

VITA

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October 15, 2014

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Current Positions:

- *Professor, Mary Lou Fulton Teachers College*
- *Director, Center for Games and Impact*
- *Endowed Chair, Pinnacle West Chair of Technology*

EDUCATION

B.S., Psychology, American University, Washington, D. C., 1989.
Certification: Special Education Teacher (K-12). State of Connecticut, May 1994.
M.A., Education, University of Connecticut, Storrs, CT, 1994.
Ph.D., Cognition and Instruction, University of Connecticut, Storrs, CT, August 1997.

PROFESSIONAL EXPERIENCE

PROFESSOR, August 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. Responsibilities include research, teaching, and service. Research interests include games for learning, online communities, situativity theory, and design-based research. Also responsible for overseeing a games and impact certificate and degree program, as well as design labs for interdisciplinary agendas. Awarded the Pinnacle West Endowed Chair of Education.

DIRECTOR, January 2012- present, Center for Games and Impact, Arizona State University, Scottsdale, AZ. The Center has as its core mission to support research, design and the creation of publishing models for ‘double-bottom-line’ computer and video games that address the biggest social, cultural, scientific and economic challenges we face. Specific duties include managing numerous games and impact initiatives, managing a studio of designers, coordinating university agendas, and supporting partnerships with other organizations.

PROFESSOR, August 2002 – May 2011, Indiana University, Bloomington, IN. Tenure track position in the Departments of Learning Sciences and Instructional Systems Technology located in the School of Education. Responsibilities include research, teaching, and service. Research interests include games for learning, online communities, situativity theory. Typical courses taught include computers and education and educational psychology for undergraduate students, and cognition and instruction and game design courses for graduate students.

DIRECTOR, August 2005 – May 2011, 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.
- ENDOWED CHAIR, Barbara Jacobs Chair of Technology. Barbara Jacobs Endowment, September 2005-August 2011, \$150,000/year. An endowed chair awarded by the School of Education, Indiana University. This is a five year award with the goal of supporting a prestigious faculty in the area of teaching with technology. My particular work involves three overlapping initiatives related to facilitating technological innovation: Discussion and Collaboration among Faculty and Students, Partnerships with the Surrounding Schools and After School Centers, and Impacting National and International Discussions of Technology and Learning.
- SENIOR SCIENTIST & INSTRUCTIONAL DESIGNER, August 2004-2007, One Planet Education Network, Boston, MA. One Planet Education Network (OPEN) is an international e-learning and educational service provider. OPEN fully utilizes multimedia technologies in the K-12 and Higher Education sectors, by providing standards-based multidisciplinary curriculum and content, online 3D Learning environment applications, professional development programs, and other related educational products and services. Responsibilities include developing 3D multi-user virtual worlds, running professional development workshops, and defining academic priorities and curricular frameworks for curriculum development.
- SENIOR SCIENTIST OF EDUCATIONAL RESEARCH, February 2000-2003, ActiveInk Network, Austin, TX. The ActiveInk Network is an interactive learning environment for teachers, students, and parents. ActiveInk's rich, interactive learning resources are available via the World Wide Web for school and home users. Responsibilities included developing a set of educational commitments that are grounded in research on good teaching and learning, co-designing a technology infrastructure that is consistent with these commitments, supporting the development of curricular units that are also consistent with these commitments, and maintaining a research and development framework for maintaining the high quality of ActiveInk curricular units.
- CONSULTANT, October 1999-2003, UNext.com, Chicago, IL. UNext.com is dedicated to making high quality education available anywhere and anytime. The goal of this online, e-commerce company is to create powerful learning communities that marry the world's most respected academic scholars and institutions with the global reach and interactive capabilities of the Internet. Responsibilities include consulting on a system for the development and evaluation of problem-based learning modules.
- PROGRAM EVALUATOR, June 1999-September 1999, School for Continuing Studies at Indiana University. Worked as a faculty fellow in the School for Continuing Studies to establish research agenda based on there course innovations. Duties included meeting with faculty, reviewing courses, establishing research protocol, and writing up a final report.
- PROJECT EVALUATOR, November 1997-November 1998, Interactive Multimedia CD-ROM for Social Skills in ADHD, Indiana University. The purpose of this NIMH funded project was to design, develop, and evaluate an integrated media intervention that will foster the development of age appropriate social problem-solving skills by ADHD and other adolescents. Duties included media and concept design, data evaluation, and writing up final report.
- PROJECT EVALUATOR, Summer 1997, Scientist's Apprentice Camp, Indiana University/Purdue University Indianapolis. Twenty-three middle school students worked in groups of four under the expert guidance of a practicing scientist as they conducted scientific research. They were presented with an authentic research problem and they had hands-on experience with state-of-the-art instrumentation and equipment. Duties included data collection, data analysis and final report.
- SUPERVISOR, September 1998-present, Indiana University, Bloomington, IN. Responsible for the supervision of pre-service teachers seeking a computer endorsement.
- CURRICULUM SPECIALIST, Summer 1995-Summer 1997, Quirk Middle School, Hartford, CT. Worked with 40 middle-school teachers designing, implementing, and evaluating integrated units. Responsible for in-service workshops, assisting in the teaching of the units, and facilitating the diffusion of successes and challenges through out the school and local community.
- CURRICULUM CONSULTANT, January 1995-Summer 1997, EastConn School, Chaplin, CT. Assisting teachers and psychologists at an elementary school for exceptional students. Responsibilities include the development and implementation of various units.

