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ANDREA J. KUNZE

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EDUCATION

- PhD C.** Cognitive Science of Teaching & Learning, University of Illinois at Urbana Champaign
Educational Psychology, College of Education, Urbana-Champaign, IL
- MS** Educational Psychology, North Carolina State University, May 2018
Curriculum & Instruction, College of Education, Raleigh, NC
- BIS** Human Learning & Development, May 2016
Georgia State University, Atlanta, GA
magna cum laude

AWARDED & APPLIED RESEARCH FUNDING

- 2021** UIUC College of Education COVID-19 Supplementary Grant (Co-PI): *Fair Play Part 2: Why Does It Work?* (Applied: \$10,000)
- 2020** UIUC College of Education COVID-19 Seed Funding (Co-PI): *Re-Purposing Proctorio to Collect Data on Racial Microaggressions on a Serious Educational Game* (Awarded: \$10,000)
- 2019** NAGAP Graduate Student Research Grant: *Understanding STEM Graduate Students' Racial Climate Perceptions: A Perspective-Taking Intervention* (Awarded: \$1,000)

HONORS & AWARDS

- 2021** Diversity and Social Justice Education Award, UIUC (Applied)
- 2021** William Chandler Bagley Scholarship, College of Education, UIUC (Awarded: \$2,000)
- 2019** NAGAP Graduate Student Research Grant Honorable Mention
- 2018** NSF Graduate Research Fellowship Program (GRFP) Honorable Mention
- 2018** APA Division 34 Science at Sunset Poster Competition Nominee
- 2016** Outstanding Undergraduate Research Award in Educational Psychology, GSU
- 2016** Outstanding B.I.S. in Human Learning and Development Student Award, GSU
- 2014** Georgia HOPE Scholarship

PUBLISHED & ACCEPTED MANUSCRIPTS

- Kunze, A. J.** & Rutherford, T. (Accepted). Students' discipline-specific perceptions of learning practices. *International Journal of Teaching and Learning in Higher Education*.
- Cromley, J. G. & **Kunze, A. J.** (Accepted) Motivational resilience during the COVID-19 pandemic among underrepresented minority and first-generation undergraduates. *Journal of Microbiology & Biology Education*.
- Kunze, A. J.** & Cromley, J. G. (2021). Deciding on drawing: The topic matters when using drawing as a science learning strategy. *International Journal of Science Education*. doi: 10.1080/09500693.2021.1876957
- Cromley, J. G., **Kunze, A. J.**, & Dane, A. (2021). Multi-text multi-modal reading processes and comprehension. *Learning and Instruction*. <https://doi.org/10.1016/j.learninstruc.2020.101413>
- Kunze, A. J.** (2020). Supporting eco-character development through community-based inquiry learning. *Journal of Sustainability Education*.
- Kunze, A. J.** & Seals, C. (2020). Fourth Year Students' Perceptions of the Hidden Curriculum of a Doctor of Veterinary Medicine Program. *Education in the Health Professions*.
- Cromley, J. G. & **Kunze, A. J.** (2020). Metacognition in Education: Translational Research. *Translational Issues in Psychological Science*. doi: 10.1037/tps0000218
- Kunze, A.** & Rutherford, T. (2018). Blood from a stone: Where teachers report finding time for computer-based instruction. *Computers & Education*. doi: 10.1016/j.compedu.2018.08.022

MANUSCRIPTS SUBMITTED & UNDER REVIEW

- Kunze, A. J.**, Cromley, J. G., & Parpucu Dane, A. N. Multi-text and multi-modal reading processes and comprehension: An eye-tracking replication study. Manuscript submitted for consideration in *Instructional Science*.
- Kunze, A. J.**, Romancheck, T., Mirabelli, J, Cross., K., & Jensen, K. Normal & Ambiguous: Exploring Engineering Students' Conceptualizations of Stress as a Process. Manuscript submitted for consideration in *Journal of Engineering Education*.
- Kunze, A. J.** & Seals, C. Exploring Valued Personality Traits in Practicing Veterinarians. Manuscript to be submitted for consideration in *Journal of Veterinary Medical Education*.

