

Washington State University, College of Education

A Note From The Program Coordinator Dr. Olusola Adesope



It is a great privilege for me to leave this note on the front cover of our newsletter for the second year. I am immensely proud to be the coordinator of one of the best educational psychology programs in the United States. Together with our excellent faculty, hardworking students, and compassionate staff and administrators, we

are building a strong program that is beginning to be noticed around the country. The research that our faculty and students engage in everyday is such that breeds new life into our educational systems and puts Washington State University on the map. The goal of this newsletter is to keep you informed on a few of the exciting opportunities that our faculty and graduate students are working on and to let you know the impact of our research locally, nationally, and internationally.

This has been a great year for our program. As you will read in this newsletter, Andrew Iverson, our PhD student, was the third place winner at the university-wide 3MT thesis competition. Andrew's research on school truancy risk is a shining example of how faculty and students in our program use psychometric research to tackle complex societal problem. To develop our students (and all graduate students') knowledge in methodology and research, we now have two methods certificate programs. You can read about highlights of these certificates on page 4. If you are a prospective student, this is an exciting opportunity to not only obtain your degree(s) but pick up one or two methods certificates along the way.

In terms of grants, our faculty members have been very successful. We only provide two examples of federally-funded grant projects but there are many more funded projects in 2016. The funded projects on page 5 will help us train the next generation of certified k-8 teachers with bilingual and English learners endorsement and improve the high school graduation rate and college and career readiness for Native American male youth.

This fall, we admitted some brilliant students who come to us from different backgrounds but have one thing in common –

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they want to conduct rigorous research studies that will advance our understanding. If you are a prospective student reading this, I hope you will consider joining our program and working with these three highlighted and many more brilliant students in our program.

We welcome Dr. Brian French and his family back from Sabbatical in Spain. As you will read on page 7, they had a great time and have brought back a wealth of international experience to share with students and faculty. Be sure to catch up with them and learn about life and academic work in Spain.

Our recent graduate students are busy interviewing for academic positions at some of the nation's top research universities. We know they are on to great things. Finally, I am pleased to let you know that our students and faculty will be busy at the American Educational Research Association (AERA) and the National Council on Measurement in Education (NCME) in San Antonio, Texas in 2017. Almost 15 papers will be presented, mostly by students. Please watch out for them at the conference!

One newsletter cannot adequately capture all the exciting work that we do in the educational psychology program here at WSU. However, I hope that this newsletter has provided you with highlights of the kind of research we do and the accomplishments of our faculty and students at national and international levels. We invite you to be a part of our happy research family by joining us as a graduate student, faculty, or as a donor. If you are interested in supporting our students or faculty, please email our Director of Development, Andrea Farmer at a.farmer@wsu.edu.

Program Statement

We apply advanced methodologies to answer applied and basic research questions in the context of complex educational environments. We develop leaders who possess the knowledge, skills, and abilities to transform educational environments.

3 Minute Thesis Andrew Iverson



My 3 Minute Thesis presentation last year dealt with identifying students who were at risk to be truant, and as such were faced with the problems associated with truancy, including being suspended, arrested, dropping out of school, or even dying. This work identified different types, or profiles, of truant behavior, based off of a Washington State created assessment of the risks and needs of students, known as the WARNS. The WARNS is a 40 item, self-report measure made up of 6 subscales evaluating the takers' levels of aggression or defiance, depression and anxiety, substance abuse, and school engagement. It also examined how the test taker perceived the deviance of their peers, and the environment they experienced at home (Family Environment). By using these subscales, we were able to identify three distinct 'profiles' of truant behavior. The first represented students who did not show problematic behavior across any of the 6 subscales, and was dubbed 'Low Risk'. The second group, we dubbed 'High Externalizing' as they had high levels of risk behaviors, especially when it came to behaviors such as substance abuse and aggression/defiance that are evidenced externally. Finally, in between these two groups was the group we identified as 'Internalizing-Mixed'. While this group had lower levels of external risky behavior (substance abuse and aggression/defiance) compared to the High Externalizing group, they reported similar problems with depression and anxiety, school engagement, and with their environment at home as the high risk group. These differences played out across outcome variables such as arrests and suspensions, supporting the notion that these differences in truancy behavior can lead to vastly different outcomes.

