November 14, 2017

ASSOCIATE DEAN’S COMMENTS

A big thank you too all those who attended our Power Friday on Nov. 3, and to our colleagues from the Evaluation and Learning Research Center (ELRC) for their excellent presentations: Willie Burgess, Ann Bessenbacher, Dr. Lindley McDavid, Dr. Weiling Li, Dr. Loran Parker, and Dr. Lisa Kirkham. Also thank you to Dr. Marisa Exter and Mike Eldrige for making it possible for the first time to live stream the Power Friday sessions for our online students and others who could not attend in person. An video archive of the Power Friday event is available here. Please mark your calendars for our next Power Friday on February 2.

See below for some important news and information, and some exciting funding opportunities, including our internal Launch the Future grants. Our featured faculty in the Researcher Spotlight are Dr. Susan Britsch and Dr. John Froiland.

-- Wayne

NEWS AND INFORMATION

Launch the Future Grants – This internal grant from our College of Education will fund up to two grants of $25,000 each this academic year. Proposal Deadline is January 26, 2017. Request for Proposals and details are available here.

A new streamlined IRB submission process has now been created under the guidance of Dr. Christopher Agnew, Associate Vice President for Research and Regulatory Affairs. Dr. Agnew has greatly reduced the number of forms required for submission. Faculty no longer have to deal with Coeus, and can simply upload their documents through a simple web interface. And it will be much easier and faster to get exempt and expedited reviews. Check out the new site at https://www.irb.purdue.edu/

Please contact our Director of Advancement, Chelsea Coursey, for approval before approaching foundations or corporations about funding.

GRANT OPPORTUNITIES

2017-2018 Laboratory and Core Facility equipment program. This program merges three equipment grant opportunities sponsored by the EVPRP during 2016-17 and will be the only internal equipment grants program offered by the EVPRP during this fiscal year. Applications for research equipment costing up to $100,000 will be reviewed this fall. Support for equipment costing $100,000 to $1,000,000 will be requested via proposals submitted in late January 2018. Guidelines for both arms of the program and an application template are available at http://www.purdue.edu/research/funding-writing/funding/overview.php

NSF International Research Experiences for Students (IRES) The IRES program supports international research and research-related activities for U.S. science and engineering students. The IRES program contributes to development of a diverse, globally-engaged workforce with world-class skills. IRES focuses on active research participation by undergraduate or graduate students in high quality international research, education and professional development experiences in NSF-funded research areas. There are three tracks: Track I: IRES Sites (IS); Track II: IRES Advanced Studies Institutes (ASI); and Track III: New Concepts in International Graduate Education (IGE). Deadlines: January 30 – Track I; February 6 – Track II; February 13 – Track III

NSF Dear Colleague Letter: Principles for the Design of Digital Science, Technology, Engineering, and Mathematics (STEM) Learning Environments With this Dear Colleague Letter, the NSF’s Directorates for Education and Human Resources (EHR) and Computer and Information Science and Engineering (CISE) wish to notify the community of their intention to fund research to support the design of the next generation of digital learning environments for STEM content, and in support of STEM education research more broadly. As an important first step in this direction, this DCL encourages a series of synthesis, integration, and design workshops. Deadline: January 22
**NSF Research Coordination Networks in Undergraduate Biology Education (RCN-UBE)** The goal of the RCN program is to advance a field or create new directions in research or education by supporting groups of investigators to communicate and coordinate their research, training, and educational activities across disciplinary, organizational, geographic, and international boundaries. The RCN-UBE program seeks to improve undergraduate biology in different areas by leveraging the power of a collaborative network. The theme or focus of an RCN-UBE proposal can be on any topic likely to advance the goal of enhancing undergraduate biology education. Collectively, the program has contributed to developing and disseminating educational research resources and modules, to forging of new collaborations, and to sharing of best practices and ideas for scalability and sustainability of activities. Deadline: January 30

