

**Curriculum Vitae
Colleen M. Ganley**

Professor

Department of Psychology & Florida Center for Research in STEM

Florida State University

Tallahassee, FL 32306

Email: cganley@fsu.edu

Lab Website: www.mtlabfsu.com

OSF page: <https://osf.io/user/3kf8z>

EDUCATION

- PhD Applied Developmental and Educational Psychology, Boston College, 2011
Dissertation Title: *Gender differences in math performance across development: Exploring the roles of anxiety, working memory, and stereotype threat*
- BA Psychology with Honors, *summa cum laude*, Wheaton College, 2006
Elementary Education and Mathematics Minors, Massachusetts Initial Elementary Teaching Licensure
Honors Thesis Title: *Student experience of the math MCAS test: Gender, achievement, and grade level*

PROFESSIONAL EXPERIENCE

Professor, Department of Psychology, Florida State University, 2024-present
Center Faculty, Florida Center for Research in STEM, Learning Systems Institute, Florida State University, 2013-present
Associate Professor, Department of Psychology, Florida State University, 2019-2024
Assistant Professor, Department of Psychology, Florida State University, 2013-2019
Institute of Education Sciences Postdoctoral Research Fellow in Mathematics Education, University of Illinois at Urbana-Champaign, 2011-2013

HONORS AND AWARDS

Service Award, The Mathematical Cognition and Learning Society, 2025
Developing Scholar Award, Florida State University, 2021
Graduate Faculty Mentor Award Nominee, Florida State University, 2020
Graduate Teaching Award Nominee, Florida State University, 2019
Loan Repayment Program, National Institutes of Health, 2018
Early Career Research Contributions Award, Society for Research in Child Development, 2017
Rising Star Award, Association for Psychological Science, 2016
First Year Assistant Professor Award, Florida State University Council for Research and Creativity (\$20,000), 2014
AERA Outstanding Reviewer, American Educational Research Journal, 2012
Student Travel Award, Society for Research in Child Development, 2011
Dissertation Fellowship, Boston College Lynch School of Education (\$20,000), 2010-2011

Finalist, Geis Memorial Award, APA Division 35: Society for the Psychology of Women, 2010
Second Place Poster, Boston College Multidisciplinary PhD Research Day, 2010
Dissertation Development Grant, Boston College Lynch School of Education, 2009
Individual Research Grant, Boston College Graduate Student Association, 2009

Research

PEER-REVIEWED JOURNAL ARTICLES

(Current or former students mentored are underlined)

44. Makowski, M. B., Lubienski, S. T., **Ganley, C. M.**, Sianturi, I. A. J., & Hart, S. A. (in press). Gender differences in computation strategies: Evidence across adolescent and adult samples. *British Journal of Educational Psychology*. ([materials](#), [data](#), [codebook](#), and [code/output](#))
43. Little, C. W., Lancaster, H. S., Johnson, R. M., Kennedy, P. C., Taylor, J. E., **Ganley, C. M.**, Johnson, W., & Hart, S. A. (2025). Charting the shift: Age as a moderator of the genetic and environmental influences on reading. *Scientific Studies of Reading*, 29(6), 559-573.
42. Barroso, C., **Ganley, C. M.**, & Casanova, A. (2025). Investigating the link between negative interpretation bias and anxiety in a mathematics context. *SAGE Open*, 15(3), 1-19.
41. Burrell, N., **Ganley, C. M.**, & Schoen, R. C. (2025). Examining how grade level and teaching experience are related to math anxiety and anxiety about teaching. *Elementary School Journal*, 126(1), 32-54. ([preregistration](#))
40. Johnson, R. M., Little, C. W., Shero, J. A., van Dijk, W., Holden, L. R., Daucourt, M. C., Norris, C. U., **Ganley, C. M.**, Taylor, J., & Hart, S. A. (2024). Educational experiences of U.S. children during the 2020–2021 school year in the context of the COVID-19 pandemic. *Developmental Psychology*, 60(7), 1298-1312. [registered report]
39. Geer, E. A., Barroso, C., Conlon, R. A., Dasher, J. M., & **Ganley, C. M.** (2024). A meta-analytic review of the relation between spatial anxiety and spatial skills. *Psychological Bulletin*, 150(4), 464–486. ([preregistration](#), [data](#), [codebook](#), and [code/output](#))
38. Barroso, C., **Ganley, C. M.**, Schoen, R. C., & Schatschneider, C. (2023). Between a growth and a fixed mindset: Examining nuances in 3rd-grade students' mathematics intelligence mindsets. *Contemporary Educational Psychology*, 73, 102179. ([preregistration](#))
37. Conlon, R. A., Barroso, C., & **Ganley, C. M.** (2023). Young children's career aspirations: gender differences, STEM ambitions, and expected skill use. *The Career Development Quarterly*, 71(1), 15-29. doi:10.1002/cdq.12312
36. Bertoldi, B. M., Tuvblad, C., Joyner, K. J., **Ganley, C. M.**, Raine, A., Baker, L., Latvala, A., Oskarsson, S., & Patrick, C. J. (2023). Role of triarchic traits in relations of early resting heart rate with antisocial behavior and broad psychopathology dimensions in later life. *Clinical Psychological Science*, 11(1), 90-105. doi:10.1177/2167702622108188

