

Christina (Stina) Krist

University of Illinois at Urbana-Champaign

May 2021

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(217) 300-6303 ☎ ckrist@illinois.edu

EDUCATION

Northwestern University, Evanston IL 2011-2016

Ph.D., Learning Sciences

Dissertation title: "Meaningful engagement in scientific practices: How classroom communities develop authentic epistemologies for science"

2015 NAEd/Spencer Dissertation Fellow

Grinnell College, Grinnell IA 2005-2009

B.A., Biology, with honors.

Iowa Initial Teaching License, 5-12 Biological Sciences.

PROFESSIONAL APPOINTMENTS

University of Illinois at Urbana-Champaign, Urbana IL 2017-present

Assistant professor, Curriculum & Instruction

University of Maryland, College Park MD 2016-2017

Postdoctoral research associate, "Research on Practice using STEM Inquiry Embedded with Computational Thinking in Elementary School"

AWARDS and FELLOWSHIPS

Reviewer of the Year, *Journal of the Learning Sciences* 2020

Hardie Faculty Fellow, University of Illinois College of Education 2020

National Academy of Education/Spencer Foundation, Postdoctoral Fellow 2018-2020

University of Maryland College Park, Postdoctoral Conference Support Award 2017

National Academy of Education/Spencer Foundation, Dissertation Fellow 2015-2016

Sandra K. Abell Institute for Doctoral Students, Participant, Boulder CO July 2015

National Science Foundation, Graduate Research Fellowship (Honorable Mention) 2013

Northwestern University, Evanston IL 2011-2016

- SESP Global Initiative Travel Award, June 2016

- Conference Travel Grants, April 2012, April 2013
- Northwestern University Fellowship, 2011-2012

RESEARCH GRANTS

Dornfeld Tissenbaum, C. L. (PI), **Krist, C.** (Co-PI), & Lane, M. (GRA). *The role of online museum experiences in supporting at-home science learning in the era of COVID-19*. UIUC Bureau of Educational Research COVID-19 Seed Grants. **\$2,550**. 7/2/2020 – 12/31/2020.

Krist, C. (PI), Kuo, E., & Rosenberg, J. (Co-PIs). *Propelling teacher professional development through FAAST feedback on student epistemic views*. TIER-ED Pilot Projects Program 2020-21. **\$15,000**. 05/29/2020 – 07/31/2021.

Krist, C. (PI). *Learning to open up space for epistemic agency: Towards a model of teacher learning*. University of Illinois Hardie Faculty Fellows Program. **\$20,000**. 04/15/2020 – 05/15/2021.

Krist, C. (PI), D'Angelo, C., Dyer, E., Rosenberg, J., & Bosch, N. (Co-PIs). *Advancing computational grounded theory for audiovisual data from STEM classrooms*. National Science Foundation, DRL 1920796. **\$1,313,855**. 09/01/2019 – 08/31/2022 (estimated).

Hug, B. (PI), & **Krist, C.** (Co-PI). *Sustainable world: Developing a global perspective storyline for elementary preservice teachers*. Center for East Asian and Pacific Studies (CEAPS) Russian, East European and Eurasian Center (REEEC) and European Union Center (EUC). **\$41,217**. 08/16/2018 – 08/15/2021 (estimated).

Krist, C. (Fellow). *The role of trust in building science knowledge: Exploring the relational dimension of epistemological development*. National Academy of Education/Spencer Foundation Postdoctoral Fellowship Program. **\$70,000**. 09/01/2018 – 09/30/2021.

Krist, C. (PI). RB18139: *Learning to teach for epistemic agency: Sustaining reform-based pedagogies in the context of the Next Generation Science Standards*. University of Illinois at Urbana-Champaign Campus Research Board Research Award. **\$27,000**. 06/30/2018 - 01/31/2021.

