

SAWYER MACAULAY HOGENKAMP

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EDUCATION & TRAINING

Doctor of Philosophy (Ph.D.) , University of California, Los Angeles <i>Social Welfare</i>	2021 – Present
Master of Education (Ed.M.) , Harvard University <i>Human Development and Psychology</i>	2021
Master of Education (M.Ed.) , Queen's University Two-year research thesis: <i>School Bus Drivers' Perceptions of Bullying on the Bus</i> Supervisor: <i>Dr. Benjamin Bolden</i>	2019
Bachelor of Education (B.Ed.) , Queen's University	2015
Bachelor of Arts (B.A.) , Conrad Grebel University College, University of Waterloo <i>Joint Honors, Music and Geography & Environmental Management</i>	2014
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Graduate Certificate , FXB Center for Health & Human Rights, Harvard University <i>Child Protection Program</i>	2021
Graduate Certificate , Chicago School of Professional Psychology <i>Child and Adolescent Psychology</i>	2020
Ontario Certified Teacher (OCT) <i>Licensed Elementary and Secondary School Teacher</i>	2015

RESEARCH EXPERIENCE

University of California Los Angeles <i>APA Taskforce on Violence Against Educators</i>	2021 – Present
<ul style="list-style-type: none">▪ Organizing and analyzing data and policy of qualitative data from school psychologists, social workers, counselors, administrators, teachers and school staff, as well as collaborating with quantitative research groups as project progresses▪ Formulating policy briefings and research publications	

Harvard University 2020 – Present***Ecological Approaches to Social Emotional Learning (EASEL) Lab***

- Exploring the use of Kernels (small classroom activities in social-emotional learning) in small ESL classrooms in China, both in English and Mandarin languages of instruction and assess teachers' perceptions of their utility

Research Schools International

- Conducting and analyzing empathy interviews on using virtual reality in education
- Examining perceptions of self among Chinese international high-school students through journaling, focus groups, and explorations of “best possible self” to promote thriving and better acculturation experiences
- Participating in intervention targeting young children and caregivers to promote mindfulness and positive parenting practices

One Village, One Project (OVOP) for rural Chinese early-childhood education

- Investigating the differences in outcomes rural Chinese children enrolled in pre school programming
- Exploring the intersectionality between the experiences and outcomes of young children by their parental status, gender and ethnicity

Brave Education 2019 – Present***Revitalizing Anti-bullying programming for schools (Harvard University)***

- Developing a theory of change, logic model, and evidence-based practices to enhance educational programming aimed at improving social emotional competencies in children and improving school climate
- Developing measures to assess efficacy of the program over time

School bus drivers' experiences of peer aggression and school climate (Queen's University)

- Developing research questions and sampling instruments
- Leading collaboration to collect and analyze survey responses from working school bus drivers in anti-bullying training sessions across Canada, in addition to program evaluation

Independent Research 2019 – Present***School bus Wi-Fi implementation and students' academic and behavioral outcomes***

- Will compare student academic and behavioral outcomes on school buses equipped with Wi-Fi, versus buses without Wi-Fi equipped
- Will collect and analyse achievement and behavioral data from schools, in addition to survey responses from school transportation personnel and school administration

Queen's University 2017 – 2019***Visual rhetoric and environmental documentaries: Exploring prolonged effects***

- Assessed participant's perceptions and attitudes regarding environmental issues over time
- Completed data collection through observation, coding, and report writing

School law guide for Prince Edward Island

- Compiled data and contributed to writing chapters in the guide

A process and outcomes evaluation of youth job connection

- Evaluating a government program targeted towards increasing employment for at-risk youth
- Completed data collection by delivering surveys over the telephone; contributed to interim reports and other deliverables, qualitative analysis

School bus drivers' perceptions of bullying on the bus

- Utilized a sequential explanatory mixed-methods study design involving questionnaires and semi-structured interviews

Legal Literacy Project

- Assessed pre-service teachers' perceptions of their encounters with Ontario school law during practicum
- Completed qualitative document analysis, coded written open-ended responses, and contributed to written deliverables

