

November 2017

VITA

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Graduate School of Education and Information Studies
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EDUCATION:

B.A. State University of New York at Stony Brook, Psychology, 1974
Ph.D. University of California, Berkeley, Psychology, 1979

RESEARCH INTERESTS:

- School improvement
- Organizational learning
- Application of computing and networking technology to teaching and learning
- Applied cognitive science
- Human-computer interaction
- Curriculum design

PROFESSIONAL EXPERIENCE:

Professor and MacArthur Chair in Digital Media and Learning – Graduate School of Education and Information Studies. University of California, Los Angeles. 7/11- Present

Senior Fellow, Carnegie Foundation for the Advancement of Teaching. 9/08- present

Chair Department of Education - Graduate School of Education and Information Studies. University of California, Los Angeles. 8/13 – 7/16

Helen S. Faison Professor in Urban Education and Director of Center for Urban Education —University of Pittsburgh, Pittsburgh, PA. (Senior Scientist, Learning Research & Development Center; Professor, Department of Psychology, by courtesy; Professor, Intelligent Systems Program). 1/09- 7/2011.

Aon Chair in the Learning Sciences, School of Education and Social Policy,
Northwestern University Professor, School of Education & Social Policy, Learning
Sciences & Department of Computer Science - Northwestern University, Evanston, IL.
8/01- 12/08.

Coordinator, Learning Science Program – Northwestern University, Evanston, IL. 8/05-
8/07.

Vice President of Teaching and Learning, Teachscape- 6/01- 8/06.

Associate Professor, School of Education & Social Policy, Learning Sciences &
Department of Computer Science - Northwestern University, Evanston, IL. 9/93 – 7/01.

Associate Dean for Research and Development, School of Education & Social Policy -
9/96 –9/97

Director, Human-Computer Systems Research - Bellcore, Morristown, N.J. 2/89 - 9/93.

District Research Manager, Information Technology - Bell Communications Research.
2/87 - 2/89.

Member of Technical Staff in the Cognitive Science Research Group - Bell
Communications Research Inc. 1/84 - 2/87.

Member of Technical Staff in the Person-Computer Interaction Research Group - Bell
Laboratories, Murray Hill, N.J. 9/80 - 12/31/83.

Post-Doctoral Member of Technical Staff in the Person-Computer Research Group - Bell
Laboratories, Murray Hill, N.J. 10/79 - 7/80.

SELECTED HONORS, ADVISORY APPOINTMENTS, BOARDS, AND AWARDS:

National/International Institutions and Foundations

- Member, National Academy of Education
- Member, National Academy of Education, Sciences Panel on Citizen Science
- Member the National Academies Committee on Science Literacy and Public Perception of Science
- Fellow, American Academy of Arts and Sciences
- Senior Fellow, Carnegie Foundation for the Advancement of Teaching
- Osher Fellow, Exploratorium, San Francisco, California. Working with ongoing projects within the museum and contributing to launching of new ideas.
- Member, Board Directors BSCS
- Member, Board of Trustees, New Teacher Center
- Member, Board of Trustees, TERC
- Member, Board of Advisors, HIVE Research Lab
- Member, Board of Trustees, Green Dots Public Schools
- Member, MacArthur Foundation Teaching and Learning Planning Network

- Member Board of Trustees of CAST: Center for Applied Special Technology
- Inaugural Associate Editor, AERA Open
- Member, Board of Trustees of the Carnegie Foundation for the Advancement of Teaching
- Member, Board of Trustees, Strategic Education Research Partnerships (SERP)

University Chairs

- Professor and MacArthur Chair in Digital Media and Learning – Graduate School of Education and Information Studies, UCLA
- Inaugural Holder of the Helen S. Faison Chair in Urban Education, University of Pittsburgh School of Education
- Inaugural Holder of the Aon Chair in the Learning Sciences, School of Education and Social Policy, Northwestern University

Panels and Committees

- Standing Member, IES Math-Science Panel
- Reviewer, MacArthur Foundation's Connected Learning Research Network
- Member, Gordon Commission on the Future of Assessment
- Member, Executive Committee of the Gordon Commission on the Future of Assessment
- Member, National Academy Panel on the Foundations of Assessment
- Member, Digital Media and Learning Scientific Advisory Committee to the MacArthur Foundation's Digital Media and Learning Hub at University of California, Irvine.
- Member, National Advisory Committee of the Math and Science Partnership, Knowledge, Management, and Dissemination Project.
- Member, External Advisory Board, Center for the Advancement of Engineering Education, University of Washington.
- Member, National Academy Panel on the Data Privacy and Security in the Social Sciences
- Member, American Educational Research Association Grants Board
- Member, American Educational Research Association Spencer Pre-Doctoral Fellowship Grants Board
- Member, National Research Council Center for Education Board
- Member, National Research Council MSEB: Mathematical Sciences Education Board
- Member, Advisory Committee National Science Foundation Computer Information Science and Engineering Directorate
- Member, Advisory Committee National Science Foundation Education and Human Resources Directorate
- Member, Department of Education Technology Expert Advisory Panel
- Member, National Research Council Committee on the Foundations of Assessment
- Review Panels for National Science Foundation Program
- Recipient, Spencer Foundation Mentorship Award

