

Luis E. Pérez Cortés

he/him/his

Curriculum Vitae

March 2021

Doctoral Candidate in Learning, Literacies, and Technologies
Mary Lou Fulton Teachers College
Arizona State University

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[Google Scholar](#)

EDUCATION

- Ph.D.** **Learning, Literacies, and Technologies** **Expected: April 2021**
The Arizona State University, Tempe
Dissertation Title: Literacies at Play: Digital-age Literacies in Scholastic Esports
Committee: Brian Nelson (chair), Elisabeth Gee, Kate Anderson, James Gee (reader)
- M.A.** **English Education** **2014**
University of Puerto Rico, Mayagüez
Thesis Title: Press “Start” to Learn: Engagement for English Learners from the Virtual Environment of Video Games
Thesis committee chair: Rosa I. Román Pérez
- B.A.** **English Linguistics** **2012**
University of Puerto Rico, Mayagüez

PROFESSIONAL LICENSURE

- Cert.** **Teacher of English, Secondary Education** **2015**

PROFESSIONAL POSITIONS

- Graduate Research Assistant** **2017-present**
Arizona State University, Tempe
Mary Lou Fulton Teachers College
- Graduate Assistant** **2016-2017**
The Ohio State University
Learning Technologies Program

Adjunct Professor University of Puerto Rico Department of English	2014-2016
Graduate Teaching Assistant University of Puerto Rico Department of English	2012-2014
Writing Center Tutor University of Puerto Rico Department of English	2011-2013

PUBLICATIONS

REFEREED JOURNAL ARTICLES

- [1] Nelson, B., Bowman, C., Bowman, J., **Pérez Cortés, L. E.**, Adkins, A., Escalante, E., Owen, B., Ha, J., Su, M. (2020). Ask Dr. Discovery: The impact of a casual mobile game on visitor engagement with science museum content. *Educational Technology Research and Development* 68, 345-362. <https://doi.org/10.1007/s11423-019-09696-x>

REFEREED JOURNAL ARTICLES CURRENTLY IN REVIEW

- [4] Ha, J., **Pérez Cortés, L. E.**, Su, M., Nelson, B., Bowman, C., & Bowman, J. (in review). The impact of a gamified mobile question-asking app on science museum visitor group interactions: An ICAP framing. *International Journal of Computer-Supported Collaborative Learning*.
- [3] Kessner, T. M., Parekh, P., Aguilera, E., **Pérez Cortés, L. E.**, Tran, K. M., Siyahhan, S., & Gee, E. R. (in review). (Design) thinking out loud: Adolescents' design talk in a library Makerspace tabletop game design camp. *Information and Learning Sciences*.
- [2] Parekh, P., Gee, E. R., Tran, K. M., Aguilera, E., **Pérez Cortés, L. E.**, Kessner, T. M., Siyahhan, S. (in review). Board game design: An educational tool into environmental issues. *The International Journal of Science Education*.
- [1] **Pérez Cortés, L. E.**, Ha, J., Su, M., Nelson, B., Bowman, C., Bowman, J. (in review) Gleaning museum visitors' behaviors by analyzing questions asked in a mobile app. *Computers in Human Behavior*.

REFEREED JOURNAL ARTICLES IN PREPARATION

- [4] **Pérez Cortés, L. E.**, Ha, J., Su, M., & Nelson, B. (in prep.). The A.R.I.S.E. framework for building compelling simulations. *Target journal: Simulation & Gaming*.
- [3] Kessner, T. M., & **Pérez Cortés, L. E.** (in prep.). Mechanics and experience in *Call of Duty: Modern Warfare*: Opportunities for civic empathy. *Target journal: Games and Culture*.

- [2] **Pérez Cortés, L. E.** (in prep.). Collegiate esports: A look into one university campus' esports culture. *Target journal: To be determined.*
- [1] **Pérez Cortés, L. E.,** & Kessner, T. M. (in prep.). What e-SpOrTs is, has been, and perhaps can be: A systematic and critical analysis of scholarly constructions of electronic sports. *Target journal: To be determined.*

BOOK CHAPTERS

- [3] **Pérez Cortés, L. E.** (provisionally accepted—in preparation). Literacies at play: Digital-age literacies in high school esports. In H. Gerber (Ed.), *Literacies of the Esports Ecosystem*. Brill/Sense.
- [2] **Pérez Cortés, L. E.,** & Kessner, T. M. (accepted). The future of games scholarship: An interview with James Paul Gee. In A. Karabinus, C. A. Kocurek, C. Mejeur, & E. Vossen (Eds.), *Historiographies of game studies: What is, has been, what it could be*. Punctum Books.
- [1] Aguilera, E., Stewart, O. G., Mawasi, A., **Pérez Cortés, L. E.** (2020). Seeing beyond the screen: A multidimensional framework for understanding digital-age literacies. In Sullivan, P. M., Lantz, J. J. & Sullivan, B. (Eds.), *Handbook of research on integrating digital technology with literacy pedagogies* (pp. 1–31). IGI Global. DOI: [10.4018/978-1-7998-0246-4.ch001](https://doi.org/10.4018/978-1-7998-0246-4.ch001)

