

Teaching CV

RACHEL HULL, PhD

Senior Lecturer | Department of Psychological & Brain Sciences

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Education

2003 – 2005 Post-doc in Cognitive Neuroscience, Rice University, *Executive function in older adults: A structural equation modeling approach.*

2003 Ph.D. in Cognitive Psychology, Texas A&M University, *Bilingual language lateralization: A meta-analytic tale of two hemispheres.*

2000 M.S. in Cognitive Psychology, Texas A&M University, *What's so funny? Modelling incongruity in humour production.*

1998 B.S. in Psychology, Minor emphasis in Biology, Texas A&M University

Teaching Positions - Psychological & Brain Sciences (PBSI), TAMU

2022 – present Senior Lecturer

2017 – 2021 Lecturer

2012 – 2015 Instructional Associate Professor

2011 – 2014 Director of Psychology Graduate Student Teacher Training

2007 – 2012 Instructional Assistant Professor

2005 – 2007 Lecturer

2002 – 2003 Graduate Student Teaching (full course responsibility)

2000 – 2002 Graduate Student Teaching Assistant

Teaching & Course Development Awards

2019 Texas A&M Libraries Open Access for Student Educational Success (OASES) Award \$500

2014-15 Associate Provost Activity 3 Grant, Technology-enhanced core curriculum course \$74,475

2014 Psychology Dept Merit Award – Graduate Student Teacher Training \$1,500

2011 Association of Former Students Distinguished Achievement Award for Teaching – College level

2010 College of Liberal Arts Superior Service Team Award, Undergraduate Advising

2009-2012 Gateway to Success Faculty Award, Office of the Associate Provost, TAMU

2009 TAMU Outstanding Professor, Pi Beta Phi Honor Society

2008, -09, -11 SLATE Student Appreciation Teaching Award, Office of the Chancellor, TAMU \$14,000

Student Services Positions - Psychological & Brain Sciences, TAMU

2014 – 2015 Chair, Undergraduate Curriculum Committee

2012 – 2014 Assistant Department Head

2012 College of Liberal Arts Undergraduate Advising Steering Committee

2011 College of Liberal Arts Undergraduate Advising Reinvestment Committee

2011 – 2012 Chair of Undergraduate Studies
2010 – 2015 Chapter Sponsor, Phi Texas, Pi Gamma Mu International Honor Society
2007 – 2010 Undergraduate advisor, Neuroscience Interdisciplinary Minor, TAMIN
2007 – 2015 Member, Psychology Undergraduate Curriculum Committee
2007 – 2015 Director, Psychology Program Honors
2007 – 2012 Director, Psychology Undergraduate Advising

Teaching Practice

Primary course taught: PBSI 107 (formerly PSYC 107) Introduction to Psychology (N=500 per semester)

- Link to [Exemplar Syllabus](#) (2 min listen)
- Link to [video guide to the Core Curriculum project](#) (7 min listen)
- Link to [International & Cultural Diversity](#) (ICD) project rubric
- Link to [Exemplar online lecture](#) (10 min listen) on the development of personality through the interactions of nature (genetics) and nurture (environment)

Other frequently taught courses:

PBSI (PSYC) 307 Child Development (online, hybrid, face-to-face)
PBSI (PSYC) 697 Teaching of Introduction to Psychology (face-to-face)
Graduate Student Teacher Training Seminar (face-to-face); link to [grad student evaluations](#)

Teaching Practice Impact

I have found that research, training, student input, and a little bit of trial and error are the best ways to identify the right strategies to improve my teaching effectiveness and better meet my students' needs. I've learned that my struggling students often excel after a bit of training in time-management and study skills (link to freshman [survey of skills development](#)), and higher-performing students thrive on volunteer projects that teach them how to research scientific evidence to write and produce projects that hone their professional skills. Mentoring and advising thousands of students over the years has taught me as much as it has taught them; they have truly been the motivating force behind a teaching transformation I believe serves my students well.

