Jamie DeCoster, PhD

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PROFESSIONAL EXPERIENCE

Dr. DeCoster has 25 years of experience working as a statistician and methodologist. He has consulted and collaborated with researchers from many different fields, providing him with a broad range of statistical and methodological experiences. He has been a co-investigator on over 20 grants from the Institute of Education Sciences, the National Institutes of Health, the National Science Foundation, the Department of Veterans Affairs, and several private foundations. He also regularly works on state contracts, including Virginia Literacy Partnerships (VLP) and the Virginia Kindergarten Readiness Program (VKRP). Dr. DeCoster has taught courses and workshops on a wide range of statistical topics and regularly provides consultation both in person and online.

→ Work experience
→ Grants and contracts
→ Teaching experience

ACADEMIC PUBLISHING

Dr. DeCoster has been an author on over 100 peer-reviewed research articles, and his work has been cited over 25,000 times (h-index = 56, i10-index = 100). He regularly publishes articles in high-impact journals including first-author publications in *Personality and Social Psychology Review* (IF = 13.7), *Psychological Methods* (IF = 7.6), and *American Psychologist* (IF = 12.3). Dr. DeCoster's personal research focuses on discovering ways to make the methods practiced by scientists more accurate, flexible, and efficient.

→ Publications
→ Presentations

COLLABORATIVE SKILLS AND STRENGTHS

- Producing reports from data analysis that are well organized and easy to read.
- Explaining complex analyses in a way that can be understood by those who are not experts.
- Iteratively working with investigators to explore the results of a study.
- Efficient data preparation and organized data management.
- Writing and editing (both within and outside of the Results section).
- Building intellectual capital though the creation of analytic tools and methodological procedures that can be used in future studies.
- Helping others determine the best ways to work with their data through statistical consulting.

WORK EXPERIENCE

CURRENT POSITIONS

Center for the Advanced Study of Teaching and Learning, University of Virginia
June 2022-present
Associate Research Professor

- Acted as statistician for center grants
  - Assisted in study design
  - Wrote analysis section of grants (including power analyses)
  - Performed or oversaw data management
  - Analyzed primary aims and exploratory hypotheses
  - Assisted the writing of academic publications
- Provided statistical consulting for students and faculty
- Served on master's and doctoral committees

Stat-Help.com Statistical Consulting
November 1998-present
Founder and Consultant
http://www.stat-help.com

- Created an online service providing free statistical guidance over the internet.
- Recruited over 20 researchers and statisticians as volunteer consultants.
- Wrote 16 sets of notes on statistical and methodological topics. These are freely available (in Adobe pdf format) at http://www.stat-help.com/notes.html .
- Designed 29 Microsoft Excel worksheets to assist in data analysis. These are freely available at http://www.stat-help.com/spreadsheets.html .
- Wrote 26 functions for the SPSS Python extension to assist with analysis and data preparation. These are freely available at http://stat-help.com/python.html .

PREVIOUS POSITIONS

Years	**Position**	**Institution/Department**
2016-2022	Assistant Research Professor	Center for the Advanced Study of Teaching and Learning, University of Virginia
2011-2016	Senior Research Scientist	Center for the Advanced Study of Teaching and Learning, University of Virginia
2008-2011	Research Associate/Director of the UA Statistical Consulting Service	Institute for Social Science Research, University of Alabama
2005-2010	Director, Data Management & Analysis Core	Center for Mental Health and Aging, University of Alabama
2003-2008	Assistant Professor	Department of Psychology, University of Alabama
2003	Lecturer	Department of Psychology, University of California at Santa Barbara
1999-2002	Post-Doctoral Researcher	Department of Social Psychology, Free University Amsterdam
1996-1998	Computer and Design Consultant	Purdue Statistical Consulting Service, Purdue University

EDUCATION

May 1999	PhD in Psychology from Purdue University Advisor: Eliot R. Smith Title: "Savings in Relearning through Exposure to Same-Group Exemplars"
May 1996	MS in Psychology from Purdue University
May 1993	BS in Psychology from The Pennsylvania State University

GRANTS AND CONTRACTS

ACTIVE GRANTS AND CONTRACTS

Virginia Literacy Partnerships

- Contract from the Virginia Department of Education
- PI: E. Solari
- Contract period: Jul 2015-present
- Role: Statistician
- Description: VLP administers the Phonological Awareness Literacy Screening (PALS), a comprehensive assessment of young children's knowledge of the important literacy fundamentals that are predictive of future reading success. PALS is the state-provided screening tool for Virginia's Early Intervention Reading Initiative and is used by 99% of school divisions in the state on a voluntary basis.

