

ELLA RHO

ellarho@berkeley.edu | <https://www.ellarho.com>

EDUCATION

Durham University

Master of Science by Research (MScR) in Psychology

- *Advisors:* Dr. Niklas Ihssen and Dr. Milica Vasiljevic

Durham, England, UK

Oct. 2019 – Sep. 2021

Bachelor of Science (BSc) in Psychology

- *Advisor:* Dr. Niklas Ihssen

Oct. 2016 – Jun. 2019

RESEARCH EXPERIENCE

Risk Resilience and Culture Lab, University of California-Berkeley

Post-Master's Researcher

Lab Manager

Principal Investigator (PI)/Mentor: Dr. Chunyan Yang

Berkeley, CA, US

Nov. 2021 – Present

May 2022 – Present

Research Project 1: Teacher Resilience and Well-being

- Led recruitment efforts as a lead researcher to engage K-12 teachers for the third wave data collection ($N = 507$).
- Analyzed survey data using the structural equation modeling, network analysis, and confirmatory factor analysis.
- Analyzed longitudinal interview data from 20 K-12 first-year teachers in San Francisco Unified School District (SFUSD) to identify their risk and resilience factors that impact their well-being, to understand their social and professional support network, and to explore empowerment and silence using a grounded-theory approach.
- Employed a comprehensive mixed-method approach to analyze questionnaire data from K-12 teachers, investigating their interactions with violent and aggressive students and documenting the types of victimization they encountered.
- Presented research posters and papers at conferences.
- Prepare peer-reviewed journal articles on the study's outcome.

Research Project 2: Influence of Anti-Asian Discrimination on Asian American Pacific Islander (AAPI) Educators

- Assisted in the recruitment of AAPI educators ($N = 249$).
- Utilized ego-centric analyses to examine the social and professional support networks of AAPI educators amidst instances of anti-Asian violence.
- Analyzed interview data from 21 AAPI educators' on their empowerment and silence.
- Presented research posters and papers at conferences.
- Write part of peer-review journal articles under the supervision.

Research Project 3: Trauma-informed Practices in Universal Transitional Kindergarten (UTK) Implementation

- Led recruitment effort for the survey data collection ($N = 142$).
- Analyzed survey data using the structural equation modeling, hierarchical regression analysis, and network analysis to understand the roles of social and professional network and transformative social-emotional learning to UTK implementers' (TK teachers working with 4-year-olds) well-being and further turnover intention.
- Analyzed interview data from 19 UTK implementers to identify their system of support.
- Participated in preparing grant applications for projects examining teachers' risk and resilience factors during the UTK expansions in California and in the implementation of trauma-informed practices as interventions.

Research-Practice-Policy Partnership Support

- Undertook an extensive literature review encompassing the areas of social-emotional development, trauma/toxic stress, equity, and policy within the context of the Pre-K/TK to 3rd-grade continuum for the 21 Century California

Leadership Academy (21CSLA).

- Shared research findings with school districts (i.e., Oakland School Unified District, West Contra Costa School Unified District), contributing to the enhance the research-practice partnerships.

Meta-Analysis and/or Systematic Review

- Collected literature and coded materials for analysis, concentrating on culturally responsive social-emotional learning (SEL) and bias-based bullying.
- Conducted a thorough systematic review centered around culturally responsive SEL.
- Participated in manuscript writing as a co-author.

Research Consultancy Team for Sown To Grow

- Collaborated on a randomized control trial incorporating weekly emotional check-ins and SEL module within the Pajaro Valley Unified School District ($N = 480$).
- Contributed to the development of research briefs as a member of the consultancy team.

Stanford Project on Adaptation and Resilience in Kids, Stanford University

Stanford, CA, US

Social Emotional Learning Assessor, Graduate School of Education

Mar. 2022 – Oct. 2023

Lab PI: Dr. Jelena Obradović

Project Leader: Dr. Michael Sulik

- Evaluate the social-emotional learning competency of pre-kindergarten (pre-K) and transitional kindergarten (TK) children using close-ended and open-ended questions and app-based games as part of research on the effectiveness of the Kimochis curriculum.
- Obtain practical research experience in pre-kindergarten and transitional kindergarten classrooms in SFUSD.

