

Curriculum Vitae
JEREMIAH SULLINS, Ph.D.
Associate Professor of Psychology
Department of Behavioral Science
Harding University

Certification

I have read the following and certify that this curriculum vitae is a current and accurate statement of my professional record

Date: 1/20/19 **Signature:** Jeremiah R. Sullins

Personal Information

Office Address:	Harding University Department of Behavioral Science 915 E. Market Ave. Box 12260 Searcy, AR 72149	Phone: 501-279-5531 Email: jsullins@harding.edu
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Education

1999-2004	Psychology, University of Memphis, Memphis, TN, USA	B.A.
2004-2007	Experimental Psychology, University of Memphis, Memphis, TN, USA Advisor: Dr. Barry Gholson	M.S.
2007-2010	Experimental Psychology, University of Memphis, Memphis, TN, USA Advisor: Dr. Art Graesser	Ph.D.

Professional Experience

2002-2004	Undergraduate Research Assistant, Department of Psychology, Emotive Computing Lab and Cognitive Learning Lab, University of Memphis, Memphis, TN, USA
2004-2006	Graduate Research Assistant, Department of Psychology, Cognitive Learning Lab, University of Memphis, Memphis, TN, USA

- 2006-2007 Graduate Research Assistant, Department of Psychology, Cognition and Technology Lab, University of Memphis, Memphis, TN, USA
- 2007-2009 Graduate Research Assistant, Department of Psychology, Cognitive Lab and Center for Cognitive Science and Educational Practice, University of Memphis, Memphis, TN, USA
- 2009-2010 Graduate Research Assistant, Department of Psychology, Cognitive Lab and Advanced Learning Laboratory, University of Memphis, Memphis, TN, USA
- 2010-2011 Research Scientist/Adjunct Faculty, Department of Psychology, University of Memphis, Memphis, TN, USA
- 2011-2014 Assistant Professor of Psychology, Department of Psychology, University of Mobile, Mobile, AL, USA
- 2012-present Assistant Professor of Psychology, Department of Community Care and Counseling, Liberty University Online, Lynchburg, VA
- 2014-2016 Assistant Professor of Psychology, Department of Behavioral Sciences, Harding University, Searcy, AR
- 2016-present Associate Professor of Psychology, Department of Behavioral Sciences, Harding University, Searcy, AR

Teaching Experience

Subject (through Spring 2019);

U=Undergraduate, M=Masters, D=Doctoral

Introduction to Psychology (U)

Introduction to Statistics (U, M)

Statistics (D)

Introduction to Research Methods (U, M)

Human Growth and Development (U)

Cognitive Psychology (U)

Psychological Evaluation and Testing (U)

Abnormal Psychology (U)

Learning and Cognition (U)

Research and Program Evaluation (M)

Integration of Psychology and Theology (M)

Theology and Spirituality in Counseling (M)

Individual Appraisal (M)

Data Analysis (Introduction to SPSS) (U)

Techniques of Research (M, D)

Social Psychology (U)

Issues and Trends in Community Counseling
(D)
Dissertation Planning (D)
Dissertation Design and Proposal (D)

Publications and Presentations

Book Chapters

- Graesser, A., Ozuru, Y., & Sullins, J. (2009). What is a good question? In M. G. McKeown & L. Kucan (Eds.), *Threads of coherence in research on the development of reading ability* (pp. 112-141). NY: Guilford.
- Sullins, J, Meister, R., Craig, S.D., Wilson, W. M., Bargagliotti, A., & Hu, X. (2013). Is there a relationship between interacting with a mathematical intelligent tutoring system and students' performance on standardized high-stake tests? In D. Albert, C. Doble, D. Eppstein, J. Falmagne & X. Hu (Eds.), *Knowledge Spaces: Applications to Education* (pp. 69-78).

