

## **Kristen T. Begosh, Ph.D.**

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### **EDUCATION**

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- University of Connecticut**, Storrs, CT  
Ph.D., Experimental Psychology  
Dissertation: “Beyond list and gist: Factors affecting memory for verse”  
Fall 2011
- University of Connecticut**, Storrs, CT  
M.A. Psychology  
December 2008
- The College of New Jersey**, Ewing, NJ  
B.A., Psychology; Minor, Italian  
Summa Cum Laude  
The College of New Jersey Honors Program  
May 2005

### **EMPLOYMENT HISTORY & TEACHING EXPERIENCE**

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#### ***Assistant Professor***

- University of Delaware**, Newark, DE  
2012-present
- Taught variety of undergraduate courses, including General Psychology, Research Methods, and Cognition in classes ranging in size from 35 to 300.
  - Developed two new courses, with one being approved as a study abroad program.
  - Served on several committees at both the department and College levels.

#### ***Teaching Faculty***

- Drexel University**, Philadelphia, PA  
2011-2012
- Taught a diverse combination of on site, hybrid, and online courses, including History and Systems, Computer Assisted Data Analysis, Research Methods and Biopsychology.
  - Drexel University is a large, private institution in an urban environment that encourages students to implement what they have learned through their co-operative experiences. Courses are taught on a quarter system, which accelerates the rate at which material must be taught.

#### ***Instructor of Record***

- Trinity College**, Hartford, CT  
2010-2011
- Taught Research Design and Analysis and Introductory Psychology using course-appropriate tools to engage students with the material.
  - Designed and taught The Psychology of Experiencing Music, which connected basic psychological principles with findings from music psychology.
  - Trinity College is a small, private institution that encourages the formation of relationships between faculty and students.
- University of Connecticut**, Waterbury, CT  
2010-2011
- Taught Introductory Psychology and Psychology of Learning to classes of 35 to 50 students.
  - The Waterbury Campus is one of five regional campuses designed with the goal of engaging with the surrounding community and providing a high quality education to students of various ages, ethnicities and religious backgrounds.

**EMPLOYMENT HISTORY & TEACHING EXPERIENCE (continued)**

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***Instructor of Record*****University of Connecticut, Storrs, CT**

2009-2010

- Taught Introductory and Cognitive Psychology, which emphasized understanding research techniques and psychology as a natural science.
- The Storrs Campus is the university's main campus offering outstanding educational opportunities to over 30,000 students.

**University of Connecticut, West Hartford, CT**

2008-2009

- Taught Cognitive Psychology to upper classmen and returning adult students.
- The Greater Hartford Campus serves residents of the Hartford area by providing its approximately 2,000 students with flexible classes and accessible instructors.

***Teaching Assistant*****University of Connecticut, Storrs, CT**

2005-2010

- Taught undergraduate laboratory sections for courses emphasizing psychology as a natural science, including Research Methods and Introductory Psychology.
- Guided students through the conceptualization, execution and interpretation of research projects.
- Taught students how to manage data sets and conduct statistical analyses in SPSS.

***Guest Lecturer*****University of Connecticut, West Hartford, CT**

Long-term and Expert Memory

Spring 2007

Learning

Fall 2009

**University of Connecticut, Storrs, CT**

Ethical Treatment of Research Participants

Fall 2006

- Gave invited lectures on various topics to Introductory Psychology and Research Methods classes in the absence of the primary instructor.

**ADDITIONAL PROFESSIONAL EXPERIENCE**

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***Psychology Academic Advisor*****University of Delaware, Newark, DE**

2013-present

- Primary academic advisor to approximately 30 undergraduate psychology majors at a time.
- Held regular office hours to individually meet with students to discuss graduation requirements and career goals, and responded to advisee e-mail messages.
- Had discussions remotely with students via Skype when unable to find a mutually convenient meeting time.

**University of Connecticut, Waterbury, CT**

2010-2011

- Primary academic advisor to 31 undergraduate psychology majors.
- Held regular office hours to individually meet with students to discuss graduation requirements and career goals.
- Regularly notified students about employment, internship, and scholarship opportunities.
- Wrote letters of recommendation for students' graduate school and scholarship applications.

## **ADDITIONAL PROFESSIONAL EXPERIENCE (continued)**

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### ***Resource Lab Instructor***

**University of Connecticut**, Storrs, CT

Fall 2007

- Provided statistical advice to undergraduate students enrolled in research methods course and graduate student lab instructors.

