

ALISON C. KOENKA

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Research Interests Include:
motivational consequences of academic feedback
academic motivation in underrepresented and understudied student populations

Last updated: 2/11/2023

EDUCATION

- Ph.D., 2015 Duke University, Department of Psychology and Neuroscience
Developmental Psychology
Dissertation:
Grade expectations: An investigation of performance feedback, classroom goal structures, and the motivational consequences of their dynamic interplay
Dissertation Committee: Harris Cooper (chair), Rick H. Hoyle, Elizabeth J. Marsh, & Dale H. Schunk.
- B.A., 2009 McGill University, *First Class Honors*
Honors Psychology (Major); International Relations (Minor)
First Class Honors, 2009; Dean's Honor List, 2008

PROFESSIONAL EXPERIENCE

- August 2022- Present Assistant Professor of Educational Psychology, Department of Educational Psychology, University of Oklahoma

Director, Motivational Messaging Lab, Department of Educational Psychology, University of Oklahoma
- January 2020- Present Principal Investigator, *Equitable Access and Support for Advanced Coursework* study, Metropolitan Educational Research Consortium, Virginia Commonwealth University
- January 2020- August 2022 Co-Director, Motivation in Context Research Lab, Department of Foundations of Education, Virginia Commonwealth University
- August 2019- August 2022 Assistant Professor of Educational Psychology, Department of Foundations of Education, Virginia Commonwealth University
- August 2017- 2019 Research Methodology Center Affiliate, The Ohio State University
- July 2015 - June 2019 Postdoctoral Researcher (Educational Psychology and Quantitative Methods) The Ohio State University; Advisor: Eric M. Anderman, Ph.D.

GRANTS AND FELLOWSHIPS

- 2022-2023 University of Oklahoma Research Council Faculty Investment Program (Principal Investigator; funded; \$14,558.68). *Mathematics tracking, feedback experiences, and motivation in Black and Latiné students: A community-engaged investigation.*
- 2021-2022 APA Division 15 Research Grant (Principal Investigator; funded; \$4,900). *Mathematics tracking, feedback experiences, and motivation in Black and Latiné students: A community-engaged exploration and extension.*
- 2020-2021 William T. Grant Foundation Officers' Research Grant (Principal Investigator; funded: \$49,625). *Math tracking and motivation in Black students: Feedback experiences and racial diversity as levers of change.*

- AERA Division C Equity Grant (Principal Investigator; funded; \$3,850). *Math tracking and motivation in Black students: Exploring feedback experiences and racial diversity as mechanisms for more equitable experiences and outcomes.*
- 4-VA at UVA Collaborative Research Grant (Co-Principal Investigator; funded; \$5,000 subaward). *Leveraging student voices to identify opportunity structures and enhance belonging.*
- 2018-2019 Early Career Research Grant, American Psychological Association, Division 15 (funded; \$6,000) *Longitudinal relations between high school motivation, performance, and postsecondary pursuit of science in a nationally representative sample: Understanding the interactive experiences of gender and racial identities.*
- National Study of Learning Mindsets Early Career Fellowship (funded; \$8,000). *Can a growth mindset intervention overcome persistent messages about the stability of intelligence?*
- 2015-2016 Small Research Grant, Department of Educational Studies, The Ohio State University (funded; \$1,500)
- 2014-2015 Summer Research Fellowship, Duke University (funded; \$5,500)
- 2013-2014 Program for Advanced Research in the Social Sciences Fellowship (PARISS; quantitative methods fellowship), Duke University (funded; \$21,580)
- 2011-2013 Claire Hamilton Travel Award, Duke University (funded; \$250 x 2)
- Summer Mentoring Fellowship, Vertical Integration Program at Duke University (funded; \$1,800 x 2)

HONORS AND AWARDS

- 2021-2022 Ranked (#15) as a top-producing early career scholar in educational psychology journals from 2015-2021 (see Fong, C. J., Flanigan, A. E., Hogan, E., Brady, A. C., Griffin, M. M., Gonzales, C., García, A. J., Fathi, Z., & Robinson D. H. (2022). Individual and institutional productivity in educational psychology journals from 2015–2021. *Educational Psychology Review*. Advance online publication. <https://doi.org/10.1007/s10648-022-09704-2>)
- Faculty Mentor to Division C Shark Tank “People’s Choice Award” winners (Destini Braxton and Danielle N. Berry: *Black special education students’ motivational and feedback experiences in middle school mathematics: Understanding two intersecting social experiences*), American Educational Research Association (\$1,000 funded).
- 2020-2021 Distinguished Junior Faculty Award, Virginia Commonwealth University, School of Education
- Division C New Faculty Mentoring Program, American Educational Research Association
- Co-author on AERA Division C Graduate Student Research Excellence Award: Lee, H., Yu, S. L., Kim, M., & Koenka, A. C. Students’ classroom experiences matter in STEM: Joint consideration of expectancy-value theory, mindsets, and gender.
- Faculty mentor to Division 15 Outstanding Graduate Student Poster Award Finalist (Korinthia D. Nicolai & Margaret K. Wallace, *Do predominant measures encompass Black and Latina students’ task values?*), American Psychological Association.
- Faculty mentor to Division C Shark Tank Finalist (Korinthia D. Nicolai: *For whom are motivational interventions developed? A systematic review centering race, ethnicity, and culture*), American Educational Research Association.
- Faculty mentor to Division E Seed Grant Finalist (Korinthia D. Nicolai & Margaret K. Wallace, *How do culturally responsive teaching and academic beliefs shape academic outcomes in higher education? A longitudinal study.*), American Educational Research Association.
- 2019-2020 Research Fellows Program, Virginia Commonwealth University, School of Education
- 2018-2019 Division E Preconference Early Career Mentoring Seminar and Travel Award, American Educational Research Association
- 2016-2017 Paul R. Pintrich Outstanding Dissertation Award, American Psychological Association, Division 15
- 2015-2016 Honorable Mention, Classroom Assessment Special Interest Group Distinguished Paper, American Educational Research Association
- 2014-2015 Graduate School Travel Award, Duke University
- 2013-2014 Motivation in Education Special Interest Group Graduate Travel Award, American Educational Research Association
- Division C Preconference Graduate Mentoring Seminar and Travel Award, AERA.