Manuscripts/Journal Articles

- Craig, S. D., Graesser, A. C., Sullins, J. & Gholson, B. (2004). Affect and learning: An exploratory look into the role of affect in learning. *Journal of Educational Media*, 29, 241-250.
- Craig, S. D., Sullins, J., Witherspoon, A. & Gholson, B. (2006). Deep-level reasoning questions effect: The role of dialog and deep-level reasoning questions during vicarious learning. *Cognition and Instruction*, 24(4), 563-589.
- D'Mello, S. K., Craig, S. D., Sullins, J. & Graesser, A. C. (2006). Predicting affective states expressed through an emote-aloud procedure from a mixed-initiative dialog with AutoTutor. *International Journal of Artificial Intelligence in Education*, 16, 3-28.
- Graesser, A. C., D'Mello, S. K., Craig, S. D., Witherspoon, A., Sullins, J., McDaniel, B., Gholson, B. (2008). The relationship patterns between affective states and dialog patterns during interactions with AutoTutor. *Journal of Interactive Learning Research*, 19(2), 293-312.
- Gholson, B., Witherspoon, A., Morgan, B., Brittingham, J., Coles, R., Graesser, A.C., Sullins, J., & Craig, S.D. (2009). Exploring the deep-level reasoning questions effect during vicarious learning among eighth to eleventh graders in the domains of computer literacy and Newtonian physics. *Instructional Science*, 37, 487-493.
- Sullins, J., Craig, S.D., Gholson, B., & Graesser, A.C. (2010). The influence of modality on deep reasoning questions in vicarious learning environments. *International Journal of Learning Technology*, 5(4), 378-387.

- Sullins, J., & Graesser, A. C. (2014). The relationship between cognitive disequilibrium, emotions, and individual differences on student question generation. *International Journal of Learning Technology*, 9(3), 221-247.
- Sullins, J., Howard, T., & Goza, K. (2014). Are educational shows teaching our kids how to become lifelong learners? *Journal of Educational Multimedia and Hypermedia*, 23(4), 385-400.
- Sullins, J. Craig, S. D. & Hu, X. (2015). Exploring the effectiveness of a novel feedback mechanism within an intelligent tutoring system. *International Journal of Learning Technology*, 10(3), 220-236.
- Sullins, J., Acuff, S., Neely, D., & Hu, X. (2018). When knowledge isn't power: The influence of prior knowledge on question generation training. *Journal of Educational Multimedia and Hypermedia*, 27(2), 245-265.
- Kernan, A. & Sullins, J. (submitted). The relationship between adolescent risk-taking behavior and guilt versus shame proneness. *Psi Chi Journal of Psychological Research*.
- Sullins, J., Console, K., & Lemaster, N. (submitted). A computational linguistic analysis of the 2016 U.S. presidential candidates. *Psi Chi Journal of Psychological Research*.
- Sullins, Console, K., Denton, R., Henrichson, C., & Barber, S. (under review). Not all confusion is productive: An investigation into confusion induction methods and their impact on learning. *International Journal of Learning Technology*.

Refereed Conference Proceedings

- Craig, S. D., Driscoll, D., Sullins, J., & Gholson, B. (2003). Knowledge construction from multimedia learning environments: The role of interactivity, collaboration and vicarious learning. In A. Méndez-Vilas & J. A. Mesa González (Eds.), *Advances in Technology-based Education: Towards a Knowledge-based Society: Vol 3*. (pp. 1903-1906). Badajoz, Spain: Junta De Extremadura.
- Craig, S. D., D'Mello, S. K., Gholson, B., Witherspoon, A., Sullins, J., & Graesser A. C. (2004). Emotions during learning: The first steps toward an affect sensitive intelligent tutoring system. In J. Nall, & R. Robson (Eds.), *Proceedings of E-learn 2004: World Conference on E-learning in Corporate, Government, Healthcare, & Higher Education* (pp.284-288). Norfolk, VA: Association for the Advancement of Computing in Education.
- Craig, S. D., Gholson, B., & Sullins, J. (2004). Should we question them?: An investigation into the role of deep questions in vicarious learning environments. In J. Nall, & R. Robson (Eds.), *Proceedings of E-learn 2004: World Conference on E-learning in Corporate, Government, Healthcare, & Higher Education* (pp.1836-1840). Norfolk, VA: Association for the Advancement of Computing in Education.
- D'Mello, S. K., Craig, S. D., Gholson, B., Witherspoon, A., Sullins, J., & Graesser A. C. (2005). The relationship between affective states and dialog patterns during

