

NARMADA PAUL

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Educational psychologist with 9 years of experience in leading empirical research studies, grant writing, project management, translating research for practice, and mentoring student-researchers. Expertise in designing collaborative learning environments that promote students' motivation and critical thinking. Current projects focus on understanding the role of identity in shaping students' experiences in U.S. educational contexts (e.g., immigrant students, international students). Methodological skills include using both quantitative and qualitative data sources within quasi-experimental and correlational survey designs.

RESEARCH SKILLS

- SPSS
- SAS
- Mplus
- NVivo
- Quasi-experiments
- Field research
- Mixed methods
- Data analyses
- Data visualization
- Qualtrics survey design
- Interviews
- Creative pitching
- Written communication
- Team management
- Budget planning
- Community partnerships

EDUCATION

- | | |
|------|---|
| 2018 | Ph.D., Educational Studies, Ohio State University |
| 2011 | M.A., Applied Psychology, University of Delhi |
| 2009 | B.A., Psychology, University of Calcutta |

PROFESSIONAL APPOINTMENTS

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|--------------|---|
| 2021-present | Clinical Assistant Professor in Educational Psychology, Department of Educational, School, and Counseling Psychology, University of Kentucky |
| 2018-2021 | Teaching Postdoctoral Scholar in Educational Psychology, Department of Educational, School, and Counseling Psychology, University of Kentucky |

PUBLICATIONS

Peer-reviewed publications:

- Paul, N., Han, J., & Usher, E. L.** (2023). "Doing College" amidst COVID-19: A comparative study exploring differences in the psychological experiences of international and domestic students in the U.S. *Journal of International Students, 13*(4). <https://doi.org/10.32674/jis.v13i4.4923>
- Chen, J., Lin, T. J., Anderman, L., **Paul, N.**, & Ha, S. Y. (2021). The role of friendships in shy students' dialogue patterns during small group discussions. *Contemporary Educational Psychology, 67*, 102021. <https://doi.org/10.1016/j.cedpsych.2021.102021>
- Paul, N., Lin, T. J., Ha, S. Y., Chen, J., & Newell, G.** (2021). The role of achievement goal orientations in the relationships between high school students' anxiety, self-efficacy, and perceived use of

revision strategies in argumentative writing. *Journal of Writing Research*, 12(3), 657-684.
<https://doi.org/10.17239/jowr-2021.12.03.05>

Anderman, E., Espelage, D., Reddy, L., McMahon, S. D., Martinez, A., Reynolds, C., Lane, K. L., & **Paul, N.** (2018). Teachers' reaction to experiences of violence: An attributional analysis. *Social Psychology of Education*, 21, 621-653. <https://doi.org/10.1007/s11218-018-9438-x>

Paul, N., & Glassman, M. (2017). Relationship between internet self-efficacy and internet anxiety: A nuanced approach to understanding the connection. *Australasian Journal of Educational Technology*, 33(4). <https://doi.org/10.14742/ajet.2791>

Baker, A. R., Lin, T. J., Chen, J., **Paul, N.**, Anderson, R. C., & Nguyen-Jahiel, K. (2017). Effects of teacher framing on student engagement during collaborative reasoning discussions. *Contemporary Educational Psychology*, 51, 253-266.
<https://doi.org/10.1016/j.cedpsych.2017.08.007>

Lin, T. J., Justice, L. M., **Paul, N.**, & Mashburn, A. J. (2016). Peer interaction in rural preschool classrooms: Contributions of children's learning-related behaviors, language and literacy skills, and problem behaviors. *Early Childhood Research Quarterly*, 37, 106-117.
<https://doi.org/10.1016/j.ecresq.2016.04.001>

Manuscripts under review:

Chen, J., Lin, T. J., Wilkinson, I., Ha, S. Y., & **Paul, N.** (under review). Cognitive and social dialogue patterns during collaborative small group discussions. *Learning and Instruction*.

Manuscripts in preparation:

Paul, N., Lin, T. J., & Glassman, M. Need-supportive blended instruction in social studies classrooms to foster students' ability to consider multiple perspectives. *Target journal: Social Studies Research and Practice*.