MANUSCRIPTS IN PREPARATION

- Kunze, A. J.** & Hopson, R. K. Minority STEM doctoral students experiences and conceptualizations of racial discrimination. Manuscript to be submitted for consideration in *Race, Ethnicity, and Education*.
- Kunze, A. J.**, Cromley, J. G. *A Qualitative Exploration of College Students' Shifts in Perceived Motivational Influencers During COVID-19*. Manuscript to be submitted for consideration in *Educational Researcher*.
- Seals, C., **Kunze, A. J.**, Syp, S., & Ismail, S. Exploring Differences Between Veterinary Medicine Community Members and Non-Members Perceptions of Critical Clinical & Transferable Skills. Manuscript to be submitted for consideration in *Journal of Veterinary Medical Education*.

PUBLISHED & ACCEPTED PROCEEDINGS

- Mirabelli, J., **Kunze, A.**, Ge, J., Cross., K., & Jensen, K. (June, 2020). Identifying Factors that Impact Student Experience of Engineering Stress Culture. In *proceedings of the American Society for Engineering Education Annual Conference*. Quebec City, Canada

PEER-REVIEWED PRESENTATIONS

*Indicates mentored undergraduate/graduate student

- Kunze, A. J.**, Batiste, L.* , Buabeng, K. (2021, August). *Exploring the Relationship Between Perceived Supports and Barriers for Microaggressions Bystander Intervention and Race*. Poster submitted to the virtual conference for Society for the Psychological Study of Social Issues.
- Cromley, J. G., **Kunze, A. J.**, & Whang, E. (2021, June). *Multiple illustrated SARS-COV-2 documents: How students integrate information*. Poster submitted for consideration at the 28th Annual ASM Conference for Undergraduate Educators.
- Kunze, A. J.** & Stern, C. (2021, August). *Exploring the effects of a Gamified Racial Bias Intervention on Students' Racial Attitudes*. Paper accepted to the virtual conference for European Association for Research on Learning and Instruction.
- Cromley, J. G., & **Kunze, A. J.** (2021, August). *Multi-text, Multi-modal Reading Processes and Comprehension for COVID-19 Biology Topics*. Paper accepted to the virtual conference for European Association for Research on Learning and Instruction.
- Mirabelli, J., Ko, M., **Kunze, A. J.**, Cross., K., & Jensen, K. J. (2021, June). *CAREER: Supporting Undergraduate Mental Health by Building a Culture of Wellness in Engineering*. Paper submitted to the American Society for Engineering Education Annual Conference, Long Beach, CA.
- Kunze, A. J.**, Romancheck, T.* & Jensen, K. J. (2021, June). *Exploring faculty experiences and perceptions of engineering undergraduate student mental health*. Paper accepted to the American Society for Engineering Education Annual Conference, Long Beach, CA.
- Cardadar, T. M., Jensen, K. J., Cross, K. J., Lopez-Alvarez, G.* , & **Kunze, A. J.** (2021, June). *Gendered Elective Track Choice in Engineering Undergraduate Education: Antecedents and Career Path Implications*. Paper accepted to the American Society for Engineering Education Annual Conference, Long Beach, CA.

