CURRICULUM VITA

Anne E. Cook

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Education:

2000 Ph. D.	Cognitive Psychology University of New Hampshire Durham, New Hampshire	
2000 M. S.	College Teaching University of New Hampshire Durham, New Hampshire	
1997 M.A.	Cognitive Psychology University of New Hampshire Durham, New Hampshire	
1995 B.A.	Psychology (Cum Laude) (minor in English) Louisiana State University Baton Rouge, Louisiana	

Professional Experience:

2022 – present	Director, Martha Bradley Evans Center for Teaching Excellence, University of Utah
2020 – present	Special Assistant, Office for Faculty, University of Utah
2014 – present	Professor of Educational Psychology, University of Utah
2020 – 2022	University Professor, University of Utah
2017 – 2019	Director of Student and Faculty Affairs, College of Education, University of Utah
2014 – 2019	Department Chair, Educational Psychology, University of Utah

2013	Associate Department Chair, Educational Psychology, University of Utah
2009 – 2015	Adjunct Associate Professor of Linguistics, University of Utah
2007 - 2014	Associate Professor of Educational Psychology, University of Utah
2007 - 2008	Adjunct Associate Professor of College Teaching, University of New Hampshire
2004 - 2007	Adjunct Assistant Professor of College Teaching, University of New Hampshire
2002 - 2007	Assistant Professor of Educational Psychology, University of Utah
2001 - 2002	Eye-tracking Laboratory Manager, University of Massachusetts
2000 - 2002	Reading Laboratory Manager, University of Massachusetts
2000 - 2002	NIMH Postdoctoral Trainee, University of Massachusetts
1996 - 2000	Supervisor of Cognitive Psychology Laboratory, University of New Hampshire
1995 - 2000	Research Assistant, Cognitive Psychology, E. J. O'Brien, Principal Investigator, University of New Hampshire

Grant Funding:

Cook, A. E., Pagano, K., & Halstrom, T. A. (2022-2024). Development of a Research Mentoring Effectiveness Framework. Office of Research Education, University of Utah (PI; $5,000).

Godsey, Hl, Burbank, M., Gerton, J., Cook, A., & Barth-Cohen, L. (2021-2025). The Utah Collaborative for Equitable STEM Teaching *UCERT. National Science Foundation, Robert Noyce Teacher Scholarship Program. (coPI; $1,447,781)

Godsey, H., Barth-Cohen, L., Burbank, M., Gerton, J., & Rorrer, A. (2019-2020). The Utah Collaborative to Build Capacity for a Streamlined BS/MEd Program in Science Teacher Preparation. National Science Foundation, Robert Noyce Teacher Scholarship Program. (Senior Personnel; $125,000)

Cook, A. E. (2013). Inferences during reading: Bringing together 25 years of multidisciplinary research. University Research Committee Creative Project Grant. University of Utah. (PI;

$4,000).

Cook, A. E., Hacker, D. J., Woltz, D., & Kircher, J. C. (2011). Oculomotor test for deception in screening environments. Sub-contract with U. S. Army Intelligence Center of Excellence. (PI; $2,326,187; approved but not funded).

Hacker, D. J., & Cook, A. E. (2010). Oculomotor test for deception on a personal information document. Technology Commercialization Grant, University of Utah (coPI: $50,000).

Butcher, K., Cook, A. E., & Zheng, R. (2009-2012). Is there an educational advantage to NSDL? Assessing impact on cognitive processes and learning outcomes during resource selection and use. National Science Foundation. (coPI; $328,905)

Jones, T., Battistone, M. J., Cook, A. E., & Van Woerkum, R. C. (2007). What are you reading?: A survey of the reading habits of medical students. Interdisciplinary Seed Grant, University of Utah. (coPI; $4,200).

Yaros, R. A., & Cook, A. E. (2006). Health literacy and the Internet: An interdisciplinary seed grant proposal for investigating the public's processing of health information. Interdisciplinary Seed Grant, University of Utah. (coPI; $5,000)

Hacker, D. J., & Cook, A. E. (2004). Technology Assisted Curriculum Center proposal for Learning, Literacy, and Development, University of Utah (coPI; $5,000).

Cook, A. E. (2002). Monitoring Comprehension Processes in Reading and Writing-to-Learn Tasks. University Research Committee Grant, University of Utah (PI; $6,000).

Patent Application

Kircher, J. C., Cook, A. E., & Hacker, D. J. (2010). Oculomotor test for Deception. Provisional patent submitted to the United States Patent Office.

Peer-Reviewed Publications (* indicate student co-authors):

*Creer, S. D., Cook, A. E., & O'Brien, E. J. (2020). Can readers fully adopt the perspective of the protagonist? *Quarterly Journal of Experimental Psychology, 73,* 664-675.

Cook, A. E., & *Wei, W. (2019). What can eye movements tell us about higher level comprehension? *Vision*, *3*, 45-61.

*Creer, S. D., Cook, A. E., & O'Brien, E. J. (2019). Taking the perspective of the

narrator. *Quarterly Journal of Experimental Psychology*, 72, 1055-1067.

Bovard, P. B., Kircher, J. C., Woltz, D. J., Hacker, D. J., & Cook, A. E. (2019). Effects of indirect questions on the ocular-motor deception test. *Polygraph and Forensic Credibility Assessment: A Journal of Science and Field Practice, 48*, 40-59.

Guéraud, S., *Walsh, E. K., Cook, A. E, & O'Brien, E. J. (2018). Validating information during reading: The effect of recency. *Journal of Research in Reading, 41, 85-101*.

*Walsh, E., Cook, A. E., & O'Brien, E. J. (2018). Processing real-world violations embedded within a fantasy world narrative. *Quarterly Journal of Experimental Psychology, 71,* 2282-2294.

*Creer, S. D., Cook, A. E., & O'Brien, E. J. (2018). Competing concept activation during comprehension of fantasy texts. *Scientific Studies of Reading, 22,* 308-320.

*Williams, C., Cook, A. E., & O'Brien, E. J. (2018). Validating semantic illusions during narrative comprehension. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 44,* 1414-1429.

