

Curriculum Vitae

Joshua A. Cuevas, Ph.D.
Associate Professor
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Education

- Ph.D. 2010 *Georgia State University*
Educational Psychology
Areas of Concentration: Applied Cognition, Assessment,
Educational Measurement, Evidence-Based Reasoning, Language
and Literacy, Quantitative Methodology
- M.A.T. 2005 *Piedmont College*
English Language Arts Education
- B.A. 1994 *University of Georgia*
Literature

Professional Experience

- (2016-present) Associate Professor with tenure, College of Education, Middle/Secondary
Department, University of North Georgia, Dahlonega, GA
- (2011-2016) Assistant Professor, College of Education, Middle/Secondary Department,
University of North Georgia, Dahlonega, GA
- (2011) Instructor, College of Education, Department of Educational Psychology, Georgia
State University, Atlanta, GA
- (2004-2011) Teacher, Literature and Composition, Journalism; Newton High School;
Covington, GA
- (2006-08) Assessment Consultant, American Council on Education; Washington, DC
GED Content Reviewer: Writing (2008); GED Item Writer for Language Arts
(2007); GED National Test Specification Committee for Language Arts (2006)
- (2002-2004) Validity Rater in Writing Assessment, University of Georgia Educational
Research Laboratory (Test Scoring and Reporting Services), Athens, GA
- (1995-1996) Rater in Writing Assessment, University of Georgia Educational Research
Laboratory (Test Scoring and Reporting Services), Athens, GA

If you require this content in another format, please contact kathy.moody@ung.edu or call 706-864-1757.

Professional Affiliations & Certification

American Psychological Association (APA) member

Editorial Board member, *Georgia Educational Researcher*

Reviewer, *Journal of Neuroscience and Behavioral Health*

Reviewer, *English Education*

Reviewer, *Educational Psychologist*

Reviewer, *Journal of Research in Reading*

Reviewer, *Essays in the Philosophy of Humanism*

Certification: T-7 Renewable through 2020, Language Arts, Grades 6-12

Courses Taught

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| 2017 | EDUC 6402, Educational Research Methodology (UNG), master's level course in research methodology, design, and statistics |
| 2012-2017 | MGED 6001, Middle-Level Practices and Curricular Issues in Contemporary Schools (UNG), master's level capstone research course |
| 2012-2017 | EDUC 6001, Educational Research (University of North Georgia), master's level course in research methodology, design, and statistics |
| 2012 | EDUC 6101, Advanced Assessment (University of North Georgia), master's level course in educational measurement |
| 2017 | SCED 3540, Applied Data Analysis (University of North Georgia), undergraduate field supervision and data analysis course |
| 2011-2017 | SCED 4002/EDUC 3002, Educational Assessment (University of North Georgia), undergraduate course in assessment |
| 2016 | SCED 4005, Internship (University of North Georgia), undergraduate field experience supervision course |
| 2011-2017 | MGED 4020, Instructional Strategies & Monitoring (University of North Georgia), undergraduate course in educational psychology |
| 2011-2017 | MGED 4015, Internship 3, Decision Making (University of North Georgia), undergraduate field experience supervision course |

- 2013-2017 MGED 3540, Applied Data Analysis (University of North Georgia), undergraduate field supervision and data analysis course
- 2011-2012 EDUC 2130, Exploring Teaching and Learning (University of North Georgia), undergraduate course in educational psychology
- 2013-2017 LART 3040, Teaching Reading/Writing in Middle/Secondary Schools (University of North Georgia), undergraduate course in k-12 reading
- 2012 LART 3106, Teaching Reading in the Content Areas (University of North Georgia), undergraduate course in k-12 reading
- 2012-2014 READ 4100/LART 3007, Diagnosis and Remediation of Reading Disabilities (UNG), undergraduate reading endorsement course
- 2012 LART 3060, Teaching Language Arts at the Middle School Level (University of North Georgia), undergraduate course in education
- 2011 MGMS 7200, Conceptualizing Middle Level Learning & Diversity in Content (UNG), master's level course in middle grades education
- 2011 EPY 7090, The Psychology of Learning (Georgia State University) master's level course in early childhood education/educational psychology
- 2005-2011 American Literature and Composition (Newton H.S.)
Levels: Advanced, College Prep, Tech Prep, & Special Education
- 2010-2011 Journalism- Faculty Adviser for the Newton H.S. student newspaper
- 2008 EPY 2050, Human Growth and Development (Georgia State University) undergraduate course in educational psychology
- 2004-2005 World Literature and Composition (Newton H.S.)
Levels: Advanced, College Prep, Tech Prep, & Special Education

