APRIL L. MCGRATH

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Education

PhD   Social Psychology, Carleton University, 2011

MA   Social Psychology, Carleton University, 2007

BA   St. Thomas University, 2005
             First Class Honours in Psychology
             First Class Honours in English

Awards & Distinctions

Outstanding Teaching Award (2015). Conferred by the *Faculty of Arts at Mount Royal University*.

Nexen Scholars Going Public Award (2014). Conferred by *Institute for Scholarship of Teaching and Learning*.

Early Career Travel Grant Award (2013). Conferred by *Society for the Teaching of Psychology*.

Honourable Mention for Pat Rogers Poster Prize (2013). Conferred by *Society for Teaching and Learning in Higher Ed*.

Summer Institute for Social and Personality Psychology (SISPP) (2007). Attendee. Offered by *SPSP*.

SSHRC Canada Graduate Scholarship (2007-10). Conferred by *Social Sciences and Humanities Research Council of Canada (SSHRC)*.

Grants

McGrath, A., & Atkinson-Leadbeater, K. (2016). The influence of sketching on learning outcomes in biopsychology. Research grant awarded by the *Institute for the Scholarship of Teaching and Learning, Mount Royal University,* CAD 5000.

McGrath, A., & Robinson, K. (2014). Using psychology to explain common academic stumbling blocks. Grant awarded by the *Association for Psychological Science (APS) Teaching Fund*, CAD 1500

Manarin, K., McGrath, A., & Carey, M. (2013). Undergraduate Research: A Scaffolded Approach. Research grant awarded by the *Institute for Scholarship of Teaching and Learning, Mount Royal University*, CAD 13,940. (Co-investigator)

McGrath, A. (2012). Reducing Cognitive Dissonance. Internal Research Grant awarded by *Mount Royal University*, CAD 4000.

McGrath, A. (2011). Overcoming Statistics Anxiety and Improving Student Learning. Research grant awarded by the *Institute for Scholarship of Teaching and Learning, Mount Royal University*, CAD 1500.

Publications

McGrath, A. L. (2019). Bringing cognitive dissonance theory into the scholarship of teaching and learning: Topics and questions in need of investigation. *Scholarship of Teaching and Learning in Psychology, 5*, 1-7.

McGrath, A. L. (2018). Encouraging ecological behaviour through induced hypocrisy and inconsistency: A commentary. *Journal of Environmental Psychology, 56*, 1-2.

McGrath, A. L. (2017). Dealing with dissonance: A review of cognitive dissonance reduction. *Social and Personality Psychology Compass, 11*(12), 1-17.

McGrath, A. L. (2016). Searching for significance in the scholarship of teaching and learning and finding none: Understanding non-significant results. *Teaching & Learning Inquiry*, *4*(2), 1-6.

Manarin, K., McGrath, A.L., & Carey, M. (2016). Original undergraduate research in classroom contexts: Student perceptions of a scaffolded approach. *Collected Essays on Learning and Teaching, 9*, 35-42.

McGrath, A. L., & Atkinson-Leadbeater, K. (2016). Instructor comments on student writing: Learner response to electronic written feedback. *Transformative Dialogues: Teaching & Learning Journal, 8*(3), 1-16.

McGrath, A. L., Taylor, A., Greiner, L., Wanamaker, K., & Brown, S. (2015). Reducing anxiety, increasing self-efficacy, and enhancing performance within an advanced graduate psychology statistics course. *The Canadian Journal for the Scholarship of Teaching and Learning, 6*(1)*,* Article 5.

McGrath, A. L. (2014). Just checking in: The effect of an office hour meeting and learning reflection in an introductory statistics course. *Teaching of Psychology, 41*(1), 83-87.

McGrath, A. L. (2014) Content, affective, and behavioral challenges to learning: Students' experiences learning statistics. *International Journal for the Scholarship of Teaching and Learning, 8*, 1-21.

McGrath, A. L. (2013). Reader's Response: Describing and analyzing quantitative data. *International Journal for the Scholarship of Teaching and Learning, 7,* 1-5.

McGrath, A. (2012). An early introduction to SoTL and the shaping of an academic career. *International Journal for the Scholarship of Teaching and Learning, 6,* 1-4.

