

CLAUDIA C. SUTTER
Curriculum Vitae

CourseKata | Teaching and Learning Lab | Department of Psychology | University of California, Los Angeles
Motivate Lab | School of Education and Human Development | University of Virginia
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EDUCATION

- 2017 **Ph.D. Education**
University of Bern, Switzerland, Department of Research in School and Instruction
Dissertation Chairs: Prof. Dr. Tina Hascher, Prof. Dr. Thomas Goetz
Dissertation: *Development and Promotion of Seventh Grade Students' Self-Determined Motivation in Mathematics*
- 2014 **Master of Science in Education**
University of Bern, Switzerland, Department of Educational Psychology
Advisor: Prof. Dr. Walter Herzog
Thesis: *School anxiety and migration background: An empirical study on potential influence factors of school anxiety among secondary school students in the Canton of Bern*
- 2012 **Bachelor of Science in Education**
Department of Educational Psychology, University of Bern, Switzerland

PROFESSIONAL EXPERIENCE AND APPOINTMENTS

- 01/2024–
current **Director of Research**
CourseKata Statistics and Data Science
- 08/2020–
current **Visiting Research Fellow**
Motivate Lab, University of Virginia
- 10/2022–
12/2023 **Project Scientist**
Teaching and Learning Lab, Department of Psychology, University of California, Los Angeles
- 08/2020–
09/2022 **Postdoctoral Research Fellow & Summer Instructor**
Teaching and Learning Lab, Department of Psychology University of California, Los Angeles and Visiting Scholar Motivate Lab, University of Virginia
- 03/2018–
07/2020 **Postdoctoral & Graduate Faculty Scholar in Educational Research**
Department of Learning Sciences and Educational Research, University of Central Florida, Orlando

08/2017– 02/2018	Instructor Department of Learning and Instruction, University of Bern, Switzerland
01/2015– 12/2017	Research Associate, Ph.D. Student Department of Learning and Instruction, University of Bern, Switzerland
01/2008–	Research Intern Department of Psychology, University of Bern, Switzerland
06/2008– 06/2014	Student Assistant Department of Health, University of Applied Sciences, Bern, Switzerland

RESEARCH

REFEREED JOURNAL ARTICLES *formerly Brandenberger

24. Totonchi, D. A., **Sutter, C. C.**, DeCoster, J., Francis, M. K., Tibbetts, Y., Huelskoetter, E., Davis, J., Barron, K. E., Smith, A., & Hulleman, C. S. (2024). Learning contexts matter: Having value-supportive instructors moderates the efficacy of a utility-value intervention in community college math. *Motivation Science*. Advance online publication. <https://doi.org/10.1037/mot0000382>
23. **Sutter, C. C.**, Totonchi, D. A., DeCoster, J., Barron, K. E., & Hulleman, C. S. (2024). How does expectancy-value-cost motivation vary during a semester? An intensive longitudinal study to explore individual and situational sources of variation in statistics motivation. *Learning and Individual Differences*, 113, 102484. <https://doi.org/10.1016/j.lindif.2024.102484>
22. **Sutter, C. C.**, Jackson, M. C., Givvin, K. B., Stigler, J. & Son, J. Y. (2024). The "Better Book" Approach to Addressing Equity in Statistics: Centering the Experience of Students from Racially Minoritized Backgrounds for the Benefit of All. *Educ. Sci.* 14(5), 487. <https://doi.org/10.3390/educsci14050487>
21. **Sutter, C. C.**, Givvin, K. B., Solomon, P., & Leandro-Ramos, A. (2024). Latine students' motivational and emotional experiences related to their Introductory Statistics course: Differences by institution type necessitate tailored interventions. *Journal of Hispanic Higher Education*, 23(3). <https://doi.org/10.1177/15381927231225416>.
20. **Sutter, C. C.**, Givvin, K. B., & Hulleman, C. S. (2023). Concerns and Challenges in Introductory Statistics and Correlates with Motivation and Interest. *The Journal of Experimental Education*, 1-30. <https://doi.org/10.1080/00220973.2023.222977>
19. Campbell, L. O., Tinstman Jones, J.L., **Sutter, C.C.**, Stickl Haugen, J. (2023). The development of the academic incivility scale for higher education. *Learning Environments Research*.
18. Tinstman Jones, J. L., Campbell, L. O., Stickl Haugen, J., & **Sutter, C. C.** (2023). Coping Responses for Academic Incivility Scale: Development and implications for college students. *College Student Journal*, 57(2), 101-112.
17. **Sutter, C. C.**, Givvin, K. B., Tucker, M., Givvin, K. A., Leandro-Ramos A., & Solomon, P. L. (2022). Student concerns and perceived challenges in introductory statistics, how the frequency shifted during

