

John Nietfeld Vitae
Professor
North Carolina State University
Dept. of Teacher Education and Learning Sciences
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EDUCATION

University of Nebraska, Lincoln, NE

Ph.D. 1995 - 1999 in Educational Psychology
Major area of specialization: Learning & Cognition

The University of Iowa, Iowa City, IA

M.A. 1992 - 1995 in Educational Psychology
Major area of specialization: Human Abilities

Eastern Illinois University, Charleston, IL

B.A., 1988 – 1992 in Psychology

PROFESSIONAL WORK EXPERIENCE

Professor, North Carolina State University, Spring 2015 – present. Teach both graduate and undergraduate level courses in Educational Psychology and Educational Measurement. In addition, I maintain an active program of research related to metacognition and self-regulation.

Associate Professor, North Carolina State University, Fall 2007 – Spring 2015.

External Consultant, University of Minho, Braga, Portugal, Spring 2018. Funded by the psychology department as a consultant for the Psychology Research Center (CIPsi).

Visiting Scholar, University of Oviedo, Summer 2017. Awarded position from competitive call for international faculty funded by Banco Santander.

Visiting Scholar, University of Oslo, Spring 2017. Awarded ECA Inter-country travel grant funded by the U.S. State Department.

Visiting Lecturer, University of Jyväskylä, Finland, Fall 2007 – Fall 2017. Taught a week-long course once per calendar year entitled *Developing Effective Learners* for the Contemporary Issues in Human Development programme.

Adjunct Program Faculty, Tallinn University, Estonia, Fall 2015 – present. Teach short courses related to self-regulated learning and serious digital games for the *Digital Learning Games* Master's program.

Assistant Professor, North Carolina State University, Fall 2003 – Spring 2007

Assistant Professor, State University of West Georgia, Fall 1999 – Spring 2003. Taught graduate and undergraduate level courses in Educational Psychology and Human Development.

Instructional Developer, American College Testing, Iowa City, IA. Summer 1992 - Fall 1994. Created packages designed to assist clients through life transitions with special interest in college selection and occupational choice.

REFEREED JOURNAL ARTICLES

- Pesout, O., & Nietfeld, J. L. (2021). How creative am I?: Examining judgments and predictors of creative performance. *Thinking Skills and Creativity*, 40, <https://doi.org/10.1016/j.tsc.2021.100836>
- Spencer, D., **Nietfeld, J. L.**, Cao, L., & DiFrancesca (2021). Exploring the interplay between attributions and metacognitive monitoring in a post-secondary classroom. *Journal of Experimental Education*, DOI: 10.1080/00220973.2021.1897773.
- Syal, S., & **Nietfeld, J. L.** (2020). The impact of trace data and motivational self-reports in a game-based learning environment. *Computers & Education*, 157, <https://doi.org/10.1016/j.compedu.2020.103978>.
- Pesout, O., & **Nietfeld, J. L.** (2020). The impact of cooperation and competition on metacognitive monitoring and performance in a classroom context. *Journal of Experimental Education*, 89(2), 237-258..
- Nietfeld, J. L.** (2020). Predicting transfer from a game-based learning environment. *Computers & Education*. <https://doi.org/10.1016/j.compedu.2019.103780>.
- Szczytko, R., Stevenson, K., Peterson, M. N., **Nietfeld, J. L.**, & Strnad, R. (2018). Development and validation of the environmental literacy instrument for adolescents. *Environmental Education Research*, DOI: 10.1080/13504622.2018.1487035
- Braten, I., Lien, A., **Nietfeld, J. L.** (2017). Examining the effects of task instructions to induce implicit theories of intelligence on a rational thinking test: A cross-cultural study. *Zeitschrift für Psychologie*, 225, 146-156.
- Ersozlu, Z., **Nietfeld, J. L.**, & Huseynova, L. (2017). Predicting preservice music teachers' performance success in instrumental courses using self-regulated study strategies and predictor variables. *Music Education Research*, 19, 123-132.
- Lee, C. W., Walkowiak, T. A., & **Nietfeld, J. L.** (2017). Characterization of mathematics instructional practises for prospective elementary teachers with varying levels of self-efficacy in classroom management and mathematics teaching. *Mathematics Education Research Journal*, 29, 45-72.
- Thomson, M., & **Nietfeld, J. L.** (2017). Self-Regulated Learning: A comparison among Preservice Teachers from Different Programs. *Journal of Interdisciplinary Teacher Leadership*, 1, 19-24.
- Thomson, M. M., & **Nietfeld, J. L.** (2016). Belief systems and classroom practices: Identified typologies of elementary school teachers from the United States. *Journal of Educational Research*, 109, 360-374.
- DiFrancesca, D., **Nietfeld, J. L.**, & Cao, L. (2016). A mixed methods comparison of high and low achieving students on self-regulated learning variables. *Learning and Individual Differences*, 45, 228-236.
- Cooke, N. K., **Nietfeld, J. L.**, & Goodell, L. S. (2015). Development and validation of the Childhood Obesity Prevention Self-Efficacy (COP-SE) Survey. *Childhood Obesity*, 11, 114-121.
- Nietfeld, J. L.**, Bruning, R. B., & DiFrancesca, D. (2015). The role of observation in the recall of informational text. *International Journal of Educational Research*, 69, 88-97.
- Cooke, N. K., Ash, S. L., **Nietfeld, J. L.**, Fogleman, A. D., and Goodell, L. S. (2015). Impact of a Service-Learning-Based Community Nutrition Course on Students' Teaching Self-Efficacy. *North American Colleges and Teachers of Agriculture*, 59, 28-33.
- Nietfeld, J. L.**, Shores, L. R., & Hoffmann, K. F. (2014). Self-regulation and gender within a game-based learning environment, *Journal of Educational Psychology*, 106, 961-973.
- Hargrove, R. A., & **Nietfeld, J. L.** (2014). The impact of metacognitive instruction on creative problem solving. *Journal of Experimental Education*, 83, 291-318.

