# Christopher (Chris) Georgen

Curriculum Vitae

cgeorgen@iu.edu
cmgeorgen@gmail.com
314.520.1620

Doctoral Candidate
Learning Sciences
Indiana University, Bloomington

## EDUCATION & TRAINING

**Indiana University**
M.S. Ed., Indiana University, Learning & Developmental Sciences *2018*

**Fontbonne University** *2010*
M.A.T., Elementary Education

**Lake Forest College** *2007*
B.A., Biology

## EXTERNAL GRANTS

Synthesis and Design Workshop: Digitally-Mediated Team Learning *2019*
*Mapping Student Learning by Extracting Cohesion and Alignment Metrics from Online Asynchronous and Real-Time Discussions in Online Problem-Solving Tasks*
$800

International Conference of the Learning Sciences Doctoral Consortium *2018*
*Using Multiple Embodied Representations to Support Learners in Making Connections Across Modeling Activities.*
*$2,000*

National Science Foundation Data Consortium Fellowship *2017*
*LAMP: Developing a Learning Analytic Model of Play*
$2,000

## INTERNAL GRANTS

Indiana University, Scholarship of Teaching and Learning Grant *2018*
*Using Educational Data Mining to Model Student Learning Progressions in Online Problem-Based Learning*
$5,000

Center for Learning on Research and Technology Travel Awards *2015-2019*
$2,000

## PUBLISHED CONFERENCE PROCEEDINGS

Andrade, A., **Georgen, C.**, & Stucker, M. (accepted). Using Sentence Embeddings to Automatically Extract Cohension and Alignment Metrics in Problem-Solving Tasks. To appear in the Proceedings of the 13th International Conference on Computer Supported Collaborative Learning (CSCL) 2019. Lyon, France: International Society of the Learning Sciences.

**Georgen, C.** (accepted). "Can't nobody floss like this": Exploring Embodied Science Learning in the Third Space. To appear in the Proceedings of the 13th International Conference on Computer Supported Collaborative Learning (CSCL) 2019. Lyon, France: International Society of the Learning Sciences.

Tu, X., Danish, J., **Georgen, C.**, Humburg, M., Davis, B., Enyedy, N. (accepted). Examining How Scientific Modeling Emerges from Collective Embodied Play. To appear in the Proceedings of the 13th International Conference on Computer Supported Collaborative Learning (CSCL) 2019. Lyon, France: International Society of the Learning Sciences.

**Georgen, C.** (2018). Using Multiple Embodied Representations to Support Learners in Making Connections Across Modeling Activities. In Smith, B. K., Borge, M., Mercier, E., and Lim, K. Y. (Eds.). Rethinking Learning in the Digital Age: Making the Learning Sciences Count, 13th International Conference of the Learning Sciences (ICLS) 2018, Volume 3. London, England: International Society of the Learning Sciences.

Kafai, Y., Horn, M., Danish, J., Humburg, M., Tu, X., Davis, B., **Georgen, C.**, Enyedy, N., Blikstein, P., Clegg, T., Byrne, V. L., Norooz, L., kang, S., Froehlich, J., Walker, J. T., Lui, D., Anderson, E., Kafai, Y., Bumbacher, E., Washington, P., & Riedel-Kruse, I. (2018). Affordances of Digital, Textile and Living Media for Designing and Learning Biology in K-12 Education. In Kay, J. and Luckin, R. (Eds.) Rethinking Learning in the Digital Age: Making the Learning Sciences Count, 13th International Conference of the Learning Sciences (ICLS) 2018, Volume 2. London, UK: International Society of the Learning Sciences.

Abrahamson, D., Andrade, A., Lindwall, O., Bakker, A., Nathan, M., Walkington, C. A., Lindgren, R., Brown, D., Zohar, A. R., Levy, S. T., Danish, J., Maltese, A., Enyedy, N., Humburg, M., Saleh, A., Dahn, M., Lee, C., Tu, X., Davis, B., & **Georgen, C.** (2018). Moving Forward: In Search of Synergy Across Diverse Views on the Role of Physical Movement in Design for STEM Education. In Kay, J. and Luckin, R. (Eds.) Rethinking Learning in the Digital Age: Making the Learning Sciences Count, 13th International Conference of the Learning Sciences (ICLS) 2018, Volume 2. London, UK: International Society of the Learning Sciences.

