# SADHANA PUNTAMBEKAR

**ADDRESS**

Room 1075E, Educational Sciences

1025 W. Johnson Street

Madison, WI 53706-1796

<http://www.compassproject.net/sadhana/index.htm>

# FORMAL EDUCATION

1996 Ph.D., School of Cognitive and Computing Sciences University of Sussex, Brighton, UK

Doctoral Dissertation: Investigating the effect of a computer tool on students’ metacognitive processes

Advisor Prof. Benedict du Boulay

1983 MA, Psychology, 1st in Class, Gold Medalist.

Osmania University, India.

1981 BA, Psychology and Philosophy, 1st in Class, Gold Medalist.

Osmania University, India.

# POSITIONS HELD

2017-present Sears-Bascom Professor in Educational Psychology

Department of Educational Psychology, School of Education, University of Wisconsin, Madison.

2009-2017 Professor

Department of Educational Psychology, School of Education, University of Wisconsin, Madison.

2006-2009 Associate Professor

Department of Educational Psychology, School of Education, University of Wisconsin, Madison.

2004-2006 Assistant Professor

Department of Educational Psychology, School of Education, University of Wisconsin, Madison.

1998-2004 Assistant Professor

Department of Educational Psychology

Programs in Cognition & Instruction and Educational Technology Neag School of Education, University of Connecticut.

Affiliated faculty, Program in Cognitive Science Department of Psychology, University of Connecticut.

1996-1998 Postdoctoral fellow

EduTech Institute at Georgia Institute of Technology, with Prof. Janet L. Kolodner.

1994-1995 Lecturer

Department of Educational Psychology Institute of Education, University of London.

1988-1991 Senior Research Scientist, Institute of Psychology

Jnana Prabodhini, Pune, India, (Headquarters of MENSA in India)

1986-1988 Research scientist, Institute of Psychology Jnana Prabodhini, Pune, India.

# HONORS AND AWARDS

2020 Vilas Associate award, UW-Madison

2018 Fellow of the International Society of the Learning Sciences

2000 National Science Foundation’s Early CAREER Award

1983 Gold Medalist (1st student in class) Master’s program in Psychology, Osmania University, Hyderabad, India

1981 Gold Medalist (Top student in class), Psychology major, Osmania University, Hyderabad, India.

1981 Gold Medalist (Top student in class), Philosophy major, Osmania University, Hyderabad, India.

1981-1983 National Merit Scholar, Osmania University, Hyderabad, India

# PROFESSIONAL ACTIVITIES

**Journal Editorship**

2015-2018 *Co-Editor,* American Educational Research Journal

2008-2012 *Editor,* Design Research Strand, Journal of the Learning Sciences

**Editorial Boards**

2011-2015 *Editorial board,* Educational Psychologist

2004-Present *Editorial board,* Journal of the Learning Sciences

1997-2001 *Editorial Board,* Distance Education: An international Journal

**Leadership Positions in Professional Societies**

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| 2010-2016 | *Executive Officer*, International Society of the Learning Sciences (ISLS) |
| 2013 | *Conference Chair*, Computer supported Collaborative Learning |
|  | conference, held at University of Wisconsin, Madison. |
| 2011 | *Co-Chair, Interactive Events*, Computer Supported Collaborative |
|  | Learning, CSCL 2011. |
| 2007 | *Program Co-Chair*, Computer supported Collaborative Learning |
|  | conference, Rutgers University. |
| 2009-2010 | *Co-chair,* Technology committee, International Society of the |
|  | Learning Sciences. |

# CONTRIBUTION TO PUBLIC EDUCATION

Software and instructional materials, developed through funded research grants, have been used in over 200 middle school science classrooms by more than 30,000 students in Connecticut and in rural and underserved areas of Wisconsin.

# FUNDED RESEARCH PROJECTS

*SimSnap: Orchestrating Collaborative Learning in Biology through Reconfigurable Simulations* (2020-2024)

Funding agency: National Science Foundation; DRK-12.

Amount: $1.1m

Role: Principal Investigator

*Scaffolding Science Learning and Teaching in Middle School Classrooms through Automated Wise Crowd Analysis of Students’ Writing* (2020-2024)

Funding agency: National Science Foundation; DRK-12.

Amount: $1.4m

Role: Principal Investigator

*Bio-Sphere: Fostering Deep Learning of Complex Biology for Building Our Next Generation's Scientists* (2014-2018)

Funding agency: National Science Foundation; DRK-12.

Amount: $2.9m

Role: Principal Investigator

*Science Inquiry Using Physical and Virtual Experiments: Systematic Investigation of Issues and Conditions for Learning* (2014-2018)

Funding agency: National Science Foundation; ECR.

Amount: $1.46m

Role: Principal Investigator

*Implementing a workflow visualization system for design-based research* (2014-2018)

Funding agency: National Science Foundation; Cyberlearning

Amount: $500,000

Role: Principal Investigator

*Dynamic Digital Text: An Innovation in STEM Education* (2013-2015) Funding agency: National Science Foundation; SAVI with partners in Finland Amount: $247,933

Role: Principal Investigator

*Enhancing Literacy in Science through Digital Text, Simulations and Design Challenges* (2011- 2014)

Funding agency: Gates Foundation (EDUCAUSE)

Amount: $500,000

Role: Principal Investigator

*Scaffolding students’ use of multiple representations for science learning,* (2009-2014) Funding agency: Institute of Educational Sciences (IES), US department of education Amount: $1,453,847

Role: Principal Investigator

*CoMPASS: Integrating digital text in design-based science classes,* (2004-2009) Funding agency: National Science Foundation

Amount: $1,879,386

Role: Principal Investigator

*CoMPASS-DL: Design and use of a concept map interface for helping middle school students navigate digital libraries,* 2004-2007

Funding agency: National Science Foundation Amount: $437, 615.

Role: Principal Investigator

*Designing hypertext systems for the science classroom: Understanding students' changing cognitive representations*. Supplement to the Early CAREER award, (2004-2005) Funding agency: National Science Foundation.

Amount: $60,000.