CURRENT INITIATIVES

Co-Founder, Higher Education Network (HEN), Carnegie Foundation for the Advancement of Teaching

Co-Founder, Improvement Leadership Education and Development (iLEAD)

Co-Founder, Los Angeles Area School Improvement Network (LASIN)

SUPPORTED RESEARCH

NSF Subcontract through Temple University. Principal Investigator. (10/1/12-9/30/16). \$131,128.

Carnegie Foundation Curriculum Design Contract, Principal Investigator (9/13–12/31/115). 213,995.00

School/Community Partnerships in the 21st Century: How Digital Technologies Can Build a Culture of Learning That Extends Beyond School. Co-Principal Investigator with K. Crowley & K. Gomez, L.C. Matsumura. Learning Research Development Center, The University of Pittsburgh. (7/1/10-6/30/12). \$75,333.

Opening the Classroom Door: Using Data on Student Literate Practices to De-Privatize Instruction and Leverage Teacher Coordination. Co-Principal Investigator with R. Correnti & K. Gomez. Learning Research Development Center, The University of Pittsburgh. (7/1/10-6/30/12). \$72,000.

Collaborative, Technology-Enhanced Lesson Planning as an Organizational Routine for Continuous, School-Wide Instructional Improvement. Co-Principal Investigator with M. Stein; J. Russell, & K. Gomez). Institute for Educational Sciences. (6/1/09-5/31/12). \$1,500,000.

Roles, tools, and practices of teachers in inclusive schools. Co-Principal Investigator with J. Russell & J. Greeno. LRDC Research Development Funds, (7/1/09-6/30/2010), \$105,437.

School/Community Partnerships in the 21st Century: How Digital Technologies Can Build a Culture of Learning That Extends Beyond School. Co-Principal Investigator with K. Crowley & K. Gomez. Learning Research Development Center, The University of Pittsburgh. (7/1/09-6/30/10) 75,333.

Ubiquitous Computing and Ambitious Learning at the University Preparatory School, Heinz Foundation. 12/01/08-11/30/09, \$500,000.

Exploring Educational Policy and Change from a Complex Systems Perspective, National Science Foundation. 1/06-12/09. \$749,999.

Clemente Small School Development Project, Chicago Public Schools, 9/1/05-8/31/06, \$85,000.00.

ROLE: Understanding the Connection Between Science Achievement and Reading Achievement, National Science Foundation, 2/1/05,1/31/08, \$1,279,143.00, Co-Principal Investigator with P. Herman.

Research Network of Teaching and Learning, MacArthur Foundation, 1/1/05-4/30/05, \$20,000.00.

Transforming Schools through IT, Hewlett Foundation, 11/1/04-10/31/06, \$112,000.00.

Building an Infrastructure for Generative and Sustained Change in Science Instruction in Urban Schools, National Science Foundation, 6/1/04–6/30/05, \$1,400,000.00, Co-Principal Investigator with B. Reiser.

Understanding School Choice Using Agent-based Simulation Techniques, Searle Fund, 9/01/04-8/31/05, \$171,548.00, Co-Principal Investigator with U. Wilensky.

Building Capacity to Support Rigorous and Sustained Math Thinking, GE Foundation, 8/1/04-7/31/08, Co-Principal Investigator with A. McKenna.

Can Literacy Professional Development be Improved with Web-based Collaborative Learning Tools: A Randomized Field Trial, United States Department of Education, 7/1/04-6/30/08, \$130,917.00.

Math, Science, and Technology Academics, Clemente Small School Development Project, Chicago Public Schools, 9/1/03-6/3/04, \$85,000.00.

Centers for Learning and Teaching with a Focus on Research for Developing Instructional Materials in Science (CLT), National Science Foundation, 10/1/02-9/30/07, \$2,497,383.00, Co-Principal Investigator with D. Edelson, B. Reiser, B. Sherin, and U. Wilensky.

MacArthur Technology Initiative Research Network on Teaching and Learning, MacArthur Foundation, 3/1/02-12/31/05, \$225,664.00.

Scaffolded Work Environments (SWEets): A Case Study of Design, Implementation, and User Testing in K12 Science Education, National Science Foundation, 9/1/00-8/31/04, \$462,805.00, Co-Principal Investigator with D. Edelson, B. Reiser, and U. Wilensky.