Virginia Kindergarten Readiness Program

- Contract from the Virginia Department of Education
- PI: A. Williford
- Contract period: Aug 2016-present
- Role: Statistician
- Description: The Virginia Kindergarten Readiness program provides assessments of mathematics readiness for children entering kindergarten. The program focuses not only on providing the assessments, but also on helping teachers use the data to inform their teaching practices.

NSF Grant 2000507 - Maximizing the Sustained Effects of Utility-Value Interventions in Community College Math

- PI: C. Hulleman
- Grant period: Aug 2020-Jan 2024
- Total grant amount: $1,734,978
- Role: Co-Investigator
- Description: This grant focuses on broadening participation in STEM, implements two types of utility-value interventions in community college to bolster STEM persistence, and builds a sound theoretical foundation for designing future interventions in the context of community college introductory math courses.

IES grant R305A180326 - Examining the Efficacy of RULER on School Climate, Teacher Well-being, Classroom Climate and Student Outcomes

- PI: J. Downer
- Grant period: Jul 2018-Jun 2024
- Total grant amount: $3,299,999
- Role: Co-Investigator
- Description: RULER is a school-wide social-emotional learning intervention based on emotional intelligence theory. The main premise specifies that adults and students will be more effective at using their cognitive resources to teach and learn when they are able to recognize, understand, label, express, and regulate emotions, acknowledge the significance of these skills, and apply them in their daily lives. This

study examines the impact of RULER implemented in ideal conditions on school climate and teacher well-being, classroom climate, and students' social and emotional skills and academic outcomes.

Continued Virginia Statewide Implementation of STREAMin3
- Contract from the Virginia Department of Education
- PI: A. Williford
- Grant period: Jul 2023-Sep 2024
- Total grant amount: $6,451,349
- Role: Statistician
- Description: Continued implementation of STREAMin3 curriculum model in 4000 Virginia early childhood classrooms and evaluation of the implementation.

William T. Grant Foundation grant - Changing Teacher-Child Dyadic Play Interactions as a Way to Help Close the Racial Discipline Gap for Young Students
- PI: A. Williford
- Grant period: Jan 2020-Dec 2025
- Total grant amount: $539,983
- Role: Data manager and statistician
- Description: Efficacy trial to examine the impact of Banking Time to reduce the discipline gap between black and white early elementary students.

NIH grant 7U01MD018306-02 - Leveraging artificial intelligence and social innovation to reduce disparities in COVID-19 testing among African Americans
- PI: T. Ritchwood
- Grant period: May 2024-Oct 2025
- Total grant amount: $1,002,069
- Role: Co-Investigator
- Description: Pandemic fatigue, characterized by demotivation to follow protective behaviors, poses a significant challenge to controlling COVID-19, especially among underserved populations like African Americans. To address barriers to COVID-19 testing and combat misinformation, this study applies participatory research methods and artificial intelligence within community-engaged frameworks. It aims to 1) develop deep learning computer animations to promote COVID-19 testing and 2) evaluate their effectiveness in increasing testing uptake through a randomized experiment. Results will inform strategies to enhance testing motivation and acceptance, with implications for broader public health efforts.

