Lauren Cabrera

lncab@umich.edu

EDUCATION

Ph.D., Education **2022**

Virginia Commonwealth University, Richmond, VA, School of Education
Dissertation: *Self- and Socially-Regulated Learning in Middle School Science Classrooms: A Mixed Method, Multiple Case Study*
Committee: Drs. Christine Bae (Chair), Jeff Greene, Alison Koenka, Jesse Senechal

M.A.T., Secondary Science: Biology **2012**

University of Virginia, Charlottesville, VA, Curry School of Education
Advisor: Dr. Susan Mintz

B.A., Biology **2011**

University of Virginia, Charlottesville, VA, College of Arts and Sciences
Towson University, Towson, MD, College of Science and Mathematics **2007-2009**

ACADEMIC POSITIONS

Assistant Professor of Educational Psychology **2025-Present**

University of Michigan- Dearborn

Postdoctoral Research Associate **2025**

NSF DRK12: Investigating how Combining Intensive Professional Development and Modest Support Effects Rural, Elementary Teachers? Science and Engineering Practice
Advisors: Dr. Rebekah Hammack
Purdue University

Postdoctoral Research Associate **2022-2024**

NSF DRK12: Motivation - Planning Lessons to Activate eNgagement in Science (M-PLANS)
Advisors: Drs. Lisa Linnenbrink-Garcia and Jennifer Schmidt
Michigan State University

GRANTS, FELLOWSHIPS, AND AWARDS

Graduate Assistantship, U.S. DOE (2019 – 2022)
AERA Division C Graduate Student Seminar 2022 ($275)
Golden Apple Teaching Award, April 2014 ($1,000)
Leonore Annenberg Teaching Fellow, May 2011 ($30,000)

LICENSES

Postgraduate Professional Virginia Teaching License **2012-2032**

Biology
Middle School Math
Middle School Science

PUBLICATIONS

Peer-Reviewed Manuscripts:

Cabrera, L., Bae, C. L., & DeBusk-Lane, M. (2023). A mixed-methods study of students' science learning profiles in middle school: Accounting for cognitive and motivational characteristics. *Learning and Individual Differences,* 103, 1-13. https://doi.org/10.1016/j.lindif.2023.102281 **IF: 3.1**

Bae, C. L., Mills, D., Sealy, M., & **Cabrera, L.** (2022). Hybrid spaces in urban classrooms that support students' engagement in science discourse. *Contemporary Educational Psychology,* 71, 1-15. https://doi.org/10.1016/j.cedpsych.2022.102108 **IF: 10.3**

Bae, C. L., Mills, D. C., Zhang, F., Sealy, M., **Cabrera, L**., & Sea, M. (2021). A Systematic Review of Science Discourse in K–12 Urban Classrooms in the United States: Accounting for Individual, Collective, and Contextual Factors. *Review of Educational Research*, 91(6), 831–877. https://doi.org/10.3102/00346543211042415 **IF: 11.2**

Non-Peer Reviewed Articles:

Cabrera, L. (2022). Letting Practice Inform Research. In S. Zumbrunn. *APA Division 15 Newsletter for Educational Psychologists.*

Under Review:

Bae, C., Matewos, A., **Cabrera, L.**, Sealy, M., & Gladstone, J. (under review). Coding discourse in science classrooms: Re-imagining productive disciplinary engagement in hybrid spaces. *Journal of Learning Sciences,* **IF: 3.8**

Cabrera, L., Taylor, M., Bae, C. L. (under review). Self- and Socially-Regulated Learning in Middle School Science Classrooms. *Metacognition and Learning,* **IF: 3.3**

Gladstone J., Bae, C., **Cabrera, L.**, Sealy, M., Hayes, K. (under review). Opportunities to Participate in Science and Student Engagement: A Mixed Methods Approach to Examining Person and Context Factors. *Journal of Educational Psychology,* **IF: 6.7**

