

EMILY QUINN ROSENZWEIG

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EDUCATION

- 2017 Ph.D., Human Development in Education, University of Maryland
Specialization in Educational Psychology
Graduate Certificate in Measurement, Statistics, & Evaluation
- 2011 B.A., *summa cum laude*, Philosophy-Neuroscience-Psychology and Educational
Studies, Washington University in St. Louis

ACADEMIC APPOINTMENTS

- 2019–pres. Assistant Professor
Department of Educational Psychology, University of Georgia
- 2017–2019 Postdoctoral Research Fellow
Department of Psychology, University of Wisconsin-Madison

AWARDS AND HONORS

- 2021 Selected for Grantsmanship Development Program, Owens Institute for
Behavioral Research, University of Georgia
- 2018 Charles A. Caramello Distinguished Dissertation Prize, University of Maryland
- 2018 Nominated for ProQuest Distinguished Dissertation Award, University of
Maryland
- 2018 Distinguished Dissertation Award, Human Development & Quantitative
Methodology Dept., University of Maryland
- 2014–2017 National Science Foundation Graduate Research Fellowship
- 2012–2016 Flagship Fellowship, University of Maryland
- 2016 International Graduate Research Fellowship, University of Maryland
- 2016 International Conference Student Support Award, University of Maryland
- 2015 Graduate Research Interaction Day Session Winner, University of Maryland
- 2012 –2014 Dean’s Fellowship, University of Maryland
- 2012 Psi Chi Psychological Honors Society, University of Maryland

PEER-REVIEWED JOURNAL ARTICLES

*indicates co-first-authors ^Sindicates student co-author

- Rosenzweig, E. Q.**, & Chen, X.-Y.^S (2023). Which STEM careers are most appealing? Examining high school students' preferences and motivational beliefs for different STEM career choices. *International Journal of STEM Education*, 10, 1-25.
- Beymer, P. N., Ponnock, A. R., & **Rosenzweig, E. Q.** (2023). Exploring teachers' perceptions of cost: A multimethod investigation of associations among job satisfaction, attrition intentions, and challenges. *Journal of Experimental Education*, 91(3), 517-538.
- Rosenzweig, E. Q.**, Song, Y.^S, & Clark, M. S.^S (2022). Mixed effects of a randomized trial replication study testing a cost-focused motivational intervention. *Learning and Instruction*, 82, 101660.
- Rosenzweig, E. Q.**, Wigfield, A., & Eccles, J. S. (2022). Beyond utility value interventions: The when, why, and how of next steps in expectancy-value intervention research. *Educational Psychologist*, 57(1), 11-30.
- Rosenzweig, E. Q.**, Hecht, C. A., Priniski, S. J., Canning, E. A., Asher, M. W., Tibbetts, Y., Hyde, J. S., & Harackiewicz, J. M. (2021). Inside the STEM pipeline: Changes in students' biomedical career plans across the college years. *Science Advances*, 7(18), 1-9.
- Rosenzweig, E. Q.**, Harackiewicz, J. M., Hecht, C. A., Priniski, S. J., Tibbetts, Y., Canning, E. A., Asher, M. W., & Hyde, J. S. (2021). College students' reasons for leaving biomedical fields: Disenchantment with biomedicine or attraction to other fields? *Journal of Educational Psychology*, 113(2), 351-369.
- Harackiewicz, J. M., & **Rosenzweig, E. Q.** (2021). Using long-term follow-up data to understand and refine utility-value interventions in the biomedical sciences. *Understanding Interventions Journal*, 12, 1-3.
- Jiang, Y.* & **Rosenzweig, E. Q.*** (2021). Using cost to improve predictions of adolescent students' future choice intentions, avoidance intentions, and course grades in mathematics and English. *Learning and Individual Differences*, 86, 101978.
- Parr, A., Gladstone, J., **Rosenzweig, E. Q.**, & Wang, M. (2021). Why do I teach? A Mixed methods study of in-service teachers' motivations, autonomy-supportive instructional practices, and emotions. *Teaching and Teacher Education*, 98, 103228.
- Rosenzweig, E. Q.**, Wigfield, A., & Hulleman, C. S. (2020). More useful, or not so bad? Examining the effects of utility value and cost reduction interventions in college physics. *Journal of Educational Psychology*, 112(1), 166-182.