TECHNOLOGY COORDINATOR, August 1996-August 1997, University of Connecticut, Storrs, CT.
 Responsible for the maintaining, networking, and staff development of all computer systems (Macintosh & PC) in the department of nursing. Supervise graduate interns on similar tasks.

BIostatistician, September 1995-January 1997, University of Connecticut, Storrs, CT. Responsible for data analysis and consultation to the School of Nursing.

SUPERVISOR, August 1994-July 1996, University of Connecticut, Storrs, CT. Responsible for the placement and supervision of graduate interns, student teachers, and college junior and senior students at various k-12 schools.

STATISTICAL ANALYST, Summer 1996, Putnam School District, Putnam, CT. Analyzed and wrote a final report on K-12 Connecticut Mastery Test scores as part of a Student Achievement Grant.

STATISTICAL ANALYST, September 1995 - June 1996, Hartford Urban Educational Network, Storrs, CT. Analyzed data on inner-city, middle- and high-school students as part of a national project, "Community Compacts for Student Success," intended to increase the number of inner-city students who succeed in secondary studies.

CURRICULUM DEVELOPER, June 1995, University of Connecticut, Storrs, CT. Responsible for developing a teacher's manual to facilitate the teaching of graduate students on using computers for statistical analysis. Funded by the university of Connecticut.

ELEMENTARY TEACHER, Summer-Fall 1994, EastConn School, Chaplin, CT. Taught at an elementary school for exceptional students. Responsibilities included teaching classes and developing Individualized Education Plans.

TECHNOLOGY SUPERVISOR, Summer 1994 & Summer 1995, University of Connecticut, Storrs, CT. Responsible for setting up, debugging, and maintaining technology at CONNSENSE (a technology conference for educators working with students with special needs).

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*. Classes were designed to teach students computer, mathematics and English skills. Also responsible for installing, configuring, and maintaining various technology.

SCHOOL SERVICES COUNSELOR/PRIMARY COUNSELOR, August 1991- August 1992, Thunder Road Chemical Dependency Center, Oakland, CA. Facilitated support groups for at-risk-youth in high schools. Also responsible for running family groups, giving lectures, and creating treatment plans at an inpatient chemical dependency center.

INSTRUCTOR/COUNSELOR, January-July 1991, School of Urban Wilderness Survival, Shoshone, Idaho. Instructed high-school students in the use of American Indian survival skills as well as on the history, culture, and mythology of the American West.

ENGLISH TEACHER, March-July 1990, Thai Boe Camp, Thailand. Taught English to Burmese refugee students living in Thailand. Activities included designing an English curriculum.

FIELD OFFICER, June-November 1989, International Livestock Center for Africa, Nigeria. Provided outreach to farmers and ranchers, deworming goats and planting nitrogen-rich legumes to rejuvenate soil. Activities included livestock care and farming.

PHYSICAL EDUCATION TEACHER, September 1989-February 1990, The Mayflower School, Nigeria. Taught physical education to 9-16-year-old Nigerian students. Projects included designing a bamboo obstacle course to promote cooperation, self-confidence, and hand-eye coordination.

GRANTS WRITTEN AND RECEIVED

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

EAGER: Cross-Sector Insights Toward Aligning Education Research and Real-World Impact. National Science Foundation, Jan 2014-February 2015, \$176,000. (Principal Investigator)

PBS KIDS Virtual World Project: Deepening Systems Thinking Learning. PBS, May 2013-March 2014, \$96,000. (Principal Investigator w/ Siyahhan & Moses)

Intel She Will: Unlocking Digital Literacies for Girls and Women in Africa. Intel Foundation, April 2014-February 2015, \$420,000. (Principal Investigator)

Examining the Role of Feedback on Learning: Procedural versus Consequential Engagement. National Science Foundation, November 2013-October 2016, \$1,900,000. (Co-Principal Investigator with M. Gresalfi)

