

Washington State University, College of Education

A Note From Our Interim Chair, Dr. Kira Carbonneau



Dear Educational Psychology Community,

What a year—AGAIN!

I think that expression sums it up best without rehashing all that has happened at the

national and international level over the past year and the reverberating effects on our own personal and professional lives.

It has been my pleasure to serve as the assistant co-chair of the Educational Psychology program over the past academic year—this is mostly due to the fact that our program has outstanding faculty and students. Our collective community is supportive, resilient, and above all else kind. During our transition back to face-to-face, I witnessed countless acts of kindness and respect among our faculty and students. For example, masking when needed, helping each other get to appointments, and supporting each other to complete essential tasks. Thank you all for making our community positive and welcoming.

This newsletter provides a space for documenting some of the key accomplishments of our program during the 2021/2022 academic year—offering a space for acknowledgements and reflections. In our newsletter we first congratulate our graduates and Dr. Dustin Van Orman offers a reflection of his time at WSU. Dr. Robert Danielson then shares his reflections on our first face-to-face AERA since the pandemic started. Ending the reflections section, our spring 2021 graduates offer us some insight into their first year in their new roles.

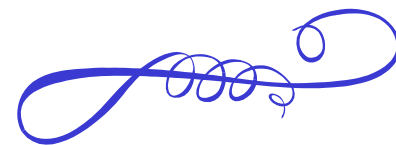
Documenting some of the critical research being conducted in our program, Dr. Chad Gotch provides us with an overview of a \$1.4 million Institute of Educational Sciences grant, a grant which has a strong Educational

Psychology presence including Dr. Brian French, Bruce Austin, and Thao Vo.

Lastly, we end our newsletter documenting some of the wonderful accomplishments of our faculty and students over the past academic year.

Thank you for taking the time to read through our newsletter—if you are a prospective student thinking of joining our community, please reach out to me or any other faculty member. If you are an alumnus of the program—reach out and let us know how you are doing! We can't wait to hear from you all.

Kira J. Carbonneau
Associate Professor
Interim Chair, Kinesiology and Educational Psychology



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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.

Milestones: Dustin Van Orman

I can recall, vividly, walking into Cleveland Hall in August 2016—my first moments in a nearly six-year journey to my Ph.D. in Educational Psychology at Washington State University (WSU). Completed in 1963 and named after the College of Education's first dean, Alfred A. Cleveland, Cleveland Hall has been a place where generations of people have learned, worked, graduated, retired, and are remembered. History has a presence there.

As I made my way up the winding staircase to the third floor, walked past the doors of educational psychology faculty and to Dr. Kira Carbonneau's office, I was reeling with thoughts about the past and present of this place. I was nervous about what was to come. Dr. Carbonneau greeted me warmly that day, and many times over the proceeding years as my advisor/committee co-chair. That building and the people who comprise the Educational Psychology program have taken on a new meaning to me.

On April 18, 2022, I successfully defended my dissertation which is comprised of two studies examining teacher education for formative assessment and preservice teachers' planning for assessment in their future classrooms. In attendance were big supporters of my journey and some of our program and college's biggest rockstars. These people participated in a change in me that has set off a trajectory for my future as a scholar and human being.

I'd like to take you back with me as I reflect a bit on the Ph.D. process, organized by some milestones.

First years

Ph.D. Students in the program complete a course sequence and often work with their mentors on research projects. Over these early years, I would increasingly engage in collaborative work with faculty and peers. I learned language, methods, and theories in educational research, and I learned ways to teach and work with undergraduate students.

I remember experiencing tension and conflict with what I was learning about and teaching. I can also recall feelings of inadequacy, anxiety, pressure, and resolution throughout the 16-week semesters—there was always more to do. However, despite the pace of the work and messiness of my thinking at the time, I found that by showing up and engaging in conversations with faculty, peers, and students, I would leave with fresh perspectives and concrete plans of action. Working relationally with others helped make the work and learning meaningful and slowly helped me to develop as a scholar and educator.

As I approached the end of coursework, I had developed interests in multiple topics and bases of research. However, like many people at this stage, I found it difficult to narrow

my focus and articulate a researchable idea. This made writing my precis—a short document stating research interests—an extremely challenging task. Nonetheless, I wrote a document that planted seeds for my eventual focus on teacher learning about classroom assessment.

