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The Spencer Foundation invests in education research that cultivates learning and transforms lives.

We believe education research is integral to improving education, making education systems equitable, and increasing opportunities to learn across the lifespan.

Our Core Commitments

We support education research that is:

Rigorous

Intellectually ambitious, innovative, and methodologically sound.

Relevant

Touching on the most pressing questions and opportunities in education.

Equitable

Representing a diversity of scholars and scholarship contributing to learning environments grounded in justice.

Transformative

Reaching beyond academic audiences and leading to lasting improvement in education and learning.

Collaborative

Engaging expertise and perspectives across disciplinary boundaries, institutions, practitioners, families and communities.
2.0
An Introduction from Spencer President Na’ilah Suad Nasir
We offer this Annual Report to our Spencer Community at a pivotal time in the Foundation’s history. It has been 50 years since the Foundation issued its first grant in 1971, a milestone that has occasioned both celebration and reflection here at Spencer.

Over the past year we have taken stock, marveled at the remarkable scholars and scholarship we have helped support, and grappled with how far we still must go to create educational environments that promote learning and thriving and honor our collective humanity.

This Annual Report comes at a pivotal time in our nation’s history as well, as the pandemic has exposed and exacerbated deep racial, ethnic, and economic inequalities. The pandemic also has created space to reimagine our educational systems, to dream of new types of learning opportunities inside and outside of schools, for children and adults alike.

You will see evidence of these dreams reflected in our Annual Report, which lists the consequential questions scholars are asking. This year we funded investigations into Indigenous game design, efforts to disrupt racism in school, informal STEM learning in a community garden, family language development in Northern Ireland, and Black family mathematics socialization during the COVID-19 crisis, to name just a few projects listed on these pages. The overall picture that emerges is of a field highly motivated to make the world a better place. For another year, we saw record numbers of applications to our grant programs, even as COVID-19 upended research agendas and lives.

Another purpose of this report is to hold ourselves accountable for the work we have done over the past several years to ensure our internal systems and structures reflect our commitment to funding rigorous, equitable, relevant, and transformative work. We know that transformational change in education will require a diversity of scholars and scholarship, representing a range of racial, ethnic, and gender identities; career stages, geographies, and institutions; and disciplines and methodologies.

The report illustrates the significant gains we have made in diversifying our awardees, particularly by race and institution type. It also highlights places where we continue to fall short: in the percentage of Indigenous and Pacific Islander Principal Investigators that we fund; and in the relatively small share of grantees located outside of the United States. We acknowledge how our own systems are contributing to the pervasive knowledge biases that exist in the field and are committed to eradicating them. Our Indigenous Education Initiative, which aims to help cultivate the future of Indigenous research, and our ongoing work to build stronger relationships with scholars across the globe represent two such efforts.

We hope that this report provides a small window into Spencer and into the field of education research. We hope that it will spark questions, perhaps some hard questions, of us at Spencer. And we hope it will spark a larger conversation about where we are as a field, where we want to go, and the role Spencer might play to help us get there.

Na’ilah Suad Nasir
June 2022
$11,631,912*

Total award amount in our field-initiated research grant programs during 2021

* This Annual Report covers all field-initiated research grants awarded during calendar year 2021. It does not include all grants awarded during our fiscal year. In subsequent years we will report by fiscal year.

111

The number of grants awarded

Top Topics Awarded:

- Higher Education
- Black Education
- Teacher Education / Learning / Development
- Indigenous Education
- Math Education
- Race
- Social Justice
- Equity
- Literacy
- LGBTQ+
- Early Childhood
- School, Family, Community
Grantmaking Summary

For funding decisions made in 2021, we received a record 2,755 applications to our field-initiated research grant programs (Research Grants on Education: Large; Research Grants on Education: Small, Racial Equity Grants, and Research-Practice Partnerships), compared with 2,187 the previous year. Of these, we funded 111.

