

EDLAB UPDATES

from the UC San Diego EDLAB Institute (Education,
Development, Learning, and Brain):
EdNeuro Project and EARLI Singing Study



Publications in Print

Bridging Education and Neuroscience to Support Transformation in Teaching and Learning: A Design-Based Approach.

Wishard Guerra, A., Cohen, S., Datnow, A., Brown, T. T., Jernigan, T., Doyle, M., & Daly, A. (2020).

(In Reardon, R. M. & Leonard, J. (Eds.), *Alleviating the Educational Impact of Adverse Childhood Experiences: School-University-Community Collaboration. Current Perspectives on School/ University/ Community Research.* Information Age Publishing.)

Publications in Progress

Diverse educators, diverse classrooms: How teachers' experiences with diversity impact their inclusion and equity practices

Monica Molgaard, Benjamin Kennedy, Alison Wishard-Guerra, and Shana Cohen

Early Childhood Singing Abilities: Associations with Developing Cognitive and Academic Performance and Socioeconomic Status

Naomi Lin, Hilda Parra, John Iversen, Timothy Brown

Letter To Our Supporters

We are pleased to share with you this interactive newsletter describing some of our ongoing activities and progress.

In Fall 2017, our team of UC San Diego researchers, catalyzed by your support, began pioneering a new fusion of education and cognitive neuroscience. Faculty, staff, and students with expertise in education, neuroscience, and cognitive science are working closely with teachers and administrators within a local school district in a resilient research-practice partnership. An invaluable strength of this work is our durable partnership with the Vista Unified School District. It is through this partnership that we have the opportunity to better understand the many factors that influence children's developing minds and brains and how they learn in the classroom. We have done this by building a school-based learning laboratory. We have developed strong relationships with our school district partners. We look forward to further developing these relationships with your continued support.

Sincerely, Amanda, Tim, John, Alison, Terry, & Shana

Spring 2021 Conferences

EDLAB SHARES CUTTING EDGE DATA AT PROMINENT EDUCATION AND NEUROSCIENCE CONFERENCES!

Society for Research in Child Development (SRCD): April 7-9, 2021

American Educational Research Association (AERA) Conference: April 9-12, 2021

Times listed are for live presentations. Posters and presentations will be available asynchronously at other times.

SRCD Wednesday April 7, 2021

- **8:35AM - 10:05AM, PDT**

Iversen, J., Brown, T. T., Lin, N., Dowling, S., & Parra, H. (2021, April 7-9). Early Childhood Musical Abilities: Associations with Developing Cognitive and Academic Performance and Socioeconomic Status. Paper presented as part of symposium, Longitudinal, Experimental, and Population-Based Studies on the Impact of Arts Engagement on Child Development Paper Symposium. [CLICK HERE FOR PRE-RECORDED PRESENTATION](#)

- **9:55AM - 10:55AM, PDT**

Jackson, C., Jiang, Y., Wishard Guerra, A., & Cohen, S. (2021, April 7-9). Parent scaffolding and child contributions in co-constructed narratives. [CLICK HERE FOR POSTER PRESENTATION](#)

- **12:15pm - 1:15pm, PDT**

Molgaard, M., Kennedy, B., Wishard Guerra, A., Cohen, S., & Chapman, T. (2021, April 7-9). Diverse Educators, Diverse Classrooms: how Teachers' Experiences With Diversity Impact Their Inclusion and Equity Practices. [CLICK HERE FOR POSTER PRESENTATION.](#)

- **12:15pm - 1:15pm, PDT**

Jiang, Y., Jackson, C., Wishard Guerra, A., & Cohen, S. (2021, April 7-9). Co-constructing narratives: Associations between parent reminiscing style and children's self-regulation. [CLICK HERE FOR POSTER PRESENTATION.](#)

SRCD Thursday April 8, 2021

- **9:55AM-10:55AM, PDT**

Lin, N., Molgaard, M., Cohen, S., Wishard Guerra, A., & Brown, T. T. (2021, April 7-9). Home Practices during Pre-COVID and COVID Era: Associations with Cognitive Outcomes. [CLICK HERE FOR POSTER PRESENTATION.](#)

AERA Sunday April 11

- **9:20AM - 10:20AM, PDT**

Lin, N., Molgaard, M., Cohen, S., Wishard Guerra, A., & Brown, T. T. (2021, April 9-12). Early Academic and Cognitive Development in Relation to Parental Support and Engagement in Children's Learning [[CLICK HERE FOR POSTER PRESENTATION.](#)]

Past Conferences

2020

Flux Virtual Congress Conference, September 9-12, 2020

Lin, N., Dowling, S., Cohen, S., Datnow, A., Doyle, M., Iversen, J., Jernigan, T., Molgaard, M., Orem, M., Trejos, J., Wishard Guerra, A., & Brown, T. T. Early Childhood Cognitive and Academic Performance: Associations with Developing Singing Abilities and Socioeconomic Status [Poster presentation]. Flux International Society for Developmental Cognitive Neuroscience Virtual Congress.

National Research Conference on Early Childhood, November 30 - December 3, 2020 (Originally scheduled for June, 2020, postponed due to COVID)

Wishard Guerra, A., Cohen, S., Brown, T. T., Datnow, A., Jernigan, T., Lin, N., Molgaard, M., & Doyle, M. (2020). Leveraging a Research Practice Partnership to Transform Teaching and Learning in Early Education. [Poster Presentation]. National Research Conference on Early Childhood Biennial Meeting.

