

David B. Miele

Associate Professor
Department of Counseling, Developmental, and Educational Psychology
Boston College

Campion Hall, Room 239E
140 Commonwealth Avenue
Chestnut Hill, MA 02467

Email: d.miele@bc.edu
Office: 617-552-1593
Fax: 617-552-1981

Education:

- Ph.D. Social Psychology, Northwestern University, 2009
- M.S. Social Psychology, Northwestern University, 2007
- M.A. Philosophy and Education, Teachers College, Columbia University, 2004
- B.A. Philosophy (Magna Cum Laude), Columbia University, 1998

Honors / Academic Awards:

- AERA Review of Research Award (for an outstanding review of research article appearing in the *Review of Research in Education* or the *Review of Educational Research*), 2018
- Buehler Sesquicentennial Assistant Professorship, Boston College, 2014-2019
- Teagle Foundation Fellowship, Columbia University, 2009-2011
- Society for Personality and Social Psychology (SPSP) Student Travel Award, 2009
- Spencer Foundation Dissertation Fellowship, 2008-2009
- Graduate Research Fellowship, Northwestern University, 2008-2009
- Institute for Education Sciences (IES) Fellowship, Northwestern University, 2005-2008
- Cognitive Science Fellowship, Northwestern University, 2004-2005
- Teachers College General Scholarship, Columbia University, 1998-1999

Professional Employment:

- 2019 – present *Director*, Ph.D. Program in Applied Developmental and Educational Psychology, Boston College, Chestnut Hill, MA (sabbatical in 2020-2021)
- 2019 - present *Associate Professor*, Department of Counseling, Developmental, and Educational Psychology, Boston College, Chestnut Hill, MA
- 2013 – 2019 *Assistant Professor*, Department of Counseling, Developmental, and Educational Psychology, Boston College, Chestnut Hill, MA

2011 – 2013	<i>Assistant Professor, Department of Human Development and Quantitative Methodology, University of Maryland, College Park, MD</i>
2009 – 2011	<i>Postdoctoral Research Scientist, Department of Psychology, Columbia University, New York, NY</i>
2002 – 2004	<i>Technology Architect, Columbia Center for New Media Teaching and Learning, Columbia University, New York, NY</i>
2000 – 2002	<i>Lead Interface Designer, Tribeca Software, New York, NY</i>
1999 – 2000	<i>Project Manager, Columbia Center for New Media Teaching and Learning, Columbia University, New York, NY</i>
1998 – 1999	<i>Project Manager, Institute for Learning Technologies, Teachers College, Columbia University, New York, NY</i>

Large Grants:

(for small grants, see below)

Institute of Education Sciences (IES), Cognition and Student Learning (CASL) Grant

Finn, B. (PI), Miele, D. B., (Co-PI), Wigfield, A. (Co-PI), 2019-2023

Improving students' mathematics experiences: How does success impact students' memories, motivation, and engagement?

Total amount: \$1,393,717; Sub-award to Boston College: \$198,629.

James S. McDonnell Foundation (JSMF) Collaborative Activity Award, 2016-2027

Butler, A. C. (PI), Carpenter, S. K. (PI), Karpicke, J. D. (PI), Miele, D. B. (PI), Nokes-Malach, T. J. (PI), Tauber, S. K. (PI), 2016-2023

Implementing principles from the science of learning within educational practice.

Total amount: \$4,635,718; Sub-award to Boston College: \$599,993.

Social Sciences and Humanities Research Council (SSHRC) of Canada Insight Grant

Scholer, A. A. (PI), Miele, D. B. (Collaborator – Co-PI equivalent), 2017-2022

Metamotivation: Antecedents and consequences of flexibly regulating motivation.

Total amount: Can\$182,376; No funding for research outside of Canada.

Board and Research Organization Positions:

2020 – Present	Editorial Board, <i>Journal of Educational Psychology</i>
2015 – Present	Editorial Board, <i>Educational Psychologist</i>
2015 – 2017	Section Co-Chair, Division C, Section 2a: Cognitive and Motivational Processes, <i>American Educational Research Association (AERA)</i>
2014 – 2018	Editorial Board, <i>Journal of Applied Research in Memory and Cognition</i>
2013 – 2023	Editorial Board, <i>Contemporary Educational Psychology</i>

Edited Book:

Wentzel, K. R., & Miele, D.B. (Eds.). (2016). *Handbook of motivation at school* (2nd ed.). New York: Routledge.

Articles Published in Peer-Reviewed Journals:

Miele, D. B., Fujita, K., & Scholer, A. A. (in press). The role of metamotivational knowledge in the regulation of motivation. *Motivation Science*.

Finn, B., Miele, D. B., & Wigfield, A. (2024). Investigating the remembered success effect with elementary and middle school students. *Journal of Educational Psychology*. Advance online publication.

Fujita, K., Le, P. Q., Scholer, A. A., & Miele, D. B. (2024). The metamotivation approach: Insights into the regulation of motivation and beyond. *Social and Personality Psychology Compass*, 18(2), e12937.

Hubley, C., Edwards, J., Miele, D. B., & Scholer, A. A. (2024). Metamotivational beliefs about intrinsic and extrinsic motivation. *Journal of Personality and Social Psychology*, 126(1), 26–57.

Ross, J., Nguyen, T., Fujita, K., Miele, D. B., Edwards, M., & Scholer, A. A. (2023). The relationship between metamotivational knowledge and performance. *Frontiers in Psychology*, 14, 1124171.

