

MELANIE BRADY EdD, FNP-C, MSN, CCRN, MEd, BSN

CURRICULUM VITAE

Huntington Beach, CA 92648

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www.linkedin.com/in/drmetacognition

<https://rossier.usc.edu/faculty/melanie-brady>

EDUCATIONAL HISTORY

University of Southern California, Los Angeles, CA May 2012
Educational Doctorate, Educational Psychology

California State University, Dominguez Hills, Carson, CA May 2009
Specialization, Marriage and Family Therapy

California State University, Dominguez Hills, Carson, CA
Master of Education, Educational Counseling
CTC Credentials: Single Subject with CLAD; PPS: School Counseling; Child Welfare and Attendance
Specializations: Crisis Counseling, Human Development, Early Childhood Development, Marriage and Family Therapy

Azusa Pacific University, Azusa, CA May 2022
Master of Science in Nursing
November 2018
Bachelor of Science in Nursing
California Board of Registered Nursing: FNP-C, CCRN, PHN

California State University, Dominguez Hills, Carson, CA
Teaching credential/coursework: CA Single Subject Credential with CLAD

California State University, Long Beach, Long Beach, CA
Bachelor of Arts, General Art

COLLEGIATE, TEACHING AND WORK EXPERIENCE

Professor, Adjunct: USC, Rossier School of Education, Los Angeles, CA 2012-current
Master Lecturer of Education

- Instructor -Organizational Leadership and Change and Educational Leadership Programs
 - Dissertation Co-Chair with Alan Green
 - Instructor for doctoral, masters, and undergraduate students
 - Courses: Organizational Capacity for Change, Accountability, Research Methods (quantitative and qualitative), Educational Psychology, Educational Counseling, Learning and Individual Differences, Learning and Memory, Learning and Social Psychology, and History of Community Health Education in the United States.
 - Instrumental in maintaining and developing instructor resources.
 - Experience with multiple online platforms and in-person instruction, hybrid course designs, course development and course revisions and new iterations.
 - Mentor and onboard new faculty
- Master's of School Counseling program
 - Course Development sync and asyc of EDUC 612 Human Development for School Counseling'; Sync live session materials development for several courses (502, 508, 511, 541, 612)
 - Worked with faculty lead to launch the Online Master program (EDUC 508, EDUC 511)
 - Course lead/coordinator experience (EDUC 511, 612)
 - Instructor -EDUC 508, 612, EDPT 502, EDCO 541 – Building Communities of Interest, Counseling Theories, Human Development, Statistics,
- Master's of Arts in Teaching (MAT) -EDUC 676 Literacy Across Curriculum
- Master's Marriage and Family Therapy – EDUC 583 Counseling Across Lifespan Development
- Committee Work

