Picturing Worlds of Inclusion: Visual Analysis of Preservice Teachers’ Representations

Authors
Mr. Chris Ostrowdun - University of Calgary

Submission ID
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Elementary Science Teachers’ Use of Representations to Build Shared Understanding from Students’ Diverse Ideas and Practices

Authors
Dr. Ashlyn Pierson - The Ohio State University
Dr. Danielle Keifert - University of North Texas
Ms. Sarah Lee - Vanderbilt University
Dr. Andrea Henrie - Vanderbilt University
Dr. Heather Johnson - Vanderbilt University
Dr. Noel Enyedy - Vanderbilt University

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Ambitious and equitable science teacher noticing in distance learning

Authors
Ms. Heather F. Clark - University of California, Los Angeles

Submission ID
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Discourse Patterns and Collective Cognitive Responsibility in Collaborative Problem-Solving

Authors
Prof. Jun Oshima - Shizuoka University
Mr. Shotaro Yamashita - Shizuoka University
Prof. Ritsuko Oshima - Shizuoka University

Submission ID
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Instructional Design, Situational Interest, and User Experience: Applications of Learning Experience Design to Promote Children’s Online Engagement

Authors
Mr. Joseph Wong - University of California, Irvine
Ms. Natalie Au Yeung - University of California, Irvine
Ms. Bella Lerner - University of California, Irvine
Dr. Lindsey Richland - University of California, Irvine
Submission ID
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Feedback in the Wild: Discrepancies Between Academics’ and Students’ Views on the Intended Purpose and Desired Type of Feedback

Authors
Dr. Martin Van Boekel - University of Minnesota
Ms. Shelby Weisen - University of Minnesota
Ms. Ashley Hufnagle - University of Minnesota
Submission ID
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Representational Fluency of Angle during an Educational Robotics Task

Authors
Dr. Amber Simpson - Binghamton University--SUNY
Ms. Nihal Katirci - University of Maryland, College Park
Ms. Ekta Shokeen - University of Maryland, College Park
Ms. Janet Shufor Bih Epse Fofang - University of Maryland, College Park
Dr. Caro Williams-Pierce - University of Maryland, College Park
Submission ID
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Toward a Conceptual Framework for Practical Measurement as Organizational Structure

Authors
Dr. Eleanor Anderson - University of Pittsburgh
Dr. Jennifer Richards - Northwestern University
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Authors
Dr. Ayano Ohsaki - Advanced Institute of Industrial Technology
Prof. Jun Oshima - Shizuoka University
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Authors
Ms. Phebe Chew - University of California, Irvine
Ms. Yiwen Lin - University of California, Irvine
Ms. Vanessa Bermudez - University of California, Irvine
Dr. Andres Bustamante - University of California, Irvine
Dr. June Ahn - University of California, Irvine

Identifying Research-Practice Tensions and Belief Shifts through Co-Design Processes

Authors
Ms. Areej Mawasi - Arizona State University
Dr. Ruth Wylie - Arizona State University
Mrs. Wisal Ganaiem - Al-Rowad for Science and Technology
Dr. Masaood Ganaiem - Al-Rowad for Science and Technology

Conceptualizing Critical Game Design as a Method to Engage Youth with Critical STEM

Authors
Ms. Areej Mawasi - Arizona State University
Dr. Elisabeth R. Gee - Arizona State University

Community of Practice in a physics department: double-majored students’ perspectives

Authors
Ms. Hien Khong - Kansas State University
Ms. Shams El-Adawy - Kansas State University
Dr. Eleanor C Sayre - Kansas State University

Reconciling Structuring Collaboration and Student Agency

Authors
Dr. Moegi Saito - The University of Tokyo
Probing Biology Teachers’ Disciplinary Literacy Through Their Adaptation of a Research Article

Authors
Dr. Moriah Ariely - Weizmann Institute of Science
Prof. Ravit Duncan - Rutgers University
Prof. Anat Yarden - Weizmann Institute of Science

What Can Automated Analysis of Large-Scale Textual Data Teach Us about the Cultural Resources that Students Bring to Learning?