- Asino, T., Colston, N., **Kunze, A. J.**, & Hopson, R. (2021, May). *Results and Lessons Learned on an Innovative Design-Based Project to Enhance the Capacity for Rural Libraries in the US to Engage the Public in Drought Monitoring*. Paper accepted to the Canadian Evaluation Society (CES) 2021 Virtual Conference.
- Kunze, A.** (2020, October). *Micro-aggressions, Macro-affections: Using SFL to Explore Attitudes Expressed During Simulated Racial Bias Interactions*. Paper submitted to the Graduate North American Systemic Functional Linguistics Association, Ann Arbor, MI.
- Kunze, A.**, Martin, S.*, Hopson, R., Washington, L., Regelson, K. (2020, November). *KAM 2.0: A Pilot of the POPE-AM to Evaluate Art Museum Visitors' Exhibit Engagement*. Paper submitted to the American Evaluation Association Conference, Portland, OR.
- Kunze, A.**, Heck, K. *, & Hopson, R. (2020, Sept.). *Understanding How the STEM Academy Sees Race: The Graduate Student Perspective*. Paper accepted to sixth International Culturally Responsive Evaluation and Assessment Conference, Chicago, IL.
- Mirabelli, J., **Kunze, A.**, Ge, J., Cross., K., & Jensen, K. (June, 2020). *Identifying Factors that Impact Student Experience of Engineering Stress Culture*. Paper presented to the American Society for Engineering Education Virtual Conference, Quebec City, Canada
- Kunze, A.**, & Seals, C. (2020, June). *Doctor of Veterinarian Medicine (DVM) students' perceptions of their hidden curriculum*. Paper accepted to SELF International Conference, Quebec City, Canada.
- Toedte, R., & **Kunze, A.** (2020, June). *Creating the need for cognition for children and youth scale: An exploratory factor analysis*. Paper accepted to SELF International Conference, Quebec City, Canada. (Conference Postponed)
- Kunze, A.**, Karamarkovich, S., & Rutherford, T. (2020, June). *Elementary students experienced emotions for most and least-liked STEM subjects*. Paper accepted to SELF International Conference, Quebec City, Canada. (Conference Postponed)
- Kunze, A.** & Hopson, R. K. (2020, April) *Minority Doctoral Students' Experiences and Conceptualizations of Racial Discrimination in the STEM Academy* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/swpo77r> (Conference Canceled)
- Hopson, R. K. & **Kunze, A.** (2020, April) *Racial Ideologies, Biases, and Broadening Participation in the STEM Academy* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/qshgfa6> (Conference Canceled)
- Kunze, A.**, Cromley, J. G. & Shah, J. S.* (2020, April) *Deciding on Drawing: The Topic Matters When Using Drawing as a Science Learning Strategy* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/ukuj3qm> (Conference Canceled)
- Cromley, J. G., **Kunze, A.**, Dane, A. N. & Rui, Y.* (2020, April) *Multitext, Multimodal Comprehension With Biology Students: An Eye Tracking Study and Replication* [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/wbxqjff> (Conference Canceled)
- Kunze, A.**, & Seals., C. (2020, April). *Understanding the Hidden Curriculum of a Veterinary Teaching Hospital*. Paper submitted to the University of Illinois College of Veterinary Medicine's annual Research Day, Champaign, IL. (Conference Canceled)
- Kunze, A.**, Washington, L., & Hopson, R. K. (2019, October). *Using design-based thinking to change individual and group values towards privilege*. Poster accepted to the Scholarly Consortium for Innovative Psychology in Education, Savannah, GA.
- Washington, L., Burks, G., **Kunze, A.**, Regelson, K., Payne, R., & Hopson, R. (2019, November). *Baptism by Fire: An analysis of effective engagement of museum patrons' free choice learning beyond outcome-based evaluations*. Paper accepted to the American Evaluation Association Conference, Minneapolis, MN.
- Kunze, A.**, Cromley, J. G., & Parpucu Dane, A. N. (2019, August). *The relationship between drawing and verbal explanations for multi-text multimodal comprehension*. Paper presented at JURE Conference of the European Association for Research on Learning and Instruction, Aachen, Germany.