The WorldWatcher Curriculum: Integrating Visualization into Inquiry-based Science Learning, National Science Foundation, 4/1/98-1/4/05, \$1,874,834.00, Co-Principal Investigator with D. Edelson.

Promoting Reflective Inquiry in Knowledge-rich Investigation Environments, National

Science Foundation, 1/1/97-9/20/02, \$950,395.00.

ITR/PE: Bridging the Digital Divide with Tangible and Ubiquitous Computing, National Science Foundation, 10/1/01-9/30/03, \$387,944.00.

IERI/REC: Planning an Infrastructure to Support Ambitious Science for Urban School Children, National Science Foundation, 8/1/01-1/31/03, \$278,563.00, Co-Principal Investigator with B. Reiser and G. Shrader.

Urban Systemic Program in Science, Math and Technology Education, National Science Foundation, Chicago Public Schools, 9/1/00-8/31/04, 1,119,938.00, Co-Principal Investigator with B. Reiser.

Illinois Professional Learners Partnership, Department of Education, Illinois State University, 10/1/99-9/30/04, \$300,000.

The World Watcher Curriculum: Integrating Visualization into Inquiry-Based Science Learning, National Science Foundation, 4/1/98-3/31/02, 1,539,840.00, Co-Principal Investigator with D. Edelson.

Technology-supported Performance Assessment for Inquiry-based Science Learning, National Science Foundation, 11/15/00-10/31/01, \$316,986.00, Co-Principal Investigator with D. Edelson and B. Reiser.

Concrete, Rationalized, Situated Design Guidelines for Software which Promote Teaching and Learning, 10/01/99-9/30/02, \$383,536.00, Co-Principal Investigator with D. Edelson and B. Reiser.

ARC: Administrator's Reform Community, Joyce Foundation, 9/1/99-9/30/01, \$228,417.00, Co-Principal Investigator with J. Spillane and K. Williams.

Clemente High School Math, Science, and Technology Academy, Chicago Public Schools, Clemente High School, 11/1/99-10/31/03, \$382,918.00.

Fenger High School Math, Science, and Technology Academy, Chicago Public Schools, Fenger High School, 1/11/00-6/30/01

Center for Learning Technologies in Urban Schools, Achievement Based Renewal Application, National Science Foundation, 10/1/01-3/31/03, \$1,874,622.00, Co-Principal Investigator B. Reiser.

Administrators' Reform Community II, Joyce Foundation, 9/1/01-8/31/03. \$461,139.00, Co-Principal Investigator with K. Williams.

Spencer Mentoring Award, The Spencer Foundation, 4/1/97-6/30/01, \$50,000.

Access by Design, Educational Development Center, 9/1/96-8/31/99, \$201,471.

Reality-Based Learning, Kirby School District, 9/1/96-8/31/01, \$347,099.

The Living Curriculum Project, National Science Foundation, 10/1/97-9/30/01, \$495,777. Co-Principal Investigator with D. Edelson and J. Spillane.

Center for Learning Technologies in Urban Education, National Science Foundation, 10/1/97-9/30/01, \$4,999,284. (NU, UMichigan, Chicago Public Schools, Detroit Public Schools)

Promoting Reflective Inquiry in Knowledge-Rich Investigation Environments, National Science Foundation, 10/1/97-9/30/00, \$950,395. Co-Principal Investigator with B. Reiser and D. Edelson.

Enacting Standards-Based Science Curriculum: Building Capacity for Change, State of Illinois Board of Higher Education, 1/6/98-9/30/98, \$80,000. Co-Principal Investigator with E. Lento.

Expanding and Sustaining Project-Enhanced Science Learning for Urban Teachers and Students Using Collaborative Technology, State of Illinois Board of Higher Education, 1/9/97-9/30/97, \$75,000.

National Science Foundation, Transformational Learning Technology: A Center for Collaborative Research on Learning Technologies, National Science Foundation, 10/1/96-9/30/97, \$50,000. Co-Principal Investigator with R. Schank.

Preparing Urban Schools and Teachers for Inquiry-Based Instruction through Collaborative Visualization Technology in Science Education, State of Illinois Board of Higher Education, 1/9/96-9/30/96, \$95,000.

Preparing Urban Schools and Teachers for Collaborative Visualization Technology in Science Education, State of Illinois Board of Higher Education, 1/10/95-9/30/95, \$175,000.

Supportive Inquiry-Based Learning Environments, ARPA, 6/1/95-12/31/97, \$98,201 (1st yr.); \$99,129 (2nd yr.). Total of \$197,330. Co-Principal Investigator with D. Edelson, R. Pea, B. Reiser.

