

Hunter Gehlbach

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EDUCATION

Stanford University, M.A., Ph.D. Stanford, CA (2004)
Ph.D. in Psychological Studies in Education June 2004
Advisor: Dr. Robert W. Roeser
M.A. in Social Psychology Jan. 2004
Advisor: Dr. Mark Lepper.

University of Massachusetts, M.Ed., C.A.G.S. Amherst, MA (1999)

Swarthmore College, B.A. Swarthmore, PA (1995)

ACADEMIC EXPERIENCE

JOHNS HOPKINS UNIVERSITY Baltimore, MD
Director, PhD program & Professor (2020-present)
Vice Dean (2019-2022)
Courses Taught:
ED.855.725.1D: Research Landscape (Ph.D. students)
ED.855.853: Savvy Surveys: A Questionnaire Design Process (Ph.D. students)
ED.855.815.1D: Science of Learning (Ph.D. students)

UNIVERSITY OF CALIFORNIA, SANTA BARBARA Santa Barbara, CA
Associate Dean of Academics and Faculty Development (2018-2019)
Associate Professor of Education (2015-2019)
Affiliations: Environmental Studies Department

PANORAMA EDUCATION Boston, MA
Senior Research Advisor (2019 – 2023)
Director of Research (2014 – 2019)

HARVARD UNIVERSITY Cambridge, MA
Associate Professor of Education (2012 to 2015, on leave 2014-15)
Assistant Professor of Education (2006 to 2012)
Affiliations: Program on Survey Research; Faculty advisor for the Strategic Data Project

UNIVERSITY OF CONNECTICUT (2005-06) Storrs, CT
Postdoctoral Fellow: Teachers for a New Era Project

STANFORD UNIVERSITY (2004-05) Stanford, CA
Director, Social Sciences in Education M.A. program

PUBLICATIONS AND PRESENTATIONS

Published Articles:

- Gehlbach, H., & Mu, N.* (2023). [How we understand others: A theory of how social perspective taking unfolds](#). *Review of General Psychology*, 27(3), 282-302. doi.org/10.1177/10892680231152595
- Gehlbach, H., Mascio, B.*, & McIntyre, J.* (2023). [Social perspective taking: A professional development induction to improve teacher-student relationships and student learning](#). *Journal of Educational Psychology*, 115, 330-348. <https://doi.org/10.1037/edu0000762> (*Editor's Choice Recognition* Media coverage: [Hechinger Report](#); [Usable Knowledge](#))
- Gehlbach, H., Mu, N.*, Arcot, R. R.*, Chuter, C.*, Cornwall, K. J.*, Nehring, L.*, Robinson, C. D.*, & Vriesema, C. C. (2022). [Addressing the vexing educational challenges of biodiversity loss: A photo-based intervention](#). *Contemporary Educational Psychology*, 71. doi.org/10.1016/j.cedpsych.2022.102096
- Gehlbach, H., Robinson, C. D.*, Vriesema, C. C., Bernal, E.*, & Heise, U. (2022). Worth more than 1000 words: [How photographs can bolster viewers' valuing of biodiversity](#). *Environmental Conservation*, 49(2). doi.org/10.1017/S0376892922000042
- Baker, Z., & Gehlbach, H. (2022). Policy dialogue: [Teaching environmentalism on a warming planet](#). *History of Education Quarterly*, 62(1), 107-119. doi.org/10.1017/heq.2021.56
- Gehlbach, H., & Robinson, C. D.* (2021). [From old school to open science: The implications of new research norms for educational psychology and beyond](#). *Educational Psychologist*, 1-11. doi.org/10.1080/00461520.2021.1898961 (Media coverage: [APA Division 15 Podcast](#))
- Vriesema, C. C., & Gehlbach, H. (2021). [Assessing survey satisficing: The impact of unmotivated questionnaire responding on data quality](#). *Educational Researcher*. doi.org/10.3102/0013189X211040054
- Nurshatayeva, A., Page, L. C., White, C. C., & Gehlbach, H. (2021). [Are artificially intelligent conversational chatbots uniformly effective in reducing summer melt? Evidence from a randomized controlled trial](#). *Research in Higher Education*. doi.org/10.1007/s11162-021-09633-z
- Gehlbach, H., & Chuter, C.* (2020). [Conceptualizing the core of "social emotional learning"](#). *ACCESS: Contemporary Issues in Education*, 40(1), 24-33. doi.org/10.46786/ac20.8910
- Reich, J., Gehlbach, H., & Albers, C. (2020). "[Like Upgrading from a Typewriter to a Computer](#)": Registered reports in education research *AERA Open*. doi.org/10.1177/2332858420917640

