

Daniel C. Moos, Ph.D.
CURRICULUM VITAE

Gustavus Adolphus College
Department of Education
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Saint Peter, MN, 56082
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Professional Experience

2007 – present **Assistant Professor**, Education Department, Gustavus Adolphus College

2009 – 2010 **Co-chair** (1 year term, elected), Education Department, Gustavus Adolphus College

2010 – present **Assessment Coordinator** (appointed), Education Department, Gustavus Adolphus College

1998 – 2002 **Middle School Teacher**, Norwood School, Bethesda, MA

Education

2004 – 2007 **Educational Psychology**, University of Maryland, Ph.D.
College Park, MD

2002 – 2004 **Human Development**, University of Maryland, M.A.
College Park, MD

1995 – 1998 **Psychology**, Amherst College, B.A.
Amherst, MA

Teaching Interests: Educational psychology; developmental psychology; cognitive psychology; educational technology

Research Interests: Self-regulated learning; metacognition; academic motivation; computer-based learning environments; cognitive load; pre-service teacher training

Curriculum Vitae for Daniel C. Moos, PhD

Teaching Experience

Date	Institution	Responsibilities & Course Title
Fall 2007 - present	Gustavus Adolphus College Saint Peter, MN	<u>Supervision of Student Teachers</u> Assistant Professor Local (MN) & International Schools (Spain)
Fall 2007 - present	Gustavus Adolphus College Saint Peter, MN	<u>Educational Psychology (EDU 330)</u> Assistant Professor Undergraduate Level Course
Fall 2007 - present	Gustavus Adolphus College Saint Peter, MN	<u>Educational Technology (EDU 241)</u> Assistant Professor Undergraduate Level Course
Fall 2006 & Spring 2007	University of Maryland College Park, MD	<u>Cognitive Development (EDHD 420)</u> Instructor of Record Undergraduate Level Course
Spring 2005, Fall 2005, & Spring 2006	University of Maryland College Park, MD	<u>Technology Based Learning Environments (EDHD 499A)</u> Instructor of Record Master's Level Course (in-service teachers)
Spring 2004	University of Maryland College Park, MD	<u>Adaptive Learning Technologies (EDHD 799A)</u> Teaching Assistant Master's Level Course (in-service teachers)
Fall 2001 – 2002	Norwood School Bethesda, MD	<u>Sixth Grade Homeroom Teacher</u> 6 th grade Homeroom teacher. (Social Studies, Language Arts, Math, Reading)
Fall 2000 – 2001	Norwood School Bethesda, MD	<u>Sixth Grade Homeroom Teacher</u> 6 th grade Homeroom teacher. (Social Studies, Language Arts, Math, Reading)
Fall 1999 – 2000	Norwood School Bethesda, MD	<u>Middle School Mathematics Teacher and Eighth Grade Advisor</u> 8 th grader advisor and middle school math teacher
Fall 1998 – 1999	Norwood School Bethesda, MD	<u>Teacher Intern</u> Teacher intern for elementary and middle school classes

Publications

Peer-Reviewed Journal Articles

- Moos, D.C., & Honkomp, B. (2011). Adventure Learning: Motivating students in a Minnesota Middle School. *Journal of Research on Technology in Education*, 43(3), 231-254.
- Moos, D.C. (2011). Self-regulated learning and externally generated feedback with hypermedia. *Journal of Educational Computing Research*, 43(3), 261-294.
- Azevedo, R., Cromley, J.G., Moos, D.C., Greene, J.A., Winters, F.I. (2011). Adaptive content and process scaffolding: A key to facilitating students' self-regulated learning with hypermedia. *Psychological Testing and Assessment Modeling*, 53, 106-140.
- Greene, J.A., Moos, D.C., & Azevedo, R. (2011). Self-regulation of learning with computer-based learning environments. *New Directions for Teaching and Learning*, 126, 107-115.
- Moos, D.C. (2010). Nonlinear technology: Changing the conception of extrinsic motivation? *Computers & Education*, 55, 1640-1650.
- Azevedo, R., Moos, D.C., Witherspoon, A.M., & Chauncey, A.D. (2010a). Measuring cognitive and metacognitive regulatory processes used during hypermedia learning: Theoretical, conceptual, and methodological issues. *Educational Psychologist*, 45 (4), 1-14.
- Azevedo, R., Moos, D., Johnson, A., & Chauncey, A. (2010b). La misurazione dei processi di regolazione cognitive e metacognitive durante lo studio con gli ipermedia [Challenges and Issues in the measurement of cognitive and metacognitive regulatory processes used during hypermedia learning]. *Tecnologie Didattiche*, 49(1), 4-12.
- Moos, D.C., & Marroquin, L. (2010). Multimedia, hypermedia, and hypertext: Motivation considered and reconsidered, *Computers in Human Behavior*, 26, 265-276.
- Moos, D.C. (2010). Self-regulated learning with hypermedia: Too much of a good thing? *Journal of Educational Multimedia and Hypermedia*, 19(1), 59-77.
- Moos, D.C., & Azevedo, R. (2009). Self-efficacy and prior domain knowledge: To what extent does monitoring mediate their relationship with hypermedia? *Metacognition and Learning*, 4(3), 197-216.