Co-Vis (Supplement), National Science Foundation, 8/1/94-7/31/95, \$301,858. Co-Principal Investigator with R. Pea.

The Co-Vis Testbed: A National Science Education Collaboratory, National Science Foundation, 10/1/94-9/30/98, \$1,228,389 (1st yr.), \$1,379,826 (2nd yr.), \$930,890 (3rd yr.), extended through 9/30/98. Total \$3,539,105. Co-Principal Investigator with R. Pea during years one and two,

CoVis Ameritech Award, Ameritech gift, \$61,535.00

LeTUS Gift, Quaker Oats Foundation, \$43,665.00

Developing Teacher Leaders in Science and Technology, Lucent Technologies, Gift, \$445,758.00

PUBLICATIONS:

Books

2015

Bryk, A.S., Gomez, L.M., Grunow, A., and LeMahieu, P.G. (2015). *Learning to improve: How American schools can get better at getting better*. Cambridge, MA: Harvard Education Press.

Edited Volumes

2011

O'Day, J., Bitter, C., & Gomez, L. (Eds.). (2011). *Education Reform in New York City: Ambitious Change in the Nation's Most Complex School System*. Cambridge, MA: Harvard Education Press.

2009

Bransford, J. D., Stipek, D. J., Vye, N. J., Gomez, L. M., & Lam, D. (Eds.). (2009). *The role of research in educational improvement*. Cambridge: Harvard Education Press.

Blogs

Gomez L. (January 2017) *The Fierce Urgency of Now: A Reflection on Dr. Martin Luther King, Jr.'s Call to Action and Educational Equity*.
<https://www.carnegiefoundation.org/blog/the-fierce-urgency-of-now/>

Gomez, L. & Suarez-Orozco, M. (February 4, 2016). *Learning from the genome of American Schooling*. http://www.huffingtonpost.com/louis-gomez/learning-from-the-genome-of-american-schooling_b_9159776.html

Gomez, L. (August 4, 2015). *It's Complex*. <https://www.carnegiefoundation.org/blog/its-complex/>

Refereed Articles and Book Chapters

2017

LeMahieu, P., Bryk, A., Grunow, A., & Gomez, L. (2017). "Working to improve: Seven approaches to improvement science in education." *Quality Assurance in Education*, Vol. 25 Issue: 1, pp.2-4, <https://doi.org/10.1108/QAE-12-2016-0086>

LeMahieu, P., Grunow, A., Baker, L., Nordstrum, L., Gomez, L. (2017). "Networked improvement communities: The discipline of improvement science meets the power of networks", *Quality Assurance in Education*, Vol. 25 Issue: 1, pp.5-25, <https://doi.org/10.1108/QAE-12-2016-0084>

Russell, J. L., Bryk, A.S., Dolle, J., Gomez, L. M., LeMahieu, P., Grunow, (2017). A Framework for the Initiation of Networked Improvement Communities. *Teacher's College Record*.

2016

Gase, L, Glenn, B., Gomez, L., Kuo, T., Inkelas, & Ponce N. (2016). Understanding Racial and Ethnic Disparities in Arrest: The Role of Individual, Home, School, and Community Characteristics. *Race and Social Problems*.

Gase, LN, Gomez, L, Glenn, B, Inkelas, M, Kuo T, Ponce N. (2017). Association between student and teacher perspectives of school climate and student health and academic outcomes. *Journal of School Health*.

Gomez, K., **Gomez, L.**, Cooper, B., Lozano, M., & Mancevice, N. (2016). Redressing Science Learning Through Supporting Language: The Biology Credit Recovery Course. *Urban Education*.

Gomez, L., Russell, J., Bryk, A., leMahieu, P. & Mejia, E. (November, 2016). The right network for the right problem. *Phi Delta Kappa*.

2015

Gomez, K., Gomez, L. M., Rodela, K., Horton, E., Cunningham, J., & Ambrocio, R. (2015). Embedding language support in developmental mathematics lessons: Exploring the value of design as professional development for community college mathematics instructors. *Journal of Teacher Education*, Special Issue on Improvement in Education. *September 1, 2015*

LeMahieu, P., Edwards, A., & Gomez, L. (2015). At the Nexus of Improvement Science

and Teaching: Introduction to a Special Section of the *Journal of Teacher Education*.
Journal of Teacher Education November/December 2015 (66) p. 446-449.

Wardrip, P. S., Gomez, L. M., Gomez, K. (2015). We modify each other's lessons: the role of literacy work circles in developing professional community. *Teacher Development*, Published on-line August 2015.

2014

Gomez, L.M. (2014). The Gordon Commission: An opportunity to reflect. In Gordon, E. & Pellegrino, J. (Eds.) Special Issue of the *Teachers College Record*.