### ***Lab Manager & Meeting Organizer for Music Psychology Laboratory***

**University of Connecticut**, Storrs, CT

2005-2010

- Oversaw undergraduate research assistants' contributions to various experiments.
- Mentored undergraduate research assistants as they completed a poster presentation based on work they conducted in the laboratory.

### ***Research Assistant***

**Haskins Laboratories**, New Haven, CT

2007-2009

- Recruited and ran participants in experiments assessing the relationship between reading fluency and rhythmic movement.

## **ONGOING AND CURRENT RESEARCH**

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- *Pedagogical practices that influence student academic achievement*
- *Factors influencing memory for surface features of performance materials*

## **PUBLICATIONS**

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### ***Published***

Demos, A. P., Chaffin, R., **Begosh, K. T.**, Daniels, J. R., & Marsh, K. L. (2011). Rocking to the beat: Effects of music and partner's movements on spontaneous interpersonal coordination. *Journal of Experimental Psychology: General*. doi: 10.1037/a0023843

**Begosh, K. T.** Chaffin, R., Silva, L. C., Ginsborg, J., & Lisboa, T. (2010). Embodied effects on musicians' memory of highly polished performances. In S.M. Demorest, S.J. Morrison, & P.S. Campbell (Eds.), *Proceedings of the 11th International Conference on Music Perception and Cognition*. (pp. 482 – 486). Seattle, WA: Casual Productions.

Chaffin, R., Lisboa, T., Logan, T., & **Begosh, K.T.** (2010). Preparing for memorized cello performance: The role of performance cues. *Psychology of Music*, 38, 3-30.

Chaffin, R., Logan, T. R., & **Begosh, K. T.** (2009). Performing from memory. In S. Hallam, I. Cross, & M Thaut (Eds.), *The Oxford handbook of music psychology* (pp. 352-363). Oxford: Oxford University Press.

## **CONFERENCE PRESENTATIONS**

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**Begosh, K.T.** (2016, January). *Designing lecture slides and assessment questions to maximize student performance*. Poster presented at the annual meeting of the National Institute for the Teaching of Psychology. St. Pete Beach, FL.

Brooks, E. R., Ding, J., & **Begosh, K.T.** (2015, March). *Students recall visual information presented in lessons better than linguistic information*. Poster presented at the annual meeting of the Eastern Psychological Association. Philadelphia, PA.

## CONFERENCE PRESENTATIONS (continued)

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- Begosh, K. T.** (2015, January). *You can conga in almost any course*. Paper presented at the annual meeting of the National Institute on the Teaching of Psychology, St. Pete Beach, FL.
- Blake, V. L., Ziemba, V. L., & **Begosh, K. T.** (2014, March). *PowerPoint presentation method and modality affect students' learning outcomes*. Poster presented at the annual meeting of the Eastern Psychological Association. Boston, MA.
- Begosh, K. T.** (2013, May). *Rhythmic movement affects confidence but not accuracy of memory for limericks*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, D.C.
- Begosh, K. T.,** & Chaffin, R. (2011, August). *The contribution of movement to accurate memory for performance*. Poster presented at the International Symposium on Performance Science, Toronto, ON.
- Chaffin, R., Lisboa, T., Ginsborg, J., & **Begosh, K. T.** (2011, May). *Memory and music performance: Intuition, spontaneity, and movement*. Paper presented at Performa, Conference on Performance Studies. Aveiro, Portugal.
- Begosh, K. T.** (2010, October). *Distance as a predictor of response time to sequentially and randomly ordered stimuli from previously memorized performance*. Paper presented at Northeast Music Cognition Group, Boston, MA.
- Begosh, K. T.,** Chaffin, R., Barros, L. C., & Lisboa, T. (2009, August). *Cued Recall of Memory for Performance*. Poster presented at the European Society for the Cognitive Sciences of Music, Jyväskylä, Finland.
- Begosh, K.T.** & Chaffin, R. (2009, August). *Listeners' sensitivity to performers' expressive intentions*. Poster presented at the meeting of the Society for Music Perception and Cognition. Indianapolis, IN.
- Demos, A., Chaffin, R., Lewis, A., **Begosh, K.T.**, Daniels, J. , & Marsh, K. (2009, August). *Rocking in synch: Effects of music on interpersonal coordination*. Poster presented at the meeting of the Society for Music Perception and Cognition. Indianapolis, IN.
- Begosh, K.T.,** Boncoddio, R. A., & Magnuson, J.S. (2008, May). *Cognitive problem solving strategies differ as a function of performance feedback*. Poster presented at the annual meeting of the Association for Psychological Science. Chicago, IL .
- Begosh, K.T.,** Chaffin, R., & Barros, L.C. (2007, August). *Cued recall of memory for performance: A case study*. Poster session presented at the meeting of the Society for Music Perception and Cognition. Montreal, QC.
- Logan, T., **Begosh, K.T.,** Chaffin R., & Lisboa T. (2007, August). *Memorizing for Cello Performance*. Paper presented at the meeting of the Society for Music Perception and Cognition. Montreal, QC.
- Begosh, K.T.,** Lisboa, T., & Logan, T. (2007, July). *Memorizing for cello performance: Effects of performance cues on recall*. In H. Noyce (Chair), *Expert memory in the performing arts*. Symposium conducted at the meeting of the Society for Applied Research in Memory and Cognition. Lewiston, ME.
- Begosh, K.T.,** Logan, T., Chaffin, R., & Lisboa, T. (2007, July). *Expert memory in music performance: Effects of performance cues on recall and tempo variation*. Poster session presented at the Society for Applied Research in Memory and Cognition. Lewiston, ME.