PREVIOUS GRANTS

Grant/Contract	**PI**	**Grant Period**	**Total grant amount**	**Role**
IES Grant R305N160021 - Building an Effective PK-3 Education System: Actionable Aspects of Policies, Programs, Schools, and Classroom Processes that Promote Children's Learning in the Nation's 11th Largest School District	R. Pianta	Jul 2016-Jun 2022	$4,499,464	Co-Investigator
AEII: CLASS Observations and Individualized Professional Development (Contract from the Virginia Department of Education)	A. Williford	Jan 2021-May 2022		Co-Investigator
Templeton Foundation Grant ID 61136 - Becoming Ethical People: A Study of Character Development among Students in EL Education Schools	S. Rimm-Kaufmann	Aug 2018-Jul 2020	$976,846	Co-Investigator
IES Grant R305A170120 - Features of Early Childhood Education Coaching Interventions That Mediate and Moderate Impacts on Teacher-	R. Pianta	Jul 2017-Jun 2020	$599,999	Co-Investigator

Child Interactions and Child Outcomes				
Arnold Foundation grant - Short Replication of Colorado Core Knowledge RCT	D. Grissmer	Jul 2017-Jun 2020	$500,000	Co-Investigator
IES Grant R305A150272 - Improving Teacher Capacity to Implement High Quality Service Learning in Elementary Science Classrooms	S. Rimm-Kaufmann	Jul 2015-Aug 2019	$1,494,451	Co-Investigator
William T. Grant Foundation - Focused classroom coaching and widespread racial equity in school discipline	A. Gregory	Jul 2016-Jun 2019	$179,999	Co-Investigator
IES grant R305A1210631 - Efficacy trial of My Teaching Partner-Mathematics/Science Curricula and Implementation Support System	M. Kinzie	Jul 2012-Jun 2018	$3,499,424	Co-Investigator
IES Grant R305A160181 - Efficacy of the Core Knowledge Language Arts Listening and Learning Read Aloud Program in Kindergarten through Second Grade Classrooms	S. Cabell	Jul 2016-Jun 2021	$3,299,999	Co-Investigator
IES Grant R305A150319 - Read It Again-Together! A Multimedia School-Home Intervention for Young Children At-Risk for Academic Difficulties	T. Zucker	Jul 2015-Jun 2018	$1,498,230	Co-Investigator
IES grant R305E090003 - Evaluation of Core Knowledge Charter Schools in Colorado	D. Grissmer	Jul 2009-Dec 2015	$5,044,501	Co-Investigator
Virginia Kindergarten Readiness Program - private contract from Elevate Early Education	A. Williford	Jul 2013-Jun 2015	$1,312,000	Co-Investigator
IES grant R305A120323 - Using Validated Measures of Children's Engagement with Teachers, Peers, and Tasks	J. T. Downer	Aug 2012-Jul 2015	$1,323,830	Co-Investigator
IES grant R305A060021 - National Center for Research on Early Childhood Education (center grant)	R. C. Pianta	Aug 2006-Aug 2013	$8,443,000	Co-Investigator
NIH Grant R01 HD055345 - Cognitive predictors of language impairment in Down syndrome	F. A. Conners	Dec 2008-Nov 2013	$2,193,418	Co-Investigator
NIH Grant R21 NR011112: Legacy Intervention Family Enactment (LIFE)	R. S. Allen	Dec 2008-Jul 2011	$391,915	Co-Investigator
Department of Veterans Affairs, Veterans Health Administration, RRD 4483: Low-Dose Opiate Therapy for Discomfort in Dementia	A. L. Snow	Oct 2007-Oct 2011	$740,062	Co-Investigator
NIH Grant R01 DA018920: Decision Making & Substance Abuse Among Inner-City Youth	J. M. Bolland	Aug 2004-Aug 2010	$2,610,817	Co-Investigator
NIH Grant R01 GR21785: Behavioral and Team Functioning to Meet Resident Needs	A. B. Stevens	Jul 2002-Jul 2008	$1,973,443	Co-Investigator

EDITORIAL EXPERIENCE

Years	**Journal**	**Role**
2006-2009	European Journal of Social Psychology	Associate Editor
2014-2016	Psychological Methods	Consulting Editor
2016-2019	Psychological Methods	Associate Editor

