

## **OVERVIEW OF TEACHING AREAS**

research methods, statistics, undergraduate and graduate level cognitive psychology, introduction to psychology, comparative psychology, human neuropsychology, learning and motivation, senior capstone (undergraduate research experience)

## **RESEARCH INTERESTS**

detection and resolution of contradictions between multiple representations, integration of multiple representations and multiple documents, science text comprehension, construction of literary interpretations and engagement in literary reasoning about authentic works of literature, self-regulated learning

## **ACADEMIC DEGREES**

Ph.D. University of Illinois Chicago August, 2020  
Dissertation: Complexities in Multi-representational Contradiction Detection  
Specialization: Cognitive Psychology  
Minors: Statistics, Methods and Measurement; Learning Sciences  
Advisor: Susan R. Goldman, Ph.D.

M.A. University of Illinois Chicago May, 2015  
Specialization: Cognitive Psychology  
Advisor: Susan R. Goldman, Ph.D.

B.A. in Psychology University of Memphis May, 2011  
Magna Cum Laude; Honors in Psychology  
Advisors: Roger Azevedo, Ph.D.; Arthur Graesser, Ph.D.

## **PROFESSIONAL TEACHING EXPERIENCE**

### **Assistant Professor (Psychology)**

University of Indianapolis Fall 2022-present

Foundations of Psychological Science I: Research Methods (PSY 124) Fall 2022; Fall 2023  
Class size ranges from 10-30; topics covered include principles of experimental design, experimental vs. non-experimental research, types of experimental variables, hypotheses, operational definitions, ethics, IRB, sampling, validity, reliability, etc.

Foundations of Psychological Science II: Stats (PSY 124) Spring 2023; Fall 2024  
Class size ranges from 10-25; topics covered include central tendency, variability, z-scores, hypothesis testing, probability and sampling, parametric statistical techniques such as correlation, t-test, ANOVA, and an overview of non-parametric techniques

**Candice M. Burkett**  
Curriculum Vitae

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Readings in Cognition and Emotion (PSY 335) Class size ranges from 15-25; topics are selected by professor each term- topics to date include: Misinformation and Memory, Decision Making, and Problem Solving. The course incorporates in depth reading of articles on the topic, summarization and synthesis of current research in the field of cognition and emotion.	Fall 2022; Fall 2023
Writing and Professional Development in Psychology (PSY 400) Class size ranges from 10-20; course is an intense focus on all aspects of writing a literature review on a topic of the student's choosing. Additionally, the course focuses on elements of professional development including CVs/Resumes, Personal Statements/Cover Letters, School and Job exploration, Career based self-reflection and overall development as a professional in the field of psychology	Fall 2022; Fall 2023; Spring 2024
Capstone in Psychological Science (PSY 476) Class size ranges from 8-15; students complete all aspects of designing and creating a formal research study proposal. Students write up a project proposal and present individual research projects on topics of their choosing in the field of psychology	Spring 2023; Fall 2023
Research Practicum (PSY 460) Class size ranges from 1-5. The purpose of this course is to engage students in research at various level (e.g. conceptualizing a study; collecting, entering, analyzing, and/or presenting data) as a part of a small group with the hopes of improving their understanding of and appreciation for the role of psychological research. This course consists of a regular in person meeting as well as activities assigned throughout the semester.	Spring 2023; Fall 2023; Spring 2024
Cognitive Psychology (GPSY 518) Master course: Class size ranges from 10-25; topics covered include history of cognitive psychology, cognitive neuroscience, perception and sensation, attention, memory, knowledge, language, problem-solving, and reasoning	Spring 2024
Cognitive and Affective Bases of Behavior (GPSY 522) PsyD course: Class size ranges from 20-30; course covers themes and topics relating to cognitive processes and their influences on behavior such as processes and representations involved in perception, attention, memory, language, problem solving, emotion, and reasoning	Summer 2023
<b>Assistant Professor (Psychology)</b> University of Montana Western	Fall 2020- Summer 2022
Fundamentals of Memory and Cognition (PSYX 280) Class size ranges from 10-21; topics covered include history of cognitive psychology, cognitive neuroscience, perception and sensation, attention, memory, knowledge, language, problem-solving, and reasoning	Fall 2020, Summer 2021

## Curriculum Vitae

Quantitative Methods for the Behavioral Sciences (PSYX 322) Spring 2021; 2022  
Class size ranges from 10-18; topics covered include principles of experimental design, experimental vs. non-experimental research, types of experimental variables, hypotheses, operational definitions, ethics, IRB, sampling, validity, reliability, etc.

Psychological Statistics (PSYX 291/222) Spring 2021; 2022  
Class size ranges from 10-18; topics covered include central tendency, variability, z-scores, hypothesis testing, probability and sampling, parametric statistical techniques such as correlation, t-test, ANOVA, and an overview of non-parametric techniques

Introduction to Psychology (PSYX 100) Fall 2020; 2021  
Class size ranges from 15-25; topics covered include the nervous system, perception and sensation, motivation, learning and memory, social behavior, personality, developmental, I/O and clinical psychology.