- Priniski, S. J., **Rosenzweig, E. Q.**, Canning, E. A., Hecht, C. A. Tibbetts, Y., Hyde, J. S., & Harackiewicz, J. M. (2019). The benefits of combining value for the self and others in utility-value interventions. *Journal of Educational Psychology, 111*(8), 1478-1497.
- Rosenzweig, E. Q.**, Harackiewicz, J. M., Priniski, S. J., Hecht, C. A., Canning, E. A., Tibbetts, Y., & Hyde, J. (2019). Choose your own intervention: Using choice to enhance the effectiveness of a utility-value intervention. *Motivation Science, 5*(3), 269-276.
- Rosenzweig, E. Q.**, Hulleman, C. S., Barron, K. E., Kosovich, J. J., Priniski, S. J., & Wigfield, A. (2019). The promises and pitfalls of adapting utility value interventions for online mathematics courses. *Journal of Experimental Education, 87*(2), 332-352.
- Jiang, Y., **Rosenzweig, E. Q.**, & Gaspard, H. (2018). An expectancy-value-cost approach in predicting students' academic motivation and achievement. *Contemporary Educational Psychology, 54*, 139-152.
- Rosenzweig, E. Q.**, Wigfield, A., Gaspard, H., & Guthrie, J. S. (2018). How do perceptions of importance support from a reading intervention affect students' motivation, engagement, and comprehension? *Journal of Research in Reading, 41*(4), 625-641.
- Rosenzweig, E. Q.**, & Wigfield, A. (2017). What if reading is easy but unimportant? How students' patterns of affirming and undermining motivation for reading information text predict different reading outcomes. *Contemporary Educational Psychology, 48*, 133-148.
- Rosenzweig, E. Q.***, & Miele, D. B.* (2016). Do you have an opportunity or an obligation to score well? The influence of regulatory focus on academic test performance. *Learning and Individual Differences, 45*, 114-127.
- Rosenzweig, E. Q.**, & Wigfield, A. (2016). STEM motivation interventions for adolescents: A promising start, but further to go. *Educational Psychologist, 51*(2), 146-163.
- Kruglanski, A., Chernikova, M., **Rosenzweig, E. Q.**, & Kopetz, C. (2014). On motivational readiness. *Psychological Review, 121*(3), 367-388.
- Finn, B., Roediger, H. L., & **Rosenzweig, E. Q.** (2012). Reconsolidation from negative emotional pictures: Is successful retrieval required? *Memory & Cognition, 40*(12), 1031-1045.

CHAPTERS IN EDITED BOOKS

- Miele, D. B., **Rosenzweig, E. Q.**, & Browman, A. S. (in press). Motivation. In P. Schutz & K. Muis (Eds.), *Handbook of educational psychology* (4th ed.). Routledge.
- Rosenzweig, E. Q.**, & Wigfield, A. (2022). Motivational interventions in education: Five big questions to consider when designing effective interventions. In O'Donnell, A., Barnes,

N. C., & Reeve, J. M. (Eds.), *Oxford handbook of educational psychology*. Oxford Academic.

Rosenzweig, E. Q., Wigfield, A., & Eccles, J. S. (2019). Expectancy-value theory and its relevance for student motivation and learning. In K. A. Renninger and S. Hidi (Eds.), *Cambridge handbook of motivation and learning* (pp. 617-644). Cambridge University Press.

Wigfield, A., **Rosenzweig, E. Q.**, & Eccles, J. (2017). Achievement values: Interactions, interventions, and future directions. In A. Elliot, C. Dweck, & D. Yeager (Eds.), *Handbook of competence and motivation* (2nd ed, pp. 116-134). Guilford Press.

Molden, D. L. & **Rosenzweig, E. Q.** (2016). The origins and educational implications of promotion-focused and prevention-focused achievement motivations. In K. R. Wentzel & D. B. Miele (Eds.), *Handbook of motivation at school* (2nd ed., pp. 477-503). Routledge.

