

PHILLIP ANDREW BODA, Ph.D.

University of Illinois at Chicago | Bridges-to-Faculty Scholar | Chicago, IL

EDUCATION

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|-------------|---|
| 2020 – 2021 | The Learning Partnership (Senior Post-Doctoral Fellow)
Learning Scientist with a focus on Equity in STEM and Computer Science |
| 2019 – 2020 | University of California, Berkeley (Post-Doctoral Researcher)
Learning Scientist with a focus on Technology in Science Education |
| 2017 – 2019 | Stanford University (Post-Doctoral Research Fellow)
Learning Scientist focusing on Context in Virtual Reality 360 |
| 2015 – 2017 | Columbia University, Teachers College (Ph.D.)
Major: Science Education with a Focus on Urban Education and Identity |
| 2011 – 2014 | Columbia University, Teachers College (Ed.M.)
Major: Teacher Education in Science with a Focus on Multiculturalism |
| 2005 – 2011 | Bowling Green State University (B.S.)
Major: Adolescent and Young Adult Education (Teaching Credential)
Minors: Chemistry; Art; Ethnic Studies |

PROFESSIONAL ACADEMIC APPOINTMENTS

Tenure-track

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| 2021 – Present | University of Illinois at Chicago
Bridges-to-Faculty Scholar
College of Education: Department of Special Education |
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Clinical positions: Adjunct Assistant Professor/Lecturer/Supervisor positions

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| Fall 2019 | University of California, Berkeley ; Berkeley, CA <ul style="list-style-type: none">• STEM Teaching Methods in Curriculum and Instruction (Graduate) |
| Spring 2019 | San Jose State University ; San Jose, CA <ul style="list-style-type: none">• Advanced Seminar in Science Education (Graduate) |
| Spring 2018 | University of Buffalo (Online) ; Buffalo, NY. <ul style="list-style-type: none">• Equity Issues in STEM Education, Research and Practice (Graduate) |
| 2017 – 2019 | California State University – East Bay ; Hayward, CA <ul style="list-style-type: none">• Pre-service/Intern Teacher Supervisor |
| 2017 – 2018 | Mills College ; Oakland, CA <ul style="list-style-type: none">• Teachers for Tomorrow's Schools Pre-Service Teacher Supervisor |
| 2015 – 2017 | Hunter College ; New York City (NYC), NY <ul style="list-style-type: none">• Art of Effective Teaching (Undergraduate and Graduate)• Teaching Science in the Elementary School (Undergrad. & Grad.)• Adolescent Science Curriculum and Methods (Grad.) |

- Summer 2017 **Columbia University – Science Department; NYC, NY**
• General Chemistry Lab Lecture and Laboratory (Post-Bach.)
- Spring 2017 **Montclair State University; Montclair, NJ**
• Explorations in STEM in Elementary Classrooms (Graduate)
• Partnerships with Families of Children with Disabilities (Graduate)
- 2015 – 2016 **John Jay College – Science Department; NYC, NY**
• Preparation for Chemistry (Undergraduate)
- Summer 2016 **Long Island University – Brooklyn Campus; NYC, NY**
• Lives of Adolescents (Graduate)

Teaching Assistantships (TA)

- Sp/Sum 2013 **Columbia University, Teachers College (Graduate TA)**
- Spring 2016 →Urban and Multicultural Science Education
- Spring 2010 **Bowling Green State University (Undergraduate TA)**
→Basic Biochemistry Laboratory

K-12 Teaching

- Fall 2015 **Zankel Fellow: Elementary Teacher; NYC, NY**
- 2012 – 2015 **NYC Department of Education: HS Chemistry Teacher; NYC, NY.**
- Summer 2012 **Bank Street College: Elementary Summer Lead Instructor; NYC, NY.**

BOOKS

2. Boda, P. A. (Ed.). (In press). *Educational injustice among margins and centers: Theorizing critical futures*. New York, NY: Peter Lang.
1. Boda, P. A. (Ed.). (2019). *Essays on exclusion: Our critical, collective journey toward equity in education*. New York, NY: DIO Publishers.

