



Theme: Power and Knowledge: Implications for Our Social World

The Scholarly Consortium for Innovative Psychology in Education

October 12-14, 2021

Virtually hosted by Arizona State University

The Scholarly Consortium for Innovative Psychology in Education (SCIPIE) is a professional organization devoted to maintaining a center for innovation in the psychological study of learning. At the core of SCIPIE are devoted consortium members who maintain leadership roles in educational research around the country. SCIPIE was created to bring together education scholars to advance the study of learning and to provide graduate students with opportunities to participate in authentic problem solving and dialogue. Our emphasis is on research currently in progress and difficult problems that researchers face in our areas of foci.

The focus for the 2021 conference is on questions of how we know what we claim to know and what constitutes equitable educational outcomes in the face of major social upheavals, economic crises, and public health crises. The year of 2020 saw multiple major upheavals around the world that brought with them challenges and new considerations for understanding teaching, learning, and schooling. As educational psychologists pursuing innovative research projects and aiming to address questions with practical relevance, the events taking place since our last biennial meeting inevitably have affected the contexts we study, the types of research we conduct, and the opportunities possible within doctoral research training programs. Accordingly, this conference will extend SCIPIE's recent focus on complex and critical perspectives to promote reflection and discussion of how educational psychologists can maintain relevance and contribute to these currently foregrounded challenges.



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For more information: <http://scipie.org>



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TUESDAY, OCTOBER 12, 2021

VIRTUAL COFFEE AND WELCOME 8:30AM PST

KEYNOTE 1: 9:00AM TO 10:00AM PST

Keynote Address by Dr. Clark Chinn - Rutgers University

Epistemic Education for a “Post-Truth” World: Promoting Knowledge, Democracy, and Justice

Dr. Chinn is a Professor at the Graduate School of Education at Rutgers University. His research focuses on epistemic cognition, reasoning and argumentation, learning from multiple documents, conceptual change, and collaborative learning. His most recent work has focused on how to promote the goals of epistemic education—education that improves students’ ways of knowing and thinking—with a particular focus on promoting better thinking in our so-called “post-truth” world. He has worked extensively on model-based inquiry in middle-school science classes—designing learning environments and investigating how these environments promote conceptual change and epistemic growth. He was Editor of the Journal Educational Psychologist from 2011 to 2015. He is a Fellow of the American Educational Research Association and of the American Psychological Association (Division 15—Educational Psychology).

BREAK 10:00AM TO 10:30AM PST

EXPERIENTIAL LEARNING SESSIONS: 10:30AM TO 12:15PM

Experiential Learning Session A

Conceptual Noticing: A Crash Course with a New Construct

We view conceptual noticing as a specific form of transfer, defined as applying what is learned in one setting towards another. Guided by three conceptual frameworks (transfer, transformative experience, and engagement) the goal of our research was to investigate the unique qualities and different categories of conceptual noticing. We used a qualitative grounded theory approach to build a theoretical framework. This session will start with a short Flipgrid activity to involve participants in conceptual noticing, followed by reconvening as a whole group to discuss research findings of the session leaders research on conceptual noticing. Concurrently, one facilitator will qualitatively code participants’ Flipgrid videos. The group will go over qualitative coding from the conceptual noticing activity into the different categories of noticing. Finally, the facilitators will lead a whole group discussion of the implications of this new construct.

John Chancey - Oklahoma State University; Benjamin Heddy - University of Oklahoma; Ben Torsney - Temple University

Experiential Learning Session B

Practical Considerations for the Use of Critical Mixed Methods Research

Critical Mixed Methods Research (CMMR) is a complementary methodological framework to mixed methods research promoting critical inquiry and reflection in every step of the research process. If educational psychologists are to reimagine research as a tool for transformative redesign and reconstruct systems of oppression in the 21st century, they must consider incorporating constructs, lenses, and approaches previously confined to only critical race scholars. This session overviews the phases of CMMR. Freire’s methodology of problem-posing, critical dialogue, and conscientization is used to foster transformation as a researcher by furthering understanding of not only how, but *why* we conduct research: How can a CMMR researcher commit themselves and their work to meeting social justice and equitable aims? The session aim is to increase confidence in utilizing CMMR while bringing forth critical consciousness through dialogue.

