



# Educational Psychology Graduate Students' Research Productivity

2016 – 2018

## HONORS AND AWARDS

### Amanda Baker

- *Paul R. Pintrich Outstanding Dissertation Award*, American Psychological Association, Division 15, 2018.
- *Dissertation Research Grant*, American Psychological Association, Division 15, 2016.
- *Small Research Grant*, Department of Educational Studies, The Ohio State University, 2016

### Anna Brady

- *Elsie Alberty Scholarship*, 2017
- *Henrietta Fleck Houghton Scholarship*, 2017
- *Wayne K. Hoy and Anita Woolfolk Hoy Scholarship*, 2018
- *The Ohio State University Graduate Associate Teaching Award*, 2018

### Jing Chen

- *Richard C. Anderson Graduate Research Award*, National Consortium for Instruction and Cognition, 2015
- *College of Education & Human Ecology Scholarship*, The Ohio State University, 2016
- *Graduate Student Travel Grant*, College of Education & Human Ecology, The Ohio State University, 2016

### Alyssa Emery

- *Best Student Poster Award*, American Psychological Association, Division 15, 2018

- *Ford Dissertation Fellowship Honorable Mention*, National Academies of Science, Engineering, and Medicine, 2016
- *Alumni Grant for Graduate Research & Scholarship*, The Ohio State University, 2016
- *Small Research Grant*, Department of Educational Studies, The Ohio State University, 2016
- *Student Travel Award*, American Educational Research Association, SIG Motivation in Education, 2016

### **Marissa Green**

- *Bringing it Home Grant*, University Center for the Advancement of Teaching, The Ohio State University, 2016
- *Small Research Grant*, Department of Educational Studies, The Ohio State University, 2018

### **Seung Yon Ha**

- *Ronald C. Rogers Scholarship*, The Ohio State University, 2018
- *Travel Grant*, AERA Division C Graduate Student Seminar, 2018
- *Small Research Grant*, Department of Educational Studies, The Ohio State University, 2017

### **Ryan Iaconelli**

- *The Antoinette Lowry Barr Scholarship*, The Ohio State University, 2016
- *Graduate Student Travel Grant*, Educational Psychology Program, The Ohio State University, 2017

### **Saesbyul Kim**

- *Fulbright Award*, 2018-2020
- *Graduate School Tuition and Fee Award*, The Ohio State University, 2018-2019

### **Yoeun Kim**

- *Hathaway Education Scholarship*, Ohio State, 2016, 2017
- *College of Education and Human Ecology Graduate Student Travel Grant*, Ohio State, 2017, 2018
- *Department of Educational Studies Graduate Student Travel Grant*, Ohio State, 2017, 2018
- *Educational Psychology Program Graduate Student Travel Grant*, Ohio State, 2017, 2018
- *Wayne K. Hoy & Anita Woolfolk Hoy Scholarship*, Ohio State, 2018

- *Motivation in Education Special Interest Group Student Travel Award*, American Educational Research Association, 2018

### **Irina Kuznetcova**

- *The Antoinette Lowry Barr Scholarship*, The Ohio State University, 2017
- *Ronald C. Rogers Scholarship*, The Ohio State University, 2018

### **Narmada Paul**

- *College of Education & Human Ecology Scholarship*, The Ohio State University, 2016
- *Graduate Student Travel Grant, College of Education and Human Ecology*, The Ohio State University, 2016

### **Sungjun Won**

- *Alumni Grants for Graduate Research and Scholarship*, The Ohio State University, 2018
- *The Presidential Fellowship*, Ohio State University, 2018-19
- *Small Research Grant*, Department of Educational Studies, The Ohio State University, 2018
- *Graduate Student Travel Award*, American Psychological Association, 2018
- *Graduate Student Research Award*, American Educational Research Association, Studying and Self-Regulated Learning SIG, 2016
- *The Wayne K. Hoy and Anita Woolfolk Hoy Scholarship*, 2016

## **PEER REVIEWED PUBLICATIONS**

Anderman, E. M., Koenka, A. C., Anderman, L. H., & **Won, S.** (in press). Math and science motivation in internationally adopted adolescents. *School Psychology Quarterly*.

