

ALEXANDRA LIST

Department of Educational Psychology, Counseling, and Special Education
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APPOINTMENTS

Assistant Professor *August 2017-Present*
Department of Educational Psychology, Counseling, and Special Education
College of Education
The Pennsylvania State University

Assistant Professor *August 2015-May 2017*
Department of Educational Psychology
Teachers College
Ball State University

EDUCATION

Ph.D. Human Development and Quantitative Methodology *December 2014*
Specialization: Educational Psychology
University of Maryland, College Park, MD
Advisor: Patricia A. Alexander
Dissertation Title: Modeling Multiple Source Use: Using Individual Difference Factors and Multiple Source Use Behaviors to Predict Response Quality

M.A. Measurement, Statistics, and Evaluation *December 2013*
University of Maryland, College Park, MD
Advisor: Gregory R. Hancock
Master's Paper Title: "What's the question?" Examining the Impact of Question Type on Students' Multiple Source Use

B.A. Special Major: Educational Studies and Psychology *May 2009*
Swarthmore College, Swarthmore, PA
Pennsylvania Secondary Teacher Certification Program
Thesis Title: Understanding Student Motivation for Heritage Language Learning

PROFESSIONAL INTERESTS

Reading and comprehension
Multiple source comprehension and integration
Task design
Beliefs about knowledge and information
Learning in the domains

PUBLICATIONS

Chapters in Edited Volumes

- Dinsmore, D. L., Hattan, C., & **List, A.** (*in press*). A meta-analysis of strategy use and performance in the model of domain learning. In: H. Fives & D.L. Dinsmore (Eds.). *The model of domain learning: Understanding the development of expertise*. Taylor & Francis.
- List, A.** & Alexander, P.A. (*in press*). The cognitive affective engagement model of multiple source use. In: J.L.G. Braasch, I. Bråten, & M.T. McCrudden (Eds.). *Handbook of Multiple Source Use*. Routledge.
- Grossnickle, E. M., Alexander, P. A., & **List, A.** (2017). The argument for epistemic competence. In B. Moschner, A. Anschütz, & H. Gruber (Eds.). *Knowledge and learning in the perspective of learners and instructor: How epistemic beliefs influence school, university, and the workplace*. Munster, Germany: Waxmann Verlag.
- Nadasen, D., & **List, A.** (2016). Predicting four-year student success from two-year student data. In: B. Kei Daniel & R. Butson, (Eds.). *Big data and learning analytics: Current theory and practice in higher education*. (pp. 221-236). Switzerland: Springer International Publishing.
- Alexander, P. A., Grossnickle, E. M., & **List, A.** (2014). Navigating the labyrinth of teacher motivation and emotion. In P. W. Richardson, S. Karabenick, & H. Watt (Eds.), *Teacher motivation: Theory and practice* (pp. 150-163). New York: Routledge.
- Renninger, K. A., & **List, A.** (2012). Scaffolding for learning. In N. Seel (Ed.), *Encyclopedia of the sciences of learning* (pp. 2922-2926). New York: Springer Science and Business Media, LLC.

Refereed Journal Articles

- List, A.**, Grossnickle, E. M., Alexander, P. A., & Loyens, S. M. M. (accepted). Role of educational context and epistemic beliefs in students' multiple source use. *European Journal of Psychology of Education*.
- List, A.**, & Alexander, P.A. (2017). Text navigation in multiple source use. *Computers in Human Behavior*, 75, 364-375.
- List, A.** & Alexander, P.A. (2017). Analyzing and integrating models of multiple text comprehension: introduction to the special issue. *Educational Psychologist*, 52(3), 143-147.
- List, A.**, & Alexander, P.A. (2017). Cognitive affective engagement model of multiple source use. *Educational Psychologist*, 52(3), 182-199.

List, A., & Nadasen, D. (2017). Motivation and self-regulation in community college transfer students at a four-year, online university. *Community College Journal of Research and Practice, 41*, 842-866.

List, A., Alexander, P.A.A., & Stephens, L.A. (2017). Trust by verify: examining the association between students' sourcing behaviors and ratings of text trustworthiness. *Discourse Processes, 54*(2), 83-104.