REFEREED CONFERENCE PROCEEDINGS

- [6] **Pérez Cortés, L. E.,** Gee, E. R., & Kessner, T. M. (2020). To design, or to redesign?: Juxtaposing creation and play in game design. In M. Gresalfi & I. S. Horn (Eds.) *The Interdisciplinary of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS), Volume 3*, pp. 1795-1796. International Society of the Learning Sciences.
- [5] Kessner, T. M., Gee, E. R., & **Pérez Cortés, L. E.** (2020). Wicked play: Wicked problems, designerly citizens, and design games. In M. Gresalfi & I. S. Horn (Eds.) *The Interdisciplinary of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS), Volume 2*, pp. 1118-1124. International Society of the Learning Sciences.
- [4] Gee, E. R., **Pérez Cortés, L. E.,** & Kessner, T. M. (2020). Game making and designerly thinking. In M. Gresalfi & I. S. Horn (Eds.) *The Interdisciplinary of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS), Volume 3*, pp. 1793-1794. International Society of the Learning Sciences.
- [3] **Pérez Cortés, L. E.** (2020). e-SpOrTs: The need for more critical justifications for the abbreviation of “electronic sports”. In J. G. Reitman, C. G. Anderson, M. Deppe, C. Steinkuehler (Eds.), *Proceedings of the 2019 Esports Research Conference*. Carnegie Mellon University. <https://doi.org/10.1184/R1/12217766.v1>
- [2] **Pérez Cortés, L. E.,** Gee, E. R., & Kessner, T. M. (2020). Design games: A playful approach to cultivating designerly thinking. In J. H. Kalir, & D. Filipiak (Eds.), *Proceedings of the 2019 Connected Learning Summit*, Pittsburgh, PA: ETC Press. <https://doi.org/10.1184/R1/11926884.v1>
- [1] Parekh, P., Gee, E.R., Tran, K., Aguilera, E., **Pérez Cortés, L.E.,** Kessner, T.M., Siyahhan, S. (2019). Water, levels, and loops: Evidence of teens' emerging understanding of systems while designing games. *Proceedings of FabLearn 2019*. <https://doi.org/10.1145/3311890.3311900>

NEWSLETTERS

- [1] **Pérez Cortés, L. E.** (Summer, 2020). A reflection on the COVID-19 Lockdown. *Doctoral Student Innovative Community Group Newsletter: Summer 2020*. Literacy Research Association.

PUBLIC SCHOLARSHIP

- [8] **Pérez Cortés, L. E.** & Warr, M. (2021). Two perspectives on design-based research. Blog post for *talkingaboutdesign.com*
- [7] Riske, A., Warr, M., Weiner, S., Close, K., Mishra, P., **Pérez Cortés, L.E.**, Scragg, B. (2020, April). Redesigning a school (during a Pandemic): Lessons from Asia. Blog post for *talkingaboutdesign.com*
- [6] Weiner, S., Warr, M. Scragg, B., Riske, A., **Pérez Cortés, L.E.**, Mishra, P., Close, K., Brasic, D. (2020, April). Excerpts from Design Salon I: Shift Happens. Blog post for *talkingaboutdesign.com*
- [5] **Pérez Cortés, L.E.** (2020, February). The good. The bad. The designed. Blog post for *talkingaboutdesign.com*
- [4] **Pérez Cortés, L.E.** & Close, K. (2020, January). Designing experience: A case study of Disneyland's lines. Blog post for *talkingaboutdesign.com*
- [3] **Pérez Cortés, L.E.** (2019, November). Here, there, and (potentially) everywhere. Blog post for *talkingaboutdesign.com*
- [2] **Pérez Cortés, L.E.** (2019, October). Why does how we talk about this matter? Blog post for *talkingaboutdesign.com*
- [1] **Pérez Cortés, L.E.** (2018, October). My trip to the first annual esports conference (ESC 2018) At UC Irvine. Blog post in *luisperezcortes.com*
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CONFERENCE PRESENTATIONS, PAPERS, & WORKSHOPS

2021

- [30] Gee, E. R., Kessner, T. M., **Pérez Cortés, L. E.**, Gao, Y., & Bernier, J. (2021, August). Virtual tabletop game play and design for diverse participants and purposes. Workshop facilitated at Foundations of Digital Games (FDG), *Online format*.
- [29] **Pérez Cortés, L. E.**, Ha, J., Su, M., & Nelson, B. (2021, June). GuARdians of tomorrow: A compelling simulation for understanding sustainability. Poster presented at the Annual Meeting of the International Society of the Learning Sciences (ISLS), *Online format*.