Applications to our major grant programs have increased markedly over the past five years, jumping by more than 25 percent this year and more than doubling since 2017. These numbers are a testament to a field that is deeply motivated to engage in scholarship to make the world a better place. We believe that this moment in education represents a unique opportunity to reimagine our learning systems and that this transformation will depend on continued investments in people working on hard, new, innovative ideas.
3.0 Grantmaking summary

Number of grants submitted and awarded 2017-2021:

<table>
<thead>
<tr>
<th>Year</th>
<th># of Submissions</th>
<th># of Grants Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>1,355</td>
<td>99 grants ($13,306,650)</td>
</tr>
<tr>
<td>2018</td>
<td>1,628</td>
<td>117 grants ($10,829,738)</td>
</tr>
<tr>
<td>2019</td>
<td>1,669</td>
<td>88 grants ($10,697,244)</td>
</tr>
<tr>
<td>2020</td>
<td>2,187</td>
<td>88 grants ($13,603,710)</td>
</tr>
<tr>
<td>2021</td>
<td>2,755</td>
<td>111 grants ($11,631,912)</td>
</tr>
</tbody>
</table>

# of Submissions
# of Grants Awarded
### Grantmaking Summary

**Number of grants submitted and awarded by program in 2021:**

<table>
<thead>
<tr>
<th>Program</th>
<th># of Submissions</th>
<th># of Grants Awarded in CY2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Grants</td>
<td>1,436</td>
<td></td>
</tr>
<tr>
<td>Research-Practice Partnership Grants</td>
<td>75</td>
<td>224</td>
</tr>
<tr>
<td>Large Grants</td>
<td>758</td>
<td>5</td>
</tr>
<tr>
<td>Racial Equity</td>
<td>337</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>2,755</td>
<td>111</td>
</tr>
</tbody>
</table>

**Total number of reviews completed by external reviewers and program staff:**

- **5,581**
Our View of the Field

Reviewing 2,755 field-initiated grant programs last year provided us with a unique view of the field—the questions scholars are asking and the methods they are using to answer those questions.

We list the most frequent topic submissions we received to provide a snapshot—albeit incomplete—of the topics that scholars are focused on now. In subsequent annual reports, we plan to continue to track data on submissions by topic and by methodology and share trends, which will provide a fuller picture of scholars’ interests and how they have changed over time.

We also present a summary of the methodologies scholars proposed in their submissions. The comprehensive list shows the breadth and depth of the approaches scholars employ in their investigations. This year we funded 79 percent of these submitted methods, demonstrating our commitment to funding a diversity of methods and approaches. We also present five-year trends in submissions and awards by methodology, placed into broader categories for ease of comparison. In recent years, we have seen significant increases in awards to projects utilizing qualitative and meta methods.
4.0 Our view of the field

Top 10 most popular research topics among submissions:

- Higher Education
- Equity
- Teacher Education, Learning, Development
- Race
- Math Education
- Early Childhood
- Educational Policy
- Online/Distance Education
- STEM Education
- Achievement Gap
Methodological distribution of submissions:

**Discriminant Analysis** 6
**Literary Analysis** 12
**Philosophical Inquiry** 15
**Neuroimaging/Eye-Tracking** 17
**Demography** 19
**Network Improvement Communities** 20
**Time Series/Survival Analysis** 21
**Artifact Analysis** 22
**Feminist Theory** 26
**Geo-Spatial/GIS** 27
**Latent Variable Models** 28
**Meta-Analysis** 30
**Computational Modeling** 33
**Network Analyses** 33
**Data Science** 36
**Factor Analysis** 39
**Psychometric Analysis** 43
**Artificial Intelligence, Machine Learning, & Deep Learning** 44
**Historical Inquiry/Archival Research** 52
**Not Applicable** 53
**Textual Analyses** 54
**Data Mining/Learning Analytics** 61
**Partnerships** 75
**Interpretive Method** 82
**Grounded Theory** 83
**Structural Modeling** 84
**Discourse Analysis** 92
**Narrative Analysis** 94
**Econometric Analysis** 96
**Critical Theory** 114
**Multi-Level Models (e.g., HLM)** 120
**Correlational Analyses** 129
**Design-Based Research** 144
**ANOVA/MANOVA** 148
**Design-Based Implementation Research** 148
**Other** 161
**Content Analysis** 163
**Observational Research** 185
**Quasi-Experimental** 186
**Ethnographic Research** 194
**Evaluation Research** 195
**Multivariate Regression Analysis/Other Regression Analysis** 205
**Experimental** 266
**Focus Groups** 299
**Case Studies** 401
**Action or Participatory Research** 409
**Mixed Methods (as a disciplinary practice)** 631
**Survey/Questionnaire** 725
**Interviews** 747

*Counting primary, secondary, and additional methods.*
### 4.0 Our view of the field

