

Faculty Scholarship

UNIVERSITY OF CALIFORNIA, IRVINE

F A S T F A C T S

\$36+ million – grant money awarded last fiscal year to our faculty*

\$1+ million – grant money awarded last fiscal year, per faculty member*

\$90+ million – in active grant funding, among all faculty

4 – NAEd/Spencer Postdoctoral Fellowships awarded to faculty, past two years – highest number awarded to any school

16 – Active grants from the National Science Foundation

11 – Active grants from the Institute of Education Sciences

5 – Active grants from the U.S. Department of Education

2 – Active NSF Early Career Grants

4 – Members of the National Academy of Education

*Grant money awarded between July 1, 2018 and June 30, 2019
All data as of June 2019

Leading Faculty

Dear Colleagues,

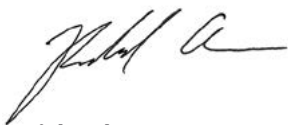
The University of California, Irvine School of Education is home to a diverse and internationally recognized group of faculty dedicated to research that advances educational science and improves learning outcomes for all students, regardless of background. Our faculty's research interests are wide-ranging; they include developmental psychology, learning analytics, immigration, STEM participation, afterschool activities, and more. This brochure reflects just a small sample of our faculty's recent scholarship.

This past academic year, our faculty was awarded more than \$36 million in new grant money – more than \$1 million per faculty member. As of June 2019, our faculty were principal investigators on grants whose combined total exceeded more than \$90 million. This is a testament to our faculty's ability to produce novel, innovative research that studies the entire lifespan of human development and teaching.

We are also pleased to announce two new recipients of the prestigious National Academy of Education's Spencer Postdoctoral Fellowship: Assistant Professors Rachel Baker and Shanyce Campbell. They join Emily Penner and Di Xu, who were both named Spencer Postdoctoral Fellows in 2018. Four School of Education junior faculty have been named a Spencer Postdoctoral Fellow over the past two years, tied for the most of any education school's faculty in the nation.

Please enjoy browsing this brochure and 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,

A handwritten signature in black ink, appearing to read 'Richard Arum', written in a cursive style.

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. Forthcoming in *The Journal of Learning Analytics*.
 - 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: Routledge.
 - Ahn, J., & McEachin, A. (2017). Student enrollment patterns and achievement in Ohio's online charter schools. *Educational Researcher*, 46(1), 44-57.
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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.



Drew Bailey

Associate Professor; Faculty, School of Social Sciences, Department of Cognitive Sciences (courtesy)

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., Odgers, C., & Yu, W. (2017). Persistence and fadeout in the impacts of child and adolescent interventions. *Journal of Research on Educational Effectiveness*, 10, 7-39.
 - Bailey, D. H., Nguyen, T., Jenkins, J. M., Domina, T., Clements, D. H., & Sarama, J. S. (2016). Fadeout in an early mathematics intervention: Constraining content or pre-existing differences? *Developmental Psychology*, 52, 1457-1469.
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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.



Liane Brouillette

Professor; Director, Center 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. (In Press). *Arts integration in diverse K-5 classrooms: Cultivating literacy skills and conceptual understanding*. New York: Teachers College Press.
- 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
- Greenfader, C. M., Brouillette, L. & Farkas, G. (2015). Effect of a performing arts program on the oral language skills of young English learners. *Reading Research Quarterly, 50*(2), 185-203. DOI: 10.1002/rrq.90

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., Hassinger-Das, B., Hirsh-Pasek, K., & Golinkoff, R. M. (2018). 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., Greenfield, D. B., & Nayfeld, I. (2018). Early childhood science and engineering: Engaging platforms for fostering domain-general learning skills. *Journal of Education Sciences, 8*(3), 144-157. <https://doi.org/10.3390/educsci8030144>
- Bustamante, A. S., White, L. J., & Greenfield, D. B. (2018). Science and approaches to learning in Head Start: Examining bi-directionality. *Early Child Research Quarterly, 44*, 34-42. <https://doi.org/10.1016/j.ecresq.2018.02.013>



