

CURRICULUM VITAE

Name

Nicolas (Nic) Zapparrata, PhD

<u>Current Title</u>	<u>Department</u>	<u>Institution</u>
Assistant Professor	Psychology	New Jersey City University

HIGHER EDUCATION

Institution	Degree & Field
CUNY Graduate Center	Ph.D. Educational Psychology with a specialization in Quantitative Methodology of Educational and Psychological Research Dissertation: Zapparrata, Nic. (2024). The Application of Bayesian Meta-Analytic Models in Cognitive Research on Neurodevelopmental Disorders. <i>CUNY Academic Works</i> .
Hunter College	M.A. Educational Psychology
James Madison University	B.S. in Psychology

TEACHING EXPERIENCE

Institution	Role	Courses Taught
New Jersey City University	Assistant Professor	Introduction to Psychology, Experimental Psychology, Tests and Measurement, Statistics in the Social Sciences
The College of Staten Island	Adjunct	Introduction to Psychology (including honors and ‘College Now’), Statistics in Psychology
Hunter College	Adjunct	Introduction to Psychology (including ‘College Now’)

WORK EXPERIENCE

Role	Organization	FT/PT
Psychometrician	Ascend Learning, LLC	FT
Associate Psychometrician	Ascend Learning, LLC	FT
Research Contractor	Ascend Learning, LLC	PT

PUBLISHED MANUSCRIPTS & PROCEEDINGS

- 2025** **Zapparrata, N.**, Gravelle, C. D., Che, E. S., Lodhi, A. K., Johnson, P. J., Roberts, R. A., Anjaria, R., & Brooks, P. J. (2025). Fostering quantitative reasoning in introductory psychology through asynchronous assignments featuring low-stakes quizzes, data analysis, and visualization activities. *Journal of Interactive Technology and Pedagogy*, 26. <https://jitp.commons.gc.cuny.edu/>
- 2025** Roberts, R. A., Gravelle, C. D., Che, E. S., **Zapparrata, N.**, Lodhi, A. K., & Brooks, P. J. (2025). The limited role of expectancy-value beliefs, self-efficacy, and perceived attentional control in predicting online learning outcomes in a general education course. *Frontiers in Education*, 10. <https://doi.org/10.3389/feduc.2025.1597898>
- 2025** Johnson, P. J., Gravelle, C. D., **Zapparrata, N.**, Miller, C. A. & Brooks, P. J. (2025). Modeling processing speed in Developmental Language Disorder using drift diffusion modeling. *Proceedings of the 47th Annual Conference of the Cognitive Science Society*.
- 2025** Che, E. S., Moses, J., **Zapparrata, N.**, & Brooks, P. J. (2025). Reciprocal longitudinal effects of vocabulary knowledge on emotion regulation in low-income children from the Early Head Start Research and Evaluation Project. In A. Yedetore, R. D. Bonnet, & Y. Zhang (Eds.), *Proceedings of the 49th Boston University Conference on Language Development* (pp. 145–158). Cascadilla Press.
- 2024** The Graduate Center Teaching & Learning Center, CUNY, Aksoy, Ş., Entzminger, I., **Zapparrata, N.**, Anderson, K., & Fresard, S. (2024). *Teaching sciences at CUNY: A disciplinary guide (Version 1.0)* [Addendum to the Teach@CUNY Handbook]. The Graduate Center, City University of New York. <http://cuny.is/tcuny-science>
- 2024** **Zapparrata, N.**, Gravelle, C. D., Brooks, P. J. (2024). A comparative Bayesian meta-analysis of reaction time-based tasks in developmental dyslexia. In L. K. Samuelson, S. L. Frank, M. Toneva, A. Mackey, & E. Hazeltine (Eds.). *Proceedings of the 46th Annual Conference of the Cognitive Science Society*. <https://escholarship.org/uc/item/2cflg5zx>
- 2024** Brooks, P. J., Gravelle, C. D., **Zapparrata, N.**, Che, E. S., Lodhi, A. K., Roberts, R., & Brodsky, J. E. (2024). Redesigning the introductory psychology course to support statistical literacy at an open-admissions college. *Scholarship of Teaching and Learning in Psychology*. Advance online publication. <https://doi.org/10.1037/stl0000407>
- 2024** Gravelle, C. D., Brodsky, J. E., Lodhi, A. K., **Zapparrata, N.**, Che, E. S., Ober, T. M., & Brooks, P. J. (2024). Remote online learning outcomes in introductory psychology during the COVID-19 pandemic. *Scholarship of Teaching and Learning in Psychology*, 10(4), 442–470. <https://doi.org/10.1037/stl0000325>
- 2024** Khalid, N., **Zapparrata, N.**, & Phillips, B. C. (2024). Theoretical underpinnings of technology-based interactive instruction. *Teaching and Learning in Nursing*, 19(1), e145–e149. <https://doi.org/10.1016/j.teln.2023.10.004>
- 2023** Brooks, P. J., Abdurakhmonova, G., Gravelle, C. D., **Zapparrata, N.**, & Seiger-Gardner, L. (2023). Is lexical priming impaired in developmental language disorder? In P. Gappmayr & J. Kellogg (Eds.), *Proceedings of the 47th Annual Boston University Conference on Language Development* (pp. 69-82). Cascadilla Press. <https://www.lingref.com/buclid/47/BUCLD47-06.pdf>

