

Curriculum Vitae

CHRISTINE LEE BAE
Virginia Commonwealth University
School of Education
Foundations of Education

PERSONAL INFORMATION

Name: Christine Lee Bae
Office address: 1015 West Main Street, 4052 Oliver Hall
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EDUCATION

Ph.D. Educational Psychology, 2012, University of Florida
Minor in Quantitative Research, Evaluation, and Methodology
M.A.E. Educational Psychology, 2010, University of Florida
B.S. Psychology, 2007, University of Florida

PROFESSIONAL APPOINTMENTS

Associate Professor, Educational Psychology, Department of Foundations of Education, Virginia Commonwealth University, 2022 – present
Faculty Affiliate, Department of Psychology, Virginia Commonwealth University, 2016 – present
Assistant Professor, Educational Psychology, Department of Foundations of Education, Virginia Commonwealth University, 2016 – 2022
Director, VCU Discourse and Learning Lab, Virginia Commonwealth University, 2017 – present
Postdoctoral Researcher, Institute for STEM Education, California State University East Bay, 2013 – 2016
Instructor, Department of Educational Psychology, University of Florida, 2011 – 2012
Laboratory Manager, Department of Educational Psychology, University of Florida, 2011 – 2012

SCHOLARSHIP

GRANT FUNDING

Funded
IES STEM Education, \$1.7 mil

2024

Bae, C. L. (PI), Xie, K. (Co-PI), Krajcik, J. (Co-PI), Fife, J. (Co-PI), Bakshi, L. (Co-PI).
 Title: Hybrid²: Creating Equitable Spaces for Science Discourse in Blended Learning Environments

VCU Big Idea Grant, \$8000 2022
Bae, C.L. (PI)
Natural Language Processing: Exploring Applications for Equitable Science Discourse

VCU Breakthrough Grant, \$200,000 2022
 Satyam, R. (PI), Aldi, M. (Co-PI), **Bae, C. L. (Co-PI)**, Moore, A. Co-PI), & Tarasca, N. (Co-PI)
Symmetry, Surfaces and Knots: Empowering Middle School Students Through Experiential Activities in Geometry

NSF Early CAREER, \$1,031,374 2019
Bae, C.L. (PI)
 Title: *Building on diverse students' funds of knowledge to promote scientific discourse and strengthen connections to science learning in urban classrooms*

NSF Discovery Research K12 (DR-K12), \$3,406,193 2018
Bae, C. L. (Co-PI), Hayes, K., (PI), Seitz, J. (Co-PI), & O'Connor, D. (Co-PI)
 Project: *Science Communities of Practice Partnership (SCOPP): Generating Reform Ownership for Transforming Science Teaching.*

U.S. DOE Supporting Effective Educator Preparation (SEED), \$4,969,512 2018
Bae, C. L. (Co-PI), Dozier, T., (PI), Edmondson, E. (Co-PI), & Senechal, J. (Co-PI), Lisa Abrams (Co-PI)
 Project: *VCU SEED Project*

VCU Presidential Research Quest (PeRQ) Fund, \$50,000 2018
Bae, C. L. (PI)

American Psychological Association, Division 15 Early Career Research Grant, \$6,000 2017
Bae, C. L. (PI)

VCU School of Education, Get Centered Research Grant, \$7,000 2017
Bae, C. L. (PI), Dozier, T. (Co-PI)
 Title: *Examining an Urban Teacher Residency Model: Elementary Teachers' Self-Efficacy, Instruction, and Student Learning Across Affective and Cognitive Domains*

VCU Office of the VP for Research and Innovation Internal Research Grant, 2017
 \$10,000
Bae, C. L. (PI)

California Mathematics and Science Partnership (CaMSP) Professional Development Program Cohort 12, \$3mil 2015 – 2017
Lee, C. S. (Co-PI), Seitz, J. (PI), O'Connor, D. (Co-PI), Hayes, K. N. (Co-PI)
 Title: *Science Partnership for Instructional Innovation (SPFII)*

NSF Discovery Research K12 (DR-K12), \$1,999,747 2014 – 2017
Lee, C. S. (Co-PI), DiStDiStefano, R. (PI), DeLuc, D. (Co-PI) & Korb, M. (Co-PI)
 Title: *Next Generation Project Alliance for Science Education Toolkit (ASET)*

California Subject Matter Project (CSMP), 2016-17, \$15,000 2016 – 2017
 Seitz, J. (PI), O'Connor, D. (Co-PI), **Lee, C. S.** (Researcher)

California Subject Matter Project (CSMP), 2015-16, \$15,000 2015 – 2016
 Seitz, J. (PI), O'Connor, D. (Co-PI), **Lee, C. S.** (Researcher)
 Project: *Integrated Middle School Science (IMSS) Partnership*

Western Kentucky University, Research and Creative Activities Program, (RCAP), \$10,000 2013 – 2015
 Redifer, J. (PI), **Lee, C. S.** (Co-PI)
 Title: *Altering Students' Theories of Creativity to Improve Creative Problem-Solving*

Submitted

NSF S-STEM, \$3,719,600 2024
 Crawley, C. (PI), Smith, M., **Bae, C. L.**, Lucas, H., & Mays, James. (Co-PI).
 Title: Collaborative Research: TRENDS in STEM - Interdisciplinary Pathways to Undergraduate and Graduate Degrees in STEM for Economically Disadvantaged (ED) Students

NSF Racial Equity, \$2.7mil 2024
 Fife, J. (PI), **Bae, C. L.**, Scott, D. (Co-PI)
 Title: *Project PRESS - (Promoting Racial Equity for Secondary Students): A dynamic framework for improving Health sciences among underserved high school students*

NSF ECR Core, \$500k 2024
 Strunk, K., (PI), **Bae, C. L.** (Co-PI)
 Title: A QuantCrit Synthesis Examination of Critical Consciousness, School Climate, and Racial Equity in STEM Education

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| NSF ECR Core, \$326k Bae, C. L. (PI), Chow, J. (Co-PI), DeBusk-Lane, M. (Co-PI) Title: Words and Power: A Mixed-Methods Natural Language Processing Study of Discourse and Agency in Science Classrooms (NLP) Approach <i>Unfunded</i> | 2024 |
| NSF Collaborative Research, \$298k Duke, D. (PI), & Bae, C. L. (Co-PI) | 2023 |
| Title: INTEL (Interaction Networks to Engaged Learning) - Engaging Learners through Interactive Discussion Board Model | |
| NSF DRK12, \$115k Chow, J. (PI), Bae, C. L. (Co-PI) Title: Collaborative Research: Measures of Learning in Elementary and Middle School Mathematics and Science: A Systematic Review and Meta-analysis | 2023 |
| NSF ITEST, \$211k Bae, C. L. (PI), Chow, J. (Co-PI) Title: AIED in STEM: A Synthesis of Artificial Intelligence in K12 STEM Education to inform Inclusive and Equitable Access to Technology | 2023 |

PUBLICATIONS

*Indicates student author

Refereed Publications:

44. Hogan, E. & **Bae, C. L.** (accepted). Bridging Student Funds of Knowledge with Science Discourse: An Examination of the Organizational Context that Shaped Teachers' Sense of Agency for Instructional Change. *Science Education*.
43. Hayes, K., Gladstone, J., Toven-Lindsey, B., & **Bae, C. L.** (accepted). How do Organizational Conditions Inform Teachers' Equity Self-Efficacy and Implementation During Professional Development? *Science Education*.
42. **Bae, C. L.**, Hankour, K., Williamson, K., & DeBusk-Lane, M. (2024). Discursive resources and agency in classroom discourse: A mixed methods natural language processing approach. *SocArXiv*. <https://osf.io/preprints/socarxiv/cpnmk>
41. **Bae, C. L.**, Matewos, A., & Fife, J. (2024). Supporting student voice in science classrooms: The limits of psychosocial approaches and the importance of sociocultural and critical perspectives on student agency. *Educational Psychologist*. <https://doi.org/10.1080/00461520.2024.2370549>