Finn, B., Miele, D. B., & Wigfield, A. (2023). The impact of remembered success experiences on expectancies, values, and perceived costs. *Contemporary Educational Psychology*, 72, 102143.

Nguyen, T., Scholer, A. A., Miele, D. B., Edwards, M. C., & Fujita, K. (2023). Predicting academic performance with an assessment of students' knowledge of the benefits of high-level and low-level construal. *Social Psychological and Personality Science*, 14(2), 195–206.

Jansen, E. J., Miele, D. B., Fujita, K., & Scholer, A. A. (2022). Managing the motivation of others: Do managers recognize how to manage regulatory focus in subordinates? *Motivation Science*, 8(4), 330–345.

Nguyen, T., Togawa, T., Scholer, A. A., Miele, D. B., & Fujita, K. (2022). A cross-cultural investigation of metamotivational beliefs about regulatory focus task-motivation fit. *Personality and Social Psychology Bulletin*, 48(5), 807–820.

Browman, A. S., Destin, M., & Miele, D. B. (2022). Perception of economic inequality weakens Americans' beliefs in both upward and downward socioeconomic mobility. *Asian Journal of Social Psychology*, 25(1), 35–51.

Miele, D. B., Browman, A. S., Shen, C., Vasilyeva, M., & Tyumeneva, Y. A. (2022). Domain-general and math-specific self-perceptions of perseverance as predictors of behavioral math persistence. *The Journal of Experimental Education*, 90(3), 593–614.

- Finn, B., & Miele, D. B. (2021). Boundary conditions of the remembered success effect. *Journal of Applied Research in Memory and Cognition*, 10(4), 621-641.
- Miele, D. B., Browman, A. S., & Vasileyeva, M. (2020). Individual differences in students' effort source beliefs predict their judgments of ability. *Motivation Science*, 6, 110-132.
- Nguyen, T., Carnevale, J. J., Scholer, A. A., Miele, D. B., & Fujita, K. (2019). Metamotivational knowledge of the role of high-level and low-level construal in goal-relevant task performance. *Journal of Personality and Social Psychology*, 117, 876-899.
- Bottema-Beutel, K., Kim, S. Y., & Miele, D. B. (2019). College students' evaluations and reasoning about exclusion of students with autism and learning disability: Context and goals may matter more than contact. *Journal of Autism and Developmental Disorders*, 49, 307-323.
- Fujita, K., Scholer, A. A., Miele, D. B., & Nguyen, T. (2019). On metamotivation: Consumers' knowledge of the role of construal level in enhancing regulatory task performance [invited for special issue]. *Journal of the Association for Consumer Research*, 14, 57-64.
- Scholer, A. A., Miele, D. B., Murayama, K., & Fujita, K. (2018). New directions in self-regulation: The role of metamotivational beliefs. *Current Directions in Psychological Science*, 27, 437-442.
- Miele, D. B., & Scholer, A. A. (2018). The role of metamotivational monitoring in motivation regulation. *Educational Psychologist*, 53, 1-21. **[Featured in an episode of APA Division 15 podcast series]**
- †Muenks, K.¹, & Miele, D. B. (2017). Students' thinking about effort and ability: The role of developmental, contextual, and individual difference factors. *Review of Educational Research*, 87, 707-735. **[Winner of the 2018 AERA Review of Research Award]**
- †Scholer, A. A., & Miele, D. B. (2016). The role of metamotivation in creating task-motivation fit. *Motivation Science*, 2, 171-197.
- Muenks, K.*, Miele, D. B., & Wigfield, A. (2016). How students' perceptions of the source of effort influence their ability evaluations of other students. *Journal of Educational Psychology*, 108, 438-454.
- †Rosenzweig, E. Q.*, & Miele, D. B. (2016). Do you have an opportunity or an obligation to score well? The influence of regulatory focus on academic test performance. *Learning and Individual Differences*, 45, 114-127.
- Finn, B., & Miele, D. B. (2016). Hitting a high note on math tests: Remembered success influences test preferences. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 42, 17-38.

¹†Co-first authored

Author is or was a graduate student advisee

- Shen, C.*, Miele D. B., Vasilyeva M. (2016). The relation between college students' academic mindsets and their persistence during math problem solving [invited submission]. *Psychology in Russia: State of the Art*, 9, 38-56.
- Muenks*, K., Miele, D. B., Rowe, M. L., Ramani, G. B., & Stapleton, L. M. (2015). Parental beliefs about the fixedness of ability. *Journal of Applied Developmental Psychology*, 41, 78-89.
- Zalla, T., & Miele, D. B., Leboyer, M., & Metcalfe, J. (2015). Metacognition of agency and theory of mind in adults with high functioning autism. *Consciousness and Cognition*, 31, 126-138.
- Miele, D. B., & Wigfield, A. (2014). Quantitative and qualitative relations between motivation and critical-analytic thinking [invited for special issue]. *Educational Psychology Review*, 26, 519-541.
- Kennedy, P., Miele, D. B., & Metcalfe, J. (2014). The cognitive antecedents and motivational consequences of the feeling of being in the zone. *Consciousness and Cognition*, 30, 48-61.
- Metcalfe, J., & Miele, D. B. (2014). Hypercorrection of high confidence errors: Prior testing both enhances delayed performance and blocks the return of the errors. *Journal of Applied Research in Memory and Cognition*, 3, 189-197.
- Miele, D. B., Son, L. K., Metcalfe, J. (2013). Children's naive theories of intelligence influence their metacognitive judgments. *Child Development*, 84, 1879-1886.
- Metcalfe, J., Eich, T. S., & Miele, D. B. (2013). Metacognition of agency: Proximal action and distal outcome. *Experimental Brain Research*, 229, 485-496.
- Miele, D. B., Wager, T. D., Mitchell, J. P., & Metcalfe, J. (2011). Dissociating neural correlates of action monitoring and metacognition of agency. *Journal of Cognitive Neuroscience*, 23, 3620-3636.
- Miele, D. B., Finn, B., & Molden, D. C. (2011). Does easily learned mean easily remembered? It depends on your beliefs about intelligence. *Psychological Science*, 22, 320-324.
- Miele, D. B., & Molden, D. C. (2010). Naive theories of intelligence and the role of processing fluency in perceived comprehension. *Journal of Experimental Psychology: General*, 139, 535-557.
- Miele, D. B., Molden, D. C., & Gardner, W. L. (2009). Motivated comprehension regulation: Vigilant versus eager metacognitive control. *Memory & Cognition*, 37, 779-795.
- Moretti, F., Frankfurt, J., & Miele, D. (2005). Digital media in a new age of learning and research [invited for special issue]. *Souls*, 7, 1-11.

