

Curriculum Vitae

Peter M. McPartlan

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Department of Psychology, San Diego State University

EDUCATION

- Ph.D.** Education: Learning, Teaching, Cognition, and Development **June, 2019**
Advisor: Dr. Jacquelynne Eccles
School of Education, University of California, Irvine
- B.A.** Psychology, Global Studies minor **June, 2013**
University of California, Los Angeles

RESEARCH FOCUS

The social impacts of motivational interventions (e.g., sense of belonging, growth mindset, utility value) on college students' academic success

The impact of technology on college classroom social dynamics and academic motivation

Use of click data in online learning environments to model dynamic motivational processes

ACADEMIC APPOINTMENTS

- 2020-present** Adjunct Statistics Instructor, Irvine Valley College, Psychology Department
- 2020-present** Statistical Consultant, MIT Playful Journey Lab
- 2019-present** Postdoctoral Research Fellow, San Diego State University Research Foundation, Psychology Department. PI: Dustin Thoman.

AWARDED RESEARCH FUNDING

- 2020-2021** National Science Foundation, RAPID, Social network consequences for underrepresented STEM students as a university transitions to remote activities, co-PI as of Dec. 2020, (PI: David Schaefer, \$199,997, Grant No. 2028029)

PUBLICATIONS

- McPartlan, P.**, Rutherford, T., Rodriguez, F., Shaffer, J., & Holton., A. (forthcoming). Modality motivation: Selection effects and motivational differences in students who choose to take courses online. *Internet and Higher Education*.

- Smith, J. L., **McPartlan, P.**, Poe, J., Villareal, F. H., & Thoman, D. B. (forthcoming) Diversity fatigue: A survey for measuring feelings of weariness towards diversity enhancing efforts in academia. *Cultural Diversity and Ethnic Minority Psychology*.
- McPartlan, P.**, Solanki, S., Xu, D., & Sato, B (2020). Testing basic assumptions reveals when (not) to expect mindset and belonging interventions to succeed. *AERA Open*, 6(4), 1-16.
<https://doi.org/10.1177/2332858420966994>
- Lee., H. R., **McPartlan, P.**, Umarji, O., Li, Q., & Eccles, J. (2020). Just a methodological cautionary note: The jingle jangle of self-related beliefs in motivational measures. *Journal of Educational and Psychological Research*, 2(2), 1-24.
- McPartlan, P.**, Umarji, O., & Eccles, J. (2020). Selective importance in self-enhancement: Patterns of feedback adolescents use to improve math self-concept. *Journal of Early Adolescence*. Advance online publication. <https://doi.org/10.1177/0272431620912487>
- Wilton, M., Gonzalez-Niño, E., **McPartlan, P.**, Turner, Z., Christoffersen, R., & Rothman, J. (2019). Improving academic performance, belonging, and retention through increasing structure of an introductory biology course. *CBE – Life Sciences Education*, 18(ar53), 1-13. doi: 10.1187/cbe.18-08-0155
- Solanki, S., **McPartlan, P.**, Xu, D., & Sato, B. K. (2019). Success with EASE: Who benefits from a STEM learning community? *PloS one*, 14(3), e0213827.
- Umarji, O., **McPartlan, P.**, & Eccles, J. (2018). Patterns of math and English self-concepts as motivation for college major selection. *Contemporary Educational Psychology*, 53, 146-158.
- Xu, D., Solanki, S., **McPartlan, P.**, & Sato, B. (2018). EASEing Students Into College: The Impact of Multidimensional Support for Underprepared Students. *Educational Researcher*, 47(7), 435–450 doi: 10.3102/0013189X18778559.