COVID-19, and how they differ by gender and URM status. *Journal of Statistics and Data Science Education*. <https://doi.org/10.1080/26939169.2022.2132325>

16. **Sutter, C.C.**, Hulleman, C. S., Givvin, K. B., & Tucker, M. (2022). Utility value trajectories and their relationship with behavioral engagement and performance in introductory statistics. *Learning and Individual Differences*, 93, 102095. <https://doi.org/10.1016/j.lindif.2021.102095>
15. **Sutter, C. C.**, & Campbell, L.O. (2022). The role of academic self-determined reading motivation, reading self-concept, home reading environment, and student reading behavior in reading achievement among American Indian and Hispanic students. *Contemporary Educational Psychology*. <https://doi.org/10.1016/j.cedpsych.2022.102093>
14. **Sutter, C. C.**, Stickl Haugen, J., Campbell, L.O., & Tinstman Jones, J. L. (2022). School and electronic bullying among adolescents: Direct and indirect relationships with sadness, sleep, and Suicidality. *Journal of Adolescence*. <https://doi.org/10.1002/jad.12101>
13. Stickl Haugen, J., **Sutter, C. C.**, Tinstman Jones, J. L., & Campbell, L. O. (2022) Teachers as suicide prevention gatekeepers: An examination of suicide prevention training outcomes and exposure to students at risk of suicide. *Child & Youth Care Forum*. <https://doi.org/10.1007/s10566-022-09699-5>
12. **Sutter, C.C.**, Stickl Haugen, J., Campbell, L.O., & Tinstman Jones, J. (2021). Teachers' motivation to participate in anti-bullying training and intention to intervene upon encountering school bullying: A self-determination perspective. *International Journal of Bullying Prevention*, 1-12. <https://doi.org/10.1007/s42380-021-00108-4>
11. Campbell, L. O., **Sutter, C.C.**, Escobedo, S., Lambie, G. W., Howard, C., & Jones, J.L. (2021). The influence of a computer-adaptive reading program on fourth-grade students' reading achievement scores. *Journal of Literacy and Technology*, 22(2), 70-96.
10. **Sutter, C.C.**, Campbell, L.O., & Lambie, G.W. (2020). The predictability of a computer-adaptive assessment on second graders' yearly standardized reading achievement scores. *Computers in the Schools*, 37(1), 40-54. <https://doi.org/10.1080/07380569.2020.1720611>
9. Stickl Haugen, J., **Sutter, C. C.**, Tinstman Jones, J. L., & Campbell, L. O. (2020). The teacher expectations and values for suicide prevention scale: Confirmatory factor analysis and validation. *Crisis: The Journal of Crisis Intervention and Suicide Prevention*, 42(3). <https://doi.org/10.1027/0227-5910/a000706>
8. Tinstman Jones, J. L., Campbell, L.O., Stickl Haugen, J. & **Sutter, C.C.** (2020). Cyberbullying considerations for school counselors: A social media content analysis. *Professional School Counseling*, 23(1), 1-12. <https://doi.org/10.1177/2156759X20919365>
7. **Sutter, C.C.**, Campbell, L. O. & Lambie, G. W. (2019). Computer-adaptive reading to improve reading achievement among third-grade students at risk for reading failure. *Journal of At-Risk Issues*, 22(2), 31-38. <https://files.eric.ed.gov/fulltext/EJ1231534.pdf>
6. Stickl Haugen, J., **Sutter, C.C.**, Campbell, L.O., & Tinstman Jones, J. L. (2019). School district anti-bullying policies: A statewide content analysis. *International Journal of Bullying Prevention*, 2, 309–323. <https://doi.org/10.1007/s42380-019-00055-1>

5. Campbell, L. O., **Sutter, C.C.**, & Lambie, G. W. (2019). An investigation of the summer learning effect on fourth grade students' reading scores. *Reading Psychology*, 40(5), 465-490. <https://doi.org/10.1080/02702711.2019.1629516>
4. Campbell, L.O., Stickl Haugen, J., **Sutter, C.C.**, Lambie, G. W. (2019). Building capacity for mental health literacy of suicidality and self-injurious behaviors: A formative design investigation. *Journal of Formative Design in Learning*, 3, 53–61. <https://doi.org/10.1007/s41686-019-00029-y>
3. ***Sutter-Brandenberger, C.C.**, Hagenauer, G., & Hascher, T. (2018). Students' self-determined motivation and negative emotions in mathematics in lower secondary education – Investigating reciprocal relations. *Contemporary Educational Psychology*, 55, 166-175. <https://doi.org/10.1016/j.cedpsych.2018.10.002>
2. ***Brandenberger, C. C.**, Hagenauer, G., & Hascher, T. (2018). Promoting students' self-determined motivation in maths: Results of a 1-year classroom intervention. *European Journal of Psychology of Education*, 33(2), 295-317. <https://doi.org/10.1007/s10212-017-0336-y>
1. ***Brandenberger, C.C.**, Hagenauer, G., & Hascher, T. (2017). Zum Zusammenspiel von Mathematikleistung, Schüler/innenmotivation und Lernemotionen auf der Sekundarstufe 1 – ein Vergleich zwischen Schüler/innen mit und ohne Migrationshintergrund in der Schweiz. [The interplay between math achievement, student motivation and learning emotions in secondary school – A comparison of students with and without a migration background in Switzerland]. *Schweizerische Zeitschrift für Bildungswissenschaft [Swiss Journal of Educational Research]*, 39(2), 374-393

