

# Andrew Scott Roberts

## Curriculum Vitae

### EDUCATION

**AUBURN UNIVERSITY**, Auburn, Alabama

Ph.D. in Cognitive and Behavioral Sciences

May, 2016

Dissertation: *Effects of Bold Key Terms on Judgments of Learning and Reading Comprehension*

Masters of Sciences in Cognitive and Behavioral Sciences

May, 2013

Thesis: *Effects of Font Type of Embedded Key Terms on Judgments of Learning and Memory from Textbooks*

Graduate GPA: 3.84/4.0

**PRESBYTERIAN COLLEGE**, Clinton, South Carolina

Bachelors of Science in Psychology with Honors, cum laude

May, 2009

Minors in Business Administration & English

Undergraduate GPA: 3.36/4.0

### AWARDS & ACHIEVEMENTS

- UTSA Psychology Department's Nominee for President's Distinguished Teaching Achievement Award 2017
- Consortium Research Fellowship 2014
- Auburn University College of Liberal Arts Graduate Teaching Assistant Award 2014
- Auburn University Graduate Travel Fellowship 2013, 2014
- Department of Psychology 18<sup>th</sup> Annual Research and Teaching Festival: First Place Poster Award in Cognitive and Behavioral Sciences 2013
- Cognitive and Behavioral Sciences Research Enhancement Award 2013
- Psychology Department Graduate Research Award 2011, 2012, 2013

### EMPLOYMENT HISTORY

**Adjunct Faculty**

May 2017 – July 2017

*The University of Texas at San Antonio, Texas*

Course: Memory

*Responsibilities:* I am responsible for teaching a 5-week course in memory comprised of 50-60 undergraduate psychology majors and minors. Created PowerPoint presentations of course content designed to maximize learning based on cognitive principles, administered in-class demonstrations and quizzes using iClicker and Reef Polling technology that provided immediate feedback and review opportunities, corresponded with students utilizing

Blackboard, and assigned students research articles to read to expand their knowledge of concepts discussed in lecture.

**Adjunct Faculty**

May 2017 – July 2017

*The University of Texas at San Antonio, Texas*

Course: Cognitive Psychology

Responsibilities: I am responsible for teaching a 5-week course in cognitive psychology comprised of approximately 35 undergraduate students. Created PowerPoint presentations of course content designed to maximize learning based on cognitive principles, administered in-class demonstrations and quizzes using iClicker and Reef Polling technology that provided immediate feedback and review opportunities, and corresponded with students utilizing Blackboard.

**Adjunct Faculty**

May 2017 – July 2017

*The University of Texas at San Antonio, Texas*

Course: Social Psychology (Online Course)

Responsibilities: I was responsible for teaching and coordinating a 5-week social psychology online course with approximately 80 students. This course incorporated several learning modules with narrated lectures, Inquizitive adaptive testing software, unit tests, and several group discussion threads.

**Adjunct Faculty**

January 2017 – May 2017

*The University of Texas at San Antonio, Texas*

Course: Memory

Responsibilities: I am responsible for teaching two sections of a course in memory comprised of 50-60 undergraduate psychology majors and minors. Created PowerPoint presentations of course content designed to maximize learning based on cognitive principles, administered in-class demonstrations and quizzes using iClicker and Reef Polling technology that provided immediate feedback and review opportunities, corresponded with students utilizing Blackboard, and assigned students research articles to read to expand their knowledge of concepts discussed in lecture.

**Adjunct Faculty**

January 2017 – May 2017

*The University of Texas at San Antonio, Texas*

Course: Cognitive Psychology

Responsibilities: I am responsible for teaching a course in cognitive psychology comprised of 160 undergraduate students. Created PowerPoint presentations of course content designed to maximize learning based on cognitive principles, administered in-class demonstrations and

quizzes using iClicker and Reef Polling technology that provided immediate feedback and review opportunities, and corresponded with students utilizing Blackboard.

**Adjunct Faculty**

January 2017 – May 2017

*The University of Texas at San Antonio, Texas*

Course: Experimental Psychology Laboratory

Responsibilities: I am responsible for teaching two sections of an experimental psychology lab course comprised of 24 undergraduate psychology students. This course provides students hands-on experience evaluating relevant literature, designing and executing ethical experiments with testable hypotheses, collecting/analyzing data, and writing a research proposal accordance with APA formatting and style.