Kwon, S., Wardrip, P. & Gomez, L. (2014). Co-design of interdisciplinary projects as a mechanism for school capacity growth. *Improving Schools*. Pages 1-18.

Maroulis, S., Bakshy, E., Gomez, L., & Wilensky, U. (2014). Modeling transition to public school choice. *Journal of Artificial Societies and Social Simulation*.

2013

Dolle, J. R, Gomez L. M., Russell, J. L., Bryk, A. S. (2013). More than a Network: Building Professional Communities for Educational Improvement. In B. Fishman, W. Penuel, W. Allen, & B. Cheng (Eds.), *Design-based implementation research: Theories, methods, and exemplars*. National Society for the Study of Education Yearbook, Vol. 112(2). New York: Teachers College Record.

2012

Gomez, L. M. (2012). Thoughts on improving the intellectual life chances for adolescents: The case for tool design. In D. Slaughter-Defoe, (Ed.) *Messages for Educational Leadership: The Constance E. Clayton Lectures 1998-2007*. Peter Lang: New York, (177-191).

Gomez, L., & Cooper, B. (2012). Distance education and diversity. In J. Banks (Ed.), *Encyclopedia of diversity in education*. (pp. 662-665). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781452218533.n206

Mehta, J., Gomez, L.M., & Bryk, A.S. (2012). Building on practical knowledge: The key to a stronger profession is learning from the field. J. Mehta, R.B. Schwartz, & F. M. Hess (Eds.) *The futures of school reform*. Harvard Education Press: Cambridge, (35-64).

2011

Bryk, A. S., Gomez, L. M., & Grunow, A. (2011). Getting ideas into action: Building networked improvement communities in education. In *Frontiers in Sociology of*

Education, (Ed.) Maureen Hallinan. New York, NY: Springer Publishing.

2010

Gomez, K., Sherer, J., Herman, P., Gomez, L., Zywica, J., & Williams, A. (2010). Supporting meaningful science learning: Reading and writing science. In A. Rodriguez (Ed.), *Science education as a pathway to teaching language literacy*. Rotterdam, Netherlands: SENSE Publishing.

Maroulis, S., Guimera, R., Petry, H., Stringer, M. J., Gomez, L. M., Amaral, L. A. N., Wilensky, U. (2010) Complex Systems View of Educational Policy Research. *Science*, 2010; 330 (6000): 38 DOI: 10.1126/science.1195153

2009

Gomez, L. & Hentschke, G. (2009). K-12 education: the role of for-profit providers. In Bransford, J., Gomez, L., Lam, D. & Vye, N. (Eds.) *Research and practice in education: Toward a reconciliation*. Harvard University Press.

Herman P. & Gomez L. M. (2009). Taking Guided Learning Theory to School: Reconciling the Cognitive, Motivational, and Social Contexts of Instruction. In Tobias S. & Duffy T. *Constructivist Theory Applied to Instruction: Success Or Failure*. New York: Routledge.

Spillane, J. P., Gomez, L. M., & Mesler, L. (2009). Notes on reframing the role of the organizations in policy implementation: Resources for practice, in practice . In Sykes, G., Schneider, B., & Plank, D. N. (Eds)., *Handbook on education policy research (409-425)*. New York: Routledge.

2008

Bryk A. S. & Gomez L. M. (2008) Ruminations on Reinventing an R&D Capacity for Educational Improvement. In Hess, F. M. (Ed), *The Future of Educational Entrepreneurship: Possibilities for School Reform*. Cambridge: Harvard Education Press

Gomez, L., Sherin, M., Griesdorn, J., & Finn, L. (2008) Creating Social Relationships: The Role of Technology in Pre-Service Teacher Preparation. *Journal of Teacher Education*. 59, 117-131

Maroulis, S. J. & Gomez, L. M. (2008). Does “Connectedness” Matter? Evidence from a Social Network Analysis within a Small School Reform. *Teachers College Record*. 110 (9), 1901-1929.

Sherer, J., Gomez, K., Herman, P., Gomez, L., White, J., and Williams, A. (2008) *Literacy*

Infusion in a High School Environmental Science Curriculum. In Bruna, K. & Gomez, K. (Eds.) *Talking science, writing science: The work of language in multicultural classrooms*. Taylor Francis/Routledge.

2007

Gomez, K., Gomez, L., Kwon, S., Sherrer, J. (2007). Supporting reading-to-learn in science: The application of summarization technology in multicultural urban high school classrooms. In R. Bloymeyer, T. Ganesh, & H. Waxman (Eds.), *Research in technology use culturally diverse settings*. Charlotte, NC: Information Age Publications.

Gomez, L., & Gomez, K. (2007). Preparing young learners for the 21st century: Reading and writing to learn in science. Invitational Paper Series of the Minority Student Achievement Network, Evanston, IL.

