

Sara Abercrombie, Ph.D.

Assistant Professor

Professional Bio

Dr. Sara Abercrombie earned her Ph.D. in Educational Psychology in 2011, and prior to joining the faculty of Northern Arizona was an Assistant Professor at Bowling Green State University in Ohio. Her research focuses on how learning materials and classroom supports affect student interest and engagement, and subsequent learning, including immediate retention and transfer to novel problem-solving situations. She is also interested in how learner characteristics, including prior knowledge, professional experience, epistemic cognition and culture influence student engagement and learning. She teaches classes on educational psychology applied to professional environments, human development, assessment, evaluation and statistics. In 2010, Dr. Abercrombie was awarded the William B. and Roberta V. Castetter Endowed Fellowship from the University of New Mexico.

Areas of Teaching Interest

- Applied Educational Psychology
- Human Development Across the Lifespan
- Motivation Theory
- Classroom Assessment
- Statistics

Areas of Research and/or Professional Interest

Dr. Abercrombie has research and professional interests in Cognitive Processes of Learning, Problem-based and Case-based learning, Situational Interest and Personal Interest, Learning Transfer, Formative Assessment, Academic Risk Taking, and Assessment of Higher-Order Thinking.

Recent Presentations

Abercrombie, S., Bang, H. (2016, April). Differences in academic risk taking behaviors by college major. Paper presented at the 2016 annual meeting of the American Educational Research Association (AERA), Washington, D.C.

Abercrombie, S., Mereoiu, M., & Murray, M. (2016, April). Enhancing professional knowledge, attitudes, skills and beliefs through transformative parent-professional partnership collaboration. Poster presented at the 2016 annual convention and expo of the Council for Exceptional Children (CEC), St. Louis, MO.

Abercrombie, S., & Bang, H. (2015, August). Motivational predictors of academic risk taking among university students. Poster presented at the 2015 annual convention of the American Psychological Association (APA), Toronto, Canada.

Abercrombie, S., Mereoiu, M., Murray, M., & Colwell, B. (2015, April). A Structured Collaborative Parent/Professional Partnership Intervention Resulting in Shifted Views of the Individualized Educational Program. Paper presented at the 2015 annual meeting of the American Educational Research Association (AERA), Chicago, IL.

Abercrombie, S., & Lambert, E.* (2014, April). Does experience affect perceptions of interest and relevance when reading a narrative classroom case? Poster presented at the 2014 annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Abercrombie, S., Parkes, J., & McCarty, T. (2014, April). Goal orientation, scoring accuracy, judgments of learning, and perceptions of grade fairness among medical students using peer-assessment. Paper presented at the 2014 annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Abercrombie, S., Hushman, C., & Carboneau, K. J. (2013, November). Designing case-based instruction to scaffold pre-service teachers' problem-solving transfer. Paper presented at the 2013 annual meeting of the Mid-Western Educational Research Association (MWERA), Evanston, IL.

Abercrombie, S. (2012, April). Excluding seductive details from case-based instructional narratives to increase novice teacher education students' learning transfer. Poster presented at the 2012 annual meeting of the American Educational Research Association (AERA), Vancouver, BC.

Abercrombie, S., Hushman, C., & Moreno, R., (2011, April). Do case format, epistemic cognition, and motivational orientation affect learning from case-based instruction? Poster presented at the 2011 annual meeting of the American Educational Research Association (AERA), New Orleans, LA.

Abercrombie, S., Hushman, C., & Moreno, R. (2010, May). Example structure's influence on application and transfer when learning about problem solving from classroom cases. Poster presented at the 2010 annual meeting of the American Educational Research Association (AERA), Denver, CO.

Recent Publications

Mereiou, M., Abercrombie, S., & Murray, M. (2016). Structured intervention as a tool to shift views of parent/professional partnerships in the IEP process. *Exceptionality Education International*, 26, 36-52.

Abercrombie, S., Parkes, J., & McCarty, T. (2015). Motivational influences of using peer evaluation in problem-base learning in medical education. *Interdisciplinary Journal of Problem-based Learning*, 9(1), 33-43.

Abercrombie, S. (2013). Creative transformation through mentorship and intergenerational collaboration. In R. Lake & M. C. Connery (Eds.) *Constructing a Community of Thought: Letters on the Scholarship, Teaching and Mentoring of Vera John-Steiner*. Peter Lang Publishing.

Abercrombie, S. (2013). Transfer effects of adding seductive details to case-based instruction. *Contemporary Educational Psychology*, 38, 149-157.

Ockey, G., & Abercrombie, S. (2013). The structural consistency of a six-factor model of academic self-concept among culturally diverse preadolescents in the United States. *Journal of Psychoeducational Assessment*, 31, 271-283.

Parkes, J., Abercrombie, S., & McCarty, T. (2013). Do feedback sandwiches fuel learning? *Advances in Health Sciences Education*, 18, 397-407.

Moreno, R., & Abercrombie, S. (2010). Promoting awareness of learner diversity in prospective teachers: Signaling, individual and group differences within virtual classroom cases. *Journal of Technology and Teacher Education*, 18, 111-130.

Professional Memberships

- American Psychological Association
- American Educational Research Association
- Council for Exceptional Children