PUBLICATIONS (In preparation and in review; *Invited)

3. Boda, P. A., Harrison, E., & Linn, M. C. (In preparation). Design decisions to foster Knowledge Integration in cause-and-effect physical motion systems. *Science Education*.
2. Boda, P. A., Bathia, S., Gerard, L., & Linn, M. C. (In review). Leveraging graphs to improve Knowledge Integration in Science. *Instructional Science*.
1. Boda, P. A., & McGee, S. (In revision). Race, gender, and AP Computer Science Principles: Pursuing equity while broadening participation in Chicago. *TBD*.

PUBLICATIONS (Peer-reviewed; *Invited)

20. Boda, P. A. (2022). On the methodological and epistemological power of epistemic (de)centering as a reflexive praxis of resistance toward Disability Justice. *Qualitative Research Journal*. Online first. <https://doi.org/10.1108/QRJ-05-2022-0072>
19. Boda, P. A. (2022). Identity making as a colonization process, and the power of Disability Justice to cultivate intersectional disobedience. *Education Sciences*, 12(7), 1-15. Doi: [10.3390/educsci12070462](https://doi.org/10.3390/educsci12070462)
18. Boda, P. A. Nusbaum, E., & Kulkarni, S. (2022). From ‘what is’ toward ‘what if’

- through intersectionality: Problematizing ableist erasures and coloniality in racially-just research. *International Journal of Research and Method in Education*.
<https://doi.org/10.1080/1743727X.2022.2054981>
17. Boda, P. A., James, K., Sotelo, J., Uttal, D., & McGee, S. (2021). Racial and gender disparities in elementary mathematics. *School Science and Mathematics*, 122, 36-53. Doi: [10.1111/ssm.12506](https://doi.org/10.1111/ssm.12506)
16. *Kulkarni, S., Nusbaum, E., & Boda, P. A. (2021). DisCrit at the margins of teacher education: Informing curriculum, visibilization, and disciplinary integration. *Race, Ethnicity, and Education*, 24, 654-70. <http://dx.doi.org/10.1080/13613324.2021.1918404>
15. Boda, P. A., & McGee, S. (2021). Broadening participation and success in AP CSA: Predictive modeling from three years of data. In *Proc. ACM Tech. Sym. Comp. Sci. Ed. (SIG CSE'21). ACM, Virtual Event, USA*. <https://doi.org/10.1145/3408877.3432421>
14. Brown, B., Boda, P. A., Ribay, K., Wilsey, M., & Perez, G. (2021). A technological bridge to equity: How VR designed through culturally relevant principles impact students' appreciation of science. *Learning, Media, and Technology*.
<https://doi.org/10.1080/17439884.2021.1948427>
13. Boda, P. A., & Brown, B. (2020b). Designing for relationality in virtual reality: Context-specific learning as a primer for content relevancy. *Journal of Science Education and Technology*, 29, 691-702. doi: 10.1007/s10956-020-09849-1
12. Boda, P. A., Bathia, S., & Linn, M. C. (2020). Longitudinal impact of interactive science activities: Developing, implementing, and validating a graphing integration inventory. *Journal of Research in Science Teaching*, 58, 225-248.. doi: 10.1002/tea.21653
11. Brown, B., Perez, G., Ribay, K., Boda, P. A., & Wilsey, M. (2020). Teaching culturally relevant science in virtual reality: "When a problem comes, you can solve it with science." *Journal of Science Teacher Education*, 32, 7-38. doi: 10.1080/1046560X.2020.1778248
10. Boda, P. A., & Brown, B. (2020a). Priming urban learners' attitudes toward the relevancy of science: A mixed-methods study testing the importance of context. *Journal of Research in Science Teaching*, 57, 567-596. doi: 10.1002/tea.21604
9. Brown, B., Ribay, K., Perez, G., Boda, P. A., & Wilsey, M. (2019). A virtual bridge to cultural access: Culturally relevant virtual reality and its impact on science students. *International Journal of Technology in Education and Science*. Online First.
8. Boda, P. A. (2019c). The conceptual and disciplinary segregation of disability: A phenomenography of science education graduate student learning. *Research in Science Education*. (Online first). doi: 10.1007/s11165-019-9828-x
7. Boda, P. A. (2019b). Investigating power and agency in singular diversity-requirement education courses: Moving beyond content analysis to engage with critical praxis analysis. *Critical Education*, 10(15), 1-20. doi: 10.14288/ce.v10i15.186428
6. *Boda, P. A. (2019a). Conceptualizing the margins in science education: The limits of multicultural analyses. *Cultural Studies of Science Education*, 14, 493-514. doi:10.1007/s11422-019-09926-x
5. Brown, B., Boda, P. A., Lemmi, C., & Monroe, X. (2018). Moving culturally relevant pedagogy from theory to practice: Exploring teachers' application of culturally relevant education in science and mathematics. *Urban Education*, 54, 775-803. doi:10.1177/0042085918794802