- Faulkner, V., Stiff, Marshall, **Nietfeld, J. L.**, & Crossland, C. (2014). The impact of race and teacher perceptions as predictors of algebra placement, *Journal of Research in Mathematics Education*, 45, 288-311.
- Lester, J. C., Spires, H. A., **Nietfeld, J. L.**, Minogue, J. Mott, B. W., Lobene, E. V. (2014). Designing game-based learning environments for elementary science education: A narrative-centered learning perspective, *Information Sciences*, 264, 4-18.
- Thomson, M. M., Turner, J. E., & **Nietfeld, J. L.** (2012). A typological approach to investigate the teaching career decision: Motivation and beliefs about teaching of preservice teacher candidates, *Teaching and Teacher Education*, 28, 324-335.
- Flanagan, K. E., **Nietfeld, J. L.**, & Linnenbrink-Garcia, L. (2011). Giftedness and metacognition: A short-term longitudinal investigation of metacognitive monitoring in the classroom, *Gifted Child Quarterly*, 55, 181-193.
- Wery, J., & **Nietfeld, J. L.** (2010). Supporting self-regulated learning with exceptional children, *Teaching Exceptional Children*, 42, 70-78.
- Huff, J. D., & **Nietfeld, J. L.** (2009). Using strategy instruction and confidence judgments to improve metacognitive monitoring skills. *Metacognition and Learning*, 4, 161-176.
- Hoffmann, K. F., Huff, J. D., Patterson, A. S., & **Nietfeld, J. L.** (2009). Elementary teachers' use and perceptions of rewards in the classroom. *Teaching and Teacher Education*, 25, 843-849.
- Corbell, K. A., Reiman, A. J., **Nietfeld, J. L.** (2008). The Perceptions of Success Inventory for beginning teachers: Measuring its psychometric properties. *Teaching and Teacher Education*, 24, 1551-1563.
- Cao, L., & **Nietfeld, J. L.** (2007). Examining the multiplicative relations among achievement goals, strategy use, and class performance in educational psychology. *Teaching Educational Psychology*, 2, 1-20.
- Nietfeld, J. L.**, Finney, S. J., Schraw, G., & McCrudden, M. T. (2007). A test of theoretical models that account for information processing demands. *Contemporary Educational Psychology*, 32, 499-515.
- Cao, L., & **Nietfeld, J. L.** (2007). College students' metacognitive awareness of difficulties in learning the class content does not automatically lead to adjustment of study strategies. *Australian Journal of Educational and Developmental Psychology*, 7, 31-46.
- Nietfeld, J. L.**, Cao, L., & Osborne, J. W. (2006). The effect of distributed monitoring exercises and feedback on performance and monitoring accuracy. *Metacognition and Learning*, 2, 159-179.
- Nietfeld, J. L.**, Enders, C. K., & Schraw, G. (2006). A Monte Carlo comparison of two measures of monitoring accuracy. *Educational and Psychological Measurement*, 66, 258-271.
- Nietfeld, J. L.**, Cao, L., & Osborne, J. W. (2005). Metacognitive monitoring accuracy and student performance in the classroom. *Journal of Experimental Education*, 74, 7-28.
- Nietfeld, J. L.** & Hunt, A. A. (2005, February 05). Elementary and pre-service teachers' strategies for working with students with hyperactivity, *Current Issues in Education* [On-line], 8. Available: <http://cie.ed.asu.edu/volume8/number2/>
- Cao, L. and **Nietfeld J. L.** (2005, Feb 05). Judgment of learning, monitoring accuracy, and student performance in the classroom context. *Current Issues in Education* [On-line], 8. Available: <http://cie.ed.asu.edu/volume8/number4/>