Chapters and Entries Published in Edited Volumes:

- Miele, D. B., Rosenzweig, E. Q., & Browman, A. (2024). Motivation. In P. A. Schutz, & K. R. Muis (Eds.), *Handbook of educational psychology* (4th ed.). Routledge.

- Miele, D. B., Scholer, A. A., Higgins, E. T. (in press). Exploring performance tradeoffs associated with qualitatively distinct motivations: A dynamic systems approach. In D. Carlston, & K. L. Johnson (Eds.), *The Oxford handbook of social cognition* (2nd ed.). New York: Oxford University Press.
- Miele, D. B., Scholer, A. A., & Fujita, K. (2020). Metamotivation: Emerging research on the regulation of motivational states. In A. Elliot (Ed.), *Advances in motivation science* (Vol. 7). Cambridge, MA: Academic Press.
- Miele, D. B., Nokes-Malach, T. J., & May, S.* (2020). Motivation and the processing of multiple inputs. In D. Lombardi, P. Van Meter, A. List, & P. Kendeou (Eds.), *Handbook of learning from multiple representations and perspectives* (pp. 346-372). New York: Routledge.
- Miele, D. B., & Browman, A. S. (in press). Motivation. In *OECD Education 2030: Learning Framework 2030*.
- Miele, D. B., & Scholer, A. A. (2016). Self-regulation of motivation. In K. R. Wentzel & D. B. Miele (Eds.), *Handbook of motivation at school* (2nd ed.). New York: Routledge.
- Wentzel, K. R., & Miele, D. B. (2016). Overview. In K. R. Wentzel & D. B. Miele (Eds.), *Handbook of motivation at school* (2nd ed.). New York: Routledge.
- Eitam, B., Miele, D.B., & Higgins, E. T. (2013). Motivated remembering: Remembering as accessibility and accessibility as motivational relevance. In D. Carlston (Ed.), *The Oxford handbook of social cognition* (pp. 463-475). New York: Oxford University Press.
- Molden, D. C., & Miele, D. B. (2008). The origins and influences of promotion-focused and prevention-focused achievement motivations. In M. Maehr, S. Karabenick, & T. Urdan (Eds.), *Advances in motivation and achievement: Social psychological perspectives on motivation and achievement* (Vol. 15, pp. 81-118). Bingley, UK: Emerald.
- Spillane, J., & Miele, D.B. (2007). Evidence in policy and practice: Some conceptual tools for exploring the terrain. In P. A. Moss (Ed.) *2007 NSSE Yearbook: Evidence and decision making* (pp. 46-73). Malden, MA: Blackwell.

Patent:

- Miele, D., Moretti, F., VanEsselstyn, D., & Matiz, M. (2004). Method and system for annotating audio/video data files. U. S. Patent 2004/0237032 A1. Washington, DC: U.S. Patent and Trademark Office.

Manuscripts Under Review:

Grose, G. E., Muenks, K., Eason, S. H., Miele, D. B., Rowe, M. L., Ramani, G. B. (revise and resubmit). The role of parents' ability mindsets on parent-child interactions during math and reading activities.

Manuscripts in Progress:

Browman, A. S., & Miele, D. B. (previously submitted). Americans mentally represent low-ability students as lazy, unmotivated, and undeserving of support.

Browman, A. S., & Miele, D. B. (previously submitted). Americans overestimate progress towards racial equality in educational attainment.

Miele, D. B., Perez, S. A.*, Butler, R., Browman, A. S., O'Dwyer, L. M., & McNeish, D. (previously submitted). Elementary school teachers' growth mindsets predict their differential treatment of high versus low ability students.

Invited Talks and Panels:

Miele, D. B. (2024, February). *Obstacles to effective self-regulated learning: Research and remedies* [Panel discussion]. The Studying and Self-Regulated Learning Special Interest Group (SSRL SIG) of the American Educational Research Association (AERA), Virtual.

Miele, D. B. (2023, October). *Applying the metamotivational framework for investigating motivation*. Keynote speaker 2023 bMRI Symposium on Motivation: Contemporary Approaches to Motivation and Motivation Regulation, Korea University, Seoul, South Korea.

Miele, D. B. (2023, June). *The metamotivational approach to studying motivation regulation*. Plenary presentation at Cognitive Remediation in Psychiatry: New Directions in the 21st Century, Columbia University Irving Medical Center, New York, NY.