Cook, A. E., *Walsh, E., Bills, M. A. A., Kircher, J. C., & O'Brien, E. J. (2018). Validation of semantic illusions independent of anomaly detection: Evidence from eye movements. *Quarterly Journal of Experimental Psychology, 7,* 113-121

Cook, A. E., & O'Brien, E. J. (2017). Fundamentals of inferencing during reading. *Language and Linguistic Compass*. DOI: 10.1111/lnc3.12246

*Wei, W., & Cook, A. E. (2016). Semantic size and contextual congruency effects during reading: Evidence from eye movements. *Discourse Processes,53,* 415-429.

O'Brien, E. J., & Cook, A. E. (2016). Coherence threshold and the continuity of processing: The RI-Val model of comprehension. *Discourse Processes, 53,* 326-338.

*Patnaik, P., Woltz, D. J., Hacker, D. J., Cook, A. E., Ramm, M. D. F., Webb, A. K, & Kircher, J. C. (2016). Generalizability of an ocular-motor test for deception to a Mexican population. *International Journal of Applied Psychology, 6.*

Cook, A. E. (2014). Processing anomalous anaphors. *Memory & Cognition, 42,* 1171-1185.

Cook, A. E., Lassonde, K. A., *Splinter, A., Guéraud, S., *Steigler, J., & O'Brien, E. J. (2014). The role of relevance in the activation and instantiation of predictive inferences. *Language and Cognitive Processes, 29,* 244-257.

Cook, A. E., & O'Brien, E. J. (2014). Knowledge activation, integration, and validation during narrative text comprehension. *Discourse Processes, 51,* 26-49.

*Colbert-Getz, J., & Cook, A. E. (2013). Revisiting effects of contextual strength on the subordinate bias effect: Evidence from eye movements. *Memory & Cognition, 41,* 1172-1184.

Cook, A. E., *Colbert-Getz, J., & Kircher, J. C. (2013). Number-of-Feature effects during reading: Evidence from eye movements. *Discourse Processes, 50 (3),* 210-225.

Rodriguez, C. M., Cook, A. E., & *Jedrziewski, C. T. (2012). Reading between the lines: Implicit assessment of the Association of Parental Attributions and Empathy with Abuse Risk. *Child Abuse & Neglect, 36*, 564-571.

Cook, A. E., Hacker, D. J., *Webb, A., Osher, D., Kristjansson, S., Woltz, D. J., & Kircher, J. C. (2012). Lyin' eyes: Ocular-motor measures of reading reveal deception. *Journal of Experimental Psychology: Applied, 18*, 301-313.

Zheng, R., & Cook, A. E. (2012). Solving complex problems: A convergent approach to cognitive load measurement. *British Journal of Educational Technology. 43*, 233-246.

Yaros, R., & Cook, A. E. (2011) Attention versus learning of online content: Preliminary findings from an eye-tracking study. *International Journal of Cyber Behavior, Psychology, and Learning, 1*, 49-69.

O'Brien, E. J., Cook, A. E., & Guéraud, S. (2010). Accessibility of outdated information. *Journal of Experimental Psychology: Learning, Memory, & Cognition, 36*, 979-991.

*Webb, A. K, Honts, C. R., Kircher, J. C., Bernhardt, P., & Cook, A. E. (2009). Effectiveness of pupil diameter in a probable-lie comparison question test for deception. *Legal and Criminological Psychology, 14*, 279-292.

Cook, A. E., Guéraud, S,. *Was, C. A., & O'Brien, E. J. (2007). Foregrounding effects during reading, revisited. *Discourse Processes, 44*, 91-112.

*Speer, L. L., Cook, A. E., McMahon, W. M., & Clark, E. (2007). Face processing in children with autism: Effects of stimulus contents and type. *Autism, 11*, 265-277.

Rayner, K., Cook, A. E., Juhasz, B. J., & Frazier, L. (2006). Immediate disambiguation of lexically ambiguous words during reading: Evidence from eye movements. *British Journal of Psychology, 97*, 467-482.

Frazier, L., Carminati, M. N., Cook, A. E., Majewski, H., & Rayner, K. (2006). Semantic evaluation of syntactic structure: Evidence from eye movements. *Cognition, 99*, 53-62.

Cook, A. E., & Guéraud, S. (2005). What have we been missing? The role of general world knowledge in discourse processing. *Discourse Processes, 39*, 365-378.

Cook, A. E., Myers, J. L., & O'Brien, E. J. (2005). Processing an anaphor when there is no antecedent. *Discourse Processes, 39*,101-120.

Cook, A. E., & Myers, J. L. (2004). Processing discourse roles in scripted narratives: The influences of context and world knowledge. *Journal of Memory and Language, 50*, 268-288.

O'Brien, E. J., Cook, A. E., & Peracchi, K. A. (2004). Updating situation models: A reply to Zwaan and Madden. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 30*, 289–291.

Cook, A. E., Limber, J. E., & O'Brien, E. J. (2001). Situation-based context and the availability of predictive inferences. *Journal of Memory and Language, 44*, 220-234.

Mathews, R. C., Roussel, L. G., Cochran, B. P., Cook, A. E., Dunaway, D. L. (2000). The role of implicit learning in the acquisition of generative knowledge. *Cognitive Systems Research, 1*, 161-174.

Myers, J. L., Cook, A. E., Kambe, G., Mason, R. A., & O'Brien, E. J. (2000). Semantic and episodic effects on bridging inferences. *Discourse Processes, 29*, 179-199.

Cook, A. E., Halleran, J. G., & O'Brien, E. J. (1998). What is readily available during reading? A memory-based text processing view. *Discourse Processes, 26*, 109-129.

Edited Volume.

O'Brien, E. J., Cook, A. E., & Lorch, R. F. (2015). *Inferences during reading*. New York, NY: Cambridge University Press.

Book Chapters and Reviews:

Cook, A. E., & *Dutton, S. O. (in press). Text comprehension. Oxford Bibliographies.

