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Preprints

Spear, J., Bryce, D., Enste, C., Grassinger, R., Martin, A., & Dresel, M. (In Revision). Causal effects of beliefs about errors on primary school students' reactions to errors and knowledge acquisition: Evidence from three experimental field studies. *Journal of Educational Psychology*. DOI: 10.31234/osf.io/95wya_v1

Zhu, D., Kaiser, H., Held, L., Bausenhardt, K. M., Dignath, D., Dudschig, C., Notebaert, W., Bryce, D.*, Braem, S.* (In Revision). Defining the bounds of cognitive control: A meta-analysis of cross-task adaptation. *Psychological Bulletin*. DOI: osf.io/preprints/psyarxiv/u8ghw_v2. *shared senior authorship.

Bryce, D. & Eberhart, J. (Under Review). Testing the dependency of metacognitive monitoring and executive functions in children: A cross-sectional and longitudinal study. *Metacognition and Learning*. DOI: 10.31234/osf.io/pwtvf_v2

Spear, J., Bryce, D., Enste, C., Grassinger, R., & Dresel, M. (Under Review). Perceived error climate in primary school classrooms: A multidimensional perspective. *Contemporary Educational Psychology*. DOI: 10.31234/osf.io/j4mqv_v2.

Publications in peer-reviewed journals

Neuenschwander, R.*, Bryce, D.* & Eberhart, J. (2026). Mindfulness and metacognitive monitoring accuracy in young meditation practitioners compared to non-practitioners. *Mindfulness*. DOI: <https://doi.org/10.1007/s12671-026-02938-z> *Shared first authorship.

Bryce, D., Spear, J., Enste, C., Grassinger, R., & Dresel, M. (2026). Tracing the learning experience in a digital learning environment: Insights from pen pressure and facial expressions in primary school children. *Metacognition and Learning*, 21(32). DOI: <https://doi.org/10.1007/s11409-026-09482-0>

Pickal, A. J., Spear, J., Bryce, D., Enste, C., Grassinger, R., & Dresel, M. (2026). Multimodally assessed adaptive reactions to errors in primary school students and their effects on knowledge acquisition. *Learning and Individual Differences*, 129(102927). DOI: 10.1016/j.lindif.2026.102927

Potamianou, H., & Bryce, D. (2026). When can we and when do we adapt? Evidence that conflict adaptation can transcend contexts early in childhood. *Acta Psychologica*, 263, 106356. DOI: 10.1016/j.actpsy.2026.106356

Händel, M., Nett, U., Bryce, D., & Dresel, M. (2025). Unraveling the reciprocal effects and micro-development of metacognitive monitoring strategies and monitoring judgments: A micro-genetic diary study. *Learning and Individual Differences*, 122, 102748. DOI: 10.1016/j.lindif.2025.102748

Eberhart, J., Murayama, K., Sakaki, M., & Bryce, D. (2025). Metacognitive monitoring in early elementary school-aged children: Task dependency in monitoring judgements, task consistency in monitoring behaviours. *Cognitive Development*, 74, 101561. DOI: 10.1016/j.cogdev.2025.101561

Eberhart, J., Ingendahl, F., & Bryce, D. (2025). Are metacognition interventions in young children effective? Evidence from a series of meta-analyses, *Metacognition and Learning*, 20 (7), DOI: <https://doi.org/10.1007/s11409-024-09405-x>

