

Hannah Moshontz de la Rocha

Duke University
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Education

Ph.D., Psychology & Neuroscience, Duke University expected 2020
Faculty advisor: Rick H. Hoyle

M.A., Psychology & Neuroscience, Duke University December 2016
Committee: Grainne Fitzsimmons, Rick H. Hoyle, Elizabeth J. Marsh, James Y. Shah
Thesis: [Persistence as returning: An integrative review of theory and research on continued goal pursuit](#)

B.A. Psychology, Reed College December 2010
Faculty thesis advisor: Kathryn C. Oleson
Thesis: [Making energy saving normal: An energy-saving intervention based on the focus theory of normative conduct](#)

Honors and Awards

Program for Advanced Research in the Social Sciences (PARISS) Fellowship, Duke University	2018-2019
Student and Postdoc Travel Award, Society for the Improvement of Psychological Science (SIPS)	2018
Summer Vertical Integration Program Graduate Mentor, Duke University	2017, 2018
Summer Institute for Social and Personality Psychology (SISPP)	2017
Graduate Summer Research Fellowship, Duke University	2017
Graduate Travel Award, Society for Personality and Social Psychology (SPSP)	2017
Graduate Travel Award, The Graduate School, Duke University	2017, 2018
Honorable Mention, National Science Foundation (NSF) Graduate Research Fellowship Program	2016
Honorable Mention, Classroom Assessment Distinguished Paper Award, AERA	2016
Education Human Development Scholar, Duke Social Science Research Institute (SSRI)	2016
Inter-institutional Collaborative Grant, Carolina Research in Social Psychology	2015
Summer Research Fellowship for First- and Second-Year Ph.D. Students, Duke University	2015, 2016
Claire Hamilton Graduate Studies Conference Travel Award, Duke University	2014 - 2016
Commendation for Excellence in Scholarship, Reed College	2007, 2008, 2010

Published and In Press Works

Hoyle, R.H., & Moshontz, H. (in press). Self-regulation: An individual difference perspective. In J.Y. Shah (Ed.) *Frontiers of Social Psychology: Self-regulation*. New York: Routledge. [Preprint](#)

Moshontz, H., Campbell, L., Ebersole, C. R., IJzerman, H., Urry, H. L., Forscher, P. S., Chartier, C. R. (2018). The Psychological Science Accelerator: Advancing Psychology through a Distributed Collaborative Network. *Advances in Methods and Practices in Psychological Science*, 1(4), 501515 doi.org/10.1177/2515245918797607 [Preprint](#)

Atkinson, K.M., Sanchez, C.E., Koenka, A.C., Moshontz, H. & Cooper, H. (2018). Who Makes the Grade? A Synthesis of Research Comparing Self, Peer and Instructor Grades in College Classrooms. *International Research in Higher Education*, 3(3), 1-21. doi.org/10.5430/irhe.v3n3p1

Sanchez, C.E., Atkinson, K.M., Koenka, A.C., Moshontz, H. & Cooper, H. (2017). Self-grading and peer-grading for formative and summative assessments in 3rd through 12th grade classrooms: A meta-analysis. *Journal of Educational Psychology*, 109(8), 1049-1066. doi.org/10.1037/edu0000190
[Supplement](#)

Atkinson, K.M., Koenka, A.C., Sanchez, C.E., Moshontz, H. & Cooper, H.M. (2015). Reporting standards for literature searches and report inclusion: Making research syntheses more transparent and easy to replicate. *Research Synthesis Methods*, 6(1), 87-95. doi.org/10.1002/jrsm.1127

Works in the Peer Review Process

Vuletich, H., Moshontz, H., Marsh, E. J. & Payne, B. K. (submitted). *Effects of Perceived Scarcity on Time Horizon and Academic Performance*

Moshontz, H. & Hoyle, R.H. (submitted). *Continuing and Returning: A Two-Component Model of Persistence in Everyday Goal Pursuit*. [Preprint](#)

Crüwell, S., van Doorn, J., Etz, A., Makel, M., Moshontz, H., Niebaum, J., Schulte-Mecklenbeck, M. (submitted). *Eight Easy Steps to Open Science: An Annotated Reading List*.. [Preprint](#)

Moshontz, H., Vuletich, H., Marsh, E.J., & Payne, B.K. (submitted). *Inequality's Association with Poor Educational Outcomes in U.S. States Relates to Interest in Academic Shortcuts*.. [Preprint](#)

Koenka, A.C., Linnenbrink-Garcia, L., Moshontz, H., Sanchez, C.E., Atkinson, K.M. & Cooper, H. (submitted). A meta-analysis on the impact of grades and comments on academic motivation and achievement: A case for written feedback.

