

# DR MICHAEL NOETEL

## Senior Lecturer; Sport and Performance Psychologist

What actually works to make the world a better place? I want to help decision-makers choose what works as they lead others to create change. I use my expertise in systematic reviews and meta-analyses to figure out what works and why. I use this knowledge to change behaviour in health, education, sport, and the broader community. I have received national awards for outstanding teaching and have an emerging track record of publishing high-quality research. I have also used this background to have an impact in the community, from high-performance sport to executives from the wealth and financial services industries. I hope to help people change their own behaviour—and the behaviour of others—to live more effective, inspiring, and high-performing lives.



## EDUCATION

- 2019** ● **Doctor of Philosophy (Psychology)**  
Institute for Positive Psychology and Education ● North Sydney, NSW  
Australian Catholic University  
*Mindfulness and Acceptance Approaches to Athletic Performance*
- 2010** ● **Masters of Applied Psychology (Sport and Exercise)**  
The University of Queensland ● St Lucia, QLD
- 2008** ● **Bachelor of Science (Advanced, Honours)**  
Double Major: Psychology; Computational Science ● Camperdown, NSW  
University of Sydney



## ACADEMIC EXPERIENCE

- Present** ● **Senior Lecturer - Research Focused**  
School of Health and Behavioural Sciences ● Banyo, QLD  
Australian Catholic University
- 2020** ● **Senior Lecturer - Teaching and Research**  
School of Health and Behavioural Sciences ● Banyo, QLD  
Australian Catholic University
- 2021, 2019** ● **Course Coordinator**  
Masters of Psychology (Sport and Exercise) ● St Lucia, QLD  
University of Queensland
- 2019 | 2015** ● **Lecturer - Teaching Focused**  
School of Health and Behavioural Sciences ● Strathfield, NSW  
Australian Catholic University
- 2019 | 2018** ● **Research Fellow (Secondment; .4 FTE)**  
Institute for Positive Psychology and Education ● North Sydney, NSW  
Australian Catholic University

## CONTACT INFO

- ✉ [michael.noetel@acu.edu.au](mailto:michael.noetel@acu.edu.au)
- 🔍 [Google Scholar](#)
- 📞 +61 414 822 353
- 📺 [Online Educational Videos](#)

## SKILLS

Teaching skills: interactive learning, curriculum design, online pedagogy

Research skills: evidence synthesis (systematic reviews, meta-analysis), knowledge translation, statistics with R

Leadership skills: project management, agile, scrum, transformational and servant leadership

## ACADEMIC METRICS

h-index: 9  
Publications: 22  
Citations: 275  
Last updated: 21 Apr 2021  
via Google Scholar

2014   2013	● <b>Sessional Academic</b> School of Exercise Science Australian Catholic University	📍 Strathfield, NSW
2012   2009	● <b>Tutor and Guest Lecturer</b> Schools of Psychology, Business, and Human Movement University of Queensland	📍 St Lucia, QLD



## ACCREDITATIONS

Present   2020	● <b>Senior Fellow, Higher Education Academic (SFHEA)</b> AdvanceHE
Present   2012	● <b>Registered Psychologist</b> Australian Health Practitioner Regulation Agency
Present   2014	● <b>Endorsed Sport and Exercise Psychologist</b> Australian Health Practitioner Regulation Agency
Present   2015	● <b>Board Approved Supervisor</b> Australian Health Practitioner Regulation Agency
Present   2012	● <b>Member</b> Australian Psychological Society
Present   2014	● <b>Fellow</b> College of Sport and Exercise Psychologists Australian Psychological Society



## TEACHING AND LEARNING AWARDS

2020	● <b>Citation for Outstanding Contributions to Student Learning</b> Australian Awards for University Teaching
2020	● <b>Best presentation in Educational Technology theme</b> 2020 Scholarship of Tertiary Teaching Conference, CQUniversity
2019	● <b>Citations for Outstanding Contributions to Student Learning</b> Australian Catholic University
2017	● <b>Citation for Outstanding Contribution to Learning and Teaching (Team Award)</b> Australian Catholic University, Faculty of Health Sciences
2015	● <b>Citations (Early Career) for Outstanding Contributions to Student Learning</b> Australian Catholic University
2015	● <b>Citations (Early Career) for Outstanding Contributions to Student Learning</b> Australian Catholic University, Faculty of Health Sciences
2011	● <b>Official Commendation for Teaching Excellence</b> Faculty of Social and Behavioural Science, University of Queensland