Manuscripts Under Review

- McPartlan, P.**, Rutherford, T., & Holton, A. Belonging across contexts: Implications for theory and measurement of a popular motivational construct. Submitted to *Contemporary Educational Psychology*, December, 2020.
- McPartlan, P.**, Thoman, D., Poe, J., & Smith, J. L., Faculty gatekeepers: Understanding expectancy, value, and cost concerns to implement a diversity-enhancing intervention. Submitted to *BioScience*, December, 2020.
- Orona, G. A., Li, Q., **McPartlan, P.**, Bartek, C., & Xu, D. Predicting practice: Relating community college instructor characteristics and perceptions to online instructional behavior. Submitted to *Internet and Higher Education*, September, 2020.
- Park, L., **McPartlan, P.**, Solanki, S., & Xu, D. When expectations meet reality: Predictors and consequences of overestimation among first-year college STEM students. Submitted to *American Educational Research Journal*, September, 2020.
- Yau, J., **McPartlan, P.**, Reich, S. (2020). Profiles of texting use during early adolescence. Submitted to *Frontiers in Human Dynamics – Children and Health*, August, 2020.

Umarji, O., **McPartlan, P.**, Li, Q., & Eccles, J. The motivational system of task values and anticipated emotions in daily academic behavior. Submitted to *Motivation and Emotion*, August, 2020.

Fischer, C., **McPartlan, P.**, Orona, G., Yu, R., Xu, D., & Warschauer, M. (2020). Salient syllabi: Examining design characteristics of online courses in higher education. Submitted to *Learning and Instruction*, May, 2020.

Select Manuscripts in Preparation

McPartlan, P., Nguyen, H., Montoya, J., Rutherford, T., & Holton, A. Barriers to belonging in online courses.

McPartlan, P., Dicke, A. L., Safavian, N., Rodriguez, F., Li, Q., Rutherford, T., Eccles, J., & Holton, A. The utility of click data: Behavioral mediators of motivational interventions

McPartlan, P., Umarji, O., Li, Q., & Rutherford, T. How students with performance goals compare themselves when class is online.

McPartlan, P., Lee, H. R., & Robinson, K. Individual differences in college Biology student's use of feedback to develop self-concept: A latent profile approach

McPartlan, P., Li, Q., Rutherford, T., Yu, R., & Xu, D. Challenges of improving peer interactions in online courses: The cost of social presence

TEACHING EXPERIENCE

Instructor of Record, Statistics for the Behavioral Sciences (online) **2020**
Irvine Valley College

Utilized cutting edge digital tools to teach students statistics with an emphasis on conceptual understanding building own visualizations in R.

Instructor of Record, Statistics for Education **2018**
University of California, Irvine

Designed new syllabus for undergraduate students on introductory statistical methods. Due to students' low perceptions of interest and utility of math, changed traditional curriculum to emphasize the relevance and consumption of statistics in educational settings using project-based learning.

Teaching Assistant, Structural Equation Modeling **2016-2017**
University of California, Irvine
Advisor: Dr. George Farkas

Designed syllabus and taught lab sessions among undergraduate students on the statistical method of structural equation modeling.

Teaching Assistant, Technology and Education (online) **2016**
University of California, Irvine

Advisor: Dr. Viet Vu

Online course about digital education techniques for online teaching and online collaboration.

Teaching Assistant, Multicultural Education in K-12 Schools **2015**

University of California, Irvine

Advisor: Dr. Cathery Yeh

Led discussions among undergraduate students on the role of race and culture in educational inequality, and different paradigms through which the issue can be addressed. Shared lecturing responsibilities with the instructor and graded assessments.

Student Teacher, Undergraduate Student Initiated Education **2012-2013**

University of California, Los Angeles

Advisor: Dr. Jim Stigler

Conceived the idea for a seminar called “The Psychology of Gamifying Education,” and taught the class to undergraduates at UCLA in spring quarter of 2013. Designed curriculum and syllabus, introducing students to “gamification,” developmental psychology concepts, and how the two are beginning to converge within the school environment. Utilized academic articles and TED talks to generate discussion questions for class. Facilitated students’ efforts to incorporate class sources into a final project.