- Kane, T. J., Blazar, D., Gehlbach, H., Greenberg, M., Quinn, D., & Thal, D. (2020). [Can video technology improve teacher evaluations? An experimental study](#). *Education Finance and Policy*, 15(3), 397–427. doi:10.1162/edfp_a_00289
- Gehlbach, H., Robinson, C. D.*, & Vriesema, C. C. (2019). [Leveraging cognitive consistency to nudge conservative climate change beliefs](#). *Journal of Environmental Psychology*, 61, 134-137. doi:dx.doi.org/10.1016/j.jenvp.2018.12.004 (Media coverage: [Pacific Standard](#), [Faculti Interview](#), [Psychology Today](#))
- Gehlbach, H., & Vriesema, C. C. (2019). [Meta-bias: A practical theory of motivated thinking](#). *Educational Psychology Review*, 31, 65-85. dx.doi.org/10.1007/s10648-018-9454-6
- Gehlbach, H., & Robinson, C. D.* (2018). [Mitigating illusory results through preregistration in education](#). *Journal of Research on Educational Effectiveness*, 11(2), 296-315. doi:10.1080/19345747.2017.1387950
- Gehlbach, H., & Artino, A. R. (2018). [The survey checklist \(manifesto\)](#). *Academic Medicine: Journal Of The Association Of American Medical Colleges*, 93(3), 360-366. doi:10.1097/ACM.0000000000002083
- Gehlbach, H., Robinson, C. D.*, Finefter-Rosenbluh, I., Benshoof, C., & Schneider, J. (2018). [Questionnaires as interventions: Can taking a survey increase teachers' openness to student feedback surveys?](#) *Educational Psychology*, 38(3), 350-367. doi:10.1080/01443410.2017.1349876
- Brinkworth, M. E.*, McIntyre, J.*, Juraschek, A. D.*, & Gehlbach, H.† (2018). Teacher-student relationships: The positives and negatives of assessing both perspectives. *Journal of Applied Developmental Psychology*, 55, 24-38. doi:10.1016/j.appdev.2017.09.002
- Schneider, J., White, R. A., Jacobsen, R. J., & Gehlbach, H. (2018). The (mis)measure of schools: How data affect stakeholder knowledge and perceptions of quality. *Teacher's College Record*, 120(6).
- Gehlbach, H. (2017). [Learning to walk in another's shoes](#). *Phi Delta Kappan*, 98(6), 8-12.
- Page, L. C., & Gehlbach, H. (2017). [How an artificially intelligent virtual assistant helps students navigate the road to college](#). *AERA Open*, 3(4), 1-12. doi:10.1177/2332858417749220 (Media coverage: [New York Times](#), [Usable Knowledge](#))
- Schueler, B. E.*, McIntyre, J.*, & Gehlbach, H. † (2017). Measuring parent perceptions of family-school engagement: The development of new survey tools. *School Community Journal*, 27(2), 275-301.
- Schneider, J., White, R. A., Jacobsen, R. J., & Gehlbach, H. (2017). Building a better measure of school quality. *Phi Delta Kappan*, 98(7).