- Wilkins, T., & **Nietfeld, J. L.** (2004). The effect of a school-wide inclusion training programme upon teachers' attitudes about inclusion. *Journal of Research in Special Education Needs*, 4, 115-121.
- Nietfeld, J. L.**, & Enders, C. K. (2003, March 17). An examination of student teacher beliefs: Interrelationships between hope, self-efficacy, goal-orientations, and beliefs about learning. *Current Issues in Education* [On-line], 6(5). Available: <http://cie.ed.asu.edu/volume6/number5/>
- Nietfeld, J. L.**, & Bosma, A. (2003). Examining the self-regulation of impulsive and reflective response styles on academic tasks. *Journal of Research in Personality*, 32, 118-140.
- Nietfeld, J. L.** (2003). An examination of metacognitive strategy use and monitoring skills by competitive middle distance runners. *The Journal of Applied Sport Psychology*, 15, 307-320.
- Nietfeld, J. L.** and Cao, L. (2003, June 19). Examining instructional strategies that promote pre-service teachers' personal teaching efficacy. *Current Issues in Education* [On-line], 6. Available: <http://cie.ed.asu.edu/volume6/number11/>
- Nietfeld, J. L.**, & Schraw, G. (2002). The role of knowledge and strategy training on metacognitive monitoring. *The Journal of Educational Research*, 95, 131-142.
- Singletary, M. L., & **Nietfeld, J. L.** (2002). Why are standardized tests scores so low in Georgia? Factors affecting achievement across states. *GATEways to Teacher Education*, 15, 45-62.
- Nietfeld, J. L.** (2002). Beyond concept maps: Using schema representations to assess pre-service teacher understanding of effective instruction. *The Professional Educator*, 25, 15-27.
- Schraw, G., & **Nietfeld, J.** (1998). A further test of the general monitoring skill hypothesis. *Journal of Educational Psychology*, 90, 236-248.

BOOK CHAPTERS & SECTIONS

- Eyupoglu, T. F., & **Nietfeld, J. L.** (2020). Intrinsic motivation in game-based learning environments. In D. Ifenthaler & YJ Kim (Eds.), *Game-based assessment revisited* (pp. 85-102). Springer.
- Nietfeld, J. L.** (2018). The role of self-regulated learning in digital games. In D. Schunk & J. Greene (Eds.), *Handbook of Self-Regulation of Learning and Performance* (2nd ed., pp. 271-284). Routledge, New York, NY.
- Di Francesca, D., & **Nietfeld, J. L.** (2017). Using Metacognitive Scaffolding to Develop Problem Solving Skills in K-12 Computer-Based Learning Environments. In J. A. González-Pienda, J. C. Núñez, A. Bernardo, & C. Rodríguez (Eds.), *Factors affecting academic performance* (pp. 81-99). Nova Science Publishers, NY.
- Nietfeld, J. L.**, & Shores, L. R. (2011). Self-regulation within game-based learning environments. In L. Annetta & S. Bronack (Eds.), *Serious educational game assessment* (pp. 19-42). The Netherlands: Sense Publishers.
- Schraw, G., & **Nietfeld, J.** (2002). Metamemory: Its development and role in learning. In J.W. Guthrie (Ed.), *Encyclopedia of education* (2nd ed., pp. 1602-1605). Macmillan.

RESEARCH PRESENTATIONS

- Syal, S., & **Nietfeld, J. L.** (2020, April). *The impact of trace data and motivation self-reports on performance and learning in educational games*. Annual meeting of American Educational Research Association, San Francisco, CA.
- Nietfeld, J. L.**, Eyupoglu, T. F., & Syal, S. (2019, October). *The impact of game-based learning design features on reading comprehension and interest*. Annual meeting of European Conference on Games Based Learning, Odense, Denmark.

- Nietfeld, J. L.**, Eyupoglu, T. F., Syal, S., & Hennes, I. (2019, March). *The development of a game-based learning environment to promote science literacy*. Annual meeting of International, Technology, Education and Development Conference, Valencia, Spain.
- Syal, S., Eyupoglu, T. F., & **Nietfeld, J. L.** (2019, March). *Off-Task Behaviors as a Predictor of Science Achievement in a Gaming Environment*. Annual meeting of International, Technology, Education and Development Conference, Valencia, Spain.
- Rice, A., Saedi, H., & **Nietfeld, J.** (2019, March). *Building an understanding of how design studios promote cognitive development and creativity*. Presented at Council of Educators in Landscape Architecture (CELA) Conference, Sacramento, CA.
- Nietfeld, J. L.**, Garcia, T., Fernandez, E., & Rodriguez, C. (2018, November). *Improvement in reading comprehension in upper-elementary students through a metacognitive intervention program focused on the teacher*. European Literacy Network Summit, Porto, Portugal.
- Nietfeld, J. L.**, & Vladimirova, E. (2018, January). *The role of gender on performance and transfer in a game-based learning environment*. Annual meeting of Hawaii International Conference on Education, Honolulu, HI.
- DiFrancesca, D., & **Nietfeld, J. L.** (2017, April). *Writing-to-learn during ill-structured physics problem solving*. Annual meeting of American Educational Research Association, San Antonio, TX.
- Kosturko, L., Hoffmann, K. F., Bissette, R., Sabourin, J., Crossland, C., & **Nietfeld, J. L.** (2017, April). *Authentic purpose and audience: Utilizing local contexts to enhance project-based learning*. Annual meeting of American Educational Research Association, San Antonio, TX.
- Pesout, O., Spencer, D., Cao, L., & **Nietfeld, J. L.** (2017, April). *Effect of interest on monitoring accuracy and academic performance during weekly monitoring exercises*. Annual meeting of American Educational Research Association, San Antonio, TX.
- Nietfeld, J. L.**, & Vladimirova, E. (2017, March). *Developing a classroom transfer activity for a digital game-based learning environment*. Annual meeting of International, Technology, Education and Development Conference, Valencia, Spain.
- Nietfeld, J. L.** (2016, March). *The impact of integrating a game-based learning environment in classrooms on achievement and motivation*. Annual meeting of International, Technology, Education and Development Conference, Valencia, Spain.
- Nietfeld, J. L.**, & DiFrancesca, D. (2016, January). *The role of gender in metacomprehension confidence judgments by elementary students*. Annual meeting of Hawaii International Conference on Education, Honolulu, HI.
- Lee, C. W., Walkowiak, T. A., & **Nietfeld, J. L.** (2015, April). *Impact of classroom management efficacy and mathematics teaching efficacy on instructional practices for prospective elementary teachers*. Annual meeting of American Educational Research Association, Chicago, IL.
- Spencer, D., Cao, L., & **Nietfeld, J. L.** (2015, April). *Exploring the interplay between students' attributions and metacognitive monitoring ability in a postsecondary classroom environment*. Annual meeting of American Educational Research Association, Chicago, IL.
- DiFrancesca, D., & **Nietfeld, J. L.** (2015, April). *The impact of race on teachers' judgments of students' metacognitive ability*. Annual meeting of American Educational Research Association, Chicago, IL.
- Nietfeld, J. L.**, DiFrancesca, D., Bennett, E. J., Lee, C. (2015). *The impact of rewards on children's creativity and engagement in drawing*. Paper presented at Creativity and Visual Literacy conference, Lisbon, Portugal.