Monica Hernandez-Johnson, Lisa Bendixen, Ivannia Cabrera - University of Nevada Las Vegas

BREAK 12:00PM to 12:30PM PST

GRADUATE STUDENT POSTER SESSION: 12:30PM TO 2:00PM PST

See List of Presenters Below

Social Networking 3:00PM TO 3:45PM PST

WEDNESDAY, OCTOBER 13, 2021

VIRTUAL COFFEE AND REFLECTION 8:30AM TO 9:00AM PST

KEYNOTE ADDRESS: 9:00AM TO 10:00AM PST

Keynote Address: Dr. Thomas Teo - York University

How to Think Critically in the Praxis of Theorizing

Dr. Teo is professor of psychology in the Historical, Theoretical, and Critical Studies of Psychology Program at York University, Toronto, Canada. He has been active in the advancement of theoretical, critical, and historical psychology throughout his professional career. His research has been meta-psychological to provide a more reflexive understanding of the foundations, trajectories, and possibilities of human subjectivity. He was born in London, England and earned his Mag. rer. nat. and Dr. phil. in psychology from the University of Vienna in Austria. From 1992 to 1995 he worked as a post-doc and research scientist at the Max Planck Institute for Human Development and Education in Berlin, Germany. He started his professional track at York University in Canada in 1996. He is co-editor of the *Review of General Psychology* (Sage), editor of the *Palgrave Studies in the Theory and History of Psychology*, and co-editor of the *Palgrave Studies in Indigenous Psychology*. He is former president of the International Society for Theoretical Psychology, of the American Psychological Association's Society of Theoretical and Philosophical Psychology (Division 24), and former chair of the History and Philosophy of Psychology Section of the Canadian Psychological Association. He is Fellow of CPA and APA. He has research record with more than 300 academic publications, refereed, and invited presentations. His research program contributes to the psychological humanities.

BREAK 10:00AM TO 10:30AM PST

EXPERIENTIAL LEARNING SESSIONS: 10:30AM TO 12:15PM PST

Chickens and Eggs: Recurrence Quantification Analysis

Time series data are essential in studying complex systems such as education. Among the many methods, recurrence quantification analysis (RQA) and its offshoots (e.g., cross-recurrence quantification analysis, CRQA, which works with multiple time-series) provide far-reaching and easily interpretable analyses with relatively little overhead. This workshop will introduce the ideas behind RQA, teach the requirements for data preparation, and provide the code to analyze time-series data with RQA using the R Statistical Environment. (No previous experience with R is required; those who wish to perform analyses during the workshop should bring a computer pre-loaded with R. Those who bring their own time-series data and a computer with the R Statistical Environment installed will have an opportunity to do some basic RQA on their data.

Session lead: Bernard Ricca - Lyda Hill Institute for Human Resilience

Critical Approaches to Teaching Educational Psychology: Opportunities, Challenges, and Methods

This workshop will engage participants in reflecting on the following questions: 1) What is the impact of the current call to address social and historical inequities within educational psychology on the teaching of educational psychology? 2) How can educational psychology courses better prepare teachers to support students from historically marginalized communities? Session leaders will present how they approach integrating critical perspectives into teaching educational psychology. Attendees are invited to bring their own course materials and to share their own experiences and expertise. Participants in this workshop will come away with readings, activities, and lessons that they can integrate into their own teaching as well as a greater understanding of and appreciation for the opportunities and challenges that exist at the intersection of critical theories and educational psychology.

Session Co-leads: Matthew Graham - University of Oregon; Christine Bae - VCU; Vandna Bindra - North Carolina State University [NCSU]; Jenifer Husman, University of Oregon; Helenrose Fives - Montclair State University; Jason Wornoff

BREAK 12:00PM TO 12:30PM PST

INTERACTIVE PAPER SESSIONS: 12:30PM TO 1:30PM PST

Climate Change Education - Multiple Methodologies and Pedagogical Perspectives

This interactive session will focus on immersive projects in educational psychology that foster inquiry, engagement, and inspire new ideas and discussion for next steps in climate change education. Several of the cognitive complexities associated with climate change education are related to overcoming science denial and misconceptions, shifting motivated (value-laden) reasoning, and understanding the disproportionate social impacts of climate change on vulnerable populations. Teaching climate related topics may be socially charged and controversial, with different learners bringing a range of prior knowledge, values, beliefs, attitudes and emotions into educational spaces. In centering learners as active agents of their own learning, and of potential social change, teachers have a difficult task of engaging students conceptually, as well as creating sustained motivation for the topic that carries beyond the classroom into real world transfer and action. Session participants will explore these challenges in breakout rooms, trying 3 approaches designed to incorporate the complex socio-scientific subject of climate change into science curricula. Participants will take an environmental value survey, and a full group discussion.

