

CURRICULUM VITAE

NAME: Suzanne H. Broughton, Ph.D.

UNIVERSITY ADDRESS: School of Teacher Education and Leadership
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I. EDUCATIONAL HISTORY

- 2008 *Ph.D. Educational Psychology, University of Nevada, Las Vegas.* Dissertation Title: The Pluto Debate: Influence of Emotions on Belief, Attitude, and Conceptual Change. Chair: Dr. Gale M. Sinatra.
- 2002 *M.S. Teaching and Learning, University of Utah.* Thesis Title: Toward Creating Culturally Responsive Classrooms: Exploring the Academic Discourse of Single Parent, Working-Class Families. Chair: Dr. Sherry A. Southerland.
- 2000 *B.S. Elementary Education, University of Utah.* Summa Cum Laude.

II. PROFESSIONAL ORGANIZATIONS

American Educational Research Association, Division C, Learning and Instruction

American Psychological Association, Division 15, Educational Psychology

Conceptual Change Special Interest Group, EARLI

European Association for Research on Learning and Instruction (EARLI)

International Reading Association

National Consortium for Instruction and Cognition

Southwest Consortium for Innovations in Psychology in Education

III. HONORS AND AWARDS

- 2009 University of Nevada, Las Vegas, College of Education, Outstanding Dissertation Award. The Pluto debate: Influence of emotions on beliefs, attitude, and knowledge change.

- 2008 University of Nevada, Las Vegas, Graduate and Professional Student Association Research Forum. First Place. The Pluto debate: Influence of emotions on belief, attitude, and knowledge change.
- 2007 Nominee, President's Graduate Fellowship, Educational Psychology Department. University of Nevada, Las Vegas.
- 2007 University of Nevada, Las Vegas, Graduate and Professional Student Association Research Forum. Honorable mention. Refutation texts: Effects on learning and attention.
- 2006 University of Nevada, Las Vegas, Graduate and Professional Student Association Research Forum. Second place. Critical features of collective efficacy in a fifth grade classroom.
- 2005 University of Nevada, Las Vegas, Graduate and Professional Student Association Research Forum. Third place. Critical features of collective efficacy in the classroom.

Honor Societies and Scholarships

- 1999 Phi Kappa Phi Scholarship
- 1999 Steffenson Cannon Scholarship
- 1998 Golden Key National Honor Society
- 1998 Phi Kappa Phi National Honor Society
- 1998 T.H. Bell Scholarship

IV. PROFESSIONAL HISTORY

- 2010-Present *Assistant Professor of Literacy*, School of Teacher Education and Leadership, Regional Campus Distance Education, Utah State University.
- 2010-2010 *Visiting Professor*, Educational Psychology Department, UNLV, EPY 718, Introduction to Qualitative Research Methods (Graduate level).
- 2010-2010 *Tutor*, University of Utah Reading Clinic. Tutoring struggling beginning readers using the Early Steps intervention program.
- 2009-2010 *Instructor*, Educational Psychology Department, UNLV, Distance Education. EPY 702, Educational Research Methods (graduate level); EPY 451, Classroom Assessment (undergraduate level).

- 2008-2009 *Post-Doctoral Fellow*, Psychology Department, ASU. Assisting Dr. Arthur Glenberg on implementing a large-scale reading comprehension intervention study examining the *grounding-in-action* hypothesis.
- 2007-2008 *Research Assistant*, Educational Psychology Department, UNLV. Assisting Dr. LeAnn Putney on a case study aimed at understanding the role of mentoring first year teachers.
- 2006-2007 *Instructor*, Educational Psychology Department, UNLV. EPY 101, Educational, Career, and Personal Development. EPY 451, Foundations of Educational Assessment.
- 2005-2006 *Research Assistant*, Educational Psychology Department, UNLV. Assisted Dr. Ralph E. Reynolds on an experimental study examining the influence of metaphors on prose comprehension.
- 2005 *Teaching Assistant*, History and Philosophy of Educational Psychology for Dr. Ralph E. Reynolds.
- 2005-2006 *Research Assistant*, Educational Psychology Department, UNLV. Assisted Dr. Gale M. Sinatra investigating the relationship between students' epistemological beliefs and conceptual change learning in science.
- 2004-2006 *Editorial Assistant*. Assisted Dr. Gale M. Sinatra-Editor, *Educational Psychologist*, with manuscript review and publication.
- 2004-2005 *Research Assistant*, Educational Psychology Department, UNLV. Assisted Dr. LeAnn Putney on a case study aimed at understanding classroom norms and community building in classrooms.
- 2002-2004 *Elementary School Teacher*, Escalante Elementary School, Salt Lake School District. Taught 6th grade.
- 2003 *Instructor*, Early Reading: Principles of Literacy, University of Utah.
- 2001-2002 *Research Assistant*, Teaching and Learning Department, University of Utah. Assisted Dr. Sherry Southerland in research aimed at understanding conceptual change in middle school science classrooms.
- 2001-2002 *Student Teacher Supervisor*, Teaching and Learning Department, University of Utah. Supervised 9 pre-service teachers in the Salt Lake School District.
- 2001 *Instructor*, Elementary Science Methods, University of Utah.

