

REBECCA B. REYNOLDS

SCHOOL OF COMMUNICATION & INFORMATION
Department of Library and Information Science

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EDUCATION

Tufts University	Sociology	BA 1997
	Community Health	Cert. 1997
Syracuse University	Newhouse School of Public Communications	
	Media Studies	MA 2004
	Mass Communications	PhD 2008

ACADEMIC POSITIONS HELD

2023 – present	Chair, Department of Library & Information Science, Rutgers [3 year appointment]
2021 (Fall)	Visiting scholar, University of Texas-Austin School of Information
2018 – present	Founder, Co-Editor, <i>Information and Learning Sciences</i> journal [Sole Editor as of January 2024]
2017 – present	Associate Professor, Department of Library and Information Science, Rutgers
2010 – 2017	Assistant Professor, Department of Library and Information Science, Rutgers University School of Communication and Information
2009 – 2010	Post-doctoral research scholar and fellow, American Educational Research Association / American Institutes for Research (AERA/AIR ²), Washington, DC
2009	Post-doctoral research scholar, Center for Digital Literacy, Syracuse University School of Information Studies
2004-2008	Doctoral fellow, Newhouse School, Syracuse University
2004-2007	Research assistant, Center for Digital Literacy, Syracuse University, School of Information Studies
2002-2004	Graduate/teaching assistant, Newhouse School, Syracuse University

INDUSTRY/NON-PROFIT POSITIONS HELD

2010-2017	Collaborative design-based researcher, Globaloria.com, New York, NY
2006 – 2010	Research consultant, World Wide Workshop Foundation, New York, NY
2002	Site marketing manager, Techtargget.com, Inc., Needham, MA
2000-2001	Product marketing manager, Peoplestreet.com, Inc., Cambridge, MA
1998-2000	Marketing and sales development manager, Pearson’s FamilyEducation.com, Boston, MA
1997-1998	Ad sales and marketing assistant, ZDNet.com, Ziff Davis, Cambridge, MA; freelance web designer

BOOKS

Jones, K., Reynolds, R. & Shvartznaider, Y. (In progress). *Privacy Practices and Policies in Ed-tech Platform Governance*. Cambridge University Press book contract secured. Edited volume to be published in Fall 2025 in the *Cambridge Studies on Governing Knowledge Commons* book series, Cambridge University Press.

PUBLICATIONS

Reynolds, R., Chu, S., Taveres, N., Notari, M., Li, X., and Lai, W. (In progress). *Gamifying Learning to Read and Reading to Learn - Theories and Case Studies from around the World*. Revised Routledge book contract in progress. Fully co-authored work.

Notari, M., Reynolds, R., Chu, S., & Dobeli, B. (2016). *The Wiki Way of Learning*. (ALA Publishers; edited volume).

Chu, S., Reynolds, R., Notari, M., Taveres, N., & Lee, C. (October, 2016). *21st Century Skills Development through Inquiry Based Learning: From Theory to Practice*. Springer Science (fully co-authored work, Reynolds equal contribution as first author Chu).

JOURNAL EDITOR-IN-CHIEF

Reynolds, R. (Co-Founder, Co-Editor-in-Chief, 2019-December 2023; Sole Editor-in-Chief as of January 2024). *Information and Learning Sciences*. Emerald Publishing. London: UK. Six (6) issues per annum, 7-8 articles per issue, 50 articles/year. Total of 31 full issues edited and published under my leadership, as of January, 2024. Includes 11 special issues curated and published; 3 special issues curated and forthcoming. <https://www.emerald.com/insight/publication/issn/2398-5348>

JOURNAL ARTICLES, REFEREED

PUBLICATIONS

Reynolds, R., Aromi, J., McGowan, C. & Paris, B. (In progress). Teacher E-learning technology platform uses in K-12 emergency remote teaching and learning in the pandemic of 2020.

Reynolds, R. & Chiu, M. (Submitted). Teacher, student and community contributors to digital inequality processes and outcomes, in COVID-19 pandemic teaching and learning.

Reynolds, R., McGowan, C., Aromi, J. & Paris, B. (2022). Digital divide, critical-, and crisis-informatics perspectives on K-12 emergency remote teaching during the pandemic. *Journal of the Association for Information Science and Technology (JASIST)*. 73:1665–1680. **Top Downloaded Paper, Wiley, 2022/2023.

Paris, B., Reynolds, R. & Marcello, G. (2022). Disinformation detox: Teaching and learning about mis- and dis-information using socio-technical systems perspectives. *Information and Learning Sciences*. 123, 1/2.

Paris, B., Reynolds, R. & McGowan, C. (2021). Sins of omission: Critical informatics perspectives on privacy in e-learning systems in higher education. *Journal of the Association for Information Science and Technology (JASIST)*. **Top Cited Article Award, Wiley, 2021/2022.

Jarrahi, M. H., Reynolds, R., & Eshraghi, A. (2020). Personal knowledge management and enactment of personal knowledge infrastructures as shadow IT. *Information and Learning Sciences*, 122(1-2), 17-44.

Ng, D.T.K., Reynolds, R., Chan, H.M.Y., Li X.H., & Chu, S.K.W. (2020). Business (teaching) as usual amid the COVID-19 pandemic: A case study of online teaching practice in Hong Kong. *Journal of Information Technology Education: Research*, 19, 775-802.

Reynolds, R. & Chu, SKW. (2020). Introduction to Special Issue: "Evidence-based and pragmatic online teaching and learning approaches in the pandemic: A response to emergency remote teaching in K-12, higher education, and librarianship." *Information and Learning Sciences*. Vol. 121, Issues 5/6, 7/8. Emerald Publishing.

Reynolds, R. & Chu, SKW. (2020). Guest editor of Special Issue: "Evidence-based and pragmatic online teaching and learning approaches in the pandemic: A response to emergency remote teaching in K-12, higher education, and librarianship." [Proposed, curated, guest edited the special issue resulting in a

total of 42 articles published, addressing pandemic pedagogy during the emergency remote learning crisis]. *Information and Learning Sciences*. Vol. 121, Issues 5/6, 7/8. Emerald Publishing.

Reynolds, R., Chu, S., Ahn, J., Buckingham Shum, S., Hansen, P., Haythornthwaite, C., Hong, H., Meyers, E., Rieh, S.Y. (2019). Inaugural issue perspectives on *Information and Learning Sciences* as an integral scholarly nexus. *Information and Learning Sciences*. 120(1/2), 2-18.

Reynolds, R. (2016). Relationships among tasks, collaborative inquiry processes, inquiry resolutions, and knowledge outcomes in adolescents during guided discovery-based game design in school. *Journal of Information Science*. 42: 35-58.

Reynolds, R. (2016). Defining, designing for, and measuring “digital literacy” development in learners: A proposed framework. *Educational Technology Research & Development*. 64(1), 735-762.

