

ANDREW ROBERTS, PH.D.
INSTRUCTIONAL ASSISTANT PROFESSOR OF PSYCHOLOGY
TEXAS A&M – SAN ANTONIO

EDUCATION

- Ph.D. in Cognitive and Behavioral Sciences** **2016**
Auburn University, AL
Dissertation: *Effects of Bold Key Terms on Judgments of Learning and Reading Comprehension*
- Master of Science in Cognitive and Behavioral Sciences** **2013**
Auburn University, AL
Thesis: *Effects of Font Type of Embedded Key Terms on Judgments of Learning and Memory from Textbooks*
Graduate GPA: 3.84 / 4.0
- Bachelor of Science in Psychology with Honors, cum laude** **2009**
Presbyterian College, SC
Undergraduate GPA: 3.36 / 4.0

AWARDS & ACHIEVEMENTS

- ACUE – Inclusive Teaching for Equitable Learning Course Completion **2022**
- Psychology Departmental Nominee for President’s Distinguished Teaching Achievement Award (UTSA) **2017**
- Auburn University College of Liberal Arts Graduate Teaching Assistant Award **2014**
- Consortium Research Fellowship (U.S. Army Research Institute, Ft. Benning) **2014**
- Department of Psychology 18th Annual Research and Teaching Festival: First Place Poster Award in Cognitive and Behavioral Sciences **2013**
- Cognitive and Behavioral Sciences Research Enhancement Award **2013**

TEACHING EXPERIENCE

- Instructional Assistant Professor of Psychology** **August 2022 – Current**
Texas A&M – San Antonio, San Antonio, TX
- *Cognitive Psychology: Fall 22 & 23 (Lecture)*
 - *General Psychology: Spring 23 (Lecture)*
 - *Psychological Research Methods and Statistics I: Fall 22 & Spring 23 (Lecture)*
 - *Psychological Research Methods and Statistics II: Fall 23 (Lecture)*
 - *Psychology Senior Seminar: Spring 23 (Lecture)*
 - *Social Psychology: Summer 23 (Lecture)*
 - *Writing in Psychology: Fall 22 & 23 (Lecture); Spring 23 (Lecture)*
- Senior Lecturer** **August 2018 – July 2022**
Texas State University, San Marcos, TX
- *Cognitive Processes: Fall '18 - 21, Spring '20 - 21, & Summer '21 (Lecture/Online)*
 - *Experimental & Research Methods: Summer '19 - 21 & Fall '21 (Lecture/Online)*

- *Introduction to Psychology: Spring '19 - 20 & '22; Fall '19 & '21 (Lecture)*
- *Learning & Memory: Spring '22 (Online)*
- *Social Psychology: Fall '18, Summer/Fall '19 (Hybrid); Fall '21 (Lecture & Online)*

Lecturer **August 2017 – July 2018**

Texas State University, San Marcos, TX

- *Experimental & Research Methods: Spring & Summer '18 (Lecture)*
- *Learning and Memory: Fall '17 & Summer '18 (Online)*
- *Social Psychology: Fall '17 & Spring '18 (Hybrid)*

Adjunct Lecturer **June 2019 – July 2021**

University of Mississippi, Oxford, MS

- *Social Psychology: Summer '19 - '21 (Online)*

Adjunct Lecturer **January 2016 – December 2017**

University of Texas at San Antonio, TX

- *Cognitive Psychology: Spring/Fall '16, Spring/Summer '17 (Lecture)*
- *Experimental Psychology Lab: Spring '16 - 17; Summer '16 (Lecture)*
- *Memory: Fall '16-17; Spring/Summer '17 (Lecture)*
- *Social Psychology: Summer/Fall '16; Summer '17 (Online):*

Instructor of Record **Spring & Fall 2013**

Auburn University, Auburn, AL

- *Cognitive Psychology: Spring & Fall '13 (Lecture)*

Graduate Teaching Assistantship **Fall 2011 – Spring 2014**

Auburn University, Auburn, AL

- *Cognitive Psychology: Fall '12 & Spring '14*
- *Introduction to Psychology: Fall '10 & Spring '11 (Labs)*
- *Learning & Behavior: Spring '14*
- *Psychology of Choice & Decision Making: Summer '11*
- *Research Methods: Fall '11 (Labs)*

PROFESSIONAL SERVICE

Writing Coordinator (2023)

Search Committee Member – Assistant Professor Tenure Track (2023)

Armadillo Conference Poster Judge (2022 & 2023)

Student Research Symposium Presentation Judge (2023)

Writing Across Curriculum Committee (2022 - Current)

Assessment & Curriculum Committee (2022 & 2023)

Co-Chair for Research/Statistics/Writing Coordination (2022)

Student Awards and Scholarship Committee (2021 & 2022)

Chair of Psychology Day Committee (2021 - 2022)
Psychology Faculty Mentor (2022)
Psychology Departmental Curriculum Committee (2020 - 2021)
Bobcat Day - Psychology Department Representative (2019 - 2020)
Psychology Day Committee (2018 - 2019)

PROFESSIONAL EXPERIENCE (NON-TEACHING)

Consortium Research Fellows **March, 2014 – July, 2015**
U.S. Army Research Institute for Behavioral & Social Sciences, Ft. Benning, GA