Forming a Committee and the Preliminary Exam

Students form a dissertation committee of 3-5 faculty with varying areas of expertise after courses are completed. Students send their precis to their committee, who then use that statement to consider essential and practical questions around an area of interest for students to write on. Questions are considered with the application, theory, and methods of an idea that need a response within a 30-day writing period. Thereafter, students submit their work and await an opportunity to respond to faculty questions and critiques about the work during a defense. Altogether, this is the Preliminary Exam.

The moment I read through Dr. Carbonneau's email initiating the 30-day countdown, I knew this would be among the greatest challenges I had ever had. I immediately felt out of my depth and the questions I received were long and complex. I would have to work with sustained focus the entire time. As I approached the end, I can recall building pressure, then a final decision to let it go. I sent it off to my committee with ten minutes to spare and closed my computer.

I spent the next weeks preparing for my defense, trying to anticipate areas my committee would ask about. On defense day, I was nervous as I walked in Cleveland Hall and to the conference room on the third floor. But, like so many moments in the program, it was another conversation where I had the opportunity to share what I learned and get some feedback to consider my next steps. I passed the examination—to huge relief—and had gained confidence about how I would approach next steps. Over the next months, I initiated a big shift in my research trajectory. It also became clear that both Drs. Kira Carbonneau and Chad Gotch would be excellent co-chairs and important partners in my subsequent work.

Dissertation proposal

The next major milestone in the Ph.D. journey is the dissertation proposal. The proposal outlines the topics, background, theory, methods, and analysis that will comprise the studies in the dissertation. Similar to the precis, getting writing on the page that would sit right with me took some time.

At one pivotal point, my ideas crystalized. Drs. Gotch and Carbonneau suggested I propose the dissertation in just 150 words. Against my better judgement, I told them I would within the day. Writing those 150 words was an intense effort

Milestones, cont'd

but it helped me to clarify what I would do. I hit the ground running after that. As Drs. Carbonneau, Gotch, and I wrestled with research questions, study designs, and methods of analysis, the two studies that would comprise my dissertation began to take form.

When I was ready to propose, in November 2020, we were already in the thick of the pandemic. I sent my proposal to my committee and defended on Zoom about two weeks thereafter. This time, my nerves provided the right kick to overprepare the presentation and questions. The result of my defense was a surprise for me. Enthusiastically, my committee congratulated me and gave the go-ahead to do the work I had proposed! Much encouraged, I was off to the last stretch of the program.

Dissertation and Job Search

The dissertation period of the program is characterized by independence in work and close collaboration with the chair/co-chairs of your committee. Simultaneous to the work is preparing for/looking for post-Ph.D. employment—this stage is a massive effort.

Directly after defending my dissertation proposal—a systematic review of formative assessment in teacher education and a study examining the planned assessment practices of teacher candidates—I was ready to take the next step. The assessment planning study was reviewed by WSU's Institutional Review Board (IRB) and study materials were sent out for expert review. Within a few weeks, the study had been given the green light by IRB, we had used the feedback given to us by experts, and we were ready to pilot the study. The pilot went so well, that within a few short weeks we sent our first recruitment email to WSU preservice teachers, then universities around the nation.

Over a few months, 418 recruitment emails were sent to elementary teacher education program leaders in 50 states and Washington, D.C. This effort resulted in 112 participating preservice teachers from 37 universities in 28 states. Preservice teachers completed assessment planning from three classroom scenarios, then if invited, participated in a Zoom interview. In a moment, with each Zoom call, I was transported into the schools, living rooms, cars, etc. of preservice teachers. I was learning about what it's like to be a preservice teacher, the beliefs and experiences they bring to teaching, and their hopes for future students. Writing the dissertation was not just writing a document—it was engaging in daily reading, analysis, thinking, conversations, and writing. I lived and breathed the work.

But before long, August of my graduation year had arrived, and the first faculty positions were posted. I had begun my job search. Over the course of eight months, I had nearly

completed my dissertation and had applied to 47 jobs around the world. By February, and after a rigorous interview process, I was in the running as a top candidate for seven institutions. By March, I received my first offer from Western Washington University. Faced with some hard choices (a good place to be in), I negotiated a contract with Western and accepted the offer. I defended my dissertation and began a period of transition from student to professional.