4. Boda, P. A., & Weiser, G. (2018). Using POGILs and blended learning to challenge preconceptions of student ability in introductory chemistry. *Journal of College Science Teaching*, 48(1), 60-67.
3. Boda, P. A. (2018b). Culture as inter- and intra-personal mediator: Considering the notion of conceptual porosity and its connection to culture as a concept. *Cultural Studies of Science Education*, 13, 1-24. doi:10.1007/s11422-017-9853-x
2. Boda, P. A. (2017). Less hope, more paint: On the political war being waged in urban contexts. *The Educational Forum*, 4, 391-403. doi: 10.1080/00131725.2017.1350234
1. Khisamutdinov, E. F., Shamaev, A. E., Karabaeva, K. E., Mereshchenko, A. S., Panov, M. S., Boda, P. A., ... & Wilson, R. M. (2015). A pyrene dihydrodioxin with pyridinium "arms": A photochemically active DNA cleaving agent with unusual duplex stabilizing and electron trapping properties. *Journal of Photochemistry and Photobiology A: Chemistry*, 307, 131-146. doi: 10.1016/j.jphotochem.2015.03.017

PUBLICATIONS (Book chapters; *Invited)

8. Boda, P. A. (Accepted). Disability-as-possibility: Leveraging technology for Design-based Inclusive Science (DISc). In *Theoretical and Practical Teaching Strategies for K-12 Science Education in the Digital Age*. IGI Global.
7. *Boda, P. A. (Accepted). Disabled by design: Dreaming the future of DBER through intersectional disobedience. In *Handbook of Equity-Orient Discipline-based STEM Education Research*. Springer Nature.
6. Kulkarni, S., Nusbaum, E. A., & Boda, P. A., (2023). DisCrit at the margins of teacher education: Informing curriculum, visibilization, and disciplinary integration. In B. A. Ferri, D. J. Connor, & S. A. Annamma (Eds.), *Enacting disability critical race theory: From the personal to the global* (pp. ###-###). New York: Routledge. [SI-As-Book].
5. *Boda, P. A. (Forthcoming). How do we disrupt the labeling of disability and difference as deficit in urban schools? In S. R. Steinberg & E. Adjapong (Eds.), *19 Urban questions: Teaching in the city* (3rd Ed.). New York, NY: Peter Lang.
4. *Boda, P. A., & Riley Miller, A. (2022). Educational technologies for multicultural science learning: Comparing reform and critical design studies. In M. Atwater (Ed.), *International handbook of research in multicultural science education*. Springer. https://doi.org/10.1007/978-3-030-37743-4_3-1
3. Boda, P. A., & Svihla, V. (2020). Minding the gap: Lacking technology inquiries for designing instruction to retain STEM majors. In M. J. Bishop, E. Boling, J. Elen, & V. Svihla (Eds.), *Handbook of research in educational communications and technology* (pp. 423-436). Springer Publishing. doi: 10.1007/978-3-030-36119-8_19
2. *Boda, P. A. (2020). 'More than an educator but a political figure': Disability and critical pedagogy in teacher education. In S. R. Steinberg and B. Down (Eds.), *The SAGE handbook of critical pedagogies* (p. 869-883). London, UK: Sage publishers Ltd. doi: 10.4135/9781526486455.n81
1. Boda, P. A. (2018a). Exclusion from participation in science: Confessions from an ally on the other side of the fence. In M. Koomen, S. Kahn, C. Atchison, & T. Wild (Eds.), *Toward inclusion of all learners through science teacher education* (pp. 301-311). Sense/Brill Publishing. doi: 10.1163/9789004368422_033

