



Volume 1, Number 2

December 20, 2013

CEHS Research & Funding News

Since July 1, 2013, more than **\$1.6 million** in external grant proposals have been submitted by CEHS faculty, including the following individuals:

- Reagan Curtis, PERC
- Jeffrey Daniels, CRCCP
- Karen Haines, CSD
- Dan Hursh, LSHD
- Kristin Moilanen, LSHD
- Christine Schimmel, CRCCP
- Lynne Schrum, Dean's Office
- Audra Slocum, C&I/LS
- Eva Toth, C&I/LS

Funding agencies for which proposals were submitted included: Bell Jar Foundation, Education Alliance, National Center for Chronic Disease Prevention & Health Promotion, National Science Foundation, WV Department of Education, and WV Higher Education Policy Commission, among others.

This list does not include some grants that were submitted through the WVU Foundation.

FYI: Effective January 2, 2014 – All external funding proposals, including those submitted to foundations, must be directed through the CEHS Research Office. Associate Dean for Research M Cecil Smith has signature authority for all proposals. Thank you for your attention to this!

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American Educational Research Association 2014 CALL for APPLICATIONS

AWARD APPLICATIONS

Deadline: **January 20, 2014**

Applications are now being accepted for the following awards:

- [Sylvia Scribner Award](#)
- [Jan Hawkins Early Career Award](#)
- [2014 AERA Division C Early Career Award](#)
- [2014 Division C Graduate Student Research Award](#)

Application instructions for these awards are now available via the AERA Division C Website:

<http://www.aera.net/DivisionC/NewsAnnouncements/tabid/11182/Default.aspx>

AERA NEW FACULTY SEMINAR & GRADUATE STUDENT SEMINAR

Deadline: **January 15, 2014**

Applications are now being accepted for the following competitive professional development seminars:

Applications for the *Division C New Faculty Mentoring Seminar*

Please see application instructions on the AERA Division C website:

<http://www.aera.net/DivisionC/ProfessionalDevelopmentOpportunities/tabid/11180/Default.aspx>

Applications for the *Division C Graduate Student Seminar*

Please see application instructions on the AERA Division C website:

<http://www.aera.net/DivisionC/ProfessionalDevelopmentOpportunities/tabid/11180/Default.aspx>

The deadline for **Applications for the Division K (Teacher Education) New Faculty Preconference** has been extended to January 31, 2014. This Division K New Faculty Seminar is an exciting opportunity to dialogue, socialize, and share with other new faculty and the facilitators and is designed to:

- Provide support for new teaching and teacher education faculty
- Engage Division members with each other and with the Division's activities
- Examine various methodological approaches to research
- Create professional networks that will last a lifetime, and
- Make important scholarly connections that create a community of new scholars.

The preconference organizers are established scholars who will discuss ways to thrive in your career. There is a maximum of 25 participants. **To apply for the pre-conference:** Submit a two-page letter of application that includes a description of: (a) applicant's background; (b) the applicant's current position and years of service; (c) research interested and methodological approaches to research; and (d) one or two problems of issues in transitioning from being a graduate student to the role of faculty member. Send application and questions to Clare Kosnik at ckosnik@oise.utoronto.ca

Post-doctoral Training Program in Interdisciplinary Education Research (PostPIER)

Carnegie Mellon University

David Klahr

Department of Psychology

<http://www.psy.cmu.edu/people/klahr.html>

Kenneth Koedinger

Department of Psychology

& Human Computer Interaction Institute

<http://pact.cs.cmu.edu/koedinger.html>

Co-Director

Vincent Alevan

Human Computer Interaction Institute

<http://www.cs.cmu.edu/~aleven/>

PostPIER is a post-doctoral training program funded by the Institute of Education Sciences that aims to train a learning scientists who will acquire the skills and experience necessary to advance knowledge about human learning and to translate that knowledge into effective instruction. This program is built upon our successful pre-doctoral training program with similar goals.