INTER-INSTITUTIONAL COLLABORATIONS

University of California, Santa Barbara

University of California, Irvine

University of Michigan

PRESENTATIONS

McPartlan, P., Li, Q., & Rutherford, T. (2020, April). *Challenges of improving peer interactions in online courses: The costs of social presence*. Paper presented at American Educational Research Association annual meeting, virtual.

Poe, J., **McPartlan, P.**, Yap, M. J., Smith., J. L., Thoman, D., & Herrera, F. (2020, August). *Developing a diversity resistance to action model: A mixed-methods approach*. Poster presented at the American Psychological Association annual meeting, Washington, D.C.

McPartlan, P., Li, Q., Umarji, O., & Rutherford, T. (2019, May). *How students with performance goals compare themselves when class is online*. Paper to be presented to the Association for Psychological Science annual meeting, New York, NY.

McPartlan, P. (2018, August). *Belonging in the blind spot: Do some students suffer negative effects in learning community programs?* Poster presented at the American Psychological Association annual meeting, New York, NY.

- McPartlan, P., & Umarji, O., & Eccles, J.** (2018, April). *“Fitting” sense of belonging in an Expectancy-Value framework: Directionality and development among first-year college students*. Poster presented at the American Educational Research Association annual meeting, New York, NY.
- McPartlan, P., & Rutherford, T.** (2018, April). *Are our measures offline? Critiquing measures of motivation in online courses*. Poster presented at the American Educational Research Association annual meeting, New York, NY.
- McPartlan, P., Solanki, S., Xu, D., Sato, B., Hanselman, P., Duncan, G., & Eccles, J.** (2017, November). *Growth mindset interventions in college: Considerations of gender, measurement, and combining interventions*. Paper presented at the Association for Public Policy Analysis and Management annual meeting, Chicago, IL.
- McPartlan, P., Rutherford, T., Rodwriguez, F., & Schaffer, J.** (2017, August). *Modality motivation: Assessing motivational differences in online and face-to-face students*. Poster presented at the American Psychological Association annual meeting, Washington, D.C.
- McPartlan, P.** (2017, April). *What selective attention tells us about effective self-concept interventions*. Poster presented at the American Educational Research Association annual meeting, San Antonio, TX.
- McPartlan, P.** (2016, August). *“My momma loves me”: Selective attention when developing math self-concept*. Poster presented at the American Psychological Association annual meeting, Denver, CO.
- Umarji, O., **McPartlan, P., Rutherford, T., Dicke, A.L., & Eccles, J.** (2016, April). *How the fish pond feeds the STEM pool: Middle school class composition associates with self-concept and choice of STEM major*. Poster presented at the Society for Research on Adolescence biannual meeting, Baltimore, MA.
- McPartlan, P. & Banerjee, M.** (2015, August). *The links between perceived competition in math classrooms and academic identity in adolescents*. Poster presented at the American Psychological Association annual meeting, Toronto, Canada.
- Wu, M., Tjokrosurjo, J., Cortez, P., **McPartlan, P., Schenke, K., Tran, C.** (2015, July). *What lactose intolerance, peristalsis, and chicken nuggets have in common: Using card sorting to inform the content of a digital game*. Poster presented at Games and Learning Society annual meeting, Madison, WI.
- McPartlan, P.** (2015, April). *Increasing STEM major persistence through social interactive pedagogies*. In-Progress Research presented at the American Educational Research Association annual meeting, Chicago, IL.

INVITED TALKS

Digital Discovery Seminar Series, UC Irvine
 “Instructor Presence in Online College Classrooms”

May 2019

Talk presented to campus-wide group of online instructors, presenting my own research findings on issues of social presence in online classrooms and how to address them. This talk was one in a series of seminars I co-developed with UCI's DTEI.

California State Capitol, Sacramento, CA

March 2018

“Battle to Belong: Keeping Underrepresented Students in STEM”

As part of Graduate Research Advocacy Day for the UC system, I presented a 3-minute thesis talk in front of state legislators on my research targeting underrepresented students' struggles with belonging in STEM, and the success of our learning community program to improve their belonging and persistence.