Service

- 2017 College of Education, Teacher Education Promotion and Tenure Review Committee
- 2016-2017 Chair, College of Education Assessment Committee
- 2014-2017 Graduate Council member, University of North Georgia
- 2014-2017 School Governance Team, Lumpkin County Middle School, higher education representative

- 2012-2017 Professional Development Community Site Coordinator, Lumpkin County Middle School via the University of North Georgia
- 2016 College of Education, Promotion and Tenure Committee
- 2016 New Faculty Hiring Committee, Middle/Secondary, CoE, UNG
- 2015-2016 College of Education Research & Development Committee member, UNG
- 2014-2016 University of North Georgia Course Evaluation Committee member
- 2016 UNG CoE Workshop Co-Facilitator- Writing for Academic Publication
- 2015 Chair, New Faculty Hiring Committee, Middle/Secondary, CoE, UNG
- 2014-2015 Chair, College of Education Research and Development Committee, UNG
- 2014-2015 CoE Peer Evaluation, Promotion, and Tenure Committee member, UNG
- 2014-2015 Course Evaluation Committee member. University of North Georgia
- 2014 Academic Policies and Procedures Committee member, UNG
- 2013 New Faculty Hiring Committee, Middle/Secondary, CoE, UNG
- 2013 College of Education Promotion and Tenure Committee member, UNG
- 2013 College of Education, Workload Committee member, UNG
- 2012 College of Education, Undergraduate Discipline Curriculum, Middle/Secondary, and Assessment committees on the consolidation of North Georgia College & State University and Gainesville State College
- 2012-2015 Participated in facilitating professional development reading endorsement courses for teachers in Chatham County school district, Savannah, GA
- 2011-2012 Participated in a work-study group on the Teacher's Performance Record
- 2005-2010 Director of the Newton High School Young Georgia Authors Contest
- 2008 Piedmont College Writing Workshop on teaching and assessing writing
- 2006 Piedmont College Graduate Student Workshop, alumni presenter
- 2005 Georgia Performance Standards Planning: participated in crafting model ELA unit plans for Newton County high schools in accordance with GPS

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Awards

- 2015-16 Fieldale Chair in Education endowment for excellence in teaching, scholarly productivity, and efforts to support the development of faculty scholarship <http://ung.edu/news/articles/2015/08/education-professor-selected-as-fieldale-chair-.php>
- 2010-11 Georgia State University, Department of Educational Psychology and Special Education, Outstanding Doctoral Dissertation of the Year

Peer-Reviewed Publications and Book Chapters

- Cuevas, J. A., & Dawson, B. L. (In Press). A test of two alternative cognitive processing models: Learning styles and dual coding. *Theory and Research in Education*
- Miller, H. B. & Cuevas, J. A. (2017). Mobile learning and its effects on academic achievement and student motivation in middle grades students. *International Journal for Scholarship of Technology Enhanced Learning, (1)2*, 91-110. <http://ejournals.library.gatech.edu/ijstotel/index.php/ijstotel>
- Cuevas, J. A., & Russell, L. R. (2017). An exploration of the use of technology to address academic language learning in teacher education in preparation for the edTPA. *Online Journal of New Horizons in Education, (7)2*, 31-45. <http://www.tojned.net/?pid=showissue&volume=7&issue=2>
- Liming, M., & Cuevas, J. A. (2017). An examination of the testing and spacing effects in a middle grades social studies classroom. *Georgia Educational Researcher, (14)1*, 103-136. <http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1116&context=gerjournal>
- Cuevas, J. A. (2017). Visual and auditory learning: Differentiating instruction via sensory modality and its effects on memory. In *Student Achievement: Perspectives, Assessment and Improvement Strategies* (pp. 29-54) New York: Nova Science Publishers. ISBN-13: 978-1536102055
- Liming, W., & Cuevas, J. A. (2017). Implicit theories of intelligence: Outcomes on academic achievement, self-efficacy, and effort in science education. In *Student Achievement: Perspectives, Assessment and Improvement Strategies* (pp. 79-102). New York: Nova Science Publishers. ISBN-13: 978-1536102055
- Cuevas, J. A. (2016). An analysis of current evidence supporting two alternate learning models: Learning styles and dual coding. *Journal of Educational Sciences & Psychology, 6(1)*, 1-13. <https://www.academia.edu/24790855/>

