Ye Shen, Ph.D.

Department of Language, Literacy, Ed.D., Exceptional Education, and Physical Education
College of Education
University of South Florida
4202 E. Fowler Ave., EDU 105, Tampa, FL 33620
yeshen@usf.edu

EDUCATION

Ph.D. in Education 2022
University of Delaware
Concentration: Literacy Development and Learning Problems
Dissertation: Bilingual but not biliterate: The literacy of heritage language learners

M.A. in Education 2020
University of Delaware

M.Ed. in Curriculum & Instruction 2014
University of Maryland, College Park

B.A. in Teaching Chinese as a Foreign Language 2010
Shanghai University of Finance & Economics, Shanghai, China

PROFESSIONAL APPOINTMENTS

2024-present **Assistant Professor**
Department of Language, Literacy, Ed.D., Exceptional Education, and Physical Education, College of Education, University of South Florida

2022-2024 **Dean's Diversity Postdoctoral Fellow**
College of Education and Human Ecology, The Ohio State University

2022-2024 **Postdoctoral Affiliate**
Crane Center for Early Childhood Research and Policy, The Ohio State University

2017-2020 **Instructor of Record**
School of Education, College of Education and Human Development, University of Delaware

2014-2015 **Classroom Teacher**
W. B. Simpson Elementary School, Caesar Rodney School District, Wyoming, DE

RESEARCH INTERESTS

Multilingualism, multiliteracy, school readiness, academic achievement, dual language learners, emergent bilinguals

RESEARCH GRANTS & FELLOWSHIPS

Externally Funded

2024-2026 **AERA-NSF Research Grant. Role: Principal Investigator (PI). $35,000**
American Educational Research Association and National Science Foundation
The Unique and Overlapping Contributions of Neurobiological Reading and Math Networks to Academic Achievement

2024-2026 **Language Learning Early Career Research Grant. Role: PI. $10,000**
Language Learning Journal
Unraveling the Influence of Chinese Character Writing versus Pinyin Typing on Word Reading for Chinese

Heritage Language Learners

2022-2023 **AERA-NSF Dissertation Grant. Role: PI. $27,500**
American Educational Research Association and National Science Foundation
Intrinsic functional connectivity: What is the relation between a heritage language and the neurobiological correlates of emergent English reading?

2021-2023 **Spencer Foundation Conference Grant. Role: Graduate Researcher. $50,000**
Spencer Foundation
The Intersection of Racial Equity and Time-Series Methods
PIs: Del Tufo, Demos, & de Novais

2021-2022 **APA Dissertation Research Award. Role: PI. $1,000**
American Psychological Association
Bilingual but not biliterate: The literacy of heritage language learners

2021-2022 **APA Division 15 Dissertation Research Award. Role: PI. $1,000**
American Psychological Association Division 15 (Educational Psychology)
Reading-writing connections: A cross-linguistic investigation of young heritage language learners

2021-2022 **NFMLTA-MLJ Dissertation Support Grant. Role: PI. $2,500**
National Federation of Modern Language Teachers Association and Modern Language Journal
The value of a heritage language: What is the influence of a heritage language on English literacy?

Internally Funded

2022-2024 **W.K. Kellogg Foundation Postdoctoral Recruitment Onboarding Supplement (OK-PROS). Role: PI. $5,000**
Office of Postdoctoral Affairs, The Ohio State University, Columbus, OH
Bilingualism and Biliteracy for Spanish-English bilinguals

2021-2022 **University Dissertation Fellowship. $28,000**
University of Delaware, Newark, DE
Awarded for dissertation work on heritage language learners' literacy development

2020-2022 **UDRF - SI Graduate Initiative. Role: PI. $15,000**
University of Delaware Research Foundation, Newark, DE
The aim is to investigate the neurobiology underlying heritage learner's literacy development

2021 **Dissertation Support Fund. Role: PI. $500**
School of Education, University of Delaware, DE
Awarded for the collection of promising dissertation data

2020-2021 **University Doctoral Fellowship. $28,000**
University of Delaware, Newark, DE
Awarded for pre-dissertation work of preparing and conducting dissertation about reading-writing connections among heritage language learners

2020 **Arnsdorf Summer Research Fellowship. $5,000**
School of Education, University of Delaware, Newark, DE
The purpose of this grant is to investigate the impact of bilingual literacy practices. The first aim was to determine the impact of parent-child joint book reading, and the second aim was to uncover the bilingual neurobiological intrinsic connectivity across diverse orthographies

