

MICHELE TINE

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PROFESSIONAL

Associate Professor, Dartmouth College, Department of Education Lab: Poverty and Learning Lab, P.I. Courses: The Learning Brain (EDUC01) Educational Psychology (EDUC16) History & Theory of Human Development & Learning (EDUC15) Social & Emotional Development (EDUC57)	2016-present
Assistant Professor, Dartmouth College, Department of Education	2009-2016
Teaching Fellow, Boston College, Lynch School of Education	2007-2008
Research Assistant University of Pennsylvania, Computational Memory Lab Brandeis University, Computational Memory Lab	2002-2005
5 th Grade Classroom Teacher Chelsea Public Schools, Chelsea, MA	2001-2002

EDUCATION

Boston College, Lynch School of Education, Chestnut Hill, MA <i>Ph.D., Applied Developmental and Educational Psychology</i>	2005-2009
Gettysburg College, Gettysburg, PA <i>B.A., Psychology and Education, Magna Cum Laude, Phi Beta Kappa</i>	1997-2001

AWARDS

Top 10 Professors: Dartmouth College Yearbook	2015-2017
Emerging Leader in Education: PDK International Association of Education	2014
Howard A. Dawson Award for Best Research: NREA Conference	2012
Ph.D. Dissertation Honor of Excellence: Boston College	2009
Dean's Scholarship for Outstanding Achievement: Boston College	2008
Donald J. White Teaching Excellence Award: Boston College	2008

GRANTS AND FELLOWSHIPS

Friedman Family Fellowship <i>The Income-Achievement Gap: In the Classroom.</i> Amount: \$2,000.00	2016-2017
Spencer Foundation Small Research Grant <i>Growing Up in Rural vs. Urban Poverty: Investigating the Relationship Between Distinct Ecological Contexts, Working Memory Ability, and Academic Achievement.</i> Amount: \$49,844.00	2014-2016
Junior Faculty Fellowship, Dartmouth College <i>Uncovering the Neurocognitive Profile of Children Living in Rural Poverty.</i> Amount: \$700.00	2014

The Nelson A. Rockefeller Center Research Grant <i>Rural and Urban Poverty: Distinct Effects on Working Memory.</i> Amount: \$6,669.70	2010-2011
Walter and Constance Burke Research Initiation Award, Dartmouth College <i>Underlying Cognitive Factors that Mediate Group Differences on Academic Outcomes.</i> Amount: \$25,000.00	2009-2016

PUBLICATIONS

- **Tine, M.** (2017). Growing up in rural vs. urban poverty: contextual, academic, and cognitive differences. In G.I. Staicu (Ed.), *Poverty and Deprivation*. NY, NY: InTech Open Science.
- Franke, V. (Director, Producer) & **Tine, M.** (Writer) (2017). Sparking a love of reading: why and how. In Franke, V. (Producer), *Children's Literacy Foundation Educational Videos for Low-income Parents*, Waterbury, VT: Peregrine Productions.
- **Tine, M.** (2016). Can the science of learning close the achievement gap for students from low-income families, *Alliance for Excellent Education*, 10(12), 1-3.
- **Tine, M.**, & McMurchy, M. (2016). Empirical differences between rural and urban poverty: considerations for school administrators. *School Administrator*, 73(3), 38-40.
- **Tine, M.** (2014b). Acute aerobic exercise: an intervention for the selective visual attention and reading comprehension for low-income adolescents. *Frontiers in Psychology*, 5(575), 1-10.
- **Tine, M.** (2014a). Working memory differences between children living in rural and urban poverty. *Journal of Cognition and Development*, 15(4), 599-613.
- Lucariello, J., **Tine, M.**, & Ganley, C. (2014). A formative assessment of students' algebraic variable misconceptions. *Journal of Mathematical Behavior*, 33, 30-41.
- **Tine, M.**, & Gotlieb, R. (2013). The effects of multiple stigmatized aspects of identity on working memory and math performance. *Social Psychology of Education*, 16(3), 353-376.
- **Tine, M.**, & Butler, A. (2012). The impact of an acute bout of aerobic exercise on selective attention: an exceptional boost in lower-income children. *Educational Psychology*, 32(6), 681-696.
- Lucariello, J., Butler, A., & **Tine, M.** (2012). Meet the "Reading Rangers": curriculum for teaching comprehension strategies to urban third graders. *Perspectives on Urban Education*, 9(2), 1-14.
- **Tine, M.**, & Lucariello, J. (2012). Unique Theory of Mind differentiation in children with Autism and Asperger syndrome. *Autism Research and Treatment*, 2012, 1-11.
- Casey, B., Vasilyeva, M., Dearing, E., Ganley, C., & **Tine, M.** (2011). Spatial and numerical predictors of measurement performance: the moderating effects of community poverty and gender. *Journal of Educational Psychology*, 103(2), 296-311.

