

University of California, Irvine

School of Education

Ph.D. in Education

## 2017 Poster Presentations

featuring

First Year Student Research

in

Learning, Teaching, Cognition, and Development (LTCD)

Educational Policy and Social Context (EPSC)

Language, Literacy, and Technology (LLT)

September 29, 2017

11:00 am – 1:00 pm



Education Building 3200

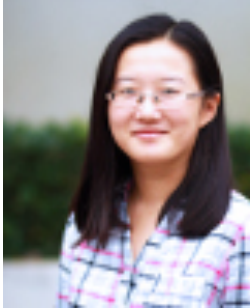
# 2017 Ph.D. in Education Poster Presentations

UC Irvine School of Education 3200

September 29, 2017  
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## 2017 Poster Abstracts

 <p>Jennifer Duer EPSC</p>	<p><i>Title:</i> Who Participates in QRIS? Blended Funding, Active Directors, and Southern States</p> <p><i>Abstract:</i> Most states have created a voluntary Quality Rating Improvement System (QRIS) intended to improve childcare center quality. However, little is known about who participates. The present study uses nationally representative data to examine the characteristics of providers and communities that participate. A logistic regression reveals that centers with blended funding are more likely to participate compared to centers that report a single funding source. Similarly, directors engaging in professional development or with a Bachelor's degree are also more likely to participate in QRIS. These results reveal the types of providers impacted by the QRIS initiative while highlighting childcare centers unaffected by the system. The data offer support that QRIS targets low-quality centers rather than bolstering existing high-quality child care centers.</p> <p><i>Poster Presentation Advisor:</i> Jade Marcus Jenkins &amp; Greg Duncan</p>
 <p>Kristel Dupaya LTCD</p>	<p><i>Title:</i> Paving the Path for Latinx Students' STEM Career Aspirations: The Association of STEM Career Choice with Parental Interest in Science and Student Familism Beliefs</p> <p><i>Abstract:</i> Family can be a starting point for the development of a student's STEM identity (Dabney, Chakraverty, &amp; Tai, 2013), and therefore may be utilized as a resource to promote STEM interest in underrepresented minorities. This study explores the relationship between Latinx students' STEM career aspirations and parental manifestations of interest in science, and how students' endorsement of familism beliefs potentially moderates this association. Using questionnaire data from 94 Latinx high schoolers and their parents, I found that parental manifestations of interest in science alone did not have significant associations with STEM aspirations. However, when parental manifestation of interest was high, the likelihood that students would aspire for STEM careers increased if their endorsement of familism beliefs was below the mean.</p> <p><i>Poster Presentation Advisor:</i> Jacquelynne Eccles</p>



Yannan Gao  
LTCD

*Title:* The Development of Adolescents' Career Aspiration Regarding Education Requirement from Early to Late Adolescence

*Abstract:* College education impacts individuals' career life. For adolescents, aspiring to a job that requires a Bachelor's degree has both academic and career implications. However, few studies have described what types of jobs adolescents would like to have, and how this aspiration develops through adolescence. Using data of 1493 adolescents in the Maryland Adolescent Development in Context Study, this study analyzed the trajectory of adolescents' career aspiration regarding education requirement from 7th grade to 3 years after high school. The trajectories show both stability and change across time. Among those whose aspiration changed, downward movement is more frequent than upward. College-educated jobs are highly valued by adolescents over time. Future studies can investigate into subgroup differences and influencing factors.

*Poster Presentation Advisor:* Jacquelynne Eccles



Taylor Gara  
EPSC

*Title:* Did the Frequency of First-Grade Arts Instruction Decrease During the No Child Left Behind Era? If so, for Whom?

*Abstract:* The arts help children develop culturally appropriate socioemotional and cognitive competencies. Yet, little is documented on the amount of time classroom teachers use arts instruction per week. Analyzing data from the Early Childhood Longitudinal Studies, between 1999-2000 and 2011-12, I found that the percentage of first graders whose teachers spent no classroom time on arts activities increased for music, visual art, dance, and theater. This increased non-participation was largest for students in the bottom one-third of the social class distribution. However, I found evidence that among students receiving some exposure during the 2011-12 school year, time spent on music, dance, and theater instruction increased. These findings suggest heterogeneity in classroom teachers' responses to policy changes during the NCLB era.

*Poster Presentation Advisor:* Liane Brouillette



Juan Gaytan  
EPSC

*Title:* "Nope, it's your turn!" Parents' Division of Tasks and Their Coparenting Relationship Quality

*Abstract:* Parents must decide how to allocate certain household tasks in the home, but this division of work is not always equitable, or matching ideal division. This study focuses on exploring how task allocation affects coparenting quality. Specifically, how does total task allocation, discrepancy in ideal and actual task allocation, and how what one parent perceives to contribute and what the other thinks they contribute affects coparenting? Results indicated only discrepancies in domain specific tasks affected coparenting quality, and not total task allocation. This shows that each task type has a unique impact on couples' coparenting quality and equitable task allocation may not be best for some couples. Rather, task allocation should be negotiated considering different task types.