Alexander, P. A., Dumas, D., Grossnickle, E. M., **List, A.,** & Firetto, C. (2016). Measuring relational reasoning. *Journal of Experimental Education, 84*(1), 119-151.

Nadasen, D., & **List, A.** (2016). Using community college prior academic performance to predict re-enrollment at a four-year online university. *Online Learning, 2*(2).

Grossnickle, E. M., **List, A.,** & Alexander, P. A. (2015). Elementary- and middle-school students' beliefs about knowledge, information, and truth. *Journal of Experimental Education, 83*(4), 469-494.

List, A., & Alexander, P. A. (2015). Examining response confidence when completing multiple text tasks. *Metacognition and Learning, 10*(3), 407-436.

List, A., Grossnickle, E. M., & Alexander, P. A. (2015). Profiling students' multiple source use by question type. *Reading Psychology, 37*(5), 753-797.

List, A., Grossnickle, E.M., & Alexander, P. A. (2015). Undergraduate students' justifications for source selection in a digital academic context. *Journal of Educational Computing Research, 54*(1), 22-61.

Musu-Gillette, L. M., Yoches, M., & **List, A.** (2015). Exploring the relationship between student approaches to learning and reading achievement at the school level. *Journal of Early Childhood Literacy, 15*(1), 37-72.

Alexander, P. A., & **The Disciplined Reading and Learning Research Laboratory.** (2012). Reading into the future: competence for the 21st century. *Educational Psychologist, 47*(4). 259-280.

Commissioned Report

Alexander, P. A., & the Disciplined Reading and Learning Research Laboratory (2010). *The challenges of developing competent literacy in the 21st century*. Washington, DC: The National Academy of Sciences.

Manuscripts under Review

List, A., Alexander, P.A., & Stephens, L.A. (2017). *Examining interest throughout the multiple source use process*. Manuscript submitted for publication.

List, A. (2017). *Situation model development across multiple text segments and multiple texts*. Manuscript submitted for publication.

List, A., & Alexander, P.A. (2016). *Sourcing, corroboration, and contextualization in multiple source evaluation*. Manuscript submitted for publication.

PRESENTATIONS

International/National

List, A. (September, 2017). *Performance and perceptions across multiple text task conditions*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Tampere, Finland.

List, A. (August, 2017). *Examining strategies in video viewing*. Symposium presented at the annual meeting of the Society for Text and Discourse, Philadelphia, PA.

List, A. (April, 2017). Information management during multiple text use: a mixed-methods investigation. In: P.A. Alexander (Chair), *Multiple text engagement: addressing questions about methods and measurement*. Symposium conducted at the annual meeting of the American Education Research Association, San-Antonio, Texas.

List, A. & Alexander, P.A. (August, 2016). *Individual differences in multiple source use: an extreme cases analysis*. Poster presented at the annual meeting of the American Psychological Association, Denver, Colorado.

List, A. & Stephens, L.A. (July, 2016). *Situation model development across multiple text segments and multiple texts*. Paper presented at the annual meeting of the Society for Text and Discourse, Kassel, Germany.

List, A. (July, 2016). *Resolving expert disagreement*. Paper presented at the bi-annual meeting of the European Association for Research on Learning and Instruction Special Interest Group on Comprehension of Text and Graphics, Geneva, Switzerland.

Stephens, L.A. & **List, A.** (May, 2016). *The role of interest in online learning*. Poster presented at the annual meeting of the Association for Psychological Science, Chicago.

List, A. (April, 2016). Do source evaluations determine source preference: a mixed-methods analysis. In: J. G. L. Braasch (Chair), *Sourcing: Identifying and evaluating information in the digital age*. Symposium conducted at the annual meeting of the American Education Research Association, Washington D.C.

List, A. (April, 2016). When two become one: comprehension and integration across mediums. In: S. M. Loughlin (Chair), *Comprehension and integration of text, visual, and multimedia sources*. Symposium to be conducted at the annual meeting of the American Education Research Association, Washington D.C.

List, A. & Alexander, P.A. (July, 2015). Students' accessing of document information across source types. Paper presented at the annual meeting of the Society for Text and Discourse, Minneapolis.

