

Curriculum Vita

Deborah Gail Tatar

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Education

Stanford University, Stanford, CA.

1990-1998

Ph.D. Psychology, received Jan. 1998. Doctoral thesis: Social and Personal Effects of Preoccupied Listeners. Thesis Advisor: Leonard M. Horowitz. Thesis Committee: Herbert H. Clark, Robert Zajonc, Lee Ross, and Thomas Walker (Linguistics). Chief areas of interest: attentional engagement, trust, effects of technology, psycholinguistics.

Harvard University, Cambridge, MA.

1977-1981

B.A. received June 1981. Cum Laude in General Studies. Concentration: English and American Literature and Language. Course Work in math and science. Founding member Harvard-Radcliffe Cognitive Sciences Society.

Current Position

Virginia Tech

Associate Professor

August 2003-present

Associate Professor of Computer Science and, by courtesy, Psychology. Member, Center for Human-Computer Interaction.

Honors, Awards and Grants

April, 2006

NSF SGER. \$103,839. Embodied Communication: Vivid Interaction with History and Literature. Create computationally supported embodied experiences in collaboration with multi-institutional, multi-disciplinary teams. 4/1/06-3/31/08. IIS-0624701. (Co-PI)

March, 2006

NSF CRI. \$399,999. Interfaces for the Embodied Mind. 3/15/06-5/1/07. IIS-0551610. (Co-PI) Equipment to support the exploration and development of embodied interaction. (Co-PI)

September, 2004

NSF Interagency Education Research Initiative Phase II Grant. \$5,983,000. Working with Teachers and Leveraging Technology to Scale Opportunities to Learn More Complex and Conceptually Difficult Middle School Mathematics. Large-scale controlled, rigorous testing of math teachers using or not using a technology for teaching the math of change and variation (SimCalc) in replacement units. 9/1/04-8/31/08. REC-0437861. (Co-PI; PI Virginia Tech portion \$795,000)

September, 2004

NSF ITR/IERI Grant. \$1,308,820. Tuple Spaces as a Foundation for Collaborative Learning. Explores the application of core distributed systems techniques to the coordination of multiple learners in distributed collaborative educational activities 9/1/04-8/31/06. REC 0427783. (Co-PI; PI Virginia Tech portion, \$211,461).

September, 2002

Interagency Education Research Initiative Phase I Grant. \$1,000,000. Scaling Up SimCalc: Professional Development for Integrating Technology to Teach More Complex Mathematics. Piloting and instrument development for rigorous experimentation with math teachers. 9/1/02-8/31/04. REC-0228515. (Co-PI)

January, 2002

NSF EHR \$1,700,000. Handheld Assessment: Portable Scaffolds for Project-Based Learning in Science Inquiry? Participatory design with teachers in Beaufort South Carolina of hand-held tools for formative inquiry in science. 1/1/02-12/31/04. NSF REC-0126197. (Co-PI)

December, 2000

IERI Planning Grant. \$116,123. Planning a Rigorous Experimental Trail of SimCalc's Approach to Increasing Access to Complex Mathematical Ideas. Prepared for Phase I and current Phase II rigorous experimentation through work defining the intervention and key scaling questions. 12/15/00-2/28/02 NSF-REC 0089094. (Senior Personnel)

October 2000

NSF ROLE. Understanding Math Classroom Affordances of Networked, Hand-Held Devices The NetCalc project developed and utilized handheld-based technology to support learning and teaching the math of change and variation. It showed highly significant results in both high and low-SES 8th grade classrooms. 10/1/00-9/30/04. REC-9619102. (Senior Personnel)

January 1995

Research grant, Center for Conflict and Negotiation, Stanford University

June 1992 - August 1992

Summer fellowship. Center for the Study of Language and Information, Stanford University.

September 1994 - September 1995

Stanford Graduate Fellowship, Stanford University.

September 1990 - September 1992, September 1993- 1994

National Science Foundation graduate student fellowship.

June 1981

Radcliffe College Elizabeth Cary Agassiz Certificate of Merit for high academic achievement.