- [28] Gao, Y., Bernier, J., Kessner, T., **Pérez Cortés, L. E.**, & Gee, E. R. (2021, June). No player left behind: Exploring the use of collaborative talk in a playfixing activity. Poster presented at the Annual Meeting of the International Society of the Learning Sciences (ISLS), *Online format*.
- [27] **Pérez Cortés, L. E.**, Gao, Y., Kessner, T. M., & Gee, E. R. (2021, April). Playing and fixing broken games: A design-oriented activity for engaging in designerly ways of thinking. Paper presented at the American Educational Research Association (AERA) Annual Meeting. *Online format*.
- [26] Parekh, P., Gee, E. R., Tran, K. M., Aguilera, E., **Pérez Cortés, L. E.**, Kessner T. M., & Siyahhan, S. (2021, April). Game making as model making: Implications for environmental education. Paper presented at the American Educational Research Association (AERA) Annual Meeting. *Online format*.
- [25] Parekh, P., Gee, E. R., Tran, K. M., Aguilera, E., **Pérez Cortés, L. E.**, Kessner T. M., & Siyahhan, S. (2021, April) Making Board Games as Building Models: What are Some Implications for Environmental Education? Paper presented at the National Association for Research in Science Teaching (NARST). *Online format*.

2020

- [24] **Pérez Cortés, L. E.** (2020, November) Literacies at Play: Digital-age Literacies in Scholastic Esports. Poster presented at the Institute for Social Science Research (ISSR) Graduate Student Poster Competition, *Online format*.
- [23] Warr, M., Close, K., & **Pérez Cortés, L. E.** (2020, October). Developing theory and mobilizing knowledge. Presentation at the Society for Information Technology and Teacher Education (SITE), *Online format*.
- [22] **Pérez Cortés, L. E.**, Kessner, T. M., Gao, B., & Gee, E. R. (2020, October). “What are we supposed to do here?”: A case study on fixing broken games to cultivate designerly ways of thinking. Case study presented at the North American Simulation and Gaming Association (NASAGA), *Online format*.
- [21] Gee, E. R., Gao, B., Kessner, T. M., & **Pérez Cortés, L. E.** (2020, October). Learning how to think like a (game) designer: Making tabletop games & design thinking. Poster presented at the North American Simulation and Gaming Association (NASAGA), *Online format*.
- [20] **Pérez Cortés, L.E.**, Gee, E.R., Kessner, T.M. (2020, June). To design, or to redesign? Juxtaposing creation and play in game design. Poster presented at the International Conference of the Learning Sciences (ICLS), *Nashville, TN*. (Conference moved to online format due to COVID-19)
- [19] Gee, E.R., **Pérez Cortés, L.E.**, Kessner, T.M. (2020, June). Game Making and Designerly Thinking. Poster presented at the International Conference of the Learning Sciences (ICLS), *Nashville, TN*. (Conference moved to online format due to COVID-19)
- [18] Kessner, T.M., Gee, E.R., **Pérez Cortés, L.E.** (2020, June). Wicked Play: Wicked Problems, Designerly Citizens, Design Games. Paper presented at the International Conference of the Learning Sciences (ICLS), *Nashville, TN*. (Conference moved to online format due to COVID-19) ****Reviewer-recommended for best student paper award****

- [17] Ha, J., **Pérez Cortés, L. E.**, Su, M., Nelson, B., Bowman, C., Bowman, J. (2020, April). Media-enhanced group inquiry and interaction in museums using ask Dr. Discovery. Roundtable accepted to the American Educational Research Association (AERA) Annual Meeting, San Francisco, CA. (Conference cancelled due to COVID-19)
- [16] Gee, E. R., Kessner, T. M., & **Pérez Cortés, L. E.** (2020, April). Design games and designerly thinking: A new approach. Roundtable accepted to the American Educational Research Association (AERA) Annual Meeting, San Francisco, CA. (Conference cancelled due to COVID-19)
- [15] Kessner, T. M., Gee, E. R., & **Pérez Cortés, L. E.** (2020, April). Rules are broken to be made: Broken games as a playful entrée to design. Roundtable accepted to the American Educational Research Association (AERA) Annual Meeting, San Francisco, CA. (Conference cancelled due to COVID-19)
- ## 2019
- [14] **Pérez Cortés, L. E.** (2019, October). e-SpOrTs: The need for more critical justifications for the abbreviation of “electronic sports”. Poster presented at the Esports Conference (ESC), Irvine, CA.
- [13] **Pérez Cortés, L. E.**, Gee, E. R., & Kessner, T. M. (2019, October). Design games: A playful approach to cultivating designerly thinking. Workshop facilitated at the Connected Learning Summit (CLS), Irvine, California.
- [12] Gee, E., Siyahhan, S., Gaydos, M., Tran, K., **Pérez Cortés, L. E.**, & Kessner, T. (2019, August). Expanding the potential of game design for learning in diverse contexts. Panel presented at Foundations of Digital Games (FDG), San Luis Obispo, CA.
- [11] Parekh, P., Aguilera, E., Kessner, T. M., Tran, K. M., **Pérez Cortés, L. E.**, Gee, E. R., & Siyahhan, S. (2019, April). (Design) thinking out loud: Analyzing the complexities of teens’ game design processes as enacted through talk. Roundtable session at the American Educational Research Association (AERA) Annual Meeting, Toronto, Canada.
- [10] **Pérez Cortés, L. E.**, Nelson, B., Bowman, C., Bowman, J., Owen, B., Danas, J., Dhuyvetter, E., Escalante, E., Rogers, K., Weibel, A., Ha, J. (2019, March). Deciphering Dr. Discovery: Data analytics for interpreting museum visitor demographics and engagement with exhibit content. Poster presented at the 9th international Learning Analytics and Knowledge Conference (LAK), Tempe, AZ.
- [9] Parekh, P., Gee, E. R., Tran, K. M., Aguilera, E., **Pérez Cortés, L. E.**, Kessner, T. M., & Siyahhan, S. (2019, March). Water, levels, and loops: Evidence of teens’ emerging understanding of systems while designing games. Paper presented at FabLearn, New York, NY.
- [8] **Pérez Cortés, L. E.** (2019, February). eSports High: The effects of organized competitive video game play on student retention, academic performance, and social-emotional learning in Arizona high schools. Poster presented at the 5th annual Teachers College Graduate Research Conference, Tempe, AZ.
- [7] Warr, M., **Pérez Cortés, L. E.**, Riske, A., Weiner, S. (2019, February). The five discourses of design. Poster presented at the 5th annual Teachers College Graduate Research Conference, Tempe, AZ.

