

# Joanna P. Weaver

Curriculum Vitae – 9/1/2021

Northeastern University  
College of Science  
Department of Psychology  
Boston, MA 02115

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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)

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## LICENSURE

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

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## 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

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## PROFESSIONAL POSITIONS

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

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## TEACHING EXPERIENCE

F21                Developmental Psychology, Northeastern University  
F21                Foundations of Psychology, Northeastern University  
S21, F20, S20, F19    Introductory Psychology, Wheaton College  
S21                Child Development, Wheaton College  
S21, S20            Lifespan Development, Wheaton College  
F20, F19            Adolescent Development, Wheaton College  
F20, F19            Seminar in Psychology and Education, Wheaton College  
S19                Child and Adolescent Development, UAlbany  
S18, F18, F17        Introduction to the Psychological Process of Schooling, UAlbany  
S18, F18            Developmental Psychology, Skidmore College  
Summer 2016        Instructional Strategies – Cadre Faculty Development Course, Fort Knox

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## 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 Under Review

- Weaver, J. P.**, & Baker, E. R. (2021). When teacher doesn't intervene: Perceived authority inaction affects young children's socio-moral decision-making [Manuscript submitted for publication]. Department of Educational and Counseling Psychology, University at Albany.

### Manuscripts in Progress

- 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.
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## CONFERENCE PRESENTATIONS

- Weaver, J. P.**, Love, J.\* (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.
- 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.

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\*Denotes undergraduate student co-author

- 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.
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## RESEARCH EXPERIENCE

### Graduate Research Assistant

- 2017-2019 Social Cognition in Preschoolers Lab. Advisor: Erin Baker, UAlbany, SUNY
- 2016 – 2017 Department of Educational & Counseling Psychology. Advisor: Heidi Andrade, UAlbany, SUNY
- 2015 – 2016 Department of Engineering Fundamentals. Advisor: Patricia Ralston, J. B. Speed School of Engineering, University of Louisville, KY
- 2014 – 2015 Learning & Performance Lab. Advisor: Marci DeCaro, University of Louisville, KY
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## SERVICE

### Service to the Profession

- 2021 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*
- 2020 Reviewer, American Psychological Association, Division 15, APA 2021 Convention  
Reviewer, Division C: Learning & Instruction, Section 2b, American Educational Research Association (AERA) Annual Meeting 2021  
Beta-tester, Achieve for Psychology, Macmillan Learning

### Service to the University

- 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**

2017–2019 Founder of Peer Mentoring Program and Peer Mentor, Division of Educational Psychology & Methodology, UAlbany, SUNY

**Service to the Community**

2018– Present Building Leadership Team Member. Montessori Magnet School, Albany, NY

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**HONORS & AWARDS**

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

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**PROFESSIONAL AFFILIATIONS**

American Psychological Association (APA)  
Association for Psychological Science (APS)  
Cognitive Development Society (CDS)  
Society for Research on Child Development (SRCD)  
Society for the Teaching of Psychology (STP)

**PROFESSIONAL CERTIFICATES**

Inclusive STEM Teaching Project Course Completion