PUBLICATIONS (Research Briefs, Grant Reports, and Commentaries; *Invited)

5. Boda, P. A. (2021, February). *Moving from digital apartheid toward abolitionist futures in computer science: A broadening participation and success story from Chicago public schools* [Blog]. The Learning Partnership. Retrieved from: <https://www.jointhepartnership.net/2021/02/moving-from-digital-apartheid-toward-abolitionist-futures-in-computer-science-a-broadening-participation-and-success-story-from-chicago-public-schools/>
4. Boda, P. A. & McGee, S. (2021, February). *Supporting teachers for computer science reform: Lessons from over 20,000 students in Chicago* [Research Brief]. The Learning Partnership. <https://doi.org/10.51420/brief.2021.1>
3. Boda, P. A., & Li, Y. (2017). Modeling Instruction™ leadership workshop evaluation. Grant report presented to The Simons Foundation for STEMteachersNYC. NYC, NY.
2. Boda, P. A., & Li, Y. (2015). Modeling the model and challenging pedagogical concepts: Evaluation of the summer Modeling Instruction™ workshops by STEMteachersNYC. Grant report presented to The Simons Foundation for STEMteachersNYC. NYC, NY.
1. *Boda, P. A. (2015). PDK emerging leaders speak out. *Phi Delta Kappan*, 96(7), 79.

PAPER PRESENTATIONS (*Invited)

24. Boda, P. A., Bathia, S., & Linn, M. C. (Accepted). *The Cumulative Benefits of Graph-Science Knowledge Integration*. Paper accepted for *American Education Research Association* conference, Chicago, IL.
23. Boda, P. A., Harrison, E., & Linn, M. (2022). Supporting middle school students to integrate graph data with physical science content. Paper presented at *NARST: A worldwide organization for improving science teaching and learning through research international conference*, Vancouver, BC.
22. *Boda, P. A. (2022). Design-based liberation: Disobedient dreaming to dispossess hegemonic grammars. *University of Illinois at Chicago, College of Education Research Day*. Chicago, IL.
21. *Boda, P. A. (2022). Dreaming of disobedient designs and liberatory grammars in the Learning Sciences. *Learning Sciences Research Institute (LSRI) Invited Speaker Series*: University of Illinois at Chicago.
20. Boda, P. A., & Brown, B. (2020). Relevance for whom, and how? A design-based research iteration leveraging context-specific virtual reality 360 videos. Paper accepted for *American Education Research Association (AERA) Conference*, San Francisco, CA. <http://tinyurl.com/tzfqns3> (Conference Canceled)
19. Boda, P. A. (2019). Culturally relevant virtual reality learning: Bridging cultures, content, and contexts. Paper presenter in symposium at *NARST: A worldwide organization for improving science teaching and learning through research international conference*, MD.
18. Ribay, K., Perez, G., Brown, B., Boda, P. A., & Aleman, D. (2018). Using culturally relevant virtual reality to connect science to community. Paper presented at *American Education Research Association (AERA) Conference*, Toronto, Canada.
17. Boda, P. A. (2018). Taking another look at 'practice what we preach': Studying critical praxis in a multicultural teacher education context. Paper presented at *American Education Research Association conference*, New York, NY.