35. Geer, E. A., & **Ganley, C. M.** (2023). Sex differences in social and spatial perspective taking: A replication and extension of Tarampi et al. (2016). *Quarterly Journal of Experimental Psychology*, 76(1), 93-108. ([preregistration](#); [materials, data, codebook, and code](#))
34. Perkins, E. R., Joyner, K. J., Foell, J., Drislane, L. E., Brislin, S. J., Frick, P. J., Yancey, J. R., Soto, E. F., **Ganley, C. M.**, Keel, P. K., Sica, C., Flor, H., Nees, F., Banaschewski, T., Bokde, A. L. W., Quinlan, E. B., Desrivières, S., Grigis, A., Garavan, H., Gowland, P., Heinz, A., Ittermann, B., Martinot, J.-L., Martinot, M.-L. P., Artiges, E., Orfanos, D. P., Poustka, L., Hohmann, S., Fröhner, J. H., Smolka, M. N., Walter, H., Whelan, R., Schumann, G., The IMAGEN Consortium, & Patrick, C. J. (2022). Assessing general versus specific liability for externalizing problems in adolescents: Concurrent and prospective prediction of symptoms of conduct disorder, ADHD, and substance use. *Journal of Psychopathology and Clinical Science*, 131(7), 793-807.
33. Atit, K., Power, J. R., Pigott, T., Lee, J., Geer, E. A., Uttal, D. H., **Ganley, C. M.**, & Sorby, S. A. (2022). Examining the relations between spatial skills and mathematical performance: A meta-analysis. *Psychonomic Bulletin & Review*, 29, 699-720.
32. Casey, B. M., & **Ganley, C. M.** (2021). An examination of gender differences in spatial skills and math attitudes in relation to mathematics success: A bio-psycho-social model. *Developmental Review*, 60, 100963.
31. Conlon, R. A., Hicks, A., Barroso, C., & **Ganley, C. M.** (2021). The effect of the timing of math anxiety measurement on math outcomes. *Learning and Individual Differences*, 86. ([data, codebook, and code](#))
30. **Ganley, C. M.**, Conlon, R. A., McGraw, A. L., Barroso, C., & Geer, E. A. (2021). The effect of brief anxiety interventions on reported anxiety and math test performance. *Journal of Numerical Cognition*, 7(1), 4-19. ([materials, data, codebook, and code](#))
29. Barroso, C., **Ganley, C. M.**, McGraw, A. L., Geer, E. A., Hart, S. A., & Daucourt, M. (2021). A meta-analysis of the relation between math anxiety and math achievement. *Psychological Bulletin*, 147(2), 134-168. ([preregistration](#); [data, codebook, and code](#))
28. Lubienski, S. T., **Ganley, C. M.**, Makowski, M., Miller, E., & Timmer, J. (2021). “Bold problem solving”: A new construct for understanding gender differences in mathematics. *Journal for Research in Mathematics Education*, 52(1), 12-61.
27. Purpura, D. J., King, Y. A., Rolan, E., Hornburg, C. B., Schmitt, S. A., Hart, S. A., & **Ganley, C. M.** (2020). Examining the factor structure of the home mathematics environment to delineate its role in predicting preschool numeracy, mathematical language, and spatial skills. *Frontiers in Psychology*, 11, 1925.
26. Hart, S. A., Martinez, K., Kennedy, P. C., **Ganley, C. M.**, & Taylor, J. (2019). The National Project on Achievement in Twins. *Twin Research and Human Genetics*, 22, 761-764.

25. Barroso, C., **Ganley, C. M.**, Hart, S. A., Rogers, N., & Clendinning, J. P. (2019). The relative importance of math- and music-related cognitive and affective factors in predicting undergraduate Music Theory achievement. *Applied Cognitive Psychology, 33*, 771-783.
24. Hart, S. A., & **Ganley, C. M.** (2019). The nature of math anxiety in adults: Prevalence and correlates. *Journal of Numerical Cognition, 5*, 122-139. ([preregistration](#); [materials](#), [data](#), [codebook](#), and [code](#), [data exploration dashboard](#))
23. Ferretti, N., **Ganley, C. M.**, & Kofler, M. J. (2019). Predicting children's school grades: Unique and interactive effects of parental beliefs and child inattention/hyperactivity symptoms. *British Journal of Developmental Psychology, 37*, 300-307.
22. **Ganley, C. M.**, Schoen, R. C., LaVenia, M., & Tazaz, A. M. (2019). The construct validation of the Mathematics Anxiety Scale for Teachers. *AERA Open, 5*, 1-16.
21. Geer, E. A., Quinn, J. M., & **Ganley, C. M.** (2019). Relations between spatial skills and math performance in elementary school children: A longitudinal investigation. *Developmental Psychology, 55*, 637-652.
20. **Ganley, C. M.**, George, C. E., Cimpian, J. R., & Makowski, M. B. (2018). Gender equity in college majors: Looking beyond the STEM/non-STEM dichotomy for answers regarding female participation. *American Educational Research Journal, 55*, 453-487.
19. Hart, S. A., Daucourt, M., & **Ganley, C. M.** (2017). Individual differences related to college students' course performance in Calculus II. *Journal of Learning Analytics, 4*(2), 129-153. doi:<http://dx.doi.org/10.18608/jla.2017.42.1>
18. Purpura, D. P., Schmitt, S. A., & **Ganley, C. M.** (2017). Foundations of mathematics and literacy: The role of executive functioning components. *Journal of Experimental Child Psychology, 153*, 15-34.
17. **Ganley, C. M.**, & McGraw, A. L. (2016). The development and validation of a revised version of the Math Anxiety Scale for Young Children. *Frontiers in Psychology, 7*, 1181. doi:<https://doi.org/10.3389/fpsyg.2016.0118>
16. Hart, S. A., **Ganley, C. M.**, & Purpura, D. J. (2016). Understanding the home math environment and its role in predicting parent report of children's math skills. *PLOS ONE, 11*(12): e0168227. doi:10.1371/journal.pone.0168227
15. **Ganley, C. M.**, & Lubienski, S. T. (2016). Mathematics confidence, interest, and performance: Gender patterns and reciprocal relations. *Learning and Individual Differences, 47*, 182-193.
14. **Ganley, C. M.**, Vasilyeva, M., & Dulaney, A. (2014). Spatial ability mediates the gender difference in science performance of middle-school students. *Child Development, 85*, 1419–1432.
13. **Ganley, C. M.**, & Vasilyeva, M. (2014). The role of anxiety and working memory in gender differences in mathematics. *Journal of Educational Psychology, 106*(1), 105-120.

Response to commentaries on Robinson et al. (2014):

