

CURRICULUM VITAE

NAME: Krista Renee Muis, Ph.D.

UNIVERSITY ADDRESS: Faculty of Education
Department of Educational and Counselling Psychology
McGill University
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I. EDUCATIONAL HISTORY

- 2004 *Ph.D. Educational Psychology*, Simon Fraser University. Dissertation Title: *Epistemic styles and mathematics problem solving: Examining relations in the context of self-regulated learning*. Senior Supervisor: Dr. Philip H. Winne.
- 1999 *M.A. Psychology (Math Psychology, Psychophysics)*, University of Victoria. Thesis Title: *Pattern masking and visual perception: Assessing the effects of a structure and noise mask using the general recognition theory*. Senior Supervisor: Dr. Helena Kadlec.
- 1997 *B.A. Psychology (Memory and Cognition), Honors*, University of Waterloo. Thesis Title: *Using the process dissociation procedure to assess conscious and unconscious influences of memory in French/English bilinguals*. Senior Supervisor: Dr. Jennifer A. Stolz.

II. HONORS AND AWARDS

- 2025 Fellow, Royal Society of Canada
- 2024 Top 2% of Scientists in the World based on Citations from 2024, Elsevier and Stanford University (see Ioannidis [2025])
<https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/8>)
- 2023 Top 2% of Scientists in the World based on Citations from 2023, Elsevier and Stanford University (see Ioannidis [2024])
<https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/7>)
- 2023 James McGill Professor Award, McGill University (2023-2030), \$175,000
- 2023 Scholarship of Teaching and Learning Award, from the National Institute on the Teaching of Psychology
- 2022 Top 2% of Scientists in the World based on Citations from 2022, Elsevier and Stanford University (see Ioannidis [2023])
<https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/6>)
- 2022 Ranked 4th Most Productive Female Scholar in Educational Psychology Journals from 2015-2021 (see Griffin et al. [2022], *Educational Psychology Review*)

- 2022 Ranked 11th Most Productive Scholar in Educational Psychology Journals from 2015-2021 (see Fong et al. [2022], *Educational Psychology Review*)
- 2021 Top 2% of Scientists in the World based on Citations from 2021, Elsevier and Stanford University (see Ioannidis [2022]
<https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/5>)
- 2020 Top 2% of Scientists in the World based on Citations from 2020, Elsevier and Stanford University (Baas et al. [2021], see
<https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/3>)
- 2020 Fellow, Division 15 of the American Psychological Association
- 2019 Top 2% of Scientists in the World based on Citations from 2019, Elsevier and Stanford University (Baas et al. [2020], see
<https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/2>)
- 2019 Visiting Scholar Fellowship, Faculty of Psychology, Pontificia Universidad Católica de Chile, \$4,000
- 2018 Member of the Royal Society of Canada, College of New Scholars, Artists and Scientists.
- 2018 Top 12 Female Authors in Highest-Ranked Journals in Educational Psychology (see Greenbaum, Goodsir, Smith, & Robinson, 2018)
- 2018 Nominated for the Principal's Prize for Excellence in Teaching, Associate Professor Level, McGill University
- 2018 Canada Research Chair (Tier II) in Epistemic Cognition and Self-Regulated Learning (2018-2023), \$500,000
- 2016 Chosen as Female Professor of the Year in Educational Psychology, Corporate Vision, UK
- 2015 Chosen as "Most Inspiring Graduate Student over the past 50 Years," Simon Fraser University, Faculty of Education, Canada
- 2014 Recipient of the Richard E. Snow Award for Early Career Contributions from the American Psychological Association, Division 15, \$2000
- 2013 Canada Research Chair (Tier II) in Epistemic Cognition and Self-Regulated Learning (2013-2018), \$500,000
- 2013 Visiting Scholar Fellowship, Center for Advanced Studies, Ludwig-Maxmillians Universität München, \$5000
- 2012 Nominated for the UKLA/Wiley-Blackwell Research in Literacy Education Award

- 2011 Recipient of the Principal's Prize for Excellence in Teaching, Assistant Professor Level, McGill University, \$5000
- 2010 New Scholar Fellowship for Outstanding Research Paper, from the Canadian Society for the Study of Education, \$1000
- 2009 American Psychological Association Division 15 Early Career Research Award, \$7500 USD
- 2007 Nominated for the Paul R. Pintrich Outstanding Dissertation Award
- 2005 Dean of Graduate Studies Convocation Medal for Academic Excellence, Simon Fraser University
- 2005 Dunlop Award, for Outstanding Doctoral Dissertation in Canada, Awarded by the Canadian Society for the Study of Education, \$250
- 2005 American Educational Research Association New Faculty Stipend, \$120
- 2004 American Psychological Association Graduate Student Travel Award, \$600
- 2004 President's Research Stipend, Simon Fraser University, \$6,000
- 2003 Graduate Fellowship, Simon Fraser University, \$6,000
- 2003 American Psychological Association Graduate Student Stipend, \$400 US
- 2003 American Educational Research Association Graduate Student Stipend, \$200
- 2002 Social Sciences and Humanities Research Council Award, \$35,400
- 2002 Graduate Fellowship, Simon Fraser University, \$5,200
- 2001 Graduate Fellowship, Simon Fraser University, \$5,000
- 1997 University of Waterloo Honors Thesis Award
- 1997 University of Waterloo Distinguished Honors Roll in Psychology
- 1992 Awarded "Excellent Achievement in the Co-operative Education Program" from the Ontario Co-operative Education Association," Teaching Award
- 1992 Awarded "Highest Standing" in Co-operative Education

III. PROFESSIONAL HISTORY

A. Academic Positions

- 2023-2030 *James McGill Professor*, Department of Educational and Counselling Psychology, McGill University.

- 2023-current *Graduate Program Director*, Learning Sciences and Health Professions Education, Department of Educational and Counselling Psychology, McGill University.
- 2020-2023 *Professor and Canada Research Chair*, Department of Educational and Counselling Psychology, McGill University.
- 2013-2020 *Associate Professor and Canada Research Chair*, Department of Educational and Counselling Psychology, McGill University.
- 2011-2013 *Associate Professor*, Department of Educational and Counselling Psychology, McGill University.
- 2007-2011 *Assistant Professor*, Department of Educational and Counselling Psychology, McGill University.
- 2004-2007 *Assistant Professor*, Department of Educational Psychology, University of Nevada – Las Vegas.

B. University Teaching, Instructor

- 2012-current *Instructor*, Professional Development Seminar: 704-706, 705-707. Course responsible for required core for graduate degree, Faculty of Education, McGill University.
- 2017-2018 *Instructor*, Intermediate Statistics. Course responsible for required core for graduate degree, Faculty of Education, McGill University.
- 2016-2017 *Instructor*, Advanced Seminar in the Learning Sciences: Cognition and Affect. Course responsible for elective for graduate degree, Faculty of Education, McGill University.
- 2014-2017 *Instructor*, Theories of Learning and Instruction. Course responsible for required core for graduate degree, Faculty of Education, McGill University.
- 2015-2023 *Instructor*, Applied Theories and Methods in the Learning Sciences. Course responsible for required core for graduate degree, Faculty of Education, McGill University.
- 2009-2019 *Instructor*, Advanced Multivariate Statistics. Course responsible for required core for graduate degree, Faculty of Education, McGill University.
- 2012-2013 *Instructor*, Advanced Research Seminar. Course responsible for required core for graduate degree, Faculty of Education, McGill University.
- 2011-2013 *Instructor*, Advanced Seminar in the Learning Sciences: Motivation. Course responsible for elective for graduate degree, Faculty of Education, McGill University.

- 2007-2011 *Instructor*, Classroom Processes: Social. Course responsible for elective for graduate degree, Faculty of Education, McGill University.
- 2007-2010 *Instructor*, Measurement and Evaluation. Course responsible for required core for undergraduate degree, Faculty of Education, McGill University.
- 2007-2013 *Instructor*, Educational Measurement. Course responsible for required for graduate degree in Educational Psychology, Faculty of Education, core for graduate degree, Faculty of Education, McGill University.
- 2004-2008 *Instructor*, Introductory Statistics. Course responsible for required core for graduate degree in Educational Psychology, College of Education, University of Nevada, Las Vegas.
- 2004-2007 *Instructor*, Introductory Research Methods. Course responsible for required core for graduate degree in Educational Psychology, College of Education, University of Nevada, Las Vegas.
- 2004-2007 *Instructor*, Advanced Research Methods. Course responsible for required core for graduate degree in Educational Psychology, College of Education, University of Nevada, Las Vegas.
- 2004-2007 *Instructor*, Survey Research Methods. Course responsible for elective course for graduate degree in Educational Psychology, College of Education, University of Nevada, Las Vegas.
- 2001-2003 *Sessional Instructor*, Research Methods. Course responsible for required core for undergraduate minor in Educational Psychology, Faculty of Education, Simon Fraser University.
- 2002 *Sessional Instructor*, Research Designs in Education. Course responsible for required core for M.A. and M.Ed., Faculty of Education, Simon Fraser University.

C. Statistics Consulting and Program Evaluations

- 2005-7 *Program Evaluator*, “Waterford Early Math and Science,” for Pearson Digital Learning.
- 2004-5 *Program Evaluator*, “Knowing Mathematics,” for the Clark County School District, Las Vegas, Nevada.
- 2003 *Statistics Consultant* for Barbara Martin, Ph.D. thesis, Simon Fraser University.
- 2001 *Statistics Consultant* for Marcia McKenzie, M.A. thesis, Simon Fraser University.
- 2001 *Statistics Consultant* for Thomas Kerr, Peterson Centre, Vancouver, B.C.
- 1999 *Statistics Consultant* for Dr. L. Dyson, University of Victoria.

1999 *Statistics Consultant* for Dr. J. Walsh, University of Victoria.

1999 *Statistics Consultant* for S. Ruddy and Associates, Victoria, B.C.

IV. PROFESSIONAL ORGANIZATIONS

American Educational Research Association Division C – Learning and Instruction

American Psychological Association Division 15 – Educational Psychology

Canadian Society for the Study of Education Canadian Association of Educational Psychologists

European Association for Learning and Instruction

Society for Applied Research in Memory and Cognition

Southwest Consortium for Innovative Psychology in Education

V. SCHOLARLY PUBLICATIONS AND ACTIVITIES

A. Articles in Refereed Journals (71 total)

* indicates corresponding author; underlined indicates graduate student

Muis, K. R., Pearson, H., Dubé, A., & Montazami, A. (2026). Fostering digital literacy in elementary students: A design-based intervention. *Journal of Experimental Education*. <https://doi.org/10.1080/00220973.2026.2634379>

Xu, L., & **Muis**, K. R. (2026). A systematic review on learning-related emotion regulation: Academic emotions and their regulation. *Educational Psychology Review*, 38(1), 19.

Kohatsu, M., **Muis**, K. R., Pekrun, R., Sinatra, G. M., Kendeou, P., Robinson, K. A., & Patola, S. (2025). The struggle is real: An intervention to regulate and resolve confusion during complex statistics problem-solving. *Journal of Experimental Education*. <https://doi.org/10.1080/00220973.2025.2459388>

Muis, K. R., Kohatsu, M., Pekrun, R., & Li, S. (2025). Confusion and confusion regulation: An empirical investigation of the emotion regulation in achievement situations model. *Contemporary Educational Psychology*, 80, 102350. <https://doi.org/10.1016/j.cedpsych.2025.102350>

Muis, K. R., & Chen, J. A. (2025). Culture as practice: Three pillars for *Educational Psychologist*. *Educational Psychologist*, 60(1), 4-6.

Muis, K. M., Kendeou, P., Kohatsu, M., & Wang, S. (2024). Let's get back to normal: Emotions mediate the effects of persuasive messages on willingness to vaccinate for COVID-19. *Frontiers in Public Health: Public Health and Communication*, 12. doi: 10.3389/fpubh.2024.1377973

- Singh, C. A., & **Muis**, K. R. (2024). An integrated model of socially shared regulation of learning: The role of metacognition, affect, and motivation. *Educational Psychologist*, 59(3), 177-194. <https://doi.org/10.1080/00461520.2023.2294881>
- Graf, E., Stempfer, L., **Muis**, K. R., & Goetz, T. (2023). Classroom emotions in civic education: A multilevel approach to antecedents and effects. *Learning and Instruction*, 90, 101869. <https://doi.org/10.1016/j.learninstruc.2023.101869>
- *Danielson, R. W., Sinatra, G. M., Trevors, G., **Muis**, K. R., Pekrun, R., & Heddy, B. C. (2022). Can multiple texts prompt casual thinking? The role of epistemic emotions. *Journal of Experimental Education*. DOI:10.1080/00220973.2022.2107604
- Denton, C. A., ***Muis**, K. R., Dubé, A., & Armstrong, S. (2022). En-garde: Source evaluations in the digital age. *Advances in Social Sciences Research Journal*, 9, 320-360.
- Muis**, K. R., Sinatra, G. M., Pekrun, R., Kendeou, P., Mason, M., Jacobson, N., Van Tilburg, W., Orcutt, E., Zaccoletti, S., & Losenno, K. M. (2022). Flattening the COVID-19 curve: Impacts of a persuasive message on self-reported behaviors across four countries. *Frontiers in Psychology: Personality and Social Psychology*.
- ***Muis**, K. R., Denton, C. A., & Dubé, A. (2022). Identifying CRAAP on the Internet: A source evaluation intervention. *Advances in Social Sciences Research*, 9, 239-265.
- ***Muis**, K. R., Chevrier, M., Denton, C. A., & Losenno, K. M. (2021). Epistemic emotions and epistemic cognition predict critical thinking about socio-scientific issues. *Frontiers in Education: Educational Psychology*, 6, 1-18.
- Munzar, B., ***Muis**, K. R., Denton, C. & Losenno, K. M. (2021). Elementary students' cognitive and affective responses to impasses during mathematics problem-solving. *Journal of Educational Psychology*, 113, 104-124.
- *Chevrier, M., **Muis**, K. R., & Di Leo, I. (2020). Calibration to task complexity: The role of Epistemic cognition. *Journal of Experimental Education*, 88, 1-26.
- Di Leo, I., & ***Muis**, K. R. (2020). Confused, now what? A cognitive-emotional strategy training intervention for elementary students during mathematics problem solving. *Contemporary Educational Psychology*, 62, 101876.
- Losenno, K. M., ***Muis**, K. R., Munzar, B., Denton, C., & Perry, N. E. (2020). The dynamic roles of cognitive reappraisal and self-regulated learning during mathematics problem solving: A mixed methods investigation. *Contemporary Educational Psychology*, 61, 101869.
- ***Muis**, K. R., Etoubashi, N., & Denton, C. (2020). The catcher in the lie: The role of emotions and epistemic judgments in changing students' misconceptions and attitudes in a post-truth era. *Contemporary Educational Psychology*, 62, 101898.
- * Perry, N. E., Lisaingo, S., Yee, N., Parent, N., & Wan, X., & **Muis**, K. R. (2020).