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- Organizational Leadership & Change Governance Committee 2017-2021
Elected appointment as voting member representing part-time faculty two consecutive terms – maximum terms of service permitted.
- University Research Community: Appointee to prestigious sought-after committee work, focusing on diversity in research at USC. 2016-2017; 2017-2018
 - University Research Committee (URC) on Diversity- Researched and formed the USC 2018 Strategic Plan: Internal report reference see publications section.
 - Information regarding this project can be retrieved from <https://research.usc.edu/files/2018/02/DIVERSITY-PLAN.pdf>
- Part-time Faculty Workgroup Committee: Workgroup established to examine the current conditions for adjunct faculty at USC. 2014-2015, 2019-current
- Application Reviewer: doctoral, masters, and university research grants 2015-2022
- Research: Learning and Metacognition, Metacognition and Instructional Technology, Research, Scale Development, Comprehensive research K12 to higher education to improve the pipeline to higher education
- Project Manager/Principal Investigator, USC Rossier School of Education 2013-2019
 - Managed a small team of researchers in conducting a study about Graduate Medical; Education: a comparative research effort, a collaborative effort between Rossier School of Education and Keck School of Medicine faculty
 - Responsible for study construction and methodology, coordinating meetings and all efforts related to the implementation, evaluation, analysis and write ups, and obtaining IRB approval.
 - Conference and publication of results.
- Peregrine – Contractor for instruction and course design for various military contracts Fall 2022- current
Adjunct Instructor Nursing Education, Azusa Pacific University August 2022-August 2023
 - Courses - Pathophysiology, Critical Care, Theory
 - Developing a team of instructors to provide consistency in learning experience.
 - Developing async and sync instructional content
- Faculty Workshop, Vanguard University, Costa Mesa, CA 2015
 - University wide workshop for college program chairs and department/faculty leads
 - Instructional methodology and online learning: engagement and effectiveness, curriculum development, presentation of material
- Assistant Director, AB86, Coast Community College District, Costa Mesa, CA 2014-2015
 - Professional Expert for AB86: Consortium meetings and related documents, agendas, quarterly reports, and meeting reports. Represent the district office at member meetings at the various local school districts and community colleges on all matters concerning AB86.
 - Support and facilitate meetings, research, and organize and maintain data management system.
- Teaching Assistant, USC, Keck School of Medicine, Los Angeles, CA 2012
 - History and theoretical foundations of health promotion in the United States in an introductory course for all health-related master's level programs
 - Responsibilities include student grading and records, writing exam questions, mentoring students in development of discussion group facilitation skills, student office hours, and occasional lecturing on theoretical constructs and skill building activities.
- Graduate Teaching Assistant, USC, Rossier School of Education, Los Angeles, CA 2011
 - Inferential statistics for graduate MFT/School Counseling students
 - Lectured in research inquiry methods about tests of statistical significance, and created interactive lectured for meaningful learning, application, and analysis of current research.
- Teaching Assistant, University of Southern California, Los Angeles, CA 2010-2011
 - Instruction for learning and motivation strategies in a course style lab with 25 students.

- Hiring committee member for junior TAs, and mentor and senior TA.

Academic Counseling Intern: EOPS/CARE/CalWORKS 2008-2009

- Participate and facilitate instructional and counseling activities: Counseling 120, financial aid, Re-Entry, General Counseling, Disability Services Program, Teach3
- Develop student education plans and semester by semester plans, providing additional educational counseling as needed, participate in outreaches

Workshop Facilitator, Orange Coast College, Re-Entry, Costa Mesa, CA 2009

- Conducted a three part series for students facing economic hardship: Fear, Grief, and change

MEETINGS AND SYMPOSIA

- Brady, M. L., & Hocevar, D. (2020, April 16-21). Metacognitive engagement: Can measuring in-real-time metacognition serve as an indicator of effective engagement? [Division C – Learning and Instruction/Division C – Section 3a: Learning Environments] AERA Conference Opportunity, Equity, and Inclusive Learning Environments, San Francisco, CA United States. https://convention2.allacademic.com/one/aera/aera20/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1573621&PHPSESSID=t6em09rcf4qommen7ga3099e76 (Conference canceled)
- Brady, M. L., & Forest, C. (2016, February). *Metacognition and Learning: Instructor perception based adaptations and lessons learned*. Paper presented at the International Conference on Innovations in Medical Education 2016, Los Angeles, CA. Abstract retrieved from <http://keck.usc.edu/medical-education/ime-conference-2018/ime-conference-past-proceedings/>
- Brady, M. L., & Rosenthal, J. (2016, February). *Graduate health science learner metacognition: New directions and new questions*. Paper presented at the International Conference on Innovations in Medical Education 2016, Los Angeles, CA. Abstract retrieved from <http://keck.usc.edu/medical-education/ime-conference-2018/ime-conference-past-proceedings/>
- Brady, M. L., Rosenthal, J., & Forest, C. (2015, February). *The Effect of Audience Response Systems on Metacognition in Graduate Students: A two-year mixed methods study*. Paper presented at the international conference on Innovations in Medical Education 2015, Los Angeles, CA. Abstract retrieved from <http://keck.usc.edu/medical-education/ime-conference-2018/ime-conference-past-proceedings/>
- Manke-Brady, M. L. (2014). *The influence of polling systems on graduate and undergraduate learner metacognitive processes and implications for educational practice and research*. Paper presented at Turning Technologies 2014 User Conference, Las Vegas, NV.
- Brady, M. L., Rosenthal, J., & Forest, C. (2014) *An examination of the influence of polling methods on student metacognition with graduate health science students*. Paper presented at the International Conference on Innovations in Medical Education 2014, Los Angeles, CA. Abstract retrieved from <http://keck.usc.edu/medical-education/ime-conference-2018/ime-conference-past-proceedings/>
- Brady, M. L. (2013) *Clickers and effective instruction: How to implement polling devices effectively in subject specific context*. Paper presented at the 7th Annual Conference Teaching with Technology, USC Davidson Center. Los Angeles, CA.
- Brady, M. L. & Seli, H. (2013). *Clickers and metacognition: The influence of clickers and low technology polling on students with low to average performance outcomes*. Paper presented at the American Educational Research Association Annual Conference 2013 on Education and Poverty: Theory, Research, Policy, and Praxis. San Francisco, CA. Abstract retrieved from <http://www.aera.net/Publications/Online-Paper-Repository/AERA-Online-Paper-Repository/Owner/926206>
- Manke-Brady, M. L. & Seli, H. (2012). *Audience response systems and performance*

