

Hannah Moshontz de la Rocha

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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
Selected for the Summer Institute for Social and Personality Psychology (SISPP)	2017
Graduate Travel Award, Society for Personality and Social Psychology (SPSP)	2017
Education Human Development Scholar, Duke Social Science Research Institute (SSRI)	2016/2017
Honorable Mention, National Science Foundation (NSF) 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 behavior (e.g., delay discounting), 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 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](#)

- 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), 501-515 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. (in revision). *Effects of Perceived Scarcity on Time Horizon and Academic Performance*
- Vuletich, H., Moshontz, H., Marsh, E.J., & Payne, B.K. (under review). *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. (under review). *A meta-analysis on the impact of grades and comments on academic motivation and achievement: A case for written feedback*.
- McAuliffe, W.H., Moshontz, H., McCauley, T.G., & McCullough, M.E. (under review). *Uncovering Prosociality in Qualitative Data: Comparing Manual, Closed-Vocabulary, and Open-Vocabulary Methods*. [Preprint](#)

Preprints

- Powers, J.P., Moshontz, H., & Hoyle, R.H. (in preparation). *Self-Control and Affect Regulation Styles Predict Anxiety Longitudinally in University Students*. [Preprint](#)
- Moshontz, H. & Hoyle, R.H. (in preparation). *Continuing and Returning: A Two-Component Model of Persistence in Everyday Goal Pursuit*. [Preprint](#)

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.
- 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.

- 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
- 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., & 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
- 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

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

Advanced Methodology and Statistics Experience

Visiting Scholar (Machine Learning), *Curtin ARC Lab, University of Wisconsin, Madison* Spring 2019
PARISS Statistical Consultant, Social Science Research Institute *Duke University* 2018-2019
Summer Institute on Transparency, *Berkeley Initiative for Transparency in the Social Sciences* 2014

Service and Outreach

Awards Committee Chair, *Society for the Improvement of Psychological Science* since 2018
Assistant Director of Project Monitoring, *Psychological Science Accelerator* since 2017
Steering Committee Member and Moderator, *PsyArXiv* since 2017
Student Committee Chair, *Society for Personality and Social Psychology* 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 6/28/2019