

Danielle N. (Berry) McManus

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Last updated: 9/8/26

Research Interests Include:

Teachers' instructional cognitive load and its motivational and attritional consequences
Feedback, belonging, and motivational experiences of secondary students

EDUCATION

- 2022-2026 **University of Oklahoma (OU)**
Ph.D. in Science of Psychology, Data, and Research in Education:
Educational Psychology
Dissertation Title:
Investigating teachers' cognitive load during mathematics instruction and its motivational and attritional consequences
Dissertation Committee:
Alison C. Koenka (chair), Rebecca S. Borden, Benjamin C. Heddy,
Maeghan N. Hennessey, & Revathy Kumar
- 2021-2022 **Virginia Commonwealth University (VCU)**
Ph.D. Educational Psychology, transferred to OU
Advisor: Alison C. Koenka, Ph.D.
- 2017-2021 **Michigan State University (MSU)**
B.A. Education, Mathematics Emphasis
Research Advisor: Lisa Linnenbrink-Garcia, Ph.D.

PROFESSIONAL EXPERIENCE

- August 2026-present **Assistant Professor, Florida State University.** Educational Psychology and Learning Systems. Maintain an active program of research; teach and design educational psychology related courses; engage in service activities to the university, community, and profession.
- 2023-2026 **Graduate Research Fellow, National Science Foundation.** Work primarily related to pre- and in-service teachers' cognitive load and its motivational and retention consequences.
- 2022-2024 **Graduate Teaching Assistant, University of Oklahoma.** Instructor of record for EIPT 3473: Learning, Development, and Assessment for Teachers 3 credit hours.

- 2022-2023 **Graduate Research Assistant, University of Oklahoma.** Assisted research with Dr. Alison Koenka. Work primarily related to the (a) motivational consequences of feedback in secondary settings and (b) motivation in understudied and underrepresented youth.
- 2021-2022 **Graduate Research Assistant, Virginia Commonwealth University.** Assisted research with Dr. Sharon Zumbrunn. Work primarily related to student belonging in university settings, writing self-efficacy, and teacher stress and anxiety.
- 2020-2021 **Research Lab Manager, Michigan State University.** Managed Dr. Lisa Linnenbrink-Garica's Michigan State Motivate Lab in the Department of Educational Psychology and Educational Technology. Work primarily related to scheduling, training, task assignment to other research assistants, facilitation of weekly undergraduate meetings, and increased research responsibilities.
- 2019-2021 **Undergraduate Research Assistant, Michigan State University.** Assisted research with Dr. Lisa Linnenbrink-Garica. Work primarily related to motivational engagement, STEM persistence, and career choices of post-secondary students.

RESEARCH AND SCHOLARSHIP

Externally Funded Projects

- 2023 **National Science Foundation Graduate Research Fellowship Program (NSF GRFP) Recipient (funded; \$155,000).**
- Berry, D. N.** National Science Foundation Graduate Research Fellowship Program. *Measuring pre-service teachers' experiences with cognitive load during math instruction and its consequences for efficacy, burnout, and retention: A multi-study and multi-method investigation.* (funded; \$155,000)
- 2022 **American Educational Research Association (AERA) Division C Grant Competition Shark Tank Finalist & People's Choice Award Recipient (funded; \$1,000)**
- Braxton, D. & **Berry, D. N.** (2022, April). *Black special education students' motivational and feedback experiences in middle school mathematics: Understanding intersecting experiences.* Research proposal presented at the Annual American Educational Research Association. San Diego, CA. (funded; \$1,000)
- 2022 **American Psychological Association (APA) Division 15 Research Grant (funded: \$4,900)**
- Koenka, A. C., Nicolai, K. D., Braxton, D., Gray, D. L., & **Berry, D. N.** (2022).

APA Division 15 Research Grant. *Mathematics tracking, feedback experiences, and motivation in Black and Latiné students: A community-engaged exploration and extension.* (funded; \$4,900).