CHAPTERS IN EDITED BOOKS

Campbell, L. O., Tinstman Jones, J. L., **Sutter, C.C.**, & Stickl Haugen, J. (2023). Tweet others as you wish to be tweeted: analyzing cyberharassment of public figure. *Handbook of Social Media in Education, Consumer Behavior, and Politics* (pp. 123-138). Academic Press.

Sutter, C. C. & Hascher, T. (2021). Emotionen im Mathematikunterricht. [Emotions in math instruction]. In M. Gläser-Zikuda, F. Hoffmann & V. Frederking (Eds.). *Emotionen und Unterricht. Pädagogische und fachdidaktische Perspektiven [Emotions and Instruction. Pedagogical and Subject-Specific Perspectives]*. Stuttgart: Kohlhammer-Verlag.

Hascher, T., **Sutter-Brandenberger, C.C.** & Liechti, E. (2020). Motivationstheorien [Motivational Theories]. In M. Harant, U. Küchler & P. Thomas (Hrsg.), *Theorien! Horizonte für die Lehrerbildung [Theories! Opportunities for Teacher Education]*. Tübingen: Tübingen University Press.

MANUSCRIPTS UNDER REVIEW, SUBMITTED, OR IN PREPARATION

Sutter, C. C., Jackson, M. C., & Son, J. Y. (submitted). High School Students' Perceptions of and Attitudes Towards R Programming in Statistics and Data Science.

Sutter, C. C., Totonchi, D. A., DeCoster, J., Barron, K. E., & Hulleman, C. S. (in preparation). Within and Between-Level Variation in Motivation: Replicating and Extending Previous Findings in Hispanic-Serving Institutions.

Sutter, C. C., Williams, C. L., & Hulleman, C. S. (submitted). Differences in growth mindset's filtering function at the intersection of race and gender.

Thoman, D., **Sutter, C. C.**, Smith, J., & Hulleman, C. S. (revise and resubmit). Purpose and Relevance. Helping Students See and Identify Purpose and Relevance in Life Sciences Courses. *CBE-Life Sciences Education (LSE)*.

Hulleman, C. S., Totonchi, D., Barron, K., **Sutter, C. C.**, Tibbetts, Y., Hulleman, T., & Thoman, D. (revise and resubmit). From Student to Equitable System Change: The Evolution of the Utility-Value Intervention.

Campbell, L. O., Rujimora, J., Howard, C., Gao, Xueying, Lambie, G.W., & **Sutter, C. C.** (submitted). Exploring the Fidelity of Implementation of a Computer Adaptive Reading Program: Teacher Typologies.

WHITE PAPERS, RESEARCH REPORTS, AND CONFERENCE PROCEEDINGS

Sutter, C. C., Tucker, M., Givvin, K., & Hulleman, C. S., (2021). How Much Students Value An Introductory Statistics Course, How Value Levels Change Across The Term, And How They Predict Learning. IASE 2021 Satellite Paper – Refereed (DOI: 10.52041/iase.nrube)

Campbell, L. O., Lambie, G.W., Howard, C., **Sutter, C. C.** & Gao, X. (2020). *A Case Study of Teachers and their Instructional Practices with the Istation Reading Program*. University of Central Florida.

Campbell, L.O., Lambie, G. W., Howard, & C. **Sutter, C. C.** (2020). *Istation Report for a School District in a Southwestern State*. University of Central Florida.

Campbell, L. O., Howard, C.C., **Sutter, C. C.**, & Lambie, G. W. (2020). *Fidelity of Implementation of Istation Reading. Research for Innovations in Education Group*. University of Central Florida.

Campbell, L. O., **Sutter, C. C.** & Lambie, G. W. (2019). *Measuring the Predictability of Istation Indicators of Progress Early Reading (ISIP-ER) Scores on Virginia Standards of Learning (SOL). Grades 3 through 8*. University of Central Florida.

Campbell, L. O., Lambie, G. W., **Sutter, C. C.**, & Howard, C. (2019). *Overview Report of a Mid-Atlantic School District*. University of Central Florida.