- [6] **Pérez Cortés, L. E.**, Nelson, B., Bowman, C., Bowman, J., Owen, B., Danas, J., Dhuyvetter, E., Escalante, E., Rogers, K., Weibel, A., Ha, J. (2019, February). Deciphering Dr. Discovery: Data analytics for interpreting museum visitor demographics and engagement with exhibit content. Paper presented at the 5th annual Teachers College Graduate Research Conference, *Tempe, AZ*.

2018

- [5] Aguilera, E., Stewart, O. G., Mawasi, A., & **Pérez Cortés, L. E.** (2018, November). Expanding Analytical Perspectives on Digital-Age Literacies. A session exploring digital-age literacies through several worked examples presented at the Annual Conference of the Literacy Research Association (LRA), *Indian Wells, CA*.

2015

- [4] **Pérez Cortés, L. E.** (2015, May). Press “Start” to Learn. A talk about the idea that good video games may serve as a model for good teaching and learning. Presentation at TEDxUPRM, *Mayagüez, Puerto Rico*.

2014

- [3] **Pérez Cortés, L. E.** & Román, R. (2014, April). Today’s Teaching Techniques (T3): The research occurring in the Department of English’s graduate program. Poster presented at the “Simposio 2014: La transformación de retos en oportunidades: Impulsando la investigación y la labor creativa en el RUM”, *Mayagüez, Puerto Rico*.

2013

- [2] **Pérez Cortés, L. E.** (2013, November). Press start to learn: Engaging learners with video game principles. Presentation given at The 40th Annual Puerto Rico Teachers of English to Speakers of Other Languages (TESOL) convention with the theme “Meeting the 21st Century Needs: Aligning Curriculum and Teacher Performance”, *San Juan, Puerto Rico*
- [1] **Pérez Cortés, L. E.** (2013, May). Learning something from everything. A formal, evaluated presentation of my growth as a Teaching Assistant through a collection of formative experiences in graduate school. Presented as the culmination of University Teaching Development (UTD: INGL 6996), *Mayagüez, Puerto Rico*.

INVITED TALKS & PRESENTATIONS

- [12] **Design-Based Research on Learning, Teaching, and Training** **Feb 2021**
Invited by Steven Zuiker
Topic: Lessons learned from carrying out a design-based research project
- [11] **Panel Session Speaker** **Feb 2021**
Invited by Mary Lou Fulton Teachers College, Arizona State University.
Topic: PhD Program Prospective Student Interview—Question & Answer Session

- [10] **Technology Literacy: Problem Solving using Digital Technologies** **Nov 2020**
Invited by Melissa C. Warr
Topic: Electronic sports and video games as sites for developing technological literacy
- [9] **Education by Design** **Aug 2020**
Invited by Punya Mishra
Topic: The project: *talkingaboutdesign.com*
- [8] **Technology Literacy: Problem Solving using Digital Technologies** **Sep 2019**
Invited by Melissa C. Warr
Topic: Electronic sports and video games as sites for developing technological literacy
- [7] **Panel Session Speaker** **Nov 2019**
Invited by Amanda Riske
Topic: Ph.D. Comprehensive Examinations
- [6] **Panel Session Speaker** **Aug 2020**
Invited by Mary Lou Fulton Teachers College, Arizona State University.
Topic: PhD Program New Student Welcome Panel—Question & Answer Session
- [5] **Panel Session Speaker** **Feb 2020**
Invited by Mary Lou Fulton Teachers College, Arizona State University.
Topic: PhD Program Prospective Student Interview—Question & Answer Session
- [4] **Panel Session Speaker** **Aug 2019**
Invited by Mary Lou Fulton Teachers College, Arizona State University.
Topic: PhD Program New Student Welcome Panel—Question & Answer Session
- [3] **Panel Session Speaker** **Feb 2019**
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Topic: PhD Program Prospective Student Interview—Question & Answer Session
- [2] **Panel Session Speaker** **Aug 2018**
Invited by Mary Lou Fulton Teachers College, Arizona State University.
Topic: PhD Program New Student Welcome Panel—Question & Answer Session
- [1] **Panel Session Speaker** **Feb 2018**
Invited by Mary Lou Fulton Teachers College, Arizona State University.
Topic: PhD Program Prospective Student Interview—Question & Answer Session
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RESEARCH EXPERIENCE