PUBLICATIONS

Books and Monographs

1. Tatar, D. *A Programmer's Guide to Common LISP*. 1986. Digital Press: (Bedford, MA). 337 pages. A text on the Common LISP programming language aimed at advanced and experienced programmers. Translated into Japanese.

Book Chapters

1. Lin, Sirong and **Tatar, D.** *Playground Games and the Dissemination of Control in Computing and Learning* (2006) To appear in DiGiano, C., Goldman, S. & Chorost, M. *Learning about Learning Technology Design*. Lawrence Erlbaum Associates.
2. Roschelle, J., **Tatar, D.** and Kaput, J. (in press) *Getting to scale with innovations that deeply restructure how students come to know mathematics and science*. In Kelly, E. A. and Lesh, R. (Eds.) *Handbook of design research in mathematics, science and technology education*. Mahwah, NJ: Erlbaum.
3. Vahey, P., **Tatar, D.** and Roschelle, J. (2006) *Using Handheld Technology to Move Between the Private and Public in the Classroom*. In van 't Hooft, M. A., & Swan, K. (Eds.) *Ubiquitous computing: Invisible technology, visible impact*. Mahwah, NJ: Erlbaum.
4. Gray, J. and **Tatar, D.** (2004) *Sociocultural Analysis of Online Professional Development: A Case Study of Personal, Interpersonal, Community, and Technical Aspects in Barab, S.A., Kling, R., & Gray, J. H. (Eds.)*. *Designing for Virtual Communities in the Service of Learning*. New York: Cambridge University Press
5. **Tatar, D.**, Foster, G. and Bobrow, D. (1991). *Design for Conversation: lessons from Cognoter*. Reprinted in Ronald M. Baecker (Ed.) *Readings in Groupware and Computer-Supported Cooperative Work*. 1993. Morgan Kaufman (San Mateo, CA).
6. Stefik, M., Foster, G., Bobrow, D., **Tatar, D.** and Lanning, S. (1987). *WYSIWIS Revised: Experiences with Multi-user Interfaces*. Reprinted in Ronald M. Baecker (Ed.) *Readings in Groupware and Computer-Supported Cooperative Work*. 1993. Morgan Kaufman (San Mateo, CA).

Dissertation and Theses

1. **Tatar, D.** *Social and Personal Effects of Preoccupied Listeners*. Ph.D. Dissertation. Dept. of Psychology, Stanford University, 1998.

Refereed Journals

1. **Tatar, D.** (2006) *Using Theory Guided Noticing to Study an Online community for Learning*. Submitted, *Transactions on Human-Computer Interaction*.
2. Harrison, S. and **Tatar, D.** (in press) *People, Events, Loci: The relation of semantic frames in mediated experience*. *Journal of Computer-Supported Cooperative Work*, Special Issue on Place.