Collaborating with teachers to design and implement assessments for self-regulated learning in the context of authentic classroom writing tasks. *Assessment in Education: Principles, Policy and Practice*, 27, 416-443.

*Thacker, I. E., Sinatra, G. M., **Muis**, K. R., Danielson, R. W., Pekrun, R., Winne, P. H., & Chevrier, M. (2020). Using persuasive refutation texts to prompt attitudinal and conceptual change. *Journal of Educational Psychology*, 112(6), 1085–1099.

Vivian, J. A., & ***Muis**, K. R. (2020). Epistemic beliefs moderate mediations among attitudes, prior misconceptions, and conceptual change. *Advances in Social Sciences Research Journal*, 7(6), 87-105.

Chevrier, M., ***Muis**, K. R., Trevors, G. Pekrun, R., & Sinatra, G. M. (2019). Exploring the antecedents and consequences of epistemic emotions. *Learning and Instruction*, 63, 1-18.

Di Leo, I., ***Muis**, K. R., Singh, C., & Psaradellis, C. (2019). Curiosity... Confusion? Frustration! The role and sequencing of emotions during mathematics problem solving. *Contemporary Educational Psychology*, 58, 121-137.

*Iordanou, K., **Muis**, K. R., & Kendeou, P. (2019). Epistemic cognition, prior knowledge, and meta-level processing of evidence during reading in young adolescents and adults. *Journal of Experimental Education*, 87(4), 531-551.

*Milman, E., Neimeyer, R., Fitzpatrick, M., MacKinnon, C. J., **Muis**, K. R., & Cohen, S. R. (2019). Rumination moderates the role of meaning in the development of prolonged grief symptomatology. *Journal of Clinical Psychology*, 75(6) 1047-1067.

*Milman, E., Neimeyer, R., Fitzpatrick, M., MacKinnon, C. J., **Muis**, K. R., & Cohen, S. R. (2019). Prolonged grief and the disruption of meaning: Establishing a mediation model. *Journal of Counselling Psychology*, 66, 714-725.

Oppong, E., *Shore, B. M., & **Muis**, K. R. (2019). Clarifying the connections among giftedness, metacognition, self-regulation, and self-regulated learning: Implications for theory and practice. *Gifted Child Quarterly*, 63, 102-119.

*Merk, S., Rosman, T., **Muis**, K. R., Kelava, A., & Bohl, T. (2018). Topic-specific epistemic beliefs: Extending the Theory of Integrated Domains in personal epistemology. *Learning and Instruction*, 56, 84-97.

*Milman, E., Neimeyer, R. A., Fitzpatrick, M., MacKinnon, C. J., **Muis**, K. R. & Cohen, S. R. (2018). Prolonged grief symptomatology following violent loss: The mediating role of meaning. *European Journal of Psychotraumatology*, 8, 1-13.

***Muis**, K. R., Chevrier, M., & Singh, C. (2018). The role of epistemic emotions in personal epistemology and self-regulated learning. *Educational Psychologist*, 53, 165-184.

***Muis**, K. R., Sinatra, G. M., Pekrun, R., Winne, P. H., Trevors, G., Losanno, K., & Munzar,

- B. (2018). Main and moderator effects of refutation on value, epistemic emotions, and learning processes during knowledge revision. *Contemporary Educational Psychology*, 55, 155-165.
- *Mukhtar, F., **Muis**, K. R., & Elizov, M. (2018). Relations between psychological needs satisfaction, motivation, and self-regulated learning strategies in medical residents: A cross-sectional study. *MedEdPublish*, 7, 1-11.
- Tsuda, A., & ***Muis**, K. R. (2018). The anti-vaccination debate: A cross-cultural exploration of emotions and epistemic cognition. *Advances in Social Sciences Research Journal*, 5, 255-283.
- *Bråten, I., **Muis**, K. R., & Reznitskaya, A. (2017). Teachers' epistemic cognition in the context of dialogic practice: A question of calibration? *Educational Psychologist*, 52, 253-269. *Equal work across authors*.
- *Pekrun, R., Vogl, E., **Muis**, K. R., & Sinatra, G. M. (2017). Measuring emotions during epistemic activities: The Epistemically-Related Emotions Scales (EES). *Cognition and Emotion*, 31, 1268-1276.
- *Ranellucci, J., Hall, N. C., **Muis**, K. R., & Lajoie, S. P. (2017). Mastery, maladaptive learning behavior, and academic achievement: An intervention approach. *Canadian Journal of Education*, 40, 705-738.
- *Trevors, G., **Muis**, K. R., Pekrun, R., & Sinatra, G. M. (2017). Exploring relations between epistemic beliefs, emotions, and learning from texts. *Contemporary Educational Psychology*, 48, 116-132.
- Duffy, M., ***Muis**, K. R., Foy, M. J., Trevors, G., & Ranellucci, J. (2016). Exploring relations between teachers' beliefs, instructional practices, and students' beliefs in statistics. *International Education Research*, 4, 14-36.
- *Hall, N., Sampasivam, L., **Muis**, K. R., & Ranellucci, J. (2016). Achievement goals and emotions: The meditational roles of perceived progress, control, and value. *British Journal of Educational Psychology*, 86, 313-330.
- ***Muis**, K. R., Psaradellis, C., Chevrier, M., Di Leo, I., & Lajoie, S. P. (2016). Learning by preparing to teach: Fostering self-regulatory processes and achievement during complex mathematics problem solving. *Journal of Educational Psychology*, 108, 474-492.
- ***Muis**, K. R., Trevors, G., Duffy, M. C., Ranellucci, J., & Foy, M. J. (2016). Testing the TIDE: Examining the nature of students' epistemic beliefs using a mixed methods approach. *Journal of Experimental Education*, 84, 264-288.
- ***Muis**, K. R., Winne, P. H., & Ranellucci, J. (2016). The role of calibration bias and performance feedback in achievement goal regulation. *International Education Research*, 4, 37-66.
- *Tedone, E., **Muis**, K. R., & Sladeczek, I. (2016). A social emotional program for students

with speech and language exceptionalities: A psychoeducational approach. *Literacy Information and Computer Education Journal*, 7(4), 2428-2435.

- *Trevors, G., **Muis**, K. R., Pekrun, R., Sinatra, G. M., & Winne, P. H. (2016). Identity and epistemic emotions during knowledge revision: A potential account for the backfire effect. *Discourse Processes*, 53, 339-370.
- ***Muis**, K. R., Pekrun, R., Sinatra, G. M., Azevedo, R., Trevors, G., Meier, E., & Heddy, B. (2015). The curious case of climate change: Testing a theoretical model of epistemic beliefs, epistemic emotions, and complex learning. *Learning and Instruction*, 39, 168-183.
- ***Muis**, K. R., Psaradellis, C., Lajoie, S. P., Di Leo, I., & Chevrier, M. (2015). The role of epistemic emotions in mathematics problem solving. *Contemporary Educational Psychology*, 42, 172-185.
- ***Muis**, K. R., Ranellucci, J., Trevors, G., & Duffy, M. C. (2015). The effects of technology-mediated immediate feedback on kindergarten students' attitudes, emotions, engagement and learning outcomes during literacy skills development. *Learning and Instruction*, 38, 1-13.
- *Trevors, G., & **Muis**, K. R. (2015). Interactions between epistemic beliefs and text-based conceptual change instruction on misconceptions in evolution. *Journal of Research in Reading*, 38, 361-386.
- ***Muis**, K. R., Duffy, M. C., Trevors, G., Ranellucci, J., & Foy, M. J. (2014). What were they thinking? Using cognitive interviewing to examine the validity of self-reported epistemic beliefs. *International Education Research*, 2, 17-32.
- ***Muis**, K. R., & Gierus, B. (2014). Beliefs about knowledge, knowing, and learning: Differences across knowledge types in physics. *Journal of Experimental Education*, 82, 408-430.
- ***Muis**, K. R., & Duffy, M. C. (2013). Epistemic climate and epistemic change: Instruction designed to change students' epistemic beliefs and learning strategies and improve achievement. *Journal of Educational Psychology*, 105, 213-225.
- ***Muis**, K. R., Ranellucci, J., Franco, G. M., & Crippen, K.J. (2013). The interactive effects of personal achievement goals and performance feedback in an undergraduate science class. *Journal of Experimental Education*, 81, 556-578.
- Ranellucci, J., ***Muis**, K. R., Wang, X., Duffy, M., & Franco, G. M. (2013). To master or perform? Exploring relations between achievement goals and conceptual change learning. *British Journal of Educational Psychology*, 83, 431-451.
- *Shi, Y., Frederiksen, C. H., & **Muis**, K. R. (2013). A cross-cultural study of self-regulated learning in a computer-supported collaborative learning environment. *Learning and Instruction*, 23, 52-59.
- Franco, G. M., ***Muis**, K. R., Kendeou, P., Wang, X., Ranellucci, J., & Sampasivam, L.

- (2012). Examining the influences of epistemic beliefs and knowledge representations on cognitive processing and conceptual change when learning physics. *Learning and Instruction*, 22, 62-77.
- ***Muis**, K. R., & Winne, P. H. (2012). Assessing the psychometric properties of the Achievement Goals Questionnaire across task contexts. *Canadian Journal of Education*, 35, 232-248.
- *Kendeou, P., **Muis**, K. R., & Fulton, S. (2011). Reader and text factors on reading comprehension processes. *Journal of Research in Reading*, 34, 365-383.
- ***Muis**, K. R., Franco, G. M., & Gierus, B. (2011). Examining epistemic beliefs across conceptual and procedural knowledge in statistics. *International Journal on Mathematics Education*, 43, 507-519.
- ***Muis**, K. R., Kendeou, P., & Franco, G. M. (2011). Consistent results with the consistency hypothesis? The effects of epistemic beliefs on metacognitive processing. *Metacognition and Learning*, 6, 45-63.
- *Winne, P. H., & **Muis**, K. R. (2011). Statistical estimates of learners' judgments about knowledge in calibration of achievement. *Metacognition and Learning*, 6, 179-193.
- *Greene, J., **Muis**, K. R., & Pieschl, S. (2010). The role of epistemic beliefs in students' self-regulated learning with computer-based learning environments: Conceptual and methodological issues. *Educational Psychologist*, 45, 245-257. *Equal work across authors*.
- ***Muis**, K. R., & Franco, G. (2010). Epistemic profiles and metacognition: Support for the consistency hypothesis. *Metacognition and Learning*, 5, 27-45.
- *Crippen, K., Biesinger, K., **Muis**, K. R., & Orgill, M. K. (2009). The role of goal orientation and self-efficacy in learning from Web-based worked examples. *Journal of Interactive Learning Research*, 20, 385-403.
- ***Muis**, K. R., & Edwards, O. V. (2009). Examining the stability of achievement goal orientations. *Contemporary Educational Psychology*, 34, 265-277.
- ***Muis**, K. R., & Franco, G. (2009). Epistemic beliefs: Setting the standards in self-regulated learning. *Contemporary Educational Psychology*, 34, 306-318.
- ***Muis**, K. R., Winne, P. H., & Edwards, O. (2009). Modern psychometrics for assessing achievement goal orientation: A Rasch analysis. *British Journal of Educational Psychology*, 79, 547-576.
- *Biesinger, K., Crippen, K., & **Muis**, K. R. (2008). The impact of block scheduling on students' motivation and classroom practice in mathematics. *NASSP Bulletin*, 92, 191-208.
- ***Muis**, K. R. (2008). Epistemic profiles and self-regulated learning: Examining relations in

the context of mathematics problem solving. *Contemporary Educational Psychology*, 33, 177-208.

***Muis**, K. R. (2007). The role of epistemic beliefs in self-regulated learning. *Educational Psychologist*, 42, 173-190.

***Muis**, K. R., Winne, P. H., & Jamieson-Noel, D. L. (2007). Using a multitrait-multimethod analysis to examine conceptual similarities of three self-regulated learning inventories. *British Journal of Educational Psychology*, 77, 177-195.

***Muis**, K. R., Bendixen, L. D., & Haerle, F. (2006). Domain-general and domain-specificity in personal epistemology research: Philosophical and empirical reflections in the development of a theoretical framework. *Educational Psychology Review*, 18, 3-54.

***Muis**, K. R. (2004). Personal epistemology and mathematics: A critical review and synthesis of research. *Review of Educational Research*, 74, 317-377.

B. Books (2)

*Schutz, P. A., & ***Muis**, K. R. (2024). *Handbook of Educational Psychology (Vol. 4)*. Routledge. *Equal work across authors*.

*Pekrun, R., **Muis**, K. R., Goetz, T., & Frenzel, A. (2018). *Emotions at School*. Routledge, NY.

C. Book Chapters (13 total)

Muis, K. R., & Kohatsu, M. (2027). Confusion. In T. Goetz, L. Linnenbrink-Garcia, and R. Pekrun (Eds.), *Handbook of Emotions in Education*, 2nd Edition. New York, NY. Taylor & Francis/Routledge.

Schutz, P. A. & **Muis**, K. R. (2024). An introduction to the Handbook of Educational Psychology, Fourth Edition. In P. A. Schutz & K. R. Muis (Eds.), *Handbook of Educational Psychology (4thed.)* (pp. 3-11). New York, NY: Routledge.

