

# CURRICULUM VITAE

*Nathan C. Hall*

## PERSONAL HISTORY

### UNIVERSITY ADDRESS:

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BIRTH DATE: *October 11, 1977*

CITIZENSHIP: *Canadian*

## EDUCATIONAL HISTORY

- Ph.D. (Social Psychology); University of Manitoba, Canada* 2002-2006  
DISSERTATION: *Optimizing Primary and Secondary Control in Achievement Settings (Advisor: R. Perry)*
- M.A. (Social Psychology); University of Manitoba, Canada* 2000-2002  
THESIS: *Attributional Retraining and Perceived Control (Advisor: R. Perry)*
- B.A. (Honours Psychology; First Class Honours); University of Manitoba, Canada* 1995-1999  
THESIS: *Attributional Retraining and Elaborative Learning (Advisor: R. Perry)*

## ACADEMIC POSITIONS

- Assistant Professor; McGill University* Sept. 2010 - Present  
DEPARTMENT: *Educational and Counselling Psychology (ECP) - Learning Sciences*
- Assistant Professor; University of Maryland, College Park* Jan. 2009 - July 2010  
DEPARTMENT: *Human Development (EDHD) - Educational Psychology*
- Visiting Scholar; University of Konstanz, Germany* 4 months, 2008/2010  
DEPARTMENT: *Empirical Education Research (Sponsor: T. Goetz)*
- Post-doctoral Scholar; University of California, Irvine (UCI)* Jan. 2006 - Jan. 2008  
RESEARCH: *Adaptation in At-Risk Individuals: Assessment and Promotion of Control-Striving in the Achievement and Health Domains (Sponsor: J. Heckhausen)*
- Post-doctoral Scholar; University of Munich (LMU), Germany* 7 months, 2007/2008/2010  
RESEARCH: *Promoting Academic Development in German Students: A Collaborative Program of Descriptive and Intervention Research (Sponsor: R. Pekrun)*

## ACADEMIC AWARDS

### POST-DOCTORAL AWARDS

- Social Sciences & Humanities Research Council of Canada Post-Doctoral Fellowship* Feb. 2005  
*2 years consecutive funding; Institution: UCI*
- Alexander von Humboldt Foundation Research Fellowship (Germany)* July 2005  
*12 months nonconsecutive funding; Institution: LMU*

## GRADUATE AWARDS

<i>Social Sciences &amp; Humanities Research Council of Canada Doctoral Fellowship</i>	2002-2006
<i>German Academic Exchange Service (DAAD) Graduate Scholarship</i>	Oct. 2003
<i>Manitoba Health Research Council Graduate Studentship</i>	2001-2003
<i>University of Manitoba (Duff Roblin) Graduate Fellowship</i>	2000-2002
<i>Donald Vernon Snider Memorial Fellowship (University of Manitoba)</i>	2000-2002
<i>University of Manitoba Student Union Scholarship</i>	Aug. 2000

## TRAVEL AWARDS

<i>University of Maryland:</i>	<i>College of Education International Travel Award (1; 2010)</i>
<i>University of Manitoba:</i>	<i>Faculty of Graduate Studies (3; 2000-2004), Faculty of Arts (8; 2000-2005), Department of Psychology (5; 2001-2005), Students' Union (8; 1999-2006), Graduate Students' Association (6; 2001-2006), Alumni Association (6; 2000-2005)</i>
<i>Professional Associations:</i>	<i>American Educational Research Association (1; 2005), Canadian Psychological Association (2; 2002)</i>

## RESEARCH AWARDS

<i>University of Manitoba Distinguished Dissertation Award</i>	Apr. 2007
<i>Canadian Psychological Association Certificate of Academic Excellence (Ph.D.)</i>	July 2006
<i>Robert J. Menges New Researcher Award; American Educational Research Association (SIGFTED)</i>	Apr. 2005
<i>Canadian Psychological Association Certificate of Academic Excellence (M.A.)</i>	Aug. 2003
<i>Vineberg Research Prize in Psychology (University of Manitoba)</i>	Apr. 2002

## GRANT FUNDING

SOCIAL SCIENCES & HUMANITIES RESEARCH COUNCIL OF CANADA \* Apr. 2008  
*Standard Operating Grant, Committee 17 (\$89,381 CAD / 3 yrs)*

\* *Post-doctoral applicant; grant declined due to non-Canadian institutional affiliation*

APPLICANTS: *N. Hall (P.I.); T. Goetz (Collaborator)*

PROJECT: *Improving Academic Development in At-risk College Students: An International Program of Descriptive and Intervention Research*

CENTRE ON AGING, UNIVERSITY OF MANITOBA Feb. 2003  
*Faculty-Graduate Student Collaborative Research Grant (\$2,500)*

