

Curriculum Vitae

**Tricia A. Guerrero**

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**Research Interests**

Learning, Comprehension, & Reasoning from Text, Higher-Level Cognitive Processes,  
Educational Strategies & Interventions especially for non-traditional, underprepared, and at-risk students

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**EDUCATION**

2023            PhD, Psychology  
                  University of Illinois at Chicago

2019            Master of Arts, Psychology  
                  University of Illinois at Chicago

2015            Bachelor of Science, Psychology  
                  Arizona State University

2008            Bachelor of Professional Studies, Business Management  
                  The Culinary Institute of America

2008-2031      K-12 Teaching Certificate, ID# 4031309  
                  Arizona State Department of Education

**FUNDED PROJECTS**

2022-2023      UIC Access to Excellence Retention Dissertation Fellowship  
                  Project: *What if...?: Understanding reasoning beyond the text*  
                  Total Funds: \$53,000

2021-2022      UIC COVID-19 Research Grant  
                  Project: *Understanding factors predictive of hypothetical inferencing*  
                  Total Funds: \$2200

2019-2021      UIC Graduate College, Research Grant  
                  Project: *Using reading goals to influence comprehension*  
                  Total Funds: \$15,000

2018-2023      National Science Foundation (NSF)  
                  Graduate Research Fellowship Award (GRFP)  
                  Project: *Improving comprehension from complex science texts*  
                  Total Funds: \$138,000

## PUBLICATIONS

Guerrero, T. A., Griffin, T. D., & Wiley, J. (2023). The effects of generating examples on comprehension and metacomprehension. *Journal of Experimental Psychology: Applied*. Advance online publication. doi: 10.1037/xap0000490

Wiley, J., & Guerrero, T. A. (2023). Fundamental processes of learning: An overview. In R.J. Tierney, F. Rizvi, & K. Ercikan (Eds.), *International Encyclopedia of Education: Learning, Cognition, and Human Development* (pp. 107-116). Elsevier. doi: 10.1016/B978-0-12-818630-5.14014-X

Guerrero, T. A., Griffin, T. D., & Wiley, J. (2022). I think I was wrong: The effect of making experimental predictions when learning about theories from psychology textbook excerpts. *Metacognition & Learning*, 17(2), 337-373. doi: 10.1007/s11409-021-09276-6

Guerrero, T. A., & Wiley, J. (2021). Expecting to teach affects learning during study of expository texts. *Journal of Educational Psychology*, 113(7), 1281-1303. doi: 10.1037/edu0000657

Guerrero, T. A., & Wiley, J. (2019). Using “idealized peers” for automated evaluation of student understanding in an introductory psychology course. In S. Isotani, E. Millan, A. Ogan, P. Hastings, B. McLaren, & R. Luckin (Eds.), *Artificial Intelligence in Education – 20<sup>th</sup> International Conference, AIED 2019* (pp. 133-143). Springer Nature. doi: 10.1007/978-3-030-23204-7\_12

Wiley, J., & Guerrero, T. A. (2019). Prose comprehension beyond the page. In K. Millis, J. Magliano, D. Long, & K. Wiemer (Eds.), *Deep comprehension: Multi-disciplinary approaches to understanding, enhancing, and measuring comprehension* (pp. 3-15). Routledge/Taylor and Francis.

Guerrero, T. A., & Wiley, J. (2018). Effects of text availability and reasoning processes on test performance. In T. Rogers, M. Rau, X. Zhu, & C. Kalish (Eds.), *CogSci 2018 Proceedings* (pp. 1748-1753). doi: <https://cogsci.mindmodeling.org/2018/papers/0336/0336.pdf>

McCarthy, K. S., Guerrero, T. A., Kent, K., Allen, L. K., McNamara, D. S., Chao, S., Steinberg, J., O'Reilly, T., & Sabatini, J. (2018). Comprehension in a scenario-based assessment: Domain and topic-specific background knowledge. *Discourse Processes*, 55, 510-524. doi: 10.1080/0163853X.2018.1460159