Anderman, E. M., & **Won, S.** (in press). Academic cheating in disliked classes. *Ethics & Behavior*. <http://doi.org/10.1080/10508422.2017.1373648>

**Baker, A. R.**, Lin, T. -J., **Chen, J.**, **Paul, N.**, Anderson, R. C., & Nguyen-Jahiel, K. (2017). Effects of teacher framing on student engagement during Collaborative Reasoning discussions. *Contemporary Educational Psychology*, *51*, 253-266. doi: 10.1016/j.cedpsych.2017.08.007

**Chang, Y.**, & **Won, S.** (2017). A longitudinal investigation on adolescents' growth mindset and learning: The mediating role of help seeking. *(Korean) The SNU Journal of Education Research*. *26*, 149-169.

**Chen, J.**, Justice, L. M., Rhoad-Drogalis, A., Lin, T. -J., & Sawyer, B. (in press). Social networks of children with language impairment in inclusive preschool programs. *Child Development*.

- Chen, J.,** Lin, T. -J., Justice, L. M., & Sawyer, B. (2017). The social networks of children with and without disabilities in early childhood special education classrooms. *Journal of Autism and Developmental Disorders*. doi: 10.1007/s10803-017-3272-4
- Chen, J.,** Lin, T. -J., Ku, Y. -M., Zhang, J., & O'Connell, A. (2018). Reader, word, and character attributes contributing to Chinese children's concept of word in print: Cross-classified multilevel logistic models. *Scientific Studies of Reading*, 22, 209-224. doi: 10.1080/10888438.2017.1414220
- Green, M., Emery, A., Sanders, M., & Anderman, L.** (2016). Another path to belonging: A case study of middle school students' perspectives. *The Australian Educational and Developmental Psychologist*, 33, 85-96. doi: 10.1017/edp.2016.4
- Hensley, L., Wolters, C. A., **Won, S., & Brady, A. C.** (2018). Academic probation, time management, and time use in a college success course. *Journal of College Reading and Learning*, 48, 105-123.  
<https://doi.org/10.1080/10790195.2017.1411214>
- Hensley, H. C., **Won, S.,** Wolters, C. A., & **Brady, A. C.** (2018). Understanding students' time management within the context of a college-success course. *Journal of College Reading and Learning*, 48, 105-123.  
<https://doi.org/10.1016/j.lindif.2017.12.010>
- Justice, L.M., **Chen, J.,** Tambyraja, S., & Logan, J. (2018). Increasing caregivers' adherence to an early-literacy intervention improves the literacy skills of children with language impairment. *Journal of Autism and Developmental Disorders*, 1-14. doi: 10.1007/s10803-018-3646-2
- Justice, L., **Emery, A.,** Mashburn, A., & Pentimonti, J. (2016). Impacts of whole class literacy instruction on the depth of preschoolers' social interactions. *Early Education and Development*. Doi: 10.1080/10409289.2016.1246287
- Kim, S.,** & Lee, H.D. (2018). A literature review and reflection on educational meaning that Christian youths have in going volunteering works: View from the educational psychological theories, *Faith and Scholarship*, 23(3), 99-128.  
<https://doi.org/10.30806/fs.23.3.201809.99>
- Kim, Y., Brady, A. C.,** & Wolters, C. A. (2018). Development and validation of the brief regulation of motivation scale. *Learning and Individual Differences*.  
<https://doi.org/10.1080/10790195.2017.1411214>
- Kuznetcova, I.,** Teeple, J., & Glassman, M. (2018). The dialectic of the avatar: Developing in-world identities in Second Life. *Journal of Gaming & Virtual Worlds*, 10(1), 59-71. doi: [https://doi.org/10.1386/jgvw.10.1.59\\_1](https://doi.org/10.1386/jgvw.10.1.59_1)
- Lin, T., Justice, L.M., **Paul, N.,** & Mashburn, A. J. (2016). Peer interaction in rural preschool classrooms: Contributions of children's learning-related behaviors, language and literacy skills, and problem behaviors. *Early Childhood Research Quarterly*, 37, 106-117.
- Paul, N.,** & Glassman, M. (2017). Relationship between internet self-efficacy and internet anxiety: A nuanced approach to understanding the connection. *Australasian Journal of Educational Technology*, 33, 4.
- Toppino, T.C., LaVan, M., & **Iaconelli, R.** (2018). Metacognitive control in self-regulated learning: Conditions affecting the choice of restudying versus retrieval practice. *Memory & Cognition*. <https://doi.org/10.3758/s13421-018-0828-2>

