

CURRICULUM VITAE

University of Idaho

NAME: Shiyi Chen, Ph.D.

DATE: September, 2025

RANK OR TITLE: Tenure-Track Associate Professor of Child Development

DEPARTMENT: Margaret Ritchie School of Family & Consumer Sciences

OFFICE LOCATION AND CAMPUS ZIP: Niccolls 302C, 3183

OFFICE PHONE: 208-885-7664

EMAIL: shiyic@uidaho.edu

DATE OF FIRST EMPLOYMENT AT UI: August 2019

DATE OF TENURE: August 2025

DATE OF PRESENT RANK OR TITLE: August 2019

EDUCATION BEYOND HIGH SCHOOL:

Degrees:

Ph.D. in Educational Psychology, Florida State University, Tallahassee FL	August, 2019
M.S. in Family and Child Development, Missouri State University, Springfield MO	May, 2012
B.S. in Early Childhood Education, Shanghai Normal University, Shanghai China	June, 2010

Certificates and Licenses:

Measurement and Statistics Certificate
Program Evaluation Certificate
Prepare for Future Faculty Certificate

RESEARCH INTERESTS:

Young children's cognitive development
Metacognition and Learning
Early Science Education

EXPERIENCE:

Teaching, Extension and Research Appointments:

2019-2025	Associate Professor, School of Family & Consumer Sciences, University of Idaho, Moscow, ID
2019-2025	Assistant Professor, School of Family & Consumer Sciences, University of Idaho, Moscow, ID
2016-2019	Graduate Teaching Assistant, Department of Educational Psychology and Learning Systems Florida State University, Tallahassee, FL
2012-2016	Graduate Research Assistant, Florida Center for Reading Research, Tallahassee, FL

TEACHING ACCOMPLISHMENTS:

Areas of Specialization: Educational Psychology, Learning Sciences, and Child Development

Courses Taught:

ECDE 5300/4300 Cognition and Motivation in Learning (3cr)

ECDE 3300 Positive Behavior Intervention and Support (3cr)

FCS 505 Grow to Learn: A Teachers' Professional Development Seminar (1cr)

ECDE 234 Infancy and Early Childhood (3cr)

FCS 505 Farm to Early Care and Education - Teachers' Professional Development course (3cr)

EDF 4210 Educational Psychology (3cr)

Students Advised*Graduate Major Advisor*

Ashlyn Wallace (MS, CD, UI), 2025-2027

Zoe Froh (MS, CD, UI), 2024-2026

Rebecca Sermenio (Ph.D., C&I, UI), 2023-present

Kathryn (Nikki) Hodge (MS, FCS, UI), 2022-2024

Rebecca Sermenio (MS, FCS, UI), 2020-2022

Kylie Smith (MS, FCS, UI), 2021

Leanna Keleher (MS, FCS, UI), 2022

Undergraduate thesis project advisor – McNair Scholar

Abril Correa (BS, Psychology, UI), 2022-2024

Graduate Committee

Ozlem Oner(Ph.D., C&I, UI), 2025-present

Rebecca Sermenio (Ph.D., C&I, UI), 2023-present

Kathryn (Nikki) Hodge (MS, FCS, UI), 2022-2024

Ken Cox (Ph.D., C&I, UI), 2023-2024

Eddie Walsh (Ph.D., C&I, UI), 2021-2022

William Tai (Ph.D., C&I, UI), 2021-2022

Honors and Awards:

Nominee. Hoffman Award for Teaching Excellence (2024), University of Idaho.

Awardee. Alumni Award for Excellence – Mentor (2023), University of Idaho.

Nominee. Undergraduate Teaching Award (2019), Florida State University.

