

3. Lyu, B., **Campos Oaxaca, G.**, McCrudden, M.T. (2026). The Role of Pre-Reading Task Instructions in Reading Comprehension: A Systematic Review. *Discourse Processes*, 1–42. <https://doi.org/10.1080/0163853X.2026.2623401>
4. McCrudden, M.T., Bowman, M., **Campos Oaxaca, G.S.**, (2025). Reporting of Methodological Rigor in Mixed Methods Research in Educational Psychology. *Educ Psychol Rev* 37, 111 (2025). <https://doi.org/10.1007/s10648-025-10090-8>
5. Tillman, R., & **Campos Oaxaca, G.** (2025). Crossing silos: Assessing the utility of identity attributes in name reconciliation. *Portal: Libraries and the Academy* 25(2), 299-319. <https://dx.doi.org/10.1353/pla.2025.a955947>.
6. Cosso, J., **Campos Oaxaca, G.**, & Purpura, D. J. (2024). Grounding understanding of the home numeracy environment: Within-group variation in Latine families. *Infant and Child Development*. <https://doi.org/10.1002/icd.2481>
7. List, A., & **Oaxaca, G. S. C.** (2024). Comprehension and critique: An examination of students' evaluations of information in texts. *Reading and Writing: An Interdisciplinary Journal*, 37(3), 641–671. <https://doi.org/10.1007/s11145-023-10417-3>
8. List, A., **Campos Oaxaca, G.S.**, Lee, E., Lee, H. Y., & Du, H. (2021). Examining perceptions, selections, and products in undergraduates learning from multiple resources. *British Journal of Educational Psychology*. 91(4), 1555-1584. <https://doi.org/10.1111/bjep.12435>
9. List, A., **Campos Oaxaca, G. S.**, Du, H., Lee, H. Y., & Lyu, B. (2023). Critical culturalized comprehension: Exploring culture as learners thinking about texts. *Educational Psychologist*, 59(1), 1–19. <https://doi.org/10.1080/00461520.2023.2266028>
10. List, A., Lee, E., **Campos, G.**, Lee, H. Y., & Du, H. (2024). Using rhetorical devices to improve integration in writing based on multiple texts. *European Journal of Psychology of Education*. 2405–2433 (2024). <https://doi.org/10.1007/s10212-023-00778-2>
11. List, A., Russell, L. A., Yao, E. Z., **Campos Oaxaca, G.**, & Du, H. (2024). Critique generation promotes the critical reading of multiple texts. *Learning and Instruction*. 93, 101927. <https://doi.org/10.1016/j.learninstruc.2024.101927>
12. List, A., Lee, H. Y., Du, H., **Campos Oaxaca, G.**, Lyu, B., Falcon, A. L., & Lin, C.-J. (2022). Preservice teachers recognition of source and content bias in educational application (app) reviews. *Computers in Human Behavior*. 134, 107297. <https://doi.org/10.1016/j.chb.2022.107297>
13. Zipf, S., Li, L., **Campos Oaxaca, G.**, & Crystal, R. (2025). Examining inclusivity in flexible learning spaces: Expectations, comfort, and distractions. *Innovative Higher Education*. 50, 277–301 (2025). <https://doi.org/10.1007/s10755-024-09730-8>
<https://doi.org/10.1007/s10755-024-09730-8>

Book Chapters

1. Meyer, B. J., **Campos, G.**, & Yu, J. (2023). Text Structure: Reading, Writing, Cross Language Perspectives. *The Routledge International Handbook of Research on Writing*, 163-183. <https://doi.org/10.4324/9780429437991>

Manuscripts Under Review

1. **Campos Oaxaca, G.**, Calle-Arango, L., (under review). Negotiating Supervisory Identities: How Doctoral Students Experience and Reimagine Writing Mentorship
2. Hollis, L.P. & **Campos Oaxaca, G.**, (under review). Rooted in Resilience. A regression analysis confirming ancestral knowledge as a moderating factor in workplace bullying for Black Faculty.
3. Hollis, L.P. & **Campos Oaxaca, G.**, (under review). It's Hot in the Shade: Racial Comparative Content Analyses of microaggressions facing Women Faculty.