Pagano, K., Cook, A. E., & Halstrom, T. A. (2024). Emerging stronger with HyFlex Teaching. In J. Chin or M. Kozimor (Eds.). *Emerging Stronger: Pedagogical Lessons from the Pandemic* (pp.21-38). New York, NY: Routledge.

Tripeny, P., Pagano, K., Cook, A. E., & *O'Farrell, K. (2024). The University of Utah Center for Teaching and Learning Excellence (CTLE). In R. A. R. Gurung, & D. Plaza (Eds.) *Higher education beyond COVID: New teaching paradigms and promise* (pp. 90-103). Sterling, VA: Stylus Publishing Co.

Cook, A. E., & O'Brien, E. J. (2024). Walking the fine line between passive and strategic validation processes in reading. In P. Gygax & S. Zufferey (Eds.) *Handbook of experimental linguistics* (pp. 235-249). New York, NY: Routledge.

Cook, A. E., *Potts, A., *Kupcova, M., Hacker, D. J., Woltz, D. J., & Kircher, J. C. (in press). Using pupillometry in the detection of deception. In S. Goldsmith & M. Papesh (Eds.). *Modern pupillometry: Cognition, neuroscience, and practical applications*. Springer.

Cook, A. E., & O'Brien, E. J. (2019). Fundamental components of reading comprehension. In K. Rawson & J. Dunlosky (Eds.) *Cambridge Handbook of Cognition and Education*. New York, NY: Cambridge University Press.

*Wei, W., *Hudson, M. A., & Cook, A. E. (2019). Using primary research literature to teach critical thinking in pre-service teacher education. In G. J. Mariano & F. J. Figliano (Eds.), *Handbook of research on critical thinking strategies in pre-service learning environments*. (pp. 448-469). Hershey, PA: IGI Global.

Cook, A. E., *Wei, W., & *Preziosi, M. A. (2018). The use of ocular-motor measures in a convergent approach to studying cognitive load. In R. Zheng (Ed.). *Cognitive load measurement and application: A theoretical framework for meaningful research and practice*. (pp. 112-128). New York, NY: Routledge.

Cook, A. E., & *Wei, W. (2017). Using eye movements to study reading processes: Methodological considerations. In C. A. Was, F. J. Sansoit, & B. J. Morris (Eds.). *Eye Tracking TechnolOogy Applications in Educational Research*. (pp. 27-47). Hershey, PA: IGI Global.

O'Brien, E. J., & Cook, A. E. (2016). Separating the activation, integration, and validation components of reading. In Ross, B. H. (Ed.). *The psychology of learning and motivation, Vol. 65*., 249-276.

Cook, A. E., & O'Brien, E. J. (2015). Passive activation and instantiation of inferences during reading. In E. J. O'Brien, A. E. Cook, & R. F. Lorch (Eds). *Inferences during reading*. (pp. 19-41). New York, NY: Cambridge University Press. (DOI: 10.1093/oxfordhb/9780199324576.013.16),

O'Brien, E. J., & Cook, A. E. (2015). Models of discourse comprehension. In A. Pollatsek, & R. Treiman (Eds.). *Handbook on reading*. (pp. 217-231). New York, NY: Oxford University Press.

Hacker. D. J., *Kuhlman, B., Kircher, J. C., Cook, A. E., & Woltz, D. J. (2014). Detecting deception using ocular metrics during reading. (pp. 159-216). In D.C. Raskin, C.R. Honts, & J. C. Kircher (Eds). *Credibility assessment: Scientific research and applications*. Elsevier.

Goldstein, S., Ozonoff, S., Cook, A. E., Clark, E. (2009). Current Research, Challenging Issues and Best Practices in the Assessment of Autism. In S. Goldstein, J. A. Naglieri, & S. Ozonoff (Eds.), *Assessment of Autism Spectrum Disorders* (pp. 358-372). New York, NY: Guilford Press.

Cook, A. E., Zheng, R., & *Blaz, J. W. (2009). Measurement of Cognitive Load During Multimedia Learning Activities. In R. Zheng (Ed.). *Cognitive Effects on Multimedia Learning*.(pp. 34-50). Hershey, PA: IGI Global Publishing Co.

Webb, A. K., Hacker, D.J., Osher, D., Cook, A.E., Woltz, D. J., Kristjansson, S. K., & Kircher, J. C., (2009). Eye movements and pupil size reveal deception in computer administered questionnaires. In D. D. Schmorrow, I. V. Estabrooke, & M. Grootjen (Eds.), *Foundations of Augmented Cognition. Neuroergonomics and Operational Neuroscience* (553-562). Berlin/Heidelberg: Springer-Verlag.

O'Brien, E. J., Cook, A. E., & *Derepentigny, K. A. (2001). The psychology of knowledge activation in text comprehension and problem solving. In W. Kintsch (Ed.) *The International Encyclopedia of the Social and Behavioral Sciences*, (vol.*12*, pp. 8114-8117). Pergamon, Oxford.

Cook, A. E. (2001). Basic processes in reading and rauding. [Review of the book *The causes of high and low reading achievement*]. *Contemporary Psychology: APA Review of Books, 46*, 618-619.

Published Abstracts and Proceedings:

Kuhlman, B. B., Webb, A. K., Patnaik, P., Cook, A. E., Woltz, D. J., Hacker, D. J., & Kircher, J. C. (2011). Evoked Pupil Responses Habituate During an Oculomotor Test for Deception. *Psychophysiology, 48,* S63. (Abstract)

*Webb, A., *Kristjansson, S. D, *Osher, D., Cook, A. E., Kircher, J. C., Hacker, D. J., & Woltz, D. J. (2006). Oculomotor measures of reading reveal deception in a mock crime experiment. *Psychophysiology, 43*, S105 (Abstract).

*Webb, A. K., *Kristjansson, S. D., *Osher, D., Cook, A. E., Kircher, J. C., Hacker, D. J., & Woltz, D. J. (2006) Multimethod assessment of deception on personnel tests: Reading, writing, and response time measures. *Journal of Credibility Assessment and Witness Psychology, 7(2),*164-168.