Authors
Ms. Raquel Coelho - Stanford university
Ms. Alden McCollum - New York University

The Inseparability of Identity and Knowledge Construction in Humanistic Knowledge Building Communities

Authors
Mrs. Liat Rahmian - University of Haifa
Dr. Yotam Hod - University of Haifa

“Let’s Talk About Election 2020”: Quantitative Civic Literacies of Solidarity and Critique in an Online Digital Network

Authors
Dr. Emma Gargroetzi - University of Texas at Austin
Dr. Lynne Zummo - University of Utah
Dr. Antero Garcia - Stanford university
Ms. Emma Bene - Stanford university
Encountering Uncertainty and Learning to "Try and Try and Try": The Development of Teachers' Perseverance Within Science

Authors
Dr. Shannon Davidson - Florida State University
Dr. Lama Jaber - Florida State University
Dr. Sherry Southerland - Florida State University

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Agency and Expressivity in Programming Play

Authors
Ms. Selena Steinberg - Vanderbilt University
Dr. Melissa Gresafli - Vanderbilt University

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Interactions with Peers on the Path to Math Success

Authors
Dr. Nikki Lobczowski - Carnegie Mellon University
Ms. Elise Morton - Georgia Institute of Technology
Dr. J. Elizabeth Richey - Carnegie Mellon University
Dr. Kevin Jarbo - Carnegie Mellon University
Dr. Kenneth Koedinger - Carnegie Mellon University

Submission ID
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Developing Social Empathy Through Human-Centered Design: The Iterative Journey of Designing an Instructional Booklet for Pre-Service Teachers

Authors
Ms. Carrie L. James - University of Illinois Urbana-Champaign
Dr. Saadeddine Shehab - University of Illinois Urbana-Champaign
Ms. Gail Rost - University of Illinois Urbana-Champaign

Submission ID
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Ideologies, Teacher Discourse, and Language Learning in the Elementary Science Classroom

Authors
Ms. Bethany Daniel - Vanderbilt University

Submission ID
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CS1 Student Assessments of Themselves Relative to Others: The Role of Self-Critical Bias and Gender

Authors
Ms. Jamie Gorson - Northwestern University
Dr. Eleanor O'Rourke - Northwestern University

Submission ID
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Understanding Students' Representations of Mechanism through Modeling Complex Aquatic Ecosystems

Authors
Mr. Zachary Ryan - Indiana University
Dr. Joshua Danish - Indiana University
Dr. Cindy Hmelo-Silver - Indiana University

Submission ID
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Scaffolding Multiple Document Comprehension: Students' Representations of Documents Models

Authors
Mrs. Danna Tal-Savir - University of Haifa
Dr. Sarit Barzilai - University of Haifa
Mr. Fayez Abed - University of Haifa
Dr. Shiri Mor-Hagani - University of Haifa
Dr. Asnat R. Zohar - University of Haifa

Submission ID
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Computational Thinking as a Context for Ambitious Math Instruction

Authors
Ms. Margaret Walton - University of Maryland, College Park
Dr. Janet Walkoe - University of Maryland, College Park

Submission ID
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Learning with and through Evaluation as Social Practice

Authors
Dr. Joanna Weidler-Lewis - Colby College
Mr. Jimmy Frickey - Trent University

Submission ID
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Modeling Unstructured Data: Teachers as Learners and Designers of Technology-enhanced Artificial Intelligence Curriculum

Authors
Ms. Cansu Tatar - North Carolina State University
Mr. Michael Miller Yoder - Carnegie Mellon University
Ms. Madeline Coven - North Carolina State University
Dr. Kenia Wiedemann - Concord Consortium
Dr. Jie Chao - Concord Consortium
Mr. William Finzer - Concord Consortium
Dr. Shiyan Jiang - North Carolina State University
Prof. Carolyn Rosé - Carnegie Mellon University