Applicants are sought who have received their PhD training from strong doctoral programs in areas such as psychology, computer science, or STEM education. Selected trainees will work with one (or more) of the three faculty listed above. Training will focus on cognitive, metacognitive, and/or motivational foundations for developing and implementing evidence-based instructional methods that can improve teaching and learning in authentic educational settings. Content emphasis will be closely related to the development and efficacy goals in IES programs in *Cognition and Student Learning*, *Math and Science Education*, and *Educational Technology*.

The PostPIER program is crafted to advance trainees’ knowledge about the concepts, methods and tools that will enable them to acquire and analyze rich data sets of potential mediating variables between instructional manipulations and final assessments of robust student learning. They will become well versed in emerging technologies, such as intelligent tutors, web-based instructional delivery systems, and educational data mining, that play a central role in this type of data collection and analysis. Research projects, many of which are supported by IES or involve IES pre-doctoral fellows, have demonstrated how such technologies can not only profoundly enhance robust student learning outcomes, but also significantly increase the specificity, accuracy, and breadth of assessment.

More specifically, the post-docs under this grant will be involved in one or more the following areas of research and training:

- o Science and math education, from pre-K through college level, with a focus on Intelligent tutors
- o Educational data mining and use of it to redesign instruction and demonstrably improve student learning
- o New forms of assessment and cognitive diagnosis in science and math education.

The fellowship carries a stipend of \$50,000/yr, full-time benefits including health insurance, as well as funds for professional travel and research costs (computer, software, books, etc.). **IES requires that applicants be either US citizens or permanent US residents.** The anticipated start date is September 1, 2014, but could be earlier.

To apply, send vita, 2 publications, and a brief (1-2 page) summary of your research interests and professional goals for this training program. In addition, you should request two letters of recommendation from people who can comment on your suitability for the position. Inquiries, applications and letters of recommendation should be sent to Audrey Russo, Program Coordinator: ar3v@andrew.cmu.edu. Review of applications will begin February 15 and will continue until the positions are filled.

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Peer review on Twitter? Sure, why not!

<http://esciencenews.com/articles/2013/12/09/peer.review.science.taking.twitter.who.tweeting.what.and.why>

But, then again, maybe not....

<http://chronicle.com/article/Twitters-Value-as-Measure-of/143529/>

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GRANT OPPORTUNITIES

LEGO: Children's Fund Grants

The LEGO Children's Fund will provide grants for collaborative programs, either in part or in total, to organizations that focus on early childhood education and development; technology and communication projects that advance learning opportunities; or sport or athletic programs that concentrate on underserved youth. Maximum award: \$5,000. Eligibility: 501(c)(3) organizations. Deadline: January 15, 2014.

The Spencer Foundation

The Foundation's research grants are organized under four areas of inquiry that identify broad topics it believes have fundamental and abiding importance for educational improvement:

1. *The Relation Between Education and Social Opportunity*: The Foundation seeks to shed light on the role education plays in reducing economic and social inequalities - as well as, sometimes, reinforcing them - and to find ways to more fully realize education's potential to promote more equal opportunity.
2. *Organizational Learning in Schools, School Systems, and Higher Education Systems*: Sustained improvement in educational performance requires continuous learning within and among schools, education systems, and higher education institutions. The Foundation is interested in advancing understanding of ways to strengthen the capacity of schools and education systems as learning organizations.
3. *Teaching, Learning, and Instructional Resources*: A key aim of research in this initiative is to support investigations of questions that are grounded directly in teaching practice as well as in research about important aspects of teaching and learning processes that hold promise for enriching opportunities to learn and for guiding informed policymaking. The Foundation is particularly interested in studies of teaching and teacher development.
4. *Purposes and Values of Education*: One important aspect of such inquiry is the question of the relationship between public and political understandings of educational purposes and values, on the one hand, and educational policies and practices on the other. Analytical, historical and empirical work that probes effectively and creatively into these deeply challenging and permanently important issues can contribute mightily toward social decision-making that moves education along constructive paths.

The Foundation also welcomes proposals that do not fit one of the four areas listed through its Field-Initiated Proposal program. This program is for worthwhile research that does not fit easily into even these broad categories. Applicants should explicitly address how their proposed study aligns with the Foundation's mission of research toward educational improvement.