PUBLICATIONS

Rosenberg, J. M., & **Krist, C.** (2021). Combining machine learning and qualitative methods to elaborate students' ideas about the generality of their model-based explanations. *Journal of Science Education and Technology*, 30, 255–267. <https://doi.org/10.1007/s10956-020-09862-4>

Krist, C. (2020). Examining how classroom communities developed practice-based epistemologies for science through analysis of longitudinal video data. *Journal of Educational Psychology*, 112(3), 420–443. <https://doi.org/10.1037/edu0000417>

- Ko, M., & **Krist, C.** (2019). Opening up curricula to re-distribute epistemic agency: A framework for supporting science teaching. *Science Education*, 103, 979-1010. <https://doi.org/10.1002/sce.21511>
- Krist, C.**, Schwarz, C., & Reiser, B. J. (2019). Identifying essential epistemic heuristics for guiding mechanistic reasoning in science learning. *Journal of the Learning Sciences*, 28(2), 160-205.
- Yadav, A., **Krist, C.**, Good, J., & Caeli, E. N. (2018). Computational thinking in elementary classrooms: Measuring teacher understanding of computational ideas for teaching science. *Computer Science Education*, 28(4), 371-400.
- Krist, C.**, Novak, M., Tipton, K., & Brody, L. (Jan 2016). Cultivating a next-generation classroom culture. *Science Scope*, 39(5), 8-14.
- Berland, L., Schwarz, C., **Krist, C.**, Kenyon, L., Lo, A., & Reiser, B. J. (2016). Epistemologies in practice: Making scientific practices meaningful for students. *Journal of Research in Science Teaching*, 53(7), 1082-1112.

PUBLISHED PROCEEDINGS **indicates student co-author(s)

- Parr, E. D., Machaka, N.,** Dyer, E., **Krist, C.** (accepted). Making space for joint exploration: The embodiment of social and epistemic positioning in student-teacher interaction. In Parr, E. D. (session organizer), "Movement, authority, and knowledge: Examining the relationships in embodied and social positioning for STEM learning," symposium to be presented at ISLS 2021.
- Kelly, S.,** & **Krist, C.** (accepted). Revisiting positioning: How a teachers' physical movements amplify socioepistemic messages in the classroom. In Parr, E. D. (session organizer), "Movement, authority, and knowledge: Examining the relationships in embodied and social positioning for STEM learning," symposium to be presented at ISLS 2021.
- Kubsch, M., Rosenberg, J., & **Krist, C.** (accepted). Beyond supervision: Human / machine distributed learning in learning sciences research. *Poster accepted at ISLS 2021.*
- D'Angelo, C., Dyer, E., **Krist, C.**, Rosenberg, J., & Bosch, N. (2020). Advancing computational grounded theory for audiovisual data from mathematics classrooms. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 4* (pp. 2030-2037). Nashville, Tennessee: International Society of the Learning Sciences.
- +Kelly, S.,** Mathayas, N.,** Machaka, N.,** Chis, J.**, & **Krist, C.** (2020). Variations in teachers' practical conceptions of epistemic agency. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 4* (pp. 2030-2037). Nashville, Tennessee: International Society of the Learning Sciences.
+Nominated for Best Student Paper.
- Krist, C.** (2020). Building trust: Supporting vulnerability for doing science in school. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the*

Learning Sciences (ICLS) 2020, Volume 1 (pp. 270-277). Nashville, Tennessee: International Society of the Learning Sciences.

Krist, C., & Suárez, E. (2018). Doing science with fidelity to persons: Instantiations of caring participation in science practices. *Proceedings of the 13th International Conference of the Learning Sciences, June 23-27, 2018*. London.

Ko, M.*, & **Krist, C.*** (2018). Redistributing epistemic agency: How teachers open up space for meaningful participation in science. *Proceedings of the 13th International Conference of the Learning Sciences, June 23-27, 2018*. London. *Both authors contributed equally to this manuscript and are listed in alphabetical order.

Keifert, D., **Krist, C.**, Phillips, A. M., & Scipio, D. A. (2018). Epistemic agency as a members' experience. *Proceedings of the 13th International Conference of the Learning Sciences, June 23-27, 2018*. London.

Krist, C. (2016). How a 6th grade classroom develops epistemologies for building scientific knowledge. In C. Looi, J. Polman, U. Cress, & P. Reimann (Eds.), *Transforming Learning, Empowering Learners: Proceedings of the 12th International Conference of the Learning Sciences (1)*. Singapore.

Krist, C., & Rosenberg, J. (2016). Finding patterns in and refining characterizations of students' epistemic cognition: A computational approach. In C. Looi, J. Polman, U. Cress, & P. Reimann (Eds.), *Transforming Learning, Empowering Learners: Proceedings of the 12th International Conference of the Learning Sciences (2)*. Singapore.