- Gehlbach, H., Brinkworth, M. E.*, King, A. M.*, Hsu, L. M.*, McIntyre, J.*, & Rogers, T. (2016). Creating birds of similar feathers: Leveraging similarity to improve teacher–student relationships and academic achievement. *Journal of Educational Psychology*. doi:dx.doi.org/10.1037/edu0000042
(Media coverage: [Atlantic](#), [Huffington Post](#), [NPR](#), [New York Times](#), [Behavioral Scientist](#))
- Bahena, S.*, Schueler, B.*, McIntyre, J.*, & Gehlbach, H. † (2016). Assessing parent perceptions of school fit: The development of a survey scale. *Applied Developmental Science*, 20(2), 121-134. doi:10.1080/10888691.2015.1085308
- Robinson, C. D.*, Yeomans, M., Reich, J., Hulleman, C. S., & Gehlbach, H. (2016). *Forecasting Student Achievement in MOOCs with Natural Language Processing*. Published Conference Proceedings: Learning Analytics and Knowledge Conference, Edinburgh, Scotland.
- Gehlbach, H., Marietta, G.*, King, A.*, Karutz, C., Bailenson, J. N., & Dede, C. (2015). Many ways to walk a mile in another’s moccasins: Type of social perspective taking and its effect on negotiation outcomes. *Computers in Human Behavior*, 52, 523–532. doi: 10.1016/j.chb.2014.12.035
- Gehlbach, H. (2015). Seven survey sins. *The Journal of Early Adolescence*, 35, 883-897. doi:10.1177/0272431615578276
- Schueler, B. E.*, Capotosto, L.*, Bahena, S.*, McIntyre, J.*, & Gehlbach, H. † (2014). Measuring parent perceptions of school climate. *Psychological Assessment*, 26(1), 314-320. doi: 10.1037/a0034830 and 10.1037/a0034830.supp (Supplemental)
- Artino, A. R., Jr., La Rochelle, J. S., DeZee, K. J., & Gehlbach, H. † (2014). AMEE Guide No 87: Developing questionnaires for educational research. *Medical Teacher*. doi: 10.3109/0142159X.2014.889814.
- Gehlbach, H., & Brinkworth, M. E.* (2012). The social perspective taking process: Strategies and sources of evidence in taking another’s perspective. *Teachers College Record*, 114(1), 226-254.
- Gehlbach, H., Brinkworth, M. E.*, & Wang, M.-T.* (2012). The social perspective taking process: What motivates individuals to take another’s perspective? *Teachers College Record*, 114(1), 197-225.
- Gehlbach, H., Brinkworth, M. E.*, & Harris, A. D. (2012). Changes in teacher-student relationships. *British Journal of Educational Psychology*, 82, 690-704. doi: 10.1111/j.2044-8279.2011.02058.x
- Gehlbach, H., Young, L. V.*, & Roan, L. (2012). Teaching social perspective taking: How educators might learn from the Army. *Educational Psychology*, 32(3), 295-309. doi: 10.1080/01443410.2011.652807