Gomez, L., & Gomez, K. (November, 2007). Reading for learning: Literacy supports for 21st century work. *Phi Delta Kappan*, (89), 3.

Gomez, L., Herman, P., & Gomez, K. (2007). Integrating text in content-area classes: Better supports for teachers and students. *Voices in Urban Education*, 14, 22-29.

Madda, C., Halverson, R., & Gomez, L. (2007). Exploring Coherence as an Organizational Resource For Carrying Out Reform Initiatives. *Teachers College Record*, (101), 9, 8.

2006

Spillane, J.P., Reiser, B.J., Gomez, L.M. (2006). Policy Implementation and Cognition: The Role of Human, Social, & Distributed Cognition in Framing Policy Implementation In M.I. Honig. (Ed.). *Confronting Complexity: Defining the Field of Education Policy Implementation*. The State University of New York Press: Albany, NY.

2005

Darling-Hammond, L., James Banks, Karen Zumwalt, Louis Gomez, Miriam Gamoran Sherin, Jacqueline Griesdorn and Lou-Ellen Finn. (2005). Educational Goals and Purposes: Developing a Curricular Vision for Teaching In (Eds.) Linda Darling-Hammond and John Bransford. National Science Foundation, *Preparing teachers for a changing world: What Teachers Should Learn and Be Able to Do*. Jossey-Bass/A Wiley

2004

Halverson R., Linnekin, B., Spillane, J. P., Gomez, L. M. (2004) Multimedia cases of Practice: On-line Learning Opportunities for School Leaders. *Journal for Cases in Educational Leadership*. 7(1) pp. 30-45.

Watson, B., Kim, J., McEneaney, T., Moher, T., Hindo, C., & Gomez, L. (2004). StorySpace: Technology Supporting Reflection, Expression and Discourse in Classroom Narrative. *IEEE Computer Graphics and Applications* 24(2), March/April 2004, pp. 13-15.

2003

Fischer, F., Bouillion, L. Gomez, L. & Mandl, H. (2003). Towards a conceptual and methodological anatomy of Pasteur's Quadrant: Bridging theory and practice in learning environment research. In *International Journal of Educational Policy, Research & Practice*.

Fischer, F., Bouillion, L., Mandl, H. & Gomez, L. (2003). Bridging theory and practice in learning environments research: Scientific Principles in Pasteur's Quadrant. *International Journal of Educational Policy, Research, and Practice*, 4 (1), 147-170.

Gomez L. M. & Pea, R., (2003) Studying Complex Social Practice to Improve Lives: Humanistic Computing for Learning. *Mind, Culture, And Activity*, 10 (1), 86

2001

Bouillion, L. & Gomez, L. (2001). Connecting school and community with science learning: Real world problems and school-community partnerships as contextual scaffolds. In *Journal of Research in Science Teaching*, 38(8), 878–898.

Bouillion, L. & Gomez, L. (2001). The Case for Considering Cultural Entailments and Genres of Attachment in the Design of Educational Technologies. In K. Forbus and P. Feltovich (Eds.), *Smart Machines in Education*. (pp. 331-348). Menlo, CA: AAAI Press / MIT Press.

Radinsky, J., Bouillion, L., Lento, E. & Gomez, L. (2001). Mutual benefit partnership: A curricular design for authenticity. In *Journal of Curriculum Studies*, 33(4), 405–430.

2000

Loh, B., Reiser, B. J., Radinsky, J., Edelson, D. C., Gomez, L. M., Marshall, S. (2000). Developing Reflective Inquiry practices: A case study of software, the teacher, and students. In K. Crowley, C. Schunn, & T. Okada (Eds.), *Designing for Science: Implications from Everyday, Classroom, and Professional Settings*. Mahwah, NJ: Erlbaum.

1998

Gomez, L., Fishman., B., & Pea, R. (1998). The CoVis Project: Building a Large Scale Science Education Testbed. *Interactive Learning Environments*. Vol. 6, no. 1-2, pp.59-92.

Halverson, R. & Gomez, L.M. (1998) [Technology and schools](#). Digital Infrastructures Think Papers: Metropolitan Chicago Group.

Lento, E. M., O'Neill, D. K., & Gomez, L. M. (1998). Integrating Internet Services into School Communities. In C. Dede (Ed.), *ASCD Year Book 1998 Learning With Technology*. Alexandria, VA: Association for Supervision and Curriculum Development.

1997

Pea, R. D., Gomez, L. M., Edelson, D. C., Fishman, B. J., Gordin, D. N., O'Neill, D. K. (1997). Science education as a driver of cyberspace technology development. In K. C. Cohen (Ed.), *Internet Links for Science Education: Student -Scientists Partnerships*. (pp.189-220). New York, NY: Plenum Press.