Andrade, A., **Georgen, C.**, & Stucker, M. (2017). Exploring a Text-Mining Approach as Rapid Prototyping Tool for Formative Assessments in Inquiry-Based Online Learning. In Smith, B. K., Borge, M., Mercier, E., and Lim, K. Y. (Eds.). Making a Difference:

Prioritizing Equity and Access in CSCL, 12th International Conference on Computer Supported Collaborative Learning (CSCL) 2017, Volume 1. Philadelphia, PA: International Society of the Learning Sciences. **(Nominated for Best Student Paper Award)**

**Georgen, C.**, Duncan, S.C., Cook, L. (2015). From Lurking to Participatory Spectatorship: Understanding the Affordances of the Dota 2 Noob Stream. In O. Lindwall, Häkkinen, P., Koschman, T. Tchounikine, P. & Ludvigsen, S. (Ed.), Exploring the Material Conditions of Learning: The Computer Supported Collaborative Learning (CSCL) Conference (Vol. 2). Gothenburg, Sweden: The International Society of the Learning Sciences **(Nominated for Best Student Paper Award)**

Duncan, S. C., Huang, J., **Georgen, C**. & Cook, L. (2015). Investigating Recognition Systems in a Collaborative, Programming-Oriented Affinity Space. In O. Lindwall, Häkkinen, P., Koschman, T. Tchounikine, P. & Ludvigsen, S. (Ed.), Exploring the Material Conditions of Learning: The Computer Supported Collaborative Learning (CSCL) Conference (Vol. 2). Gothenburg, Sweden: The International Society of the Learning Sciences.

Duncan, S. C., **Georgen, C.**, Cook, L., Huang, J. (2015). "I Have To Tell You Something": How Narrative and Pretend Play Intersect In Story Games. In K. Caldwell, S. Seyler, A. Ochsner, & C. Steinkuehler (Eds). Proceedings of GLS 11 (Games+Learning+Society) Conference, 67-74.

**Georgen, C.** (2015). Goal-Orientated Activity In Story Games. In K. Caldwell, S. Seyler, A. Ochsner, & C. Steinkuehler (Eds). Proceedings of GLS 11 (Games+Learning+Society) Conference, 67-74.

**Georgen, C.** & Duncan, S. C. (2014). Creeping Systems: Dota 2 and Learning in an Esport. In A. Ochsner, J. Dietmeier, C. Williams, & C. Steinkuehler (Eds). Proceedings of GLS 10 (Games+Learning+Society) Conference, 303-309.

## CONFERENCE PRESENTATIONS

**Georgen, C.** (April, 2019). *Using Familiar Embodied Activity to Bridge Between Science and Out-of-School Ensemble Learning Practices.* Paper to be presented at the American Education Research Association Conference, Toronto, Canada.

**Georgen, C.**, Danish, J., Uttamchandani, S., Craig, C., & Lane, K. (April, 2019). *Potosí: The Struggle for Silver: A Card Game to Support Learning About Colonialism*. Paper to be presented at the American Education Research Association Conference, Toronto, Canada.

**Georgen, C.,** Danish, J., Craig, K. (April, 2019). *Potosí: Using Games to Engage Students with Colonialism.* Workshop presented Gen Con Trade Day, Indianapolis, IN.

**Georgen, C.,** Uttamchandani, S., & Danish, J. (April, 2018) *Goals and Processes in Designing and Implementing Games for Learning*. Workshop presented at the 3rd Learning Sciences Graduate Student Conference, Nashville, TN.

**Georgen, C.,** Saleh, A., Shanahan, K., Chen, Y., Hmelo-Silver, C., Glazewski, K., & Lester, J. (October, 2018) *Scaffolding middle schoolers' construction of scientific models.* Poster presented at the American Education Research Association Conference, New York, New York.