Reynolds, R. & M. M. Chiu. (2015). Reducing digital divide effects through student engagement in coordinated game design, online resource uses, and social computing activities in school. *Journal of the Association for Information Science and Technology*. DOI: 10.1002/asi.23504

Chu, S., Kwan, A., Reynolds, R., Tam, F., Mellecker, R., & Hong, A. (2015). Promoting sex education among teenagers through an interactive game: Reasons for success and implications. *Games for Health*. June 2015, 4, 3, pp. 168-174.

Reynolds, R., & Chiu, M. (2013). Formal and informal context factors as contributors to student engagement in a guided discovery-based program of game design learning. *Journal of Learning, Media & Technology*. 38(4), pp. 429-462.

Minnigerode, L. & Reynolds, R. (2013). Don't give up: A case study on girls and video game design. *Learning Landscapes*, 6, 2. Spring, 2013.

Reynolds, R. (2012). Changes in student attitudes towards 6 dimensions of digital engagement in a program of game design learning. *Synergy*. 10(2).

Reynolds, R., & Harel Caperton, I. (2011). Contrasts in student engagement, meaning-making, dislikes, and challenges in a discovery-based program of game design learning. *Educational Technology Research and Development*, 59(2), pp. 267-289.

Arnone, M., Small, R., & Reynolds, R. (2010). Supporting inquiry by identifying gaps in student confidence: Development of a measure of perceived competence. *School Libraries Worldwide*, 16(1), pp. 47-60.

Arnone, M., Reynolds, R., & Marshall, T. (2009). The effect of early adolescents' psychological needs satisfaction upon their perceived competence in information skills and intrinsic motivation for research. *School Libraries Worldwide*, 15(2), pp 115-134.

Arnone, M., & Reynolds, R. (2009). Empirical support for the integration of dispositions in action and multiple literacies into AASL's Standards for the 21st Century Learner. *School Library Media Research*, 12.

BOOK REVIEWS

Reynolds, R. (2020). Book review of *The Digital Divide* by Jan van Dijk. *Journal of the Association for Information Science and Technology (JASIST)*. 2021;72:136–138.

Reynolds, R. (2022). Resilience building pathways for pre-service students in librarianship: A culturally responsive mindfulness- and compassion-based approach. Proceedings of the 2022 annual conference of the *Association of Information Science and Technology (ASIS&T)*. Pittsburgh, PA.

Paris, B., Marcello, G. & Reynolds, R. (2022). Cultivating ecological literacy: A critical framework for understanding and addressing mis- and dis-information. Proceedings of the 2022 annual conference of the *Association of Information Science and Technology (ASIS&T)*, Pittsburgh, PA. **Best Short Paper Award, 3rd place.

Reynolds, R., Aromi, J. McGowan, C., Paris, B. (2021). Social and digital inequality as factors in K-12 emergency remote teaching and learning in the pandemic of 2020: Educator perspectives. Proceedings of the 2021 annual conference of the *Association of Information Science and Technology (ASIS&T)*, Salt Lake City, Utah. **Best Long Paper Award, 3rd place.

Reynolds, R. Meyers, E. Ghosh, S. & Novin, A. (2018). Beyond Bloom's taxonomy: Integrating "Searching as Learning" and e-learning research perspectives. Proceedings of the 2018 annual conference of the *Association of Information Science and Technology (ASIST)*. Vancouver, BC.

Reynolds, R., Meyers, E.M., Haythornthwaite, C., Chu, S. & Agosto, D. (2018). Coordinating scholarship in searching as learning. Proceedings of the 2018 annual conference of the *Association of Information Science and Technology (ASIST)*. Vancouver, BC.

Reynolds, R. & Hansen, P. (2018). Inter-disciplinary research on inquiry and learning: Information and Learning Sciences perspectives. Proceedings of the *ACM SIGIR Conference on Human Information Interaction and Retrieval (CHIIR)*. New Brunswick, NJ.

Reynolds, R. & Leeder, C. (2017). Information uses and learning outcomes during guided discovery in a blended e-learning game design program for secondary computer science education. Proceedings of the annual *Hawaii International Conference on System Sciences (HICSS)*, Jan. 2017, Waikoloa, HI.

Lee, C.W.Y., Chu, S.K.W., Cheng, J.O.Y. and Reynolds, R. (2016), Plagiarism-free inquiry project-based learning with UPCC pedagogy. Proceedings of the *Association of Information Science and Technology*, 53: 1-11.

Reynolds, R.; Baik, E.B. & Li, X. (2013). Collaborative information seeking in the wild: Middle-schoolers' self-initiated teamwork strategies to support game design. Proceedings of the *Association of Information Science and Technology (ASIST)* conference, November, 2013, Montreal.

Magee, R., Agosto, D.E., Ahn, J., Reynolds, R., Forte, A., & Dickard, M. (2013). Teens and social media: Where are we now, where next? Proceedings of the *Association of Information Science and Technology (ASIST)*, Montreal, Canada, Nov. 2013.

Reynolds, R., Hmelo-Silver, C., Sorenson, L., & Van Ness, C. (2013). Interview findings on middle schoolers' collaboration in self-organizing game design teams. Proceedings of the *International Conference of Computer-Supported Collaborative Learning (CSCL)*, July 2013, Madison, WI.

Reynolds, R., & Chiu, M. (2012). Contribution of motivational orientations to student outcomes in a discovery-based program of game design learning. Proceedings of the *International Conference of the Learning Sciences (ICLS)*, July 2012, Sydney, Australia.

Reynolds, R., & Goggins, S. (2011). Analyzing student wiki interactions at multiple levels of analysis within an online social network of game design learning: Team, school, and page-level findings.

Proceedings of the *International Conference on Computer Supported Collaborative Learning (CSCL)*, Hong Kong, July 2011.

Reynolds, R. (2010). Changes in middle school students' six contemporary learning abilities (6-CLAs) through project-based design of web-games and social media use. Proceedings of the *American Society for Information Science and Technology (ASIS&T)*, Pittsburgh, PA, October 2010.

Reynolds, R., & Arnone, M. (2009). Perceived competence and reading enjoyment as contributors to information skills and digital technology knowledge. Proceedings of the *American Society for Information Science and Technology (ASIS&T)* conference, November 2009, Vancouver.

Reynolds, R., & Harel Caperton, I. (2009). Comparison of middle school, high school and community college students' Wiki activity in Globaloria-West Virginia (Pilot Year Two). Proceedings of the 2009 *WikiSym Conference*, October, Orlando, FL.

Whitehouse, P., Reynolds, R., & Harel Caperton, I. (2009). Globaloria pilot year one: New directions for 21st Century teacher professional development. In C. Crawford et al. (Eds.), *Proceedings of the 2009 Society for Information Technology and Teacher Education International Conference* (pp. 1590-1597). Chesapeake, VA: AACE.

BOOK CHAPTERS

PUBLICATIONS

Reynolds, R. (In progress). Mindfulness, compassion and embodiment practices as contributors to thriving across the human developmental lifecycle. In: W. Jones, J. Gwizdka, M. Krtalić, A.T. Chen & J. Dinneen (eds) *Better with age? How our knowledge, information and supporting technologies can help us to thrive*. Cambridge University Press, UK.