*Poster Presentation Advisor:* Stephanie Reich



Ashley Harlow  
EPSC

*Title:* What Explains the Lower High School Graduation Rates of Hispanic Students?

*Abstract:* Despite the fact that the high school graduation rate is steadily increasing, Hispanic students' graduation rates are still lower than their Non-Hispanic White counterparts (Murnane 2013). Comparing Hispanic students to Non-Hispanic White students will allow scholars to see what academic and social factors contribute to Hispanic high school graduation. Using both OLS and logistic regression, this study emphasizes that GPA is the most important academic factor contributing to high school graduation. Education policy should focus on reinforcing behavior that will improve students' GPAs such a completion of homework, study skills, and time management. There is a need to focus more on student grade point average versus standardized academic assessments.

*Poster Presentation Advisor:* George Farkas



Ta-yang (Diane)  
Hsieh  
LTCD

*Title:* Pattern-centered Approach to High School Math Motivation

*Abstract:* Diversifying the STEM workforce is still a challenge. Previous work showed the importance of math motivational beliefs in promoting STEM outcome, but largely isolated each specific belief while holding others constant when in reality they hardly function in isolation. This study utilized a pattern-centered approach to (1) identify the most prevalent profiles of motivational beliefs, (2) examine demographic differences across profiles, and (3) associate profiles with math outcome. The sample (N=15,606) comes from the 2012 nationally representative High School Longitudinal Study. Six math motivation profiles were identified. Low math identity (otherwise average motivation) was most demographically disproportionate, showing overrepresentation of females, Hispanic, Black, and low-income students. The profiles were more different in their association with effort than achievement.

*Poster Presentation Advisor:* Sandra Simpkins



Jiwon Lee  
LTCD

*Title:* Mathematical Knowledge for Teaching and Mathematical Quality of Instruction of Novice Elementary School Teachers

*Abstract:* A strong, positive relationship between practicing teachers' mathematical knowledge for teaching and their mathematical quality of instruction has been documented in the literature (Hill et al., 2008). This study examines whether a similar relationship exists for novice lower-elementary teachers during their first year of teaching and how their knowledge translates to their instructional decisions. Previously developed instruments were used to examine seven teachers. Results from this study indicate that the positive relationship between MKT and MQI extends to a sample of novice teachers. Although most teachers' level of knowledge was reflected in instruction, some teachers' quality of instruction was higher or lower than expected, given their level of knowledge. The results and implications are further discussed.

*Poster Presentation Advisor:* Rossella Santagata



Jane Nazzal

LLT

*Title:* Community College Writers: Differences in Text-Based Analytical Writing across Four Levels of Composition Courses

*Abstract:* Writing is a critical lifelong skill that can impact students' academic and economic trajectories, particularly for those who are underprepared. Despite national efforts to accelerate underprepared community college students through the composition sequence to transfer-level courses, it is not known whether these efforts provide students with the instruction and support needed to succeed. In this preliminary study, a writing assessment was administered to students in four levels of composition courses. Papers were analyzed across levels and compared with the writing of secondary students on the same assessment. Four features of high-scoring papers were identified. Further analysis may suggest direction for targeted instruction at both the college and secondary levels.

*Poster Presentation Advisor:* Carol Booth Olson



Melina Pinales

EPSC

*Title:* Analyzing the Effects of a UCI Reading One-to-One Tutoring Project

*Abstract:* This study analyzes the effects of an intensive, cost-effective tutoring program conducted within a local elementary school in southern California. Approximately 20 UCI undergraduates were trained in the Reading One-to-One (R1-1) curriculum (Farkas, 1998). I examined fall-to-spring test scores for 12 low-performing 1st-graders who received approximately 50 tutoring sessions during fall and winter 2016-2017. The control group was selected from five other district schools with similar average fall scores. Their distribution of fall scores matched that of the tutored group. Statistical analysis revealed tutored students gained an average of 10.4 percentile points greater than the control group ( $p < .083$ ). A significantly greater portion of tutored students (50%) scored above the 38th percentile compared to the control group (20%) ( $p < .035$ ).

*Poster Presentation Advisor:* George Farkas



Yenda Prado

LTCD & LLT

*Title:* From Attitudes to Action: Promoting Positive Literacy Beliefs and Practices through Digital Scaffolding

*Abstract:* This study investigated how Visual Syntactic Text Formatting (VSTF), a digital literacy tool, impacted the development of students' literacy attitudes, beliefs, and practices at two intermediate schools in Southern California. VSTF holds great potential to strengthen academic achievement in traditionally underserved populations such as ELLs or children with exceptional needs. Studies to date indicate positive gains for students who incorporate VSTF into their reading practices. However, an investigation into the affective impact of VSTF, as it relates to students' literacy attitudes, beliefs, and practices, has yet to be conducted. This study explores how digital literacy intervention features engage struggling readers less responsive to more traditional pedagogies. For struggling readers, VSTF's affordances promoted improved literacy attitudes, beliefs, and practices.

