

Adam Dubé, Ph.D.
Associate Professor | Educational & Counselling Psychology
Director EdTech Office | Faculty of Education | McGill University

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Education

- 2012 - 2015 **Postdoctoral Research Fellow**, University of Toronto, Toronto, Canada
 2008 - 2012 **Ph.D., Psychology**, University of Regina, Regina, Saskatchewan, Canada
 2006 - 2008 **M.A., Psychology**, University of Regina, Regina, Saskatchewan, Canada
 2002 - 2006 **B.A. (Hons), Psychology**, University of Regina, Saskatchewan, Canada

Appointments / Professional and research experience

- 2022 – Present **Director - EdTech Office**, Faculty of Education, McGill University
 2021 – 2022 **Associate Dean - Academic Programs**, Faculty of Education, McGill University
 2021 **Vice President Communications**, McGill Association of University Teachers MAUT
 2021 – Present **Associate Professor**, Educational & Counselling Psychology, McGill University
 2020 – 2021 **Graduate Program Director**, Learning Sciences & Health Professions Education, McGill University
 2015 - 2021 **Assistant Professor**, Educational & Counselling Psychology, McGill University

Awards and Honours

- 2021** **EdTech Leadership Award: Post-Secondary Leader of the Year**, EDTECH Leadership Summit 2021
2021 **Presidential Poster Session Selection** [Top posters selection based on reviewer scores from 150+ accepted submissions], American Psychological Association
2021 **Best Paper Nomination** [Top 10 papers selected based on reviewer scores], American Educational Research Association
2020 **Faculty of Education Distinguished Teaching Award** [honoring excellence in teaching over several years], McGill University
2020 **Best Paper Nomination** [Top 10 papers selected based on reviewer scores], American Educational Research Association
2019 **Early Career Fellow in Middle Childhood Education and Development**, American Educational Research Association-Society for Research in Child Development
2019 **Best Paper Nomination** [Top 10 papers selected based on reviewer scores], American Educational Research Association
2017 **100 Top Alumni**, Campion College
2016 **Outstanding Reviewer**, Journal of Experimental Child Psychology
2012 **Postdoctoral Fellowship**, University of Toronto (\$150,000)
2012 **Governor General's Academic Gold Medal**, University of Regina
2012 **President's Distinguished Graduate Student Award**, University of Regina
2009 **SSHRC Joseph-Armand Bombardier Canadian Graduate Scholarship** (Doctoral level) (\$105,000)
2009 **Master's Thesis Award**, Psychological Society of Saskatchewan
2008 **Certificate of Academic Excellence** [for the Master's Thesis- *Skills Underlying Inversion Shortcut Use: The Role of Analogical Reasoning and Working Memory*]. Canadian Psychological Association
2008 **Dean's Scholarship**, University of Regina (\$36,000)
2007 **Canadian Graduate Scholarship** (Master's level) SSHRC (\$17,500)

RESEARCH AND SCHOLARLY ACTIVITY

Research And Supervision Interests:

The focus of my research program is the interdisciplinary study of how individuals across the lifespan interact, communicate, and learn with pervasive educational technologies with a focus on educational games. This work is supported by my study of mathematical cognition and education, which investigates how technologies impact flexible mathematical problem solving. My collaborations and grants with other scholars broaden my research to include the study of 3D printing, artificial intelligence, online misinformation, digital literacy, and technologies in music education. My research is unique in how it leverages partnerships with industry leaders (e.g., Ubisoft) and Educational NGOs (UNESCO) to improve a) how educational technologies are designed with the learner's cognitive ability as a guiding framework and b) how educational technologies are used in classrooms by developing public policy and teacher curriculum materials.

Keywords: educational technology; educational games; math cognition; math apps; artificial intelligence, theory of artificial minds; digital assistants in education; 3D printing; music education and technology

Research Grants & Contracts

I have secured \$2,409,501 in funding from SSHRC, FRQSC, MITACS, CIRA, and the Canadian Media Foundation for projects examining the role of educational video games and apps in math cognition, using eye-tracking to determine how children interact with tablets, understanding emerging technologies like 3D printing, digital assistants in the learning process, developing interventions directed at addressing online misinformation, and creating augmented reality games for music education.

Role	Total funding
A. Principal Investigator (12)	\$ 621,712
B. Co-Investigator (6)	\$ 876,609
C. Collaborator (1)	\$ 911,180
D. In Review (3)	\$ 5,731,809

A. Principal investigator (* = graduate student)

12. **Dubé, A. K. (PI).** (2021) *Are math apps effective? Studying how they are made and used to improve children's mathematics achievement and attitudes.* SSHRC Insight Grant. \$371,450.
11. **Dubé, A. K. (PI)** & Ubisoft Montreal. (2021-2022) *Creating and testing effective teacher curriculum guides for the educational versions of Ubisoft's Assassin's Creed games: Part 2.* Research Contract. \$10,000
10. **Dubé, A. K. (PI)** & Ubisoft Montreal. (2020-2021) *Creating and testing effective teacher curriculum guides for the educational versions of Ubisoft's Assassin's Creed games.* MITACS Accelerate. \$30,000
9. **Dubé, A. K. (PI)**, Xu, C.*, & Sharma, R.* (2020-2021) *Creating and testing teacher curriculum guides for Ubisoft's Discovery Tour games.* Social Innovation Fund Award, McGill Faculty of Education. \$4,500
8. **Dubé, A. K. (PI).** (2020-2021) *Technology, Learning, & Cognition Lab research funds.* StarFall Education Foundation: Research Donation. \$7,890
7. **Dubé, A. K. (PI)**, Talwar, V., & Patitsas, E. (2019-2020) *Effect of digital assistant use on children's theories of artificial minds.* SSHRC Insight Development Grant. \$64,328
6. **Dubé, A. K. (PI).** (2019-2020) *How do teachers select a good math app?* McGill Internal Social Sciences and Humanities Development Grant. \$6,000
5. **Dubé, A. K. (PI)**, (2018-2019). McGill Internal paper presentation grant. \$1,500

4. **Dubé, A. K. (PI).** (2017-2018). *Are tablet computers helping or hindering children's flexible mathematical problem solving?* SSHRC Insight Development Grant. \$68,544
3. **Dubé, A. K. (PI).** (2017-2018) *Why do they persist? Are graphics essential to making a good mathematics game?* McGill Internal Social Sciences and Humanities Development Grant. \$6,000
2. **Dubé, A. K. (PI).** (2016-2017) *Les jeux informatiques sur tablettes aident-ils à la résolution de problèmes mathématiques souples des enfants?* FRQSC Établissement de nouveaux professeurs-chercheurs. \$50,000
1. **Dubé, A. K. (PI),** (2016-2017). McGill Internal paper presentation grant. \$1,500

B. Co-investigator

6. Dubé, F., Héroux, I., Despres, J-P., Boucher, E., **Dubé, A. K.**, Peters, V., Creech, A., Francillette, Y., Menelas, J., Bouchard, B., Gaudette-Leblanc, A. (2023-2028). *Jouer et cocréer pour apprendre la musique: retombées et innovations [Playing and co-creating to learn music: Impacts and innovations].* FRQSC Research Team Support Program. \$229,956
5. Heath, N. L., Mettler, J., Talwar, V., **Dubé, A. K.**, Di Genova, L., & Romano, V. (2022-2024). *Evaluating knowledge mobilization for stress management in university students: We know it works, so why don't they use it?!* SSHRC Insight Development. \$73,454
4. Dubé, F. (P.I), **Dubé, A. K.**, Begon, M., Comeau, G., Creech, A., Després, J-P., & Larueudeau, D. (2020-2024) *Élaboration, implantation et évaluation d'une plateforme numérique gamifiée pour aider de jeunes pianistes à acquérir les attitudes posturales inhérentes au jeu pianistique.* SSHRC Insight. \$384,487
3. Muis, K. R., & **Dubé, A.K.** (2020-2022) *Fostering digital literacy in a post-truth era: A mixed-method investigation and pilot intervention.* SSHRC Insight Development Grant. \$74,732
2. Muis, K. R., & **Dubé, A. K.** (2020-2021) *Fostering digital literacy in a post truth era: Training programs for teachers and students from K-12.* Canadian Internet Registration Authority Community Investment Program. \$43,980
1. McEwen, R., Grimes, S., Ratto, M., & **Dubé, A. K.** (2014-2015) *"I made this!": Children's participatory learning with 3D printing.* SSHRC Insight Development Grant. \$70,000

C. Collaborator

1. Ululab Inc. (P.A.), Cry, S., **Dubé, A. K.** (2019-2020) *Math Time.* Canadian Media Foundation Innovation Program. \$911,180 (Note- Funds are distributed to Ululab to support production of the game. Participating in and supporting research is a requirement of receiving the funds.)

D. In Review

3. **Dubé, A. K.**, & Pearson, H.* (2023). A design-based 3D printing workshop to foster adolescents' self-directed learning skills. Faculty of Education Innovate-ED Project Grant. \$25,000.
2. **Dubé, A. K.**, Talwar, V., & Winer, L. (2023). ChatGPT did my homework: Fostering university students' AI literacy to ensure effective and ethical integration of AI into university education in Canada. Canadian Internet Registration Authority Community Investment Program. \$113,210
1. Talwar, V. (Team Leader), **Dubé, A. K. (Co-team Leader)**, Heath, N., Srividya, I., Montreuil, T., Konishi, C., Quintin, E-M., McEwen, R., Weingber, A. (2022). *Digital lives of youth: Understanding the impact of our digital world and using digital interventions to support youth's social-emotional well-being.* Canadian Foundation for Innovation. \$5,593,599

Funded Academic Initiatives

As Associate Dean Academic Programs, I acquired \$978,638 for new Faculty initiatives.