Campbell, L. O., **Sutter, C. C.**, Lambie, G. W., & Tinstman Jones, J. (2019). *Measuring the predictability of Istation Indicators of Progress Early Reading scores on Renaissance STAR Reading® scores*. University of Central Florida.

Campbell, L.O., Lambie, G. W., & **Sutter, C. C.** (2018). *Florida Report – Year 3*. University of Central Florida.

Campbell, L. O., Lambie, G.W., **Sutter, C.C.** (2018). *Florida Longitudinal Report of the Istation Reading Project: A Florida Senate Appropriation*. University of Central Florida.
<https://ccie.ucf.edu/mirc/istation-researchproject/>

Campbell, L. O., Lambie, G. W., **Sutter, C. C.**, Bickham, A. R., & Pulse, L. P. (2018). *Measuring the Predictability of Istation Indicators of Progress Early Reading (ISIP-ER) Scores on Florida Standards Assessment (FSA) Scores*. University of Central Florida.

BLOG POSTS

Sutter, C. C. (2024). *Data-driven Research Accelerating Math Education*. CourseKata.
<https://blog.coursekata.org/dream-edu-2023>

CONFERENCE PRESENTATIONS

Presentations at national and international conferences

Son, J.Y., Jackson, M., **Sutter, C.C.**, & Rivas, M. (December, 2024). Advancing Racial Equity in Undergraduate Statistics through Systems Improvement. PsychTERMS 2024 (Teaching to Enhance Research Methods & Statistics in Psychology).

Jackson, M., **Sutter, C. C.**, Givvin, K., Stiger, J.W., & Son, J.Y. (October, 2024). A “Better Book” Approach to Addressing Equity in Statistics Education. Inspire 2024 Convening, Los Angeles, CA, <https://calearninglab.org/inspire-2024/>

Sutter, C. C., Totonchi, D. A., DeCoster, J., Barron, K. E., & Hulleman, C. S. (August, 2024). Between- and Within-Student Variation in Expectancy-Value Beliefs in Introductory Statistics. **C. C. Sutter**, Situational Nature of Motivation and Emotion in Education [Symposium]. International Conference on Motivation (ICM), Bern, Switzerland.

Totonchi, D. A., **Sutter, C. C.**, Tibbetts, Y., DeCoster, J., Davis, J., Francis, M. K., Huelskoetter, E., Barron, K. E., & Hulleman, C. S. (April, 2024). Learning Contexts Matter: Heterogeneity in Utility-Value Intervention Effects. In D. A. Totonchi & **C. C. Sutter** (co-chairs), Context Matters: Learning Environments Impact When Motivational Interventions are (or aren't) Effective [Symposium]. American Educational Research Association, Philadelphia, PA.

Jackson, M., **Sutter, C.C.**, Givven, K., Stigler, J., & Son, J. (2023, November). A “Better Book” Approach to Addressing Equity in Statistics Education. Symposium presented at the 2024 CSU Symposium on Teaching and Learning , San Bernadino, CA.

Cilali, B., Michou, A., Daumiller, M., Hulleman, C. S., Barron, K., & **Sutter, C. C.** (August, 2023). *Do mindset beliefs relate to other forms of motivation?* 20th Biennial EARLI Conference. Thessaloniki, Greece.

Sutter, C.C., Williams, C. L., & Hulleman, C. S. (2023, April 21-26). Interrelations between mindset beliefs, stereotype threat, motivation, and achievement at the intersection of gender/race. In V. Diaz & A. Master, *Perceptions of the Self, Social Identities, and STEM Fields: Influences on STEM Motivation and*

Participation [accepted conference symposium]. American Educational Research Association, Chicago, IL, United States.

Sutter, C. C., Givvin, K. A., Solomon, P. L., Leandro-Ramos, A. & Givvin, K. B. (2023, April 21-26). *Latinx Students' Concerns About Their Introductory Statistics Course: Differences by Institution Type Necessitate Tailored Interventions* [accepted paper presentation]. American Educational Research Association, Chicago, IL, United States.

Sutter, C.C., Givvin, K. B., & Hulleman, C. S. (2023, April 21-26). *Concerns and challenges in introductory statistics: Correlates with achievement motivation and future interest and patterns by gender/URM*. [roundtable]. American Educational Research Association, Chicago, IL, United States.

Totonchi, D. A., **Sutter, C. C.**, DeCoster, J., & Hulleman, C. S. (2023, April 21-26). *Predictors and Outcomes of Situational Expectancies, Values, and Costs: Evidence from an Introductory Statistics Course*. [accepted for roundtable]. American Educational Research Association, Chicago, IL, United States.

