

THE UCI SCHOOL OF EDUCATION WELCOMES



Dr. Gustavo Carlo

Professor Carlo joins the UCI School of Education from the University of Missouri's Department of Human Development and Family Science. There, he was the Millsap Endowed Professor of Diversity and Multicultural Studies, and co-director and founder of the university's Center for Children and Families Across Cultures.

His primary research interest focuses on understanding positive social development and health in culturally diverse children and

adolescents. Many of his projects focus on U.S. ethnic/racial groups, including Latino/a youth and families. He has published more than 200 books, chapters, and research papers; received research grants from several agencies, including the NSF, NIH, and Spencer Foundation; and serves on multiple journal editorial boards, including *Child Development* and *Journal of Early Adolescence*. In 2018, he received the Outstanding Mentor Award from the Society for Research on Adolescence. He currently serves as a member of the Society for Research in Child Development Governing Council, as associate editor of the *International Journal of Behavioral Development*, and as co-editor of the upcoming APA Handbook of Adolescent Development.



Dr. Julie A. Washington

Professor Washington will join the UCI School of Education in January from Georgia State University's College of Education and Human Development. There, she is chair and professor of the college's Department of Communication Sciences and Disorders. She is also co-director of the Center for Research on the Challenges of Acquiring Language and Literacy - a unique center focused on language and literacy research in high-risk, urban, and impaired populations.

Her research is focused on the intersection of literacy, language variation, and poverty. In particular, her work focuses on understanding the role of cultural dialect in the identification of reading disabilities in school-aged African American children and on disentangling the relationship between language production and comprehension on development of reading and early language skills for children growing up in poverty. Washington also directs, and will bring to UCI, the Georgia Learning Disabilities Research Innovation Hub, funded by the National Institutes of Health, Eunice Kennedy Shriver National Institute on Child Health and Human Development. The research hub is focused on improving early identification of reading disabilities in elementary school-aged African American children, and includes a focus on children, their families, teachers, and communities.

SCHOOL STATS

\$96.1M - Active grant funding, among 39 full-time faculty

95 - Active grants, among 39 full-time faculty

5 - Members of the National Academy of Education

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

\$669K - Research expenditures per faculty, averaged over past two years; **8th** most in nation among public schools of education

NEW PROGRAMS & HONORS

Online Learning Research Center (OLRC)

The OLRC provides evidence-based resources for educators, students, and researchers to improve achievement and equality in online learning. Under the direction of Professor **Mark Warschauer** and Associate Professor **Di Xu**, the center launched in March and features research and resources borne out of several grants led by Warschauer and Xu that investigated the pitfalls, challenges, and opportunities of remote instructions. One of the OLRC's first key features is a rubric that provides a theoretical foundation of best practices, the unique challenges of online learning, and specific ways to address each challenge. Visit the OLRC at www.olrc.us.

Special Education Emphasis

The U.S. Department of Education awarded Professor Elizabeth Peña a training grant to develop a special education emphasis in the School of Education's Ph.D. in Education program. It is the first pre-doctoral training grant in the school's history. The emphasis, which will focus on addressing language and reading disabilities among English learners, is intended to prepare doctoral graduates for leadership positions as researchers and faculty who will train special education, early intervention, and related services personnel. "There are current critical shortages with Special Education expertise at the university level and in the field," said Peña, who is also the school's associate dean for faculty development and diversity. "This training grant will prepare a core group of doctoral graduates to begin addressing these needs."

Professor Elected to National Academy of Education

Congratulations to Professor **Mark Warschauer**, who in February was elected to the National Academy of Education. The School of Education is now home to **five** members of the NAEd - **10th** most nationally - Distinguished Professor **Greg Duncan**, Distinguished Professor **Jacquelynn Eccles**, Distinguished Professor **Rubén Rumbaut**, Chancellor's Professor **Deborah Vandell** and Warschauer. Warschauer's scholarship encompasses digital learning, language and literacy, STEM education, and learning analytics. As director of the Digital Learning Lab, Warschauer and his team are addressing the needs of students and educators in preK-12 and higher education.

"Early in my career, I recognized the tremendous potential of digital media to either amplify inequality or - if properly deployed - help promote educational and social inclusion. I have dedicated my career to better understand how the power of new technologies can best serve this latter goal, and thus benefit diverse learners around the world."



RECENT GRANT AWARDS

Below is a small sample of grants recently awarded to our faculty:

\$5M - **Carol Booth Olson** - Institute of Education Sciences, *WRITE Center for Secondary Students: Writing Research to Improve Teaching and Evaluation*

\$4M - **Mark Warschauer** - U.S. Department of Education, Office of Elementary and Secondary Education, *Improving Pedagogy to Accelerate Computational Thinking (IMPACT)*

\$3.18M - **Elizabeth Peña** - National Institutes of Health, National Institute on Deafness and Other Communication Disorders, *Test of English Language Learning (TELL)*

\$2.57M - **Andres Bustamante** - National Science Foundation, *Playful Learning Landscapes: Promoting Informal STEM Learning in Public Spaces*

\$2.5M - **Rachel Baker** - National Science Foundation, *Improving the Transition of Community College Students into University STEM Programs Through Cross-Enrollment*

\$1.51M - **Hosun Kang** - National Science Foundation, *CAREER Award: Expanding Latinx's Opportunities to Learn in Secondary Science Classrooms Through a Research-Practice Partnership*

\$1.4M - **Young-Suk Kim** - Institute of Education Sciences, *Developing Theory- and Evidence-based Children's Oral Language Intervention - Integrated Multi-component Oral Development for Language and Literacy (iMODEL)*

UCI School of Education
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RESPONDING TO COVID-19

Our faculty's pre-existing research and scholarship proved to be a tremendous resource to communities struggling with the pandemic and shift to remote instruction. Since March, our faculty were also awarded new research grants that focus on the current crisis in education and society.

Associate Professor June Ahn, Professor Rossella Santagata, and Assistant Professor Adriana Villavicencio

UCI Office of Inclusive Excellence - *Reimagining Educational Equity and Opportunity (REEO) during the COVID-19 Pandemic*

Ahn, Santagata, and Villavicencio will document and synthesize the nuanced approaches that different communities are taking to best support students in Orange County schools, and provide targeted support in areas of need through the creation of a Networked Improvement Community composed of UCI School of Education researchers, school leaders, district leaders, and community members.

Assistant Professor Constance Iloh

UCI Office of Inclusive Excellence - *Exploring the COVID-19 College Realities of Low-Income Black and Latinx Students Using the Iloh Model of College-Going Decisions and Trajectories*

Iloh will explore the contemporary college-going narratives of low-income Black and Latinx students at institutions during COVID-19. In doing so, she will utilize the Iloh Model of College-going Decisions and Trajectories to examine how the three bi-directional contexts of her framework inform extant college pathways.

Associate Professor Lindsey Richland

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

Richland will research UCI undergraduates' current stressors during the COVID-19 pandemic, the impact of stressors on students' learning, and test strategies for supporting effective e-learning in this period. Richland will study students' stress in relation to their performance in social science, biology, and education classes that require higher-order thinking.

Associate Professor Di Xu

National Science Foundation RAPID - *Social Network Consequences for Underrepresented STEM Students as a University Transitions to Remote Activities*

In 2014, UCI launched the Enhanced Academic Success Experience (EASE) initiative, which features first-year biological science majors grouped into 30-student cohorts. Students in the cohort take the same courses and meet regularly with peer mentors and academic counselors. Now, as co-PI, Xu is studying how the pandemic is affecting the campus connections and academic progress of students in EASE.