Muis, K. R., & Schutz, P. A. (2024). The prejudiced past and progressive future of educational psychology. In P. A. Schutz and K. R. Muis (Eds.) *Handbook of Educational Psychology, Fourth Edition* (pp. 721-729). Routledge.

Singh, C. A., & ***Muis**, K. R. (2021). The role of social emotions and co-regulation of learning during complex mathematics problem solving. In P. Metallidou and D. Moraitou (Eds.), *Trends and prospects in metacognition research across the life Span - A tribute to Anastasia Efklides* (pp. 103-133). Netherlands: Springer.

Denton, C., ***Muis**, K. R., Munzar, B., & Etoubashi, N. (2020). Putting self-regulated learning and metacognition into multiple perspectives. In D. Lombardi, P. Van Meter, A. List, and P. Kendeou (Eds.), *Handbook of learning from multiple representations and perspectives* (pp. 314-328). Routledge.

- ***Muis**, K. R., & **Singh**, C. A. (2018). The three facets of epistemic thinking in self-regulated learning. In D. Schunk & J. Greene (Eds.), *Handbook of self-regulated of learning and performance* (pp. 434-456). NY: Routledge.
- Vogl**, E., **Pekrun**, R., & **Muis**, K. R. (2018). Validierung eines deutschsprachigen Instruments zur Messung epistemischer Emotionen: Die Epistemic Emotions Scales – Deutsch (EES-D). (Validating a German-language instrument for measuring epistemic emotions: The Epistemic Emotions Scales – Germany (EES – D). In G. Hagenauer & T. Hascher (Eds.), *Emotionen und emotions regulation in schule und hochschule* (Emotions and emotion regulation in school and university) (pp. 259-272). Munich: Waxmann Verlag.
- Duffy**, M. C., ***Muis**, K. R., & **Foy**, M. J. (2017). Examining relations between constructivist pedagogy and pre-service teachers' epistemic and learning beliefs. In G. Schraw, J. Brownlee, L. Olafson & M. Vanderveldt, *Teachers' personal epistemologies: Evolving models for transforming practice* (pp. 265-290) Information Age Press.
- ***Muis**, K. R., **Trevors**, G., & **Chevrier**, M. (2016). Epistemic climate for epistemic change. In J. Greene, B. Sandoval, & I. Bråten, (Eds, *Handbook of epistemic cognition* (pp. 331-359) Routledge.
- ***Murphy**, P. K., **Alexander**, P. A., & **Muis**, K. R. (2012). Knowledge and knowing: The journey from philosophy and psychology to human learning. In K. Harris, S. Graham, & T. Urdan (Eds.), *Educational Psychology Handbook: Vol. 1. Theories, constructs, and critical issues*. (pp. 189-226) Washington, DC: American Psychological Association. *Equal work across authors*.
- ***Muis**, K. R., & **Foy**, M. J. (2010). The effects of teachers' beliefs on elementary students' beliefs, motivation, and achievement in mathematics. In L. D. Bendixen & F. Haerle (Eds.), *Personal Epistemology in the Classroom: Theory, Research, and Implications for Practice*. (pp.435-469) NY: Cambridge University Press.
- ***Muis**, K. R., & **Sinatra**, G. M. (2008). Universities' cultures and epistemic beliefs: Examining differences between two similar countries. In M. S. Khine (Ed.), *Knowing, knowledge, and beliefs: Epistemological studies across diverse cultures*. (pp. 137-150). Netherlands: Springer.
- ***Winne**, P. H., **Jamieson-Noel**, D. L., & **Muis**, K. R. (2002). Methodological issues and advances in researching tactics, strategies, and self-regulated learning. In P. R. Pintrich & M. L. Maehr (Eds.), *Advances in motivation and achievement: New directions in measures and methods*. (Vol. 12, pp. 121-155). Greenwich, CT: JAI Press.

D. Conference Proceedings (3 total)

- Foy**, M. J., & **Muis**, K. R. (2018). *Guilty as charged! Putting psychological research on trial*. In R. L. Miller & T. Collette (Eds.) *Teaching Tips: A Compendium of Conference Presentations on Teaching, 2016-2017*. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/>

Psaradellis, C., **Muis**, K. R., Smith, A., & Lajoie, S. P. (2018). *Enhancing complex mathematics problem solving through learning by teaching with a teachable agent*. Paper presented at the 16th International Conference on Education and Information Systems, Technologies and Applications, Orlando, FL.

*Tedone, E., **Muis**, K. R., & Sladeczek, I. (2016). *A social emotional program for students with speech and language exceptionalities: A psychoeducational approach*. Paper presented at the Annual World Congress on Special Needs Education, Philadelphia, PA.

E. Articles / Book Chapters / Books Accepted for Publication (1 total)

Muis, K. R. (accepted). Self-regulated learning: Effects on learning and achievement. *Oxford Research Encyclopedia of Psychology*. Oxford University Press.

F. Work Under Review (8 total)

Etoubashi, N., & **Muis**, K. R. (under review). Conceptual and attitudinal change for Islamophobia. *The Journal of Social and Political Psychology*.

Etoubashi, N., & **Muis**, K. R. (under review). "I've lived here my whole life, but I still feel like such an outsider sometimes": The Muslim experience of growing up in Quebec. *The Journal of Muslim Minority Affairs*.

Huang, X., Zhang, Y., Wang, S., **Muis**, K. R., Lajoie, S., & Cutumisu, M. (under review). Exploring secondary students' body image satisfaction from the lens of social cognitive theory using tree-based algorithms. *Journal of Research on Adolescence*.

Kohatsu, M., **Muis**, K. R., Kisil, C., Bowen, S., Li, S., Monnet, R., Wu, M., Lobczowski, N., & Schutz, P. A. (under review). Race-reimagining epistemic cognition: Centering marginalized voices during online learning. *Journal of Educational Psychology*.

Losenno, K. M., & **Muis**, K. R. (under review). Supporting self-regulation in classrooms: The roles of emotion regulation, self-regulated learning, and instruction. *Contemporary Educational Psychology*.

Muis, K. R., & Losenno, K. M. (under review). The antecedents and consequences of emotion regulation during complex mathematics problem-solving. *Contemporary Educational Psychology*.

Rickey, N., Panadero, E., DeLuca, C., & **Muis**, K. R. (under review). Students self-assessment emotions: Investigating the role of emotions in self-assessment. *Learning and Instruction*.

Singh, C. A., & **Muis**, K. R. (under review). Exploring the role of affect on conditions and processes in the integrated model of socially shared regulation of learning. *Contemporary Educational Psychology*.

G. Work in Progress (3 total)

Li, S., **Muis**, K. R., & Lobczowski, N. (in prep). *Antecedents and resolution of confusion in self-regulated math problem-solving: A qualitative study.*

Muis, K. R., Schutz, P. A., & Kohatsu, M. (in prep). *Alternative worldviews on emotions, epistemic cognition, and notions of self in self-regulated learning.*

Muis, K. R., Psaradellis, C., Di Leo, I., & Lajoie, S. P. (in prep). *Supporting self-regulated learning during complex mathematics problem solving: A learning by teaching intervention.*

H. Podcasts (2 total)

Singh, C., & Muis, K. R. (2024). “An integrated model of socially shared regulation of learning: The role of metacognition, affect, and motivation.” Podcast by Division 15 of the American Psychological Association.

Schutz, P. A., & Muis, K. R. (2023). “The Handbook of Educational Psychology, 4th Edition.” Podcast by Division 15 of the American Psychological Association.

I. Research Grants (32 total, 19 as PI: Total = \$9,081,987)

2025-2029 *Principal Investigator*, \$365,364. Title: “Fostering digital literacy and epistemic cognition: Understanding relations from a race-reimagined and race-focused perspective.” Social Sciences and Humanities Research Council of Canada, Insight Grant (Co-PI: Lobczowski, N. Collaborators: Schutz, P.).

2024-2025 *Principal Investigator*, \$22,500. Title: “Fostering elementary and college students’ digital literacy skills.” Innovate-Ed Program Grant from La Caisse Desjardins de l’Éducation.

2024-2025 *Principal Investigator*, \$5,000. Title, “Fostering digital literacy and epistemic cognition from a race-reimagined and race-focused perspective.” Social Sciences and Humanities Research Council of Canada, McGill Internal Program.

2021-2021 *Principal Investigator*, \$7,000. Title, “Fostering digital literacy: A mixed-methods intervention approach.” Social Sciences and Humanities Research Council of Canada, McGill Internal Program (top-up from 2019-2020; not applied for but given due to extra funds).

2021-2022 *Co-Investigator*, \$25,000. Title: “Elementary age children's development of self-regulation for learning.” Social Sciences and Humanities Research Council of Canada, Connections Grant. (PI: Perry, N.; Co-PIs: Muis, K. R., Butler, D. L., & Hutchinson, L. R.)

2020-2024 *Principal Investigator*, \$358,241. Title: “Fostering epistemic cognition and self-regulation learning in mathematics and science.” Social Sciences and Humanities Research Council of Canada, Insight Grant (Co-PI: Robinson, K. Collaborators: Pekrun, R, Sinatra, G., & Kendeou, P.).

- 2020-2022 *Principal Investigator*, \$74,732. Title: “Fostering digital literacy in a post-truth era: A mixed methods investigation and pilot intervention.” Social Sciences and Humanities Research Council of Canada, Insight Development Program (Co-PI: Dubé, A.).
- 2020-2021 *Principal Investigator*, \$43,980. Title: “Fostering digital literacy in a post-truth era: Training programs for teachers and students from K-12.” Canadian Internet Registration Program: Community Investment Grant. (Co-PI: Dubé, A.).
- 2019-2020 *Principal Investigator*, \$6,000. Title, “Fostering digital literacy: A mixed-methods intervention approach.” Social Sciences and Humanities Research Council of Canada, McGill Internal Program.
- 2016-2018 *Co-Investigator*, \$63,710. Title: “The role of emotion regulation on epistemic emotions in mathematics problem-solving: A CBT school-based intervention.” Funded by the Social Sciences and Humanities Research Council of Canada, Insight Development Grant. (PI: Montreuil, T., Co-PI: Muis, K. R.)
- 2016-2020 *Co-Investigator*, \$293,528. Title: “Investigating elementary age children's development of self-regulation for learning.” Funded by the Social Sciences and Humanities Research Council of Canada, Insight Grant. (PI: Perry, N., Co-PI: Muis, K. R., Collaborators: Butler, D. L., Hutchinson, L. R., Shapka, J., & Whitebread, D.)
- 2014-2019 *Principal Investigator*, \$497,286. Title: “Fostering epistemic belief change: The role of epistemic emotions and self-regulated learning.” Funded by the Social Sciences and Humanities Research Council of Canada, Insight Grant. (PI: Muis, K. R., Co-PI: Winne, P. H., Collaborators: Pekrun, R., & Sinatra, G. M.)
- 2014-2017 *Principal Investigator*, \$150,000. Title: “Environnements d'apprentissage technologiques: augmenter la motivation, l'autorégulation et la réussite scolaire des étudiants à l'aide de l'apprentissage par l'enseignement.” Funded by the Fonds de la Recherche sur la Société et la Culture (FRQSC). (PI: Muis, K. R., Co-PI: Lajoie, S. P., Collaborators: Sparks, R., & Roberts, C.)
- 2012-2013 *Principal Investigator*, \$7000. Title: “Comparing iPads and oranges: The effects of iPads and traditional tools on kindergarten students’ motivation and learning.” Funded by the Social Sciences and Humanities Research Council of Canada, Internal Grants Program, McGill University. (PI: Muis, K. R., & Collaborator: Tellier, A.)
- 2012-2019 *Co-Investigator*, \$2,500,000. Title: “Learning Environments Across Disciplines (LEADS): Supporting Technology Rich Learning across Disciplines.” PI: Susanne Lajoie. Funded by the Social Sciences and Humanities Research Council of Canada, Partnership Grant. (PI: Lajoie, S., CO-PIs: Azevedo, R., Pekrun, R., Leighton, J., Muis, K. R., Kee, K., Lachapelle, K., Lester, J., Stupnisky, R., Calvo, R., Molenaar, P., Jang, E.,

Shute, V., VanLehn, Frasson, C., Hmelo-Silver, C., Wiseman, J., & Goldman, R.)

- 2011-2014 *Principal Investigator, \$167,236.* Title: “Epistemic beliefs and emotions: Examining their roles in self-regulated learning and epistemic change.” Funded by the Social Sciences and Humanities Research Council of Canada. (PI: Muis, K. R., Co-PI: Azevedo, R., Collaborators: Sinatra, G., M., & Pekrun, R.)
- 2011-2015 *Principal Investigator, \$438,680.* Title: “Identification et évaluation des retombées de l’enseignement et l’apprentissage par investigation raisonnée, phase 2: l’alignement et les outils soutenant le développement professionnel.” Funded by the Fonds Quebecois de la Recherche sur la Société et la Culture (FQRSC) Team Research Grant. (PI: Muis, K. R., Co-PIs: Shore, B. Aulls, M., Kalman, C., Stringer, R., Delcourt, M., & Savard, A.)
- 2010 *Co-Investigator, \$20,000 (LOI).* Title: “Technology rich learning environments: Supporting learning across disciplines.” PI: Susanne Lajoie. Funded by the Social Sciences and Humanities Research Council of Canada, Major Collaborative Research Initiative (LOI). Invitation to submit full proposal for \$2,500,000 but not funded. (Lajoie, S., Azevedo, R., Muis, K.R., Bracewell, R., Chi, M., Pekrun, R., Lester, J., Calvo, R., Shute, V., Leighton, J., VanLehn, Frasson, C., Hmelo-Silver, C., Moreno, R., & Wiseman, J.)
- 2009-2010 *Co-Investigator, \$2,500.* Title: “Technology enhanced teaching and learning in higher education.” PI: Robert Bracewell. Funded by the Social Sciences and Humanities Research Council of Canada (SSHRC) Internal Grant Award, McGill University. (Bracewell, B., Lajoie, S., Muis, K., Flanagan, T., & Saroyan, A.)
- 2009-2011 *Principal Investigator, \$7,500 USD.* Title: “TIDE’s in, Dirt’s Out: Empirical Scrutiny of Muis, Bendixen, and Haerle’s (2006) Theory of Integrated Domains in Epistemology (TIDE) Framework.” American Psychological Association. (Solo applicant.)
- 2009-2012 *Principal Investigator, \$39,600.* Title: “The development of epistemic beliefs and their relations to self-regulated learning, motivation, and achievement.” Funded by the Fonds Quebecois de la Recherche sur la Société et la Culture (FQRSC) New Researchers Grant. (Solo applicant.)
- 2008-2011 *Collaborator. \$120,690.* Title: “Uncovering the relation between principals' leadership style and epistemological beliefs and its implications for school training.” Funded by the Cyprus Research Promotion Foundation. (PI: P. Kendeou)
- 2008-2011 *Co-Investigator. \$190,687.* Title: “What university students know and do not know about inquiry-based teaching and learning: The alignment of teacher education and science education with a model of inquiry.” Funded by the Social Sciences and Humanities Research Council of Canada. (PI: B. M.