Digital Media and Learning Annual Conference

October 2016

“Science Games: Lying for the sake of Learning”

I presented user experience research on an educational iPad game I co-developed to teach elementary school children about the digestive system. I discussed the lessons that we learned about introducing elements that engage students at the cost of reducing scientific accuracy of the educational material.

Boys and Girls Club, Orange County CA

August 2016

“Cultivating Academic Motivation in After School Programs”

Before beginning the school year, my research team was invited to present to staff and college counselors at our local Boys and Girls Club on the topic of student motivation. In the talk, we highlighted how elements of Expectancy-Value Theory could be applied to improving student motivation in after-school activities.

WORKSHOPS HOSTED

School of Education, University of California, Irvine

October 2019

“Constructing Measures”

This workshop provided an introduction to the theory of measurement, best practices in the identification and definition of constructs, and development of measures in human sciences, including hands-on activities to think more deeply about how we define different constructs.

Society for the Advancement of Biology Education Research (SABER)

January 2019

“Studying Psychology and Motivation in STEM Classrooms”

In this 90-minute session, I introduced over 50 Biology instructors from universities across the Western US to key steps in designing studies on the topic of motivation in their own classroom. Participants worked in teams to develop research designs applicable to questions of motivation in their own classrooms, focusing specifically on the applications of survey data.

Digital Learning Lab, UC Irvine

November 2018

“Using Qualtrics to Collect Survey Data”

In this 60-minute session, I helped doctoral students and postdoctoral fellows design basic Qualtrics surveys based on their own research questions and variables of interest. I introduced

participants to advanced features such as SSO, embedded data, and longitudinal designs utilizing data from previous surveys.

HONORS AND AWARDS

Nominee, UC Irvine Most Promising Future Faculty Member	2019
Judge's Winner, UC Irvine Graduate Student Symposium	2018 & 2017
Finalist, UC Irvine Grad Slam Competition	2018 & 2017
Outstanding Graduate Student Poster, APA Division 15	2017
Graduate Student Seminar, APA Division 15	2017
Graduate Student Travel Award, APA	2017
Honorable Mention, NSF Graduate Research Fellowship Program	2016
Dean's Fellowship, University of California, Irvine	2014
Eagle Scout	2007

RESEARCH EXPERIENCE

Postdoctoral Fellow, Project ADAPT Psychology Department, San Diego State University PI: Dr. Dustin Thoman, Dr. Jessi Smith Ran experimental study on presentation of utility value interventions among a nationally representative sample of Biology faculty. Analyzed data regarding which presentation conditions impacted faculty's attitudes and implementation of the intervention.	July 2019-Present
Graduate Researcher, Collaborative Studies with UCI School of Bio Science University of California, Irvine PI: Dr. Mark Warschauer, Dr. Jacquelynne Eccles, Dr. Di Xu Organized multiple collaborative studies with Biology professors. The first compares Online and Face-to-face modalities of a single course, for which I spearheaded survey design. The second analyzes the effectiveness of a learning community program for retaining at-risk students in Biology, investigating the mediating roles of performance, motivation, and belongingness. Contributed to experimental design and theory sections of grant proposal. The third will replicate a promising Utility Value intervention for underrepresented students in an introductory Biology course.	June 2016-July 2019
Graduate Research Fellow, Multidisciplinary Design Project University of California, Irvine PI: Dr. Cathy Tran	2015-2017

Led team of interdisciplinary undergraduates in the development of a research-based educational game called “Down With Food.” Contributed knowledge of educational theory to game’s development and facilitated play-testing sessions with children of target age range.

Graduate Student Researcher, Achievement Research Lab **2014-2019**

University of California, Irvine

PI: Dr. Jacquelynne Eccles

Worked on coding longitudinal data and creating scales. In charge of managing and guiding undergraduate research assistants.