40. Zhang, F.*, **Bae, C. L.**, Broda, M. D., & Koenka, A. C. (2024). Motivation and Opportunities-to-learn in science as predictors of student science performance. *Journal of Experimental Education*, 1-19.
39. Hayes, K., **Bae, C. L.**, Preminger, L., (2024). Explaining differential teacher change during professional development: A study of teacher learning within organizational contexts. *Professional Development in Education*.
38. Preminger, L., Hayes, K., & **Bae, C. L.** (2024). Why do teachers vary in their instructional change during science PD? The role of noticing students in an iterative change process. *Science Education*.
37. Corning, A.*, Broda, M. D., Lucas, B. L., Becker, J. D., & **Bae, C. L.** (2023). An inclusive school for computer science: Evaluating early impact with propensity score matching. *Studies in Educational Evaluation*, 79, 101293.
36. Zhang, F.*, **Bae, C. L.**, Broda, M. D., & Koenka, A. C. (2023). Factor Structure of Student Science-Learning Motivation: Evidence from TIMSS US Data. *Sustainability*, 15(17), 13230.
35. Cabrera, L.*, **Bae, C. L.**, DeBusk-Lane, M. (2023). A mixed methods study of students' science learning profiles in middle school: Accounting for cognitive and motivational characteristics. *Learning and Individual Differences*, 103, 102281.
34. DeBuskLane, M.*, Zumbunn, S., **Bae, C. L.**, Broda, M., Sjrogen, A. (2023). Variable-and person-centered approaches to examining construct-relevant multidimensionality in writing self-efficacy. *Frontiers in Psychology*, section: *Educational Psychology*.
33. **Bae, C. L.**, Sealy, M. A., Cabrera, L., Gladstone, J., & Mills, D. (2022). Hybrid Discourse Spaces: A Mixed Methods Study of Student Engagement in US Science Classrooms. *Contemporary Educational Psychology*, 102108.
32. Abdulkioğlu, M., Kolushpayeva, A., Balta, N., Japashov, N., & **Bae, C. L.** (2022). Open lesson as a means of teachers' learning. *Education Sciences*, 12(10), 692. <https://doi.org/10.3390/educsci12100692>
31. **Bae, C. L.**, Mills, D., Zhang, F., Sealy, M.*, Cabrera, L.*, & Sea, M*. (2021). A systematic review of scientific discourse in urban K12 classrooms: Accounting for individual, collective, and contextual factors. *Review of Educational Research*, 91(6), 831-877. <https://doi.org/10.3102/00346543211042415>
30. Sjogren, A., **Bae, C.L.**, Broda, M., Zumbunn, S., & Deutch, N.. (2021). Afterschool engagement: A mixed methods approach to understanding profiles of youth engagement. *Applied Developmental Science*. <https://doi.org/10.1080/10888691.2021.1947140>

29. Sjogren, A., Zumbrunn, S., Broda, M., **Bae C. L.**, & Deutch, N. (2021). Understanding Afterschool Engagement: Investigating Developmental Outcomes for Adolescents. *American Journal of Community Psychology*. <https://doi.org/10.1002/ajcp.12554>
28. Zhang, F.* & **Bae, C. L.**, & Broda, M. (2021). Science self-concept, relatedness, and teaching quality: A multilevel approach to examining factors that predict science achievement. *International Journal of Science and Mathematics Education*, 1-27.
27. Hayes, K. N., Inouye, C., **Bae, C. L.**, & Toven-Lindsey, B. (2021). Reciprocal learning in K12 professional development: Understanding faculty instructional change. *Science Education*, 105(1), 99-126.
26. Redifer, J. L., **Bae, C. L.**, & Zhao, Q. (2021). Self-efficacy and performance feedback: Impacts on cognitive load during creative thinking. *Learning and Instruction*, 71, 101395.
25. Zhang, F.* & **Bae, C. L.** (2020). Motivational factors that influence student science achievement: A systematic literature review of TIMSS studies. *International Journal of Science Education*, 42(17), 2921-2944.
24. **Bae, C. L.**, DeBusk-Lane, M. *, & Lester, A. * (2020). Engagement profiles of elementary students in urban settings. *Contemporary Educational Psychology*, 62. <https://doi.org/10.1016/j.cedpsych.2020.101880>
23. Chow, J., Ekholm, E. *, & **Bae, C.** (2020). Relative Contribution of Verbal Working Memory and Attention to Child Language. *Assessment for Effective Intervention*. <https://doi.org/10.1177/1534508420946361>
22. **Bae, C. L.**, Hayes, K. N., & DeBusk-Lane, M. (2020). Profiles of middle school science teachers: Accounting for cognitive and motivational characteristics. *Journal of Research in Science Teaching*, 57(6), 911-942. <https://doi.org/10.1002/tea.21617>
21. Hayes, K. N., **Bae, C.L.**, O'Connor, D., Seitz, J. C., (2020). Beyond funding: How organizational resources support science professional learning. *American Journal of Education*, 126(3).
20. **Bae, C. L.**, & Lai, M. (2020). Opportunities to Participate (OtP) in science learning and student engagement: A mixed methods study. *Journal of Educational Psychology*, 112(6), 1128-1153. <https://psycnet.apa.org/record/2019-54277-001>
19. **Bae, C. L.**, & DeBusk-Lane*. (2019). Engagement profiles in middle school: Implications for motivation and achievement in science. *Learning and Individual Differences*, 74, 101753.

18. **Bae, C. L.**, Therriault, D. J., & Redifer, J. (2019). Investigating the testing effect: Retrieval as a characteristic of effective study strategies. *Learning and Instruction, 60*, 206-214.
17. Redifer, J. L., **Bae, C. L.**, & DeBusk-Lane*. (2019). Implicit Theories of Creativity, Working Memory, and Cognitive Load: Impacts on Creative Thinking Performance. *Sage Open, 9*(1), 2158244019835919.
16. **Bae, C. L.**, DeBusk-Lane, M.*, Hayes, K. N., & Zhang, F.* (2018). Opportunities to Participate (OtP) in Science: Examining Differences Longitudinally and Across Socioeconomically Diverse Schools. *Research in Science Education, 1-22*. <https://doi.org/10.1007/s11165-018-9797-5>.
15. Sinapuelas, M., Lardy, C., Korb, M., **Bae, C. L.**, DiStefano, R. (2018). Developing a three-dimensional view of science teaching: A tool to support preservice teacher discourse. *Journal of Science Teacher Education, 30*, 101-121.
14. **Bae, C. L.**, & DeBusk-Lane, M. L.*. (2018). Stability of motivation belief profiles middle school science: Links to classroom goal structures and achievement. *Learning and Individual Differences, 67*, 91-104.
13. Inouye, C., **Bae, C. L.**, & Hayes, K. (2017). Whiteboarding improves learning in a college biology course. *Advances in Physiology Education, 41*(3), 478-484.
12. Koro-Ljungberg, M. E., Douglas, E. P., McNeill, N. J., Therriault, D., **Bae, C. L.**, & Malcom, Z. (2017). Academic problem-solving and students' identities as engineers. *Qualitative Report, 22*(2), 456-479.
11. **Bae, C. L.**, Hayes, K. N., Seitz, J., O'Connor, D., & DiStefano, R. (2016). A coding tool for examining the substance of teacher professional learning and change with example cases from middle school science lesson study. *Teaching and Teacher Education, 60*, 164-178.
10. **Bae, C. L.**, Hayes, K. N., O'Connor, D., Seitz, J. C., & DiStefano, R. (2016). The diverse forms of teacher leadership: A typology and survey tool for middle school science. *Journal of School Leadership, 26*, 907-937.
9. **Lee, C. S.**, Hayes, K. N., Seitz, J. C., DiStefano, R., & O'Connor, D. (2016). Examining motivational structures that differentially predict engagement and achievement in middle school science. *International Journal of Science Education, 38*(2), 192-215.
8. Hayes, K. N., **Lee, C. S.**, DiStefano, R., O'Connor, D., & Seitz, J. (2016). Measuring science instructional practices: A survey tool for the age of NGSS. *Journal of Science Teacher Education, 27*(2), 137-164.

