> (PI); Co-applicant: Ruglis</i>  |                  |
| PROJECT: <i>Promoting Adjustment, Achievement, and Retention in CEGEP Students: A Mixed-Method, Motivational Perspective</i>   |                  |
| <i>Insight Grant (\$264,000 / 7 yrs, with deferrals)</i>   | <i>Apr. 2013</i> |
| APPLICANTS: <i><b>Hall</b> (PI); Co-applicants: Guay; Collaborators: Weiner, Koestner, Chiarella, Leighton, Kee, Rahilly, Azevedo, Venkatesh</i>   |                  |
| PROJECT: <i>Motivational Interventions in Higher Education: Utilizing Internet and Mobile Technology to Improve Student Development</i>  |                  |
| <i>Partnership Development Grant (\$192,660 / 5 yrs, with deferrals)</i>   | <i>Mar. 2013</i> |
| APPLICANTS: <i><b>Hall</b> (PI); Co-applicants: Goetz, Frenzel; Collaborators: Pekrun, Linnenbrink-Garcia, Lajoie, Wrosch, Fryer, Dunton</i>   |                  |
| PARTNERS: <i>Canadian Association of College and University Student Services; Office of VP Academic, SFU; First-Year Office, McGill; Deutsches Studentenwerk; Uni. Konstanz; Uni. Munich; NRC for the First-Year Experience and Students in Transition</i> |                  |
| PROJECT: <i>The First-Year Experience: An International Motivational Perspective</i>   |                  |
| <i>Partnership Development Grant (\$190,123 / 3 yrs)</i>   | <i>Mar. 2013</i> |
| APPLICANTS: <i>Azevedo (PI); Co-applicants: <b>Hall</b>, Venkatesh, Chapdelaine, Charles, Marquis, Asghar, Lajoie, Winne, Laferriere</i>   |                  |
| PARTNERS: <i>Centre de recherche informatique de Montréal; Concordia University; Dawson College; EXO U; Faculty of Education, McGill</i>   |                  |
| PROJECT: <i>Transforming Teacher Training &amp; Students' Academic Achievement with Advanced Digital Technologies</i>  |                  |
| <i>Partnership Grant (\$2,499,995 / 7 yrs)</i>   | <i>Mar. 2012</i> |
| APPLICANTS: <i>Lajoie (PI); <b>Hall</b> (Co-applicant); 21 Co-applicants/Collaborators, 12 Industry/Institutional Partners</i>   |                  |
| PROJECT: <i>Learning Environments Across Disciplines (LEADS): Supporting Technology Rich Learning</i>  |                  |
| <i>Internal Development Grant, McGill University (\$3,000; <b>Hall</b>, PI)</i>  | <i>May 2011</i>  |
| <i>Standard Operating Grant, Committee 17 (\$89,381 / 3 years; Declined)</i>   | <i>Apr. 2008</i> |
| APPLICANTS: <i><b>Hall</b> (PI); Collaborator: Goetz</i>   |                  |

## OTHER GRANTING AGENCIES

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| RESEARCH GRANTS COUNCIL (HONG KONG); <i>Early Career Scheme (\$123K CAD / 2 yrs)</i>   | <i>June 2022</i> |
| APPLICANTS: <i>Wang (PI); Collaborators: <b>Hall</b>, Chiu, Sin, Klassen</i>   |                  |
| PROJECT: <i>Understanding the Roots of Teacher Turnover: A Transactional Model</i>   |                  |
| UNIVERSITY GRANTS COMMITTEE (HONG KONG); <i>General Research Fund (\$83K CAD / 1.5 yrs)</i>  | <i>July 2019</i> |
| APPLICANTS: <i>King (PI); Co-PIs: <b>Hall</b>, Halse</i>   |                  |
| PROJECT: <i>Motivation, Mental Health, and Achievement in Hong Kong Doctoral Students</i>  |                  |
| NATIONAL SCIENCE FOUNDATION; <i>Science of Science and Innovation Policy (\$348K USD / 3 yrs)</i>                                  | <i>Apr. 2019</i> |
| APPLICANTS: <i>Stupnisky (PI); Co-PIs: <b>Hall</b>, Lariviere</i>  |                  |
| PROJECT: <i>Improving the STEM Higher Education Research Workforce: Exploring Motivation as a Predictor of Faculty Development</i> |                  |
| CANADIAN INSTITUTES OF HEALTH RESEARCH (CIHR); <i>Operating Grant (\$256,758 / 4.5 yrs)</i>  | <i>July 2013</i> |
| APPLICANTS: <i>Chipperfield (PI); Co-applicants: <b>Hall</b>, Stewart, Pekrun, Perry, Lobchuk, St. John</i>                        |                  |
| PROJECT: <i>Psychosocial Predictors of Health and Survival in Late Life</i>  |                  |
| CANADIAN INSTITUTES OF HEALTH RESEARCH (CIHR); <i>Operating Grant, Regional Partnerships Program (\$139,836 / 2 yrs)</i>           | <i>Mar. 2013</i> |
| APPLICANTS: <i>Chipperfield (PI); Co-applicants: <b>Hall</b>, Stewart, Pekrun, Perry, Lobchuk, St. John</i>                        |                  |
| PROJECT: <i>Psychosocial Predictors of Health and Survival in Late Life</i>  |                  |
| ALEXANDER VON HUMBOLDT FOUNDATION (GERMANY); <i>Alumni Research Sponsorship (\$2,600; <b>Hall</b>, PI)</i>                         | <i>Oct. 2012</i> |
| PROJECT: <i>The First-Year Experience: An International Motivational Perspective</i>   |                  |