12. Robinson-Cimpian, J. P., Lubienski, S. T., **Ganley, C. M.**, & Copur-Gencturk, Y. (2014). Are schools shortchanging boys or girls? The answer rests on methods and assumptions: Reply to Card (2014) and Penner (2014). *Developmental Psychology*, 50(6), 1840-1844.
11. Robinson-Cimpian, J. P., Lubienski, S. T., **Ganley, C. M.**, & Copur-Gencturk, Y. (2014). Teachers' gender-stereotypical ratings of mathematics proficiency may exacerbate early gender achievement gaps. *Developmental Psychology*, 50(4), 1262-1281.
10. Purpura, D. J., & **Ganley, C. M.** (2014). Working memory and language: Skill specific or domain general relations to mathematics? *Journal of Experimental Child Psychology*, 122, 104-121.
9. Lucariello, J., Tine, M., & **Ganley, C. M.** (2014). A formative assessment of students' algebraic variable misconceptions. *Journal of Mathematical Behavior*, 33, 30-41.
8. **Ganley, C. M.**, Mingle, L. A., Ryan, A., Ryan, K., Vasilyeva, M., & Perry, M. (2013). An examination of stereotype threat effects on girls' mathematics performance. *Developmental Psychology*, 49(10), 1886-1897.
7. Lubienski, S. T., Robinson, J. P., Crane, C. C., & **Ganley, C. M.** (2013). Girls' and boys' mathematics achievement, affect and experiences: Findings from ECLS-K. *Journal for Research in Mathematics Education*, 44(4), 634-645.
6. Laski, E. V., Reeves, T., **Ganley, C. M.**, & Mitchell, R. (2013). Mathematics teacher educators' perceptions and use of cognitive psychology research. *Mind, Brain and Education*, 7(1), 63-74.
5. Vasilyeva, M., **Ganley, C. M.**, Casey, B. M., Dulaney, A., Tillinger, M., & Anderson, K. (2013). How children determine the size of 3D structures: Investigating factors influencing strategy choice. *Cognition and Instruction*, 31(1), 29-61.
4. Dearing, E., Casey, B. M., **Ganley, C. M.**, Tillinger, M., Laski, E., & Montecillo, C. (2012). Young girls' math and spatial skills: The distal and proximal roles of family socioeconomics and home learning experiences. *Early Childhood Research Quarterly*, 27, 458-470.
3. **Ganley, C. M.**, & Vasilyeva, M. (2011). Sex differences in the relation between math performance, spatial skills, and attitudes. *Journal of Applied Developmental Psychology*, 32(4), 235-242.
2. Casey, B. M., Dearing, E., Vasilyeva, M., **Ganley, C. M.**, & Tine, M. (2011). Spatial and numerical predictors of measurement performance: The moderating effects of community income and gender. *Journal of Educational Psychology*, 103(2), 296-311.
1. Vasilyeva, M., Casey, B. M., Dearing, E., & **Ganley, C. M.** (2009). Measurement skills in low-income elementary school students: Exploring the nature of gender differences. *Cognition and Instruction*, 27, 401-428.

BOOK CHAPTERS

1. Lubienski, S. T., & **Ganley, C. M.** (2017). Research on gender and mathematics. In Jinfa Cai (Ed.), *First Compendium for Research in Mathematics Education*. Reston, VA: National Council of Teachers of Mathematics.

NON-PEER REVIEWED JOURNAL ARTICLES

1. **Ganley, C. M.**, & Hart, S. A. (2017). Shape of educational data: Interdisciplinary perspectives. *Journal of Learning Analytics*, 4(2), 6-11.

PEER-REVIEWED CONFERENCE PROCEEDINGS

1. Rogers, N., Clendinning, J. P., Hart, S. A., & **Ganley, C. M.** (2016). Specific mathematical and spatial abilities correlate with music theory abilities. In *International Conference on Music Perception and Cognition*. International Conference on Music Perception and Cognition.

FUNDED EXTERNAL RESEARCH GRANTS

Examining the Mechanisms of the Math Anxiety-Math Achievement Link through a School-Based Grades 2-3 Intervention, 2022-2026

National Science Foundation

Role: Principal Investigator

Co-PIs: Alexandria Meyer, Sara Hart, Maria Chiara Passolunghi

\$1,505,367

Evaluating the Efficacy of Central Executive Training (CET) for Young Children with ADHD, 2022-2027

National Institutes of Health

Role: Co-Investigator

PI: Michael Kofler, Co-Is: Leah Singh, Alexandria Meyer, Christopher Lonigan, Christopher Schatschneider

\$3,782,271

Evaluating the Efficacy of Sequenced Central Executive and Behavioral Parent Training for Children with ADHD, 2022-2027

National Institutes of Health

Role: Co-Investigator (methodologist)

PIs: Michael Kofler, Co-Is: Leah Singh, Alexandria Meyer, Anil Chacko

\$5,335,155

Examining Teacher Math Anxiety as a Malleable Factor Related to Student Outcomes, 2017-2022

Institute of Education Sciences

Role: Principal Investigator

Co-PIs: Rob Schoen, Chris Schatschneider

\$1,400,000

Project IV: Reading and Math Co-Development in a Diverse Sample of Twins, 2017-2023

National Institutes of Health

Role: Co-Investigator

PI: Sara Hart, Co-I: Jeanette Taylor

\$1,188,572

Military Suicide Research Consortium: Extension to New Opportunities and Challenges, 2016-2021

US Army Medical Research Acquisition Activity

Role: Co-Investigator (methodologist)

PI: Thomas Joiner, Co-Is: Ashby Plant, Pamela Keel, Christopher Patrick

\$14,189,843

Shape of Educational Data, 2015-2017

National Science Foundation

Role: Principal Investigator

Co-PI: Sara Hart

\$189,444

BCC: Organizing Multi-Disciplinary Communities to Conduct Data-Intensive Research on Education and Learning, 2015-2016

National Science Foundation (subcontract to George Mason University)

Role: Co-Principal Investigator

PI: Sara Hart

\$44,660

FCR-STEMLearn: Building Foundations for Success in the Mathematical Sciences, 2014-2017

Florida Department of Education under the U.S. Department of Education Math-Science Partnership program

Role: Co-Investigator

PI: Rob Schoen, Co-PI: Amanda Tazaz, Co-I: Monica Hurdal

\$4,500,000

FUNDED INTERNAL RESEARCH GRANTS

Addressing Critical Issues in Math Anxiety Intervention Implementation: Who Should Get the Intervention and How Can We Increase Its Feasibility for Use in Schools?, 2026-2028

Florida State University Council for Research and Creativity

Role: Principal Investigator

Co-PIs: Hailey Kuang, Subhasree Sengupta

\$31,011

Developing a Math Anxiety Intervention for Children, 2021-2022

Florida State University Council for Research and Creativity

Role: Principal Investigator

Co-PI: Alexandria Meyer

\$25,000

Psychology and Music Theory: A Multidisciplinary Approach to Understanding the Math-Music Link, 2016-2018

Florida State University Council for Research and Creativity

Role: Co-Principal Investigator

Co-PIs: Sara Hart, Jane Clendinning, Nancy Rogers

\$25,000

PUBLIC SCHOLARSHIP AND MEDIA ENGAGEMENT

Lubienski, S. T., **Ganley, C. M.**, & Makowski, M. (2025). *Girls and boys solve math problems differently – with similar short-term results but different long-term outcomes.*

<https://theconversation.com/girls-and-boys-solve-math-problems-differently-with-similar-short-term-results-but-different-long-term-outcomes-269059>. The Conversation.

Ganley, C. M. (2025). Speaker in K-12 Essentials Forum session "*Boosting the confidence of students with math anxiety*". Education Week.

Ganley, C. M. (2025). Interviewed for article "*Why so many students struggle with math anxiety—and how to help*" <https://www.edweek.org/teaching-learning/why-so-many-students-struggle-with-math-anxiety-and-how-to-help/2025/02>. Education Week.

Ganley, C. M. (2024). Interviewed for article "*Why some students feel like they can't excel in math*", <https://www.edsurge.com/news/2024-01-24-why-some-students-feel-like-they-can-t-excel-in-math>. EdSurge.

