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   2019-present
Faculty Co-Director, Education, Institute for Planetary Health   2024-present
Vice Dean   2019-2022
Affiliations: Earth & Planetary Sciences

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   Storrs, CT
Postdoctoral Fellow: Teachers for a New Era Project   2005-06

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

PUBLICATIONS AND PRESENTATIONS

* Current/former graduate student; † Senior author

Published Articles:

Gehlbach, H., Robinson, C. D.*, & Fletcher, A. (2024). The illusion of information adequacy. *PLOS One*, *19*(10), e0310216. https://doi.org/10.1371/journal.pone.0310216 (Media coverage: BBC; NBC News; U.S. News; Others listed here)

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*, *Behavioral Scientist; Huffington Post*; NPR; *New York Times*)

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. (2024). 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., & Li, L. (2024, June 5). [Good student-teacher relationships spiked during COVID. How to get them back]. *The 74*.

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, 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:

Li, L.*, Nehring, L.*, Zhang, Q.*, Shepard, L.*, Mu, N.*, Jayabharathi, A.*, Cornwall, K. J.*, & Gehlbach, H. (2024, August). *Teaching climate change issues through finding common ground* American Psychological Association, Seattle.

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

Hannum, E. (PI); Behrman, J., Steenhoff, A., Wolf, S. (co-PIs); Adams, J., Gehlbach, H.,
Hao, X., Wang, F. (consultants). *Planning: Center Consortium on Global Climate Risks
and Resilient Childhoods*. Funded by: National Science Foundation CRISES (#2437386).
$99,970. (2024 – 2025).

Gehlbach, H. (PI). *A new perspective on professional learning for math teachers*. Funded by The
Research Partnership for Professional Learning. $250,000. (2024-2026).

Gehlbach, H. (PI). *Preparing Future Educators to Teach Environmental Justice and
Sustainable Development*. Funded by Johns Hopkins University Campus-as-a-Living-
Lab. $12,000. (2024-2025).

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. (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).

SELECTED INVITED TALKS/LECTURES

Aspen Institute—Fall 2024
  Overcoming our motivation to misunderstand others: A process for reading people accurately

Vanderbilt University—Fall 2024
  Managing our motivation to misunderstand others: Principles and practical strategies

University of Pennsylvania—Spring 2024
  IES Predoctoral Speaker Series
  Everyday mindreading: The secret sauce to improving our social connections

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

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 SERVICE

Advisory Boards/Committees:
Research Partnership for Professional Learning, Annenberg Institute, Brown University (2021 – present)
7 Mindsets (2022 – 2023)
Transforming Education (2017-2023)

EdArXiv, Preprint Service:
Steering Committee Chair (2024- present)

Behavioral Scientist:
Founding Columnist

National Science Foundation:
Review Panel—EDU Core Research (2024)

Palmer O. Johnson Memorial Award (AERA)
Committee Member (2021)

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)
Expert Witness: Delawareans for Educational Opportunity and NAACP
vs. the State of Delaware—implementation of a more equitable school funding formula

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)

University
    JHU Doctor of Philosophy Board (2022 – present)
    JHU Sustainability Leadership Council's K-12 Education, co-chair (2023-2024)
    JHU Vice Deans of Education (2019 – 2022)
    JHU SOE National Advisory Council, ex officio (2019 – 2022)
    UC Office of Pres. Communications Committee on Carbon Neutrality Initiative (2016-17)

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 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 Education for Students Placed at Risk; 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; PNAS-Nexus; Psychological Bulletin; Psychological Science; Scandinavian Journal of Educational Research; Social Science Research; The Internet and Higher Education; Theory and Research in Social Education

TEACHING

Higher Education
JOHNS HOPKINS UNIVERSITY
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
CNCSP 214: Social Bases of Behavior for Applied Psychology   M.A. & Ph.D. students
CNCSP 215: Cognitive and Affective Bases of Behavior   M.A. & Ph.D. students
ED126: Social Connectedness, Motivation, & Self-Regulation in Educ.   Undergraduates
ED 209I: Cognitive Perspectives on Achievement Motivation   M.A. & Ph.D. students
ED 218/ESM 269: Survey/Questionnaire Design   M.A. & Ph.D. students

HARVARD UNIVERSITY
EDUC S010B: Questionnaire Design Module   M.A. & Ed.D. students
EDUC S015: Questionnaire Design   M.A. & Ed.D. students
EDUC S460: Integrating Perspectives on Education   Ed.D. students
EDUC T213: Social Studies Methods   Pre-service teachers
EDUC T405: Social Dimensions of Teaching & Learning   M.A. & Ed.D. students

STANFORD UNIVERSITY
EDUC 401A: Mini Courses in Methodology-SPSS   M.A. and Ph.D. students
EDUC 211: Seminar in Social Sciences in Education   M.A. students
EDUC 191X: Survey Design   M.A. and Ph.D. students

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

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).