Sutter, C.C., Tucker, M., Solomon, P., Leandro-Ramos, A., Givvin, K. B., Givvin, K., & Hulleman, C. S. (2022, April). *Exploring pre- and mid-COVID concerns in an introductory statistics course and their correlates with expectancy-value-cost theory*. Paper presented at AERA Annual Meeting. San Diego, CA

Sutter, C.C., Tucker, M., Givvin, K. B., & Hulleman, C. S. (2021, August). *How much students value an introductory statistics course, how value levels change across the term, and how they predict learning*. Paper presented at the IASE 2021 Satellite Conference: Statistics Education in the Era of Data Science. Online Conference.

Sutter, C.C., Campbell, L.O., & Howard, C. (2021, April). *The role of self-determined motivation, self-concept, and home contextual components in reading achievement among American Indian students*. SIG-Motivation in Education Session ("Motivation in Underrepresented Populations: Black, Indigenous, and People of Color and Students with Disabilities"). Paper presented at AERA Annual Meeting. Orlando, FL (Online).

Tinstman Jones, J., Campbell, L.O., Stickl Haugen, J., & **Sutter, C.C.** (2021, April). *Bullying as a risk for self-destructive behaviors: Call for awareness and advocacy*. Paper presented at AERA Annual Meeting. Orlando, FL (Online).

Sutter, C.C. & Hascher, T. (2020, September). *Trajectories of adolescents' motivation in mathematics: Contextual and individual impact factors*. Paper accepted at the ICM. Conference. Dresden, Germany (cancelled due to Covid19).

Sutter, C.C. & Hascher, T. (2020, August). *Low-achieving secondary school students' development of motivation in mathematics: Initial motivation level and intervention participation*. Paper accepted at the Congress of the Swiss Society for Research in Education (SSRE). Bienne, Schweiz (online conference due to Covid19).

Sutter, C.C. & Hascher, T. (2020, June). *The role of contextual and individual factors in the development and promotion of students' self-determined motivation in mathematics*. Paper accepted at the SELF Conference. Québec, Canada (postponed due to Covid19).

Sutter, C.C., Campbell, L.O., & Lambie, G.W. (2019, Oktober). *Personalized computer-adaptive reading for all learners*. Association for Educational Communications & Technology (AECT). Las Vegas, United States.

Hascher, T. & **Sutter-Brandenberger, C.C.** (2018, September). *Promoting positive emotions and reducing negative emotions during early secondary education*. Symposium 'Education and Emotion: The relevance of emotions in our lives and learning histories'. European Educational Research Association (ECER). Free University Bolzano, Italy.

Hascher, T. & **Sutter-Brandenberger, C.C.** (2018, August). *Two-year classroom intervention based on SDT and its effect on autonomous motivation in math*. International Conference on Motivation (ICM). Aarhus University, Denmark.

Hascher, T., **Brandenberger, C.C.**, Hagenauer, G., & Moser, N. (2017, Sept.). Wohlbefinden und

Lernfreude im Jugendalter: Befunde einer Interventionsstudie [*Wellbeing and learning enjoyment during adolescence: Findings of an intervention study*]. Conference of the Departments of Developmental and Educational Psychology. University of Münster, Germany.

Brandenberger, C.C., Hagenauer, G., & Hascher, T. (2017, August). *Enhancing adolescents' self-determined motivation and self-concept in math – An intervention study*. European Association for Research on Learning and Instruction (EARLI). University of Tampere, Finland.

Brandenberger, C.C., Hascher, T., & Hagenauer, G. (2017, June). Mathematik, Motivation und Migration: Zum Zusammenhang zwischen Mathematikleistung und motivational-emotionalen Merkmalen [*Math, motivation and migration: The Interplay between math achievement and motivational-emotional characteristics*]. Congress of the Swiss Society for Research in Education. Fribourg, Switzerland.

Brandenberger, C.C., Moser, N. & Hascher, T. (2017, June). Eine Langzeitintervention zur Förderung der Motivation im Mathematikunterricht [*A long-term intervention to promote motivation in mathematics*]. Symposium Schulische Interventionsforschung und der Faktor Zeit. Congress of the Swiss Society for Research in Education. Fribourg, Switzerland.

Brandenberger, C.C., Moser, N. & Hascher, T. (2017, March). *Förderung der Motivation im Mathematikunterricht – Geschlechtsspezifische Ergebnisse einer Interventionsstudie*. [*Promoting motivation in mathematics – Gender-specific results of an intervention study*]. 5th Association of Empirical Educational Research (GEBF). Heidelberg, Germany.

Hascher, T., Hagenauer, G., **Brandenberger, C.C.**, & Moser, N. (2017, March). *Veränderungen des schulischen Wohlbefindens und der Lernemotionen im ersten Jahr der Sekundarstufe I* [*Development of students' well-being and learning emotions in seventh grade*]. 5th Association of Empirical Educational Research (GEBF). Heidelberg, Germany.

