

# Bridgette Martin Hard

Curriculum Vitae: January, 2020

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## EDUCATION

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**Postdoctoral Fellow Developmental Psychology: University of Oregon** 2006 – 2009

Kirschstein National Research Service Award

Advisor: Dare Baldwin

**Ph.D. Cognitive Psychology: Stanford University** 2006

Advisor: Barbara Tversky

Thesis: *Reading the Language of Action*

**B.S. Psychology: Furman University** 2001

Valedictorian, Phi Beta Kappa, Herman Warden Lay Scholar (4-year, all expenses scholarship)

## PROFESSIONAL EXPERIENCE

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**Associate Professor of the Practice: Duke University** 2017-present

- Regular-rank faculty in Department of Psychology & Neuroscience.
- Principal investigator of BRITelab (Behavioral Research Informing Teaching Excellence) that focuses on how theories and insights from psychology apply to understanding and informing practices in higher education.
- Director of Undergraduate Studies in Psychology (July 2019-present)

**Lecturer and Coordinator of the Psychology One Program: Stanford University** 2009 - 2017

- Developed curriculum for Stanford's introductory psychology course (Psych One) including designing and delivering lectures, lesson plans, and assessments. Advising faculty on teaching methods.
- Directed research efforts on teaching and learning practices.
- Recruited, trained, and managed graduate and undergraduate student Teaching Fellows. Provided individualized feedback and coaching.
- Conducting strategic and long-term planning to guide continuous program improvement.

## PROFESSIONAL MEMBERSHIPS

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**American Psychological Association** (current, exp December 2020)

**Associate for Psychological Science** (current, exp December 2020)

**Society for the Teaching of Psychology** (current, exp December 2020)

**Cognitive Science Society** (2002-2008)

## GRANTS AND AWARDS

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### *Teaching*

*Top 5% of all undergraduate instructors in Arts & Sciences*

Duke University, based on course evaluations (Fall, 2018; Spring, 2019)

*David L. Paletz Innovative Course Enhancement Grant*

Duke University, for "Introductory Psychology (PSY 101)" (Fall, 2017)

*Phi Beta Kappa Undergraduate Teaching Award*

The Stanford chapter of Phi Beta Kappa, Beta of California (2017)

*SCORE (Strengthening the Core) Grant*

The Vice Provost for Graduate Education to Support the Course *Psychology of Pedagogy* (2014)

*Lloyd W. Dinkelspiel Award for Distinctive Contributions to Undergraduate Education*

Stanford University (2012)

*Centennial Teaching Award*

Stanford University (2004)

*Distinguished Teaching Prize*

Stanford University Psychology Department (2006, 2004)

**Research**

*An Experimental Study of the Impact of Smartphones on Classroom Enjoyment, Attention, and Learning* (PI) APS Fund for Teaching and Public Understanding of Psychological Science (Jan 2020-Dec 2020), with Co-Investigators Hannah Moshontz, E. Kayley Dotson, Vivian Iva, and Kostadin Kushlev.

*Do Intuitive Theories About Teaching Shape Academic Choices and Responses?* (PI)

Charles Lafitte Foundation Program in Psychological Research at Duke University Research Seed Grant (2019-2020)

*Causal Impact of Smartphones on Attention, Enjoyment, and Learning in the Classroom* (Co-I) Society for Personality and Social Psychology Small Grant Award (Oct 2019-May 2020) with Kostadin Kushlev (PI)

*Do Beliefs about Teaching Shape Academic Attitudes and Outcomes?* (PI)

Charles Lafitte Foundation Program in Psychological Research at Duke University Research Seed Grant (2018-2019)

*Teachers as Scientists: Psychological Research in the Classroom (PSY 603S)* (PI)

Learning Innovation Jump Start Grant to support student research projects (2018)

*An Anxiety Reappraisal Intervention to Enhance Exam Experience and Performance for Psychology Students* (Co-I)

APS Fund for Teaching and Public Understanding of Psychological Science (2016-2018), with James J. Gross (PI), and Co-Investigators Shannon T. Brady, Melissa J. Beers, & Jessica C. Hill.

*Frank Costin Memorial Award for Excellence*

National Institute for the Teaching of Psychology (2014)

*Ruth L. Kirschstein National Research Service Award Postdoctoral Fellowship*

The National Institute of Child Health and Human Development (2006-2009)

*Norman H. Anderson Research Grant*

Stanford University (2004)

*Fellowship for Graduate Study*

Omicron Delta Kappa Foundation (2001)

*Gordon Allport Award for Outstanding Psychology Major*

Furman University (2001)

*NSF Graduate Research Fellowship, Honorable Mention* (2001)

## PUBLICATIONS

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### *Books*

Gross, J. J., Anderson, A., Schmader, T., & **Hard, B.M.** (in press) *Psychology: People in Perspective*. New York: W.W. Norton.