3. **Tatar, D.** (in press) Design Tensions in the Creation of a Handheld, Networked Application for Teaching Math. *Journal of Human-Computer Interaction*.
4. **Tatar, D.**, Roschelle, J., Knudsen, J., Shechtman, N., Kaput, J. & Hopkins, B. (in press) Scaling Up Innovative Technology-Based Math. *Journal of the Learning Sciences*.
5. Roschelle, J., **Tatar, D.**, Penuel, W. R., Yarnall, L., & Shechtman, N. (2005). Handheld tools that "informate" assessment of student learning in science: A requirements analysis. *Journal of Computer-Assisted Learning*, 21(3), 190-203.
6. Penuel, B., **Tatar, D.**, and Roschelle, J. (2004) The Role of Research on Contexts of Teaching Practice in Informing the Design of Handheld Learning Technologies. *Journal of Educational Computing Research*. 30(4), 353-370.
7. Roschelle, J., **Tatar, D.**, Penuel, W. R., Yarnall, L., & Shechtman, N. (2004). Handheld tools that "informate" assessment of student learning in science: A requirements analysis. *Journal of Computer-Assisted Learning*, 21(3), 190-203. Reprinted from Proceedings of the Second IEEE International Workshop on Mobile and Wireless Technologies in Education, JungLi, Taiwan. Voted Best-Paper.
8. **Tatar, D.**, Roschelle, J., Vahey, P. and Penuel, W. (2003) Handhelds Go to School. *IEEE Computer*, 36(9), 30-37. Acceptance rate: 5/87
9. Jucks, R., M.R. Paechter, and **D. Tatar**, (2003) Learning and Collaboration in Online Discourses. *International Journal of Educational Policy, Research & Practice*, 4(1), 117-147.
10. DiGiano, C., Patton, C., Roschelle, J., **Tatar, D.**, Yarnall, L., Manley, M. (2003) Collaboration Design Patterns: Conceptual Tools for Planning for The Wireless Classroom. *Journal of Computer-Assisted Learning*, 19(3), 284-297.
11. Horowitz, L., Krasnaperova, E., **Tatar, D.**, and Nelson, K. (2001) The Way to Console Depends on the Goal. *Journal of Experimental Social Psychology*. 37, 49-61.
12. Pratto, F., **Tatar, D.** and Conway-Lanz, S. (1999) Who Gets What and Why: Determinants of Social Allocation. *Political Psychology*, 20(1), 127-150.
13. Reeves, B., Lang, A., Kim, E. Y. and **Tatar, D.** (1999) The Effects of Screen Size and Viewer Contents on Attention and Arousal. *Journal of Media Psychology*, 1(1), 49-67.
14. **Tatar, D.**, Foster, G. and Bobrow, D. (1991). Design for Conversation: lessons from Cognoter. *International Journal of Man-Machine Studies*, 34(2), 185-209. Reprinted in Ronald M. Baecker (Ed.) Readings in Groupware and Computer-Supported Cooperative Work. 1993. Morgan Kaufman (San Mateo, CA).
15. Stefik, M., Foster, G., Bobrow, D., **Tatar, D.** and Lanning, S. (1987). WYSIWIS Revised: Experiences with Multi-user Interfaces. *ACM Transactions on Office Information Systems*, 5(2)147-167; Proceedings of the Computer Supported Cooperative Work Conference, Austin TX (December 1986). Reprinted in Ronald M. Baecker (Ed.) Readings in Groupware and Computer-Supported Cooperative Work. 1993. Morgan Kaufman (San Mateo, CA).

16. **Tatar, D.** (1989). Using Video as a Research and Design Tool. *SigCHI Bulletin*, October 1989, 5-11.