APPLICANTS: *N. Hall, J. Chipperfield (Co-applicants)*

PROJECT: *Primary/Secondary Control and Health Problems in Later Life*

## PUBLICATIONS

- Goetz, T., Frenzel, A. C., Ludtke, O., & **Hall, N. C.** (in press). Between-domain relations of academic emotions: Does having the same instructor make a difference? *Journal of Experimental Education*.
- Goetz, T., Nett, U. E., Martiny, S., **Hall, N. C.**, Pekrun, R. H., Dettmers, S., & Trautwein, U. (in press). Students' emotions during homework: Structures, self-concept antecedents, and achievement outcomes. *Learning and Individual Differences*.
- Hall, N. C.**, Jackson, S. E., Goetz, T., & Musu-Gillette, L. E. (in press). Attributional retraining, self-esteem, and the job interview: Benefits and risks for college student employment. *Journal of Experimental Education*.
- Nett, U. E., Goetz, T., & **Hall, N. C.** (in press). Coping with boredom in school: An experience sampling perspective. *Contemporary Educational Psychology*.
- Goetz, T., Cronjaeger, H., Frenzel, A. C., Ludtke, O., & **Hall, N. C.** (2010). Academic self-concept and emotion relations: Domain specificity and age effects. *Contemporary Educational Psychology*, 35, 44-58.
- Goetz, T., Frenzel, A. C., Stoeger, H., & **Hall, N. C.** (2010). Antecedents of everyday positive emotions: An experience sampling analysis. *Motivation and Emotion*, 34, 49-62.
- Hall, N. C.**, Chipperfield, J. G., Heckhausen, J., & Perry, R. P. (2010). Control striving in older adults with serious health problems: A 9-year longitudinal study of survival, health, and well-being. *Psychology and Aging*, 25(2), 432-445.
- Perry, R. P., Stupnisky, R. H., **Hall, N. C.**, Chipperfield, J. G., & Weiner, B. (2010). Bad starts and better finishes: Attributional retraining and initial performance in competitive achievement settings. *Journal of Social and Clinical Psychology*, 29(6), 668-700.

