Daniel T. Hickey, Ph.D, Complete Curriculum Vita, October 2023

|  |  |
| --- | --- |
| Wright Educational Building, Rm. 4018.Indiana UniversityBloomington, IN 47405-1006 | Voice: 812-856-2344Fax: 812-856-0862Email: dthickey@indiana.edu |

**EDUCATION**

# Vanderbilt University Ph.D. 1996 Psychology (Cognitive Studies)

Vanderbilt University M.S. 1993 Psychology

San Diego State University B. A. 1984 Liberal Studies (Educational Technology)

**PROFESSIONAL APPOINTMENTS**

Professor, Learning Sciences Program, Department of Counseling and Educational Psychology, Indiana University. 2014-present.

Research Scientist, Center for Research on Learning and Teaching, Indiana University, 2005-present

Senior Fellow, Center for Applied Cybersecurity Research, Indiana University, 2018-preesnt

Program Coordinator, Learning Sciences Program, Department of Counseling and Educational Psychology, Indiana University. 2011-2018

Associate Professor, Learning Sciences Program, Department of Counseling and Educational Psychology, Indiana University. 2005-2014

Assistant Professor, Department of Educational Psychology, Research Scientist, Learning & Performance Support Laboratory; University of Georgia. 2000-2005.

Assistant Professor, Department of Educational Psychology & Special Education, Georgia State University, 1997- 2000.

Postdoctoral Fellow, Center for Performance Assessment, Educational Testing Service, Princeton, NJ, 1995-1997.

Graduate Research Assistant, Learning Technology Center, Vanderbilt University, 1989-1995.

Research Associate, Human Resources Research Organization (HumRRO), Applied Cognitive Research Group, Alexandria, VA, 1986-1987.

Technical Training Specialist, General Dynamics DataGraphiX Corporation, San Diego, CA. 1985-1986.

Research Assistant, Applied Behavioral & Cognitive Sciences, Inc., San Diego, CA, 1983-1985.

Research Assistant, Center for Telecommunications, San Diego State University, 1981-1983.

Elementary Computing Specialist, Imperial Beach School District, 1983.

**GRANT AND CONTRACT FUNDING**

**Pending Proposals**

Buck, G., Dimetrieska, V., Hickey, D., Scribner, J., Hynes, M. (2024-2026). Developing an informal learning model for fostering rural youths' global STEM identity and career goals. Proposal to the US National Science Foundation’s Advances in Informal Science Learning initiative from Indiana University (#2314215, $2,867,640 requested).

**Externally-Funded Research**

Shackelford, S., & Asare, I. N. (2024-2026). *Developing resilience and cybersecurity modules for integrated smart city training.* Contract from the U.S. Army Cyber Command to the Indiana University Center for Cybersecuirty Research/Ostrom Workshop. (Senior Personnel) $506,704.

Beam, M. I. III (2021-2025). *Well Rounded Courses Academy.* Grant from the USDOE *Expanding Access to Well Round Courses Demonstration Grants Program* to the Indiana University Office of School Partnerships. $3,000,000/$13,625 plus graduate assistant stipend and tuition waiver.

Beam, M. I. III (2020-2022). *Indiana University Course Design Academy.* Grant to the Indiana University Office of School Partnerships from the Governor’s Emergency Educational Relief fund. $2,000,000/$12,500 plus graduate assistant stipend and tuition waiver.

Piety, P. J., Bonsignore, E. M., Hansen, D. L., & Hickey, D. T., (2019-2023). *Collaboration in the Future of Work: Developing Playable Case Studies to Improve STEM Career Pathways.* Project funded by the US National Science Foundation’s Improving Undergraduate STEM Education Program IUSE # [1915498](https://www.research.gov/gapps-web/gapps/viewDetail?agencyId=NSF&applicationId=1915498&grantsGovId=) ($1.500,000/$273,087)

Jackson, C. & Welch V. (2018-2020). *PACT: Principle-based Assessment Cybersecurity Toolkit.* Subcontract from the Secretary of Defense via AECOM. (Senior Personnel, $1,700.000/$69,105)

Hickey, D. T. (2014-2016). *Open badges in Open edX and beyond.* Grant from the MacArthur Foundations Digital Media and Learning Initiative ($399,253. Principal Investigator).

Hickey, D. T. (2013-2014). *Big Open Online Class (BOOC) for Assessment Policies, Principles, and Practices.* Grant from the Google Foundation ($49,988, Principal Investigator).

Hickey, D. T. (2012-2014). *Documenting design principles from the Badges for Lifelong Learning initiative.* Grant from the MacArthur Foundation’s Digital Media and Learning Program ($399,000, Principal Investigator).

Hickey, D.T. (2009-2010). *Empowering a 21st Century learning environment in Monroe and Eastern Green County Schools.* Sub-award from Monroe County Community Schools Corporation from Federal Educational Technology Grant ($75,000, Project Director).

Hickey, D. T. (2008-2011). *A 21st century assessment project for situated and sociocultural approaches to learning.* Sub-award from the University of Arizona from a grant from the Macarthur Foundation to Principal Investigator James Gee ($210,000, Project Director).

Hickey, D. T., Mewborn, D. S, & Lewison, M. A. (2005-2008). *Multi-level assessment for enhancing mathematical discourse, curriculum, and achievement in diverse elementary school classrooms.* Grant REC 0553072 from the US National Science Foundation’s Research on Learning Environments (ROLE) program to Indiana University ($824,214, Principal Investigator).

Barab, S. A., Hay, K. E., & Hickey, D. T. (2006). *ICLS 2006: Making a difference.* Conference Grant from the National Science Foundation to Indiana University ($50,000, Co-PI).

Barab, S. A., Herring, S., Hickey, D., & Blanton, B. (2004-2007). *Quest Atlantis: Advancing a Socially-Responsive, Meta-Game for Learning.* Grant REC-0411846 from the National Science Foundation to Indiana University ($1,516,075, Co-PI).

Hannafin, M. J., Hickey, D. T. (2003-2005). *Georgia Department of Education Title IId Initiative Evaluation.* Subcontract from the Georgia Department of Education to the Learning & Performance Support Laboratory from the US Title IId Program ($400,000, Co-PI).

Hickey, D. T. (2003-2005). *Design-based implementation and evaluation of NASA CET multimedia science curriculum.* Award from the NASA Center for Educational Technology to the Learning and Performance Support Laboratory ($290,604, Principal Investigator).

Hickey, D. T. (2001-2004). *Assessment, motivation, & epistemological reconciliation in a technology-supported learning environment.* Grant REC-0196225 from the National Science Foundation, Division on Research, Evaluation, & Communication to the University of Georgia ($444,000, Principal Investigator).

Hickey, D. T. (2001). *Dimensions of participation in collaboration*. Grant from the NSF-funded Center for Interactive Learning Technologies Seed Grant Program to the University of Georgia ($14,000, Principal Investigator).

Hickey, D. T. (2001). *Evaluation services for “Griffith in Context: A Multimedia Exploration of a The Birth of a Nation”* Sub-award from National Endowment for the Humanities Education Development and Demonstration Grant #ED-21445-99 to Georgia Institute of Technology ($7,410 of $165,000 award to Principal Investigators Ellen Strain and Greg VanHoosier-Carey in July, 1999, Evaluation Director).

Hickey, D. T. (1998). *Performance Assessments for the Learning by Design Project.*  Sub-award from National Science Foundation, Materials Development Program Grant ESI-9553583 to the EduTech institute at Georgia Institute of Technology to Principal Investigator Janet Kolodner to the University of Georgia ($71,918, Evaluation Director).

Hickey, D. T. (1999). *Student Assessment and Program Evaluation for the Learning by Design Project.* Sub-award from National Science Foundation, Materials Development Program Grant ESI-9818828 to the EduTech institute at Georgia Institute of Technology to Principal Investigator Janet Kolodner to Georgia State University ($168,000, Evaluation Director).

Hickey, D. T. (1997-1999). *Assessing student learning in a hypermodeling computer environment.* Sub-Award National Science Foundation, Applications of Advanced Technology Program Grant RED-95-5348 to the Concord Consortium to Georgia State University ($133,000, Principle Investigator).

Hickey, D. T. & Pellegrino, J. (1994). *Constructivism, motivation, & achievement: the academic and motivational consequences of classroom environments and instructional programs.* Asonward from the NSF/AERA Grants Program, Evaluation and Dissemination Program to carry out a school-based evaluation of a technology-supported mathematics curricula developed by the Vanderbilt Learning Technology Center ($32,000, Principal Investigator).

**Internally-Funded Research**

Hickey, D. T. (2020). *Investigating and Online Course Feature and Instructor (Re)Positioning for Equity using Social Learning Analytics.* Grant from the Indiana University Learning Analytics Fellows Program ($2000).

Hickey, D. T., Robinson, J., & Duncan, J. (2019-2020) *Collaborative Learning Analytics of Developmental, Supplemental, and Tutorial Services.* Grant from the Indiana University Learning Analytics Fellows Program ($10000/$4,333).

Hickey, D. T., Brassell, S, & Svetina, D. (2018-19). *Measuring students’ perceptions of framing and presence in online courses.* Grant from the Indiana University Scholarship of Teaching and Learning Grants Program ($5000)

Hickey, D. T. (2015-2016). *Analyzing the transition from developmental to supplemental education.* Grant from the Student Learning Analytics Fellow Program, Office of the Vice Provost of Undergraduate Education, Indiana University ($2000)

Hickey, D. T. (2015-16). *Advancing participatory learning and assessment in online and open courses.* Grant from the Indiana University Faculty Support Resubmission Program ($60,000).

Hickey, D. T. (2014-2015). Beyond surveys and data mining: Searching for new and potentially more useful indicators of student engagement. Grant from the Student Learning Analytics Fellow Program, Office of the Vice Provost of Undergraduate Education, Indiana University ($2000)

Hickey, D. T. (2013-2014). *Integrating eText into a Big Open Online Course.* Indiana University Office of the Vice Provost of Information Technology ($10,000, Principal Investigator).

Walsh, J. D., & Hickey, D. T. (2012-2013). *Designing for participation in hybrid delivery of a large media production course.* Grant from the Indiana University Center for Improvement of Teaching and Learning ($7000, Co-Investigator).

Hickey, D. T. (2011-2012). *Networked peer review for engagement, understanding, and achievement in secondary composition instruction.* Indiana University School of Educational Proffitt Competition ($19,000 plus tuition stipend, Principal Investigator).

Hickey, D. T. (2010-2011) *E-portfolio faculty scholars grant*. Office of the Vice President of Information Technology, Indiana University ($15,000, Principal Investigator).

Hickey, D. T, Peppler, K., Danish, J., and Barab, S. (2009-2011). *On-line certificate program in Learning Sciences and New Media and Technology.* Indiana University IDEA initiative ($75,000, Project Director).

Hickey, D. T. (2004). Technology-supported multi-level assessment for improving mathematical teaching, learning, and achievement. University of Georgia Faculty Research Grants Program. ($10,000, Principal Investigator).

Hickey, D. T., Wallace, C., Hay, K., Recesso, A. (2002). *Video-supported formative assessment of inquiry-oriented activity and instruction.* Grant from the UGA Professional Preparation of Educators Mini-Grant Program to the Learning and Performance Support Laboratory ($3,300, Principal Investigator).

Hickey, D. T, Kruger A. C., & Weinburgh, M. (2000). *Formative Assessment Practices Research.* Award 01-012 from Georgia State University’s Research Program Enhancement Fund. Awarded June, 2000, but rescinded July 2000 in light of Dr. Hickey’s departure from Georgia State University ($39,900 per year, for three years, Principal Investigator).

Hickey, D. T. (1999). *Motivational interventions in computer-supported learning environments*. Grant from the Georgia State University Research Initiation Fund ($5000, Principal Investigator).

Hickey, D. T. (1998). *A network-supported inquiry-based learning environment*. Award from the College of Education New Faculty GRA Support Program ($2000, Supervisor).

Hickey, D. T., & Harmon, S. W. (1998). *Portable wireless LAN for classroom computing research.* Grant from the Georgia State University Quality Improvement Fund ($18,500 Principal Investigator).

**Unfunded External Research Proposals**

Buck, G., Dimitrieska, K., Hymes, M. & Hickey, D. (2022, January 18, declined). *Developing an informal learning model for rural youth global engineering identity development.* Proposal submitted the US National Science Foundation’s Advances in Informal STEM Learning initiative ($2,265,000 requested)

Hickey, D. T., Scribner, J. A., Lester, J. N. (2020, October). *Expansive framing of online secondary, biology, and chemistry course.* Proposal submitted to the US National Science Foundation’s Discovery Research K-12 program. ($1,261,566 requested)

Hickey, D. T., Lester, J. N., & Pawan, F. (2019, declined). *Online Expansive and Expert Framing for Secondary Computer Science College and Career Pathways.* Proposal submitted to the Innovative Technology Experiences for Students and Teachers iniitiative at the US National Science Foundation. ($1,500,000 requested).

Hickey, D. T., Hao, J., & Campbell, S. G. (2019, declined). *A controlled comparison of expert and expansive framing of undergraduate cybersecurity learning.* Proposal submitted to the US National Science Foundations’ Education and Human Resources Core Research Program ($1,500,000 requested).

Gehreninger, E. F., Babick D., Kidd, J. Hickey, D. T., Tinapple, D. (2018-2021, declined). *Collaborative Research: Peer-Assessed Micro-Credentialing for Certifying 21st-Century STEM Competencies.* Proposal submitted on December 12, 2017, to the National Science Foundation Advancing Undergraduate STEM Education program (#1821617 $1,998,000/$273,086/$86,869).

Hickey, D. T., Gehringer. E. F., & Kidd, J. (2017-2019, declined). *PeerCred: Quality assurance for endorsement in peer-assessed credentials.* Proposal submitted to the National Science Foundation’s Cyperlearning and Future Learning Technologies Program on February 10, 2017. (#1735964, $547,762/$274,997/$92,053)

Gehreninger, E. F., Babick D., Kidd, J. Hickey, D. T., Tinapple, D. (2017-2020, rejected). *Microcredentialing through peer assessment: Disrupting 21st Century STEM education.* Proposal submitted on January 12, 2017, to the National Science Foundation Advancing Undergraduate STEM Education program (#1726636, $1,998,000/$273,086/$86,869).

Trautmann N. M., Thompson, M. E., Renninger, K. A., & Hickey, D. T. (2017-2020, rejected). *Building interest in STEM: Design principles for digital badges that deepen online learning.* Proposal submitted to the National Science Foundation Advancing Informal STEM Learning program on November 2, 2016. (#1713007, $1,877,706/ $289,538/$92,875)

Hickey, D. T. (2016, September 15). *Initial proposal for supporting Lumina’s Goal 2025 with open e-credentials.* Request proposal brief submitted to the Lumina Foundation.

Walker, G., Chklovski, T. (2016, March 19, declined). STEM@HOLMM (Home & Online in Libraries & Museums with Mentors). Proposal submitted to the US Integrated Museum & Library Services, STEM Experts Initiative ($1,496,693 requested, Researcher).

STEM@HOLMM (Home & Online in Libraries & Museums with Mentors). (2016-2019, declined). *Advancing STEM engagement and success with conventional, virtual, and networked supplemental instruction.* Proposal submitted to the National Science Foundation's Improving Undergraduate STEM Education Program on January 13, 2016 (#1625098, $598,502/$192,560 requested).

Hickey, D.T., Berkopes, K., & Duncan, J. (2016-2019, declined). Advancing STEM engagement and success with conventional, virtual, and networked supplemental instruction. Proposal submitted to the National Science Foundation program in Improving Undergraduate STEM Education (#1625098, $598,502 requested)

Hickey, D. T., Landy, D., & Jacobson, E. (2016-2018, declined). *Seamless cyberlearning modules for perceptual and social mathematical engagement.* Proposal submitted to the National Science Foundation's Cyberlearning and Future Learning Technologies Program on December 18, 2015 (#1623674, $549,988/$174,928 requested).

Hickey, D. T. & Jacobson, E. D. (2016-2019, declined). *STEM PLAnets (Participatory Learning and Assessment Networks) for online engagement, understanding, and achievement.* Proposal submitted National Science Foundation's Discovery Research PreK-12 Program on December 6, 2015. (#1621109, $449,615/$147,131 requested)

Hickey, D. T. & Recesso A. (June 26, 2015, declined). *Developing stackable digital credentials for traditional and emerging careers.* Proposal submitted to the US Department of Education's First in the World program ($294,556 requested).

Hickey, D. T., Jacobson, E. D., Koh, J. H. (December 19, 2014, declined). *Open-Source Apps for Discussion-Based Online Learning in Mathematics and Beyond.* Proposal submitted to the NSF Cyberlearning Initiative (#1523184, $450,000 requested)

Hickey, D. T., & Maltese, A. (March, 2014, declined). *Dual Credit PLAnet (Participatory Learning and Assessment Network.* Proposal submitted to Cyberlearning Program at the National Science Foundation (#1441160, $548,339 requested).

Hickey, D. T., & Collins-Thompson, K. (January, 2014, declined). *STEM PLAnet (Participatory Learning and Assessment Network).* Proposal submitted to the Advancing Informal STEM Education program at the National Science Foundation (#1422703, $1,100,000, Principal Investigator).

Hickey, D. T. (May 2014, declined). *Indiana Virtual Laboratory School: Participatory Learning and Assessment for Online Students, Teachers, and Schools.* Proposal submitted to the Lyle Spencer Research Awards Program, Spencer Foundation ($1,000,000, Principal Investigator).

Hickey, D. T. (2013, declined). *Wikifolios for engaged personalization in middle school writing.* Proposal submitted to the Gates Foundation’s Literacy Courseware Initiative. ($400,000 requested. Principle Investigator).

Weiss, C., Hickey, D. T. (2012, November, declined). *Engaging future food safety scientists through participatory online environments.* Proposal submitted to the National Science Foundation Division of Research on Learning in Formal and Informal Settings ($1,122,426 requested, Co-PI).

Hickey, D. T., & Haro, N. (2012, January, declined). *Participatory assessment network for algebraic understanding and achievement.* Proposal submitted to the National Science Foundation Discovery Research K-12 program ($448,000 requested, Principal Investigator).

Hickey, D. T., & Brown, C. (2011, January, declined). *Deepening and Broadening Project-Based Algebra with Participatory Design.* Proposal submitted to the National Science Foundation’s Discovery Research K-12 program ($448,201, Principal Investigator).

Quinn, A., Seggerman, S., & Hickey, D. (2010, declined). *Games, science, & society lab.* Proposal # 1010955 submitted to the National Science Foundation, Division of Research on Learning in Formal and Informal Settings ($1,813,170, Co-PI).

Loper, S., Corrigan, S., Brown, N., & Hickey, D. (2010, declined). *Taking learning progressions to school: Designing curriculum for excellence and equity.* Proposal # 1019219 submitted to the National Science Foundation, Division of Research on Learning in Formal and Informal Settings ($3,499, 918 requested, Co-PI).

Hickey, D. T., Jenkins, H. & Reilly, E. (2010, declined). Participatory activities and assessment network (PAAN): Aligning social, civic, and academic engagement for achievement and college success. Proposal submitted to the Gates Foundation College Ready Education Program (Principal Investigator).