*Poster Presentation Advisor:* Mark Warschauer



Carlos Sandoval  
LTCD

*Title:* Pre-service Teachers' Conceptualizations of Equity

*Abstract:* Teacher preparation is critical to the development of teachers' practice and student outcomes (Boyd et al., 2009; Darling-Hammond, 2000). As student populations become more diverse, new teachers need to become prepared to work with diverse students (Darling-Hammond, 2005). As a result, teacher preparation programs have increasingly become committed to inclusion and equity (Hammerness, 2006; Hollins, 2015; Zeichner, 2010). However, teachers' conceptualizations of equity is under-researched. Using assignments from UCI's MAT program, this study seeks to understand pre-service teachers' various conceptualizations of equity. I describe six categories that emerged from the data, and find that candidates' conceptualizations of equity as political and equity in the learning environment are largely mutually exclusive. Connections between these conceptualizations center around instructional practice.

*Poster Presentation Advisor:* Elizabeth van Es



Stephanie Soto-Lara  
LTCD

*Title:* "Everything that is for her benefit, I do": Parental Engagement in STEM among Mexican-Descent Families

*Abstract:* Parents are an important source of support for adolescents. However, research focuses on traditional forms of involvement among predominantly white families that may portray Mexican-descent parents as not involved. Two research questions were examined: 1) What forms of parental engagement do Mexican-descent parents mention as best practices in supporting their adolescent in science, and 2) to what extent does engagement differ by parent education, nativity, and employment status? Seventy-four interviews of parents who self-identified as Mexican were qualitatively analyzed. Findings suggest that in addition to school-based involvement, parents provide emotional support, leverage resources, and cultivate agency. This study highlights the importance of expanding the concept of parental engagement where focusing on school-based involvement alone does not capture the complexity of how parents engage with their adolescents.

*Poster Presentation Advisor:* Sandra Simpkins

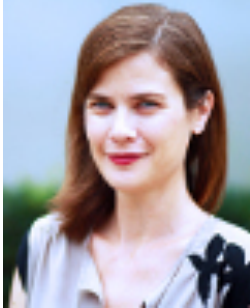


Christopher Wegemer  
EPSC

*Title:* Gender-Related Values and STEM Trajectories: The Role of Altruism in STEM Career Choice

*Abstract:* Women are underrepresented in some STEM fields and overrepresented in others; studying this persistent unevenness may yield insights about underrepresentation that could inform interventions. Expectancy-value theory provides a framework for understanding STEM career choices. Values, which are shaped by identity and socio-cultural contexts, generally predict STEM choices more strongly than grades or ability self-concepts. Building on previous work, the purpose of this study is to investigate how gender-related values are associated with adolescent STEM trajectories. Specifically, altruism is hypothesized to be a mediator between gender and STEM career choices. Six waves of longitudinal data from the Maryland Adolescent Development in Context Study (MADICS) were analyzed. Future research will attempt to validate the theoretical relationships between altruism, self-schema, and task values.

*Poster Presentation Advisor:* Jacquelynne Eccles



Taffeta Wood

LLT

*Title:* Optimizing Learning Opportunities for Students: Coding Math Classrooms Using Oral Language Discourse Moves

*Abstract:* This study examines the relationship between teacher moves and student moves by observing math classrooms using the Optimizing Learning Opportunities for Students (OLOS) coding system. We posed the question: How are teacher instructional moves and students thinking and reasoning about math coded in OLOS associated? Seven 2nd grade classrooms' winter videotape data were drawn for this study. Students' math performance was measured using the Woodcock-Johnson Math Fluency. Preliminary analysis of the observation codes indicates that a positive association between teacher moves and student reasoning about math exists. Findings suggest that some OLOS codes may predict student growth in math. Therefore, some of the existing OLOS codes may work as we develop an observational system for math and literacy classrooms.

*Poster Presentation Advisor:* Carol Connor



Ying Xu

LLT

*Title:* Understanding Preschool Children's Engagement and Learning with Interactive eBooks

*Abstract:* In this experimental study, preschool children were randomly assigned to read an interactive eBook independently or a print version of the same book with an adult. We compared children's engagement behaviors (i.e., verbal comments, emotion expression, and attention) and reading comprehension (i.e., memory for story facts, story order, text awareness, and novel vocabulary) across the two conditions. Results suggest that reading condition has significant effects on children's verbal comments and emotional expression, but yields no effect on comprehension outcomes. Given the prevalence of interactive eBooks for young children, this study offers important insights into early literacy development in digital contexts.

*Poster Presentation Advisor:* Mark Warschauer



Qing Zhang

EPSC

*Title:* How Important is Oral Language as a Mediator in the Cultural Capital Model of Kindergarten Achievement?

*Abstract:* I extend a quantitative model of kindergarten teachers' judgments of students' cultural capital (Farkas et al., 1990) by adding a key component -- oral language skill whose importance has been theorized but not empirically tested. Oral language skill is tested as a mediator between SES and teachers' judgments of students' reading and math performance. Consistent with prior research, test scores and academic work habits are the strongest determinants of teachers' judgments, and largely explain the more positive judgments received by higher-SES students. However, other things equal ELA teachers appear to compensate for students' low oral language by giving higher points than would otherwise be the case. Oral language skill provides an important addition to the cultural capital model of kindergarten achievement.

*Poster Presentation Advisor:* George Farkas