

Faculty Grants & Scholarship

UCI School of Education Faculty Research Highlights

\$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

All Data as of June 2020

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.

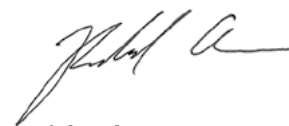
As of June 2020, UCI School of Education faculty were principal investigators on grants whose combined total exceeded \$96 million. This is a testament to our faculty's ability to produce novel, innovative research that is at the forefront of the field.

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



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:

- Ahn, J., Campos, F., Hays, M., & DiGiacomo, D. (2019). Designing in context: Reaching beyond usability in learning analytics dashboard design. *Journal of Learning Analytics*, 6(2), 70-85.
- Ahn, J., Clegg, T., Yip, J., Bonsignore, E., Pauw, D., Cabrera, L., Hernly, K., Pitt, C., Mills, K., Salazar, A., Griffing, D., Rick, J., & Marr, R. (2018). Science Everywhere: Designing public, tangible displays to connect youth learning across settings. In *Proceedings of the 36th Annual ACM Conference on Human Factors in Computing Systems - CHI 2018*. New York, NY: ACM.
- Ahn, J., & McEachin, A. (2017). Student enrollment patterns and achievement in Ohio's online charter schools. *Educational Researcher*, 46(1), 44-57.

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:

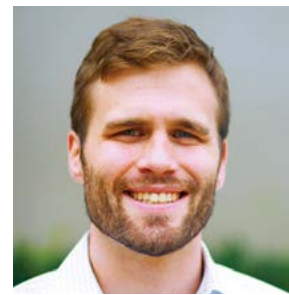
Legal and Institutional Environments of Schools; Social Stratification; Digital Learning

Representative Publications:

- Arum, Richard, Josipa Roksa, and Amanda Cook. *Improving quality in American higher education: Learning outcomes and assessments for the 21st century*. John Wiley & Sons, 2016.
- Arum, Richard and Amanda Cook. 2018. "What's Up with Assessment?" in Jal Mehta and Scott Davies, eds. *Education in a New Society: Renewing the Sociology of Education* (Chicago: University of Chicago Press); pp. 200-19.
- Arum, Richard, Josipa Roksa, Jacqueline Cruz and Blake Silver. 2018. "Student Experiences in College" in Barbara Schneider and Guan Saw, eds. *Handbook in the Sociology of Education* (Springer); pp. 385-404.

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:

- Bailey, D. H., Duncan, G. J., Watts, T., Clements, D., & Sarama, J. (2018). Risky business: Correlation and causation in longitudinal studies of skill development. *American Psychologist*, 73, 81-94.
- Bailey, D. H., Duncan, G. J., Cunha, F., Foorman, B. R., & Yeager, D. S. (in press). Persistence and Fadeout of Educational Intervention Effects: Mechanisms and Potential Solutions. *Psychological Science in the Public Interest*.
- Bailey, D. H., Jenkins, M., & Alvarez-Vargas, D. (2020). Complementarities between Early Educational Intervention and Later Educational Quality? A Systematic Review of the Sustaining Environments Hypothesis. *Developmental Review*, 56, 100910.

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:

- Baker, R. (2016). The effects of structured transfer pathways in community colleges. *Educational Evaluation and Policy Analysis*, 38(4), 626-646.
- Baker, R. (2018). Understanding college students' major choices using social network analysis. *Research in Higher Education*, 59(2), 198-225.
- Baker, R., Evans, B., Li, Q., & Cung, B. (2018). Does inducing students to schedule lecture watching in online classes improve their academic performance? An experimental analysis of a time management intervention. *Research in Higher Education*, 1-32.

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:

- Brouillette, L. (2019). Arts integration in diverse K-5 classrooms: Cultivating literacy skills and conceptual understanding. New York: Teachers College Press.
- Gara, T., Brouillette, L. & Farkas, G. (2018). Did the frequency of early elementary classroom arts instruction decrease during the No Child Left Behind era? If so, for whom? *Early Childhood Research Quarterly*: <https://doi.org/10.1016/j.ecresq.2018.01.004>
- Greenfader, C. M. & Brouillette, L. (2017). The arts, the common core, and English language development in the primary grades. *Teachers College Record* 119(8): <http://www.tcrecord.org/library ID Number: 21915>



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:

- Bustamante, A. S., Schlesinger, M., Begolli, K. N., Golinkoff, R. M., Shahidi, N., Zonji, S., Riesen, C., Evans, N. & Hirsh-Pasek, K. (2020). More than Just a Game: Transforming Social Interaction and STEM play with Parkopolis. *Developmental Psychology*. <https://doi.org/10.1037/dev0000923>
- Bustamante, A. S., Hassinger-Das, B., Hirsh-Pasek, K. & Golinkoff, R. M. (2019). Learning Landscapes: Where the science of learning meets architectural design. *Child Development Perspectives*, 13(1), 34-40. <https://doi.org/10.1111/cdep.12309>
- Bustamante, A. S. & Hindman, A. H. (2018). Construyendo en la fuerza: Approaches to learning and school readiness gains in Latino children served by Head Start. *Early Childhood Research Quarterly*. <https://doi.org/10.1016/j.ecresq.2018.06.003>