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| FONDS DE RECHERCHE SOCIÉTÉ ET CULTURE (FRQSC); <i>Établissement de Nouveaux Professeurs-Chercheurs</i> (\$39,555 / 3 yrs; <b>Hall, PI</b> ) | Apr. 2012 |
| PROJECT: <i>L'amélioration de la réussite et de la rétention dans l'enseignement supérieur</i>  |           |
| SPENCER FOUNDATION (USA); <i>Research Grant, Organizational Learning</i> (\$38,400 USD / 2 yrs; <b>Hall, PI</b> )                           | Oct. 2011 |
| PROJECT: <i>Facilitating Learning, Achievement, and Retention in Higher Education</i>   |           |
| CENTRE ON AGING, UNIVERSITY OF MANITOBA; <i>Faculty-Graduate Student Collaborative Research Grant</i> (\$2,500)                             | Feb. 2003 |
| APPLICANTS: <b>Hall, Chipperfield</b> (Co-applicants)   |           |

## JOURNAL ARTICLES

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- Rahimi, S., **Hall, N. C.**, & Sticca, F. (2023). Understanding academic procrastination: A longitudinal analysis of procrastination and emotions in undergraduate and graduate students. *Motivation and Emotion*. doi:10.1007/s11031-023-10010-9
- Wang, H., Chiu, M. M., & **Hall, N. C.** (2023). Teacher anger as a double-edged sword: Contrasting trait and emotional labor effects. *Motivation and Emotion*. doi:10.1007/s11031-023-10027-0
- Chang, C. -F., & **Hall, N. C.** (2022). Differentiating teachers' social goals: Implications for teacher-student relationships and perceived classroom engagement. *AERA Open*, 8(1), 1-16. doi:10.1177/23328584211064916
- Chang, C. -F., **Hall, N. C.**, & Horrocks, P. (2022). Exploring teachers' social goal orientations with the Job Demands-Resources Model. *Current Psychology*. doi:10.1007/s12144-022-03570-5
- Chang, C. -F., **Hall, N. C.**, Lee, S. Y., & Wang, H. (2022). Teachers' social goals and classroom engagement: The mediating role of teachers' self-efficacy. *International Journal of Educational Research*, 113, 5101952. doi:10.1016/j.ijer.2022.101952
- Houlden, S., Hodson, J., Veletsianos, G., Gosse, C., Lowenthal, P., Dousay, T., & **Hall, N. C.** (2022). Support for scholars coping with online harassment: An ecological framework. *Feminist Media Studies*, 22(5), 1120-1138. doi:10.1080/14680777.2021.1883086
- Jarrell, A., Lajoie, S., **Hall, N. C.**, & Horrocks, P. (2022). Antecedents and consequences of emotion regulation in STEM degree programs. *Innovative Higher Education*. doi:10.1007/s10755-021-09587-1
- Jonas, E. A., & **Hall, N. C.** (2022). Writing and reading self-efficacy in graduate students: Exploring implications for well-being. *Interdisciplinary Education and Psychology*, 3(1): 3. doi:10.31532/InterdiscipEducPsychol.3.1.003
- Sabagh, Z., **Hall, N. C.**, Saroyan, A., & Trèpanier, S. -G. (2022). Occupational factors and faculty well-being: Investigating the mediating role of need frustration. *The Journal of Higher Education*, 93(4), 559-584. doi:10.1080/00221546.2021.2004810
- Stupnisky, R. H., Larivière, V., **Hall, N. C.**, & Omojiba, O. (2022). Predicting research productivity in STEM faculty: The role of self-determined motivation. *Research in Higher Education*. doi:10.1007/s11162-022-09718-3
- Sverdlik, A., **Hall, N. C.**, & Vallerand, R. J. (2022). Doctoral students and COVID-19: Exploring challenges, academic progress, and well-being. *Educational Psychology*. doi:10.1080/014443410.2022.2091749
- Wang, H., Lee, S. Y., & **Hall, N. C.** (2022). Coping profiles among teachers: Implications for emotions, job satisfaction, burnout, and quitting intentions. *Contemporary Educational Psychology*, 68, 102030. doi:10.1016/j.cedpsych.2021.102030
- Bergeron, C., Czajkowska, Z., Coroiu, A., Sewitch, M., **Hall, N. C.**, & Körner, A. (2021). The impact of physician support on skin self-examination among melanoma patients: A serial mediation model with self-efficacy and intentions to perform skin exams. *Patient Education and Counseling*. doi:10.1016/j.pec.2021.02.028
- Gosse, C., Veletsianos, G., Hodson, J., Houlden, S., Dousay, T., Lowenthal, P., & **Hall, N. C.** (2021). The hidden costs of connectivity: Nature and effects of scholars' online harassment. *Learning, Media and Technology*, 46(3), 264-280. doi:10.1080/17439884.2021.1878218
- Maymon, R., & **Hall, N. C.** (2021). A review of first-year student stress and social support. *Social Sciences*, 10, 472. doi:10.3390/socsci10120472
- Rahimi, S., & **Hall, N. C.** (2021). Why are you waiting? Differences in academic procrastination between undergraduate and graduate students. *Innovative Higher Education*. doi:10.1007/s10755-021-09563-9
- Salimzadeh, R., **Hall, N. C.**, & Saroyan, A. (2021). Examining academics' strategies for coping with stress and emotions: A review of research. *Frontiers in Education*, 6, 660676. doi:10.3389/educ.2021.660676
- Sverdlik, A., McAlpine, L., & **Hall, N. C.** (2021). Insights from a survey 'comments' section: Extending research on doctoral student well-being. *Studies in Graduate and Postdoctoral Education*, 12(2), 262-282. doi:10.1108/SGPE-06-2020-0035
- Wang, H., & **Hall, N. C.** (2021). Exploring relations between teacher emotions, coping strategies, and intentions to quit: A longitudinal analysis. *Journal of School Psychology*, 86, 64-77. doi:10.1016/j.jsp.2021.03.005
- Wang, H., **Hall, N. C.**, & King, R. B. (2021). A longitudinal investigation of teachers' emotional labor, well-being, and perceived student engagement. *Educational Psychology*, 41(10), 1319-1336. doi:10.1080/014443410.2021.1988060
- Lee, S. Y., & **Hall, N. C.** (2020). Understanding procrastination in first-year undergraduates: An application of Attribution Theory. *Social Sciences*, 9(8), 136. doi:10.3390/socsci9080136
- Moumne, S., **Hall, N. C.**, Böke, B. N., Bastien, L., & Heath, N. L. (2020). Implicit theories of emotion, goals for emotion regulation, and cognitive responses to negative life events. *Psychological Reports*, 0(0), 1-33. doi:10.1177/0033294120942110

