

Curriculum Vitae

PERSONAL INFORMATION

Marcela Borge, Ph. D.

Assistant Professor,
Learning, Design, and Technology program
College of Education
University Park, PA 16802

Office Address: 301C Keller Building

Phone: (814) 865-0625

Email: mborge@psu.edu

Personal webpage: <https://sites.psu.edu/mborge/>

ACADEMIC APPOINTMENTS

Assistant Professor (2014- Present)

Learning, Design, and Technology program
College of Education

The Pennsylvania State University, University Park

Current Active Collaborators: Carolyn Rosé, Sean Goggins, John M. Carroll, Stephanie Shields, Heather Toomey-Zimmerman, Koraly Perez-Edgar, Yann Shiou Ong, Todd Shimoda, Larry Ragan, and Allan Collins.

Senior Research Associate and Graduate Faculty (2012-2014)

College of Information Sciences and Technology

Center for Online Innovations in Learning

The Pennsylvania State University, University Park

Collaborators: Carolyn Rosé, Gerry Stahl, Sean Goggins, Barbara Y. White, John Frederiksen, John M. Carroll, Stephanie Shields, Suzy Scherf, Heather Toomey-Zimmerman, Todd Shimoda, Emily Patterson, Andrew Duschon, Hao Jiang, Shin-I Shih, and Allan Collins.

Researcher (2009-2012), **Post-Doctoral Scholar** (2007-2009)

Computer Supported Collaboration and Learning Lab

College of Information Sciences and Technology

The Pennsylvania State University, University Park

Collaborators: John M. Carroll, Mary Beth Rosson, Craig Ganoë, and Hao Jiang

EDUCATION

Ph.D., Education, Fall 2007; **M.A.**, Spring 2004

Cognition and Development: Education in Math, Science and Technology
University of California, Berkeley

Primary Advisor: Barbara Y. White, Ph.D.

Dissertation Thesis: Regulating social interactions: Developing a functional theory of collaboration

Committee: Barbara White, Joseph Campione, Kathleen Metz, & Rodolfo Mendoza-Denton

Masters Thesis: Developing collaborative expertise: Using socio cognitive roles to regulate group process.

B.A., Psychology, Spring 2001

University of California, Berkeley, CA

Research Assistant. Berkeley Psychophysiology Lab under Robert Levenson. Two years training in FACS and EMFACS: measurement of facial action.

RESEARCH INTERESTS AND AREAS OF EXPERTISE

Computer-supported collaborative learning, cognition and development, sociocultural theory, human-computer interaction, design-based research methods, scenario based design, intelligent systems, technology supported self-regulated learning, socio-metacognition

PUBLICATIONS

Journal Articles

Borge, M., & White, B. (2016). Toward the Development of Socio-Metacognitive Expertise: An Approach to Developing Collaborative Competence. *Cognition and Instruction*, 34(4), 323-360.

Shimoda, T., and Borge, M. (2016). The Web of Inquiry: Computer Support for Playing Epistemic Games. *The International Journal of Information and Education Technology*, 6(8), 607- 615.

Carroll, J. M., Jiang, H., & **Borge, M.** (2015). Distributed collaborative homework activities in a problem-based usability engineering course. *Education and Information Technologies*, 30(3), 589 -617. <http://link.springer.com/article/10.1007%2Fs10639-013-9304-6>

Carroll, J., **Borge, M.**, & Shih, S. (2013). Cognitive artifacts as a window on design. *Journal of Visual Languages & Computing*, 24(4), 248-261.
<http://dx.doi.org/10.1016/j.jvlc.2013.05.001i>

Jiang, H., Ganoë, C., **Borge, M.**, Carroll, J. M., Ghosh, I., and Rosson, MB. (2010) Web-based workspace: Supporting student teams in usability engineering course. *Learning Technology*, 12(3)

Ganoë, C., **Borge, M.**, Jiang, H, Carroll, J.M. and Rosson, M.B. (2009). Usability Case Study Learning Objects for Collaborative Authentic Education. *Learning Technology*, 11(4).

Carroll, J. & **Borge, M.** (2007). Articulating case-based learning outcomes and assessment. *International Journal of Teaching and Case Studies*, 1, 33-49.