- Eberhart, J., Bryce, D., & Baker, S. T. (2024). Staying self-regulated in the classroom: The role of children's executive functions and situational factors. *British Journal of Educational Psychology*, DOI: 10.1111/bjep.12700
- Potamianou, H., & Bryce, D. (2024). How flexible is cognitive control? (Mouse) tracking conflict adaptation across context similarities. *Psychological Research*, 88, 562-579. DOI: 10.1007/s00426-023-01874-0
- Kaup, B., Ulrich, R., Bausenhart, K. M., Bryce, D., Butz, M. V., Dignath, D., ... & Wong, H. Y. (2023). Modal and amodal cognition: an overarching principle in various domains of psychology. *Psychological Research*, 88, 307-337. DOI: 10.1007/s00426-023-01878-w
- Bryce, D., Kattner, F., Birngruber, T., & Wellingerhof, P. (2023). Monitoring accuracy suffers when working memory demands increase: Evidence of a dependent relationship. *Journal of Experimental Psychology: Learning, Memory, and Cognition*.
- Bratzke, D. & Bryce, D. (2023). Subjective estimates of total processing time in dual-tasking: (Some) good news for bad introspection. *Psychological Research*.
- Bratzke, D. & Bryce, D. (2022). Timing of internal processes: Investigating introspection about the costs of task switching and memory search. *Attention, Perception, & Psychophysics*, 84, 1501-1508.
- Kattner, F. & Bryce, D. (2022). Attentional control of the effects of different types of task-irrelevant sound on serial recall and metacognitive monitoring. *Journal of Experimental Psychology: Human Perception and Performance*, 48(2), 139-158.
- Reiber, F., Bryce, D., & Ulrich, R. (2022). Self-protecting responses in randomized response designs: A survey on intimate partner violence during the COVID-19 pandemic. *Sociological Methods and Research*, 00491241211043138.
- Bryce, D. & Bratzke, D. (2022). The surprising role of stimulus modality in the dual-task introspective blind spot: A memory account. *Psychological Research*, 86(4), 1332-1354.
- Colling, L. J., et al. (2020). A multilab preregistered replication of the attentional SNARC effect. *Advances in Methods and Practices in Psychological Science*, 3(2), 143-162.
- Bratzke, D. & Bryce, D. (2019). Introspection is not always blind to the costs of multitasking: The case of task switching. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 45(6), 980-992.
- Pincham, H. L., Bryce, D., Fonagy, P., & Fearon, R. M. P. (2018). Psychosocial intervention in at-risk adolescents: Using event-related potentials to assess changes in decision making and feedback processing. *European Child & Adolescent Psychiatry*, 28(2), 223-236.
- Bryce, D., & Bratzke, D. (2017). Are participants' reports of their own reaction times reliable? Re-examining introspective limitations in active and passive dual-task paradigms. *Acta Psychologica*, 172, 1-9.
- Vuillier, L.*, Bryce, D.*, Whitebread, D., Szűcs, D. (2016). The maturation of interference suppression and response inhibition: ERP analysis of a cued Go/Nogo task. *PLOS One*, 11(11), e0165697. *shared first authorship.
- Bratzke, D. & Bryce, D. (2016). Temporal discrimination of one's own reaction times in dual-task performance: Context effects and methodological constraints. *Attention, Perception & Psychophysics*, 78(6), 1806-1816.
- Bryce, D., & Bratzke, D. (2016). Multiple timing of nested intervals: Further evidence for a weighted sum of segments account. *Psychonomic Bulletin & Review*, 23(1), 317-323.
- Pincham, H. L., Bryce, D., Kokorikou, D., Fonagy, P., & Fearon, R. M. P. (2016). Psychosocial intervention is associated with altered emotion processing: An event-related potential study in at-risk adolescents. *PLOS One*, 11(1), e0147357.
- Bryce, D., Whitebread, D., & Szűcs, D. (2015). The relationships among executive functions, metacognitive skills and educational achievement in 5 and 7 year-old children. *Metacognition and Learning*, 10(2), 181-198.

- Bryce, D. & Bratzke, D. (2015). Are introspective reaction times affected by the method of time estimation? A comparison of visual analogue scales and reproduction. *Attention, Perception & Psychophysics*, 77(3), 978-984.
- Bryce, D., Seifried-Dübon, T., & Bratzke, D. (2015). How are overlapping time intervals perceived? Evidence for a weighted sum of segments model. *Acta Psychologica*, 156, 83-95.
- Kóbor, A., Takács, A., Bryce, D., Szücs, D., Honbolygó, F., Nagy, P., & Csépe, V. (2015). Children with ADHD show impairments in multiple stages of information processing in a Stroop task: An ERP study. *Developmental Neuropsychology*, 40(6), 329-347.
- Pincham, H. L., Bryce, D., & Fearon, R. M. P. (2015). The neural correlates of emotion processing in juvenile offenders, *Developmental Science*, 18(6), 994-1005.
- Bratzke, D., Bryce, D., & Seifried-Dübon, T. (2014). Distorted subjective reports of stimulus onsets under dual-task conditions: Delayed conscious perception or estimation bias? *Consciousness and Cognition*, 30, 36-47.
- Bryce, D. & Bratzke, D. (2014). Introspective reports of reaction times in dual-tasks reflect experienced difficulty rather than timing of cognitive processes. *Consciousness and Cognition*, 27, 254-267.
- Bryce, D. & Whitebread, D. (2012). The development of metacognitive skills: Evidence from observational analysis of young children's behavior during problem-solving. *Metacognition and Learning*, 7(3), 197-217.
- Bryce, D., Szücs, D., Soltesz, F. & Whitebread, D. (2011). The development of inhibitory control: An averaged and single-trial Lateralized Readiness Potential study. *NeuroImage*, 57(3), 671-685.
- Szücs, D., Soltesz, F., Bryce, D. & Whitebread, D. (2009). Real-time tracking of motor response activation and response competition in a Stroop task in young children: A lateralized readiness potential study, *Journal of Cognitive Neuroscience*. 21(11), 2195-2206.
- Woolfson, R., Woolfson, L., Mooney, L. & Bryce, D. (2009). Young people's views of mental health education in secondary schools: a Scottish study. *Child: Care, Health and Development*, 35(6), 790-798.
- Woolfson, R. C., Bryce, D., Mooney, L., Harker, M., Lowe, D. & Ferguson, E. (2008). Improving methods of consulting with young people: Piloting a new model of consultation. *Educational Psychology in Practice*, 24(1), 55-67.