Royal Military College of Canada

2017 – 2019

Gender based analysis of Regular Officer Training Plan

- Responsible for qualitative data analysis and coding open written responses, as well as contributing to reports, papers, presentations, and other deliverables as co-author

Ontario Public School Board's Association

2017 – 2019

Meeting labour market needs for FSL Instruction in Ontario

- Participated in two phases of the MAESD Ontario Labour Market Partnership project
- Responsible for arranging, recruiting, and conducting focus groups, open and axis coding, and providing research summaries

PEER-REVIEWED PUBLICATIONS & THESIS

Hogenkamp, S. (under review). Divided attention: School bus drivers' perceptions of bullying on the bus. *The Journal of Primary Prevention*.

Scoppio, G., Otis, N., Yan, Y., & **Hogenkamp, S.** (2020). Perceptions and Experiences of Officer Cadets in Canadian Military Colleges and Civilian Universities: A Gender Perspective. *Armed Forces and Society*, (advance online publication).

Xing, D., Bolden, B., & **Hogenkamp, S.** (2020). The sound of silence: A musically enhanced narrative inquiry into the academic acculturation experiences of Chinese international students with low oral English proficiency. *Journal of Curriculum and Pedagogy*, 17(1), 25-47.

Hogenkamp, S. (2019). School bus drivers' perceptions of bullying on the bus: A mixed-methods study (Master's thesis, Queen's University, Kingston, Ontario, Canada).
<https://dx.doi.org/10.13140/RG.2.2.19284.65920>

Kutsyuruba, B., Murray, J., & **Hogenkamp, S.** (2019). Understanding pre-service teachers' legal literacy and experiences with legal issues in practicum placements: An exploratory study. *Canadian Journal of Educational Administration and Policy*, 191, 54-71.

Hogenkamp, S. (2018). What are school bus drivers' perceptions of bullying? *Research in a Nutshell*, 2(2).

GOVERNMENT REPORTS

Otis, N., Scoppio, G., Yan, Y., & **Hogenkamp, S.** (2021) *Gender and ethnicity differences in applicants' perceptions of the Regular Officer Training Plan (ROTP) recruitment and selection process: Phase 3 of the ROTP Study*. (Director General Military Personnel Research and Analysis Report DRDC-RDDC-2021-R013). Ottawa, ON: Defence Research and Development Canada,.

- Otis, N., Scoppio, G., Yan, Y., & **Hogenkamp, S.** (2020). *Phase 2 of the Regular Officer Training Plan Study* (Director General Military Personnel Research and Analysis Scientific Brief DRDC-RDDC-2020-B041). Ottawa, ON: Defence Research and Development Canada.
- Ontario Public School Boards' Association. (2019). *Meeting labour Market Needs for French as a Second Language Instruction in Ontario: Moving forward with understanding perspectives regarding the French as a Second Language labour market issue (Phase II)*. Government of Ontario.
- Scoppio, G., Otis, N., Yan, Y., & **Hogenkamp, S.** (2019). *Gender and ethnicity perspectives of officer cadets' recruitment process and college experience: Phase 2 of the Regular Officer Training Plan (ROTP) study*. Ottawa, ON: Defence Research and Development Canada.
- Ontario Public School Boards' Association. (2018). *Meeting labour Market Needs for French as a Second Language Instruction in Ontario: Understanding Perspectives Regarding the French as a Second Language Teacher Labour Market Issue*. Government of Ontario.