Hickey, D. T. (2009, declined). *Digital public voices for school-based civic expression, identity, and action.* Proposal submitted to the Spencer Foundation Civic Learning and Civic Action initiative ($417,411, Principal Investigator).

Hickey, D. T. (2009, discouraged). *Participatory activities and assessment network: Aligning informal social, civic, and academic engagement in science.* Preliminary proposal #094755 Submitted to the National Science Foundation Informal Science Education (ISE) program ($249,799 requested, Principal Investigator)

Hickey, D. T. (2008, declined). *Digital public voices for school-based civic action and expression.*  Proposal submitted to the Spencer Foundation Initiative on Civic Learning and Civic Action (Principal Investigator)

Barab, B., Gresalfi, M., Sherwood, R., Hickey, D. & Lesh, R. (2007, declined). *Learning in the 21st Century: Teacher got game.* Proposal #0733293 submitted to the National Science Foundation Division of Research on Learning in Formal and Informal settings ($2,998,578 requested, Co-PI)

Hickey, D. T., Sherwood, R. D., Delandshere, G., Lester, F., & Bonner, J. (2007, declined). *Indiana University STEM Assessment Scholars Program.* Proposal submitted to the National Science Foundation DR-K12 Initiative, March 28. ($1,312,462 requested, Principal Investigator)

Hickey, D. T., Beckmann, S., Mewborn, D. S, & Lanehart, S. L., (2004, declined). *Semi-formal classroom assessment for enhancing curriculum, discourse, understanding, and achievement in elementary mathematics. Multi-level assessment for enhancing mathematical discourse, curriculum, and achievement in diverse elementary school classrooms.* Proposal submitted to the National Science Foundation’s Instructional Materials Development (IMD) program. University of Georgia. ($717K requested).

Hay, K. E., Shaw, J. S., & Hickey, D. T. (2004, declined) Modeling-Based Inquiry: VR modeling tools, inquiry-based instructional materials, and video case-based professional development. Proposal submitted to the NASA Explorer Schools (NES) Instructional Materials and Professional Development program. University of Georgia. ($477K requested).

Hickey, D. T., Hannafin, M. J., Mewborn, D. S., & Beckman, S. (2004, declined). *Improving student learning in elementary mathematics through the alignment of instruction, multi-Level assessment, and feedback.* Proposal submitted to the U. S. Department of Education, Institute of Educational Sciences, Matheamatics and Science Education Research Grants Program ($907.986 requested).

Hickey, D. T., Covich, A. P., Kim, S. H., & McGee, S. M. (2003, declined). Alignment of worthwhile instruction, assessment, and testing in a middle school ecology curriculum. Proposal submitted to the National Science Foundation, Research on Learning Environments program ($946,106 requested)

Mausel, P. W., Dias, N. W., Hickey, D. T., Skelton, D. L. (2003, declined). *Academic content development/ educational materials for youth (ACADEMY): A prototype for quality materials development for earth and environmental sciences education for grades 9-12.* National Science Foundation’s Elementary and Secondary Instruction (ESI) Instructional Materials Development (IMD) program ($504.752 requested).

Barab, S. A., Derry, S. J., Goldstone, R. L., Herring, S. C., Hickey, D. T. (2003, declined). *Building design-based research centers: New frontiers in the interdisciplinary study of mind, cognition, context, & design.* National Science Foundation, Science of Learning Centers Catalyst Grant Program ($249,593 requested).

Hickey, D. T., & Hay, K. E. (2003, declined). *Reflective evidence for impact and evidence in computational modeling environments.* National Science Foundation’s Research on Learning & Education program ($791, 232 requested).

Hickey, D. T., Shaw, J. S., & Hay, K. E. (2003, declined). *Developing and validating web-based assessments of authentic scientific inquiry.* Proposal submitted in September 2002 to the National Science Foundation’s Division of Undergraduate Education (DUE) Program on Assessing Student Achievement ($441,533 requested).

Mausel, P. W., Dias, N. W., Hickey, D. T., Skelton, D. L., Williams, R. O. (2002, declined). *Academic content development/educational materials for youth (ACADEMY): A prototype for quality materials development for earth and environmental sciences education for grades 9-12.* Proposal submitted August 2002 to the National Science Foundation’s Elementary and Secondary Instruction (ESI) Instructional Materials Development (IMD) program ($607,796 requested).

Hickey, D. T., Azoff, E. A., Hay, K. E., Olive, J., Roulston, K. J. (2002, declined). *Assisting and evaluating technology-supported participation in math and science practices by all MSP partners.* Proposal submitted in March 2002 to the National Science Foundation’s Math and Science Partnership (MSP) Goal Three Initiative. (Amount requested, $246, 797.)

Hickey, D. T., Preissle, J. P., Wisenbaker, J. (2002, declined). *Accountability, standards, and the implementation of formative science assessment.* Proposal submitted in May 2002 to the Interagency Educational Research Initiative (IERI) ($810,589 requested).

Barab, S., Sabelli, N., Krajcik, J., Kolodner, J., Hickey, D. (2002, declined). *Scaling out: A macro-level design experiment.* Proposal submitted to the National Science Foundation’s Research on Learning Environments (ROLE) program ($1,799, 548 requested).

Hay, K. E., Guzdial, M., Hannafin, M. J. & Hickey, D. T. (2001, declined). *The development, extension, and validation of a the Integrated Temporal Multimedia Data (ITMD) research model.* Proposal submitted December 2001 to National Science Foundation’s Information Technology Research (ITR) program ($3,914,311 requested).

Hickey, D. T., & Hay, K. E. (2001, declined). *Systemically valid science assessment practices for ubiquitous digital video.* Proposal to NSF’s Research on Learning Environments (ROLE) program ($648,645 requested).

Hannafin, M. J., Guzdial, M., Hay, K. E., Hickey, D., & Hutchins, R. R. (2000, declined). *IT tools for representing and sharing data in distributed, collaborative, research and development.* Proposal submitted to the National Science Foundation's Information Technology Research (ITR) program (2,605,380 requested).

**Unfunded Internal Research Proposals**

Borner, K., Burke, K., Hickey, D., Kagonovich, M., Motz, B., Rehrey, G., Robinson, J., Shepard L., & Slaper, T. (2017, declined). *Educational data sciences: Enhancing pathways for lifelong success.* Proposal submitted to the Indiana University Grand Challenges Initiative. ($2,255,55 requested, Co-PI)

Borner, K., Burke, K. Goldstone, R., Groth, D., Hickey, D., Kagonovich, M., Morrone, A., Motz, B., Rehrey, G., Robinson, J., Shepard L., & Slaper, T. (2016, declined). *Educational data sciences: Precision learning, teaching, and leadership.* Proposal submitted to the Indiana University Grand Challenges Initiative. ($2,233,636 requested, Co-PI)

Hickey, D. T., & Haro, N. (2011, declined). *Design principles for digital professional networks for secondary STEM educators.* Proposal submitted to the Indiana University Collaborative Research Grants program ($100,000, Principal Investigator).

Hickey, D. T. (October, 2008, declined). *Developing digital public voices for creative and political expression.* Proposal Submitted to the Indiana University New Frontiers in the Arts and Humanities Program ($50,000, Principal Investigator).

Hickey, D. T. (September, 2008, declined). *Fostering worthwhile school-based participation in digital arts and humanities.* Proposal to the Indiana University Institute for Digital Arts and Humanities Fellowship Program ($70,000, Principal Investigator).

Hickey, D. T. (January 2008, declined). *Examining and enhancing the usefulness of technology-based practice achievement tests*. Proposal to the IU School of Education Kempf Grants Program ($19,160, Principal Investigator).

**PUBLICATIONS**

**In Press**

Hickey, D. T., & Lam, D. (in press). Emerging perspectives on the transfer of learning. In A. O'Donnell & J. Reeve (Eds).  *Handbook of educational psychology*.  Oxford University Press. Manuscript accepted, June 14, 2021.

**In Review**

Freedman, E. B., Hickey, D. T., Chartrand, G., Harris, T., Schamberger, B., and Luo, M. Q. (in review). Promoting equity through productive disciplinary engagement and expansive framing. Manuscript accepted for review at *Educational Psychologist* in September 2023.

Hickey, D. T., and Kantor, R. (in review). Cognitive theories of learning transfer and cybersecurity instruction and assessment*.* Accepted for review in *The Journal of Cybersecuirty Education Review and Practice* in September 2023

**In Progress**

Hickey, D. T., Luo, Q. M., & Lam, C. (in preparatation). A stridently situative perspective on inclusive engagement and assessment. Chapter in preparation for G. A. D. Liem, J. Fredricks, & Z. Y. Wong (Eds.), *Research on sociocultural influences on motivation and learning.* Information Age Publishers.

Hickey, D. T., Harris, T., & Lee, H. (in revision). Thematic review of the research on assessment principles, formats, and levels in online and open learning. Revision requested October 15, 2022

Freedman, E. Hickey, D. T., Chartrand, G., & Harris, T. (in progress). *A comprehensive review of productive disciplinary engagement and expansive framing.*

Hickey, D. T. (in progress). *Situative theories of learning transfer and cybersecurity instruction and assessment.*

Hickey, D. T. (in progress). *Evolving and emerging theories of transfer and diversity in cybersecurity education*

**Peer-Reviewed Articles**

Ahmed, T., Boulus S., Adarkwah, M. A., Bozkurt, A., Hickey, D. T., Huang, R. & Agyemang, B. (2023). What if the devil is my guardian angel: ChatGPT as a case study of using chatbots in education. *Smart Learning Environments*, *10,* 15

Hickey, D. T. (2022). Situative approaches to online engagement, assessment, and equity. [Commentary in a special issue on diverse lenses on online learning]. *Educational Psychologist, 57* (3), 221-225).

Hickey, D. T. & Harris, T. (2021). Re-imagining online grading, assessment, and testing using situated cognition. *Distance Education, 42* (2), 290-309.

Hickey, D. T., Duncan, J., Gaylord, C., Hitchcock, C., Itow, R., & Stephens, S. (2020).  gPortfolios: A pragmatic approach to online asynchronous assignments. *Information and Learning Sciences* (joint special issue on emergency remote instruction) *121* (5/6), 273-283.

Hickey, D. T., Chartrand, G. T., & Andrews, C. D. (2020). Expansive framing as a pragmatic theory for instructional design. *Educational Technology Research and Development* [Special issue on *The crucial role of theoretical scholarship for learning design and technology*]68 (2), 751-782.

Hickey, D. T., & Chartrand, G. T. (2020). Recognizing competencies vs. completion vs. participation: Ideal roles for web-enabled digital badges. *Education and Information Technologies, 25* (2), 943-956.

Hickey, D. T., Robinson, J., Fiorini, S, & Feng, Y. (2019). Internet-based alternatives for equitable preparation, access, and success in gateway courses. *The Internet in Higher Education, 1-14*

Casilli, C, & Hickey, D. T. (2016). Transcending conventional credentialing and assessment paradigms with information-rich digital badges. *The Information Society, 32* (2), 117-129.

O’Byrne, W.I., Schenke, K., Willis, J.E., Hickey, D.T. (2015). Digital badges: Recognizing, assessing, and motivating learners in and out of school contexts. *Journal of Adolescent and Adult Literacy*, *58* (6), 451-454.

Hickey, D. T. (2015). A situative response to the conundrum of formative assessment. *Assessment in Education: Principles, Policy & Practice*, *22*(2), 202-223.

Voogt, J., Laferrière, T., Breuleux, A., Itow, R. C., Hickey, D. T., McKenney, S., (2015). Collaborative design as a form of professional development: Teacher learning by design. *Instructional Science, 42* (2), 259-282. (DOI.org/10.1007/s11251-014-9340-7

Filsecker, M., Hickey, D. T. (2014). A multilevel analysis of the effects of external rewards on elementary students’ motivation, engagement, & learning. *Computers & Education, 75,* 136-148 (DOI .org/10.1016/j.compedu.2014.02.008; ISI Impact = 2.77).

Shen, X, Hickey, D. T., Li, S., & Li, Y. (2014). How to enhance participation, learning and assessment in Big Open Online Course (in Chinese). Open Education Research, (3) 63-70.

Hickey, D. T., & Rehak, A. (2013). Wikifolios and participatory assessment for engagement, understanding, and achievement in online courses. *Journal of Educational Media and Hypermedia, 22* (4), 229-263.

Hickey, D. T., & Zuiker, S. J. (2012). Multi-level assessment for discourse, understanding, and achievement in innovative learning contexts. *The Journal of the Learning Sciences, 22,* (4) 1-65 (DOI: 10.1080/10508406.2011.652320; ISI Impact = 3.04).

Hickey, D. T., Tassoobshirazi, G., Cross, D. (2012). Assessment *as* learning. Enhancing discourse, understanding, and achievement in innovative science curricula. *Journal of Research in Science Teaching, 49,* 1240-1270 (DOI: 10.1002/tea.21056; ISI Impact = 2.55).

McWilliams, J., Hickey, D. T., Hines, M. B., Conner, J, M., & Bishop, S. C. (2011). Using collaborative writing tools for literary analysis: Twitter, fan fiction, and *The Crucible* in the secondary English classroom. *Journal of Media and Literacy Education (2),* 3.

Davis, H. J., Peppler, K. A., & Hickey, D. T. (2011). Assessment assemblage: Advancing portfolio practice through assessment state theory. *Studies in Art Education, 52* (3), 213-224.

Hickey, D. T., McWilliams, J. T., & Honeyford, M. A., (2011). Reading Moby-Dick in a participatory culture: Organizing assessment for engagement in a new media era. *Journal of Educational Computing Research, 44* (4), 247-273 (DOI: 10.2190/EC.45.2.g; ISI Impact = 0.372).

Hickey, D. T., (2010). Five observations about the ISSOTL conference from an education faculty member. The International Commons, 5 (1), 33-36.

Hickey, D. T., Ingram-Goble, A., & Jameson, E. (2009). Designing assessments and assessing designs in virtual educational environments. *Journal of Science Education and Technology, 18,* 187-208 (DOI: 10.1007/s10956-008-9143-1; ISI Impact = 0.94).

Wolfe, E. W., Hickey, D. T., Kindfield, A. C. H. (2009). An application of the multidimensional random coefficients multinomial logit model to evaluating cognitive models of reasoning in genetics. *Journal of Applied Measurement, 10,* 196-207.

Barab, S. A., Gresalfi, M., Ingram-Goble, A., Jameson, E., Hickey, D., Akram, S., & Kizer, S. (2009). Transformational play and Virtual worlds: Worked examples from the Quest Atlantis project**.** *International Journal of Learning and Media*, 1(2) (http://ijlm.net/knowinganddoing/10.1162/ijlm.2009.0023).

Cross, D., Taasoobshirazi, G., Hendricks, S., & Hickey, D. T. (2008). Argumentation: A strategy for improving achievement and revealing scientific identities. *International Journal of Science Education, 30,* 837-861 (DOI 10.1080/09500690701411567; ISI Impact = 1.34).

Anderson, K., Zuiker, S., Taasobshirazi, G., & Hickey, D. T. (2007). Classroom discourse as a tool to enhance formative assessment and practise in science*.*  *International Journal of Science Education, 29* (14), 1721-1744 (DOI: 10.1080/09500690701217295; ISI Impact = 1.34).

Barab, S, Zuiker, S., Warren, S, Hickey, D., Ingram-Goble, A, Kwon, E., Kouper, I, & Herring, S. (2007). Situationally embodied curriculum: Relating formalisms and contexts. *Science Education, 91,* 750-782 (DOI: DOI 10.1002/sce; ISI Impact = 2.38).

Barab, S., Sadler, T., Heiselt, C., Hickey, D., & Zuiker, S. (2007). Relating narrative, inquiry, and inscriptions: A framework for socioscientific inquiry. *Journal of Science Education and Technology, 16,* 59-82 (DOI 10.1007/S10956-010-9220; ISI Impact = 0.94).

Taasobshirazi, G., Anderson, K. A., Zuiker, S. J., & Hickey, D. T. (2006). Enhancing inquiry, understanding, and achievement in an astronomy multimedia astronomy learning environment. *Journal of Science Education and Technology, 15,* 383-395 (DOI: 10.1007/S10956-006-9028- 0; ISI Impact = 0.94).

Hickey, D. T., Zuiker, S. J., Taasobshirazi, G., & Schafer, N. J., & Michael, M. A., (2006). Three is the magic number: A design-based framework for balancing formative and summative functions of assessment. *Studies in Educational Evaluation, 32* (3), 180-201.

Taasobshirazi, G., & Hickey, D. T. (2005). Promoting argumentative discourse: A design-based implementation and refinement of an astronomy multimedia curriculum, assessment model, and learning environment *Astronomy Education Review, 4* (1).

Hickey, D. T., & Zuiker, S. J. (2005). Engaged participation: A sociocultural model of motivation with implications for assessment. *Educational Assessment, 10*, 277-305.

Hickey, D. T., Kindfield, A. C. Horwitz, P., & Christie, M. A. (2003). Integrating curriculum, instruction, assessment, and evaluation in a technology-supported genetics environment*. American Educational Research Journal*, *40* (2) 495-538. (http://www.jstor.org/stable/3699396; ISI Impact = 3.10)

Hickey, D. T, & Zuiker, S. (2003). A new perspective for evaluating innovative science learning environments. *Science Education, 87,* (3) 539-563 (DOI: 10.1002/sce.10087; ISI Impact = 2.38)

Hickey, D. T. (2003) Engaged participation vs. marginal non-participation: A stridently sociocultural model of achievement motivation. *Elementary School Journal, 103* (4), 401-429 (ISI Impact = 1.20).

Hickey, D. T., Moore, A. L., & Pellegrino, J. W. (2001). The motivational and academic consequences of two innovative mathematics environments: Do curricular innovations and reforms make a difference? *American Educational Research Journal* *38,* (3) 611-652 (ISI Impact = 3.10).

McCaslin, M., & Hickey, D. T. (2001). Educational psychology, social constructivism, and educational practice: A case of emergent identity. *Educational Psychologist, 36,* 133-140 (ISI Impact = 3.29).

Hickey, D. T., Wolfe, E. W., & Kindfield, A. C. H. (2000). Assessing learning in a technology-supported genetics environment: Evidential and consequential validity issues. *Educational Assessment*, 6 (3), 155-196.

Hickey, D. T., Kindfield, A. C. H., Horwitz, P., & Christie, M. A. (1999). Advancing educational theory by enhancing practice in a technology supported genetics learning environment. *Journal of Education, 181*(2), 1-33.

Hickey, D. T. (1997). Motivation and contemporary socio-constructivist instructional perspectives. *Educational Psychologist*, *32,* 175-193 (ISI Impact = 3.29).

Lin, X. D., Bransford, J. D., Hmelo, C., Kantor, R., Hickey, D., Secules, T., Petrosino, A., Goldman, S., and the Cognition & Technology Group at Vanderbilt (1995). Instructional design and the development of learning communities: An invitation to a dialogue. *Educational Technology, 35* (1), 53-63.

Moore, J. L., Lin, X., Schwartz, D. L., Petrosino, A., Hickey, D. T., Cambell, O., Hmelo, C., & The Cognition and Technology Group at Vanderbilt. (1994). The relationship between situated cognition and anchored instruction: A response to Tripp. *Educational Technology, 34*, 28-32.