2010 ● **Tutor Excellence Award**  
School of Psychology, University of Queensland



## TEACHING RESPONSIBILITIES AND EVALUATIONS

### Overview

I focus on creating active, collaborative learning environments regardless of whether I'm teaching online or face-to-face. I design curricula with authentic assessments constructively aligned to professional roles. And, I leverage top quality evidence both in the content of my teaching but in my teaching practice. As a result, I have demonstrated an ability to teach into a diverse range of courses while maintaining excellent student evaluations.

2020 ● **Leadership and Culture in High Performance**  
National Lecturer in Charge  
Postgraduate, online, ~90 students

2020  
|  
2014 ● **Exercise and Lifestyle Counselling**  
National Lecturer in Charge  
Postgraduate, blended learning, ~30 students / year

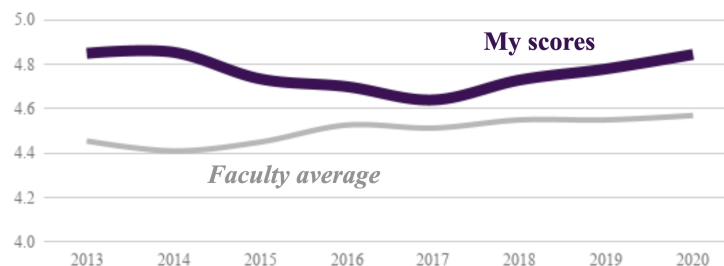
2019 ● **Research Design and Statistics**  
Lecturer in Charge  
Third-year, face-to-face, ~30 students / year

2018 ● **Advanced Topics in Applied Psychology**  
Lecturer in Charge  
Honors, face-to-face, ~20 students / year

2017  
|  
2013 ● **Health and Exercise Psychology**  
National Lecturer in Charge  
Second-year, blended learning, ~150 students / year

2017  
|  
2013 ● **Psychology of Sport and Physical Activity**  
Lecturer  
First-year, face-to-face, ~350 students / year

2020  
|  
2013 ● **Student Evaluations of Course and Teacher**  
*"Demonstrates quality teaching"*



Average rating from  
2,478 enrolments  
across all subjects:  
4.8 out of 5



## TEACHING DEVELOPMENT GRANTS

### Overview

During my time as a teaching-focused academic, I led our team toward first improving the quality of our units (e.g., via flipped classrooms and better feedback). We then started translating our insights into across the faculty and into professional practice. Finally, we have now received funding to develop an evidence centre that collates, distills and translates systematic reviews into better teaching and learning. While some of these projects were designed with robust evaluations (e.g., randomised trials or propensity score matched assessments), ACU judged that other publications needed to take priority for strategic reasons.

- 2021 • **INSPIRE: Initiative to support the integration of research in education**  
Funded Project from the Australian Catholic University Provost's Office  
**Noetel, M.**, Mahoney, J., Challinor, K., & Barnett, D.  
— \$49,750
- 2019 • **Enhancing student placement experience through the supervisor relationship**  
Australian Catholic University Teaching Development Grant  
Spathis, J. Mahoney, J., & **Noetel, M.**  
— \$20,000
- 2018 • **Improving student engagement through tutor training and support**  
Australian Catholic University Teaching Development Grant  
Sweeney, M., **Noetel, M.**, & Mahoney, J.  
— \$20,000
- 2018 • **Growth mindset versus direct instruction for persistence and achievement in an undergraduate STEM course**  
Faculty of Health Sciences Teaching Development Grant  
Moresi, M., **Noetel, M.**, & Taylor, P.  
— \$5,000
- 2017 • **Closing the gap: The effects of good feedback practices on student learning, motivation, and achievement in first year exercise science.**  
Australian Catholic University Teaching Development Grant  
Mahoney, J., **Noetel, M.**, Wilcox, A., & Sweeney, M.  
— \$20,000
- 2015 • **Flipped, online or face-to-face: A mixed methods, cluster-randomised trial of lecture format**  
Australian Catholic University Teaching Development Grant  
**Noetel, M.**, Pink, M., Styne, J., Aumand, E., & Pepping, G.-J.  
— \$20,000



