

CURRICULM VITAE

ELIZABETH (WEBSTER) ALEXANDER

DEGREES

Degree	Field	Institution	Year
Ph.D.	Educational Psychology <i>Dissertation: Regulating emotions in computer-supported collaborative problem-solving tasks</i>	University of Victoria	2019
M.A.	Educational Psychology: Learning and Development <i>Thesis: The emotional experiences of university students: Investigating the role of achievement emotions in self-regulated learning.</i>	University of Victoria	2010
B.A. (Hons.)	Psychology <i>Thesis: Anxiety, self-concept, hope, and study skills in university students with and without learning disabilities.</i>	University of Waterloo	2008

MAJOR FIELDS OF SCHOLARLY INTEREST

- self-regulated learning
- emotions and emotion regulation in solo and collaborative tasks

SCHOLARSHIPS, FELLOWSHIPS, AND AWARDS

Date Awarded	Details	Amount
2020	Outstanding Graduate Student Research Award	\$750
2015	University of Victoria Donor Award: Robert Roy Brock Swailes Memorial Fund	\$15,726
2015	University of Victoria Donor Award: Muriel Beverley Vaio Law Scholarship	\$9,425
2015	University of Victoria Donor Award: Jarmila Vlasta Von Drak Thouvenelle Graduate Scholarship	\$3,450
2015	University of Victoria Donor Award: Robert W. Ford Graduate Scholarship	\$300
2013	University of Victoria Graduate Award	\$7,500
2013	University of Victoria EPLS Graduate Symposium Award	\$100
2012	University of Victoria Graduate Award	\$5,000
2011	University of Victoria Graduate Award	\$5,000
2011	G.M. Dunlop Distinguished Contribution Award – Master’s Thesis	\$100
2010	SSHRC Joseph-Armand Bombardier CGS Doctoral Scholarship (3 years)	\$105,000
2010	University of Victoria Graduate Award	\$10,000
2009	SSHRC Joseph-Armand Bombardier CGS Master’s Scholarship	\$17,500
2009	University of Victoria President’s Research Scholarship	\$4,000
2009	University of Victoria Graduate Award	\$5,000
2008	University of Victoria Graduate Award	\$10,000
2008	University of Victoria Fellowship	\$10,000

PROFESSIONAL AND WORK EXPERIENCE

Dates	Position and Description
Sep 2020-present	Owner, Fowerstone Learning Services <ul style="list-style-type: none">▪ Provide learning coaching and consulting services.
Jun 2019-Aug 2020	ON LEAVE (maternity)
Jan 2018-Sep 2020	Student Success Research Consultant, Learning Assistance Program, Centre for Accessible Learning, University of Victoria <ul style="list-style-type: none">▪ Collaborated with a team to conduct research examining outcomes of students accessing learning support as part of a broader program evaluation.