PUBLICATIONS

119. Iselin, A.M., **DeCoster, J.**, DiGiunta, L, Lansford, J., Dodge, K., Eisenberg, N., Pastorelli, C., Tirado, L., & Bacchini, D. (in press). Rumination Mediates Hostile Attribution to Aggression and Anxiety Symptoms Pathways Among Adolescents from Three Countries. Research on Child and Adolescent Psychopathology.
118. 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. (in press). Learning contexts matter: Having value-supportive instructors moderates the efficacy of a utility-value intervention in community college math. Motivation Science.
117. Vann., S. S., Henry, A. R., **DeCoster, J.**, Dahl-Leonard, K., Conner, C. L., & Solari, E. J., (in press). Literacy Profiles of Kindergarten Students with Emotional and Behavioral Disorders. Remedial and Special Education.
116. Grissmer, D., Berends, M., Willingham, D. T., Duran, C. K., Murrah, W. M., Evans, T., Hulleman, C. S., **DeCoster, J.**, White, T. G., & Buddin, R., (2024). How Building Knowledge Boosts Literacy and Learning: First Causal Study Finds Outsized Impacts at "Core Knowledge" Schools. Education Next, 24, 52-57. https://www.educationnext.org/how-building-knowledge-boosts-literacy-and-learning/
115. Hall, C., Solari, E. J., Hayes, L., Dahl-Leonard, K., **DeCoster, J.**, Kehoe, K. J., Conner, C. L., Henry, A. R., Demchak, A., Richmond, C. L., & Vargas, I. (2024). Validation of an instrument for assessing elementary-grade educators' knowledge to teach reading. Reading and Writing, 37, 1955-1974. https://doi.org/10.1007/s11145-023-10456-w
114. Melo, C., Pianta, R., **DeCoster, J.**, & Orellana, P. (2024). Development of self-regulation of bilingual children and the role of teacher-child interactions. International Journal of Bilingual Education and Bilingualism, 27(6), 836–853. https://doi.org/10.1080/13670050.2024.2310187
113. Pham, L-P N., Patel, R., King, C. A., Helmann, J., Gaare, M. E., Clouse, D. W., **DeCoster, J.,** & McNeil, J. S. (2024). Patient honesty about NPO status in the era of GLP-1 agonists and liberal ERAS protocols: a randomized response technique study. Journal of Clinical Anesthesia, 99, 111650. https://doi.org/10.1016/j.jclinane.2024.111650
112. Sutter, C. C., Totonchi, D., **DeCoster, J.**, Barron, K., & 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
111. Swim, J. K., Guerriero, J. G., Gasper, K., **DeCoster, J.**, & Lengieza, M. L. (2024). Emotions and Policy Information Predicting Water-Quality Policy Support. Journal of Environmental Psychology, 98, 102385. https://doi.org/10.1016/j.jenvp.2024.102385
110. Turnbull, K. P., **DeCoster, J.**, Downer, J. T., & Williford, A. (2024). Elucidating Linkages of Executive Functioning to School Readiness Skill Gains: The Mediating Role of Behavioral Engagement in the PreK Classroom. Early Child Research Quarterly, 69, 38-48. https://doi.org/10.1016/j.ecresq.2024.07.00
109. Whittaker, J., Hofkens, T., Vitiello, V., Pianta, R., **DeCoster, J.**, & Ansari, A. (2024). Patterns of children's readiness at school entry and their association with kindergarten academic and social-emotional outcomes: Do classroom interactions matter? Early Childhood Research Quarterly, 112-123. https://doi.org/10.1016/j.ecresq.2023.09.005
108. Beliveau, L. E., Iselin, A. R., **DeCoster, J.**, & Boyer, M. A. (2023). A meta-analysis relating parental psychological control with emotion regulation in youth. Journal of Child and Family Studies, 32, 3876-3891. https://doi.org/10.1007/s10826-023-02700-2
107. Quick, E., Iselin, A. M., **DeCoster, J.**, & Fasone, H. (2023). Pre-Prison and Indigenous Predictors of Institutional Misconduct. Journal of Offender Therapy and Comparative Criminology, 67, 105-125. https://doi.org/10.1177/0306624X221102831
106. Totonchi, D. A., Tibbetts, Y., Williams, C. L., Francis, M. K., **DeCoster, J.**, Lee, G. A., Hull, J. W., & Hulleman, C. S. (2023). The cost of being first: Belonging uncertainty predicts math motivation and achievement for first-generation, but not continuing-generation, students. Learning and Individual Differences, 107, 102365. https://doi.org/10.1016/j.lindif.2023.102365
105. **DeCoster, J.**, Gallucci, M., & Iselin, A. R. (2022). The effects of dichotomization on the diagnostic accuracy of hypothesis tests: How avoiding dichotomization is in a researcher's self-interest. Testing, Psychometrics, Methodology in Applied Psychology, 29, 257-272. https://doi.org/10.4473/TPM29.2.7
104. Maitner, A. T., **DeCoster, J**., et al. (2022). Perceptions of Emotional Functionality: Similarities and Differences Among Dignity, Face, and Honor Cultures. Journal of Cross-Cultural Psychology, 53, 263-288. https://doi.org/10.1177/00220221211065108

