

Rogers P. Hall

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Education

1990 Ph.D. in Information and Computer Science, University of California, Irvine.
 1983 M.S. in Information and Computer Science, University of California, Irvine.
 1978 M.A. in Behavioral Sciences, University of Houston at Clear Lake City, Texas.
 1976 B.A. Summa Cum Laude in Behavioral Sciences, University of Houston at Clear Lake City, Texas.

Employment

2019 Wachtmeister Family Endowed Professorship in Mathematics Education, Peabody College of Vanderbilt University.
 2018 (Spring) Visiting Scholar, University of Washington, Seattle.
 2017 (Fall) Visiting Scholar, University of Colorado, Boulder.
 2011 – 2017 Chair, Department of Teaching and Learning, Peabody College of Vanderbilt University.
 2002 – present Professor of Education, Department of Teaching and Learning, Peabody College of Vanderbilt University.
 2006 – 2007 Fellow at the Center for Advanced Study in the Behavioral Sciences and Visiting Scholar, Stanford University, Palo Alto, CA.
 1999 – 2001 Associate Dean for Academic Affairs in the Graduate School of Education, University of California, Berkeley.
 1998 – 2002 Associate Professor in Cognition and Development, Social and Cultural Studies, and SESAME in the Graduate School of Education, University of California, Berkeley. Faculty Affiliate in the Energy Resources Group.
 1994 – 1996 NAE/Spencer Foundation postdoctoral fellow.
 1992 – 1998 Assistant Professor in Cognition and Development, Social and Cultural Studies, and SESAME in the Graduate School of Education, University of California, Berkeley.
 1992 – 1996 Research Scientist, Institute for Research on Learning, Palo Alto, California.
 1990 – 1992 Postdoctoral Fellow in the James S. McDonnell Foundation Program in Cognitive Studies for Educational Practice, Stanford University School of Education and the Institute for Research on Learning.
 Summer, 1986 Visiting Scholar at the Cognition and Language Laboratory (Dedre Gentner), Department of Psychology, University of Illinois, Champaign, Illinois.
 1981 – 1990 Lecturer, Teaching Assistant, and Research Assistant in Information and Computer Science, University of California, Irvine.
 1976 – 1981 Research Associate, Department of Psychiatry and Behavioral Sciences, University of Texas Medical Branch, Galveston, Texas.

Articles

- Hall, R. & Space, Learning & Mobility Lab (2020). Here and then: Learning by making places with digital spatial story lines. *Cognition & Instruction*.
<https://doi.org/10.1080/07370008.2020.1732391>
- Vogelstein, Brady & Hall (2019). Reenacting choreographed performance to invite ensemble learning in mathematical activity. *ZDM Mathematics Education* 51, 331–346.
<https://doi.org/10.1007/s11858-019-01030-2>
- Ma, J. & Hall, R. (2018). Learning a part together: Ensemble learning and infrastructure in a competitive high school marching band. *Instructional Science* 46(4), 507-532.
<https://doi.org/10.1007/s11251-018-9455-3>
- Shapiro, B. R., Hall, R. & Owens, D. A. (2017). Developing and using interaction geography in a museum. *International Journal of Computer Supported Collaborative Learning*, 12, 377-399. <http://rdcu.be/AcaU>
- Hall, R. & Jurow, A. S. (2015). Changing Concepts in Activity: Descriptive and Design Studies of Consequential Learning in Conceptual Practices, *Educational Psychologist*, 50:3, 173-189. <https://doi.org/10.1080/00461520.2015.1075403>
- Taylor, K. H. & Hall, R. (2013). Counter-mapping the neighborhood on bicycles: Mobilizing youth to reimagine the city. *Technology, Knowledge and Learning*, 18, 65-93.
https://peabody.vanderbilt.edu/departments/tl/teaching_and_learning_research/space_learning_mobility/Taylor_bicycles.pdf
- Hall, R. & Horn, I. S. (2012). Talk and conceptual change at work: Adequate representation and epistemic stance in a comparative analysis of statistical consulting and teacher workgroups. *Mind, Culture and Activity*, 19, 240-258.
<https://doi.org/10.1080/10749039.2012.688233>
- Hall, R. & Nemirovsky, R. (2012). Modalities of body engagement in mathematical activity and learning. Special issue on Embodied Mathematical Cognition, *Journal of the Learning Sciences*, 21, 207-215. <https://doi.org/10.1080/10508406.2011.611447>
- Derry, S. J., Pea, R., Barron, B., Engle, R., Erickson, F., Goldman, R., Hall, R., Koschmann, T., Lemke, J., Sherin, M., Sherin, B. (2010). Conducting video research in the learning sciences: Guidance on selection, analysis, technology, and ethics. *Journal of the Learning Sciences*, 19, 1-51. <https://doi.org/10.1080/10508400903452884>
- Jurow, S., Hall, R. & Ma, J. (2008). Expanding the disciplinary expertise of a middle school mathematics classroom: Re-contextualizing student models in conversations with visiting scientists. *Journal of the Learning Sciences*, 17(3), 338-380.
<https://doi.org/10.1080/10508400802192714>
- Hall, R., Wright, K. & Wieckert, K. (2007). Interactive and historical processes of distributing statistical concepts through work organization. *Mind, Culture, and Activity*, 14(1&2), 103-127. <https://doi.org/10.1080/10749030701307770>
- Hall, R. (2005). Reconstructing the learning sciences. *Journal of the Learning Sciences*, 14(1), 139-155. https://doi.org/10.1207/s15327809jls1401_8