- Wolters, C. A., **Won, S.**, & Hussain, M. (2017). Examining the relations of time management and procrastination within a model of self-regulated learning. *Metacognition and Learning*, 12, 381-399. <https://doi.org/10.1007/s11409-017-9174-1>
- Won, S.**, Lee, S. Y., & Bong, M. (2017). Social persuasion by teachers as a source of student self-efficacy: The moderating role of perceived teacher credibility. *Psychology in the Schools*, 54, 532-547. <http://doi.org/10.1002/pits.22009>
- Won, S.**, Wolters, C. A., & Mueller, S. A. (2018). Sense of belonging and self-regulated learning: Testing achievement goals as mediators. *Journal of Experimental Education*, 86, 402-418. <http://doi.org/10.1080/00220973.2016.1277337>
- Won, S.**, & Yu, S. L. (2018). Relations of perceived parental autonomy support and control with adolescents' academic time management and procrastination. *Learning and Individual Differences*, 61, 205-215. <https://doi.org/10.1016/j.lindif.2017.12.001>

## OTHER PUBLICATIONS

- Anderman, E. M., & **Green, M.** (2018). Middle school transitions. In J. Hattie & E. M. Anderman (Eds.) *International Guide to Student Achievement (2<sup>nd</sup> ed.)*. New York, NY: Routledge.
- Anderman, L. H. & **Sayers, R.** (forthcoming). Motivation and achievement in classrooms. In J. A. C. Hattie & E. M. Anderman (Eds.), *International guide to student achievement (2<sup>nd</sup> ed.)* (pp.185-187). New York, NY: Routledge
- Emery, A.** (2016). Strategies for working with impulsive students. In A.M. Ryan, T. C. Urdan, & E. M. Anderman (Eds.), *Adolescent development for educators*. New York, NY: Pearson.
- Kuznetcova, I., & Glassman, M. (2018). Virtual reality: Its transformative potential. In L. Benade & M. Jackson (Eds.), *Transforming education: Design, technology, government* (pp. 199-211). London: Sage. doi: [https://doi.org/10.1007/978-981-10-5678-9\\_13](https://doi.org/10.1007/978-981-10-5678-9_13)
- Newell, G., Bloome, D., Hirvela, A., Lin, T-J., Shanahan, E., VanDerHeide, J., Wynhoff-Olsen, A., Brady, J., Goff, B., **Ha, S. Y.**, Kim, M-Y., Seymour, M. (forthcoming). *Teaching and Learning Dialogic Literary Argumentation in High School English Language Arts Classrooms*. New York, NY: Routledge.
- Newell, G., Bloome, D., Hirvela, A., Lin, T-J., Kim, M.-Y., Goff, B., Ryu, S., Weyand, L., Buescher, E., & **Ha, S. Y.** (2017). Teaching and learning literary argumentation in high school English Language Arts classrooms. In K. A. Hinchman, & D. A. Appleman (Eds.), *Adolescent Literacies: A Handbook of Practice-Based Research* (pp. 379-397). New York, NY: Guilford Press.
- Wolters, C. A. & **Brady, A. C.** (2018). Grit. In *The SAGE Encyclopedia of Lifespan Human Development*. Thousand Oaks, CA: SAGE Publishing.
- Wolters, C. A., & **Won, S.** (2018). Validity and the use of self-report questionnaires to assess self-regulated learning. In D. Schunk and J. Greene (Eds.), *Handbook of self-regulation of learning and performance (2nd ed.)*. New York, NY: Routledge.

