

# CURRICULUM VITAE

## Fatima E. Terrazas-Arellanes, Ph.D.

Address: 170 Lokey Education Building (office)  
College of Education  
University of Oregon  
Eugene, OR 97403

Telephone: (541) 346-3798

e-mail Address: [fatima@uoregon.edu](mailto:fatima@uoregon.edu)

Web Address: <https://education.uoregon.edu/people/faculty/fatima>

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### TEACHING AND RESEARCH INTERESTS:

The use of assistive technology to address the educational needs of students with different learning abilities and English language learners of Spanish origin.

### EDUCATIONAL RECORD:

2004-2009 Ph.D., School Psychology  
University of Oregon. Eugene, Oregon.

2004-2008 M.S., Special Education  
University of Oregon. Eugene, Oregon.

1995-2000 B.A., Psychology, General and Special Honors  
Universidad Autónoma de Sinaloa. Sinaloa, Mexico.

### EMPLOYMENT HISTORY:

2021 **Research Associate Professor**  
Center for Equity Promotion, University of Oregon  
*Supervisor:* Dr. Heather McClure  
*Responsibilities:* Principal Investigator of Project ESCOLAR Science Units for Upper Elementary School. Responsible for overseeing all administrative and project implementation tasks, and providing leadership and support to project staff.

### TEACHING EXPERIENCE:

2015-2016 **Research Assistant Professor**  
**Courses Taught:**  
EDUC 611: Survey of Educational Research Methods.  
EDUC 612: Social Science Research Design.

- 2007-2008      **Graduate Teaching Assistant**  
 University of Oregon, College of Education; Institute on Violence and Destructive Behavior. Eugene, Oregon.  
**Courses Taught:**  
 Behavior and Classroom Management.  
 Advanced Behavior and Classroom Management.
- 2003-2004      **Instructional Assistant**  
 Learning Resource Center, Fremont Middle School. Roseburg, Oregon.
- 2000-2001      **Assistant Professor**  
 Universidad Autónoma de Sinaloa, Psychology School; Division of Educational Research. Sinaloa, Mexico.  
**Course Taught:**  
 Educational Research I and II.
- 1999-2000      **Elementary School Teacher**  
 Colegio Renovación, Private Elementary School. Sinaloa, Mexico.

## **RESEARCH ACTIVITIES:**

- 2015-2021      **Research Assistant Professor**  
 Center for Equity Promotion, University of Oregon. Eugene Oregon.
- 2009-2015      **Research Associate**  
 Center for Advanced Technology in Education, University of Oregon. Eugene Oregon.
- 2008-2009      **Research Assistant, Graduate Intern**  
 Center for Advanced Technology in Education, University of Oregon. Eugene Oregon.
- 2007-2008      **Principal Investigator, Dissertation Study**  
*Dissertation:* The effects of the “Templates” for direct and explicit Spanish instruction on English language learners’ reading outcomes.  
*Faculty advisors:* Dr. Roland Good, Dr. Kenneth Merrell, Dr. Jeffrey Sprague, and Dr. Robert Mauro.
- 2005-2007      **Research Assistant**  
 Center on Teaching and Learning, University of Oregon. Eugene, Oregon.  
 Oregon Reading First Division. Eugene, Oregon.  
*Director:* Dr. Edward Kame‘enui.
- 2004-2009      **Team Member**  
 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Research Team.  
*Director:* Dr. Roland Good.

- 2007-2008      **Team Member**  
Oregon Resiliency Project Research Team.  
*Director:* Dr. Kenneth Merrell.
- 2000-2001      **Research Assistant**  
Universidad Autónoma de Sinaloa, Psychology School; Division of Educational  
Research. Sinaloa, Mexico.

### **OTHER PROFESSIONAL EXPERIENCE:**

- 2004-2008      **School Psychology Practicum Student**  
Springfield School District. Springfield, Oregon.  
South Lane School District. Cottage Grove, Oregon.
- 2003-2004      **Educational Assistant**  
Fremont Middle School, Learning Resource Center. Roseburg, Oregon.
- 2002-2003      **Advising Specialist**  
Umpqua Community College Counseling Center. Roseburg, Oregon.
- 2000-2001      **Technology Education Coordinator**  
Universidad Autónoma de Sinaloa Psychology School, Division of Educational  
Research. Sinaloa, Mexico.

