

Loraine Hitt

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Research and practice areas:

Education research design, evaluation, and dissemination
Evidence synthesis, systematic reviews, and meta-analysis
Teacher recruitment, preparation, and retention, with a focus on minoritized teachers
STEM learning in K-12 schooling and higher education
Teaching English across all skill areas, especially academic writing
Supporting diverse and at-risk students
Metacognition and self-regulated learning

Training and skills:

Evaluation of funded projects
Designing, executing, and reporting on research synthesis
Data-visualization and research presentations
Expertise in academic writing
Qualitative and quantitative data-analysis
Designing and analyzing educational assessments
Proficient in Microsoft Office and Google Suite, Zoom, Teams, EPPI-Reviewer, Endnote, and Zotero
Low intermediate Spanish, Beginner in Arabic
Organizing research dissemination events
Project-management and remote collaboration skills

Professional organizations:

American Evaluation Association, member

Current and Recent Projects:

Building Beyond: A Comprehensive Research Center for Extraterrestrial Habitat Innovation, Education, and Institutional Capacity Enhancement, NASA MIRO grant, planned independent evaluator

SHORE: Strengthening Hope through Oceanfront Resilience Engineers, NOAA climate-ready workforce grant, SC Sea Grant Office, planned evaluator

Seeds to Shorelines, NOAA coastal restoration and resilience grant, SC Sea Grant Office, planned evaluator

Comparison of graduation and workforce outcomes from Engineering degree programs in South Carolina, 2010-2022, lead author

The *S-STEM Coaching And Retention for Engineering Students (CARES)* grant, Coastal Carolina University, internal evaluator

An innovative approach to Grade 1 science using free discovery centers in Abu Dhabi, research consultant

Systematic review of factors related to ethnic minority teacher recruitment and retention, Durham University Evidence Centre for Education, research assistant

Special issue, *Education Sciences*, on robust evaluation of educational policies and programs, assistant guest editor

Education:

Ed.D., Durham University, UK, 2023

Courses: Quantitative and qualitative research methods; Educational research and assessment; Special education needs and inclusion; International and intercultural education.

Thesis: A systematic review and meta-analysis of interventions based on metacognition and self-regulation in school-aged mathematics.

MA TESOL, Michigan State University, USA, 2009 (honors)

Courses: Linguistics; Grammar; Instructional methods; Assessment; Language technology; Research methods; Portfolio exam.

MA English Literary Studies, Durham University, UK, 2006 (distinction)

Courses: Ancient and medieval literature in translation; Old Norse language and literature; Research methods.

BA English Literature and Music, Cornerstone University, USA, 2005 (honors)

Courses: British and American literature; World literature; Advanced grammar; Theology and Philosophy; Pedagogy; Music theory; Vocal performance.

Employment:

Research Assistant, Durham University, 2020-21, 2023

Duties: Organize online research dissemination event; read, summarize, and synthesize qualitative and quantitative research evidence; work with systematic review software; collaborate with colleagues to complete review tasks effectively.

Teaching Associate, Coastal Carolina University, 2019

Duties: Plan and deliver instruction in academic writing; design and implement assessments; build and maintain the course website; advise and support students; coordinate with the composition team and the English department.

Instructor, ELS Myrtle Beach, 2018-19

Duties: Plan and deliver ESL lessons to adult international students; interface with learning technology and online grading systems; design and implement assessments; coordinate with the instructor team; comply with local and corporate instructional and record-keeping policies.

Adjunct Faculty, Higher Colleges of Technology, Abu Dhabi, 2013-14

Duties: Plan and deliver English language, writing, and test preparation lessons; design and implement assessments; comply with institutional policies.

Part-Time Lecturer, Emirates College for Advanced Education, 2012-2013

Duties: Plan and deliver instruction in English language and academic writing; design and implement assessments; comply with departmental and institutional policies.

Teaching Assistant, English Language Center, Michigan State University, 2007-2009

Duties: Plan and deliver instruction in English speaking, listening, reading, and writing to adult international students; proctor exams; implement educational technology.

Adjunct English Faculty, Cornerstone University, 2006

Duties: Plan and deliver group and individual lessons in academic writing; engage in assessment events; coordinate with the English department and tutoring center.

Publications:

See, B. H., Gorard, S., Siddiqui, N., El-Soufi, N., **Hitt, L.**, Lu, B. (2023). Improving attendance and enrolment at school for children living in poverty. *Nordic Journal of Systematic Reviews in Education*, 1(1).
<https://noredreviews.org/index.php/NJSRE/article/view/5429>

See, B. H., Gorard, S., Siddiqui, N., **Hitt, L.**, El Soufi, N., & Lu, B. (2023). How finance-based interventions can improve attainment at school for disadvantaged students: A review of international evidence. *Educational Research and Evaluation*, 0(0), 1–31. <https://doi.org/10.1080/13803611.2023.2273540>

See, B. H., Munthe, E., Ross, S. A., **Hitt, L.**, El-Soufi, N. (2022). Who becomes a teacher and why? *Review of Education*, 10(3). <https://doi.org/10.1002/rev3.3377>

Hitt, L. (2022). Taming randomized controlled trials in education: Exploring key claims, issues and debates, by K. Morrison (book review). *British Journal of Educational Studies*, 70(1), 119–120.
<https://doi.org/10.1080/00071005.2021.1924515>

Presentations:

Hitt, L. (2021, September 13-16). *A narrative overview of recent syntheses of self-regulated learning interventions with mathematics outcomes: Reflections on diverse theoretical and methodological approaches and the evidence for effectiveness* [conference presentation]. BERA 2021 Virtual Conference.

Hitt, L. (2021, May 22). *A systematic review and meta-analysis of metacognitive and self-regulated learning interventions in school mathematics: Background, methods, and preliminary findings* [keynote address]. Durham University School of Education, Master's Dissertation Conference.

Hitt, L. (2020, November 20). *Systematic reviews and meta-analyses in education: Issues and design of a review of mathematics interventions based on metacognition and self-regulated learning theories* [conference presentation]. Durham University, Faculty of Social Sciences and Health 2nd Interdisciplinary PGR Conference on Global Issues [virtual].

References:

Steven Higgins
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Jeremy Kendal
Associate Professor, Department of Anthropology, Durham University
Email: jeremy.kendal@durham.ac.uk

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Beng Huat See
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