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Professional Biography

Dr. Azevedo is a Professor at the School of Modeling Simulation and Training at the University of Central Florida. He is also an affiliated faculty in the Departments of Computer Science and Internal Medicine at the University of Central Florida and the lead scientist for the Learning Sciences Faculty Cluster Initiative. He received his PhD in Educational Psychology from McGill University and completed his postdoctoral training in Cognitive Psychology at Carnegie Mellon University. His main research area includes examining the role of cognitive, metacognitive, affective, and motivational self-regulatory processes during learning with advanced learning technologies. His research is characterized by its interdisciplinary nature, using methods from cognitive psychology, learning sciences, educational psychology, and computer science to measure cognitive, metacognitive, emotional, motivational, and social processes and their impact on learning, performance, and transfer. His overarching research goal is to understand the complex interactions between humans and intelligent learning systems. To accomplish this goal, he conducts laboratory, classroom, and in-situ (e.g., medical simulator) studies and collects multi-channel data (e.g., eye movements, log files, concurrent and retrospective think-louds, facial expressions of emotions, physiological levels of arousal, gestures, discourse) to develop models of human-computer interaction; examines the nature of temporally unfolding self- and other-regulatory processes (e.g., human-human and human-artificial agents); and designs intelligent learning and training systems to detect, track, model, and foster learners, teachers, clinicians, military personnel, and trainers' self-regulatory processes.

He has published over 300 peer-reviewed papers and chapters and has refereed conference proceedings in educational, learning, cognitive, educational, and computational sciences. He is the current co-editor-in-chief of the *British Journal of Educational Psychology*. He was the former editor of the *Metacognition and Learning*

journal and serves on the editorial board of several top-tiered learning and cognitive sciences journals (e.g., *Applied Cognitive Psychology*, *International Journal of AI in Education*, *Learning and Individual Differences*, *Educational Psychology Review*, *European Journal of Psychological Assessment*). His research is funded by the National Science Foundation (NSF), Institute of Education Sciences (IES), National Institutes of Health (NIH), the Social Sciences and the Humanities Research Council of Canada (SSHRC), Natural and Sciences and Engineering Council of Canada (NSERC), Canada Research Chairs (CRC), Canadian Foundation for Innovation (CFI), European Association for Research on Learning and Instruction (EARLI), Jacobs Foundation, and the Army Research Laboratory. He is a fellow of the American Psychological Association and the recipient of the prestigious Early Faculty Career Award from the National Science Foundation.