



University of California, Berkeley

16th Annual

# Education Research Day

Friday, February 26th, 2016, 9am–6pm  
Tolman Hall

Sponsored by the Graduate School of Education and the Berkeley Review of Education





## Program Overview

- 9:00 – 9:30 **Sign-in and Morning Refreshments:** *Education Psychology Library*
- 9:30 – 10:50 **Opening Plenary & Welcome:** *Education Psychology Library*  
***Education for Resistance & Decolonization***  
**Monisha Bajaj**, Associate Professor of International and Multicultural Education, and Director of MA in Human Rights Education, University of San Francisco  
**Genevieve Negrón-Gonzales**, Assistant Professor in Leadership Studies, University of San Francisco  
**Daniel Ahuicapahtzin Cornejo**, Adjunct Professor & Ph.D. Student, Department of Native American Studies, UC Davis  
**Zehlia Babaci-Wilhite**, Visiting Assistant Professor, UC Berkeley School of Education
- 11:00 – 12:10 **Session I:** *Tolman Hall*
- 12:10 – 1:20 **Lunch & Research Group Roundtable:** *Education Psychology Library*
- 1:20– 2:00 **Afternoon Keynote Speaker:** *Education Psychology Library*  
***Lessons from developmental psychopathology, with implications for education: Without integration we’ re doomed***  
**Stephen P. Hinshaw**, Professor of Psychology; Vice-Chair for Psychology, Department of Psychiatry, University of California, San Francisco
- 2:10 – 3:20 **Session II:** *Tolman Hall*
- 3:30 – 4:40 **Session III:** *Tolman Hall*
- 4:45 – 6:00 **Poster Session:** *Education Psychology Library*  
**Reception and Celebration:** *Education Psychology Library*

## Presentation Formats

|                      |  |
|----------------------|--|
| Paper Presentations  | Paper sessions provide authors an opportunity to present on a panel an abbreviated version of their work and field questions and comments. The 'paper' presented may be a finished product or a work in progress.  |
| Workshops            | These are presentations in which others can learn from the presenters' experiences with a tool, technique, or process of graduate school, of research, or of writing.  |
| Interactive Sessions | Presenters pilot or receive feedback on a paper, project, or designed artifact, e.g., a computer simulation, robot, questionnaire, or group activity etc. in an informal setting. Attendees are invited to work with the artifact or data as directed by the presenter/researcher. |
| Posters              | Poster sessions combine graphic display of materials with the opportunity for individualized, informal discussion of the presenter's research. Attendees are welcome to move among the posters to see the breadth of research taking place in the Graduate School of Education.    |

## Session Descriptions

### Welcome & Opening Plenary Session – 9:30-10:50

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#### Education Psychology Library

##### *Education for Resistance & Decolonization*

**Monisha Bajaj**, Associate Professor of International and Multicultural Education, & Director of MA in Human Rights Education, University of San Francisco

*Rights and Resistance: Refugee Youth Navigating U.S. Schools*

**Genevieve Negrón-Gonzales**, Assistant Professor in Leadership Studies, University of San Francisco

*Both undocumented student & “illegal” worker community college, low wage work, and the production of poverty*

**Daniel Ahuicapahtzin Cornejo**, Adjunct Professor & Ph.D. Student, Department of Native American Studies, UC Davis

*Designing native educational hubs, informed by indigenous holistic models of education, for the purpose of engaging GLBTQ2 issues in the classroom*

**Zehlia Babaci-Wilhite**, Visiting Assistant Professor, UC Berkeley School of Education

*Language, development aid and human rights in education: Curriculum policies in Africa and Asia*

### Session I – 11:00-12:10

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#### Session I.A, Paper Presentations, 2326 Tolman

**Claudia Hilde Finkbeiner**, Language, Literacy, & Culture

*The Role of Strategies in L2 Reading*

This study will discuss results from the ADEQUA research project. The study has gained empirical evidence as to how autonomous learning in the L2 classroom can effectively be supported during text-based, cooperative classroom activities through (a) facilitative task formats and (b) teacher support actions. Emphasis is placed on learners' strategy use. In this study, a total of 625 9th grade students and 24 teachers participated. Research questions were: (a) Is there a relationship between adequate strategy use and the students' reading comprehension? (b) Which role do

learner variables play for the adequate use of strategies? (c) Which strategies do the students use in the given setting? Data collection included videography data from laboratory as well as classroom settings (including stimulated recall procedures and semi-open interviews), questionnaires (English proficiency, verbal intelligence, self-concept, interest and strategy use in EFL reading, attitudes) as well as students' scores on task-based reading comprehension tests.

**James Mason, QME**

*Country-level heterogeneity in school-level contextual effect of SES*

One vexing failure to achieve educational equity in the United States is the tendency for students of lower socio-economic status (SES) to have lower educational achievement than students of higher SES. In addition, there is a *contextual effect*: students of similar SES tend to have lower achievement when attending schools of lower mean SES, than when attending schools with higher mean SES. Using data from the 2012 Programme for International Student Assessment (PISA), I investigated country-level heterogeneity in the contextual effect of SES on mathematics scores. Using a Hierarchical Linear Model, I found a large variation in contextual effect among the 59 countries in PISA: the standard deviation of the country-level variability was about 25 score points, approximately one quarter of the standard deviation of the test scores overall. Interestingly, the United States did *better* than the PISA-wide average in this regard.