- Gehlbach, H., & Barge, S.* (2012). Anchoring and adjusting in questionnaire responses. *Basic and Applied Social Psychology*, 34(5), 417-433. doi: 10.1080/01973533.2012.711691
- Artino, A. R., Jr., & Gehlbach, H. (2012). AM last page: Avoiding four visual-design pitfalls in survey development. *Academic Medicine: Journal of the Association of American Medical Colleges*, 87(10), 1452.
- Barge, S.*, & Gehlbach, H. † (2012). Using the theory of satisficing to evaluate the quality of survey data. *Research in Higher Education*, 53(2), 182-200. doi: 10.1007/s11162-011-9251-2.
- Gehlbach, H., & Brinkworth, M. E.* (2011). Measure twice, cut down error: A process for enhancing the validity of survey scales. *Review of General Psychology*, 15(4), 380-387. doi: 10.1037/a0025704
- Artino, A. R., Jr., Gehlbach, H., & Durning, S. J. (2011). AM Last Page: Avoiding Five Common Pitfalls of Survey Design. *Academic Medicine: Journal of the Association of American Medical Colleges*, 86(10), 1327-1327.
- Gehlbach, H. (2011). Making social studies social: Engaging students through different forms of social perspective taking. *Theory Into Practice*, 50(4), 311-318. doi: 10.1080/00405841.2011.607394
- Gehlbach, H. (2010). The social side of school: Why teachers need social psychology. *Educational Psychology Review*, 22(3), 349-362. doi: 10.1007/s10648-010-9138-3
- Gehlbach, H., Artino, A. R., Jr., & Durning, S. (2010). AM last page: Survey development guidance for medical education researchers. *Academic Medicine: Journal of the Association of American Medical Colleges*, 85(5), 925-925.
- Gehlbach, H., Brown, S. W., Ioannou, A., Boyer, M. A., Hudson, N., Niv-Solomon, A., et al. (2008). Increasing interest in social studies: Social perspective taking and self-efficacy in stimulating simulations. *Contemporary Educational Psychology*, 33(4), 894-914. doi: 10.1016/j.cedpsych.2007.11.002
- Gehlbach, H. (2006). How changes in students' goal orientations relate to outcomes in social studies. *The Journal of Educational Research*, 99(6), 358-370. doi:10.3200/joer.99.6.358-370
- Gehlbach, H. (2004). A new perspective on perspective taking: A multidimensional approach to conceptualizing an aptitude. *Educational Psychology Review*, 16(3), 207-234. doi: 10.1023/b:edpr.0000034021.12899.11
- Gehlbach, H. (2004). Social perspective taking: A facilitating aptitude for conflict resolution, historical empathy, and social studies achievement. *Theory and Research in Social Education*, 32(1), 39-55.

Gehlbach, H., & Roeser, R. W. (2002). The middle way to motivating middle school students: Avoiding false dichotomies. *Middle School Journal*, 33(3), 39-46.

Selected Book Chapters:

Gehlbach, H. (in press). Measuring social emotional learning: A pragmatic approach to validity and reliability. In S. Lamb & R. W. Rumberger (Eds.), *Inequality in Key Skills of City Youth: An International Comparison*. American Educational Research Association.

Viola, J.*, McIntyre, J.*, & Gehlbach, H. † (2017). [Teachers' interest in students' personal development: The creation of a new survey scale](#). *SAGE Research Methods Cases*.

Gehlbach, H., & Robinson, C. D.* (2016). Commentary: The foundational role of teacher-student relationships. In K. R. Wentzel & G. Ramani (Eds.), *Handbook of Social Influences in School Contexts: Social-Emotional, Motivation, and Cognitive Outcomes* (pp. 230-238). United Kingdom: Informa.

Brinkworth, M. E.*, & Gehlbach, H. † (2015). Perceptual barriers to teacher-student relationships: Overcoming them now and in the future. In C. Rubie-Davies & J. M. Stephens (Eds.), *The Social Psychology of the Classroom International Handbook*.

King, A.*, Marietta, G.*, & Gehlbach, H. † (2014). The role of role-taking: Social perspective taking and interpersonal relationships in virtual simulations. In D. B. Zandvliet (Ed.), *Interpersonal Relationships in Education: From Theory to Practice* (pp. 95-110): Sense Publishers.

Gehlbach, H., & Brinkworth, M. E.* (2008). Motivated thinkers and the mistakes they make: The goals underlying social cognitions and their consequences for achievement. In M. L. Maehr, S. Karabenick & T. Urdan (Eds.), *Advances in motivation and achievement: Social psychological perspectives*. (Vol. 15, pp. 119-144). Bingley, UK: Emerald.

Stephens, J., & Gehlbach, H. (2007). Under pressure and under-engaged: Motivational profiles and academic cheating in high school. In E. Anderman & T. B. Murdock (Eds.), *Psychology of academic cheating*. Boston: Elsevier Academic Press.

Selected Other Publications:

Gehlbach, H. (2023, September 14). [Improve your relationships with the science of perspective-taking](#). *Psyche*.