2018

International Mind, Brain, and Education Society (IMBES) meeting, September 2018, University of Southern California

Doyle, M., Datnow, A., Jernigan, T., Wishard Guerra, A., Cohen, S., & Brown, T. T. (2018). Symposium: Bridging Knowledge from Education and Neuroscience for Personalized Learning.

Parent Scaffolding and Child Contributions in a Co-constructed Narrative
Christyn Jackson, Yan Jiang, Alison Wishard-Guerra, & Shana Cohen
University of California-San Diego

Introduction

Results

Discussion

- Parents who rely more on providing narrative details may provide less opportunity for their child to contribute their own ideas to the narrative.
- Parents who use requests in the narrative provide more opportunities for children to brainstorm ideas and experiment with language than parents who provide narrative features.
- Parents may be adjusting the amount of scaffolding they give in response to their child's need for support; children with low participation scores often have parents who heavily scaffold.
- Parents with longer utterances create a language-rich environment that encourages their child's own language.

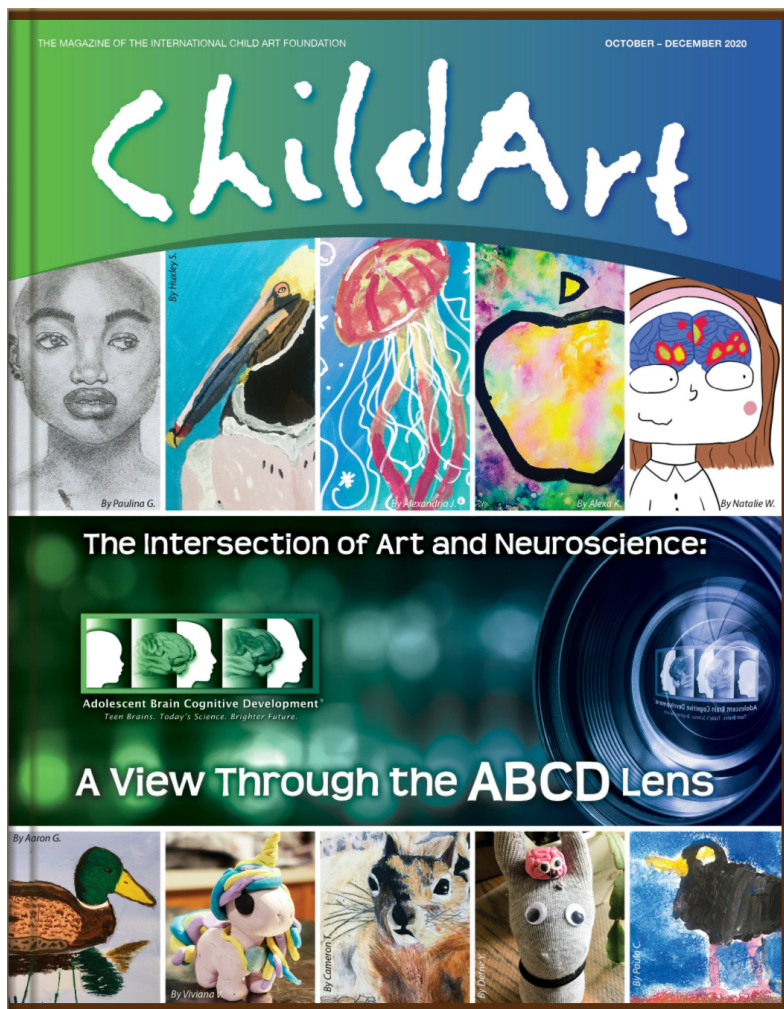
Methods

Implications

Contributions

Parent requests for narrative features appear to successfully elicit narrative features (i.e., words, descriptions, etc.) from the child, and parent requests for narrative features were positively correlated with total child contributions. Parents who request specific narrative features can effectively scaffold children's narrative development while coconstructing a narrative. Interestingly, parents' provision of narrative features were not as effective in eliciting child contributions.

Child	Parent Contributions					Total
	Detail	Request	Extend	Summarize	Correct	
Child 1	20	10	15	10	5	60
Child 2	15	5	10	10	5	45
Child 3	10	5	10	10	5	40
Child 4	10	5	10	10	5	40
Child 5	10	5	10	10	5	40



Music's Harmony on the Developing Brain: Data From the ABCD and EARLI Studies

Iversen, J., & Brown, T. T.

Virtual Event Talks & Presentations

Renee Fleming's Music and Mind Live
Conversations with leading artists and scientists



EARLI Project featured in Episode 19: The Inner Voice

National Endowment for the Arts & UC San Francisco:
Sound Health Network

A clearinghouse of events, facts, and contacts about music and health



Thank you!



EDLAB Team

Education

Dr. Amanda Datnow adatnow@ucsd.edu
Dr. Alison Wishard Guerra awishard@ucsd.edu
Dr. Shana Cohen shanarcohen@ucsd.edu

Center for Human Development/ Neuroscience

Dr. Timothy Brown ttbrown@ucsd.edu
Dr. John Iversen jiversen@ucsd.edu
Dr. Terry Jernigan tjernigan@ucsd.edu

Graduate Students

Naomi Lin ntlin@ucsd.edu
Monica Molgaard mmolgaar@ucsd.edu
Hilda Parra hparra@ucsd.edu
Rebecca Levine relevine@ucsd.edu
Benjamin Kennedy bckenned@ucsd.edu

Coordinators

Sarah Dowling scdowling@ucsd.edu
Elsa Davolos-Chomina eadavalo@ucsd.edu