+ indicates student/postdoc mentee; * indicates equal contribution

JOURNAL ARTICLES

- + Nicolai, K. D., **Koenka, A. C.**, & + Braxton, D. (in press). Black and Latiné students' experiences of inequitable and differential feedback: How can middle school educators provide more motivationally-supportive feedback? *Middle School Journal*.
- Zumbrunn, S., Ekholm, E., Broda, M., & **Koenka, A. C.** (2022). Trajectories of students' writing feedback attitudes. *Journal of Experimental Education*.
<https://doi.org/10.1080/00220973.2022.2064413>
- Agger, C. A., Roby, R. S., + Nicolai, K. D., **Koenka, A. C.**, & Miles, M. L. (2022). Taking a critical look at adolescent research on Black girls and women: A systematic review. *Journal of Adolescent Research*. <https://doi.org/10.1177/07435584221076054>
- Koenka, A. C.** (2022). Grade expectations: The motivational consequences of performance feedback on a summative assessment. *Journal of Experimental Education*, 90, 88-111. <https://doi.org/10.1080/00220973.2020.1777069>
- + Kim, Y., Yu, S. L., **Koenka, A. C.**, + Lee, H., & Heckler, A. H. (2022). Can self-efficacy and value buffer perceived cost? Exploring introductory- and upper-level physics courses. *Journal of Experimental Education*, 90, 839-861.
<https://doi.org/10.1080/00220973.2021.1878992>
- + Lee, H., Yu, S. L., Kim, M., & **Koenka, A. C.** (2021). Students' classroom experiences matter in STEM: Joint consideration of expectancy-value theory, mindsets, and gender. *Contemporary Educational Psychology*, 67.
<https://doi.org/10.1016/j.cedpsych.2021.102023>
- Koenka, A. C.**, Linnenbrink-Garcia, L., Moshontz, H., Atkinson, K. M., Sanchez, C., & Cooper, H. (2021). A meta-analysis on the impact of grades and comments on academic motivation and achievement: A case for written feedback. *Educational Psychology*, 41, 922-947. <https://doi.org/10.1080/01443410.2019.1659939>
- Koenka, A. C.**, Anderman, E. M., Anderman, L. H., & + Won, S. (2020). Associations between ethnic identity and motivational beliefs in internationally adopted youth and the mediating role of school belonging. *Learning and Individual Differences*, 81, 101909. <https://doi.org/10.1016/j.lindif.2020.101909>
- Wigfield, A. & **Koenka, A. C.** (2020). Where do we go from here in academic motivation theory and research? Some reflections and recommendations for future work. *Contemporary Educational Psychology*, 61, 101872.
<https://doi.org/10.1016/j.cedpsych.2020.101872>
- Koenka, A. C.** (2020). Academic motivation theories revisited: An interactive dialog between motivation scholars on recent contributions, underexplored issues, and future directions. *Contemporary Educational Psychology*, 61, 101831.
<https://doi.org/10.1016/j.cedpsych.2019.101831>
- Agger, C. A., & **Koenka, A. C.** (2020). Does attending a deeper learning school promote motivation, engagement, perseverance, and achievement? *Psychology in the Schools*, 1-19. doi:10.1002/pits.22347
- Koenka, A. C.**, & Anderman, E. M. (2019). Personalized feedback as a strategy for improving motivation and performance among middle school students. *Middle School Journal*. doi:10.1080/00940771.2019.1674768

