

Noora Hamdan , M.A.

Curriculum Vitae

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Education

TEMPLE UNIVERSITY, Philadelphia **Ph.D. in Developmental Psychology** – Expected Completion: Fall 2018

Pre- dissertation work: Fostering Resiliency in Children of Substance Abusing Fathers: A Longitudinal Study

GEORGE MASON UNIVERSITY, Fairfax, **M.A. in Applied Developmental Psychology** – May 2013

Thesis: Investigation of the stability of dimensions of parent teacher emotional support using autoregressive moving average modeling

JAMES MADISON UNIVERSITY, Harrisonburg, **B.A. in Political Science**, Magna Cum Lade – May 2011

Honors and Awards

September 2014-2017- Psychology Graduate Student Travel Award

November 2012: George Mason University Fellowship 2011 – Present: Phi Beta Kappa National Academic Honor Society

May 2010: Gorry Scholarship, Political Science Department, James Madison University

2010- Present: National Political Science Honor Society, Pi Sigma Alpha

2008 – Present: National Society of Collegiate Scholars

2007 – 2011: James Madison University Dean's List

Research Experience

August 2017- Present: Children of substance abusing fathers

August 2015 – Present: The Relation between children's spatial skills and numerical competencies: A Longitudinal Study

August 2013 – May 2014: Perceptions of Academic Domains (PAD) project, Cognition and Learning Lab; Research Assistant

August 2013 – January 2016: Fractions and the Number Line project (FIN), Cognition and Learning Lab; Research Assistant

August 2012- May 2013: Teachers as Socializers of Social Emotional Learning (TASSEL) project, Child Development Lab; Research Assistant Principal Investigator: Susanne Denham, Temple University 2012: Development in School Contexts Lab; Research Assistant

2011: Relationship between judgment and decision-making skills, myside biases, and thinking dispositions, and environmental dilemma decision making Principal Investigator: Richard West, James Madison University

Academic Experiences

Summer 2018: Instructor on Record- Foundations in Psychopathology

Spring 2018: Teaching Assistantship – Introduction to Psychology (Psychology Department), Temple University Instructor: Bob Weisberg, Temple University

Fall 2017: Teaching Assistantship – Research Methods in Psychology (Psychology Department), Temple University Instructor: Elias Degermentzidis, Temple University

Teaching Assistantship – Introduction to Cognitive Psychology (Psychology Department), Temple University Instructor: Ingrid Olson, Temple University

Spring 2017: Teaching Assistantship – Foundation in Psychopathology (Psychology Department), Temple University Instructor: Paul Okami, Temple University

Spring 2016: Teaching Assistantship – Developmental Psychology (Psychology Department), Temple University Instructor: Marsha Weinraub, Temple University

Summer 2017: Instructor on Record- Research Methods in Psychology (Psychology Department)

Spring 2016: Teaching Assistantship – Research Methods in Psychology (Psychology Department), Temple University Instructor: Lynn Rosenthal, Temple University

Teaching Assistantship – Health Psychology (Psychology Department), Temple University
Instructor: Melinda Mattingly, Temple University

Fall 2016: Teaching Assistantship – Workings of the Mind (Psychology Department), Temple University
Instructor: Andrew Karpinski, Temple University

Spring 2014 – Present: Research Assistantship – Cognition and Learning Lab, Temple University
Supervisors: Marsha Weinraub, Temple University

Fall 2013: Teaching Assistantship – Research Methods in Psychology (Psychology Department), Temple University
Instructor: Pamela Shapiro, Temple University

Teaching Assistantship – Research Methods in Psychology (Psychology Department), Temple University
Instructor: Harold Wright, Temple University

Summer 2014: Instructor on Record- Psychology Capstone Seminar: Issues and Controversies in Psychology (Psychology Department)

2012: Teaching Assistantship – Lab Instructor: Research Methods in Psychology (Psychology Department), George Mason University
Instructors: Daniel Shore and Patricia Wanschura, George Mason University

Presentations

Hamdan, N. (June 2015). Math class-worries mediate the relationship between college students' implicit theories of intelligence and success expectations in math. Talk presented at the Annual Cross University Collaborative Mentoring Conference, Philadelphia, PA

Hamdan, N., Gunderson, E. A. (2014, March). Fraction Number Line Intervention: Using the number line as a tool to enhance fraction conceptual understanding in 2nd and 3rd grade. Poster presented at the Annual InterScience of Learning Centers Student/Postdoc Scholar Conference.

