

Daniel C. Moos, Ph.D.
CURRICULUM VITAE

Gustavus Adolphus College, Department of Education
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202-841-0977; dmoos@gustavus.edu

PROFESSIONAL EXPERIENCES

Gustavus Adolphus College, Saint Peter, MN

Associate Professor	2013 - present
Assistant Professor	2007 - 2013
College Assessment Director	2014 - 2016
Assessment Coordinator (Education Department)	2010 - present
Co-Chair (Education Department)	2009 - 2010

Norwood School, Bethesda, MD

Middle School Teacher	1998 - 2002
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EDUCATION

Educational Psychology, Ph.D. University of Maryland, College Park, MD	2004 – 2007
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Human Development, M.A. University of Maryland, College Park, MD	2002 – 2004
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Psychology, B.A. Amherst College, Amherst, MA	1995 – 1998
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Curriculum Vitae for Daniel C. Moos, PhD

TEACHING EXPERIENCES

Date	Institution	Responsibilities & Course Title
Fall 2007 - present	Gustavus Adolphus College Saint Peter, MN	<u>Developmental & Educational Psychology</u> Assistant & Associate Professor Undergraduate Level Course
Fall 2007 - present	Gustavus Adolphus College Saint Peter, MN	<u>Educational Technology</u> Assistant & Associate Professor Undergraduate Level Course
Fall 2007 - present	Gustavus Adolphus College Saint Peter, MN	<u>Supervision of Student Teachers</u> Assistant & Associate Professor Local (MN) & International Schools (Spain)
Fall 2006 & Spring 2007	University of Maryland College Park, MD	<u>Cognitive Development</u> Instructor of Record Undergraduate Level Course
Spring 2005, Fall 2005, & Spring 2006	University of Maryland College Park, MD	<u>Technology Based Learning Environments</u> Instructor of Record Master's Level Course (in-service teachers)
Spring 2004	University of Maryland College Park, MD	<u>Adaptive Learning Technologies</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>
Fall 1998 – 1999	Norwood School Bethesda, MD	<u>Teacher Intern</u> Teacher intern for K – 8 grade classrooms

PUBLICATIONS

- Moos**, D.C. & Miller, A. (2014). Personal beliefs as a lens: The role of epistemological and self-regulated learning beliefs in pre-service teachers' evaluation of lesson plans. *British Journal of Education, Society & Behavioural Science*, 4(8), 768-783.
- Moos**, D.C. (2014). Setting the stage for metacognition during hypermedia learning: What motivation constructs matter? *Computers & Education*, 70, 128 – 137.
- Moos**, D.C. (2013). Hypermedia learning: Considering Cognitive Load and self-regulated learning. *Journal of Educational Multimedia and Hypermedia*, 22(1) 39-61.
- Moos**, D.C. & Stewart, C. (2013). Self-regulated learning with hypermedia: Bringing motivation into the conversation. In R. Azevedo and V. Aleven (Eds), *International Handbook of Metacognition and Learning Technologies* (pg 683 - 697). New York, NY: Springer.
- Moos**, D.C., & Pitton, D. (2013). Student teacher challenges: Using Cognitive Load Theory as an explanatory lens. *Teaching Education*. DOI: 10.1080/10476210.2012.754869
- Moos**, D.C., & Ringdal, A. (2012). Self-regulated learning in the classroom: A literature review on the teacher's role. *Education Research International*.
- 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.

PUBLICATIONS, continued

- 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.
- 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.

PUBLICATIONS, continued

- 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.
- 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 in prep, under review, and/or under revision

- Moos**, D.C. (under review). Self-Regulated Learning, Epistemological, and Instructional Practice Beliefs: A Perspective of Pre-service Teachers. *National Teacher Education*.
- Moos**, D.C., & Miller, A., (under review). The self-regulated learning cycle with hypermedia: Stable between learning tasks? *Journal of Cognitive Education and Psychology*

PRESENTATIONS

- Moos**, D.C., & Miller, A., (April 2014). *The self-regulated learning cycle with hypermedia: Stable between learning tasks?* Paper presented at the 2014 annual meeting of the American Educational Research Association, Philadelphia, PA.

PRESENTATIONS, continued

- Moos, D.C.** (April 2013). *"I think I can!" Which motivation constructs are predictive of metacognition during learning?* Paper presented at the 2013 annual meeting of the American Educational Research Association, San Francisco, CA.
- Moos, D.C. & Miller, A.** (April 2013). *Personal beliefs as a lens: The role of epistemological and self-regulated learning beliefs in pre-service teachers' evaluation of lesson plans.* Paper presented at the 2013 annual meeting of the American Educational Research Association, San Francisco, CA.
- Moos, D.C. & Finley, A.** (April 2013). *Self-regulated learning and Epistemological beliefs: A developmental perspective of pre-service teachers.* Paper to be presented at the 2013 annual meeting of the American Educational Research Association, San Francisco, CA,
- Moos, D.C., & Pitton, D.** (April, 2012). *Student teacher challenges: Using the Cognitive Load Theory as an explanatory lens.* Paper presented at the 2012 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.
- 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.

