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CONTACT

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Educación (CIFE)
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EDUCATION

- 2014 Doctor of Education – Human Development and Education
Harvard University
Advisors (Stephanie M. Jones, John B. Willett, Robert Selman)
Dissertation: Peer Effects in the Elementary School Classroom:
Socialization of Aggressive and Prosocial Behavior and its Consequences for
Academic Skills
- 2012 M.Ed. Prevention Science and Practice – Child Development
Harvard University
Advisors (Stephanie M. Jones, John B. Willett, Robert Selman)
- 2006 M.Ed. Human Development
Universidad de los Andes – Bogota, Colombia
Thesis: A just community in the classroom. Effects on moral development,
community sense and caring relationships.
- 2004 B.S. Psychology
Department of Psychology, Universidad de los Andes
Bogota, Colombia.

EXPERIENCE

- 2014 – Present **Assistant Professor of Human Development and Education.** Universidad
de los Andes. Bogota, Colombia.
- 2009 – 2014 **Graduate Research Assistant:** Health risk behavior in late childhood: Impact
of a longitudinal randomized trial. Harvard University, Fordham University,
New York University. Principal Investigators: Dr. Stephanie M. Jones, Dr.
Joshua Brown, Dr. J. Lawrence Aber.
- 2011 – Summer **Student Supervisor:** Behavioral Laboratory in the Social Sciences *BLISS*.
Harvard College. Principal Investigator: Dr. Stephanie M. Jones.
- 2009 - 2010 **Graduate Research Assistant:** Choices and Justifications to Situations of
Social Exclusion. Harvard University. Principal Investigator, Dr. Robert
Selman.

- 2009 – 2010 **Principal Investigator:** The role of Social Categories in Moral Decision Making. Under the supervision of Professor Mahzarin Banaji, Department of Psychology, Harvard University.
- 2006 – 2008 **Research Associate:** Experimental evaluation of *Aulas en Paz*: A multi-component program for socio-emotional development. Department of Psychology, Universidad de los Andes. P.I: Dr. Enrique Chaux.
- 2006 – 2008 **National Coordinator of Assessment:** Little Scientist Program. School of Engineering, Universidad de los Andes. Under the supervision of Dr. Mauricio Duque.
- 2006 – 2007 **Research Associate:** Evaluation of Socio-Emotional and Scientific Competencies at the National Level. National Ministry of Education. Republic of Colombia.

Reviewer

Social Science Research

Early Childhood Research Quarterly

Journal of Research in Adolescence

Journal of Abnormal Child

Revista Colombiana de Psicología

Desarrollo y Sociedad

SPECIALIZED TRAINING

Frontiers in the Analysis of Causal Mechanisms. Conference Participant. Harvard Institute for Quantitative Social Sciences. March 2012.

Workshop on Social Networks and Social Capital: Advanced Models and Empirical Applications. Department of Sociology, Harvard University. 2011-2012.

Graduate Seminar: Quantitative Methods for Improving Causal Inference in Educational Research. Professors Richard Murnane & John B. Willett. Harvard University. School of Education. Spring 2011

Graduate Seminar: Applied Statistical Analysis with Latent Variables: Path Analysis, Factor Analysis, and Structural Equation Modeling. Professor Katherine Masyn. Harvard University. School of Education. Spring 2011

Graduate Seminar: Applied Longitudinal Data Analysis. Professor John B. Willett. Harvard University. School of Education. Spring 2010.

Summer Workshop on Structural Equation Modeling. Lawrence, Kansas. Kansas University. July 2010. With T. Little and N. Card.

Summer Workshop on Dynamic Social Network Analysis. Lawrence Kansas. Kansas University. July 2010. With C. Steglich.

Graduate Seminar: Social Network Analysis. Professor Peter V. Marsden. Department of Sociology, Harvard University. Fall 2009

TEACHING EXPERIENCE

At Universidad de los Andes

- 2015 – Spring Professor – Graduate Level: *EDUC – 6021*: Methods and Designs Supporting Causal Inference in Social Sciences and Education.
Professor – Graduate Level: *EDUC – 4902*: Social Network Analysis and Human Development.
- 2014 – Fall Professor – Graduate Level: *EDUC-4026*. Quantitative Methods for Social Science and Educational Research.
- 2014 – Spring Professor – Graduate Level: *EDUC-4007*. Peace Education: Ecological approaches to human development.

At Harvard University

- 2013 – Spring Teaching Fellow. Graduate-level. Applied Longitudinal Data Analysis. (Professor John B. Willett)
- 2011 - Yearlong Teaching Fellow. Graduate-level. Risk and Resilience in Social Context from Birth to Young Adulthood. (Professor Stephanie M. Jones)
- 2011 – Yearlong Teaching Fellow. Graduate-level. Research Experience in Prevention Science and Practice. (Professor Robert Selman).
- 2011 – Spring Teaching Fellow. Graduate-level. Applied Data Analysis. (Professor John B. Willett).
- 2010 – Fall Teaching Fellow. Graduate-level. Introduction to Research Methods and Data Analysis in Education. (Professor Katherine Masyn)
- 2009 – Spring Teaching Fellow. Graduate-level. Intermediate Statistics: Applied Regression and Data Analysis. (Professors S. Jones & K. Masyn).