Publications, continued

- Moos, D.C. (2009). Note-taking while learning with hypermedia: Cognitive and motivational considerations. *Computers in Human Behavior*, 25, 1120-1128.
- Battle, A., Anderson, A., & Moos, D.C. (2009). Teachers as Reflective Practitioners: A Study of Self-Regulated Learning in the Graduate Teacher Classroom. *Journal of the International Society for Teacher Education*, 13(1), 33-47.
- Moos, D.C., & Azevedo, R. (2009). Learning with computer-based learning environments: A literature review of computer self-efficacy, *Review of Educational Research*, 79(2), 576-601.
- Moos, D.C., & Azevedo, R. (2008). Exploring the fluctuation of motivation and use of self-regulatory processes during learning with hypermedia, *Instructional Science*, 36, 203-231.
- Moos, D.C., & Azevedo, R. (2008). Self-regulated learning with hypermedia: The role of prior domain knowledge, *Contemporary Educational Psychology*, 33, 270 – 298.
- Moos, D.C., & Azevedo, R. (2008). Monitoring, planning, and self-efficacy during learning with hypermedia: The impact of conceptual scaffolds, *Computers in Human Behavior*, 24(4), 1686-1706.
- Greene, J.A., Moos, D.C., Azevedo, R., & Winters, F.I. (2008). Exploring differences between gifted and grade-level students' use of self-regulatory learning processes with hypermedia, *Computers & Education*, 50, 1069 - 1083.
- Azevedo, R., Moos, D.C., Greene, J.A., Winters, F.I., & Cromley, J.C. (2008). Why is externally-regulated learning more effective than self-regulated learning with hypermedia? *Educational Technology Research and Development*, 56(1), 45-72.
- Azevedo, R., Greene, J.A., & Moos, D.C. (2007). The effect of a human agent's external regulation upon college students' hypermedia learning, *Metacognition and Learning*, 2(2/3), 67-87.
- Moos, D.C., & Azevedo, R. (2006). The role of goal structure in undergraduates' use of self-regulatory variables in two hypermedia learning tasks. *Journal of Educational Multimedia and Hypermedia*, 15(1), 49-86.
- Azevedo, R., Cromley, J.G., Winters, F.I., Moos, D.C., & Greene, J.A. (2006). Using computers as metacognitive tools to foster students' self-regulated learning. *Technology, Instruction, Cognition, and Learning Journal*, 3, 97-104.

Publications, continued

Azevedo, R., Cromley, J.G., Winters, F.I., Moos, D.C., & Greene, J.A. (2005). Adaptive human scaffolding facilitates adolescents' self-regulated learning with hypermedia. *Instructional Science (Special Issue on Scaffolding Self-Regulated Learning and Metacognition: Implications for the Design of Computer-Based Scaffolds)*, 33, 381-412.

Azevedo, R., Winters, F.I., & Moos, D.C. (2004). Can students collaboratively use hypermedia to learn about science? The dynamics of self- and other-regulatory processes in an ecology classroom. *Journal of Educational Computing Research*, 31(3), 215-245.

Journal Articles under review/under revision/in prep

Moos, D.C. & Stewart, C. (under review). Self-regulated learning with hypermedia: Bringing motivation into the conversation, *International Handbook of Metacognition and Learning Technologies*

Moos, D.C., & Ringdal, A. (under review). Self-regulated learning in the classroom: A literature review on the teacher's role. *Education Research International*

Moos, D.C. (under review). Hypermedia learning: Considering Cognitive Load and self-regulated learning. *Journal of Educational Multimedia and Hypermedia*.

Moos, D.C. (under review). Metacognitive Calibration: The role of prior domain knowledge. *Instructional Science*

Moos, D.C., & Pitton, D. (in prep). Student teacher challenges: Using Cognitive Load Theory as an explanatory lens. *Journal of Teacher Education*.