- Cromley, J. G., **Kunze, A.**, Parpucu Dane, A. N., & Castleberry, C. (2019, August). *Learning from Multiple Documents and Multiple Representations*. Symposium presented to the European Association for Research on Learning and Instruction, Aachen, Germany.
- Kunze, A.**, & Rutherford, T. (2019, April). *Undergraduate students' discipline-specific perceptions of learning practices: A mixed-methods approach*. Poster presented at American Educational Research Association, Toronto, CN.
- Vandenberg, J., **Kunze, A.**, & Rutherford, T. (2019, April). *Are grades based on skills or behaviors? predictors of teachers' grading in math and ELA*. Poster presented at American Educational Research Association, Toronto, CN.
- Rutherford, T., **Kunze, A.**, Karamarkovich, S., Logan, W.*, Vandenberg, J., & Liu, A. (2019, April). *Tangible and collaborative coding in the elementary classroom: A pilot of CodeSnaps*. Roundtable presented at American Educational Research Association, Toronto, CN.
- Kunze, A.** (2019, March). *Student Perceptions of the Role of Race in Higher Education on Public Knowledge at a Predominately White Institution*. Paper presented at fifth International Culturally Responsive Evaluation and Assessment Conference, Chicago, IL.
- Kunze, A.**, Karamarkovich, S., & Rutherford, T. (2019, March). *Educational Psychology Students' Enrollment Motivation and Achievement Goal-Orientations: A Latent Profile Analysis*. Presented at UIUC College of Education Graduate Student Conference.
- Hunt, J., **Kunze, A.**, & West, H. (2018, November). *Complex conceptions of fractions: Negotiating meaning in the small environment*. Paper presented at the National Council of Teachers of Mathematics Regional Conference, Kansas City, MO.
- Kunze, A.**, & Carrion, C. (2018, August). *Promoting eco-character development through an environmental education camp*. Poster presented at American Psychological Association, San Francisco, CA.
- Carrion, C., **Kunze, A.**, Leblebicioglu G., Renken, M., & Schwartz, R. (2018, August). Environmental camps as an avenue for learning and creating a relationship with nature. Symposium accepted to the 126th American Psychological Association Annual Conference, San Francisco, CA.
- Kunze, A.**, & Rutherford, T. (2018, July). *The role of epistemological beliefs and gender for STEM majors*. Poster accepted to the 2018 Gender and Stem Network Conference, Eugene, OR.
- Carrion, C., Gills, A., Krause, K., **Kunze, A.**, Liao, J., & Sanniti, S. (2018, June). *Approaches to Environmentally Friendly Changes in Societies*. Symposium accepted to the 2018 International Congress of Applied Psychology (ICAP), Montreal, Canada
- Kunze, A.**, & Rutherford, T. (2018, April). *Blood from a stone: Where teachers report finding time for Computer-Based Instruction*. Poster presented at American Educational Research Association, New York City, New York.
- Azevedo, R., Chi, M., Park, S., Taub, M., Cloude, L., Price, M., & **Kunze, A.**, (2018, April). *Using real-time multichannel self-regulated learning data to enhance student learning and teachers' decision making With MetaDash*. Poster presented at American Educational Research Association, New York City, New York.
- Carrion, C., Schwartz, R., & **Kunze, A.** (2018, March) *How a science summer camp can change camper's views on nature of science*. Paper presented at the National Association for Research in Science Teaching, Atlanta, GA.
- Kunze, A.**, & Rutherford, T. (2017, August). *Listening to their views: student perceptions of instruction within online and face-to-face environments*. Poster presented at American Psychological Association, Washington, D.C.
- Carrion, C., **Kunze, A.**, & Renken, M. (2017, August) *How participation in a semi-structured informal setting promotes science learning in students*. Poster presented at American Psychological Association, Washington, D.C.
- Carrion, C., **Kunze, A.**, & Renken, M. (2017, August). *How a nature experience helps students' memory build knowledge about environmental science*. Poster presented at American Psychological Association, Denver, CO.

- Walls-Rosenstein, D., Carrion, C., & **Kunze, A.** (2016, August). *How a garden workshop affects preservice teachers' ability to incorporate hands-on learning*. Paper presented at the American Psychology Association, Denver, CO.
- Peffer, M., Renken, M., Cohen, J., & **Kunze, A.** (2015, July). *Learning outcomes of genetics-themed problem based learning unit delivered to elementary school students*. Paper presented at the Society for Advancement of Biology Education Research, Twin Cities, MN.