Dunn, D. S. & **Hard, B. M.** (Eds.). (2016) *Thematic Approaches for Teaching Introductory Psychology*. Boston: Cengage Learning.

**Hard, B. M.**, Mashek, D., & Cooper, J. (2010). *Instructor's Manual: for Psychology, Eighth Edition*. New York: W.W. Norton.

### *Chapters*

Beers, M. J. & **Hard, B. M.** (in press). More than the sum of its parts: Teaching Introductory Psychology. To appear in J. Zumbach, D. A. Bernstein, S. Narciss and G. Marsico (Eds.) *International Handbook of Psychology Learning and Teaching*. Springer.

**Hard, B. M.** (in press). Assessment as pedagogical science: A stealthy approach to studying effective teaching. To appear in C. M. Hakala, S. A. Nolan, & E. Landrum (Eds). *Assessment: Individual, Institutional, and International Approaches*. Washington, DC: American Psychological Association.

Nordmeyer, A., **Hard, B. M.**, & Gross, J. J. (2016). Using integrative concepts as a theme in introductory psychology. In D.S. Dunn & B.M. Hard (Eds). *Thematic Approaches for Teaching Introductory Psychology*. Boston: Cengage Learning.

**Hard, B. M.** & Gross, J.J. (2016). Introductory psychology: A platform for teaching teachers. In D.S. Dunn (Ed.) *The Oxford Handbook of Undergraduate Psychology Education*. Oxford Handbooks Online.

Tversky, B., Zacks, J. M., Morrison, J. B., and **Hard, B. M.** (2010). Talking about events. In E. Pederson, J. Bohnemeyer, R. Tomlin (Editors), *Event representation*. Cambridge: Cambridge University Press.

Tversky, B., Zacks, J. M., & **Hard, B. M.** (2008). The structure of experience. T. Shipley & J. Zacks (Eds.) *Understanding events*. Oxford: Oxford University Press.

### *Peer-Reviewed Research Articles (\*Undergraduate co-author)*

**Hard, B. M.**, \*Liang, N., \*Wong, M., & Flusberg, S. J. (in press). Metaphors we teach by: Uncovering the structure of metaphorical lay theories of teaching. *Metaphor and the Social World*.

Flusberg, S. J. & **Hard, B. M.** (2019). Metaphors we teach by: A method for mapping metaphorical lay theories. In A.K. Goel, C.M. Seifert, & C. Freksa (Eds), *Proceedings of the 41<sup>st</sup> annual meeting of the Cognitive Science Society* (pp. 316-322). Montreal, QB: Cognitive Science Society.

**Hard, B.M.**, \*Lovett, J.M., & Brady, S. T. (2019). What do students remember about introductory psychology, years later? *Scholarship of Teaching and Learning in Psychology*, 5, 61-74.

**Hard, B. M.**, Meyer, M., & Baldwin, D. A. (2019). Attention reorganizes as structure is detected in dynamic action. *Memory & Cognition*, 47, 17-32.

Brady, S. T., **Hard, B. M.**, Gross, J. J. (2018). Reappraising test anxiety increases academic performance in first-year college students. *Journal of Educational Psychology*, 110(3), 395-406.

**Hard, B. M.**, \*Recchia, G., & Tversky, B. (2011). The shape of action. *Journal of Experimental Psychology: General*, 140, 586-604.

Meyer, M., **Hard, B.**, Brand, R. J., McGarvey, M., & Baldwin D. (2011). Naturalistic acoustic packaging: Maternal speech and action synchrony. *IEEE Transactions on Autonomous Mental Development*, 3, 154-162.

Meyer, M., DeCamp, P., **Hard, B.**, Baldwin, D., & Roy, D. (2010). Assessing behavioral and computational approaches to naturalistic action segmentation. Paper presentation with paper in the Proceedings of the 32nd Annual Conference of the Cognitive Science Society, Portland, OR.

Tversky, B., & **Hard, B.M.** (2009). Embodied and disembodied cognition: Spatial perspective-taking. *Cognition*, *120*, 124-129.

**Hard, B. M.**, Tversky, B., & \*Lang, D. (2006). Making sense of abstract events: Building event schemas. *Memory & Cognition*, *34*, 1221-1235.