McCarthy, K. S., Likens, A. D., Johnson, A. M., Guerrero, T. A., & McNamara, D. S. (2018). Metacognitive overload!: Positive and negative effects of metacognitive prompts in an intelligent tutoring system. *International Journal of Artificial Intelligence in Education*, 28, 420-438. doi: 10.1007/s40593-018-0164-5

Dascalu, M., Jacovina, M. E., Soto, C. M., Allen, L. K., Guerrero, T. A., & McNamara, D. S. (2017). Teaching iSTART to understand Spanish. In E. Andre, R. Baker, X. Hu, M. Rodrigo, & B. Boulay (Eds.), *Artificial Intelligence in Education – 18<sup>th</sup> International Conference, AIED 2017* (pp. 485-489). Springer Nature. doi: 10.1007/978-3-319-61425-1

Johnson, A. M., Guerrero, T. A., Tighe, E. L., & McNamara, D. S. (2017). iSTART-ALL: Confronting adult low literacy with intelligent tutoring for reading comprehension. In E. Andre, R. Baker, X. Hu, M. Rodrigo, & B. Boulay (Eds.), *Artificial Intelligence in Education – 18<sup>th</sup> International Conference, AIED 2017* (pp. 125-136). Springer Nature. doi: 10.1007/978-3-319-61425-1

McCarthy, K. S., Jacovina, M. E., Snow, E. L., Guerrero, T. A., & McNamara, D. S. (2017). iSTART therefore I understand: But metacognitive supports did not enhance comprehension gains. In E. Andre, R. Baker, X. Hu, M. Rodrigo, & B. Boulay (Eds.), *Artificial Intelligence in Education – 18<sup>th</sup> International Conference, AIED 2017* (pp. 201-211). Springer Nature. doi: 10.1007/978-3-319-61425-1

Perret, C. P., Johnson, A. M., McCarthy, K. S., Guerrero, T. A., & McNamara, D. S. (2017). StairStepper: An adaptive remedial iSTART module. In E. Andre, R. Baker, X. Hu, M. Rodrigo, & B. Boulay (Eds.), *Artificial Intelligence in Education – 18<sup>th</sup> International Conference, AIED 2017* (pp 557-560). Springer Nature. doi: 10.1007/978-3-319-61425-1

#### **MANUSCRIPTS IN PREPARATION & UNDER REVIEW**

Griffin, T. D., Guerrero, T. A., Mielicki, M. K., & Wiley, J. (under review). Improving self-regulated learning of expository texts at the transition to college.

Guerrero, T. A., & Wiley, J. (under review). Enhancing performance on hypothetical inference questions in expository text comprehension.

Wiley, J., Guerrero, T. A., & Griffin, T. D. (in prep). On the timing of explanation activities as part of learning from text: Explaining immediately before restudy is better than after a delay.

#### **PRESENTATIONS**

\*indicates undergraduate

Guerrero, T. A., & Wiley, J. (2023, July). *Limitations of adjunct questions for situation model construction*. Paper presented at the 33<sup>rd</sup> Annual Meeting of the Society for Text & Discourse.

Guerrero, T. A., Griffin, T. D., & Wiley, J. (2023, April). *Understanding how goal-directed prompts alter study behaviors*. Paper presented at the 95<sup>th</sup> Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Guerrero, T. A., Griffin, T. D., & Wiley, J. (2023, April). *Understanding how generative activities affect performance across question types*. Poster presented at the 2023 Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

Guerrero, T. A., Griffin, T. D., & Wiley, J. (2023, April). *Generating examples may yield limited benefits in improving comprehension*. Poster presented at the 2023 Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

Guerrero, T. A., Griffin, T. D., & Wiley, J. (2022, November). *Scientific reasoning as a predictor of performance on hypothetical inference questions*. Poster presented at the 63rd Annual Meeting of the Psychonomic Society, Boston, MA.

