

# JOSEPH BUREY

PhD Candidate | University of Minnesota  
burey001@umn.edu  
[josephburey.org](http://josephburey.org)  
651-900-1913

## EDUCATION

**PhD in Educational Psychology** 2023-2026 (expected May '26)  
Psychological Foundations of Education  
University of Minnesota

Dissertation: *Representation Matters, But What Type? The Influence of Critical Contexts on Black Students' Understandings and Attributions of Systemic Racism*  
Committee: Pani Kendeou, Laura Allen, Juan Del Toro, Geoff Maruyama

**MA in Educational Psychology** 2021-2023  
Psychological Foundations of Education  
University of Minnesota

**BSc (Honours) in Behaviour, Cognition, & Neuroscience** 2015-2019  
University of Windsor

## SCHOLARLY INTERESTS

Students' psychological responses to self-relevant racial identity representations

## PUBLICATIONS

### Peer-Reviewed Journal Articles

**Burey, J.** (in press). American Fiction: Cultivating critical thinking through Black representation in film. *Black Camera*.

*Contributions:* Conceptualization, investigation, project administration, writing - original draft, writing - review & editing

**Burey, J.**, Kim, J., Kohli, N., McMaster, K., & Kendeou, P. (2025). The promise of computer-based literacy learning: The effect of ELCII on kindergarteners' inference skill development. *Contemporary Educational Psychology*, 82, 102399.  
<https://doi.org/10.1016/j.cedpsych.2025.102399>

*Contributions:* Conceptualization, Data curation, formal analysis, visualization, writing - original draft, writing - review & editing

DeJoseph, M. L., Carosella, K. A., & **NextGen Lead Mentors** (2025). Diversifying the academy through a peer-to-peer mentorship model: Insights and recommendations from the NextGen Psych Scholars Program (NPSP). *Journal of Diversity in Higher Education*, 18(3), 354–362. <https://doi.org/10.1037/dhe0000504>

*Contributions:* NextGen Lead Mentor Consortium Co-author

**Burey, J.** (2024). Cultivating critical consciousness in Black education: issues of misrepresentation and systemic resistance. *Journal of Negro Education*, 93(2), 161-174.

*Contributions:* Conceptualization, investigation, project administration, writing - original draft, writing - review & editing

Kim, J., **Burey, J.**, Hwang, H., McMaster, K. L., & Kendeou, P. (2023). Supporting inference-making during COVID-19 through individualized scaffolding and feedback: a natural experiment. *Reading & Writing*, 36, 467-490. <https://doi.org/10.1007/s11145-022-10391-2>

*Contributions:* Writing - original draft, writing - review & editing

Ly, A., Zemek, R., Wright, B., Zwicker, J., Schneider, K., Mikrogianakis, A., Conradi, A., Johnson, D., Clark, B., Barlow, K., **Burey, J.**, Kolstad, A., & Yeates, K. O. (2021). “What is the actual goal of the pathway?”: Examining emergency department physician and nurse perspectives on the implementation of a pediatric concussion pathway using the theoretical domains framework. *BMC Health Services Research*, 21(119). [doi:10.1186/s12913-021-06110-2](https://doi.org/10.1186/s12913-021-06110-2)

*Contributions:* Writing - original draft, writing - review & editing

## Under Review

**Burey, J.** (under review). Using Killer Mike’s “Reagan” to teach critical contexts about the War on Drugs and mass incarceration.

*Contributions:* Conceptualization, investigation, project administration, writing - original draft, writing - review & editing

## In Preparation

**Burey, J., & Kendeou, P.** (in preparation). Representation matters, but what type? The influence of critical contexts on Black students' understandings and attributions of systemic racism.

*Contributions:* Conceptualization, data curation, formal analysis, funding acquisition, investigation, methodology, project administration, software, supervision, visualization, writing - original draft, writing - review & editing

**Burey, J., Stagnaro, K., Allen, L., & Kendeou, P.** (in preparation). Changes to the AP African American Studies curriculum: A natural language processing investigation.

