Libby F. Gerard

Curriculum vitae

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School of Education
University of California, Berkeley
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EDUCATION

2008 **Mills College,** Oakland, CA
Doctor of Education (EdD), Educational Leadership
Research Fellow, National Science Foundation Technology-Enhanced Learning in Science Center for Teaching and Learning

2000 **Emory University,** Atlanta, GA
B.A. English; B.A. Philosophy

EMPLOYMENT

2022 - current **University of California, Berkeley**
Associate Adjunct Research Professor – Berkeley School of Education

2011- 2022 **University of California, Berkeley**
Assistant Professional Researcher – Berkeley School of Education

2008-2010 **University of California, Berkeley**
Postdoctoral Scholar – Mentored and Online Development of Educational Leaders in Technology-Enhanced Science

2004-2008 **Mills College, Oakland California**
Research Fellow – National Science Foundation National Center for Teaching and Learning, Technology-Enhanced Learning in Science
Co-Instructor - Mills College School of Education

2003-2005 **Children's School, Oakland California**
Teacher – 3rd/4th grade combination class; PreKindergarten

2001-2003 **Developmental Studies Center, Oakland California**
Curriculum Development Associate

2000-2001 **Centro Studi di Alessandria, Alessandria, Italy**
Teacher – Kindergarten

External Research Grants

Awarded/Active*:*

2026-2027 PI, **Curating AI + Pedagogy Resources for Equitable Science Education** (CA+PRESE; Spencer Foundation AI Vision Grant). Collaboration among UC Berkeley, UC Davis, University of Georgia, University of Indiana, Digital Promise, BSCS, and 3 Bay Area public Middle and High Schools

2023-2026 PI, **Anti-Racism Inquiry Science Education: Opportunities for a Preservice Education Network** (ARISE OPEN, William and Flora Hewlett Foundation, 12/1/2023 – 11/31/2026; $750,000) * Featured in *The74million* covering education in America

Co-PI, **Natural Language Processing - Technologies to Inform Practice in Science** (NLP-TIPS, National Science Foundation DR-K12, 07/01/2021 – 06/30/2026; $2,497,223) *Awarded *Research Experience for Teachers* (RET) supplemental grants to support public school partner teachers to collaborate throughout the summer on NLP model development, analysis of logged classroom data, and curriculum customizations based on the analysis

2019-2026 Co-PI, **Digging Deeper with Data at Berkeley: Promoting Data Literacy for Future K-12 STEM Teachers** (National Science Foundation Robert Noyce Teacher Scholarship Program Track 1, 07/01/2019 – 06/30/2026; $1,199,989). Collaboration among the Berkeley Teacher Education Program (BTEP), CalTeach, and UC Merced Teacher Education

2024-2026 Research Director, **Integrating Perspectives of Norwegian and American Teachers on the Design and Facilitation of AI Enhanced Classroom Science Dialogs*;*** Collaboration with the University of Oslo School of Education (Peder Sather Center, 10-1-2024 – 09-30-2026; $25,000)

2025-2026 PI, **Learning to Teach for Equity and Justice: A Study of PreService Teacher Learning in the Berkeley Teacher Education Program** (*Internal Grant*, Berkeley School of Education Seed Grant; $5,000)

2018-2023 Co-PI, **Supporting Teachers in Responsive Instruction for Developing Expertise in Science** (STRIDES, National Science Foundation, 8/31/2018-8/31/2023; $2,638,285)

*Awarded two *Research Experience for Teachers* (RET) supplemental grants for STRIDES to support two Bay Area partner teachers in summer research apprenticeships in AI and science teaching.

SELECTED RESEARCH PUBLICATIONS

Refereed journal articles

*Indicates grad student or postdoc author working with my externally funded research project at time of publication