Reynolds, R. (2022). A crisis-adaptive approach to resilience-building in pre-service teaching and librarianship education: Learning *about* and Learning *to be*. In: Leontopoulou, S., Delle Fave, A. (eds) *Emerging Adulthood in the COVID-19 Pandemic and Other Crises: Individual and Relational Resources*. Cross-Cultural Advancements in Positive Psychology, vol 17. Springer, Cham.
https://doi.org/10.1007/978-3-031-22288-7_18

Reynolds, R. & Harel, I. (2020). Lessons learned during research and development of Globaloria, 2006-2017. In Holbert, N., Berland, M. & Y. Kafai, *Designing Constructionist Futures: The Art Theory and Practice of Learning Designs*. MIT Press.

Reynolds R. & Leeder, C. (2018). School librarian decision-making for e-Learning Innovation. In Lee, V. & A. Phillips, *Reconceptualizing Libraries: Opportunities from the Information and Learning Sciences*. NY: Routledge, Taylor and Francis Group, CRC Press.

Reynolds R. & Leeder, C. (2018). The digital divide and web use skills. In Hobbs, R. & Mihalaidis, P. *International Encyclopedia of Media Literacy*. NY: Wiley.

Reynolds R. (2018). Game design in media literacy education. In Hobbs, R. & Mihalaidis, P. *International Encyclopedia of Media Literacy*. NY: Wiley.

Reynolds, R. (2016). Wikis as learning management systems for computer science education in intermediate and secondary schools. In Notari, M., Reynolds, R., Chu, S., & Dobeli, B., *The Wiki Way of Learning*. ALA Publishing.

Reynolds, R. (2014). Personal construct theory and meaning-making in information-seeking research. In T.D. Wilson (Ed.), *Theory in Information Behaviour Research*, Eiconics Ltd. Sheffield, UK.

Gray, T., Silver-Pacuilla, H., Brann, A., Overton, C., & Reynolds, R. (2011). Converging trends in educational and assistive technology. In Gray, T. & H. Silver-Pacuilla's *Breakthrough Teaching and Learning: How Educational and Assistive Technologies are Driving Innovation*. NY: Springer.

REFEREED CONFERENCE PAPERS & PRESENTATIONS

Ghosh, S., Gwidzka, J., Lewandowski, D., Reynolds, R., Rieh, SY, Heck, T., Imeri, A. (2023). Search systems and artificial intelligence: Enhancing searching as learning approaches to counter misinformation. Panel presented at the 2023 annual conference of the *Association of Information Science and Technology (ASIS&T)*, London, UK.

Reynolds, R., Paris, B. & Jones, K. (2023). Multiactor edtech data ethics advocacy (MEDEA): Ethical edtech governance in higher education. Panel presented at the 2023 annual conference of the *Association of Information Science and Technology (ASIS&T)*, London, UK.

Reynolds, R. (2020). Best practices in critical informatics-inspired curriculum development: The case of the Gender and Technology class at Rutgers. Paper presented at the Public Interest Technology University Network (PIT-UN) Conference on Undergraduate Informatics Education 2020 at University of Texas, Austin, March 2020.

Reynolds, R. (2020). Representation of social and critical informatics themes among undergraduate course offerings in North American iCaucus Schools. Paper presented at the Public Interest Technology University Network (PIT-UN) Conference on Undergraduate Informatics Education 2020 at University of Texas, Austin, March 2020.

Reynolds, R. (2019). Social and critical informatics' potential contributions towards students' information, digital and media literacy. Paper presented at the iConference 2019 workshop, "Establishing an Inspiring, Inclusive, and Interdisciplinary Research Community Around Young People, Information, and Technology." Washington, DC.

Reynolds, R., & Meyers, E., Haythornthwaite, C., Chu, S. (2018). ASIS&T SIG InfoLearn Pre-Conference Workshop: Coordinating Scholarship in Searching as Learning. Workshop chaired and organized at the 2018 annual conference of the *Association of Information Science and Technology (ASIST)*.

Reynolds, R. (2017). Adapting online blended E-learning solutions to diverse K-12 school contexts: Lessons learned and opportunities for future development. Proceedings of the SIGUSE Workshop at the 2017 annual conference of the *Association of Information Science and Technology (ASIST)*. Crystal City, VA.

Reynolds, R. & Rieh, Soo Young. (2017). ASIS&T SIG InfoLearn Pre-Conference Workshop: Information and Learning Sciences as an Integral Scholarly Nexus. Workshop chaired and organized at the 2017 annual conference of the *Association of Information Science and Technology (ASIST)*.

Reynolds, R. (2016). Connecting student information resource uses to learning outcomes in a guided discovery-based game design program. *iConference*. Philadelphia, PA, March 2016.

Stoerger, S. & Reynolds, R. (2016). Radical changes in information technology and informatics among undergraduates: Tapping into gender diverse talent pools. *Association of Library and Information Science Educators (ALISE)*. Boston, MA, January 2016.

Ball, M.A., Reynolds, R. Koh, K., & M. Mardis. (2015). IMLS research: Out of the library school and into the school library. *American Library Association*. San Francisco, CA, June, 2015.

Chu, S., Kwan, A., Reynolds, R., Mellecker, R., Tam, F., Lee, G., Hong, A., Leung, C. (2014). Promoting sexuality education through an online interactive game: Reaching youngsters without limits. 5th *International Conference on Information Technology in Education (CITE 2014)*, Shenzhen, China.

Reynolds, R. (2014). Analyzing middle school and high school students' collaborative inquiry behaviour during guided discovery using with learning management system trace data. Proceedings of the 2014 *Computer Supported Cooperative Work (CSCW)* conference, Baltimore, MD.

Reynolds, R. (2014). Understanding and measuring student inquiry and resource use processes, and their contribution to outcomes, in "guided discovery-based" learning. *Information Interaction in Context conference (IliX)*, Workshop on Searching as Learning. Regensburg, Germany, August, 2014.

Reynolds, R., & Chiu, M. (2014). How sustained engagement in game design and social media use among diverse students can mitigate effects of the digital divide. *International Communication Association Conference*, Seattle, WA, May 2014.

Reynolds, R. (2014). Learning management system trace logs and Google Analytics page reads as data sources for evaluating student inquiry and collaboration practices during game design learning. Proceedings of the 2014 *International Conference of the Learning Sciences (ICLS)* conference, Boulder, CO.

Reynolds, R., & Wolf, J. (2014). Collaborative inquiry-supported game design as a context for cultivating "Constructionist Digital Literacy." *American Education Research Association (AERA)*, Philadelphia, PA, April, 2014.

Ashcraft, C. & Reynolds, R. (2014). Girls' identification with STEM through computational media production. *Digital Media & Learning Conference*, Boston, MA, March 2014.

Ashcraft, C. Wu, Z., DuBow, W. & Reynolds, R. (2014). *Assessing girls' interest, confidence, & participation in computing: Lessons from a national game design program*. American Education Research Association (AERA) conference, Philadelphia, PA, April, 2014.

Reynolds, R.; Baik, E.B. & Li, X. (2014). Inquiry and resource use strategies that emerge among middle schoolers in a guided discovery-based program of game design learning. *Association of Library and Information Science Educators (ALISE)*, Philadelphia, PA, January, 2014.