Book Chapters

Rosé, C. P., & **Borge, M.** (in print). Measuring Engagement in Social Processes that Support Group Cognition. In Salas and Fiore (Ed.) *Team cognition*.

Borge, M. (2016). Systems thinking as a design problem: A response to Litzinger and Minstrell et al. In R. Duschl and A. Bismack (Eds.), *Reconceptualizing STEM Education: The Central Role of Practices*. Routledge.

Carroll, J., **Borge, M.**, Ganoë, C., and Rosson (2011). Articulating collaborative contributions to activity awareness. In E. Salas, S. M. Fiore & M. Letsky (Eds.), *Theories of Team Cognition*. London, England: Taylor and Francis Group.

Carroll, J.M., Rosson, M.B., Farooq, U., **Borge, M.**, Convertino, G., Burge, J., and Mentis, H. (2009). Activity awareness in complex teamwork. In Karl E. Carettas (Ed.), *Outsourcing, Team Work and Business Management*. New York: Nova Science Publishers.

Peer Reviewed Published Conference proceedings

Jung, Y., Toprani, D., Yan, S., & **Borge, M.** (in Press). Children's participation in rule-making to mitigate process problems in CSCL. To be included in the Proceedings of the International Conference of Computer Supported Collaborative Learning (2017). Philadelphia: International Society of the Learning Sciences.

Seo, J. Y., AlQahtani, M., Ouyang, X., & **Borge, M.** (in Press). Embracing students with visual impairments in CSCL. To be included in the Proceedings of the International Conference of Computer Supported Collaborative Learning (2017). Philadelphia: International Society of the Learning Sciences.

Borge, M. & Rosé (2016). Automated feedback on group processes: An experience report. EDM 2016: The 9th International Conference on data mining (Raleigh, North Carolina, June 29-July 2, 2016).

Jung, Yan, & **Borge, M.** (2016). Problems with different interests of learners in an informal CSCL setting. In Looi, C. K., Polman, J. L., Cress, U., and Reimann, P. (Eds.). (2016). *Transforming Learning, Empowering Learners: The International Conference of the Learning Sciences (ICLS) 2016, Volume 1* (pp. 878-881). Singapore: International Society of the Learning Sciences.

Borge, M., Yan, S., Shimoda, T., & Toprani, D. (2016) Moving beyond making: Towards the development of ThinkerSpaces. In the proceedings of CHI2016 (San Jose, California, May 7th – 12th). ACM. https://hci.sbg.ac.at/wp-content/uploads/2015/11/Moving_Beyond_Making.pdf

Toprani, Yan, & **Borge, M.** (2016). A Comparative Analysis of the Collaboration Process Across Different Technologies. In *Proceedings of the 6th Annual Conference on Creativity and Making in Education* (San Jose, California, October 14-16). New York: ACM.

Shiou Ong, Y., & **Borge, M.** (2016). Joint Idea-Building in Online Collaborative Group Discussions. In Looi, C. K., Polman, J. L., Cress, U., and Reimann, P. (Eds.). (2016). *Transforming Learning, Empowering Learners: The International Conference of the Learning Sciences (ICLS) 2016, Volume 1*. (pp 266-273). Singapore: International

Society of the Learning Sciences.