- Hall, R. (2004). Attaching self and others to social categories as an interactional and historical achievement. *Human Development*, 47(6), 354-360.
<https://www.jstor.org/stable/26763821>
- Hall, R., Stevens, R., & Torralba, A. (2002). Disrupting representational infrastructure in conversations across disciplines. *Mind, Culture, and Activity*, 9(3), 179-210.
https://doi.org/10.1207/S15327884MCA0903_03
- Hall, R. (2001). Schedules of practical work for the analysis of case studies of learning and development. *Journal of the Learning Sciences*, 10(1&2), 203-222.
https://doi.org/10.1207/S15327809JLS10-1-2_8
- Hall, R. (2001). Cultural artifacts, self regulation, and learning: Commentary on Neuman's "Can the Baron von Munchhausen phenomenon be solved?" *Mind, Culture & Activity* 8(1), 98-108. https://doi.org/10.1207/S15327884MCA0801_08
- Hall, R. (1999). The organization and development of discursive practices for "having a theory". *Discourse Processes*, 27(2), 187-218.
- Greeno, J.G. & Middle School Mathematics through Applications Project Group (1998). The situativity of knowing, learning, and research. *American Psychologist*, 53, 5-26.
- Greeno, J. G. & Hall, R. P. (1997, January). Practicing representation: learning with and about representational forms. *Phi Delta Kappan*, 361-367.
- Stevens, R. & Hall, R. (1997). Seeing the Tornado: how VideoTraces mediate visitor understandings of (natural?) spectacles in a science museum. *Science Education*, 81(6), 735-747.
- Hall, R. (1996). Representation as shared activity: Situated cognition and Dewey's cartography of experience. *Journal of the Learning Sciences*, 5(3), 209-238.
- Hall, R.P., Knudsen, J., & Greeno, J.G. (1996). A case study of systemic attributes of assessment technologies. *Educational Assessment*, 3(4), 315-361.
- Hall, R. (1995). Exploring design-oriented mathematical practices in school and work settings. *Communications of the ACM*, September, p. 62.
- Hall, R., Kibler, D., Wenger, E., & Truxaw, C. (1989). Exploring the episodic structure of algebra story problem solving. *Cognition and Instruction*, 6(3), 223- 283.
- Hall R. (1989). Computational approaches to analogical reasoning: a comparative analysis. *Artificial Intelligence*, 39,39-120.
- Hall R.P. & Kibler D. (1985). Differing methodological perspectives in artificial intelligence research. *Artificial Intelligence Magazine*, 6(3), Fall, 166-178.
- Gentry, W.D., Chesney, A.P., Kennedy, C.D., Hall, R. P., Gary, H.E. & Harburg, E. (1983). The relation of demographic attributes and habitual anger-coping styles. *The Journal of Social Psychology*, 121, 45-50.
- Chesney, A.P., Chavira, J.A., Hall, R.P. & Gary, H.G. (1982). Barriers to medical care of Mexican-Americans: The role of social class, acculturation, and social isolation. *Medical Care*, 20(9), 883-891.

- Rose R.M., Jenkins C.D., Hurst M., Livingston L. & Hall R.P. (1981). Endocrine activity in air traffic controllers at work. I. Characterization of cortisol and growth hormone levels during the day. *Psychoneuroendocrinology*, 7(2,3), 101-112.
- Rose R.M., Jenkins C.D., Hurst M., Herd J.A. & Hall R. (1981). Endocrine activity in air traffic controllers at work. II. Biological, psychological and work correlates. *Psychoneuroendocrinology*, 7(2,3), 113-124.
- Rose R.M., Jenkins C.D., Hurst M., Kreger B.E., Barrett J. & Hall R. (1981). Endocrine activity in air traffic controllers at work. III. Relationship to physical and psychiatric morbidity. *Psychoneuroendocrinology*, 7(2,3), 125-134.

Books, Monographs, and Reviews

- Hall, R. (2002, October). Review of Radical Equations: Math Literacy and Civil Rights and Mathematics Success and Failure Among African-American Youth: The Roles of Sociohistorical Context, Community Forces, School Influence, and Individual Agency. *Educational Researcher*, 31, 34-40.
- Hall, R., Miyake, N., and Enyedy, N. (1997) *Proceedings of CSCL '97: The Second International Conference on Computer Support for Collaborative Learning*. December 10-14, 1997. University of Toronto/Ontario Institute for Studies in Education (OISE). Mahwah, NJ: Lawrence Erlbaum and Associates.
- Koschman, T., Hall, R. & Miyake, N. (2001). *CSCL II: Carrying forward the conversation*. Mahwah, NJ: Lawrence Erlbaum and Associates.
- Hall R. (1990). *Making mathematics on paper: constructing representations of stories about related linear functions*. Doctoral dissertation, Technical Report 90-17, Department of Information and Computer Science, University of California, Irvine. Monograph 90-0002, Institute for Research on Learning.

Papers in Conference Proceedings

- Hall, R., Champion, D.N., Tucker-Raymond, E., Gravel, B, Millner, Amon-Millner, O., Marin, A., Halle-Erby, K., Silvis, D., Taylor, K. & Ma, J. (2020, June). Designs for learning with and through sound. In Proceedings of the International Conference on the Learning Sciences.
- Shapiro, B. R. & Hall, R. (2019, June). Studying Collaborative Interaction across Museum & City Scales with the Interaction Geography Slicer (IGS). In B. K. Smith, M. Borge, K. Y. Lim & E. Mercier (Eds.) *Proceedings of the 12th International Conference on Computer Supported Collaborative Learning (CSCL)*, Lyon, France.
- Shapiro, B. R. & Hall, R. (2018, November). Personal curation in a museum. In V. Evers & N. Naaman (Eds.), *Proceedings of the 21st ACM Conference on Computer-Supported Cooperative Work (CSCW)*, Jersey City.
- Hall, R. & Vogelstein, L. (2018, June). How did they do that? Using video-elicited re-enactments to invite ensemble learning in mathematical activity. In J. Kay and R. Luckin (Eds.), *Proceedings of the 13th International Conference of the Learning Sciences, Volume 2* (pp. 1195-1202), University College, London: United Kingdom.

- Vogelstein, L., Brady, C. & Hall, R. (2017). Mathematical reflections: The design potential of ensemble performance. In P. Blikstein & D. Abrahamson (Eds.), *Proceedings of the 2017 Conference on Interaction Design and Children* (pp. 583-588). New York: Association for Computing Machinery.
- Shapiro, R. R. & Hall, R. (2017, June). Making engagement visible: The development and use of Mondrian Transcripts in a museum. In B. K. Smith, M. Borge, K. Y. Lim & E. Mercier (Eds.) *Proceedings of the 12th International Conference on Computer Supported Collaborative Learning (CSCL)*, Philadelphia, PA. Award for Best Design Paper.
- Shapiro, R. R. & Hall, R. (2017, May). Interaction geography in a museum. In S. Fussell & G. Mark (Eds.), *Proceedings of the ACM CHI Conference on Human Factors in Computing Systems*, Denver, CO.
- Kahn, J. & Hall, R. (2016). Getting personal with big data: Stories with multivariable models about health and wealth. Best student paper award of the Special Interest Group on Advanced Learning Technology and Learning Sciences, American Educational Research Association.
- Stevens, R. & Hall, R. (2014). Yipee KAIA and other cowboy expressions of joy. Paper in a symposium titled, "Is the sum greater than its parts? Reflections on the agenda of integrating analyses of cognition and learning" (M. Levin & O. Parnafes, Co-chairs), International Conference of the Learning Sciences.
- Ma, J. Y., Hall, R. & Leander, K. M. (2010, June). Shifting between person, structure and settlement scales in anthropological fieldwork. In Hall, R. (Symposium Chair). *Scaling practices of spatial analysis and modeling*. International Conference of the Learning Sciences.
- Taylor, K., Hall, R. & Leander, K. M. (2010, June). Changing the structure of planning participation by moving across scales. In Hall, R. (Symposium Chair). *Scaling practices of spatial analysis and modeling*. International Conference of the Learning Sciences.
- Hall, R., Lehrer, R., Lucas, D. & Schauble, L. (2004). Of grids and jars: A comparative analysis of representational infrastructure and learning opportunities in middle school and professional science. In Y. Kafai, W. Sandoval, N. Enyedy, A. Nixon & F. Herrera (Eds.), *Embracing diversity in the learning sciences: The Proceedings of the Sixth Fifth International Conference of the Learning Sciences (ICLS)*, 238-245.
- Banach, M., Brown, N., Carroll, C., Gillespie, N, Glaser, D, Hall, R., & Ryu, A. (2002). Constituting "missing objects" in learning conversations. In P. Bell, R. Stevens, & T. Satwicz (Eds.), *Keeping Learning Complex: The Proceedings of the Fifth International Conference of the Learning Sciences (ICLS)*, 606-610.
- Hall, R. (2000, August). Work at the interface between representing and represented worlds in middle school mathematics design projects. In L.R. Gleitman and A.K. Joshi (Eds.), *Proceedings of Twenty-Second Annual Conference of the Cognitive Science Society* (pp. 675-680). Mahwah, NJ: Lawrence Erlbaum Associates.
- Hall, R. & Stevens, R. (1996) Teaching/learning events in the workplace: a comparative analysis of their organizational and interactional structure. In G. W. Cottrell (Ed.),