- Anderman, E. M., **Koenka, A. C.**, Anderman, L. H., & Won, S. (2018). Math and science motivation in internationally adopted adolescents. *School Psychology Quarterly*, 33, 469-481. doi:10.1037/spq0000276
- Atkinson, K. M, Sanchez, C. E, **Koenka, A. C.**, Moshontz, H., & Cooper, H. (2018). A synthesis of research comparing self, peer, and instructor grades in college classrooms. *International Research in Higher Education*. doi:10.5430/irhe.v3n3p1
- Sanchez, C. E., Atkinson, K. M., **Koenka, A. C.**, Moshontz, H., & Cooper, H. (2017). Self-grading and peer-grading for formative and summative assessments in 3rd through 12th grade classrooms: A meta-analysis. *Journal of Educational Psychology*, 109, 1049-1066.
- Anderman, E. M., & **Koenka, A. C.** (2017). The relation between academic motivation and cheating. *Theory Into Practice*, 56, 95-102. doi:10.1080/00405841.2017.1308172
- Dent, A. L. & **Koenka, A. C.** (2016). The relation between self-regulated learning and academic achievement across childhood and adolescence: A meta-analysis. *Educational Psychology Review*, 28, 425-474. doi:10.1007/s10648-015-9320-8.
- Atkinson, K. M., **Koenka, A. C.**, Sanchez, C. E., Moshontz, H., & Cooper, H. (2015). Reporting standards for literature searches and report inclusion criteria: Making research syntheses more transparent and easy for replication. *Research Synthesis Methods*, 6, 87-95. doi:10.1002/jrsm.1127
- Cooper, H. & **Koenka, A. C.** (2012). The overview of reviews: Unique challenges and opportunities when research syntheses are the indivisible elements of new integrative scholarship. *American Psychologist*, 67, 446-462. doi:10.1037/a0027119

OTHER PUBLICATIONS

- Koenka, A. C.**, & Wigfield, A. (2023). Should theoretical integration occur in the motivation literature? Considering what, for whom, and when. In M. Bong, S. Kim, & J. Reeve. *Motivation Science: Controversies and Insights*, 279-284.
- Wigfield, A., & **Koenka, A. C.** (2023). Is there a need for needs in the achievement motivation field? In M. Bong, S. Kim, & J. Reeve. *Motivation Science: Controversies and Insights*, 273-278.
- Koenka, A. C.**, **Chen, X-Y., **Nicolai, K. D., & **White-Levatich, A. (2021). Conducting equity-focused research from an achievement goal theory framework: Looking back and moving forward. In P. Murphy & H. Bembenuddy. *SSRL Times Magazine*.
- Agger, C. A, & **Koenka, A. C.** (2021). Teaching and modeling motivation to support inter and intrapersonal learning: Five principles for fostering motivationally-supportive classroom climates. In D. K. Meyer & A. Emery. *Teaching Motivation for Student Engagement*
- Koenka, A. C.**, Dent, A. L., & Corpus, J. H. (2019). Can a growth mindset program overcome persistent messages about the stability of intelligence? Research snapshot: http://mindsetscholarsnetwork.org/wp-content/uploads/2019/11/Alison_Koenka_111519.pdf
- Koenka, A. C.** (2016). Providing effective feedback. In A. M. Ryan, T. Urdan, & E. M. Anderman. *Adolescent development for educators*. Boston: Pearson.

EDITED SPECIAL ISSUES OF JOURNALS

Wigfield, A., & **Koenka, A. C.** (2020). Where do we go from here? Views on the current status and future directions for five major motivation theories. *Contemporary Educational Psychology*.

MANUSCRIPTS IN THE REVIEW PROCESS

Koenka, A. C., ⁺ Nicolai, K. D., & ⁺ Garries, R. (forthcoming). Strategies for centering inclusion and equity in human development courses for preservice educators.

⁺ Nicolai, K. D., Morton, T. R., ⁺ De La Torre, C., DeCuir-Gunby, J. T., & **Koenka, A. C.** (invited manuscript under review). Navigating growing pains: Tensions in integrating critical race theory in psychology and strategies for addressing them.

⁺ Sjogren, A. L., Robinson, K., & **Koenka, A. C.** (revise & resubmit). Profiles of afterschool motivations: An expectancy-value approach.

⁺ Zhang, F., Bae, C. L., Broda, M., & **Koenka, A. C.** (under review). Investigating the factor structure of motivation from an integrative approach: Evidence from TIMSS U.S. data.

MANUSCRIPTS IN PREPARATION

Koenka, A. C., ⁺ Nicolai, K. D., ⁺ Braxton, D., ⁺ Wallace, M. K., ⁺ Berry, D. N., & Graham, S. (in preparation). Feedback as a vehicle for promoting and preventing equity: A motivational perspective.

Koenka, A. C., Broda, M., Agger, C. A., Anderman, E. M., Nicolai, K. D., ⁺ Sjogren, A. L., Zumbrunn, S., ⁺ Harris-Thomas, B., & Roby, R. S. (in preparation). Science motivation Among Black high school students: Acknowledging intersecting identities.

Koenka, A. C., Yu, S. L., Cheng, S. L., ⁺ Kim, Y., ⁺ Lee, H., & Heckler, A. F. (in preparation). Women and men's motivational antecedents, beliefs, and performance in undergraduate physics: The power of belonging and complexity of cost.

ORGANIZED SYMPOSIA

- 2022 ⁺ Nicolai, K. D., & **Koenka, A. C.** (2022, August). Translating intention into action: Strategies for decolonizing educational psychology courses. Symposium to be presented at the Annual Meeting of the American Psychological Association. Minneapolis, MN.
- 2021 **Koenka, A. C.**, & Wigfield, A. (2021, April). Keeping the conversation going: Next steps in theoretical approaches to understanding the academic motivation of racially and ethnically diverse students. Symposium presented at the Annual Meeting of the American Educational Research Association. Virtual.
- 2020 **Koenka, A. C.**, & Wigfield, A. (2020, August). Where do we go from here (2.0)? A continued conversation on motivation theories and their implications for racially and ethnically diverse student populations. Symposium presented at the Annual Meeting of the American Psychological Association. Virtual.
- 2020 **Koenka, A. C.***, Rosenzweig, E. Q.* & Daumiller, M. (cancelled) Better mentors: A workshop for early-career motivation scholars. Symposium was to be presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA.
- 2019 **Koenka, A. C.***, & Rosenzweig, E. Q.* (2019, April). Grant writing for motivation research: A guide for early-career researchers. Symposium presented at the Annual Meeting of the American Educational Research Association. Toronto, Canada.