Brandenberger, C. C., Hascher, T. & Hagenauer, G. (2016, September). *Mathematikleistung und motivational-emotionale Merkmale: Zur Rolle des Migrationshintergrundes* [*Math achievement and motivational-emotional characteristics: The Role of migration background*]. 81st conference of the German Society of Education, Section of Empirical Educational Research. Rostock, Germany.

Brandenberger, C. C. (2016, September). *Entwicklung und Förderung der selbstbestimmten Motivation in Mathematik* [*Development and promotion of students' self-determined motivation in*

maths]. 81st conference of the German Society of Education, Section of Empirical Educational Research. Rostock, Germany.

Brandenberger, C.C. (2016, August). *Motivation, mathematics and migration. Maintaining and fostering students' positive learning emotions and learning motivation in math instruction during adolescence with a special focus on immigrant vs. non-immigrant students*. International Pre-Conference on Motivation (ICM). Thessaloniki, Greece.

Hascher, T., **Brandenberger, C. C.**, Moser, N., Hagenauer, G. (2016, June). Förderung von Lernmotivation und Emotionen im Fach Mathematik auf der Sekundarstufe [Promoting learning motivation and positive emotions in maths at the secondary level]. Congress of the Swiss Society for Research in Education. Lausanne, Switzerland.

Poster Presentations

Sutter, C.C., (2022, September). *Incoming concerns in introductory statistics: Centering the voices of students from underrepresented communities at different institutions*. Poster presented at the Society for Research on Educational Effectiveness (SREE) Conference. Arlington, VA.

Sutter, C.C., & Chris S. Hulleman (2022, September). *Designing a utility-value intervention in introductory statistics to maximize change for students from underrepresented racial minority backgrounds*. Poster presented at the Society for Research on Educational Effectiveness (SREE) Conference. Arlington, VA.

Cilali, B., Michou, A., **Sutter, C.C.**, Hulleman, C. S., & Barron, K. (2021, October). *Mindset and motivation: A meta-analytic review*. Poster presented at the Society for Research on Educational Effectiveness (SREE) Conference. Washington, DC (Online).

Sutter, C.C. (2021, April). *Age differences in American Indian students' self-determined and controlled reading motivation: Development across grades 3 through 8*. Poster presented at AERA Annual Conference. Orlando, FL (Online).

Sutter, C.C., Stickl Haugen, J., Tinstman Jones, J. & Campbell, L.O. (2020, June). Teachers' motivation and intention to participate in anti-bullying training and intervene in school bullying. Poster to be presented at the SELF Conference. Quebec, Canada. (postponed due to Covid19)

Sutter, C.C. & Campbell, L.O. (2020, June). Motivation, self-concept, and achievement in reading among American Indian students. Poster presented at the SELF Conference. Quebec, Canada. (postponed due to Covid19)

Sutter, C.C. & Hascher, T. (2020, Apr 17 - 21) Self-determination theory-based intervention: The role of initial motivation level and researcher-teacher collaboration. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/yx7ktmu9> (Conference Canceled)

Sutter, C.C., Campbell, L. O. & Lambie, G. W. (2020, Apr 17 - 21) Struggling students' reading achievement: Benefits of technology beyond the walls of the classroom. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/szwvhk4> (Conference Canceled)

Campbell, L. O., **Sutter, C.C.**, Tintsmann Jones, J. & Lambie, G. W. (2020, Apr 17 - 21). Teacher perspectives on promising practices for computer-adaptive reading. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/w4gbf44> (Conference Canceled)

Sutter, C.C., Hagenauer, G., & Hascher, T. (April, 2019). Promoting low-achieving students' motivation and self-concept in mathematics. Results of a two-year classroom-based intervention. Poster presented at the American Educational Research Association. Toronto, Canada.

Sutter, C.C., Campbell, L.O., Lambie, G.W. & Stickl Haugen, J. (April, 2019). Democratizing reading evidence in a computer-adaptive learning environment: The quest for improving achievement inequalities. Poster presented at the American Educational Research Association. Toronto, Canada.

Campbell, L.O., **Sutter, C.C.** & Lambie, G.W. (April, 2019). Hearing the voice of the teacher: Perspectives of professional development. Poster presented at the American Educational Research Association. Toronto, Canada.

Brandenberger, C.C. (2017, August). Promoting at-risk students' self-determined motivation and self-concept in maths. Results of a one-year intervention study. Junior Researchers (JURE) of the European Association for Research on Learning and Instruction (EARLI). University of Tampere, Finland.

OTHER CONFERENCE PARTICIPATION

Organized symposia:

- 2024** **Sutter, C. C.**, Situational Nature of Motivation and Emotion in Education [Symposium]. International Conference on Motivation (ICM), Bern, Switzerland.
- 2024** Totonchi, D. A. & **Sutter, C. C.** (co-chairs), Context Matters: Learning Environments Impact When Motivational Interventions are (or aren't) Effective [Symposium]. American Educational Research Association, Philadelphia, PA.

