

# ALEXA HASSE

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## EDUCATION

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| <b>Tufts University, Eliot-Pearson Department of Child Study &amp; Human Development</b><br><i>Doctor of Philosophy in Child Study and Human Development</i> | 2021-Present |
| <b>Boston College Lynch School of Education</b><br><i>Master of Arts in Applied Developmental and Educational Psychology</i>                                 | 2013-2015    |
| <b>Harvard Graduate School of Education</b><br><i>Master of Education in Human Development and Psychology</i>  | 2012-2013    |
| <b>Boston College</b><br><i>Bachelor of Arts, Magna Cum Laude, in Psychology (Clinical Concentration)</i>  | 2008-2012    |

## ACADEMIC APPOINTMENTS

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| <b>Technical University of Munich</b><br><i>Visiting Scholar</i>   | 2025-Present |
| <ul style="list-style-type: none"><li>• Contribute to an international, interdisciplinary <a href="#">research initiative</a> examining public attitudes and adoption of artificial intelligence (AI) in Switzerland.</li><li>• Collaborate with stakeholders with expertise in online safety, digital rights, emerging technologies, and policy analysis to produce public-facing outputs.</li><li>• Translate research findings into accessible insights to help inform future decision-making in domains including policy, research, and AI applications.</li></ul> |              |

## ADVISORY ROLES

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| <b>Technical University of Munich</b>  | 2024-2025 |
| <ul style="list-style-type: none"><li>• Member of the <a href="#">Frontiers in Digital Child Safety</a> working group, an interdisciplinary initiative that aimed to contribute to and advance ongoing debates about novel ways to support child safety.</li></ul> |           |

## WORK EXPERIENCE

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| <b>Institute for Applied Research in Youth Development, Tufts University</b><br><i>Research Assistant</i>   | 2022-2025 |
| <ul style="list-style-type: none"><li>• Engaged in a cross-disciplinary, international collaborative effort to examine the impact that Compassion International, a faith-based child sponsorship organization operating in 29 nations and serving over 2.2 million young people, has on youth character development in Uganda, contributing to peer-reviewed publications employing intensive longitudinal designs and person-specific methods to examine within- and between-person associations among character and well-being constructs.</li><li>• Served as primary author of a full grant proposal submitted to the John Templeton Foundation (invited to submit full proposal; fewer than 10% of inquiries advance to this stage) examining whether a novel digital application can foster developmentally nurturing parent-child relationships and promote positive character development, using an intensive longitudinal design with person-specific methods.</li><li>• In collaboration with the Center for Whole-Child Education at Arizona State University, developed and assessed tools that can be used by educators to evaluate and reflect on the context of their school's alignment with whole-child design, which seeks to create educational experiences that integrate students' social, emotional, academic, and cognitive development.</li></ul> |           |

## **Common Sense Media**

2024

### *Research Analyst Intern*

- Co-authored five reports that explore topics at the cutting edge of youth digital media use, such as how teenagers are using generative AI (gen AI) in schools and at home and how their parents feel about the integration of gen AI in daily life.
- Analyzed qualitative and quantitative data from nationally representative surveys and developed accessible graphics featured in the reports.
- Translated research findings into highlights and actionable recommendations for public-facing blog posts and press releases.
- Co-created organization-wide presentations showcasing report findings.

## **Eliot-Pearson Department, Tufts University**

2023

### *Teaching Assistant and Guest Lecturer*

- Teaching fellow through the Graduate Institute for Teaching (GIFT), which is a two-part program intended to prepare Ph.D. students for a career in teaching at the university level.
- Teaching assistant for Developmental Psychopathology course (class size: 40 undergraduate students), in which I taught classes on gen AI and mental health, and video game use among children with autism. As well, I attended lectures, held office hours, and graded exams and weekly papers.
- Guest lecturer for Children and Mass Media Seminar, in which I developed and delivered a 60-minute lecture on AI companions, the importance of human connection, and youth well-being.

## **Developmental Technologies Research Group, Tufts University**

2021-2022

### *Research Assistant*

- Co-developed a coding curriculum for children ages 4-7, Coding as Another Language (CAL), that seeks to teach coding and literacy in playful, developmentally optimal ways that enhance children's socio-emotional skills.
- Created a CAL how-to booklet for international collaborators, outlining how to localize the curriculum to a variety of cultural contexts, and engage in CAL-related research studies.