Peer-reviewed book chapter

- Whitebread, D., Almeqdad, Q., Bryce, D., Demetriou, D., Grau Cárdenas, V. & Sangster, C. (2010). Metacognition in young children: Current methodological and theoretical developments, In *Trends and Prospects in Metacognition Research*, Edited by A. Efklides and P. Misailidi, Springer-Verlag: New York

Invited talks

- Bryce, D. (2024). *How and why are metacognition and executive functions associated? Empirical findings across development*. SIG Selbstregulation, IDeA Forschungszentrum, DIPF Leibniz-Institut für Bildungsforschung und Bildungsinformation (invited by Dr. Friederike Blume and Prof. Charlotte Dignath)
- Bryce, D. (2022). *Weißt du, was du kannst? Die Präzision der kognitiven Selbstüberwachung*. Seminar of the Margarete von Wrangell Program (invited by Dr. Dagmar Höppel).
- Bryce, D. & Bratzke, D. (2021). *Introspection in multitasking: Reconceptualising the dual-task introspective blind spot*. Colloquium of the group 'Allgemeine Psychologie: Urteilen, Entscheiden und Handeln', Fern Universität Hagen (invited by Prof. Dr. Roman Liepelt).

- Bryce, D. (2021). *Metacognitive monitoring of our own cognitive processes*. Colloquium of the group 'Allgemeine Psychologie', Universität Tübingen (invited by Jun. Prof. David Dignath).
- Bryce, D. & Eberhart, J. (2021). *The role of executive functions in (developing) metacognitive skills*. Colloquium of the LEAD Core Research Area 3: Self-Regulation in Learning, Universität Tübingen (invited by Prof. Peter Gerjets).
- Bryce, D. (2017). *The relationship between executive functions and monitoring: Insights from introspective executive function experiments*. Universität Bern, Schweiz. Fachbereich Psychologie (invited by Prof. Claudia Roebers).
- Bryce, D. & Bratzke, D. (2014). *What can introspection tell us about attention and consciousness? Self-reported reaction times in dual-task paradigms*. Queen's University Belfast, Department of Psychology (invited by Dr. Tim Foshier).

Symposium organisation

- Bryce, D. (2022). Organisation und chair of a (peer-reviewed) symposium titled '*The basis, impact and development of monitoring judgments: New experimental approaches in metamemory*'. 10th International Biennial Conference of EARLI SIG 16 Metacognition, Online.
- Bryce, D. (2016). Organisation und chair of a (peer-reviewed) symposium titled '*Current views on the relationship between metacognition and executive functions: Developmental and experimental perspectives*'. 7th International Biennial Conference of EARLI SIG 16 Metacognition, Nijmegen, The Netherlands.

Recent conference contributions

- Bryce, D., Spear, J., Enste, C-S., Grassinger, R., Dresel, M. (2026). Tracing primary children's learning experiences via pen pressure and facial expressions. Paper presented at 19th International Conference on Motivation and Emotion, Lisbon, Portugal.
- Spear, J., Bryce, D., Enste, C-S., Grassinger, R., Dresel, M. (2026). Adaptive reactions to errors: Results from a prompting approach with primary school students. Paper presented at 19th International Conference on Motivation and Emotion, Lisbon, Portugal.
- Spear, J., Bryce, D., Enste, C-S., Grassinger, R., Dresel, M. (2026). Measurement and structure of the perceived error climate in primary school classrooms. Paper presented at EARLI SIG 10, 17, 21 and 25 Conference, Augsburg, Germany.
- Bryce, D., Neuenschwander, R. & Eberhart, J. (2026). Mindfulness experience and metacognitive monitoring in young meditation practitioners. Paper presented at 68th Conference of Experimental Psychologists (TEAP), Tübingen, Germany.
- Spear, J., Bryce, D., Enste, C-S., Grassinger, R., Dresel, M. (2026). Wahrgenommenes Fehlerklima in Grundschulklassen: Eine Messinstrumentadaption und Ergebnisse einer bifaktoriellen Mehrebenen-Modellierung. Poster presented at Gesellschaft für Empirische Bildungsforschung Tagung, Munich, Germany.
- Dresel, M., Spear, J., Enste, C., Bryce, D., Grassinger, R., Pickal, A. (2026). Adaptive reactions to errors in elementary school students: Multimodal assessment and effects on knowledge acquisition. Poster presented at American Educational Research Association Tagung, Los Angeles, USA.
- Bryce, D. & Eberhart, J. (2025). The changing nature of children's performance judgments: Metacognitive monitoring across development. Paper presented at EARLI Tagung, Graz, Austria.
- Bryce, D., Eberhart, J. & Ingendahl, F. (2025). How effective are metacognition interventions for young learners? A meta-analytic study. Paper presented at EARLI Tagung, Graz, Austria.