## Methods of proposals submitted each year 2017-2021:

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative</td>
<td>41.14%</td>
<td>39.62%</td>
<td>37.16%</td>
<td>37.16%</td>
<td>32.55%</td>
</tr>
<tr>
<td>Quantitative</td>
<td>31.87%</td>
<td>32.58%</td>
<td>29.38%</td>
<td>25.63%</td>
<td>22.42%</td>
</tr>
<tr>
<td>Mixed Methods</td>
<td>12.46%</td>
<td>13.02%</td>
<td>14.96%</td>
<td>19.55%</td>
<td>19.90%</td>
</tr>
<tr>
<td>Meta Methods</td>
<td>5.54%</td>
<td>4.91%</td>
<td>9.14%</td>
<td>12.97%</td>
<td>15.22%</td>
</tr>
<tr>
<td>Theoretical/Historical Methods</td>
<td>3.99%</td>
<td>3.80%</td>
<td>3.34%</td>
<td>4.10%</td>
<td>4.74%</td>
</tr>
<tr>
<td>Other</td>
<td>5.01%</td>
<td>6.07%</td>
<td>5.30%</td>
<td>3.49%</td>
<td>2.61%</td>
</tr>
<tr>
<td>Computational Methods</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.72%</td>
<td>2.42%</td>
<td>2.55%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*All methods (counting primary, secondary, and additional methods).

## Methods awarded each year 2017-2021:

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative</td>
<td>35.52%</td>
<td>41.39%</td>
<td>43.57%</td>
<td>36.22%</td>
<td>42.42%</td>
</tr>
<tr>
<td>Quantitative</td>
<td>44.79%</td>
<td>34.44%</td>
<td>29.05%</td>
<td>26.53%</td>
<td>24.24%</td>
</tr>
<tr>
<td>Mixed Methods</td>
<td>8.49%</td>
<td>10.88%</td>
<td>7.47%</td>
<td>15.82%</td>
<td>8.71%</td>
</tr>
<tr>
<td>Meta Methods</td>
<td>2.32%</td>
<td>3.02%</td>
<td>7.88%</td>
<td>10.71%</td>
<td>13.26%</td>
</tr>
<tr>
<td>Theoretical/Historical Methods</td>
<td>5.02%</td>
<td>4.53%</td>
<td>6.64%</td>
<td>6.63%</td>
<td>7.20%</td>
</tr>
<tr>
<td>Other</td>
<td>3.86%</td>
<td>5.74%</td>
<td>5.39%</td>
<td>3.57%</td>
<td>4.17%</td>
</tr>
<tr>
<td>Computational Methods</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0.51%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*All methods (counting primary, secondary, and additional methods).*
5.0 What do we know about the scholars we fund?

Principal Investigators and Co-Principal Investigators

What do we know about the scholars we fund?
5.0 What do we know about the scholars we fund?

The Scholars and Scholarship We Fund

As part of our commitment to equitable giving, we strive to support a diversity of scholars and scholarship, representing a range of racial, ethnic and gender identities, career stages, geographies, and institutions; and disciplines and methodologies.

In 2021, we again moved toward greater diversification on several of these dimensions. Scholars of color now make up slightly more than half (51 percent) of our grantees, a modest increase from last year and a significant jump from five years ago, when they represented just over a quarter (28 percent) of Spencer grantees.

There also has been a substantial increase in the share of early-career scholars who were awarded grants. Assistant Professors represent 47 percent of our awardees, compared with 34 percent in 2020.

Also notable is the increase in the percentage of grantees whose institutions are located outside of the United States. In 2021, 14.9 percent of grantees were located at an institution outside the U.S., compared with 7.1 percent in 2020.

These gains suggest that our ongoing work to create equitable systems and processes—from diversifying our reviewer pool to increasing transparency around our application and review processes—is moving us in the right direction.

Of course, equity is a process, and we know we still have considerable work to do. While scholars of color now make up a slight majority of grantees, certain groups remain significantly underrepresented—particularly American Indians, Alaskan Natives, Native Hawaiians, and Pacific Islanders. We are committed to addressing that imbalance. One notable effort is our Indigenous Education Initiative, which aims to cultivate the future of Indigenous education research. This initiative has several goals, including convening scholars to articulate future directions for Indigenous education research, strengthening the mentoring of Indigenous scholars, supporting publications for the field as well as broader audiences, and developing models for the philanthropic community to engage Indigenous education research.