Bailey, J., Buxner, S., **Cabrera, L.**, Matewos, A. (under review). Integrating Scientific Topics of Social Relevance into Middle and High School Classrooms: Benefits, Strategies, and Challenges. *Teaching and Teacher Education,* **IF: 4.0**

Manuscripts in Preparation:

Cabrera, L., Schmidt, J.A., Mouzair, S., Harris-Thomas., B., Conklin, K., Van Luven, W., Kim, E., Marchand, G.C., Harris, C.J., & Linnenbrink-Garcia, L. (in preparation). Describing teachers' instructional supports for middle school students' motivation in science: A qualitative approach. *American Educational Research Journal,* **IF: 5.7**

Cabrera, L., & Bae, C. L. (revisions, in preparation). Classroom questioning and students' self-regulation: A systematic review.

Linnenbrink-Garcia, L., Kim, E., **Cabrera, L.**, McKinney, D., Schmidt, J.A., Harris, C.J., & Marchand, G. (in preparation). Student perceptions of teacher motivational support: A latent profile analysis.

Cabrera, L., Mouzaoir, S., Schmidt, J.A., Shin, S., Conklin, K., Kim, E., Van Luven, W., Marchand, G., Harris, C.J., & Linnenbrink-Garcia, L. (in preparation). Unpacking students' perceptions of relevance-supportive instruction in middle school science classrooms: A mixed methods study.

PRESENTATIONS

Kim, E., Linnenbrink-Garcia, L., **Cabrera, L**., McKinney, D., Schmidt, J.A., Harris, C.J., & Marchand, G. (2024, April 11-14). Student perceptions of teacher motivational support: Latent profile analysis. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA, United States.

Cabrera, L., Schmidt, J.A., Mouzair, S., Harris-Thomas., B., Conklin, K., Van Luven, W., Kim, E., Marchand, G.C., Harris, C.J., & Linnenbrink-Garcia, L. (2024, April 11-14). Describing teachers' instructional supports for students' motivation: A qualitative approach. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA, United States.

Cabrera, L., Mouzaoir, S., Schmidt, J.A., Shin, S., Conklin, K., Kim, E., Van Luven, W., Marchand, G., Harris, C.J., & Linnenbrink-Garcia, L. (2024, April 11-14). Unpacking students' perceptions of relevance-supportive instruction in middle school science

classrooms: A mixed methods study. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA, United States.

Cabrera, L., Taylor, M., Bae, C. L. (2023, August 4-7). *Understanding teachers as co-regulators within student regulation in science classrooms* [Poster session]. 2023 Convention of the American Psychological Association, Washington D.C., United States.

Cabrera, L., Taylor, M., Bae, C.L. (2023, April 13-16). *Describing Self-Regulated Learning and Social Regulation of Learning in Science Classrooms* [Paper Session]. American Educational Research Association, Chicago, IL, United States.

Cabrera, L., Taylor, M., Bae, C.L. (2023, April 13-16). *Examining Teachers' Influence on Student Self-Regulated Learning and Social Regulation of Learning in Science Classrooms* [Paper Session]. American Educational Research Association, Chicago, IL, United States.

McKinney, D., **Cabrera, L.**, Conklin, K. M., Linnenbrink-Garcia, L., Marchand, G. C., & Schmidt, J. A. (2023, April 13-16). Contextualized Relations Among Perceived Provision of Choice and Cognitive Engagement in Middle School Science Classes [Symposium]. AERA 2023: Chicago, IL, United States.

Sealy, M. A.; Gladstone, J.; **Cabrera, L**; Hankour K.; Braxton, J.; Bae C. L. (2023, April 13-16). Talk in hybrid spaces: Expanding opportunities for student engagement in science discourse, In Ruzek, E. (Chair), New approaches to the study of engaging and motivating classroom instruction. [Symposium]. 2023 American Educational Research Association Convention, Chicago, IL, United States.