Presentations

Moos, D.C., & Pitton, D. (April, 2012). *Student teacher challenges: Using the Cognitive Load Theory as an explanatory lens*. Paper presented at the 2011 annual meeting of the American Educational Research Association, Vancouver, Canada.

Moos, D.C. (January, 2012). *Metacognition in Elementary Mathematics*. Math-Science Teaching Partnership, North Mankato, MN

Moos, D.C. (April, 2011). *Metacognitive Calibration: The more you know, the less you think you understand?* Paper presented at the 2011 annual meeting of the American Educational Research Association, New Orleans, LA.

Presentations, continued

Moos, D.C. (April, 2010). *Setting the stage for success with hypermedia: Considering cognitive load, self-regulated learning, and performance*. Paper presented at the 2010 annual meeting of the American Educational Research Association, Denver, CO.

Moos, D.C. (August, 2009). *Extrinsic and intrinsic motivation: What combination facilitates use of cognitive and metacognitive processes during learning?* Paper presented for the 2009 European Association for Research on Learning and Instruction, Amsterdam, Netherlands.

Moos, D.C. (August, 2009). *Self-regulated learning: Too much of a good thing?* Paper presented for the 2009 European Association for Research on Learning and Instruction, Amsterdam, Netherlands.

Moos, D.C. (April, 2009). *Feedback during learning with hypermedia: Cognitive, metacognitive, and motivational considerations*. Paper presented at the 2009 annual meeting of the American Educational Research Association, San Diego, CA.

Moos, D.C. (January, 2009). *Fostering a sense of meaning: The power of involving undergraduates in research*. Presentation at the Minnesota Association of Colleges for Teacher Education, Minneapolis, MN.

Moos, D.C. (June, 2008). *Catching up to technology in the classroom: A theoretical approach to this endless race*. Presentation at the 2008 Minnesota Association of Career and Technical Education, Bloomington, MN

Moos, D.C., & Marroquin, E. (April, 2008). *Note-taking with hypermedia: The whats and the whys*. Paper presentation at the Workshop on Cognition and the Web, Granada, Spain.

Moos, D.C., & Azevedo, R. (March, 2008). *Predicting differences in self-regulated learning with hypermedia: Cognitive and motivational variables*. Poster presented at the 2008 annual meeting of the American Educational Research Association, New York, NY

Moos, D.C., & Azevedo, R. (March, 2008). *Metacognition and learning with hypermedia: To what extent do prior domain knowledge and self-efficacy matter?* Paper presented at the 2008 annual meeting of the American Educational Research Association, New York, NY.

Presentations, continued

- Azevedo, R., Moos, D.C., & Greene, J. (May, 2008). *Metacognitive processes during self-regulated learning with hypermedia: A developmental comparison*. Presentation at the 3rd Biennial meeting of the EARLI Special Interest Group 16 Metacognition, Ioannina, Greece.
- Battle, A., Anderson, A., & Moos, D.C. (April, 2008). *Teachers as Reflective Practitioners: A Study of Self-Regulated Learning in the Graduate Teacher Classroom*. Paper presentation at the 28th Annual International Society for Teacher Education, Armidale, Australia.
- Moos, D.C. (February, 2008). *Should we or Shouldn't we? Using teaching experience, theory, and research to address the application of technology in the classroom*. Presentation at the Collaboration for the Advancement of College Teaching & Learning. St. Paul, MN.
- Moos, D.C. (October, 2007). *Technology in the classroom: A call for a theoretical explanation of student learning*. Presentation at the Minnesota Association of Colleges for Teacher Education, Minneapolis, MN.
- Battle, A., Anderson, A., & Moos, D.C. (October, 2007). *Self-regulated learning in the graduate classroom: Student and instructor perceptions*. Poster presented at the Society for the Study of Human Development's Fifth Biennial Conference on Crossing Boundaries in Human Development.
- Azevedo, R., Moos, D.C., & Greene, J.A. (August, 2007a). *External regulating agents' adaptive content and process scaffolding: The key to fostering mental model development during hypermedia learning*. In D. S. McNamara & J. G. Trafton (Eds.), *Proceedings of the 29th Annual Cognitive Science Society* (pp. 71-76). Austin, TX: Cognitive Science Society.
- Witherspoon, A., Azevedo, R., Greene, J., Moos, D. C., Baker, S., Trousdale, A., & Scott, J. (July, 2007). *The dynamic nature of self-regulated behavior in self-regulated learning and externally-regulated learning episodes*. Paper presented at the Artificial Intelligence in Education 2007 Conference.
- Moos, D.C., & Azevedo, R. (April, 2007). *Learning with hypermedia: The role of cognitive, motivational, and contextual factors*. Paper presented at the 2007 annual meeting of the American Educational Research Association, Chicago, IL.
- Moos, D.C., & Azevedo, R. (April, 2007). *Students' monitoring, planning, and self-efficacy during learning with hypermedia: The impact of conceptual scaffolds*. Paper presented at the 2007 annual meeting of the American Educational Research Association, Chicago, IL.

