

Professional Vitae

LESLIE RUPERT HERRENKOHL

University of Michigan
Marsal Family School of Education
Educational Studies & Combined Program in Education and Psychology
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Education

Ph.D. Clark University, 1995. Developmental Psychology

M.A. Clark University, 1991. Developmental Psychology

B.A. Lafayette College, 1988. Psychology. *Cum Laude, Phi Beta Kappa*

Professional History

2024 – present	Annemarie Sullivan Palincsar Endowed Professor of the Learning Sciences, Marsal Family School of Education, University of Michigan
2023 – present	Director, Eileen Lappin Weiser Center for the Learning Sciences, Marsal Family School of Education, University of Michigan
2018 – present	Professor, Educational Studies & Combined Program in Education and Psychology, Marsal Family School of Education, University of Michigan
2012 – 2018	Co-Director, 3DL Partnership, University of Washington
2011 - 2017	Professor, Museology Interdisciplinary Faculty Group, University of Washington
1997 – 2018	Professor, Learning Sciences and Human Development (2012-2018), Associate Professor (2002-2012), Assistant Professor (1997-2002) University of Washington
1995 – 1997	Postdoctoral Fellow, School of Education, University of Michigan Supported by James S. McDonnell Foundation, Cognitive Studies for Educational Practice (Annemarie Palincsar, Postdoctoral Mentor)

Scholarship and Publications

Journal Articles (refereed articles indicated by *)

- ***Herrenkohl, L.R.**, Taylor, K.H, & Howard, E., Easley, A. (in preparation). Existential Learning with Data: Surviving in a Crisis with Scant and Changing Information.
- *Easley, A.J., **Herrenkohl, L.R.**, Camacho, F.P., Yang, H.M, Calabrese Barton, A. (under review). Educator Actions to Care for Youths and Families of Color during the First Year of the COVID-19 Pandemic. *Urban Education*.
- *Taylor, K.H., Lee, J., Riesland, E., Ikeru, M., **Herrenkohl, L.R.** (2024). STEM Learning as Care Work. *Cultural Studies of Science Education*. <https://doi.org/10.1007/s11422-024-10223-5>
- ***Herrenkohl, L.R.**, Lee, J., Wang, E., Tasker, T., Jones, D., Nkwuzor, P., Batalon, C., Parra Camacho, F., Siciliano, P., Davis, E.A., Calabrese Barton, A. (2024). Data in the Making, Political Struggle, and Epistemic (In)justice: Asian and Asian Americans as Early Responders to the COVID-19 Pandemic in the United States. *New Media and Society*, 1-26. DOI: 10.1177/14614448231226400
- *Calabrese Barton, A., Greenberg, D., Turner, C., Riter, D., Perez, M., Tasker, T. Jones, D., **Herrenkohl, L.R.**, Davis, B. (2021). Youth Critical Data Practices in the COVID-19 Multi-Pandemic. *AERA Open* <https://doi.org/10.1177/23328584211041631>
- *Greenberg, D., Calabrese Barton, A., Hardy, K., Roper, A., Williams, C., **Herrenkohl, L.R.**, Davis, E.A., & Tasker, T. (2020). Community Infrastructuring as Necessary Ingenuity in a Pandemic. *Educational Researcher*. DOI:10.3102/0013189X20957614.
- ***Herrenkohl, L.R.**, Lee, J, Kong, F, Nakamura, S., Imani, K., Nasu, K, Hartman, A., Pennant, B, Tran, E., Wang, E., Eslami, N., Whittlesey, Daniel, Whittlesey, David, Huynh, T., Jung, A., Batalon, C., Bell, A., Taylor, K.H. (2019). Learning in community for STEM undergraduates: Connecting a learning sciences and a learning humanities approach in higher education. *Cognition & Instruction*, 37(3), p. 327-348. DOI: 10.1080/07370008.2019.1624549
- ***Herrenkohl, L.R.**, Napolitan, K, Herrenkohl, T., Kazemi, E., McAuley, L., & Phelps, D. (2019). Navigating Fragility and Building Resilience: A School-University Partnership to support the Development of a Full Service Community School. *Teachers College Record*, 121 (12), <https://www.tcrecord.org> ID Number: 22922.
- *Napolitan, K., Traynor, J., Tully, D., Carney, J., Donnelly, S., & **Herrenkohl, L.R.** (2019). Towards Teacher Preparation 3.0. *Teachers College Record*, 121 (12), <https://www.tcrecord.org> ID Number: 22922

*Herrenkohl, T. & **Herrenkohl, L.R.** (2019). State-Level engagement of university-school partnerships to strengthen opportunities for student learning and educator preparation. *Teachers College Record*, 121 (12), <https://www.tcrecord.org> ID Number: 22922

Herrenkohl, L.R. & Bevan, B. (2017). What Science and For Whom?: An Introduction to Our Focus on Equity and Out-of-School Learning. *Science Education*, 101, 517-519.

*Tasker, T. & **Herrenkohl, L.R.** (2016). Using Peer Feedback to Improve Students' Scientific Inquiry. *Journal of Science Teacher Education*, 27, 35-59.

Zimmerman, H.T., Toro, S.A., & **Herrenkohl, L.R.** (n.d.). Building Capacity for Research at the Intersection of the Learning Sciences and Informal Science Education: Perspectives on Design, Facilitation, and Learning in Out-of-School Time. *Science Education Introduction to Virtual Special Issue on Building Capacity for Research at the Intersection of the Learning Sciences and Informal Science Education*
[http://onlinelibrary.wiley.com/offcampus.lib.washington.edu/store/10.1002/\(ISSN\)1098-237X/asset/homepages/Microsoft_Word_Virtual_Issue_Intro..docx.pdf?v=1&s=df5bcd89fc73ed8122b2f1bf27de64594f92a55f&isAguDoi=false](http://onlinelibrary.wiley.com/offcampus.lib.washington.edu/store/10.1002/(ISSN)1098-237X/asset/homepages/Microsoft_Word_Virtual_Issue_Intro..docx.pdf?v=1&s=df5bcd89fc73ed8122b2f1bf27de64594f92a55f&isAguDoi=false)

***Herrenkohl, L.R.** & Cornelius, L. (2013). Investigating Elementary Students' Scientific and Historical Argumentation. *Journal of the Learning Sciences*, 22(3), 413-461.