## **Youth and Media, Berkman Klein Center for Internet & Society, Harvard University**

### *Affiliate*

2021-2024

### *Director of Education*

2020-2021

### *Research Associate*

2018-2020

### *Project Coordinator*

2017-2018

### *Research Assistant*

2016-2017

- Co-created Youth and Media's [Digital Citizenship+ \(Plus\) Resource Platform](#), which is home to over 100 open-access educational tools (e.g., learning activities, podcasts, visualizations) co-designed with youth that can be used to learn and teach about young people's digitally connected lives. Reworked a subset of these tools for translation into over 35 languages, which have been made available on Meta's Digital Literacy Library.
- Co-authored four research publications showcasing how youth engage with the digital world — covering [artificial intelligence](#), [cyberbullying](#), [digital skills](#), and the [digital economy](#). From 2020 to 2021, based upon these four publications, Youth and Media team authors were recognized in the top 10% of authors on Elsevier's academic database SSRN, with respect to total downloads.
- Informed the United Nations Children's Fund draft Policy Guidance on AI for Children by highlighting the importance of [involving youth](#) in the design, development, and deployment of AI through different engagement formats (e.g., participatory research, co-design).
- Presented talks on areas ranging from parents and online safety to youth and the future of AI for academic panels and international conferences (e.g., Family Online Safety Institute 2020 Annual Conference, Istanbul Privacy Symposium, RightsCon Tunis 2019).
- Helped to develop and lead a Fall 2020 [virtual education program](#) under the patronage of the Federal President of Germany on the ethical, societal, and policy challenges posed by COVID-19 for learning and education, working closely with graduate-level students from over 20 countries.

### PEER-REVIEWED

**Hasse, A.**, & Lerner, R. M. (2026). Empathy and prosocial behavior from childhood through adolescence: The role of video games [Manuscript in preparation]. Eliot-Pearson Department of Child Study and Human Development, Tufts University.

Abbasi-Asl, R., Keces, N., Mackin, M., Lerner, R. M., Tirrell, J. M., Dowling, E. M., **Hasse, A.**, Olander, K., Larkan, A., Mashita, C., Msimango, R., Mkhithi, R., & Howard, T. (in preparation). Embraced and empowered: Nurturing resilience through belonging and hopeful future expectations.

Tirrell, J. M., **Hasse, A.**, Mackin, M., Dowling, E. M., Olander, K., Abbasi-Asl, R., Kwela, T., Msimango, R., McCarthy-Martin, J., Howard, Y., Larkan, A., & Lerner, R. M. (in press). Fostering developmentally-nurturant relationships to promote character and thriving: Perspectives of program practitioners in rural South Africa. *Journal of Youth Development*.

Lerner, R. M., Dowling, E. M., Buckingham, M. H., Abbasi-Asl, R., Lerner, J. V., Yu, D., Keces, N., **Hasse, A.**, Dunham, Y. G., Johnson, S. E., Olander, K., & Mackin, M. (2026). Reject all splits: Revisiting dynamic, relational developmental systems-based approaches to conceptualizing quantitative and qualitative changes in human development. *Human Development*. Advance online publication. <https://doi.org/10.1159/000550919>

Abbasi-Asl, R., Keces, N., Lerner, R. M., Mackin, M., Yu, D., Dowling, E. M., Tirrell, J. M., **Hasse, A.**, Olander, K., Larkan, A., Mashita, C., Msimango, R., Mkhithi, S., & Howard, T. (2025). Nomothetic, differential, and idiographic assessment of character development among South African youth. *Child & Youth Care Forum*, 54(1203-1234). <https://doi.org/10.1007/s10566-025-09856-6>

Abbasi-Asl, R., Keces, N., Mackin, M., Lerner, R. M., Dowling, E. M., Tirrell, J. M., Zhang, R., Olander, K., **Hasse, A.**, Larkan, A., Mashita, C., Msimango, R., Mkhithi, R., & Howard, T. (2025). Trajectories of physiological and perceived stress among South African youth: The role of developmentally nurturing relationships. *International Journal of Adolescence and Youth*, 30(1). <https://doi.org/10.1080/02673843.2025.2540057>