7. Redifer, J. L., Therriault, D. J., **Lee, C. S.**, and Schroeder, A. (2016). Strategy instruction and the working memory-cognitive load interaction: Contributions to mathematical problem-solving. *Applied Cognitive Psychology*, 30, 420-429.
6. Therriault, D. J., Redifer, J. L., **Lee, C. S.**, & Wang, Y. (2015). On Cognition, need, and action: How working memory and need for cognition influence leisure activities. *Applied Cognitive Psychology*, 29(1), 81-90.
5. **Lee, C. S.**, Huggins, A. C., & Therriault, D. J. (2014). A Measure of Creativity or Intelligence? Examining Internal and External Structure Validity Evidence of the Remote Associates Test. *Psychology of Aesthetics, Creativity, and the Arts* 8(4), 446-460.
4. **Lee, C. S.**, McNeill, N., Douglas, E. P., Koro-Ljungberg, M. E., & Therriault, D. J. (2013). Indispensable resource? A phenomenological study of textbook use in engineering. *Journal of Engineering Education*. 102(2), 269-288.
3. **Lee, C. S.**, & Therriault, D. J. (2013). The cognitive underpinnings of creative thought: A latent variable analysis exploring the roles of intelligence and working memory in three creative thinking processes. *Intelligence*, 41, 306-320.
2. Liu, G., Zhang, S., Zhang, J., **Lee, C. S.**, Want, Y., & Brownell, M. (2013). Autonomous Motivation and Chinese Adolescents' Creative Thinking: The Moderating Role of Parental Involvement. *Creativity Research Journal*, 25(4), 446-456.
1. **Lee, C. S.**, Therriault, D. J., & Linderholm, (2012). On the cognitive benefits of cultural experiences: Exploring the relationship between studying abroad and creative thinking. *Applied Cognitive Psychology*, 26, 768-778.

Conference Proceedings:

- Hankour, K., **Bae, C. L.**, Williamson, K., & DeBusk-Lane, M. (2023). *Exploring Science Discourse through Natural Language Processing*.
<https://doi.org/10.5281/ZENODO.8200650>
- Douglas, E. P., Agdas, S., **Lee, C. S.**, Koro-Ljungberg, M. E., & Therriault, D. J., (2015). Ambiguity during engineering problem-solving. *Frontiers in Education Conference*, El Pasos, Texas.
- Douglas, E. P., Koro-Ljungberg, M., Therriault, D. J., **Lee, C. S.**, & McNeill, N. (2012). Discourses and social worlds in engineering education: Preparing problem-solvers for engineering practice. *Proceedings of the American Society for Engineering Education*.
- Therriault, D. J., **Lee, C. S.**, Douglas, E. P., & Koro-Ljungberg, M. E. (2011). Open-book problem-solving in engineering: An exploratory study. *American Society for Engineering Education Annual Conference*, Vancouver, British Columbia, June 2011.

Douglas, E. P., Koro-Ljungberg, M. E., Therriault, D. J., Lee, C. S., Malcolm, Z., & McNeill, N. (2011). Work in progress: The role of working memory and epistemic beliefs on open-ended problem solving. *Frontiers in Education Conference*, Rapid City, South Dakota, 2011.

Douglas, E. P., Koro-Ljungberg, M., Malcolm, Z. T., McNeill, N., Therriault, D. J., & Lee, C. S. (2011). Moving beyond formulas and fixations: Exploring approaches to solving open-ended engineering problems. Proceedings of the *American Society for Engineering Education Annual Conference*, Vancouver, British Columbia, June 2011.

Manuscripts under review:

Bae, C. L., Matewos, A., Cabrera, L., Sealy, M., & Gladstone, J. (revision under review). A codebook for classroom discourse: Re-imagining talk in hybrid spaces.

Bae, C. L., Hankour, K., Williamson, K., & DeBusk-Lane, M. (under review). Words and power: A mixed methods Natural Language Processing study of discourse and agency in science classrooms.

Hogan E., & **Bae, C. L.**, (2nd revision under review). Bridging student funds of knowledge with science discourse: An examination of the organizational context that shaped teachers' sense of agency for instructional change.

Gladstone, J. **Bae, C. L.**, Cabrera, L., Sealy, M., Chang, C., & Hayes, K. (under review). Opportunities to Participate in Science (OtP) and engagement in elementary science classrooms.

Toven-Lindsey, B., **Bae, C. L.**, & Hayes, K. N. (revision under review). Meeting elementary science teachers' needs for autonomy, competence, and relatedness in professional learning communities.

Sealy, M.*, **Bae, C.**, & Hogan, E. (under review). Science teachers' conscious connections to diverse and minoritized students' funds of knowledge.

BOOK CHAPTERS

Bontrager, B., Spring, A., Satyam, V. R., **Bae, C. L.**, Aldi, M., Tarasca, N., & Moore, A. H. (accepted). Middle school students' emotional experiences in mathematics represented through emotion graphs: A multimodal discourse analysis.

Lee Bae, C., Sealy, M. A., & Corey, C. (invited, resubmission under review). Educational Psychologists and Classroom Teachers as Boundary Spanners in an Equity-Focused Research Practice Partnership. *Handbook of Race, Equity, and Asset-Based Research in Educational Psychology*.

Zumbrunn, S., **Bae, C. L.**, Furman, J.* , & Sea, M.*(2020). Understanding Psychological Needs to Guide Culturally-Responsive Instruction for Students. In *Teaching motivation for student engagement* (pp.). Meyer, D., & Emery, A. (Eds.). Information Age Publishing: NY, New York.

Day, S., & **Bae, C. L.** (2019). Developing Authentic Performance Assessments in a Classroom Mini-Economy: Reflections on the Process of Design. In *Design Research in Social Studies Education: Critical Lessons from an Emerging Field* (pp. 84). Rubin, B. C., Freedman, E. B., & Kim, J. (Eds.). Routledge: NY, New York.

SELECT CONFERENCE PRESENTATIONS

Spring, A., Bontrager, B. J., Satyam, V. R., **Bae, C. L.** (2024, July). Emotions graphs: Middle school students' engagement during informal geometry activities. In T. Evans, O. Marmur, J. Hunter, G. Leach, & J. Jhagroo (Eds.), *Proceedings of the 47th Conference of the International Group for the Psychology of Mathematics Education* (Vol.1, p. 218). PME.

Hankour, K.,* **Lee Bae, C.**, Payne. C., Niemira, R., Perera, S. (2024, August 8-10). Spoken Discourse in K-20 Classrooms: A Systematic Literature Review of NLP Studies. [Poster Presentation] American Psychological Association 2024, Seattle, Washington, United States.

Hankour, K.,* **Lee Bae, C.**, Williamson, K., DeBusk-Lane, M., Niemira, R., Perera, S. (2024, August 10). Who's Talking About What: A Natural Language Processing Approach to Discourse in Urban Classrooms [Poster Presentation] American Psychological Association 2024, Seattle, Washington, United States.

