

CURRICULUM VITAE
Nicolas (Nic) Zapparrata, Ph.D.

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

Higher Education

Ph.D., Educational Psychology (Specialization: Quantitative Methods in Educational and Psychological Research) CUNY Graduate Center, 2024
Dissertation: *The Application of Bayesian Meta-Analytic Models in Cognitive Research on Neurodevelopmental Disorders*. https://academicworks.cuny.edu/gc_etds/5766

M.A., Educational Psychology Hunter College, 2021 (awarded enroute to Ph.D.)

B.S., Psychology James Madison University, 2019

Teaching

New Jersey City University 2025–present

Assistant Professor, Psychology Department

Courses: Statistics in Social Sciences; Developmental Psychology; Introduction to Psychology; Experimental Psychology; Tests & Measurement; Research Methods & Applications (Graduate)

Hunter College 2025

Adjunct Assistant Professor, Psychology Department

Courses: Introduction to Psychology ('College Now')

The College of Staten Island 2021–2025

Adjunct Assistant Professor, Psychology Department 2024–2025

Adjunct Instructor, Psychology Department 2021–2024

Courses: Statistics in Psychology; Introduction to Psychology (Honors, 'College Now')

Work Experience

Ascend Learning, LLC

- Psychometrician (Full-Time), 2024–2025
- Associate Psychometrician (Full-Time), 2022–2024
- Statistical Consultant (Contractor, Part-Time), 2021–2022

Journal Articles

- 2026 Gravelle, C. D., **Zapparrata, N.**, Abdurokhmonova, G., & Brooks, P. J. (2026). 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*. https://doi.org/10.1044/2025_JSLHR-25-00227
- 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://cuny.manifoldapp.org/read/fostering-quantitative-reasoning-in-introductory-psychology/section/ad44ffbd-1ea6-4792-9186-76d92291fce3>
- 2025 Roberts, R., 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, 1597898. <https://doi.org/10.3389/feduc.2025.1597898>
- 2025 Gravelle, C. D., Roberts, R., Che, E. S., Lodhi, A. K., **Zapparrata, N.**, Ober, T. M., Brodsky, J. E., & Brooks, P. J. (2025). Online course formats and student self-efficacy in academic skills predict persistence in introductory psychology. *Scholarship of Teaching and Learning in Psychology*, 11(3), 415–432. <https://doi.org/10.1037/stl0000356>
- 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 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 **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(12), 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>

Published Proceedings

- 2025** Johnson, P., Gravelle, C. D., **Zapparrata, N.**, Brooks, P. J., & Miller, C. A. Modeling processing speed in Developmental Language Disorder using drift diffusion modeling. In D. Barner, N. R. Bramley, A. Ruggeri, & C. M. Walker (Eds.), *Proceedings of the 47th Annual Conference of the Cognitive Science Society* (pp. 2192-2199). <https://escholarship.org/uc/item/1xx7d6sx>
- 2025** Che, E. S., Moses, J., **Zapparrata, N.**, & Brooks, P. J. 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. <https://www.lingref.com/buclid/49/BUCLD49-11.pdf>
- 2024** **Zapparrata, N.**, Gravelle, C. D., & Brooks, P. J. 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* (pp. 5668–5677). <https://escholarship.org/content/qt2cf1g5zx/qt2cf1g5zx.pdf>
- 2023** Brooks, P. J., Abdurokhmonova, G., Gravelle, C. D., **Zapparrata, N.**, & Seiger-Gardner, L. 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. <http://www.lingref.com/buclid/47/BUCLD47-06.pdf>
- 2023** **Zapparrata, N.**, Brooks, P. J., Ober, T., & Rindskopf, D. 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. <https://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. Course withdrawal and learning outcomes in asynchronous and synchronous online sections of Introductory Psychology. In *Proceedings of the 2023 Annual Meeting of the American Educational Research Association*. <https://doi.org/10.3102/2002206>
- 2022** **Zapparrata, N.**, Brooks, P. J. & Ober, T. M. 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>