**Session I.B, Workshop: Mentoring the Milestones, 3507A Tolman**

***Preparing for Orals***

**Alejandra Ojeda-Beck, School Psychology**

*Committee members:* Jabari Mahiri, Education; David Pearson, Education; Anne Cunningham, Education; & Hertha Sweet Wong, English

*Area 1:* Academic Language in School-Age Classroom Learning

*Area 2:* Incidental Learning of Academic Language through Reading

*Area 3:* Graphic Novels in Educational Settings

**Kirsten Hextrum, Social & Cultural Studies**

*Committee members:* Daniel Perlstein, Education; Zeus Leonardo, Education; Raka Ray, Sociology and South & Southeast Asia Studies; & Lisa García Bedolla, Education & Political Science

*Area 1:* Social Reproduction in Education

*Area 2:* Sociology of Gender

*Area 3:* History of Interscholastic Athletics from 1875-1975: Social and Cultural Rationales and Values

**Andrew Potter**, School Psychology

*Committee members:* Frank Worrell, Education; Phil Cowan, Psychology; Susan Holloway, Education; & Stephen Hinshaw, Psychology

*Area 1:* Alternative Conceptualizations of Early Parent – Child Interactions: Transmission of Attachment, Family Systems, Ideas About Parenting and School Outcomes

*Area 2:* Methodological Considerations in the Assessment of Parent-Child Interactions

*Area 3:* Beyond a biological understanding of ADHD: nurture, parenting, attachment, and development

### **Session I.C, Paper Presentations, 2319 Tolman**

**Erin Coghlan**, POME; **Cristobal Madero**, POME; **Miguel Ordenes**, POME; **Laura Pryor**, POME, QME

*Can you incentivize a teacher to learn? Examining whether and how teachers improve instructional practices while participating in the federal Teacher Incentive Fund program*

Teacher engagement in continuous learning around instruction has progressively become an indisputable feature for school improvement, especially in schools that serve disadvantaged students. Current policy designs rely on the power of extrinsic incentives and evaluations to motivate teachers to learn around instruction and meet performance benchmarks set by policymakers. The logic of such policies assumes that when teachers are exposed to specific goals, ongoing teacher evaluations, and rewards or sanctions, teachers will engage in learning routines focused on instruction so that they can improve their teaching performance and boost student learning.

Despite the emphasis on such policies that are oriented to motivate changes to teaching practices, there is scarce research focused on understanding how teachers presumably learn as a result of exposure to extrinsic incentives and performance evaluations. Our purpose is to fill this gap by studying how teachers learn under the conditions created by a pay-for-performance schema based on ongoing teacher evaluations and monetary-bonuses associated with specific goals. This project is supported by the K.

**Natalee Kēhaulani Bauer**, Social & Cultural Studies

*Theorizing Benevolent Whiteness as the Educative Arm of Empire*

In this dissertation chapter, I (1) provide historical background on the feminization of teaching through a lens of Foucauldian “disciplinary power,” and (2) build on the theoretical work of Leonardo, Jacobs, Fanon, and Stoler, and a Jungian understanding of malignant heroism, to introduce my theory of “benevolent whiteness” as a gendered historical and cultural construct born from the relationship between “middle classness,” anti-blackness, and settler colonialism during the 19th century, and still thriving in today’s public schools.

Throughout this chapter I contemplate several theoretical and practical questions, including: What does it mean, and how is it useful, to conceptualize white women as agents and schools as sites of settler colonialism? How does an ideological and historical understanding of gendered whiteness allow for a more nuanced understanding of contemporary raced/gendered relationships in schools? How viable is a theory of gendered benevolent whiteness given the slippery nature of both whiteness and gender?

### **Session I.D, Interactive Sessions, 4635 Tolman**

**Lanette Jimerson, LLC; Cherise McBride, LLC; Dr. Jabari Mahiri, Professor**  
*Deepening Pre-Service Teachers' Technological Pedagogical Content Knowledge Through A Technology Course Redesign*

How do we effectively prepare teachers to teach literacy in the globally-networked 21st century, especially given expanding notions of literacy that are multimodal and digitally-mediated? This interactive session will afford participants an opportunity to explore the approach taken by the MUSE (Multicultural Urban Secondary English) Program in the Graduate School of Education in its technology course redesign for the Spring 2015 and 2016 semesters. We will share the theoretical framework for integrating literacy content and pedagogy into a preservice teacher technology course and give participants a hands-on experience of the methodology employed in our course redesign. Participants will engage in an exploratory genre exercise, followed by discussion about participatory learning cultures, technology integration, TPCK. We will conclude with dialogue to consider linkages to critical pedagogy, teacher development, and further research implications.

**Kevin Harper Macpherson, Special Education**  
*The Role of Self-Efficacy in Literacy Development*

Self-efficacy theory, pioneered by psychologist Albert Bandura in 1977, has been generalized across a variety of applied settings, including education. Researchers and educators continue to explore self-efficacy to help explain the cognition and behaviors, as well as educational outcomes of students. In the context of reading development, self-efficacy is typically defined as an individual's assessments of their ability to reading a section of text. In this literature review, I will explore the Bandura's theory of self-efficacy, how reading self-efficacy is cultivated, and the consequences of high and low reading self-efficacy related to educational outcomes. I will also explore the self-efficacy of African American students in the context of their literacy development. Next I will also provide review select empirical interventions shifting reading self-efficacy and share the implications for student learning. Finally, I will share limitations of the current literature and encourage future directions to the academic field.

