

Kathleen M. Bettencourt

Wake Forest University
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Professional Experience

Assistant Teaching Professor, Wake Forest University, Department of Psychology	2026-present
Visiting Assistant Professor, Wake Forest University, Department of Psychology	2022-2026

Education

Ph.D., Developmental Psychology, University of North Carolina at Greensboro Advisor: Stuart Marcovitch	2022
M.A., Experimental Psychology, University of North Carolina at Greensboro Advisor: Thanujeni Pathman	2016
B.S., Psychology, University of Mary Washington Cum Laude	2014

Publications

Bettencourt, K.M., & Maffeo, M.L. (in press). So you think you saw a ghost: Exploring core concepts in psychology through paranormal examples. In R.R. Totton & C.A. Sanderson (Eds.), *Teaching Introduction to Psychology*. Edward Elgar Publishing.

Bettencourt, K.M., Everett, L., Chen, Y., & Pathman, T. (2021). Examining the development of memory for temporal context and its underlying neural processes using event-related potentials. *Developmental Cognitive Neuroscience*, 48, 1-9. <https://doi.org/10.1016/j.dcn.2021.100932>

Marble, K.E., Caporaso, J.S., **Bettencourt, K.M.,** Boseovski, J.J., Pathman, T., Marcovitch, S., & Scales, M.L. (2021). Children's informant judgments and recall of valenced facts at a science center. *Frontiers in Psychology*, 12, 1-12. <https://doi.org/10.3389/fpsyg.2021.659633>

Caporaso, J.S., Ball, C.L., Marble, K.E., Boseovski, J.J., Marcovitch, S., **Bettencourt, K.M.,** & Zarecky, L. (2022). An observational investigation of how exhibit environment and design intersect to influence parent-child engagement. *Visitor Studies*, 1-32. <https://doi.org/10.1080/10645578.2022.2051386>

Manuscripts in Preparation

Bettencourt, K.M., & Marcovitch, S. (in preparation). The relations between temporal memory, time knowledge, executive function, and language in early childhood.

Caporaso, J.S., **Bettencourt, K.M.,** Ball, C.L., Caporaso, J.S., Marble, K.E., Boseovski, J.J., Marcovitch, S., & Zarecky, L. (in preparation). "What's an alpaca?": An observational examination of parent-child conversations in indoor and outdoor exhibits. Manuscript in preparation

Teaching & Mentorship

Course Instructor

Wake Forest University

PSY 241: Developmental Psychology	2023, 2024, 2025, 2026
PSY 243: Biopsychology	2022, 2023, 2024, 2026
PSY 151: Introductory Psychology	2022, 2023, 2024, 2025, 2026
PSY 316/257: Development of Resilience: Lessons from Harry Potter	2024, 2025

University of North Carolina at Greensboro

PSY 250: Introduction to Developmental Psychology	2019
FMS 170: Harry Potter and Developmental Psychology	2020, 2021

Teaching Presentations

Bettencourt, K.M. (2024). *Strategies for increasing equity and inclusion in a biopsychology course*. Talk given at the Neuroscience Teaching Conference. Winston-Salem, NC.

Bettencourt, K.M., & Marble, K.E. (2023). *How to balance being an effective educator and creating boundaries with students*. Facilitating a roundtable discussion at the Society for the Teaching of Psychology's Annual Conference on Teaching. Portland, OR.

Bettencourt, K.M., & Troseth, G.L. (2021). *The use of Harry Potter in teaching developmental psychology*. Poster presented at the biennial meeting of the Society for Research in Child Development. Virtual Conference.

Teaching Development

Faculty Reading Group

Spring 2025

- I was part of a faculty reading group, facilitated by the Center for the Advancement of Teaching at Wake Forest University. We read *Failing Our Future: How Grades Harm Students, and What We Can Do About It* by Joshua R. Eyler and met three times during the semester to discuss the book. Book and discussion topics included: grades and student motivation, how grades can contribute to and enhance inequities, and various approaches to grading and increasing students' intrinsic motivation.

