

# Curriculum Vitae

## 1. Personal Details

Name: Thomas Hunt

## 2. Tertiary/Higher Education

PhD (Psychology): Staffordshire University (2004 – 2011)

PgCert Research Methods: Staffordshire University (2006 – 2008)

BSc (Hons) Psychology, First class: Staffordshire University (2001 – 2004)

## 3. Appointments

### *Current Position*

Senior Lecturer in Psychology, University of Derby

### *Previous Positions*

Lecturer in Psychology: University of Derby (Oct 2009 – 2015)

Associate Lecturer in Psychology: The Open University (2007 – 2016)

Sessional Lecturer in Psychology: Staffordshire University (2004 – 2010)

Research Assistant: Staffordshire University (2008)

Associate Lecturer in Psychology: University of Derby (2007 – 2009)

Research Assistant: Staffordshire University (2007)

## 4. Memberships

Senior Fellow of the Higher Education Academy.

Chartered member of the British Psychological Society (and member of the Psychology of Education Section).

## 5. Internal Academic Activities

### *Teaching Roles*

Programme Leader (MSc Counselling & Psychology in Educational Settings / MSc Applied Psychology with two pathways; in partnership with Mediterranean College, Greece, April 2018 – present)

Joint Honours Subject Leader (BSc Psychology campus, Dec. 2014 – Jan. 2018)

Programme Leader (BSc Psychology online, Sept. 2013 – Sept. 2014)

Level Leader (BSc Psychology online, Jan. 2011 – August 2011)

Deputy Programme Leader (Online BSc Psychology, Jan. 2012 – Sept. 2012)

Level Leader (BSc Psychology campus, Sept. 2011 – Dec. 2011)

### *Modules*

Teaching on over 50 modules across multiple universities, including module leadership on a range of modules. Currently module leader for Independent Study in Psychology (9 years) and Psychology Literature Review Project (9 years).

### *Other Activities*

Human Sciences Research Ethics Committee member (2014 – present)

College International Steering Group member

Leading programme validation

Engagement in periodic review

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## 6. External Academic Activities

External panel member for the psychology periodic review at the University of Hertfordshire, Sept. 2017.  
Established Erasmus teaching exchanges with Nevsehir University, Turkey, and Babes-Bolyai University, Romania.

### *Journal referee duties*

Journal for Research in Mathematics Education  
Journal of Numerical Cognition  
Sage Open  
Cognition and Emotion  
Applied Cognitive Psychology  
Quarterly Journal of Experimental Psychology  
Scandinavian Journal of Educational Research  
Thinking Skills and Creativity

### *Additional duties*

British Academy grant applicant reviewer

Sage Open article editor

## 7. Peer-Reviewed Publications

Owen, K., Barnes, C., **Hunt, T. E.**, & Sheffield, D. (2018). Measuring categorisation in pre-school children: New toolkit, new insights. Manuscript under review.

Owen, K., Barnes, C., **Hunt, T. E.**, & Sheffield, D. (2018). Play and the development of categorisation in pre-school children. Manuscript in preparation.

**Hunt, T. E.**, & Sari, M. (2018). An English version of the Mathematics Teaching Anxiety Scale. Manuscript under review.

Petronzi, D., Staples, P., Sheffield, D., **Hunt, T. E.**, & Fitton-Wilde, S. (2018). Development of the Mathematics anxiety Scale for children aged 4-7 years. Manuscript under Review.

**Hunt, T. E.**, Bagdasar, O., Sheffield, D., & Schofield, M. (2019). Assessing domain specificity in the measurement of mathematics calculation anxiety. *Education Research International*.

Petronzi, D., Staples, P., Sheffield, D., & **Hunt, T.E.** (2019). Acquisition, development and maintenance of maths anxiety in young children. In I. Mammarella., S. Caviola., & A. Dowker (Eds), *Mathematics anxiety: What we know and what is still to be understood*. London: Routledge.

Petronzi, D., Staples, P., Sheffield, D., **Hunt, T.E.**, & Fitton-Wilde, S. (2018). Further development of the children's mathematics anxiety scale UK (CMAS-UK) for ages 4-7 years. *Educational Studies in Mathematics*.

Stuppel, E., J. N., Pitchford, M., Ball, L. J., **Hunt, T. E.**, & Steel, R. (2018). *PLoS ONE*. Slower is not always better: Response times challenge a cognitive miserliness account of the cognitive reflection test.

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Petronzi, D., Staples, P., Sheffield, D., **Hunt, T. E.**, & Fitton-Wilde, S. (2017). Numeracy apprehension in young children: Insights from children aged 4-7 years and primary care providers. *Psychology and Education*, *54*, 1-26.

