Allison J. Jaeger, Ph. D.

Department of Psychology
Mississippi State University
Magruder Hall 110, (662) 325-3202
ajb1193@msstate.edu

ACADEMIC APPOINTMENTS

2022-present	Assistant Professor, Department of Psychology, Mississippi State University
2018-2022	Assistant Professor, Department of Psychology, St. John's University
2015-2018	Postdoctoral Research Fellow, Spatial Intelligence and Learning Center (SILC), Temple University

EDUCATION

2015	Ph.D.	Cognitive Psychology (minor: Learning Technology), University of Illinois at Chicago
2012	M.A.	Cognitive Psychology, University of Illinois at Chicago
2007	B.A.	Applied Psychology, University of Illinois at Chicago, *cum laude*

AWARDS AND HONORS

2021	St. John's University Faculty Recognition Award
2019	St. John's University Faculty Recognition Award
2017	European Society for Cognitive Psychology, Travel Award
2017	Earth Science Educators Rendezvous, Travel Award
2015	Michael J. Piorkowski Award, University of Illinois at Chicago
2014	College of Liberal Arts Travel Award, University of Illinois at Chicago
2013	Graduate Student Council Travel Award, University of Illinois at Chicago
2011	College of Liberal Arts Travel Award, University of Illinois at Chicago
2011	Graduate Student Council Travel Award, University of Illinois at Chicago
2011	National Science Foundation Travel Grant, Society for Text and Discourse
2010	Graduate Student Council Travel Award, University of Illinois at Chicago

FUNDED RESEARCH AND GRANTS

PI, *Collaborative Research: Exploring the (Meta)Comprehension Benefits of Learner-Generated Drawings in Science* ($406,838.00), National Science Foundation - EHR Core Research, 09/2020-08/2023.

PI, *Susceptibility to Distracting Information During High-Stakes* Tests ($10,000), St. John's University Office of Grants and Sponsored Research, Summer Support of Research Grant, 07/2020-08/2020.

PI, *Eye Tracker for Supporting Experimental Research in the Psychology Department* ($39,255.00), St. John's University Office of the Provost, Research Infrastructure Grant, 05/2019 – 02/2020.

PI, *Teaching Generative Learning Strategies to Foster STEM Achievement* ($10,000), St. John's University Office of Grants and Sponsored Research, Summer Support of Research Grant, 06/2019-07/2019.

UNFUNDED RESEARCH AND GRANTS

Faculty Sponsor, *The Influence of Nocturnal Seizures on Memory* (2022). The American Epilepsy Society Pre-Doctoral Fellowship on behalf of Nahal Heydari, unfunded.

Co-PI, *Biases, Beliefs, and Bayes: Cognitive and Attitudinal Factors Impacting Vaccine Hesitancy* (2021). The American Psychological Association – Psychological Science Addressing COVID-19 Pandemic Priorities, unfunded.

Co-PI, *Collaborative Research: Effects of Instructional Analogies on Illusions of Understanding in Introductory Geoscience* (2021). National Science Foundation - EHR Core Research, unfunded.

Faculty Sponsor, *The Impact of Nocturnal Seizures on Memory* (2021). National Institutes of Health F31 Pre-Doctoral Research Fellowship on behalf of Nahal Heydari, unfunded.

PI, *Using Enactment to Foster Learning from Analogy in Science* (2020), National Academy of Education/Spencer Postdoctoral Fellowship, unfunded.

Co-PI, *Collaborative Research: Effects of Instructional Analogies on Illusions of Understanding in Introductory Geoscience* (2019). National Science Foundation - EHR Core Research, unfunded.

Co-PI, *Coverage of Topics in Introductory Psychology: A Survey of Course Instructors* (2019). APS Small Grants, unfunded.

Co-PI, *Susceptibility to Distracting Information During High-Stakes Tests* (2018), Lyle Spencer Research Award, unfunded.

PUBLICATIONS

Peer Reviewed Articles [* Denotes co-first authorship; ± Denotes student author]

Nevid, J. S., Keating, L., & **Jaeger, A. J.** (accepted). Topical coverage in teaching introductory psychology a national survey of instructors. *Scholarship of Teaching and Learning in Psychology.*

Carbonell-Carrera, C., Saorin, J. L., & **Jaeger, A. J.** (2021). Navigation tasks in desktop VR environments to improve the spatial orientation skill of building engineers. *Buildings*, *11*, 492. DOI: 10.3390/buildings11100492

Carbonell-Carrera, C., **Jaeger, A. J.**, Saorin, J. L., Melian-Diaz, D., & De la Torre-Cantero, J. (2021). Minecraft as a Block Building Approach for Developing Spatial Reasoning. *Entertainment Computing*, *Advanced online publication*, DOI: 10.1016/j.entcom.2021.100427

Jaeger, A. J., ±Marzano, J., & Shipley, T. F. (2020). When seeing what's wrong makes you right: The effect of incorrect examples on 3D diagram learning. *Applied Cognitive Psychology*, *34*, 844 - 861.