- interactions with AutoTutor. In *Proceedings of E-learn 2005: World Conference on E-learning in Corporate, Government, Healthcare, & Higher Education* (pp. 2004 - 2011). Norfolk, VA: Association for the Advancement of Computing in Education (Outstanding Paper Award).
- Sullins, J., Witherspoon, A., Craig, S. & Gholson, B. (2006). Learning physics vicariously: A test of the deep-level reasoning questions effect in a vicarious learning environment on physics. In T. Reeves & S. Yamashita (Eds.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education* (pp. 2410-2413). Chesapeake, VA: AACE.
- Azevedo, R., Witherspoon, A., Baker, S., Greene, J. A., Moos, D. C., Sullins, J., Trousdale, A., & Scott, J. (2007). Do various self-regulatory processes predict different learning outcomes with hypermedia? In R. Luckin, K. Koedinger, & J. Greer (Eds.), *Artificial intelligence in education: Building technology rich learning contexts that work* (pp. 527-529). Amsterdam, The Netherlands, IOS Press.
- Sullins, J., & Azevedo, R. (2007). Developmental differences in self-regulated learning and question asking during learning with hypermedia. In D. S. McNamara & J. G. Trafton (Eds.), *Proceedings of the 29th Annual Cognitive Science Society* (pp. 1862). Austin, TX: Cognitive Science Society.
- Sullins, J., Azevedo, R., Trousdale, A., & Scott, J. (2007). The influence of self-regulation on student-generated questions during hypermedia learning. In R. Luckin, K. Koedinger, & J. Greer (Eds.), *Artificial intelligence in education: Building technology rich learning contexts that work* (pp. 187-194). Amsterdam, the Netherlands, IOS Press.
- Sullins, J., Craig, S.D., & Graesser, A.C. (2009). Tough love: The influence of an agent's negative affect on students' learning. In V. Dimitrova, R. Mizoguchi, B. du Boulay, & A. Graesser (Eds.), *Building learning systems that care: From knowledge representation to affective modeling* (pp. 671-673). Amsterdam: IOS Press.
- Sullins, J., Jeon, M., D'Mello, S. K., & Graesser, A. C. (2009). The relationship between modality and metacognition while interacting with AutoTutor. In V. Dimitrova, R. Mizoguchi, B. du Boulay, & A. Graesser (Eds.), *Building learning systems that care: From knowledge representation to affective modeling* (pp. 674-676). Amsterdam: IOS Press.
- D'Mello, S., Lehman, B., Sullins, J., Daigle, R., Combs, R., Vogt, K., et al. (2010). A time for emoting: When affect-sensitivity is and isn't effective at promoting deep learning. In J. Kay & V. Aleven (Eds.), *Proceedings of 10th International Conference on Intelligent Tutoring Systems* (pp. 245-254). Springer:Berlin / Heidelberg.
- Sullins, J., Tran, K., Ewing, S., Velaga, N., & Graesser, A. C. (2010). The effects of cognitive disequilibrium on question generation while interacting with AutoTutor. In K. E. Boyer & P. Piwek (Eds.), *QG2010: The Third Workshop on Question Generation* (pp. 21-28). Springer:Berlin / Heidelberg.