## NATIONAL AND INTERNATIONAL PEER-REVIEWED CONFERENCE PRESENTATIONS

- Anderman, E. M., Koenka, A. C., & **Won, S.** (2017, April). *Changes in STEM motivation during high school for domestically and internationally adopted adolescents*. Poster presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Baker, A. R.** (2016, November). *Exploring the relationships between student loan debt, financial stress, and students' goals for college*. Presentation at the annual meeting of the Association for the Study of Higher Education (ASHE), Columbus, OH.
- Baker, A. R.,** & Montalto, C. (2017, April). *Student loan debt and financial stress: Implications for academic performance*. Poster presented at the annual meeting of the American Educational Research Association, Washington, D. C.
- Baker, A. R.,** & Taylor, K. B. (2016, November). *Examining the role of discomfort in collegiate learning and development*. Presentation at the annual meeting of the Association for the Study of Higher Education (ASHE), Columbus, OH.
- Baker, A. R.,** Taylor, K. B., & Oaks, D. J. (2016, March). *Converting data into decisions: The interpretation, communication, and use of qualitative assessment*. Presentation at the annual meeting of the Student Affairs Administrators in Higher Education (NASPA), Indianapolis, IN.
- Baker, A. R. & Brady, A. C.** (2018, August). *Individual and contextual differences in dissonance negotiation among service-learning participants*. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Bloome, D., Lin, T.-J., & **Ha, S. Y.** (2018, November). Defining dialogic literary argumentation. In Bloome, D. (Chair), *Teaching and Learning Dialogic Literary Argumentation in High School English Language Arts Classrooms*. Symposium to be conducted at the Literacy Research Association Annual Conference, Indian Wells, CA.
- Brady, A. C., Kim, Y.,** Cutshall, J. (2017, April). *College students' distractions and strategies from a self-regulated learning perspective: A qualitative analysis*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Brady, A. C.,** Wolters, C. A., Hensley, L. C., **von Spiegel, J,** & Cutshall, J. (2018, April). *Evaluating the impact of self-regulated learning programming for students on academic probation*. Symposium presented at the annual meeting of the American Educational Research Association, New York, NY.
- Chen, J.,** & Lin-T.-J.(2017, April). *The moderating effects of ability grouping on shy children's peer relationships*. Paper presented at the Society for Research in Child Development (SRCD), Austin, TX.
- Chen, J.,** Lin, T.-J., Justice, L, Piasta, S., & Sawyer, B. (2016, August). *Examining children's interaction in preschool inclusive classrooms: A social network approach*. Poster presented at the annual meeting of the American Psychological Association, Denver, CO.
- Chen, J.,** Lin, T.-J., Scott, A., Zhan, X., **Ha, S.Y., Paul, N.,** ... Anderman, E. (2016, August). *The influence of ability grouping on early adolescents' social interaction*