Niemira, R.,* Perera, S., Hankour, K., Lee Bae, C. (2024, August 10) Navigating Emotional Landscapes: How Middle School Teachers Elicit Emotions During Science Discourse [Poster Presentation] American Psychological Association 2024, Seattle, Washington, United States.

Sealy, M., Hankour, K., Gladstone, J., Perera, S., & **Lee Bae C.** (2024, April 12). Bridging Science and Middle School Students' Funds of Knowledge to Foster Engagement, Belonging, and Achievement, In Linnenbrink-Garcia, L. & Cabrera, L. (Chairs), Multi-Theoretical Perspectives on Instructional Supports for Student Motivation. [Symposium]. 2024 Convention of the American Educational Research Association, Philadelphia, PA, United States.

Bae, C. L., Williamson, K., DeBusk-Lane, M., & Hankour, K. (2023). *Engagement in Science Discourse: A Natural Language Processing Illustration*. [Paper Session]. 2023 Convention of the American Educational Research Association, Chicago, IL, United States.

Cabrera, L., Taylor, M., & **Bae, C. L.**, Williamson, K., DeBusk-Lane, M., & Hankour, K. (2023). *Examining Teachers' Influence on Student Self-Regulated Learning and Social*

Regulation of Learning in Science Classrooms. [Paper Session]. 2023 Convention of the American Educational Research Association, Chicago, IL, United States.

Sealy, M. A., Gladstone, J., Cabrera, L., Hankour K., Braxton, J., & **Bae C. L.** (2023, April 13-16). Talk in hybrid spaces: Expanding opportunities for student engagement in science discourse, In Ruzek, E. (Chair), *New approaches to the study of engaging and motivating classroom instruction*. [Symposium]. 2023 Convention of the American Educational Research Association, Chicago, IL, United States.

Cabrera, L., Taylor, M., & **Bae, C. L.**, Williamson, K., DeBusk-Lane, M., & Hankour, K. (2023). *Describing self-regulated learning and social regulation of learning in science classrooms*. [Paper Session]. 2023 Convention of the American Educational Research Association, Chicago, IL, United States.

Wilson, P., Weber, V., Hogans, T., & **Bae, C. L.** (2023). *Centering students in science talk: Strategies and examples activities*. Presentation at the VCU Metropolitan Education Research Consortium, Richmond, VA.

Sealy, M.* , Cabrera, L., **Bae, C.L.**, Gladstone, J., Walls, K. H., Sun, H., & Hayes, K. (2022, August 4-7). *Science learning opportunities and student engagement: A mixed methods study* [Poster session]. 2022 Convention of the American Psychological Association, Minneapolis, IN, United States.

Gladstone, J.R., Cabrera, L., Sealy, M., **Bae, C.**, & Hayes, K. (2022, April 21-23). Different opportunities to participate in science and their relationship to elementary student engagement. In A. Haber and S. Kumar (Chairs), *Exploring children's early engagement and motivation in science: Implications for cognitive development* [Symposium]. Bi-Ennial Cognitive Development Society Meeting, Madison, WI, United States.

Cabrera, L*, & **Bae, C. L.** (2022, April 21-26). *What is the nature of classroom questions in middle school science classrooms?* [Paper presentation]. 2022 Convention of the American Educational Research Association, San Diego, CA, United States.

Matewos, A., **Bae, C. L.**, Cabrera, L., Sealy, M., & Gladstone, J. R. (2022, April 21-26). *Re-imagining classroom discourse in hybrid spaces: Development of a scheme and codebook* [Paper presentation]. 2022 Convention of the American Educational Research Association, San Diego, CA, United States.

Sealy, M. A.* , **Bae, C. L.**, & Hogan Rapp, E. (2022, April 21-26). *Teachers' and students' identities, languages, and lived worlds in historically minoritized middle school classrooms* [Roundtable session]. 2022 Convention of the American Educational Research Association, San Diego, CA, United States.

Hayes, K. N., Preminger, L. K., **Bae, C. L.**, Toven-Lindsey, B., O'Connor, D. M., Ansari, S., Williams, S. (2022, April 21-26). *Conceptualizing teacher learning in an*

organizational context: A study of elementary science professional development [Conference session]. 2022 Convention of the American Educational Research Association, San Diego, CA, United States.

Bae, C. L., Hayes, K. N., Toven-Lindsey, B., Ansari, S., Gladstone, J. R., Preminger, L. K., O'Connor, D. M., Seitz, J. C., Williams, S. (2022, April 21-26). *Students as epistemic agents: Identifying opportunities that support action in elementary science classrooms* [Conference session]. 2022 Convention of the American Educational Research Association, San Diego, CA, United States.

Preminger, L., Hayes, K. N., Toven-Lindsey, B., **Bae, C.L.**, O'Connor, D., Ansari, S., Williams, S. (2022). *Teacher Noticing and the Interconnected Model of Professional Learning: Intersection in the Domain of Consequence*. [Conference session]. 2022 Convention of the American Educational Research Association, San Diego, CA, United States.

Toven-Lindsey, B., **Bae, C. L.**, Hayes, K. N., Riaz, A., Taylor, K., O'Connor, D. M., Williams, S. (2022, April 21-26). "You realize you aren't alone:" *Meeting teachers' psychological needs in PD during the COVID19 pandemic* [Conference session]. 2022 Convention of the American Educational Research Association, San Diego, CA, United States.

Sealy, M. A. *, **Bae, C. L.**, & Hogan Rapp, E. (2022, April 22). *Teachers' and students' identities, languages, and lived worlds in historically minoritized middle school classrooms* [Poster Session]. VCU Colloquium, Richmond, VA, United States.

Sealy, M. A. *, **Bae, C. L.**, & Hogan Rapp, E. (2022, March 4-6). *Teachers' and students' identities, languages, and lived worlds in historically minoritized middle school classrooms* [Poster Session]. Seventy-fourth annual convention of the American Association of Colleges for Teacher Education, New Orleans, LA, United States.

Cabrera, L. *, & **Bae, C. L.** (2021). How the nature of questions relate to engagement and self-regulation in science discourse: A motivation in context approach. *American Psychological Association, 2021*.

Stange, M., Hogans-Foster, T. Sealy, M., & Bae, C. L. (2021). *Hybrid spaces that promote science discourse in CCPS and RPS middle school science classrooms*. Presentation at the VCU Metropolitan Education Research Consortium, Richmond, VA.

Bae, C. L., Mills, D. C. *, Zhang, F. *, Sealy, M. *, Venning, C. *, & Cabrera, L. * (2021). A systematic review of scientific discourse in K12 urban classrooms: The role of individual, collective, and contextual factors. *American Educational Research Association, 2021*.