- Jackson, S. E., **Hall, N. C.**, Rowe, P., & Daniels, L. M. (2009). Getting the job: Attributional retraining and the employment interview. *Journal of Applied Social Psychology, 39*(4), 973-998.
- Perry, R. P., & **Hall, N. C.** (2009). Attributional retraining. In E. M. Anderman & L. H. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia* (pp. 73-76). Farmington Hills, MI: Macmillan Reference.
- Goetz, T., Frenzel, A. C., **Hall, N. C.**, & Pekrun, R. H. (2008). Antecedents of academic emotions: Testing the internal/external frame of reference model for academic enjoyment. *Contemporary Educational Psychology, 33*, 9-33.
- Hall, N. C.** (2008). Self-regulation of primary and secondary control in achievement settings: A process model. *Journal of Social and Clinical Psychology, 27*(10), 1126-1164.
- Ruthig, J. C., Perry, R. P., Hladkyj, S., **Hall, N. C.**, Pekrun, R. H., & Chipperfield, J. G. (2008). A longitudinal analysis of perceived control and emotions in an academic setting. *Social Psychology of Education, 11*, 161-180.
- Goetz, T., Frenzel, A. C., Pekrun, R. H., **Hall, N. C.**, & Ludtke, O. (2007). Between- and within-domain relations of students' academic emotions. *Journal of Educational Psychology, 99*(4), 715-733.
- Goetz, T., Preckel, F., Pekrun, R. H., & **Hall, N. C.** (2007). Emotional experiences during test taking: Does cognitive ability make a difference? *Learning and Individual Differences, 17*, 3-16.
- Hall, N. C.**, Perry, R. P., Goetz, T., Ruthig, J. C., Stupnisky, R. H., & Newall, N. E. (2007). Attributional retraining and elaborative learning: Improving academic development through writing-based interventions. *Learning and Individual Differences, 17*, 280-290.
- Perry, R. P., **Hall, N. C.**, & Ruthig, J. C. (2007). Perceived (academic) control and scholastic attainment in college students. In R. Perry & J. Smart (Eds.), *The scholarship of teaching and learning in higher education: An evidence-based perspective* (pp. 477-551). New York: Springer.
- Ruthig, J. C., Chipperfield, J. G., Newall, N. E., Perry, R. P., & **Hall, N. C.** (2007). Detrimental effects of falling on health and well-being in later life: The mediating roles of perceived control and optimism. *Journal of Health Psychology, 12*(2), 231-248.
- Daniels, L. M., Clifton, R. A., Perry, R. P., Mandzuk, D., & **Hall, N. C.** (2006). Predicting student teachers' competence and career uncertainty: The role of career anxiety and perceived control. *Social Psychology of Education, 9*, 405-423.
- Goetz, T., Ehret, C., Jullien, S., & **Hall, N. C.** (2006). Is the grass always greener on the other side? Social comparisons of subjective well-being. *Journal of Positive Psychology, 1*, 173-186.
- Goetz, T., Frenzel, A. C., Pekrun, R. H., & **Hall, N. C.** (2006). The domain specificity of emotional experiences. *Journal of Experimental Education, 75*, 5-29.
- Goetz, T., Frenzel, C. A., Pekrun, R. H., & **Hall, N. C.** (2006). Emotionale Intelligenz im Lern- und Leistungskontext. In R. Schulze, P. A. Freund & R. D. Roberts (Eds.), *Emotionale Intelligenz: Ein internationales handbuch* (pp. 237-256). Göttingen: Hogrefe.
- Goetz, T., **Hall, N. C.**, Frenzel, A. C., & Pekrun, R. H. (2006). A hierarchical conceptualization of enjoyment in students. *Learning and Instruction, 16*, 323-338.
- Goetz, T., Pekrun, R. H., **Hall, N. C.**, & Haag, L. (2006). Academic emotions from a socio-cognitive perspective: Antecedents and domain specificity of student affect in the context of Latin instruction. *British Journal of Educational Psychology, 76*, 289-308.
- Hall, N. C.**, Chipperfield, J. G., Perry, R. P., Ruthig, J. C., & Goetz, T. (2006). Primary and secondary control in academic development: Gender-specific implications for stress and health in college students. *Anxiety, Stress, and Coping, 19*, 189-210.
- Hall, N. C.**, Perry, R. P., Chipperfield, J. G., Clifton, R. A., & Haynes, T. L. (2006). Enhancing primary and secondary control in achievement settings through writing-based attributional retraining. *Journal of Social and Clinical Psychology, 25*, 361-391.
- Hall, N. C.**, Perry, R. P., Ruthig, J. C., Hladkyj, S., & Chipperfield, J. G. (2006). Primary and secondary control in achievement settings: A longitudinal field study of academic motivation, emotions, and performance. *Journal of Applied Social Psychology, 36*, 1430-1470.
- Haynes, T. L., Ruthig, J. C., Perry, R. P., Stupnisky, R. H., & **Hall, N. C.** (2006). Reducing the academic risks of over-optimism: The longitudinal effects of attributional retraining on cognition and achievement. *Research in Higher Education, 47*, 755-779.
- Ruthig, J. C., **Hall, N. C.**, Stupnisky, R. H., & Perry, R. P. (2006). *Motivation and Academic Achievement (MAACH) Laboratory: Attributional Retraining*. Technical report, Department of Psychology, University of Manitoba, Winnipeg, Manitoba.
- Goetz, T., Frenzel, C. A., Pekrun, R. H., & **Hall, N. C.** (2005). Emotional intelligence in the context of learning and achievement. In R. Schulze & R. D. Roberts (Eds.), *Emotional intelligence: An international handbook* (pp. 233-253). Cambridge, MA: Hogrefe & Huber Publishers.
- Kleine, M., Goetz, T., Pekrun, R. H., & **Hall, N. C.** (2005). The structure of students' emotions experienced during a mathematical achievement test. *International Reviews on Mathematics Education, 37*, 221-225.
- Perry, R. P., **Hall, N. C.**, & Ruthig, J. C. (2005). Perceived (academic) control and scholastic attainment in higher education. In J. Smart (Ed.), *Higher education: Handbook of theory and research* (Vol. 20, 363-436). The Netherlands: Springer.
- Hall, N. C.**, Hladkyj, S., Perry, R. P., & Ruthig, J. C. (2004). The role of attributional retraining and elaborative learning in college students' academic development. *Journal of Social Psychology, 144*, 591-612.
- Ruthig, J. C., Perry, R. P., **Hall, N. C.**, & Hladkyj, S. (2004). Optimism and attributional retraining: Longitudinal effects on academic achievement, test anxiety, and voluntary course withdrawal in college students. *Journal of Applied Social Psychology, 34*, 709-730.

- Goetz, T., Zirngibl, A., Pekrun, R. H., & **Hall, N. C.** (2003). Emotions, learning and achievement from an educational-psychological perspective. In P. Mayring & C. von Rhoeneck (Eds.), *Learning emotions: The influence of affective factors on classroom learning* (pp. 9-28). Frankfurt am Main: Peter Lang.