Instructional Guides

*Dean. S. C., Wei, W., Cook, A. E., & O'Brien, E. J. (2017). Teaching and learning guide for: Fundamentals of inferencing during reading. *Language and Linguistics Compass*. DOI: 10.1111/lnc3.12251

Manuscripts Under Review

Walsh, E. K., Wei, W., Cook, A. E., & O'Brien, E. J. (revise and resubmit). Fantasy-based violations of real-world knowledge: When witches can and cannot fly on broomsticks.

Williams, C. R., Cook, A. E., & O'Brien, E. J. (revise and resubmit). Validating anaphors of explicit and implicit antecedents.

Manuscripts in Preparation:

Butcher, K.R., Davies, S., & Cook, A. (in preparation). Cognitive effects of graphical search interfaces during online information seeking.

Creer, S. D., Cook, A. E., Preziosi, M. A., & O'Brien, E. J. (in preparation). What's in a name? Validation of semantic content from proper names.

Guéraud, S., Walsh, E., Cook, A. E., & O'Brien, E. J. (in preparation). Updating character profiles during reading comprehension.

Preziosi, M. A., & Cook, A. E. (in preparation). Examining sensory experience rating effects during reading using eye movements.

Wei, W., & Cook, A. E. (in preparation). Role of unexpectedness in antecedent retrieval.

Wei, W. *Hudson, M., *Pfaff, T., & Cook, A. E. (in preparation). Investigating combined and separate influences of semantic variables on processing during reading.

Research in Progress:

Hudson, M. A., & Cook, A. E. (in progress). Effects of functional shifts on processing during reading: Evidence from eye movements.

Lassonde, K., Cook, A. E., & O'Brien E. J. (in progress). Activation of racial stereotypes during reading.

Shimizu, H., Wei, W., & Cook, A. E. (in progress). Activation, integration, and validation of information while reading in a second language.

Smith, E., Walsh, E., Cook, A. E., & O'Brien, E. J. (in progress). Tracking information along spatial and temporal dimensions during reading.

Walsh, E. K., Cook, A. E., & O'Brien, E. J. (in progress). Validation of fantasy-based protagonists during narrative comprehension.

Wei, W., Hudson, M. A., & Cook, A. E. (in progress). Effects of word valence and class on processing during reading: Evidence from eye movements.

Invited Presentations:

Cook, A. E. (2023, September). The crucial role of technology in education. Invited address to United Arab Emirates Ministry of Education via the U.S. State Department of Educational and Cultural Affairs. Abu Dhabi, UAE.

Cook, A. E. (2023, June). Fostering a culture of pedagogical development and inquiry. Invited address to U. S. State Department of Educational and Cultural Affairs, Pakistan.

Cook, A. E. (2023, May). Mentoring from a pedagogical perspective. Invited address to mentors for the Summer Program for Undergraduate Research. University of Utah, Salt Lake City, UT.

Cook, A. E. (2018, December). Prediction in discourse processing. Invited address at workshop at Northwestern University. Evanston, IL.

Cook, A. E., Hacker D. J., Kircher, J.C., Potts, A., Raskin, D. Woltz, D., Patnaik, P., & Webb, A. (2018, September). Ocular-motor Deception Test. Invited address at the Association of International Polygraph Professionals. Oaxaca, Mexico.

Kircher, J. C., Woltz, D. J., Hacker, D. J., Cook, A. E., Webb, A. K, Patnaik, P. , Potts, A., & Raskin, D. (2017, August). Ocular-motor deception test. Invited address to the American Polygraph Association. Las Vegas, NV.

Kircher, J. C., Woltz, D. J., Hacker, D. J., Cook, A. E., Webb, A. K, Patnaik, P. , Potts, A., & Raskin, D. (2016, October). Ocular-motor deception test. Invited address to the Latin American Polygraph Association. Bogota, Colombia.

Cook, A. E., (2016, March). Knowledge activation, integration, and validation during reading. Roy Erickson Invited Lecture. Department of Psychology, University of New Hampshire, Durham, NH.

Cook, A. E., Hacker, D. J., Kircher, J. C., & Woltz, D. J. (May, 2012). Ocular-motor Deception Test: Review of Laboratory and Field Research. Invited address to the Society of Retired FBI Agents, Salt Lake City, UT.

Cook, A. E., Hacker, D. J., Kircher, J. C., & Woltz, D. J. (April, 2012). Ocular-motor Deception Test: Review of Laboratory and Field Research. Invited address to the Narcotic Affairs Section and Customs and Border Protection, organized by the National Center for Credibility Assessment, Denver, CO.

Cook, A. E. (2007, April). Lyin' Eyes: Oculomotor measures of reading reveal deception. Invited colloquium presented at Whitman College. Walla Walla, WA.

Cook, A. E. (2006, September). Using eye tracking technology to study cognitive processes in reading comprehension. Invited colloquium in the Department of Communication Sciences and Disorders, University of Utah. Salt Lake City, UT.

Cook, A. E. (2001, August). Reinstating the wrong antecedent: The Moses Illusion applied to reading comprehension. Invited colloquium presented at the University of Glasgow. Glasgow, Scotland.

Peer-Reviewed Presentations:

Godsey, H.S., Rocks, A., Burbank, M., Barth-Cohen, L., Zummo, L., Gupta, U., Gerton, J., Cook, A. E., & McMurray, R. (2023). Utah Collaborative for Equitable STEM Teaching (UCET): Innovative approaches to pre-service teacher preparation and support. Poster presented at the annual NSF Noyce Summit. Washington, D.C., June, 2023.

Ellerston, J., Schliep, M., Van Stan, J., & Cook, A. E. (2023). Expertise in interpretation of videolaryngostroboscopic images by speech-language pathologists: An examination via Eye-Tracking. Proposal submitted to the American Speech-Language-Hearing Association Convention. Boston, November, 2023.