List, A., Jablansky, S., Alexander, P.A., & Glustoff, M. (April, 2015). *Comparing the comprehension and evaluation of information presented via text and video*. Paper presented in a round-table session at the annual meeting of the American Education Research Association, Chicago.

List, A. & Nadasen, D. (April, 2015). *The role of motivation and self-regulation in understanding community college transfer students' success at a four-year online university*. Poster presented at the annual meeting of the American Education Research Association, Chicago.

List, A. & Alexander, P. A. (2015, April). *Competing and complementary models of multiple source use: theoretical and empirical advancements*. In: Emily M. Grossnickle (Chair), *Cognitive affective engagement models of multiple source use*. Symposium conducted at the annual meeting of the American Education Research Association, Chicago.

List, A. & Nadasen, D. (2014, November). *Community college transfer students' persistence at university*. Paper presented at the annual meeting of the North East Association for Institutional Research, Philadelphia, PA.

Nadasen, D. & **List, A.** (2014, November). *Community college transfer student success at an online university: conclusions from a Kresge Foundation Grant*. Paper presented at the annual meeting of the North East Association for Institutional Research, Philadelphia, PA.

List, A. & Nadasen, D. (2014, October). *Examining the relations between online learning, classroom behavior, and student success*. Paper presented at the annual meeting of the Online Learning Consortium-International, Orlando, FL.

Mulherin, E. & **List, A.** (2014, October). *Jumpstart to success: creating a personal learning plan to improve retention and success for adult students*. Paper presented at the annual meeting of the Online Learning Consortium-International, Orlando, FL.

Mulherin, E. & **List, A.** (2014, October). *Project Jumpstart: a systematic approach to onboarding adult students*. Paper presented at the annual meeting of University Professional and Continuing Education Association, Newark, DE.

List, A., Jablansky, S., Hattan, C., & Alexander, P. A. (2014, August). *Relational reasoning in graphic, verbal, and multiple text tasks*. Paper presented at the annual meeting of the Society for Text and Discourse, Chicago.

List, A., Grossnickle, E. M., & Alexander, P. A. (2014, August). *Navigating multiple sources: an examination of source access order and the role of question type*. Paper presented at the annual meeting of the American Psychological Association, Washington D. C.

List, A., Nadasen, D., Richman, A., Wessman, K., & Ogle, G. (2014, July). *Cross-institutional collaborations: building partnerships for student success*. Paper presented at the Learner Analytics Conference, College Park, MD.

List, A., Nadasen, D., Mulhering, E., & Hintz, S. (2014, July). *Blended interventions to aid transfer students' transitioning from face-to-face to online courses*. Paper presented at the annual meeting of the Online Learning Consortium, Denver, CO.

List, A. & Nadasen, D. (2014, July). *Interventions to promote community college transfer student success at a four-year, online university*. Paper presented at the annual meeting of the American Association of Collegiate Registrars, Ft. Lauderdale, FL.

Grossnickle, E. M., **List, A.,** & Alexander, P. A. (2014, April). Undergraduate students' beliefs about knowledge, information, and truth. In J. Magliano (Chair), *Epistemic beliefs and learning and reasoning about texts*. Symposium conducted at the annual meeting of the American Educational Research Association, Philadelphia.

List, A., Grossnickle, E. M., & Alexander, P. A. (2014, April). Impact of interest and prior knowledge on multiple source use. In M. T. McCrudden (Chair), *Situating the "who" in multiple source use: what do learner characteristics reveal about online processing?* Symposium conducted at the annual meeting of the American Educational Research Association, Philadelphia.

List, A., & Alexander, P. A. (2013, August). *Examining the impact of task on reasoning and response confidence ratings when students answer academic questions based on multiple texts*. Paper presented at the annual meeting of the American Psychological Association, Honolulu.

Grossnickle, E. M., **List, A.,** & Alexander, P. A. (2013, April). Elementary-school and middle-school students' conceptions of knowledge, information, and truth. In J. A. Greene (Chair), *Children's and adolescents' epistemic beliefs*. Symposium conducted at the annual meeting of the American Educational Research Association, San Francisco.