- Bae, C. L.,** Mills, D. C., * & Sealy, M. * (2021). Taking a situative perspective on engagement in urban science middle schools: A mixed methods study. *American Educational Research Association, 2021.8.24*)
- Zhang F. *, & **Bae, C.L.** (2021, *Division C Outstanding Graduate Student Research Poster*). Opportunities-to-learn and motivation in science: Examining person and context factors that predict science achievement among grade 8 students. *American Educational Research Association, 2021.*
- Cabrera, L. *, & **Bae, C. L.** (2021). A mixed methods study of students' science learning profiles in middle school: Accounting for cognitive and motivational characteristics. *American Educational Research Association, 2021.*
- Bae, C. L.,** Hayes, K. H., DeBusk-Lane, M. * (2020) Profiles of middle school science teachers: Accounting for cognitive and motivational characteristics. *AERA, San Francisco, CA, 2020.*
- DeBusk-Lane, M. *, **Bae, C. L.,** & Lester, A. M. * (2020). Student engagement in urban elementary schools: A variable and person-centered approach. *AERA, San Francisco, CA, 2020.*
- Hayes, K. N., Inouye, C., **Bae, C. L.,** Toven-Lindsey, B.(2020). Student engagement in urban elementary schools: A variable and person-centered approach. *AERA, San Francisco, CA, 2020.*
- Hayes, K. N., **Bae, C. L.,** & Bajo, R.(2020). Motivating teachers for instructional reform: Balancing tensions between prescriptiveness and responsiveness. *AERA, San Francisco, CA, 2020.*
- Hayes, K. N., Preminger, L., **Bae, C. L.,** & Toven-Lindsey, B., O'Connor, D., & Seitz, J. (2020). Conceptualizing teacher learning in an organizational context: A study of elementary science professional development. *AERA, San Francisco, CA, 2020.*
- Bae, C. L.,** Mills, D., Matewos, A., & Zhang, F. (2019). Examining Methodologies used to Capture Complex Phenomena related to Motivation and STEM Learning in Classrooms. *SCIPIE, Savannah, GA, October, 2019.*
- Furman, J., Zumbrunn, S., & **Bae, C. L.** (2019). Motivation of Students in Juvenile Detention: A Brief Review of Motivation Frameworks With At-Risk Adolescents. *SCIPIE, Savannah, GA, October, 2019.*
- Bae, C. L.,** Redifer, J. L., & Rivera, C. (2019). Examining the Role of Students' Individual Differences in Retrieval-Based Learning. *EARLI, Aachen, Germany, August 2019.*
- Zhang, F., & **Bae, C. L.** (2019). A Systematic Literature Review of TIMSS Studies:

Motivational Factors that Influence Science Achievement among 4th and 8th Grade Students. *AERA*, Toronto, CA, April 2019.

Bae, C. L., Zhang, F., Sea, M., DeBusk-Lane, M., & Hayes, K. (2019). Opportunities to Participate in Science: Examining Differences Longitudinally and Across Socioeconomically Diverse Schools. *AERA*, Toronto, CA, April 2019.

Bae, C. L., & DeBusk-Lane, M. (2018). Profiles of Motivation in Middle School Science: Links to Classroom Structures and Achievement. *American Psychological Association, Division 15*, San Francisco, CA, August 2018.

Bae, C. L., Hayes, K. N., & Dabney, K. (2018). The Role of Student Characteristics and Classroom Learning Opportunities in Science Achievement: A Multilevel Approach. Paper for the *American Educational Research Association (AERA)*, New York, April 2018.

Bae, C. L., DeBusk-Lane, M., & Hayes, K. N. (2018). Student Engagement and Opportunities to Participate in Science Practices Across Socioeconomically Diverse Schools. Paper for the *American Educational Research Association (AERA)*, New York, April 2018.

Dabney, K. P., Sonnert, G., **Bae, C. L.,** & Sadler, P. M. (2018). STEM Experiences and Computer Science Career Interest. Paper for the *American Educational Research Association (AERA)*, New York, April 2018.

Hayes, K. N., Preminger, L., Tran, V., & **Bae, C. L.** (2018). The Relationship Between Professional Development and Teacher Retention: A Mixed Methods Study. Paper for the *American Educational Research Association (AERA)*, New York, April 2018.

DeBusk-Lane, M., Gnilka, P., **Bae, C. L.,** Suleyman, A., & Fye, H. (2018). Counselor Burnout Inventory: Factor Structure and Measurement Invariance across U.S. and Turkish Professional School Counselors. Paper for the *American Educational Research Association (AERA)*, New York, April 2018.

Bae, C. L. (2018). A Multilevel Analysis of Classroom Learning Opportunities and Engagement in Middle School Science. *American Psychological Association, Division 15*, San Francisco, CA, August 2018.

Bae, C. L., Serang, S., & Dozier, T. (2018). Examining the Effects of an Urban Teacher Residency Program on Students' Math and Reading Achievement: Evidence from Classroom-Based and Benchmark Measures. Paper presentation at the *Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE)*, Williamsburg, VA, October 2018.

Bae, C. L., & DeBusk-Lane, M. (2017). Engaging Students in Science: Measurement Invariance of Science Practices across Middle School Grades and Socioeconomic

Subgroups. Paper presentation at *The Society for Research on Educational Effectiveness* (SREE), Washington DC, March 2017.

- Bae, C. L.,** Inouye, C., & Hayes, K. N. (2017). Active retrieval and peer discourse strategy: Whiteboarding increases deeper understanding in college biology course. Paper presentation at the *American Educational Research Association* (AERA), San Antonio, Texas, April 2017.
- Day, S., & **Bae, C. L.** (2017). Creating authentic tasks using the C3 framework in a classroom mini-economy. Paper presentation at the *College and University Faculty Assembly for Social Studies Education*, San Francisco, CA, November 2017.
- Lardy, C., Korb, M. DiStefano, R., **Bae, C.L.** (2017). Developing a Three-Dimensional View of Science Teaching: A Tool for Facilitating Preservice Teacher Learning Paper presented at the *National Association for Research in Science Teaching*, San Antonio, Texas, April 2017.
- Bae, C. L.,** DeBusk-Lane, M. *, & Hayes, K. N. (2017). Student Engagement in Middle School Science: Findings across Socioeconomic Subgroups. Paper presentation at the *American Psychological Association, Division 15*, Washington DC, August 2017.
- Bae, C. L.,** Therriault, D. J., & Redifer, J. L. (2017). Examining the Comparative Effectiveness of Retrieval-Based Study Strategies among College Students. Paper presentation at the *American Psychological Association, Division 15*, Washington DC, August 2017.
- Bae, C. L.,** Therriault, D. J., & Redifer, J. L. (2017). The Added Benefit of Coupling Study Strategies with Retrieval Practice. Poster presentation at the *Association for Psychological Science*, May 2017.
- Bae, C. L.,** & Chow, J. C. (2017). Elementary Mathematics and Science Learning: Definitions and a Cognitive Framework. Poster presentation at the *Association for Psychological Science*, May 2017.
- Redifer, J. L., **Bae, C. L.,** & DeBusk-Lane, M. *(2017). Cognitive Load Mediates the Relationship Between Implicit Beliefs and Creative Thinking Scores. Poster presentation at the *Association for Psychological Science*, May 2017.
- Hayes, K. N., **Bae, C. L.,** DiStefano, R., Seitz, J., & O'Connor, D. (2017). Developing capacity for urban science education reform: The role of resource chains and constellations. Roundtable presented at the *American Educational Research Association* (AERA), Washington DC, April 2017.
- Lee, C. S.,** Hayes, K. N., Seitz, J. C., DiStefano, R., & O'Connor, D. (2016). Examining Students' Motivational Structures that Differentially Predict Engagement and Achievement in Middle School Science. *American Educational Research Association* (AERA), Washington DC, April 2016.