Shore, CoPIs: M. W. Aulls, C. S. Kalman, R. Stringer, M. A. B. Delcourt, K. R. Muis, & A. Savard.)

- 2007-2011 *Co-Investigator. \$319,630.* L'identification et l'évaluation des résultats de la participation dans l'apprentissage et l'enseignement basés sur l'enquête: Lancer les passerelles entre la recherche et la pratique [Identification and evaluation of outcomes of participation in inquiry-based learning and teaching: Bridging the research-practice gap]. Funded by the Fonds Quebecois de la Recherche sur la Société et la Culture (FQRSC) Team Research Grant. (PI: M. W. Aulls, Co-PI: B. M. Shore, C. S. Kalman, R. Stringer, M. A. B. Delcourt, K. R. Muis, & A. Savard.)
- 2007-2011 *Principal Investigator. \$151,393.* Title: "Epistemic beliefs: Their development, and relations to self-regulated learning, motivation, and achievement." Funded by the Social Sciences and Humanities Research Council of Canada. (K. R. Muis, Co-PI: P. H. Winne, Collaborators: G. M. Sinatra, R. Bromme, & E. Stahl.)
- 2007-2008 *Principal Investigator. \$70,000.* Title: "Increasing academic performance in undergraduate mathematics students: An achievement motivation intervention." Funded by the Canadian Council on Learning, Structured Learning Program. (Solo applicant.)
- 2006-2007 *Collaborator. \$25,000.* Title: "Educational Neuroscience Group for Research into Affect and Mentation in Mathematics Education: Mathematics Anxiety and Understanding in Mathematics Education." Funded by the Social Sciences and Humanities Research Council of Canada. (PI: S. Campbell.)
- 2006-2007 *Co-Investigator, \$65,000.* Title: "Effects of Waterford Early Math and Science on Achievement." Funded by Pearson Digital Learning. (R. Reynolds & K. R. Muis)
- 2005-2007 *Principal Investigator. \$15,000.* Title: "Improving Mathematics Learning: It's All About Beliefs." New Investigator Award from the University of Nevada, Las Vegas. (Solo applicant.)
- 2004-2005 *Collaborator, \$20,000.* Title: "*Knowing Mathematics*: Field test results for the Clark County School District." Funded by the Institute of Educational Sciences. (PI: C. Falba)
- 2003-2006 *Collaborator, \$3,000,000.* Title: "The Learning Kit: Theory and Cognitive Tools to Enhance Learning Skills and Support Life-Long Learning." Funded by the Social Sciences and Humanities Research Council of Canada. (PI: P. H. Winne)
- 2000-2001 *Principal Investigator: \$10,000.* Title: "The Multilevel Effects of Self-Efficacy on Students' Mathematics Achievement." Funded by the B C. Ministry of Education. (Solo applicant.)

J. Invited Addresses/Talks (15 Total)

- Muis, K. R. (2025, October). *The self in context: 25 years of advancing the science of self-regulated learning through epistemic, affective, and motivational lenses*. Invited Keynote for the University of Tübingen's LEAD Retreat, Blaubeuren, Germany.
- Kapur, M., & Muis, K. R. (2025, February). *Productive failure and rethinking how we learn*. (Muis as moderator). Faculty of Education Dean Speaker Series, McGill University, QC, Canada.
- Muis, K. R. (2024, March). *Emotions*. Invited talk at the University of Maryland's Achievement Motivation Seminar, College Park, Maryland, USA.
- Muis, K. R. (2019, March). *Personal epistemology, emotions, and self-regulated learning: Reflections on 20 Years of Research*. Invited Address presented at the Faculty of Psychology's Research Colloquium, Pontificia Universidad Católica de Chile, Santiago, Chile.
- Muis, K. R., & Vivian, J. (2018, August). *Mediating and moderating effects of attitudes and epistemic beliefs on conceptual change*. Invited talk presented at the Special Interest Group Meeting for Conceptual Change at the European Association for Research on Learning and Instruction, Klagenfurt, Austria.
- Muis, K. R., (2017, March). *Reducing the impact of misinformation: Local questions, global recommendations*. Keynote Address presented at the Global Signature Program Symposium, University of Minnesota, MN.
- Muis, K. R. (2015, August). *The curious case of epistemic cognition in self-regulated learning*. Keynote Address presented at the American Psychological Association, Toronto, ON.
- Muis, K. R. (2014, August). *APA Division 15 Early Career Event: How to Publish in Educational Psychology*. Invited Address presented at the American Psychological Association Annual Convention, Washington, DC.
- Muis, K. R. (2013, July). *The curious case of climate change: Testing a theoretical model of epistemic beliefs, epistemic emotions, and complex learning*. Keynote Address presented at the Research Colloquium, Department of Psychology and Educational Psychology, Ludwig-Maxmillians Universität München, Munich, Germany.
- Muis, K. R. (2013, July). *Epistemic emotions and self-regulated learning*. Keynote Address presented at the Research Colloquium, Munich Center of the Learning Sciences, Ludwig-Maxmillians Universität München, Munich, Germany.
- Muis, K. R. (2013, April). *Integrating digital technologies into the classrooms: Interventions designed to foster self-regulated learning, motivation, positive affect, and engagement*. Invited Address for the Vice Presidential Session, presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Muis, K. R. (2013, April). *In Google we trust: Examining evaluations of source and search*

results. Invited Address presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Muis, K. R. (2012, April). *If I knew then what I know now*. Invited Address presented at the annual American Psychological Association, Orlando, FL.

Muis, K. R. (2011, August). “*Muisings*” on investigating domain-specific epistemic and learning beliefs. Invited Address presented at the bi-annual European Association for Research on Learning and Instruction, Exeter, UK.

Muis, K. R. (2005, May) *Epistemic styles and mathematics problem solving: Examining relations in the context of self-regulated learning*. Keynote Address (Dunlop Award) at the Annual Meeting of the Canadian Society for the Study of Education, London, ON.

Muis, K. R. (2000, May). *Hierarchical Linear Modeling: A superior method of assessing educational data*. Keynote Address presented at the B.C. Ministry of Education’s Research Symposium, Victoria, BC.

Muis, K. R. (2000, June). *Hierarchical Linear Modeling: A second look*. Keynote Address presented at the B.C. Ministry of Education’s Research Symposium, Victoria, BC.

K. Scholarly Paper Presentations

National/International

2026

Etoubashi, N., Kowalska, M., Fuks, N., & Muis, K. R. (2026, July). *Leave your cultural baggage in your locker: Growing up Muslim in French Canada*. Paper to be presented at the 31st International Congress of Applied Psychology, Florence, Italy.

Kisil, C., Muis, K. R., & Bowen, S. (2026, June). *Elementary students’ self-regulated learning, emotions, and mind-wandering: A process approach*. Paper presented at the Canadian Psychological Association’s Annual Convention, Montreal, CA.

Li, S. & Muis, K. R. (2026, April). *Temporal trajectories of self-regulated learning: A Markov-Chain approach to modeling and grouping student behaviors*. Paper presented at the annual meeting of the American Educational Research Association, LA, USA.

Monnet, R., Potola, S., Muis, K. R., & Robinson, K. (2026, June). *STEMulating learning: Does STEM students’ perception of competence support predict their academic self-efficacy, perceived learning, and actual cognitive learning?* Paper presented at the Canadian Psychological Association’s Annual Convention, Montreal, CA.

Muis, K. R., & Losenno, K. M. *Emotion regulation during complex mathematics problem-solving: Testing with ERAS model with elementary students*. Paper presented at the annual meeting of the American Educational Research Association, LA, USA.

Muis, K. R., Lobczowski, N., Kisil, C., Kohatsu, M., Bowen, S., Li, S., Monnet, R. Wu, M., & Schutz, P. A. (2026, April). Race-reimaging epistemic cognition: Centering marginalized voices during online learning. Paper presented at the annual meeting of the American Educational Research Association, LA, USA.

2025

Josiah, Y., Muis, K. R., Lobczowski, N., & Winer, L. (June, 2025). *Student engagement with authentic assessment and its influencing factors in nursing education*. Paper presented at the 2025 SALTISE Conference, Montreal, QC.

Li, S., Muis, K. M., & Lobczowski, N. G. (August, 2025). *Analyzing Differences in Sequence Patterns of Confusion and Self-Regulated Learning Strategies Between High and Low Performers in Math Problem-Solving*. Poster presented at the annual meeting of the American Psychological Association, Denver, CO.

Li, S., Muis, K. M., & Lobczowski, N. G. (August, 2025). *Analyzing Differences in Sequence Patterns of Confusion and Self-Regulated Learning Strategies Between High and Low Performers in Math Problem-Solving*. Paper presented at the bi-annual meeting of the European Association for Learning and Instruction, Graz, Austria.

Wang, S., & Muis, K. R. (June, 2025). *The role of inquiry-based instructions in scientific epistemology through problem-solving across disciplines*. Poster presented at the bi-annual meeting of the Society for Applied Research on Memory and Cognition, County Kildare, Ireland.

2024

Etoubashi, N., Muis, K. R., & Kawish, M. (September, 2024). *Addressing Islamophobia in Quebec using conceptual and attitude change methods*. Paper presented at the Annual Meeting of the British Psychological Society, Belfast, Ireland.

Kohatsu, M., Muis, K. R., Pekrun, R., Sinatra, G. M., Kendeou, P., Robinson, K., Aiko, A. (April, 2024). *Overcoming confusion: An intervention to regulate confusion during complex mathematics problem-solving*. Paper as part of a symposium presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Li, S., Muis, K. R., & Lobczowski, N. (August, 2024). *Antecedents and resolution of confusion in self-regulated math problem-solving: A qualitative study*. Paper presented at the bi-annual European Association for Learning and Instruction, Bern, Switzerland.

Muis, K. R. (January, 2024). *What were they thinking? Psychology students' digital literacy skills (or lack of them)*. Poster presented at the Annual National Institute on the Teaching of Psychology, Bonita Springs, FL.

Singh, C. & Muis, K. R. (June, 2024). *Exploring the role of affect on conditions and processes in the integrated model of socially shared regulation of learning*. Paper presented at the Relation-Centered Education Network (RCEN), Trondheim, Norway.

Wu, M., Muis, K., Lobczowski, N., Li, S., & Wang, S. (August, 2024). *Grade-level variations in SRL strategies and emotions in math problem-solving*. Poster presented at the American Psychological Association Convention, Seattle, WA, United States.

2023

Muis, K. R., Kendeou, P., Kohatsu, M., Wang, S., & Foy, M. J. (August, 2023). “*Let’s get back to normal*”: *Emotions mediate the effects of persuasive messages on willingness to get vaccinated for COVID-19*. Poster presented at the bi-annual conference of the Society for Applied Research on Memory and Cognition, Nagoya, Japan.

Losenno, K. M., & Muis, K. R. (April, 2023). *Emotion regulation and self-regulated learning during mathematics problem solving*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Muis, K. R. (April, 2023). *The role of task features in moderating the relations between epistemic emotions and self-regulated learning*. Paper as part of a symposium presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Muis, K. R., Pearson, H. A., Montazami, A., Dubé, A. K., Munzar, B. (April, 2023). *A design-based intervention to develop elementary students’ digital literacy skills*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Muis, K. R., Pekrun, R., Sinatra, G. M., Kendeou, P., Robinson, K., Foy, M. J., Kennedy, A., Losenno, K. M., Potola, S., Ladvelin, T., Fulsher, A., Kohatsu, M., Wang, S., & Graf, E. (January, 2023). *Overcoming confusion: An intervention for psychology students during statistics learning and problem solving*. Poster presented at the Annual National Institute on the Teaching of Psychology, St. Pete’s, FL.

2022

Losenno, K. M., Muis, K. R., Munzar, B., & Denton, C. (August, 2022). *The development and role of emotion regulation in elementary students’ mathematics problem solving*. Paper presented at the European Association for Research on Learning and Instruction. Special Interest Groups 8 & 16. Dresden, Germany.

Muis, K. R. (October, 2022). *Fostering digital literacy in the post truth era*. Invited address at the World Conference on Arts, Humanities, Social Sciences and Education, Valencia, Spain.

Muis, K. R., Pearson, H., Montazami, A., Dubé, A., & Munzar, B. (August, 2022). *Fostering digital literacy in elementary students: A design-based intervention*. Poster presented at the American Psychological Association Annual Convention.

2021

Losenno, K. M., Muis, K. R., Munzar, B., & Denton, C. (August 2021). *The development and role of emotion regulation in elementary students’ mathematics problem solving*. EARLI SIG 8 & 16. Dresden, Germany. Rescheduled due to COVID.

2020

Etoubashi, N., Muis, K. R., Denton, C., Rizk, M., Chevrier, M., Losenno, K., & Munzar, B. (May, 2020). *Controversial scientific issues: Breaking through the wall of misinformation and negative attitudes*. Poster presented at the annual conference of the Canadian Psychological Association, Montreal, QC.

Muis, K. R., & Foy, M. J. (2020, January). *The catcher in the lie: Changing students' false beliefs in a post truth era*. Poster presented at the annual National Institute for the Teaching of Psychology conference, St. Pete's Beach, FL.

