

Sasha A. Barab

Pinnacle West Chair of Education | Senior Scientist of the Learning Sciences
Director of Center for Games and Impact, Arizona State University
Ph: (480) 727-5674 | Sasha.Barab@asu.edu | <http://SashaBarab.Com>

PROFESSIONAL PREPERATION

B.A., Psychology, American University, Washington, D. C., 1989.

M.A., Education, University of Connecticut, Storrs, CT, 1994.

Certification, Special Education Teacher (K-12). State of Connecticut. May 1994.

Ph.D., Cognition and Instruction, University of Connecticut, Storrs, CT, June 1997.

APPOINTMENTS

PROFESSOR, May 2011 – present, Arizona State University, Tempe, AZ. Tenure track position in the College of Education, with affiliation as Senior Scientist Researcher for the Learning Sciences Institute. Also affiliated with the School of Social Transformation. Responsibilities include research, teaching, and service. Research interests include games for learning, online communities, situativity theory. Also awarded the Pinnacle West Endowed Chair of Education. Awarded tenure and full professor in May 2011.

DIRECTOR, December 2011 - present, Center for Games and Impact, Arizona State University, Tempe, AZ. The center brings together world-class researchers, game developers and digital entrepreneurs to harness the power of video games to create sustainable solutions for society's biggest social, cultural, scientific, economic and educational challenges. Duties include overseeing research projects, managing grants, and coordinating collaborative efforts.

PROFESSOR, August 1997 – May 2011, Indiana University, Bloomington, IN. Position in the Departments of Learning Sciences and Instructional Systems Technology located in the School of Education. Granted Full Professor in August of 2008. Responsibilities include research, teaching, and service. Also a core member of the Cognitive Science Program. Earned Associate Professor in August 2003.

ENDOWED CHAIR, August 2005-present, Indiana University, Bloomington, IN. Awarded the Barbara Jacobs Chair of Technology. This carries with it a commitment to and support for using technology in innovative ways with the goal of transforming schools. In this role, I have worked with thousands of teachers.

DIRECTOR, August 1999 - present, Center for Research on Learning and Technology, Indiana University, Bloomington, IN. The CRLT has as its mission to promote and support a community of scholars dedicated to research and professional development on the design, use, and implementation of technology to improve learning. Specific duties include overseeing the Center's research projects, managing CRLT grants, and coordinating collaborative efforts. The CRLT has been awarded over 40M in grants under my directorship.

COMPUTER TEACHER, August 1992-June 1994, Bulkeley High School, Hartford, CT. Taught computer classes at an inner-city school. Classes contained students with a wide range of abilities-*-special education, high risk, English as a Second Language, and mainstream.*

PRODUCTS - GRANTS MANAGED (SELECT SET OF GRANTS)

IntelTeach 2.0 Initiative: A Game-Infused MVP of the Project-Based Approaches Journey. Intel Foundation, May 2014-March 2015, \$500,000. (Principal Investigator)

Impact Based Research: Cross Sector Insights Toward Aligning Education Research and Real World Impact. National Science Foundation, September 2013-December 2014, \$176,902. (Principal Investigator)

Intel She Will: Unlocking Digital Literacies for Girls and Women in Africa. Intel Foundation, April 2014-February 2015, \$500,000. (Principal Investigator)

- Feedback as an Element of Designed Environments: An Exploration of Structure and Context. National Science Foundation, September 2013-August 2016, \$1,499,788. (Co-Principal Investigator with M. Gresalfi)
- Gaming up the Promise of Digital Learning. Intel Foundation, Feb. 2013-December 2014, \$300,00. (Principal Investigator)
- Pedagogy for the 21st Century: Scaling Out a Game-Based Curriculum. Bill and Melinda Gates Foundation, November 2010-October 2013, \$2,500,000. (Principal Investigator with M. Gresalfi)
- Developing a Commercial Viable (yet Pedagogically Innovative) Gaming Curriculum. MacArthur Foundation, July 2010-December 2011, \$500,000. (Principal Investigator with M. Gresalfi)
- Transactive Narratives: An inclusive Game-Based Programming Toolkit. National Science Foundation, September 2009-August 2012, \$749,000. (Principal Investigator with E. Klopfer & K. Peppler)
- Scaling out Virtual Worlds: Growing a 21st Century Curriculum. MacArthur Foundation, December 2008-December 2011, \$1,890,000. (Principal Investigator with M. Gresalfi)
- Digital Earth Explorations Project. IES, June 2008-June 2010, \$850,000. (Co-Principal Investigator with G. Newman)
- Academic Play Spaces: Learning for the 21st Century. MacArthur Foundation, December 2006-December 2009, \$500,000. (Principal Investigator with D. Thomas, & Co-PI L. Sheldon)
- A Socially-Responsive Meta-Game For Learning. National Science Foundation-ROLE, September 2004-August 2007, \$1,520,000. (Principal Investigator, with Co-PI S. Herring, W. Blanton, D. Hickey)
- Designing Communities of Practice to Support Math, Science, Technology, & Pedagogy Learning. National Science Foundation-CAREER, September 2001-August 2006, \$632,047. (Principal Investigator)
- The Inquiry Learning Forum: Fostering and Sustaining Knowledge Networking to Support a Community of Science and Mathematics Teachers. National Science Foundation-Knowledge Distributed Intelligence, September 99-August 02, \$1,473,303. (Principal Investigator, with Co-PIs R. Kling, T. Duffy, D. Cunningham, & C. Brown)