- Pesout, O., **Nietfeld, J. L.**, (February, 2015). *Calibration training for Czech sixth graders in cooperative and competitive class settings*. Paper presented at the Eastern Educational Research Association (EERA) Conference, Sarasota, FL.
- DiFrancesca, D., **Nietfeld, J. L.**, Thomson, M. M. (2014, April). *The impact of extrinsic rewards on intrinsic motivation during a competitive drawing activity*. Annual meeting of American Educational Research Association, Philadelphia, PA.
- Hargrove, R. A., **Nietfeld, J. L.** (2013, July). *The creative classroom: Exploring the relationship between creativity and metacognition in a classroom context*. Annual meeting of American Psychological Association, Honolulu, HI.
- DiFrancesca, D., **Nietfeld, J. L.**, Cao, L. (2013, April). *A test of the general monitoring hypothesis using ecologically valid instruments*. Annual meeting of American Educational Research Association, San Francisco, CA.
- Nietfeld, J. L.**, Minogue, J., Spires, H. A., & Lester, J. (2013, April). *Girls and games: Examining the performance and self-regulation of girls in a science gaming environment*. Annual meeting of American Educational Research Association, San Francisco, CA.
- Shores, L. R., Hoffmann, K. F., **Nietfeld, J. L.**, & Lester, J. C. (2012). The role of subproblems: Supporting problem-solving in narrative-centered learning environments. In *Proceedings of Eleventh International Conference on Intelligent Tutoring Systems*, Crete, Greece, pp. 464-469.
- Pop, M. M., & **Nietfeld, J. L.** (2012, April). *Beliefs system and knowledge: Analyses of teachers' cognitions and impact on teaching*. Annual meeting of American Educational Research Association, Vancouver, British Columbia, Canada.
- Hoffmann, K. F., **Nietfeld, J. L.**, Dolezal, L. (2012, April). *Metacognitive strategy instruction and science text comprehension in fifth grade students*. Annual meeting of American Educational Research Association, Vancouver, British Columbia, Canada.
- Sperling, R. A., Ramsay, C. M., Richmond, A. S., **Nietfeld, J. L.**, Reeves, P. M., & Hood, A. M. (2012, April). *General monitoring and instructional scaffolds that support metacognition in middle school students*. Annual meeting of American Educational Research Association, Vancouver, British Columbia, Canada.
- Lester, J., Minogue, J., **Nietfeld, J.**, Spires, H. A. (2012, April). *Tracing the design and testing of a game-based learning environment (GBLE) for upper elementary students*. Annual meeting of American Educational Research Association, Vancouver, British Columbia, Canada.
- Nietfeld, J. L.** (2012, January). *Motivation in an educational computer game environment for 5th Graders*. Annual meeting of Hawaii International Conference on Education, Honolulu, HI.
- Pop, M., & **Nietfeld, J. L.** (August, 2011). *When reformed mindset meets knowledge: An analysis of pre-service teachers' beliefs system, knowledge and monitoring accuracy*. Paper presented at the European Association for Research on Learning and Instruction (EARLI), International Conference, Exeter, UK.
- Nietfeld, J. L.**, & Shores, L. R. (2011, July). *A game-based learning environment to encourage problem-solving and engagement in 5th graders*. Presented at the International Conference on Learning, Port Louis, Mauritius.
- Nietfeld, J. L.**, Shores, L. R., & Hoffmann, K. F. (2011, May). *Learning and gender differences in a narrative-centered learning environment*. International Conference on Computer Supported Education, Noordwijkerhout, The Netherlands.