Submission ID
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Zooming In: Exploring the Construction of Professional Vision in Teachers’ Reflection with Visualizations of Classroom Discourse

Authors
Dr. Andrea Gomoll - UC San
Dr. Sherice Clarke - University of California San Diego
Dr. Katherine Dennis - UC San Diego

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“It’s Working - We’re Bosses” – A Study of Contentious Moments of Learning, Identity and Power in the Context of a Coding Project

Authors
Dr. Jârène Rahm - University of Montreal
Ms. Ferdous Touioui - University of Montreal

Submission ID
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The unexamined influence: An object’s perceived gender on spatial reasoning skills in girls

Authors
Dr. Anna Keune - University of California
Dr. Julio Zambrano-Gutierrez - Fundação Getulio Vargas
Dr. Anthony Phonethibsavads - University of California, Irvine
Dr. Kylie Peppler - University of California, Irvine

Submission ID
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Authors
Dr. Lara Jasien - CPM Educational Program
Submission ID
379

Supporting Third Graders’ Use of Subroutines in Programming through Play Versus Worked Examples

Authors
Mr. Sezai Kocabas - Purdue University
Prof. Laura Bofferding - Purdue University
Submission ID
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Multimodal Generalizing in a Mathematical Videogame

Authors
Dr. Caro Williams-Pierce - University of Maryland, College Park
Dr. Muhammed Fatih Dogan - Adiyaman University
Dr. Amy B. Ellis - University of Georgia
Submission ID
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Centering Praxis in Design-Based Research: Insights from an Informal STEM Research Practice Partnership

Authors
Ms. Stephanie Hladik - University of Calgary
Dr. Marie-Claire Shanahan - University of Calgary
Dr. Pratim Sengupta - University of Calgary
Submission ID
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Proposing a Framework for Analyzing Metadiscourse in Dialogic Science Classrooms

Authors
Dr. Mon-Lin (Monica) Ko - University of Illinois at Chicago
Dr. Melissa Luna - West Virginia University
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Authors
Prof. Douglas Clark - University of Calgary
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Authors
Prof. Karlyn Adams-Wiggins - Portland State University
Dr. Gavin Tierney - California State University, Fullerton

Investigating the Nature of Learners’ Feedback Seeking Actions and its Role in the Development of Representational Competence

Authors
Mr. Narasimha Swamy - Indian Institute of Technology Bombay
Dr. Chandan Dasgupta - Indian Institute of Technology Bombay

Analysis of Co-designed Biology Units Integrated with Computational Thinking Activities

Authors
Mr. Sugat Dabholkar - Northwestern University
Dr. Amanda Peel - Northwestern University
Mr. Delan Hao - Northwestern University
Mr. Jacob Kelter - Northwestern University
Prof. Michael Horn - Northwestern University
Prof. Uri Wilensky - Northwestern University

Pre-Service Teachers’ Argumentations in the Context of Assessment

Authors
Ms. Elisabeth Bauer - LMU University of Munich
Dr. Michael Sailer - LMU University of Munich
Dr. Jan Kiesewetter - University Hospital, LMU Munich
Prof. Martin R. Fischer - University Hospital, LMU Munich
Prof. Frank Fischer - LMU University of Munich
Former Students' Perspectives on the Value of Computing Education Programs

Authors
Ms. Melissa Perez - University of Michigan - Ann Arbor
Prof. Patricia Garcia - University of Michigan - Ann Arbor
Prof. Barbara Ericson - University of Michigan - Ann Arbor

Submission ID
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Examining How Youth Build Comparative Models in Storytelling With Large, Complex Data and Visualization Tools

Authors
Dr. Jennifer Kahn - University of Miami
Dr. Shiyan Jiang - North Carolina State University

Submission ID
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Challenges and opportunities in teaching and learning data literacy through art

Authors
Dr. Camillia Matuk - New York University
Dr. Kayla DesPortes - New York University
Ms. Anna Amato - New York University
Dr. Megan Silander - Center for Children and Technology, EDC
Dr. Ralph Vacca - Fordham University
Dr. Veena Vasudevan - New York University
Dr. Peter J. Woods - Rossier School of Education, University of Southern California

