

ABRAHAM E. FLANIGAN

University of Georgia
Department of Educational Psychology
abraham.flanigan@uga.edu

EDUCATION

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| Ph.D. | Psychological Studies in Education, University of Nebraska-Lincoln
<i>Advisor:</i> Kenneth A. Kiewra
<i>Specialization:</i> Developmental and Learning Sciences
<i>Dissertation:</i> How Instructional Design, Academic Motivation, and Self-Regulated Learning Tendencies Contribute to Cyber-slacking | 2018 |
| M.A. | Educational Psychology, University of Nebraska-Lincoln
<i>Advisor:</i> Kenneth A. Kiewra
<i>Specialization:</i> Cognition, Learning, and Development
<i>Thesis:</i> Exploring the Relationship Between Technological Alternatives and Motivational Interference | 2014 |
| B.S. | Psychology, Northwest Missouri State University
<i>Minor:</i> Sociology
<i>Distinction:</i> Summa Cum Laude | 2011 |

PROFESSIONAL APPOINTMENTS

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|---|-----------------------|
| Assistant Professor
University of Georgia
Department of Educational Psychology | August 2026-Present |
| Associate Professor
Georgia Southern University
Department of Curriculum, Foundations, and Reading | August 2024-Present |
| Assistant Professor
Georgia Southern University
Department of Curriculum, Foundations, and Reading | August 2019-July 2024 |
| Postdoctoral Research Associate
Ohio University
School of Communication Studies | August 2018-July 2019 |

PUBLICATIONS (*denotes student collaborator)

PEER REVIEWED ARTICLES

- Flanigan, A. E.,** Brady, A. C., Cain, E. J., Tolman, S., & Calhoun, D. (2025). Digital distraction in higher education: Administrator perspectives on the problem and institutional responses. *Innovative Higher Education*. <https://doi.org/10.1007/s10755-025-09867-0>
- Flanigan, A. E.,** & Daleiden, B.* (2025). The role of academic delay of gratification in overcoming digital distraction during class. *New Directions for Teaching and Learning*. Advance publication available online: <http://doi.org/10.1002/tl.70002>

- Flanigan, A. E.,** Brady, A. C., Akcaoglu, M., Dai, Y.*, Won, S., Daleiden, B.*, & Hartley, K. (2025). The interplay among digital distraction, self-regulation of learning tendencies, and motivational influences: A transnational investigation. *The Internet and Higher Education*, 67, Article 101023. <https://doi.org/10.1016/j.iheduc.2025.101023>
- Colliot, T. & **Flanigan, A. E.** (2024). Impact of reading messages on student learning and note-taking during a video lecture. *Journal of Computer Assisted Learning*, 40(4), 1974-1986. <http://dx.doi.org/10.1111/jcal.13002>
- Flanigan, A. E.,** Wheeler, J., Colliot, T., Lu, J.*, & Kiewra, K. A. (2024). Typed versus handwritten lecture notes and college student achievement: A meta-analysis. *Educational Psychology Review*, 36(3), Article 78. <https://doi.org/10.1007/s10648-024-09914-w>
- Flanigan, A. E.,** Brady, A. C., Dai, Y.*, & Ray, E.* (2023). Managing student digital distraction in the college classroom: A Self-Determination Theory perspective. *Educational Psychology Review*, 35, Article 60. <https://doi.org/10.1007/s10648-023-09780-y>
- Flanigan, A. E.,** Hosek, A. M., Frisby, B. N., Babchuk, W. A., & Ray, E.* (2023). Student perceptions of digital distraction prevention and student-instructor rapport. *Communication Education*, 72(3), 217-236. <https://doi.org/10.1080/03634523.2022.2149828>
- Flanigan, A. E.,** Kiewra, K. A., Lu, J.*, & Dzghuraev, D.* (2023). Computer versus longhand note-taking methods: Effects of revision. *Instructional Science*, 51, 251-284. <https://doi.org/10.1007/s11251-022-09605-5>
- Flanigan, A. E.,** Peteranetz, M. S., Shell, D. F., & Soh, L. K. (2023). Relationship between implicit intelligence beliefs and maladaptive self-regulation of learning. *ACM Transactions on Computing Education*, 23(3), Article 32. <http://dx.doi.org/10.1145/3595187>
- Flanigan, A. E.** (2022). Book review: SOAR to College Success and Beyond. *Educational Psychology Review*, 34, 1859-1864. <https://doi.org/10.1007/s10648-022-09681-6>
- Flanigan, A. E.,** Akcaoglu, M., & Ray, E.* (2022). Initiation and maintenance of student-instructor rapport in online classes. *The Internet and Higher Education*, 53. <https://doi.org/10.1016/j.iheduc.2021.100844>
- Flanigan, A. E.,** Peteranetz, M. S., Shell, D. F., & Soh, L. K. (2022). Shifting beliefs in computer science. *ACM Transactions on Computing Education*, 22(2), 1-24. <https://doi.org/10.1145/3471574>
- Flanigan, A. E.,** & Babchuk, W. A. (2022). Digital distraction in the classroom: Exploring instructor perceptions and reactions. *Teaching in Higher Education*, 27(3), 352-370. <https://doi.org/10.1080/13562517.2020.1724937>
- Fong, C. J., **Flanigan, A. E.,** Hogan, E., Brady, A. C., Griffin, M., Gonzales, C.*, García, A. J.*, Fathi, Z.*, & Robinson, D. H. (2022). Updated trends in individual and institutional productivity in educational psychology journals from 2015-2021. *Educational Psychology Review*, 34, 2379-2403. <https://doi.org/10.1007/s10648-022-09704-2>
- Colliot, T., Kiewra, K. A., Luo, L., **Flanigan, A. E.,** Lu, J.*, Kennedy, C.*, & Black, S.* (2021). The effects of graphic organizer completeness and note-taking medium on computer-based learning. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-021-10693-y>
- Flanigan, A. E.,** Ray, E.*, Titsworth, S., Hosek, A., & Kim, J. H. (2021). Initiating and maintaining student-instructor rapport in face-to-face classes. *Teaching in Higher Education*. <https://doi.org/10.1080/13562517.2021.1918662>