Hildenbrand, L., Guerrero, T. A., & Wiley, J. (2022, July). *Working memory capacity as predictor of single and multiple text comprehension*. Paper presented at the 32<sup>nd</sup> Annual Meeting of the Society for Text & Discourse.

Roberts, L.\*, Hildenbrand, L., Guerrero, T. A., & Wiley, J. (2022, July). *Testing the effects if refutations and summaries on understanding*. Paper presented at the 32<sup>nd</sup> Annual Meeting of the Society for Text & Discourse.

Guerrero, T. A., & Wiley, J. (2022, July). *Identifying the sources of difficulty in reasoning beyond the text*. Paper presented at the 32<sup>nd</sup> Annual Meeting of the Society for Text & Discourse.

Wiley, J., Guerrero, T.A., Hildenbrand, L., & Griffin, T. D. (2022, July). *Exploring the boundaries: When explanation activities do not improve comprehension*. Poster presented at the 32<sup>nd</sup> Annual Meeting of the Society for Text & Discourse.

Guerrero, T. A., Griffin, T. D., & Wiley, J. (2022, April). *The effect of test-expectancies on reasoning beyond the text*. Paper presented at the 94<sup>th</sup> Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Eng, J.\*, Guerrero, T. A., & Wiley, J. (2022, April). *The effect of musical expertise on implicit learning*. Poster presented at the 94<sup>th</sup> Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Hildenbrand, L., Griffin, T. D., Wiley, J., & Guerrero, T. A. (2022, April). *Closed-ended practice tests improve performance on open-ended final tests of text comprehension*. Paper presented at the 2022 Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.

Guerrero, T. A., & Wiley, J. (2021, November). *Supporting comprehension by improving access to the textbase*. Poster presented at the 62<sup>nd</sup> Annual Meeting of the Psychonomic Society.

Li, G.\*, Guerrero, T. A., & Wiley, J. (2021, August). *Effects of question-type training in preparation for the MCAT CARS*. Paper presented at the 31<sup>st</sup> Annual Meeting of the Society for Text & Discourse.

Guerrero, T. A., & Wiley, J. (2021, August). *Access to the textbase as a source of difficulty in expository text comprehension*. Paper presented at the 31<sup>st</sup> Annual Meeting of the Society for Text & Discourse.

Wiley, J., Guerrero, T. A., Hildenbrand, L., & Griffin, T. D. (2021, August). *Improving comprehension of science textbook excerpts with judgments of comprehension*. Paper presented at the 31<sup>st</sup> Annual Meeting of the Society for Text & Discourse.

Guerrero, T. A., Griffin, T. D., & Wiley, J. (2021, April). *Differences among inference-based questions for testing comprehension*. Paper presented at the 93<sup>rd</sup> Annual Meeting of the Midwestern Psychological Association.

Guerrero, T. A., Griffin, T. D., & Wiley, J. (2021, April). *Do prediction activities improve learning-by-explaining from science texts?* Paper presented at the 93<sup>rd</sup> Annual Meeting of the Midwestern Psychological Association.

Li, G.\*, Guerrero, T. A., & Wiley, J. (2021, April). *Testing the limits of practice testing*. Poster presented at the 93<sup>rd</sup> Annual Meeting of the Midwestern Psychological Association.

Guerrero, T. A., Griffin, T. D. & Wiley, J. (2020, November). *When explanation helps and when it does not: A distinction between inference classifications*. Poster presented at the 61<sup>st</sup> Annual Meeting of the Psychonomic Society.

Guerrero, T. A., Griffin, T. D. & Wiley, J. (2020, July). *How do predictions change learning from science texts?* Poster presented at the 30<sup>th</sup> Annual Meeting of the Society for Text & Discourse.

