



An integrated approach to research in the field of educational and developmental psychology. The interdependence of measurement, design, and analysis is emphasised. Practical aspects of data management and analysis (using SPSS and AMOS) is included in the laboratory component. Specific multivariate techniques are studied - their selection, use, interpretation, and reporting. Datasets relevant to the practice of educational psychology are used to inform exercise hypotheses and analyses.

#### **Development & Differences.**

Postgraduate course for Master of Educational Psychology. Mainstream and current research in the fields of personality, intelligence and interests will be investigated. Emphasis is placed on gaining in-depth knowledge of important models within these fields, such that students understand the professional implications of utilising psychological measures based on these models

**Dates:** 2011 – 2013  
**Employer:** **Assessment Research Centre – University of Melbourne**  
**Positions Held:** Research Officer  
**Responsibilities:** ***Assessment and Teaching of 21st-Century Skills (ATC21S) Project***  
Major responsibility in the development of auto-scoring techniques and data analysis for online collaborative problem-solving tasks.  
***Young Learner's Project***  
Conducted research on identifying the factors in preschool education that are associated with literacy achievement.

**Dates:** 2009 - 2011  
**Employer:** **Parenting Research Centre – Australia**  
**Positions Held:** Research Assistant  
**Responsibilities:** Part of the research team for the Early Home Learning Study (EHLS)

**Dates:** 2009  
**Employer:** **Department of Educational Psychology and Instructional Technology. The University of Georgia. Athens, Georgia, USA**  
**Positions Held:** Co-instructor, Applied Research in Gifted Education  
**Responsibilities:** Delivered graduate-level online class with instruction delivered through a variety of synchronous and asynchronous platforms (on-line class with lecture/discussion delivered using Horizon Wimba and WebCT).

**Dates:** 2008 - 2009  
**Employer:** **Assessment Research Centre – University of Melbourne**  
**Positions Held:** Research Assistant  
**Responsibilities:** Team member in Problem Solving test development for the Assessment and Learning Partnerships (ALP) project.  
Collected test data, analyses assessment results, and prepares report on findings.  
Assisted in developing large-scale educational test instruments, both through standard and online delivery.  
Investigated group differences between ESB and NESB students.

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#### **EDUCATION**

2012 PhD (Educational Measurement), University of Melbourne. Victoria, Australia

Recipient of Melbourne International Research Scholarship  
 Recipient of Endeavour International Postgraduate Research Scholarship  
*Thesis: The role of problem solving ability and reading comprehension skill in predicting growth trajectories of mathematics achievement between ESB and NESB students*

2006 Master of Arts (Educational Psychology), University of Georgia. Athens, Georgia, USA  
 Recipient of Fulbright Scholarship Grant  
 Rewarded the Regent's waiver of the out-of-state tuition for Fall 2006  
 Recipient of the Graduate School out-of-state tuition of AY 2005-2006  
*Thesis: Transferability of norms: Norming the Naglieri Nonverbal Ability Test (NNAT) in the Philippine public schools*

1999 Bachelors (Education), University of the Philippines. Diliman, Quezon City, Philippines

### COUNTRIES OF WORK EXPERIENCE

Australia, USA, Philippines

### LANGUAGES

	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
English (Professional)	Excellent	Excellent	Excellent
Filipino	Native	Native	Native

### PUBLICATIONS

#### Refereed journal articles

- Vista, A., Care, E., & Awwal, N. (2017). Visualising and examining sequential actions as behavioural paths that can be interpreted as markers of complex behaviours. *Computers in Human Behavior*. doi: 10.1016/j.chb.2017.01.027
- Vista, A. (2016). The role of PS ability and RC skill in predicting growth trajectories of mathematics achievement. *Cogent Education*, 3(1), 1-22. doi: 10.1080/2331186X.2016.1222720
- Vista, A., Awwal, N., & Care, E. (2016). Sequential actions as markers of behavioural and cognitive processes: Extracting empirical pathways from data streams of complex tasks. *Computers & Education*. 92-93, 15-36. doi:10.1016/j.compedu.2015.10.009
- Vista, A., Care, E., & Griffin, P. (2015). A new approach towards marking large-scale complex assessments: Developing a distributed marking system that uses an automatically scaffolding and rubric-targeted interface for guided peer-review. *Assessing Writing*. 24, 1-15. doi: 10.1016/j.asw.2014.11.001
- Vista, A., Care, E., & Griffin, P. (2015). Development of an online test of problem solving ability that minimises the extraneous differential effects of language background and subsequent validation through a large-scale DIF analysis. *International Journal of Educational Research*, 69, 71-87.
- Vista, A. & Care, E. (2014). Differential item functioning and its utility in an increasingly diverse classroom: Perspectives from Australia. *Journal of Education and Human Development*.

- Vista, A. (2013). The role of reading comprehension in maths achievement growth: Investigating the magnitude and mechanism of the mediating effect on maths achievement in Australian classrooms. *International Journal of Educational Research*, 62, 21-35.
- Vista, A. (2012). An impact-based filtering approach for literature searches. *Journal of Librarianship and Information Science*. doi: 10.1177/0961000612448207.
- Calma, A. & Vista, A. (2012). Evaluating the impact of faculty-embedded tutor training program factors on perceived future training needs using structural equation modelling. *ISRN Education*. doi:10.5402/2012/426516.
- Vista, A. & Care, E. (2011). Gender differences in variance and means on the Naglieri Nonverbal Ability Test: Data from the Philippines. *British Journal of Educational Psychology*, 81(2), 292-308. doi: 10.1348/000709910X514004.
- Vista, A. & Grantham, T. (2010). Effects of Parental Education Level on Fluid Intelligence of Philippine Public School Students. *Journal of Psychoeducational Assessment*, 28(3), 236-248.
- Vista, A. & Grantham, T. (2009). Transferability of norms and its implications in crosscultural gifted education: norming Naglieri Nonverbal Ability Test (NNAT) in the Philippine public schools. *Educational Research for Policy and Practice* 8, 111-121.

#### **Book chapters**

- Griffin, P., Cagasan, L., Care, E., Vista, A., & Nava, F. (2016). Formative Assessment Policy and Its Enactment in the Philippines, in *Assessment for Learning: Meeting the Challenge of Implementation* (pp. 75-92). D. Laveault and L. Allal (Eds.). Dordrecht: Springer.
- Adams, R., Vista, A., Awwal, N., Scoular, C., Griffin, P., & Care, E. (2015). Automatic Coding Procedures, in *Assessment and Teaching of 21st Century Skills: Methods & Approach*. P. Griffin and E. Care (Eds.). Dordrecht: Springer.

#### **Conference papers**

- Cagasan, L., Pavlovic, M., Vista, A., & Care, E. (2014, September). *LearnARMM pilot study: Constructing tests with developmental progression framework*. Paper presented at the Conference: International Conference on Educational Measurement and Evaluation, Manila, Philippines, September 24-26, 2015.
- Vista, A., Care, E., & Griffin, P. (2014, July). *Development of a guided peer-review system that uses an automatically scaffolding and rubric-targeted interface for marking complex assessments*. Paper presented at the 6th annual International Conference on Education and New Learning Technologies (EDULEARN14), Barcelona, Spain, 7-9 July 2014.
- Griffin, P., Care, E., Vista, A., & Scoular, C. (2014, July). *Using innovative measurement tools based on big data analytics to assess collaborative problem-solving skills and improve teaching strategies in essential skills for 21st century education*. Paper presented at the 6th annual International Conference on Education and New Learning Technologies (EDULEARN14), Barcelona, Spain, 7-9 July 2014.