

Daniel C. Moos, Ph.D.
CURRICULUM VITAE

Gustavus Adolphus College, Department of Education
800 West College Avenue, Saint Peter, MN, 56082
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. Alevan (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.

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.

PUBLICATIONS, continued

- 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.
- 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.

PUBLICATIONS, continued

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., & Miller, A., (under revision). The self-regulated learning cycle with hypermedia: Stable between learning tasks? *Journal of Cognitive Education and Psychology*

Moos, D.C. (under review). Self-Regulated Learning, Epistemological, and Instructional Practice Beliefs: A Perspective of Pre-service Teachers. *Teaching in Higher Education*.

PRESENTATIONS

Moos, D.C., & Bonde, C. (April 2015). *Flipping the classroom: Embedding self-regulated learning prompts in videos*. Paper to be presented at the 2014 annual meeting of the American Educational Research Association, Chicago, IL.

Moos, D.C. (April 2015). *Measuring Self-Regulated Learning: Issues and Innovations*. Symposium paper to be presented at the 2014 annual meeting of the American Educational Research Association, Chicago, IL.

Moos, D.C. (April 2015). *Pre-service Teachers' Developing Views of Instructional Practice: The Impact of Self-Regulated Learning*. Paper to be presented at the 2014 annual meeting of the American Educational Research Association, Chicago, IL.

PRESENTATIONS, continued

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.

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.

PRESENTATIONS, continued

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.

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.

PRESENTATIONS, continued

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.

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.

PRESENTATIONS, continued

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.

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.

PRESENTATIONS, continued

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.

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)
- **Co-Chair, Committee on the Development of Early Career Educational Psychologist, American Psychological Association** (2014 – 2015)

Editorial Review Board Member: *Contemporary Educational Psychology* (2013 – present), *Metacognition and Learning* (2012 – present), *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 2010 & 2013
- Presidential Faculty-Student Collaboration grant 2009 & 2011
- 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