Play in the Making: Supporting Design Thinking in Maker Spaces among Underrepresented, Underserved, and Minority Students through Game Design (NSF #1623558) **2018-Present**

Funder: National Science Foundation (NSF)

Funding Amount: **\$295,393**

PI: Dr. Sinem Siyahhan

Co-PI: Dr. Elisabeth Gee

Project Summary: Develop an empirically based model for broadening participation of minority and low-income middle school students in STEM and Making through game design. Provide design challenges that engage middle school students in solving personally and socially significant real-world problems using low and high-tech tools that are available in Maker spaces.

My Responsibilities:

- Collect, manage, and analyze qualitative data
- Write-up manuscripts
- Present at national academic conferences
- Conduct methodological and discipline-specific literature reviews

Facilitating Museum Evaluation with Real-Time Data Mining (NSF #1438825)

2018-Present

Funder: National Science Foundation (NSF)

Funding Amount: **\$797,972**

PI: Dr. Judd Bowman

Co-PI: Dr. Brian Nelson

Co-PI: Dr. Catherine Bowman

Project Summary: Make novel use of familiar technologies such as mobile devices to address the challenge of affordable, ongoing, large-scale museum evaluation. Implement an innovative app composed of two parts: 1) a front-end “virtual scientist” called *Dr. Discovery (Dr. D)* for use by museum visitors and docents that doubles as an unobtrusive data-gatherer and 2) a back-end analytics portal to be mined by museum staff, evaluators, and researchers. Encourage museum visitors to engage deeply with museum content.

My Responsibilities:

- Manage and analyze qualitative and quantitative data
- Write-up manuscripts
- Present at national academic conferences
- Conduct methodological and discipline-specific literature reviews

Port of Mars

2018-2019

Funder: Interplanetary Initiative, Arizona State University

Funding Amount: Undisclosed

PI: Dr. Lance Gharavi

Project Summary: Develop a card game designed to explore questions of what social, political, and economic systems will best support human habitation of Mars. Produce new knowledge useful to stakeholders in space exploration. Create a fun, engaging game that recruits the public in actively solving problems for the future of humans in space exploration.

My Responsibility:

- Data collection during project implementations

GRANT WRITING EXPERIENCE

Gu(AR)dians of the Future: A Compelling Simulation for Ecological Sustainability

Prospective Funder: National Science Foundation (NSF)

Funding Status: Application in Preparation

Submission Date: January 2021

Funding Amount: **\$850,000**

PI: Dr. Brian Nelson

Co-PI: Dr. Diane Ketelhut

Project Summary: Develop an Augmented Reality (AR) mobile application to be used in middle school science classrooms that presents a compelling simulation of future society based on real-world climactic trends and data

My Responsibilities:

- Constructed theoretical framework for “compelling simulations”
- Drafted narrative of grant application
- Project manager for senior computer science CAPSTONE team
- Ideated features of Augmented Reality (AR) educational app
- Conducted methodological and discipline-specific literature reviews

Collaborative Research: Accessible Computational Thinking in Elementary Science Classes within and across Culturally and Linguistically Diverse Contexts

Prospective Funder: National Science Foundation (NSF)

Funding Status: Application Submitted

Submission Date: October 2020

Funding Amount: **\$3,000,000**

PI: Dr. Diane Ketelhut

Co-PI: Dr. Brian Nelson

Project Summary: Design, investigate, and support best practices for helping teachers provide culturally relevant experiences for varied elementary children to participate in and engage with computational thinking integrated into their science lessons.

My Responsibilities:

- Co-leading the Arizona-based inquiry group and workshops
- Prepare manuscripts for publication

Gu(AR)dians of the Future: A Compelling Simulation for Ecological Sustainability

Funder: Office of Scholarship and Innovation (OoFSI)
Funding Status: Application Approved
Submission Date: October 2020
Funding Amount: **\$320**
PI: Dr. Brian Nelson
Project Summary: Develop an Augmented Reality (AR) mobile application to be used in middle school science classrooms that presents a compelling simulation of future society based on real-world climactic trends and data
My Responsibilities:
- Drafted narrative of grant application

UNFUNDED RESEARCH GRANTS**Literacies at Play: An Exploration of High School Esports.**

Prospective Funder: Office of Scholarship and Innovation (OoFSI)
Submission Date: February 2020
Amount: **\$400**
PI: Luis E. Pérez Cortés

Teacher Tracks: Embodied Understanding and Ownership of Immersive Environments for Science Learning

Prospective Funder: National Science Foundation (NSF)
Submission Date: November 2019
Amount: **\$929,093.**
PI: Dr. Brian Nelson

