

Curriculum Vitae

Caitlin S. Mills

Department of Psychology
University of New Hampshire
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EDUCATION

- 2011-2016 Ph.D., Cognitive Psychology, University of Notre Dame
2011-2014 M.A., Psychology, University of Notre Dame
2010-2011 Ph.D. candidate, Cognitive Psychology, The University of Memphis
2006- 2010 B.A., Psychology, Christian Brothers University

PROFESSIONAL EXPERIENCE

- | | |
|---|---|
| Assistant Professor
August 2018-present | University of New Hampshire
Department of Psychology |
| Postdoctoral Fellow
September 2016-July 2018 | University of British Columbia
Cognitive Neuroscience of Thought Lab
Supervisor: Dr. Kalina Christoff |
| Graduate Research Assistant
January 2012-Aug. 2016 | University of Notre Dame
Emotive Computing Lab
Supervisor Dr. Sidney D'Mello |
| Graduate Research Assistant
August 2010-Dec. 2011 | University of Memphis
Emotive Computing Lab
Supervisors: Dr. Sidney D'Mello & Dr. Art Graesser |

JOURNAL PUBLICATIONS

°indicates mentored student

*equally contributing authors

Forner, N., **Mills, C.**, Ross, R. (in press). Tendency to ruminate and anxiety are associated with altered alpha and beta oscillatory power dynamics during memory for contextual details. *Cognitive, Affective, & Behavioral Neuroscience*.

- °Girn, M., **Mills, C.**, Roseman, L., Carhart-Harris, R.L., Christoff, K. (in press). The dynamic framework of thought: creativity and psychedelics. *NeuroImage*.
- Forrin, N., **Mills, C.**, Seli, P., D’Mello, S.K., Risko, E.F., Smilek, D. (in press). TL;DR: Longer sections of text increase rates of unintentional mind-wandering. *Journal of Experimental Education*.
- Mills, C.**, Gregg, J., Bixler, R., D’Mello, S.K. (in press). Eye-Mind Reader: An intelligent reading interface that promotes long-term comprehension by detecting and responding to mind wandering. *Human Computer Interaction*.
- °Girn, M., **Mills, C.**, Christoff, K. (2019). Linking Brain Network Reconfiguration and Intelligence: Are we there yet? *Trends in Neuroscience and Education*. 15, 62-70.
- Hutt, S., Krasich, K., **Mills, C.**, Bosch, N., Brockmole, J., D’Mello, S.K. (2019). Automated Gaze-Based Mind Wandering Detection during Computerized Learning in Classrooms. *User Modeling and User-Adapted Interaction*.
- Zedelius, C., **Mills, C.**, Schooler, J. (2019). Beyond Subjective Judgments: Predicting Evaluations of Creative Writing from Computational Linguistic Features. *Behavior Research Methods*. 51(2), 879-894.
- Wammes, J.D., Ralph, B.C.W., **Mills, C.**, Bosch, N., Duncan, T.L., Smilek, D. (2019). On disengagement during lectures: Media multitasking and mind wandering in the university classroom. *Computers & Education*. 132, 76-89.
- Mills, C.**, Wu, J., D’Mello, S.K. (2019). Being sad is not always bad: The influence of affect on expository text comprehension. *Discourse Processes*, 56(2), 99-116.
- Mills, C.** & Christoff, K. (2018). Finding Consistency in Boredom by Appreciating its Instability. *Trends in Cognitive Sciences*. 22(9), 744-747.
- °Smith, G.K., **Mills, C.**, Paxton, A., Christoff, K. (2018). Mind wandering rates fluctuate across the day: Evidence from an experience sampling study. *Cognitive Research: Principles and Implications*. 3(1), 54.
- Christoff, K., **Mills, C.**, Andrews-Hanna, J.R., Irving, Z.C., Thompson, E., Fox, K.C.R., Kam, J. (2018). Mind wandering as a scientific construct: Cutting through the definitional haze. *Trends in Cognitive Sciences*. 22(11), 957-959.
- *Fox, K.C.R., *Andrews-Hanna, J., **Mills, C.**, Dixon, M.L., Marcovic, J., Thompson, E., Christoff, K. (2018). Affective neuroscience of undirected thought. *Annals of New York Academy of Sciences*. 1426(1), 25-51.