***Herrenkohl, L.R.**, Tasker, T., and White, B.Y. (2011) Developing Classroom Cultures of Inquiry and Reflection Using Web of Inquiry. *Cognition and Instruction*, 29(1), 1-44.

***Herrenkohl, L.R.**, DeWater, L.S., and Kawasaki, K. (2010). Inside AND Outside: Teacher-researcher collaboration. *The New Educator*, 6(1), 74-91.

Herrenkohl, L.R. (2008). Commentary: Sociocultural theory as a lens to understand organizational learning. *American Journal of Education*, 114, 673-679.

***Herrenkohl, L.R.** (2006). Intellectual Role-Taking: An Approach to Support Discussion in Heterogeneous Elementary Science Classes. *Theory into Practice*, 45, 47-54.

*Stevens, R., Wineburg, S., **Herrenkohl, L.R.**, and Bell, P. (2005). The comparative understanding of school subjects: Past, present, and future. *Review of Educational Research*, 75(2), 125-157.

*Cornelius, L. and **Herrenkohl, L.R.** (2004). Power in the Classroom: How the Classroom Environment Shapes Students' Relationships with Each Other and with Concepts. *Cognition and Instruction*, 22, 467-498.

- *Kawasaki, K., **Herrenkohl, L.R.**, and Yeary, S. (2004). Theory Building and Modeling in a Sinking and Floating Unit: A Case Study of Third and Fourth Grade Students' Developing Epistemologies of Science. *International Journal of Science Education*, 26, 1-26.
- *Palincsar, A. S., & **Herrenkohl, L. R.** (2002). Designing collaborative contexts. *Theory Into Practice*, 41, 26-32.
- ***Herrenkohl, L.R.**, Palincsar, A.S., DeWater, L.S., and Kawasaki, K. (1999). Developing scientific communities in classrooms: A sociocognitive approach. *Journal of the Learning Sciences*, 8, 451-493.
- ***Herrenkohl, L. R.**, & Guerra, M. R. (1998). Participant structures, scientific discourse, and student engagement in fourth grade, *Cognition and Instruction*, 16, 433-475.

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- *Herrenkohl, E.C., Herrenkohl, R.C., **Rupert, L.J.**, Egolff, B.P.& Lutz, J.G. (1995). Risk factors for developmental dysfunction: The relative impact of maltreatment, socioeconomic status, physical health problems, cognitive ability, and the quality of parent-child interaction, *Journal of Child Abuse and Neglect*, 19, 191-203.
- *Wertsch, J.V. & **Rupert, L.J.** (1993). The authority of cultural tools in a sociocultural approach to mediated agency, *Cognition and Instruction*, 11, 227-240.

Translated and reprinted: Wertsch, J.V. & **Rupert, L.J.** (1993). L'interazione come azione mediata dagli strumenti culturali. In C. Pontecorvo (Ed.), *La Condivisione della conoscenza* (pp.29-44). Florence, Italy: La Nuova Italia.

- *Basow, S., Smither, J., **Rupert, L.** & Collins, H. (1989). The effect of satisfaction and gender on self-evaluations of task-performance, *Sex Roles*, 20, 413-427.

Books

- Herrenkohl, L.R.** and Mertl, V. (2010). *How students come to be, know, and do: A case for a broad view of learning*. Cambridge UK, New York City: Cambridge University Press.
- Reddy, M., Jacobs, P., McCrohon, C. & **Herrenkohl, L.R.** (1998). *Creating scientific communities in the elementary school: Perspectives from a teacher-researcher collaboration*. Portsmouth, NH: Heinemann.

Book Chapters and Conference Proceedings

- ***Herrenkohl, L.R.**, Yang, H.R.M., Parra Camacho, F., & Calabrese-Barton, A. (in press). Educators Actions to Care for Youth of Color and Their Families during the First Year of

- the COVID-19 Pandemic. In Goldman, S., Barron, B., Garcia, A.G., Bailey, E. (Eds.). *Families, COVID, & Schools*. Routledge.
- Fishman, B., **Herrenkohl, L.R.**, Pinkard, N., Taylor, K.H., Cederquist, S., Gu, X., Jones, D., Lee, J., Lee, L., Majors, Y., Reid, C., Samuelson, A., Henriquez, A., Penuel, W., & Pepler, K. (2023). Out-of-School Time: Divergent Learning, Divergent Opportunities. In *Proceedings of the 16th International Conference of the Learning Sciences*. Montreal, Canada: International Society of the Learning Sciences.
- Fishman, B., **Herrenkohl, L.R.**, Pinkard, N., Taylor, K.H., Cardella, L., Cederquist, S., Gu, X., Jones, D., Lee, J., Lee, L., Majors, Y., & Samuelson, A. (2023). Documenting Out-of-School Time Learning: Opportunities, Tensions, and a Prototype. In *Proceedings of the 16th International Conference of the Learning Sciences*. Montreal, Canada: International Society of the Learning Sciences.
- Cederquist, S., Fishman, B., & **Herrenkohl, L.R.** (2023). Issues in Infrastructuring OST STEM Learning for Selective College Admissions. In *Proceedings of the 16th International Conference of the Learning Sciences*. Montreal, Canada: International Society of the Learning Sciences.
- Lee, L., Jones, D., Cederquist, S., Gu, X., Fishman, B., & **Herrenkohl, L.R.** (2023). Exploring Physicality in Out-of-School Time Learning. In *Proceedings of the 16th International Conference of the Learning Sciences*. Montreal, Canada: International Society of the Learning Sciences.
- *Fishman, B. & **Herrenkohl, L.R.** (2022). Equitable Learning. *Foundational Handbook on Improvement-Focused Educational Research*. In Peurach, D.J., Russell, J. L., Cohen-Vogel, L., Penuel, W.R. (Eds.). *The Foundational Handbook on Improvement Research in Education*. New York, NY: Rowman & Littlefield (p. 47-66)
- ***Herrenkohl, L. R.**, Jackson, A, Ten Brink, J., Easley, K., & Dellavecchia, G., Palincsar, A.S (2021). From a Social Constructivist to a Decolonizing Critical Sociocultural Approach: Unsettling Power, Privilege, and Oppression and Imagining the Future of Human Learning. In O'Donnell, A. M., Barnes, N., & Reeves, J. (Eds.). *The Oxford Handbook of Educational Psychology*. New York, NY: Oxford.
- Calabrese Barton, A., Greenberg, D., **Herrenkohl, L.R.**, Tasker, T., Davis, E.A., Turner, C., Riter, D., Camacho, F. P, Jones, D. & Siciliano, P. (2021). Attending to political and ethical dimensions of remote research methods. In Takeuchi, L., Martin, C. K., & Barron, B. *Learning together: Adapting methods for family and community research during a pandemic*. New York: Joan Ganz Cooney Center at Sesame Workshop (p. 17-21).
- *Narwani, A., **Herrenkohl, L.** & Brass, N. (2020). Educator Strategy for Managing Dialogue in Rich Online Interactions. In *Proceedings of EdMedia + Innovate Learning* (pp. 86-91). Online, The Netherlands: Association for the Advancement of Computing in Education (AACE). Retrieved July 6, 2020 from <https://www.learntechlib.org/primary/p/217453/>.