3. **Desjardin Innovate-Ed Project Grant \$250,000:** I co-wrote a successful proposal for a new research grant in the Faculty funding 10 research projects over 5 years on innovations in STEM and digital education.
2. **DISE MATL Prior Learning Assessment Fund \$80,000:** I worked with the Chair of DISE to pursue funding for the launch of prior learning assessments in their Master of Teaching and Learning program, enabling a new streamlined program.
1. **Quebec Ministry of Education Strategic Education Initiatives \$648,638:** I lead an internal Faculty process (soliciting proposals, providing guidance, reviewing) and had each department develop and submit applications to the 2022 MES competition. Two initiatives were funded.
 - i. Responsibilities and reconciliatory praxis: Taking up the Truth and Reconciliation Commission's Educational Calls to Action in Teacher Education in Quebec \$224,228
 - ii. Diversifying Health & Physical Education in a Digital World: A Novel Approach for Teacher Education and Recruitment in remote First Nations High Schools \$424,410

Scholarly Productivity

The impact of my work is evidenced by my h-index of 17, i10-index of 22, and a ResearchGate Interest score of 487 (93rd percentile of Educational Technology researchers). I publish articles in top ranked high-impact Educational Technology journals (e.g., Computers and Education #1, British Journal of Educational Technology #2, Education and Information Technology #3, Educational Technology Research and Development #4) as well as educational psychology journals (e.g., Learning and Individual Differences #4, Educational Research Review #7, Learning and Instruction #9) and my authored book is currently held in over 150 academic libraries worldwide. My other notable works include a public policy report published by the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development that was adopted by the Indian government as a guiding policy document, two educational math apps used by 10000s of students, and online interactive teacher curriculum guides for game-based learning developed with Ubisoft that are localized into multiple languages and adopted by the U.K.'s Digital School House into their teacher training program.

Output Type	2015 – 2023	Career
A. Published or in press peer-reviewed articles	25	34
B. Published peer-reviewed conference proceedings	20	20
C. Chapters (published or in press)	8	8
D. Edited books (published or in press)	2	2
E. Authored books	1	1
F. Public Policy Report	1	1
G. Intellectual Property/Research tool	5	5
H. Media Interviews	15	16
I. Published abstracts	3	13
J. Under review articles or in preparation	5	-
K. Invited speaking engagements	11	11
L. Academic event organizing	4	5
M. Conference presentations	47	70

** In educational technology research, the publication pace of full proceedings (i.e., papers with literature reviews, methods, results, and conclusions submitted to full peer-review and published in repositories) are seen as more in step with the rapid changes in available technologies and are critical outputs for researchers.*

A. Peer-reviewed articles (* = graduate student)

34. Danovitch, J. H., **Dubé, A. K.**, Oranc, C., Szczuka, J., Yarosh, S. (invited, in press). Children's understanding and use of voice-assistants: Opportunities and challenges. *Pediatrics*.
33. Alam, S. S.,* & **Dubé, A.K.** (2023). Measuring digital home numeracy practice: A scale development and validation study. *Journal of Research in Childhood Education*.
<https://doi.org/10.1080/02568543.2022.2100021>
32. Alam, S. S.,* & **Dubé, A. K.**, (2023). How does the modern home environment impact children's mathematics knowledge? Evidence from Canadian elementary children's digital home numeracy practice (DHNP). *Journal of Computer Assisted Learning*, 1-31. <https://doi.org/10.1111/jcal.12795>
31. Pearson, H.,* Montazami, A.,* & **Dubé, A. K.** (2022). Why this app: Can a video-based intervention help parents identify quality educational apps? *British Journal of Educational Technology*,
<https://doi.org/10.1111/bjet.13284>
30. Denton, C.*, Muis, K. R., **Dubé, A. K.**, & Armstrong, S. (2022). En-grade: Source evaluations in the digital age. *Advances in Social Sciences Research Journal*, 9(9), 320-360.
<https://doi.org/10.14738/assrj.99.13066>
29. Wen, R.,* & **Dubé, A.K.** (2022). A systematic review of secondary students' attitudes towards mathematics and its relations with math achievement. *Journal of Numerical Cognition*, 8 (2),
<https://doi.org/10.5964/jnc.7937>
28. Muis, K. R., Denton, C.,* & **Dubé, A. K.** (2022). Identifying CRAAP on the internet: A source evaluation intervention. *Advances in Social Sciences Research Journal*, 9(7), 239–265.
<https://doi.org/10.14738/assrj.97.12670>
27. Montazami, A.,* Pearson, H.,* **Dubé, A. K.**, Kacmaz, G., Wen, R., & Alam, S. S. (2022). How educators choose a good educational app. *Computers & Education*, 184, 104513,
<https://doi.org/10.1016/j.compedu.2022.104513>
26. Montazami, A.,* Pearson, H.,* **Dubé, A. K.**, Kacmaz, G.,* Wen, R.,* & Alam, S. A.* (2022). How parents choose good educational apps from app stores. *British Journal of Educational Technology*,
<https://doi.org/10.1111/bjet.13213>
25. Alam, S. S., * & **Dubé, A. K.** (2022). Theoretically driven educational app design: the creation of a mathematics app. *Educational Technology Research & Development*. <https://doi.org/10.1007/s11423-022-10109-9>
24. Kacmaz, G.,* & **Dubé, A. K.** (2022) Examining pedagogical approaches and types of mathematics knowledge in educational games: A meta-analysis and critical review. *Educational Research Review*, 35,
<https://doi.org/10.1016/j.edurev.2021.100428>
23. Pearson, H., * & **Dubé, A. K.** (2021). 3D printing as an educational technology: Theoretical perspectives, learning outcomes, and recommendations for practice. *Education and Information Technologies*, 2021,
<https://doi.org/10.1007/s10639-021-10733-7>
22. **Dubé, A. K.** & Wen, R.* (2021). The (un)changing role of technology in education. *Psynopsis*, 43 (3), 8-9.
21. **Dubé, A. K.**, & Wen, R.,* (2021). Identification and evaluation of technology trends in K-12 education from 2011 to 2021. *Education and Information Technologies* (2021). <https://doi.org/10.1007/s10639-021-10689-8>
20. Sharma, R.,* & **Dubé, A. K.** (2021). Towards the use of commercial games as educational tools. *The Blue DOT*, 13. <https://bit.ly/3qBFPcK> (a peer-reviewed magazine for UNESCO)
19. **Dubé, A., K.**, & Dubé, N. J. (2020). Policies to guide the adoption of educational games into classrooms. *Educational Technology Research and Development*, 69, 167-171 <https://doi.org/10.1007/s11423-020-09835-9>

18. **Dubé, A. K.**, Kacmaz, G.,* Wen, R.,* Xu, C.,* & Alam, S. S.* (2020). Identifying quality educational apps: Lessons from ‘top’ mathematics apps in the Apple App Store. *Education and Information Technologies*, 25, 5389-5404 <https://doi.org/10.1007/s10639-020-10234-z>
17. **Dubé, A. K.**, & Robinson, K. M., (2018). Children’s understanding of multiplication and division: Insights from a pooled analysis of 7 studies conducted across 7 years. *British Journal of Developmental Psychology*, 36, 206-219. doi: 10.1111/bjdp.12217.
16. Turner, H., Resch G., Southwick., D., McEwen, R., **Dubé, A. K.**, Record, I. (2017). Using 3D digital fabrication to enhance understanding and engagement with young visitors in a museum setting. *Curator: The Museums Journal*, 60, 311-333. <https://doi.org/10.1111/cura.12224>
15. Robinson, K. M., **Dubé, A. K.**, & Beatch, J-A. (2017). Children’s understanding of additive concepts. *Journal of Experimental Child Psychology*, 156, 1-28. <https://doi.org/10.1016/j.jecp.2016.11.009>
14. **Dubé, A. K.**, & McEwen, R. (2017). Abilities and affordances: Factors influencing successful child-tablet interactions. *Educational Technology Research & Development*, 65, 889-908. <https://doi.org/10.1007/s11423-016-9493-y>
13. Robinson, K. M., **Dubé, A. K.**, & Beatch, J-A. (2016). Children's multiplication and division shortcuts: Increasing shortcut use depends on how the shortcuts are evaluated. *Learning and Individual Differences*, 49, 297-304. <https://doi.org/10.1016/j.lindif.2016.06.014>
12. McEwen, R., & **Dubé, A. K.** (2016). Intuitive or Idiomatic? An interdisciplinary study of child-tablet computer interaction. *Journal of the Association for Information Science and Technology*, 67 (5), 1169-1181. <https://doi.org/10.1002/asi.23470>
11. **Dubé, A. K.**, & McEwen, R. (2015). Do gestures matter? The implications of using touchscreen devices in mathematics instruction. *Learning and Instruction*, 40, 89-98. <https://doi.org/10.1016/j.learninstruc.2015.09.002>
10. McEwen, R., & **Dubé, A. K.** (2015). Engaging or distracting: children’s tablet computer use in education. *Journal of Educational Technology and Society*, 18, 9-24.
9. **Dubé, A. K.** (2014). Adolescents’ understanding of inversion and associativity. *Learning and Individual Differences*, 36, 49-59. <https://doi.org/10.1016/j.lindif.2014.09.002>
8. Robinson, K. M., & **Dubé, A. K.** (2013). Children's additive concepts: Promoting understanding and the role of inhibition. *Learning and Individual Differences*, 23, 101-107. <https://doi.org/10.1016/j.lindif.2012.07.016>
7. Robinson, K. M., & **Dubé, A. K.** (2012). Children's use of arithmetic shortcuts: The role of attitudes in strategy choice. *Child Development Research*, 2012, 1-10. <https://search.emarefa.net/detail/BIM-473217>
6. **Dubé, A. K.**, & Robinson, K. M. (2010). Accounting for individual variability in inversion shortcut use. *Learning and Individual Differences*, 20, 687-693. <https://doi.org/10.1016/j.lindif.2010.09.009>
5. **Dubé, A. K.**, & Robinson, K. M. (2010). The relationship between adults’ understanding of inversion and associativity. *Canadian Journal of Experimental Psychology*, 64, 60-66. <https://doi.org/10.1037/a0017756>
4. Robinson, K. M., & **Dubé, A. K.** (2009). Children’s understanding of addition and subtraction concepts. *Journal of Experimental Child Psychology*, 103, 532-545. <https://doi.org/10.1016/j.jecp.2008.12.002>
3. Robinson, K. M., & **Dubé, A. K.** (2009). Children’s understanding of the inverse relation between multiplication and division. *Cognitive Development*, 24, 310-321. <https://doi.org/10.1016/j.cogdev.2008.11.001>
2. Robinson, K. M., & **Dubé, A. K.** (2009). A microgenetic study of the multiplication and division inversion concept. *Canadian Journal of Experimental Psychology*, 63(3), 193-200. <https://doi.org/10.1037/a0013908>
1. Robinson, K. M., & **Dubé, A. K.** (2008). A microgenetic study of simple division. *Canadian Journal of Experimental Psychology*, 62(3), 156-162. <https://doi.org/10.1037/1196-1961.62.3.156>