Manuscripts in preparation

1. Campos Oaxaca, G., Wallace, J. (In preparation). Reproducing or Resisting? Examining How Engineering Faculty's Doctoral Experiences Shape their Supervisory Practices
2. Campos Oaxaca, G., Coso-Strong, A. (In preparation). Exploring engineering faculty conceptions about doctoral writing.
3. Adaramola, A., Euka, A., Campos Oaxaca, G., Coso Strong, A. (In preparation). Using Sequence and Network Analysis to Model Engineering Career Trajectories.
4. Coso-Strong, A., Kim, M., Euka, A., Campos Oaxaca, G. (In preparation). Overcoming Pedagogical Inertia: Amplifying the Course Transformation Narratives of Engineering Educators.

Presentations at Professional Conferences

1. **Campos Oaxaca, G.** & Wallace, J (2026). *WIP: Negotiating Supervisory Identities: How Doctoral Students Experience and Reimagine Writing Mentorship*. Work in Progress to be presented at the annual convention of the American Society of Engineering Education, Charlotte, NC.
2. **Campos Oaxaca, G.**, & Calle-Arango, L. (2025). *Doctoral Writing Supervision and the Formation of Future Mentor Identities*. Presented at the European Association for Research on Learning and Instruction Biannual conference, Graz, Austria.
3. Hollis, L.P & **Campos Oaxaca, G.** (2025). "It's Hot in the Shade: Racial Comparative content analyses of microaggressions facing women faculty" Paper presented at the 106th American Educational Research Association Annual Conference, Denver, CO.
4. Tillman, R., & **Campos Oaxaca, G.** (2024, May). *Crossing Silos: An Experiment in Reconciling to the LCNAF Using Additional Attributes*. Paper presented at the Ohio Valley Group of Technical Services Librarians Annual Conference.
5. **Campos Oaxaca, G.** (2024, April). *Writing in the wild: An examination of graduate students' writing processes and mentoring experiences*. Paper presented at the 105th American Educational Research Association Annual Conference, Philadelphia, Pa.
6. **Campos Oaxaca, G.**, & List, A. (2023, April). *Examining the connection between multiple text reading and writing: A think-aloud study*. Paper presented at the 104th American Educational Research Association Annual Conference, Chicago, IL.
7. **Campos Oaxaca, G.**, List, A., Russell, L. A., Yao, E. Z., & Du, H. (2023, August).
8. *Critique and not summary tasks promote critical reading*. Paper presented at the European Association for Research on Learning and Instruction Biannual conference, Thessaloniki, Greece.

9. List, A., & **Campos Oaxaca, G.** (2022, July). *Comprehension and critique: An examination of students' evaluations of information in texts*. Paper presented at the 32nd Annual meeting of the Society for Text and Discourse, virtual
10. **Campos Oaxaca, G.**, & List, A. (2021, April). *Multiple Text Integration Among Native English and Spanish Speakers*. Paper presented at 102nd Annual Meeting of the American Educational Research Association, virtual.
11. List, A., **Campos Oaxaca, G.**, Lee, H. Y., Lyu, B., & Du, H. (2021, August). *Video as a modality for introducing students to affectively-laden issues in bioethics*. Paper presented at the European Association for Research on Learning and Instruction Biannual Conference, virtual.
12. List, A., Kim, A., Lyu, B., **Campos, G.**, Lee, H. Y., & Du, H. (2021, July). *Sourcing in pre-service teachers' evaluations of technology applications for classroom use*. Paper presented at the 31st Annual Meeting of the Society for Text and Discourse.