## PAPERS UNDER REVIEW

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- Goetz, T., **Hall, N. C.**, Frenzel, A. C., & Cronjaeger, H. (2010). *Subjective well-being and discrete emotions in everyday life: An experience sampling analysis*. Manuscript submitted for publication.
- Nett, U. E., Goetz, T., & **Hall, N. C.** (2010). *Metacognition and test performance: An experience sampling analysis of students' learning behavior*. Manuscript submitted for publication.
- Stupnisky, R. H., Perry, R. P., **Hall, N. C.**, & Guay, F. (2010). *Stability of perceived control in first-year university students*. Manuscript submitted for publication.

## PAPERS IN PROGRESS

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- Hall, N. C.**, Perry, R. P., Goetz, T., & Musu-Gillette, L. E. (2010). *Attributional retraining and self-esteem: "Robin Hood" effects on academic achievement*. Manuscript in preparation.
- Hall, N. C.**, Perry, R. P., Chipperfield, J. G., & Goetz, T. (2010). *Variability in secondary academic control: Implications for health, motivation, and achievement*. Manuscript in preparation.
- Hall, N. C.**, Goetz, T., Pekrun, R. H., & Perry, R. P. (2010). *Errors, stalls, and crashes: A cross-cultural analysis of computer-related control and emotions*. Manuscript in preparation.
- Hall, N. C.**, Perry, R. P., & Goetz, T. (2010). *Attributional retraining and the Internet: Improving academic performance through web-based interventions*. Manuscript in preparation.
- Musu-Gillette, L. E., **Hall, N. C.**, & Heckhausen, J. (2010). *The effects of peer goal similarity on academic adjustment and achievement in college students*. Manuscript in preparation.
- Musu-Gillette, L. E., **Hall, N. C.**, & Heckhausen, J. (2010). *Academic goal striving, peer influence, and achievement in higher education*. Manuscript in preparation.
- Pekrun, R. H., **Hall, N. C.**, & Perry, R. P. (2010). *Achievement emotions and academic performance: Testing a bidirectional effects model for students' boredom*. Manuscript in preparation.
- Stupnisky, R. H., Pekrun, R., **Hall, N. C.**, Frenzel, A., & Perry, R. P. (2010). *The stability of first-year college students' academic achievement emotions*. Manuscript in preparation.

## CONFERENCE PRESENTATIONS

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- Nett, U. E., Goetz, T., **Hall, N. C.**, & Wimmer, B. (2010, September). *Students' coping with boredom at school: An experience sampling perspective*. International Conference on Motivation, Porto, Portugal.
- Stupnisky, R. H., Perry, R. P., **Hall, N. C.**, & Guay, F. (2010, June). *An intraindividual examination of first-year university students' daily perceptions of control*. Canadian Psychological Association, Winnipeg, MB.
- Stupnisky, R. H., **Hall, N. C.**, Perry, R. P., & Guay, F. (2010, May). *Stability of first-year university students' perceived control: A six-month longitudinal study*. Canadian Society for the Study of Education, Montreal, QC.
- Goetz, T., Frenzel, A. C., Stoeger, H., & **Hall, N. C.** (2010, April). *Antecedents of everyday positive emotions: An experience sampling analysis*. American Educational Research Association, Denver, CO.
- Hall, N. C.**, Musu-Gillette, L. E., Perry, R. P., Nett, E., & Goetz, T. (2010, April). *Attributional retraining and self-esteem: "Robin Hood" effects on academic achievement*. American Educational Research Association, Denver, CO.
- Nett, U. E., **Hall, N. C.**, Daschmann, E. C., Wimmer, B., & Goetz, T., (2010, April). *Coping with boredom in school: An experience sampling analysis*. American Educational Research Association, Denver, CO.
- Goetz, T., Frenzel, A. C., Cronjaeger, H., **Hall, N. C.** (2009, April). *Academic self-concept and discrete emotion relations: Domain specificity and age effects*. American Educational Research Association, San Diego, CA.
- Hall, N. C.**, Jackson, S., Nett, U. E., Cronjaeger, H., & Goetz, T. (2009, April). *Attributional retraining and the job interview: Implications for self-esteem and employment in college students*. American Educational Research Association, San Diego, CA.
- Stupnisky, R. H., Pekrun, R. H., **Hall, N. C.**, Perry, R. P., & Frenzel, A. (2009, April). *An examination of the stability of first-year college students' academic achievement emotions*. American Educational Research Association, San Diego, CA.
- Hall, N. C.**, Jackson, S., Daniels, L. M., & Goetz, T. (2008, March). *Getting the job: Attributional retraining and the employment interview*. American Educational Research Association, New York, NY.