Washburn, D. A., Gulledge, J. P., & **Martin, B. A.** (2003). A species difference in visuospatial memory: A failure of memory for what, where, or what is where? *International Journal of Comparative Psychology*, *16*, 209-225

### **Manuscripts**

Hook, C. J., **Hard, B. M.**, & Walton, G. M. (*under review*). Everyday norms offload burdens of self-control.

\*Jenkins, A., Weeks, M., Hard, B. M. (*under review*). Worried sick: The impact of students' stress mindsets on health and academic performance.

Yang, B., Bejjani, C., \*Albus, T., \*O'Conner, T., & **Hard, B.M.** (*under review*). Students descriptions of intelligent people reveal mindset: Evidence from a classroom exercise.

Smith, E., N., Crosby, J. R., **Hard, B. M.**, & Cathey, Christie, L. (*in preparation*). Broadening the purpose of office hours increases student investment and grades.

Hopkins, C., Slotkin, R., \*Fox, K., & **Hard, B. M.** (*in preparation*). Trait mindfulness predicts student behaviors and outcomes in a college classroom.

### **Invited Talks**

**Hard, B. M.** (2020, April). *A storyteller's approach to teaching*. Upcoming invited address at the 6<sup>th</sup> annual TIP Northwest Conference, Puget Sound, WA.

**Hard, B. M.** (2020, January). *Teach and discovery with stealthy pedagogical research*. The 42<sup>nd</sup> Annual National Institute on the Teaching of Psychology, St. Pete Beach, FL.

**Hard, B. M.** (2019, May). *The metaphors we teach by: Molding, growing, training, and guiding our students*. Invited symposium at the 31<sup>st</sup> Annual Convention for the Association for Psychological Science, Washington, D.C.

**Hard, B. M.** (2018, August). *The undercover scientist: Using pedagogical research to teach and discover*. Invited address (the Diane Halpern lecture) at the 126<sup>th</sup> Annual Convention of the American Psychological Association, San Francisco, CA.

Gurung, R. A. R., **Hard, B. M.**, Neufeld, G., Thompson, J., Whitlock, K., & Wickes, K. (2018, August). *Planning for the APA General Psychology Initiative*. Symposium conducted at the 126<sup>th</sup> Annual Convention of the American Psychological Association, San Francisco, CA.

**Hard, B. M.** (2018, March). *A storyteller's approach to lecture design*. Invited talk, Psychology Colloquium Series, Wake Forest University, Winston-Salem, NC.

**Hard, B. M.** (2018, March). *Using your classroom to advance the science of teaching and learning*. Invited talk at Wake Forest University, Winston-Salem, NC.

**Hard, B. M.** (2017, January) *Creating lectures that tell a story*. The 39<sup>th</sup> Annual National Institute on the Teaching of Psychology, St. Pete Beach, FL.

**Conference Presentations (\*Undergraduate co-author)**

\*Dotson, K, Moshontz, H., Iva, V., Kushlev, K. & **Hard, B. M.** (2020, February) *An Experimental Study of the Impact of Smartphones on Classroom Enjoyment, Attention, and Learning*. Poster presented at the 2020 Annual Convention for the Society for Personality and Social Psychology, New Orleans, LA.

\*Wong, M., **Hard, B. M.**, & Flusberg, S. J. (2020, February) *Metaphorical lay theories in education: Implications for student behaviors*. Poster presented at the 2020 Annual Convention for the Society for Personality and Social Psychology, New Orleans, LA.

\*Liu, J., Yust, P., & **Hard, B. M.** (2020, February) *Classroom belonging and academic engagement: Predictors of student success in a large, lecture-based introductory psychology course*. Poster presented at the 2020 Annual Convention for the Society for Personality and Social Psychology, New Orleans, LA.

Yang, B., Bejjani, C., \*Albus, T., \*O’Conner, T., \*Ebrem, C., & Hard, B. M. (2020, January). *Using language to measure students’ beliefs about intelligence*. Poster presented at the 42<sup>nd</sup> National Institute of the Teaching of Psychology, St. Petersburg, FL.

Yust, P. \*Liu, J., & **Hard, B. M.** (2020, January) *Belonging and academic engagement in a large introductory psychology course*. Poster presented at the 42<sup>nd</sup> National Institute of the Teaching of Psychology, St. Petersburg, FL.

**Hard, B. M.**, & \*Pate, S. (2019, October). *Teaching the psychology of student success: Activities and assignments to promote student flourishing*. The Society for the Teaching of Psychology’s 18<sup>th</sup> Annual Conference on Teaching, Denver, CO.