V. SCHOLARY PUBLICATIONS AND ACTIVITIES

Broughton, S. H., Sinatra, G. M., & Reynolds R. E. (in press). The nature of the refutation text effect: An investigation of attention allocation. *The Journal of Educational Research*.

Putney, L., & Broughton, S. H., (in press). Developing collective classroom efficacy: The teacher's role as community organizer. *Journal of Teacher Education*.

Broughton, S. H., & Sinatra, G. M. (2010). Text in the science classroom: Promoting engagement to facilitate conceptual change. In M. G. McKeown (Ed.), *Bringing reading researchers to life: Essays in honor of Isabelle Beck* (pp. 232-256). New York: The Guilford Press.

Putney, L., & Broughton, S. H. (2010). Developing teacher efficacy through reflective practice: A Vygotskian perspective. *Critical Issues in Teacher Education*, 17, 4-17.

Broughton, S. H. (2007). Emphasizing the value of commercially developed science curriculum. In J. Settlage, & S. A. Southerland (Eds.), *Teaching science to every child: Using culture as a starting point*. New York: Routledge.

Work in Progress

Broughton, S. H., Sinatra, G. M., & Nussbaum, E. M. (in submission). "Pluto has been a planet my whole life!" Emotions, attitudes, and conceptual change in elementary students learning about Pluto's reclassification.

Broughton, S. H., Cordova, J. & Sinatra, G. M. (in preparation). Investigating interest and emotions as factors of conceptual change in science learning.

Broughton, S. H., Putney, L. G., & Sinatra, G. M. (in preparation). A tale of two cities: Epistemic development in two culturally diverse locations.

Cordova, J., Broughton, S.H., & Sinatra, G. M. (in preparation). Self-efficacy, confidence in prior knowledge, and conceptual change.

Nussbaum, E. M., & Broughton, S. H. (under revision). Students' emotions during critical discussions: The impact on attitude change.

Putney, L. G., Broughton, S. H., & Rosboro, A. (in preparation). Fostering knowledge development through discursive practices: A cross-case study of the reciprocal relationships in group interactional spaces.

Putney, L. G., Reid, K., & Broughton, S. H. (in preparation). Classrooms as cultures: Considering culture as classroom disciplinary knowledge.

Conference Presentations

International

Sinatra, G. M., Cordova, J. R., Broughton, S. H., & Taasoobshirazi, G. (August, 2010). *Self-efficacy, emotions, and conceptual change*. Paper to be presented at the biannual meeting of the European Association for Research on Learning and Instruction, Motivation and Emotions Special Interest Group, Porto, Puerto Rico.

Broughton, S. H., & Sinatra, G. M. (2008). *The influence of emotions in beliefs, attitudes, and conceptual change*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Conceptual Change Special Interest Group, Turku, Finland.

Broughton, S. H., & Sinatra, G. M. (2008). *Promoting conceptual change through increasing engagement with text*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Conceptual Change Special Interest Group, Turku, Finland.

Nussbaum, E. M. & Broughton, S. H. (2008). *Values and emotion in middle-schooler's arguments on current events*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Conceptual Change Special Interest Group, Turku, Finland.

Broughton, S. H., Sinatra, G. M., & Reynolds, R. E. (2007). *Attention allocation, background knowledge, and the refutation text effect*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.

Broughton, S. H., Sinatra, G. M., & Reynolds, R. E. (2006). *The influence of the Selective Attention Strategy: Measuring the effects of refutation text in conceptual change*. Paper presented at the annual meeting of the European Association for Research on Learning and Instruction, SIG on Conceptual Change, Stockholm, Sweden.

National

Broughton, S. H., & Putney, L. G. (in submission). *Examining affordances and constraints of epistemic development through a Vygotskian lens*. Paper to be presented at the annual meeting of the American Educational Researchers Association, National Conference, New Orleans, Louisiana.