SCHOLARSHIP ACCOMPLISHMENTS:**Publications:**

1 – corresponding or senior author; 2 – designed study; 3 – obtained funding for study; 4 – oversaw conduct of study; 5 – contributing participant in associated workshop or activity; 6 – major role in manuscript preparation

Peer-reviewed, in preparation

- Chen, S.,** Geesa, R., Song, H., & Izci, B. (2024). Early childhood teachers' metacognitive teaching practice during science activities – Evidence from an observational study. (1,2,3,4,5,6)
- Sermeno, R., & **Chen, S.** (2025). Fostering creativity in early childhood science learning environments: A research review. (1,2,4,6)
- Scheef, A., Bruno, L., & **Chen, S.** (2023). Title to be decided. (6)

Peer-reviewed, in review

- Chen, S.,** Green, M., & Hodge, K. (2025). Four-to-six-year olds' developing metacognition and its association with learning outcomes.
- Hodge, K. & **Chen, S** (2025). Parental stress and young children's problem behaviors. (1,2,4,6)
- Sermeno, R., **Chen, S.,** Peterson, D., & Tsao, L. (2025). Investigating the link between science teaching efficacy and attitude among Head Start teachers. (1,2,4,6)

Peer-reviewed, in press or published

- Chen, S.,** Phillips, B. M., & Zhang, Q. (2025). Understanding teacher-child relationship dynamics in Head Start: The roles of children's gender, undesired behavior, and teachers' job stress. *Early Childhood Education Journal*, 1-14. <https://doi.org/10.1007/s10643-025-01945-4> (1,2,3,4,5, 6)
- Chen, S.,** Sermeno, R., Hodge, K. N., Geesa, R. L., Song, H. S., Izci, B., Froh, Z., & Murphy, S. (2025). Aligning early childhood science teaching beliefs, practices, and children's learning outcomes: the impact of a professional development program. *Frontiers in Psychology*, 16, 1580018. <https://doi.org/10.3389/fpsyg.2025.1580018> (1,2,3,4,5,6)
- Chen, S.,** Geesa, R., Song, H. & Izci, B. (2024). The Association Between Metacognitive Awareness and Science Teaching Efficacy in an Early Childhood Education Setting. *Early Childhood Education Journal*. (1,2,4,6)
- Chen, S.,** Sermeno, R, Hodge, N., & Murphy, S., Agenbroad, A., Switzher, A., Tsao, L., & Roe, A (2024). Young children's self-regulated learning benefited from a metacognition-driven, science learning intervention for early childhood teachers. *Education Sciences*, 14(6), 565, <https://doi.org/10.3390/educsci14060565> (1,2,3,4,5,6)
- Chen, S.,** Phillips, B., & Dong, S. (2024). Language teaching belief-practice alignment among preschool teachers serving children from low-SES backgrounds. *Teaching and Teacher Education*, 104, 104465. <https://doi.org/10.1016/j.tate.2023.104465>. (1,2,4,6)
- Chen, S.** & Meize, G, & Dousay, T. (2023). Grow to Learn: A metacognitive approach to early science education. *Journal of Research in Science and Technological Education*, 42. <https://doi.org/10.1080/02635143.2023.2279076> (1,2,3,4,6)
- Chen, S.,** Cerruti, M., Ghandi, M., Tsao, L., & Sermeno, R. (2023). Determining the effect of emotive intelligent spaces on young children's self-regulation and cognitive