Refereed Conference Proceedings

1. Harrison, S., **Tatar, D.** and Senger, P. (submitted) The Third Paradigm of HCI. 25th Annual Conference on Human-Factors in Computing Systems (CHI), San Jose California, April 28-May 3, 2007.
2. Kim, Kibum, **Tatar, D.** and Harrison, S. (November, 2006) Handheld-Mediated Communication to Support the Effective Sharing of Meaning in Joint Activity. *WMUTE 2006, The 4th IEEE International Conference on Advanced Learning Technologies*, November 17-18. Athens Greece.
3. Harrison, S., Back, M., & **Tatar, D.** (June, 2006) "It's Just a Method": A Pedagogical Experiment in Interdisciplinary Design. *Proceedings of Design for Interactive Systems 2006 (DIS 2006)*, June 26-28. Penn State University, State College Pennsylvania, ACM Press.
4. Roschelle, J., Schank, P., Brecht, J., **Tatar, D.**, Chaudhury, S.R. (November, 2005) From Response Systems to Distributed Systems for Enhanced Collaborative Learning, *International Conference on Computers and Education 2005 (ICCE 2005)*. November 28-Dec. 2. Nanyang Technological University, Singapore. Acceptance rate: 75/271 (28%)
5. Kim, K. & **Tatar, D.** (2005) Weak Guidance with "Look" Functionality in Handheld-based Classroom Activities. *Proceedings of the 2005 Conference on Computer-Supported Collaborative Learning*, Taipei, Taiwan, May 29-June 4, 2005.
6. **Tatar, D.**, Lin, S., Dickey, M. (2005) Visualizing Handheld-Based Classroom Activity. *Proceedings of the 2005 International Symposium on Collaborative Technologies and Systems*. St. Louis, MS, May 15-19, 2005.
7. Vahey, P., **Tatar, D.**, and Roschelle, J. (2004) Leveraging Handhelds to Increase Student Learning: Engaging Middle School Students with the Mathematics of Change. *Proceedings of the Sixth International Conference of the Learning Sciences*. Los Angeles, CA, June 22-26, 2004.
8. Roschelle, J., **Tatar, D.**, Penuel, W. R., Yarnall, L., & Shechtman, N. (2004). Handheld tools that "informate" assessment of student learning in science: A requirements analysis. *Proceedings of the Second IEEE International Workshop on Mobile and Wireless Technologies in Education*, JungLi, Taiwan. Voted Best-Paper. Reprinted in *Journal of Computer-Assisted Learning*, 21(3), 190-203.
9. Roschelle, J., Vahey, P., **Tatar, D.**, Kaput, J., & Hegedus, S. J. (2003). Five key considerations for networking in a handheld-based mathematics classroom. In N. A. Pateman & B. J. Dougherty & J. T. Zilliox (Eds.), *Proceedings of the 2003 joint meeting of PME and PMENA* (Vol. 4, pp. 71-78). Honolulu, Hawaii: University of Hawaii.
10. **Tatar, D.**, Grey, J. and Fusco, J. (2002) Rich Social Interaction in an Online Community for Learning. In *Electronic Proceedings of the Conference on Computer-Supported Cooperative Learning*. January, 2002 (Bloomington CO)

11. **Tatar, D.** (1987) Colab, A New Medium for Communication and Cooperation. *International Conference on Computers and Information*, December 1987 (Pittsburgh, PA)

Other Refereed Publications

1. Lin, Sirong, **Tatar, D.**, Harrison, S., Roschelle, J. & Patton, C. (2006) Learning When Less is More: “Bootstrapping” Undergraduate Programmers as Coordination Designers. *Participatory Design Conference*, Trento Italy, August 1-5, 2006.
2. Kim, Kibum and **Tatar, D.** (July, 2006) The Effects of Handheld Network Service, “LOOK”, on the Acquisition of Common Ground, *Society for Text and Discourse 2006* (extended abstract).
3. **Tatar, D.** and Burge, Jamika (July, 2006) Communication Media and Dyadic Conflict, *Society for Text and Discourse 2006* (extended abstract).
4. Roschelle, J., **Tatar, D.** and Kaput, J. (April, 2006) Getting to scale with innovations that deeply restructure how students come to know mathematics and science, *American Educational Research Association Meeting*, April 8-12. San Francisco, CA.
5. Harrison, S. & **Tatar, D.** (March, 2006) More than a Method. *Human Computer Interaction Educators Workshop 2006*, March 25-28. Limerick, Ireland.
6. Roschelle, J., **Tatar, D.**, Kaput, J. & Hopkins, B. (2005) Scaling Up Innovative Technology-Based Math With a Wide Variety of 7th Grade Teachers, *National Conference of Teachers of Mathematics*, April 2005, San Diego, CA. (Extended abstract)
7. **Tatar, D.** (2005) Pragmatics of Emotional Computing: Emotion in Mediated Communication. *Human-Computer Interaction Conference*. Boulder, CO., January, 2005. (Extended abstract)
8. Roschelle, J., **Tatar, D.**, Hopkins, B., Kaput, J., Shechtman, N. (2004) Scaling Up Restructuring Knowing: From Design Experiments to Experimental Design. *American Educational Research Association*. (Abstract)
9. Vahey, P., & **Tatar, D.** (2004). Designing Representation-Rich, Wireless Handhelds for Teaching Mathematics. *American Educational Research Association*. San Diego, CA. (Abstract)
10. Vahey, P., **Tatar, D.**, Roschelle, J. (2003) Emerging Themes in Peer-to-Peer Collaboration Over Rich Representations. *National Council of Teachers of Mathematics*, April 9, 2003, San Antonio, TX. (Extended abstract)
11. **Tatar, D.**, Vahey, P. and Roschelle, J. (2003) Beaming, Teaming and Talk: Handheld Wireless Math Meets Middle School Sociality, *National Council of Teachers of Mathematics*, April 9, 2003, San Antonio, TX. (Extended abstract)
12. **Tatar, D.**, Fusco, J. and Gray, J. (2003) Learning and Collaboration in Online Discourses, *American Educational Research Association*, April 2003, Fort Lauderdale, FL. (Poster presentation)