Our City: Civic Engagement among Youth in Jordan. US-AID, November 2013-October 2014, \$30,000. (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. Department of Education, 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)

Project 3D-NJ: Building Connections that Matter. NASA, December 2006-December 2007, \$423,137. (Principal Investigator)

North Carolina Technology Education Program. Food Lion, December 2006-December 2007, \$163,810. (Principal Investigator)

Cognitive Science: New Frontiers in the Interdisciplinary Study of Mind, Learning and Intelligence. Indiana University-CTE, September 2003-August 2008, \$2.4 M. base budget, \$1.0 M. one time. (Principal Investigator, T. Duffy, with Co-PI S. Barab, A. Clark, R. Shiffrin, M. Siegel, L. Smith)

The Quest Atlantis Project: Building an Online MetaGame to Support Learning. National Science Foundation-SGER, March 2001-December 2002, \$88,000. (Principal Investigator)

Designing Communities of Practice to Support Math, Science, Technology, & Pedagogy Learning. National Science Foundation-CAREER, September 2001-August 2006, \$632,047. (Principal Investigator)

Young Scientist Research Group: Developing a Networked Improvement Community for the Learning Sciences. Center for Innovative Learning Technologies. Dec 2000-June 2001, \$10,000. (Principal Investigator, with Co-PI J. Gray).

The Internet 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)

The Quest Atlantis Project: Creating a Sustainable Coalition of Networked Learning Communities. Indiana University, PROFFITT grant. Dec 2000-Dec 2001, \$15,000. (Principal Investigator).

Online Collaborative Tools for K-12 Teachers and Students: Building Inquiry-Based Communities of Practice. ActiveInk Interactive Network, May 00-Sept 01, \$50,000. (Principal Investigator)

Building Connections Through Virtual Worlds. Indiana University-Informational Communications High Performance Network Applications Fund, September 99-June 00, \$20,000. (Principal Investigator)

Strengthening An Infrastructure In Support Of Research On The Linkage Of Learning Theory, Pedagogy, And Technology. Indiana University-RUGS Research & Equipment Fund, August 1998-August 1999, \$50,000. (Principal Investigator, with CO-PIs T. Duffy, C. Bonk, D. Cunningham, & T. Keating)

Digital Weather Station Project. Center for Innovative Learning Technologies-Seed Grant, June 1998-June 1999, \$8,000. (CO-Principal Investigator with K. Hay).

Center for Research on Learning and Technology. Indiana University-School of Education, August 1998-August 2000, \$140,000. (CO-Principal Investigator with T. Duffy, D. Cunningham, C. Bonk, T. Keating, & T. Frick)

Virtual Reality Solar System Project. Center for Innovative Learning Technologies-Seed Grant, May 1998-June 1999, \$7,500. (CO-Principal Investigator with K. Hay)

Building Worlds: Tools for Interdisciplinary, Virtual Practice. Indiana University-InterCampus Research Fund, June 1998-Dec 1998, \$7,500. (CO-Principal Investigator with K. Hay)
Professional Development in the 21st Century. Indiana University-Continuing Studies, June 1998-December 1998, \$4,650. (Principal Investigator)
Constructing Knowledge and Virtual Worlds. Indiana University-Proffitt Educational Research Fund, December 1997-December 1998, \$11,980. (CO-Principal Investigator with K. Hay)
Learning with Generative Hypertext. Spencer Foundation-Small Grants Program, July 1995-January 1997, \$11,950. (Co-Principal Investigator with M. Young)

AWARDS RECEIVED

THE PRESIDENT'S AWARD FOR INNOVATION, 2014. Barab, Arici and colleagues were awarded the highest award for innovation given at Arizona State University by Michael Crow, President, for 'significant contributions to ASU and higher education through the creation, development and implementation of the innovative program Quest2Teach'.

SHOWCASE SELECTION AT GAMES + LEARNING + SOCIETY EDUCATIONAL ARCADE– Quest2Teach was selected to be highlighted in the final GLS Showcase, out of all games submitted for competition, 2014.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION FELLOW, March 2013. Accepted as AERA Fellow, acknowledging significant contributions to the AERA community.

1ST PLACE FOR BEST GAME AT THE EUROPEAN CONFERENCE OF GAME BASED LEARNING, 2013. 'Mystery of the Taiga River', a Scientific Inquiry game.

FULBRIGHT SENIOR SCIENTIST AWARD, August 2010. A Fulbright Award to travel to Australia and study aboriginal storytelling, and the work with families to develop game-based versions. Also, to study the integration of my technology designs in schools around Australia.

