

Curriculum Vitae

Christopher Hoadley

New York University

370 Jay Street 5th Floor
Brooklyn NY 11201 USA
+1 (646) 997-7032
+1 (212) 998-5520 (department)

Associate Professor

Programs in Digital Media Design for Learning, Program in Educational Communications & Technology, and Program in Games for Learning
Department of Administration, Leadership, and Technology
NYU Steinhardt School of Culture, Education and Human Development

Affiliate Faculty

Program in Integrated Digital Media
Department of Technology, Culture & Society
NYU Tandon School of Engineering

Department of Teaching and Learning
NYU Steinhardt School of Culture, Education, & Human Development

Education

- **University of California at Berkeley, Berkeley, CA**
Ph.D. (1999), Interdepartmental Graduate Group in Science and Math Education (SESAME).
Thesis committee: Marcia C. Linn (chair), Andrea diSessa, Peter Lyman.
- **Santa Fe Institute, Santa Fe, NM**
Summer School in Complex Systems (1996). Neural networks, chaos, fractals, and non-linear dynamics in biological and physical systems. Researched dynamics of multiagent social learning systems.
- **University of California at Berkeley, Berkeley, CA**
M.S. in Computer Science (1998). Option areas: Artificial intelligence, and MIG (multimedia, interfaces, and graphics). Thesis advisor: Michael Clancy.

- **Massachusetts Institute of Technology**, Cambridge, MA

S.B. in Cognitive Science with Thesis Option (1991). Major concentration in Computer Science; humanities concentration in Music. Thesis advisor: Susan Carey.

Positions

- **New York University**, New York, NY

Associate Professor with tenure, 2008-present, Program Director, 2011-2013. Directed four graduate programs. Launched a new master's degree program in Games for Learning. Member of governing presidium of new interdisciplinary center MAGNET (Media and Games Network) comprising programs in gaming and media design from four NYU Schools. Led revision of marketing and recruitment, leading to a tripling in applications and a doubling in admissions for master's programs. Oversaw significant curriculum revisions including addition of fieldwork-based cross-college applied design course; technology special topics course; development of a new two semester MA/MS thesis model; and changes to doctoral curriculum to accommodate smaller, fully funded cohorts. <http://is.gd/nyumagnet/>

- **National Science Foundation**, Arlington, VA.

Program officer, 2013-2016. Directorate for Education & Human Resources, Division of Research on Learning in Formal & Informal Settings (2013-2014); and Directorate for Computer & Information Sciences & Engineering, Division of Information and Intelligent Systems (2015-2016). Selected as a rotator for NSF on Intergovernmental Personnel Act (IPA) assignment (seconded temporarily from NYU). Program lead for Cyberlearning and Future Learning Technologies Program (\$17m p.a.); portfolio also included Advancing Informal STEM Learning, Education Core Research, STEM+Computing Partnerships, and Discovery Research K-12.

- **U.S. Department of State, Fulbright Program**, India and Nepal

Fulbright Scholar, South Asia Regional Research Program to India and Nepal, 2008-2009. Affiliated with Environmental Camps for Conservation Awareness, Nepal, and the Uttarakhand Environmental Education Centre, Almora, India, studying sustainability education in rural Himalayan villages and appropriate technologies for industrializing countries.

- **Penn State University**, University Park, PA

Assistant Professor, Instructional Systems Program, College of Education, and College of Information Sciences and Technology (Joint Appointment) 2002-2006; Associate Professor with tenure, 2006-2008.

- **Center for Technology in Learning, SRI International**, Menlo Park, CA

Research Cognitive and Computer Scientist, 1998-2002. Contributed to over 30 research projects.

- **Mills College**, Oakland, CA

Visiting assistant professor, Computer Science Department, 2000-2002.

- **Stanford University**, Palo Alto, CA

Consulting assistant professor, 1998-2002, Learning, Design, and Technology Program, Stanford University School of Education.

- **University of California**, Berkeley, CA

Graduate Student Researcher, CS Department, Mechanical Engineering Dept., Department of Education in Math Science & Technology, 1992-1998.

Teaching Assistant, Computer Science Dept., Cognitive Science Program, 1991-1992.

- **SYNTHESIS**, A National Engineering Education Coalition

Project Leader. 1994-1995.

- **Artificial Intelligence Center, SRI International**, Menlo Park, CA

Research Associate, 1994-1995.

- **MIT Media Lab**, Cambridge, MA

Undergraduate Researcher, 1989, under Seymour Papert.

Honors

- Public choice award, STEM for All Video Showcase 2019, <https://videohall.com/p/1547>
- Inaugural Fellow, International Society of the Learning Sciences, 2017.
- STAR Award (Graduate Student Organization, NYU Steinhardt). 2013. For “outstanding mentorship and research that will change the world.” Nominated and selected by graduate students.
- Fine Outreach for Science Fellowship, Fine Foundation, Pittsburgh, PA, 2009.
- Fulbright Fellowship (South Asia Regional Research Fellowship), 2008-2009.

Courses Taught

At New York University

- EDCT-GE 2015 User experience design, introductory human-computer interaction course (masters’ level).
- EDCT-GE 2175 Foundations of the Learning Sciences, doctoral/master’s core course.
- EDCT-GE 2095 Educational communication and technology research, capstone MA thesis supervision.
- EDCT-GE 3311 Content Seminar: Research in Instructional Technology, doctoral core social science research methods overview.
- EDCT-GE 2174 Introduction to Cognitive Science, doctoral/master’s core course.

- EDCT-GE 2158 Educational Design for Media Environments, introductory instructional design methods course.
- EDCT-GE 2500 Videogames and Play in Education, introductory seminar on game studies, playful learning, and game design.
- Faculty Resource Network: Collaborative technologies in the classroom (non-credit course for faculty professional development from the 50+ college Faculty Resource Network, designed course)
- EDCT-GE 2177 Advanced applications of WWW in Education.
- EDCT-GE 2251 Applications of WWW in Education.
- EDCT-GE 2031 New approaches to digital learning: educational technology in global contexts (Proposed and designed course).

At Penn State University

- PSU 017, Freshman seminar in Information Sciences.
- INSYS 597A, Design-Based Research Methods, graduate methods seminar. (Proposed and designed course)
- IST 501, Integration of Theory and Methods in Information Sciences and Technology, graduate proseminar which prepares IST grad students for candidacy exam.
- INSYS 545, Research in Instructional Computing, required methods course on experimental design for INSYS doctoral students.
- INSYS 549, Design Methods for Emerging Technologies in Learning.
- TELS Design, experimental multi-site graduate seminar on design methods for emerging technologies in learning. Co-taught with Yael Kali (Technion, Israel) to students at Penn State, UC Berkeley, Arizona State, University of Toronto, Technion, North Carolina Central University, and Mills College. (Co-designed course)
- Training and Resources for Assembling Interactive Learning Systems (TRAILS), experimental coordinated grad/undergrad course in IST and Education. Selected for one of two TRAILS course awards by national competition. (Designed course)
- IST 110, Introduction to Information Sciences (freshman-level survey course on MIS and Information Science).
- IST 331, Organization and Design of Information Systems User and Systems Principles, junior-level undergraduate course on human-computer interaction and interfaces.
- INSYS 594, Research Apprenticeship. (Proposed and designed course model which became a core doctoral requirement)
- TELS Assessment, collaborative multi-institutional course on learning assessments for science education and technology. (Co-led course)

At Stanford University

- EDUC 229B Learning, Design, and Technology Seminar, core course for MA students on instructional and interface design (Designed course)

At Mills College

- CS062 Contemporary Computing, intro to CS for nonmajors incorporating core CS concepts such as networking, data representation, basic programming, artificial intelligence, and cryptography (Designed course).
- CS280 Special Topics: Human-computer Interaction, graduate course for computer science majors on HCI design and research (Proposed and designed course).

Other Teaching

- DML Commons 2015. Guest speaker in open course on Design Research on the topic of Design-Based Research Methods. <http://dmlcommons.net/design-research/>
- Rutgers University, School of Communication and Information, New Brunswick 2011. Guest speaker in Informatics/Information Technology course on Gender and Technology.
- National Pingtung University of Education, Taiwan 2011. Guest speaker in a course on science education on the role of educational technology in science teaching.
- Hong Kong University 2010. Taught a one day workshop Design-Based Research; attendees included faculty, graduate students, instructional designers, teachers, and government policymakers.
- CLTNet (National Science Foundation Network of Centers for Learning & Teaching) 2006. Co-taught a six week online short course with Michael Ranney for doctoral students on the postdoctoral job search process. Weekly synchronous sessions of 3-4 hours plus asynchronous sessions.
- National Institute of Education, Singapore 2005. Taught a graduate-level short course on Design-Based Research; attendees included faculty, graduate students, instructional designers, teachers, and government policymakers.
- Pennsylvania Governor's School for Information Technology 2005. Worked with two graduate students to design and deliver a month-long community service course on information technology design via massively-multiplayer online roleplaying games (MMPORGs) for gifted high-school students. Students developed IT-based community service projects in support of diversity.
- Women in Science and Engineering (WISE) institute, Penn State 2005. Designed and cotaught with two graduate students a week-long course on IT and gaming for high-school girls.
- Maharashtra Education Society, Pune, India 2004. Taught workshops on using technology in K-12 science and mathematics teaching through Shikshan Prabodhini teacher development institute of the Maharashtra Education Society, one of the largest school systems in India.

- School of Education, U.C. Berkeley, Fall 1993. Course steering committee for Seminar on Interactive Multimedia. Co-taught, helped organize course readings, demonstrations, and activities for graduate seminar EMST223B-6.
- Cognitive Science Program, U.C. Berkeley, Fall 1992. Teaching assistant for Introduction to Cognitive Science.
- Computer Science Department, U.C. Berkeley, Graduate Student Instructor. Fall 1991-Spring 1992. Teaching assistant for Structure and Interpretation of Computer Programs. Helped revise course materials for collaborative learning approach.
- Exploration Summer Program, Wellesley College, Instructor/Residential Advisor. Summer 1990, 1991. Taught courses Science Experimentation, Kitchen Chemistry, Senses and Perception, and Sound and Acoustics to 11-14-year-olds. Directly responsible for 20 middle school students as a residential advisor.
- Experimental Study Group, M.I.T., Tutor. 1988-1991 (part-time). Taught M.I.T. undergraduates single and multivariate calculus, mechanics, electromagnetism, computer science, and philosophy of science. Developed a graphics-based preparatory course in computer science.

Prior Ph.D. Advisees

- Claire Kearney-Volpe (co-adviser; Amy Hurst, Occupational Therapy, adviser). Senior UX researcher and head of accessibility research, Verizon.
Accessible Web Development (2021), Ph.D. dissertation in Rehabilitation Sciences, NYU.
- AJ Kelton, Director of the Center for the Digital Humanities, Montclair State University
Formation and Composition of Students Groups as a Teaching Methodology (2018), Ph.D. dissertation in Educational Communication & Technology, NYU.
- Dixie Ching, User Experience Researcher, Google
“Now I Can Actually Do What I Want”: Understanding How Adolescents Leverage Their Social Learning Ecologies To Pursue Interest-Driven Learning And Practice-Linked Identities Connected To Digital Media Making (2016), Ph.D. dissertation in Educational Communication & Technology, NYU.
- Ralph Vacca, Assistant Prof. of Communication and Media Studies, Fordham University
Cultivating Situated Mindfulness In Everyday Life: A Design-Based Study Of A Mobile Approach (2016), Ph.D. dissertation in Educational Communication & Technology, NYU. (Paper based on dissertation won Best Paper award at ACM Interaction Design for Children 2017 conference.)
- Owen Gottlieb, Associate Professor of Interactive Games & Media, Rochester Institute of Technology (co-adviser; Bob Chazan, Jewish Studies, adviser)
Mobile, Location-Based Game Design For Teaching Jewish History: A Design-Based Research Study (2015), Ph.D. dissertation in Education and Jewish Studies. (Game developed for his dissertation nominated as Most Innovative Game of 2013 by the Games for Change Conference.)