Perry, N. E., Lisaingo, S., Yee, N., Muis, K. R., Parent, N. & Wan, X. (April, 2020). *Collaborating With Teachers to Design Assessments for Self-Regulated Learning in Authentic Classroom Writing Tasks* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/wetgf4w> (Conference Canceled)

2019

Etoubashi, N., Muis, K. R., Chevrier, M., Denton-Hurlbut, C., Munzar, B., Losenno, K., & Rizk, M. (2019, March). *Promoting attitudinal and conceptual change: Finding the balance between emotions and information*. Paper presented at the Annual Education Graduate Students' Society Conference, Montreal, Canada.

Muis, K. R. (2019, April). *Integrating personal epistemology in self-regulated learning*. In C. Wolters (Chair), *Advances in self-regulated learning: Considering personal epistemology, metamotivational monitoring, intentional conceptual change and time management*. Paper presented as part of symposium at the Annual meeting of the American Educational Research Association, Toronto, ON.

Muis, K. R., Chevrier, M., Denton-Hurlbut, C., Munzar, B., Losenno, K., & Etoubashi, N. (2019, April). *The role of epistemic cognition and emotions in attitudinal and conceptual change about genetically modified foods*. In D. Lombardi (Chair), *Investigating epistemic cognition in relation to food, water, and energy (FEW) issues*. Paper presented as part of symposium at the Annual meeting of the American Educational Research Association, Toronto, ON.

Muis, K. R., & Foy, M. J. (2019, January). *Changing psychology students' misconceptions about mental illness*. Poster presented at the annual National Institute for the Teaching of Psychology conference, St. Pete's Beach, FL.

Munzar, B., & Muis, K. R. (2019, April). *Reciprocal effects between control and epistemic emotions during elementary students' mathematics problem solving*. Poster presented at the Annual meeting of the American Educational Research Association, Toronto, ON.

Singh, C. A., Muis, K. R., & Di Leo, I. (2019, June). *The antecedents and consequences of social emotions during collaborative complex math problem solving*. Poster presented at the Bi-Annual Meeting of the Society for Applied Research in Memory and Cognition, Cape Cod, MA.

Vivian, J. A., & Muis, K. R. (2019, April). *The roles of attitudes, emotions, and refutation texts in conceptual change*. Poster presented at the Annual meeting of the American Educational Research Association, Toronto, ON.

Vivian, J. A. & Muis, K. R. (2019, August). *Epistemic beliefs moderate mediations among prior misconceptions, attitudes, and conceptual change*. In S. Siegel (Chair), *The role of attitudes and epistemic beliefs for learning and instruction*. Paper presented as part of symposium submitted to the European Association for Research on Learning and Instruction, Aachen, Germany.

2018

Chevrier, M., Muis, K. R., Vivian, J. A., Denton, C. A. (2018, August). *Moderating and mediating effects of attitudinal consistency and emotions on conceptual change*. Paper presented as part of symposium at the Annual meeting of the American Psychological Association, San Francisco, CA.

Losenno, K., Muis, K. R., Munzar, B., Psaradellis, C., Singh, C., Vivian, J. A., Di Leo, I., & Perry, N. E. (2018, April). *The roles of self-regulated learning and emotion regulation during mathematics problem solving*. Poster presented at the American Educational Research Association's Annual Conference, New York City, NY.

Losenno, K., Muis, K. R., Munzar, B., Psaradellis, C., Singh, C., Vivian, J. A., Di Leo, I., & Perry, N. E. (2018, August). *The relationships between emotion regulation and self-regulated learning during mathematics problem solving*. Poster presented at the American Psychological Association Annual Conference, San Francisco, CA.

Milman, E., Neimeyer, R., Fitzpatrick, M., MacKinnon, C. J., Muis, K. R., & Cohen, S. R. (2018, November). *Prolonged grief disorder following violent loss: The role of rumination and meaning making*. Paper presented at the Annual Meeting of the International Society for Traumatic Stress Studies, Washington, DC.

Milman, E., Neimeyer, R., Fitzpatrick, M., MacKinnon, C. J., Muis, K. R., & Cohen, S. R. (2018, November). *Self-regulatory processes associated with complicated grieving*. Paper presented at the Association of Behavioral and Cognitive Therapies Annual Convention, Washington, DC.

Munzar, B., Muis, K. R., Losenno, K., Vivian, J. A., Psaradellis, C., Singh, C., & Di Leo, I. (2018, April). *The antecedents and consequences of emotions during mathematics problem solving*. Poster presented at the American Educational Research Association's Annual Conference, New York City, NY.

Psaradellis, C., Muis, K.R., Smith, A.P., Lajoie, S.P., & Foy, A. (2018, April). *Enhancing complex mathematics problem solving through learning by teaching with a teachable agent*. Paper presented at the American Educational Research Association's Annual Conference, New York City, NY.

Vivian, J. A., Muis, K. R., Trevors, G., Pekrun, R., Sinatra, G. M., & Losenno, K. (2018, April). *The mediating effects of attitudes and epistemic beliefs on conceptual change*. Paper

presented at the American Educational Research Association's Annual Conference, New York City, NY.

2017

Foy, M. J., & Muis, K. R. (2017, January). *Guilty as charged! Putting psychological research on trial*. Paper presented at the National Association for Teaching of Psychology Conference, St. Petersburg, FL.

Muis, K. R., Pekrun, R., Sinatra, G. M., Trevors, G., Vivian, J., Losenno, K. & Munzar, B. (2017, August). *Main and moderator effects of refutation on value, epistemic emotions, and learning processes during knowledge revision*. Poster presented at the American Psychological Association Convention, Washington, DC.

Di Leo, I, Muis, K. R., & Singh, C. (2017, February). *Confusion, curiosity, frustration: Temporal dynamics of emotions during problem solving*. Paper presented at the National Association of School Psychologists Annual Conference, San Antonio, TX.

Di Leo, I., Muis, K. R., & Singh, C. (2017, April). *The sequencing of epistemic and achievement emotions during mathematics problem-solving*. Paper presented at the American Educational Research Association Annual Conference, San Antonio, TX.

Muis, K. R., Tsuda, A., & Singh, C. (2017, August). *The anti-vaccination debate: A cross-cultural exploration of emotions and epistemic thinking*. Paper presented as part of symposium at the American Psychological Association Annual Convention, Washington, DC.

Psaradellis, C., Muis, K. R., Di Leo, I., & Lajoie, S. P. (2017, April). *The benefits of learning by actually teaching during complex mathematics problem solving*. Paper presented at the American Educational Research Association Annual Conference, San Antonio, TX.

Reztiskaya, A., Bråten, I., Muis, K. R. (2017, August). *Professional development in dialogic teaching: The role of epistemic cognition*. In L. Brownlee (Chair), Teachers' epistemic cognition for professional practice: a focus on reflection and reflexivity. Paper presented as part of symposium conducted at the meeting of the European Association for Research on Learning, Tampere, Finland.

Singh, C. A., Muis, K. R., Vivian, J., & Losenno, K. (2017, August). *The role of social emotions and co-regulation of learning during complex mathematics problem solving*. Paper presented at the American Psychological Association Annual Convention, Washington, DC.

Thacker, I. E., Muis, K. R., Danielson, R. W., Sinatra G. M., Pekrun, R., Winne, P. H., Chevrier, M. (2017, April). *The Influence of Attitudes and Emotions in Learning from Multiple Texts*. Poster presented to the Annual meeting of the American Educational Research Association, San Antonio, USA.

Thacker, I. E., Muis, K. R., Danielson, R. W., Sinatra G. M., Pekrun, R., Winne, P.H., Chevrier, M. (2017, August). *Changing attitudes through conceptual change*. Poster presented to the European Association for Research on Learning and Instruction, Tampere, Finland.

Trevors, G., Muis, K. R., Pekrun, R., Sinatra, G., & Winne, P. H. (2017, April). *Effects of counter-attitudinal refutations of a controversial topic on post-intervention learning and motivated reasoning*. Paper presented at the Annual meeting of the American Educational Research Association, San Antonio, USA.

2016

Chevrier, M., Muis, K. R., Trevors, G., Psaradellis, C., Di Leo I., & Singh, C. (2016, August). *Epistemic emotions mediate relations between epistemic beliefs and learning strategies*. Poster presenter at the annual convention of the American Psychological Association, Denver, CO.

Tedone, E., Muis, K. R., & Sladeczek, I. (2016, August). *A social emotional program for students with speech and language exceptionalities: A psychoeducational approach*. Paper presented at the Annual World Congress on Special Needs Education, Philadelphia, PA.

Muis, K. R., & Foy, M. J. (2016, January). *Constructivist pedagogy for epistemic change*. Poster presented at the National Institute for the Teaching of Psychology, St. Petersburg, FL.

2015

Chevrier, M., Muis, K. R., & Di Leo, I. (April, 2015). *Interactions between assessment and epistemic beliefs: Effects on self-regulated learning and outcomes*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Chevrier, M., Trevors, G. J., Muis, K. R., Psaradellis, C., & Di Leo, I. (August, 2015). *Tapping into relations between epistemic beliefs and emotions when reading contradictory information*. In K.R. Muis & K. Iordanou (Chairs) Epistemic emotions: Examining antecedents and consequences when processing controversial information. Paper presented as part of symposium presented at the biennial meeting of the European Association for Research on Learning and Instruction, Limassol, Cyprus.

Danielson, R. W., Sinatra, G. M., Muis, K. R., & Pekrun, R. (April, 2015). *The influence of epistemic beliefs and emotions in learning from multiple texts*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Di Leo, I., & Muis, K. R. (February, 2015). *The role of confusion in mathematics problem solving*. Poster presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.

Di Leo, I., & Muis, K. R. (August, 2015). *Confusion and math problem solving in elementary school students*. Poster presented at the biennial conference of the European Association for Research in Learning and Instruction (EARLI), Limassol, Cyprus.

Duffy, M. C., Muis, K. R., & Foy, M. (August, 2015). *Pre-service teachers' epistemic beliefs: Does constructivist pedagogy lead to belief change?* Paper presented at the biennial conference of the European Association for Research in Learning and Instruction (EARLI), Limassol, Cyprus.

Derian-Toth, M., Muis, K. R., & Tressel, T. (April, 2015). *Communicating educational research to teachers through features of social media and modeling on a blogging platform*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Iordanou, K., & Muis, K. (August, 2015). *Examining antecedents and consequences when processing controversial information*. In K.R. Muis & K. Iordanou (Chairs) Epistemic emotions: Examining antecedents and consequences when processing controversial information.

Meier, E., Pekrun, R., Stegmann, K., Muis, K. R., Sinatra, G. M. (April, 2015). *Boredom as an epistemic emotion*. Paper presented as part of a symposium at the annual meeting of the American Educational Research Association, Chicago, IL.

Muis, K. R., Psaradellis, C., Lajoie, S. P., Di Leo, I., Chevrier, M. (June, 2015). *The role of emotions in self-regulated learning during complex mathematics problem solving*. Paper presented at the Annual conference of the Society for Applied Research in Memory and Cognition.

Muis, K. R., Chevrier, M., Trevors, G., Di Leo, I., & Psaradellis, C. (June, 2015). *The curious case of climate change: The role of epistemic emotions and epistemic cognition when learning contradictory content*. Paper presented at the annual meeting of the Society for Applied Research in Memory and Cognition, Victoria, BC.

Mukhtar, F., Elizov, M., & Muis, K. R. (April, 2015). *Improving residents' use of self-regulated learning strategies: Can it be done?* Paper presented at the annual meeting of the Canadian Conference on Medical Education, Vancouver, BC.

Szollozy, R., Muis, K. R., & Roberts, C. (January, 2015). *Teaching mathematics problem solving skills with tablet apps*. Paper presented at the annual meeting of the Florida Education Technology Conference, Orlando, FL.

Trevors, G., Chevrier, M., Muis, K. R., Pekrun, R., Sinatra, G., & Poitras, E. (2015, August). *Validating text-mining software to study the effects of epistemic beliefs and epistemic emotions*. Paper presented at the Biennial Meeting of the European Association for Research on Learning and Instruction (EARLI), Limassol, Cyprus.

Trevors, G., Muis, K. R., Pekrun, R., Sinatra, G., & Winne, P. H. (2015, July). *Interactions between self-concept and refutational texts on emotions and learning*. Paper presented at the 25th Annual Meeting of the Society of Text & Discourse, Minneapolis, USA.

2014

Chevrier, M., Muis, K. R., Psaradellis, C., Derian-Toth, M. A., Di Leo, I., & Hojabri, S. (August, 2014). *Epistemic beliefs and assessment practices: Effects on learning processes and academic achievement*. Poster presented at the American Psychological Association Annual Convention, Washington, DC.

Chevrier, M., & Muis, K. R. (May, 2014). *Interactions between epistemic beliefs and assessment practices: Effects on self-regulated learning and learning outcomes*. Poster presented at the annual meeting of the Canadian Society for the Study of Education, St. Catharines, ON.

Chevrier, M., Trevors, G. J., Muis, K. R., Psaradellis, C., & Di Leo, I. (March, 2014). *Relations between epistemic emotions and self-regulation when reading contradictory texts*. Paper presented at the Annual Conference of the McGill's Education Graduate Student Society, Montreal, QC.

Kendeou, P., Iordanou, K., & Muis, K. R. (August, 2014). *Epistemic cognition and reading comprehension*. Paper presented at the Biennial Meeting of the European Association for Research on Learning and Instruction (EARLI) Comprehension of Text and Graphics SIG, Rotterdam, The Netherlands.

Muis, K. R., Psaradellis, C., Chevrier, M., Derian-Toth, M., Di Leo, I., Hojabri, S., & Lajoie, S. P. (February, 2014). *Learning by teaching in technology-rich learning environments: The case for mathematics problem solving*. Paper presented at the annual meeting of the Leadership Committee for English Education in Quebec, Laval, QC.

