

CRISTINA D. ZEPEDA

| Learning Research & Development Center, Room 727 | 3939 O'Hara Street, Pittsburgh, PA 15260 |

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Last Updated: January 2018

Education

Ph.D., Cognitive Psychology, In Progress, Defense set for April 2018

University of Pittsburgh, LRDC

Thesis Advisor: Timothy Nokes-Malach

M.S., Cognitive Psychology, 2015

University of Pittsburgh, LRDC

Thesis Advisor: Timothy Nokes-Malach

Post-Baccalaureate Fellow, Psychology, 2012

University of Pittsburgh, LRDC

B.S., Psychology, 2011

University of California, San Diego

Minor in Education Studies, MARC Fellow, 2009 – 2011

Research Advisor: Gail Heyman

Certificates

Achievement in Pedagogy Badge, Expected 2018

University of Pittsburgh's Center for Teaching and Learning's credential reflects my commitment to improving pedagogy at the college level

Learning Sciences Certificate, November 2017

Learnlab's (formerly Pittsburgh Science and Learning Center) credential reflects my involvement of Learning Science coursework, teaching, research, and field work

Research Interests

My research focuses on how metacognition, motivation, and different instructional techniques can inform our understanding of problem-solving, learning and transfer.

Honors and Awards

Nominated for the Elizabeth Baranger Excellence in Teaching Award	2017
LRDC's Diversity Fellowship, University of Pittsburgh	2016
Dr. Ruth L. Myers Mentoring Excellence Award, University of Pittsburgh	2016
Nominated by Journal of Educational Psychology's Editor for APA Journals Dialogue	2016
Honorable Mention, NSF Graduate Research Fellowship Program	2013
Student Honoree, University of Pittsburgh	2013
Travel & Housing Award, SACNAS	2012
Travel & Housing Award, LearnLab Summer Workshop	2012
K. Leroy Irvis Fellowship, University of Pittsburgh	2012
Dietrich Arts & Sciences Summer and Summer Diversity Fellowships, University of Pittsburgh	2012
Post-Baccalaureate Diversity "Hot Metal Bridge" Fellowship, University of Pittsburgh	2011
Arch Fellowship, University of Pittsburgh	2011
Minority Access to Research Careers Fellowship, University of California, San Diego	2009 – 2011
Sempra Energy Scholarship, Sempra Energy	2007 – 2011

Professional Affiliations

American Education Research Association (AERA)
Discipline-based Science Education Research Center (db-SERC)
LearnLab (Formerly Pittsburgh Science of Learning Center)
Psychonomic Society
Society for Advancement of Chicanos and Native Americans in Science (SACNAS)
University of Pittsburgh's Motivation Center
Women in Cognitive Science Society (WiCS)

Journal Publications

Zepeda, C. D., Richey, J. E., Ronevich, P., & Nokes-Malach, T. J. (2015). Direct instruction of metacognition benefits adolescent science learning, transfer, and motivation: An in-vivo study. *Journal of Educational Psychology*, 107(4), 954-970. doi: 10.1037/edu0000022

Jones, A. C., Wardlow, L., Pan, S. C., **Zepeda, C.**, Heyman, G. D., Dunlosky, J., & Rickard, T. C. (2015). Beyond the rainbow: Retrieval practice leads to better spelling than does rainbow writing. *Educational Psychology Review*, 1-16. doi: 10.1007/s10648-015-9330-6

Book Chapter

Nokes-Malach, T. J., **Zepeda, C. D.**, Richey, J. E., & Gadgil, S. (in press). Collaborative learning: The cost and benefits. In J. Dunlosky & K. Rawson (Eds.) *Handbook of cognition and education*. Cambridge University Press.

Conference Publication (Peer Reviewed)

Richey, J. E., **Zepeda, C. D.**, & Nokes-Malach, T. J. (2015). *Transfer effects of prompted and self-reported analogical comparison and self-explanation*. In D. C. Noelle, R. Dale, A. S. Warlaumont, J. Yoshimi, T. Matlock, C. D. Jennings, & P. P. Maglio (Eds.), *Proceedings of the 37th Annual Conference of the Cognitive Science Society* (pp. 1985-1990). Austin, TX: Cognitive Science Society.

Manuscripts under Review

*Undergraduate advisee

Zepeda, C. D., Hlutkowsky, C. O.*, Partika, A. C.*, & Nokes-Malach, T. J. (under review, invited resubmission). Identifying teachers' supports of metacognition through classroom talk and its relation to growth in conceptual learning. *Journal of Educational Psychology*

Zepeda, C. D., & Nokes-Malach, T. J. (submitted). Examining the relations across three metacognitive measures. *Cognitive Processing*

Manuscripts in Preparation

Zepeda, C. D., & Nokes-Malach, T. J. (in prep). Comparing and contrasting theoretical models of self-regulated learning: What roles do metacognition and motivation play?