- Sullins, J., Goza, K., Smith, H., Moore, A., & Morrow, J. (2014). The use of anomalous information to improve student question generation in a multimedia learning environment. In W. Eberle & C. Boonthum-Denecke (Eds.), *Proceedings of the 27th International Florida Artificial Intelligence Research Society (FLAIRS) Conference* (pp. 525-526). Pensacola, FL: AAAI Press.
- Sullins, J., McNamara, D., Acuff, S., Neely, D., Hildebrand, E., Stewart, G., & Hu, X. (2015). Are you asking the right questions: The use of animated agents to teach learners to become better question askers. In I. Russell & W Eberle (Eds.). *Proceedings of the 28th International Florida Artificial Intelligence Research Society (FLAIRS) Conference* (pp. 479-481). Hollywood, FL: AAAI Press.
- Sullins, J., & Hu, X. (2015). The impact of anomalous information, personality, and motivation on self-regulatory processes in a multimedia vicarious learning environment. In I. Russell & W Eberle (Eds.) *Proceedings of the 28th International Florida Artificial Intelligence Research Society (FLAIRS) Conference* (pp. 475-478). Hollywood, FL: AAAI Press.
- Huff, J. L., Sochacka, N. W., Youngblood, K. M., Wood, K. M., Miller, S. E., Sullins, J., & Walther, J. (2016). Exploring shame in engineering education. *Proceedings of the ASEE/IEEE Frontiers in Education Conference*, Erie, PA.
- Sullins, J., Console, K., Denton, R., Henrichson, C. (2018). Identifying methods to induce productive confusion for improving performance in physics. In J. Kay & R. Luckin (Eds.) *Proceedings of the 13th International Conference of the Learning Sciences* (pp. 1585-1586) London, UK: ISLS
- Sullins, J., Console, K., Henrichson, C., Denton, R., Roberts, S., & Howell, K. (2018). The first step in harnessing the self conscious emotions: A quantitative exploration of shame. In C. Kalish, M. Rau, J. Zhu, & T. Rogers (Eds.) *Proceedings of the 40th annual meeting of the Cognitive Science Society*.
- Huff, J. L., Secules, S., Sochacka, N. W., Walther, J., Okai, B., Shanachilubwa, K., Sullins, J., & Miller, S. E. (2018). Shame in engineering: Unpacking the socio-psychological emotional construct in the context of professional formation. *Proceedings of the 2018 ASEE Conference*, Salt Lake City, UT, June 24-27, 2018.

Conference Presentations

- Craig, S. D., Sullins, J. & Gholson, B. (2004, August). *The effects of discourse type on vicarious learning*. Paper presented at the 14th Annual Meeting of the Society for Text and Discourse, Chicago, IL.
- Witherspoon, A., Craig, S. D., Sullins, J., Gholson, B., & Graesser, A. C. (2004, February). *The impact of affective states on learner's perceptions of the learning environment*. Paper presented at the Mid-South Psychology Conference, Memphis, TN.

- Craig, S. D., Sullins, J., Witherspoon, A., & Gholson, B. (2005, July). *The deep-level reasoning questions effect: Dialog and deep-level questions in vicarious learning*. Paper presented at the 15th Annual Meeting of the Society for Text and Discourse, Amsterdam, Netherlands.
- Gholson, B., Graesser, A., Craig, S. D., Witherspoon, A. & Sullins, J. (2006, June). *iDRIVE: Instruction with deep-level reasoning questions in vicarious environments*. Paper presented at the 1st Annual Institute of Educational Sciences Research Conference. Washington, DC.
- Sullins, J., Witherspoon, A., Craig, S. & Gholson, B. (2006, October). *Learning physics vicariously: A test of the deep-level reasoning questions effect in a vicarious learning environment on physics*. Paper presented at the annual meeting of the World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Honolulu, HI.
- Azevedo, R., Witherspoon, A., Baker, S., Greene, J.A., Moos, D.C., Sullins, J., Trousdale, A., & Scott, J. (2007, July). *Do various self-regulatory processes predict different learning outcomes with hypermedia?* Paper presented at the 13th International Conference on Artificial Intelligence in Education, Los Angeles, CA.
- Azevedo, R., Witherspoon, A., Sullins, J., & Baker, S. (2007, August). *Assessing the use of on-line trace methodologies for analyzing the deployment of metacognitive processes during learning with hypermedia*. Paper presented at an invited symposium at the biennial meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- Sullins, J., & Azevedo, R. (2007, August). *Developmental differences in self-regulated learning and question asking during learning with a hypermedia environment*. Paper presented at the 29th meeting of the Cognitive Science Society, Nashville, TN.
- Sullins, J., Azevedo, R., Trousdale, A., & Scott, J. (2007, July). *The influence of external-regulation on student generated questions during hypermedia learning*. Paper presented at the 13th International Conference on Artificial Intelligence in Education, Los Angeles, CA.
- Sullins, J., Craig, S.D., Gholson, B., & Graesser, A.C. (2008, July). *The influence of modality on deep reasoning questions in vicarious learning environments*. Paper presented at the 18th meeting of the Society for Text and Discourse, Memphis, TN.
- Sullins, J., Craig, S.D., & Graesser, A.C. (2009, July). *Tough love: The influence of an agent's negative affect on students' learning*. Paper presented at the 14th International Conference on Artificial Intelligence, Brighton, United Kingdom
- Sullins, J., Jeon, M., D'Mello, S., & Graesser, A. C. (2009, July). *The relationship between modality and metacognition while interacting with AutoTutor*. Paper presented at the 14th International Conference on Artificial Intelligence in Education, Brighton, United Kingdom