Role: Principal Investigator

*Learning about causal systems in complex domains: A multidisciplinary synthesis of the state-of- the-art and research challenges* (2003-2005)

Funding agency: National Science Foundation (Science of Learning Centers, Catalyst grant) Amount: $193,916

Role: Co-Principal Investigator

*Designing hypertext systems for the science classroom: Understanding students' changing cognitive representations,* (2000-2004)

Funding agency: National Science Foundation (Early CAREER award) Amount: $356,800

Role: Principal Investigator

*Design Based Research Collective,* (2001-2002)

Funding agency: Spencer Foundation, Advanced Study Institute grant Amount: $35,000

Role: Co-Investigator

*Designing Hypertext systems with dynamic concept maps,* (1999-2000) Funding agency: University of Connecticut's Faculty grant program Amount: $11, 492

Role: Principal Investigator

*Scaffolding Learning by Design: An exploration of the metacognitive skills needed to successfully negotiate and learn from open- ended problems* (1996-2000)

Funding agency: J. S. McDonnell Foundation’s Cognitive Studies in Education program. Amount: $650,000

Role: Co-Principal Investigator

# PUBLICATIONS

**Books**

Luckin, R., Puntambekar, S., Goodyear, P., Grabowski, B., Underwood J., & Winters, N. (Eds.) (2012). *Handbook of Design in Educational Technology*. NY: Taylor & Francis.

Puntambekar, S., Erkens, G., and Hmelo-Silver, C. (Eds.). (2010). *Analyzing interactions in CSCL: Methods, issues and approaches*. NY: Springer.

Rummel, Kapur, Nathan & Puntambekar (Eds.) (2013) To See the World and a Grain of Sand, *Computer Supported Collaborative Learning,* Vol. 10 (1). International Society of Learning Sciences.

Rummel, Kapur, Nathan & Puntambekar (Eds.) (2013) To See the World and a Grain of Sand, *Computer Supported Collaborative Learning,* Vol. 10 (2). International Society of Learning Sciences.

Chin, C., Erkens, G., & Puntambekar, S. (Eds.). (2007) *Mice, Minds and Society, Computer Supported Collaborative Learning*, Vol. 8(1), Mahwah, NJ: Erlbaum.

Chin, C., Erkens, G., & Puntambekar, S. (Eds.). (2007). *Mice, Minds and Society, Computer Supported Collaborative Learning*, Vol. 8(2), Mahwah, NJ: Erlbaum.

Puntambekar, S. & Luckin, R. (Eds.) (2003). *Documenting collaborative interactions: Issues and approaches*. Special issue of Computers and Education, 41(4).

**Journals**

Puntambekar, S. & Gnesdilow, D., Tissenbaum, C. D., Narayanan, H. N., Rebello, S., (2021). Supporting Middle School Students’ Science Talk: A Comparison of Physical and Virtual Labs. *Journal of Research in science Teaching,* 58(3), 392-419.

Martin, N. D.,Dornfeld Tissenbaum, C., Gnesdilow, D., & Puntambekar, S. (2019). Fading distributed scaffolds: The interplay between teacher and material scaffolds. *Instructional Science,* 47(1), 69-98*.*

Sullivan, S. A., & Puntambekar, S. (2019). Learning with multiple online texts as part of scientific inquiry in the classroom. *Computers and Education*, 28, 36-51.

Sullivan, S., Gnesdilow, D., Puntambekar, S., & Kim, J. S. (2017). Middle school students’ learning of mechanics concepts through engagement in different sequences of physical and virtual experiments. International Journal of Science Education, 39(12), 1573-1600.

Sullivan, S. A., & Puntambekar, S. (2015). Learning with digital texts: Exploring the impact of prior domain knowledge and reading comprehension ability on navigation and learning outcomes. *Computers in Human Behavior, 50,* 299-313.

Myneni, S., N. Narayanan, H., Ruinfar, A., Rebello, S., & Puntambekar, S. (2013). An interactive and intelligent learning system for physics education, IEEE Transactions on Learning Technologies Special Issue on Learning Systems for Science & Technology, 6(3):228-239.

Wu, H. K., & Puntambekar, S. (2012). Pedagogical affordances of multiple external representations in scientific processes. *Journal of Science Education and Technology*. 21 (6), 754–767

Chini, J. J., Madsen, A., Gire, G., Rebello, S., & Puntambekar, S. (2012). Exploration of factors that affect the comparative effectiveness of physical and virtual manipulatives in an undergraduate laboratory. *Physical Review Special Topics-Physics Education Research.*

Sullivan, S. A., Gnesdilow, D., & Puntambekar, S. (2011). Navigation behaviors and strategies used by middle school students to learn from a science hypertext. *Journal of Educational Multimedia and Hypermedia*, *20*(4), 387-423.

Puntambekar, S. & Sandoval, B. (2009). Design based research: Moving forward. *Journal of the Learning Sciences 18*(3), 323-326*.*

Hübscher, R. & Puntambekar, S. (2008). Integrating knowledge gained from data mining with pedagogical knowledge. *In proceedings of the 1st International Conference on Educational Data Mining (EDM2008),* 97-106.

Haynicz, J. J., Puntambekar, S., & Rebello, S. N. (2008*).* Students' understanding of inclined planes using the CoMPASS curriculum. *Proceedings of the 2008 Physics Education Research Conference,* pp. 127-130, Edmonton, Canada: AIP Publications.

Puntambekar, S., & Goldstein, J. (2007). Effect of visual representation of the conceptual structure of the domain on science learning and navigation in a hypertext environment. *Journal of Educational Multimedia and Hypermedia.* 16(4). 429-459.

Puntambekar, S., Stylianou, A., & Goldstein, J. (2007). Comparing enactments of an inquiry curriculum: Lessons learned from two teachers. *Journal of the Learning Sciences*, 16(1), 81-130.

Puntambekar, S. (2006). Analyzing collaborative interactions: Divergence, shared understanding and construction of knowledge. *Computers and Education. 47(3),* 332-351.

Puntambekar, S., & Stylianou, A. (2005). Designing navigation support in hypertext systems based on navigation patterns. *Instructional Science*, *33*, (5-6), 451-481.

Goldstein, J., & Puntambekar, S. (2005). The brink of change: Gender in technology-rich collaborative learning environments. *Journal of Science Education and Technology*, *13* (4), 505-522.

Puntambekar, S., & Kolodner, J. L. (2005). Toward implementing distributed scaffolding: Helping students learn science by design. *Journal of Research in Science Teaching, 42* (2), 185-217.

Puntambekar, S., & Hübscher, R. (2005) Tools for scaffolding students in a complex environment: What have we gained and what have we missed? *Educational Psychologist, 40 (1)*, 1-12.

Puntambekar, S. (2004). Issues in CSCL research. *Journal of Educational Computing Research, 30* (1,2), 163-169.

