

Brandon L. Bretl

(262) 490-9021

bretl.b@gmail.com

www.brandonbretl.com

EDUCATION

Ph.D.	University of Kansas Educational Psychology & Research Nona Tollefson Research Fellow Dissertation: "Assessing the Structure of Moral Intuitions in Early Adolescence" Nominated for the Argersinger Outstanding Dissertation Award	2020
M.S. Ed.	Emporia State University Curriculum and Instructional Leadership	2015
B.A.	University of Wisconsin – Whitewater Fine Art (Ceramics Emphasis), Minor: Organic Chemistry	2009

GRANTS / AWARDS

UT Tyler Presidential Interdisciplinary Grant, Internal Grant, \$32,000	2022
University Academy MOU, \$17,000	2022
Harvard & MIT ComSciCon 2019 Science Communication Conference Stipend Award	2019
University of Kansas Nona Tollefson Fellowship Award and Scholarship	2017
<ul style="list-style-type: none">4-year research fellowship with \$32,000 in funding in addition to graduate research and teaching assistantship funding	

UNIVERSITY TEACHING EXPERIENCE

<u>Assistant Professor</u>	Univ. of Texas at Tyler	2021-present
<ul style="list-style-type: none">Evaluation in the Education Setting (EDRM-6350)<ul style="list-style-type: none">OnlineDoctoral courseEducational Psychology (EPSY-3330)<ul style="list-style-type: none">In-person (moved to online)History of STEM Education (EDUC-5386)<ul style="list-style-type: none">Online, asynchronous courseGraduate level courseKnowing and Learning in Mathematics and Science (EDUT-3370)<ul style="list-style-type: none">In-personUndergraduate teacher preparation course		
<u>Visiting Assistant Professor</u>	Univ. of Wisconsin - Eau Claire	2020-2021
<ul style="list-style-type: none">Educational Psychology (PSYC 260)<ul style="list-style-type: none">Hybrid, in-person lecture and online lecture235 undergraduate students		

- Psychology of Adolescence (PSYC 332)
 - Winter term, online, asynchronous
 - 25 students
- Moral Psychology (PSYC 491)
 - Summer term, online, asynchronous
 - 25 students
- Research Apprentice in Psychology (PSYC 396)
 - Mentor for undergraduate research
 - 3 students
- Academic Apprentice in Psychology (PSYC 397)
 - Mentor for undergraduate teaching assistants for the PSYC 260 course
 - 3 students

Co-Instructor **University of Kansas** **2018-2019**

- Adolescent Development (EPSY 306)
 - In-person lecture
 - 83 undergraduate students

Graduate Teaching Assistant **University of Kansas** **2017-2019**

- Introduction to Statistics (EPSY 711)
 - Lab section, focus on SPSS and statistical theory
 - 35 graduate students
- Childhood Development (EPSY 305)
 - Discussion section
 - 15 undergraduate students

Adjunct **Taibah University (Saudi Arabia)** **2010-2011**

- Preparatory Year English Program (ENG 100)

RESEARCH POSITIONS

Assistant Researcher, Senior **2019-2020**

- Center for Public Partnerships and Research, University of Kansas
- Evaluator/Data Manager for a large, \$3.1MM depression screening grant from the U.S. Health Resources and Services Administration
- Wrote comprehensive data protocol for pulling data from multiple sources and calculating measures for federal reporting requirements using SPSS and R

Graduate Research Assistant **2016-2017**

- Center for Educational Testing and Evaluation at the University of Kansas
- Content development and data analysis for the Kansas State Science Assessments
- Independent research in Career and Technical Education (CTE) programs and the Kansas Career Pathways Assessments (cPass)

Independent Research Projects

Principal Investigator **2020**

- Variable Presentation of Gender Information in Text-based Moral Violation Vignettes
- Approved by University of Wisconsin – Eau Claire IRB

- Experimental design to test variable presentation of gender information in text-based moral violation vignettes and to map gender stereotype effects in various moral domains

Principal Investigator

2019

- Character Foundations Survey, KU IRB: STUDY00142366
- Created innovative methods to collect survey responses from more than 3,000 students
- Fostered strong relationships with school leaders at the schools participating in my research
- Managed and analyzed data using Qualtrics, SPSS, and R
- Published results and presented at international conferences

PUBLICATIONS

Peer Reviewed

Bretl, B. L. (under review). Implicit and Overcorrection Biases in Republicans' and Democrats' Intuitive Moral Judgments. *The Journal of Social Psychology*.