Guerrero, T. A., & Wiley, J. (2020, July). *Is rereading critical for helping students learn by preparing to teach?* Paper accepted at the 30<sup>th</sup> Annual Meeting of the Society for Text & Discourse. [withdrawn]

Guerrero, T. A., & Wiley, J. (2020, May). *Expecting to teach improves motivation and engagement in learning from text*. Poster presented at the 32<sup>nd</sup> Annual Convention of the Association for Psychological Science (APS).

Guerrero, T. A., Griffin, T. D., & Wiley, J. (2020, April). *Generating explanations is more helpful than practice testing alone for improving comprehension and metacomprehension*. Paper presented at the 2020 Annual Meeting of the American Educational Research Association (AERA).

Griffin, T. D., Guerrero, T. A., Mielicki, M. K., & Wiley, J. (2020, April). *Improving metacomprehension and exam grades of students at-risk for failure via explanation and inference-test instruction*. Paper presented at the 2020 Annual Meeting of the American Educational Research Association (AERA).

Guerrero, T. A., & Wiley, J. (2019, November). *Teacher, teach thyself: Expectations of teaching on learning from text*. Poster presented at the 60<sup>th</sup> Annual Meeting of the Psychonomic Society, Montreal, Quebec, Canada.

Guerrero, T. A., & Wiley, J. (2019, July). *Learning by expecting-to-teach with complex science texts*. Paper presented at the 29<sup>th</sup> Annual Meeting of the Society for Text & Discourse, New York, NY.

Wiley, J., Guerrero, T. A., Mielicki, M. K., & Griffin, T. D. (2019, July). *Generating examples is not as effective as generating explanations for comprehension and metacomprehension*. Poster presented at the 29<sup>th</sup> Annual Meeting of the Society for Text & Discourse, New York, NY.

Guerrero, T. A. & Wiley, J. (2019, July) *Using "idealized peers" for automated evaluation of student understanding in an introductory psychology course*. Paper presented at the 20<sup>th</sup> International Conference on Artificial Intelligence in Education (AIED), Chicago, IL.

Guerrero, T. A., & Wiley, J. (2019, April). *When is note-taking noteworthy for learning from text?* Paper presented at the 91<sup>st</sup> Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Guerrero, T. A., Griffin, T. D., & Wiley, J. (2018, November). *The limitations of retrieval practice for comprehension*. Poster presented at the 59<sup>th</sup> Annual Meeting of the Psychonomic Society, New Orleans, LA.

Guerrero, T. A., & Wiley, J. (2018, July). *When explanation activities help: Testing for differential benefits on memory and inference questions*. Poster presented at the 28<sup>th</sup> Annual Meeting of the Society for Text & Discourse, Brighton, UK.

Griffin, T. D., Wiley, J., Guerrero, T. A., & Mielicki, M. K. (2018, July). *Improving metacomprehension accuracy in an authentic course context*. Paper presented at the 28<sup>th</sup> Annual Meeting of the Society for Text & Discourse, Brighton, UK.

Guerrero, T. A., & Wiley, J. (2018, July). *Effects of text availability and reasoning processes on test performance*. Poster presented at the 40<sup>th</sup> Annual Conference of the Cognitive Science Society, Madison, WI.

Guerrero, T. A., & Wiley, J. (2018, April). *Memory for text is not the same as comprehension: Differences between memory and inference questions*. Poster presented at the 90<sup>th</sup> annual meeting of the Midwestern Psychological Association Conference, Chicago, IL.

McCarthy, K. S., Perret, C. P., Likens, A. D., Johnson, A. M., Guerrero, T. A., & McNamara, D. S. (2017, November). *Stairstepper: Adapting iSTART for adult literacy learners*. Paper presented at the 47<sup>th</sup> Annual Meeting of the Society for Computers in Psychology (SCiP), Vancouver, British Columbia, Canada.