- Proceedings of the Eighteenth Annual Conference of the Cognitive Science Society* (pp. 160–165). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Hall, R. (1994). Visual reasoning in instruction. N. H. Narayan (Chair) Symposium on Visual reasoning in discovery, instruction and problem solving. In A. Ram and K. Eiselt (Eds.), *Proceedings of the Sixteenth Annual Conference of the Cognitive Science Society* (pp. 980-984). Hillsdale, NJ: Lawrence Erlbaum and Associates, Publishers.
- Hall R. (1989). Qualitative diagrams: supporting the construction of algebraic representations in applied problem solving. In D. Bierman, J. Breuker & J. Sandburg (Eds.), *Artificial intelligence and education, Proceedings of the 4th International Conference on AI and Education* (116–122). Amsterdam, Netherlands: IOS.
- Hall R. (1987). When trains become hoses: justifying problem comparisons in problem solving. *Third International Conference on Artificial Intelligence and Education*, Learning Research and Development Center, Pittsburgh, Pennsylvania.
- Kibler D. & Hall R.P. (1985) A model of acquiring problem solving expertise. *Proceedings of the Seventh Annual Conference of the Cognitive Science Society*, 303–307.

Book Chapters

- Hall, R., Shapiro, B. & Space, Learning and Mobility (SLaM) Lab. (in press). Back in the Day: A Walking Tour of Historic Jefferson Street. J. Fraser, L. Williams & A. Thurber (Eds.), *A People's Guide to Nashville*. Oakland, CA: University of California Press. (see: <https://my.vanderbilt.edu/peoplesguidenashville/>)
- Hall, R. & Stevens, R. (2015). Interaction analysis approaches to knowledge in use. In A. A. diSessa, M. Levin, & J. S. Brown (Eds.), *Knowledge and interaction: A synthetic agenda for the learning sciences* (pp. 72-108). New York, NY: Routledge.
- Hall, R., Nemirovsky, R., Ma, J. & Kelton, M. (2015). Towards a generous* discussion of the interplay between natural descriptive and hidden machinery orientations in knowledge and interaction analysis. In A. A. diSessa, M. Levin, & J. S. Brown (Eds.), *Knowledge and interaction: A synthetic agenda for the learning sciences* (pp. 496-550). New York, NY: Routledge.
- Hall, R., Ma, J. Y. & Nemirovsky, R. (2014). Re-scaling bodies in/as representational instruments in GPS drawing. In V. Lee & M. Linn (Editors), *Technology and the Body: Perspectives from the Learning Sciences*, (pp. 112-131). New York, NY: Routledge.
- Hall, R. (2011). Cultural forms, agency, and the discovery of invention in classroom research on learning and teaching. In T. Koschmann (Ed.), *Theories of learning and studies of instructional practice*, (pp. 359-383). New York: Springer.
- Hall, R., Wieckert, K. & Wright, K. (2010). How does cognition get distributed? Case studies of making concepts general in technical and scientific work. In M. Banich & D. Caccamise (Eds.) *Generalization of knowledge: Multidisciplinary perspectives*, (pp. 225-246). New York: Psychology Press.
- Hall, R. & Greeno, J. G. (2008). Conceptual learning. T. Good (Ed.), *21st Century Education: A Reference Handbook*, (pp. 212-221). Sage.

- Hall, R. (2007, July). Strategies for video recording: Fast, cheap, and (mostly) in control. In S. Derry (Ed.), *Guidelines for Video Research in Education: Recommendations from an Expert Panel* (pp. 4-14). NSF White Paper, available from Data Research and Development Center (<http://drdc.uchicago.edu/what/video-research-guidelines.pdf>).
- Goldstein, B.E. & Hall, R. (2007). Modeling without end: Conflict across organizational and disciplinary boundaries in habitat conservation planning. In R. Lesh, E. Hamilton & J. Kaput (Eds.), *Foundations for the future in mathematics education* (pp. 57-76). Mahwah, NJ: Lawrence Erlbaum Publishers.
- Hall, R., Stevens, R., & Torralba, A. (2005). Disrupting representational infrastructure in conversations across disciplines. In S. J. Derry, C. D. Schunn & M. A. Gernsbacher (Eds.), *Interdisciplinary collaboration: An emerging cognitive science* (pp. 123-166). Mahwah, NJ: Erlbaum. Earlier version appears in *Mind, Culture and Activity*, 2002.
- Greeno, J. G., Hall, R., Sommerfeld, M., Stenning, K. & Weibe, M. (2002). Coordinating mathematical with biological multiplication. Conceptual learning as the development of heterogeneous representation systems. In M. Baker, P. Brna, K. Stenning & A. Tiberghien (Eds.) *The role of communication in learning to model* (pp. 3-48). Mahwah, NJ: Lawrence Erlbaum Publishers.
- Hall, R. (2001). Collaboration and learning as contingent responses to designed environments. In T. Koschmann, R. Hall, and N. Miyake (Eds.), *Computer support for collaborative learning II: Continuing the conversation* (pp. 185-196). Mahwah, NJ: Lawrence Erlbaum and Associates.
- Hall, R. (2000). Video recording as theory. In A. Kelley & R. Lesh (Eds.) *Handbook of Research Design in Mathematics and Science Education* (pp. 647-664). Mahwah, NJ: Lawrence Erlbaum.
- Hall, R. (1998). Following mathematical practices in design-oriented work. In C. Hoyles, C. Morgan, & G. Woodhouse (Eds.), *Rethinking the Mathematics Curriculum, Volume 10, Studies in Mathematics Education Series* (pp. 29-47). London: Falmer Press.
- Hall, R. & Rubin, A. (1998). ... there's five little notches in here: Dilemmas in teaching and learning the conventional structure of rate. In J. Greeno and S.G. Goldman (Eds.), *Thinking practices in mathematics and science learning* (pp. 189-235). Mahwah, NJ: Lawrence Erlbaum and Associates.
- Stevens, R. & Hall, R. (1998). Disciplined perception: learning to see in technoscience. In M. Lampert and M. Blunk (Eds.), *Talking mathematics in school: Studies of teaching and learning* (pp. 107-149). Cambridge, UK: Cambridge University Press.
- Hall, R. (1995). Realism(s) for learning algebra. In C. B. LaCampagne, W. Blair, & J. Kaput (Eds.), *The Algebra Initiative Colloquium*. (Volume 2, pp. 33-51) Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.
- Hall, R. & Stevens, R. (1995). Making space: a comparison of mathematical work in school and professional design practices. In S.L. Star (Ed.), *The cultures of computing* (118-145). London: Basil Blackwell.