Abbasi-Asl, R., Lerner, R. M., Keces, N., Yu, D., Tirrell, J. M., Dowling, E. M., Sim, A., Lerner, J. V., Mackin, M., **Hasse, A.**, Olander, K., Douglas, K., Kibbedi, P. N., & Wanyama, J. (2025). Character attributes scale: An integrative idiographic and differential approach to measuring character. *International Journal of Behavioral Development*, 50(2), 186–199. <https://doi.org/10.1177/01650254251324128>

Abbasi-Asl, R., Yu, D., **Hasse, A.**, Lerner, R. M., Tirrell, J. M., Dowling, E. M., Sim, A. T. R., Lerner, J. V., Zhang, R., Keces, N., Mackin, M., Olander, K., Douglas, K., Kibbedi, P. N., Wanyama, J. R., & VanderKlok, E. (2025). Using youth-specific approaches to illuminate character-well-being relations. *International Journal of Adolescence and Youth*, 30(1). <https://doi.org/10.1080/02673843.2025.2498053>

Abbasi-Asl, R., Yu, D., Tirrell, J. M., Keces, N., Dowling, E. M., **Hasse, A.**, Mackin, M., Olander, K., Douglas, K., Kibbedi, P. N., Wanyama, J. R., Sim, A. T. R., Lerner, J. V., & Lerner, R. M. (2025). Character development among Ugandan youth: A person-specific approach. *Journal of Moral Education*, 54(4), 570–602. <https://doi.org/10.1080/03057240.2025.2454737>

Tirrell, J. M., Geldhof, G. J., Abbasi-Asl, R., Dowling, E. M., Douglas, K., Kibbedi, P. N., Wanyama, J. R., **Hasse, A.**, Keces, N., King, S., Mackin, M., Olander, K., Lerner, J. V., Sim, A. T. R., & Lerner, R. M. (2025). Using the orthogenetic principle to explore the ontogeny of the positive development of Ugandan youth. *Applied Developmental Science*, 1–16. <https://doi.org/10.1080/10888691.2025.2474984>

Tirrell, J. M., Keces, N., Abbasi-Asl, R., Dowling, E. M., **Hasse, A.**, Mackin, M., Olander, K., Douglas, K., Kibbedi, P. N., Wanyama, J. R., Lerner, J. V., Sim, A. T. R., & Lerner, R. M. (2025). Character strengths and well-being: Establishing a measurement model and exploring the interrelations among youth in Uganda. *Journal of Moral Education*, 54(4), 632–663. <https://doi.org/10.1080/03057240.2025.2484038>

Lerner, R. M., Yu, D., Abbasi-Asl, R., Keces, N., Goncalves, C., Buckingham, M. H., Dowling, E. M., Tirrell, J. M., Mackin, M., Olander, K., **Hasse, A.**, & Dunham, Y. (2024). Towards a dynamic, idiographic approach to describing, explaining, and enhancing the development of SEL. *Journal of Social and Emotional Learning: Research, Practice, and Policy*, 4, Article 100050. <https://doi.org/10.1016/j.sel.2024.100050>

Wong, B. L., Smith, R. D., Siepmann, I., **Hasse, A.**, & Tandon, S. (2021). Youth engagement in digital health: A critical perspective towards meaningful youth agency in governance. *Medicus Mundi Schweiz*, 157(10.6084), m9. [rb.gy/edl3hb](https://doi.org/10.1016/j.edl3hb)

Liang, B., White, A., DeSilva Mousseau, A., **Hasse, A.**, Knight, L., Berado, D., & Lund, T. J. (2016). The four Ps of purpose among College Bound students: People, propensity, passion, and pro-social benefits. *The Journal of Positive Psychology*, 12(3), 281-294. <https://doi.org/10.1080/17439760.2016.1225118>

## EDITED BOOKS

Brossi, L., Cortesi, S., & **Hasse, A.** (2026). *Handbook of communication, media and digital technologies in Iberoamerica*. De Gruyter.