**Hunt, T. E.**, Bhardwa, J., & Sheffield, D. (2017). Mental arithmetic performance, physiological reactivity and mathematics anxiety amongst U.K primary school children. *Learning and Individual Differences*, *57*, 129-132.

**Hunt, T. E.**, & Sandhu, K. (2017). Endogenous and exogenous time pressure: Interactions with mathematics anxiety in explaining arithmetic performance. *International Journal of Educational Research*, *82*, 91-98.

Stupple, E. J. N., Maratos, F. A., Elander, J., **Hunt, T. E.**, Cheung, K. F. Y., & Aubeeluck, A. V. (2017). Development of the Critical Thinking Toolkit (CriTT): a measure of student attitudes and beliefs about critical thinking. *Thinking Skills and Creativity*, *23*, 91-100.

**Hunt, T. E.**, Clark-Carter, D., & Sheffield, D. (2014). Exploring the relationship between mathematics anxiety and performance: The role of intrusive thoughts. *Journal of Education, Psychology and Social Sciences*, *2*, 69-75.

**Hunt, T. E.**, Sheffield, D., & Clark-Carter, D. (2014). Exploring the relationship between mathematics anxiety and performance: An eye-tracking approach. *Applied Cognitive Psychology*, *29*, 2, 226-231.

Richardson, M., **Hunt, T. E.**, & Richardson, C. (2014). Children's construction task performance and spatial ability: Controlling task complexity and predicting mathematics performance. *Perceptual & Motor Skills*, *119*, 741-757.

**Hunt, T. E.**, Clark-Carter-D., & Sheffield, D (2011). The development and part validation of a U.K. scale for mathematics anxiety. *Journal of Psychoeducational Assessment*, *29*, 455-466.

Priest, H., Roberts, P., Dent, H., **Hunt, T. E.**, Weston, D., Chell, A., Blincoe, C., & Armstrong, C. (2011). Preparing for collaborative working in mental health: An interprofessional education project with clinical psychology trainees and nursing students. *The Journal of Mental Health Training, Education and Practice*, *6*, 47-57.

Stupple, E. J. N., Maratos, F. A., Elander, J., Duro, E., Purewal, S., & **Hunt, T. E.** (2011). The critical thinking toolkit for psychology (CriTTPsych): Development of an evidence-based resource. *The Higher Education Academy Psychology Network*.

Buckley, E.J. Rose, S.E. Ayers, B.A. **Hunt, T.E.** & White, D.G. (2007). Adjust the Balance: Literature Review into Work Life Balance Research. Learning and Skills Council research report.

Sheffield, D., & **Hunt, T.E.** (2007). How does anxiety influence maths performance and what can we do about it? *Mathematics Statistics and Operations Research Connections*, *6* (4), 19-23.

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### 8. Conference Presentations / Invited Talks

Petronzi, D., & **Hunt, T. E.** (2018, Sept.). Understanding mathematics anxiety in adult and younger populations. Invited talk at the Derbyshire County Council Educational Psychologists meeting, Chesterfield, U.K.

**Hunt, T. E.** (2018, July). Mathematics teaching anxiety. Invited talk at the University of Leicester, Leicester, U.K.

**Hunt, T. E.**, & Sheffield, D. (2018, June). Strategies to reduce maths anxiety. Invited talk at the Maths Action maths anxiety summit, University of London, London, U.K.

**Hunt, T. E.** (2018, April). Mathematics anxiety: yes, it's real and, yes, we can do something about it. Invited talk at the Current issues in Mathematical Education workshop, University of Derby, Derby, UK.

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**Hunt, T. E.** (2017, Oct.). Mathematics anxiety: Causes, consequences and strategies to reduce it. Invited talk at The Open University, Milton Keynes, U.K.

**Hunt, T. E.** (2017, June). Mathematics anxiety: Correlates and potential strategies to reduce it. Invited talk at Birkbeck College, University of London, London, U.K.

**Hunt, T. E.** (2017, May). Mathematics anxiety: Causes, consequences and strategies to reduce it. Invited talk at Loughborough University, Loughborough, U.K.

**Hunt, T. E.** (2017, March). Mathematics anxiety: Causes, consequences and ways to reduce it. Invited talk at Leeds Beckett University, Leeds, U.K.

**Hunt, T. E.** (2017, March). Mathematics anxiety: Causes, consequences and ways to reduce it. Invited workshop at the Annual LA Bristol SENCo Conference, Bristol, U.K.

**Hunt, T.E.** (2017, March). Mathematics Teaching Anxiety. Presentation at the 2<sup>nd</sup> International conference for Mathematical Resilience, Milton Keynes, U.K.

**Hunt, T. E.** (2016, Nov.). The effect of maths anxiety on performance: A closer look and consideration of the mechanisms that underpin the relationship. Invited talk at the conference Contemporary Research in Mathematics Anxiety and Emotions: Redefining the Field, Manchester, U.K.