1. **Gerard, L**., *Holtmann, M., & Linn, M.C. (2025). A Comparison of Adaptive and General AI Guidance to Promote Learning in an Online Science Dialog. *Educational Sciences*
2. **Gerard, L**., *Holtmann, M., Riordan, B., & Linn, M.C. (2025). Impact of an AI Adaptive Dialog that Uses Natural Language Processing to Detect Students' Ideas and Guide Knowledge Integration. *Journal of Educational Psychology*
3. *Bradford, A, **Gerard, L.,** Tate, E., & Linn, M.C. (2023). Incorporating Investigations of Environmental Racism into Middle School Science. *Science Education*, 107, 1628–1654
4. **Gerard, L.**, *Bradford, A., & Linn, M.C. (2022). Supporting teachers to customize curriculum for self-directed science learning. *Journal of Science Education & Technology, 31,* 660-679
5. **Gerard, L.**, *Bradford, A., Wiley, K., Debarger, A., & Linn, M.C. (May/June 2022). Cultivating Teacher Efficacy for Social Justice in Science. *Science Scope, 45(5), 35-43*
6. **Gerard, L**. & Linn, M.C., (2022). Computer-based guidance to support students' revision of their science explanations. *Computers & Education, 176*
7. **Gerard, L.**, Wiley, K., Debarger, A., *Bichler, S., & Linn, M.C. (2021). Self-directed science learning during COVID-19 and beyond. *Journal of Science Education & Technology, 31, 258-271*
8. **Gerard, L.**, *Kidron, A., & Linn, M.C. (2019). Teacher guidance for collaborative revision of science explanations*. International Journal of Computer Supported Collaborative Learning, 14(3),* 291-324.
9. *Tansomboon, C., **Gerard, L.**, Vitale, J., & Linn, M.C. (2017). Designing Automated Guidance to Promote Productive Revision of Science Explanations. *International Journal of Artificial Intelligence in Education (IJAIED)*, 1-29.
10. **Gerard, L.**, Matuk, C., & Linn, M.C. (2016). Technology as inquiry teaching partner (Special Issue Editorial). *Journal of Science Teacher Education, 27(1),* 1-9.
11. **Gerard, L.** & Linn, M.C. (2016). Using automated scores of student essays to support teacher guidance in classroom inquiry. *Journal of Science Teacher Education. 27(1),* 111-129**.**
12. Matuk, C., **Gerard, L**., Lim-Breitbart, J., & Linn, M.C. (2016). Gathering requirements for teacher tools: Strategies for empowering teachers through co-design. *Journal of Science Teacher Education, 27(1),* 79-110.
13. Liu, L., Rios, J., Heilman, M., **Gerard, L.,** & Linn, M. (2016). Validation of automated scoring of science assessments. *Journal of Research in Science Teaching, 53(2),* 215-233.
14. **Gerard, L.**, Ryoo, K., *McElhaney, K., Liu, L., *Rafferty, A., & Linn, M.C. (2015). Automated guidance for student inquiry. *Journal of Educational Psychology, 108(1),* 60-81.
15. Linn, M.C., *Palmer, E., Baranger, A., **Gerard, L.,** & Stone, E. (2015). Improving Undergraduate research experiences: What works? *Science,* 347(6222). 627-633.
16. **Gerard, L.**, *Matuk, C., *McElhaney, K., Linn, M.C. (2015). Automated, adaptive guidance for K-12 education. *Educational Research Review,* 15, 41-58.
17. Linn, M.C., **Gerard, L.,** *Ryoo, K.,* McElhaney, K., Liu, L., & *Rafferty, A., (2014). Computer-guided inquiry to improve science learning. *Science*, *344 (6180),* 155-156.
18. Liu, O. L., Brew, C., Blackmore, J., **Gerard, L. F.**, Madhok, J., & Linn, M. C. (2014). Automated Scoring in Inquiry Science Assessment: Application of c-rater. *Educational Measurement: Issues and Practice*, 33(2), 19-28

Book chapters

1. **Gerard, L**., & Linn, M.C. (2023). Impacts of Web-based Inquiry Learning Environments Aligned with Knowledge Integration Pedagogy. Edited by Andreas Gegenfurtner and Ingo Koller. Designing Effective Digital Learning Environments. EARLI Book Series. Routledge Press

2. Linn, M.C., Donnelly-Hermosillo, D. & **Gerard, L**. (2023). Synergies between learning technologies and learning sciences: Promoting Equitable Secondary Science Education. Handbook of Research on Science Education Volume III. Routledge Press

3. Wiley, K., **Gerard, L**., *Bradford, A., & Linn, M. C. (2023). Teaching With Technology: Empowering Teachers and Promoting Equity in Science. In A. M. O'Donnell, J. Reeve, & N. Barnes (Eds.), Oxford Handbook of Educational Psychology. Oxford University Press, C52S1–C52S34 https://academic.oup.com/edited-volume/35466/chapter-abstract/396317830?redirectedFrom=fulltex