As a statistics focused researcher, this project represented a chance for me to utilize a new (to me) statistical method known as Latent Profile Analysis to explore data in a way that told a unique story about truant behavior. However, in doing 3MT, I came to connect with the subject content of truant behavior in a completely different way. During the development of my presentation, I learned the story behind the development of the WARNS which was created as part of the response to the murder of a 13-year-old girl named Rebecca Hedman. While 3MT allowed me to gain experience with presenting, and public speaking, in many ways the process itself makes you reflect on research in a different, more personal way, which I think has been my favorite part of the experience.

My advice about the competition is first off, try it, and more importantly, throw yourself into it. Avoid the dry style you'd use to present to fellow scientists, don't try to remain neutral or sedate about it, but really dig deep, and find the emotional meaning that will allow anyone to understand and appreciate your research, because that emotion is what appeals to the audience and judges of this competition.

We recently published the research that I presented at 3MT in the journal *Assessment*. If you are interested in reading further:

Iverson, A., French, B. F., Strand, P. S., Gotch, C. M., & McCurley, C. (2016). Understanding School Truancy Risk-Need Latent Profiles of Adolescents. *Assessment*, 1073191116672329.

LPRC

Learning and Performance Research Center

Location

Cleveland Hall Room 80

For more information

<http://labs.wsu.edu/lprc/>

New Graduate Student Jose Razo



What were your educational experiences prior to coming to the Ed Psych Program?

Prior to coming to the WSU Ed Psych Program, I spent three years about seventy miles north in Cheney, Washington at Eastern Washington University. I

enjoyed my time as an EWU undergrad and learned a great deal about myself and my academic interests.

What was it about the WSU Ed Psych program that pulled you in?

I was recruited by the WSU RADS (Research Assistantships for Diverse Scholars) program shortly after submitting my application. RADS paid for my travel to visit Pullman, the WSU campus, as well as nearby Moscow. RADS set up meetings with various Ed Psych faculty members. Those initial meetings were incredibly effective at ensuring my commitment to WSU.

What are you interested in studying?

I have a passion for education, I strongly believe knowledge is still the greatest tool one may use to change their life for the better. Resilience is a key factor that enables young minority populations in achieving their academic goals. My research interests are drawn to the factors that play a role in minority undergraduate academic achievement, such as resilience for example.

What do you hope to do with your Ed Psych degree after you graduate?

I admire the mentorship that I have received by many of the professionals I have worked with throughout my emerging academic career. If I have learned anything, it would be to always remain steadfast and prepared for any opportunity that may arise. I am open to professorial work, public or private work, as well as other options. I have trusted my faith to lead me to where I am now, I have yet to be disappointed.

What is something surprising that people might not know about you?

I am a very competitive person! I have always been a natural athlete as well as a sharp mind-game competitor. I hardly turn down any kind of contest, I love competition!

In your short time here, what is your favorite discovery in Pullman so far?

The night sky. In our day, not many people take the time to look up and admire the stars. Considering the obscured night sky I used to see in Spokane, Pullman has a great view.

What is your favorite Ferdinand's ice cream flavor?

Ice cream is the greatest achievement of the culinary arts! I have no favorites, all flavors are awesome!

Anything else you would like to share?

I leave anything unspoken to remain a temporary mystery, I'm very friendly and enjoy speaking face to face. If there are any questions anyone might have to ask, I always invite a nice conversation.