- Nett, U. E., Frenzel, A. C., **Hall, N. C.**, & Goetz, T. (2008, July). *"Rafiki" or "adii"? Self-regulation in vocabulary learning*. International Congress of Psychology, Berlin, Germany.
- Pekrun, R. H., **Hall, N. C.**, & Perry, R. P. (2008, March). *Boredom in academic settings: Control-value antecedents and performance consequences of a neglected emotion*. American Educational Research Association, New York, NY.
- Goetz, T., Frenzel, A. C., Pekrun, R., Preckel, F., & **Hall, N. C.** (2007, August). *Do intelligent students feel better in testing situations? Emotional experiences of different ability groups during an academic achievement test*. 12th Biennial Conference for Research on Learning and Instruction, Budapest, Hungary.
- Goetz, T., Preckel, F., Frenzel, A. C., **Hall, N. C.**, & Pekrun, R. (2007, April). *Do intelligent students feel better in testing situations? Emotional experiences of different ability groups during an academic achievement test*. American Educational Research Association, Chicago, IL.
- Hall, N. C.**, Goetz, T., Haynes, T. L., Stupnisky, R. H., & Chipperfield, J. G. (2006, April). *Self-regulation of primary and secondary control: Optimizing control striving in an academic achievement setting*. American Educational Research Association, San Francisco, CA.
- Goetz, T., Frenzel, A. C., Pekrun, R., & **Hall, N. C.** (2006, April). *Antecedents of academic emotions: Testing the internal/external frame of reference model for academic enjoyment*. American Educational Research Association, San Francisco, CA.
- Goetz, T., Frenzel, A. C., Pekrun, R., & **Hall, N. C.** (2006, April). *"Math scares me, but English is fun!" The domain specificity of academic emotional experiences*. American Educational Research Association, San Francisco, CA.
- Stupnisky, R. H., Perry, R. P., **Hall, N. C.**, & van Winkel, L. M. (2006, April). *A test of Weiner's precursors to causal search in a college classroom setting*. American Educational Research Association, San Francisco, CA.
- Perry, R. P., Stupnisky, R. H., **Hall, N. C.**, Chipperfield, J. C., & Weiner, B. (2006, January). *Academic motivation and performance following attributional retraining: An application of Weiner's attribution theory*. Society for Personality and Social Psychology, Palm Springs, CA.
- Hall, N. C.**, Hladkyj, S., Goetz, T., Pekrun, R. H., & Perry, R. P. (2005, April). *Errors, freezes, and crashes: How college students deal with computer problems through primary and secondary control*. American Educational Research Association, Montreal, QC.
- Hall, N. C.**, Perry, R. P., Ruthig, J. C., Haynes, T. L., & Stupnisky, R. H. (2005, April). *Internet-based attributional retraining: Longitudinal effects on academic achievement in college students*. American Educational Research Association, Montreal, QC.
- Goetz, T., Zirngibl, A., **Hall, N. C.**, & Pekrun, R. H. (2005, April). *A hierarchical conceptualization of enjoyment in students*. American Educational Research Association, Montreal, ON.
- Hall, N. C.**, Chipperfield, J. G., Ruthig, J. C., Newall, N. E., & Pekrun, R. H. (2005, April). *Primary and secondary control in achievement settings: Implications for gender, stress, and self-rated health*. Western Psychological Association, Portland, OR.
- Hall, N. C.**, Perry, R. P., Stupnisky, R. H., Haynes, T. L., & Bailis, D. S. (2005, April). *Stability and self-regulation in primary and secondary control*. Western Psychological Association, Portland, OR.
- Haynes, T. L., Ruthig, J. C., Perry, R. P., Stupnisky, R. H., & **Hall, N. C.** (2005, April). *The positive impact of attributional retraining among optimistic college students*. Western Psychological Association, Portland, OR.
- Ruthig, J. C., Chipperfield, J. G., Newall, N. E., **Hall, N. C.**, & Haynes, T. L. (2005, April). *Perceived control and optimism: Buffering against negative effects of falling on older adults' health and well-being*. Western Psychological Association, Portland, OR.
- Stupnisky, R. H., **Hall, N. C.**, van Winkel, L. M., Ruthig, J. C., & Clifton, R. A. (2005, April). *Self-esteem and perceived control: Comparing benefits on stress, health, and emotions*. Western Psychological Association, Portland, OR.
- Hall, N. C.**, Perry, R. P., Pekrun, R. H., Goetz, T., & Chipperfield, J. G. (2004, July). *Primary and secondary control in the classroom: Implications for academic development in college students*. SELF Research Conference, Berlin, Germany.
- Goetz, T., Pekrun, R. H., & **Hall, N. C.** (2004, July). *The big-fish-little-pond effect in the context of emotional experience: A longitudinal multilevel-analysis perspective*. SELF Research Conference, Berlin, Germany.
- Goetz, T., Heuthaler H., Peschl, J., & **Hall, N. C.** (2004, May). *Educating gifted students through socio-cognitive, existential interventions: A quantitative-qualitative program evaluation*. Global Conference on Excellence in Education and Training, Singapore.
- Stupnisky, R. H., Perry, R. P., **Hall, N. C.**, & Haynes, T. L. (2004, April). *Individual differences in attributional retraining: A longitudinal study*. Western Psychological Association, Phoenix, AZ.
- Ruthig, J. C., Chipperfield, J. G., Newall, N. E., & **Hall, N. C.** (2004, April). *Comparative optimism among aging individuals*. Western Psychological Association, Phoenix, AZ.
- Stupnisky, R. H., **Hall, N. C.**, Haynes, T. L., Chipperfield, J. G., & Perry, R. P. (2004, January). *Structural equation modeling of Weiner's attribution theory in the context of attributional retraining*. Society for Personality and Social Psychology, Austin, TX.
- Hall, N. C.**, Swift, A., Chipperfield, J. G., & Perry, R. P. (2003, November). *Primary and secondary control in older adults with serious health problems: Gender-specific implications for health and well-being*. Gerontological Society of America, San Diego, CA.
- Hall, N. C.**, Hladkyj, S., Chipperfield, J. G., & Stupnisky, R. H. (2003, May). *Perceived control and self-regulation: A structural equation modelling approach*. Western Psychological Association, Vancouver, BC.
- Hall, N. C.**, Clifton, R. A., Ruthig, J. C., & Perry, R. P. (2003, May). *Attributional retraining and perceived control: Assisting college students at risk*. Western Psychological Association, Vancouver, BC.
- Perry, R. P., **Hall, N. C.**, Newall, N. E., Haynes, T. L., & Stupnisky, R. H. (2003, May). *Attributional retraining and elaboration: Differential treatment effects in college students*. Western Psychological Association, Vancouver, BC.
- Ruthig, J. C., Hladkyj, S., **Hall, N. C.**, & Haynes, T. L. (2003, May). *Attributional retraining: Longitudinal effects on optimistic students' perceived control and stress*. Western Psychological Association, Vancouver, BC.
- Stupnisky, R. H., Perry, R. P., Clifton, R. A., & **Hall, N. C.** (2003, May). *Self-esteem and perceived control: A longitudinal analysis of academic achievement*. Western Psychological Association, Vancouver, BC.