Fischer, S. F., Hickey, D. T., Pellegrino, J. W., Law, D. L. (1994). Strategic processing in dynamic spatial reasoning tasks. *Learning and Individual Differences*, *6* (1), 65-105. (ISI Impact = 1.51)

Cognition and Technology Group at Vanderbilt (1993). Anchored instruction and situated cognition revisited. *Educational Technology, 33* (3), 52-70.

Cognition and Technology Group at Vanderbilt. (1992). The Jasper series as an example of anchored instruction: Theory, program description, and assessment data. *Educational Psychologist*, *27*, 231-315. (ISI Impact = 3.29)

**Books**

Noyce, P. E., & Hickey, D. T. (Eds.) (2011), New frontiers in formative assessment. Cambridge, MA: Harvard Education Press (ISBN 1612501176).

The Cognition & Technology Group at Vanderbilt (1997). *The Jasper project: Lessons in curriculum, instruction, assessment, and professional development.* Erlbaum: Mahwah, NJ (ISBN 1135457387).

Sticht, T. G., Armstrong, W. B., Hickey, D. T., & Caylor, J. S. (1987). *Cast-off youth: Policy and training methods from the military experience.* New York: Praeger (ISBN 0275926214).

**Book Chapters**

Hickey, D. T. (2022). Productive disciplinary engagement and expansive framing: The situative legacy of Randi Engle. In M. McCaslin & T. Good (Eds.) *Routledge Online Encyclopedia of Education.* <https://doi.org/10.4324/9781138609877-REE228-1>

Hickey, D. T., Harris, T., & Lee, H. (2022). Dimensions of assessment in online and open education in terms of purpose, function, and theory. In O. Zawacki-Ricter & I. Jung (Eds). *Handbook of open, distance, and digital education* (pp 1325-1338)In Springer’s Major Reference Works series. <https://link.springer.com/referenceworkentry/10.1007/978-981-19-0351-9_80-1>

Hickey, D. T., & Buchem, E. (2021). Advancing sustainable educational ecosystems with open digital credentials and badges. In S. Jagannathan (Ed.) *Educational technologies for sustainable development: How upskilling data, analysis, and digital innovations foster lifelong learning* (pp. 293-308) Routledge . [https://www.routledge.com/Reimagining-Digital-Learning-for-Sustainable-Development-How-Upskilling/Jagannathan/p/book/9780367545604#](https://www.routledge.com/Reimagining-Digital-Learning-for-Sustainable-Development-How-Upskilling/Jagannathan/p/book/9780367545604)

Chartrand, G. T., Andrews, C. D., Hickey, D. T. (2020). Designing for generative online learning: A situative program of research. In B. Hokason et al. (Eds.), *Intersections across disciplines: Educational communications and technology: Issues and Innovations* (pp. 81-92). Springer.

Hickey, D. T., Uttamchandani, S. L., & Chartrand, G. T. (2020). *Competencies in context: New approaches to capturing, recognizing, and endorsing learning.* In Bishop, M. J., Boling, E., Elen, J., & Svihla, V. (Eds.). *Handbook of research in educational communications and technology* (547-592). New York, NY: Springer.

Hickey, D. T., & Schenke, K. (2019). Open digital badges and reward structures. In K. A. Renninger & S. E Hidi S.E. (Eds.), The Cambridge handbook on motivation and learning (pp, 209-237) Cambridge MA: Cambridge University Press.

Hickey, D. T., & Andrews, C. D. (2018). Motivating engaged participation and learning in fully online course contexts. In D. M. McInerney & G. A. D. Liem, (Eds.) *Big Theories Revisited (Volume 2,* pp 353-373)*.* Greenwich, CT: Information Age Publishing.

Hickey, D. T., Coleman, K. S., & Chen, H. L. (2017). New ways to demonstrate achievements: Warranting eportfolio evidence. In T. Batson, K. S. Coleman, C. E. Watson, T. L. Rhodes, & A. Harver (Eds.) *Field guide to eportfolio* (pp. 51-59).Washington DC: American Association of Colleges and Universities. [http://c.ymcdn.com/sites/www.aaeebl.org/resource/collection/AC75A77C-BADD-4562-8D47-6D65B82C1519/Field\_Guide\_Eportfolio\_(2017).pdf](http://c.ymcdn.com/sites/www.aaeebl.org/resource/collection/AC75A77C-BADD-4562-8D47-6D65B82C1519/Field_Guide_Eportfolio_%282017%29.pdf)

Hickey, D. T. (2017). *MOOCs.* In K. Peppler (Ed.). *Encyclopedia of out-of-school learning*: Volumes 1 and 2 (pp. 57-59). Los Angeles, CA: Sage Publications.

Hickey, D. T. , (2017). *Badges.* In K. Peppler (Ed.) *Encyclopedia of out-of-school learning*: Volume 1 (pp. 460-463). Los Angeles, CA: Sage Publications.

Hickey, D. T. & Uttamchandani, S. L. (2017). Beyond hype, hyperbole, myths, and paradoxes: Scaling up participatory learning in a big open online course. In L. Losh (Ed.) *The MOOC moment: Experiments in scale and access in higher education* (pp. 13-36).Chicago, IL: The University of Chicago Press.

Itow, R. C., Hickey, D. T. (2016). When digital badges work: It’s not about the badges, it’s about learning ecosystems. In Ifenthaler, D., Bellin-Mularski, N., & Mah, D-K. (Eds.) *Foundation of Digital Badges and Micro-Credentials: Demonstrating and recognizing knowledge and competencies* (pp. 411-420). Springer: New York

Chow, C., Willis, J.E., & Hickey, D.T. (2016). Learning with digital badges in formal, informal, and crowd-sourced settings. In L. Muilenburg and Z. Burge (Eds.) (pp. 122-134) Digital badges in education: Trends, issues, and cases. New York: Routledge.

Hickey, D. T., Honeyford, M. A., & McWilliams, J. C. (2013) Participatory assessment in a climate of accountability. In H. Jenkins & W. Kelly, *Reading in a participatory culture: Remixing* Moby-Dick *in the English classroom* (pp. 169-184)*.* New York: Teachers College Press (ISBN 9780807754016).

Hickey, D. T. & Jameson, E. (2012). Designing for participation in immersive educational videogames. In D. Ifenthaler, D. Eseryel, X. Ge (Eds.), *Assessment in game-based learning: Foundations, innovations, and perspectives* (pp. 401-430)*.* New York: Springer (ISBN 9781461435464).

Hickey, D. T., & Itow, R., C. (2012). Participatory assessment for participatory teaching & learning in school contexts. In E. Reilly & I. Literati (Eds.), *Designing with teachers: Participatory approaches to professional development and education* (pp. 78-88). Project New Media Literacies: University of Southern California.

Hickey, D. T. & Filsecker, M. K. (2012). Participatory assessment for organizing inquiry in educational videogames and beyond. In K. Littleton, E. Scanlon, & M. Sharples, (Eds.) *Orchestrating inquiry learning* (pp. 146-174)*.* London: Taylor and Francis (ISBN: 0415601134).

Hickey, D. T. (2012). “Reading in context” for networked engagement in course readings. In R. Morgan & K. Olivares (Eds.), *Quick hits: Teaching with technology* (pp. 14-18)*.* Bloomington IN: Indiana University Press.

Bishop, S. C., & Hickey, D. T. (2012). Fostering e-learning discourse among professional networking groups. In R. Morgan & K. Olivares (Eds), *Quick hits: Teaching with technology* (pp. 95-97).Bloomington IN: Indiana University Press.

Hickey, D. T. (2011). A gentle critique of formative assessment and a participatory alternative. In P. Noyce & D. T. Hickey (Eds.), New frontiers in formative assessment(pp. 207-222). Cambridge, MA: Harvard Education Press (ISBN 1612501176).

Noyce, P., & Hickey, D. T. (2011). Conclusions: Lessons learned, controversies, and new frontiers. In P. Noyce & D. T. Hickey (in press). New frontiers in formative assessment(pp. 223-238)Cambridge, MA: Harvard Education Press (ISBN 1612501176).

Hickey, D. T. (2011). Participation by design: Improving individual motivation by looking beyond it. In D. M. McInerney, R. A. Walker, G. A. D. Liem, (Eds.) *Sociocultural theories of learning and motivation: Looking back, looking forward* (pp. 137-161)*.* Charlotte, NC: Information Age Publishers (ISBN 9781617354380).

Hickey, D. T., Honeyford, M. A., Clinton, K. A., & McWilliams, J. (2010). Participatory assessment of 21st Century proficiencies. In V. J. Schute and B. Becker (Eds.), *Innovative assessment in the 21st century: Supporting educational needs* (pp 107-139). New York: Springer (ISBN 9781441965295).

Hickey, D. T., & Anderson, K. (2007). Situative approaches to assessment for resolving problems in educational testing and transforming communities of educational practice. In P. Moss (Ed). *Evidence and decision making. The 103rd NSSE Yearbook* (pp. 269-293)*.*  National Society for the Study of Education/University of Chicago Press.

Hickey, D. T. & Schafer, N. J (2006). Design-based, participation-centered approaches to classroom management. In C. Evertson and C. Weinstien (Eds.).  *Handbook for classroom management: Research, practice, and contemporary issues* (pp. 887-908). New York: Merill-Prentice Hall (ISBN 0805847545).

Pellegrino, J. W., & Hickey, D. T. (2006). Knowing what students know: A retrospective and prospective on educational assessment and its role in teaching and learning*.* In L. Verschaffel, F. Dochy., Boekaerts, M., & Vosniadou, S. (Eds.). *Instructional psychology: Past, present, and future trends. Fifteen essays in honor of Erik De Corte* (Advances in Learning and Instruction Series) (pp. 169-189)*.* Oxford: Elsevier.

Hickey, D., & Pellegrino, J. W. (2005). Theory, level, and function. Three dimensions of transfer for understanding student assessment.  In J. Mestre (Ed.)*Transfer of learning from a modern multidisciplinary perspective* (pp. 251-293). Information Age Publishing.

Hickey, D. T. (2005). Levels, representations, and iterations: A design-based assessment framework with potential for enhancing vocational education. In H. Gruber, C. Harteis, R. H. Mulder, & M. Rehrl (Eds.), Bridging individual, organizational, and cultural perspectives on professional learning (pp. 327–344). Regensburg: Roderer.

Hickey, D. T., & Granade, J. B. (2004). The influence of sociocultural theory on our theories of engagement and motivation. In D. McInerney and S. Van Etten (Eds.). *Big theories revisited*: *Sociocultural influences on motivation and learning, Volume 4*, (pp. 200-223). New York: Information Age Publishing (ISBN 1593110537).

Cognition and Technology Group at Vanderbilt (2003). Connecting learning theory and instructional practice: Leveraging some powerful affordances of technology. In H. F. O’ Neill & R. S. Perez (Eds.). *Technology applications in education: A learning view* (pp. 173-209). Mahwah, NJ: Erlbaum (ISBN 0805836497).

Hickey, D. T., & McCaslin, M (2001). Comparative and sociocultural analyses of context and motivation. In S. Volet, S. & S Järvelä (Eds.), *Motivation in learning contexts: Theoretical and methodological implications.*  (pp. 33-56). Amsterdam: Pergamon/Elsevier (ISBN 008043990).

McCaslin, M. & Hickey, D. T. (2001). Self-regulated learning and academic achievement: A Vygotskian view. In B. Zimmerman and D. Schunk (Eds.), *Self-regulated learning and academic achievement: Theory, research, and practice, Second Edition* (pp. 227-252). Mahwah, NJ: Erlbaum (ISBN 1135659141).

Goldman, S. R., Petrosino, A., Sherwood, R. D., Garrison, S., Hickey, D. T., Bransford, J. B., Pellegrino, J. W. (1996). Anchoring science instruction in multimedia learning environments. In S. Vosniadou, E. DeCorte, R. Glaser, & H. Mandl (Eds.), *International perspectives on the design of technology-supported learning environments* (pp. 257-284).Mahwah, NJ: Erlbaum (ISBN 1136488901).

Cognition and Technology Group at Vanderbilt (1996). Looking at technology in context: A framework for understanding technology and education research. In D. C. Berliner and R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 807-840). New York: Simon & Schuster Macmillan (ISBN 0028970896).

Hickey, D. T., Petrosino, A., Pellegrino, J. W., Bransford, J. B., Goldman, S. R., & Sherwood, R. D. (1994). The Mars mission challenge: A generative problem-solving school science environment. In S. Vosniadou, E. De Corte, R. Glaser, & H. Mandl (Eds.), *Psychological and educational foundations of technology-based learning environments* (NATO ASI Series) (pp. 97-104). Berlin: Springer-Verlag.

Goldman, S. R., Petrosino, A., Sherwood, R. D., Garrison, S., Hickey, D., Bransford, J. D., & Pellegrino, J. W. (1994). Multimedia environments for enhancing science instruction. In S. Vosniadou, E. De Corte, R. Glaser, & H. Mandl (Eds.), *International perspectives on the psychological foundations of technology-based learning environments* (pp. 89-96). Berlin: Springer-Verlag (ISBN 3642791514).

Cognition and Technology Group at Vanderbilt. (1994). From visual word problems to learning communities: Changing conceptions of cognitive research. In K. McGilly (Ed.), *Classroom lessons: Integrating cognitive theory and classroom practice* (pp. 157-200). Cambridge, MA: MIT Press/Bradford Books (ISBN 0262631687).

Sticht, T. G., & Hickey, D. T. (1991). Functional context theory, literacy, and electronics training. In R. F. Dillon & J. W. Pellegrino (Eds.), *Instruction: Theoretical and applied perspectives* (pp 82-106). New York: Praeger (ISBN 0275927350).

Sticht, T. G., & Hickey, D. T. (1987). Technical training for "mid-level literate" adults. In C. Klevins (Ed.), *Materials and methods in adult and continuing education*. Los Angeles: Klevins Publications.

**Published Peer-Reviewed Conference Proceedings**

Freedman, E., Hickey, D., Harris, T., Chartrand, G. Schamberger, B., & Luo, Q. M. (2023, June). Supporting diversity, equity, and inclusion through productive disciplinary engagement and expansive framing. In J. Slotta, L. Charles. A. Breulleux, T. Laferriére, & R. Casidy (Eds.), *Buidling knowledge and sustaining our community.* Proceedings of the annual meeting of the International Society for the Learning Sciences. Montreal, Canada.

Haris. T., Freedman, E., Jongewaard, R., Hickey, D. T., & Schamberger, B. (2023, June). Productive disciplinary engagement and expansive framing as foundations for teacher education. In In J. Slotta, L. Charles. A. Breulleux, T. Laferriére, & R. Casidy (Eds.), *Buidling knowledge and sustaining our community.* Proceedings of the annual meeting of the International Society for the Learning Sciences. Montreal, Canada.

Harris, T., & Hickey, D. T. (2023, June). The expansive framing of engagement survey: Instrument validation insights from confirmatory factor analysis. In In J. Slotta, L. Charles. A. Breulleux, T. Laferriére, & R. Casidy (Eds.), *Buidling knowledge and sustaining our community.* Proceedings of the annual meeting of the International Society for the Learning Sciences. Montreal, Canada.

Quick, J. D., & Hickey, D. T. (2023, June). Studying whether expansive framing and authorship impact transfer using statistical discourse analysis. In In J. Slotta, L. Charles. A. Breulleux, T. Laferriére, & R. Casidy (Eds.), *Buidling knowledge and sustaining our community.* Proceedings of the annual meeting of the International Society for the Learning Sciences. Montreal, Canada.

Bonsignore, E., Hansen, D., Hickey, D., Piety, P., Chartrand, G., Gedris, K., ... & Kartchner, K. (2022, June). The Playable Case Study Authoring and Simulation Platform. In *General Proceedings of the 2nd Annual Meeting of the International Society of the Learning Sciences 2022* (Vol. 1, No. 1).

Quick, J. D., & Hickey, D. T. (2022, June) Identifying associations between expansive framing and transfer through learning analytics in an online context. In J. Oshima, T. Mochizuki, & Y. Hayashi (Eds.). Proceedings of the Annual Meeting of the International Society for the Learning Sciences (virtual, pp. 1004-1009). <https://www.dropbox.com/s/djb1peql83ojwzn/ISLS2022%20General%20Proceedings.pdf?dl=0>

Hickey, D. T., Harris, T., & Chartrand, G. (2021, June). Expansive framing of engagement survey. A situative alternative to the Community of Inquiry survey. In E. de Vries, Y. Hod, & J. Ahn (Eds) *Reflecting the past, embracing the future.* Proceedings of the annual meeting of the International Society for the Learning Sciences (virtual, pp. 789-795). <https://drive.google.com/file/d/1NuYhdOKDgpp_omNH6qXKYmAh2G5_c9iv/view?usp=sharing>

Hickey, D. T., & Itow, R. C. (2020, June). Scaling up and scaling out situative design of online/hybrid instruction and assessment.In M. Gresalfi & I. Horn (Eds) *Proceedings of the Biennial Meeting of International Conference on Learning Sciences*, Nashville, TN. (pp. 2581-2584) <https://45.55.127.102/bitstream/1/6624/1/2581-2584.pdf>

Hickey, D. T., Andrews, C., Chartrand, G., Itow, R. (2019, June). Expansive framing for equitable PDE in online CSCL contexts. In K. Lund, G. Niccolai, E. Lavoue, C. Hmelo-Silver, G. Gweon, & M. (Eds.), Proceedings of the biennial meeting of Computer Supported Collaborative Learning, Volume 1 (pp. 760-770) <https://www.cscl2019.com/upload/pdf/CSCL-2019-Volume-1.pdf>

Andrews, C, Chartrand, G., & Hickey, D. T. (June, 2019). Expansively framing social annotations for generative collaborative learning in online courses. [published symposium proposal] In K. Lund, G. Niccolai, E. Lavoue, C. Hmelo-Silver, G. Gweon, & M. (Eds.), Proceedings of the biennial meeting of Computer Supported Collaborative Learning, Volume 2 (pp. 780-782) <https://www.cscl2019.com/upload/pdf/CSCL-2019-Volume-2.pdf>

Hickey, D. T., Andrews, C. D., & Chartrand, G. T., (2019, June 19). Digital badges for capturing, recognizing, and endorsing broad forms of learning. In K. Lund, G. Niccolai, E. Lavoue, C. Hmelo-Silver, G. Gweon, & M. (Eds.), Proceedings of the biennial meeting of Computer Supported Collaborative Learning, Volume 1 (pp. 656-659) <https://www.cscl2019.com/upload/pdf/CSCL-2019-Volume-1.pdf>

Hickey, D. T., & Chartrand, G. (2018, June). Recognizing competencies vs. completion vs. participation: Ideal roles for web-enabled digital credentials*.* In J. Kay and R. Luckin *Rethinking learning in the digital age: Making learning sciences count.* Proceedings of the biennial meeting of the International Conference of the Learning Science, Volume 3 (pp. *792-799*) <http://ccl.northwestern.edu/2018/ICLS2018Volume3_proceedings.pdf>

Hickey, D. T. (2016, June). Competency-based digital badges and credentials: Cautions and potential solutions from the field. In C. K. Looi, U. Cress, J. Polman, J. & P. Riemann (Eds.) *Proceedings of the 12 Biennial International Conference of the Learning Sciences. Singapore* (pp. 538-545). <https://www.isls.org/icls/2016/docs/ICLS2016_Volume_1_30June2016.pdf>

Hickey, D. T. (2016, June) Scaling up productive disciplinary engagement with participatory learning and assessment. In C. K. Looi, U. Cress, J. Polman, J. & P. Riemann (Eds.) *Proceedings of the 12 Biennial International Conference of the Learning Sciences. Singapore* (pp 546-553)<https://www.isls.org/icls/2016/docs/ICLS2016_Volume_1_30June2016.pdf>

Hickey, D. T., Quick, J. D., & Shen, X. (2015). Formative and summative analyses of disciplinary engagement and learning in a big open online course. *LAK '15: Proceedings of the Fifth International Conference on Learning Analytics and Knowledge*, (pages 310-314) <http://dx.doi.org/10.1145/2723576.2723634>

Hickey, D. T., & Willis, J. E. (2015, March 16). Research designs for studying individual and collaborative learning with digital badges.  In D. Hickey, J, Jovanovic, S. Lonn, and J. E. Willis (Eds.) *Proceedings of the 2nd International Workshop on Open Badges in Education* (pp. 36-40). <http://ceur-ws.org/Vol-1358/paper5.pdf>.