Puntambekar, S., Stylianou, A., & Hübscher, R. (2003) Improving navigation and learning in hypertext environments with navigable concept maps. *Human Computer Interaction, 18 (4)*, 395-426.

Kolodner, J. L., Camp, P. J., Crismond, D., Fasse, B., Gray, J., Holbrook, J., Puntambekar, S & Ryan, M. (2003). Problem-based learning meets case-based reasoning in the middle school science classroom: Putting Learning By Design™ into practice: lessons learned. *Journal of the Learning Sciences, 12* (4), 495-547.

Design-based Research Collective (2003). Design-based research: An emerging paradigm for educational inquiry. *Educational Researcher, 32*, 1, 4-8.

King, F. & Puntambekar, S. (2003). Asynchronously conducted project-based learning: partners with technology. *International Journal on E-Learning, 2* (2), 46-54.

Puntambekar, S. & Luckin, R. (2003). Documenting collaborative learning: What should be measured and how? *Computers and Education*, *41* (4), 309-311.

Puntambekar, S. & du Boulay, B. (1997). Design and development of MIST: A system to help students develop metacognition. *Journal of Educational Computing Research*, *16* (1), 1- 35.

Puntambekar, S. (1995). Helping students learn ‘how to learn’ from texts: Towards an ITS for developing metacognition. *Instructional Science*, 23, 163-182.

Puntambekar, S. (1993). Towards an ITS for training metacognitive skills in studying from texts. In *Proceedings of the 7th International PEG conference*, pp. 389-398.

**Book chapters**

Puntambekar. S. (2019). Design-Based Research. In Fischer, F., Hmelo-Silver, C. E., Goldman, R., Reimann, P. (Eds.) *International Handbook of the Learning Sciences*. Rutledge. pp. 383-392.

Puntambekar, S. (2015). Distributing Scaffolding across Multiple levels: Individuals, Small Groups and a Class of Student. In A. Walker, H. Leary, C.E. Hmelo-Silver,& P.A. Ertmer (Eds.). (2015). *Essential Readings in Problem-Based Learning: Exploring and Extending the Legacy of Howard S. Barrows*. West Lafayette, IN: Purdue University Press.

Puntambekar, S. (2012). Evaluation in Design and Technology. In Luckin, R., Puntambekar, S., Goodyear, P., Grabowski, B., Underwood J., & Winters, N. (Eds.) *Handbook of Design in Educational Technology*. NY: Taylor & Francis. pp. 371-376.

Puntambekar, S. Sullivan, S. & Hüscher. R. (2012). Analyzing navigation patterns to scaffold metacognition in hypertext systems, In R. Azevedo & V. Aleven (Eds.). *International Handbook of Metacognition and Learning Technologies.* pp. 261-277. NY: Springer.

Puntambekar, S. (2011). Mixed methods for analyzing collaborative learning. In C. E. Hmelo- Silver, A. M. O’Donnell, C. Chan, & C. A. Chinn, (Eds.). *International Handbook of Collaborative Learning.* pp. 220-231. Taylor Francis.

Stylianou-Georgiou, A., Papanastasiou, Puntambekar, S. (2010). Analyzing collaborative learning from through hierarchical linear modeling. In S. Puntambekar, G. E., Erkens, & C. Hmelo-Silver, (Eds.). *Analyzing Interactions in CSCL: Methods, Issues and Approaches*. pp. 145-160. NY: Springer.

Puntambekar, S. (2009). Scaffolding student learning. In E. Anderman & L. Anderman (Eds.).

Psychology of Classroom Learning: An Encyclopedia. Farmington Hills, MI: MacMillan.

Puntambekar, S. & du Boulay, B. (1999). Design of MIST: A system to help students develop metacognition. In P. Murphy (Ed.) *Learners, Learning and Assessment*. pp. 245-257. Paul Chapman: London.

**Papers in Published Proceedings (Peer Reviewed)[[1]](#footnote-1)**

Tissenbaum, C. D. & Puntambekar, S. (2020). Investigating a Museum-Based Pop-Up Science Program as a “Learner Centric Ecology of Resources”. In Gresalfi, M. and Horn, I. S. (Eds.), The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 3 (pp. 1349-1356). Nashville, Tennessee: International Society of the Learning Sciences.

Yavuz, S., Forkner, M., Gnesdilow, D., Dornfeld Tissenbaum, C., Kim, J-S., Puntambekar, S. (2019). Understanding the Effect of Group Variance on Learning. In K. Lund, G. Niccolai, E. Lavoué, C. Hmelo-Silver, G. Gweon, M. Baker (Eds). *A Wide Lens: Combining Embodied, Enactive, Extended, and Embedded Learning in Collaborative Settings: Proceedings of the13th International Conference on Computer Supported Collaborative Learning (CSCL 2019)*, Vol. 1, pp 520-525.

Lin, F., Puntambekar, S., (2019). Designing Epistemic Scaffolding in CSCL. In K. Lund, G. Niccolai, E. Lavoué, C. Hmelo-Silver, G. Gweon, M. Baker (Eds). *A Wide Lens: Combining Embodied, Enactive, Extended, and Embedded Learning in Collaborative Settings: Proceedings of the13th International Conference on Computer Supported Collaborative Learning (CSCL 2019),* Vol. 2, pp 597-600.

Dornfeld Tissenbaum, C., Gnesdilow, D., Martin, N., Puntambekar, S. (2019). Emergent Roles, Collaboration, and Conceptual Outcomes for Two Eighth-Grade Groups in CSCL Science Classes. In K. Lund, G. Niccolai, E. Lavoué, C. Hmelo-Silver, G. Gweon, M. Baker (Eds). *A Wide Lens: Combining Embodied, Enactive, Extended, and Embedded Learning in Collaborative Settings: Proceedings of the13th International Conference on Computer Supported Collaborative Learning (CSCL 2019),* Vol. 2. pp 672-675.

Lin, F., Gnesdilow, D., Martin, N. D., Dornfeld Tissenbaum, C., & Puntambekar, S. (2018). Examining  the Role of Explicit Epistemic Reflection in Promoting Students’ Learning from Digital Text. In J. Kay, & R. Luckin (Eds.), *Rethinking Learning in the Digital Age: Making the Learning Sciences Count, 13 th International Conference of the Learning Sciences (ICLS) 2018, Vol 1,* pp. 240 - 247.

