

Bridgette Martin Hard

Curriculum Vitae: March, 2019

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EDUCATION

Postdoctoral Fellow Developmental Psychology: University of Oregon 2006 – 2009

Kirschstein National Research Service Award

Advisor: Dare Baldwin

Ph.D. Cognitive Psychology: Stanford University 2006

Advisor: Barbara Tversky

Thesis: *Reading the Language of Action*

B.S. Psychology: Furman University 2001

Valedictorian, Phi Beta Kappa, Herman Warden Lay Scholar (4-year, all expenses scholarship)

PROFESSIONAL EXPERIENCE

Associate Professor of the Practice: Duke University 2017-present

- Regular-rank faculty in Department of Psychology and Neuroscience.
- Developing and teaching courses that include introductory psychology, psychology of teaching and learning, research on teaching.
- Principal investigator of BRITelab (Behavioral Research Informing Teaching Excellence) that focuses on how theories and insights from psychology apply to understanding and informing practices in higher education.

Lecturer and Coordinator of the Psychology One Program: Stanford University 2009 - 2017

- Curriculum development for Stanford's introductory psychology course (Psych One) including designing and delivering lectures, lesson plans, and assessments. Advising faculty on teaching methods. Directing research efforts on teaching and learning practices.
- Recruiting, training, and developing graduate and undergraduate student Teaching Fellows. Providing individualized feedback and coaching.
- Mentoring and advising undergraduate students in the course, resolving special cases.
- Conducting strategic and long-term planning to guide continuous program improvement.

Founder/Director of the Psychology One Conference 2012 - Present

- Founded and directed the Annual Psychology One Conference that hosts 80 individuals from around the country to share innovations and best practices in the teaching of introductory psychology.
- Acquiring financial support and sponsorships and overseeing all aspects of budgeting and planning.

Author and Education Consultant: W. W. Norton 2009 - Present

- Co-authoring a forthcoming, digital-first introductory psychology textbook with W.W. Norton: *Psychology: People in Perspective*
- Hiring and leading small teams of 3 to 5 people in designing instructor resources and experiential, computer-based activities to accompany textbook.
- Developed detailed chapter proposals, proposed an organization of content and concepts and themes, and led other authors in how to engage students.

GRANTS AND AWARDS

- Charles Lafitte Foundation Program in Psychological Research at Duke University Research Seed Grant for “Do Beliefs about Teaching Shape Academic Attitudes and Outcomes” (\$38,500) (2018-2019)
- Learning Innovation Jump Start Grant (\$3000) for “Teachers as Scientists: Psychological Research in the Classroom (PSY 603S)” (2018)
- David L. Paletz Innovative Course Enhancement Grant (\$700) for “Introductory Psychology (PSY 101)” (2017)
- Phi Beta Kappa Undergraduate Teaching Award from the Stanford chapter of Phi Beta Kappa, Beta of California (2017)
- Research Grant, APS Fund for Teaching and Public Understanding of Psychological Science (2016-2018): “An Anxiety Reappraisal Intervention to Enhance Exam Experience and Performance for Psychology Students.” With James J. Gross (PI), Shannon T. Brady, Melissa J. Beers, & Jessica C. Hill.
- SCORE (Strengthening the Core) Grant (2014) from the Vice Provost for Graduate Education to Support the Course *Psychology of Pedagogy*
- Frank Costin Memorial Award for Excellence at the National Institute for the Teaching of Psychology (2014)
- Lloyd W. Dinkelspiel Award for Distinctive Contributions to Undergraduate Education at Stanford University (2012)
- Ruth L. Kirschstein National Research Service Award Postdoctoral Fellowship from the National Institute of Child Health and Human Development (2006-2009)
- Stanford Centennial Teaching Award (2004)
- Distinguished Teaching Prize: Stanford Psychology Department (2006, 2004)
- Norman H. Anderson Research Grant: Stanford University (2004)
- Fellowship for Graduate Study: Omicron Delta Kappa Foundation (2001)
- Gordon Allport Award for Outstanding Psychology Major (2001)
- NSF Graduate Research Fellowship, Honorable Mention (2001)
- Rhodes Scholarship Semi-Finalist (2001)
- Herman Hipp Research Fellowship: Furman University (1999 and 2000)
- Winston C. Babb Award for Outstanding Scholarship, Leadership, and Service: Furman University (1999)

PUBLICATIONS

Books

- Gross, J. J., Anderson, A., Schmader, T., & **Hard, B.M.** (in press) *Psychology: People in Perspective*. New York: W.W. Norton.
- Dunn, D. S. & **Hard, B. M.** (Eds.). (2016) *Thematic Approaches for Teaching Introductory Psychology*. Boston: Cengage Learning.
- Hard, B. M.**, Mashek, D., & Cooper, J. (2010). *Instructor's Manual: for Psychology, Eighth Edition*. New York: W.W. Norton.