B. Published conference proceedings

20. Muis, K. R., Pearson, H. A.,* Montazami, A.,* **Dubé, A. K.**, & Munzar, B. (2023). A design-based intervention to develop elementary students' digital literacy skills. *Proceeding of the American Educational Research Association (AERA) Annual Meeting*. Retrieved from <https://www.aera.net/Publications/Online-Paper-Repository>
19. Kacmaz, G.* & **Dubé, A. K.** (2023). Comparing and validating the three-measurement models of teacher support questionnaire in game-based learning. *Proceeding of the American Educational Research Association (AERA) Annual Meeting*. Retrieved from <https://www.aera.net/Publications/Online-Paper-Repository>
18. Wen, R.,* & **Dubé, A. K.** (2023). Validation of a tripartite math attitudes scale. *Proceeding of the American Educational Research Association (AERA) Annual Meeting*. Retrieved from <https://www.aera.net/Publications/Online-Paper-Repository>
17. Pearson, H. A.*, Montazami, A.*, **Dubé, A. K.**, (2022). Why this app: Can a video-based intervention help parents identify quality educational apps? *Proceeding of the American Educational Research Association (AERA) Annual Meeting*. Retrieved from <https://www.aera.net/Publications/Online-Paper-Repository> **Nominated for Best Paper.**
16. Wen, R.,* Kacmaz, G.,* Alam, S. S.,* Eyyi, R.,* & **Dubé, A. K.** (2022). Does the app store accurately describe educational apps: an investigation of educational benchmark integration in math apps. *Proceeding of the American Educational Research Association (AERA) Annual Meeting*. Retrieved from <https://www.aera.net/Publications/Online-Paper-Repository>
15. Wen, R.,* & **Dubé, A. K.** (2022). Meta-analysis of emotional design principles' impact on achievement emotions and math achievement in game-based learning. *Proceeding of the American Educational Research Association (AERA) Annual Meeting*. Retrieved from <https://www.aera.net/Publications/Online-Paper-Repository>
14. Nair, A.,* & **Dubé, A. K.** (2021). Overcoming barriers to remote learning: computer assisted instruction to enhance mathematical word problem solving. In *TMS Proceedings 2021*. Retrieved from <https://tmb.apaopen.org/pub/q4sq0uvw>
13. Kacmaz, G.,* Alam, S. S.,* Wen, R.,* Eyyi, R.,* & **Dubé, A. K.** (2021). An evaluation of math applications in the app store: do they contain benchmarks of educational quality? In *TMS Proceedings 2021*. Retrieved from <https://tmb.apaopen.org/pub/em7ki1op>
12. Pearson, H. A.*, Montazami, A.*, **Dubé, A. K.**, Kacmaz, G.,* Wen, R.,* & Alam, S. S.* (2021). Why this app? How educators choose good educational apps. *Proceeding of the American Educational Research Association (AERA) Annual Meeting*. Retrieved from <https://www.aera.net/Publications/Online-Paper-Repository>
11. Wen, R.,* & **Dubé, A. K.** (2021). A snapshot of math attitudes and math achievement. *Proceeding of the American Educational Research Association (AERA) Annual Meeting*. Retrieved from <https://www.aera.net/Publications/Online-Paper-Repository>
10. Wen, R.,* & **Dubé, A. K.** (2021). Math attitudes: A holistic view of what has been studied. *Proceeding of the American Educational Research Association (AERA) Annual Meeting*. Retrieved from <https://www.aera.net/Publications/Online-Paper-Repository>
9. **Dubé, A. K.** & Wen, R.* (2021). Technology trends in K-12 Education from 2011 to 2021. *Proceeding of the American Educational Research Association (AERA) Annual Meeting*. Retrieved from <https://www.aera.net/Publications/Online-Paper-Repository> **Nominated for best paper.**

8. Guo, Y.*, Wen, R.*, **Dubé, A. K.**, & Pearson, H.* (2021). The Influence of Game Design on Attentional Allocation and Cognitive Resources Depletion. *Proceeding of the American Educational Research Association (AERA) Annual Meeting*. Retrieved from <https://www.aera.net/Publications/Online-Paper-Repository>
7. Alam, S. S.* & **Dubé, A. K.** (2020). Digital math practice as an intervention tool for mathematical learning disabilities: A systematic literature review. *Proceeding of the American Educational Research Association (AERA) Annual Meeting*. Retrieved from <https://www.aera.net/Publications/Online-Paper-Repository> **Nominated for best poster Division C.**
6. Kacmaz, G.,* & **Dubé, A. K.** (2020). Examining the pedagogical approaches and types of mathematics knowledge in educational games: A critical review. *Proceeding of the American Educational Research Association (AERA) Annual Meeting*. Retrieved from <https://www.aera.net/Publications/Online-Paper-Repository>
5. Guo, Y.,* & **Dubé, A. K.** (2020). The Impact of educational game design on the attentional distribution of adult learners. *Proceeding of the American Educational Research Association (AERA) Annual Meeting*. Retrieved from <https://www.aera.net/Publications/Online-Paper-Repository>
4. Montazami, A.,* Pearson, H. A.,* & **Dubé, A. K.** (2020). Why this app? How educators choose a good educational app. *Proceeding of the 9th Annual SALTISE Meeting: 2020 COVID-19 Pivot*. https://www.saltise.ca/wp-content/uploads/2020/08/SALTISE_Proceedings_2020_v7.pdf
3. Pearson, H. A.,* & **Dubé, A. K.** (2020). 3D printing as an educational technology: Theoretical perspectives, learning outcomes, and recommendations for practice. *Proceeding of the 9th Annual SALTISE Meeting: 2020 COVID-19 Pivot*. https://www.saltise.ca/wp-content/uploads/2020/08/SALTISE_Proceedings_2020_v7.pdf
2. **Dubé, A. K.**, Kacmaz, G.,* Wen, R.,* Xu, C.,* & Alam, S. S.* (2019). Mathematics apps in the App Store: Low transparency impedes educator's ability to find quality apps. *Proceeding of the American Educational Research Association (AERA) Annual Meeting*. DOI: 10.3102/1432865 Retrieved from <https://www.aera.net/Publications/Online-Paper-Repository> **Nominated for best paper.**
1. McEwen, R., & **Dubé, A. K.** (2015). Intuitive or Idiomatic? An information -cognitive psychology study of child-tablet computer interaction. *Proceeding of the American Society for Information Science and Technology*, 51(1). <https://doi.org/10.1002/meet.2014.14505101046>

C. Book chapters

8. Xu, C.,* Brisson, J., & **Dubé, A. K.** (in press). *Teachers' use of an interactive curriculum guide for the Assassin's Creed Discovery Tour games: Practitioner perspective and reflection*. In M-A. Either (eds.) *Assassin's creed: A game-based learning tool*. Laval University Press.
7. Xu, C.,* Sharma, R.,* & **Dubé, A. K.** (in press). *Discovery Tour curriculum guides to improve teachers' adoption of serious gaming*. In E. Champion & J. Hiriart (eds.) *Assassin's Creed in the classroom, museum, and gallery*. De Gruyter.
6. Alam, S. S.,* & **Dubé, A. K.** (in press). *A digital home numeracy practice (DHNP) model: Shifting to a 21st-century "learning culture"*. In K. M. Robinson, D. Kotsopolous, & A. K. Dubé, (eds.) *Mathematical teaching and learning: Interdisciplinary perspectives on mathematical minds in the middle school years*, Volume Two. Springer.
5. Wen, R.,* & **Dubé, A. K.** (2023). *Achievement emotions during math game play*. In K. M. Robinson, D. Kotsopolous, & A. K. Dubé, (eds.) *Mathematical cognition and understanding: Interdisciplinary perspectives on mathematical minds in the middle school years*, Volume One. Springer.
4. Bharadwaj, N.,* **Dubé, A. K.**, & Talwar, V., & Patitsas, E. (invited, 2023). *Developing a theory of artificial minds (ToAM) to facilitate meaningful human-AI communication*. In R. McEwen, A. L. Guzman, & S. Jones (eds.) *Handbook of Human Machine-Communication*. Sage publishing.

