

University of California, Irvine

School of Education

Ph.D. in Education

2016 Poster Presentations

featuring

First Year Student Research

in

Learning, Cognition, and Development (LCD)

Educational Policy and Social Context (EPSC)

Language, Literacy, and Technology (LLT)

September 23, 2016

11:00 am – 1:00 pm



Education Building 3200

2016 Ph.D. in Education Poster Presentations



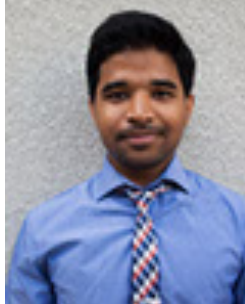
UC Irvine School of Education 3200

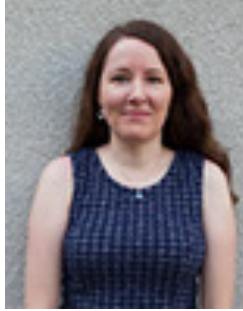


September 23, 2016
11:00 am – 1:00 pm




2016 Poster Abstracts

 <p>Miguel N. Abad EPSC</p>	<p><i>Title:</i> College & Career Readiness Outside the Classroom: An Exploratory Case Study Intervention</p> <p><i>Abstract:</i> This study explored the support for college and career readiness within a high school level after-school program. Specifically, this study examined how the adult staff in this setting emphasized (a) multiple domains of learning, and stressed (b) specific competencies and skills as a means to promote college and career readiness for their youth participants. Drawing upon data including observations of interactions between Latino staff and youth participants, as well as interviews with youth participants and staff, this poster analyzes how the adult staff facilitated college and career readiness by highlighting non-academic competencies such as comportment practices, institutional navigation techniques and college & career knowledge. Implications of the findings as well as a plan for future research are discussed.</p> <p><i>Poster Presentation Advisor:</i> Gilberto Q. Conchas</p>
 <p>Vicky Chen LLT</p>	<p><i>Title:</i> Distinguishing Attributes of Academic Writing in Not-Passing and Passing Essays by Low-Income Latinos and English learners in the Pathway Project Intervention</p> <p><i>Abstract:</i> According to the 2011 NAEP, only 27% of all 12th graders and 1% of ELLs scored at proficient or higher in writing. Based on a cognitive strategies approach to teaching reading and writing, the Pathway Project, led by Professor Carol B. Olson, sought to provide students in the Anaheim Union High School District with a set of clear, systematic strategies to plan, develop, assess, and revise their writing. The goal was to help students meet the writing requirements for college and career readiness. By analyzing a sample of 347 Pathway essays, this study sought to determine what characteristics, if any, might distinguish essays that are considered proficient from essays that are not so that teachers can better assist their students.</p> <p><i>Poster Presentation Advisor:</i> Carol Booth Olson</p>

 <p>Robert Kalinowski LCD</p>	<p><i>Title:</i> Evidence for Transfer as a Process Contributing to Ability Differentiation</p> <p><i>Abstract:</i> According to the traditional “Ability Differentiation Hypothesis,” high ability people are less constrained by a “cognitive bottleneck” and more constrained by specific mechanisms and knowledge in the mind versus low ability people. If this is true, then higher ability people should be able to make more use of their prior content knowledge while learning, and ability differentiation should exhibit the opposite pattern as is traditionally predicted, but only in circumstances where transfer is expected to occur. Using quantile regression with a large, nationally representative, longitudinal dataset, I estimated effects of prior math knowledge on later math achievement in a situation where near transfer would be expected to occur. As predicted, I found higher estimated effects of prior knowledge on later achievement for high ability versus low ability children.</p> <p><i>Poster Presentation Advisor:</i> Drew Bailey</p>
 <p>Jacob Lee Kepins EPSC</p>	<p><i>Title:</i> Is College Preparatory Math Appropriate for Low Performing Students?</p> <p><i>Abstract:</i> While college preparatory math courses are a tool for upward mobility and college access for American students, some groups may not incur the same benefits as others. This project views math attainment through the lens of curriculum mismatch, whereby low-performing students are unprepared to take on the challenge of college preparatory course work and, therefore, receive little benefits from it. Using nationally representative data this study examines how additional math coursework affects academically low-performing students’ probability of dropping out of high school or attending college. Results indicate that additional math coursework does not benefit these students in either regard.</p> <p><i>Poster Presentation Advisor:</i> George Farkas</p>
 <p>Jenell Ann Krishnan LLT</p>	<p><i>Title:</i> Painting with Words in the Grammar Brushstrokes Program: How Students Provide and Respond to Online Peer Feedback</p> <p><i>Abstract:</i> This study explores how students provide and respond to online peer feedback in the Grammar Brushstrokes Program (GBP). GBP is a web-based program designed to support grammatically sophisticated writing and to encourage effective peer feedback. We used theoretically-driven qualitative coding on 500 randomly generated sets of writer/peer-reviewer interactions to identify the quality of the peer feedback and subsequent revisions. Two themes emerged from these data: GBP provides an Opportunity to Enact an Academic Identity and provides benefits through Revisiting Initial Writing. Students generally improved their sentences, despite the quality of feedback they received. Our data challenge teachers’ concerns about peer feedback in general, about ELLs and struggling students as peer feedback givers in particular, and about semi-anonymous online forums.</p> <p><i>Poster Presentation Advisor:</i> Rebecca Black</p>

