

**Daniel C. Moos, Ph.D.**  
**CURRICULUM VITAE**

*Gustavus Adolphus College*, Department of Education  
800 West College Avenue, Saint Peter, MN, 56082  
202-841-0977; [dmoos@gustavus.edu](mailto:dmoos@gustavus.edu)

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**Academic Appointments**

*Gustavus Adolphus College*

<b>Full Professor</b>	2018 - present
<b>Associate Professor</b>	2013 - 2018
<b>Assistant Professor</b>	2007 - 2013
<b>Chair (Education Department)</b>	2017 – 2020, 2021 (spring)
<b>Faculty Associate for Teaching Excellence</b>	2021 - 2024
<b>College Assessment Director</b>	2014 - 2017
<b>Co-Chair of Education Department (1 year term)</b>	2009 – 2010
<b>Elementary/Middle School Teacher (<i>Norwood School</i>)</b>	1998 - 2002

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**EDUCATION**

<b>Educational Psychology, Ph.D.</b> University of Maryland, College Park, MD	2007
<b>Human Development, M.A.</b> University of Maryland, College Park, MD	2004
<b>Psychology, B.A.</b> Amherst College, Amherst, MA	1998

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## Curriculum Vitae for Daniel C. Moos, PhD

### TEACHING EXPERIENCES

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<b>Date</b>	<b>Institution</b>	<b>Responsibilities &amp; Course Title</b>
January 2022	Gustavus Adolphus College Saint Peter, MN	<u>Career Orientation to Teaching</u> Undergraduate Level Course
Fall 2007 - present	Gustavus Adolphus College Saint Peter, MN	<u>Developmental &amp; Educational Psychology</u> Undergraduate Level Course
Fall 2007 - present	Gustavus Adolphus College Saint Peter, MN	<u>Educational Technology</u> Undergraduate Level Course
Spring 2022 Fall 2007 – 2014	Gustavus Adolphus College Saint Peter, MN	<u>Supervision of Student Teachers</u> International (Spain) Distance (Barrow, Alaska) & Local (Minnesota)
Fall 2006 & Spring 2007	University of Maryland College Park, MD	<u>Cognitive Development</u> Undergraduate Level Course
Spring 2005, Fall 2005, & Spring 2006	University of Maryland College Park, MD	<u>Technology Based Learning Environments</u> Master's Level Course (in-service teachers)
Spring 2004	University of Maryland College Park, MD	<u>Adaptive Learning Technologies</u> Teaching Assistant Master's Level Course (in-service teachers)
2000 – 2002	Norwood School Bethesda, MD	<u>Sixth Grade Homeroom Teacher</u> 6 <sup>th</sup> grade Homeroom teacher (Social Studies, Language Arts, Math, Reading)
1999 – 2000	Norwood School Bethesda, MD	<u>Middle School Mathematics Teacher and</u> <u>Eighth Grade Advisor</u>
1998 – 1999	Norwood School Bethesda, MD	<u>Teacher Intern</u> Teacher intern for K – 8 grade classrooms

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**EDITED SPECIAL ISSUE**

**Moos, D.C. & Michalsky, T.** (2021). [Fostering Self-Regulated Learning Classrooms Through Intentional Links Between Conceptual Frameworks, Empirical-Based Models and Evidenced-Based Practices](#). *Frontiers*.

**PUBLICATIONS**

*(Gustavus student co-authors identified with underlined italics)*

**Moos, D.C & Stewart, C.** (2018). Technology uses in instruction. In M. DiBenedetto (Eds). *Connecting Self-regulated Learning and Performance with Instruction Across High School Content Areas*. Springer publishing.

**Moos, D.C.** (2017). Emerging classroom technology: Using self-regulation principles as a guide for effective implementation. In J.A Greene and D. Schunk (Eds), *Handbook of Self-Regulation of Learning and Performance* (pg 241-254). Routledge publishing.

**Moos, D.C. & Bonde, C.** (2015). Flipping the classroom: Embedding self-regulated learning prompts in videos. *Technology, Knowledge and Learning* 21(2), 225-242.

**Moos, D.C. & Miller, A.** (2015). The self-regulated learning cycle with hypermedia: Stable between learning tasks? *Journal of Cognitive Education and Psychology*, 14(2).

**Moos, D.C. & Miller, A.** (2014). Personal beliefs as a lens: The role of epistemological and self-regulated learning beliefs in pre-service teachers' evaluation of lesson plans. *British Journal of Education, Society & Behavioural Science*, 4(8), 768-783.