outcomes. Paper submission to TurningPoint Technology Conference 2014 Annual Conference, Orlando, FL. (Accepted).

- Manke-Brady, M. L. (2012). *Electronic feedback devices and assessment*. In P. Toby (Chair). Paper presented at the USC Student Affairs 2nd Annual Assessment Symposium, Los Angeles, CA.
- Manke-Brady, M. L. (2009). Fear, grief, and change: A series of workshops to address economic hardships. Workshop presented at Orange Coast College, Re-Entry Program. Costa Mesa, CA.

PUBLICATIONS AND REPORTS

- Brady, M. (in review) Culturally and Individually Responsive Care for Hispanic Women with T2D: A Targeted Systems-Level, Self-Efficacy Approach for Primary Care.
- Brady, M., & Hocevar, D. (2022) Reliability and Validity of the Metacognitive Self-Regulation in Lecture Scale. *Advanced Sage Publishing*, 1-20.
- Brady, M. L., Forest, C., Rosenthal, J., & Hocevar, D. (2020). Anonymous versus public student feedback Systems: Metacognition and achievement with graduate learners. *Educational Technology Research and Development*, 1-20. 10.1007/s11423-020-09800-6
- Brady, M. L., & Hocevar, D. (In Revision). Components of metacognition: Confirmatory factor analysis of instrumentation designed to measure the influence of educational technology on metacognition.
- Brady, M. L., & Forest, C., (2018). Metacognition, formative assessment, and student perspective: Learning about metacognition through in-class comparison of response systems. *Journal of Physician Assistant Education*. 29(2). doi: 10.1097/JPA.0000000000000203
- Golubchik, L., Bluthenthal, R., Aranda, M., Brady, M. L., Gratch, J., Hodge, A., Huey, S., Kim, A., Mulligan, R., Mumenthaler, H., Dehghani, M., Galstyan, A., Gotisis, M., Joyce, G., & Pastor, M., (2018). *University research committee report: Fulfilling the promise of diversity and inclusion in research and scholarship*. University of Southern California Office of Research internal report unpublished. <https://research.usc.edu/files/2018/02/DIVERSITY-PLAN.pdf>
- Brady, M. L., Green, A. G., Laird-Offringa, L., Rohs, R., McMahon, A., & Carpton, J. (2016-2018). PAR-17-053: Research Education: Initiative for Maximizing Student Development (IMSD) Program (R25) *BioMed PATH – Preparation, Access, Training in Healthsciences*. University of Southern California internal report unpublished.
- Brady, M. L., Seli, H., & Rosenthal, J. (2013b). Metacognition and the influence of polling systems: How do clickers compare with low technology systems. *Educational Technology Research and Development*. 62(6), 885-902. doi: 10.1007/s11423-013-9318-1
- Brady, M. L. & Seli, H. (2013). Clickers and metacognition: The influence of clickers and low technology polling on students with low to average performance outcomes. AERA 2013 Depository.
- Brady, M. L., Seli, H., & Rosenthal, J. (2013a). "Clickers" and metacognition: A quasi-experimental comparative study about metacognitive self-regulation and use of electronic feedback devices. *Computers & Education*. 65(2013), 56-63. doi: <http://dx.doi.org/10.1016/j.compedu.2013.02.001>