Wigfield, A., Muenks, K., & **Rosenzweig, E. Q.** (2016). Achievement motivation. In H. Miller (Ed.), *Encyclopedia of theory in psychology* (pp. 1-4). SAGE Publications.

Wigfield, A., & **Rosenzweig, E. Q.** (2016). Motivation and cognition. In H. Miller (Ed.), *Encyclopedia of theory in psychology* (pp. 331). SAGE Publications.

Wigfield, A., Muenks, K., & **Rosenzweig, E. Q.** (2015). Students' motivation in the classroom. In C. Davies (Ed.), *The social psychology of the classroom international handbook* (pp. 9-20). Routledge.

MANUSCRIPTS UNDER REVIEW

^Sindicates student co-author

Rosenzweig, E. Q., Lemons, P. P., Chen, X.-Y.^S, Song., Y.^S, Baldwin, A., Barger, M., Cotterrell, M., Dees, J. A., Injaian, A. S., Weliweriya, N., Walker, J. R., Wiegert, C. C. (under review). Beyond STEM attrition: Changing career plans within STEM fields in college is associated with lower career motivation, certainty, and satisfaction. Manuscript invited for revision.

Rosenzweig, E. Q., Chen, X.-Y.^S, & Bradshaw, L. (under review). How can interventions address students' multiple motivational needs? A laboratory experiment comparing adaptive and multiconstruct approaches. Manuscript invited for revision.

Beymer, P. N., & **Rosenzweig, E. Q.** (under review). Predictors of short-term trajectories of students' motivational beliefs. Manuscript invited for revision.

Song, Y.^S, **Rosenzweig, E. Q.**, & Barger, M. M. (under review). Disentangling emotional cost, psychological cost, and anxiety in motivation research. Manuscript invited for revision.

Chen, X.-Y.^S, & **Rosenzweig, E. Q.** (under review). The who and how of STEM career models in high school. Manuscript submitted for publication.

Chen, X.-Y.^S, & **Rosenzweig, E. Q.** (under review). What types of feathers flock together? Different dimensions of role model similarities uniquely support STEM motivation. Manuscript submitted for publication.

GRANT FUNDING

Awarded External Funding:

National Institutes of Health - Interventions that Promote the Careers of Individuals in the Biomedical Research Enterprise (\$1,545,492; Award R01GM147061; 2022-2027; Credit: 30%)
The IMPACT study: Improving mentorship practice through attributions and conflict training
Role: Co-Investigator

National Science Foundation - MCB Cellular Dynamics and Function (\$765,591; Award 2215727; 2022-2026)
Defining functions of a protein that uniquely links the mitochondrial matrix with the cytoplasm
Role: Consultant

National Science Foundation - Postdoctoral Research Fellowship for Broadening Participation in the Social, Behavioral, and Economic Sciences (\$140,000; Award 1714481; 2017- 2019)
Does incorporating choices into motivation interventions increase their effectiveness?
Role: Principal Investigator

Awarded Internal Funding:

Early Career Faculty Research Grant (\$5000; 2020-2021)
Exploring the potential of adaptive motivational interventions
University of Georgia Mary Frances Early College of Education
Role: Principal Investigator

Seed Grant (\$4400; 2021)
Testing an intervention to reduce students' perceptions of cost in college biology
University of Georgia Owens Institute for Behavioral Research
Role: Principal Investigator

Learning Technologies Grant (\$23,471; 2020-2021)
The augmented reality statistical scatter
University of Georgia Center for Teaching and Learning
Role: Consultant

Support for Advancing Research and Collaboration Dissertation Grant (\$800; 2016-2017)
Evaluating the effects of cost and utility value interventions with college physics students
University of Maryland College of Education
Role: Principal Investigator

