

Joanna P. Weaver

Curriculum Vitae – 8/21/2023

Northeastern University
College of Science, Department of Psychology
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EDUCATION

2019 **PhD**, University at Albany, State University of New York (Educational Psychology)
2016 **MS**, University of Louisville, KY (Experimental Psychology)
2004 **MS Ed**, University of Pennsylvania, PA (Reading, Writing, Literacy)
2001 **BA**, Wesleyan University, CT (History)

LICENSURE

2004 Reading Specialist Certificate, Grades K-12, Commonwealth of PA
 Social Studies Teaching Certificate, Grades 7-12, Commonwealth of PA

ACADEMIC APPOINTMENTS

2021 – Present **Assistant Teaching Professor**, Psychology, Northeastern University
2019 – 2021 **Visiting Assistant Professor**, Department of Psychology, Wheaton College, MA
2018 **Lecturer**, Department of Psychology, Skidmore College, NY
2016 **Lecturer**, Cadre and Faculty Development Course, U.S. Army, Fort Knox
2013-2014 **Lab Coordinator**, Learning and Performance Lab, University of Louisville, KY

PROFESSIONAL POSITIONS

2004-2013 **HS Teacher**, AP Psychology, Social Studies, Reading, Philadelphia metro area, PA

TEACHING EXPERIENCE

Northeastern University

S23	Lab in Learning & Motivation
Summer 2022	Research in Psychology
F22, S22	Learning & Motivation
S23, F22, S22, F21	Developmental Psychology
F23, S22, F21	Foundations of Psychology

Wheaton College

S21, F20, S20, F19	Introductory Psychology
S21	Child Development
S21, S20	Lifespan Development
F20, F19	Adolescent Development
F20, F19	Seminar in Psychology and Education

UAlbany

S19	Child and Adolescent Development
S18, F18, F17	Introduction to the Psychological Process of Schooling

Skidmore College

S18, F18

Developmental Psychology

Fort Knox

Summer 2016

Instructional Strategies - Cadre Faculty Development

PUBLICATIONS

Peer Reviewed Articles

- Baker, E. R., D'Esterre, A., & **Weaver, J. P.** (2021). Executive function and Theory of Mind in explaining young children's moral reasoning: A Test of the Hierarchical Competing Systems Model. *Cognitive Development*, 58. doi:10.1016/j.cogdev.2021.101035.
- Weaver, J. P.**, DeCaro, M. S., & Ralston, P. A. S. (2020). Limited support for use of a social-belonging intervention with first-year engineering students. *Journal for STEM Education Research*. doi:10.1007/s41979-020-00041-z
- Weaver, J. P.**, Chastain, R. J., DeCaro, D. A., & DeCaro, M. S. (2018). Reverse the routine: Problem solving before instruction improves conceptual knowledge in undergraduate physics. *Contemporary Educational Psychology*, 52, 36-47. doi:10.1016/j.cedpsych.2017.12.003
- Weaver, J. P.**, DeCaro, M. S., Hieb, J. L., & Ralston, P. A. S. (2016). Social-belonging and first-year engineering mathematics: A cooperative learning intervention. *Proceedings of the American Society for Engineering Education*. doi:10.18260/p.25818

Manuscripts in Progress

- Weaver, J. P.**, & Baker, E. R. (2021). When teacher doesn't intervene: Perceived authority inaction affects young children's socio-moral decision-making [Manuscript in preparation]. Department of Educational and Counseling Psychology, University at Albany.
- Weaver, J. P.** (2020). Use of analogs during problem solving activates prior knowledge and reduces cognitive load in physics. [Manuscript in preparation]. Department of Educational and Counseling Psychology, University at Albany.

CONFERENCE PRESENTATIONS

- Weaver, J. P.** (2022, October 22). *Write to learn in large psychology classes* [Demonstration]. APA Division 2, Annual Conference on Teaching, Pittsburgh, PA.
- Weaver, J. P.**, Love, J.¹ (2021, November 6). *Factors impacting college students' decisions about social contacts in light of COVID risk exposure* [Poster presentation]. New England Psychological Association (NEPA), Virtual.
- Weaver, J. P.**, Chastain, R. J., & DeCaro, M. S. (2020, May 21-24). *Use of analogues during exploratory learning reduces cognitive load while learning a new physics concept* [Poster presentation]. Association for Psychological Science Annual Convention, Chicago, IL.
- Weaver, J. P.**, Chastain, R. J., Penny, S. M., & DeCaro, M. S. (2019, October 17-19). *Exploring analogous problems before lecture enhances consideration of prior knowledge in college physics* [Poster presentation]. Cognitive Development Society Biennial Conference, Louisville, KY.