GRANTS AND SPECIAL ACADEMIC PROJECTS

- Racial Equity in STEM Education (EHR Racial Equity) (in process)
Collaborative grant partnering with a HBCU to provide 4th-8th grade tutoring to promote success in STEM programs using remote technology designed specifically for education rather than for workplace/office meetings.

- Good Neighbors Grant Program, USC with Los Angeles Community Partners 2019 to current
Grant awarded - Supported the grant submission objectives, outcomes and workshops. The grant
Has been directed at improving STEM education for the most at-risk students with
Partner LAUSD.
- BioMed Pipeline (a NIGMH Limited Grant PAR-17-053 – We were awarded the opportunity by the
Office of University Research to submit on behalf of USC 2016-2017) and the Educational
Pipeline (ED-Grant- 022317-001, a Title V Grant 2016) to improve the diversity of the Pipeline in
STEM programs at USC, the surrounding community, and beyond.
- BioMed Grant Development Committee, Keck at USC. 2017-2018
GMNIH PAR-17-053 - Awarded opponent by the Office of research to submit a Limited Grant on
behalf of USC Internal report reference see publications below.

ADDITIONAL PROGRAMS/CREDENTIALS

- CITI Program Courses 2017 -current
(CRC; Conflict of Interest; GCP for Clinical Trials with Investigational Drugs and Biologics;
GCP for Clinical Trials with Investigational Medical Devices; Generic Classroom in Human
Subject, Generic Classroom in Responsible Conduct of Research; HSC – Medical Students and
those conducting. Exempt Research; HSC – Investigators, Key Personnel, and HSIRB
Members/Staff; RCR at USC; UPC – Faculty/Staff Investigators, Key Personnel, and UPIRB
Member/Staff; and UPC – Students, faculty advisors, and those conducting exempt research)

HONORS/PROFESSIONAL MEMBERSHIPS/SERVICE

- Delta Kappa Phi – Alpha Gamma Gamma chapter faculty member 2020-2022
American Education Researcher Association (AERA) 2011-current
American Psychological Association – voting member 2018-current
Organizational Leadership and Change Governance Committee, voting member 2017-2021
Rossier School of Education, USC
American Association of Nurse Practitioners current
American Nursing Association - Advanced Nurse Practice current
American Critical Care Nursing Association - CCRN current
Office of Research at USC, requested to review proposals for University grant awards 2017
University Research Committee, Office of Research, USC – Diversity in Research 2016-2018
Part-time Faculty Workgroup Committee, Rossier at USC 2015-2016
Peer Reviewer for *APA: Scholarship of Teaching and Learning in Psychology* 2014-current
Peer Reviewer for *Elsevier: Computers & Education* 2013-current
Volunteer, Anaheim Health Fair April 2-3, 2016
Peer Reviewer for *APA: Developmental Psychology* 2016
Volunteer Counselor/Facilitator, Costa Mesa, CA 2007-2015
Women's support group facilitator/counselor (e.g., health, divorce, job loss, parenting, loss, anger
management, abuse issues, grief, homelessness, coping and social skills, and crisis prevention).
American Education Researcher Association (AERA)- voting member 2011-2019
Reviewer for American Educational Research Association (AERA) 2013-2015
Member and reviewer
Nominated for 2012 Dissertation of the Year, USC Rossier School of Education 2012
American School Counselor Association (ASCA) 2009-2010
USC School of Education Dean's List 2009-2011
California State University, Dominguez Hills Honors Convocation Award Recipient 2008, 2009
National Association of School Psychologists (NASP) 2005-2008
Recipient of the Frank M. Doyle Scholarship 2006-2008; 2015-2018