Boden, K. K., **Zepeda, C. D.**, & Nokes-Malach, T. J. (in prep). Examining teacher support of achievement goals through talk.

Richey, J. E., Davis, D. R., & **Zepeda, C. D.** (in prep). Thinking about learning: Metacognitive training improves college students' course performance.

Conference Presentations and Workshops

*Undergraduate Advisee

- Richey, J. E., Davis, D. R., & **Zepeda, C. D.** (submitted). *Domain-general metacognitive instruction reduces productive learning behaviors and performance?* Poster submitted to the 13th International Conference on the Learning Sciences: London, UK.
- Richey, J. E., Davis, D. R., & **Zepeda, C. D.** (2017, November). *Do I really know it? A toolkit for increasing students' metacognitive knowledge.* Presentation will be presented at to the 37th annual meeting of Original Lily Conference on College Teaching: Oxford, OH.
- Zepeda, C. D.**, & Nokes-Malach, T. J. (2017, November). *Metacognitive awareness: The type of retrospective questions matters.* Poster will be presented at to the 58th annual meeting of Psychonomic Society: Vancouver, British Columbia, Canada.
- Zepeda, C. D.**, Hlutkowsky, C. O.*, Partika, A. C.*, & Nokes-Malach, T. J. (2016, April). *Identifying teachers' supports of metacognition in the classroom.* Symposium presented at the annual meeting of the American Education Research Association: Washington D.C.
- Zepeda, C. D.**, & Nokes-Malach, T. J. (2015, July). *Capturing the relations between metacognition, self-explanation, and analogical comparison: An exploration of two methodologies.* Poster presented at the Thirty-Seventh Annual Conference of the Cognitive Science Society, Pasadena, CA.
- Ferrara, A. M.*, **Zepeda, C. D.**, & Nokes-Malach, T. J. (2014, July). *Investigating the relationship between mindfulness and learning.* Poster presented at the Thirty-Sixth Annual Conference of the Cognitive Science Society, Quebec City, Canada.
- Williams, J. J. & **Zepeda, C. D.** (2014, February). *How to use online resources to facilitate collaboration across disciplines.* Workshop presented at the Seventh Annual Inter-Science of Learning Centers (iSLC) Conference, Pittsburgh, PA.
- Zepeda, C.**, Richey, J.E., Ronevich, P. & Nokes-Malach, T. J. (2013, April). *An in-vivo approach to investigating explicit instruction of metacognition leads to metacognitive, academic, and motivational benefits.* Poster presented at the biannual meeting of the Society for Research in Child Development, Seattle, WA.
- Zepeda, C.**, Richey, J.E., Ronevich, P. & Nokes-Malach, T. J. (2012, October). *Explicit instruction of metacognition and its benefits to motivation and science learning.* Poster presented at the Annual Meeting of the Advancing Hispanics/Chicanos & Native Americans in Science, Seattle, WA.
- Zepeda, C.**, Wardlow Lane, L., Rickard, T. & Heyman, G. (2011, May). *Evaluating educational practices used to teach spelling.* Poster presented at Stanford's Undergraduate Psychology Research Conference, Stanford, CA.
- Chung, L., Lin, V., Teacharong, L. & **Zepeda, C.** (2011, February). *Partners at Learning (PAL): A social justice approach to university service learning in PreK-12 communities.* Oral presentation presented at the University of California's IDEaS Symposium, La Jolla, CA.
- Chung, L., Holtzman, C., Teacharong, L. & **Zepeda, C.** (2010, May). *Partners at Learning (PAL): A social justice approach to university service learning in PreK-12 communities.* Oral presentation presented at the Association of Raza Educators Conference, San Diego, CA.
- Zepeda, C.**, Luce, M., & Callanan, M. (2010, September). *Children's scientific thinking.* Poster presented at the SACNAS National Conference: Science, Technology, and Diversity for a Sustainable Future, Anaheim, CA.
- Zepeda, C.** & Heyman, G. (2010, April). *Gender and achievement motivation.* Oral presentation presented at UCSD's Undergraduate Research Conference, La Jolla, CA.
- Zepeda, C.** & Heyman, G. (2009, August). *Ability beliefs.* Oral presentation presented at the UCSD's Summer Research Conference, La Jolla, CA.