103. Rimm-Kaufman, S. E, Merritt, E. G., Lapan, C., **DeCoster, J.**, Hunt, A., & Bowers, N. (2021). Can service-learning boost science achievement, civic engagement, and social skills? A randomized controlled trial of Connect Science. Journal of Applied Developmental Psychology, 74, 101236. https://doi.org/10.1016/j.appdev.2020.101236
102. Chapman, M. S., May, K. E., Scofield, J., **DeCoster, J.**, & Bui, C. (2020). Does Group Membership Affect Children's Judgments of Social Transgressions? Journal of Experimental Child Psychology, 189, 104695. https://doi.org/10.1016/j.jecp.2019.104695
101. Pianta, R. C., Whittaker, J. E., Vitiello, V., Ruzek, E., Ansari, A., Hofkens, T., & **DeCoster, J.** (2020). Children's school readiness skills across the pre-K year: Associations with teacher-student interactions, teacher practices, and exposure to academic content. Journal of Applied Developmental Psychology, 66, 101084. doi: 10.1016/j.appdev.2019.101084
100. Whittaker, J. V., Kinzie, M., Vitiello, V., **DeCoster, J.**, Mulcahy, C., & Barton, E. (2020). Impacts of an early childhood mathematics and science intervention on teaching practices and child outcomes. Journal for Research on Educational Effectiveness, 13, 177-212. doi: 10.1080/19345747.2019.1710884
99. Cabell, S. Q., Zucker, T. A., **DeCoster, J.**, Copp, S. B., & Landry, S. (2019). Impact of a Parent Text Messaging Program on Pre-Kindergarteners' Literacy Development. AERA Open, 5, 2332858419833339. doi: 10.1177/2332858419833339
98. Cabell, S. Q., Zucker, T. A., **DeCoster, J.**, Melo, C., Forston, L., & Hamre, B. (2019). Prekindergarten Interactive Book Reading Quality and Children's Language and Literacy Development: Classroom Organization as a Moderator. Early Education and Development, 30, 1-18. https://doi.org/10.1080/10409289.2018.1514845
97. Gregory, A., Ruzek, E. A., **DeCoster, J.**, Mikami, A. Y., & Allen, J. P. (2019). Focused Classroom Coaching and Widespread Racial Equity in School Discipline. AERA Open, 5, 2332858419897274. https://doi.org/10.1177/2332858419897274.
96. Hilgeman, M. M., Uphold, C. R., Collins, A. N., Davis, L. L., Olsen, D. P., Burgio, K. L., **DeCoster, J.**, Gay, W., & Allen, R. S. (2018). Enabling Advance Directive Completion: Feasibility of a New Nurse-Supported Advance Care Planning Intervention. Journal of Gerontological Nursing, 44, 31-42. doi:10.1080/19345747.2017.1329365
95. LoCasale-Crouch, J., Jamil, F., Pianta, R. C., Rudasill, K. M., & **DeCoster, J.** (2018). Observed quality and consistency of fifth graders' teacher–student interactions: Associations with feelings, engagement, and performance in school. Sage Open, 8, 2158244018794774. https://doi.org/10.1177%2F2158244018794774
94. LoCasale-Crouch, J., Williford, A., Whittaker, J., **DeCoster, J.**, & Alamos, P. (2018). Does fidelity of implementation account for changes in teacher-child interactions in a randomized control trial of Banking Time? The Journal of Research on Educational Effectiveness, 11, 35-55. doi:10.1080/19345747.2017.1329365
93. Shah, A., Morthland, M., Scogin, F., Presnell, A., DiNapoli, E. A., **DeCoster, J.**, & Yang, T. (2018). Audio and Computer Cognitive Behavioral Therapy for Depressive Symptoms in Older Adults: A Pilot Randomized Controlled Trial. Behavior Therapy, 49, 904-916. doi: 10.1016/j.beth.2018.06.002
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91. Barton, E. A., Whittaker, J. V., Kinzie, M. B., **DeCoster, J.**, & Furnari, E. (2017). Understanding the relationship between teachers' use of online demonstration videos and fidelity of implementation in MyTeachingPartner-Math/Science. Teaching and Teacher Education, 67, 189–201. doi:10.1016/j.tate.2017.06.011