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:

- Campbell, S. L. (2018). Forgive Them Father: Understanding Acts of Violence Towards Black Women in Higher Education. In Sankofa Waters, M., Evans-Winters, V. E., & Love, B. L. (Eds.). *Celebrating Twenty Years of Black Girlhood: The Lauryn Hill Reader*. Bern, Switzerland: Peter Lang U.S.
- Campbell, S. L., & Ronfeldt, M. (2018). Observational evaluation of teachers: Measuring more than we bargained for? *American Educational Research Journal*, 55(6), 1233-1267.
- Ronfeldt, M., Brockman, S., & Campbell, S. L. (2018). Does cooperating teachers' instructional effectiveness improve preservice teachers' future performance? *Educational Researcher*, 47(7), 405-418.

Active Grants

- *A Mixed Methods Study of Teacher Education Programs' Role in Fostering Candidates' Equity Dispositions* - National Academy of Education



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

- Streit, C., & Carlo, G. (2020). Nativity as a moderator of familial and nonfamilial correlates of Latino/a youth prosocial behaviors. *Journal of Research on Adolescence*, 30, 285-297.
- Laible, D., Carlo, G., & Padilla-Walker, L. (Eds.) (2019). *The Oxford Handbook of Parenting and Moral Development*. New York: Oxford University Press.
- Carlo, G., White, R. M. B., Streit, C., Knight, G. P., & Zeiders, K. H. (2018). Longitudinal relations among parenting styles, prosocial behaviors, academic outcomes in U.S. Mexican adolescents. *Child Development*, 89, 577-592.

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:

- Collins, P., & Ho, T. R.. (forthcoming). "Bilingualism and Biliteracy." In Li-fang Zhang (Ed.), *Educational Psychology*. New York: Oxford University Press. doi:10.1093/acrefore/9780190264093.013.ORE_EDU-00876.R2
- Maamujav, U., Krishnan, J. A., & Collins, P. (2019). The utility of infographics in L2 writing classes: A practical strategy to scaffold writing development. *TESOL Journal*. doi:10.1002/tesj.484
- Collins, P., Tate, T., & Warschauer, M. (2019). Technology as a lever for adolescent writing. *Policy Insights from the Behavioral and Brain Sciences*, 6, 194-201. doi: 10.1177/2372732219836440



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:

- Conchas, G. Q. and Acevedo-Gil, N. (2020). *The Chicana/o/a Dream: Hope, Resistance, and Educational Success*. Cambridge: Harvard Education Press
- Conchas, G. Q., Hinga, B., Abad, M. N., and Gutiérrez, K. (2019). *The Complex Web of Inequality in North America: Investigating Educational Policies for Social Justice*. London: Routledge.
- Conchas, G. Q., Lee, J., Cambero, S., Acevedo-Gil, N. (2019). "The Chicana/o/x Promise: *Testimonios* of Educational Empowerment through the Enactment of *La Facultad* among First-Generation College Students." *Journal for Leadership, Equity and Research (JLER)*.



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:

- Lam, A. C., Schenke, K. S., Ruzek, E. R., Conley, A. M., & Karabenick, S. A. (2015). Student perceptions of classroom achievement goal structure: Is it appropriate to aggregate? *Journal of Educational Psychology*, 107(4), 1102.
- Simzar, R. M., Martinez, M., Rutherford, T., Domina, T. A., Conley, A. M. (2015). Raising the stakes: How students' motivation for mathematics associates with high-and low-stakes test achievement. *Learning and Individual Differences*, 39, 49-63.
- Penner, A. M., Domina, T. A., Penner, E. K., & Conley, A. M. (2015). Curricular policy as a collective effects problem: A distributional approach. *Social Science Research*, 52, 627-641.



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:

- Doroudi, S., Holstein, K., & Johanes, P. (2020). Probing learning scientists' beliefs about learning and science. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences*, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 1 (pp. 317-324). International Society of the Learning Sciences.
- Doroudi, S., & Brunskill, E. (2019, March). Fairer but not fair enough on the equitability of knowledge tracing. In *Proceedings of the 9th International Conference on Learning Analytics & Knowledge* (pp. 335-339). ACM.
- Doroudi, S., Kamar, E., Brunskill, E., & Horvitz, E. (2016). Toward a learning science for complex crowdsourcing tasks. In *Proceedings of the 2016 CHI Conference on Human Factors in Computing Systems* (pp. 2623-2634).

