

Hannah Moshontz de la Rocha

Duke University
Durham, North Carolina
hannah.moshontz@duke.edu
[@hmoshontz](#)

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 Fellowship, Duke University	2018/2019
Selected for the Summer Institute for Social and Personality Psychology (SISPP)	2017
Graduate Travel Award, Society for Personality and Social Psychology	2017
Education Human Development Scholar, Duke Social Science Research Institute	2016/2017
Honorable Mention, National Science Foundation Graduate Research Fellowship Program	2016
Honorable Mention, Classroom Assessment Distinguished Paper Award, AERA	2016
Inter-institutional Collaborative Grant, Carolina Research in Social Psychology	2015
Commendation for Excellence in Scholarship, Reed College	2007, 2008, 2010

Overview of Research Activities

My research explores how and why people quit personal goals in daily life. I use surveys to characterize quitting phenomena and related individual differences (e.g., trait self-control), experiments to understand the causal influences of goal pursuit contexts on quitting and related behaviors, and robust exploratory approaches to predict quitting (and persistence) from person-level and goal-level characteristics. When possible, I focus on meaningful outcomes and contexts, like school achievement and genuinely held personal health goals. I strive for all publications I author and co-author to be open access, fully transparent in reporting, and to have open materials, scripts, and data. To help others conduct transparent and rigorous research, I work as a consultant, give talks, lead workshops, and write blog posts and papers focused on methods and research dissemination.

Published and In Press Works

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

- Koenka, A.C., Linnenbrink-Garcia, L., Moshontz, H., Sanchez, C.E., Atkinson, K.M. & Cooper, H. (in press). A Meta-Analysis on the Impact of Grades and Comments on Academic Motivation and Achievement: A Case for Written Feedback. *Educational Psychology*
- 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

- Moshontz, H., Ebersole, C.R., Weston, S.J., & Klien, R.A. (under review). *A Guide for Many Authors: Writing Manuscripts in Large Collaborations*. [Preprint](#)
- Powers, J.P., Moshontz, H., & Hoyle, R.H. (under review). *Self-Control and Affect Regulation Styles Predict Anxiety Longitudinally in University Students*. [Preprint](#)
- Forscher, P.S., Taylor, V.J., Cavagnaro, D., Lewis, N.A., Jr., Moshontz, H., Batres, C., ... & Chartier, C.R. (Registered Report under review). *A Multi-Site Examination of Stereotype Threat in Black College Students Across Varying Operationalizations*. [Preprint](#)
- McAuliffe, W.H., Moshontz, H., McCauley, T.G., & McCullough, M.E. (in revision). *Uncovering Prosociality in Qualitative Data: Comparing Manual, Closed-Vocabulary, and Open-Vocabulary Methods*. [Preprint](#)

Work in Prep

- Vuletich, H., Moshontz, H., Marsh, E.J., & Payne, B.K. (in preparation). *Inequality's Association with Poor Educational Outcomes in U.S. States Relates to Interest in Academic Shortcuts*. [Preprint](#)
- Moshontz, H., Fronk, G., Sant'Ana, S., Curtin, J. J. (in preparation). *Cross-Validation for Model Evaluation in Psychological Science: A Simulation Study*.
- Moshontz, H. & Hoyle, R.H. (in preparation). *Continuing and Returning: A Two-Component Model of Persistence in Everyday Goal Pursuit*. [Preprint](#)
- Moshontz, H., Hamilton, C., Townsley, C., Davisson, E.K. & Hoyle, R.H. (in preparation). *What Giving Up*

Looks Like: Characterizing Disengagement in Everyday Goal Pursuit.

Moshontz, H., Davisson, E.K. & Hoyle, R.H. (in preparation). *How Winners Quit: Trait Self-Control and Adaptive Disengagement.*

Selected Talks and Presentations

Moshontz, H. (2019). *The Psychological Science Accelerator: Improving Large-Scale, Multi-Site Collaboration.* Invited talk presented at the Annual Association for Psychological Science Convention. Washington, D.C. osf.io/vauz4

Moshontz, H., Davisson, E., & Hoyle, R.H. (2019). *Self-Control Variability: How Self-Control Fluctuates Throughout the Day.* Talk presented at the Annual Meeting of the Society for Personality and Social Psychology. Portland, OR. osf.io/nu64c

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

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

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

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., 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.

Teaching and Related Experience

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

Statistics and Methodology

Instructor, Duke University Summer 2019
Course: Research Methods in Psychological Science

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

Personality and Social Psychology

Teaching Assistant, Duke University Fall 2016, Spring 2017
Courses: The Self and Social Identities; Personality
Supervisors: Sarah Gaither, Mark Leary

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

Mentoring

Vertical Integration Program Mentor, Duke University Summer 2017, 2018

Independent Study Mentor, Duke University
Students: Benjamin Thier; Christine Townsley

Honors Thesis Mentor, Duke University
Students: Anita Restrepo ("The General Tendency to Underestimate Capacities in Self-Control Forecasting"); Christine Townsley ("If At First You Dont Succeed... Reconsider: Attainability Cues and Adaptive Disengagement")

Advanced Methodology and Statistics Experience

Visiting Scholar (Statistical Learning), Curtin ARC Lab (UW Madison)	Spring 2019
Statistical Consultant, Social Science Research Institute (Duke University)	2018-2019
Big Data Workshop (SISPP), Morteza Dehghani (University of Southern California)	2017
Multilevel Modeling Workshop , Pat Curran and Dan Bauer (UNC Chapel Hill)	2015
Summer Institute on Transparency , Berkeley Initiative for Transparency in the Social Sciences	2014

Service and Outreach

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

Moshontz, H. (2019). *Practical Open Science*. Talk presented at the Clinical Research Symposium, University of Wisconsin at Madison. osf.io/au7bz

Moshontz (2018). *Licensing your work on PsyArXiv*. blog.psycharxiv.com/2018/05/14/licensing-work-psycharxiv

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.

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

Moshontz, H. & Cooper, H. (2013, November 12). Is a zero better than a 50? *Raleigh News and Observer*, p. 7A.

updated 9/29/2019