- Lucariello, J., & **Tine, M.** (2011). Algebraic misconceptions: a test for teacher (and researcher) use for diagnosing misconceptions of the variable. In N.L. Stein and S.W. Raudenbush (Eds.) *Developmental cognitive science goes to school* (pp. 250-266). Mahwah, NJ: Erlbaum.
- Sederberg, P., Schulze-Bonhage, A., Madsen, J.R., Bromfield, E.B., McCarthy, D.C., Brandt, A., **Tully, M.**, & Kahana, M.J. (2007). Hippocampal and neocortical gamma oscillations predict memory formation in humans. *Cerebral Cortex*, 17(5), 1190-1196.
- Raghavachari, S., Lisman, J.E., **Tully, M.**, Madsen, J.R., Bromfield, E.B., & Kahana, M.J. (2006). Theta oscillations in human cortex during a working memory task: evidence for local generators. *Journal of Neurophysiology*, 95(3), 1630-1638.
- Zaromb, F.M., Howard, M.W., Dolan, E.D., **Tully, M.**, Sirotin, Y.B., Wingfield, A., & Kahana, M.J. (2006). Temporal associations and prior list intrusions in free associations and prior list intrusions in free recall. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 32(4), 792-804.

PRESENTATIONS

Talks:

- **Tine, M.** (January 2017). How to be the best version of yourself: Based on science. *Last Lecture Series, Dartmouth College*, Hanover, NH.
- **Tine, M.** (August 2017). The unique cognitive development of students living in rural poverty: what to understand as an educator. *GEAR UP Development Conference*, Fairlee, VT.
- **Tine, M.** (May 2016). The relationship between teaching and learning. *Spring Lecture Series, Dartmouth College*, Hanover, NH.
- **Tine, M.** (April 2016). The unique income-achievement gap in impoverished rural areas: exploring causes and effects. *American Educational Research Association*, Washington, DC.
- **Tine, M.** (March 2016). The cognitive and academic consequences of rural poverty. *REL Northeast and Islands, EDC, U.S. Department of Education, Institute of Education Sciences Research Symposium*, Albany, NY.
- **Tine, M.** (October 2015). Rural vs. urban poverty: differences in cognition and academic achievement. *National Rural Education Association*, St. Louis, MO.
- **Tine, M.** (April 2015). Where you live matters: neurocognitive and academic differences between growing up in rural and urban poverty. *American Educational Research Association*, Chicago, IL.
- **Tine, M.** (April 2015). Tinkering with rural youth: a cognitive perspective. *Montshire Museum of Science*, Norwich, VT.
- **Tine, M.** (March 2015). Literacy and the income achievement gap. *Children's Literacy Foundation*, Waterbury, VT.

