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Preprints

Eberhart, J., Bryce, D., & Baker, S. T. (2023). Staying self-regulated in the classroom: The role of children's executive functions and situational factors. Preprint DOI: [10.31219/osf.io/bhws5](https://doi.org/10.31219/osf.io/bhws5)

Eberhart, J., Schäfer, F., & Bryce, D. (2023). Are metacognition interventions in school-aged children effective? Evidence from a series of meta-analyses, *Metacognition and Learning*. Preprint DOI: <https://doi.org/10.31234/osf.io/475br>

Publications in peer-reviewed journals

Potamianou, H., & Bryce, D. (2023). How flexible is cognitive control? (Mouse) tracking conflict adaptation across context similarities. *Psychological Research*, 1-18.

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*, 1-31.

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., Szücs, 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., & Szücs, 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. (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 Fölker).

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

Eberhart, J. & Bryce, D. (2023). Do children rely on their executive functions when providing monitoring judgments? Paper presented at the *SRCD 2023 Biennial Meeting*, Salt Lake City, USA.

Bryce, D. & Eberhart, J. (2023). Reported and automatic monitoring in cognitive control: Are children aware of their cognitive control abilities? Paper presented at the *SRCD 2023 Biennial Meeting*, Salt Lake City, USA.

Potamianou, T. & Bryce, D. (2023). The development of conflict adaptation within- and across-tasks: A mouse-tracking study. Poster presented at the *SRCD 2023 Biennial Meeting*, Salt Lake City, USA.

- Eberhart, J. & Bryce, D. (2023). Do children's metacognitive monitoring skills vary across different tasks and measurement approaches? Poster presented at the *SRCD 2023 Biennial Meeting*, Salt Lake City, USA.
- Bryce, D. (2022). Discussant: Symposium in Memorial of David Whitebread. Paper presented at the *10th International Biennial Conference of EARLI SIG 16 Metacognition*, Online.
- Eberhart, J., Bryce, D. & Schäfer, F. (2022). Are metacognition interventions in school-aged children effective? Evidence from a meta-analysis. Paper presented at the *17th International Conference on Motivation*, Dresden, Germany.
- Potamianou, T. & Bryce, D. (2022). Conflict adaptation across different contexts: An online mouse-tracking study. Paper presented at the *European Society for Cognitive Psychology (ESCoP)*, Lille, France.
- Bryce, D., Eberhart, J. & Schäfer, F. (2022). How effective are metacognitive interventions in primary school children? A meta-analytic study. Poster presented at the *CoSMo Symposium: Current Perspectives on the Future of Self-Regulation and Motivation Research*, Tübingen, Germany.
- Eberhart, J., Schäfer, F. & Bryce, D. (2022). How can metacognitive skills be supported in elementary school children? Evidence from a meta-analysis. Poster presented at the *International Mind, Brain and Education Society (IMBES)*, Montreal, Canada.
- Bryce, D. & Eberhart, J. (2022). The relationship between metacognitive monitoring and working memory across development. Paper presented at the *10th International Biennial Conference of EARLI SIG 16 Metacognition*, Online.
- Eberhart, J. & Bryce, D. (2022). Wie können Grundschulkinder ihr Lernen überprüfen und steuern? Poster presented at the *7. LEAD Tag der Wissenschaft: Bildung und Digitalisierung: Quo vadis?*, Stuttgart, Germany
- Bryce, D. & Kattner, F. (2022). Monitoring accuracy and working memory: A competition for resources account. Paper presented at the *64th Conference of Experimental Psychologists (TEAP)*, Online.
- Potamianou, T. & Bryce, D. (2022). Conflict adaptation in children and adults: An online mouse-tracking study. Poster presented at the *64th Conference of Experimental Psychologists (TEAP)*, Online.
- Reiber, F., Bryce, D. & Ulrich, R. (2022). Validating the UQMC: A model accounting for self-protecting responses in a randomized response technique. Paper presented at the *64th Conference of Experimental Psychologists (TEAP)*, Online.