**Destiny Williams-Dobosz (she/her**)

Curriculum Vitae

Department of Educational Psychology

University of Illinois Urbana-Champaign

Email: [destiny7@illinois.edu](mailto:destiny7@illinois.edu)

**EDUCATION**

2024, expected Ph.D., Educational Psychology, University of Illinois Urbana-Champaign

Area of specialization: Cognitive Science of Teaching & Learning (CSTL)

Dissertation title: Understanding How First-Generation Black Women in STEM Navigate and Negotiate Academic Help-Seeking

Advisor: Dr. Michelle Perry

2021 M.S., Educational Psychology, University of Illinois Urbana-Champaign

Advisor: Michelle Perry

2019 B.A., Chemistry, Mount Holyoke College

**AWARDS, FELLOWSHIPS, HONORS**

2024 Beatrice Perry Wolf Graduate Scholarship, UIUC Department of Educational Psychology ($4,000 awarded for academic merit)

2024 Bureau of Educational Research Conference Support Award, UIUC($500)

2023 Division C Graduate Student Seminar, American Educational Research Association

2022, 2024 President’s Research in Diversity Travel Award, UIUC ($1,200 awarded in total)

2021 - 2024 National Science Foundation Graduate Research Fellowship (3-year stipend of 34,000/year plus tuition and fees)

2021 Honorable Mention, Ford Foundation Fellowship

2021, 2023 Elbert & Barbara Gentry Scholarship, UIUC Department of Educational Psychology ($2,500 awarded in total for academic merit )

2019 - 2021 ASPIRE Illinois Fellowship, UIUC (3-year stipend of $25,000/year plus tuition and fees)

2021 Summer Predoctoral Institute Fellow, UIUC ($4,000)

2019 Irma Rabbino Award, Mount Holyoke College ($500 award for student leadership and service)

2019 Chemistry Department Book Award, Mount Holyoke College (award for leadership and service in chemistry)

2018 American Chemical Society Scholarship ($5,000)

**PUBLICATIONS** (\*indicates peer-reviewed)

\*Bosch, N., **Williams-Dobosz, D**., & Perry, M. (2024). Measuring help-seeking in online course discussion forums with privacy-preserving large language models. Accepted to be presented and published in the Proceedings of the 17th International Conference on Computer-Supported Collaborative Learning (CSCL) 2024.

\*Samudra, S., Walters, C., **Williams-Dobosz, D**., Shah, A., & Brickman, P. (2024). Try before you buy: Are there benefits to a random trial period before students choose their collaborative teams? CBE—Life Sciences Education, 23(1), ar2. https://doi.org/10.1187/cbe.23-01-0011

\*Jeng, A., **Williams-Dobosz, D**., Bosch, N., Perry, M. (2023) Direct and indirect

ways of being helpful in online peer help-giving interactions. Computers &

Education, 205,104894. https://doi.org/10.1016/j.compedu.2023.104894

**\*Williams-Dobosz, D**.,Jeng, A., Azevedo, R. Bosch, N., Ray, C., Perry, M. (2021). Ask for help: Online help-seeking and help-giving as indicators of cognitive and social presence for students underrepresented in chemistry. Journal of Chemical Education, 98(12), 3693 – 3703. <https://doi.org/10.1021/acs.jchemed.1c00839>

**\*Williams-Dobosz, D.**, Azevedo, R.F.L., Jeng, A., Thakkar, V., Bosch, N., & Perry, M. (2021). A social network analysis of online engagement for college students traditionally underrepresented in STEM. In M. Scheffel, N. Dowell, S. Joksimovic, & G. Siemens (Eds.) The impact we make: The contributions of learning analytics to learning, Proceedings of the 11th International Conference on Learning Analytics & Knowledge (LAK ’21), 207-215. <https://doi.org/10.1145/3448139.3448159>

\*Jay, V., Henricks, G., Bosch, N., Perry, M., Bhat, S. P**., Williams-Dobosz**, **D**., Angrave, L. C., & Shaik, N. (2020). Online discussion forum help-seeking behaviors of students underrepresented in STEM. In M. Grisafe & I. S. Horn (Eds.), Proceedings of the 14th International Conference on Learning Sciences (ICLS) 2020, Vol 2. (pp. 809-810). Nashville, TN: International Society of the Learning Sciences. [https://repository.isls.org//handle/1/6774](https://repository.isls.org/handle/1/6774)