- performance. *Cogent Education*, 10(2), 2281850.
<https://doi.org/10.1080/2331186X.2023.2281850> (1,2,3,4,6)
- Izci, B., Geesa, R., **Chen**, S., & Song, H. (2023). Daily routines and coping behaviors of children and caregivers during the COVID-19 pandemic. *Journal of Research in Education*, 32(1), 47-70. <https://doi.org/10.1080/02568543.2022.2143459>. (2,4,6)
- Chen**, S. & McDunn, B. (2022). Metacognition: History, measurements, and the role in early childhood development and education. *Learning and Motivation*, 78(9), 101786.
<https://doi.org/10.1016/j.lmot.2022.101786> (1,2,4,6)
- Izci, B., Geesa, R., **Chen**, S. & Song, H. (2022). Home learning environments during the covid-19 pandemic: Caregivers' and children's perceptions. *Journal of Research in Childhood Education*, 37(4), 493-505. <https://doi.org/10.1080/02568543.2022.2143459> (2,4,6)
- Chen**, S., Geesa, R., Izci, B., & Song, H. (2021). Investigating preservice teachers' science and mathematics teaching efficacy, challenges, and support. *The Teacher Educator*, 57(3), 304-324. <https://doi.org/10.1080/08878730.2021.2007560> (1,2,4,6)
- Geesa, R., Izci, B., **Chen**, S. & Song, H. (2020) Gender, attitudes, and cognitive skills in fourth and eighth graders' science achievement across three countries. *Asia-Pacific Science Education*, 5(1), 5-17. <https://doi.org/10.1186/s41029-019-0038-7> (2,4,6)
- Geesa, R. L., Izci, B., Song, H. S., & **Chen**, S. (2019). Exploring the roles of students' home resources and attitudes towards science in science achievement: A comparison of South Korea, Turkey, and the United States in TIMSS 2015. *Asia-Pacific Science Education*, 5(1), 1-22. <https://doi.org/10.1186/s41029-019-0038-7>(2,4,6)
- Geesa, R., Izci, B., Song, H., & **Chen**, S. (2019). Exploring the impacts of home environment on children's mathematics and science achievement: A cross-cultural examination using TIMSS data. *EURASIA Journal of Mathematics, Science and Technology Education*, 15(9), 1-18. <https://doi.org/10.29333/ejmste/108487>(2,4,6)
- Chen**, S., Phillips, B. & Izci, B. (2018). Teacher-child conflict in Head Start: Exploring roles of children's behavior, teachers' stress and biases, and classroom environment. *Early Child Development and Care*, 190(8), 1174-1186.
<https://doi.org/10.1080/03004430.2018.1524378> (1,2,4,6)
- Chen**, S., & Phillips, B. (2018). Factors that influence preschool teacher-child relationships at Head Start – A pilot study. *Qualitative Review*, 23(1), 80-97. (1,2,4,6)
<https://nsuworks.nova.edu/tqr/vol23/iss1/6>
- Philips, B., Tabulda, G., Ingrole, S, A., Burris, P, W., Sedgwick, T, K., & **Chen**, S. (2016). Syntax intervention with high-need prekindergarten students: A randomized trial. *Journal of Speech Language and Hearing Research*, 59(6), 1409-1420.
https://doi.org/10.1044/2016_JSLHR-L-15-0155(5,6)

Book Chapters/Proceedings/Outreach/Preprints

- Geesa, R., Izci, B., **Chen**, S. & Song, H., (2020). Building Relationships and Collaborating with Others to be Productive Scholars: What We Have Learned Thus Far. *Purdue University Susan Bulkeley Butler Center for Leadership Excellence*, 3(1), 27-36.

[https://www.purdue.edu/butler/working-paper-series/2020/spring.html\(2,4,6\)](https://www.purdue.edu/butler/working-paper-series/2020/spring.html(2,4,6))

Presentations

() Presenting author*

- ***Chen, S.**, Green, M., Hodge, K., & Cooney, D. (submitted in September 2024). The development of metacognition in early childhood and its relation with children's learning outcomes. Society for Research in Child Development. Minneapolis, MN.
- ***Chen, S.**, Geesa, R., Song, H., & Izci, B. (submitted in July 2024). Early childhood teachers' metacognitive teaching practices during science activities – Evidence from an observational study. American Educational Research Association 2025 annual conference. Denver, CO.
- ***Chen, S.**, Sermeno, R., Hodge, N., Murphy, S., Griewe, E., & Correa, A. (presented in August 2024). Children's Self-Regulated Learning Growth is linked to Science Teaching and Environment Quality. American Psychological Association 2024 annual conference. Seattle, WA.
- Hodge, N., **Chen, S.**, & Sermeno, S. (presented in May 2024). Exploring the relationship between parental stress and child behavior. American Psychological Science Association 2024 annual conference. San Francisco, CA.
- Green, M., Cooney, D., & **Chen, S.** (Presented in April 2024). Young children's metacognition and aggressive behavior. IDEAS Student Research Symposium. Moscow, ID.
- ***Chen, S.**, Sermeno, R., & Hodge, N. (presented in March 2024). Using a metacognition-driven, experiential early childhood learning program to improve science education and children's self-regulated learning in rural Idaho. Cognitive Development Society 2024 annual conference. Pasadena, CA.
- ***Chen, S.**, Geesa, R., Song, H., & Izci, B. (presented in February 2024) Early childhood teachers' metacognitive dialogue support and teaching strategies – Evidence from an observational study. Eastern Educational Research Association annual conference. Clearwater, FL.
- ***Chen, S.** (presented in August 2023) Using A Gardening curriculum and professional development to improve rural early science education. American Psychological Association annual conference. Washington, DC.
- ***Chen, S.**, Cerruti, M., Ghandi, M., & Tsao, L. (presented in August 2023). Determine the impact of environmental colors on children's behavioral and cognitive outcomes. American Psychological Association annual conference. Washington, DC.
- Correa, A., & **Chen, S.** (presented in August 2023). Self-image of adult children of alcoholics. American Psychological Association annual conference. Washington, DC.
- ***Chen, S.**, Geesa, R., Hyuksoon, S., & Izci, B. (presented in March 2023). Investigating metacognitive awareness' role in early science education among Head Start Teachers. Society for Research in Child Development biennial conference. Salt Lake City, UT.
- ***Chen, S.** (presented in March 2023). Grow to Learn: A metacognition-driven early childhood teachers' science professional development. Society for Research in Child Development biennial conference. Salt Lake City, UT.
- Izci, B., Geesa, R., Hyuksoon, S., **Chen, S.** (presented in February 2023). Higher education collaboration before, during and after COVID-19: Tips for graduate students and faculty. Eastern Educational Research Association annual conference. Orlando, FL.
- ***Chen, S.**, Sermeno, R., Hodge, N., & Jelliffe, A. Farm to Early Care and Education.