Invited Presentations

- Nokes-Malach, T. J., **Zepeda, C. D.**, Boden, K., & Barstow, B. (2017, June). *Flipping the script: Innovating large lectures with principles from cognitive science - Assessment and Reflection*. Presentation given to the Discipline-Based Science Education Research Center, University of Pittsburgh, Pittsburgh, PA.
- Zepeda, C. D.**, (Fall, 2017). *Graduate school panel*. [Panelist]. Psi Chi. University of Pittsburgh, Pittsburgh, PA.
- Zepeda, C. D.**, (Fall, 2015, 2016, & 2017; Spring 2017). *Study smarter, not harder with strategies supported by cognitive science*. Academic Resource Center's Workshop Series. University of Pittsburgh, Pittsburgh, PA.
- Zepeda, C. D.**, (Fall, 2015). *Applying cognitive principles to learning: A focus on metacognition*. Pitt Panther Psychology Club Speaker Series. University of Pittsburgh, Pittsburgh, PA.
- Zepeda, C. D.**, & Richey, J.E., (Spring, 2015). *Study smarter, not harder with strategies supported by cognitive science*. Academic Resource Center's Workshop Series. University of Pittsburgh, Pittsburgh, PA.
- Zepeda, C. D.**, (Spring, 2015). *Psychology research panel*. [Panelist]. Pitt Panther Psychology Club. University of Pittsburgh, Pittsburgh, PA.

Grants

- Flipping the Script: Innovating Large Undergraduate Psychology Lectures with Learning Principles from Cognitive Science*. Discipline-Based: Science Education Research Center (dB-SERC), University of Pittsburgh, Co-PI with T. J. Nokes-Malach, Aug. 2015 – 2016, \$15,000.
- Developing an Integrated Metacognitive and Motivational Intervention to Promote Student Engagement and Achievement*. Institute for Educational Sciences. Submitted as Co-I with PIs: Ming Te-Wang, Kevin Binning, Lindsay Page, and Kari Kokka. Under Review.
- Increasing the Skill and Will: Integrating Metacognitive and Motivational Approaches to Facilitate Mathematics Engagement*. Institute for Educational Sciences. Submitted as Co-I with PIs: Ming Te-Wang, Kevin Binning, Lindsay Page, and Kari Kokka. Under Review.

Teaching Experience

University of Pittsburgh

PSY 3902: Directed Study – Post-Baccalaureate Seminar

Instructor (4-5 Post-Baccalaureate students; Fall 2013 - Present)

Instruct and organize the course; provide feedback on all aspects of graduate school applications; provide coaching on research presentations; coordinate students and faculty mentors.

Student evaluations: Every student has stated that they were highly satisfied with my teaching and mentorship in exit interviews with the Psychology Program Director.

PSY 335: Research Methods Lab

Instructor (25 students; Fall 2016)

Instructed students in scientific writing, graded papers, provided feedback, developed in-class activities, held weekly office hours, replied to student emails

Student evaluations: Every student that answered the survey (92% response rate) responded “definitely yes” to the question, “would you recommend this instructor?”

PSY 422: Cognitive Psychology

Teaching Assistant and Guest Lecturer (200 students; Spring 2015, Fall 2015)

Graded exams/papers, developed in-class activities, held office hours, replied to student emails, proctored exams, supervised undergraduate TAs, revamped course to a “flipped” version.

Student evaluations: The course received an average score of 4.08 out of 5, (*SD* = 0.81, a 52.5% response rate)

PSY 1054: Memory and Metacognition

Guest Lecturer (20 students; Spring 2017, Spring 2018)

“Metacognition in Applied Settings: A Focus on the Classroom”

Arts and Sciences 1950, The Peer Tutor Experience

Guest Lecturer (16 students; Fall 2017)

“Supporting Student Learning: Metacognition”

PSY 2970: Teaching of Psychology

Guest Lecturer (10 graduate students; Fall 2017)

“Diversity and Inclusivity in the Classroom”

University of California, San Diego**EDS 130: Introduction to Academic Mentoring of Elementary School Students**

Teaching Assistant (20 students; Fall 2009 quarter – Spring 2011 quarter)

Developed and implemented section plans, led discussion, managed communication and mentor transition between the participating elementary schools and the program, mentored students.

Mentoring Experience

University of Pittsburgh (45 students)

* = went on to grad school; † = went on to be a research assistant in another lab after graduation

Post-Baccalaureate Diversity “Hot Metal Bridge” Fellowship Program (22)