My Ph.D. period is the greatest challenge I have ever taken on and the journey to completion was long and difficult. But, looking back at the experience and what I have gained, I am glad I did it. I am glad I came to WSU. I love this work and hold gratitude for the people that have helped make my future possible.

Post WSU

The first time I walked up the stairs of the Science, Mathematics, and Technology Education (SMATE) building at Western Washington University, I was again flooded with thoughts about the place and its history, but also thoughts about the places I left behind just a few months ago.

I was hired to work as a STEM Education Researcher in SMATE and have been embraced as the colleague they have been searching for. My work at Western is multi-institutional and focused on improving STEM teaching, assessment, and learning in universities. Together, we partner with faculty and students to enact and evaluate evidence-based, student-centered, and equitable reforms to STEM instruction and assessment. As exciting as that work is, I can't help but remain in close collaboration with my WSU mentors and colleagues. I can't imagine that changing. WSU remains a home for me. While I've returned my keys to Cleveland Hall, I am still there in spirit—Go Cougs!

About Dustin

Dustin Van Orman is originally from Spokane, Washington, but has lived, studied, and/or worked variously in Seattle, Zhuhai, Baotou, Huzhou, Ningbo, Shaoxing, Beijing, and Pullman. Dustin is a STEM Education Research Associate in Science, Mathematics, and Technology Education at Western Washington University. He examines uses of evidence-based and equitable instructional and assessment strategies to improve student learning and learning experiences for diverse learners. Dustin has Bachelor's degrees in Sociology and European Studies: Linguistics, and Spanish from Seattle Pacific University, a Master's degree in Applied Linguistics from the University of Nottingham, and a Ph.D. in Educational Psychology from Washington State University. Most importantly, Dustin is Euwen (age 4) and Helena's (Age 2) dad, and Hong's husband.

Reflections on AERA—A Transition Back to In-Person

Dr. Robert Danielson



When I reflect on my career as an academic, there are few moments that stand out as vividly as my first American Educational Research Association (AERA) conference. This was back in 2011, and I was graduate student

at the California State University, Chico. AERA was being held in New Orleans, and the city was in full swing after recovering from hurricane Katrina a few years earlier. My fellow students and I had prepared for weeks before attending—scouring the program (printed!) and creating our own schedules of talks, posters, and events that we wanted to attend. Yet despite all the preparation, I was taken aback at how intense the conference was. I had never seen so many academics in one place, and they all seemed to be intently focused on presenting, debating, and absorbing the information surrounding them. I was meeting authors that I had read and discussed endlessly in the abstract—to me they were these ethereal entities that existed out there somewhere, but here they were at a poster session discussing my work! But I think what really struck me was the humanness of the entire experience, seeing these debates and discussions take place not just in the conference rooms, but spilling over to receptions after the conference, on Bourbon Street after the receptions, or at Café Du Monde over beignets and coffee.

I have been to ten AERA conferences, and while each has been interesting and unique, this past conference in San Diego reminded me of my first AERA in New Orleans. Maybe it was the fact that the previous (virtual) AERA didn't really feel like a conference at all, or the meeting before (2020) was cancelled outright, but AERA 2022 felt different. Perhaps it was the mix of anxiety and excitement after not attending an in-person conference in two years? Perhaps it was just enough time to allow me to reflect and make the familiar strange again? Of course, there were a number of differences this year—virtual, in-person posters were an interesting choice, and the integration of in-person and virtual sessions allowed for a more accessible conference experience. But there were many similarities as well. For example, running (physically!) into multiple colleagues as you rush to your next session. Having your presentations strewn across multiple venues which may or may not have working internet / projectors / technology setups. And of course, San Diego struck me as a city in recovery as well.

But again, what struck me most about the 2022 conference was the humanness. While there were fewer attendees this year, the ones who made the trip seemed to be very invested.