**Moos, D.C.** (2014). Setting the stage for metacognition during hypermedia learning: What motivation constructs matter? *Computers & Education*, 70, 128 – 137.

**Moos, D.C. & Pitton, D.** (2014). Student teacher challenges: Using Cognitive Load Theory as an explanatory lens. *Teaching Education*, 25 (2).

**Moos, D.C.** (2013). Hypermedia learning: Considering Cognitive Load and self-regulated learning. *Journal of Educational Multimedia and Hypermedia*, 22(1) 39-61.

**Moos, D.C. & Stewart, C.** (2013). Self-regulated learning with hypermedia: Bringing motivation into the conversation. In R. Azevedo and V. Aleven (Eds), *International Handbook of Metacognition and Learning Technologies* (pg 683 - 697). New York, NY: Springer.

**Moos, D.C. & Ringdal, A.** (2012). Self-regulated learning in the classroom: A literature review on the teacher's role. *Education Research International*.

**PUBLICATIONS**, continued

*(Gustavus student co-authors underlined italics)*

**Moos**, D.C. & Honkomp, B. (2011). Adventure Learning: Motivating students in a Minnesota Middle School. *Journal of Research on Technology in Education*, 43(3), 231-254.

**Moos**, D.C. (2011). Self-regulated learning and externally generated feedback with hypermedia. *Journal of Educational Computing Research*, 43(3), 261-294.

Azevedo, R., Cromley, J.G., **Moos**, D.C., Greene, J.A., Winters, F.I. (2011). Adaptive content and process scaffolding: A key to facilitating students' self-regulated learning with hypermedia. *Psychological Testing and Assessment Modeling*, 53, 106-140.

Greene, J.A., **Moos**, D.C., & Azevedo, R. (2011). Self-regulation of learning with computer-based learning environments. *New Directions for Teaching and Learning*, 126, 107-115.

**Moos**, D.C. (2010). Nonlinear technology: Changing the conception of extrinsic motivation? *Computers & Education*, 55, 1640-1650.

Azevedo, R., **Moos**, D.C., Witherspoon, A.M., & Chauncey, A.D. (2010a). Measuring cognitive and metacognitive regulatory processes used during hypermedia learning: Theoretical, conceptual, and methodological issues. *Educational Psychologist*, 45 (4), 1-14.

Azevedo, R., **Moos**, D., Johnson, A., & Chauncey, A. (2010b). La misurazione dei processi di regolazione cognitive e metacognitive durante lo studio con gli ipermedia [Challenges and Issues in the measurement of cognitive and metacognitive regulatory processes used during hypermedia learning]. *Tecnologie Didattiche*, 49(1), 4-12.

**Moos**, D.C., & Marroquin, L. (2010). Multimedia, hypermedia, and hypertext: Motivation considered and reconsidered, *Computers in Human Behavior*, 26, 265- 276.

**Moos**, D.C. (2010). Self-regulated learning with hypermedia: Too much of a good thing? *Journal of Educational Multimedia and Hypermedia*, 19(1), 59-77.

**Moos**, D.C., & Azevedo, R. (2009). Self-efficacy and prior domain knowledge: To what extent does monitoring mediate their relationship with hypermedia? *Metacognition and Learning*, 4(3), 197-216.

**Moos**, D.C. (2009). Note-taking while learning with hypermedia: Cognitive and motivational considerations. *Computers in Human Behavior*, 25, 1120-1128.

**PUBLICATIONS**, continued

Battle, A., Anderson, A., & **Moos**, D.C. (2009). Teachers as Reflective Practitioners: A study of Self-Regulated Learning in the Graduate Teacher Classroom. *Journal of the International Society for Teacher Education*, 13(1),33-47.

**Moos**, D.C., & Azevedo, R. (2009). Learning with computer-based learning environments: A literature review of computer self-efficacy, *Review of Educational Research*, 79(2), 576-601.

**Moos**, D.C., & Azevedo, R. (2008). Exploring the fluctuation of motivation and use of self-regulatory processes during learning with hypermedia, *Instructional Science*, 36, 203-231.

**Moos**, D.C., & Azevedo, R. (2008). Self-regulated learning with hypermedia: The role of prior domain knowledge, *Contemporary Educational Psychology*, 33, 270 – 298.

