

Daniel C. Moos, Ph.D.
CURRICULUM VITAE

Gustavus Adolphus College
Department of Education
Mattson Hall
800 West College Avenue
Saint Peter, MN, 56082

Personal Information

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Positions

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

2009 – *présent* Co-chair (elected), Education Department, Gustavus Adolphus College

Education

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

2001 – 2004 Human Development, University of Maryland, M.A.
College Park, MD

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

Teaching Interests

Educational psychology; cognitive psychology; educational technology

Research Interests

Self-regulated learning; academic motivation; computer-based learning environments;
cognitive load; pre-service teachers training

Curriculum Vitae for Daniel C. Moos, Phd.

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Teaching Experience

Date	Institution	Responsibilities & Course Title
Fall 2007 - present	Gustavus Adolphus College Saint Peter, MN	<u>Supervision of Student Teachers</u> <i>Local (MN) & International Schools (Spain)</i>
Fall 2007 - present	Gustavus Adolphus College Saint Peter, MN	<u>Educational Psychology (EDU 330)</u> <i>Undergraduate Level Course</i> (average enrollment 25)
Fall 2007 - present	Gustavus Adolphus College Saint Peter, MN	<u>Educational Technology (EDU 241)</u> <i>Undergraduate Level Course</i> (average enrollment 21)
Fall 2006 - Spring 2007	University of Maryland College Park, MD	<u>Cognitive Development (EDHD 420)</u> <i>Instructor</i> <i>Undergraduate Level Course</i> (average enrollment 20)
Spring 2005 - Spring 2006	University of Maryland College Park, MD	<u>Technology Based Learning Environments (EDHD 499A)</u> <i>Instructor</i> <i>Master's Level Course (in-service teachers)</i> (average enrollment 14)
Spring 2004	University of Maryland College Park, MD	<u>Adaptive Learning Technologies (EDHD 799A)</u> <i>Teaching Assistant</i> <i>Master's Level Course (in-service teachers)</i> (enrollment 15)
Fall 2000 – 2002	Norwood School Bethesda, MD	<u>Sixth Grade Teacher</u> Homeroom teacher for approximately twenty 6 th graders.
Fall 1999 – 2000	Norwood School Bethesda, MD	<u>Middle School Mathematics Teacher and Eighth Grade Advisor</u> 8 th grader advisor and mathematics teacher for 6 th , 7 th , and 8 th grade classes..
Fall 1998 – 1999	Norwood School Bethesda, MD	<u>Teacher Intern</u> Teacher intern for elementary and middle school classes.

Publications

Manuscripts/Journal Articles

- Moos, D.C., & Azevedo, R. (in press). Self-efficacy and prior domain knowledge: To what extent does monitoring mediate their relationship with hypermedia? *Metacognition and Learning*
- 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 and 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.

Publications, continued

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.

Manuscripts under review

Moos, D.C. (under review). Feedback during learning with hypermedia: Cognitive, Metacognitive, and motivational considerations. *Instructional Science*

Moos, D.C. (under review). Extrinsic motivation: Considering its effect on self-regulated learning with hypermedia, *Contemporary Educational Psychology*

Moos, D.C. (under review). Self-regulated learning with hypermedia: Too much of a good thing? *Computers & Education*

Moos, D.C., & Marroquin (under review). Multimedia, hypermedia, and hypertext: Motivation considered and reconsidered, *Computers in Human Behavior*

Refereed Conference Proceedings

Azevedo, R., Witherspoon, A., Baker, S., Greene, J.A., Moos, D.C., Sullins, J., Trousdale, A., & Scott, J. (2007). Do various self-regulatory processes predict different learning outcomes with hypermedia? In R. Luckin, K. Koedinger, & J. Greer (Eds.), *Artificial intelligence in education: Building technology rich learning contexts that work* (pp. 527-529). Amsterdam, The Netherlands, IOS Press.