- Kiewra, K. A., Luo, L., & **Flanigan, A. E.** (2021). Educational psychology early career award winners: How did they do it? *Educational Psychology Review*, 33, 1981-2018. <https://doi.org/10.1007/s10648-021-09619-4>
- Peteranetz, M. S., Shell, D. F., Soh, L. K., & **Flanigan, A. E.** (2021). Motivation and self-regulated learning in computer science: Lessons learned from a multi-year program of classroom research, *IEEE Transactions on Education*, 64(3), 317-326. <https://doi.org/10.1109/TE.2021.3049721>
- Flanigan, A. E.**, & Titsworth, S. (2020). The impact of digital distraction on lecture note taking and student learning. *Instructional Science*, 48, 495-524. <https://doi.org/10.1007/s11251-020-09517-2>
- Prinz, A., Rieche, H.*, **Flanigan, A. E.**, Kiewra, K. A., & Renkl, A. (2020). Conversations with five highly successful female educational psychologists: Patricia Alexander, Carol Dweck, Jacquelynne Eccles, Mareike Kunter, and Tamara van Gog. *Educational Psychology Review*, 33, 763-795. <https://doi.org/10.1007/s10648-020-09552-y>
- Flanigan, A. E.**, & Kiewra, K. A. (2018). What college instructors can do about student cyber-slacking. *Educational Psychology Review*, 30(2), 585-597.
- Flanigan, A. E.**, Kiewra, K. A., & Luo, L. (2018). Conversations with four highly productive German educational psychologists: Frank Fischer, Hans Gruber, Heinz Mandl, and Alexander Renkl. *Educational Psychology Review*, 30(1), 303-330.
- Luo, L., Kiewra, K. A., **Flanigan, A. E.**, & Peteranetz, M. S. (2018). Laptop versus longhand note taking: Effects on lecture notes and achievement. *Instructional Science*, 46(6), 947-971.
- Peteranetz, M. S., **Flanigan, A. E.**, Shell, D. F., & Soh, L. K. (2018). Helping engineering students learn in introductory computer science using computational creativity exercises. *IEEE Transactions on Education*, 61(3), 195-203.
- Peteranetz, M. S., **Flanigan, A. E.**, Shell, D. F., & Soh, L. K. (2018). Career aspirations, perceived instrumentality, and achievement in undergraduate computer science courses. *Contemporary Educational Psychology*, 53, 27-44.
- Flanigan, A. E.**, Peteranetz, M. S., Shell, D. F., & Soh, L. K. (2017). Implicit intelligence beliefs of computer science students: Exploring change across the semester. *Contemporary Educational Psychology*, 48, 179-196.
- Peteranetz, M. S., **Flanigan, A. E.**, Shell, D. F., & Soh, L. K. (2017). Computational creativity exercises: An avenue for promoting learning in computer science. *IEEE Transactions on Education*, 60(4), 305-313.
- Flanigan, A. E.** & Babchuk, W. A. (2015). Social media as academic quicksand: A phenomenological study of student experiences in and out of the classroom. *Learning and Individual Differences*, 44, 40-45.
- Luo, L., Peteranetz, M. S., **Flanigan, A. E.**, Witte, A. L., & Kiewra, K. A. (2014). Eyes never lie: Eye-tracking technology reveals how students study displays. *The Nebraska Educator*, 1, 66-77.
- Francis, A. L. & **Flanigan, A. E.** (2012). Self-directed learning and higher education practices: Implications for student performance and engagement. *MountainRise: The International Journal of the Scholarship of Teaching and Learning*, 7(3), 1-18.

SPECIAL EDITION EDITORSHIPS

- Brady, A. C., & **Flanigan, A. E.** (in progress). Digital distraction in K-12 and postsecondary contexts. *Theory into Practice*.

EDITED BOOKS

Flanigan, A. E. & Kim, J. H. (Eds.) (2022). *Digital Distractions in the College Classroom*. IGI Global. <https://doi.org/10.4018/978-1-7998-9243-4>

BOOK CHAPTERS

Flanigan, A. E., Babchuk, W. A., & Kim, J. H. (2022). Understanding and reacting to the digital distraction phenomenon in college classrooms. In A. E. Flanigan and J. H. Kim (Eds.), *Digital Distractions in the College Classroom* (pp. 1-21). IGI Global. <https://doi.org/10.4018/978-1-7998-9243-4.ch001>

Park, J. A., Hill, T., & **Flanigan, A. E.** (2021). Sensation and Perception. In D. Jairam (Ed.), *Psychology in a Complex World* (2nd ed.) (Chapter 3). Kendall-Hunt Publishing.

Flanigan, A. E. & Kim, J. H. (2020). Curbing student digital distraction with non-traditional teaching strategies. In J. Keengwe (Ed.), *Handbook of Research on Innovations in Non-Traditional Educational Practices* (pp. 174-196). IGI Global. <https://doi.org/10.4018/978-1-7998-4360-3>

Luo, L., Peteranetz, M. S., **Flanigan, A. E.**, & Kiewra, K. A. (2017). Using eye-tracking technology to understand how graphic organizers aid student learning. In C.A. Was, F. J. Sansosti, & B. J. Morris (Eds.), *Eye-Tracking Technology Applications in Educational Research* (pp. 220-238). IGI Global.