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89. Miller-Bains, K. L., Russo, J. M., Williford, A. P., **DeCoster, J.**, & Cottone, E. A. (2017). Examining the Validity of a Multidimensional Performance-Based Assessment at Kindergarten Entry. AERA Open, 3, 2332858417706969. doi:10.1177/2332858417706969
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87. Williford, A. P., LoCasale-Crouch, J., Whittaker, J. V., **DeCoster, J.**, Hartz, K. A., Carter, L. M., Wolcott, C. S. & Hatfield, B. E. (2017). Changing Teacher-Child Dyadic Interactions to Improve Preschool Children's Externalizing Behaviors. Child Development, 88, 1544-1553. doi:10.1111/cdev.12703
86. Chung, J., Berger, B., & **DeCoster, J.** (2016). Developing measurement scales of organizational and issue legitimacy: A case of direct-to-consumer advertising in the pharmaceutical industry. Journal of Business Ethics, 137, 405-413. doi:10.1007/s10551-014-2498-8
85. Grace, E. L., Burgio, L. D., Allen, R. S., **DeCoster, J.**, Aiello, A. E., & Algase, D. L. (2016). Caregiver and care recipient characteristics as predictors of psychotropic medication use in community-dwelling dementia patients. Aging & Mental Health, 20, 1297-1305. doi:10.1080/13607863.2015.1075960
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83. Kim, G., **DeCoster, J.**, Bryant, A. N., & Ford, K. L. (2016). Measurement Equivalence of the K6 Scale: The Effects of Race/Ethnicity and Language. Assessment, 23, 758-768. doi:10.1177/1073191115599639
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75. Maitner, A. T., & **DeCoster, J.** (2015) Perceptions of national wealth and skill influence pay expectations: Replicating global hierarchy on a microscale. Frontiers in Psychology, 6, 703. doi:10.3389/fpsyg.2015.00703
74. Open Science Collaboration. (2015). Estimating the reproducibility of psychological science. Science, 349, aac4716. doi:10.1126/science.aac4716
73. Ritchwood, T.D., Carthron, D., & **DeCoster, J.** (2015). The impact of perceived teacher and parental pressure, and study skills on adolescents' reports of test anxiety. Journal of Best Practice in Health Professions Diversity, 8, 1006-1019.
72. Ritchwood, T.D., Ford, H., **DeCoster, J.**, Sutton, M., & Lochman, J. E. (2015). Risky sexual behavior and substance use among adolescents: A meta-analysis. Children and Youth Services Review, 52, 74-88. doi:10.1016/j.childyouth.2015.03.005
71. Roberts, A., LoCasale-Crouch, J., **DeCoster, J.**, Hamre, B., Downer, J., Williford, A., & Pianta, R. (2015). Individual and contextual factors associated with pre-kindergarten teachers' responsiveness to the MyTeachingPartner coaching intervention. Prevention Science, 16, 1044-1053. doi:10.1007/s10551-014-2498-875
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18. Iselin, A. R., & **DeCoster, J.** (2009). Reactive and proactive control in incarcerated and community adolescents and young adults. Cognitive Development, 24, 192-206. doi:10.1016/j.cogdev.2008.07.001
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1. Smith, E. R., & **DeCoster, J.** (1998). Person perception and stereotyping: Simulation using distributed representations in a recurrent connectionist network. In S. J. Read (Ed.), Connectionist and Parallel Distributed Processing Models of Social Reasoning and Behavior. Hillsdale, NJ: Lawrence Erlbaum.