Selected Peer Reviewed Conference proceedings[+] and Conference presentations

[+]Indicates published conference proceedings
*Indicates grad student or postdoc author working with my externally funded research project at time of publication;
** Indicates ETS computer scientist collaborator

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1. **Gerard, L.**, *Bradford, A., & Beckham, K., (2025). The Impact of a Methods Course on PreService STEM Teachers' Integration of Social Justice" In the Structured Symposium, "Building STEM Teachers' Social Justice Teaching Capacities: Future Directions for Teacher Education," American Education Research Association Annual Meeting, Denver, CO

2. *Bichler, S., **Gerard, L**., & Linn, M.C. (2025). Teacher Strategies for Deriving Actionable Insights from NLP Dashboards to Respond to Student Ideas" *European Association for Research on Learning and Instruction (EARLI)* Annual Meeting, University of Graz, Graz, Austria

3. *Bradford, A., **Gerard, L**., *Li, W., & Linn, M.C. (2024). Comparing Expert and ChatGPT-authored Guidance Prompts. Learning at Scale Work in Progress. In Proceedings of ACM Learning@Scale conference (L@S'24). Association for Computing Machinery (ACM) Annual Meeting, Atlanta, GA, USA, https://doi.org/10.1145/3657604.3664669

4. Bichler, S., **Gerard, L.,** **Riordan, B., Lim-Breitbart, J., & Linn, M. C. (2024, August 21–23). *Natural Language Processing for Automated Adaptive Guidance* [poster presentation]. EARLI SIG 6 & 7 Conference 2024, Tübingen, Germany

5. [+] *Holtman, M., **Gerard, L**., *Li, W., Linn, M.C., **Steimel, K., & **Riordan, B. (2023). How Does an Adaptive Dialog Based on Natural Language Processing Impact Students from Distinct Language Backgrounds? Proceedings of the International Society of the Learning Sciences (ISLS). Montreal, Canada: International Society of the Learning Sciences

6. [+] **Gerard, L**., *Bichler, S., *Bradford, A., & Linn, M.C., **Steimel, K., & **Riordan, B. (2022). Designing an Adaptive Dialogue for Promoting Science Understanding. In Oshima J. Mochizuki, T. & Hayashi,Y. (Eds.) General Proceedings of the 2nd Annual Meeting of the International Society of the Learning Sciences. Hiroshima, Japan: International Society of the Learning Sciences.

7. *Bradford, A., **Gerard, L.**, Miller, J., Breitbart, J., & Linn, M.C. (2022). Integrating Computational Thinking into Middle School Science. Paper accepted for presentation at the International Conference of the Learning Sciences (ICLS).

8. **Gerard, L.**, *Bichler, S., *Billings, K., & Linn, M.C. (2022). Science Teachers Use of a Learning Analytics Dashboard To Design Responsive Instruction. Paper accepted for presentation at the American Education Research Association annual meeting.

9. **Gerard, L.**, & Linn, M.C. (2022). AI and the Future of STEM Instruction: Designing New Models to Automate Feedback to Teachers. Paper accepted for presentation in an invited symposium at the American Education Research Association annual meeting.

10. *Bradford, A., **Gerard, L.,** & Linn, M.C. (2022). Applying epistemic heuristics to characterize student reasoning about mechanisms with computational tools. Paper accepted for presentation in an invited symposium at the NARST Annual International Conference.

11. **Gerard, L**.. (2021, July). Integrating pedagogy and evidence of student learning to inform curriculum customization [presentation]. University of Florida Teacher Education Program.

12. +*Billings, K., **Gerard, L.**, & Linn, M.C. (2021). Improving teacher noticing of students' science ideas. In E. de Vries, J. Ahn, & Y. Hod (Eds.), Proceedings of 15th International Conference of the Learning Sciences – ICLS 2021 (pp. 100–115). International Society of the Learning Sciences, 2021

13. +**Riordan, B., *Bichler, S., *Bradford, A., *King Chen, J., Wiley, K., **Gerard, L**., & Linn, M.C. (2020). An empirical investigation of neural methods for content scoring of science explanations. Proceedings of the Fifteenth Workshop on Innovative Use of NLP for Building Educational Applications, Association for Computational Linguistics, Seattle, WA.