### **RESEARCH ACTIVITIES:**

#### **A. Refereed Journal Articles**

11. Terrazas-Arellanes, F., Strycker, L. A., & Walden, E. (2019). Web-based professional development model to enhance teaching of strategies for online academic research in middle school. *Journal of Research on Technology in Education*, 51(2), 118-134.
10. Terrazas-Arellanes, F., Gallard Martinez, A. J., Strycker, L. A., & Walden, E. (2018). Impact of interactive online units on learning science among students with learning disabilities and English learners. *International Journal of Science Education*, 40, 498-518.
9. Terrazas-Arellanes, F., Strycker, L. A., & Walden, E., Gallard Martinez, A. J. (2017) Teaching with technology: Applications of collaborative online learning units to improve 21st century skills for all. *Journal of Computers in Mathematics and Science Teaching*, 36(4), 375-386.
8. Terrazas-Arellanes, F., Knox, C., Strycker, L. A., & Walden, E. (2017). Online learning tools for middle school science: Lessons learned from a design-based research project. *International Journal of Information Communication and Technology Education*, 13(1), 27-40.
7. Terrazas-Arellanes, F. E., Knox, C., Strycker, L. A., & Walden, E. (2016). A face-to-face professional development model to enhance teaching of online research strategies. *Journal of Information Technology Education: Research*, 15, 335-367.
6. Knox, C. H., Anderson-Inman, L., Terrazas-Arellanes, F. E., Walden, E., Strycker, L. A., & Hildreth, B. (2016). Strategies for Online Academic Research (SOAR): Digital literacy for

middle school students. *International Journal of Information Communication Technologies and Human Development*, 8(1), 42-68.

5. Terrazas-Arellanes, F., Knox, C., & Walden, E. (2015). Pilot study on the feasibility and indicator effects of collaborative online projects on science learning for English learners. *International Journal of Information and Communication Technology Education*, 41(11).
4. Terrazas-Arellanes, F., Knox, C., Rivas, C., & Walden, E. (2014). English language learners' online science learning: A case study. In J. E. Aitken (Ed.), *Cases on communication technology for second language acquisition and cultural learning* (pp. 322-355). Hershey, PA: IGI Global.
3. Terrazas-Arellanes, F., Knox, C., & Rivas, C. (2013). Collaborative online projects for English language learners in science. *Cultural Studies of Science Education*, 3(8), 953-971.
2. Anderson-Inman, L., Terrazas-Arellanes, F., & Slabin, U. (2009). Supported eText: Literacy scaffolding for students with disabilities. *Journal of Special Education Technology*, 24(3), 1-8.
1. Horney, M., Anderson-Inman, L., Terrazas-Arellanes, F., Schulte, W., Mundorf, J., Wiseman, S., Smolkowski, K., Katz-Buonincontro, J., & Frisbee, M. (2009). Exploring the effects of digital notetaking on student comprehension of science texts. *Journal of Special Education Technology*, 24(3), 45-61.

## **B. Book Chapters**

2. Terrazas-Arellanes, F., Strycker, L. A., Walden, E., & Knox, C. (2020). Development of the ESCOLAR middle school online science curriculum: Lessons learned from a design-based research project. In L. Tomey, & D. Carbonara (Eds.), *Handbook of research on diverse teaching strategies for the technology-rich classroom* (pp. 186-224). Hershey, PA: IGI Global.
1. Knox, C. H., Anderson-Inman, L., Terrazas-Arellanes, F., Walden, E., & Hildreth, B. (2016). The SOAR strategies for online academic research: Helping middle school students meet new standards. In Y. Rosen, S. Ferrara, & M. Mosharraf (Eds.), *Handbook of research on technology tools for real-world skill development* (pp. 68-104). Hershey, PA: IGI Global.

## **C. Non-Refereed Journal Articles**

4. Terrazas-Arellanes, F., Walden, E., & Knox, C. (2015). PBL science empowered by discussion forums. Edutopia. Retrieved from: <http://www.edutopia.org/blog/learning-science-pbl-discussion-forums-fatima-terrazas-arellanes>
3. Terrazas-Arellanes, F. (2009). The effects of the "Templates" for direct and explicit Spanish instruction on English language learners' reading outcomes, (Unpublished doctoral dissertation). University of Oregon, Eugene, OR.
2. Peinado, J., Baker, D., & Terrazas-Arellanes, F. (2006). Templates for direct and explicit Spanish instruction, (Unpublished materials).
1. Terrazas-Arellanes, F. (2000). El Aprendizaje Significativo y las Nuevas Tecnologías: Un estudio en el aula de medios. (Unpublished undergraduate thesis). Universidad Autónoma de Sinaloa, Culiacan, Mexico.