Gurung, R. A. R., Neufeld, G., Thompson, J., Whitlock, K., **Hard, B. M.**, Altman, W. S., Wickes, K., & Chew, S. (2019, October). *Are you ready to rumble? A first look at guidelines from the APA Intro Psych Initiative*. The Society for the Teaching of Psychology’s 18<sup>th</sup> Annual Conference on Teaching, Denver, CO.

**Hard, B. M.**, Flusberg, S. J., \*Wong, M., \*Liang, N. (2019, May) *Mapping the structure of metaphorical lay theories in education*. Poster presented at the 31<sup>st</sup> Annual Convention for the Association for Psychological Science, Washington, D.C.

Hook, C. J., **Hard, B. M.**, Walton, G. M. (2019, February). *Social norms shape experiences of temptation*. Data Blitz presented at the Annual Meeting of the Society for Social and Personality Psychology, Motivation Science Preconference, Portland, OR.

Smith, E., N., Crosby, J. R., **Hard, B. M.**, & Cathey, Christie, L. (2019, February). *Broadening the purpose of office hours improves course grades*. Poster presented at the Annual Meeting of the Society for Social and Personality Psychology, Intervention Science Preconference, Portland, OR.

Parikh, N. \*Herrmann, K., & **Hard, B. M.** (2019, January). *Exam anxiety in college students: Video anxiety reappraisal intervention*. Poster presented at the National Institute of the Teaching of Psychology, St. Petersburg, FL.

**Hard, B. M.**, Beers, M. J., Brady, S. T., & Hill, J. C. (2018, October). *Can a reappraisal intervention help students perform better on exams? A multi-institution collaborative adventure*. The Society for the Teaching of Psychology’s 17<sup>th</sup> Annual Conference on Teaching, Pheonix, AZ.

Neufeld, G., Ayala, E., & **Hard, B.M.** (2018, August). *Innovative approaches to teaching introductory psychology*. Symposium conducted at the 126<sup>th</sup> Annual Convention of the American Psychological Association, San Francisco, CA.

**Hard, B. M.** (2017, July) *What’s the big idea? Teaching intro using integrative themes*. The 6<sup>th</sup> Annual Psychology One Conference, Palo Alto, CA.

Mohler, M. N., **Hard, B. M.**, Lam, A., and Brady, S. T. (2017, June). *Student perceptions of instructors' anxiety management strategies*. Poster presented at the Society for the Psychological Study of Social Issues Conference, Albuquerque, NM.

Hook, C. J., & **Hard, B. M.**, and Walton, G. M. (2017, May). *Plans vs. bans: Comparing approaches to helping students avoid technology multitasking in class*. Poster presented at the Annual Meeting of the Association for Psychological Science, Boston, MA.

**Hard, B. M.**, Brady, S. T., & Gross, J. J. (2014, January). Does coaching students to reappraise arousal enhance performance on midterms? Poster presented at the National Institute of the Teaching of Psychology, St. Petersburg, FL.

Meyer, M., **Hard, B.**, & Baldwin, D. (2009, October). Children's processing of action boundaries. Poster presented at the Annual Meeting of the Cognitive Development Society, San Antonio, TX.

Meyer, M., **Hard, B. M.**, Brand, R. B., & Baldwin, D. A. (2008, March). Naturalistic acoustic packaging: Temporal synchrony between maternal speech and action in mother-infant dyads. Poster presented at International Conference on Infant Studies, Vancouver, Canada.

**Hard, B. M.**, & Recchia, G. (2006). *Reading the language of action*. Poster presented at the 28<sup>th</sup> annual meeting of the Cognitive Science Society. Vancouver, Canada.

**Martin, B. A.** (2005). *Everyday event perception reads like a book*. Proceedings of the 27<sup>th</sup> annual meeting of the Cognitive Science Society. Stresa, Italy.

Dowell, R., **Martin, B. A.**, & Tversky, B. (2004). *Segmenting Everyday Actions: an Object Bias?* Proceedings of the 26<sup>th</sup> annual meeting of the Cognitive Science Society. Chicago, IL.

**Martin, B. A.**, & Tversky (2003, November). *The meaning of action*. Paper presented at the 44<sup>th</sup> annual meeting of the Psychonomic Society. Vancouver, Canada.

**Martin, B. A.**, & Einstein, G. O. (2001). *Aging and maintaining intentions over brief delays*. Poster presented at the annual meeting of the Southeastern Psychological Association, Atlanta, GA.

Washburn, D. A., Gullidge, J. P., & **Martin, B. A.** (1999, November). *Where's that other shoe? A comparative study of visuospatial memory*. Paper presented at the 40<sup>th</sup> annual meeting of the Psychonomic Society. Los Angeles, CA.