- Sullins, J., & McNamara, D.S. (2009, July). *iSTART question training module: Training students efficient questioning skills*. Presented at the 2nd Workshop on Question Generation, Brighton, United Kingdom.
- Liu, H., Velaga, N., Han, L., Sullins, J., Cai, Z., Graesser, A. C. (2009, November). *Cohesion analysis in Mao Zedong's corpora*. Paper presented at the 39th annual meeting of the Society for Computers in Psychology, Boston, Massachusetts.
- Sullins, J., & Hu, X. (2010, May). *AutoTutor Lite*. Paper presented at the Institute for Intelligent Systems Student Research Fair, Memphis, Tennessee.
- D'Mello, S., Lehman, B., Sullins, J., Daigle, R., Combs, R., Vogt, K., Perkins, L., & Graesser, A. C. (2010, June). *A time for emoting: When affect-sensitivity is and isn't effective at promoting deep learning*. Paper presented at the 10th International Conference on Intelligent Tutoring Systems, Pittsburgh, Pennsylvania.
- Sullins, J., Tran, K., Ewing, S., Velaga, N., & Graesser, A. C. (2010, June). *The effects of cognitive disequilibrium on question generation while interacting with AutoTutor*. Paper presented at the 3rd Workshop on Question Generation, Pittsburgh, Pennsylvania.
- Sullins, J. & Graesser, A. C. (2012, February). *The effects of cognitive disequilibrium on student question generation*. Paper presented at the annual meeting of the Southeastern Psychological Association, New Orleans, Louisiana.
- Sullins, J., Williams, J., & Hu, X. (2012, February). *Exploring the effectiveness of a novel feedback system*. Paper presented at the annual meeting of the Southeastern Psychological Association, New Orleans, Louisiana.
- Sullins, J., Craig, S. D., & Graesser, A. C. (2012, February). *The effects of affect on multimedia learning*. Paper presented at the annual meeting of the Southeastern Psychological Association, New Orleans, Louisiana.
- Goza, K., & Sullins, J. (2012, February). *The relationship between individual differences and question generation*. Paper presented at the Mid-South Psychology Conference, Memphis, Tennessee.
- Sullins, J., & Goza, K. (2013, March). *Exploring factors that affect question quality recognition and question generation*. Paper presented at the annual meeting of the Southeastern Psychological Association, Atlanta, Georgia.
- Sullins, J., Howard, T., Goza, K. (2013, March). *Are educational shows teaching our kids how to become lifelong learners?* Paper presented at the annual meeting of the Southeastern Psychological Association, Atlanta, Georgia.
- Sullins, J., Goza, K., Smith, H., Moore, A., & Morrow, J. (2014, May). *The use of anomalous information to improve student question generation in a multimedia learning environment*. Paper presented at the annual meeting of the Florida Artificial Intelligence Research Society, Pensacola, Florida.