- Gabriela Richard, Assistant Professor of Learning, Design & Technology, Penn State
Understanding gender, context, and game culture for the development of equitable digital games and learning environments (2013), Ph.D. dissertation in Educational Communication & Technology, NYU. (Paper based on dissertation won best student paper award for SIG:Learning Sciences and SIG:Advanced Technologies for Learning at the American Educational Research Association 2014 meeting)
- Joshua Kirby, Assistant Professor of Education, Penn State
To Make Their Journey Better: Research-Focused Aspirations for Preparing Adult Volunteers for Facilitating Positive Youth Development (2010), Ph.D. dissertation in Instructional Systems, Penn State.
- Kuo-Chuan (Martin) Yeh, Assistant Professor of Information Sciences and Technology, Penn State
Toward understanding the cognitive processes of software design in novice programmers (2009), Ph.D. dissertation in Instructional Systems, Penn State.
- Joey Lee, Lecturer and Director of the Games Research Lab; Communication, Media, & Learning Technologies Design, Teachers College Columbia University
Understanding How Identity Supportive Games Can Impact Ethnic Minority Possible Selves and Learning: A Design-Based Research Study (2009), Ph.D. dissertation in Information Sciences & Technology, Penn State.
- Sameer Honwad, Assistant Professor of Education, SUNY Buffalo
Use of Indigenous Knowledge in Environmental Decision Making by Communities in the Kumoan Himalayas (2009), Ph.D. dissertation in Instructional Systems, Penn State.
- Charles D. (Charlie) Cox, Assistant Teaching Professor of Engineering Design, Penn State University
Legitimization Of Subject Matter In An Undergraduate Architectural Design Program: A Cultural And Systems Theory Analysis (2009), Ph.D. dissertation in Instructional Systems, Penn State.
- Joel Galbraith, Director of Online Instruction, Brigham Young University Idaho
The Effects of Socially Relevant Representations on Learning, Social Presence and Interaction for Students in Online, Self-Directed Learning Settings (2007), Ph.D. dissertation in Instructional Systems, Penn State.
- Fengfeng Ke, Professor, Educational Psychology, Florida State University
Computer-based game playing within alternative classroom goal structures on fifth-graders' math learning outcomes: Cognitive, metacognitive, and affective evaluation and interpretation (2006), Ph.D. dissertation in Instructional Systems, Penn State.
- Lt. Col. Peter Kilner (ret.), Academy Professor and Deputy Director of the Center for the Advancement of Leader Development and Organizational Learning, USMA (West Point)

The Effects Of Socially Relevant Representations In Content On Members' Identities Of Participation And Willingness To Contribute In Distributed Communities Of Practice (2006), Ph.D. dissertation in Instructional Systems, Penn State.

Grants

- 2021-2023. The Computing With Multiliteracies Partnership. PI, George Lucas Educational Foundation. (\$200k)
- 2021-2023. CT-CS: Integrating Computational Thinking into English, Language Arts, and Math. Co-PI, National Science Foundation. (\$900k)
- 2018-2022. Participating in Literacies and Computer Science. PI, National Science Foundation. (\$1.25m)
- 2017-2020. Leveraging Multilingualism to Support Computer Science Education through Translanguaging Pedagogies. PI, National Science Foundation. (\$300k)
- 2016-2018. Hive Research Laboratory Research Practice Partnership. Co-PI, Spencer Foundation. (\$370k)
- 2015-2016. Mi Miente: An app for mindfulness and emotional resilience for young Latinas. Competition prize for my advisee; faculty PI, Voto Latino Foundation via HASTAC/UC Irvine, (\$45k)
- 2013-2016. The Hive Research Laboratory. Co-PI, NY Community Trust (with support from Mozilla Foundation and MacArthur Foundation). (\$150k)
- 2011-2012. Training the next generation of learning scientists: CSCL Workshop Support. PI, National Science Foundation. (\$20k)
- 2010-2013. From Learning to Research: Developing Future Earth System Scientists and Professionals. Co-PI, National Science Foundation. (\$1.2m)
- 2010-2012. Doctoral Dissertation Research: Impact of the Social Context of Video Games on the Self Efficacy, Motivation and Learning Outcomes of Female Players, and Its Implications. Training grant for my advisee; Faculty PI, National Science Foundation. (\$10k)
- 2009-2012. Information Futures. Faculty PI on grant originally obtained by Dean Carol Mandel and NYU libraries from a private donor.
- 2008-2011. Anticipatory Learning for Climate Change Adaptation and Resilience in Sub-saharan Africa. Co-PI, National Science Foundation. (\$750k)
- 2004-2007. Building a Learning Community for Himalayan Sustainability. PI, Penn State Children, Youth and Families Consortium, additional funding provided by Penn State's Colleges of IST, Education, and Arts & Architecture; and by the Global Fund. (\$20k)
- 2006-2008. Analyzing the Flow of Network-Embedded Expertise in Schools: A Longitudinal Study of Individual and Organizational Change. Co-PI, National Science Foundation. (\$550k)
- 2004-2005. Training and Resources for Assembling Interactive Learning Systems (TRAILS). Awarded subcontract through open national competition, National Science Foundation. (\$3.2m)

2003-2008. Technology-enhanced learning in science (TELS): the educational accelerator. Subaward PI, National Science Foundation. (\$10.8m)

2003-2006. Exploration Of A Social Capital Framework For Studies Of Technology Integration. Local (subcontract) PI, National Science Foundation. (\$1.3m)

1998-2002. CILT Knowledge Network. Project Director (Other Senior Personnel), National Science Foundation and Intel via Center for Innovative Learning Technologies. (\$5.8m)

2000-2002. Collaborative Learning in Audio Engineering. co-PI, National Science Foundation. (\$415k)

2000-2001. The Learning, Design, and Technology Underground: A Collaborative Institute for Early-Career Scholars on Design-Based Research Methods. PI, Spencer Foundation. (\$400k)

Editorial Positions

Strand co-editor on Learning Sciences in the Majority World, *Journal of the Learning Sciences*, 2021-present

Series Editor, Computer Supported Collaborative Learning Book Series, Springer 2009-present, (co-editor with Naomi Miyake until her death in 2015).

Editorial board, *Journal of Information and Learning Science* (2018-present), *Journal of Science Education and Technology* (2004-present), *International Journal of Computer Supported Collaborative Learning* (2005-present), *Journal of the Learning Sciences* (2000-2004), *Journal of Information and Learning Sciences* (2018-present).

Publication chair and editor, *Computer Supported Collaborative Learning (CSCL) 1999* Conference, Palo Alto, CA.

Reviewer for *American Educational Research Journal*, *The Asia-Pacific Education Researcher*, *Canadian Journal of Learning and Technology*, *Cognition and Instruction*, *Educational Technology Research and Development*, *Interactive Learning Environments*, *Interacting with Computers*, *International Journal of Mobile Human-Computer Interaction*, *Journal of Educational Computing Research*, *Journal of Computer Mediated Communication*, *Learning and Instruction*, *Science Education*, *Transactions on Computer-Human Interaction*.

Program committee: EuroCSCL 2001 Conference, Maastricht, Netherlands; Computer-Supported Collaborative Learning (CSCL) 2002 Conference, Boulder, 2005, Taipei, 2012, Madison; International Conference of the Learning Sciences (ICLS) 2004, Santa Monica; International Conference on Advanced Learning Technologies (ICALT) 2004, Jonesuu, Finland; International Conference on Computers in Education (ICCE) 2005, Singapore, 2006, Beijing China, 2007, Hiroshima, Japan, 2008, Taipei, Taiwan, 2009, Hong Kong, 2011, Chang Mai, Thailand; International Association of Science and Technology for Development Computers and Advanced Technology in Education (IASTED CATE) 2008, Greece; 2009, US Virgin Islands; International Conference on Computer Supported Education (CSEDU) 2013, Aachen, Germany, Learning at Scale 2014, Atlanta, CSCL 2019, Cyberlearning 2019.

Doctoral consortium co-chair, ICLS 2002 Conference, Seattle; Workshops co-chair, ICLS 2006 Conference, Bloomington, Indiana. Doctoral consortium co-chair, CSCL 2007, Rutgers, New Jersey.

Program chair, AERA 2008 Division C Section 5 (Learning Environments), Interactive events co-chair, CSCL 2009, Rhodes, Greece. Associate Chair for CHI 2010, Atlanta. Doctoral consortium co-chair, CSCL 2011, Hong Kong.

Reviewer for AERA, Cognitive Science, Empirical Studies of Programmers, HICSS, ICIS, ACM CSCW (in addition to program committee reviewing).

Service

Service to Professional Societies

- Computer Science Teachers Association
 - Contributor to CSTA Equity Guidelines 2020-2021
- American Educational Research Association
 - Chair, AERA SIG Education in Science and Technology (now SIG Learning Sciences), 1998-1999
 - Secretary/Treasurer for AERA Special Interest Groups Education in Science and Technology and Advanced Technologies for Learning, 1997-1998.
 - Member, Division C Nominations Committee, 2003-2004.
- International Society for the Learning Sciences
 - Co-founder, 1998-2002.
 - President, 2002-2003, past-president 2003-2004.
 - Member, Board of Directors (elected twice) 2002-2003, 2003-2006, 2006-2011
 - Member, CSCL Community Committee (elected twice), 2004-2007, 2007-2010
 - Publications co-chair, 2006-2008, member of Publications Committee 2004-2012, 2018-present.
 - Nominations co-chair, 2006-2007, Chair 2012-2013.
- Consortium for the Science of Sociotechnical Systems (CSST)
 - Mentor, Consortium for the Science of Sociotechnical Systems (CSST) Summer Research Institute, 2011, Summit participant, 2017.

Service to the Field

Consultant, Maharashtra Education Society, supporting COVID-19 response in Maharashtra state (volunteer role)

Invited participant, workshop on assessment of computational thinking, ICER 2019, Toronto Canada.

Thought partner, National Center for Research Practice Partnerships workshop on graduate education for RPPs, July 2019, Blaine WA.

Educational Advisory Board Member, CSNYC Foundation, 2016-2017.

Invited Participant, US White House Office of Science and Technology Policy summit on the future of Research and Development in Learning Technologies, October 6, 2016.

Invited Participant, US White House summit on the future of Educational Assessment (facilitated by the US Department of Education), December 7, 2016

Consultant to Breakthrough Collaborative, Haas Jr. Foundation, 2013.

Member of Standing Committee on Assessment Design for the National Assessment of Educational Progress (NAEP) first ever Technology and Engineering Literacy Assessment, administered through ETS, 2010-2013.

Affiliated Scholar, National Academy of Engineering, Center for the Advancement of Scholarship in Engineering Education, 2006-2013.

Participant, UNESCO High Level Expert Meeting on Rethinking Education in a Changing World, Bangkok, 2012.

Member of external review committee, NASA GLOBE program office, 2007-2008, 2016.

In addition to the above, served as a program officer for the US National Science Foundation 2013-2016. Supported development of new program solicitations, contributed to policy development on White House Computer Science for All initiative, strategies for integrating Cyberlearning and Smart and Connected Communities, and mentored two postdoctoral AAAS Policy Fellows and two Albert Einstein Teacher Policy Fellows.

External dissertation committee member, Sara Vogel, Urban Education, CUNY Graduate Center, 2017-present.

External dissertation examiner, Sdenka Zobeida Salas Pilco, Information and Communication Technologies in Education, Hong Kong University, 2016.

External dissertation committee member, Stacy Branham, Virginia Tech, 2011-2014.

External dissertation examiner (“First opponent”), Rolf Steier, Educational Sciences, University of Oslo, 2013-2014.

Dissertation co-adviser, Sharon Favaro Ince, Educational Sciences, Open University of the Netherlands, 2013-present.

Panelist/reviewer for Canadian Social Science and Humanities Research Council, US National Science Foundation, US Department of Education, Russell Sage Foundation, Spencer Foundation, National Research Foundation of Singapore, Belgian National Research Foundation (Fonds Wetenschappelijk Onderzoek), Israeli Science Foundation.

University or Local Service

Chair, ad-hoc departmental third year pretenure review committee for one faculty member, 2021-2022.

Member, ad-hoc departmental third year pretenure review committee for one faculty member, 2021-2022.

Chair, ad-hoc departmental third year pretenure review committee for one faculty member 2019-2020.

Chair, ad-hoc departmental third year pretenure review committee for one faculty member, 2018-2019.

NYU Tandon School of Engineering IDM Online Committee (overseeing online offerings within the IDM Major), 2017-2019.

Search committee member, Integrated Digital Media, NYU Tandon School of Engineering, search for academic head of online programs (clinical faculty), 2017-2018.

Personnel (P&T) Committee, Department of Administration, Leadership, and Technology, 2017-2020.

Participant, Thought-leader Conference on Digital Education Research, New York University, 2013. (Participants from NYU, Gates Foundation, Sloan Consortium, ITHAKA, etc.)

Advisory Board, Bronx Academy for Software Engineering (High school, NYC Department of Education), 2013.

MAGNET (Media and Games Network) Presidium member, 2013.

MAGNET Facility Design/Planning committee, 2012-2013. (see <http://is.gd/nyumagnet> for details.)

NYU Bobst Libraries Advisory Board member, 2013.

Chair, Committee On Computer Science Education at NYU Steinhardt, 2013.

Program Director, NYU Educational Communication and Technology Programs, 2011-2013. Revised curriculum and launched new major. More than doubled student matriculations.

Member of NYU Provost's Committee on Technology Classrooms and Learning Space, 2011-2013.

Search committee member, Media Culture and Communication Department clinical faculty search in computational literacy, 2013-2014.

Search committee member, Media Culture and Communication Department tenure-track search, 2012-2013.

Personnel (P&T) Committee, Department of Administration, Leadership, and Technology, 2010-2012 (elected position).

Faculty adviser to Penn State University student organization Association for South Asian Research, 2006-2008.

Member of faculty search committee, Penn State Instructional Systems program, 2007-2008.

Penn State College of Education, Diversity and Community Enhancement Committee, 2004-2007.

Penn State College of Information Sciences and Technology, Graduate Recruiting Committee, 2006 (elected position).