Session Co-leads: Ananya Matewos - St. Norbert College, Gale Sinatra - University of Southern California [USC], Imogen Herrick - USC, Benjamin Torsney - Temple University, Jennifer Gribben - USC

Reevaluating my Language Use and Community Understanding When Working with Students

This interaction session provides a reflection of the facilitator's experiences while working alongside four interns from an alternative school hired to work for an agricultural internship. I utilized an autoethnography to situate the research. Autoethnographic projects use selfhood, subjectivity, and personal experience ("auto") to describe, interpret, and represent ("graphy") beliefs, practices, and identities of a group or culture ("ethno"). Data analysis led me to confront various privileges. Findings indicate how I learned to appreciate systemic factors that influenced these individuals. Finally, I started to become more aware of the language I used that reinforces the deficit model perspective. This interactive session will highlight the relevance of doing autoethnography. I will invite the audience to journey with me towards introspection, reflexivity, and contemplation to better understand themselves and others. Jamboard will foster interaction and collective reflection on various privileges.

Session lead: Eric Hogan - Georgia Southern University

BREAK 1:30 TO 2:00 PM PST

CO-EXPLORING/BRAINSTORMING/WRITING BREAKOUTS – TBD by ATTENDEES 2:00PM TO 4:00 PM PST



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THURSDAY, OCTOBER 14, 2021

VIRTUAL COFFEE AND REFLECTION 8:30AM TO 9:00AM PST

PAPER SESSIONS: 9:00AM TO 10:00AM PST

PAPER SESSION A

International Students in the U.S.: Examining Disparities in Existential Isolation During a Public Health Crisis

Faqryza Ab Latif - University of Arizona

Representation matters: Understanding the Role of an Ethnically Diverse Teacher Workforce in Closing Opportunity Gaps

Faiza Jamil, Robert O'Hara, Abigail Stephan, Amanda Bennett, Georgia McKown - Clemson University

Using Study-Group Discussions to Promote Cross-System Integration in an Introductory Anatomy and Physiology Course

Carla Firetto, Emily Starrett, Liana Jabar, Jeffrey Kingsbury - Arizona State University

PAPER SESSION B

Exploring Associations Between Critical Consciousness and Social Empathy among Teachers

Luke J. Rapa, Cari Allyn Brooks, Candice W. Bolding - Clemson University

New Measures of Collaborative Group Functioning Using a Complex Systems Approach

Bernard Ricca - Lyda Hill Institute for Human Resilience, Michelle Jordan - Arizona State University

Three Levels of Thinking: A Framework for Understanding Reasoning in a Post-Truth World

Michael E. Nussbaum - University of Nevada, Las Vegas

BREAK 10:00AM TO 10:30AM PST

EXPERIENTIAL LEARNING SESSIONS: 10:30AM TO 12:00PM PST

**EXPERIENTIAL LEARNING SESSION C
Film School for Global Scientists: Supporting Second Language Development and Digital Literacies through Filmmaking**

This session focuses on a program of research that implemented filmmaking as a teaching-learning strategy for L2 language acquisition. Fifth-graders developed flexible digital literacies aimed at building global understanding. Instruction mixed the use of English and Spanish to address water conservation on students' school grounds and around their campus. Students were guided to learn what a filmmaker does to share and communicate meaning with different audiences that include speakers of Spanish. They created found poems and water narratives designed to encourage language learning across meaningful topics of interest to them. The session will introduce video clips, interactive discussions, and a celebration of student learning. Participants will examine and discuss students' film creations, and analyze students' language learning and perspectives about filmmaking as a tool for inquiry.

Session Co-leads: Veronica Oguilve, Jill Castek, Jessica Summers, Lia Falco - University of Arizona

**EXPERIENTIAL LEARNING SESSION D
Centering Students as Actors in the Classroom: Understanding Agency across Educational Psychology, Teaching & Learning, and Urban Education**

This session aims to take a 'deep dive' of the concept of student agency across fields organized along a continuum that ranges from person-centered to context-oriented approaches. Participants will explore a) epistemological positioning, b) theoretical frame(s), c) construct operationalization, and d) prominent methods. Three foundational questions will be explored: How is student agency conceptualized and studied? What are the affordances and constraints of these varying approaches for research and practice, particularly towards the goal of creating equitable classroom spaces for historically marginalized students to be agents of their learning? Please come ready to share 1) a description of the student population you work with (in your teaching, scholarship) and the context of your work, 2) your working definition of 'student agency', and 3) methodological tools you use to understand student agency (e.g., surveys, interview protocols).