- Neely, D., Acuff, S., Davis, T., & Sullins, J. (2015, April). *The temporal aspects of productive confusion and its effect on learning: A preliminary look*. Paper presented at the annual Arkansas Symposium for Psychology Students (ASPS), Conway, Arkansas.
- Sullins, J., McNamara, D., Acuff, S., Neely, D., Hildebrand, E., Stewart, G., & Hu, X. (2015, May). *Are you asking the right questions: The use of animated agents to teach learners to become better question askers*. Paper presented at the annual meeting of the Florida Artificial Intelligence Research Society, Hollywood, Florida.
- Sullins, J., & Hu, X. (2015, May). *The impact of anomalous information, personality, and motivation on self-regulatory processes in a multimedia vicarious learning environment*. Paper presented at the annual meeting of the Florida Artificial Intelligence Research Society, Hollywood, Florida.
- Zuniga, T. & Sullins, J. (2015, July). *The influence of job perception on self-esteem and motivation*. Paper presented at the 12th annual McNair Scholars meeting, Searcy, AR.
- Pope, K. & Sullins, J. (2015, July). *The effects of jazz and classical music on recall*. Paper presented at the 12th annual McNair Scholars meeting, Searcy, AR.
- Ruiz, F. & Sullins, J. (2015, July). *Is music a universal language: The emotional impact of language in music*. Paper presented at the 12th annual McNair Scholars meeting, Searcy, AR.
- Davis, T., Neely, D., Morris, N., & Sullins, J. (2016, April). *Influences on voter behavior: A computational linguistic analysis of presidential candidates*. Paper presented at the annual Arkansas Symposium for Psychology Students (ASPS), Conway, Arkansas.
- Sullins, J., McNamara, D., Acuff, S., Neely, D., & Hu, X. (2016, May). *Question asking makes perfect: Training learners to become more efficient question askers using animated agents in a vicarious learning environment*. Paper to be presented at the annual meeting of the American Educational Research Association (AERA), Washington, D.C.
- Sullins, J., Davis, T., Neely, D. & Acuff, S. (2016, May). *An exploratory look into the temporal aspects of productive versus hopeless confusion*. Paper to be presented at the annual meeting of the American Educational Research Association (AERA), Washington, D.C.
- Nickerson, J. & Sullins, J. (2016, July). *Who's to blame: An exploratory analysis of criminal attributions*. Paper presented at the 13th annual McNair Scholars meeting, Searcy, AR.
- Lemaster, N. & Sullins, J. (2016, July). *A linguistic analysis of poets: The effect of mental health and time of writing*. Paper presented at the 13th annual McNair Scholars meeting, Searcy, AR.
- Caselman, G. & Sullins, J. (2016, July). *An exploratory linguistic analysis of U.S. Presidential rhetoric during times of peace vs. times of crisis*. Paper presented at the 13th annual McNair Scholars meeting, Searcy, AR.

- Huff, J. L., Sochacka, N. W., Youngblood, K. M., Wood, K. M., Miller, S. E., Sullins, J., & Walther, J. (2016, October). *Exploring shame in engineering education*. Paper presented at the annual meeting of Frontiers in Education, Erie, PA.
- Finch, K., Lemaster, N., Denton, R., & Sullins, J. (2017, April). *Zone of optimal confusion: An exploratory look into when complexity might be a valuable substitute for clarity*. Paper presented at the annual Arkansas Symposium for Psychology Students (ASPS), Conway, Arkansas.
- Lemaster, N. & Sullins, J. (2017, July). *The educational impact of experiencing shame*. Paper presented at the 14th annual McNair Scholars meeting, Searcy AR.
- Hanners, K. & Sullins, J. (2017, July). *The effects of social media distractions on formal learning*. Paper presented at the 14th annual McNair Scholars meeting, Searcy AR.
- Kernan, A. & Sullins, J. (2017, July). *The relationship between adolescent risk-taking behavior and guilt versus shame proneness*. Paper presented at the 14th annual McNair Scholars meeting, Searcy AR.
- Sullins J., Lemaster, N., Neely, D., Finch, K., Henrichson, C., & Davis, T. (2017, August). *Influences on voter behavior: A computational linguistic analysis of Presidential candidates*. Paper presented at the annual meeting of the Society for Text and Discourse (ST&D), Philadelphia, PA.
- Sullins, J., Clements, R., Lemaster, N., & Huff, J. (2017, August). *A computational linguistic analysis of confusion and frustration*. Paper presented at the annual meeting of the Society for Text and Discourse (ST&D), Philadelphia, PA.
- Huff, J. L., Secules, S., Sochacka, N. W., Walther, J., Okai, B., Shanachilubwa, K., Sullins, J., & Miller, S. E. (2017, October). *Shame in engineering: Unpacking the socio-psychological emotional construct in the context of professional formation*. Paper presented at the National Science Foundation Awardees Conference. Washington, D.C.
- Huff, J. L., Sochacka, N. W., Youngblood, K. M., Wood, K. M., Miller, S. E., Sullins, J., & Walther, J. (2018, March). *Examining the experience of shame as a key mechanism for socialization in engineering education*. Paper presented at the annual meeting of the Society for Personality and Social Psychology, Atlanta, GA.
- Denton, R., Howell, K., Bean, C., & Sullins, J. (2018, April). *Shame on you! A preliminary exploration on the impact of academic shame on STEM learning*. Paper to be presented at the annual Arkansas Symposium for Psychology Students (ASPS). Conway, Arkansas.
- Sullins, J., Console, K., Denton, R., Henrichson, C. (2018, June). *Identifying methods to induce productive confusion for improving performance in physics*. Paper presented at the annual meeting of the International Society of the Learning Sciences. London, United Kingdom.