Presentations, continued

- Azevedo, R., Moos, D.C., & Greene, J.A. (April, 2007b). *The role of developmental differences and metacognitive monitoring during learning with hypermedia*. Paper presented at the 2007 annual meeting of the American Educational Research Association, Chicago, IL.
- Azevedo, R., Moos, D.C., & Greene, J.A. (April, 2007c). *Can adolescents benefit from all adaptive scaffolding methods designed to facilitate self-regulated learning with hypermedia?* Paper presented at the 2007 annual meeting of the American Educational Research Association, Chicago, IL.
- Anderson, A., Moos, D.C., & Battle, A. (January, 2007). *A mixed method action research approach to instruction in psychology*. Paper presented at the 29th Annual National Institute on the Teaching of Psychology, St. Petersburg, FL.
- Moos, D.C., & Azevedo, R. (June, 2006). *Examining the fluctuation of strategy use during learning with hypermedia*. Paper presented at the 7th International Conference of the Learning Sciences, Bloomington, IN.
- Azevedo, R., Greene, J.A., Moos, D.C., Winters, F.I., Cromley J.G., & Godbole-Chadhuri, P. (June, 2006). *Is externally-regulated learning by a human tutor always effective in facilitating learning with hypermedia?* Paper presented at the 7th International Conference of the Learning Sciences, Bloomington, IN.
- Greene, J.A., Moos, D.C., Azevedo, R., & Winters, F.I. (June, 2006). *Exploring the differences between gifted and grade-level students' use of self-regulatory learning processes with hypermedia*. Paper presented at the 7th International Conference of the Learning Sciences, Bloomington, IN.
- Moos, D.C., & Azevedo, R. (April, 2006). *Exploring the fluctuation of motivation and use of self-regulatory processes during learning with hypermedia*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Moos, D.C., & Azevedo, R. (April 2006). *The role of prior knowledge in self-regulated learning with hypermedia*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Azevedo, R., Greene, J.A., Moos, D.C., Winters, F.I., & Cromley, J.G. (April, 2006). *Comparing the effectiveness of self-regulated learning against externally-regulated learning*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Presentations, continued

Azevedo, R., Moos, D.C., Winters, F.I., Greene, J.A., Cromley, J.C., Olson, E.D., & Chaudhuri, P. (April, 2005). *Why is externally-regulated learning more effective than self-regulated learning with hypermedia?* Paper presented at the annual meeting of the American Educational Research Association, Montréal, Canada.

Azevedo, R., Cromley, J.G., Winters, F.I., Moos, D.C., & Greene, J.A. (April, 2005a). *Adaptive human scaffolding facilitates adolescents' self-regulated learning with hypermedia.* Paper presented at the annual meeting of the American Educational Research Association, Montréal, Canada.

Azevedo, R., Cromley, J.G., Winters, F.I., Moos, D.C., & Greene, J.A. (April, 2005b). *Using computers as MetaCognitive tools to foster students' self-regulated learning.* Paper presented at an invitational session of the Technology, Instructional, Cognition, and Learning SIG at the annual meeting of the American Educational Research Association, Montréal, Canada.

Azevedo, R., Cromley, J.G., Winters, F.I., Moos, D.C., Greene, J.A., & Vick, J. (April, 2005). *Are all adaptive scaffolding methods equally effective in facilitating self-regulated learning with hypermedia?* Paper presented at the annual meeting of the American Educational Research Association, Montréal, Canada.

Azevedo, R., Winters, F.I., & Moos, D.C. (June, 2004). *Can students collaboratively use hypermedia to learn about science? The dynamics of self-and other-regulatory processes in the classroom.* Paper presented at the 6th International Conference of the Learning Sciences, Santa Monica, LA.

Cromley, J.C., Azevedo, R., Moos, D.C., & Fried, D. (June, 2004). *Developmental patterns in searching for information in hypermedia.* Paper presented at the 11th annual meeting of the Society for the Scientific Study of Reading, Amsterdam, The Netherlands.