List, A., Grossnickle, E. M., & Alexander, P. A. (2013, April). Examining epistemic and non-epistemic dimensions of source evaluation. M. T. McCrudden (Chair), *In Google we trust: Examining evaluations of source and search results*. Symposium conducted at the annual meeting of the American Educational Research Association, San Francisco.

List, A., Grossnickle, E. M., & Alexander, P. A. (2013, April). *Students' justifications for source selection in a digital academic context*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

List, A., Loughlin, S. M., & Alexander, P. A. (2013, April). Meaning making: the role of relational reasoning in multiple source use. In J. K. Kulikowich (Chair), *Measurement of important constructs in literacy research*. Symposium conducted at the annual meeting of the American Educational Research Association, San Francisco.

List, A., Grossnickle, E. M., & Alexander, P. A. (2012, September), *Students' source selections, justifications, and evaluations when responding to different question types*. Paper presented at the International Conference on Conceptual Change, Trier, Germany.

List, A., Grossnickle, E. M., & Alexander, P. A. (2012, July), *"I was looking for the answer": a critical examination of multiple source use*. Paper presented at the annual meeting of the Society for Text and Discourse, Montréal.

Grossnickle, E. M., **List, A.,** & Alexander, P. A. (2012, July), *Beliefs about inquiry and multiple source navigation: are more competent beliefs always the best guide?* Poster presented at the annual meeting of the Society for Text and Discourse, Montréal.

List, A., Grossnickle, E. M., & Alexander, P. A. (2012, July), *"It was first": examining the impact of domain and question type on search and source selection*. Poster presented at the annual meeting of the Society for Text and Discourse, Montréal.

List, A., Grossnickle, E. M., & Alexander, P. A. (2012, August). *"Wikipedia is unreliable, but I use it anyway": students' justifications for source selection and evaluation*. Poster presented at the annual meeting of the American Psychological Association, Orlando, Florida.

List, A., Grossnickle, E. M., & Alexander, P. A. (2012, April). *"What's the question?" examining the impact of question type on students' multiple source use*. Poster presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia.

List, A., Grossnickle, E. M., & Alexander, P. A. (2011, August). *"Click here": student search behavior and justification for source choice in a digital academic context*. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C.

Grossnickle, E. M., Dinsmore, D. L., Alexander, P. A. & **List, A.** (2011, April). *Knowledge, interest, and strategic processing: profiling undergraduate students in a semester-long course*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

List, A., Grossnickle, E. M., Alexander, P. A., Loyens, S. M. M., & McCrudden, M. (2011, April). *The Long and short of it: the role of question type and epistemic beliefs in students' multiple source use*. In: L. M. Maggioni (Chair), *Enacting beliefs about knowledge and knowing in an information age*. Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans, LA.

List, A. & Musu-Gillette, L. E. (2011, April). *Examining predictors of positive national identity for immigrant and non-immigrant students*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Chae, S. E., Fox, E., Alexander, P. A., & **List, A.** (2010, April). *Identifying effective English L2 academic writing interventions: emerging trends and issues in recent research*. Poster presented at the annual meeting of the American Educational Research Association, Denver, CO.

Regional and University Level

Nadasen, D. & **List, A.** (2014, October). *Data analytics: predicting success for the future of institutional research and assessment*. Paper presented at the annual meeting of the Maryland Association of Institutional Research, Baltimore, MD.

List, A., & Alexander, P. A. (2013, April). *Examining the impact of task on reasoning and response confidence ratings when students answer academic questions based on multiple texts*. Paper presented at Graduate Research Interaction Day, University of Maryland, College Park, MD.

List, A., Grossnickle, E. M., & Alexander, P. A. (2012, April). *"What's the question?" examining the impact of question type on students' multiple source use*. Poster presented at Graduate Research Interaction Day, University of Maryland, College Park, MD.

Grossnickle, E. M., **List, A.**, & Alexander, P. A. (2012, April). *Elementary-school and middle-school students' conceptions of knowledge, information, and truth*. Poster presented at Graduate Research Interaction Day, University of Maryland, College Park, MD.