## **Session I.E, Paper Presentations, 4648 Tolman**

**Lakshmi Balasubramanian**, Special Education; **Christine Sammy, Kanakavalli Kannan**

*A Framework for Inclusion: Learning Center Model*

This presentation explores the theoretical framework necessary for inclusion of children with special needs in general education classrooms. Research purports that for inclusion to be effective, students need to access the general education curriculum, effectively participate and that supports be provided for the teachers and the larger team including parents. We take a closer look at how this is being implemented in a school in the East Bay through the principles of Universal Design for Learning (access), Multi Tiered Systems of Support (participation) and Professional Learning Communities (support) with perspectives from parents, administrators at the site and district level and the teachers and students involved. This presentation will delve deeper into the "cycle of inquiry" used by the teachers to plan interventions and instruction as well as various models of teaching utilized.

**Paola V. Suarez Avila**, Public Policy, Immigration & Education

*DACAmented: New challenges of the undocumented youth movement in the contemporary US.*

This postdoctoral research is conducted to study young undocumented immigrants and their families in the San Francisco Bay Area. The study aims to answer a set of inter-related questions: a) What are the educational and social experiences of Latino Undocumented Youth Students in the Mission District of San Francisco?; b) How do undocumented youth learn about Deferral Action for Children Arrivals (DACA program) and how do they share with other undocumented students, teachers, parents and administrators their personal experiences after the DACA program experience?; finally, c) How do youth learn about and experience equality and inequality in Mission High School and Student Organizations at UC Berkeley and Peralta Community College District?

## **Session I.F, Mini Workshop/Interactive Session, 5634 Tolman**

**Daniel Ahuicapahtzin Cornejo**, Adjunct Professor & Ph.D. Student, Department of Native American Studies, UC Davis

*Pedagogies of community building for engaging GLBTQ2 issues in the classroom*

The process of colonization has produced an unprecedented loss of Indigenous knowledge, especially with regards to components of tradition that U.S. dominance deems deviant, such as traditional conceptions of 3rd, 4th, and 5th gender. This loss of knowledge has gone hand-in-hand with a process of socialization that has positioned heteropatriarchy as the norm and GLBTQ2 as "perverse." U.S. public education has played a central role in the socialization of heteropatriarchy within Native communities through institutions such as "Indian" Boarding

Schools. In the present GLBTQ2 issues remain taboo within the context of public education in the United States and by extension public education offered to Native students in urban environments. Resources that address GLBTQ2 issues within the realm of public education are scarce and resources that address Two-Spirit issues within the realm of public education are non-existent. The invisibilization of the GLBTQ2 population in educational discourse presents a tremendous gap in knowledge that needs to be addressed. In this presentation I will discuss a proposal for designing Native educational hubs, informed by Indigenous holistic models of education, that engage pedagogies of community building, using mosaic methodologies, for the purpose of engaging GLBTQ2 issues in the classroom. Furthermore I seek to engage the mosaic methodology in producing "La Danza de Tonantzin" framework that will support Native students in (re)claiming GLBTQ2 epistemologies.

**Zehlia Babaci-Wilhite**, Language and Human Rights in Education

*Language, Development Aid and Human Rights*

Using case studies from Tanzania, Nigeria, South Africa, Rwanda, India, Bangladesh and Malaysia, Zehlia Babaci-Wilhite argues in her new book that the colonial legacy is perpetuated when global languages are promoted in education. The use of local languages in instruction not only offers an effective means to contextualize the curriculum and improve student comprehension, but also to achieve quality education and rights in education. Evidence that science literacy is better served through local languages and adapted to local contexts is put forward with a new vision crucial to the African and Asian development on their own terms and should take its rightful place as a human right in education.

### **Session I.G, Paper Presentations, 2320 Tolman**

**Juliet Rose Kunkel**, Language, Literacy, and Culture

*Towards an Intersectional Theory of Raciolinguistics*

This working paper is a theoretical engagement with the emerging field of raciolinguistics. Although there has been some work addressing the mutually constitutive and contradictory nature of ideologies of race and language, there is still analytic work to be done in detailing out this very particular, often paradoxical, connection. Language as a communicative practice and race as a socially meaningful category are historically formed and intersubjectively negotiated through systems of power. In particular, ideologies and constructions of both race and language intersect through the logic of the nation-state, shaping the ways in which race and linguistic repertoires are framed, and the material consequences of these framings. Without a raciolinguistic theoretical understanding that takes these complexities into account, it is difficult to engage with an honest discussion in empirical studies of what language is, how it reinforces or undermines racializing processes, and the material work that it does in the world.

**Gabby Falzone**, Social and Cultural Studies

*Disrupting the Trauma to Prison Pipeline Through YPAR*

Upward of 93% of incarcerated youth report exposure to traumatic experiences. Prolonged trauma exposure during childhood can lead to disruptions in psychological, neurobiological, and endocrine development, which can be exacerbated by other stressors at the family, neighborhood, and structural levels. Certain coping strategies youth develop in response, such as substance use or aggression, especially when coupled with racial profiling by the police, put them at risk for involvement in the juvenile justice system. Trauma-informed juvenile justice interventions often take a depoliticized approach by teaching youth merely how to make individual-level changes, such as anger control, which fails to address sociopolitical sources of trauma or youths' agency to counteract them. Conducting Youth Participatory Action Research (YPAR) with justice-involved youth could not only help develop a more complex understanding of the Trauma to Prison Pipeline, but could help empower youth to disrupt and/or eradicate sources of trauma.