2019 **Arnsdorf Summer Research Fellowship. $5,000**
School of Education, University of Delaware, Newark, DE
The overarching goal of this project was to support comprehensive school reform

HONORS & AWARDS

2023-2024 **NSF QRM Scholar**
National Science Foundation Quantitative Research Methods for STEM Education Scholars Program, University of Maryland, College Park

2023 **George Herbert Ryden Prize in the Social Sciences $1,500**
Graduate College, University of Delaware, Newark, DE

2023 **ACTFL-NFMLTA/MLJ Emma Marie Birkmaier Award for Doctoral Dissertation Research in World Language Education**
American Council on the Teaching of Foreign Languages (ACTFL)

2023 **Outstanding Dissertation Award-Finalist**
Second Language Research SIG, American Educational Research Association (AERA)

2023 **Professional Development Award $750**
The Ohio State University Postdoctoral Association

2023 **D.C. Days $1,300**
Office of Research, Innovation and Collaboration (ORIC), College of Education and Human Ecology, The Ohio State University

2023 **Building Future Faculty Program**
North Carolina State University

2023 **Postdoctoral Researcher Travel Award $500**
Office of Research, Innovation and Collaboration (ORIC), College of Education and Human Ecology, The Ohio State University

2023 **Outstanding Dissertation Award-Third Place**
National Association for Bilingual Education (NABE)

2022 **Outstanding Dissertation Award-Finalist**
Second Language Research SIG, American Educational Research Association (AERA)

2022 **Tuition Scholarship**
College of Education and Human Development, University of Delaware, Newark, DE

2022 **Family Care Grant $500**
2022 Cognitive Science Society annual conference.

2022 **Frank B. Murray Award for Excellence in Graduate Research $200**
College of Education and Human Development, University of Delaware, Newark, DE

2022 **2nd place for the Graduate Paper Award $500**
36th Annual Marion H. Steele Research Symposium, Newark, DE

2022 **AERA Division C Graduate Student Registration Scholarship**
American Educational Research Association Division C

2022 **Graduate Student Travel Award $2,000**
Graduate College & School of Education, University of Delaware, Newark, DE

2022 **AERA Division C Graduate Student Seminar**
American Educational Research Association Division C

2021 **Diversity Travel Fellowship $400**
2021 Boston University Linguistic Conference on Language Development (BUCLD), Boston, MA

2021 **Claire Ellen Weinstein Doctoral Student Seminar**
American Psychological Association Division 15 (Educational Psychology)

2021 **Richard L. Venezky Award for Creative Research in Literacy $2,000**
College of Education and Human Development, University of Delaware, Newark, DE

2021 **SRCD Strategic Plan Poster**

Society for Research in Child Development (SRCD)

2021 **AERA Second Language Research Graduate Student Travel Award**
Second Language Research SIG, American Educational Research Association (AERA)

2020 **Graduate College Travel Award $500**
School of Education, University of Delaware, Newark, DE

2020 **Professional Development Award $500**
University of Delaware, Newark, DE

2019 **Paula Menyuk Travel Award $300**
2019 Boston University Linguistic Conference on Language Development (BUCLD), Boston, MA

2019 **1st place for the Graduate Poster Award $550**
34th Annual Marion H. Steele Research Symposium, Newark, DE