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., Cognitive Psychology, University of Memphis & Institute for Intelligent Systems

Areas of Expertise:

Learning Analytics; Computer-Mediated Collaborative Interaction; Computational Linguistics

Representative Publications:

- Dowell, N. M., Lin, Y., Godfrey, A., & Brooks, C. (2020). Exploring the relationship between emergent sociocognitive roles, collaborative problem-solving skills and outcomes: A Group Communication Analysis. *Journal of Learning Analytics*, 7 (1), 38-57. doi: <https://doi.org/10.18608/jla.2020.71.4>
- Dowell, N. M., Nixon, T., & Graesser, A. C. (2018). Group communication analysis: A computational linguistics approach for detecting sociocognitive roles in multi-party interactions. *Behavior Research Methods*, 51(3), 1007–1041. doi:10.3758/s13428-018-1102-z
- Dowell, N. M., Lin, Y., Godfrey, A., & Brooks, C. (2019). Promoting inclusivity through time-dynamic discourse analysis in digitally-mediated collaborative learning. In B. McLaren & R. Luckin (Eds.), *Proceedings of the 20th International Conference on Artificial Intelligence in Education* (pp. 207–219). Chicago, IL: ACM.

Active Grants:

- *Learning Engineering Post-doctoral Fellowship* - Gates Foundation



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:

- Bailey, D. H., Duncan, G. J., Watts, T., Clements, D. H., & Sarama, J. (2018). Risky business: Correlation and causation in longitudinal studies of skill development. *American Psychologist*, 73(1), 81.
- Watts, T. W., Duncan, G. J., & Quan, H. (2018). Revisiting the marshmallow test: A conceptual replication investigating links between early delay of gratification and later outcomes. *Psychological Science*, 29(7), 1159-1177.
- Duncan, G. J. & Le Menestrel, S. (2019) A Roadmap to Reducing Child Poverty. National Academies of Sciences, Engineering, and Medicine. Washington, DC: The National Academies Press.

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



Jacquelyne 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:

- Simpkins, S. D., Fredricks, J. A., & Eccles, J. S. (2015). The role of parents in the ontogeny of achievement-related motivation and behavioral choices. *Monographs of the Society for Research in Child Development*.
- Eccles, J. S., Karabenick, S. A., Lam, A. C., Ruzek, E., & Schenke, K. (2017). Heterogeneity of student perceptions of the classroom climate: A latent profile approach. *Learning Environments Research*, 20(3), 289-306.
- Eccles, J. S., & Wang, M. T. (2016). What motivates females and males to pursue careers in mathematics and science? *International Journal of Behavioral Development*, 40(2), 100-106.

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



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:

- Bailey, D., Oh, Y., Farkas, G., Morgan, P. & Hillemeier, M. (in press). Reciprocal Effects of Reading and Math? Beyond the Cross-Lagged Model. *Developmental Psychology*.
- Farkas, G., Morgan, P.L., Hillemeier, M.M., Mitchell, C., & Woods, A. (2020). District-level Achievement Gaps Explain Black and Hispanic Over-representation in Special Education. *Exceptional Children*, 1-19.
- Farkas, George (2018). "Family, Schooling, and Cultural Capital." Chapter One (pp. 3 - 38) in B. Schneider (Ed.) *Handbook of the Sociology of Education in the 21st Century*. New York: Springer.

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



Brandy Gatlin-Nash

Assistant Professor

Education:

B.S., Special Education, Florida State University
M.S., Special Education, Florida State University
Ph.D., Curriculum & Instruction – Special Education, Florida State University

Areas of Expertise:

Language and Literacy; Nonmainstream Varieties of English

Representative Publications:

- Terry, N. P., Gatlin, B., & Johnson, L. (2018). Same or different: How bilingual readers can help us understand bidialectal readers. *Topics in Language Disorders*, 38(1), 50-65. doi:10.1097/TLD.0000000000000141
- Gatlin, B. & Wanzek, J. (2017). Elementary students' use of dialect and reading achievement: Examining students with disabilities. *Exceptional Children*, 84(1), 97-115. doi: 10.1177/0014402917727248
- Gatlin, B. & Wanzek, J. (2015). Relations among children's use of dialect and literacy skills: A meta-analysis. *Journal of Speech, Language, and Hearing Research*, 58(4), 1306-1318. doi:10.1044/2015_JSLHR-L-14-0311. PMID: PMC4765162



Shane Goodridge

Assistant Teaching Professor; Faculty Director, Student Affairs

Education:

B.A., History, Simon Fraser University
M.A., History, University of London
Ph.D., Education, University of Victoria

Areas of Expertise:

American Education: History, Philosophy & School Choice; Educational Equity for Marginalized Populations

Representative Publications:

- Goodridge, S. (2019). Tracing the Historical DNA and Unlikely Alliances of the American Charter School Movement. *Journal of Policy History*, 31(2), 273-300. doi:10.1017/S0898030619000058



Constance Iloh

Assistant Professor

Education:

B.A., Psychology & Communication, University of Maryland, College Park
M.A., Business Management, Wake Forest University
Ph.D., Urban Education Policy, University of Southern California

Areas of Expertise:

Educational Inequities; College Access; College Opportunity; Stratification; College "Choice"; Privatization; The Iloh Model of College-Going Decisions and Trajectories; Institutional Culture; Social Context

Representative Publications:

- Iloh, C. (2019). An alternative to college "choice" models and frameworks: The Iloh Model of College-going Decisions and Trajectories. *College and University*, 94(4), 2-9.
- Iloh, C. (2018). Toward a new model of college "choice" for a twenty-first-century context. *Harvard Educational Review*, 88(2), 227-244.
- Iloh, C. (2018). Neighborhood cultural heterogeneity and the college aspirations of low-income students of color. *Children, Youth, and Environments*, 28(1), 9-29.