Working Papers (under review and in progress)

- Hall, R. & Taylor, K. H. (in progress). Making places: Coincident boundaries and stories told thus far in remembering/forgetting the Music City.
- Kahn, J. & Hall, R. (in progress). Getting personal with big data: Telling stories with multivariable models about global health and wealth.
- Hall, R. (in progress). Foraging and dissecting STEM arguments in public media.
- Hall, R. & Shapiro, B. (in progress). Learning through interest-driven engagement and personal curation in cultural heritage gallery spaces.
- Hall, R. & SLaM (in progress). Learning, development, and design of new practices of spatial analysis and modeling.

Non-refereed Technical Reports, Curriculum Materials, etc.

- National Academies of Sciences, Engineering, and Medicine. (2019). *NASA's Science Activation Program: Achievements and Opportunities*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25569>.
- Hall, R., Taylor, K., Marin, A. & Shapiro, B. (2017). *New genre of learning on the move*. See website: <https://www.lom-meshworking.org/>
- Hall, R. & Nemirovsky, R. (2010). Modal engagements as the conceptual fabric of embodied mathematical cognition. <http://www.sci.sdsu.edu/tlcm/>
- Vanderbilt SLAM (2010). Scale and modality in spatial analysis and modeling: A comparative analysis of professional practices. White paper for 2nd Tangibility Theory Workshop, San Diego, CA.
- Hall, R. (1999). Case studies of math at work: exploring design-oriented mathematical practices in school and work settings. Final report to the National Science (RED-9553648).
- Hall, R. (1995). Exploring mathematical practices in design-oriented work. Video case and accompanying documentation. Discussion piece for an AERA session on "Assessing Cases of Algebraic Reasoning." San Francisco, CA.
- Middle School Mathematics through Applications Project (1995). The Antarctica Project, LifeLines, Guppies, and Codes Inc. Curriculum units developed at the Institute for Research on Learning and Stanford University.
- Dworkin, L. & Hall, R. (1994). "The average upper grader": Assessing mathematical understanding using an open-ended group task. Video case and viewing guide. Math TASKS Project, San Francisco State University.
- Hall, R., Knudsen, J., & Greeno, J. G. (1993). Practice and technology in the participatory design of assessment systems. Technical Report, Institute for Research on Learning.
- Hall, R. & Lewis, J. (1993). The participatory design of assessment systems. Video CaseBook Prototype, Institute for Research on Learning.
- Hall R.P., Falkenhainer B., Flann N., Hampson S., Reinke R., Shrager J., Sims H. & Tadepalli P. (1987). A review of the fourth international workshop on machine learning. *Machine Learning*, 2, 173-190.

Hall R.P. (1986). Understanding analogical reasoning: viewpoints from psychology and related disciplines. Technical Report 86-10, Department of Information and Computer Science, University of California, Irvine.

Hall R., Wenger E., Kibler D., & Langley P. (1985). The effect of multiple knowledge sources on learning and teaching. Technical Report 85-11, Department of Information and Computer Science, University of California, Irvine.

Invited Talks, Presentations, and Workshops at Professional Meetings

Hall, R. (2020, March). Public history in comparative perspective. Panel conversation with Dr. Olwen Purdue (Queens College, Belfast) and Heather Finch (Belmont University, Nashville). Belmont University.

Duncan, R. & Hall, R. (2020, June). Early Career Workshop, Conference of the International Society of the Learning Sciences, Nashville, TN.

Hall, R. (2019, September). At work in the Space, Learning and Mobility (SLaM) Lab: Using everyday technologies in university teaching for learning and design. Tennessee State University.

Hall, R., Marin, A. & Nzinga, K. (2019, September). Invited faculty panel: Contexts, complexity, and communities. Learning Sciences Graduate Student Conference. Northwestern University.

Hall, R. & Vossoughi, S. (2019, September). Interaction analysis workshop. Learning Sciences Graduate Student Conference. Northwestern University.

Lave, J. & Hall, R. (2018, November). Structural arrangements for ensemble learning: Production schools and marching bands. Invited keynote for Numeracy as part of Adult (Basic) Education: International and Comparative Perspectives. Hamburg, Germany: UNESCO Institute for Lifelong Learning.

Hall, R. & Space, Learning & Mobility Lab (2018, April 26). Here and then: Learning by making places with digital spatial story lines. Invited talk for Learning Sciences faculty and graduate students, University of Washington, Seattle.

Headrick Taylor, K. & Hall, R. (2018, May 3). Using the city as a classroom. Facebook Live Webinar. University of Washington, Seattle,
<https://www.facebook.com/UWCollegeofEducation/videos/vl.221154965342799/10156454718087533/?type=1>

Headrick Taylor, K. & Hall, R. (2018, May 17). The future of video-based research. Facebook Live Webinar. University of Washington, Seattle,
<https://www.facebook.com/UWCollegeofEducation/videos/vl.221154965342799/10156488726932533/?type=1>

Smith, B., Radinsky, J., Hall, R., & O'Neill, K. (2018, April 24). When form follows fantasy: Lessons for learning scientists from modernist architecture. Webinar, *Journal of the Learning Sciences*,
https://www.youtube.com/watch?v=gAFq_SrYLIE&feature=share