## CONFERENCE PRESENTATIONS (continued)

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Logan, T., **Begosh, K.T.**, Chaffin, R., & Lisboa, T. (2006, May). *Expert musicians and memory: Comparing self-report and practice in music performance research*. Poster session presented at the annual meeting of the Association for Psychological Science. New York, NY.

Chaffin, R., Lisboa, T., **Begosh, K.T.**, & Logan, T. (2006, May). *Expert memory in solo cello performance*. Poster session presented at the annual meeting of the Association for Psychological Science. New York, NY.

## ADDITIONAL PRESENTATIONS

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**Begosh, K.T.** (2009, February). *Cued recall for polished performance*. UConn Mini-conference on the Empirical Study of Music Performance, University of Connecticut, Storrs, CT.

**Begosh, K.T.**, & Chaffin, R. (2008, October). *Testing a musician's ability to recover from mistakes using a cued-recall task*. Colloquium given as part of the Language and Cognition lunch talk series, Department of Psychology, University of Connecticut.

**Begosh, K. T.**, & Logan, T. (2006, April). *Expert memory and cello performance*. Colloquium given as part of the Language and Cognition lunch talk series, Department of Psychology, University of Connecticut.

## SUPERVISED STUDENT PRESENTATIONS

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Hunter, J., Kintish, D., & **Begosh, K.T.** (2011, April). *Factors contributing to accurate long-term memory for verse*. Poster presented at the annual Frontiers in Undergraduate Research poster exhibit, University of Connecticut. Storrs, CT.

Benjamin, M., Capina, E., Primus, L., **Begosh, K. T.**, & Chaffin, R. (2008, April). *Memorizing music*. Poster presented at the annual Frontiers in Undergraduate Research poster exhibit, University of Connecticut. Storrs, CT.

## SERVICE

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### University of Delaware

#### ***Institutional Review Board Member***

2015-present

- Review and determine appropriateness of research proposals within the Department of Psychological and Brain Sciences for expedited review.
- Serve as an alternate IRB member at full board meetings when the Department's external reviewer is unable to attend.

#### ***Psychological & Brain Sciences Undergraduate Committee Member***

2012-present

- The Psychological and Brain Sciences Undergraduate Committee periodically meets and exchanges e-mail messages about the curricula and issues related to the various undergraduate degrees offered through the department.

#### ***Psychology Undergraduate Poster Night Organizer***

2013-present

- Worked with university departments as well as psychology department faculty, staff, and undergraduate students to organize the annual poster presentation night

**SERVICE (continued)**

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***Independent Study Supervision***

2013-2015

- Oversaw and assisted students in the development and implementation of a research project designed to investigate the influence of pedagogical practices on student exam performance.
- Assigned students journal articles to read and discuss, helped create and revise experimental materials, assisted students with data analysis and interpretation, and successfully submitted proposal to present a poster at an annual regional conference.

***College of Arts and Sciences Educational Affairs Committee Member*** 2013-2015

- The Educational Affairs Committee is made up of faculty from various areas within the College of Arts and Sciences (CAS) who read proposals and make decisions regarding new course offerings and changes to curriculum of departments with CAS. Decisions are made during regular meetings in which the members discuss the proposal in consultation with a member from the Dean's office.
- The committee also evaluates student petitions to substitute courses for CAS breadth requirements.