**Limited Submission: NSF Partnerships for Innovation (PFI)** The PFI Program offers researchers the opportunity to transform new knowledge into societal benefits through translational research and technology development efforts which catalyze partnerships to accelerate innovations that address significant societal needs. PFI has six broad goals: (1) identifying and supporting Foundation-sponsored research and technologies that have the potential for accelerated commercialization; (2) supporting prior or current Foundation-sponsored researchers, institutions of higher education, and non-profit organizations that partner with an institution of higher education to undertake proof-of-concept work, including the development of technology prototypes that are derived from NSF-funded research and have potential market value; (3) promoting sustainable partnerships between Foundation-funded institutions, industry, and other organizations within academia and the private sector with the purpose of accelerating the transfer of technology; (4) developing multi-disciplinary innovation ecosystems which involve and are responsive to the specific needs of academia and industry; (5) catalyzing professional development activities, mentoring, and best practices in entrepreneurship and technology translation for faculty, students and researchers; and (6) expanding the participation of women and individuals from underrepresented groups in innovation, technology translation, and entrepreneurship. PFI offers two tracks: Technology Translation (PFI-TT) offers an NSF-funded researcher the opportunity to advance his or her prior NSF-funded research results towards developing technological innovations with promising commercial potential and societal impact. The PI or a co-PI must have had an NSF award that ended no more than six (6) years prior to the full proposal deadline date or be a current NSF award recipient OR the PI or a co-PI must have been a member of an I-Corps™ Team Grant from NSF under the I-Corps™ Teams Program. Research Partnership (PFI-RP) provides an opportunity to support technology development activities through a multi-organization collaboration. This track does not have a lineage requirement but it does require that, in addition to the PI, there must be at least one other co-PI who brings technology commercialization experience in the targeted fields of application (or industry sector) of the proposed technology to be developed. For this opportunity, Purdue may submit two applications as lead. Internal Deadline: Preproposal due to EVPRPlimited@purdue.edu by December 4th. Sponsor Deadline: February 1

**RESEARCHER SPOTLIGHT**

**Dr. Susan J. Britsch**

Susan Britsch is a full Professor in the Department of Curriculum & Instruction, Language and Literacy program, with a focus on English Language Learner (ELL) Education. She serves as the ELL program convener with oversight of the online ELL teacher licensure and graduate certificate programs. Susan received her BA in French in 1977 and her MA in Linguistics in 1980 from California State University Fresno, and her PhD in Education from the University of California, Berkeley in 1992. She has worked as a nursery school teacher at the Gay Austin School in Berkeley, California. Susan began working here at Purdue University in 1992.

1. **What is your research agenda?**
My research focuses on the structure and visual analysis of multimodal classroom discourse—the ways in which students engage in discourse through a multimodal range of communicative resources. The aim of my current work is to explore the ways in which children’s photography, in particular, functions as a window into their visual structuring of an experience, and so into the nature of their learning and understanding about that experience.

2. **What led you to be interested in this/these area(s)?**
My interest in visuality began with my program of study in a second discipline. I received this for study in the Department of Visual and Performing Arts. I am a formally trained photographer and this undergirds my way of looking at interaction as composition.
3. What has been one of your most rewarding research experiences?
At the Ben & Maxine Miller Child Development Laboratory School, I carried out a project called: Digital Photography and Science for Early Childhood English Learners. It focused on understanding how children's photography provided visual evidence of their relationships to a series of science investigations. The camera may, in fact, define a child’s experience in ways that either extend or belie verbal comments. I tried to read these definitions as articulated by the children’s visual choice-making and by the language of photography itself. In fact, language did not take the lead in communicating the nature of the children’s embeddedness in science contexts. As Eggleston put it when asked whether he likes to talk about his photography, words and pictures are “like two different animals. They don’t particularly like each other.” The science photography project has demonstrated how much we miss by prioritizing words.