Bretl, B. (2023). Social, Cultural, and Psychological Obstacles to Advancing STEM Agendas in Rural Texas. *Proceedings of the 6th Annual RGV STEM Education Conference*. 6th Annual STEM Education Conference, South Padre Island, TX. <https://dx.doi.org/10.51734/NGFL1339>

Thomas, C. L., Sung, W., **Bretl, B. L.** (2023). Emotional intelligence and anxiety in university students: evidence of a curvilinear relationship. *Journal of Further and Higher Education*, 1-13.

Bretl, B. L. & Hansen, D. M. (2022). An exploration of the structure of moral intuitions in early adolescence. *Cognitive Development*, 64, 101248. <https://doi.org/10.1016/j.cogdev.2022.101248>

Bretl, B. L. & Goering, M. (2022). Age- and sex-based differences in the moral intuitions of American early adolescents. *Evolutionary Human Sciences*, 4, E33. doi:10.1017/ehs.2022.34

Bretl, B. L. (2022). Adolescent Ratings of Moral Violations Moderated by Gender and Political Identity. *Trends in Psychology*. <https://doi.org/10.1007/s43076-021-00120-z>

Bretl, B. L. (2020). Neural and Linguistic Considerations for Assessing Moral Intuitions Using Text-Based Stimuli. *The Journal of Psychology: Interdisciplinary and Applied*. <https://doi.org/10.1080/00223980.2020.1832034>

Bretl, B. L. (2019). Scientific and Religious Concept Integration in Educational, Developmental, and Cultural Context. *Journal of Religion and Education*. <https://doi.org/10.1080/15507394.2019.1643217>

Bretl, B. (2010). A New Business Model and Value Creation Dynamic for Saudi Higher Education. *Middle East Journal of Business*.

Textbooks/OERs

Hansen, D.M., **Bretl, B.**, and Amini, B. (2019). Adolescent Development in Context: Social,

Psychological, and Neurological Foundations. Opensource. University of Kansas Libraries.

Book Chapters / Encyclopedia Entries

Bretl, B. L. & Sung, W. (2024). Advocating for Media Literacy in the Curriculum. *The Importance of Media Literacy: Getting the Most from the Digital World*. Cambridge Scholars Publishing.

Bretl, B. (2020). Evolution and Creationism. In D.H. Haider-Markel (Ed.), *Legislating Morality in America: Debating the Morality of Controversial U.S. Laws and Policies* (121-126). Santa Barbara, CA: ABC-CLIO.

Bretl, B., et al. (2011). Hajj and Umrah. *Encyclopedia Britannica Online*.

Bretl, B. (2008). iPod Ear-Buds and the Physiology of Hearing. *Discover Biology*. Fourth Edition. W.W. Norton and Company. New York, NY.

Invited and Refereed Conference Presentations

Bretl, B. L. (2023). Assessing Implicit Gender Biases in Moral Judgments via Neurolinguistic Word Order Paradigms. *International Moral Psychology Seminar Series*.

Bretl, B. L. (2022). Supporting STEM Education through Academic Coaching Programs. *Texas STEM Conference*.

Bretl, B. L. (2022). High-level STEM and Medical Doctor Pipelines for Rural Gifted and Talented Youth in East Texas. *UT Shine Academy Innovations in Health Education Conference*.

Bretl, B. L. (2022). Social, cultural, and psychological obstacles to advancing STEM agendas in rural Texas. *5th Annual STEM Education Conference*.

Bretl, B. L. (2021). Development of Moral Intuitions in Early Adolescence: Assessing the Psychometric Structure using Exploratory and Confirmatory Factor Analyses. *47th Annual Conference on Moral Education for Social Justice*.

Bretl, B. L. (2021). Assessing the Structure of Moral Intuitions. *American Psychological Association (APA) Annual Conference 2021*.