- Borge, M., Ong, Y., & Rosé, C.** (2015). Activity design models to support the development of high quality collaborative processes in online settings. In the proceedings of the International Conference of Computer Supported Collaborative Learning (CSCL) 2015. <http://www.isls.org/cscl2015/papers/MC-0391-FullPaper-Borge.pdf>. **Nominated for Best Paper Award.**
- Borge, M., & Carroll, J. M.** (2014). Verbal Equity, Cognitive Specialization, and Performance. In *Proceedings of the 18th International Conference on Supporting Group Work* (pp. 215-225). ACM.
- Borge, M., & Goggins, S.** (2014). Towards the facilitation of an online community of learners: Assessing the quality of interactions in Yammer. In *Proceedings of the International Conference of the Learning Sciences* (Vol. 14, pp. 753-761).
- Shimoda, T., White, B., **Borge, M.**, & Frederiksen, J. (2013). Designing for science learning and collaborative discourse. In *Proceedings of the 12th International Conference on Interaction Design and Children* (pp. 247-256). ACM.
- Borge, M. & White, B. Y.** (2012). Supporting STEM learning with gaming technologies: Principles for effective design. In the Proceedings of the 8th AAAI Conference on Artificial Intelligence and Interactive Digital Entertainment (pp. 44-50). Palo Alto, California: Association for the Advancement of Artificial Intelligence (AAAI) Press. Retrieval from: http://www.academia.edu/1878790/Supporting_STEM_Learning_With_Gaming_Technologies_Principles_For_Effective_Design
- Borge, M., Ganoë, C., Shih, S., and Carroll, J.** (2012). Patterns of team processes and breakdowns in information analysis tasks. In Proceedings of the ACM 2012 conference on Computer Supported Cooperative Work. (CSCW '12). ACM, New York, NY, USA, 1105-1114. DOI=10.1145/2145204.2145369 <http://doi.acm.org/10.1145/2145204.2145369>
- Borge, M.** and Carroll, J. (2010). Using collaborative activity as a means to explore student performance and understanding. ICLS '10 Proceedings of the 9th International Conference of the Learning Sciences - Volume 1, Pages 889-896.
- Jiang, H., Carroll, J.M., **Borge, M.**, and Ganoë, C. (2010) Supporting partially distributed, case-based learning in an advanced undergraduate course in usability engineering. 10th IEEE *International Conference on Advanced Learning Technologies: iCALT*, in Sousse, Tunisia (July 5-7, 2010)
- Carroll, J., **Borge, M.**, Ganoë, C., and Jiang, H. (2010). Distributed Collaborative Homeworks: Learning Activity Management and Technology Support. Paper presented at *IEEE EDUCON-Education engineering International Conference*, Madrid, Spain.
- Carroll, J. M., **Borge, M.**, Xiao, L. & Ganoë, C. H. 2008 *Proceedings - The 8th IEEE International Conference on Advanced Learning Technologies, ICALT 2008*. p. 3-7.

Peer Reviewed Extended Abstracts, Workshops, and Presentations

- Borge, M., Toprani, D., Yan, S. (2017).** Impacts of different forms of technology use on social learning processes. To be presented at the Society for Research on Child Development Conference, Austin, TX.
- D'Angelo, C., Hmelo-Silver, C., **Borge, M.**, Wise, A., Chen, B. (2017). Establishing a foundation for collaborative process evaluation and adaptive support in CSCL. To be presented at the International Conference for Computer Supported Collaborative Learning, Philadelphia, PA, June 18th-21st.
- Borge, M.**, Shih, S., Ganoe, C., & Carroll, J. (2011). Verbal equity and the intersection of artifacts, team process, and performance. Paper presented at the *INGRoup Conference*, Minneapolis, MN.
- Borge, M.** and White, B. (2009). Scaffolding collaborative processes with managerial roles: findings from a fifth-grade classroom. Paper presented at *the American Educational Research Association conference*, San Diego, California.
- Borge, M.**, White, B., and Frederiksen, T. (2004). Regulating social interactions: Developing a functional theory of collaboration. Presented at the *Annual Meeting of the American Educational Research Association*, Montreal, Quebec, Canada.
- White, B., Frederiksen, T., and **Borge, M.** (2003). How can cognitive modeling, role-playing, and collaborative inquiry foster young learners' meta-socio-cognitive development. Presented at the Annual Meeting of *the American Educational Research Association*, San Diego.
- Borge, M.**, White, B., and Miller, T. (2006). Supporting collaborative groups in the classroom. Paper presented at *the American Educational Research Association conference*, San Francisco, California.