- Spear, J., Bryce, D., Burmeister, C., Grassinger, R., & Dresel, M. (2025). How positive beliefs foster pupils' adaptive reactions to errors: An experimental field-study. Paper presented at *EARLI Tagung*, Graz, Austria.
- Spear, J., Bryce, D., Burmeister, C., Grassinger, R., & Dresel, M. (2025) Adaptive reactions to errors and their effect on knowledge acquisition in primary school students. Paper presented at *American Educational Research Association Tagung*, Denver, USA.
- Händel, M., Nett, U., Bryce, D., & Dresel, M. (2025). Wie wird in der Klausurvorbereitungsphase metakognitiv überwacht? Mikrogenetische Entwicklung und Zusammenspiel von Strategien und Urteilen. Paper presented at *Gesellschaft für Empirische Bildungsforschung Tagung*, Mannheim, Germany.
- Spear, J., Bryce, D., Burmeister, C., Grassinger, R., & Dresel, M. (2025). Adaptive Lernanstrengungen nach Fehlern und deren Wissenseffekt bei Grundschulkindern: Ergebnisse einer prozessorientierten Studie im authentischen Unterrichtsetting. Paper presented at *Gesellschaft für Empirische Bildungsforschung Tagung*, Mannheim, Germany.
- Bryce, D. & Eberhart, J. (2025). Are executive functions needed to be a metacognitive learner? Experimentally investigating why executive functions and metacognitive monitoring are associated. Paper presented at *Gesellschaft für Empirische Bildungsforschung Tagung*, Mannheim, Germany.
- Bryce, D. & Eberhart, J. (2024). The structure of metacognitive monitoring in young learners. Paper presented at *11th International Biennial Conference of EARLI SIG 16 Metacognition and Self-Regulated Learning*, Heidelberg, Germany.
- Eberhart, J. & Bryce, D. (2024). Training metacognition and executive functions in elementary school children - shedding light on the nature of the relationship. Paper presented at *International Mind, Brain, Education Society Tagung*, Leuven, Belgium.
- Bryce, D. & Potamianou, H. (2024). (Mouse)Tracking the Development of Conflict Adaptation: Do Children Adapt Across Tasks? Paper presented at *International Mind, Brain, Education Society Tagung*, Leuven, Belgium.
- Neuenschwander, R., Eberhart, J & Bryce, D. (2024). Mindfulness and metacognitive monitoring accuracy in young meditators compared to non-meditators. Paper presented at *International Society for Contemplative Research Tagung*, Padua, Italy.
- Eberhart, J. & Bryce, D. (2024). Is metacognitive monitoring dependent on working memory? Experimental effects across development. Paper presented at *66th Conference of Experimental Psychologists (TEAP)*, Regensburg, Germany.
- Bryce, D., Eberhart, J. & Potamianou, H. (2024). Dissociating implicit and explicit monitoring in cognitive control across development: Are we aware of our cognitive control abilities? Poster presented at *66th Conference of Experimental Psychologists (TEAP)*, Regensburg, Germany.
- Eberhart, J., Bryce, D., Baker, S. (2024). Die Entwicklung exekutiver Funktionen im Kindergarten: Spielt es eine Rolle, ob Kinder mehr Zeit in kindzentrierten im Vergleich zu lehrkraftgeleiteten Aktivitäten verbringen? Paper presented at *Gesellschaft für Empirische Bildungsforschung Tagung*, Potsdam, Germany.
- Spear, J., Bryce, D., Burmeister, C., Tulis, M., Grassinger, R., Dresel, M. (2024). Behaviorale Erfassung der Handlungsadaptivität nach Fehlern: Entwicklung eines Untersuchungsparadigmas. Poster presented at *Gesellschaft für Empirische Bildungsforschung Tagung*, Potsdam, Germany.