## PUBLICATIONS

### Overview

What actually works to make the world a better place? I want to help decision-makers choose what's best and implement those interventions at scale. I focus on systematic reviews and large-scale behaviour change projects (usu. randomised trials). Quality systematic reviews are likely to be cited in health and psychology, and likely to get into top education journals. Large-scale randomised trials are critical building blocks for many fields; they are also highly cited and foster networks with other researchers. These projects have led to quality publications in UQ priority areas: in peer review disciplines (FOR1302/1303) all of my publications are in either 5 or 5\* journals; in citation disciplines (FOR1701/1117) 90% of my publications are either >90%ile in citations or in top journals (IF >= 4).

Note: our team generally considers the last author as the senior

- 2021 ● **M Noetel**, S Griffith, O Delaney, T Sanders, P Parker, B del Pozo Cruz, ... (2021). Video Improves Learning In Higher Education: A Systematic Review. *Review of Educational Research*, 91(2), 204-236  
— 5 citations, Impact Factor: 8.241
- 2021 ● EL Bradshaw, RM Ryan, **M Noetel**, AK Saeri, P Slattery, E Grundy, ... (2021). Information Safety Assurances Increase Intentions To Use COVID-19 Contact Tracing Applications, Regardless Of Autonomy-Supportive Or Controlling Message Framing. *Frontiers in Psychology*, 11, 3772  
— 4 citations, Impact Factor: 2.089
- 2021 ● SA Vella, C Swann, M Batterham, KM Boydell, S Eckermann, H Ferguson, ... (2021). An Intervention For Mental Health Literacy And Resilience In Organized Sports. *Medicine and Science in Sport and Exercise*, 53(1), 139  
— 4 citations, Impact Factor: 4.291
- 2021 ● TB Hartwig, T Sanders, D Vasconcellos, **M Noetel**, PD Parker, DR Lubans, ... (2021). School-Based Interventions Modestly Increase Physical Activity And Cardiorespiratory Fitness But Are Least Effective For Youth Who Need Them Most: An Individual Participant .... *British Journal of Sports Medicine*,  
— 2 citations, Impact Factor: 7.867
- 2021 ● B del Pozo Cruz, TB Hartwig, T Sanders, **M Noetel**, P Parker, D Antczak, ... (2021). The Effects Of The Australian Bushfires On Physical Activity In Children. *Environment International*, 146, 106214  
— 1 citation, Impact Factor: 7.297
- 2021 ● J Lee, T Sanders, D Antczak, R Parker, **M Noetel**, P Parker, C Lonsdale (2021). Influences On User Engagement In Online Professional Learning: A Narrative Synthesis And Meta-Analysis. *Review of Educational Research*, 0034654321997918  
— Impact Factor: 8.241