- Faber, M. & **Mills, C.** (2018). The critical role of the hippocampus in mind wandering. *Journal of Neuroscience*, 38(29), 6439-6441.
- Calderon, M., **Mills, C.**, D'Mello, S.K., Risko, E.F. (2018). Re-watching lectures as a study strategy and its effect on mind wandering. *Experimental Psychology*, 65(5), 297-305.
- Wilson, K., Martinez, M., **Mills, C.**, D'Mello, S.K., Smilek, D., Risko, E.F. (2018). Instructor presence effect: Liking does not always lead to learning. *Computers & Education*, 122, 205-220.
- Mills, C.**, °Raffaelli, Q., Irving, Z.C., °Stan, D., Christoff, K. (2018). Is an off-task mind a freely-moving mind? Examining the relationship between different dimensions of thought. *Consciousness & Cognition*, 58, 20-33.
- °Rafaelli, Q., **Mills, C.**, Christoff, K. (2018). The knowns and unknowns of boredom: A review of the literature. *Experimental Brain Research*, 236(9), 2451-2462.
- Dixon, M.L., De La Vega, A., **Mills, C.**, Andrews-Hanna, J., Spreng, R.N., Cole, M., Christoff, K. (2018). Heterogeneity within the frontoparietal control network and its relationship to the default and dorsal attention networks. *Proceedings of the National Academy of Sciences*, 201715766.
- Joksimović, S., Oleksandra, S., Kovanović, V., Dowell, N. M., **Mills, C.**, Gašević, D., Dawson, S., Graesser, A. C., & Brooks, C. (2018). How do we model learning at scale? A systematic review of the literature. *Review of Educational Research*, 88(1), 43-86.
- Mills, C.**, Graesser, A.C., Risko, E.F., D'Mello, S.K. (2017). Cognitive coupling during reading. *Journal of Experimental Psychology: General*, 146(6), 872-883.
- Dixon, M.L., Andrews-Hanna, J.R., Spreng, R.N., Irving, Z.C., **Mills, C.**, Girn, M., Christoff, K. (2017). Interactions between the default network and dorsal attention network vary across default subsystems, time, and cognitive states. *NeuroImage*, 147(15), 632-649.
- Faber, M., **Mills, C.**, Kopp, K., D'Mello, S.K. (2016). The effect of disfluency on mind wandering during text comprehension. *Psychological Bulletin and Review*, 24(3), 914-919.
- Kopp, K., **Mills, C.**, & D'Mello, S.K. (2016). Mind wandering during film comprehension. *Psychological Bulletin and Review*, 23(3), 842-848.
- Phillips, N., **Mills, C.**, & D'Mello, S.K., Risko, E.F. (2016). On the influence of re-reading on mind wandering. *Quarterly Journal of Experimental Psychology*, 69(12), 2338-2357.

Mills, C., Kopp, K., D’Mello, S.K. (2015). The influence of consequence value and text difficulty on affect, attention and learning. *Learning and Instruction*. 40, 9-20.

Kopp, K., **Mills, C., & D’Mello, S.K.** (2015). Influencing the Occurrence of Mind Wandering While Reading. *Consciousness and Cognition*. 34(1), 52-62.

Mills, C., & D’Mello, S.K. (2014). On the validity of the autobiographical emotional memory task for emotion induction. *PLOS One*, 9(4): e95837.

D’Mello, S.K., **Mills, C.,** (2014). Emotions during emotional and non-emotional writing. *Motivation and Emotion*, 38(1), 140-156.