Fundamentals of Comparative Psychology (PSYX 252) Spring 2021; 2022  
Class size ranges from 10-25; topics covered include associative learning, constraints on learning, methods for studying the cognitive abilities of animals, levels of cognitive representation in different species

Human Neuropsychology (PSYX 356) Fall 2021  
Class size ranges from 10-25; topics covered include organization of the nervous system, functional neuroanatomy, neurological methods of study, function and workings of neurons, motor and sensory systems, nervous system disorders, and psychopharmacology

Senior Capstone (PSYX 499) Fall 2020; 2021  
Class size ranges from 8-15; students complete all aspects of designing and creating a formal research study proposal. Students write up a project proposal and present individual research projects on topics of their choosing in the field of psychology

**Adjunct Instructor**

Aurora University

Research Methods in Psychology (PSY 3520) Fall 2018,  
Spring 2019, Fall 2019  
Class size ranges from 10-15; Students designed, conducted, and presented complete individual research projects on topics of their choosing in the field of psychology. Topics covered included: experimental vs. non-experimental research, hypotheses, operational definitions, ethics, IRB, sampling, validity, reliability, general statistics, central tendency, variability, hypothesis testing, and statistical techniques such as correlation, t-test, and ANOVA.

Statistics in the Behavioral Sciences (PSY 3500) Spring 2018  
Class size ranges from 15-30; course covers topics such as central tendency, variability, z-scores, hypothesis testing, and statistical techniques such as correlation, t-test, and ANOVA.

Cognitive Psychology (PSY 3400) Fall 2017,  
Class size ranges from 30-45; course covers topics such as history of cognitive Spring 2018,  
psychology, cognitive neuroscience, perception, attention, memory, knowledge, Spring 2019  
language, problem-solving, and reasoning

Learning and Motivation (PSY 2300) Fall 2017  
Class size ranges from 20-40; covers topics such as classical conditioning, operant conditioning, motivation, goals and goal-setting, self-regulated learning, and learning strategies

**Instructor**

University of Illinois Chicago

Introduction to Psychology (PSCH 100) Fall 2019,  
Lead instructor for a class of 360 students covering topics such as the nervous Summer 2018,  
system, perception, motivation, learning and memory, social behavior, Spring 2017  
personality, developmental and clinical psychology.

Introduction to Research in Psychology (PSCH 242) Summer 2017;  
Lead instructor for a class of 25 students covering topics such as measurement, Spring 2018  
descriptive statistics, inferential statistics and the principles of experimental design.

**Adjunct Instructor**

Kishwaukee College

Introduction to Psychology (PSY 102) Spring 2018  
Lead instructor for a class of 30 students covering topics such as biology of behavior, sensation and perception, learning, memory, cognition, motivation, emotion, life-span development of behavior, personality, abnormal behavior and its therapies, social behavior and individual differences.

**Graduate Teaching Assistant**

University of Illinois Chicago

Statistical Methods in Behavioral Science (PSCH 343) 2016-2018  
Introduction to Research in Psychology (PSCH 242) 2014-2019  
Introduction to Psychology (PSCH 100) 2012-2019

## **PROFESSIONAL RESEARCH EXPERIENCE**

### **Faculty Advisor**

2023-present

Study of Cognition, Contradictions, and Misconceptions (SCCAM)  
Research Lab

University of Indianapolis, Department of Psychological Sciences

The Study of Cognition, Contradictions, and Misconceptions (SCCAM) Lab is a (cognitively focused) psychology lab. Broadly speaking, we are interested in higher order cognitive processes that occur while engaging with textual and multi-media materials. Most of our projects involve the study of contradictory material and misconceptions in different topic areas. Specifically, we study under what conditions people attend to contradictory material between multiple sources and what cognitive processes are involved in both detecting and “resolving” contradictory material. In addition, we study the presence of, and processes involved in overcoming misconceptions about psychological phenomena.

### **Graduate Research Assistant**

2011-2016

University of Illinois Chicago, Learning Sciences Research Institute

Susan Goldman, Ph.D.

Project: *Reading for Understanding Across Grades 6 through 12: Evidence-based Argumentation for Disciplinary Learning (Project READi)*: Collaborative project with Northern Illinois University, Northwestern University, WestEd and Inquirium, LLC

Description: Project READi is a 5-year study trying to improve students’ abilities to create arguments from multiple text sources in the content areas of history, science, and literature.

Primary Tasks: coding student essays for argumentation and literary reasoning, running experiments in the classroom, conducting think-alouds and focused interviews with students grade 6-12, coding think-alouds and text annotations for evidence of processing types and discipline specific processing indicators (e.g., scientific reading practices, literary interpretations and notice of literary device)

### **Research Assistant**

2010-2011

University of Memphis, Institute for Intelligent Systems

Arthur Graesser, Ph.D.

Project: *Operation ARIES! (Acquiring Research Investigative and Evaluative Skills)*: Collaborative project with Northern Illinois University, Claremont McKenna University, and University of Memphis

Description: ARIES is an intelligent tutoring system that teaches critical thinking skills in a game-like atmosphere.

Primary Tasks: coordinating the scheduling and running of participants, data organization and management, usability testing, writing/revising pedagogical agent scripts, testing and revising Regular Expressions

Project: *Auto Mentor*: Collaborative project with University of Wisconsin, University of Maryland, University of Memphis, and Mass Audubon Society

Description: Auto Mentor is an intelligent tutoring system designed to automate professional mentoring in epistemic games for STEM learning.

Primary Tasks: co-site manager, Coh-Matrix and LIWC analyses on chat logs, coding for SKIVE epistemic elements (i.e., Skills, Knowledge, Identity, Values, Epistemology) and evidence of personality traits

**Research Assistant**

2008 –2010

University of Memphis, Cognition and Technology Lab

Roger Azevedo, Ph.D.

Project: *Meta Tutor (NSF REESE Grant)*

Description: Meta Tutor is a multi-agent, hypermedia-based intelligent tutoring system that scaffolds self-regulated learning processes during learning about complex science topics.

