Assessing Intrapersonal and Interpersonal Competencies
First Meeting
July 30-31, 2015

Speaker Biographies

Stephen M. Fiore is an associate professor of cognitive sciences in the University of Central Florida's Department of Philosophy and director of the Cognitive Sciences Laboratory at UCF's Institute for Simulation and Training. He also serves as the current president of the Interdisciplinary Network for Group Research and is a founding program committee member for the annual Science of Team Science conference. His primary area of research is the interdisciplinary study of complex collaborative problem solving. He has a Ph.D. in cognitive psychology from the University of Pittsburgh, Learning Research and Development Center.

Susan Rundell Singer is Division Director in the Division of Undergraduate Education at NSF and Laurence McKinley Gould Professor, in the Biology and Cognitive Science Departments at Carleton. She pursues a career that integrates science and education. In addition to a PhD in biology from Rensselaer, she completed a teacher certification program in New York State. A developmental biologist who studies flowering in legumes and also does research on learning in genomics, Susan is a AAAS fellow and received both the American Society of Plant Biology teaching award and Botanical Society of America Charles Bessey teaching award. She directed Carletons Perlman Center for Learning and Teaching, was an NSF program officer in Biology, and is a co-author of the Vision and Change in Undergraduate Biology report and an introductory biology text. She has served on numerous boards, including the NSF EHR advisory committee, Biological Sciences Curriculum Study Board, the American Society of Plant Biology Education Foundation, and the Botanical Society board of directors; is a member-at-large for the AAAS Education Section; participates in the Minnesota Next Generation Science Standards team; and was a member of the National Academies Board on Science Education. She has participated in six National Academies studies, including chairing the committees that authored *Americas Lab Report, Promising Practices in STEM Undergraduate Education* and *Discipline-based Education Research: Understanding and Improving Learning in Undergraduate Science and Engineering*.

David Yeager is an assistant professor at the University of Texas at Austin. Dr. Yeager received his PhD from Stanford University in 2011. Prior to his research career, he was a middle school teacher in Tulsa, Oklahoma. In his substantive area of research, he studies adolescent development, with a focus on aggression, stress, and academic achievement. His approach is to conduct longitudinal, randomized field experiments at key transitions (e.g., the transition to high school or college) to investigate the role of social cognitive processes in shaping adolescents' developmental trajectories. This is because he believes that one good way to understand a developmental system is to try to change it. In addition, he draws on qualitative and correlational methodologies to examine developmental phenomena. In his current research, he is investigating the psychological causes of A) adolescents' reactions to peer exclusion or victimization, and B) changes in academic performance among racial minority

adolescents at the transition to high school or college. This research has appeared or is scheduled to appear in *Child Development, Developmental Psychology*, *JEP:General, Journal of Personality and Social Psychology, Educational Psychologist, Review of Educational Research*, the *Journal of Adolescent Research*, and other outlets.

In his methodological research, he investigates the psychology of asking and answering questions, so as to optimize the accuracy of self-reports. In addition, he evaluates the accuracy of methods for sampling survey respondents (e.g., random samples and non-probability samples of Internet volunteers). His methodological research has appeared or is scheduled to appear in *Public Opinion Quarterly, Developmental Psychology*, and *Medical Care.*