At Universidad de los Andes

- 2007 - Fall Instructor. Undergraduate-level. Science, Technology and the Public.
- 2007 – Spring Teaching Fellow: Science and Education”. School of Engineering. (Professors M. Duque & M. Figueroa)

FELLOWSHIPS & AWARDS

Harvard University Presidential Scholarship. Harvard University, Cambridge, MA. USA

Society for Research in Child Development. Student Travel Award. Biennial Meeting of the Society for Research in Child Development. April, 2011. Montreal, Canada.

Universidad de los Andes, Fondo de Desarrollo Profesorial. Award for Doctoral Studies. May 2008.

ACADEMIC WORK

Grants

Co-Principal investigator (with Arturo Harker) “Effects of Neighborhood Violence on Academic and Social and Emotional Development: Causal Identification of Effects for the Colombian population.” National Institute for Educational Measurement (ICFES) – Colombia. Period of support: 2015 – 2016.

Grants under review

Co-Principal investigator (with Mauricio Duque, Margarita Gomez and Catalina Ramirez) “Transformation of High School Education in Colombia: Supporting Positive Developmental Transitions into Adulthood”. National Ministry of Education – Colombia and the World Bank. Period of requested support: 2015 – 2020.

Co-Principal investigator (with Arturo Harker) “Development of Measurement Strategies for Social and Emotional Skills from Early Childhood to Adolescence”. National Ministry of Education – Colombia. Period of requested support: 2015 – 2017.

Publications

Molano, A. (Forthcoming, 2015) Consideraciones Ecológicas sobre la Calidad de la Educación en Colombia: La escuela como un micro-contexto entre la política pública y el aprendizaje. Aceptado para su publicación en: *Revista EGOB de Asuntos Públicos*, 9. Escuela de Gobierno. Universidad de los Andes

Molano, A., Torrente, C., & Jones, S.M. (Forthcoming, 2015) Relative exposure to violence among close and distant peers as predictor of individual levels of aggression and victimization. Exploring variability in aggression and victimization across schools, towns and departments in Colombia. *Journal of Latin and Latin-American Studies*.

Molano, A., Jones, S. M., Brown, J., & Aber, J.L. (2013) Selection and Socialization of Aggressive and Prosocial Behavior: The Moderating Role of Social-Cognitive Processes. *Journal of Research on Adolescence*, 23, 424-436. DOI: 10.1111/jora.12034

Jones, S.M., & Molano, A. (2009) The influence of schools on adolescent behavior and risk-taking. Paper contributed to the Workshop on Understanding and Preventing Adolescent Risk Behavior: Integrating Findings across Domains of Influence. Board on Children, Youth and Families. Institute of Medicine/ National Research Council. Washington, D.C.

Chaux, E., Molano, A. & Podlesky, P. (2009) Socio-economic, socio-political and socio-emotional variables explaining school bullying: A country-wide multilevel analysis. *Aggressive Behavior*. 35, 520-529.

Chaux, E., Bustamante, A., Castellanos, M., Jiménez, M., Nieto, A., Rodriguez, G., Blair, R., Molano, A., Ramos, C. & Velasquez, A. (2008) Aulas en Paz: 2. Estrategias pedagógicas. *Interamerican Journal of Education for Democracy*. 1, 124 – 145.

Duque, M., Molano, A., Hernandez, J.T. (2007) Inquiry based learning and engineering school partnership in K-6 science education - Pequeños Científicos program. In Wing, Moscinsky, Rouse, Wagner & Willmot (Eds). *Innovations 2007 – World Innovations in Engineering Education and Research*. iNEER, Arlington, VA.

Carulla, C., Duque, M., Molano, A., Hernandez, J.T. (2007) Trends in pre-college engineering and technology education. *The International Journal of Engineering Education*. 23, 9-14.

Manuscripts under review

Molano, A., Jones S.M, & Willett, J.B. (under review). Peer Effects in the Elementary School Classroom: Socialization of Aggressive and Prosocial Behavior.

Molano, A., & Jones, S.M (under review) “Status Struggles” in an Urban Context: Social Centrality, Aggressive Behavior and Gender Segregation among Urban Elementary School Students.

Molano, A., & Jones. S.M (under review) Estimating the causal effect of peer aggression when “birds of a feather flock together”: Network Structure as identification strategy of peer effects.

Molano, A. & Jones, S.M., Brown, J., & Aber, J.L. (under review) Selection and socialization based on literacy skills and competences: Disentangling academic peer effects among elementary school students.

Manuscripts in preparation

Jones, S.M. & Molano, A. Seasonal effects of aggressive and prosocial behavior. A test of developmental-contextual models.