AECT IMMERSIVE LEARNING AWARD, August 2010. An award given by the American Educational Technology Conference committee to the developer of an innovative technology that is transforming learning and teaching in applied.

BARBARA JACOBS CHAIR OF TECHNOLOGY, September 2007. An endowed chair awarded by the School of Education, Indiana University. This is a five year award with the goal of supporting a prestigious faculty in the area of teaching with technology.

CILT SYNERGY AWARD, April 2000. Award granted from the Center for Innovative Learning Technologies to a researcher who has made a substantial contribution to the community.

ACTIVE LEARNING AWARD, September 1999. Award for revising undergraduate of teacher education course.

TERA AWARD, May 1998. Award given to facilitate teaching excellence in areas involving distance technologies.

HARRIS KAHN DISSERTATION AWARD, April 1998. Award given to the best dissertation in the School of Education at the University of Connecticut.

J. RAYMOND AND AUGUSTA H. GERBERICH FELLOWSHIP, June 1996. Fellowship given to an outstanding researcher at the University of Connecticut.

PRODUCTS CREATED

INTEL SHEWILL, December 2014. Designed with the goal of closing the gap by 50% on digital literacy for 3 million African women in 5 years. It leads the player through a game-infused journey that helps them develop the basics of safety, digital citizenship, communicating and participating online, etc., as they interact with non-game characters that help them take on new possibilities in their communities. Built on a HTML5 platform with multiple modalities, and being piloted with woman and girls in Africa.

INTEL PROJECT-BASED APPROACHES, November 2014. Designed to leverage Intel's existing Elements curriculum and transform their current user experience with a game-infused, community-based, learning trajectory. Teachers embark on a virtual Journey beginning by exploring questions such as "Why PBA?" and working through the "pain-points" via dialogue with mentor characters, curated

- resources, and peer interactions. Built on a HTML5 platform with multiple modalities, and being piloted with teachers in November.
- ON THE WRITE TRACK, January 2014. Quest2Teach: On the Write Track is designed to aid teachers in building *student conferencing skills to inspire student revision*—especially as they relate to conducting Writers Workshop. In this game, players select students with whom to conduct workshops. Each student is working on a different topic area and using a different medium, with the player calling up students to her desk where they analyze the work, ranging from essays to emails to blogs, and make choices with respect to various appropriate feedback. It was built in Unity3D and Ruby on Rails Professional Network, used by over 200 pre-service teachers this year.
- IMPACT GUIDES, August 2013. Developed the notion of impact guides and made available through the Center for Games Impact website. Impact Guides focus on finding the key points in existing game narratives and mechanics, offering prompts for players to draw forth a deep understanding of their actions within the game, within themselves, and within the world around them. These levels of reflection and insight tap into important areas of impact, serving as gateways for parents and players to begin their exploration in a particular theme.
- DIVING INTO DATA, October 2013. Quest2Teach: Diving into Data is designed for pre-service teachers in training to develop the knowledge, skills, and dispositions necessary to accurately diagnose their own classroom and take purposeful action steps to continually improve their own effectiveness. It was built in Unity3D, used by over 150 pre-service teachers this year.
- MYSTERY OF TAIGA RIVER, April 2013. The Mystery of Taiga River takes place in a 3D immersive world where students become environmental scientists who lead a scientific investigation to save a virtual park with ecological problems causing the fish to die out. The game not only teaches students issues of water quality like pH, turbidity, dissolved oxygen, and nutrient run-off, but also presents an innovative way of using a systems thinking approach to decision-making in a complex community. It was upgraded in Unity3D, used by over 600 middle-school students this year.
- PURSUIT OF PROFESSIONALISM, March 2013. Quest2Teach: Pursuit of Professionalism is designed for pre-service teachers to develop an understanding of professional competencies for teachers. In the world of the game, the player is positioned as a student teacher navigating a challenging situation with his or her mentor. In order to navigate this challenge successfully, the player must employ four professional competencies in his or her choices and interactions. It was built in Unity3D and Ruby on Rails professional network, used by over 300 pre-service teachers this year.
- ATLANTIS REMIXED, 2013. Atlantis Remixed (ARX) is an international learning and teaching project that uses a 3D multi-user environments to immerse children, ages 9-16, in educational tasks. Developed almost a decade ago, this project was upgraded to new servers and hosted in Arizona with new teacher materials. It was built using ActiveWorlds and Ruby on Rails, used by over 7,500 middle-school students this year.
- DOCTORS CURE, February 2013. The Doctors Cure is a 3D immersive game that positions players as protagonists in a virtual world where they must use their understanding of persuasive writing and how to gain evidence from complex texts in their role of citizen investigator. The game narrative and 3D world were designed for players to explore a world inspired by Mary Shelley's *Frankenstein*; or, the Modern Prometheus. It was upgraded in Unity3D, used by over 3000 middle-school students this year.