Active Grants:

- *An Exploration of the Trajectories and Challenges of 'Some College Experience, No Degree' Returning Adult Students* – Hellman Fellows Fund
- *Exploring the COVID-19 College Realities of Low-Income Black and Latinx Students Using the Iloh Model of College-Going Decisions and Trajectories* - UCI Office of Inclusive Excellence



Susanne Jaeggi

Associate Professor; Director, Working Memory & Plasticity Lab; Fellow, Center for the Neurobiology of Learning and Memory; Faculty, School of Social Sciences, Department of Cognitive Sciences (courtesy)

Education:

Ph.D., Psychology, University of Bern, Switzerland
Ph.D., Neuroscience, University of Bern, Switzerland
Habilitation (Venia Docendi), Psychology, University of Bern, Switzerland

Areas of Expertise:

Working Memory; Executive Functions; Individual Differences; Cognitive Training; Aging; Lifespan Development

Representative Publications:

- Zhang, Q., Wang, C., Zhao, Q., Yang, L., Buschkuhl, M., & Jaeggi, S. M. (2019). The malleability of executive function in early childhood: Effects of schooling and targeted training. *Developmental Science*, 22(2), e12748.
- Ramani, G. B., Daubert, E. N., Lin, G. C., Kamarsu, S., Wodzinski, A., & Jaeggi, S. M. (2019). Racing dragons and remembering aliens: Benefits of playing number and working memory games on kindergartners' numerical knowledge. *Developmental Science*, e12908.
- Jaeggi, S. M., Buschkuhl, M., Parlett-Pelleriti, C. M., Moon, S. M., Evans, M., Kritzmacher, A., Reuter-Lorenz, P. A., Shah, P., & Jonides, J. (2019). Investigating the Effects of Spacing on Working Memory Training Outcome: A Randomized, Controlled, Multisite Trial in Older Adults. *The Journals of Gerontology: Series B*.

Active Grants:

- *Examining the Potential for Placebo Effects in Cognitive Training* – National Institute on Aging
- *Developing Low-Cost Mobile App Technology to Assess Ability and Fluctuations in Executive Functions and Math Learning* – NewSchools Venture Fund
- *Combined Cognitive and Motivational Interventions for ADHD Individuals: Achievement and Classroom Behavior Outcomes* – Institute of Education Sciences
- *Collaborative Research: Domain-General and Domain-Specific Training to Improve Children's Mathematics* – National Science Foundation
- *Working Memory Training in Older Adults* – National Institute on Aging
- *Understanding Mediating and Moderating Factors that Determine Transfer of Working Memory Training* – National Institute of Mental Health
- *Cognitive Training and Brain Plasticity - Towards an Understanding of Mediators and Moderators* – National Institute on Aging
- *MathicSTEAM: A Novel Whole-Child Mathematics Learning Platform* - NewSchools Venture Fund



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:

- Jenkins, J. M. & Handa, S. (2019). Parenting skills and early childhood development: Production function estimates from longitudinal data. *Review of Economics of the Household*, 17(1), 121-147.
- Jenkins, J. M., Auger Whitaker, A., Nguyen, T., Yu, W. (2019). Distinctions without a difference? Preschool curricula and children's development. *Journal of Research on Educational Effectiveness*, 12(3), 514-549.
- Jenkins, J. M., Watts, T., Magnuson, K., Gershoff, E., Clements, D., Sarama, J., & Duncan, G. J. (2018). Do High-Quality Kindergarten and First-Grade Classrooms Mitigate Preschool Fadeout? *Journal of Research on Educational Effectiveness*, 11(3), 339-374.

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
- A Mixed-Methods Examination of the Effects of Early Head Start* – U.S. Department of Health and Human Services Administration for Children & Families Office of Planning Research and Evaluation
- Factors in Persistence Versus Fadeout of Early Childhood Intervention Impacts* – 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:

- Kang, H., Calabrese-Barton, A., Tan, E., Simpkins, S., Rhee, H. & Chandler, T. (2019). How do middle school students become STEM-minded persons? Middle school students' participation in science activities and identification with STEM careers. *Science Education*.
- Kang, H. & Zinger, D. (2019). What do core practices offer in preparing novice teachers for equity? *Science Education*.
- Kang, H. (2017). Preservice teachers' learning to plan intellectually challenging tasks. *Journal of Teacher Education*, 68(1), 55-68.