Brudzinski, M., **Jaeger, A. J.,** & Shipley, T. F. (2019). Challenges in making meaning from Ground Motion Visualizations: The role of geoscience knowledge in interpreting dynamic spatiotemporal patterns. *Seismological Research Letters, 90*, 1692 – 1701.

Jarosz, A. F., & ***Jaeger, A. J**. (2019). Inconsistent operations: A weapon of math disruption. *Applied Cognitive Psychology*, *33*, 124-138. DOI: 10.1002/acp.3471

±McLaughlin, J. A., Lombardi, D.,..., **Jaeger, A. J.**, & Shipley, T. F. (2018). What's hidden beneath? Using spatial sketching and feedback to help deepen students' understanding of Earth's subsurface. *The Science Teacher, 54*, 54 – 60.

Carbonell-Carrera, C., **Jaeger, A. J.**, & Shipley, T. F. (2018). 2D cartography training: Has the time come for a paradigm shift? *International Journal of Geo-Information, 7*(5), 197.

Jaeger, A. J., ±Velazquez, M., ±Dawdanow, A., & Shipley, T. (2018). Using sketching to reduce memory for

seductive details. *Journal of Educational Psychology*, *110*, 899 – 916.

Wiley, J., **Jaeger, A. J.**, Taylor, A. R., & Griffin, T. D. (2017). When analogies harm: The effects of analogies and valid cues on the metacomprehension of science text. *Learning and Instruction*, *55*, 113-123. DOI: 10.1016/j.learninstruc.2017.10.001

Jaeger, A. J., Shipley, T. F., & Reynolds, S. (2017). Considering the role of working memory in geosciences education. *Journal of Geoscience Education: Synthesizing Results and Defining Future Directions of Geoscience Education Research, 65*, 506-518.

Wiley, J., Hastings, P., Blaum, D., **Jaeger, A. J.**, Hughes, S., Wallace, P., Griffin, T. D., & Britt, M. A. (2017). Different approaches to assessing the quality of explanations following a multiple-document inquiry activity in science. *International Journal of Artificial Intelligence in Education*, 1-33.

Wiley, J., Griffin, T. D., **Jaeger, A. J**., Jarosz, A. F., Cushen, P. J., & Thiede, K. W. (2016). Improving metacomprehension accuracy in an undergraduate course context. *Journal of Experimental Psychology: Applied,* 22, 393-405.

Jaeger, A. J., Wiley, J., & Moher, T. (2016). Leveling the playing field: Grounding learning with embedded simulations in geoscience. *Cognitive Research: Principles and Implications*, *1:23*, 1-14*.*

Jaeger, A. J., Taylor, A. R., & Wiley, J. (2016). When, and for whom, analogies help: The role of spatial skills and interleaved presentation. *Journal of Educational Psychology*, *108*, 1121 – 1139*.* DOI: 10.1037/edu0000121

Sanchez, C. A., & **Jaeger, A. J.** (2015). If it's hard to read, it changes how long you do it: Reading time as an explanation for perceptual fluency effects on judgment. *Psychonomic Bulletin & Review*, *22*, 206-211. DOI: 10.3758/s13423-014-0658-6

Jaeger, A. J., & Wiley, J. (2015). Reading an analogy can cause the illusion of comprehension. *Discourse Processes*, *52*, 376 - 405.

Jaeger, A. J., & Wiley, J. (2014). Do illustrations help or harm metacomprehension accuracy? *Learning & Instruction*, *34*, 58-73. DOI:10.1016/j.learninstruc.2014.08.002

Book Chapters

Ryker, K., **Jaeger, A. J.**, Brande, S., Guereque, M., Libarkin, J., & Shipley, T. F. (2018). Research on cognitive domain in geoscience learning: Temporal and spatial reasoning. In K. St. John (Ed.), *Community Framework for Geoscience Education Research.* National Association of Geoscience Teachers. DOI https://doi.org/10.25885/ger_framework/7

Wiley, J., **Jaeger, A. J.**, & Griffin, T. D. (2018). Effects of task instructions on comprehension of multiple documents in history and science. To appear in J. L. G. Braasch, I. Bråten, and M. T. McCrudden (Eds.) *Handbook of Multiple Source Use* (pp. 341-361). New York, NY: Routledge.

Wiley, J., Sanchez, C. A., & **Jaeger, A. J.** (2014). The individual differences in working memory capacity principle in multimedia learning. In R. Mayer (Ed.), *The Cambridge Handbook of Multimedia Learning* (2nd ed., pp. 598-619). New York: Cambridge University Press.

Wiley, J., Ash, I. K., Sanchez, C. A., & **Jaeger, A. J.** (2011). Clarifying readers' goals for learning from expository science texts. In M. McCrudden, J. Magliano, and G. Schraw, (Eds.) *Text relevance and learning from text* (pp. 353-374). Greenwich, CT: Information Age Publishing.