Jan-May 2019	Student Success Research Consultant, Faculty of Engineering, University of Victoria <ul style="list-style-type: none"> ▪ Conceptualised, designed, and executed a research project in consultation with the Dean's office to identify salient factors contributing to undergraduate students' long-term undeclared status and recommend solutions. Created a report that has informed a learning-to-learn initiative currently under development.
May 2018-Mar 2019 Jan 2015-Apr 2016 Sept 2008-Dec 2013	Research Assistant, Dr. Allyson Hadwin, TIE Lab, University of Victoria <ul style="list-style-type: none"> ▪ Collaborated with Dr. Hadwin and her research team to conceptualize and design research projects, develop research tools and instruments, collect and analyze data, and write papers and manuscripts.
Jan-Dec 2018	Matching Coordinator, Learning Assistance Program, Centre for Accessible Learning, University of Victoria <ul style="list-style-type: none"> ▪ Developed training materials and facilitated training sessions for tutors and learning strategists in collaboration with other coordinators. ▪ Oriented clients to the program and facilitated matching meetings between clients and tutors or learning strategists. Supported clients to enhance their learning in one-on-one sessions.
May 2013, 2016, 2018	Invited Guest Presenter, ED-D 570: Instruction and Technologies to Promote Self-Regulated Learning, University of Victoria
Jan-Apr 2011/12/13/18	Sessional Instructor (4 lecture sections + 3 lab sections total), Learning Strategies for University Success, University of Victoria <ul style="list-style-type: none"> ▪ Collaborated with other course instructors to prepare lectures, create lab activities, assignments, and tests, and advise teams of up to seven graduate student lab instructors. ▪ Presented lectures to approximately 50 students.
Sep-Dec 2017 Jan-Apr 2015 Jan 2009-Dec 2013	Lab Instructor (12 sections total), ED-D 101: Learning Strategies for University Success, University of Victoria <ul style="list-style-type: none"> ▪ Guided groups of up to 20 undergraduate students through the application and discussion of learning materials. Demonstrated how to work through computer activities, met with students outside of lab time, and graded individual and group assignments. ▪ Presented 5 lectures to approximately 100 students.
Sep-Dec 2017 Sep 2015-Apr 2016	Learning Strategist, Learning Assistance Program, Centre for Accessible Learning (formerly Resource Centre for Students with Disabilities), University of Victoria <ul style="list-style-type: none"> ▪ Supported clients to enhance their learning in one-on-one sessions.
May 2016-Aug 2017	ON LEAVE (maternity)
May-Aug 2015	Teaching Assistant, ED-D 570: Instruction and Technologies to Promote Self-Regulated Learning and Strategy Use, University of Victoria <ul style="list-style-type: none"> ▪ Facilitated a 90-minute class discussion with approximately 16 graduate students. ▪ Reviewed and provided comments on group assignments for the course instructor. ▪ Managed course readings reserve list and set up weekly blog posts in CourseSpaces.
Jan-Apr 2015	Educational Technology Support Specialist (90 hours of contract work), Technology Integrated Learning, University of Victoria <ul style="list-style-type: none"> ▪ Contributed to the development of an online course template and updated past online courses for future course offerings.
Jan-Dec 2014	ON LEAVE (maternity)
Jan-Apr 2013	Teaching Assistant, ED-D 401: Introduction to Psychology of Classroom Learning, University of Victoria
Oct 2007- Apr 2008	Lab Coordinator, Social Psychology Department, University of Waterloo <ul style="list-style-type: none"> ▪ Co-ordinated distribution and tracking of lab funds; organized lab room and ordered necessary supplies; collected and submitted pay forms for the lab research assistants.
Sept 2005-Apr 2008	Research Assistant, Social Psychology Department, University of Waterloo <ul style="list-style-type: none"> ▪ Guided university students and adults through a variety of computer tasks, paper-and-pencil tasks, and interviews in several different empirical studies.

Refereed Publications

- Bakhtiar, A., **Webster, E. A.**, & Hadwin, A. F. (2018). Regulation and socio-emotional interactions in a positive and a negative group climate. *Metacognition and Learning*, 13(1), 57-90. doi:10.1007/s11409-017-9178-x
- McCardle, L., **Webster, E. A.**, Haffey, A., & Hadwin, A. F. (2017). Examining students' self-set goals for self-regulated learning: Goal properties and patterns. *Studies in Higher Education*, 42(11), 2153-2169. doi:10.1080/03075079.2015.1135117
- Webster, E. A.**, & Hadwin, A. F. (2014). Emotions and emotion regulation in undergraduate studying: Examining students' reports from a self-regulated learning perspective. *Educational Psychology*, 35(7), 794-818. doi:10.1080/01443410.2014.895292
- Hadwin, A. F., & **Webster, E. A.** (2013). Calibration in goal-setting: Examining the nature of judgments of confidence. *Learning and Instruction*, 24, 37-47. doi:10.1016/j.learninstruc.2012.10.001
- One of the 5 most highly cited papers in Learning and Instruction during 2014, 2015, and up to June 2016.

Refereed Encyclopedia Entry

- Webster, E. A.**, & Hadwin, A. F. (2012). Study strategies. In N. M. Seel (Ed.), *Encyclopedia of the sciences of learning* (p. 670). Retrieved from <http://www.springer.com>

Published Conference Proceedings

- McCardle, L., **Webster, E. A.**, Haffey, A., & Hadwin, A. F. (2013, June). Speed skating and essay writing: A qualitative comparison of athletes' self-set goals in sports and academics. *Journal of Sport Exercise and Psychology*, 35, 100-101