Awards

- 2025 American Psychological Association, Division 15 (Educational Psychology) Graduate Student Seminar (funded; \$2,000)
- 2025 Robberson Travel Grant, University of Oklahoma (funded; \$1,000)
- 2025 Graduate Student Committee, Division C Senior Co-Representative Travel Award, American Educational Research Association (funded; \$1,000)
- 2025 Jeannine Rainbolt College of Education Research and Travel Fund, University of Oklahoma (funded; \$677).
- 2024 Graduate Student Committee, Division C Junior Co-Representative Travel Award, American Educational Research Association (funded; \$1,000)
- 2024 Jeannine Rainbolt College of Education Research and Travel Fund, University of Oklahoma (funded; \$443).
- 2024 Teaching Educational Psychology Graduate Student Travel Award, American Educational Research Association (funded; \$200)
- 2024 Graduate College Scholarly Achievement Award, University of Oklahoma.
- 2023 Robberson Travel Grant, University of Oklahoma (funded; \$1,000)
- 2023 Jeannine Rainbolt College of Education Research and Travel Fund, University of Oklahoma (funded; \$645).
- 2023 Teaching Educational Psychology Graduate Student Travel Award, American Educational Research Association (funded; \$100).

Peer-Reviewed Journal Articles

- Linnenbrink-Garcia, L., Perez, T., Priniski, S. J., Ferguson-Johnson, S., Keane, J., Lee, A. A., Robinson, K. A., Lee, Y., Choi, G., Schell, M. J., **Berry, D. N.**, & Schwartz-Bloom, R. (2026). Co-Curricular Science Experiences Support Undergraduate Students' Science GPA, Degree Completion, Workforce Entry, and Motivation. *CBE: Life Sciences Education*. IF: 4.1. <https://doi.org/10.1187/cbe.25-02-0032>
- Koenka, A. C., ***Berry, D. N.**, & *Nicolai, K. D. (2025). Leveraging the power and potential of feedback: Conceptual contributions and areas for expansion. *Contemporary Educational*

Psychology. IF: 3.8. <https://doi.org/10.1016/j.cedpsych.2025.102427>

Berry, D. N., Taylor, M. L., Nicolai, K. D., Koenka, A. C., Barnes, N., de Oliveira, L. C., & Zumbrunn, S. (2025). Reading and writing feedback perceptions among multilingual and monolingual learners across K-20 contexts: A systematic review. *Learning and Instruction*. IF: 4.9 <https://doi.org/10.1016/j.learninstruc.2024.102022>

Danielson, R. W., Heddy, B. C., Ramazan, O., Jin, G., Gill, K. S., & **Berry, D. N.** (2024). Conceptual contamination: Investigating the impact of misinformation on conceptual change and inoculation strategies. *Journal of Research in Science Teaching*. IF: 4.5 <https://doi.org/10.1002/tea.21963>

Mitchell, K. M., Zumbrunn, S., **Berry, D. N.**, & Demczuk, L. (2023). Writing self-efficacy in postsecondary students: A scoping review. *Educational Psychology Review*. IF: 8.8 <https://doi.org/10.1007/s10648-023-09798-2>

Manuscripts Under Review

Zumbrunn, S., Nicolai, K. D., Taylor, M., Broda, M., Delay, K., Banjade, V., Sekhon, N., **Berry, D. N.**, & Wineland, T. (*revise and resubmit*). Embracing the complexity of situated belonging: Possibilities and responsibilities for intervention design. *Educational Psychology Review*. IF: 8.8

Invited Chapters in Preparation

Koenka, A. C. & **Berry, D. N.** (invited; in preparation). Theory and research on academic motivation. *Oxford Research Encyclopedia of Psychology*.

Koenka, A. C., ***Berry, D. N.**, & *Nicolai, K. D. (invited; in preparation). The dynamic interplay between academic feedback and motivation. *Handbook of Motivation at School. Third Edition*.

Manuscripts in Preparation

Berry, D. N. & Koenka, A. C. (in preparation). The interplay between teachers' cognitive load and motivation for teaching: A literature review.

Berry, D. N., Koenka, A. C., Gill, K. S., & Hennessey, M. N. (in preparation). Piloting a measure for pre-service teachers' cognitive load.

Berry, D. N., Koenka, A. C., Gill, K. S., Nicolai, K. D., Andrews, C., Idrees, M., Heddy, B. C., Abraham, E. R. I., Mumu, M. F., & Nguyen, Q. P. (in preparation). Exploring belonging and cultural cost among physics undergraduates with multiple minoritized identities: A multi-study investigation.

Berry, D. N., Bae, C. L., & Koenka, A. C. (in preparation). Are we asking too much of teachers?

Understanding teachers' experiences with cognitive load.

Koenka, A. C., & **Berry, D. N.**, (initial proposal **accepted**; second proposal in preparation). The motivational consequences of grades: Towards more equitable grading practices.