- Hladkyj, S., Perry, R. P., **Hall, N. C.**, Ruthig, J. C., & Pekrun, R. H. (2003, April). *The emplotment of unpredictable experience: A multi-sample study of secondary control in college student motivation*. American Educational Research Association, Chicago, IL.
- Hall, N. C.**, Hladkyj, S., Chipperfield, J. G., & Perry, R. P. (2002, June). *Primary, secondary, and action control strategies: Health implications of college students' "switching capacity."* Canadian Psychological Association, Vancouver, BC.
- Hall, N. C.**, Chipperfield, J. G., Ruthig, J. C., & Perry, R. P. (2002, June). *Perceived control and gender: Empirical links to health in at-risk college students*. Canadian Psychological Association, Vancouver, BC.
- Hall, N. C.**, Chipperfield, J. G., Clifton, R. A., Ruthig, J. C., & Perry, R. P. (2002, April). *Primary control, secondary control, and gender: Empirical links to health and college students' academic development*. American Educational Research Association, New Orleans, LA.
- Hall, N. C.**, Hladkyj, S., Ruthig, J. C., Pekrun, R. H., & Perry, R. P. (2002, April). *The role of action control in moderating primary versus secondary control strategy use in college students*. American Educational Research Association, New Orleans, LA.
- Ruthig, J. C., Hladkyj, S., **Hall, N. C.**, Chipperfield, J. G., & Perry, R. P. (2002, April). *Predicting health among college students as a function of their academic emotions and control*. American Educational Research Association, New Orleans, LA.
- Ruthig, J. C., Hladkyj, S., **Hall, N. C.**, Pekrun, R. H., & Perry, R. P. (2002, April). *Profiling voluntary course withdrawal among college students: A longitudinal study with motivational implications*. American Educational Research Association, New Orleans, LA.
- Hall, N. C.**, & Perry, R. P. (2002, March). *Primary, secondary, and action control strategies: Empirical links to motivation and achievement in students*. University of Manitoba Department of Psychology Poster Session, Winnipeg, MB, Canada.
- Hall, N. C.**, Clifton, R. A., Ruthig (Kobylak), J. C., Hladkyj, S., & Perry, R. P. (2001, April). *Primary control, secondary control, and failure: Empirical links to academic performance in a longitudinal study*. American Educational Research Association, Seattle, WA.
- Hall, N. C.**, Chipperfield, J. G., Perry, R. P., Pekrun, R. H., & Schonwetter, D. (2001, April). *Attributional retraining, perceived control, and failure: Assisting at-risk students through writing*. American Educational Research Association, Seattle, WA.
- Ruthig, J. C., Hladkyj, S., Perry, R. P., & **Hall, N. C.** (2001, April). *Optimism and attributional retraining: Longitudinal effects on academic achievement, test anxiety, and voluntary course withdrawal*. American Educational Research Association, Seattle, WA.
- Schonwetter, D., Walker, L. J., Hladkyj, S., Perry, R. P., Ruthig (Kobylak), J. C., & **Hall, N. C.** (2001, April). *Facilitating the academic development of high-risk freshmen students through a deliberate teaching strategy*. American Educational Research Association, Seattle, WA.
- Hall, N. C.**, Hladkyj, S., Taylor, J. R., & Perry, R. P. (2000, April). *Primary and secondary control: Empirical links to academic motivation, achievement, and failure*. American Educational Research Association, New Orleans, LA.
- Hall, N. C.**, Perry, R. P., Taylor, J. R., & Pelletier, S. T. (2000, April). *Attributional retraining and elaborative learning: Assisting at-risk students through individualized intervention techniques*. American Educational Research Association, New Orleans, LA.
- Hladkyj, S., Pelletier, S. T., **Hall, N. C.**, & Perry, R. P. (2000, April). *An exploratory study of the general effects of narrative emplotment on university student affect, cognition, and motivation*. American Educational Research Association, New Orleans, LA.
- Hall, N. C.**, Hladkyj, S., Taylor, J. R., & Perry, R. P. (2000, February). *Primary and secondary control: Determining antecedents for sustained academic motivation and achievement in unsuccessful students*. University of Manitoba Department of Psychology Poster Session, Winnipeg, MB, Canada.
- Hall, N. C.**, Taylor, J. R., Hladkyj, S., & Perry, R. P. (1999, May). *Attributional retraining and elaborative learning: Determining appropriate intervention techniques for at-risk students*. Prairie Undergraduate Psychology Conference, Winnipeg, MB, Canada.
- Hall, N. C.**, Taylor, J. R., Hladkyj, S., & Perry, R. P. (1999, March). *Attributional retraining and elaborative learning: Determining appropriate intervention techniques for at-risk students*. Red River Psychology Conference, Moorhead, MN.