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.
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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:

- Bigelow, M., & Collins, P. (2019). Childhood through adolescence. In De Houwer, A., & Ortega, L. (Eds.) *The Cambridge Handbook of Bilingualism* (pp. 36–58). Cambridge, UK: Cambridge University Press. doi:10.1017/9781316831922.003
- Collins, P., Tate, T., & Warschauer, M. (in press). Technology as a lever for adolescent writing. *Policy Insights from the Behavioral and Brain Sciences*.
- Tate, T., Collins, P., Xu, Y., Yau, J., Krishnan, J., Prado, Y., Farkas, G., & Warschauer, M. (2019). Visual-syntactic text format: Improving adolescent literacy. *Scientific Studies of Reading*. doi: 10.1080/10888438.2018.1561700



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., Gottfried, M., Hinga, B., and Oseguera, L. (2018). *Education Policy Goes to School: Case Studies on the Limitations and Possibilities of Educational Innovation*. London: Routledge.
 - Conchas, G. Q. (2016). *Cracks in the Schoolyard: Confronting Latino Educational Inequality*. New York: Teachers College Press.
 - Conchas, G. Q. and Gottfried, M. (2015). *Inequality, Power and School Success: Case Studies on Racial Disparity and Opportunity in Education*. London: Routledge.
-



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.



Carol Connor

Chancellor's Professor; Director, Individualizing Student Instruction (ISI) Lab; Founding Director, Center for Creating Opportunities through Education

Education:

B.S., Speech-Language Pathology, Northwestern University
M.A., Speech-Language Pathology, Northwestern University
Ph.D., Language, Literacy & Culture, Special Education, University of Michigan

Areas of Expertise:

Reading Comprehension; Executive Function; Behavioral Regulation Development; Technology and Assessment

Representative Publications:

- Connor, C. M., Day, S. L., Zargar, E., Wood, T. S., Taylor, K. S., Jones, M. R., & Hwang, J. K. (2019). Building word knowledge, learning strategies, and metacognition with the Word Knowledge e-Book. *Computers & Education*, 128, 284-311. doi:<https://doi.org/10.1016/j.compedu.2018.09.016>
 - Connor, C. M., Morrison, F. J., Fishman, B., Crowe, E. C., Al Otaiba, S., & Schatschneider, C. (2013). A longitudinal cluster-randomized controlled study on the accumulating effects of individualized literacy instruction on students' reading from first through third grade. *Psychological Science*, 24, 1408-1419. doi:10.1177/0956797612472204 PMID: PMC4737583
 - Connor, C. M. (2016). A lattice model of the development of reading comprehension. *Child Development Perspectives*, 10(4), 269-274. doi:10.1111/cdep.12200 PMID: PMC5110216
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Shayan Doroudi

Assistant Professor

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:

Data Sciences; Educational Technology; Learning Sciences; Learning Technologies

Representative Publications:

- Shayan Doroudi and Emma Brunskill. Fairer but not fair enough: On the equitability of knowledge tracing. In *Proceedings of the 9th International Conference on Learning Analytics & Knowledge*, pages 335–339. ACM, 2019.
- Shayan Doroudi and Emma Brunskill. The misidentified identifiability problem of bayesian knowledge tracing. In *Proceedings of the 10th International Conference on Educational Data Mining*, pages 143–149. International Educational Data Mining Society, 2017.
- Shayan Doroudi, Ece Kamar, Emma Brunskill, and Eric Horvitz. Toward a learning science for complex crowdsourcing tasks. In *Proceedings of the 2016 CHI Conference on Human Factors in Computing Systems*, pages 2623–2634. ACM, 2016.