Koenka, A. C., Dent, A. L., Corpus, J. H., Nicolai, K. D., **Berry, D. N.**, Taylor, M., & Ruiz Brown, A. (in preparation). Can a growth mindset intervention overcome persistent messages about the stability of intelligence?

Koenka, A. C., Nicolai, K. D., Braxton, D., Wallace, M. K., **Berry, D. N.**, & Graham, S. (in preparation). Feedback as a vehicle for promoting and preventing equity: A motivational perspective.

Research in Progress

Koenka, A. C., Graham, S., Cheng, S., Nicolai, K. D., Braxton, D., Wallace, M. K., **Berry, D. N.**, & Gray, D. L. (in progress – data collection). Math tracking, feedback experiences, and motivation in Black youth: A mixed methods investigation.

Koenka, A. C., Nicolai, K. D., Gray, D. L., **Berry, D. N.**, Anderman E. M., Wigfield, A. (in progress - data collection). How, when, and why should theoretical integration occur in the motivation literature? A second-order systematic review.

Conference Presentations

Paper Presentations

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| 2025 | Berry, D. N. , Taylor, M. L., Nicolai, K. D., Koenka, A. C., Barnes, N., de Oliveira, L. C., & Zumbrunn, S. (2025, April). <i>Reading and writing feedback perceptions across K-20 contexts: A systematic review</i> . Paper presented at the Annual Meeting of the American Educational Research Association. Denver, CO. |
| 2024 | Berry, D. N. , Koenka, A. C., Gill, K., Nicolai, K. D., Andrews, C., Idrees, M., Heddy, B. C., & Abraham, E. (2024, April). <i>Division C Vice Presidential Session: Centering minoritized students' cost perceptions and precursors in undergraduate physics: An asset-based approach</i> . Paper presented at the Annual Meeting of the American Educational Research Association. Philadelphia, PA. |
| 2024 | Berry, D. N. , Koenka, A. C., Gill, K., & Hennessey, M. N. (2024, April). <i>Investigating pre-service teachers' cognitive load and motivational outcomes: A pilot study</i> . Paper presented at the Annual Meeting of the American Educational Research Association. Philadelphia, PA. |
| 2024 | Zumbrunn, S., Broda, M., Nicolai, K. D., Taylor, M. L., Berry, D. N. , Wineland, T., Delay, K., Banjade, V., & Sekhon, N. (2024, April). <i>Blind spots in belonging intervention research: Lessons learned from a participatory</i> |

mixed-method randomized control trial. Paper presented at the Annual Meeting of the American Educational Research Association. Philadelphia, PA.

- 2024 Linnenbrink-Garcia, L., Perez, T., Priniski, S. J., Ferguson-Johnson, S., Keane, J., Lee, A. A., Robinson, K. A., Lee, Y., Choi, G., Schell, M. J., & **Berry, D. N.** (2024, April). *Supporting STEM persistence and workforce entry via timing and consistency of undergraduate enrichment experience participation*. Paper presented at the Annual Meeting of the American Educational Research Association. Philadelphia, PA.
- 2023 **Berry, D. N.**, Koenka, A. C., & Gill, K., S. (2023, April). *Pre-service teachers' cognitive load: A pilot study*. Paper presented at the Annual Meeting of the National Consortium of Instruction and Cognition, Chicago, IL.
- 2023 Koenka, A. C., Nicolai, K. D., Braxton, D., Wallace, M. K., **Berry, D. N.**, & Graham, S. (2023, April). *Feedback as a vehicle for promoting and preventing equity: A motivational perspective*. Paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.

Symposia Presentations

- 2024 **Berry, D. N.** & Koenka, A. C. (2024, April). *Centering the psychological experiences of pre- and in-service teachers across contexts and social identities*. Symposium presented at the Annual Meeting of the American Educational Research Association. Philadelphia, PA.
- 2024 **Berry, D. N.** & Figueroa-Rivera, R. (2024, April). *Graduate student council Division C fireside chat: Graduate school is hard, let's not make it any harder: Exposing the hidden curriculum*. Panel discussion presented at the Annual Meeting of the American Educational Research Association. Philadelphia, PA.
- 2024 Figueroa-Rivera, R. & **Berry, D. N.** (2024, April). *New directions: Migrants, sanctuary cities, and the educational researcher's roles and responsibilities*. Panel discussion presented at the Annual Meeting of the American Educational Research Association. Philadelphia, PA.
- 2022 Nicolai, K. D., Garries, R., ***Berry, D. N.**, *Braxton, D. *Meekins, D., *Taylor, M., *Wallace, M. K., *Walls, K. H., *Wineland, T., & Koenka, A. C. (2022, August). *Evidence-based practices for teaching human development guided by theory and personal experience*. Symposium presented at the Annual Meeting of the American Psychological Association. Minneapolis, MN. *Signifies equal contribution.