Humburg, M., Keifert, D., **Georgen, C.**, Lee, C., Tu, X., Danish, J., & Enyedy, N. (April, 2018). *The Challenge of Consistency in Sensemaking Recourse Across Play and Assessment for Young Science Learners.* Paper presented at the American Educational Research Association Conference, San Antonio, TX.

**Georgen, C.,** Duncan, S.C. (April, 2017). *Roleplaying Games to Critique the Ideologies of Schooling. Digital and Analog Games Transforming Social Sciences Education: A Research Roadmap Going Forward.* Paper presented at the American Educational Research Association Conference, San Antonio, TX.

**Georgen, C.,** Andrade, A. (April, 2016). *Using a Text Mining Approach to Rapid Prototype a Formative Assessment in Online Problem-Based Learning.* Poster presented at Learning Science Graduate Student Conference, Chicago, IL.

**Georgen, C.** (June, 2015). *Goal-Orientated Activity in Story Games.* Poster presented Games+Learning+Society Conference, Madison, WI.

**Georgen, C.,** Duncan, S.C. (April, 2015). *On the Benefits of Watching: Dota 2, Spectatorship, & Learning.* Poster presented at the American Education Research Association, Chicago, IL.

**Georgen, C.,** de Luna, C., Young, T., Conley, G. (September, 2014). *What Can E-Sports Tell Us About Learning?* Paper presented at Meaningful Play, East Lansing, MI.

Duncan, S. C., Huang, J., **Georgen, C.,** Cook, L. (October, 2014). *Connecting badges and interactional practices in online affinity spaces.* Invited poster session at Indiana University School of Education "First Fridays" poster session for the Center for Research on Learning & Technology.

Duncan, S. C., Huang, J., & **Georgen, C.** (October, 2014). *Connecting badges and online expertise.* Paper presented at Digital Media & Learning 2014, Boston, MA.

## BOOK CHAPTERS

**Georgen, C.** (2016). Well Played and Well Watched: Dota 2, Spectatorship, & eSports. *Well Played: a journal on video games value and meaning*, 179-192.

## INVITED TALKS

**Georgen, C.** (September, 2017). Blending the Rules: Learning and the Integration of Rule Systems in Mixed-Reality Environments. Invited talk presented at the Center for Educational Informatics, North Carolina State University, Raleigh, NC.

## RESEARCH LAB MANAGEMENT

**Promoting Learning through the Annotation of Embodiment** *2017-present*
Supervisor: Joshua Danish, Indiana University
National Science Foundation Cyberlearning Grant
Managed design/implementation/analysis phases in a 1st and 2nd grade classroom.
Responsibilities included:
- Managed curriculum design/implementation
- Led pre-post interview assessment and analysis
- Organized research schedule and communicated with cooperating teachers
- Iteratively tested technological innovations
- Supported/led conference proposals across project teams.

**Interactive Science through Technology Enhanced Play** *2017-present*
Supervisor: Joshua Danish, Indiana University
National Science Foundation Cyberlearning Grant
Managed design/implementation/analysis phases in 1st, 2nd, and 1st/2nd mixed-age classrooms and an out-of-school performing arts context.
Responsibilities included:
- Managed curriculum design/implementation
- Co-taught implementation in 1st/2nd mixed-age classroom
- Facilitated design/implementation in cooperation with a performing arts dance program
- Led pre-post interview assessment and analysis
- Organized research schedule and communicated with cooperating teachers
- Iteratively tested technological innovations
- Supported/led conference proposals across project teams

**Big Data from Small Groups: Learning Analytics and Adaptive Support in Game-Based Collaborative Learning** *2017-2018*
Supervisor: Cindy Hmelo-Silver, Indiana University
National Science Foundation Grants for Exploratory Research
Managed interactive game and narrative design in a multiplayer online problem-based learning environment and served as liaison with computer engineers and learn analytic methodologists in Center for Educational Informatics at North Carolina State University