Willis, J. E., Quick, J. D., & Hickey, D. T. (2015, March 16). *Digital badges and ethics: The uses of individual learning data in social contexts.* In D. Hickey, J, Jovanovic, S. Lonn, and J. E. Willis (Eds.) Proceedings of the 2nd International Workshop on Open Badges in Education (pp. 41-45). <http://ceur-ws.org/Vol-1358/paper6.pdf>.

Hickey, D. T., Jovanovic, J., Lonn, S., & Willis, J. E. (Eds.) (2015). Proceedings of the 2nd International workshop on open badges in education (OBIE).  Sponsored by the Society for Learning Analytics Research.  <http://ceur-ws.org/Vol-1358/>

Tran, C., Schenke, K., & Hickey, D. T. (2014). Design principles for motivating learning with digital badges: Consideration of contextual factors of recognition and assessment. Proceedings of the 11th Biennial International Conference of the Learning Sciences, Boulder CO. (pp 1027-1031).

Piety, P. J, Hickey, D. T., & Bishop, M. J. (2014). *Educational Data Sciences: Framing emergent practices for analytics of learning, organizations, and systems.*  Proceedings of the Fourth International Conference on Learning Analytics and Knowledge (pp. 193-202, <http://dx.doi.org/10.1145/2567574.2567582> ).

Filsecker, M. K., & Hickey, D. T. (2013, June). Incentives in educational games: A multilevel analysis of their impact on elementary students’ engagement and learning. In M. Kapur, M. Nathan., S. Puntambekar, & N. Rummel, (Eds.) *To See the World and a Grain of Sand: Learning Across Levels of Space, Time, and Scale: CSCL 2013 Conference Proceedings Volume 1, Full Papers & Symposia.* (pp. 208-215). International Society for the Learning Sciences (<http://gerrystahl.net/proceedings/cscl2013/cscl2013proceedings1.pdf>)

Itow, R. C., & Hickey, D. T., (2013, June). Bridging networked learning across multiple levels: Participatory approaches to competency-based learning. In M. Kapur, M. Nathan., S. Puntambekar, & N. Rummel, (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 and Poster* (pp. 208-215). International Society for the Learning Sciences (<http://gerrystahl.net/proceedings/cscl2013/cscl2013proceedings2.pdf> ).

Rehak, A. M., & Hickey, D. T. (2013). A multi-level analysis of participation and achievement in an online course context. In M. Kapur, M. Nathan., S. Puntambekar, & N. Rummel,(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 and Poster* (pp. pp. 125-129). International Society for the Learning Sciences (<http://gerrystahl.net/proceedings/cscl2013/cscl2013proceedings2.pdf> ).

Itow, R. C., & Hickey, D. T. (2012, July), *Design-based implementation research of spreadable educational practices within the Participatory Learning and Assessment Network (PLAnet).* In J. van Aalst, K. Thompson, M. J. Jacobson, & P. Reimann (Eds.) *The Future of Learning: Proceedings of the 10th International Conference of the Learning Sciences, Volume 2, Short Papers, Symposia, and Abstracts* (pp. 553-555).International Society of the Learning Sciences, NSW Australia.

Hickey, D. T., Strackeljahn, A., & Itow, R. C. (2012, July). *Participatory learning and assessment in e-learning contexts.* n J. van Aalst, K. Thompson, M. J. Jacobson, & P. Reimann (Eds.) *The Future of Learning: Proceedings of the 10th International Conference of the Learning Sciences, Volume 2, Short Papers, Symposia, and Abstracts* (pp. 541-543)International Society of the Learning Sciences, NSW Australia.

Hickey, D. T., Barab, S. A., Ingram-Goble, A., & Zuiker, S. J. (2008). First things first. Design principles for worthwhile educational videogames. In P. Kirschner & G. Kansellor(Eds.) *A learning World: Proceedings of the 8th International Conference for the Learning Sciences.* International Society for the Learning Sciences. Utrect, the Netherlands (572-580 <http://gerrystahl.net/proceedings/icls2008/papers/paper572.pdf>).

Barab, S. A., Hay, K. E., Hickey, D. T. (Eds.) (2006). *Proceedings of the 7th International Conference for the Learning Sciences.* Mahwah, NJ: Erlbaum.

Hickey, D. T., & Zuiker, S. J. (2004, June). A multi-level/multi-type model for design-based alignment of instruction, assessment, and testing.In Y. B. Kafai, W. A. Sandoval, N. Enyedy, A. S. Nixon, & F. Herrera (Eds.).  *Embracing Diversity in the Learning Sciences: Proceedings of the Sixth Annual Conference of the Learning Sciences* (pp 330-333). The International Society for the Learning Sciences. Santa Monica, CA

Hickey, D. T., Kindfield, A. C. H., Horwitz, P., & Christie, M. A. (2000). Integrating instruction, assessment, & evaluation in a technology-supported genetics environment: The *GenScope* follow up study. In B. Fishman and S. O’ Conner (Eds.), *Proceedings of the Fourth International Conference of the Learning Sciences*.

**Electronic Publications**

*Remediating Assessment.* Research blog with 128 post posts since 2007 and 460000 page views as of April 22, 2014. www.remediatingassessment.blogspot.com

Hickey, D. T. (2008). Sociocultural theories of motivation. In E. M. Anderman and L. Anderman (Eds.), *Psychology of classroom learning.* Education.com. Thomson Gale Publishers. http://www.education.com/reference/article/sociocultural-theories-of-motivation/

Hickey, D.T., & Nelson, B. (2010, February). *Measuring classroom progress: 21st Century Assessment Project wants your input.* Investigation, report, and blogpost commissioned by the MacArthur Foundations Digital Media and Learning Program. Published at *Spotlight on Digital Media and Learning* at http://spotlight.macfound.org/blog/entry/measuring-classroom-progress-21st-century-assessment-project-input

**AWARDS**

Hickey, D. T., 2022, November). *Designing for productive disciplinary engagement and responsive assessment with situated cognition and expansive framing.* Theory Spotlight Competition (Second Place). Research and Theory Division, Association of Educational Communication and Technology, Annual Conference, Las Vegas, October 2022. <https://www.youtube.com/watch?v=E_jSeBGJwnI&t=59s&ab>

*Best Proposal,* Learner Engagement Division, Association for Educational Communication and Technology, Annual Conference 2020.

*Featured Research Presentation,* Research and Theory Division, Association for Educational Communication and Technology, Annual Conference 2020.

Sakai Teaching with Innovation Award (Finalist, 2011). Sakai Foundation

Postdoctoral Fellowship, Center for Performance Assessment, Educational Testing Service, Princeton, NJ (1995-1997)

**INVITED OPPORTUNITIES**

**Keynotes**

Hickey, D. T. (2018, November 27-29). *Badges in context* and *Key considerations: Assessment of competencies.* Compensated keynote presentation at *Microcredentials and Digital Badges in Higher Education* conference. Savannah, GA.

Hickey, D. T. (2016, October 27). *Open Badges and ePortfolios in competency-based education.* Invited keynote presentation. ePortfolio Open Badges and Identity Conference: Pallazzo Ghudi, Bologna Italy.

Hickey, D. T. (2015, November 12). *The competencies versus credit hours in digital badges: New solutions from the Learning Sciences. 2015 Waterbury Lecture* [Compensated Keynote Symposium Lecture], School of Education, Penn State University. <http://news.psu.edu/story/378548/2015/11/02/academics/daniel-t-hickey-present-waterbury-lecture-badging>

Hickey, D. T. (2015, June 25). *The best of both worlds: Participatory learning and assessment in competency-based contexts.* Compensated invited presentation at ED-MEDIA World Conference on Educational Media and Technology, Montreal. <https://www.aace.org/conf/edmedia/speakers/2015/hickey.htm>

Polly, P., Bull, B. Hickey, D., Casilli, C., Presant., D., & Ravet, S. (2016, October 27). *ePortfolios, pedagogical creativity, and open digital credentials.* Invited keynote session. ePortfolio Open Badges and Identity Conference: Bologna Italy.

Hickey, D. T. (2016, May 12). *Open digital badges + ePortfolios: Searching for and supporting synergy*. Invited keynote address at the 2016 Midwestern Regional Meeting of the Association for the Advancement of Experiential and Evidence-Based Learning. South Bend, IN.

Hickey, D. T. (2015, January 27). *Open badges 1.0 lessons learned; Open badges 2.0, what's next?* Invited Keynote presentation, eMadrid Seminar on Badges for the Recognition of Learning in the Digital Age. Madrid, Spain. <http://www.emadridnet.org/en/emadrid-seminar-badges-recognition-of-learning-digital-age/xblock-badges-based-technology-for-edX>

Kohn, A, & Hickey D. T. (2014, July). Invited keynote debate at the 12th Annual e-Portfolio, Open Badges, & Identity conference, London England.

**Media Interviews**

Suter, S. (2021, February 8). Asynchronous classes are supposed to make learning flexible. Some students say they’re stressful. *Indiana Daily Student.* <https://www.idsnews.com/article/2021/02/iu-asynchronous-in-person-class-stress>

Issackman, E. (2020, May 8). Student seeks reimbursement for tuition, fees in lawsuit against IU. *Indiana Daily Student.* <https://www.idsnews.com/article/2020/05/student-seeks-reimbursement-for-tuition-fees-in-lawsuit-against-iu>

Isaacman, E. (2020, April 23). IU move classes online, but out of state tuition still applies. Here’s why. *Indiana Daily Student.* <https://www.idsnews.com/article/2020/04/online-classes-use-out-of-state-tuition-summer-fall-2020>

Slaby, M. J. (2020, March 24). Coronavirus in Indiana: What will happen if schools are closed longer than May 1? *Indy Star.* <https://www.indystar.com/story/news/education/2020/03/24/coronavirus-indiana-what-happen-if-schools-closed-longer/2899880001/>

Slaby, M. J. (2020, March 20). “Just the beginning”: Teachers, parents reflect on eLearning as school remain closed. *Indy Star.* <https://www.indystar.com/story/news/education/2020/03/20/coronavirus-indiana-parents-teachers-on-elearning-amid-closures/2869683001/>

Helmer, J. (2019, April 22). 4 steps towards making best badging decisions at your college. *University Business Magazine.* <https://universitybusiness.com/4-steps-toward-making-best-badging-decisions-at-your-college/?highlight=Hickey>

McKenzie, L. (2018, October 19). Next for SNHU: Game-based learning and digital badges for middle schoolers. *Inside Higher Education.* [*https://www.insidehighered.com/digital-learning/article/2018/10/19/acquisition-snhu-seeks-pathway-between-k-12-college-and-work*](https://www.insidehighered.com/digital-learning/article/2018/10/19/acquisition-snhu-seeks-pathway-between-k-12-college-and-work)

Hickey, D. T. (2015, Nov 11). *Perspectives: Daniel Hickey.* [Interview] Center for Online Innovation in Learning. Penn State University. <http://coil.psu.edu/blog/coil-perspectives-daniel-hickey/>

Reich, J., Campbell, G, Collier, A., Wagner, E., & Hickey, D. (2015, August, 15). *Why is measuring learning so difficult?*  [Webcasted Interview]. EDUCAUSE. <https://www.youtube.com/watch?v=_iv8A1pHNYA>

Hickey, D. T. (2015, August 3). *Badging in a learner-centered context.* [Webcasted Interview]. EDUCAUSE. <http://er.educause.edu/multimedia/2015/8/badging-in-a-learner-centered-context>

**Invited Publications**

Gruber, H., Hämäläinen, R. H., Hickey, D. T., Pang, M. F., & Pedaste, M. (2020). Editorial: Mission and scope of the journal Educational Research Review. *Educational Research Review*, *30*, 100328.

Hickey, D. T., & Otto, N. (2017, April 8). How open e-Credentials will change education like e-commerce changed retailing. *Chronicle of Higher Education.* Invited editorial in a special issue on technology.

Hickey, D. T., & Otto, N. (2017, February 13). “Endorsement 2.0” to take Open Badges and e-credentials to the next level. *EDUCAUSE Review,* 1-24. *<http://er.educause.edu/articles/2017/2/endorsement-2-taking-open-badges-and-ecredentials-to-the-next-level>*

Hickey, D. T. (2016, September 27). Alternative and complimentary postsecondary credentials in 2025: The boom is coming. *The EvoLLLution.* [Online magazine). <http://evolllution.com/programming/credentials/alternative-and-complementary-postsecondary-credentials-in-2025-the-boom-is-coming/>

Hickey, D. (2015, August 3). A framework for interactivity in competency-based courses. *EDUCAUSE Review*. <http://er.educause.edu/articles/2015/8/a-framework-for-interactivity-in-competency-based-courses>

Hickey, D. T., Willis, J. E., & Quick, J. D. (2015). *Where badges work better.* EDUCAUSE Learning Initiative Brief.<http://www.educause.edu/library/resources/where-badges-work-better>

Hickey, D. T (2014, January). Open source options are providing alternatives for core services.The Evolllution: Illuminating the lifelong learning movement. (online) <http://bit.ly/1cN2Dry>

Hickey, D., Itow, R. C., Rehak, A., Schenke, K., Tran, C. (2013). Speaking personally—with Erin Knight. *American Journal of Distance Education, 27* (2), 134-138.

Hickey, D. T. (2012, November 20). Recognizing, supporting, and attracting adult learners with digital badges. *Evolllution* (online). [*http://www.evolllution.com/program\_planning/recognizing-supporting-and-attracting-adult-learners-with-digital-badges/*](http://www.evolllution.com/program_planning/recognizing-supporting-and-attracting-adult-learners-with-digital-badges/)

**Invited Colloquia, Webinars. Workshops, and Presentations**

Coleman, K. (Organizer), Harris, D. X. (Discussant), Hickey, D. T. (Chair), Rogriquez, A, Ng. R., Healy, S. Belton, A., Thompson, K, Williams, J. L., Sajada, N., Zhao, X, Willett, R. (2023, April 15). *Dreams of digital spaces: What shapes the worlds of children, educators, and researchers?* Invited symposium of the Australian Assocation for Research in Education at the annual meeting of the American Educational Research Association, Chicago IL.

Hickey, D. T., and Luo, Q. M. (2023, February 14). *ChatGPT and online education: Friend or foe?* Invited roundtable discussion at the Digital Learning Annual Conference (virtual).

Hickey, D. T. (2022, November 11). *Trends, threats, strategies, and recommendations for P-12 online learning in Indiana.* Invited presentation at the Hoosier Educational Computing Coordinators Annual Conference, Indianapolis. <https://www.youtube.com/watch?v=KQuazhNHguM&t=1240s&ab>

Hickey, D. T. (2022, May 3). *Virtual summative assessment.* Invited workshop for the Indiana Learning Lab and the Indiana Department of Education. <https://www.youtube.com/watch?v=uMoqD6Bp7UQ&t=73s&ab>

Hickey, D. T. (2022, April 12). *Virtual formative assessment.* Invited workshop for the Indiana Learning Lab and the Indiana Department of Education. <https://www.youtube.com/watch?v=gSXRDREENh8&t=36s&ab>

Hickey, D. T. (2021, December 6). *Emerging views of transfer and culturally sustaining educational assessment.* Presentation to the IU Cognitive Science Program

Hickey, D. T., Chartrand, G., Harris, T. (2021, October 21). *Asynchronous professional development for asynchronous learning and assessment.* Invited presentation at the Empirical Educators Project Virtual Summit. <https://www.youtube.com/watch?v=la03oi6Naso&t=189s&ab>

Hickey, D. T. (2021, October 22). *Culturally sustaining classroom assessment.* Invited Webinar. SALTISE: Supporting Active Learning & Technological Innovation in the Studies of Education. Montreal. <https://www.saltise.ca/event/culturally-sustaining-classroom-assessment/>

Hickey, D. T. (2021, September 24). *Reimagining online assessment with situated cognition*. Invited Webinar. SALTISE: Supporting Active Learning & Technological Innovation in the Studies of Education (Canada)

Hickey, D. T., Robinson, J., & Feng, Y. (2020, October 30). *Comparison of a developmental chemistry course and ALEKS intelligent tutoring in preparing students for success in general chemistry.* Invited presentation at Making Virtual Personal conference, sponsored by McGraw Hill

Hickey, D. T., & Harris, T. (2020, July 28). *Efficient online assessment with engagement reflections, formative self-assessments, and proctor-free tests.* Invited workshop presented for the Indian University Office of School Partnerships.

Hickey, D. T., Duncan, J., & Gaylord, C. (2020, July 26). *gPortfolios for engaging students asynchronously online.* Invited webinar presented for the Indian University Office of School Partnerships.

Hickey, D. T. (2019, February 27). *Competencies in context: New approaches to capturing, recognizing, and endorsing learning.* Invited webinar for open recognition alliance.

Hickey, D. T., Harris, T., Duncan, J., & Robinson, J. (2019, December 10). *Collaborative Learning Analytics of Developmental, Supplemental, and Tutorial Services.* Poster presentation at the Learning Analytics Fellows conference, Indiana University.

Hickey, D. T., (2019, December 4). *Internet-Based* *Alternatives for Equitable Preparation. Access, and Success in Gateway Courses.* Invited colloquium at the Learning Research and Development Center, University of Pittsburgh, Pittsburgh, PA

Hickey, D. T., (2019, December 3). *Macro-Impact from Micro-Credentials: Selected Open Badges Research from the IU Center for Research on Learning and Technology.* Invited colloquium at the Informal Education to Higher Education convening, National Science Foundation, Carnegie Mellon University, Pittsburgh PA.

Hickey, D. T. (2019, October 24). *A Step-by-Step Approach to Online/Hybrid Social Learning and Participatory Assessment.* Invited colloquium by the College of Informatics, University of California Irvine.

Hickey, D. T., (2019, October 16). *Expansive Framing of Second Language Instruction.* Invited colloquium at the Defense Language Institute, Monterey, CA.