**Moos**, D.C., & Azevedo, R. (2008). Monitoring, planning, and self-efficacy during learning with hypermedia: The impact of conceptual scaffolds, *Computers in Human Behavior*, 24(4), 1686-1706.

Greene, J.A., **Moos**, D.C., Azevedo, R., & Winters, F.I. (2008). Exploring differences between gifted and grade-level students' use of self-regulatory learning processes with hypermedia, *Computers & Education*, 50, 1069 - 1083.

Azevedo, R., **Moos**, D.C., Greene, J.A., Winters, F.I., & Cromley, J.C. (2008). Why is externally-regulated learning more effective than self-regulated learning with hypermedia? *Educational Technology Research and Development*, 56(1), 45-72.

Azevedo, R., Greene, J.A., & **Moos**, D.C. (2007). The effect of a human agent's external regulation upon college students' hypermedia learning, *Metacognition and Learning*, 2(2/3), 67-87.

**Moos**, D.C., & Azevedo, R. (2006). The role of goal structure in undergraduates' use of self-regulatory variables in two hypermedia learning tasks. *Journal of Educational Multimedia and Hypermedia*, 15(1), 49-86.

Azevedo, R., Cromley, J.G., Winters, F.I., **Moos**, D.C., & Greene, J.A. (2006). Using computers as metacognitive tools to foster students' self-regulated learning. *Technology, Instruction, Cognition, and Learning Journal*, 3, 97-104.

Azevedo, R., Cromley, J.G., Winters, F.I., **Moos**, D.C., & Greene, J.A. (2005). Adaptive human scaffolding facilitates adolescents' self-regulated learning with hypermedia. *Instructional Science (Special Issue on Scaffolding Self-Regulated Learning and Metacognition: Implications for the Design of Computer-Based Scaffolds)*, 33, 381-412.

Azevedo, R., Winters, F.I., & **Moos**, D.C. (2004). Can students collaboratively use hypermedia to learn about science? The dynamics of self- and other-regulatory processes in an ecology classroom. *Journal of Educational Computing Research*, 31(3), 215-245.

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**PRESENTATIONS<sup>1</sup>**

*(Gustavus student co-authors identified with underlined italics)*

**Moos**, D.C. (April 2019). *Teacher as learner: The missing ingredient in a self-regulated learning classroom?* Invited key note speaker for the Studying and Self-Regulated Learning Special Interest Group at the 2019 annual meeting of the American Educational Research Association, Toronto, Canada.

**Moos**, D.C. (April 2019). *Self-regulated learning and pre-service teachers: Is prompting necessary?* In Symposium: *Scaffolding Self-Regulated Learning Across Different Contexts*. Invited Symposium presentation at the 2017 annual meeting of the American Educational Research, Toronto, Canada.

**Moos**, D.C. (April 2017). *Concurrent Think-Alouds: Using trace data to understand self-regulated learning*. In Symposium: *What can be inferred from trace data? Current methods to triangulate and validate traces of learning behavior*. Invited Symposium presentation at the 2017 annual meeting of the American Educational Research Association, San Antonio, TX.

**Moos**, D.C. (July 2016). Invited Discussant for Symposium: *The Intersection between Depth and the Regulation of Strategy Use*. Presented at the 2016 Higher Education Conference, Amsterdam, Netherlands.

**PRESENTATIONS, continued**

*(Gustavus student co-authors identified with underlined italics)*

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<sup>1</sup> I had two conference presentations accepted for the *European Association for Research on Learning and Instruction* (2017) conference in Finland, but decided not to attend because it conflicted with our department's retreat during my first year as the department chair.

**Moos**, D.C. & *Gibson, S.* (August, 2017). *Changing belief convictions: The role of self-regulated learning*. Accepted for presentation at the 2017 biannual meeting of the European Association of Research on Learning and Instruction, Tampere, Finland.

**Moos**, D.C. (August, 2017). *Prompting self-regulated learning with classroom technology: A minimalist approach?* Accepted for presentation at the 2017 biannual meeting of the European Association of Research on Learning and Instruction, Tampere, Finland.

**PRESENTATIONS, continued**

*(Gustavus student co-authors identified with underlined italics)*

**Moos, D.C. & Olson, R.** (April 2016). *Supporting Self-Regulated Learning in Flipped Classrooms: Are All Three Phases Necessary?* Presented at the 2016 annual meeting of the American Educational Research Association, Washington, DC

**Moos, D.C. & Bonde, C.** (April 2015). *Flipping the classroom: Embedding self-regulated learning prompts in videos.* Paper presented at the 2015 annual meeting of the American Educational Research Association, Chicago, IL.