INVITED TALKS

- 2023 *Should I be a doctor? Examining the development and influence of career motivation in STEM during high school and college.* Human Development Colloquium, University of Maryland, College Park, MD.
- 2022 *Which STEM careers are most appealing? Comparing high school students' preferences and motivations for different STEM careers.* Dr. Allison Master Laboratory, University of Houston, Houston, TX.
- 2021 *Comparing motivational interventions to enhance participation in college STEM courses.* Mathematics Learning and Teaching Seminar, University of Georgia, Athens, GA.
- 2021 *Beyond the pipeline: Exploring how motivation shapes unique learning trajectories in biomedical fields.* Scientists Engaged in Educational Research Coffee Hour, University of Georgia, Athens, GA.
- 2021 *Mentoring tips and Q and A.* Korea University Research in Education (KURE) Foreign Scholar Mentoring Seminar. Held virtually.
- 2020 *Challenging myths about the STEM pipeline by investigating learning trajectories in Biomedical Fields.* Dr. Andrew Butler Laboratory, Washington University in St. Louis, St. Louis, MO.
- 2018 *Harnessing the power of motivational interventions to promote STEM learning.* Educational Psychology Department, University of Georgia, Athens, GA.
- 2018 *Harnessing the power of motivation to promote STEM learning.* Education Department, Brown University, Providence, RI.
- 2018 *New directions for expectancy-value motivation interventions in STEM fields.* Educational Testing Service, Princeton, NJ
- 2017 *Incorporating a choice of writing task into a utility-value intervention.* Psychology Department Brown Bag, University of Wisconsin, Madison, WI
- 2017 *More useful, or not so bad? Evaluating the effects of cost and utility value interventions in college physics.* Human Development and Quantitative Methodology Department, University of Maryland, College Park, MD.
- 2016 *Does goal setting improve the effects of a utility value intervention in high school math?* Hector Research Institute of Education Sciences and Psychology, University of Tübingen, Germany.
- 2015 *Motivating Adolescents to Study Science (MASS) intervention: preliminary results.* Human Development and Quantitative Methodology Department, University of Maryland, College Park, MD.

SCHOLARLY PRESENTATIONS

^Sindicates student co-author

Talks:

Rosenzweig, E. Q., Chen, X.-Y.^S, & Song, Y.^S (2023, August). Beyond attrition: Examining the processes of college students changing career plans within STEM fields. Talk to be presented at the annual meeting of the American Psychological Association, Washington, DC.

Chen, X.-Y.^S, & **Rosenzweig, E. Q.** (2023, April). Making role models motivating: A laboratory intervention to enhance similarity perceptions to a computer scientist. Talk to be presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Beymer, P. N., Muenks, K. M., & **Rosenzweig, E. Q.** (2023, April). Examining low points in motivation throughout a semester: Predicting calculus students' performance and STEM career intentions. Talk to be presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Song, Y.^S, Barger, M. M., **Rosenzweig, E. Q.**, & Pomerantz, E. M. (2023, March). Parents' affect and communication of utility value linked to children's probability learning. Talk presented at the annual meeting of the Society for Research in Child Development, Salt Lake City, UT.

Rosenzweig, E. Q. (2022, May). Exploring the role of task values in STEM career choices. Talk presented at the annual meeting of the Society for the Study of Motivation, Chicago, IL.

Beymer, P. N., & **Rosenzweig, E. Q.** (2022, April). Examining trajectories of situated expectancy-value constructs in a college calculus course. Talk presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Chen, X.-Y.^S, & **Rosenzweig, E. Q.** (2022, April). What types of feathers flock together? How role model similarities support STEM motivation. Talk presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Rosenzweig, E. Q., & Chen, X.-Y.^S (2022, April). How can we address students' multiple motivational needs in interventions? Comparing adaptive and multifaceted approaches. Talk presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Harackiewicz, J. M., & **Rosenzweig, E. Q.** (2021, July). Using long-term follow-up data to understand and refine utility-value interventions. Talk presented at the virtual Understanding Interventions Conference.

Harackiewicz, J. M., & **Rosenzweig, E. Q.** (2021, July). Should I stay or should I go?: studying changes in university students' biomedical career plans. Talk presented at the biennial Network Gender & STEM Conference, Sydney, Australia.

Rosenzweig, E. Q., & Harackiewicz, J. M. (2021, April). Paths within the STEM pipeline: Motivations for changing biomedical career plans during college. Talk presented at the virtual annual meeting of the American Educational Research Association.