Kiewra, K. A., **Flanigan, A. E.**, Luo, L., & Peteranetz, M. S. (2016). Teaching learning theories: A SOAR driven approach. In M.C. Smith & N. DeFrates-Densch (Eds.), *Challenges and Innovations in Educational Psychology Teaching and Learning* (pp. 29-44). Information Age Publishing, Inc.

PEER REVIEWED CONFERENCE PROCEEDINGS

Peteranetz, M. S., Shell, D. F., Soh, L.-K., Ingraham, E., & **Flanigan, A. E.** (2018). IUUSE computational creativity: Improving learning, achievement, and retention in computer science for CS and non-CS undergraduates. In *Proceedings of 2018 ASEE Annual Conference & Exposition*. <https://peer.asee.org/30740> (30% acceptance rate)

Peteranetz, M. S., **Flanigan, A. E.**, Shell, D. F., & Soh, L. K. (2018). Future-oriented motivation and retention in computer science. In T. Barnes & D. Garcia (Eds.), *Proceedings of the 49th ACM SIGCSE Technical Symposium on Computing Science Education* (pp. 350-355). Baltimore, MD, ACM. (35% acceptance rate)

Peteranetz, M. S., Wang, S., Shell, D. F., **Flanigan, A. E.**, & Soh, L. K. (2018). Examining the impact of computational creativity exercises on college computer science students' learning, achievement, self-efficacy, and creativity. In T. Barnes & D. Garcia (Eds.), *Proceedings of the 49th ACM SIGCSE Technical Symposium on Computing Science Education* (pp. 155-160). Baltimore, MD, ACM. (35% acceptance rate)

Shell, D. F., Soh, L. K., **Flanigan, A. E.**, Peteranetz, M. S., & Ingraham, E. (2017). Improving students' learning and achievement in CS classrooms through computational creativity exercises that integrate computational and creative thinking. In M. E. Caspersen & S. H. Edwards (Eds.), *Proceedings of the 2017 ACM SIGCSE Technical Symposium on Computing Science Education* (pp. 543-548). Seattle, Washington, ACM. (30% acceptance rate)

Peteranetz, M. S., **Flanigan, A. E.**, Shell, D. F., & Soh, L. K. (2016). Perceived instrumentality and career aspirations in CS1 courses: Change and relationships with achievement. In J. Sheard, J. Tenenbergs, D. Chinn, & B. Dorn (Eds.), *Proceedings of the 2016 ACM Conference on*

International Computing Education Research (pp. 13-21). Melbourne, Australia: ACM. (25% acceptance rate)

Shell, D. F., Soh, L. K., **Flanigan, A. E.**, & Peteranetz, M. S. (2016). Students' initial course motivation and their achievement and retention in college CS1 courses. In C. Alphonse & J. Tims (Eds.), *Proceedings of the 47th ACM Technical Symposium on Computing Science Education* (pp. 639-644). New York, NY: ACM. (35% acceptance rate)

Flanigan, A. E., Peteranetz, M. S., Shell, D. F., & Soh, L. K. (2015). Exploring changes in computer science students' implicit theories of intelligence across the semester. In B. Dorn, J. Sheard, & Q. Cutts (Eds.), *Proceedings of the Eleventh Annual International Conference on International Computing Education Research* (pp. 161-168). New York, NY: ACM. (26% acceptance rate)

OTHER CONTRIBUTIONS

Flanigan, A. E. (2023). Take notes: A few lessons from the journey of Dr. Kenneth A. Kiewra. *Studying and Self-Regulated Learning SIG – Times Magazine (December 2023)*. Studying and Self-Regulated Learning Special Interest Group, American Educational Research Association.

Flanigan, A. E. (2022). The *Contemporary Pioneers* Book Series: Personal Reflections and Commentary on Volume 3. *Fall 2022 Newsletter*, Studying and Self-Regulated Learning Special Interest Group, American Educational Research Association.

Kiewra, K. A., Luo, L., & **Flanigan, A. E.** (2022). *How to be a productive scholar*. Commentary article published in The Chronicle of Higher Education.

- Link to article: <https://www.chronicle.com/article/how-to-be-a-productive-scholar>

Flanigan, A. E. (2021). Research, Vision, and Pieces of Advice. *Studying and Self-Regulated Learning SIG – Times Magazine (September 2021)* (p. 6), Studying and Self-Regulated Learning Special Interest Group, American Educational Research Association.

Ray, E. *, & **Flanigan, A. E.** (2020). Preventative techniques to curb bullying. *Studying and Self-Regulated Learning SIG – Times Magazine (October 2020)* (p. 11), Studying and Self-Regulated Learning Special Interest Group, American Educational Research Association.

Flanigan, A. E. (2020). Checking comprehension in online classes. *Summer 2020 Newsletter* (p. 7), Studying and Self-Regulated Learning Special Interest Group, American Educational Research Association.

Soh, L.-K., Ingraham, E., Shell, D. F., Peteranetz, M. S., Miller, L. D., & **Flanigan, A. E.** (n.d.) *Implementing UNL's Computational Creativity Exercises*. Teaching paper available from EngageCSEdu, <https://www.engage-csedu.org/find-resources/implementing-unls-computational-creativity-exercises>

Flanigan, A. E., & Bembenutty, H. (2017). Delay of gratification: Teachers' antidote for preventing cyber-slacking while promoting self-regulation of learning. *Spring 2017 Newsletter* (p. 13), Studying and Self-Regulated Learning (Special Interest Group), American Educational Research Association.

Flanigan, A. E. (2016). Using self-regulation strategies to help international graduate assistants adjust to life in American classrooms. *Fall 2016 Newsletter* (p. 18), Studying and Self-Regulated Learning (Special Interest Group), American Educational Research Association.