- Huff, J. L., Secules, S., Sochacka, N. W., Walther, J., Okai, B., Shanachilubwa, K., Sullins, J., & Miller, S. E. (2018, June). *Shame in engineering: Unpacking the socio-psychological emotional construct in the context of professional formation*. Paper presented at the American Society Engineering Education annual meeting (ASEE). Salt Lake City, UT.
- Sullins, J., Console, K., Henrichson, C., Denton, R., Roberts, S., & Howell, K. (2018, July). *The first step in harnessing the self-conscious emotions: A quantitative exploration of shame*. Paper presented at the 40th annual meeting of the Cognitive Science Society. Madison, Wisconsin.
- Mankey, S. & Sullins, J. (2018, July). *Shame on you! A preliminary exploration into the linguistic characteristics of shame*. Paper presented at the 15th annual McNair Scholars meeting, Searcy AR.
- Sullins, J., Phillips, C., Camp, L.G., Wilson, A., Garritt, L., & Thornton, K. (2018, December). *Fool me once! An investigation into the impact of academic shame on STEM learning*. Paper presented at the annual meeting of the Arkansas Symposium for Psychology Students (ASPS). Conway, AR.
- Sullins, J., Bean, C., Howell, R., Denton, R., & Roberts, S. (2019, April). *Shame on you! An investigation into the impact of academic shame on learning*. Paper to be presented at the annual meeting of the American Educational Research Association (AERA). Toronto, Canada.
- Sullins, J., Phillips, C., Thornton, K., Camp, L. G., & Wilson, A. (2019, July). *Academic emotions and the learning of complex science: A review*. Paper to be presented at the annual meeting of Learning Technology for Education Challenges. Zamora, Spain.
- Sullins, J. Turner, J. E., Huff, J. L., Clements, H. R. (submitted). *Shame on you! A computational linguistic analysis of shame expressions*. Annual meeting of the Cognitive Science Society. Montreal, Canada.
- Sullins, J., Phillips, C., Thornton, K., Wilson, A., & Camp, L.G. (submitted). *From the bottom of my heart: The role of self-conscious emotions in the learning of the circulatory system*. Annual meeting of the Cognitive Science Society. Montreal, Canada.

Service

- Graduate Student Coordinating Committee Representative (August 2005- May 2007)
- Program Committee Member for the Third Workshop on Question Generation (QG 2010)
- English Language Mentor for QG2010: The Third Workshop on Question Generation
- Program Committee Member for the Fourth Workshop on Question Generation (QG 2011)
- Faculty Advisor for University of Mobile's Chapter of Psi Chi (July 2011-July 2014)
- Career Development Faculty Committee (August 2012-August 2013)
- Quality Enhancement Plan Steering Committee (April 2012-May 2014)
- Attended Southern Association of Colleges and Schools Commission on Colleges 2012 Summer Institute on Quality Enhancement and Accreditation, Atlanta, GA.