Hickey, D. T. (2019, August 29). *Macro Impact from Micro-Credentials.* Invited colloquium presented at Digital Promise Inc., San Mateo, CA.

Hickey, D. T. (2019, April 12). *The development of cybersecurity expertise.* Invited presentation to the Indiana University Center for Applied Cybersecurity Research.

Hickey, D. T. (2018, April 26). *Expansive framing for productive online engagement, generative learning, and enduring achievement.* Invited webinar offered by the Learner Engagement Division of the Association of Educational Research and Technology.

Skipper, W. & Hickey, D. T. (2017, November 14). *Connecting learners and employers with digital badges.* Invited webinar sponsored by Portfolium Inc. <https://info.portfolium.com/digital-badges-connecting-learners-and-employers>

Hickey, D. T. (2017, October 25). *Alternative credentialing: Assessing and recognizing co-curricular learning.* Commercial professional development webinar offered by Paper Clip Inc.

Hickey, D. T. (2017, August 17). *Where badges work better*. Invited presentation at the IMS Global Open Badges Conference.Ann Arbor, MI: University of Michigan.

Hickey, D. T. (2017, January 27), *Understanding ePortfolio Functions with the Lens of Situated Cognition.* Invited presentation at the American Association of Colleges and Universities ePortfolio annual forum. San Francisco, CA.

Hickey, D. T. (2017, January 24). *Situated cognition and the recognition of learning.* Invited Webinar for the American Psychological Association Division 15 (Educational Psychology). <https://www.youtube.com/watch?v=gimSV7c-ETI>

Hickey, D. T. (2016, November 9). *Learning recognition networks: Credentialing 3.0?* Invited presentation at the National Distance Learning Week Featured Webinar, *Alternative stackable, and micro-credentials: Where are we headed?* EDUCAUSE. <https://pe.gatech.edu/national-distance-learning-week-featured-webinar>

Hickey, D. T. (2016, November 2). *Supporting disciplinary engagement, understanding, & achievement in fully online secondary school courses.* Invited colloquium. Intermedia Laboratory. University of Oslo, Norway

Hickey, D. T. (2016, March 26). *Open badge, ePortfolios, and connected credentials: The emerging landscape of digital evidence.* Invited webinar. The Association for the Advancement of Experiential and Evidence-Based Learning.

Hickey, D. T. (2015, December 9). *The competencies versus credit hours conundrum. New solutions from the field and the learning sciences.* Invited colloquium for the Re-imagining the University Project, Georgetown University, Washington DC.

Hickey, D. T. (2015, December 8). *Where digital badges work better.* Invited colloquium for the staff and administration of the University of Maryland System. Baltimore MD

Hickey, D. T. & Willis, J. E (2015, November 2). *Where digital badges work better.* Invited Webinar, EDUCAUSE. <http://www.educause.edu/eli/events/eli-webinar-where-digital-badges-work-better/2015/where-digital-badges-work-better>

Hickey, D. T. (2015, Nov 10). *A badging update in higher education: A conversation with Daniel Hickey*. [Invited webinar.] Center for Online Innovation in Learning. Penn State University. <https://www.youtube.com/watch?v=RVT2LEr3_y8>

Bennett, R., & Hickey, D. T. (2015, October 20). *What's next in K-12 assessment and testing?* [Invited Webinar]. *Education Week.* [*http://www.edweek.org/ew/webinars/assessment-and-testing-webinars.html*](http://www.edweek.org/ew/webinars/assessment-and-testing-webinars.html)

Hickey, D. T. (2015, October 1). *Where digital badges work better.* Invited presentation at the DevLearn conference, Las Vegas, NV. <https://www.youtube.com/watch?v=Vkjuo4LBtI4>

Hickey, D. T. (2015, January 26). *Participatory learning and assessment in competency-based online learning.* Invited webinar hosted by the EDUCAUSE Learning Initiative. <http://www.educause.edu/events/eli-webinar-participatory-learning-and-assessment-competency-based-online-learning>

Hickey, D. T. (2015, January 22). *Participatory learning and assessment in competency-based learning contexts.* Invited colloquium for the Indiana University Center for Innnovation in Teaching and Learning.

Palmquist, M., Hickey, D. T., Fish, J. (2015, January 20). *Digital badges as value added for degree attainment: Institutional perspectives.* Invited Panel Presentation at the Summit for Online Leadership and Strategy, University Professional and Continuing Education Association & The American Council on Education, San Antonio, TX.

Hickey, D. T., Lemoie, K., Ewens, D., & Barba, L., & Amigot, M. (2014, November). *Developing and Innovation: Digital Badges.* Invited presentation at the Open edX Conference, Cambridge, MA.

Hickey, D. T. (2014, November 14) *Lessons learned from the design principles documentation project.* Invited presentation at *Curate, Credential, and Cary Forward Digital Learning Evidence,* a National Forum for a project commissioned by the Australian Government Office for Learning and Teaching, Deakin University, Melbourne, Victoria. (<http://boliver.ning.com/> ).

Hickey, D. T. (2014, November 7). *Scaling participatory learning and assessment for online engagement, understanding, and achievement.* Invited colloquium presented to the Learning Sciences Program at the University of California Los Angeles.

Hickey, D. T. (2014, November 17). *Open digital badges: Lessons learned so far and what is next in higher ed?* Invited colloquium at the University of Technology Sydney, Australia.

Hickey, D. T. (2014, November 15). *Open digital badges: Design Principles for the DPD Project.* Invited colloquium at the University of Sydney, Australia.

Hickey, D. T., & Willis, J. (2014, November 4). *Open digital badges in Canvas, CourseBuilder, Open edX, Blackboard, and beyond.* Invited webinar for Center for Online Innovation in Learning, Penn State University. (<http://bit.ly/1AcjD6Z> )

Bennett, R., & Hickey, D. T. (2014, October 20). *What’s next in K-12 Assessment?* Virtual webinar sponsored by Education Week. <http://bit.ly/1tMMctJ>

Van Aalst, J., Von Davier, A. Hickey, D. T. (2014, June 25). *Learning and assessment of 21st Century skills.* Invited Presidential session at the International Conference of the Learning Sciences, Boulder, CO

Hickey, D. T. (2014, April 5). *Educational research of, for, and with digital badges.* Invited presentation on an AERA Division C panel on digital innovation at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Hickey, D. T., Radionoff, K. Janzow, P. (2014, February 6). *Designing your open digital badge system.* Invited webinar sponsored by the Chronicle of Higher Education. <http://bit.ly/PmJhoT>.

 Hickey, D. T. (2014, January). *Big Open Online Course: Scaling up participatory learning.* Invited presentation in the Next Generation MOOCs speaker series. University of Pennsylvania Graduate School of Education

Hickey, D. T. (2013, November). *Digital badges and the analysis of learning & educational activity.* Invited presentation to the Student Learning Analytics at Michigan program. Center for Research on Learning and Teaching, University of Michigan. <http://www.youtube.com/watch?v=ux8TLEd6vwc>

Hickey, D. T. (2013, September). *Recognizing, assessing, motivating, and studying learning with digital badges.* Invited colloquia, Purdue University.

Hickey, D. T., Itow, R. C. (April, 2013). *Recognizing, assessing, motivating, and researching learning with digital badges*. Invited presentation at a meeting at the National Science Foundation.

Byers, A., Hickey, D. T., Rasmussen, C., Rominger, R., & Sheninger, E. (2012, August 3). *Giving credit where credit is due: Incenting and recognizing teachers for their investments in learning.* Invited Webinar for US DOE Connected Educators Month. <http://connectededucatorsmonth2012.sched.org/event/ec0b45af71198a611c381069d11268c8#.UPYbICernbM>

Hickey, D. T. (2011, November). *Wikifolios, wikiflections, and exam for online participation, understanding, and achievement.* Invited webinar presented for the national Sakai Teaching and Learning Group. [https://confluence.sakaiproject.org/display/PED/Teaching+with+Sakai+Webinar+Series+-+Session+03](https://confluence.sakaiproject.org/display/PED/Teaching%2Bwith%2BSakai%2BWebinar%2BSeries%2B-%2BSession%2B03)

Hickey, D. T. (2011, April). *New tools, new times, new learning: Using digital environments and assessments to promote sustainable learning.* (Invited discussant). Structured poster session at the annual meeting of the American Educational Research Association, New Orleans, LA.

Hickey, D. T., McWilliams, J. & Bishop, S.  (2010, October 3).  Participatory assessment for engagement, understanding, and achievement in e-learning contexts.  Invited presentation for the Indiana University Scholarship of Teaching and Learning Event Series.  Bloomington, IN.

Hickey, D. T. (2010, August).  Participatory portfolio assessment.  Webinar presented as part of a series sponsored by the Monterey Institute.  Archived at <http://adco.biz/transfer-mi/nroc/nroc-8-2010v3.html>

Dede, C. J., Hickey, D. T., Leu, D. J., Ketelhut, D. J. (2010, May). *Web 2.0: Research Issues, Results, and Future Directions.* Invited panel discussion at the Annual Meeting of the American Educational Research Association, Denver, CO.

Hickey, D. T. (2010, October). Participatory assessment for service learning 1.0 and civic Engagement 2.0. Invited presentation at the annual meeting of the International Association for Research on Service Learning and Civic Education. Indianapolis, IN.

Hickey, D. T. (2009, October 10). *Assessing, enhancing, and aligning communally-regulated, collaboratively-regulated, and self-regulated learning.* Invited paper presentation at the Motivation Special Interest Group Invited Symposium, Biennial Meeting of the European Association for Research on Learning and Instruction, Amsterdam.

Hickey, D. T., Kwon, E. J., & Filsecker, M. K. (2009). *Ordered, discursive assessment design principles for educational videogames and beyond.* Invited paper presentation in the Assessment Special Interest Group Symposium at the Biennial Meeting of the European Association for Research on Learning and Instruction, July 2009, Amsterdam.

Hickey, D. T., Kwon, E. J., & Filsecker, M. K. (2009). *Situative considerations of incentive and competition in educational videogames.* Invited paper presentation in the Instructional Technology Special Interest Group Symposium at the Biennial Meeting of the European Association for Research on Learning and Instruction, July 2009, Amsterdam.

Hickey, D. T., Zuiker, S. J., & Anderson, K. (2007, September). *Situative alignment of formative and summative assessment functions to maximize engagement and learning.* Invited presentation at the Biennial meeting of the European Association for Research on Learning and Instruction, Budapest.

Pellegrino, J. W., & Hickey, D. T. (2006, October). *Knowing what students know: A retrospective and prospective on educational assessment and its role in teaching and learning.* Invited presentation at scientific meeting in honor of the retirement of Dr. Erik De Corte. Leauven, Belgium.

Hickey, D. T. (2004, November). *Levels, representations, and iterations: A design-based framework for enhancing discourse, understanding, and achievement.* Invited symposium presentation to the Cognitive Science program at Georgia Institute of Technology.

Hickey, D. T. (2004, October). *Levels, representations, and iterations: A design-based framework for enhancing vocational education.* Invited keynote address at the Second European Symposium on Professional and Technical Education. Regensburg, Germany.

Hickey, D. T., Zuiker, S. J., & McGee, S. (2004, April). *Levels and views of knowledge in educational design experimentation.* Invited symposium presentation at the annual meeting of the American Educational Research Association, San Diego, CA.

Hickey, D. T., & Granade, J. (2004, April). *The Influence of sociocultural theory on our theories of engagement and motivation.* Invited symposium presentation at the annual meeting of the American Educational Research Association, San Diego, CA.

Hickey, D. T. (2003, April). *Design-based research: A new method for invigorating educational technology research?* Invited presentation to the Instructional Technology Special Interest Group’s business meeting at that annual Meeting of the American Educational Research Association, Chicago, IL.

Hickey, D. T. (2003, April). *Aligning classroom and external assessment to maximize the impact of innovative learning technologies.* Invited presentation at a pre-session called *Using Technology to Improve Assessment* organized by the Appalachian Educational Laboratory at the annual meeting of the American Educational Research Association, Chicago, IL.

Hickey, D. T. (2002, April). Panel discussion participant, *New views of self-regulated learning and academic achievement,* organized by B. Zimmerman and D. Schunk, at the annual meeting of the American Educational Research Association, New Orleans.

Hay, K. E., Hickey, D. T., Elliot, D., Kim, B., & Hand, B. (2002, January). *Integrated temporal multimedia data research system: The present and future of digital tools for research.* Presentation at the 15th Annual Conference on Interdisciplinary Qualitative Studies. Athens GA.

Hickey, D. T., Kindfield, A. C. H., Horwitz, P., & Christie, M. A. (2000, June). *Integrating assessment, evaluation, curriculum & instruction in the GenScope genetics learning environment.* Presentation at the National Educational Computing Conference, Atlanta, GA.

Hickey, D. T., & Russell, H. A. (2000, April). *KLTI: A value-added educational application of the WWW.* Teaching and Learning with Technology Exposition. Georgia State University.

Hickey, D. T. (August, 1999). *Epistemological reconciliation and the future of motivation research*. Invited paper presented at the 8th meeting of the European Association for Research on Learning and Instruction, Göteborg, Sweden

Hickey, D. T. (1999, April). *How can good assessment practices inform our understanding of design learning?* Invited presentation at the Knowing and Learning to Design Conference. Georgia Institute of Technology, Atlanta, GA.

Hickey, D. T. (1999, March). *On-line resources for evaluating educational technology.* Invited presentation to second conference on Funding Sources for Technology in Education, Georgia Tech Research Institute.

**Workshops**

Hickey, D. T. (2014, November 13). *Participatory learning and assessment.* Invited half-day pre-conference workshop at *Curate, Credential, and Cary Forward Digital Learning Evidence,* a National Forum for a project commissioned by the Australian Government Office for Learning and Teaching, Deakin University, Melbourne, Victoria.

**Meetings**

Games for Impact Collegiate Consortium (2012, September 10). Strategic planning meeting. Pittsburgh PA. Invited participant.

White House Office of Science and Technology (2012, July, 26). *Inaugural Meeting of the Games for Impact Collegiate Consortium.* Washington DC. Invited participant.

**Etcetera**

Fanfarelli, J. R., McDaniel, R. (2019). *Designing effective digital badges: Applications for learning.* New York: Routledge. [provided quote for cover]

**REFEREED CONFERENCE PAPERS**

Hickey, D. T., & Lam, C. (2023, April 15). Culturally-sustaining educational assessment: A new approach to enduring challenges. Paper presented at the Annual Meeting of the American Educational Research Association.

Hickey, D. T., & Lam, C. (2022, April 24). Centering situative transfer for culturally-sustaining educational assessment. Paper presented at the Annual Meeting of the American Educational Research Association.

Hickey, D. T., Chartrand, G. T., & Harris, T. (2021, April 24).A systematic review of research on productive disciplinary engagement and expansive framing. Paper presented at the Annual Meeting of the American Educational Research Association.

Hickey, D. T., & Quick, J. D (2020, April). *Accepting Instructor/Facilitator Responsibility for (Re)positioning Minoritized Students in Online Learning Environments.* Paper presented at the virtual annual meeting of the American Educational Research Association.

Chartrand, G. T., Andrews, C. D., & Hickey, D. T. (2019, July 18). *Designing for Generative Online Learning.* Paper presented at the Summer Research Symposium, Association for Educational Communication and Technology, Bloomington IN.

Hickey, D. T., Chartrand, G. T., Andrews, C. D. *Expansive framing for productive disciplinary engagement and generative online learning.* Paper presented at the annual meeting of the American Educational Research Association, Toronto, Ontario.

Hickey, D. T. (2018). *Evidence-based design principles using open badges to recognize, assess, and motivate learning.* Paper presented at the annual meeting of the American Educational Research Association, New York City.

Hickey, D. T., Willis, J. E., Quick, J., Chow, C., Schenke, K., Tran, C., & Itow, R. (2017, April). *Where badges work better: Findings from the Design Principles Documentation Project.*  Paper presented at the annual meeting of the American Educational Research Association, San Antonio

Hickey, D. T. & Quick, J. D. (2015, August 26). *Fostering online disciplinary, understanding, and achievement with participatory learning and assessment.* Paper presented at the annual conference of the European Association for Research on Learning and Instruction, Limassol, Cyprus.

Voogt, J., Lafierriere, T., Itow, R, McKenney, S. Breuleux, A., & Hickey, D. T. (2015, April). *Collaborative (re)design as a form of professional development: Teacher learning by design.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Itow, R. C., & Hickey, D. T. (2015, April 20). *Impacting online teacher practice, epistemic frames, and agency with design-based implementation research.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Otto, N., & Hickey, D. (2014, August 14). *Design principles for digital badge systems. Comparative methods for uncovering lessons in ecosystem design.* Paper presented at 1st International Workshop on Open Badges in Education. Tallinn, Estonia.

Rehak, A, Hickey, D. T., & Chow, C (2014, April 6). *Design principles and enacted practices for recognizing learning with digital badges.* Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Itow, R. C. & Hickey, D. T. (2014, April 6). *Considering the implications of assessment design for learning in digital badge systems*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Hickey, D. T., Itow, R. Rehak, A. Schenke, K., & Tran, C. (2014, April). Design principles for recognizing, assessing, motivating, and studying learning with digital badges. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Hickey, D. T., Rehak, A., & Smith, L. (2014, April 5). *Peer-awarded merit badges for encouraging and recognizing disciplinary engagement in online courses.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia PA.

Hickey, D. T. (2013, July). Participatory assessment: *A game design model for impacting engagement, understandings, and (when necessary) achievement.*  Paper presented at of the 8th meeting of the Games, Learning, + Society conference,Madison, WI.

Hickey, D. T., & Filsecker, M. K. (2013). *A quasi-experimental study of badges, incentives, and recognition on engagement, understanding, and achievement in Quest Atlantis.* In C. Steinkuehler and C. Williams, Paper presented at the 8th meeting of the Games, Learning, + Society conference.

Filsecker, M. K., & Hickey, D. T. (2013). *Educational games and science education. Effects of incentives on students’ engagement and learning*. Paper presented at the biennial meeting of the European Associations for Research on Learning and Instruction, Munich, Germany.

Hickey, D. T., & Itow, R. C (2012, April). *Designing and sharing new media language arts modules aligned to the common core standards.* Paper presented at the annual meeting of the American Educational Research Association, Vancouver BC.

Hickey, D. T. (2011, October). *Designing for participation, understanding, and achievement in 21st century learning contexts.* Paper presented at the annual meeting of the International Society for the Scholarship of Teaching and Learning, Milwaukee, WI.

Hickey, D. T., & Robinson, J. M. (2011, October). *Assessing “21st Century Skills” in university contexts: Not so fast!* Paper presented at the annual meeting of the International Society for the Scholarship of Teaching and Learning, Milwaukee, WI.

Robinson, J. M., & Hickey, D. T. (2011, October). *The future of SOTL: The case for spreadability.*  Paper presented at the annual meeting of the International Society for the Scholarship of Teaching and Learning, Milwaukee, WI.

Hickey, D. T., Honeyford, M., & McWilliams, J. (2010, May). *Participatory assessment: Remediating curriculum and testing for the 21st Century.* Paper presented at Annual Meeting of the American Educational Research Association, Denver, CO.