Baik, E.B. & Reynolds, R. (2014). Inquiry and resource use strategies that emerge among middle schoolers in a guided discovery-based program of game design learning. *Association of Library and Information Science Educators (ALISE)*, Philadelphia, PA, January, 2014.

Reynolds, R., & Goggins, S. (2013). Designing socio-technical systems to support guided "discovery-based" learning in students: The case of the Globaloria game design initiative. Presented at the *Learning Analytics Conference (LAK)*, Leuven, Belgium.

Reynolds, R., Hmelo-Silver, C. (2013). Areas of theoretical convergence in the Globaloria game design initiative: Constructionism, knowledge building and guided discovery based learning. *American Education Research Association (AERA)*, San Francisco, CA, April, 2013.

Reynolds, R. (2013). Make, Do, Engage: Hacker literacies and civic education. *Digital Media and Learning Conference (DML)*. Chicago, IL, March 2013.

Reynolds, R., Allen, W., Floyd, I., Erickson, I., Howison, J., & Ho, M.S. (2013). Sociotechnical systems research: Advancing clear definitions, areas of convergence, shared understandings, and promising research domains. *iConference*, Fort Worth, TX, February 2013.

Reynolds, R. (2012). Connecting levels of learning in the Globaloria game design program: Resolving big datasets and multiple levels of analysis in e-learning platform research. Proceedings of the *International Conference of the Learning Sciences (ICLS)*, July 2012, Sydney, Australia.

- Mentis, H., & Reynolds, R. (2012). Championing the impact of sociotechnical research. *iConference*, Toronto, ON, February 2012.
- Reynolds, R., & Kim, G. U. (2012). Educator-level contributions to youth learning outcomes in a discovery-based game design program in rural schools. *Association for Library and Information Science Education (ALISE)*, Dallas, TX, January, 2012.
- Reynolds, R. (2012). Changes in student attitudes towards 6 dimensions of digital engagement in a program of game design learning. *American Education Research Association (AERA)*, Vancouver, Canada, April 2012.
- Reynolds, R. (2011e). Children's game design learning in discovery-based contexts: Contribution of intrinsic and extrinsic motivational orientations to student outcomes. *International Communication Association (ICA) conference*, Boston, MA, May 2011.
- Reynolds, R. (2011d). Digital literacy development through game design: The case of Globaloria-West Virginia. *National Communication Association conference*, New Orleans, LA, November, 2011.
- Reynolds, R. (2011c). Possible contributors to evaluated student outcomes in a discovery-based program of game design learning. *American Education Research Association (AERA)*, New Orleans, LA, April 2011.
- Reynolds, R. (2011b). The contribution of educator factors to student outcomes in a discovery-based program of game design learning. *Association of Library and Information Science Education (ALISE)*, San Diego, CA, January, 2011.
- Reynolds, R. (2011a). Domains of expertise developed in a project-based game design workshop. *American Education Research Association (AERA)*, New Orleans, LA, April 2011.
- Chen, M., Bricker, L., Duncan, S.C., Reynolds, R., & Wolfenstein, M. (2011). Socially situated expert practice in and around gaming. *American Education Research Association (AERA)*, New Orleans, LA, April 2011.
- Reynolds, R. (2010). New media literacy development through game design and social media engagement in Globaloria-West Virginia. *News Literacy and Digital Citizenship Initiative Conference*, Loyola University, Chicago, October 2010.
- Reynolds, R. (2010). Developing a content analysis approach to measuring student engagement in Constructionist game making learning environments. *Association for Education in Journalism and Mass Communication (AEJMC)*, Denver, CO, August, 2010.
- Reynolds, R., & Harel Caperton, I. (2010). Evidence of student engagement, meaning-making, and development of contemporary learning abilities in Globaloria-West Virginia public schools: Results of student feedback survey analysis, Pilot Year 2. *American Education Research Association (AERA)*, Denver, CO, April, 2010.
- Reynolds, R., & Harel Caperton, I. (2009). Development of high school and community college students' contemporary learning abilities in Globaloria-West Virginia in the first pilot year. *American Education Research Association (AERA)*, San Diego, CA, April 2009.
- Reynolds, R., & Harel Caperton, I. (2009). The emergence of 6 contemporary learning abilities in middle school, high school and community college students as they develop and design interactive games and project-based social media in Globaloria-West Virginia. *American Education Research Association (AERA)*, San Diego, CA, April 2009.

Reynolds, R. (2009). The possible contribution of the design-based research method in generating cognitive theories of media and digital literacy. *International Communication Association (ICA)*, Chicago, IL, May, 2009.

Arnone, M., Reynolds, R., & Marshall, T. (2009). Motivational and demographic contributors to 8th-graders' information literacy. *Association for Library and Information Science Education (ALISE)* conference, Denver, CO, January, 2009.

Harel Caperton, I., & Reynolds, R. (2009). The forgotten piece of the 'Gaming and Literacy Puzzle:' Developing game media literacy through game design and production. Interactive Symposium panel presented at the annual convention of the *American Education Research Association (AERA)*, 2009, MCC SIG.

Harel Caperton, I. & Reynolds, R. (2006). The Globaloria: Empowering youth worldwide to collaborate and experience democracy and globalization with web 2.0 tools. Presented at the 2006 *Center for Digital Literacy - Institute for Digital Empowerment: Inquiry, Imagination and Invention in the Digital Age*, December 2006, Syracuse, NY.

Reynolds, R. (2005). Agenda-setting the internet? Political news blog and Newspaper coverage of the 2004 US presidential election. Presented at the August 2005 Annual Conference of the *Association for Education in Journalism and Mass Communication (AEJMC)*, San Antonio, TX. ** Top 3 Student Paper, AEJMC Com-Tech Division.

Reynolds, R. (2005). Playful learning after school with technology: How kids' digital literacy unfolds in a Constructionist context. Presented at the 2005 Annual Conference of the *Association of Internet Researchers (AOIR)*, Chicago, IL.

Reynolds, R., & Cho, J. (2005). Frequency of internet use, digital literacy and types of use: An emerging model. Annual Conference of the *International Communication Association (ICA)*, New York, NY, 2005. Top 3 Student Paper, ICA Com-Tech Division.

Reynolds, R. (2004). Top 10 political blogs' coverage of the 2004 US presidential election candidates: Frequency, valence, and topics of candidate coverage. Presented at the 2004 *Institute on Digital Empowerment: The Internet and Democracy*. Syracuse University, Syracuse, NY.

Reynolds, R. (2003). Blogging and online interaction: Towards a newly- conceived community sphere. Presented at the 2003 *Newsplex Convergence and Society Conference*, University of South Carolina, Columbia, SC.

ELECTRONIC PUBLICATIONS (NOT REFEREED)

Paris, B., R. Reynolds & C. McGowan. (Feb. 2024). Educational technology and the entrenchment of business as usual. *Academe: The Magazine of the American Association of University Professors (AAUP)*.