- 2017 Wigfield, A., & **Koenka, A. C.** (2017, April). Motivation theory yesterday, today, and tomorrow: Reflections of founders and descendants. Symposium presented at the Annual Meeting of the American Educational Research Association. San Antonio, TX.
- 2016 Fong, C., & **Koenka, A. C.** (2016, April). Feedback to the future: Impacts of a venerable construct on 21st – century motivation and learning. Symposium presented at the Annual Meeting of the American Educational Research Association. Washington, DC.

CONFERENCE PRESENTATIONS

- 2023 **Koenka, A. C.**, + Nicolai, K. D., + Braxton, D., + Wallace, M. K., + Berry, D. N., & Graham, S. (2023, April). *Feedback as a vehicle for promoting and preventing equity: A motivational perspective*. Paper to be presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.
- + Wineland, T., **Koenka, A. C.**, Zumbrunn, S. (2023, April). *The impact of transfer students' digital identities on help-seeking behaviors: A systematic review*. Paper to be presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.
- 2022 + Nicolai, K. D., Naff, D., ***Koenka, A. C.**, **Berry, D., *Hewan, G., *Willis, P., *Taylor, B., *Saji, S., *Ferguson, T., *Moore, I., *Tillery, C., & *Man, I. (2022, September). *MERC: Promoting equitable access to advanced coursework through collaborative research*. Society for Research on Educational Effectiveness Annual Meeting, Arlington, VA.
- Zumbrunn, S., **Koenka, A. C.**, & Bae, C. L. (2022, August). *Build your writing village: Finding social support for your writing*. Skill-building session presented at the Annual Meeting of the American Psychological Association. Minneapolis, MN.
- + Nicolai, K. D., + Garries, R., + Berry, D. N., + Braxton, D., + Meekins, D., + Taylor, M., + Wallace, M. K., + Walls, K. H., + Wineland, T., & **Koenka, A. C.** (2022, August). *Evidence-based practices for teaching human development guided by theory and personal experience*. Presented at the Annual Meeting of the American Psychological Association. Minneapolis, MN.
- + Braxton, D., **Koenka, A. C.**, & + Nicolai, K. D. (2022, August). *Centering and celebrating identities when developing school partnerships*. Presented at the Annual Meeting of the American Psychological Research Association. Minneapolis, MN.
- Koenka, A. C.** (2022, April). Invited discussant. *What research syntheses tell us about the individual, instructional, and contextual correlates to academic motivation*. Presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.
- + Sjogren, A. L., Robinson, K., & **Koenka, A. C.** (2022, April). *Expectancy-value-cost profiles: Exploring the affordances and drawbacks of the bifactor measurement model*. To be presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.
- + Zhao, H., + Nicolai, K. D., **Koenka, A. C.**, & Chow, J.C. (2022, April). *Assessing the State of Reporting, Quality, and Reproducibility of Meta-Analyses in Educational Psychology Research*. Paper presented at the National Consortium for Instruction & Cognition, San Diego, CA USA.