- with peers*. Paper presented at the annual meeting of the American Psychological Association, Denver, CO.
- Emery, A.** (2016, August). *The paradox of preference: Incorporating student voice in special education inclusion decisions*. Paper presented at the annual meeting of the American Psychological Association, Denver, CO.
- Emery, A., & Anderman, L. H.** (2017, April). *Motivational patterns of college students with disabilities*. Poster presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Emery, A., Sanders, M., Green, M., Logan, J.A.R., & Anderman, E.M.** (2016, April). *Exploring motivation of students with learning disabilities using latent class analysis*. Poster presented at the Annual Meeting of the American Educational Research Association, Washington, D.C.
- Green, M., & Henkalin, K.** (2017, April). *The importance of academics in students' sense of belonging in a STEM-focused school*. Poster presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX
- Green, M., Sanders, M., Emery, A., & Anderman, L.H.** (2016, August). *Another path to belonging: A qualitative analysis of students' perspectives*. Poster presented at the annual meeting of the American Psychological Association, Denver, CO
- Ha, S. Y., Li, W-T., Lin, T-J., Kraatz, E., & Shin, S.** (2018, April). *Cultural influence on early adolescents' social reasoning: U.S and Taiwanese students' reasoning about social exclusion*. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
- Ha, S. Y., & Lin, T-J.** (2016, December). The case of Mr. Watson: Adaptive teaching and responsiveness in teaching argumentative writing. In Lin, T-J. (Chair), *On the evolution of teaching argumentative writing across an academic year in high school English Language Arts classrooms*. Symposium conducted at the Literacy Research Association Annual Conference, Nashville, TN.
- Ha, S. Y., & Lin, T-J.** (2018, October). *Epistemic cognition on social knowledge and early adolescents' small-group discussions*. Paper presented at the 2018 Meeting of the European Association for Research on Learning and Instruction (EARLI) Special Interest Groups 20 and 26, Jerusalem, Israel.
- Ha, S. Y., Newell, G.E., & Lin, T.-J.** (2016, August). *Constructing multiple perspectives for literary argumentation: A case of a high school ELA classroom*. Poster presented at the annual meeting of the American Psychological Association, Denver, CO.
- Hensley, L., Wolters, C. A., & **Won, S.** (2016, April). Understanding students' time management within the context of a college-success course. In A. Zusho (Chair), *Promoting college and career readiness through self-regulated learning in the classroom*. Symposium presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Hoops, L., **Green, M., Baker, A., & Hensley, L.** (2017, April). *Exploring college students' experiences of success and sense of belonging across contexts: A phenomenological study*. Poster presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX

- Iaconelli, R.** & Toppino, T.C. (2017, May). Learners' preference for restudying or engaging in retrieval depends on spacing. Presented at the Association for Psychological Science conference, Boston, MA.
- Iaconelli, R.,** & Wolters, C. (2018, April). Insufficient effort responding: pest or plague when assessing self-regulated learning with self-report surveys. Poster presented at the 2018 annual meeting of the American Educational Research Association Conference, New York City, New York.
- Kelly, R.K., & **Iaconelli, R.** (2018, April). An examination of the representation of gender and race of characters in first grade core reading curricula. Poster presented at the 2018 annual meeting of the American Educational Research Association Conference, New York City, New York
- Khandaker, N.** (2016, April). *What do we know about the relation between poverty and achievement motivation in early childhood?* Poster presented at annual meeting of the American Education Research Association, Washington, D.C.
- Khandaker, N., Henkaline, K., & Collen, C.** (2016, August). *Teacher self-efficacy, classroom processes, and motivational outcomes in preschool.* Poster presented at the annual meeting of the American Psychological Association, Denver, CO.
- Kim, S.,** & Han, S. (2018, Nov). *Education for harmonious coexistence in classrooms with small group discussions in preparation for Korean unification,* Korean Association of Christian Studies, Seoul.
- Kim, Y., Brady, A. C.,** & Wolters, C. A. (2017, April). *Development and validation of a brief scale for motivational regulation.* Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Kim, Y.,** Shin, J., & Yu, S. L. (2017, April). *The effects of self-regulation and motivational context on students' perception of temptation.* Paper presented at the Annual Meeting of the American Educational Research Association. San Antonio, Texas.
- Kim, Y.,** Yu, S. L., Koenka, A. C., **Lee, H. W.,** & Heckler, A. F. (2018, April). *Can high self-efficacy and value buffer cost? Exploring interactive relationships and their consequences for engagement.* Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Koenka, A.C., **Emery, A.,** & Anderman, E.M. (2016, August). *The motivational consequences of ungraded math courses in middle school.* Poster presented at the annual meeting of the American Psychological Association, Denver, CO.
- Koenka, A. C., Yu, S. L., **Kim, Y.,** Lafranconi, H., & Heckler, A. F. (2017, April). *What predicts success in undergraduate physics? The importance of belonging and the complexity of cost.* Paper presented at the Annual Meeting of the American Educational Research Association. San Antonio, Texas.
- Kraatz, E.** & Lin, T.-Z. (2018, April). *Goal setting and self-reflection in collaborative small-group discussions.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Kuznetcova, I.,** Lin, T. -J., **Ha, S. Y.,** **Chen, J.,** & **Paul, N.** (2017, April). *Socializing interpersonal immediacy in collaborative small-group discussions.* Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.