Submission ID
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Reasoning about Equations with Tape Diagrams: Insights from Math Teachers and College Students

Authors
Ms. Anna Bartel - University of Wisconsin - Madison
Ms. Elena Silla - University of Wisconsin - Madison
Mr. Nicholas Vest - University of Wisconsin - Madison
Mr. Tomohiro Nagashima - Carnegie Mellon University
Dr. Vincent Aleven - Carnegie Mellon University
Dr. Martha Alibali - University of Wisconsin - Madison

Submission ID
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Student Epistemic Agency and Coherence-seeking through Laboratory Experiments

Authors
Dr. Lisa Hardy - Concord Consortium
Dr. Colin Dixon - BSCS Science Learning
Submission ID
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(Re)presenting Nature: Sixth Graders' Place-based Field Trip Experience through Restorying

Authors
Ms. Lili Yan - Utah State University
Dr. Breanne K. Litts - Utah State University
Mr. Mckay Colleni - Utah State University
Ms. Devon Isaacs - Utah State University
Dr. Melissa Tehee - Utah State University
Mr. Stuart Baggaley - Edith Bowen Laboratory School
Ms. Jennifer Jenkins - Edith Bowen Laboratory School
Submission ID
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Connecting with Computer Science: Two Case Studies of Restorying CS Identity with Electronic Textile Quilts

Authors
Ms. Mia Shaw - Penn Graduate School of Education
Dr. Yasmin Kafai - University of Pennsylvania
Ms. Yi Zhang - University of Pennsylvania
Ms. GaYeon Ji - University of Pennsylvania
Mr. Renato Russo - Teachers College, Columbia University
Ms. Ammarah Aftab - University of Pennsylvania
Submission ID
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Authors
Ms. Gabriella Anton - Northwestern University
Prof. Uri Wilensky - Northwestern University
Submission ID
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Language, modeling, and power: A methodology for analyzing discourse in interaction

Authors
Mr. Max Sherard - University of Texas
Dr. Anthony Petrosino - Southern Methodist University

Submission ID
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Sustaining Community and Relationships with Black and Latina Girls in an Out-of-School STEAM Learning Program during a Global Crisis

Authors
Dr. Naomi Thompson - Northwestern University
Ms. Bo Ju - DePaul University
Dr. Sheena Erete - DePaul University
Dr. Denise Nacu - DePaul University
Dr. Nichole Pinkard - Northwestern University

Submission ID
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Caregivers’ Role-taking during the Use of Discussion Prompts in At-Home Engineering Kits

Authors
Dr. Soo Hyeon Kim - Indiana University-IUPUI
Dr. Jungsun Kim - Indiana University

Submission ID
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Embodied Design versus Dynamic Visualization: Benefits for a Far Transfer Problem Solving in Trigonometry

Authors
Dr. Anna Shvarts - Utrecht University
Ms. Gitte van Helden - Delft University of Technology

Submission ID
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Mobile Augmented Reality in the Backyard: Families’ Outdoor Spaces as Sites of Exploration about Pollinators

Authors
Dr. Heather Toomey Zimmerman - Pennsylvania State University
Dr. Susan M. Land - Pennsylvania State University
Ms. Yu-Chen Chiu - Pennsylvania State University
Ms. Lillyanna Faimon - Pennsylvania State University
Mr. Jeff Williams - Pennsylvania State University
Impact and Resilience: A Survey of Youth-serving Organizations During the Pandemic

Authors
Ms. Caitlin Martin - CKM Consulting
Dr. Sheena Erete - DePaul University

The Disciplinary Nature of Science Teachers’ Talk in the Process of Formative Assessment Design

Authors
Dr. Sara Heredia - University of North Carolina at Greensboro
Dr. Erin Furtak - University of Colorado Boulder
Dr. Deb Morrison - University of Washington
Dr. Alexander Groschner - Freidrich Schiller University