Paris, B., R. Reynolds & C. McGowan. (2021). Platforms like Canvas play fast and loose with students' data. *The Nation*. <https://www.thenation.com/article/society/canvas-surveillance/>

Reynolds, R., & Radziszewski, A. (2012). Contributors to student learning and success in creating civics web games: A case study of the winning team in the 2010/2011 Globaloria civics game competition. Impact report for the World Wide Workshop.

<http://www.worldwideworkshop.org/pdfs/Globaloria%20Contributors%20to%20Student%20Learning%20and%20Success%20in%20Creating%20Civics%20Web%20GamesReynoldsAugust2012.pdf>

Reynolds, R. (2011). 2010/2011 school year: Globaloria WV student engagement and development of six contemporary learning abilities in a program of game design and workshop-based learning. Impact report for the World Wide Workshop.

http://www.worldwideworkshop.org/pdfs/Globaloria_WV_Quantitative_Report_2010-11.pdf

Reynolds, R. (2010). 2009/2010 school year: Globaloria WV student engagement and development of six contemporary learning abilities in a program of game design and workshop-based learning. Impact report for the World Wide Workshop.

http://www.worldwideworkshop.org/pdfs/Globaloria_WV_Quantitative_Report_2009-10.pdf

Reynolds, R. (2008). Comparison of middle school, high school and community college students' wiki activity in Globaloria-WV. Impact report for the World Wide Workshop. <http://www.worldwideworkshop.org/pdfs/Globaloria-ComparisonStudentWikiActivity.pdf>

Reynolds, R. (2008). *Reconstructing "digital literacy" in a Constructionist computer club: The Role of motivation, interest, and inquiry in children's purposive technology use*. Doctoral dissertation (unpublished). S. I. Newhouse School of Public Communications, Syracuse University

SELECT INVITED TALKS

INVITED SPEAKER, Virtual Academic Library Environment-New Jersey (VALE) Annual Conference, March 2024: "Governing Edtech in Schools and Universities through Multi-actor EdTech Data Ethics Advocacy (MEDEA)"

INVITED SPEAKER, SC&I Panel on LIS Scholarship, "Educational Technology Design: Policies, Politics and Practices" 2023, to SC&I Ph.D. students.

INVITED SPEAKER, International Conference of the Learning Sciences, "Journal Editors Talk: *Information and Learning Sciences* as a Publication Outlet," June 2022.

INVITED SPEAKER, SC&I Panel on LIS Scholarship, "Critical Studies of Educational Technology Design," 2022, to SC&I Ph.D. students.

INVITED SPEAKER, SC&I Panel on LIS Scholarship, "Lessons Learned During E-Learning Research and Development of Globaloria, 2005-2017," 2019, to SC&I Ph.D. students.

INVITED SPEAKER, UNIVERSITY AT BUFFALO GRADUATE SCHOOL OF EDUCATION / DEPARTMENT OF INFORMATION SCIENCE. Colloquium: Building and scaling an e-Learning Platform for Constructionist CS education in America's school system: Lessons learned during research and development of Globaloria, 2006–2017. NY: Oct., 2018.

INVITED SPEAKER, SC&I Panel on Children and Media, "Inter-disciplinary research on youth, inquiry and learning: Information and Learning Sciences perspectives," 2018, to SC&I Ph.D. prospects.

INVITED SPEAKER, SC&I Panel on LIS Scholarship, "Social constructivist learning and the problem of cognitive load in E-learning and information system design," 2018, to SC&I Ph.D. students.

INVITED SPEAKER, SC&I Colloquium with the Social Media Cluster, 2018, "Alt-spiritual online learning networks and practice groups: Information science research perspectives."

INVITED SPEAKER, 2018 SC&I Incubator on Teaching and Learning: "Cognitive Load, Working Memory and E-Learning Design."

NAMLE WEBINAR. 10/20/17. "Fostering Media and Information Literacy Among Students in a "Post-Truth" Era: Fake News, Social Media and an Evolving Instructional Agenda."

ASIST BOOK TALK WEBINAR, 9/22/17, "University 21st century skills development through inquiry-based learning." With co-author Prof. Sam Chu of University of Hong Kong.

INVITED SPEAKER, 2017 SC&I Incubator on Fake News and Information Literacy. "Teaching, Learning, and Media Literacy." March, 2017.

INVITED SPEAKER, UNIVERSITY OF TEXAS AT AUSTIN'S INFORMATION SCHOOL: "Patterns and outcomes of youth engagement in collaborative information seeking with varied resources during guided discovery-based learning." February, 2015.

INVITED SPEAKER, UNIVERSITY OF TORONTO'S GRADUATE SCHOOL OF EDUCATION, AND ONTARIO INSTITUTE FOR STUDIES IN EDUCATION (*OISE*): "Designing digital learning environments for youth involving inquiry, collaboration and creation: Perceived competence, autonomy and social relatedness as individual psychological constructs and environmental supports." March, 2014.

INVITED SPEAKER, MCGILL UNIVERSITY, GRADUATE SCHOOL OF EDUCATION and Advanced Technologies for Learning in Authentic Settings (ATLAS) Lab, same title as above. March, 2014.

INVITED SPEAKER, Doctoral Student Recruitment Event of the SC&I Ph.D. Program Committee, 2012

INVITED SPEAKER, Professionalism Day of the SC&I Doctoral Student Association, 2012

INVITED SPEAKER, Colloquium "Positivism / Post-positivism Debates" to the SC&I Ph.D. students, 2011

INVITED SPEAKER, SC&I brown bag series, "Contribution of motivational orientations to student outcomes in a discovery-based program of game design learning," March 2011.

INVITED KEYNOTE SPEAKER, American Library Association Conference, "Reclaiming literacy in a digital age." New Orleans, LA, 2011.

INVITED SPEAKER, Annual Conference of the NJ Association of School Librarians (NJASL), "Empowering students and educators with new media literacies necessary to participate and lead in a global, new media world." Long Branch, NJ, 2010.

INVITED SPEAKER, Interchanges Lecture Series, Maxwell School of Public Policy, Syracuse University. "Local political blogging by politicians, journalists and citizens: The case of OrangePolitics.org," 2005

RESEARCH GRANTS

EXTERNAL

SUBCONTRACT, NATIONAL SCIENCE FOUNDATION (NSF) Symposium on Privacy, Ethics and Contextual Integrity in Educational Technology Ecosystems. Co-Chair and co-organizer. Awarded, \$40,000 sub-contract, 2024. PI, Brett M. Frischmann, Villanova University. Forthcoming, \$40,000, September, 2024 at RU Inn and Conference Center (40 attendees).

CO-PRINCIPAL INVESTIGATOR, INSTITUTE FOR MUSEUM AND LIBRARY SERVICES (IMLS) NATIONAL LEADERSHIP GRANT (**UNFUNDED**; IN REVISION FOR RE-SUBMISSION). \$745,000, 2023-2026. Multiactor Edtech Data Ethics Advocacy (MEDEA): Ethical Edtech Governance in Higher Education. With Dr. Kyle Jones, IUPUI, and Dr. Britt Paris, SC&I, Rutgers University (RU Subaward, \$500,000).