- 2023** **Zapparrata, N., Brooks, P. J., Ober, T., & Rindskopf, D. (2023).** Phenotypic overlap in developmental language disorder and autism spectrum disorder: A comparative meta-analysis of processing speed. In P. Gappmayr & J. Kellogg (Eds.), *Proceedings of the 47th Annual Boston University Conference on Language Development* (pp. 781-796). Cascadilla Press. <http://www.lingref.com/buclid/47/BUCLD47-62.pdf>
- 2023** **Zapparrata, N., Gravelle, C. D., Ober, T. M., Lodhi, A., Roberts, R., Che, E. S., Brodsky, J. E., & Brooks, P. J. (2023).** Course withdrawal and learning outcomes in asynchronous and synchronous online sections of introductory psychology. *Proceedings of the 2023 Annual Meeting of the American Educational Research Association*. <https://doi.org/10.3102/2002206>
- 2023** Phillips, B. C., Johnson, J., Khalid, N., **Zapparrata, N., & Albright, G. (2023).** Benefits of an online interactive educational program over traditional textbooks. *Nurse Educator*, 48(5), 270–275. <https://doi.org/10.1097/NNE.0000000000001398>
- 2023** Gravelle, C. D., Roberts, R., Che, E. S., Lodhi, A. K., **Zapparrata, N., Ober, T. M., Brodsky, J. E., & Brooks, P. J. (2023).** Online course formats and student self-efficacy in academic skills predict persistence in introductory psychology. *Scholarship of Teaching and Learning in Psychology*. Advance online publication. <https://doi.org/10.1037/stl0000356>
- 2023** **Zapparrata, N., Brooks, P. J., & Ober, T. M. (2023).** Developmental language disorder is associated with slower processing across domains: A meta-analysis of time-based tasks. *Journal of Speech, Language, and Hearing Research*, 66(1), 325-346. https://doi.org/10.1044/2022_JSLHR-22-00221
- 2023** **Zapparrata, N., Brooks, P. J., & Ober, T. M. (2023).** Slower processing speed in autism spectrum disorder: A meta-analytic investigation of time-based tasks. *Journal of Autism and Developmental Disorders*, 53, 4618-4640. <https://doi.org/10.1007/s10803-022-05736-3>
- 2022** Khalid, N., **Zapparrata, N., Loughlin, K., & Albright, G. (2022).** Postvention as prevention: Coping with loss at school. *International Journal of Environmental Research and Public Health*, 19(18). <https://doi.org/10.3390/ijerph191811795>
- 2022** Obeid, R., Messina, C., **Zapparrata, N., Gravelle, C., & Brooks, P. J. (2022).** Dyslexia and motor skills: A meta-analysis. In J. Culbertson, A. Perfors, H. Rabagliati & V. Ramenzoni (Eds.), *Proceedings of the 44th Annual Conference of the Cognitive Science Society*. <https://escholarship.org/uc/item/1bj7t64m>
- 2022** **Zapparrata, N., Brooks, P. J. & Ober, T. M. (2022).** Is Developmental Language Disorder associated with slower processing speed across domains? In Y. Gong & F. Kpogo (Eds.) *Proceedings of the 46th Annual Boston University Conference on Language Development* (pp. 931-945). Cascadilla Press. <http://www.lingref.com/buclid/46/BUCLD46-70.pdf>
- 2021** Ober, T., Brodsky, J. E., **Zapparrata, N., Gravelle, C. D., Che, E. S., Weisberg, H., & Brooks, P. J. (2021).** How demographics, devices, and course characteristics impact Introductory Psychology course outcomes during COVID-19. *NERA Conference Proceedings 2021*, 14. <https://opencommons.uconn.edu/nera-2021/14>