Flanigan, A. E., & Kiewra, K. A. (2015). How does fencing talent develop? Elite fencing coaches provide the answer. *American Fencing*, 65(1), 16-17.

PRESENTATIONS (*denotes student collaborator)

RECENT NATIONAL AND INTERNATIONAL PRESENTATIONS

- Ricket, A. R., & **Flanigan, A. E.** (2026, Nov. 18-21). *Georgia P-12 Educator Perceptions of Device Bans and The Distraction Free Education Act*. University Council for Educational Administration 2026 Annual Convention, Pittsburgh, PA, United States.
- Daleiden, B. K., Bendixen, L., Hartley, K., & **Flanigan, A. E.** (April 2026). *“Easily Distracted”: A thematic analysis of college students’ attention self-efficacy and self-regulated learning*. 2026 Annual Meeting of the American Educational Research Association, Los Angeles, CA, United States.
- Calhoun, D. W., Cain, E. J., Tolman, S., **Flanigan, A. E.**, & Brady, A. C. (March/April, 2026). *Digital distraction in higher education: Administrator perspectives and responsibilities* [Conference proposal under review]. ACPA26 Annual Convention, Baltimore, MD, United States.
- Colliot, T., Allain, C., & Flanigan, A. E. (December, 2025). *The evolution of university students’ multitasking practices*. 63rd Annual Conference of the French Psychological Society, Nantes, France.
- Bose, D., **Flanigan, A. E.**, & Brady, A. C. (2024, October). *Applying mixed methods research designs in pedagogical research*. The American Society for Pharmacology and Experimental Therapeutics Virtual Web Series. [Webinar delivered virtually]
- Flanigan, A. E.**, Peteranetz, M. S., Shell, D. F., & Soh, L. K. (2024, March). *Change across time: Exploring how computer science students’ implicit intelligence beliefs change across the semester*. ACM Special Interest Group Computer Science Education (SIGSCE), Portland, OR, United States.
- Colliot, T., **Flanigan, A. E.**, & Chemitlin, J. (2024, June). *The influence of lecture-relevant and irrelevant messages appearing in a chat box during a video lecture on student learning and note taking*. Presentation accepted for presentation at the EARLI SIG Writing Conference, Paris, France.
- Flanigan, A. E.**, Brady, A. C., Dai, Y.*, & Ray, E.* (2023, May). *Addressing digital distraction in college classrooms: Policies, enforcement, and students’ basic psychological needs*. 8th International Self Determination Theory Conference, Orlando, FL, United States.
- Flanigan, A. E.**, Hosek, A., Frisby, B., Babchuk, W. A., & Ray, E.* (2023, April). *The impact of instructors’ digital distraction policies and enforcement strategies on student perceptions of rapport*. 2023 Annual Meeting of the American Educational Research Association, Chicago, IL, United States.

RECENT REGIONAL PRESENTATIONS

- Brady, A. C., Reagan, K., **Flanigan, A. E.**, Carroll, G. D., & Botnatu, D. (2026, February) *The file drawer problem in SoTL research: Learning from lack of findings*. SoTL Commons, Savannah, GA.
- Flanigan, A. E.**, Brady, A. C., Cain, E. J., Tolman, S., & Calhoun, D. W. (2025, November). *Is it time for university administrators to come off the sidelines and help curb classroom digital distraction?* Mid-Western Educational Research Association Conference, Milwaukee, WI.
- Flanigan, A. E.**, Brady, A. C., Akcaoglu, M., Dai, Y.*, Won, S., Daleiden, B.*, & Hartley, K. (2025, November). *Person-centered factors and digital distraction in face-to-face college classes: A*

transnational investigation. Mid-Western Educational Research Association Conference, Milwaukee, WI.

Brady, A. C., **Flanigan, A. E.**, Hogan, E., & Griffin, M. (2025, February). *Exploring graduate students' application of course concepts: Motivational predictors and practical implications*. SoTL Commons Conference, Savannah, GA.

Flanigan, A. E., Kiewra, K. A., Lu, J., Colliot, T., and Wheeler, J. (2024, October). *Typed versus handwritten lecture notes and college student achievement: A meta-analysis*. Mid-Western Educational Research Association Conference, Cincinnati, Ohio.

RECENT INVITED TALKS AND OUTREACH PRESENTATIONS

Flanigan, A. E., Brady, A. C., Ricket, A. L., Norman, T., Barrow, E., Carter, A., Norman, T., Bolton-Gary, C., BIRTHA, N., & Thompson, E. (2026, February). *Georgia P-12 educator perceptions of personal electronic device bans*. Presentation delivered during the 2026 Professional Association of Georgia Educators “Day on the Hill” event, Georgia State Capitol, Atlanta, GA.

Flanigan, A. E. (2025, November). *Georgia educator perceptions of HB 340 and device bans in K-12 schools*. Official testimony delivered to the “Senate Study Committee on the Impact of Social Media and AI on Children and Platform Privacy Protection,” Georgia State Capitol, Atlanta, GA.

- [Link to video recording](#) of the session

Flanigan, A. E., Ricket, A., BIRTHA, N., Brady, A. C., Norman, T., Barrow, E., Bolton-Gary, C., Carter, A., & Thompson, E. (2025, October). *Georgia P-12 Educator Perceptions of Personal Electronic Device Bans (2025)*. Invited presentation delivered to the Professional Association of Georgia Educators, Atlanta, GA.

Flanigan, A. E., Brady, A. C., & Kim, J. H. (2025, January). *Digital distraction in college classrooms: Understanding, preventing, and reacting to device misuse*. Invited presentation delivered virtually to faculty and staff of Gettysburg College and Franklin & Marshall College.