Psychometric Lab

*Located within the LPRC
Cleveland Hall Room 80*

*For more information
<https://labs.wsu.edu/psychometric/>*

Methods Certificates

Educational Psychology faculty recently developed two methods certificates to provide excellent training in methods typically employed to investigate a wide variety of problems in the broad domains of the social sciences. The certificates are open to students in any WSU graduate program. Students not in degree programs may also earn the certificate by enrolling as non-degree students. Please see highlights of the two certificates below:

Applied Educational Research Methods Certificate

The graduate certificate in Applied Educational Research Methods, administered by the Educational Psychology program, responds to the growing demand for professionals in the social sciences to produce, analyze, and report empirical information to drive the decision-making process. Having the correct skill set to engage appropriately in this work makes the student who completes the certificate not only valuable to the market place but invaluable to assisting the culture in which they work to make better decisions through a systematic process. The certificate prepares students for entry-level positions in a research organization in the social sciences. The certificate will provide the relevant coursework, as well as application of that coursework, through the completion of 15 credit hours (5 courses), including an applied project. The certificate consists of some courses that most graduate students in the College of Education typically enroll in to meet their master's or doctoral degree requirements. Hence, we hope graduate students see the value in completing few a more credits in methodology to obtain the certificate.

Ed Psych students with Program Coordinator Olusola Adesope

Left to Right: Narayan Kripa Sundararajan, Zhe Wang, Olusola Adesope, Carlos J. Anguiano, Nathaniel Hunsu

Advanced Research Methods Certificate

The graduate Certificate in Applied Measurement and Quantitative Methods, administered by the Department of Psychology in the College of Arts and Sciences and Educational Psychology in the College of Education, provides advanced knowledge and training in methods typically employed to investigate a wide variety of problems in the broad domains of the social and behavioral sciences. The certificate leverages expertise across colleges to provide students in a variety of disciplines with advanced proficiency in quantitative methods and educational and psychological measurement. This certificate involves completion of relevant coursework as well as application of that coursework through the completion of 12 graduate-level credit hours. The certificate addresses a growing demand for professionals in the social and behavioral sciences to produce, analyze, and report empirical information to drive decision-making and understand complex environments. Possession of the advanced skill set provided by this certificate will make students not only highly marketable, but also invaluable to their employers because they can help to make better decisions through rational project design, systematic measurement and the application of modern, sophisticated data analyses. This certificate is available to any WSU graduate student who meets the course prerequisites.



Recent Grant Activity

Kira Carbonneau



Kira Carbonneau (Co-Principal Investigator), along with Gisela Ernst-Slavit (PI, WSU Vancouver), Yuliya Ardasheva (Co-PI, WSU Tri-Cities), Sarah New-

comer (Co-PI, WSU Tri-Cities), and Judy Morrison (Co-PI, WSU Tri-Cities), was awarded a grant by the U.S. Department of Education. It is a five-year, \$2.2 million grant to increase the number of certified K-8 teachers with bilingual and English learners (EL) endorsements and to provide professional development to improve EL instruction.

One of the main goals is to build on the strengths and talents of experienced paraprofessionals. The project will provide full scholarships to a minimum of 52 paraprofessionals to complete their bachelor's degrees in education with EL endorsements.

Other goals of the project, will be to improve parental, family and community engagement, and increase the effectiveness of small group instructional strategies. Kira's role in the grant is mostly the evaluator, however, she will be helping to develop, refine, and test the efficacy of the instructional strategies that will be used in the classroom.

Recent Grant Activity

Zoe Higheagle Strong



Zoe Higheagle Strong (Principal Investigator) in collaboration with the Nez Perce Tribe Education Department were awarded \$762,000 (3-years) on

September 30, 2016 to fund the Nez Perce Youth Mentoring Project. Funded by the Administration for Native Americans (ANA) – Social and Economic Development Strategies (SEDS), U.S. Department of Health and Human Services (HHS). The Nez Perce tribe will be the fiscal agency, subcontracting WSU \$41,982.00. The program seeks to improve the high school graduation rate and college and career readiness for Native American male youth, ages 12-18 residing on the Nez Perce reservation, through the development and implementation of a culturally responsive, school-based mentoring program and wrap-around services (e.g., career coaches, college visits and preparation support, culture camp, mental health services) based on the students' needs and goals. A couple main goals of this project are: a) to increase the number of trained mentors and community support for youth in the Nez Perce community, b) to develop a best practice tool kit that is specific to the Nez Perce community based on the youth program evaluation and qualitative interviews/survey of Nez Perce males who have successfully transition into college and careers.

What do alumni have to say about their experiences in the LPRC?