Other Publications

Campos Oaxaca, G. & van Meerten, J. (2025). Re-authoring the hidden curriculum: authentic connections and essential boundaries. Blog post at [The hidden curriculum in doctoral education: https://drhiddencurriculum.wordpress.com/2025/07/08/re-authoring-the-hidden-curriculum-authentic-connections-and-essential-boundaries/](https://drhiddencurriculum.wordpress.com/2025/07/08/re-authoring-the-hidden-curriculum-authentic-connections-and-essential-boundaries/)

Research Experience

Postdoctoral Research Associate: August 2025 - Present

REDES research group at Cornell University, School of Chemical and Biomolecular Engineering

Projects:

NSF Coso Strong's CAREER project: lead phase 1 and survey design

Exploring the career trajectories of Chemical Engineers

Examining Knowledge Brokering across doctoral holders in Engineering

PI: Dr. Alexandra Coso Strong

Graduate Research Assistant: July 2024 – July 2025

Education Office of Access, Equity and Inclusion, College of Education, Pennsylvania State University

Project: *Faculty Bullying, Microaggressions, Coping and Resilience in U.S. Higher Education*

PI: Dr. Leah Hollis, Dean of Access, Equity, and Inclusion

Graduate Research Assistant: August 2023 – May 2024

Cataloging and Metadata Services, University Libraries, Pennsylvania State University

Project: *Creation and use of linked data within library data projects.*

PI: Ruth Tillman, Sally W. Kalin Early Career Librarian for Technological Innovations

Graduate Research Assistant: August 2022 – July 2023

Department of Educational Psychology, Counseling, and Special Education, College of Education, Pennsylvania State University

Project: *Home Numeracy Environment in Latine Families*

PI: Dr. Jimena Cosso, Assistant Professor of Educational Psychology

Graduate Research Assistant: August 2021 – July 2022

Teaching and Learning with Technology, University Libraries, Pennsylvania State University
Project: *Inclusive Design of Physical Learning Spaces*
PI: Drs. Alex Serpi and Sarah Zipf

Graduate Research Assistant: August 2019 – May 2023

Department of Educational Psychology, Counseling, and Special Education, College of Education,
Pennsylvania State University

Project: *Multiple-Text Integration and Comprehension*

PI: Dr. Alexandra List, Associate Professor of Educational Psychology

Graduate Research Assistant: August 2019 – December 2021

Department of Educational Psychology, Counseling, and Special Education, College of Education,
Pennsylvania State University

Project: *Text Structure, Cross-Lingual Perspective in Reading and Writing*

PI: Dr. Bonnie Meyer, Professor of Educational Psychology

Undergraduate Research Assistant: June 2016 – May 2018

Department of Educational, Special Education, Dordt University

Project: *Special Education Programming in Latin America*

PI: Dr. Kathleen VanTol, Professor of Special Education

Research Skills

Software: SPSS, G Power, Adobe Photoshop, Microsoft Office (Excel, PowerPoint, Word) Qualtrics, MAXQDA (for qualitative analysis and mixed methods), NVIVO, R (Intermediate), Mplus, Python (Intermediate), LaTeX (intermediate), Open Refine.

Statistics: Exploratory data analysis, data visualization, inferential (parametric and non-parametric) statistics (e.g., T-test, Analysis of Variance, Correlation, Multiple Linear Regression, Structural Equation Modeling), Power and Reliability Analysis.

Languages: Spanish (native proficiency), English (full professional proficiency).

SERVICE/RECOGNITION

Journal Reviewer

- o *Instructional Science* (2021, 2024, 2025)
- o *Discourse Processes* (2025)
- o *International Journal of Doctoral Studies* (2026)

Service to Professional Organizations

- o *Conference Proposal Reviewer* (2025), American Society of Engineering Education
- o *Conference Proposal Reviewer* (2024), European Association of Research on Learning and Instruction, Writing SIG
- o *Conference Proposal Reviewer* (2024), American Psychological Association, Division 15 (Educational Psychology).
- o *Conference Proposal Reviewer* (2023), American Educational Research Association, Division C (Learning and Instruction).

Invited Talks

- o *Presenter* (2025, July) *How do I meet the needs of multicultural/multilingual learners?* At Dordt University, Professional development seminar
- o *Presenter* (2024, June). *Higher Education: Multiculturalism, Oppression, and Microaggressions.* Instituto Tecnológico de Estudios Superiores de Monterrey (ITESM), Intercultural Leadership course (virtual).
- o *Guest Speaker*, the APA Division 15 podcast series, Episode 3 of 2024, recorded 3/24.