Selected Talks and Presentations

Moshontz, H. (2019). *The Psychological Science Accelerator*. Talk to be presented at the Annual Association for Psychological Science Convention. Washington, D.C.

Moshontz, H., Davisson, E., & Hoyle, R.H. (2019). *Self-Control Variability: How Self-Control Fluctuates Throughout the Day*. Talk to be presented at the Annual Meeting of the Society for Personality and Social Psychology. Portland, OR.

Moshontz, H. and Hoyle, R.H. (2018). *The Role of Memory in Persistence: Beliefs and Realities*. Talk presented at the Annual Meeting of the Southeastern Society for Social Psychology. Raleigh, NC. osf.io/mkgse

Moshontz, H. (2018). *Emerging Ideas About Quitting and Persistence (and Their Implications for Graduate Students)*. Talk presented at the Duke University Social Psychology Brown Bag. Durham, NC. osf.io/9qntd/

Moshontz, H. (2018). *Psychological Science Accelerator: Making large, multi-site, collaborative studies commonplace*. Talk presented at the Annual Meeting of the Association for Psychological Science. San Francisco, CA. osf.io/k97ra

Hamilton, C., Moshontz, H., Davisson, E.K., Hoyle, R.H. (2018). *Mining for Goals: Using Text Mining to Characterize Goal Setting in the Wild*. Poster presented at the Annual Meeting of the Association for Psychological Science. San Francisco, CA. osf.io/wvxm9

Moshontz, H. & Hoyle, R.H. (2018). *Responses to the unique difficulties of long-term goal pursuit*. Talk

- presented at the Annual Meeting of the Society for Personality and Social Psychology. Atlanta, GA. osf.io/mwjhf
- Moshontz, H. (2017). *Everyday quitting: When habits interfere with disengagement*. Poster presented at the Behavior Change Interventions for Health Habits Conference. Catalina Island, CA. osf.io/jmr39
- Vuletic, H., Moshontz, H., Marsh, E. J. & Payne, B. K. (2017) *Subjective low SES makes students less likely to delay gratification*. Data blitz presented at the General Meeting of the European Association of Social Psychology. Granada, Spain.
- Moshontz, H. (2017). *Persistence as returning: A model of persistence in long-term goals*. Talk presented at the Duke University Social Psychology Brown Bag. Durham, NC. osf.io/8ce4y
- Hoyle, R.H., Davisson, E., & Moshontz, H. (2017). *Accuracy of forethought in self-regulation*. Talk presented at the Annual Meeting of the Society for Personality and Social Psychology. San Antonio, TX.
- Moshontz, H., Hoyle, R.H., & Davisson, E.K. (2017). *Better goals or better skills: Understanding pursuit of New Years resolutions*. Poster presented at the Annual Meeting of the Society for Personality and Social Psychology. San Antonio, TX. osf.io/s4sd4
- Moshontz, H. & Marsh, E.J. (2016). *Scarcity in an educational setting: Influences of test length on performance*. Poster presented at the Annual Meeting of the Psychonomic Society. Boston, MA. osf.io/x4bfm
- Moshontz, H., Hoyle, R.H., & Davisson, E.K. (2016). *Is it you or your resolution? Self-regulatory skill, goal setting, and goal pursuit in New Year's resolutions*. Talk presented at the Annual Meeting of the Society for Southeastern Social Psychologists. Asheville, NC. osf.io/s92zv
- Koenka, A.C., Moshontz, H., Atkinson, K.M., Sanchez, C.E. & Cooper, H. (2016). *The impact of grades, comments, and no feedback on academic achievement: A meta-analysis*. Paper presented at the Annual Meeting of the American Educational Research Association. Washington, DC.
- Moshontz, H., Davisson, E.K., Hoyle, R.H. (2016). *How winners quit: Individual differences in goal disengagement*. Poster presented at the Annual Meeting of the Society for Personality and Social Psychology. San Diego, CA. osf.io/yr75x
- Moshontz, H., & Oleson, K.C. (2015). *Using injunctive and descriptive norm cues to promote energy saving*. Poster presented at the Annual Meeting of the Society for Personality and Social Psychology. Long Beach, California. osf.io/k4fpr
- Koenka, A.C., Richardson, E., Moshontz, H., Sanchez, C.E., Atkinson, K.M. & Cooper, H. (2015). *The impact of frequent testing on college students' academic performance and attitudes: A synthesis of research*. Paper presented at the Annual Meeting of the American Educational Research Association. Chicago, Illinois.
- Moshontz, H., Koenka, A.C., Sanchez, C.E., Atkinson, K.M. & Cooper, H. (2015). *The differential impacts of norm-referenced and criterion-referenced grading methods on students' academic performance and motivation*. Paper presented at the Annual Meeting of the American Educational Research Association. Chicago, Illinois.
- Moshontz, H., Call, A., Harati, A., Westgate, E., Wormington, S.V. & Oleson, K. (2011). *Predicting the desire to seek out ones grades when grade knowledge is optional*. Poster presented at the Annual Meeting of the Society for Personality and Social Psychology. San Antonio, TX.