- **Tine, M.** (July 2014). Working memory profiles and use in rural and urban poverty. *International Conference on Working Memory*, Cambridge, UK.
- **Tine, M.** (March 2014). Improving the selective attention and reading comprehension of low-income adolescents. *Society for Research on Adolescence*, Austin, TX.
- **Tine, M.** (December 2013). The verbal and visuospatial working memory abilities of children growing up in rural poverty: implications for informal learning. *Montshire Museum of Science*, Norwich, VT.
- **Tine, M.** (September 2013). Cognition in rural and urban poverty. *Keynote Alumni Address*, Gettysburg College, Gettysburg, PA.
- **Gotlieb, R., & Tine, M.** (April 2013). The effects of multiple stigmatized aspects of identity on math performance and working memory. *American Educational Research Association*, San Francisco, CA.
- **Tine, M., & Gersen, W.** (February 2013). Transforming instead of reforming education: a mind, brain, and education approach. *Dartmouth Rotaract*, Dartmouth College, Hanover, NH.
- **Holcombe, R., & Tine, M.** (January 2013). Stereotype threat, the achievement gap, and the challenge for educators. *Educurious*, Dartmouth College, Hanover, NH.
- **Tine, M.** (October 2012). Unique communities, unique development: Working memory differences between children living in rural and urban poverty. *National Rural Education Association*, Cincinnati, OH.
- **Tine, M.** (April 2012). Rethinking theory of mind for children with autism spectrum disorders. *Autism Spectrum Parents Information and Resource East Meeting*, Hanover, NH.
- **Tine, M.** (February 2012). Improving literacy in rural towns: research and strategy. *Children's Literacy Foundation*, Howe Library, Hanover, NH.
- **Tine, M.** (June 2011). Uncovering working memory differences in rural and urban poverty. *SPRIG*, Dartmouth College, Hanover, NH.
- **Tine, M.** (May 2011). Different communities, different development. *Exploring the Interface Conference*, Dartmouth College, Hanover, NH.
- **Tine, M.** (March 2011). Working memory, academic achievement, and neighborhoods. *Merrimack School Board*, Merrimack, NH.
- **Tine, M.** (June 2010). Working memory: driving the income-achievement gap on standardized math tests. *Jean Piaget Conference*, St. Louis, MO.
- **Tine, M.** (April 2010). Cognitive strengths for children with autism spectrum disorders. *Autism Spectrum Parents Information and Resource East Meeting*, Dartmouth College, Hanover, NH.
- **Tine, M.** (February 2010). Poverty and gender as predictors of measurement performance. *Social Brain Sciences Brownbag*, Dartmouth College, Hanover, NH.

- Lucariello, J., Butler, A., & **Tully Tine, M.** (April 2009). Harnessing social cognitive resources for instruction on reading comprehension. *Society for Research in Child Development*, Denver, CO.
- Lucariello, J., & **Tully Tine, M.** (April 2009). Diagnostic assessment: a test for teacher and researcher use to identify students with variable misconceptions. *Society for Research in Child Development*, Denver, CO.
- Russell, M., Lucariello, J., Miranda, H., Kay, R. & **Tully, M.** (March 2008). Diagnosing algebraic misconceptions in eighth and ninth grade students. *American Educational Research Association*, NY, NY.
- Lucariello, J., Butler, A., & **Tully, M.** (April 2007). Meet the “Reading Rangers”: a social-cognitive curriculum for learning comprehension strategies. *American Educational Research Association*, Chicago, IL.
- Lucariello, J., Butler, A., & **Tully, M.** (March 2007). So much to learn, so much time: learning in the sociality domain. *Society for Research in Child Development*, Boston, MA.

Posters:

- McDermott, C., McCormack, K., Kannam, J., & **Tine, M.** (May 2014). Determining the cognitive effects of rural and urban poverty. *Wetterhahn Undergraduate Science Poster Symposium*, Dartmouth College, Hanover, NH.
- Hulbert, S., Gotlieb, R., Towner, A., O’Dea, A., Hamlin, E., Wearn, A., & **Tine, M.** (May 2012). Effects of acute bouts of exercise on selective attention and reading comprehension of high- and low-income college students. *Wetterhahn Undergraduate Science Poster Symposium*, Dartmouth College, Hanover, NH.
- Gotlieb, R. & **Tine, M.** (May 2012). Gender-, race-, and class-based stereotype threat: the effects of multiple stigmatized aspects of identity on math performance and working memory. *Psychological and Brain Sciences Honors Poster Presentations*, Dartmouth College, Hanover, NH.
- **Tine, M.**, Gangne, C., Gotlieb, R., Schneider, J., & Towner, A. (October 2011). The manifestation of rural vs. urban poverty on working memory. *Cognitive Development Society*, Philadelphia, PA.
- **Tine, M.**, & Butler, A. (March 2011). Addressing the income-achievement gap with acute bouts of aerobic exercise. *Society for Research in Child Development*, Montreal, Canada.
- **Tine, M.** (March 2011). Rural and urban poverty: distinct impacts on working memory? *Society for Research in Child Development*, Montreal, Canada.
- **Tine, M.**, & Butler, A. (October 2010). The impact of aerobic exercise on the selective attention of low- and middle-SES students. *New England Psychological Association*, Colchester, VT.
- **Tine, M.** (May 2010). Math SES differences mediated by working memory capacity. *Association for Psychological Science*, Boston, MA.