Muis, K. R., & Pekrun, R. (April, 2014). *Epistemic emotions: Their role in self-regulated learning and learning outcomes*. Chair of symposium, presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Muis, K. R., Pekrun, R., Sinatra, G., Azevedo, R., Trevors, G., Meier, E., & Heddy, B. (April, 2014). *The curious case of climate change: Epistemic emotions mediate relations between epistemic beliefs, learning strategies and learning outcomes*. In K. R. Muis & R. Pekrun (Chairs) symposium, *The curious case of climate change: Epistemic emotions mediate relations between epistemic beliefs, learning strategies and learning outcomes*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Psaradellis, C., Muis, K. R., Lajoie, S. P., Chevrier, M., & Derian-Toth, M. (April, 2014). *The role of epistemic emotions in mathematics problem solving*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Psaradellis, C., Muis, K. R., Lajoie, S. P., Chevrier, M., & Derian-Toth, M. (April, 2014). *Comparing motivation, emotions, self-regulated learning, and achievement when learning for learning versus learning by teaching*. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Psaradellis, C., Muis, K.R., Lajoie, S. P., Chevrier, M., & Derian-Toth, M. (May, 2014). *Comparing motivation, emotions, self-regulated learning, and achievement when learning by teaching*. Poster presented at the LEADS Annual Conference, Montreal, QC.

Psaradellis, C., Muis, K. R., Lajoie, S. P., Chevrier, M., Derian-Toth, M., Di Leo, I., & Hojabri, S. (August, 2014). *Learning by teaching versus learning for learning in a technology-rich learning environment*. Poster presented at the American Psychological Association Annual Convention, Washington, DC.

Trevors, G., Muis, K. R., Pekrun, R., Sinatra, G., & Poitras, E. (August, 2014). *Epistemic beliefs and emotions predict the source of information recalled from multiple conflicting texts*. Paper presented at the Biennial Meeting of the European Association for Research on Learning and Instruction (EARLI) Comprehension of Text and Graphics SIG, Rotterdam, The Netherlands.

2013

Duffy, M. C., & Muis, K. R. (April, 2013). *Fostering epistemic change: The effect of constructivist pedagogy on students' beliefs, learning strategies and achievement*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Iordanou, K., Kendeou, P., & Muis, K. R. (June, 2013). *Epistemological understanding and metacognitive processing in science and social domains*. Paper presented at the annual meeting of the Jean Piaget Society, Chicago, IL.

Meier, E., Pekrun, R., Muis, K. R., Sinatra, G. M., & Azevedo, R. (April, 2013). *The role of epistemic emotions in self-regulated learning*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Meier, E., Pekrun, R., Muis, K. R., Sinatra, G. M., & Azevedo, R. (August, 2013). *Epistemic emotions and learning strategies*. Poster presented at the annual meeting of the European Association for Learning and Instruction, Munich, Germany.

Muis, K. R., Tellier, A., Ranellucci, J., Trevors, G., Duffy, M. C., Chevrier, M., Psaradellis, C., & Derian-Toth, M. (April, 2013). *Comparing iApples to oranges: The effects of TREs versus traditional tools on Kindergarten students' emotions, motivation, and learning*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Sampasivam, L., Hall, N., & Muis, K. R. (June, 2013). *Achievement goals and emotions: Cognitive appraisals and emotion regulation as mediating variables*. Poster presented at the annual meeting of the Canadian Psychological Association, Quebec City, QC.

2012

Duffy, M., Muis, K., & Azevedo, R. (2012, June). *There's more to a great paper than a great idea: Examining relations between epistemic beliefs, achievement goals, and writing strategies*. Poster presented at the Canadian Psychological Association Annual Convention, Halifax, NS.

Duffy, M., Muis, K., & Azevedo, R. (2012, May). *Beliefs and motives behind the paper: Examining relations between epistemic beliefs, achievement goals, and writing strategies*. Paper presented at the Canadian Society for the Study of Education Annual Conference, Waterloo, ON.

Duffy, M., Azevedo, R., & Muis, K. (2012, May). *Getting lost in a great idea: Why mastery students may jeopardize their performance on writing assignments*. Paper presented at the

Canadian Association for the Study of Discourse and Writing Annual Conference, Waterloo, ON.

Greene, J., Muis, K. R., & Pieschl, S. (2012 April). *The role of epistemic beliefs in students' self-regulated learning with computer-based learning environments: Conceptual and methodological issues*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

Muis, K. R. (2012, April). *Conceptual and methodological issues and advances in research on epistemic beliefs*. Chair of symposium presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

Muis, K. R., Duffy, M., Foy, M. J., Trevors, G., Ranellucci, J., Gierus, B., & Wang, X. (2012, April). *Examining the nature and validity of epistemic beliefs using cognitive interviewing*. In K.R. Muis (Chair), *Conceptual and methodological issues and advances in research on epistemic beliefs*. Paper presented as part of symposium at the annual meeting of the American Educational Research Association, Vancouver, BC.

Muis, K. R., Foy, M. J., Duffy, M., Trevors, G., Ranellucci, J., Wang, X., & Gierus, B. (2012, April). *Testing the TIDE: Relations between teachers' and students' epistemic beliefs across high school, college, and university*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

Sampasivam, L. Hall, N. C., & Muis, K. R. (2012, July). *Mediator and moderator effects in the link between achievement goals and emotions*. Paper presented at the International School Psychology Association (ISPA). Montreal, QC.

Trevors, G., & Muis, K. R. (2012, April). *Text-based conceptual change on an ontologically misclassified biological evolution conception*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

2011

Ranellucci, J., Muis, K. R., Duffy, M., Wang, X., & Franco, G. M. (August, 2011). *Assessing the utility of achievement goals in the Cognitive Restructuring of Knowledge Model of conceptual change*. Paper presented at the bi-annual European Association for Research on Learning and Instruction, Exeter, UK.

Muis, K. R., Franco, G. M., Ranellucci, J., Wang, X., Duffy, M., & Sampasivam, L. (April, 2011). *Challenging Muis' consistency hypothesis: The role of knowledge representations*. Poster presented at the American Educational Research Association, New Orleans, LA.

Muis, K. R., & Gierus, B. (April, 2011). *Testing the TIDE: Differences across knowledge representations in physics*. Paper presented at the American Educational Research Association, New Orleans, LA.

Ranellucci, J., Muis, K. R., Duffy, M., Wang, X., Sampasivam, L. & Franco, G. M. (April, 2011). *To master or perform? Exploring relations between achievement goals and conceptual change learning*. Paper presented at the American Educational Research Association, New Orleans, LA.

Wang, X., Hou, D., Aulls, M., & Muis, K. R. (June, 2011). *Profile analysis of epistemic beliefs: An examination of students from different domains and students of different levels of self-efficacy for learning*. Paper presented at the Canadian Psychological Association's Annual Convention, Toronto, ON.

2010

Johnson, M., Muis, K. R., & Edwards, O. V. (2010). *Growth trajectories of task-value and self-efficacy across an academic semester*. Poster presented at the bi-annual International Conference on Motivation, Porto, Portugal.

Muis, K. R. (2010). *A synthesis of theoretical and empirical research on metacognitive monitoring: Past, present, and future research*. Chair and discussant for symposium presented at the annual American Educational Research Association, Denver, CO.

2009

Cohen, L. & Muis, K. R. (2009, May). *The influence of epistemic profiles and achievement motivation on problem-solving in math and English undergraduates*. Paper presented at the Annual Meeting of the Society for the Study of Motivation, San Francisco.

Franco, G., Muis, K. R., & Winne, P. H., Ranellucci, J., Nussbaumer, D. & Sampasivam, L. (2009, August). *The development of a context-specific epistemic beliefs instrument: A validation study*. Paper presented at the American Psychological Association, Toronto.

Muis, K. R. (2009, May). *Examining mathematics learning across the lifespan*. Paper presented at the Annual conference of the Canadian Society for the Study of Education, Ottawa.

Muis, K. R. (2009, May). *From task understanding to understanding feedback: Unravelling SRL*. Paper presented at the Annual conference of the Canadian Society for the Study of Education, Ottawa.

Muis, K. R. & Franco, G. M. (2009, August). *Examining variations in epistemic beliefs across conceptual and procedural knowledge in statistics*. Paper presented at the European Association for Research on Learning and Instruction, Amsterdam.

Muis, K. R., Nussbaumer, D., Franco, G. M., Crippen, K., & Ranelluci, J. (2009, May). *An achievement motivation intervention in chemistry classes*. Paper presented at the Canadian Society for the Study of Education, Ottawa.

Muis, K. R. & Winne, P. H. (2009, August). *Measuring self-regulated learning: Assessing the validity of three popular self-report inventories*. Paper presented at the European Association for Research on Learning and Instruction, Amsterdam.

Ranellucci, Muis, K. R., Franco, G. M., Sampasivam, L., & Crippen, K. (2009, November) *Increasing academic performance and retention in undergraduate science students: An achievement motivation intervention*. Paper presented at the bi-annual meeting of the Southwestern Consortium for Innovative Psychology in Education, Las Vegas, Nevada.

Sampasivam, L. & Muis, K. (2009, August). *Achievement goals, performance feedback and affect: A cross-cultural comparison*. Paper presented at the American Psychological Association, Toronto.

2008

Edwards, O., & Muis, K. R. (2008, April). *The stability of achievement goal orientations*. Paper presented at the American Educational Research Association, New York.

Kendeou, P., Fulton, S., Muis, K. R., & Franco, G. (2008, May). *The role of epistemic beliefs and text structure on readers' cognitive processes*. Paper presented at the Annual Convention of the Association for Psychological Science, Chicago, IL.

Kendeou, P., & Muis, K. R. (2008, August). *Cognitive processing of refutation texts: The effects of readers' epistemic beliefs*. Paper presented at EARLI's (SIG) International Conference on Conceptual Change.

Muis, K. R., Crippen, K., & Biesinger, K. (2008, August). *Scaffolding motivation through the use of worked examples*. Paper presented at EARLI's (SIG) International Conference on Motivation, Turku.

Muis, K. R. & Foy, M. J. (2008, May). *The effects of teachers' beliefs on elementary students' beliefs, motivation, and achievement in mathematics*. Paper presented at the Canadian Society for the Study of Education, Vancouver.

Muis, K. R., & Franco, G. (2008, April). *Epistemic profiles and self-regulated learning: Support for the consistency hypothesis*. Paper presented at the American Educational Research Association, New York.

Muis, K. R., Foy, M. J. & Franco, G. (2008, April). *Setting the standards: The role that epistemic beliefs play in self-regulated learning*. Paper presented at the American Educational Research Association, New York.

Ranellucci, J., Nussbaumer, D., Franco, G., Muis, K. R., & Crippen, K. (2008, August). *An achievement goal intervention in undergraduate mathematics and chemistry classes*. Paper presented at the Annual Meeting of the American Psychological Association, Boston.

2007

Foy, M. J., & Muis, K. R. (2007, August). *The multilevel effects of teachers' epistemic beliefs on student achievement*. Paper presented at the American Psychological Association, San Francisco.

Muis, K. R. (2007, November). *Epistemology, self-regulation, and text processing: Bridging ideas*. Paper presented at the Southwest Consortium for Innovative Psychology in Education, Phoenix.

Muis, K. R. (2007, November). *Knowledge Restructuring*. Featured participant at the Southwest Consortium for Innovative Psychology in Education, Phoenix.

Muis, K. R. (2007, August). *Assessing the stability of achievement goals across contexts*. Paper presented at the American Psychological Association, San Francisco.

Muis, K. R. (2007, August). *Examining variations in epistemic beliefs across knowledge representations in statistics*. Paper presented at the American Psychological Association, San Francisco.

Muis, K. R. (2007, April). *The three faces of self: Cultural considerations in mathematics Learning*. Paper presented at the American Educational Research Association, Chicago.

Muis, K. R., & Sinatra, G. M. (2007, April). Culture and epistemic beliefs: Examining differences across two similar countries. In M. Schommer-Aikins (Chair), *Epistemological Beliefs and Their Relationship to Motivation and Study Strategies Between and Within Cultures*. Paper presented as part of symposium presented at the annual meeting of the American Educational Research Association, Chicago.

2006

Edwards, O. V., Muis, K. R., & Winne, P. H. (November, 2005). *Alternative psychometrics for assessing achievement goal orientation: A Rasch analysis*. Southwest Consortium for Innovative Psychology in Education, Las Vegas.

Hartzell, S. A., Muis, K. R., & Nadelson, L. (2006). *Pre-service teachers' belief adherence to constructivist theory*. Paper presented at the American Educational Research Association, San Francisco.

Muis, K. R. (April, 2005). Capturing approaches to knowing and justifications of beliefs using a think aloud protocol. In L. D. Bendixen (Chair), *Innovations in Measuring Personal Epistemology*. Paper presented as part of symposium conducted at the American Educational Research Association, Montreal.

Muis, K. R., Falba, C., & Davis, T. (2006). *Knowing mathematics: Field test results for the Clark County School District*. Paper presented at the American Educational Research Association, San Francisco.

Muis, K. R., & Nadelson, L. (August, 2005). *Epistemic styles and mathematics problem solving: Examining relations in the context of self-regulated learning*. Paper presented at the American Psychological Association, Washington D.C.

2004

Jamieson-Noel, D. L., Muis, K. R., & Winne, P. H. (April, 2004). *Factors students consider when responding to self-report questionnaires about self-regulated learning*. Poster presented at the American Educational Research Association, San Diego.

Jamieson-Noel, D. L., Muis, K. R., & Winne, P. H. (July, 2004). *Comparing methodologies to investigate self-regulated learning*. Poster presented at the American Psychological Association, Honolulu.

Muis, K. R. (April, 2004). *Personal epistemology and mathematics: A critical review and synthesis of research*. Poster presented at the American Educational Research Association, San Diego.

Muis, K. R., & Winne, P. H. (July, 2004). *A Rasch measurement model analysis of the achievement goal questionnaire*. Poster presented at the American Psychological Association, Honolulu.

Muis, K. R., Winne, P. H., & Jamieson-Noel, D. L. (April, 2004). *A multitrait-multimethod study of three self-regulated learning inventories*. Poster presented at the American Educational Research Association, San Diego.

Winne, P. H., Muis, K. R., & Jamieson-Noel, D. L. (July, 2004). *Relationships among goal orientation, calibration bias and performance in response to successive feedback in an undergraduate course*. Poster presented at the American Psychological Association, Honolulu.

2003

Jamieson-Noel, D. L., Muis, K. R., & Winne, P. H. (2003). *Goal orientation and study tactics: Patterns in how students approach studying*. Poster presented at the American Psychological Association, Toronto.