- 2022 Obeid, R., Messina, C., **Zapparrata, N.**, Gravelle, C., & Brooks, P. J. 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>
- 2021 Ober, T., Brodsky, J. E., **Zapparrata, N.**, Gravelle, C. D., Che, E. S., Weisberg, H., & Brooks, P. J. How demographics, devices, and course characteristics impact Introductory Psychology course outcomes during COVID-19. *NERA Conference Proceedings 2021*, 14. <https://digitalcommons.lib.uconn.edu/nera-2021/14/>

Invited Contributions

- 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>

In Progress

- 2025 Obeid, R., Gravelle, C. D., **Zapparrata, N.**, Messina, C. & Brooks, P. J. Impaired motor skills in developmental dyslexia: A Bayesian meta-analysis of five decades of research. Manuscript submitted for publication to the *Journal of Speech, Language, and Hearing Research*.

Invited Talks and Conference Presentations

- 2026 **Zapparrata, N.**, Che, E. S., Ellenberg, A., & Brooks, P. J. Infant temperament predicts language outcomes: A repeated measures structural equation model. Paper to be presented at the Annual Meeting of the *Eastern Psychological Association*, Boston, MA, February 2026.
- 2026 Weaver, L., **Zapparrata, N.**, & Brooks, P. J. Using SEM to predict cognitive decline among ethnoracial and sexual minority groups. Paper to be presented at the Annual Meeting of the *Eastern Psychological Association*, Boston, MA, February 2026.
- 2025 Johnson, P., Gravelle, C. D., **Zapparrata, N.**, Miller, C. A. & Brooks, P. J. Modeling processing speed in Developmental Language Disorder using drift diffusion modeling. Poster presented at the *47th Annual Conference of the Cognitive Science Society*, San Francisco, CA, August 2025.
- 2025 Johnson, P. J., **Zapparrata, N.**, Gravelle, C. D., Anjaria, R. M., Che, E. S., Lodhi, A. K., & Brooks, P. J. Fostering quantitative reasoning in Introductory Psychology through data analysis and visualization exercises. Poster presented at the Annual Meeting of the *Eastern Psychological Association*, New York, NY, March 2025.
- 2024 **Zapparrata, N.**, Gravelle, C. D., Johnson, P. J., Miller, C. A., & Brooks, P. J. Applying drift diffusion modeling to investigate slower processing in children with and without developmental language disorder and/or low nonverbal ability.

Poster presented at the 65th Annual Meeting of *The Psychonomic Society*, New York, NY, November 2024.

- 2024** Johnson, P. J., Gravelle, C. D., Lodhi, A. K., **Zapparrata, N.**, Che, E. S., Anjaria, R. & Brooks, P. J. Embedding statistical literacy in Introductory Psychology at a non-selective minority serving institution. Poster presented at the *Annual Conference on Teaching: On Location in Louisville (2024 ACT)*, Louisville, KY, October 2024.
- 2024** **Zapparrata, N.**, Gravelle, C. D., & Brooks, P. J. A comparative Bayesian meta-analysis of reaction-time based tasks in developmental dyslexia. Poster presented at the *46th Annual Conference of the Cognitive Science Society*, Rotterdam, The Netherlands, July 2024.
- 2024** Che, E. S., Brooks, P. J., Obeid, R., DeNigris, D., **Zapparrata, N.**, Weng, B., Chow, K. L., & Damiani, N. Developmental language disorder is associated with deficits in emotion understanding and regulation. Poster presented at *IASCL 2024: International Congress for the Study of Child Language*, Prague, Czechia, July 2024.
- 2024** Khalid, N. & **Zapparrata, N.** Research in nursing education: The use of technology in instruction. Poster presented at *Assessment Technologies Institute (ATI) National Nurse Educator Summit*, Salt Lake City, UT, April 2024.
- 2024** Moses, J., Che, E., **Zapparrata, N.**, Tsang, W. S., & Brooks, P. Modeling longitudinal reciprocal effects of emotion regulation and vocabulary knowledge in early childhood. Paper presented at *Language: What is It Good For? 2024 Interdisciplinary Graduate Student Conference at the New School for Social Research*, New York, NY, April 2024.
- 2024** Che, E., Brooks, P. J., & **Zapparrata, N.** A Bayesian meta-analysis of emotional intelligence in children with and without Developmental Language Disorder. Paper presented at *Language: What is It Good For? 2024 Interdisciplinary Graduate Student Conference at the New School for Social Research*, New York, NY, April 2024.
- 2024** **Zapparrata, N.**, Gravelle, C. D., Che, E. S., Lodhi, A. K., Roberts, R., & Brooks, P. J. Using Microsoft Excel to support statistical literacy in Introductory Psychology. Paper presented at the Annual Meeting of the *Eastern Psychological Association*, Philadelphia, PA, Feb-March 2024.
- 2024** Moses, J., Che, E., **Zapparrata, N.**, Tsang, W. S., & Brooks, P. Reciprocal longitudinal effects of emotion regulation and vocabulary development in early childhood. Paper presented at the Annual Meeting of the *Eastern Psychological Association*, Philadelphia, PA, Feb-March 2024.
- 2024** Che, E. S., Brooks, P. J., Obeid, R., DeNigris, D., **Zapparrata, N.**, Damiani, N., Weng, B., & Chow, K. L. Emotion understanding and regulation in children with DLD: A meta-analysis. Paper presented at the Annual Meeting of the *Eastern Psychological Association*, Philadelphia, PA, Feb-March 2024.