- Herrenkohl, L.R.** & Polman, J. (2018). Learning within and beyond the disciplines. In Fischer, F., Hmelo-Silver, C.E., Goldman, S. R., & Reimann, P. (Eds.). *International Handbook of the Learning Sciences* (pp.106-115). New York: Routledge.
- Herrenkohl, T., **Herrenkohl, L.R.**, Proulx, M., Benner, J., & Calvo, N. (2016). Research-Practice Partnership to Support Social–Emotional Learning in Schools. In *SAGE Research Methods Cases*. London, United Kingdom: SAGE Publications, Ltd. doi: <http://dx.doi.org/10.4135/978144627305015595372>
- Meixi, Hill, C., and **Herrenkohl, L.R.** (2015). STUDIO: Building capacity for STEM learning and identity for low-income and immigrant youth. Paper presented at the 2015 FabLearn Conference, Stanford University, September 2015.
- Morozov, A., **Herrenkohl, L.R.**, Shutt, K., Thummaphan, P., Vye, N., Abbott, R.D., and Scalone, G. (2014). Emotional Engagement in Agentic Science Learning Environments. In Polman, J. L., Kyza, E.A., O'Neill, D. K., Tabak, I., Penuel, W. R., Jurow, A. S., O'Connor, K., Lee, T., and D'Amico, L. (Eds.). *Learning and becoming in practice: The International Conference of the Learning Sciences (ICLS)* (Volume 2, pp. 1152-1156). Boulder, CO: International Society of the Learning Sciences.
- Gottlieb, E. **Herrenkohl, L.R.**, Wortham, S., Rhodes, C., Packer, M.J., Gonzalez, M.R., and Sfar, A. (2014). Connecting Learning and Becoming: Studying Epistemologies and Identities as Interconnected, Dynamic Systems. In Polman, J. L., Kyza, E.A., O'Neill, D. K., Tabak, I., Penuel, W. R., Jurow, A. S., O'Connor, K., Lee, T., and D'Amico, L. (Eds.). *Learning and becoming in practice: The International Conference of the Learning Sciences (ICLS)* (Volume 3, pp. 1247-1253). Boulder, CO: International Society of the Learning Sciences.
- Tasker, T., **Herrenkohl, L.**, Robertson, I., Johnson, J., Bose, M. (2013). Participant Structures in the Design Studio: A Conceptual Tool for Externalizing Knowledge about Teaching and Learning. In R. Berney (Ed.), *Urban Nature, Council of Educators in Landscape Architecture (CELA) Conference Proceedings* (pp. 265-292). Los Angeles, CA: Figueroa Press.
- Cornelius, L. **Herrenkohl, L.R.** & Wolfstone-Hay, J. (2013). Organizing Collaborative Learning Experiences Around Subject Matter Domains: The Importance of Aligning Social and Intellectual Structures in Instruction. In Hmelo-Silver, C. E., O'Donnell, A.M., Chan, C. and Chinn, C. A. (Eds.), *The International Handbook of Collaborative Learning* (pp. 333-350). New York, NY: Taylor and Francis.
- Herrenkohl, L.R.**, DeWater, L.S., & Kawasaki, K. (2010). Teacher-Researcher Collaboration as a Human Science. In Penuel, W. & O'Connor, K. (Eds.). *Learning research as a human science. (National Society for the Study of Education Yearbook)*. New York, NY: Teachers College Press.

Mertl, V., O'Mahony, K., Honwad, S., Tyson, K., **Herrenkohl, L.R.** & Hoadley, C. (2008). Analyzing collaborative contexts: Professional musicians, corporate engineers, and communities in the Himalayas. In S.A. Barab, K.E. Hay & D.T. Hickey (Eds.), *Proceedings of the Eighth International Conference of the Learning Sciences (ICLS)*. Utrecht, The Netherlands. Mahwah, NJ: Lawrence Erlbaum Associates.

Herrenkohl, L. R., & Guerra, M. R. (1999). Moving classrooms beyond transmission models of teaching and learning. In R. Bibace, J. J. Dillon, & B. N. Dowds (Eds.), *Partnerships in research, clinical and educational settings* (Vol. 18, pp. 161-178). Stamford, CT: Ablex.