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., Nixon, T., & Graesser, A. C. (in press). Group communication analysis: A computational linguistics approach for detecting socio cognitive roles in multi-party interactions. *Behavior Research Methods*. doi:10.3758/s13428-018-1102-z
 - Joksimović, S., Dowell, N. M., Poquet, O., Kovanović, V., Gašević, D., Dawson, S., & Graesser, A. C. (2018). Exploring development of social capital in a CMOOC through language and discourse. *The Internet and Higher Education*, 36, 54 – 64. doi: 10.1016/j.iheduc.2017.09.004
 - Dowell, N. M., Poquet, O., & Brooks, C. (2018). Applying group communication analysis to educational discourse interactions at scale. In J. Kay & R. Luckin (Eds.), *Proceedings of the of the 13th International Conference on the Learning Sciences* (pp. 1815-1822). London, England.
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Greg Duncan

Distinguished Professor

Education:

B.A., Economics, Grinnell College

Ph.D., Economics, University of Michigan

Areas of Expertise:

Social Policy; Early Childhood Education; Poverty and Child Development

Representative Publications:

- Bailey, D., Duncan, G. J., Odgers, C. L., & Yu, W. (2017). Persistence and fadeout in the impacts of child and adolescent interventions. *Journal of research on educational effectiveness*, 10(1), 7-39.
- 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 Menestral, S. (2019) *A Roadmap to Reducing Child Poverty*. National Academies of Sciences, Engineering, and Medicine. Washington, DC: The National Academies Press.



Jacquelynne Eccles

Distinguished Professor

Education:

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

Areas of Expertise:

Psychology; Motivation; Human Development

Representative Publications:

- 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.
-



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:

- Morgan, P., Farkas, G., Hillemeier, M., & Maczuga, S. (2017). Replicated evidence of racial and ethnic disparities in disability identification in U.S. schools. *Educational Researcher* 46(6): 305–322.
- Morgan, P. L., Farkas, G., Hillemeier, M. M., & Maczuga, S. (2016). Science achievement gaps begin very early, persist, and are largely explained by modifiable factors. *Educational Researcher*, 45(1), 18-35.
- Morgan, Paul, George Farkas, and Steve Maczuga. (2015) "Which Instructional Practices Most Help First Grade Students with and without Mathematics Difficulties?" *Education Evaluation and Policy Analysis* 37(2): 184–205.



Brandy Gatlin

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. (2018). Neighborhood cultural heterogeneity and the college aspirations of low-income students of color. *Children, Youth, and Environments*, 28(1), 9-29.
 - Iloh, C. (2016). Exploring the for-profit experience: An ethnography of a for-profit college. *American Educational Research Journal*, 53(3), 427-455.
 - Iloh, C., & Tierney, W.G. (2014). Understanding for-profit college and community college choice through rational choice. *Teachers College Record*, 116(8), 1-34.
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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. <https://doi.org/10.1111/desc.12748>
- Ramani, G. B., Jaeggi, S. M., Daubert, E. N., & Buschkuhl, M. (2017). Domain-Specific and Domain-General Training to Improve Kindergarten Children's Mathematics. *Journal of Numerical Cognition*, 3(2), 468-495. <https://doi.org/10.5964/jnc.v3i2.31>
- Tsai, N., Buschkuhl, M., Kamarsu, S., Shah, P., Jonides, J., & Jaeggi, S. M. (2018). (Un)Great Expectations: The Role of Placebo Effects in Cognitive Training. *Journal of Applied Research in Memory and Cognition*, 7(4), 564-573. <https://doi.org/10.1016/j.jarmac.2018.06.001>



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., Duncan, G. J., Auger, A., Bitler, M., Domina, T., & Burchinal, M. (2018). Boosting school readiness: Should preschools target skills or the whole child? *Economics of Education Review*, 65, 107-125.
 - 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.
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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:

Expanding Learning Opportunities for Students from Historically Marginalized Communities in Secondary Science Classrooms

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.