- Nietfeld, J. L.**, & Shores, L. R. (2011, April). *Self-regulation and metacognitive monitoring within a game-based learning environment*. Annual meeting of American Educational Research Association, New Orleans, LA.
- Shores, L. R., & **Nietfeld, J. L.** (2011, April). *The role of compensatory scaffolds for inquiry learning in narrative-centered learning environments*. Annual meeting of American Educational Research Association, New Orleans, LA.
- Minogue, J., Mott, B., **Nietfeld, J.**, Spires, H., Lester, J., & Russo, M. (2011, April). *Crystal Island - Uncharted Discovery: An intelligent game-based learning environment*. Presented at the National Association of Research in Science Teaching (NARST) International Conference, Orlando, FL.
- Rice, A., **Nietfeld, J.**, & Battaglia, P. (2011). *Study abroad: Its impact on a design student's openness to experience*. Presented at Urban Nature, CELA Conference, Los Angeles, CA.
- Pop, M., **Nietfeld, J.**, Sanchez, J., & Gregory, B. (February, 2011). *Beyond teachers' beliefs: Elementary school teachers' changes in beliefs and teaching practices as a result of professional development involvement*. Paper presented at the Eastern Educational Research Association (EERA) Conference, Sarasota, FL.
- Ruiz, M., Haapanen, S., & **Nietfeld, J.** (2010, July). *Self-efficacy, emotional states, and perceived performance qualities in young competitive swimmers*. Presented at the International Congress of Applied Psychology, Melbourne, Australia.
- Myers, R., Rice, A., Clements, T., Hawks, R., & **Nietfeld, J.** (2010, May). *Catalyst of the strange: The impact of study abroad on the development of landscape architecture students' design abilities*. Presented at the International Conference on Landscape Legacy, Maastricht, The Netherlands.
- Shores, L. R. & **Nietfeld, J. L.** (2010, May). *Challenges and potential solutions to encourage self-regulation in game-based learning environments*. In *Proceedings of the 4th Biennial Meeting of the EARLI Special Interest Group 16 Metacognition*, Muenster, Germany.
- Nietfeld, J. L.**, Cao, L., & Shores, L. R. (2010, April). *Can motivation and beliefs scales predict classroom performance?* Annual meeting of American Educational Research Association, Denver, CO.
- Minogue, J., Mott, B., **Nietfeld, J.**, Spires, H., Lester, J., & Russo, M. (2010, March). *Tracing the development of crystal island: Uncharted Discovery: An intelligent game-based learning environment*. Presented at the National Association of Research in Science Teaching (NARST) International Conference, Philadelphia, PA.
- Shores, L. R., Hoffmann, K. F., & **Nietfeld, J. L.** (2010, February). *The impact of narrative-centered learning environments on situational interest and problem-solving transfer*. Annual meeting of Eastern Educational Research Association, Savannah, GA.
- McBroom, S. R., Morton, C. L., Nash, S., & **Nietfeld, J. L.** (2010, February). *The effects of token systems on academic performance across genders for high-achieving high school students*. Annual meeting of Eastern Educational Research Association, Savannah, GA.
- Nietfeld, J. L.**, Hoffmann, K. F., & Shores, L. R. (2010, January). *Gender differences in motivation within a narrative-centered learning environment*. Annual meeting of Hawaii International Conference on Education, Honolulu, HI.
- Pop, M. M., & **Nietfeld, J. L.** (2010, January). *Beliefs and reform practices of elementary school teachers: An analysis of teachers' belief systems and the impact on their science teaching practices*. Annual meeting of Hawaii International Conference on Education, Honolulu, HI.