Conference Papers, Posters, and Presentations

- Starcheski, S., **Webster, E.**, Minor, P., Shaw, R., & Roddick, M. (2019, August). Self-reported attainment of self-set goals in a student support setting. Poster presented at Let's Talk About Teaching, University of Victoria, Victoria, BC.
- Webster, E. A.**, Hadwin, A. F., & Greco, S. (2019, August). Solo and group strategies for regulating emotions during online collaboration. In N. Lobczowski (Chair), *Emotional regulation in collaborative learning environments*. Symposium conducted at the biennial meeting of the European Association for Research on Learning and Instruction, Aachen, Germany.
- Minor, T., & **Webster, E.** (2018, August). Fostering students' motivation through self-determination and a strengths-based approach. Workshop presented at Let's Talk About Teaching, University of Victoria, Victoria, BC.
- Webster, E.**, Davis, S., Bakhtiar, A., & Hadwin, A. (2018, August). Planning and emotion regulation during two online collaborative tasks. Poster presented at Let's Talk About Teaching, University of Victoria, Victoria, BC.
- Webster, E. A.**, Hadwin, A. F., Davis, S. K., & Bakhtiar, A. (2018, August). Planning and emotion regulation during collaborative tasks. In H. Järvenoja (Chair), *Processes matter? Exploring the role of motivation and emotions in the process of learning*. Symposium conducted at the biennial meeting of the International Conference on Motivation. Aarhus, Denmark.
- Starcheski, S., Davis, S. K., Bakhtiar, A., **Webster, E.**, Miller, M., & Hadwin, A.F. (2017, May). Processes and targets of regulation in online collaborative assessments. In A. Hadwin (Chair), *Promoting adaptive regulation in collaborative learning contexts*. Symposium conducted at the annual meeting of the Canadian Society for the Study of Education, Toronto, ON
- Bakhtiar, A., **Webster, E. A.**, Hadwin, A. F. (2016, May). A cross-case analysis of regulatory processes in a positive and negative group climate. Paper presented at the annual meeting of the Canadian Society for the Study of Education, Calgary, AB, Canada.
- Miller, M., Hadwin, A., **Webster, E.**, McCardle, L., Bakhtair, A., Starcheski, S., & Edwards, R. (2015, October). *Changing the landscape of support: Online tools for regulation of collaboration*. Presentation at COHERE 2015: Canada's Collaboration for Online Higher Education and Research annual conference, University of Victoria, Victoria, BC.
- Hadwin, A. F., **Webster, E. A.**, Bakhtiar, A., & Caird, H. (2015, August). *Challenges in teamwork: Examining the effects of four different planning scripts*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Limassol, Cyprus.
- Caird, H., Hadwin, A. F., & **Webster, E. A.** (2014, May). *Challenges in group work: Examining the effects of different planning scripts*. Paper presented at the annual meeting of the Canadian Society for the Study of Education, St. Catharines, Ontario.
- Webster, E. A.**, & Hadwin, A. F. (2013, August). *How do students adaptively regulate learning in the face of academic challenge?* Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Munich, Germany.