- 2020 ● N Eather, MR Beauchamp, RE Rhodes, TMO Diallo, JJ Smith, ME Jung, ... (2020). Development And Evaluation Of The High-Intensity Interval Training Self-Efficacy Questionnaire. *Journal of Sport and Exercise Psychology*, 42(2), 114-122  
— 3 citations, Impact Factor: 2.41
- 2020 ● DR Lubans, JJ Smith, N Eather, AA Leahy, PJ Morgan, C Lonsdale, ... (2020). Time-Efficient Intervention To Improve Older Adolescents' Cardiorespiratory Fitness: Findings From The 'Burn 2 Learn' Cluster Randomised Controlled Trial. *British Journal of Sports Medicine*,  
— 2 citations, Impact Factor: 7.867
- 2020 ● PD Parker, B Van Zanden, HW Marsh, K Owen, JJ Duineveld, **M Noetel** (2020). The Intersection Of Gender, Social Class, And Cultural Context: A Meta-Analysis. *Educational Psychology Review*, 32(1), 197-228  
— 2 citations, Impact Factor: 4.797
- 2020 ● MF Mavilidi, DR Lubans, A Miller, N Eather, PJ Morgan, C Lonsdale, ... (2020). Impact Of The "Thinking While Moving In English" Intervention On Primary School Children's Academic Outcomes And Physical Activity: A Cluster Randomised Controlled Trial. *International Journal of Educational Research*, 102, 101592  
— 2 citations, Impact Factor: 1.138
- 2019 ● **M Noetel**, J Ciarrochi, B Van Zanden, C Lonsdale (2019). Mindfulness And Acceptance Approaches To Sporting Performance Enhancement: A Systematic Review. *International Review of Sport and Exercise Psychology*, 12(1), 139-175  
— 75 citations, Impact Factor: 2.391
- 2019 ● SR Valkenborghs, **M Noetel**, CH Hillman, M Nilsson, JJ Smith, FB Ortega, ... (2019). The Impact Of Physical Activity On Brain Structure And Function In Youth: A Systematic Review. *Pediatrics*, 144(4)  
— 27 citations, Impact Factor: 5.515
- 2019 ● KS Beetham, C Giles, **M Noetel**, V Clifton, JC Jones, G Naughton (2019). The Effects Of Vigorous Intensity Exercise In The Third Trimester Of Pregnancy: A Systematic Review And Meta-Analysis. *BMC Pregnancy and Childbirth*, 19(1), 1-18  
— 26 citations, Impact Factor: 2.331
- 2019 ● AA Leahy, N Eather, JJ Smith, CH Hillman, PJ Morgan, RC Plotnikoff, ... (2019). Feasibility And Preliminary Efficacy Of A Teacher-Facilitated High-Intensity Interval Training Intervention For Older Adolescents. *Pediatric Exercise Science*, 31(1), 107-117  
— 23 citations, Impact Factor: 1.353
- 2019 ● T Sanders, PD Parker, B del Pozo-Cruz, **M Noetel**, C Lonsdale (2019). Type Of Screen Time Moderates Effects On Outcomes In 4013 Children: Evidence From The Longitudinal Study Of Australian Children. *International Journal of Behavioral Nutrition and Physical Activity*, 16(1), 1-10  
— 13 citations, Impact Factor: 5.548

- 2019 ● B del Pozo-Cruz, F Perales, P Parker, C Lonsdale, **M Noetel**, KD Hesketh, ... (2019). Joint Physical-Activity/Screen-Time Trajectories During Early Childhood: Socio-Demographic Predictors And Consequences On Health-Related Quality-Of-Life And Socio-Emotional .... *International Journal of Behavioral Nutrition and Physical Activity*, 16(1), 1-13  
— 10 citations, Impact Factor: 5.548
- 2019 ● MF Mavilidi, DR Lubans, PJ Morgan, A Miller, N Eather, F Karayanidis, ... (2019). Integrating Physical Activity Into The Primary School Curriculum: Rationale And Study Protocol For The “Thinking While Moving In English” Cluster Randomized Controlled Trial. *BMC Public Health*, 19(1), 379  
— 10 citations, Impact Factor: 2.42
- 2019 ● AA Leahy, N Eather, JJ Smith, C Hillman, PJ Morgan, M Nilsson, ... (2019). School-Based Physical Activity Intervention For Older Adolescents: Rationale And Study Protocol For The Burn 2 Learn Cluster Randomised Controlled Trial. *BMJ Open*, 9(5), e026029  
— 8 citations, Impact Factor: 2.413
- 2019 ● **M Noetel**, J Ciarrochi, B Sahdra, C Lonsdale (2019). Using Genetic Algorithms To Abbreviate The Mindfulness Inventory For Sport: A Substantive-Methodological Synthesis. *Psychology of Sport and Exercise*, 45, 101545  
— 3 citations, Impact Factor: 2.878
- 2018 ● SA Vella, C Swann, M Batterham, KM Boydell, S Eckermann, A Fogarty, ... (2018). Ahead Of The Game Protocol: A Multi-Component, Community Sport-Based Program Targeting Prevention, Promotion And Early Intervention For Mental Health Among Adolescent Males. *BMC Public Health*, 18(1), 1-12  
— 21 citations, Impact Factor: 2.42
- 2016 ● C Lonsdale, T Sanders, KE Cohen, P Parker, **M Noetel**, T Hartwig, ... (2016). Scaling-Up An Efficacious School-Based Physical Activity Intervention: Study Protocol For The ‘Internet-Based Professional Learning To Help Teachers Support Activity In Youth .... *BMC Public Health*, 16(1), 1-17  
— 31 citations, Impact Factor: 2.42



