

## Bobbi Woods

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### EDUCATION

**Doctorate in Family and Human Development** May 2024

Arizona State University

*T. Denny Sanford School of Social and Family Dynamics*

**Dissertation:** The Role of Parents in Children's Engineering Achievement Beliefs and Aspirations

Dissertation Chair: Dr. Becky Ladd

Committee Members: Dr. Cindy Miller, Dr. Lorey Wheeler, Dr. Stacie Foster

**Master of Science in Family and Human Development** May 2019

Arizona State University

*T. Denny Sanford School of Social and Family Dynamics*

**Thesis:** The Association of Expectancy and Task-Value Beliefs with Children's Engineering-Related Career Aspirations: The Moderating Role of Gender and Grade

Thesis Chair: Dr. Cindy Miller

Committee Members: Dr. Lorey Wheeler, Dr. Becky Ladd

**Bachelor of Science in Psychology** May 2016

**Minor in Spanish**

Arizona State University

*Department of Psychology*

*Barrett, The Honors College*

**Honors Thesis:** The Influence of Parental Overprotection on the Prevention of Anxiety Symptoms in Caucasian and Hispanic/Latino Youth

Thesis Advisor: Dr. Armando Pina

Committee Members: Dr. Clark Presson

### PROFESSIONAL EXPERIENCE

**Assistant Teaching Professor**, Sanford School, Arizona State University August 2022 - Present  
*Undergraduate Internship Coordinator (August 2022 – Present)*

### TEACHING EXPERIENCE

**Instructor of Record at Arizona State University** January 2020 - Present

Internship (FAS/SOC 484)

Introduction to Social Science Research (FAS/SOC 290)

Careers in Family and Human Development (FAS 201)

Social Statistics (SOC 390)

Adolescence (CDE/SOC 312)

Applied Research Methods (FAS/SOC 391)

Gearing Up for Graduate School (Co-Instructor; FAS/SOC 498)

Modern Family Relationships (FAS 331)

Human Development (CDE 232)

Family, Ethnic, and Cultural Diversity (AFR/FAS 370)

***Graduate Teaching Assistant at Arizona State University***

August 2016 – May 2022

Internship (FAS/SOC 484)  
Personal Growth and Human Relationships (FAS 101)  
Diversity (FAS/SOC 598)  
Human Development (CDE 232)  
Infant and Toddler Development in the Family (CDE 430)  
Child Dysfunction in the Family (CDE 450)  
Parenting (FAS 598)  
Research Methods (FAS/SOC 391)  
Being a Successful Student (FAS 191)  
Social Change (SOC 352)  
Social Statistics (SOC 390)  
Bullying and Victimization (CDE 498/598)

**PROFESSIONAL DEVELOPMENT**

**Teaching Workshops and Trainings**

**Harnessing AI for Personalized Learning Paths Webinar**

June 2024

Training on how to creatively and intentionally infuse generative AI into the student experience to support personalized learning.

**Global Advocate Certificate**

August - December 2023

Certificate awarded upon completion of 8 hours of Global Advocacy courses. ASU Global Advocates have demonstrated cultural openness in learning about culturally and linguistically diverse (CLD) topics; developed cultural awareness of CLD communities, as well as campus resources for students, staff, and faculty; and learned culturally responsive strategies to serve as resources for CLD community members.

**ACUE Creating an Inclusive and Supportive Online Learning Environment** August – October 2023

Seven-week course focused on topics including welcoming students to online learning, promoting civil online learning environments, ensuring equitable access to online learning, helping student persist in online learning, embracing diversity in online learning, checking for student understanding in online learning, and providing useful feedback for online learning.

**ASU EdPlus Getting Started with Open Education Resources (OER) Webinar**

March 2023

Training on the benefits of using OER and how to find OERs.

**ASU Online Course Design Standard Webinar**

February 2023

Training on the 29 design standards that ASU online uses to evaluate online courses for quality, equity, and inclusion.