## **D. Technical Reports**

10. Terrazas-Arellanes, F., Strycker, L. A., & Walden, E. (2015, 2016, 2017, 2018). *Project ESCOLAR (Etext Supports for Collaborative Online Learning and Academic Reading): Technical report of pilot study*. Eugene, OR: Center for Equity Promotion, University of Oregon.

9. Terrazas-Arellanes, F., Walden, E., & Knox, C. (2014, 2015, 2016, 2017, 2018). *Stepping up to SOAR: Project technical report of case study*. Eugene, OR: Center for Advanced Technology in Education, University of Oregon.
8. Terrazas-Arellanes, F., Walden, E. & Knox, C. (2013). *Project COPELLS: Technical report of pilot study*. Eugene, OR: Center for Advanced Technology in Education, University of Oregon.
7. Terrazas-Arellanes, F., Walden, E., & Anderson-Inman, L. (2012). *Investigations for enactment stage of project ESTRELLAS: Second pilot test of integrated supports*. Eugene, OR: Center for Advanced Technology in Education, University of Oregon.
6. Terrazas-Arellanes, F., Walden, E., & Anderson-Inman, L. (2012). *Project ESTRELLAS: Evaluation of usability, feasibility, and impact*. Eugene, OR: Center for Advanced Technology in Education, University of Oregon.
5. Terrazas-Arellanes, F., Walden, E., & Anderson-Inman, L. (2012). *Project ESTRELLAS: Evaluation of impact on reading comprehension and vocabulary*. Eugene, OR: Center for Advanced Technology in Education, University of Oregon.
4. Terrazas-Arellanes, F., & Knox, C. (2011). *Let's Help our Environment: Case study I for project COPELLS*. Eugene, OR: Center for Advanced Technology in Education, University of Oregon.
3. Terrazas-Arellanes, F., Walden, E., & Anderson-Inman, L. (2011). *Investigations for enactment stage of project ESTRELLAS: Pilot test of vocabulary supports*. Eugene, OR: Center for Advanced Technology in Education, University of Oregon.
2. Terrazas-Arellanes, F., Walden, E., & Anderson-Inman, L. (2011). *Investigations for enactment stage of project ESTRELLAS: Pilot test of notational supports*. Eugene, OR: Center for Advanced Technology in Education, University of Oregon.
1. Terrazas-Arellanes, F., Walden, E., & Anderson-Inman, L. (2011). *Investigations for enactment stage of project ESTRELLAS: Testing the usability of presentational supports*. Eugene, OR: Center for Advanced Technology in Education, University of Oregon.

## **E. External Funding**

- *ESCOLAR (Etext Supports for Collaborative Online Learning and Academic Reading) Science Units for Upper Elementary School*. Office of Special Education Programs (OSEP, CFDA Number: 84.327S). Fatima Elvira Terrazas-Arellanes, Principal Investigator, 10/2019 – 09/2024 (\$2,499,828: funded).
- *ESCOLAR (Etext Supports for Collaborative Online Learning and Academic Reading)*. Office of Special Education Programs (OSEP, CFDA Number: 84.327S). Fatima Elvira Terrazas-Arellanes, Principal Investigator, 10/2013 – 09/2020 (\$2,499,828: funded).
- *Stepping Up to SOAR: Strategies for Online Academic Reading*. Office of Special Education Programs (OSEP, CFDA Number: 84.327S). Fatima Elvira Terrazas-Arellanes, Principal Investigator, 12/2012 – 11/2018 (\$2,500,000: funded).
- *Project COPELLS: Collaborative Online Projects for English Language Learners in Science*. National Science Foundation (NSF, CFDA Number: 11 588). Fatima Elvira Terrazas-Arellanes, Co-Principal Investigator, 09/2009 – 08/2014 (\$1,182,440: funded).
- *ESCOLAR Science Curriculum Program: Impact Study of Effectiveness*. Education Innovation and Research (EIR, CFDA Number: 84.411B — Mid-phase Grants). Fatima Elvira Terrazas-Arellanes, Principal Investigator, (7,220,277: resubmitting).