- 2024** Roberts, R., Gravelle, C. D., Che, E. S., Lodhi, A. K., **Zapparrata, N.**, Brooks, P. J. The limited role of student attributes in determining undergraduate course outcomes. Paper presented at the Annual Meeting of the *Eastern Psychological Association*, Philadelphia, PA, Feb-March 2024.
- 2023** **Zapparrata, N.** The application of psychometric theory to cognitive psychology: Defining and measuring mental constructs. *Invited guest lecture*, Fordham University, New York, NY, October 2023.
- 2023** **Zapparrata, N.**, Gravelle, C. D., Ober, T., Lodhi, A., Roberts, R., Che, E., Brodsky, J. & Brooks, P. J. Course withdrawal and learning outcomes in asynchronous and synchronous online sections of Introductory Psychology. Poster presented at the *Annual Meeting of the American Educational Research Association*, Chicago, IL, April 2023.
- 2023** Albright, G., Jacobson, G., Khalid, N., Lin, Y., Lowe, K., & **Zapparrata, N.** What's your question? An introduction to conducting research. Workshop given at the *Assessment Technologies Institute (ATI) National Nurse Educator Summit*, San Antonio, TX, April 2023.
- 2023** Obeid, R., Messina, C., Gravelle, C. D., **Zapparrata, N.**, & Brooks, P. J. Are poor motor skills a behavioral marker of developmental dyslexia? A meta-analysis. Paper presented at the Annual Meeting of the *Eastern Psychological Association*, Boston, MA, March 2023.
- 2023** Roberts, R., Gravelle, C. D., Che, E. S., **Zapparrata, N.**, Lodhi, A. K., Brodsky, J. E., Wagh, A., & Brooks, P. J. Exploring factors associated with expectancy-value beliefs of Introductory Psychology students. Paper presented at the Annual Meeting of the *Eastern Psychological Association*, Boston, MA, March 2023.
- 2023** **Zapparrata, N.**, Che, E. S., Gravelle, C. D., Lodhi, A. K., Roberts, R., Brodsky, J. E., Ober, T. M., & Brooks, P. J. Online course formats and student self-efficacy predict persistence in online Introductory Psychology. Paper presented at the Annual Meeting of the *Eastern Psychological Association*, Boston, MA, March 2023.
- 2022** Brooks, P. J., Abdurokhmonova, G., Gravelle, C. D., **Zapparrata, N.**, & Seiger-Gardner, L. Is lexical priming impaired in developmental language disorder? Paper presented at the *Boston University Conference on Language Development*, Boston, MA, November 2022.
- 2022** **Zapparrata, N.**, & Brooks, P. J. Searching for domain-general roots of developmental disorders. *Cognitive and Comparative Psychology colloquium*, CUNY Graduate Center, New York, NY, November 11, 2022.
- 2022** **Zapparrata, N.**, Brooks, P. J., Ober, T., & Rindskopf, D. Phenotypic overlap in developmental language disorder and autism spectrum disorder: A comparative meta-analysis of processing speed. Poster presented at the *Boston University Conference on Language Development*, Boston, MA, November 2022.