Invited Presentations, Workshops, and Guest Lectures

- Borge, M.** (2017). Providing access to high quality collaborative learning environments. Invited by the Center for Innovative Research on Cyberlearning (CIRCL) as part of the Cyberlearning Conference, Washington D.C., April 18th-19th.
- Borge, M.** & Smith, B. (2017). Human Centered-Design: Important considerations for the design of future technologies. Invited by the Center for Innovative Research on Cyberlearning (CIRCL) as part of the Cyberlearning Conference, Washington D.C., April 18th-19th.
- Hmelo-Silver, C., **Borge M.**, Chen, B., Mercier, E., Wise, A. (2017). Computer Supported Collaborative Learning: Theories, methods, and important considerations. Invited by the Center for Innovative Research on Cyberlearning (CIRCL) as part of the Cyberlearning Conference, Washington D.C., April 18th-19th.
- Borge, M.** (2017). Designing for productive collective sense-making: Why it matters. Invited by the Teaching and Learning with Technology group as part of the 2017 Symposium for Teaching and Learning with Technology, University Park, March 18th, 2017.
- Borge, M.** (2017). Towards the development of ThinkerSpaces: A conversation with Dr. Marcela Borge. Invited by graduate students as part of the LDT graduate student committee, College of Education, February 10th, 2017.
- Borge, M.** (2017) Easy to use, intelligent support for collaborative projects. Presented to IST faculty as part of the Faculty Development Brown Bag Seminar, College of IST, January

31st, 2017.

- Borge, M.** (2016). CREATE Intelligent Collaboration: Designing a System to Help Students Become More Competent Collaborators – A conversation with Dr. Marcela Borge. Presented as part of the Center for Online Learning Innovation’s COIL conversations online webinar series, December 6th, 2016.
- Borge, M.** (2016). Characterizing how students learn ~~through collaborative activity~~ collaboratively. Invited discussant for the Learning Sciences symposium on CSCL at the American Educational Research Association Annual Meeting, Philadelphia, PA, April 8th – 12th, 2016.
- Borge, M.** (2015). Assessment and Feedback on Group Processes: Supporting Self-Directed Learning in Team Based Online Courses. Presented as part of the DANCE (Discussion Affordances for Natural Collaborative Exchange) online talk series, July 17th, 2015.
- Borge, M.,** Greenburg, L., Perez-Edgar, K., Scherf, S., Smith-Simon, K. (2015). Work-life balance in academia. Presented as part of the professional development series, Department of Psychology, 2015.
- Borge, M.** (2014). Design-Based Research: Past projects and experiences. Presented to the College of Education, Pennsylvania State University as part of the Design-Based Research Group Speaker Series, November, 2014.
- Shields, S. and **Borge, M.** (2014). Stealth Instruction through Games: WAGES (Workshop Activity for Gender Equity Simulation) Demonstrates Gender Inequity in the Workplace. Presented at the 122nd annual convention of the American Psychological Association, Washington D.C.
- Borge, M.** (2013) Systems thinking as a design problem: A Response to Liztinger and Minstrell et al. Presented at the Waterbury Summit, The Pennsylvania State University, August 7th-9th, 2013.
- Borge, M.** (2012). Designing for Learning in Computer Supported Collaborative Environments. Presented to the College of Education, Pennsylvania State University as part of the Learning Sciences Group Speakers Series, April 2nd, 2012.
- Borge, M.** (2010). Role-mediated collaborative interactions. Presented to four sections of IST 110, Introduction to Information, People and Technology, in the College of Information Sciences and Technology, Pennsylvania State University.
- Borge, M.,** Carroll, J., Ganoe, C., and Rosson, M.B. (2010). Using speech acts to analyze team processes. Presented at the Communication Analysis Workshop. Hosted by the Cognitive Engineering Research Institute, Fiesta resort conference center, Tempe, Arizona, Feb 16th- 18th, 2010.
- Borge, M.** (2010). Understanding and supporting collaborative activities in undergraduate courses. Presented to the faculty of the College of Business, University of Almeria, Spain.
- Borge, M.** (2009). Computer supported collaborative learning: trade-offs, constraints, and support tools. Presented to the faculty at the College of Information Sciences, The University of Almeria, Spain.

- Borge, M.** (2009). Face-to-face collaborative interactions: objectives, problems, and possible solutions. Presented to the faculty at the College of Information Sciences, The University of Almeria, Spain.
- Borge, M.** (2009). What are effective collaborative processes? Presented to students in the College of Information Sciences and Technology course IST 110, Introduction to Information, People and Technology”, Pennsylvania State University, University Park, Feb 9th & 11th, 2009.
- Borge, M.** (2009). Setting and achieving goals, Presented to the 2009 “Office of Learning Initiative Teacher Internship Program”, Pennsylvania State University, University Park.
- Borge, M.** (2009). Working with teams, Presented to the Office of Learning Initiatives Teacher Internship Program, Pennsylvania State University, University Park.
- Borge, M.** (2008). Supporting student teams. Presented to students in the College of Information Sciences and Technology course, Introduction to Information, People and Technology, Pennsylvania State University, University Park, Sept 9th and 11th.