Hamdan, N. (2011, March). Human Crisis Lessons: A student Reflection on the Fundamental Nature of the American Crisis. Paper presented at the Association of Core Texts and Courses meeting, Malibu, CA.

Posters

Hamdan, N., Hildebrand, L., Bartek, V., Gunderson, E.A. (October 2017). The role of number line unidimensionality in young children's fraction magnitude learning. Poster presented at the Cognitive Development Society (CDS) Biennial Meeting, Portland, Oregon

Hamdan, N., Ham, L., Hallinen, N., & Gunderson, E. A. (April 2017). Linear measurement skill mediates the relation between mental transformation and number line estimation in young children. Poster presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Austin, TX

Hamdan, N., Ham, L., & Gunderson, E. A. (September 2016). Linear measurement mediates the relation between mental transformation and number line estimation in young children. Poster presented at the 2016 International Mind, Brain, and Education Society (IMBES) Conference, Toronto, Ontario, CA.

Femovich, M. R., Gray, C. R., Hamdan, N., D'Esterre, A., & Gunderson, E. A. (October 2015). The role of gender in verbal versus spatial mental rotation strategies. Poster presented at the Biennial Meeting of the Cognitive Development Society, Columbus, OH.

Gray, C. R., Femovich, M. R., Hamdan, N., D'Esterre, A., & Gunderson, E. A. (October 2015). Developmental trajectory of fraction area model strategy use in second and third graders. Poster presented at the Biennial Meeting of the Cognitive Development Society, Columbus, OH.

Hamdan, N., D'Esterre, A., Femovich, M. R., †Gray, C. R., Hildebrand, L., Black, C., & Gunderson, E. A. (October 2015). Fraction number line training leads to learning and transfer in early elementary students' fraction magnitude concepts. Poster presented at the Biennial Meeting of the Cognitive Development Society, Columbus, OH.

Gunderson, E. A., Hamdan, N., & D'Esterre, A. (March 2015). The development of academic motivation: Children's beliefs about the role of innate ability in math and literacy success. Poster presented at the 1st International Convention of Psychological Science, Amsterdam, The Netherlands

D'Esterre, A., Hamdan, N., & Gunderson, E. A. (March 2015). "Not a math person": Development and consequences of domain-specific theories of intelligence. Poster presented at the Society for Research on Child Development Biennial Meeting, Philadelphia, PA.

Hamdan, N., D'Esterre, A., & Gunderson, E. A. (March 2015). Effect of number line training on children's fraction magnitude concepts. Poster presented at the Society for Research on Child Development Biennial Meeting, Philadelphia, PA.

Professional Positions

Summer 2018: Instructor on Record- Foundations in Psychopathology

2014-2015: Temple University Representative; University Science of Learning Centers (iSLC) (Temple University); Philadelphia, PA

2012-2013: Treasurer; Applied Developmental Psychology Student Group (George Mason University); Fairfax, VA 2012: Organizer; Applied Developmental Psychology Colloquia Series (George Mason University); Fairfax, VA

2012- 2013: Data Management Team Member, Teachers as Socializers of Social Emotional Learning, Child Development Lab (George Mason University); Fairfax, VA

2011: Occupational Therapy Aid (children's Therapy Center); Sterling, VA

Association Membership American Psychological Association

Student Affiliate- American Psychological Association of Graduate Students National Association for the Education of Young Children

Student Affiliate- Society for Research on Child Development

Student Affiliate-Eastern Psychological Association

Current Measures & Assessment Certifications

Kaufmen Brief Intelligence Test (KBIT-2)

Denham Affect Knowledge Test (AKT) Challenging Situation Task (CST)

Classroom Assessment Scoring System, Pre-K (CLASS)

Minnesota School Readiness Checklist (MPAC)

Bracken School Readiness Assessment Emotion Elicitation and Regulation Assessment (EERA)

Professional Development

2010: Basic/Refresher Course – Human Subjects Research: Research Ethics; Collaborative Institutional Training Initiative (CITI)

Professional interests

I am most interested in applying my knowledge of Developmental Psychology to assist school children and their families who are struggling in the community to develop healthier home and school dynamics.

Professional References

Marsha Weinraub, PhD

Professor of Psychology

Laura H. Carnell Professor of Psychology

Temple University

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Pamela Joyce-Shapiro, PhD

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Temple University

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Melinda Mattingly, PhD

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Temple University

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Vanessa Allen-Smith

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