Primary Tasks: coordinating and running studies with complex experimental set-up, concurrent think-aloud protocols, log-file data, eye-tracking, and facial recognition for affect classification, transcription of experimental sessions, data organization and management, and creating data visualizations, coding for self-regulated learning indicators

**RESEARCH MENTORING**

**University of Indianapolis**

*Undergraduate Honors Thesis Advisor*

Nicholas Wood, Spring 2023-present

Sydnee Widmann, Spring 2023-present

Jezalyn Hyzer, Spring 2023-present

Samantha Leander, Fall 2023-present

Elizabeth Brookover, Fall 2023-present

Abigail Slaughter, Fall 2023-present

Mya Rodriguez, Fall 2023-present

*Undergraduate Research Fellows Advisor*

Abigail Slaughter, Fall 2022-present

Melia Trimmer, Fall 2022-present

*Undergraduate Project Advisor*

Paisley McFarland, Fall 2023-present

Dailyn Burks, Fall 2023-present

Amaya Stowers, Spring 2023-present

Thomas Largent, Spring 2023-present

*Dissertation Advisor*

Aades Saluja, Spring 2024

Kayla McMenimen, Spring 2024

**University of Montana Western**

*Undergraduate Research Mentor*

Ashley Cerise, Spring 2021

**University of Illinois Chicago**

*Undergraduate Research Mentor*

Christine Chang, Fall 2017- Spring 2020

Niki Chokshi, Spring 2019

Sana Alnajjar, Spring 2018

Christine Ng, Spring 2018-Spring 2019

Rachel Librizzi, Fall 2017- Spring 2019

Noor Elagha, Spring 2017- Spring 2018

Mariah DeLuna, Spring 2017- Spring 2018

Michelle Paz, Spring 2017

Omar Mirza, Summer 2015

Saman Haque, Summer 2015

Nazish Khan, Summer 2015

Brooke Yamauchi, Spring 2015

Nourhan Elasaawy, Spring 2015

Stephanie Alvarez: Spring, Fall 2013

Melissa Gschwendtner: Spring, Fall 2013

Alan Swieszewski: Fall 2013

**PUBLICATIONS AND PRESENTATIONS****Referred Journal Articles**

- Mairead, M., Cervone, D., Roy, A., & Burkett, C. (2021). Personality coherence in acts and texts: Searching for coherence within and beyond trait categories. *European Journal of Personality*, 36(3):347-370. doi:10.1177/08902070211022131
- Goldman, S. R., Greenleaf, C., Yukhymenko-Lescroart, M., Brown, W., Ko, M. L., Emig, J. M., George, M., Wallace, P., Blaum, D., Britt, M. A. & Project READI. (2021). Explanatory modeling in science through text-based investigation: Testing the efficacy of the project READI intervention approach. *American Educational Research Journal*, 56, 1148-1216.
- Yukhymenko-Lescroart, M., Briner, S. W., Lawless, K., Levine, S., Magliano, J. P., Burkett, C., McCarthy, K. S., Lee, C. D., & Goldman, S. R. (2016). Development and initial validation of the Literature Epistemic Cognition Scale (LECS). *Learning and Individual Differences*, 51, 242-248.
- Burkett, C. & Goldman, S. R. (2016). "Getting the point" of literature: Relations between processing and interpretation. *Discourse Processes*, 53(5-6), 457-487.
- Burkett, C., & Azevedo, R. (2012). The effect of multimedia discrepancies on metacognitive judgments. *Computers in Human Behavior*, 28(4), 1276-1285.
- Blake, S., Winsor, D., Burkett, C., & Allen, L. (2011). Developmentally appropriate technology practice: Exploring myths and perceptions of early childhood professionals. *Journal on School Educational Technology*, 6(3), 35-49.
- Blake, S., Turner-Brown, S., Taylor, S., & Burkett, C. (2009). Engage, investigate, and report: Enhancing the curriculum with scientific inquiry. *Young Children*, 64(6), 49-53.

**Books and Book Chapters**

- Blake, S., & Burkett, C. (2017). *Creativity in workforce development and innovation: Emerging research and opportunities*. IGI Global.
- Goldman, S. R., Blair, A., & Burkett, C. (2018). Assessment of multiple resource comprehension and information problem solving. To appear in J. L. G. Braasch, I. Braten, & M. T. McCrudden (Eds.) *Handbook of multiple source use*. New York: Routledge.
- Goldman, S. R., McCarthy, K. S., & Burkett, C. (2015). Interpretive Inferences in Literature. In E. O'Brien A. Cook, & R. Lorch (Eds.), *Inferences during reading*. Cambridge University Press.
- Keshtkar, F., Burkett, C., Li, H., & Graesser, A. C. (2014). Using data mining techniques to detect the personality of players in an educational game. In A. Pena-Ayala (Ed.), *Educational Data Mining: Applications and Trends* (pp. 125-150). Switzerland: Springer.
- Blake, S., Winsor, D., Burkett, C., & Allen, L., (2011). Ipods, internet and apps, oh my: Age appropriate technology in early childhood educational environments. In S. Blake & D. Winsor (Eds.), *Child development and the use of technology: Perspectives, applications and experiences*. Hershey, PA: IGI Global.
- Azevedo, R., Johnson, A., Chauncey, A., & Burkett, C. (2010). Self-regulated learning with MetaTutor: Advancing the science of learning with MetaCognitive tools. In M. Khine & I. Saleh (Eds.), *New science of learning: Computers, cognition, and collaboration in education* (pp. 225-247). Amsterdam: Springer.
- McMurtry, Z., & Burkett, C. (2010). Technology and its role in teacher education. In S. Blake & S. Izumi-Taylor (Eds.), *Technology for early childhood education and socialization: Developmental applications and methodologies* (pp. 94-113). Hershey, NY: Information Science Reference.
- Allen, L., Blake, S., Burkett, C., Crow, R., Gibbons, A. N., Grant, M., Izumi-Taylor, S., Lee, Y., Lopez, J., Lopez, M., McMurtry, Z., Mims, C., Morris, V., Smith, C. & Winsor, D. (2010). Technology