McGrath, A. L., Taylor, A., & Pychyl, T. (2011). Writing helpful feedback: The influence of feedback type on student writing performance and perceptions. *The Canadian Journal for the Scholarship of Teaching and Learning, 2*, 1-14.

Campbell, B., & McGrath, A. L. (2011). Where the rubber hits the road: The development of useable middle-range evaluation theory. In M. M. Mark, S. I. Donaldson & B. Campbell (Eds.), *Social psychology for (and from) program and policy evaluation* (pp.346-371). New York, NY: Guilford.

Wohl, M.J.A., & McGrath, A. (2007). The perception of time heals all wounds: Temporal distance affects willingness to forgive following an interpersonal transgression. *Personality and Social Psychology Bulletin, 33*(9), 1023-1035.

Manuscripts in Preparation

McGrath, A. L, Vos, S., & Pearen, K. *Hypocrisy as a motivator of physical activity*.

McGrath, A. L., & Atkinson-Leadbeater, K. *Sketching as a learning strategy: Challenges and benefits*

Conference Presentations and Posters

McGrath, A. L., & Atkinson-Leadbeater, K. (2019). *Drawing to learn: The challenges and benefits to introducing an unfamiliar learning strategy*. Poster presented at the Teaching Preconference of the Society for Personality and Social Psychology (SPSP), Portland, OR.

Atkinson-Leadbeater, K., & McGrath, A. L. (2018). *Sketching to Learn: Evaluating Sketching as a Learning Strategy in a Psychology Course*. Paper presented at the SoTL Symposium, Banff, AB.

McGrath, A. L., & Vos, S. (2018). *I workout: Motivating exercise with dissonance*. Poster presented at the Meeting of the Society for Personality and Social Psychology (SPSP), Atlanta, GA.

McGrath, A. L., Spenrath, A., & Allegro, H. (2018). *Academic procrastination: What's affect got to do with it?* Poster presented at the Teaching Preconference of the Society for Personality and Social Psychology (SPSP), Atlanta, GA.

Vos, S., & McGrath, A. L. (2018). *Increasing use of the university recreation centre*. Poster presented at the Active Living Research Conference, Banff, AB.

McGrath, A. L., & Kailey, G. (2017). *Optimism moderates the experience of cognitive dissonance*. Poster presented at the 78th National Convention of the Canadian Psychological Association.

McGrath, A. L., & Giroux, A. (2016). *Examining student-faculty interactions: The role of individual differences in student attendance of office hours*. Paper presented at 18th Annual International Conference on Education, Athens, Greece.

McGrath, A. L. (2015). *Get off the road: Blaming the victim in a cycling accident*. Poster presented at the Meeting of the Society for Personality and Social Psychology (SPSP), San Diego, CA.

McGrath, A. L. (2015). *The blame game: Evaluating accident responsibility in a winter cycling scenario*. Poster presented at the Winter Cycling Congress, Leeuwarden, Netherlands.

Manarin, K., McGrath, A. L., & Carey, M. (2015). *Tuning into original undergraduate research in classroom contexts*. STLHE Conference, Vancouver, BC.

Manarin, K., McGrath, A. L., Carey, M., & Davis, K. (2014). *Original Undergraduate Research in Classroom Contexts: Student Attitudes*. Paper presented at the 2014 Symposium on the Scholarship of Teaching and Learning, Banff, AB.

McGrath, A. L., & Atkinson-Leadbeater, K. (2014). *Tracking Changes: Students' Experiences Revising Papers based on Instructor Feedback*. Poster presented at the 2014 Symposium on the Scholarship of Teaching and Learning, Banff, AB.

McGrath, A. L. (2014). *Learning Gains and Learning Reflections: The Positive Influence of Office Hour Meetings*. Poster presented at the 26th APS Annual Convention, San Francisco, CA.

McGrath, A. L., & Ward, M. (2014). *Reducing Cognitive Dissonance after an Act of Hypocrisy: A Comparison of Dissonance Reduction Modes*. Poster presented at the Meeting of the Society for Personality and Social Psychology (SPSP), Austin, TX

McGrath, A. L. (2013, June). *Students' Experiences Learning Statistics.* Poster presented at the Annual Society for Teaching and Learning in Higher Education Conference, Sydney, NS.

McGrath, A. L. (2012, November). *Moments of Clarity and Confusion: Writing and Wrestling with Feedback.* Paper presented at the 2012 Symposium on the Scholarship of Teaching and Learning, Banff, AB.