1996

Edelson, D. C., Pea, R. D., & Gomez, L. (1996). Constructivism in the collaboratory. In B. G. Wilson (Ed.), *Constructivist learning environments: Case studies in instructional design*, (pp. 151-164). Englewood Cliffs, NJ: Educational Technology Publications.

Edelson, D. C., Pea, R. D., & Gomez, L. M. (1996, April). The Collaboratory Notebook: Support for Collaborative Inquiry. *Communications of the ACM*, 39, 32– 33.

Gomez, L. (1996). Facilitating Use of the Network: Classroom use. In Mark Guzdial & Fred W. Weingarten (Eds.), *Setting a computer science research agenda for educational technology*. Washington, DC: Computing Research Association.

Gordin, D., Gomez, L., Pea, R., & Fishman, B. (1996). Using the World Wide Web to Build Learning Communities in K-12. *The Journal of Computer-Mediated Communication*. 2(3) [On-line: <http://www.usc.edu/dept/annenberg/vol2/issue3/gordin.html>]

O'Neill, D.K., Wagner, R. and Gomez, L.M.(1996, November). On-line mentors: Experimenting in Science Class. *Educational Leadership*, 54(3). Alexandria, VA: Association for Supervision and Curriculum Development.

1994

O'Neill, D. K., & Gomez, L. M. (1994). The collaboratory notebook: A distributed knowledge-building environment for project-enhanced learning. In T. Ottmann & I. Tomek (Eds.), *Educational Multimedia and Hypermedia, 1994: Proceedings of Ed-Media 94* (pp. 416-423). Charlottesville, VA: AACE.

1992

Pea, R. D., Gomez, L. M. (1992). Distributed multimedia learning environments: Why and how. *Interactive Learning Environments*, 2, 73-109.

Rosenberg, J., Kraut, R. E., Gomez, L., & Buzzard, C. A. (1992, May). Multimedia communications for users. *IEEE Communications Magazine*, 30(5), pp. 20, 23 - 30, 33-36.

1990

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1986

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1984

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Gomez, L. M., Egan, D. E., Wheeler, E. A., Sharma, D. K., & Gruchacz, A. M. (1983). How interface design determines who has difficulty learning to use a text editor. In Proceedings of Human Factors in Computing Systems Conference. Boston, MA.

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OTHER PUBLICATIONS

Blogs

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Gomez, L. (August 4, 2015). It's Complex.
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Commentary

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White Papers

Bryk, A., Yeager, D., LeMahieu, P., Grunow, A., Gomez, L., Dolle, J., Hausman, H., & Muhich, J. (June, 2013). Improvement Research Carried Out Through Networked Communities: Accelerating Learning about Practices that Support More Productive Student Mindsets. Prepared for the White House Office of Science and Technology Policy and the Department of Education conference, "Excellence in Education: The Importance of Academic Mindsets."

<https://www.carnegiefoundation.org/resources/publications/improvement-research-carried-networked-communities-accelerating-learning-practices-support-productive-student-mindsets/>

SELECTED RECENT KEYNOTE ADDRESSES AND COLLOQUIA

2015

Cyberlearning: Connect, Collaborate, and Create the Future, Virginia, Keynote Address.

2014

Digital Media Learning Conference (DML), Boston, Keynote Address.

2013

Association of Science-Technology Centers (ASTEC), Albuquerque, Invited Lecture.

2012

Making Meaning Conference (Maker Fair), New York City, Keynote Address.

2007

Learning Policy Institute, Lecture Series. Invited lecture. Implementing Policy in Schools: Exploring the World of Design-Based Technical Assistance. University of Pittsburgh. 2/07.

Clayton Lecture, Thoughts on Improving the Intellectual Life Chances of Adolescents. University of Pennsylvania, Graduate School of Education. 10/07

Combined Meetings of the Literacy Achievement Research Center and the National Geographic Literacy Institute, Supporting content-area literacy learning in linguistically diverse populations, Washington, D.C. 7/07.

2006

Meeting of the Minds Public Lecture, The Exploratorium, San Francisco. The Scholarship of Engagement and School Improvement Through Technical Assistance. 1/06.

2005

Vanderbilt. University Learning Sciences Invitational Lecture. Visiting Scholar. Working to Improve Life Chances of Adolescents: The Impact of Small Learning Communities in One Urban High School. 2/05.

2003

American Association of Colleges and Universities' Network for Academic Renewal Conference on Technology and Learning – Keynote Address. New Models of Technology Assistance: Building Sustaining Relationships between Universities and Schools. Cambridge, MA. 10/03.

SYFR Corporation's Fall, 2003 Conference, Looking at Learning: The Role of Visual Media in Transforming Learning. Technology: A Tool for Educational Innovation. Austin, TX.