- Hall, R. (2017, October). At work in the Space, Learning and Mobility (SLaM) Lab: What are collectives for? Invited talk in the Learning Sciences and Human Development seminar, University of Colorado, Boulder.
- Hall, R. Y Shapiro, B.R. (2017, November). Learning on the move and interaction geography in and out of museums. Invited talk in the Learning in Informal Settings seminar series, Museum of Natural History, University of Colorado, Boulder.
- Hall, R., Marin, A., Taylor, K. H., Silvis, D., Pinkhard, N. & Enyedy, N. (2017, June). Can we use location-aware tools and practices to create a new genre of learning on the move (LoM)? Discussion Session at the 47th Annual Meeting of the Jean Piaget Society, San Francisco.
- Hall, R. (2017, June). Learning takes Place—Making places for learning. Paper presented in a Discussion Session at the 47th Annual Meeting of the Jean Piaget Society, San Francisco. See also: <https://www.lom-meshworking.org/>
- Vogelstein, L., Hall, R. & Brady, C. (2017, June). Embodied Mathematical Technologies: Making Sense of Ensemble-Based Embodied Mathematical Thinking and Learning. Paper at the 47th Annual Meeting of the Jean Piaget Society, San Francisco.
- Kahn, J. & Hall, R. (2017). At the intersection of self and society: Learning and becoming family storytellers with big data. Paper at the 47th Annual Meeting of the Jean Piaget Society, San Francisco.
- Hall, R. & Space, Learning and Mobility Lab (2017, March). Placing conceptual practices in motion: Digital supports for learning on the move. Invited presentation for "Digital Conversations: A salon for scrutinizing new digital scholarship on campus and beyond." The Wondry, Vanderbilt University.
- Hall, R. (2016, November). Bodies and ensembles in published transcripts: Snakes and rocks 24/7. Invited paper and presentation at Spencer Foundation workshop, "Learning how to look and listen: Building capacity for video-based transcription and analysis in social and educational research" at Arizona State University (F. Erickson and A. Artiles). See <https://www.learninghowtolookandlisten.com/>
- Hall, R. (2016, August) Data science is an unfinished project. Invited talk at a Workshop on Youth Learning and Data Science, National Science Foundation, University of California, Berkeley.
- Hall, R. (2016, June). Learning by making places along the daily round. Invited Symposium at the 46th Annual Meeting of the Jean Piaget Society.
- Hall, R. (2016, April). Re-inscribing the city in design studies of critical STEAM conceptual practice. Symposium at the Annual Meetings of the American Educational Research Association, Washington, D.C.
- Kahn, J., Hall, R. & Pearman, A. (2016, April). Telling the city with big data. Symposium paper at the Annual Meetings of the American Educational Research Association, Washington, D.C.
- Shapiro, B. & Hall, R. (2016, April). Engagement and personal curation in interest driven learning environments. Paper in a symposium on Re-inscribing the City with STEAM at the Annual Meetings of the American Educational Research Association, Washington, D.C.

- Taylor, K. H. & Hall, R. (2016, April). Remembering/forgetting the Music City: Performative place-making with diverse publics. Paper in a symposium on Re-inscribing the City with STEAM at the Annual Meetings of the American Educational Research Association, Washington, D.C.
- Heiberger, L. & Hall, R. (2016, April). Place-making through reenactment: From archives to urban spaces. Symposium paper at the Annual Meetings of the American Educational Research Association, Washington, D.C.
- Hall, R. (2015, May). Standardizing knowledge and learning across settings. Invited keynote at a conference, *Common Core State Standards and Research in the Learning Sciences*, hosted by the Research in Cognition & Mathematics Education (RCME) training grant at UC Berkeley (funded by the Institute of Education Sciences).
- Hall, R. & Leander, K. (2015, April). *Curation of the City as Everyday Assemblage*. Symposium at the annual meetings of the Association of American Geographers, Chicago, IL.
- Lave, J. & Hall, R. (2014, June). Talking about learning in changing social practices. Invited keynote conversation (new format) at the 2014 International Conference of the Learning Sciences.
- Hall, R. (2014, May). Research in the Spatial Learning and Mobility (SLaM) Lab. Seminar and workshop presented at the *Mellon Institute in Digital and Public Humanities for Early Career Scholars*. Curb Center for Innovation, Vanderbilt University.
- Kahn, J., Hall, R. & Phillips, N. C. (2014, April). Horse racing global development: Dissecting and remixing graph arguments using motion charts and public data about global wealth and health. Paper in an AERA symposium on “Distributing, Learning, and Making STEM Arguments in Public Media” (Rogers Hall, Joseph Polman & Engida Gebre, Co-Chairs).
- Hall, R., Owens, D. & Leander, K. (2013). Designing spaces for learning: What’s next? Workshop on the Vanderbilt campus with participants from local community organizations (museums, libraries, schools, maker spaces), the Nashville Mayor’s Office of Innovation, Vanderbilt faculty from professional and A&S Schools, and visiting faculty from the School of Architecture at the University of Melbourne. With support from Vanderbilt International Office, The Curb Center, and the Dean of Vanderbilt Libraries.
- Torralba, J. A. & Hall, R. (2012, October). Displacing scientific concepts and practices: Implications for the development of things, people and disciplines. Paper presented at the annual meetings of the Society for the Social Studies of Science, Copenhagen, Denmark.
- Hall, R., Nemirovsky, R., Ma, J. & Kelton, M. (2012, April). Towards a generous* discussion of the interplay between natural descriptive and hidden machinery orientations in knowledge and interaction analysis. Paper in AERA symposium, Integrating Issues of Knowledge and Interaction in Analyses of Cognition and Learning.
- Hall, R. & Wieckert, K. (2011, September). Serving and abstracting in the boundary spanning work of statistical consultants. Paper presented at NSF workshop, Celebration of Leigh Star’s Intellectual Legacy, San Francisco, CA.