CONFERENCE PRESENTATIONS

- Zhang, S., & **Hogenkamp, S.** (2022, April). *Literacy outcomes of preschool children in rural China: Intersections between left-behind status and ethnicity* [paper presentation]. 2022 annual meeting of the American Educational Research Association (AERA), San Diego, California.
- Hogenkamp, S.**, Bosica, J.J. (2021, November). *School bus drivers' perceptions of peer aggression: Preliminary results from antibullying training sessions*. [oral presentation]. World Anti-Bullying Forum (WABF), Stockholm, Sweden.
- Hogenkamp, S.** (2021, April). *SEL Kernels applied in early-childhood and elementary ESL classrooms in China: A pilot study*. [roundtable session]. Student Research Symposium, Harvard University, Cambridge, Massachusetts.
- Hogenkamp, S.** (2021, April). *School bus drivers' experiences on the bus and during anti-bullying training*. [roundtable session]. Student Research Symposium, Harvard University, Cambridge, Massachusetts.
- Hogenkamp, S.**, & Zhang, S. (2021, April). *Examining intersectionality between left-behind and non-left-behind children in rural China and language development*. [panel]. Student Research Symposium, Harvard University, Cambridge, Massachusetts.
- Weng, Y., Xiang, R., Zhu, C., Zeng, H., & Zhao, Y., & **Hogenkamp, S.** (2021, April). *Efforts to support students' SEL development in online learning amidst COVID-19: An evaluation of the invisible mentor system in a Chinese elementary school*. [roundtable session]. Student Research Symposium, Harvard University, Cambridge, Massachusetts.
- Hogenkamp, S.** (2020, June). *School bus drivers' perceptions of peer aggression and school bus climate: Preliminary findings* [poster presentation] Graduate Student Research Forum, Chicago School of Professional Psychology, Chicago, Illinois.
- Hogenkamp, S.**, & Bolden, B. (2019, June). *Bullying on the school bus: Driven by whole school community approaches* [oral presentation]. World Anti-Bullying Forum (WABF), Dublin, Ireland.
- Luzius-Vanin, C., **Hogenkamp, S.**, Xing, D., & Yang, D. (2019, June). *One step at a time: A narrative collaborative self-study exploring the challenges faced when conducting research as M.Ed. students* [roundtable session]. Canadian Society for the Study of Education (CSSE), Vancouver, British Columbia, Canada.

- Hogenkamp, S., & Bolden, B.** (2019, April). *Sitting at the front: School bus drivers' perceptions of bullying on the bus* [roundtable session]. 2019 annual meeting of the American Educational Research Association (AERA), Toronto, Ontario, Canada.
- Scoppio, G., Otis, N., Yan, Y., & **Hogenkamp, S.** (2018, October). *Perceptions and experiences of officer cadets in Canadian military colleges and civilian universities: A gender perspective* [paper presentation]. Inter-University Seminar on Armed Forces and Society (IUS-Canada), Ottawa, Ontario, Canada.
- Otis, N., Scoppio, G., Yan, Y., & **Hogenkamp, S.** (2018, June). *Applicants' perception of the recruitment and selection process for the Regular Officer Training Plan: A gender-based assessment* [paper presentation]. International Congress of Applied Psychology (ICAP), Montreal, Quebec, Canada.
- Hogenkamp, S., & Bolden, B.** (2018, May). *School bus drivers' perceptions of bullying on the bus* [paper presentation]. Canadian Society for the Study of Education (CSSSE), Regina, Saskatchewan, Canada.
- Scoppio, G., Otis, N., Yan, Y., & **Hogenkamp, S.** (2018, May). *Experiences in military and civilian higher education: Initial discussions on officer cadets' experiences at Canadian military colleges or civilian universities.* [poster presentation]. Canadian Society for the Study of Higher Education (CSSHE), Regina, Saskatchewan, Canada.
- Xing, D., Bolden, B., & **Hogenkamp, S.** (2018, May). *The sound of silence: A musically-enhanced narrative inquiry into the academic acculturation of Chinese international students* [paper presentation]. Canadian Society for the Study of Higher Education (CSSHE), Regina, Saskatchewan, Canada.
- Hogenkamp, S.** (2018, May). *WiFi on school buses: The implications of keeping students online while travelling* [panel session]. 9th RMC Technological & Pedagogical Innovation in Education Forum, Royal Military College of Canada, Kingston, Ontario, Canada.
- Scoppio, G., Otis, N., Yan, Y., & **Hogenkamp, S.** (2017, November). *Officer cadets' perceptions of the Regular Officer Training Program (ROTP) recruitment process: A gender comparison* [paper presentation]. Inter-University Seminar on Armed Forces and Society (IUS), Reston, Virginia.
- Hogenkamp, S.** (2017, May). *Bus Drivers' Perspectives on Bullying.* [poster presentation]. Rosa Bruno-Jofré Symposium in Education (RBJSE), Queen's University, Kingston, Ontario, Canada.