Herrenkohl, L. R., & Wertsch, J. V. (1999). The use of cultural tools: Mastery and appropriation. In I. Sigel (Ed.), *Development of mental representation: Theories and applications*. (pp. 415-435). Hillsdale, NJ: Erlbaum.

Bibace, R., Dine-Young, S., **Herrenkohl, L. R.**, & Wiley, A. (1999). An introduction to partnership in research: Changing the researcher-participant relationship. In R. Bibace, J. J. Dillon, & B. N. Dowds (Eds.), *Partnerships in research, clinical, and educational settings* (Vol. 18, pp. 3-14). Stamford, CT: Ablex.

Palincsar, A. S., & **Herrenkohl, L. R.** (1999). Designing collaborative contexts. In A. M. O'Donnell & A. King (Eds.), *Cognitive perspectives on peer learning* (pp. 151-177). Hillsdale, NJ: Erlbaum.

Book Reviews

Herrenkohl, L.R. (2003). Review Note for *The theory and practice of cultural-historical psychology*, *Theory & Psychology*, 13, 428-430.

Grants/Funded Research

Co-Principal Investigator. Collaborative Research: Mastery in Out-of-School-Time (MOST): Documenting STEM Learning to Expand Educational Pathways. National Science Foundation (Co-PI: Fishman, Collaborators: Headrick Taylor (University of Washington) & Pinkard (Northwestern), September 15, 2021-September 14, 2023. (UM \$915,455.00)

Co-Principal Investigator. Building a Learning Model of Youths' Community-Based Critical Data Practices. National Science Foundation (Co-PI: Calabrese-Barton), June 1, 2021-May 31, 2023. (\$465,425.00)

Co-Principal Investigator. Teachers as Learners of Equitable Discussion Practices. National Science Foundation (PI: Shaughnessy, Co-PIs: Garcia, Ball), July 1, 2020-June 30, 2025. (\$2,498,566).

Co-Principal Investigator. How People Learn Rapidly: COVID-19 as a Crisis of Socioscientific Understanding and Educational Equity. National Science Foundation RAPID (Co-PIs Calabrese-Barton & Davis), May 1, 2020 - April 30, 2022. (\$199,744)

Principal Investigator. Creating Course Materials for Doctoral Students to Develop Approaches and Skills for Researching Equitable Learning. University of Michigan Center for Research on Learning & Teaching, December 10, 2019 – June 30, 2020. (\$5,971)

Principal Investigator. Creating a Health Literacy and Health Career Curriculum for Low Income and Immigrant Youth. Center for Public Service Communication (National Library of Medicine), September 16, 2014-September 15, 2015. (\$30,100)

Principal Investigator. Creating a STEM Career Pipeline for Low-Income and Immigrant Youth. National Science Foundation ITEST (Collaborative PI, Catherine Verrenti/Nathan Buck, Neighborhood House), March 2014-September 2017. (\$1,101,335)

Co-Principal Investigator. Collaborative Schools for Innovation & Success Implementation Grant (PI Kazemi). Washington State, 2013-2018. (\$2,000,000)

Co-Principal Investigator. Collaborative Schools for Innovation & Success Planning Grant (PI Kazemi). Washington State, 2012-2013. (\$500,000)

Investigator. Agency in Sustained Problem-Based Inquiry: Learning Science *Through* and *As* Innovation (Bransford & Vye, PIs) National Science Foundation DR-K12, 2010-2014.

Principal Investigator. Building capacity and collaboration at the intersection of the Learning Sciences and Informal Science Education (Toro Martell, PI at University of Wisconsin, Milwaukee, Toomey-Zimmerman, Co-PI, Penn State University) Conference Proposal Funded by the National Science Foundation, October 2008-September 2010. (\$250,000)

Investigator. Classroom Formative Assessment: Investigating Models for Evaluation the Learning of Scientific Inquiry (Frederiksen and White, Principal Investigators). Funded by the National Science Foundation, January 2004 – December 2007. (\$1,168,528)

Investigator. The Learning in Informal and Formal Environments (LIFE) Center (Bransford, Principal Investigator). Funded by the National Science Foundation, September 2004 – August 2009. (\$25M)

Principal Investigator. Examining the Emergent Nature of Student Role-Taking. Funded by the National Academy of Education/ Spencer Postdoctoral Fellowship, September 1, 2000 – August 31, 2001. (\$45,000)

Principal Investigator (with Wineburg, Stevens, and Bell). A Comparative Psychology of School Subjects: Using History to Promote Epistemological Sophistication in Elementary Science Learning. Funded by the National Science Foundation, April 1, 2000 - March 31, 2004. (\$963,000)

Principal Investigator. Classroom at Sea: Sharing Ocean Exploration. Funded by the University of Washington Royalty Research Fund, July 1, 1998-June 30, 1999. (\$30,000)

Principal Investigator. Developing intellectual communities in elementary science classrooms. Funded by the Spencer Foundation, July 1, 1997-June 30, 1998. (\$12,000)

Principal Investigator. Participant structures and the activity of science. Funded by the McDonnell Foundation, Cognitive Studies for Educational Practice, 1995-1996. (\$56,000)

Honors and Awards

Annemarie Sullivan Palincsar Endowed Professor of the Learning Sciences, Marsal Family School of Education, University of Michigan, 2024

National Academy of Education/ Spencer Postdoctoral Fellow, 2000-2001 University of Washington

James S. McDonnell Foundation Postdoctoral Fellow in the Cognitive Studies for Educational Practice Program, 1995-1996 University of Michigan

Hiatt Center for Urban Education Dissertation Fellowship, 1994 Clark University

Clara Mayo Award, 1990-1991 Psychology Department, Clark University

Phi Beta Kappa Honor Society, 1987 Lafayette College

Selected Presentations (refereed presentations indicated by *)

*Parra Camacho, F., Yang, H.R.M., **Herrenkohl, L.R.**, & Calabrese-Barton, A. (2023). Educators Actions to Care for Youth of Color and Their Families during the First Year of the COVID-19 Pandemic. In *Families, COVID, & Unequal Schooling: Stories and Lessons from the Field*. May 4, 2023 [presented virtually].

