Faculty Grants & Scholarship

UNIVERSITY OF CALIFORNIA, IRVINE
Leading Faculty

Dear Colleagues,

The University of California, Irvine School of Education is home to a diverse and internationally recognized group of faculty dedicated to research that advances educational science, learning outcomes and equity for all students. Our faculty’s research interests are wide-ranging; they include developmental psychology, learning analytics, immigration, STEM participation, afterschool activities, and more.

As of June 2020, UCI School of Education faculty were principal investigators on grants whose combined total exceeded $96 million. This is a testament to our faculty’s ability to produce novel, innovative research that is at the forefront of the field.

In many instances, our faculty’s research and scholarship proved to be a tremendous resource to communities struggling with the COVID-19 pandemic and the shift to remote instruction. Since March, our faculty has produced additional scholarship and been awarded new research grants that focus on the current crisis in education and society.

This booklet includes a small sample of our faculty’s recent scholarship, along with their current grants. Please enjoy learning more about our faculty and their research interests.

I also hope this information can be passed on to undergraduate students at your institution who are considering graduate school.

Sincerely,

Richard Arum
Dean and Professor
UCI School of Education

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All Data as of June 2020

$96+ million - Active grant funding, among all faculty

95 - Active grants, among 39 full-time faculty

20 - Active grants from the National Science Foundation

16 - Active grants from the National Institutes of Health

12 - Active grants from the Institute of Education Sciences

6 - Active grants from the U.S. Department of Education

5 - Members of the National Academy of Education

4 - NAEd/Spencer Postdoctoral Fellowships awarded to faculty in the past three years – most awarded to any school of education in the nation

2 - Active NSF Early CAREER grants

59.4% - Percentage of faculty who held awards or editorships among selected education journals, averaged over 2018 and 2019, 3rd most in nation

$669K - Research expenditures per faculty, averaged over fiscal year 2018 and 2019, 8th most in nation among public schools of education
June Ahn
Associate Professor; Faculty Director, Orange County Educational Advancement Network (OCEAN), Networked Improvement Community Initiative

Education:
A.B., Computers in Education, Brown University
M.A., Computing and Education, Columbia University
Ph.D., Urban Education Policy, University of Southern California

Areas of Expertise:
Learning Technologies; Research-Practice Partnerships; Human-Computer Interaction; Educational Technology; Data Use and Analytics

Representative Publications:

Active Grants:
• Designing Crowdsourced Mentorship to Support Low Income High School Students’ College Enrollment – Institute of Education Sciences.
• Collaborative Research: Improving the Implementation of Rigorous Instructional Materials in Middle-Grades Mathematics: Developing a System of Practical Measures and Routines – National Science Foundation.
• Reimagining Educational Equity and Opportunity during the COVID-19 Pandemic - UCI Office of Inclusive Excellence
• Orange County Educational Advancement Network: Facilitating a Network of RPPs at County Scale to Better Support Housing Insecure and Foster Youth - Spencer Foundation
• Occupational Identity RPP Evaluation and Measurement - Gates Foundation

Richard Arum
Dean and Professor; Professor, Sociology, Criminology, Law and Society (courtesy)

Education:
B.A., Political Science, Tufts University
M.Ed., Teaching and Curriculum, Harvard University Graduate School of Education
Ph.D., Sociology, University of California, Berkeley

Areas of Expertise:
Legal and Institutional Environments of Schools; Social Stratification; Digital Learning

Representative Publications:

Active Grants:
• Next Generation Undergraduate Success Measurement Project – Andrew W. Mellon Foundation

Drew Bailey
Associate Professor; Faculty, School of Social Sciences, Department of Cognitive Sciences (courtesy); Faculty Director, Undergraduate Program

Education:
B.A., Psychology, University of Texas, Austin
Ph.D., Developmental Psychology, University of Missouri, Columbia

Areas of Expertise:
Developmental Psychology; Individual Differences; Longitudinal Data Analysis

Representative Publications:

Active Grants:
• Identifying Targets for Generating Persistent Effects from Mathematics Intervention – Jacobs Foundation

Rachel Baker
Assistant Professor

Education:
B.A., Psychology, Dartmouth College
M.A., Economics, Stanford University
Ph.D., Economics, Stanford University