Chair of Literature Review Subcommittee for Quality Enhancement Plan (April 2012-May 2014)
Hospitality/Logistics Committee (August 2013-May 2014)
Program Committee Member for the Learning Technology for Education in the Cloud
Conference (LTEC 2013)
Editorial Board Member for the International Journal of Learning Technology (September 2012-
present)
University of Mobile Online Degree Committee (August 2013-July 2014)
Cognitive Neuroscience Degree Development Committee (October 2014-July 2015)
Faculty Advisor for Harding University's Chapter of Psi Chi (October 2015-present)
Director of the Cognitive Neuroscience program at Harding University (August 2015-present)
Extended editorial board member for the Journal of Cognition and Instruction (Feb 2016-present)
Program Committee Member for the Learning Technology for Education in the Cloud
Conference (LTEC 2018)
Higher Learning Commission Committee: Criterion 4-Teaching and Learning (Feb 2018-
present)
Program Committee Member for the Learning Technology for Education in the Cloud
Conference (LTEC 2019)
Subject Matter Expert for EDCO 810 (Dissertation Design and Proposal) Liberty University
(August 2018-present)

Ad-Hoc Reviewer

Society for Text and Discourse
Cognitive Science
Artificial Intelligence in Education
American Education Research Association
Intelligent Tutoring Systems
Southeastern Psychological Association
Cognition and Instruction

Mentorship Experience

Lab Coordinator for Cognitive Learning Laboratory (August 2005 – August 2006)
Mentor for Summer INSPIRE Internship Program (May 2008-July 2008)
Lab Co-Coordinator for Emotive Computing Lab (August 2007-August 2009)
Lab Co-Coordinator at Center for Cognitive Science and Educational Practice (August 2007-
August 2009)
Mentor for Summer INSPIRE Internship Program (May 2010-July 2010)
Lab Director for the Center for Cognitive Studies-Harding University (August 2011-present)
Mentor for Summer McNair Scholars Internship Program (May 2015-August 2015)
Mentor for Summer McNair Scholars Internship Program (May 2016-August 2016)
Mentor for Summer McNair Scholars Internship Program (May 2017-August 2017)
Mentor for Summer McNair Scholars Internship Program (May 2018-August 2018)

Professional Affiliations

Society for Text and Discourse	2007-2008; 2017-2018
American Educational Research Association	2007-2008; 2016-2017

American Psychological Society	2008-2009
International Artificial Intelligence in Education Society	2009-2010
American Counseling Association	2015-2018
International Society of the Learning Sciences	2018-present

Awards

E-Learn best paper award 2005

Mitford Ray Megginson Faculty Research Award (Awarded for the 2011-2012 academic year)

Grant Experience

Title	Funding Source	Start Date	End Date	Role	Amount	Status
Monitoring emotions while students learn with AutoTutor	National Science Foundation	2003	2009	Researcher	\$1,250,000	Complete
An implementation of vicarious learning with deep-level reasoning questions in middle school and high school classrooms	Institute of Education Sciences R305H050169	2005	2010	Senior Researcher	\$1,050,000	Complete
Graduate Student Coordinating Committee Student Research Grant	University of Memphis Psychology Department	2009	2010	PI	\$1,500	Complete
Automated Evaluation of Text and Discourse with Coh-Metrix	Gates Foundation	2010	2012	Project Manager	\$252,768	Complete
Psi Chi Faculty Advisor Research Grant	Psi Chi-International Honor Society in Psychology	2012	2013	PI	\$2,000	Complete
Psi Chi Faculty Advisor Research Grant	Psi Chi-International Honor Society in Psychology	2016	2017	PI	\$2,000	Complete
Students' experiences of shame: Examining invisible barriers to inclusion	National Science Foundation	2017	2020	Co-PI	\$441,270	Active
TBA	National Science Foundation	2019	2022	PI	TBA	Pending