Shah, A., Samudra, S., Walters, C., **Williams-Dobosz, D**., Lannen, A., & Brickman, P. (2020). Students’ choice of group mates: Avoiding conflict to enhance learning. The FASEB Journal, 34(S1), 1–1. <https://doi.org/10.1096/fasebj.2020.34.s1.07578>

**WORKS UNDER REVIEW AND IN PREPARATION**

**Williams-Dobosz, D**. (2024, under review) *Storytelling as praxis: Leveraging a Black first-gen college woman’s critical autoethnography to explore inequities and possibilities in STEM education*. Manuscript submitted for publication.

**Williams-Dobosz, D**., Bosch, N., &Perry, M. (2024, under review). Leveraging discussion forums to understand and support student success in online STEM college courses. Manuscript submitted for publication.

**Williams-Dobosz, D**. Murphy, R.M., Griffith, R., Perry, M., Shen, S., & Wang. S. (2024, in preparation). Do more practice problems!: *Investigating college chemistry students’ interactions with an adaptive learning system.* Manuscript to be submitted for publication.

Seals, C., **Williams-Dobosz, D**., Valdiviejas, H., McCall, G. (2024, in preparation). “We have to be twice as good!”: A review of achievement goals for Black, Indigenous, and People of Color Learners. Manuscript to be submitted for publication.

**CONFERENCE PRESENTATIONS**

**Williams-Dobosz, D.** (2024, August). Resilient yet vulnerable: *Understanding the academic experiences of Black girls and women*. [Poster session - Division 15]. Accepted to be presented at the American Psychological Association Annual Convention. Seattle, WA, United States.

Jeng, A., **Williams-Dobosz, D**., Bosch, N., & Perry, M. (2024, August). *Understanding where undergraduate students go when they need academic help.* [Poster session – Division 15]. Accepted to be presented at the American Psychological Association Annual Convention. Seattle, WA, United States.

**Williams-Dobosz, D.** (2024, April). A critical autoethnography of a first-generation Black woman in STEM navigating academic help-seeking. In **D. Williams-Dobosz** and C. Fong (Chairs), *Reimagining Help-Seeking Contexts for Minoritized College Students: Toward Equity-Focused and Asset-Based Research* [Oral paper in conference session].American Educational Research Association Annual Meeting.

**Williams-Dobosz, D**., Bosch, N., Ray, C.,& Perry, M. (2022, August). Academic help-seeking in the (Post) COVID era: Insights from the past and considerations for the future. [Conference session, invited but could not attend]. Biennial Conference on Chemical Education. West Lafayette, IN, United States.

**Williams-Dobosz, D**., Ray, C.,Bosch, N., & Perry, M. (2022, March). Implementing help-seeking discussions online amongst undergraduate chemistry students. [Oral paper in conference session]. American Chemical Society Spring 2022 Meeting. San Diego, CA, United States.

**Williams-Dobosz, D**., Valdiviejas, H., McCall, G., & Seals, C. (2022, April). “We have to be twice as good!”: A review of achievement goals for BIPOC learners. [Oral paper in conference session]. American Educational Research Association Annual Meeting. San Diego, CA, United States.

**Williams-Dobosz, D.**, Valdiviejas, H., McCall, G., & Seals, C., (2021, August). Does performance orientation play a unique role for BIPOC learners? [Poster session – Division 15]. American Psychological Association Annual Convention for Division 15. Virtual.

**Williams-Dobosz, D.**, Jay, V., Thakkar, V., Bhat, S., Azevedo, R.F.L., Henricks, G., Anderson, C.J., Angrave, L., Bosch, N., & Perry, M. (2021, April). Online help-seeking behavior and responses to requests for help for students underrepresented in STEM. [Poster session]. American Educational Research Association Annual Meeting. Virtual.

Jay, V., Henricks, G. M., Anderson, C. J., Angrave, L., Bosch, N., **Williams-Dobosz, D.**, Shaik, N., Bhat, S., & Perry, M. (2020, April). Patterns and outcomes of online help-seeking behavior for students underrepresented in STEM. [Oral paper in conference session]. American Educational Research Association Annual Meeting. San Francisco, CA, United States.