TEACHING

Teaching Assistant (4 undergraduate courses/2 graduate courses)

<u>Undergraduate Courses</u>	<u>Semester</u>	<u>University</u>
EDPSY 14 Learning and Instruction	Fall 2022/Spring 2023	Penn State
SPAN 101 Elementary Spanish	Fall /Spring 2014 to 2018	Dordt University
SPAN 310 Advanced Spanish	Fall/Spring 2014 to 2018	Dordt University
SPLED315 Inclusive Education*	Fall 2016	Dordt University

<u>Graduate Courses</u>	<u>Semester</u>	<u>University</u>
CHEME 6950 Engineering Education Teaching and Research Methods*	Fall 2025	Cornell
EDPSY 502 Data Analysis for Educational Research	Summer 2024	Penn State
EDPSY 421 Learning Processes in Education	Fall 2020	Penn State

*Collaborating instructor

PROFESSIONAL MEMBERSHIPS

- o American Society of Engineering Education (2025)
- o American Educational Research Association (2019 - present).
- o Society for Text and Discourse (2020 - present).
- o Sociedad Interamericana de Psicología (2020 - 2023)
- o American Psychological Association, Division 15 (2020- present).
- o European Association for Research on Learning and Instruction (2019 -present)

ADDITIONAL PROFESSIONAL EXPERIENCE

Instructor, Upward Bound Course: *Spanish for Heritage Speakers*, Penn State, Summer 2024

Residential Counselor, ELIADA Home: Psychiatric Residential Treatment Facility, Fall 2018 – Spring 2019

UNIVERSITY/COLLEGE/DEPARTMENT SERVICE

2023-24

- o *President*, PSU College of Education Graduate Student Council

2022-2023

- o *Department Representative*, PSU College of Education Graduate Student Council
- o *Graduate Student Ambassador*, American Psychological Association Division 15.

2021-22

- o *President*, Latin American Graduate Student Association

2017-2018

- o *President*, Dordt University Psychology Club
- o *Member*, Dordt University Research and Scholarship Council
- o *Vice President*, Dordt University Women in Science and Engineering Club

HONORS & AWARDS

- o *Recipient*, Vice Provost and Dean of the Graduate School Student Persistence Scholarship (2024-2025) \$5,500
- o *Recipient*, European Association of Research on Learning and Instruction Mentoring Grant with Dr. Montserrat Castelló (Completed, November 2024) \$2,200
- o *Organizational Funding Award*, Office of Educational Equity, Penn State (2024)
- o *Organization Funding Award*, Penn State Global Programs (2021, 2022, 2023)
- o *Recipient*, Phi Delta Kappa Andrew V. Kozak Memorial Fellowship (2021)
- o *Recipient*, International Student Scholarship, Dordt University (2014-2018)

PROFESSIONAL DEVELOPMENT

- o Next Generation Professor, Cornell University, 2025-2026 cohort
- o Congreso Interamericano de Psicología taller pre-congreso, Realización de Modelos Lineales de Efectos Mixtos como alternativa para el análisis de datos. Sociedad Interamericana de Psicología (2021)
- o AERA-ICPRSR PEERS Data Hub workshop, ICQCM: Shaping Critical Data Science for a Diverse World (2021)
- o University of Würzburg Summer School (SALON), How Stories Affect our Lives: The Psychology of Narrative Impact (2021)

COMMUNITY SERVICE

2014-18

- o Volunteer Parent Interpreter, Kinsey Elementary School, Sioux Center, IA.

2017-18

- o Volunteer Trainer-Interpreter, Pier Autism Center, Sioux City, IA.

2021-2025

- Volunteer for State College School District Family Liaison for Latinx Families, State College, PA Present
- Volunteer interpreter for Cornell Legal Immigrant Clinic, Ithaca, NY