## **F. Presentations**

### *National Invited and Non-invited Presentations and Conference Papers*

40. Terrazas-Arellanes, F., & Strycker, L. A. (2020). ESCOLAR: Web-Based Curriculum for Improving Science Knowledge among Diverse Learners. Live video demonstration at the Students with Additional Needs in Remote Learning Environments: An Unconference. Organized by the National Center for Education Research.
39. Terrazas-Arellanes, F., & Strycker, L. A. (2020). *Etext Supports for Collaborative Online Learning and Academic Reading (Project ESCOLAR)*. Poster presented at The ED GAMES EXPO: An Annual Showcase of Government Supported Educational Learning Games and Technologies. Washington, DC.
38. Terrazas-Arellanes, F. (2020). *Strategies for Online Academic Reading (SOAR)*. Poster presented at The ED GAMES EXPO: An Annual Showcase of Government Supported Educational Learning Games and Technologies. Washington, DC.
37. Terrazas-Arellanes, F., Strycker, L. A., Walden, E., & Gallard, A. M. (2019). *Effective Online Curriculum for Improving Science Learning for All*. Paper presented at the National Association for Research in Science Teaching (NARST) conference, Baltimore, MD.
36. Terrazas-Arellanes, F. E., Strycker, L. A., Walden, E., & Gallard, A. M. (2018). *ESCOLAR: Bringing the Hope of Equitable Public Education to Diverse Students through Online Science Units*. Paper presented at the American Educational Research Association (AERA) annual meeting, New York, NY.
35. Terrazas-Arellanes, F., Strycker, L. A., Walden, E., & Gallard, A. M. (2018). *ESCOLAR: Improving Science Literacy for Diverse Learners with Online Units*. Paper presented at the National Association for Research in Science Teaching (NARST) conference, Atlanta, GA.
34. Terrazas-Arellanes, F., Strycker, L. A., & Walden, E. (2018). *Research to Practice in Local Educational Agencies through Online Science Units*. Paper presented at the Society for Research on Educational Effectiveness (SREE) annual meeting, Washington, DC.
33. Terrazas-Arellanes, F., Strycker, L. A., & Walden, E. (2017). *ESCOLAR: Improving Education Equity for Students with Disabilities and English Learners through Online Science Units*. Paper presented at the American Educational Research Association (AERA) annual meeting, San Antonio, TX.
32. Terrazas Arellanes, F. E., Strycker, L. A., Moore, C., & Walden, E. (2017). *Results of an Online Professional Development Model's Effectiveness in Enhancing Teaching of Internet Research Strategies*. Paper presented at the American Educational Research Association (AERA) annual meeting, San Antonio, TX.
31. Terrazas-Arellanes, F., Strycker, L. A., Walden, E., & Gallard, A. M. (2017). *Second-Year Results from a Randomized Trial to Evaluate Globalized Online Science Units for Middle School*. Paper presented at the National Association for Research in Science Teaching (NARST) conference, San Antonio, TX.
30. Terrazas-Arellanes (2016). *Teaching with Technology: Promoting Education Equity in Science*. Paper presented at the National Youth-At-Risk (NYAR) annual meeting, San Antonio, TX.
29. Terrazas-Arellanes (2016). *Stepping Up to SOAR Online Professional Development*. Paper presented at the STEMstation annual meeting, San Antonio, TX.
28. Terrazas-Arellanes (2016). *Project ESCOLAR: Etext Supports for Collaborative Online Learning and Academic Reading*. Paper presented at the STEMstation annual meeting, San Antonio, TX.
27. Terrazas-Arellanes, F., Strycker, L. A., & Walden, E. (2016). *A Face-to-Face Professional Development Model's Feasibility and Effectiveness to Enhance Teaching of Internet*

