

CURRICULUM VITAE

Elizabeth J. Pope, Ph.D.

University of Arizona

Department of Educational Psychology

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Education

- 2014 **The University of Arizona, College of Education**
 Ph.D. in Educational Psychology with a minor in Special Education
 Dissertation: "The Relationship Between Academic Performance and Elementary Student and Teacher Attitudes Towards Departmentalizing"
 Major Advisor: Mary McCaslin, Ph.D.
 Minor Advisor: John Umbreit, Ph.D.
- 2005 **University of South Florida**
 B.A. Honors in Elementary Education
 Areas of Concentration: K-6 general education

Employment

- 2020-present Associate Professor of Practice, Educational Psychology, The University of Arizona
- 2014-2020 Assistant Professor of Practice, Educational Psychology, The University of Arizona

Honors and Awards

University of Arizona, College of Education:

- 2012 Dissertation Fellowship Award,
 2011 – 2012 Miller Mary F. & Maude Scholarship,
 2008 – 2013 Graduate College Fellowship,
 2011 Erasmus Scholarship

Scholarly Activities

Funded Grants

- 2020-2021 Co-Principal Investigator. *Understanding Student and Faculty Experiences at HSIs During COVID-19*. National Science Foundation RAPID. (PI: Monica Erbacher, Co-PI Marla Franco). (\$200,000).

Publications

Chapters in Scholarly Books:

- Freiberg, E.J.**, (2015). Student and Teacher Relationships. in G. Scarlett. (Ed.), *Classroom Management: An A-Z Guide*. Thousand Oaks, CA: Sage.

Refereed Journal Articles:

- Burross, H.L., Olson, A.M., **Pope, E.** (2017). Preservice Teachers' Perceptions of Working with Learners Who Struggle. *Teacher Education and Practice*, 30(1), 98-114.
- Wood, M. B., Olson, A. M., **Freiberg, E. J.**, & Vega, R. I. (2013). Fractions as subtraction: An activity-oriented perspective from elementary children. *School Science and Mathematics*, 113(8), 390-399.

Presentations

- Burross, H., Olson, A., & **Freiberg, E.J.** (2014, August). *Preservice Teachers' Perceptions of Working with Learners Who Struggle*. Paper presented at the American Psychological Association Annual Convention, Washington, D.C.
- Olson, A. M., Koestler, C., Vriesema, C. C., Hojnacki, Z., **Freiberg, E.**, Soboleves'ka, G., & Davidson, J. (2013, November). *The development of Algebra Ready learning blocks: Creation of an online teacher professional development program*. Biannual Conference of the Southwest Consortium for Innovative Psychology in Education (SCIPIE), Tucson, Arizona.
- Olson, A.M., **Freiberg, E.J.**, Wood, M., Orduno, Jesus, & Pierce, L. (2011, October). *What Is a Fraction? Children's Examples and Understanding*. Paper presented at the annual meeting of Arizona Educational Research Organization, Tucson, AZ.
- Freiberg, E.J.** (2011, October). *The Effective Teaching Checklist: Improving Student Time on Task Through Effective Teaching Feedback*. Paper presentation at the annual meeting of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Freiberg, E.J.** (2011, March). *Preparing Students for Success? Examining and Comparing Content In Math Texts With State, and National Standards*. Poster presented at the 2011 Teaching, Learning, & Sociocultural Studies Graduate Student Colloquy, Tucson, AZ.
- Freiberg, E.J.** (2010, October). *Preparing Students for Success? Examining and Comparing Content In Math Texts With State, and National Standards*. Paper presented at the annual meeting of Arizona Educational Research Organization, Tempe, AZ.

Campus Talks

- 2020 "Social Emotional Learning; An Overview", Social Emotional Learning Webinar, Tucson Regional Educator Collaborative, May 19, 2020
- 2019 "Narcissistic or Overwhelmed by Emotions? Divergent Pathways to Academic Entitlement", Graduate School Isn't That Scary College of Education Research Symposium, The University of Arizona, Tucson, AZ- October 23, 2019.
- 2017 "Learning Theories and Teaching Strategies", Study Tour- Teacher Education Program Nanjing University, China, The University of Arizona, Tucson AZ- October 5, 2017.
- 2016 "How to Talk with University Faculty", Freshman Success Course, The University of Arizona, Tucson, AZ- October 28, 2016.