Research Projects:

- Chief of Staff sponsored research effort
- Tailoring Training with Interactive Multimedia Instruction
- Student Self-Development Approaches in U.S. Army Sniper School
- Developing Exemplar Computer-Based Training for Unmanned Aircraft System Repairs

GRADUATE RESEARCH EXPERIENCE

Cognition and Education Lab **August, 2010 – May, 2016**
Auburn University, Auburn, AL

Research Projects:

- Individual Differences in Reading Comprehension and Reading Self-Evaluations for Texts Containing Bold Key Terms
- Reading Ability and Working Memory Capacity as Predictors of Differences in Memory and Test Performance for Recently Read Instructional Materials
- Students Preferences and Perceptions when Reading Introductory Psychology Textbooks
- Advanced Instructional Techniques for Improving Memory and Learning Using Multimedia Presentations in Educational Settings

Memory and Decision Making Lab **August, 2011 – July, 2014**
Auburn University, Auburn, AL

Research Projects:

- The Effects of Stress on Students' Performance Predictions and Actual Performance on a Novel Decision Making Task
- The Effects of Training, Performance Incentives, and Feedback on Students' Performance Predictions During Testing in the Classroom Environment

Graduate Research Assistantship **January, 2012 – August, 2012**
Auburn University, Auburn, AL

Funded by National Science Foundation

Research Project:

- Investigating the Effects of Training and Testing Under Stressful Condition on Students' Performance Predictions and Performance on a Novel Decision Making Task

PUBLICATIONS

Graves, T. R., Blankenbeckler, P. N., Wampler, R. L., & **Roberts, A.** (2016). A comparison of interactive multimedia instruction designs addressing Soldiers' learning needs (Research Report 1996). Fort Belvoir, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Callender, A. A., Franco-Watkins, A. M., & **Roberts, A. S.** Improving metacognition in the classroom through instruction, training, and feedback. (2016). *Metacognition and Learning*, 212-235. 10.1007/s11409-015-9142-6

PRESENTATIONS

Callendar, A. A. & Roberts, A. S. (2020, November). Manipulating beliefs can result in metacognitive illusions. Poster presented at the 61st Annual Meeting for the Psychonomic Society. Virtual Meeting.

Paneerselvam, B., **Roberts, A. S.**, & A. A. Callender (2014, December). *Divergent effects of familiarity on memory and multiple choice test performance*. Poster presented at the 55th Annual Meeting for the Psychonomic Society, Long Beach, California.

Roberts, A. S., & A. A. Callender (2014, March). *Big and bold illusions: Effects of font size on metacognitive judgments*. Oral presentation given at 19th Annual Research and Teaching Festival, Auburn, AL

Roberts, A. S., & A. A. Callender (2014, March). *Big and bold: Effects of key term font on metacognition and memory when reading*. Oral presentation given at 85th Annual Meeting of the Eastern Psychological Association, Boston, MA

Roberts, A. S., & A. A. Callender (2014, March). *Big and bold illusions: Effects of key term font size on metacognition and memory*. Oral presentation given at Graduate Scholars Forum, Auburn, AL

Roberts, A. S., Davis, M., Franco-Watkins, A. M., Callender, A. A., Johnson, J. G. (2013, November). *Under pressure: Are we metacognitively aware of the effects of pressure on*

our performance? Poster presented at the 54th Annual Meeting for the Psychonomic Society, Toronto, Ontario, Canada

Roberts, A. S., & A. A. Callender (2013, April). *Making “bold” predictions: The effects of key term font within textbooks on metacognition and reading comprehension.* Poster presented at the 18th Annual Research and Teaching Festival, Auburn University, AL

Brown, K., **Roberts, A. S.**, Franco-Watkins, A. M., & A. Callender (2013, April). *Metacognition under pressure: Individual differences in working memory and decision making under time constraints.* Poster presented at Research Week 2013, Auburn University, AL

Roberts, A. S., & A. A. Callender. (2013, March). *Effects of font type of embedded key terms on judgments of learning and memory from textbooks.* Poster presented at the 84th Annual Meeting of the Eastern Psychological Association, New York City, NY

Brown, K., **Roberts, A. S.**, Franco-Watkins, A. M., & A. Callender (2013, March). *Metacognition under pressure: Individual differences in working memory and decision making under time constraints.* Poster presented at the 84th Annual Meeting of the Eastern Psychological Association, New York City, NY

Roberts, A. S., Callendar, A. A., & Franco-Watkins, A. M. (2012, November). *Calibration bias: Effects of training, incentives, and feedback on metacognition in the classroom.* Poster presented at the 53rd Annual Meeting for the Psychonomic Society, Minneapolis, MN.

Roberts, A., & Callender, A. A. (2012, April). *Effects of font type of embedded key terms on judgments of learning and memory from textbooks.* Oral presentation presented at Department of Psychology 17th Annual Research and Teaching Festival, Auburn University, AL.

Callender, A. A., & **Roberts, A.** (2011, November). *When is expanding retrieval more effective than evenly spaced retrieval?* Poster presented at 52nd Annual Meeting for the Psychonomic Society, Seattle, WA.