Hjorth, A., & **Krist, C.** (2016). Unpacking social factors in mechanistic reasoning (or, why a wealthy person is not exactly like a grey squirrel). In C. Looi, J. Polman, U. Cress, & P. Reimann (Eds.), *Transforming Learning, Empowering Learners: Proceedings of the 12th International Conference of the Learning Sciences (2)*. Singapore.

Ramey, K. E., Champion, D. N., Dyer, E. B., Keifert, D. T., **Krist, C.**, Meyerhoff, P., & Villanosa, K. (2016). Qualitative analysis of video data: Standards and heuristics. In C. Looi, J. Polman, U. Cress, & P. Reimann (Eds.), *Transforming Learning, Empowering Learners: Proceedings of the 12th International Conference of the Learning Sciences (2)*. Singapore.

Krist, C., & Reiser, B. (2014). Scientific practices through students' eyes: How sixth grade students enact and describe purposes for scientific modeling activities over time. *Proceedings of the International Conference of the Learning Sciences*. Boulder, CO

REFEREED PRESENTATIONS **indicates student co-presenter

Krist, C., Parr, E. D., & Dyer, E. (April 2021). Multiple ways qualitative techniques inform unsupervised computational analysis of video data applying computational grounded theory. Paper accepted at the 2021 Virtual AERA Annual Meeting.

Ko, M. L., Hug, B., & **Krist, C.** (April 2021). Designing materials for student coherence, then revising for epistemic agency: A case for epistemic agency as an explicit design focus. In **Krist, C.**, (session organizer), *How teachers navigate tensions between enacting coherent curriculum materials and supporting students' epistemic agency*. Paper accepted at NARST 2021 Annual International Conference, held virtually.

Krist, C., Mathayas, N.,** & Machaka, N.** (April 2021). "Shutting down" now to "open up" later: Temporal tensions in pedagogical strategies for supporting epistemic agency. In **Krist, C.**, (session organizer), *How teachers navigate tensions between enacting coherent curriculum materials and supporting students' epistemic agency*. Paper accepted at NARST 2021 Annual International Conference, held virtually.

Dyer, E. B., Rosenberg, J. M., Bosch, N., **Krist, C.**, & D'Angelo, C. (September 2020). Better together? Initial findings and implications from combining qualitative coding and computational methods to analyze classroom audiovisual data. *Presentation at the AERA Satellite Conference on Educational Data Science*. Stanford, CA.

Kelly, S. B.,** & **Krist, C.** (April 2020). Teacher as Learner: Supporting Students' Intellectual Authority in the Classroom [Paper Session]. AERA Annual Meeting San Francisco, CA.
<http://tinyurl.com/wyuuybd> (Conference Canceled)

Mathayas, N.,** Kelly, S. B.,** & **Krist, C.** (April 2020). How Science Teachers Conceptualize Students' Epistemic Agency in Their Teaching: Two Teachers' Narratives [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vzlanfw> (Conference Canceled)

Kelly, S. B.,** & **Krist, C.** (March 2020). Characterizing epistemic messages that support the development of student intellectual authority in the classroom. Paper accepted at NARST 2020 Annual International Conference, Portland OR. *Conference cancelled*.

Yi, S.,** & **Krist, C.** (October, 2019). *At work and in games: Case study of sandbox video game behavior reflecting work behavior*. Poster presented at Connected Learning Summit, Irvine CA.

Krist, C. (April 2019). The co-development of epistemologies and trust during question- and idea-generation. In J. S. Gouvea & D. Hammer (session chairs), *Designing for and engaging with heterogeneity in students' thinking in science*. Poster presented at AERA 2019 Annual Meeting, Toronto.

Krist, C., & Ko, M. (April 2019). Epistemic ripple effects: Strategically opening up space in curriculum materials to re-distribute epistemic agency. In J. Moon, S. Michaels, & D. Morrison (session chairs), *Using epistemic tools to support reasoning, student agency, and equity*. Poster presented at AERA 2019 Annual Meeting, Toronto.

Kelly, S. B.,** & **Krist, C.** (April 2019). Building community knowledge: Teacher discourse moves that support interthinking. Poster presented at AERA 2019 Annual Meeting, Toronto.