McCarthy, K. S., Guerrero, T. A., Kent, K. M., Allen, L. K., McNamara, D. S., Chao, S., Steinberg, J., O'Reilly, T., & Sabatini, J. (2017, July). *Learning from texts in a scenario-based assessment: General and topic-specific background knowledge*. Poster presented at the 27<sup>th</sup> Annual Meeting of the Society for Text & Discourse, Philadelphia, PA.

Allen, L. K., Perret, C. A., Guerrero, T. A., & McNamara, D. S. (2017, July). *You talkin' to me? The role of audience in the generation of explanations*. Poster presented at the 27<sup>th</sup> Annual Meeting of the Society for Text & Discourse, Philadelphia, PA.

Johnson, A. M., Guerrero, T. A., Tighe, E. L., & McNamara, D. S. (2017, June). *iSTART-ALL: Confronting adult low literacy with intelligent tutoring for reading comprehension*. Paper presented at the 18<sup>th</sup> International Conference on Artificial Intelligence in Education (AIED), Wuhan, China.

McCarthy, K. S., Jacovina, M. E., Snow, E. L., Guerrero, T. A., & McNamara, D. S. (2017, June). *iSTART therefore I understand: But metacognitive supports did not enhance comprehension gains*. Paper presented at the 18<sup>th</sup> International Conference on Artificial Intelligence in Education (AIED), Wuhan, China.

Dascalu, M., Jacovina, M. E., Soto, C. M., Allen, L. K., Guerrero, T. A., & McNamara, D. S. (2017, June). *Teaching iSTART to understand Spanish*. Poster presented at the 18<sup>th</sup> International Conference on Artificial Intelligence in Education (AIED), Wuhan, China.

Perret, C. P., Johnson, A. M., McCarthy, K. S., Guerrero, T. A., & McNamara, D. S. (2017, June). *StairStepper: An adaptive remedial iSTART module*. Poster presented at the 18<sup>th</sup> International Conference on Artificial Intelligence in Education (AIED), Wuhan, China.

Guerrero, T. A., Allen, L. K., & McNamara, D. S. (2016, December). *Linguistic features of feedback and revision behaviors in an intelligent tutoring system*. Poster presented at the 7<sup>th</sup> Annual ASUofA Cognitive Science Conclave, Tempe, AZ.

### **INVITED PRESENTATIONS**

Guerrero, T. A. (2019, October). *Teaching the teacher: The effects of expecting to teach on learning*. Invited Speaker, Northern Illinois University.

## CONTRIBUTIONS ON GRANT-FUNDED PROJECTS

Exploring the Mediators and Moderators of Metacomprehension Accuracy, IES #R305A160008, 2016-2023

This project explores post-secondary students' ability to self-monitor reading comprehension and learning processes as measured through metacomprehension accuracy.

*Co-PIs: Jennifer Wiley, PhD & Thomas Griffin, PhD, University of Illinois at Chicago*  
*Role: Graduate Research Assistant*

Exploration of Automated Strategy Instruction for Adolescent Writers Using the Writing Pal, IES #R305A120707, 2012-2016

This project examined the effects of strategy instruction, individual differences in discourse, and the cognitive processes which interact with the writing process.

*PI: Danielle S. McNamara, PhD, Arizona State University*  
*Role: Research Specialist*

Improving Adult Literacy through Intelligent Tutoring and Games, ONR #N00014-14-1-0343, 2014-2017

This project developed an adaptive literacy instruction tool for adults that would provide automated feedback during game-based practice activities as well as increased understanding of adult learners' needs, goals, motivations, and interests.

*PI: Danielle S. McNamara, PhD, Arizona State University*  
*Role: Research Specialist*

Exploring the Educational Game Landscapes through Focused Studies and Ecological Interventions, IES #R305A130124, 2013-2017

This project explored factors that influence motivation and learning within iSTART (Interactive Strategy Training for Active Reading and Thinking) to engage and assist struggling readers using strategy instruction in self-explanation training, game-based learning, and formative feedback.