Chapters

Hard, B. M. (in press). Assessment as pedagogical science: A stealthy approach to studying effective teaching. In C. M. Hakala, S. A. Nolan, & E. Landrum (Eds). *Assessment: Individual, Institutional, and International Approaches*. Washington, DC: American Psychological Association.

Nordmeyer, A., **Hard, B. M.**, & Gross, J. J. (2016). Using integrative concepts as a theme in introductory psychology. In D.S. Dunn & B.M. Hard (Eds). *Thematic Approaches for Teaching Introductory Psychology*. Boston: Cengage Learning.

Hard, B. M. & Gross, J.J. (2016). Introductory psychology: A platform for teaching teachers. In D.S. Dunn (Ed.) *The Oxford Handbook of Undergraduate Psychology Education*. Oxford Handbooks Online.

Tversky, B., Zacks, J. M., Morrison, J. B., and **Hard, B. M.** (2010). Talking about events. In E. Pederson, J. Bohnermeyer, R. Tomlin (Editors), *Event representation*. Cambridge: Cambridge University Press.

Tversky, B., Zacks, J. M., & **Hard, B. M.** (2008). The structure of experience. T. Shipley & J. Zacks (Eds.) *Understanding events*. Oxford: Oxford University Press.

Peer-Reviewed Research Articles (*Undergraduate co-author)

Hard, B.M., *Lovett, J.M., & Brady, S. T. (in press). What do students remember about introductory psychology, years later? *Scholarship of Teaching and Learning in Psychology*.

Hard, B. M., Meyer, M., & Baldwin, D. A. (2019). Attention reorganizes as structure is detected in dynamic action. *Memory & Cognition*, 47, 17-32,

Brady, S. T., **Hard, B. M.**, Gross, J. J. (2018). Reappraising test anxiety increases academic performance in first-year college students. *Journal of Educational Psychology*, 110(3), 395-406.

Hard, B. M., *Recchia, G., & Tversky, B. (2011). The shape of action. *Journal of Experimental Psychology: General*, 140, 586-604.

Meyer, M., **Hard, B.**, Brand, R. J., McGarvey, M., & Baldwin D. (2011). Naturalistic acoustic packaging: Maternal speech and action synchrony. *IEEE Transactions on Autonomous Mental Development*, 3, 154-162.

Meyer, M., DeCamp, P., **Hard, B.**, Baldwin, D., & Roy, D. (2010). Assessing behavioral and computational approaches to naturalistic action segmentation. Paper presentation with paper in the Proceedings of the 32nd Annual Conference of the Cognitive Science Society, Portland, OR.

Tversky, B., & **Hard, B.M.** (2009). Embodied and disembodied cognition: Spatial perspective-taking. *Cognition*, 120, 124-129.

Hard, B. M., Tversky, B., & *Lang, D. (2006). Making sense of abstract events: Building event schemas. *Memory & Cognition*, 34, 1221-1235.

Washburn, D. A., Gullledge, J. P., & **Martin, B. A.** (2003). A species difference in visuospatial memory: A failure of memory for what, where, or what is where? *International Journal of Comparative Psychology*, 16, 209-225

Manuscripts

Yang, B., Bejjani, C., and **Hard, B.M.** (in prep). Students descriptions of intelligent people reveal mindset: Evidence from a classroom exercise.

Hopkins, C., *Fox, K., and **Hard, B.M.** (in prep). Trait mindfulness predicts student behaviors and outcomes in a college classroom.

Hook, C. J., **Hard, B. M.**, Ravizza, S. M., and Walton, G. M. (*in prep*). The “best laid plans”: Self-regulation intervention fails to reduce technology multitasking in large lecture courses.