PRINT, RADIO, & VIDEO MEDIA

- Boudreau, E. (Interviewer), **Hogenkamp, S.** (Interviewee), (2021, March). *School buses and bullying.* News and Events, Alumni & Student Profiles, Harvard Graduate School of Education. <https://www.gse.harvard.edu/news/21/03/school-buses-and-bullying>
- Hogenkamp, S.** (2020, July). *Support Key for Drivers Dealing with Bullying on Buses.* School Bus Fleet, July 2020, 66(6), p. 24. <https://www.schoolbusfleet.com/10111937/support-key-for-drivers-dealing-with-bullying-on-buses>
- Metea, J. (Interviewer), **Hogenkamp, S.** (Interviewee), (2019, December). *Lessons in managing student behavior on the school bus.* School Transportation News Special Report. <https://stnonline.com/special-reports/lessons-in-managing-student-behavior-on-the-school-bus/>
- Hogenkamp, S.** (2019). WiFi on school buses. *Education Canada Magazine*, Spring 2019, 59(1), p. 10.
- Hogenkamp, S.** (2019). Wi-Fi on school buses. *Canadian Teacher Magazine*, Winter 2019, 15(2), p. 28.
- Hogenkamp, S.** (Guest), Steer, C. (Producer), (2018, October). *Grad Chat: Bus drivers' perceptions of bullying on the bus.* Radio program for CFRC 101.9 FM. <https://www.queensu.ca/sgs/archived-grad-chat>
- Hogenkamp, S.** (Guest), Cheney, N. (Host), (2018, September). *Popular pedagogy episode 4: The wheels on the bus.* Radio program for CFRC 101.9 FM. <https://educ.queensu.ca/popular-podagogy>

INVITED TALKS

- Xing, D., & **Hogenkamp, S.** (2021, April). *English language acquisition beyond Lingua Franca*. Presented for Global Spotlight Series, Harvard Graduate School of Education, Cambridge, Massachusetts.
- Hogenkamp, S.** (2018, November). *Teaching in Canada*. Panelist for course “Education in Canada,” presented for Queen’s School of English, Kingston, Ontario, Canada
- Xing, D., & **Hogenkamp, S.** (2018, October). *The myths and truths of learning English*. Presented for Queen’s Culture Exchange, Kingston, Ontario, Canada.
- Xing, D., & **Hogenkamp, S.** (2018, March). *The truth behind “fit in” and cross-cultural friendships*. Presented for Queen’s Chinese Students and Scholars Association, Kingston, ON, Canada.
- Hogenkamp, S.** (2018, April). *Addressing bullying in schools*. Guest lectures given for course “Self as a Professional”, presented for the Faculty of Education, Queen’s University, Kingston, Ontario, Canada
- Scoppio, G., Otis, N., Yan, Y., & **Hogenkamp, S.** (2017, November). *Gender-based assessment of the Regular Officer Training Program (ROTP) application process and experience: Initial stages and preliminary findings*. Presented for the Faculty of Education at Queen’s University, Kingston, Ontario, Canada

TEACHING & WORK EXPERIENCE

Research Consultant

2020 – Present

Brave Education, Brampton, Ontario, Canada

- Leading research initiatives on school bus drivers’ perceptions of bullying, and outcomes of students in anti-bullying and conflict resolution interventions
- Designing theories of change and logic models for the organization to serve as a research base and program evaluation

School-Based Initiatives Intern

2020 – Present

16 Strong Project, New York City, New York, United States

- Reaching out to schools and organizations to provide educational programming to help young people mitigate the harmful effects of adverse childhood experience (ACEs)
- Assisting with in-school and online workshops/resources, establishing a Youth Advisory Board, delivering programming to schools and young people

Elementary School Teacher

2019 – 2021

Foshan Koala English Training Center, Foshan, Guangdong, China

- Planning curriculum, facilitated class, taught, and assessed students aged 3-12 in English as a Second Language classes, in classroom and online environments.
- Delivering lectures on English education and university admissions advice to Chinese families