OTHER PRESENTATIONS & REPORTS

*Indicates mentored undergraduate/graduate student

- Batiste, L. *, Buabeng, K. *, & **Kunze, A. J.** (2021, April). *Exploring the Relationship Between Perceived Supports and Barriers for Microaggressions Bystander Intervention and Race*. Presented at the UIUC Undergraduate Research Symposium, Champaign, IL
- Kunze, A.**, Martin, S. *, & Hopson, R. (2020, July). Krannert Art Museum (KAM2.0) Evaluation Final Report. Champaign, IL: College of Education, University of Illinois-Urbana Champaign.
- Ng, J. *, Adekeye, F. *, & **Kunze, A.** (2020, April). *Exploring STEM Students' Engagement During a Racial Bias Videogame*. Presented at the UIUC Undergraduate Research Symposium, Champaign, IL.
- Heck, K. * & **Kunze, A.** (2020, April). *An Exploration of Color-Blind Ideologies and How People Define Racism*. Presented at the UIUC Undergraduate Research Symposium, Champaign, IL.
- Syp, S. * & **Kunze, A.** (2020, April). *"Just the way it is": Exploring student perceptions of veterinary medicine traditions*. Presented at the UIUC Undergraduate Research Symposium, Champaign, IL.
- Burks, G., **Kunze, A.**, Payne, R., Regelson, K., Washington, L., & Hopson, R.K. (2019). Krannert Art Museum Evaluation Design Final Report. Champaign, IL: College of Education, University of Illinois-Urbana Champaign.
- Kunze, A.**, Chartoff, N. *, & Zhang, X. * (2018, December). Redesigning and evaluating the learning goals of a children's science museum exhibit: Operation tugboat. Report presented to the Orpheum Science Museum, Champaign, IL.
- Kunze, A.**, & Rutherford, T. (2018, November). Introductory Humanities & Social Sciences Student Preferences for Learning Humanities. Report presented to North Carolina State University Humanities and Social Sciences Faculty.
- Kunze, A.**, & Rutherford, T. (2018, October). Introductory Chemistry Student Preferences for Learning Chemistry. Report presented to North Carolina State University Chemistry Faculty.
- Kunze, A.**, & Rutherford, T. (2018, February). Investigating the relationship between views of knowledge and symbolic racism. Presented at North Carolina Cognition Conference, Chapel Hill, NC.
- Kunze, A.**, & Rutherford, T. (2017, October) *Where does the time go: trading traditional instruction time for computer-based instruction*. Presented at Bridging the Gap: Uniting NC K-16 STEM education, Raleigh, NC.
- Kunze, A.**, Renken, M., Peffer, M. E. (2015, November). *Genetics misconceptions in elementary aged children clarified through collaborative illustrations*. Presented at the Georgia Undergraduate Research Conference, Statesboro, GA.

GRADUATE RESEARCH ASSISTANTSHIPS

PSYCHOLOGY (EDUCATIONAL/COGNITIVE/SOCIAL)

Project Researcher, University of Illinois at Urbana-Champaign, Jan 2021-Present
Re-Purposing Proctorio to Collect Data on Racial Microaggressions on a Serious Educational Game
 My funded dissertation using a mixed-method, multi-phase experimental design to examine the effects of a racial bias video game on students' cognitive, affective, and behavioral racial attitudes.
PI: Dr. Jennifer Cromley, Co-PI: Andrea Kunze [\$10,000, UIUC COVID-19 Award]

Project Researcher, University of Illinois at Urbana-Champaign, Aug 2019-May 2020

Understanding STEM Graduate Students' Racial Climate Perceptions

My funded pilot study in collaboration with Dr. Chadly Stern's Political Ideology Group (PIG) Lab to examine psychological processes during a racial bias intervention.

PI: Andrea Kunze, Co-PI: Dr. Chadly Stern [\$1,000, NAGAP Award]

Graduate Research Assistant, University of Illinois at Urbana-Champaign, Aug 2018-Aug 2019

Student Sketching and Self-Explanation

NSF funded project exploring how student sketching and self-explanation aid learning in science by asking them to solve math and science problems, while doing one or both of these activities.

PI: Dr. Jennifer Cromley [\$150,403, Grant # 1560724]

Graduate Research Assistant, University of Illinois at Urbana-Champaign, Aug 2018-May 2019

Exploring Multi-text, Multi-modal Comprehension Processes

UIUC Campus Research Board funded project exploring the cognitive processes involved in the intersection of multi-modal and multi-text comprehension for introductory biology topics.

PI: Dr. Jennifer Cromley [\$29,995.00]

Graduate Research Assistant, North Carolina State University, Raleigh, Jan 2018-May 2018

Evaluation for Actionable Change: A Data-Driven Approach

NSF funded project (PRIME) exploring novel, and noninvasive, approaches for determining the impact of the ST Math digital learning environment.

PI: Dr. Teomara Rutherford [\$799,837, Grant #: 1544273]

Project Researcher, North Carolina State University, Raleigh, Aug 2017- March 2018

Data Visualizations of Multimodal & Multichannel CAMM data,

Research focusing on creating data visualizations for multimodal SRL data, including emotions and metacognitive behaviors, pertaining to various NSF (e.g., EHR-CORE- MetaDash), and non-NSF funded projects.