 <p>Michael Scott Leo LCD</p>	<p><i>Title:</i> Cross-Language Transfer of Mathematics Skills from L1 to L2</p> <p><i>Abstract:</i> This study examined mathematics performance, development, and cross-language transfer in first grade Spanish-speaking English learners. The performance of 93 Spanish-speaking English learners from three suburban elementary schools in southern California was examined on tasks assessing calculations, applied problems, backwards digit span, rapid digit naming, and number knowledge in English and Spanish at the start and end of the school year. Students performed better on all English measures compared to Spanish measures and showed greater gains on the English measures that had greater language demands. Furthermore, students' performances on Spanish applied problems in the fall semester predicted students' performances on English calculations in the spring semester, which suggested cross-language transfer of mathematics skills.</p> <p><i>Poster Presentation Advisor:</i> Penelope Collins</p>
 <p>Yangyang Liu LCD</p>	<p><i>Title:</i> Examining the Relation between Perceived Ethnic Cultural Features and Latino Adolescents' Experience in Organized After-School Activities</p> <p><i>Abstract:</i> This study examines the relations between perceived ethnic cultural features and Latino adolescents' experiences in organized after-school activities. Data, collected from 152 7th grade Latino adolescents participating in a wide variety of organized activities, were analyzed using simple paired t-tests and multiple regression models. Results showed that Latino adolescents' perceptions of respect towards their ethnic cultural group were associated with multiple positive activity experiences. Though Latino adolescents reported experiencing less ethnic cultural content in organized activities than they preferred, their experience with ethnic cultural content was a weak predictor of adolescents' activity experiences. Findings from this current study suggest that it is important for activity leaders to be culturally responsive and grant adolescents voice when integrating ethnic cultural content in organized activities.</p> <p><i>Poster Presentation Advisor:</i> Sandra Simpkins</p>
 <p>Shafee Mohammed LCD</p>	<p><i>Title:</i> Individual Differences in Working Memory Training</p> <p><i>Abstract:</i> One's ability to perform, learn and improve at working memory (WM) intensive tasks is critically important for success in school and complex cognitive activities across the lifespan. One's performance on an adaptive and challenging longitudinal WM intervention may serve as an assay of cognitive plasticity. With 418 participants having completed 15 sessions of WM training, we have a dataset that allows investigating individual differences and other factors that might determine training outcome. Results suggest that factors such as age, and baseline abilities significantly impact one's ability to improve in training. Other factors such as gender and whether or not training was supervised did not have a significant impact. Finally, our model allows prediction of training gain with 76% accuracy.</p> <p><i>Poster Presentation Advisor:</i> Susanne M. Jaeggi</p>

 <p>Sara Newkirk EPSC</p>	<p><i>Title:</i> Kindergarten Teacher Attitudes and Job Satisfaction</p> <p><i>Abstract:</i> According to existing research, the primary reason teachers leave their jobs is dissatisfaction with the way teachers and schools are managed. More in-depth analysis into how teachers feel about these management issues could help increase teacher retention since many are within a school or district's control. This study examines specific Kindergarten teacher attitudes towards how the management of their own classroom and school administrators' management of the school impact teacher job satisfaction. Results suggest that teachers who work with administrators who are supportive and allow teachers control over their classroom decisions experience higher job satisfaction. Interestingly, many other expected variables are not associated with job satisfaction</p> <p><i>Poster Presentation Advisors:</i> George Farkas</p>
 <p>Jessica Oviatt LCD</p>	<p><i>Title:</i> Consequences of Asthma Severity on Absenteeism, Motivation and Math Achievement</p> <p><i>Abstract:</i> Previous research suggests that missing school can have negative implications for achievement and that children with poor health have higher rates of absenteeism. Few studies have examined poor health and absenteeism's interaction with motivational beliefs. This study tests the effects of asthma severity on absenteeism, motivational beliefs, and math achievement using structural equation modeling. Asthmatic children (n=459) were compared to children without asthma (n=2400). The findings reveal that while asthma severity does predict to increases in absenteeism, it has non-significant direct effects on math achievement and motivational beliefs. Absenteeism, however, does serve as a mediator between asthma severity and motivational beliefs with significant indirect effects predicting to lower self-concept of ability and subjective task value as asthma severity increases.</p> <p><i>Poster Presentation Advisor:</i> Jacquelynne Eccles</p>
 <p>Remy Pages EPSC</p>	<p><i>Title:</i> Does Grade Retention Mediate Abecedarian Effect on Educational Attainment?</p> <p><i>Abstract:</i> What intervening mechanisms channel the adult impacts of the famous Abecedarian early childhood education program? The present study estimates the role of IQ, noncognitive skills, family income and "foot-in-the-door" mediators on education attainment (by age 30). We find that longitudinal measures of noncognitive skills (Conscientiousness, Sociability), considered alongside Family Income, do not play a prominent role in the decomposition of the treatment effect. On the other hand, IQ and foot-in-the-door process—Grade Retention—account uniquely and equally for a larger share of the impact mechanism explanation.</p> <p><i>Poster Presentation Advisor:</i> Drew Bailey and Greg Duncan</p>