REFERRED PUBLICATIONS

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- Barab, S. & Arici, A. (2014) Game-Enabled Agency: Outcomes that Matter. *ICLS '14: Proceedings of the 11th International Conference of the Learning Sciences, Volume 2*. International Society of the Learning Sciences.
- Arici, A & Barab, S. (2013). Transformational Play: Using 3D Game-based Narratives to Immerse Students in Literacy Learning. In P. Escudeiro, & C. Vaz de Carvalho (Eds.), *The Proceedings of the 7th European Conference on Games Based Learning*. (Vol. 1) pp 35-45.

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CONFERENCE PRESENTATIONS

Arici A. & Barab, S. (2014) The Impact of Immersive Games to Bridge Theory and Practice in Teacher Education. Paper to be presented at the *Annual Conference of the Association for Educational Communications and Technology*, Jacksonville, FL.

Barab, S. & Arici, A. (2014) Game-Enabled Agency: Outcomes that Matter. *ICLS '14: Proceedings of the 11th International Conference of the Learning Sciences, Volume 2*. International Society of the Learning Sciences.

Arici, A. & Barab, S. (2014) Quest2Teach: Digitally bridging educational theory to practice. Madison, WI.

Barab, S., Arici, A., Ingram-Goble, A. & Gershenfeld, A. (2014). Life is a journey: game-infused learning progressions with real-world impact. *Games, Learning, and Society Conference: Madison, WI*.

- Holmes, J., Gee, E., Barab, S., Lawley, E., Arici, A. & Ingram-Goble, A. (2014) From gamified to game-inspired: Using games in higher ed settings. *Games, Learning, and Society Conference: Madison, WI*.
- Arici, A & Barab, S, (2014). Transformational Play; Immersing Disadvantaged Students in Literacy Learning through a 3D Game- Based Curriculum. Paper presented at the *Annual meeting of the American Educational Research Association*, Philadelphia, PA.
- Arici, A & Barab, S, & Borden, R. (2014). Quest2Teach: Using 3D Game-Based Learning in Teacher Education. Paper presented at the *Annual meeting of the American Educational Research Association*, Philadelphia, PA.
- Barab, S. & Arici, A. (2014). Game-Infused Science Curriculum: From Transformational Play to Real-World Impact. Presented at the *Annual meeting of the American Educational Research Association*, Philadelphia, PA.
- Arici, A., Barab, S & Foulger, T. (2014). Teacher Education Network forum: Gaming in teacher preparation. Invited presentation at the *Annual meeting of the International Society for Technology in Education (ISTE)*, Atlanta, GA.
- Arici, A, Barab, S., Cunningham, A., Blair, H., Valle, F., Almager, I., Matteson, S. & Foulger, T (2014). Disruptive Innovation for Bridging Theory to Practice in Teacher Education. Symposium at the *Annual meeting of the International Society for Technology in Education (ISTE)*, Atlanta, GA.
- Arici, A & Barab, S. (2013). Transformational Play: Using 3D Game-based Narratives to Immerse Students in Literacy Learning. *European Conference on Games Based Learning*.
- Arici, A., Barab, S. & Borden, R. (2013) The Impact of Infusing Games, Gamification, and Immersive Experiences in Teacher Preparation Programs. Invited presentation at *Annual meeting of the International Society for Technology in Education (ISTE)*, San Antonio, TX.
- Barab, S. A. (2012). Videogames and transformational play: Learning in the 21st Century. Keynote presented at the annual meeting of *Australian Computers in Education*, Perth, AU.
- Barab, S. A., & Sewell, B. (2012). Atlantis Remixed: Advancing research into sustainable designs. Paper presented at the annual meeting of *Games, Learning and Society*, Madison, WI.
- Barab, S. A. (2012). Games and impact. Invited presentation at *CRESST/UCLA Telemedicine and Advanced Technology Research Workshop*, Los Angeles, CA.
- Barab, S. A. (2012). Atlantis Remixed: Learning in virtual worlds. Keynote presented at the annual meeting of *GlobalEdCon*, Online Presentation.
- Barab, S. A., Pettyjohn, P., Saleh, A., Sewell, B., & Haselton, M. (2011). Uganda's road to peace: Using video games to teach complex values. Paper presented at the annual meeting of the *American Educational Research Association (AERA)*, New Orleans, LA.
- Barab, S. A. (2011). Dramatic agency and transformational play: Facilitating consequential engagement. Keynote presented at the annual meeting of *NCSM*, Indianapolis, IN.
- Barab, S. A. (2012). Videogames and transformational play: Learning in the 21st Century. Distinguish lecture presented at Colorado State University's *ISTEC* series, Denver, CO.
- Saleh, A., Solomou, M., Siyahhan, S., & Barab, S. A. (2011). Managing the classroom: The effects of teacher strategies on forth graders' comprehension of genetics. Paper presented at the annual meeting of the *American Educational Research Association (AERA)*, New Orleans, LA.
- Pettyjohn, P., Barab, S. A., & Saleh, A.. (2011). Scaling transformational disruptive technologies. Paper presented at the annual meeting of the *American Educational Research Association (AERA)*, New Orleans, LA.
- Ingram-Goble, A., & Barab, S. A. (2011). Making game design and programming socially relevant for elementary school children. Paper presented at the annual meeting of *Games, Learning and Society*, Madison, WI.
- Siyahhan, S., & Barab, S. A. (2011). What makes a good game for families? Supporting intergenerational play as a collaborative problem solving activity. Paper presented at the annual meeting of *Games, Learning and Society*, Madison, WI.
- Barab, S. A., Dodge, T., Saleh, A., Pettyjohn, P., Gentry, E., Jameson, E., & Reilly, K. (June, 2010). Playable fictions with metaphorical loft: Using games towards pedagogical ends. Symposium to be presented at *Games, Learning, & Society*, Madison, WI.