**Master Class for Teaching Online**

March-April 2022

Two-week asynchronous online workshop focused on designing and teaching online courses. Topics covered included creating course orientations, facilitating online discussions, managing writing assignments, using multimedia, and reviewing course quality.

<b>SafeZone Training</b>	March 2022
Training to become a SafeZone Ally which involves being positive, supportive, and affirming to students, staff, and faculty regarding LGBTQIA+ people and issues.	
<b>DreamZone Training</b>	March 2022
Training to increase institutional awareness and support for undocumented and DACA students on campus to better support students in the attainment of their educational goals.	
<b>ASU Online Best Practice for Teaching Online Webinar</b>	March 2022
Training on best teaching practices to promote quality, equity, and inclusion in online courses.	
<b>Center for the Integration of Research, Teaching, and Learning (CIRTL) <i>Associate Certificate</i></b>	Spring 2022
Asynchronous course focused on evidence-based teaching practices and effective teaching strategies for diverse students. At the culmination of this course, a panel reviews written assignments by students including a reflection, teaching statement, and diversity statement, and awards select students the CIRTL Associate Certification.	
<b>Advanced Scientific Teaching Course</b>	Spring 2019
Instructors: Dr. Christopher Pagliarulo and Dr. Christian Wright Fifteen-week course focused on implementing lessons learned from Scientific Teaching course to create teaching materials for Introductory Statistics. Teaching materials include outline of course calendar, course outcomes and learning objectives, problem-based learning assignment, example lesson plan for a week of course instruction, and an example of formative assessment assignment to be used on a weekly basis.	
<b>Scientific Teaching Course</b>	Fall 2018
Instructors: Dr. Christopher Pagliarulo and Dr. Christian Wright Fifteen-week course focused on understanding current education theory, creating courses using backwards design, and evidence-based teaching strategies, implementing techniques to foster positive classroom culture among a diverse population of students, understanding how to utilize feedback and reflection to improve teaching.	
<b>Teaching Practicum</b>	Spring 2018
Instructors: Dr. Amy Reesing and Dr. Lisa Whitaker Eight-week course focusing on factors to consider when planning an online course such as selection of course material, preparation of course syllabus, preparing instructional materials, creation of written assignments, creation of discussion board forums, creation of online exams, and organization/construction of courses in Blackboard.	
<b>Academic Integrity Roundtable</b>	Spring 2018
Director of Undergraduate Academic Affairs: Dr. Cindy Miller Focused on process for how to handle academic integrity issues, classroom strategies to reduce academic dishonesty, and how to utilize director of undergraduate affairs when dealing with academic dishonesty issues.	
<b>Effective Teaching Workshop</b>	Spring 2017
Workshop Leaders: Dr. Marcella Gemelli and Dr. Amy Reesing Workshop taught effective teaching strategies including ways to promote learning and engagement among students, how to utilize bloom taxonomy in courses, how to create an effective syllabus, active learning strategies, and how to deal with challenging situations in the classroom.	

## Research Workshops

- Statistical Graphics Workshop** March 2018  
Workshop Facilitator: Dr. Roy Levy  
Workshop on statistical graphics principles and best practices for utilizing graphics in research.
- Data Management Workshop** January 2018  
Workshop Facilitator: Dr. Lorey Wheeler  
Workshop on best data management practices included variable naming, database design, data cleaning, and data scoring
- Scholarly Writing Workshop** September 2017  
Workshop Facilitator: Dr. Steve Elliot  
Workshop on best practices for writing a clear, logical, and concise research-based article.