Harackiewicz, J. M., Hecht, C. A., & **Rosenzweig, E. Q.** (2021, April). Promoting persistence in the biomedical sciences with an expectancy-value approach. The importance of interest. Talk presented at the virtual annual meeting of the American Educational Research Association.

Beymer, P. N., **Rosenzweig, E. Q.**, & Ponnock, A. R. (2020, April). Teacher cost beliefs as predictors of job satisfaction and intentions to leave the profession. Talk accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA (Conference canceled due to COVID-19).

Rosenzweig, E. Q., Harackiewicz, J. M., Hecht, C. A., Priniski, S. J., & Asher, M. W. (2020, April). Pushed out or pulled away: College students' reasons for leaving biomedical fields. Talk accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA (Conference canceled due to COVID-19).

Jiang, Y., & **Rosenzweig, E. Q.** (2020, April). Using cost to improve predictions of adolescent students' future choice intentions, avoidance intentions, and achievement in math and English. Talk accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA (Conference canceled due to COVID-19).

Rosenzweig, E. Q., Wigfield, A., & Hulleman, C. S. (2019, April). Different interventions, similar effects: comparing cost-reduction and utility-value interventions in college physics. Talk presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

Rosenzweig, E. Q., Harackiewicz, J. M., Priniski, S. J., & Hecht, C. A., (2018, August). The power of choice: Does adding choice improve the effectiveness of a utility value intervention? Talk presented at the International Conference on Motivation, Aarhus, Denmark.

Rosenzweig, E. Q., Nagengast, B. (2018, August). Data analysis of utility-value interventions: Is it consistent? Does that matter? Talk presented at the International Conference on Motivation, Aarhus, Denmark.

Priniski, S. J., Canning, E. A., Tibbetts, Y., **Rosenzweig, E. Q.**, & Harackiewicz, J. (2018, August). Understanding utility-value intervention effects: The role of personal and interpersonal writing. Talk presented at the International Conference on Motivation, Aarhus, Denmark.

Rosenzweig, E. Q., & Wigfield, A. (2018, April). Expectancy-value theory and its relevance for student motivation and learning. Talk presented at the annual meeting of the American Educational Research Association, New York, NY.

Rosenzweig, E. Q., Hulleman, C. S., Barron, K. E., Kosovich, J. J., Priniski, S. J., & Wigfield, A. (2018, March). The promises and pitfalls of scaling up interventions. A field test in online math courses. Talk presented at the Intervention Scale Up Pre-Conference at the annual meeting of the Society for Personality and Social Psychology, Atlanta, GA.

Rosenzweig, E. Q. & Wigfield, A. (2017, May). Physics is not that bad! Evaluating an intervention designed to reduce perceived cost in college physics. Talk presented at the annual meeting of the Society for the Study of Motivation, Boston, Massachusetts.

Rosenzweig, E. Q., Häfner, I., Gaspard, H., Brisson, B. M., Trautwein, U., & Nagengast, B. (2017, April). Do implementation intentions improve the effects of a utility value intervention in high school math? Talk presented at the annual meeting of the American Educational Research Association, San Antonio, Texas.

Jiang, Y., **Rosenzweig, E. Q.,** & Gaspard, H. (2017, April). An expectancy-value-cost approach in predicting students' academic motivation and achievement. Talk presented at the annual meeting of the American Educational Research Association, San Antonio, Texas.

Rosenzweig, E. Q., Hulleman, C. S., Barron, K. E., Kosovich, J. J., Priniski, S. J., & Wigfield, A. (2016, August). Making math matter online: Evaluating three utility value interventions in online algebra 1 and geometry courses. Talk presented at the International Conference on Motivation, Thessaloniki, Greece.

Rosenzweig, E. Q., & Wigfield, A. (2016, April). It's easy but unimportant: How adolescents' expectancy-value motivational profiles predict their different reading outcomes. Talk presented at the annual meeting of the American Educational Research Association, Washington, DC.

Rosenzweig, E. Q., & Wigfield, A. (2015, April). How affirming and undermining motivations predict different adolescent reading outcomes: different theories, different relationships. Talk presented at Graduate Research Interaction Day, College Park, MD.