Lehman, B., D’Mello, S.K., Strain, A.C., **Mills, C.,** Gross, M., Dobbins, A., Wallace, P., Millis, K., Graesser, A.C. (2013). Inducing and tracking confusion with contradictions during complex learning. *International Journal of Artificial Intelligence in Education*, 22(2), 85-105.

PUBLISHED PROCEEDINGS (Strictly Peer Reviewed)

°Gliser, I., **Mills., C.,** Bosch, N., °Smith, S. L., Smilek, D., Wammes, J.D. (in press). The Sound of Inattention: Predicting Mind Wandering with Automatically Derived Features of Instructor Speech. In *Proceedings of the 21st International Conference on Artificial Intelligence in Education (AIED 2020)*. Berlin Heidelberg: Springer.

Kothari, V., Ramkumar, N., **Mills, C.,** Koppel, R., Blythe, J., Smith, S., Kun, A. (in press). Eyes on URLs: Relating Visual Behavior to Safety Decisions. In *Proceedings of the 12th ACM Symposium on Eye Tracking Research and Applications (ETRA)*. ACM: New York.

Mills, C., Bosch, N., Krasich, K., D’Mello, S.K. (2019). Reducing Mind Wandering during Vicarious Learning from an Intelligent Tutoring System. In *Proceedings of the 20th International Conference on Artificial Intelligence in Education (AIED 2019)*. Berlin Heidelberg: Springer.

°Varao-Sousa, T., **Mills, C.,** Kingstone, A. (2019). Where You Are, Not What You See: The Impact of Learning Environment on Mind Wandering and Material Retention. In *Proceedings of the 9th International Conference on Learning Analytics and Knowledge Conference (LAK 2019)*. ACM: New York, NY. **[Best Short Paper Award]**

Allen, L.K., **Mills, C.,** Perett, C., McNamara, D.S. (2019). Are You Talking to Me? Multi-Dimensional Language Analysis of Explanations during Reading. In *Proceedings of the 9th International Conference on Learning Analytics and Knowledge Conference (LAK 2019)*. ACM: New York, NY.

- Bosch, N., **Mills, C.**, Wammes, J. D., & Smilek, D. (2018). Quantifying classroom instructor dynamics with computer vision. In *Proceedings of the 19th International Conference on Artificial Intelligence in Education (AIED 2018)*. Berlin Heidelberg: Springer.
- Krasich, K., Hutt, S., **Mills, C.**, Spann, C., Brockmole, J. & D’Mello, S.K. (2018). "Mind" TS: Testing a brief mindfulness intervention with an intelligent tutoring system. In *Proceedings of the 19th International Conference on Artificial Intelligence in Education (AIED 2018)*. Berlin Heidelberg: Springer.
- D’Mello, S.K., **Mills, C.**, Bixler, R., Bosch, N. (2017). Zone out no more: Mitigating mind wandering during computerized reading. *Proceedings of the 10th International Conference on Educational Data Mining (EDM 2017)*. International Educational Data Mining Society. **[Best Paper Award Nominee]**
- Hutt, S., **Mills, C.**, Bosch, N., Krasich, K., Brockmole, J., D’Mello, S.K. (2017). Out of the Fr-“Eye”-ing Pan: Towards Gaze-Based Models of Attention during Learning with Technology in the Classroom. *Proceedings of the 25th International Conference on User Modeling, Adaptation, and Personalization (UMAP 2017)*. ACM: New York, NY. **[Winner of James Chen Best Student Paper Award]**
- °Girn, M., **Mills, C.**, Laycock, E., Ellamil, M., Ward, L., Christoff, K. (2017). Neural Dynamics of Spontaneous Thought: An EEG Study. *Proceedings of the 19th International Conference on Human-Computer Interaction International (HCI 2017)*. Springer: Berlin, Heidelberg. **[Winner of Best Paper Award]**
- Mills, C.**, Fridman, I., Soussou, W., Waghray, D., Onley, A., D’Mello, S.K. (2017). Put your thinking cap on: Detecting Cognitive Load using EEG during Learning. *Proceedings of the 7th International Conference on Learning Analytics and Knowledge (LAK 2017)*. ACM: New York, NY.
- Hutt, S., **Mills, C.**, White, S., Donnelly, P.J., D’Mello, S.K. (2016). The eyes have it: Gaze-based detection of mind wandering during learning with an intelligent tutoring system. *Proceedings of the 9th International Conference on Educational Data Mining (EDM 2016)*. International Educational Data Mining Society.
- Mills, C.**, Bixler, R., Wang, X., D’Mello, S.K. (2016). Automatic gaze-based detection of mind wandering during film viewing. *Proceedings of the 9th International Conference on Educational Data Mining (EDM 2016)*. International Educational Data Mining Society.
- Allen, L.K., **Mills, C.**, Crossley S., Jacovina, M., D’Mello, S.K., McNamara, D.S. (2016). Investigating boredom and engagement during writing using multiple sources of information: The essay, the writer, and keystrokes. *Proceedings of the*