## **Session I.H, Workshop: Mentoring the Milestones, 2515 Tolman**

### ***Preparing the Dissertation Proposal***

**Janelle Scott, Ph.D.**, Associate Professor of Education

**Laura Hernandez**, POME

## **Lunch – 12:10-1:20**

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### **Education Psychology Library, Tolman Hall, 2<sup>nd</sup> Floor**

Come enjoy lunch in the library, and network and learn about the varied and interesting research groups of the GSE! Grab a plate, find a seat, and ask research group representatives about their current research.

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| <b>Afternoon Keynote Speaker – 1:20-2:00</b> |
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### **Education Psychology Library**

**Stephen P. Hinshaw**, Professor of Psychology; Vice-Chair for Psychology, Department of Psychiatry, University of California, San Francisco

***Lessons from developmental psychopathology, with implications for education:  
Without integration we' re doomed***

## Session II – 2:10-3:20

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### Session II.A, Paper Presentation/Mini Workshop, 2326 Tolman

**Leah Faw, POME**

*Goodbye to High School: Gender, Identity, and the Transition from School to Life*

High school is an institution and an era, a formative coming-of-age that juxtaposes the two crucial elements of adolescence – freedom and opportunity on the one hand, constraint and responsibility on the other. This dichotomy reflects the liminal nature of adolescence, a period sandwiched between childhood and adulthood. Fittingly, in the sub-genre of “Goodbye to High School” teenpics, two dominant themes parallel the central tension teenagers experience between the heady and uncomplicated joy of “just living” in the moment – male-driven last party/last night romps (*American Graffiti*, *Dazed and Confused*, *Can’t Hardly Wait*, *Superbad*) – and the thorny, responsibility-laden act of “becoming” the future self – female-driven stories of “moving past” this time and identity (*Never Been Kissed*, *Romy and Michele’s High School Reunion*, *Real Women Have Curves*). We focus on these films to illuminate the ways masculinity and femininity constitute not only curricula, identities, and expectations but also co-create high school’s opportunity structure.

**Yue-Ting Siu, Special Education**

*The What, Why, and How of Document Accessibility*

The Americans with Disabilities Act is poised to adopt digital accessibility into its legal standards in 2017. As a result, organizations are beginning to enforce guidelines to maintain accessible workflows. Submission of accessible documents is becoming a more expected professional practice and ensures inclusion in the digital landscape. Dissemination of digital documents requires basic understanding to ensure accessibility, usability, and equitable access to information. Large blocks of text require appropriate headings to support content navigation, content requires formatting for consistent reading order, and images beg consideration to ensure equal access to visual information.

This mini workshop will take participants through a step-by-step tutorial on how to create accessible documents in Microsoft Word that support export to accessible PDFs and Google Docs. Concepts from this workshop will relate to accessible web design and multimedia accessibility in general. Up your professional game and ensure digital inclusion for all colleagues!

## **Session II.B, Workshop: Mentoring the Milestones, 3507A Tolman**

### ***Publishing While in Graduate School***

**Michael Dumas, Ph.D.**, Assistant Professor of Education

**Dante Dixson**, School Psychology

## **Session II.C, Paper Presentations, 3515 Tolman**

**Sunaina Shenoy**, Special Education

### ***Importance of Narrative Assessment in Identifying Students At-Risk for Language Learning Disabilities***

This article stresses the importance of a narrative skills assessment as a screener to consider while assessing English Language Learners who are at risk for language learning disabilities. Narrative assessment scores were used to predict general language ability in speakers of English and Kannada in Bangalore, India. The study was conducted in Bangalore, India and the sample consisted of 104 students in Grades 2-5 from low, middle and high-income private schools. Two screening tools, the Clinical Evaluation of Language Fundamentals Screening Test (Semel, Wiig, & Secord, 2013), as a measure of general language ability, and the Narrative Scoring Scheme (Heilmann et al., 2010) as a measure of narrative skills were utilized to identify English Language Learners who are at-risk for language learning disabilities. A correlation analysis demonstrated a great deal of overlap between the students' performances on the CELF 5 and their narrative assessment scores. Narrative assessment scores significantly predicted CELF 5 English scores ( $r=0.43$ ,  $p<.01$ ) and CELF 5 Kannada scores ( $r=0.34$ ,  $p<.05$ ).

**Alexander Mario Blum**, Special Education

### ***Using Comic-Strips to Understand Causal Reasoning Inferences***

Graesser, Singer, & Trabasso (1994) suggest two groups of inferences necessary to establish local coherence and global coherence. These inferences aid in reading comprehension, such as the goals and plans that motivate a character's action and the causes for an event. The question is how do these inferential categories relate to each other in terms of their statistical characteristics, in the context of reading comprehension? 4 social narratives were developed in comic strip format by the researcher and a contracted artist. Each participant was asked why a character performed an intentional action at the end of each narrative. Based on analysis of 65 elementary students' responses (grades 3-6), significant statistical distinctions were found between local and global inferences for 3/4 items, and between combining both local and global inferences vs local and global inferences individually for 4/4 items, giving us further insight on the statistical characteristics of these inferential categories.