Areas of Expertise:
Higher Education Policy; Student Success, Persistence and Efficiency; Institutional Policies; Community Colleges; Transfer Policies

Representative Publications:

Active Grants:
• Structural Barriers to Academic Success: The Case of Complex Curricular Requirements in Community Colleges – National Academy of Education
• Improving the Transition of Community College Students into University STEM Programs Through Cross-Enrollment – National Science Foundation
Liane Brouillette
Professor; Managing Editor, Journal for Learning through the Arts

Education:
A.B., Philosophy, Rice University
M.S., Secondary Education, University of Southern California
Ph.D., Educational Foundations, Policy and Practice, University of Colorado, Boulder

Areas of Expertise:
Arts Integration and Educational Policy

Representative Publications:

Andres Bustamante
Assistant Professor

Education:
B.A., Developmental Psychology, Emmanuel College
M.S., Developmental Psychology, University of Miami
Ph.D., Developmental Psychology, University of Miami

Areas of Expertise:
Early Childhood STEM Education

Representative Publications:

Active Grants:
• Moderating Effects of Early Childcare Quality on Long-Term STEM Outcomes for Children from Low-Income Families - AERA
• Fractions in the School Yard: Play-based Executive Function and Math Learning - NewSchools Venture Fund
• Playful Learning Landscapes: Promoting Informal STEM Learning in Public Spaces - National Science Foundation

Shanyce Campbell
Assistant Professor

Education:
B.S., Accounting, North Carolina A&T State University
Ph.D., Public Policy, University of North Carolina, Chapel Hill

Areas of Expertise:
Learning Opportunities for Marginalized Students; Educational Inequity; Quantitative Research Methods; Mixed Methods Research Methods; Program Evaluation

Representative Publications:

Gustavo Carlo
Professor

Education:
B.A., Psychology, Florida International University
M.A., Developmental Psychology, Arizona State University
Ph.D., Developmental Psychology, Arizona State University

Areas of Expertise:
Prosocial and Moral Development; Child and Adolescent Development; Parenting and Families; Risk and Resilience; Cross-National and Cross-Cultural Research

Representative Publications:

Active Grants:
• Health and Safety Risks Among Immigrant Feedlot Workers in Nebraska and Kansas - National Institute for Occupational Safety and Health
• Early Risk, Parenting, and Self-Regulation as Predictors of Parent-Child Discourse Styles in Low-Income Families - National Institute of Health
Penelope Collins
Associate Professor

Education:
B.A., Psychology, University of Western Ontario
M.A., Psychology, University of Toronto
Ph.D., Education, Ontario Institute for Studies in Education/University of Toronto

Areas of Expertise:
Literacy from Early Childhood Through College; Language and Literacy Development Among Language Minority Students

Representative Publications:

AnneMarie Conley
Associate Professor

Education:
B.A., Psychology, University of California, Berkeley
Ph.D., Education & Psychology, University of Michigan

Areas of Expertise:
Motivation in Education; STEM Motivation; Adolescent Development; Person-Centered Approaches to Studying Change

Representative Publications:

Gil Conchas
Professor; Director, Community Engagement and Student Success

Education:
B.A., Sociology, University of California, Berkeley
M.A., Sociology, University of Michigan
Ph.D., Sociology, University of Michigan

Areas of Expertise:
Comparative Race and Ethnicity; Latinx Community Studies; Sociocultural Studies in Education; Immigration and Education; School-Community Partnerships; P-20 Policy and Reform

Representative Publications:

Shayan Doroudi
Assistant Professor; Assistant Professor, Informatics (courtesy)

Education:
B.S., Computer Science, California Institute of Technology
M.S., Computer Science, Carnegie Mellon University
Ph.D., Computer Science, Carnegie Mellon University

Areas of Expertise:
Educational Data Sciences; Educational Technology; Learning Sciences; Learning Technologies

Representative Publications:

Active Grants:
- NSF2026: EAGER: Involving the Public in the Discovery of Undiscovered Public Knowledge - National Science Foundation
**Nia Dowell**  
Assistant Professor  

**Education:**  
B.A., Psychology, University of Memphis  
Ph.D., Economics, University of Memphis & Institute for Intelligent Systems  