Young-Suk Kim

Professor

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:

English Learners; Oral Language Development and Instruction; Academic Language; Reading Development and Instruction Across Languages; Writing Development and Instruction Across Languages; Reading Comprehension, Word Reading and Reading Fluency; Writing Composition; Cognition; Dyslexia; Dysgraphia; Eye Movements

Representative Publications:

- Kim, Y.-S. G. (2017). Why the simple view of reading is not simplistic: Unpacking the simple view of reading using a direct and indirect effect model of reading (DIER). *Scientific Studies of Reading, 21*, 310-333. doi:10.1080/10888438.2017.1291643
- 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>
- Kim, Y.-S. G., Lee, H. S., & Zuilkowski, S. S. (in press). Impact of multi-component literacy interventions in low- and middle-income countries: A meta-analysis. *Child Development*. doi: 10.1111/cdev.13204



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., 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.
- Olson, C. B., Scarcella, R. C., & Matuchniak, T. (2015). The write stuff: Three essential practices that bolster English language learners' writing skills. *Educational Leadership, 73*(5), 33-44.



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

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:

- Peña, E. D., Bedore, L. M., Shivabasappa, P., & Niu, L. (2018). Effects of Divided Input on Bilingual Children with Language Impairment. *International Journal of Bilingualism*, 1-17.
 - Bedore, L. M., Peña, E. D., Anaya, J., Nieto, R., Lugo-Neris, M. & Baron, A. (2018). Patterns of Language Impairment in the Context of English as a Second Language. *Language, Speech, & Hearing Services in Schools*, 49(2), 277-291.
 - Anaya, J. B., Peña, E. D., Bedore, L. M. (2018). Conceptual scoring of expressive vocabulary: A discriminant functions analysis. *Language, Speech, & Hearing Services in Schools*, 49, 85-97.
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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.



Kylie Pepler

Associate Professor, Informatics & Education; Director, Creativity Labs;
Chief Learning Officer, LRNG

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.



Stephanie Reich

Associate Professor; Faculty Director, Ph.D. 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 in Children's Development; Familial Interventions to Support Young Children

Representative Publications:

- Yau, J. C. & Reich, S. M., (2018). "It's just a lot of work." Adolescents' self-presentation norms and practices on Facebook and Instagram. *Journal of Research on Adolescence*. doi: 10.1111/jora.12376 PMID: 29430759
- Callaghan, M. N. & Reich, S. M. (2018). Are educational preschool apps designed to teach? An analysis of the app market. *Learning, Media and Technology*, 3, 280-293. doi: 10.1080/17439884.2018.1498355
- Reich, S., Penner, E., Duncan, G., & Auger, A. (2012). Using baby books to change new mothers' attitudes about corporal punishment. *Child Abuse & Neglect*, 36, 108-117



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., Frousel, 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.
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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.



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.
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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.



Rossella Santagata

Associate Professor; Director, Project CRYSTAL (Cultivating and Researching Youth Systems Thinking through Authentic Learning); Director, Learning to Learn from Mathematics Teaching Project; Founding Faculty, Education 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:

- Santagata, R., Yeh, C., & Mercado, J. (2018). Preparing Elementary School Teachers to Learn from Teaching: A Comparison of Two Approaches to Mathematics Methods Instruction. *Journal of the Learning Sciences*, 27(3), 474-516.
 - Santagata, R. & Yeh, C. (2016). The Role of Perception, Interpretation, and Decision Making in the Development of Beginning Teachers' Competence. *ZDM, the International Journal of Mathematics Education*, 48, 1, 153-165.
 - Yeh, C. & Santagata, R. (2015). Pre-Service Teachers' Learning to Generate Evidence-Based Hypotheses about the Impact of Mathematics Teaching on Learning. *Journal of Teacher Education*, 66(1), 21-34.
-



Sandra Simpkins

Professor; Co-Director, Certificate in Afterschool and Summer Education (CASE), University of California, Irvine; Co-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:

- Liu, Y., Simpkins, S. D., & Lin, A. R. (in press). Ethnic and cultural features in organized activities: Potential implications for parent and adolescent engagement. *Journal of Youth and Adolescence*.
- 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., 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.