Martin, N. D., Gnesdilow, D., & Puntambekar, S. (2018). Teachers’ mediation of students’ interactions with physical and virtual scientific models in biology. In J. Kay, & R. Luckin (Eds.), *Rethinking Learning in the Digital Age: Making the Learning Sciences Count, 13 th International Conference of the Learning Sciences (ICLS) 2018, Vol 1,* pp. 280-287.

Dornfeld Tissenbaum, C. L.,& Puntambekar, S. (2018). Tracking the flow of discussion topics in an inquiry science unit. In J. Kay, & R. Luckin (Eds.), *Rethinking Learning in the Digital Age: Making the Learning Sciences Count, 13 th International Conference of the Learning Sciences (ICLS) 2018, Vol 3* pp. 1595-1596.

Dornfeld, C. & Puntambekar, S. (2017). Conceptualizing scaffolding for science learning in classrooms and museums using mixed-methods approaches. In B. K. Smith, M. Borge, E. Mercer, & K. Y. Lim (Eds.), *Making a Difference: Prioritizing Equity and Access in CSCL: 12th International Conference on Computer-Supported Collaborative Learning, Vol. 2,* pp. 1005-1006.

Dornfeld, C., Zhao, N., & Puntambekar, S. (2017). A mixed-methods approach for studying collaborative learning proceses at individual and group levels. In B. K. Smith, M. Borge, E. Mercer, & K. Y. Lim (Eds.), *Making a Difference: Prioritizing Equity and Access in CSCL: 12th International Conference on Computer-Supported Collaborative Learning Vol. 1,* pp. 191-198.

Martin, N. D., Gnesdilow, D., Puntambekar, S. (2017). Integrating physical and virtual models in biology: A study of students’ reasoning while solving a design challenge. In Smith, B. K., Borge, M., Mercier, E., and Lim, K. Y. (Eds.). (2017). *Making a Difference: Prioritizing Equity and Access in CSCL, 12 th International Conference on Computer Supported Collaborative Learning (CSCL) 2017, Vol 1,* pp. 327-334.

Dornfeld, C. & Puntambekar, S. (2016). Negotiation towards intersubjectivity and impacts on conceptual outcomes. In C. Looi, J. Polman, U. Cress, & P. Reimann (Eds.), *Transforming Learning, Empowering Learners: 12 th International Conference of the Learning Sciences, Vol. 1,* pp. 562-569*.*

Gnesdilow, D., Fathema, N., Lin, F., Kang, S., Dornfeld, C., & Puntambekar, S. (2016). Exploring middle school students’ science learning and discourse in physical and virtual labs. In C. Looi, J. Polman, U. Cress, & P. Reimann (Eds.), *Transforming Learning, Empowering Learners: 12 th International Conference of the Learning Sciences, Vol. 2*, pp. 950-953*.*

Martin, N. D., Puntambekar, S. (2016). Supporting teachers in navigating change towards science practices focus in the classroom: Investigating current teacher support for science practices. In Looi, C. K., Polman, J. L., Cress, U., and Reimann, P. (Eds.), *Transforming Learning, Empowering Learners: The International Conference of the Learning Sciences (ICLS) 2016, Vol 1*, pp. 298-305.

Martin, N., Gnesdilow, D., & Puntambekar, S. (2015). Peer Scaffolding to Learn Science in Symmetrical Groups Collaborating Over Time. In S. Lindwall, P. Häkkinen, T. Koschmann, P. Tchounikine, & S. Ludvigsen (eds.) *Exploring the Material Conditions of Learning: The Computer Supported Collaborative Learning (CSCL) Conference* 2015, June 7-11, 2015, Gothenburg, Sweden. pp. 340-347.

Dornfeld, C., & Puntambekar, S. (2015). Emergent Roles and Collaborative Discourse Over Time. In S. Lindwall, P. Häkkinen, T. Koschmann, P. Tchounikine, & S. Ludvigsen (eds.) *Exploring the Material Conditions of Learning: The Computer Supported Collaborative Learning (CSCL) Conference,* pp. 380-387.

Evenstone, E., & Puntambekar, S. (2015). Internalization of Physics Concepts and Relationships Based on Teacher Modeling of Collaborative Prompts. In S. Lindwall, P. Häkkinen, T. Koschmann, P. Tchounikine, & S. Ludvigsen (eds.) *Exploring the Material Conditions of Learning: The Computer Supported Collaborative Learning (CSCL) Conference*. pp. 562-565.

Gnesdilow, D., Evenstone, A., Rutledge, J., Sullivan, S. A., and Puntambekar, S. (2013). Group work in the science classroom: How gender composition may affect individual performance. In N. Rummel, M. Kapur, M. Nathan, & S. Puntambekar, (Eds.), *To See the World and a Grain of Sand: Learning across Levels of Space, Time, and Scale: CSCL 2013 Conference Proceedings Volume 2 — Short Papers, Panels, Posters, Demos & Community Events* (pp. 34-37)*.* Madison, WI: International Society of the Learning Sciences.

Bopardikar, A., Gnesdilow, D., & Puntambekar, S. (2011). Effects of using multiple forms of support to enhance students’ collaboration during concept mapping. In H. Spada, G. Stahl, N. Miyake, & N. Law (Eds.) *Proceedings of the Computer Supported Collaborative Learning Conference.* pp. 104-111.

Smith, G. W., Bopardikar, A., & Puntambekar, S. (2011). Exploring joint attention around shared referential anchors during physical, virtual and mixed reality laboratory activities*.* In H. Spada, G. Stahl, N. Miyake, & N. Law (Eds.) *Proceedings of the Computer Supported Collaborative Learning Conference.* pp. 731-735.

Sullivan, S. A., Knight, K. D., & Puntambekar, S. (2011). Group sense making of multiple sources in a hypertext environment. In H. Spada, G. Stahl, N. Miyake, & N. Law (Eds.) *Proceedings of the Computer Supported Collaborative Learning Conference* pp. 224- 231.

Gire, E., Carmichael, A., Chini, J., Rebello, S., Puntambekar, S. (2010). The Effects of Physical and Virtual Manipulatives on Students’ Conceptual Learning About Pulleys. In K. Gomez, L. Lyons, & J. Radinsky (Eds.), *Proceedings of the 9th International Conference of the Learning Sciences*. pp. 937-943.

Gnesdilow, D., Bopardikar, A., Sullivan, S., Puntambekar, S. (2010). Exploring Convergence of Science Ideas through Collaborative Concept Mapping. In K. Gomez, L. Lyons, & J. Radinsky (Eds.), *Proceedings of the 9th International Conference of the Learning Sciences*. pp. 698-705.