**Areas of Expertise:**  
Learning Analytics; Computer-Mediated Collaborative Interaction; Computational Linguistics  

**Representative Publications:**  

**Active Grants:**  
- Learning Engineering Post-doctoral Fellowship - Gates Foundation

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**Greg Duncan**  
Distinguished Professor  

**Education:**  
B.A., Economics, Grinnell College  
Ph.D., Economics, University of Michigan  

**Areas of Expertise:**  
Social Policy; Early Childhood Education; Poverty and Child Development  

**Representative Publications:**  

**Active Grants:**  
- Household Income and Child Development in the First Three Years of Life - National Institute of Child Health and Human Development  
- Human Capital Investments, Life Events and Health within and across Generations - National Institute of Child Health and Human Development  
- Early Career Mentoring and Research Capacity for the Baby’s First Years Study – Brady Education Foundation

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**Jacquelynne Eccles**  
Distinguished Professor  

**Education:**  
B.A., Psychology, University of California, Berkeley  
Ph.D., Psychology, University of California, Los Angeles  

**Areas of Expertise:**  
Psychology; Motivation; Human Development  

**Representative Publications:**  

**Active Grants:**  
- IMPROVE Teaching, Motivational Beliefs, and Emotion in Higher Education – UCI Education Research Initiative  
- Hispanics in the Pipeline: Foundations of Persistence from Middle School to STEM Careers – National Science Foundation  
- It’s Worth It! Securing Persistence, Performance and Progress within Postsecondary Gateway Science Courses through Utility Value Interventions – Institute of Education Sciences

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**George Farkas**  
Distinguished Professor; Director, UCI Reading One-to-One Tutoring Program, Santa Ana Unified School District  

**Education:**  
B.A., Mathematics, Columbia University  
Ph.D., Sociology, Cornell University  

**Areas of Expertise:**  
Sociology of Education; Educational Inequality and Interventions to Reduce It; Program Evaluation; Quantitative Methods  

**Representative Publications:**  

**Active Grants:**  
- The Role of Executive Function in Mathematics and Science Learning Difficulties of Students with Disabilities – National Science Foundation  
- Vocabulary and Reading Difficulties in Preschool and 1st Grade and their Consequences for Mathematics and Science Achievement in 1st-5th Grade – National Science Foundation  
- Who Receives and Benefits from Special Education in the U.S.? Analyses of Longitudinal and Repeated Cross-Sectional Data – Institute of Education Sciences
Jade Jenkins
Assistant Professor; Director, Restricted Data Project Office
Education:
B.S., Family, Youth, and Community Sciences, University of Florida
M.S., Family, Youth, and Community Sciences, University of Florida
Ph.D., Public Policy, University of North Carolina, Chapel Hill
Areas of Expertise:
Early Childhood Development and Education; Child and Family Policy; Policy Analysis and Management; Program Evaluation
Representative Publications:

Active Grants:
- *The Returns of an Additional Year of Schooling: The Case of State-mandated Kindergarten* – Spencer Foundation
- *The Impacts of State Early Childhood Policies on Children with Disabilities – Hellman Fellows Fund*
- *Factors in Persistence Versus Fadeout of Early Childhood Intervention Impacts* – National Institute of Child Health and Human Development

Young-Suk Kim
Professor, Sr. Associate Dean, Director, Language, Literacy, and Learning (L3) Lab; Faculty, Asian Studies, School of Humanities (courtesy)
Education:
B.A., English Linguistics and Literature, KyungPook National University
M.A., Teaching English to Speakers of Other Languages, San Francisco State University
Ed.M., Human Development and Culture, Harvard University
Ed.D., Human Development and Psychology, Harvard University
Areas of Expertise:
Reading Development and Instruction Across Languages; Writing Development and Instruction Across Languages; Language Development and Instruction; Academic Language; Cognition; Dyslexia; Dysgraphia; Learners from different linguistic backgrounds; Dual language learners, including English Learners
Representative Publications:

Active Grants:
- *What Does It Take to Develop Writing Skills for Spanish-speaking English Learners? A Longitudinal Examination of Co-development of Language, Cognitive, and Writing Skills* – Institute of Education Sciences
- *SRSD+: Development of a Powerful Writing Program for Children in Grades 1 and 2* – Institute of Education Sciences
- *Improving Vocabulary Learning through Working Memory Training: Examination of Causal Effects and Learning Trajectories – National Science Foundation*
- *Developing Theory- and Evidence-based Oral Language Intervention – Integrated Multi-component Oral Development for Literacy (iMODEL) – Institute of Education Sciences*
- *Developing Dynamic Forecasting Intervention Algorithms for Children with Severe Literacy Disabilities - National Institute of Child Health and Human Development*

Hosun Kang
Associate Professor; Faculty Director, Teacher Education
Education:
B.A., Biology Education, Seoul National University
M.A., Science Education, Seoul National University
Ph.D., Curriculum, Instruction and Educational Policy, Michigan State University
Areas of Expertise:
Science Education; Teaching and Teacher Education; Race, Culture, and Identities; Equity; Teacher Learning; Research-Practice Partnerships
Representative Publications:

Active Grants:
- *Recruiting and Supporting Future Latinx Teachers (FLT) – UCI Education Research Initiative*
- *CAREER: Expanding Latinx’s Opportunities to Learn in Secondary Science Classrooms through a Research-Practice Partnership – National Science Foundation*
Elizabeth Peña
Professor; Associate Dean of Faculty Development and Diversity; Director, Human Abilities in Bilingual Language Acquisition (HABLA) Lab; Affiliated Faculty, Department of Language Science; Affiliated Faculty, Language Science Center for Hearing Research

Education:
B.A., Communicative Disorders & Spanish, University of Redlands
M.S., Communicative Disorders, San Francisco State University
Ph.D., Speech-Language-Hearing Sciences, Temple University

Areas of Expertise:
Bilingualism; Developmental Language Disorder; Language Impairment; Psychometrics; Narrative Development

Representative Publications

Active Grants:
• Profiles and Progress in Spanish English Bilinguals with Language Impairment: Development of a Criterion Reference Measure – National Institute on Deafness and Other Communication Disorders
• Integrated Research Training: Language and Literacy Disabilities – U.S. Department of Education, Office of Special Education and Rehabilitative Services
• Test of English Language Learning (TELL) – National Institute on Deafness and Other Communication Disorders

Carol Booth Olson
Professor; Director, UCI Writing Project; Director, IES National R&D Center: WRITE Center for Secondary Students

Education:
B.A., English, University of California, Los Angeles
M.A., English, University of California, Los Angeles
Ph.D., American Literature, University of California, Los Angeles
Certificate in Teaching English as a Second Language, University of California, Irvine Extension

Areas of Expertise:
School-Based Research on Curriculum Design and Staff Development on the Reading, Thinking and Writing Ability of K-12 Students; Writing Theory and Practice; Interventions for English Learners; Research-Practice Partnerships; Teacher Professional Development

Representative Publications

Active Grants:
• The Pathway to Academic Success: A Cognitive Strategies Approach to Text-Based Analytical Writing to Improve Academic Outcomes for Secondary English Learners – U.S. Department of Education
• WRITE Center for Secondary Students: Writing Research to Improve Teaching and Evaluation – Institute of Education Sciences
Emily Penner
Assistant Professor

Education:
B.A., Economics and International Relations, Claremont McKenna College
M.A., Education, with Multiple Subject Teaching Credential, Alliant International University
M.A., Education, University of California, Irvine
Ph.D., Education, University of California, Irvine

Areas of Expertise:
K-12 Education Policy; Sociology of Education; Teacher Policy; Educational Inequality

Representative Publications:

Active Grants:
• Solving the Equation: Recruiting, Hiring, and Retaining Math and Science Teachers – National Science Foundation
• Before & After School: Using Administrative Records to Support Teacher Recruitment & Retention – National Academy of Education
• Can Ethnic Studies Courses Reduce Racial Inequality as They Scale? Evidence from Three Research Practice Partnerships – William T. Grant Foundation

Kylie Peppler
Associate Professor, Informatics & Education; Director, Creativity Labs

Education:
B.A., Psychology, French, and Studio Art, Indiana University
Ph.D., Education/Urban Schooling, University of California, Los Angeles

Areas of Expertise:
Intersection of Arts, Computational Technologies and Interest-Driven Learning; Women and Minority STEM Participation