## PRE-PRINTS

- 2020 ● **M Noetel**, P Slattery, AK Saeri, J Lee, T Houlden, N Farr, R Gelber, ... (2020). How Do We Get People To Donate More To Charity? An Overview Of Reviews. *PsyArXiv*
- 2020 ● **M Noetel**, J Ciarrochi, J Conigrave, C Lonsdale (2020). Can A Brief Mindfulness Intervention Improve Sports Performance? A Double-Blind Randomised Controlled Trial. *PsyArXiv*



## MEDIA COVERAGE

- 2020 ● Videos in higher education  
[Forbes](#), [The Conversation](#), and others, see [Altmetric](#)

- 2020 ● Behavioural response to COVID-19  
[The Conversation](#), [ABC News](#), [Canberra Times](#)
- 2019 ● Vigorous exercise during pregnancy  
[The Washington Post](#), [The Conversation](#), and others, see [Altmetric](#)



## RESEARCH SUPERVISION

- Present | 2017 ● **Asghar Ahmadi**  
Doctor of Philosophy Candidate, Australian Catholic University  
Primary Supervisor
- Present | 2020 ● **Roberta Vasconcellos**  
Doctor of Philosophy Candidate, University of Queensland  
Primary Supervisor
- Present | 2021 ● **James Coleman**  
Doctor of Philosophy Candidate, University of Queensland  
Co-supervisor
- 2020 | 2019 ● **Iris Kucuk**  
Master of Psychology (Clinical) Research Thesis, Australian Catholic University  
Primary supervisor
- 2020 | 2019 ● **Laura Beddoe**  
Master of Psychology (Clinical) Research Thesis, Australian Catholic University  
Primary supervisor
- 2020 ● **Simon Pearson**  
Master of Psychology (Sport and Exercise) Research Thesis, University of Queensland  
Co-supervisor



## RESEARCH GRANTS

- **Overview**  
My grants focus on improving health and education through scalable behaviour change interventions and longitudinal assessments. They largely focused on funded, school-based projects. It involves attempts to improve physical activity in primary schools (iPLAY and iPLAY for Inclusion), to assess the role of screen-time in childhood development (Square Eyes or All Lies), and promoting student engagement in early secondary school (iTEACH). These projects have attracted large amounts of grant funding (>\$1.5 million) and publications in high-impact journals, including two in International Journal of Behavioral Nutrition and Physical Activity (IF: 6.037) and one each in International Journal of Educational Research (ERA Rating: 5) and Medicine and Science in Sports and Exercise (IF: 4.478; ARWU Top Journal).



- 2023  
|  
2020
- **Square eyes or all lies? Understanding children's exposure to screens**  
Australian Research Council Discovery Project (Ref: DP200101912)  
Lonsdale, C., Biddle, S., Parker, P., Doherty, A., Signal, L., Baranowski, T., Salmela-Aro, K., Stevens, R., Rissel, C., Sanders, T., del Pozo Cruz, B., **Noetel, M.**  
  
— \$658,544
- 2020  
|  
2019
- **PLAY for Inclusion — Teachers working with children with intellectual disability**  
Move It AUS - Participation Grants Program (Ref: PAR006502018)  
**Noetel, M.**, Lonsdale, C., Temple, V., Tracey, V., Bennie, A., & Lubans, D.  
  