**Adjunct Faculty**

August 2016 – December 2016

*The University of Texas at San Antonio, Texas*

Course: Memory

Responsibilities: I was responsible for teaching two section of course in memory comprised of 50-60 undergraduate psychology majors and minors. Created PowerPoint presentations of course content designed to maximize learning based on cognitive principles, administered in-class demonstrations and quizzes using iClicker and Reef Polling technology that provided immediate feedback and review opportunities, corresponded with students utilizing Blackboard, and assigned students research articles to read to expand their knowledge of concepts discussed in lecture.

**Adjunct Faculty**

August 2016 – December 2016

*The University of Texas at San Antonio, Texas*

Course: Cognitive Psychology

Responsibilities: I was responsible for teaching a course in cognition psychology comprised of approximately 160 undergraduate students. Created PowerPoint presentations of course content designed to maximize learning based on cognitive principles, administered in-class demonstrations and quizzes using iClicker and Reef Polling technology that provided immediate feedback and review opportunities, and corresponded with students utilizing Blackboard.

**Adjunct Faculty**

August 2016 – December 2016

*The University of Texas at San Antonio, Texas*

Course: Social Psychology (Online Course)

Responsibilities: I was responsible for teaching and coordinating a semester long social psychology online course with approximately 150 students. This course incorporated several

learning modules with narrated lectures, Inquizitive adaptive testing software, unit tests, and several group discussion threads.

**Adjunct Faculty**

May 2016 – August 2016

*The University of Texas at San Antonio, Texas*

Course: Experimental Psychology Laboratory

Responsibilities: I was responsible for teaching two experimental psychology lab courses comprised of 25 undergraduate psychology students each. This course provided students hands-on experience evaluating relevant literature, designing and executing ethical experiments with testable hypotheses, collecting/analyzing data, and writing a research proposal in accordance with APA formatting and style.

**Adjunct Faculty**

May 2016 – June 2016

*The University of Texas at San Antonio, Texas*

Course: Social Psychology (Online Course)

Responsibilities: I was responsible for teaching and coordinating a 5-week long social psychology online course with approximately 60 students. This course incorporated several learning modules with narrated lectures, Inquizitive adaptive testing software, and unit tests. Had to troubleshoot problems with student technology and effectively communicate remotely with enrolled students.

**Adjunct Faculty**

January, 2016 – May 2016

*The University of Texas at San Antonio, Texas*

Course: Experimental Psychology Laboratory

Responsibilities: I was responsible for teaching an experimental psychology lab course comprised of 20 undergraduate psychology students. This course provided students hands-on experience evaluating relevant literature, designing and executing ethical experiments with testable hypotheses, collecting/analyzing data, and writing a research proposal accordance with APA formatting and style.

**Adjunct Faculty**

January, 2016 – May 2016

*The University of Texas at San Antonio, Texas*

Course: Cognition

Responsibilities: I was responsible for teaching a course in Cognition comprised of 34 undergraduate psychology majors and minors. Created PowerPoint presentations of course content designed to maximize learning based on cognitive principles, administered in-class demonstrations and quizzes using iClicker technology that provided immediate feedback and review opportunities, corresponded with students utilizing Blackboard, and assigned students research articles to read to expand their knowledge of concepts discussed in lecture.

**Adjunct Faculty**

January, 2016 – May 2016

*The University of Texas at San Antonio, Texas*

Course: Online Course Development (Social Psychology)

Responsibilities: Contracted to develop an online course in Social Psychology. This course is intended to simulate a classroom learning experience and will be designed to meet the learning needs of enrollments of 200+ students beginning in May 31<sup>st</sup>, 2016. I was responsible for completing training using specific video capturing and editing software, developing course curriculum (i.e., online lectures, learning assignments, quizzes, exams, etc.), and producing deliverables for review at specific delivery dates throughout the semester.