Posters and Technical Reports

- Ong, Y., and Borge, M. (2015). Assessing the Quality of Students’ Arguments in Yammer. To be included in the proceedings of the International Conference of Computer Supported Collaborative Learning (CSCL) 2015.
- Borge, M.**, Ong, Y., Yan, J., Subramanian, P. (2015). Developing an interactive Cognitive Support System to guide and improve collective thinking processes. Presented at *Teaching and Learning with Technology Symposium*, University Park, PA, March 21st.
- Salman, F., **Borge, M.**, Zimmerman, H. (2015). Girls’ Digital Storytelling: Democratizing Learning Design through Makerspaces. Presented at the Annual meeting of the American Educational Research Association, Chicago.
- Rosé, C. & **Borge, M.** (2014). Fostering Ecologies of Online Learners through Technology Augmented Human Facilitation. Presented to the National Science Foundation, Cyberlearning Program, June 2014.
- Rosé, C., Goggins, S., Stahl, G., Patterson, E., Duchon, A., **Borge, M.**, Carroll, J. (2013). Towards Optimization of Macrocognitive Processes Automating the Analysis of the Emergence of Leadership in Ad Hoc Teams. Presented to the *Office of Naval Research*, Command and Decision-Making Program, Washington D.C.
- Carroll, J., **Borge, M.**, Ganoë, C., Shih, S., and Rosson, M. (2012). Coordinating Multiple Conceptual Views to Construct and Verify Common Ground. Presented to the *Office of Naval Research*, Command and Decision-Making Program, Washington D.C.
- Borge, M.**, Ganoë, C., Shih, S., Carroll, J., and Rosson, M. (2010). Characterizing and supporting activity awareness in information analysis tasks. Presented to the *Office of Naval Research*, CKI Program, Washington D.C.
- Convertino, G., **Borge, M.**, Carroll, J.M., Ganoë, C.H., Jiang, H., Xiao, L., and Rosson, M. B. (2008). Case-Based, Collaborative Learning in Usability Engineering. *Teaching and Learning with Technology Symposium*, University Park, PA, March 29.

ONGOING RESEARCH SUPPORT

Marcela Borge, Co-PI; Perez-Edgar, Koraly, PI; Kristin Buss, Co-PI (2016-2018). Budget: \$432,300, National Institute of Health. Title: Mobile Eye-Tracking as a Tool for Studying Socioemotional Development: Threat-related Attention in a Social Context.

Borge, Marcela, PI - Penn State; Carolyn Rosé, PI- Carnegie Mellon University (2013-2017). Budget: \$508,052, National Science Foundation. Fostering ecologies of online learners through technology augmented human facilitation.

Borge, Marcela, PI (2014-2016). Budget: \$43,651, Research Initiation Grant, Center for Online Innovation in Learning, Penn State University. Developing an Interactive Cognitive Support System to Guide and Improve collective thinking processes for Online Collaborative Teams

Marcela Borge; Co-PI; Perez-Edgar, Koraly, PI; Heather Toomey-Zimmerman Co-PI (2014-2016). Budget: \$43,659, Research Initiation Grant, Center for Online Innovation in Learning, The Pennsylvania State University. Design and Implementation of a Mobile Eye-Tracking System to assess Parent-Child Interactions in Informal Learning Environments.

Marcela Borge Co-PI; Shields PI (2013-2015). Budget: \$40,544, Research Initiation Grant, Center for Online Innovation in Learning, The Pennsylvania State University. WAGES (Workshop Activity for Gender Equity Simulation): A model for the development of theoretically- grounded online gaming environments

Marcel Borge, Co-PI; Rosé, Carolyn, PI; John Carroll, Co-PI, Penn State University, Andrew Duchon, APTIMA, Sean Goggins, Co-PI, Drexel University; Emily Patterson, Co-PI, Ohio State University; Gerry Stahl, Co-PI, Drexel University (2011-2014). Budget, \$909,029, Office of Naval Research, CKI program Towards optimization of macrocognitive processes: automating analysis of the emergence of leadership in ad hoc teams.