*Contributions:* Conceptualization, data curation, formal analysis, investigation, methodology, project administration, software, visualization, writing - original draft, writing - review & editing

## Conference Proceedings

### Published

**Burey, J., Kim, J., McMaster, K.L., & Kendeou, P.** (2022). Does it work for everyone? The effect of ELCII on kindergarteners' inference skill development. In C. Chinn, E. Tan, C. Chan, & Y. Kali (Eds.) *Proceedings of the 16th International Conference of the Learning Sciences 2022* (pp. 1329 - 1332). International Society of the Learning Sciences.

*Contributions:* Conceptualization, data curation, formal analysis, project administration, visualization, writing - original draft, writing - review & editing

## Book Reviews

### Published

**Burey, J.** (2025). Review of *Equity and Education Since Brown v. Board: Where Do We Go From Here?*, edited by Na'ilah Suad Nasir and Linda Darling-Hammond. *Teachers College Record*. <https://journals.sagepub.com/pb-assets/cmscontent/TCZ/Book%20Reviews/2025%20Book%20Review/August/Where%20Do%20We%20Go%20From%20Here-1756483610.pdf>

*Contributions:* Conceptualization, investigation, project administration, visualization, writing - original draft, writing - review & editing

## GRANTS & FELLOWSHIPS

University of Minnesota Doctoral Dissertation Fellowship (\$25,000)	2025
University of Minnesota GradSEHD Travel Grant (\$250)	2025
Department of Educational Psychology Anti-Racist Action Award (\$250)	2025

College of Education and Human Development Jeanette Paul Scholarship (\$1000)	2025
Department of Educational Psychology Conference Travel Grant (\$500)	2022-2025
Psychological Foundations of Education Conference Travel Grant (\$500)	2022-2025
ST&D Walter Kintsch Student Travel Award (\$285)	2024
AERA Annual Meeting Graduate Student Assistance Fund (\$500)	2024
University of Windsor Blue and Gold Entrance Scholarship (\$1000)	2015

## HONORS & AWARDS

National Finalist, AERA 2023 Shark Tank on Equity-Focused Research Designs	2023
Most Effective Research Design, UMN CEHD Research Day	2023
Student Research Award, Psychological Foundations of Education	2022
Gold Medallion Scholar, University of Windsor	2019
Residence Academic Achievement Award, University of Windsor	2016

## CONFERENCE PRESENTATIONS & INVITED TALKS

**Burey, J., Stagnaro, K., Allen, L., Kendeou, P.** (2025, August 7-9). *Changes to the AP African American Studies curriculum: A natural language processing investigation* [Poster presentation]. American Psychological Association Convention 2025, Denver, CO, United States.

**Burey, J.,** (2025, April 25-27). *Representation matters, but what type? The influence of critical contexts on Black students' understandings and attributions of systemic racism* [Roundtable]. 2025 American Educational Research Association Annual Meeting, Denver, CO, United States.

**Burey, J., Stagnaro, K., Allen, L., Kendeou, P.** (2024, July 17-19). *Changes to the AP African American Studies curriculum: A natural language processing investigation* [Poster presentation]. 2024 Annual Meeting of the Society for Text and Discourse, Chicago, IL, United States.

**Burey, J.** (2024, July 11-14). *Representation matters, but what type? Black students' psychological responses to textual representations of Blackness* [Poster presentation]. 26th Black Graduate Conference in Psychology, Ann Arbor, MI, United States.

Hwang, H., McMaster, K.M., Kendeou, P., Slater, S., Choi, S., Reno, E., **Burey, J.**, Harsch, R., Guha, M. (2024, July 10-13). *Enhancing K-5 students' literacy and knowledge through content-rich curricula: Using Inference Galaxy to build literacy skills and content knowledge in kindergarten* [Paper presentation]. Society for the Scientific Study of Reading 31st Annual Conference, Copenhagen, DK.

