

Hannah Moshontz de la Rocha

Duke University
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Education

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

M.A., Psychology & Neuroscience, Duke University
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](#)
December 2016

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

Honors and Awards

Selected for the Summer Institute for Social and Personality Psychology (SISPP)	2017
Graduate Travel Award, Society for Personality and Social Psychology	2017
Graduate Travel Award, The Graduate School, Duke University	2017, 2018, 2019
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
Claire Hamilton Graduate Studies Conference Travel Award, Duke University	2014, 2015, 2016
Commendation for Excellence in Scholarship, Reed College	2007, 2008, 2010

Fellowships and Research Support

Graduate Grant Award, Charles Lafitte Foundation	2019
Program for Advanced Research in the Social Sciences Fellowship, Duke University	2018-2019
Graduate Summer Research Fellowship, Duke University	2017
Summer Research Fellowship for First- and Second-Year Ph.D. Students, Duke University	2015, 2016
Inter-institutional Collaborative Grant, Carolina Research in Social Psychology	2015

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* doi.org/10.1080/01443410.2019.1659939

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

Moshontz, H. & Hoyle, R.H. (submitted). *Resisting, Recognizing, and Returning: A Three-Component Model and Review of Persistence in Episodic Goals*. [Preprint](#)

*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. (R&R in revision). *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 R&R in revision). *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. (R&R in revision). *Uncovering Prosociality in Qualitative Data: Comparing Manual, Closed-Vocabulary, and Open-Vocabulary Methods*. [Preprint](#)

* = co-first author

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
- *Townsley, C., Moshontz, H., Davisson, E.K. & Hoyle, R.H. (2018). *New year, new me?: Goal-setting in an everyday context*. Poster presented at the Annual Meeting of the Society for Personality and Social Psychology. Atlanta, GA.
- 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/x4bfn
- 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.

* = undergraduate or post-graduate student mentee

Teaching and Related Experience

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

Statistics and Methodology

Instructor, Duke University
Course: Research Methods in Psychological Science

Summer 2019

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

Fall 2015; Spring 2016

Personality and Social Psychology

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

Fall 2016, Spring 2017

Guest Lecturer, Duke University
Topic: Academic Mindsets; Self and Self-Control

Spring 2017, Fall 2018

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 Training

Visiting Scholar (Statistical Learning), Curtin ARC Lab (UW Madison)	Spring 2019
Statistical Consultant, Social Science Research Institute (Duke University)	2018-2019
Course on using U.S. Census Bureau Data, Lars Vilhuber (Cornell)	2017
Big Data Workshop (SISPP), Morteza Dehghani (University of Southern California)	2017
Course on Applied Multivariate Analyses, Mark Leary (Duke)	2018
Course on Applied Structural Equation Modeling, Rick H. Hoyle (Duke)	2016
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

Executive Committee Member, Society for the Improvement of Psychological Science	2019-2022
Awards Committee Chair, Society for the Improvement of Psychological Science	since 2018
Assistant Director of Project Monitoring, Psychological Science Accelerator	since 2018
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 11/11/2019