Sealy, M., **Cabrera, L.**, Bae, C.L., Gladstone, J., Walls, K. H., Sun, H., & Hayes, K. (2022, August 4-7). Science learning opportunities and student engagement: A mixed methods study [Poster session]. 2022 Convention of the American Psychological Association, Minneapolis, IN, United States.

Cabrera, L., & Bae, C.L. (2022, April 21-26). *What is the nature of classroom questions in middle school science classrooms?* [Paper Session]. American Educational Research Association, San Diego, CA.

Matewos, A., Bae, C. L., **Cabrera, L.**, Sealy, M., & Gladstone, J. R. (2022, April 21-26). *Re-imagining classroom discourse in hybrid spaces: Development of a scheme and codebook* [Paper Session]. American Educational Research Association Annual Meeting, San Diego, CA.

Gladstone, J.R., **Cabrera, L.**, Sealy, M., Bae, C., & Hayes, K. (2022, April 21-23). Different opportunities to participate in science and their relationship to elementary student engagement. In A. Haber and S. Kumar (Chairs), Exploring children's early engagement and motivation in science: Implications for cognitive development [Symposium]. Bi-Ennial Cognitive Development Society Meeting, Madison, WI, United States.

Cabrera, L., Matewos, A., Zohery, V., & Lombardi, D. (2022). *Student assertions in science discourse spaces.* [Interactive Poster Session]. National Association for the Research in Science Teaching Annual Meeting, Vancouver, BC.

Cabrera, L., & Bae, C. L. (2021). *How the Nature of Questions Relate to Engagement and Self-Regulation in Science Discourse: A Motivation in Context Approach.* Symposium at 2021 American Psychological Association, Virtual.

Cabrera, L., & Bae, C. L. (2021). *A Systematic Review of the Relationship between Questions and Student Self-Regulation in the Science Classroom.* Poster Session at 2021 American Psychological Association, Virtual.

Bae, C. L., Matewos, A. **Cabrera, L.**, Sealy, M., & Gladstone, J. (2021). *Centering students as actors in the classroom: Understanding student agency across educational psychology, teaching and learning, and urban education fields.* Interactive session at 2021 Scholarly Consortium for Innovative Psychology of Education, Virtual.

Cabrera, L., & Bae, C. L. (2021). *Who holds the power in the classroom? An exploratory investigation of agency via questioning.* Poster presentation at 2021 Scholarly Consortium for Innovative Psychology of Education, Virtual.

Bae, C. L., Sealy, M., **Cabrera, L**. & Mills, D. C. (2021). *Situational and Relational Engagement in Urban Science Classrooms: A Mixed-Methods Study* [Paper Presentation]. American Educational Research Association, 2021.

Cabrera, L., & Bae, C.L. (2020). *A Mixed Methods Study of the Relationship between Teacher Profiles, Student Profiles, and Student Learning in Science: Accounting for Cognitive and Motivational Factors.* Poster Session at American Psychological Association, Division 15, Washington, D.C.

Cabrera, L., & Ross, E. (2020). *A Proposed Model for a Developmental Approach to Student Perception of Challenge and Fairness in Science Assessments.* Poster session at the 2020 Joint Research Symposium, Williamsburg, VA.

Cabrera, L., & Bae, C.L. (2020). *A Mixed Methods Study of the Relationship between Teacher Profiles and Student Learning in Science: Accounting for Cognitive and Motivational Factors.* Poster Session at 2020 Research Colloquium, Richmond, VA.

PROFESSIONAL EXPERIENCE

Graduate Research Assistant **2019-2022**
Virginia Commonwealth University

U.S. DOE Supporting Effective Educator Preparation (SEED)

NSF CAREER: Building on Students' Fund of Knowledge (FoK) to Support Scientific Discourse

Students' Perceptions of Science Assessment (SPSA)

Graduate Research Assistant **Summer 2021**
University of Maryland- College Park

Science Learning Research Group (SLRG)

STEM Director and Science Teacher **2016-2022**
Charlottesville Catholic School Charlottesville, VA