- Barab, S. A., Gresalfi, M., Pettyjohn, P., Arici, A., & Ingram-Goble, A. (April, 2010). Transformational play: A design history and its theoretical implications. Symposium to be presented at the American Educational Research Association, Denver, Co.
- Barab, S. A., Gresalfi, M., Pettyjohn, P., Solomou, M., & Volk, C. (April, 2010). Transformational play: Meaningfully positioning person, content, and context. Symposium to be presented at the American Educational Research Association, Denver, Co.
- Barab, S. A., Gresalfi, M., Arici, A., Pettyjohn, Ingram-Goble., A., & Solomou, M. (May, 2010). Transformational Play: Games as 21st Century Curriculum. To be presented at the International Conferences of the Learning Sciences, Chicago, IL.
- Barab, S. A. (October, 2009). Games and science education. Presentation at the National Research Council Meeting. Washington, DC.
- Barab, S. A. (September, 2009). Transformational play: Gameplay as consequential play. Presentation at the Digital Media Hub Conference. Chicago, IL.
- Barab, S. A., Pettyjohn, P., Volk, C., Peppler, K., Ingram-Goble., A., & Solomou, M. (April, 2009). Pedagogical Dramas and Transformational Play. Presentation at the American Educational Research Association, San Diego, CA.
- Barab, S. A., Young, M., Dodge, T., Ingram-Goble, A., Peppler, K., Siyahhan, S., Steinkuehler, C. A., Solomou, M. (April, 2009). Narrativizing Formalisms and Formalizing Narratives: Games as 21st-Century Curriculum. Symposium organized at the American Educational Research Association, San Diego, CA.
- Barab, S. A., Dodge, T., & Gee, J. P. (April, 2009). The Worked Example: Invitational Scholarship in Service of an Emerging Field. Presentation at the American Educational Research Association, San Diego, CA.
- Barab, S. A., (April, 2008). 21St Century Curriculum: Reflexive Play Spaces and the Quest Atlantis Project. Symposium organized at the American Educational Research Association, New York, NY.
- Barab, S. A., (April, 2008). New Media Literacies: The MacArthur Digital Media Initiative. Symposium organized at the American Educational Research Association, New York, NY.
- Barab, S. A., (April, 2007). Embodied cognition: A more meaningful ontological unit. Symposium organized at the American Educational Research Association, Chicago, IL.
- Barab, S. A., Zuiker, S., Warren, J., Hickey, D. T., Arici, A. D., Kwon, E-J., & Herring, S. (April, 2007). Developing a theory of formalism: Situating socioscientific inquiry for schools. Paper presented at the American Educational Research Association, Chicago, IL.
- Scott, B. M., Ingram-Goble, A., Goldstone, R., Zuiker, S., & Warren, S., & Barab, S. A., (April, 2007). Embodiment as a curricular scaffold for transferable understanding. Paper presented at the American Educational Research Association, Chicago, IL.
- Barab, S. A., (April, 2007). Innovations in Technology Research: From Embedded Phenomena to Embedded Sensing. Paper presented at the American Educational Research Association, Chicago, IL.
- Ingram-Goble, A., Kwon, E-J, & Barab, S. A., (April, 2007). Bot Log Files from Quest Atlantis. Paper presented at the American Educational Research Association, Chicago, IL.
- Barab, S. A., Sadler, T., Heiselt, C., Hickey, D., Zuiker, S. (April, 2006). Relating Narrative, Inquiry, and Inscriptions: A Framework for Socio-Scientific Inquiry. Paper presented at the American Educational Research Association, San Francisco, CA.
- Barab, S. A., (April, 2006). Design-Based Research: A Methodological Toolkit for the Learning Sciences. Symposium organized at the American Educational Research Association, San Francisco, CA.
- Barab, S. A., (April, 2006). Developing Methodological Rigor in Design Research in Education. Paper presented at the American Educational Research Association, San Francisco, CA.
- Barab, S. A., (April, 2006). Design-Based Research: A Methodological Toolkit for the Learning Sciences. Paper presented at the American Educational Research Association, Montreal, CA.
- Barab, S. A., Warren, S. J., & de-Valle, R. (April, 2005). Coming to Terms with Communities of Practice: A definition and operational criteria. Paper presented at the American Educational Research Association, Montreal, CA.
- Barab, S. A., (2004, April). Design-Based Research: Grounding a New Methodology. This symposium was presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Barab, S. A., & the Socially-Responsive Design Group. (2004, April). Creating a Socially-Responsive Play Space for Learning: Something for Boys and Girls. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Barab, S. A., Organized and presented at a symposium (2003, April). Empowerment Design Work: Building Participant Structures that Transform. This symposium was presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Barab, S. A., Baek, E., Schatz, S., Scheckler, R., Moore, J., & Sluder, K. (2003, April). Illuminating the Braids of Change in a Web-Supported Community: A Design Experiment by Any Other Name. Presented at the American Educational Research Association, Chicago, IL.