- Johnson, S. A. & Cuevas, J. A. (2016). The effects of inquiry project-based learning on student reading motivation and perceptions of inquiry learning processes. *Georgia Educational Researcher*, 13(1), 51-85.
<http://digitalcommons.georgiasouthern.edu/gerjournal/vol13/iss1/2/>
- Neal, B. & Cuevas, J. A. (2016). An examination of educators' attitudes toward inclusion. *Online Journal of New Horizons in Education*, 6(4), 26-37.
<https://www.tojned.net/journals/tojned/articles/v06i04/v06i04-03.pdf>
- Cuevas, J. A. (2015). Is learning styles-based instruction effective? A comprehensive analysis of recent research on learning styles. *Theory and Research in Education*, 13(3), 308-333. doi: 10.1177/1477878515606621
<http://journals.sagepub.com/doi/abs/10.1177/1477878515606621?journalCode=tr eb>
- Cochrane, S. H. & Cuevas, J. A. (2015). Teacher perceptions of the Common Core Performance Standards. *Georgia Educational Researcher*, 12(1).
<https://www.researchgate.net/publication/292708647>
- Cuevas, J. A. (2015). Hispanic acculturation in the U.S.: Examining the relationship between Americans' ethnocentricity and education. *Journal for Critical Education Policy Studies*, 12(3), 309-337. ISSN 1740-2743.
<http://www.jceps.com/archives/2360>
- Russell, L. R. & Cuevas, J. A. (2014). Designing customizable reading modules for a high school literature classroom. *Tech Trends*, 58(5), 70-79. doi: 10.1007/s11528-014-0788-8. <https://www.academia.edu/24790609/>
- Cuevas, J. A., Irving, M. A. & Russell, L. R. (2014). Applied cognition: Testing the effects of independent silent reading on secondary students' achievement and attribution. *Reading Psychology*, 35(2), 127-59. doi: 10.1080/02702711.2012.675419. <https://www.academia.edu/24790554/>
- Cuevas, J. A. (2013). A reflection on belief. *Journal for Critical Education Policy Studies*, 11(3), 338-361. <http://www.jceps.com/archives/450>
- Cuevas, J. A., Russell, L. R., & Irving, M. A. (2012). An examination of the effect of customized reading modules on diverse secondary students' reading comprehension and motivation. *Educational Technology Research & Development*, 60(3), 445-467. doi: 10.1007/s11423-012-9244-7.
<https://www.academia.edu/24790015/>
- Cuevas, J. A. (2012). Improving secondary students' reading comprehension through the use of advance organizers. *The Georgia Journal of Reading*, 35(1), 29-38.
<https://www.researchgate.net/publication/292708748>

Cuevas, J. A. (2010). Applied cognition in reading: An analysis of reading comprehension in secondary students. *Educational Psychology and Special Education Dissertations*. Paper 70.
http://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1070&context=epse_diss

Cuevas, J. A. (2008). The psychological processes and consequences of fundamentalist indoctrination. *Essays in the Philosophy of Humanism*, 16(2), 57-70.
<http://www.equinoxpub.com/journals/index.php/EPH/issue/view/1402>
<https://scholar.google.com/citations?user=ZNq7uTcAAAAJ&hl=en>

Editorially Reviewed Publications

Cuevas, J. A. (2016, August). Cognitive psychology's case for teaching higher order thinking. *Professional Educator*, 15(4), 4-7. <https://www.academia.edu/28947876>

Cuevas, J. A. (2016, July 11). Is research-based instruction a reality in education? The example of learning styles and dual coding. *Psych Learning Curve*. (APA newsletter for psychology and education) <http://psychlearningcurve.org/learning-styles/>

Cuevas, J. A. (2016, May/June). Why science is not in conflict with religion. *The Humanist*, 27-29. <https://thehumanist.com/contributor/joshua-a-cuevas/>

Cuevas, J. A. (2014, October 12). Brain-based learning, myth versus reality: Testing learning styles and dual coding. *Science-Based Medicine*.
<https://sciencebasedmedicine.org/author/joshcuevas/>