- 2021 ⁺Nicolai, K. D., **Koenka, A. C.**, & ⁺Garries, R. (2021, October). *Lessons learned from racial injustice and the COVID-19 pandemic: Evidence-based practices for teaching human development to preservice educators*. Presented at the Metropolitan Educational Research Consortium Conference. Virtual.
- ⁺ Braxton, D., **Koenka, A. C.**, Waller, L., & Nicolai, K. D. (2021, October). *Bridging the gap between theory and practice: Developing university-school partnerships with a dual identity*. Presented at the Metropolitan Educational Research Consortium Conference. Virtual.
- Koenka, A. C.**, Broda, M., Agger, C. A., Anderman, E. M., ⁺Nicolai, K. D., Sjogren, A. L., Zumbrunn, S., Harris-Thomas, B., & Roby, R. S. (2021, August). *Science motivation among Black high school students: Acknowledging intersecting identities*. Paper presented at the Annual Meeting of the American Psychological Association. Virtual.
- Koenka, A. C.** (2021, April). *Collaboration and continuation of research*. Invited presentation as part of Division C Fireside Chat: From Ph.D. to Professor: How to Navigate the Job Search from Start to Finish. Presented at the Annual Meeting of the American Educational Research Association. Virtual.
- 2020 ⁺ Nicolai, K. D., **Koenka, A. C.**, & ⁺Braxton, D. (2020, October). *Differential and adaptive feedback: Defined and explained*. Presented at the Metropolitan Educational Research Consortium Conference. Virtual.
- Koenka, A. C.**, Dent, A. L., & Corpus, J. H. (conference cancelled). *The maladaptive consequences of mathematics tracking and how a growth mindset can moderate them*. Paper was to be presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA.
- 2019 **Koenka, A. C.**, Agger, C. A., & Anderman, E. M. (2019, October). *Measuring science motivation and the interactive experiences of gender and racial identities with nationally representative data*. Presented at the biennial meeting of the Scholarly Consortium of Innovative Psychology in Education. Savannah, GA.
- 2018 **Koenka, A. C.** (2018, August). *Grade expectations: The motivational consequences of performance feedback on a high-stakes assessment*. Invited talk for Paul R. Pintrich Outstanding Dissertation Award presented at the Annual Meeting of the American Psychological Association. San Francisco, CA.
- 2018 ⁺ Lee, H., Yu, S. L., **Koenka, A. C.**, Kim, Y., & Heckler, A. F. (2018, August). *Parental expectations and self-regulated learning: Roles of identity foreclose and self-efficacy*. Paper presented at the Annual Meeting of the American Psychological Association. San Francisco, CA.
- 2017 **Koenka, A. C.**, Yu, S. L., ⁺Kim, Y., Lafranconi, H., & Heckler, A. F. (2017, April). *What predicts success in undergraduate physics? The importance of belonging and complexity of cost*. Paper presented at the Annual Meeting of the American Educational Research Association. San Antonio, TX.
- 2016 **Koenka, A. C.** (2016, April). *Grade expectations: The motivational consequences of performance feedback*. Paper presented at the Annual Meeting of the American Educational Research Association. Washington, DC.
- Koenka, A. C.**, Moshontz, H., Atkinson, K. M., Sanchez, C. E., & Cooper, H. (2016, April). *The impact of grades, comments, and no feedback on academic achievement: A meta-analysis*. Paper presented at the Annual Meeting of the American Educational Research Association. Washington, DC.

- 2015 **Koenka, A. C.**, Richardson, E., Moshontz, H., Sanchez, C. E., Atkinson, K. M., & Cooper, H. (2015, April). *Is more testing better? The impact of frequent testing on college students' academic performance and attitudes: A synthesis of research*. Paper presented at a Roundtable Session at the Annual Meeting of the American Educational Research Association. Chicago, IL.
- 2015 Moshontz, H., **Koenka, A. C.**, Atkinson, K. M., Sanchez, C. E., & Cooper, H. (2015, April). *The differential impact of norm-referenced and criterion-referenced grading methods on students' performance and motivation*. Paper presented at a Roundtable Session at the Annual Meeting of the American Educational Research Association. Chicago, IL.
- 2013 **Koenka, A. C.** & Cooper, H. (2013, April). *The effectiveness of academic tutoring: An overview of reviews*. Paper presented at a Roundtable Session at the Annual Meeting of the American Educational Research Association. San Francisco, CA.
- 2012 Dent, A. L., Cooper, H., & **Koenka, A. C.** (2012, April). *Integrating different approaches to investigating self-regulated learning*. Paper presented at the Annual Meeting of the American Educational Research Association. Vancouver, British Columbia.
- Dent, A. L., Cooper, H., & **Koenka, A. C.** (2012, April). *A synthesis of research on the relation between study skills and academic performance*. Paper presented at the Annual Meeting of the American Educational Research Association. Vancouver, British Columbia.

POSTER PRESENTATIONS

- 2023 ⁺ Taylor, M., & **Koenka, A. C.** (2023, April). *Alignment of course goals and type in higher education: Self-regulation as an antecedent*. Poster to be presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.
- ⁺ Nicolai, K. D., **Koenka, A. C.**, ⁺ Braxton, D., & ⁺ Wallace, M. K. (2023, February). *Are motivation interventions in elementary and secondary science classrooms taking a culturally responsive or critical approach? A systematic review*. Poster presented at the Holmes Scholars Preconference at Annual Meeting of the American Association of Colleges for Teacher Education, Indianapolis, IN.
- 2022 **Koenka, A. C.**, Yu, S. L., Kim, Y., Lee, H. & Heckler, A. F. (2022, August). *Gendered patterns in physics identity, belonging, motivational beliefs, and performance*. Poster presented at the Annual Meeting of the American Psychological Association. Minneapolis, MN.
- ⁺ Braxton, D., **Koenka, A. C.**, & ⁺ Berry, D. N. (2022, March). *Understanding Two Intersecting Social Experiences among Black Special Education Middle School Students*. Poster presented at Virginia Commonwealth University School of Education Research Colloquium, Richmond, VA.
- ⁺ Nicolai, K. D., ^{**}Joy, J., ^{*}**Koenka, A. C.**, ⁺ Wallace, M. K., & ^{*}Zumbrunn. (2022, March 18). *A mixed-methods investigation of the relationships between stigma experiences, contextual characteristics, resilience factors, and belonging: Centering historically marginalized students*. Poster presented at Virginia Commonwealth University School of Education Research Colloquium, Richmond, VA.
- ⁺ Nicolai, K. D., **Koenka, A. C.**, & ⁺ Braxton, D. (2022, March). *Differential feedback provided to Black and Latinx students: The motivational impacts and how to move forward*. Poster presented at the Holmes Scholar Preconference at American Association of Colleges for Teacher Education Annual Meeting. New Orleans, LA.