Gnesdilow, D., Smith, G.W., & Puntambekar, S., (2010). An analysis of science teachers’ classroom discourse relating to the use of models and simulations in physics. In Zacharia, Z. C., Constantinou, M. P., Papaevripidou, M. (Eds.) *Application of New Technologies in Science Education: Proceedings of the International Conference of Computer Based Learning in Science*, 141-152.

Smith, G., Gnesdilow, D., Puntambekar, S. (2010). Examining the Combination of Physical and Virtual Experiments in an Inquiry Science Classroom. In Zacharia, Z. C., Constantinou, M. P., Papaevripidou, M. (Eds.) *Application of New Technologies in Science Education: Proceedings of the International Conference of Computer Based Learning in Science*, 153-164.

Stylianou-Georgiou, A., Papanastasiou, E., & Puntambekar, S. (2007). Analyzing collaborative processes and learning from hypertext through hierarchical linear modeling. In Chin, C., Erkens, G., & Puntambekar, S. (Eds.). *Mice, Minds and Society, Computer Supported Collaborative Learning*, Vol. 8(1), pp. 685-693.

Hübscher, R., & Puntambekar, S. (2004). Modeling learners as individuals and as groups. In P. De Bra & W. Nejdl (Eds.), *Adaptive Hypermedia and Adaptive Web-Based Systems* (Vol. LNCS 3137, pp. 300-303). Berlin: Springer.

Stylianou, A., & Puntambekar, S. (2004). Supporting middle school students use nonlinear science texts in an inquiry classroom. In Y. Kafai, W. A. Sandoval, N. Enyedy, S. A. Nixon F. Herrera (Eds.). *Embracing diversity on the learning sciences, Proceedings of the sixth international conference of the learning sciences*. pp. 529-536. Mahwah, NJ: Erlbaum.

Stylianou, A. & Puntambekar, S. (2003). How do students navigate and learn from nonlinear science texts: Can metanavigation support promote learning? In C. P. Constantinou & Z. C. Zacharia (Eds*.), New Technologies and Their Applications in Education: Proceedings of the Sixth International Conference on Computer Based Learning in Science (CBLIS)*, Volume I (pp. 674-684), Nicosia, Cyprus.

Puntambekar, S. (2003). Analyzing navigation data to design adaptive navigation support in hypertext. In U. Hoppe, F. Verdejo, & J. Kay. (Eds.) *Artificial Intelligence in Education: Shaping the future of learning through intelligent technologies*, pp. 209-216. IOS Press: Amsterdam.

Puntambekar, S. & Young, M. F. (2003). Moving toward a theory of CSCL. In U. Hoppe, B. Wasson, & S. Ludvigson, (Eds.) *Computer Supported Collaborative Learning 2003: Designing for change in networked learning.* pp. 503-512. IOS Press: Amsterdam. [Presented in the closing plenary session at CSCL 2003].

Hübscher, R., & Puntambekar, S. (2002). Adaptive navigation for learners in hypermedia is scaffolded navigation. In P. De Bra & P. Brusilovsky & R. Conejo (Eds.), *Adaptive Hypermedia and Adaptive Web-Based Systems* (Vol. LNCS 2347, pp. 184-192). Berlin: Springer.

Puntambekar, S. & Stylianou, A. (2002). CoMPASS: Students’ use of external representations in science learning. In P. Bell, R. Stevens & T. Satwicz (Eds.), *Keeping Learning Complex: The Proceedings of the Fifth International Conference of the Learning Sciences (ICLS)* (pp*.*352-358). Mahwah, NJ: Erlbaum.

Hübscher R., & Puntambekar, S. (2001). Navigation support in adaptive hypermedia systems: Is More indeed better? In J. D. Moore, C. L. Redfield & W. L. Johnson (Eds.) *Artificial Intelligence in Education, AI-ED in the wired and wireless world*. pp. 13-22. IOS Press, Netherlands.

Puntambekar, S. (1999). An integrated approach to individual and collaborative learning in a web-based learning environment. In C. Hoadley (Ed.). *Designing new media or a new millennium: Collaborative technology for learning, education and training*, *proceedings of the CSCL (Computer Supported Collaborative Learning) conference*, pp. 458-467.

Puntambekar, S. & Kolodner, J. L. (1998). Distributed scaffolding: Helping students learn in a learning by design environment. In A. S. Bruckman, M. Guzdial, J. L. Kolodner, & A. Ram (Eds.), ICLS 1998, *Proceedings of the International Conference of the Learning Sciences*, pp. 35-41.

Puntambekar, S. & Kolodner, J. L. (1998). The design diary: Development of a tool to help students learn science by design. In A. S. Bruckman, M. Guzdial, J. L. Kolodner, & A. Ram (Eds.), *ICLS 1998*, *Proceedings of the International Conference of the Learning Sciences*, pp. 230-236.

Kolodner, J. L., Crismond, D., Gray, J., Holbrook, J., Puntambekar, S. (1998). Learning by design: From theory to practice. In A. S. Bruckman, M. Guzdial, J. L. Kolodner, & A. Ram (Eds.), *ICLS 1998*, *Proceedings of the International Conference of the Learning Sciences*, pp. 223-229.

Hübscher, R., Puntambekar, S., & Nye, A. H. (2007). Domain specific interactive data mining.

In Proceedings of Workshop on Data Mining for User Modeling, 11th International Conference on User Modeling, Corfu, Greece.

Puntambekar, S. (2006). Learning from Digital Text in Inquiry-Based Science Classes: Lessons Learned in One Program. In S. A., Barab, K. E Hay & D. T. Hickey (Eds.) Making a difference: *Proceedings of the seventh International Conference of the Learning Sciences (ICLS).* pp. 564-570. Mahwah: NJ. Erlbaum.

Puntambekar, S., Nagel, K., Hübscher, R., Guzdial, M., & Kolodner, J. L. (1997) Intragroup and Intergroup: An exploration of learning with complementary collaboration tools. In R. Hall, N. Miyake, & N. Enyedy (Eds.), CSCL 97, *Proceedings of Computer Supported Collaborative Learning Conference*, pp. 207-215.

Guzdial, M., Hübscher, R., Nagel, K., Newstetter, W., Puntambekar, S., Shabo, A., Turns, J., & Kolodner, J. L. (1997). Integrating and guiding collaboration: Lessons learned in computer-supported collaborative learning research at Georgia Tech. In R. Hall, N. Miyake, & N. Enyedy (Eds.), CSCL 97, *Proceedings of Computer Supported Collaborative Learning Conference*, pp. 91-100.