Publications¹

ORCID iD: 0000-0003-4161-1820

Recent publications can be downloaded from <https://steinhardt.nyu.edu/people/christopher-hoadley>

1. **Hoadley, C.** and *Campos, F.* (in press). Design-based research: What it is and why it matters to studying learning online. *Educational Psychologist* Special Issue on Online Learning.
2. Stahl, G. (Ed.) (in press). *Theoretical Investigations: Philosophical Foundations of Group Cognition*. Computer-Supported Collaborative Learning series, Vol. 19. **Hoadley, C.**, Van Aalst, J. & Janke, I. (Series Eds.) New York: Springer.
3. **Hoadley, C.** (in press). Preface. In Stahl, G. (Ed.), *Theoretical Investigations: Philosophical Foundations of Group Cognition*. New York: Springer.
4. *Radke, S.*, *Vogel, S.*, Ma, J. Y., **Hoadley, C.**, & Ascenzi-Moreno, L. (in press). Emergent Bilingual Middle Schoolers' Syncretic Reasoning in Statistical Modeling. *Teachers College Record*, Special Issue on Teaching and Learning Mathematics and Computing in Multilingual Contexts.
5. Matuk, C., Desportes, K., & **Hoadley, C.** (2021). Context and CSCL. In U. Cress, C. Rosé, A. F. Wise, and J. Oshima (Eds.) *International Handbook of Computer Supported Collaborative Learning*, pp. 85-101. New York: Springer. https://www.doi.org/10.1007/978-3-030-65291-3_5
6. Kali, Y. & **Hoadley, C.** (2021). Design-based research and CSCL. In U. Cress, C. Rosé, A. F. Wise, and J. Oshima (Eds.) *International Handbook of Computer Supported Collaborative Learning*. pp. 479-496. New York: Springer. https://www.doi.org/10.1007/978-3-030-65291-3_26
7. Cress, U., Wise, A., Oshima, J., Rosé, C. (2021). *International Handbook of Computer Supported Collaborative Learning*. Computer-Supported Collaborative Learning series, Vol. 18. **Hoadley, C.**, Van Aalst, J. & Janke, I. (Series Eds.) New York: Springer. <https://www.doi.org/10.1007/978-3-030-65291-3>
8. **Hoadley, C.**, & Uttamchandani, S. (2021). *Current and Future Issues in Learning, Technology, and Education Research*. [Commissioned, peer-reviewed white paper.] Spencer Foundation.
9. *Favaro Ince, S.*, & **Hoadley, C.** (2021, 28 April). Working with your librarian: Advice and resources for doctoral students. *Feeding the Elephant: A Forum for Scholarly Communications*. <https://networks.h-net.org/node/1883/discussions/7635786/working-your-librarian-advice-and-resources-doctoral-students>
10. Uttamchandani, S., Shrodes, A., Lizarraga, J., Cortez, A., Paré, D., Shanahan, M.-C., Sengupta, P., Bang, M., & Hoadley, C. (2020). Attending to Gender and Sexuality in Learning: Lessons From Scholarship By, For, and With LGBTQ+ People. *International Conference of the Learning Sciences*, Nashville TN (Virtual due to pandemic), 358-365. <https://repository.isls.org/handle/1/6659>
11. *Vogel, S.* (Writer), **Hoadley, C.** (Writer), Ascenzi-Moreno, L. (Writer), Ma, J. (Writer), Ynoa, M. (Performer), *Fu, M.* (Animator), *Fuller, D.* (Animator), *Posner, E.* (Animator),

¹*Italicized* co-authors were students or postdocs I mentored.

- Grant, G. (Editor). (2020). What CS Ed Can Offer Bi/Multilinguals (Episode 4) [Professional Development Online Video Series Episode]. In *Exploring Equity in Computer Science: A Translanguaging Approach to Computing Education*. PiLa-CS; New York University. <http://hdl.handle.net/2451/61987>
12. Vogel, S. (Writer), **Hoadley, C.** (Writer), Ascenzi-Moreno, L. (Writer & Performer), Ma, J. (Writer), Fu, M. (Animator), Fuller, D. (Animator), Posner, E. (Animator), Grant, G. (Editor). (2020). Translanguaging 101 (Episode 2) [Professional Development Online Video Series Episode]. In *Exploring Equity in Computer Science: A Translanguaging Approach to Computing Education*. PiLa-CS; New York University. <http://hdl.handle.net/2451/61985>
 13. Vogel, S. (Writer), **Hoadley, C.** (Writer & Performer), Ascenzi-Moreno, L. (Writer), Ma, J. (Writer), Fu, M. (Animator), Fuller, D. (Animator), Posner, E. (Animator), Grant, G. (Editor). (2020). Translanguaging Pedagogy in CS Education (Episode 3) [Professional Development Online Video Series Episode]. In *Exploring Equity in Computer Science: A Translanguaging Approach to Computing Education*. PiLa-CS; New York University. <http://hdl.handle.net/2451/61986>
 14. Vogel, S. (Writer & Performer), **Hoadley, C.** (Writer), Ascenzi-Moreno, L. (Writer), Ma, J. (Writer), Fu, M. (Animator), Fuller, D. (Animator), Posner, E. (Animator), Grant, G. (Editor). (2020). Teaching Multilingual Learners in Computer Science: Redefining the Problem (Episode 1) [Professional Development Online Video Series Episode]. In *Exploring Equity in Computer Science: A Translanguaging Approach to Computing Education*. PiLa-CS; New York University. <http://hdl.handle.net/2451/61984>
 15. Vogel, S. E., **Hoadley, C.**, Castillo, A. R., Ascenzi-Moreno, L. (2020). Languages, literacies, and literate programming: Can we use the latest theories on how bilingual people learn to help us teach computational literacies? *Computer Science Education*, 30(4), 420-443. <http://doi.org/10.1080/08993408.2020.1751525>
 16. Santo, R., Ching, D., Peppler, K., & **Hoadley, C.** (2020). ‘When is safe enough?’ Considering Diversity and Equity When Brokering Pre-Professional Learning Opportunities to Minoritized Youth. In M. Gresalfi & I. S. Horn (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020* (Vol. 1, pp. 43-50). International Society of the Learning Sciences. <https://repository.isls.org/handle/1/6668>
 17. Radke, S., Vogel, S., **Hoadley, C.**, & Ma, J. Y. (2020). Representing percents and personas: Designing syncretic curricula for modeling and statistical reasoning. In M. Gresalfi & I. S. Horn (Eds.), *The Interdisciplinarity of the Learning Sciences: 14th International Conference of the Learning Sciences (ICLS) 2020* (pp. 1365-1372). International Society of the Learning Sciences. <https://repository.isls.org/handle/1/6337>
 18. James, S. (Writer & Performer), Vogel, S. (Writer), **Hoadley, C.** (Writer), Ascenzi-Moreno, L. (Writer), Ma, J. (Writer), Fu, M. (Animator), Fuller, D. (Animator), Posner, E. (Animator), Grant, G. (Editor). (2020). Translanguaging Pedagogy in CS Education (Episode 5) [Professional Development Online Video Series Episode]. In *Exploring Equity in Computer Science: A Translanguaging Approach to Computing Education*. PiLa-CS; New York University. <http://hdl.handle.net/2451/61988>
 19. Ince, S., **Hoadley, C.**, Kirschner, P. A. (2020). Research workflow skills for education doctoral

- students and postdocs: A qualitative study. *The Journal of Academic Librarianship*, 46(5). <http://doi.org/10.1016/j.acalib.2020.102172>
20. Kali, Y., Baram-Tsabari, A., and Schejter, A. (Eds.). (2019). *Learning in a Networked Society*. Computer-Supported Collaborative Learning series, Vol. 17. **Hoadley, C.**, Van Aalst, J. & Janke, I. (Series Eds.) New York: Springer. <http://doi.org/10.1007/978-3-030-14610-8> ISBN:978-3-030-14609-2
 21. Vogel, S., **Hoadley, C.**, Ascenzi-Moreno, L., & Menken, K. (2019). The role of translanguaging in computational literacies: Documenting middle school bilinguals' practices in computer science integrated units. In E. K. Hawthorne, M. A. Pérez-Quiñones, S. Heckman & J. Zhang (Eds.), *SIGCSE '19 Proceedings of the 50th ACM Technical Symposium on Computer Science Education* (pp. 1164-1170). Minneapolis: ACM. <http://doi.org/10.1145/3287324.3287368>
 22. Ince, S. F., **Hoadley, C.**, & Kirschner, P. A. (2019). The role of libraries in teaching doctoral students to become information-literate researchers: A review of existing practices and recommendations. *Journal of Information and Learning Science*, 120(3-4), 158-172. <http://doi.org/10.1108/ILS-07-2018-0058>
 23. Ching, D., Santo, R., **Hoadley, C.** & Pepler, K., Eds. (2019) *Brokering Youth Pathways: A toolkit for connecting youth to future opportunity*. (47 pp.) New York: Hive Research Lab/Lulu. ISBN:9780359394043
 24. **Hoadley, C.** (2019). Preface. In Kali, Y., Baram-Tsabari, A., and Schejter, A. (Eds.), *Learning in a Networked Society*. p. v-vi. New York: Springer. <http://doi.org/10.1007/978-3-030-14610-8> ISBN:978-3-030-14609-2
 25. **Hoadley, C.**, & Kali, Y. (2019). Five waves of conceptualizing knowledge and learning for our future in a networked society. Chapter 1 (p. 1-21) In Y. Kali, A. Baram-Tsabary & A. Schejter (Eds.), *Learning in a networked society*. New York: Springer. http://doi.org/10.1007/978-3-030-14610-8_1 ISBN:978-3-030-14609-2
 26. Santo, R., Ching, D., Pepler, K., **Hoadley, C.**, Levenson, E., White, G., et al. (2018). When is it safe enough? Considering diversity and equity when brokering pre-professional opportunities to youth of color. *Proceedings of the International Conference of the Learning Sciences** (pp. 1671-1672). London: International Society of the Learning Sciences.
 27. Favaro Ince, S., **Hoadley, C.**, & Kirschner, P. A. (2018). A Study of Search Practices in Doctoral Student Scholarly Workflows. In *CHIIR '18 Proceedings of the 2018 Conference on Human Information Interaction & Retrieval* (pp. 245-248). New Brunswick NJ: ACM Press. <http://doi.org/10.1145/3176349.3176877>
 28. **Hoadley, C.** (2018). A short history of the Learning Sciences. In Fisher, F., Hmelo-Silver, C., Goldman, S., & Reimann, P. *International Handbook of the Learning Sciences*. New York: Routledge (pp. 11-23). ISBN:1138670596
 29. **Hoadley, C.**, & Van Haneghan, J. P. (2018). The learning sciences: Where they came from and what it means for instructional designers. In R. A. Reiser & J. V. Dempsey (Eds.), *Trends and Issues in Instructional Design and Technology* (Fourth edition ed., pp. 68-77). New York: Pearson. ISBN:0134235460

30. *Santo, R., Ching, D., Peppler, K., & Hoadley, C.* (2017). Messy, sprawling, and open: Research-practice partnership methodologies for working in distributed inter-organizational networks. In B. Bevan & W. Penuel (Eds.), *Connecting Research and Practice for Educational Improvement: Ethical and Equitable Approaches*. New York: Taylor & Francis. <http://doi.org/10.4324/9781315268309-7>
31. *Santo, R., Ching, D., Peppler, K. & Hoadley, C.* (2017). *Participatory knowledge building within research-practice partnerships in education*. SAGE Research Methods Case Study. New York: SAGE Publications. ISBN:978-1473998933, <http://doi.org/10.4135/9781473998933>
32. **Hoadley, C.**, DiSalvo, C., & Yip, J. (2017). Conversation: Viewing participatory design from the learning sciences and the field of design. In B. DiSalvo, J. Yip, E. Bonsignore & C. DiSalvo (Eds.), *Participatory Design for Learning* (pp. 28-43). New York: Routledge. <http://doi.org/10.4324/9781315630830-5>
33. **Hoadley, C.** (2017). How participatory design has influenced the learning sciences. In B. DiSalvo, J. Yip, E. Bonsignore & C. DiSalvo (Eds.), *Participatory Design for Learning* (pp. 22-27). New York: Routledge. <http://doi.org/10.4324/9781315630830-4>
34. Cress, U., Moskaliuk, J., & Jeong, H. (Eds.). (2016). *Mass Collaboration and Education*. Computer-Supported Collaborative Learning series, Vol. 16. **Hoadley, C.** & Miyake, N. (Series Eds.) New York: Springer. <http://doi.org/10.1007/978-3-319-13536-6>
35. *Vacca, R., & Hoadley, C.* (2016). Understanding the Experience of Situated Mindfulness Through a Mobile App That Prompts Self-reflection and Directs Non-reactivity. In M. Antona & C. Stephanidis (Eds.), *HCI International 2016, International Conference on Universal Access in Human-Computer Interaction* (pp. 394-405): Springer. http://doi.org/10.1007/978-3-319-40250-5_38
36. *Vacca, R., & Hoadley, C.* (2016). Self-reflecting and mindfulness: cultivating curiosity and decentering situated in everyday life. In A. Meschtscherjakov, B. De Ruyter, V. Fuchsberger, M. Murer & M. Tscheligi (Eds.), *11th International Conference on Persuasive Technology 2016* (pp. 87-98). Salzburg, Austria: Springer. http://doi.org/10.1007/978-3-319-31510-2_8
37. *Santo, R., Ching, D., Peppler, K.A. & Hoadley, C.* (2016). Working in the open: Lessons from open source on building communities of educational innovation. *On the horizon*, 24(3), 280-295. <http://doi.org/10.1108/OTH-05-2016-0025>
38. *Ching, D., Santo, R., Hoadley, C., & Peppler, K.A.* (2016). Not just a blip in someone's life: Integrating brokering practices into out-of-school programming as a means of supporting and expanding youth futures. *On the horizon*, 24(3), 296-312. <http://doi.org/10.1108/OTH-05-2016-0026>
39. **Hoadley, C.** (2016). Online pedagogy from the learning sciences perspective. In C. Haythornthwaite, R. Andrews, J. Fransman & E. M. Meyers (Eds.), *The SAGE Handbook of E-learning research* (2nd ed., pp. 25-42). Thousand Oaks, California: SAGE. <http://doi.org/10.4135/9781473955011.n2>
40. *Santo, R., Peppler, K., Ching, D., & Hoadley, C.* (2015). Maybe a maker space? How an out-of-school center engaged in expansive learning around maker education within the context of a regional educational network Proc. *FabLearn 2015*.