3. Sharma, R.,* Lajoie, S., & **Dubé, A. K.** (invited, 2023). *Game design for mathematics education*. In S. Selvamari, & P. S. Sabeena, (Eds.) *Mathematics Education: Research and Innovations*. Geetanjali Nangia Ashish Books.
2. **Dubé, A. K.**, & Alam, S. S.,* Xu, C.,* Wen, R.,* & Kacmaz, G.* (2019). *Tablets as elementary mathematics education tools: Are they effective and why*. In K. M. Robinson, D. Kotsopolous, & H. Osana (eds) *Mathematical Learning and Cognition in Early Childhood*. Springer, Cham. https://doi.org/10.1007/978-3-030-12895-1_13
1. **Dubé, A. K.**, & Keenan, A.* (2016). Are games a viable home numeracy practice? In B. Blevins-Knabe & A. M. B. Austin (Eds.), *Early childhood mathematics skill development in the home environment* (pp. 165–184). Springer International Publishing. https://doi.org/10.1007/978-3-319-43974-7_10

D. Edited books

2. Robinson, K. M., Kotsopolous, D., & **Dubé, A. K.** (eds.). (in press). *Mathematical teaching and learning: Interdisciplinary perspectives on mathematical minds in the middle school years, Volume Two*. Springer.
1. Robinson, K. M., Kotsopolous, D., & **Dubé, A. K.** (eds.). (2023). *Mathematical cognition and understanding: Interdisciplinary perspectives on mathematical minds in the middle school years, Volume One*. Springer.

E. Authored books

1. McEwen, R., & **Dubé, A. K.** (2017). *Understanding tablets from early childhood to adulthood: Encounters with touch technology*. New York: Routledge. <https://doi.org/10.4324/9781315389486>

F. Public policy reports

1. Zigor, H., Gupta, A., Sharma, R., **Dubé, A. K.**, Mukund, V., & Koivisto, S. (2019). *Industry guidelines on digital learning. Public policy report published by the United Nations Educational, Scientific, and Cultural Organization Mahatma Gandhi Institute of Education for Peace and Sustainable Development*. https://d1c337161ud3pr.cloudfront.net/files%2F0b3aa4e7-78a0-45a1-85f9-a9f3fd831551_UN%20Guidelines%20FINAL%20-%20WEB.pdf

G. Intellectual property/research tool

5. Xu, C.,* Sharma, R.,* **Dubé, A. K.**, & Ubisoft Montreal (2022). Online, interactive teacher curriculum guide for Discovery Tour Viking Age. <https://www.ubisoft.com/en-us/game/assassins-creed/discovery-tour/curriculum-guide/viking-age>
4. Xu, C.,* Sharma, R.,* **Dubé, A. K.**, & Ubisoft Montreal (2022). Online, interactive teacher curriculum guide for Discovery Tour Ancient Egypt. <https://www.ubisoft.com/en-us/game/assassins-creed/discovery-tour/curriculum-guide/ancient-egypt>
3. Xu, C.,* Sharma, R.,* **Dubé, A. K.**, & Ubisoft Montreal (2021). Online, interactive teacher curriculum guide for Discovery Tour Ancient Greece. <https://www.ubisoft.com/en-us/game/assassins-creed/discovery-tour/curriculum-guide/ancient-greece>
2. Ululab & **Dubé, A. K.** (2021). *Math Makers* (A game-based educational math app). <https://ululab.com/math-makers/>
1. Alam, S. S.,* **Dubé, A. K.**, & Visual Math Interactive (2019). *Treasure Adventure Numeracy* (An evidenced-based educational math game). <https://apps.apple.com/us/app/treasure-adventure-numeracy/id1460510765>

H. Media interviews

16. **Radio interview:** Impact of remote instruction: Should students go back to school next week (January 12, 2022). CBC Radio Noon with Shawn Apel. <https://www.cbc.ca/listen/live-radio/1-102/clip/15888478>
15. **Radio interview:** Tips for online learning (January 10, 2022). Daybreak Montreal. <https://www.cbc.ca/listen/live-radio/1-15/clip/15888218>
14. **Podcast:** What makes a good educational app? (December, 2021). *Professor Game*.
13. **TV interview:** Time travel to the middle ages on a Viking adventure: video game part of new Ubisoft, university partnership (**November 21, 2021**). **CTV News**.
12. **Television interview:** Remote learning during COVID. CTV News (Oct 20, 2020). <https://www.ctvnews.ca/video?clipId=2059160>
11. **Television interview:** Remote learning: Boon or necessary evil? Two Quebec experts give tips on making it work. CTV News (Sept 8, 2020). <https://montreal.ctvnews.ca/remote-learning-boon-or-necessary-evil-two-quebec-experts-give-tips-on-making-it-work-1.5097177>
10. **Podcast:** Learning remotely in graduate school (August, 2020). *Graducation*.
9. **Podcast:** It's all about mentorship (July, 2020). *Graducation*.
8. **Television interview:** Cash-strapped post-secondary students considering dropping out, survey finds. CTV News (May 12, 2020). <https://montreal.ctvnews.ca/cash-strapped-post-secondary-students-considering-dropping-out-survey-finds-1.4936914>
7. **Television interview:** How to help your child learn and navigate online in a time of Facebook and Fake news. CityTV Breakfast Television (March 29, 2018). <http://www.btmontreal.ca/videos/strategies-for-modern-parenting/>
6. **Radio interview:** How to help your child learn and navigate online in a time of Facebook and Fake news. CBC All in a Weekend (March 25, 2018). <http://www.cbc.ca/listen/shows/all-in-a-weekend-montreal/segment/15531283>
5. **Radio interview:** How to help your child learn and navigate online in a time of Facebook and Fake news. CJAD Real Parents (March 25, 2018). <http://fw.to/arF9k7W>
4. **News article interview:** How kids and teens can navigate social media in the era of fake news. CBC News (March 24, 2018). <http://www.cbc.ca/news/canada/montreal/mcgill-fake-news-1.4591529>
3. **Television interview:** How technology influences learning. Canal Savoir: Montréal Innovanté. (October, 2016).
2. **News article interview:** Le cerveau en échec? La Presse (April 9, 2016). <http://www.lapresse.ca/vivre/societe/201604/08/01-4969029-le-cerveau-en-echec.php>
1. **Radio interview:** Do tablet computers facilitate a child's learning? CKOM Afternoon News. (June 6, 2013). http://www.newstalk650.com/sites/default/files/CKOM_AftNews_June6_AdamDube.mp3

I. Published abstracts

13. Bharadwaj, N. A.,* **Dubé, A. K.**, Talwar, V., & Patitsas, E. (2021). How digital assistants are used by families in the home: A multi-national study of use, interaction, and parental mediation. In *TMS Proceedings 2021*. Retrieved from <https://tmb.apaopen.org/pub/11ztrlq1>

12. Xu, C.,* Sharma, R.,* & **Dubé, A. K.** (2021). Development of curriculum guides for the assassin's creed discovery tour games to enhance teachers' adoption of games for learning. In *TMS Proceedings 2021*. Retrieved from <https://tmb.apaopen.org/pub/grqsd2ra>
11. **Dubé, A. K.**, & McEwen, R. (2016). How do tablet computers mitigate the video deficit effect? [Abstract]. *Canadian Journal of Experimental Psychology*, 70 (4), 351-429. <http://dx.doi.org/10.1037/cep0000111>
10. **Dubé, A. K.**, & McEwen, R. (2014). Do gestures matter: The implications of learning mathematics on a tablet computer. [Abstract]. *Canadian Journal of Experimental Psychology*, 68 (4), 250-307. <http://dx.doi.org/10.1037/cep0000041>
9. **Dubé, A. K.**, & McEwen, R. (2013). Can tablet computers facilitate children's understanding of mathematics? [Abstract]. *Canadian Journal of Experimental Psychology*, 67 (4), 271-312. DOI: 10.1037/cep0000012
8. Riegel, C. R., Robinson, K. M., LeFevre, J-A., Herdman, C., Demyen, B., & **Dubé, A. K.** (2012). Literary language, new media technology, and eye tracking. [Abstract]. *Canadian Journal of Experimental Psychology*, 66 (4), 268-327. DOI: 10.1037/a0029409
7. Robinson, K. M., **Dubé, A. K.**, & Harrison, J. (2012). Children's understanding of multiple additive concepts. [Abstract]. *Canadian Journal of Experimental Psychology*, 66 (4), 268-327. DOI: 10.1037/a0029409
6. **Dubé, A. K.**, & Robinson, K. M. (2009). The relationship between adults' conceptual understanding of inversion and associativity. [Abstract]. *Canadian Journal of Experimental Psychology*, 63 (4), 339-349. DOI: 10.1037/a0017160
5. Robinson, K. M., & **Dubé, A. K.** (2009). Children's inversion and associativity concepts: Can brief instruction improve conceptual knowledge? [Abstract]. *Canadian Journal of Experimental Psychology*, 63 (4), 339-349. DOI: 10.1037/a0017160
4. **Dubé, A. K.**, & Robinson, K. M. (2008). Skills underlying inversion shortcut use: The role of analogical reasoning and working memory. [Abstract]. *Canadian Journal of Experimental Psychology*, 62 (4), 261-321. DOI: 10.1037/1196-1961.62.4.261
3. Robinson, K. M., & **Dubé, A. K.** (2008, June). *Children's development of the addition and subtraction inversion concept*. [Abstract]. *Canadian Journal of Experimental Psychology*, 62 (4), 261-321. DOI: 10.1037/1196-1961.62.4.261
2. **Dubé, A. K.** (2007, June) Skills underlying inversion shortcut use: The role of analogical reasoning and working memory. [Abstract]. *Canadian Journal of Experimental Psychology*, 61 (4), 345-377. DOI: 10.1037/cjep2007034
1. Robinson, K. M., & **Dubé, A. K.** (2007, June). Mathematical inversion: Conceptual, procedural, and factual knowledge part II. [Abstract]. *Canadian Journal of Experimental Psychology*, 61 (4), 345-377. DOI: 10.1037/cjep2007034