For a complete course list with student ratings, link to [Summary Teaching Report Table 2002-2021](#)

Teaching Interests & Methodologies

My goal is to engage students as active stakeholders (instead of passive listeners) by teaching them how to find and use resources to solve real-world applications that will enrich their lives and make them more professionally prepared global citizens. To this end, I have **redesigned my course delivery and curriculum to align discipline-specific material with:**

- 1) Students' needs for scientific literacy, cultural competence, professional preparation, and State of Texas [Core Curriculum \(CC\)](#) and [International & Cultural Diversity \(ICD\)](#) requirements
 - technology-integrated projects in which students collaborate to practice problem-solving and effective development, interpretation, and expression of ideas through written, oral, and visual communication using 21st century technology

- virtual opportunities outside of the classroom for students to practice competencies in evaluation and critical thinking about social problems
 - untimed, open-book exams with feedback to practice analyzing problems, locating appropriate source materials, synthesizing evidence-based decisions about complex problems, and applying corrective feedback to improve these skills
 - this exam format incentivizes students to spend more time working with the course material to figure out answers and get better scores, so they end up learning more. It also reduces [cramming, test anxiety, and memorizing](#), which predict poor learning. Link to [Exam format rationale](#) video (8 min listen).
- 2) Students' needs for increased access and scheduling flexibility
- using asynchronous online delivery of essential service courses
 - converting to real-time lecture video captioning and screen-reader friendly materials
 - using exclusively open education resources (OER)

Teaching Interests & Methodologies Impact

The full list of workshops, webinars, articles, and trainings I've attended is too lengthy to include here, but the collective takeaway is that all these development activities helped inform strategic advancements in my teaching practice. My inspiration was the realization my students needed a more contemporary learning interface, and that adding technology-based options would add value to my courses. After much trial and error, taken together with generous and informative student input, my efforts at inclusive, technology-enhanced innovations became more intentional and strategic, culminating in a grant for the **curriculum redesign** of PSYC 107 (Introduction to Psychology) to use technology enhancements to meet new State-mandated deliverables and the growing diversity of student needs. I used this model to **scale up** from a pilot hybrid course in Fall 2014 (N=50) to a fully online course beginning Fall 2020, which to date successfully serves 1,000 students per year. The 6 major impacts were:

1. Received TAMU Activity 3 Grant for technology-enhanced core curriculum course \$74,475
2. Incorporated multi-media rich content and tools to deliver flexible new virtual opportunities to boost learning through interaction and practice outside of the classroom
3. Increased accessibility through closed captioned lectures and screenreader-friendly materials
4. Created a new mechanism for meeting the logistical challenges of providing every student the opportunity to practice professional audiovisual communication skills despite huge class sizes
5. Gives students more flexibility - especially for non-traditional and working students - in accessing a high-demand core-curriculum course and promoting faster time to degree
6. More than doubles the number of students I can successfully serve by capitalizing on existing resources and increasing revenue without the need for additional space or faculty hiring expenditures.

Invited addresses Related to Teaching and Undergraduate Education Enhancement

Hull, R., (2016, Sep.). *Critical thinking about public health*. Invited address for the Broadstreet Program, School of Public Health, TAMU Health Science Center, College Station TX.

- Hull, R., (2014, Nov.). *Technology tips for course transformation*. Invited panelist for the College of Liberal Arts Educational Technology Series, TAMU, College Station TX.
- Hull, R., (2014, Sep.). *The believing brain 2.0*. Invited address for the College of Liberal Arts Cornerstone Program, TAMU, College Station TX.
- Hull, R., (2013, Sep.). *Critical thinking about social issues*. Invited address for the College of Liberal Arts Cornerstone Program, TAMU, College Station TX.
- Hull, R., (2012, Sep.). *Critical thinking about thinking*. Invited address for the College of Liberal Arts Cornerstone Program, TAMU, College Station TX.
- Hull, R., (2011, Sep.). *The believing brain*. Invited address for the College of Liberal Arts Cornerstone Program, TAMU, College Station TX.
- Hull, R. (2010, Nov.). *Lights! Camera! Action?* Panelist for the Maximizing Educational Development through Academic and Leadership Skills (MEDALS) conference, Department of Multicultural Student Affairs, TAMU, College Station TX.
- Hull, R., (2010, Sep.). *Critical thinking about social issues*. Invited address for the College of Liberal Arts Cornerstone Program, TAMU, College Station TX.
- Hull, R. (2009, Oct.). *Leading by inspiring: Engage and challenge*. Keynote speaker 3rd Annual Academic Peer Educator Conference, TAMU, College Station TX.
- Hull, R. (2009, Sep.). *Critical thinking about thinking*. Invited address for the College of Liberal Arts Cornerstone Program, TAMU, College Station TX.
- Hull, R. (2008, Oct.). *Critical thinking in the behavioral sciences*. Invited address for the College of Liberal Arts Cornerstone Program, TAMU, College Station TX.