Science Teacher **2012-2016**
Walton Middle School Charlottesville, VA

HIGHER EDUCATION TEACHING EXPERIENCE

Instructor
Michigan State University
CEP 903: Cognition throughout the Lifespan **2023**

Teaching Assistant
Virginia Commonwealth University
EDUS 617: Advanced Educational Psychology for Secondary Teachers **2019-2020**
EDUS 304: Introduction to Educational Psychology for Future Teachers **2021**
EDUS 712: Mixed Methods Research Design **2021**

Guest Lecturer
Virginia Commonwealth University
EDUS 617: Advanced Educational Psychology for Secondary Teachers **2021**

EDUS 712: Mixed Methods Research Design **2022**
EDUS 720: Seminar in Cognition and School Learning **2022**

MENTORING EXPERIENCE

As the post-doctoral researcher in the lab, I provided additional mentoring to graduate and undergraduate students, including professional development, guidance on research methods and statistical analysis, consulting on projects, and feedback on writing.

Graduate Students:

Gerardo Perz Melgar	2024-2025
Billy Van Luven	2023-2025
Eun Ha Kim	2022-2025
Stephanie Shin	2022-2025
Katherine Conklin	2022-2025
Brooke Harris-Thomas	2022-2023
Samuela Mouzaoir	2022-2023
Alexandra Lee	2022

Undergraduate Students:

Nayana Turner	2023

GRANT WRITING EXPERIENCE

Institute of Educational Sciences (IES)
Title: Development of Comprehensive, Scaleable Teacher Professional Learning Program to Support Student Motivation and Engagement During NGSS-Aligned Instruction

- Created supporting documents and assisted in data collection plans

National Science Foundation (NSF) DRK12 Late Stage Design and Development
Title: Scaffolding Science Teacher Professional Learning to Support Student Motivation During NGSS-Aligned Instruction

- Created supporting documents
- Conducted data analysis to support the narrative

Institute of Educational Sciences (IES)
Title: Hybrid^2: Creating equitable spaces for science discourse in blended learning environments

- Created supporting documents and assisted in data collection plans

U.S. DOE Supporting Effective Educator Preparation (SEED)
Title: VCU School Leaders Residency Proposal

- Assisted proposal by finding and outlining supporting literature

U.S. DOE Supporting Effective Educator Preparation (SEED)
Title: Richmond Teacher Residency Research and Evaluation Project Extension

- Supported in developing research design for expansion
- Organized presentation of data collected and findings from preliminary analyses

PROFESSIONAL AFFILIATIONS

American Psychological Association (APA)
Division 15 (Educational Psychology)
American Educational Research Association (AERA)
Division C (Learning and Instruction), Section D (Science)
Motivation SIG, Science Teaching and Learning SIG, Studying and Self-Regulated Learning SIG
National Association for Research in Science Teaching (NARST)
National Science Teachers Association (NSTA)

PROFESSIONAL SERVICE

National Service

Ad Hoc Reviews
International Journal of Educational Technology and Applied Linguistics, International Journal of Science Education, Contemporary Educational Psychology, Journal of Educational Psychology, Educational Psychology, Social Science and Humanities Open

AERA
Studying and Self-Regulated Learning SIG Senior Secretary
Reviewer
Division C: 1D: Science; 2A: Cognition and Learning Processes; 2B: Social Contexts and Learning Processes
Motivation SIG
Science Teaching and Learning SIG
Studying and Self-Regulation SIG
Discussant
Science Teaching and Learning SIG
Chair
Motivation SIG
Invited Speaker
Division C- *New directions: The dissertation and beyond* (2023)
Motivation SIG- *Motivation Mondays: Networking and Navigating*

Conferences (2023)

APA

Reviewer

Division 15

University or School Service

VCU Association of Aspiring Leaders in Education, *Member*

MI State Motivate Lab, *Post Doctoral Researcher and Mentor*

Advanced Analysis Skills

Proficient in SPSS, ATLAS.ti, Dedoose, STATA, MaxQDA

Experience in MPLUS and R