We are also working to engage international scholars in new ways, recognizing that a plurality of applications to our grant programs now come from outside the United States. This past year we held three virtual meetings with scholars located or doing work in Africa and the Middle East, Asia, Latin America, and the Caribbean to ask them about their experiences with the Spencer Foundation. These learning sessions will help inform future directions for the Foundation and will be critical to our ongoing equity work.

For several years, we have been engaged in a process of updating our data systems to provide better information for accountable and collective decision making. A recent focal point relates to how we prompt Principal Investigators to submit data about themselves and their projects. We use these data both to inform our process of assigning external reviewers and to monitor the progress we are making toward equitable grantmaking. Throughout this process we have consulted with scholars conducting the latest research on demographic data systems.

While we recognize that no data collection system is perfect, we hope that our refreshed system, which will launch in late 2022, better reflects the great diversity of people, communities, identities, and social positionalities around the world. PIs and Co-PIs will be invited to identify with a diversity of gender identities as well as expanded racial and ethnic categories. Native and Indigenous PIs may select the places with which they identify. PIs also have the option to indicate whether they have a disability.

Future Annual Reports will reflect these changes and provide a more fine-grained view of the scholars and scholarship we fund. They also will provide ongoing opportunities to hold ourselves accountable for continued progress toward equitable grantmaking.
5.0 What do we know about the scholars we fund?

Gender of applicants 2017-2021:

- **2017**: 36.87% Male, 58.20% Female, 0.12% Non-binary, 0.48% Missing
- **2018**: 39.02% Male, 58.69% Female, 0.20% Non-binary, 1.01% Missing
- **2019**: 38.15% Male, 59.12% Female, 0.19% Non-binary, 0.90% Missing
- **2020**: 39.91% Male, 58.85% Female, 0.11% Non-binary, 0.74% Missing
- **2021**: 38.91% Male, 59.60% Female, 0.11% Non-binary, 1.02% Missing

Gender of grantees 2017-2021:

- **2017**: 31.95% Male, 62.13% Female, 0.00% Non-binary, 0.59% Missing
- **2018**: 29.63% Male, 66.14% Female, 1.59% Non-binary, 0.53% Missing
- **2019**: 32.10% Male, 61.73% Female, 0.00% Non-binary, 1.85% Missing
- **2020**: 38.56% Male, 59.90% Female, 0.00% Non-binary, 0.65% Missing
- **2021**: 25.60% Male, 69.64% Female, 0.00% Non-binary, 1.19% Missing
5.0 What do we know about the scholars we fund?

Race/ethnicity* of applicants 2017-2021:

*alone or in combination: We asked applicants to identify as one or more racial/ethnic groups. As a result, percentages add up to more than 100.
5.0 What do we know about the scholars we fund?

Race/ethnicity* of grantees 2017-2021:

*alone or in combination: We asked applicants to identify as one or more racial/ethnic groups. As a result, percentages add up to more than 100.
5.0 What do we know about the scholars we fund?

Position of Principal Investigators and Co-Principal Investigators who applied in 2021:

- Assistant Professor 22.93%
- Associate Professor 21.08%
- Director 7.63%
- Lecturer 7.40%
- Other* 16.63%
- Postdoctoral Fellow 2.13%
- Professor 15.77%
- Research Assistant 1.95%
- Senior Researcher 4.48%

* includes Chair, Dean, Principal, Adjunct Professor, Lecturer, Professor Emeritus, Reader, Visiting Professor

Position of Principal Investigators and Co-Principal Investigators who received grants in 2021:

- Assistant Professor 47.02%
- Associate Professor 18.45%
- Director 3.57%
- Lecturer 2.98%
- Other* 11.90%
- Postdoctoral Fellow 2.98%
- Professor 10.71%
- Research Assistant 2.38%

* includes Chair, Dean, Principal, Adjunct Professor, Lecturer, Professor Emeritus, Reader, Visiting Professor
5.0 What do we know about the scholars we fund?

Type of institutions* submitting grants 2017-2021:

Type of institutions* receiving grants 2017-2021:

*Carnegie Classifications
5.0 What do we know about the scholars we fund?

Countries hosting awarded grants:
6.0 Who reviews our grants?

The Spencer Report 2021
In the 2020 annual report, we detailed our decision to peer review 100 percent of eligible submissions to our field-initiated grant programs. This decision has required investments to expand the number and diversity of reviewers with whom we work. The expert reviewers on our program panels bring a range of perspectives and expertise areas and contribute to the rigor and integrity of the Spencer review process. We are grateful to our reviewers, whose participation on our panels allows us to make more informed decisions about which grants we fund and have contributed to the diversification of Spencer grantees.