resources and software recommended for young children and teachers evaluating web sites. In S. Blake & S. Izumi-Taylor (Eds.), *Technology for early childhood education and socialization: developmental applications and methodologies* (pp. 217-232). Hershey, NY: Information Science Reference.

### Technical Reports and Refereed Conference Proceedings

- Brown, W., Greenleaf, C., Marple, S., Reade, F., Charney-Sirott, I., Sexton, U., Hale, G., Ko, M., James, K., & Burkett, C. (2016). *Developing assessments of students' scienc reading processes and explanatory models to measure learning outcomes from instruction with text-based investigation modules*. (Report #18) Chicago, IL: Reading , Evidence, and Argumentation in Disciplinary Instruction (READI).
- Goldman, S. R., Magliano, J. Lee, C. D., Briner, S., McCarthy, K., & Burkett, C. (2016) *Basic studies in literature* (Report #5) Chicago, IL: Reading , Evidence, and Argumentation in Disciplinary Instruction (READI).
- Yukhymenko-Lescroart, M., Briner, S., Magliano, J. P., Lawless, K., Burkett, C., McCarthy, K., Lee, C. D., & Goldman, S. R. (2015) *Believing in fiction: Development and initial validation of the literature epistemology scale (LES)* (Report #5) Chicago, IL: Reading , Evidence, and Argumentation in Disciplinary Instruction (READI).
- Burkett, C., Goldman, S., R., & Britt, M. A. (2014, June). *The role of stated relationships in detecting contradictions between multiple representations in science*. In Proceedings of the 11<sup>th</sup> Annual International Conference of the Learning Sciences, Boulder, CO, p. 1541-1542.
- Burkett, C., Keshtkar, F., Li, H., & Graesser, A. (2012). *Constructing a personality annotated corpus for educational game based on Leary's Rose Framework*. In G. Youngblood & P. McCarthy (Eds.) Proceedings of the 25<sup>th</sup> Florida Artificial Intelligence Research Society Conference (pp. 147-150). Menlo Park, CA: AAAI.
- Keshtkar, F., Burkett, C., Graesser, A., & Li, H. (2012). Detecting players' personality with any effort of concealment. In A. Gelbukh (Ed.) *Proceedings of the 13<sup>th</sup> International Conference, CICLing 2012, Computational Linguistics and Intelligent Text Processing, Part II, LNCS 7182* (pp. 503-515). Heidelberg, Germany: Springer.
- Burkett, C., & Azevedo, R. (2011). *Metacognitive judgments, study-time allocation, and inferences: The effect of multimedia discrepancies*. Proceedings of the 33<sup>rd</sup> Annual Conference of the Cognitive Science Society (pp. 1013-1018). Austin, TX: Cognitive Science Society.
- Cai, Z., Graesser, A.C., Forsyth, C., Burkett, C., Millis, K., Wallace, P., Halpern, D. & Butler, H. (2011). Trialog in ARIES: User input assessment in an intelligent tutoring system. In W. Chen & S. Li (Eds.), *Proceedings of the 3rd IEEE International Conference on Intelligent Computing and Intelligent Systems* (pp.429-433). Guangzhou: IEEE Press.
- Morgan, B., Burkett, C., Bagley, E., & Graesser, A. C. (2011). *Typed versus Spoken Conversations in a Multi-party Epistemic Game*. In G. Biswas, S. Bull, J. Kay, & A. Mitrovic (Eds.), Proceedings of 15<sup>th</sup> International Conference on Artificial Intelligence in Education (pp. 513-515). Berlin: Springer-Verlag.
- Azevedo, R., Witherspoon, A., Chauncey, A., Burkett, C., & Fike, A. (2009). MetaTutor: A MetaCognitive tool for enhancing self-regulated learning. In R. Pirrone, R. Azevedo, & G. Biswas (Eds.), *Proceedings of the AAAI Fall Symposium on Cognitive and Metacognitive Educational Systems* (pp. 14-19). Menlo Park, CA: Association for the Advancement of Artificial Intelligence (AAAI) Press.