Puntambekar, S. (1994). ‘What will I do next?’ Developing metacognition with the help of a computer based system. In Thomas, M., Sechrest, T., and Estes, N. (Eds.). *Deciding our future: Technological imperatives for education. Proceedings of the 11th international Conference on Technology and Education*, pp. 822-825.

**Software**

CoMPASS: [http://www.compassproject.net/compass.](http://www.compassproject.net/compass) Works on a web browser. Consists of an SQL database and java applets.

VidyaMap: [http://vidyamap.wceruw.org](http://vidyamap.wceruw.org/)

Compost Simulation: <https://biosphere.ad.education.wisc.edu:8443/VidyaMap/compost_en.html>

Inclined Plane Simulation: <http://www.compassproject.net/html5sims/inclined-plane/example-> sim\_en.html

Pulley Simulati[on: http://www.compassproject.net/html5sims/pulleysim/pulley\_en.html](http://www.compassproject.net/html5sims/pulleysim/pulley_en.html)

**Other Publications (short)**

Puntambekar, S. & Stylianou, A. (2003). Designing metacognitive support for learning from hypertext: What factors come into play? In V. Aleven, U. Hoppe, J. Kay, R. Mizoguchi, H. Pain, F. Verdejo, &. K. Yacef. (Eds*.) Artificial Intelligence in Education: Shaping the future of learning through intelligent technologies, Supplementary proceedings*, pp. 556-565. IOS Press: Amsterdam.

Puntambekar, S., Styianou, A., Suthers, D., Hundhausen, C. & Hübscher-Younger, T. (2002).

*External Representations for Collaborative Learning and Assessment*. In G. Stahl (Ed.) Computer support for collaborative learning: Foundations for a CSCL community. Proceedings of CSCL 2002, pp. 714-715. Erlbaum: NJ.

Puntambekar, S., Stylianou, A., & Jin, Q. (2001). Visualization and external representations in educational hypertext systems. In J. D. Moore, C. L. Redfield & W. L. Johnson (Eds.) *Artificial Intelligence in Education, AI-ED in the wired and wireless world*. pp. 13-22. IOS Press, Amsterdam.

Puntambekar, S. (1999). Formalization and integration of scaffolding in a web-based learning environment*. In proceedings of WebNet 99 conference*, Hawaii.

Puntambekar, S. (1999). *Individual and collaborative learning in a WWW environment.* In proceedings of the CSCL (Computer Supported Collaborative Learning) conference, December 12-15, Stanford, CA.

Puntambekar, S. (1999). Helping the distance learner make choices. [Book review: Distance learning]. In *Distance Education, An International Journal*, *2* (1).

Puntambekar, S., Davies, J., Hübscher, R., Newstetter, W., Kolodner, J. L. (1997). *Towards a model for scaffolding students learning science by design.* In Proceedings of the annual meeting of the Cognitive Science Society, Stanford.

Hübscher, R., Puntambekar, S., & Guzdial, M., & Kolodner, J. L. (1996). *Integrating tools into the classroom*. In Proceedings of the Conference on Human Factors in Computing Systems, (pp. 244-245). Atlanta.

Puntambekar, S. (1993). Metacognition in Intelligent Tutoring Systems: Implementing a general model for studying from texts. In Brna, P., Ohlsson, S., & Pain, H. *Artificial Intelligence in Education, Proceedings of AI-ED 93*. Edinburgh, Scotland, pp.582.

**Conference Presentations**

Dornfeld Tissenbaum, C., Berland, M., & Puntambekar, S. (2017, April). Markov models of museum interactions: How museum visitors scaffold for learning in exhibits. Full paper presented at the annual meeting of the American Educational Researcher Association, San Antonio, TX.

Dornfeld, C., Berland, M., & Puntambekar, S. (2016, April). Who scaffolds the scaffolders?

Parent mediation of facilitator-child scaffolding interactions in museum exhibits. Poster presented at the annual meeting of the American Educational Researcher Association, Washington, D.C.

Martin, N. D., Dornfeld, C., Gnesdilow, D., & Puntambekar, S. (2015, April). *Fading distributed scaffolds: The interplay between instructor and material-based scaffolds.* Poster presented at the annual meeting of the American Educational Researcher Association, Chicago, IL.

Carmichael , A., Chini, J.J., Gire, E., Rebello, N.S., & Puntambekar , S. (2011). Comparing the Effects of Sequencing of Physical and Virtual Manipulatives on Student Learning. *2011 National Association for Research in Science Teaching Annual Meeting CD*, April 3-6, 2011, Orlando, FL.

Carmichael , A., Chini, J.J., Gire, E., Rebello, N.S., & Puntambekar , S. (2010). Effects of Temporal Order of Physical and Virtual Activities. *American Association of Physics Teachers Summer Meeting*, July 17-23, 2010, Portland, OR.

Chini, J.J., Carmichael , A., Gire, E., Rebello, N.S., & Puntambekar , S. (2011). Comparing Benefits of Hypertext Exploration versus Virtual Experimentation on Students’ Analysis of Physical Experiments. 2011 *National Association for Research in Science Teaching Annual Meeting CD*, April 3-6, 2011, Orlando, FL.

Chini, J.J., Carmichael , A., Rebello, N.S., Gire, E., & Puntambekar , S. (2011). Introductory College Students’ Views on the Usefulness, Value for Learning, and Trustworthiness of Physical and Virtual Manipulatives. *American Educational Research Association Meeting*, April 8-12, 2011, New Orleans, LA.

Chini, J.J., Carmichael , A., Gire, E., Rebello, N.S., & Puntambekar , S. (2010). Effects of a Prior Virtual Experience on Students’ Interpretations of Real Data*. Proceedings of the 2010 Physics Education Research Conference*, Portland, OR. AIP Publishing, Vol. 1289.

Chini, J.J., Carmichael , A., Gire, E., Rebello, N.S., & Puntambekar , S. (2010). Assessing Students’ View of the Usefulness of Physical and Virtual Experimentation. *American Association of Physics Teachers Summer Meeting*, July 17-23, 2010, Portland, OR.

Chini, J.J., Gire, E., Carmichael , A., Rebello, N.S., & Puntambekar , S. (2010). When Would Students Use Physical or Virtual Data. *American Association of Physics Teachers Summer Meeting*, July 17-23, 2010, Portland, OR.