14. +**Gerard, L.**, Wiley, K., *Bradford, A., *Chen, J. K., Lim-Breitbart, J., & Linn, M. (2020). Impact of a Teacher Action Planner that Captures Student Ideas on Teacher Customization Decisions. In Gresalfi, M. and Horn, I. S. (Eds.), The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 4 (pp. 2077-2084). Nashville, Tennessee: International Society of the Learning Sciences. [https://repository.isls.org//handle/1/6496]

15. +**Riordan, B., Cahill, A.,*Chen, J. K., Wiley, K., *Bradford, A., **Gerard, L.**, & Linn, M. C. (2020). *Identifying NGSS-Aligned Ideas in Student Science Explanations.* In Paper presented at the Thirty-Fourth AAAI Conference on Artificial Intelligence 2020, Volume 34, Palo Alto, CA. Awarded Best Paper for Artificial Intelligence for Education (AI4EDU)

16. **Gerard, L.**, & Linn, M.C., (2020). Improving Guidance for Classroom Argumentation in Science. Paper accepted for presentation at the annual international conference of the National Association of Research in Science Teaching (NARST), Strand: Science Teaching, Middle and High School, Portland, OR.

17. **Gerard, L.**. & Linn, M. (2020, Apr 17 - 21) *Does Student Choice of Guidance During Inquiry Learning Improve Outcomes?* [Poster Session]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/vkczze5 (Conference Canceled).

18. **Riordan, B., *Wiley, K., *King Chen, J., *Bradford, A., *Bichler, S., **Mulholland, M. & **Gerard, L**. (2020, Apr 17 - 21) *Automated Scoring of Science Explanations for Multiple Next Generation Science Standards Dimensions and Knowledge Integration* [Poster Session]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/uuznxuj (Conference Canceled)

19. **Gerard, L.**, *Bradford, A., Lim-Breitbart, J., *Wiley, K., & Linn, M.C. (2019). How does a research-based instructional framework support teachers' customization of web-based curriculum? Paper presented at the annual international conference of the National Association of Research in Science Teaching (NARST), Strand: Science Teaching, Middle and High School, Baltimore, MD.

Selected research by NARST Research Committee & the Research to Practice Subcommittee for presentation to National Science Teachers Association

20. [+]**Gerard, L**., & Linn, M.C., (2019). How to support students to critique and revise their essays in science? A paper in Symposia: Computerized Text Analysis: Assessment and Research Potentials for Promoting Learning. In Lund, K., Niccolai, G. P., Lavoué, E., Hmelo-Silver, C., Gweon, G., and Baker, M. (Eds.). *A Wide Lens: Combining Embodied, Enactive, Extended, and Embedded Learning in Collaborative Settings*, *13th International Conference on Computer Supported Collaborative Learning (CSCL)*, Volume 2, 743-751. Lyon, France: International Society of the Learning Sciences.

21. **Gerard, L.**, *Vitale, J., *King-Chen, J., & Linn, M.C., (2018). Design of an inquiry index to automatically diagnose and guide student experimentation. Poster presented at 2018 American Education Research Association (AERA) annual meeting, New York, NY

22. [+]**Gerard, L.**, *Vitale, J., & Linn, M.C. (2017). Argument construction to drive inquiry. In Finlayson, O.E., McLoughlin, E., Erduran, S., & Childs, P. (Eds.), *Electronic Proceedings of the ESERA 2017 Conference. Research, Practice and Collaboration in Science Education*. Dublin, Ireland: Dublin City University

23. [+]**Gerard, L**.., Linn, M. C., & Madhok, J. J. (2016). Examining the Impacts of Annotation and Automated Guidance on Essay Revision and Science Learning. In C-K. Looi, J. Polman, U. Cress, & P. Reimann (Eds.), *International Conference of the Learning Sciences* (Vol. 1, pp. 394-401). Singapore: International Society of the Learning Sciences

24. **Gerard, L.**, *Vitale, J., & Linn, M.C. (2016). *Combining automated scoring and teacher guidance to improve students' science learning.* Paper presented at the annual meeting of the American Education Research Association (AERA), Washington D.C.

25. **Gerard, L**., & Linn, M.C. (2016). *Writing and revising in science*. Paper presented at the annual meeting of the American Education Research Association (AERA), Washington D.C.