**Understanding Trajectories Toward Expertise in Undergraduate Online Inquiry-Based Learning Environments** *2016-present*
Supervisor: Michael Stucker, Indiana University
Scholarship on Teaching and Learning Research Grant, Indiana University
Grant co-writer and project manager of longitudinal study of online

problem-based learning focused on developing learning trajectories through machine learning techniques

**Beyond Gamification: Rethinking Online Instruction as Playful Learning** *2015-2016*
Supervisor: Sean Duncan
Learning and Teaching with Technology Research Grant, Indiana University.
Led the redesign of an online course focused on integrating online learning content management systems with game mechanics from collectable card games

**Tinkering With Games: Learning Through Tangible Play** *2015-2016*
Supervisor: Sean Duncan
Makerspace Internal Grant, Indiana University.
Managed a research project focused on integrating game design principles within Makerspaces

**Investigating Story Games: Structured Educational Role-Play With Teens and Pre-Service Teachers** *2014-2015*
Supervisor: Sean Duncan
Proffitt Internal Research Grant, Indiana University
Managed research endeavors into the use of narrative-centered story games as a pedagogical resource through naturalistic observations play and design research with pre-service teachers

**Mobile Games to Foster Financial Literacy** *2014-2015*
Supervisor: Sean Duncan
Led design of a mobile game developed to promote financial literacy in collaboration with the Kelley School of Business at Indiana University

**Connecting Badges and Expertise in Interest-Driven Affinity Spaces** *2013-2014*
Supervisor: Sean Duncan
HASTAC Digital Media and Learning Research Competition Grant.
Managed data collection of online affinity spaces focused on the use of interest-driven recognition systems

## TEACHING EXPEREINCE

**Graduate-Level Courses**

**Psychology in Teaching, Indiana University** *2017*
Instructor of record for MS Education course on educational psychology with emphasis on the application of learning theories in practice

**Undergraduate-Level Courses**

**Educational Psychology for Elementary Teachers**, **Indiana University** *2017*
Instructor of record for pre-service teacher course in educational psychology for two semesters

Designed course focused on learning theories in observing, planning, and assessing learning and edTPA

**Educational Psychology for Teachers, Indiana University** *2015-2016*
Instructor of record for pre-service teacher course in educational psychology for six semesters
Designed course focused on the application of learning theories in disciplined classroom contexts (e.g., art, physical education, language education)

**Laboratory Field Experience, Indiana University** *2015-2018*
Instructor of record for eight undergraduate early clinical field experience courses at local elementary schools and afterschool programs

**Classroom Teaching**

**Supporting Teachers for Science Through Technology Enhanced Play, Bloomington, IN** *2017-2018*
Supported and co-taught 1st and 2nd grade teachers' implementation of the STEP project
Primary instructor of a STEP curriculum in collaboration with performing arts instructors

**Supporting Teachers for Promoting Learning Through Annotation of Embodiment, Bloomington, IN** *2017-2018*
Supported and co-taught 1st and 2nd grade teachers' implementation of the PLAE project

**Elementary School Teacher, The Wilson School, Saint Louis, MO** *2007-2013*
Worked in multiple roles in a PK-6 school, including K-2 classroom teacher, Technology Lab instructor, and Director of Development

## SERVICE

**Reviewer**

**Conferences**

*International Conference of the Learning Science* *2018-present*
*American Education Research Association* *2016-present*
*International Journal of Game-Based Learning* *2014-2016*

**Journals**

*Cognition & Instruction* *2018-present*

**Conference Organization**

*2nd Learning Sciences Graduate Student Conference* *2017*
Co-Chair of Organizing Committee

*1st Learning Sciences Graduate Student Conference* *2016*
Organizing Committee

**Leadership Positions**

Indiana University Learning Sciences Graduate Student Association *2014-2016*
*Web Designer, Treasurer, & Vice President*

## PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)
Learning Sciences Special Interest Group (SIG LS)
International Society of the Learning Sciences (ISLS)