J. Under review articles or in preparation.

5. Kacmaz, G.,* & **Dubé, A. K.**, (under review). Development and validation of the teacher support questionnaire for game-based learning. *Journal of Research in Childhood Education*.
4. Wen, R.,* & **Dubé, A. K.** (under review). Measuring attitudes towards math: A validation of the tripartite math attitudes scale (TMAS). *Educational Psychology*.
3. **Dubé, A. K.**, Wen, R.,* Alam, S. S.,* & Kacmaz, G.,* Montaami, A., Nair, A., & Xu, C.,* (In preparation). Are maths games helping or hurting children's flexible mathematical thinking?
2. Nair, A.,* & **Dubé, A. K.**, (in preparation). What does it mean to read in Math? Examining the relationship between components of reading and mathematics.
1. Nair, A.,* & **Dubé, A.K.**, (in preparation). Assessing the effectiveness of a best practice reading comprehension program to enhance mathematical word problem solving.

K. Invited speaking engagements

11. **Invited speaker:** Roundtable discussion for the Ministers of Education for Quebec and Germany on the digitization of education in Canada and Germany. Hosted by the German Delegation in Montreal (May 4, 2023).
10. **Invited speaker:** Fireside chat panel: Shifting from a crisis to future-proof learning. 11th EdTech Leadership Summit (October 27, 2022).
9. **Invited speaker:** Fireside chat panel: The future of learning in crisis and beyond. 11th EdTech Leadership Summit (October 28, 2021).
8. **Invited speaker:** Games for change panel: Discovery Tour: A good tour is nothing without a good guide! (July 14th, 2021). <https://youtu.be/gOipQ3QuHHw>
7. **Public Talk:** Ed Tech Talk: In-class and at-home learning during COVID-19 (August 26, 2020). McGill Alumni Series (350+ attendees). <https://www.mcgill.ca/edu-kpe/channels/event/ed-tech-talk-class-and-home-learning-during-covid-19-323831>
6. **Public lecture:** Students and screens: The impact of digital learning (May 5, 2020). In the lecture series Effective parenting: Parenting in the digital age. McGill University.
5. **Public lecture:** Helping your child navigate and learn online in a time of Facebook and fake news (April 17, 2018). In the lecture series Effective parenting: New trends and approaches. McGill University.
4. **Invited workshop.** Helping students learn from and navigate online sources of knowledge. Champlain College (Nov. 16, 2018).
3. **Invited speaker.** How technology has changed the learning environment. MTL Ed- Tech Meetup presented by GradeSlam (April 27, 2016).
2. **Public lecture:** The myths and merits of children's iPad use from the cradle to the classroom (November 7, 2016). In the lecture series Effective Parenting: New Trends and Approaches. McGill University.
1. **Invited chair.** Ontario Ministry of Education 5th Annual Summit on Educational Technology Strategies (April, 2015)

L. Academic event organizing

5. **Conference:** Montreal serious play conference: The present and future of learning games. Trépanier, J. G., Dubé, A. K., Rueb, A. (Organizers). UQAM (July, 2019). <https://seriousplayconf.com/2019-abstracts-montreal/>
4. **Public Lecture Series:** Effective parenting: Parenting in the digital age (October, 2020). Dubé, A. K., Sladeczek, I., Derevensky, J., & Gilbeau, L. (Organizers).
3. **Public Lecture Series:** Effective parenting (April, 2019). Dubé, A. K., Sladeczek, I., Derevensky, J., & Gilbeau, L. (Organizers). <https://www.mcgill.ca/edu-ecp/ep2019>
2. **Public Lecture Series:** Effective parenting (April, 2018). Dubé, A. K., Sladeczek, I., Derevensky, J., & Gilbeau, L. (Organizers). <https://www.mcgill.ca/edu-ecp/ep2019>
1. **Academic Workshop:** Dubé, A. K., & LeFevre, J-A. (2014, July). WINC 2: Workshop in numerical cognition. University of Toronto, Toronto, Ontario.

M. Conference presentations

70. Gao, J.,* & Dubé, A. K. (2023, October). *Evaluating learners' online learning experience of informal learning environments: A LIWC analysis* [Poster presentation]. AECT International Convention, Orlando, Florida.

69. Babu, R.,* Nath, S. R., & **Dubé, A. K.**, (2023, March). *Assessment of grade 5 children's mathematics competencies: A random sample of 2400 Bangladeshi children* [Poster presentation]. SRCD 2023: Society for Research in Child Development Biennial Meeting, Salt Lake City, Utah.
68. Bharadwaj, N. A.,* **Dubé, A. K.**, & Talwar, V. (2023, March). *Children's theories of artificial minds and learning with digital assistants* [Poster presentation]. SRCD 2023: Society for Research in Child Development Biennial Meeting, Salt Lake City, Utah.
67. Muis, K., Pearson, H.,* Montazami, A.,* **Dubé, A. K.**, & Munzar, B. (2022, August). *Fostering digital literacy in elementary students: A design-based intervention* [Poster presentation]. APA 2022, Minneapolis.
66. Bharadwaj, N. A.,* **Dubé, A. K.**, Talwar, V., & Patitsas, E. (2021, April). *How parents and children interact with digital assistants in the home: An exploratory study* [Poster presentation]. SRCD 2023: Society for Research in Child Development Biennial Meeting, Online Conference.
65. Alam, S. S.*, & **Dubé, A. K.** (2021, October). *Parent-child math attitude on home numeracy practices: A perspective on Canadian children* [Lightning talk]. 2021 Mathematical Cognition and Learning Society (MCLS) Conference, Virtual.
64. Wen, R.*, & **Dubé, A. K.** (2021, August). *Achievement emotions during game-based learning*. Poster presentation at the 2021 American Psychological Association (APA) Annual Convention, Virtual.
63. Alam, S. S.*, & **Dubé, A. K.**, (2021, August). *Using an educational math app as an intervention tool*. Poster presented at the 2021 American Psychological Association (APA) Annual Convention, Virtual.
62. Kacmaz, G.*, & **Dubé, A. K.** (2021, August). *Teacher support during game-based learning*. Poster presentation at the 2021 American Psychological Association (APA) Annual Convention, Virtual.
61. Alam, S. S.*, & **Dubé, A. K.** (2021, August). *Predicting number knowledge from visual representation performance*. Poster presented at the 2021 American Psychological Association (APA) Annual Convention, Virtual. **Poster selected for Presidential Poster Session.**
60. Nair, A., * & **Dubé, A. K.** (2021, July). *What does it mean to Read in Math: Examining components of Reading and Mathematics that inform Math Problem Solving*. Paper presented at Society for the Scientific Study of reading (SSSR) Conference, Online Conference.
59. Montazami, A.*, Pearson, H. A.*, **Dubé, A. K.**, Kacmaz, G.*, Wen, R.*, & Alam, S.* (2021, April). *Why this app? How parents choose a good educational app*. Poster presentation at SRCD 2021: Society for Research in Child Development Biennial Meeting, Online Conference.
58. Bharadwaj, N. A.*, **Dubé, A. K.**, Talwar, V., & Patitsas, E. (2021, April). *How parents and children interact with digital assistants in the home: An exploratory study*. Poster presentation at SRCD 2021: Society for Research in Child Development Biennial Meeting, Online Conference.
57. Bharadwaj, N. A.*, **Dubé, A. K.**, Talwar, V., & Patitsas, E. (2021, April). *How digital assistants are used in the home: A study of parental mediation strategies and child interactions*. Poster presentation at SRCD 2021: Society for Research in Child Development Biennial Meeting, Online Conference.
56. Kacmaz, G.*, & **Dubé, A. K.** (2021, April). *Exploring k-12 educators' types of support usage during game play*. Poster presentation at SRCD 2021: Society for Research in Child Development Biennial Meeting, Online Conference.
55. Kacmaz, G.*, & **Dubé, A. K.** (2021, April). *The impact of game type in mathematical learning. A Meta-Analysis and Critical Review*. Poster presentation at SRCD 2021: Society for Research in Child Development Biennial Meeting, Online Conference.
54. Nair, A., * & **Dubé, A. K.** (2021, April). *Assessing the effectiveness of a contextually enhanced reading comprehension program on mathematical word-problem solving*. Poster presented at SRCD 2021: Society for Research in Child Development Biennial Meeting, Online Conference