- 2021 ⁺ Nicolai, K. D., **Koenka, A. C.**, & ⁺Wallace, M. K. (2021, August). *Do predominant measures encompass Black and Latina students' task values*. Poster presented at the Annual Meeting of the American Psychological Association. Virtual.
- ⁺ Craig, R., Naff, D., **Koenka, A. C.**, & Johnson, K. (2021, April). *Secondary student perceptions of supports and barriers for advanced coursework: A systematic review of the literature*. Poster to be presented at the Annual Meeting of the American Educational Research Association. Virtual.
- 2020 **Koenka, A. C.**, Broda, M., Agger, C. A., Anderman, E. M., Nicolai, K. D., & Lester, A. M. (2020, August). *Longitudinal relations between high school science motivation and performance*. Poster presented at the Division 15 Presidential Poster Session at the Annual Meeting of the American Psychological Association. Washington, DC.
- 2019 **Koenka, A. C.**, Dent, A. L., & Corpus, J. H. (2019, May). *Can a growth mindset intervention overcome messages about the stability of intelligence?* Poster presented at the Annual Meeting of the Society for the Science of Motivation. Washington, DC.
- 2018 **Koenka, A. C.**, Anderman, E. M., Anderman, L. H., & Won, S. (2018, April). *An expectancy-value approach to exploring motivation and its precursors among internationally adopted youth*. Presented at the Annual Meeting of the American Educational Research Association. New York City, NY.
- Kim, Y., Yu, S. L., **Koenka, A. C.**, Lee, H., & Heckler, A. F. (2018, April). *Can high self-efficacy and value buffer cost? Exploring interactive relationships and their consequences for engagement*. Presented at the Annual Meeting of the American Educational Research Association. New York City, NY.
- 2017 Anderman, E. M., **Koenka, A. C.**, & Won, S. (2017, April). *Changes in STEM motivation during high school for domestically and internationally adopted adolescents*. Presented at the Annual Meeting of the American Educational Research Association. San Antonio, TX.
- Agger, C. A., & **Koenka, A. C.** (2017). *Investigating contexts for learning: How deeper learning schools and strategies shape students' motivation and achievement outcomes*. Presented at the Annual Meeting of the American Educational Research Association. San Antonio, TX.
- 2016 **Koenka, A. C.**, Emery, A., & Anderman, E. M. (2016, August). *The motivational consequences of ungraded math courses in middle school*. Poster presented at the Annual Meeting of the American Psychological Association. Denver, CO.
- 2014 **Koenka, A. C.**, Cooper, H. & Linnenbrink-Garcia, L. (2014, April). *How much do grades matter? A meta-analysis on the motivational consequences of assessment*. Poster presented at the Annual Meeting of the American Educational Research Association. Philadelphia, PA.
- 2013 **Koenka, A. C.**, Cooper, H. & Truwit, M. (2013, April). *What's in a grade? The relation between students' value of grades and reported emphasis of assessment on goal orientation*. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Seattle, WA.
- 2009 Popliger, M. E., **Koenka, A. C.**, Na, S., & Talwar, V. (2009, August). *Deception detection in children and adults: The role of Machiavellianism*. Poster presented at the Annual Meeting of the American Psychological Association. Toronto, Ontario.

INVITED PRESENTATIONS

- 2022 “Can I Do This, And Why Do I Want To? Motivation as a Mechanism for Promoting Equity in Education,” Department of Psychology, Virginia Commonwealth University
 “Writing the (Sometimes Dreaded) Teaching Statement,” Career Services, Virginia Commonwealth University
- 2021 “Can I Do This, and Why Do I Want To? Motivation as a Mechanism for Promoting Equity in Education,” Educational Psychology Colloquium Series, University of Maryland.
 “Key Considerations for Doing Community-Engaged Work: How to Set Yourself Up to Successfully Collaborate with Researchers, Students, and School Partners”, American Psychological Association Division 15 Early Career Educational Psychology Series
 “The Motivational Consequences of Performance Feedback: Implications for Education Practice and Equity”, Educational Testing Service
 “The Motivational Consequences of Academic Feedback”, Department of Educational Foundations and Leadership, Old Dominion University
 “Math Tracking and Motivation in Black Students: Exploring Feedback Experiences and Racial Diversity as Mechanisms for More Equitable Experiences and Outcomes”, Memory Dynamics Lab Visit, Washington University in St. Louis
- 2020 “The Motivational Consequences of Academic Feedback”, Motivate Lab Lunch and Learn, University of Virginia
- 2018 “Missing Data in Education Research” Educational Psychology Brown Bag Series, The Ohio State University Department of Educational Studies.
 “Providing Motivationally Optimal Feedback to College Students” Dennis Learning Center, The Ohio State University.
- 2017 “Using Secondary Data to Conduct Research in Developmental and Educational Psychology: Maximizing Opportunities and Minimizing Challenges” Methodological Colloquium The Ohio State University Department of Educational Studies.
 “The Motivational Consequences of Performance Feedback” Educational Psychology Brown Bag Series, The Ohio State University Department of Educational Studies.
- 2016 “Conducting a Meta-Analysis in Educational Psychology: Opportunities and Obstacles” Methodological Colloquium, The Ohio State University Department of Educational Studies.
- 2015 “How Much Do Grades Matter? Research on the Motivational Consequences of Assessment” Developmental Brown Bag Series, Duke University Department of Psychology and Neuroscience.
- 2014 “Academic Motivation: How Can Tutors Help to Enhance its Development?” Tutor Training, Duke University Athletic Department.