- 6th International Conference on Learning Analytics and Knowledge. (LAK 2016) (pp. 114-123). ACM: New York, NY.
- Mills, C., D’Mello, S.K.** (2015). Toward a real-time (day) dreamcatcher: Detecting mind wandering episodes during online reading. In M. Chi(Eds.), Proceedings of the 8th International Conference on Educational Data Mining (EDM 2015) (pp. 69-76). International Educational Data Mining Society.
- Mills, C., D’Mello, S. K., Bosch, N., & Olney, A.** (2015). Mind wandering during learning with an intelligent tutoring system. In C. Conati, N. Heffernan, A. Mitrovic, & M. Felisa Verdejo (Eds.), Proceedings of the 17th International Conference on Artificial Intelligence in Education (AIED 2015) (pp. 267-276). Springer-Verlag: Berlin Heidelberg.
- Mills, C., Bosch, N., Graesser, A., & D’Mello, S. K.** (2014). To quit or not to quit: Predicting future behavioral disengagement from reading patterns. In S. Trausan-Matu et al. (Eds.) Proceedings of the 12th International Conference on Intelligent Tutoring Systems (ITS 2014) (pp. 19-28). Switzerland: Springer International Publishing.
- Mills, C., D’Mello, S.K.** (2013). Sorry, I must have zoned out: Tracking mind wandering episodes in an interactive learning environment. In H.C. Lane and K. Yacef (Eds.) Proceedings of the 16th International Conference on Artificial Intelligence in Education (pp. 896-899). Berlin Heidelberg: Springer-Verlag.
- Mills, C., D’Mello, S.K., Lehman, B., Bosch, N., Strain, A.C., Graesser, A.C.** (2013) What makes learning fun? Exploring the influence of choice and difficulty on mind wandering and engagement during learning. In H.C. Lane and K. Yacef (Eds.) Proceedings of the 16th International Conference on Artificial Intelligence in Education (pp. 71-80). Berlin Heidelberg: Springer-Verlag.
- Bosch, N., D’Mello, S.K., **Mills, C.** (2013). What Emotions do novices experience during their first computer programming learning session? In H.C. Lane and K. Yacef (Eds.) Proceedings of the 16th International Conference on Artificial Intelligence in Education (pp. 11-20). Berlin Heidelberg: Springer-Verlag.
- Mills, C. & D’Mello, S. K.** (2013). Emotions during writing about socially-charged issues: Effects of the (mis)alignment of personal positions with instructed positions. Proceedings of 26th Florida Artificial Intelligence Research Society Conference (pp. 509-514). Menlo Park, CA: AAAI Press **[Winner of Best Overall Paper and Best Student Paper Awards]**
- Mills, C. & D’Mello, S. K.** (2012). Emotions during Writing on topics that align or misalign with personal beliefs. In S. Cerri & W. Clancey (Eds.) Proceedings of the 11th International Conference on Intelligent Tutoring Systems (pp. 638-639). Berlin Heidelberg: Springer-Verlag.