- (presented in November 2022). Florida Educational Research Association annual conference. Daytona Beach, FL.
- Sermeno, R. & **Chen, S.** (presented in 2022 April). Investigating Head Start Teachers' Science Teaching Attitude and Self-Efficacy. American Educational Research Association.
- Izci, B., Geesa, R., **Chen, S.**, & Song, H. (presented in 2022 April). Daily Routines and Coping Behaviors of Children and Caregivers During the COVID-19 Global Pandemic. American Educational Research Association.
- Sermeno, R. & **Chen, S.** (presented in April 2022). Investigating Head Start Teachers' Science Teaching Efficacy and Attitudes. American Educational Research Association
- ***Chen, S.**, Sermeno, R., Tsao, L., & Hewlett, C. (presented in April 2021). Investigating the Role of Metacognitive Awareness' in Early Science Education Among Head Start Teachers. Society for Research in Child Development.
- ***Chen, S.**, Geesa, R., Izci, B., & Song, H. (presented in April 2021). Examining factors related to preservice teachers' science and mathematics teaching efficacy. American Educational Research Association.
- ***Chen, S.**, & Phillips, B. (presented in November 2020). Exploring factors that explain teacher-child relationships in head start: a multilevel approach. National Research Conference on Early Childhood.
- ***Chen, S.**, Geesa, R., Izci, B., & Song, H. (presented in 2020, Feb). A mixed methods investigation of early childhood and elementary preservice teachers' science and math teaching efficacy and perceived challenges. Eastern Educational Research Association, Orlando, FL.
- ***Chen, S.**, & Izci, B. (presented in 2020, Feb). Emergent Metacognition and Teacher-Child Relationships in Early Science Competency Development. Orlando, FL.
- ***Chen, S.**, Phillips, B., & Lonigan, C. (presented in 2019, March). Child social and learning behaviors and school readiness: The mediating role of teacher-child relationship quality. Society of Research in Child Development (2019). Baltimore, MD.
- *Geesa, R., Izci, B., **Chen, S.** & Song, H., (presented in 2019, April). Gender, attitudes, and cognitive skills in fourth and eighth graders' science achievement across three countries. American Educational Research Association (2019). Toronto, Canada.
- ***Chen, S.** & Phillips, M. (presented 2018, April). Language Instruction in Preschools Serving Children from Disadvantaged Backgrounds: Teachers' Beliefs, Practices, and Challenges. Presentation at American Educational Research Association. New York, NY.
- *Geesa, R., Izci, B., Song, H., & **Chen, S.** (presented 2018, April). Exploring the impacts of home environment on children's math and science achievement: A cross-cultural examination using TIMSS data. Presentation at American Educational Research Association. New York, NY.
- ***Chen, S.**, Phillips, B., & Izci, B. (presented 2017, April). Teacher-child relational conflict in head start – Exploring the roles of child behavior, teacher stress and bias, and classroom environment. Presentation at Society of Research in Child Development. Austin, TX.
- Izci, B., Jones, I. & **Chen, S.** (Presented 2017, February). How the home environment predicts children's success in STEM - Insights from TIMSS and beyond. Symposia presentation at 40th Annual Meeting of the Eastern Educational Research Association (EERA)-Richmond, VA.