Our reviewers also allow us to provide feedback on nearly all proposals we receive, providing professional development opportunities for all applicants. Because of the critical role external reviewers play in our decision-making, we believe that it is important to be transparent about these reviewers. We will continue to work to ensure that our reviewer pool is representative of the larger field of education research.

We also encourage you to consider becoming a reviewer for Spencer!
6.0 Who reviews our grants?

Reviewer Characteristics

Race/ethnicity*
- American Indian or Alaska Native: 4.47%
- Asian or Pacific Islander: 13.17%
- Black: 20.67%
- Chose not to respond: 5.59%
- Native Hawaiian or Pacific Islander: 0.56%
- Latinx / Hispanic (any race): 17.32%
- White: 44.13%

*alone or in combination: We asked applicants to identify as one or more racial/ethnic groups. As a result, percentages add up to more than 100.

Gender
- Female: 33.52%
- Male: 53.63%
- Non-binary: 8%
- Chose not to respond: 26.26%

Position
- Assistant Professor: 26.82%
- Associate Professor: 31.28%
- Director: 7.26%
- Professor: 26.26%
- Other*: 8%

* includes Chair, Dean, Principal, Adjunct Professor, Lecturer, Research Assistant, Professor Emeritus, Reader, Visiting Professor
Research Grants Awarded in 2021

Research Grants on Education: Large

Disrupting Racism in Schools: A Mixed Methods Study of Educators’ Racial Dispositions and Organizational Change
Adriana Villavicencio
University of California, Irvine

Intersectional Organizing: Strategies for Cross-issue Solidarity in Educational and Social Justice Movements
Mark Warren
University of Massachusetts, Boston

Do Campus Contexts Make Black Women Faculty Sick? A National Study of Black Women Academics’ Health Outcomes at Historically Black and Predominantly White Postsecondary Institutions
Bridget Goosby
The University of Texas at Austin

Affirmative Action Bans and Shifting Intersectional Pathway Disparities
Timothy A. McKay
University of Michigan

Reclaiming Land and Languages Through Indigenous Community-Based Mobile Game Design
Mary R. Hermes
Grassroots Indigenous Multimedia

Centering racialized pre-service teachers: A proleptic re-design of teacher education for leveraging linguistic diversity
Danny C. Martinez
University of California, Davis

How Changing Neighborhood and School Contexts Shape Mental Health and Educational Attainment from Childhood to Early Adulthood
Jennifer Candipan
Brown University

Wrestling with reparations: A historical and ethnographic study of a Black community’s struggle for educational justice
Kihana Miraya Ross
Northwestern University

Reimagining Teaching/Learning Relations Alongside Improvisational and Ensemble Performers
Ananda Maria Marin
University of California, Los Angeles

Evaluation of a preschool socio-emotional curriculum: Testing effectiveness and drivers of change in a large, urban school district
Jelena Obradovic
Stanford University

Structure-Agency in Special Education: A multilevel qualitative study of the implementation of inclusion
Sarah L. Woulfin
The University of Texas at Austin

Back to Normal? The long run effects of the COVID-19 pandemic on student, educator, and school outcomes
Sarah Crittenden Fuller
University of North Carolina at Chapel Hill

Urban Dual-Language Immersion and Linguistic Minority Students: Issues of Access and Inclusion
Lucrecia Santibanez
University of California, Los Angeles
7.0 Research grants awarded in 2021

Research-Practice Partnership Grant

Untelling the Past to Reimagine the Future: Transforming K-12 Education and Supporting the Transition to Higher Education in the Rural U.S. South
Christopher R. Lawton
Putnam County Charter School System

Strengthening the Miami-Dade Early Learning Partnership: IDEAS for Children
Rebecca Shearer
University of Miami

Comprehensive Sexuality Education Curriculum in rural KwaZulu-Natal, South Africa: A community-based participatory approach to contextually relevant programming
Relebohile Moletsane
University of KwaZulu-Natal

Use Your Voice: Linguistic Justice to Literacy Practice in the State of Georgia
Leah Panther
Mercer University

Centering Trauma-Informed Practices (TIP) to Sustain TIP Knowledge and Reduce Secondary Traumatic Stress in Novice Teachers: An Interdisciplinary Research-Practice Partnership
Ofelia Schepers
Metropolitan State University of Denver