Winne, P. H., & Muis, K. R. (2003). *Can statistical estimates replace students' judgments about knowledge in calibration of achievement?* Poster presented at the American Educational Research Association, Chicago.

Winne, P. H., Muis, K. R., & Jamieson-Noel, D. L. (2003). *The stability of goal orientation as a function of feedback and calibration of achievement in a multi-assignment undergraduate course*. Poster presented at the American Psychological Association, Toronto.

2002

Jamieson-Noel, D. L., Winne, P. H., & Muis, K. R. (2002a). *Calibration of self-reports about study tactics and achievement*. Poster presented at the American Educational Research Association, New Orleans.

Jamieson-Noel, D. L., Winne, P. H., & Muis, K. R. (2002b). *Review after studying: How is it done? How does it affect achievement?* Poster presented at the American Educational Research Association, New Orleans.

Jamieson-Noel, D. L., Winne, P. H., & Muis, K. R. (2002c). *Comparing self-reports about studying, actual studying behavior, and achievement*. Poster presented at the American Psychological Association, Chicago.

Muis, K. R., Jamieson-Noel, D. L., & Winne, P. H. (2002). *A multitrait-multimethod study of three self-regulated learning inventories*. Poster presented at the American Psychological Association, Chicago.

Muis, K. R., & Liljedahl, P. (2002). *Math anxiety: Changing teacher self-efficacy through the affective domain*. Paper presented at the Education Without Borders Symposium, Simon Fraser University, Burnaby, B.C.

Muis, K. R., Walsh, J. W., & Jamieson-Noel, D. L. (2002). *The multilevel effects of self-efficacy on students' mathematics achievement*. Paper presented at the B.C. Ministry of Education Research Association, Vancouver.

Winne, P. H., Jamieson-Noel, D. L., & Muis, K. R. (2002). *Calibration of self-reports about study tactics and achievement*. Poster presented at the American Psychological Association, Chicago.

Winne, P. H., Jamieson-Noel, D. L., & Muis, K. R. (2002). Methodological issues and advances in researching tactics, strategies, and self-regulated learning. In S. L. Yu (Chair), *Advances in Methodological and Measurement Issues in Motivation*. Paper presented as part of symposium conducted at the American Educational Research Association, New Orleans.

1999

Muis, K. R., & Kadlec, H. (1999). *Pattern masking and visual perception: Assessing the effects of a structure and noise mask using the general recognition theory*. Paper presented at the Canadian Society for Brain, Behaviour, and Cognitive Science, Edmonton.

L. Internships

2001 \$10,000. Title: "The Short-Term and Long-Term Effects of Middle Schools on Academic Achievement." Internship from the B.C. Ministry of Education.

M. Technical Reports

Muis, K. R. (2005). *Knowing Mathematics: Field Test Results for the Clark County School District. Final Report*. Report for the Clark County School District.

Muis, K. R. (2002). *Guide to Using Ministry of Education Data*. Report for the Policy, Planning and Research Branch, B.C. Ministry of Education.

Muis, K. R., & McRae, P. (2002). *Data Dictionary*. Report for the Policy, Planning and Research Branch, B.C. Ministry of Education.

N. Curriculum Materials

Winne, P. H., & Muis, K. R. (2003). *Education 325 – Assessment for classroom teaching. Directed independent studies course*. Burnaby, B.C.: SFU.

O. Editor/Associate Editor

2025-2029 Editor, *Educational Psychologist*
2020-2025 Associate Editor, *Journal of Educational Psychology*
2009-2015 Associate Editor, *Contemporary Educational Psychology*

P. Editorial Board Memberships

2015-2024	Educational Psychologist
2015-now	Contemporary Educational Psychology
2014-2019	Journal of Educational Psychology
2026-now	Journal of Educational Psychology
2011-now	Metacognition and Learning
2007-2011	American Educational Research Journal
2006-2009	Contemporary Educational Psychology
2006-now	Journal of Experimental Education

Q. Ad Hoc Reviewer

2026-now	Educational Psychology Review
2011-now	Cognition and Instruction
2008-2011	Metacognition and Learning
2007-now	Learning and Individual Differences
2007-now	Journal of Applied Research on Learning
2007-now	Child Development Perspectives
2007-now	Canadian Journal of Education
2006-now	Review of Educational Research
2005-now	Teaching and Teacher Education
2005-2015	Educational Psychologist
2005-now	Journal of Instructional Science
2005-now	Journal of Science Education and Technology
2005-now	Asia Pacific Educational Review
2005-now	Journal of Educational Computing Research
2004-2014	Journal of Educational Psychology
2002-now	British Journal of Educational Psychology

R. Media Coverage

- 2026 Global News, *How Montreal Researchers are Helping Kids Identify Fake Information*, <https://globalnews.ca/news/11857559/montreal-researchers-helping-kids-information-online/>
- 2026 CJAD 800 AM, The Andrew Carter Morning Show, *Teaching Elementary Students Digital Literacy Skills*, <https://www.youtube.com/watch?v=AXYefJkf6f4>
- 2024 The Tribune *The Power of Persuasion for Driving Vaccination against COVID-19* <https://www.thetribune.ca/sci-tech/the-power-of-persuasion-for-driving-vaccination-against-covid-19-05112024/>
- 2024 Education Week *Young Students Gravitate to Math. How Teachers can Build on that Curiosity*. <https://www.edweek.org/teaching-learning/young-students-gravitate-to-math-how-teachers-can-build-on-that-curiosity/2024/05>
- 2024 CBC News *Deepfakes and Math* <https://www.cbc.ca/news/canada/ai-deepfake-tiktok-1.7157571>

2014 The Globe and Mail *Active Learning in the Classrooms*
<https://www.theglobeandmail.com/life/parenting/back-to-school/fresh-approaches-foster-smarter-students/article20081549/>

2013 CTV News *Active Learning in the Classrooms* (Television Broadcast)

2013 CJAD 800 *Learning by Teaching* (Radio Broadcast)

VI. SERVICE

A. International

2022-current *Member*, Publications Committee, American Psychological Association, Division 15

2015-2025 *Member*, Richard E. Snow Award for Early Career Contributions, Division 15 of the American Psychological Association.

2014-2016 *Chair*, Division C Program Chair 2016 for the American Educational Research Association, USA.

2012-current *Mentor*, Division C New Faculty Mentor for the American Educational Research Association, USA.

2010-current *Mentor*, Division C Graduate Student Mentor for the American Educational Research Association, USA.

2010-2011 *Co-Chair*, Division C (Section 5) Program Committee for the 2011 Annual Meeting of the American Educational Research Association, USA.

B. National

2018-current *Insight Grant Reviewer*, Social Sciences and Humanities Research Council of Canada.

2003-2004 *Student Member*, Degree Quality Assessment Board, Ministry of Advanced Education, British Columbia.

2002-2003 *Student Member*, Degree Programs Review Committee, Ministry of Advanced Education, British Columbia.

C. University/Faculty/Departmental Service

2025 *Member*, Selection Committee for the Canada Research Chair (Tier I and Tier II) for First Nations, Inuit, and Métis, McGill University

2024 *Member*, Department of Educational and Counselling Psychology, Hiring Committee for Graduate Program Administrator

2022-current	<i>Member</i> , Department of Educational and Counselling Psychology, Departmental Tenure Committee
2022-current	<i>Member</i> , Faculty of Education Tenure Committee, McGill University
2022-current	<i>Member</i> , University Tenure Committee, McGill University
2021-current	<i>Member</i> , Senate Review Committee for Full Professor, McGill University
2022-2024	<i>Member</i> , Standing Internal Review Committee, Social Sciences and Humanities Research Council, Canada Research Chair
2021-2023	<i>Member</i> , Department of Educational and Counselling Psychology Fellowships Committee, McGill University.
2018-2019	<i>Member</i> , Department of Educational and Counselling Psychology Search Committee for Learning Sciences Position, McGill University.
2018-2019	<i>Member</i> , Social Sciences and Humanities Research Council Review Committee for Graduate Fellowships, McGill University.
2015-2019	<i>Member</i> , University Tenure Committee, McGill University.
2015-2023	<i>Chair</i> , Department of Educational and Counselling Psychology Statistics and Research Methods Review Committee, McGill University.
2014-2017	<i>Chair</i> , Department of Educational and Counselling Psychology Fellowships Committee, McGill University.
2012-2013	<i>Member</i> , Faculty of Education Graduate Program Review Committee, McGill University.
2009-2012	<i>Member</i> , Social Sciences and Humanities Research Council Internal Subcommittee Grant Review Board, McGill University.
2010-2011	<i>Member</i> , Subcommittee on Undergraduate Student Advising, McGill University.
2010	<i>Member</i> , Department of Educational and Counselling Psychology Search Committee for the Learning Sciences Position, McGill University.
2010	<i>Member</i> , Department of Integrated Studies in Education, Advisory Committee for a Chair in DISE, McGill University.
2010	<i>Presenter</i> , Mini EdPsych Lecture Series, Department of Educational and Counselling Psychology, McGill University.
2009-2011	<i>Member</i> , Faculty of Education Library Advisory Committee, McGill University.

- 2009-2010 *Member*, Social Sciences and Humanities Research Council Review Committee for Graduate Fellowships, McGill University.
- 2008 *Presenter*, Mini EdPsych Lecture Series, Department of Educational and Counselling Psychology, McGill University.
- 2006-2007 *Member*, Department of Educational Psychology Search Committee, UNLV.
- 2005-2006 *Member*, College of Education (COE) Graduate Studies Committee, UNLV.
- 2005-2006 *Member*, UNLV International Students and Scholars Advisory Council, UNLV.
- 2004-2005 *Member*, COE Ad Hoc Strategic Planning Committee, UNLV.
- 2004-2005 *Member*, Merit Criteria Committee, UNLV.
- 2002-2003 *Student Member*, Research Ethics Board, SFU.
- 2001-2002 *Co-Chair*, Education Graduate Student Association, SFU.
- 2001-2002 *Student Member*, Faculty of Education Graduate Programs Committee, SFU.
- 2001-2002 *Student Member*, Assessment Committee for New Graduate Programs, SFU.
- 2001-2002 *Student Member*, Faculty of Education Dean Search Committee, SFU.
- 2000-2001 *Student Member*, Senate Graduate Studies Committee, SFU.

D. Educational Workshops Conducted

- 2025 Muis, K. R., & Chen, J. (2025). *The art of writing theory: Educational Psychologist*. Workshop conducted at the annual meeting of the American Educational Research Association, Denver, CO.
- 2020 Muis, K. R., Munzar, B., Sparkes, R., & Harwood, N. (April, 2020). *Supporting elementary students' self-regulation in school*. Workshop conducted at the University of British Columbia, Vancouver, BC.
- 2018 Muis, K. R., Munzar, B., & Losenno, K. (August, 2018). *Using think alouds to capture self-regulatory processes with elementary school students*. Workshop conducted at the Special Interest Group Meeting for Metacognition at the European Association for Research on Learning and Instruction, Zurich, Switzerland.
- 2017 Szollosy, R., & Muis, K. R. (August, 2017). *Teaching mathematics problem solving skills with technology*. Workshop conducted in conjunction with Collège Amélioration Jeunesse/Youth Upliftment International, Dominican Republic.
- 2016 Muis, K. R. (May, 2016). *Motivating the unmotivated*. Workshop conducted at Vanguard School, Montreal, QC.

- 2016 Szollosy, R., & Muis, K. R. (July, 2016). *Teaching mathematics problem solving skills with technology: Learning by teaching*. Workshop conducted in conjunction with Collège Amélioration Jeunesse/Youth Upliftment International, Dominican Republic.
- 2015 Szollosy, R., & Muis, K. R. (August, 2015). *Teaching mathematics problem solving skills with technology: Learning by teaching*. Workshop conducted in conjunction with Collège Amélioration Jeunesse/Youth Upliftment International, Dominican Republic.
- 2015 Szollosy, R., & Muis, K. R. (April, 2015). *Teaching mathematics problem solving skills with technology: Learning by teaching*. Workshop conducted for Quebec Provincial Association of Teachers, Quebec, QC.
- 2015 Szollosy, R. & Muis, K. R. (April, 2015). *Teaching with tablet apps*. Workshop hosted by Apple Education, at the iMac Store in downtown Montreal, QC.
- 2015 Szollosy, R., & Muis, K. R. (February, 2015). *Teaching mathematics problem solving skills with technology: Learning by teaching*. Workshop conducted at the Lester B. Pearson School Board, Montreal QC.
- 2015 Szollosy, R., & Muis, K. R. (February, 2015). *Teaching mathematics problem solving skills with technology: Learning by teaching*. Workshop conducted at the Educational Technology conference, Toronto, ON.
- 2015 Szollosy, R., Muis, K. R., & Roberts, C. (January, 2015). *Teaching mathematics problem solving skills with tablet apps*. Workshop conducted at the annual meeting of the Florida Education Technology Conference, Orlando, FL.
- 2014 Muis, K. R., Szollosy, R., Roberts, C., & Lajoie, S. P. (February, 2014). *Learning by teaching in technology-rich learning environments: The case for mathematics problem solving*. Workshop conducted at the annual meeting of the Leadership Committee for English Education in Quebec, Laval, QC.
- 2010 Muis, K. R. (2010). *When shall we three meet again? Balancing goals for work, home, and life*. Symposium presented at the American Educational Research Association, Denver, CO.
- 2009 Muis, K. R., (2009). *It's about time! Finding your path to success in reading, writing, and research*. Symposium presented at the American Educational Research Association, New York.
- 2009 Muis, K. R. (2009). *Hierarchical Linear Modeling*. Conducted at McGill University, Montreal, QC.
- 2008 Muis, K. R. (2008). *Publish. Don't perish. Self-regulate your way to tenure*. Symposium presented at the American Educational Research Association, New York.
- 2000 Muis, K. R. (2000). *Hierarchical Linear Modeling*. Conducted at B.C. Ministry of

Education, Victoria.

VII. STUDENT SUPERVISION

A. Chair of Committee – In Progress at McGill University

PhD

Li, S. PhD Student. Writing dissertation proposal.