DESIGN & DEVELOPMENT PROJECTS

2016-2018 ***CREATE 2.0 Scaling the System University-Wide***. Selected as a faculty fellow for my work with the CREATE prototype by the Teaching and Learning with Technology (TLT) group that supports educational technology across the Penn State University. Worked with TLT to build a multi-user open source version of CREATE and faculty development tools so as to scale the CREATE system university wide.

2014-2017 ***CoLearnr User Testing and Beta Version***. Worked with the CEO of Colearnr.com to test and revise a multi-platform, collaborative learning management system, develop requirements for children in K-12, and a beta version for kids. System accessible at colearnr.com

2013-2017 ***CREATE: Collaborative Regulation, Enhanced Analysis, and Thinking Environment prototype***. Conducted research on the development of collaborative competencies and iteratively developed a computer supported collaborative training system to help students improve collaborative sense-making processes by learning how to monitor and regulate collaborative processes. System accessible at create.psu.edu

2009 - 2012 *Coordinated Multiple Views*. Conducted research on activity awareness and development of a prototype to support group cognition and decision making for information analysts.

2007- 2012 *Collaborative Case-Based Learning with the UCS Case-Based Library*. Conducted research on group cognition, group interactions, development of self-regulatory tools and assessments for use in classroom settings. System accessible at ucs.ist.psu.edu

2001- 2007 *Inquiry Island/The Web of Inquiry*. Conducted research, developed curriculum, and devised new learning assessments for a modifiable cognitive agent system as part of ThinkerTools Scientific Inquiry, Modeling, and Software Development project. For more information see <http://thinkertools.org/Pages/woi.html>

2001- 2002 **M.E.L.L.I.E.** Pilot of a bilingual-math software program, run by the Distributed Learning Workshop. Trained at the Office of Educational Research and Improvement (OERI), Stanford University, Palo Alto. Conducted requirements analysis and usability tests of learning system designed for Math students who were also English Language Learners. Video recorded sessions, transcribed in Spanish and then translated to English. Created databases to organize and store all data.

TEACHING EXPERIENCE

Higher Education

Current Courses

LDT 597A: Introduction to Computer Supported Collaborative Learning, Penn State.

LDT 594: CSCL Research Apprenticeship, Penn State.

LDT 566: Using Computers as Learning Tools

Past Courses

IST 110: Introduction to Information, People, and Technology, Penn State.

IST 602: Supervised experience in college teaching

IST 331: Introduction to Human-Centered Design. Penn State.

IST 413: Usability Engineering. Penn State (Co-Instructor).

Education 298C: DCEMST, Qualitative Data Analysis, (University of California, Berkeley).

Education 298C: Undergraduate Research Apprenticeship Seminar, UC Berkeley.

K-12 Teaching Experience

Lead Teacher, Imagineering with Games & Technology, After School Club; Grades 2-6,
January, 2015- present.

Taught elementary students about human centered design through the creation of physical and digital designs. Students solved design challenges and used Lego's and Minecraft as a means to build their design solutions.

Lead Teacher, Girlz Digital World, Summer Camp; Grades 6-8, June 2013.

Taught middle school girls about human centered design through the creation of art and digital stories. Students learned about four stages of design and how designers use art and emotion to convey stories and persuade people. Students also learned to create different types of digital stories using animation, iMovie, and QuickTime pro.

Lead Teacher, Collaborative Science Unit, Grade 5, Jan. 2002 – June 2002.

Taught collaborative science curriculum, piloting new teaching techniques that provide students with effective collaborative skills. Population was highly diverse with over half the students being English language learners or developers. The science unit integrated the use of technology in the classroom with regular instruction on group metacognitive strategies for improving collaborative interactions.

Teacher Intern, 7th Grade Biology, Jan. 2002 – June 2002 .

Created curriculum and taught independently under the supervision of Akemi Hamai. Responsible for all aspects of the classroom: discipline, management, and grading. Won Outstanding Student Teacher Award through my work.