- ***Chen, S., Phillips, B., & Izci, B.** (presented 2016, April). Factors that influence teacher-child relationships at Head Start – Voices from teachers. Presentation at American Educational Research Association. Washington, D.C.
- Izci, B., & Chen, S.** (presented 2016, February). Investigating parents' attitude towards young children's tablet usage. Presentation at the Eastern Educational Research Association. Hilton Head Island, SC.
- ***Chen, S., Phillips, B., Izci, B. & Franklin, J.** (Presented 2015, November). Factors that influence teacher-child relationships at Head Start – Voices from teachers. Presentation at Florida Educational Research Association. Altamonte, FL.
- Burris, P., Jangra, S., & Chen, S.** (Presented 2015, July). Children's book title measure validity among parents of low socioeconomic status. Society for the Scientific Study of Reading. The Big Island, HI.
- ***Chen, S., & Phillips, B.** (presented 2015, February). Factors that influence preschool teacher-child relationships at Head Start – A Pilot Study. Presentation at Council on Research in Education conference. Tallahassee, FL.
- ***Chen, S., & Phillips, B.** (presented 2015, February). Factors that influence preschool teacher-child relationships at Head Start – A Pilot Study. Presentation at Eastern Educational Research Association. Sarasota, FL.
- ***Chen, S., & Phillips, B.** (presented 2014, November). Factors that influence preschool teacher-child relationships at Head Start – A Pilot Study. Presentation at Florida Educational Research Association. Cocoa Beach, FL.
- ***Test, J., Chen, S.** (presented 2013, October). Social cognition in daily life: Developmental changes from 12 months to 40 months. Presentation at Cognitive Development Society. Memphis, TN.
- ***Chen, S.** (presented 2012, May). Protective factors that contribute to child resiliency. Missouri State University Inter Discipline Forum. Springfield, MO.

Grants and Contracts Awarded:

- Chen, S (PI).** (Sep 2025 – Aug 2030). CAREER: Leveraging Metacognition to Enhance Early Childhood Science Teaching and Learning in Rural Idaho. Submitted to NSF - Discovery Research PreK-12 CAREER program (Total: \$1,462,768)
- Chen, S (PI).** (May-Nov 2024). Using a Metacognition-Driven, Inquiry-Based, Gardening-Themed Professional Development Program to Enhance Rural Early Childhood Educators' STEM Teaching Capacity. Submitted to University of Idaho – Operation Resubmission Success (Total: \$30,228)
- Chen, S (PI), Agenbroad, A., Tsao, L., Roe, A.** (Dec 2021- Nov 2026). A Metacognition-Driven Professional Development Program for Educators of Farm to Early Care And Education. Submitted to National Institute of Food and Agriculture (\$500,000)
- Ghandi, M., & Tsao, L., Chen, S., & Cerruti, M.** (June 2023 – May 2024). Determining the Impact of Emotive Intelligent Spaces on Self-Regulation and Cognitive Performance among Children with ADHD. Submitted to Washington State University Interdisciplinary Collaboration Grant. (\$20,000)
- Chen, S (PI), Tsao, L., Ghandi, M., & Cerruti, M.** (Oct 2020- Jun 2022). Determining the Impact of Emotive Intelligent Spaces on Children's Self-Regulation, Working Memory, and Physiological Responses. Submitted to Mountain West IDeA Clinical and Translational Research –Infrastructure Network. (\$60, 000)

- Chen, S (PI).** (Sep 2020-Aug 2021). Grow to Learn: A Novel Teachers' Professional Development Program that Targets Metacognition to Improve Early Science Teaching and Learning. Submitted to American Psychological Association-Division 15 Educational Psychology. (\$6,000)
- Chen, S (PI).** (March 2018). Exploring Teacher and Child Factors that Influence Preschool Teachers Perceived Relationship with Children Living in Poverty. Submitted to Florida State University Dissertation Grant. (\$1,000).
- Chen, S (PI).** (February 2018) Exploring Teacher and Child Factors that Influence Preschool Teachers Perceived Relationship with Children Living in Poverty. Submitted to Florida State University Department of Educational Psychology-Learning and Cognition, Graduate Student Research Fund. (\$380).