**Burey, J., Stagnaro, K., Allen, L., Kendeou, P.** (2024, April 11-14). *Changes to the AP African American Studies curriculum: A natural language processing investigation* [Poster presentation]. 2024 American Educational Research Association Annual Meeting, Philadelphia, PA, United States.

Morton, T. (Chair), Anderson, J., Patton Davis, L., Fenwick, L., & Artiles, A. (Participants), Riley, A., & **Burey J.** (Invited Questioners). (2024, April 11-14). *Investigating the past to understand the present and envision the future: A continued conversation on Brown.* [Invited speaker session]. 2024 American Educational Research Association Annual Meeting, Philadelphia, PA, United States.

Morton, T.R., Coleman, C., **Burey, J.**, Morton, F., Bishara, K., Stewart, I., Ivey, A., Mustafaa, F.N., Davis, N.R., Osai, E., & White, A.M. (Discussant). (2024, April 11-14). Black Students' Psychological Responses to Ethnic-Specific Textbook Representations. In D. Gray (Chair), *Conceptualizing Black consciousness within motivation research* [Symposium]. 2024 American Educational Research Association Annual Meeting, Philadelphia, PA, United States.

**Burey, J.** (2024, March 1). *Changes to the AP African American Studies curriculum: A natural language processing investigation* [Poster presentation]. 2024 Educational Psychology Graduate Student Research Day, Minneapolis, MN, United States.

**Burey, J.** (2023, May 18-19). *Conceptualizing the effects of educational marginalization on academic disengagement among Black students* [Poster presentation]. 2023 Common Ground Consortium, Minneapolis, MN, United States.

**Burey, J.** (2023, April 13-16). *The Effects of educational marginalization on Black students' intellectual engagement* [Invited Speaker Session]. 2023 American Educational Research Association Annual Meeting, Chicago, IL, United States.

Kendeou, P., McMaster, K.L., **Burey, J.**, Kim, J., Slater, S., Harsch, R., Reno, E., Stagnaro, K., Hwang, H., Choi, S. (2023, March 23). *A suite of language comprehension tools for grades K-2.* [Poster presentation]. College of Education and Human Development (CEHD) Research & Innovation Day, University of Minnesota, Minneapolis, MN, United States.

**Burey, J.** (2023, January 27). *Conceptualizing the effects of educational marginalization on academic disengagement among Black students* [Poster presentation]. 2023 Educational Psychology Graduate Student Research Day, Minneapolis, MN, United States.

**Burey, J., Johnson, V., Kendeou, P.** (2022, November 17-20). *Who provided the correction? Gender and knowledge revision evaluations* [Poster presentation]. Psychonomic Society 63rd Annual Meeting, Boston, MA, United States.

**Burey, J., Samimi, C., Schmit, Z., Chandrasekharan, N.** (2022, November 3-4). *Digital Justice Ideathon: Creating space to make change in community* [Roundtable]. Data 4 Public Good 3rd Annual Conference, Virtual.

Orcutt, E., Kendeou, P., McMaster, K., Reno, E., **Burey, J.**, Kim, J., Slater, S., Harsch, R., Stagnaro, K., Hwang, H., & Chen, C. (2022, October 20-21). *Inference Galaxy: A suite of language comprehension tools for grades K-2.* [Poster presentation]. Alaska School Psychologists Association Conference, Anchorage, AK, United States.

**Burey, J., Kim, J., McMaster, K.L., Kendeou, P.** (2022, August 4-6). *From equality to equity: Assessing the promise of computer-based literacy learning* [Poster presentation]. American Psychological Association Convention 2022, Minneapolis, MN, United States.

Hwang, H., Kim, J., **Burey, J.**, Wilke, B., Kendeou, P., & McMaster, K. (2022, August 4-6). *Supporting kindergarteners' inference-making: Are two media better than one?* [Paper Presentation]. American Psychological Association Convention 2022, Minneapolis, MN, United States.