**Moos, D.C.** (April 2015). *Measuring self-regulated learning: Issues and innovations.* Symposium paper presented at the 2015 annual meeting of the American Educational Research Association, Chicago, IL.

**Moos, D.C.** (April 2015). *Pre-service teachers' developing views of instructional practice: The impact of self-regulated learning.* Paper presented at the 2015 annual meeting of the American Educational Research Association, Chicago, IL.

**Moos, D.C., & Miller, A.** (April 2014). *The self-regulated learning cycle with hypermedia: Stable between learning tasks?* Paper presented at the 2014 annual meeting of the American Educational Research Association, Philadelphia, PA.

**Moos, D.C.** (April 2013). *"I think I can!" Which motivation constructs are predictive of metacognition during learning?* Paper presented at the 2013 annual meeting of the American Educational Research Association, San Francisco, CA.

**Moos, D.C. & Miller, A.** (April 2013). *Personal beliefs as a lens: The role of epistemological and self-regulated learning beliefs in pre-service teachers' evaluation of lesson plans.* Paper presented at the 2013 annual meeting of the American Educational Research Association, San Francisco, CA.

**Moos, D.C. & Finley, A.** (April 2013). *Self-regulated learning and Epistemological beliefs: A developmental perspective of pre-service teachers.* Paper presented at the 2013 annual meeting of the American Educational Research Association, San Francisco, CA,

**Moos, D.C., & Pitton, D.** (April, 2012). *Student teacher challenges: Using the Cognitive Load Theory as an explanatory lens.* Poster presented at the 2012 annual meeting of the American Educational Research Association, Vancouver, Canada.

**Moos, D.C.** (January, 2012). *Metacognition in Elementary Mathematics.* Math-Science Teaching Partnership, North Mankato, MN.

**PRESENTATIONS**, *continued*

*(Gustavus student co-authors identified with underlined italics)*

**Moos**, D.C. (April, 2011). *Metacognitive Calibration: The more you know, the less you think you understand?* Paper presented at the 2011 annual meeting of the American Educational Research Association, New Orleans, LA.

**Moos**, D.C. (April, 2010). *Setting the stage for success with hypermedia: Considering cognitive load, self-regulated learning, and performance.* Paper presented at the 2010 annual meeting of the American Educational Research Association, Denver, CO.

**Moos**, D.C. (August, 2009). *Extrinsic and intrinsic motivation: What combination facilitates use of cognitive and metacognitive processes during learning?* Paper presented for the 2009 European Association for Research on Learning and Instruction, Amsterdam, Netherlands.

**Moos**, D.C. (August, 2009). *Self-regulated learning: Too much of a good thing?* Paper presented for the 2009 European Association for Research on Learning and Instruction, Amsterdam, Netherlands.

**Moos**, D.C. (April, 2009). *Feedback during learning with hypermedia: Cognitive, metacognitive, and motivational considerations.* Paper presented at the 2009 annual meeting of the American Educational Research Association, San Diego, CA.

**Moos**, D.C. (January, 2009). *Fostering a sense of meaning: The power of involving undergraduates in research.* Presentation at the Minnesota Association of Colleges for Teacher Education, Minneapolis, MN.

**Moos**, D.C. (June, 2008). *Catching up to technology in the classroom: A theoretical approach to this endless race.* Presentation at the 2008 Minnesota Association of Career and Technical Education, Bloomington, MN.

**Moos**, D.C., & Marroquin, E. (April, 2008). *Note-taking with hypermedia: The whats and the whys.* Paper presentation at the Workshop on Cognition and the Web, Granada, Spain.

**Moos**, D.C., & Azevedo, R. (March, 2008). *Predicting differences in self-regulated learning with hypermedia: Cognitive and motivational variables.* Poster presented at the 2008 annual meeting of the American Educational Research Association, New York, NY.

**Moos**, D.C., & Azevedo, R. (March, 2008). *Metacognition and learning with hypermedia: To what extent do prior domain knowledge and self-efficacy matter?* Paper presented at the 2008 annual meeting of the American Educational Research Association, New York, NY.