16. Boda, P. A. (2018). Implications of inclusive science education research for pre-service science teacher education. Symposium presented at *NARST: A worldwide organization for improving science teaching and learning through research* conference, Atlanta, GA.
15. Boda, P. A. (2018). Beyond an ethics of economic support: Poverty as proxy for perceptions of cultural bias based on race. Paper presented at *Association for Science Teacher Education (ASTE) International Conference*, Baltimore, MD.
14. *Boda, P. A. (2017). Science, education and ability: The exclusion we co-create. Paper presented at *NARST-sponsored session at the National Science Teachers Association (NSTA)*. Los Angeles, CA.
13. Boda, P. A. (2016). Studying diverse science education concept growth, dependency, and use through prototype, exemplar, and context theories. Paper presented at the Annual International *EARLI Conference: Phenomenography and Variation Theory SIG*, Gothenburg, Sweden.
12. *Boda, P. A. (2016). Inside and outside: Subaltern hip-hop identity formation and authentic experience. Invited paper session ("You Ain't Gotta Lie to Kick it": Exploring Teacher Identity in Hip-hop Education") at *American Education Research Association (AERA) Conference*, Washington, D.C.
11. Boda, P. A., & Olivera, A. (2016). Bridging conceptual change and cognitive neuroscience: A trans-disciplinary model advantageous for studying teacher growth. Paper presented at *American Education Research Association (AERA) Conference*, Washington, D.C.
10. Boda, P. A. (2016). Why science teacher education needs disability studies: A comprehensive research analysis. Paper presented at *NARST: A worldwide organization for improving science teaching and learning through research* international conference, Baltimore, MA.
9. Boda, P. A. (2016). Using POGILs and blended learning to retain physical science students: A preparation to chemistry approach. Paper presented at *American Chemical Society (ACS) National Meeting*, San Diego, CA.
8. Boda, P. A. (2016). The effect of meta-cognitive activity and action on assessment, pedagogy, and curricular choices: An urban science educator's 3-year longitudinal self-study. Paper presented at *Association of Science Teacher Education (ASTE) 2016 International Conference*, Reno, NV.
7. Boda, P. A. (2015). Continuums of complexities for science teacher education: Synergizing learning progression and disability studies in education theoretics. Paper presented at *Association for Science Teacher Education (ASTE) 2015 International Conference*, Portland, OR.
6. Boda, P. A. (2014). Cognitive negotiations of science, culture, and urbanity in a multicultural science education (MSE) graduate course: A quasi-exploratory case study of the geo- and body-politics of knowing. Paper presented at *International Conference on Conceptual Change (ICCC)*, Bologna, Italy.
5. Boda, P. A. (2014). Enacting NGSS on the ground: Learning 'the physical setting' through student inquiry research. Paper presented at *Biennial Conference on Chemical Education (BCCE)*, Allendale, MI.
4. Boda, P. A. (2014). Female science education graduate students' conceptual ecologies: A collective case study of multiculturalism and urbanity. Paper presented at *NARST: A*

- worldwide organization for improving science teaching and learning through research international conference, Pittsburgh, PA.*
3. Boda, P. A. & Rahman, S. (2014). Conceptual change, participatory research, and co-generative dialogues: A single case-study. Paper presented for *Association of Science Teacher Education (ASTE) 2014 International Conference*, San Antonio, TX.
2. Boda, P. A. (2013). Pre-service science teacher narratives: Constructing stories to integrate technology, assessment, and curriculum. Paper presented at *2013 Annual Conference of School Science and Mathematics Association (SSMA)*, San Antonio, TX.
1. Boda, P. A. (2013). Challenging traditional structures of science-specific, inquiry-based pedagogical explications: Beyond monolithic tactics, toward interconnected strategies. Paper presented for *Association of Science Teacher Education (ASTE) International Conference*, Charleston, SC.