53. Wen, R.,* & **Dubé, A. K.** (2021, April). *Achievement emotions during math game play*. Poster presentation at SRCD 2021: Society for Research in Child Development Biennial Meeting, Online Conference.
52. Alam, S. S.,* **Dubé, A. K.**, Chan, W. W. L., & Kong, M. N. K. (2020, June). *Investigating cross-cultural differences on the digital home numeracy practice (DHNP)*. Poster presented at the Mathematical Cognition and Learning Society (MCLS) Conference, Dublin, Ireland.
51. Kacmaz, G.,* & **Dubé, A. K.** (2020, June). *Educational math games in classroom: Investigating the role of teachers in facilitating math learning*. Pre-registered poster presentation at the Mathematical Cognition and Learning Society (MCLS) Conference, Dublin, Ireland
50. Montazami, A.,* Pearson, H. A.,* & **Dubé, A. K.** (2020, June). *Why this app? How educators choose a good educational app*. Poster presented at the 9th Annual SALTISE Conference, Montreal, Quebec, Canada.
49. Montazami, A.,* Pearson, H.,* & **Dubé, A. K.** (2020, June). *Why this app? How parents choose a good educational app*. Poster presentation at the Mathematical Cognition and Learning Society (MCLS) Conference, Dublin, Ireland.
48. Pearson, H. A.,* & **Dubé, A. K.** (2020, June). *3D printing as an educational technology: Theoretical perspectives, learning outcomes, and recommendations for practice*. Paper presented at the 9th Annual SALTISE Conference, Montreal, Quebec, Canada.
47. Nair, A., * & **Dubé, A. K.** (2020, June). *Assessing the effectiveness of a contextually enhanced reading comprehension program on mathematical word-problem solving*. Poster presentation at the Mathematical Cognition and Learning Society (MCLS) Conference, Dublin, Ireland.
45. Wen, R.,* & **Dubé, A. K.** (2020, June). *A systematic review of secondary students' attitudes towards mathematics and its relationships with math achievement*. Poster presentation at the Mathematical Cognition and Learning Society (MCLS) Conference, Dublin, Ireland.
44. Wen, R.,* & **Dubé, A.K.**, (2020, June). *Investigating digital educational game's effect on students' math attitudes*. Poster presentation at the Mathematical Cognition and Learning Society (MCLS) Conference, Dublin, Ireland.
43. Wen, R.,* & **Dubé, A. K.** (2019, October). *A view of evolution for educational technology from 2011 to 2017*. Paper presented at the 2019 Technology, Mind and Society Conference, Washington, DC, USA.
42. Alam, S. S.,* & **Dubé, A. K.** (2019, October). *Developing a mathematics application to improve children's magnitude comparison skill*. Paper presented at the 2019 Technology, Mind and Society Conference, Washington, DC, USA.
41. Alam, S. S.,* & **Dubé, A. K.** (2019, August). *Developing the digital home numeracy practice inventory scale (DHNP-i)*. Poster presented at the 2019 American Psychological Association Annual Convention, Chicago, Illinois, USA.
40. **Dubé, A. K.**, Wen, R.,* Xu, C.,* Kacmaz, G.,* Montazam, A.,* Nair, A.,* & Alam, S. S.* (June, 2019). *Are math games helping or hurting children's flexible mathematical thinking? Testing the role of attention in flexible strategy use*. In J. Lee (Chair), *Is Touch screen technology a double-edged sword in mathematics education?* Symposia conducted at the Mathematical Cognition and Learning Society Conference, Carleton University, Ottawa, Ontario.
39. Alam, S. S.,* & **Dubé, A. K.** (June, 2019). *Using mathematics applications as digital home intervention tools*. Poster presented at the Mathematical Cognition and Learning Society Conference, Carleton University, Ottawa, Ontario.
38. Nair, A.,* & **Dubé, A. K.** (June 2019). *Assessing the effectiveness of mathematically enhanced reading intervention for word problem solving in grades 4 & 5*. Paper presented at the Canadian Society for Brain, Behaviour, and Cognitive Science 29th annual meeting, University of Waterloo, Waterloo, Ontario.

37. **Dubé, A. K.**, Alam, S. S.,* Xu, C.,* Wen, R.,* & Kacmaz, G.* (March, 2019). *A picture sells 1000 apps*. Poster presented at the biannual meeting of the Society for Research in Child Development, Baltimore, Maryland.
36. **Dubé, A. K.** (March, 2019). *Cognitive consequences of gamification on children's learning*. Invited paper presented at the workshop "Thoughts and Reactions: Cognition, Learning, and Technology Across the Lifespan" University of Toronto, Toronto, Ontario.
35. Zhao, Y.,* & **Dubé, A. K.** (March, 2019). *Critical game-making: The challenge of implementing multiple educational-game principles at once in a real game*. Poster presented at the workshop "Thoughts and Reactions: Cognition, Learning, and Technology Across the Lifespan,," University of Toronto, Toronto, Ontario.
34. **Dubé, A. K.**, Alam, S. S.*, Wen, R.*, Xu, C.*, & Kacmaz, G.* (2018, July). *Are math games helping or hurting adults' flexible mathematical thinking: Testing the role of attention in flexible strategy use*. Poster presented at the Canadian Society for Brain, Behaviour, and Cognitive Science 28th annual meeting, St. John's, Newfoundland.
33. **Dubé, A. K.**, Wen, R.*, Kacmaz, G.*, Xu, C.*, Alam, S. S.* (2018, July). *A scan of the mathematics educational apps in the App Store: What information are developers providing to parents?* Poster presented at the Canadian Society for Brain, Behaviour, and Cognitive Science 28th annual meeting, St. John's, Newfoundland.
32. **Dubé, A. K.** (June, 2018). *Putting the 'Game' at the centre of educational games: Implications for both research and development*. Invited paper presented at the International Conference on Intelligent Tutoring Systems. Montreal, Quebec.
31. Alam, S. S.*, & **Dubé, A. K.** (2018, June). *Mathematics education for developing mathematics competence: Challenges & implications*. Paper presented at the Canada International Conference on Education (CICE), University of Toronto, Mississauga.
30. **Dubé, A. K.** (2017, November). *Connecting game researchers and game developers*. Presentation & Discussion held at GameLoop. Montreal, Quebec.
29. **Dubé, A. K.**, McEwen, R., & Alam, S. S.* (Graduate Student) (2017, June). *Child- touchscreen communication: What happens when children learn using tablet computers?* In A. K. Dubé (Chair), Touch screens, "real life", and development. Symposia conducted at the biennial meeting of the Jean Piaget Society, San Francisco, California.
28. **Dubé, A. K.**, McEwen, R., Southwick, D., Record, I., Turner, H., Resch, G. (2017, June). *Using 3D printing workshops in informal learning spaces to promote children's cultural and digital literacy*. Paper presented at the Canadian Society for Brain, Behaviour, and Cognitive Science 27th annual meeting, University of Regina, Regina, Saskatchewan.
27. Turner, H., Resch G., **Dubé, A. K.**, McEwen, R., Record, I., Southwick., D. (2017, May). *New technologies, better relationships? People, objects, and 3D museology*. Roundtable and Workshop presented at the Council for Museum Anthropology Museum Futures Conference, Concordia University, Montreal, Quebec.
26. **Dubé, A. K.**, & Keenan, A. (2016, October). *Studying the 'game' in educational video games*. Poster presented at the Society for Research in Child Development's Special Topic Meeting: Technology and Media in Children's Development, University of California, Irvine, California.
25. **Dubé, A. K.**, & McEwen, R. (2016, June). *How do tablet computers mitigate the video deficit effect?* Poster presented at the Canadian Society for Brain, Behaviour, and Cognitive Science 26th annual meeting, University of Ottawa, Ottawa, Ontario.
24. Robinson, K. M., **Dubé, A. K.**, (2015, March). *Children's understanding of multiplication and division: Novel effects identified through a meta-analysis of 7 studies*. Poster presented at the biannual meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

23. McEwen, R., & **Dubé, A. K.** (2014, November). *Intuitive or idiomatic? An information- cognitive psychology study of child-tablet computer interaction.* Paper presented at Association for Information Science and Technology 77th Annual Meeting, Seattle, Washington.
22. **Dubé, A. K.**, & McEwen, R. (2014, July). *Do gestures matter: The implications of learning mathematics on a tablet computer.* Paper presented at the Canadian Society for Brain, Behaviour, and Cognitive Science 24rd annual meeting, Ryerson University, Toronto, Ontario. Paper also presented by co-author at the International Communication Association Annual Conference in San Juan, Puerto Rico (2015, may).
21. **Dubé, A. K.** & McEwen, R. (2014, May). *Engaging or distracting? An eye tracking study of Grade 2 children's use of mathematics applications on the iPad and LeapPad.* In E. Maloney (Chair), *Factors that influence performance in mathematics.* Symposium conducted at Development 2014: A Canadian Conference on Development, Carleton University, Ottawa, Ontario.
20. Robinson, K. M., **Dubé, A. K.**, & Harrison, J. (2013, August). *Children's understanding of addition and subtraction concepts.* In J. Torbeyns (Chair), *Conceptual understanding and procedural knowledge in mathematics: Developmental trends and interplay.* Symposia conducted at the 15th biennial EARLI conference, Munich, Germany.
19. **Dubé, A. K.**, & McEwen, R. (2013, June). *Can tablet computers facilitate children's understanding of mathematics?* Paper presented at the Canadian Society for Brain, Behaviour, and Cognitive Science 23rd annual meeting, University of Calgary, Calgary, Alberta.
18. **Dubé, A. K.**, Robinson, K. M., & Harrison, J. (2013, April). *Children's understanding of additive concepts.* Poster presented at the biannual meeting of the Society for Research in Child Development, Seattle, Washington.
17. Riegel, C. R., Robinson, K. M., LeFevre, J-A., Herdman, C., Demyen, B., & **Dubé, A. K.** (2012, June). *Literary language, new media technology, and eye tracking.* Poster presented at the Canadian Society for Brain, Behaviour, and Cognitive Science 22th annual meeting, Queen's University, Kingston, Ontario.
16. Robinson, K. M., **Dubé, A. K.**, & Harrison, J. (2012, June). *Children's understanding of multiple additive concepts.* Paper presented at the Canadian Society for Brain, Behaviour, and Cognitive Science 22th annual meeting, Queen's University, Kingston, Ontario.
15. Robinson, K. M., & **Dubé, A. K.** (2011, June). *Children's understanding of multiplicative concepts, inhibition, and fluency.* Paper presented at the biennial meeting of the Jean Piaget Society, Berkeley, CA.
14. Robinson, K. M., & **Dubé, A. K.** (2011, April). *Children's understanding of additive concepts: Individual differences and inhibition.* Poster presented at the biannual meeting of the Society for Research in Child Development, Montreal, Quebec.
13. **Dubé, A. K.** (2010, September). *Do adolescents understand that multiplication and division are inverse operations?* Paper present at the Colloquium on Mathematical Inversion, Irish College, Leuven, Belgium.
12. **Dubé, A. K.** (2010, May). Development of conceptual knowledge: adolescence and beyond. In J-A. LeFevre (Chair), *The Development of Conceptual and Procedural Knowledge in Mathematics.* Symposium conducted at Development 2010: A Canadian Conference on Development, Carleton University, Ottawa, Ontario.
11. Robinson, K. M., & **Dubé, A. K.** (2010, May). *The role of inhibition in children's conceptual knowledge of arithmetic.* In J-A. LeFevre (Chair), *The Development of Conceptual and Procedural Knowledge in Mathematics.* Symposium conducted at Development 2010: A Canadian Conference on Development, Carleton University, Ottawa, Ontario.
10. Robinson, K. M., & **Dubé, A. K.** (2009, August). *Children's use of arithmetic shortcuts on three-term multiplication and division problems.* Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Amsterdam, ND.