MANUSCRIPTS IN PROGRESS

- In press** Gravelle, C. D., **Zapparrata, N., Abdurokhmonova, G., & Brooks, P. J. (in press).** A Bayesian Meta-Analysis of Lexical Priming and Reaction Time in Children with and

without Developmental Language Disorder. *Journal of Speech, Hearing, and Language Research*.

INVITED TALKS & CONFERENCE PRESENTATIONS

- 2025** Johnson, P. J., Gravelle, C. D., **Zapparrata, N.**, Miller, C. A. & Brooks, P. J. (2025, July). *Modeling processing speed in Developmental Language Disorder using drift diffusion modeling*. [Poster presentation]. 47th Annual Conference of the Cognitive Science Society, San Francisco, United States.
- 2025** Johnson, P. J., **Zapparrata, N.**, Gravelle, C. D., Anjaria, R. M., Che, E. S., Lodhi, A. K., & Brooks, P. J. (2025, March). *Fostering quantitative reasoning in introductory psychology through data analysis and visualization exercises* [Conference presentation]. 96th Annual Meeting of the Eastern Psychological Association, New York, NY, United States.
- 2024** **Zapparrata, N.**, Gravelle, D., Johnson, P. J., Miller, C. A., & Brooks, P. J. (2024, November). *Applying drift diffusion models to investigate slower processing in children with and without Developmental Language Disorder and/or Low Nonverbal Ability* [Poster presentation]. 65th Annual Meeting of the Psychonomic Society, New York, NY, United States.
- 2024** Johnson, P. J., Gravelle, C. D., Lodhi, A. K., **Zapparrata, N.**, Che, E. S., Anjaria, R. M., & Brooks, P. J. (2024, October). *Embedding statistical literacy in introductory psychology at a nonselective minority-serving institution* [Poster presentation]. Society for the Teaching of Psychology Annual Conference on Teaching, Louisville Marriott Downtown, Louisville, KY, United States.
- 2024** **Zapparrata, N.**, Gravelle, C. D., Brooks, P. J. (2024, July). *A comparative Bayesian meta-analysis of reaction time-based tasks in developmental dyslexia* [Poster presentation]. 46th Annual Conference of the Cognitive Science Society, Rotterdam, The Netherlands.
- 2024** Che, E., Brooks, P. J., Obeid, R., DeNigris, D., **Zapparrata, N.**, Damiani, N., Weng, B., & Chow, K. (2024, July). *Developmental language disorder is associated with deficits in emotion understanding and regulation* [Poster presentation]. International Association for the Study of Child Language (IASCL) Congress, Prague, Czech Republic. <https://doi.org/10.13140/RG.2.2.18556.76161>
- 2024** Khalid, N. & **Zapparrata, N.** (2024, April). *Research in nursing education: The use of technology in instruction* [Poster presentation]. Assessment Technologies Institute (ATI) National Nurse Educator Summit, Salt Lake City, UT, United States.
- 2024** Moses J., Che E. S., **Zapparrata, N.**, Tsang, W. S., & Brooks, P. J. (2024, April). *Modeling longitudinal reciprocal effects of emotion regulation and vocabulary knowledge in early childhood* [Conference presentation]. Language: What is it Good For? The New School, New York, NY, United States.
- 2024** Che, E. S., Brooks, P. J., & **Zapparrata, N.** (2024, April). *A Bayesian meta-analysis of emotional intelligence in children with and without developmental language disorder* [Conference presentation]. Language: What is it Good For? The New School, New York, NY, United States.