Ganley, C. M. (2023). Interviewed for article "*How to solve for math anxiety? Studying the causes, consequences, and prevention methods needed*", <https://www.apa.org/monitor/2023/10/preventing-math-anxiety>. APA Monitor.

Ganley, C. M. (2018). *Are boys better than girls at math?* <https://www.scientificamerican.com/article/are-boys-better-than-girls-at-math/>. Scientific American

Ganley, C. M. & Lubienski, S. T. (2016). *What can we do about gender differences in math?* <https://www.nctm.org/Publications/TCM-blog/Blog/What-Can-We-Do-about-Gender-Differences-in-Math/>. National Council of Teachers of Mathematics Blog.

INVITED TALKS AND CONFERENCE PARTICIPATION

Ganley, C. M. (2025, December). *Lessons from developing a math anxiety intervention for children.* Math Cognition Reading Group, University of Kentucky.

Ganley, C.M. (2023, March). *Math anxiety to math belonging.* Panel at The Mathematics of Opportunity conference, Just Equations.

- Ganley, C. M.** (2019, November). *Teacher math knowledge, anxiety, and mindsets as predictors of instructional practices and student math learning*. Presented at the Florida State University Learning Systems Institute Brownbag Series.
- Ganley, C. M. & Hart, S. A.** (2016, November). *Who hates the Common Core? Examining predictors of attitudes about the Common Core State Standards*. Presented at the Florida State University School of Teacher Education Colloquium Series.
- Hart, S. A. & **Ganley, C. M.** (2016, April). *Individual differences related to college students' course performance in Calculus II*. Presented at the Shape of Educational Data Meeting, Fairfax, VA.
- Ganley, C. M.** (2016, February). *Examining the math anxiety of young children and K-12 teachers*. Presented at the Florida Center for Reading Research Brown Bag.
- Ganley, C. M.** (2015, December). *Math anxiety: What is it, how does it develop, and what can we do about it?* Presented at the Florida Center for Research in Science, Technology, Engineering, and Mathematics Conference.
- Ganley, C. M.** (2015, October). *The development of spatial thinking and the relations between spatial skills and math in elementary school*. Presented at the Development of Spatial Thinking Preconference at Cognitive Development Society, Columbus, OH.
- Ganley, C. M.** (2014, November). *Examining the structure of a math anxiety measure for children and its relation to math performance*. Presented at the IES Postdoctoral Research Symposium at the University of Illinois at Urbana-Champaign.
- Ganley, C. M.** (2014, May). *Everything but the math: Social and attitudinal factors related to student learning in math*. Presented at the Florida Center for Research in Science, Technology, Engineering, and Mathematics Conference.
- Ganley, C. M.** (2013, February). *The gender gap in math: Examining cognitive, affective and social correlates*. Presented at the University of Illinois at Urbana-Champaign Developmental Psychology Brown Bag.
- Ganley, C. M.** (2013, January). *Cognitive, affective and social factors underlying gender differences in mathematics performance*. Presented at the University of Chicago Cognitive Psychology Brown Bag.
- Ganley, C. M., & Mingle, L. A.** (2012, September). *An examination of stereotype threat effects on girls' mathematics performance*. Presented for the Social Development Consortium of the University of Illinois at Urbana-Champaign.
- Ganley, C. M.** (2012, April). *Spatial ability mediates gender differences in science performance of middle-school students*. Poster presented in the Early Career Scholars Poster Session at the annual meeting of the American Educational Research Association, Vancouver, BC.

PEER-REVIEWED CONFERENCE PARTICIPATION(Current or former students mentored are underlined, * postdoctoral fellows starred)

Cook, O. K. *, **Ganley, C. M.**, Maghami-Sharif, Z., Cole, S., Burrell, N., Doyle, E., Granello, F., Viverito, M., Allen, C., Meyer, A., Hart, S. A., & Passolunghi, M. C. (2026, June). *“Brave like a lion”: Insights from a pilot intervention treating math anxiety in elementary school.* To be presented at the annual meeting of the Math Cognition and Learning Society, Padua, Italy.

Ganley, C. M., Van Sleen, L., Cook, O. K. *, Maghami-Sharif, Z., Granello, F., Jansen, A., Meyer, A., Hart, S. A., & Passolunghi, M. C. (2026, June). *Examining relations among teacher math anxiety, classroom error climate, and child math anxiety and achievement among math anxious children.* To be presented at the annual meeting of the Math Cognition and Learning Society, Padua, Italy.

Granello, F., Passolunghi, M. C., Cook, O. K. *, Hin, N., Hart, S. A., Meyer, A., & **Ganley, C. M.** (2026, June). *Parental math-related traits and personality correlates of highly math-anxious children’s emotions, motivation, and achievement.* To be presented at the annual meeting of the Math Cognition and Learning Society, Padua, Italy.

Maghami-Sharif, Z., Conlon, R. A., Burrell, N., Hart, S. A., Taylor, J., & **Ganley, C. M.**, & Cook, O. K. * (May, 2025). *The potential moderating role of math motivation in the relation between math anxiety and achievement.* Poster presentation at the Society for Research in Child Development Biennial Conference, Minneapolis, MN.

Maghami-Sharif, Z., **Ganley, C. M.**, & Cook, O. K. * (2024, June). *The potential undoing effects of positive math attitudes on the math anxiety-math performance relation.* Presented in a symposium at the annual international conference of the Mathematical Cognition and Learning Society, Washington, D.C.

Burrell, N., **Ganley, C.M.** & Hart, S. A. (2024, June). *Investigating gender differences in the home math environment and its relation with child math outcomes.* Presented in a symposium at the 2024 Mathematical Cognition and Learning Society Conference, Washington D.C.

Ganley, C. M., Maghami Sharif, Z., Cole, S., Burrell, N., Doyle, E., Cook, O. K. *, Granello, F., Viverito, M., Allen, C., Meyer, A., Hart, S. A., & Passolunghi, M. C. (2024, June). *The development and pilot testing of Math Lions: A math anxiety intervention for children.* Poster presented at The Mathematical Cognition and Learning Society Conference. Washington, DC.

Cook, O. K. *, Maghami Sharif, Z., Hart, S. A., & **Ganley, C. M.** (2024, June). *Applying a self-regulated learning framework to math anxiety: Implications for parent–child interactions and later math achievement.* Paper symposium presented at the annual meeting of the Math Cognition and Learning Society, Washington D.C.