41. Richard, G., & Hoadley, C. (2015). Learning resilience in the face of bias: online gaming, protective communities and interest-driven digital learning. In O. Lindwall, P. Hakkinen, T. Koschmann, P. Tchounikine & S. Ludvigsen (Eds.), *Computer-Supported Collaborative Learning 2015* (Vol. 1, pp. 451-458). Gothenburg, Sweden: ISLS. <http://doi.org/10.22318/cscl2015.403>
42. Hoadley, C., & Favaro, S. (2015). Digital literacy in higher education. In J. M. Spector (Ed.), *Encyclopedia of educational technology* (Vol. 1, pp. 221-223). Thousand Oaks, CA: SAGE. <http://doi.org/10.4135/8781483346397.n97>
43. Honwad, S., Sypher, O. M., Hoadley, C., Lewis, A., Tamminga, K., & Honey, R. (2014). Education for sustainability and resilience in a changing climate. In J. L. Polman, E. A. Kyza, D. K. O'Neill, I. Tabak, W. R. Penuel, A. S. Jurow, K. O'Connor, T. Lee & L. D'Amico (Eds.), *Proceedings of the International Conference of the Learning Sciences 2014* (Vol. 3, pp. 1466-1473). Boulder, CO: International Society of the Learning Sciences.
44. Favaro, S., & Hoadley, C. (2014). The changing role of digital tools and academic libraries in scholarly workflows: A review. *Nordic Journal of Information Literacy in Higher Education*, 6(1), 6-22. <http://doi.org/10.15845/noril.v6i1.174>
45. Suthers, D. D., Lund, K., Rosé, C. P., Teplovs, C., & Law, N. (Eds.). (2013). *Productive Multivocality in the Analysis of Group Interactions*. Computer-Supported Collaborative Learning series, Vol. 15. Hoadley, C. & Miyake, N. (Series Eds.) New York: Springer. <http://doi.org/10.1007/978-1-4614-8960-3>
46. Goggins, S. P., Jahnke, I., & Wulf, V. (Eds.). (2013). *Computer-Supported Collaborative Learning at the Workplace: CSCL@Work*. Computer-Supported Collaborative Learning series, Vol. 14. Hoadley, C. & Miyake, N. (Series Eds.) New York: Springer. <http://doi.org/10.1007/978-1-4614-1740-8>
47. Dennen, V. P., & Hoadley, C. (2013). The design of collaborative learning through computer support. In C. E. Hmelo-Silver, C. A. Chinn, C. Chan & A. M. O'Donnell (Eds.), *International handbook of collaborative learning* (pp. 389-402). New York: Routledge. <http://doi.org/10.4324/9780203837290.ch22>
48. Richard, G., & Hoadley, C. (2013). Investigating a supportive online gaming community as a means of reducing stereotype threat vulnerability across gender. *Proceedings of Games, Learning, and Society 9.0* (2013), Pittsburgh: ETC Press.
49. Hoadley, C. (2012). What is a community of practice and how can we support it? In D. H. Jonassen & S. M. Land (Eds.), *Theoretical foundations of learning environments* (2nd ed., pp. 287-300). New York: Routledge. ISBN:978-0-415-89421-0
50. Hoadley, C., & Fabian, C. (2012). Adolescent girls and technology: Supporting participatory engagement. In A. Minujin (Ed.), *Adolescent Girls-Cornerstone of Society: Building Evidence and Policies for Inclusive Societies*, 109-117. New York: The New School Press and UNICEF. ISBN:978-0-615-59028-8
51. Puntambekar, S., Erkens, G., & Hmelo-Silver, C. (Eds.). (2011). *Analyzing Interactions in CSCL*. Computer-Supported Collaborative Learning series, Vol. 12. Hoadley, C. & Miyake, N. (Series Eds.) New York: Springer. <http://doi.org/10.1007/978-1-4419-7710-6>

52. Lomas, D., Ching, D., Patel, K., **Hoadley, C.**, & Kam, M. (2011). When a console game becomes CSCL: Play, participatory learning and 8-bit home computing in India. In N. Law (Ed.), *Proceedings of Computer Supported Collaborative Learning 2011*. Hong Kong: International Society of the Learning Sciences.
53. **Hoadley, C.** & Van Haneghan, J. (2011). The Learning Sciences: Where they came from and what it means for instructional designers. In Reiser, R.A., & Dempsey, J.V. (Eds.) *Trends and Issues in Instructional Design and Technology* (3rd ed., pp. 53-63). New York: Pearson. ISBN:9780132563581
54. **Hoadley, C.**, Honwad, S., & Tamminga, K. (2010). Technology-supported cross-cultural collaborative learning in the developing world. In P. Hinds, A.-M. Söderberg, R. Vatrappu, T. Ishida, M. Maznevski & G. M. Olson (Eds.), *Third International Conference on Intercultural Collaboration* (pp. 131-140). Copenhagen: Association for Computing Machinery. <http://doi.org/10.1145/1841853.1841873>
55. **Hoadley, C.** (2010). Roles, design, and the nature of CSCL. *Computers in Human Behaviour*, 26, 551-555. E-published 23 Sept. 2009. <http://doi.org/10.1016/j.chb.2009.08.012>
56. **Hoadley, C.**, Xu, H., Lee, J. J., & Rosson, M. B. (2010). Privacy as information access and illusory control: the case of the facebook news feed privacy outcry. *Electronic Commerce Research and Applications*, 9(1), 50-60. <http://doi.org/10.1016/j.elerap.2009.05.001>
57. Stahl, G. (Ed.). (2009). *Studying Virtual Math Teams*. Computer-Supported Collaborative Learning series, Vol. 11. **Hoadley, C.** & Miyake, N. (Series Eds.) New York: Springer. <http://doi.org/10.1007/978-1-4419-0228-3>
58. Dillenbourg, P., Huang, J., & Cherubini, M. (Eds.). (2009). *Interactive Artifacts and Furniture Supporting Collaborative Work and Learning*. Computer-Supported Collaborative Learning series, Vol. 10. **Hoadley, C.** & Miyake, N. (Series Eds.) New York: Springer. <http://doi.org/10.1007/978-0-387-77234-9>
59. Ke, F., & **Hoadley, C.** (2009). Evaluating online learning communities. *Educational Technology Research and Development*, 57(4), 487-510. <http://doi.org/10.1007/s11423-009-9120-2>
60. Cox, C., Harrison, S. and **Hoadley, C.** (2009). Applying the “studio model” to learning technology design. In C. diGiano, M. Chorost, and S. Goldman (Eds.), *Educating Learning Technology Designers*, (pp. 145-164). New York: Routledge. ISBN:978-0805864717
61. **Hoadley, C.** and Cox, C. (2009). What is design knowledge and how do we teach it? In C. diGiano, M. Chorost, and S. Goldman (Eds.), *Educating Learning Technology Designers*, (pp. 19-34). New York: Routledge. ISBN:0-8058-6471-7
62. **Hoadley, C.** (2009). Social impacts of technologies for children: Keystone or invasive species? In A. Druin (Eds.), *On the move: Mobile technology, children, and learning*, (pp. 63-82). Burlington MA: Morgan Kaufmann/Elsevier. <http://doi.org/10.1016/b978-0-12-374900-0.00004-1>
63. Mertl, V., O’Mahony, T. K., Honwad, S., Tyson, K., Herrenkohl, L. R., & **Hoadley, C.** (2008). Analyzing collaborative contexts: Professional musicians, corporate engineers, and

communities in the Himalayas. Paper presented at *the International Conference of the Learning Sciences 2008*, Utrecht, Netherlands.

64. Ronen Fuhrmann, T., Kali, Y., & **Hoadley, C.** (2008). Helping education students understand learning through designing. *Educational Technology, 48*(2), 26-33. <http://www.jstor.org/stable/44429559>
65. Lee, J. J., Gaydos, M., & **Hoadley, C.** (2008). Identities, Stereotypes, and Constructing Avatars for Success in Math. Paper presented at the *International Conference of the Learning Sciences 2008*, Utrecht, Netherlands. ISSN: 1573-4552
66. Honwad, S., & **Hoadley, C.** (2008). Mapping the learning pathways and processes associated with the development of expertise and learner identities. Paper presented at the *International Conference of the Learning Sciences 2008*, Utrecht, Netherlands.
67. Lee, J. J., & **Hoadley, C.** (2007). Leveraging Identity to Make Learning Fun: Possible Selves and Experiential Learning in Massively Multiplayer Online Games (MMOGs). *Innovate, 3*(6).
68. **Hoadley, C.** (2007). Theories and methods from learning sciences for e-learning. In R. Andrews & C. Haythornthwaite (Eds.), *Handbook of E-learning Research* (pp. 139-156). Thousand Oaks, CA: SAGE Publications. <http://doi.org/10.4135/9781848607859.n6>
69. Penuel, W. R., Sussex, W., Korbak, C., & **Hoadley, C.** (2006). Investigating the potential of using social network analysis in education. *American Journal of Evaluation, 27*(4), 437-451. <http://doi.org/10.1177/1098214006294307>
70. Enyedy, N. & **Hoadley, C.** (2006). From dialogue to monologue and back: Middle spaces in computer-mediated learning. *International Journal of Computer Supported Collaborative Learning, 1*(4), 413-439. <http://doi.org/10.1007/s11412-006-9000-2>
71. Lee, J. J., & **Hoadley, C.** (2006). Online identity as a leverage point for learning in massively multiplayer online games (MMORPGs). In *Proceedings of the 6th IEEE International Conference on Advanced Learning Technologies* (pp. 761-763). Kerkrade, The Netherlands: IEEE Press. <http://doi.org/10.1109/icalt.2006.1652553>
72. Lee, J. J., & **Hoadley, C.** (2006). "Ugly in a world where you can choose to be beautiful": Teaching and learning about diversity via virtual worlds. In S. Barab, K. E. Hay & D. T. Hickey (Eds.), *International Conference of the Learning Sciences* (pp. 383-389). Bloomington, Indiana: International Society of the Learning Sciences. ISBN:0-8058-6174-2
73. Lee, J. J., Hellar, D. B., & **Hoadley, C.** (2006). Gender, gaming, and IT careers. In E. M. Trauth (Ed.), *Encyclopedia of Gender and Information Technology* (pp. 687-692). Hershey, PA: Idea Group, Inc. <http://doi.org/10.4018/9781591408154.ch106>
74. **Smith, C.** (2006). An incomplete picture. *Chronicle of Higher Education, 52*(38), C1-4. [Published under pseudonym.]
75. Underwood, J., **Hoadley, C.**, Stohl, H., Hollebrands, K., diGiano, C., & Renninger, K. A. (2005). IDEA: Identifying design principles in educational applets. *Educational Technology Research and Development, 53*(2), 99-112. <http://doi.org/10.1007/BF02504868>
76. Ravitz, J., & **Hoadley, C.** (2005). Supporting change and scholarship through systematic review of online educational resources in professional development settings. *British Journal of*