PUBLICATIONS

Peer-Reviewed Publications

12. **Shen, Y**., & Wang, R. (2024). Different roles of family socioeconomic status in academic trajectories between emergent bilinguals and their peers across primary years. *Journal of Educational Psychology, 116*(7), 1250–1266. https://doi.org/10.1037/edu0000891
11. **Shen, Y.** & Choi, J.-Y. (2024). Profiles of home language experiences of Spanish-English dual language learners in Migrant and Seasonal Head Start programs. *Early Childhood Research Quarterly, 68*, 148–158. https://doi.org/10.1016/j.ecresq.2024.05.001
10. **Shen, Y.** & Goodrich, J. M. (2024). Cross-linguistic influence of early Spanish reading on English reading trajectories among Spanish-English emergent bilinguals: A latent class growth analysis. *Journal of Educational Psychology*, *116*(1), 139–152. https://doi.org/10.1037/edu0000824
9. Sun, J., Justice, L. M., **Shen, Y.**, Jiang, H., Villasanti, H. G., & Schmitt, M. B. (2024). Dimensionality of speech-language pathologists' child-directed talk during school-based therapy with primary-grade students. *American Journal of Speech-Language Pathology*, *33*(2), 866–882. https://doi.org/10.1044/2023_AJSLP-23-00162
8. **Shen, Y.** & Del Tufo, S. N. (2023). Speaking a language is not enough! Distinct neurobiological reading networks support heritage language and bilingual-biliterate children's reading. *Proceedings of the Annual Meeting of the Cognitive Science Society, 45*, 45.
7. **Shen, Y.** & Coker, D. L., Jr. (2023). Exploring reading-writing relations in Native English Speakers and English Language Learners. *Reading and Writing, 36*(8), 2099–2117. https://doi.org/10.1007/s11145-022-10355-6
6. **Shen, Y**., Wang, R., Zhang, F., Barbieri, C. A., & Pasquarella, A. (2022). The effect of early enrollment in dual-language immersion programs on children's English reading development: Findings from a 5-year longitudinal study. *International Journal of Bilingual Education and Bilingualism, 25*(10), 3773–3790. https://doi.org/10.1080/13670050.2022.2079373
5. **Shen, Y.** & Del Tufo, S. N. (2022). Parent-child shared book reading mediates the impact of socioeconomic status on heritage language learners' emergent literacy. *Early Childhood Research Quarterly, 59,* 254–264. https://doi.org/10.1016/j.ecresq.2021.12.003
4. **Shen, Y.** & Del Tufo, S. N. (2022). Functional connectivity differences between trilinguals and bilinguals: The role of orthographic depth. *Proceedings of the Annual Meeting of the Cognitive Science Society, 44*, 44.
3. **Shen, Y.** & Del Tufo, S. N. (2022). The influence of orthographic depth on multilinguals' neural networks. *Neuropsychologia, 164,* Article 108095. https://doi.org/10.1016/j.neuropsychologia.2021.108095
2. Zhang, F., **Shen, Y.,** Pasquarella, A., & Coker, D. L., Jr. (2022). Early writing skills of English language

learners (ELLs) and native English speakers (NESs): Examining predictors of contextualized spelling, writing fluency, and writing quality. *Reading and Writing, 35*(5), 1177–1200. https://doi.org/10.1007/s11145-021-10223-9

1. Karpyn, A. E., Riser, D., Tracy, T., Wang, R., & **Shen, Y.** (2019). The changing landscape of food deserts. *UNSCN Nutrition, 44*, 46-53.

Publications Under Review

Shen, Y., Gesuelli, K. A., & Del Tufo, S. N. (*under review*). Parent-child shared book reading mediates the impact of socioeconomic status on heritage language learners' emergent mathematics.

Shen, Y. (*under review*). Moving beyond cross-language transfer in a single modality: The Transfer Integration Hypothesis.

Shea, Z. M., **Shen, Y**., Collins, P., & Yang, D. (*under review*). The power of peers: Spanish-English dual language peers benefit preschoolers' socioemotional development.

Shen, Y., Piasta, S. B., Hudson, A. K., Logan, J. A. R., Lewis, K., & Zettler-Greeley, C. M. (*under review*). Emergent writing development and later reading abilities for monolingual and bilingual children identified as at risk for reading difficulties.

Choi, J. -Y., & **Shen, Y.** (*under review*). Profiles of home language environment in Head Start classrooms: Patterns and associated outcomes for Spanish-English dual language learners.

Shen, Y. (*under review*). Dual language abilities and socioemotional development for Spanish-English dual language learners in Head Start.

Piasta, S. B., Hogan, T. P., Bridges, M. S., Fleming, K. K., **Shen, Y**., Arslan, Z., Sheranian, K., Florek, C., & Hallberg, L. (*under review*). Language-focused tier 2 intervention: Proximal effects on first graders' lower- and higher-level language and comprehension skills. [Stage 1 Registered Report].

Chavers, A. L., **Shen, Y**., & Del Tufo, S. N. (*under review*). Elucidating the impact of maternal childbearing age and linguistic background on children's home literacy environment.

Piasta, S. B., Shea, Z. M., Hudson, A. K., **Shen, Y**., Logan, J. A. R., Zettler-Greeley, C. M., & Lewis, K. (*under review*). Initial skills predict preschoolers' emergent literacy development but do not moderate response to instruction.

