

CRISTINA D. ZEPEDA

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Last Updated: August 2019

Professional Experience

Postdoctoral Research Associate, Education, Washington University in St. Louis, 2018 – Present
Advisor: Andrew Butler

Education

Ph.D., Cognitive Psychology, University of Pittsburgh, LRDC, 2018
Committee: Timothy Nokes-Malach (chair), Scott Fraundorf, Christian Schunn, Tanner Wallace

Learning Sciences Certificate, Learnlab (formerly Pittsburgh Science and Learning Center), 2017
Reflects my involvement of Learning Sciences via coursework, teaching, research, and field work

M.S., Cognitive Psychology, University of Pittsburgh, LRDC, 2015
Committee: Timothy Nokes-Malach (chair), Christian Schunn, Ming-Te Wang

Post-Baccalaureate Fellow, Psychology, University of Pittsburgh, LRDC, 2012

B.S., Psychology, University of California, San Diego, 2011
Minor in Education Studies, MARC Fellow, 2009 – 2011
Research Advisor: Gail D. Heyman

Research Interests

My research focuses on how metacognition, motivation, and different instructional techniques can inform our understanding of problem-solving, learning and transfer with the goal of preparing students for future learning experiences.

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

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.

Increasing the Skill and Will: Integrating Metacognitive and Motivational Approaches to Facilitate Mathematics Engagement. National Science Foundation. Submitted as Co-PI with PIs: Ming-Te Wang, Kevin Binning, Lindsay Page, and Kari Kokka. Under Review.

Professional Affiliations

· American Psychological Association (APA) · American Education Research Association (AERA) · LearnLab (Formerly Pittsburgh Science of Learning Center) · Psychonomic Society · SPARK Society · Society for Advancement of Chicanos and Native Americans in Science (SACNAS) · Women in Cognitive Science Society (WiCS)

Journal Publications

*Undergraduate Advisee

Zepeda, C. D., *Hlutkowsky, C. O., *Partika, A. C., & Nokes-Malach, T. J. (2019). Identifying teachers' supports of metacognition through classroom talk and its relation to growth in conceptual learning. *Journal of Educational Psychology*. <http://dx.doi.org/10.1037/edu0000300>

Jones, A. C., Wardlow, L., Pan, S. C., **Zepeda, C.**, Heyman, G. D., Dunlosky, J., & Rickard, T. C. (2016). Beyond the rainbow: Retrieval practice leads to better spelling than does rainbow writing. *Educational Psychology Review*, 1-16. <http://dx.doi.org/10.1007/s10648-015-9330-6>

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. <http://dx.doi.org/10.1037/edu0000022>

Book Chapters

**Graduate Advisee

Zepeda, C. D., Een, E.**, & Butler, A. C. (in press). The mnemonic effects of retrieval practice. In M. McCrudden (Ed.) *Oxford Encyclopedia of Educational Psychology*. Oxford University Press.

Nokes-Malach, T. J., **Zepeda, C. D.**, Richey, J. E., & Gadgil, S. (2019). 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.

Manuscript under Review or Revision

Boden, K. K., **Zepeda, C. D.**, & Nokes-Malach, T. J. (under revised review). Achievement goals and conceptual learning: An examination of teacher talk. *Journal of Educational Psychology*.

Zepeda, C. D., & Nokes-Malach, T. J. (revise and resubmit). Metacognitive exam study strategies in a college course and their relation to exam performance. *Memory & Cognition*.

Manuscripts in Preparation

*Undergraduate Advisee, **Graduate Advisee

- Alarcón, C., **Zepeda, C. D.**, Schell, J. S., & Butler, A. C., (in prep). Investigating students' learning strategies: Usage and perceptions of effectiveness.
- Een, E.**, **Zepeda, C. D.**, & Butler, A. C. (in prep). Changes in high school students' beliefs about their use and the effectiveness of learning strategies during a rigorous academic experience and their relation to performance.
- Zepeda, C. D.**, & Nokes-Malach, T. J. (in prep). Testing assumptions of self-regulated learning throughout a college course: Cyclical, iterative, and contextually driven.
- Zepeda, C. D.**, Lu, M.*, & Butler, A. C. (in prep). Preferences for motivational interventions and their relation to learning performance.

Conference Presentations and Workshops

*Undergraduate Advisee, **Graduate Advisee, †Withdrawn

- Een, E.**, **Zepeda, C. D.**, & Butler, A. C. (submitted). *Changes in learning strategies during a rigorous academic experience*. Submitted to the annual meeting of the American Education Research Association: San Francisco, CA.
- Zepeda, C. D.**, Oretgren, F. R., & Butler, A. C. (accepted). *Learning from feedback in college courses: Student practices, beliefs, and preferences*. Poster to be presented at the 60th annual meeting of Psychonomic Society: Montreal, Canada.
- Een, E.**, **Zepeda, C. D.**, & Butler, A. C. (accepted). *Changes in student use of learning strategies as a result of a rigorous academic experience*. Poster to be presented at the 60th annual meeting of Psychonomic Society: Montreal, Canada.
- Zepeda, C. D.**, & Nokes-Malach, T. J. (2019, April)†. *Contextually-dependent factors mediate the effect of grit on performance: An in-vivo test of self-regulated learning*. Roundtable accepted at the annual meeting of the American Education Research Association: Toronto, Canada.
- Zepeda, C. D.**, & Nokes-Malach, T. J. (2018, November). Investigating the Relations between Metacognitive Study Strategies and Exam Performance in a College Course. Poster presented at the 59th annual meeting of Psychonomic Society: New Orleans, LA.
- Zepeda, C. D.**, & Nokes-Malach, T. J. (2018, September). Investigating the Relations between Metacognitive Study Strategies and Exam Performance in a College Course. Poster presented at the Center for Integrative Research on Cognition, Learning, and Education (CIRCLE) Conference: St. Louis, MO.
- Richey, J. E., Davis, D. R., & **Zepeda, C. D.** (2018, June). *Domain-general metacognitive instruction reduces productive learning behaviors and performance?* Poster presented at 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 presented at 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 presented at 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*. Talk 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*. Talk 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*. Talk presented at UCSD's Undergraduate Research Conference, La Jolla, CA.
- Zepeda, C.** & Heyman, G. (2009, August). *Ability beliefs*. Talk presented at the UCSD's Summer Research Conference, La Jolla, CA.