- Hall, R. & Ma, J. (2011). Learning a part together: Participant trajectories with ensemble spatial forms in a high school marching band. Paper in a symposium on Difference, Culture and Distribution in Mathematics and Science Learning, at the Annual Meetings of the Jean Piaget Society, Berkeley, CA.
- Hall, R. & Ma, J.Y. (2011, February). "You know, it was a pain in the ass for those people." Embodied measurements of change in archeological practices of spatial analysis and modeling. Paper presented at the 32nd Annual Ethnography in Education Research Forum, University of Pennsylvania.
- Headrick Taylor, K. & Hall, R. (2011, February). Forming publics: Negotiating what develops at the interface of participatory planning. Paper presented at the 32nd Annual Ethnography in Education Research Forum, University of Pennsylvania.
- Ma, J.Y. & Hall, R. (2011, February). From dots to chunks: Embodied learning and ensemble performance in a high school marching band. Paper presented at the 32nd Annual Ethnography in Education Research Forum, University of Pennsylvania.
- Hall, R. (2010, November). Distributing cognition in talk across disciplines. Invited talk at NSF Workshop on Interdisciplinary Collaboration in Innovative Science and Engineering Fields, Boston College.
- Hall, R. (2010, June). Placing the body in modeling practices. Invited Plenary Paper, International Conference of the Learning Sciences.
- Hall, R. & Leander, K. M. (2010, April). Comparative analyses of spatial thinking in diverse professional practices. In R. Hall & K. Leander (Symposium Leaders), Learning and development of new practices of spatial thinking. Annual Meetings of the American Educational Research Association. Denver, CO.
- Ma, J. Y., Hall, R. & Leander, K. M. (2010, April). Learning to see and to show: From mundane to innovative modeling in physical anthropology. In R. Hall & K. Leander (Symposium Leaders), Learning and development of new practices of spatial thinking. Annual Meetings of the American Educational Research Association. Denver, CO.
- Taylor, K. & Hall, R. (2010, April). Getting into the map: How the public learns to take place in urban planning. In R. Hall & K. Leander (Symposium Leaders), Learning and development of new practices of spatial thinking. Annual Meetings of the American Educational Research Association. Denver, CO.
- Hall, R. & Leander, K. (2010, April). Comparative analysis of learning spatial analysis across professions. Annual Meetings of the Association of American Geographers. Washington, D.C.
- Hall, R. & Leander, K. (2008, September). Research on learning in and about space: Distributional and place-based approaches. In R. Hall & K. Leander (Symposium Leaders), Place, mobility, embodied action and learning. International Society for Cultural and Activity Research, San Diego, CA.
- Hall, R. & Nemirovsky, R. (2008, September). Walking geometry: Using location-aware technologies to change the scale and modality of mathematical understanding. In R. Hall & K. Leander (Symposium Leaders), Place, mobility, embodied action and learning. International Society for Cultural and Activity Research, San Diego, CA.

- Hall, R., Wright, K. & Wieckert, K. (2007, July). Learning in activities that cross disciplinary boundaries. In N. Miyake & R. Pea (Symposium Chairs), *Redefining learning goals of very long-term learning across many different fields of activity*. Computer Supported Collaborative Learning, New Brunswick, NJ.
- Hall, R. (2007, April). Change in discourse about research on diversity in mathematics education through doctoral research training in a multi-year national center. American Educational Research Association, Chicago, IL.
- Hall, R., Rubel, L. & Ryu, A. (2007, April). Developing technical practices for video case analysis and their implications for research on diversity in mathematics education. American Educational Research Association, Chicago, IL.
- Hall, R., Wieckert, K. & Wright, K. (2007, April). The body as a plastic resource during interactive assembly of statistical models and arguments. American Educational Research Association, Chicago, IL.
- Hall, R. (2007, April). Re-mediating research on STEM learning and teaching through NSF investment in mathematics and science partnerships. American Educational Research Association, Chicago, IL.
- Hall, R. (2006). Transfer as purposeful activity across settings. Invited talk, NSF Science of Learning Centers Workshop on Transfer, Arlington, VA.
- Gresalfi, M. & Hall, R. (2006). Learning by problematizing situations and changing participation in collective activity. Invited talk, Festschrift for James Greeno, 18th Annual Convention, Association for Psychological Science, New York.
- Hall, R. (2006). How does cognition get distributed? Case studies of making concepts general in technical and scientific work. Invited talk, Institute of Cognitive Science, University of Colorado, Boulder.
- Hall, R. & Jurow, S. (2006). Hybrid interactional practices: Expanding the disciplinary expertise of a middle school mathematics classroom. Paper presented at the annual meetings of the American Educational Research Association, San Francisco, California.
- Hall, R., Wieckert, K. & Wright, K. (2006). Learning, teaching and generalizing statistical concepts as statisticians consult across client domains. American Educational Research Association, San Francisco, California.
- Hall, R. (2004, March). How are statistical concepts made general? Statistical consulting as a laboratory for studying the social organization of generalization. Invited talk, International Seminar on Learning and Technology at Work, Institute of Education, London. <http://www.lonklab.ac.uk/kscope/ltw/seminar.htm>
- Hall, R. & Wieckert, K. (2004, April). Learning as the development of people and things, together. In K. Beach (Chair), *Learning and Developing, and Participating Between School Community, and Work*. Annual Meetings of the American Educational Research Association, San Diego, CA.
- Hall, R. (2004). Studies of disrupting representational infrastructure: Towards a theory of distributing cognition. Invited lecture, Georgia Institute of Technology, October 15, 2004. http://www.cc.gatech.edu/gvu/streaming/archives_F04/CSC_10-15-04.html

- Hall, R., Rubel, L., Ryu, A. & Erickson, F. (2004, February). Discourse change in research on diversity in mathematics education: Reformulation/recontextualization of case material during graduate training. The Fifteenth Annual Winter Conference on Discourse, Text and Cognition. January 16-19, Jackson Hole, WY.
- Hall, R. & Erickson, F. (2004). Design, capture, and analysis of video recordings in studies of learning and teaching. NSF sponsored workshop for junior faculty. The Sixth International Conference of the Learning Sciences. June 22-26, University of California, Los Angeles.
- Hall, R., Ryu, A., Rubel, L., Deneroff, V. & Erickson, F. (2003). Language change in graduate training in mathematics education through multi-site analysis of a classroom corpus. Paper presented at the annual meetings of the American Educational Research Association, Chicago, IL.
- Hall, R. (2003). When is a case? Paper presented at the annual meetings of the American Educational Research Association, Chicago, IL.
- Koschmann, T., Hall, R., Stahl, G., & Stevens, R. (2002). Studying learning in interaction. Fifth International Conference of the Learning Sciences (ICLS), Seattle, WA.
- Hall, R. (2002). Doing microanalytic studies across institutional boundaries. Computer Support for Collaborative Learning (CSCL). Boulder, CO.
- Goldstein, B. & Hall, R. (2001). The limits of organizational culture under stress in the construction of an endangered species habitat distribution model. Annual meetings of the Society for the Social Studies of Science. Cambridge, MA.
- Hall, R. (2000). Distributing cognition: How to follow and make knowledge across disciplines. In S. Derry (Chair) Education as interdisciplinary process: Lessons from theory, research and wisdom of practice. Invited symposium at the American Educational Research Association Annual Meetings, New Orleans, LA.
- Hall, R. (1999, October). Logics of participation and scientists-in-the-making. G. Ottinger (Chair) Constituting relations between science studies and science education. Annual Meeting of the Society for the Social Studies of Science. San Diego, California, October 27-30, 1999.
- Hall, R. (1998, November). How to follow learning in the coordinated assembly of representational states. T. Koschmann (Chair) Six readings of a single text: a video analytic session (pp. 407-409). In S. Poltrock and J. Grudin (Eds.) Proceedings of Computer Supported Cooperative Work (CSCW '98). New York, NY: The Association for Computing Machinery.
- John, S., Torralba, T., & Hall, R. (1999). Comparing logics of participation: Working at the boundary between errors and findings in classroom and professional biology. Math-at-Work Project Working Paper. University of California, Berkeley. This paper was also presented M. Roth & R. Hall (Panel Chairs), "Of lizards, ants, and arthropods: Scientists' and middle school students' representations of nature." Panel at the American Educational Research Association Annual Meetings, Montreal, Canada, April, 1999.