Refereed Conference Proceedings, continued

- Witherspoon, A., Azevedo, R., Greene, J.A., Moos, D.C., & Baker, S. (2007). The dynamic nature of self-regulatory behavior in self-regulated learning and externally-regulated learning episodes. In R. Luckin, K. Koedinger, & J. Greer (Eds.), *Artificial intelligence in education: Building technology rich learning contexts that work* (pp. 179-186). Amsterdam, The Netherlands, IOS Press.
- Moos, D.C., & Azevedo, R. (2006). Examining the fluctuation of strategy use during learning with hypermedia. In S. Barab, K. Hay, & D. Hickey (Eds.), *Proceedings of the 7th International Conference of the Learning Sciences* (pp. 481-487). Mahwah, NJ: Erlbaum.
- Azevedo, R., Greene, J.A., Moos, D.C., Winters, F.I., Cromley J.G., & Godbole-Chadhuri, P. (2006). Is externally-regulated learning by a human tutor always effective in facilitating learning with hypermedia? In S. Barab, K. Hay, & D. Hickey (Eds.), *Proceedings of the 7th International Conference of the Learning Sciences* (pp. 16-22). Mahwah, NJ: Erlbaum.
- Greene, J., Moos, D.C., Azevedo, R., & Winters, F.I. (2006). Exploring the differences between gifted and grade-level students' use of self-regulatory learning processes with hypermedia. In S. Barab, K. Hay, & D. Hickey (Eds.), *Proceedings of the 7th International Conference of the Learning Sciences* (pp. 210-216). Mahwah, NJ: Erlbaum.
- Azevedo, R., Moos, D.C., Winters, F.W., Greene, J.A., Cromley, J.G., Olson, E.D., & Godbole-Chaudhuri, P. (2005). Why is externally-regulated learning more effective than self-regulated learning with hypermedia? In C-K. Looi, McCalla, G., Bredeweg, B., & Breuker, J. (Eds.), *Artificial intelligence in education: Supporting learning through intelligent and socially informed technology* (pp. 41-48). Amsterdam, The Netherlands: IOS Press.
- 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 the classroom. In Y. Kafai, W. Sandoval, N. Enyedy, A. Nixon, & F. Herrera (Eds.), *Embracing diversity in the learning sciences* (p. 50-57). Mahwah, NJ: Erlbaum.
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Presentations

- Moos, D.C. (August, 2009). *Extrinsic and intrinsic motivation: What combination facilitates use of cognitive and metacognitive processes during learning?* Paper to be 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 to be 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 to be 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.

Presentations, continued

- 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.
- 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.

Presentations, continued

- 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.
- 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.

Presentations, continued

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

Reviewing Activities

Ad Hoc Reviewer, *Journal of Educational Psychology*
Ad Hoc Reviewer, *Computers in Human Behavior*
Ad Hoc Reviewer, *Computers and Education*
Ad Hoc Reviewer, *American Educational Research Journal*
Ad Hoc Reviewer, *Instructional Science*
Ad Hoc Reviewer, *Journal of Computing in Higher Education*
Ad Hoc Reviewer, *Learning and Individual Differences*
Ad Hoc Reviewer, *Journal of Educational Computing Research*
Ad Hoc Reviewer, *Electronic Journal of Research in Educational Psychology*
Proposal Reviewer, American Educational Research Association, Division C-Learning and Instruction/ Section 5: Learning Environments, Section 6: Cognitive, Social and Motivational Processes Section, and Section 7: Technology Research
Proposal Reviewer, American Psychological Association, Division 15-Educational Psychology

Grants

Presidential Faculty-Student Collaboration grant (awarded Summer 2009)

Professional Associations

American Educational Research Association (AERA)
American Psychological Association (APA)
International Society of the Learning Sciences (ISLS)

Services to the College

Institutional Infrastructure Advisory Committee (3 yr elected position), Fall 2009 - 2012
Student Education Association, Faculty Advisor, Fall 2009 - Spring 2010
First Year Orientation, Faculty Facilitator, Fall 2009
Partnership Council, Spring 2009 - Fall 2010
Counseling Center Director Search Committee, Spring - Summer 2009
Scholarship Days, Interviewer, Spring 2009
Teachers Talking Technology, Presenter, Spring 2009
Commission Gustavus 150: Student Life Task Force Member, Fall 2008 - Spring 2009
First Year Seminar Advisory Board Member, Fall 2008 – Spring 2009
KDP (Honor Society for Education) Faculty Advisor, Fall 2008 - present
Faculty Search Committee, Education Department, Fall 2008. Fall 2009
Freshman Registration, Advisor, Summer 2008
First Year Seminar Workshop, Presenter, Summer 2008, Summer 2009
Admission Committee, Education Department, Fall 2007, Fall 2009

Honors, Awards, and Recognitions

Outstanding Article of the Year (co-author), Association for Educational
Communications and Technology, 2008
Nominated for Gustavus Adolphus College Faculty Scholarly Achievement Award, 2008
Travel Research Award, Gustavus Adolphus College, 2008, 2009
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