- Shores, L. R., **Nietfeld, J. L.**, Hoffmann, K. L., & McQuiggan, S. W. (2009, June). *An examination of individual differences in a narrative centered learning environment*. Annual meeting of Ed-Media, Honolulu, HI, USA.
- McQuiggan, S. W., Lester, J. C, **Nietfeld, J. L.**, Hoffmann, K. F., Robison, J. L, & Spires, H. A. (2009, April). *Modeling metacognitive monitoring in narrative-centered learning environments*. Annual meeting of American Educational Research Association, San Diego, CA.
- Hoffmann, K. F., & **Nietfeld, J. L.** (2009, April). *Teacher assessment of student metacognition: Relationships among metacognitive measures and academic achievement in upper elementary students*. Annual meeting of American Educational Research Association, San Diego, CA.
- Flanagan, K. E., **Nietfeld, J. L.**, & Linnenbrink-Garcia, L. (2008, October). *Giftedness and metacognition: A short-term longitudinal investigation of metacognitive monitoring*. Annual meeting of the National Association of Gifted Children, Tampa, FL.
- Nietfeld, J. L.**, Hoffmann, K. L., McQuiggan, S. W., & Lester, J. (2008, July). *Self-regulated learning in a narrative centered learning environment*. Annual meeting of Ed-Media, Vienna, Austria.
- McQuiggan, S. W., Hoffmann, K. L., **Nietfeld, J. L.**, Robison, J., & Lester, J. (2008, June). *Examining self-regulated learning in a narrative-centered learning environment: An inductive approach to modeling metacognitive monitoring*. Proceedings of the ITS'08 Workshop on Metacognition and Self-Regulated Learning in Educational Technologies, Montreal, Canada, 2008.
- Flanagan, K. E., **Nietfeld, J. L.**, & Nash, S. L. (2008, March). *Cognitive monitoring in the classroom context: A look into the metacognitive skills of gifted adolescents*. Annual meeting of American Educational Research Association, New York, NY.
- Cao, L., Hoffmann, K. F., Huff, J. D., & **Nietfeld, J. L.** (2008, March). *Examining reader beliefs, situational interest, and monitoring accuracy across texts*. Annual meeting of American Educational Research Association, New York, NY.
- Hoffmann, K. F., Huff, J. D., & **Nietfeld, J. L.** (2008, February). *Elementary school teachers use and perception of rewards*. Annual meeting of Eastern Educational Research Association, Hilton Head, SC.
- Schraw, G., **Nietfeld, J.**, Cao, L., & Olafson, L. (2007, September). *Metacognition and strategy use in the college classroom*. Biennial meeting of European Association for Research on Learning and Instruction, Budapest, Hungary.
- Nietfeld, J. L.** (2007, July). *The impact of metacognitive reading strategies and technology on reading comprehension*. Annual meeting of International School Psychology Association, Tampere, Finland.
- Hoffmann, K. L., **Nietfeld, J. L.**, & Vignovic, J. (2007, April). *Teacher variables that predict elementary school students' reading comprehension, self-efficacy, and knowledge of strategies*. Annual meeting of American Educational Research Association, Chicago, IL.
- Cao, L., **Nietfeld, J. L.** (2007, April). *The effects of training college students to self-regulate learning in educational psychology*. Annual meeting of American Educational Research Association, Chicago, IL.
- Huff, J. D., **Nietfeld, J. L.** (2007, April). *Using strategy instruction and confidence estimates to improve metacognitive monitoring skills*. Annual meeting of American Educational Research Association, Chicago, IL.
- Nietfeld, J. L.**, & Cao, L. (2006, September). *The relationship between various measures of children's metacognitive monitoring and reading comprehension performance*. Annual meeting European Conference on Educational Research, Geneva, Switzerland.

- Nietfeld, J. L.** (2006, July). *The development of comprehension monitoring accuracy by elementary school students*. Biennial meeting of International Society for the Study of Behavioural Development, Melbourne, Australia.
- Nietfeld, J. L., & Cao, L.** (2006, April). *What self-regulation variables predict course performance in educational psychology?* Annual meeting of American Educational Research Association, San Francisco, CA.
- Cao, L., & Nietfeld, J. L.** (2006, April). *College students' perceived difficulties in class content, choice of study strategies, and test performance in educational psychology (EERA award presentation)*. Annual meeting of American Educational Research Association, San Francisco, CA.
- Cao, L., & Nietfeld, J. L.** (2006, April). *Relationships among self-efficacy, monitoring accuracy, and attributions for performance in educational psychology*. Annual meeting of American Educational Research Association, San Francisco, CA.
- Corbell, K. A., Reiman, A. J., & Nietfeld, J. L.** (2006, April). *The construction and evaluation of the Perceptions of Success Inventory for Beginning Teachers*. Annual meeting of American Educational Research Association, San Francisco, CA.
- Cao, L., & Nietfeld, J. L.** (2006, February). *Perceived achievement goals, strategy use, and achievement outcomes in educational psychology*. Annual meeting of Eastern Educational Research Association, Hilton Head, SC.
- Hoffmann, K. L., & Nietfeld, J. L.** (2006, February). *The effects of teacher efficacy and teacher experience on treatment integrity and student performance in a reading comprehension program*. Annual meeting of Eastern Educational Research Association, Hilton Head, SC.
- Nietfeld, J. L., Bleiler, T. L.** (2006, January). *Enhancing a metacognitive strategy-based reading comprehension program with a computer-based tutoring system*. Annual meeting of Hawaii International Conference on Education, Honolulu, HI.
- Nietfeld, J. L.** (2005, July). *The challenges of implementing a widescale metacognitive reading strategy intervention program*. Annual meeting of International School Psychology Association, Athens, Greece.
- Cao, L., & Nietfeld, J. L.** (2005, April). *Judgment of learning, self-monitoring, and student performance in a classroom context*. Annual meeting of American Educational Research Association, Montreal, Canada.
- Cao, L., & Nietfeld, J. L.** (2005, April). *Exploring the relationships between self-efficacy and metacognition*. Annual meeting of American Educational Research Association, Montreal, Canada.
- Seaton, A., & Nietfeld, J. L.** (2005, March). *The impact of CPS technology in monitoring, performance, and pedagogy in educational psychology*. Annual meeting of Eastern Educational Research Association, Sarasota, FL.
- Cao, L., & Nietfeld, J. L.** (2005, March). *College students' perceived difficulties in class content, choice of study strategies, and test performance in educational psychology*. Annual meeting of Eastern Educational Research Association, Sarasota, FL.
- Nietfeld, J. L.** (2004, July). *Examining the self-regulation of impulsive and reflective response styles on academic tasks*. Annual meeting of American Psychological Association, Honolulu, HI.
- Nietfeld, J. L.** (2004, July). *An examination of metacognitive strategy use and monitoring skills by competitive middle distance runners*. Annual meeting of American Psychological Association, Honolulu, HI.
- Nietfeld, J. L., & Cao, L.** (2004, April). *The effects of extended monitoring training on performance and monitoring accuracy of pre-service teachers*. Annual meeting of American Educational Research Association, San Diego, CA.