Proceedings

Moher, T., Gnoli, A., **Jaeger, A. J.**, Wiley, J., & Lopez-Silva, B. (2011). Embodied learning for embedded spaces. *Proceedings of the Ninth International Computer-Supported Collaborative Learning Conference*, *3*, 1085-1086.

Moher, T., Wiley, J., **Jaeger, A. J.**, Lopez-Silva, B., Novellis, F., & Kilb, D. (2010). Spatial and temporal embedding for science inquiry: An empirical study of student learning. *Proceedings of the International Conference of the Learning Sciences*, *1*, 826-833.

Jaeger, A. J., & Wiley, J. (2010). Seductive images and the metacomprehension of science texts [Abstract]. In S. Ohlsson & R. Catrambone (Eds.), *Proceedings of the 32nd Annual Conference of the Cognitive Science Society* (p. 561). Austin, TX: Cognitive Science Society.

Manuscripts under review

Jaeger, A. J., Carbonell-Carrera, C., & Lieblich, S. (under review). Google Earth as a tool for supporting geospatial thinking.

Fiorella, L., & **Jaeger, A. J.** (under review). Metacognitive benefits of learner- and instructor-generated visualizations.

Jaeger, A. J., Griffin, T. D., Britt, M. A., & Wiley, J. (under review). Supporting multiple document comprehension.

Manuscripts in preparation

Jaeger, A. J., & Fiorella, C. L. (data collection complete, manuscript in prep). Instructional visuals affect students' judgments of drawing when learning from science text.

Jaeger, A. J., Weisberg, S. M., Nazareth, A., & Newcombe, N. (data collection complete, manuscript in prep). Using sketching to improve navigation skills in a virtual environment.

Jaeger, A. J., Heydari, N., & Burte, H. (data collection complete, manuscript in prep). Spatial strategy instruction harms high spatial.

Jaeger, A. J., ±Heydari, N., & ±Johnson, C. (data collection complete, manuscript in prep). Incorrect worked example sketches to support learning in geoscience.

Jaeger, A. J., Lombardi, D., ±McLaughlin, J., Shipley, T. F., & Davatzes, A. (data collection complete, manuscript in prep). Spatial misconceptions in 3D spatial reasoning from maps and cross-sections.

Non-Peer Reviewed Publications

Brudzinski, M., **Jaeger, A. J.**, & Hubenthal, M. (2017, September 14). *Self-reflection guides as a strategy to support students' development of intellectual skills*. GET Spatial Learning Blog: Postcards from the Trading Zone. https://serc.carleton.edu/getspatial/blog/ self_reflection.html

Brudzinski, M., & **Jaeger, A.J.** (2017, April 7). *Using teachable moments to engage the general public and foster learning in seismology*. GET Spatial Learning Blog: Postcards from the Trading Zone. https://serc.carleton.edu/getspatial/blog/ usingteachablemoments.html

Jaeger, A. J., & Davatzes, A. (2016, December 7). Using analogies to teach in the geosciences [Blog post]. GET Spatial Learning Blog: Postcards from the Trading Zone. https://serc.carleton.edu/getspatial/blog/analogies_in_geoscience.html

PRESENTATIONS

National and International Conferences [± Denotes student presenter/author]

Fiorella, L., & **Jaeger, A. J.** (2023, April). *Effects of Instructor-Provided and Learner-Generated Visualizations on Metacomprehension Accuracy.* Paper to be presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

±Lieblich, S., & **Jaeger, A. J.** (2022, November). *Clinician Reported Analogy Use in Psychotherapy Sessions: Differences by Demographic Factors.* Poster to be presented at the 56th Annual Convention of the Association for Behavioral and Cognitive Therapies, New York, NY.

Jaeger, A. J. (2022, November). *Explaining errors supports learning for low spatial individuals*. Poster to be presented at the 63rd Annual Meeting of the Psychonomic Society. Boston, MA.

Fiorella, L., & **Jaeger, A. J.** (2022, November). *Effects of Instructor-Provided and Learner-Generated Visualizations on Metacomprehension Accuracy.* Poster to be presented at the 63rd Annual Meeting of the Psychonomic Society, Boston, MA.

±Lieblich, S., ±Jackson, S.T., ±Nikiforova, Y., ±Visco, S., ±Wing, E., & **Jaeger, A.J.** (2022, August). Mixed-methods examination of college student's depression literacy and barriers to help-seeking. Poster presented at the annual convention for the American Psychological Association, Minneapolis, MN.

Jaeger, A. J., ±Scarboro, N., & ±Heydari, N. (2022, May) *Picture this or analyze that: Strategy instruction harms high spatial problem solving*. Poster presented at the 34th Annual Meeting of the Association for Psychological Science, Chicago, IL.