GRANT EXPERIENCE

Project Title: Communication Practice in Performance Appraisals and Performance Management (2025-2026)

Amount Funded: \$22,089.00

Funding Provider: Georgia Southern Faculty Center, Impact Accelerator Award

Role: Co-PI

Collaborators: Drs. Joanna Schreiber, Ted Brimeyer, and Anna Brady

Project Title: GaLEADS Evaluation: Year 3 and Beyond (2026-2027)

Amount Requested: \$48,000

Funding Provider: Georgia Department of Education (GaDOE)

Role: Co-PI

Collaborators: Drs. Cynthia Bolton-Gary, Ashley Carter, Kymberly Harris, Taylor Norman, Regina Rahimi, and Amanda Wall

Project Title: GaLEADS Evaluation: Year 2 (2025)

Amount Funded: \$20,000

Funding Provider: Georgia Department of Education (GaDOE)

Role: Co-PI

Collaborators: Drs. Cynthia Bolton-Gary, Ashley Carter, Kymberly Harris, Taylor Norman, Regina Rahimi, and Amanda Wall

Project Title: Math Nation Georgia Pilot Program (2025)

Amount Funded: \$475,000

Funding Provider: Georgia Department of Education (GaDOE)

Role: Co-PI

Collaborators: Drs. Mete Akcaoglu and Caitlin Criss

Project Title: IMPACT-CS: Investigating Motivation and Pedagogical Approaches in Computer Science Teaching [Under Review; Proposal #2523736] (2025)

Amount Requested: \$492,832

Funding Provider: National Science Foundation

Role: Co-PI

Collaborators: Drs. Mete Akcaoglu, Ceren Ocak, and Regina McCurdy

Project Title: IRES Track I: U.S.-Denmark program for advanced reliability analysis of ac/dc converters with INNOVative conTrols in gLOBE-spanning supergRid (INNOVATOR) (2022-2025).

Amount Funded: \$300,000

Funding Provider: National Science Foundation—Office of International Science and Engineering (OISE)

Primary Investigator: Dr. Masoud Davari, Georgia Southern University

Role: NSF IRES Program Evaluator

Project Title: Evaluating the Statewide GaLEADS Teacher Evaluation Program (2024)

Amount Funded: \$20,000

Funding Provider: Georgia Department of Education (GaDOE)

Role: Principal Investigator

Collaborators: Drs. Cynthia Bolton-Gary, Ashley Carter, Kymberly Harris, Taylor Norman, Regina Rahimi, and Amanda Wall

Project Title: Strategies for Building a Motivation-Supportive Classroom Environment (2023)

Amount Funded: \$500

Funding Provider: Faculty Service Award Program – The Faculty Service Committee, Georgia Southern University

Role: Project Director

Collaborator: Dr. Anna C. Brady

Project Title: Scaffolded Notetaking: Guiding Pharmacy Students to an Enhanced Knowledge State [Not funded]

Amount Requested: \$4,000

Funding Provider: American Association of Colleges of Pharmacy

Role: Co-Primary Investigator with Dr. Diptiman Bose, Western New England University

Project Title: Strategies to Initiate and Maintain Student-Instructor Rapport in Online Courses: Evidence from Student and Instructor Viewpoints (2021-2022).

Amount Funded: \$5,400

Funding Provider: Research, Scholarship, and Creative Activity Committee, College of Education, Georgia Southern University.

Role: Primary Investigator

Collaborators: Dr. Mete Akcaoglu and Ms. Emily Ray

Project Title: Building Online Video Lessons that Promote Note Taking and Learning (2022-2024)
[Not funded]

Amount Requested: \$10,950

Funding Provider: French-American Cultural Exchange (FACE) Foundation – Thomas Jefferson Fund

Role: Co-Primary Investigator

Co-PI: Dr. Tiphaine Colliot, Poitiers University, France

Project Title: Computational Creativity to Improve Computer Science Education for Computer Science and non-Computer Science Undergraduates (DUE-1431874) (2015-2019).

Amount Funded: \$873,250

Funding Provider: National Science Foundation

Primary Investigator: Dr. Leen-Kiat Soh, University of Nebraska-Lincoln

Role: Contributor

TEACHING EXPERIENCE

Courses Taught

Instructor of Record, *Educational Psychology 6800E (Online): Foundations of Cognition for Education*, University of Georgia

Instructor of Record, *Educational Foundations 8134: Models of Motivation (Online)*, Georgia Southern University

Instructor of Record, *Educational Foundations 8130: Advanced Study of Learning Theories and Applications (Online)*, Georgia Southern University

Instructor of Record, *FRLT 7130, Learning Theories and Applications (Online)*, Georgia OnMyLine (GOML) Course, University System of Georgia

Instructor of Record, *Educational Foundations 7130: Learning Theories and Applications (Online)*, Georgia Southern University

Instructor of Record, *Educational Foundations 3131: Assessment for Differentiated Instruction*, Georgia Southern University

Instructor of Record, *Educational Foundations 8135: Thinking and Problem Solving (Online)*, Georgia Southern University

Instructor of Record, *Educational Foundations 3040: Child Development from the Prenatal Period through Adolescence (Online)*, Georgia Southern University

Instructor of Record, *Educational Foundations 3040: Child Development from the Prenatal Period through Adolescence*, Georgia Southern University

Instructor of Record, *Communication Studies 3200: Communication and New Technology*, Ohio University

Instructor of Record, *Communication Studies 3520: Quantitative Inquiry in Communication*, Ohio University

Instructor of Record, *Communication Studies 3420: Qualitative Inquiry in Communication*, Ohio University

Instructor of Record, *Educational Psychology 362: Learning in the Classroom*, University of Nebraska

Graduate Teaching Assistant, *Educational Psychology 900K: Qualitative Approaches to Educational Research*, University of Nebraska

Instructor of Record, *Educational Psychology 209: Strategies for Academic Success*, University of Nebraska

Instructor of Record, *Educational Psychology 209X: Strategies for Academic Success (Online)*, University of Nebraska

Course Development

EDUF 2233 (Learn Smarter, Not Harder: The Art and Science of Learning), College of Education, Georgia Southern University (Approved: Summer 2025)

- Catalog description: This course will help you become a more purposeful and strategic learner in your college courses. You will learn how to mentally and physically prepare yourself to succeed academically based on the science of human learning. This course will teach you how, when, and why to use different research-supported learning, motivational, and test-taking strategies to guide your learning process.