- Inouye, C., **Lee, C. S.**, & Hayes, K. N. (2016). Whiteboarding Draws Upon Multiple Learning Processes to Increase Performance in a College Biology Course. *American Educational Research Association* (AERA), Washington DC, April 2016.
- Lee, C. S.**, Hayes, K. N., O'Connor, D., Seitz, J. C., & DiStefano, R. (2016). A survey tool for assessing distinct types of teacher leadership. Paper presented at the *American Educational Research Association* (AERA), Washington DC, April 2016.
- Lee, C. S.**, Hayes, K. N., O'Connor, D., Newman, A., Seitz, J. C., & DiStefano, R. (2016). Student Ideas In Middle School Science: Attending to Partial Understandings Regarding Science Phenomena. Paper presented at the *National Association for Research in Science Teaching*, Baltimore, MA, April 2016.
- Hayes, K., & **Bae, C. L.** (2016). An Organizational Capacity Framework: Supporting Educational Reform in Complex Contexts. Paper. University Council for Educational Administration, Detroit, November, 2016.
- DiStefano, R., **Lee, C.S.**, Lardy, C., LeDuc, D., & Korb, M. (2016). Developing Rubrics to Support Teachers' Understanding of the NGSS: An Improvement Science Approach. Paper presented at the *American Educational Research Association* (AERA), Washington DC, April 2016.
- Lardy, C., **Lee, C. S.**, DiStefano, R., Korb, M., and LeDuc, D. (2016). Next Gen TARSC: Developing Tools to Support Teacher Learning and Application of NGSS. Paper presented at the *Association for Science Teacher Education* (ASTE) International Meeting, Reno, NV.
- Hayes, K. N., **Lee, C. S.**, DiStefano, R., Seitz, J., & O'Connor, D. (2016). Financial and Structural Resources Pivotal To Urban Science Education Reform: Resource Chains And Constellations. Paper presented at the *National Association for Research in Science Teaching*, Baltimore, MA, April 2016.
- Inouye, C., Hayes, K. N., **Lee, C. S.**, Seitz, J., O'Connor, D., & DiStefano, R. (2016). Reciprocal Learning in Science Professional Development: Faculty Shift their Practice. Paper presented at the *National Association for Research in Science Teaching*, Baltimore, MA, April 2016.

Workshops and Professional Development:

- Bae, C.**, Mills, D., Cabrera, L., & Sealy, M. (2020). Science discourse: Building on students' funds of knowledge. Two-day professional development presented at VCU, August 2020, Richmond, VA.

- DiStefano, R., Lee, C. S., and Lardy, C. (2015). Helping Beginning & Emerging NGSS Practitioners Unpack NGSS through Structured Dialogue. Workshop presented at *CSUEB NGSS/CCSS Conference* April 2015, Hayward, CA.
- Lee, C. S., & O'Connor, D. (2015). NGSS Practices – Taking it to the Classroom. Presented at the *5th Annual STEAM Colloquium*, 2015, San Ramon, CA.
- Lee, C. S., & O'Connor, D. (2014). Common Core for Science: Integrating Literacy in Science Classrooms. Presented at the *2nd Annual California STEM Symposium*, 2014, San Diego, CA.
- O'Connor, D., & Lee, C. S. (2013). Scaling and Sustaining Middle School Science Lesson Study in San Francisco Bay. Presented at the *1st Annual California STEM Symposium*, 2013.
- Lee, C. S. & O'Connor, D.M. (2013). Integrating Common Core and NGSS: Building Leadership Capacity to Transform Science Teaching and Learning. Presented at the *California Science Teachers Association Convention* 2013, Palm Springs, CA, October 2013.
- Lee, C. S. & Vu, A. (2013). Lesson Study as a Vehicle to Integrate NGSS in Middle School Classrooms. Presented at the *California Science Teachers Association Convention* 2013, Palm Springs, CA, October 2013.

AWARDS AND HONORS

- Richard Snow APA Division 15 Early Career Award* (APA, 2023)
- Distinguished Scholarship Award* (VCU School of Education, 2022)
- Outstanding Early Career Faculty University Award* (VCU, 2019)
- Distinguished Junior Faculty Award* (VCU School of Education, 2018)
- Presentation to Publication Pipeline Award* (VCU School of Education, 2018)
- Faculty Scholarly Development Award* (VCU School of Education, 2017)
- New Faculty Mentoring Program* (American Educational Research Association, 2017)
- National Association for Research in Science Teaching Early Scholar Award Nominee* (2015)
- I-Cubed Graduate Student Mentoring Award* (National Science Foundation, 2012)
- Graduate Teaching Award* (University of Florida, 2012)
- Student Travel Award* (American Psychological Association, 2012)
- Graduate Student Council Travel Award* (University of Florida, 2012)
- Professional Advancement Travel Award* (University of Florida, 2011)
- Graduate Research Assistantship* (National Science Foundation, 2009 – 2012)
- Graduate Teaching Assistantship* (University of Florida, 2008 – 2012)

RESEARCH EXPERIENCES

Research Assistant

2009 – 2012

University of Florida
NSF Engineering Education Project
Examined the roles of domain knowledge, epistemic beliefs, and cognitive abilities in undergraduate engineering problem-solving.

Internal Evaluation Research Assistant 2012
University of Florida
NSF Innovation through Institutional Integration (I-Cubed) Training Grant
Interviewed deans, faculty, and graduate students regarding STEM and Social, Educational, and Behavioral programs in the university.

Graduate Research Assistant 2008 – 2011
University of Florida
College of Education, Cognitive Psychology Laboratory
Examined the roles of working memory, strategy acquisition, and creative cognition on problem-solving and learning processes.

TEACHING AND ADVISING

COURSES TAUGHT

Virginia Commonwealth University

EDUS 621, Doctoral seminar in Motivation and Learning
EDUS 712, Doctoral seminar in Mixed Methods Research in Education
EDUS 720, Doctoral seminar in Cognition and Learning in Schools
EDUS 620, Doctoral seminar in Human Development in Education
EDUS 617, Advanced Educational Psychology for Postsecondary Teachers
EDUS 304, Introduction to Educational Psychology
EDUS 301, Human Development and Learning
PSYC 494, Undergraduate Research Internship

California State University East Bay

PSYC 4800, Human Learning and Cognition Laboratory, 2015 – 2016

University of Florida

EDF 3110, Human Growth and Development throughout the Lifespan, 2008 – 2012
EDF 3115, Child Development for Inclusive Education, 2009 – 2010

DISSERTATION COMMITTEES

Chair

Fa Zhang, 2020, Educational Psychology, Foundations of Education
Marquita Sea, 2022, Educational Psychology, Foundations of Education
Lauren Cabrera, 2022, Educational Psychology, Foundations of Education
Martinique Sealy, 2023, Educational Psychology, Foundations of Education
Kamil Hankour, *present*, Educational Psychology, Foundations of Education

Javonti Braxton, *present*, Educational Psychology, Foundations of Education
Singith Perera, *present*, Educational Psychology, Foundations of Education
Rachel Niemira, *present*, Educational Psychology, Foundations of Education
Ryan LeVault, *present*, Educational Psychology, Foundations of Education

Committee Member

Sherol Southerland, 2023, Educational Psychology
Rachel Bowman, 2024, Special Education
Rebecca Hoppe, 2023, Psychology
Monica Grillo, 2024, Special Education
Katie Yiesley, 2023, Curriculum, Culture, and Change
Michelle Hicks, 2023, Special Education
Hannah Ramsey, 2023, Special Education
Hui (Fiona) Sun, 2023, Curriculum, Culture, Change
Chris Parthemos, 2022, Research Assessment and Evaluation
Nicole George, Social Work, 2023, Psychology
Reed Senter, Special Education, 2022, Special Education
Elisa Tedona, Educational Leadership, 2021, Educational Leadership
Ashlee Lester, Educational Psychology, 2019, Foundations of Education
Morgan DeBusk-Lane, Educational Psychology, 2019, Foundations of Education
Jennifer Underwood, Counseling Education, 2019, Counseling and Special Education
Eric Ekholm, Educational Psychology, 2018, Foundations of Education
Drew Baker, Educational Psychology, 2017, Foundations of Education
Savannah Love, Educational Psychology, 2018, Foundations of Education
Melinda VanDevelder, Educational Leadership, 2018, Educational Leadership
Anita Crowder, Educational Psychology, 2018, Foundations of Education

