

# Pauline Ho

Ph.D. Candidate in Educational Psychology  
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## EDUCATION

- Ph.D. University of Wisconsin – Madison** Expected Spring 2024  
 Program: Educational Psychology  
 Specialization: Human Development  
 Minor: Qualitative Research Methods  
 Dissertation: *Professional Identity Development of Nursing Students in the Era of COVID-19 Pandemic*  
 Committee: Bradford Brown, Amy Bellmore, Rachelle Winkle-Wagner, Percival Matthews
- M.S. University of Wisconsin – Madison** December 2020  
 Program: Educational Psychology  
 Specialization: Human Development – Research  
 Thesis: *Ethnic and Racial Identity Development over Time: A Retrospective Longitudinal Study*  
 Committee: Bradford Brown, Amy Bellmore, Rachelle Winkle-Wagner
- B.A. University of California, Irvine** June 2017  
 Education Science & Social Policy and Public Service  
 Honors Thesis: *Investigating Teaching Practices in Writing 39A Classrooms: An Examination of English Language Learners*

## RESEARCH INTERESTS

- Identity development in adolescence and emerging adulthood, particularly for ethnic and racial minority youth
- Narrative psychology, identity, and methods
- Mixed methods research, quantitative and qualitative approaches to stability and change
- Educational experience of under-represented ethnic minority students, particularly in science, technology, engineering, and math (STEM) fields

## RESEARCH FELLOWSHIPS AND GRANTS

- Thora Wick Homme Memorial Scholarship** 2023  
 \$5,000 – University of Wisconsin-Madison’s School of Education
- Wisconsin Center for Educational Research Fellowship** 2017-2023  
 \$60,000 - University of Wisconsin-Madison
- Education Graduate Research Scholar Fellowship** 2017-2023  
 \$40,000 - University of Wisconsin-Madison
- APF COVID-19 Rapid Response Grant** – Top 10 out of 200 2020  
 American Psychological Foundation

**Global Health Institute (GHI) Graduate Student Research Award** 2020  
\$3000 - Global Health Institute, University of Wisconsin-Madison

**Division D Graduate Student In-Progress Research Competition – Top 9** 2020  
American Educational Research Association

**Psychological Science Research Grant Recipient (Diversity)** 2020  
\$1000 - American Psychological Association of Graduate Students (APAGS)

**Ford Predoctoral Fellowship - Honorable Mention** 2018  
National Academies of Sciences, Engineering and Medicine

**National Science Foundation Graduate Fellowship Honorable Mention** 2017  
National Science Foundation

**American Educational Research Association Undergraduate Fellow** 2017  
American Educational Research Association

#### **ADDITIONAL AWARDS**

**Best Student Research Award** 2023  
\$300 – International Society for Research on Identity

**Best Student Research Award** 2023  
\$200 – International Society for Research on Identity

**Teaching Innovation Grant - Special Instructional Continuity Small Grant** 2021  
\$5,000 – University of Wisconsin-Madison’s School of Education

**WWAAC Leaders & Legends Award** 2017  
Who’s Who in Asian American Communities

**School of Social Science’s Order of Merit** 2017  
University of California, Irvine

**UCI Chancellor’s Award of Distinction** 2017  
University of California, Irvine

#### **PUBLICATIONS**

##### **Peer-reviewed Papers**

Wirz, C. D., Cate, A., Brauer, M., Brossard, D., Brown, L. D., Chen, K., **Ho, P.**, Luter, D. G., Madden, H., Schoenborn, S., Shaw, B., Sprinkel, C., Stanley, D., & Sumi, G. (2022). Science communication during COVID-19: when theory meets practice and best practices meet reality. *Journal of Science Communication*, 21(3), N01.

**Ho, P.**, Chen, K., Shao, A., Bao, L., Ai, A., Tarfa, A., ... & Brauer, M. (2021). A mixed methods study of public perception of social distancing: Integrating qualitative and computational analyses for text data. *Journal of Mixed Methods Research*, 15(3), 374-397.