PRINCIPAL INVESTIGATOR, NATIONAL SCIENCE FOUNDATION (NSF) DOCTORAL AND POST-DOCTORAL CONSORTIUM WORKSHOP GRANT 1922868. Awarded, \$19,995, 2019-2020. "Consortium for the Science of Socio-Technical Systems (CSST) 2019 Summer Institute."

- Fundraised \$60,000 from government agency, industry and academic sources including NSF, Spotify, ACM SIG-CHI, and University of Missouri.
- Co-Chaired, organized, designed, managed peer review, and co-led this event with Prof. Morgan Ames at UC-Berkeley which was attended by 90 leading socio-technical systems, social computing and HCI scholars and mentors, held June 18-21, 2019 at Rutgers Inn and Conference Center.

PRINCIPAL INVESTIGATOR, INSTITUTE FOR MUSEUM & LIBRARY SERVICES (IMLS) EARLY CAREER DEVELOPMENT GRANT. Awarded, \$399,995 (2012 – 2016). “Guided Discovery-based Game Design as a Space to Investigate Problem- and Inquiry-Based Learning Among Youth,” Rutgers University.

SENIOR PERSONNEL, INSTITUTE FOR MUSEUM & LIBRARY SERVICES (IMLS) NATIONAL LEADERSHIP GRANT PROJECT, “8th-Graders’ Perceived Competence in Digital and Information Literacy Skills,” Syracuse University, School of Information Studies, Center for Digital Literacy, 2006-2009, Awarded (\$150,000); served during graduate school.

INTERNAL

PRINCIPAL INVESTIGATOR, SC&I GIFTS FOR INDIVIDUAL FACULTY RESEARCH (2021). \$1500.

PRINCIPAL INVESTIGATOR, RUTGERS UNIVERSITY CENTER FOR COVID-19 RESPONSE AND PANDEMIC PREPAREDNESS (CCRP2). Awarded, \$30,000. 2020-2021. "Variations in Emergency Remote Teaching E-Learning Approaches and Digital Equity Measures Among K-12 Educators." (Rebecca Reynolds, PI; Dave Shernoff, Co-PI)

PRINCIPAL INVESTIGATOR, RUTGERS UNIVERSITY FACULTY RESEARCH GRANT. Awarded, \$5000. “K-12 District, School and Teacher Responses to COVID-19-Induced Emergency Transitions to Remote and Online Education in the State of New Jersey ,” 2020/2021.

PRINCIPAL INVESTIGATOR, RUTGERS UNIVERSITY FACULTY RESEARCH GRANT (with Dr. Cindy Hmelo Silver). Awarded, \$47,000. “Problem- and Inquiry-Based Learning Through Guided Discovery-Based Game Design,” 2012.

PRINCIPAL INVESTIGATOR, RUTGERS UNIVERSITY SUMMER RESEARCH FELLOWSHIP GRANT. Awarded, \$13,000. “Analysis of Wiki Log Files to Understand Collaborative Learning Processes, 2012.” With Dr. Nick Belkin to fund a summer doctoral student.

ADVISORY BOARD ROLES

ADVISORY BOARD, RUTGERS UNIVERSITY CENTER FOR MATH, SCIENCE AND COMPUTING EDUCATION (CMSCE) (2018-PRESENT) <https://cmsce.rutgers.edu/directory>.

ADVISORY BOARD, HONG KONG DEVELOPMENT GRANT OF DR. SAM CHU, HONG KONG UNIVERSITY, HEALTHCARE AND PROMOTION FUND: “Developing an interactive social game playable on iPhones, iPads and Facebook for promoting sexuality education among youngsters,” 2011-2012.

FELLOWSHIPS, AWARDS AND HONORS

BEST SHORT PAPER AWARD, annual conference of the *Association of Information Science and Technology* (ASIS&T), 2022, Pittsburgh, PA (3RD PLACE).

TOP CITED ARTICLE AWARD (2021/2022), *Journal of the Association for Information Science and Technology* (JASIST): Paris, Reynolds & McGowan, 2021 (see citation above).

BEST LONG PAPER AWARD, annual conference of the *Association of Information Science and Technology* (ASIS&T), 2021, Salt Lake City, Utah (3RD PLACE).

ANNUAL "Rutgers Revolutionary" AWARD, for the Women in Information Technology and Informatics organization at Rutgers University (co-founder and faculty advisor), 2021.

ANNUAL FACULTY OUTSTANDING SERVICE AWARD, Department of Library and Information Science, Rutgers University, 2019/2020.

FUNDED INVITED PARTICIPANT. *SCHLOSS DAGSTUHL SEMINAR 17092, "SEARCH AS LEARNING."* February, 2017. Wadern, Germany.

ANNUAL FACULTY OUTSTANDING RESEARCH AWARD, Department of Library and Information Science, Rutgers University, 2015/2016.

ANNUAL "Outstanding New Student Organization" AWARD, for the Women in Information Technology and Informatics organization at Rutgers University (co-founder and faculty advisor), 2014-2015.

ANNUAL FACULTY OUTSTANDING TEACHING AWARD, Department of Library and Information Science, Rutgers University, 2011/2012.

AERA/AIR RESEARCH SCHOLAR AND FELLOW, American Institutes for Research (AIR), Washington, DC, 2009 – 2010; \$55,000 annual stipend.

UNIVERSITY FELLOWSHIP, Newhouse School Ph.D. Program, Syracuse University, 2004 – 2007; \$26,000 annual stipend plus full tuition.

UNIVERSITY TEACHING ASSISTANTSHIP, Newhouse School M.A. Program, Syracuse University, 2002-2003; \$22,000 annual stipend plus full tuition.

TEACHING EXPERIENCE

RUTGERS UNIVERSITY

Substantial contributions to curriculum development in ITI, MI and Ph.D. coursework in LIS, ongoing
Co-Developer of "Disinformation Detox" class on mis- and dis-information, approved as a university-wide general education class offered across majors

Undergraduate ITI Program: Information Technology and Learning (440); Race, Class, Gender and Inclusion in the Digital Era (special topic); Gender & Technology (340); Social Informatics (200)

Graduate MI Program: Research Methods (511); Learning Theory, Inquiry & Instructional Design (514); Social Informatics (581); Motivation & Mindfulness in Inquiry Contexts (596, special topics)

Graduate Ph.D.: Seminar in Information Studies (610 – fully redesigned and taught numerous times); Research Foundations (602- fully redesigned and taught numerous times)

SYRACUSE UNIVERSITY

Instructor, Communications Department, Newhouse School 2006, Communications and Society

Teaching Assistant and Guest Lecturer, Communications Department, Newhouse School

Courses Assisted, 2002-2005: Communications Law, Communications and Society

ACADEMIC WORKSHOPS / SYMPOSIA ORGANIZED AND ATTENDED

2019-2023. *Practice Certificate in Contemplative Psychotherapy, Nalanda Institute, NYC.* Completed 3-year intensive continuing education program in Contemplative Psychotherapy (600 hours in total).

Certified in Mindfulness-based Contemplative Psychotherapy, Fall 2019/Spring 2020 (200 hours).