“I kept going because we were close”: Deepening understandings of the relational work of RPPs

Authors
Ms. Kristina Stamatis - University of Colorado Boulder
Dr. Ung-Sang Lee - University of California, Los Angeles

Seeing Learning Sciences Research as Modeling

Authors
Dr. Jeremy Roschelle - Digital Promise

The Invisibility Issue: High School Students’ Informal Conceptions of Everyday Physical Computing Systems

Authors
Ms. Gayithri Jayathirtha - Penn Graduate School of Education
Dr. Yasmin Kafai - University of Pennsylvania
Characterizing Student Theory Building in Computational Modeling

Authors
Dr. Hillary Swanson - Utah State University
Prof. Bruce Sherin - Northwestern University
Prof. Uri Wilensky - Northwestern University

Student Perceptions in a Formal Makerspace: A Case Study of Two High School Senior Students and their Collaboration on a Computer-Aided Design Project

Authors
Ms. Sarah Lilly - University of Virginia
Ms. Sarah Shepherd - University of Virginia
Ms. Anne McAllister - University of Virginia
Dr. Jennifer Chiu - University of Virginia

Collaborative Data Engineering: Strategies to Support Macro-level Exploration of Youth Learning Ecosystems

Authors
Dr. Nichole Pinkard - Northwestern University
Ms. Caitlin Martin - CKM Consulting
Dr. Ugochi Jones - Jones Technical Enterprises, LLC

From “Uh oh” to “I’m curious if”: Changes in Teachers’ Stance Over Time

Authors
Ms. Sarah Larison - Northwestern University
Dr. Miriam Sherin - Northwestern University

Spatial Negotiation of Graffiti Artists: Pedagogical Actions in the Interest of Publicness

Authors
Dr. Beaumie Kim - University of Calgary
Mr. Wing Ho - Independent Researcher/Artist
Submission ID
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Scientific Modeling Practices Through Perspective Taking in a Mixed Reality Embodied Learning Environment

Authors
Ms. Morgan Vickery - Indiana University
Dr. Joshua Danish - Indiana University
Ms. Xintian Tu - Indiana University
Ms. Mengxi Zhou - Indiana University

Submission ID
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Teacher Frameworks about Students' Capacity to Engage in Science Discussions

Authors
Dr. Sherice Clarke - University of California San Diego
Ms. Ashley BATCHELOR - University of California San Diego
Ms. Vivian Leung - University of California San Diego

Submission ID
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Identifying Young Girls' Maker Practices: The Case of Doll Makeovers

Authors
Dr. Priyanka Parekh - Transylvania University

Submission ID
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Improvisational Dance as Enactive Cognition

Authors
Mrs. Lindsay Lindberg - University of California, Los Angeles
Dr. Ananda Marin - University of California, Los Angeles

Submission ID
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Integrating Data Literacy into Secondary School Science: An Exploratory Study of a Pilot Professional Development

Authors
Ms. Kate Miller - University of Pennsylvania
Dr. Susan Yoon - University of Pennsylvania
Ms. Jooeun Shim - university of penn
Dr. Amanda Cottone - University of Pennsylvania

Submission ID
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Designing a Global Community of Critical Action Educators

Authors
Mr. Renato Carvalho - University of Toronto
Ms. Preeti Raman - University of Toronto
Ms. Elena Boldyrev - University of Toronto
Mrs. Anuli Ndubuisi - University of Toronto
Mr. Garrick Burron - University of Toronto
Dr. Xinhua Zhang - South China Normal University
Dr. Erfane Ghasempour - University of Toronto
Dr. Lesley Wilton - University of Toronto
Dr. Jim Slotta - University of Toronto

Submission ID
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Expansive Framing of Engagement Survey for Online Learners: A Situative Alternative to the Community of Inquiry Survey

Authors
Dr. Daniel Hickey - Indiana University
Mr. Tripp Harris - Indiana University
Mr. Grant Chartrand - Indiana University

Submission ID
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