TEACHING**INSTRUCTOR OF RECORD**

University of Oklahoma:

Motivation and Learning (graduate; 2023)

Learning, Development, and Assessment for Teachers (undergraduate; 2022)

Virginia Commonwealth University:

Human Development and Education (graduate; 2019 and 2021)

Human Development and Learning (undergraduate; 2020 x 2)

Social Processes in Education (graduate; 2020 and 2022)

Teaching and Learning in Higher Education (graduate; 2021 and 2022)

The Ohio State University:

Psychological Perspectives on Education (undergraduate; 2017)

Duke University:

Research Methods in Psychological Science (undergraduate; 2012; 2013; 2015)

ASSISTANTSHIPS (all at Duke University)

Applied Regression Analysis (lab instructor, graduate; 2013)
 Applied Analysis of Variance (lab instructor, graduate; 2012)
 Research Methods in Psychological Science (undergraduate; 2011; 2012)
 Developmental Psychology (undergraduate; 2011)

WORKSHOPS

2017 "Conducting a Meta-Analysis Using CMA: An Introduction" Research Methodology Center
 The Ohio State University
 2016, 2018 "Introduction to SAS" Research Methodology Center, The Ohio State University

GUEST LECTURES

2022 Motivation in Education (graduate), Texas State University
 2021 The Academic Profession (graduate), Virginia Commonwealth University
 Motivation in Education (graduate), Old Dominion University
 Introduction to Research Methods (graduate), Texas State University
 Psychology of Talent and Motivation (undergraduate), Hanover College
 Motivation in Education (graduate), University of Cincinnati
 2020 Advanced Educational Psychology for Secondary School Teachers (undergraduate), Virginia
 Commonwealth University
 2019 Classroom Learning and Instruction (graduate), The Ohio State University
 2017 Advanced Seminar in Educational Psychology (graduate), The Ohio State University
 2015 Research Methods in Social Psychology (undergraduate), Duke University
 2013 Research Methods in Social Psychology (undergraduate), Duke University
 2012 Research Methods in Psychological Science (undergraduate), Duke University
 2011 Research Design (graduate), Duke
 University
 2011 Developmental Psychology (undergraduate), Duke University
 2011 Research Methods in Psychological Science (undergraduate), Duke University

MENTORING**RESEARCH MENTORSHIP**

2019- present Ph.D. student advisor:
 Danielle N. Berry
 Casey Haskins
 Korinthia D. Nicolai (co-advisor)
 2010- Graduate Student Mentor, Undergraduate Honors Thesis x 5
 2015 Graduate Student Mentor, Undergraduate Research Practicum x 4
 Graduate Student Mentor, Vertical Integration Program x 2 (summer mentoring program)

TEACHING MENTORSHIP

2020 Supervised Human Development and Learning Teaching Assistant (Korinthia D. Nicolai)
 2021 Supervised Human Development and Education Co-Instructor (Korinthia D. Nicolai)
 2022- present Supervised Learning, Development, and Assessment for Teachers Graduate Instructors of Record
 (Kanvarbir S. Gill & Danielle N. Berry)

STUDENT DISSERTATION COMMITTEES

Dissertation Chair: Danielle N. Berry, Casey Haskins (Co-Chair), Korinthia D. Nicolai (Co-Chair).

Dissertation Committee Member: Destini Braxton; Lauren Cabrera; Jennifer Furman; Paul (Skip) Harrison; Mattie Hedgebeth; Robin Pelt; Meaghan Rawls; Fa Zhang

EDITORIAL BOARD MEMBER

Contemporary Educational Psychology, Journal of Educational Psychology, Psychological Bulletin, and Theory Into Practice

AD HOC REVIEWING

Asia-Pacific Journal of Teacher Education, American Educational Research Journal, British Journal of Educational Psychology, Educational Psychology, Educational Psychology Review, Gifted Child Quarterly, Journal of Applied Research in Intellectual Disabilities, Journal of Experimental Education, Learning and Individual Differences, Learning and Instruction, Motivation and Emotion, Review of Educational Research, Thinking Skills and Creativity, Translational Issues in Psychological Science