"Finding a job was easy thanks to the real-world evaluation experience I gained at the LPRC."

–Robert Owens, Research and Evaluation Specialist, Idaho Supreme Court

"I am fully equipped with strong research skills to perform well in a competitive professional environment."

–Antonio Valdivia, Lecturer, Monterrey (Mex.) Institute of Technology and Higher Education

New Graduate Student Dustin Van Orman



What were your educational experiences prior to coming to the Ed Psych Program?

I grew up in Spokane, went to school within Central Valley School District until I graduated from Central Valley High School in 2007. In 2005, I began Running Start, which allowed me to be a full-time student at Eastern Washington University until 2007. There I concentrated on my general education requirements and language learning (German and Spanish). Sept 2007- Dec 2009 I studied at Seattle Pacific University graduating with a degree in European Studies: Spanish and Linguistics and a degree in Sociology. In May 2011, I put my education to work traveling to China to learn about the language and culture while I taught English mostly, but also Contemporary World Issues and Research Writing. My first year was split between Zhuhai, Guangdong and Baotou, Inner Mongolia where I worked as an English instructor at Baotou Teachers College. In August 2012, I moved to Huzhou, Zhejiang to work as an English instructor at Huzhou University.

The following year I began my MA in Applied Linguistics at the University of Nottingham in Ningbo China (UNNC) while continuing to work as English teacher in primary schools. I loved my year in Ningbo, at UNNC. There I discovered an interest in full-time research and met my wife who was also studying in my program. Upon graduation, my wife and I went to work in the US in Shaoxing, Zhejiang at a US High School program within a Chinese High School. There I worked as a Research Writing instructor and College Counselor for Chinese students preparing to study abroad. After our year in Shaoxing we decided to take a really challenging job in Beijing at a flagship school, Beijing No. 35 High School's International Department. There I worked as an English and Contemporary World Issues instructor, Spanish language facilitator, Model UN coach and Assistant to the Principal. It was there, during my 80 hour work-weeks, that I prepared and applied for PhD programs around the world.

What was it about the WSU Ed Psych program that pulled you in? And what are you interested in studying?

Olusola Adesope and the breadth of research Educational Psychologists do.

I had finished my applications to various universities and

thought was finished. I am interested in studying the psychology of language learning for the purpose of improving foreign language education. I foolishly perhaps had limited myself to the consideration of only psychology, linguistics, or applied linguistics programs. I had not considered Educational Psychology as a field that could account for my interests. When I found the department website, and investigated the literature of the field, I found that the field not only draws from these other fields, but does so not for the sake of research for the sake of research, but for the sake of education. There is a certain amount of faith that goes into making the decision to study somewhere. When I read the CVs and select publications of the faculty, I realized this may be the perfect place for me. I emailed Dr. Adesope to set up an early morning phone call (as I was in China), and had a delightful conversation. One that has, among other things, led me to study here.

What do you hope to do with your Ed Psych degree after you graduate?

This question showed up on the application for the program, and the short answer remains the same. I hope to:

- ◆ Establish scientifically informed language-learning platforms accessible to the public at large.
- ◆ Contribute to evidence-based solutions for K-12 language education in the United States and abroad.
- ◆ Aid in or establish nonprofit educational institutes to expand access to language education around the world.

What is something surprising that people might not know about you?

Going to China was not some grand plan I had as a budding linguist and social scientist. I wanted to start from zero on the project of learning a foreign language and to understand a foreign culture. I spun the globe, literally and my finger landed in the region. I, then 22 years old, bought a plane ticket to China and stayed for 5 years. I made the decision to uproot my life in order to learn 24 hours a day. I did so in China for 5 years, met my wife, became fluent in Chinese, and learned more than I could possibly describe. I am now both Dustin Van Orman and 范宇宁 (My Chinese name, 'Fan Yuning'). Forever changed by the experience.

In your short time here, what is your favorite discovery in Pullman so far?

Since I have only just arrived back to the US I have been rediscovering lots of things I hadn't thought about in China. I love the Mexican food here.