*Jones, D., Lee, L., Lee, J., Samuelson, A, Cederquist, S., **Herrenkohl, L.R.**, Fishman, B., Pinkard, N., Taylor, K.H., Majors, Y. (2023). Documenting What Matters MOST: Expanding STEM Pathways for Underrepresented Youth Through an Out-of-School Time Learning System, American Educational Research Association Meetings, Chicago, IL, April 13, 2023.

- *Narwani, A. and **Herrenkohl, L.R.** (2022). Creating Dynamic, Inclusive, Intellectually Engaging Learning Environments Online: Lessons from a COVID-19 Affected Learning Space. The Pandemic Pedagogy Research Symposium, May 11, 2022 [presented virtually].
- *Calabrese Barton, A., Greenberg, D., Turner, C. and **Herrenkohl, L.R.** (2022). Data as Sites of Youth Justice Work in the COVID-19 Multi-Pandemic, American Educational Research Association Meetings, San Diego, CA April 21, 2022.
- *Calabrese Barton, A., Greenberg, D., Turner, C. Roper, Z., Turner, C., Riter, D., **Herrenkohl, L.R.** Davis, E.A., Tasker, T. (2021). No Learning Lost Here: Youth data activism in the 2020 multi-pandemic, Presented at International Conference of the Learning Sciences, Bochum, Germany, [presented virtually] June 2021.
- (invited) Calabrese Barton, A., Davis, E., & **Herrenkohl, L.R.** (2021). Learning for Justice: COVID-19 as a Crisis of Socioscientific Understanding and Educational Justice and Equity. Presented at National Association of Research in Science Teaching. [virtual, April 2021].
- (invited) Calabrese Barton, A. & **Herrenkohl, L.R.** (2021). How People Learn Rapidly: COVID-19 as a Crisis of Socioscientific Understanding and Educational Justice and Equity. Presented at the American Association for the Advancement of Science. [virtual, February 2021].
- (invited) Calabrese Barton, A. & **Herrenkohl, L.R.**, Davis, E., Greenberg, D., and Tasker, T. (2020). How People Learn Rapidly: COVID-19 as a Crisis of Socioscientific Understanding and Educational Justice and Equity. Stanford Workshop on Remote Research Methods. [virtual, July 2020].
- *Narwani, A., **Herrenkohl, L.R.**, and Brass, N. (2020). Educator Strategy for Managing Dialogue Rich Online Interactions. Ed Media + Innovate Online Conference, June 23-26, 2020.
- (invited) **Herrenkohl, L.R.**, Lee, J., Eslami, N.P., Batalon, C. (2019). STUDIO Build Our World: A Relational Approach to STEM Learning in Higher Education. A presentation for the University of Michigan Educational Studies Colloquium Series 2018-2019, Ann Arbor, MI, April 25, 2019.
- Lee, J. & **Herrenkohl, L.R.** (2019). The Case of Chris: How Mentoring in a STEAM Program Supports Undergraduate Learning. In Symposium on Connecting Higher Education Classrooms to Learners' Lived Experiences and Community Ways of Knowing. American Educational Research Association Meetings, Toronto, Canada April 8, 2019.
- Herrenkohl, L.R.** & Kong, F. (2017). Facilitating making activities for low-income and immigrant youth: Critical reflections on relationality from undergraduate STEM

mentors. American Educational Research Association Meetings, San Antonio, TX April 27, 2017.

(invited) Herrenkohl, T., Hill, C. **Herrenkohl, L.R.** (2017). STUDIO: Build Our World. A University-Community Collaboration to Support Low-Income and Immigrant Youth in STEM. A presentation to the United States Department of State's International Visitor Leadership Program, Seattle, WA, April 10, 2017.

(invited) **Herrenkohl, L.R.** (2016) STUDIO: Build Our World. A University-Community Collaboration to Support Low-Income and Immigrant Youth in STEM. Smart & Connected Communities for Learning Innovation Lab, May 6, 2016.

(invited webinar) **Herrenkohl, L.R.** (2016) STUDIO: Build Our World. A University-Community Collaboration to Support Low-Income and Immigrant Youth in STEM. STELAR WEBINAR on Smart & Connected Communities, January 21, 2016.

Herrenkohl, L.R. (2015). STUDIO: Build Our World. A University-Community Collaboration to Support Low-Income and Immigrant Youth in STEM. *Next Generation STEM Learning for All, A Forum Supported by the NSF*. Washington, D.C., November 9, 2015.

*Meixi, Hill, C., **Herrenkohl, L.R.** (2015). STUDIO: Building capacity for STEM learning and identity for low-income and immigrant youth. Fablearn: 5th Conference on Creativity and Making in Education at Stanford University, Palo Alto, CA, September 26-27, 2015.

*Vye, N., **Herrenkohl, L.R.**, & DiLoreto, A. (2015) A Research-Practice Partnership in Pursuit of Educational Innovation and Improvement. In Symposium entitled *A Research-Practice Partnership Towards Agentic Science Learning: Advancing Elementary Students' Science Learning and Practice-Linked Identities*. National Association of Research in Science Teaching Meetings, Chicago, IL, April 14, 2015.

*Morozov, A., **Herrenkohl, L.R.**, Shutt, K., Thummaphan, P., Vye, N., Abbott, R.D., and Scalone, G. (2014). Emotional Engagement in Agentic Science Learning Environments. In Polman, J. L., Kyza, E.A., O'Neill, D. K., Tabak, I., Penuel, W. R., Jurow, A. S., O'Connor, K., Lee, T., and D'Amico, L. (Eds.). *Learning and becoming in practice: The International Conference of the Learning Sciences (ICLS)* (Volume 2, pp. 1152-1156). Boulder, CO: International Society of the Learning Sciences.