## Conference Presentations

- Burkett, C., Wood, N., McFarland, P., Largest, T. & Stowers, A. (2024, April) The role of graphs in confidence about consistency decisions. Poster to be presented at the 96th annual meeting of the Midwestern Psychological Association (MPA), Chicago, IL.
- \*Wrobel, T. N., Burkett, C., Slaughter, A., & McFarland, P. (2024, April). A linguistic character analysis of Dexter's internal monologues. Poster to be presented at the 96th annual meeting of the Midwestern Psychological Association (MPA), Chicago, IL.
- \*Hyzer, J. & Burkett, C. (2024, April). Daily task load impacts on affect and overwhelm in ADHD. Poster to be presented at the 96th annual meeting of the Midwestern Psychological Association (MPA) Psi Chi Program, Chicago, IL.
- \*Wood, N., & Burkett, C. (2024, April). Predictors for perceptions and misconceptions about dreams. Poster to be presented at the annual meeting of the Midwestern Psychological Association (MPA) Psi Chi Program, Chicago, IL.
- \*Widmann, S., & Burkett, C. (2024, April). Comparisons of crime-based memory: The role of true crime media consumption. Poster to be presented at the annual meeting of the Midwestern Psychological Association (MPA) Psi Chi Program, Chicago, IL.
- Blake, S., Junco, E., Burkett, C., Lowe, C., & Daly, N. (March, 2024). Crossing the finish line: The effect of culturally responsive programs on multilingual teacher candidates. [Presentation]. 53rd Annual Conference of the National Association for Bilingual Education, New Orleans, LA.
- Hall, A., & Burkett, C. (2023, June). Changing task, changing talk: An analysis of whole class discussions of literary texts [Presentation]. International Society of the Learning Sciences Annual Meeting, Montreal, CA.
- Burkett, C. (2022, May). Something's not right, but what? Complexities and confidence in the identification of contradictory elements between text and graph. Paper presented at the the Annual Meeting of the Association for Psychological Science (APS), Chicago, IL.
- Burkett, C., & Goldman, S. R. (2020, April). One of these things is not like the other: Identifying contradictions between text and graph. Poster to be presented at the Annual Meeting of the American Education Research Association (AERA), San Francisco, CA. [conference cancelled due to COVID-19]
- Hall, A., Burkett, C., & Goldman, S. R. (2020, April). Changing Task, Changing Talk: An Analysis of Student Talk in Whole Class Discussions of Literary Texts. Paper to be presented at the Annual Meeting of the American Education Research Association (AERA), San Francisco, CA. [conference cancelled due to COVID-19]
- McKenna, M., Burkett, C., & Cervone, D. (2020, February). Acts and texts: A mixed-methods exploration of personality coherence. Poser presented at the Annual Society for Personality and Social Psychology (SPSP) Convention, New Orleans, LA.
- \*Librizzi, R., Burkett, C., Blair, A., & Goldman, S. R. (2019, July). The effects of text complexity and prompt specificity on text/graph contradiction detection. Poster to be presented at the 29<sup>th</sup> Annual Meeting of the Society for Text and Discourse (ST&D), New York, NY.
- Burkett, C., Chokshi, N., & Goldman, S. R. (2019, July). What doesn't match? Identification of contradictions between text and graph. Poster to be presented at the 29<sup>th</sup> Annual Meeting of the Society for Text and Discourse (ST&D), New York, NY.
- \* Eldabli, A., Mata, S., & Burkett, C. (2019, April). Perceptions of hostile sexism versus benevolent sexism. Poster presented at the Annual Meeting of the National Conference on Undergraduate Research (NCUR), Kennesaw, GA.

- Burkett, C., Goldman, S. R., & Chang, C. (2018, August). Graph complexity and the detection of multi-representational contradictions. Paper presented at the Annual Meeting of the European Association for Research on Learning and Instruction (EARLI) Special Interest Group 2: Comprehension of Text and Graphics, Freiburg, Germany.
- \*Chang, C., Blair, A., Burkett, C., & Goldman, S. R. (2018, April). Effects of self-explanation on the identification of discrepant information in science text and graphs. Poster presented at the 90<sup>th</sup> Annual Meeting of the Midwestern Psychological Association (MPA), Chicago, IL.
- \*Elagha, N., Burkett, C., & Goldman, S. R. (2018, April). Effects of math anxiety on identification of discrepancies in scientific text and graph comprehension. Poster presented at the 90<sup>th</sup> Annual Meeting of the Midwestern Psychological Association (MPA), Chicago, IL.
- Burkett, C., Goldman, S. R., & Britt, M. A. (2017, July). Detection of multi-representational contradictions in Science: Inferences, representations and task conditions. Paper presented at the 27<sup>th</sup> Annual Meeting of the Society for Text and Discourse (ST&D), Philadelphia, PA.
- Blake, S., Burkett, C., & McCarthy, C. (2017, March). Looking for teachers in all the wrong places: 21<sup>st</sup> century skills. A paper presented at the Critical Questions in Education Conference presented by the Academy for Educational Studies, New Orleans, LA.
- Burkett, C., & Goldman, S. R. (2016, July). Going beyond the literal: Rules of notice and literary interpretations. Paper presented at the 15<sup>th</sup> Biennial Meeting of the International Society for the Empirical Study of Literature and Media (IGEL), Chicago, IL.
- Goldman, S. R., Lawless, K. A., Yukhymenko, M., Britt, M. A., Wallace, P., George, M. Pellegrino, J. W., Litman, C., Emig, J., Fortune, A., James, K. M., & Burkett, C. (2016, April). *Efficacy study of ninth-grade READI biology: Design, assessment strategy, and findings*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Washington, D. C.
- Blake, S., & Burkett, C. (2016, March). *Investigation of naturalistic quiddity of inquiry reasoning in education (INQUIRE)*. Paper presented at the Annual Meeting of the National Association for Bilingual Education (NABE), Chicago, IL.
- Blake, S. Burkett, C., & Krause, J. (2016, February). *Putting the cart before the horse: An investigation of the relationship of personality and teacher leader skills with preservice teacher educators*. Paper presented at the 68<sup>th</sup> Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), Las Vegas, NV.
- Burkett, C., James, K. M., Goldman, S. R., & Project READI Science Team. (2015, July). *Causal science explanations: The role of annotations of texts and graphics*. Paper presented at the 25<sup>th</sup> Annual Meeting of the Society for Text and Discourse (ST&D), Minneapolis, MN.
- Burkett, C., & Goldman, S. R. (2015, July). Novice literary interpretations: *Prompting and processing matter*. Poster presented at the 25<sup>th</sup> Annual Meeting of the Society for Text and Discourse (ST&D), Minneapolis, MN.
- Hall, A. H., Burkett, C., Sosa, T., & Goldman, S. R. (2015, April). *Learning to interpret: Constructing written arguments about unreliable narrators*. Poster presented at the American Educational Research Association (AERA) Annual Meeting, Chicago, IL. [Nominated for Division C Outstanding Poster Award]
- Ko, M., James, K., Burkett, C., Goldman, S. R., Greenleaf, C. L., & Brown, W. R., (2015, April). *Re-positioning texts as objects of inquiry and tools for science practice*. Poster presented at the American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- Goldman, S. R., Sosa, T., Hall, A. H., Burkett, C., Coppola, R., Chambers, J., & George, M. (2015, April). *Cross-case comparisons of teachers learning to use everyday knowledge to support literary reasoning*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- Briner, S. W., Yukhymenko, M., McCarthy, K. S., Burkett, C., Magliano, J., Lee, C.D., & Goldman, S. R. (2015, April). *Undergraduates' epistemological beliefs about reading literature*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Chicago, IL.