Gehlbach, H., Zhang, Q., & Cornwall, K. J. (2023, August 31). [Scientific storytelling for the current climate](#). *APS Observer*, 36(5).

Gehlbach, H. (2023, July 13). [The hidden learning \(theories\) of stories](#). *Psychology Today*.

Gehlbach, H., & Mascio, B.* (2022, September 16). [Repairing relationships: Studies show considering perspectives of others benefits us all — especially in the classroom](#). *Baltimore Sun*.

- Mascio, B.*, & Gehlbach, H. (2022, September 7). [Here's a way forward with challenging students](#). *Education Week*.
- Gehlbach, H. (2022, July 19). [Let's start thinking about climate change as a modern educational problem—and solve it](#). *Hechinger Report*.
- Arcot, R. A.*, & Gehlbach, H. (2022, April 12). [Opening up science—to skeptics](#). *Behavioral Scientist*.
- Gehlbach, H. (2021, April 11). [What a kindergartner's cafeteria con can teach us about reading others](#). *Philadelphia Inquirer*.
- Gehlbach, H., & Chuter, C. (2020, January 23). [The changing climate for social-emotional learning](#). *Education Week*.
- Buckley, K., Subedi, S., Paek, J. W., Krachman, S. B., & Gehlbach, H. (working paper). [Which student and school-level factors relate to student perceptions of the school climate in a diverse sample of charter schools throughout the country?](#)
- Gehlbach, H., & Robinson, C. D.* (2018, September 25). [Weaning educational research off of steroids](#). *Albert Shanker Institute*.
- Gehlbach, H., & Page, L. C. (2018, September 11). [Freezing 'summer melt' in its tracks: Increasing college enrollment with AI](#). *Brown Center Chalkboard*.
- Gehlbach, H., & Hough, H. (2018). [Measuring social emotional learning through student surveys in the CORE districts: A pragmatic approach to validity and reliability](#). Stanford University.
- Bales, R., Rebich-Hespanha, S., Leombruni, L., Hodges, H., Heeren, A., Gehlbach, H., Van Leuvan, N., & Christensen, J. (2018). [Strategic Communication to Achieve Carbon Neutrality within the University of California](#) (Report of the UC TomKat Carbon Neutrality Project). National Center for Ecological Analysis and Synthesis.
- Gehlbach, H. (2018, May 7). [How my mother overcomes the mother of all biases](#). *Behavioral Scientist*.
- Page, L. C., & Gehlbach, H. (2018, January 16). [How Georgia State University used an algorithm to help students navigate the road to college](#). *Harvard Business Review*.
- Gehlbach, H. (2017, October 25). [With social-emotional learning, keep it simple](#). *Education Week*.
- Gehlbach, H. (2017, June 7). [Overcoming the biases that come between us](#). *Behavioral Scientist*.

- Kane, T. J., Gehlbach, H., Greenberg, M., Quinn, D., & Thal, D. (2015). [*The Best Foot Forward Project: Substituting teacher-collected video for in-person classroom observations. First year implementation report.*](#) Harvard University.
- Gehlbach, H. (2015). [*How learning about commonalities can improve student-teacher relationships and boost achievement at school*](#) (Scholars Strategy Network, Issue January).
- Gehlbach, H. (2015, May 27). [*When teachers see similarities with students, relationships and grades improve*](#), *The Conversation*.
- Phillips, D. C., Floden, R., Gehlbach, H., Lee, C., Warren Little, J., Maynard, R. A., et al. (2009). *The preparation of aspiring educational researchers in the empirical qualitative and quantitative traditions of social science: Methodological rigor, social and theoretical relevance, and more.*
- Selected Conference Presentations:**
- Anderson, S. E., Shteyn, M., Gehlbach, H., & Virlar-Knight, D. (2021). *Mechanistic explanations of climate change, experience of disasters, and motivation* Midwest Political Science Association, Virtual.
- Arcot, R.*, Chuter, C.*, Cornwall, K., Mu, N.*, Robinson, C. D.*, Vriesema, C. C., & Gehlbach, H. (2021). *Shifting the perspective of climate skeptics* American Educational Research Association, Virtual.
- Saad, C., Gibbs, W. C., Cox, W. T. L., Devine, P. G., Gehlbach, H., & McIntyre, J. (2019). *Addressing the achievement gap: Breaking the bias habit in the classroom.* Paper presented at the Society for Personality and Social Psychology, Portland, OR.
- Gehlbach, H. (2018). *The process and practice of social perspective taking.* Paper presented at the annual meeting of the International Mind, Brain, and Education Society, Los Angeles.
- Mascio, B.*, McIntyre, J.*, & Gehlbach, H. † (2017, April). *Morphing mindset: Expanding the construct and re-conceptualizing its measurement.* Paper presented at the American Educational Research Association, San Antonio, TX. (**Received best graduate student paper award for Social-Emotional Learning SIG**)