PI: Dr. Roger Azevedo [\$914,686, Grant #: 1660878]

Graduate Research Assistant, North Carolina State University, Raleigh, Fall 2017

Fraction Activities and Assessment for Conceptual Teaching for Students with Learning Disabilities, NSF funded project (CAREER) exploring students with math-based learning disabilities conceptual and procedural understanding of fraction knowledge, and tools/activities to aid in learning of fraction knowledge.

PI: Dr. Jessica Hunt [\$147,356, Grant #: 1253254]

Project Researcher, Investigating Virtual Learning Environments, North Carolina State University, Raleigh, 2016-2017

NSF funded project focusing on Investigating Virtual Learning Environments in undergraduates over multiple semesters; focus primarily on undergraduate chemistry student perceptions of learning.

Heavy focus on qualitative data analysis.

PI: Dr. Mark Warschauer, Co-PI: Dr. Teomara Rutherford [\$2,500,000, Grant #: 1535300]

Research Scientist, Trees Atlanta, Decatur, GA, 2015-2017

Worked in joint with Georgia State University and the Trees Atlanta non-profit to promote environmental stewards in children in urban areas. Roles included: constructing research questions, collecting data, conducting semi-structured interviews with young campers, and ensuring fidelity of the curriculum.

VETERINARY MEDICINE EDUCATION

Graduate Research Assistant, University of Illinois at Urbana-Champaign, Fall 2019-Present
Education Research & Evaluation in Veterinary Medicine

This research position assists the Coordinator of curriculum and assessment (CCA) in collecting and analyzing data that concerns the teaching, learning and evaluation in the college of Vet Med.

PI: Dr. Christopher Seals

BIOENGINEERING

Project Researcher, University of Illinois at Urbana-Champaign, Summer 2020-Present
Supporting Undergraduate Mental Health by Building a Culture of Wellness in Engineering
Assists PI on a NSF (CAREER) funded project concerned with designing interview protocols, data collection, and qualitative analysis for a project exploring the mental health crisis in undergraduate engineering programs from a faculty perspective.

PI: Dr. Karin Jensen [\$343,268, Grant # 1943541]

Project Researcher, University of Illinois at Urbana-Champaign, Spring 2020-Present
Understanding Student Perceptions of Engineering Stress Culture (ESC)
Assists PI on a NSF (RIEF) funded project with qualitative data analysis concerned with interview data collected for a project exploring factors that shape engineering culture, and the impact they have on undergraduate student experiences.

PI: Dr. Karin Jensen [\$196,386, Grant # 1738186]

Project Researcher, University of Illinois at Urbana-Champaign, Summer 2020-Dec. 2020
Gendered Elective Track Choices in Engineering Undergraduate Education
Assists PI on a NSF (IUSE) funded project with qualitative data analysis concerned with interview data collected for a project exploring factors that shape track selection and career paths for women in engineering.

PI: Dr. Teresa Cardador, Co-PI: Dr. Karin Jensen [\$299,988, Grant # 1848498]

GRADUATE EVALUATOR POSITIONS

Community Project Evaluator, University of Illinois at Urbana-Champaign, Spring 2019-Present
Krannert Art Museum: Understanding Visitor Engagement Within the Exhibit Spaces

Evaluation lead for a community-based evaluation project focusing on a multi-method design to determine visitors and their engagement within the exhibit spaces. Responsible for the training of personnel, and oversight of the project from design, to data collection, to dissemination.

Lead Evaluators: Dr. Rodney Hopson and Andrea Kunze

External Project Evaluator, University of Illinois at Urbana-Champaign, Fall 2019-Present
Spotty Rain Campaign: Enhancing the Capacity for Rural Libraries to Engage the Public in Drought Monitoring. Evaluation and assessment personnel for a NSF funded project focusing on the design, development, and evaluation of informal science education (ISE) programs and educational media for use in rural libraries in drought prone areas.

Lead Evaluator: Dr. Rodney Hopson [\$489,488, Grant # 1811506]

External Project Evaluator, University of Illinois at Urbana-Champaign, Summer 2019- Winter 2019
FLIP (Diversifying Future Leadership in the Professoriate) in Computing at Research Universities
Evaluation and assessment personnel for a NSF funded project exploring the broadening participation challenge of increasing diversity of the future leaders in the professoriate within computer science across 11 research intensive universities.