Chini, J.J., Gire, E., Carmichael , A., Rebello, N.S., & Puntambekar , S. (2010). How Physical and Virtual Experiments Influence Students' Understanding of Pulleys. *American Association of Physics Teachers Summer Meeting*, July 17-23, 2010, Portland, OR.

Smith, G. W., Sullivan, S. A., & Puntambekar, S. (2009). When to collaborate: Individual and group exploration of a hypertext environment within an inquiry science classroom. *In proceedings of the international conference on Computer supported Collaborative Learning (CSCL).*

Bopardikar, A., Gnesdilow, D., & Puntambekar, S. (2009). Interplay of group dynamics and science talk in a design based classroom. *In proceedings of the international conference on Computer supported Collaborative Learning (CSCL).*

Bopardikar, A., Gnesdilow, D. & Puntambekar, S. (2009, April). *Small Group Science Talk in a Design-Based Classroom: An exploratory study.* Presented at the annual meeting of the National Association for Research in Science Teaching (NARST), Garden Grove, CA.

Chini, J. J., Puntambekar, S., & Rebello, S. N. (2009, April). *Future elementary teachers integrating hypertext with hands-on experimentation in a design-based context.* Presented at National Association for Research in Science Teaching Annual Meeting, (NARST), April Garden Grove, CA.

Gnesdilow, D., Sullivan, S. A., Bopardikar, A., Puntambekar, S. (2009, April). *Understanding students' conceptions of the nature of science through multiple assessment tools.* Presented at the annual meeting of the National Association for Research in Science Teaching (NARST), Garden Grove, CA.

Knight, K. & Puntambekar, S. (2009). *Understanding teacher facilitation of small group interactions in design-based science classes.* Presented at the annual meeting of the National Association for Research in Science Teaching, Garden Grove, CA.

Leonard, M. J., & Puntambekar, S. (2009). *Developing generalized understanding of science concepts in a middle-school design-based science classroom.* Presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Smith, G.W., Gnesdilow, D., & Puntambekar, S. (2009). *Student conceptions of force and work in Physical and Virtual Experiments.* Presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Sullivan, S. A., & Puntambekar, S. (2009). *The effect of reading comprehension ability on navigation and comprehension in a hypertext system.* Presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Stylianou-Georgiou, A., Papanastasiou, E., & Puntambekar, S. (2008). *Explaining navigation behavior and understanding of domain knowledge while interacting with online texts using path analysis.* Presented at the annual meeting of the American Educational Research Association (AERA) 2008, New York.

Puntambekar, S. (2007). *Understanding enactments in different contexts*. Presented in the session on Learning from digital text in inquiry-based science classes: Lessons learned in one program, at the annual meeting of the American Educational Research Association (AERA) 2007, Chicago.

Leonard, M. J., Rebello, S., & Puntambekar, S. (2007). *Changes in students’ conceptual models of science phenomena through CoMPASS instruction*. Presented in the session on Learning from digital text in inquiry-based science classes: Lessons learned in one program, at the annual meeting of the American Educational Research Association (AERA) 2007, Chicago.

Cao, Y., Hübscher, R., & Puntambekar, S. (2007). *Understanding students’ navigation paths*. Presented in the session on Learning from digital text in inquiry-based science classes: Lessons learned in one program, at the annual meeting of the American Educational Research Association (AERA) 2007, Chicago.

Hübscher, R., & Puntambekar, S. (2007, April). *CoMPASS scaffolding with log file data.*

Participant on panel on Log File Analysis: Predicting Success From Online Trajectories. Paper presented at the annual meeting of the American Educational Research Association (AERA) 2007, Chicago.

Stylianou, A., & Puntambekar, S. (2005). *How does metacognitive support for navigation influence science understanding while reading from online science texts?* Presented at the European Association for Research on Learning and Instruction, (EARLI). Nicosia, Cyprus.

Puntambekar, S. (2005). *Using concept maps to aid learning of complex relationships in middle school science*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Puntambekar, S. (2004). *Designing scaffolding in hypertext systems based on the factors affecting student learning and navigation*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Puntambekar, S. (2002). *Methodological challenges in design based research*. Presented at the Annual Meeting of the American Educational Research Association, New Orleans.

Stylianou, A., & Puntambekar, S. (2002) *Students’ Perspectives on Science Resources and Tools*. Paper presented at the annual conference of the Northeast Educational Research Association.

Puntambekar, S., & Stylianou, A. (2001). *CoMPASS – Concept maps to help students learn from online materials.* Paper presented at the annual conference of the Northeast Educational Research Association.

Stylianou, A., & Puntambekar, S. (2001). *Conceptual navigation support in a science hypertext system: How do students learn from non-linear electronic texts?* Paper presented at the Annual Conference of the Northeast Educational Research association.

Puntambekar, S. (2001). *Learning from online resources: Understanding students' cognitive strategies and representations.* Presented at the Annual Meeting of the American Educational Research Association, Seattle.

Puntambekar, S. (2000) *Designing online materials to support learning by design.* Presented in the symposium, Learning from design activities, two years later. Presented at the Annual Meeting of the American Educational Research Association, New Orleans.

King, F., B. & Puntambekar, S. (2000). Project-based technology. Partners with technology. Presented in the symposium, the merits of multiple theories of learning in the study of technology use in classroom settings. Presented at the Annual Meeting of the American Educational Research Association, New Orleans.

Toman, J. & Puntambekar, S. (1999). *An interactive web-based environment for teachers learning at a distance.* Paper presented at the annual conference of the Northeast Educational Research Association.

Puntambekar, S., Guzdial, M., Nagel, K., Hübscher, R., Shabo A., & Kolodner, J. L. *Supporting a complete learning by design process for middle school students*. Presented at the Annual Meeting of the American Educational Research Association, San Diego.

Puntambekar, S., Davies, J., Hübscher, R., Newstetter, W., Kolodner, J. L. (1997). *Towards a model for scaffolding students learning science by design.* In Proceedings of the annual meeting of the Cognitive Science Society, Stanford.

Puntambekar, S. (1997). *Supporting the design process by using design diaries in the ‘Learning by Design’ environment*. Presented at the Annual Meeting of the American Educational Research Association, Chicago.

Hübscher, R., Puntambekar, S., & Guzdial, M. (1997*). A scaffolded learning environment supporting learning and design activities*. Presented at the Annual Meeting of the American Educational Research Association, March, Chicago.