Bretl, B. L. (2021). Neural and Linguistic Considerations for Assessing Moral Intuitions. *28th Annual Meeting of the European Society for Philosophy and Psychology*.

Bretl, B. L. (2021). Neural and Linguistic Considerations for Assessing Moral Intuitions. *12th Dubrovnik Conference on Cognitive Science. Linguistic and Cognitive Foundations of Meaning. DUCOG 2021*.

Bretl, B. L. (2021). Effects of Political Identity and Gender Stereotypes on Adolescents' Ratings of Moral Violations. *Society for Personality and Social Psychology: Political Psychology Pre-conference*.

Bretl, B. L. (2021). Assessing Justice and Morality Intuitions in Early Adolescence. *Society for Personality and Social Psychology: Justice and Morality Pre-conference*.

Bretl, B. L. (2020). The Structure of Moral Intuitions in Adolescence with Relevance for Science Educators. *SciComm 2020. University of Nebraska-Lincoln. (Canceled due to COVID-19)*.

- Bretl, B. L.** (2020). Assessing Moral Intuitions of Early Adolescents. *Graduate Research Conference. Professional for Inclusion and Social Justice. University of Kansas.*
- Bretl, B. L.** (2019). Gender and Political Ideology Influence on Moral Intuitions with Relevance for Science Communication and Teaching. *SciComm 2019. Kansas State University.*
- Bretl, B. L.** (2018) Is Science a Moral Issue? The Origins of Anti-Science Attitudes in the Classroom. *Kansas Association of Teachers of Science. KATS Camp.*

Popular Press

- Bretl, B.** (2023). Adolescence is a use it or lose it time for moral development. *PSYCHE*. Published at <https://psyche.co/ideas/adolescence-is-a-use-it-or-lose-it-time-for-moral-development>
- Bretl, B.** (2022). Conservative teens are more likely to internalize gender stereotypes when judging moral violations. *Science X Dialog*. Published January 24, 2022 at <https://sciencex.com/news/2022-01-teens-internalize-gender-stereotypes-moral.html>
- Bretl, B.** (2020). An Evolutionary Explanation for Unscientific Beliefs. *Quillette*. Published January 13, 2020 at <https://quillette.com/2020/01/13/an-evolutionary-explanation-for-unscientific-beliefs/>

Media Appearances

- Bretl, B.** (2020). “Evolutionary explanation for unscientific beliefs.” Published January 15, 2020. *The Danielle Smith Show*. Calgary, CA: Global News Radio.

CONSULTING WORK

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| <u><i>A.I. Consultant</i></u> | San Francisco, CA | 2023 |
| <ul style="list-style-type: none"> • Consultant for Snorkel A.I., an artificial intelligence company with clients including Apple, Intel, and DARPA • Contributed as member of a research team probing the limits of large language model (LLM) artificial intelligence | | |
| <u><i>Evaluator</i></u> | Tahlequah, OK | 2023 |
| <ul style="list-style-type: none"> • External evaluator for Northeastern State University NOYCE Grant | | |
| <u><i>Consultant</i></u> | Boston, MA | 2016 |
| <ul style="list-style-type: none"> • Professional consultant on English and Math content development for SAT preparation • Professional consultant for NGSS aligned SAT science content | | |
| <u><i>Consultant</i></u> | New York, NY | 2016 |
| <ul style="list-style-type: none"> • Worked with a team to compile research and give direction to video game designers creating a video game to teach social-emotional skills to adolescents | | |

OTHER TEACHING AND ADMINISTRATIVE POSITIONS

Learning Strategist

2021

- Learning strategist and academic coach for the School of Medicine at St. George's University in Grenada

Gifted Facilitator

2017-2018

- Lansing Middle School, Lansing, Kansas, USA
- 50/50 teaching/administrative duties working closely with building administrators and district curriculum team to enhance curriculum for identified gifted students to increase academic rigor and opportunities for enrichment
- Chaired legally mandated IEP meetings for gifted students and their families
- Worked closely with school psychologists to administer psychological assessments and intelligence testing to determine eligibility for gifted educational services
- Instituted protocols to ensure equitable access to services
- Created a "mindfulness room" at the school for gifted students to engage in meditation and mindfulness practices