Lead Evaluators: Drs. Stafford Hood & Denice Hood [\$300,000, Grant # 1744499]

UNDERGRADUATE RESEARCH POSITIONS

Project Researcher, Markles, Georgia State University, Atlanta, 2015-2016

Project focused on argument justification using data from a semester long unit of elementary students in their science classes. Analyze data on student achievement, knowledge misconceptions, and 21st century skills. Use grounded theory to investigate common themes students use as justification in an inquiry-based science unit. Other activities included transcription, and aiding in writing.

PI: Dr. Maggie Renken.

Undergraduate Research Assistant, Georgia State University, Atlanta, 2015-2016

Project on cerebellar atrophy in adult survivors of childhood cerebellar tumors. Compiled and analyzed fMRI brain scans using Matlab, looking at grey and white matter, and cerebral spinal fluid levels, of healthy patients versus childhood cancer survivors.

PI: Dr. Tricia King

TEACHING & MENTORING EXPERIENCE

Teaching Assistantships

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| 2020- Current | Exploring Cultural Diversity (EPSY 202), Teaching Assistant/Instructor |
| 2020 (Fall) | Global Perspectives in Cross-Cultural Contexts (LAS 292), Course Facilitator |
| 2020 (Spring) | Ethnographic Methods in Education (EPOL 585), Teaching Assistant |
| 2020 (Spring) | Global Perspectives in Cross-Cultural Contexts (LAS 292), Course Facilitator |
| 2019 (Fall) | Global Perspectives for Intercultural Learning (LAS 291), Course Facilitator |
| 2019 (Sum.) | College of Education Study Abroad in Namibia (EDUC 499), Teaching Assistant |
| 2018 (Fall) | Assessing Student Performance (CI 485), Course grader |

Guest Teaching

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|---------------|--------------------------------------------------------------------------------|
| 2021 (Spring) | Computer Assisted Qualitative Data Analysis (EPSY 590), UIUC |
| 2020 (Spring) | Ethnographic Methods in Education (EPOL 585), University of Illinois at UC |
| 2019 (Fall) | Research Methods in Learning Sciences (EPSY 403), University of Illinois at UC |
| 2019 (Fall) | Mixed Methods Research (EPSY 575), University of Illinois at UC |
| 2019 (Spring) | Identity and Difference in Education (EDUC 201), University of Illinois at UC |

Informal Teaching

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| 2020 (Fall) | Graduate Peer Mentor, Doctoral Research Support Program, UIUC |
| 2016-18 (Sum.) | Head Assistant Swim Coach, Lake Claire Wahoo Swim Team, Decatur, GA |
| 2017 (Sum.) | Private Swim Instructor, Decatur, GA, |
| 2015 (Fall) | Assistant Cross-Country Coach, The Epstein School, Dunwoody, GA |

Mentees

Graduate: Constance Heckler, Larry Washington

Undergraduate: Waverly Logan, Sylvia Syp, Juhi Shah, Ting Ting Rui, Jordan Ramirez, Margaret Woods, Beth Zelenka, Kolin Heck, Jasmine Ng, Faith Adekeye, David Gulinski, Thomas Romancheck, Esther Whang, Hannah Chiou, Lauran Batiste, Keziah Buabeng

PROFESSIONAL EXPERIENCE

College Preparation Consultant, Triangle Academic Coach, Raleigh, NC, 2017

Maintain WordPress website, gather current statistical data on top 300 universities, maintain google sheets with current university statistics, and design related activities of the academic coaching company.

Project Collaborator, NC State University Dept. of Educational Policy, Raleigh, NC, Fall 2016

Aided in the collection and organization of the NC nonpublic school enrollment verification forms for the Voucher Project.

Counseling Internship, Integrated Therapeutic Solutions, Cumming, GA, 2015

Worked alongside a licensed social worker with a group of middle school girls, and a group of high school girls, on coping mechanisms for depression, eating disorders, and LGBTQ issues. Sat in on private clinical sessions with an LPC.