- Sosa, T., Burkett, C. & Goldman, S. R. (2015, April). *Classroom discussions and individual student participation in literary reasoning*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- Blake, S., Blonder, B., Krause, J., & Burkett, C. (2015, April). *Pre-service teachers and science: The effect of peer instruction*. Paper presented at the Annual International Conference of the National Association for Research in Science Teaching (NARST), Chicago, IL.
- Blake, S., Burkett, C., & Serrano, C. (2015, March). *Developing dual language electronic books*. Paper presented at the 44<sup>th</sup> Annual Conference of the National Association for Bilingual Education (NABE), Las Vegas, NV.
- Burkett, C., Goldman, S. R., & Britt, M. A. (2014, August). *Adolescents' detection of contradictions between multiple representations in science*. Paper presented at the 24<sup>th</sup> Annual Meeting of the Society for Text and Discourse (ST&D), Chicago, IL.
- McCarthy, K. S., Burkett, C., Briner, S. W., & Goldman, S. R. (2014, August). *Title affects both literal and interpretive representations of literary texts*. Paper presented at the 24<sup>th</sup> Annual Meeting of the Society for Text & Discourse (ST&D), Chicago, IL.
- Briner, S. W., Burkett, C. & Goldman, S.R. (2014, May). *Developmental trends in reasoning about situational irony*. Poster presented at the International Convention of the Association for Psychological Science (APS), San Francisco, CA.
- Briner, S. W., Burkett, C. B., Lee, C. D., Goldman, S. R., & Magliano, J. P. (2014, May). *A rubric for measuring literary argumentation: Evidence for construct validity*. Poster presented at the Annual Meeting of the Midwestern Psychological Association (MPA), Chicago, IL.
- Burkett, C., Sosa, T., Hall, A. H., & Goldman, S. R. (2014, April). *Engaging students in literary reasoning and argumentation*. Poster presented at the American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA. [Nominated for Division C Outstanding Poster Award]
- Briner, S. W., McCarthy, K. S., Burkett, C., Levine, S., Lee, C. D., Goldman, S. R., & Magliano, J. P. (2014, April). *A rubric-based approach for analyzing dimensions of literary reasoning*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
- Yukhymenko, M., Briner, S. W., Burkett, C., McCarthy, K. S., Levine, S., Magliano, J. P., Lee, C. D., & Goldman, S. R. (2014, April). *Development of the literature epistemology scale*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
- Lee, C. D., Goldman, S. R., Levine, S., Sosa, T., George, M., Magliano, J. P., Coppola, R., McCarthy, K. S., & Burkett, C. (2014, April). *Literary reasoning and argumentation: Re-conceptualizing pedagogical implications of the domain*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
- Burkett, C., Goldman, S.R., Lee, C. D., Briner, S.W., McCarthy, K.S., & Magliano, J.P. (2013, July). *Interpretive processing in literary works: Sources of complexity*. Paper presented at the 23<sup>rd</sup> Annual Meeting of the Society for Text and Discourse (ST&D), Valencia, Spain.
- Briner, S. W., Burkett, C. McCarthy, K. S., Levine, S., Sullivan, M. P., Lee, C. D., Goldman, S. R., & Magliano, J. P. (2013, July). *Developmental trends in literary reasoning*. Paper presented at the Annual Meeting of the Society for Text & Discourse (ST&D), Valencia, Spain.
- Burkett, C., Briner, S., McCarthy, K., Goldman, S., Lee, C., & Magliano, J. (2013, May). *Making sense of literary text*. Paper presented at the Annual Meeting of the Midwestern Psychological Association (MPA), Chicago, IL.
- Blake, S., & Burkett, C. (2013, May). *PBL, what's the problem?* Paper presented at the Annual Meeting of The Teaching Professor Conference, New Orleans, LA.
- Blake, S., & Burkett, C. (2013, February). *Communication and understanding between immigrant parents and early childhood education teachers: Closing the gap of cultural conflict of expectations and beliefs*. Invited paper presented at the Annual Meeting of the National Association for Bilingual Education (NABE), Orlando, FL.