Lehman, B., **Mills, C.**, D’Mello, S. K., & Graesser, A. C. (2012). Automatic evaluation of learner self-explanations and erroneous responses for dialogue-based ITSs. In S. Cerri & W. Clancey (Eds.) Proceedings of the 11th International Conference on Intelligent Tutoring Systems (pp. 541-550). Berlin Heidelberg: Springer-Verlag.

Dowell, N., D’Mello, S. K., **Mills, C.** & Graesser, A. C., (2011). Does topic matter? Topical influences on linguistic and rubric-based evaluation of writing. In G. Biswas, S. Bull, J. Kay, & A. Mitrovic (Eds.). Proceedings of 15th International Conference on Artificial Intelligence in Education (pp.450-452). Berlin: Springer-Verlag.

BOOK CHAPTERS

Mills, C. & Christoff, K. (2019). Constructed Futures. In P. Tortell, M. Turin, & M. Young (Eds.) Memory. Seattle, WA: University of Washington Press.

Mills, C., Herrera-Bennett, A., Faber, M., Christoff, K. (2018). Why the mind wanders: How spontaneous thought’s default variability may support episodic efficiency and semantic optimization. In & K.C.R. Fox & K. Christoff (Eds.), The Oxford Handbook of Spontaneous Thought: Mind-wandering, Creativity, Dreaming, and Clinical Conditions (pp. 11 - 24). New York: Oxford University Press.

RESEARCH FUNDING

Under Review

2019 (\$30,000). Enhancing Online Learning with Virtual Reality.
Agency: UNH CORE
Role: *PI*

Ongoing

2020 (\$899,702). Making learning visible: scalable, multi-system detection of self-regulation related to Executive Function.
Agency: Chan Zuckerberg Initiative / Gates Foundation
Role: *Co-PI*

2019 (\$795,600). Investigating spontaneous thought using dynamic brain connectivity and experience sampling.
Agency: Canadian Institutes of Health Research
Role: *Co-PI*

2019 (\$30,000). Toward Automatically Detecting Mind-wandering while Driving.
Agency: UNH CORE
Role: *PI*

Previous

- 2019 (\$5,000). International Research Collaboration.
Agency: Peter Wall Institute for Advanced Scholars
Role: *PI*
- 2018 (\$20,160). The wandering brain: measuring freely moving thoughts.
Agency: Templeton Foundation
Role: *Co-PI*
- 2017 (\$38,200). Workshop on Spontaneous Thought in science and society.
Agency: Peter Wall Institute for Advanced Scholars
Role: *Co-PI*

Travel Funding

- 2018 Travel award. (\$1,000). Postdoctoral Travel Award. University of British Columbia.
- 2017 Travel award (\$500). Cognitive Neuroscience of Creativity. National Science Foundation.
- 2015 Travel Award (\$1000) Artificial Intelligence in Education. National Science Foundation.
- 2014 Travel award (\$2300). Graduate Student Professional Development. University of Notre Dame.
- 2014 Travel award (\$230). Graduate Student Association Conference Grant. University of Notre Dame.
- 2013 Travel Award (\$600). Artificial Intelligence in Education. National Science Foundation.
- 2012 Travel award (\$900). Artificial Intelligence in Education. National Science Foundation.
- 2010 Travel award (\$1000). Psychonomic Society Annual Meeting. Institute for Intelligent Systems.