DIRECTED STUDENT RESEARCH

Dissertation Committee Member, Mary Frances Early College of Education, University of Georgia (Fall 2026-Present)

- **Candidate:** Danielle Vaughn
- **Degree:** Ph.D. in School Psychology

Dissertation Chair, College of Education, Georgia Southern University (Fall 2025-Summer 2026)

- **Candidate:** Adam Gasaway
- **Degree:** Ed.D. in Curriculum Studies

Dissertation Committee Member, College of Education, University of Nevada, Las Vegas (Spring 2025-Spring 2026)

- **Candidate:** Bridget Daleiden
- **Degree:** Ph.D. in Educational Psychology
- **Committee Chair:** Dr. Lisa Bendixen

Dissertation Committee Member, College of Education, Georgia Southern University (Spring 2025-Summer 2026)

- **Candidate:** Dawn May
- **Degree:** Ed.D. in Curriculum Studies
- **Committee Chair:** Dr. Delores Liston

Dissertation Committee Member, College of Education, Georgia Southern University (Fall 2023-Spring 2025)

- **Candidate:** Cassidy Stine

- **Degree:** Ed.D. in Curriculum Studies
- **Committee Chair:** Dr. Delores Liston

Dissertation Committee Member, College of Education, Auburn University (Fall 2022-Spring 2025)

- **Candidate:** Yan “Diane” Dai
- **Degree:** Ph.D. in Educational Psychology
- **Committee Chair:** Dr. Chih-Hsuan Wang

Dissertation Committee Member, College of Education, Georgia Southern University (Spring 2022-Spring 2025)

- **Candidate:** Anna Campbell
- **Degree:** Ed.D. in Curriculum Studies
- **Committee Chair:** Dr. Delores Liston

Dissertation Committee Member, College of Education, Georgia Southern University (Spring 2023-Fall 2024)

- **Candidate:** Daniel Szokoly
- **Degree:** Ed.D. in Curriculum Studies
- **Committee Chair:** Dr. Robert Lake

Dissertation Committee Member, College of Education, Georgia Southern University (Spring 2022-Fall 2024)

- **Candidate:** Jhanna Bryson
- **Degree:** Ed.D. in Curriculum Studies
- **Committee Chair:** Dr. Robert Lake

Dissertation Committee Member, College of Education, Georgia Southern University (Spring 2022-Spring 2024)

- **Candidate:** Stephanie Chilton
- **Degree:** Ed.D. in Curriculum Studies
- **Committee Chair:** Dr. Ming Fang He

AP Research Advisor, *Advanced Placement Program Capstone: Research*, Seneca High School, Seneca, South Carolina (Fall 2021-Spring 2022)

Advisee: Michael Davis (Topic: Note-taking behaviors and long-term memory retention)

Honors Research Advisor, College of Education, Georgia Southern University (Fall 2020-Spring 2022)

Advisee: Emily Ray (Major: Elementary Education)

SELECTED SERVICE EXPERIENCE

Service to the University

Substitute Committee Member, University Undergraduate Curriculum Committee, Georgia Southern University, March 2025

- Served as the College of Education’s faculty committee representative during the March 2025 meeting.

IRB Committee Member, Georgia Southern University Social and Behavioral Institutional Review Board, Georgia Southern University (July 2020-June 2023)

Workshop Presenter, *Developing and Maintaining Student-Instructor Rapport in Online Classes*, Center for Teaching Excellence, Georgia Southern University (November 2020; April 2021; August 2021; January 2022; April 2022; January 2023; September 2023)

Workshop Presenter, *Developing and Maintaining Student-Instructor Rapport in Face-to-Face Classes*, Center for Teaching Excellence, Georgia Southern University (February 2020; September 2020; April 2021; August 2021; January 2022; April 2022; January 2023; September 2023)

Service to the College

Committee Member, *Core Curriculum Planning Committee*, Interdisciplinary Ph.D. Planning Team, College of Education, Georgia Southern University (Summer 2025-Spring 2026)

Assistant/Associate Professor of Educational Leadership (P12) Search Committee, College of Education, Georgia Southern University (Fall 2024-Spring 2025)

Chair, *Curriculum Committee*, College of Education, Georgia Southern University (Fall 2024-Spring 2025)

Member, *Interdisciplinary STEM PhD Feasibility Group*, College of Education, Georgia Southern University (Spring 2024)

Member, *Curriculum Committee*, College of Education, Georgia Southern University (August 2023-July 2026)

Member, *60%-30%-10% Workload Distribution (Ad Hoc Committee)*, College of Education, Georgia Southern University (Spring 2022-Fall 2022)

Department Representative, *Scholarships and Awards Committee (formerly the Student Affairs Committee)*, College of Education, Georgia Southern University (2020-2022)

Service to the Department and Unit

Assistant Professor of Educational Psychology Search Committee, Department of Curriculum, Foundations, and Reading, Georgia Southern University (2025-2026)

Member, *Departmental T&P Committee*, Department of Curriculum, Foundations, and Reading, Georgia Southern University (Fall 2024-Spring 2026)

Member, *Departmental T&P/Major Review Revisions Committee*, Department of Curriculum, Foundations, and Reading, Georgia Southern University (Fall 2023-Spring 2026)

Chair, Visiting Instructor of Educational Psychology Search Committee, College of Education, Georgia Southern University (Summer 2023)

Assistant Professor of Educational Psychology Search Committee, Department of Curriculum, Foundations, and Reading, Georgia Southern University (2020-2021)

Assistant Professor of Educational Psychology Search Committee, Department of Curriculum, Foundations, and Reading, Georgia Southern University (2019-2020)

Administrative Assistant Search Committee, Department of Curriculum, Foundations, and Reading, Georgia Southern University (2019-2020)

Service to the Profession

External Reviewer, Department of Educational Studies, Purdue University (Summer 2025)

- Served as an external reviewer of a faculty member's application for promotion to Clinical Assistant Professor.