Cuevas, J. A. (2014, July 8). Georgia professor: 'Time to relegate learning styles to the dust bin'. *AJC.com/The Atlanta Journal-Constitution*.
<http://www.ajc.com/weblogs/get-schooled/2014/jul/08/georgia-professor-time-relegate-learning-styles-du/>

Cuevas, J. A. (2012, October 9/10). Unemployment and marginal tax rates: What the numbers tell us. *Counterpunch.org*.
<http://www.counterpunch.org/2012/10/09/unemployment-and-marginal-tax-rates/>

Academic Conference Presentations

Russell, L. R., & Cuevas, J. A. (2017, March). *An exploration of the use of technology to address academic language learning in teacher education in preparation for the edTPA*. Scholarship of Teaching and Learning (SoTL) Commons Conference, Savannah, GA.
https://docs.google.com/document/d/11LQgwn_0LmiUIPDXWRnP0XhddL9wkRcui9_vT4fgmbM/edit

- Cuevas, J. A., & Russell, L. R. (2016, October). *Visual and auditory learning and their effects on memory: How research on learning styles and dual coding can assist teachers in differentiating instruction via sensory modality*. Georgia Association of Teacher Educators, Young Harris, GA.
https://issuu.com/gaate/docs/gate_2016_conference_program_for_we
- Cuevas, J. A., & Russell, L. R. (2016, October). *An exploration of the use of technology to address academic language learning in teacher education in preparation for the edTPA*. Georgia Association of Teacher Educators, Young Harris, GA.
https://issuu.com/gaate/docs/gate_2016_conference_program_for_we
- Cuevas, J. A., Dawson, B. L., Hightower, J., & Brown, H. (2015, March). *An analysis of two alternate learning models: Learning styles and dual coding*. Scholarship of Teaching and Learning (SoTL) Commons Conference, Savannah, GA.
<http://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2015/145/>
- Cuevas, J. A. (2014, March). *An analysis of recent research on learning styles: Current evidence on the effectiveness of styles-based instruction to impact student learning*. PERC: Piedmont Educator Renewal Conference, Demorest, GA.
<http://edu.piedmont.edu/index.php/spring-educator-conference>
- Cuevas, J. A., Russell, L. R. & Irving, M. A. (2011, April) *Getting them to read: Testing the effects of independent silent reading and cognitive tools on secondary students' achievement and motivation*. American Educational Research Association conference, New Orleans, LA.
http://convention2.allacademic.com/one/aera/aera11/index.php?click_key=1&cmd=Multi+Search+Load+Person&people_id=2218304&PHPSESSID=8pmsrg4gjh4bms533hqu16u1
- Russell, R. & Cuevas, J. (2010). Animating the High School Student Reading Experience: A DIY Guide. In J. Herrington & C. Montgomerie (Eds.), *Proceedings of EdMedia: World Conference on Educational Media and Technology 2010* (pp. 3070-3075). Association for the Advancement of Computing in Education (AACE). Retrieved February 12, 2016 from
<http://www.editlib.org/p/35081>.
- Russell, L. R., & Cuevas, J. A. (2010, March). *Designing reading modules for a high school literature classroom*. Poster presented at the Educational Design Research: Local Change & Global Impact Conference, University of Georgia, Athens, GA.
<http://edrconference.coe.uga.edu/EDR%20Proceedings/posters/Russell%20Poster.pdf>
- Russell, L. R., & Cuevas, J. A. (2009, April). *Designing modules to improve reading comprehension in high school*. Paper presented at the Georgia State University Doctoral Fellows Symposium, Atlanta, GA.

Russell, L. R., & Cuevas, J. A. (2009, March). *Design decisions between teacher and technologist in developing classroom reading modules with everyday software*. Paper presented at the conference of the Association for the Advancement of Computing in Education's Society for Information Technology & Teacher Education, Charleston, SC. <http://www.editlib.org/p/35081/>

Patent Pending

Russell, L. R., Evans, J. T., Char, A. S., Cuevas, J. A., & Nadadur, V. (2014). Reading Comprehension Apparatus. U.S. Patent Application 62/089, 689. Filed 12/9/2014. Patent Pending. Full Tilt Ahead, LLC, applicant.