## MENTORSHIP EXPERIENCE

- Mentor for Independent Research Project (FAS 499)** Fall 2019  
*Teacher's Use of Growth Mindset in the Classroom*  
Student: Caitlyn McCullers
- Mentor for Independent Research Project (FURI)** Fall 2018  
*Interest and Perceived Competency in Engineering Among Elementary Friends*  
Student: Kendalyn Grant
- Mentor for Independent Research Project (FURI)** Fall 2018  
*Parental Factors Associated with STEM Competency in K-5 Children*  
Student: Ambike Bhraguvanshi
- Mentor for Independent Research Project (Grand Challenge Scholars Program)** Fall 2018  
*Gender Stereotypes Endorsement Predicts Engineering Competency*  
Student: Elizabeth Jones

## RESEARCH EXPERIENCE

- Graduate Research Assistant: Equity in Engineering Project** Fall 2016-Spring 2022  
Arizona State University  
*T. Denny Sanford School of Social and Family Dynamics*  
PI: Dr. Cindy Miller  
Conducted literature reviews and prepared manuscripts for publication, administered surveys to K-6<sup>th</sup> graders in individual interview and group format, assisted in creating surveys for students, parents, and teachers, managed and analyzed data, supervised and trained undergraduate research assistants on collecting and managing data, assisted in developing and implementing engineering workshops, and mentored four students on analyzing and writing up data for independent research projects.
- Undergraduate Research Assistant: Child and Family Programs Lab** Spring 2015-Spring 2016  
Arizona State University  
*Department of Psychology*  
PI: Dr. Armando Pina

Assisted with finding article for literature review, analyzed data using SPSS for honors thesis, and administered pilot study of an anxiety-related app in elementary schools

**Undergraduate Research Assistant: Project PEERS**

Spring 2014-Spring 2016

Arizona State University

*T. Denny Sanford School of Social and Family Dynamics*

PIs: Dr. Nancy Eisenberg, Dr. Carlos Valiente, Dr. Tracy Spinrad

Traveled to participant homes to administer questionnaires to parents and children, administered one-on-one assessments of self-regulation and academic achievement to children in elementary schools, coded videos of child behavior and emotions, and helped create report of findings for school districts.

**UNIVERSITY SERVICE**

**Undergraduate Committee**

Spring 2020, Fall 2023 - Present

Arizona State University

*T. Denny Sanford School of Social and Family Dynamics*

Evaluated student scholarship applications and discussed with committee applicants to receive various department and donor-based scholarships, discussed and decided on ideas with committee regarding virtual graduation options for students in the Sanford school during the Covid-19 pandemic, and reviewed and scored undergraduate honors theses for Sanford School Honors Thesis Award.

**Inclusive Climate Committee**

Fall 2022-Spring 2023

Arizona State University

*T. Denny Sanford School of Social and Family Dynamics*

Committee was tasked with identifying and implementing opportunities for interaction across different segments of the school. Work on this committee involved planning the winter social event and creating end of the awards criteria.

**Careers Course Committee**

Spring 2022

Arizona State University

*T. Denny Sanford School of Social and Family Dynamics*

Committee focused on creating a new required course for Family and Human Development and Sociology majors in the Sanford School. This course focuses on teaching students about careers options within their respective majors. Work on this committee involved finding and evaluating material for use in the course and identifying faculty and alumni for interviews to be featured in the course.

**Student Affairs and Success Committee**

Fall 2020-Spring 2021

Arizona State University

*T. Denny Sanford School of Social and Family Dynamics*

Assisted in creating a system to allow students to recognize excellent faculty and advisors, and assisted in organizing and facilitating presentations for faculty and staff on tips and tricks for time management and organization, handling student matters with compassion, and integrating real-world applications into the classroom.

**Sociology Lecturer Hiring Committee**

Spring 2020

Arizona State University

*T. Denny Sanford School of Social and Family Dynamics*

Reviewed application materials (cover letter, CV, teaching philosophy, teaching materials/evaluations) for a sociology lecturer position in the Sanford School, discussed applicants with committee to identify

candidates for interviews, assisted in conducting interviews with candidates, and evaluated final applicants and discussed with committee candidate to hire.

**GPSA Research and Teaching Awards Reviewer**

Fall 2019-Spring 2020

Arizona State University

Reviewed research, teaching, and mentorship award applications online submitted by graduate students and observed in-person classes taught by graduate students and evaluated teaching based on GPSA criteria.