Research Grants on Education: Small

Reconciliatory Education: Examining the new "First Voices" course
Jennifer Brant
University of Toronto

Supporting the Educational Journeys of Children of Incarcerated Parents through YPAR
Vera Lopez
Arizona State University Foundation for A New American University

On Black Family Mathematics Socialization during a Crisis: Studying Black Parental Responses to Remote Mathematics Teaching and Learning during the COVID-19 Pandemic
Gregory Larnell
University of Illinois at Chicago

Examining the Relation between Pre-service Teachers, Implicit Racial Biases and Cortisol Response
Matthew Charles Graham
University of Oregon

Ending Data Invisibility: Identifying and Defining Regional Public Universities
Cecilia M. Orphan
University of Denver

The Black Boy Mattering Project: Toward Transformative Relational Approaches for School Policies and Practices
Roderick L. Carey
University of Delaware

Participatory Action Research of Higher Education Connected Learning in Emergencies
Jennifer DeBoer
Purdue University

Development of a Measure of Equity-Based Social Emotional Learning Practices
Deborah Rivas-Drake
University of Michigan

Studying Regionally: Experiences of University Students on Regional Campuses
Robyn Eversole
Swinburne University of Technology

Noticing Translanguaging
Janet Dawn Kim Walkoe
University of Maryland at College Park

Project-Based Learning in a College-Level Probability and Statistics Course
Indika P. Wickramasinghe Rathnathungalage
Prairie View A & M University

Equity Based Tools in Virtual Field Work and Induction of Elementary Mathematics Teachers
Susan O. Cannon
Mercer University

The Storied Experiences of Teachers of Color through Photovoice
Lynnette Mawhinney
Rutgers, The State University of New Jersey - Newark

The role of gesture in video-learning for children with autism and with typical development
Seyda Ozcaliskan
Georgia State University Research Foundation
Assessing the Education of English Learners during the COVID-19 Pandemic in the Springfield R-XII School District in Missouri
Kennedy O. Ongaga
Missouri State University

Taking Stands and Transforming Stances: An Exploratory Study of Educators Evolving Perspectives on Linguistic Diversity as a Classroom Resource
Kate T. Anderson
Arizona State University Foundation for A New American University

When Access is Not Enough: How Chronic Stress Affects Psychological Well-Being And Persistence Among Socioeconomically Disadvantaged University Students
Jacinth Tan
Singapore Management University

Preparing Teacher Candidates to Foster Deeper Learning Through Inclusive Practices: A Case Study of One Exemplary Dual Licensure Teacher Education Program
Joyce Melissa Gomez-Najarro
CSU Fullerton Auxiliary Services Corporation

Assessing the impacts of a decolonizing pedagogy: Classroom learning and post-classroom outcomes
Emily Van Houweling
Regis University

"Let's Talk About Election 2020": Mapping Quantitative Civic Literacies in Youth Video Composition in an Online Digital Network
Lynne Marie Zummo
University of Utah

Measurement of Parent and Teacher Critical Consciousness
Amy E. Heberle
Clark University

Examining race and representation in high school students' library book choices
Grace MyHyun Kim
The University of Texas at Austin

The Influence of Internships on the Career Ideas and Goals of Women in Computer Science
Katie N Smith
Seton Hall University

Exploring Discourses of Literacy Scholarship: Topic Modeling the Field of Literacy Education
Emily C. Rainey
University of Pittsburgh

Families Learning, Being, and Doing
Danielle Teodora Keifert
University of North Texas

Science Teachers' Experiences Learning about African American English (STELAAE)
Quentin C. Sedlacek
Southern Methodist University

The Emotional Process of Learning through Disturbance in Recent Engineering Graduates
Larry Leifer
Stanford University

Creating Schools that Support Transgender and Gender Non-Conforming Students: A Youth Participatory Action Research Project
Rachel Roegman
University of Illinois at Urbana-Champaign

Repeating acute exercise effects to maximize brain function, cognition, and academic achievement in school-aged children
Kao Shih-Chun
Purdue University

The Effects of Public Housing on Children
Michael Gilraine
New York University

Optimal Design of Experimental Studies Investigating Mediation Effects With Individual-Level Mediators
Zuchao Shen
University of Florida

Influencing education aspirations and gender attitudes through role models: Evidence from Somali schools
Munshi Sulaiman
BRAC Independent Evaluation and Research Cell

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