- Krist, C.,** Elby, A., Good, J., Gupta, A., Sohr, E. R., & Yadav, A. (April 2017). Integrating computational thinking strategies that support science inquiry: A case study from a summer PD. Poster presented at AERA 2017 Annual Meeting, San Antonio TX.
- Krist, C.** (April 2017). How teachers respond to student problematizations to facilitate productive science knowledge building. In Watkins, J. (session organizer), *Examining Uncertainty as a Construct for Promoting Meaningful Science Engagement*. Paper presented at AERA 2017 Annual Meeting, San Antonio TX.
- Berland, L., Chan, W. Y., & **Krist, C.** (April 2017). Making connections between specific phenomena and general ideas to build scientific knowledge. Poster presented at AERA 2017 Annual Meeting, San Antonio TX.
- Krist, C.** (April 2017). Ending inquiries by listening, empathizing, and changing one's mind: Students' shared epistemic agency in an 8th grade classroom. In **Krist, C.** (session organizer), *Epistemic Agency as a Members' Experience*. Paper presented at NARST 2017 Annual International Conference, San Antonio TX.
- Krist, C.,** & Novak, M. (April 2016). Developing a culture of caring to support epistemic agency. In Suarez, E., & **Krist, C.** (session organizers), *Investigating Epistemic Agency: Creating Space for Students and Teachers to Actively Construct Scientific Knowledge*. Paper presented at NARST 2016 Annual International Conference, Baltimore MD.
- Krist, C.** (April 2016). How classrooms learn to use epistemic considerations for building scientific knowledge. Poster presented at NARST 2016 Annual International Conference, Baltimore MD, as part of the Sandra K. Abell Institute invited poster session.
- Rosenberg, J., & **Krist, C.** (April 2016). Characterizing students' epistemic considerations: An automated computational approach for embedded assessment responses. Poster presented at NARST 2016 Annual International Conference, Baltimore MD.
- Krist, C.** (April 2016). Meaningful engagement in scientific practices: How classroom communities develop authentic epistemologies for science. Poster presented at AERA 2016 Annual Meeting, Washington DC, as part of the NAEd/Spencer Dissertation Fellows invited poster session.
- Berland, L., & **Krist, C.** (April 2016). A novel framework for characterizing scientific epistemic discourse. In Chinn, C., & Duncan, R. (session organizers), *Following the Epistemic Thread: Fostering High Quality Epistemic Discourse about Science*. Paper presented at AERA 2016 Annual Meeting, Washington DC.
- Krist, C.** (April 2015). "Why was that so interesting?": A preliminary model for developing meaningful engagement in scientific practices. Paper presented at AERA Annual Meeting, Chicago IL.

Krist, C. (April 2015). Interest generators for scientific knowledge building. In **Krist, C.** (session organizer), *Computational Methods for Qualitative Learning Sciences Research: Affording Materiality to Text-Based Data*. Paper presented at AERA Annual Meeting, Chicago IL.

Krist, C. (April 2015). Students as epistemic agents: Leveraging shared epistemic considerations in curated spaces. In Berland, L. (session organizer), *Personally and Scientifically Meaningful Engagement in the Scientific Practices*. Paper presented at NARST Annual International Conference, Chicago IL.

Schwarz, C., **Krist, C.**, Lee, M., Toyama, Y., & Anderson, C. (April 2015). The content generality and specificity of mechanistic reasoning across middle-school model-based explanation assessment items. In Berland, L. (session organizer), *Personally and Scientifically Meaningful Engagement in the Scientific Practices*. Paper presented at NARST Annual International Conference, Chicago IL.

Kim, J., Toyama, Y., **Krist, C.**, Draney, K., Reiser, B., & Sussman, J. (April 2015). Students' increasing sophistication in their mechanistic responses. In Berland, L. (session organizer), *Personally and Scientifically Meaningful Engagement in the Scientific Practices*. Paper presented at NARST Annual International Conference, Chicago IL.

Lo, A., **Krist, C.**, Reiser, B., & Novak, M. (April 2014). Examining shifts in teachers' understanding of NGSS and their impact on planned instruction. In Reiser, B. (session organizer), *New Models of Professional Learning to Support Teachers in Realizing NGSS in Classroom Teaching*. Paper presented at NARST Annual International Conference, Pittsburgh PA.