Grants and Contrasts Pending:

Grants Proposal Unfunded:

- Chen, S (PI).** A Place-Based Professional Development Program to Improve Rural Early Childhood Educators' and Students' Food and Agriculture Science Literacy. Submitted to National Institute of Food and Agriculture (Total: \$500,00, Spending authority: \$500,000)
- Chen, S (PI),** Rahimi, S., Mayes, I., Mesa, M., & Roe, A. (will submit Nov 2024). Using a Metacognition-Driven, Inquiry-Based, Gardening-Themed Professional Development Program to Enhance Rural Early Childhood Educators' STEM Teaching Capacity. Will submit to NSF – Discovery Research PreK-12 (Total: \$1,996,862; Spending authority: \$1,618,275)
- Chen, S (PI),** Rahimi, S., Mayes, I., Mesa, M., & Ewers, T. (submitted Jan 2023). Grow to Learn: A Metacognition-driven, Inquiry-based gardening program that focuses on rural early childhood informal STEM learning. Submitted to NSF – Advancing Informal STEM Learning (\$1,444,157)
- Chen, S (PI).** (2021) Developing and Validating of an Open-Source Computerized Task that Measures Young Children's Metacognition. Submitted to Society for Research in Child Development - Small Grants Program for Early Career Scholars (\$7,500)
- Chen, S (PI),** Tsao, L., & Ewers, T. (Oct. 2020). Rural, lower-income and urban, higher-income families during COVID-19: Towards addressing challenges and reinforcing strengths. Submitted to American Psychological Association-Division 15 Educational Psychology. (\$5, 000)
- Geesa, R (PI), **Chen, S.**, Izci, B., & Hyuksoon. (Dec 2020). Mapping the Uncharted: Understanding K-3rd Grade Home-School Education Partnerships During the COVID-19 Pandemic Using a Mixed-Methods Approach. (\$50,000)
- Philips, B (PI) & **Chen, S** (Co-PI). (June 2017). Exploring Teacher and Child Factors that Influence Preschool Teachers Perceived Relationship with Children Living in Poverty. Submitted to Office of Planning, Research and Evaluation, Administration of Children and Families. (\$25,000)
- Philips, B (PI) & **Chen, S** (Co-PI). (November 2017). Exploring Teacher and Child Factors that Influence Preschool Teachers Perceived Relationship with Children Living in Poverty. Submitted to Fahs-Beck Fund for Research and Experimentation. (\$7,500)

Honors and Awards:

Nominee. Achievement Award for Early Career Psychologists. American Psychological Association. (2024)
Awardee. Emerging Scholar Award. Eastern Educational Research Association (2024)
Nominee. Early Career Achievement Award, American Psychological Association-Division 15 Educational Psychology (2022)
Nominee. Society for Research in Child Development Outstanding Doctoral Dissertation Awards (2020)
Awardee. Purdue University Susan Bulkeley Butler Center for Leadership Excellence Fellowship (2019).
Awardee. Florida State University Graduate Student Research and Creativity Award (2019)
Awardee. Society for Research in Child Development Conference Travel Award (2019).
Awardee. American Educational Research Association Conference Travel Scholarship (2018)
Awardee. Council on Research in Education travel award (2018).
Awardee. Learning and Cognition Graduate Research Award (2017).
Finalist. College of Education Three Minutes Thesis (2018)
Finalist. Robert M. Gagné Research Prize (2017)

SERVICE:**Major Committee Assignments:**

Faculty co advisor, Child Development Club (2023-present)
Member, FCS Awards Committee (2025-present)
Member, FCS Scholarship Committee (Jan. 2021 – 2024)
Member, University of Idaho Honor Program Advisory Board Committee (Aug. 2020 – 2024)
Member, FCS Recruitment Committee (Jan. 2021 - present)
Chair, FCS Graduate Program Committee (Sep. 2021 - May. 2025)
Chair, University of Idaho Honor Program Advisory Board Committee (Oct. 2020 – Jan. 2021)
Member, FCS Faculty Promotion Committee, School of Family & Consumer Sciences, University of Idaho (2019-present).
Member, FCS Graduate Program Committee, School of Family & Consumer Sciences, University of Idaho (2019-present).