- Haffey, A., **Webster, E. A.**, & Hadwin, A. F. (2013, June). *Comparing scripts for goal-setting in self-regulated studying*. Paper presented at the annual meeting of the Canadian Society for the Study of Education, Victoria, British Columbia.
- Webster, E. A.**, & Hadwin, A. F. (2013, June). Regulating emotions during computer-supported collaborative problem solving. In A. Hadwin (Chair), *Adapting in the face of challenge: Regulating learning across tasks and contexts*. Symposium conducted at the annual meeting of the Canadian Society for the Study of Education, Victoria, British Columbia.
- Webster, E. A.**, & Hadwin, A. F. (2013, April). *Emotion regulation during online collaborative tasks*. Award paper presented at the University of Victoria EPLS Graduate Symposium, Victoria, British Columbia.
- McCardle, L. **Webster, E. A.**, & Hadwin, A. F. (2012, August). *Supporting students in setting effective goals for self-regulated learning: Does a tool for weekly self-monitoring help?* Paper presented at the International Conference on Motivation, Frankfurt, Germany.
- Webster, E. A.**, Miller, M., & Hadwin, A. F. (2012, May). *Effects of a scaffold on quality of goals set by undergraduate students*. Paper presented at the annual meeting of the Canadian Society for the Study of Education, Waterloo, Ontario.
- Hadwin, A. F., **Webster, E. A.**, Helm, S., McCardle, L., & Miller, M. (2011, September). *Exploring patterns of task specific goal setting and motivation regulation*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Exeter, UK.
- Webster, E. A.**, & Hadwin, A. F. (2011, April). *Investigating university students' emotional experiences related to their studying goals*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- McCardle, L., Miller, M., Gendron, A., Helm, S., Hadwin, A. F., & **Webster, E.** (2010, May). *Regulation of motivation: The link between students' motivational goals and strategy choice*. Paper presented at the annual meeting of the Canadian Society for the Study of Education, Montreal, Quebec.
- Webster, E.**, & Hadwin, A. F. (2010, May). *The emotional experiences of university students: Exploring the role of achievement emotions in self-regulated learning*. Paper presented at the Annual Conference of the Canadian Society for the Study of Education, Montreal, Quebec.
- Hadwin, A. F., **Webster, E.**, Helm, E., McCardle, L., & Gendron, A. (2010, April). *Toward the study of intra-individual differences in goal setting and motivation regulation*. Paper presented at the annual meeting of the American Educational Research Association, Denver, Colorado.
- Webster, E.**, Helm, S., Gendron, A., Miller, M., & Hadwin, A. F. (2010, April). *Academic goals and self-regulated learning: An analysis of changes in goal quality, goal efficacy, and goal attainment over time*. Poster presented at the annual meeting of the American Educational Research Association, Denver, Colorado.
- Hadwin, A. F., Miller, M., Gendron, A., **Webster, E.**, & Helm, S. (2009, August). *Social aspects in the regulation of learning: Measuring co-regulation and shared regulation*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Amsterdam, the Netherlands.
- Webster, E.**, & Drysdale, M. (2009, August). *Psychological characteristics of university students with and without learning disabilities*. Poster presented at the annual meeting of the American Psychological Association, Toronto, Ontario.
- Gendron, A., **Webster, E.**, Miller, M., Helm, S. & Hadwin, A. F. (2009, June). *A longitudinal analysis of task specific goals, goal efficacy, and goal attainment as indicators of self-regulated learning*. Paper presented at the annual meeting of the Canadian Society for the Study of Education, Ottawa, Ontario.
- Webster, E.**, & Hadwin, A. F. (2009, May). *Do emotions matter? An empirical investigation of the role of achievement emotions in self-regulated learning*. Poster presented at the University of Victoria's Faculty of Education Connections Conference, Sidney, British Columbia.
- Miller, M., Gendron, A., **Webster, E.**, Hadwin, A., & Helm, S. (2009, April). *Using Moodle to support students to self-regulate their learning in ED-D 101*. Poster presented at the University of Victoria's Online Teaching and Learning Showcase, Victoria, British Columbia.

Manuscripts in Progress and Unpublished Manuscripts

- Webster, E. A.**, Davis, S. K., & Hadwin, A. F. (2021). *Planning and emotion regulation during two online collaborative tasks*. Manuscript in preparation.
- Webster, E. A.**, Hadwin, A. F., & Greco, S. (2021). *Individual and group strategies for regulating emotions in online collaboration*. Manuscript in preparation.
- Webster, E. A.**, & Hadwin, A. F. (2018). *Exploring emotions and plans for emotion regulation during computer-supported collaborative problem solving*. Manuscript in preparation.
- Webster, E. A.**, Hadwin, A. F., & Helm, S. (2012). *Learning to set task-specific goals for self-regulated learning in undergraduate courses*. Unpublished manuscript.

MEMBERSHIPS HELD IN LEARNED AND PROFESSIONAL SOCIETIES

Dates	Association
2021	Member of Learning Specialists Association of Canada
2011-2017	Member of American Educational Research Association
2009-2016	Member of Canadian Society for the Study of Education
2013	Member of European Association for Research on Learning and Instruction

COMMUNITY SERVICE

Dates	Service
2020	Manuscript Reviewer, International Journal of Computer-Supported Collaborative Learning
2012-2016	Conference Proposal Reviewer, Canadian Committee of Graduate Students in Education, Association of the Canadian Society for the Study of Education
2009/10/13/16	Conference Proposal Reviewer, Canadian Association for Educational Psychology, Association of the Canadian Society for the Study of Education
2015	Mentorship Award Reviewer, Canadian Committee of Graduate Students in Education, Association of the Canadian Society for the Study of Education
2014	Manuscript Reviewer, Computers in Human Behavior
2012- 2014	Graduate Student Co-Representative, Canadian Association for Educational Psychology
2011	Manuscript Reviewer, Canadian Journal of Education
2009-2010	Conference Session Chair, Canadian Association for Educational Psychology
2009-2010	Information Session Volunteer, Parent Orientation Information Fair, University of Victoria
2009	Information Session Volunteer, TAP into UVic, University of Victoria

PROFESSIONAL DEVELOPMENT

Dates	Event
2012	Summer School, International Conference on Motivation (ICM), Frankfurt, Germany
2012	Pathways to Success Professional Development Summit, University of Victoria