MEMBERSHIPS

International Society for the Learning Sciences (ISLS)

Association for Computing Machinery (ACM)

American Educational Research Association (AERA)

Association for the Advancement of Artificial Intelligence (AAAI)

American Psychological Association (APA)

Women in Cognitive Science

SERVICE AND COMMUNITY SERVICE

Professional

Journal Reviewer

Educational Technology Research and Development

Human Computer Interaction

International Journal of Computer Supported Collaborative Learning

Journal of Educational Psychology

Journal of the Learning Sciences

Journal of Learning Media and Technology

Transactions on Learning Technologies

Conference Reviewer

The ACM conference for SIGCHI

The ACM conference for Computer Supported Cooperative Work

The ACM International Joint Conference on Pervasive and Ubiquitous Computing

International Conference of the Learning Sciences

International Conference of Computer Supported Collaborative Learning

IFIP TC13 Conference on Human Computer Interaction

National Science Foundation

Panel Reviewer

Cyberlearning (2013-Present)

AISL (2015)

Mentoring

Cyberlearning Mentor (2015): Nominated by the Center for Innovative Research in Cyberlearning's (CIRCL) Advisory Board and/or NSF program officers to serve as a mentor for CIRCL's Workshop Series- Developing Strong Cyberlearning Proposals.

Project Advisory Board Member

NSF Cyberlearning EXP: RUI: Exploring Spatial-Temporal Anchored Collaboration in Asynchronous Learning Experiences. PI: Brian Dorn, Co-PIs: Kevin Ball (University of Hartford) and Larissa Schroeder (University of Hartford) National Science Foundation, Cyberlearning: Transforming Education.

Conferences and Speaking Events

Program Co-Chair: Computer Supported Collaborative Learning (2017).

Program Committee Member: Cyberlearning (2017); Human Computer Interaction (2009); Interact (2009); ACM GROUP (2014).

Waterbury Lecture Series Coordinator/Organizer for Allan Collins' Guest lecture (2010) Rethinking Education in the Age of Technology: The Digital Revolution.

University Community

Faculty Council, LDT 2016-2018.

Advisory Committee Member, College of Education, 2017: Advising on the review of the Office of the Associate Dean for Research, Outreach, and Technology.

Chair of the Technology Committee, College of Education 2016-2018

New Courses Committee Member, LDT 2016-2017.

New Faculty Search Committee, LDT 2014-2015.

Teaching and Learning with Technology Faculty Fellow, Penn State, 2016-2017.

Panel Presenter, New Faculty Orientation for the College of Education Aug. 2015.

Fast Start Project Mentor (2010 - present) Penn State at University Park mentoring program that helps underrepresented first-year students.

Faculty Representative 2015-2016 student convocation.

Girlz Digital World Instructor and Coordinator (2013) Summer camp run through IST that helps to introduce middle school girls to information sciences.

Local Community

State College Little League Tee-ball Coach (Spring 2013) Successfully taught 5-6 year olds how to catch, throw, field, hit, and run the bases. They even learned to run past first base and not pick flowers when fielding.

Sunday School Teacher (3rd and 4th grade), Good Shepard Catholic Church (2014-2016)

SPECIALIZED TRAINING AND KNOWLEDGE

Expertise in Design-Based and Laboratory Usability/Design Studies

Specialized Methods

Structured Interview Techniques

Interaction Analysis

Discourse Analysis

Content/Communication Analysis

Instrument Development

Usability/Design

Scenario-Based Design

Task Analysis

Artifact Analysis

Paper Prototyping

Usability Testing

Field Research Audio/Video Recording, Compressing, and Analysis Techniques

Expertise in data collection of complex behaviors in fieldwork settings using audio mixers, cameras, microphone receivers and transmitters, importing and compressing video files in various formats, and using different qualitative software packages to store and analyze data.

Computer Programming

Basic knowledge of Visual Basic, HTML, Java

Spanish Language Proficiency

Native Spanish speaker with professional, conversational, reading, and writing fluency.

REFERENCES

John Carroll, Ph.D.

Distinguished Professor of Information Sciences and Technology

The Pennsylvania State University

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Allan M. Collins

Professor Emeritus, Learning Sciences

Annenberg Hall

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2120 Campus Drive

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