±Johnson, C., ±Heydari, N., & **Jaeger, A. J.** (2022, May*). Learning by (wrong) example*. Poster presented at the 34th Annual Meeting of the Association for Psychological Science, Chicago, IL.

±Scarboro, N., ±Heydari, N., ±Zhu, H. W., & **Jaeger, A. J.** (2022, March). *Leave me be! Strategy instruction harms high spatial problem solving.* Poster presented at the 93rd Annual Meeting of the Eastern Psychological Association, New York, NY.

±Johnson, C., ±Heydari, N., ±Jackson, S., ±Nikiforova, K., & **Jaeger, A. J.** (2022, March). *Learning from errors in geoscience diagrams*. Poster presented at the 93rd Annual Meeting of the Eastern Psychological Association, New York, NY.

Jaeger, A. J., & Fiorella, L. (2021, November). *Instructional visuals affect students' judgments of drawing when learning from science text*. Poster presented at the 62nd Annual Meeting of the Psychonomic Society, virtual due to COVID-19.

±Jackson, S. T., ±Nikiforova, K., ±Lieblich, S., & **Jaeger, A. J.** (2021, August). *Examining the feasibility of online data collection in undergraduates.* Poster presented at the Annual Meeting of the American Psychological Association, virtual due to COVID-19.

Jaeger, A. J., & Fiorella, C. L. (2021, August). *Instructional visuals affect students' judgments of drawing when learning from science text*. Poster presented at the 31st Annual Meeting of the Society for Text and Discourse, virtual due to COVID-19.

±Heydari, N., Jarosz, A. F., & **Jaeger, A. J.** (2020, November). *Two wrongs don't make a right (answer): Disfluent font harms word problem solving performance.* Poster presented at the 61st Annual Meeting of the Psychonomic Society, San Antonio, TX (held virtually due to COVID-19).

±Heydari, N., ±Douglass, C. R., Jarosz, A. F., & **Jaeger, A. J.** (2020, May). *Two wrongs don't make a right (answer): Disfluent font harms word problem solving performance.* Poster presented at the 32nd APS Annual Convention, Chicago, IL (held virtually due to COVID-19).

Jaeger, A. J., ±Hildenbrand, L., & Sanchez, C. A. (2019, November). *Metacognitive judgment accuracy for tested and non-tested expository science text*. Poster presented at the 60th Annual Meeting of the Psychonomic Society, Montreal, Quebec, Canada.

Jaeger, A. J., Nazareth, A., Newcombe, N. S., & Weisberg, S. M. (2019, September) *Map sketching and map viewing: Do they enhance spatial integration*? Paper presented at the 22nd Annual Meeting of the European Society of Cognitive Psychology, Tenerife, Spain.

Jaeger, A. J., ±Heydari, N., Davatzes, A., & Shipley, T. F. (2019, July) *Towards an Analysis of Analogies in Geoscience Textbooks.* Poster presented at the 29th Annual Meeting of the Society for Text and Discourse, New York, NY.

±Heydari, N. & **Jaeger, A. J.** (2019, February). *The struggle is real: Using incorrect examples to support science text comprehension.* Poster presented at the 90th Annual Meeting of the Eastern Psychological Association, New York, NY.

Brudzinski, M., **Jaeger, A. J.,** & Shipley, T. F. (2018, December). *Challenges in making meaning from Ground Motion Visualizations: The role of geoscience knowledge in interpreting dynamic spatiotemporal patterns.* Poster presented at the Fall Meeting of the American Geophysical Union, Washington, D.C.

Jaeger, A. J., ±Heydari, N. ±Black, S., & Shipley, T. F. (2018, November). *When mistakes fail to instruct: The effect of incorrect examples on science text comprehension*. Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.

±Dygert, S. K. C, Jarosz, A. F., ±Bruning, A., & **Jaeger, A. J.** (2018, July). *Eyes on the prize: Eye-tracking and memory in word problems.* Poster presented at the 28th Annual Meeting of the Society for Text and Discourse, Brighton, UK.

Nazareth, A., **Jaeger, A. J.**, & Newcombe, N. S. (2018, July). *Sketches and verbal descriptions: Indices of knowledge about spatial environments? Prompts to refine knowledge?* Poster presented at the 40th Annual Meeting of the Cognitive Science Society, Madison, WI.

Shipley, T. F., **Jaeger, A. J.**, & ±Marzano, J. (2017, November). *When seeing what's wrong makes you right: The effect of incorrect examples on 3D diagram learning.* Poster presented at the 58th Annual Meeting of the Psychonomic Society, Vancouver, BC, Canada.

Jaeger, A. J., Shipley, T. F., Lombardi, D., & Davatzes, A. (2017, November). *Spatial misconceptions in 3D spatial reasoning from maps and cross-sections*. Paper presented at the 58th Annual Meeting of the Psychonomic Society, Vancouver, BC, Canada.

Shipley, T. F., & **Jaeger, A. J.** (2017, October). *Improving 3D diagram comprehension with incorrect worked examples*. Paper presented at the Geological Society of America Annual Meeting, Seattle, WA.