Zummo, L., Barth-Cohen, L., Godsey, H., Burbank, M., and Cook, A. (2023). Using social and environmental justice issues as anchoring phenomena in an innovative science teaching methods course. Association for Science Teacher Educators (ASTE) Annual Conference, Salt Lake City, UT. January 14, 2023.

Creer, S. D., Cook, A. E., & O'Brien, E. J. (2019, July). Passive activation during perspective-taking. Paper submitted to the Society for Text and Discourse Annual Meeting. New York, NY.

Dean. S. C., Cook, A. E., & O'Brien, E. J. (2017, July). Reading skill and fantasy text

comprehension. Paper presented at the Society for Text and Discourse Annual Meeting. Philadelphia, PA.

Dean. S. C., Cook, A. E., & O'Brien, E. J. (2017, July). Taking the perspective of the narrator. Poster presented at the Society for Text and Discourse Annual Meeting. Philadelphia, PA.

Walsh, E. K., Cook, A. E., & O'Brien, E. J. (2017). Processing fantasy-based contradictions: When witches can and when they cannot fly on broomsticks. Paper presented at the Society for Text and Discourse Annual Meeting. Philadelphia, PA.

Wei, W., & Cook, A. E. (2017, July). The role of unexpectedness in antecedent retrieval. Poster presented at the Society for Text and Discourse Annual Meeting. Philadelphia, PA.

Williams, C., Cook, A. E., & O'Brien, E. J. (2017, July). Validating anaphors of explicit and implicit antecedents. Paper submitted to the Society for Text and Discourse Annual Meeting. Philadelphia, PA.

Williams, C., Cook, A. E., & O'Brien, E. J. (2016, July). Validating semantic anomalies. Paper presented at the Society for Text and Discourse Annual Meeting, Kassel, Germany.

Dean, S. C., Williams, C. R., Cook, A. E., & O'Brien, E. J. (2015, July). Comprehending fictional narratives: Overcoming the interference of general world knowledge. Poster submitted to the Society for Text and Discourse Annual Meeting, Minneapolis, MN.

Hudson, M. A., Davies, S., Butcher, K. R., & Cook, A. E. (2015, July). Using essays to evaluate learning: Results from human and computerized scoring approaches. Poster submitted to the Society for Text and Discourse Annual Meeting, Minneapolis, MN.

W. Wei, & Cook, A. E. (2015, July). Semantic size and contextual congruency effects during reading: Evidence from eye movements. Poster submitted to the Society for Text and Discourse Annual Meeting, Minneapolis, MN.

Patnaik, P. Woltz, D. J., Hacker, D. J., Cook, A. E., Webb, A. K, Raskin, D. C., & Kircher, J. C. (2015, March). Ocular-motor detection of deception in laboratory settings. Poster presented at the Annual Meeting of the American Psychology and Law Society.

Patnaik, P., Kircher, J.C., Cook, A.E., Hacker, D.J., & Woltz, D.J. (2014, September). Ocular-motor methods for detecting deception: Direct versus indirect interrogation. Poster presented at the Society for Psychophysiological Research convention, Atlanta, GA.

Smith, E. R., Cook, A. E., Lassonde, K., & O'Brien, E. J. (August, 2014). Tracking space and time. Presentation presented at the Annual Meeting of the Society for Text and Discourse. Chicago, IL.

Harward, S., Cook, A. E., Farley, M. A., McMahon, W. M., Jenson, W. R., Builder, D., Coon, H., Viskochil, J., & Haygeman, E. & (May, 2013). Language regression in ASD: A 30-year longitudinal study investigating outcomes in adulthood. Poster presented at the International Meeting for Autism Research. Donostia, Spain.

Battistone, M. J., Morgan, M., Cook, A. E., Case, G. & Jones, T. (October, 2012). What are you reading? A survey of the reading habits of medical students. Poster presented at the Annual Meeting for the Alliance for Academic Internal Medicine. Phoenix, AZ.

Harward, S., & Cook, A. E. (2011, November). The role of context in idiom comprehension: Evidence from eye movements. Poster presented at the 52nd Annual Meeting of the Psychonomic Society. Seattle, WA.

Kuhlman, B. B., Webb, A. K, Patnaik, P., Cook, A. E., Woltz, D. J., Hacker, D. J., & Kircher, J. C. (2011). Evoked pupil responses slowly habituate during an oculomotor test for deception. Poster presented at the Society for Psychophysiological Research. Boston, MA.

Butcher, K. R., Davies, S., Crockett, A., Zheng, R., Dewald, A., & Cook, A. (2011, July). Graphical displays for online information seeking. Poster presented at the 33rd Annual Conference of the Cognitive Science Society. Boston, MA.

Butcher, K., Davies, S., Mazal, A., Dewald, A., Zheng, R., & Cook, A. (2010, November). Helping preservice teachers find and evaluate digital resources for the classroom: Can educational digital libraries help? Paper presented at the *National Science Digital Library Annual Meeting (NSDL 2010)*. Washington, DC.

Butcher, K. R., Zheng, R., Cook, A., Crockett-Mazal, A., & Davies, S. (2010, November). What do preservice teachers find when using NSDL vs. Google: An analysis using the ADMIRE rubric. Poster presented at the National Science Digital Library Annual Meeting (NSDL 2010). Washington, DC.

Butcher, K.R., Zheng, R., Cook, A., & Ferrara, L., Davies, S., Crockett-Masal, A., & Dewald, A. (2010, August). Facilitating Educator Evaluation of Online Instructional Materials: Does Conceptual Browsing Impact Cognitive Processing? Poster presented at the annual meeting of the Cognitive Science Society (CogSci 2010), Portland, OR.

Butcher, K.R., Zheng, R., & Cook, A. (2009, November). Is there an Educational Impact of NSDL? Studying Users' Cognitive Processes and Learning Outcomes. Poster presented at the NSDL Annual Meeting, Washington, DC.

Yaros, R.A., & Cook, A.E. (2009, August). Correlating eye tracking with robust

cognitive measures for visual representations in news. Paper presented at the Association for Education in Journalism & Mass Communication. Boston, MA.