Shen, Y., Jiang, H., Justice, L. M., Chaparro-Moreno, L. J., Hijlkema M. J., & Chan, S. S. (*under review*). Maya Indigenous Children's Early Literacy Growth in Maya and Spanish.

Shen, Y. (*under review*). Relative importance of early literacy and executive function skills on Spanish-English emergent bilinguals' English reading achievement across primary years.

Shen, Y. (*under review*). Working memory growth and early Spanish reading interact to shape reading and math gains for Spanish-English emergent bilinguals.

Other Publications

Shea, Z. M., Piasta, S. B., **Shen, Y**., Hudson, A., Lewis, K., & Zettler-Greeley, C. (2024, July 10). Implementation quality of small-group, emergent literacy intervention: Causal effects on preschoolers' literacy learning. https://doi.org/10.17605/OSF.IO/856AH

PRESENTATIONS

Invited Talks

Shen, Y. (2024, July). *Postdoctoral and job market experience* [Invited talk]. Developmental and Aging Neuroscience Education laboratory, School of Education, University of Delaware, Newark, DE, United States.

Shen, Y. (2024, February). *Exploring the path to proficient young multilingual readers and writers* [Invited talk]. Berkeley School of Education, University of California, Berkeley, Berkeley, CA, United States.

Shen, Y. (2024, February). *Exploring the path to proficient young multilingual readers and writers* [Invited talk]. Department of Curriculum and Instruction, University of Arkansas, Fayetteville, Fayetteville, AR, United States.

Shen, Y. (2024, February). *Exploring the path to proficient young multilingual readers and writers* [Invited talk]. Department of Language, Literacy, Ed.D., Exceptional Education, and Physical Education, College of Education, University of South Florida, Tampa, FL, United States.

Shen, Y. (2023, December). *Exploring the path to proficient young multilingual readers and writers* [Invited talk]. School of Education, College of Fine Arts, Humanities, and Social Sciences, University of Massachusetts, Lowell, MA, United States.

Shen, Y. (2023, November). *Exploring the path to proficient young multilingual readers and writers* [Invited talk]. Department of Learning and Instruction, Graduate School of Education, University at Buffalo, Buffalo, NY, United States.

Shen, Y. (2023, April). *Intrinsic functional connectivity: What is the relation between a heritage language and the neurobiological correlates of emergent English reading?* [Invited conference presentation]. American Educational Research Association (AERA) 2023 conference, Chicago, IL, United States.

Shen, Y. (2023, March). *Is Heritage Language the Problem?* [Invited talk]. College of Education, North Carolina State University, Raleigh, NC, United States.

Shen, Y. (2023, January). *Bilingual but not biliterate: The literacy of heritage language learners* [Invited conference presentation]. National Association of Bilingual Education (NABE) 2023 Research Institute, Virtual.

Shen, Y. (2021, November). *Multilingualism* [Invited talk]. Education & Brain Science Research Lab, Peabody College, Vanderbilt University, Nashville, TN, United States.

Shen. Y. (2021, May). *Reading-writing connections of L2 learners and their intrinsic functional connectivity* [Invited talk]. Music, Action, and Dynamics (MAD) laboratory, Department of Psychology, University of Illinois at Chicago, Chicago, IL, United States.

Chaired Peer-Reviewed Conference Symposium

Shen, Y. (2022, July). *Bilingual development: Examining cross-linguistic influences* [Conference symposium]. Society for the Scientific Study of Reading (SSSR) 2022 Conference, Newport Beach, CA, United States.

Shen, Y. (2022, April). *The Interrelation of Literacy Skills Across Languages: Reading-Writing Connections in Monolinguals and Bilinguals* [Conference symposium]. 2022 AERA Annual Meeting, San Diego, CA, United States.

Peer-Reviewed Conference Presentations

Shen, Y., & Wang, R. (2025, April 23-27). *Socioeconomic Status and Academic Trajectories of Emergent Bilinguals and Their Peers Across Primary Years* [Paper submission]. American Educational Research Association (AERA), Denver, CO, United States.

Shen, Y., & Wang, R. (2025, April 23-27). *Determining predictors of Spanish-English emergent bilinguals' English reading achievement across primary years* [Paper submission]. American Educational Research Association (AERA), Denver, CO, United States.

Shen, Y., Choi, J., & Boros, A. (2024, June 24-26). *Language profile analysis of dual language learners in Migrant and Seasonal Head Start: Exploring home language experiences and their associations with language and literacy skills* [Poster presentation]. Administration for Children and Families (ACF) National Research Conference on Early Childhood (NRCEC), Arlington, VA, United States.