- Educational Technology*, 36(6), 957-974. <http://doi.org/10.1111/j.1467-8535.2005.00567.x>
77. Halm, M., Farooq, U., & **Hoadley, C.** (2005). Collaboration in learning design using peer-to-peer technologies. In R. Koper & C. Tattersall (Eds.), *Learning design: A handbook on modelling and delivering networked education and training* (pp. 203-214). New York: Springer. http://doi.org/10.1007/3-540-27360-3_11
 78. Kirby, J., **Hoadley, C.**, & Carr-Chellman, A. (2005). Instructional systems design and the learning sciences: A citation analysis. *Educational Technology Research and Development (Research section)*, 53(1). <http://doi.org/10.1007/BF02504856>
 79. Kilner, P. G., & **Hoadley, C.** (2005). Anonymity options and professional participation in an online community of practice. In T. Koschmann & D. D. Suthers (Eds.), *Computer-Supported Collaborative Learning (CSCL) 2005* (pp. 272-280). Taipei, Taiwan: International Society of the Learning Sciences. <http://doi.org/10.3115/1149293.1149328>
 80. **Hoadley, C.** (2005). To learn is to know: Teaching, communities, social capital, and knowledge management technologies. In *Proceedings of Human-Computer Interaction International, Volume 10: Internationalization, Online Communities, and Social Computing*. Mahwah, NJ: Lawrence Erlbaum Associates. [CD-ROM] 10pp. ISBN:0-8058-5807-5
 81. **Hoadley, C.** (2005). The shape of the elephant: Scope and membership of the CSCL community. In T. Koschmann & D. D. Suthers (Eds.), *Computer-supported Collaborative Learning (CSCL) 2005* (pp. 205-210). Taipei, Taiwan: International Society of the Learning Sciences. ISBN:0-8058-5782-6
 82. **Hoadley, C.** (2005). Design-based research methods and theory building: A case study of research with SpeakEasy. *Educational Technology*, 45(1), 42-47. <http://www.jstor.org/stable/44429188>
 83. **Hoadley, C.** (2005, Sept.). Number theories (Letter to the Editor). *Technology Review*. <https://www.technologyreview.com/s/404624/alumni-letters/>
 84. **Hoadley, C.**, & Kilner, P. G. (2005). Using technology to transform communities of practice into knowledge-building communities. *SIGGROUP Bulletin*, 25(1), 31-40. <http://doi.org/10.1145/1067699.1067705>
 85. Carr-Chellman, A. A., & **Hoadley, C.** (2004). Conclusion: Looking back and looking forward. *Educational Technology*, 44(3), 57-59. <http://www.jstor.org/stable/44428912>
 86. Carr-Chellman, A. A., & **Hoadley, C.** (2004) Introduction to special issue: Instructional systems design and the learning sciences. *Educational Technology*, 44(3), 5-6. <http://www.jstor.org/stable/44428912>
 87. Carr-Chellman, A. A. and **Hoadley, C. M.** (Eds.) (2004). Learning sciences and instructional systems: Beginning the dialogue [Special issue]. *Educational Technology* 44(3). <http://www.jstor.org/stable/i40186146>
 88. Bell, P.L., **Hoadley, C.** and Linn, M.C. (2004) Design-based research as educational inquiry. In Linn, M.C., Davis, E.A. and Bell, P.L. (Eds.), *Internet Environments for Science Education*, Lawrence Erlbaum Associates, Mahwah, NJ, 73-88. ISBN:0-8058-4302-7

89. Ke, F. and **Hoadley, C.** (2004). How to evaluate online communities: A review of the literature. In *Society for Information Technology and Teacher Education (SITE) International Conference 2004*, Association for the Advancement of Computing in Education, Atlanta, GA, 2004, p. 2905-2912. ISBN:978-1-880094-52-5
90. **Hoadley, C.** (2004). Methodological alignment in design-based research. *Educational Psychologist*, 39(4), 203-212. http://doi.org/10.1207/s15326985ep3904_2
91. **Hoadley, C.** (2004). Learning and design: Why the learning sciences and instructional systems need each other. *Educational Technology*, 44(3), 6-12. <http://www.jstor.org/stable/44428899>
92. **Hoadley, C.** (2004). Fostering collaboration offline and online: Learning from each other. In M. C. Linn, E. A. Davis & P. L. Bell (Eds.), *Internet Environments for Science Education*. Mahwah, NJ: Lawrence Erlbaum Associates, 145-174. ISBN:0-8058-4302-7
93. **Hoadley, C.**, & Kirby, J. (2004). Socially relevant representations in interfaces for learning. In Y. B. Kafai, W. A. Sandoval, N. Enyedy, A. Scott Nixon & F. Herrera (Eds.), *International Conference of the Learning Sciences (ICLS) 2004* (pp. 262-269). Mahwah, NJ: Lawrence Erlbaum Associates.
94. Design-Based Research Collective. (2003). Design-based research: An emerging paradigm for educational inquiry. *Educational Researcher* 31(1), pp. 5-8. [Group leader and lead author]. <http://doi.org/10.3102/0013189x032001005>
95. **Hoadley, C.** (2003). For personal service, push 1 now [Letter to the editor]. *Wired*, 12.2 <https://www.wired.com/2003/02/rants-38-raves-4/>
96. **Hoadley, C.**, & Kim, D. E. (2003). Learning, Design, and Technology: Creation of a design studio for educational innovation. In A. Palma dos Reis & P. Isaías (Eds.), *Proceedings of the IADIS International Conference e-Society 2003* (pp. 510-519). Lisbon, Portugal: International Association for the Development of the Information Society IADIS. ISBN:972-98947-0-1
97. **Hoadley, C.** (2002). Creating context: Design-based research in creating and understanding CSCL. In G. Stahl (Ed.), *Computer Support for Collaborative Learning 2002* (pp. 453-462). Mahwah, NJ: Lawrence Erlbaum Associates. <http://doi.org/10.3115/1658616.1658679>
98. **Hoadley, C. M.**, & Pea, R. D. (2002). Finding the ties that bind: Tools in support of a knowledge-building community. In K. A. Renninger & W. Shumar (Eds.), *Building virtual communities: Learning and change in cyberspace* (pp. 321-354). New York: Cambridge University Press. <http://doi.org/10.1017/cbo9780511606373.017>
99. Roschelle, J. R., Pea, R. D., **Hoadley, C. M.**, Means, B. and Gordin, D. (2000) Changing how and what children learn in school with computer-based technologies. *The future of children, special issue on Children and Computer Technology*. 10(3). Los Altos, CA: Packard Foundation. <http://doi.org/10.2307/1602690>
100. **Hoadley, C. M.** and Linn, M. C. (2000). Teaching science through on-line, peer discussions: SpeakEasy in the Knowledge Integration Environment. *International Journal of Science Education* 22(8), 839-858. <http://doi.org/10.1080/095006900412301>
101. **Hoadley, C.** (1999). Collaborative infrastructure and very low threshold interfaces: The CILT Knowledge Network. In M. Caenepeel, D. Benyon & D. Smith (Eds.), *i3 Annual Conference*

Proceedings (pp. 41-43). Siena, Italy: i3net.

102. **Hoadley, C. M.** and Roschelle, J., Eds. (1999). *CSCL '99: Proceedings of Computer Support for Collaborative Learning 1999*. Mahwah, NJ: Lawrence Erlbaum Associates. <http://doi.org/10.3115/1150240>
103. **Hoadley, C. M.** and Enyedy, N. (1999). Between Information and Collaboration: Middle Spaces in Computer Media for Learning. In C. M. Hoadley and J. Roschelle (Eds.), *CSCL '99: Proceedings of Computer Supported Collaborative Learning 1999*, p. 242-251. Mahwah, NJ: Lawrence Erlbaum Associates.
104. **Hoadley, C. M.** (1998). Shaping social interactions for knowledge integration through technology. In B. K. Nichols, A. C. Kemp and D. Jackson (Eds.) *NARST Annual Meeting* (pp. 166). San Diego, California: National Association for Research in Science Teaching.
105. **Hoadley, C. M.** (1998). *Scaffolding scientific discussion using socially relevant representations in networked multimedia*. Ph.D. Dissertation, University of California at Berkeley, Berkeley, CA. ISBN10:0-599-31480-X ISBN13: 978-0-599-31480-1 [UMI:9931263] (<https://search.proquest.com/docview/304497922>)
106. Hsi, S. and **Hoadley, C. M.** (1997). Productive discussion in science; gender equity through electronic discourse. *Journal of Science Education and Technology*, 11(1). <http://doi.org/10.1023/a:1022564817713>
107. **Hoadley, C. M.**, Fishman, B., Harasim, L., Hsi, S., Levin, J., Pea, R., Scardamalia, M., and Linn, M. C. (1997). Collaboration, communication, and computers: what do we think we know about networks and learning? Panel presented at the *Annual Meeting of the American Educational Research Association*, Chicago, April, 1997.
108. **Hoadley, C. M.** (1997). Design activities for learning science: experiences and strategies. Paper presented at the *Georgia Tech Design Education Workshop*, Atlanta, GA, Sept. 8-9. Archived version of <http://www.cc.gatech.edu/edutech/dew/papers/hoadley.html> dated Dec. 3, 1998 available at the Internet Archive Wayback Machine.
109. Ranney, M., Schank, P., **Hoadley, C.**, & Neff, J. (1996). "I know one when I see one": How (much) do hypotheses differ from evidence? In R. Fidel, B.H. Kwasnik, C. Beghtol, & P.J. Smith (Eds.) *Advances in classification research: Vol. 5*. (ASIS Monograph Series; pp. 141-158, etc.) Medford, NJ: Learned Information. [An earlier version appeared in the (October, 1994) Proceedings of the Fifth American Society for Information Science SIG/CR Workshop on Classification Research (pp. 139-156).]
110. **Hoadley, C. M.**, Linn, M. C., Mann, L. M. and Clancy, M. J. (1996). When and why do novice programmers reuse code? In Gray, W. and Boehm-Davis, D. (Eds.) *Empirical Studies of Programmers, Sixth Workshop* (pp. 109-130). Norwood, NJ: Ablex Publishing Company. ISBN:1-56750-262-8
111. **Hoadley, C. M.** and Bell, P. L. (1996). Web for your head: the design of digital resources to enhance lifelong learning. *D-Lib Magazine*, September, 1996. <http://doi.org/10.1045/september96-hoadley>
112. Hsi, S., **Hoadley, C. M.** and Linn, M.C. (1995). Lessons for the future of electronic collaboration from the Multimedia Forum Kiosk. *Speculations in Science and Technology*,

18(4), 265-277.

113. **Hoadley, C.** (1995). *Functional abstraction, beliefs, and code reuse: a study of novice programmers*. Master's thesis, University of California at Berkeley, Berkeley, CA.
114. **Hoadley, C. M.**, Hsi, S. and Berman, B. P. (1995). The Multimedia Forum Kiosk and SpeakEasy. In *Proceedings of ACM Multimedia '95* (363-364). New York, NY: ACM Press. <http://doi.org/10.1145/217279.215293>
115. **Hoadley, C. M.**, Hsi, S., and Berman, B. P. (1995). Networked multimedia for communication and collaboration. Paper presented at the *Annual Meeting of the American Educational Research Association*, San Francisco, California, April, 1995. (Available from ERIC)
116. Schank, P., Ranney, M., & Hoadley, C. (1994). Convince Me! College Park, MD, University of Maryland Academic Software Development Group, for the BioQUEST Library.
117. Schank, P., Ranney, M., **Hoadley, C.**, Diehl, C. and Neff, J. (1994). A Reasoner's Workbench for Improving Scientific Thinking: Assessing Convince Me. In G.H. Marks (Ed.), *Proceedings of the 1994 International Symposium on Mathematics/Science Education and Technology* (p. 237), Charlottesville, VA: AACE.
118. Ranney, M., Schank, P., **Hoadley, C.**, & Neff, J. (1994). "I know one when I see one": How much do hypotheses differ from evidence? *Proceedings of the Fifth Annual American Society for Information Science Workshop on Classification Research*. pp. 139-156. <http://doi.org/10.7152/acro.v5i1.13783>
119. Hsi, S. and **Hoadley, C.M.** (1994). An interactive multimedia kiosk as a tool for collaborative discourse, reflection and assessment. Paper presented at the *Annual Meeting of the American Educational Research Association*, New Orleans. <https://www.learntechlib.org/p/77754/> (Available from ERIC)
120. **Hoadley, C. M.** and Hsi, S. (1994). Two perspectives on Using Multimedia in Education – Multimedia: A Chance for Change. *The CPSR Newsletter*, Volume 12, No. 2, p.10-13. Palo Alto, CA: Computer Professionals for Social Responsibility.
121. **Hoadley, C. M.**, Ranney, M. and Schank, P. K. (1994). WanderECHO: a connectionist simulation of limited coherence in human reasoning. In *Proceedings of the Sixteenth Annual Conference of the Cognitive Science Society* (pp. 421-426). Hillsdale, NJ: Lawrence Erlbaum Associates.
122. **Hoadley, C.**, & Hsi, S. (1993). A multimedia interface for knowledge building and collaborative learning. In Adjunct proceedings of the International Computer Human Interaction Conference (InterCHI) '93 (pp. 103-104). Amsterdam, The Netherlands: ACM Press. <http://doi.org/10.1145/259964.260130>
123. **Hoadley, C. M.** (1993). What is Cognitive Science?: a Primer for the uninitiated. *Educator*. Spring, 1993, 7(1), 4-9 Berkeley, CA: University of California.
124. **Hoadley, C.M.** (1991). *Can seventh graders manipulate scientific theories?* Unpublished bachelor's thesis, Massachusetts Institute of Technology.