Sabbatical Highlight Dr. Brian French

Dr. French spent the academic year with his family in Murcia, Spain working with colleagues at the University of Murcia. Murcia is a city in south-eastern Spain, the capital and most populous city of the Autonomous Community of the Region of Murcia, and the seventh largest city in Spain. It has hot summers, mild winters, and low precipitation. Murcia was founded in year 825 and is mainly a business city and a university town. We enjoyed the highlights of the city including the Cathedral, many baroque buildings, renowned local cuisine, Semana Santa processions, and the Fiestas de Primavera. It is also known for La Huerta and is called *Europe's orchard* due to its long agricultural growing seasons and exports.

While in Spain, we were able to travel to other universities (e.g., University of Granada; University of Barcelona; Anonymouse University of Madrid) in Spain to meet with new colleagues and present research with the faculty and students. The two main projects Dr. French worked on while there included (a) effect size measures for item bias detection and (b) teacher effectiveness protocols and their stability as it relates to making decisions about classroom teachers. In addition, he was able to co-write an article on Item Response Theory with Dr. Maria Dolores Hidalgo Montesinos at the University of Murcia.

It was a true challenge for our family to move to a foreign country for a year. For example, we spent more than 50 hours in foreign offices for processing and negotiated more than 5000 roundabouts. A very different way of life compared to Pullman. However, we were welcomed by the local community and colleagues and have made lasting friends. The pictures represent the past times we enjoyed while there, including soccer, travel, and meals with friends. I am happy to share stories when people need a break from their research.



New Graduate Student Julie Noyes, DVM



What were your educational experiences prior to coming to the Ed Psych Program?

I went to a Oberlin College which is a quirky little oasis in northcentral Ohio. I completed a double major in biology and environmental science and planned to pursue a career in agricultural management. I quickly fell in love with animal husbandry and decided to go to veterinary school. I completed my DVM (Doctor of Veterinary Medicine) at Colorado State University and practiced for a couple years in Loveland, Longmont, and Boulder, Colorado focusing on surgery and critical care. Initially, I came to Pullman and finished a Master's degree in Veterinary Science. Then, I decided to study medical education and began a PhD through the Veterinary Clinical Sciences department. I have transferred my program to the Educational Psychology department while continuing to conduct medical education research through the College of Veterinary Medicine.

What was it about the WSU Ed Psych program that pulled you in?

Even though I found myself taking as many Ed Psych classes as I could for the first 2 semesters of my VCS PhD program, I never considered being part of a program outside of veterinary medicine. Then I met Dr. Olusola Adesope (Sola). After 2 classes, Sola could see my passion for educational psychology and encouraged me to consider pursuing a PhD. After reflecting and receiving tremendous support from Sola, Dr. Gotch, and Dr. Carbonneau, I made the decision to transfer my program to a PhD in Educational Psychology.

What are you interested in studying?

Currently, my research is focused on the use of multimedia in veterinary medical education. Specifically, I study how simulation training can be used to teach clinical skills in anesthesia and surgery. I am involved in empirical research comparing simulation training with tra-

ditional teaching techniques and a meta-analysis that synthesizes research on the efficacy of simulation training in veterinary education.

What do you hope to do with your Ed Psych degree after you graduate?

I hope I can bring back what I learn in educational psychology to the veterinary medical education community and help further develop the teaching and learning experiences of veterinary faculty and students.

What is something surprising that people might not know about you?

I am a certified yoga instructor and received my training from Pullman's downtown yoga studio: Sanctuary Yoga, Barre and Dance.



*Ed Psych program members (left to right):
Kira Carbonneau, Nathaniel Hunsu, Brian French, Rachel Wong, Jenny LeBeau, Zoe Higheagle Strong, Dustin Van Orman, Andrew Iverson, Olusola Adesope, Katie Barton, Julie Noyes, Erica Stubbs, Chad Gotch, JT Torres*

AERA and NCME 2017 Accepted Papers

Congratulations to student members of the Educational Psychology program for the following papers that have been accepted for presentation at the 2017 Annual Meetings of the American Educational Research Association (AERA) and the National Council on Measurement in Education (NCME). The meetings take place in April 2017 in San Antonio, Texas.