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



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:

- Kim, Y.-S. G. (2020). Toward integrative reading science: The direct and indirect effects model of reading (DIER). *Journal of Learning Disabilities*. <https://doi.org/10.1177/0022219420908239>
- Kim, Y.-S. G., Petscher, Y., Uccelli, P., & Kelcey, B. (2020). Academic language and listening comprehension – two sides of the same coin? An empirical examination of their dimensionality, relations to reading comprehension, and assessment modality. *Journal of Educational Psychology*. <http://dx.doi.org/10.1037/edu0000430>
- Kim, Y.-S. G., & Park, S. (2019). Unpacking pathways using the Direct and Indirect Effects Model of Writing (DIEW) and the contributions of higher order cognitive skills to writing. *Reading and Writing: An Interdisciplinary Journal*, 32 (5), 1319-1343. <https://doi.org/10.1007/s11145-018-9913-y>

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



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

- Olson, C. B., Woodworth, K., Arshan, N., Black, R., Chung, H. Q., D'Aoust, C., Dewar, T., Friedrich, L., Godfrey, L., Land, R., Matuchniak, T., Scarcella, R., & Stowell, L. (2020). The Pathway to Academic Success: Scaling up a text-based analytical writing intervention for Latinos and English Learners in secondary school. *Journal of Educational Psychology, 112*(4), 701-717. <https://psycnet.apa.org/doi/10.1037/edu0000387>
- Olson, C. B., Balius, A., McCourtney, E., Widtmann, M. (2018). *Thinking tools for young readers and writers: Strategies to promote higher literacy in grades 2-8*. New York: Teachers College Press.
- Olson, C. B., Matuchniak, T., Chung, H. Q., Stumpf, R., & Farkas, G. (2017). Reducing achievement gaps in academic writing for Latinos and English learners in grades 7-12. *Journal of Educational Psychology, 109* (1), 1-21

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



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

- Bedore, L.M., Peña, E.D., Fiestas, C.E., & Lugo-Neris, M. (2020). Language and Literacy Together: Supporting Grammatical Development in Dual Language Learners with Risk for Language and Learning Difficulties. *Language, Speech, and Hearing Services in Schools, 51*(2), 282-297.
- Durant, K., Peña, E.D., Peña, A., Bedore, L.M., Muñoz, M.R., (2019). Not All Nonverbal Tasks are Equally Nonverbal: Comparing Two Tasks in Bilingual Kindergartners with and without Developmental Language Disorder. *Journal of Speech, Language, Hearing Research, 62*(9), 3462-3469.
- Shivabasappa, P., Peña, E.D. & Bedore, L.M. (2019). Semantic Category Convergence in Spanish-English Bilingual Children with and without Primary Language Impairment. *Journal of Speech, Language, Hearing Research, 62*(7), 2361-2371.

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



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:

- Penner, Emily K., Jane Rochmes, Jing Liu, Sabrina Solanki, and Susanna Loeb. 2019. "Equity-oriented applicants: What do prospective teachers say about the achievement gap and does it make them more attractive candidates?" *RSF: the Russell Sage Foundation Journal of the Social Sciences*, 5(3) 103-127. DOI: <https://doi.org/10.7758/RSF.2019.5.3.06>.
- Dee, Thomas S. and Emily K. Penner. 2017. "The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum." *American Educational Research Journal*, 54(1): 127-166. DOI: 10.3102/0002831216677002.
- Domina, Thurston, Andrew M. Penner, and Emily K. Penner. 2017. "Categorical inequality: Schools as sorting machines." *Annual Review of Sociology*, 43: 311-330. DOI: 10.1146/annurev-soc-060116-053354.

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 Pepler

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:

- Pepler, K., Wohlwend, K., Thompson, N., Tan, V., & Thomas, A. (2018). Squishing circuits: Circuitry learning with electronics and playdough in early childhood. *Journal of Science Education and Technology*, 28(2), pp. 118-132. doi: 10.1007/s10956-018-9752-2
- Pepler, K. & Wohlwend, K. (2017). Theorizing the nexus of STEAM practice. In J. Katz-Buonincontro and C. Conway (Eds.) *Arts Education Policy Review Special Issue: Gathering STEAM*, pages 1-12. Published online: 25 Aug 2017 at <http://www.tandfonline.com/doi/full/10.1080/10632913.2017.1316331> Routledge. doi 10.1080/10632913.2017.1316331
- Pepler, K., Halverson, E. & Kafai, Y. (Eds.) (2016). *Makeology* (Volumes 1&2). New York: Routledge.

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 Broaden 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
- *B1 (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

- Reimer, M., Reich, S.M., Evans, S., Nelson, G., & Prilleltensky, I. (2020). Community Psychology: In pursuit of liberation and wellbeing. (3rd edition) London: Palgrave.
- Yau, J.C. & Reich, S.M. (2018). Are the qualities of adolescents' offline friendships present in digital interactions? *Adolescent Research Review*, 3(3), 339-355. doi: 10.1007/s40894-017-0059-y
- Reich, S.M., Yau, J.C., Xu, Y., Muskat, T., Uvalle, J. & Cannata, D. (2019). A comparison of preschoolers' comprehension, vocabulary, and engagement from a print book and an eBook. *AERA Open*, 5(3), 1-16. doi: 10.1177/2332858419878389

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
- *BB2: Using Baby Books to Improve Maternal and Paternal Parenting and Child Outcomes* – 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:

- Branum-Martin, L., Rhodes, K. T., Sun, C., Washington, J. A., & Webb, M. Y. (in press). Developing a longitudinal scale for language: Linking across developmentally different versions of the same test. *Journal of Speech, Language, and Hearing Research*.
- Rhodes, K. T., Lukowski, S., Branum-Martin, L. A., Opfer, J., Geary, D. C., & Petrill, S. A. (2019). Individual differences in addition strategy choice: A psychometric evaluation. *Journal of Educational Psychology*, 111(3), 414-433.
- Rhodes, K. T., Branum-Martin, L., Washington, J. A., & Fuchs, L. S. (2017). Measuring arithmetic: A psychometric approach to understanding formatting effects and domain specificity. *Journal of Educational Psychology*, 109(7), 956-976.