Krist, C. (April 2013). Classroom participation structures and student/teacher positioning in establishing science knowledge-building practices. Poster presented at AERA Annual Meeting, San Francisco CA.

Krist, C., & Ko, M. (April 2013). Connecting students' everyday ideas to scientific investigations and explanations. In Ko, M., (session organizer), *The Impact of Classroom Discourse on Engagement in Scientific Practices and Student Learning*. Paper presented at NARST Annual International Conference, Rio Grande, Puerto Rico.

INVITED PRESENTATIONS

University of Massachusetts - Amherst, Amherst MA

Guest Lecturer: EDUC 693B: Math, Science, and Learning Technologies Seminar Feb 17, 2021

"Identifying essential epistemic heuristics for guiding mechanistic reasoning in science learning"

Stanford University, Palo Alto CA

Science Education Group Oct 30, 2020

"Supporting students in 'going public'": Attending to the interactional vulnerabilities involved when eliciting students' ideas"

University of Illinois at Urbana-Champaign, Champaign IL

Guest Speaker: DELTA Seminar

Discussion Topic: Teacher Learning and Technology Oct 21, 2020

Physics Education Research Group May 6, 2020

"A plan for continuing analysis of the iOLab video data", with Katie Ansell & Eric Kuo

C&I Grad Workshops Series March 28, 2019

"Presenting at AERA"

Physics Education Research Group Oct 5, 2017

"Meaningful Participation in Science Practices"

Bureau of Education Research Research Forum Sept 11, 2017

*"Epistemic Agency in Science Knowledge Building"***Purdue University, West Lafayette IN**

Engineering Education Research Seminar March 5, 2020

*"Building Trust: Attending to Interactional Vulnerabilities for Students in Constructivist STEM Classrooms"***National Academy of Sciences, Washington DC**

National Academy of Education Annual Meeting/Spencer Fellows Retreat Nov 8, 2019

"The Role of Trust in Building Science Knowledge: Exploring the Relational Dimension of Epistemological Development"

National Academy of Education/Spencer Spring Retreat March 18, 2016

*"Meaningful Engagement in Scientific Practices: How a 6th Grade Classroom Community Developed Authentic Epistemologies for Science"***Grinnell College, Grinnell IA**

Guest Lecturer: EDU 345 Research and Methods in Teaching and Learning in the Sciences Feb 8, 2019

*"Doing Science with Fidelity to Persons: Instantiations of Caring Participation in Science Practices"***Vanderbilt University, Nashville TN**

Guest Lecturer: SCED 7400 Modeling in the Secondary Science Classroom Oct 10, 2018

"Modeling to Figure Out"

WORKSHOPS AND PROFESSIONAL DEVELOPMENT

[Workshop] Leveraging the Power of Visualization in the Analysis of Classroom Audiovisual Data

*Facilitated by Erika David Parr, Elizabeth Dyer, Joshua Rosenberg, Cynthia D'Angelo, & **Christina Krist***

ISLS 2021 Pre-Conference Workshop, Bochum, Germany

June 2021

[Workshop] Analyzing Learning with Speech Analytics and Computer Vision Methods: Technologies, Principles, and Ethics

*Facilitated by Elizabeth Dyer, Cynthia D'Angelo, Nigel Bosch, **Christina Krist**, & Joshua Rosenberg*

ICLS 2020 Pre-Conference Workshop, Nashville TN

June 20, 2020

[Workshop] Communicating Design-based Research: A Workshop for Creating and Interpreting Design Arguments

*Facilitated by Pryce Davis, **Christina Krist**, Daniel Rees-Lewis, Mike Tissenbaum, Freydis Vogel, & Matthew Easterday*

ICLS 2020 Pre-Conference Workshop, Nashville TN

June 19, 2020

[PD] Taking the next step into three-dimensional teaching.

*Facilitated by **Christina Krist**, Monica Ko, & Barbara Hug.*

University of Illinois, Impact on Science Education

July 22-25, 2019

<https://impact.education.illinois.edu/projects/pages/workshops>

[PD] Integrating computational thinking into elementary school science and mathematics, Year 2.

*Facilitated by **Christina Krist**, Erin Sohr, Jennifer Radoff, Jon Good, Ayush Gupta, Aman Yadav, & Andrew Elby.*

University of Maryland, NSF STEM+C award # 1543061

August 7-18, 2017

[PD] Integrating computational thinking into elementary school science and mathematics, Year 1.