**PRESENTATIONS, continued**

Azevedo, R., **Moos**, D.C., & Greene, J. (May, 2008). *Metacognitive processes during self-regulated learning with hypermedia: A developmental comparison*. Presentation at the 3rd Biennial meeting of the EARLI Special Interest Group 16 Metacognition, Ioannina, Greece.

Battle, A., Anderson, A., & **Moos**, D.C. (April, 2008). *Teachers as Reflective Practitioners: A Study of Self-Regulated Learning in the Graduate Teacher Classroom*. Paper presentation at the 28<sup>th</sup> Annual International Society for Teacher Education, Armidale, Australia.

**Moos**, D.C. (February, 2008). *Should we or Shouldn't we? Using teaching experience, theory, and research to address the application of technology in the classroom*. Presentation at the Collaboration for the Advancement of College Teaching & Learning. St. Paul, MN.

**Moos**, D.C. (October, 2007). *Technology in the classroom: A call for a theoretical explanation of student learning*. Presentation at the Minnesota Association of Colleges for Teacher Education, Minneapolis, MN.

Battle, A., Anderson, A., & **Moos**, D.C. (October, 2007). *Self-regulated learning in the graduate classroom: Student and instructor perceptions*. Poster presented at the Society for the Study of Human Development's Fifth Biennial Conference on Crossing Boundaries in Human Development.

Azevedo, R., **Moos**, D.C., & Greene, J.A. (August, 2007a). *External regulating agents' adaptive content and process scaffolding: The key to fostering mental model development during hypermedia learning*. In D. S. McNamara & J. G. Trafton (Eds.), *Proceedings of the 29th Annual Cognitive Science Society* (pp. 71-76). Austin, TX: Cognitive Science Society.

Witherspoon, A., Azevedo, R., Greene, J., **Moos**, D. C., Baker, S., Trousdale, A., & Scott, J. (July, 2007). *The dynamic nature of self-regulated behavior in self-regulated learning and externally-regulated learning episodes*. Paper presented at the Artificial Intelligence in Education 2007 Conference.

**Moos**, D.C., & Azevedo, R. (April, 2007). *Learning with hypermedia: The role of cognitive, motivational, and contextual factors*. Paper presented at the 2007 annual meeting of the American Educational Research Association, Chicago, IL.

**Moos**, D.C., & Azevedo, R. (April, 2007). *Students' monitoring, planning, and self-efficacy during learning with hypermedia: The impact of conceptual scaffolds*. Paper presented at the 2007 annual meeting of the American Educational Research Association, Chicago, IL.

**PRESENTATIONS**, *continued*

Azevedo, R., **Moos**, D.C., & Greene, J.A. (April, 2007b). *The role of developmental differences and metacognitive monitoring during learning with hypermedia*. Paper presented at the 2007 annual meeting of the American Educational Research Association, Chicago, IL.

Azevedo, R., **Moos**, D.C., & Greene, J.A. (April, 2007c). *Can adolescents benefit from all adaptive scaffolding methods designed to facilitate self-regulated learning with hypermedia?* Paper presented at the 2007 annual meeting of the American Educational Research Association, Chicago, IL.

Anderson, A., **Moos**, D.C., & Battle, A. (January, 2007). *A mixed method action research approach to instruction in psychology*. Paper presented at the 29<sup>th</sup> Annual National Institute on the Teaching of Psychology, St. Petersburg, FL.

**Moos**, D.C., & Azevedo, R. (June, 2006). *Examining the fluctuation of strategy use during learning with hypermedia*. Paper presented at the 7<sup>th</sup> International Conference of the Learning Sciences, Bloomington, IN.

Azevedo, R., Greene, J.A., **Moos**, D.C., Winters, F.I., Cromley J.G., & Godbole-Chadhuri, P. (June, 2006). *Is externally-regulated learning by a human tutor always effective in facilitating learning with hypermedia?* Paper presented at the 7<sup>th</sup> International Conference of the Learning Sciences, Bloomington, IN.

Greene, J.A., **Moos**, D.C., Azevedo, R., & Winters, F.I. (June, 2006). *Exploring the differences between gifted and grade-level students' use of self-regulatory learning processes with hypermedia*. Paper presented at the 7<sup>th</sup> International Conference of the Learning Sciences, Bloomington, IN.