*Gottlieb, E. **Herrenkohl, L.R.**, Wortham, S., Rhodes, C., Packer, M.J., Gonzalez, M.R., and Sfard, A. (2014). Connecting Learning and Becoming: Studying Epistemologies and Identities as Interconnected, Dynamic Systems. In Polman, J. L., Kyza, E.A., O'Neill, D. K., Tabak, I., Penuel, W. R., Jurow, A. S., O'Connor, K., Lee, T., and D'Amico, L. (Eds.). *Learning and becoming in practice: The International Conference of the Learning*

Sciences (ICLS) (Volume 3, pp. 1247-1253). Boulder, CO: International Society of the Learning Sciences.

- (invited webinar) **Herrenkohl, L.R.** & Cornelius, L. (2014). Learning in the Disciplines. *International Society of the Learning Sciences Network of Academic Programs in the Learning Sciences*, March 20, 2014. <http://isls-naples.psy.lmu.de/intro/all-webinars/herrenkohl-cornelius/index.html>
- *Shutt, K., DiLoreto, A., Tzou, C.T., Vye, N.J., **Herrenkohl, L.R.**, Shouse, A.W., Bransford, J.D., Bell, P.L., Scalone, G., Morozov, A.E., Clark, T.H., & Gaylord, L. (2013). A School District – University Partnership for Innovation in Elementary Science Teaching and Learning. In B. J. Fishman & W.R. Penuel (Chairs). *Design-Based Implementation Research: An Emerging Methodological Model for Conducting Design Research within Educational Systems*. American Educational Research Association Meetings, San Francisco, CA, May 1, 2013.
- ***Herrenkohl, L.R.** & Cornelius, L. (2012). Elementary Students' Use of Sources of Evidence to Build Arguments in Science and History. In C. Chinn (Chair). *Using Sources of Evidence to Reason in Science*. American Educational Research Association Meetings, Vancouver, BC, April 14, 2012.
- (invited) **Herrenkohl, L.R.** (2011). Supporting conceptual, epistemological, and personal development in elementary and middle school science classrooms. In Britt, Bromme, Goldman, Kienhues, & Sandoval (Organizers). *Public Understanding and Public Engagement with Science*. Deutsche Forschungsgemeinschaft and National Science Foundation Supported Conference. German House, New York, NY. June 28-July 1, 2011.
- * Cornelius, L. & **Herrenkohl, L.R.** (2011). Activity structures, positionalities and discourse: Two students' participation across two years of school. In E. Forman and R. Engle (Chairs). *Cultural approaches to talking science: How classroom discourse can position students as scientific thinkers*. Jean Piaget Society Meetings. Berkeley, CA June 2-4, 2011.
- * Tasker, T., Johnson, J. **Herrenkohl, L.R.**, & Robertson, I. (2011). The unique and distinctive characteristics of design studio pedagogy. *Council on Education in Landscape Architecture*. Los Angeles, CA March 30-April 2, 2011.
- (invited) **Herrenkohl, L.R.**, Robertson, I., Johnson, J. (2011). Using Design Studio Pedagogy to Creatively Model and Understand Visitor Experiences. Workshop offered at the Visitors Studies Association Meeting, Seattle, WA March 25, 2011.
- (invited) Bevan, B. & **Herrenkohl, L.R.** (2010). The Cutting Edge of Knowledge and Design: Relating Research to Practice. Association of Science -Technology Centers Annual Meeting, Honolulu, HI October 2-5, 2010.

- * Martell, S. T., Diaz, L. B., Creighton, J., Eberbach, C., Grosshandler, D., & **Herrenkohl, L. R.** (2010). Facilitation, teaching, and assistance at the intersection of the learning sciences and informal science education. *Proceedings of the Ninth International Conference for the Learning Sciences – ICLS 2010* Chicago, IL. June 29 - July 2, 2010.
- (invited) Martell, S. T., **Herrenkohl, L. R.**, & Zimmerman, H. T. (2010). Working at the intersection of the learning sciences and informal science education. Advanced Technologies for Learning and Learning Sciences (ATL/LS) SIG Business Meeting. 2010 Meeting of the American Educational Research Association (AERA). Denver, CO, April 30 - May 4, 2010.
- * **Herrenkohl, L. R.**, Martell, S. T., & Zimmerman, H. T. (2010). Building capacity and collaboration at the intersection of the learning sciences and informal science education. 2010 Meeting of the American Educational Research Association (AERA). Denver, CO, April 30 - May 4, 2010.
- * Martell, S. T., **Herrenkohl, L. R.**, Ash, D., Falk, J. H., Creighton, J., Mai, T., Drame, E. R., & McCreedy, D. (2010). Intersections of science education research and practice and issues of access, equity, and culture. National Association of Research in Science Teaching (NARST) 2010 Annual Meeting Philadelphia, PA, March 21 - 24, 2010.
- (invited) **Herrenkohl, L.R.** (2010). A Broad View of Learning. Presentation made at the Exploratorium, San Francisco, CA. February 25-26, 2010.
- * **Herrenkohl, L.R.**, DeWater, L.S. & Kawasaki, K. (2009, April). Inside AND Outside: Teacher-Researcher Collaboration. In W. Penuel & K. O'Connor (Chairs), *Education as a Human Science*. Symposium conducted at the American Educational Research Association, San Diego, CA.
- * Mertl, V., **Herrenkohl, L.R.**, & Tyson, K. (2008, June). Perspectives on collaboration: Musicians' emergent relational dynamics in the context of contemporary chamber music performance. In V. Mertl (Chair), *Analyzing collaborative contexts: Professional musicians, corporate engineers, and communities in the Himalayas*. Symposium conducted at the International Conference of the Learning Sciences, Utrecht, The Netherlands.
- * **Herrenkohl, L.R.** (2008, March) A Metacognitive Learning Theory for Teaching and Assessing Scientific Inquiry in Elementary Classrooms. In Frederiksen, J. (Chair) Learning Through Inquiry and Reflective Assessment (LIRA): Formative Assessment for Improving Science Learning. Symposium conducted at the American Educational Research Association, New York, NY.
- * Mertl, V., **Herrenkohl, L.R.**, & Tyson, K. (2008, March). Musicians' narrative accounts and theoretical perspectives on collaboration. In K. Tyson (Chair), *Meta-collaboration: The role of individuals' theories of collaboration in the*

development of collaborative capacities. Symposium Mercier, E., Mertl, V., Tyson, K., Barron, B., **Herrenkohl, L.R.**, Nasir, N., & Pea, R. (2008, March). Repertoires of Collaborative Practice: A Theoretical Introduction. In K. Tyson (Chair), *Meta-collaboration: The role of individuals' theories of collaboration in the development of collaborative capacities.* Symposium conducted at the American Educational Research Association, New York, NY.