List, A., Grossnickle, E. M., & Alexander, P. A., (2012, March). *"What's the question?" examining the impact of question type on students' multiple source use*. Poster presented at the College of Education Graduate Research Conference, University of Maryland, College Park, MD.

INSTRUCTIONAL EXPERIENCE

University Level

EDPSY 14: Learning and Instruction Undergraduate (180 enrollment cap) <i>Penn State University</i>	<i>Fall 2017</i>
EDPS628: Adolescent Development Graduate; Online <i>Ball State University</i>	<i>Fall 2016</i>
EDPS629: Adult Development Graduate; Online <i>Ball State University</i>	<i>Fall 2016 – Spring 2017</i>
EDPS393: Educational Psychology for Elementary Educators Undergraduate <i>Ball State University</i>	<i>Fall, 2015 - Spring 2017</i>

EDHD460: Educational Psychology *Fall 2012; Spring 2012;*
Undergraduate Instructor *Summer 2013; Summer 2014*
University of Maryland

PSYC260: Learning and Cognition *Spring 2013*
Undergraduate Instructor
Marymount University

EDHD460: Educational Psychology *Fall 2011; Spring 2012*
Undergraduate Teaching Assistant
University of Maryland

EDHD425: Language and Reading Development *Fall 2011*
Undergraduate Teaching Assistant
University of Maryland

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Education Director *2012-2013*
Yavneh Hebrew School, Washington DC

Education Director *2010-2013*
Olney Kehilah Hebrew School, Olney, MD

Secondary Social Studies - Student Teacher *2009*
Julia R. Masterman Laboratory School, Philadelphia, PA

PROFESSIONAL EXPERIENCE

Senior Research Associate *2014-2015*
Office of Research and Evaluation
School District of Philadelphia

- Develop logic models and evaluation plans for district-led and grant sponsored school-based interventions
- Managed school-based program evaluations for large city and national programs, including measure development, data collection, and analysis
- Prepared reports for federal and private granting agencies and service providers
- Supervised six research assistants across a variety of projects

Research Associate *2013-2014*
Department of Institutional Research
University of Maryland, University College

- Led research on project predicting community college students' success when transferring to a four-year university

- Developed and evaluated interventions targeting unique needs of non-traditional students, including a mentoring program and orientation programming
- Supervised data analytics and web development consultants
- Prepared reporting of grant-activities to Kresge Foundation
- Authored evaluation portion of “First in the World” data sharing grant to Institute of Educational Statistics

Graduate Researcher

2009-2012

*Project Director, Knowledge Information Truth in the 21st Century
Disciplined Reading and Learning Research Laboratory
University of Maryland*

- Led research design, task development, data collection and analyses, and writing on investigations of students’ beliefs about knowledge, information, and truth and multiple source use
- Supervised research assistants in data coding and analyses as well as in developing independent research projects
- Worked with computer programmers to design Internet-based study interfaces
- Delivered professional development to teachers in partner school

Research Associate

2010-2011

*Center for Inspired Teaching
Washington, D.C.*

- Evaluated alternative teacher certification program and professional development activities
- Examined teacher performance data alongside students’ performance and principal evaluations

Research Assistant

2009

*Alliance for Excellent Education
Washington, D.C.*

- Supported analyses related to state “score cards” reflecting the drop out crisis
- Analyzed state-by-state accommodations for non-native English speaking learners

Research Assistant

2007-2009

*Prof. K. Ann Renninger
Swarthmore College*

- Examined teacher participation in MathForum professional development program
- Evaluated alternative, integrative education programs in Philadelphia high schools through parent and student interviews as well as observation

GRANTS AND AWARDS

Research Grants

Awarded:

Ball State Teachers College IDC Research Funds	2017
Aspire New Faculty Start-Up Grant	2015
Charles Beaumont Dissertation Award	2014
Support Program for Advancing Research (SPARC) Grant	2011
Starfield Student Research Grant, Swarthmore College	2008

Submitted:

Task-Oriented Reading Instruction (TORI)	2017
Submitted to the Institute of Education Sciences, Program for Postsecondary and Adult Education Research; Goal 2: Development	
Reading at the College Level Intervention (RCL)	2016
Submitted to the Institute of Education Sciences, Program for Postsecondary and Adult Education Research; Goal 2: Development	

