

NEW FACULTY



Shayan Doroudi

Doroudi's research is focused on the learning sciences, educational technology, and the educational data sciences. He is particularly interested in studying the prospects and limitations of data-driven algorithms in learning technologies. He earned a B.S. from the California Institute of Technology, and an M.S. and Ph.D. in Computer Science from Carnegie Mellon University. He joins the UCI School of Education from Carnegie Mellon's School of Computer Science.



Nia Dowell

Dowell's research focuses on learning analytics, computer-mediated collaborative interaction, and computational linguistics. She earned her B.A. from the University of Memphis, and her Ph.D. in Cognitive Psychology with a Cognitive Science Certificate from the University of Memphis, Institute for Intelligent Systems. She joins the UCI School of Education from the University of Michigan School of Information.



Katherine Rhodes

Rhodes's research is focused on the measurement of mathematical cognition, language ability, and cognitive control, particularly for children who are language minorities in the United States. Rhodes earned a B.A. from Agnes Scott College, and an M.A. and Ph.D. in Developmental Psychology from Georgia State University. She joins the UCI School of Education from the Ohio State University.



Fernando Rodriguez

Rodriguez's work uses cognitive theories of learning to understand how students study, and whether using effective study strategies promotes learning in STEM courses. Rodriguez earned his B.A. from California State University, Northridge, an M.A. from the University of Michigan, and his Ph.D. in Educational Psychology from the University of Michigan. Rodriguez previously worked as a postdoctoral scholar in the UCI School of Education's Digital Learning Lab.



Adriana Villavicencio

Villavicencio's research focuses on systemic inequities in education, immigrant students and English learners, and racial equity frameworks for districts and schools. She earned her B.A. from Columbia University, an M.A. from Teachers College, Columbia University, and a Ph.D. from the New York University School of Culture, Education, and Human Development. She joins the UCI School of Education from NYU Steinhardt.

SCHOOL STATS

\$36M+ in grant money awarded last fiscal year to faculty*

\$1M+ in grant money awarded last fiscal year, per faculty member*

4 faculty named NAEd/Spencer Postdoctoral Fellows, past two years - highest number awarded to any school in the nation

4 members of the National Academy of Education

29 doctoral students in 2019-20 entering cohort, all-time high

10,000+ alumni worldwide

*Grant money awarded July 1, 2018 - June 30, 2019

NEW COMMUNITY ENGAGEMENT

Teacher Academy

The UCI Teacher Academy offers a home for teachers to develop and enhance their professional skill set by offering programming focused on four areas of the educator lifecycle: teacher preparation, teacher professional development, teacher leadership and administrative leadership. The Teacher Academy offers expertise in five California Subject Matter Projects via the following sites: The UCI California Reading & Literature Project; UCI History Project; UCI Writing Project; Irvine Math Project, and, starting this fall, the UCI Science Project. Established in fall 2018, the Teacher Academy has already hosted more than 2,500 teachers across several workshops and conferences.

Orange County Educational Advancement Network (OCEAN)

The School of Education is committed to partnering with local schools to address specific needs, and to transforming educational outcomes in Orange County and beyond. The Orange County Educational Advancement Network (OCEAN) is a group of partnerships between the UCI School of Education and a growing number of local K-12 schools. A School of Education faculty member and a Ph.D. student are placed at each school, and the team works with school leadership to identify greatest needs and goals, and conduct research that will positively impact the school. Schools, alongside the School of Education, can then mobilize to form a Networked Improvement Community and implement a measured, trackable improvement plan that affects multiple schools simultaneously.

WRITE Center

Funded by a \$5 million grant from the Institute of Educational Sciences, the Writing Research to Improve Teaching & Evaluation (WRITE) Center is a focused program of research on academic writing, placing a special emphasis on source-based argument writing in English language arts and history. Led by Professor Carol Booth Olson, the WRITE Center will provide national leadership and outreach activities to support the improvement of secondary writing research and practice related to academic writing across the curriculum.

NEW GRANTS

Below is a small selection of recent grants awarded to our faculty:

\$14.73M – **Carol Booth Olson** – U.S. Department of Education: *The Pathway to Academic Success: A Cognitive Strategies Approach to Text-Based Analytical Writing to Improve Academic Outcomes for Secondary English Learners*

\$7.86M – **Greg Duncan** – National Institute of Child Health and Human Development: *Household Income and Child Development in the First Three Years of Life*

\$5.44M – **Stephanie Reyes-Tuccio** – U.S. Department of Education: *Compton Partnership GEAR UP*

\$2.74M – **Jacquelynne Eccles** – Institute of Education Sciences: *It's Worth It! Securing Persistence, Performance and Progress within Postsecondary Gateway Science Courses through Utility Value Interventions*

\$2.65M – **Elizabeth van Es** – U.S. Department of Education: *UCI Teacher Preparation Expansion and Enhancement for Developing Effective and Equity-focused Educators*

\$2.5M – **Mark Warschauer** – National Science Foundation: *Investigating Virtual Learning Environments*

\$1.99M – **Carol Connor** – Institute of Education Sciences: *Optimizing Learning Opportunities for Students' Early Learning Observation System*

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The Next Generation Undergraduate Success Measurement Project

Led by Dean and Professor Richard Arum, UCI will serve as a pilot demonstration site to develop and implement a state-of-the-art measurement project to improve our understanding of the value of undergraduate educational experiences and promote evidence-based models of undergraduate student success. Research on more than 1,050 undergraduates will be conducted in three strands. First, institutional data on socioeconomic background, secondary schooling and college performance will be collected. Second, students' click data in Canvas Learning Management System will be collected and analyzed. Lastly, students will be surveyed periodically, and their educational attitudes, behaviors and experiences - inside and outside of the classroom - will be analyzed. UCI Professors Rachel Baker, Michael Dennin, Jacquelynne Eccles, and Mark Warschauer, along with Arum, are leading the various strands. An additional 25 professors from more than a dozen universities comprise the research team.