±Myer, R. A., **Jaeger, A. J.**, ±McLaughlin, J. A., Lombardi, D., Shipley, T. F., & Davatzes, A. K. (2017, October). *Methods for improving students' spatial reasoning about Earth's subsurface.* Paper presented at the Geological Society of America Annual Meeting, Seattle, WA.

Jaeger, A. J., Wiley, J., & Moher, T. (2017, September). *RoomQuake: Using embodiment and grounding in elementary school science*. Paper presented at the 20th Annual Meeting of the European Society of Cognitive Psychology, Potsdam, Germany.

Jaeger, A. J., ±Dawdanow, A., & Shipley, T. F. (2017, August). *Sketching, summarizing, and science: Reducing the impact of seductive details*. Paper presented at the 27th Annual Meeting of the Society for Text and Discourse, Philadelphia, PA.

Jaeger, A. J., ±Dawdanow, A., & Shipley, T. F. (2016, November). *Drawing on what matters: Sketching reduces memory for seductive details.* Poster presented at the 57th Annual Meeting of the Psychonomic Society, Boston, MA.

Jarosz, A. F., & **Jaeger, A. J.** (2016, November). *Dissociating distracters drives division decrements*. Poster presented and the 57th Annual Meeting of the Psychonomic Society, Boston, MA.

Jaeger, A. J., ±Marzano, J., & Shipley, T. F. (2016, September). *Peeling back the layers: Understanding the role of working memory in penetrative thinking.* Paper presented at the Geological Society of America Annual Meeting, Denver, CO.

±Myer, R., **Jaeger, A. J.**, & Shipley, T. F. (2016, August). *How do novices infer events from spatial patterns in diagrams? Unpacking misconceptions about the relationship between space and time*. Poster presented at the Biennial Spatial Cognition Conference, Philadelphia, PA.

Wiley, J., Griffin, T. D., **Jaeger, A. J.**, & Sarmento, D., & Mielicki, M. (2016, August). *Analogies and diagrams can lead to illusions of understanding*. Poster presented at the 38th Annual Meeting of the Cognitive Science Society, Philadelphia, PA.

Jarosz, A. F., & **Jaeger, A. J.** (2016, July). *More to the story than foregrounding: The role of distraction in math word problems*. Paper presented at the 26th Annual Meeting of the Society for Text & Discourse, Kassel, Germany.

Jaeger, A. J. (2016, February). *Know when to fold 'em: The role of working memory capacity in the paper folding task.* Poster presented at the Science of Learning Annual Meeting, Washington, D.C.

Jaeger, A. J., & Wiley, J. (2015, November). *Now you see it, now you don't: Seeing invisible folds.* Poster presented at the 56th Annual Meeting of the Psychonomic Society, Chicago, IL.

Jaeger, A. J., Griffin, T. D., Britt, M. A., & Wiley, J. (2015, July). *Making connections: Improving student learning about climate change.* Paper presented at the 25th Annual Meeting of the Society for Text & Discourse, Minneapolis, MN.

Danielson, R. W., Sinatra, G. M., **Jaeger, A. J.**, & Wiley, J. (2015, July). *Improving learning from refutation-texts with analogies and graphs.* Paper presented at the 25th Annual Meeting of the Society for Text & Discourse, Minneapolis, MN.

±Perschon, C., **Jaeger, A. J.**, & Wiley, J. (2015, April). *Bringing strategies into the fold: Strategy-use and gesture on the Paper Folding task*. Poster presented at the 87th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Jaeger, A. J., Jarosz, A. F., & Wiley, J. (2014, November). *Know when to hold 'em, Know when to fold 'em: WMC and spatial reasoning*. Poster presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach, CA.

Jaeger, A. J., & Wiley, J. (2014, August). *Learning from multiple documents: More than just reading between the lines.* Paper presented at the 24thAnnual Meeting of the Society for Text & Discourse, Chicago, IL.

Jaeger, A. J., Taylor, A. R., & Wiley, J. (2014, May). *Improving metacomprehension accuracy for science text in middle school.* Poster presented at the 86th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Wiley, J., Taylor, A., **Jaeger, A. J.**, Griffin, T. D., & Britt, M. A. (2014, April). *Supporting inquiry learning from multiple documents in history and science.* Paper presented at the American Educational Research Association, Philadelphia, PA.

Jaeger, A. J., Griffin, T. D., Britt, M. A., & Wiley, J. (2013, July). *Learning science from multiple documents: "We don't normally do this in science class"*. Paper presented at the 23rd Annual Meeting of the Society for Text & Discourse, Valencia, Spain.

Jaeger, A. J., Sanchez, C. A., & Wiley, J. (2013, July). *How reading affects believing: Perceptually non-fluent text presentations and changes in online processing.* Paper presented at the 23rd Annual Meeting of the Society for Text & Discourse, Valencia, Spain.