Work in Progress

- Paper:** Submitted to CARE conference 2020, Las Vegas, NV
Pope, E.J., Erbacher, M.K., *Pierce, L. *Narcissistic or Overwhelmed by Emotions? Divergent Pathways to Academic Entitlement*

Ongoing Research:

Understanding Student and Faculty Experiences at HSIs During COVID-19

In response to COVID-19, higher education institutions moved to online formats, presenting faculty and students with numerous challenges and revealing inequities in resources and opportunities. Students are struggling with persistent stress, perceived lack of control, and motivational issues from relocation, family demands, financial insecurity, and online instruction. Faculty are using new teaching methods, and report anxiety and concern over lack of student access to technology. This project will identify impacts of institutional and instructional responses to COVID-19 at HSIs on student and faculty attitudes (e.g., motivation, belonging), emotions, and perceptions. Results will indicate institutional and instructional strategies, supports, and communication that are most versus least effective, informing recovery from this pandemic and future planning to mitigate inequities in learning opportunities and institutional resources at 2- and 4-year HSIs.

Student Experiences with Failure

Ongoing research including a quantitative study examining pathways that lead to behaviors associated with Academic Entitlement and a qualitative study examining how students experience failure in academic settings. Combined these studies serve the larger purpose of informing potential interventions to assist students in the development of healthy coping strategies that will lead to greater academic success and improved attitudes and behaviors.

Teacher Preparation Program Evaluation and First-Year Practices/First-Year Observation Project (FYTOP), Ongoing research exploring how preservice teachers view and interpret student perspectives and experiences in schools and classrooms. The project is designed to explore how the perceptions of preservice teachers change throughout their coursework and with continued experience in elementary school classrooms. Findings have been used to modify course content in the Educational Psychology courses that are part of the elementary education program.

Teaching Experience

Instructor

Conversations in Educational Psychology- EDP 695	(fall 2020)
Learning Theory in Education- EDP 510 (online, Chandler campus)	(summer 2020)
Educational Tests and Measurements- EDP 558 (online, Chandler campus)	(summer 2020)
Psychological Measurement in Education- EDP 358 (in-person and online formats)	(fall 2011-present)
Child Development- EDP 301 (in-person and online formats)	(spring 2012-present)

Teaching Assistant/Co-Instructor

Learning Theory in Education, Co-Instructor	(summer 2014-2019)
Educational Tests and Measurements, Co-Instructor	(summer 2014-2015, 2017-2019)
Statistical Methods in Education	(summer 2015, summer 2017)
Special Education Internship- Student Teaching Supervisor	(spring 2012)
Evolution and Human Development	(fall 2011)
Current Issues in the Psychology of Gender	(fall 2010-spring 2011)
Psychological Measurement in Education	(fall 2009)

Elementary School Teaching

2006-2009	Special Education Resource Instructor K-5, L.M. Prince Elementary, Tucson, AZ
2006	Classroom Teacher – Grade 5, Sandy Lane Elementary, Clearwater, FL

Contributions to Instructional Innovations and Collaborations:

Teaching workshops attended:

2020	Peer Reviewer Certification (PRD) Quality Matters
2019	Independent Applying of the QM Rubric (APPQMR): (Statewide Systems)
2015	Teaching: Collaborative Learning Mini-Course

Development of Online and Other Course Materials:

2018-present	<i>Psychological Measurements in Education</i> (online version for Educational Psychology Undergraduate Minor) Developing an interactive online version of the Psychological Measurements in Education course that will appeal to a broader audience and connect with/build upon other courses within the Educational Psychology minor. Responsibilities include learning and utilizing Adobe Captivate and Captivate Draft to storyboard and design content using Instructional Design methodologies (such as ADDIE, Backwards Design, and Rapid Design) ensuring that the course development is based in research based, best practices.
2015-2016	<i>Child Development</i> , UA Online Assisted in the development of an interactive, online version of the EDP 301 course. Aided in storyboarding scope and sequence of the content, gathered resources and materials for inclusion in the course, presenting/ recording lectures, collaborating with other faculty and university staff to fit the course content into the desired format for UA Online.