Teaching and Related Experience

Lecture slides, syllabi, and additional teaching materials available at osf.io/qdwzu.

Statistics and Methodology

Teaching Assistant, Duke University Fall 2015; Spring 2016
Courses: Correlation and Regression Analysis (Graduate Level); Analysis of Variance (Graduate Level);
Research Methods in Psychological Science

Tutor, Duke University Athletics Summer 2017
Course: Introduction to Statistics in Psychology

Guest Lecture, Duke University Spring 2016; Spring 2017
Topic: Transformations in Regression (Graduate Level)

Mentor for Undergraduate and Post-Bac Research, Duke University 2016-2018
Summer Research Vertical Integration Program: Christine Townsley, Kendall Clay
Undergraduate Thesis Projects: Anita Restrepo, Christine Townsley
Research Assistants: Benjamin Thier, Caroline Hamilton (post-bac)

Personality and Social Psychology

Teaching Assistant, Duke University Fall 2016, Spring 2017
Courses: The Self and Social Identities; Personality

Guest Lecture, Duke University Spring 2017, Fall 2018
Topic: Academic Mindsets; Self and Self-Control

Advanced Methodology and Statistics Training

Program for Advanced Research in the Social Sciences Fellow, <i>Duke University</i>	2018-2019
Course on using U.S. Census Bureau Data, <i>Lars Vilhuber, Cornell University via EdX</i>	2017
Big Data Workshop, <i>Morteza Dehghani, Summer Institute in Social and Personality Psychology</i>	2017
Course on Applied Structural Equation Modeling, <i>Rick H. Hoyle, Duke University</i>	2016
Multilevel Modeling Workshop, <i>Curran-Bauer Analytics</i>	2015
Summer Institute, <i>Berkeley Initiative for Transparency in the Social Sciences</i>	2014
Course on Meta-Analysis, <i>Michael Borenstein and Hannah Rothstein, statistics.com</i>	2013

Service and Outreach

Moshontz, H., El-Hout, M. (2018). *Crisis or Opportunity? Student Perspectives on Evolving Methodological Standards*. Professional development panel at the Annual Meeting of the Society for Personality and Social Psychology. Atlanta, GA.

Open Science Practices, Workshop at the Duke University Center for Cognitive Neuroscience Retreat

Moshontz, H. (2017). *Towards an increasingly open science*. Talk presented at the Social Psychology Brown Bag, Duke University. Durham, NC. osf.io/ryve6

Awards Committee Chair, <i>Society for the Improvement of Psychological Science</i>	since 2018
Assistant Director (Project Management) <i>Psychological Science Accelerator</i>	since 2017
Steering Committee Member, <i>PsyArXiv</i>	since 2017
Student Committee Chair, <i>Society for Personality and Social Psychology</i>	2017-2018

updated 1/16/2019