- Kuznetcova, I., Lin T.J., Ha, S. Y., Paul, N., Chen, J., Won, S., Zhan, X., & Huang, Y.** (2016, August). *Teacher strategies for constructing prosocial and argumentative small-group discussions*. Paper presented at the annual convention of the American Psychological Association, Denver, CO.
- Lee, H., Yu, S. L., Koenka, A. C., Kim, Y., & Heckler, A. F.** (2018, August). *Parental expectations and self-regulated learning: Roles of identity foreclosure and self-efficacy*. Paper presented at the Annual Convention of the American Psychological Association, San Francisco, CA.
- Lin T.J., Chen, J., Ha, S. Y., Kuznetcova, I., Paul, N., Won, S., & Anderman, E. M.** (2017, April). *The influence of collaborative small-group discussion on social self-efficacy and class relationships*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Lin, T.-J., Ha, S. Y., Hsieh, G., & Buescher, E.** (2017, November). Adaptive expertise for teaching literature-related argumentative writing in high school English language arts classrooms. In Newell, G. E. (Chair), *Adaptive expertise for teaching literature-related argumentative writing in high school English language arts classrooms*. Symposium conducted at the Literacy Research Association Annual Conference, Tampa, FL.
- Lin, T.-J., Li, W.-T., Chiu, Y.-J., Hong, Y.-R., Tsai, C.-C., & Ha, S. Y.** (2018, April). *Effects of collaborative small-group discussions on early adolescents' social reasoning*. Poster presented at the annual meeting of the American Educational Research Association. New York, NY.
- Lin, T.-J., Newell, G. N., Buescher, E., Ha, S. Y., Hsieh, M.-Y.** (2018, April). Adaptive expertise for teaching argumentative writing in high school English language arts classrooms. In Athanases, S. (Chair), *Adaptive expertise for teaching in academic domains: argumentative writing, literature, collaborative problem-solving, and technology-based inquiry*. Symposium conducted at the annual meeting of the American Educational Research Association. New York, NY.
- Newell, G., Ha, S. Y., Goff, B., & Buescher, E.** (2016, November). *Adaptive expertise for teaching literary argumentation in high school English Language Arts classrooms: From learning to argue to arguing to learn*. Paper presented at the National Council of Teachers of English Annual Convention, Minneapolis, MN.
- Newell, G. N., Lin, T.-J., Ha, S. Y., & Kwak, S.** (2016, November). *Assessing learning to argue and arguing to learn in high school English Language Arts classrooms*. In M. Sheehy (Chair), *How do youth learn to write arguments? What assessments from three research projects tell us*. Symposium conducted at the Literacy Research Association Annual Conference, Nashville, TN.
- Paul, N. & Lin, T.J.** (2016, August). *Designing online discussion for enhancing satisfaction of students' psychological needs*. Paper presented at the annual meeting of the American Psychological Association, Denver, CO.
- Paul, N., Lin, T.J., Ha, S.Y., Chen, J., & Newell, G.** (2016, April). *Relationship between writing anxiety, self-efficacy, and self-regulation in argumentative writing: A goal theory perspective*. Paper presented at the annual meeting of American Educational Research Association, Washington, DC.
- Paul, N., Lin, T. -J., Ha, S.Y., Chen, J., & Newell, G.** (2016, April). *Modeling relationships between writing anxiety, self-efficacy, and self-regulation in*

