

# Chelsea E. Cameron

Cec155@pitt.edu

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An educator with a passion for developing relationships for learning with expertise in effective research-based practices. Committed to equity in education through student-centered approaches. Develops student agency using learning strategies and self-regulation.

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## Education

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PhD	The Pennsylvania State University	Educational Psychology
MS	The Pennsylvania State University	Educational Psychology
BS	The Pennsylvania State University	Secondary Education, Social Studies

## Teaching Experience

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### Learning Specialist & Academic Coordinator

#### University of Pittsburgh

- Provided strategy instruction for student-athletes and helped to develop organizational/self-regulating skills Fall 2021- Present
  - Created Individualized Academic Plans for student-athletes
  - Developed a system of support using the RTI framework
- Coordinator & Developer of Academic Mentorship program
  - Trained and managed a staff of undergraduate and graduate student employees for the Mentorship program
- Disability Resource Services office coordinator & liaison
- Pitt Script for Life Student-Athlete Input Subcommittee Chair
- Panthers United Diversity Council

### Instructor

#### University of Pittsburgh

- School of Arts & Sciences - Psychology Department
- Cognitive Psychology Lab
  - Advanced research methods course that develops skills in designing, writing, and peer reviewing cognitive psychology research
- Academic Foundations Instructor
  - Introductory course aimed at developing academic strategies, time management, and campus/community connections to thrive at the University of Pittsburgh

**Instructor**

**Sewickley Academy, Sewickley, PA**

- Advanced Placement Psychology
- United States & World History
  - Developed curriculum for courses along with curriculum for student learning strategy development
- Dean for Grade 12
- Head Lacrosse/Field Hockey Coach
- Faculty sponsor for Student Diversity Leadership Council
- Faculty & Staff Diversity Committee

Fall 2019- 2021

**Instructor**

**Duquesne University, Pittsburgh, PA**

- Content Area Reading
  - Helped pre-service teachers develop skills for the classroom through understanding various topics in adolescent literacy, supervised classroom experiences, and lesson planning tools

Fall 2017

**Instructor**

**The Pennsylvania State University, University Park**

- Individual Differences and Education
  - A developmental psychology course that covers cognitive, physical, and social/emotional development over a lifetime

Fall 2016

**Co-Instructor**

**The Pennsylvania State University, University Park**

- Human Cognition and Learning
  - Explained how learning works through theoretical lenses of cognitive psychology while providing student practice in applying this knowledge directly to their own learning tasks throughout the semester

Spring 2016

**Instructor**

**The Pennsylvania State University, Online**

- Learning Processes in Education
  - Provided advanced theories of educational psychology and direct application to educational contexts

Spring 2015- 2016

**Teaching Assistant**

**The Pennsylvania State University**

- Data Analysis Workshop
  - Applied statistical analyses using SPSS software and statistical analysis of data input and output
- Learning and Instruction

Summer 2014

Fall 2012- Spring 2013

- An introduction to learning theory and its application to educational contexts

### **Teachers Assistant**

#### **The Craig School, Mt. Lakes, NJ**

- Elementary & Middle School Teachers Assistant Fall 2011-Spring 2012
  - Served students with language-based learning disabilities
  - Assisted with delivery of structured reading programs such as Orton-Gillham & Lindamood-Bell

### **Student Teaching**

Shaler Area Middle School, Gibsonia, PA

Penn Cambria High School, Cresson, PA

## **Research**

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### **Refereed Articles**

Kottmeyer, A.; Van Meter, P.N.; & Cameron, C.; (2020). College science students' diagram comprehension ability. *Advances in Physiology Education*, 44(2), 169-180  
<https://doi.org/10.1152/advan.00146.2018>

Kottmeyer, A.; Van Meter, P.N.; & Cameron, C.; (2019). The role of symbolic representation in relational reasoning. *Journal of Educational Psychology*. 112(2), 288–307.  
<https://doi.org/10.1037/edu0000374>

Van Meter, P.N. & C. Cameron (2018). The effects of presentation format on multiple document notetaking. *Learning and Instruction*, 57, 47-56  
<http://doi.org/10.1016/j.learninstruc.2018.03.002>.