Representative Publications:

Active Grants:
• Classroom Orchestration - Digital Promise Global
• Convergence Accelerator Phase I (RAISE): Skill-LeARn: Affordable Augmented Reality Platform for Scaling Up Manufacturing Workforce, Skilling, and Education - National Science Foundation
• 21st Century Community Learning Centers - Chicago Arts Partnerships in Education
• Data Visualization Literacy: Research and Tools that Advance Public Understanding of Scientific Data – National Science Foundation
• CAREER: Designing a New Nexus: Examining the Social Construct of Electronics and Computing Toolkits to Broader Participation and Deepen Learning - National Science Foundation
• Understanding How Narrative Elements Can Shape Girls’ Engagement in Museum-Based Engineering Design Tasks - National Science Foundation
• Science Learning +: Broadening Participation in STEM through Transdisciplinary Youth Development Activities - National Science Foundation
• 81 (Future Jobs and AI): Skill-XR: An Affordable and Scalable X-Reality (XR) Platform for Skills Training and Analytics in Manufacturing Workforce Education - National Science Foundation
• FW-HTF: Collaborative Research: Pre-Skilling Workers, Understanding Labor Force Implications and Designing Future Factory Human-Robot Workflows Using a Physical Simulation Platform - National Science Foundation
Stephanie Reich  
Associate Professor; Associate Dean, Graduate Program; Director, Development in Social Context Lab

Education:  
B.A., Psychology, University of California, Los Angeles  
M.S., Psychology and Human Development, Peabody College, Vanderbilt University  
Ph.D., Psychology and Human Development, Peabody College, Vanderbilt University

Areas of Expertise:  
Media and Technology; Peer Relationships; Parenting; Early Childhood Education; Community Research and Action

Representative Publications  

Active Grants  
- The Influence of Low-income Fathers’ and Mothers’ Math Talk on Their Children’s Early Math Development – National Institute of Child Health and Human Development  
- Media Use and Children’s Development - Institute of Digital Media and Child Development  
- Parenting Around Media: Children’s Advice to Parents - Jacobs Foundation  
- Early Media Habits and Impacts on Infants and Toddlers’ Development - National Institute of Child Health & Human Development

Katherine Rhodes  
Assistant Professor

Education:  
B.A., Chemistry, Agnes Scott College  
M.A., Developmental Psychology, Georgia State University  
Ph.D., Developmental Psychology, Georgia State University

Areas of Expertise:  
Relationship Between Children’s Language, Executive Functioning, and Mathematics Achievement; Issues of Theoretical and Testing Bias for Cultural and Linguistic Minorities

Representative Publications  

Lindsey Richland  
Associate Professor; Director, UCI Science of Learning Laboratory

Education:  
B.A., Anthropology, Princeton University  
M.A., Psychology, University of California, Los Angeles  
Ph.D., Psychology, University of California, Los Angeles

Areas of Expertise:  
Cognitive Development, Mathematical Thinking, Reasoning, and Teaching; Executive Function; Gesture

Representative Publications  

Active Grants  
- Drawing Connections to Close Achievement Gaps in Mathematics – Institute of Education Sciences  
- Linguistic Input as a Malleable Factor in Higher Order Thinking about Mathematics – Institute of Education Sciences

Fernando Rodriguez  
Assistant Professor of Teaching

Education:  
B.A., Psychology, California State University, Northridge  
M.S., Developmental Psychology, University of Michigan  
Ph.D., Education & Psychology, University of Michigan

Areas of Expertise:  
Learning Analytics; STEM Education; Study Skills; Online Learning; Critical Thinking

Representative Publications  

Active Grants  
- Understanding and Improving Students’ Critical Thinking in the Age of Fake News, Sensational Headlines, and Seductive Information – UCI Education Research Initiative
Sandra Simpkins
Professor; Director, Certificate in Afterschool and Summer Education (CASE), University of California, Irvine; Director, UC Links, University of California, Irvine; Director, Project REACH

Education:
B.A., Psychology, University of California, Santa Barbara
M.S., Psychology, University of California, Riverside
Ph.D., Psychology, University of California, Riverside