Narayan Kripa Sundararajan, Zhe Wang, Olusola Adesope

Managing Seductive Details: A Skill and Disposition Approach.
AERA

Carlos J. Anguiano, Kira J. Carbonneau

Counting with real coins: Does perceptual richness of manipulative money influence student learning?
AERA

Katie Barton, Olusola Adesope

The Effects of the Presence of Dogs on Learning with Elementary and Middle School Students: A Meta-Analysis.
AERA

Andrew Iverson, Brian French

A Latent Transition Analysis of Pathways in Learning Science.
AERA, with Brian Hand, University of Iowa

Nathaniel Hunsu, Olusola Adesope

Implementing hands-on learning in Engineering classrooms: What should instructors worry most about?
AERA, with Bernie VanWie, Chemical Engineering and Bioengineering at WSU

Zhe Wang, Olusola Adesope

Do Focused Self-Explanation Prompts Overcome Seductive Details? A Multimedia Study.
AERA

Zhe Wang, Olusola Adesope

Does prior knowledge moderate the seductive details effect?
AERA

Zhe Wang, Olusola Adesope

Impacts on Science Reading Comprehension and Interest: Do Pictures Always Help English Learners?
AERA, with Yuliya Ardasheva, Teaching and Learning at WSU, and Ana Karin Roo, Teaching and Learning at WSU

Bruce Austin, Brian French, David Alpizar

Response Styles and the Mixed PCM IRT Model: A Simulation Study.
NCME

David Alpizar, Olusola Adesope, Latisha Sternord

A Meta-Analysis of Signaling in Multimedia Learning Environments.
NCME

Andrew Iverson, Brian French

Impact of Rater Severity on Essay Grade Population Invariance: A Simulation Study.
NCME



For more information about each organization:

AERA

2017 annual meeting dates: April 27—May 1
www.aera.net

NCME

2017 annual meeting dates: April 26—30
www.ncme.org

2016 Graduates

We are happy to have updates from some of our 2016 Educational Psychology Graduates.

Katie Barton



I am now starting my PhD journey in the Ed Psych program. I'm also serving my second year as the student representative. Overall, I love being in this program because of all the positive support I get from

both faculty and peers. Our faculty always listen and work hard to make sure we have the support we need to be successful.

Nathaniel Hunsu



What was your dissertation project?

Students often have misconceptions that interfere with their learning, especially in science classrooms. Coupled with that, they may also lack the

strategic skills they need to facilitate comprehension while reading technical science texts. As a result of this many students are unable to identify their own misconceptions while reading science text and thus are not able to revise and overcome them. My dissertation examined the effect of using different texts format on students' ability to use strategies that promote text comprehension. I also examined these text effects on different measures of learning outcomes.

Major scholarly accomplishments while in the program.
4 journal publications, 11 conference presentations/proceedings, 10 grants and scholarship awards.

Tell us a bit about your experience in the Ed Psych program.

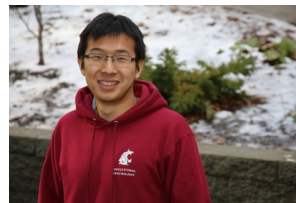
I had a very good student experience in the Ed Psych program here in the college. First, the course offerings were very strategic to my career development, and the

instructors put great thought into how those classes were delivered. Second, there were ample opportunities for me to participate in research and evaluation. I was involved on different research projects. I was soundly supported on my research projects as well. Generally, the faculty and staff here in the college are very humane – very friendly, respectful and supportive. The seminar classes reached beyond research to matters of policy and practice. I am where I am today because of the support I got from the program, and their support was consistent from the beginning to the very end of my program. I loved it here and would recommend the program.

What's next for you?

I will begin working as a postdoc here at WSU beginning in January.

Zhe 'Joey' Wang



Dissertation:

An investigation of the seductive details effect in multimedia learning in terms of cognition and motivation and how to use a generative learning activity to minimize the impact of seductive details.

Advisor: Dr. Olusola Adesope.

What's next for you?

Postdoctoral Research Associate in the Learning and Performance Research Center (LPRC) at WSU.