## INVITED ADDRESSES

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### RESEARCH COLLOQUIA

*Institute of Educational Psychology, University of Munich, July 6, 2010*  
*Department of Empirical Education Research, University of Konstanz, June 15, 2010*  
*Counseling Center, University of Maryland, College Park, March 3, 2010*  
*Department of Human Development, University of Maryland, College Park, November 3, 2009*  
*Department of Empirical Education Research, University of Konstanz, May 9, 2008*  
*Department of Psychology, York University, October 29, 2007*  
*Department of Psychology and Social Behavior, University of California, Irvine, October 22, 2007*  
*Department of Psychology, University of Manitoba, September 14, 2007*  
*Institute of Educational Psychology, University of Munich, June 14, 2007*  
*Center for Educational Research, Max Planck Institute for Human Development, May 10, 2007*  
*Department of Psychology and Social Behavior, University of California, Irvine, October 17, 2005.*  
*Department of Psychology, University of Manitoba, October 22, 2004*  
*Institute of Educational Psychology, University of Munich, May 27, 2004*  
*Centre on Aging Research Award Address, University of Manitoba, February 17, 2004*  
*Vineberg Research Prize Invited Address, University of Manitoba, March 14, 2003*

## PROFESSIONAL DEVELOPMENT

*Research program development. Child Development Professional Seminar, EDHD, University of Maryland, Nov. 10, 2009*  
*CV and grant preparation. Center Seminar Series, EDHD, University of Maryland, September 23, 2009*  
*Dissertation topics. EDUC 790 Research Seminar, Dept. of Education, North Dakota State University, February 5, 2008*

PROFESSIONAL ACTIVITIES

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RESEARCH VISITS: *University of Munich, Institute of Educational Psychology (R. Pekrun)<sup>1</sup>*  
*University of Konstanz, Department of Empirical Education Research (T. Goetz)<sup>2</sup>*

<sup>1</sup> *May - July 2004, funded by German Academic Exchange Service*

<sup>1</sup> *April - June 2007, funded by Alexander von Humboldt Foundation*

<sup>1,2</sup> *April - May 2008, funded by Alexander von Humboldt Foundation, Thurgau University of Teacher Education*