Not Funded

- 2019 Under Review (\$755,000). Modeling the Heterogeneity in Mind-wandering using a Multimodal Approach.
Agency: Army Research Institute
Role: *Principal Applicant*

AWARDS

- 2019 **Castellan Best Student Paper Award:** Society of Computers in Psychology*
- 2019 **Best Overall Short Paper Award:** Learning Analytics and Knowledge Conference

- 2017 **James Chen Best Student Paper Award:** 25th International Conference on User Modeling, Adaptation, and Personalization
- 2017 **Best Overall Paper Award:** 11th International Conference on Augmented Cognition
- 2016 **Psychology Department Graduate Student Teaching Award,**
University of Notre Dame
- 2013 **Best Overall Paper Award:** Florida Artificial Intelligence Research Society Conference
- 2013 **Best Student Paper Award:** Florida Artificial Intelligence Research Society Conference
- 2010 **Behavioral Sciences Faculty Award,** Christian Brothers University

*awarded to mentored student

INVITED TALKS

Detecting and responding to mind wandering during online learning. Teaching Innovation Unit Colloquium Series, University of South Australia, Adelaide, Australia, December, 2018

When and why the mind wanders: Evidence from the lab, classroom, and everyday life. Mississippi State Colloquium Series, Mississippi State University, USA, November, 2018

Mind Wandering during Online Learning: Should we care? AIM Learning Analytics Seminar, University of Michigan, USA, September, 2017

Mind wandering is a Dynamic Concept: The Insufficiency of Content-based Approaches. Mind Wandering Symposium, Vancouver, Canada, June, 2017

Attentional Computing to Enhance Human Performance. Invited speaker at the University of Waterloo workshop on Engaging the Wandering Mind: Exploring the cognitive, neural and applied consequences of boredom. University of Waterloo, Canada, October, 2015

TEACHING EXPERIENCE

Spring 2019 The Science of Daydreaming and Imagination
University of New Hampshire
Evaluations: 5/5

Fall 2018 The Science of Daydreaming and Imagination
University of New Hampshire
Evaluations: 5/5

- Spring 2016 Teachers Assistant, Cognitive Psychology
University of Notre Dame, Supervisor: James Brockmole, Ph.D.
- Fall 2015 Teachers Assistant, Cognitive Neuroscience
University of Notre Dame, Supervisor: Jessica Payne, Ph.D.
- Spring 2010 Teachers Assistant, Psychology Seminar
Christian Brothers University, Supervisor: Tracie Burke, Ed.D.
- Guest Sensation and Perception (Fall 2015)
Lectures Action and Movement (Fall 2015)
Emotion and the Brain (Spring 2017)
Methods in Cognitive Neuroscience (Fall 2017)
Mind Wandering (Spring 2018)
Catastrophic Forgetting & Biologically Plausible Models (Spring 2018)

CONFERENCE PRESENTATIONS

° indicates mentored student

Forner, N.A., Mills, C., Ross, R.S., High ruminators use different neural processes during a recognition memory task. *Presented at the Annual Meeting of the Society for Psychophysiological Research.*

°Smith, S., Mills, C. (2019) The Influence of Mood and Generating Personal Connections on Mind-Wandering During Reading. *Presented at the Annual Meeting of the Psychonomic Society.* Montréal, Québec, Canada.

°Dong, H., Mills, C., Knight, R.T., Kam, J.W. (2019). Automatic Detection of Mind Wandering using Electroencephalographic Measures. *Presented at the Society for Computers in Psychology's Annual Meeting.* Montréal, Québec, Canada. **[Winner of Castellan Best Student Paper Award]**

°Gagne, J., Alpert, R., °Porter, A., °Smith, S., & Mills, C. (2019). Using natural language processing tools to predict the dynamics of thought. *Presented at the Society for Computers in Psychology's Annual Meeting.* Montréal, Québec, Canada.

°Smith, S., °Gagne, J., °Martin, H., °Tilton, L., Allen, L., & Mills, C. (2019). I Feel for You: How Subjective Feelings and Textual Emotion Influence Reading Comprehension. *Presented at the Society for Computers in Psychology's Annual Meeting.* Montréal, Québec, Canada.

°Smith, S.L., **Mills, C.** (July, 2019). Positive Connections: Dissociable Effects of Mood on Mind-wandering during Reading. *Paper presented at the Society for Text and Discourse.* New York, NY, USA.