(invited) **Herrenkohl, L.R.** (2007). Supporting young children's early learning in science. Conference on Early Learning, University of Washington, Seattle, WA. September, 2007.

* **Herrenkohl, L.R.** & Mertl, V. (2007, April). Emergence and learning: How students come to be and to know in an elementary science classroom. In R. Engle (Chair), *Dynamics of positioning: Perspectives on students' participation in relation to each other, academic disciplines, and classroom settings.* Symposium conducted at the American Educational Research Association, Chicago, IL.

* Barron, B. Casillas, N., Esmond, I., **Herrenkohl, L.R.**, Mercier, E., Mertl, V., Nasir, N., O'Connor, K., Pea, R., Rossman, L., Tyson, K. (2007, April). Collaborative capacities as a component of adaptive expertise. American Educational Research Association, Chicago, IL.

(Invited) **Herrenkohl, L.R.** (2007, April). Cultural-Historical Special Interest Group Forum on the Role of CHAT in School Reform. American Educational Research Association, Chicago, IL.

* **Herrenkohl, L.R.** (2006, April). Intellectual Role Taking: Supporting Discussion in Heterogeneous Elementary Science Classes. American Educational Research Association, San Francisco, CA.

* **Herrenkohl, L.R.**, Tasker, T., Leitz, A., & Hubbard, A. (2006, April). Developing Classroom Cultures of Inquiry and Reflection Using Web of Inquiry. American Educational Research Association, San Francisco, CA.

* **Herrenkohl, L.R.** & Gottlieb, E. (2005, September). Learning to know, learning to be: How epistemologies and identities make each other up. International Society for Cultural and Activity Research, Sevilla, Spain.

* **Herrenkohl, L.R.** & DeWater, L (2005, April). Developing Communities of Inquiry in Science Classrooms: Supporting Students to Create, Discuss, and Debate Theories Together, Conference on Linking Science and Literacy in the Classroom, National Science Teachers Association, Dallas, TX.

* **Herrenkohl, L.R.** (2005, April). Discussant for Session entitled "Pre-Service Teacher Preparation in Science" at the American Educational Research Association Annual Meetings, Montreal.

- (invited) **Herrenkohl, L.R. & Kazemi, E.** (2003, April). Session Organizers & Moderators. *Exploring the Dynamic Tensions between Classroom and Institutional Change: Implications for Professional Development in Math & Science*, American Educational Research Association, Chicago, IL.
- * **Herrenkohl, L.R.** (2002). The emergent nature of student role-taking, presented at the International Conference of the Learning Sciences, Seattle, WA.
- * **Herrenkohl, L.R. & Kawasaki, K.** (2002). From phenomenon-based to model-based reasoning: Tracing students' thinking across time, presented at the American Educational Research Association, New Orleans, LA.
- * Wineburg, S., **Herrenkohl, L.R.**, & Stevens, R. (2002) Discourse and selves in the construction of historical knowledge, presented at the American Educational Research Association, New Orleans, LA.
- * Stevens, R., **Herrenkohl, L.R.**, Wineburg, S., & Bell, P. (2001). Toward a comparative analysis of school subjects: Possible relations between science and history in elementary school, presented at the American Educational Research Association, Seattle, WA.
- (invited) **Herrenkohl, L. R.**, DeWater, L.S. (2001). Teacher-Research collaboration: A model to support student thinking in science. Invited presentation to the Physics Education Group, University of Washington.
- * **Herrenkohl, L. R.**, DeWater, L.S., & Kawasaki, K. (2000). Supporting elementary students' discussion of ideas in science: Tools and practices from a teacher-researcher collaboration, presented at the III Conference for Sociocultural Research, UNICAMP, Campinas, Sao Paulo, Brazil.
- * **Herrenkohl, L.R.** (1998). Scientific explanation, self-understanding and the role of others: A case of establishing intersubjectivity in an elementary classroom, presented at the Fourth Congress of the International Society for Cultural Research and Activity Theory, University of Aarhus, Denmark.
- * **Herrenkohl, L.R.** (1998). Developing intellectual communities in elementary science, presented at the Fourth Congress of the International Society for Cultural Research and Activity Theory, University of Aarhus, Denmark.
- * DeWater, L.S., **Herrenkohl, L.R.**, & Kawasaki, K. (1998). The evolving notion of theory in two elementary science classes, presented at the American Educational Research Association, San Diego, CA.
- * **Herrenkohl, L.R. & Kawasaki, K.** (1997). Designing learning environments to support the construction of knowledge: A sociocultural approach, presented at the XII International Congress on Personal Construct Psychology, Seattle, WA.

- * **Herrenkohl, L. R.** (1997). Developing scientific communities in classrooms: A sociocognitive approach, presented at the American Educational Research Association, Chicago, IL.

- (invited) **Herrenkohl, L.R.** (1997). Engaging students in science. Invited presentation at the University of Washington, Bothell.

- * **Herrenkohl, L. R.** (1995). "Where did you find your theory in your findings?": Participant structures and scientific discourse in fourth grade, presented at the American Educational Research Association, San Francisco, CA.