Teacher Tracks: Embodied Understanding and Ownership of Immersive Environments for Science Learning

Prospective Funder: National Science Foundation (NSF)
Submission Date: November 2018
Amount: **\$1,163,247**
PI: Dr. Brian Nelson

TEACHING EXPERIENCE**Instructor of Record—Online****Spring 2020***Mary Lou Fulton Teachers College, Arizona State University*

- Undergraduate course on educational psychology
- Fully on-line, asynchronous course
- Contributed to the revision of syllabus and course content
- Provided critical and constructive feedback on students' work
- Graded all assignments

Graduate Teaching Assistant—Face-to-face**Fall 2019***Mary Lou Fulton Teachers College, Arizona State University*

- Assisted Dr. Mirka Koro with teaching doctoral-level course on qualitative interviewing
- Contributed to the planning, preparation, and execution of each class
- Provided critical and constructive feedback on students' work
- 19 Ph.D. students enrolled

Graduate Assistant—Online**2016-2017***Learning Technologies Program, Ohio State University*

- Assisted program faculty with graduate course development for the department's online Master's degree
- Curated, created, and coordinated textual and audio-visual resources
- Collaborated with the Office of Distance Education and E-learning (ODEE) to develop online Master's degree
- Aided faculty in generating and revising official program documentation
- Helped coordinate program-sponsored social and academic events

Full-Time Adjunct Professor—Face-to-face**2015-2016***Department of English, University of Puerto Rico at Mayagüez*

- Taught basic and intermediate composition in English
- Average of 30 students per course section; 120 students per semester
- Students were native Spanish speakers with varying English proficiencies
- Served on orientation committee
- Served as faculty advisor to graduate student associations
- Co-coordinated intermediate English composition course track

Language Laboratory Supervisor—Face-to-face**Summer 2015**

- Supervised English technology laboratory sessions where students practiced language use with Rosetta-Stone software

Part-Time Adjunct Professor—Face-to-face**2014-2015***Department of English, University of Puerto Rico at Arecibo*

- Taught remedial, basic, and public speaking English courses
- Average of 30 students per course section; 90 students per semester
- Population varied from freshmen to seniors
- Varying proficiencies in English as second language

Instructor of Record—Face-to-face**2012-2014***Department of English, University of Puerto Rico at Mayagüez*

- Taught basic and intermediate freshmen composition
- Average of 30 students per course section, 60 students per semester
- Student population consisted of freshmen Spanish language speakers with varying proficiencies in English.

Writing Tutor Trainer—Face-to-face**2013-2015***Department of English, University of Puerto Rico*

- Facilitated writing center training workshops
- Coached and advised experienced and inexperienced writing tutors
- Collaborated in assessing tutor performance

Writing Tutor—Face-to-face**2011-2013***Writing Center, University of Puerto Rico at Mayagüez*

- Tutored undergraduate students in English composition and conversational practice
- Copy-edited Master's degree theses and Doctoral dissertations
- Participated in monthly tutor-training sessions. Subsequently recruited as a tutor-training resource

Practicing Student-Teacher—Face-to-face**2010-2011***Department of Education of Puerto Rico*

- Taught 8th grade English under teacher supervision
- Designed and executed daily lesson plans
- Practiced methods and approaches to teaching English

SCHOLARLY SERVICE

Panel Moderator**2021***Remote K12: The connected teacher summit*

- Moderated discussion on using creativity and digital tools for virtual learning
- Over 200 virtual audience attendees

Volunteer Pre-screener for COVID-19 Game Jam**2020***National Academy of Sciences*

- Pre-screened game submissions for adherence to game jam instructions

Volunteer High School Esports Coach**2020-present***Tempe Union High School District, Arizona*

- Oriented student-members to the procedures and practices of the esports club
- Facilitated completion of attendance records
- Helped students troubleshoot esports club-related difficulties

Reviewer**2020-present***Current Issues in Education (CIE)*

- Reviewed submitted manuscripts for publication

Founding Editor**2019-present***Talking About Design Website/Blog*www.talkingaboutdesign.com

- Edited, revised, and curated website content

Graduate Student Representative to the Programs Committee**2019-2020***Learning, Literacies, and Technologies Ph.D. Program*

- Collaborated with faculty, staff, and fellow student representatives to propose, revise, and approve decisions pertaining to Learning, Literacies, and Technology Ph.D. program.

- Represented the interests of the graduate students to the programming committee for the Ph.D. program in Learning, Literacies, and Technologies.

Volunteer Award Reviewer—Research and Travel**2019-present***Graduate Student Professional Association (GPSA)*

- Reviewed and provided feedback on written applications
- Passed constructive judgment of research and travel applications

Conference Volunteer**2019***Learning Analytics and Knowledge (LAK)*

- Helped organize conference procedures and ensure programmatic timeliness
- Provided audio/visual assistance to speakers and presenters

Volunteer Award Reviewer –Teaching Excellence Award**2018-present***Graduate Student Professional Association (GPSA)*

- Observed classroom teaching of graduate student applicants
- Passed constructive judgment of teaching observation
- Blind reviewed of teaching philosophy and award application

Representative of Learning, Literacies, and Technologies (LLT) program**2018-2019***Teachers College Doctoral Council (TCDC), Arizona State University*

- Represented the LLT program's doctoral students to the TCDC
- Voiced student concerns
- Assisted planning of events for doctoral students in the Teachers College.