Hickey, D. T., Clinton, K. A., & Honeyford, M. A. (2009). *Measuring New Media Literacy Skills: Not so Fast!* Paper presented at the 2009 meeting of the American Educational Research Association.

Hickey, D. T., Ingram-Goble, A., Jameson, E., Kwon, E. J. (2008). *New strategies for enhancing engagement and learning in educational videogames.* Paper presented at the annual meeting of the American Educational Research Association, New York City.

Zuiker, S. J., Barab, S., & Hickey, D. T. (2007, April). Extending situativity: Liminal episodes in embodied experiences. Paper presented at the 2007 annual meeting of American Educational Research Association, Chicago, IL

Hickey, D. T., & Anderson, K. N. (2007, April). *Situative Approaches to Mathematics Discourse and Formative Assessment: Enhancing Learning and Achievement in Mathematics Instruction.* Paper presented at the 2007 annual meeting of the American Educational Research Association, Chicago, IL.

Zuiker, S. J., Barab, S., Warren, S., Hickey, D. T., Arici, A., Ingram-Goble, A., Kwon, E. J., Herring, S. & Kouper, I. (2007, September). Developing a theory of formalisms: situating socio-scientific inquiry for schools. Paper presented annual meeting of the American Educational Research Association, Chicago IL.

Hickey, D. T. (2006, September). *Motivation, engagement, and design-based research.* Paper presented at the 10th Biennial Meeting of the International Conference on Motivation, Landau, Germany.

Hickey, D. T., & Cross, D. I. (2006, April). *Design-based multi-level assessment for enhancing discourse, learning, curriculum, and achievement in elementary mathematics.* Paper presented at the annual meeting of the American Educational Research Association. San Francisco.

Zuiker, S. J., Hickey, D. T., & Kwon, E. J. (2006, April). *Assessment as formative design—and vice versa.* Paper presented at the annual meeting of the American Educational Research Association. San Francisco.

Cross, D. I., & Hickey, D. T. (2005, April). *Enhancing the potential of learning environments. Bridging cognitive and sociocultural principles.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Hickey, D. T., & Cross, D. I. (2005, April). *Technology-supported, multi-level assessment for enhancing discourse, learning, curriculum, and achievement in elementary mathematics.* Paper presented at the annual meeting of the American Educational Research Association. Montreal.

Anderson, K., Zuiker, S., Taasobshirazi, G., & Hickey, D. T. (2005, April). *Discourse analysis for enhancing the formative value of classroom assessment practices in science.* Paper presented at the annual meeting of the American Educational Research Association. Montreal.

Anderson, K., Zuiker, S. J., Taasoobshirazi, G, Cross, D., Hendricks, S. & Hickey, D. T. (2005, April). *Discourse, understanding, & achievement: Design-research methods for maximizing and documenting learning in a multi-media science environment.* Paper presented at the Computer Assisted Learning conference. Bristol, England.

Zuiker, S. J., Hickey, D. T., Kwon, E. J., & Barab, S. A. (2005, April). *Framing Quest Atlantis: A multi-level/multi-type assessment framework for learning and accountability.* Paper presented at the Computer Assisted Learning conference. Bristol, England.

Hickey, D. T., Zuiker, S. J., Michael, M. A., & Schafer, N. J. (2004, June). *Balancing Formative and Summative Assessment to Attain Systemic Validity: Three is the Magic Number*. Paper presented at the EARLI SIG Assessment Symposium, Bergen, Norway.

Michael, M. A., Hickey, D. T., & Zuiker, S. J. (2004, June). *The role of motivation in systemically valid assessment.* Paper presented at the second EARLI SIG Assessment Symposium, Bergen, Norway.

Hickey, D. T., Zuiker, S. J., & McGee, S. (2004, April). *Design experimentation with multiple levels of assessment and multiple types of outcomes.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Hickey, D. T. (2003, August). *Engaged participation: A stridently sociocultural alternative to intrinsic motivation, and its implications for research & practice.* Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Padova, Italy.

Hickey, D. T., Kruger, A. C., Fredrick, L. D., Schafer, N. J.,& Zuiker, S. (2003, April). *Design experimentation using multiple perspectives: The GenScope Assessment Project.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Schafer, N. J., Hickey, D. T., Zuiker, S. (2003, April). *Using video feedback to facilitate classroom assessment conversation.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Hickey, D. T., DeCuir, J, Hand, B., Kyser, B. (2002, April). *Technology-supported formative and summative assessment of collaborative scientific inquiry.* Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

Kruger, A. C., Hickey, D. T., Fredrick, L. D., Schafer, N. J. & Kindfield, A. C. H. (2002, April). *Balancing Formative and Summative Science Assessment Practices: Year One of The GenScope Assessment Project.* Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

Hickey, D. T. (2001b, August). *Alternative approaches to broadening achievement motivation: Insights from our own practices.* Paper presented at the 9th meeting of the European Association for Research on Learning and Instruction. Fribourg, Switzerland.

Hickey, D. T., Kruger, A. C., Fredrick, L. D., Schafer, N. J. & Kindfield, A. C. H. (2001, August). *Balancing Formative and Summative Science Assessment Practices: Year One of The GenScope Assessment Project.* Paper presented at the 9th meeting of the European Associations for Research on Learning and Instruction. Fribourg, Switzerland.

Hickey, D. T. (2001, April). *A pragmatic, situative framework for evaluating innovative science learning environments*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Hickey, D. T., & McCaslin, M. (2001, April). *Comparative sociocultural analyses of context and motivation.* Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Hickey, D. T., Kindfield, A. C. H., Horwitz, P., & Christie (2000, June). *Integrating Instruction, Assessment, & Evaluation in a Technology-Based Genetics Environment: The GenScope Follow-up Study*. Paper presented at the 4th International Conference of the Learning Sciences, Ann Arbor, MI.

Hickey, D. T., & Holbrook, J. (2000, April). *PALS-supported performance assessments for the Learning by Design project.* Paper presented at the annual meeting of the American Educational Research Association. New Orleans, LA.

Wolfe, E. W., Hickey, D. T., & Kindfield, A. C. H. (2000, April). *An application of the multidimensional random coefficients multinomial logit model to evaluating cognitive models of reasoning in genetics*. Paper presented at the 4th Annual International Objective Measurement Workshop. New Orleans, LA.

Hickey, D. T., Kindfield, A. C. H., Horwitz, P., & Christie, M. A. (1999, August). *Large-scale implementation and assessment of the GenScope learning environment: Issues, solutions, and results.* Paper presented at the Annual Meeting of the European Association for Research on Learning and Instruction, Göteborg, Sweden.

Hickey, D.T., Wolfe, E, and Kindfield, A.C.H., (1999, April). *Assessment-oriented scaffolding of student and teacher performance in a technology-supported genetics environment.* Paper presented at the Annual Meeting of the American Educational Research Association, Toronto.

Kindfield, A. C. H., Hickey, D. T., & Wolfe, E. W. (1999, April). *Tools for scaffolding inquiry in the domain of introductory genetics*. Paper presented at the annual meeting of the American Educational Research Association, Toronto.

Hickey, D. T., Kindfield, A. C. H., Heidenberg, A., & Wolfe, E. W. (1999, March). *GenScope evaluation design and learning outcomes.* Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Boston, MA.

Kindfield, A. C. H., Hickey, D. T., & Yessis, L. (1999, March). *Assessing student understanding of genetics: The NewWorm Assessment.* Paper presented at the Annual Meeting of the National Science Teacher’s Association, Boston, MA.

Kindfield, A. C. H., Hickey, D. T., Christie, M. A., Horwitz, P., Schwartz, J. (1999, March) *The Tao of curriculum and assessment: Experiences and outcomes of the GenScope project.* Paper presented at the Annual Meeting of the National Science Teacher’s Association, Boston, MA.

Hickey, D. T., Kindfield, A. C. H., Heidenberg, A., & Wolfe, E. W. (1998, December). *GenScope evaluation design and learning outcomes.* Paper presented at the 3rd International Conference of the Learning Sciences, Atlanta, GA.

Hickey, D. T., Wolfe, E. W., & Kindfield, A. C. H. (1998, April). *Assessing learning in a technology-supported genetics environment: Evidential and consequential validity issues*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego.

Czarnik, J. C., & Hickey, D. T. (1997, April). *Problem generation in the mission to Mars Curricula.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago. (ERIC Document Reproduction Service No. ED408196)

Hickey, D. T., Pellegrino, J. W., & Moore, A. L. (1996, April).  *On-Line assessment of motivation and cognition in two constructivist mathematics learning environments.* Paper presented at the meeting of the American Educational Research Association, New York.

Hickey, D. T., Petrosino, A. J., Pellegrino, J. W., & The Cognition and Technology Group at Vanderbilt. (1994, April). *Middle-schooler’s interest in science and space science: Dimensions of content, context, actualization, and specificity.* Paper presented at the meeting of the American Educational Research Association, New Orleans. (ERIC Document Reproduction Service No. 370 804).

Hickey, D. T., Petrosino, A. J., Pellegrino, J. W., & CTGV (1994, April). *Using content-specific personal interest to evaluate contemporary science learning environments.* Paper presented at the meeting of the American Educational Research Association, New Orleans. (ERIC Document Reproduction Service No. 370 805).

Garrison, S. J., Barron, B. J., Hickey, D. T., Morris, J. (1994, April). *Building a learning community for mathematical problem solving: Changes in student attitudes*. Presentation at the meeting of the American Educational Research Association, New Orleans.

Hickey, D. T., Pellegrino, J. W., Goldman, S. R., Vye, N. J., & Moore, A. L. (1993, April). *Interests, attitudes, & anchored instruction: The impact of one interactive learning environment.* Paper presented at the meeting of the American Educational Research Association, Atlanta.

Hickey, D. T., & Petrosino, A. (1992, November). *Effects of generative video on student's scientific problem posing.* Paper presented at the meeting of the Mid-South Educational Research Association, Knoxville, TN. (ERIC Document Reproduction Service No. ED 356 764)

Goldman, S. R., Petrosino, A., Sherwood, R., Garrison, S., Hickey, D. T., Bransford, J. D., & Pellegrino, J. W. (1992, August). *Multimedia environments for enhancing science instruction*. Paper presented at the NATO Advanced Studies Institute Workshop on the Psychological and Educational Foundations of Technology-Based Learning Environments, Kolymbari, Greece.

Hickey, D. T., Petrosino, A. Pellegrino, J. W. Bransford, J. B., Goldman, S. R., & Sherwood, R. (1992, April). *The Mars mission challenge environment: A generative problem-solving school science environment.* Paper presented at the NATO Advanced Studies Institute Workshop on the Psychological and Educational Foundations of Technology-Based Learning Environment. Kolymbari, Greece.

Cognition and Technology Group at Vanderbilt. (1992, March). *Problem-solving environments that enhance student learning in mathematics and science.* Paper presented at the American Institute of Aeronautics and Astronautics Space Programs and Technologies Conference, Huntsville, AL.

Hickey, D. T., Pellegrino, J. W., Petrosino, A., with The Cognition and Technology Group. (1991, October). *Reconceptualizing space science education: A generative, problem solving approach.* Paper presented at the Florida Space Education Conference, Cocoa Beach, FL.

**REFEREED CONFERENCE PRESENTATIONS**

Hickey, D. T., Lam, C., Luo, Q, M., & Quick, J. D. (2023, June). Proof of concept and design principles for culturally sustaining educational assessment. In J. Slotta, L. Charles. A. Breulleux, T. Laferriére, & R. Casidy (Eds.), *Buidling knowledge and sustaining our community.* Presentation at the annual meeting of the International Society for the Learning Sciences. Montreal, Canada.

Hansen, D. Bonsignore, E. Giboney, J. Gedris, K. Neupane, A, Hickey, D. T., et. al. (2023, May). *Cybersecurity Playable Case Studies. Presentation* at the National Initiative for Cybersecurity Education Conference and Expo, Seattle WA.

Hickey, D. T., & Kantor, R. (2023, May). Resetting thurways and participation and socio-political uncertainties. Presentation at the National Institute for Cybersecurity Education Conference and Expo, Seattle WA.

Greenhow, C. M., Koehler, M., Shea, P., Archambault, L., Hickey, D., & Means, B. (Discussant) (2023, March 16). *Diverse perspectives on improving contermpoary online learning theory, research, and practice.* Symposium presented at the annual meeting of the Society for Information Technology and Teacher Education, New Orleans.

Greenhow, C. M. (Organizer) Shea, P., Martin, F., Archambault, L., Rice, K., Tate, T., Hoadley, C., Hickey, D., (Discussant) & Means, B. (Discussant) (2023, April 16). *Diverse perspectives on improving online learning theory, research, and practice.* Symposium presented at the annual meeting of the American Educational Research Association, Chicago IL.

Luo, Q. M., & Hickey, D. T. (2023, March 3). Proctor-free culturally-sustaining formative and summative assessment in fully online secondary contexts. Presentation at the annual *Instructional Systems Technology Conference*, Indiana University.

Hickey, D. T. & Luo, Q. M. (2023, March 3). ChatGPT vs. two participatory online graduate courses. Presentation at the annual *Instructional Systems Technology Conference*, Indiana University.

Harris, T. & Hickey, D. T. (2023, May-4-5). *The expansive framing of engagement survey: A situative alternative to the Community of Inquiry survey.* Presentation at the annual meeting of the American Educational Research Association (virtual)

Greenhow, C. M. (Organizer) Shea, P., Martin, F., Archambault, L., Rice, K., Tate, T., Hoadley, C., Hickey, D., (Discussant) & Means, B. (Discussant) (2023, April 16). *Diverse perspectives on improving online learning theory, research, and practice.* Symposium be presented at the annual meeting of the American Educational Research Association, Chicago IL.

Freedman, E. B., Hickey, D. T. Harris, T., Chartrand, G., Schamberger, & Luo, Q. M. (2023, April 15). *Randi Engle’s legacy: A systematic review of research on PDE and expansive framing.* Presentation to be made at the annual meeting of the American Educational Research Association, Chicago, IL.

Hickey, D. T. (organizer) Greenhow, C., Richardson, J., Borup, J., Archambault, L, Tate, T., Hoadley, C., & Means, B. (2023, February 14). *Diverse lenses on improving online learning, theory, research, and practice.* Virtual panel discussion at the Digital Learning Annual Conference.

Hickey, D. T., & Harris, T. (2023, February 14). *Perceptions, policies, and politics. The impact of emergency remote teaching on the future of K-12 online learning.* Virtual presentation at the Digital Learning Annual Conference.

Hickey, D. T. (organizer). Tatum, S., Borup, G., Oliver, W. (2023, February 15). *Contrasting personalized/adaptive, socio-constructivist, and participatory approaches to digital learning.* Virtual panel discussion at the Digital Learning Annual Conference.

Hickey, D. T., & Lam, C. (2022, October 11). *Design principles for culturally sustaining educational assessment.* Presentation at the annual meeting of the Assessment Institute, Indianapolis, IN.

Hickey, D. T., & Harris, T. (2022, October 11). Transforming online grading, assessment, and testing using situated cognition. Presentation at the annual meeting of the Assessment Institute, Indianapolis, IN. <https://www.youtube.com/watch?v=jCg4cX7lSlc&t=4s>

Bonsignore, E., Hansen, D., Hickey, D., Piety, P., Chartrand, G., Gedris, K. (2022, June 6). The playable case study authoring and simulation platform. Presentation at the Annual Meeting of the International Society for the Learning Sciences. <https://www.dropbox.com/s/ws5sdcfi72aykj1/ICLS2022%20Proceedings.pdf?dl=0>

Hickey, D. T., & Harris, T. (2022, March 4). *Reimagining online grading, assessment, and testing using situated cognition.* Presentation at the Instructional Systems Technology Annual Conference, Bloomington IN. <https://www.youtube.com/watch?v=tzGw33T2AVc&t=581s&ab>

Hickey, D. T. (2022, February 8). *Responsive engagement and virtual learner assessment: An open online course for efficiently moving educators online.* Virtual presentation at the Digital Learning Annual Conference.

Hickey, D. T.. (2021, November 5). "Stridently sociocultural" assessment innovations. [Symposium Presentation] *Assessments to match our pedagogy: A discussion of innovative assessment practices to support open-ended learning.* Annual Conference of the Association for Educational Communication and Technology, Chicago IL. <https://members.aect.org/events/aect21/AECT2021%20Convention%20Program_Final.pdf>

Hickey, D. T. Chartrand, G., & Harris, T. (2021, November 3). Asynchronous professional development for asynchronous learning and assessment (APD4ALA). [Symposium Presentation] *Responsive engagement for instructional designers and online educators in asynchronous profession development.* Annual Conference of the Association for Educational Communication and Technology, Chicago IL. <https://members.aect.org/events/aect21/AECT2021%20Convention%20Program_Final.pdf>

Hickey, D. T., (2021, August 13). *Evolving and emerging perspectives on the transfer of learning and their implications for equity.* Presidential Poster Session at the American Psychological Association Division 15 Virtual Annual Meeting. https://apadiv15.org/presidential-poster-session-participants/

Hickey, D. T., & Quick, J. D. (2021, April). *Accepting instructor/facilitator responsibility for (re)positioning minoritized students in online learning environments.* Presentation at the virtual annual meeting of the American Educational Research Association.

Chartrand, G., Harris, T., & Hickey, D. T. (2021, March 2). *Answering the demand for asynchronous learning with responsive engagement and virtual learner assessment.* Workshop presented at the Instructional Systems Technology Conference, Bloomington IN

Hickey, D. T., & Quick, J. D. (2020, December 17). *Investigating an online course feature and instructor (re)positioning for equity using social learning analytics.* Presentation at the Annual Meeting of the Indiana University Center for Learning Analytics and Students Success.

Hickey, D. T., & Chartrand, G. T. (2020, November 7). *A modest feature for repositioning minoritized online students to support disciplinary engagement and achievement.* Presentation at the annual meeting of the Association for Educational Communication and Technology.

Hickey, D. T., & Harris, T. (2020, November 5). *Expansive framing survey for online learners. A situative alternative to the Community of Inquiry survey.* Presentation at the virtual annual meeting of the Association for Educational Communication and Technology. (Best proposal award, Learner Engagement Division).

Hickey, D. T., & Chartrand, G. T. (2020, October 28). *A situative approach to efficient online/hybrid instruction and assessment.* Presentation at the Assessment Institute virtual annual conference. Indianapolis, IN. <https://iu.mediaspace.kaltura.com/media/1_m25x3jhj>

Hickey, D. T., & Chartrand, G. T. (2020, October 28). *A situative approach to efficient online/hybrid instruction and assessment.* Presentation at the Assessment Institute annual conference. Indianapolis, IN. <https://iu.mediaspace.kaltura.com/media/1_m25x3jhj>

Hickey, D. T., & Harris, T. (2020, October 27). *Efficient online grading, formative assessment, and summative testing.* Presentation at the Assessment Institute annual conference. Indianapolis, IN. <https://iu.mediaspace.kaltura.com/media/1_dpe4jmq4>

Hickey, D. T., & Quick, J. D. (2020, October 26). *Participatory online classroom assessment for inclusion, achievement, and efficiency.* Presentation at the Assessment Institute annual conference. Indianapolis, IN. <https://iu.mediaspace.kaltura.com/media/1_fc8enjci>

Dimitrieska, V., & Hickey, D. T. (2020, October 26). *Global competence and digital badges: A case study.* Presentation at the Assessment Institute Annual Conference, Indianapolis, IN. <https://iu.mediaspace.kaltura.com/media/1_2izpbavm>

Hickey, D. T., & Quick, J. D. (2020, June). A modest feature for repositioning minoritized online students to support disciplinary engagement and achievement. Presentation at the annual meeting of the International Society of the Learning Sciences, Nashville, TN,

Hickey, D. T., Harris, T., Duncan, J., & Robinson, J. (2019, December 10). *Collaborative Learning Analytics of Developmental, Supplemental, and Tutorial Services.* Poster presentation at the Learning Analytics Fellows conference, Indiana University.