FIRST-AUTHOR PRESENTATIONS

(Over 100 co-authored presentations not listed)

DeCoster, J., Gu, Y., & Cabell, S. Q. (2024, November). Systematic Analysis Writeups. Invited address at Florida State University, Tallahassee, FL.

DeCoster, J., Bailey, J., & Keys, M. (2024, October). A Researcher's Guide to ChatGPT. Invited address at the Pennsylvania State University, State College, PA.

DeCoster, J., Gu, Y., & Cabell, S. Q. (2024, September). Systematic Analysis Writeups. Oral presentation at the University of Virginia, Charlottesville, VA.

DeCoster, J., Bailey, J., & Keys, M. (2024, May). A Researcher's Guide to ChatGPT. Oral presentation at the University of Virginia, Charlottesville, VA.

DeCoster, J. (2023, June). Systematic Data Validation. Invited address at Florida State University, Tallahassee, FL.

DeCoster, J. (2013, September). Best Practices for Statistical Collaboration. Oral presentation at the University of Virginia, Charlottesville, VA.

DeCoster, J., & Gallucci, M. (2013, May). Using Formal Analysis Writeups to Improve Collaboration. Oral presentation at the American Psychological Society Annual Convention, Washington, DC.

DeCoster, J. (2013, May). Organizing and Naming Files for Data Preparation. Oral presentation at the Open Source Software and Open Science pre-conference at APS, Washington, DC.

DeCoster, J. (2012, November). Best Practices for Statistical Collaboration. Oral presentation at the Pennsylvania State University, State College, PA.

DeCoster, J. (2012, April). Jamie DeCoster's Research Practices. Oral presentation at the UVA Library's Data Management Day, Charlottesville, VA.

DeCoster, J., & O'Mally, J. (2006, October). Adventures in Data Archiving. Oral presentation at the annual meeting of the Person Memory Interest Group, Worton, MD.

DeCoster, J., Leistico, A. R., Gallucci, M., & Salekin, R. (2006, May). Simulations Showing that Continuous Measures of Psychopathy Outperform Dichotomous Measures. Oral presentation at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

DeCoster, J., Banner, M. J., Smith, E. R., & Semin, G. R. (2005, May). On the inexplicability of the implicit: Differences in the information provided by implicit and explicit measures. Oral presentation at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

DeCoster, J., & Claypool, H. M. (2000, October). A Meta-analysis of Priming Effects on Impression Formation. Oral presentation at the annual meeting of the Person Memory Interest Group, Atlanta, GA.

DeCoster, J., & Smith, E. R. (1999, March). Rapid Recovery of Accessibility. Oral presentation at the annual meeting of the Kurt Lewin Institute, Nijmegen, The Netherlands.

DeCoster, J., & Kelly, J. R. (1998, May). How Does Group Interaction and Structure Influence Creativity? Oral presentation at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

DeCoster, J. (1998, April). A Meta-analysis of Priming Effects on Impression Formation. Oral presentation at the biannual meeting of Social Psychologists of Indiana, South Bend, IN.

DeCoster, J. (1998, March). Using Connectionism to Study Person Memory. Invited address at the University of Illinois, Urbana, IL.

DeCoster, J., & Francis, G. (1997, August). The discrimination-responsiveness dilemma in self-organizing networks with vigilance. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.