## Session II.D, Interactive Sessions, 4635 Tolman

**K. Amy Banas**, Human Development

*Judgments about Harm in Sport and Non-Sport Contexts*

While physical development and the development of game knowledge has been well-researched, the sport field as a context for learning and development has been largely ignored. In particular, there is a dearth of research on the social judgments about sport participation, especially around concepts of justice, fairness, and welfare (the moral domain). My research attempts to address this gap by exploring how athletes and non-athletes think about moral aspects of various social situations, in sport and non-sport contexts. A more robust understanding of how people make decisions about the “right-ness” of harm provides information about the nature or moral reasoning and may have important implications for practitioners hoping to decrease violence and injury on and off the sport field. In my presentation, I hope to get feedback on my pilot, as well as test out new questions I intend to use in my larger research project.

**Matt Michael Grigorieff**, Education and Inclusion in Sport Curriculum; **Derek Van Reheenen**, Adjunct Associate Faculty UC Berkeley Graduate School of Education; **Jessica Adams**, former GSE Cultural Studies of Sport in Education graduate student and researcher with the Berkeley Global School Project; **Brigitte Lossing**, Associate Director UC Berkeley Recreational Sports Department

*Sports, Inclusion, and Universal Design in Curriculum*

In January 2013, the United States Department of Education’s Office of Civil Rights issued policy guidelines to ensure that students with disabilities have equal opportunities to participate in extracurricular activities and sports in public elementary, secondary, and postsecondary schools. To date, few educational institutions have met this national need. The 'Sports, Inclusion, and Universal Design in Curriculum' project will interactively demonstrate several new curriculum models that aim to address this concern by allowing attendees to try out new inclusive sport concepts including soccer in electric wheelchairs.

## Session II.E, Paper Presentations, 4648 Tolman

**Kelly Campbell**, Early writing development; PreK education

*Writing in Pre-K: A Window into Developing Literacy*

How do young children progress from making scribbles at age 2 to writing their names and the first words of their language by age 5? Early literacy research, now informed by developmental neuroscience, is illuminating the underlying mechanisms and processes. The importance of early writing is bolstered by evidence linking early print-related skills to later reading/writing abilities. In the current study of 40 children in state-supported preschool, I investigate trajectories of early

writing using “Play Plans,” a daily activity from Tools of the Mind. I am scoring and analyzing weekly writing samples across the first semester of preschool, affording developmental trajectory analysis and insight into individual variability. Measures include a validated scoring rubric for name writing and an original 10-point early writing scoring system. The overall goal is to advance assessment of early writing for researchers and practitioners, and to better understand the role of early writing in literacy development.

**Ann Elisabeth Gunnulfsen, Leadership and Policy in Schools**

*School leaders’ and teachers’ enactment of policy demands: Making sense of national test results*

This qualitative study examines how school leaders and teachers in two lower secondary schools from one municipality in Norway make sense of policy intentions, exemplified with their use of national test results for enhancing student learning. The data consists of video recordings and observation of leadership-meetings and teacher-team meetings. A focus on different coupling mechanisms in the institutional environment and a discourse analytical approach to the sense-making of policy demands serve as analytical concepts. The findings suggest that the teachers and school leaders are more focused on discussing subject matters than the students’ competences in basic skills, examined in the national tests. School leaders initiate teacher-team discussions about school development concerning basic skills, but the time for pedagogical discussions loses in the battle of the time to plan for teaching and daily practice.

**Session II.F, Mini Workshops, 5634 Tolman**

**John Michael Scott, Online Education**

*Technology and Pedagogy in a Blended Learning Course: Critical Perspectives on Social Presence*

The presentation will look closely at examples and the software’s implementation in a UC Online Education Course (Ed140AC taught by Dr. Glynda Hull) on Literacy and Education during the Fall 2105, where 125 students used the tools in a blended learning environment. Examples will focus on how students responded and took advantage of the peer to peer learning affordances of the tools, as well as how students used the tools and course design to synthesize learning over time in organizing written assignments. Attendees will learn about the software and instructional design strategies used to generate greater collaboration and 'social presence' in online and blended learning courses. The software suite is currently being made available to all UC Berkeley instructors through bCourses.

**Juan A. Prieto**, English; **Julian Lucas Lucas**, Political Science/Public Policy/Education  
*Undocumented and Unafraid: From Student Activism to Institutional Change*

Congress' constant failures to pass the federal DREAM (Development, Relief, and Education for Alien Minors) Act since 2001 has caused undocumented students across the country to mobilize, giving dawn to organizations such as Rising Immigrant Scholars through Education (R.I.S.E.), an undocumented student group at UC Berkeley. Since then, the opening of the Undocumented Student Program at UC Berkeley has proven the strength of student organizing, creating a model from which various universities across the nation stem their inspiration from. This workshop will follow the trajectory of R.I.S.E.'s history, along with the various accomplishments of grassroots organizing nationwide as it pertains to undocumented issues in higher ed.