RESEARCHER PANELS, WORKSHOPS, AND INTERACTIVE SESSIONS (*Invited)

11. Boda, P. A. (2022). *Critical approaches leveraging technology in science education*. Poster presented at *NARST: A worldwide organization for improving science teaching and learning through research international conference*, Vancouver, BC.
10. Boda, P. A. (2022). Gazing toward liberation: Disrupting the hegemony in our classrooms by design. Wondering session presented at the *International Science Educators for Equity, Diversity, and Social Justice Conference (SEEDS)*, Online.
9. Boda, P. A., Summers, R., Steinberg, S. R., Parker, C. A., Chinn, P. W. U., Chen, Y.-C., Tippins, D. J., Vo, T., Rodriguez, A. J. Adams, J., Tal, T., & Kahn, S. (2019). Embodying collective activism in science education research: Philosophies, praxis, and pragmatics. Administrative symposium at *NARST: A worldwide organization for improving science teaching and learning through research conference*, Baltimore, MD.
8. Parker, C., Boda, P. A., Liang, L., Lipsitz, K., Atwater, M., Walls, L., Ortega, I., Otulaja, F., Arellanes, F., Lachapelle, C., Avery, L., & Talbot, R. (2018). Symposium – Research Interest Groups (RIGs) and NARST. Administrative symposium presented for the *2018 NARST Conference*, San Antonio, TX.
7. Bancroft, S., Azam, S., Choi, S., Saribas, D., Boda, P. A., Mark, S., Raven, S., & Ramos, L. (2018). Re-centering on scientific literacy in an era of science mistrust and misunderstanding. Pre-conference workshop presented for *NARST*, Baltimore, MD.
6. Rivera Maulucci, M., Mensah, F. M., Parker, C. A., Schwartz, R. S., Boda, P. A., Abd-El- Khalick, F., and Zeidler, D. L. (2017). Methodological, ethical, and identity issues in naming ourselves and others. Administrative symposium presented for the *NARST Conference*, San Antonio, TX.
5. Lopez, E., Nam-Hwa, K., Tasneem, A., Bancroft, S., Boda, P. A., Alisa Francis, T. K., Sariba, D., and Saiqa, A. (2017). Glocalization and sustainability of science education research and practice. Pre-conference workshop presented at *NARST*, San Antonio, TX.
4. *Boda, P. A. (2016). VoiceThread: Instructional uses aligned with differentiated curricular, pedagogical, and assessment tools. Invited workshop at *John Jay Technology Demo Day*. Center for Teaching and Learning, John Jay College, New York, NY.
3. *Boda, P. A. (2016). The SAMR model and using novel instructional technology to teach post- secondary students. Invited workshop given for *Online/Digital Teaching Seminars*. Center for Teaching and Learning, John Jay College of Criminal Justice, New York, NY.

2. Lopez, E., Bancroft, S., Barak, M., Boda, P. A., Francis, T., Kang, N., Quigley, C., Saribas, D., Shaw, J., and White, F. (2016). Toward equity & justice: Scientific literacy as a human right. Pre-conference workshop presented for *NARST*, Baltimore, MD.
1. Shaw, J., Lopez, E., Boda, P. A., Quigley, C., and White, F. (2015). Becoming next generation science educators in an era of global science education: An equity perspective. Pre-conference workshop presented for the *NARST* Conference, Chicago, IL.

