

Gabriel Estrella

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EDUCATION

- 2013–present **Doctor of Philosophy (Ph.D.) in Education, expected June 2019,**
University of California, Irvine, School of Education.
Specialization: Learning, Cognition, and Development
- 2013–2016 **Master of Arts (M.A.) in Education,**
University of California, Irvine, School of Education.
- 2009–2013 **Bachelor of Arts (B.A.) in Psychology with Distinction, High Honors,**
University of California, Santa Barbara, Dept. of Psychological & Brain Sciences.

PROFESSIONAL HISTORY

- 2018–present **Program Evaluator, Santa Ana Unified School District; Active Learning, Inc.**
- Managed the planning, organization, and implementation of program goals and activities
 - Developed data collection materials and assessment procedures with evaluation team
 - Collected and maintained large datasets involving multiple measures, periods, and assessors
 - Analyzed complex, multi-site data involving multiple measures, timepoints, and assessors
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 - Prepared evaluation reports assessing program impacts on student achievement outcomes
- 2015–2016 **Program Manager, Orange County Department of Education.**
- Consulted with program clientele to negotiate evaluation contracts, budgets, and deliverables
 - Managed, analyzed, and prepared technical reports and presentations for multiple audiences
 - Designed customizable , and data visualizations, and report templates
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- 2013–2014 **Research Consultant, Survey Development; PI, Dr. David Hernandez.**
- Assisted in the development and validation of an Obesity and Diabetes survey metric
 - Synthesized research literature on factors contributing to obesity and diabetes in adults
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RESEARCH AND STATISTICAL EXPERIENCE

- SOFTWARE STATA * R * SPSS * Excel * Comprehensive Meta-Analysis (CMA) * L^AT_EX
Microsoft Office (Word, PowerPoint, Outlook, Access) * survey design (Survey-Gizmo, SurveyMonkey, Qualtrics, GoogleForms)
- QUANTITATIVE experimental and quasi-experimental methods * program evaluation and assessment * open science methods * analysis of variance * regression * multi-level modeling * structural equation modeling * factor analysis * differential item functioning * item-response theory * survey design and validation * educational testing and measurement * meta-analysis * research synthesis * literature reviews
- QUALITATIVE participant observations * interviews * focus groups * coding * transcription

RESEARCH EXPERIENCE

- 2015–present* **NSF Graduate Research Fellow, Advisor, Dr. Penelope Collins, UCI.**
- Research evidence-based methods for improving the science achievement of (K-12) students
 - Conduct empirical reviews synthesizing the current state of research in science education
 - Design and evaluate interventions to improve achievement in undergraduate STEM courses
- 2014–2015* **Graduate Student Researcher, ESCAPE Project; PI, Dr. Brad Hugh, UCI.**
- NSF funded project aimed at improving STEM education for underrepresented students
 - Assisted in the design, implementation, and coordination of data collection
 - Conducted quantitative analysis of intervention on student learning and achievement
- 2012–2013* **Lab Coordinator, Psychophysiology Lab; PI, Dr. Jonathan Schooler, UCSB.**
- Organized RA schedules, lab protocols, and managed experimental studies and supplies
 - Served as a liaison between Post-Doctoral researchers, student RAs, and participants
 - Trained, supervised, and coordinated weekly research activities for new and returning RAs
- 2012–2013* **Research Assistant, META Lab; PI, Dr. Jonathan Schooler, UCSB.**
- Conducted experiments and collected physiological data (EEG, EDA, ECG)
 - Aided in the construction of experimental design and stimuli
- 2010–2012* **Research Assistant, Social Cognition Lab; PI, Dr. David Hamilton, UCSB.**
- Independently orchestrated experiments and data collection
 - Developed stimuli, recruited participants, and coded research data