Education Conflict and Peace Lab, Seoul National University

Seoul, South Korea

Research Assistant, Department of Education

Apr. 2021 – Apr. 2022

PI: Dr. Kevin Kester

- Analyzed the data collected through in-depth interviews, documents, and digital artefacts with university educators in model institutions in Afghanistan and Somaliland (funded by the National Research Foundation of Korea).
- Wrote a peer-reviewed journal and presented the paper in a conference.

Reward and Addiction Lab, Durham University

Durham, England, UK

Student Researcher, Quantitative Social Psychology Research Group

Oct. 2018 – Sep. 2021

PI: Dr. Niklas Ihssen

- MScR Project and Thesis: Ego depletion and multiple rewards: Implicit and explicit measures of the impact of self-control of one reward in other rewards
- BSc Project and Dissertation: The effect of ego depletion on food wanting
- Collected data through lab-based experimental studies ($N = 121$) and a vignette-based online experimental study ($N = 296$).
- Mentored four undergraduate research assistants and two dissertation students.

Computational Clinical Science Lab, Seoul National University (SNU)

Seoul, South Korea

Research Assistant, Department of Psychology

May 2020 – Jul. 2021

Research Staff, Center for Social Sciences (funded by SNU Research and Development Foundation)

May 2020 – Jul. 2021

Lab Manager

May 2020 – Sep. 2020

PI: Dr. Woo-Young Ahn

- Designed and performed an fNIRS experiment for children aged 4-6 for the “BabyMind” project aimed to establish infant-mimic neuro-cognitive AI technologies.
- Developed a research topic for a neuromarketing project funded by COSMAX (global cosmetics company);

conducted an fMRI study and a survey ($n = 300$; 456 recruited).

- Analyzed data on spontaneous eye blink rate (a proxy measure for dopaminergic activity) to identify a correlation with cigarette usage and quitting.
- Participated in several grant applications including the Behavior, Neuroimaging, Genomics – Big Data Based Robust and Explainable AI Neural Nets (BIG – BRAIN) project.

PUBLICATIONS

1. Yang, C., Lim, J.H., Lin, X., **Rho, E.** & Dong, Q. (2024). Teachers' social and emotional competencies in transformative social and emotional learning (TSEL): An initial validation of Asian American Pacific Islander (AAPI) teachers' perceptions. *School Psychology Review*. <http://dx.doi.org/10.1080/2372966X.2024.2355670>
2. Yang, C., **Rho, E.**, Lin, X. & Stomski, M. (in press). Empowerment and silence: A grounded-theory exploration among new teachers during the COVID-19 pandemic. *School Psychology*. <https://doi.org/10.1037/spq0000612>
3. Yang, C., Dong, Q., **Rho, E.**, & Zhaojun, T. (2023). Associations between school-wide positive, punitive, and social and emotional learning (SEL) practices and school-wide bullying: Advancing the cross-country understanding of teachers' perspectives from the U.S. and China. *School Psychology*. <https://doi.org/10.1037/spq0000557>
4. Kester, K., Abura, M., Sohn, C., & **Rho, E.** (2022). Challenges and opportunities for peace (or conflict) in higher education: The case of Afghanistan and Somaliland. *International Journal of Comparative Education and Development*. <https://doi.org/10.1108/IJCED-04-2022-0027>