Teaching Assistant	2016 – 2018
<i>Faculty of Education, Queen's University, Kingston, Ontario, Canada</i>	
<ul style="list-style-type: none"> ▪ Planned curriculum, facilitated class, taught, and assessed in five upper-year undergraduate courses, including: <ul style="list-style-type: none"> ▪ Foundational Studies 102 – <i>History and Philosophy of Foundations of Education</i> ▪ Professional Studies 110 – <i>Self as Teacher</i> ▪ Professional Studies 210 – <i>Self as Learner</i> ▪ Professional Studies 504 – <i>Technology as a Teaching and Learning Tool</i> ▪ Professional Studies 505 – <i>Meeting the Needs of Learners</i> 	
Ontario Certified Teacher	2015 – Present
<ul style="list-style-type: none"> ▪ Certified to teach the following subjects and divisions in Ontario, Canada: <ul style="list-style-type: none"> ▪ Intermediate and Senior Divisions – Geography, Music ▪ Intermediate Division – Business Studies ▪ Junior Division ▪ English as a Second Language – Part 1 	
Teaching Assistant	2014
<i>Faculty of Environment, University of Waterloo, Waterloo, Ontario, Canada</i>	
<ul style="list-style-type: none"> ▪ Facilitated class, proctored exam, assessed exam in one upper-year undergraduate course <ul style="list-style-type: none"> ▪ Geography 203 – <i>Environment and Development from a Global Perspective</i> 	
Music Teacher	2011 – 2014
<i>ProMusic Music Studio, Waterloo, Ontario, Canada</i>	

AWARDS & GRANTS

University of California Los Angeles	
Graduate Student Salary/Stipend (\$227,000)	2021 – 2025
Harvard University	
Harvard Graduate School of Education Grant (\$19,000)	2020 – 2021
Chicago School of Professional Psychology	
1 st Place, Winner of the National Graduate Research Forum	2020
Queen's University	
Queen's Graduate Award (x3)	2016 – 2019
Conference Travel Award	2018
3 Minute Thesis Finalist	2018
Walter F Light Bursary	2016 – 2017
University of Waterloo	
Ontario Student Opportunity Grant	2014 – 2015
Dave Regier Student Award (x2)	2012 – 2014

SERVICE TO ACADEMIA & UNIVERSITIES

American Educational Research Association (AERA)	
<i>Graduate Student Council Campus Rep</i>	2020 – Present
<i>Graduate Student Peer-Reviewer</i>	2018 – Present
Harvard University	
<i>HGSE Alumni Ambassador</i>	2021 – Present
<i>Chair of the HGSE Rural Educators Alliance</i>	2020 – 2021
Chicago School of Professional Psychology	
<i>Board Member of the International Alumni Council</i>	2020 – Present
Canadian Journal for New Scholars in Education (CJNSE/RCJCÉ)	
<i>Reviewer</i>	2018 – Present
Canadian Committee of Graduate Students in Education (CCGSE/CCÉDÉ)	
<i>Program Chair, Treasurer and Secretary</i>	2017 – 2019
Queen's University	
<i>Volunteer, Session Chair Rosa Bruno-Jofré Symposium in Education (RBJSE)</i>	2017 – 2019
<i>Graduate Assistant Teachers' Overseas Recruiting Fair 2019 (TORF)</i>	2018 – 2019
<i>Nominating Representative, Education Graduate Student Society</i>	2017 – 2018

OTHER EMPLOYMENT & COMMUNITY SERVICE

Youth Hockey Coach	2018 – 2019
<i>Kingston Area Minor Hockey Association (KAMHA), Major Atom AE</i>	
<i>Ontario Minor Hockey Association (OMHA) Provincial Champions</i>	
Joint Health and Safety Committee Representative	2017 – 2018
<i>PSAC Local 901, Queen's University</i>	
Customer Service Representative	2013 – 2016
<i>Grand River Conservation Authority</i>	
General Laborer	2012
<i>CanArm BSM</i>	
Franchise Owner/Operator	2011
<i>Student Works Painting</i>	