- 2024** **Zapparrata, N.**, Gravelle, C. D., Che, E. S., Lodhi, A. K., Roberts, R., Che, E. & Brooks, P. J. (2024, March). *Using Microsoft Excel to support statistical literacy in introductory psychology* [Conference presentation]. 95th Annual Meeting of the Eastern Psychological Association, Philadelphia, PA, United States.
- 2024** Moses, J., Che, E. S., **Zapparrata, N.**, Tsang, W. S., & Brooks, P. J. (2024, March). *Reciprocal longitudinal effects of emotion regulation and vocabulary development in early childhood* [Conference presentation]. 95th Annual Meeting of the Eastern Psychological Association, Philadelphia, PA, United States.
- 2024** Che, E. S., Brooks, P. J., Obeid, R., DeNigris, D., **Zapparrata, N.**, Damiani, N., Weng, B., & Chow, K. L. (2024, March). *Emotion understanding and regulation in children with DLD: A meta-analysis* [Conference presentation]. 95th Annual Meeting of the Eastern Psychological Association, Philadelphia, PA, United States.
- 2024** Roberts, R., Gravelle, C. D., Che, E. S., Lodhi, A. K., **Zapparrata, N.**, & Brooks, P. J. (2024, March). *The limited role of student attributes in determining undergraduate course outcomes* [Conference presentation]. 95th Annual Meeting of the Eastern Psychological Association, Philadelphia, PA, United States.
- 2023** **Zapparrata, N.** (2023, October 4). *The application of psychometric theory to cognitive psychology: Defining and measuring mental constructs* [Guest lecture]. Fordham University, New York, NY, United States.
- 2023** **Zapparrata, N.**, Gravelle, C. D., Ober, T., Lodhi, A., Roberts, R., Che, E., Brodsky, J. & Brooks, P. J. (2023, April). *Course withdrawal and learning outcomes in asynchronous and synchronous online sections of introductory psychology* [Poster presentation]. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL, United States.
- 2023** Albright, G., Jacobson, G., Khalid, N., Lin, Y., Lowe, K., & **Zapparrata, N.** (2023, April). *What's your question? An introduction to conducting research* [Workshop presentation]. Assessment Technologies Institute (ATI) National Nurse Educator Summit, San Antonio, TX, United States.
- 2023** Obeid, R., Messina, C., Gravelle, C. D., **Zapparrata, N.**, & Brooks, P. J. (2023, March). *Are poor motor skills a behavioral marker of developmental dyslexia? A meta-analysis* [Conference presentation]. 94th Annual Meeting of the Eastern Psychological Association, Boston, MA, United States.
- 2023** Roberts, R., Gravelle, C. D., Che, E. S., **Zapparrata, N.**, Lodhi, A. K., Brodsky, J. E., Wagh, A., & Brooks, P. J. (2023, March). *Exploring factors associated with expectancy-value beliefs of introductory psychology students* [Conference presentation]. 94th Annual Meeting of the Eastern Psychological Association, Boston, MA, United States.
- 2023** **Zapparrata, N. M.**, Che, E. S., Gravelle, C. D., Lodhi, A. K., Roberts, R., Brodsky, J. E., Ober, T. M., & Brooks, P. J. (2023, March). *Online course formats and student self-efficacy predict persistence in online introductory psychology* [Conference presentation]. 94th Annual Meeting of the Eastern Psychological Association, Boston, MA, United States.
- 2022** Brooks, P. J., Abdurkhmonova, G., Gravelle, C. D., **Zapparrata, N.**, & Seiger-Gardner, L. (2022, November). *Is lexical priming impaired in developmental language*