Hickey, D. T., Chartrand, G., & Andrews, G. (2019, October 30). *A Step-by-Step Approach to Social Online Learning and Participatory Assessment.* Presentation at the IU Online Conference, Indianapolis, IN.

Hickey, D. T., & Schenke, K. (2019, April). Open digital badges and reward structures. Symposium presentation at the annual meeting of the American Educational Research Association, Toronto, Ontario.

Itow, R. C., & Hickey, D. T. (2018, April 16). *The perception of a problem: Shifting from professional development obstacles to opportunities.* Presentation at the annual meeting of the American Educational Research Association. New York, NY

Hickey, D. T., & Andrews, C. D. (2018, April 15). *Situative theories and design based methods for motivating online engagement and achievement.* In D. M. McInerney & G. A. D. Liem (Chairs) *Recent advances in sociocultural influences on motivation and learning: Big theories revisited.* Symposium at the Annual Meeting of the American Educational Research Association, New York, NY.

Itow, R. C., & Hickey, D. T. (2018, April 14). *An intersectional approach to professional development: Design-based implementation research in practice.* Presentation at the annual meeting of the American Educational Research Association. New York, NY

Hickey, D. T. (2018, April 13). *Open digital badges and reward structures.* In K. A. Renninger and S. E. Hidi (Chairs), Motivation and Learning: What is Provocative and New? Presentation at Symposium at the Annual Meeting of the American Educational Research Association, New York, NY.

Hickey, D. T., & Chartrand, G. (2017, Nov 10). Instructor-free formative assessment and proctor-free summative testing. *IU Online Conference.* Indiana University-Purdue University Indianapolis.

Hickey, D. T. (2017, November 8). *Where open badges worked better.* Symposium presentation at the Annual Meeting of the Association for Educational Communication and Technology. Jacksonville, FL

Itow, R.C., & Hickey, D. T. (2017, November 8). *It’s not about the badges, its about the ecosystem.* Symposium presentation at the Annual Meeting of the Association for Educational Communication and Technology. Jacksonville, FL

Hickey, D. T. (2017, September 1). *Investigating and designing for situated knowledge in a world of change* (invited discussant). Symposium at the annual meeting of the European Association for Research on Learning and Instruction. Tampere, Finland.

Uttamchandani, S. & Hickey, D. T. (2015, April). *Coding comments for productive disciplinary engagement.* Presentation to the annual meeting of the American Educational Research Association, Washington, DC.

Rehak, A. A., Hickey, D. T., & Chow, C, (2014, April). *Design principles and enacted practices for recognizing learning with digital badges: A collective case study.* Presentation to the annual meeting of the American Educational Research Association, Philadelphia, PA.

Hickey, D. T., Itow, R. C., Rehak, A. M., Schenke, K. & Tran, C. (2013, August). *Recognizing, assessing, motivating, and evaluating learning with digital badges*. Presentation at the biennial meeting of the European Association for Research on Learning and Instruction, Munich, Germany.

Hickey, D. T., Itow, R. C., Rehak, A. M., Schenke, K. & Tran, C. (2013, June). *Digital badges for recognizing, assessing, motivating, and evaluating learning in games and beyond*. Presentation at the Games Learning + Society conference, Madison, WI.

Itow, R. C., & Hickey, D. T. (2012, July), *Design-based implementation research of spreadable educational practices within the Participatory Learning and Assessment Network (PLAnet).* Poster presented at the International Conference of the Learning Sciences, Sydney.

Hickey, D. T., Strackeljahn, A., & Itow, R. C. (2012, July). *Participatory learning and assessment in e-learning contexts.* Poster presented at the International Conference for the Learning Sciences, Sydney.

Hickey, D. T., & Rehak, A. (2012, April). *Designing for participation, understanding, and achievement.* Poster presented at the annual meeting of the American Educational Research Association

Hickey, D. T. (2012, April). *Assessing students using new learning technologies.* Paper session at the Annual Conference of the American Educational Research Association, Vancouver BC (discussant)

Hickey, D. T. (2012, April). *Learning in educational games.* Roundtable session at the annual meeting of the American Educational Research Association, Vancouver, BC (chair)

Hickey, D. T. (2012, April). *Research on the design of multimedia-based and animation-enhanced instruction.* Paper session at the annual meeting of the American Educational Research Association, Vancouver, BC (Chair and discussant)

Hickey, D. T. (2011, October). *“Reading in Context” for networked engagement with course readings.* Presentation at the annual meeting of the International Society for the Scholarship of Teaching and Learning, Milwaukee, WI.

Hickey, D. T., & Strackeljahn, A. (2011, October). *Wikifolios, reflections, and exams for online engagement, understanding, and achievement.* Presentation at the Indiana University Center for Innovative Teaching and Learning faculty poster fair.

Walsh, J. D., & Hickey, D. T. (2011, October). *Designing for participation in a 125-student hybrid media production course.* Presentation at the Indiana University Center for Innovative Teaching and Learning faculty poster fair.

McWilliams, J., & Hickey, D. T. (2011, April). *Closing the participation gap: Using participatory assessment to support digital literacy.* Poster presentation at the annual meeting of the American Educational Research Association, New Orleans, LA

Hickey, D. T., (2011, April). *Sylvia Scribner Award Address: Paul A. Cobb* (Chair). Award presentation and address at the annual meeting of the American Educational Research Association, New Orleans, LA .

Hickey, D. T. (2011, April). *Innovations in methodology in the Learning Sciences* (Chair). Roundtable paper session at the annual meeting of the American Educational Research Association, New Orleans, LA.

Hickey, D. T., McWilliams, J., Hines, M. B., Ingram-Goble, A., Rupert, R., Conner, J. (2011, March). *Participation by Design workshop for Digital Media Learning.* Workshop presented at the MacArthur Foundation’s Digital Media and Learning Conference. Long Beach, CA.

Hickey, D. T., McWilliams, J., & Bishop, S., & Rupert, R.  (2010, November).  Participatory assessment for engagement, understanding, and achievement in secondary English, educational gaming, and online.  IU School of Education Faculty Research Colloquium.

Hickey, D. T., McWilliams, J., & Bishop, S. (2010, September). *Positioning wikifolios for participation, understanding, & achievement.* Presentation at the annual IUPUI Assessment Institute.

Filsecker, M. K., & Hickey, D. T. (2010, March). *Incorporating feedback to support writing in a multiplayer virtual environment.* Presentation at the Annual Meeting of the American Educational Research Association, Denver CO.

Hickey, D. T., (2010, May). *Participatory assessment: Fostering individual understanding in learning progressions by sequestering it*. Presentation at Annual Meeting of the American Educational Research Association, Denver, CO.

Davis, H., Peppler, K. A., & Hickey, D.T (2010, May). *Assessment assemblage: Advancing portfolio practice through assessment stage theory.* Presentation at the Annual Meeting of the American Educational Research Association, Denver, CO.

Hickey, D. T., Filsecker, M. J., & Kwon, E. U. (2010, May). Participatory assessment for engagement, understanding, and achievement in educational video games. Presentation at the Annual Meeting of the American Educational Research Association, Denver, CO.

Hickey, D. T., Filsecker, M. K. (2009, October). *Reading in context: Fostering and assessing understanding of core readings and scholarly referencing in graduate classroom contexts.* Presentation at the annual meeting of the International Society for the Scholarship of Teaching and Learning, Bloomington IN.

Hickey, D. T. (2009, October). *Positioning e-Portfolios for engaged participation.* Presentation at the annual meeting of the International Society for the Scholarship of Teaching and Learning, Bloomington, IN.

Hickey, D. T. (2009, April). Designing assessments and assessing designs in educational videogames. Presentation in *Peering behind the digital curtain: Using situated data for assessment in collaborative virtual environments and games.* In D. J. Ketelhut, B. C. Nelson, J. S. Underwood, & Zuiker, S. J. (Organizers). Symposium accepted for presentation at the 2009 meeting of the American Educational Research Association.

Zuiker, S. J., Barab, S. A., & Hickey, D. T. (2008, April). *Gaming science and its consequences for Quest Atlantis.* Presentation at the annual meeting of the American Educational Research Association, New York City.

Hickey, D. T., & Zuiker, S. J. (2007, April). *Making play environments academically significant: A model for designing assessments and assessing designs.* Presentation at the annual meeting of the American Educational Research Association, New York City.

Hickey, D. T., Zuiker, S. J., & Anderson, K. (2007, September). *Situative alignment of formative and summative assessment functions to maximize engagement and learning.* Invited presentation at the Biennial meeting of the European Association for Resarch on Learning and Instruction, Budapest.

Hickey, D. T., Kwon, E. J., Zuiker, S. J., & Jameson, E. M. (2007, September). *A participatory, design-based approach to enhancing engagement and motivation in academic gaming environments.* Presentation at the biennial meeting of the European Association for Research on Learning and Instruction, Budapest.

Jarevela, S. & Hickey, D. T. (Organizers and presenters) (2006). Where social and the self meet in future conceptualizations of engagement? The concept of motivation and the field of motivation research. Symposium presented at the presented at the 10th Biennial Meeting of the International Conference on Motivation, Landau, Germany, September, 2006

Hickey, D. T., Kwon, E. & Barab, S. (2006, October).  *Fostering Motivation for and Engagement in Academic Content in Gaming Environments.* Presentation at the 10th Biennial Meeting of the International Conference on Motivation, Landau, Germany, September, 2006

Hannafin, M., & Hickey, D. T. (2005, April). *A 3-year study of the effects of Georgia’s Title II Professional Development Initiative (eMath) on mathematics achievement of elementary school students (grades 3-5).* Presentation at symposium “Strategies and solutions for research in educational technology” (Laura Blazi, Organizer) at the annual meeting of the American Educational Research Association, Montreal.

Hickey, D. T. (2004, June) (Organizer) *Design theories of interest, motivation, and engagement for the Learning Sciences*). Symposium at the International Conference of the Learning Sciences, Santa Monica, CA.

Hickey, D. T., (2004, June). *Designing learning environments to support engaged participation in domain knowledge practices.* Symposium presentation at the International Conference of the Learning Sciences, Santa Monica, CA.

Hickey, D. T., & Zuiker, S. J. (2004, June). *A multi-level/multi-type model for design-based alignment of instruction, assessment, and testing.* Presentation at the International Conference of the Learning Sciences, Santa Monica, CA.

Hickey, D. T., (2004, April) (Organizer) *Design experimentation with multiple perspectives to enhance learning and engagement: The GenScope Assessment Project.* (Organizer). Symposium at the annual meeting of the American Educational Research Association, San Diego, CA

Hickey, D. T., Zuiker, S. J., & Kindfield, A. C. H. (2004, April). *Curricular overview and learning outcomes in the GenScope Assessment Project.* Symposium presentation at the annual meeting of the American Educational Research Association, San Diego.

Zuiker, S. J., & Hickey, D. T. (2004, April). *Identities for knowing: Analysis of discourse and transfer of learning during collaborative formative feedback activities.* Symposium presentation at the annual meeting of the American Educational Research Association, San Diego.

Granade, J. B., & Hickey, D. T., (2004, April). *Engaged participation: A stridently sociocultural model of motivation and its value for enhancing teaching and learning.* Symposium presentation at the annual meeting of the American Educational Research Association, San Diego.

Hickey, D., & Recesso, A (April, 2003). We know it when we see it: Video-supported formative assessment of inquiry oriented activity and instruction. Presentation to the meeting of the GSTEP Research Group, Athens, GA.

Michael, M. A., Zuiker, S. J., & Hickey, D. T., (2002, November). Promoting Learning and Motivation in an Intentional Learning Environment: Effects of Extrinsic Recognition and Formative Assessment Practices. Presentation at the Annual Meeting of the Georgia Educational Research Association, Savannah, GA.

Hickey, D. T. (2002, April). Panel discussion participant, *New views of self-regulated learning and academic achievement,* organized by B. Zimmerman and D. Schunk, at the annual meeting of the American Educational Research Association, New Orleans.

Hay, K. E., Hickey, D. T., Elliot, D., Kim, B., & Hand, B. (2002, January). *Integrated temporal multimedia data research system: The present and future of digital tools for research.* Presentation at the 15th Annual Conference on Interdisciplinary Qualitative Studies. Athens GA.

Hickey, D. T., Kindfield, A. C. H., Horwitz, P., & Christie, M. A. (2000, June). *Integrating assessment, evaluation, curriculum & instruction in the GenScope genetics learning environment.* Presentation at the National Educational Computing Conference, Atlanta, GA.

Hickey, D. T., & Russell, H. A. (2000, April). *KLTI: A value-added educational application of the WWW.* Teaching and Learning with Technology Exposition. Georgia State University.

Hickey, D. T. (1999, April). *How can good assessment practices inform our understanding of design learning?* Invited presentation at the Knowing and Learning to Design Conference. Georgia Institute of Technology, Atlanta, GA.

Hickey, D. T., Russell, H. A., & Seay, C. (1999, April). *Collaborative inquiry on the internet: The Mars Mission Challenge.* Presentation to the Georgia State Teaching and Learning with Technology EXPO.

Hickey, D. T. (1999, June). *Collaborative Inquiry on the Internet: Three Problems and Three Possible Solutions.* Annual Yom Iyun Educational Conference: Jewish Educational Services, Atlanta, GA.

Hickey, D. T, & Howwitz, P, (1998) (Organizers) *Implementation and Evaluation of the GenScope Learning Environment.* Symposium conducted at the 3rd International Conference of the Learning Sciences, Atlanta, GA

Schiefele, U. & Hickey, D. T. (1996, April) (Organizers) *Experience Sampling and On-Line Assessment of Affect, Motivation, & Cognition in Diverse Learning Contexts* Symposium conducted at the meeting of the American Educational Research Association, New York City.

Hickey, D. T., Moore, A. L., Pellegrino, J. W., Goldman, S. R., & Bateman, H. V. (1995, August). *Motivation and strategy use in anchored vs. conventional mathematics environments.* Presentation at the meeting of the American Psychological Association, New York.

Hickey, D. T., Moore, A. L., Pellegrino, J. W., Goldman, S. R., & Bateman, H. V. (1995, April). *Individual and situational motivation factors in anchored instruction learning environments.* Presentation at the meeting of the American Educational Research Association, San Francisco.

Renninger, K. A., Hickey, D. T., & Mitchell, M. (1995, April). *Situational interest, topic interest, and learning in mathematics.* Presentation at the meeting of the American Educational Research Association, San Francisco.

Sherwood, R. D., Petrosino, A., Goldman, S. R., Garrison, S., Hickey, D. T., Bransford, J. D., Pellegrino, J. W. (1993, April). *An experimental study of a multimedia instructional environment in a science classroom.* Presentation at the meeting of the American Educational Research Association, Atlanta.

Van Haneghan, J., & Hickey, D. T. (1993, March). *Higher order analyses of children’s beliefs about mathematics.* Presentation at the meeting of the Society for Research in Child Development, New Orleans .

Hickey, D. T., (1992, November) *Generative, problem solving approaches to school science instruction.* Presentation to the meeting of the Tennessee Science Teachers Association, Nashville, TN.

Pellegrino, J. W., Hickey, D. T., Heath, A., Rewey, K., Vye, N. J., and the Cognition and Technology Group. (1991, April). *The Adventures of Jasper Woodbury: Assessment of Instructional Outcomes.* Presentation to the meeting of The American Educational Research Association, San Francisco.

Heath, A., Hickey, D. T., Pellegrino, J. W., Warren, S., Van Haneghan, J. (1991, April). *Results from field-based implementation of the "Adventures of Jasper Woodbury" environment.* Presentation to the meeting of the American Educational Research Association, San Francisco.

Hickey, D. T. (1990, March). *Individual differences in strategic processes in dynamic spatial reasoning*. Presentation at the Annual Meeting of the Human Factors Society. Orlando, FL.

Barker, D. B., & Hickey, D. T. (1985, March). *Technical skills training curricula: Basic electricity and electronics,* and *Where do we intervene to break the illiteracy cycle?* Presentations to the 9th Annual Conference on Competency-Based Adult Education, Los Angeles, CA.

Hickey, D. T. (1983, October). *Station performance training.* Presentation to the Annual Meeting of the Intercollegiate Broadcasting Society, San Diego, CA.

**REPORTS**

Hickey, D. T. (2022, June). *Trends, threats, strategies, and recommendations for P-12 online learning in Indiana.* 188-page report prepared for the Indiana Department of Education.

Hickey, D. T. (2022, November). *Trends, threats, strategies, and recommendations for P-12 online learning in Indiana: Survey and interview responses.* 111-page report prepared for the Indiana Department of Education.

Hickey, D. T. (2022, November) *Commentary on individualized responses to the 2022 Indiana School Tech Plan.* 36-page report prepared for the Indiana Department of Education.

Hickey, D. T. (2022, December) *Spotlight report on concurrent instruction.* 48-page report prepared for the Indiana Department of Education.

Hickey, D. T., & Willis, J. E. (2017). *Where open badges appear to work better: Findings from the Design Principles Documentation Project.* [Unpublished report]. Center for Research On Learning and Technology, Indiana University. <https://drive.google.com/file/d/1Jh02lSpD2vAHZSZcMWhOAb7jjFtCHfv6/view?usp=share_link>

Hickey, D. T. (2015, October). *Learner participation, satisfaction, and engagement with Curiosity Machine, Camps, and Courses.* 52-page final external evaluation report for Iridescent Inc.

Bogost, I., et al. (2012). *Games for impact: That transformational game development process.* Games for Impact Consortium. Washington DC. (Contributor) http://gamesforimpact.files.wordpress.com/2012/09/gamesforimpact-bestpractices.pdf

Hickey, D. T., (2010, March). *The learning assessment landscape in North American foundations.* Investigation and unpublished report commissioned by the MacArthur Foundation’s Digital Media and Learning Program.

Hickey, D.T., & Nelson, B. (2010, February). *Measuring classroom progress: 21st Century Assessment Project wants your input.* Investigation, report, and blogpost commissioned by the MacArthur Foundations Digital Media and Learning Program. Published at *Spotlight on Digital Media and Learning* at http://spotlight.macfound.org/blog/entry/measuring-classroom-progress-21st-century-assessment-project-input

Derry, S. J., Hickey, D. T., Koshmann, T. (2007). Ethical concerns in video data collection. Guidelines for Video Research in Education. Recommendations from an expert panel. S. Derry (Ed.), pp 55-62, National Science Foundation

Hickey, D. T. (2001). Learning outcomes from *Griffith in Context* multimedia program. Unpublished project report. University of Georgia.