Professional Development and Workshop Presentations

- 2025 **Berry, D. N.**, Koenka, A. C., *Crow, J., *Duplissis, D., *Maxwell, J., *Miller, C., *Scott, J., & *Smith, M. (2025, October). *Flipping the script: Practitioner voices and insights on teacher motivation*. Interactive panel discussion presented at the Biennial Meeting of the Scholarly Consortium for Innovative Psychology in Education. Norman, OK. * Signifies equal contribution.
- 2025 Koenka, A. C., **Berry, D. N.**, Nguyen, Q. P., Sireci, J., St. Marie, A., Heddy, B. C., *Broeker, K., *Broiles, J., *Smith, A., *Webster, & *White, E. (2025, October). *Unpacking the power and potential of undergraduate educational psychology courses: Preservice teachers' perspectives*. Interactive panel discussion presented at the Biennial Meeting of the Scholarly Consortium for Innovative Psychology in Education. Norman, OK. * Signifies equal contribution.
- 2025 **Berry, D. N.**, Koenka, A. C., *Bhuiyan, M., *Harrison, P., *John, J. L., *King, M. A., *Mumu, M. F., *Nguyen, Q. P., *Sireci, J., & *St. Marie, A. (2025, August). *Engaging in motivational supportive feedback practices: Instructor and Ph.D. student perspectives*. Critical conversation to be presented at the Annual Meeting of the American Psychological Association. Denver, CO. *Signifies equal contribution.
- 2025 **Berry, D. N.**, Myers, R., Zepeda, C. D., *Eisman, J., *Heddy, B. C., Lee, A. A., Powers, M., & Zengilowski, A. (2025, April). *Preparing for the future: An academic and industry job market workshop*. Workshop presented at the Annual Meeting of the American Educational Research Association. Denver, CO. * Signifies equal contribution.
- 2025 McCoy, W. N., **Berry, D. N.**, Myers, R. (2025, April). *Division C Shark Tank: Graduate students pitch equity and inclusion-focused research designs (for money)*. Workshop session presented at the Annual Meeting of the American Educational Research Association. Denver, CO.
- 2025 Myers, R. & **Berry, D. N.** (2025, April). *Division C fireside chat: From proposal to defense: Navigating the Ph.D. dissertation journey*. Panel discussion presented at the Annual Meeting of the American Educational Research Association. Denver, CO.
- 2024 Harris-Thomas, B., Figueroa-Rivera, R., & **Berry, D. N.** (2024, April). *Division C Shark Tank: Graduate students pitch equity and inclusion-focused research designs (for money)*. Workshop session presented at the Annual Meeting of the American Educational Research Association. Philadelphia, PA.

Invited Sessions

- 2025 Naff, D. B., Koenka, A. C., Nicolai, K. D., Fowler, B. Hinton, T., **Berry, D. N.**, &

Vite, A. (2025, April). *Collecting equity-focused data across constituencies and sociopolitical shifts through a research-practice partnership*. Research presented at the Annual Meeting of the American Educational Research Association. Denver, CO.

- 2023 **Berry, D. N.** (2023, April). *Piloting a measure for pre-service teachers' cognitive load*. Research to be presented at the Motivation Sig Graduate Student In-Progress Research Event at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- 2023 Braxton, D., & **Berry, D. N.** (2023, April). *Shark Tank Competition Research In Progress Update: Black Special Education Students' Motivational and Feedback Experiences in Middle School Mathematics: Understanding Intersecting Experiences*. Research to be presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.
- 2021 Lee, A. A., Alberts, K. M., **Berry, D. N.**, & Geletzke, M. (2021, April 14). *You can do it!: How to support student motivation in your teaching*. [Invited talk]. Virtual Lunch & Learn Best Practices in Teaching Series, Michigan State University, East Lansing, MI.