- Cao, L., & **Nietfeld, J. L.** (2004, February). *Judgment of learning, self-monitoring, and student performance in a classroom context*. Annual meeting of Eastern Educational Research Association, Clearwater, FL.
- Cao, L., & **Nietfeld, J. L.** (2003, May). *Using schema representation and traditional measures to assess student learning in educational psychology*. Annual meeting of Canadian Society for the Study of Education, Halifax, Nova Scotia.
- Hunt, A. A., & **Nietfeld, J. L.** (2003, March). *Elementary and pre-service teachers' solutions when dealing with hyperactive students*. Spring meeting of Georgia Association of Teacher Educators, St. Simon's Island.
- Cao, L., & **Nietfeld, J. L.** (2003, February). *Prompted self-monitoring and student performance in educational psychology*. Annual meeting of Eastern Educational Research Association, Hilton Head, S.C.
- Roberts, E. P., Putney, D., **Nietfeld, J. L.**, & Duncanson, J. (2003, February). *Impact of hypermedia literacy instruction on preservice teachers' motivation and self-efficacy*. Annual meeting of Eastern Educational Research Association, Hilton Head, S.C.
- Nietfeld, J.**, & Lehman, S. (2002, April). *Beyond Concept Maps: Using schema representations to assess pre-service teacher understanding*. Annual meeting of American Educational Research Association, New Orleans, LA.
- Nietfeld, J. L.**, & Desai, S. U. (2002, April). *Does hope lead to higher self-efficacy and a mastery goal orientation?: An examination of student-teacher beliefs*. Annual meeting of American Educational Research Association, New Orleans, LA.
- Singletary, M. L., & **Nietfeld, J. L.** (2002, March). *Why are standardized test scores so low in Georgia? Factors effecting achievement across states*. Spring meeting of Georgia Association of Teacher Educators, St. Simon's Island.
- Nietfeld, J. L.**, & Cao, L. (2002, February). *Examining instructional strategies that promote pre-service teachers' personal teaching efficacy*. Annual meeting of Eastern Educational Research Association, Sarasota, FL.
- Nietfeld, J.**, & Schraw, G. (2000, April). *The role of knowledge and strategy training on metacognitive monitoring*. Paper presented at the American Educational Research Association annual meeting, New Orleans, LA.
- VanZile-Tamsen, C., Boes, S. R., & **Nietfeld, J.** (1999, November). *Closing the gap: Using lessons learned from educational psychology to prepare school counselors and teachers*. Paper presented at The Education Trust National Conference, Washington, DC.
- Schraw, G., & **Nietfeld, J.** (1999, April). *Working memory constraints on metacognitive monitoring*. Paper presented at American Education Research Association annual meeting, Montreal, Canada.
- Nietfeld, J.**, & Schraw, G. (1998, April). *Text factors influencing adults' implicit models of reading*. Paper presented at American Education Research Association annual meeting, San Diego, CA.
- Bruning, R., Schweiger, B., & **Nietfeld, J.** (1997, March). *The role of observation in reading recall and interest: A preliminary study*. Paper presented at Society for Scientific Study of Reading annual conference, Chicago, IL.
- Schraw, G., & **Nietfeld, J.** (1997, March). *A further test of the general monitoring skill hypothesis*. Paper presented at American Education Research Association annual meeting, Chicago, IL.

GRANTS

Monty Goes Down Under: Adapting a Game-Based Learning Environment for International Student Collaboration (8/1/2020 – 7/31/2021). Funded by the UGPN Research Collaboration Fund. PI: **John Nietfeld**, Co-PI: Sarah Howard, University of Wollongong. \$16,278.

Internationalizing a Game-Based Learning Environment for Elementary Science (7/1/2019 – 6/30/20). Funded by NC State, Internationalization Seed Grant. PI: **John Nietfeld**. \$5000.

A Learning Environment to Support Comprehension Monitoring with Informational Science Text (8/1/2018 – 7/31/2021). National Science Foundation, EHR Core program. PI: **John Nietfeld**, Co-PIs: Rayne Sperling, Marc Russo. \$1,469,395.

Recalibrating Student Learning in Introductory Geoscience Courses Through the Use of a Web-based Assessment tool (7/1/2017 – 6/30/2020). Funded by the National Science Foundation, IUSE program (DUE-1712339). PI: David McConnell, Co-PI: **John Nietfeld**. \$299,995.

WRITE LOCAL: A Community-Driven Platform for K-12 Writing and STEM Engagement (6/1/15 – 5/31/16). Funded by the SAS Institute, Inc. PI: **John Nietfeld**, Co-PI Cathy Crossland. \$137,000.

Advancing environmental literacy measurements through an evaluation of the Muddy Sneakers program (8/1/15 – 7/31/17). Funded by the Muddy Sneakers, Inc. PI: Nils Peterson, Co-PI: **John Nietfeld**, Co-PI Sarah Carrier, Co-PI Howard Bondell, Co-PI Susan Moore, Co-PI Renee Strnad. \$40,000.