Barab, S. A. (2003, April). Using Design to Advance Learning Theory or Using Learning Theory to Advance Design. Presented at the American Educational Research Association, Chicago, IL.

Scheckler, R., & Barab, S. A. (2003, April). Teachers adopting Inquiry: Three axes of tension. Presented at the American Educational Research Association, Chicago, IL.

Job-Sluder, K., & Barab, S. A. (2003, April). Indicators of Shared Group Identity. Presented at the American Educational Research Association, Chicago, IL.

Organized and presented at a symposium. (2003, April). Designing in the Service of Online Communities. This symposium was presented at the annual meeting of the American Educational Research Association, Montreal, CA.

Barab, S. A., Schatz, S., & Scheckler, R. (2002, April). Using Activity Theory to Conceptualize Online Community and Using Online Community to Conceptualize Activity Theory. Presented at the annual meeting of the Mind Culture and Activity Conference, Copenhagen, Denmark.

Barab, S., Thomas, M., Dodge, T., Goodrich, T., Cardeaux, B., Tuzun, H. (2002). Empowerment design work: Building participant structures that transform. Presented at the *International Conference of the Learning Sciences*, Seattle, WA, 232-236.

Barab, S. A., Scheckler, R. & MaKinster, J. (2001, April). Designing System Dualities: Building Online Community. Presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Barab, S. A., & Schatz, S. (2001, April). Using Activity Theory to Conceptualize Online Community and Using Online Community to Conceptualize Activity Theory. Presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Squire K., MaKinster J., Barnett, M., & Barab S. A. (2001, April). Paper presented as part of the Building Sustainable Science Curriculum: Acknowledging and Accommodating Local Adaptation Symposium at the annual meeting of the American Education Research Association, Seattle, WA.

Barab, S., Kelly, C., Barnett, M., Squire, K., & MaKinster, J. (2001, April). Paper presented as part of the Using Online Modeling Tools to Support Knowing-in-the-Making Symposium at the annual meeting of the National Association for Research in Science Teaching, St. Louis, MO.

Barab, S. A., & Hay, K. (2000, April). Doing Science at the Elbows of Scientists: Issues Related to the Scientist Apprentice Camp. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Barab, S. A., Moore, J. A., Cunningham, D., & the ILF Design Team (2000, April). The Internet Learning Forum: Fostering And Sustaining Knowledge Networking To Support and Research A Community Of Science And Mathematics Teachers. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Barab, S. A., Barnett, M., Yamagata-Lynch, L., Squire, K., Keating, T. (1999, May). Using activity theory to understand the contradictions characterizing a technology-rich introductory astronomy course. Presented at the 1999 Annual Meeting of the American Educational Research Association, Montreal, CA.

Barab, S. A., Hay, K. E., & Barnett, M. G., (1999, April). A Vision for Learning Astronomy. Presented at the annual meeting of the American Educational Research Association, Montreal, CA.