Chair:

- 2024** **Poster session chair "Motivation and Mathematics"**. 18th International Conference of Motivation and Emotions (ICM).
- 2017** **Paper session chair „Learning and Motivation“**. 21th Conference of the Junior Researchers (JURE) of the European Association for Research on Learning and Instruction (EARLI)

Organized conferences/workshops:

- 2024** **Sutter, C. C.**, Son, J., Fan, J. & Zheng, K. DREAM Data-driven Research Accelerating Math Education) 2024.
- 2023** **Sutter, C. C.**, Son, J., Fan, J. & Mullins, A. DREAM (Data-driven Research Accelerating Math Education) 2023.

HONORS

2016 Selected Participant Summer School on Motivation and Emotion

International Conference on Motivation (ICM), Thessaloniki Greece

GRANTS AND FUNDING

Funded: **Beliefs about Ability as a Filter of Environmental Cues (2021)**

PI: Dr. Claudia C. Sutter

Agency: Student Experience Research Network's (SERN)

Amount: \$1,825

Period: April-November 2021

Funded: **Workshop 'Experience Sampling Methods' (2017)**

PI: Dr. Claudia C. Sutter

Agency: University of Bern

Amount: \$2,537

Period: Feb. 24-25, 2017

PROFESSIONAL AFFILIATIONS

2020-2022 Society for Research on Educational Effectiveness (SREE)

2019- American Psychological Association (APA)

Division 15: Educational Psychology

2018- American Educational Research Association (AERA)

Division C: Learning and Instruction

Division K: Teaching and Teacher Education

SIG Motivation in Education; SIG Teaching Educational Psychology

2017- European Association for Research on Learning and Instruction (EARLI)

SIG Motivation and Emotion; SIG Metacognition; Junior Researchers of EARLI

2017- German Society for Educational Science

2015- Swiss Society for Research in Education

TEACHING

COLLEGE LEVEL

- Summer 2021** **Summer Psychology and Education (PSYCH 133F)** [Instructor of Record]
Department of Psychology, University of California, Los Angeles
- Fall 2019** **Multimedia for Education and Training (EME 6507)** [Teaching Assistant]
College of Education and Human Development, University of Central Florida, Orlando
- Fall 2017** **Fostering Learning Motivation** [Instructor of Record]
Department of Learning and Instruction, University of Bern, Switzerland
- Fall 2016** **Research Internship: Promoting Motivation and Positive Emotions in School (Part II)**
[Teaching Assistant]
Department of Learning and Instruction, University of Bern, Switzerland
- Spring 2016** **Research Internship: Promoting Motivation and Positive Emotions in School (Part I)**
[Teaching Assistant]
Department of Learning and Instruction, University of Bern, Switzerland
- Fall 2015** **Research Internship: Promoting Motivation and Positive Emotions in School (Part II)**
[Teaching Assistant]
Department of Learning and Instruction, University of Bern, Switzerland
- Spring 2015** **Research Internship: Promoting Motivation and Positive Emotions in School (Part I)**
[Teaching Assistant]
Department of Learning and Instruction, University of Bern, Switzerland

K-12

- 2014-2017** **Substitute teacher 7th – 9th grade in secondary schools**
Bern, Switzerland

INVITED GUEST LECTURES AND TALKS

- 05/2024** **A “Better Book” Approach to Addressing Equity in Statistics Education (May 22, 2024)**
Teaching Innovation Potluck, CourseKata (together with Matt Jackson)
- 03/2024** **Expectancy-Value-Cost Research (March 27, 2024)**
Course: Motivation in Achievement Contexts
University of Virginia, USA (virtual)
- 01/2022** **Motivation, Mindsets, and Interventions (January 27, 2021)**
Course: Psychology, Scientific Work, and Research Methods

- University of Salzburg, Austria (virtual)
- 10/2021 Introduction to Intervention Research (October 10, 2021)**
 Course: Promoting Motivation in Education
 University of Bern, Switzerland (virtual)
- 09/2021 Motivation in Education (September 10, 2021)**
 Course: Motivation, Metacognition, and Affect
 Worcester Polytechnic Institute, USA (virtual)
- 02/2021 Motivation in Education (April 24, 2021)**
 Course: Developmental & Learning Sciences
 University of Cincinnati, USA (virtual)
- 10/2017 Promoting Motivation and Positive Emotions in Math in Secondary Education**
 Lecture Series “Improving Instruction – Cooperation of Research and Practice”
 University of Bern, Switzerland

STUDENT MENTORING AND SUPERVISION

Research Mentorship

CourseKata Research Interns

- Dexter Mack (2024)
- Justin Gong (2024)
- Hairan Liang (2024)
- Muzhen Shen (2024)
- Faith Haile (2023-2024)
- Cynthia Du (2024)