PRODUCTS - HIGHLIGHTED PUBLICATIONS (10 OUT OF OVER 100)

- Barab, S. A. (2014). Design-based research: A methodological toolkit for engineering change. *In K. Sawyer* (ED.) Cambridge Handbook of the Learning Sciences (151-170). Cambridge, MA: Cambridge University Press.
- Barab, S.A., Pettyjohn, P., Gresalfi, M., Volk, C., & Solomou, M. (2012). Game-based curriculum and transformational play: Designing to meaningfully position person, content, and context. *Computers & Education* 58(3): 518–533.
- Gresalfi, M., & Barab, S. A. (2011). Learning for a reason: Supporting forms of engagement by designing tasks and orchestrating environments. *Theory into Practice* 50(4), 300-310.
- Barab, S.A., Gresalfi, M.S., & Ingram-Goble, A. (2010). Transformational play: Using games to position person, content, and context. *Educational Researcher*, 39(7), 525-536.
- Barab, S.A., Dodge, T., Ingram-Goble, A., Peppler, K., Pettyjohn, P., Volk, C., & Solomou, M. (2010). Pedagogical dramas and transformational play: Narratively-rich games for learning. *Mind, Culture, and Activity* 17(3): 235–264.
- Barab, S.A., Gresalfi, M.S., Dodge, T., & Ingram-Goble, A. (2010). Narrativizing Disciplines and Disciplinizing Narratives: Games as 21st Century Curriculum. *International Journal for Gaming and Computer-Mediated Simulations*, 2, 1. 17-30.
- Barab, S. A., Scott, B., Siyahhan, S. Goldstone, R., Ingram-Goble, A., Zuiker, S., & Warren, S. (2009). Conceptual play as a curricular scaffold: Using videogames to support science education. *Journal of Science Education and Technology*, 18(1), 305-320.

- Barab, S. A., Gresalfi, M., & Arici, A. (2009). Why educators should care about games. *Educ. Leadership* 67(1), pp. 76-80.
- Dodge, T., Barab, S., Stuckey, B., Warren, S., Heiselt, C., & Stein, R. (2008). Children's sense of self: Learning and meaning in the digital age. *Journal of Interactive Learning Research* 19(2), 225–249.
- Barab, S. A., Zuiker, S., Warren, S., Hickey, D., Ingram-Goble, A., Kwon, E-J., Kouper, I., & Herring, S. C. (2007). Situationally Embodied Curriculum. *Science Education*, 91(5), 750-782.
- Barab, S. A., Dodge, T., Thomas, M, Jackson, C., & Tuzun, H. (2007). Our Designs and the Social Agendas They Carry. *The Journal of the Learning Sciences*, 16(2), 263-305.
- Barab, S. A., Sadler, T., Heiselt, C., Hickey, D., Zuiker, S. (2007). Relating Narrative, Inquiry, and Inscriptions: A Framework for Socio-Scientific Inquiry. *Journal of Science Education and Technology*, 16(1), 59-82.

PRODUCTS – DESIGN AND DEVELOPMENT

- Atlantis Remixed. (2011-2013). Funded by the Gates Foundation. Role-Playing adventure games for middle-school students, focused on Common Core and NextGen Science Standards. Used with 1000 disadvantaged youth.
- Quest Atlantis (2006-2010). Funded by the NSF, Gates Foundation, MacArthur Foundation, and others. Suite of multi-player, role-playing adventure games focused on all subjects for youth 9-14. Used with 100,000 youth worldwide.
- Inquiry-Learning Forum. Funded by the National Science Foundation. Community-based professional development site for teachers, and focused on inquiry-based learning. Used by over 2500 pre-service and in-service teachers.

SYNERGISTIC ACTIVITIES

- Games and the Public Interest.* This initially involved the curation of over three dozen publications from leading researchers, designers, and industry folk on the role of games for the public interest. has been taken up and used by hundreds of teachers and thousands of children worldwide. From here, my colleagues and I created a white paper and are working to advance a national agenda with respect to games for the public interest.
- Quest Atlantis/Atlantis Remixed Project.* This project has been taken up and used by thousands of teachers and over one-hundred thousands of youth worldwide. My team and I have supported hundreds of teachers through face-to-face workshops. Additionally, we have interviewed and analyzed data from thousands of children.
- International Conference of the Learning Sciences.* I was co-chair of the International Conference of the Learning Sciences. This conference brought together over 500 scholars to share their work on research and best practices in the learning sciences. Additionally, I co-edited a published volume of over 600 pages.
- Learning Sciences Program at Indiana University:* Collaborated with a group of faculty in Cognitive Sciences, Informatics, and Education to build an interdisciplinary university program. This work resulted in \$2.4 M. base budget, and \$1.0 M. one time funds, and supported the creation of the learning sciences program.

COLLABORATORS AND CO-EDITORS

- Mike Barnett (Doctoral Student), Boston College*
- Chris Dede (Coauthor), Harvard University*
- Melissa Gresalfi (Collaborator) Indiana University*
- Kurt Squire (Doctoral Student), University of Wisconsin - Madison*
- Wolf-Michael Roth (Coauthor), University of Victoria, British Columbia*
- James Paul Gee (Collaborator), Arizona State University*