Other publications:

Paul, N. (2021, May 4). Here's why students don't revise what they write – and why they should. *The Conversation*. <https://theconversation.com/heres-why-students-dont-revise-what-they-write-and-why-they-should-157563>

GRANTS, FELLOWSHIPS, & AWARDS

2021-2022	Wethington Award for success in obtaining competitive extramural funding (\$900), University of Kentucky
2021-2023	Co-investigator, grant proposal funded by U.S. Department of Education, titled 'Project expertise for classroom equity through literacy', Co-PIs: Susan Cantrell & Kristen Perry (\$2,829,373)
2021-2022	Principal investigator, grant proposal funded by Division C (Learning and Instruction), American Educational Research Association, titled 'Experiences of immigrant students amidst COVID-19: A mixed-method investigation', External collaborator: Marissa Green-Francescon (\$4000)

- 2021-2024 External consultant, grant proposal funded by the Institute of Education Sciences, titled ‘Developing seamless blended learning through collaborative in-class and online dialogue about critical civic issues to improve elementary students' interpersonal competencies and academic achievement’, Co-PIs: Tzu-Jung Lin, Michael Glassman, & Eric Anderman (\$1,399,999)
- 2019 William E. Loadman Dissertation Award, College of Education and Human Ecology, Ohio State University
- 2017 Principal investigator, seed grant proposal funded by American Educational Research Association, titled ‘Developing elementary students’ motivation for online discussions and argument-counterargument integration skills in blended classrooms’ (\$2000)
- College of Education and Human Ecology Dissertation Research Fellowship, Ohio State University (\$16,200 annual stipend)
- Principal investigator, internal research grant funded by Department of Educational Studies, Ohio State University, titled ‘Developing elementary students’ motivation for online discussions and argument-counterargument integration skills in blended classrooms’ (\$500)

CONFERENCE PRESENTATIONS

- Lu, M. S., Tilak, S., Kim, S., **Paul, N.**, Sheng, Y., Kuznetcova, I., Ching, K., Hong, M., Anderman, E. M., Glassman, M., & Lin, T. J. (2022, April 22-25). *A mixed methods approach: Fostering elementary students’ collective efficacy in a digital civic learning curriculum* [Poster presentation]. American Educational Research Association Annual Meeting, San Diego, CA, United States.
- Paul, N.**, Porter, J., & Aliu, R. (2020, August 6-9). *Do online discussions help elementary students consider multiple perspectives?* [Poster presentation]. American Psychological Association Annual Convention, Washington DC, United States. <https://convention.apa.org>
- Paul, N.**, Lin, T. J., & Glassman, M. (2018, October 9-12). *Developing elementary students’ motivation for online discussions and argumentation skills in blended classrooms* [Paper presentation]. European Association of Learning and Instruction Conference, Jerusalem, Israel.
- Lin, T. J., Chen, J., Ha, S. Y., Kuznetcova, I., **Paul, N.**, Won, S., & Anderman, E. M. (2017, April 27-May 1). *The influence of collaborative small group discussion on social self-efficacy and class relationships* [Paper presentation]. American Educational Research Association Annual Meeting, San Antonio, TX, United States.
- Paul, N.**, & Lin, T. J. (2016, August 4-7). *Designing online discussions for enhancing satisfaction of students’ psychological needs* [Paper presentation]. American Psychological Association Annual Convention, Denver, CO, United States.
- Chen, J., Lin, T. J., Scott, A., Zhan, X., Ha, S. Y., **Paul, N.**, Won, S., Kuznetcova, I., & Anderman, E. (2016, August 4-7). *The influence of ability grouping on early adolescents’ social interaction*

with peers [Paper presentation]. American Psychological Association Annual Convention, Denver, CO, United States.

Paul, N., Lin, T. J., Ha, S. Y., Chen, J., & Newell, G. (2016, April 8-12). *Relationships between writing anxiety, self-efficacy, and self-regulation in argumentative writing: A goal theory perspective* [Paper presentation]. American Educational Research Association Annual Meeting, Washington DC, United States.

INVITED TALKS & WORKSHOPS

Paul, N. (2022, November). *Culturally responsive instructional practices to support multilingual learners and their families*. Professional development workshop for elementary and middle school teachers in Fayette, Scott, and Shelby Counties, Kentucky.