Cordova, J., Broughton, S.H., & Sinatra, G. M. (in submission). *Self-efficacy, confidence judgments, and accuracy in conceptual change learning*. Paper to be presented at the annual meeting of the American Educational Researchers Association, National Conference, New Orleans, Louisiana.

- Nadelson, L. S., & Broughton, S. H. (in submission). *Calibrating K-12 teachers' conceptions of and emotions toward genetically modified foods*. Paper to be presented at the annual meeting of the American Educational Researchers Association, National Conference, New Orleans, Louisiana.
- Cordova, J., Broughton, S.H., & Sinatra, G. M. (2010). *Self-efficacy, confidence in prior knowledge, and conceptual change*. Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, Denver, Colorado.
- Putney, L. G., Broughton, S. H., & Rosboro, A. (2010). *Fostering knowledge development through discursive Practices: A cross-case study of the reciprocal relationships in group interactional spaces*. Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, Denver, Colorado.
- Broughton, S. H., Cordova, J. & Sinatra, G. M. (2009). *Warming the culture of science learning: Investigating interest and emotions as factors of conceptual change*. Paper presented at the bi-annual meeting of the Southwest Consortium for Innovations in Psychology in Education Conference, University of Nevada, Las Vegas.
- Putney, L.G., & Broughton, S. H. (2009). *Dialogic interactions as avenues for knowledge development: A cross-case study of the reciprocal relationships in classroom discourse*. Paper presented at the bi-annual meeting of the Southwest Consortium for Innovations in Psychology in Education Conference, University of Nevada, Las Vegas.
- Broughton, S. H., & Sinatra, G. M. (2009, April). *The influence of emotions on controversial topics: Changing students' beliefs, attitudes, and conceptions*. In G. M. Sinatra (Chair), *Controversial conceptual change: The role of emotions, interest, and epistemic beliefs*. Symposium presented at the annual meeting of the American Educational Researchers Association, San Diego, California.
- Broughton, S. H., Sinatra, G. M., Putney, L. G., & Nussbaum, E. M. (2009). *Promoting controversial conceptual change through increasing engagement with text*. Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, San Diego, California.
- Broughton, S. H., Sinatra, G. M., & Reynolds, (2009, April). *Attention allocation and the refutation text effect: A possible process mechanism for conceptual change*. In G. M. Sinatra (Chair), *Mechanisms for facilitating conceptual change through text-based interventions*. Symposium presented at the annual meeting of the American Educational Researchers Association, San Diego, California.

- Nussbaum, E. M., & Broughton, S. H. (2009). *Students' emotions during critical discussions: The impact on attitude change*. Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, San Diego, California.
- Putney, L. G., & Broughton, S. H. (2008). *Limits to certainty in exploring collective efficacy: Opportunities available through juxtaposition of primary and secondary data analysis*. Paper presented at the annual meeting of the International Society of Cultural and Activity Research, San Diego, California.
- Broughton, S. H., Sinatra, G. M., & Reynolds, R. E. (2007). *Refutation text effect: Influence on learning and attention*. Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, Chicago, Illinois.
- Broughton, S. H., Sinatra, G. M., & Reynolds, R. E. (2007). *The nature of the refutation text effect: An investigation of attention allocation*. Paper presented at the bi-annual meeting of the Southwest Consortium for Innovations in Psychology in Education Conference, Arizona State University, Phoenix, Arizona.
- Putney, L. G., & Broughton, S. H. (2007). *Exploring collective efficacy: Opportunities available through juxtaposition of primary and secondary data analysis*. Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, Chicago, Illinois.
- Reid, K., Broughton, S. H., Putney, L. G. (2007). *Breaking the Culture: A telling case of two pedagogical styles*. Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, Chicago, Illinois.
- Broughton, S. H. (2006). *Using item analysis to measure student outcomes*. University of Nevada, Las Vegas, Program Assessment: Finding the right tool. Paper presented at the annual Academic Assessment Faire.
- Putney, L. G., & Broughton, S. H., & Campbell, B. D. (2006). *Critical features of classroom collective efficacy: A telling case of two elementary classrooms*. Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, San Francisco, California.
- Nadelson, L., Broughton, S. H., & Sinatra, G. M. (2005). *Conceptual frameworks and personal epistemology in high school students*. Paper presented at the bi-annual meeting of the Southwest Consortium for Innovations in Psychology in Education Conference, University of Nevada, Las Vegas.

VI. TEACHING

Licensures:

K-6 Teacher Certification in Utah.

Courses Taught:

Research for Classroom Teachers, Summer Semester, 2010

Introduction to Qualitative Research Methods, Summer Semester, 2010.

Educational Research Methods, Fall Semester, 2009.