- Blake, S., & Burkett, C. (2013, February). *Bridging the gap: ELL parent and teacher perceptions of socio-cultural issues in early childhood classrooms*. Paper presented at the Annual Meeting of the National Association for Bilingual Education (NABE), Orlando, FL.
- Briner, S., McCarthy, K., Burkett, C., Levine, S., Magliano, J., Lee, C., & Goldman, S. (2012, July). *Toward an assessment of literary reasoning in high school students*. Poster presented at the 22nd Annual Meeting of the Society for Text & Discourse, Montreal, Canada.
- Blake, S., Winsor, D., & Burkett, C. (2012, November). *Problem based learning: Perspectives from pre-service teachers*. Paper presented at the Annual Meeting of the Florida Educational Research Association (FERA), Gainesville, FL.
- Cai, Z., Graesser, A., Burkett, C., Li, H., Morgan, B., & Shaffer, D. (2011, November). *Generation of domain-specific LSA spaces*. Paper presented at the Annual Meeting of the Society for Computers in Psychology (SCiP), Seattle, WA.
- Azevedo, R., Witherspoon, A., Burkett, C., Behnagh, R., Khezri, Z., Moral, M., Gebre, E., Stern, M. (2011, August-September). *Metacognitive prompts in fostering science understanding in MetaTutor*. Paper presented at Biennial Meeting of the European Association for Research on Learning and Instruction (EARLI), Exeter, UK.
- Forsyth, C., Burkett, C., Halpern, D., Millis, K., Graesser, A., & Germany, M. (2011, July). *The malleable middle: Prior knowledge and the importance of text*. Poster presented at the 21<sup>st</sup> Annual Meeting of the Society for Text & Discourse, Poitiers, France.
- Azevedo, R., Johnson, A., Burkett, C., Chauncey, A., Gebre, E., Behnagh, R., Stern, M., & Moral, M. (2011, April). *The effectiveness of pedagogical agents' prompting and feedback in facilitating self-regulated learning with MetaTutor*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Burkett, C., & Azevedo, R. (2010, November). *The effect of discrepancies on metacognitive judgments, study-time allocation and inferences during multimedia learning*. Paper presented at the Annual Meeting of the Mid-South Educational Research Association, Mobile, AL.
- Witherspoon, A. M., Burkett, C., Fike, A., Chauncey, A., & Azevedo, R. (2010, May). *The impact of computer-delivered self-regulated learning training on learner-generated external representations*. Paper presented at the 4th biennial meeting of the EARLI special interest group Metacognition, Muenster, Germany.
- Azevedo, R., Witherspoon, A. M., Chauncey, A., Burkett, C., & Fike, A. (2010, May). *Scaffolding SRL with MetaTutor's animated pedagogical agents*. Paper presented at the 4th biennial meeting of the EARLI special interest group Metacognition, Muenster, Germany.
- Chauncey, A., Witherspoon, A. M., Burkett, C., Fike, A., & Azevedo, R. (2010, May). *Examining the effectiveness of SRL training on learners' metacognitive knowledge and deployment of SRL processes during hypermedia learning*. Paper presented at the 4th biennial meeting of the EARLI special interest group Metacognition, Muenster, Germany.
- Johnson, A. M., Azevedo, R., Cai, Z., Chauncey, A., & Burkett, C. (2010, May). *Exploring the relationship between navigational patterns and self-regulated learning*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Azevedo, R., Johnson, A., Chauncey, A., & Burkett, C. (2010, May). *The dynamics of self-regulation during complex learning with MetaTutor*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Chauncey, A., Azevedo, R., Johnson, A. M., & Burkett, C. (2010, May). *Do high-performing and low-performing students use SRL differentially during hypermedia learning?* Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Azevedo, R., Johnson, A., Chauncey, A., & Burkett, C. (2010, May). *Self-regulation of complex learning with MetaTutor*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.

- Azevedo, R., Witherspoon, A., Chauncey, A., Burkett, C., & Fike, A. (2009, November). *MetaTutor: A metacognitive tool for enhancing self-regulated learning*. Paper presented at the Annual Meeting of the American Association for Artificial Intelligence, Symposium on Metacognitive and Cognitive Educational Systems, Washington, DC.
- Blake, S. Winsor, D. & Burkett, C. (2009, November). *Investigation of naturalistic quiddity of inquiry reasoning in education (INQUIRE)*. Paper presented at the Annual Meeting of the National Association for the Education of Young Children (NAEYC), Washington, DC.