Puntambekar, S. (1995). Stop and think: Helping students develop metacognition with the help of a computer tool. In Selwood, I., Fox, P., Tebutt, M., WCCE 95, *Sixth IFIP world conference on Computers in Education*, Birmingham.

Puntambekar, S. (1995). Effect of a computer tool on students’ metacognitive processes.

Presented at the Annual Meeting of the American Educational Research Association, San Francisco.

**Invited Talks and Workshops**

*Examining Learning through Physical and Virtual Experiments.* Presented at National Taiwan Normal University, Taipei, Taiwan (December 2016).

*Helping Teachers Implement Innovative Curricula.* Invited Workshop National Taiwan Normal University, Taipei, Taiwan (December 2016).

*Learning science through multiple modes and representations:* Presented at National Taiwan Normal University, Taipei, Taiwan (December 2009).

Scaffolding Student Learning: Issues, approaches and challenges. Invited workshop at the SMTE conference, Hualien, Taiwan.

*Learning science from multiple modes and representations.* Workshop conducted at the International conference of the learning sciences (ICLS, 2008), Utrecht, Netherlands.

*Integrating digital text with design-based science.* Presented at the Department of Public Instruction. Madison, Wisconsin, 2007.

*Simple Machines.* Workshop conducted at the Wisconsin Science Teachers Association Annual meeting, Lake Geneva, Wisconsin, 2008.

*Phun with Physics!* Workshop conducted at the Wisconsin Science Teachers Association Annual meeting, Green Bay, Wisconsin, 2007.

**Non-refereed presentations**

Puntambekar, S. (2002). Designing hypertext systems for the science classroom: Understanding students' changing cognitive representations. Presented at the PIs meeting at the National Science Foundation.

Puntambekar, S., Stylianou, A., & Jin, Qi. (2001). Concept mapping as a meta-level tool for hypertext navigation. Demo at the AIED conference.

Puntambekar, S. (2001). Designing hypertext systems for the science classroom: Understanding students' changing cognitive representations. Presented at the PIs meeting at the National Science Foundation.

Puntambekar, S & Hübscher, R. (1997). A structure-function-behavior analysis of the design process. Presented at the Design Education Workshop, Georgia Institute of Technology.

Newstetter, W., & Puntambekar, S. (1997). Scaffolding Learning by Design: An exploration of the metacognitive skills needed to successfully negotiate and learn from open-ended problems. Presented at the McDonnell meeting on Cognitive Studies for Educational Practice, Seattle.

**Curriculum**

Puntambekar, S., and research group members: Simple machines. Middle school science curriculum.

Puntambekar, S., and research group members: Forces and Motion. Middle school science curriculum.

Puntambekar, S., and research group members: Make your own Compost! Middle school science curriculum.

Puntambekar, S., and research group members: Grow Healthy Plants! Middle school science curriculum.

**Technical Reports**

Puntambekar, S. (1993). Investigating the effect of a computer tool on students’ metacognitive processes. Graduate research in Cognitive and Computing Sciences in Sussex. (CSRP 381, School of Cognitive and Computing Sciences, University of Sussex, UK).

Puntambekar, S. (1993). Metacognition in Intelligent tutoring systems - on helping students ‘learn how to learn’. In Brook, J. K. and Arvanitis T. N. (Eds.) The Sixth White House papers: Graduate research in Cognitive and Computing Sciences in Sussex. (CSRP 300, University of Sussex, UK).

Puntambekar, S. (1992). Training metacognitive skills in studying from texts. In C. Wood, R. Davidge, and P. Costa (Eds.) The Fifth White House papers: Graduate research in Cognitive and Computing Sciences in Sussex. (CSRP 251, University of Sussex, UK).

Puntambekar, S. (1983) Organizational function of Rehearsal. Unpublished Masters Thesis, Osmania University, Hyderabad, India.

# TEACHING AND ADVISING

**Teaching**

Courses taught at the University of Connecticut

EPSY 335, Learning theories

EPSY 355, ProSem in Cognition and Instruction EPSY 343: Introduction to Educational Technology

EPSY 240, Technology in Education (Undergraduate course) EPSY 311, 317, Interactive Learning Environments

EPSY 311, 374, Software design and evaluation EPSY 311, 375, Web-based learning

EPSY 356, Instructional design

Courses taught at the University of Wisconsin

EDPSYCH 301 Human abilities and learning EDPSYCH 711 Interactive Learning Environments EDPSYCH 711 Cognition of digital information

**Advising**

University of Connecticut

PhD. Degree students (completed): 2

Member of dissertation committees (completed): 4 Masters Degree students completed: (Thesis): 2 Masters Degree students completed: (Portfolio): 6

University of Wisconsin

PhD. Degree students (completed): 6

Member of dissertation committees (completed): 11

**Other Professional Activities Federal and State Grants Reviewer**

May 2016 National Science Foundation

April 2015 National Science Foundation

April 2012 National Science Foundation October, 2011 National Science Foundation February 2008 Institute of Education Sciences

February 2009 Institute of Education Sciences

November 2007 National Science Foundation

May 2007 National Science Foundation

May 2006 National Science Foundation

May, 2005 National Science Foundation

October, 2004 National Science Foundation

October, 2001 National Science Foundation

October, 1998 State of Connecticut – Technology infrastructure grants

**Reviewer (Journals and Conferences)**

Journal of the Learning Sciences

Journal of Educational Computing Research Artificial Intelligence in Education Instructional Science

Computers and Education

International conference of the Learning Sciences Annual meeting of the Cognitive Science Society

Annual meeting of the American Educational Research Association International Conference on Computers in Education

**Conference Organization**

Co-Chair, Doctoral Consortium, International Conference of the Learning Sciences, 2014.

Chair, International Conference of Computer Supported Collaborative Learning, CSCL 2013, Held at UW-Madison.

Chair, workshop on *Documenting collaborative interactions: Issues and approaches*. Held at CSCL 2002.

Co-Chair, workshop on *Assessment methods in web based environments and adaptive hypermedia* at AIED 2001.

Organizer and chair of the symposium *Learning by design: Developing children's understanding of science by engaging them in solving design problems* at the annual meeting of the American Educational Research Association, 1996.

Organizer of the symposium *Learning by design: Opportunities and Challenges* at the annual meeting of the American Educational Research Association, 1998.

Organizer, Fortnightly seminars on Intelligent Tutoring Systems, at the University of Sussex, 1992-1994.

1. Acceptance rate for full papers between 20-30% [↑](#footnote-ref-1)