Fellowships

Cochran Award	2014
College of Education Scholarship Award, UMD	2012; 2014
University of Maryland Fellowship	2009-2014
Global Graduate Fellowship Award Recipient	2012

Research Awards

Finalist – Outstanding Dissertation Award – <i>International Literacy Association</i>	2016
Outstanding Student Paper Award - <i>Society for Text and Discourse</i>	2012
Excellence in Research in Education, Pedagogy and Learning, 2 nd Place, Graduate Research Interaction Day (GRID), UMD	2012

Conference Awards

Robert A. Terhune Professional Development Fund	2016; 2017
Department of Human Development Travel Grant, UMD	2009-2014
APA Division 15 Graduate Student Registration Award	2011; 2014
AERA Division C: Graduate Student Seminar	2013
APA Division 15: Graduate Student Seminar	2012

College of Education, Office of International Initiatives Travel Award	2012
Jacob K. Goldhaber Travel Grant, UMD	2012
International Conference Student Support Award (ICSSA), UMD	2011

SERVICE

Workshops and Trainings

Session Leader – Developed “Hands on Stat” training in basic statistics for students attending APA annual meeting (2014)

Conference Organizer – Seeking Common Ground: A Multidisciplinary Examination of Critical Analytic Thinking in Learning and Development (2013)
Funded by American Education Research Association

Coordinator – “How to Get Published” Workshop, American Education Research Association (2010 - 2013)

Reviewer Experience

Guest Editor – Learning and Instruction (forthcoming).
Special Issue: Toward a Model of Multi-Source, Multi-Modal Processing

Guest Editor – Educational Psychology (2017).
Special Issue: Models of Multiple Document Comprehension

Editorial Board Member - Contemporary Educational Psychology

Ad hoc Reviewer – American Education Research Journal; Journal of Computing in Higher Education; Journal of Educational Computing Research; Journal of Research on Adolescence; SAGE Open; American Psychological Association, Division 15; AERA Open; Society for Text and Discourse, annual meeting

Convention Committee Member – American Psychological Association (2012-2014)
Responsible for evaluating all proposals for graduate-student focused programming at APA

National Service

Division 15 Doctoral Seminar Mentor – American Psychological Association (2016)
Graduate Student Affairs Committee - American Psychological Association (2015-2017)
Division Student Representative – American Psychological Association (2012-2014)
Campus Representative – American Educational Research Association (2011-2012)

University Service

University of Maryland:

Learning Technology Working Group (2013-2014)
Campus Student Technology Fee Advisory Committee (2010-2014)er
Chair of Campus Student Technology Fee Advisory Committee (2010-2011)
Panels and Plenary Committee Chair, Graduate Research Interaction Day (2009-2010)
Graduate Student Mentor, Graduate Student Association (2010-2011)
UMD Dean of Graduate Studies Advisory Committee (2011-2012)

College Level Service

Penn State University:

Director, College of Education Eye-Gaze Laboratory

Ball State University:

Member, Council for the Accreditation of Educator Preparation (CAEP): Standard #4
Member, Lyell Bussell Student Award

University of Maryland:

Student Advisory Committee on Technology (2010-2014)
College of Education Graduate Student Organization Executive Committee (2011-2012)
Human Development Graduate Student Organization (2009-2012)
Student Affairs Committee Representative (2010-2011)
Committee Chair and Keynote Convener – Human Development Graduate Student
Research Conference, College of Education, UMD (2010-2011)

Department Service

Penn State University:

Member, Vision Statement Planning Committee (2017)
Member, Open-Rank Tenure-Line Hiring Committing (2017)

Ball State University:

Chair, Educational Psychology Core Committee (2016-2017)
Member, Advanced Graduate Studies Committee (2016-2017)
Member, Curriculum Committee (2016-2018)
Member, Policy and Planning Committee (2016-2018)

AFFILIATIONS

American Educational Research Association

Updated: Fall 2017 14 List

American Psychological Association
Literacy Reading Association
Society for Text and Discourse