Hwang, H., Kim, J., **Burey, J.**, Kendeou, P., & McMaster, K.L. (2022, August 4-6). *Impact of language comprehension individualized instruction on kindergarteners' inference-making* [Poster presentation]. American Psychological Association Convention 2022, Minneapolis, MN, United States.

Kim, J., Hwang, H., **Burey, J.**, Kendeou, P., & McMaster, K.L. (2022, August 4-6). *Supporting inference-making during COVID-19 through individualized instruction.* [Poster presentation]. American Psychological Association Convention 2022, Minneapolis, MN, United States.

Kim, J., Hwang, H., **Burey, J.**, Kendeou, P., & McMaster, K.L. (2022, August 4-6). *Do students' inference-making skills transfer across different media?* [Poster presentation]. American Psychological Association Convention 2022, Minneapolis, MN, United States.

Hwang, H., Kim, J., **Burey, J.**, Kendeou, P., & McMaster, K.L. (2022, July 19-21). *Does scaffolding support inference-making in primary-grade students?* [Poster presentation]. The 32nd Annual Conference of the Society for Text and Discourse, Atlanta, GA, United States.

**Burey, J., Kim, J., McMaster, K.L., Kendeou, P.** (2022, July 13-16). *The effect of ELCII on kindergarteners' inference making: Does it work for everyone?* [Paper presentation]. Society for the Scientific Study of Reading 29th Annual Meeting, Newport Beach, CA, United States.

**Burey, J., Kim, J., McMaster, K.L., Kendeou, P.** (2022, June 6-10). *Does it work for everyone? The effect of ELCII on kindergarteners' inference skill development* [Paper presentation]. International Society of the Learning Sciences Annual Meeting 2022, Hiroshima, Japan.

**Burey, J., Kim, J., McMaster, K.L., Kendeou, P.** (2022, April 27). *From equality to equity: Assessing the promise of computer-based literacy learning* [Paper presentation]. University of Minnesota First Year Fest, Minneapolis, MN, United States.

Kendeou, P., McMaster, K.L., Reno, E.A., **Burey, J., Kim, J., Orcutt, E., Slater, S., Harsch, R., Stagnaro, K., Hwang, H., Chen, C.** (2022, March 24). *Supporting early elementary students' reading comprehension development using Inference Galaxy* [Poster presentation]. College of Education and Human Development Research Day, Minneapolis, MN, United States.

**Burey, J., Kim, J., McMaster, K.L., Kendeou, P.** (2022, March 16). *From equality to equity: Assessing the promise of computer-based literacy learning* [Poster presentation]. Learning Informatics Lab Research Symposium, Minneapolis, MN, United States.

**Burey, J., Kim, J., McMaster, K.L., Kendeou, P.** (2022, February 4). *From equality to equity: Assessing the promise of computer-based literacy learning* [Poster presentation]. 2022 Educational Psychology Graduate Student Research Day, Minneapolis, MN, United States.

**Burey, J., & Abeare, C.A.** (2019, May 3). *The effect of sport-related concussion on emotion regulation in university athletes* [Poster presentation]. Ontario Psychology Undergraduate Thesis Conference 49th Annual Meeting, Waterloo, ON, Canada.

## TEACHING

**Teaching Assistant** 2025  
 Learning, Cognition, & Assessment  
 Instructor: Ananya Matewos  
 University of Minnesota

**Instructor of Record** 2025  
 Psychology of Multiculturalism in Education  
 University of Minnesota

Mean Instructor Rating: 96.2% (5.77 / 6.00)

**Guest Lecturer** 2024  
 "Learning From Text," Cognitive Psychology Research Methods  
 Instructor: Dr. Jeffrey Bye  
 California State University, Dominguez Hills

**Teaching Assistant** 2022-2023  
Psychological Science Applied  
Instructor: Dr. Martin Van Boekel  
University of Minnesota

Mean Instructor Rating: 97.3% (5.84 / 6.00)