Elizabeth van Es

Associate Dean; Associate 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 Education; Teacher Learning; Teacher Development; Use of Video
for Teacher Learning; Mathematics Education

Representative Publications:

- Kang, H. & van Es, E. A. (accepted, April 2018). Articulating design principles for productive use of video in preservice education. *Journal of Teacher Education*, 1-14. <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
 - van Es, E.A., Tunney, J., Goldsmith, L., & Seago, N. (2014). A framework for the facilitation of teachers' analysis of video. *Journal of Teacher Education*, 64(4), 340-356. DOI: 10.1177/0022487114534266
-



Deborah Vandell

Chancellor's Professor; Founding Dean, UCI School of Education

Education:

B.A., Psychology, Rice University

Ed.M., Human Development, Harvard University

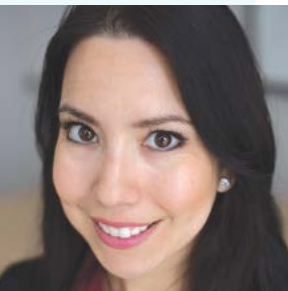
Ph.D., Psychology, Boston University

Areas of Expertise:

Developmental Psychology; Early Childhood Programs; Afterschool
Activities; Academic and Social Competencies; Infant, 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. (2019). Cumulative and differential effects of early childcare and out-of-school-time activities on adolescent functioning. *Child Development*. 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.



Adrianna 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:

Systemic Inequities in Education; Immigrant Students and English Learners; Racial Equity Frameworks for Districts and Schools

Representative Publications:

- Villavicencio, A., Klevan, S., & Kemple, James. (2018). *The Expanded Success Initiative: Challenges and Progress in the Pursuit of College and Career Readiness for Black and Latino Young Men*. New York: The Research Alliance for New York City Schools.
 - 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.
 - Villavicencio, A. (2015). Creating and Maintaining Student Diversity in Charter Schools: Strategies and Challenges for School Leaders. *International Journal of Leadership in Education*, 19(3), 300-326.
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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

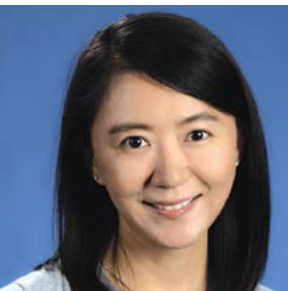
Ph.D., Second Language Acquisition, University of Hawaii

Areas of Expertise:

Digital Learning; Language and Literacy; STEM

Representative Publications:

- Tate, T., Collins, P., Xu, Y., Yau, J., Krishnan, J., Prado, Y., Farkas, G., & Warschauer, M. (2019). Visual-syntactic text format: Improving adolescent literacy. *Scientific Studies of Reading*. doi:10.1080/10888438.2018.1561700
- Tate, T. P., Warschauer, M., & Kim, Y. S. G. (2019). Learning to compose digitally: The effect of prior computer use and keyboard activity on NAEP writing. *Reading and Writing*, 1-24. doi:10.1007/s11145-019-09940-z
- Warschauer, M., Ying, S. Lee, H., & Warschauer, M. (2019) Recent contributions of data mining to language learning research.



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:

- Ran, X. & Xu, D. (in press). Does contractual form matter? The impact of different types of non-tenure-track faculty on college students' academic outcomes. *Journal of Human Resources*. <http://jhr.uwpress.org/content/early/2018/05/01/jhr.54.4.0117.8505R.abstract>
- Xu, D. (2016) Assistance or obstacles? The impact of different levels of English remediation on under-prepared students in community colleges. *Educational Researcher*, 45, 496-507
- Xu, D. & Trimble, M. (2015). What about certificates? Evidence on the labor market returns to non-degree community college awards in two states. *Educational Evaluation and Policy Analysis*, 38, 272-292

The logo for the UCI School of Education. It features the letters "UCI" in a large, bold, blue sans-serif font. To the right of "UCI", the words "School of" are stacked above "Education", both in a smaller, blue sans-serif font.

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