Poster Presentations

- 2025 Gill, K. S., **Berry, D. N.**, Koenka, A. C., Nicolai, K. D., Andrews, C., Idrees, M., Mumu, M. F., Nguyen, Q. P., Heddy, B. C., & Abraham, E. R. I. (2025, August). *Cultural Cost Among First-Generation Physics Undergraduates with Minoritized Identities*. Poster to be presented at the American Psychological Association Annual Meeting, Denver, CO.
- 2025 **Berry, D. N.**, Koenka, A. C., Taylor, M. L., Nicolai, K. D., Barnes, N., de Oliveira, L. C., & Zumbrunn, S. (2025, June). *K-20 learners' feedback perceptions of automated feedback in literacy domains: A systematic review*. Poster presented at The Future of Feedback Symposium, Öhningen, Germany.
- 2025 Barbour, A., & **Berry, D. N.** (2025, April). *Exploring autism support programs for autistic college students: A systematic review*. Poster presented at the Annual Meeting of the American Educational Research Association. Denver, CO.
- 2023 **Berry, D. N.**, Koenka, A. C., & Gill, K. S. (2023, August). *How do pre-service teachers experience cognitive load? A piloted measure*. Poster presented at the American Psychological Association Annual Meeting, Washington, D.C.
- 2023 Taylor, M. L., Nicolai, K. D., Zumbrunn, S., Braxton, J., **Berry, D. N.**, Koenka,

- A. C., & Barnes, N. (2023, August). *A Systematic Review of Academic Feedback Perceptions in Undergraduate Education*. Poster presented at the American Psychological Association Annual Meeting, Washington, D.C.
- 2022 Braxton, D., Koenka, A. C., & **Berry, D. N.** (2022, March). *Understanding two intersecting social experiences among black special education middle school students*. [Poster presentation]. Virginia Commonwealth University School of Education Research Colloquium, Richmond, VA.
- 2022 Taylor, M. L., **Berry, D. N.**, *Delay, K., *Banjade, V., *Joy, J., *Nicolai, K., *Ross, E., *Sekhon, N., *Wineland, T., & Zumbunn S. K. (2022, March). *Pathways to belonging and engagement: Testing a tailored social belonging intervention for university students*. [Poster Presentation]. Virginia Commonwealth University School of Education Research Colloquium, Richmond, VA.
- 2021 **Berry, D. N.**, Priniski, S. J., Walton, S. P., Breidis, D., & Linnenbrink-Garcia, L. (2021, March). *How female self-efficacy and identity predict persistence in engineering*. [Poster Presentation]. Undergraduate Research and Arts Forum (UURAF), Michigan State University, East Lansing, MI.
- 2020 **Berry, D. N.**, Koskiewicz, R., He, D., Murray, H., Shin, S., Linnenbrink-Garcia, L., Schmidt, J., Liu, P., & Priniski, S. (2020, March). *Examining how teachers both support and undermine students' self-efficacy*. [*Poster Presentation]. Undergraduate Research and Arts Forum (UURAF), Michigan State University, East Lansing, MI.
- 2020 **Berry, D. N.**, Koskiewicz, R., He, D., Murray, H., Shin, S., Linnenbrink- Garcia, L., Schmidt, J., Liu, P., & Priniski, S. (2020, August). *Examining how teachers both support and undermine students' self-efficacy*. [Poster Presentation]. Mid-Michigan Symposium for Undergraduate Research Experiences (Mid-SURE), Michigan State University, East Lansing, MI.

TEACHING EXPERIENCE

Higher Education

- 2026 **Instructor of Record** for EDF 5481: Methods of Educational Research at Florida State University. 3 credit hours. Lecturing, course preparation, grading, assessment development. Fall 2026.
- 2025 **Co-Instructor** for EIPT 6153: Motivation and Emotion in Education at the University of Oklahoma. 3 credit hours. Lecturing, course preparation, grading, assessment development. Fall 2025.

- 2024 **Co-Instructor** for EIPT 6970: Human Development in Education at the University of Oklahoma. 3 credit hours. Lecturing, course preparation, grading, assessment development. Fall 2024.
- 2023-2024 **Instructor of Record** for EIPT 3473: Learning, Development, and Assessment for Teachers at the University of Oklahoma. 3 credit hours. Lecturing, course preparation, grading, exam development. Spring 2023, Fall 2023.
- 2022 **Teaching Assistant** for EIPT 3473: Learning, Development, and Assessment for Teachers at the University of Oklahoma. 3 credit hours. Guest lecturing, grading, exam development, support with course preparation. Fall 2022.
- K-12**
- 2021 **Guest and Summer Enrichment Teacher**, Flint Cultural Center Academy, Flint Public Schools, Kindergarten-4th grade.
- 2020-2021 **Student Co-Teacher**, Lyons Elementary, Lansing Public School District, 1st grade.
- 2019 **Student Teacher** at Marble Elementary, East Lansing Public Schools, 3rd grade.
- 2018 **Student Teacher** at Cavanaugh STEAM Elementary, Lansing Public School District, 1st grade.