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:

- Lyons, E. M., Simms, N., Begolli, K. N., Richland, L. E. (2018). Stereotype threat effects on learning from a cognitively demanding mathematics lesson. *Cognitive Science*, 42(2), 678-690. <https://doi.org/10.1111/cogs.12558>.
- Richland, L. E., Begolli, K. N., Simms, N., Frausel, R. R., & Lyons, E. A. (2016). Supporting mathematical discussions: The roles of comparison and cognitive load. *Educational Psychology Review*, 29(1), 41-53. DOI 10.1007/s10648-016-9382-2.
- Richland, L. E., Simms, N. (2015). Analogy, higher order thinking, and education. *Wiley Interdisciplinary Reviews: Cognitive Science*, 6(2), 177-192. doi: 10.1002/wcs.1336.

Active Grants:

- *RAPID: Impacts of COVID-19 Out-of-School Stressors on Executive Functioning and E-Learning* – National Science Foundation
- *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:

- Rodriguez, F., Yu, R., Park, J., Rivas, M. J., Warschauer, M., & Sato, B. K. (2019, March). Utilizing learning analytics to map students' self-reported study strategies to click behaviors in STEM courses. In *Proceedings of the 9th International Conference on Learning Analytics & Knowledge* (pp. 456-460). ACM.
- Rodriguez, F., Rivas, M. J., Matsumura, L. H., Warschauer, M., & Sato, B. K. (2018). How do students study in STEM courses? Findings from a light-touch intervention and its relevance for underrepresented students. *PLOS ONE*, 13(7), e0200767.
- Rodriguez, F., Rhodes, R. E., Miller, K. F., & Shah, P. (2016). Examining the influence of anecdotal stories and the interplay of individual differences on reasoning. *Thinking & Reasoning*, 22(3), 274-296.

Active Grants:

- *Understanding and Improving Students' Critical Thinking in the Age of Fake News, Sensational Headlines, and Seductive Information* – UCI Education Research Initiative



Judith Haymore Sandholtz

Professor; Founding Director, Education Center for Research on Teacher Development and Professional Practice

Education:

Ph.D., Education, Stanford University

Areas of Expertise:

Teacher Professional Development; Teaching and Teacher Education

Representative Publications:

- Sandholtz, J. H., Ringstaff, C., & Matlen, B. (2019) Coping with constraints: Longitudinal case studies of early elementary science instruction after professional development. *Journal of Educational Change*.
- Santagata, R., & Sandholtz, J. H. (2018). Pre-service teachers' mathematics teaching competence: Comparing performance on two measures. *Journal of Teacher Education*.
- Sandholtz, J. H., Ringstaff, C., & Matlen, B. (2016). Temporary fix or lasting solution? Investigating the longitudinal impact of teacher professional development on K-2 science instruction. *The Elementary School Journal*, 117(2), 192-215.

Active Grants:

- *Modest Supports for Sustaining Professional Development Outcomes over the Long Term* – National Science Foundation



Rossella Santagata

Professor; Director, Center for Research on Teacher Development and Professional Practice

Education:

B.A., Developmental and Educational Psychology, Università di Padova
Ph.D., Developmental Psychology, University of California, Los Angeles

Areas of Expertise:

Teacher Learning; Video in Teacher Preparation and Professional Development; Teaching and Learning in STEM; Research-Practice Partnerships; Cross-Cultural Studies of Classroom Teaching

Representative Publications:

- Lee, J., & Santagata, R. (2020). A longitudinal study of novice primary school teachers' knowledge and quality of mathematics instruction. *ZDM Mathematics Education*. Published online first January 6. DOI: <https://doi.org/10.1007/s11858-019-01123-y>
- Santagata, R., & Lee, J. (2019). Mathematical knowledge for teaching and the mathematical quality of instruction: A study of novice elementary-school teachers. *Journal of Mathematics Teacher Education*. Published online first November 5. DOI: <https://doi.org/10.1007/s10857-019-09447-y>
- Santagata, R., Lee, J., & Sandoval, C. (2019). Research Practice Partnerships in Mathematics Teacher Education. In G. M. Lloyd, & O. Chapman (Eds.), *International Handbook of Mathematics Teacher Education: Vol 3: Participants in mathematics teacher education* (pp. 183-210). Leiden, The Netherlands: Koninklijke Brill NV. DOI: https://doi.org/10.1163/9789004419230_008

Active Grants:

- *Transfer to Teaching (T2T): Accelerated STEM Teacher Preparation from Community College to Credential* – National Science Foundation



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:

- Simpkins, S. D., Riggs, N. R., Ngo, B., Ettekal, A. E., & Okamoto, D. (2017). Designing culturally responsive organized after-school activities. *Journal of Adolescent Research*, 32, 11 - 36.
- Simpkins, S. D., Fredricks, J., & Eccles, J. S. (2015). The role of parents in the ontogeny of achievement-related motivation and behavioral choices. *Monographs of the Society for Research in Child Development*, 80(2), 1 – 151.
- Simpkins, S. D., Liu, Y., Hsieh, T., & Estrella, G. (in press). Supporting Latino high school students' science motivational beliefs and engagement: Examining the unique and collective contributions of family, teachers, and friends. *Educational Psychology*.