Areas of Expertise:
Out-of-School Activities; Adolescent Development; Parental Influences; Motivational Beliefs; Culturally Responsive Activities; Predictors and Outcome of Youth’s Activities; STEM Choices

Representative Publications:

Active Grants:
• UC Links - UC Irvine School of Education’s Certificate in Afterschool and Summer Education (CASE) Project – UC Links
• Enduring Character Virtues: How After-School Organized Activities Support Character Development from Childhood through Young Adulthood – Templeton Foundation
• Family Support of Math and Science: Examining an Untapped Source of Resilience for Diverse High School Students – National Science Foundation
Elizabeth van Es
Professor; Co-Director, UCI Teacher Academy; Project Director, Developing Hispanic-Serving Institutions Program – Title V

Education:
B.A., Teaching of English, University of Illinois, Urbana-Champaign
M.A., Learning Sciences, Northwestern University
Ph.D., Learning Sciences, Northwestern University

Areas of Expertise:
Teacher Cognition; Teacher Noticing; Teacher Education; Mathematics Education; Use of Video for Professional Learning; Design Research Methodologies

Representative Publications:

Active Grants:
• UCI Teacher Preparation Expansion and Enhancement for Developing Effective and Equity-focused Educators – U.S. Department of Education, Office of Postsecondary Education
• Teacher Residency Model Partnership (TRMP) – California Commission on Teacher Credentialing
• Teacher Residency Collaborative – California Commission on Teacher Credentialing
• California Teacher Education Research and Improvement Network – University of California, Office of the President
• Collaborative Research: Community And Teacher Teams investigate Equitable Noticing and Dispositions (Co-ATTEND) – National Science Foundation

Deborah Vandell
Chancellor’s Professor Emerita; Founding Dean Emerita, UCI School of Education

Education:
B.A., Psychology, Rice University
Ed.M., Human Development, Harvard University
Ph.D., Psychology, Boston University

Areas of Expertise:
Developmental Psychology; Early Childhood Programs; Afterschool Activities; Academic and Social Competencies; Infant, Child, Adolescent, and Adult Development

Representative Publications:

Active Grants:
• Effects of Afterschool Activities on Academic, Social, Behavioral, and Health Outcomes in the Short Term and Long Term: Three Studies – Charles Stewart Mott Foundation

Adriana Villavicencio
Assistant Professor

Education:
B.A., English, Columbia University
M.A., English Education, Teachers College, Columbia University
Ph.D., Education Leadership and Policy, NYU Steinhardt School of Culture, Education, and Human Development

Areas of Expertise:
Educational Inequity; K-12 Education Policy; Immigration and Education; Research-Practice Partnerships, Qualitative Methods

Representative Publications:
• Villavicencio, A. Am I My Brother’s Keeper: Transforming Districts and Schools for Black and Brown Boys. Cambridge, MA: Harvard Education Press. (Forthcoming, fall 2020).

Active Grants:
• A Lever for More Equitable Access to Schools? Evidence from San Francisco – William T. Grant Foundation
Mark Warschauer  
Professor; Editor, AERA Open; Director, Digital Learning Lab

Education:  
B.A., Psychology, University of California, Santa Cruz  
M.A., Teaching English as a Second Language, San Francisco State University  
Ph.D., Second Language Acquisition, University of Hawaii

Areas of Expertise:  
Digital Learning; Learning Analytics; Computer Science Education; Language and Literacy; STEM; Conversational Agents

Representative Publications:  

Active Grants:  
• Digital Scaffolding for English Language Arts – Institute of Education Sciences  
• Using Conversational Agents to Foster Preschool Children’s Science Learning and Engagement from Interactive Science Videos – National Science Foundation  
• Investigating Virtual Learning Environments – National Science Foundation  
• Collaborative Network of Grades 3-5 Educators for Computational Thinking for English Learners – National Science Foundation  
• Improving Pedagogy to Accelerate Computational Thinking (IMPACT) – U.S. Department of Education, Office of Elementary and Secondary Education

Julie Washington  
Professor

Education:  
B.A., English, Spelman College  
M.S., Speech and Language Pathology, University of Michigan  
Ph.D., Speech and Language Pathology (Education), University of Michigan