- Research Strategies*. Paper presented at the American Educational Research Association (AERA) annual meeting, Washington, DC.
26. Terrazas-Arellanes, F., Strycker, L. A., Walden, E., & Gallard, A. M. (2016). *Results of a Randomized Trial to Test the Effectiveness of Online Units to Teach Science*. Paper presented at the National Association for Research in Science Teaching (NARST) conference, Baltimore, MD.
  25. Terrazas-Arellanes, F., Strycker, L. A., Walden, E., & Gallard, A. M. (2016). *Teaching with Technology: Applications of Collaborative Online Learning Units to Improve 21st Century Skills for All*. Paper presented at the Society for Information Technology and Teacher Education (SITE) conference, Savannah, GA.
  24. Terrazas-Arellanes, F., Strycker, L. A., & Walden, E. (2016). *SOAR Strategies for Online Academic Research: Achieving the Technology Core*. Paper presented at the Assistive Technology Industry Association (ATIA) conference, Orlando, FL.
  23. Terrazas-Arellanes, F., Strycker, L. A., Walden, E., & Gallard, A. (2016). *Online Science Units Promote Education Equity*. Poster presented at the meeting of the U.S. Department of Education Office of Special Education Programs, Washington, DC.
  22. Terrazas-Arellanes, F. (2015). *Improving STEM Outcomes through Online Platforms: Projects ESCOLAR and S-SOAR*. Training session at the Annual Summer Bridging Institute, San Antonio, TX.
  21. Terrazas-Arellanes, F., Gallard, A. M., & Walden, E. (2015). *Cooperative Online Learning Tools for Middle School Science: Lessons Learned from a Design-Based Research Study*. Symposium presented at the Understanding Interventions conference, San Diego, CA.
  20. Terrazas-Arellanes, F., Strycker, L., & Walden, E. (2015). *Cooperative Online Learning Tools for Middle School Science: Lessons Learned from a Design-Based Research Study*. Poster presented at the American Educational Research Association (AERA) annual meeting, Chicago, IL.
  19. Terrazas-Arellanes, F., Gallard, A. M., & Walden, E. (2015). *Designing Cooperative Online Learning Tools for Middle School Science: Lessons Learned from Three Exploratory Studies*. Poster presented at the National Association for Research in Science Teaching (NARST) conference, Chicago, IL.
  18. Terrazas-Arellanes, F., Gallard, A. M., & Walden, E. (2014). *ESCOLAR*. Poster presented at the meeting of the U.S. Department of Education Office of Special Education Programs, Washington, DC.
  17. Terrazas-Arellanes, F., Crocker, G., & Knox, C. (2013). *The Stepping Up to SOAR (Strategies for Online Academic Reading) Toolkit*. Poster presented at the meeting of the U.S. Department of Education Office of Special Education Programs, Washington, DC.
  16. Terrazas-Arellanes, F., & Knox, C. (2013). *Collaborative Online Projects in Science: An Implementation Model for ELs*. Paper presented at the International Society for Technology in Education (ISTE) conference, San Antonio, TX.
  15. Terrazas-Arellanes, F., Frisbee, M., & Anderson-Inman, L. (2012). *eLiteracy Kit: Digital Reading Environments for English Learners*. Paper presented at the The ESTRELLAS TESOL International Association convention, Dallas, TX.
  14. Terrazas-Arellanes, F., Frisbee, M., Anderson-Inman, L., & Walden, E. (2012). *The ESTRELLAS Project: Preliminary Findings for a Supported eText Intervention for Middle School ELLs*. Poster presented at the American Educational Research Association (AERA) annual meeting, Vancouver, BC.

13. Terrazas-Arellanes, F., & Knox, C. (2012). *Project COPELLS: Collaborative Online Projects for English Language Learners*. Poster presented at the Council for Exceptional Children (CEC) Convention, Denver, CO.
12. Terrazas-Arellanes, F., & Knox, C. (2012). *Project COPELLS: Collaborative Online Projects for English Language Learners*. Paper presented at the TESOL International Association convention, Philadelphia, PA.
11. Frisbee, M., Terrazas-Arellanes., F., & Anderson-Inman, L. (2012). *Promoting English Language Learner Academic Success with an eText Reading System*. Paper presented at the American Educational Research Association Annual Meeting, Vancouver, BC.
10. Knox, C., & Terrazas-Arellanes, F. (2009). *Project COPELLS: Collaborative Online Projects for English Language Learners*. Poster presented at the National Science Foundation PI Meeting, Washington, DC.
9. Sanford, A., Castro-Olivo, S. & Terrazas-Arellanes, F. (2006). *Less-Biased Assessment Tools. Working with English Learners? Context Matters!* Paper presented at the National Association of School Psychologists Conference, Anaheim, CA.
8. Alexander, K., Harrison, C., Terrazas-Arellanes, F., & Whitcomb, S. (2006). *Family–School Partnerships: Collaborative Interventions for Children with ADHD*. Poster presented at the National Association of School Psychologists Conference, Anaheim, CA.
7. Terrazas-Arellanes, F. (1999). *Meaningful Learning and New Technologies*. Psychological and Organizational Advice Center, Puebla, Mexico.
6. Terrazas-Arellanes, F., & Vazquez, E. (1998). *Group Development, Subjectivity and Cognition*. Week of the Scientific Research IX, Sinaloa, Mexico.
5. Santos, V., & Terrazas-Arellanes, F. (1998). *Educational Research in Sinaloa*. Government of Sinaloa State Congress, Sinaloa, Mexico.
4. Vazquez, E., & Terrazas-Arellanes, F. (1997). *Ecology and Human Development*. Psychology School, Universidad Autónoma de Sinaloa, Sinaloa, Mexico.
3. Vazquez, E., & Terrazas-Arellanes, F. (1997). *The Meeting of Psychology of Health II*. Psychology School, Universidad Autónoma de Sinaloa, Sinaloa, Mex.