Destany Calma-Birding	2017-2018
Elisa Borrero	2017-2018
Tanisha Johnson	2017-2018
Alexandra Flores	2017-2018
Alexandria Weaver	2017-2018
Elizabeth Aslinger* (PhD Student at Purdue University)	2016-2017
Brandon Carlos* (PhD Student at University of Houston)	2016-2017
Cathrin Green* (PhD Student at Virginia Commonwealth University)	2016-2017
Bianca West* (PhD Student at University of Pittsburgh)	2016-2017
Nabila Jamal Orozco* (PhD Student at University of Pittsburgh)	2015-2016
Colleen Vaughan* (PhD Student at University of Illinois, Urbana-Champaign)	2015-2016
Janine (Cephra) Stuart	2015-2016
Nilda Trujillo	2015-2016
Tyler Moore* (PhD Student at Temple University)	2014-2015
Jacqueline Moses* (PhD Student at Florida International University)	2014-2015
Monica Navarro* (PhD Student at University of Pittsburgh)	2014-2015
Jamie Pearson (Lead Research Assistant at University of Pittsburgh)	2014-2015
Rosalind Elliot* (PhD Student at University of Pittsburgh)	2013-2014
Sarah Palomo* (PhD Student at George Washington University)	2013-2014
Darren Richmond* (PhD Student at Temple University)	2013-2014

Lynette Saavedra* (EdD Student at University of Pittsburgh) 2013-2014
Amirah Saafir* (PhD Student at UCLA) 2012-2013

LearnLab Undergraduate Summer Intern (1)
Annie Partika† (College of Wooster, 2015) Summer 2014

Learning Research and Development Center Summer Undergraduate Intern (1)
Aliya Blackwood (Carnegie Mellon University, expected 2018) Summer 2017

First Experience in Research Mentor (2)
Lauren Baff and Timothy Lee

Honors Thesis Committee (1)
Amanda Ferrara* (PhD Student at Penn State University) 2013-2014
“The Effect of Mindfulness on Monitoring and Learning”

Undergraduate Research Assistants (11)
Caroline Altaras*, Ranem Atia, Sean Cooper, Christine Ebdlahad, Morgan Everett, Michelle Francis*, Christina Hlutkowsky†, Ava Salimnejad*, Spencer Schmidt, Tatum Walker, Mark Wertz

Undergraduate Teaching Assistants (7)
Margaret Boldry*, Merete Chaplin, Emily Faust, Gwen Hoeffgen, Amanda Hopcroft*, Jenny Ly†, and Emily Wenz*

University of California, San Diego

San Diego Cal-SOAP College Peer Advisor (2009)

Partners at Learning (P@L) Middle School and High School Tutor (2009)

Partners at Learning (P@L) Elementary School Mentor (2008)

Teaching Professional Development

Teaching in Psychology Course (A+), PSY 290, *University of Pittsburgh*

Workshops, Center for Teaching and Learning, *University of Pittsburgh*

Best practices in online teaching

Classroom strategies: Using case studies, labs, and simulations

Latino student perspective: Providing support and enhancing their voice in the classroom

Teaching inclusively

Using Blackboard to engage your students: Communication and collaboration

Writing assignments: Design, assessment, and feedback

Service

Reviewing

Conferences

Cognitive Science Society’s Annual Conference

Journals

Science Education, Ad Hoc Reviewer

Community

Departmental

Present Member of the Graduate Diversity Committee	2012 – Present
Graduate Student Representative, LRDC’s Diversity Committee	2015 – 2016
Cognitive Psychology Brown Bag Student Coordinator	2014 – 2015
Cognitive Psychology Student Representative	2013 – 2014
Higher-Order Cognition Collective (HOCC) Coordinator	2013 – 2014
Graduate Mentor, Pitt’s Post-Baccalaureate “Hot Metal Bridge” Diversity Program	2012 – 2013

Broadening Participation Initiatives

Post-Baccalaureate Diversity “Hot Metal Bridge” Fellowship Program, University of Pittsburgh

Assistant Director

Graduate School Application Bootcamp for Psychology, University of Pittsburgh

Co-founder with John Dimoff

VIP Pitt Program, Psychology Department, University of Pittsburgh

Volunteer & Instructional Content Contributor, Underrepresented Student Representative

First Experiences in Research Program, School of Arts and Sciences, University of Pittsburgh

Graduate Mentor, Research Supervisor

LearnLab Summer Research Experience Program, LearnLab

Graduate Mentor, Research Supervisor

LRDC Summer Undergraduate Research Internship Program, University of Pittsburgh

Graduate Mentor, Research Supervisor

References

Timothy J. Nokes-Malach, PhD

Associate Professor, Psychology and Learning
Sciences and Policy
Research Scientist, LRDC
University of Pittsburgh
nokes@pitt.edu

Tanner LeBaron Wallace, PhD

Associate Professor, Psychology in Education
Co-chair of the Motivation Center (MC)
Research Scientist, LRDC
University of Pittsburgh
twallace@pitt.edu

Christian D. Schunn, PhD

Professor, Psychology and Learning
Sciences and Policy
Senior Research Scientist, LRDC
University of Pittsburgh
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Scott H. Fraundorf, PhD

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Research Scientist, LRDC
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