- 2022** Albright, G., Khalid, N., & **Zapparrata, N.** Cultural responsiveness, diversity, and addressing SEL in early childhood classrooms. Paper presented at the *Advancing School Mental Health Conference*.
- 2022** Obeid, R., Messina, C., **Zapparrata, N.**, Gravelle, C., & Brooks, P. J. Dyslexia and motor skills: A meta-analysis. Poster presented at the *44th Annual Conference of the Cognitive Science Society*, Toronto, Canada and Online, July 2022.
- 2022** Ober, T. M., **Zapparrata, N.**, Gravelle, C. D., Lodhi, A., Brodsky, J. E., Che, E. S., Weisberg, H. & Brooks, P. J. Attitudes towards online learning, reading comprehension, device use, and demographic: Impact on online learning Outcomes during the COVID-19 pandemic. Poster presented at the *Annual Meeting of the American Educational Research Association*, San Diego, CA and Online, April 2022.
- 2022** Abdurokhmonova, G., **Zapparrata, N.**, Gravelle, C. D. & Brooks, P. J. Is predictive processing impaired in Developmental Language Disorder? A meta-analysis of lexical priming effects. Paper presented at the *Annual Meeting of the Eastern Psychological Association*, New York, NY, March 2022.
- 2021** **Zapparrata, N.**, Brooks, P. J. & Ober, T. M. Is Developmental Language Disorder associated with slower processing speed across domains? Poster presented at the *Boston University Conference on Language Development*, November 2021.
- 2021** Ober, T. M., Brodsky, J. E., **Zapparrata, N.**, Gravelle, C. D., Che, E. S., Weisberg, H. & Brooks, P. J. How demographics, devices, and course characteristics impact introductory psychology course outcomes during COVID-19. Paper presented at the annual meeting of the *Northeastern Educational Research Association*, October 2021.
- 2021** **Zapparrata, N.**, Brooks, P., & Ober, T. Is there evidence of generalized slowing in Autism Spectrum Disorder? A meta-analytic investigation. Poster presented at the *Biennial Meeting of the Society for Research in Child Development*, April 2021.
- 2021** Khalid, N., **Zapparrata, N.**, & Albright, G. Student social-emotional success strengthened by Black early childhood educators through the use of a virtual role-play professional development simulation. Poster presented at the *American Association of Suicidology Annual Conference*.
- 2019** Perkins, B. A., Horst, S. J., Leventhal, B. C., & **Zapparrata, N.** Evaluating the impact of a statistics refresher course on statistics knowledge, statistics self-efficacy, and statistics anxiety. Poster presented at the *United States Conference on Teaching Statistics*. State College, PA, May 2019.
- 2018** **Zapparrata, N.**, Ames, A., & Leventhal, B. C. Detection of differential item functioning in the Ethical Reasoning Identification Test. Poster presented at the

Virginia Assessment Group Annual Conference, Charlottesville, VA, November 2018.

- 2018** **Zapparrata, N.**, Ames, A. J., & Leventhal, B.C. (2018, October). Detection of differential item functioning in the Ethical Reasoning Identification Test. Presented as part of the *CARS Talk Symposium Series* at James Madison University, Harrisonburg, VA, October 2018.

Software Packages

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

Academic Honors

- 2024** Society for the Teaching of Psychology (Early Career Psychology Committee): Johnson, P. J., Gravelle, C. D., Lodhi, A. K., **Zapparrata, N.**, Che, E. S., Anjaria, R. & Brooks, P. J. (2024, October). Embedding statistical literacy in Introductory Psychology at a non-selective minority serving institution. Best datadriven poster (2nd prize), *Annual Conference on Teaching: On Location in Louisville* (2024 ACT).
- 2021** Paula Menyuk Award: **Zapparrata, N.**, Brooks, P. J. & Ober, T. M. (2021, November). Is Developmental Language Disorder associated with slower processing speed across domains? Top-rated abstract authored by a graduate student, *Boston University Conference on Language Development* (BUCLD 46).