<sup>1,2</sup> *June - July 2010, funded by Alexander von Humboldt Foundation, UMD COE International Travel Award*

HOSTED VISITS: *University of Maryland, College Park, EDHD*  
*March - May 2009, Ulrike Nett (Konstanz); funded by German Academic Exchange Service*

## LABORATORY MEMBERSHIPS

*Laboratory on Life-Span Development and Motivation, University of California, Irvine, 2005-2008 (J. Heckhausen)*

*Laboratory for Aging and Health Research (LAHR), University of Manitoba, 2002-2005 (J. Chipperfield)*

*Emotion, Motivation, & Control (EMCOR) Research Group, Univ. of Manitoba, 2000-2005 (R. Perry, J. Chipperfield)*

*Motivation and Academic Achievement (MAACH) Research Group, University of Manitoba, 1997-2005 (R. Perry)*

## ASSOCIATION MEMBERSHIPS

*Canadian Psychological Association, American Educational Research Association, Society for Personality and Social Psychology, American Psychological Association*

ACADEMIC SERVICE

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## EDITORIAL BOARD MEMBER

*Contemporary Educational Psychology, Sept. 2009 - Present*

## AD HOC REVIEWER

*Journal of Educational Psychology; American Educational Research Journal; Psychology and Aging; Journal of Applied Developmental Psychology; Journal of Applied Social Psychology; Journal of Experimental Social Psychology; Journal of Social and Clinical Psychology; Anxiety, Stress, and Coping; European Journal of Psychology of Education; Research in Higher Education*

## GRANT AND AWARD CONSULTATION

*German Research Foundation; Dr. T. Goetz (Konstanz), Spring 2009/2010 (pending)*

*Swiss National Science Foundation; Dr. T. Goetz (Konstanz), Spring 2009/2010 (pending)*

*Alexander von Humboldt Foundation; Dr. K. Murayama (Munich), Fall 2008 (funded)*

*German Academic Exchange Service; U. Nett (Konstanz), Fall 2008 (funded)*

## COMMITTEE WORK

*Graduate program committee, EDHD, University of Maryland, Spring 2009 - Spring 2010*

*Graduate program committee, College of Education, University of Maryland, Spring 2010*

*College program committee, College of Education, University of Maryland, Spring 2010*

*Hiring committee, Department of Psychology, University of Manitoba, Fall 2004*

## DOCTORAL STUDENT ADVISING

*Lauren E. Musu-Gillette, May 2009 - July 2010 (Fellowship); B.A., University of Michigan (CPEP)*

## TEACHING EXPERIENCE

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- INSTRUCTOR - *University of Maryland, College Park* 2009-2010  
*Adolescent Development (EDHD 413; n ~ 30) - Spring/Fall 2009, Spring 2010*  
*Advanced Seminar in Educational Psychology (EDHD 760; n ~ 10) - Fall 2009*  
*Apprenticeship in Education (EDHD 888) - Fall 2009, Spring 2010*
- INSTRUCTOR - *University of Manitoba* Summer 2005  
*Introduction to Psychology (17.120; n ~ 100)*
- GUEST LECTURER - *Universities of Ulm, Jena, and Erfurt (Germany)* Spring 2007  
*Educational / developmental psychology seminars; Instructors: Ziegler, Silbereisen, Goetz*
- GUEST LECTURER - *University of Manitoba* 1999-2004  
*Social Cognition (17.461; n ~ 10); 6 hours / fall, honours seminar; Instructor: R. Perry*
- UNIVERSITY TEACHING SERVICES - *University of Manitoba* Fall 2004  
*Teaching Techniques Workshop (15 Hrs); Instructor: Gary Hunter*
- TEACHING ASSISTANT - *University of Manitoba* 1999-2004  
*17.120, 17.461; Instructors: G. O'Connell, R. Perry*

## GRADUATE RESEARCH POSITIONS

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- RESEARCH ASSISTANT (P/T) 1997-2005  
*University of Manitoba; Supervisor: R. Perry*  
 Duties: *Develop and administer experimental sessions; collect, analyze, present data. Maintain lab facilities and documentation; develop web-based survey and lab website.*
- RESEARCH ASSISTANT (TERM) 1999-2000  
*University of Manitoba; Supervisor: J. Vorauer*  
 Duties: *Recruiting, organizing, and conducting experimental sessions on interpersonal processes.*
- MOBILITY PROJECT APPLICANT COORDINATOR (P/T) 1999-2000  
*University of Manitoba; CHERD*  
 Duties: *Screen and coordinate courses, travel, and lodging for participants in graduate exchange program sponsored by Centre for Higher Education Research and Development (CHERD).*