

JOSEPH BUREY

PhD Candidate | University of Minnesota

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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

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

Aphasia Conversation Group Facilitator 2019
Hôtel Dieu Grace Healthcare

Psychology Department Council Undergraduate Representative 2017-2018
University of Windsor

KNOWLEDGE TRANSLATION & CREATIVE WORKS

Research Poster Presenter 2023
University of Minnesota Juneteenth Community Celebration

Creator and Host 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

American Educational Research Association 2022-present
Division C: Learning and Instruction
Research Focus on Black Education Special Interest Group (RFBE)
Motivation in Education Special Interest Group (MotSIG)

American Psychological Association 2022-present
Division 15: Educational Psychology