Barab, S. A., Squire, K., & Dueber, B. (1999, May). Supporting Authenticity through Participatory Learning. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Keating, T., Barnett, M., & Barab, S. A. (1999). Student Learning Through Building Virtual Models. Presented at the Annual Meeting of the American Educational Research Association, Montreal, CA.

Barab, S. A. (1999, May). Chair of session on Researching Cognition in Situ: Toward a Consensus on Assumptions and Methods. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Barab, S. A., Hay, K. E., Barnett, M. G., & Squire, K. (1998, May). Constructing Knowledge and Virtual Worlds: Knowledge Diffusion in Future Camp 97. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Barab, S. A., Cherkes-Julkowski, M., Swenson, R., Garrett, S., & Shaw, R. E. (1998, May). Principles of self-organization: Ecologizing the learner-facilitator system. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Barab, S. A., & Young, M. F. (1998, May). Examining the Products and Process of Learning from Linear, Navigational, and Generative Computerized Texts: Differences Between Problem Solving and Reading Comprehension Goals. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Hay, K. E. & Barab, S. A. (1998, May). Building Worlds: Tools of Virtual Practice. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Hay, K. E. & Barab, S. A. (1998, May). Electronic Performance Support System: Supporting Science Apprenticeships. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Young, M. F., Barab, S. A., & Kulikowich, J. M. (1997, July). The unit of analysis for situated assessment. Presented at the annual meeting of the International Society for Ecological Psychology, Toronto, Canada.

Barab, S. A., Bowdish, B. E., & Lawless, K. (1997, May). Capturing and interpreting hypermedia navigation. Presented at the annual meeting of the American Educational Research Association, Chicago, Ill.

Young, M. F., Barab, S. A., & Fajen, B. R. (1996, May). Dynamics of intentions in dribble files. Presented at the annual meeting of the American Educational Research Association, NY, NY.

Barab, S. A., Young, M. F., Garret, S., & Fajen, B. R. (1995, October). Dribble files: Providing educators with a means of seamless, non-intrusive assessment. Paper presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY.

Barab, S. A., Bowdish, B. E., Lawless, K., & Young, M. F. (1995, June). Intentional dynamics: The role of intentions in constraining a kiosk search. Paper presented at the annual meeting of the American Psychological Association, NY, NY.

Barab, S. A. (1995, June). Using technology to individualize instruction. Paper presented at the Connecticut Special Education Conference, Cromwell, CT.

Willet, W., & Barab, S. A. (1995, April). City planning and urban development for Kids: A computer augmented hands-on simulation. Paper presented at the annual meeting of the New England Educational Research Organization, Newport, NH.

UNIVERSITY TEACHING

COURSES TAUGHT:

- *Games and Impact: The Full Life Cycle*
- *Games & learning: Unlocking the Power*
- *Introduction to Learning Sciences*
- *Learning and Cognition*
- *Theory and Method in the Learning Sciences*
- *Building Online Communities*
- *Methods for Capturing Cognition in Situ*
- *Development of Situated Learning Environments*
- *Computer Endorsement Cohort*
- *Evaluation and Change in the Instructional Development Process*
- *Computer-Based Teaching Methods*
- *Educational Uses of Technology*
- *Methods and Techniques of Educational Research.*

- *Computer Methods in Educational Research.*
- *Instrument Development.*
- *Educational Psychology.*
- *Methods of Inquiry for Educational Professionals.*
- *Technology in Education.*

DOCTORAL COMMITTEES COMPLETED

Adam Ingram-Goble	Dissertation Chair – Doctoral Thesis Active
Sinem Siyahhan	Committee Member – Doctoral Thesis Completed
Tyler Dodge	Dissertation Chair – Doctoral Thesis Completed
Steven Zuiker	Committee Member – Doctoral Thesis Completed
Kirk Sluder	Dissertation Chair – Doctoral Thesis Completed
Jamie Kirkley	Committee Member – Doctoral Thesis Completed
Scott Warren	Dissertation Chair – Doctoral Thesis Completed
Kurt Squire	Dissertation Chair – Doctoral Thesis Completed
Michael Thomas	Dissertation Chair – Doctoral Thesis Completed
Hakan Tuzun	Dissertation Chair – Doctoral Thesis Completed
Jim MaKinster	Dissertation Director– Doctoral Thesis Completed
Eun-Ok Baek	Committee Member – Doctoral Thesis Completed
Mike Barnett	Dissertation Chair – Doctoral Thesis Completed
Julie Moore	Committee Member – Doctoral Thesis Completed
Lisa Yamagata-Lynch	Committee Member – Doctoral Thesis Completed
Kathy Schuh	Committee Member – Doctoral Thesis Completed