- disorder?* [Conference presentation]. 47th Annual Meeting of the Boston University Conference on Language Development (BUCLD), Boston, MA, United States.
- 2022** **Zapparrata, N.** & Brooks, P. J. (2022, November). *Searching for domain-general roots of developmental disorders* [Colloquium presentation]. Cognitive and Comparative Psychology Colloquium, CUNY Graduate Center, New York, NY, United States.
- 2022** **Zapparrata, N.**, Brooks, P. J., Ober, T., & Rindskopf, D. (2022, November). *Phenotypic overlap in developmental language disorder and autism spectrum disorder: A comparative meta-analysis of processing speed* [Poster presentation]. 47th Annual Meeting of the Boston University Conference on Language Development (BUCLD), Boston, MA, United States.
- 2022** Albright, G., Khalid, N., & **Zapparrata, N.** (2022, October). *Cultural responsiveness, diversity, and addressing SEL in early childhood classrooms* [Conference presentation]. Advancing School Mental Health Conference.
- 2022** Obeid, R., Messina, C., **Zapparrata, N.**, Gravelle, C., & Brooks, P. J. (2022, July). *Dyslexia and motor skills: A meta-analysis* [Poster presentation]. 44th Annual Conference of the Cognitive Science Society, Toronto, ON, Canada.
- 2022** Ober, T. M., **Zapparrata, N.**, Gravelle, C. D., Lodhi, A., Brodsky, J. E., Che, E. S., Weisberg, H., & Brooks, P. J. (2022, April). *Attitudes towards online learning, reading comprehension, device use, and demographics: Impact on online learning outcomes during the COVID-19 pandemic* [Poster presentation]. Annual Meeting of the American Educational Research Association (AERA), San Diego, CA, United States.
- 2022** Abdurokhmonova, G., **Zapparrata, N.**, Gravelle, C. D., & Brooks, P. J. (2022, March). *Is predictive processing impaired in developmental language disorder? A meta-analysis of lexical priming effects* [Conference presentation]. 93rd Annual Meeting of the Eastern Psychological Association, New York, NY, United States.
- 2021** **Zapparrata, N.**, Brooks, P. J. & Ober, T. M. (2021, November). *Is developmental language disorder associated with slower processing speed across domains?* [Poster presentation]. 46th Annual Meeting of the Boston University Conference on Language Development (BUCLD), Boston, MA, United States.
- 2021** Ober, T. M., Brodsky, J. E., **Zapparrata, N.**, Gravelle, C. D., Che, E. S., Weisberg, H., & Brooks, P. J. (2021, October). *How demographics, devices, and course characteristics impact introductory psychology course outcomes during COVID-19* [Conference presentation]. 52nd Annual Meeting of the Northeastern Educational Research Association (NERA).
- 2021** **Zapparrata, N.**, Brooks, P., & Ober, T. *Is there evidence of generalized slowing in autism spectrum disorder? A meta-analytic investigation* [Poster presentation]. Biennial Meeting of the Society for Research in Child Development (SRCD).
- 2021** Khalid, N., **Zapparrata, N.**, & Albright, G. (2021, April). *Student social-emotional success strengthened by Black early childhood educators through the use of a virtual role-play professional development simulation* [Poster presentation]. American Association of Suicidology Annual Conference, Virtual.
- 2019** Perkins, B. A., Horst, S. J., Leventhal, B. C., & **Zapparrata, N.** (2019). *Evaluating the impact of a statistics refresher course on statistics knowledge, statistics self-efficacy,*

and statistics anxiety [Poster presentation]. United States Conference on Teaching Statistics (USCOTS), State College, PA, United States.

- 2015** **Zapparrata, N.,** Ames, A., & Leventhal, B. C. (2015, November). *Detection of differential item functioning in the Ethical Reasoning Identification Test* [Conference presentation]. Virginia Assessment Group Annual Conference, VA, United States.

Software/Packages

- 2024** **Zapparrata, N.,** & Gravelle, C. D., (2024). *JAGSmeta*,
<https://github.com/Donnangravelle/JAGSmeta>

Professional Experience

Reviewer, Journal of Autism and Developmental Disorders

Service

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| 2025 – 2026 | Research team: NJCU Psychology Department student outcomes assessment |
| 2025 – 2026 | Co-Advisor: NJCU Psychology Club |
| 2025 – 2026 | Co-Advisor: NJCU Psi Chi Chapter |
| 2025 – 2026 | Planning Committee: NJCU 9 th Annual Pedagogy Day |
| October 2025 | Volunteer: oSTEM's 16 th Annual Conference |

Memberships

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| 2019 – current | Psi Chi, The International Honor Society in Psychology |
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