OTHER SERVICE

NATIONAL SERVICE

- 2022-2023 Program Chair, American Educational Research Association Motivation in Education Special Interest Group
 Senior Co-Chair, Graduate Student Seminar, American Educational Research Association, Division C
 Race and Diversity Committee Member, American Psychological Association, Division 15
 Invited Panelist, "The Job Market and Transitioning from Candidacy to Faculty," American Educational Research Association, Division C
- 2021-2022 Junior Co-Chair, Graduate Student Seminar, American Educational Research Association, Division C
 Invited Panelist, Motivation Monday Panel, Revise and Resubmit Process, American Educational Research Association, Motivation in Education Special Interest Group
 Race and Diversity Committee Member, American Psychological Association, Division 15
 Invited Panelist, Applied Careers in Psychology: Educational Psychology: American Psychological Association
 Program Co-Chair, American Educational Research Association, Division C, Section 2a (Cognitive and Motivational Processes)
 Invited Mentor, Graduate Student Seminar, American Psychological Association, Division 15
 Invited Facilitator, Race and Diversity Committee Working Group Session, American Psychological Association, Division 15
- 2020-2021 Program Co-Chair, American Educational Research Association, Division C, Section 2b (Learning and Motivation in Social and Cultural Contexts)
 Diversity, Equity, and Inclusion Committee, American Educational Research Association, Division C
 Invited Guest Speaker, "What Would You Do Differently If You Became A Graduate Student Again?" KURE Foreign Scholar Mentoring Seminar, Korea University Department of Education
 Mentoring Subcommittee Member, Early-Career Researcher Committee, American Educational Research Association, Motivation in Education Special Interest Group
 Paul R. Pintrich Outstanding Dissertation Award Committee, American Psychological Association, Division 15
- 2019-2020 Committee Co-Chair and Co-Founder, Early-Career Researcher Committee, American Educational Research Association, Motivation in Education Special Interest Group
 Paul R. Pintrich Outstanding Dissertation Award Committee, American Psychological Association, Division 15
 Poster Awards Committee, American Psychological Association, Division 15
- 2018-2019 Committee Co-Chair and Co-Founder, Early-Career Researcher Committee, American Educational Research Association, Motivation in Education Special Interest Group
 Invited member of "Career Opportunities Panel," American Educational Research Association, Division C Graduate Student Seminar
 Invited member of "The Academic Job Search Panel", American Psychological Association Division 15, Claire Ellen Weinstein Graduate Student Seminar
- 2017-2018 Invited "Motivation Monday" Interviewee: "Keys to a Successful Postdoc", American Educational Research Association, Motivation in Education Special Interest Group

UNIVERSITY SERVICE

- 2022-2023 Search Committee Member, Qualitative Methods Position, Department of Educational Psychology, University of Oklahoma
Invited Panelist, Navigating the Academic Job Market, Center of Educational Development and Research, University of Oklahoma
Graduate Student Handbook Task Force, Department of Educational Psychology, University of Oklahoma
- 2021-2022 Diversity, Equity, and Inclusion Committee Co-Chair, School of Education, Virginia Commonwealth University
Invited Speaker, Academic Writing Tips, Holmes Scholars Program, Virginia Commonwealth University
- 2019-2021 Diversity, Equity, and Inclusion Committee Member, School of Education, Virginia Commonwealth University
Strategic Plan Committee Member, School of Education, Virginia Commonwealth University
- 2019-2021 Invited Panelist, "Reality of the [Job] Search," Preparing Future Faculty, Virginia Commonwealth University
Search Committee Member, postdoctoral researcher in educational psychology, Virginia Commonwealth University
- 2016-2017 Invited Member of "Successful Postdoc Panel", The Ohio State University
Reviewer, College of Education and Human Ecology Undergraduate Scholarship Essays, The Ohio State University
- 2014-2015 Graduate Student Host, Developmental Program Brown Bag Speaker Series
- 2013-2014 Statistics Consultant, Social Sciences Research Institute at Duke University
Invited Member of Panel for Session, 'Applying and Living Through Graduate School'
Graduate Student Host, Developmental Program Brown Bag Speaker Series
- 2011-2013 Invited Panel Member, First Year Seminar Class & Vertical Integration Program
Graduate Student Host, Developmental Program Brown Bag Speaker Series

ADVANCED QUANTITATIVE TRAINING

- Statistical Horizons Meta-Analysis in Stata Workshop, October 11-12, 2018 (instructor: David Wilson)
Stats Camp Missing Data Workshop, September 13-15, 2017 (instructor: Craig Enders)
Psychometrics Course, Fall 2016 (instructor: Mike Edwards)
Longitudinal Structural Equation Modeling Workshop, June 6-10, 2016 (instructors: Patrick Curran and Dan Bauer)
Multivariate Statistics Course, Spring 2015 (instructor: Mark Leary)
Advanced Meta-Analysis Online Course, September 2013 (instructor: Michael Bornstein)
Multilevel Modeling Course, Fall 2012 (instructor: Nisha Gottfredson)
Structural Equation Modeling Course, Spring 2012 (instructor: Rick Hoyle)
Introduction to Meta-Analysis, January 2011 (instructors: Michael Bornstein and Hannah Rothstein)

PROFESSIONAL AFFILIATIONS

- American Educational Research Association
Classroom Assessment Special Interest Group
Motivation in Education Special Interest Group
Division C (Learning and Instruction)
Division E (Counseling and Human Development)
- American Psychological Association
Division 7 (Developmental Psychology)
Division 15 (Educational Psychology)

REFERENCES

Eric M. Anderman, Ph.D. (anderman.1@osu.edu)

postdoctoral research advisor and frequent collaborator

Harris Cooper, Ph.D. (cooperh@duke.edu)

graduate school advisor, Major Area Paper (doctoral candidacy exam) and dissertation committee chair, instructor for Research Methods teaching assistantship, former instructor

Sandra Graham, Ph.D. (shgraham@ucla.edu)

collaborator and mentor

Allan Wigfield, Ph.D. (awigfiel@umd.edu)

collaborator and lead editor on co-edited *Contemporary Educational Psychology* special issue