**Consortium Research Fellows**

March, 2014 – July 2015

*U.S. Army Research Institute for Behavioral & Social Sciences**Ft. Benning Research Unit, GA*

Responsibilities: In-field data collection, analyzing large data sets, reviewing literature, preparing manuscripts, attending monthly research meetings and conferences, and developing instructional materials to meet soldiers' needs on behalf of the U.S. Army Research Institute for the Behavioral & Social Sciences (ARI) in conjunction with the United States Department of Defense (DoD)

Research Projects:

- Chief of Staff sponsored research effort
- Tailoring Training with Interactive Multimedia Instruction
- Student Self-Development Approaches in U.S. Army Sniper School
- Developing Exemplar Computer-Based Training for Unmanned Aircraft System Repairs

**Graduate Teaching Assistantship**

January, 2014 – May, 2014

*Auburn University, Alabama*

Courses: Cognitive Psychology &amp; Learning and Behavior

Responsibilities: Attended lecture, served as guest lecturer, administered exams, graded course work, corresponded with students, held weekly office hours, etc.

**Instructor of Record**

January, 2013 – December, 2013

*Auburn University, Alabama*

Course: Cognitive Psychology

Responsibilities Designed and taught an undergraduate course on cognitive psychology with an enrollment of 40+ psychology majors/minors, created PowerPoint presentations of course content designed to maximize learning based on cognitive principles, administered in-class

demonstrations and quizzes using iClicker technology that provided immediate feedback and review opportunities, and corresponded with students utilizing Canvas

**Graduate Teaching Assistantship**

August, 2012 – December, 2012

*Auburn University, Alabama*

Course: Cognitive Psychology

Responsibilities: Attended lecture, served as guest lecturer, administered exams, graded course work and posted grades on Blackboard, corresponded with students, held weekly office hours, etc.

**Graduate Research Assistantship**

January, 2012 – August, 2012

*Auburn University, Alabama*

Funded by National Science Foundation

Responsibilities: Program experiment using E-prime designed to evaluate metacognition and performance under stress during a novel decision-making task; write-up and submit IRB; conduct pilot study; train and supervise undergraduate research assistants, analyze data, present at national conferences, and prepare manuscripts

Research Project:

- Investigating the Effects of Training and Testing under Stressful Condition on Students' Performance Predictions and Performance on a Novel Decision Making Task

**Graduate Teaching Assistantship**

August, 2011 – December 2011

*Auburn University, Alabama*

Course: Research Methods

Responsibilities: Designed/taught two sections of research methods lab with  $\approx 20$  psychology majors per section twice a week, graded and provided extensive feedback on APA-style research reports/manuscripts, developed lesson plans/handouts, posted lab grades on Canvas, corresponded with students, held weekly office hours, etc.

**Graduate Teaching Assistantship**

May, 2011 – August, 2011

*Auburn University, Alabama*

Course: Psychology of Choice and Decision Making

Responsibilities: Administered exams, graded weekly discussion article commentaries, exams, and group presentations, posted grades, corresponded with students, held office hours, etc.

**Graduate Teaching Assistantship**

August, 2010 – May, 2011

*Auburn University, Alabama*

Course: Introduction to Psychology

*Responsibilities:* Designed/taught several weekly Friday lab sections, attended lecture twice a week, helped develop weekly vocabulary quizzes and course exams, graded work and posted grades, corresponded with students, held office hours, etc.

## **GRADUATE RESEARCH EXPERIENCE**

**Cognition and Education Lab**  
*Auburn University, Alabama*

August, 2010 – May 2016

*Responsibilities:*

Oversaw the daily operations in the lab including training and supervising  $\approx$  6-8 undergraduate research assistants each semester, attend weekly lab meetings, program experiments, write up and submit IRB protocols, conduct applied research studies relevant to educational practices, analyze data, and present at regional and national conferences

*Research Projects:*

- Individual Differences in Reading Comprehension and Reading Self-Evaluations for Texts Containing Bold Key Terms
- Reading Ability and Working Memory Capacity as Predictors of Differences in Memory and Test Performance for Recently Read Instructional Materials
- Students Preferences and Perceptions when Reading Introductory Psychology Textbooks
- Advanced Instructional Techniques for Improving Memory and Learning Using Multimedia Presentations in Educational Settings