Zheng, R. & Cook, A. E. (2009, April). Measuring Learners' Cognitive Load In Complex Problem Solving: A Convergent Approach. Paper presented at the American Educational Research Association Annual Conference. San Diego, CA.

Webb, A. K., Kircher, J. C., Bernhardt, P. C., & Cook, A. E. (2007, March). *Effectiveness of pupil diameter in the detection of deception.* Poster session presented at Off the Witness Stand:Using Psychology in the Practice of Justice, New York, NY

Colbert, J., & Cook, A. E. (2007, November). Eliminating the subordinate bias effect with elaboration: Evidence from eye movements. Poster presented at the 2007 Meeting of the Psychonomic Society. Long Beach, CA.

Colbert, J., Cook, A. E., & Kircher, J. C. (2007, July). Number-of-Feature Effects During Reading: Evidence from Eye Movements. Poster presented at the 2007 joint meeting of the Psychonomic Society and the United Kingdom Experimental Society. Edinburgh, Scotland, United Kingdom.

Lassonde, K. A., Splinter, A. F., Gueraud, S. , Stiegler, J., Cook, A. E., & O'Brien, E. J. (2007, July). Effects of contextual relevance on activation of predictive inferences. Poster presented at the Annual Meeting for the Society for Text and Discourse. Glasgow, Scotland.

Ashcraft, M. A., Cook, A. E., Miller, J., Jenson, W. R., McMahon, W.M., (2007, May). Measuring central coherence: Do individuals with autism succumb to semantic illusions? Poster presented at the International Meeting for Autism Research. Seattle, WA.

Speer, L. L., Cook, A. E., Clark, E., McMahon, W. M. (2007, February). Pupil diameter as a measure of social impairment in children with autism. Poster presented at the 2007 Meeting of the Utah Association of School Psychologists. Park City, UT.

Cook, A. E. (2007, February). Top ten writing tips for graduate students. Workshop presentation sponsored by the Student Advisory Committee of the University of Utah Educational Psychology Department. Salt Lake City, UT.

Webb, A. K, Swenson, K. L., Cook, A. E., & Juhasz, B. (2006, November). Perceptual and semantic influences on change detection. Poster presented at the 2006 Meeting of the Psychonomic Society. Houston, TX.

Webb, A. K., Kristjansson, S. D., Osher, D., Cook, A. E., Kircher, J. C., Hacker, D. J., & Woltz, D. J. (2006, April). Occulomotor Measures of Reading Reveal Deception.

Paper presented at the meeting of the Rocky Mountain Psychological Association. Park City, UT.

Cook, A. E., Guéraud, S., & O'Brien, E. J. (2005, November). Resolving inconsistencies during reading. Poster presented at the 2005 Meeting of the Psychonomic Society. Toronto, Canada.

Cook, A. E. (2005, August). Cognition, Teaching, and Learning. Presentation at the International Teaching Assistants Workshop, University of Utah, Salt Lake City, UT.

Webb, A. K, Kristjansson, S. D., Osher, D., Cook, A. E., Kircher, J. C., Hacker, D. J., & Woltz, D. J. (2005, July). Multimethod Assessment of Deception on Personnel Tests: Reading, Writing, and Response Time Measures. Presentation at the Workshop on the Use of Autonomic and Somatic Measures for Security Evaluations, National Science Foundation and Office of Science and Technology, Arlington, VA.

Cook, A. E., Guéraud, S., Was, C. A., & O'Brien, E. J. (2004, November). Inconsistency effects in reading: The role of general world knowledge. Poster to be presented at the 2004 Meeting of the Psychonomic Society. Minneapolis, MN.

Peracchi, K. A., Cook, A. E., & O'Brien, E. J. (2003, November). Accessibility of outdated information. Poster presented at the 2003 Meeting of the Psychonomic Society. Vancouver, Canada.

Cook, A. E. (2003, October). Panel Chair, Learning to Remember: Education and Memory. Western Humanities Alliance Conference. Salt Lake City, UT.

Cook, A. E., Myers, J. L., Duffy, S. A., Keir, J., & Pranata, H. (2003, October). Violating stereotypes: Comprehension processes when text conflicts with world knowledge. Paper presented at the Western Humanities Alliance Conference. Salt Lake City, UT.

Cook, A. E., & Myers, J. L. (2002, November). Processing discourse roles in scripted narratives: The influences of context and world knowledge. Poster presented at the 2002 Meeting of the Psychonomic Society. Kansas City, MO.

Cook, A. E. (2001, November). Failures to detect inconsistencies in anaphoric references. Poster presented at the 2001 Meeting of the Psychonomic Society. Orlando, FL.

Kambe, G. A., Cook, A. E., Clifton, C. E., Duffy, S. A., & Rayner, K. (2001, August). Syntactic structures and clause wrapup. Poster presented at the European Conference on Eye Movements. Turku, Finland.

Cook, A. E., Myers, J. L., & O'Brien, E. J. (2000, November). Processing an anaphor when there is no antecedent. Poster presented at the 2000 Meeting of the Psychonomic Sociey. New Orleans, LA.

Cook, A. E. (2000, March). How many animals of each kind did Moses take on the Ark?: The Moses Illusion in reading comprehension. Invited colloquium presented at the University of Dayton. Dayton, OH.

Cook, A. E., Myers, J. L., & O'Brien, E. J. (1999, November). Facilitation and inhibition of antecedents in text. Poster presented at the 1999 Meeting of the Psychonomic Society. Los Angeles, CA.

Cook, A. E., Limber, J. E., & O'Brien, E. J. (1998, November). Activating predictive inferences. Poster presented at the 1998 Meeting of the Psychonomic Society. Dallas, TX.