Ganley, C. M., Maghami Sharif, Z., Burrell, N., Conlon, R. A., Geer, E. A., & Barroso, C. (presented 2023, June). *Measuring and correlating math anxiety, interest, and confidence in primary school children.* Presentation at Conference, Mathematical Cognition and Learning Society, Loughborough, UK. (International)

- Burrell, N., & **Ganley, C. M.** (presented 2023, May). *Examining early predictors of math anxiety among children from different racial/ethnic and socioeconomic backgrounds*. Presentation at Annual Meeting, American Educational Research Association, Virtual.
- Hart, S. A., Barroso, C., Geer, E. A., Conlon, R. A., & **Ganley, C. M.** (presented 2023, May). *Relations between parent math anxiety and child math learning and the role of homework help*. Presentation at Annual Meeting, American Educational Research Association, Virtual.
- Maghami Sharif, Z., & **Ganley, C. M.** (2023, March). The undoing effects of positive emotions on math anxiety. Poster presentation at the Society for Research in Child Development (SRCD) Biennial Conference, Salt Lake City, UT.
- Ganley, C. M.** & Casey, B. M. (2022, July). *An examination of gender differences in spatial skills and math attitudes in relation to mathematics success: A bio-psycho-social model*. Symposium presentation presented at the 2022 Network Gender and STEM Conference, Neubiberg, Germany and virtual.
- Burrell, N., **Ganley, C. M.**, & Schoen, R. (2022, June). *Understanding the relationship between teaching anxiety, grade level, subject, and teaching experience among practicing elementary school teachers*. Symposium presentation presented at the 2022 Mathematical Cognition and Learning Society (MCLS) Conference, Antwerp, Belgium.
- Burrell, N., Daucourt, M., **Ganley, C. M.**, & Hart, S. A. (2022, June). *Examining the relationship between the home math environment and child math outcomes*. Symposium presentation presented at the 2022 Mathematical Cognition and Learning Society (MCLS) Conference, Antwerp, Belgium.
- Conlon, R. A., Krentz, V. L., Dasher, J. M., Merritt, K. E., **Ganley, C. M.**, Hornburg, C. B., Meyer, A., & Hart, S. A. (2022, June). *Measuring math avoidance in children to better understand its relation with math anxiety and achievement*. Symposium presentation presented at the 2022 Mathematical Cognition and Learning Society (MCLS) Conference, Antwerp, Belgium.
- Barroso, C., Conlon, R. A., & **Ganley, C. M.** (2022, April). *Using quantile regression to examine the relation between math achievement and math self-concept in childhood*. Symposium presentation presented at the 2022 American Educational Research Association (AERA) Meeting, San Diego, CA.
- Conlon, R. A., Barroso, C., **Ganley, C. M.**, Schoen, R., & Schatschneider, C., (2021, October). *Examining the relationship between math-gender stereotyping and gender-typicality of career aspirations in children*. Lightning Talk presented at the at the Mathematical Cognition and Learning Society (MCLS) Conference, online.
- Conlon, R. A., **Ganley, C. M.**, Barroso, C., Schoen, R., Geer, E. A., & Schatschneider, C., (2021, July). *Does teacher math anxiety relate to student math anxiety?* Paper presented at the at the Mathematical Cognition and Learning Society (MCLS) Conference, online.

- Geer, E. A., Ganley, C. M., Barroso, C., Conlon, R. A., & Dasher, J. (2021, April) *A meta-analysis of the relation between spatial anxiety and spatial skills*. Presented as a flash talk at the Society for Research in Child Development (SRCD) Biennial Meeting, Online.
- Burrell, N., Ganley, C. M., Witherspoon, D. P., May, E. M., & Bámaca-Colbert, M. Y. (2021, April). *Influence of home-based parental involvement and informal social control on the academic outcomes of diverse adolescents*. Presented as a flash talk at the Society for Research in Child Development (SRCD) Biennial Meeting, Online.
- Conlon, R. A., Ganley, C. M., & Schatschneider, C. (2021, April). *Examining the relationship between teacher math-gender stereotypes and students' math outcomes*. Presented in poster session at the Society for Research in Child Development (SRCD) Biennial Meeting, Online.
- Burrell, N., Conlon, R. A., Geer, E. A., Ganley, C. M., & Hart, S. A. (2020, October). *Examining the home math environment as a mediator of the relation between parent and child math anxiety*. Lightning talk presented at the Home Mathematics Environment Virtual Conference.
- Conlon, R. A., Barroso, C., Schoen, R., Schatschneider, C., & Ganley, C.M. (2020, June). *Examining the relationship between math-gender stereotyping and gender-typicality of career aspirations in children*. Accepted for poster session at the Math Cognition and Learning Society (MCLS) Conference, Dublin, Ireland [cancelled due to COVID-19 pandemic].
- Ganley, C. M., Barroso, C., Geer, E. A., Schoen, R. C., & Schatschneider, C. (2020, June). *Does teacher math anxiety relate to student math anxiety?* Accepted for symposium at the Math Cognition and Learning Society (MCLS) Conference, Dublin, Ireland [cancelled due to COVID-19 pandemic].
- Ganley, C. M., Conlon, R. A., Barroso, C., Geer, E. A., Schoen, R. C., & Schatschneider, C. (2020, June). *Are there age differences in potential reciprocal relations between math anxiety and math performance?* Accepted for symposium at the Math Cognition and Learning Society (MCLS) Conference, Dublin, Ireland [cancelled due to COVID-19 pandemic].
- Geer, E. A., Ganley, C. M., Barroso, C., Schoen, R. C., & Schatschneider, C. (2020, June). *Examining predictors of math achievement in elementary aged children*. Accepted for poster session at the Math Cognition and Learning Society (MCLS) Conference, Dublin, Ireland [cancelled due to COVID-19 pandemic].
- Barroso, C. & Ganley, C. M. (2020, June). *Investigating the development of math interest*. Accepted for poster session at the Math Cognition and Learning Society Conference, Dublin, Ireland. [cancelled due to COVID-19 pandemic].
- Ganley, C. M., Barroso, C., Geer, E. A., Conlon, R. A., Schoen, R., & Schatschneider, C. (2020, April). *Teacher math knowledge, anxiety, and mindsets as predictors of instructional practices and student math learning*. Paper presented at the American Educational Research Association (AERA) Meeting, San Francisco, CA. (Conference cancelled)

