Community for **Advancing Discovery Research** in **Education**

2021 CADRE POSTDOC BIOGRAPHIES

Noah Glaser

University of Connecticut

Dr. Noah Glaser is a postdoctoral research associate in the Department of Educational Psychology at the University of Connecticut. He earned his PhD from the University of Cincinnati in Educational Studies with a concentration in Instructional Design and Technology. Noah conducts research related to the design, development, and deployment of advanced learning technologies. As a doctoral student, he partnered with local hospitals and day programs to create award-winning psycho-educational software, including a gamified web and mobile-based executive functioning intervention for adolescents with epilepsy and a suite of virtual reality interventions for young adults with autism. Noah is also passionate about bringing technology into the classroom and founded a STEAM makerspace in Cincinnati, Ohio. As a postdoctoral research associate Noah is currently working on a lab-based brain science curriculum called BrainWaves, where students learn to design and carry out original experiments using portable EEG equipment in the classroom.

Nominating Co-PI: Ido Davidesco

Dennis Lee

BSCS Science Learning

Dr. Dennis Lee is a postdoctoral associate at BSCS Science Learning, where he works on the DRK-12 project, Improving the Teaching of Genetics in High School to Avoid Instilling Misconceptions about Gender Differences. He received his PhD from Clemson University in Engineering and Science Education, where he studied how undergraduate students used evidence to construct arguments in a course-based undergraduate research experience (CURE). His current work has added a humane perspective to his research, which considers how curricula can be leveraged to ease human suffering that result from societal inequities. Specifically, he is exploring how genetics education affects students' prejudiced beliefs about gender and race. In the short term, his professional goal is to investigate how to use epistemically considerate instruction to combat motivated reasoning, which is implicated in prejudiced thinking, with an eye towards ultimately incorporating these epistemically considerate curricula into K-12 biology education programs.

Nominating PI: Brian Donovan

Channing J. Mathews

North Carolina State University

Dr. Channing Mathews is a postdoctoral research fellow with the Social Development Lab in the Department of Psychology at North Carolina State University. She works on the DRK-12 project, Promoting Equitable and Inclusive STEM contexts in High School. In 2020, she received her PhD from the Combined Program in Education and Psychology at the University of Michigan, where she studied how ethnic-racial identity and critical consciousness processes functioned in tandem as cultural assets for Black youth's academic and sociopolitical success. As a postdoctoral fellow, Dr. Mathews extends her work by examining how ethnic-racial identity and critical consciousness processes function specifically within STEM contexts to promote the success of Black and Latinx youth. The goals of her work are to challenge deficit narratives of Black and Latinx youth with a strengths-based STEM identity focused intervention that draws upon ethnic-racial identity and critical consciousness as promotive and protective factors for Black and Latinx youth to persist in STEM classrooms.

Nominating PI: Kelly Lynn Mulvey

Calli Shekell

Educational Testing Service (ETS)

Dr. Calli Shekell is a postdoctoral fellow at the Educational Testing Service (ETS) within the K-12 Learning, Teaching and Assessment Center and is a member of the DRK-12 project, Online Practice Suite: Practice Spaces, Simulations and Virtual Reality Environments for Preservice Teachers to Learn to Facilitate Argumentation Discussions in Mathematics and Science. She received her PhD in 2019 in Curriculum and Instruction from the University of Pittsburgh where she examined the work teachers do to support student engagement in sense-making in mathematics discussions. Prior to earning her doctoral degree, Calli was a high school mathematics teacher. In her current position, she studies the use of a set of virtual approximations of practice designed to help preservice teachers learn to facilitate argumentation-focused discussions. She is also considering how teacher educators provide support around the simulation experiences. Motivated by the belief that all students have the ability to be successful in STEM fields with the right learning opportunities, Calli hopes that her work will lead to more students, and their ways of knowing, being included in STEM experiences.

Nominating PI: Jamie Mikeska

Amber Willis

University of Michigan/TeachingWorks

Dr. Amber Willis is a postdoctoral fellow at the University of Michigan within TeachingWorks. She holds a BS in Mathematics Education from Oakwood University and MS in Mathematics Education from Nova Southeastern University. She received her PhD in Educational Studies, with a concentration in Mathematics Education from the University of Michigan. She has 19 years of teaching experience ranging from middle and high school mathematics, to adjunct instructor at Alder Graduate School and a graduate teaching and research assistant in the School of Education at the University of Michigan. Her research focuses on designing and studying practice-based professional learning experiences that support educators to see Black students' brilliance in mathematical spaces and the use of their brilliance as a resource for instruction. Her interests are motivated by a commitment to children and a desire to enrich their experiences in schools.

Nominating PI: Meghan Shaughnessy