*PI: Danielle S. McNamara, PhD, Arizona State University*  
*Role: Research Specialist*

What Types of Knowledge Matter for What Type of Comprehension? Exploring the Role of Background Knowledge on Students' Ability to Learn from Text, IES #R305A150176, 2015-2019

The goal of this project was to understand the relation between background knowledge and reading comprehension. This research explored of the different types, amounts, and levels of background knowledge that interact with comprehension of texts.

*PI: Tenaha O'Reilly, PhD, Educational Testing Service (ETS)*  
*Co-PIs: John P. Sabatini, PhD, Educational Testing Service (ETS) & Danielle S. McNamara, PhD, Arizona State University*  
*Role: Research Specialist*



## RESEARCH EXPERIENCE

- July 2017-  
August 2023 Graduate Research Assistant  
Comprehension, Creativity, and Collaboration Lab  
Department of Psychology  
University of Illinois at Chicago  
*Director: Jennifer Wiley, PhD*
- June 2016-  
July 2017 Research Specialist  
Science of Learning and Educational Technology  
Institute for the Science of Teaching and Learning  
Arizona State University  
*Director: Danielle S. McNamara, PhD*
- March 2015-  
June 2016 Undergraduate Research Assistant  
Science of Learning and Educational Technology  
Institute for the Science of Teaching and Learning  
Arizona State University  
*Director: Danielle S. McNamara, PhD*

## MENTORING EXPERIENCE

- Research Project
- 2022-2023 Anjali Chaudry Improving hypothetical reasoning skills  
Chancellor's Undergraduate Research Award
- 2021-2022 Lamorej Roberts Self-regulated learning in gateway science courses  
Summer Research Opportunities Program  
Project: Effects of example quality on comprehension  
Honors Capstone  
Project: Testing the effect of refutations on understanding  
Society for Text and Discourse- Undergraduate Student Research Award
- 2021-2022 Jen Eng Measuring understanding with inference questions  
Summer Research Opportunities Program  
Project: Musical expertise and its influence on artificial grammar  
Nancy Hirschberg Memorial Grant for Undergraduate Research  
Nancy Hirschberg Memorial Prize for Undergraduate Excellence in  
Psychology – Best Paper  
College of Liberal Arts and Sciences Undergraduate Research Initiative
- 2021-2022 Aynsley Parker Self-regulated learning in gateway science courses
- 2021 Yujie Xiang Self-regulated learning in gateway science courses
- 2021 Kim De Souza Learning from Text
- 2020-2021 Meaghan Schmutz Self-regulated learning in gateway science courses
- 2020 Tom Doonan Self-regulated learning in gateway science courses
- 2020-2021 Liliana Zavala Self-regulated learning in gateway science courses
- 2019-2021 Bella Garcia Learning by preparing to teach  
Chancellor's Undergraduate Research Award
- 2019-2021 Bianca Trigo Role of comparison in the interleaved advantage  
Summer Research Opportunities Program

2019	Scott Jent	Metacomprehension in the classroom
2018-2020	Gabriella Lazinek	Learning by preparing to teach
2018-2021	Grace Li	Learning by preparing to teach
		Honor's College Undergraduate Research Grant
		Project: The impact of CARS question-type training for the MCAT
		College of Liberal Arts and Sciences Undergraduate Research Initiative
		Nancy Hirschberg Memorial Grant for Undergraduate Research
		Nancy Hirschberg Memorial Prize for Undergraduate Excellence in Psychology – Best Paper
2018	Mavheen Misbuddhin	Constructive activities to support understanding
		Chancellor's Undergraduate Research Award
2018	Aileen Zarate	Constructive activities to support understanding
2017	Pamela Teneqexhi	Constructive activities to support understanding
2017	Sai Talasila	Constructive activities to support understanding
2017	Kathryn Drzewiecki	Self-explanation in iSTART
2016	Hailey Adkins	Self-explanation in iSTART
2016-2017	Gary Ma	Self-explanation in iSTART
2016	Yijian Yang	Adult literacy & game-based learning
2016-2017	Yinyin Lu	Adult literacy & game-based learning
2016	Karthik Chandrashake	Adult literacy & game-based learning