- Salimzadeh, R., Hall, N. C., & Saroyan, A. (2020). Stress, emotion regulation, and well-being among Canadian faculty members in research-intensive universities. *Social Sciences*, 9(12), 227. doi:10.3390/socsci9120227
- Sverdluk, A., Hall, N. C., & McAlpine, L. (2020). PhD imposter syndrome: Exploring antecedents, consequences, and implications for well-being. *International Journal of Doctoral Studies*, 15, 737-758. doi:10.28945/4670
- Wang, H., Hall, N. C., Gogal, K., & Goetz, T. (2020). Exploring the structure of teachers' emotional labor: A multitrait-multimethod analysis. *Educational Measurement: Issues and Practice*. doi:10.1111/emip.12353
- DiMillo, J., Hall, N. C., Khanna, M., Maheu, C., & Körner, A. (2019). Skin self-examination: Partner comfort and support during examinations as predictors of self-efficacy in patients at risk for melanoma recurrence. *Clinical Journal of Oncology Nursing*, 23(4), 397-404. doi:10.1188/19.CJON.397-404
- Hall, N. C. (2019). An overview of research on emotions in Asian learners and educators: Implications and future directions. *The Asia-Pacific Education Researcher*, 28(4), 363-370. doi:10.1007/s40299-019-00468-y
- Hall, N. C., Lee, S. Y., & Rahimi, S. (2019). Self-efficacy, procrastination, and burnout in post-secondary faculty: An international longitudinal analysis. *PLoS ONE*, 14(12), e0226716. doi:10.1371/journal.pone.0226716
- Maymon, R., Hall, N. C., & Harley, J. M. (2019). Supporting first-year students during the transition to higher education: The importance of quality and source of received support for student well-being. *Student Success*, 10(3), 64-75. doi:10.5204/ssj.v10.i3.1407
- Stupnisky, R. H., Hall, N. C., & Pekrun, R. (2019). Faculty enjoyment, anxiety, and boredom for teaching and research: Instrument development and testing predictors of success. *Studies in Higher Education*. doi:10.1080/03075079.2019.1665308
- Stupnisky, R. H., Hall, N. C., & Pekrun, R. (2019). The emotions of pretenure faculty: Implications for teaching and research. *The Review of Higher Education*, 42(4), 1489-1526. doi:10.1353/rhe.2019.0073
- Sverdluk, A., & Hall, N. C. (2019). Not just a phase: Exploring the role of doctoral program stage on motivation and well-being. *Journal of Adult and Continuing Education*. doi:10.1177/1477971419842887
- Wang, H., & Hall, N. C. (2019). When "I care" is not enough: An interactional analysis of teacher values, value congruence, and well-being. *Teaching and Teacher Education*, 86, 102906. doi:10.1016/j.tate.2019.102906
- Wang, H., Hall, N. C., & Taxer, J. (2019). Antecedents and consequences of teachers' emotional labor: A systematic review and meta-analytic investigation. *Educational Psychology Review*, 31(3), 663-698. doi:10.1007/s10648-019-09475-3
- 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
- Sverdluk, A., Hall, N. C., McAlpine, L., & Hubbard, K. A. (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., & Sverdlik, 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>
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## BOOK PUBLICATIONS