Wigfield, A., & **Rosenzweig, E. Q.** (2015, January). Concept-Oriented Reading Instruction and other motivation-based interventions. Talk presented at the Irvine Motivation Meeting, Irvine, CA.

Rosenzweig, E. Q. (2013, May). Regulatory focus and its influence on high-stakes test performance. Talk presented at the Educational Psychology Colloquium, University of Maryland, College Park, MD.

Posters:

Chen, X-Y.^S, & **Rosenzweig, E. Q.** (2023, August). The who and how of STEM career models in high school. Poster to be presented at the annual meeting of the American Psychological Association, Washington, DC.

- Song, Y.^s, Barger, M. M., **Rosenzweig, E. Q.**, Brown, M.^s, Jokay, C.^s, Levin, A.^s, Pottorff, G.^s, Sampson, M. K.^s, Seiden, D. J.^s, & Pomerantz, E. M. (2023, April). Observing parents' behaviors that foster or undermine children's motivation in math learning. Poster to be presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Rosenzweig, E. Q.**, Song, Y.^s, & Clark, M. S.^s (2022, April). More cost, but better performance? Unexpected effects of a cost-focused intervention in college biology. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Song, Y. S.^s, **Rosenzweig, E. Q.**, & Barger, M. M. (2022, April). Emotional cost, psychological cost, and anxiety: Disentangling their relations. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Ferster, A., Barger, M., Eidman, L.^s, Hirt, S.^s, Lee, J.^s, Onwuka, A.^s, **Rosenzweig, E. Q.**, & Wescott, C.^s (2021, August). "Leveling up" a quantitative methods assessment game: The importance of self-regulation and augmented delivery on learning. Poster presented at the virtual annual meeting of the American Psychological Association.
- Harackiewicz, J. M., & **Rosenzweig, E. Q.** (2021, July). Using long-term follow-up data to understand and refine utility-value interventions. Poster presented at the virtual Understanding Interventions Conference.
- Muenks, K. M., & **Rosenzweig, E. Q.** (2020, April). What's my biggest challenge? Exploring students' open-ended, self-generated challenges in science and associations with motivation. Poster accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA (Conference canceled due to COVID-19).
- Ponnock, A., **Rosenzweig, E. Q.**, & Beymer, P. (2020, April). Coffee and Jesus: Teachers' coping strategies and perceptions of cost. Poster accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA (Conference canceled due to COVID-19).
- Asher, M. W., **Rosenzweig, E. Q.**, & Harackiewicz, J. M. (2020, February). Using self-persuasion to increase perceived competence. Poster presented at the annual meeting of the Society for Personality and Social Psychology, New Orleans, LA.
- Rosenzweig, E. Q.**, Larson, L., & Harackiewicz, J. M. (2020, February). Trivial can be meaningful: Examining the effects of meaningful choices during learning activities. Poster presented at the annual meeting of the Society for Personality and Social Psychology, New Orleans, LA.
- Wang, L., Yan, V. X., Muenks, K., & **Rosenzweig, E. Q.** (2019, November). Barriers to motivating effective study strategy use. Poster presented at the Annual Meeting of the Psychonomic Society, Montreal, Quebec, Canada.