Jaeger, A. J., & Sanchez, C. A. (2013, May). *Judgments affected by perceptual fluency are mediated by reading patterns*. Poster presented at the 85th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Griffin, T. D., Jaeger, A. J., Jarosz, A. F., Thiede, K. W., & Wiley, J. (2012, July). *Improving metacomprehension in an undergraduate course in research methods.* Poster presented at the 22nd Annual Meeting of the Society for Text & Discourse, Montreal, Canada.

Jaeger, A. J., & Wiley, J. (2012, May). *Pay no attention to that image! Effects of image use instructions on metacomprehension of illustrated text*. Paper presented at the 84th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Jaeger, A. J., & Wiley, J. (2011, November). *Reducing illusions of comprehension from illustrated text*. Poster presented at the 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.

Moher, T., Gnoli, A., Jaeger, A. J., Wiley, J., & Lopez-Silva, B. (2011, July). *Embodied learning for embedded spaces*. Symposium paper presented at the Ninth International Computer-Supported Collaborative Learning Conference, Hong Kong.

Jaeger, A. J., & Wiley, J. (2011, July). *Using explanation to improve metacomprehension of illustrated science texts*. Paper presented at 21st Annual Meeting of the Society for Text & Discourse, Poitiers, France.

Jaeger, A. J., Wiley, J., Moher, T., Lopez-Silva, B. A., & Novellis, F. (2011, April). *Embedded simulations support learning in geoscience*. Poster presented in a structured poster session at the American Educational Research Association, New Orleans, LA.

Jaeger, A. J., Wiley, J., & Griffin, T. (2010, November). *Metacomprehension accuracy from illustrated text*. Poster presented at the 51st Annual Meeting of the Psychonomic Society, St. Louis, MO.

Ricks, T. R., Jaeger, A. J., & Wiley, J. (2010, November). *The impact of knowledge and mnemonic chunking strategies in eliminating the FAN effect.* Poster presented at the 51st Annual Meeting of the Psychonomic Society, St. Louis, MO.

Jaeger, A. J., & Wiley, J. (2010, July). *The effects of images on comprehension and metacomprehension of science texts*. Poster presented at the Society for Text & Discourse, Chicago, IL.

Moher, T., Wiley, J., Jaeger, A. J., Lopez-Silva, B., Novellis, F., & Kilb, D. (2010, June). *Spatial and temporal embedding for science inquiry: An empirical study of student learning*. Paper presented at the International Conference of the Learning Sciences, Chicago, IL.

Jaeger, A. J., Moher, T., Wiley, J., Malcolm, P., Lopez-Silva, B. A., Gnoli, A. & Brown, J. (2009, April). *WallCology: Using embedded phenomena to motivate learning about dynamic ecosystems*. Paper presented at the American Educational Research Association, San Diego, CA.

Ricks, T., Jaeger, A. J., & Wiley, J. (2008, May). *The effect of baseball knowledge on the FAN effect*. Poster presented at the Association for Psychological Sciences, Chicago, IL.

Media Coverage

2017   Embedded Phenomena: Increasing comprehension of STEM concepts using body and space (Learning Scientists)

Invited Presentations and Campus Talks

2022   *Leveling the Playing Field: Instructional Tools for Supporting STEM Learning in Low Spatial Students*, Workshop Series for the Robert N. Noyce Spatial Thinking Academy in St. John's University School of Education

2021   *EyeLink 1000 Eye Tracking System 4-part Training* (host and facilitator), Department of Psychology, St. John's University

2020   *Women in Psychology: A Panel Discussion*, Department of Psychology, St. John's University

2020   *Participating in Undergraduate Research*, Psi Chi Psychology Honor Society, St. John's University

2020   *Research During COVID*, Women in Science Program, St. John's University

2020   *What Does a Scientist Look Like? A Panel Discussion of the film 'Picture a Scientist'*, Women in Science Program, St. John's University

2020   *Weapons of math disruption*. Invited Speaker, Department of Psychology Division of Cognitive Sciences Brown, Stony Brook University, Stony Brook, NY.

2019   *Enhancing Spatial Thinking Skills*, STEM Education Journal Club, Center for Teaching and Learning, St. John's University

2019   *Metacognitive Training in Chemistry*, STEM Education Journal Club, Center for Teaching and Learning, St. John's University

2019   *Metacognitive Tools in Science Education*, STEM Education Journal Club, Center for Teaching and Learning, St. John's University

2018   *Science for all: Understanding when, and for whom, instructional tools support learning.* Invited speaker, College of Education: Department of Educational Psychology, Pennsylvania State University, College Station, PA.

2018   *Science for all: Understanding when, and for whom, instructional tools support learning.* Invited speaker, Department of Psychology, North Dakota State University, Fargo, ND.

2017   *Science for all: Understanding when, and for whom, instructional tools support learning.* Invited speaker, College of Education: Department of Educational Psychology, Miami University, Oxford, OH.