Jones, S.M., Molano, A., Brown, J., & Aber, S.L. 3rd Year effects of the New York City Social and Literacy Experiment.

Molano, A.M. & Jones, S. M. Cross-domain latent growth and profile analysis in the New York City Study of Social and Literacy Development: Assessing findings from variable and actor-oriented approaches.

ACADEMIC PRESENTATIONS

Papers

Molano, A. (2014). Profiles, transitions and cascades: Exploring methodological contributions to developmental – contextual theories. Chaired Symposium at the Methodological Meeting of the Society of Research in Child Development. September 12, 2014. San Diego.

Molano, A., Jones, S.M. (2014). Cross-domain latent growth and profile analysis in the New York City Study of Social and Literacy Development: Assessing findings from variable and actor-oriented approaches. Presented at the Methodological Meeting of the Society of Research in Child Development. September 12, 2014. San Diego.

- Molano, A., Jones, S.M., Brown, J., & Aber, J.L. (2013). Using social networks to identify peer effects: The causal effect of peer aggression when “birds of a feather flock together”. Presented at the Biennial Meeting of the Society for Research on Adolescence. April 20, 2013. Seattle.
- Molano, A., Jones, S.M., Brown, J., & Aber, J.L. (2013). Selection and socialization based on academic literacy skills and motivation: Disentangling academic peer effects among elementary school student. Presented at the Biennial Meeting of the Society for Research on Adolescence. April 18, 2013. Seattle.
- Molano, A. (2013). Process of peer selection and socialization on academic oriented outcomes. Social Networks and behaviors from elementary to high school contexts. Presented at the Biennial Meeting of the Society for Research on Adolescence. April 18, 2013. Seattle.
- Molano, A., Jones, S.M., Brown, J., & Aber, J.L. (2012) Peer effects in the expression of aggressive and prosocial behavior: an empirical test of selection and influence. Presented at the Biennial Meeting of the Society for Research on Adolescence. March 10, 2012. Vancouver, Canada.
- Molano, A., Jones, S.M., Brown, J., & Aber, J.L. (2012) Seasonal change in developmental trajectories of aggression: A test of developmental-contextual models. Presented at the Methodological Meeting of the Society of Research in Child Development. February 2012. Tampa, Florida.
- Molano, A., Jones, S.M., Brown, J., & Aber, J.L. (2011) Social network’s structure, social centrality and aggressive behavior: An exploratory study among urban elementary school students. Presented at the Biennial Meeting of the Society for Research in Child Development. April, 2011. Montreal, Canada.
- Molano, A., Jones, S., Aber, L., & Brown, J. (2010) Identifying and characterizing peer groups among middle school at risk populations: Sociological features across groups, classrooms and schools. Presented at the 10th Annual Cross-University Collaborative Mentoring Conference. May 2010, Harvard University.
- Molano, A., Selman, R., & Barr, D. (2010) Adolescents’ choices and justifications to social exclusion. American Educational Research Association, Annual Meeting, Denver, April, 2010.
- Molano, A. (2009) Choices and justifications to situations of social exclusion. Presented at the 9th Annual Cross-University Collaborative Mentoring Conference. May 2009, New York University – Fordham University.
- Chaux, E., Molano, A. & Podlesky, P. (2007) School bullying in Colombia. How much, how and why? Presented at the International Forum on Prevention of Bullying. November 2007. Universidad de los Andes, Bogota, Colombia.
- Molano, A. (2007) Desarrollo de Competencias Ciudadanas en los niños a través de la Enseñanza de la Ciencia. Presented at “*FORUM Universal de las Culturas - UNESCO*”. November 2007, Monterrey, Mexico.
- Molano, A., Carulla, C., Duque, M. (2006) Assessing and developing socio-emotional and communicative competencies in a pre-college engineering K-6 program. Presented at the International conference of Engineering Education. June, 2006, Puerto Rico, USA.

Posters

Molano, A., Jones, S.M., Brown, J., & Aber, J.L. (2011) Ecological effects of classroom aggression on the developmental trajectories of hostile attribution bias. Presented at the Biennial Meeting of the Society for Research in Child Development. April, 2011. Montreal, Canada.

Molano, A., Selman, R., & Barr, D. (2010) Adolescents' Choices for how to deal with Social Exclusion in the Classroom-- And the justifications they provide for them. Presented at the Biennial meeting of the Society of Research on Adolescence. March, 2010, Philadelphia.

Molano, A. & Chau, E. (2005) A just community in the classroom. Effects on moral development, community sense and caring relationships. Presented at the Association for Moral Education. October, 2005. Harvard University, Cambridge, Massachusetts.

AFFILIATIONS

Society for Research in Child Development, Member
Society for Prevention Science, Member
Society for Research in Adolescence, Member

LANGUAGES

English and Spanish
Programing Languages: HLM, MPlus, R, SAS, STATA, SIENA.