***CAS Advisement and Retention Committee Chair***

2013-2015

- Worked with other committee members to develop recommendations on actions that can be taken by students, advisors, departments, CAS, and other university offices to achieve the first-year student learning outcomes for advising, which were outlined by Dr. Richard Robbins, a consultant from NACADA.

***Success through Education Conference Participant***

November 5, 2013

- Provided syllabus and sample homework assignments to the director of the program to share with program attendees.
- Approximately six high school students and their teacher attended my General Psychology lecture the day of the conference.
- The conference is an annual event in which the University of Delaware invites high school students and their teachers from the community to visit campus and attend classes in order to get a better understanding of college life.

***Psychology Clinic Director Search Committee Member***

Summer 2013

- Worked with other members of the search committee to review application materials, conduct on-campus interviews and offer hiring recommendation.

**Drexel University*****Curriculum Design***

Fall 2011

- Assisted with redesign and resequencing of courses related to statistical analysis and research design with the goal of incrementally building students' understanding of research methods and reducing redundancy in established courses.

***Independent Study Supervision***

Winter 2012

- Supervise student contributing to research program on memory and performance.

**Miscellaneous*****Ad hoc Reviewer***

- *Musicae Scientiae* ad hoc reviewer 2013
- *Psychology of Music* ad hoc reviewer 2010 – 2011

***Letter of Recommendation Writer***

2011-present

- Wrote a number of letters of recommendation and served as a reference for students seeking admission to graduate school, internships and employment

## **PROFESSIONAL TRAINING & DEVELOPMENT**

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### ***Summer Faculty Institute***

June 2-6, 2014

- Attended 5-day workshop focusing on variety of pedagogical techniques and classroom-related issues including selecting appropriate technological tools, writing good multiple-choice questions and teaching to reach a diverse group of students

### ***Trans\* 101 Workshop***

March, 2014

- Attended afternoon workshop focusing on different types of trans- individuals and the unique challenges that they face

### ***University of Delaware LGBT Allies Training***

June, 2013

- Attended 2-day workshop in which members of the campus community discussed and learned about ways to be supportive of lesbian, gay, bisexual, and transgender individuals

### ***Problem Based Learning Workshop***

January 23-25, 2013

- Attended workshop designed to help instructors integrate Problem Based Learning into their specific courses, with the intention of better implementing this technique in Measurement & Statistics

### ***Student Engagement Conference***

December 7, 2012

- Attended conference that provided instruction on variety of new technologies available for classroom use and effective ways to use iClickers

### ***Near-Peer Learning and Peer Support Round Table Discussion***

November 2, 2012

- Attended conference that presented information on the many different ways students can mentor and/or tutor each other
- Specific information about resources available at University of Delaware was presented

### ***Teaching and Learning Fundamentals Course***

- Received instruction on how to effectively engage students, use technology to enhance course material, manage the classroom, and reach learning objectives

### ***University of Connecticut's Writing Center Training Seminars***

- Attended seminars that gave suggestions for how to create objectives for student writing assignments, provide feedback and help students improve writing skills

## **HONORS & PROFESSIONAL ASSOCIATIONS**

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### ***Frank Costin Memorial Award for Excellence***

January 6, 2016

- Awarded at National Institute for the Teaching of Psychology (NITOP) annual conference to poster judged to be the most outstanding in terms of contributing to excellence in teaching psychology.

### ***Society for Teaching of Psychology Early Career Psychologist Travel Grant Recipient***

2016

- Provided to early career psychologists to help finance travel to a conference in order to learn more about the teaching of psychology.

### ***Phi Kappa Phi Honor Society***

### ***Psi Chi, National Psychology Honor Society***

**HONORS & PROFESSIONAL ASSOCIATIONS (continued)**

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*Golden Key, International Honor Society*

*Association for Psychological Science*

*Society for the Teaching of Psychology*

*Eastern Psychological Association*

**SKILLS**

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- *Sakai, Blackboard, & Moodle Online Learning Environments* – Online assignments, assessments and discussions to enhance course material
- *Camtasia* – Recording lectures for online courses
- *Microsoft Office* – Proficient use of Word, Excel and PowerPoint
- *SPSS* – Data analyses including ANOVA, regression, correlation and factor analysis
- *SoundForge* – Sound file processing and analysis
- *MatLab* – Simple program development and data inspection
- *AMOS* – Confirmatory factor analysis and structural equation modeling
- *PsyScope* – Programming of psychological experiments