¹ Denotes undergraduate student co-author

- Velic, L., **Weaver, J. P.**, & DeCaro, M. S. (2019, October 17-19). *Teaching shortcuts before complex strategies improves flexibility in mathematical equivalence problem solving* [Poster presentation]. Cognitive Development Society Biennial Conference, Louisville, KY.
- Weaver, J. P.**, Chastain, R. J., & DeCaro, M. S. (2019, April 5-9). *Benefits of direct instruction are immediate but not long lasting when compared to exploratory learning* [Poster presentation]. American Educational Research Association Annual Meeting, Toronto, ON.
- Weaver, J. P.** & Baker, E. R. (2019, March 21-23). *Authority inaction affects young children's relational aggression: An experimental study of socio-moral decision-making* [Poster presentation]. Society for Research in Child Development Biennial Meeting, Baltimore, MD.
- Weaver, J. P.**, DeCaro, M. S., & Ralston, P. A. S. (2018, April 13-17). *Limited support for use of a social-belonging intervention with first-year engineering students* [Paper presentation]. American Educational Research Association Annual Meeting, New York, NY.
- Chastain, R. J., **Weaver, J. P.**, DeCaro, M. S., & DeCaro, D. A. (2017, July). *Using an explore-first strategy in introductory-level courses* [Contributed Talk]. American Association of Physics Teachers Summer Meeting, Cincinnati, OH.
- Weaver, J. P.**, Chastain, R. J., DeCaro, D. A., & DeCaro, M. S. (2017, April 27-May 1). *Exploration before instruction improves transfer in undergraduate physics* [Paper presentation]. American Educational Research Association Annual Meeting, San Antonio, TX.
- Weaver, J. P.**, DeCaro, M. S., Hieb, J. L., & Ralston, P. A. S. (2016, June). *Social-belonging and first-year engineering mathematics: A cooperative learning intervention* [Paper presentation]. American Society for Engineering Education National Conference and Exhibition (Educational Research Methods Division), New Orleans, LA.
- Chastain, R. J., **Weaver, J. P.**, DeCaro, M. S., & DeCaro, D. A. (2016, March) *The impact of explore-first versus instruct-first in large enrollment introductory courses* [Paper presentation]. Kentucky Association of Physics Teachers Spring Meeting, Centre College, KY.

RESEARCH EXPERIENCE

2022-Present	Collaborator, ManyNumbers NSF Collaborative Grant: A Multi-Lab Investigation of Capacity Limits in Symbolic and Non-Symbolic Number Development (funded)
2017-2019	Graduate Research Assistant, Social Cognition in Preschoolers Lab. Advisor: Erin Baker, UAlbany, SUNY
2016 – 2017	Graduate Research Assistant, Department of Educational & Counseling Psychology. Advisor: Heidi Andrade, UAlbany, SUNY
2015 – 2016	Graduate Research Assistant, Department of Engineering Fundamentals. Advisor: Patricia Ralston, J. B. Speed School of Engineering, University of Louisville, KY
2014 – 2015	Graduate Research Assistant, Learning & Performance Lab. Advisor: Marci DeCaro, University of Louisville, KY

SERVICE

Service to the Profession

- 2020-Present Reviewer, Project Syllabus
 Ad hoc Journal Reviewer, *Journal of Visualized Experiments* (JoVE)
 Ad hoc Journal Reviewer, *Sustainability, Special Issue: Cognition and Education: How to Create a Sustainable Bridge*
 Reviewer, American Psychological Association, Division 15, APA Convention

Reviewer, Division C: Learning & Instruction, Section 2b, American Educational Research Association (AERA) Annual Meeting
Beta-tester, Achieve for Psychology, Macmillan Learning

Service to the University

2022-present College of Science liaison, Early Intervention Program
2020, 2019 Guest Lecturer, Department of Educational Studies, Wheaton College, MA
“Topics in Child Development” for Massachusetts Tests for Educator Licensure (MTEL) in Early Childhood Education
2018 Graduate Student Assembly Alternate Representative, UAlbany, SUNY
2016 Part-Time Faculty Institute Facilitator, University of Louisville, KY
“Group Work Can Work: How to Incorporate Collaborative Learning Techniques into Your Classroom”

Service to the Department

2023-present Faculty Advisor, Northeastern Chapter of Psi Chi International Honor Society
2022 Merit Review Committee Member
2017–2019 Founder of Peer Mentoring Program, Peer Mentor, Div. Ed Psych, UAlbany, SUNY

Service to the Community

2023 Guest Speaker, Foster Parent Support Group, Bridges Homeward, Cambridge, MA
2018–2021 Building Leadership Team Member. Montessori Magnet School, Albany, NY

HONORS & AWARDS

2022 Early Career Psychologist Travel Grant, Society for the Teaching of Psychology
2021 Teaching and Learning Assistant for Hybrid Courses, Wheaton College
2020 Wheaton Research Partnership, Wheaton College
2019 Dissertation Research Fellowship Award, Office of Graduate Education, UAlbany
2019, 2018 Graduate Student Association Research Grant, UAlbany
2019, 2018 Graduate Student Employees Union Professional Development Program Award, UAlbany
2018 Karen R. Hitchcock New Frontiers Fund Award, UAlbany
Selected Mentee, Graduate Student Seminar, AERA Division C
American Educational Research Association Annual Meeting
Daniel Dinsmore, Heather Rogers Haverback, Co-Chairs
2017 Graduate Student Research Excellence Award, AERA Division C
American Educational Research Association Annual Meeting
Peggy Van Meter and Rayne Sperling, Co-Chairs

PROFESSIONAL AFFILIATIONS

American Psychological Association (APA) and Division 2: Society for the Teaching of Psychology
Cognitive Development Society (CDS)
Society for Research on Child Development (SRCD)

PROFESSIONAL CERTIFICATES

Inclusive STEM Teaching Project Course Completion