Miele, D. B. (2019, July). *Beliefs about the nature of ability and effort: Their role in learning, parenting, and teaching*. Public Lecture at the McMaster Conference on Education & Cognition, McMaster University, Hamilton, Ontario, Canada

Miele, D. B. (2018, June). *Individual differences in students' effort source beliefs predict their judgments of ability*. 6th International Workshop on Advanced Learning Sciences, University of Pittsburgh, Pittsburgh, PA.

Miele, D. B. (2018, June). *The role of motivation in college teaching*. Reflecting on Teaching and Designing for Learning (Teaching Retreat). Center for Teaching Excellence, Boston College, Chestnut Hill, MA.

Miele, D. B. (2017, April). *Self-regulation of motivation: Investigating the role of metamotivational awareness*. Cognitive Colloquium, Department of Psychological Sciences at Purdue University, West Lafayette, IN.

- Miele, D. B. (2017, April). *The role of beliefs and value in fostering student motivation*. Seminar at the Educational Testing Service (ETS), Princeton, NJ.
- Miele, D. B. (2017, April). *Academic mindsets: Their role in learning, parenting, and teaching*. AB Family Learning Series, Acton-Boxborough Regional School District, Acton, MA.
- Miele, D. B. (2016, November). *Increasing student motivation through instructional practices*. DUET Speaker Series, Teaching & Learning Laboratory, Massachusetts Institute of Technology (MIT), Cambridge, MA.
- Miele, D. B. (2016, October). *Increasing student motivation through instructional practices*. 2016-2017 CIRTLCast Series, Center for the Integration of Research, Teaching, and Learning (CIRTL), Virtual Lecture.
- Miele, D. B. (2016, May). *Instructional practices for increasing student motivation*. Excellence in Teaching Day, Center for Teaching Excellence, Boston College, Chestnut Hill, MA.
- Miele, D. B. (2016, April). Knowing when (and when not) to ask questions: A metacognitive perspective. In P. L. Harris & M. L. Rowe (Leaders), *Asking about children's questions*. Exploratory seminar at the Radcliffe Institute for Advanced Study, Harvard University, Cambridge, MA.
- Miele, D. B. (2015, December). *Beliefs about the nature of ability and effort: Their role in learning, parenting, and teaching*. Inaugural Lecture, Buehler Sesquicentennial Assistant Professorship, Boston College, Chestnut Hill, MA.
- Miele, D. B. (2015, November). *The role of metamotivation in creating task-motivation fit*. Learning and Development Doctoral Colloquium Series, Harvard Graduate School of Education, Cambridge, MA.
- Miele, D. B. (2014, September). *New directions in the study of motivation and self-regulation: Exploring the concept of metamotivational awareness*. Psychology Colloquium Series, Boston College, Chestnut Hill, MA.
- Miele, D. B. (2013, October). *Motivational differences in analytic reasoning*. Presentation at Seeking Common Ground: A Multidisciplinary Examination of Critical Analytic Thinking in Learning and Development (an AERA sponsored conference), University of Maryland, College Park, MD.
- Miele, D. B. (2012, October). *Interpreting effort during learning: How students' beliefs about intelligence affect their metacognitive judgments*. Presentation at the Social, Decision, and Organizational Sciences Colloquium Series, University of Maryland, College Park, MD.
- Miele, D. B. (2012, April). *Interpreting metacognitive experiences*. Presentation at the Maryland Metacognition Seminar, University of Maryland, College Park, MD.
- Metcalfe, J., & Miele, D. B. (2010, March). *Metacognition of agency: Brain monitoring of control*. Presentation at the Cognitive Science Colloquium, University of Maryland, College Park, MD.

Miele, D. B. (2009, December). *Naive theories of intelligence and the contribution of processing fluency to judgments of learning*. Presentation to the Social Area of the Psychology Department, Columbia University, New York, NY

Miele, D. B. (2009, October). *The motivational underpinnings of self-regulated learning: Implications for classroom instruction*. Presentation to the Teagle Seminar at Columbia University, New York, NY.

Conference Presentations and Posters:

Miele, D. B. (2024, April). *Discussant*. In K. Stockinger & M. Dresel (Chairs), *Motivational regulation meets emotional regulation: Understanding their conceptual and functional interplay in academic settings*. Symposium at the Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Rohrs, R., May, S. C., & Miele, D. B. (2024, April). *Exploring effort source beliefs as a predictor of biased judgments about women's effort in math*. Poster at the Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Miele, D. B., Browman, A. S., May, S. C., & McTernan, M. (2024, April). *Exploring teachers' ratings of students' math ability, students' perceptions of teachers' practices, and student motivation*. In D. B. Miele & F. Lauermann (Chairs), *Exploring the situated nature of teachers' ability-related beliefs, classroom practices, and well-being*. Symposium at the Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Kim, S., Rohrs, R., & Miele, D. B. (2024, April). *Examining the relations between teaching Experience, teacher self-efficacy, motivational strategy use, and job satisfaction*. In D. B. Miele & F. Lauermann (Chairs), *Exploring the situated nature of teachers' ability-related beliefs, classroom practices, and well-being*. Symposium at the Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Browman, A. S., & Miele, D. B. (2023, April). *Americans overestimate racial educational equality, driving opposition to affirmative action programs*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

Finn, B., Miele, D. B., & Wigfield, A. L. (2023, April). *Do experiences of remembered success impact students' subsequent math task performance and behaviors?* Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

Browman, A. S., & Miele, D. B. (2023, February). *Americans overestimate racial educational equality, driving opposition to affirmative action programs*. Presentation at the Society for Personality and Social Psychology (SPSP) Annual Convention, Atlanta, GA.