Pedagogy for Equity and Inclusion Faculty Learning Community

2023-2024

- I was a member of the Equity and Inclusion Faculty Learning Community, facilitated by the Center for the Advancement of Teaching at Wake Forest University. The purpose of the community was to use evidence-based methods to increase equity and inclusion in a specific course. During Fall meetings we discussed relevant teaching methods and planned how to implement changes in a Spring course. During Spring meetings, we planned how to assess the changes we made. Students in my course completed a survey at the end of the semester, and data from the survey was presented at the Neuroscience Teaching Conference.

New Faculty Learning Community for Contingent Faculty

2022-2023

- I was a member of the New Faculty Learning Community for Contingent Faculty, facilitated by the Center for the Advancement of Teaching at Wake Forest University. The purpose of the community was

to make connections with the teaching center, university, and other educators. Most meetings centered around discussions on teaching practices and how to incorporate evidence-based methods into our courses. We also participated in teaching observations.

Project Wake Discussion Leader 2023, 2024

- Project Wake is a summer reading project that focuses on topics related to issues of intellectual and social importance. Students choose a specific book to read over the summer and then participate in a discussion led by a faculty member during orientation week. The experience encourages students to examine their own perspectives and have open conversations about various issues and topics. I led discussions of *Talking to Strangers* by Malcolm Gladwell.

Neuroscience Teaching Conference (NTC) 2022, 2023, 2024, 2025

- I attended talks and workshops on topics including: how to incorporate diversity and inclusion in neuroscience courses, how to design assignments that are accessible and inclusive, the use of game-based activities to increase students' knowledge and engagement, and various pedagogical and classroom strategies for promoting student success.

SRCD Developmental Science Teaching Institute 2019, 2021

- I attended talks, panels, and workshops on various topics including: increasing diversity in the teaching of developmental science, navigating discussions about race and discrimination in the classroom, approaches to anti-racist pedagogy, and teaching about societal and political issues.

Teaching Mentee

Course: FMS 170: Harry Potter and Developmental Psychology 2020
Mentor: Dr. Stuart Marcovitch

Course: PSY 250: Introduction to Developmental Psychology 2019
Mentor: Dr. Janet J. Boseovski

Teaching Practicum Course 2017

- As part of this course, I prepared and presented a guest lecture on EEG methodology for a 200-level biological psychology course. I also prepared and presented a guest lecture on episodic memory development for a 400-level cognitive development course.

Conferences

Talks

Bettencourt, K.M., & Marcovitch, S. (2022). *The Relation between Temporal Memory and Executive Function in Early and Middle Childhood.* Symposium talk given at the annual meeting of the Jean Piaget Society. Philadelphia, PA.

Bettencourt, K.M., Marcovitch, S., & Barselow, J.R. (2021). *Preschoolers' memory for time and its relation to executive function and time knowledge.* Symposium talk given at the annual meeting of the Jean Piaget Society. Virtual Conference

Bettencourt, K.M., Ball, C.L., Caporaso, J.S., Marble, K.E., Boseovski, J.J., & Marcovitch, S. (2021). *"What's an alpaca?" An observational examination of parent-child conversations during informal learning.* Symposium talk given at the biennial meeting of the Society for Research in Child Development. Virtual Conference.

Bettencourt, K. M., Lewitus, V., Ng, E., Stebbins, H. E., & Wilson L. (2014, April). *Extinction patterns of electrodermal activity in response to threat stimuli*. Talk given at the annual meeting of the Virginia Psychological Association, Norfolk, VA.

Poster Presentations

Bettencourt, K.M. & Marcovitch, S. (2022). *The relation between memory for temporal context and executive function in preschool and school-age children*. Poster presented at the biennial meeting of the Cognitive Development Society, Madison, WI.

Bettencourt, K.M., Marcovitch, S., & Barselow, J.R. (2021). *Preschoolers' memory for time and its relation to executive function and time knowledge*. Symposium talk given for the annual meeting of the Jean Piaget Society. Virtual Conference.