## REPORTS

Cortesi, S., Hasse, A., Müller-Daubermann, K., & Gasser, U. (2026). *Loved. Feared. And here to stay: How people in German- and French-Speaking Switzerland think, use, and talk about generative AI*. Department of Communications and Media Research, University of Zurich. [aidentities.ch](https://www.aidentities.ch)

Frontiers in Digital Child Safety Working Group. (2025). *Frontiers in digital child safety: Designing a child-centered digital environment that supports rights, agency, and well-being* (S. Cortesi & U. Gasser, Eds.). TUM Think Tank at the Munich School of Politics and Public Policy at the Technical University of Munich, Berkman Klein Center for Internet & Society at Harvard University, and Department of Communications and Media Research at the University of Zurich. [rb.gy/dyznhh](https://www.rb.gy/dyznhh)

Calvin, A., Lenhart, A., **Hasse, A.**, Mann, S., & Robb, M. (2025). *Research brief: Teens, trust, and technology in the age of AI*. Common Sense Media. [rb.gy/76joi0](https://www.rb.gy/76joi0)

Madden, M., Calvin, A., **Hasse, A.**, & Lenhart, A. (2024). *The dawn of the AI era: Teens, parents, and the adoption of generative AI at home and school*. Common Sense Media. [rb.gy/w9qole](https://www.rb.gy/w9qole)

Green, A., Tench, B., Weinstein, E., Bruehlman-Senecal, E., Parent, M., Stokesberry, J., Lenhart, A., Calvin, A., **Hasse, A.**, Madden, M., Lara, E., & James, C. (2024). *Teen and young adult perspectives on generative AI: Patterns of use, excitements, and concerns*. Hopelab, Common Sense Media, & The Center for Digital Thriving. [rb.gy/n1uwwf](https://www.rb.gy/n1uwwf)

Calvin, A., **Hasse, A.**, & Madden, M. (2024). *Getting help online: How young people find, evaluate, and use mental health apps, online therapy, and behavioral health information*. Common Sense Media. [rb.gy/ghp3we](https://www.rb.gy/ghp3we)

Madden, M., Calvin, A., & **Hasse, A.** (2024). *A double-edged sword: How diverse communities of young people think about the multifaceted relationship between social media and mental health*. Common Sense Media. [rb.gy/dq2502](https://www.rb.gy/dq2502)

**Hasse, A.**, Cortesi, S., & Gasser, U. (2022). *Transforming state-of-the-art offline approaches for the digital world: A methods guide for youth and well-being focus groups*. Youth and Media, Berkman Klein Center for Internet & Society. [rb.gy/6ff6d](https://www.rb.gy/6ff6d)

**Hasse, A.** (2022). *Coding as Another Language: A guide for international partners* [Unpublished manuscript]. DevTech Research Group, Boston College Lynch School of Education. [rb.gy/8lxs0x](https://rb.gy/8lxs0x)

Cortesi, S., **Hasse, A.**, Eigen, M., Maddens Toscano, P., Malik, M., & Gasser, U. (2021). *Youth and extended reality: An initial exploration of augmented, virtual, and mixed realities*. Youth and Media, Berkman Klein Center for Internet & Society. [rb.gy/0tyipg](https://rb.gy/0tyipg)

Wong, B. L., Gray, W., Georges Stevens, E. A., Youcef Ali, M. E., Galban, D., **Hasse, A.**, Siepmann, I., Tandon, S., Acosta-Gómez, J., Ainomugisha, A., Azelmat, M., Beslimane, Y., Marlene Bewa, J., Martine Blom, I., Chacón Retana, F. M., Chiu, Y., Clausin, M., Fagan, L., Francis, T. D. . . . Yi, W. (2021). *Youth statement + call for action*. The Lancet and Financial Times Commission on Governing Health Futures 2030: Growing Up in a Digital World. [rb.gy/cyymfo](https://rb.gy/cyymfo)

Cortesi, S., **Hasse, A.**, & Gasser, U. (2021). *Youth participation in a digital world: Designing and implementing spaces, programs, and methodologies*. Youth and Media, Berkman Klein Center for Internet & Society. [rb.gy/91cz6p](https://rb.gy/91cz6p)

Participants in an Ethics of Digitalization Research Sprint. (2021). *Digital ethics in times of crisis: COVID-19 and access to education and learning spaces*. Berkman Klein Center for Internet & Society. [rb.gy/nwc85b](https://rb.gy/nwc85b)

Cortesi, S., **Hasse, A.**, Lombana-Bermudez, A., Kim, S., & Gasser, U. (2020). *Youth and digital citizenship+ (plus): Understanding skills for a digital world*. Youth and Media, Berkman Klein Center for Internet & Society. [rb.gy/qsvdwc](https://rb.gy/qsvdwc)