Foundations of Educational Assessment, Summer semester, 2010; Fall Semester, 2009;
Spring Semester, 2010; 2007.

Educational, Career, and Personal Development, Fall Semester, 2006.

Early Reading: Principles of Literacy, Fall Semester, 2003.

Elementary Science Methods, Fall Semester, 2001

Courses Prepared to Teach:

Conceptual Change and Science Learning

Content Literacy

Early Reading: Principles of Literacy

Educational Psychology

Educational Research Methods

Educational, Career, and Personal Development

Elementary Science Methods

Foundations of Educational Assessment

Motivation in Education

VII. SERVICE

International

2008 *Organizer & Chair*, International Symposium, Exploring “hot” conceptual change: Interest, emotions, and epistemic beliefs on the change process. Symposium presented at the biannual meeting of the European Association for Research on Learning and Instruction, Conceptual Change Special Interest Group, Turku, Finland.

- 2008 *Organizer*, International Symposium, Motivational Factors and Conceptual Change. Symposium presented at the biannual meeting of the European Association for Research on Learning and Instruction, Conceptual Change Special Interest Group, Turku, Finland.
- 2008 *Organizer*, International Symposium, Promoting Conceptual change through text based interventions. Symposium presented at the biannual meeting of the European Association for Research on Learning and Instruction, Conceptual Change Special Interest Group, Turku, Finland.
- 2007 *Chair*, International Symposium, Exploring the nature of the refutation text effect in conceptual change. Symposium presented at the biannual meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- 2007 *Organizer*, International Symposium, Refutation text effect: A movement toward process explanations. Symposium presented at the annual meeting of the American Educational Researchers Association, National Conference, Chicago, Illinois.

National

- 2010 *Co-organizer & Chair*, Symposium, Exploring the interrelationships of knowledge change: Testing the Cognitive Reconstruction of Knowledge Model. Symposium presented at the annual meeting of the American Educational Researchers Association, National Conference, Denver, Colorado.
- 2010 *Ad hoc Reviewer*, Reading Research Quarterly.
- 2010 *Reviewer*, Division C, Learning and Instruction. American Educational Researchers Association, Denver, Colorado.
- 2009 *Organizer*, Symposium, Controversial conceptual change: The role of emotions, interest, and epistemic beliefs. Symposium presented at the annual meeting of the American Educational Researchers Association, National Conference, San Diego, California.
- 2009 *Organizer*, Symposium, Mechanisms for Facilitating Conceptual Change through Text-based Interventions. Symposium presented at the annual meeting of the American Educational Researchers Association, National Conference, San Diego, California.
- 2009 *Reviewer*, Division C, Learning and Instruction. American Educational Researchers Association, San Diego, California.
- 2008 *Reviewer*, Division C, Learning and Instruction. American Educational

Researchers Association, New York.

- 2008 *Reviewer*, Northern Rocky Mountain Educational Research Association, Lake Tahoe, Nevada.
- 2007 *Participant*. National Science Foundation REESE Grant, The challenges of teaching and learning about biological evolution.
- 2007 *Reviewer*, Division C, Learning and Instruction. American Educational Researchers Association, New York.
- 2007 *Student Member*, Conference Volunteer, Southwest Consortium for Innovations in Psychology in Education Conference, Arizona State University, Phoenix.
- 2006 *Reviewer*, Division C, Learning and Instruction. American Educational Researchers Association, Chicago, Illinois.

University

- 2006 *Educational Psychology Department Student Representative*, Graduate and Professional Student Association, University of Nevada, Las Vegas.
- 2006 *Educational Psychology Department Student Representative*, Grant Funding Subcommittee, Graduate and Professional Student Association, University of Nevada, Las Vegas.
- 2006-2007 *Student Coordinator*, PreDoc Seminars for Educational Psychology Department, University of Nevada, Las Vegas.
- 2005 *Student Member*, Conference Volunteer, Southwest Consortium for Innovations in Psychology in Education Conference, University of Nevada, Las Vegas.
- 2001 *Student Member*, Teaching Award Committee, College of Education, University of Utah.
- 2000 *Student Member*, Diversity Task Force, College of Education, University of Utah.

Endorsements

Level II Reading Endorsement, State of Utah

Special Training

Tutor, Early Steps Reading Intervention. University of Utah Reading Clinic

Grants Submitted but not Funded

2009-12 *Collaborator*, Institute of Education Sciences, Educational Technology.
Grounding in Action: Fostering reading comprehension among early
readers. \$1.5 million. Principle Investigator, Dr. Arthur Glenberg.