#### ***Regional Invited and Non-invited Presentations and Conference Papers***

2. Terrazas-Arellanes, F., & Strycker, L. A. (2020). *Effective Online Curriculum for Improving Science Learning for All*. Program demonstration at the CEC 2020 Convention & Expo - Council for Exceptional Children. Portland, OR.
1. Terrazas-Arellanes, F. (2012). *Project COPELLS: Collaborative Online Projects for English Language Learners*. Paper presentation at the Northwest Council for Computer Education, Seattle, WA.

### **INSTRUCTIONAL AND ADVISING ACTIVITIES:**

#### **List of Courses Taught**

- EDUC 611: Survey of Educational Research Methods (UO College of Education: 2015-2016)
- EDUC 612: Social Science Research Design (UO College of Education: 2015-2016)



- SPED 426: Behavior and Classroom Management (UO College of Education Institute on Violence and Destructive Behavior: 2007-2008)
- Violence and Destructive Behavior (UO College of Education Institute on Violence and Destructive Behavior: 2007-2008)
- Educational Research I and II (Universidad Autónoma de Sinaloa, Psychology School; Division of Educational Research, Sinaloa, Mexico: 2000-2001)

## **SERVICE ACTIVITIES:**

### **National Service**

- 2020-            **Reviewer**, International Journal of Education (IJE)  
 2017-2019      **Chair**, Latino Interest Research Group (LARIG) of the National Association for Research in Science Teaching (NARST)  
 2017            **Reviewer**, IGI Global  
 2016            **Reviewer**, American Educational Research Association (AERA)  
 2016            **Reviewer**, National Professional Development (NPD) Grant Program  
 2015            **Reviewer**, Office of Special Education Programs (OSEP)  
 2014            **Reviewer**, Investing in Innovation (i3) Fund

### **State Service**

- 2019-present   **Member**. Lane Education Service District's Curriculum Leaders Team

### **Department/Program Service**

- 2016            **Member**, COE Pre-Award Budget Development Committee, UO  
 2016            **Member**, COE Digital Learning Committee, UO  
 2015            **Member**, COE Non-Tenure Promotion Review Committee, UO

## **AWARDS AND PROFESSIONAL ACTIVITIES:**

### **Awards and Honors**

- 2021, Outstanding Accomplishment Award NTTF Researcher Nomination.
- 2020, Outstanding Accomplishment Award NTTF Researcher Nomination.
- 2012 Summer Research Training Institute, sponsored by the National Center for Special Education Research (NCSER), Institute of Education Sciences (IES), U.S. Department of Education. Summer 2012.
- Doctoral Research Award. University of Oregon, College of Education. February 2007.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS), New Mexico. 2006. DIBELS Summit Certificate of Attendance.
- Wes Becker Scholarship Award. University of Oregon, College of Education, April 2005.