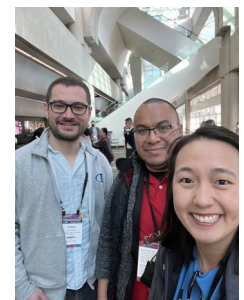
It seemed the discussions and questions were intense, the debates cordial but fierce, and during the sessions I noticed a distinct lack of cellphone use. The Division C Business meeting seemed as rowdy as ever, and most receptions I attended were standing room only. Our graduate students did an excellent job presenting, and while the question sessions may have been intense, I want to remind folks that for many in the academy, intense questions are a sign of deep respect and engagement.

A friend and colleague of mine used to describe the academic year in two phases—the pre-AERA phase where we focus on preparing our talks and subsequent publications, and the post-AERA phase where we turn our attention to conference submissions, reviews, and hopefully another round of acceptances. He was noticeably absent from AERA this year, as were several other colleagues, but I am hopeful that they will be present next year in Chicago. I hope, for those who attended, that AERA will serve as a well of inspiration and energy as we prepare for the upcoming semester, and for those who couldn't make it this round, to strongly consider Chicago in 2023.

Moments from AERA 2022:



*Onur Ramazan, Gan Jin,
Robert Danielson*



*Cihan Demir, David
Alpizar, Rachel Wong*



Rachel Wong, Thao Vo



*Onur Ramazan, Gan Jin,
Chad Gotch, Chloé
Dydasco at a San Diego
Padres baseball game*

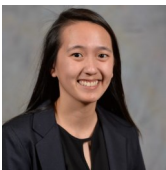
Recent Graduates: Ashley Vaughan, Rachel Wong, David Alpizar



Ashley Vaughan

I am an assistant professor of educational psychology at Northern Arizona University in Flagstaff, Arizona. I had intended to avoid academia after finishing up at WSU, but here

I am LOVING my academic job. My first year was a whirlwind and felt overwhelming. I wish I had known to expect that—people are great at jumping in with reassurance and "oh yeah, it's like that for everyone!" once you're in the thick of it, less good at giving us a heads up. So, a heads up: the first year is a whirlwind! I was immensely fortunate to have knowledgeable, supportive, and caring mentors who helped me land on my feet both here at NAU and back at WSU (shoutout to Drs. Carbonneau and Gotch for always having my back!). The whole graduate school experience landed very differently for me than I had imagined, and I couldn't be happier with it.



Rachel Wong

I am currently an Assistant Professor of Educational Psychology at Texas A&M University-Commerce, however, I will be joining the University of Tennessee - Knoxville this Fall

as an Assistant Professor in the Instructional Technology/Learning, Design, and Technology program. I moved from Greenville, Texas to Knoxville, Tennessee this July!

Going from a graduate student to a faculty member is a HUGE transition! Even though I thought I knew what I was getting into, there were so many moments where I felt like I was unprepared for the task ahead. In my first semester as faculty, I really struggled with balancing my responsibilities and maintaining some semblance of a work-life balance. In general, I found myself suddenly juggling research, teaching, and service all at once and I was spending too much time prepping for class and not setting enough time aside to care for my mental health. I needed a better structure than what I had. I eventually figured out a way to balance everything before the end of the first semester, but there's still lots of room for improvement with regards to my time management skills.

I was and still am very thankful for Dr. Adesope's support and guidance. Even though I have graduated from WSU, Dr. Adesope and I still meet almost every other week to check in. Sometimes these meetings focus on our ongoing projects, and other times these meetings focus on whatever needs I had at that time. I am also thankful for old and new collaborators who have reached out to me to continue or start projects. I am thankful people consider me when planning projects and believe that can contribute meaningful to their work. My colleagues at TAMUC have also been super sup-

portive and helpful. Many shared their course resources with me which made prepping for class a lot easier.

My advice for students—Don't be shy to reach out for support and help! My first year on the job has been a very humbling experience. I find myself learning something new every day! Most importantly, don't forget to take time off for yourself to recharge and to prioritize your mental health. I find that the latter is of utmost importance for personal and professional success! You can't do good work when you're struggling.