2001

Gordon Conference, Ambitious Scientific Work in Every Everyday Urban Classrooms: Using Visualization to Support Learning and Participation. Mount Holyoke College. 8/01.

National Research Council Workshop on Children, Computers, and Technology. Digital Childhood and Adolescence: New Venues to Learn Through Participation. 1/01.

Stanford Conference on Preparing Tomorrows Teachers With Technology. 4/01.

School Policy Luncheon - Leadership for Quality Education, Chicago United Business and Professional People for the Public Interest. School-University Partnerships: Designing for Instructional Change for Technology. 6/01.

2000

Massachusetts Institute of Technology- Invited talk. School-University Partnerships: Laying the Groundwork for Innovations with Technology. 1/00.

Great Minds Series. Illinois Math and Science Academy. Collaborations to Help Children: A New Look at School-University Partnerships. 1/00.

National Research Council Technical Assistance Workshop. School-University Partnerships: Laying the Groundwork for Science Education with Technology. 4/00.

American Educational Research Association - Invited Symposium. Equality or Equity: The Life of Innovations in Local Contexts. (with Bouillion, L.M., Walker, L.J., & O'Neill, D.K.). 4/00.

University of Wisconsin Visiting Scholars Program- Invited Talk. You Say You Want Innovation: Cultural Context and Sustained Change in Schools. 10/00.

Washington State Foundation Breakfast of Champions. School-Community Partnerships: The Groundwork for Innovations in Science Education with Technology. 10/00.

1999

Milwaukee Sentinel Conference on School Reform. Innovations in Science Education Through Learning Technology. 10/99.

1998

National Science Foundation -Sponsored conference for Grantmakers for Education. What's Technology Good For ? and How Do You Take Advantage of It?. Washington, DC. 4/98.

National Academy of Sciences Capitol Hill Human Capital Initiative Conference. Innovations Coming to Life in Schools: Space for Local Context. Washington, DC, 5/98.

Invited Colloquium University of Chicago Consortium on Chicago School Research. What's Technology Good For ? and How Do You Take Advantage of It?. Chicago IL, 5/98.

National Science Board Road to Excellence Conference. School-University Partnerships: A Catalyst for Educational Transformation. Chicago, IL, 7/98.

Invited colloquium, Institute for Mathematics and Science Education University of Illinois at Chicago. Research and Development to Improve Science Teaching Practice in Urban Schools: The First Year of the Center for Learning Technologies in Urban Schools. 11/98.

Building Global Tele-learning Communities – Invited Talk. Research and Development to Improve Science Teaching Practice in Urban Schools: The First Year of the Center for Learning Technologies in Urban Schools., Vancouver, British Columbia, 12/98.

1997

University of Illinois-Invited Talk. Components and cases: Lessons From Building a School-Based Technology Test-bed. Urbana-Champaign. 1/97.

National Science Foundation seminar on program evaluation. Components and cases: Lessons From Building a School-Based Technology Test-bed, Washington DC. 3/97.

National Science Foundation sponsored State and Urban Systemic Initiatives Superintendents meeting. Learning Through Collaborative Visualization, Washington DC. 4/97.

Harvard Summer Institute for Superintendents. Lessons from the Learning Through Collaborative Visualization (CoVis) Project. 7/97.

Department of Education Regional Teacher Conference. The Challenges of Transformative Curricula and Educational Technology: Scaling and Pervasive Practice, in Dallas, TX. 11/97.

1996

10th National Conference on Computer Assisted Instruction-Keynote address. ,School Networking: Better Learning or More Snake Oil? Taichun, Taiwan, 4/96.

National Taiwan Normal University Department of Information and Computer Education – Invited Address. Establishing Project-Enhanced Classrooms Through Design, 4/96.

College of Science at the National Central University – Invited Address. A Case Study of Open-Ended Scientific Classroom. Taiwan, 4/96.

National Chiao Tung University Department of Computer and Information Science – Invited Address. Establishing Project-Enhanced Classrooms Through Design. 4/96.

1995

Department of Computer Science, Carnegie-Mellon University – Invited Talk. The CoVis Project: Supporting science teaching and learning with project activities and technology. 3/95.

1994

National Educational Computing Conference (NECC) – Keynote Address. Building a distributed multimedia learning environment. Boston, MA. 6/94.

National Affiliates Meeting: Technology adoption: New battles – Keynote Address..
Playing to Win, Boston, MA.6/94.

79th Annual National University Continuing Education Association Conference and
Exhibition – Keynote Address. Harnessing the power of technology. for the Atlanta, GA.
4/94.

1993

National Information Infrastructure Education Forum- Symposium. Toward a national model
of school centered distributed science expertise. Approaches to learning: Role of technology.
Washington, DC. 10/93.