Presentations

1. Jacob, S. R., Hoadley, C., Vogel, S., Carroll-Miranda, J., & Ordoñez Franco, P. (2021, 15 Sept). Multilingual Student Resources for Equitable K-12 Computer Science Instruction [Invited Panel]. Tapia 2021 (Center for Minorities and People with Disabilities in IT/ACM Richard Tapia Celebration of Diversity in Computing Conference), virtual. <https://tapiaconference.cmd-it.org/attend/presentation/?id=pec122&sess=sess288>
2. Vogel, S. and Hoadley, C. (2021). Building on Bi/Multilingual Language Practices, invited presentation at the 2021 Computer Science Teachers Association Conference (Virtual).
3. Vogel, S., Hoadley, C., Ascenzi-Moreno, L., & Ma, J. Y. (2021, April 1). Participating in Literacies and Computer Science: Building on Bi/Multilingual Learners' Language Practices to Start Meaningful Conversations in CS. Computer Science for Multilingual Students AERA Research Conference, Virtual Conference. <https://www.elementarycomputingforall.org/aera-research-conference.html>
4. Vogel, S., Radke, S., Hoadley, C., Ascenzi-Moreno, L., & Ynoa, M. R. (2021). Remixing Literacies: Supporting Syncretic Computational Literacies Through Translanguaging Designs and Enactment. In symposium Translanguaging and Disciplinary Literacies. American Educational Research Association Annual Meeting 2021, Virtual. <https://tinyurl.com/y5mvq5ay>
5. James, S., Su, R., Palacios, O., Silfa, K., Hoadley, C., & Vogel, S. (2021). Defining the Epicenter: Teaching Bilingual Students to Center Themselves While Learning Data Science in the Pandemic. In Session: [Showcases] Centering CS Education on Culture and Creativity. Connected Learning Summit, Virtual Conference. <https://s3.eu-west-1.amazonaws.com/production-main-contentbucket52d4b12c-1x4mwd6yn8qjn/af19ed79-aa83-4d9d-be14-8aab986c2b17.pdf>
6. Uttamchandani, S., Shrodes, A., Lizarraga, J., Cortez, A., Paré, D., Shanahan, M., Sengupta, P., Bang, M., & Hoadley, C. (2020). Attending to Gender and Sexuality in Learning: Lessons From Scholarship By, For, and With LGBTQ+ People. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 1* (pp. 358-365). Nashville, Tennessee: International Society of the Learning Sciences. [Session discussant; conference cancelled]. <https://repository.isls.org/handle/1/6659>
7. Vogel, S., Ascenzi-Moreno, L., Hoadley, C., Radke, S. C. & Ynoa, M. R. (2020, Apr 17 - 21) *Journeys to School: Sustaining Conversations in Social Studies and Computer Science Education Through Translanguaging Pedagogy* [Structured Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/yy4lcyxe> (Conference Canceled)
8. Vogel, S., Radke, S. C., Hoadley, C., Ascenzi-Moreno, L. & Ynoa, M. R. (2020, Apr 17 - 21) *Remixing Literacies: Supporting Syncretic Computational Literacies Through Translanguaging Designs and Enactment* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vsw7x9b> (Conference Canceled)
9. Vogel, S., Ascenzi-Moreno, L., Hoadley, C., Menken, K. (2019, April). Pushing the Boundaries of Translanguaging: Documenting Bilinguals' Practices in Computer Science. To be presented

in paper session Translanguaging Embodied: Students' Expanded Translanguaging Practices Across Contexts at the 2019 Annual Meeting of AERA, Toronto, Canada.

10. *Vogel, S., Hoadley, C., Ascenzi-Moreno, L., Menken, K. (2019, April). "Cómo tú le pones pa'tras?" Computer Science Learning and Translanguaging in a Spanish-Medium Science Classroom. To be presented in structured poster session Multimodal STEM Learning with Emerging Bilingual Students at the 2019 Annual Meeting of AERA, Toronto, Canada.*
11. *Vogel, S., Hoadley, C., Ascenzi-Moreno, L., & Menken, K. (2019, Feb). The Role of Translanguaging in Computational Literacies. Full paper presented at the 2019 SIGCSE (Special Interest Group on Computer Science Education) Technical Symposium. Minneapolis, MN.*
12. *Hoadley, C., Vogel, S., Ascenzi-Moreno, L., Menken, K. (2019, April). Translanguaging as a Frame for More Equitable Computer Science Learning. To be presented in structured poster session CS for All: An Intersectional Approach to Unpacking Equity in Computer Science Education at the 2019 Annual Meeting of AERA, Toronto, Canada.*
13. *Hoadley, C. (2019, May 6). (How much) Can we reasonably expect research to improve teaching and learning?, invited keynote address presented at CREATE for STEM 2019, Michigan State University, East Lansing.*
14. *Santo, R., Ching, D., Penuel, W. R., Pinkard, N., Van Horne, K., Sumner, T., Gendreau, A., Pepler, K., Hoadley, C. (2018, April 15). Designing for and studying cross-setting ecosystems of learning, Paper presented at Annual Meeting of the American Educational Research Association (AERA), New York.*
15. *Santo, R., Ching, D., Pepler, K., Hoadley, C., Levenson, E., White, G., et al. (2018). When is it safe enough? Considering diversity and equity when brokering pre-professional opportunities to youth of color. Poster presented at International Conference of the Learning Sciences 2018, London.*
16. *Favaro Ince, S., Hoadley, C., & Kirschner, P. A. (2018). A Study of Search Practices in Doctoral Student Scholarly Workflows. Paper presented at CHIIR '18, 2018 Conference on Human Information Interaction & Retrieval, New Brunswick NJ.*
17. *Hoadley, C., & Vogel, S. (2018, Feb 21). Participating in literacies in computer science: Our partnership, Plenary panel session on Research-Practice Partnerships presented at RESPECT 2018: Third annual conference for research on equity and sustained participation in computing, engineering, and technology, Baltimore, MD. Retrieved from <http://respect2018.stcbp.org/>*
18. *Hoadley, C. (2018, Feb 20). A brief history of society-technology-learning relationships: Towards an eudaimonic agenda for learning in a networked society, Invited keynote address presented at the Annual Meeting of the Learning in a Networked Society (LINKS) Centre of Research Excellence, Zichron Yaakov, Israel.*
19. *Hoadley, C., & Vogel, S. (2018, Mar 13). Participating in literacies in computer science: RPP strategies, Invited plenary presentation on Research-Practice Partnerships presented at NSF CS for All Principal Investigators' Meeting, Alexandria.*
20. *Hoadley, C., & Vogel, S. (2018, Feb 21). Participating in literacies in computer science: Our partnership, Invited plenary panel session on Research-Practice Partnerships presented*

at RESPECT 2018: Third annual conference for research on equity and sustained participation in computing, engineering, and technology, Baltimore. <http://respect2018.stcbp.org/>

21. Antonenko, P., Russell, R., Ruffin, M., & **Hoadley, C.** (2017). *Instructional Technology SIG Conversation with NSF Program Directors*, Invited presentation presented at the Annual Meeting of the American Educational Research Association, San Antonio.
22. *Santo, R., Ching, D.,* Peppler, K. A., & **Hoadley, C.** (2017). *Going Further Together: A Framework for Innovation-Focused Collaborations in Informal Learning Organizations*, Conference Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, Texas.
23. *Ching, D., Santo, R., Davis, L. A., Hoadley, C.,* & Peppler, K. A. (2017). *Enacting Research-Practice Partnerships within Decentralized Organizational Networks: A Case Study of Hive Research Lab and Hive NYC Learning Network*, Poster/Structured Poster Session presented at the Annual Meeting of the American Educational Research Association, San Antonio, Texas.
24. *Ching, D., Santo, R., Hoadley, C.,* & Peppler, K. A. (2017). *Youth Signaling as a Means of Generating Social Support around Interest-Driven Learning with Technology*, Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, Texas.
25. **Hoadley, C.** (2017, November). Digitally enabled communities for learning: Helping people learn with and about technology, Invited talk presented at UNC School of Education, Chapel Hill, North Carolina.
26. **Hoadley, C.** (2017). *Designing and Assessing Learning in Digital Environments*, Session Discussant at the American Educational Research Association, San Antonio, Texas.
27. **Hoadley, C.** (2017). *CS4All, But Why?*, Session Discussant at the American Educational Research Association, San Antonio, Texas.
28. **Hoadley, C.** (2017, 1 June). *Design-based research methods and STEM education R&D*, Invited Keynote presented at National Institutes of Health SciEd 2017 Conference, Washington DC. Retrieved from <http://www.sciEd.info>
29. *Santo, R.,* Peppler, K., *Ching, D.,* & **Hoadley, C.** (2016). "A citywide laboratory": *Scaling digital learning through interorganizational collaboration in the Hive NYC learning network*, Symposium paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.
30. *Santo, R.,* Peppler, K., *Ching, D.,* & **Hoadley, C.** (2016). *Maybe a maker space? How an out-of-school center engaged in organizational learning around maker education*, Roundtable session presented at the Annual Meeting of the American Educational Research Association, Washington, DC.
31. *Santo, R., Ching, D.,* Peppler, K., & **Hoadley, C.** (2016). *Collaborative knowledge production as ends and means of promoting equity in a network-based research-practice partnership*, Poster/structured poster session presented at the Annual Meeting of the American Educational Research Association, Washington, DC.
32. *Ching, D., Santo, R., Hoadley, C.,* & Peppler, K. (2016). *Brokering learning opportunities within an out-of-school network: A conceptual model for supporting youth interest-driven*

learning, Poster/structured poster session presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

33. **Hoadley, C.** (2016). Cyberlearning and educational technology: Current R&D, future trends, and how educational institutions will need to change, Invited talk presented at Provost's Commission on Creating the Next in Education Talk Series, Georgia Tech, Atlanta. Retrieved from <http://www.provost.gatech.edu/commission-creating-next-education-speaker-series>
34. **Hoadley, C.** (2016). *Research-practice partnerships: R&D in and with informal learning organizations*, Presentation and panel at the International Conference of the Learning Sciences, Singapore.
35. **Hoadley, C.** (2016,23 February). How design influenced the learning sciences, Invited talk presented at Segal Design Institute Seminar Series, Northwestern University, Evanston, Illinois. Retrieved from <http://segal.northwestern.edu/news-events/events/2016/Chris-Hoadley-Segal-Seminar.html#.WCCQA3c-IUE>
36. **Hoadley, C.** (2016,5 Sept.). Emerging trajectories in learning in a networked society, Invited keynote presented at 4th Annual Meeting of the Learning in a Networked Society (LINKS) Centre of Research Excellence, Technion, Haifa, Israel.
37. *Santo, R., Ching, D.,* Peppler, K., **Hoadley, C.,** & Gilliam, L. (2015,June). *Networks for Learning and Networks that Learn: Findings from Hive Research Lab*, presented at the Digital Media and Learning Conference, Los Angeles CA.
38. *Ching, D., Santo, R.,* Peppler, K., & **Hoadley, C.** (2015). *Affordances of social learning ecology maps for examining the importance of social support in the pursuit of digital media making activities*, Paper in Structured Poster Session "New Tools, New Voices: Innovations in Understanding and Analyzing Life-Wide Ecologies for Youth Interest-Driven Learning" presented at the Annual Meeting of the American Educational Research Association, Chicago.
39. *Ching, D., Santo, R.,* Bar-Zemer, T., Forsyth, J., & **Hoadley, C.** (2015). *From half-pipe to full-fillment: Leveraging interest-driven identities as a strategy for technology learning*, Paper in Symposium "Learning as transformation: Examining how youth author new learning pathways/ecologies in science, engineering, and technology" presented at the Annual Meeting of the American Educational Research Association, Chicago.
40. *Ching, D., Santo, R.,* **Hoadley, C.,** & Peppler, K. (2015). *Mapping the Social Learning Ecology of Support Around Adolescent Youth's Interest-Driven Pursuits*, Poster in session "New tools, new voices: Innovations in understanding and analyzing life-wide ecologies for youth interest-driven learning" presented at the Annual Meeting of the American Educational Research Association, Chicago.
41. **Hoadley, C.** (2015,11 June). *Grand Challenges in Technology Enhanced Learning*, Presidential Session (invited presentation as discussant) presented at Computer Supported Collaborative Learning 2015, Gothenburg, Sweden.
42. **Hoadley, C.** (2015,Nov. 5). Learning on the Go, Invited panel presentation presented at Language Flagship Technology Innovation Center Inaugural Symposium, Honolulu. Retrieved from <http://lftic.llhawaii.edu/wp-content/uploads/2015/08/LFTIC-symposium01-program-2.pdf>

43. **Hoadley, C.** (2015,16 December). *Mapping educational research communities: bibliometrics and lived experience in the learning sciences*, Invited talk presented at EducMap: Pour une cartographie dynamique des recherches en éducation, Université de Lyon, Lyon, France. Retrieved from <http://ife.ens-lyon.fr/ife/recherche/groupes-de-travail/educmap>
44. *Honwad, S., Sypher, O. M., Hoadley, C., Lewis, A., Tamminga, K., & Honey, R.* (2014). *Education for Sustainability and Resilience in a Changing Climate*, presented at the International Conference of the Learning Sciences, Boulder, CO.
45. *Honwad, S., Mangen, D. O., Hoadley, C., Tamminga, K., Honey, R., & Lewis, A.* (2014). *Learning to Adapt and Build Resilience in the Face of a Changing Climate*, presented at the International Conference of the Learning Sciences, Boulder.
46. *Ching, D., Santo, R., Hoadley, C., & Pepler, K.* (2014,4 April). *Codesigning Opportunity: Researching and Creating Youth Pathways in a Regional Learning Network*, Paper presentation presented at the Annual Meeting of the American Educational Research Association, Philadelphia.
47. **Hoadley, C.** (2014,Oct. 25). *Some observations on being relevant*, Invited plenary presented at Advances in Educational Psychology Conference (AEPC) 2014, Washington, DC.
48. **Hoadley, C.** (2014,Nov 11). *NSF Grant Opportunities and Trends in Cyberlearning and Educational Technology*, Presidential Invited Address presented at Association of Educational Communications and Technology Annual Convention, Jacksonville, Florida.
49. **Hoadley, C.** (2014,10 December). *Research-practice partnerships and organizational change*, Invited presentation presented at Intermedia talk series, University of Oslo.
50. **Hoadley, C.** (2014,7 April). *Indigenous Design of Appropriate Hardware Platforms for Learning in Nepal*, Roundtable presentation presented at the Annual Meeting of the American Educational Research Association, Philadelphia.
51. **Hoadley, C., & Lucas, M.** (2014,6 April). *Designing Academic Technology-Rich Spaces to Facilitate Cross-Departmental Interactions*, Paper presentation presented at the Annual Meeting of the American Educational Research Association, Philadelphia.
52. *Richard, G., & Hoadley, C.* (2013, June 12-14). *Investigating a Supportive Online Gaming Community as a Means of Reducing Stereotype Threat Vulnerability Across Gender*, Paper presented at the Games, Learning, and Society 9.0 Conference (2013), Madison.
53. **Hoadley, C.** (2013). *Using the Framing of Learning and Knowledge-Building Communities as a Means to Understand Scholarly Contribution*, Paper presented at the Annual Meeting of the Society for the Social Studies of Science (4S). San Diego.
54. **Hoadley, C.** (2013). *The Death of Content: Why Universities and Schools are (and aren't) being replaced by the Internet*, Invited keynote presented at Emerging Learning Design 2013, Montclair, NJ.
55. **Hoadley, C.** (2013). *LX Design: Evidence Based Learning Solutions*, Panel presentation at SXSWedu, Austin.
56. **Hoadley, C.** (2013,15 Mar). *Civic participation as hacking in South Asia*, Panel presentation at Digital Media and Learning (DML) 2013, Chicago.