13. **Tatar, D.** (2003) Using Artifacts in a Virtual Seminar, *American Educational Research Association*, April 2003, Fort Lauderdale, FL. (Poster presentation)
14. **Tatar, D.**, Fusco, J. and Gray, J. (2002) Rich Social Interaction in Online Communities for Learning, *Computer Supported Collaborative Learning*, January 2002, Bloomington, CO. (Poster presentation)
15. Gray, J. and **Tatar, D.** (2001) Online Learning Communities in Sociocultural Contexts: Four Planes of Analysis, *American Educational Research Association*, Seattle, WA, April 10-14, 2001. (Poster presentation)
16. **Tatar, D.** (1998) Attentional Engagement. *Society for Interpersonal Psychology*, June 1998, Snowbird, Utah. (poster presentation)
17. **Tatar, D.** (1998) Listening and Shyness. *Anxiety Disorders Association of America*, March 1998, Boston, MA. (Poster Presentation)
18. **Tatar, D.** (1996) Social and Personal Consequences of a Preoccupied Listener. *Stanford-Berkeley Social and Personality Talks*, May 1996, Stanford, CA. (poster Presentation)

Manuscripts Under Development

1. **Tatar, D.**, Ravitz, J., Stroter, A. and Zin, T. (in preparation) Recruiting for a Rigorous Experimental Study in Education
2. Harrison, S., **Tatar, D.**, Lee, Yong-Suk (in preparation) The Anywhere Museum
3. **Tatar, D.**, Gray, J. and Fusco, J. (in preparation) Perspectives on an online community for learning: what's working for whom, and why?
4. **Tatar, D.** and Horowitz, L. (in preparation) Interpersonal Attention in Face-to-Face Interaction.

Additional Scholarly Output: Invited Talks and Conference Presentations

1. Tatar, D. (2006) Scaling Up SimCalc: Educational Research that Makes a Difference. Invited Talk, Interagency Educational Research Initiative Principle Investigator's Meeting, Arlington, VA, August 31, 2006.
2. **Tatar, D.** & Lin, Sirong (2006) Playground Games and the Dissemination of Control in Teaching and Learning. Invited Talk, Penn State University Information Sciences and Technology School, April 17, 2006.
3. Vahey, P., **Tatar, D.**, & Crawford, V. (2003). Autonomy and Collaboration: An Emerging Theme in Handheld use in K-12 Education. Presentation at the UC Berkeley School of Education, Berkeley, CA, April, 2003.

4. **Tatar, D.** (2000) Read All About It: An eyetracking study of online news reading, Berkeley SIMS, Graduate Class on Quantitative Methods, November 3, 2000.
5. **Tatar, D.** (1989) What We Need to Know to Build Groupware, Santa Clara University, Graduate Seminar in Computer Science, Santa Clara, CA, October 1989.
6. **Tatar, D.** (1989) A Preliminary Report on Using Video to Shape the Design of a New Technology, Workshop on Video as a Research and Design Tool, Boston, MA, January 1989.
7. **Tatar, D.** (1987) Colab. Invited Talk, Open University, Milton Keynes, England, December 1987.
8. **Tatar, D.** (1987) Colab, EuroPARC, Cambridge, England, December 1987.