9. **Dubé, A. K.**, & Robinson, K. M. (2009, July). *The relationship between adults' conceptual understanding of inversion and associativity*. Poster presented at the Canadian Society for Brain, Behaviour, and Cognitive Science 19th annual meeting, York University, York, UK.
8. Robinson, K. M., & **Dubé, A. K.** (2009, July). *Children's inversion and associativity concepts: Can brief instruction improve conceptual knowledge?* Paper presented at the Canadian Society for Brain, Behaviour, and Cognitive Science 19th annual meeting, York University, York, UK.
7. Robinson, K. M., & **Dubé, A. K.** (2009, April). *Children's understanding of addition and subtraction concepts*. Poster presented at the biannual meeting of the Society for Research in Child Development, Denver, Colorado.
6. Robinson, K. M., & **Dubé, A. K.** (2008, September). *The mathematical inversion concept: Two studies of two types of inversion problems*. Poster presented at the annual meeting of the British Psychological Society Developmental Section Conference, Oxford, UK.
5. **Dubé, A. K.**, & Robinson, K. M. (2008, June). Skills underlying inversion shortcut use: The role of analogical reasoning and working memory. In *Children's mathematical cognition*. Symposium conducted at the Canadian Society for Brain, Behaviour, and Cognitive Science 18th annual meeting, University of Western Ontario, London, Ontario.
4. Robinson, K. M., & **Dubé, A. K.** (2008, June). *Children's development of the addition and subtraction inversion concept*. Poster presented at the Canadian Society for Brain, Behaviour, and Cognitive Science 18th annual meeting, University of Western Ontario, London, Ontario.
3. **Dubé, A. K.** (2007, June) *Skills underlying inversion shortcut use: The role of analogical reasoning and working memory*. Poster presented at the Canadian Society for Brain, Behaviour, and Cognitive Science 17th annual meeting, University of Victoria, Victoria, British Columbia.
2. Robinson, K. M., & **Dubé, A. K.** (2007, June). *Mathematical inversion: Conceptual, procedural, and factual knowledge part II*. Poster presented at the Canadian Society for Brain, Behaviour, and Cognitive Science 17th annual meeting, University of Victoria, Victoria, British Columbia.
1. **Dubé, A. K.**, & Robinson, K. M. (2006, June). *A microgenetic investigation of children's division strategies*. Poster presented at the Canadian Society for Brain, Behaviour, and Cognitive Science 16th annual meeting, University of Saskatchewan, Saskatoon, Saskatchewan.

TEACHING

I have taught courses at both the undergraduate and graduate level. Since 2015, I have taught 8 different courses for my department and I develop each of them to uniquely suite both the material and the students. As a result, I was awarded the Faculty of Education Distinguished Teaching award in 2020.

Courses Taught

McGill University

Digital Learning Environments EDPE 663 (Fall, 2020, 2023)
 Uses of Research Methods in Education EDPE 602 (Fall, 2019)
 PhD Advanced Research Seminar EDPE 705/707 (Winter 2018, 2019, 2020, 2021, 2022)
 Advanced Seminar in Learning Sciences EDPE 668 (Winter 2019)
 Emerging Technologies for Educational Change EDPE 640 (Fall 2016, 2017, 2018, 2019, 2020, 2021, 2023)
 Directed Reading: Educational Technology (Milena Dimitrova, Fall 2016)
 Research Methods EDPE 605 (Winter 2016, 2017, 2018)
 Theories of Learning & Instruction EDPE 635 (Winter 2016, 2017, 2020)
 Assessment for Instruction EDPE 344 (Fall 2015)

University of Toronto

Introduction to Development PSYC 210 (Winter, 2015, Fall 2014)
Cognitive Development PSYC 312 (Winter 2014, Fall 2013)

University of Regina, Campion College

Developmental Psychology: Development Across the Lifespan PSYC 210 (Winter 2012)
Introduction to Psychology PSYC 101 (Winter 2012, 2009)
Child Development PSYC 310 (Fall 2011)

GRADUATE RESEARCH SUPERVISION

I have supervised 22 graduate students and graduated 10. My thesis students have received competitive scholarships, and many have received institutional and international awards.

Type	In progress	Completed	Total	Fellowship funded
MEd	0	7	7	n/a
MA	1	2	3	2
PhD	9	4	13	11
				~\$1,524,700

Ph.D. Students**Graduated:****4. Gulsah Kacmaz**, Ph.D. candidate (2017 – 2023) Learning Sciences

Research: Teacher supports for game-based learning

Awards: Turkish Ministry of National Education Study Abroad scholarship program \$171,100/4yrs

Current Position: Assistant Professor, tenure track, Bartin University Turkey

3. Sabrina Shajeen Alam, Ph.D. (2016 – 2022) Learning Sciences

Research: Mathematical games for children with mathematical learning disability.

Awards: Graduate Excellence Fellowship \$37,000; P.E.O. International Peace Scholarship \$12,500; FRQSC PhD \$49,000

Current Position: Postdoctoral Research Fellow, Western University

2. Courtney Denton Hurlbut, Ph.D. (2018-2021, co-supervised) Learning Sciences

Research: Interventions to improve students' evaluations of online information

Current Position: Learning Success Facilitator, University Canada West

1. Aishwarya Nair, Ph.D. (2015 – 2021) Human Development

Research: Role of reading comprehension in math word problem solving

Awards: Graduate Excellence Award \$40,000; WYNG Trust Fellowship

Current Position: Vanier College, Pedagogical counselor (Research Analyst & Academic Programs)

In Progress:

9. Rasel Babu, Ph.D. student (2022– in progress) Learning Sciences

Research: Barriers to teacher’s educational technology adoption.

Awards: Graduate Excellence Fellowship \$55,000; Stansfield Award for School Based Research \$1,000; Dr. Gauri Shankar Guha Award in International Development Education \$1,000.

8. Jie Gao, Ph.D. student (2022– in progress) Learning Sciences

Research: Learning analytics as a means to improve digital educational games.

Awards: Graduate Excellence Fellowship \$55,000

7. Nandini Bharadwaj, Ph.D. student (2022– in progress) Learning Sciences

Research: Affect of digital assistants on children’s theories of artificial minds

Awards: Graduate Excellence Fellowship \$55,000; FRQSC PhD \$100,000

6. Heather Pearson, Ph.D. student (2021– in progress) Learning Sciences

Research: Educational technology, including game-based learning, online misinformation, 3D printing

Awards: Graduate Excellence Fellowship \$35,000; FRQSC PhD \$84,000; SSHRC CGS-D \$105,000

5. Tania Tan, PhD student (2021– in progress, co-supervisor) Learning Sciences

Research: Educational technology, flow theory, self-regulated learning.

4. Robin Sharma, Ph.D. candidate (2020 – in progress) Learning Sciences

Research: Mathematics games to improve adolescents’ understanding of geometry

Awards: Graduate Excellence Fellowship \$55,000; MITACS \$15,000; FRQSC PhD \$84,000.

3. Armaghan Montazami, Ph.D. candidate (2020 – in progress) Learning Sciences

Research: The implicit learning theories of educational game designers.

Awards: Graduate Excellence Fellowship \$37,000; SSHRC Doctoral Fellowship \$84,000

2. Run Wen, Ph.D. candidate (2017 – Defending June 27th, 2023) Learning Sciences

Area of Research: Achievement emotions during game-based mathematics learning

Awards: Chinese Scholarship Council \$76,800; Clifford Wong Fellowship \$80,000; FRQSC PhD \$70,000

1. Chu Xu, Ph.D. candidate (2017 – in progress) Learning Sciences

Area of Research: Designing teacher curriculum guides to support game-based learning

Awards: Chinese Scholarship Council \$76,800; Clifford Wong Fellowship \$80,000; FRQSC PhD \$70,000

Masters Students MA

Graduated:

2. Nandini Bharadwaj (2020 – 2022) Learning Sciences

Area of Research: Affect of digital assistants on children’s theories of artificial minds

Awards: Graduate Excellence Fellowship \$10,000

1. Armaghan Montazami (2018-2020) Learning Sciences

Area of Research: How parents and educators choose quality educational apps.