Chavers, A., **Shen, Y**., & Del Tufo, S. N. (2024, April 18-20). *Elucidating the impact of childbearing age and linguistic background on children's home literacy environment* [Poster presentation]. Society of Research on Adolescence 2024 Annual Meeting, Chicago, IL, United States.

Piasta, S.B., **Shen, Y**., Hogan, T., Bridges M., & Fleming, K. (2024, January 31-Februrary 2). *Characteristics of students potentially in need of school-based comprehension supports* [Poster presentation]. Pacific Coast Research Conference. Coronado, CA, United States.

Shen, Y., Piasta, S. B., Logan, J. A. R., Hudson, A., Lewis, K., & Zettler-Greeley, C. (2024, January 31-Februrary 2). *Emergent Writing and Later Reading for Children at Risk for Reading Difficulties* [Poster presentation]. Pacific Coast Research Conference. Coronado, CA, United States.

Chen, N., **Shen, Y**., & Del Tufo, S. N. (2023, October 12-14). *Motivation to maintain their native language predicts heritage language learners' English reading* [Poster presentation]. 2023 Annual International Dyslexia Association (IDA) Reading, Literacy & Learning Conference, Columbus, OH, United States.

Shen, Y., & Goodrich, J. M. (2023, August 3-5). *Influence of Spanish reading on English reading trajectories in Spanish-English emergent bilinguals* [Poster presentation]. American Psychological Association (APA) 2023 Meeting, Washington, DC, United States.

Shen, Y., & Del Tufo, S. N. (2023, July). *Speaking a Language is Not Enough! Distinct Neurobiological Reading Networks Support Heritage Language and Bilingual-Biliterate Children's Reading* [Conference presentation]. Paper submitted to the Cognitive Science Society 2023 conference, Sydney, Australia.

Shen, Y., & Del Tufo, S. N. (2023, March). *Reading-writing connections: A cross-linguistic investigation of young heritage language learners* [Conference presentation]. Society for Research in Child Development (SRCD) 2023 Biennial Meeting, Salt Lake City, Utah, United States.

Lu, M., Lin, T. -J., Xiao, N., Wen, Z., & **Shen, Y.** (2023, March). *A Research-Practice Partnership to Promote Classroom Dialogue in Early Head Start* [Conference presentation]. Society for Research in Child Development (SRCD) 2023 Biennial Meeting, Salt Lake City, Utah, United States.

Coker, D. L., Jr. & **Shen, Y.** (2023, February). *Working memory compensates for weak decoding when writing and reading in first grade* [Conference presentation]. Writing Research Across Borders 2023 meeting, Trondheim, Norway.

Shen, Y. & Del Tufo, S. N. (2022, July). *Functional Connectivity Differences between Trilinguals and Bilinguals: The Role of Orthographic Depth* [Conference presentation]. 44th Cognitive Science Society Annual Conference, Toronto, Canada.

Shen, Y. & Del Tufo, S. N. (2022, July). *Cross-linguistic influence of spoken and written skills among heritage language learners* [Conference presentation]. 2022 Scientific Study of Reading (SSSR) Conference, Newport Beach, CA, United States.

Shen, Y. (2022, April). *Reading-writing connections among second language learners: Moving beyond cross-language transfer in a single modality* [Conference presentation]. 2022 AERA Annual Meeting, San Diego, CA, United States.

Shen, Y. (2022, April). *Different role of family socioeconomic status in achievement gaps between Emergent Bilinguals and their peers across primary years* [Conference presentation]. 36th Annual Marion H. Steele Research Symposium, Newark, DE, United States.

Shen, Y. (2021, December). *Reading-Writing Connections among L2 Learners: A Review of Correlational Studies* [Conference presentation]. 2021 Literacy Research Association (LRA) Annual Conference, Virtual.

Shen, Y., Gesuelli, K. A., & Del Tufo, S. N. (2021, November). *The cross-disciplinary relation between home literacy environment and heritage language learners' counting ability* [Conference presentation]. 2021 Trends in Psychology Summit (TiPS), Virtual.

Zhang, F., **Shen, Y.**, Pasquarella, A., & Coker, D. (2021, July). *The writing development of young elementary writers: early writing skills in children who speak English as a first (L1) or second (L2) language: The critical role of expressive vocabulary for young L2 learners* [Conference presentation]. 2021 Society for the Scientific Study of Reading (SSSR) Conference, Virtual.