## **Session II.G, Interactive Sessions, 2320 Tolman**

**Ellen Smrekar**, MACSME

*Discovering mathematics with open ended problems*

Within the diversity of classroom mathematics problems, there are characteristics of certain problems that better lend them to mathematics learning. The problem solving that takes place in these activities is unlike that of solving a simple multiplication problem, for they require and yield student generated reasoning. These problems engage students in novel ideas requiring a student generated model. I argue that the most significant learning is achieved in making this model, in agreement with Keono Gravemeijer in that 'the underlying philosophy is that formal mathematics is something that is, or should be, constituted by the students themselves.' I hope to present and examine certain key problems in order to understand what skills are developed in solving these problems as well as develop a prototype for creating such problems.

**Amelia Maryam Farid**, Mathematics Education; **Leah Rosenbaum**, Mathematics Education

*Embodied and Mobile: Understanding Mathematics by Moving in New Ways*

In partnership with researchers from UC Davis, the Embodied Design Research Laboratory led by Dor Abrahamson has created a virtual tutor for embodied instruction in mathematics. The virtual agent is capable of interacting with users to support development of a series of sensorimotor control strategies that provide the basis for engaging in proportional reasoning. Participants attending the presentation will have the opportunity to learn more about and interact with the project' s virtual agent while gaining insight into the processes of grounding mathematical concepts in complex sensorimotor coordination.

### Session III.A, Paper Presentations, 2326 Tolman

**Héctor Rico**, Leadership for Educational Equity Program (LEEP)

*Leveraging Compliance Monitoring to Improve the Provision of Services for English Learners*

The California Department of Education (CDE) reviews school districts' categorical programs, including those for English learners, via the Federal Program Monitoring (FPM) process. This comparative case study explores varying responses to FPM by education leaders and, in particular, whether two urban school districts leverage FPM to improve the provision of services for English learners.

My conceptual framework posits that varying responses by district leaders to accountability regimes can be explained by multiple factors that influence their willingness and capacity and can be grouped into three categories: leveraged compliance, contrived compliance, or non-compliance.

Although the study's school districts are similar, including possessing a strong commitment to English learners, the first was very responsive to FPM, whilst the second was not—due in great part to their ideological stance, which conflicted with the CDE's. Regulatory compliance is often perceived as a bimodal response. This study found that it is much more nuanced.

**Kyle Fricke, Lee Nevo Lamprey, Lisa Zhang, Matthew Shonman, Tina Luong, & Michael Ranney**, Cognition and Development

*Reducing Doubts About Global Warming Using Five Independent Methods*

Virtually no Americans who are not specialists know the basic global warming mechanism. Fortunately, multiple experiments have found that short (1-10 minute) interventions of physical climate change instruction durably increased such understandings. More importantly, such mechanistic learning also increased climate change acceptance. Participants exposed to our interventions were more likely to accept that climate change exists and that it is heavily influenced by human activities. We will discuss these interventions, which include videos, text, statistics, and graphs about global warming, as well as an intervention with statistics related to U.S. nationalism. The results of our experiments will be summarized with special attention paid to the particular interventions that are most likely to change participants' acceptance of global warming. Additionally, we will elaborate regarding [HowGlobalWarmingWorks.org](http://HowGlobalWarmingWorks.org) – a website designed to directly enhance public “climate change cognition”, which includes many of the aforementioned interventions.

### Session III.B, Paper Presentations, 3507A Tolman

**Zina Besirevic**, Human Development; **Christyna Serrano**, POME; **Joanne Tien**, POME;  
**Exequiel Ganding**, LLC

#### *Education and Praxis for Critical Consciousness*

As a team of Graduate Student Instructors teaching Education 190, Critical Issues in Education, we used Freirean critical pedagogy to examine the tensions of theory and praxis in the design of ED190. We looked at whether ED 190 "critical consciousness" curriculum can effectively translate into students' ethically minded approach to practical work in their Community Cooperative Projects. We piloted Participatory Action Research (PAR) to strengthen the "praxis" component of ED 190. Our ongoing research was informed by classroom dialogues recorded over a semester-long period, semi-structured interviews, researcher field notes, focus groups, and content analysis of student written assignments. Preliminary findings have demonstrated that PAR successfully develops students' ability to identify the root causes of structural and racial inequality, and reflect on their own positionalities within larger systems of power. This allows for service-learning projects that move beyond mere volunteerism and to address deeper and more ethically conscious social change. However, in order for PAR to truly redress racial and structural inequalities, it must be paired with larger social justice and educational movements.

**Amanda Brait Zerbeto**, Language

#### *Application of the Brazilian version of the ICF-CY in the health care of children and adolescents with language disorders.*

**Objective:** To investigate language aspects, participation and functionality of children and adolescents with language disorders using the International Classification of Functioning, Disability and Health - children and youth version (ICF-CY). **Method:** This is a descriptive and analytical research of quantitative approach with a control group. The sample was composed of 60 children and adolescents: 30 participants with complaints of language disorders (G1) and 30 without complaints of language disorders (G2). For data collection we conducted semi-structured interviews, field journal for G1 and G2, and study of records for G1. For the analysis we used the ICF-CY. We used the Mann-Whitney Test for comparison between groups. **Results:** The G1 participants indicated language difficulties with repercussions in the ICF domains related to the **component** of Activities and participation such as conversation (< 0.001), relationship with family and friends (< 0.001), carrying out the routine (< 0.001) and handling of stress (< 0.001), unlike G2. **Conclusion:** The results show that, in the perception of the children and adolescents, language disorders affected the majority of domains of "Activities and participation". The ICF-CY proved to be useful, bringing contributions to the planning of actions on the health care of children and adolescents in terms of comprehensive care.