2017   *Science for all: Understanding when, and for whom, instructional tools support learning.* Invited speaker, College of Education: Department of Cognition and Instructional Technology, University of Connecticut, Storrs, CT.

2017   *Science for all: Understanding when, and for whom, instructional tools support learning.* Invited speaker, Department of Psychology, St. John's University, Queens, NY.

2017   *Science for all: Understanding when, and for whom, instructional tools support learning.* Invited speaker, Faculty of Education, Department of Applied Psychological Research, Western University, London, ON, CA.

2017   *Sketching and summarizing science text*. Department of Psychological Science, Oregon State University, Corvallis, OR.

2016   *Digging into the layers: Considering the role of working memory capacity in penetrative thinking*. Department of Education, Temple University, Philadelphia, PA.

2016   *When, and for whom, analogies help: The role of spatial skills and interleaved presentation*. Invited Speaker, Department of Psychology, Northwestern University, Chicago, IL.

TEACHING

Assistant Professor, Mississippi State University

PSY 8013 – History and Systems in Psychology (graduate) – Fall 2022

Assistant Professor, St. John's University

PSY 2030 – Inferential Statistics (undergrad) – Spring 2019

PSY 3270 – Experimental Psychology of Learning – Spring 2019, Spring 2021, Spring 2022

PSY 603 – Inferential Statistics (grad) – Fall 2018, Fall 2019, Fall 2020

PSY 650 – History and Systems in Psychology (grad) – Fall 18, Fall 19, Fall 20, Spring 21, Fall 21, Spring 22

PSY 616 - Principles of Learning (grad) – Fall 2021

Teaching Associate (Instructor of Record), University of Illinois at Chicago

PSCH 353-Lab in Cognition and Memory – Fall 2014, Spring 2014

Guest Lecturer, Temple University, Philadelphia

Developmental Psychology Area Meeting; Professional Development, Post Doc Q&A, February 2018

PSCH 8015 – Teaching of Psychology; Professional Development, Post Doc Q&A, November 2016

Guest Lecturer, University of Illinois at Chicago

PSCH 353 – Laboratory in Cognition and Memory; APA formatting for methods and results, April 2015

PSCH 242 Research Methods; Describing data and measures of central tendency, October 2013

PSCH 242 Research Methods; Methods of participant sampling, November 2013

Teaching Assistant, University of Illinois at Chicago

PSCH 353 Cognitive Laboratory course – Spring 2015, Spring 2013

PSCH 242 Research Methods – Fall 2013, Fall 2010

MENTORING (* Denotes student award recipient)

Ph.D Students (committee chair)

Emilie Paul, Clinical psychology, in progress

Daphne Harel, School psychology, in progress

Shari Lieblich, Clinical psychology, in progress

*Nahal Heydari, Clinical Psychology, in progress

Ph.D. Students (committee member)

Samuel Jackson, Clinical Psychology, in progress

Kay Nikiforova, Clinical Psychology, in progress

Lina Cherkasova, School Psychology, Spring 2020

Sahira Hamid, School Psychology, Spring 2020

Jessica Held, School Psychology, Spring 2020

M.A. Students (committee chair)
Andrean Newland, General Experimental Psychology, Summer 2021
Hui Wen Zhu, General Experimental Psychology, Fall 2021
Nia Scarboro, General Experimental Psychology, Spring 2022
Joseph Pontorno, General Experimental Psychology, Spring 2022
Olivia Craig, General Experimental Psychology, Spring 2022

M.A. Students (committee member)
Julie Kittleman, General Experimental Psychology, Spring 2020
Cameron Sacchet, General Experimental Psychology, Spring 2020
Samantha Vazquez, General Experimental Psychology, Spring 2020
Pawel Sadowski, General Experimental Psychology, Fall 2021

Supervisor for Undergraduate Directed Research Projects (*Student awards noted below)
Alexa Ibraim, Psychology Department, St. John's University, 2021 - present
Erin Wing, Psychology Department, St. John's University, 2021 - present
Samantha Visco, Psychology Department, St. John's University, 2021 - present
*Cynthia Johnson, Science Education, St. John's University, 2020 - present
*Aasma Abdullah, Psychology Department, Temple University, 2017 – 2018
Jessica McLaughlin, Science Education, Temple University, 2017 – 2018
Mia Vazquez, Psychology Department, 2016 – 2018
Anastasia Dawdanow, Psychology Department, Temple University, 2016 – 2018
Shayna Black, Psychology Department, Temple University, 2016 – 2018
*Joanna Marzano, Psychology Department, Temple University, 2016 – 2018
*Ishan Patel, Psychology Department, University of Illinois at Chicago, 2012 – 2013
*Raluca Birza, Psychology Department, University of Illinois at Chicago, 2012 – 2013
*Brad Wilson, Psychology Department, University of Illinois at Chicago, 2012 – 2013
*Chelsea Perschon, Psychology Department, University of Illinois at Chicago, 2013 – 2015