UCLA Psych 196A/B

- Katrina Iguban (2024)
- Ella Hokanson (2023-2024)
- Irene Zhu (2023)
- Taylor Duarte (2022)

Student Dissertation Committee

External Dissertation Committee Member

- Brandi Goodman (University of Central Florida, Orlando)

PROFESSIONAL DEVELOPMENT

CERTIFICATES

- 2024 Teaching English to Speakers of Other Languages (TESOL)**
University of California, Los Angeles
- 2019 SEL for Students: A Path to Social Emotional Well-Being**
Online non-credit course authorized by University of Colorado Boulder (Coursera)
- 2019 Leading for Equity, Diversity and Inclusion in Higher Education**
University of Michigan, United States | Coursera
- 2017 Certificate of Advanced Studies (CAS) in Teaching in Higher Education**
University of Bern, Switzerland

ADVANCED METHODS TRAINING

- Multilevel Modeling Using Mplus - Part I**, Scott Colwell; Enablytics, remote (2020)
- Advanced Structural Equation Modeling**, Scott Colwell; Enablytics), remote (2020)
- Introduction to Structural Equation Modeling**, Paul Allison, Vancouver, Canada (2020)
- Empirical Methods in Teaching and Learning: Intervention Studies Part II**, Bernhard Schmitz,
University of Bern, Switzerland (2017)
- Experience Sampling**, Melanie Keller, University of Bern, Switzerland Switzerland (2017)
- Videoanalyses**, Angelika Meier, University of Bern, Switzerland Switzerland (2017)
- Missing Data**, Alexander Robitzsch, University of Bern, Switzerland
- Structural Equation Modeling**, Edgar Schoreit, DGFE Conference, University of Kassel, Germany (2016)
- Introduction to Quantitative Methods**, Renate Moeller, DGFE-Summer School, Berlin/Erkner,
Germany (2016)
- Dealing with Complex Data Sets Using the Swiss Household Panel**, Florence Lebert & Gian-Andrea
Monsch, University of Bern, Switzerland (2016)
- Better ways to demonstrate longitudinal effects**, Kai Cortina, 15th Conference on Motivation,
Thessaloniki, Greece (2016)
- Quantitative Longitudinal Studies in Mplus**, Malte Jansen, DGFE-Summer School, Berlin/Erkner (2015)
- Multilevel Analysis**, Knut Schwippert, DGFE-Summer School, Berlin/Erkner (2015)
- Empirical Methods in Teaching and Learning: Intervention Studies Part I**, Detlev Leutner,
University of Bern, Switzerland (2015)
- Jumpstart Mplus**, Jeannette Brodbeck, University of Bern, Switzerland (2015)

SERVICE

NATIONAL SERVICE

- since 2016 **Peer Reviewer:** British Journal of Educational Psychology; Gifted Child Quarterly; Reading Psychology; Contemporary Educational Psychology; Teacher and Teacher Education; Oxford Review of Education; Motivation and Emotion' American Educational Research Association (AERA; Special Interest Group Motivation in Education, 2020, 2021, 2022); European Association for Research on Learning and Instruction (EARLI; Special Interest Group Motivation and Emotion, 2018); JURE (Junior Researchers of EARLI, 2017)
- 2019-2022 **Early Career Researcher Mentoring Subcommittee**
American Educational Research Association (AERA), SIG Motivation in Education
- 2020-2021 **Early Career Researcher Networking and Community Building Subcommittee**
American Educational Research Association (AERA)
Motivation in Education Special Interest Group

UNIVERSITY SERVICE

- 2021 **Mentor, Virginia Education Science Training (VEST) Pre-doctoral Fellows**
- 2021 **Mentor**, BruinSynaptoGenesis, Networking and Professional Development for Psychology and Related Majors, UCLA
- 2021 **Review Committee: Postdoc Mentoring Award**, UCLA
- 2016-2017 **Co-Host of the National Future Day (for male students in grades 5-7)**
University of Bern, Switzerland, Department of Learning and Instruction
- 2015-2017 **Co-Coordinator, Annual Scientific Advisory Board Meeting**
Swiss National Science Foundation (SNSF) Project "Maintaining and fostering students' positive learning emotions and learning motivation in maths instruction during adolescence". University of Bern, Switzerland

COMMUNITY SERVICE

- 2016-2017 **Mentor**, Rock Your Life Bern (A non-profit, educational initiative that targets adolescents from socially disadvantaged backgrounds with weak educational support and connects them with university students specially trained to help the adolescents transition into professional life)
- 2012-2015 **Mentor**, Caritas Bern (Project "With Me" mediates volunteers for kindergarten- and school-aged children from socially isolated and disadvantaged backgrounds with the aim to strengthen the children in their development and improve their social skills)