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- Hall, N. C. (2021). Motivation and well-being of faculty and graduate students: Empirical relations with university rankings. In M. Stack (Ed.), *Global university rankings and the politics of knowledge* (pp. 195-224). Toronto, ON: University of Toronto Press.
- Goetz, T., & Hall, N. C. (2020). Emotion and achievement in the classroom. In J. A. C. Hattie & E. M. Anderman (Eds.), *Visible learning guide to student achievement* (pp. 145-152). New York, NY: Routledge.
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- Goetz, T., & Hall, N. C. (2013). Emotion and achievement in the classroom. In J. A. C. Hattie & E. M. Anderman (Eds.), *International guide to student achievement* (pp. 192-195). New York, NY: Routledge.
- Perry, R. P., & Hall, N. C. (2009). Attributional retraining. In E. M. Anderman & L. H. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia* (pp. 73-76). Farmington Hills, MI: Macmillan Reference.
- Perry, R. P., Hall, N. C., & Ruthig, J. C. (2007). Perceived (academic) control and scholastic attainment in college students. In R. Perry & J. Smart (Eds.), *The scholarship of teaching and learning in higher education: An evidence-based perspective* (pp. 477-551). NY: Springer.
- Goetz, T., Frenzel, C. A., Pekrun, R. H., & Hall, N. C. (2006). Emotionale Intelligenz im Lern- und Leistungskontext. In R. Schulze, P. A. Freund & R. D. Roberts (Eds.), *Emotionale Intelligenz: Ein internationales handbuch* (pp. 237-256). Göttingen: Hogrefe.
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## MANUSCRIPTS UNDER REVIEW

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- Horrocks, P. T. M., & Hall, N. C. (2023). *Exploring the impacts of social support and motivation on STEM students' well-being and academic success*. Manuscript submitted for publication.
- Feizi, S., Hall, N. C., Cho, G., & Elgar, F. J. (2023). *Investigating the effects of self-efficacy in research on psychological well-being in doctoral students*. Manuscript submitted for publication.
- Tipwong, A., Hall, N. C., Snell, L., Chamnan, P., & Harley, J. (2023). *Clinical teaching self-efficacy positively predicts professional fulfillment and negatively predicts burnout amongst Thai physicians*. Manuscript invited for resubmission.