Van Meter, P.N.; C. Cameron; & Waters, J. (2017). The effects of experimental prompts on text and diagram learning in a college biology course. *Learning and Instruction*, 49, 188-198.  
<http://doi.org/10.1016/j.learninstruc.2017.01.003>

Cameron, C.; Van Meter, P.N.; & Long, V. A. (2016). The effects of instruction on students' generation of self-questions when reading multiple documents. *Journal of Experimental Education*, 58(2), 334-351. <http://dx.doi.org/10.1080/00220973.2016.1182884>

Firetto, C.; Van Meter, P.N.; Turns, S.; Litsinger, T.; Shaw, C.; & C. Cameron (2015). Improving student's thermodynamics reasoning: Matrix-prompted self-regulation. *Journal of Engineering Education*, 105(2), 245-277. <http://dx.doi.org/0.1002/jee.20120>

## Book Chapters

Croninger, R.V.M; Li, E.; Cameron, C.; & Murphy, P.K. (2017). Classroom discussions: Building the foundation for productive talk. In P.K. Murphy (Ed.). *Classroom Discussions in Education*, (pp. 1-29) New York, NY: Routledge Publishers.

## Conference Presentations

Cameron, C & Sheets, C. (March 2023) *Holistic Academic Planning: A Student-Athlete Model*. Talk presented at the annual Mentoring and Advising Summit: Inclusive Excellence in Mentoring and Advising, Pittsburgh, PA.

Cameron, C. (March 2022) *Providing Self-Regulatory & Learning Strategies for Academic Independence*. Talk presented at the annual Mentoring and Advising Summit: Inclusive Excellence in Mentoring and Advising, Pittsburgh, PA.

Cameron, C. & Van Meter, P.N. (August 2019) *Learning from multiple verbal and visual documents*. Paper presented at the annual meeting of the European Association for Research on Learning and Instruction, Aachen, Germany.

Cameron, C. & Van Meter, P.N. (April 2019) *Multiple document learning through question instruction*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, OT.

Cameron, C.; Cameron, I.; Van Meter, P.N. (April 2018) *The benefits of question generation to support multiple document learning*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Cameron, C. & Van Meter, P.N. (August 2017) *The effects of representation on multiple document notetaking: Is seeing like reading?: Examining strategy use across modalities*. Paper presented at the annual meeting of The Society for Text and Discourse, Philadelphia, PA.

Cameron, C. & Van Meter, P.N. (August 2017) *The effects of representation on question generation*. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C.

Sperling, R.; Cameron, C.; Follmer, D.J.; Reeves, P. (August 2017) *The interaction of task and levels of prior knowledge on the comprehension of multiple documents*. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C.

Kottmeyer, A.; Cameron, C.; Van Meter, P.N. (August 2017) *The role of conventions on diagram comprehension*. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C.

Kottmeyer, A.; Cameron, C.; Van Meter, P.N. (August 2016) *Validation of a verbal measure of relational reasoning*. Paper presented at the annual meeting of the American Psychological Association, Denver, CO.

Cameron, C.; Van Meter, P.N.; Long, V. A. (April 2016) *The effects of instruction on students' generation of self-questions when reading multiple documents*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

Cameron, C.; Lyu, Y.; Van Meter, P.N. (April 2016) *Eye-tracking and the integration of text and diagram*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

Cameron, C.; Valasa, L.; Van Meter, P.N. (April 2015) *An evaluation of the theoretical frameworks that drive reading comprehension interventions at the tier 2 and 3 levels: A review of research*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Van Meter, P.N.; Waters, J.R.; Cameron, C. (April 2015) *The effects of self-explanation prompts and diagram comprehension ability on task performance in multimedia learning*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Zeigler, M.; Cameron, C.; Griffin, W. (April 2014) *Experiences of climate for student-athletes with learning disabilities and/or psychological conditions*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