Professional and Scholarly Organizations:

Presenter and co-organizer, University of Idaho-UI Child Development Conference (2025)
Presenter and co-organizer, University of Idaho-UI Child Development Conference (2024)
Reviewer, Developmental Sciences (2023-present)
Reviewer, Journal of Education Sciences (2023-present)
Reviewer, Journal of Behavior Sciences (2024)
Reviewer, Journal of Psychology in the Schools (2022-present)
Presenter, Idaho State Bar Child Protection Section (2023)
Presenter and organizer, University of Idaho-UI Child Development Conference (2023)
Faculty Advisor, University of Idaho Child Development Club (2023-present)
Reviewer, Journal of Education Sciences (2023-present)
Presenter, Idaho State Bar Child Protection Section (2023)

Reviewer, Journal of Psychology in the Schools (2022-present)
 Ad hoc reviewer, National Science Foundation (2022) NSF/NSFC Joint Research on Sustainable Regional Systems
 Speaker and organizer, University of Idaho Child Development Conference (2022)
 Reviewer, Journal of Florida Educational Research (2021)
 Secretary, Infinite Capacity Maker (Former STEM Integrations) LLC (2020-present)
 Guest speaker, Research and Faculty Development Grant Writing Series (2021)
 Reviewer, Journal of Science Education and Technology (2020)
 Reviewer, Society for Research in Child Development 2021 Biennial Meeting (2020)
 Grant review panelist, National Science Foundation. (2019)
 Reviewer, 41th Annual Meeting of the Eastern Educational Research Association
 Reviewer, 62nd Annual Meeting of the Florida Educational Research Association
 Volunteer, Session Chair at 40th Annual Meeting of the Eastern Educational Research Association (2015)
 Volunteer, Florida State University CORE conference (2014)

PROFESSIONAL DEVELOPMENT:

Teaching:

2023 Making Time for the Learning to Happen: Opportunities and Strategies for Reflection and Integrated Learning
 2022 Teaching and Advising Workshop
 2021 Success Beyond the Classroom: How tutoring and peer-assisted study (SI-PASS) can help your students succeed, University of Idaho
 2021 Authentic assessment with emerging technology, University of Idaho
 2020 Leading Effective Discussions in (Big) HyFlex Classes, University of Idaho
 2020 Keeping it Inclusive, Keeping it Accessible, University of Idaho
 2020 Engaging Students: Creative Alternatives, University of Idaho
 2020 What do I tell my students, part 2: Common syllabus language for a flexible fall | Healthy Vandals Syllabus Policies | Syllabus Checklist, University of Idaho
 2020 Creating Significant Learning Experiences, University of Idaho
 2020 Building a One-Stop Shop for your Class, University of Idaho
 2019 Advisory Symposium, University of Idaho
 2018 How to Teach Sensitive Topics, American Educational Research Association (AERA)
 2017 Engaging Students in Large Classes, Florida State University (FSU)
 2017 Emergency Management in the Classroom, FSU
 2017 Tips and Techniques for Efficient Grading, FSU
 2017 Mindfulness in the Classroom, When and How, FSU
 2017 New Professor: Balancing Research, Teaching, and Service, Society of Research in Child Development (SRCD)
 2017 Designing Assignments Using Bloom's Taxonomy, FSU

Scholarship:

2024 RFD: NSF CAREER Club workshop series
 2023 RFD: ATG-Planning and Writing Successful Grant Proposals Webinar Series
 2022 Research Leadership Development Program, Research and Faculty Development, University of Idaho.
 2021 Scientific Writing Professional Development Program, University of Idaho

2020 Mountain West Clinical and Translational Research-Infrastructure Network (MW CTR-IN) Funding Opportunities
2020 NSF Research Traineeship (NRT) Program
2020 Proposal Development Academy, University of Idaho
2019 NSF CAREER all year
2019 Pre-Tenure Faculty Conference, Purdue University
2019 Early STEM Education Summit, Boise State University
2019 NSF career all year: An Introduction, University of Idaho
2019 Finding Funding Opportunities: Intro to Pivot, University of Idaho
2019 Multilevel Data Analysis, SRCD Conference
2019 NIH/IES Grant Opportunities, SRCD Conference
2019 Junior Scholar Workshop, SRCD Conference
2018 R Programing and Data Analysis, FSU
2018 Reliability Issues in Mixed Methods Research, AERA Conference
2018 Navigate Academia, AERA Conference