DeCoster, J. (1996, May). Simulating person memory with a connectionist model. Oral presentation at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

DeCoster, J. (1996, April). Looking at impressions of social groups through experiences with group members. Oral presentation at the biannual meeting of Social Psychologists of Indiana, West Lafayette, IN.

DeCoster, J. (1995, April). Neural network simulations in social psychology. Invited address at Wabash College, Crawfordsville, IN.

DeCoster, J. (1994, March). Neural and object-oriented memory. Oral presentation at the biannual meeting of Social Psychologists of Indiana, Bloomington, IN.

TEACHING EXPERIENCE

GRADUATE CLASSES

Educational Statistics: Stat I. University of Virginia (Fall 2012, Fall 2011).

Advanced Statistics: Scale construction, Mediation analysis, and Multilevel modeling. University of Virginia (Spring 2012)

Advanced Data Analysis. University of Alabama (Spring 2011).

Introductory Data Analysis. University of Alabama (Fall 2010).

Programming and Data Management in SPSS/PASW. University of Alabama (Summer 2010).

Factor Analysis. University of Alabama (Fall 2009).

Mediation Analysis. University of Alabama (Fall 2009, Fall 2006).

MANOVA. University of Alabama (Fall 2009, Fall 2006).

Meta-Analysis. University of Alabama (Summer 2009, Summer 2005); University of Marburg (Summer 2004); Purdue University (Fall 1998).

Longitudinal Data Analysis using the Linear Mixed Model. University of Alabama (Fall 2008).

Power Analysis. University of Alabama (Fall 2008).

Scale Construction. University of Alabama (Fall 2008, Fall 2006).

Testing Group Differences Using t-tests, ANOVA, and Nonparametric Measures. University of Alabama (Spring 2008, Spring 2006, Spring 2005, Spring 2004).

Applied Linear Regression. University of Alabama (Fall 2007, Fall 2006, Fall 2005, Fall 2004, Fall 2003).
Computerized Adaptive Testing. University of Alabama (Fall 2005).

UNDERGRADUATE CLASSES
Introductory Research Methods. University of California at Santa Barbara (Spring 2003); Free University Amsterdam (Spring 2001).
Advanced Research Methods. University of California at Santa Barbara (Spring 2003).
Social Psychology. University of California at Santa Barbara (Winter 2003).
Social Influence. University of California at Santa Barbara (Winter 2003).
Introduction to Statistics. Purdue University (Summer, 1998).
Introduction to Psychology. Purdue University (Summer, 1997).

WORKSHOPS LED
File Archiving. The Pennsylvania State University (Nov 2012), University of Alabama (Oct 2007).
Conducting Research Online. University of Alabama (Mar 2008).
Microsoft Excel for Researchers. University of Alabama (Jan 2008, Jan 2007, Jan 2006, Sep 2004); University of California at Santa Barbara (Jul 2003).
Restructuring Data from Computerized Experiments. University of Alabama (Dec 2004).
Outliers and Multicollinearity. University of Alabama (Apr 2004).
Regression Analysis. University of Alabama (Mar 2004).
Repeated Measures, ANOVA, and MANOVA. University of Alabama (Mar 2004).
Advanced Data Analysis. University of Alabama (Mar 2004).
ANOVA. University of Alabama (Feb 2004)
Practical Data Analysis in SPSS. University of California at Santa Barbara (May 2003).
Analyzing Dyadic and Group Data. Free University Amsterdam (Apr 2002).
Meta-Analysis. Free University Amsterdam (Dec 2001, Nov 1999).
Transforming and Restructuring Data. Free University Amsterdam (Feb 2001).
Advanced Statistics in Social Psychology. Free University Amsterdam (Mar 2000).

ADVISEES (AS PRIMARY THESIS ADVISOR)
Aimee Edison (PhD in psychology, graduated from the University of Alabama in 2008)
Joseph F. Chandler (PhD in psychology, graduated from the University of Alabama in 2009)
Jamie O'Mally (PhD in psychology, graduated from the University of Alabama in 2011)

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