- **Tine, M.** (May 2010). Imputing mental states: strengths and weaknesses in autism and asperger syndrome. *Association for Psychological Science*, Boston, MA.
- Smith, E., Towner, A., Schneider, J., Aronson, S., & **Tine, M.** (May 2010). Acute bouts of exercise: a novel way to reduce the income achievement gap. *Wetterhahn Undergraduate Science Poster Symposium*, Dartmouth College, Hanover, NH.
- **Tine, M.** (October 2009). Uncovering a differentiated theory of mind in children with autism and Asperger's syndrome. *Cognitive Development Society*, San Antonio, TX.
- **Tully Tine, M.** (April 2009). Establishing SES differences on working memory tasks: one step closer to narrowing the achievement gap. *Society for Research in Child Development*, Denver, CO.
- Ganley, C., Casey, B., Dearing, E., Vasilyeva, M., & **Tully Tine, M.** (April 2009). Spatial and numerical predictors of measurement performance. *Society for Research in Child Development*, Denver, CO.
- Russell, M., Lucariello, J., Miranda, H., & **Tully, M.** (June 2007). Diagnostic algebra assessment. *Institute of Education Sciences*, Washington DC.
- Butler, A.G., **Tully, M.**, Lobron, A., & Lucariello, J. (March 2007). Strategy learning with the "Reading Rangers": recruiting social cognition in literacy instruction. *Society for Research in Child Development*, Boston, MA.
- **Tully, M.**, Butler, A., Lobron, A., & Lucariello, J. (March 2007). Strategy learning with the "Reading Rangers": recruiting social cognition in literacy instruction. *Boston College Graduate Research Forum*, Boston College, Boston, MA.
- Kahana, M. J., **Tully, M.**, Bromfield, E., Schulze-Bonhage, A., Fried, I., & Madsen, J. (April 2005). Intracranial recordings reveal memory-related brain oscillations. *Cognitive Neuroscience Society*, NY, NY.
- Zaromb, F., Howard, M.W., Dolan, E.D., Sirotnin, Y.B., **Tully, M.**, Wingfield, A., & Kahana, M.J. (April 2005). Temporal association and prior list intrusions in free recall. *Cognitive Neuroscience Society*, NY, NY.
- Kahana, M.J., Dolan, E.D., **Tully, M.**, Zaromb, F., & Wingfield, A. (May 2004). Intrusions in episodic recall: Episodic and semantic contributions. *American Psychological Society*, Chicago, IL.
- Madsen, M., **Tully, M.**, Myers, D., Kahana, M., & Madsen, J. (November 2003). Computer investigation of oscillations in simple cellular automata: A model of brain activity accessible in secondary school. *Society for Neuroscience*, New Orleans, LA.
- Cain, K.M., **Tully, M.**, Donahue, K.M., & Smith, A.M. (April 2003). Young children's dispositional predictions: the effects of train labels and amount of behavioral information. *Society for Research in Child Development*, Tampa, FL.

- Cain, K. M., Russell, A. E., & Tully, M. (April 2001). Self- vs. teacher-originated criticism: the effect of source of judgment on young children's reactions to failure. *Society for Research in Child Development*, Minneapolis, MN.

PROFESSIONAL SERVICE

- Grant Review Panel: National Science Foundation
- Editorial Board: Journal of Research in Rural Education
- Higher Education Research Committee: National Rural Education Association
- Award Committee: American Educational Research Association Rural SIG
- Annual Convention Review Board: American Educational Research Association, American Psychological Association
- Ad hoc Reviewer for Journal of Cognition and Development, Journal of Experimental Education, Psychology in the Schools, Cognition and Instruction, Journal of Applied Developmental Psychology, Journal of Abnormal Development
- Children's Literacy Foundation, Board of Advisors

PROFESSIONAL MEMBERSHIPS

- American Educational Research Association
- National Rural Education Association
- American Psychological Association
- Society for Research in Child Development
- Cognitive Development Society
- Psi Chi National Honor Society of Psychology
- Phi Beta Kappa Society