MANUSCRIPTS UNDER REVIEW OR IN PREPARATION

1. Lim, J.H., **Rho, E.**, & Yang, C. (in revision). Exploring evidence-based practices of the culturally responsive social and emotional learning (SEL): A systematic review and meta-analysis.
2. **Rho, E.**, & Yang, C. (in preparation). Characteristics and impacts of student aggression and violence against K-12 teachers: An egocentric network analysis.
3. Yang, C., **Rho, E.**, Lim, J.H., Cheung, R. (under review). Principals' compassion fatigue and compassion satisfaction: A job demands and resources analysis during the post-pandemic recovery. *Educational Administration Quarterly*.
4. Yang, C., **Rho, E.**, Dong, Q., Cheung, R. (proposal accepted). A mixed-method analysis of the support systems and well-being of teachers as the early implementers of universal pre-kindergarten policy in California. *Early Childhood Research Quarterly*.
5. Yang, C., Lim, J.H., Dong, Q., & **Rho, E.** (in preparation). Multilevel latent profile analysis of school disciplinary techniques' associations with school bullying, engagement, and climate.
6. Yang, C., Lim, J.H., & **Rho, E.** (under review). Understanding risk and resilience factors in race/ethnicity-based biased-bullying: A correlational meta-analysis.

CONFERENCE PRESENTATIONS

1. **Rho, E.**, & Yang, C. (2024, August 8-10). *Characteristics and impact of student aggression and violence against K-12 teachers* [Poster presentation]. 2024 American Psychological Association (APA) Annual Convention, Seattle, WA, United States.
2. **Rho, E.**, Yang, C. & Dong, Q. (2024, May). *Risk and resilience factors contributing to K-12 teachers' mental health wellbeing during the post-pandemic recovery* [Paper presentation]. Society for Prevention Research (SPR) 2024 Annual Meeting, Washington, DC.
3. **Rho, E.**, Liu, B., Yang, C. & Stomski, M. (2023, April 13-16). *A longitudinal and qualitative approach to new teachers' risk and resilience during COVID-19* [Paper presentation]. American Educational Research Association (AERA) 2023 Annual Meeting, Chicago, IL, United States. <https://doi.org/10.3102/2016428>

4. Yang, C., **Rho, E.**, Xueqin, L., & Stomski, M. (2023, April 13-16). *New teachers' empowerment and silence during the COVID-19 pandemic* [Paper presentation]. American Educational Research Association (AERA) 2023 Annual Meeting, Chicago, IL, United States. <https://doi.org/10.3102/2016983>
5. Yang, C., Lim, J.H., Dong, Q., & **Rho, E.** (2023, April 13-16). *Multilevel latent profile analysis of school disciplinary techniques' associations with school bullying* [Paper presentation]. American Educational Research Association (AERA) 2023 Annual Meeting, Chicago, IL, United States. <https://doi.org/10.3102/2015211>
6. **Rho, E.**, Kang, B., Yang, C. & Jones, M. (2023, August 3-5). *An egocentric network analysis of teachers experiencing violence and aggression from students*. [Poster presentation]. 2023 American Psychological Association (APA) Annual Convention, Washington, DC., United States.
7. **Rho, E.**, Dong, Q., Lim, J.H., & Yang, C. (2023, February 7-10). *Egocentric network analysis: AAPI educators' social support during anti-Asian violence*. In Chieh (Chair). Supporting AAPI Community Coping with Anti-Asian Discrimination: Culturally Sensitive Approaches [Symposium]. 2023 National Association School Psychologists (NASP) Annual Convention, Denver, CO., United States.
8. **Rho, E.**, Liu, B., Stomski, M., & Yang, C. (2023, February 7-10). *New teachers' risk and resilience factors during COVID-19*. [Poster presentation]. 2023 National Association School Psychologists (NASP) Annual Convention, Denver, CO., United States.
9. Liu, B., **Rho, E.**, Yang, C. & Stomski, M. (2023, August 3-5). *A qualitative examination of new teachers' received social and professional support during COVID-19*. [Poster presentation]. 2023 American Psychological Association (APA) Annual Convention. Washington, DC, United States.
10. Dong, Q., Lim, J.H., Yang, C., **Rho, E.**, & Liu, B. (2023, August 3-5). *The impact of anti-Asian hate and racism-related stress on Asian American educators*. [Poster presentation]. 2023 American Psychological Association (APA) Annual Convention, Washington, DC, United States.
11. Kester, K., **Rho, E.**, Abura, M., & Sohn, C. (2021, November 26-27). *Challenges and opportunities for peace (or conflict) in higher education: The case of Afghanistan and Somaliland* [Paper presentation]. The 13th Annual Convention of Korean International Studies Associations and the 15th Congress of Asian Political and International Studies Organisation, Seoul, South Korea.