Shen, Y. (2021, April). *Intrinsic Brain Connectivity Differentiates between Languages' Orthographic Depth* [Conference presentation]. 35th Annual Marion H. Steele Research Symposium, Newark, DE, United

States.

Shen, Y. (2021, April). *Bilingual parent-child shared book reading mediates the impact of socioeconomic status on children's emergent literacy* [Conference presentation]. 10th Annual Grad Student's Forum, University of Delaware, Newark, DE, United States.

Shen, Y. & Del Tufo, S. N. (2021, April). *Intrinsic brain connectivity is shaped by orthographic depth of languages* [Conference presentation]. Delaware Neuroscience Symposium 2021, Virtual.

Shen, Y. & Del Tufo, S. N. (2021, April). *Bilingual parent-child shared book reading mediates the impact of socioeconomic status on children's emergent literacy* [Conference presentation]. 2021 Society for Research in Child Development (SRCD) Virtual Biennial Meeting.

Shen, Y., Wang, R., Zhang, F., Barbieri, C. A., & Pasquarella, A. (2021, April). *Differential effects of teacher judgment on students' reading trajectories between DLI and non-DLI students* [Conference presentation]. 2021 Society for Research in Child Development (SRCD) Virtual Biennial Meeting.

Shen, Y., Wang, R., Zhang, F., Barbieri, C. A., & Pasquarella, A. (2021, April). *The effect of first grade enrollment in dual-language immersion programs on children's reading growth over 5 years* [Conference presentation]. 2021 AERA Virtual Annual Meeting.

Wang, R., May, H., & **Shen, Y.** (2021, April). *Examining the causal effects of the foundation of college math program in a Northeastern state.* [Conference presentation]. 2021 AERA Virtual Annual Meeting.

Shen, Y. & Del Tufo, S. N. (2020, October). *Learning a second language: Intrinsic connectivity from shallow to deep orthography* [Conference presentation]. 2020 virtual meeting of Society for the Neurobiology of Language.

Shen, Y., Pasquarella, A., Wang, R., & Zhang, F. (2020, July). *The role of reading and writing instructional practices on reading comprehension development in English learners and native-English speakers* [Conference presentation]. 27th Annual Meeting of the Society for the Scientific Study of Reading, Newport Beach, CA, United States (Conference Canceled).

Shen, Y., Pasquarella, A., Yates, N. A. & Potter, A. (2020, April). *Exploring how reading and writing instruction relates to reading development across grades 3 to 5* [Conference presentation]. AERA Annual Meeting San Francisco, CA, United States. http://tinyurl.com/s7dfls6 (Conference Canceled).

Shen, Y., Pasquarella, A., Coker, D., & Zhang, F. (2020, March). *Writing to read (better): engaging students in the writing process supports the development of reading proficiency across grades 3 to 12* [Conference presentation]. 2020 Writing Research Across Borders V, Xi'an, Shanxi, China. (Conference Canceled).

Zhang, F., Feng, S., **Shen, Y**., & Pasquarella., A. (2020, February). *The relationship between reading comprehension and comprehension monitoring for Chinese immigrant adolescents: an eye-movement approach* [Conference presentation]. 4th Annual Conference on Academic Research in Education (CARE), Las Vegas, NV, United States.

Shen, Y. & Wang, R. (2020, January). *L1 use during L2 writing: the effect of planning in L1 and L2* [Conference presentation]. 18th Annual Hawaii International Conference on Education, Honolulu, HI, United States.

Wang, R., May, H., & **Shen, Y**. (2020, January*). Investigating the causal effects of the foundation of college math program in Delaware by using propensity score and regression discontinuity analysis* [Conference presentation]. 18th Annual Hawaii International Conference on Education, Honolulu, HI, United States.

Shen, Y., Avelar, D., Pasquarella, A., Chen, X., Xue, J., & Zhang, J. (2019, November). *Morphological awareness and reading comprehension in Chinese and English: a comparison of foreign language and second language learners* [Conference presentation]. 44th Annual Boston University Conference on Language Development, Boston, MA, United States.

Avelar, D., **Shen, Y.**, Pasquarella, A., & Iglesias, A. (2019, November). *Expressive language growth of monolingual Spanish-speaking children* [Conference presentation]. 44th Annual Boston University Conference on Language Development, Boston, MA, United States.