Deadlines: March 14 (Preliminary proposal); June 30 (Full proposal).

AERA Grants Program

AERA Dissertation Grants. AERA provides dissertation support for advanced doctoral students to undertake doctoral dissertations using data from the large-scale national or international data sets supported by the NCES, NSF, and/or other federal agencies. The selection process is competitive. AERA Dissertation Grants are awarded for one-year for an amount of up to \$20,000. The next application deadline is **Friday, January 24, 2014**.

AERA Research Grants. AERA provides small grants for faculty members, postdoctoral researchers, and other doctoral-level scholars to undertake quantitative research using data from the large-scale national or international data sets supported by the NCES, NSF, and/or other federal agencies. The selection process is competitive. AERA Research Grants are awarded for one or two years, for an amount of up to \$35,000. The next application deadline is **Friday, January 24, 2014**.

Institute on Statistical Analysis: Causal Analysis Using International Data. The AERA Grants Program is accepting proposals to attend the Institute on Statistical Analysis: Causal Analysis Using International Data to be held in

Washington, DC May 6-9, 2014. The focus of the 2014 Institute will be on inferring causality and the methodologies available to support causal inferences using data from TIMSS and PISA. Advanced doctoral students and recent doctorates are especially encouraged to apply. Applicants must have completed at least one year of statistics courses at the doctoral level and have familiarity with multiple regression methods. The next application deadline is **Monday, February 10, 2014**. More information? See grantsprogram@aera.net or 202.238.3227.

National Science Foundation

Research on Education and Learning (REAL)

Full Proposal Deadline Date: January 10, 2014

Program Guidelines: NSF 13-604

The Research on Education and Learning (REAL) program represents the substantive foci of three previous EHR programs: Research and Evaluation on Education in Science and Engineering (REESE), Research in Disabilities Education (RDE), and Research on Gender in Science and Engineering (GSE). What is distinctive about the new REAL program is the emphasis placed on the accumulation of robust evidence to inform efforts to (a) understand, (b) build theory to explain, and (c) suggest interventions ... More at

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13667&WT.mc_id=USNSF_39&WT.mc_ev=click

Developmental and Learning Sciences (DLS)

Full Proposal Target Date: January 15, 2014

Program Guidelines: PD 08-1698

DLS supports fundamental research that increases our understanding of cognitive, linguistic, social, cultural, and biological processes related to children's and adolescents' development and learning. Research supported by this program will add to our basic knowledge of how people learn and the underlying developmental processes that support learning, social functioning, and productive lives as members of society.

More at http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=8671&WT.mc_id=USNSF_39&WT.mc_ev=click

Advancing Informal STEM Learning (AISL)

Full Proposal Deadline Date: January 14, 2014

Program Guidelines: NSF 13-608

The **Advancing Informal STEM Learning (AISL)** program seeks to advance new approaches to and evidence-based understanding of the design and development of STEM learning in informal environments; provide multiple pathways for broadening access to and engagement in STEM learning experiences; advance innovative research on and assessment of STEM learning in informal environments; and develop understandings of deeper learning by participants.

More at http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=504793&WT.mc_id=USNSF_39&WT.mc_ev=click

CONFERENCES

Call for proposals: 30th Annual Conference on Distance Teaching & Learning

Submit your proposal(s) to present at the [30th Annual Conference on Distance Teaching & Learning](#). This is the

premier conference in the distance education and training field, hosted by University of Wisconsin-Madison Continuing Studies department of Distance Education Professional Development (DEPD).

Deadline for proposals is Wednesday, Jan 22, 2014, at 4pm CST.

Choose from a variety of presentation formats depending on your expertise and experience in the field of distance education/training—from a 15-minute speed session to a 3-hour hands-on workshop.

[Click for complete info on creating & submitting your proposal»](#)

The 2013 conference hosted more than 800 distance education professionals and practitioners. They enjoyed a dynamic keynote presentation on open educational resources by Richard Barniuk, an award-winning instructor, researcher, and open education innovator. [See his presentation here»](#)

Mark your calendars now to attend the 2014 Conference August 12-14 in Madison, WI.