Certified in Compassion-based Contemplative Psychotherapy, Fall 2020/Spring 2021, NYC (200 hours).

Certified in Embodied Contemplative Psychotherapy, Fall 2022/Spring 2023, NYC (200 hours).
<https://nalandainstitute.org/contemplative-psychotherapy-program/>

2021/2022. Teaching Certificate Program in Compassion-based resilience training (CBRT), Nalanda Institute, NYC. 200-hour certificate program, Fall 2021/Spring 2022. Certified meditation instructor, CBRT, Spring 2022. <https://nalandainstitute.org/compassion-based-resilience-training-cbrt-teacher-training/>

Consortium for the Science of Socio-Technical Systems (CSST) Research Summer Institute 2019. Co-organizer, Co-chair, host, mentor, presenter of doctoral and post-doctoral consortium of 60 field-wide scholar participants, 20 expert scholar mentors, Rutgers University, New Brunswick Inn and Conference Center, June 18-22, 2019. Link: <https://sociotech.net/summer-research-institute/summer2019cfp/>

Design-Based Implementation Research (DBIR) Methods workshop, Invited participant. University of CO-Boulder, July 18-22, 2017.

Schloss Dagstuhl Seminar 17092, "Search as Learning." Invited participant. February, 2017. Wadern, Germany.

Institute for Museum and Library Services Expert Task Force Meeting on Gaming in Museums and Libraries. Invited Participant. August 2016. William Penn Foundation, Philadelphia, PA

Learning Analytics Summer Institute, 2016. Sponsored by the Society for Learning Analytics Research (SOLAR), University of Michigan School of Information, Ann Arbor, MI.

Digital Youth Seattle Think Tank 2014, Invited Participant, October, 2014, University of Washington School of Information Studies, Seattle, WA.

National Consortium of Women in Computing (NCWIT) Annual Summit, Invited participant, May 2014, Newport Beach, CA.

AASL Summit on Causality in School Libraries (CLASS), Invited participant to this IMLS-funded national summit of school library experts, Chicago, IL, April 2014.

Project ENABLE, Invited Participant, Syracuse University 3-day Summer Workshop on Universal Design for Learning and Disabilities, Syracuse, NY, Summer, 2013.

SXSW Interactive symposia, 21st Century librarianship and community information sharing, Austin, TX, 2012.

NSF Summit on Cyberlearning, Invited participant, Washington, DC., 2012.

Teaching Certificate Program in Hatha Yoga, Inner Light Yoga Center, North Brunswick, NJ. 200-hour certificate program, 2011-2012. Certified Yoga Instructor.

NSF Summer Workshop of the Consortium for the Science of Socio-Technical Systems (CSST), Invited participant, Sanibel, FL, July, 2011.

Games for Change, Invited Poster Session, NYC, NY, 2011.

Carnegie Mellon PSLC LearnLab Summer Institute on Cognitive Tutors, Invited participant, Pittsburgh, July 2010.

Carma Structural Equation Modeling Workshop, Virginia Commonwealth University, July 2009.

Stanford Center for Innovations in Learning (SCIL) Summer Institute: Invited participant, Designing Smart Spaces for Learning (week-long seminar at Stanford's NSF Science of Learning Center), 2005.

Stonington Retreat: Week-long seminar in Maine founded by Seymour Papert and Laura Allen, focusing on creating Constructionist learning environments with Microworlds and Lego/Logo, 2005.

NSF WebShop, Univ. Maryland. Invited participant to Prof. John Robinson's grant-funded week-long graduate workshop on new media research, 2003.

UNIVERSITY SERVICE

RUTGERS UNIVERSITY

CHAIR, DEPARTMENT OF LIBRARY & INFORMATION SCIENCE, 2023-present. Three-year term; 12-month elected administrative appointment.

MEMBER, DEPARTMENT CURRICULUM COMMITTEE, manage committee business on all department curriculum changes, state-level licensing matters, etc. 2021-2023.

MEMBER, University-wide Review Committee for the Rutgers VP of Information Systems and University Librarian (VPIS/UL Krisellen Maloney), 5-year performance review, 2019-2020.

DEPARTMENT REPRESENTATIVE, RUTGERS AAUP-AFT Union, LIS Department (2017-Present)

FOUNDER AND FACULTY ADVISOR, Women in Information Technology and Informatics (WITI) undergraduate student organization, Spring, 2014-Present.

MEMBER, Faculty Compensation Program (FCP) Committee, LIS department, 2020.

MEMBER, A&P COMMITTEE, SC&I for the 2022 tenure case of Caitlin Petre in JMS.

MEMBER, A&P COMMITTEE, SC&I for the 2020 tenure case of Jeff Lane in COM.

MEMBER, A&P COMMITTEE, SC&I for the 2020 tenure case of Khadijah White in JMS.

MEMBER, A&P COMMITTEE, SC&I for the 2019 tenure case of Maria Venetis in COM.

MEMBER, A&P COMMITTEE, SC&I for the 2018 tenure case of Lisa Mikesell in COM.

MEMBER, SC&I Diversity Committee, 2017-2020

CHAIR, LIS Department Scholarship Committee, 2018/2019

CO-CHAIR, LIS Hiring Search Committee, LIS, 2017/2018

MEMBER, LIS Hiring Search Committee, LIS, 2015/2016

CHAIR, LIS Research Committee, LIS, 2012-2015 (8 guest speakers secured and hosted)

MEMBER, New Brunswick GA/TA University-wide Grievance Process Committee, 2014-2015

MEMBER, LIS Hiring Committee, 2012/2013

MEMBER, Social Media Specialization Working Group, LIS, 2012/2013

MEMBER, MLIS Digital Youth Specialization Working Group, LIS, 2011/2012

MEMBER, ITI Program Curriculum Development Working Group, LIS, 2011/2012

MEMBER, Web Re-Design Committee, SC&I, 2011/2012

MEMBER, MLIS Marketing Committee, LIS, 2011/2012

MEMBER, LIS Hiring Committee, ITI Program Director 2011/2012

MEMBER, ALA MLIS Program Accreditation Committee, Facilities and Resources, 2010/2011

HOST AND ORGANIZER, Distinguished Lecture Series, speaker Dr. Gerry Stahl, February 2012

INVITED MENTOR, Library and Information Science Student Association's (LISSA) MLIS program resume workshop, April 2011

SYRACUSE UNIVERSITY

ADVISORY BOARD MEMBER, Center for Digital Literacy, School of Information Studies, 2005-2008

LEAD ORGANIZER, Institute for Digital Empowerment: Inventiveness, Inquiry, and Imagination, Center for Digital Literacy, 2006

CO-FOUNDER AND CO-ORGANIZER, Newhouse School/Maxwell School of Public Policy Interchanges Lecture Series on the Internet and Politics, 2004-2006

VICE PRESIDENT, Newhouse Doctoral Student Organization, 2005-2006

INVITED SPEAKER, Interchanges Lecture Series, Maxwell School of Public Policy. "Local political blogging by politicians, journalists and citizens: The case of OrangePolitics.org," 2005

MEMBER, Graduate Program Committee, Newhouse School, 2005-2006

ORGANIZER, NSF Science of Learning Center Catalyst Grant Workshop Series on Motivation, Technology & Learning, Center for Digital Literacy, 2005/2006

CO-ORGANIZER, Institute for Digital Empowerment: The Internet and Democracy, Center for Digital Literacy, 2004

PROFESSIONAL SERVICE

JOURNAL EDITORSHIP

Inaugural Co-Founder and Co-Editor-in-Chief for the journal, *Information and Learning Sciences*. 2018-December, 2023. Sole Editor-in-Chief, January 2024-Present. Published by Emerald, UK. Secured publishing contract, secured commitment of 6 eminent Associate Editors, and confirmed a new Editorial Advisory Board of 60+ leading senior experts in the field. Launched January 2019. 6 issues, 50 articles per annum. 31 issues published as of January, 2024. Recruited, contracted, curated and published 11 special issues with leading guest editors in the field; 3 forthcoming special issues are in review stage.