4. Is there a publication that are you particularly proud of?
I’m most proud of my 2005 piece titled, “The multimodal mediation of power in the discourses of preschool story designers.” It published in TEXT: An Interdisciplinary Journal for the Study of Discourse, 25(3), 305-340. It elucidated some of the very complex strategies that young children use to assert power in socio-narrative activity. I looked at the multimodal elements three children recruited to mediate their interactions and how these elements were configured to structure the personal-social complexes the children were constructing. I also iterated my model for the Discourse Visualization Tool here. To this end, the article itself is multimodal in that it includes a textual component as well as visual representations that relate the focal interactions to the discourses of which they are part.

5. If you had unlimited funds and time, what would be your dream research project?
I would do a project with DC Entertainment to adapt the technology for digital comics to discourse analytic purposes.

6. Any advice for your fellow researchers?
There is no absolute analysis. In fact, everyone in the context has an analysis. The only question is whose analysis actually gets represented.

Dr. John M. Froiland

John Froiland is a Clinical Assistant Professor of Educational Psychology in the Department of Educational Studies. He received his PhD in School Psychology from Michigan State University. He was an IES Postdoctoral Fellow at Purdue University, but later went on to the University of Northern Colorado where he was an Assistant Professor of School Psychology. John was also a Research Director at Pearson in Clinical Assessment (Intelligence and Working Memory). He previously served as a PreK-12 school psychologist at the Keystone Area Education Agency in Decorah, IA for two years and at the Winnebago Special Education Cooperative in Rockton, IL for three years.

In his free time, John is a professional consultant that primarily focuses on helping schools increase motivation to learn, engagement, attendance, positive behavior, and happiness. He began working here at Purdue in the Fall of 2017.

1. What is your research agenda?
My research agenda is to continue to refine a parenting intervention that helps parents support students’ autonomous motivation to learn, academic engagement, and happiness. 2) Developing insight into how various forms of parent involvement (e.g., home literacy, expectations, parent-school relationships, parent-child communication) influence intrinsic motivation, engagement, and long-term achievement. 3) Examine how parents and teachers can support the development of happiness among students.

2. What led you to be interested in this/these area(s)?
When I finished serving in the U.S. Army and was about to start college, I was a little nervous about going back to school. I asked my dad how he went through college and medical school. He explained that he focused on how everything he learned in every class would prepare him to help at least one patient. I experienced high levels of intrinsic motivation in college by having a similar focus with regard to helping children thrive. When I read about Self-Determination Theory in my Social Psychology class, I began to see how my dad supported my intrinsic motivation to learn. Later, I had the opportunity to study with the late Jere Brophy, Distinguished Professor of Educational Psychology and Teacher Education at MSU. Nobody knew more than Jere about motivating students to learn. He helped me to stretch my thinking about motivation over numerous conversations, while sharing and encouraging my passion for applying motivational research to help students thrive.
3. What has been one of your most rewarding research experiences?
It has been collaborating with Mark Davison at the University of Minnesota and with Frank Worrell at UC-Berkeley. I’m a very independent thinker, so I would have never predicted that I would enjoy collaborating with co-authors so much.

4. Is there a publication that you are particularly proud of?
These two both examine the effects of the parent motivating style intervention. The first article is quantitative, and the second is qualitative.


5. If you had unlimited funds and time, what would be your dream research project?
I would run multiple large-scale replication studies of my parenting intervention, while adding a teacher autonomy supportive communication component to the program. Outcomes would include autonomous motivation, academic engagement, achievement in various subjects, and happiness. This project would fund seven doctoral research assistants and provide them with mentoring in RCT research.

6. Any advice for your fellow researchers?
I do not think that my fellow researchers at Purdue need any advice from me. That is one reason I am here, to learn from them. My colleagues in Educational Studies and throughout the College of Education are doing amazing work. But, I suppose one thing that helps me is to repeatedly renew my passion for research, it is reminding myself of the potential it has for helping parents, students, administrators, and teachers. Remind yourself of how your research can and will make a positive difference!