AWARDS & HONORS

2023 American Psychological Association: Division 15 Fellow
 2016-2017 Spencer Foundation Mid-Career Award
 2010-2012 National Academy of Education/Spencer Postdoctoral Fellowship
 2008 American Psychological Association: Division 15 Early Career Research Award
 2003 Richard S. Goldsmith Award for Writing in Dispute Resolution
 2003 Fellow: Stanford Center on Conflict and Negotiation
 2000 University of Massachusetts Phi Delta Kappa
 1995 Swarthmore College Sigma Xi Research Society.

SELECTED GRANTS

- Gehlbach, H. (PI). *North Bay Evaluation Project*. Funded by North Bay Education Inc. \$88,905—Year 1 initial; \$90,045—Year 2 renewal; Total: \$178,950. (2020-2023).
- Gehlbach, H. (PI). *Green Schools National Network*. Funded by Green Schools National Network Inc. \$30,000. (2020-2022).
- Gehlbach, H. (PI) & Vriesema, C. C. (Co-PI). *When a picture is combined with 1000 words*. Funded by the National Geographic Society; \$29,213. (2018-2021).
- Page, L. (PI), Gehlbach, H. (Co-PI). *Scaling Student Support with Conversational Artificial Intelligence*. Funded by the University of North Carolina System; \$88,916. (2018-2019).
- Plank, D. (PI), Hough, H. (Co-PI), Gehlbach, H., Loeb, S., & West, M. (consultants). *Measuring Social Emotional Learning at Scale: Validating Student Self-Reports in the CORE Districts*. Funded by the Walton Foundation; \$800,000. (2017-2020).
- Gehlbach, H. (PI). *Birds of a Feather Flocking in Middle School*. Funded by the Robertson Foundation; \$115,000. (2017-2018).
- Gehlbach, H. (PI), Gottfried, M. (Co-PI), Robinson, C. D. (Project Director), Scott, W. (Project Director). *Creating Birds of a Feather: Mitigating Inequality by Reducing the Achievement Gap*. Funded by Laura and John Arnold Foundation; \$209,242. (2016-2019).
- Gehlbach, H. (PI). *Developing Student Perception Surveys*. Funded by Panorama Education; \$274,311. (2013-2017).
- Gehlbach, H. (PI), Mapp, K. (Co-PI), & Weissbourd, R. (Co-PI). *Assessing Family-School Relationships*. Funded by SurveyMonkey; \$358,000. (2011-15).
- Gehlbach, H. (PI), Bailenson, J. B. (Co-PI), Dede, C. (Co-PI), & Koltun, V. (Co-PI). *SoCS: Enhancing Immersive Social Perspective Taking and Perceived Virtual Similarity to Enable Intelligent Social Relationships*. Funding: National Science Foundation #0966838; \$732,126 & REU supplement #1144030; \$16,000. Total \$748,126. (2010-14).
- Gehlbach, H. (Convener). *Social Pathways to Improving Education*. Funded by the Radcliffe Institute for Advanced Study. \$18,000. (2013).
- Gehlbach, H. (PI). *The social side of the classroom: Precursors to and outcomes of teacher-student relationships*. Funded by the Spencer Foundation; \$40,000. (2010-11).
- Roan, L., Gehlbach, H., Young, L., Brinkworth, M.E., Metcalf, K., and Strong, B. *Social Perspective Taking In the Contemporary Operating Environment*. Funded by the Army Research Institute for the Behavioral and Social Sciences #W91WAW-08-C-0046; \$750,000. (2008-10).