### **Session III.C, Paper Presentations, 3515 Tolman**

**Paulo Rodrigo Pinheiro de Campos**, Foreign language education

*English, humor and symbolic competence: fostering language acquisition in Brazil*

This presentation is about our research on English acquisition by Brazilian Federal high schoolers through humorous texts (poster, joke, poem, Diary of a Wimpy Kid, TV show). After having selected such texts, we are analyzing some discourses in them so that we can reach some of their cultural aspects more clearly. From these aspects there will be devised some learning activities to foster the acquisition of English in conjunction with the development of symbolic competence. Prior to assigning activities, students will answer a survey, so that we will be able to understand a little about their current needs towards English. They will also be asked to take notes in a diary throughout the phase of developing activities, thus helping us refine the latter.

**Ellen Lin**, Social and Cultural Studies

*When Words Fail: Literacy Can't Hear Us Now*

In spite of proliferating critical reevaluations of public education's foundations and consequences, the 18th century commandment of US schools to deliver the "3Rs' Solution of reading, 'riting, and 'rithmetic" (Vacca, 2006) persists. As evidenced by the Common Core State Standards Initiative (2016), literacy remains a primary goal in US schools, particularly in the elementary classroom. "Reading wars" (Stahl, 1998) between phonics and whole language ushered in the current era of "balanced literacy" (Sadoski, 2004), while others emphasize the pedagogical importance of storytelling (Bruner, 1986, 1990; Paley, 1981, 1990). Scholars of critical pedagogy seeking education as "a practice of freedom" also attend to literateness. For Paulo Freire (1970), "[t]o exist, humanly, is to name the world, to change it" with "true words." Yet what does such a literacy focus mean when language itself is a battleground of meaning in grids of intelligibility (Foucault, 1972, 1976)? Words, including whose count, who must hear them, which define human life and thus which lives matter, reveal grids of colonial/modern power largely uninterrupted by US school literacy. This paper works toward a reconsideration of literacy's worship of words against the criminality and death of silence (Baldwin, 1970) that evince consistent erasures of being, expressing, and understanding life in US society.

### **Session III.D, Mini Workshop, 4635 Tolman**

**Andrew Galpern**, QME/POME Assessment and test design

*What are you trying to measure in your research?*

Being clear about what you are measuring in your research can have a profound impact on the quality of your study. In this workshop, we will be discussing YOUR work in whatever stage it is in...a hunch, an idea, a potential thesis, a draft of a paper. Everyone is welcome. I guarantee you will leave with some new ideas and a very helpful framework for thinking about your work.

### **Session III.E, Mini Workshop, 4648 Tolman**

#### **Berkeley Review of Education**

*BRE Demystifying the Publications Process: Submitting Manuscripts and Engaging in Peer Reviews*

While publications are a critical component of the academic portfolio, writing for publication and the publication process itself are not often made explicit to graduate students. As a result, stepping into the world of journals can be overwhelming. This session offers insights and advice in writing specifically for journals. Sponsored by the Berkeley Review of Education (BRE), an interdisciplinary peer-reviewed journal run by graduate students at UC Berkeley, this session will focus on how to select journals, an overview of the publication process, and an overview of the peer review process (including how to interpret feedback), with ample time for extended discussion in which participants can share their knowledge and experiences about publishing in academia.

### **Session III.F, Interactive Sessions, 5634 Tolman**

**Dor Abrahamson**, Cognition & Development; **Seth Corrigan**, **Milly Farid**, **Heather Fink**, **Elan Frenkel**, **Leah Rosenbaum**, **Becca Shareff**, **Anna Weltman**

*Cluster Poster Presentation & Demo: Design-Based Research Forum (EDUC 222B)*

What is a CalcMachine? How do we facilitate for equitable participation? Can we teach kids to problem-solve collaboratively? How do we improve pre-service teacher training? What have computer models have to do with school gardening? Can young kids discover the essence of ellipses? Oh, and what exactly are mathematical definitions? Seven graduate students participated over Fall 2015 in a design-based-research course (Abrahamson, Instructor): Seth Corrigan, Milly Farid, Heather Fink, Elan Frenkel, Leah Rosenbaum, Becca Shareff, and Anna Weltman. In this cluster presentation, each student will explain the design problem they tackled, explain their theoretical orientation, outline their proposed solution, showcase their hands-on artifacts, present video data from their pilot implementation, and describe their findings, conclusions, and future work. The public is welcome to interact with the media.

**Sophia Sobko**, Language, Literacy, and Culture

*"Being the Shadow" : Low-income Latinx Students' Experiences of Belonging and Exclusion in Their First Year at UC Berkeley*

This study examines the experiences of belonging and exclusion of four Latinx undergraduates in their first year at UC Berkeley. Through a qualitative case study

employing participatory photographic methods, we address two questions: (1) How do low-income Latinx undergraduates experience “belonging” in their first year at UC Berkeley? (2) What factors influence their sense of belonging? Via photo elicitation-based interviews participants evoked both race and class to report feeling less intelligent and knowledgeable than their more privileged peers. While students’ racial identification led to feelings of exclusion, it also facilitated their participation in ethnic/racial/cultural groups that offered a sense of belonging. Considering the 2013 Campus Climate Survey, which documented student feelings of exclusion on a “racially-hostile campus,” findings from this study suggest that the University must openly address the continuing effects of inequality on our campus and work to create spaces for critical discussion of race and class.