- Conlon, R.A., Barroso, C. & Ganley, C. M. (2020, April). *Exploring gender differences in early elementary school children's STEM and non-STEM career aspirations*. Poster presented at the American Educational Research Association (AERA) Meeting, San Francisco, CA. (Conference cancelled)
- McGraw, A. L., Kaschak, M. P., & Ganley, C. M. (2019, November). *An investigation of mathematics language and its relation with mathematics and reading*. Poster presented at the annual meeting of the Psychonomic Society, Montreal, QC, CA.
- Geer, E. A. & Ganley, C. M. (2019, July). *Sex differences in social and spatial perspective taking: A replication and extension of Tarampi et al. (2016)*. Paper presented at International Society for Intelligence Research, Minneapolis, MN.
- Barroso, C., Ganley, C. M., McGraw, A. L., Geer, E. A., Hart, S. A., & Daucourt, M. (2019, March). A meta-analysis investigating the relation between math anxiety and math achievement. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Ganley, C. M., Barroso, C., Geer, E. A., Conlon, R. A., McGraw, A. L., Schoen, R. C., & Schatschneider, C. (2019, March). *Mathematics anxiety in kindergarten students: Relations with mathematics performance*. Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Geer, E. A., Ganley, C. M., Barroso, C., Schoen, R. C., & Schatschneider, C. (2019, March). *The relation between mathematics and spatial reasoning: Examining anxiety and performance in children*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- McGraw, A. L., Ganley, C. M., Hart, S. A., & Kaschak, M. P. (2019, March). *Etiology of mathematical performance: A Meta-analysis of twin studies*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- McGraw, A. L., Ganley, C. M., Powell, S. R., Purpura, D. J., Schoen, R. C., & Schatschneider, C. (2019, March). *An investigation of mathematics language and its relation with mathematics and reading*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Lubienski, S. T., Ganley, C. M., Makowski, M., Miller, E., & Timmer, J. (2018, May). "Bold problem solving:" A new construct for improving mathematics achievement and equity. Paper presented at the Joint Seminar on Educational Research at the University of Warsaw, Warsaw, Poland.
- Ganley, C. M., Schoen, R., LaVenja, M., & Tazaz, A. (2018, April). *The development and validation of the Math Anxiety Scale for Teachers*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Barroso, C., Ganley, C. M., & Cunnien, B. (2018, April). *The role of gender, spatial ability, and math-related factors in children's STEM career aspirations*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

- Timmer, J., **Ganley, C. M.**, & Lubienski, S. T. (2018, April). *Can bold problem solving and spatial skills explain the gender gap in problem-solving performance?* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Ganley, C. M.**, McGraw, A. L., Barroso, C. & Geer, E. A. (2018, April). *Examining potential bidirectional relations between math anxiety and performance in elementary school.* Paper presented at the conference of the Mathematical Cognition and Learning Society, Oxford, UK.
- Hart, S. A., & **Ganley, C. M.** (2018, April). *Math anxiety in U.S. adults: Prevalence and correlates.* Paper presented at the conference of the Mathematical Cognition and Learning Society, Oxford, UK.
- Geer, E. A., Quinn, J., & **Ganley, C. M.** (2018, April). *A longitudinal investigation of the relations between spatial skills and math performance in elementary school children.* Poster presented at the meeting of the Mathematical Cognition and Learning Society, Oxford, UK.
- Rogers, N., Clendinning, J. P., Hart, S. A., & **Ganley, C. M.** (2017, November). *Specific mathematical and spatial abilities correlate with music theory abilities.* Paper presented at the annual conference of the Society for Music Theory, Arlington, VA.
- Clendinning, J., Hart, S. A., Rogers, N., & **Ganley, C. M.** (2017, August). *Links between music theory and mathematics: Visual processing and strategies.* Poster presented at the Conference on Music and Eye Tracking, Max Plank Institute for Empirical Aesthetics, Frankfurt, Germany.
- Barroso, C., **Ganley, C. M.**, Hart, S.A., Rogers, N., & Clendinning, J. (2017, May). *Predictors of music theory performance: Identifying important cognitive and affective factors.* Poster presented at the annual meeting of the Association for Psychological Science, Boston, MA.
- Barroso, C. & **Ganley C. M.** (2017, May). *Examining the factor structure of math and science mindset scales with engineering students.* Poster presented at the annual meeting of the Association for Psychological Science, Boston, MA.
- Barroso, C., Cunniën, B., & **Ganley, C. M.** (2017, April). *Examining elementary school children's career aspirations: Gender distributions and stability in STEM versus non-STEM careers.* Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Ganley, C. M.**, McGraw, A. L., Vasilyeva, M., & Shen, C. (2017, April). *Effects of a measurement teaching intervention on visual and nonvisual measurement items.* Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Ganley, C. M.**, McGraw, A. L., Barroso, C., & Geer, E. A. (2017, April). *Testing for bidirectional relations between math anxiety and math performance in elementary school.* Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Geer, E. A. & **Ganley, C. M.** (2017, April). *The development of spatial thinking and relations between spatial skills and math.* Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

- Rogers, N., Clendinning, J. P., Hart, S. A., & **Ganley, C. M.** (2017, March). *Specific correlations between abilities in mathematics and music theory*. Paper presented at the Music Theory Southeast Conference, Ft. Myers, FL.
- Ferretti, N., Day, T., Spiegel, J., Wells, E., Phillippy, C., Kofler, M., & **Ganley, C. M.** (2016, November). *Are relations between ADHD symptoms, ASD symptoms, and academic difficulties mediated by social problems?* Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies, New York, NY.
- Rogers, N., Clendinning, J. P., Hart, S. A., & **Ganley, C. M.** (2016, July). *Specific mathematical and spatial abilities correlate with music theory abilities*. Poster presentation at the meeting of International Conference on Music Perception and Cognition.
- Ganley, C. M.**, & Kolb, K. (2016, May). *Math anxiety and working memory: Relations with math performance among college students*. Presentation presented at the annual meeting of the Association for Psychological Science, Chicago, IL.
- Hart, S. A., **Ganley, C. M.**, & Purpura, D. J. (2016, May). *Understanding the home numeracy environment and its association to children's math skills*. Paper presented at the annual meeting of the Association for Psychological Science, Chicago, IL.
- Purpura, D. J., Schmitt, S., & **Ganley, C. M.** (2016, May). *Foundations of mathematics: The role of executive functioning components*. Paper presented at the annual meeting of the Association for Psychological Science, Chicago, IL.
- Ganley, C. M.**, Hart, S. A., Rogers, N., & Clendinning, J. (2016, May). *The development of the Music Theory Anxiety Scale*. Poster presented at the annual meeting of the Association of Psychological Sciences, Chicago, IL.
- Barroso, C., Hart, S. A., **Ganley, C. M.**, Clendinning, J., & Rogers, N. (2016, May). *Cognitive and affective predictors of music theory performance*. Poster presented at the annual meeting of the Association of Psychological Sciences, Chicago, IL.
- Ganley, C. M.**, Schoen, R. C., LaVenia, M., Tazaz, A., & Razzouk, R. (2016, April). *Exploring relations between teacher math anxiety and other teacher characteristics*. Roundtable presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Ferretti, N., Soto, E., Voigt, N., Kofler, M., & **Ganley, C. M.** (2015, November). *The relation between parental involvement, children's symptoms of inattention and hyperactivity, and academic achievement*. Poster session presented at the ADHD SIG Poster Session at the Association for Behavioral and Cognitive Therapies Annual Convention, Chicago, IL. (won Student Poster Award)
- Ganley, C. M.**, & Kowalsky, A. L. (2015, May). *Cognitive and affective predictors of elementary school students' math test performance*. Paper presented at the Association for Psychological Science annual convention, New York, NY.