TEACHING EXPERIENCE

Durham County Council

Special Activity Teacher, Scholar into Schools

Durham, England, UK

Nov. 2016 – Mar. 2020

- Prepared and delivered presentations on Korean history, culture, and politics in local primary and secondary schools.
- Directed activities such as making and playing traditional games and discussed the latest issues in South Korea.

Neville's Cross Primary School

School Placement Teacher (part of competitive and selective "Psychology into Schools" module)

Durham, England, UK

Jan. 2019 – Mar. 2019

- Taught weekly science lessons to children with special education needs through accessible and engaging activities.
- Created lesson plans and delivered a special project on 'Personality as a Psychological Concept' to children with high ability; assisted in regular classes as a teaching assistant.

Durham University Student Volunteering and Outreach

One-to-one Tutor

Durham, England, UK

Nov. 2016 – Oct. 2018

- Offered 1-1 tutoring for local students preparing for their GCSE and A-level Psychology exams.
- Guided their university applications.

El Olivo Orphanage

Summer Camp Teacher, International Volunteer HQ

Madrid, Spain

Sep. 2018

- Facilitated a summer camp, taught English and Arts to students aged 4-18 in a local orphanage.

- Coordinated various activities and materials to engage and teach students.

COUNSELING EXPERIENCE

California Coalition for Youth

Remote Crisis Counselor

Berkeley, CA, US

Aug. 2022 – Dec. 2022

- Apply a crisis intervention counseling model to assist callers.

Seoul National University Health Service Center

Smoking Cessation Counselor

Seoul, Korea

Mar. 2021 – Jun. 2021

- Offered weekly counseling in a smoking cessation clinic program.
- Supported participants' effort to quit smoking using intervention skills such as motivational interviewing.

ACADEMIC SERVICE

Manuscript Review

- Journal of School Psychology (with PI)
- School Psychology (with PI)
- Teaching and Teacher Education (with PI)

LEADERSHIP & EXTRACURRICULAR ACTIVITIES

Education, Conflict, & Peace: Reading & Dialogue

Virtual Organizing Team Lead and Presenter (Zoom)

Seoul, Korea

Nov. 2021 – Dec. 2021

- Planned and organized the structure of reading group among Seoul National University, University of Cambridge, University of Toronto, and the University of Sydney.
- Delivered a group presentation titled "Cultivating a culture of peace through mindfulness" and facilitated all sessions.

Durham Castle Academic Committee

Committee Member

Durham, England, UK

Oct. 2019 – Mar. 2020

- Orchestrated Sunday seminars and academic conferences in University College (Castle College), Durham University.
- Presented the MScR thesis.

Durham University Equestrian Society Executive Committee

Executive Committee Member, Marketing Officer

Durham, England, UK

Oct. 2019 – Mar. 2020

- Managed group-wide communications and social media accounts.

ADDITIONAL INFORMATION

Software Skills:

- (Quantitative) Python, Jupyter Notebook, Qualtrics, JASP, SPSS, R
- (Qualitative) MAXQDA, Adobe Illustrator

Coursera: Fundamentals of Quantitative Modeling (Oct. 2021); Linear Regression in R for Public Health (Oct. 2021)

Workshop: Introduction to Structural Equation Modeling Workshop, CenterStat by Curran-Bauer Analytics (May 2022); An Introduction to Social Network Analysis, AERA (Aug. 2023); Qualitative Meta-Synthesis as a Means to Interrogate Educational Research and Achieve Equity, AERA (Sep. 2023)