UNDERGRADUATE HONORS

Supervisor

Dylan Young, 2023, Psychology

PROFESSIONAL SERVICE

NATIONAL SERVICE

Editorial Board

Contemporary Educational Psychology (Associate Editor)
Journal of Educational Psychology (Editorial Board)
Educational Psychology (Consulting Editor)
Learning and Individual Differences (Editorial Board)
International Journal of Science Education (Editorial Board)

Ad Hoc Reviews

Learning and Instruction, Journal of Research in Science Teaching, Psychological Bulletin, Frontiers, Journal of Applied Research in Memory and Cognition, Behavior Research Methods, Journal of Cognitive Psychology, Education and Administration Quarterly, ,

Thinking and Reasoning, Journal of School Leadership, Journal of Creative Behavior, American Journal of Psychology, Educational Psychology Review, SAGEOpen, Journal of Engineering Education, Educational Researcher, Science Education, Psychology in the Schools, Review of Educational Research

Grant Reviews

Institute of Education Sciences Grant Review Panelist 2020, 2023
 Postsecondary and Adult Education

National Science Foundation (NSF) Grant Review Panelist 2016 – present
 Directorate for Social, Behavioral, and Economic (SBE) Sciences,
 Research Experiences for Undergraduates (REU)
 Faculty Early Career Development (CAREER)

Directorate for Social, Behavioral, and Economic (SBE) Sciences,
 Postdoctoral Research Fellowships (SPRF)

Directorate for Education and Human Resources (EHR)
 Discovery Research K12 (DRK12)

*Florida Department of Education Bureau of Family and Community
 Outreach, 21st Century Community Learning Centers Program,
 Gainesville, FL*

Book Review

Teachers College Record 2024
SAGE Publications 2012

National Conference Leadership

APA Div 15 Executive Committee, *Member-at-large* (elected) 2024
 APA Div 15 Community Leader (nominated) 2024
 SCIEPIE, *President* (elected) 2024
 APA Div15 Early Career Research Award Committee, *Member* 2024
 APA Div15 Educational Psychology Membership Committee, *Member* 2022 – present
 APA Div15 Snow Award Committee, *Member* 2023
 AERA DivC2d Science Program, *Co-Chair* 2023– present
 AERA DivC2a Cognition and Motivational Processes Program, *Co-Chair* 2021 – 2023
 AERA DivC Graduate Student Committee, *Co-Chair* 2019-21
 APA Div15 Educational Psychology Early Career Researchers Committee,
Co-Chair 2019 – 2022
 SCIEPIE, *Secretary* 2021 – 2023

Graduate Student Mentor

AERA Division C 2016 – present
 APA Division 15 2017 – present

Association for Psychological Science 2013 – 2014

National Conference Proposal Reviews

American Educational Research Association 2012 – present
American Psychological Association 2012 – present
National Association for Research in Science Teaching 2013 – 2016
Association for Psychological Science 2012 – 2014

UNIVERSITY SERVICE

VCU Office of the Vice President of Research and Innovation, *NSF Task Force* 2024
VCU YouFirst/AAPI, *Faculty Fellow* 2023
VCU Village Mentors Program, *Faculty Advisor* 2023
VCU Youth on the Rise, *Faculty Advisor* 2023
VCU Grants Academy, *Mentor* 2021
Faculty Senate, *Representative* 2019-2020
Faculty Senate, *Alternate Representative* 2022

School of Education

SOE Get Centered Grants, *Reviewer* 2024
SOE Third Year Review Committee 2024
- Ferguson, *Member* 2023 – present
- Heaton, *Member*
- Naff, *Chair*
- Castro, *Member*
SOE Research Study Leave Policy committee, *Chair*
SOE Arnold Fellowship, *Chair* 2023 – present
SOE Faculty Organization, *Co-Chair* 2023 – present
SOE Search Committee for Farmer, *Chair* 2023
SOE Workload Policy Committee, *Member* 2023
SOE Rubrics Committee, *Member* 2022
Foundations Dept Chair Search, *Co-Chair* 2022
SOE Workload Policy Committee, *Member* 2022
Peer Review Committee for Schunk, *Member* 2022
Peer Review Committee for Wheeler, *Member* 2022
Peer Review Committee for Zumbrunn, *Member* 2022
Quantitative Methodologist Faculty Search, *Member* 2021– 2022
Teaching Assistant Ad Hoc Committee, *Member* 2021
Faculty Organization, *Alternate Delegate* 2021
Part-Time Quantitative Methodologist Search Committee, *Chair* 2021– present
Awards Committee, *Member* 2021
MERC Postdoc Search Committee, *Member* 2020
FACR and Salary Savings Committee, *Member* 2020
Faculty Organization, *Delegate* 2020
Director of Finance Committee, *Member* 2019
Scholarship Committee, *Member* 2016 – present

| | |
|---|----------------|
| Recruitment Specialist Search Committee, <i>Chair</i> | 2017 |
| Budget Committee, <i>Member</i> | 2017 – present |
| Richmond Teacher Residency Program, <i>Assessor</i> | 2017 – present |
| Associate Dean of Research and Faculty Development Search Committee, <i>Member</i> | 2018 |
| Diversity, Equity, and Inclusion Committee, <i>Faculty Mentor</i> | 2018 |
| MERC Evaluation Specialist Search Committee, <i>Member</i> | 2018 |

DEPARTMENT SERVICE

| | |
|--|----------------|
| Postdoc search committee, <i>Member</i> , PI: Fife | 2023 |
| Educational Psychology, <i>Program Coordinator</i> | 2023 – present |
| RAE Faculty Search Committee, <i>Member</i> | 2021 |
| Foundations Budget Committee, <i>Member</i> | 2017 – present |
| EDPS Faculty Search Committee, <i>Co-Chair</i> | 2018 |
| EDPS Track Coordinator | 2019 |

PROFESSIONAL AND ACADEMIC AFFILIATIONS

| | |
|--|----------------|
| American Psychological Association (APA) <i>Division 15 (Educational Psychology)</i> | 2011 – present |
| American Educational Research Association (AERA) <i>Division C (Learning and Instruction)</i> <i>Motivation Special Interest Group</i> | 2011 – present |
| Scholarly Consortium for Innovative Psychology in Education (SCIPIE) | 2021 – present |
| National Association for Research in Science Teaching (NARST) | 2013 – 2016 |
| Association for Psychological Science (APS) | 2011 – 2017 |
| Society for Research on Educational Effectiveness (SREE) | 2016 |

GUEST LECTURES, REPORTS, AND OTHER PUBLICATIONS FOR THE PUBLIC

Bae, C. L., & Niemira, R. (2024, invited subject matter expert). *Inclusive Talk and Innovative Tools: Transforming Conversations in Middle School Science Classrooms*. T3: Transformative PD for Transformative Learning Experiences to Transform the Workforce. VCU State Council of Higher Education in Virginia.

Bae, C. L. (2024, invited panelist). *Navigating grant writing and research for early career psychologists*. American Psychological Association Division 15.