- Hattan, C., & **Rosenzweig, E. Q.** (2019, August). Effects of knowledge activation techniques on undergraduate students' text comprehension and perceived utility value. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Rosenzweig, E. Q.**, Harackiewicz, J. M., Priniski, S. J., Hecht, C. A., & Asher, M. (2019, February). Using choices to enhance the effectiveness of utility-value interventions. Poster presented at the annual meeting of the Society of Personality and Social Psychology, Portland, OR.
- Parr, A., Gladstone, J. R., **Rosenzweig, E. Q.**, & Wang, M. T. (2018, April). Why teach? A mixed methods study of teachers' motivations, well-being, and teaching practices. Poster presented at the biennial meeting of the Society for Research on Adolescence, Minneapolis, MN.
- Gladstone, J. R., Parr, A., **Rosenzweig, E. Q.**, & Wang, M. T. (2018, July). A mixed methods approach to understanding teachers' motivations, their well-being and student engagement and achievement. Poster presented at the biennial meeting of the International Society for the Study of Behavioral Development, Gold Coast, Australia.
- Rosenzweig, E. Q.**, Hulleman, C. S., Barron, K. E., Kosovich, J. J., Priniski, S. J., & Wigfield, A. (2017, April). Making math matter online: The effects of three utility value interventions on online high school math students' achievement. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, Texas.
- Rosenzweig, E. Q.**, & Wigfield, A. (2016, March). My textbook is difficult, but is it useful? How adolescents' motivational profiles predict their reading achievement. Poster presented at the biennial meeting of the Society for Research in Adolescence, Baltimore, MD.
- Rosenzweig, E. Q.**, & Miele, D. B. (2015, April). The effects of regulatory focus on college course exam performance. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Rosenzweig, E. Q.**, & Wigfield, A. (2015, March). Motivational predictors of adolescent reading outcomes: Different theories, different relationships. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Rosenzweig, E. Q.**, Miele, D. B., & Srivastav, J. (2014, April). The influence of regulatory focus on standardized test performance. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Rosenzweig, E.**, Finn, B., & Roediger, H. L. (2011, May). The role of emotional stimuli in human memory reconsolidation. Poster presented at the Washington University Undergraduate Research Symposium, St. Louis, MO.
- Pollo, T., Treiman, R., Kessler, B. & **Rosenzweig, E.** (2010, July). Children's initial spelling strategies: 'Bear' is not bigger than 'mosquito'. Poster presented at the Conference of the Society of the Scientific Studies of Reading, Berlin, Germany.

Organized Symposia:

*indicates equal contribution

Rosenzweig, E. Q.*, & Koenka, A. C.* (2020, April). Better mentors: A workshop for early-career motivation scholars. Symposium accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA (Conference canceled due to COVID-19).

Koenka, A. C.*, & **Rosenzweig E. Q.*** (2019, April). Grant writing for motivation research. A guide for early-career researchers. Symposium presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

TEACHING

Instructor of Record

Foundations of Motivation in Education (undergraduate) University of Georgia
 Foundations of Motivation in Education (undergraduate – online), University of Georgia
 Motivational Foundations for Education (graduate – online), University of Georgia
 Advanced Seminar in Motivation for Education (graduate), University of Georgia
 Human Development and Education (undergraduate), Brown University

Teaching Assistant or Teaching Intern

Achievement Motivation (undergraduate), University of Maryland
 Adolescent Development (undergraduate), University of Maryland

Invited Guest Lecturer or Speaker

Writing Development (graduate), Harvard University
 Psychology of Child and Adolescent Development and Learning (graduate), Fordham University
 Educational Psychology (undergraduate), University of Maryland
 Human Development Through the Lifespan (undergraduate), University of Maryland
 Research Methods in Human Development (undergraduate), University of Maryland
 Achievement Motivation (graduate), University of Maryland, University of Cincinnati, Ohio State University
 Social Processes in Education (graduate), Virginia Commonwealth University

High School Teacher

Mathematics Tutorial/Seminar Instructor, Match Charter High School (Boston, MA)

MENTORSHIP

Doctoral Degree Advisor:

Xiao-Yin Chen, University of Georgia, Department of Educational Psychology
 Yuchen Song, University of Georgia, Department of Educational Psychology
 Yichi Zhang, University of Georgia, Department of Educational Psychology

Masters Degree Advisor:

Xinyu Liu, University of Georgia, Department of Educational Psychology (M.A.)
 Sarah Garner, University of Georgia, Department of Educational Psychology (M.Ed.;
 graduated)
 Sophia Maxwell, University of Georgia, Department of Educational Psychology (M.Ed;
 graduated)

Thesis Committee Member:

Shannon Clark, University of Georgia, Department of Educational Psychology
 Lauren Healey, University of Georgia, Department of Educational Psychology
 Xiying Wang, University of Georgia, Department of Educational Psychology (graduated)
 Qian Zhang, University of Georgia, Department of Educational Psychology (graduated)
 William Riley, University of Georgia, Department of Educational Psychology (graduated)
 Leaha Eidman, University of Georgia, Department of Educational Psychology
 (graduated)
 Lacy Brice, University of Georgia, Department of Language and Literacy Education
 (graduated)
 Will Schiavone, University of Georgia, Department of Psychology (graduated)