Chen, K., Bao, L. Shao, A., **Ho, P.**, Yang, S., Wirz, C., ... Brown, L. (2020). How public perceptions of social distancing evolved over a critical time period: Communication lessons learnt from the American state of Wisconsin. *Journal of Science Communication*, 19(5), A11

#### Manuscripts in-preparation

**Ho, P.**, & Brown, B.B. Black Youth's Ethnic and Racial Identity Trajectories from Childhood to Emerging Adulthood: A Developmental Contextual Perspective. *Manuscript in preparation*.

**Ho, P.**, Tang, X.Y, Li, J.X., & Yao, L. What it means to be “Asian American”: Perspective of Asian Americans’ young adults on identification and its meanings. *Manuscript in preparation*.

#### Book Chapters

Kim, A., Baghestani, S., MacGregor, D., & **Ho, P.** (Forthcoming). Supporting K-12 Educators’ Language Assessment Literacy via Resources Informed by Validation Frameworks. In B. Baker & L. Taylor (Eds.), *Language Assessment Literacy and Competence*. Cambridge University Press.

#### Working Papers/Reports

Brauer, M., Brossard, D., DiPrete Brown, L. **Ho, P.**, & Schwakopf, J. (2020). *COVID-19 Coronavirus and Social Distancing*. Internal Report, University of Madison-Wisconsin.

Chapman, M., Kim, A., Kemp, J. & **Ho, P.** (2019). *Using WIDA MODEL in International Contexts: Findings from the 2019 Educator Interviews* (WIDA Working Paper WPNo. 2019-2). Madison, WI: WIDA at the Wisconsin Center for Education Research.

#### **RESEARCH PRESENTATIONS**

\*Undergraduate students at the time of submission

**Ho, P.** & Brown, B. (2023, June). *Ethnic and Racial Identity Trajectories from Childhood to Emerging Adulthood among African American College Students*. Paper accepted for presentation at the annual meeting of the International Society for Research on Identity, Boston, MA.

\*Li, J., \*Yao, L. & **Ho, P.** (2023, June). *What it means to be “Asian American?”: Perspective of Asian Americans’ young adults on identification and its meanings*. Paper accepted for presentation at the annual meeting of the International Society for Research on Identity, Boston, MA.

- Ho, P.** & Tang, XY. (2022, November). *The role of racial-ethnic identity in the association between mental health and racial discrimination: A narrative approach to identity*. [Poster presentation]. 2022 Diversity Challenge Conference, Boston College's Institute for the Study of Race and Culture.
- Ho, P.,** Brown, B, \*Lee, F., \*Scott, L., & \*Contreras, P. (2021, April). *Ethnic and Racial Identity Change and Development: A Retrospective Longitudinal Study*. Paper presented at the 2021 AERA Annual Conference.
- Chen, K., Bao, L., Shao, A., **Ho, P.**, Yang, S., Wirz, C.D., Brossard, D., Brauer, M., & Brown, L.D. (2020, December). *How public perceptions of social distancing evolved over a critical time period: Communication lessons learnt from the American State of Wisconsin*. Paper presented at the World Conference on SCience Literacy, Beijing, China.
- Ho, P.** & Brown, B. (2020, October). *Ethnic and Racial Identity Development in College: A Developmental-Contextual Approach*. Paper accepted by the Association for the Study of Higher Education's (ASHE) 45th Annual Conference.
- Ho, P.** (2020, Apr 17 - 21) *Ethnic and Racial Identity Development in College: Making Meaning at Predominantly White Institutions* [Poster Session]. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA <http://tinyurl.com/rsb7utq> (Conference Canceled)

## RESEARCH EXPERIENCE

**Dissertation Study** 2022 – present  
*Professional identity development (PI) of nursing students in the era of COVID-19*

- Interviewed 10 individuals three times over a period of 10 months
- Conducted trajectory analyses to map the developmental pathways of PI development
- Conducted thematic analyses on factors influencing nursing students' PI development

