

# Almaz Mesghina

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## EDUCATION

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### University of Chicago, Ph.D.

Chicago, IL

Anticipated June 2021

*Ph.D. in Comparative Human Development*  
*Certificate in College Teaching*

### University of Chicago, M.A.

Chicago, IL

August 2018

*M.A. in Social Sciences*

### Vanderbilt University, B.S.

Nashville, TN

May 2016

*B.S. in Child Development, Psychology*

## RESEARCH INTERESTS

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Cognition and emotion; emotion regulation; mathematics learning; mathematics instruction; achievement gaps; youth; educational technology

## AWARDS

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### Pre-Doctoral Training Fellowship

National Institute for Education Sciences, (\$30,000/year)

September 2016 – Present

### Undergraduate Travel Award

International Conference on Infant Studies (ICIS), \$1000

May 2016

### Excellence in Child Development Award

Peabody College of Education and Human Development, Vanderbilt University

May 2016

## PEER-REVIEWED PUBLICATIONS

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Lyons, E. M., Mesghina, A. & Richland, L. E. (2019). The Emergence of Gender Gaps in Math Learning during a Single High-Quality Instructional Opportunity: Contributions of individual differences and learning context. *In prep.*

Mesghina, A. & Richland, L. E. (2019). Impacts of Expressive Writing on Children's Anxiety and Math Learning: Developmental and gender variability. *In prep.*

Russo-Johnson, C., Troseth, G., Duncan, C., & Mesghina, A. (2017). All Tapped Out: Touchscreen interactivity and young children's word learning. *Frontiers in Psychology*, 8:578. doi: 10.3389/fpsyg.2017.00578

## INVITED PRESENTATIONS

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### Invited Talks

University of Chicago Developmental Psychology Brownbag

*"Peer Learning in Introductory Statistics Classrooms"*

February 2019

Vanderbilt University Psychology Department

*"Learning Math Under Pressure: Testing an Expressive Writing Intervention"*

March 2018

### Invited Course Lecturer

Child Development in the Classroom

October 2017

“*Analogical Reasoning: From the lab to the classroom*”  
 Psychology of Learning July 2017  
 “*Analogical Reasoning: From the lab to the classroom*”

## CONFERENCES

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### Symposia

American Education Research Association (AERA), *Co-presenter* April 2019  
 “*The Role of Gender in Shaping Mathematics Trajectories*”  
 Society for Research in Child Development (SRCD), *Presenter* March 2019  
 “*Anxiety and Children’s Relational Math Learning: Testing an Expressive Writing Intervention*”

### Poster Presentations

Math Cognition and Learning Society (MCLS) June 2019  
 “*Anxiety and Children’s Math Learning: Testing an Expressive Writing Intervention*”  
 American Education Research Association (AERA) April 2019  
 “*Anxiety and Children’s Math Learning: Testing an Expressive Writing Intervention*”  
 Vanderbilt Science Day October 2015  
 “*iTap on a Touchscreen: Screen Interaction and Young Children’s Word Learning*”

### Attendee

Cognitive Development Society (CDS) October 2017  
 City of Chicago Early Learning Research Symposium June 2017  
 International Congress on Infant Studies (ICIS) May 2016

## TEACHING

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### Graduate-level Course

Applied Statistics in Human Development, *TA and Lecturer* October 2018 – December 2018

### Undergraduate-level Course

Mind (I – III), *TA* October 2018 – June 2019  
 Research Methods in Human Development, *TA and Lecturer* January 2019 – March 2019

## WORK/VOLUNTEER EXPERIENCE

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**Chicago Center for Teaching**, University of Chicago July 2019 – Present  
*Teaching Consultant*

- Meet with graduate student teachers and observe their classrooms
- Provide personalized feedback (both in-person and in a written report) regarding areas to improve in course design and inclusivity

**Big Brothers Big Sisters**, Nashville, TN & Chicago, IL August 2013 – May 2015; Dec 2017 - Present  
 “*Big Sister*”

**Kiddie College II**, Clarksville, TN May 2013 – August 2013; May 2014 – August 2014  
*Primary School-age Teacher*

**Vanderbilt Child and Family Center**, Nashville, TN August 2012 – May 2016  
*Preschool Teacher*