Math & Science Teacher

2012 to 2016

- Taught middle school math and science at a private school in Wichita, Kansas, USA
- Taught high school chemistry, biology, and physics at two public high schools in rural Kansas, USA
- Head of committee for high school curriculum development
- Accomplished action research projects based on math & science curriculum reform
- Presented at various professional development events
- Designed online courses and implemented pilot projects for technology integration and ways to enhance teacher collaboration

English Teacher

2009 to 2012

- Lead Teacher for International Group for Information Training in Saudi Arabia
- Managed a group of about 20 teachers and held meetings with college administration on behalf of company
- English Language Trainer for the Royal Saudi Naval Forces
- Taught the U.S. Defense Language Institute Curriculum
- Adjunct English Language Instructor at Taibah University in Medina-Munawara
- Assisted with testing administration and data programs at the university
- Created online learning materials for language institute that caters to U.S. diplomatic services in Cairo, Egypt
- Grammar and conversational English instructor in Caracas, Venezuela

CERTIFICATIONS

Kansas State Teaching License #3913952977, Mathematics 5-8, Chemistry & Biology 6-12

References for Brandon Bretl

Dr. Jeffrey Goodman (Dept. Chair, University of Wisconsin-Eau Claire)
goodmaja@uwec.edu

715-836-2215

Dr. Bruce Frey (Professor, Committee Member, University of Kansas)

bfrey@ku.edu

785-864-9706

Dr. Meagan Patterson (Professor, University of Kansas)

mmpatter@ku.edu

785-864-9763

Dr. Neil Kingston (Professor, Director, University of Kansas)

nkingsto@ku.edu

785-864-9705

Dr. David Hansen (Doctoral Advisor, University of Kansas)

dhansen1@ku.edu

785-864-1874

Dr. Robert Fiorentino (Professor, Neurolinguistics, University of Kansas)

fiorentino@ku.edu

785-864-4091

Quotes from Anonymous Course Evaluations & Unsolicited Student Feedback

- “Dr. Bretl always has such interesting lectures that make me want to come to class and learn!”
- “Dr. Bretl is my new favorite professor... I will definitely be looking for more classes with his name on them!”
- “...Dr. Bretl also incorporated different cultures and ethnicities into the course, which was helpful, and he always was able to tie course content to our personal experiences and lives. Dr. Bretl never made us feel foolish if we asked a question, and he always gave a thorough and meaningful answer, making sure we understood. Dr. Bretl was one of the best and most professional professors I have ever had the pleasure of having”
- “Professor Bretl is such an honest and down to earth teacher...”
- “Dr. Bretl is truly one of my favorite professors I have had at UWEC...”
- “One of my favorite professors I have at at UWEC. I looked forward to every class knowing that I was going to learn something new and have it be interesting.”
- “Dr. Bretl is an amazing professor and really knows how to make sure everyone is involved. I really enjoyed this class and I encourage everyone to take it with him.”
- “Dr. Bretl is probably the best professor I've had at UWEC. He cares about teaching, psychology, and his students so much. He is super passionate about this course and it is clear through his teaching. Very effective teacher especially in times like this, super understanding, and just all-around great.”
- “Great professor, loved the way the class was formatted!”
- “The class was very well organized...”
- “Overall, a very passionate and wonderful professor. He helped me with my academic writing for assignments that were assigned.”
- “Dr. Bretl was seriously one of the best professors I've had at UWEC. He cares so much about his students mentally and academically. He deserves the world, such a kind human.”
- “Dr. Bretl is seriously one of the most efficient professors that I have ever taken a class with thus far in my college career. He is always prepared for class with relevant and interesting information that directly relates to the assignments and projects that we are working on, and I feel as though we did not waste anytime on irrelevant topics like many of my other classes have.”

- “Great class I always felt engaged in the assignments, Bretl ties what we're doing to our future jobs incredibly well.”
- “...Thanks for an awesome semester!”
- “I have learned a lot, and I always look forward to lectures...”
- “Just wanted to send an email to say a big thank you for being a great professor this semester... I have thoroughly enjoyed this class...”
- “...It means so much to me and I can tell you really care about your students.”
- “...I can't thank you enough. Please know how much of an impact you have on your students...”