## CONFERENCE PAPERS

- Chen, M. T. & Hall, N. C. (2023, August). *Testing self-determined motivation under Job Demands-Resources Model within post-secondary faculty*. American Psychological Association, Washington, DC.
- Chen, M. T., & Hall, N. C. (2023, June). *Enhancing early career academics' personal value: A faculty motivation intervention*. Canadian Psychological Association, Toronto, ON.
- Chen, M. T., & Hall, N. C. (2023, June). *Boosting teaching motivation and effectiveness of post-secondary faculty: Potential intervention approaches*. Canadian Psychological Association, Toronto, ON.
- Chang, C. -F., Hall, N. C., & Chen, M. (2023, April). *Social-emotional competence profiles: Relations with classroom climate and psychological adjustment in teachers*. American Educational Research Association Annual Meeting. Chicago, IL.
- Chen, M. T., Hall, N. C., & Chang, C. -F. (2023, April). *Responding to academic setbacks: Coping, emotions, and well-being in post-secondary faculty*. American Educational Research Association Annual Meeting. Chicago, IL.
- Lee, S. Y., Hall, N. C., & Gonsalves, A. (2023, April). *Women of color students' experiences in computer science: An exploratory thematic analysis*. American Educational Research Association Annual Meeting. Chicago, IL.
- Salahuddin, M., Stupnisky, R. H., & Hall, N. C. (2023, April). *How does faculty members' self-efficacy for research affect their productivity?* American Educational Research Association Conference, Chicago, IL.
- Stupnisky, R. H., Salahuddin, M., Hall, N. C., Lariviere, V., & Pekrun, R. (2023, April). *Developing the Faculty Research Emotions Questionnaire: Examining emotion origins, outcomes, and differences across diverse groups*. American Educational Research Association Annual Meeting. Chicago, IL.
- Chen, M. T., & Hall, N. C. (2022, August). *(Inter)national higher education faculty: Motivation, occupational adjustment, and well-being*. American Psychological Association, Minneapolis, MN.
- Tipwong, A., Hall, N. C., Snell, L., Chamnan, P., & Harley, J. M. (2022, August). *Exploring internal and external contributors to mental health among Thai physicians in clinical teaching contexts*. Association for Medical Education in Europe, Lyon, France.
- Chang, C. -F., Hall, N. C., & Horrocks, P. T. M. (2022, April). *Differentiating teachers' social goals as for teacher-student relationships and classroom engagement*. American Educational Research Association, San Diego, CA.
- Chen, M., & Hall, N. C. (2022, April). *Motivation and well-being in post-secondary faculty: An international and immigration perspective*. American Educational Research Association, San Diego, CA.
- Stupnisky, R. H., Lariviere, V., & Hall, N. C. (2022, April). *STEM Faculty members' self-determined motivation for research predicts publication and citation counts*. American Educational Research Association, San Diego, CA.
- Chang, C. -F., Hall, N. C., Wang, H., & Rahimi, S. (2021, April). *An exploration of teachers' social goal orientations with the job demands-resources model*. American Educational Research Association, virtual venue.
- Rahimi, S., & Hall, N. C. (2021, April). *Differences in the prevalence of and reasons for academic procrastination between undergraduate and graduate students*. American Educational Research Association, virtual venue.
- Sabagh, Z., Hall, N. C., Saroyan, A., & Trépanier, S.-G. (2021, April). *Examining work-home conflict, occupational factors, and basic psychological needs as predictors of faculty well-being*. American Educational Research Association, virtual venue.
- Stupnisky, R. H., Omojiba, M., Hall, N. C., & Lariviere, V. (2021, April). *How does STEM faculty members' self-determined motivation relate to their research success?* American Educational Research Association, virtual venue.
- Hall, N. C. (2020, December). *The SAS Project: An overview of research on faculty motivation, self-regulation, and well-being*. Centennial Congress of Applied Psychology, Cancun, Mexico. (Conference cancelled)
- Chang, C. -F., Hall, N. C., Jonas, E. A., & Lee, S. Y. (2020, August). *A longitudinal exploration of teachers' goal orientations on classroom engagement and psychological adjustment*. American Psychological Association, virtual venue.
- Horrocks, P. T. M., Hall, N. C., & Lee, S. Y. (2020, August). *The SAS project: Uncovering the differences in motivation and well-being among STEM and non-STEM graduate students*. American Psychological Association, virtual venue.
- Lee, S. Y., Hall, N. C., & Horrocks, P. T. M. (2020, August). *The SAS Project: A longitudinal analysis of occupational well-being and commitment in adjunct vs tenure-track faculty*. American Psychological Association, virtual venue.
- Lee, S. Y., & Hall, N. C. (2020, July). *Procrastination in STEM vs. non-STEM undergraduates: An examination of the underregulation and misregulation hypothesis*. Biannual Gender & STEM Conference, Sydney, Australia. (Conference cancelled)
- Chang, C. -F., Hall, N. C., Lee, S. Y., & Horrocks, P. T. M. (2020, June). *A cluster analysis of teachers' achievement goals: The relationships between teachers' goals and psychological adjustment*. SELF International Conference, Quebec City, QC. (Conference cancelled)
- Chang, C. -F., Hall, N. C., Maymon, R., & Wang, H. (2020, June). *How do different social goal orientations of teachers foster positive teacher-student relationships?* SELF International Conference, Quebec City, QC. (Conference cancelled)
- Horrocks, P. T. M., Hall, N. C., & Jonas, E. A. (2020, June). *Well-being in graduate students: The effects of self-determined motivation*. SELF International Conference, Quebec City, QC. (Conference cancelled)
- Jonas, E. A., Hall, N. C., & Lee, S. Y. (2020, June). *The roles of writing and reading self-efficacy in graduate student well-being*. SELF International Conference, Quebec City, QC. (Conference cancelled)
- Jonas, E. A., Lee, S. Y., & Hall, N. C. (2020, June). *PhD or MA? Humanities or STEM? Understanding graduate-level reading and writing self-efficacy*. SELF International Conference, Quebec City, QC. (Conference cancelled)
- Lee, S. Y., Hall, N. C., Jonas, E. A., & Chang, C. -F. (2020, June). *Understanding procrastination in first-year undergraduates: An attribution theory perspective*. SELF International Conference, Quebec City, QC. (Conference cancelled)
- Stupnisky, R. H., & Hall, N. C. (2020, June). *What matters most in faculty motivation? Conceptually and empirically comparing prominent constructs*. SELF International Conference, Quebec City, QC. (Conference cancelled)
- Wang, H., Hall, N. C., & Chang, C.-F. (2020, June). *Perceived value congruence in teachers: Interactional effects on burnout, well-being, and turnover intentions*. SELF International Conference, Quebec City, QC. (Conference cancelled)
- Wang, H., Hall, N. C., & Lee, S.-Y. (2020, June). *Teacher emotions, coping strategies, and intentions to quit: A cross-lagged and latent change investigation*. SELF International Conference, Quebec City, QC. (Conference cancelled)
- Bergeron, C., Czajkowska, Z., Coroiu, A., Sewitch, M., Hall, N. C., & Körner, A. (2020, May). *The effect of physician support on skin self-examination behaviors: A serial mediation model*. Canadian Psychological Association, virtual venue.