Browman, A. S., & Miele, D. B. (2022, July). *American educators and voters mentally represent low-ability students as poor, and consequently as lazy, unmotivated, and undeserving of support*. Presentation at the SPSSI-EASP Small Group Meeting, London, UK.

- Miele, D. B., Scholer, A. A., & Fujita, F. (2022, April). *The metamotivational approach to investigating motivation regulation*. Virtual symposium presentation at the Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.
- Browman, A. S., Miele, D. B., & May, S. C., Perez, S., & Butler, R. (2021, August). *Teachers' growth mindsets and their differential treatment of low- and high-ability students*. Presentation at the European Association for Research on Learning and Instruction (EARLI) Biennial Conference, Virtual.
- Browman, A. S., Miele, D. B., & May, S. C. (2021, April). *Socioeconomic mobility beliefs predict the perceived value of academics in late (but not middle) childhood*. Presentation at the Society for Research in Child Development (SRCD) Biennial Meeting, Virtual.
- Boden, K., Nokes-Malach, Miele, D. B., & Fujita, K. (2021, April). *Can seeing the forest impact transfer? Effects of construal level on learning strategies and knowledge transfer*. Paper present at the Annual Meeting of the American Educational Research Association (AERA), Virtual.
- Coughlan, M., Miele, D. B., & Vasilyeva, M. (2021, April). *Examining the associations between math-specific regulatory focus and classroom participation*. In D. B. Miele, A. L. Wigfield, & B. Finn (Chairs), *Broadening the terrain: Examining novel motivational processes in STEM contexts*. Symposium at the Annual Meeting of the American Educational Research Association (AERA), Virtual.
- May, S., Miele, D. B. (2021, April). *Assessing students' selective strategy use in response to different types of motivational deficits*. In D. B. Miele (Chair), *Expanding the role of metamotivational knowledge in academic self-regulation*. Symposium at the Annual Meeting of the American Educational Research Association (AERA), Virtual.
- Browman, A. S., Miele, D. B., May, S. C., & Perez, S. A. (2020, April). *Elementary teachers' mind-sets and their differential treatment of low- and high-ability students*. In A. S. Browman & D. B. Miele (Chairs), *Beyond student mind-sets: How exposure to growth mind-set teachers and classrooms impacts students*. Symposium presentation accepted to the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA. [Canceled due to Covid]
- Browman, A. S., & Miele, D. B. (2020, April). *The American public and educators visualize low-ability students as lazy, unmotivated, and undeserving of support*. Roundtable presentation accepted to the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA. [Canceled due to Covid]
- Miele, D. B., Browman, A. S., & Vasilyeva, M. (2020, April). *Using experiments to explore a novel motivational construct: The case of effort source beliefs*. Symposium presentation accepted to the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA. [Canceled due to Covid]
- Miele, D. B., Nguyen, T., Scholer, A. A., Fujita, K., & Togawa, T. (2019, May). *Cross-cultural similarities (and differences) in metamotivational beliefs about task-motivation fit*. Symposium presentation at the 12th Annual Meeting of the Society for the Science of Motivation (SSM), Washington D. C..

- Haley, J., *Perez, S. A., *May, S. C., & Miele, D. B. (2019, April). *Effects of college science grading policies on students' mindsets and motivation*. Roundtable presentation at the Annual Meeting of the American Educational Research Association (AERA), Toronto, Canada.
- Miele, D. B., Scholer, A. A., & Edwards, J. (2019, April). *Metamotivational monitoring in the context of self-regulated learning*. Symposium presentation at the Annual Meeting of the American Educational Research Association (AERA), Toronto, Canada.
- *Shen, C., Miele, D. B., Vasilyeva, M., Li, Q., & Zhou, J. (2019, April). *Social goals and math persistence – The role of goal internalization*. Paper presentation at the Annual Meeting of the American Educational Research Association (AERA), Toronto, Canada.
- *Shen, C., Miele, D. B., Vasilyeva, M., Li, Q., & Zhou, J. (2019, April). *The role of math ability and effort mindsets in predicting math persistence in two countries*. Paper presentation at the Annual Meeting of the American Educational Research Association (AERA), Toronto, Canada.
- Browman, A. S., Miele, D. B., & Walton, G. M. (2019, April). *Working self-concept contraction among underrepresented students at elite universities: Evidence from two daily diary studies*. Paper presentation at the Annual Meeting of the American Educational Research Association (AERA), Toronto, Canada.
- Scholer, A. A., & Miele, D. B. (2018, April). *Translating metamotivational awareness into behavior*. In D. B. Miele (Chair), *New directions in motivation regulation: The role of students' metamotivational beliefs*. Symposium presentation at the Annual Meeting of the American Educational Research Association (AERA), New York, NY.
- Miele, D. B., *Shen, C., Vasilyeva, M., & Tyumeneva, Y. A. (2018, April). *Domain-general and math-specific grit as predictors of math persistence*. In D. B. Miele & A. S. Browman (Chairs), *Exploring the domain-specific versus domain-general influences of grit, mindsets, and motivation on academic outcomes*. Symposium presentation at the Annual Meeting of the American Educational Research Association (AERA), New York, NY.
- *Perez, S. A., Miele, D. B., Rowan-Kenyon, H. T. (2018, April). *Attributing low-income college students' academic failure to lack of educational resources and opportunities*. Poster at the Annual Meeting of the American Educational Research Association (AERA), New York, NY.
- *Kim, S. Y., Bottema-Beutel, K., Cuda, J., Crowley, S., Miele, D. B. (2018, April). *Undergraduate students' judgments and reasoning about exclusion of students with autism spectrum disorder*. Poster at the Annual Meeting of the American Educational Research Association (AERA), New York, NY.
- Miele, D. B., & Scholer, A. A. (2017, October). *Metamotivational awareness: Assessing the fit between task demands and motivational orientations*. In I. Grossman & A. A. Scholer (Chairs), *Advances in meta-cognition: Implications for thoughts, motivation, emotions, and wisdom*. Symposium presentation at the Society for Experimental Social Psychology (SESP) Annual Meeting, Boston, MA.