Session Co-leads: Christine Bae - VCU, Ananya Matewos - St. Norbert College, Lauren Cabrera - VCU, Martinique Sealy - VCU, Jessica Gladstone - VCU

Break 12:00PM TO 12:30PM PST

PAPER SESSION: 12:30PM TO 1:30PM PST

PAPER SESSION C

Social Justice in the Classroom: Exploring support for K-12 teachers use of action-oriented pedagogies

Andrea Weinberg, Rebecca Jongewaard, Michelle Jordan - Arizona State University

A Case for Open-ended Survey Questions as a Method to Collect Qualitative Data

Manogna Murukutla - Touro University Nevada, Jyoti Senthil - University of Bath, UK

Culturally Sustaining Teacher Educator Professional Development and Critical Mixed Methods Participatory Research Design

Lisa Bendixen –UNLV, Tara Plachowski - UNLV/Embracing Equity, Rashi Jawade – Embracing Equity

BREAK 1:30PM TO 2:00PM PST

**CO-EXPLORING/BRAINSTORMING/WRITING BREAKOUTS – TBD by ATTENDEES
2:00PM TO 4:00 PM PST**



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FRIDAY, OCTOBER 15, 2020

VIRTUAL COFFEE AND REFLECTION 8:30AM TO 9:00AM PST

CLOSING DISCUSSION WITH KEYNOTE SPEAKERS: 9:00AM TO 10:00AM PST

Featuring Thomas Teo, York University and Clark Chinn, Rutgers University

Our keynote speakers have generously agreed to engage in conversation with the community. This is not a lecture. We will collect questions throughout the conference to facilitate Q&A. The discussion is open to all SCIEPIE participants.

AWARDS AND RECAPITULATION 10:00AM TO 10:30AM PST

The conference will conclude with a brief presentation of the SCIEPIE founders award for the most innovative conference presentation and the SCIEPIE student poster award. We will also reflect as a community on where we've been, where we are, and where we're going. This session will be led by members of the SCIEPIE Board.



SCIPIE Board 2019-2021

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Graduate Student Posters

1. April Ursula Fox (University of Nevada Las Vegas): Self-coherence, The Hub of All Needs: A Window Facing Realness of Intersectionality Ebb and Flow
2. Alia Hamdan, Katherine Cheng, & Jenefer Husman (University of Arizona): Predicting Engineering Students' Self-Efficacy: Exploring Gender and Emotions
3. Lauren Cabrera & Christine Bae (Virginia Commonwealth University): Who Holds the Power in the Classroom? An Exploratory Investigation of Agency via Questioning
4. Precious Hardy (University of Missouri): Instructional Mathematic Methodologies and Learning Outcomes
5. Rebekah Jongewaard (Arizona State University): Designing for Teacher Agency, Designing to Thrive
6. Michael Van Winkle & Michael Nussbaum (University of Nevada Las Vegas): Can Critical Questions Promote Attitude Shifts on a Socioscientific Issue?
7. Amanda Bermudez & Eric D. Smith (University of Arizona): Finding Love? Dating Application Use in College and the Relationship with of Sexual Health and Education Practices
8. Yingying Zhao & Jeffrey Gagne (Texas A&M University): Young Children's Callous-Unemotional Traits Mediate the Relationship between Maternal Negative Affectivity and Oppositional Defiant Disorder Behavior Problems

9. Daniel Grimes (Portland State University): Two Rights Don't Makes It Right: Epistemic Positioning in a Collaborative Activity
10. Raelynn Frazier (University of Nevada Las Vegas): Exploring the Role of Epistemic Cognition and Self-efficacy in the Career Decision-Making Processes of College Students: An Explanatory Sequential Study
11. Erin McCoy Chriyaa, Michelle Jordan, & Steven Zuiker (Arizona State University): Locating Agency in Middle Grade Learners' Located Futures Narratives
12. Sabrina Wallace & Jonathan Hilpert (University of Nevada Las Vegas): Managing Data for Learning Analytics: Structure and Concepts
13. Jeff Vomund & Angela D. Miller (George Mason University): Can We Measure Feeling Understood?: The Development of a Student Perceptions of Teacher Empathy Scale
14. April Giles (University of Nevada Las Vegas): Decision-Making in Order Maintenance Policing: The Role of Learning and Cognition
15. Isis Howard (Arizona State University): What is Community and How do I Relate to It?: Exploring High School Scholars' Community Engineering
16. Sandy Cerda-Lezama, Jennifer Lindwall, Karlyn Adams-Wiggins (Portland State University): Science Identity Development in Mentored Research Experiences: The Role of Recognition
17. Temitope Adeoye (Purdue University): Examining Students' Gendered and Ethnicity-Relevant Motivations While on Academic Probation
18. Jennifer Fletcher & Jonathan Hilpert (University of Nevada Las Vegas): A Mixed Methods Analysis of Truancy Prevention: A Pilot Study for Community Analytics Support

THANKS

SCIPIE would like to extend a special thanks to our conference sponsor, Arizona State University, as well as to the other member institutions that have provided resources and support to make the 2021 conference possible. We owe a debt of gratitude for everyone who has contributed to our organization.