Mentor, *Graduate Student Mentoring Program*, Studying and Self-Regulated Learning Special Interest Group, American Educational Research Association (Spring – Summer 2025)

Mentor, *Graduate Student Mentoring Program*, Studying and Self-Regulated Learning Special Interest Group, American Educational Research Association (Spring – Summer 2024)

Workshop Presenter, *Fostering Focus: A Workshop for Educators on Helping Undergraduates Manage Their Device Use During Class*. Workshop delivered to university faculty and academic success staff at the Dennis Learning Center at Ohio State University (February 2024)

Workshop Presenter, *Cultivating Rapport with Undergraduates*. Workshop delivered to university faculty and staff at Ohio Wesleyan University (February 2024)

Editorial Board Service

Executive Editor, *Journal of Experimental Education* (2025-Present)

Research Service

Reviewer, *Review of Educational Research*

Reviewer, *Educational Psychologist*

Reviewer, *Instructional Science*

Reviewer, *Journal of Educational Psychology*

Reviewer, *The Internet and Higher Education*

Reviewer, *Frontiers in Psychology* and *Frontiers in Education*

Reviewer, *Educational Psychology Review*

Reviewer, *International Journal for the Scholarship of Teaching and Learning*

Reviewer, *Educational Psychology*

Reviewer, *Journal of Ethnographic & Qualitative Research*

Reviewer, *Educational Psychologist (Special Issue)*

Reviewer, *Computers & Education*

Reviewer, *Contemporary Educational Psychology*

Reviewer, *Studies in Higher Education*

Reviewer, *Interacting with Computers*

Committee Service

Committee Co-Chair, *Representation and Belonging Steering Committee*, Studying and Self-Regulated Learning Special Interest Group, American Educational Research Association (May 2024-April 2025)

Faculty Mentor, *Graduate Student Committee*, Studying and Self-Regulated Learning Special Interest Group, American Educational Research Association (May 2024-April 2025)

Senior Chair, Studying and Self-Regulated Learning Special Interest Group, AERA (May 2023-May 2024)

Treasurer, Scholarly Consortium for Innovative Psychology in Education (2021-2023)

Junior Chair, Studying and Self-Regulated Learning Special Interest Group, AERA (2022-2023)

HONORS, RECOGNITIONS, AND AWARDS

Interviewee, *Science Backs Calls for Limiting Screens in Schools*, ScienceNews.org (August 2026)

- Interviewed and quoted as a content area expert for an article on scientific evidence for limiting screen time in K-12 schools.
- [Link to article](#)

Student Choice Award Winner, Favorite Professors at Georgia Southern University, Georgia Southern University (March 2026)

- Voted as one of the “Favorite Professors” by the College of Education undergraduates for my contributions to student success.

Top 50 Most Productive Educational Psychology Researcher (Kubik et al., 2026)

- An objective scoring system indicated that my publication history within high-impact, peer-reviewed educational psychology research journals placed me within the Top 50 globally of the most productive educational psychology researchers regardless of rank or title from 2017-2022.

Interviewee, *The Children and Screens Guide for Childhood Development and Media Use: Adolescence Ages 11-18*, Institute of Digital Media and Child Development (Children and Screens), February 2026

- Interviewed as a domain expert for this [guidebook](#) produced by the Institute. Statements from the interview appear throughout.

Interviewee, *Georgia Educators Overwhelmingly Endorse Device Restrictions*, Georgia Public Broadcasting Company, February 2026

- Interviewed by Orlando Montoya (Newscaster Producer) from the Georgia Public Broadcasting Company about the findings from my team’s statewide survey of Georgia educators’ perceptions of device bans and Georgia House Bill 340.
- The interview aired during the Georgia news segments of the “Science Friday” and “All Things Considered” radio shows on February 20, 2026.
- The interview also aired that same day on GPB’s “Georgia Daily” podcast.

Research Feature, *Handwriting vs. typing: Which one is better for learning?* IT Media News (Japan), December 2025.

- [Article](#) written by an international online news organization to highlight my team’s meta-analysis on typed versus handwritten lecture notes.

Interviewee, *Screen Deep Podcast*, Institute of Digital Media and Child Development (Children and Screens), October 2025

- Podcast episode about the downsides of digital distraction in K-12 learning environments.
- [Link to podcast episode](#)

Interviewee, *Digital disruption: Distracted learning affects more than just schoolkids*. Inspire (Podcast), September 2025

- Podcast episode about the downsides of digital distraction in K-12 learning environments.
- [Link to podcast episode](#)

Panelist, *What to do about screens in schools?* Institute of Digital Media and Child Development (Children and Screens), August 2025

- 296 attendees for this virtual webinar. Sample comments from the anonymized attendee post-survey:
 - “All speakers were outstanding -- so engaged with others and audience, perfect pitch with data and their personal experience. Thank You.”
 - “The conversation format was engaging and the panelists were well informed and down to earth.”
 - “Panelists were very easy to listen to and shared a wealth of information. The time flew by!”
 - “Great job facilitators and panel!”