David Alpizar

I am the Research and Assessment Coordinator for the Office of Housing Administration at San Diego State University. My position focuses on four areas: 1)

evaluating the operation of the programs that function within the dorms or major programs connected to housing (e.g., move-in) via surveys or focus groups; 2) Visualization of data via google studio or tableau; 3) collaboration with Residential Education Office and other stakeholders to collect data around students living on housing; 4) building a research pipeline related to student success. The latter is still underdeveloped, but we have already started asking research questions around collecting evidence to support score use for well-being measures and predictive models of student success. The first three areas inform the operational work that the staff does and identify areas that need to develop for the following academic year. The overall goal of my job is to find ways to improve student success, quality of life, and well-being of students living on campus.

Something I wish had done before I started this position is to have lived in dorms, either as an undergraduate or graduate student, so I could better understand why campuses have dorms and what they are doing to give students an adequate quality of life. Also, my position is unique in that not many schools have someone like me.

I am very thankful for my training and classes at WSU preparing me to use my acquired knowledge in this work setting. I can have conversations with the staff about how to build questions for surveys or simple how-to operational defined outcomes. I can also graph interactive dashboards in a way that staff can use and inform their practice.

I do miss WSU, the College of Education, and the LPRC. My academic journey was awesome and I learned so much from Dr. French and many others. Thanks to all the training and knowledge from WSU, I am confident that I can succeed in this position or future positions, given that the College of Education at WSU makes incredible, one-of-kind scholars.

Improving Assessment to Bridge Students and School



The U.S. Department of Education has dubbed chronic absenteeism “[a hidden educational crisis](#).” Even before the pandemic, about one in five high school students and one in seven middle school students missed 15+ days of school in a year. Sustaining school attendance is essential to setting children up for positive mental and physical health outcomes, social adjustment, and high levels of occupational and economic attainment. To support this work, the Learning and Performance Research Center (LPRC) within the educational psychology program operates the Washington Assessment of the Risks and Needs of Students (WARNS). Educators across the state of Washington use the WARNS to identify factors contributing to a student’s struggles to attend school or as a screening tool to identify students who may be moving toward such struggles. Effective use of the WARNS then connects students to school and community resources that give them the best chance for re-engaging with school.

Recognizing the importance of the WARNS, the Institute of Education Sciences in 2021 funded a four-year \$1.4 million grant to researchers from the LPRC to 1) revise the WARNS to reflect contemporary realities of adolescents and notions of risk assessment (e.g., acknowledging student assets and the role of community), 2) systematically extend the original high school version of the WARNS to middle school students, 3) increase accessibility of the assessment, and 4) develop innovative modes for communicating WARNS results and sustaining productive conversations between educational professionals (e.g., school counselors) and students. The grant team includes Educational Psychology faculty **Brian French**, **Chad Gotch**, and **Bruce Austin**; Educational Psychology graduate students **Thao Vo** and **Kexin Jiang**; **Paul Strand** from the WSU Department of Psychology; **Marcus Poppen** from the WSU program in Special Education; and **Mary Roduta Roberts** from the Department of Occupational Therapy at the University of Alberta.

In this first year of the project, a highlight was engaging a panel of WARNS users to learn more about the lives of the students they work with. These conversations will contribute to WARNS trainings and resources and to a new way of reporting a student’s results. The experience of working with these stakeholders was mutually beneficial. The panelists expressed gratitude in being heard and validated as well as the opportunity to connect with their professional peers. The WARNS team benefitted from the rich data provided by the conversations that illustrated the experiences of the panelists and the students with whom they work. Sometimes these conversations challenged existing assumptions about WARNS use. Dr. Gotch and Dr. Roduta Roberts co-presented on the process and experience at the annual meeting of the National Council on Measurement in Education, in San Diego in April. Moving forward, the team will prioritize creating space for dialogue that is driven by participants’ needs and interests, allocating time for relationship building, and co-reflecting with participants. Additionally, testing is underway for a new online platform that will simplify WARNS administration and allow the WARNS team to more easily respond to user feedback.



Giving Back to Your Program

Alumni and Friends:

Consider giving back to support your Educational Psychology program at Washington State University. Donations can support a variety of program pillars from research hardware and software to student travel, scholarship, and research positions.

For information on how you can help us grow please contact Kira Carbonneau (kira.carbonneau@wsu.edu).