INVITED COLLOQUIA SCHOLARLY PRESENTATIONS

- (2022) **Navigating Post-Secondary STEM Pathways as an Intersectional Scholar of Color**
Graduate Seminar: *Biological Sciences Colloquium*
University of Illinois at Chicago
- (2021) **Disability Critical Race Theory's Margins: Designing for Disciplinary Liberation**
Doctoral Seminar: *Transforming Learning Environments*.
University of California, San Diego
- (2021) **Critical Science Agency: On Becoming, Belonging, and being Beloved**
Teacher Credential – Bachelorette: *Literacy in the Content Areas*.
Alfred University
- (2021) **Disability Studies, Intersectionality, and Critical Pedagogy: Reclaiming Inclusion**
Doctoral Seminar: *Topics in Special Education: Doctoral Proseminar*.
University of Illinois at Chicago
- (2021) **Critical Studies in the Learning Sciences: Centering Disability and Intersectionality**
Doctoral Seminar: *Critical Sociocultural Theories of Learning*.
Old Dominion University

AWARDS, FELLOWSHIPS, AND PROFESSIONAL DEVELOPMENT

Awards

- 2018 Finalist: **Outstanding Doctoral Research Award**. *NARST: A worldwide organization for improving science teaching and learning through research*.
- 2018 **Bronze Medal**, Association Trends 2017 All Media Contest - Scholarly/Technical/Scientific Journal. Contributor to *The Educational Forum*.
- Spring 2017 **MST Diversity Research Award**, Teachers College, Columbia University
- 2014 – 2015 **PDK Emerging Leader in Education Award**. Phi Delta Kappa International.
- 2014 **Top Abstracts of the Conference Award**. International NeuroEthics Society

Fellowships

- 2021 – 2023 **National Science Foundation Fellow: Summer Institute for Advanced Research Methods (SIARM) in STEM Education Research**. University of Chicago.
- 2021 - 2022 **Jhumki Basu Fellow**. *NARST: A worldwide organization for improving science teaching and learning through research*
- Spring 2016 **Discover, Design, and Develop (D3) Faculty Fellowship**. John Jay, NY, NY.

2014 – 2015 **Sci-Ed Innovation Fellow**. Jhumki Basu Foundation. New York, NY.

Professional Development

2021 – 2022 **Leadership and Management in Action Program**. UIC/University of Chicago.

PROFESSIONAL SERVICE

American Education Research Association

Secretary/Treasurer: Disability Studies in Education SIG (2020-2022)

Secretary/Treasurer: The Learning Sciences SIG (2020-2022)

Phi Delta Kappa (PDK)

PLT Student and Advanced Degree Support Scholarship Committee

NARST

Research Committee Member (2016 – 2019; Chair: 17-19)

Equity and Ethics Committee (Workshop organizer: 2015 – 2018; Member: 2021-2023)

Association for Science Teacher Education (ASTE)

Educational Technology Strand Review Co-Coordinator (2018-2020)

Oversight Committee Member (2017 – 2018)

Science Educators for Equity, Diversity, and Social Justice

Social Action Committee Chair (2018-2019)

JOURNAL EDITORIAL ROLES AND REVIEWING (Researcher Journals)

2021 – 2024 **Editorial Review Board:** *Disciplinary and Interdisciplinary Science Education Research* (Open Access)

2020 – 2023 **Editorial Review Board:** *Journal of Research in Science Teaching*

2018 – 2024 **Editorial Review Board:** *Journal of Science Teacher Education*

2017 – 2023 **Editorial Review Board:** *Contemporary Issues in Technology and Teacher Education* (CITE), General and Science Education Sections.