Azevedo, R., Cromley, J.G., Winters, F.I., & Moos, D.C. (April, 2004). *Designing adaptive scaffolds in hypermedia to facilitate students' self-regulated learning.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Azevedo, R., Cromley, J.G., Winters, F.I., Moos, D.C., Levin, D.M., & Fried, D. (April, 2004). *Adaptive scaffolding and self-regulated learning from hypermedia: A developmental study.* Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Editorial Review Board (peer-reviewed journals)

Editorial Review Board, *Metacognition and Learning*
Editorial Review Board, *Educational Research International*

Reviewing Activities (peer reviewed journals)

Ad Hoc Reviewer, *American Educational Research Journal*
Ad Hoc Reviewer, *Computers & Education*
Ad Hoc Reviewer, *Computers in Human Behavior*
Ad Hoc Reviewer, *Computing in Higher Education*
Ad Hoc Reviewer, *Contemporary Educational Psychology*
Ad Hoc Reviewer, *Electronic Journal of Research in Educational Psychology*
Ad Hoc Reviewer, *Instructional Science*
Ad Hoc Reviewer, *Journal of Advanced Academics*
Ad Hoc Reviewer, *Journal of Computer Assisted Learning*
Ad Hoc Reviewer, *Journal of Educational Computing Research*
Ad Hoc Reviewer, *Journal of Educational Psychology*
Ad Hoc Reviewer, *Learning and Instruction*
Ad Hoc Reviewer, *Learning and Individual Differences*
Ad Hoc Reviewer, *Metacognition and Learning*
Ad Hoc Reviewer, *Research in Learning Technology*

Reviewing Activities (peer reviewed conferences)

Proposal Reviewer, American Educational Research Association
Proposal Reviewer, American Psychological Association, Division 15-Educational Psychology

Grants

Presidential Faculty-Student Collaboration grant (awarded Summer 2011)
Research, Scholarship, and Creativity grant (awarded Summer 2010)
Presidential Faculty-Student Collaboration grant (awarded Summer 2009)

Professional Associations

American Educational Research Association (AERA)
American Psychological Association (APA)

Curriculum Vitae for Daniel C. Moos, PhD

Services outside the Education Department, Gustavus Adolphus College

- Kendall center for Engaged Learning Faculty Associate for Evidence-Based Teaching (*appointed*), 2012 - 2013
- Faculty Development Committee (*elected 3 year term; co-chair, 2011- 2012 and 2012 - 2013*), Fall 2010 – Spring 2013
- Academic Technology Committee (*elected 3 year term, secretary, 2009 – 2010, 2011 - 2012*), Fall 2009 – Spring 2012
- Teachers Talking Presenter (Research), January 2012
- Sesquicentennial Story Committee (*appointed*), Spring 2010 – Spring 2011
- Pastor to Pastor, presenter (Adolescent Development), Fall 2011
- External Reviewer for Culpeper Evaluation Committee, Spring 2010
- Faculty Facilitator for First Year Orientation, Fall 2009
- Partnership Council member, Spring 2009 - Fall 2010
- Counseling Center Director Search Committee, Spring 2009 - Summer 2009
- Scholarship Days Interviewer, Spring 2009, Spring 2010, Spring 2011, Spring 2012
- Teachers Talking Presenter (Student Evaluations), Spring 2011
- Teachers Talking Technology Presenter (SmartBoards), Spring 2009
- First Year Seminar Workshop Presenter, Summer 2008 & Summer 2009
- Commission Gustavus 150: Student Life Task Force Member, Fall 2008 - Spring 2009
- First Year Seminar Advisory Board Member, Fall 2008 - Spring 2009
- Faculty Advisor, Freshman Registration, Summer 2008

Services in the Education Department, Gustavus Adolphus College

- Assessment Coordinator (*appointed*), Education Department, Summer 2010 – present
- Co-Chair (*elected 1 year term*), Education Department, Fall 2009 - Spring 2010
- Faculty Advisor for Student Education Association, Fall 2009 – Spring 2010
- Faculty Advisor for KDP (*Honor Society for Education*), Fall 2008 – Spring 2010
- Faculty Search Committee, Education Department, 2008, 2009, 2010
- Student Admission Committee, Education Department, Fall 2007, Fall 2009, Spring 2010, Spring 2011

Honors, Awards, and Recognitions

Travel Research Award, Gustavus Adolphus College, 2008, 2009, 2010, 2011, 2012

Student Research Award Chair, SSRL SIG (through AERA), *elected*, Spring 2010

Outstanding Article of the Year (co-author), Association for Educational

Communications and Technology, 2008

Graduate Student Research Award, Self-Regulated Learning SIG, AERA, 2007

Human Development Travel Award, University of Maryland, College Park, 2007

Human Development Research Award, University of Maryland, College Park, 2006

Departmental Doctoral Fellowship, University of Maryland, College Park, 2004