Invited Talks

Hard, B. M. (2019, May). *The metaphors we teach by: Molding, growing, training, and guiding our students*. Invited symposium at the 31st Annual Convention for the Association for Psychological Science, Washington, D.C.

Hard, B. M. (2018, August). *The undercover scientist: Using pedagogical research to teach and discover*. Invited address (the Diane Halpern lecture) at the 126th Annual Convention of the American Psychological Association, San Francisco, CA.

Gurung, R. A. R., **Hard, B. M.**, Neufeld, G., Thompson, J., Whitlock, K., & Wickes, K. (2018, August). *Planning for the APA General Psychology Initiative*. Symposium conducted at the 126th Annual Convention of the American Psychological Association, San Francisco, CA.

Hard, B. M. (2018, March). *A storyteller’s approach to lecture design*. Invited talk, Psychology Colloquium Series, Wake Forest University, Winston-Salem, NC.

Hard, B. M. (2018, March). *Using your classroom to advance the science of teaching and learning*. Invited talk at Wake Forest University, Winston-Salem, NC.

Hard, B. M. (2017, January) *Creating lectures that tell a story*. The 39th Annual National Institute on the Teaching of Psychology, St. Pete Beach, FL.

Conference Presentations

Hard, B. M., Flusberg, S. J., *Wong, M., *Liang, N. (2019, May) *Mapping the structure of metaphorical lay theories in education*. Poster to be presented at the 31st Annual Convention for the Association for Psychological Science, Washington, D.C.

Hook, C. J., **Hard, B. M.**, Walton, G. M. (2019, February). *Social norms shape experiences of temptation*. Data Blitz presented at the Annual Meeting of the Society for Social and Personality Psychology, Motivation Science Preconference, Portland, OR.

Smith, E., N., Crosby, J. R., **Hard, B. M.**, & Cathey, Christie, L. (2019, February). *Broadening the purpose of office hours improves course grades*. Poster presented at the Annual Meeting of the Society for Social and Personality Psychology, Intervention Science Preconference, Portland, OR.

Parikh, N. *Herrmann, K., & **Hard, B. M.** (2019, January). *Exam anxiety in college students: Video anxiety reappraisal intervention*. Poster presented at the National Institute of the Teaching of Psychology, St. Petersburg, FL.

Hard, B. M., Beers, M. J., Brady, S. T., & Hill, J. C. (2018, October). *Can a reappraisal intervention help students perform better on exams? A multi-institution collaborative adventure*. The Society for the Teaching of Psychology’s 17th Annual Conference on Teaching, Phoenix, AZ.

Neufeld, G., Ayala, E., & **Hard, B.M.** (2018, August). *Innovative approaches to teaching introductory psychology*. Symposium conducted at the 126th Annual Convention of the American Psychological Association, San Francisco, CA.

Hard, B. M. (2017, July) *What’s the big idea? Teaching intro using integrative themes*. The 6th Annual Psychology One Conference, Palo Alto, CA.

*Mohler, M. N., **Hard, B. M.**, Lam, A., and Brady, S. T. (2017, June). *Student perceptions of instructors’ anxiety management strategies*. Poster presented at the Society for the Psychological Study of Social Issues Conference, Albuquerque, NM.

Hook, C. J., & **Hard, B. M.**, and Walton, G. M. (2017, May). *Plans vs. bans: Comparing approaches to helping students avoid technology multitasking in class*. Poster presented at the Annual Meeting of the Association for Psychological Science, Boston, MA.

Hard, B. M., Brady, S. T., & Gross, J. J. (2014, January). Does coaching students to reappraise arousal enhance performance on midterms? Poster presented at the National Institute of the Teaching of Psychology, St. Petersburg, FL.

Meyer, M., **Hard, B.**, & Baldwin, D. (2009, October). Children's processing of action boundaries. Poster presented at the Annual Meeting of the Cognitive Development Society, San Antonio, TX.

Meyer, M., **Hard, B. M.**, Brand, R. B., & Baldwin, D. A. (2008, March). Naturalistic acoustic packaging: Temporal synchrony between maternal speech and action in mother-infant dyads. Poster presented at International Conference on Infant Studies, Vancouver, Canada.

Hard, B. M., & Recchia, G. (2006). *Reading the language of action*. Poster presented at the 28th annual meeting of the Cognitive Science Society. Vancouver, Canada.