Wu, M. PhD. Student. Writing dissertation proposal.

Kohatsu M. PhD Student. Writing comprehensive exam.

Bowen, S. PhD student. Writing comprehensive exam.

Dogra, B. PhD Student. Completing coursework.

Masters

Kisil, C. MA Student. Thesis passed. Finalizing last edits.

Monnet, R. MA Student. Thesis passed. Finalizing last edits.

Supervision of Graduate Student Research Trainees

Graf, E. PhD Student. University of Vienna (3 months, 09/01/2022 to 12/01/2022)

B. Member of Committee – In Progress at McGill University

Pearson, H. PhD Student. Defending July 2026.

Josiah, Y. PhD Student. Collecting data.

Grewal, K. PhD Student. Writing dissertation.

Song, Y. PhD Student. Preparing dissertation proposal.

Hunter, J. PhD Student. Collecting data.

Xu, L. PhD Student. Developing proposal.

Johnson, C. PhD Student. Completing comprehensive exam.

Zhang, Y. PhD Student. Preparing dissertation proposal.

C. Chair of Committee – Completed

PhD (12)

Etoubashi, N. (2025). PhD. Recipient. Title: *Addressing Islamophobia in Quebec: The need to centre lived experiences and correct harmful misconceptions*. McGill University.

Losenno, K. M. (2023). PhD Recipient. Title: *Supporting self-regulation in classrooms: The roles of emotion regulation, self-regulated learning and instruction*. McGill University.

Singh, C. A. (2023). PhD Recipient. Title: *Exploring the role of affect on conditions*

and processes in the integrated model of socially shared regulation of learning.

- Denton-Hurlbut, C. (2021). PhD Recipient. Title: *Crit: A mixed methods examination of epistemic cognition during source evaluations*. McGill University.
- Chevrier, M. (2019). PhD Recipient. Title: *Learning and thinking about socio-scientific issues: A multi-study examination of the role of epistemic emotions in epistemic cognition*. McGill University.
- Di Leo, I. (2019). PhD Recipient. Title: *The role and sequencing of academic emotions during mathematics problem solving among elementary students*. McGill University.
- Trevors, G. (2015). PhD recipient. Title: *Controversial science knowledge: A multistudy examination of how epistemic cognition relates to the way we learn science*. McGill University.
- Chichekian, T. (2014). PhD recipient. Title: *Self-efficacy for inquiry-based instruction: Surviving the leap from student-teacher to an inquiry-oriented novice teacher*. McGill University.
- Ranellucci, J. (2013). PhD recipient. Title: *Unmasking the academic potential of mastery-approach goals: A mastery-focused intervention*. McGill University.
- Sampasivam, L. (2013). PhD recipient. Title: *Goal orientations and emotions: The role of cognitive appraisals and emotion regulation strategies*. McGill University.
- Franco, G. M. (2012). PhD recipient. Title: *Meaningful effects or intriguing interactions? Examining the influences of epistemic beliefs and knowledge representations on cognitive processing and conceptual change when learning physics*. McGill University.
- Shi, Y. (2010). PhD. recipient. Title: *Context-specific self-regulation from a cross-cultural perspective*. McGill University.

Masters (22)

- Bowen, S. (2024). MEd Recipient. Title, “*Metacognitive mathematics: Exploring self-regulated learning strategies within primary school classrooms.*”
- Kohatsu, M. (2024). MA Recipient. Title, “*The struggle is real: An intervention to regulate confusion during complex statistics problem-solving.*”
- Rizk, M. (2020). MA Recipient. Title: “*Does object focus matter? Examining the temporal sequencing of emotions and strategy use during complex mathematics problem solving.*”
- Etoubashi, N. (2019). MA Recipient. Title: *Controversial scientific issues: Breaking through the wall of misinformation and negative attitudes*. McGill University.
- Munzar, B. (2018). MEd recipient. Title: *Cognitive dissonance during mathematics problem solving*. McGill University.
- Vivian, J. (2018). MA recipient. Title: *The mediating roles of attitudes and epistemic beliefs in knowledge revision*. McGill University.
- Losenno, K. (2018). MA recipient. Title: *Emotion regulation and self-regulated learning during mathematics problem solving*. McGill University.
- Tsuda, A. (2017), MA recipient. Title: *Emotions and arguments in the anti-vaccination movement: Cross-cultural observations of the websites*. McGill University.
- Singh, C. (2017). MA recipient. Title: *The role of social emotions and co-regulation*

- of learning during complex math problem solving*. McGill University.
- Pysk, L. (2016). MEd recipient. McGill University.
- Tedone, E. (2016) MEd recipient. Title: *A social emotional program for students with speech and language exceptionalities: A psychoeducational approach*. McGill University.
- Chevrier, M. (2014). MA recipient. Title: *Epistemic belief and assessment practices: Effects on learning strategies and learning outcomes*. McGill University.
- Derian-Toth, M. (2014). MA recipient. Title: *Communicating educational research to teachers through features of social media and modeling on a blogging platform*. McGill University.
- Mukhtar, F. (2014). MA recipient. Title: *Relations between psychological needs Satisfaction, motivation, and self-regulated learning strategies in medical residents*. McGill University.
- Psaradellis, C. (2014). MA recipient. Title: *Comparing self-regulatory processes and achievement when learning for learning versus learning by teaching*.
- Duffy, M. (2011). MA recipient. Title: *Beliefs and motives behind the paper: Examining relations between epistemic beliefs, achievement goals, writing strategies, and academic writing achievement*. McGill University.
- Gierus, B. (2011). MA recipient. Title: *Learning with visual representations through cognitive load theory*. McGill University.
- Haddad, J. (2011). MEd recipient. Title: *Academic motivation and associated variables*. McGill University.
- Mirkhond-Chegini, M. (2011). MEd recipient. Title: *Achievement motivation: A guide for teachers*. McGill University.
- Trevors, G. (2011). MA recipient. Title: *Learner, text, and context factors on conceptual change in biology*. McGill University.
- Cohen, L. (2009). MEd recipient. Title: *The influences of epistemic beliefs and achievement orientation on problem-solving in math and English undergraduates*. McGill University.
- Ranellucci, J. (2009). MEd recipient. Title: *Exploring the role in social comparison in achievement goal theory*. McGill University.
- Sampasivam, L. (2009). MA recipient. Title: *Achievement goals, performance feedback and affect: A cross-cultural comparison*. McGill University.
- Edwards, O. V., (2006). MSc recipient. Title: *Examining the stability of achievement goal orientation over multiple contexts*. University of Nevada, Las Vegas.

Undergraduate Honours Thesis (1)

- Lemaire, M. (2023). Undergraduate Student, Honours Psychology.

D. Member of Committee – Completed (26)

- Bharadwaj, N. (2026). PhD Recipient. McGill University.
- Hickey, N. (2025). PhD Recipient. Queen's University.
- Maymom, R. (2019). PhD Recipient. McGill University.
- Hubbard, K. (2018) PhD Recipient. McGill University.
- Jarrell, A. (2018). PhD Recipient. McGill University.
- Milman, E. (2018). PhD Recipient. McGill University.
- Wang, H. (2018). PhD Recipient. McGill University.
- Tressel, T. (2017). PhD Recipient. McGill University.

Duffy, M. (2016). PhD Recipient. McGill University.
 Glaser, S. (2014). PhD Recipient. McGill University.
 Mansour, S. (2014). PhD Recipient. McGill University.
 Tung, I-P. (2013). PhD recipient. McGill University.
 Castonguay, A. (2012). PhD recipient. McGill University.
 Hong, Y-J. (2012). PhD recipient. McGill University.
 MacDonald, C. (2011). PhD recipient. McGill University.
 Toste, J. (2011). PhD recipient. McGill University.
 Claro, A. (2010). MA recipient. McGill University.
 Haider, M. (2010). PhD. recipient. McGill University.
 Zitomer, M. (2010). MA recipient. McGill University.
 Russo, N. (2008). PhD recipient. McGill University.
 Timmermans, J. (2008). Comprehensive exams. McGill University.
 Nadelson, L. (2006). PhD recipient. University of Nevada, Las Vegas.
 Smith, C., (2006). PhD recipient. University of Nevada, Las Vegas.
 Jacobson, T. (2005). MEd recipient. University of Nevada, Las Vegas.
 Reyes, A. (2005). MEd recipient. University of Nevada, Las Vegas.
 Roof, L. (2006). MEd recipient. University of Nevada, Las Vegas.

E. External Examiner – Outside McGill

Barr, S. (2021). PhD recipient. Flinders University, Australia.
 Hyytinen, H. (2015). PhD recipient. University of Helsinki. *Served as honourable opponent.*

F. External Assessor for Promotion and Tenure

2026 Full Professor for Boston College, USA
 2025 Tenure for Associate Professor, Georgia State University, USA.
 2024 Tenure and Promotion to Associate Professor, University of Southern California, Rossier School of Education, USA
 2012 Tenure and Promotion to Associate Professor, University of Oklahoma, USA

G. Chair of Committee – Major Student Awards (Total = \$2,267,008)

Martina Kohatsu

- Social Sciences and Humanities Research Council of Canada Doctoral Fellowship (\$120,000) (2026)
- Fonds de Recherche du Quebec Doctoral Fellowship Doctoral Fellowship (\$100,000) (2025)
- Preferential Award, McGill University, \$25,000 (2024)
- Balyta Family Fellowship in STEM Education, \$5,000 (2024)
- Building 21 Graduate Award, \$3,000 (2024)
- GREAT Award, McGill University, \$250 (2024)
- GREAT Award, McGill University, \$250 (2023)
- Walter A. & K. Mary Walsh Fellowship, \$5,125 (2022)

- Preferential Award, McGill University, \$10,000 (2022)

Shasha Li

- Fonds Quebec de la Recherche et Santé Doctoral Fellowship (\$100,000) (2025)

Mengqian Wu

- Social Sciences and Humanities Research Council of Canada Doctoral Fellowship (\$120,000) (2026)
- Fonds Quebec de la Recherche et Santé Doctoral Fellowship (\$100,000) (2025)
- MITACS, \$30,000 (2024)
- Preferential Award, McGill University, \$50,000 (2023)

Romane Monnet

- Fonds de Recherche du Quebec Masters' Fellowship, \$40,000 (2025)
- Canderel Graduate Scholarship, \$15,000 (2023)

Chelsea Kisil

- Balyta Family Fellowship in STEM Education, \$5,000 (2024)
- McGill Education Graduate Student Society Best Poster Award, \$100 (2024)
- Preferential Award, McGill University, \$12,000 (2024)

Nesma Etoubashi

- Bombardier Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowship, \$105,000 (2019)
- Fonds Quebec de la Recherche et Santé Doctoral Fellowship (Declined, \$84,000) (2019)
- Social Sciences and Humanities Research Council (SSHRC) Masters' Fellowship, \$17,500 (2017)
- Fonds Quebec de la Recherche et Santé Master's Fellowship, \$17,500 (2018)

Kelsey Losenno

- EGSS Award, \$750
- ThinkSwiss Research Scholarship, \$6,300 (2019)
- McGill Preferential Award, \$35,000 (2018)

Courtney Denton-Hurlbut

- Fonds Quebec de la Recherche et Santé Doctoral Fellowship (\$72,000) (2019)
- McGill Preferential Award, \$37,000 (2017)

Cara Singh

- Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowship, \$80,000 (2018)
- Social Sciences and Humanities Research Council (SSHRC) Masters' Fellowship, \$17,500 (2016)

- McGill Preferential Award, \$37,000 (2017)

Marianne Chevrier

- Bombardier Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowship, \$105,000 (2016)
- Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowship, \$80,000 (2015)
- Social Sciences and Humanities Research Council (SSHRC) Masters' Fellowship, \$17,500 (2013)
- Fonds Quebec de la Recherche et Santé Master's Fellowship, \$17,500 (Declined, 2013)

Ivana Di Leo

- Bombardier Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowship, \$105,000 (2015)
- Fonds Quebec de la Recherche et Santé Doctoral Fellowship (Declined, \$60,000) (2015)
- Ellen Edith Grubb Stansfield Award for School-based Classroom Research, \$1000 (2015)

Cynthia Psaradellis

- Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowship, \$80,000 (2015)
- Fonds Quebec de la Recherche et Santé Doctoral Fellowship (Declined, \$60,000) (2015)

Gregory Trevors

- Paul R. Pintrich Outstanding Dissertation Award, Division 15, American Psychological Association (2016)
- Bombardier Social Sciences and Humanities Research Council (SSHRC) Post-Doctoral Fellowship, \$81,000 (2015)
- Fonds Quebec de la Recherche et Santé (FQRSC) Post-Doctoral Fellowship, \$60,000 (2015)
- Bombardier Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowship, \$105,000 (2012)
- G. M. Dunlop Award for Best Masters' Thesis in Educational Psychology, Canadian Association for Educational Psychology
- Fonds Quebec de la Recherche et Santé (FQRSC) Doctoral Fellowship, \$60,000 (2012)
- Richard H. Tomlinson Fellowship in University Science Teaching, \$32,000 (2011)
- Social Sciences and Humanities Research Council (SSHRC) Masters' Fellowship, \$17,500 (2010)
- Wolfe Fellowship, \$6,000 (2010)

Melissa Duffy

- Fonds Quebec de la Recherche et Santé (FQRSC) Doctoral Fellowship, \$60,000 (2012)
- Henry Shibata Fellowship, Cedars Cancer Institute, \$20,000 (2011)

- Social Sciences and Humanities Research Council (SSHRC) Masters' Fellowship, \$17,500 (2009)

John Ranellucci

- Fonds Quebec de la Recherche et Santé (FQRSC) Post-Doctoral Fellowship, \$80,000 (2013)
- Fonds Quebec de la Recherche et Santé (FQRSC) Doctoral Fellowship, \$53,333 (2009)

Lavanya Sampasivam

- Bombardier Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowship, \$105,000 (2010)
- Stansfield Award for School-Based Research, \$1,000 (2009)
- National Association of School Psychologists Research Award (2009)
- Social Sciences and Humanities Research Council (SSHRC) Masters' Fellowship, \$17,500 (2008)
- Fonds Quebec de la Recherche et Santé Master's Fellowship, \$15,000 (2008)