**Memory and Decision Making Lab**  
*Auburn University, Alabama*

August, 2011 – July, 2014

*Responsibilities:* Train and supervise ungraduated research assistants, attend weekly lab meetings, program experiments, write up and submit IRB protocols, conduct research studies that investigate the effects of stressors and working memory on metacognition when learning, analyze data, present at regional and national conferences, and prepare manuscripts

*Research Projects:*

- The Effects of Stress on Students' Performance Predictions and Actual Performance on a Novel Decision Making Task
- The Effects of Training, Performance Incentives, and Feedback on Students' Performance Predictions During Testing in the Classroom Environment

## **MANUSCRIPTS**

Graves, T. R., Blankenbeckler, P. N., Wampler, R. L., & **Roberts, A.** (2016). A comparison of interactive multimedia instruction designs addressing Soldiers' learning needs (Research

Report 1996). Fort Belvoir, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Callender, A. A., Franco-Watkins, A. M., & **Roberts, A. S.** Improving metacognition in the classroom through instruction, training, and feedback. (2016). *Metacognition and Learning*, 212-235. 10.1007/s11409-015-9142-6

### **PRESENTATIONS**

Paneerselvam, B., **Roberts, A. S.**, & A. A. Callender (December 2014). Divergent Effects of Familiarity on Memory and Multiple Choice Test Performance. Poster presented at the 55th Annual Meeting for the Psychonomic Society, Long Beach, California.

**Roberts, A. S.**, & A. A. Callender (March 2014). Big and Bold Illusions: Effects of Font Size on Metacognitive Judgments. Oral presentation given at 19th Annual Research and Teaching Festival, Auburn, AL

**Roberts, A. S.**, & A. A. Callender (March 2014). Big and Bold: Effects of Key Term Font on Metacognition and Memory when Reading. Oral presentation given at 85th Annual Meeting of the Eastern Psychological Association, Boston, MA

**Roberts, A. S.**, & A. A. Callender (March 2014). Big and Bold Illusions: Effects of Key Term Font Size on Metacognition and Memory. Oral presentation given at Graduate Scholars Forum, Auburn, AL

**Roberts, A. S.**, Davis, M., Franco-Watkins, A. M., Callender, A. A., Johnson, J. G. (November, 2013). Under Pressure: Are We Metacognitively Aware of the Effects of Pressure on Our Performance? Poster presented at the 54th Annual Meeting for the Psychonomic Society, Toronto, Ontario, Canada

**Roberts, A. S.**, & A. A. Callender (April, 2013). Making “Bold” Predictions: The Effects of Key Term Font within Textbooks on Metacognition and Reading Comprehension. Poster presented at the 18th Annual Research and Teaching Festival, Auburn University, AL

Brown, K., **Roberts, A. S.**, Franco-Watkins, A. M., & A. Callender (April, 2013). Metacognition under Pressure: Individual Differences in Working Memory and Decision Making under Time Constraints Poster presented at Research Week 2013, Auburn University, AL

**Roberts, A. S.**, & A. A. Callendar. (March, 2013). Effects of Font Type of Embedded Key Terms on Judgments of Learning and Memory from Textbooks. Poster presented at the 84th Annual Meeting of the Eastern Psychological Association, New York City, NY



- Brown, K., **Roberts, A. S.**, Franco-Watkins, A. M., & A. Callender (March, 2013).  
Metacognition under Pressure: Individual Differences in Working Memory and Decision Making under Time Constraints. Poster presented at the 84th Annual Meeting of the Eastern Psychological Association, New York City, NY
- Roberts, A. S.**, Callendar, A. A., & Franco-Watkins, A. M. (November, 2012). Calibration Bias: Effects of Training, Incentives, and Feedback on Metacognition in the Classroom. Poster presented at the 53rd Annual Meeting for the Psychonomic Society, Minneapolis, MN.
- Roberts, A.**, & Callender, A. A. (April, 2012). Effects of Font Type of Embedded Key Terms on Judgments of Learning and Memory from Textbooks. Oral presentation presented at Department of Psychology 17th Annual Research and Teaching Festival, Auburn University, AL.
- Callender, A. A., & **Roberts, A.** (November, 2011). When is Expanding Retrieval More Effective than Evenly Spaced Retrieval? Poster presented at 52nd Annual Meeting for the Psychonomic Society, Seattle, WA.