**Moos**, D.C., & Azevedo, R. (April, 2006). *Exploring the fluctuation of motivation and use of self-regulatory processes during learning with hypermedia*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

**Moos**, D.C., & Azevedo, R. (April 2006). *The role of prior knowledge in self-regulated learning with hypermedia*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Azevedo, R., Greene, J.A., **Moos**, D.C., Winters, F.I., & Cromley, J.G. (April, 2006). *Comparing the effectiveness of self-regulated learning against externally-regulated learning*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

**PRESENTATIONS**, *continued*

Azevedo, R., **Moos**, D.C., Winters, F.I., Greene, J.A., Cromley, J.C., Olson, E.D., & Chaudhuri, P. (April, 2005). *Why is externally-regulated learning more effective than self-regulated learning with hypermedia?* Paper presented at the annual meeting of the American Educational Research Association, Montréal, Canada.

Azevedo, R., Cromley, J.G., Winters, F.I., **Moos**, D.C., & Greene, J.A. (April, 2005a). *Adaptive human scaffolding facilitates adolescents' self-regulated learning with hypermedia.* Paper presented at the annual meeting of the American Educational Research Association, Montréal, Canada.

Azevedo, R., Cromley, J.G., Winters, F.I., **Moos**, D.C., & Greene, J.A. (April, 2005b). *Using computers as MetaCognitive tools to foster students' self-regulated learning.* Paper presented at an invitational session of the Technology, Instructional, Cognition, and Learning SIG at the annual meeting of the American Educational Research Association, Montréal, Canada.

Azevedo, R., Cromley, J.G., Winters, F.I., **Moos**, D.C., Greene, J.A., & Vick, J. (April, 2005). *Are all adaptive scaffolding methods equally effective in facilitating self-regulated learning with hypermedia?* Paper presented at the annual meeting of the American Educational Research Association, Montréal, Canada.

Azevedo, R., Winters, F.I., & **Moos**, D.C. (June, 2004). *Can students collaboratively use hypermedia to learn about science? The dynamics of self-and other-regulatory processes in the classroom.* Paper presented at the 6<sup>th</sup> International Conference of the Learning Sciences, Santa Monica, LA.

Cromley, J.C., Azevedo, R., **Moos**, D.C., & Fried, D. (June, 2004). *Developmental patterns in searching for information in hypermedia.* Paper presented at the 11<sup>th</sup> annual meeting of the Society for the Scientific Study of Reading, Amsterdam, The Netherlands.

Azevedo, R., Cromley, J.G., Winters, F.I., & **Moos**, D.C. (April, 2004). *Designing adaptive scaffolds in hypermedia to facilitate students' self-regulated learning.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Azevedo, R., Cromley, J.G., Winters, F.I., **Moos**, D.C., Levin, D.M., & Fried, D. (April, 2004). *Adaptive scaffolding and self-regulated learning from hypermedia: A developmental study.* Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

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**RESEARCH SERVICES WITHIN THE FIELD**

- **Advisory Board Member:** NSF grant (\$449,642): *Integrating formative assessment of computational thinking with self-regulated learning* (Sarah Bonner, Principal Investigator; Thomas O’Connell, Co-Principal Investigator; Peggy Chen, Co-Principal Investigator)
- Selected as **Research Mentor** for the **New Faculty Mentoring Program** by two different junior scholars, Division C, *American Educational Association* (2016 & 2017)
- **Invited External Reviewer:** Dr. Bradley Bergey, Queens College, City University of New York (2022)
- **Invited External Reviewer:** Dr. Joanna Garner, Old Dominion University (2016)
- **Invited External Reviewer:** Dr. Michael Putman (Promotion to Full Professor), University of North Carolina (2015)
- **Senior Chair**, Self-Regulated Learning Special Interest Group, *American Educational Association* (2014 – 2015)
- **Junior Chair**, Self-Regulated Learning Special Interest Group, *American Educational Association* (2013 – 2014)
- Selected as **Student Mentor** by graduate student (Self-Regulated Learning Special Interest Group, *American Educational Association*, 2014)
- **Co-Chair**, Committee on the Development of Early Career Educational Psychologist, *American Psychological Association* (2014 – 2015)
- **Editorial Board** for three journals:
  - *Contemporary Educational Psychology* (2013 – present)
  - *Metacognition and Learning* (2012 – present)
  - *Education Research International* (2012 – 2014; stepped down in 2014 due to my involvement with the other two editorial boards).