Shen, Y., Pasquarella, A., Chen, X., & Prasad, S. (2019, April). *Cognate awareness as a longitudinal predictor of*

second language reading comprehension: the facilitating effects of word identification and vocabulary [Conference presentation]. 34th Annual Marion H. Steele Research Symposium, Newark, DE, United States.

Shen, Y., Pasquarella, A., Deacon, H., Marinus, E., Tims, T., & Castles, A. (2019, March). *Orthographic processing and children's word reading* [Conference presentation]. 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD, United States.

Shen, Y. (2014, March). *Using songs as a classroom management tool* [Conference presentation]. Session presented at the conference of The Northeast Conference on the Teaching of Foreign Languages, Boston, MA, United States.

TEACHING EXPERIENCE

Courses

University of South Florida

Fall 2024 **Instructor**, FLE 7367 Sociocultural Theory in Second Language Acquisition [Doctoral]

The Ohio State University

Summer 2024 **Instructor**, ESQREM 6625 Introduction to Educational Research [Master & doctoral]

Spring 2023 **Instructor**, EDUTL 5610 Literacy Development for Multilingual Learners [Undergrad & master]

University of Delaware

Spring 2020 **Instructor**, EDUC 440 (online) Literacy Instruction for English Language Learners
Teaching assistant, CHIN 105 Chinese I-Elementary; CHIN 106 Chinese II-Elementary/intermediate; CHIN 201 Intermediate Chinese I; CHIN 350 Business Chinese

Spring 2019 **Instructor**, EDUC 440 (online) Literacy Instruction for English Language Learners

Spring 2018 **Teaching assistant**, EDUC 440 (online) Literacy Instruction for English Language Learners

Fall 2018 **Teaching assistant**, EDUC 440 (online) Literacy Instruction for English Language Learners

Fall 2017 **Teaching assistant**, EDUC 440 (online) Literacy Instruction for English Language Learners

Guest Speaker

Spring 2023 AERA-NSF dissertation grant. EDUCST 5765 Grant Writing, Department of Educational Studies, The Ohio State University

Fall 2022 Parent-child shared book reading mediates the impact of socioeconomic status on heritage language learners' emergent literacy. EDUC 822 Critical Issues in Literacy Development, School of Education, University of Delaware

Spring 2021 Language development of Heritage Language Learners. EDUC 401/601 Language Development in the Classroom, School of Education, University of Delaware

K-12 Teaching Experiences

2014-2015 **Chinese Immersion Classroom Teacher**, W.B. Simpson Elementary School, Wyoming, DE

2013-2014 **Chinese Language Teacher**, University of Maryland, College Park

TEACHING CERTIFICATION

Delaware State Elementary Teaching Certificate with Chinese teaching endorsement, K-6
Michael V. Drake Institute for Teaching and Learning Course Design Institute

MENTORSHIP EXPERIENCE

Mentor for Graduate Student

2023-2024 Linzhen Luo, The Ohio State University
2022 Yu Xia, University of Delaware

Mentor for Undergraduate Research Assistant

2023-2024 Keeley Patton, The Ohio State University
2023 Gabby Offredo, The Ohio State University
2021-2023 Lori Chen, Union College
Summer 2021 **UD Summer Opportunities for Undergraduate Research and Creative Endeavors (SOURCE) Program Mentor**
Kelly Chan, Cornell University
Grace Chen, Colgate University
Lori Chen, Union College
Shannon Xu, Occidental College

SERVICE

Professional

Editorial Board Member, The Elementary School Journal (2024-present)

Ad Hoc Reviewer, Learning and Individual Differences (1); Journal of Experimental Child Psychology (1); Early Education and Development (1); International Journal of Bilingualism (2); Scientific Studies of Reading (1); Neurobiology of Learning and Memory (1); NeuroImage: Clinical (1); Psychology in the Schools (2); Brain and Language (1); Annals of Dyslexia (4); Journal of Education for Students Placed at Risk (3); Journal of Research in Reading (2); BMC Psychology (1)

Reviewer for Conference Abstract, American Educational Research Association (AERA) Bilingual Education Research SIG (2024); AERA Early Education and Child Development SIG (2025); AERA Division C (2024, 2025)

2021-2022 **APA Division 15 Graduate Student Ambassador**
2023 **Panelist** – International Alumni Panel, College of Education and Human Development, University of Delaware