Other Activities Supporting Student Learning

Doctoral Committees

- 2009 – 2011 Fava, E. (Psychology, College of Liberal Arts). *Tracking language tuning across the first year of life using near-infrared spectroscopy*. (Committee Chair).
- 2009 – 2010 Schwartz, C. (Zoology, College of Science). *Echolocation induced c-fos immunoreactivity in the bat basal ganglia reveals some new players*. (Committee member).

Graduate Student Research Fellowships and Awards

- 2011 Fava, E. NIMH Post-doctoral fellow (Dr. Lisa Scott). University of Massachusetts, Amherst.
- 2011 Fava, E. (PhD candidate) & Hull, R. (Chair). *Neural correlates of native and non-native language processing in infancy*. 2nd International Max Planck Research School on Neuroscience of Communication (London).
- 2009-2012 Fava, E. (Fellow) & Hull, R. (PI). *Neural contribution of visual speech to language development in preverbal infants*. NIH/National Institute of Mental Health Ruth H. Kirchenstein National Predoctoral Research Fellowship (NRSA) 1F31DC009765-01A1, 2009-2012. \$96,861.

Graduate Student Teaching Awards

- 2013 Natasha Tidwell. Fasken Teaching Award
- 2014 Natasha Tidwell. Association of Former Students Distinguished Graduate Student Award in Teaching
- 2014 Stacey Rieck. CTE Academy for Future Faculty

2014 Kayoung Kim. CTE Academy for Future Faculty

2015 Kayoung Kim. Fasken Teaching Award; Association of Former Students Distinguished Graduate Student Award in Teaching

2020 Yidou Wan. CTE Academy for Future Faculty

Undergraduate Department Research Scholars and University Research Scholars/LAUNCH Capstones

2021 Hodges, M. (LAUNCH Capstone Scholar) & Hull, R. (faculty Advisor). *Normalizing stigma surrounding mental disorders in college students.*

2011 Schneider, R. (Department Research Scholar) & Hull, R. (faculty mentor). *Social affordances and their link to behavior in intermediate and junior high schools.*

2010 Middleton, T. (Department Research Scholar) & Hull, R. (faculty mentor). *Discrimination on campus and the role of pluralistic ignorance.*

2008-2009 Koons, S. (University Research Scholar) & Hull, R. (Faculty Advisor). *Language lateralization in monolingual children.* National Astronaut Scholarship, \$10,000.

Undergraduate Teaching Scholar Online Lecture Capstones

2020 Konop, M. (Teaching Scholar) & Hull, R. (Teaching scholar mentor). *Mental health in the Covid era.*

Undergraduate experiential/service-learning internships

2015 Brianna Garcia. Brazos County Juvenile Services

2014 Daniella Delgado. Maroon Weekly Marketing

2014 Taylor Vest. College Station Police Department

2014 Victoria Benson. Texas A&M Office of Sustainability Communications Outreach

2012 Washington State Department of Corrections, Seattle Summer-In-The-City/Prison Project

2012 Connor Harris. Houston Astros Baseball Club special events outreach

2012 Megan Minns. The Children's Museum of Brazos Valley

2012 Ashley Angonia. A Place of Hope Center for Trauma and Abuse Recovery

2012 KBTX Media Sports Department

2012 Lindsey Runyan. Still Creek Ranch Children's Center

2012 Mallory Kopesec. Camp Blessing retreat center for children with disabilities

2012 College Station Fire Department public education outreach

2011 TAMU Career Center Event Planner Intern

2010 Tyler Middleton. Public Policy Internship (Washington DC)

Peer-reviewed Publications (students underlined):

Hull, R., Tosun, S., & Vaid, J. (2017). What's so funny? Modelling incongruity in humour production. *Cognition and Emotion*, 31(3), 484-499.

Fava, E., **Hull, R.,** & Bortfeld, H. (2014). Dissociating cortical activity during processing of native and non-native audiovisual speech from early to late infancy. *Brain Sciences*, 4(3), 471-87.

Fava, E., **Hull, R.,** Baumbauer, K., & Bortfeld, H. (2014). Hemodynamic responses to speech and music in preverbal infants. *Child Neuropsychology* 20(4), 430-448.