Gehlbach, H. (PI). *A comparison of novice and expert social perspective taking*. Funded by the William F. Milton Fund of Harvard University; \$35,000. (2006-08).

Gehlbach, H. (PI). *Providing social psychology for social studies teachers*. Funded by the Association for Psychological Science; \$5,000. (2006-08).

RECENT INVITED TALKS AND LECTURES

United States Military Academy West Point—Fall 2023

Behavioral Science and Leadership Lecture

Leveraging social perspective taking to improve social connectedness in leadership and learning

University of Virginia, Curry School of Education—Spring 2023

VEST Education Research Lectureship Series

Leveraging social perspective taking to improve relationships: The detective work of deciphering the complex minds of others

Harvard University—Fall 2022 (with Carly D. Robinson*)

A journey from old school to open science: Examples from classrooms to climate

Brown University, Annenberg Institute—Spring 2022

The psychology of getting better data

Johns Hopkins Global Environmental Sustainability and Health Seminar—Spring 2022

Climate change as an educational problem

University of North Carolina—Chapel Hill – Spring 2022

The shift from old school to open science: Embracing a new climate for educational research

Texas Tech – Spring 2021 (with Carly D. Robinson*)

From old school to open science: Adapting to a new climate for educational research

UCLA – Fall 2020

From old school science to open science: Examples from classrooms to climate science

Keynote Speaker: Baltimore Friends School – Fall 2019

Motivating strategic social perspective taking

University of Maryland, College Park – Fall 2019

Creating a climate for 21st century educational research: Examples from climate science education

Have you Heard Podcast – Fall 2018

[Unreal results in education research](#)

Swarthmore College – Fall 2018

I see your perspective and raise your understanding: The social perspective taking process in education

Plenary Speaker: Strategic Data Fellows Convening – Spring 2018

Weaning Educational Research off of Steroids

The Education Hub (New Zealand) – Summer 2018

The Importance of Socio-Emotional Learning

Education Northwest – Spring 2018

Measuring Soft Skills Doesn't Need to Be Hard: A Q&A with Hunter Gehlbach on SEL Measurement

Stanford University; University of California-Irvine; University of Kentucky – Spring 2017

The challenge of creating birds of similar feathers: A story of teacher-student relationships

Microsoft Retreat – Fall 2016

Motivated thinking: Biases and how to overcome them

American Enterprise Institute K-12 Working Group; University of Arkansas, Department of Education Reform; Policy Analysis for California Education – Spring 2016

Creating birds of similar feathers: Leveraging similarity to improve teacher-student relationships and academic achievement

University of Virginia, Curry School of Education – Fall 2015

Creating birds of similar feathers: Leveraging similarity to improve teacher-student relationships and academic achievement

Plenary Speaker: Kent State University Conference on the Humanities – Summer 2015

Practicing Social Perspective Taking through the Humanities (Video link: <http://www.kent.edu/cas/why-humanities>)

TripAdvisor: Spring 2015

Social science research in the real world: A pair of provocations

Keynote Address: Turkish Consulate General (National Teacher Day) – Fall 2014

Achieving important schooling outcomes: New approaches worth noting

Yale Psychology Department – Fall 2014

Creating birds of similar feathers

SELECTED PROFESSIONAL SERVICE

Advisory Boards/Committees:

[Research Partnership for Professional Learning](#), Annenberg Institute, Brown University (2021 – present)

[7 Mindsets](#) (2022 – 2023)
[Transforming Education](#) (2017-2023)
[CORE-PACE School District Collaboration](#) (2014 – 2018)

Behavioral Scientist:

Founding Columnist

Palmer O. Johnson Memorial Award (AERA)

Committee Member (2021)

Character Lab

Member of Research Network (2017- present)

Programme for International Student Assessment: Questionnaire Expert Group

Committee Member (2018 – 2021)

National Assessment of Educational Progress: Questionnaire Standing Committee:

Committee Member (2015 – present)

Expert Testimony: Delaware Public Schools Litigation ([C.A. No. 2018-0029-VCL](#))

Provided testimony on behalf of Delawareans for Educational Opportunity and NAACP vs. the State of Delaware in support of implementation of a more equitable school funding formula

National Board for Professional Teaching Standards Student Perception Advisory Group: Committee Member (2013-2014)

Spencer Foundation: Spencer/NAED Postdoctoral Fellow Mentor (2022)

Small Grants Review Committee Member (2014 – 2015)

Dissertation Fellowship Review Committee Member (2013 – 2014)

Research Training Grant Task Force Member (2008 – 2009)

American Psychological Association (Div. 15): Early Career Ed. Psych. Research Awards

Committee Member (2011 - 2012); Membership Committee (2012 - 2015); Graduate Student Mentor (2022, 2023)

Selected Journal Editing/Reviewing Positions:

Guest Co-Editor: *Educational Psychologist Special Issue: Open Science* (2019 – 2021)

Co-Editor: *AERA Open: [Special Topic on Registered Reports](#)* (2017 – 2020)

Editorial Board Member: [ACCESS: Contemporary Issues in Education](#)

Editorial Board Member: *Journal of Educational Psychology* (2019 – present)

Editorial Board Member: *Educational Psychology Review* (2013 – present)

Editorial Board Member: *Educational Psychology* (2012 – 2015)

Reviewer:

American Educational Research Journal; Annals of the New York Academy of Sciences; Appetite; Applied Psychological Measurement; American Journal of Education, British Journal of Educational Psychology; Computers and Human Behavior; Contemporary Educational Psychology; Current Psychology; Educational Measurement: Issues and Practice; Educational Policy; Educational Psychologist; Educational Research; Educational Researcher; Educational Research Review; Education Finance and Policy; Education Research International; Elementary School Journal; European Journal of Psychology of Education; Frontiers in Psychology; Global Environmental Change, Information Sciences; International Journal of Educational Research; International Journal of Intercultural Relations; Journal of Adolescence; Journal of Advanced Academics; Journal of Applied Developmental Psychology; Journal of Computer-Mediated Communication; Journal of Early Adolescence; Journal of Environmental Psychology; Journal of Experimental Education; Journal of Experimental Psychology: Applied; Journal of Graduate Medical Education; Journal of Social and Personal Relationships; Journal of Social Issues; Journal of Research on Educational Effectiveness; Journal of Teacher Education; Learning and Individual Differences; Mitigation and Adaptation Strategies for Global Change; Motivation and Emotion; National Coalition on School Diversity—Policy Brief; Nature; Psychological Bulletin; Psychological Science; Scandinavian Journal of Educational Research; Social Science Research; The Internet and Higher Education; Theory and Research in Social Education

HIGH SCHOOL TEACHING

PALO ALTO UNIFIED SCHOOL DISTRICT (Summer 2000) World Civilizations (10 th –12 th graders)	Palo Alto, CA
LOWER MERION HIGH SCHOOL (1996-1997) Western Civilization (10 th graders) & U.S. Government (12 th graders)	Ardmore, PA
WILMINGTON FRIENDS SCHOOL (1995-1996) Modern World History (9 th graders)	Wilmington, DE

AFFILIATIONS / CERTIFICATIONS

[Scholars Strategy Network](#) (since 2015)

American Educational Research Association (since 2000)

American Psychological Association (since 2000)

Association for Psychological Science (since 2006)

Certified Secondary School Teacher: CA & PA social studies certification (2000 & 1996).

Certified Secondary School Guidance Counselor: MA certification (1999).

* Current/former graduate student; † Senior author