2023 Annual Meetings

Chicago, Illinois

AERA

April 13-17, 2023

www.aera.net

NCME

April 12-15, 2023

www.ncme.org

Accomplishments and Shout-Outs



Dr. Olusola Adesope was honored with the **Sahlin Faculty of Excellence Award**. Dr. Adesope's research has profoundly influenced teaching and learning across many disciplines. His inquiries span the

fields of educational psychology, learning sciences, instructional design, and technology. He is a pioneer in using meta-analyses and systematic reviews to advance evidence-based practices in science, technology, engineering, and mathematics (STEM) fields. He studies the use of multimedia and concept maps to improve teaching and learning in science courses. That research is among the most cited in the learning sciences. He has also conducted novel research examining the development and use of intelligent systems in fields such as engineering and health care.



Dr. Zoe Higheagle Strong received the **WSU Faculty Diversity Award**.

Dr. Higheagle Strong helps underrepresented students overcome trauma and close the achievement gap. Working in rural, tribal, and urban communities, she examined

how adolescents who are Black, Indigenous, and people of color (BIPOC) experience and respond to conflict, harassment, and discrimination. She identified peer actions that promote emotional health, prosocial behavior, and positive identity. She designed a culturally sustaining mentoring intervention for college and career readiness called *wíwiyeteq'is* "growing into an elder," grounded in Nez Perce stories and language. Her discoveries help communities to foster resilience and well-being.

Across the WSU system, Strong oversees tribal relations, Native American programs, and the Center for Native American Research and Collaboration. She led the development of higher education's first-ever executive policy on tribal engagement and consultation and engagement. She was invited to serve on an AERA presidential panel and was chosen to lead a committee for the state's Office of the Superintendent for Public Instruction. She co-leads projects to advance STEM research experiences for underrepresented groups and in tribal communities.



Thao Vo started a new one-year appointment as a Research Scientist, working with Women in Measurement Inc. (WIM), AERA, and NCME (see, www.linkedin.com/company/women-in-measurement-inc/).

In this role, she will lead a study examining the make-up of the profession including demographic and educational character-

istics, and perceptions of workplace equity. In thinking about this role, Thao stresses to new students how networking can go a long way. Below is a picture of Dr. French, Thao, Fiona Hinds (WIM CSO), Susan Lyons (WIM Director), and Gerunda Hughes at the WIM Reception at AERA.

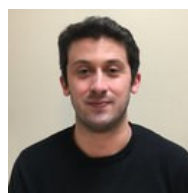


"Networking at this reception certainly helped me stand out when I applied for the research scientist position. It has been a fun project so far!" - Thao



Emma McMains was awarded a nine-month fellowship that provides candidates with financial support to complete their dissertation uninterrupted. Emma's dissertation is focused on fostering SEL (Social Emotional Learning)

—teacher engagement for application in their curriculum. This includes ways for educators to incorporate SEL in their teaching, reflect on the impact of the curriculum on social justice, and hold discussions about the topic with students. Emma is completing her research through collaboration with six elementary school educators. She meets with them weekly to converse about a variety of shared readings and topics surrounding SEL.



Onur Ramazan received the Richard C. Anderson Graduate Student Research Award. This award is given to a graduate student who has first-authored an AERA accepted presentation. Onur received the award for his collaborative presentation "Predicting reading self-concept for English learners on 2018 PISA reading." Citations for two related conference presentations are provided below and on the following page:

Ramazan, O., Dai, S., Danielson, R. W., Hao, T., & Ardasheva, Y. (2022, April). *Predicting reading self-concept for English learners on 2018 PISA reading*. Paper presented at the annual meeting of American Educational Research Association (AERA), San Diego, California. <https://tinyurl.com/y3lrrofh>

Accomplishments and Shout-Outs, Cont'd

Ramazan, O., & Dai, S. (2022, August). *Examining gender DIF in reading self-concept for American middle-grade students in PISA 2018*. Paper accepted to be presented at the annual meeting of American Psychological Association (APA), Minneapolis, Minnesota.



Ola Kehinde was awarded the Chan Zuckerberg Initiative Fellowship for Minoritized Professionals in Educational Measurement, the goal of which is to increase representation of minorities in the field. The fellowship is awarded to doctoral students from Black, Brown, and Indigenous groups studying educational measurement or a related field of study.