26. *Tansonboom, C., **Gerard, L.**, & Linn, M.C. (2015). *Impact of knowledge integration and teacher simulated guidance on student learning*. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL. [**Awarded Division C Annual Poster Award]**

27. *Matuk, C., **Gerard, L**., Lim- Breitbart, J., & Linn, M.C. (2015). *Gathering design requirements during participatory design: Strategies for teachers designing teacher tools*. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL

28. *Vitale, J., **Gerard, L.,** *Donnelly, D., *McBride, E., & Linn, M.C. (2015). Comparing teacher use of logistic and conceptual indicators to guide online science inquiry. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL

29. Liu, L., **Rios, J., **Heilman, M., **Gerard, L.**, & Linn, M.C., (2015). *Validation of automated scoring of science assessments*. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL

30. [+]*Rafferty, A., **Gerard, L**., & Linn, M.C. (2014). Promoting student learning through automated formative guidance for chemistry drawings. In Polman, J. L., Kyza, E. A., O'Neill, D. K., Tabak, I., Penuel, W. R., Jurow, A. S., O'Connor, K., Lee, T., and D'Amico, L. (Eds.). (2014). *Learning and becoming in practice: The International Conference of the Learning Sciences (ICLS)*, *Volume 1,* 386-394. Boulder, CO: International Society of the Learning Sciences.

31. Gerard, L. & Linn, M.C. (2013) *What kind of feedback improves understanding? A comparison of knowledge integration and generic feedback on students' scientific explanations*. Paper presented at the annual meeting of the American Education Research Association, San Francisco CA

32. **Gerard, L.**, **Liu, O.U., & Linn, M.C. (2013) *How well can the computer assign feedback on student generated explanations?* Poster presented at the annual meeting of the American Education Research Association, San Francisco, CA

TEACHING and MENTORING

Teaching at University of California, Berkeley

2018-present	EDUC 223B Leveraging Learning Technologies (Weekly research meeting with ETS AI partner and UCB graduate students pursuing research on AI in education)
2023-present	EDUC 296 Curriculum and Instruction for STEM Teachers (Awarded ARISE OPEN Grant to strengthen course use of Open Education Resources as pedagogical models for social justice STEM teaching)
2019-2023	EDUC/UGIS c122: Research Methods for Science and Mathematics Teachers (Formed collaboration with Berkeley Review of Education and STEM/STEM Education Research Labs for student apprenticeships)
2021-2023	EDUC 130: Knowing and Learning in Mathematics and Science
2019-2021	UGIS/EDUC 303 Apprentice Teaching in Science and Mathematics (Awarded $5k Instructional Improvement Grant to strengthen course use of Open Education Resources as pedagogical models for social justice STEM teaching)

Teaching at Mills College School of Education

2002-2004

Graduate courses
Research Methods in Education
Research Methods for Observing Children

Undergraduate level courses
Development in Young Children
Child Development Seminar

AWARDS & SELECTED BOARDS

2025 - current **Editorial Boards,** *International Journal of Computer-Supported Collaborative Learning*, 5-year impact factor 5.3; *Education Sciences STEM Education*

2018- current **National Science Foundation.** Panelist for multi-million dollar research grants in *Racial Equity in STEM Education* ($5,000,000 grants; served 3 years), *Discovery Research in K12* ($3,000,000 grants; served 5 years). I review 7-8 research proposals, discuss with a panel over 2 days, and recommend a decision for funding.

2016 - current **Guest Editor of Special Issues** for Peer-Reviewed Journals**,** *Learning and Individual Differences (Impact factor: 9.0)*, Technology-enhanced Formative Assessment Practices, Spring 2025; *Education Sciences*, Opportunities and Dilemmas in Teaching and Technology, Winter 2025; *Journal of Science Teacher Education*, Technology as Inquiry Teaching Partner, Winter 2016

2024 - 2025 **National Academy of Education,** Selected for the Civic Reasoning and Discourse Across the Curriculum, Science Committee

2024, 2025 **Intl. Society of the Learning Sciences (ISLS) Senior Reviewer**. Generate a meta-review of submissions, ensuring that given reviews are accurate and constructive. Generate summative review and recommend decision

2017-present **Advisor to NSF-funded technology in science education research projects**. Selected as External Advisor to NSF DRK12 projects: Teaching Biology and Computational Thinking with Sensors and Data Flow (InSPECT, PI: Sherry Hsi, BSCS); Intelligent Simulation-based Learning About Natural Disasters (ISLAND, PI: Hee-Sun Lee, Concord Consortium); Supporting Teacher Customizations of an Integrated Science, Engineering, and Computational Thinking Curriculum Unit (PI: Jennifer Chiu, University of Virgina)