Guest Lectures

- 2025 **Guest Speaker** in EIPT 3473: Learning, Development, and Assessment for teachers at the University of Oklahoma. Presented research on pre-service teachers' cognitive load.

MENTORING EXPERIENCE

Undergraduate

- 2025-Present **Graduate Student Mentor** to Provost's Undergraduate Research and Creative Activity (URCA) Summer Fellowship Recipient (Emmaus Patterson; *Understanding International Students' Cognitive Load and Their Consequences for Motivation*; funded: \$6,000).
- 2025-Present **Graduate Student Mentor**: Kinley Broeker, Emmaus Patterson, Kennedy Webster, Ella White.
- 2022-Present **Graduate Student Speaker and Mentor** to undergraduate students in the Motivational Messaging Research Lab (Director: Dr. Alison Koenka).

Graduate

- 2026-present **Doctoral Student Advisor** to Elizabeth Blue (Co-Chair).
- 2026-present **Master's Thesis Student Advisor** to Aschly Echeverria.
- 2026-present **Teaching Assistantship Supervisor** to Yarui Chen. EDF 5481: Methods of Educational Research.
- 2024-present **Graduate Student Lead and Mentor** to a team of five junior graduate students engaging in data coding and analysis.
- 2023-present **Student Contact and Mentor**
University of Oklahoma contact and mentor to prospective and current doctoral student applicants in the Science of Psychology, Data, and Research in Education program.
- 2023-2025 **American Educational Research Association, Division C (Learning and Instruction), Graduate Student Co-Chair**: mentored graduate students' within the Division (i.e., nationally and internationally) on the hidden curriculum of academia and Shark Tank Research Proposal submissions.
- 2022-Present **Graduate Student Speaker and Mentor** to graduate students in the Motivational Messaging Research Lab (Director: Dr. Alison Koenka).

SERVICE

National Service

- 2026-present **American Psychological Association Early Career Educational Psychology Committee Co-Chair**. Division 15 (Educational Psychology). 3-Year Term.
- 2024-2025 **American Educational Research Association Graduate Student Committee**. Division C (Learning and Instruction) Graduate Student Committee Senior Co-Chair.
- 2023-2024 **American Educational Research Association Graduate Student Committee**. Division C (Learning and Instruction) Graduate Student Committee Junior Co-Chair.
- 2022-present **American Psychological Association Division 15 Policy Committee**.
- 2022-2026 **American Educational Research Association Motivation Special Interest Group**. Graduate Student Committee Member.
- 2021-2026 **Ad Hoc Reviewing Experience (Student co-reviewer)**

Contemporary Educational Psychology (Student co-reviewer), *Journal of Educational Psychology* (Student co-reviewer), *Written Communication* (Student co-reviewer), *Journal of Experimental Education* (Student co-reviewer), *Buros Mental Measurement Yearbook* (Student co-reviewer).

University Service

- 2026-present **ACTION Committee Member.** Department of Educational Psychology and Learning Systems. Florida State University.
- 2026-2027 **Commencement Marshall.** Florida State University.
- 2025 **Invited Speaker.**
Professional Development session on forming research-practice partnerships. Motivational Messaging Lab at the University of Oklahoma.
- 2022 **Co-Facilitator**
Academic Program Review Student Discussion for Virginia Commonwealth University.

CONSULTING

- 2025 **Edward Jones**
Led a research study to inform how the company is operating. Engaged in data coding.

PROFESSIONAL AFFILIATIONS

- 2025-Present **Scholarly Consortium for Innovative Psychology in Education (SCIPIE).**
- 2023-Present **National Consortium of Instruction and Cognition (NCIC).**
- 2022-Present **American Psychological Association:** Division 15 (Educational Psychology).
- 2021-Present **American Educational Research Association:** Division C (Learning and Instruction), Motivation Special Interest Group; Teaching Educational Psychology Special Interest Group.

REFERENCES

Alison C. Koenka, Ph.D.
Graduate school advisor, dissertation committee chair, former graduate assistant supervisor, instructor.

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Benjamin C. Heddy, Ph.D.

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Instructor, mentor, dissertation
committee member.

Revathy Kumar, Ph.D.
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Sharon Zumbrunn, Ph.D.
Former graduate assistant supervisor.

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Undergraduate research assistant advisor.

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