**Hunt, T. E.** (2016, Oct.). Mathematics anxiety: Correlates and strategies to reduce it. Invited talk at the 4<sup>th</sup> ADHD Foundation conference, Liverpool, U.K.

**Hunt, T. E.**, & Sheffield. (2016, June). Reducing maths anxiety in the classroom. Workshop at the 8<sup>th</sup> national conference of Dyscalculia and Maths Learning Difficulties, London, U.K.

**Hunt, T. E.**, & Sheffield, D. (2016, March). Mathematics anxiety: Correlates and brief interventions. Presentation at the Mathematics Resilience conference, University of Warwick, Coventry, U.K.

Stuppel, E. J N., **Hunt, T. E.**, Pitchford, M., & Ball, L. (2014, September). Slower isn't always better: Response-times present challenges for the cognitive miserliness account of the Cognitive Reflection Test. In *Thinking and reasoning*. Symposium conducted at the British Psychological Society Cognitive Psychology Section Annual Conference, Nottingham, U.K.

Priest, H., Dent, H., Blincoe, C., **Hunt, T.**, Roberts, P., & Armstrong, C. (2008). *Innovative methodology in the delivery and evaluation of inter-professional education*. Poster presented to the BPS Division of Clinical Psychology Annual Conference 11-12 December, Congress Centre, London.

**Hunt, T.E.**, Sheffield, D., Clark-Carter, D., & Ford, S. (2007). Cognitive intrusions during mathematical problem solving: The relationship with maths anxiety. Paper presented at the BPS Psychology of Education Section Annual Conference, Stoke-on-Trent.

### 9. Research Grants

#### *Successful*

**Hunt, T. E.**, & Stuppel, E. (2012). Effects of anxiety on creative problem solving, reflective thinking and maths performance. £2,905. University of Derby Research for Learning and Teaching Fund.

Sheffield, D., **Hunt, T. E.**, Staples, P. (2012). Predicting performance on a research methods module: How important is preparation and anxiety? £3,175. University of Derby Research for Learning and Teaching Fund.

#### *Unsuccessful*

Principal Investigator:

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**Hunt, T. E., & Bignell, S. (2019).** A targeted intervention pilot for raising attainment in at-risk children with mathematics anxiety and ADHD. £48,765. Education Endowment Foundation.

Hunt, T. E., Sheffield, D., Wesson, W., & Daly, T. (2014). Mathematics anxiety, attitudes and self-efficacy in British nursing students: Predicting drug dosage calculation performance. £8,334. Richard Benjamin Trust.

**Hunt, T. E., & Sheffield, D. (2011).** The relationship between students' perceptions of Psychology as a science, mathematics anxiety, statistics anxiety, and first-year academic performance. £3,486. University of Derby Research for Learning and Teaching Fund.

Co-Investigator:

What informs students' decision to study psychology, and how can it be improved? (2017). £64,648. Nuffield Foundation. Application with colleagues at Leeds Beckett University.

Reducing maths anxiety to increase maths performance in key-stage 3. (2017). £55,494. Education Endowment Foundation. Application with colleagues at Leeds Beckett University.

Mathematics anxiety. (2016). C£100,000. (2016). British Academy Special Research Project (round 2). Application with colleagues at University of Derby, University of Warwick and Bath University.

Self-compassion and mindfulness in schools. (2014). £275,000. Education Endowment Foundation (final stage). Application with colleagues at University of Derby.

### *Other funding (successful)*

£1,600 from the Derby Strategic Schools Investment Fund (Numeracy) to provide maths anxiety workshops in Derby City schools and evaluate a maths anxiety intervention programme.

Hunt, T. E. (2018). Mathematics anxiety and attentional bias. University of Derby funded internship programme (120 hours).

Hunt, T. E. (2018). Understanding statistics anxiety in undergraduate psychology students. University of Derby funded internship programme (60 hours).

## 10. Research Activity

### *Doctoral supervision*

Title	Supervisor status	Registration	Completion
Statistics anxiety: Effectiveness of strategies in reducing the impact on student achievement	First supervisor (external)	2018	Ongoing
How does teacher learning, gained through engaging in lesson study, impact on pupil outcomes in mathematical problem solving and reasoning? A case study of teachers in a Derbyshire Primary School.	First supervisor	2017	Ongoing
Investigating the Effect of Maths Anxiety and Gender on Primary School Teachers' Expectations of Pupils' Maths Achievement	Director of studies	2016	Ongoing

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Investigating attentional bias related to children's food neophobia, fussy eating and food preferences	First supervisor	2015	Ongoing
Automaticity and the development of categorisation in pre-schoolers: Understanding the importance of play	First supervisor	2012	2016
The development and part-validation of the numeracy apprehension scale for children aged 4-7 years: qualitative exploration of associated factors and quantitative testing	Second supervisor	2012	2016

Internal examiner of three doctoral theses.