2022 **Awarded Facilitators' Choice** by the National Science Foundation's STEM for All Video Showcase, for video: *"Natural Language Processing (NLP) - Technologies to Inform Practice in Science.***"**

2020 **Awarded Best Paper** by the *Association for the Advancement of AI* with Brian Riordan, for Artificial Intelligence for Education at the AAAI Conference, New York, NY

2019 **Awarded Best Paper** by the *National Association of Research in Science Teaching (NARST) and National Science Teachers Association (NSTA)*, for connecting Research to Practice

2017 **Invited to Digital Promise Conference** as one of the top 50 researchers in technology and learning, Digital Promise and EdSurge Fusion Conference

2015 **Awarded Best Poster** by the *American Education Research Association* Division C Learning and Instruction, with C. Tansomboon

SERVICE TO COMMUNITY

2008-present **Teacher Professional Development in Science and Technology**

Designer and leader of teacher professional development programs involving teachers from over 10 school districts across the Bay Area. Annual and semi-annual workshops; school site meetings; online professional development module.

2024- present **Editorial Boards,** Review of Educational Research (RER), International Journal of Computer Supported Collaborative Learning (ijCSCL); Education Sciences

2023-present **Design and facilitation of teacher education inquiry group,** Co-design meetings of Berkeley Teacher Education Program (BTEP) Leadership team to conduct formative research on teacher learning of justice and equity centered pedagogy

2023; 2022 summers **Research Experiences for Teachers,** Awarded supplemental funding from NSF grant to provide a 6K stipend to each teacher (Oakland Unified; Mount Diablo Unified) to collaborate over summer in data analysis and curriculum and assessment design; awarded two summers

2022-present **National Academy of Education (NAEd),** Science Sub-Committee for Civic Reasoning and Discourse Project. Contributed to conceptualization, writing and editing of Chapter on Civic Reasoning in Science.

2021-2022 **ICLS Education Committee**

2008-2020 **Education Research Synthesis Meeting,** Designer and leader of annual 4-day research retreat. Participants include researchers, graduate students, Bay Area School District teacher leaders focused on using technology to strengthen STEM education

2017-present **Panel Reviewer for National Science Foundation**
EHR Core; Discovery Research in K12 (DR-K12); Innovative Technology Experiences for Students and Teachers (ITEST); Cyberlearning for Work at the Human Technology Frontier; STEM + Computing Partnerships (STEM+C)

2016- present **Mentor for CalTeach Teacher Education**
GSRs on research grants provide mentorship for 3-6 pre-service math/science student teachers per semester in conducting education research in technology-enhanced STEM education.

2015-present **Mentor for Ignited, BERET+C, SRI teacher education summer programs**
GSRs on research grants mentor 1-2 University of California undergraduate students interested in math or science education research and, 1-2 in-service teachers interested in education research during the summer.

2011- present **Mentor/Reader for Post-Docs; PhD; Masters/Credential students**
Meet regularly with each post-doc, PhD and Masters/Credential student to guide them in developing their research (e.g. how to conduct classroom research, learning new technologies, data analysis techniques), gain skills in research management or lesson design and analysis, and refine their career skills.

2011-present **International Scholarly Collaboration**

Active *collaborators (currently co-authoring paper or co-conducting research)*:
Marlen Holtmann, International Association for the Evaluation of Educational Achievement
Hsin-Yi Chang, National Taiwan University of Science and Technology
Anniken Furgerg, University of Oslo, Norway
Sten Ludvigsten, University of Oslo, Norway
Ove Drageset, University of the Arctic Norway
Sarah Bichler, University of Passau, Germany

2008-present **Journal Reviewer** for peer-reviewed journals e.g. American Educational Research Association, Journal of the Learning Sciences, Review of Educational Research, Computers and Education, Computers and Education

2004-2008 **Community of Local School Principals, Designer and Leader**

Designed and led Community of principal meetings to support leadership of science curriculum reform in Mount Diablo Unified School District.

2004-present **Professional Memberships**

International Society for the Learning Sciences (ISLS)
National Association of Research in Science Teaching (NARST)
American Education Research Association (AERA)