University

2024 **Judge** - Edward F. Hayes Advanced Research Forum, The Ohio State University, Columbus, OH
2023 **Panelist** – How to Dissertate and Defend: from A to Z. Preparing for the Professoriate retreat, Office of Diversity and Inclusion, The Ohio State University, Columbus, OH
2022-2024 **Social Committee Co-Chair** – The Ohio State University Postdoctoral Association
2021 **Panelist** – University of Delaware New Graduate Student Orientation, Graduate College, University of Delaware, Newark, DE

Department

2024 **Panelist** – Postdoctoral panel, Graduate Student Advisory Council, College of Education and Human Ecology, The Ohio State University
2022 **Ad Hoc Committee Member** – Graduate Studies Committee, Department of Teaching and Learning, College of Education and Human Ecology, The Ohio State University
2022 **Panelist** – Overcoming and Preventing School Burnout: Methods & Advice Workshop. Educational Graduate Association, School of Education, University of Delaware
2022 **Panelist** – The Art of the Academic Presentation: Conferences, Job Talks, and More! Educational Graduate Association, School of Education, University of Delaware
2021 **CEHD Strategic Planning Grad Student Focus Group**

MEMBERSHIP IN PROFESSIONAL SOCIETIES

American Psychological Association (APA), Divisions 7 & 15
Cognitive Science Society
Women in Cognitive Science (WiCS)
American Educational Research Association (AERA)
Society for the Neurobiology of Language (SNL)
Society for the Scientific Study of Reading (SSSR)
Society for Research in Child Development (SRCD)

ANALYTICAL SKILLS & COMPETENCIES

Statistical Programming: R, SPSS, Mplus
Data Tools: Qualtrics, RedCap
Neuroimaging: CONN, MATLAB
Languages: Mandarin Chinese, English

STATISTICAL TRAINING

Using Mplus to Do Latent Transition Analysis and Random Intercept Latent Transition Analysis, Bengt Muthén.
What Multi-Level Modeling Can Teach Us About Single-Level Modeling & Vice Versa: The Case of Latent Transition Analysis, Bengt Muthén.
Longitudinal Structural Equation Modeling, Dr. Greg Hancock, University of Maryland, College Park
Structural Equation Modeling: From Beginner to Intermediate, Dr. Greg Hancock, University of Maryland, College Park
Analysis of Complex Survey Data, Dr. Laura Stapleton, University of Maryland, College Park
Introduction to Causal Inference & Program Evaluation, Dr. Laura Stapleton, University of Maryland, College Park
Regression and Structural Equation Modeling, University of Delaware
Applied Multivariate Data Analysis, University of Delaware
Introduction to Statistical Inference, University of Delaware

MEDIA COVERAGE

Staff (2023, November). ACTFL Celebrates Achievement in Language Education. **ACTFL**.
Staff (2023, October). For The Record. **UDaily**.
Staff (2023, August). Short Note from Award Winners-Summer 2023. **Ohio State Postdoctoral Association**.
Staff (2022, November). OK-PROS – 2022 Award Recipients. **The Ohio State University Office of Postdoctoral Affairs.**
Ciccone J. K. (2022, September). Introducing the Dean's Diversity Postdoctoral Fellows – 2022. **The Ohio State University College of Education and Human Ecology.**
Staff (2022, June). How does parent-child reading affect the developing reading skills of bilingual children who speak a language other than English at home? **CEHD Research Spotlight**.
Staff (2022, May). Steele Symposium Celebrates Student Research. **University of Delaware College of Education and Human Development**.
Staff (2022, March). The 2021 APA Dissertation Research Award recipients. **American Psychological Association**.
Staff (2022, February). AERA Announces Dissertation and Research Grant Awardees. **American Educational Research Association**.

Staff (2022, February). For The Record. **UDaily**.
Kamras, A. S. (2021, September). Tips for Thriving in Graduate School. **UDaily.**
Mieres, J. & Wright, M. (2021, April). Op-Ed: An Open Letter to President Biden on America's Health. **Medpage Today**.
Shihipar A. (2020, December). We Can't Message Our Way Out of a Public Health Crisis. **The Nation.**
Mercedes. M. (2020, November). Public Health's Power-Neutral, Fatphobic Obsession with "Food Deserts". **Medium.**
Shen, Y. (2020, November). Heritage language is a valuable asset. **Educating Bilinguals.**
Hunger in the United States. **Wikipedia**.