 <p>Mariela Rivas LCD</p>	<p><i>Title:</i> Investigating the Effects of Clickers in Undergraduate STEM Courses</p> <p><i>Abstract:</i> The first two years of coursework are often challenging for students majoring in STEM fields. Introductory STEM courses are normally taught in large lecture formats, which reduces opportunities for interaction and requires different pedagogical strategies than small courses. Instructors in these classes are challenged to engage a large number of students. One strategy is to use clickers to provide students opportunities to test their own learning, receive feedback, and interact with classmates and the instructor. Prior research on the effectiveness of clickers is mixed. The present study involves two years of observations across 125 undergraduate courses, about one third of which used clickers. Student, department, and student by department fixed effects models were used to investigate the relationship between clicker use and student grades. Results indicate a positive relationship between clicker use and grades.</p> <p><i>Poster Presentation Advisor:</i> Rachel Baker and Mark Warschauer</p>
 <p>Nestor Tulagan LCD</p>	<p><i>Title:</i> Preventing Worries and Promoting Academic Expectations: Family Management Among Black Parents Across Socioeconomic and Gender Lines</p> <p><i>Abstract:</i> From a Family Management perspective, parents simultaneously promote goals/expectations and prevent negative experiences that may affect their children's development. Guided by this framework, this study sought to comprehensively describe African-American parents' (n=879) child-specific academic expectations and worries, their promotive and preventive strategies, and the ways these dimensions vary across adolescents' gender and socioeconomic status. Frequency analyses of open-response data revealed four academic expectations, six worries, and six parenting strategies. Results indicated differential perceptions of contextual features in African-American adolescents' lives, as Pearson's X2 analyses revealed significant SES and gender differences in parents' worries and expectations. Future studies should examine co-occurring parenting strategies within families to enrich understanding on the role of parents in shaping positive academic development among African-American adolescents.</p> <p><i>Poster Presentation Advisor:</i> Jacquelynne Eccles</p>
 <p>Qingqing Yang LCD</p>	<p><i>Title:</i> Tints of the Glasses: Predicting Changes in Students' Perceptions of Parental Valuing of Math</p> <p><i>Abstract:</i> This study examines (a) how parent-reported parental valuing, students' self-valuing and students' math anxiety each predicts changes in students' perceptions of parental valuing of math, and (b) whether the combination of students' self-valuing and anxiety is more predicative than parent-reported parental valuing. We used two change models to analyze 939 sixth graders and their parents from the Michigan Study of Adolescent and Adult Life Transitions. Results suggested that (1) actual parental valuing, self-valuing, and math anxiety all positively predicted changes in perceived parental valuing; (2) students' anxiety and self-valuing of math together were more predicative than parent-reported parental valuing. Policy makers should consider perception biases when interpreting findings of studies equating student reports of parental valuing with actual parental valuing.</p> <p><i>Poster Presentation Advisor:</i> Jacquelynne Eccles</p>



Elham Zargar

LCD

Title: Examining Children's Comprehension Monitoring Using Eye-Movement Analysis

Abstract: The ability to read words fluently does not ensure proficient reading for understanding (Arrington et al., 2014). Even fluent word readers may have ineffective comprehension monitoring skills. Comprehension monitoring is defined as the conscious and unconscious strategies used to identify and repair misunderstandings that might occur during reading (Connor et al., 2015). Although comprehension monitoring may be automatic, both aspects of it require at least some level of metacognition. Eye-movement analysis can be used to examine how children process text while reading, without relying on metacognitive skills (Garrett, Mazzocco, & Baker, 2006). In this study, 3 eye-movement tasks were developed and validated along with an existing measure. The results suggest that all four tasks can successfully measure students' comprehension monitoring.

Poster Presentation Advisor: Carol Connor