**Teaching Assistant** 2018-2019  
Introduction to the Brain and Human Behavior  
Instructor: Dr. Laszlo Erdodi  
University of Windsor

## RESEARCH

**Research Assistant** 2021-2025  
Early Language Comprehension Individualized Instruction (ELCII) Project  
PIs: Dr. Panayiota Kendeou and Dr. Kristen McMaster  
University of Minnesota

**Program Assistant** 2020-2021  
The Canadian Childhood Nephrotic Syndrome (CHILDNEPH) Study  
PI: Dr. Susan Samuel  
University of Calgary

**School Lead Researcher** 2019-2020  
SHRed Concussions Project  
PI: Dr. Carolyn Emery  
University of Calgary

**Research Assistant** 2018-2019  
Cognitive Neuropsychology Lab  
PI: Dr. Lori Buchanan  
University of Windsor

**Research Assistant** 2017-2019  
Experimental and Clinical Neuropsychology Lab  
PI: Dr. Christopher Abeare  
University of Windsor

**Research Assistant** 2018  
Alberta Children's Hospital Research Institute  
PI: Dr. Keith Yeates  
University of Calgary

<b>Research Assistant</b>	2017
Adapted Physical Exercise for Adults with ASD-ID (APEX) Program	
PI: Dr. Nadia Azar	
University of Windsor	
<b>MENTORSHIP</b>	
<b>MotSIG GSC Mentor-Mentee Program Chair</b>	2023-present
American Educational Research Association	
<b>NextGen Psych Scholars Program Lead Mentor</b>	2021-2024
University of Minnesota	
<b>Senior Psychology Mentor</b>	2019
Intro to Psychology as a Social Science	
Instructor: Dr. Jill Singleton-Jackson	
University of Windsor	
<b>Senior Psychology Mentor</b>	2018
Intro to Psychology as a Behavioral Science	
Instructor: Dr. Jill Singleton-Jackson	
University of Windsor	
<b>Science Advisor</b>	2016
University of Windsor	
<b>SERVICE &amp; OUTREACH</b>	
<b>Reviewer</b>	2025
Journal of Hip-Hop and Education	
<b>Panelist</b>	2023-2025
University of Minnesota	
<i>Doctoral Dissertation Fellowship Application Workshop</i> (2025)	
NextGen Psych Scholars Program	
<i>Diversity in Psychology Graduate Student Panel</i> (2024)	
<i>Networking and Building a Social Media Presence</i> (2024)	
<i>Creating a Poster &amp; Manuscript Process Workshop</i> (2023)	
<i>Black in Psych #NextGenStories</i> (2023)	
<b>Juneteenth Celebration Organizing Committee</b>	2022
University of Minnesota	
<b>Digital Justice Interdisciplinary Ideathon Fellow</b>	2021-2022
University of Minnesota	

<b>Reviewer</b>	2021
International Society of the Learning Sciences Annual Meeting 2022	
<b>Aphasia Conversation Group Facilitator</b>	2019
Hôtel Dieu Grace Healthcare	
<b>Psychology Department Council Undergraduate Representative</b>	2017-2018
University of Windsor	

## **KNOWLEDGE TRANSLATION & CREATIVE WORKS**

<b>Research Poster Presenter</b>	2023
University of Minnesota Juneteenth Community Celebration	
<b>Creator and Host</b>	2020-2021
The Insightful Thinkers Podcast	

Select episodes: *Behaviorism and the Cognitive Revolution*, *The Black Panther Party*, *Development of the Mind: Piaget and Vygotsky*, *The Harlem Renaissance*

## **PROFESSIONAL AFFILIATIONS**

<b>American Educational Research Association</b>	2022-present
Division C: Learning and Instruction	
Research Focus on Black Education Special Interest Group (RFBE)	
Motivation in Education Special Interest Group (MotSIG)	
<b>American Psychological Association</b>	2022-present
Division 15: Educational Psychology	