Areas of Expertise:  
Intersection of Literacy, Language Variation, and Poverty; Use and Development of African American English; Achievement Gap; Language Development; Language Disorders

Representative Publications:  

Active Grants:  
• The Role of Fathering in the Language Development Among Young, Low-Income African American and Latino Children - National Institute of Child Health and Human Development

Di Xu  
Associate Professor; Co-Director, UCI Education Research Initiative; Visiting Fellow, American Enterprise Institute

Education:  
Peking University, China, English Language and Literature  
M.Phil, Research on Second Language Education, University of Cambridge  
M.A., Sociology of Education, Teachers College, Columbia University  
Ph.D., Economics and Education, Teachers College, Columbia University

Areas of Expertise:  
Economics; Education Resources and Policies’ Effect on Disadvantaged, Underrepresented Students; Community Colleges; Virtual Learning Environments; Educational Choices and Returns; Education Equity and Quality in Developing Countries

Representative Publications:  

Active Grants:  
• How and Why Do Instructors with Different Contract Types Affect Students’ Academic and Labor Market Outcomes? Evidence from Both Two-Year and Four-Year Colleges – National Academy of Education  
• Building Capacity: STEM en Familia: Guiding Critical Transitions to the Baccalaureate – National Science Foundation  
• Eliminating Equity Gaps in Online STEM Gateway Courses through Humanized Instruction – California Governor’s Office of Planning and Research  
• CAREER: Multidimensional Support to Improve Distance Learning Experience in Community College STEM Gateway Courses – National Science Foundation  
• STEM Faculty Professional Learning in the Zone of Proximal Development – National Science Foundation  
• RAPID: Social Network Consequences for Underrepresented STEM Students as a University Transitions to Remote Activities – National Academy of Education  
• Examining the Roles of STEM Teaching Faculty in Advancing the Use of Evidence-based Teaching Practices at Research Universities – National Science Foundation

UNIVERSITY OF CALIFORNIA, IRVINE SCHOOL OF EDUCATION
Labs & Centers

In addition to their scholarship and grant research, our preeminent faculty lead centers and labs that produce cutting-edge research focused on human development and learning across the lifespan.

After-School Activities Project
California Teacher Education Research and Improvement Network (CTERIN)
Center for Afterschool and Summer Excellence (CASE)
Center for Creating Opportunities through Education
Center for Educational Partnerships
Center for Learning in the Arts
Center for Research on Teacher Development and Professional Practice
CoATTEND
Connected Learning Lab
Collins Literacy Lab
Creativity Labs at UCI
Development in Social Context Lab (DISC)
Digital Learning Lab (DLL)
Early Childhood Policy Research Group
EPSC Lab
Human Abilities in Bilingual Language (HABLA) Lab
Language, Literacy, & Learning (L3) Lab
Learning Analytics Laboratory (LA-Lab)
Learning from Teaching Research Group
Motivation & Identity Research Lab (MIRL)
Social, inTegrated, Engaged, & Meaningful (STEM) Learning Lab
Online Learning Research Center
Pathway Project
Project Crystal
Project Reach
Super Science Squad
UCI Science of Learning Laboratory
Variations in Oral and Written English Language (VOWEL) Lab
Working Memory and Plasticity Lab
Writing Research to Improve Teaching and Evaluation (WRITE) Center

About UCI

The School of Education is located in the heart of Orange County, the nation’s sixth most populous county. Orange County is home to more than 500,000 K-12 students and 28 school districts, all of which partner with the School for research, teaching support and student interventions.

The University of California, Irvine is consistently recognized as a trailblazer in a broad range of fields, garnering national and international honors in every school. The campus’s diverse academic offerings paired with world-class leadership create an environment worthy of any passionate, dedicated scholar.

Some points of pride include:

• **No. 1** University doing the most for the American dream
  – *New York Times*

• **No. 1** Best College in the U.S.
  – *Money*

• **No. 1** Best Value College, among public universities
  – *Forbes*

• **No. 8** Public University in the U.S.
  – *U.S. News & World Report*

• 1 of 65 leading research universities elected into the prestigious Association of American Universities

• Hispanic-, Asian American-, and Native American Pacific Islander-serving institution
Funded Research

Our faculty’s funded research and per year research expenditures have both grown exponentially over the past several years.