### **Cognitive Instruments Developed**

- Alexander, P.A, The Disciplined Reading and Learning Research Lab, Van Meter, P.N., Firetto, C.; Cameron, C. *The Verbal Test of Relational Reasoning*. College Park, MD & University Park, PA
- Van Meter, P.N.; Cyr, R.; Cameron, C. *The Philosophy of Teaching Survey*, Developed from the HHMI grant, University Park, PA

## **Professional Experience**

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### **Intern**

#### **Duquesne University Athletics Department**

- Academic Support for Student Athletes Spring 2018
- Provided strategy instruction for student-athletes and helped to develop organizational/self-regulating skills

### **Graduate Assistant**

#### **The Pennsylvania State University Outreach and Online Education**

- Reporting and Assessment - Office of Compliance and Reporting for Outreach and Online Education Fall 2015-Spring 2017

### **Research Assistant**

- **Quality Talk Project, NSF Grant, Department of Educational Psychology, The Pennsylvania State University** Fall 2013-Fall 2014

- Developed instructional materials to deliver to both teachers and students to implement the Quality Talk program, an approach to guided classroom discussions to support reading comprehension.
- Carried out professional development seminars and provided 1-1 academic coaching to classroom teachers implementing the program.
- Coded qualitative data from student discussions to measure learning outcomes.
- **HHMI Grant: Biology Curriculum Assessment, Department of Biology, The Pennsylvania State University** Summer 2013-Spring 2015
  - Developed surveys to measure student growth and satisfaction with curricular changes.
  - Completed an item analysis of former and revised assessments to measure progress in the curriculum.
- **Department of Educational Psychology, The Pennsylvania State University** Fall 2012-Spring 2013
  - Assisted in developing an online graduate level course in advanced learning theories
  - Assisted in designing and validating the Verbal Test or Relational Reasoning in collaboration with Dr. Patricia Alexander and the University of Maryland

## Professional Organizations

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- American Education Research Association
  - Division C: Learning & Instruction
- American Psychological Association
- N4A: National Association for Academic and Student-Athlete Development Professionals

## Service

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### Reviewer

**AERA Division C- Section 1b: Humanities & Social Sciences**  
San Francisco, CA

2019

### Reviewer

**Contemporary Educational Psychology**  
Editor: Patricia Alexander, PhD.

2014-Present

### Graduate Reviewer

**AERA Division C- Section 1e: Engineering and Computer Science**  
Washington, D.C.

2015

**Consulting Editor****Higher Education in Review**

Penn State University, University Park, PA

2014-2016

**Graduate Reviewer****AERA Division C- Section 1e: Engineering and Computer Science**

Chicago, IL

2014

**Teacher Development & Outreach Presentations**

- Cameron, C. (September 2014) *Quality Talk Science Lesson 1: Question Types*. Lesson presented to local teachers on the NSF sponsored Quality Talk Science project. Primary Investigators: Murphy, P.K. & Green, J. Altoona, PA.
- Cameron, C. (April 2014) *Quality Talk Science Lesson 3: Shared Knowledge, Intertextual, and Personal Experience Questions and Epistemic Cognition*. Lesson presented to local teachers on the NSF sponsored Quality Talk Science project. Primary Investigators: Murphy, P.K. & Green, J. University Park, PA.
- Cameron, C. (March 2014) *Quality Talk Science Lesson 2: Higher-Level Thinking Questions and Counter-argument*. Lesson presented to local teachers on the NSF sponsored Quality Talk Science project. Primary Investigators: Murphy, P.K. & Green, J. University Park, PA.
- Cameron, C. (January 2014) *Quality Talk Science Lesson 1: Authentic Questions and Argument*. Lesson presented to local teachers on the NSF sponsored Quality Talk Science project. Primary Investigators: Murphy, P.K. & Green, J. University Park, PA.