**Graduate Project Assistant** 2022 – present  
 The WIDA Consortium

Project: Kindergarten English Learners' Identification Practices in Massachusetts

Principal Investigator: Alicia Kim

- Analyzed 133 districts' survey data, interview data, and student data to explore the Kindergarten EL identification practices in Massachusetts
- Wrote an 80-page working paper and shared findings with the state education agency

**Asian Americans' Discrimination Experience during COVID-19** 2020 – present  
 Principal Investigators: Dr. Bradford Brown, Pauline Ho  
 Department of Educational Psychology, UW- Madison

- Successfully secured grant and additional funding to conduct the study
- Trained 14 undergraduate interns on conducting interview and data analysis
- Mentored 13 undergraduates on their research presentations
- Presented findings at international and national conferences

- Analyzed interview data (131) on turning points and identity meanings

### **Graduate Project Assistant**

2018 – 2021

The WIDA Consortium

Project(s): English Learners' Reclassification across States  
Educator-friendly Assessment Use Argument

- Collaborated with a lead researcher and submitted two Spencer grant proposals
- Assisted with data analysis of the Assessment Use Argument (AUA) project
- Analyzed state-wide EL reclassification data in Pennsylvania, Vermont and Delaware
- Collaborated with other researchers to write a working paper, and publish a book chapter
- Co-led a grant writing support group for 10 full-time researchers
- Assisted with a WIDA conference program development and other related tasks

### **Lead Researcher**

2020

Project: COVID-19 and Social Distancing Project

The University of Wisconsin Communication Task Force for COVID-19

- Analyzed 2,270 open-ended responses to explore the content of persuasive messages and their relationship with self-reported health behavior
- Led a team of undergraduates and graduate students to conduct qualitative coding of the survey data
- Published a first-authored, methodological paper, co-authored an empirical paper and a practical insights paper.

### **Graduate Project Assistant**

2020

Wisconsin Center for Education Research

Project: The Discussion Project

Principal Investigator: Dean Diana Hess, Ph.D.

- Analyzed instructors and teaching assistants' interviews on their experiences and perceptions of implementing classroom discussion

### **Master Thesis Project**

2018 – 2020

*Ethnic and Racial Identity (ERI) Development over Time: A Retrospective Longitudinal Study*

- Interviewed 30 African American and Hispanic American college students to explore their ERI development
- Conducted three phases of analyses (chronological coding, text-level coding, and narrative coding) on all interviews in MAXQDA
- Presented findings at national and international conferences

### **Study Co-Director**

2017 – 2020

Project: Belonging at College Study

Principal Investigator: B. Bradford Brown, PhD.

- Trained undergraduate interns on interviewing skills, and data analysis
- Transcribed and cleaned over 30 interviews in MAXQDA

- Mentored three undergraduates on their research presentations

## TEACHING EXPERIENCE

**Lecturer**, Department of Educational Psychology (online) Summer 2022

ED PSYCH 321: Human Development in Adolescence

Number of students: 9

- Prepared lessons and updated curriculum/syllabus
- Graded papers and projects, and submitted end-of-course grades

**Lecturer**, Department of Educational Psychology Spring 2022

ED PSYCH 712: Educational Psychology Diversity Seminar

Number of students: 15

- Updated syllabus and taught a seminar section of 15 PhD-level students
- Planned lessons and led discussions on various important topics related to diversity, such as dealing with identity taxation, examining implicit biases, and understanding and responding to resistance.