— \$268,802
- 2020  
|  
2016
- **Engaging students during the early years of secondary school (iTEACH Project)**  
Australian Research Council Discovery Project (Ref: DP160102625)  
Lonsdale, C., Diezmann, C., Ntoumanis, N., Yeung, A., Ryan, R., Beauchamp, M., Maeder, A. & **Noetel, M.**  
  
— \$590,000
- 2020  
|  
2019
- **Ahead Of The Game: Motivating Queensland swimmers for better health and performance**  
Sport Performance Innovation and Knowledge Excellence (SPIKE) program  
Queensland Academy of Sport  
Mahoney, J., **Noetel, M.**, Vella, S., & Lonsdale, C.  
  
— \$7,416
- 2019
- **iPLAY Sporting Schools pilot**  
Sport Australia  
Lonsdale, C., Sanders, T., **Noetel, M.**, Parker, P., & Lubans, D.  
  
— \$49,587
- 2018
- **iPLAY nutrition module**  
New South Wales Department of Education  
Lonsdale, C., **Noetel, M.**, Sanders, T., Ronto, R., & Parker, P.  
  
— \$12,650
- 2018
- **Thinking While Moving in Maths**  
New South Wales Department of Education  
Lonsdale, C. & **Noetel, M.**  
  
— \$10,000



## SERVICE

- Present  
|  
2020
- **Australian Catholic University**  
Faculty Board  
Faculty of Health Sciences

- Present | 2019 ● **Australian Catholic University**  
Higher Degree Research Committee  
Institute for Positive Psychology and Education
- 2020 | 2016 ● **Australian Catholic University**  
National Team Leader  
Health and Exercise Psychology



## ENGAGEMENT

- Present | 2015 ● **Australian Psychological Society (APS)**  
College of Sport and Exercise Psychologists (CSEP)
  - National Treasurer: 2015-2017; 2019-Present
  - NSW Chair: 2015-2017
  - QLD Chair: 2019-Present
- Present | 2021 ● **Effective Altruism Australia**  
Director



## CONTINUING PROFESSIONAL LEARNING

- 2021 ● **Bayesian Statistics: From Concept to Data Analysis (with honors)**  
University of California, Santa Cruz
- 2020 ● **Organizational Leadership Specialization**  
Northwestern University
  - High Performance Collaboration: Leadership, Teamwork, and Negotiation
  - Leadership Communication for Maximum Impact: Storytelling
  - Leadership Through Social Influence
  - Leadership Through Marketing
  - Leadership Through Design Innovation
  - Organizational Leadership Capstone
- 2020 ● **Influencing Specialization: Storytelling, Change Management and Governance**  
Macquarie University
  - Leading transformations: Manage change
  - Negotiation skills: Negotiate and resolve conflict
  - Storytelling and influencing: Communicate with impact
  - Risk governance: Engage the board
- 2020 ● **Model Thinking**  
University of Michigan
- 2020 ● **Introduction to Translational Science**  
University of Rochester
- 2020 ● **Psychological First Aid**  
Johns Hopkins University

2020	●	<b>Effective Altruism</b> Princeton University
2020	●	<b>Scrum Fundamentals</b> Udemy
2018	●	<b>A Crash Course in Causality: Inferring Causal Effects from Observational Data</b> University of Pennsylvania
2018	●	<b>Data Science Specialization</b> Johns Hopkins University - Data Science Capstone - The Data Scientist's Toolbox - Getting and Cleaning Data - Reproducible Research - Developing Data Products - Practical Machine Learning - Regression Models - Exploratory Data Analysis - Statistical Inference - R Programming
2017	●	<b>Conducting an Intervention Review</b> Cochrane
2017	●	<b>Documentary Masterclass</b> Australian Film Television and Radio School
2017	●	<b>Learning How to Learn: Powerful mental tools to help you master tough subjects</b> McMaster University & University of California San Diego
2016	●	<b>Board Approved Supervisor Training: Refresher and Masterclass</b> Australian Psychological Society
2015	●	<b>Gamification</b> University of Pennsylvania
2014	●	<b>Learning to Teach Online</b> University of New South Wales