CURRICULUM VITAE

Daniel C. Moos, Ph.D.

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

Personal Information

Home Address: 2727Ashbourne Rd.
Wayzata, MN 55391
Phone: 202-841-0977
Email: dmoos@gustavus.edu

Education

2004 – 2007	Educational Psychology, University of Maryland, College Park, MD Dissertation Title: Learning with hypermedia: The role of cognitive, motivational, and contextual factors Chair: Dr. Roger Azevedo	Ph.D.
2001 – 2004	Human Development, University of Maryland, College Park, MD Thesis Title: The role of goal structure in undergraduates' use of self-regulatory variables in two hypermedia learning tasks Chair: Dr. James P. Byrnes	M.A.
1995 – 1998	Psychology, Amherst College, Amherst, MA	B.A.

Teaching and Research Interests

Educational psychology, cognitive psychology, educational technology, academic motivation, self-regulated learning, computer-based learning environments

Publications

Manuscripts/Journal Articles

Moos, D.C., & Azevedo, R. (in press). Learning with computer-based learning environments: A literature review of computer self-efficacy, *Review of Educational Research*

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 effectiveness of an external regulated human agent's facilitation of 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.

Manuscripts under review

Moos, D.C., & Azevedo, R. (under review). Metacognition and learning with hypermedia: To what extent do prior domain knowledge and self-efficacy matter?, *Metacognition and Learning*

Moos, D.C. (in preparation). Note-taking with hypermedia: The whats and whys. *Interacting with Computers*

Moos, D.C. (in preparation). Predicting metacognition during learning with hypermedia: A cognitive and motivational approach, *Journal of Educational Computing Research*

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.

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.

Presentations

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 Biennail 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.

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.

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., Greeene, 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.

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

Teaching Experience

Date	Institution	Responsibilities & Course Title
Fall 2007 - present	Gustavus Adolphus College	*Supervision of Student Teachers* *Assistant Professor* (supervised 6 pre-service student-teachers)
Fall 2007 - present	Gustavus Adolphus College Saint Peter, MN	*Educational Psychology: EDU 330* *Assistant Professor* *Undergraduate Level Course* (average enrollment 25)
Fall 2007 - present	Gustavus Adolphus College Saint Peter, MN	*Educational Technology: EDU 241* *Assistant Professor* *Undergraduate Level Course* (average enrollment 20)
Spring 2007	University of Maryland College Park, MD	*Cognitive Development: EDHD 420* *Instructor* *Undergraduate Level Course* (enrollment 17)
Fall 2006	University of Maryland College Park, MD	*Cognitive Development: EDHD 420* *Instructor* *Undergraduate Level Course* (enrollment 21)
Spring 2006	University of Maryland College Park, MD	*Technology Based Learning Environments: EDHD 499A* *Instructor* *Master's Level Course taught to in-service teachers* (enrollment 12)
Spring 2005	University of Maryland College Park, MD	*Technology Based Learning Environments: EDHD 499A* *Instructor* *Master's Level Course taught to in-service teachers* (enrollment 14)
Spring 2004	University of Maryland College Park, MD	*Adaptive Learning Technologies: EDHD 799A* *Teaching Assistant* *Master's Level Course* (enrollment 15)

Teaching Experience, continued

Date	Institution	Responsibilities & Classes
Fall 2000 – 2002	Norwood School Bethesda, MD	*Sixth Grade Teacher* Teacher for approximately twenty 6th graders. Responsibilities included constructing lesson plans, leading class discussions, and grading all school work for history, reading, mathematics, and language arts.
Fall 1999 – 2000	Norwood School Bethesda, MD	*Middle School Mathematics Teacher and Eighth Grade Advisor* 8th grader advisor and mathematics teacher for 6th, 7th, and 8th grade classes. Responsibilities included constructing lesson plans, leading class discussions, and grading all school work for these classes.
Fall 1998 – 1999	Norwood School Bethesda, MD	*Teacher Intern* Teacher intern for elementary and middle school classes. Responsibilities included constructing lesson plans, grading school work, and co-teaching various middle and elementary school classes.
Fall 1997 – 1998	Amherst College Amherst, MA	*Peer Tutor* *Psychology Department* Nominated by psychology department to tutor undergraduates in psychology courses.

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
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
Annual College Award for Outstanding Master's Student, University of Maryland, 2004

Reviewing Activities

Ad Hoc Reviewer, *Journal of Educational Psychology*
Ad Hoc Reviewer, *Computers in Human Behavior*
Ad Hoc Reviewer, *American Educational Research Journal*

Reviewing Activities, continued

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*
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

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Professional Associations

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