- argumentative writing: A goal theory perspective*. Paper presented at the annual meeting of the American Educational Research Association, Washington DC.
- Phillips, E. L., **Baker, A. R.**, & McDaniel, A. (2017, March). *Financial wellness among students with dependent children*. Presentation accepted to the annual meeting of College Student Educators International (ACPA), Columbus, OH.
- Rodgers, E.M., D'Agostino, J.V., Berenbon, R.F., **Iaconelli, R.**, & Winkler, C.E. (2018, April). Developing an effective literacy instructional format for young students with IEPs. Symposium presented at the 2018 annual meeting of the American Educational Research Association Conference, New York City, New York.
- Sanders, M., Emery, A.**, & Anderman, L. (2016, April). *"They'll just send you off without a clue": Exploring middle school students' autonomy and attributions*. Poster presented at the 2016 Annual Meeting of the American Educational Research Association.
- Wolters C. A., **Brady, A. C.**, & **Won, S.** (2016, May). *Motivational regulation: Theoretical and empirical links with college students' self-efficacy and achievement goals*. Paper presented at the annual convention of the Association for Psychological Science, Chicago, IL.
- Wolters, C. A., **Won, S.**, & Hensley, L. (2016, August). *Dispositional and motivational antecedents of college students' use of self-regulation strategies*. Paper presented at the 15<sup>th</sup> International Conference on Motivation, Thessaloniki, Greece.
- Wolters, C. A., **Won, S.**, Hensley, L., & **Brady, A. C.** (2016, April). Grit and growth mindset as predictors of college students' utility value, self-efficacy, and achievement goals. In A. Wigfield (Chair), *What is true about grit: Relations with self-regulation and motivation, and new innovative interventions*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Won, S., Green, M.**, Chang, Y., & Anderman, E. M. (2016, August). *Classroom goal structures and students' motivation profiles in health education*. Poster presented at the annual convention of the American Psychological Association, Denver, CO.
- Won, S., Green, M.**, Chang, Y., & Anderman, E. (2016, August). *Motivation profiles in health education*. Poster presented at the Annual Meeting of the American Psychological Association, Denver, CO
- Won, S.**, Hensley, L. & Wolters C. A. (2018, August). *Belonging, self-efficacy, and utility value as predictors of college students' academic help-seeking*. Poster presented at the annual convention of the American Psychological Association, San Francisco, CA.
- Won, S.**, & Wolters C. A. (2017, April). *Achievement goals and self-regulated learning: A multiple goals perspective using latent profile analysis*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Won, S.**, Wolters C. A., & Mueller, S. A. (2016, August). *Sense of belonging and self-regulated learning: The mediating role of achievement goals*. Paper presented at the annual convention of the American Psychological Association, Denver, CO.

- Won, S.**, & Yu, S. L. (2016, April). *The development of situational interest in math: Effects of triggered situational interest and utility value*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Won, S.**, Yu, S. L., **Green, M.**, & **Henkeline, K. N.** (2017, April). *Relations of parental autonomy support and control with students' academic time management and procrastination*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Yu, S. L., **Kim, Y.**, Pearson, S., Stoltzfus, M., & Clark, T. (2018, August). *Self-regulated learning in college chemistry: Roles of belonging and instructional context*. Paper presented at the Gender and STEM Network Conference, Eugene, OR.
- Yu, S. L., & **Won, S.** (2016, April). Goal structures and achievement goals in mathematics: Understanding motivation in the context of a mastery-focused STEM school. In K. Pugh (Chair), *Engaging male and female STEM students: Investigations of learning environments and teacher influences*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