Treasurer/Secretary**2018-2020***Alpha Upsilon Alpha (AUA) Honor Society, Arizona State University*

- Served dual roles of treasurer and secretary
- Maintained, planed, and managed the budget
- Logged detailed meeting minutes
- Worked in collaboration with other officers to plan events to the benefit of graduate students interested in literacy

Representative of Learning Technologies program**2016-2017***Educational Studies Graduate Student Council, (ESGSC), Ohio State University*

- Represented doctoral students in Learning Technologies for the Educational Studies Graduate Student Council.
- Planned academic and social enrichment activities for the benefit of Educational Studies' students and faculty

Conference Proposal Revision Committee Member**2016***Conference Title: From Person to Persona: Exploring Transformative Identity in Authors, Characters, and Individuals, hosted by the Pop-Culture Student Association.**Location: University of Puerto Rico at Mayagüez*

- Responsible for evaluating proposals and organizing panel presentations
- Moderated individual and panel discussions from students and faculty
- Approximately 150 attendees

Student Association Faculty Advisor**2015-2016***Professional Graduate Honor Society (PGHS), University of Puerto Rico*

- Served as a founding advisor to the administrative board
- Planned, coordinated, and hosted academic, social, and well-being events for approximately 30 graduate students per event.

Course Co-Coordinator**2015-2016***Intermediate Freshmen Composition, University of Puerto Rico*

- Supervised over 25 Graduate Teaching Assistants (GTAs) per semester
- Constructed official course syllabus and evaluated course textbooks
- Provided course specific advice to GTAs and regular guidance
- Ensured achievement of syllabus objectives
- Designed final departmental exam

Orientation Committee Member**2015-2016***Department of English of the University of Puerto Rico at Mayagüez*

- Provided academic counseling and curriculum guidance to freshmen students
- Coordinated and participated in individual and group orientation sessions

Conference Proposal Revision Committee Member**2015***Conference Title: From Imagination to Creation: How Popular Culture Redefines and Restructures Our Reality, hosted by the Pop-Culture Student Association. Location:**University of Puerto Rico at Mayagüez*

- Responsible for evaluating proposals and organizing panel presentations
- Moderated individual and panel discussions
- Approximately 120 attendees

Conference Chair**2014***Conference Title: Today's Teaching Techniques (T³)**Location: University of Puerto Rico at Mayagüez*

- Planned and coordinated a conference sponsored by the "Recinto Universitario de Mayagüez' English Graduate Association" (RUMEGA) and the Office of the Dean of Arts and Sciences
- Conference goal: to propagate the educational research conducted by the Department of English's graduate students.
- Graduate students presented their research to approximately 50 graduate student and faculty audience members.

Public Relations Representative**2014***Conference Title: Redefining the genre that shaped us: Children's Literature Week*

- Maintained public relations
- Designed advertisement for the academic and social events of the week
- Aided in planning of week-long events for audience members
- Approximately 300 students and faculty attendees

President**2013-2014***Recinto Universitario de Mayagüez' English Graduate Association, (RUMEGA)*

- Presided meetings of the executive board and general members
- Coordinated educational, social, and philanthropic events for members of the university and beyond

- Collaborated with university administration, for-profit, and non-profit organizations
- Registered association and improved overall structure by drafting new constitution

Judge of Final Student Project**2013***Cabo Rojo Christian Academy, Puerto Rico*

- Evaluated and advised high school seniors on their final research projects
- Inquired into the project's conclusions and passed constructive judgment

Exam Proctor**2012-2016***Law School Admission's Test (LSAT)*

- Responsible for ensuring a quality test-taking environment
- Supervised 30 test takers per testing session
- Revised exam material before and after test administration
- Accountable for observing standard testing rules and procedures

Graduate Student Representative**2012-2013***Department of English, University of Puerto Rico at Mayagüez*

- Participated in departmental and graduate committee meetings
- Served as the link between the faculty and students of the Master of Arts in English Education
- Represented the interests of the graduate students to the Department of English and University Administration

Peer Mentor to Teaching Assistants**2012-2013***University Teaching Development (UTD), University of Puerto Rico*

- Assisted two new peer Teaching Assistants (TA) per semester with adjusting to the dual responsibilities of teaching college courses and becoming a graduate student
- Coached and collaborated with each TA across multiple assignments
- Shared approaches, general tips, and offered guidance to teaching college courses in English to a student population of native Spanish speakers with varying English fluency

Treasurer**2009-2011***English Department Student Association (EDSA)*

- Administered the association's funds
- Coordinated fundraising activities and events
- Marketed the association's events on various college forums
- Participated in sales, plays, and community service events aimed at promoting social and academic growth with peers

Office Administration**2009-2010***Department of English, University of Puerto Rico at Mayagüez*

- Federal work-study program
 - Responsible for archiving departmental documents, receptionist duties, entering data in Word and Excel sheets, and maintaining student file records
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UNIVERSITY COURSES TAUGHT

GRADUATE

COE 691: Interview Techniques and Dialogue

Arizona State University—Face-to-face

Doctoral-level course focused on interviewing as a data construction technique and form of a dialogue in the context of qualitative research. Students learned about different ways to theorize, conceptualize, and practice interviews. They carried out interview events and interactions in addition to articulating their theoretical orientations and epistemological goals that shape interviewing, and which ways interviews can be adapted to suit different inquiry purposes.