- °Sonia, A., **Mills, C.**, O'Brien, E.J. (July, 2019). Text-Based Manipulation of the Coherence Threshold. *Poster presented at the Society for Text and Discourse*. New York, NY, USA.
- Wormwood, J., **Mills, C.**, Siegel, E., Quigley, K., Feldman-Barrett, L. (March, 2019). Are Individual Differences in Affective Reactivity Consistent Across Contexts? A Multimethod Investigation using Supervised Machine Learning.
- Mills, C.**, °Smith, G.K., Dowell, N., °Ghattan, S., Christoff, K. (November, 2018). How Do the Contents of a Wandering Mind Unfold Over Time? An Automated Computational Linguistic Approach. *Poster presented at the 59th annual meeting of the Psychonomic Society*. New Orleans, LA, USA.
- Mills, C.**, Gregg, J., Bixler, R., D'Mello, S.K. (November, 2018). A real-time mind-wandering intervention during reading. *Presented at the 48th annual meeting of the Society for Computers in Psychology*. New Orleans, LA, USA.
- Mills, C.**, Dowell, N., Christoff, K. (July, 2018). Using Automated Measures of Cohesion to Assess the Wandering Mind: A Think-Aloud Study. *Poster presented at the Society for Text and Discourse*. Brighton, England, UK.
- Irving, Z.C., Kam, J.W.Y., **Mills, C.**, Sripada, C., Gopnek, A., Knight, R.T. (June, 2018). The Wandering Brain: Measuring Freely Moving Thought. Summer Seminars in Neuroscience and Philosophy. Durham, NC, US.
- Mills, C.**, °Smith, G.K., Christoff, K. (November, 2017). What is a wandering mind? Dissociating dimensions of thought through diurnal rhythms. *Poster presented the 58th annual meeting of the Psychonomic Society*. Vancouver, BC, Canada.
- Irving, Z., **Mills, C.**, Christoff, K. (June, 2017). How Do You Measure A Wandering Mind? *Paper presented at the Society for Philosophy and Psychology*. Baltimore, MD.
- Mills, C.**, °Stan, D., °Rafaelli, Q., Christoff, K. (March, 2016). Diurnal Rhythms in Freedom of Thought. *Poster presented at the Society for Neuroscience of Creativity*. San Francisco, CA.
- Mills, C.**, °Stan, D., °Rafaelli, Q., Christoff, K. (March, 2016). Diurnal Rhythms in Freedom of Thought: An Experience Sampling Study. *Poster presented at the Cognitive Neuroscience Society Conference*. San Francisco, CA.
- °Stan, D., **Mills, C.**, Herrera-Bennett, A., °Rafaelli, Q., Christoff, K. (November, 2016). Is task-unrelated thought the same as mind wandering? Presented at the Society for Neuroscience Conference. San Diego, CA.