### **Other**

*Extra Credit: Life's Curiosities Explained*. YouTube series by Duke University: Is stress always bad? Featuring **Bridgette Martin Hard**. Retrieved from <https://www.youtube.com/watch?v=ucTiRfz6nGw&list=PLYZhPUaJyXlBRBZNhBDnB2TC2shDEo5cA>

Gaither, S., & **Hard, B. M.** (2019, September 23<sup>rd</sup>) Why You Should Consider a Tech-Free Classroom. *Psychology Today*. Retrieved from <https://www.psychologytoday.com/ie/blog/different-identities-different-perspectives/201909/why-you-should-consider-tech-free-classroom?amp>

Neufeld, G. & Landrum, E. (Producers). (2018, February 6th) Episode 15: **Bridgette Martin Hard**: The artistry and craft of teaching. *PsychSessions: Convos about teaching and stuff* [Audio podcast]. Retrieved from <http://psychsessionspodcast.libsyn.com>

**Hard, B.M.** & Rascoff, M. (2018, March 28<sup>th</sup>) Educational Improvement at the Meso Scale. Inside Higher Ed. Retrieved from <https://www.insidehighered.com/digital-learning/views/2018/03/28/cross-institutional-collaboration-middle-ground-digital-learning>

**Hard, B. M.** (2015). Take a scientific approach to your teaching, Part 1 [Blog post]. Retrieved from <https://teachingcommons.stanford.edu/teaching-talk/take-scientific-approach-your-teaching-part-1>

**Hard, B. M.** (2015). Take a scientific approach to your teaching, Part 2 [Blog post]. Retrieved from <https://teachingcommons.stanford.edu/teaching-talk/take-scientific-approach-your-teaching-part-2>

**Hard, B. M.** (2013). Harnessing the potential of introductory psychology: The Stanford Psychology One Conference. *Psychology Teacher Network (PTN) Newsletter*, 23, 19.

**Hard, B. M.,** Gross, J.J. (2011). Inside the Stanford Psychology One Program. *Psychology Teacher Network (PTN) Newsletter*, 21, 10-12.

## PROFESSIONAL SERVICE

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### *National-Level*

- Founder and Director of the *Psychology One Conference* for teachers of introductory psychology (2012-present).
- Steering Committee Member of *APA Introductory Psychology Initiative* and Co-Chair for the Course Models and Design Working Group (Summer 2017-present).
- Member of the *Empirical Educator Project* (launched February 2018)
- Associate Editor for *Teaching Tips: A Compendium of Conference Presentations on Teaching*, edited by Richard L. Miller & Tyler Collette, published by the Society for the Teaching of Psychology (2016-present)
- Steering Committee for the *National Institute on Teaching of Psychology (NITOP)* (2016-present)
- Advisory Board for the *Hub for Introductory Psychology Research (HIPR)* (2016-present)
- Consulting Editor for *Scholarship of Teaching and Learning in Psychology* (2016-present)
- Ad Hoc Reviewing: *Scholarship of Teaching and Learning in Psychology, Cognition, Cognitive Science, European Journal of Cognitive Psychology, Journal of Autism and Developmental Disorders, Memory and Cognition, Scandinavian Journal of Psychology, Quarterly Journal of Experimental Psychology*

### *Duke University*

#### **Leadership**

- Director of Undergraduate Studies in Psychology (July 2019-present)
- Invited working group member for “Duke 101 Sophomore Experience,” common co-curricular experience to engage sophomores on topics of discovery, purpose, faculty engagement, community and wellness through a combination of lectures, residentially-bound discussion groups, wellness practice, and experiential service offerings. (January 2020-present)
- Invited faculty representative for Duke’s decennial reaffirmation of accreditation review (March, 2019)
- Co-Associate Director of Undergraduate Studies in Psychology (July 2018-July 2019)
- Assessment Liaison for Psychology (Fall 2018-present)
- Faculty Advisor for *Duke Psychology Major’s Union* (Fall 2017-present)
- Invited faculty representative for Duke’s decennial reaffirmation of accreditation review

#### **Committees**

- Search Committee for the Associate Director of Research and Development with Duke Learning Innovation (Summer, 2018)
- Faculty Search Committee for Assistant Professor in Social or Cognitive Psychology, Duke University (Fall 2017)

### *Stanford University*

- Steering Committee for “Frosh 101,” a new program for incoming freshman (2017)
- Pre-Major Advisor (2016-2017)
- Committee for “Re-Imagining the Stanford Undergraduate Scientist” (2014-2016)
- Committee for “Undergraduate Education” in the department of Psychology (2015-2017)