**Ad Hoc Peer Reviewer**

*American Educational Research Journal, Asia Pacific Education Review. Australian Education Researcher, British Journal of Education, Society & Behavioral Science, Computers & Education, Computing in Higher Education, Educational Psychology: An International Journal of Experimental Educational Psychology, International Research in Education, Instructional Science, Research in Learning Technology. Studies in Education Evaluation, Technology, Knowledge & Learning*

**Invited Book Proposal Reviewer**

- *The Model of Domain Learning: Understanding the Development of Expertise* (2015)
- *Self-Regulated Learning Interventions with At-Risk Populations: Academic, Mental Health, and Contextual Consideration* (2014)

## Curriculum Vitae for Daniel C. Moos, PhD

### AWARDS

- Outstanding Conference Award (Studying and Self-Regulated Learning SIG of AERA) 2016
- Research, Scholarship, and Creativity Grant 2010 & 2013
- Presidential Faculty-Student Collaboration Grant 2009 & 2011
- Gustavus Adolphus College Travel Award 2007 – Present

### SERVICES WITHIN THE FIELD OF EDUCATION

- Bethany Lutheran Institutional Review Team (Accreditation Site Visit) 2018

### SERVICES WITHIN GUSTAVUS ADOLPHUS COLLEGE (*committees*)

- Faculty Development Committee (*Co-chair: 2012 & 2013*) 2021 - 2024  
2010 - 2013
- Third year review committee 2018 - 2020
- Well-being working group 2018
- Personnel Committee (*Chair: 2016 – 2017*) 2014 - 2017
- College Wide Assessment Committee 2014 - 2017
- Curriculum Committee 2014 - 2017
- Committee on Assessment of Student Learning 2014 - 2017
- General Education Subcommittee 2014 - 2017
- Accreditation Committee 2014 - 2017
- Academic Technology Committee 2009 - 2012

### SERVICES WITHIN GUSTAVUS ADOLPHUS COLLEGE

- Faculty Associate for Teaching Excellence 2021 - 2024
- Third year reviewer (Laura Hildreth) 2022
- Faculty Mentor for New Faculty 2021
- Grade Appeals Board 2021 (spring)
- Transfer Student Advisor (program through CARE office) 2017 - 2020
- NTT Teachers Talking (Course Evaluations) 2019
- College Assessment Director 2014 - 2017
- LASR representative, Biology Department Tenure Track Search 2015
- Course Evaluation Working Group 2014 - 2016
- First year reviewer (Patricia Reeder; Psychological Science) 2014
- First year reviewer (Yuta Kawarasaki; Biology) 2014
- Faculty Associate for Evidence-Based Teaching 2012 - 2013
- Program Assessment Liaison (Education Department) 2012 - Present
- Sesquicentennial Story Committee 2010 - 2011
- External Reviewer for Culpeper Evaluation Committee 2010
- Faculty Facilitator for First Year Orientation 2009, 2012, 2014
- Counseling Center Director Search Committee 2009
- Scholarship Days Interviewer/Presenter 2009 – 2012, 2015, 2017-2020
- Commission Gustavus 150: Student Life Task Force Member 2008 - 2009
- First Term Seminar (FTS) Advisory Board Member 2008 - 2009
- Faculty Advisor, Summer Freshman Registration 2008

**SERVICES WITHIN THE EDUCATION DEPARTMENT (GUSTAVUS  
ADOLPHUS COLLEGE)**

- Department Chair (*elected 3 year term*) 2017 – 2020, 2021 (spring semester)
- Department Co-Chair (*elected 1 year term*) 2009 - 2010
- Assessment Coordinator 2010 - Present
- Faculty Advisor for KDP (*Honor Society*) 2008 – 2010 & 2015 - 2017
- Faculty/Staff Search Committee 2008, 2009, 2010, 2012, 2014, 2015, 2017,  
2018, 2019, 2021
- MTLE support 2021 - Present

**PRESENTATIONS WITHIN GUSTAVUS ADOLPHUS COLLEGE**

- Teachers Talking Presenter (Class Observations & Evals) 2018
  - New Faculty Program Presenter (Course Evaluations) 2015
  - Teachers Talking Presenter (Supporting Student Metacognition) 2015
  - FTS Breakfast Presenter (Supporting Student Metacognition) 2015
  - Teachers Talking Presenter (Student Research) 2012
  - Pastor to Pastor Presenter (Adolescent Development) 2011
  - Teachers Talking Presenter (Course Evaluations) 2011
  - Teachers Talking Technology Presenter (SmartBoard) 2009
  - First Term Seminar (FTS) Workshop Presenter 2008, 2009, 2013
-