HONORS, AWARDS, AND FELLOWSHIPS

- 2015–2019* **National Science Foundation Graduate Research Fellowship, UCI.**
Awarded \$132,000 in academic and research funding
- 2015–2019* **Eugene V. Cota-Robles Fellowship, UCI.**
Awarded over \$180,000 in academic funding for doctoral studies
- 2016* **DECADE Research Travel Grant, UCI.**
Awarded \$500 fellowship to present my research at national conference
- 2015* **Graduate Student Oral Presentation Award, SACNAS Conference.**
Awarded for outstanding research presentation in Educational Psychology (\$200 prize)
- 2014* **Diversity Fellowship, UCI.**
Awarded \$2,000 for my commitment and service to diversity in higher education
- 2013* **Graduate Dean Recruitment Fellowship, UCI.**
Awarded \$5,000 in graduate research and academic funding
- 2013* **Undergraduate Research and Creative Activities Grant, UCSB.**
Awarded \$700 research grant in support of completing my senior honors thesis
- 2013* **Distinction in the Psychology Major, UCSB; Mentor, Dr. Richard E. Mayer.**
Awarded upon completion of senior honors thesis, as part of department honors program
- 2013* **Exceptional Academic Performance in Major, UCSB.**
Awarded for exceptional academic performance in Psychology (Major GPA > 3.9)
- 2013* **High Honors, UCSB.**
Awarded to the top 8.5% of graduating students at UCSB with a GPA of 3.71–3.85
- 2009–2013* **Deans Honors, Awarded for 8 Academic Quarters, UCSB.**
Granted at the end of each quarter to students who earned a GPA of 3.75 or higher

PEER-REVIEWED PUBLICATIONS

- 2019 Simpkins, S. D., Liu, Y., Hsieh, T., & **Estrella, G.** (*Revised & Resubmitted*). Supporting Latino high school students' science motivational beliefs and engagement: Examining the unique and collective contributions of family, teachers, and friends.
- 2018 **Estrella, G.**, Au, J., Jaeggi, S. M., & Collins, P. (2018). Is inquiry science instruction effective for english language learners? A meta-analytic review. *AERA Open*, 4(2), 1-23.
- 2018 Simpkins, S. D., **Estrella, G.**, Gaskin, E., & Kloberdanz, E. (2018). Latino parents' science beliefs and support of high school students' motivational beliefs: Do the relations vary across gender and familism values? *Social Psychology of Education*, 21(5), 1203-1224.
- 2014 Mayer, R. E., & **Estrella, G.** (2014). Benefits of emotional design in multimedia instruction. *Learning and Instruction*, 33, 12-18.

CONFERENCE PRESENTATIONS

- April 2017 **Estrella, G.**, & Simpkins, S. Comparing the influence of parents and siblings on Latino high school students' science motivation. Poster presented at the Annual Convention of the American Educational Research Association, San Antonio, TX.
- April 2017 Simpkins, S., Liu, Y., & **Estrella, G.** Supporting Latino high school students' science motivation: Examining unique and collective contributions of family, teachers, and friends. Paper presented at the Annual Convention of the American Educational Research Association, San Antonio, TX.
- October 2016 **Estrella, G.**, & Simpkins, S. Exploring the social influences underlying science motivation for Latino adolescents: The effects of parental beliefs and behaviors. Poster presented at the Annual Convention of the Society for Advancement of Chicanos/Hispanics and Native Americans in Science, Long Beach, CA.
- April 2016 **Estrella, G.**, Au, J., Jaeggi, S. M., & Collins, P. Evaluating the effectiveness of inquiry-based science instruction for elementary grade english language learners: A meta-analysis. Poster presented at the Annual Convention of the American Educational Research Association, Washington, DC.
- August 2015 Nicholas, A., & **Estrella, G.** Improving student achievement in an introductory biology course with targeted multimedia modules. Oral presentation at the Annual Convention of the Society for the Advancement of Bio. Ed. Research, Minneapolis, MN.

UNIVERSITY TEACHING

- 2018 **Teaching Assistant**, *Master's in Teaching Course, MAT Program, UCI*.
Education 248: Teacher Agency
- 2013/14 **Teaching Assistant**, *Master's in Teaching Course, MAT Program, UCI*.
Education 240: Instructional Design and Technology
- 2013 **Teaching Assistant**, *Master's in Teaching Course, MAT Program, UCI*.
Education 204: Outcomes of Schooling and Student Assessment