### TEACHING EXPERIENCE

		University of Illinois at Chicago, Chicago, IL
		Instructor of Record
Spring 2023		HON 201: Honors Seminar (Text Analysis and Reasoning Skills: Understanding how to understand and learning what it means to learn from text)
		Graduate Teaching Assistant
Spring 2023		PSCH 242: Research Methods
Fall 2022		PSCH 343: Introduction to Statistics
Spring 2022		PSCH 242: Research Methods
Fall 2021		PSCH352: Memory and Cognition
Spring 2021		PSCH 242: Research Methods
Fall 2020		PSCH 353: Laboratory in Cognition and Memory
2017-2019		PSCH 100: Introduction to Psychology
2015-2016		Perry High School, Gilbert, AZ
		Instructor
		Career and Technical Education: Culinary Arts
2008-2015		East Valley Institute of Technology, Mesa, AZ
		Instructor
		Career and Technical Education: Culinary Arts

2008-2009 Mesa Community College, Mesa, AZ  
Instructor  
FON 129: Customer Service

### Awards & Scholarships

2022-2023 UIC Access to Excellence Retention Dissertation Fellowship, \$53,000  
2021-2022 UIC COVID-19 Research Grant, \$2200  
2020 UIC Psychology Department, Piorkowski Award, \$500  
2019-2021 UIC Graduate College, Research Grant, \$15,000  
2018-2020 UIC Graduate College, Conference Travel Award, \$4,500  
2018-2023 National Science Foundation (NSF)  
Graduate Research Fellowship Award (GRFP), \$138,000  
2008 Julius Wiles Academic Achievement Award  
2006 Academie Brillant-Savarin Award, \$1,000  
2005-2008 SkillsUSA Scholarship, \$8,000  
2005-2008 High Impact Leader Scholarship, \$16,000  
2005-2006 Epicurean Scholarship, \$2,000  
2004-2008 Careers through Culinary Arts Programs Scholarship, \$98,000

### LANGUAGE & COMPUTER SKILLS

#### **Computer Software**

- SPSS, Proficient
- R, Proficient
- Python, Proficient
- Latent Semantic Analysis, Proficient
- Qualtrics, Proficient
- Natural Language Processing, Coh-Metrix, LIWC, Proficient

### AD HOC REVIEWING

Journal of Experimental Psychology: Learning, Memory, and Cognition  
Journal of Experimental Psychology: Applied  
Journal of Applied Research in Memory & Cognition  
Metacognition & Learning  
Discourse Processes

### COMMITTEES & SERVICES

2023 University of Illinois at Chicago Undergraduate Research Symposium  
*Organizer & Committee Chair*  
2023 University of Illinois at Chicago Honors College  
*Research Grant Reviewer & Committee Member*  
2021 Tutoring Chicago  
*Literacy Program Tutor*

2020	Psi Chi Graduate Student Panel <i>Invited Speaker</i>
2018-2019	University of Illinois at Chicago Student Research Forum <i>Judge</i>
2018-2024	Society for Text & Discourse <i>Program Committee</i>
2014-2015	Recruitment Committee East Valley Institute of Technology <i>Chair</i>
2010-2015	American Culinary Federation, Education Foundation East Valley Institute of Technology, Culinary Arts Certification <i>Program Director</i>
2008-2015	Alumni Committee East Valley Institute of Technology <i>Member</i>
2008-2015	Culinary Arts Advisory Board Scottsdale Community College, Culinary Arts <i>Member</i>
2003-2021	Careers through Culinary Arts Programs <i>Advisor, Mentor, Competition Judge &amp; Competition Coordinator</i>