PRESENTATIONS, continued

- 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.
- 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.

PRESENTATIONS, continued

- 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.
- 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.

PRESENTATIONS, continued

- 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.
- 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.

PRESENTATIONS, continued

- 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.
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SERVICES WITHIN THE FIELD

Senior Chair, Studying and Self-Regulated learning Special Interest Group,
American Educational Association (2014 – 2015)

Junior Chair, Studying and Self-Regulated learning Special Interest Group,
American Educational Association (2013 – 2014)

Student Mentor, Studying and Self-Regulated learning Special Interest Group,
American Educational Association (2014)

Editorial Review Board Member: *Contemporary Educational Psychology* (2013 – present), *Metacognition and Learning* (2012 – present), *International Journal of Education and Information Technologies* (2013 – present); *Advances in Human-Computer Interaction* (2013 – 2014), *Educational Research International* (2012 – 2014)

Ad Hoc Peer reviewer for the following journals: *American Educational Research Journal*, *Asia Pacific Education Review*, *Australian Education Researcher*, *British Journal of Education, Society & Behavioural Science*, *Computers & Education*, *Computers in Human Behavior*, *Computing in Higher Education*, *Contemporary Educational Psychology*, *Educational Psychology: An International Journal of Experimental Educational Psychology*, *Educational Research and Review*, *Electronic Journal of Research in Educational Psychology*, *Hellenic Journal of Psychology*, *International Research in Education*, *Instructional Science*, *Journal of Advanced Academics*, *Journal of Computer Assisted Learning*, *Journal of Educational Computing Research*, *Journal of Educational Psychology*, *Journal of Educational Research*, *Journal of Experimental Education*, *Journal of Learning Analytics*, *Journal of School Psychology*, *Learning and Instruction*, *Learning and Individual Differences*, *Research in Learning Technology*, *SAGE Open*, *Science Education*, *Studies in Education Evaluation*

GRANTS/AWARDS

- **Research, Scholarship, and Creativity grant** (2013)
- **Presidential Faculty-Student Collaboration grant** (2011)
- **Research, Scholarship, and Creativity grant** (2010)
- **Presidential Faculty-Student Collaboration grant** (2009)
- **Gustavus Adolphus College Travel Award** (2007 – present)

SERVICES WITHIN GUSTAVUS ADOLPHUS COLLEGE

- Personnel Committee 2014 - 2016
- College Assessment Director 2014 – 2016
- Curriculum Committee (*ex officio*) 2014 – 2016
- College Wide Assessment Committee (*ex officio*) 2014 – 2016
- Committee on Assessment of Student Learning (*ex officio*) 2014 – 2016
- General Education Subcommittee (*ex officio*) 2014 – 2016
- Accreditation Committee 2014 – 2016
- Course Evaluation Working Group 2014 –
- First year external reviewer for Patricia Reeder 2014
- Faculty Associate for Evidence-Based Teaching 2012 - 2013
- Program Assessment Liaison 2012 - Present
- Faculty Development Committee (*co-chair: 2011- 2013*) 2010 – 2013
- Academic Technology Committee (*secretary: 2011 - 2012*) 2009 - 2012
- Teachers Talking Presenter (Student Research) January 2012
- Sesquicentennial Story Committee 2010 - 2011
- Pastor to Pastor, presenter (Adolescent Development) 2011
- External Reviewer for Culpeper Evaluation Committee Spring 2010
- Faculty Facilitator for First Year Orientation 2009, 2012, 2014
- Counseling Center Director Search Committee 2009
- Scholarship Days Interviewer 2009, 2010, 2011, 2012
- Teachers Talking Presenter (Student Evaluations) Spring 2011
- Teachers Talking Technology Presenter (SmartBoards) Spring 2009
- First Term Seminar (FTS) Workshop Presenter 2008, 2009, 2013
- Commission Gustavus 150: Student Life Task Force Member 2008 - 2009
- First Term Seminar (FTS) Advisory Board Member 2008 - 2009
- Faculty Advisor, Summer Freshman Registration 2008

**SERVICES WITHIN GUSTAVUS ADOLPHUS COLLEGE,
EDUCATION DEPARTMENT**

- Assessment Coordinator (Education Department) 2010 - Present
- Co-Chair (*elected 1 year term*) 2009 - 2010
- Faculty Advisor for Student Education Association 2009 - 2010
- Faculty Advisor for KDP (*Honor Society for Education*) 2008 – 2 010
- Faculty/Staff Search Committee 2008, 2009, 2010, 2012, 2014, 2015
- Student Admission Committee 2007, 2009, 2010, 2011, 2014