57. Favaro, S., & **Hoadley, C.** (2012,1 Oct.). *Designing tools for the 21st century workflow of research and how it changes what libraries must do*, presented at Emerging Technology in Academic Libraries, Trondheim, Norway. <http://emtacl.com/submitted-abstracts/#Sharon>
58. **Hoadley, C.** (2012). *Technology for learning across cultures*, Invited plenary presented at the Teaching with Technology symposium, New York University, New York.
59. **Hoadley, C.** (2012). *Appropriate technology for learning: Not how, but why and for what end?* Invited plenary presented at What education for the future?: Beyond 2015, Rethinking learning in a changing world—UNESCO Regional High-Level Expert Meeting, Bangkok, Thailand.
60. Tschakert, P., Asiamah, E., Asiedu, A., *Biermann, M.*, Crane, R., *Dietrich, K.*, **Hoadley, C.**, Kejo, J., Liwenga, E., *Modoc, A.*, Prins, E., *Schaffer, J.*, Tamminga, K., Umar, N. (2011). *From Vulnerable Victims to Active Agents: Anticipatory Learning for Climate Change Adaptation and Resilience*, Paper presented at Resilience 2011: Resilience, Innovation, and Sustainability: Navigating the Complexities of Global Change, Tempe, Arizona. <http://csid.asu.edu/resilience>
61. Tamminga, K., *Shaffer, L. J.*, Asiama, E., Asiedu, A., *Biermann, M.*, Crane, R., *Dietrich, K.*, **Hoadley, C.**, Kejo, J., Liwenga, E., *Modoc, A.*, Prins, E., *Schaffer, J.*, Tamminga, K., Umar, N. (2011). *Grounded: Walking journeys and environmental monitoring as portals to anticipatory learning and resilience from and within the working landscape*, Paper presented at Resilience 2011: Resilience, Innovation, and Sustainability: Navigating the Complexities of Global Change, Tempe, Arizona. <http://csid.asu.edu/resilience>
62. Prins, E., **Hoadley, C.**, Asiamah, E., Asiedu, A., *Biermann, M.*, Crane, R., *Dietrich, K.*, Kejo, J., Liwenga, E., *Modoc, A.*, Prins, E., *Schaffer, J.*, Tamminga, K., Umar, N. (2011). *Learning to adapt: How innovation, environmental information sharing, and social networks vary in rural Ghana and Tanzania*, Paper presented at Resilience 2011: Resilience, Innovation, and Sustainability: Navigating the Complexities of Global Change, Tempe, Arizona. <http://csid.asu.edu/resilience>
63. Lomas, D., Kam, M., *Ching, D.*, & **Hoadley, C.** (2011, July). *When a console game becomes CSCL: Play, participatory learning and 8-bit home computing in India*, Paper presented at the Computer Supported Collaborative Learning 2011 Conference, Hong Kong.
64. **Hoadley, C.** (2011). *International considerations*, Invited paper presentation at the Tech@State Serious Games Conference: Connecting Technology with Opportunity to Aid U.S. Diplomacy and Development, Washington, D.C. <http://tech.state.gov/profiles/blogs/serious-games-content-and>
65. **Hoadley, C.** (2011). *What Educational Technology Can Teach You: How to Build Knowledge in the Networked Age*, Keynote address presented at the Palconnect: The First Palestinian Social Media Conference, Ramallah, West Bank. <http://palconnect.ps>
66. **Hoadley, C.** (2011). *The lifecycle of knowledge as seen from the learning sciences*. Invited talk presented at the ReX2: The Re:Enlightenment Exchange, British Museum, University of London, and the Royal Society for the Arts, London, UK.
67. **Hoadley, C.** (2011). *Opportunities and challenges for International Development Using ICTs in Education*. Invited talk presented at the 1st Annual CTED Conference: Enhancing

Economic Development Through Technology, Abu Dhabi, United Arab Emirates. <http://cted.nyu.edu/ctedconf.html>

68. **Hoadley, C.** (2011). *Indigenous technology design and its challenges*. Invited talk presented at the Berkman Luncheon Series, Berkman Center for Internet and Society, Harvard University, Cambridge, Massachusetts. <http://cyber.law.harvard.edu/events/luncheon/2011/09/hoadley>
69. **Hoadley, C.** (2011). *Educational technology in development: a view from the trenches*, Invited talk presented at the Social Media Talk Series, Microsoft Research, Cambridge, Massachusetts.
70. **Hoadley, C.** (2011). *Designing technology for human flourishing: Research in the dolcelab*, Invited talk presented at the Brown bag talk series, Center for Children and Technology, Education Development Corporation, New York.
71. **Hoadley, C.** (2011, April). *Design, research, and design-based research methods: How can we improve and study how people live and learn with their technology?* Invited talk presented at UMass Dartmouth Kaput Center for Research and Innovation in STEM Education.
72. Tamminga, K. R., Honwad, S., & **Hoadley, C.** (2010). *Technology-supported cross-cultural collaborative learning in the developing world*, Paper presented at the International Conference on Intercultural Collaboration, Copenhagen.
73. **Hoadley, C.** (2010). *What are we designing for anyhow? Unpacking the goals of learning design*. Invited talk, Instructional Systems Program talk series, Florida State University, Tallahassee.
74. **Hoadley, C.** (2010). *Subtle and strong ways ICTs can change girls' lives*. Invited address presented at the UNICEF International Conference on Adolescent Girls: Cornerstone of Society—Building Evidence and Policies for Inclusive Societies, New York.
75. **Hoadley, C.** (2010). *Improving education with technology: What does and doesn't matter*. Keynote address presented at the Teaching with Technology Conference, NYU, New York.
76. **Hoadley, C.** (2010). *ICT and education*. Invited talk presented at the Workshop on ICT and African Development: Challenges and Opportunities, NYU, New York.
77. **Hoadley, C.** (2010). *Emerging practices in learning media*. Paper presented as an invited guest lecture in Knowledge Media Design Institute colloquium series, University of Toronto.
78. **Hoadley, C.** (2010). *Computer-supported learning in developing countries*. Invited talk presented at the CITE Invited Talk Series, Hong Kong University, Hong Kong.
79. **Hoadley, C.** (2009). *Why environmental impact is a knowledge management problem*. Paper presented at the International Seminar on Contemporary Issues in Environmental Management, Department of Business Management, Calcutta University, Kolkata, India.
80. **Hoadley, C.** (2009). *Towards a technology community in the learning sciences*. Discussant for panel presented at the Computer Supported Collaborative Learning 2009 Conference, Rhodes, Greece.
81. **Hoadley, C.** (2009). *Technology, education, and sustainability*. Paper presented at the South Asia Regional Fulbright Conference, Kolkata, India. USIEF (US-India Educational Foundation.)

82. **Hoadley, C.** (2009). *Technology for environmental education and development: The problem of making ICT local*. Invited talk at Microsoft Research, Bengaluru (Bangalore), India.
83. **Lee, J. J., Hoadley, C., Xu, H., & Rosson, M. B.** (2008). *How to Anger Internet Users by Sharing Information They've Already Published: Privacy and the Facebook Controversy*. Paper presented at the 2008 IST Graduate Symposium on Creativity and Innovation: The Future of Information, Technology and the Enterprise.
84. **Hoadley, C.** (2008). *IST in the Developing World*. Paper presented at the 2008 IST Graduate Symposium on Creativity and Innovation, Penn State University, University Park, PA.
85. **Hoadley, C.** (2008). *Children's digital ecology: Is your intervention a keystone or invasive species?* Paper presented at the Children's Mobile Technology Workshop, University of Maryland, College Park MD.
86. **Hoadley, C., Lee, J. J., & Sockman, B. R.** (2008). *Interdisciplinary Collaboration in Educational Technology Design Teams: A Cross-Case Analysis Using the TACIT Framework*, Paper presented at the Annual Meeting of the American Educational Research Association, New York.
87. **Ronen Fuhrmann, T., Kali, Y., & Hoadley, C.** (2007). *Engaging graduate students in design as a means of enhancing their epistemological understanding of learning*, Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
88. **Hoadley, C., Honwad, S., & Tamminga, K. R.** (2007). *Designing Appropriate Collaborative Learning Technologies for the Developing World*, Paper presented at the Open Education (OpenEd) 2007 Conference.
89. **Hoadley, C.** (2007). *The life cycle of knowledge and knowing in communities*. Paper presented at the Communities Managing Knowledge: 2nd Annual Graduate Symposium, College of IST, Penn State University.
90. **Hoadley, C.** (2007). *The future of CSCL and ISLS*, Invited panel presentation at the Computer-Supported Collaborative Learning 2007 Conference, New Brunswick, NJ.
91. **Hoadley, C.** (2007). *Investigating the potential of using social network analysis in education*. Invited address presented at the Annual Eastern Evaluation Research Society Conference, Absecon, NJ.
92. **Hoadley, C., Honwad, S., & Tamminga, K. R.** (2007). *Using Technology to Elicit Biographies in Himalayan Villages*, Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
93. **Dennen, V., Hill, J., Hoadley, C., Paulus, T., & Wiley, D.** (2006). *Research on online learning: Moving beyond counting and case studies*. Panel presented at the Association for Educational Communications and Technology Annual Meeting, Dallas, TX.
94. **Lee, J. J., & Hoadley, C.** (2006). *"Ugly in a world where you can choose to be beautiful": Teaching and learning about diversity via virtual worlds*, Paper presented at the International Conference of the Learning Sciences, Bloomington, IN.
95. **Galbraith, J., & Hoadley, C.** (2006). *School-wide initiatives: A social capital view*. Paper presented at the PETE&C 2006 (Pennsylvania Educational Technology Expo and Conference),

Hershey, PA.

96. **Hoadley, C.** (2006). *Pursuing eudaimonia with technology: Cross-cultural education for sustainability in the Himalayas*. Paper presented at the UC Berkeley EMST/SESAME Colloquium Series, Berkeley, CA.
97. **Hoadley, C.** (2006). *Emerging methods: Design-based research in instructional technology*, Paper presented at the Association for Educational Communications and Technology Annual Meeting, Dallas, TX.
98. diGiano, C., Chorost, M., & **Hoadley, C.** (2005, February). *Training New Designers across the Learning-Engagement Continuum*. Paper presented at the Engineering and Computing Education Grantee Meeting 2005, Washington, DC.
99. *Kilner, P. G.*, & **Hoadley, C.** (2005). *Anonymity options and professional participation in an online community of practice*, Paper presented at Computer-supported collaborative learning (CSCL) 2005, Taipei, Taiwan.
100. **Hoadley, C.** (2005). *To learn is to know: Teaching, communities, social capital, and knowledge management technologies*, Paper presented at the First International Conference on Online Communities and Social Computing [In conjunction with HCI International 2005], Las Vegas.
101. **Hoadley, C.** (2005). *The shape of the elephant: Scope and membership of the CSCL community*, Plenary session presented at Computer-supported Collaborative Learning (CSCL) 2005. Taipei, Taiwan.
102. **Hoadley, C.** (2005). *Research collaborations and knowledge networking classrooms*, Paper presented at the Annual meeting of the American Educational Research Association, Montreal, Canada.
103. **Hoadley, C.** (2005). *Design-based research and design experiments: Towards usable knowledge in instructional design*. Invited address presented at the European Association for Research on Learning and Instruction (EARLI) 2005 Conference, Nicosia, Cyprus.
104. **Hoadley, C.** (2005). *“Just so” knowledge: The role of design knowledge in fostering learning and empowerment (through technology)*, Paper presented at the Second International Conference on Technology, Knowledge, and Society, 2005, Hyderabad, India. Common Ground.
105. **Hoadley, C.** (2005, Feb. 18). *Engineering and education: Missing links*. Meeting summary (invited plenary) presented at the National Science Foundation Engineering and Computer Science Education PI Meeting, Washington, DC.
106. **Hoadley, C.**, & *Ke, F.* (2005). *Implications of collaborative knowledge building on instructional design: lessons from design-based research*, Paper presented at the European Association for Research on Learning and Instruction (EARLI) 2005 Conference, Nicosia, Cyprus.
107. **Hoadley, C.**, & *Honwad, S.* (2005). *Technology-enhanced learning for environmental education*, Paper presented at the Centre for Environmental Education India Conference 2005, Ahmedabad, India.
108. **Hoadley, C.**, & *Cox, C. D.* (2005). *Educating Reflective Learner Centered Designers*, Paper presented at the World Conference on Educational Multimedia, Hypermedia and Telecommunications (ED-MEDIA) 2005, Montreal, Canada.