- Hart, S. A. **Ganley, C. M.**, & Seppala, M. (2015, May). *Individual differences related to college students' course performance in Calculus II*. Paper presented at the Association for Psychological Science annual convention, New York, NY.
- Ganley, C. M.**, & Kowalsky, A. L. (2015, March). *The reliability and validity of the math anxiety scale for young children*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Ganley, C. M.**, Kowalsky, A. L., Vasilyeva, M. & Shen, C. (2015, March). *Student understanding of the inverse rule: effects of visual representations and item order*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Robinson, J. P., **Ganley, C. M.**, George-Jackson, C. E., & Makowski, M. (2014, April). *Gender equity in college majors: Looking beyond the STEM/non-STEM dichotomy for answers regarding female participation*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Ganley, C. M.** (2013, November). *Does stereotype threat impact girls' mathematics performance?: A review and new evidence*. Paper presented at the Society for the Study of Human Development Biennial Meeting, Ft. Lauderdale, FL.
- Purpura, D. J., & **Ganley, C. M.** (2013, September). *Integrating non-mathematical domains into mathematical development: Key factors to consider in constructing effective interventions*. Poster presented at the Society for Research on Educational Effectiveness Conference, Washington, DC.
- Ganley, C. M.**, Lubienski, S. T., & Crawford, C. C. (2013, April). *Gender differences in and reciprocal relations between mathematical confidence, interest, and achievement across development*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Ganley, C. M.** & Vasilyeva, M. (2013, April). *Cognitive predictors of gender differences in test scores, grades, and STEM career plans*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Robinson, J. P., Lubienski, S. T., **Ganley, C. M.**, & Copur-Gecturk, Y. (2013, April). *Teachers' perceptions of students' mathematics proficiency may exacerbate early gender gaps in achievement*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Purpura, D. J., **Ganley, C. M.**, & Lubienski, S. T. (2012, May). *Kindergarten predictors of later mathematics, reading, and science skills*. Poster presented at the Association for Psychological Science annual convention, Chicago, IL.
- Ganley, C. M.**, Mingle, L. A., Ryan, A., Ryan, K., Perry, M., & Vasilyeva, M. (2012, May). *Evidence that stereotype threat does not impact math performance during early adolescence*. Poster presented at the Association for Psychological Science annual convention, Chicago, IL.

Lubienski, S. T., **Ganley, C. M.**, & Crane, C. C. (2012, April). *Unwarranted uncertainty: Gender patterns in early mathematical confidence, interest, and achievement*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC, CA.

Ganley, C. M., & Vasilyeva, M. (2011, April). *The development of girls' stereotype awareness and susceptibility to stereotype threat effects on math performance*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, QC, CA.

Reeves, T. D., **Ganley, C. M.**, Mitchell, R., & Laski, E. V. (2011, April). *Does pre-service teacher education incorporate research-based knowledge from developmental and cognitive psychology?* Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, QC, CA.

Ganley, C. M., & Vasilyeva, M. (2011, March). *Relation between gender, anxiety and math performance: A developmental perspective*. Student poster symposium presented at the biennial meeting of the Society for Research in Child Development, Montreal, QC, CA.

Dulaney, A., **Ganley, C. M.**, Tillinger, M., Vasilyeva, M., & Casey, B. M. (2011, March). *Factors influencing fifth graders' volume estimation strategies*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, QC, CA.

Ganley, C. M. (2010, April). *Error patterns on a number sense test: Comparing fourth grade boys and girls from high and low socioeconomic groups*. Poster presented at the Boston College Lynch School of Education GEA Research Forum, Boston, MA.

Dulaney, A., **Ganley, C. M.**, Tillinger, M., Vasilyeva, M., & Casey, B. M. (2010, March). *Exploring fifth-grade students' difficulties in estimating volume of 3D objects*. Poster presented at the Boston College Multidisciplinary PhD Research Development Day, Chestnut Hill, MA

Ganley, C. M. (2009, April). *Differences in predictors of math and science performance for eighth grade boys and girls*. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Ganley, C. M., Casey, B. M., Vasilyeva, M., Dearing, E., & Tine, M. (2009, April). *Spatial and numerical predictors of measurement performance*. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Ganley, C. M., & Price, D. W. W. (2007, March). *Gender differences in high-stakes test performance and mathematics attitudes within socio-demographic groups*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

NON-PEER REVIEWED CONFERENCE PARTICIPATION

Ganley, C. M., & Vasilyeva, M. (2011, October). *The joint role of anxiety and working memory in gender differences in math performance*. Poster session presented at the Seventh biennial meeting of the Cognitive Development Society, Philadelphia, PA.

CHAIR OF A SYMPOSIUM

Ganley, C. M. (Chair). (2018, April). *Math and Spatial Anxiety: Correlates and Consequences across Development*. Symposium conducted at the meeting of Mathematical Cognition and Learning Society, Oxford, UK.

Ganley, C. M. (Chair). (2015, May). *From Preschool to College: Cognitive and Affective Predictors of Math Achievement across Development*. Symposium conducted at the meeting of Association for Psychological Science, New York, NY.

DISCUSSANT OF A SYMPOSIUM

Ganley, C. M. (2024, June). *Discussant for Symposium "Examining factors related to gender differences in early math development"*. Presentation at Conference, Mathematical Cognition and Learning Society, Washington, DC.

Ganley, C. M. (2023, June). *Discussant for Symposium "Mathematics attitudes and performance: importance of self-concept and self-efficacy"*. Presentation at Conference, Mathematical Cognition and Learning Society, Loughborough, UK.

Ganley, C. M. (2023, May). *Discussant for Symposium "Identifying, understanding, and addressing elementary students' negative STEM emotions and beliefs"*. Presentation at Annual Meeting, American Educational Research Association, Virtual.