**Teaching Assistant**, Department of Educational Psychology Fall 2021

ED PSYCH 621: Adolescent Development in Educational Contexts

Number of students: 20

- Taught a section of 20 master-level students on how adolescent development shapes educational contexts, and how educational contexts, in turn, can foster healthy adolescent development
- Planned lessons and assignments, led discussion sections, graded papers and exams

**Teaching Assistant**, Department of Educational Psychology (online) Spring 2021

ED PSYCH 321: Human Development in Adolescence

Number of students: 96

- Graded and provided constructive feedback on assignments, papers, and final projects
- Advised students on their final group or individual projects

**Lecturer**, Department of Educational Psychology (online) Fall 2020

ED PSYCH 320: Human Development in Infancy and Childhood

Number of students: 101

- Prepared lessons, recorded lectures, and secured guest speakers
- Graded papers and final projects, and submitted end-of-course grades

## SERVICES

### Service to the Institution

**Graduate Mentor** 2017-present

Peer Relations Study Group, Department of Educational Psychology

- Mentor 20 undergraduates on qualitative research, graduate programs, and professional development

**Session Moderator** 2023

2023 Undergraduate Research Symposium, University of Wisconsin-Madison

- Moderated one session of the symposium with five 10-minute presentations across multiple disciplines

**Colloquium Committee Co-chair** Fall 2022-present

Wisconsin Center for Educational Research (WCER) Fellowship Program

- Worked with other fellows to identify and secure guest speakers to present at the seminar

**Human Development Area's Search Committee Member** Fall 2022

Department of Educational Psychology, University of Wisconsin-Madison

- Reviewed applications for a tenure-track, junior faculty position in the Human Development area
- Provided comprehensive assessment of the strengths and weaknesses of the semi-finalists and finalists

**Grant Committee Member** 2017-2018

Wisconsin Experience Grant, University of Wisconsin-Madison

- Reviewed 3-5 grant proposals based on the established grading rubrics per month
- Critically evaluated grant proposals and provided written feedback on each proposal
- Collaborated with other committee members to make funding decisions

**Network Fellows** 2017-2019

School of Education, University of Wisconsin-Madison

- Collaborated with the International Students Center to create a survival guide for new incoming international students
- Helped revise the curriculum of the Conversation English program of the Greater University Tutoring Services, a student-run tutoring program at UW Madison

**Moderator** 2017

Undergraduate Research Symposium, University of Wisconsin-Madison

- Moderated one session of the symposium with five 10-minute presentations across multiple disciplines

**Service to the Discipline and Profession**

**Graduate Student Reviewer** 2022-present

American Educational Research Association (AERA) Annual Meeting

- Reviewed 5 AERA conference papers based on the established rubrics and provided constructive feedback

**Ad-Hoc Reviewer for the Psychological Science Research Grant** 2020

American Psychological Association Graduate Students (APAGS)

- Reviewed 15-20 grant proposals based on the established grading rubrics and provided constructive feedback

**Service to the Community**

**Scholarship Reader for APIA Scholarship** 2018-present

**APIA Scholars Program**

- Serves as an alumni peer mentor for new scholarship recipients who are entering colleges
- Reviews over 30 scholarship applications for APIA Scholarship Program each year
- Received training to represent APIA Scholars and conduct outreach for the scholarship programs

**Panelist Speaker**

2020-2021

Lourdes University, College of Social Sciences

- Participates in the Panel Speaker Series of PSY 105: Pre-Professional Seminar in Social Sciences
- Discussed graduate school applications, funding, and experiences with undergraduate students

**Student Zone Co-chair**

2014-2020

Los Angeles Kam Kwong Church

- Facilitated workshops about scholarships and college applications for high school students
- Implemented indoor and outdoor team building events for groups of 30 students
- Mentored a group of 10 local high school and college students to strive for excellence
- Coordinated with local high school staff and student clubs to develop and offer community programs

**PROFESSIONAL MEMBERSHIPS**

- International Society for Research on Identity (ISRI)
- American Educational Research Association (AERA)
- Society for Research on Adolescence (SRA)
- Society for the Study of Emerging Adulthood (SSEA)
- American Psychological Association (APA)

**LANGUAGES**

Mandarin: Advanced Speaking, Reading, and Writing

Cantonese: Advanced Speaking, Reading, and Writing

Vietnamese: Advanced Speaking, Reading, and Writing

**RESEARCH SKILLS**

Quantitative: R, SPSS, Stata, ArcGIS

Qualitative: NVivo, Dedoose, MAXQDA