Poster Presentations

1. Roschelle, J., Schank, P., Brecht, J., Harris, Z., Chaudhury, S. R., and **Tatar, D.** (2005) Tuple Space for Collaborative Learning, New Paradigms in Using Computers, IBM Almaden Research Center, June 11, 2005.
2. **Tatar, D.**, Penuel, W., Roschelle, J. and Shechtman, N. (2005) WHIRL, New Paradigms in Using Computers, IBM Almaden Research Center, June 11, 2005.
3. **Tatar, D.**, Vahey, P., Roschelle, J. (2005) NetCalc, New Paradigms in Using Computers, IBM Almaden Research Center, June 11, 2005.
4. Harrison, S. and **Tatar, D.** (2005) Anywhere Museum, New Paradigms in Using Computers, IBM Almaden Research Center, June 11, 2005
5. **Tatar, D.** (2001) Design Tensions in a Handheld Wireless Math Environment, NSF-DFG Early Career Workshop, October 2001 (Tuebingen Germany).
6. Roschelle, J. and **Tatar, D.** (2000) Getting to Scale with Innovations that Restructure Knowing. IERI PI's Workshop, Arlington, VA. Dec. 4-5, 2000. (poster presentation)
7. **Tatar, D.** and Lewenstein, M. (2000) Read All About It: An eyetracking study of online news reading, Stanford CSLI IAP Conference, November 9, 2000. (poster presentation)
8. **Tatar, D.** and Horowitz, L. (1998) Attentional Engagement in Listening, American Psychological Association, August 1998 (San Francisco, CA).

9. **Tatar, D.** and Horowitz, L, (1996) Social and Personal Consequences of a Preoccupied Listener, Conference of the Western Psychological Association, April 1996 (San Jose, CA).
10. **Tatar, D.** and Pratto, F. (1995) Influences on the Allocation of Social Resources; Stanford-Berkeley Social and Personality Talks, April 1995 (Berkeley, CA).
11. **Tatar, D.** and Bly, B. (1992) Joint Context in Discourse, Conference of the Society for Text and Discourse, June 1992 (San Diego, CA).

Workshops

1. **Tatar, D.**, and Patton, C. (2006), Coordination and Control in Handheld Mobile Computers for Education: Identifying Cross-cutting Factors, International Conference of the Learning Sciences, Bloomington Indiana, June 27, 2006.
2. Mackay, W., and **Tatar, D.** (1989). Using Video as a Research and Design Tool.

Panels

1. Druin, A., Strommen, E. (organizers), Barranca, M., Sacher, H., **Tatar, D.**, Solloway, E. (2002) Kids and Wireless Computing, ACM Conference on Computer-Human Interaction, CHI, Minneapolis, MN. April 2002.
2. **Tatar, D.** (1988) Video as Data, CHI, May 1988 (Washington, D.C.)

Video Presentations

1. Experiments in Computer Support for Teamwork (videotape), with G. Foster. Part of the program of the COIS '88 conference, Palo Alto, March 23-25, 1988; SigCHI '88, Washington DC, May 15-19, 1988; CSCW '88, Portland Oregon, September 26-28, 1988; III CNAE (National Conference on Office Automation) Sao Paulo Brazil, November 21-24, 1988; and IEEE Computer Society satellite symposium (CompuSat), Oct. 1988.

Web Publications

1. www.poynter.org/eyetrack2000. With Marion Lewenstein, Andrew diVigal and Gregg Edwards. Results of an eye-tracking study of online news reading behavior.

Popular Press

When People Don't Listen. Glamour Magazine, March, 1997.

Prior Professional Experience

SRI International

Cognitive Scientist

May 2000-August 2003

Center for Technology in Learning. Participated in winning four NSF grants as co-PI or Senior Personnel. Research on Online Communities for Learning; handheld, wireless computers for mathematics education and for formative assessment; rigorous experimentation in classroom settings.

Stanford Poynter Project *Research Associate* *Sept.1998-April 2000*

Investigated the processes of reading newspapers on the World Wide Web, in conjunction with the development of novel software for interpreting eye-tracking data. With Professor Marion Lewenstein, Department of Communication, Stanford University.