Paul, N. (2021, February). *Effective teaching practices in blended learning environments*. Monthly meeting of the Office of Clinical Practices and School Partnerships, University of Kentucky, Lexington, Kentucky.

Paul, N. (2019, March). *Research in educational psychology*. Annual meeting of Kentucky Psychological Association, Asbury University, Wilmore, Kentucky.

Paul, N. (2016, November). *Designing effective online discussions*. Professional development workshop for elementary school teachers at Olentangy Local School District, Delaware County, Ohio.

TEACHING

Graduate Level, Instructor of Record, University of Kentucky

EDP 656: Research Methods in Education, Spring 2019, Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021, Spring 2022, Fall 2022, Spring 2023

EDP 603: Human Cognitive Development, Fall 2018, Fall 2019, Fall 2020, Fall 2021, Fall 2022

EDP 600: Life-Span Human Development, Fall 2018, Spring 2019, Spring 2020, Spring 2021, Spring 2023

EDP 614: Motivation & Learning, Spring 2022, Spring 2023

Undergraduate Level, Instructor of Record, Ohio State University

ESEPSY 2309: Psychological Perspectives on Education, Fall 2014, Spring 2015, Fall 2015, Spring 2016)

SERVICE

Ad-hoc peer reviewer

American Psychological Association's *Handbook of Educational Psychology* (4th ed.), *Journal of Research in Science Teaching*, *British Journal of Educational Psychology*, *Contemporary Educational Psychology*, *Journal of Experimental Education*, *Journal of Writing Research*, *Instructional Science*, *Learning and Instruction*

Conference proposal reviewer

Division C (Learning and Instruction), American Educational Research Association, 2014-present

Division 15 (Educational Psychology), American Psychological Association, 2014-present

Event organization

Facilitator, Social Justice Scholarship Series discussion focused on ‘Immigration in the United States’ for departmental colleagues, students, and staff, Department of Educational, School, and Counseling Psychology, University of Kentucky, Spring 2023

Organizer and coordinator, virtual panel discussion titled ‘Multiple Career Pathways in Educational Psychology’ for early career researchers, Motivation Special Interest Group (SIG), American Educational Research Association, Fall 2021

Chat moderator, virtual panel discussion titled ‘Division 15 (Educational Psychology) and Race’, American Psychological Association Annual Convention, Summer 2020

Committee Memberships

College

Member, Internationalization Task Force, College of Education, University of Kentucky, 2021-present

Department

Member, Presidential Fellowship Nomination Committee, Department of Educational, School, and Counseling Psychology, University of Kentucky, 2022

National

Member, Early Career Researchers Leadership Team, Motivation Special Interest Group, American Educational Research Association, 2018-2021

Mentoring

Dissertation committee member, **Anastacia Cole, PhD student in Educational Psychology** in the Department of Educational, School, and Counseling Psychology, College of Education, University of Kentucky 2022-present

Dissertation committee member, **Lizeth Tomas, PhD student in School Psychology** in the Department of Educational, School, and Counseling Psychology, College of Education, University of Kentucky 2022-present

Dissertation committee member, **Ashna Sangar, PhD student in Counseling Psychology** in the Department of Educational, School, and Counseling Psychology, College of Education, University of Kentucky 2022-present

Dissertation committee member, **Nouf Almazyan, PhD student in Higher Education** in the Department of Educational Policy Studies and Evaluation, College of Education, University of Kentucky 2022-present

Dissertation committee member, **Marcus Epps, PhD student in Educational Psychology** in the Department of Educational, School, and Counseling Psychology, College of Education, University of Kentucky 2022-present

Dissertation committee member, **Alexis Bird, PhD student in School Psychology** in the Department of Educational, School, and Counseling Psychology, College of Education, University of Kentucky, 2022-present

Dissertation committee member, **Bonnie Lewis, PhD student in Secondary Education** in the Department of Curriculum and Instruction, College of Education, University of Kentucky, 2022-present

Thesis committee member, **Sara Kuhl, MS student in Educational Psychology** in the Department of Educational, School, and Counseling Psychology, College of Education, University of Kentucky 2022-present

PROFESSIONAL AFFILIATIONS

American Educational Research Association, 2013-present

American Psychological Association, 2013-present

Society for Research in Child Development, 2022-present