Undergraduate Student Research Mentorship:

Honors Thesis:
 Lisa Larson, University of Wisconsin, Department of Psychology (graduated)

Research Assistantships:

Motivation Lab, University of Georgia (supervise 4-10 students/ semester)
 Harackiewicz Research Lab, University of Wisconsin (supervised 20 students)
 Motivation in Education Research Group, University of Maryland (supervised 4
 students)
 Motivation, Metacognition, and Learning Lab, University of Maryland (supervised 6
 students)

Fellowships and Grants Awarded to Undergraduate Students:

Lisa Larson, University of Wisconsin Honors Thesis Summer Research Grant
 Adanna Onwuka, University of Georgia Center for Undergraduate Research Fellowship
 Cameron Wescott, University of Georgia Center for Undergraduate Research
 Fellowship
 David Seiden, University of Georgia Center for Undergraduate Research Fellowship

SERVICE

- 2022-pres. Executive Committee Member, Scientists Engaged in Education Research
 Center, University of Georgia
- 2020-pres. Coordinator, Applied Cognition and Development Brown Bag Series
 Educational Psychology Department, University of Georgia

- 2021–2022 Conference Section Chair, Section 2B: Learning and Motivation in Social/Cultural Context; American Educational Research Association, Division C
- 2017–2020 Early Career Researcher Committee Co-Chair
Motivation in Education Special Interest Group of AERA
- 2015–2017 Graduate Student Committee Co-Chair
Motivation in Education Special Interest Group of AERA
- 2013–2015 Co-Coordinator, Educational Psychology Colloquium
Human Development & Quantitative Methodology Dept., University of Maryland
- 2012–2015 Social and Professional-Development Co-Chair, Graduate Student Organization
Human Development & Quantitative Methodology Dept., University of Maryland
- 2013–2014 Department Representative, Graduate Student Organization
University of Maryland College of Education
- 2012–2013 Dean’s Advisory Committee
University of Maryland Graduate School

K-12 EDUCATIONAL OUTREACH

- 2022 Course Co-Instructor: *Loving to Learn, Promoting Interest and Intrinsic Motivation in the Classroom*. Torrance Center for Creativity and Talent Development Summer Institute, University of Georgia
- 2021 Professional Development Workshop Leader: *Promoting Students’ Motivation for Learning in STEM*. St. Stephens and St. Agnes School, Fairfax, VA.
- 2016 – pres. Ad-hoc Mentor for STEM Research Class, South River High School, Annapolis, MD
- 2017, 2018 Professional Development Workshop Leader: *He Just Doesn't Want to Learn! A Research-Based Workshop on Improving Students' Motivation for Math*. Boston Partners in Education, Boston, MA.
- 2015 Professional Development Workshop Leader: *Promoting Motivation in the Classroom*. Concordia Preparatory School, Towson, MD.

REVIEWING EXPERIENCE

National Science Foundation Grant Review Panelist (2022)

Editorial Board Member *Contemporary Educational Psychology* (2019 to present), *Journal of Educational Psychology* (2020 to present)

Ad Hoc Reviewer: AERA Open, American Educational Research Journal, British Journal of Educational Psychology, Canadian Journal of Behavioral Science, CBE Life Sciences Education, Child Development, Developmental Psychology, Educational Psychology, Educational Psychology Review, Educational Psychologist, Frontiers in Psychology, International Journal of STEM Education, Journal of Applied Developmental Psychology, Journal of Experimental Education, Journal of Cognition and Development, Journal of Research on Adolescence, Learning and Individual Differences, Learning and Instruction, Motivation and Emotion, Motivation Science, Personality and Social Psychology Bulletin, PLOS-One, Science Education, Science Advances

Conference Submission Reviewer: AERA Division C, Section 2A: Cognitive and Motivational Processes, AERA Motivation in Education Special Interest Group