- Chang, C. -F., Hall, N. C., Rahimi, S., & Horrocks, P. T. M. (2020, May). *Do social-emotional skills affect teacher-student relationship, classroom engagement, and wellness?* Canadian Psychological Association, virtual venue.
- Horrocks, P. T. M., Hall, N. C., & Chang, C. -F. (2020, May). *Motivation and epistemic emotions in grad students.* Canadian Psychological Association, virtual venue.
- Jonas, E. A., Chang, C. -F., & Hall, N. C. (2020, May). *Feeling frustrated: Graduate-level writing programs, self-efficacy and emotions.* Canadian Psychological Association, virtual venue.
- Jonas, E. A., Horrocks, P. T. M., & Hall, N. C. (2020, May). *An exploration of graduate students' epistemic emotions while reading.* Canadian Psychological Association, virtual venue.
- Hall, N. C., & Lee, S. Y. (2020, April). *The SAS Project: A longitudinal analysis of self-determined motivation in adjunct vs. tenure-track faculty.* American Educational Research Association, San Francisco, CA. (Conference cancelled)
- Hall, N. C., & Lee, S. Y. (2020, April). *The SAS Project: Online motivational intervention effects on faculty well-being.* American Educational Research Association, San Francisco, CA. (Conference cancelled)
- Omojiba, M., Amida, A., Stupnisky, R. H., & Hall, N. C. (2020, April). *Examining self-determined motivation for teaching and research success among pretenure faculty members.* American Educational Research Association, San Francisco, CA. (Conference cancelled)
- Stupnisky, R. H., Hutchinson, A., Pekrun, R., Hall, N. C., Wettersten, K. B., & Chang, C. (2020, April). *The Faculty Emotions for Teaching and Research Questionnaire (FETRO): Developing and testing multi-item measurement scales.* American Educational Research Association, San Francisco, CA. (Conference cancelled)
- Chang, C. -F., Hall, N. C., & Maymon, R. (2019, August). *Predictive validity of teachers' achievement goal profiles on their well-being.* American Psychological Association, Chicago, IL.
- Chang, C. -F., Hall, N. C., & Maymon, R. (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.
- Feizi, S., & Hall, N. C. (2019, May). *Supervisors' role in doctoral students' mental health.* Society for the Study of Motivation, Washington, DC.
- Feizi, S., Sverdluk, A., & Hall, N. C. (2019, May). *How doctoral students' psychological well-being can change in different stages of the Ph.D. program.* Association for Psychological Science, Washington, DC.
- Jonas, E. A., Feizi, S., & Hall, N. C. (2019, May). *Confused, anxious, and frustrated: The mediating role of epistemic emotions between writing self-efficacy and psychological well-being in graduate students.* Association for Psychological Science, Washington, DC.
- 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.
- Jonas, E. A., & Hall, N. C., & Lee, S. Y. (2019, May). *Reading and writing self-efficacy in graduate education: Does degree program or academic discipline matter?* Society for the Study of Motivation, Washington, DC.
- Lee, S. Y., & Hall, N. C. (2019, May). *A cross-lagged analysis of procrastination and burnout in post-secondary faculty.* Society for the Study of Motivation, Washington, D.C.
- Lee, S. Y., Hall, N. C., & Rahimi, S. (2019, May). *Exploring the relationship between procrastination, causal attributions, and emotions in post-secondary faculty.* Association for Psychological Science, Washington, DC.
- 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., & Sverdluk, 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., & Sverdluk, 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.**, & Sverdlik, 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.**, Sverdlik, 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.
- Sverdlik, 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., Sverdlík, 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). *Online motivational interventions: 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., Sverdlik, 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., Sverdlik, 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., & Sverdlik, 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.
- Sverdlik, 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.
- Sverdlik, 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.
- Sverdlik, 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.
- Sverdlik, 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., Sverdlik, 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., Sverdlik, 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., Sverdlik, 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.
- Sverdlik, A., & Hall, N. C. (2013, March). *"Be realistic": Iatrogenic effects of downgrading expectations on high-achieving students' performance*. National Academic Advising Association, Montreal, QC.
- Sverdlik, 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., Sverdlik, 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.
- Sverdlik, 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 "adui"? 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

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### RESEARCH COLLOQUIA

*Department of Psychology, University of Waterloo, April 1, 2022*

*Faculty of Graduate Studies, Dalhousie University, February 24, 2022*

*Faculty of Health Sciences, McMaster University, November 20, 2021 [link]*

*Keynote, Canadian Association for Graduate Studies (CAGS) Annual Conference, November 4, 2021*

*Virtual Symposium, Canadian Association for Graduate Studies (CAGS), November 26, 2020 [link]*

*Keynote, Canadian Conference on Engineering Education, June 18, 2020 (cancelled; COVID-19)*

*School of Graduate Studies, University of North Dakota, April 15, 2020 (cancelled; COVID-19)*

*MIT Career Advising & Professional Development, Massachusetts Institute of Technology, March 31, 2020 (cancelled; COVID-19)*

*Research & Innovation Webinar Series, Beyond the Professoriate, October 31, 2019 [link]*

*Early Career Scholar Conference, Université de Sherbrooke, September 4, 2019*

*Supporting Active Learning & Technological Innovation in Studies of Education (SALTISE) Conference, June 3, 2019*

*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, Canadian Society for the Study of Higher Education (CSSHE) Annual Conference, May 28, 2017*

*Keynote, 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

Supervisor interaction strategies for graduate students. Teaching and Learning Services, McGill, November 22, 2022  
 Thesis completion strategies for graduate students. Post-Graduate Students' Society (PGSS), McGill, October 5, 2022  
 Research supervision training for Graduate Program Directors. Graduate and Postdoctoral Studies, McGill, October 4, 2022  
 Orientation workshop for Graduate Program Directors. Graduate and Postdoctoral Studies, McGill, August 30, 2022  
 Introduction to research supervision for graduate students. Graduate and Postdoctoral Studies, McGill, June 14, 2022  
 Supervisor interaction strategies for graduate students. Teaching and Learning Services, McGill, November 23, 2021 & March 24, 2022  
 Thesis completion strategies for graduate students. Post-Graduate Students' Society (PGSS), McGill, November 17, 2021  
 Best practices in graduate program leadership. Academic Leadership Forum, McGill, November 17, 2021  
 Supervisor interaction strategies for graduate students. Teaching and Learning Services, McGill, March 25, 2021  
 Graduate mentorship strategies. American Educational Research Association, SIG Motivation & Education, February 23, 2021 [link]  
 Thesis completion strategies for graduate students. Post-Graduate Students' Society (PGSS), McGill, February 11, 2021  
 Supervisor interaction strategies for graduate students. Teaching and Learning Services, McGill, October 23, 2020  
 Graduate supervision strategies. Teaching and Learning Services, McGill University, April 12, 2019  
 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