- Bae, C. L.** (2024, invited panelist). *Women's history month celebration*. VCU RTR Teacher Residency: Teachers of Color Affinity Group.
- Bae, C. L.** (2024, invited guest speaker). *Publishing mixed-methods studies in educational psychology*. Advanced Research in Educational Psychology seminar (EPSY 6153), Oklahoma State University.
- Bae, C. L.** (2024, invited panelist). *Three paper dissertation*. VCU School of Education LaunchPad.
- Bae, C. L.** (2023, invited panelist). *Navigating AI's Challenges and Opportunities in Teaching and Research*. VCU School of Education Panel.
- Bae, C. L.** (2023, invited speaker). University of Delaware Graduate *Design of Learning Environments* seminar.
- Bae, C. L.** (2023, invited panelist). *Complexity Theory and Methodology*. AERA Motivation SIG Graduate Seminar.
- Bae, C. L.** (2022, invited speaker). *Unveiling the Hidden Curriculum: Creating an Infrastructure to Conduct your Grant-Funded Project*. NSF CADRE Podcast.
- Bae, C. L.** (2022, invited panelist). NSF CAREER Workshop. *This session with current/former CAREER PIs showcasing the variety of projects EHR supports and provide your expertise in both preparing and running a CAREER project*. EHR Directorate.
- Bae, C. L., Gladstone, J., & Sjogren, A.** (2022, invited guest speaker). *Considerations for a systematic literature review versus a meta-analysis to examine the relationships between engagement and academic outcomes*. University of Maryland.
- Bae, C. L., & Wang, M.T.** (December, 2021, invited panelist). *Remaking Middle School Panel on Student Engagement to Chicago Public School educators and leaders*. *University of Virginia, Remaking Middle School Design Lab with Chicago Public Schools*.
- Bae, C. L., LAUNCH PAD** (December, 2021, invited panelist). *The Faculty Perspective: What Does the Committee Care About and Evaluate*. *VCU School of Education*.
- Bae, C. L.** School of Education Spark Talks. (November, 2021). *Science Discourse Project*. *VCU School of Education*.
- Bae, C. L., Hogans-Foster, T., & Stange, M.,** (October, 2021). *Lessons in Adolescence Podcast, Episode 17*. *University of Virginia Youth-Nex*. https://education.virginia.edu/faculty-research/centers-labs-projects/youth-nex/remaking-middle-school/youth-nex-rms-podcast-page?fbclid=IwAR3_axL8KL2P5FTt0AvkdKu7iMKcJd8ZTwZNySOVtaepQJx7f3URz3aRcIo

Bae, C. L. (2021). Developing a Program of Research. American Psychological Association, Division 15, Invited Panelist.

Featured in VCU 2019-20 Annual Report, https://research.vcu.edu/media/office-of-research-and-innovation/documents/2019-20_OVPRI_annual_report.pdf

Stange, M., Hogans-Foster, T., & **Bae, C. L.** (October, 2021). Lessons in Adolescence Podcast, Episode 17. *University of Virginia Youth-Nex*. https://education.virginia.edu/faculty-research/centers-labs-projects/youth-nex/remaking-middle-school/youth-nex-rms-podcast-page?fbclid=IwAR3_axL8KL2P5FTt0Avkdku7iMKcJd8ZTwZNySOVtaczpQJx7f3URz3aRcIo

Bae, C. L. (April, 2021, invited speaker). *Science engagement in context: Application of diverse frameworks and methodologies*. University of Maryland Educational Psychology Colloquium Series.

Bae, C. L. (2020). Developing a Program of Research. American Psychological Association, Division 15, Invited Panelist.

Dissemination of Research Findings, “Keeping Kids Interest in STEM Can Lead to Later Success”, (December, 2019), <https://anovicejournalist.com/kids-and-stem>

VCU School of Education Annual Research Colloquium, **Bae, C. L.** (2018, April). *Student Engagement and Opportunities to Participate in Science Practices*.

VCU School of Education Brown Bag Presenter, **Bae, C. L.** (2016, December). *Learning in Middle School and University Science Classrooms*.

VCU MPlus Group Presenter, **Bae, C. L.** (2016, September). *Testing Measurement Invariance across Middle School Grades and Socioeconomic Status Groups for Middle School Science*.

Webinar Presenter, Distefano, R., **Bae, C. L.**, DeLuc, D., Korb, M., Lardy, C., Sinapuelas, M. (2016, December). *Next Gen ASET 3-Dimensional Science Teacher Preparation: Supporting Faculty in Reforming their Courses. Part 2: Networked Improvement Communities*. WestEd online webinar.

Webinar Presenter, Distefano, R., **Bae, C. L.**, DeLuc, D., Korb, M., Lardy, C., Sinapuelas, M. (2016, October). *Next Gen ASET 3-Dimensional Science Teacher Preparation: Supporting Faculty in Reforming their Courses. Part 1: The Next Gen Alliance for Science Education Toolkit (ASET Toolkit)*. WestEd online webinar.

Invited Speaker, **Lee, C. S.**, O’Connor, D., & Hayes, K. (2014). *A Professional Development Model for Improving Science Education*. Presented at California State University East Bay, Hayward, CA.

Invited Speaker, **Lee, C. S.** (2014). *How to Write a Curriculum Vitae for Graduate School*. Presented at California State University East Bay, Hayward, CA.

Dissemination of Research Findings, *Journal of Engineering Education Selects in American Society for Engineering Education PRISM*, **Lee, C. S.**, McNeill, N. J., Douglas, E. P., Koro-Ljungbert, M. E., & Therriault, D. J. (2013). Indispensable Resource? Phenomenology of Textbook Use in Engineering Problem Solving, September, 2013. <http://www.asee-prism.org/jee-selects/>

Invited Speaker, **Lee, C. S.** (2013, October). *Exploring the Relationships among Intelligence, Working Memory, and Three Types of Creative Thinking Using Latent Variable Analysis*. Presented at University of California Riverside, Riverside, CA.

Volunteer, *Citizen Schools* Extended Learning Apprenticeship Teacher, 2014. Prepared and co-taught science lessons at Elmhurst Community Preparatory School, Oakland CA.

Dissemination of Research Findings, *Association for Psychological Science Student Caucus Undergraduate Update*, **Lee, C. S.** (2013). “Be More than Just a ‘Good Student’: Exploring Creative Ways for Successful Learning”. http://www.psychologicalscience.org/index.php/members/apssc/undergraduate_update/undergraduate-update-summer-2013/be-more-than-just-a-good-student-exploring-creative-ways-for-successful-learning

Dissemination of Research Findings, *Creativity Post* Columnist, **Lee, C. S.**, 2012. “Can You Become Smarter? Students Who Say ‘Yes’ Act More Intelligently”, September 26, 2012. http://www.creativitypost.com/education/can_you_become_smarter_students_who_say_yes_act_more_intelligently

Dissemination of Research Findings, *Creativity Post* Columnist, **Lee, C. S.**, 2012. “How to Draw Inspiration in the ‘Publish or Perish’ Field of Academia”. August 13, 2012. http://www.creativitypost.com/education/how_to_draw_inspiration_in_the_publish_or_perish_field_of_academia1

Dissemination of Research Findings, *Pacific Standard*, “To Boost Creativity, Study Abroad”, August 6, 2012. <http://www.psmag.com/books-and-culture/to-boost-creativity-study-abroad-43897>

University of Florida, College of Education, 2012. Provided one-on-one tutoring and mentorship to service teachers, Gainesville FL.

Mentor, 2012. *Association for Psychological Science Student Caucus*.

Invited Speaker, **Lee, C. S.**, & Therriault, D. J. (2012, October). *On the Cognitive Benefits of Cultural Experiences: Exploring the Relationship between Studying Abroad and Creativity*. Presented at the University of Florida International Center, Gainesville, FL.

Invited Speaker, **Lee, C. S.** (2012, March). *Phenomenological Analysis: Discovering the Essence of Lived Experiences*. Presented at the University of Florida Department of Research Evaluation and Methodology for a Seminar in Qualitative Data Analysis, Gainesville, FL.

Invited Speaker, **Lee, C. S.** (2012, March). *Exploring the Relationships among Intelligence, Personality, Creative Thinking, and Creative Behaviors*. Presented at the University of Florida Center for Neuropsychological Studies (CfNS), Gainesville, FL.

CERTIFICATIONS AND SKILLS

Proficient with SPSS, MPLUS, and Dedoose

Experienced with HLM and R

International Teaching English as a Foreign Language (TEFL) Certificate

Conversational in Korean and French