Hickey, D. T. (2000). Effects of *Learning by Design* on Content Knowledge, Conceptual Understanding, and Collaboration Skills in the 1999-2000 Implementation. Unpublished Project Report. University of Georgia.

Hickey, D. T. (1999). Effects of *Learning by Design* on Content Knowledge, Conceptual Understanding, and Collaboration Skills in the 1998-1999 Implementation. Unpublished Project Report. Georgia State University.

Hickey, D. T., Petrosino, A., & Pellegrino, J. W. (1993). *Challenger Learning Center's M.A.R.S. Learning Activity Pilot Evaluation Study.* Vanderbilt University Learning Technology Center.

Pellegrino, J. W., Hickey, D. T., Heath, A., Rewey, K., Vye, N. J., and the Cognition and Technology Group at Vanderbilt. (1991). *Assessing the outcomes of an innovative instructional program: The 1990-1991 implementation of the "Adventures of Jasper Woodbury".* Vanderbilt University Learning Technology Center.

Gagné, E. D., Hickey, D. T., & Rossitol, M. A. (1988). *Literacy demands for Army NCO career progression and job performance* (Technical Report 10-88). Alexandria, VA: Human Resources Research Organization.

Allen, B. A., Hickey D. T., & Molise, G. (1985). *Electronic text: An amalgam of capabilities for informing and instructing,*(Electronic Text Monograph No. 2). San Diego State University Center for Communications.

**SELECTED INSTRUCTIONAL PRODUCTS AND ASSESSMENT INSTRUMENTS**

Luo, Q. M. & Hickey, D. T. (2022). *Introduction to computer science.* Three credit course for Indiana University High School Online, entirely new course based on a revision of a course developed in the IU Course Design Academy.

Hickey, D. T., & Harris, T. (2021, ongoing) *Responsive engagement and virtual learner assessment (REVLA).* An open online self-paced course for educators in Google Classroom. <https://bit.ly/GoogleREVLA>

Chartrand, G. T., & Hickey, D. T. (2021, ongoing) *Responsive engagement and virtual learner assessment (REVLA).* An open online self-paced course for educators in Canvas for IU Expand. <https://bit.ly/CanvasREVLA>

Hickey, D. T. (2019). *Cybersecurity for K-12 Network Analysts.* A 20-hour self-paced course for K-12 network analysts. Designed and developed for K-12 High Speed Networks and the Imperial County Office of Education with the support of the California Department of Education.

Itow, R. & Hickey, D. T. (2011). *The consequences of ignorance: Analyzing character action and motivation in contexts.* Ten hour secondary language arts curricular module. Digital Is network: The National Writing Project. <http://digitalis.nwp.org/resource/2980>.

Itow, R. & Hickey, D. T. (2011). *The consequences of ignorance: Analyzing character action and motivation in contexts.* Ten hour secondary language arts curricular module. Digital Is network: The National Writing Project. <http://digitalis.nwp.org/resource/2980>.

McWilliams, J. M., Bishop, S., & Hickey, D. T., (2011). *Empathy and elaboration: Using 21st century tools to enhance creative writing.* Twenty hour secondary language arts curricular module. Digital Is network: The National Writing Project. <http://digitalis.nwp.org/resource/2978>.

Horne, M. A., Zuiker, S. J., & Hickey, D. T. (2004). *BioBlast curriculum framework and assessments.* A detailed 20-hour curriculum framework, alignments to state curriculum standards, three quizzes & formative feedback rubric, one exam & formative feedback rubric, and standards-based achievement test. Created for a multimedia secondary science curriculum developed by the NASA Center for Educational Technology.

Taasoobshirazi, G., Zuiker, S. J., & Hickey, D. T. (2004). *Astronomy Village curriculum framework and assessments.* A detailed 20-hour curriculum framework, alignments to state curriculum standards, three quizzes & formative feedback rubric, one exam & formative feedback rubric, and standards-based achievement test. Created for a multimedia secondary science curriculum developed by the NASA Center for Educational Technology.

Stroman, A.., Zuiker, S. J., & Hickey, D. T. (2004). *Exploring the Environment curriculum framework and assessments.* A detailed 20-hour curriculum framework, alignments to state curriculum standards, three quizzes & formative feedback rubric, one exam & formative feedback rubric, and standards-based achievement test. Created for a multimedia secondary science curriculum developed by the NASA Center for Educational Technology.

Hickey, D. T., & Kindfield, A. C. H. (2000). *Revised GenScope Curriculum.* An entire set of curricular activities and formative assessments, and feedback materials for secondary introductory genetics. Developed for the GenScope software. Georgia State University/University of Georgia.

Kindfield, A. C. H., & Hickey, D. T. (1999). *NewWorm performance assessment for introductory genetics.* Educational Testing Service/Georgia State University.

Hickey, D. T. & Petrosino, A. (1994) *Mars Mission Challenge* problem generation video, part of a classroom science instruction environment, incluing the video, CD-ROM, and World-Wide Web Site. Vanderbilt University Learning Technology Center.

Hickey, D. T. (1987) *PC DOS for Technicians*, a 60-page self-study workbook for DatagraphiX, Inc.

*XC Microfiche Recorder Operator Training Program*, a customer training package for DatagraphiX, including a 40-page student workbook (writer) and a 30-minute video (instructional design and scripting ), 1987.

*4800 Non-Impact Printer Operator Training Program*, a customer training package for DatagraphiX, including a 45-page student workbook (writer) and a 20-minute video (instructional design and scripting), 1986.

*DataMASTER Microfiche Duplicator Operator Training Program*, a customer training package for DatagraphiX, including a 30-page student workbook, (writer) and a 20-minute video (instructional design and scripting), 1986.

Hickey, D. T., & Sticht, T. (1885) *Functional Context Training Electronics Technician's Course*, including a 120-page textbook, a 100-page workbook, and a 60-page instructors manual, for Applied Behavioral and Cognitive Sciences.

Hickey, D. T. (1984) *Disk Jockey Training Guide*, a 47-page illustrated self-study manual for KCR Radio, SDSU..

Hickey, D. T. & Allen, B. (1983). *What's Your Health Quotient?*, a 300-frame instructional interactive videotex program for Cox Cable's INDAX System, at the SDSU Center for Communications.

Hickey, D. T. (1984) *XEDIT User's Manual*, a 40-page training and reference manual, as a class project, SDSU Instructional Systems Technology program

*Inserting a Nasogastric Tube*, a 20-minute for the U.S. Naval Hospital, San Diego, 1984 (assistant-producer).

Hickey, D. T. (1982) *Studio Operations,* a 15-minute slide/sound program for KCR radio, SDSU.

Hickey, D. T. (1982) *Quality Circles Training Series*, four 15-minute slide/sound programs for Nagata Engineering, San Diego.

Hickey, D. T., (1982) *Removing Redundancies*, a computer-based tutorial BASIC program, as a class project, SDSU Instructional Systems Technology Program

**PROFESSIONAL SERVICE**

**Service to Journals**

2019-present *Information and Learning Sciences,* (Editorial Board Member)

2014-present *Educational Technology Research and Development* (Consulting Board Member)

2010-present *Educational Psychologist* (Editorial Board Member)

2004-present *The Journal of the Learning Sciences* (Editorial Board Member)

2017-2022 *Educational Research Review* (North American Associate Editor)

2006-2017 *Educational Research Review* (Founding Editorial Board Member)

2002-2006 *Science Education* (Editorial Board Member)

2000-present *Assessment in Education, Cognition & Instruction, Educational Researcher, Educational Technology Research & Development*, *International Journal of Learning and Media*, *Instructional Science, Journal of Experimental Education*, *Journal of Engineering Education*, and the *Journal of the Scholarship of Online Teaching and Learning* (Ad-Hoc Reviewer)

**Service to Associations and Organizations**

2019-present Advisory Board Member and Accreditation Representative, Indiana University High School,

2012-present Grant proposal reviewer for the National Science Foundation (2013, 2013, 2015, 2018)

2015-present American Council on Education, *Defining Quality Standards for Stackable Digital Credentials* (Co-Leader)

1990-present *American Educational Research Association*, Division C and multiple special interest groups (Conference Proposal Reviewer)

2000-present *International Society for the Learning Sciences.* (Bi-annual Conference Proposal Reviewer)

2014-2018 EDUCAUSE, Badges and Microcredentials Constituent Group (Chair)

2014-2018 Badge Alliance, Higher Education Working Group (Chair)

2015 IMS Global Learning Consortium. *Microcredentials Currency Framework Definition Group* (Member)

2013-2018 *International Society for the Learning Sciences, Education Committee* (Member)

2010-2012 *American Educational Research Association, Division C, Sylvia Scribner Award Committee* (Co-Chair/Chair).

2007-2008 *American Educational Research Association, Division C, Section 6,* (2008 Program Chair)

2005-2006 *International Conference for the Learning Sciences* (2006 Conference Co-a with S. Barab and K. Hay).

**Service to Academic Publishers**

2013 Solution Tree Publishers, Book Proposal Reviewer, *Mastering Media Literacy* by Heidi Hayes Jacobs

2012 Pearson Publishers, Anonymous Reviewer of an Educational Psychology Textbook

2011 Teachers College Press, Book Proposal Reviewer, *Educational Data Sciences* by Phillip Piety.

1999. Macmillan Publishers. Reviewer for a chapter for *Training and Retraining, A Handbook for Business, Government, and the Military* (Sigmund Tobias & James Fletcher, Editors).

**Service to the Field**

2015-2018 Advisory board to *Digital Nest: Building Pathways to Computing Education and Careers for Latino/a Youth* project by ETR Incorporated, funded by the National Science Foundation (Member)

**CONSULTING SERVICES**

**Richard M. Fairbanks Foundation (2021-2023).** Fourteen-month project including a 180-page open-source report, survey of 200 stakeholders, and interviews with eleven stakeholders, concerning threats, trends, strategies, and recommendations for P-12 online learning in Indiana.

**K-12 High Speed Networks/Imperial County Office of Education, Calexico, CA.** Led a project to develop four self-paced online courses for K-12 network analysts. Designed and developed the course on Cybersecurity.(2017-2020)

**Paper Clip Communications, Little Falls, NJ.** Developed and offered a 90 minute professional development workshop on alternative credentials (2017).

**Education, Training, and Research (ETR)** Consulted on developing a digital badge system for the *Digital NEST: Building pathways to computing education and careers for Latino/a youth.* (National Science Foundation, 2016).

**Iridescent Inc., New York City.** Created assessment and assessment framework and conducted external evaluation for the *Curiosity Machine, Camps, and Courses.* (2014-2-2015)

**Amanda Fischer Consulting.** Created an online learning module entitled *Severn Suggestions for Enhancing Assessment in Online Learning* (2014)

**Global Evaluation and Applied Research Services (GEARS), Atlanta GA.** Provided evaluation services for proprietary educational programming (2012)

**Kno.com, Santa Clara, CA.** Consulted to investment group about the viability of multiple ed tech startups. (2013)

**Carnegie Mellon University Entertainment Technology Center.** Created two worked examples for MacArthur Foundations Worked Examples Pilot Project(2011).

**One Planet Educational Network, Inc., Situate, MA.** Consulting on research design and assessment for educational videogames, 2010-2013

**Rockman et al. San Francisco, CA.** Created a pool of standards-aligned assessment items for fifth-grade physical sciences (2010).

**Center for Educational Technology,**Wheeling Jesuit University. Member of the advisory board on a CET project to evaluate the impact of the *NASA Explorer Schools* program (2003-2005).

**American Association for the Advancement of Science/University of Michigan.** Assessment consulting and participation in the Knowledge Sharing Institute of the Center for Curriculum Materials in Science. 2003, June

**NASA Classroom of the Future,**  Wheeling, WV. Providing assessment and research design consulting on NSF and NASA funded research projects. 1999-2005

**Williamson County Schools,** Nashville, TN. Evaluated implementation and outcomes in a county-wide high school science & environmental program known as "The Harpeth River Environmental and Educational Project", 1993-1995.

**The Challenger Center for Space Science Education**, Alexandria, VA. Evaluated a nationwide classroom and museum-based educational program, 1993.

**Research-Cottrell, Inc.,**Sommerville, NJ. Performed needs assessment and prepared curriculum materials for emissions control engineering seminar, 1991.

**Human Resources Research Organization,**Alexandria, VA. Continued research support services after terminating formal employment to begin graduate school, 1988-1989.

**United States Naval Postgraduate School,** Monterey, CA. Developed experimental officer training curricula, 1985.

**Nagata Engineering**, San Diego, CA. Developed and produced the *Quality Circles* management training multimedia program, 1982.

**TEACHING (not updated since 2015)**

**Courses Taught Since 2005**

Spring 2015, P-540, Learning and Cognition in Schools, 31 students

Fall 2014, P-544, Applied Cognition and Learning Strategies, 13 students

Summer 2014, P-507, Assessment in Schools (Online within BOOC), 9 students

Spring 2014, P-631, Theorizing Learning in Context: Situativity Theory 5 students

Spring 2014, P-573, Apprenticeship in the Learning Sciences, 1 student

Spring 2014, P-571, Proseminar in the Learning Sciences, 1 student

Fall 2013, P-573, Apprenticeship in the Learning Sciences, 4 students

Fall 2013, P-507 , Assessment in Schools (Online within BOOC), 8 students

Summer 2013, P-573, Apprenticeship in the Learning Sciences, 4 students

Summer 2013, P-507, Assessment in Schools (Online), 15 students

Spring 2013, P-573, Apprenticeship in the Learning Sciences, 5 students

Spring 2013, P-572, Intro to Learning Sciences, 7 students

Fall 2012, P-633, Topical Seminar: Assessment of, as, & for Learning, 11 students

Spring 2012, P-572, Intro to Learning Sciences, 15 students

Spring 2012, P-507, Assessment in Schools, 16 students

Fall 2011, P-540, Learning and Cognition in Education (Online), 19 students

Summer 2011, P-540, Learning and Cognition in Education (Online), 17 students

Spring 2011, P-507, Assessment in Schools (Online), 15 students

Fall 2010, P-540, Learning and Cognition in Education (Online), 17 students

Fall 2010, P-507, Assessment in Schools (Online), 9 students

Summer 2010, P-540, Learning and Cognition in Education (Online), 16 students

Fall 2009, P-571, Proseminar in the Learning Sciences, 16 students

Fall 2009, P-507, Assessment in Schools (IU Online), 18 students

Fall 2009, P-507, Assessment in Schools IUPUI Hybrid), 12 students

Summer 2009, P-540, Learning and Cognition in Education (Online), 15 students

Spring 2009, P-631, Theorizing Learning in Context, 12 students

Spring 2009, P-571, Proseminar in the Learning Sciences, 13 students

Fall 2008, P-544, Applied Cognition and Learning Strategies, 14 students

Spring 2008, P-650, Topical Seminar: Formative Assessment, 11

Fall 2007, P-312, Learning: Theory into Practice, 26 students

Fall 2007, P-312, Learning: Theory into Practice, 29 students

Fall 2006, P-674, Topical Seminar: Learning in Context, 15 students

Spring 2006, P-544, Applied Cognition and Learning Strategies, 15 students

**Recent Graduate Student Supervision at Indiana University**

Srijita Chakraburthy, PhD., Committee Member, Learning Sciences, Early Inquiry Project proposal defended September 7, 2023.

Ricky Lafosse, Ph.D., Committee Member, Higher Education and Student Affairs, proposal defended October 5, 2023.

Charmian Lam, Ph.D., Committee Member, Higher Education and Student Affairs, dissertation defended, August 8, 2023

Mengyuan Zhao, Ed.D. committee member, Instructional Systems Technology, dissertation defended, June 9, 2023

Chris Andrews, Ph.D., Committee Chair, Learning Sciences, dissertation defended May 11, 2023.

Joshua Quick, Ph.D., Committee Chair, Learning Sciences, Early Inquiry Project defended April 2023.

Clinton Roeth-McKay, PhD Committee Member, Informatics, dissertation defended April 8, 2023.

Krista Baily, Ed.D., Committee Member, Instructional Systems Technology, proposal defended February 22, 2023.

Megan Humburg, Ph.D. committee member, Learning Sciences, dissertation defended December 10, 2022.

Micheal Kelly, Ed,D, committee member, Educational Leadership, dissertation proposal defended May 22, 2022

Bria Davis, PhD committee member, Learning Sciences, dissertation defended May 4, 2022

Travis Fass, Ph.D. committee member, Informatics, IUPUI, dissertation proposal defended, March 28, 2022.

Elizabeth Van Pate, Ed. D. Committee Member, Instructional Systems, Technology, dissertation defended March 21, 2022

Milka Trajkova, Ph.D. committee member, Informatics, IUPUI, dissertation defended, November 1, 2021

Theresa Brown, Ed.D committee member, Educational Leadership, dissertation defended November 25, 2021,

Beverly Wilgenbusch, Ed.D. committee member, Instructional Systems Techology, defended dissertation, October 2021.

Sarah Corke, Ed.D. committee member, Instructional Systems Technology, dissertation defense, August 25, 2021

LuciMara Mello. Ed.D. committee member, Instructional Systems Technology, dissertation defended, August 9, 2021

Beverly Wilgenbusch, Ed.D. committee member, Instructional Systems Technology, proposal defended May 10, 2021

Karen Housh, PhD doctoral committee member, Learning Sciences, passed qualifying exam, December 18, 2020

Brandon Roeder, EdD minor committee member, Educational Policy, defended dissertation proposal, December 3, 2020

Sarah Torzewki, EdD minor committee member, Instructional Systems Technology, defended dissertation proposal, November 19, 2020

Milka Trajkova, PhD minor committee member, Informatics, IUPUI, dissertation proposal defense, July 2, 2020

Grace Waitman, Ph./D. committee member, Educational Psychology, dissertation proposal defended July 16, 2020.

Lucimara Mello, EdD minor committee member, Instructional Systems Technology, dissertation proposal defense, June 24, 2020

Dee Degner, PhD minor committee member, Literacy, Culture, & Language Education, dissertation proposal defended on May 20,, 2020.

Shin Pei Gayl Teo, Ph.D. committee member, Music Education, defended proposal May 20, 2020.

Tara Kelly, PhD minor committee member, Literacy, Culture, & Language Education, dissertation proposal defended May 7, 2020.

Suraj Uttamchandani, PhD committee chair, Learning Science, dissertation defended, April 3, 2020

Darcy Janzen, EdD minor committee member, Instructional Systems Technology, successfully defended dissertation, August 16, 2019

Gayle Teo, PhD minor committee member, Music Education, successfully defended dissertation proposal, April 30, 2019

Yuxin Chen, PhD committee member, Learning Sciences, successfully passed qualifying exam, April 22, 2019

Christopher Andrews, PhD advisee, Learning Sciences successfully passed qualifying exams, April 19, 2019

Lindsay Nelson, PhD minor advisee, Psychological and Brain Sciences, successfully passed qualifying exams, April 16, 2019

Erin Crisp, EdD Minor Advisee, Instructional Systems Technology, successfully defended April 18, 2019