## **Session IV, Poster Session – 4:45-6:00**

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### **Education Psychology Library**

**Kena Joy Hazelwood-Carter**, School Psychology: STEM Education

*Diversifying STEM: The case for the inclusion of social justice and mindfulness*

Research has shown that though fewer women enter STEM fields than men, their retention rates are higher. Conversely, though the number of underrepresented minorities (URMs) that choose these fields is higher than other groups their attrition rate is higher. STEM educational spaces need to be re-envisioned. To test the impact of a new model of STEM education, two summer STEM enrichment programs were created centered around social justice and mindfulness. Preliminary findings indicate students reported being more agentic in STEM, demonstrated improved critical thinking, and communication skills.

**Robin Irely**, Special Education

*Developmental Trajectory of Morphological Awareness*

This study assessed elementary school aged children’ s morphological awareness via a researcher-created measure of textual morphological awareness that was previously piloted and validated. Results indicate that textual morphological awareness increases across elementary school grade levels and the difference across grade levels is statistically significant. The substantial growth made across these grade levels suggests this is a crucial time for instruction of morphological awareness, especially for struggling readers who may not implicitly learn this skill. Results also indicate somewhat comparable accuracy for recognition of compound words as well as words with inflectional and derivational affixes, as there was not a statistically significant difference in accuracy across word type.

**Nicole Leveille Buchanan**, Cognition and Development; **Alyssa Fyson**, Education; **Esther Hessong**, Education

*"Mistakes = Information": Norms for Discussion of Mathematical Errors*

This poster summarizes results from a case study examining classroom norms supporting discussion of students' mathematical errors and partial understandings in one upper-elementary classroom. Students' errors and partial understandings – that is, ideas based in prior knowledge but incompletely coordinated and often resulting in errors – are an appropriate focus for a study of the development of norms because research shows that many U.S. teachers have difficulty establishing classroom norms supporting the productive discussion of students' partial understandings and errors, despite research and policy recommendations for doing so. The results of this study are intended to contribute to literature supporting teacher professional development by describing in detail some such norms in an example classroom using data from videotapes of mathematics lessons, interviews with the teacher and several students, and surveys of students' expectations for mathematics lessons and discussions.

**Catherine Lipson**, Special Education

*Language Development and Social Identity for an Adolescent Using Augmentative Communication*

Using the theoretical framework developed within the fields of applied linguistics and linguistic anthropology, an analysis of interactions between conversation partners with inequalities in communicative resources showed how an adolescent's help requests indicated growth in language development and social identity. A qualitative analysis of prompting techniques used by the adult conversation partner showed that the difficulty level of the prompts affected the adolescent's responses during intervention sessions. The adolescent requested additional help with less-familiar technology and software applications, and also increased the frequency of her help requests for word finding during some intervention sessions. Using discourse analysis methods revealed how language development contributed to a local version of identity shared by the participants (Wortham & Reyes, 2015). Help requests reflected an increase in self-efficacy as the adolescent gained confidence in her ability to acquire help from an adult partner, especially when composing lengthy messages or using less-familiar technology.

**Alejandra Ojeda-Beck**, School Psychology

*Incidental Academic Vocabulary Acquisition Through Graphic Novel Reading*

This experimental study examines the innovative possibility of sequenced visual images (graphic novels and comic books) to scaffold incidental vocabulary learning inferred from visual and textual context. Due to the recent growth of graphic novels as a popular text format, empirical investigation is needed to identify how to best understand and integrate the format into existing

classroom curriculum. This study compared matched-pairs of 10th grade students' ability to incidentally learn the meaning of targeted academic words from reading sequenced visual images versus text-only format. Students were found to learn equal amounts of unknown academic vocabulary in both graphic novel format and a script format. Further, regardless of initial reports of intrinsic motivation for reading, students exposed to the graphic novel format were found to have an increased intrinsic motivation for reading after reading the same play. These findings prove to be extremely influential in informing current teaching practices, library sciences, and educational policies.

**Renee Starowicz**, Special Education

*Emerging Identities in Interaction: AAC and stance*

This paper presents findings related to the emergence of identity for an adolescent woman that uses Augmentative and Alternative Communication. It is a secondary analysis of data from a larger discourse-based therapy study. This analysis draws from the fields of disability studies, interdisciplinary definitions of identity, and narrative language development with a particular focus on AAC. It is a qualitative analysis of conversations between the young woman, a peer and a speech-language pathology student that serves as the conversation facilitator.

Conversational excerpts were examined for instances of affective and epistemic stance across time. This discussion examines the qualitative changes in topics and complexity across time. This investigation is situated within an understanding of identity as emerging through the principles of emergence, positionality, indexicality relationality and partialness. Within an understanding linked to this framework of identity as complex and developing in interaction, the indexing of affective and epistemic stances becomes the relevant point of inquiry as language development is discussed.

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And thank you to all for presenting and attending, keeping this research tradition alive and well at the GSE. See you next year!

*The **Berkeley Review of Education** Invites you  
to celebrate the release of our latest issue!*

*Join us for a release party at lunch in the Education Psychology Library*



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