

Meet the Third Cohort of the AERA–Deeper Learning Fellows



Carlton Fong, Assistant Professor, College of Education,
Texas State University

Using a person-centered approach and latent profile analysis, this study centers on identifying distinct patterns of intrapersonal competencies consisting of students' motivation, self-regulation, and engagement. Furthermore, to examine how these intrapersonal competencies develop in context, this study measures the degree to which teachers' beliefs and students' opportunities for deeper learning predict latent profile membership. Finally, this study assesses whether these profiles differ regarding important educational outcomes such as academic achievement, postsecondary enrollment, and degree attainment.



Maithreyi Gopalan, Assistant Professor, College of Education,
The Pennsylvania State University

Recent empirical research has highlighted the important role that academic mindsets play in helping students become deep learners and succeed academically. We know far less about which teacher beliefs or pedagogical practices are most important when it comes to fostering students' academic mindsets and/or creating deeper learning environments. This study connects students' academic mindsets, opportunities for deeper learning, and teacher mindsets and practices underlying learning environments. The findings will have implications for designing optimal deeper learning environments that can help all students thrive and succeed.



Karen Moran Jackson, Assistant Professor of Educational Psychology and
Assessment, Soka University

Teachers often are asked to balance competing assessment demands: either wrestling useful data from assessments decontextualized from classroom climates or standardizing classroom assessments for use in a high-stakes matter such as graduation requirements. The focus of this qualitatively driven, mixed-methods research is how teachers balance these demands and implement assessments in schools dedicated to teaching complex student competencies through collaboration and communication. The study will document teacher perceptions of assessment use in these schools and the implications of various assessment practices and policies.



**Jonté Myers, Assistant Professor,
Georgia State University**

This study examines associations between nine measures of opportunities for deeper learning and students' assessment scores and on-time graduation. It also investigates the mediating effect of students' self-efficacy and motivation. Further, it explores whether associations between deeper learning opportunity measures and student outcomes vary across samples of students living in poverty and students at risk for academic difficulties. This research has the potential to guide stakeholders' thinking as they consider ways to support positive student outcomes, especially for students most at risk of school failure.



**Sarah Olsen, Research Associate, Lawrence Hall of Science,
University of California, Berkeley**

This study uses data from the Study of Deeper Learning to identify critical teacher-level supports that focus on student engagement, and whether those supports are particularly relevant based on student race/ethnicity and gender. It builds upon evidence that personalized instruction and support can lead to higher levels of academic engagement and achievement. This work aims to contribute to our understanding of the types of learning environments that support all students to engage academically.

Through funding from the Hewlett Foundation, the American Educational Research Association Fellowship Program on the Study of Deeper Learning (AERA-SDL) supports postdoctoral and early career scholars in education research and thereby fosters excellence and rigor in the next generation of faculty members, research scientists, and scholars examining education topics and issues. Fellows collaborate with research scientists at the American Institutes for Research (AIR) to develop studies and analyze the Deeper Learning data.

For further information about the AERA-SDL, see <https://www.aera.net/Professional-Opportunities-Funding/AERA-Funding-Opportunities/AERA-Fellowship-Program-on-the-Study-of-Deeper-Learning> or contact fellowships@aera.net.