### Additional Presentations

- \*Burkett, C., Stowers, A., Widmann, S., and Wood, N. (2023, October). Cognition, contradictions, and misconceptions, oh my! An overview of applied cognitive psychology. [Presentation] College of Education and Behavioral Sciences (CEBS) Brown Bag, Indianapolis, IN.
- \*Cerise, A., & Burkett, C. (2021, April). The impact of jealousy scenarios on relationship satisfaction for different attachment styles. Poster presented at the 2021 The University of Montana Western Research Symposium, Dillon, MT.
- \*Ng, C., Blair, A., Burkett, C., & Goldman, S. (2020, March). Effects of mood and source trustworthiness on attitude toward arguments. Poster presented at the 2020 Annual University of Illinois Psychology Department Cross Program Conference, Chicago, IL.
- \*Chokshi, N., & Burkett, C. (2019, April). The effects of graph and contradiction complexity on text/graph contradiction identification. Poster presented at the 2019 University of Illinois Chicago Student Research Forum, Chicago, IL. (Paper received UIC Library Research Award)
- Burkett, C. (2019, March). *This talk is maybe definitely full of contradictions, but will anyone notice?* Presented at the University of Illinois at Chicago Cognitive Division Brown Bag, Chicago, IL.
- \*Librizzi, R., Burkett, C., & Goldman, S. R. (2018, April). The role of presentation format in the detection of multi-representational discrepancies in science texts. Poster presented at the 2018 University of Illinois Chicago Student Research Forum, Chicago, IL.
- \*Elagha, N., Burkett, C., & Goldman, S. R. (2018, April). Math anxiety and discrepancies between scientific text and graph. Poster presented at the 2018 University of Illinois Chicago Student Research Forum, Chicago, IL.
- \*Elagha, N., Burkett, C., Blair, A. & Goldman, S. (2017, April). Scientific text and graph comprehension through identification of discrepancies. Poster presented at the Annual Student Research Forum, University of Illinois Chicago, IL.
- Burkett, C. & Hall, A. (2016, November) “Getting the point” of literature: Constructing written arguments about unreliable narrators. Presented at the University of Illinois at Chicago Cognitive Division Brown Bag, Chicago, IL.
- Burkett, C. (2015, March). *Adolescents’ detection of contradictions between multiple representations in science*. Presented at the University of Illinois at Chicago Cognitive Division Brown Bag, Chicago, IL.
- Burkett, C. (2014, March). *Interpretations of literature: The roles of reader, text and task in taking an interpretive stance*. Presented at the University of Illinois at Chicago Cognitive Division Brown Bag, Chicago, IL.
- Burkett, C. (2012, April). *Adolescents and undergraduates: processing authentic literary texts*. Presented at the University of Illinois at Chicago Cognitive Division Brown Bag, Chicago, IL.
- Germany, M., Burkett, C., & Forsyth, C. (2011, April). *When is it worthwhile to present a reader with a full text over a summary text?* Poster presented at the Annual Student Research Forum, Memphis, TN.
- Forsyth, C.M., and Burkett, C. (2011, March). *Aliens, spies and research methods: Investigating aspects of an Intelligent Tutoring System*. Presented at Cognitive Brownbag at the Institute for Intelligent Systems. Memphis, TN.

## Curriculum Vitae

Azevedo, R., Johnson, A., Chauncey, A., Fike, A., Burkett, C., Lintean, M., Cai, Z., Rus, V., Graesser, A. C., & McNamara, D. (2010, March). *Adolescents' use of multiple representations of information during self-regulated and externally-regulated learning with hypermedia*. Poster presented at the annual NSF PI meeting.

Chauncey, A., Azevedo, R., Fike, A., & Burkett, C. (2009, April). *The role of metacognitive processes in facilitating students' learning in multi-agent hypermedia learning environments*. Poster presented at the Annual Student Research Forum, Memphis, TN.

\* Denotes presentation by mentored student

**Invited Presentations**

Co-Facilitator: (2023, June) ILTS Elementary Education content test preparatory workshop [math content]. Northern Illinois University, Dekalb, IL.

Burkett, C. (2021, March). *One of these things is not like the other: Complexities in multi-representational contradiction detection*. Presented at the University of Illinois at Chicago Cognitive Division Brown Bag, Chicago, IL.

**SERVICE**

Faculty Advisor: Healing Hounds (UIndy)	2023-present
Member: Land Acknowledgement Task Force (UIndy)	2023-present
Member: Honors Committee (UIndy)	2023-present
Undergraduate and Graduate Advising (UMW and UIndy)	2021-present
Member: Assessment Committee (UMW and UIndy)	2021-present
Member: American Indian and Minority Achievement Committee (UMW)	2022-2023
Member: Strategic Enrollment Management Committee (UMW)	2021-2023
Member of "Tagging Project": Society for the Teaching of Psychology	2021-2023
Member of Humanities and Social Sciences division block party planning committee (UMW)	2021
Reviewer: American Educational Research Association Annual Conference	2021-present
Reviewer: Psi Chi Journal of Psychological Research	2021-present
Member: Diversity, Equity and Inclusion Task Force (UMW)	2021-2022
Reviewer: Discovering the Scientist Within Text Book	2017
Faculty Advisor: Lambda Theta Alpha Love Shouldn't Hurt Event (AU)	Fall 2017
Member: Psychology Cross Program Conference Committee	2016-2017
Co-Chair: Community Committee (LSRI)	2015-2016
Student Volunteer for the International Society for the Empirical Study of Literature and Media (IGEL) Conference	July, 2016
Student Representative, Governing Board of the International Society for the Empirical Study of Literature and Media (IGEL)	2015-2016
Student Volunteer for the Society of Text and Discourse Conference	August, 2014

**AWARDS AND HONORS**

Recipient Experience One Fund Award, \$480	March, 2021
Recipient Society for Text and Discourse Student Travel Award	2017
Graduated Magna Cum Laude with Honors in Psychology	May, 2011
Recipient Alumni Chapter Book Scholarship	Spring, 2011
Psychology Honors Program	2009-2011
Psi Chi National Honors Society	2009

**PROFESSIONAL AFFILIATIONS**

Association for Psychological Science	2022-present
Society for the Teaching of Psychology	2020-present
American Psychological Association Teaching of Psychology Division	2016-present
European Association for Research on Learning and Instruction	2018-2022
International Society for the Empirical Study of Literature and Media	2015-2020
International Society of the Learning Sciences	2014-2020
American Educational Research Association	2013-2020
Midwestern Psychological Association	2013-2020
Society for Text and Discourse	2011-2019
Cognitive Science Society	2011-2019
National Association for Bilingual Education	2012-2015
Mid-South Educational Research Association (MSERA)	2010-2012