RESEARCH TRAINING

Summer Institute in Statistics: Advanced Structural Equation Modeling, 2013
University of Kansas, Lawrence, KS

DATIC Structural Equation Modeling Workshop, 2012
University of Connecticut, Storrs, CT

What Works Clearinghouse Training (received WWC reviewer certification), 2011
Institute of Education Sciences, Charlottesville, VA,

High School Longitudinal Study of 2009 (HSLs:2009) Database Training Seminar, 2011
National Center for Education Statistics (NCES), Washington, DC

Teaching

TEACHING EXPERIENCE

Graduate Courses

Research Design & Analysis II (Regression), Florida State University, Spring 2015-Spring 2026 (12 times)

Issues in Developmental Psychology (Proseminar), Florida State University, Fall 2022-Spring 2026
(6 times)

The Development of Mathematical Thinking, Florida State University, Fall 2017, Fall 2025

Undergraduate Courses

Research Methods in Psychology, Florida State University, Spring 2014-Fall 2024 (9 times)

Family, School, and Society, Boston College, Spring 2010

Child Growth and Development, Boston College, Fall 2009

MENTORSHIP EXPERIENCE

Postdoctoral Supervision

Olivia Cook (2023-present)

Doctoral Advisees

Amanda McGraw, graduate. (2019). [Co-chaired]

Connie Barroso Garcia, graduate. (2020).

Elyssa Geer, graduate. (2021).

Rachel Conlon, graduate. (2023).

Nandrea Burrell, graduate. (2025).

Zahra Maghami Sharif, doctoral candidate.

Nhu Hin, doctoral student.

Doctoral Committee Member

[46 student committees]

Master's Committee Member

[39 student committees]

Bachelor's Committee Chair

Nicole Ferretti, graduate. (2015).

Brittany Cunnien, graduate. (2016).

Courtney Shorter, graduate. (2018).

Bachelor's Committee Member

[8 student committees]

Undergraduate Research Opportunity Program (UROP) Mentorship

[5 students]

Women in Mathematics, Science, and Engineering (WIMSE) Program Mentorship

[1 student]

Service

SERVICE TO THE PROFESSION

Tenure and Promotion Letters

2 letters, 2026
2 letters, 2025
1 letter, 2024

Editor for Refereed Journals

Associate Editor, *Journal of Numerical Cognition*, 2023-2025

Guest Editing for Refereed Journals

Ganley, C. M., & Hart, S. A. (Eds.). (2017). Proceedings from The Shape of Educational Data Meeting [Special Issue]. *Journal of Learning Analytics*.

Editorial Board Membership(s)

Contemporary Educational Psychology (2018–present).
Journal of Educational Psychology (2016–2020).

Reviewer or Panelist for Grant Applications

Panelist, National Science Foundation, 2012, 2015, 2023 (2 panels), 2024, 2026
Ad hoc Reviewer, National Science Foundation, 2025, 2026
Reviewer, Swiss National Science Foundation, 2025
Reviewer, Department of Developmental and Social Psychology of the University of Padova, 2016
Reviewer, U.S.-Israel Binational Science Foundation, 2016
Reviewer, Hymen Milgrom Supporting Organization, 2015

Service to Professional Associations

Mentor, Mathematical Cognition and Learning Society Mentorship Program, 2024-present
Treasurer, Mathematical Cognition and Learning Society, 2020-2025
Award Committee Member, Early Career Research Contributions Award, Society for Research in Child Development, 2024
Advisory Committee Member, Virtual Unconference on Open Scholarship Practices in Education Research, 2020-2023 (2 conferences)
Conference Proposal Reviewer, AERA 2013, 2014, 2018 Annual Meetings, 2012-2017
Institute Faculty, AERA Statistics Institute: Math Education and Equity, May 2016
Conference Proposal Reviewer, SRCD 2013 Biennial Meeting, 2012
Instructional Assistant, AERA Statistics Institute: Math Education and Equity, May 2012 & 2013

Service on Grant Advisory Board

Advisory Board Member, University of Nebraska-Lincoln, Jenna Finch NSF CAREER Award, 2025–present

Service on Panels

Panelist, How to Respond to Reviewers, The Mathematical Cognition and Learning Society, 2023
Panelist, Demystifying the Publishing Process Panel, 100 Days of Writing, 2021

PROFESSIONAL MEMBERSHIPS

American Educational Research Association
American Psychological Association
Association for Psychological Science
Mathematical Cognition and Learning Society
Society for Research in Child Development

UNIVERSITY SERVICE

Reviewer, Mock Review for NSF CAREER Award, Florida State University, 2025
Reviewer, Internal Grant, Florida State University, 2025
Reviewer, Mock Review for NSF CAREER Award, Florida State University, 2023
Member, University Undergraduate Policy Committee, Florida State University, 2018-2021
Keynote Speaker, Ladies' Legacy Banquet, Florida State University, 2014
Guest Speaker, Florida State University Math Society, October 2013
Statistics Workshop Instructor, Statistics Tutor, Webmaster, University of Illinois Education Justice Project, 2012-2013
I-Promise Mentor, University of Illinois, 2011-2013
Program Facilitator for the *What's Next?* Program for First Generation College Students, Boston College, 2008-2010

DEPARTMENT SERVICE

Area Director, Developmental Area, Psychology, Florida State University, 2022-present
Member, Executive Committee, Psychology, Florida State University, 2022-present
Chair, Mentor Committee for Callie Little, 2025–present
Member, Mentor Committee for Rasheda Haughbrook, 2023–present
Member, Mentor Committee for Tehila Nugiel, 2023–present
Member, Faculty Development Committee, 2023-2025
Search Committee Member, Florida Center for Reading Research and Psychology, 2024-2025
Search Committee Member, Conradi Chair, 2024-present
Search Committee Chair, 2022-2023
Member, Graduate Studies Committee, 2017-2021
Participant Pool/Mass Screening Coordinator, 2016-2021
Member, Warmath Service Award Committee, 2016-2018
Member, Colloquium Committee, 2013-2018
Member, Undergraduate Studies Committee, 2014-2016
Member, IT Committee, 2013-2016

CENTER SERVICE

Search Committee Chair, Learning Systems Institute, Florida State University, 2022-2024
Member, FCR-STEM Conference Planning Committee, Learning Systems Institute, Florida State University, 2015
Search Committee Member, Learning Systems Institute, Florida State University, 2014-2015

COMMUNITY SERVICE

Participant, Chaires Elementary School STEAM Night, April 2024
GRE Quantitative Test Prep Presenter, BIPOC Psychology PhD application group, August 2020
Ask a Scientist Community Outreach, March 2015, October 2015, February 2016, April 2016,
October 2016, May 2017, November 2017, September 2018, May 2019
Math Tutor, PACE Center for Girls Leon, March 2017-October 2018
Math Tutor, MathPals, United Way of the Big Bend, January 2017-May 2018
Southwood Neighborhood Scholarship Committee, April 2016, 2017, 2018
Capital Regional Science and Engineering Fair Judge, February 2015, 2017, 2018
Speaker at Parent Night, Apalachee Magnet School for the Arts, February 2015, October 2015