- Miele, D. B., Vasilyeva, M., *Chen, S., & Muenks, K. (2017, April). *Individual differences in perceived effort source influence students' judgments of ability*. Roundtable presentation at the Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.
- Miele, D. B., *Perez, S. A., Butler, R. (2017, April). *Elementary school teachers' theories of intelligence predict their differential treatment of low- and high-ability students*. Roundtable presentation at the Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.
- Finn, B., & Miele, D. B. (2016, November). How much and what kind of success influence the remembered success effect? Presentation at the 57th Annual Meeting of the Psychonomic Society, Boston, MA.
- Miele, D. B., & Scholer, A. A. (2016, May). *Metamotivational awareness: Assessing the fit between task demands and motivational orientations*. In A. A. Scholer & D. B. Miele (Chairs), *Exploring psychological flexibility across multiple domains*. Symposium at the American Psychological Society (APS) Annual Convention, Chicago, IL.
- Miele, D. B., & Scholer, A. A. (2015, April). *Metamotivation: Assessing the fit between task demands and motivational orientations*. Poster presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- Finn, B., & Miele, D. B. (2015, April). *Remembering the high notes: Retrospective evaluations of successful learning and assessment episodes*. Poster presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- *Rosenzweig, E. Q., & Miele, D. B., (2015, April). *The Effects of regulatory focus on college course exam performance*. Poster presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- *Muenks, K., Miele, D. B., & Wigfield, A. L. (2015, April). *Perceived sources of effort influence students' ability judgments*. Poster presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL. (Winner of the Paul Pintrich Memorial Award from the Motivation in Education SIG)
- Eason, S., *Muenks, K., Ramani, G. B., Rowe, M. L., Miele, D. B. (2015, March). *Parents' domain-specific ability mindsets influence support during reading and math tasks with preschoolers*. Poster presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Philadelphia, PA.
- *Rosenzweig, E. Q., Miele, D. B., & Srivastav, J. (2014, April). *The influence of regulatory focus on standardized test performance*. Poster presented at the Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.
- *Muenks, K., & Miele, D. B. (2014, April). *Parental beliefs about math and verbal ability predict self-reported behavior: The role of child competence*. Poster presented at the Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.

- *Rosenzweig, E. Q., Miele, D. B., & Srivastav, J. (2014, February). *The influence of regulatory focus on standardized test performance*. Poster presented at the Annual Meeting of the Society for Personality and Social Psychology (SPSP), Austin, TX.
- *Muenks, K., & Miele, D. B. (2014, February). *Parental beliefs about math and verbal ability predict self-reported behavior: The role of child competence*. Poster presented at the Annual Meeting of the Society for Personality and Social Psychology (SPSP), Austin, TX.
- *Muenks, K., Miele, D. B., Rowe, M. L., Ramani, G. B. (2013, April). *Parental beliefs about children's math and reading ability predict self-reported parenting behavior*. Poster presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Seattle, WA.
- Miele, D. B. (2012, October). *Interpreting effort during learning: How students' beliefs about intelligence affect their metacognitive judgments*. Presentation at the Annual Meeting of the Society of Experimental Social Psychology (SESP), Austin, TX.
- Miele, D. B., & Son, L. K. (2011, November). *The metacognitive salience of fluency cues depends on their serial position within a text*. Poster presented at the Annual Meeting of the Psychonomic Society, Seattle, WA.
- Hinze, S., Miele, D. B., & Rapp, D. N. (2011, July). *Regulatory focus affects the accessibility of goals during reading*. Presentation at the 21st Annual Meeting of the Society for Text and Discourse, Poitiers, France.
- Miele, D. B., Finn, B., Metcalfe, J., & Higgins, E. T. (2011, January). *Motivated study-time allocation: Promotion- and prevention-focused metacognitive control*. Presentation at the Fourth Annual Subway Summit on Cognition & Education Research, New York, NY.
- Miele, D. B., Finn, B., Molden, D. C., & Metcalfe, J. (2009, November). *Interpreting encoding fluency: How naive theories of intelligence influence JOLs*. Poster presented at the Annual Meeting of the Psychonomic Society, Boston, MA.
- Miele, D. B., & Rapp, D. N. (2009, November). *Regulatory focus and the accessibility of goals during reading*. Presentation at the Annual Meeting of the Psychonomic Society, Boston, MA.
- Metcalfe, J., & Miele, D. B. (2009, November). *Metacognition of agency: Brain monitoring of control*. Presentation at the Annual Meeting of the Psychonomic Society, Boston, MA.
- Metcalfe, J., & Miele, D. B. (2009, June). *The inferential nature of the metacognition of agency*. Presentation at the Conference on Agency and Joint Attention, New York, NY.
- Miele, D. B., Todd, A. R., Richeson, J. R. (2009, February). *Stereotypes out of thin air: The effect of negative emotions on perceptions of novel outgroups*. Presentation at the Annual Meeting of the Society for Personality and Social Psychology (SPSP), Tampa, FL.
- Miele, D. B., & Molden, D. C. (2008, May). *Interpreting processing fluency during comprehension: The role of implicit theories*. Poster presented at the Association for Psychological Science (APS) Annual Convention, Chicago, IL.