Advising

2019-present Junzhe Yang, Educational Psychology, MA program
 2019-present Raina Williams, Educational Psychology, MA program
 2018-present Chang-ting Dai, Educational Psychology Ph.D. program
 2018-present Margaret Medina, Educational Psychology Ph.D. program
 2016-2018 Chang-ting Dai, Educational Psychology MA program

Participation in Honors Program:

2019 Cameron Kessner, Undergraduate Honors Thesis Advisor

Independent Studies Directed and In Progress:

2020 Independent Study- ABLE Lab Website, Raina Williams
 2019 Independent study- Honor's Thesis research, Cameron Kessner
 2019 Independent study- Department International Student Brochure, Chang-ting Dai
 2018 Independent study- Master's Thesis research, Chang-ting Dai

Theses Directed:

2018 Chang-ting Dai, Educational Psychology MA
 Thesis: "Parenting Styles, Contentiousness, and Academic Performance in College Students"

Service on Other Dissertation Committees:

2020 Dissertation Committee Member, Sarah Grace
 2018 Dissertation Committee Member, Marylyn Valencia
 2015-2018 Comprehensive Exam Committee Member, Marylyn Valencia
 2018 Master's Thesis Committee Member, Becky Perez
 2015 Master's Thesis Member, Laure Pierce
 2015- 2015 Dissertation Committee Member, Ashley Anderson
 2014- 2015 Comprehensive Exam Committee Member, Ashley Anderson

Service/Outreach**Local/State:**

2018-present College of Education Professional Preparation Board Member
 2016 "Technical Reviewer" for the 2015 draft of Arizona's College and Career Readiness Standards for Mathematics and English Language Arts with emphasis on developmental appropriateness for standards in grades K-3

Departmental Committees:

2018-2019 Department of Educational Psychology Unit and Vision Development
 2014- 2015 Department of Educational Psychology Search Committee Member

College Committees:

2019 Global Teaching Initiative Minor Planning Committee Member
 2019-present Faculty Learning Community- Issues in Gender
 2018-present College of Education Diversity Committee Member
 2018-2019 College of Education Diversity and Inclusion Strategic Plan Subcommittee Member
 2015-2018 College of Education College Council Member

Additional Duties:

2018-present Department Taskstream Assessment and Evaluation Representative (composition and entering departmental information related to program outcomes, measurement & assessment, and progress monitoring)

Memberships

2018-2020 Association for Psychological Sciences (APS)

2010-2014 American Educational Research Association (AERA)
2010 – 2011 Arizona Educational Research Organization (AERO)

Ad hoc Reviewer

School Science and Mathematics
Education and Treatment of Children

List of Collaborators and their Organizational Affiliations

List of collaborators on grants and publications from last five years:

Erbacher, Monica K., The University of Arizona, Department of Educational Psychology (2020 Co-PI NSF RAPID Grant proposal/project; 2019, paper/symposia proposal co-author)
Franco, Marla A., The University of Arizona, Assistant Vice Provost, Hispanic Serving Institution (HSI) Initiatives-Faculty Affiliate, Center for the Study of Higher Education (2020 Co-PI NSF RAPID Grant proposal/project)
Burross, Heidi L., The University of Arizona, Department of Educational Psychology (2017, article co-author)
Mora, Bernadette, Intuit. (2015-2017 FYTOP collaborator)
Pierce, Lauren, Doctoral Candidate, The University of Arizona, Department of Educational Psychology (2019, paper/symposia proposal co-author)
McCaslin, Mary, The University of Arizona, Department of Educational Psychology (2014, grant proposal co-author)
Olson, Amy M., Duquesne University, Educational Foundations and Leadership (2017, article co-author)
Vriesema, Christine C., University of California Santa Barbara, Gevirtz Graduate School of Education (2015-2018 FYTOP collaborator)