Research Support

Mapping Self in Society (MaSelfS) (2020, \$50,000). Rogers Hall and Ben Shapiro (Georgia State University). Spencer Foundation.

Tiny History Desk at the Jefferson Street Sound Museum (2019-2020). Ryan Washington, Lorenzo Washington and Rogers Hall. Metro Arts Nashville, THRIVE award.

Capacity Building for Learning on the Move (2016-2017, \$50,000). Rogers Hall, Ananda Marin (UCLA) and Katherine Taylor (University of Washington, Seattle). NSF Cyberlearning.

Bridging Learning in Urban Extended Spaces 2.0 (2016-2018, \$500,000). Rogers Hall, David Owens, Andrew Hostetler & Douglas Fisher. NSF Cyberlearning.

Bridging Learning in Urban Extended Spaces (2013-2016, \$300,000). Rogers Hall. NSF Cyberlearning.

Spatial Design and Learning Environments (2012 to 2013, \$8,500). Rogers Hall and Kevin Leander. Vanderbilt International Office Grants Program.

Tangibility for Teaching, Learning, and Communicating Mathematics (2008 to 2013, \$2,000,000). Ricardo Nemirovsky (PI), Rogers Hall, Kevin Leander, Mitchell Nathan, Martha Alibali (Co-PI's). NSF, REESE.

Research on Embodied Mathematical Cognition, Technology and Learning (2005 to 2008, \$200,000). Rogers Hall (PI) and Ricardo Nemirovsky (Co-PI). NSF, Science of Learning Centers.

Collaboration and Trading among Higher Education Faculty in Mathematics and Science Partnerships (2004 to 2008, \$412,000). Subcontract to Brown University (Ken Wong, Co-PI) and COSMOS Corporation (Robert Yin, PI).

Constructing Data, Modeling Worlds: Collaborative Investigation of Statistical Reasoning (2004 to 2006, \$1,800,000). Rich Lehrer (PI), Rogers Hall, Leona Schauble, and Pat Thompson (Co-PI's). NSF ROLE.

Diversity in Mathematics Education: Building Infrastructure for learning and Teaching Mathematics with Understanding. (2001 to 2006, \$3,203,208). Rogers Hall (Co-PI, first year), Alan Schoenfeld, Geoffrey Saxe, Andy diSessa (Senior Investigators), UC Berkeley subcontract to Walter Secada (PI), University of Wisconsin, Madison.

Requirements analysis and design specification for digital media annotation in support of educational research and professional development (2000/2001, \$1000). University of California, Berkeley, Committee on Research.

Ordinary language resources and mathematical necessity (1998/1999, \$1000). University of California, Berkeley, Committee on Research.

Case studies of math at work: Exploring design-oriented mathematical practices in school and work settings (1995 to 1998, \$572,644). NSF/RTL RED-9553648.

Professional Activity and Honors

Member of American Anthropological Association, American Educational Research Association, Cognitive Science Society, International Society of the Learning Sciences, National Council of Teachers of Mathematics, Society for the Social Studies of Science.

Reviewing

American Educational Research Association (AERA conference papers, Sylvia Scribner Award)
 American Educational Research Journal
 Applied Artificial Intelligence
 Artificial Intelligence an International Journal
 Cambridge University Press (book proposals and manuscripts)
 Childhood
 Cognition and Instruction (Editorial Board; Editor in Chief, 2012-2016)
 Cognitive Science (journal and conference papers)
 Computer Support for Collaborative Learning (Program Co-chair, 1997; Program Committee, 1999)
 Discourse Processes
 Human Development
 Instructional Science
 International Conference on the Learning Sciences
 Israel Science Foundation (proposal reviews)
 Journal of Experimental Child Psychology
 Journal of the Learning Sciences (Associate Editor, 2004 to 2007)
 Journal for Research on Mathematics Education
 Linguistics and Education
 Memory and Cognition
 Mind, Culture and Activity
 National Science Foundation (panel and ad hoc review: AISL, PAC, RTL, IERI, REESE, Cyberlearning, STS)
 Review of Educational Research
 Science
 Spencer Foundation (postdoctoral fellowships and research grant proposals)
 University of Pittsburgh Press (book proposals and manuscripts)

Honors and Fellowships

Fellow of the International Society of the Learning Sciences (2020—present)
 Fellow of the American Educational Research Association (2014 – present)
 Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford University (2007-2008)
 Invited conference commemorating the 51st anniversary of the “Natural History of an Interview” working group (Gregory Bateson, Norman McQuown, Charles Hockett, Frieda Fromm-Reichman, Henry Brosin), Center for Advanced Studies in Behavioral Sciences, Palo Alto, CA (Frederick Erickson, Instigator in Chief and Giver of Gifts, February 2007)
 Fellow, UC Humanities Research Institute, Working group on Historical and Interpretive Approaches to Standards, Quantification, and Formal Representation, (Leigh Star and Geoff Bowker, Organizers, 2001)

Working group on The Material Culture of Calculation, Max Planck Institute for the History of Science, International Laboratory for the History of Science (Peter Damerow, Chair and Organizer, 1999).

NAE/Spencer Foundation postdoctoral fellow, University of California, Berkeley (1994-1996)

Joseph J. Fischer Graduate Fellow, Department of Information and Computer Science, University of California, Irvine (1988)

Pease Barker Dissertation Fellow, University of California (1987-1988)

Graduate student member on the Committee for Academic Personnel at the University of California, Irvine (1987)

Regents Fellow, University of California (1981-1982)

Teaching and Advising

Graduate courses

Designing and Studying Environments for Informal Learning (seminar for graduate and doctoral students in Learning & Design program; Fall 2012-9)

Design Thinking, Design Doing (combined graduate and undergraduate course, with Dave Owens, Owen Graduate School of Management, 2017 to present; selected as a University Course supporting Design as an Immersive Vanderbilt Experience (DIVE QEP), Vanderbilt University)

Theories and Studies of Learning and Design (cohort seminar for Learning and Design M.Ed. program, Fall 2016)

Interaction Analysis of Knowledge in Use (research group, 2016-2017)

Interpretive Research Methods (multiple offerings)

Learning and the Interaction Order (advanced qualitative methods; multiple offerings)

Learning and Instruction (doctoral pro-seminar, multiple offerings)