Invited Presentations

- Zepeda, C. D.**, (Spring, 2018). *Real talk: Figuring out how to do the whole postdoc thing*. Talk presented at the Cognitive Program Brown Bag Series. University of Pittsburgh, Pittsburgh, PA.
- 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*. Talk presented at the Discipline-Based Science Education Research Center, University of Pittsburgh, Pittsburgh, PA.
- Zepeda, C. D.**, (Fall, 2017). *Graduate school panel*. Panelist at 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*. Talk presented at the 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*. Talk presented at 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*. Talk presented at the Academic Resource Center's Workshop Series. University of Pittsburgh, Pittsburgh, PA.
- Zepeda, C. D.**, (Spring, 2015). *Psychology research panel*. Panelist at Pitt Panther Psychology Club. University of Pittsburgh, Pittsburgh, PA.

Teaching Interests

Cognitive Psychology, Educational Psychology, Learning Sciences, Research Methods, Basic Statistics, R, Self-Regulated Learning, Memory and Learning, Higher-Order Learning, Motivation

Teaching Certificate

Achievement in Pedagogy Badge, 2018

University of Pittsburgh's Center for Teaching and Learning's credential reflects my commitment to improving pedagogy at the college level. Concentrations: pedagogy, diversity, & development.

Teaching Experience

L12 4055: Central Topics in Learning Sciences, *Washington University in St. Louis*

Instructor (20 students; planned for Spring 2020)

PSY 3902: Directed Study – Post-Baccalaureate Seminar, *University of Pittsburgh*

Instructor (4-5 Post-Baccalaureate students; Fall 2013 – Spring 2018)

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, *University of Pittsburgh*

Instructor (25 students; Fall 2016)

Instructed students in scientific writing and statistics, 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, *University of Pittsburgh*

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.

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

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.

Guest Lecturing Experience

EDUC 304: Educational Psychology, *Washington University in St. Louis*

Guest Lecturer (45 students; Spring 2019)

“Self-Regulated Learning”

PSY 1054: Memory and Metacognition, *University of Pittsburgh*

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, *University of Pittsburgh*

Guest Lecturer (16 students; Fall 2017)

“Supporting Student Learning: Metacognition”

PSY 2970: Teaching of Psychology, *University of Pittsburgh*

Guest Lecturer (10 graduate students; Fall 2017)

“Diversity and Inclusivity in the Classroom”

Mentoring Experience

Washington University in St. Louis (5 students)

* = went on to grad school

Graduate Student (1)

Emily Een 2018 – Present

Undergraduate Research Assistants (4)

Olivia Butler 2019 – Present

Katie Jackson 2019 – Present

Emily Wilson 2019 – Present

*Monica Lu 2018 – 2019

University of Pittsburgh (47 students)

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

Graduate Students (2)

Kelly Boden 2016 – 2018

Nabila Jamal Orozco 2016 – 2018

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

*Elisa Borrero (PhD Student at Case Western) 2017 – 2018

†Destany Calma-Birding 2017 – 2018

*Alexandra Flores (PhD Student at University of Colorado, Boulder) 2017 – 2018

*Tanisha Johnson (PhD Student at St. Louis University) 2017 – 2018

*Alexandria Weaver (PhD Student at UC Irvine) 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

Honors Thesis Committee (1)

*Amanda Ferrara (PhD Student at Penn State University) 2013 – 2014
“The Effect of Mindfulness on Monitoring and Learning”

LearnLab Undergraduate Summer Intern (1)

*Annie Partika (PhD student at George Washington University) Summer 2014

Learning Research and Development Center Summer Undergraduate Intern (1)

†Aliya Blackwood Summer 2017

First Experience in Research Mentor (2)

Lauren Baff and Timothy Lee

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)

Service

Reviewing**Conferences**

Cognitive Science Society's Annual Conference

Journals

Learning and Individual Differences

Memory

Journal of Experimental Psychology: Applied

Journal of Graduate Medical Education

Science Education

Community**University of Pittsburgh****Departmental**

Member of the Graduate Diversity Committee	2012 – 2018
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

VIPitt Program in Psychology, Psychology Department, University of Pittsburgh
Underrepresented Student Representative & Instructional Content Contributor,

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 & Policy
Research Scientist, LRDC
University of Pittsburgh

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Mathew L. Bernacki, PhD

Assistant Professor, Learning Sciences & Psychological Studies
University of North Carolina, Chapel Hill

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Scott H. Fraundorf, PhD

Assistant Professor, Psychology
Research Scientist, LRDC

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