2022 – Present **Journal Reviewer:** *Educational Review*

2022 – Present **Journal Reviewer:** *Intercultural Education*

2021 – Present **Journal Reviewer:** *Review of Educational Research*

2021 – Present **Journal Reviewer:** *Gender, Work, and Organization*

2021 – Present **Journal Reviewer:** *Mind, Culture, and Activity*

2021 – Present **Journal Reviewer:** *British Journal of Educational Technology*

2020 – Present **Journal Reviewer:** *Computer Science Education*

2020 – Present **Journal Reviewer:** *Educational Research Review*

2018 – Present **Journal Reviewer:** *Educational Studies*

2018 – Present **Journal Reviewer:** *Journal of Teacher Education*

2018 – Present **Journal Reviewer:** *Action in Teacher Education*

2018 – Present **Journal Reviewer:** *Science Education*

2018 – Present **Journal Reviewer:** *Urban Education*

2018 – Present **Journal Reviewer:** *AERA Open*

2016 – Present **Journal Reviewer:** *Journal of the Learning Sciences*

2015 – Present **Journal Reviewer:** *Educational Researcher*

2015 – Present	Journal Reviewer: <i>American Education Research Journal</i>
2015 – Present	Journal Reviewer: <i>Journal of Research in Science Teaching</i>
2014 – Present	Journal Reviewer: <i>School Science and Mathematics Journal</i>
2016 – 2017	Editorial Review Board: <i>Current Issues in Comparative Education</i>
2018 – 2019	Best Paper Award Committee: <i>Cultural Studies in Science Education.</i>

JOURNAL EDITORIAL ROLES AND REVIEWING (Practitioner Journals)

2017 – 2020	Editorial Review Board: <i>Innovations in Science Teacher Education</i>
2017	Journal Reviewer: <i>Young Exceptional Children</i>
2016	Journal Reviewer: <i>Bank Street Occasional Papers</i>
2014 – 2017	Journal Reviewer: <i>Journal of Mathematics Education at TC</i>

GRANT HISTORY (Awarded)

2021 – 2024	Psychometrician and Statistician, NSF CS-4-All: Co-generative development of a culturally relevant pedagogical framework for CS and CT in high schools. PI: George Sirrakos; NSF Award No.: 2122367
2020 – 2021	Senior Personnel, DRK-12: Collaborative Research: Chicago Alliance for Equity in Computer Science. PI: Steven McGee; NSF Award No.: 1738572
2019 – 2020	Senior Personnel, DRK-12: Graphing Research on Inquiry with Data in Science (GRIDS). PI: Marcia Linn; NSF Award No.: 1418423
2015 – 2016	Dean's Student Conference Grant. Teachers College, New York, NY.
2015 – 2016	Contributor in U.S. Department of Education Grant. John Jay College, New York, NY. PR Award: P031S100038. PI: Dr. Anthony Carpi
2010 – 2011	Contributor to NIH grant. <i>RNA Structural Bioinformatics Research.</i> Bowling Green State University. Bowling Green, OH. PI: Dr. N. B. Leontis.
2010	Undergraduate Student Research Grant. <i>DNA Intercalation Studies</i> Center for Undergraduate Research Studies (CURS). Bowling Green State University. Bowling Green, OH. Faculty Mentor: Dr. R. Marshall Wilson.

GRANT REVIEWING AND WRITING EXPERIENCES (*NOT AWARDED)

National Science Foundation

Anonymized	Reviewer: Grant Proposal Panelist across multiple NSF solicitations
2019	Senior Personnel: Discovery Research PreK-12 (DRK-12)*: <i>Collaborative Research: Refining Explanations, Finding Resources, Evaluating, Seeking Help</i>
2018	Senior Personnel: Discovery Research PreK-12 (DRK-12)*: <i>Science in the City: Integrating Cultural Relevancy to Virtual Reality Science Lessons Across 3 Sites</i>
2017	Senior Personnel: STEM + Computing Partnerships Program (STEM+C)*: <i>Exploratory Developing a Culturally Relevant Engineering and Computer Science Curriculum</i>

Spencer Foundation

2020	Senior Personnel: COVID-19 Related Special Grant Cycle* Title: <i>Reimagining Explanations and Finding Resources: Educating Students at Home (REFRESH).</i>
2018	Senior Personnel: Small Research Grants* Title: <i>Contextualizing Computational Thinking and Engineering Design Tasks Leveraging Cultural Relevancy within Science and Engineering Practices</i>