Designing and Studying Environments for Informal Learning (co-developed and taught with Noel Enyedy, Leona Schauble; multiple offerings, 2002 to present)

NAE/Spencer Mentoring of Postdoctoral Fellows (2015 to present)

Research on Interaction Analysis and Mobility (research group; 2014-2015)

Interaction Analysis, Mobility, and Ensemble Learning (invited lecture in a doctoral seminar on Video Analysis taught by Frederick Erickson at University of California Berkeley, expanded into a graduate research seminar at Vanderbilt during 2014–2015)

AERA Division C Graduate Student Research and Mentoring workshop (2014)

Research on Embodied Cognition Learning and Teaching (research group, 2011-2012)

Research on Changing Representational Practices (research group; 2006-2007)

Research on Learning and Mobility (co-taught with Kevin Leander; 2005-2006)

Learning and Social Studies of Scientific Knowledge and Practice (developed and co-taught with Jean Lave and Chris Ritter; 2001)

Research on Embodied Mind and Scientific Practices (developed and co-taught with Eleanor Rosch and Reed Stevens, 2000)

Transitions in Mathematical Understanding (UC Berkeley; multiple offerings)

Undergraduate courses

Learning and Design in Community Settings (undergraduate course designed to support immersion experiences for non-licensure majors in Child Studies and Learning in Diverse Settings; Spring 2020)

Learning and Design in Community Settings (undergraduate elective, 2020)

Design Thinking, Design Doing (combined graduate and undergraduate course, with Dave Owens, Owen Graduate School of Management; selected as a University Course supporting Design as an Immersive Vanderbilt Experience (DIVE QEP), Vanderbilt University)

Mathematical Literacies (multiple offerings)

Methods of Secondary Mathematics Teaching (co-taught with Glyn Burton, 2002)

Doctoral advising (not including committee membership only)

Emma Reimers (dissertation advisor, Mellon doctoral fellow, anticipated completion 2022).

Lauren Vogelstein (dissertation co-advisor with Dr. Corey Brady, anticipated completion 2021).

Isaac Nichols (dissertation co-advisor with Dr. Corey Brady, anticipated completion 2020).

Benjamin Rydal Shapiro (dissertation co-chair with Dave Owens, 2017, Assistant Professor at Georgia State University, Adjunct Professor in the School of Interactive Computing, Georgia Institute of Technology).

Jennifer Kahn (dissertation chair, 2016, Assistant Professor of Applied Learning Sciences, University of Miami).

Alvin Pearman III (dissertation co-advisor with Ebony McGee, 2011 to 2013; Dale Farren, 2013-2016, Assistant Professor of Education, University of Pittsburgh (2017 to 2019) and Stanford University, current).

Lara Louise Heiberger (dissertation advisor, 2013 to 2015; completed 2019 with Ilana Horn).

Katherine Headrick Taylor (dissertation co-chair with Kevin Leander, 2013, Associate Professor of Literacy, Technology and Equity at the University of Washington, Seattle, 2019)

Nathan Phillips (dissertation advisor, 2013, Assistant Professor in Curriculum and Instruction at the University of Illinois, Chicago)

Jasmine Ma (dissertation chair, 2012, Associate Professor of Mathematics Education at New York University (2019), Steinhardt School of Culture, Education and Human Development)

Kenneth Wright (dissertation chair, 2011, MacArthur Foundation postdoctoral fellow at the Poincare Institute, Tufts University)

Tony Torralba (dissertation chair, 2006, Assistant Professor in Curriculum Studies at the University of Barcelona)

Aachey Susan Jurow (dissertation chair, 2001, Professor in Learning Sciences at the University of Colorado, Boulder)

Noel Enyedy (dissertation advisor, 2000, Professor and Director of Research at the University Elementary School, University of California, Los Angeles (until 2018); Vanderbilt University (current)).

Reed Stevens (dissertation chair, 1999, Professor in Learning Sciences at Northwestern University)

University and Professional Service

2019-present, Board of Directors, Jefferson Street Sound Museum and non-profit foundation.

2019-present, Promotion and Tenure Review Committee, Vanderbilt University.

2019-present, Trans-Institutional Digital Humanities Committee, Vanderbilt University.

2019-2020, Science Education Search Committee.

2018-2019, Faculty Lead for Learning, Teaching, and Diversity doctoral programs in Mathematics and Science Education, Learning Science and Design

2016-present, Faculty Advisory Committee to The Wond'ry/Innovation Center, Vanderbilt University

2011-2017, Chair of the Department of Teaching and Learning

2016-2017, Faculty Advisory Committee to the Vanderbilt University Land Use Planning Initiative

Vanderbilt Council on Teacher Education (2011 to 2017)

Fall 2015, Consultant to Miami University on planning undergraduate and graduate learning sciences programs

Spring 2015, Faculty mentor in AERA junior scholars program in STEM and Learning Sciences (Danielle Kiefert, Northwestern University)

Fall 2015, Faculty participant (lecture and questions) in a campus-wide seminar serving the Vanderbilt University Land Use Plan Initiative

Fall 2014 to present, Member of Graduate Education Study Group on the future of graduate education at Vanderbilt, advisory to Provost and Vice Chancellor for Academic Affairs, Susan Wentz

NSF project advisor on STEM Learning in Museums (San Diego State University, 2013 to 2016).

Fall 2013, Co-chair of New Education Technologies Steering Committee (with Sohee Park, A&S Psychology) for the Chancellor's Strategic Planning Initiative

Peabody Faculty Council Chair (2010 to 2011)

NSF project advisor on Cognition and Learning in Interdisciplinary Cultures (Georgia Institute of Technology, 2009 to 2012)

Director of Graduate Studies (2009 to 2011)

NSF project advisor on Learning Physics through Play (UCLA, 2008 to 2012)

Math and Science Education Area Chair (2008/2009, 2004/2005)

Faculty Council (2008 to 2011)

Faculty Council Curriculum Committee (Chair, 2008/2009)

Chair Search for Department of Teaching and Learning (2009)

Peabody College Personnel Committee (2003 to 2011)

Teaching and Learning search committees in mathematics, science, and literacy education
(2002 to 2012)

Department of Teaching and Learning Graduate Review Committee (Chair 02/03 to 2007)

Advisory Board for NSF Center for the Advancement of Engineering Education (University
of Washington, 2004 to 2007)

Department of Teaching and Learning Personnel Committee (2004 to 2007)

Language, Literacy & Culture Search (04/05)

NSF Career Award project advisor to Dr. Laurie Rubel, Brooklyn College, CUNY (02/04)

Technology in Education Search (02/03)

Science Education Search (02/03)

Secondary Education Committee (02/03)

Research Advisory Committee to Faculty Council (02/03)

IRB task force (02/03)

Peabody College/Vanderbilt University Graduate Steering Committee (02/03)