Dr. Emily Johnson

Associate Professor of Educational Psychology

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📍 Department of Psychology, University of Cambridge, UK

🌐 Google Scholar Profile

Professional Summary

Educational psychology researcher and educator with 12+ years of experience in higher education. Specializing in cognitive development, learning strategies, and educational technology. Published in high-impact journals with a strong record of securing research grants. Committed to evidence-based teaching practices and mentoring graduate students.

Education

Ph.D. in Educational Psychology   2005-2010

Stanford University, California, USA
Dissertation: "Cognitive Processes in Self-Regulated Learning Among University Students"
Advisor: Prof. Robert Williams

M.Sc. in Psychology   2003-2005

University of Oxford, UK
Thesis: "Working Memory and Academic Achievement"

B.A. in Psychology (First Class Honours)   2000-2003

University of Edinburgh, UK

Academic Positions

Associate Professor   2018-Present

Department of Psychology, University of Cambridge, UK
- Direct the Cognitive Development Research Laboratory with 5 PhD students and 2 postdoctoral fellows
- Secured £650,000 in research funding from national and international agencies
- Developed new graduate curriculum in Educational Psychology
- Serve on the University Academic Board and Ethics Committee

Assistant Professor   2012-2018

School of Education, University of Edinburgh, UK
- Taught undergraduate and graduate courses in educational psychology and research methods
- Supervised 8 PhD candidates to successful completion
- Established research collaboration with local schools to implement evidence-based learning strategies

Postdoctoral Research Fellow   2010-2012

Institute of Cognitive Science, University College London, UK
- Conducted research on cognitive factors affecting classroom learning
- Developed and validated assessment tools for measuring learning effectiveness

Teaching Experience

Graduate Courses
- Advanced Research Methods in Educational Psychology
- Cognitive Processes and Learning
- Educational Neuroscience
- Assessment and Evaluation in Education

Undergraduate Courses
- Introduction to Educational Psychology

- Human Development and Learning
- Educational Technology and Learning
- Statistics for Behavioral Sciences

Selected Publications

Complete list of 35+ publications available on Google Scholar

Journal Articles

- Johnson, E., & Smith, P. (2022). "Metacognitive strategies and academic performance in higher education." *Journal of Educational Psychology*, 114(3), 578-592.
- Williams, R., Johnson, E., & Brown, T. (2021). "Digital technology integration and cognitive development: A longitudinal study." *Computers & Education*, 167, 104174.
- Johnson, E., & Davis, A. (2020). "Working memory training effects on reading comprehension." *Learning and Individual Differences*, 82, 101878.
- Johnson, E., Thompson, K., & Martin, J. (2018). "Self-regulated learning interventions in academic settings: A meta-analysis." *Educational Research Review*, 24, 138-154.
- Clark, M., & Johnson, E. (2016). "Instructor feedback methods and student learning outcomes." *Studies in Higher Education*, 41(9), 1706-1719.

Books and Chapters

- Johnson, E. (2022). *Cognitive Approaches to Learning in the Digital Age*. Oxford University Press.
- Johnson, E., & Wilson, H. (2019). "Educational technology and cognitive development." In R. Harris (Ed.), *Handbook of Educational Psychology* (pp. 287-309). Cambridge University Press.

Research Grants

- **Principal Investigator**, "Cognitive Enhancement Through Educational Technology" (£420,000), UK Research and Innovation, 2020-2023.
- **Co-Investigator**, "Multi-modal Learning and Cognitive Development" (£230,000), European Research Council, 2019-2022.
- **Principal Investigator**, "Working Memory Training in Schools" (£180,000), Department for Education, 2016-2018.
- **Research Fellow**, "Digital Learning Environments" (£150,000), The British Academy, 2013-2015.

Selected Conference Presentations

- Johnson, E., & Thomas, L. (2022). "Implementation of metacognitive strategies in diverse classroom settings." Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.
- Johnson, E. (2021). "Educational technology and cognitive load: Finding the optimal balance." Invited keynote at the European Association for Research on Learning and Instruction, Dublin, Ireland.
- Brown, T., & Johnson, E. (2020). "Cognitive benefits of dual-coding in multimedia learning environments." Poster presented at the International Conference on Learning Sciences, Nashville, TN.
- Johnson, E., & Harris, M. (2019). "Self-regulated learning interventions: From laboratory to classroom." Paper presented at the British Educational Research Association Conference, Manchester, UK.

Professional Skills

Research Methods
- Experimental design and mixed methods research
- Advanced statistical analysis
- Eye-tracking methodology
- Educational assessment development
- Qualitative research techniques

Technical
- SPSS, R, and Python for data analysis
- E-Prime for experiment design
- Learning management systems (Canvas, Moodle)
- Educational technology integration
- Learning analytics tools

Languages

- **English:** Native
- **French:** Fluent

- **German:** Intermediate

Professional Memberships

- American Educational Research Association
- British Psychological Society (Chartered Psychologist)
- European Association for Research on Learning and Instruction
- International Mind, Brain, and Education Society

References

Professor Robert Williams

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Professor Sarah Thompson

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Additional references available upon request

- **German:** Intermediate

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