Research Assistant, Middle School Diversity Project **2012-2014**

University of California, Los Angeles

PI: Dr. Jaana Juvonen

Worked on independent research project investigating links between identity formation and academic engagement as a function of extracurricular involvement. Spearheaded creation of lab’s first digital version of its 30-page survey, increasing efficiency of data collection and analysis. Led teams of undergraduates through data collection at middle schools and trained over 50 lab members on data collection tasks.

Research Assistant, Relationships and Health Lab **2011-2013**

University of California, Los Angeles

PI: Dr. Theodore Robles

Worked directly with families in their homes to collect physiological data samples and administer Life Stress Interviews. Coded daily diary entries, recognizing presence of risk factors and categorizing their severity.

Research Assistant, Social Interaction and Social Stigma Lab **2011-2013**

University of California, Los Angeles

PI: Dr. Jenessa Shapiro

Lead experimenter as well as confederate in studies that investigated gender- and race-based stereotype threat in academic domains. Helped generate study design ideas, conducted literature searches, and recruited participants.

PROFESSIONAL DEVELOPMENT

AERA Division C Graduate Student Seminar **2018**

APA Division 15 Graduate Student Seminar **2017**

AERA Division E Graduate Student Seminar **2016**

Latent Class Analysis, Stats Camp Seminar **2016**

PROFESSIONAL EXPERIENCE

Statistical Consultant, MIT Playful Journey Lab **2020-present**
Irvine, CA

Led experimental research design, as well as analytical approaches including ANCOVA and structural equation modeling.

ACT Tutor, Test Prep Gurus **2016-2019**
Irvine, CA

Taught 1:1 sessions on math and science sections of the ACT to aspiring college students.

SAT Tutor, Elite Educational Institute **2015-2019**
Irvine, CA

Designed class sessions and taught groups of 18 students for an 8-week SAT prep program.

Private Tutor, Brighter Minds Tutoring **2012-2014**
Los Angeles, CA

One-on-one, in-home tutor for 7th-12th grade students, teaching algebra, calculus, physics, world history, writing, and SAT prep. Discovered students' individual motives and learning styles by developing personal relationships with them.

User Experience Analyst, Kickstage **2012**
San Jose, CA

Recruited by a startup company to apply my knowledge of social psychology to build user loyalty strategy. Implemented "gamification" techniques into website to attract and retain users. Designed an outreach strategy to entice content contributors.

SERVICE

Graduate Student Co-Chair, Motivation in Education SIG **2017-2019**
American Educational Research Association (AERA)

Elected to represent international group of graduate students in AERA's Motivation SIG and manage events for them throughout the year. Authored initiatives including the Living Syllabus and online student collaborations. Managed regular events including peer mentorship program.

IT Manager and Peer Mentor, School of Education DECADE **2015-2019**
University of California, Irvine

Created and managed first SoE DECADE website for the purpose of informing students of events, opportunities for fellowships, important documents for program benchmarks, and member information.

Research Coordinator, Data Sciences Initiative Mini-symposium **2015-2018**
University of California, Irvine

Published submission standards for undergraduate and graduate research posters to be presented at interdisciplinary mini-symposium on Text and Data Mining for Interactive Online Learning. Coordinated accepted posters for presentation during mini-symposium and headed committee to determine top posters.

President, Delta Tau Delta Fraternity

2011-2013

University of California, Los Angeles

In two years as president, tripled the size of Delta Tau Delta's UCLA chapter and created an awards/accreditation report for our chapter that was recognized as one of the top twelve in the country. Managed chapter's executive board while working closely with staff from both the national fraternity and UCLA's Greek Life Office.

Leadership Development Director, Alumni Scholars Club

2011-2012

University of California, Los Angeles

Selected and managed a committee of eight Alumni Scholars Club members responsible for organizing workshops for other club members to learn professional skills from UCLA alumni. Implemented an original program, the Leadership Certification Program, which combined alumni workshops and tasks around campus to promote leadership skills.

PROFESSIONAL REFERENCES

Professor Dustin Thoman

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Distinguished Professor Jacquelynne Eccles

University of California, Irvine
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Professor Mark Warschauer

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Assistant Professor Teomara Rutherford

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