Mentored Undergraduate Research Awards and Honors
2022   Nahal Heydari – Society of Multivariate Experimental Psychology Dissertation Research Grant,
                    St. John's University
2022   Cynthia Johnson – APS Student Travel Award, St. John's University
2018   Aasma Abdullah – Undergraduate Honor's Capstone, Temple University
2017   Joanna Marzano – CARAS Travel Grant Award, Temple University
                        Undergraduate Honor's Capstone, Temple University
2015   Chelsea Perschon – Chancellor's Undergraduate Research Award, University of Illinois at Chicago

MPA Undergrad Research Presenter Award, University of Illinois at Chicago

2013   Raluca Birza – Chancellor's Undergraduate Research Award, University of Illinois at Chicago

2013   Ishan Patel – Chancellor's Undergraduate Research Award, University of Illinois at Chicago

2013   Brad Wilson – MPA Undergraduate Research Presenter Award, University of Illinois at Chicago

Nancy Hirschberg Memorial Grant for Research, University of Illinois at Chicago

LASURI Undergraduate Research Award, University of Illinois at Chicago

PROFESSIONAL SERVICE

Principle Review Board Member, *Journal of Educational Psychology*, 2020 - present

Consulting Editor, *Cognitive Research: Principles and Implications*, 2020 - present

Ad Hoc Reviewer

Acta Psychologica

Applied Cognitive Psychology

Behavior Research Methods

British Journal of Developmental Psychology

British Journal of Educational Psychology

Cognitive Research: Principles and Implications

Cognitive Processing

Contemporary Educational Psychology

Discourse Processes

Education Sciences

Educational Psychology Review

International Journal of Geo-Information

Journal of Educational Psychology

Journal of Experimental Education

Journal of Experimental Psychology: Learning, Memory and Cognition

Journal of Rational-Emotive & Cognitive - Behavior Therapy

Language Learning

Learning and Instruction

Learning and Individual Differences

Memory & Cognition

Metacognition & Learning

Psychological Research

Sustainability

Conference Reviewer

Annual Meeting for Society for Text & Discourse, 2011- 2022

Conference Activity

Session Chair, American Geophysical Union, 2018

Session Organizer and Chair, Geological Society of America, 2016

College or Departmental Service

Psychology Undergraduate Education Policy Committee, St. John's University, 2020- 2022

General Experimental Master's Program Core Faculty Member, 2020 – 2022

Initiative for Improving the Undergrad Psychology Statistics Curriculum, St. John's University, 2019-2022

Promoting High Impact Undergrad Research Engagement Committee, St. John's University, 2019-2022

Public Outreach

The Franklin Institute, Philadelphia Science Festival

2016　　Philadelphia Science Festival, *Can Building Blocks Build Knowledge?*

　　　　2017　　Philadelphia Science Festival, *Why Make Space for Playtime?*

The Franklin Institute, Science After Dark

　　　　2016　　*The Inside Outs of the Imperfect Human Memory System*

　　　　2017　　*Using Cognition Psychology to Understand Perceptual Illusions*

PROFESSIONAL DEVELOPMENT

Electrophysiology Training Course, St. John's University Center for Teaching and Learning, 2020

Working Towards Restorative Justice and Mindfulness in Psychology, hosted by Restorative Justice
　　　　Practice NYC, 2020

Data Science: R Basics Course, hosted by EdX, 2020

Online Teachings Essentials Certification, St. John's University, 2019

New Faculty Mentoring Program, The Society for Text and Discourse mentorship program, 2019

First Year Faculty Writing Development, St. John's University Center for Teaching and Learning, 2018

Graduate Colloquium on the Teaching of Psychology, Department of Psychology, University of Illinois at
　　　　Chicago, 2013

PROFESSIONAL AFFILIATIONS

Psychonomic Society, International, 2009 – present

Society for Text and Discourse, International, 2009 – present, conference reviewer 2012-present

American Psychological Association, 2019 – present

Association for Psychological Science, 2018 – present

European Society for Cognitive Psychology, 2018 – present

PROFESSIONAL REFERENCES

Jennifer Wiley, Ph.D.
 Professor
 Department of Psychology
 University of Illinois at Chicago
 1007 W. Harrison St. (M/C 285)
 Chicago, Il 60607
 Phone: (312) 355-2501
 Email: jwiley@uic.edu

Nora S. Newcombe, Ph. D.
 Distinguished Professor
 Department of Psychology
 Temple University
 1701 N. 13th Street
 Philadelphia, PA 19122
 Phone: (215) 204 - 6944

Email: newcombe@temple.edu

William Chaplin, Ph. D.
 Professor
 Department of Psychology
 Director of Research - Psychological Services
 Center
 St. John's University
 8000 Utopia Parkway
 Queens, NY 11439
 Phone: (718) 990 - 5541

Email: chaplinw@stjohns.edu