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS), New Mexico. 2005. DIBELS Summit Certificate of Attendance.
- College tuition and transportation coverage. Universidad Autónoma de Sinaloa, 1996-2000.
- Universidad Autónoma de Sinaloa, Psychology School. June 2000. Best cumulative GPA of 1995-2000.
- Universidad Autónoma de Sinaloa. August 2000. Academic Award for 3.97 GPA at Psychology School.
- Universidad Autónoma de Sinaloa, June 2000. Award for Excellence in Research Tasks.
- Psychological and Organizational Advice Center, Cholula, Puebla. November 1999. Award for participation in the “First Meeting of Educational and Clinical Psychologists.”
- Government of Sinaloa state. May 1998. Award for participation in the course, “Multidimensional Typologies in the Professional Educators: Science, Technique and the Art of Teaching.”
- Mexican Academic of Sciences. 1998. Award for participation in “The Summer of the Scientific Research IX.”
- Universidad Autónoma de Sinaloa, Psychology School. May 1997. Award for participation in the course, “Ecology and Human Development.”
- Universidad Autónoma de Sinaloa, Psychology School. February 1996. Award for participation in “The Meeting of Psychology of Health II.”
- Universidad Autónoma de Sinaloa, Psychology School. May 1996. Award for participation in the “XVII Reunion of Psychology Students.”
- Sinaloa Psychiatric Hospital. August 1996. Award for participation in the course, “Depression.”
- Sinaloa Psychiatric Hospital. August 1996. Award for participation in the course, “Anxiety Disorders, Diagnoses, and Treatment.”

### **Professional Organizations and Activities**

- American Educational Research Association (AERA)
- National Association for Research in Science Teaching (NARST)

### **Invited Talks**

- Terrazas-Arellanes, F. (August, 2013). Technological Resources to Improve the Academic Outcomes of linguistically and Culturally Diverse Students. Talk given at Georgia Southern University, Statesboro, GA.
- Terrazas-Arellanes, F. (February, 2013). Electronic Reading Supports for English Language Students. Talk given at University of Georgia, Athens, GA.

### **Other Training**

- Single-Case Intervention Research Design and Analysis, IES Summer Research Training Institute.

## Volunteer Experience

- *Volunteer.* Development of the 7th edition of Indicadores Dinámicos del Éxito en la Lectura (IDEL) assessment. Dynamic Measurement Group, Eugene, Oregon (2005-2006).
- *Data collector volunteer.* Indicadores Dinámicos del Éxito en la Lectura (IDEL) school psychology program, University of Oregon. Eugene, Oregon (2004-2005).
- *Volunteer and literacy tutor.* Department of Adult Basic Skills Development, Umpqua Community College, Roseburg, Oregon (2002-2003).

## Consulting Activities

- 2020-present     **Project Expert Advisor**  
Influents Innovations.  
*Title:* Talk STEM Familia (TSF): A Bilingual Language Acquisition Smart Speaker App to Improve Long-term Educational and Health Outcomes among Latino Families.  
*Responsibilities:* Provide online technologies expertise for the development of the mobile app, as well as STEM expertise to ensure age-appropriate scientific vocabulary.
- 2017-2019     **Project Expert Advisor**  
Influents Innovations.  
*Title:* STEM Familia: A Language Acquisition Mobile App to Improve Long-term Educational and Health Outcomes among Latino Families.  
*Responsibilities:* Provide online technologies expertise for the development of the mobile app, as well as STEM expertise to ensure age-appropriate scientific vocabulary.
- 2017-2018     **Project Expert Advisor**  
University of Oregon, Educational and Community Supports Center.  
*Title:* TIPS EdTech: Developing Professional Development and Online Applications to Support Team-Initiated Problem Solving (TIPS) within Multi-Tiered Support Systems.  
*Responsibilities:* Provide mentorship to Principal Investigator on focus group procedures and analysis of feasibility data.
- 2013-2014     **Methodology Consultant**  
University of Georgia, Center for Latino Achievement and Success in Education.  
*Responsibilities:* Prepare an IES grant proposal, including project narrative, budget, and other application documents.
- 2010-2011     **Methodology Consultant**  
Eugene School District, Eugene, Oregon.  
*Title:* LiveInk Project.

*Responsibilities:* Consult on the design and implementation of an experimental study on the use of LiveInk for English language learner students. Coordinate data analyses and assist in preparing the final report.

2009-2010

**Methodology Consultant**

CaptionMax, Inc. Minneapolis, Minnesota.

*Title:* Expanded Captions Project, directed by Dr. Lynne Anderson-Inman.

*Responsibilities:* Consult on the design and implementation of an experimental study evaluating the use of expanded captions for educational videos used by students who are deaf or hard-of-hearing. Assist in data analyses and writing the final report.

**LANGUAGES:**

Spanish  
English

**ONLINE PRESENCE:**

- [LinkedIn Profile for Dr. Terrazas-Arellanes](#)
- [ESCOLAR Website](#)
- [ESCOLAR Blog](#)
- [ESCOLAR Facebook](#)
- [ESCOLAR Instagram](#)
- [ESCOLAR Pinterest](#)
- [SSOAR Website](#)