EDITORIAL BOARDS

Telematics and Informatics (2021-present)

Online Information Review (2014-2017); Associate Editor, Social Media (2015-2016)

Journal of Media Literacy Education, 2012-present

International Journal of Media Literacy Education, 2012

PROFESSIONAL ASSOCIATION SERVICE

2022-2023: Co-Chair, Papers Track, Annual Meeting of the Association for Information Science and Technology (ASIS&T) Conference 2023, UK, London.

2016-2019: Co-Founder and Inaugural Chair, Association for Information Science and Technology (ASIS&T) special interest group: SIG Information and Learning Sciences (SIG-ILS)

CONFERENCE PROGRAM COMMITTEE MEMBER, *iConference* 2015, 2016, 2018

CO-CHAIR, LEADERSHIP COUNCIL; Advisory Board Member; National Association for Media Literacy Education (NAMLE), June 2013-2016 (elected position)

WORKSHOP PROGRAM COMMITTEE MEMBER, *iConference* 2015

ACADEMIC ALLIANCE MEMBER AND RUTGERS UNIVERSITY LIAISON, National Center for Women in Technology (NCWIT), June 2014-Present

CO-ORGANIZER, Full Day Pre-Conference workshop on Socio-Technical Systems Research, *iConference*, Fort Worth, TX, February 2013.

CO-ORGANIZER AND MODERATOR, Full Day Pre-Conference workshop on Socio-Technical Systems Research, *iConference*, Toronto, ON, February 2012.

SECRETARY/TREASURER, Special Interest Group on Media, Culture, & Curriculum, American Educational Research Association (AERA), 2012/2013 (elected position)

LISTSERV MANAGER, Association of Educators in Journalism and Mass Communication (AEJMC), Com-Tech Division, 2006 (elected position)

MANUSCRIPT REVIEWS

Association of Internet Researchers

British Journal of Educational Technology

Communication Research

Computers and Education

Computer Supported Collaborative Learning

iConference

The Information Society

Information, Technology and People

Information and Learning Sciences

Journal of the Association for Information Science & Technology

Journal of Media Literacy Education

Journal of Children and Media

Journal of Computer Assisted Learning

Journal of Information Science

Journal of the Learning Sciences

Libraries in the Digital Age

New Media and Society

Political Communication

WikiSym

GRANT PROPOSAL REVIEWS

National Science Foundation (NSF)

US Department of Agriculture: Rural Small Business Development Grant program

LEGAL/POLICY ADVISING

Summer, 2022. Expert Consultant to Education Law Center on a legal case against NYCDOE by 5 NY families, pertaining to inequality in delivery of pandemic emergency remote teaching

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)

Association of Information Science and Technology (ASIS&T)

Association for Computing Machinery's Special Interest Group on Human-Computer Interaction (ACM-SIGCHI and SIGCHI-Kids)

Association for Computing Machinery Computer Supported Cooperative Work (ACM-CSCW)

Association for Education in Journalism and Mass Communication (AEJMC)

Association for Library and Information Science Education (ALISE)

Association of Internet Researchers (AOIR)

Connected Learning (CL)

Digital Media & Learning (DML)

Information Interaction in Context (IiX)

International Communication Association (ICA)

International Society for the Learning Sciences (ISLS)

National Communication Association (NCA)

Scholarly Community of iSchools (iConference)

Scholarly Community of Computer Supported Collaborative Learning (CSCL)

QUALIFYING EXAM & DISSERTATION COMMITTEES

Julia Maxwell, SC&I doctoral student (Committee member – in progress)

Veronica Armour, SC&I doctoral student, (Advisor – in progress)

Neil Grimes, SC&I doctoral student, (Advisor – in progress)

Bruce Duboff, SC&I, (Ph.D. complete, Advisor – Dissertation and qualifying exams - Complete)

Xiaotong Du, SC&I doctoral candidate, (Dissertation and qualifying exams committee member – in progress as of 2023)

Janelle Jenkins, GSE doctoral student (Dissertation and qualifying exams committee member -- in progress as of 2023)

Shahe Sanentz, SC&I (Ph.D. complete, Dissertation and qualifying exams committee member - Complete)

Marc Cicchino, GSE (Ed.D. complete, Dissertation and qualifying exams committee member - Complete)

Stephanie Gomez, SC&I (qualifying exams committee member - Complete)

Sunny Kim, SC&I (qualifying exams committee member - Complete)

MEDIA COVERAGE

- <https://www.aaup.org/article/educational-technology-and-entrenchment-%E2%80%9Cbusiness-usual%E2%80%9D>
- <https://www.njspotlightnews.org/video/rutgers-study-finds-inequalities-in-njs-delivery-of-remote-learning-during-pandemic/>
- <https://www.tcnjsignalnews.com/article/2020/12/gov-murphy-takes-stance-on-potential-covid-19-shutdown-in-new-jersey/>
- <https://www.sciline.org/covid-19/quotes-online-learning/>
- <https://www.thenation.com/article/society/canvas-surveillance/>
- <https://www.nj.com/education/2020/09/the-digital-divide.html>

- <https://comminfo.rutgers.edu/news/abcde-remote-learning>
- <https://comminfo.rutgers.edu/news/teaching-strategies-emergency-remote-education-under-covid-19-provided-special-journal-issue>
- <https://thehill.com/changing-america/well-being/prevention-cures/505452-the-advantages-and-disadvantages-of-online>
- <https://www.currentaffairs.org/2019/10/education-gamification>
- <https://ischools.org/News/7384661>
- <https://comminfo.rutgers.edu/news/nsf-funded-2019-csst-summer-research-institute-boosts-emerging-scholar-development-sociotechnical-systems-and-critical-informatics-research>
- <https://comminfo.rutgers.edu/news/new-journal-launch-co-founded-and-co-edited-rebecca-reynolds>
- <http://www.ala.org/news/member-news/2016/05/wiki-way-learning>
- <https://www.slj.com/?detailStory=game-design-based-lessons-can-help-shrink-the-digital-divide-says-study>
- <https://files.eric.ed.gov/fulltext/EJ899881.pdf>