Martin, B. A. (2005). *Everyday event perception reads like a book*. Proceedings of the 27th annual meeting of the Cognitive Science Society. Stresa, Italy.

Dowell, R., **Martin, B. A.**, & Tversky, B. (2004). *Segmenting Everyday Actions: an Object Bias?* Proceedings of the 26th annual meeting of the Cognitive Science Society. Chicago, IL.

Martin, B. A., & Tversky (2003, November). *The meaning of action*. Paper presented at the 44th annual meeting of the Psychonomic Society. Vancouver, Canada.

Martin, B. A., & Einstein, G. O. (2001). *Aging and maintaining intentions over brief delays*. Poster presented at the annual meeting of the Southeastern Psychological Association, Atlanta, GA.

Washburn, D. A., Gullledge, J. P., & **Martin, B. A.** (1999, November). *Where's that other shoe? A comparative study of visuospatial memory*. Paper presented at the 40th annual meeting of the Psychonomic Society. Los Angeles, CA.

Other

Neufeld, G. & Landrum, E. (Producers). (2018, February 6th) Episode 15: **Bridgette Martin Hard**: The artistry and craft of teaching. *PsychSessions: Convos about teaching and stuff* [Audio podcast]. Retrieved from <http://psychsessionspodcast.libsyn.com>

Hard, B.M. & Rascoff, M. (2018, March 28th) Educational Improvement at the Meso Scale. Inside Higher Ed. Retrieved from <https://www.insidehighered.com/digital-learning/views/2018/03/28/cross-institutional-collaboration-middle-ground-digital-learning>

Hard, B. M. (2015). Take a scientific approach to your teaching, Part 1 [Blog post]. Retrieved from <https://teachingcommons.stanford.edu/teaching-talk/take-scientific-approach-your-teaching-part-1>

Hard, B. M. (2015). Take a scientific approach to your teaching, Part 2 [Blog post]. Retrieved from <https://teachingcommons.stanford.edu/teaching-talk/take-scientific-approach-your-teaching-part-2>

Hard, B. M. (2013). Harnessing the potential of introductory psychology: The Stanford Psychology One Conference. *Psychology Teacher Network (PTN) Newsletter*, 23, 19.

Hard, B. M., Gross, J.J. (2011). Inside the Stanford Psychology One Program. *Psychology Teacher Network (PTN) Newsletter*, 21, 10-12.

PROFESSIONAL SERVICE

National-Level

- Member of the Empirical Educator Project (launched February, 2018)
- APA Introductory Psychology Initiative: Co-Chair for the Course Models and Design Working Group (Summer 2017-present).
- Associate Editor for *Teaching Tips: A Compendium of Conference Presentations on Teaching*, edited by Richard L. Miller & Tyler Collette, published by the Society for the Teaching of Psychology (2016-present)
- Steering Committee for the *National Institute on Teaching of Psychology (NITOP)* (2016-present)
- Advisory Board for the *Hub for Introductory Psychology Research (HIPR)* (2016-present)
- Consulting Editor for *Scholarship of Teaching and Learning in Psychology* (2016-present)
- Ad Hoc Reviewing: *Scholarship of Teaching and Learning in Psychology, Cognition, Cognitive Science, European Journal of Cognitive Psychology, Journal of Autism and Developmental Disorders, Memory and Cognition, Scandinavian Journal of Psychology, Quarterly Journal of Experimental Psychology*

Duke University

Leadership Roles

- Co-Associate Director of Undergraduate Studies in Psychology (Fall 2018-present)
- Assessment Liaison for Psychology (Fall 2018-present)
- Faculty Advisor for *Duke Psychology Major's Union* (Fall 2017-present)

Committees

- Search Committee for the Associate Director of Research and Development with Duke Learning Innovation (Summer, 2018)
- Faculty Search Committee for Assistant Professor in Social or Cognitive Psychology, Duke University (Fall 2017)

Other

- Invited faculty representative for Duke's decennial reaffirmation of accreditation review
- Faculty advisor for House Course "Are You Happy?" led by James Rees and Sabriyya Pate

Stanford University

- Steering Committee for "Frosh 101," a new program for incoming freshman (2017)
- Pre-Major Advisor (2016-2017)
- Committee for "Re-Imagining the Stanford Undergraduate Scientist" (2014-2016)
- Committee for "Undergraduate Education" in the department of Psychology (2015-2017)