

Nancy Gans

College of Education, Department of Human Development and Quantitative Methodology

University of Maryland, College Park

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Educational Background

Ph.D.	Human Development and Quantitative Methodology University of Maryland, College Park, MD Specialization: Educational Psychology Advisors: Dr. Doug Lombardi & Dr. Patricia Alexander	Anticipated 2026
M.A.	Educational Studies [GPA: 4.0] The Ohio State University, Columbus, OH Specialization: Educational Psychology Advisor: Dr. Eric Anderman	May, 2021
B. S. Ed	Early Childhood Education [GPA: 3.96, <i>Summa Cum Laude</i>] The Ohio State University, Columbus, OH	May, 2016

Professional Experience

National Science Foundation Funded Graduate Research Assistant/ Science Learning Research Group Lab Coordinator, August 2021-August 2022
University of Maryland, College Park, MD

Third Grade Teacher, August 2019–June 2020
Albemarle County Public Schools, Woodbrook Elementary School, Charlottesville, VA

Third Grade Lead Teacher (multiage classroom), August 2018–June 2019
Albemarle County Public Schools, Woodbrook Elementary School, Charlottesville, VA

Second Grade Teacher, August 2017–June 2018
Albemarle County Public Schools, Meriwether Lewis Elementary School, Charlottesville, VA

Second Grade Teacher, August 2016–June 2017
South-Western City School District, Highland Park Elementary School, Grove City, OH

Other Research Experience

Science Learning Research Group Laboratory

2021-Present

Director: Dr. Doug Lombardi

University of Maryland, College Park, MD

- Currently serve as lab manager
- Mentor undergraduate students in research
- Collaborate with middle and high-school teachers on the implementation of research projects
- Collaborate with researchers on the creation and implementation of research projects
- Participate in weekly research lab meetings

Disciplined Reading and Learning Research Laboratory

2021-Present

Director: Dr. Patricia A. Alexander

University of Maryland, College Park, MD

- Participate in weekly research lab meetings
- Collaborate with researchers on creation and implementation of research projects
- Starting first year project on relation between active teaching and learning constructs and culturally responsive pedagogy

Developing seamless blended learning through collaborative in-class and online dialogue about critical civic issues to improve elementary students' interpersonal competencies and academic achievement

2020–2021

PIs: Tzu-Jung Lin, Eric Anderman, Michael Glassman

The Ohio State University

Department of Educational Studies, Educational Psychology

- Helped create curriculum material for project
- Collaborated with colleagues from Ohio State and teacher participant volunteers
- Observed and recorded research from the classroom with teachers and students
- Participated in weekly research lab meetings

Scholarship

Manuscripts

Alexander, P. A., Maki, A. J. K., & Gans, N.. Relational reasoning in tertiary education: Why it is worth the challenge. *Frontiers in Education*.

Manuscripts Under Review or in Preparation

Gans, N., Zohery, V., Ahmed, A., & Lombardi, D. (accepted with revisions). Comparing Students' Scientific Thinking When Learning About Socio-Scientific Topics During the COVID-19 Pandemic. *Journal of Science Education and Technology*.

Presentations

Gans, N., Ahmed, A. H., & Lombardi, D. (2022, August 4-6). Scaffolding students' scientific reasoning and learning: Comparing in-person & virtual instructional settings. Poster accepted for presentation at the 130th Annual American Psychological Association Convention, Minneapolis, MN.

Gans, N., Ahmed, A. H., & Lombardi, D. (2022, May). Scaffolding students' scientific reasoning: Comparing virtual vs. paper-pencil formats. Poster presented at the University of Maryland's College of Education Graduate Student Research Symposium, College Park, MD.

Lombardi, D., Robertson, J. R., **Gans, N.**, and Jaffe, J. (2023-submitted). *Scaffolded instruction to facilitate learning about the climate crisis and extreme weather*. Paper submitted as part of the symposium titled, "Climate change: Addressing knowledge, action and hope," for presentation to the 20th Biennial European Association for Research on Learning and Instruction, Thessaloniki, Greece.

Ahmed, A. H., **Gans, N.**, & Lombardi, D. (2022, August 4-6). Promoting scientific reasoning via virtual instruction: Autonomy-supportive differences. Poster accepted for presentation at the 130th Annual American Psychological Association Convention, Minneapolis, MN.

Zohery, V. A., **Gans, N.**, & Lombardi, D. (2022, July). Scientific reflection in writing mediums. Accepted for presentation at the 32nd Annual Meeting of the Society for Text & Discourse Convention, Atlanta, GA.

Klavon, T., **Gans, N.**, Lombardi, D., & Bailey, J. (2022, April 23). The predictive characteristics of students' evaluations of scientific plausibility judgements. Paper presented at the 2022 National Consortium for Instruction and Cognition Annual Meeting, San Diego, CA.

Martinez, A. I. C., Croxton, D., Wen, Z., Tilak, S., Ching, K., **Gans, N.**, Parrot, J., Lu, M., Nagpal, M. N., Lin, T., Glassman, M., & Anderman, E. M. (2022, April 23). A Feasibility Study on a Digital Citizenship Curriculum: Navigating the Constraints of COVID-19. Paper presented at the 2022 National Consortium for Instruction and Cognition Annual Meeting, San Diego, CA.

Service

Co-reviewer

Review of Educational Research, 2021 (with Doug Lombardi)

Organizational Affiliations

American Psychological Association, Division 15 (Educational Psychology)

American Educational Research Association, Division C (Learning and Instruction)

National Consortium for Instruction and Cognition, Student Affiliate