NSF Web Security Project *Consultant* *Sept.1998- April 2000*

Investigated people's attitudes towards security on the World Wide Web. With Dr. Batya Friedman, Department of Computer Science, Colby College.

Shyness Clinic *Research Co-therapist* *May 1998-Dec. 1998*

Co-therapist in a 26-session cognitive-behavioral shyness/social phobia treatment group. With Lynne Henderson, Ph. D., Head of the Shyness Clinic.

Stanford University *Research Assistant* *Sept.1996- June 1997*

Investigated the effects of different screen sizes and viewed contents on recipient physiology (heart rate and skin conductance) and reported reaction. With Byron Reeves, Department of Communication.

Xerox EuroPARC and PARC *Consultant* *June 1991 - Aug.1991*

Designed and ran a psychological study evaluating the collaborative properties of an electronic whiteboard that permitted joint work between people at different sites.

Xerox PARC *Member of the Research Staff* *Jan.1986- Jan.1989*

Worked on Colab, a seminal project in the area of Computer Supported Cooperative Work. Used video to study groups of people interacting with one another and with machines in the Colab setting. Founded and ran a working group to explore the relationship of design and video-based observational work. Supervised summer students. Designed and developed a system for logging and examining Colab machine events and connecting them to video recordings. Co-designed Sketchtool, a multi-user sketching tool, and Cnoter, a multi-user idea organizing tool. Organized workshops leading to a policy statement on use of videotape records of human subjects.

Consultant

Co-design, development, and support of Wegions, an object oriented package for specifying the constrained layout and update behavior of nested window regions on the screen.

Digital Equipment Corporation *Senior Software Engineer* *July 1984- Jan.1986*
Burlington, MA

Senior member of a team implementing a novel screen-oriented text editor with graphic and video capabilities for use in course development and delivery.

Teaching Experience

Virginia Tech Associate Professor August 2003-Present

CS4984. Designing Tuple-Based Cooperative Activities for Learning. I developed this project-based class to explore teaching undergraduates about the design and implementation of coordinated games and learning activities using Tuple spaces and handhelds.

CS 3604. Professionalism in Computer Science. In this writing intensive class, students learn how to make and analyze ethical and persuasive arguments, as well as the typical expectations potential employers have for new employees. In Fall, 2005, I introduced a classroom response system that allowed students to contribute anonymous text messages to a common workspace as a way of finding out more about student thought and opinions.

CS 5734. Computer-Supported Cooperative Work. Graduate students learn how to create and analyze applications for multiple people. Pervasive and ubiquitous as well as small group applications and methods are examined.

CS 5724. Models, Theories and Frameworks of Human-Computer Interaction.
(Graduate)

Stanford University Lecturer June 1998 - August 1998
Taught Introduction to Social Psychology.

Stanford University Lecturer April 1998 - June 1998
Taught undergraduate seminar on Language and Deception.

Stanford University Teaching Assistant Sept.1991 - June 1995

Introductory Psychology, Introductory Statistics, Social Psychology (Head TA), Psycholinguistics (lectured on Memory for Discourse and Representation in Spatial Models) and Cognitive Psychology (lectured on Language Comprehension). Guest Lecturer on Politeness, in Language and Thought.

Stanford University Lecturer Summer, 1993
Supervised student readings on Psychology and Language.

Lucid, Inc. Consultant Summer, 1990
Menlo Park, California
Taught intensive two-week computer science course.

EuroPARC Dec.,1987
Cambridge, England

As a liaison from Xerox PARC, taught a series of three two-hour classes on programming and using our novel computer systems.

Digital Equipment Corporation Course Writer and Developer July 1983- July 1984
Nashua, NH

Developed and taught an intensive two-week computer science course for engineers.

Patents

USPTO 4,974,173, Stampsheets: small-scale workspace representations indicating activity by other users, with Bobrow D., Foster G., Lanning S., and Stefik M. (December 1987)

Professional Affiliations

American Psychological Society
Society for Text and Discourse
Society for Interpersonal Psychology
ACM SigCHI
International Society of Learning Sciences
AERA