AERA’s Division E (Counseling & Human Development) is sponsoring the **DivE In Seed Grant Competition** for graduate students and early career faculty members. Submit a 500-word proposal describing:

1. What is the specific issue or problem? Why is it important? What are the educational implications?
2. Describe the sample and research method.
3. How will the project advance your career goals?
4. How will seed grant be used?

Send proposal in pdf file to nakagawa@asu.edu by 2/10/14, 10 p.m. PST. Must be a Division E member (grad student or recent graduate (<5 years) to submit.

Finalists will prepare a 3-minute “pitch” for their research proposal – to be presented at 2014 Annual Meeting in Philadelphia (April 3-7), for the Division E Business Meeting. **3-minute time limit will be strictly enforced.**

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Education Newzbitz

[From Politico] DO HIGHER SCORES MEAN SMARTER KIDS? Some schools do a great job boosting students' scores on state tests. Do those kids reap more enduring cognitive benefits? Not necessarily. Neuroscientists at MIT and researchers at Harvard and Brown studied 1,400 eighth graders in Boston district and charter schools and found some schools clearly superior at raising math and language arts test scores. But those students showed almost no gains on tests of "fluid intelligence" -- the ability to analyze abstract problems, process new information and think logically. The report, to be published in the journal Psychological Science, found that while schools could be credited for 34 percent of variation in students' math scores, they were only responsible for about 3 percent of the variation in fluid intelligence skills. A summary: <http://bit.ly/1h0mMiH>

The misapplication of classical hypothesis testing in education:
<http://www.brookings.edu/blogs/brown-center-chalkboard/posts/2013/12/04-classical-hypotesis-testing-in-education-kane>

American 15-year-olds rank below average in mathematics and only average in reading and science, says Lessons from PISA 2012 for the United States: [Read and share](#), from OECD.

School dropout in West Virginia: West Virginia's state superintendent said last week that fewer 16-year-old

students dropped out of high school after the compulsory attendance age was raised to 17, but hundreds still stopped going to class <http://www.charlestondaily.com/News/201312100162>

Related to school dropout is this intriguing map of student boredom:

http://bored.brightcontext.com/?utm_source=internal&utm_medium=intext&utm_campaign=curated

Americans still view college as very important. <http://www.gallup.com/poll/166490/americans-college-education-important.aspx>

Human Services Newzbitz

Congratulations to **Michelle Moore**, Department of Communication Sciences & Disorders, who was selected to participate in one of the American Speech Language Hearing Association's research mentoring programs, Pathways. Dr. Moore will spend 2 days at ASHA's headquarters in Washington, D.C. for training and will meet with a mentor. The Pathways goal is to help junior faculty develop a 5-year research plan and develop competitive grant applications. <http://www.asha.org/Research/Pathways-Program/>

Sixty percent of 12th graders do not view regular marijuana use as harmful:

<http://www.nih.gov/news/health/dec2013/nida-18.htm>

The Brownbag *Buzz*

Look for a new lunchtime colloquium series beginning Wednesday, January 29, 2014. The **Brownbag *Buzz*** will feature informal talks, one or two times each month, by CEHS faculty and graduate students and University faculty on a variety of topics and issues. The **Brownbag *Buzz*** is meant to be an informal gathering where faculty and students that are working across multiple disciplines can meet, interact, and learn from one another. Most **Brownbag *Buzz*** events will be Wednesdays, Noon – 1 p.m., Dean's Conference Room, AH 802-B. Schedule of presenters and topics coming soon. Bring your lunch and join us!

Finally, on a personal note, I'd like to thank all who have welcomed me so warmly to WVU and the College of Education and Human Services. I am thoroughly enjoying this new and exciting position, am very pleased to be working with so many terrific and productive people, and am thrilled to be a part of the Mountaineer community.

- Cecil Smith

Best wishes for a productive and prosperous 2014!