Lombana-Bermudez, A., Cortesi, S., Fieseler, C., Gasser, U., **Hasse, A.**, Newlands, G., & Wu, S. (2020). *Youth and the digital economy: Exploring youth practices, motivations, skills, pathways, and value creation*. Youth and Media, Berkman Klein Center for Internet & Society. [rb.gy/0zwtmu](https://rb.gy/0zwtmu)

**Hasse, A.**, Cortesi, S., Lombana-Bermudez, A., & Gasser, U. (2019). *Youth and cyberbullying: Another look*. Youth and Media, Berkman Klein Center for Internet & Society. [rb.gy/hul0uy](https://rb.gy/hul0uy)

**Hasse, A.**, Cortesi, S., Lombana-Bermudez, A., & Gasser, U. (2019). *Youth and artificial intelligence: Where we stand*. Youth and Media, Berkman Klein Center for Internet & Society. [rb.gy/zqjhfo](https://rb.gy/zqjhfo)

**Hasse, A.**, Cortesi, S., & Lombana-Bermudez, A. (2018). Ciudadanía Digital + (Plus): Hacia una noción fluida y holística de las habilidades para el siglo XXI. *Revista Aprendizaje +*. Fundación Ceibal, Montevideo, Uruguay.

## OP-EDS AND BLOG POSTS

**Hasse, A.** (2023, November 9). Preserving social connections against the backdrop of generative AI. *Medium*. [rb.gy/ckmn6b](https://rb.gy/ckmn6b)

**Hasse, A.** (2021, June 7). How to help young people navigate life online post-pandemic. *Newsweek*. [rb.gy/eqvx9s](https://rb.gy/eqvx9s)

Eigen, M., Cortesi, S., & **Hasse, A.** (2020). Extended reality: The potential of augmented, virtual, and mixed reality experiences for remote teaching and learning. *Medium*. [rb.gy/d1hp0b](https://rb.gy/d1hp0b)

Lombana-Bermudez, A., Cortesi, S., Fieseler, C., Gasser, U., **Hasse, A.**, Newlands, G., & Wu, S. (2020). How youth are contributing to the digital economy and why their participation is more important than ever. *Medium*. [rb.gy/izbwkq](https://rb.gy/izbwkq)

Kanchinadam, T., Sallick, S., Robinson, Q., Whitby, J., Kim, S., **Hasse, A.**, Cortesi, S., & Lombana-Bermudez, A. (2018). How youth are reinventing Instagram and why having multiple accounts is trending. *Medium*. [rb.gy/kxciet](https://rb.gy/kxciet)

Cortesi, S., Lombana, A., & **Hasse, A.** (2018). Sharing learning tools for youth digital life. *Medium*. [rb.gy/xzzwrh](https://rb.gy/xzzwrh)

## POSTER PRESENTATIONS AND CONFERENCE CONTRIBUTIONS

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**Hasse, A.**, Buckingham, M., & Lerner, R. M. (2025, May). *Impact of a digital media-based character curriculum on prosocial behavior: Exploring the role of empathy*. [Poster Presentation]. 2025 Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.

Mackin, M., Olander, K., **Hasse, A.**, Tirrell, J. M., Dowling, E., Abbasi-Asl, R., Larkan, A., Howard, T., Msimango, R., & Lerner, R. M. (2025, May). *Fostering developmentally-nurturant relationships to promote character and thriving: Perspectives of program practitioners in rural South Africa*. [Poster Presentation]. 2025 Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.

Abbasi-Asl, R., Keces, N., Tirrell, J. M., Dowling, E. M., Mackin, M., Olander, K., **Hasse, A.**, Zhang, Y., Douglas, K., Kibbedi, P. N., Wanyama, J. R., Sim, A. T. R., Lerner, J. V., & Lerner, R. M. (2025, May). *Heterogeneity in developmental trajectories of character among Ugandan youth*. [Poster Presentation]. 2025 Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.

Keces, N., Abbasi-Asl, R., Tirrell, J. M., Dowling, E. M., Mackin, M., Olander, K., **Hasse, A.**, Douglas, K., Kibbedi, P. N., Wanyama, J. R., Sim, A. T. R., Lerner, J. V., & Lerner, R. M. (2025, May). *Association between purpose and contribution among Ugandan youth: A random intercept cross-lagged panel model*. [Poster Presentation]. 2025 Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.