Awards: FRQSC MA \$35,000

In Progress:

1.Emma Liptrot (2022 – present) Learning Sciences

Area of Research: How parents and educators choose quality educational apps.

Awards: SSHRC CGS-M \$17,500; 2022-2023 Balyta Family Fellowship in STEM Education \$4,500; Graduate Excellence Fellowship \$10,000; Canadian Psychological Association Certificate of Excellence

Masters Students MEd Special Activity

Graduated:

7. Daniel Gomez (2022 – 2023)

Area of research: Efficacy of online interactive teacher curriculum guides for game-based learning

6. Hope Zimba (2021 – 2022)

Area of Research: Workshops to promote Zambian teachers' use of educational technology.

Current position: Teacher, Cree School Board

5. Nuri Hong (2020 – 2021)

Area of Research: Creating interventions to improve parents' evaluations of educational apps.

Current position: Teacher, Cree School Board

4. Heather Pearson (2019-2020)

Area of research: How educators choose quality educational apps.

Current position: PhD student, Learning Sciences McGill

3. Yue Guo (2018-2019)

Area of research: Attentional allocation during game-based learning.

Current position: PhD student at UBC

2. Yang Lu (2017-2018)

Area of research: Designing educational games to improve children understanding of fractions.

Current position: Program lead for an educational software company

1. Suzanne Robinson (2016-2017)

Area of research: Creating educational technology workshops for teachers using activity theory.

Current position: Teacher

SERVICE

My services includes contributions at the level of individual students (e.g., PhD dissertation committees), taking on leadership roles within my department (Graduate Program Directorship, Chairing committees), serving on committees central to the running of the Faculty (Academic Policy Committee) and University (McGill Teaching and Learning Services Technology Learning Group), providing service to the larger academic and professional community outside my institutions (e.g., grant review boards, teacher professional development, organizing academic conferences), and serving in senior leadership roles in my Faculty as Associate Dean-Academic Programs and Director of the EdTech Office, as well in the University as the Vice President of Communications for MAUT.

McGill Committees & Roles

Departmental

2022	Hiring Committee for two Positions in Learning Sciences
2020 - 2021	COVID Remote Instructional Support Person: Departmental
2020 - 2021	Graduate Program Director, Learning Sciences and Health Professions Education
2020	Departmental Chairperson Advisory Committee
2018 - 2020	Social Media Policy Committee
2018 - 2021	Fellowships Committee, Chair
2018 - 2019	Promotional Video Committee/Media Liaison
2017 - present	Learning Sciences Graduate Student Social Committee
2017 - present	Effective Parenting Series Organizing Committee
2017 - 2018	Participant Pool Committee
2017 - 2018	Hiring Committee for Position in Human Development Program
2016 - 2017	Program Committee for Minor in Educational Psychology.

Faculty

2022-Present	Director – EdTech Office
2021-2022	Associate Dean - Academic Programs
2021-2022	Student Affairs Committee: Chair
2021-2022	Faculty Fellowships Committee: Chair
2019-2022	Teacher Education Program Committee
2017 –2022	Academic Policy Committee
2016-2017	Hiring Committee for Joint Position in Education & Computer-Science

University

2021	VP Communications MAUT
2018-Present	Teaching and Learning Services: “Would You Fund It?” Faculty Reviewer
2016-Present	McGill Teaching & Learning Technology Learning group

Research Community Service Activities

Ph.D. Dissertation Defence Committee Membership: Acting Chair

2020	Shakib Nasrullah. “Iranian immigrants’ interactions within Iranian communities in Quebec: An exploration of diversity and belonging.”
2019	Sonia Rahimi. “Understanding academic procrastination: A longitudinal analysis of procrastination and emotions in undergraduate and graduate students”
2018	Kyle Hubbard. “Phenomenology of boredom coping: understanding students’ lived experiences of coping with boredom in college.”
2018	Hayley Vininsky. “A critical eye on technology: Comparing the learning of receptive language with image cards and iPads in children with autism spectrum disorder.”

- 2016** Bindy Sanghera-Sidhu. “Pan-Canadian abracadabra follow-up: What do we know four years later about students and teachers response to being part of an intervention study (RtI)?”

Ph.D. Dissertation Defence Committee Membership: Internal member

- 2021** Paul Bazalais. “Investigating the Impact of Blended Learning on Academic Performance in Higher Education”
- 2021** Lingyun Huang. “Developing Technological Pedagogical Content Knowledge in Technology-Rich Learning Environments: The Affordances of Self-Regulated Learning Theory.”
- 2019** Maedeh Sadat Kazemitabar. “Examining the Effects of Socially-Shared Emotion Regulation on Team Coordination.”
- 2018** Marina Dupasquier. “Self-Determination in Children with Fetal Alcohol Spectrum Disorder: A Bioecological Perspective”
- 2018** Amanda Jarrell. “The Regulation of Achievement Emotions in Higher Education: An Examination of Emotion Regulation Antecedents and Consequences.”
- 2016** Deborah Schwartzman. “Virtual reality interventions in mental health: Synthesizing the evidence.”
- 2015** Gregory Trevors. “Controversial science knowledge: A multi-study examination of how epistemic cognition relates to the ways we learn science.
- 2015** Julia Dimillo. “The Importance of Partners for the Secondary Prevention of Melanoma: A Study Examining the Skin Self- Examination Self-Efficacy of Patients and their Partners.”

Ph.D. Dissertation Defence Committee Membership: Internal Examiner

- 2019** Marianne Chevrier. “Learning and thinking about socio-scientific issues: A multi-study examination of the role of epistemic emotions in epistemic cognition”
- 2018** Olivia Hua. “The Pedagogical Approaches of Natural- Science Professors.”
- 2017** Devin J Mills. “Problematic gaming and the role of needs frustration: An application of the self-determination theory.”

Ph.D. Comprehensive Exam Committee Membership

- 2023** Xiaoshan Huang. “The role of emotion regulation and group cohesion in teamwork”
- 2023** Tania Tan. “Integrating self-regulated learning theory and flow theory”
- 2022** TingTing Wang. “The Interactions Between Students’ Cognitive Load and Self-Regulated Learning”
- 2022** Alejandra Segura. “Affect and learning in high-stakes professions”
- 2019** Courtney Denton. “How do students’ epistemic strategy use influence the quality of their argumentation as a function of an intervention”
- 2018** Lingyun Huang. “The Role of Self-Regulated Learning in Technological Pedagogical Content Knowledge (TPACK) Development”
- 2018** Shan Li. “Integrating Self-Regulated Learning and Cognitive Engagement: Theoretical and Methodological Considerations.”

Ph.D. Proposal Defence Committee Membership

- 2023** Naz Boke. “Embedding Healthy Coping And Well-Being Instruction In Higher Education To Support Student Mental Health And Well-Being During The Transition To Adulthood”
- 2022** Alejandra Segura. “Affect and learning in high-stakes professions.”
- 2022** TingTing Wang. “The Interactions Between Students’ Cognitive Load and Self-Regulated Learning”
- 2020** Gabrielle O’Hara. “Social-emotional antecedents to math anxiety: The role of early experiences, emotion regulation, and learning environment.”

- 2019** Courtney Denton. “How do students’ epistemic strategy use influence the quality of their argumentation as a function of an intervention”
- 2018** Dianne McDonald. “A technology-based intervention for autism spectrum disorder”

M.A. Dissertation Defence Committee Membership: Internal Examiner

- 2021** Aaron Richard Glick. “Predicting toddler performance on a novel word learning task through engagement”
- 2020** Alejandra Ruiz Segura. “Examining the interaction between clinical reasoning and emotion on medical students’ diagnostic efficiency.”
- 2019** So Yeon Lee. “Understanding Procrastination in First-year Undergraduate Students: An Application of Weiner’s (1985) Attribution Theory”
- 2018** Kelsey Losenno. “Emotion Regulation and Self- Regulated Learning During Mathematics Problem Solving”
- 2018** James Vivian. “The Mediating Roles of Attitudes and Beliefs in Knowledge Revision”

Research Review

Editorial Board Journal of Experimental Child Psychology
Journal Reviewer Learning and Instruction, Canadian Journal of Experimental Psychology; British Journal of Educational Psychology; European Journal of Psychology of Education; Journal of Educational Technology & Society; Advances in Cognitive Psychology; Learning and Individual Differences; Journal of Research in Reading; Cognitive Science; Journal of Experimental Psychology: Learning, Memory, and Cognition; International Journal of Artificial Intelligence in Education; Educational Technology Research & Development; Canadian Journal of School Psychology; Quarterly Journal of Experimental Psychology; Journal of Educational Psychology; Cognitive Development.

Review Boards

- 2020, 2021, 2023** SSHRC Insight Development Grant Reviewer: Multidisciplinary or interdisciplinary social science
- 2019** SSHRC Insight Grant External Reviewer; NSERC Discovery Grant External Reviewer
- 2018** NSERC Discovery Grant External Reviewer
- 2017** Canadian Society for Brain Behaviour and Cognitive Science Hebb Award Review Board

Other Roles

- 2016-2018** **Topic Consultant**, Ontario Ministry of Education Annual Summit on Educational Technology Strategies

Professional Membership

Canadian Society for Brain Behaviour and Cognitive Science; Jean Piaget Society; Society for Research in Child Development; American Educational Research Association; Mathematical Cognition and Learning Society
 American Psychological Association