Dr. Kira Carbonneau received the WSU College of Education Research Award. Through her research, Carbonneau examines issues at the intersection of cognitive theory and classroom application. Since coming to WSU, she has been a prolific author and presenter, her record including 39 refereed journal articles, three book chapters, and more than 50 national or international presentations.



CONGRATULATIONS to Drs. Chad Gotch and Zoe Higheagle Strong



both were promoted to the rank of associate professor starting in Fall 2022.



Shout-Out to Dr. Shenghai Dai for submitting his materials for tenure and promotion this summer!



Shout-Out to Landon Charlo for passing his prelims! Landon is officially a doctoral candidate in the Educational Psychology program.



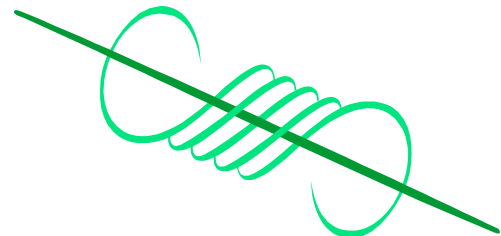
Shout-Out to Kexin Jiang for completing the peer mentorship program with WSU International Center. Through the program, she was able to connect with a peer mentor and develop life-long friendships! *Shown in the photo are Kexin and Peer Mentor Kennedy.*



International Center Peer Mentor Program—Hiking Trip



Shout-out to Portia Amoa-Danquah for defending her M.A. thesis and starting her Ph.D. program!



Our Research Centers and Labs

Learning and Performance Research Center (LPRC)

Cleveland Hall Room 80

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

Psychometric Lab

Located within the LPRC

<https://labs.wsu.edu/psychometric/>

MERIT Lab

Cleveland Hall Room 51

<https://labs.wsu.edu/merit/>

LSD Lab

Located within the LPRC

<https://labs.wsu.edu/lsd/>



Recent Program Graduates

Congratulations to our recent program graduates!



Dr. Dustin Van Orman for successfully completing his Ph.D. dissertation titled “Examining Formative Assessment in Teacher Education and Preservice teacher formative assessment planning” and starting a position as a STEM Education Researcher at Western Washington University.



Kristi Tippett for successfully completing her M.A. thesis titled “Building Belonging in Undergraduate Classrooms.”



Portia Amoa-Danquah for successfully completing her M.A. thesis titled “A Critical Assessment of the Correlation between Impostor Syndrome in STEM and STEM Self-Efficacy in Early Adolescent Learners” and beginning the Ph.D. pro-

ject information for students who graduated on the non-thesis master's degree track.

Prachya Senavat - “Promoting Conceptual Change Toward a Growth Mindset In Young Students”

Rhiya Ghosh - “The Relationship between Adverse Childhood Experiences (ACEs) and Learned Helplessness”

Kexin Jiang - “Teacher Self-efficacy and Students with Special Needs”

Jingjing Nie - “Peer Relationships: Key Adults’ Influence and Longitudinal Associations”

Wenjing Shen - “Students’ Engagement in Online Learning Environments”



Student Presentations at Meetings

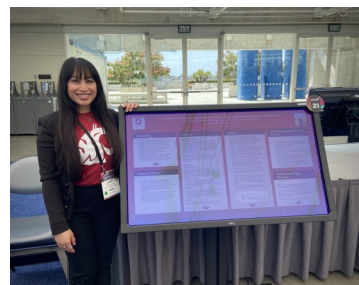
Many of our students participated in academic meetings this year. Below are a few examples:



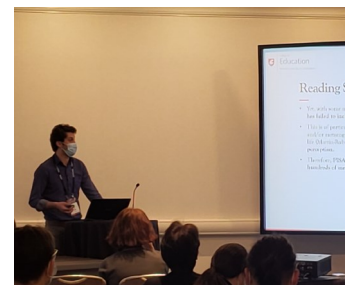
Portia Amoa-Danquah presenting at the WSU Tri-Cities STCU Summit



Gan Jin presenting at AERA 2022



Chloé Dydasco presenting at AERA 2022



Onur Ramazan presenting at AERA 2022