- “One of the best”
- “This was a serious, incredibly on-time panel with a need for much more.”
- [Link to video recording](#)

Interviewee, *The Epoch Times*, April 2025

- Interviewed by Makai Albert (journalist; wellness researcher) from *The Epoch Times* for an article on technology in education and the benefits of taking handwritten versus typed lecture notes.
- [Link to article](#)

Graduate Faculty Status, UNLV Graduate College, University of Nevada, Las Vegas (2025-present)

- Applied for, and was granted, graduate faculty status at the University of Nevada, Las Vegas after a formal evaluation of my application by the Graduate Dean.
- Being granted this status allows me to serve on dissertation and thesis committees at UNLV, which is designated as an R1 institution by the Carnegie Foundation.

Interviewee, *The Wall Street Journal*, September 2024

- Interviewed by Matt Barnum (Education Reporter) from *The Wall Street Journal* about the advantages and downsides of mobile technology in the classroom.
- [Link to the article.](#)

Interviewee, *Cellphones in Georgia K-12 Classrooms*, Georgia Public Broadcasting Company, August 2024

- Interviewed by Orlando Montoya (Newscaster Producer) from the Georgia Public Broadcasting Company about the ramifications and benefits of school districts in Georgia banning cellphones from classrooms.
- The interview aired during the Georgia news segments of the “All Things Considered” (August 2, 2024) and “Morning Edition” (August 5, 2024) radio shows.

Research Feature, *Handwritten Versus Typed Note-taking Effects on College Students’ Performance*, The Learning Scientists, July 2024

- [Feature article](#) highlighting the findings and applications of the meta-analysis that my colleagues and I (Flanigan et al., 2024) published comparing typed versus handwritten note-taking methods.

Research Feature, *Typed Versus Handwritten Notes: The Latest Research*, InnerDrive, April 2024

- [Feature article](#) highlighting the findings and applications of the meta-analysis that my colleagues and I (Flanigan et al., 2024) published comparing typed versus handwritten note-taking methods.

Nominee, *Faculty Research Award*, University Awards of Excellence, Georgia Southern University, Spring 2024

Interviewee, *Text to Task: Simplifying Education* (Podcast), January 2024

- Participated in a podcast interview to discuss my research and share recommendations for (a) helping undergraduates overcome the temptation created by digital distractions during class and (b) cultivating a strong sense of student-instructor rapport in the classroom.
- The episode, titled “Unplug the Mind” is available here: <https://open.spotify.com/episode/4teipMYsKe8l7kdbwEwjYh?si=216d2af70844406a>

Recipient, *Faculty Service Award*, Faculty Service Committee, Georgia Southern University, 2023

- Awarded a \$500 travel grant to deliver professional development workshops to institutional faculty at Ohio University, The Ohio State University, and Ohio Wesleyan University.

Recipient, *Jack Miller Award for Scholarship and Creative Activity*, College of Education, Georgia Southern University, 2023

Top 15 Most Productive Early Career Researcher (Fong et al., 2022)

- An objective, peer-reviewed scoring system indicated that my publication history within high-impact, peer-reviewed educational psychology research journals placed me within the Top 15 of the most productive early career educational psychology researchers globally from 2015-2021.

Scholar Spotlight, Studying and Self-Regulated Learning Special Interest Group, AERA, June 2022

- I was selected by the SSRL SIG's executive board to be one of the SIG's featured scholars in their monthly *Spotlight* interview series.
- The June 2022 *Spotlight* can be found here: https://www.youtube.com/watch?v=we4qyzH_xtk

Undergraduate Student Travel Award Program, College of Education, Georgia Southern University, 2022

- Awarded, \$1,500 to support my undergraduate research assistant, Emily Ray, traveling and presenting with me at the 2022 Annual Meeting of the American Educational Research Association in San Diego, California.

Research Showcase, College of Education Spring Meeting, Georgia Southern University, 2021

- My research program, *Initiating and Maintaining Student-Instructor Rapport*, was highlighted in the "Student Support: Building Rapport & Communication" portion of the Faculty Research Showcase.

Interviewee, Digital distraction is a problem far beyond the classroom. But professors can still help. *The Chronicle of Higher Education* (2019)

- Featured article available at: <https://www.chronicle.com/article/digital-distraction-is-a-problem-far-beyond-the-classroom-but-professors-can-still-help/>

Research Spotlight, Studying and Self-Regulated Learning Special Interest Group Spring Newsletter, AERA, 2018

Title: *Relations between ineffective academic self-regulation and college students' implicit intelligence beliefs.*

Graduate Student Travel Grant, College of Education and Human Sciences, University of Nebraska, 2018 (\$200 award).

Outstanding Graduate Student Research Award, Office of Graduate Studies, University of Nebraska, 2017 (\$1,000 award).

Bath Fellowship, Department of Educational Psychology, University of Nebraska, 2017 (\$2,000 award).

Exemplary Paper Award, SIGSCE Technical Symposium, 2017

Title: *Improving students' learning and achievement in CS classrooms through computational creativity exercises that integrate computational and creative thinking.*

Graduate Student Travel Stipend, AERA Division C, 2017 (\$200 award)

Certificate of Recognition for Contributions to Students, UNL Parents Association, University of Nebraska, 2017

Division C Graduate Student Seminar, American Educational Research Association, 2017

Fellow, Preparing Future Faculty, University of Nebraska, 2016

PROFESSIONAL AFFILIATIONS

American Educational Research Association

Division C – Learning and Instruction

Division K – Teaching and Teacher Education

Studying and Self-Regulated Learning SIG

Motivation SIG

Learning Sciences SIG

Mid-Western Educational Research Association

Division C - Learning and Instruction

Division J - Post-Secondary Education

Division G - Social Context of Education

Scholarly Consortium for Innovative Psychology in Education