- Mills, C.**, Seli, P., Forrin, N., D’Mello, S.K., Smilek, D., & Risko, E.F. (May, 2016). The effect of text difficulty on intentional and unintentional mind-wandering. *Poster presented at the Canadian Society for Brain, Behaviour, and Cognitive Science*. Ottawa, ON.
- Wilson, K., **Mills, C.**, D’Mello, S.K., Smilek, D., & Risko, E.F. (May, 2016). You are more seductive than you think: Videos of lecturers may capture attention and impair learning. *Poster presented at the Canadian Society for Brain, Behaviour, and Cognitive Science*. Ottawa, ON.
- Mills, C.**, Risko, E., Graesser, A.C., D’Mello, S. K (May, 2016). Cognitive coupling. *Poster presented at the 28th annual meeting of the Association for Psychological Science*. Chicago, IL.
- Faber, M., **Mills, C.**, & D’Mello, S. K. (May, 2016). The effect of disfluency on mind wandering. *Poster presented the 28th annual meeting of the Association for Psychological Science*. Chicago, IL.
- D’Mello, S. K., Kopp, K., & **Mills, C.** (November, 2015). Mind wandering during film comprehension: The role of prior knowledge and situational interest. *Poster presented the 56th annual meeting of the Psychonomic Society*. Chicago, IL.
- Mills, C.**, Risko, E., Graesser, A.C., D’Mello, S. K (November, 2015). Cognitive coupling during reading. *Poster presented the 56th annual meeting of the Psychonomic Society*. Chicago, IL.
- Mills, C.**, Phillips, N., D’Mello, S. K., & Risko, E. (July, 2015). Mind wandering during re-reading of instructional texts. *Paper presented the 25th annual meeting of the Society for Text and Discourse*. Minneapolis, MN.
- Kopp, K., **Mills, C.**, & D’Mello, S. K. (July, 2015). Mind wandering during film comprehension. *Paper to presented the 25th annual meeting of the Society for Text and Discourse*. Minneapolis, MN.
- Kopp, K., **Mills, C.**, D’Mello, S. K. (May, 2015). Mind wandering during film comprehension. *Paper to be presented the 27th annual meeting of the Association for Psychological Science*. New York, NY.
- Mills, C.**, D’Mello, S., Graesser, A.C. (2015, April). Perceptions of value and difficulty as antecedents of boredom and mind wandering. *Paper to be presented at the 2014 Annual Meeting of the American Educational Research Association*. Chicago, IL.
- Fulmer, S. M., Stey, P. **Mills, C.** D’Mello, S.K. (2015, April). Effects of experimentally-manipulated text difficulty and text value on trajectories of emotional

- engagement. *Paper to be presented at the 2015 Annual Meeting of the American Educational Research Association*. Chicago, IL.
- Mills, C.**, Risko, E., Graesser, A. C., & D’Mello, S. K. (Aug, 2014). Decoupling as a measure of engagement during reading. *Paper presented at the 24th annual meeting of the Society for Text and Discourse*. Chicago, IL.
- Kopp, K., **Mills, C.**, Lehman, B., Graesser, A. C., & D’Mello, S. K. (Aug, 2014). Influencing the occurrence of mind wandering during reading. *Poster presented the 24th annual meeting of the Society for Text and Discourse*. Chicago, IL.
- D’Mello, S., Fulmer, S. M., **Mills, C.**, & Graesser, A. (2014, April). Choice and difficulty as antecedents of affect during learning. *Paper presented at the 2014 Annual Meeting of the American Educational Research Association*. Philadelphia, PA.
- Mills, C.**, D’Mello, S.K., Strain, A.C., Graesser, A.C., (2012, May). The influence of text difficulty and the illusion of choice on mind wandering during reading. *Paper presented at the 2nd Annual Midwestern Cognitive Science Conference*. Bloomington, IN.
- Dowell, N., D’Mello, S. K., **Mills, C.** & Graesser, A. C. (2011, July). Topic effects on linguistic and rubric-based writing evaluation. *Poster Presented at the 21st Annual Meeting of the Society for Text and Discourse*. Poitiers, France.
- Roche, J. M., **Mills, C.**, Booker, E. & Dale, R. (2010, November). Who I am, What I say, and how I say it: The effects of talker variability on affective language. *Paper presented at the 9th Annual Meeting of the Auditory Perception, Cognition and Action Meeting*. St. Louis, MO.
- Mills, C.**, Roche, J.M., Dale, R., Farmer, T., Zevin, J. (2010, March). What Memphis do you speak?. *Poster presented at the 56th Annual Meeting for the Southeastern Psychological Association*. Chattanooga, TN.
- O’Brien, M., **Mills, C.** (2010, May) Reactance and self-affirmation: How threats to self affect resistance persuasion. *Poster presented at the 82nd Annual Meeting of the Midwestern Psychological Association*. Chicago, IL.
- Mills, C.**, Taylor, T. (2009, February) The relationship between stereotypes and athletics. *Paper presented at the 12th Annual Meeting of the Mid-South Psychological Conference*. Jackson, TN.

AD HOC REVIEWS

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