Examiner for three MPhil/MRes to PhD transfer events.

### *Projects at the data collection stage*

Mathematics anxiety and task appraisal as predictors of mathematics performance. Working collaboratively with Prof. Sheffield (University of Derby) and Dr Ovidiu Bagdasar (University of Derby).

Understanding statistics anxiety in undergraduate psychology students: A pilot study. Working collaboratively with Dr Hernandez-Martinez (Swinburne University, Australia).

Evaluation of maths anxiety in health professional students: a multi-institution sample. Working collaboratively with Dr Harris (University of East Anglia, U.K.).

Nature Connection, Well-Being and Angling: A Survey Study. Working collaboratively with Dr Richardson (University of Derby) and Dr Brown (Substance, charity, U.K.).

The relationship between mathematics anxiety, enjoyment, shame, resilience, motivation, subject norm and performance: A cross-cultural study. Working collaboratively with Prof. Sheffield, Dr Kotera, Dr Vione (University of Derby), Prof Kojima (Chukyo University, Japan), Dr de Medeiros (Federal University of Piaui, Brazil), E. Schmitz (University of Amsterdam, the Netherlands), Dr Sari (Nevsehir Haci Bektas Veli University, Turkey).

An attentional bias account of mathematics anxiety: Vigilance-avoidance in processing numbers. Working collaboratively with D. Gaffiero, University of Derby.

### *Funded Projects at the application stage (currently under review)*

Erasmus Key Action 2 bid: Technology Innovation and Mathematics Success. €449,724. Collaborative work with Dr Bagdasar and L Pigden (University of Derby), Vretta Inc. (Canada), Dr Popa and Dr Popescu (University of Alba Iulia, Romania), Prof. Hartell (Haninge Kommun, Sweden), Dr Mehmet Sari and N Ertugrul (Nevsehir Haci Bektas Veli University, Turkey).

Using expressive writing to reduce maths anxiety and increase maths performance in key-stage 2. £62,790. Collaborative work with Prof. Stoet (University of Essex).

The British Academy: Improving life chances through early mathematics education in OECD recipient countries: An online teacher training course and in-class strategies for reducing mathematics anxiety and increasing mathematics attainment in young children (£246,011). Principal applicant with Dr Katia Vione (UoD, co-applicant), Dr Dominic Petronzi (UoD, co-applicant), Dr Mehmet Sari (Nevsehir Haci Bektas Veli University, Turkey, co-applicant), and Dr Deliane Macedo Farias de Sousa (University of Pernambuco, Brazil, co-applicant).

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### *Non-Funded Projects at the proposal stage (on which I am leading)*

Evaluation of maths anxiety in health professional students: a multi-institution sample. Working collaboratively with Dr Harris (University of East Anglia, U.K.).

Nature connection, well-being and angling: A survey study. Working collaboratively with Dr Richardson (University of Derby) and Dr Brown (Substance, charity, U.K.).

The relationship between mathematics anxiety, enjoyment, shame, resilience, motivation, subject norm and performance: A cross-cultural study. Working collaboratively with Prof. Sheffield, Dr Kotera, Dr Vione (University of Derby), Prof Kojima (Chukyo University, Japan), Dr de Medeiros (Federal University of Piaui, Brazil), E. Schmitz (University of Amsterdam, the Netherlands), Dr Sari (Nevsehir Haci Bektas Veli University, Turkey).

A mindfulness intervention to reduce maths anxiety and increase maths attainment in primary school children. Collaborative work with C Yolland at Beacon School, Buckinghamshire.

Development of a scale for measuring drug dosage calculation anxiety in nursing and healthcare students. Working collaboratively with Dr McCormick and Prof. Hall, University of Nottingham.

A compassion-based intervention for reducing maths anxiety. Collaborative work with Dr Stupple, Dr Maratos & Dr McEwan (University of Derby).

The relationship between statistics anxiety and critical thinking among undergraduate students: A cross-cultural investigation. Working collaboratively with Dr Bagdasar (University of Derby) and Dr Popa (University of Alba Iulia, Romania).

### *Other*

Joint author of OfS Funded Project report: Addressing Barriers to Student Success Student Attainment Project 2

### *Additional Impact*

Presentations and workshops at local schools on the topic of maths anxiety and maths teaching anxiety, leading to action research within schools (including widespread use of scales I have published).

Workshops and implementation of strategies to reduce maths anxiety in schools in Turkey.

Parental engagement events for maths anxiety.

Direct work with pupils to reduce maths anxiety.

## **11. Consultancy**

Statistics training for Derby City Council.

Advisor for Health Education England Special Interest Group for functional skills.

Advisor for National Numeracy.