- * **Herrenkohl, L. R.** (1994). Guiding second graders' explanations: Examining the creation of participant frameworks in science, presented at the Annual Convention of the National Council of English Teachers, Orlando, FL.

- * **Rupert, L.J.** (1993). Seeing with new eyes: Becoming a teacher researcher team, presented at the Annual Meeting of the American Anthropological Association, Washington, D.C.

- * **Rupert, L.J.** (1993). Teacher-researcher collaboration to improve science instruction, presented at the Fourteenth Annual University of Pennsylvania Ethnography in Education Research Forum, Philadelphia, PA.

- * **Rupert, L.J.** (1992). Home talk, school talk: The politics of negotiation in two contexts, presented at the Conference for Socio-Cultural Research, Madrid, Spain.

- (invited) **Rupert, L.J. & Wertsch, J.V.** (1990). Social origins of individual mental functioning: Laboratory and ecological perspectives, presented at the Symposium on Social Interaction and Knowledge Acquisition, Universita degli Studi di Roma "La Sapienza," Rome, Italy.

- * **Rupert, L.J.** (1990). Stepping out of the laboratory: Parent-child interactions in naturalistic contexts, presented at the Boston University Conference on Language Development, Boston, MA.

Teaching

University of Michigan

Lead Faculty Member on the Design and Development of a non-certificate undergraduate major in Education – *Learning Equity and Problem Solving for the Public Good (LEAPS)*

EDUC 100 Learning Within and Across Settings
 EDUC 591 How People Learn

- EDUC 570 Professional Seminar for Designs & Technologies for Teaching & Learning Across Cultures and Contexts Program
- EDUC 639 Internship Seminar for Designs & Technologies for Teaching & Learning Across Cultures and Contexts Program
- EDUC 791 Foundations of Teaching & Learning

University of Washington

- EDPSY 501 Human Learning and Educational Practice
- EDPSY 502 Developmental Foundations of Early Learning
- EDPSY 509 Educational Issues in Human Development
- EDPSY 530 Vygotsky's Sociocultural Approach to Mind
- EDPSY 531 Socialization of the School-Aged Child
- EDPSY 583 Seminar in Learning and Thinking
- EDTEP 541 Dilemmas of Teaching and Learning (Elementary)
- EDTEP 562 Adolescent Development (Quarter #1)
- EDTEP 563 Adolescent Development (Quarter #2)

Clark University

- EDUC 264 Designing Instruction to Meet the Developmental Needs of Children

Professional Service

National

Editorial Board Member: *American Educational Research Journal*
Cognition and Instruction

Reviewer: *Educational Psychologist*
Journal of Research in Science Teaching
Connected Science Learning
Journal of the Learning Sciences

Co-Editor: *Science Education, Science in Everyday Life Section (2012-2017)*,
Editorial Board Member: *Science Education (2012-2022)*

Co-Book Review Editor: *Mind, Culture, and Activity (2005-2012)*

National Academies Panel on Supporting English Language Learners in STEM Subjects (2017-2019)

National Science Teachers Association – Informal Learning in Science Position Statement Committee, B. Bevan, Chair. (2011)

Exploratorium, San Francisco – Consultant February 2010-2015

Games and Professional Simulations International Advisory Board (December 2011-present)

STEM Guide Advisor, Reach Center and Maine Mathematics and Science Alliance (2012-present)

National Academy of Sciences Learning Science in Informal Environments – Practitioner Volume Advisory Committee (October 2007-June 2009)

Research Agenda in Science Education (RAISE) conference at the National Research Council, June 2006

University of Michigan

Transforming Residential Undergraduate Education (TRUE), 2018-2021

Marsal Family School of Education, University of Michigan

Executive Committee (Educational Studies Representative), 2019-2022

DATL Program Faculty Lead, 2019-2021

Ph.D. Redesign Working Group, 2019-2021

LEAPS Program Development – Faculty Co-Lead 2020-present

Faculty Search Committee Chair: Learning Sciences & Technology, 2021-2022

Washington State

Appointed by the Superintendent of Public Instruction to serve on the *Expanded Learning Opportunities Council*, as outlined in Second Substitute Senate Bill 6163 for the State of Washington, to advise the Governor, Legislature, and Superintendent of Public Instruction regarding a comprehensive expanded learning opportunities system. (2014-2018).

University of Washington

Faculty Senate Representative, 1997-99

UW ADVANCE Leadership Team, 2007-2011

Graduate School Representative on Doctoral Committees: 7

College of Education, University of Washington

Budget, Planning, and Resources Committee 2013-2015 (Chair)

Faculty Council 2009-2010 (President)

Faculty Council 2008-2009 (Vice President)

Faculty Council, 2002-2003 (Member)

Tenure & Promotion Committees (2008-2009, 2009-2010, 2011-2012, 2014-2015, 2015-2016, 2016-2017)

Collaborative School for Innovation and Success ELTEP (2011-present)
Teacher Education Renewal Lead Team (2002-2004)

Faculty Search Committees

Learning and Technology, 1997-98
Early Childhood Special Education, 1998-99
Director of Teacher Education, 2002-2003
Early Childhood and Family Studies (Chair) 2005-2006
New Technologies for Equitable Learning (Chair) 2011-2012
Early Childhood Special Education 2016-2017

Teacher Education Program Selection Committee

Tools for Transformation – Center Connect, 2000-2001

Zesbaugh Scholarship Committee, 1998-2003

Educational Psychology & Learning Sciences & Human Development, University of Washington

Educational Psychology Colloquium Series Coordinator, 1999-2000

Convener of Human Development and Cognition, 1999-2000; 2005-2006
Convener of Learning Sciences and Human Development 2013-2014

Professional Memberships

Member, American Educational Research Association, Division C & Division K,
Cultural Historical Activity Theory Special Interest Group, Learning Sciences
Special Interest Group, Informal Science Education Special Interest Group.

Member, International Society for Cultural and Activity Research

Member, International Society of the Learning Sciences