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|   |                |
|---|----------------|
| MCGILL UNIVERSITY<br><i>Professional Development Seminar (EDPE 704/706) - F14, F18, F19, F20, F21, F22</i><br><i>Theories of Achievement Motivation (EDPE 668) - F12, F17</i><br><i>Motivation and Instruction (EDPE 636) - F12, W12/14-23</i><br><i>Theories of Learning and Instruction (EDPE 635) - F10/11, W11-14</i><br><i>Digital and Social Media in Higher Education (EDPE 668) - F14</i><br><i>Educational Measurement (EDPE 575) - S11, F13</i> | 2010 - Present |
| UNIVERSITY OF MARYLAND, COLLEGE PARK<br><i>Adolescent Development (EDHD 413) - S09/10, F09</i><br><i>Advanced Seminar in Educational Psychology (EDHD 760) - F09</i><br><i>Apprenticeship in Education (EDHD 888) - F09, S10</i>  | 2009-2010      |
| UNIVERSITY OF MANITOBA; <i>Introduction to Psychology (17.120)</i>  | Summer 2005    |

## ACADEMIC SERVICE & PROFESSIONAL DEVELOPMENT

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#### PROFESSIONAL SERVICE POSITIONS

Board of Directors, Canadian Association for Graduate Studies (CAGS), Nov. 2020 - Nov. 2023  
 Editor; *Collabra: Psychology (Motivation, Educational Psychology)*, 2017-2021  
 Editorial Board Member; *Contemporary Educational Psychology*, 2009-2017  
 Member, Centre for Research in Human Development (FRQSC Strategic Cluster), 2010-2017



## PROFESSIONAL DEVELOPMENT TRAINING

*Anti-Racism Response Training (ART) Program; CAGS Workshop Series for Deans and Associate Deans; May - June 2021*  
*Senior University Administrators Course; Centre for Higher Education Research & Development (CHERD); Oct. 2020 - May 2021*  
*Equity and Anti-Racism; Office of the Provost & Vice-Principal (Academic), McGill; Apr. 2021*  
*Leadership Development Workshop for Academic Administrators, Office of the Provost & Vice-Principal (Academic), McGill; Aug. 2020*  
*Equity and Inclusion in the Academic Search Process; Office of the Provost & Vice-Principal (Academic), McGill; Jan. 2019*  
*LGBTQ+ Gender and Sexuality Training; Institut national de santé publique Quebec; Faculty of Education, McGill; Oct. 2018*

## FORMAL CONSULTATION/REVIEWS

*External Reviewer, University of Waterloo Student Experience Review, Steering Committee Co-chairs: Vice-President, Academic and Provost and Associate Provost -Students, Spring 2019*  
*External Reviewer, Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grants Competition, 2012 & 2022*  
*External Reviewer, United Arab Emirates University, Program for Advanced Research, Summer 2022*

## SYMPOSIA CHAIR/DISCUSSANT

*IAAP/CCAP Conference (2020, Dec.; Chair). Motivation and well-being in post-secondary faculty. Cancun, Mexico. (cancelled)*  
*SELF International Conference (2020, June; Chair). Motivation and self-regulation in graduate education. Quebec, QC. (cancelled)*  
*AERA SIG FTED (2020, April; Chair). Emotional well-being in faculty. San Francisco, CA. (cancelled)*  
*AERA SIG FTED (2020, April; Chair). Self-efficacy, self-determined motivation, and grit in faculty. San Francisco, CA. (cancelled)*  
*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 Psych.; Developmental Psych.; Journal of Personality; Psych. & Aging; PLOS One; Journal of Applied Developmental Psych.; Teaching and Teacher Education; Canadian Journal of School Psych.; International Journal of Educational Research; Journal of Applied Social Psych.; Journal of Experimental Social Psych.; Journal of Social & Clinical Psych.; Anxiety, Stress, & Coping; American Educational Research Journal; European Journal of Psych. of Education; Research in Higher Education; American Educational Research Assoc. Annual Meeting; Assoc. of Internet Researchers Annual Meeting*

## ASSOCIATION COMMITTEES/VOLUNTEERING

*AERA Division C Mentorship Program, April 2023; CAGS Governance/Nominating Committee & Awards Committee, 2022 - Present; Finance/Audit Committee, 2021 - 2022; APA Division 15 Early Career Grants Committee, 2017 - 2020; AERA SIG Motivation in Education, Pintrich Memorial Award Committee, Winter 2017*