UNDERGRADUATE

EDP 311: Educational Psychology for Future Teachers

Arizona State University—Fully online, asynchronous

This course examines and informs beliefs about how students learn, how to assess student learning, and the processes of motivation that initiate and sustain student learning. This course exposes perspective teachers to the practice of teacher inquiry, how teachers can examine and reflect upon their current teaching practices, and the use of data and research to create positive learning environments for their students.

INGL 0060: Pre-basic English

University of Puerto Rico—Face-to-face

Remedial English course for low performing freshmen. Aims to prepare skills to perform satisfactorily in English. Helps students acquire basic grammar, listen-speaking and reading-writing skills.

INGL 3061: English for Public Communications

University of Puerto Rico—Face-to-face

Public Speaking course for students majoring in Telecommunications. Students are trained in effective oral and written expression.

INGL 3101: Basic English I

University of Puerto Rico—Face-to-face

Course focused on improving students' speaking, listening, reading, and writing abilities in English while also expanding vocabulary and increasing grammatical accuracy. Intended to meet student needs and impart a command of the fundamental structure of the English language.

INGL 3102: Basic English II

University of Puerto Rico—Face-to-face

Course focused on improving students' speaking, listening, reading, and writing abilities in English while also expanding vocabulary and increasing grammatical accuracy. Intended to meet student needs and impart a command of the fundamental structure of the English language.

INGL 3103: Intermediate English I*University of Puerto Rico—Face-to-face*

Analysis of essays, short stories, novels, poetry, and drama with practice in written composition. Attention given to grammar, idiomatic expressions, argument structure and quality, use of evidence, and credit of sources.

INGL 3104: Intermediate English II*University of Puerto Rico—Face-to-face*

Analysis of essays, short stories, novels, poetry, and drama with practice in written composition. Attention given to grammar, idiomatic expressions, argument structure and quality, use of evidence, and credit of sources.

GRANTS & FELLOWSHIPS**INTERNAL TRAVEL GRANTS (Total: \$3,750)**

\$750 Mary Lou Fulton Teachers College Travel Grant	Spring 2020
\$750 Mary Lou Fulton Teachers College Travel Grant	Fall 2019
\$750 Mary Lou Fulton Teachers College Travel Grant	Spring 2019
\$750 Mary Lou Fulton Teachers College Travel Grant	Fall 2018
\$750 Mary Lou Fulton Teachers College Travel Grant	Spring 2018

FELLOWSHIPS (Total: \$88,700)

\$1,900 University Graduate Fellowship <i>Mary Lou Fulton Teachers College, Arizona State University</i>	Spring 2020
\$1,900 University Graduate Fellowship <i>Mary Lou Fulton Teachers College, Arizona State University</i>	Spring 2019
\$1,900 University Graduate Fellowship <i>Mary Lou Fulton Teachers College, Arizona State University</i>	Spring 2018
\$80,000 Mary Lou Fulton Teachers College Fellowship <i>Mary Lou Fulton Teachers College, Arizona State University</i>	2017-2021
\$3,000 Graduate Recruitment Fellowship <i>Merit based recruitment award, The Ohio State University</i>	Fall 2016

HONORS & AWARDS

Teaching Excellence Award Nominee <i>Nominated for the GPSA Teaching Award</i>	2020
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Magna Cum-Laude*Awarded for graduating bachelor's degree with high honors***2012****Dean's List***Awarded each academic year for maintaining a GPA of 3.50 or higher***2008-2011****Distinguished Practicum Student-Teacher***Awarded for exhibiting exemplary growth as a teacher-in-training***2011**

REVIEWER EXPERIENCE

- American Educational Research Association (AERA)
- Current Issues in Education (CIE)
- Esports Conference (ESC)
- International Society of the Learning Sciences (ISLS)
- Popular Culture Student Association (PCSA)

EDITOR EXPERIENCE

- Talking About Design (talkingaboutdesign.com)

PROFESSIONAL AFFILIATIONS

- American Educational Research Association (AERA)
 - o Division C: Learning and Instruction
 - o Division K: Teaching & Teacher Education
 - o Special Interest Group: Media, Culture, & Learning
 - o Special Interest Group: Learning Sciences
 - International Literacy Association (ILA)
 - Literacy Research Association (LRA)
 - International Society of the Learning Sciences (ISLS)
 - Teachers of English to Speakers of Other Languages (TESOL)
-

PROFESSIONAL & CHARACTER REFERENCES

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