*Facilitated by **Christina Krist**, Erin Sohr, Jon Good, Ayush Gupta, Aman Yadav, & Andrew Elby.*

University of Maryland, NSF STEM+C award # 1543061

July 5-15, 2016

TEACHING EXPERIENCE **indicates inclusion on the List of Teachers Ranked Excellent*

University of Illinois at Urbana-Champaign, Champaign IL

Instructor, CI 402: "Teaching Diverse Middle Grades Students: Science"

Fall 2018, 2020*

Instructor, CI 450: "Teaching Elementary Science I"

Fall 2018

Instructor, CI 451: "Teaching Elementary Science II"

Spring 2018

Instructor, CI 538: "Qualitative Analysis of Video Data"

Spring 2018*, Fall 2020*

Instructor, CI 540: "Current Issues in Science Education"	Spring 2021
Northwestern University, Learning Sciences Program, Evanston IL	
Teaching Assistant, "Science Methods and Techniques"	Fall 2015
<i>Instructor: Michael Novak</i>	
Teaching Assistant, "Advanced Research Methods"	Spring 2014, 2015
<i>Instructor: James Spillane (2014); Bruce Sherin (2015)</i>	
Teaching Assistant, "Foundations of the Learning Sciences"	Fall 2013, 2014
<i>Instructors: David Rapp & Brian Reiser (2013); Brian Reiser & Reed Stevens (2014)</i>	
Girl Scouts of Greater Chicago and Northwest Indiana, Joliet IL	
Staff-Initiated Program Coordinator, Pre-K-12 outreach	2010-2011
Grinnell Middle School, Grinnell IA	
Student Teacher, 7 th grade Life Science	Fall 2008
Imagine Children's Museum, Everett WA	
Museum Educator/Imagine Intern	Summer 2008

CURRICULUM MATERIALS DESIGN

Just Bead It! 2012

A series of challenges designed to engage students in hands-on exploration of novel materials, tools, and methods for cellular preservation.

Designed in partnership with Northwestern University's Office for STEM Education Partnerships and the Northwestern Oncofertility Consortium and implemented as a part of FUSE, an interest-driven STEM exploration space. <https://www.fusestudio.net/challenges>

PROFESSIONAL SERVICE and DEVELOPMENT

Internal Service:

- *Campus:*
 - Illini Success Advisory Committee, 2020-current

- *College:*
 - College Research Committee, 2020-current
- *Department:*
 - MSE Chair, 2020-current
 - Search Committee, Social Studies Education, 2020-current
 - C&I Doctoral Proseminar Development Committee, 2020-current
 - Search Committee, 0% Adjunct, 2019
 - Faculty Advisory Committee, 2018-2020
 - Research Methods Courses Committee, 2019
 - Coordinating MSE Student Brown Bags (Nov 2018-May 2019)
 - Presenter, C&I Grad Student Professional Development Events: Presenting at AERA (March 28, 2019)
 - Presenter, MSE Brown Bag: Job Search Process (Jan 17, 2018)

External Service:

- Reviewer for *Science & Education*, 2021
- Reviewer for *Journal of Literacy Studies*, 2021
- Panel reviewer, National Science Foundation, 2019
- Reviewer for *Computer Science Education*, 2019-present
- Reviewer for *Instructional Science*, 2019-present
- Reviewer for *Journal of Research in Science Teaching*, 2019-present
- Reviewer for *Cognition & Instruction*, 2018-present
- Reviewer for the *Journal of the Learning Sciences*, 2017-present
- Reviewer for *Science Education*, 2017-present
- Reviewer for *Journal of Curriculum Studies*, 2015
- JRST Award Selection Committee, 2014-2015
- Conference proposal reviewer for AERA, NARST, and ICLS

Public Engagement:

- OpenSciEd Pedagogy & Instruction Working Group, Digital Promise, 2021-present
- External advisor, OpenSciEd Cell Development Unit, 2020
- Professional Development advisor, Champaign Unit 4 Schools secondary science departments, 2018-2019
- Professional Development advisor, Urbana Middle School science department, 2020-present
- Design Specification author, OpenSciEd

Professional Memberships: AERA, NARST, ISLS