Professional Service:

2023 – present	Review Editor, Psycholinguistics, *Frontiers in Language Sciences*
2021-- 2023	Education Panel Member, Ford Foundation, National Academies of Sciences, Engineering, and Medicine
2020 – present	Associate Editor, *Applied Psycholinguistics*
2010 – present	Member, *Discourse Processes* Editorial Board
2009 – 2022	Associate Editor, *International Journal of Cyber Behavior, Psychology, and Learning*
2018 - 2019	Education Panel Member, Ford Foundation, National Academies of Sciences, Engineering, and Medicine
2019 – 2020	Member, *Applied Psycholinguistics* Editorial Board
2008 - 2014	Member, *Journal of Educational Psychology* Editorial Board
2014	Member, Society for Text and Discourse Annual Meeting Program Committee
2013	Member, American Educational Research Association Annual Meeting Panel Review Committee

2004 - 2012	Review Board, Society for Text and Discourse Annual Meeting
2011	Member, Society for Text and Discourse Student Awards Committee
2006	Member, Society for Text and Discourse Student Awards Committee
2006	Program Committee Member, Symposium on Applied Perception in Graphics and Visualization
2006	Virtual Educational Psychology Focus Group Participant, Wiley Publishing Company
2005	Participant, Workshop on the Use of Autonomic and Somatic Measures for Security Evaluations, National Science Foundation and Office of Science and Technology
2004 - 2005	Review Board, Cognitive Science Conference
2003	Moderator, National Undergraduate Research Conference
2002	Member, Society for Text and Discourse Student Awards Committee

University Service:

2024 – present	Member, Search Committee for Director of Learning Communities for Exploring Studies, University of Utah
2023 – present	Co-Chair, Envision 2030: Innovating the Classroom Experience Task Force, University of Utah
2023 – 2024	Member, Measurement and Statistics Faculty Search Committee, Educational Psychology Department, University of Utah
2023 – 2024	Member, Search Committee for Administrative Manager for the International Teaching Assistant Program, Graduate School, University of Utah
2023—2024	Curriculum, Co-Curriculum, Global Internships & Learning Outcomes Working Group, University of Utah

2023 – present	Member, Selection Committee for Thomas Stockham Medal for Conspicuously Effective Teaching, University of Utah
2022 – 2023	Member, JED Task Force, Training Subcommittee, University of Utah
2022 – 2023	Member, Teaching Effectiveness Framework Task Force, University of Utah
2022—present	Ex Officio Member, Senate Advisory Committee on Student Course Feedback, University of Utah
2022 – 2023	Member, Instructional Design and Educational Technology Faculty Search Committee, Educational Psychology Department, University of Utah
2021 – present	Member, College of Education Honors Committee, University of Utah
2020 – present	Co-Chair, University Promotion and Tenure Advisory Committee, University of Utah
2020 – present	Co-Chair, University Career Line Review Committee, University of Utah
2020 – present	Educational Psychology Department Subject Pool Coordinator
2020 – 2023	Director, Learning Sciences Program, Educational Psychology Department, University of Utah
2020 – 2023	Retention, Promotion, and Tenure Committee Chair, Educational Psychology Department, University of Utah
2021—2022	Chair, STEM Education Faculty Search Committee, Educational Psychology Department, University of Utah
2020 – 2022	Educational Psychology MStat Track Representative, University 2020-21Statistics Committee
2020 – 2021	Member, Clinical Faculty Member Search Committee, Educational Psychology Department, University of Utah
2015 – 2019	Member, Curriculum Policy Review Board / Special Fee Review Committee, University of Utah

2015 - 2019	Member, Faculty Senate Review Standards Committee, University of Utah
2012 – 2015	Member, University Research Committee, University of Utah
2013- 2014	Member, Faculty Retention Committee, University of Utah
2013- 2014	Member, School Psychology Search Committee, Educational Psychology Department, University of Utah
2012 – 2014	Member, Task Force on Multiple Approaches to Course Instruction, College of Education, University of Utah.
2011 – 2014	Member, University Funding Incentive Seed Grant Committee
2012 – 2013	Member, Appeals Committee, College of Education, University of Utah.
2011 – 2013	Director, Learning Sciences Program, Educational Psychology Department, University of Utah
2011 – 2013	Director, Instructional Design and Educational Technology Program, Educational Psychology Department, University of Utah
2007 - 2011	Member, University Promotion and Tenure Advisory Committee, University of Utah
2007 - 2011	Member, College of Education Executive Committee, University of Utah
2007 - 2010	Member, Academic Freedom and Faculty Rights Committee, University of Utah
2007 - 2009	Director, Learning Sciences Program, Educational Psychology Department, University of Utah
2007 - 2008	Member, Instructional Design and Educational Technology Search Committee, Educational Psychology Department, University of Utah
2006 - 2008	Chair, Master of Statistics Interdepartmental Program, University of Utah
2006- 2007	Member, Dean of College of Education Search Committee,

University of Utah

2005 - 2006	Member, Instructional Design and Educational Technology Search Committee, Dept. of Educational Psychology, University of Utah
2004 - 2007	Student Advisory Committee Faculty Advisor, Department of Educational Psychology, University of Utah
2003 - 2006	Member, University Statistics Committee
2002 - 2009	Participant in Cross-Departmental Reading Program, College of Education, University of Utah
1998 - 2000	Participant in Preparing Future Faculty Program, University of New Hampshire
1995 - 1997	Member, Psychology Colloquium Committee, University of New Hampshire

Professional or University-Related Community Service:

2023 – 2024	Volunteer Puppy Raiser, Guide Dogs for the Blind
2020	Volunteer, Project Protect, JustServe.org
2018 – 2020	Volunteer Team, R.E.A.D. Program for Ensign Elementary School, Intermountain Therapy Animals
2018 - 2019	Judge, Ensign Elementary School Science Fair
2008 - 2009	Member, Salt Lake Valley Science & Engineering Fair Organizing Committee
2007 - 2009	Judge Chair, Behavioral and Social Sciences Division, Salt Lake Valley Science and Engineering Fair
2007 - 2009	Judge, Salt Lake City School District Science Fair
2006	Participant in University of Utah Bennion Community Service Center "Rebuilding Hope in New Orleans" trip

Other Professional Work and Related Activities:

Ad Hoc Reviewer: *Quarterly Journal of Experimental Psychology*
Ad Hoc Reviewer: *Language and Linguistics Compass*
Ad Hoc Reviewer: *Personality and Individual Differences*
Ad Hoc Reviewer: *Journal of Applied Research in Memory and Cognition*
Ad Hoc Reviewer: *Current Directions in Educational Psychology*
Ad Hoc Reviewer: *Journal of Health Informatics*
Ad Hoc Reviewer: *Industrial Health*
Ad Hoc Reviewer: *American Journal of Psychology*
Ad Hoc Reviewer: *Journal of Autism and Developmental Disorders*
Ad Hoc Reviewer: *Journal of Experimental Psychology: Human Perception and Performance*
Ad Hoc Reviewer: *Journal of Experimental Psychology: Learning, Memory, and Cognition*
Ad Hoc Reviewer: *Journal of Research in Reading*
Ad Hoc Reviewer: *Journal of Mental Health Research in Intellectual Disabilities*
Ad Hoc Reviewer: *World Journal of Pediatrics*
Ad Hoc Reviewer: *Quarterly Journal of Experimental Psychology*
Ad Hoc Reviewer: *Canadian Journal of Experimental Psychology*
Ad Hoc Reviewer: *Language and Cognitive Processes*
Ad Hoc Reviewer: *Discourse Processes*
Ad Hoc Reviewer: *European Journal of Cognitive Psychology*
Ad Hoc Reviewer: *Journal of Educational Psychology*
Ad Hoc Reviewer: *Journal of Memory and Language*
Ad Hoc Reviewer: *Memory & Cognition*
Ad Hoc Reviewer: *Psychological Bulletin*
Ad Hoc Reviewer: *Psychological Review*
Ad Hoc Reviewer: *Psychonomic Bulletin & Review*
Ad Hoc Reviewer: *Autism Research*
Ad Hoc Reviewer: Brooks/Cole Publishing Company
Ad Hoc Reviewer: Wiley Publishing Company
Ad Hoc Reviewer: Allyn & Bacon Publishing Company
Ad Hoc Reviewer: Wadsworth Publishing Company
Ad Hoc Reviewer: Sage Publishing Company
Member: American Psychological Society
Member: Society for Text and Discourse
Member: Psychonomic Society
Member: American Educational Research Association
Member: Spark Society

Awards, Honors, and Fellowships:

2021   Fellow, Society for Text and Discourse

2020 - 2022	University Professorship, University of Utah
2018	Celebrate U Research Honoree, University of Utah
2017	College of Education Faculty Research and Scholarship Award, University of Utah
2001	Certificate for Excellence in Teaching, University of Massachusetts
1999 - 2000	Dissertation Year Fellowship, University of New Hampshire
1997 - 1999	University of New Hampshire Summer Fellowship for Graduate Teaching Assistants
1995 - 1999	Graduate Assistantship, University of New Hampshire
1995 - present	Member, Phi Beta Kappa Honor Society
1991 - 1995	Louisiana State University Honor Scholarship
1991-1995	Citizens Foundation Unocal Honor Scholarship

Courses Taught:

Undergraduate Courses:
  Introductory Psychology
  Introduction to Statistics
  Cognitive Psychology
  Learning, Literacy, and Development (onsite and online formats)
  Research and Inquiry in Education (onsite and hybrid formats)
  Undergraduate Research Experience (online)

Graduate Courses:
  Psychology of Reading
  Introduction to Statistics
  Introduction to Research Methods
  Foundations of Learning (onsite and hybrid formats)
  Practicum in College Teaching
  Cognition, Teaching, and Learning (online format)
  Reading Research and Analysis
  Advanced Research Design

        Cognitive and Affective Bases of Behavior (online)
        Instructional Assessments: Design, Implementation, and Analysis (online)

<u>Student Mentoring Activities:</u>

    University Teaching Assistants (Students Supervised)
        Adrienne Splinter (2005-2006)

    Undergraduate Research Opportunity Program Scholars (Students Supervised)
        Leigh Cottle (2018)
        Samuel Desjardins (2019)

    Undergraduate Research Assistants
        Vikram Gill (2019)

    Participant, Undergraduate Research Mentor Development Program, Office of
    Undergraduate Research, University of Utah (2019)

    Instructor, Mentoring Roles and Responsibilities, Office of Research Education,
    University of Utah (2020-2021)

<u>Chaired MS/PhD Supervisory Committees (* indicates co-chaired):</u>

<u>Student</u>	<u>Degree</u>	<u>Year</u>	<u>Program/Area</u>
Dahvyn Osher	Ph.D.	2004	Counseling Psychology
Leslie Speer	M.S.	2005	School Psychology
	Ph.D.	2007	School Psychology
Annie Ashcraft	M.S.	2007	School Psychology
	Ph.D.	2009	School Psychology
Adrienne Splinter	M.S.	2007	Learning Sciences
	Ph.D.	2011	Learning Sciences
Jorie Colbert	Ph.D.	2008	Learning Sciences
Kristin Swenson	Ph.D.	2008	Learning Sciences
Erin Currie	Ph.D.	2010	Counseling Psychology

Sarah Harward	M.S. Ph.D.	2010 2014	School Psychology School Psychology
Natalie Harris	M.S.	2013	Learning Sciences
Jenna Johnson	M. Ed	2014	Learning Sciences
Michelle Hudson	M.S.	2015	Learning Sciences
Wei Wei	M.S. Ph.D.	2017 2019	Learning Sciences
Grace Craig	Ph.D.	2018	Learning Sciences
Melissa Preziosi	M.S.	2018	Learning Sciences
Samuel Dutton	M.S. Ph.D.	2023 in progress	Learning Sciences
Melissa Grieve	M.S.	2023	Learning Sciences
Trevor Morris	PhD	in progress	Learning Sciences
Yazmin Marin-Chavez	M.S.	in progress	Learning Sciences
Jamie Elsey*	M.Stat. PhD	2023 in progress	MStat Program Learning Sciences
Meghan Broadbent*	PhD	in progress	Learning Sciences
Eli Iacob	M.Stat.	2023	MStat