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:

- van Es, E. A., Tekkumru-Kisa, M., & Seago, N. (2020). Leveraging the power of video for teacher learning: A design framework for teacher educators. In S. Llinares & O. Chapman (Eds.), *International Handbook of Mathematics Teacher Education, Vol. 2 (2nd Ed): Tools and Processes in Mathematics Teacher Education*.
- Kang, H. & van Es, E. A. (2019). Articulating design principles for productive use of video in preservice education. *Journal of Teacher Education, 70*(3), 237-250. <https://doi.org/10.1177/0022487118778549>
- van Es, E. A., Cashen, M., Barnhart, T. & Auger, A. (2017). Learning to notice mathematics instruction: Using video to develop preservice teachers' vision of ambitious pedagogy. *Cognition and Instruction, 35*(3), 165-187. DOI: 10.1080/07370008.2017.1317125

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:

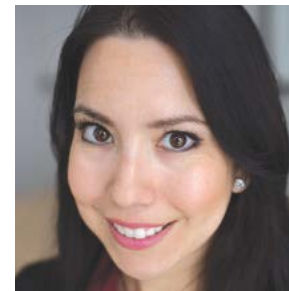
Developmental Psychology; Early Childhood Programs; Afterschool Activities; Academic and Social Competencies; Infant, Child, Adolescent, and Adult Development

Representative Publications:

- Vandell, D. L., Simpkins, S., & Wegemer, C. (2019). Parenting and children's organized activities. In M. Bornstein (Ed.) *Handbook of Parenting* (3rd Edition). Volume 5. *The Practice of Parenting*. New York: Wiley and Sons.
- Vandell, D. L., Lee, K. T. H, Whitaker, A. & Pierce, K. M. (2020). Cumulative and differential effects of early childcare and out-of-school-time activities on adolescent functioning. *Child Development, 91*:1, 129-144. Online Publication. DOI - 10.1111/cdev.13136
- Lee, K. T. H, Lewis, R. W., Kataoka, S. Schenke, K., & Vandell, D. L. (2018). Out-of-school time and behaviors during adolescence. *Journal of Research on Adolescence, 28*:2, 284-293.

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).
- Villavicencio, A. & Tung, R. (Eds.) (2018). The Boys Aren't Broken, The Systems Are Changing the Narrative about Young Men of Color. *Voices in Urban Education, 48*. Providence: Annenberg Institute for School Reform at Brown University.
- Villavicencio, A. (2017). Turning Around from Within: Using Internal Capacity to Improve Low-Performing Schools. In C. Meyers & M. Darwin (Eds.) *Enduring Myths that Inhibit School Turnaround*. Charlotte, NC: Information Age Publishing.

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:

- Fischer, C., Pardos, Z. A., Baker, R. S., Williams, J. J., Smyth, P., Yu, R., Slater, S., Baker, R., & Warschauer, M. (2020). Mining big data in education: Affordances and challenges. *Review of Research in Education*, 44(1), 130-160.
- Tate, T., & Warschauer, M. (2019). Keypresses and mouse clicks: Analysis of the first national computer-based writing assessment. *Technology, Knowledge, and Learning*, 24(4), 523-543.
- Xu, Y., & Warschauer, M. (2019) Young children's reading and learning with conversational agents. In Proceedings of CHI Conference on Human Factors in Computing Systems Extended Abstracts (CHI'19 Extended Abstracts), Glasgow, Scotland, UK. ACM.

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:

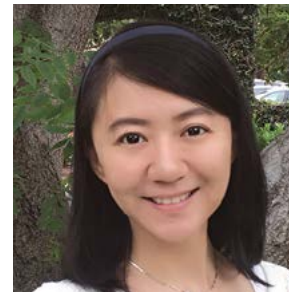
Intersection of Literacy, Language Variation, and Poverty; Use and Development of African American English; Achievement Gap; Language Development; Language Disorders

Representative Publications:

- Puranik, C., Branum-Martin, L. & Washington, J.A. (2019). The Impact of Dialect Density on the Co-development of Reading and Writing in African-American Children. *Child Development*.
- Washington, J.A., Branum-Martin, L., Lee, R.J. & Sun, C. (2019). Reading and Language Performance of Low-Income, African American Boys in Grades 1 – 5. *Reading and Writing Quarterly*, 35(1), 42 – 64.
- Washington, J.A., Branum-Martin, L., Sun, C. & Lee, R.J. (2018). The Impact of Dialect Density on the Growth of Language and Reading in African American children. *Language Speech and Hearing Services in Schools*, 49(2), 232 – 247

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:

- Xu, D. & Xu, Y. (2020). The ambivalence about distance learning in higher education: Challenges, opportunities, and policy implications. *Higher Education: Handbook of Theory and Research*, 35, 351-401.
- Ran, X. & Xu, D. (2019). Does contractual form matter? The impact of different types of non-tenure-track faculty on college students' academic outcomes. *Journal of Human Resources*, 54, 1081-1120.
- Xu, D., Solanki, S., McPartlan, P., & Sato, B. (2018). EASEing students into college: the impact of multidimensional support for underprepared students. *Educational Researcher*, 47, 435-450.