McGrath, A. L. (2012, January). *Enhancing Engagement, Overcoming Anxiety, and Improving Students' Understanding of Statistics.* Discussion led at the 10th Annual Society for Personality and Social Psychology Teaching Preconference, San Diego, CA.

McGrath, A. L. (2012, January). *Changing or Defending Our Behaviour: The Role of Attitude Importance and Choice in the Arousal and Reduction of Cognitive Dissonance.* Poster presented at the Meeting of the Society for Personality and Social Psychology (SPSP), San Diego, CA.

Taylor, A., McGrath, A., & Brown, S. (2011, June). *Reducing Anxiety and Increasing Self-Efficacy within an Advanced Graduate Psychology Statistics Course.* Poster presented at the 72nd Annual Convention of the Canadian Psychological Association (CPA), Toronto, ON.

McGrath, A. L., Racek, J., & McGrath, R. (2010, January). *Understanding Behavioral Commitment through Veganism.* Poster presented at the 11th Meeting of the Society for Personality and Social Psychology (SPSP), Las Vegas, NV.

Invited Talks

McGrath, A. L. (2018). *Asking the Right Questions: Using Surveys in SoTL.* Presented at the SoTL Symposium, Banff, AB. Invited Presenter.

McGrath, A. L., & Atkinson-Leadbeater, K. (2018). *Sketching for Success: Investigating the Learning Outcomes of Sketching in Biological Psychology.* Presented at BISTOPS 2018, Paris, FR. Invited Speaker.

McGrath, A. L. (2015). *Tracking Changes – A How to Question.* Presented at Twelfth Campus Alberta Writing Studies (CAWS) Colloquium, Calgary, AB. Invited Speaker.

McGrath, A. L. (2014). *Writing and Revising in a First Year Seminar: Examining Moments of Clarity and Confusion.* Presented at Tenth Campus Alberta Writing Studies (CAWS) Colloquium, Calgary, AB. Invited Speaker.

McGrath, A.L. (2014). *The Integration of Teaching and Research*. Presented at The Presidents' Discussion Series, MRU. Invited Speaker.

McGrath, A. L. (2013). *Changing Practices: Reflections on SoTL and Teaching*. Presented at Symposium on Scholarship of Teaching and Learning, Banff, AB. Keynote Speaker. Co-presenter: Manarin, K.

McGrath, A. L. (2013). *The Role of SoTL in Undergraduate Education*. Presented to AUCC. Presented at Dialogue on Undergraduate Education at Canadian Universities: Charting Progress and Moving Forward, Mount Royal University. Invited Speaker.

Courses Taught Regularly

Introduction to Statistics I & II

Advanced Topics in Social Psychology: Cognitive Dissonance Theory

Environmental Psychology

Research Methods

Undergraduate Honours Student Supervision

Kayla Pearen (2018-2019)
Thesis: Inducing Dissonance and Enhancing Intrinsic Motivation to Encourage Regular Exercise

Calvin Khuu (2017-2018)
Thesis: Examining the Effectiveness of Study Skills Videos

Adam Spenrath (2017-2018)
Thesis: A Mindset Intervention to Reduce Academic Procrastination

Sally Vos (2016-2017)
Thesis: Hypocrisy as a Means to Motivate Exercise

Jenna Brazier (2016-2017)
Thesis: Assessing Counterfactuals in the Realm of Academic Procrastination

Christian Nuttall (2015-2016)
Thesis: Belief in Learning Styles and Academic Expectations

Anne Giroux (2014-2015)
Thesis: Examining Factors that Predict Office Hour Attendance

Megan Ward (2012-2013)
Thesis: Reducing Cognitive Dissonance after an Act of Hypocrisy: A Comparison of Dissonance Reduction Modes

Brenda Bartlett (2009-2010), Co-supervision
Thesis: The Effect of Attitude Importance on the Arousal and Reduction of Cognitive Dissonance

Jakub Racek (2008-2009), Co-supervision
Thesis: Understanding Behavioral Commitment through Veganism

Professional Memberships

Society for Personality and Social Psychology

Society for the Teaching of Psychology

Journal Reviewing

Assessment & Evaluation in Higher Education

Canadian Journal for the Scholarship of Teaching and Learning

International Journal for the Scholarship of Teaching and Learning