Flipping the Script: Using Short Videos to Promote Learning in Introductory Geoscience Courses (7/1/13 – 6/30/16). Funded by the National Science Foundation, TUES program (DUE-1323592). PI: David McConnell, Co-PIs: **John Nietfeld**, Sandra Yuter. \$355,508 (\$32,945 amount to NC State College of Education).

Examining the Impact of Creative Problem-Solving Across Disciplines (8/01/12 – 7/31/13). Funded by NC State, Research and Innovation Seed Funding program. PI: **John Nietfeld**, Co-PI: Art Rice. \$24,926.

Developing Science Problem-Solving Skills and Engagement Through Intelligent Game-Based Learning Environments (8/1/2008 – 12/31/2012). Funded by the National Science Foundation, DR-K12 program (DRL-0822200). PI: James Lester, Co-PIs: James Minogue, **John Nietfeld**, Hiller Spires. \$2,523,297 (\$1,109,370 amount to NCSU College of Education).

Bayesian Pedagogical Agents for Dynamic High-Performance Inquiry-Based Science Learning Environments (1/1/2007 – 12/31/2009). Funded by the National Science Foundation, Advanced Learning Technologies program (REC-0632450). PI: James Lester, Co-PIs: **John Nietfeld**, Hiller Spires. \$605,436 (\$276,002 amount to NCSU College of Education).

An Examination of the Use and Effectiveness of the Accelerated Reader Program in North Carolina (2006). Funded by the Friday Institute for Educational Innovation, NC State. PI: **John Nietfeld**, \$5000.

Statewide Evaluation of North Carolina's Enhancing Education Through Technology Competitive Grant (6/1/2003 – 8/8/2007). Funded by NC Department of Public Instruction. PIs: Jason Osborne, Ellen Vasu, Co-PIs: Alan Foley, Lisa Grable, **John Nietfeld**, Jane Steelman. \$1,485,000.

The impact of CPS technology on monitoring, performance, and pedagogy in Educational Psychology (2004). Funded by Learning in a Technology-Rich Environment (LITRE), NC State. PI: **John Nietfeld**, \$4000.

Examining Individual Differences in Native Spanish Speaking College Students Math Problem-Solving (2004). Funded by NC State, Undergraduate Research Award. Faculty Advisor: **John Nietfeld**, Student: Andrea Hernandez. \$1000.

Using Instructional Strategies and Technology to Enhance Self-Regulatory Skills (2004). Funded by Faculty Research & Professional Development Fund (FR & PD), NC State, College of Education. PI: **John Nietfeld**. \$4000.

Integration of CPS Technology in the Classroom (2004). Funded by NC State, College of Education ETF Funds. PI: **John Nietfeld**. \$5075.

EVALUATION

Program Evaluator, University of Minho, CIPsi centre, Braga, Portugal. Spring 2018 – ongoing. External reviewer for program evaluation and development and research projects.

Test Evaluator, American College Testing (ACT). Summer 2013. Reviewed and provided feedback on content and format of metacognitive items prepared for classroom-based assessment tool Aspire for Grades 3 and 4.

Program Evaluator, College Foundation of North Carolina. Fall 2012 – Spring 2013. Review 1/3 of story boards and websites to determine instrument content; develop bank of items from existing instruments and write original items; conduct cognitive interviews; analyze data from cognitive interviews and revise instrument based on findings; provide feedback on both overall evaluation and individual school reports.

Program Evaluator, Hi Fives NSF funded project. Fall 2005 - 2006. Consulted on the design of experiments, providing and developing instruments, analysis of data, and dissemination of findings related to the Hi Fives project that is examining the use of high-end gaming systems to teach high-school science concepts.

Portfolio Evaluator, Buros Institute, University of Nebraska – summer 2003 – summer 2004. I was part of a team of evaluators who examined Nebraska school district assessment portfolios for accountability purposes. Collectively, the evaluation team is responsible for evaluating every school district in the state with regard to the psychometric quality of their assessment portfolios.

Program Evaluator, Center for Instructional Innovation. Spring - summer 1997. Evaluated on-line high school computer courses developed for the Communications, Learning, and Assessment in a Student-Centered System Project. Worked with at-risk students in a pilot study of four different courses.

Program Evaluator, University of Maryland, College Park, MD. Summer 1996. Collaborated with Dr. Roger Bruning on an evaluation project of Summer Explorers, an alternative summer school program geared towards teaching literacy through a hands-on-learning and exploration approach. The focus was on developing assessment tools, observing classrooms, and designing research studies to assess the utility of the program.

AWARDS

- 2021 College nominee for the University Global Engagement Award
- 2018 College nominee for University Faculty Scholars
- 2016 Fulbright Core Teaching and Research Scholar Award (Estonia)
- 2009 ED-MEDIA Outstanding Poster Award
- 2006 Eastern Educational Research Association (EERA) Research Paper of the Year
- 2005 Eastern Educational Research Association (EERA) Research Paper of the Year
- 2002 Nominated and included in Who's Who Among America's Teachers
- 1997 Recipient of a University of Nebraska fellowship for high scholastic performance and accomplishments as a student scholar funded from the John Borrlson Fund
- 1996 Recipient of the John A. Glover Research Award in recognition of outstanding promise and achievement in research activities