Narayanaswamy, S., Hebert, C., Lerner, R. M., Dowling, E. M., Abbasi-Asl, R., Keces, N., Goncalves, C., & **Hasse, A.** (2025, April). *Validation of a triangulated assessment to measure whole-child aligned learning environments and the learner experience* [Paper Presentation]. 2025 Annual Meeting of the American Educational Research Association, Denver, CO.

Abbasi-Asl, R., Tirrell, J. M., Yu, D., Dowling, E. M., Mackin, M., **Hasse, A.**, Keces, N., Olander, K., Larkan, A., Mashita, C., Msimango, R., Mkhithi, R., Howard, T., & Lerner, R. M. (2024, October). *Nomothetic, differential, and idiographic assessment of character development among South African youth* [Poster Presentation]. Association for Moral Education, Queens, NY.

Abbasi-Asl, R., Yu, D., Tirrell, J. M., Dowling, E. M., Mackin, M., **Hasse, A.**, Keces, N., Olander, K., Sim, A. T. R., Douglas, K., Kibbedi, P. N., Wanyama, J. R., Lerner, J. V., & Lerner, R. M. (2024, October). *Toward a novel, differential and idiographic character attributes scale* [Paper Presentation]. 50<sup>th</sup> Association for Moral Education Conference, Queens, NY.

Narayanaswamy, S., Hebert, C., Lerner, R. M., Dowling, E. M., Abbasi-Asl, R., Keces, N., Goncalves, C., & **Hasse, A.** (2024, September). *Exploring the bidirectional relationship between strong adult learning cultures and high-quality classroom assessments* [Poster Presentation]. National Council on Measurement in Education, Special Conference on Classroom Assessment, Chicago, IL.

Abbasi-Asl, R., Dowling, E. M., Tirrell, J. M., Yu, D., Sim, A. T. R., Douglas, K., Kibbedi, P. N., Wanyama, J. R., **Hasse, A.**, Keces, N., Mackin, M., Olander, K., Lerner, J. V., & Lerner, R. M. (2024, April). *Studying positive youth development among Ugandan youth: Using youth-specific approaches to illuminate character-well-being relations* [Poster Presentation]. Society for Research on Adolescence,

Chicago, IL.

Abbasi-Asl, R., Buckingham, M. H., Dowling, E. M., Tirrell, J. M., Yu, D., Dunham, Y., Goncalves, C., **Hasse, A.**, Keces, N., Kim, E., Le, T., Mackin, M., Olander, K., Lerner, J. V., & Lerner, R. M. (2023, October). *A dynamic, relational developmental systems-based model of positive youth development: The Five Cs, holism, embodiment, and mutually beneficial individual ↔ context relations* [Plenary Symposium]. 49<sup>th</sup> Association for Moral Education Conference, Fort Worth, TX.

## **SPEAKING ENGAGEMENTS**

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October 2024: Presenter, “Research from Common Sense: Gen AI and Trust – Preliminary Findings,” Frontiers in Digital Child Safety, Technical University Munich, Munich, Germany, virtually.

February 2022: Guest Podcast Speaker, [Exploring eXtended Reality \(XR\) in Education](#). TechSequences.

December 2020: Panel, “AI in Education and Ethics,” 3<sup>rd</sup> Istanbul Privacy Symposium: Artificial Intelligence, Law, Ethics, Technology, and Beyond, Istanbul Bilgi University’s IT Law Institute and the Global Network of Internet and Society Research Centers, Istanbul, Turkey, virtually.

November 2020: Plenary Panel, “[What the Research Is Telling Us](#),” Family Online Safety Institute 2020 Annual Conference, Family Online Safety Institute, Washington, D.C., virtually.

November 2020: Keynote, “[Artificial Intelligence – All in for the Future of Our Children?](#),” What Works Festival of Learning, Department of Children and Youth Affairs, Dublin, Ireland, virtually.

June 2019: Presenter, “[Promoting Youth’s Rights to Privacy, Participation, and Education through Co-Designed Educational Resources](#),” RightsCon Tunis 2019, Access Now, Tunis, Tunisia.

November 2018: Panel, “Using Social Media’s Power for Good,” Hall, Boston, MA.

October 2018: Panel, “Social Media & Democracy,” Conversations on the Edge, Cambridge Center for Adult Education, Cambridge, MA.

July 2018: Presenter, “Youth and Teamwork Online: Digital Citizenship and Levers for Virtual Collaboration,” Scratch@MIT, MIT Media Lab, Cambridge, MA.