Samudra, S., Brickman, P., **Williams, D**.,Shah, A. (2019, July). Investigation of the role of lab instructors in mediating group conflicts in an undergraduate inquiry-based introductory biology lab. [Oral paper in conference session]. Annual Meeting of the Society for the Advancement of Biology Education Research (SABER), Minneapolis, MN, United States.

**INVITED PRESENTATIONS**

**Williams-Dobosz, D.**(2024, March). Positioning academic help-seeking at the crux of educational equity in STEM Education. Invited talk for the Community of Scholars Symposium, University of Illinois Urbana Champaign. Champaign, IL, United States.

**Williams-Dobosz. D.** (2022, October). Equity in STEM education: Insights from help-seeking

research. Invited lecture for STEM Faculty and Staff at Mount Holyoke College, Virtual.

**Williams-Dobosz, D.** (2022, May). Academic help-seeking in the (post) COVID era: Research-

driven insights and recommendations for practice. Invited lecture for the STEM Speaker Series, STEM and Health Careers Division, Oakton Community College. Virtual.

**Williams-Dobosz, D.** (2021, March). Ask for help: Online help-seeking and engagement for college students traditionally underrepresented in STEM. Invited lecture for the Biology Education Virtual Seminar Series, Department of Biological Sciences, Purdue University. Virtual.

**Williams, D.** (2019, April). Student highlight workshop. Invited talk for the Women of Color Trailblazers Leadership Conference. South Hadley, MA, United States.

**PANELS AND PUBLIC SCHOLARSHIP**

Students of Color in STEM (STEMPOC) Alum Panel (2024, April). Invited panelist for the Building on our Momentum (BOOM) Learning Symposium, STEMPOC student organization, Department of Diversity, Equity, and Inclusion, Career Development Center, Mount Holyoke College. Virtual.

Graduate school is hard, let’s not make it any harder: Exposing the hidden curriculum. (2024, April). Invited panelist for the Graduate Student Council Division C Fireside Chat, American Educational Research Association Annual Meeting. Philadelphia, PA, United States.

[University of Illinois at Urbana Champaign Graduate College | Meet Our Fellows, Destiny Williams-Dobosz, NSF Graduate Research Fellow | June 2021](https://blogs.illinois.edu/view/6397/1408830188)

**TEACHING EXPERIENCE**

Cultural and Racialized Perspectives in Motivation Research. Presented to the EDUC/PSYCH 709 Motivation in the Classroom Students at the University of Michigan (September 2022).

Equity in STEM Education and Help-Seeking. Presented to the COLL-224 Being Human in STEM Students at Mount Holyoke College. (September 2022).

Teaching Assistant, University of Illinois at Urbana-Champaign, Spring 2022

EPSY 201: Educational Psychology, Discussion Section

Course Evaluation: Ranked Excellent (4.56/5.0)

Graduate Student Instructor, University of Illinois at Urbana-Champaign, Fall 2019, Spring 2020

EPSY 203: Social Issues Group Dialogue: Resisting Marginalization

Course Evaluation: Ranked Excellent (5.0/5.0)

**EDITORIAL EXPERIENCE**

Ad Hoc Journal Reviewer

Frontiers in Education, section STEM Education (2024)

Journal of Chemical Education (2022 - 2023)

Computers & Education (2022)

Journal of Educational Data Mining (2022)

Conference Reviewer

American Educational Research Association (2023)

Educational Data Mining (2022)

**SERVICE AND OUTREACH**

2023 - 2024 STEM Pen pal, Letters to a Pre-scientist (LPS)

2021 - 2022Students Advising on Graduate Education (SAGE) Board Member, University of Illinois at Urbana Champaign, GraduateCollege

2018 - 2019Founder and Co-chair of Students of Color in STEM (STEMPOC), Mount Holyoke College

**PROFESSIONAL AFFILIATIONS**

American Educational Research Association, Division C: Learning and Instruction

American Psychological Association, Division 15: Educational Psychology

**REFERENCES (AVAILABLE UPON REQUEST)**