PROFESSIONAL SERVICE

Editorial Advisory Board Positions

- 2020 Journal of Applied Cognitive Psychology
Graduate Editorial Assistant
- 2019 Studies in Educational Ethnography, Emerald Publishing
Graduate Student Member

Journal Reviewer

Applied Environmental Education & Communication
Translational Issues in Psychological Science (TPS)
Ecopsychology

Graduate ad hoc Reviewer

Journal of Experimental Education
Journal of Contemporary Educational Psychology

Committee Involvement

- 2020- College Research Committee, College of Education, UIUC
- 2020- Students Advising on Graduate Education, Advisory Board, Graduate College, UIUC
- 2020 Mixed Methods Specialization Committee Rep., College of Education, UIUC
- 2019 Graduate Student Faculty Search Committee Rep., Open-rank Professor in Evaluation
- 2019 Graduate Student Ambassador, American Psychological Association (APA) Division 15
- 2017 SSRL Graduate Students Committee, AERA, SIG Studying and Self-Regulated Learning
- 2015 B.I.S. Undergraduate Student Committee Rep., College of Education, Georgia State University

Conference Proposal Reviews

Panel Reviewer

- 2019 American Educational Research Association (AERA) Annual Conference, SIG 49, Div C
- 2018 American Educational Research Association (AERA) Annual Conference, SIG 49

Graduate Student Reviewer

- 2019 American Educational Research Association (AERA) Annual Conference, SIG 121
- 2019 European Association for Research on Learning & Instruction (EARLI) Conference
- 2018 American Educational Research Association (AERA) Annual Conference, Div C

Volunteer Reviewer

- 2019 American Psychological Association (APA) Annual Conference
- 2017 International Conference of Learning Sciences (ICLS) Annual Conference
- 2017 American Psychological Association (APA) Annual Conference
- 2016 National Association for Research in Science Teaching (NARST) Annual Convention

Non-profit Volunteering

- Sum. 2019 Physical Active Youth (PAY), Katatura, Namibia
Reviving and Expanding the Community Garden
- Sum. 2019 Education Consultant, Namibia Institute of Democracy (NID), Windhoek, Namibia
Budget for the British High Commission
- 2015-17 Research Scientist, Trees Atlanta, Decatur, GA
Assisted in Curriculum Development, Camp Support, Data Collection/Analysis

PROFESSIONAL DEVELOPMENT

- 2021** URAP Graduate Mentor Program, The Graduate College, UIUC
- 2020** URAP Graduate Mentor Program, The Graduate College, UIUC

2019 Junior Faculty Teaching & Learning Series, Center for Teaching & Learning, UIUC
2019 Division G Graduate Student Mentoring Preconference, AERA, Toronto, Ontario
2018 SSRL SIG Graduate Student Mentoring Program, AERA, New York, NY.
2018 Cognitive, Affective, Metacognitive, & Motivational Processes with Multimodal Human Learning, North Carolina State University, Raleigh, NC
2017 Data Matters: *Data science short course series: Introduction to R, Machine Learning, & Intermediate Programming in R*, North Carolina State University, Raleigh, NC
2017 D3 Fundamentals: Introduction to Web Development, Visualizing Data with D3, North Carolina State University, Raleigh, NC

CERTIFICATES & CERTIFICATIONS

2021 Certificate of Evaluation (Expected)
 Graduate Certificate Program, Educational Psychology, College of Education, UIUC
2020 Certificate of Mentorship
 URAP Apprenticeship Program, The Graduate College, University of Illinois

RELEVANT SKILLS & COURSES

Software Packages: SPSS, Atlas.ti, Nvivo, MAXQDA, STATA, Tableau, Excel
Operating Systems: OSX, Windows
Methodology Experience: Mixed Method Design & Analysis, Evaluation Methods & Design, Grounded (Substantive) Theory, Thematic Analysis, Content Analysis, Ethnographic Methods, Discourse Analysis, Video Analysis, PhotoVoice

PROFESSIONAL AFFILIATIONS

American Evaluation Association (AEA)
 American Educational Research Association (AERA) Division C,G,H,J, SSRL sig
 American Psychological Association (APA) Division 15; Division 34
 Center for Culturally Responsive Evaluation and Assessment (CREA)
 European Association for Research on Learning and Instruction (EARLI)
 International Society of Learning Sciences (ISLS)