NSF BIOGRAPHICAL SKETCH

NAME: Roschelle, Jeremy

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POSITION TITLE & INSTITUTION: Executive Director, Learning Sciences Research, Digital Promise Global

(a) PROFESSIONAL PREPARATION

INSTITUTION	LOCATION	MAJOR / AREA OF STUDY	DEGREE (if applicable)	YEAR YYYY
MIT	Cambridge, MA	Computer Science	BS	1985
University of California	Berkeley, CA	Education: Math, Science & Technology	MS	1989
University of California	Berkeley, CA	Learning Sciences	PHD	1991

(b) APPOINTMENTS

2017 - present Executive Director, Learning Sciences Research, Digital Promise Global, San Mateo, CA

1998 - 2017 Executive Director, Center for Technology in Learning, SRI International, Menlo Park, CA

(c) PRODUCTS

Products Most Closely Related to the Proposed Project

1. Roschelle J, Means B, Mazziotti C. International handbook of learning and inquiry. Chin C, Duncan RA, editors. London, UK: Routledge; 2021. Scaling up design of inquiry environments.
2. Murphy R, Roschelle J, Feng M, Mason CA. Investigating efficacy, moderators and mediators for an online mathematics homework intervention. Journal of Research on Educational Effectiveness. 2020; 13(2):235-270. DOI: 10.1080/19345747.2019.1710885
3. Roschelle J, Noss R, Blikstein P, Jackiw N. Compendium for research in mathematics education. Cai J, editor. Reston, VA: NCTM; 2017. Technology for learning mathematics.
4. Roschelle J, Feng M, Murphy R, Mason C. Online mathematics homework increases student achievement. AERA Open. 2016; 2(4):102. DOI: 10.1177/2332858416673968
5. Basu S, Disalvo B, Rutstein D, Xu Y, Roschelle J, Holbert N. The Role of Evidence Centered Design and Participatory Design in a Playful Assessment for Computational Thinking About Data. Proceedings of the 51st ACM Technical Symposium on Computer Science Education. SIGCSE '20: The 51st ACM Technical Symposium on Computer Science Education; 11 0 20; Portland OR USA. New York, NY, USA: ACM; c2020. Available from: https://dl.acm.org/doi/10.1145/3328778.3366881 DOI: 10.1145/3328778.3366881

Other Significant Products, Whether or Not Related to the Proposed Project

1. Roschelle J, Gaudino S, Darling S. Designing for consistent implementation of a 5th grade digital math curriculum. International Journal of Designs for Learning. 2016; 7(2):41-56. DOI: 10.14434/ijdl.v7i2.20108

2. Roschelle J, Krumm A. Measuring and visualizing learning in the information-rich classroom. Reinman P, editor. New York: Routledge; 2015. Infrastructures for improving learning in information-rich classrooms; p.3-9.
3. Roschelle JM, Pea RD, Hoadley CM, Gordin DN, Means BM. Changing how and what children learn in school with computer-based technologies. Future Child. 2000 Fall-Winter;10(2):76-101. PubMed PMID: 11255710.
4. Roschelle J, Shechtman N, Hegedus S, Hopkins B, Empson S, Knudsen J. SimCalc at scale: Three studies examine the integration of technology, curriculum and professional development for advancing middle school mathematics. American Educational Research Journal. 2010; 47(4):833-878.
5. Shechtman N, Roschelle J, Haertel G, Knudsen J. Investigating links from teacher knowledge, to classroom practice, to student learning in the instructional system of the middle-school mathematics classroom. Cognition and Instruction. 2010; 28(3):317-359. DOI: 10.1080/07370008.2010.487961

(d) SYNERGISTIC ACTIVITIES

1. As a Fellow of the International Society of the Learning Sciences serving as an associate editor for the Journal of the Learning Sciences, focused specifically on providing coaching and guidance to early career researchers beyond the typical editorial decision letter.
2. As a member of the Advisory Group for Consortium of School Networking "Horizons Report," shaped a well-known report that informs educators and policy-makers about important learning technology trends.
3. As a reviewer of the National Assessment of Educational Progress 2025 Framework, contributed to improvement of a highly influential framework that guides improvement and asessment in mathematics educaiton.
4. As PI for the Center for Integrative Research in Computing and Learning Sciences, led convening, brokering, synthesizing research across projects to amplify impacts of funded projects and to strengthen the community, including connecting researchers, educators, and technology developers.
5. As lead author of a handbook chapter for the National Council of Teachers of Mathematics, communicated research on technology for learning mathematics to a broad audience of practitioners.