- Miele, D. B., Todd, A. R., Richeson, J. R. (2008, May). *The Prejudiced dog and its stereotypical tail: Stereotypes as a consequence of prejudice*. Presentation at the Midwestern Psychological Association (MPA) Annual Meeting, Chicago, IL.
- Miele, D. B. (2008, April). *Questions and challenges for doctoral students in mixed method training programs*. Conference on Mixed Methods in Educational Research, Evanston, IL.
- Miele, D. B., Gardner, W.L., & Molden, D.C. (2008, January). *Alone and unsafe? Reliving a social rejection leads to the bolstering of physical safety needs*. Poster presented at the Annual Meeting of the Society for Personality and Social Psychology (SPSP), Albuquerque, NM.
- Miele, D. B., Molden, D. C., & Gardner, W. L. (2007, June). *Motivated responses to incomprehension: How regulatory focus influences learning*. Poster presented at the Institute for Education Sciences (IES) Research Conference, Washington, DC..
- Miele, D. B., Molden, D. C., & Gardner, W. L. (2007, January). *Motivated responses to incomprehension: How regulatory focus influences learning*. Poster presented at the Annual Meeting of the Society for Personality and Social Psychology (SPSP), Memphis, TN.
- Umpfress, J. F., Miele, D. B., Simons, T. F., & Cohen, D. M. (2006, May). *Re-opening the debate: Introducing social prescription as the key to understanding informal learning*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Miele, D. B., Ginsburg, H. P., Preston, M., Jang, S., Appel, A., VanEsselstyn, D., Pinto, L. (2004, April). *Video Interactions for Teaching and Learning (VITAL): A System for Improving Pre-Service Early and Elementary Mathematics Education*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.
- Miele, D. B. (2003, June). *Effective use of digital video in case-based learning environments*. Paper presented at the Ed-Media Conference, Honolulu, HI.
- Miele, D.B. (2003, June). *Enriching electronic texts with multimedia annotations*. Paper presented at the Ed-Media conference, Honolulu, HI.

Small Grants:

(for large funded grants, see above)

Boston College Ignite Award

Ford, J. (PI), Cordes S. (Collaborator), Miele D. B. (Collaborator), 2021-2022
Effects of sleep and socioemotional processing on memory in young adults with Down Syndrome.
Total amount: \$30,000

Boston College Student Well-Being Grant

Miele, D. B. (PI), Suzuki, S. (PI), 2020
Additional funding provided for planning of anti-racism training and mentoring workshop funded by the TAM and TAME grants below.

Total amount: \$1,200.

Boston College Teaching, Advising and Mentoring (TAM) Grant

Miele, D. B. (PI), Suzuki, S. (PI), 2020-2021

Constructive, culturally responsive, and equitable mentoring within higher education settings: A workshop for students and faculty in the counseling, developmental, and educational psychology department. Applied for in conjunction with doctoral students from the ADEP program. Sara Suzuki was the doc student who took the lead in drafting the application.
Total amount: \$15,000.

Boston College Teaching, Advising and Mentoring Expense (TAME) Grant

Miele, D. B. (PI), Suzuki, S. (PI), 2019-2020

Anti-racism training seminar for members of applied developmental and educational psychology (ADEP) PhD program. Applied for in conjunction with doctoral students from the ADEP program. Sara Suzuki was the doc student who took the lead in drafting the application.
Total amount: \$2,000.

Boston College Research Expense Grant (REG)

Miele, D. B. (PI), 2019

Effects of college science grading policies on students' mindsets and motivation.
Total amount: \$2,000.

Teaching Experience:

Instructor:

Motivation, Emotion, and Self-regulated Learning (undergrad level), Boston College, 2022-present
Motivation in Educational Contexts (master's level module), Boston College, 2020
Foundations of Social Psychology (doctoral level), Boston College, 2019-present
Cognitive and Affective Bases of Behavior (doctoral level), Boston College, 2014-2017
Applied Child Development (master's level), Boston College, 2014
Psychology of Learning (undergrad level), Boston College, 2013-2021
Cognitive Development and Learning (undergrad level), University of Maryland, 2012-2013
Cognitive and Motivational Bases of Reading Instruction (master's level), U. of Maryland, Spring 2012
Achievement Motivation (doctoral level), University of Maryland, Fall 2011
Design of Intelligent Learning Environments (graduate level), Teachers College, Fall 2003
Hypermedia and Education (graduate level), Teachers College, Fall 1999, Spring 2000

Guest Lecturer:

Child Growth and Development, University of Maryland, Spring 2012
Introduction to Psychology, Barnard College, Spring 2011
Cognitive Processes: Metacognition, Columbia University, Fall 2010
Cognitive Psychology, Northwestern University, Fall 2008
Psychology of Personality, Northwestern University, Spring 2008
Cognitive Science Foundations of the Learning Sciences, Northwestern University, Fall 2006
Philosophy and History in Ancient Greece, New York University, Fall 2002

Teaching Assistant:

Cognitive Psychology, Northwestern University, Fall 2008
Psychology of Personality, Northwestern University, Spring 2008
Theory of Communication, Teachers College, Spring 2000
Ancient Greek Culture / Postmodernism, Columbia University, Spring 2000
History of Communication, Teachers College, Fall 1999
Computer Mediated Communication, Teachers College, Spring 1999

Ad Hoc Reviewing:

(for editorial boards, see above)

<i>Acta Psychologica</i>	<i>Journal of Cognitive Psychology</i>
<i>Annual Conference of the Cognitive Science Society</i>	<i>Journal of Educational Psychology</i>
<i>Annual Meeting of the SPSP</i>	<i>Journal of Experimental Child Psychology</i>
<i>Cognition</i>	<i>Journal of Experimental Psychology: General</i>
<i>Contemporary Educational Psychology</i>	<i>Journal of Personality and Social Psychology</i>
<i>Current Directions in Psychological Science</i>	<i>Learning and Individual Differences</i>
<i>Developmental Psychology</i>	<i>Memory & Cognition</i>
<i>Discourse Processes</i>	<i>Motivation and Emotion</i>
<i>Educational Psychology Review</i>	<i>Motivation Science</i>
<i>European Journal of Psychology of Education</i>	<i>Neuropsychologia</i>
<i>European Journal of Social Psychology</i>	<i>Personality and Social Psychology Review</i>
<i>Journal of Applied Developmental Psychology</i>	<i>Psychological Bulletin</i>
<i>Journal of Applied Research in Memory and Cognition</i>	<i>Quarterly Journal of Experimental Psychology</i>
<i>Journal of Cognition and Development</i>	<i>Social Psychological and Personality Science</i>
<i>Journal of Cognitive Neuroscience</i>	<i>Social Psychology of Education</i>
	<i>SRCD Biennial Meeting</i>

University, College, and Departmental Service:

Boston College

Lynch School of Education Academic Standards Committee, 2023-present
 Lynch Task Force on PhD Admissions and Assistantships, 2022-2023
 Committee to develop master's program focusing on social-emotional learning, 2022
 ADEP Task Force, member, 2019-2021
 Faculty Tech Contact (FTC) for the Lynch School, 2017-present [committee on hiatus in fall 2022]
 Internal Grant Reviewer for Lynch School, 2020
 Lynch School Adhoc Grievance Committee, 2019
 Research Administration Improvement Initiative, 2018-2019
 University Council on Learning Outcomes (UCLO), Subcommittee on the Analysis of BCUEQ and External Survey Results, 2018-2019
 Search Committee for faculty position in Educational Leadership and Higher Education, 2017
 Learning Management System (LMS) Advisory Committee, 2016-2018
 Educational Policy Council, 2015-2017, 2022
 CDEP Participant Pool, coordinator, 2014-present
 McNair Program, mentor, 2014-2016
 PYD Certificate Task Force, 2014
 Canvas Pilot Program, participant and presenter, 2013

University of Maryland

Co-head of Educational Psychology Area, HDQM, 2013
Ad Hoc Committee on Fellowships, HDQM, 2012-2013
Undergraduate Committee, HDQM, 2011-2013
Budget Planning Committee, HDQM, 2011-2012

Consulting, Workshops, and Advisory Committees

Newsela Inc., member of technical advisory committee, 2020 - present
Mindset Works, Inc., member of dissemination panel for IES grant, 2016 - 2019
Acton-Boxborough School District, co-designed and administered teacher workshop, 2018, 2023
The College Board, member of research advisory committee for Noncognitive Program, 2017-2018
Educational Testing Service (ETS), consultant, 2017

Doctoral Advising:

Boston College

Shaun Glaze, member of dissertation committee, 2023
Sinwoo Bae, primary advisor, 2022-present
Rosie Rohrs, primary advisor, 2022-present
Soyoung Kim, primary advisor, 2021-present
Lindsey Hildebrand, member of preliminary advisory committee and dissertation committee, 2019-2023
Maria Zirenko (Fulbright Visiting Student Researcher), advisor, 2018-2019
Tyrone Fleurizard, primary advisor, 2018-2020
Lindsey Caola, primary advisor, chair of comprehensive exam committee, chair of dissertation committee, 2018-2021
Courtneye Lloyd, member of comprehensive exam committee, 2018
Sidney May, primary advisor, member of comprehensive exam committee and dissertation committee, 2017-2022
Meghan Coughlin, co-advisor, member of comprehensive exam committee and dissertation committee, 2017-2022
Shenira Perez, primary advisor, member of comprehensive exam committee and chair of dissertation committee, 2014-2019
Joanna Schiffman, secondary advisor, member of comprehensive exam committee, 2014-present
Chen Shen, co-advisor, member of comprehensive exam committee and dissertation committee, 2013-2018
Stacey Morris, member of dissertation committee, 2016-2018
Jim Haley, member of dissertation committee, 2014-2015
Caitlin Aymong, member of comprehensive exam committee, 2017
Kevin Ferreira, member of comprehensive exam committee, 2015
Hoa Nha Nguyen, member of comprehensive exam committee, 2014

University of Maryland

Katherine Muenks, advisor (2011-2013), member of dissertation committee, 2014-2016
Emily Rosenzweig, advisor (2012-2013), member of dissertation committee, 2016-2017

Amanda Mason-Singh, member of portfolio and dissertation committees, 2012-2016
Sandra Baker, member of dissertation committee, 2012-2015
Emily Grossnickle, member of portfolio committee, 2012