Bettencourt, K. M., & Marcovitch, S. (2019, June). *Preschoolers' memory for time and its relation to executive function*. Poster presented at the annual meeting of the Jean Piaget Society, Portland, OR.

Bettencourt, K. M., & Pathman, T. (2019, March). *The influence of time knowledge and retrieval strategies on temporal memory in middle and late childhood*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

Bettencourt, K. M., & Pathman, T. (2018, April). *Exploring how temporal memory develops and underlying neural processes that support it*. Poster presented at the UNCG Graduate Research and Creativity Expo, Greensboro, NC.

Bettencourt, K. M., Everett, L., Chen, Y., & Pathman, T. (2017, October). *Exploring how temporal memory develops and the underlying neural processes that support it using ERP*. Poster presented at the biennial meeting of the Cognitive Development Society, Portland, OR.

Bettencourt, K. M., Pathman, T., & Delaney, P. F. (2017, March). *An investigation of test-impaired new learning using associative recognition*. Poster presented at the annual North Carolina Cognition Conference, Greensboro, NC.

Bettencourt, K. M., Everett, L., Chen, Y., & Pathman, T. (2016, August). *Examining temporal memory development using an ERP recognition memory paradigm*. Poster presented at the annual meeting of the American Psychological Association, Denver, CO.

Bettencourt, K. M., & Pathman, T. (2016, February). *An ERP investigation of memory for temporal context in children and adults*. Poster presented at the annual North Carolina Cognition Conference, Winston-Salem, NC.

Bettencourt, K. M., Chang, Y., & Delaney, P. F. (2015, February). *The relationship between test-impaired learning and the testing effect*. Poster presented at the annual North Carolina Cognition Conference, Elon, NC.

Stebbins, H. E., & **Bettencourt, K. M.** (2014, May). *The importance of stimulus characteristics in revealing the anger superiority effect*. Poster presented at the annual meeting of the Association for Psychological Science. San Francisco, CA.

Other Research Presentations

Bettencourt, K. M., Caporaso, J. S., Ball, C., Marble, K. E., Boseovski, J. J., & Marcovitch, S. *Examining speech and play behavior in SciPlay Bay and Jeansboro Junction*, Greensboro Science Center Lunch and Learn Lecture Series. Greensboro, NC. 14 February, 2020.

- I presented the portion of the collaboration project that examined parent-child conversations at different play-based exhibits at the Greensboro Science Center to science center employees and administrators as part of their monthly lecture series.

Service

University Service

Wake Forest University

Teaching Mentoring Committee, Psychology Department 2026-
Undergraduate Studies Committee, Psychology Department 2026-

University of North Carolina at Greensboro

Job Search Committee Member 2018

- I served as a graduate student representative on the developmental job search committee by reviewing applications, interviewing applicants, and deliberating with the committee. The search was successful in hiring an assistant professor.

Graduate Student Association Representative 2017-2018

- As the Graduate Student Association representative, I attended meetings and acted as a liaison between the Association for Graduate Students in Psychology and the Graduate Student Association.

PSY 311 Research Presentations Judge 2016

- I served as a judge for the PSY 311: Research and Statistical Methods in Psychology II student project presentations.

Safe Zone, Trans Zone Ally

- I completed the Office of Intercultural Engagement's training on creating welcoming and supportive campus environments for LGBTQ+ students

Ad Hoc Reviewer

Child Development, Cognitive Development, The Journal of Genetic Psychology

Honors and Awards

Bernard Dissertation Fellowship 2021-2022

- The fellowship consisted of a \$6,000 award to support the recipient as they conducted their dissertation research.

Psychology Graduate Student Teaching Excellence Award 2021-2022

UNCG Summer Assistantship 2019

Professional Affiliations

Society for the Teaching of Psychology

Cognitive Development Society

Society for Research in Child Development

Jean Piaget Society
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