LEVERAGING THE POWER OF FACULTY-GRADUATE STUDENT COLLABORATIONS

Ardasheva, Y., Oloniyo, O. A., & Mainake, E.

Research Conversation Series, WSU,COE, March, 2024

Initiating Collaborations

1. **Advising:** ***Common interest***
2. **Coursework (my teaching):** ***Common interest***
3. **Coursework (student classes): Data sets**
4. **Funding: Short & long term**
5. **Invited expertise**

Individual Differences/Language Acquisition

Advising: Common interest

- ***Zhang, (Snowy) X.*** *[9 articles, 2 book chapters],* Ardasheva, Y., Egbert, J. L., & Ullrich-French, S. C. (2019). Building **assessments for self-efficacy** in English Public Speaking in China. *The Asian-Pacific Education Researcher*, *28*(5), 411–420.

- **Zhang, X.,** Austin, B., & Ardasheva, Y. (2023). New directions in L2 self-efficacy research: Comparing **bifactor and second-order models** in the English public speaking domain. *Journal of Psycholinguistic Research,* 52, 569–587.

- ***Zhang, X.,*** Dai, S., & Ardasheva, Y. (2020). Contributions of **(de)motivation, engagement, and anxiety** to English listening and speaking: A **structural equation modeling** investigation. *Learning and Individual Differences,* 79, 1-13.

- Ardasheva, Y., ***Hao, T.,*** & ***Zhang, X.*** (2019). Pedagogical implications of current SLA research for vocabulary skills. In *Research-driven pedagogy: Implications of L2A theory and research for the teaching of language skills* (pp. 125-144). Routledge.

Simultaneous language and academic development among multilinguals (MLs)

Coursework: Common interest

- **Ramazan, O.,** Danielson, R.W., Rougée, A., Ardasheva, Y., & Austin, B. W. (2023). Effects of classroom and school climate on **language minority** students' PISA **mathematics self-concept** and **achievement** scores. *Large-Scale Assessment in Education, 11*(11), 1-30.

- **Ramazan, O.,** Dai, S., Danielson, R. W., Ardasheva, Y., *Hao, T.,* & Austin, B. W. (2023). Students' 2018 PISA **reading self-concept**: Identifying predictors and examining model generalizability for emergent bilinguals. *Journal of School Psychology, 101* (10125), 2-21.

- Dai, S., *Hao, T.,* Ardasheva, Y., **Ramazan, O.,** Danielson, R.W., & Austin, B.W. (2023). PISA **reading achievement**: Identifying predictors and examining model generalizability for multilingual students. *Reading and Writing.*

Simultaneous language and academic development

Coursework: Data sets

- *Van Orman, D. S. J.,* Ardasheva, Y., Carbonneau, K. J., & Firestone, J. B. (2021). Examining the impacts of extended vocabulary instruction in mixed-English-proficiency science classrooms. *Journal of Educational Research, 114*(1), 74-88.

- *Roo, A. K.,* Ardasheva, Y., Newcomer, S. N., & *Magaña, M. V.* (2020). Contributions of tracking, literacy skills, and attitudes to science achievement of students with varied English proficiency. *International Journal of Bilingual Education and Bilingualism, 23*(9), 1108-1124.

- **Mainake. E.,** Dai, S. Hsiao, Y-J., Ardasheva, Y., Calderone, S. M., & Newcomer, S. N. (in progress). *Investigating pre-service teachers' culturally responsive, sustaining self-efficacy and competences. (TED focus)*

Teacher preparation, beliefs, and practices in supporting MLs

Funding: Short & Long term

- Ardasheva, Y., **Lightner, L. K.,** Morrison, J. A, **Oloniyo, O. A.,** Carbonneau, K. J., Ernst-Slavit, G., Newcomer, S. N., & **Morrison, S. J**. (in progress). Factors informing prior learning assessment performance and multilingual learner teaching self-efficacy beliefs in an alternative route teacher certification program.

- Ardasheva, Y., Dai, S., Newcomer, S. N., **Mainake. E., *Van Orman, D. S. J., Salinas, D.,*** Hsiao, Y-J., & Calderone, S. M. (under review). *Investigating the efficacy of case-based instruction features on enhancing educators' culturally responsive, sustaining competences.*

- Ardasheva, Y., ***Wang, (Joey) Z.,*** Adesope, O. O., & Valentine, J. (2017). Exploring effectiveness and moderators of language learning strategy instruction on second language and self-regulated outcomes. ***Review of Educational Research,*** *87*(3), 544–582. *(ID)*

Case-Based Instruction (CBI)

Lab research

• **Berry Faculty Success Grant –** *Dr. Carbonneau*

Classroom Research

• **Smith Teaching and Learning Grants –** *development, Dr. Newcomer*

• **Faculty Funding –** *CBI efficacy research, Drs. Hsiao, Calderone, Dai*

• **Huie-Rogers & Deans Excellence Graduate Research Fellowship –** *summer internship*

  • **Oloniyo, O.,** Gilmore, A. A., Ardasheva, Y., Newcomer, S. N., Van Orman, D. S. J., Hsiao, Y-J., Calderone, S. M., & Dai, S. (in progress). *"I am not Black": "Educators are like, well, your problem isn't relevant."*

  • **Mainake, E.,** Dai, S. Hsiao, Y-J., Ardasheva, Y., Calderone, S. M., & Newcomer, S. N. (in progress). *Investigating pre-service teachers' culturally responsive, sustaining self-efficacy and competences.*

Invited expertise

- *Hao, T.,* & Ardasheva, Y. (under review). Exploring the relationship between Chinese high school students' English learning motivation and achievement: An expectancy-value theory approach.

- *Wang, Z.,* Zeng, J., Ardasheva, Y., & Zhang, P. (2024). Previewing test items prior to learning and receiving decorative pictures during testing: Impact on listening comprehension for EFL students. *Applied Cognitive Psychology, 38*(2), e4183.

- *Zhang, X.,* Dai, S., Ardasheva, Y., & Hong, Y. (2023). Relationship among English language proficiency, self-efficacy, motivation, motivational intensity, and achievement in an ESP context. *Journal of Psycholinguistic Research,* 52, 3019–303.

- *Wang, Z.,* Sundararajan, K., Adesope, O.O., & Ardasheva, Y. (2017). Moderating the seductive details effect in multimedia learning with note-taking. *British Journal of Educational Technology, 48*(6), 1380-1389.