109. **Hoadley, C.**, Sockman, B. R., & Anderson, A. (2005, April 13). *Responding to teachers' and researchers' information needs about technologies for learning*, Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
110. Carr-Chellman, A., Plants, R., Wilson, B., Merrill, M. D., Spector, J. M., Ragan, T., Reigeluth, C. M., Jonassen, D. H., **Hoadley, C.**, Pinkard, N., & Edelson, D. C. (2004, Oct. 21). *Instructional Design and the Learning Sciences: A Conversation Between Two Communities of Practice*, Panel presented at the Association for Educational Communications and Technology (AECT) Annual Convention 2004, Chicago.
111. Ke, F. and **Hoadley, C.** (2004) *How to evaluate online communities: A review of the literature*, Paper presented at the Society for Information Technology and Teacher Education (SITE) International Conference 2004, Association for the Advancement of Computing in Education (AACE), Atlanta.
112. **Hoadley, C.**, Kirby, J., & Carr-Chellman, A. (2004, Oct. 23). *Collaborators near and far: A bibliometric analysis*, Paper presented at the Association for Educational Communications and Technology (AECT) Annual Convention 2004, Chicago.
113. **Hoadley, C.** (2004, Jan. 6). *Design as inquiry: The role of design-based research in studying human-computer interaction*. Invited talk (R&T talk series). College of Information Sciences and Technology, Drexel University, Philadelphia, PA.
114. **Hoadley, C.** (2004, Feb. 18). *The death of experimentalism*. Paper presented at the Radical Thinkers talk series, Penn State, University Park, PA.
115. **Hoadley, C.**, & Kirby, J. (2004). *Socially relevant representations in interfaces for learning*, Paper presented at International Conference of the Learning Sciences (ICLS) 2004, Santa Monica.
116. Underwood, J., **Hoadley, C.**, diGiano, C., & Stohl, H. (2003, April). *Design principles of ESCOT math environments*, Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.
117. Kirby, J., Carr-Chellman, A., & **Hoadley, C.** (2003, April). *At the intersection of instructional systems and the learning sciences, does anyone have the right of way?* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.
118. **Hoadley, C.** (2003). *Design-based research and distributed cognition in socio-technical systems for learning*. Invited talk presented at C. Haythornthwaite, W. Stucky & G. Vossen (Eds.), Conceptual and Technical Aspects of Electronic Learning (Dagstuhl Seminar 03191). Dagstuhl International Conference and Research Center for Computer Science, Dagstuhl, Germany.
119. **Hoadley, C.** (2003). *Technology for Education*. Invited talk. Shiksan Prabodhini (Teacher Professional Development Institute) of Maharashtra State Education Society, Pune, India.
120. **Hoadley, C.** (2003). *Designing for learning: The collision of science, politics, the design of things, and the design of experience*. Invited talk. Malmö, Sweden: Malmö University, K3 (Konst, Kultur och Kommunikation).
121. **Hoadley, C.** (2003, April). *Using Multiple Methods to Study Social Activity in Educational Digital Libraries—The use of logfile analysis for studying communities*, Paper presented at the

Annual Meeting of the American Educational Research Association, Chicago.

122. **Hoadley, C.** (2003, April). *CILT's Reflections on "Uniting People, Technology and Powerful Ideas for Learning": Five Years of Knowledge Networking in Learning Sciences and Technologies—The CILT Knowledge Network*, Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.
123. **Hoadley, C.,** & Kim, D. E. (2003). *Learning, Design, and Technology: Creation of a design studio for educational innovation*, Paper presented at IADIS International Conference e-Society 2003, Lisbon, Portugal.
124. **Hoadley, C.,** Kirby, J., & Smith, B. K. (2003). *Bringing online and offline lives together: Computer support for collaboration, learning and reflection*. Poster presented at the National Science Foundation-Deutsche Forschungs Gesellschaft Joint Workshop on Educational Technology, Tuebingen, Germany.
125. **Hoadley, C.** (2002). *Creating context: Design-based research in creating and understanding CSCL*, Paper presented at the Computer Support for Collaborative Learning 2002 Conference, Broomfield, Colorado.
126. **Hoadley, C. M.** (2002). *Adventures in audio: Multidisciplinary curriculum and technology design research in postsecondary audio education*, Paper in interactive symposium, Design experimentation research methods: Advancing theories of context, learning, and design, S. Hsi and I. Tabak (organizers). Presented at the Annual Meeting of the American Educational Research Association, New Orleans.
127. **Hoadley, C.** (2000). *Designing collaborative environments for learning*. Invited talk, UC Berkeley SESAME Colloquium Series. Berkeley, CA.
128. **Hoadley, C.** (2000). *Collaborative design on the Internet and science learning: The Houses in the Desert project*, Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.
129. **Hoadley, C.** (2000, April 24-28). *Computers, Cognition, and Collaboration: The Impact of Social Cues on On-Line Learning*, Paper presented at the Annual meeting of the American Educational Research Association, New Orleans.
130. Pea, R. D. and **Hoadley, C. M.** (1999). *Face-to-face and computer-based community building activities in the Center for Innovative Learning Technologies (CILT)*, Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
131. Fishman, B., Lee, S.-Y., Songer, N. B., Guzdial, M., Hsi, S., Hewitt, J., Scardamalia, M. and **Hoadley, C. M.** (1999). *How can CSCL (Computer-Supported Collaborative Learning) change classroom culture and patterns of interaction among participants?* Interactive symposium presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
132. **Hoadley, C.** (2021, April 12). *Researcher-Practitioner Partnerships for Developing and Assessing Informal STEM Learning Experiences*, Session Discussant at the Annual Meeting of the American Educational Research Association (AERA), Virtual.

133. **Hoadley, C.** (2018, April 14). *Computer-Supported Collaborative Learning*, Session Discussant at the Annual Meeting of the American Educational Research Association (AERA), New York.
134. **Hoadley, C.** (1999). *Supporting a community of researchers and practitioners: the Center for Innovative Learning Technologies (CILT) Knowledge Network*, Paper presented at i3net Annual Conference, Siena, Italy.
135. **Hoadley, C.**, Coleman, E., Means, B., Penuel, W., Schlager, M., & Fusco, J. (1999). *The design of online learning communities: Research at the Center for Technology in Learning, SRI International*, Paper presented at the i3net Annual Conference, Siena, Italy.
136. **Hoadley, C. M.** (1999). *Social text: learning in online peer discussion in science*, Paper presented at the Winter Text Processing Conference, Jackson Hole, WY.
137. **Hoadley, C. M.** and Enyedy, N. (1999). *Between Information and Collaboration: Middle Spaces in Computer Media for Learning*, Paper presented at CSCL '99: Computer Supported Collaborative Learning 1999, Palo Alto, CA.
138. **Hoadley, C. M.** (1999, February 25, 1999). *The social interface: how social cues in computer interfaces support learning*. Invited talk presented at the Stanford Learning Lab 1999 Speaker Series, Palo Alto, CA.
139. **Hoadley, C. M.**, Krajcik, J., Loughran, J., Gunstone, R., Perkins, D., Schwartz, D., Bransford, J., White, B. Y. and Fredericksen, J. (1999, April 19-23). *Inquiry learning: how, when, and why should science inquiry be brought to the classroom?* Symposium presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
140. Cuthbert, A. and **Hoadley, C. M.** (1998, April). *Using KIE to help students develop shared criteria for house designs*, Paper presented at the Annual Meeting of the American Educational Research Association, San Diego.
141. Cuthbert, A. and **Hoadley, C. M.** (1998, April). *Designing desert houses in the Knowledge Integration Environment*, Poster presented at the Annual Meeting of the American Educational Research Association, San Diego.
142. **Hoadley, C.M.** (1998) *The social interface: learning science with an on-line peer discussion tool*. Talk presented at the Graduate School of Education and Information Sciences, University of California, Los Angeles, CA.
143. **Hoadley, C.M.** (1998) *Socially relevant representations for ubiquitous computing?* Talk presented at the Center for Integrated Learning Technologies Workshop on Ubiquitous, Low-Cost Computing, SRI International, Menlo Park, CA.
144. **Hoadley, C.M.** (1998) *Social interfaces: design and learning issues in groupware*. Talk presented at the Center for Integrated Learning Technologies Workshop on Learning Communities, SRI International, Menlo Park, CA.
145. **Hoadley, C. M.** (1998) *Shaping social interactions for knowledge integration through technology*, Paper presented at National Association for Research on Science Teaching (NARST) Annual Meeting. San Diego.
146. Cuthbert, A., Bell, P. and **Hoadley, C.** (1997) *Tracking activity patterns in online environments: implications for instructional design*, Paper presented at HCI International '97, San

Francisco, CA.

147. **Hoadley, C.**, & Ranney, M. (1997). *Education, Science and Design: An NSF Training Program*, Poster presentation at the National Science Foundation GRT Program PI Meeting, Washington, DC.
148. **Hoadley, C.M.**, Kirkpatrick, D. H. (1997) *Talking online: bridging science and the real world with student ideas*, Paper presented at the Curricu-Tech Showcase, San Francisco State University, Oct. 24-25, 1997. San Francisco.
149. **Hoadley, C.M.** (1997) *Scaffolding Scientific Discussion through Socially Relevant Representations in Networked Multimedia*. Dissertation synopsis presented at the Doctoral Consortium of CSCL '97 (Computer Support for Collaborative Learning), Dec. 1997, Toronto, Canada.
150. **Hoadley, C. M.** (1997) *Design activities for learning science: experiences and strategies*. Paper presented at the Design Education Workshop, Georgia Institute of Technology, Sept. 8-9, 1997, Atlanta, GA.
151. **Hoadley, C. M.**, Fishman, B., Harasim, L., Hsi, S., Levin, J., Pea, R., Scardamalia, M. and Linn, M.C. (1997) *Collaboration, communication and computers: what do we think we know about networked multimedia?* Panel presented at the Annual Meeting of the American Educational Research Association, Chicago.
152. **Hoadley, C. M.** and Hsi, S. (1996, April). *Towards a theory of collaborative networking in the science classroom*, Paper presented at the Annual Meeting of the American Educational Research Association, New York.
153. **Hoadley, C. M.**, Linn, M. C., Mann, L. M. and Clancy, M. J. (1996) *When and why do novice programmers reuse code?* Paper presented at Empirical Studies of Programmers, Sixth Workshop, Alexandria, VA.
154. Hsi, S. and **Hoadley, C. M.** (1995) *Assessing curricular innovation in engineering: using the multimedia forum kiosk*, Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.
155. **Hoadley, C. M.**, Hsi, S. and Berman, B. P. (1995) *The Multimedia Forum Kiosk and SpeakEasy*, Paper presented at ACM Multimedia '95, San Francisco.
156. **Hoadley, C. M.**, Hsi, S. and Berman, B. P. (1995) *Networked multimedia for communication and collaboration*, Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.
157. Schank, P., Ranney, M., **Hoadley, C.**, Diehl, C. and Neff, J. (1994). *A Reasoner's Workbench for Improving Scientific Thinking: Assessing Convince Me*, Paper presented at the 1994 International Symposium on Mathematics/Science Education and Technology, Charlottesville, Virginia.
158. Ranney, M., Schank, P., **Hoadley, C.** and Neff, J. (1994) *"I know one when I see one": How much do hypotheses differ from evidence?* Paper presented at the Fifth Annual American Society for Information Science Workshop on Classification Research.
159. Hsi, S. and **Hoadley, C. M.** (1994, April) *An interactive multimedia kiosk as a tool for collaborative discourse, reflection and assessment*, Paper presented at the Annual Meeting of

the American Educational Research Association, New Orleans.

160. **Hoadley, C.M.**, and Hsi, S., (1994) *SYNTHESIS Assessment: The Multimedia Forum Kiosk*. SYNTHESIS Coalition assessment workshop, Institute for Research on Learning, Palo Alto, CA.
161. **Hoadley, C. M.**, Ranney, M. and Schank, P. K. (1994) *WanderECHO: a connectionist simulation of limited coherence in human reasoning*, Paper presented at the Sixteenth Annual Conference of the Cognitive Science Society, Atlanta.
162. Hsi, S., **Hoadley, C.M.**, and Linn, M.C. (1993) *Using the Multimedia Forum Kiosk as an assessment tool*. Poster presentation, SYNTHESIS Coalition applications workshop, Berkeley, CA.
163. **Hoadley, C. M.** and Hsi, S. (1993) *A Multimedia Interface for Knowledge Building and Collaborative Learning*, Poster presented at InterCHI '93 [International Conference on Computer-Human Interaction], Amsterdam, April 24-29, 1993.
164. **Hoadley, C. M.**, Hsi, S. and Linn, M. C. (1993) *Assessing curricular change with an electronic discourse tool*. Paper presented at NSF Engineering Education Coalitions Assessment workshop, Baltimore, MD.