## STUDENT COMMITTEES

*Dissertation committee (proposal, supervisory, or defense)*  
*Popliger, Taylor, Blake, Sanghera, Gebre, Naismith, Litalien, D'Uso, Leibovitch, Ouimet, Cruz-Panesso, Gyles, Tze, A-Singer, Roberts, Doleck, Ranellucci, Sampasivam, Poitras, St. Pierre, F-Behnagh, Harley, DiMillo, Vicaire, A-Alves, Czajkowska, Sabagh, Kazemitabar, Salimzadeh, Ali, Moumne, Tressel, Jarrell, D'Intino, Wen, Wong, Holding, McBreen, Oram, Li, Marion-Jetten, Kljajic, Kalogeropoulos*  
*MA/MEd thesis committees/examiner (Moumne, Tressel, Singh, Jarrell, Al Khamisi, Gabbay, Potolla, Kiafar)*  
*Doctoral defense Pro-Dean (Pauker, Liebsch, Khan, Diaz Gomez, Ezenagu, Nascimento, Montgomery, Athari, Nakanishi, Vagishwari, Hu, Jefri, El Sherif)*

## DEPARTMENTAL COMMITTEES

*Pre-tenure faculty mentorship committees (5), ECP, McGill, Sept. 2015-present; executive committee, ECP, McGill, May 2018-Aug. 2020; social media policy committee, ECP, McGill, May-Dec 2018; graduate supervision load committee, ECP, McGill, May 2018-2019; student fellowship and awards committee, ECP, McGill, 2012-2014, 2017-2018; hiring committees: ECP, McGill, 2014, 2017, 2018-2019; Psychology, U. Manitoba, Fall 2004; graduate program committee, EDHD, U. Maryland, 2009-2010*

## FACULTY COMMITTEES

*Faculty awards committee, Education, McGill, 2017-present; consultation committee, pre-service mental health initiative, Education, McGill, May-Dec. 2018; consultation committee, statistics and research methods initiative, Education, McGill, 2013; college program committee, Education, U. Maryland, 2010*

## UNIVERSITY COMMITTEES

*Graduate admissions committee, McGill, Sept. 2020-present; Graduate enrolment services committee, Sept. 2020-present; Prospective applicant EDI data workgroup, McGill, Sept. 2021-May 2022; Committee on student services, McGill, Sept. 2021-present; Subcommittee on teaching and learning, McGill, Sept. 2020-present; McGill Writing Centre advisory committee, Sept. 2020-present; University tenure committee senate list, McGill, Mar. 2020-present; GPS award for excellence in service committee, McGill, Jan.-Mar. 2022; Investigation of research misconduct committee, McGill, 2017-2021; MAUT research misconduct regulations working group, McGill, Summer 2020; 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 (10) / MA (9) / MEd (3) / 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); FRQSC PhD Fellowship  
 John Ranellucci, Sept. 2012 - Dec. 2013 (PhD, Learning Sciences, McGill, co-supervisor); FRQSC PhD & Post-doctoral Fellowships  
 Jason Harley, Aug. 2013 - Aug. 2014 (PhD, Learning Sciences, McGill); SSHRC CGS PhD, FRQSC PhD & Post-doctoral Fellowships  
 Hui Wang, Jan. 2012 - May 2018 (MEd & PhD, Learning Sciences, McGill); SSHRC CGS PhD, FRQSC PhD & Post-doctoral Fellowships  
 Kyle Hubbard, July 2011 - Dec. 2018 (MA & PhD, Learning Sciences, McGill); FRQSC & SSHRC CGS PhD Fellowships  
 Anna Sverdlík, May 2012 - Feb. 2019 (MA & PhD, Learning Sciences, McGill); FRQSC PhD & Post-doctoral Fellowships  
 Rebecca Maymon, May 2012 - May 2019 (MA & PhD, Learning Sciences, McGill); McGill Excellence Fellowship  
 Sonia Rahimi, Aug. 2012 - June 2019 (MA & PhD, Learning Sciences, McGill); FRQSC & SSHRC CGS PhD Fellowships  
 Samira Feizi, May 2017 - May 2019 (MA, Learning Sciences, McGill); McGill Excellence Fellowship  
 Emily Jonas, Sept. 2017 - May 2019 (MEd, Learning Sciences, McGill)  
 Zaynab Sabagh, May. 2015 - Nov. 2019 (PhD, Learning Sciences, McGill, co-supervisor); FRQSC PhD Fellowship  
 Phoenix Horrocks, May 2019 - Aug. 2021 (MA, Learning Sciences, McGill); SSHRC CGS MA & McGill Excellence Fellowships  
 Arunee Tipwong, Sept. 2019 - Jan. 2022 (MA, Health Professions Education, McGill)  
 Chiung-Fang Chang, May 2017 - Feb. 2022 (PhD, Learning Sciences, McGill); FRQSC PhD & McGill Excellence Fellowships  
 Anoop Saxena, Nov. 2022 - May 2023 (PhD, Learning Sciences, McGill); FRQSC PhD & McGill Excellence Fellowships  
 So Yeon Lee, May 2017 - present (MA & PhD, Learning Sciences, McGill); FRQSC PhD & McGill Excellence Fellowships  
 Meiting Chen, Sept. 2021 - present (PhD, Learning Sciences, McGill); FRQSC PhD & McGill Excellence Fellowships

## SELECTED MEDIA

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### INTERVIEWS

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