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 Science Foundation
- Examining the Roles of STEM Teaching Faculty in Advancing the Use of Evidence-based Teaching Practices at Research Universities* – National Science Foundation

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	Online Learning Research Center
California Teacher Education Research and Improvement Network (CTERIN)	Pathway Project
Center for Afterschool and Summer Excellence (CASE)	Project Crystal
Center for Creating Opportunities through Education	Project Reach
Center for Educational Partnerships	Super Science Squad
Center for Learning in the Arts	UCI Science of Learning Laboratory
Center for Research on Teacher Development and Professional Practice	Variations in Oral and Written English Language (VOWEL) Lab
CoATTEND	Working Memory and Plasticity Lab
Connected Learning Lab	Writing Research to Improve Teaching and Evaluation (WRITE) Center
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	

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.

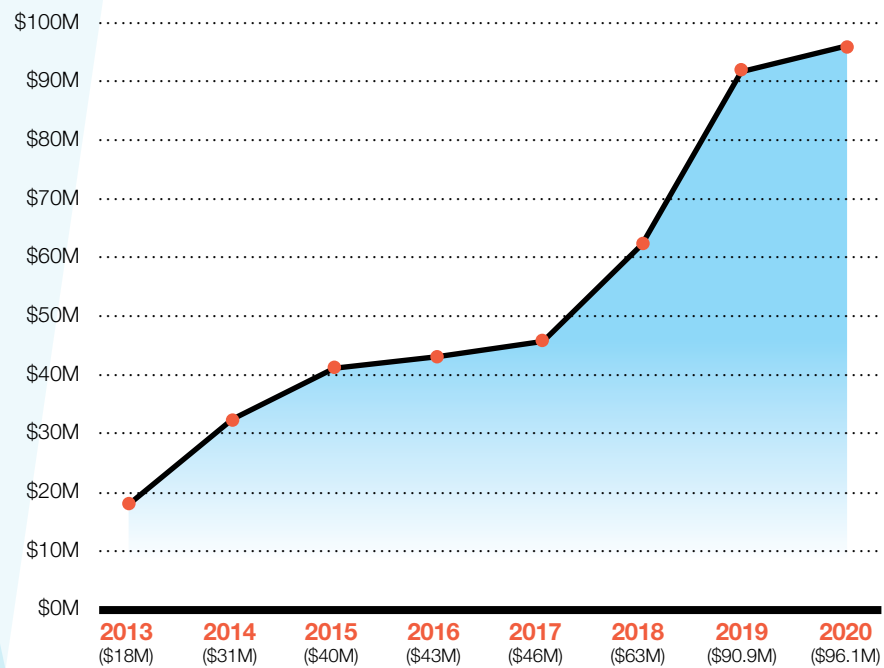
Some points of pride include:

- **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

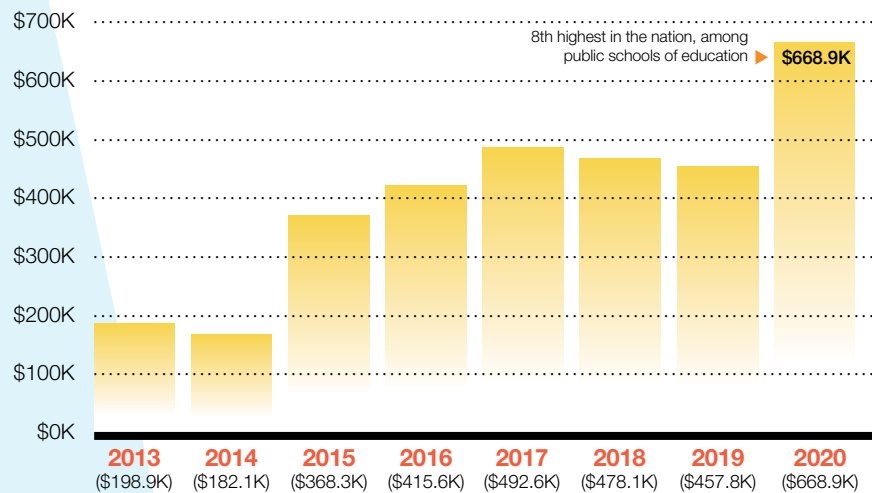
Our faculty's funded research and per year research expenditures have both grown exponentially over the past several years.

FUNDED RESEARCH BY YEAR



RESEARCH EXPENDITURES PER FACULTY

Dollars in thousands, rolling two-year average





UCI School of
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