- Fava, E., **Hull, R.**, & Bortfeld, H. (2011). Linking behavioral and neurophysiological indicators of perceptual tuning to language. *Frontiers in Psychology*, 2, 1-14.
- Hull, R.**, Bortfeld, H., & Koons, S. (2009). Near-infrared spectroscopy and cortical responses to speech production. *The Open Neuroimaging Journal*, 3, 26-30.
- Hull, R.**, Martin, R.C., Beier, M., Lane, D., & Hamilton, A.C. (2008). Executive function in older adults: A structural equation modeling approach. *Neuropsychology*, 22, 508-522.
- Hull, R.**, & Vaid, J. (2008). Bilingual laterality and the matter of degree. *Neuropsychologia*, 46, 1591-1593.
- Martin, R.C., Vuong, L., & **Hull, R.** (2007). Impaired vs. preserved inhibitory processes in a patient with a semantic short-term memory deficit. *Brain and Language*, 103(1), 169-170.
- Hull, R.**, & Vaid, J. (2007). Bilingual language lateralization: A meta-analytic tale of two hemispheres. *Neuropsychologia*, 45(9), 1987-2008.
- Hull, R.**, & Vaid, J. (2006). Laterality and language experience. *Laterality*, 11, 436-464.
- Hull, R.**, Chen, H-C., Vaid, J., & Martinez, F. (2005). Great expectations: Humor comprehension across hemispheres. *Brain & Cognition*, 57, 281-282.
- Vaid, J., **Hull, R.**, Heredia, R., Gerkens, D., & Martinez, F. (2003). Getting a joke: The time course of meaning activation in verbal humor. *Journal of Pragmatics*, 35, 1431-1449.

Book Chapters (students underlined):

- Fava, E. & **Hull, R.** (2009). Brain plasticity and language development through a bilingual lens. In E.F. Caldwell (Ed.), *Bilinguals: Cognition, Education and Language Processing* (pp. 30-45). Nova: Hauppauge, NY.
- Martin, R.C., & **Hull, R.** (2007). The case study perspective on psychological research. In R. Sternberg, R. Roediger, & D. Halpern (Eds.), *Critical Thinking in Psychology* (pp. 90-109). New York: Cambridge University Press.
- Hull, R.**, & Vaid, J. (2005). Clearing the cobwebs from the study of the bilingual brain: Toward converging evidence - laterality and ERP. In J. Kroll & A. deGroot (Eds.), *Handbook of Bilingualism: Psycholinguistic Approaches* (pp. 480-496). London: Oxford University Press.
- Vaid, J. & **Hull, R.** (2002). Re-envisioning the bilingual brain using functional neuroimaging: Methodological and interpretive issues. In F. Fabbro (Ed.), *Advances in the Neurolinguistics of Bilingualism: A Festschrift for Michel Paradis* (pp. 315-355). Udine: Forum.

Talks Presented at Professional Meetings (students underlined):

- Bortfeld, H., Fava, E., **Hull, R.**, & Boas, D. (2009, Nov.). *Dissociation between speech and music processing in preverbal infants*. Paper presented at the 50th Annual Meeting of the Psychonomic Society, Boston MA.
- Koons, S. & **Hull, R.** (2009, May). *Language lateralization in monolingual children*. Paper presented at the 2009 Astronaut Scholar Technical Conference, Cocoa Beach, FL.
- Martin, R.C., Vuong, L. & **Hull, R.** (2007, Oct.). *Impaired vs. preserved inhibitory processes in a patient with a semantic short-term memory deficit*. Paper presented at the 45th Annual Meeting of the Academy of Aphasia, Washington DC.

- Hamilton, C., **Hull, R.**, & Martin, R. (2005, Jan.). *Semantic Short-term Memory Deficit and Domain-Specific Inhibition*. Paper presented at the European Conference on Cognitive Neuropsychology, Bressanone, Italy.
- Hull, R.**, & Vaid, J. (2003, April). *How does bilingualism matter? A meta-analytic tale of two hemispheres*. Paper presented at the 4th International Symposium on Bilingualism, Arizona State University, Tempe.
- Hull, R.**, & Vaid, J. (2001, Oct.). *What is right? A meta-analysis of bilingual vs. monolingual language lateralization*. Paper presented at Southwest Regional Conference on Cognition (Armadillo), Southern Methodist University, Dallas, TX.
- Hull, R.**, Vaid, J., Martinez, F. & Gerkens, D. (2000, Nov.). *Favored vs. surprising meaning activation in joke comprehension: A web-based investigation*. Paper presented at Society for Computers in Psychology, New Orleans, LA.
- Hull, R.**, & Vaid, J. (1999, July). *Generating humorous similarities between concepts: A cognitive experimental inquiry*. Paper presented at the annual conference of the International Society for Humor Studies, Oakland, CA.