**DISI Graduate Conference Programming Co-Chair**

Summer 2017-Spring 2018

Arizona State University

*T. Denny Sanford School of Social and Family Dynamics*

Assisted in developing call for proposals and assigned reviewers to proposals, organized paper symposiums, poster sessions, and interactive sessions, assisted in organizing faculty panels, created conference program, and coordinated with presenters.

**PRESENTATIONS**

Miller, C., Wheeler, L., & **Woods, B.** (March, 2023). *Children's endorsement of occupational and STEM gender stereotypes: A multidimensional examination*. Paper presented at the Society for Research in Child Development Conference, Salt Lake City, Utah.

**Woods, B.**, Woods, K., Miller, C., & Wheeler, L. (November, 2020). *The role of growth mindset in friendship selection and influence*. Poster presented at the Institute for Social Science Research Graduate Student Poster Symposium and Contest, Arizona State University.

**Bromich, B.**, Miller, C., Kochel, K., & Updegraff, K. (April, 2017). *Gender-based peer relationship beliefs: comparing students who do versus do not nominate other-gender classmates as friends*. Poster presented at the Society for Research on Adolescence Conference, Minneapolis, Minnesota.

**Bromich, B.**, Holly, L., Pina, A., Humphrey, J., Chiapa, A., Wynne, H., & Stoll, R. (April, 2016). *The influence of parental overprotection on the prevention of anxiety symptoms in Caucasian and Hispanic/Latino youth*. Paper presented at the Honors Colloquium for Outstanding Undergraduate Research Papers, Department of Psychology, Arizona State University.

**Bromich, B.**, Holly, L., Pina, A., Humphrey, J., Chiapa, A., Wynne, H., & Stoll, R. (April, 2016). *The influence of parental overprotection on the prevention of anxiety symptoms in Caucasian and Hispanic/Latino youth*. Poster presented at the Honors Colloquium, Department of Psychology, Arizona State University.

**PEER-REVIEWED MANUSCRIPTS**

Miller, C. F., Wheeler, L. A., & **Woods, B.** (2023). A multi-dimensional examination of children's endorsement of gender stereotypes. *Social Development*, 1-22. <https://doi.org/10.1111/sode.12725>

**Woods, B.**, Miller, C. F., Wheeler, L. A., & Reisslein, M. (2023). Children's engineering-related achievement beliefs and career aspirations: The role of gender. *Psychology in the Schools*, 60(7), 2135-2155. <https://doi.org/10.1002/pits.22848>

Wheeler, L. A., Miller, C. F., Chen, D., **Woods, B.**, & Reisslein, M. (2022). A suite of measures for children's achievement beliefs in engineering-related activities and skills. *European Journal of Engineering Education*, 47(6), 1335-1355. <https://doi.org/10.1080/03043797.2023.2169600>

## **AWARDS & RECOGNITIONS**

**Graduate and Professional Student Association Travel Award** Spring 2018  
Arizona State University

**Infant Developmental Prize Finalist** Summer 2017  
Diane and Bruce Halle Foundation

**Outstanding Undergraduate Research Paper** Spring 2016  
Arizona State University  
*Department of Psychology*

**Undergraduate Summer Enrichment Funding Award** Summer 2015  
Arizona State University  
*College of Liberal Arts and Sciences*

**Regent High Honors Endorsement Scholarship** Fall 2012-Spring 2016  
Arizona State University

**Dean's List** Fall 2012-Spring 2016  
Arizona State University  
*College of Liberal Arts and Sciences*

## **COMMUNITY SERVICE**

**Arizona Mentor Society President** August 2014-May 2016  
Arizona State University  
Coordinated with elementary school principal and teachers, tutored children in math, reading, and writing, created tutoring schedules for all club members, assisted all members in being fingerprinted by the Tempe school district, coordinated volunteers for school events (e.g., Fall Festival), and planned social events for club members.

## **PROFESSIONAL SERVICE**

**Journal Article Review**  
IEEE Transactions on Education (8 reviews)  
The Research Journal for Engineering Education (1 review supervised by Dr. Martin Reisslein)  
Journal of Applied Developmental Psychology (1 co-review with Dr. Cindy Miller)