## REGIONAL PEER-REVIEWED CONFERENCE PRESENTATIONS

- Brady, A. C.** (2017, March). *College students' distractions and strategies from a self-regulated learning perspective*. Presented at the Edward F. Hayes Graduate Research Forum, Columbus, OH.
- Brady, A. C.** (2017, March). *Prompting self-regulated learning in the classroom*. Presented at the 2017 Buckeye Teaching Showcase, Columbus, OH.
- Brady, A. C.** (2017, April). *Study smart, not hard: The importance of active learning in college*. Presented at The Ohio LSAMP Alliance: Conference 2017, Cincinnati, OH.
- Brady, A. C.** (2018, March). *Time management and teaching: A balancing act*. Presented at the 2018 Buckeye Teaching Showcase, Columbus, OH.
- Cutshall, J. & **Brady, A. C.** (2017, June). *Creative approaches to student-led assignments*. Presented at the Educators Connect for Success Conference, Columbus, OH.
- Green, M.**, & **Henkeline, K.** (2017, February). *The importance of academics in students' sense of belonging in a STEM-focused school*. Presentation presented at the annual EHE Research Forum, Columbus, OH
- Green, M.**, **Sanders, M.**, **Emery, A.** & Anderman, L.H. (2016, February). *Belonging at an early college school: A qualitative analysis of students' perspectives*. Presentation presented at the annual EHE Research Forum, Columbus, OH
- Henkeline, K.** & **Brady, A. C.** (2018, May). *Promoting academic success through learning to learn strategies*. Presented at the 12th Annual Conference on Excellence in Teaching & Learning

- Hensley, L. C. & **Brady, A. C.** (2016, June). *Smoothing the transition to college with self-regulated learning skills*. Presented at the Educators Connect for Success Conference, Columbus, OH.
- Hensley, L. C. & **Brady, A. C.** (2017, February). *"I never had to study in high school": Supporting students' academic transitions to college*. Presented at the Focusing on the First Year Conference, Columbus, OH.
- Junge, B., & **Perry, A.** (2018). *Class mobility and political subjectivity: A report from low-income communities in Recife, Rio De Janeiro, and Sao Paulo, Brazil*. Symposium talk given at the 2018 meeting of the New England Political Science Association (NEPSA), Portsmouth, NH.
- Kim, Y.**, & Shin, J. (2016, February). *Examining self-regulation under motivational conflict*. Paper presented at The Ohio State University College of Education and Human Ecology Student Research Forum, Columbus, OH.
- Logan, J. A. R., Justice, L. M., Güneş, M., & **Chaparro-Moreno, J.** (March, 2018). *When children aren't read to at home: The million word gap*. Poster presented at The Crane Center for Early Childhood Research and Policy's Spring Distinguished Speaker Series, OSU, Columbus, OH.
- Montgomery, K.** (2018). *Gallup Clifton StrengthsFinder Workshop* for National Association of Community Development Extension Professionals (NACDEP) National Conference.
- Perry, A.**, Mancini, L., Alacam E., Moss, A., Shepard, S., Barter, A., & Rolón, V. (2018). *The impact of providing environmental and well-being indicators upon land development decisions*. Poster presented at the 89th annual Eastern Psychological Association (EPA) conference, Philadelphia, PA.
- Stammen, A., Giasi, T., Irwin, C., **Henkline, K.**, Lund, P., Irving, K. E., Sabree, Z., & Malone, K. (2016, September). *Impact of a biology modeling workshop on the scientific reasoning: An analysis of in-service teachers' pre test and post test performance*. A poster presented at the 2016 Mid-Atlantic ASTE Regional Conference, Gatlinburg, TN.
- Yu, S. L., Pearson, S., Kim, Y., Clark, T., & Stoltzfus, M. (2018, May). *The importance of self-regulated learning in the context of college chemistry*. Paper presented at the Annual Conference on Excellence in Teaching & Learning, Columbus, OH.