

JOSH RADINSKY • CURRICULUM VITAE

College of Education, University of Illinois at Chicago
1040 W. Harrison M/C 147, Chicago IL 60607
<http://www.lsri.uic.edu/people/josh-radinsky>

Phone: (312) 413-0326
Fax: (312) 996-6400
Email: joshuar@uic.edu

EDUCATION

PhD: Learning Sciences, School of Education and Social Policy, Northwestern University, 2000. Dissertation: *Making sense of complex data: A framework for studying students' development of reflective inquiry dispositions* (Louis Gomez, Advisor).

BA: Comparative History, University of Michigan, 1985

PROFESSIONAL EXPERIENCE

2000 - PRESENT: UNIVERSITY OF ILLINOIS AT CHICAGO

Aug. 2011 – present: Associate Professor of the Learning Sciences and Curriculum Studies, University of Illinois at Chicago, Colleges of Liberal Arts & Sciences and Education, Learning Sciences Research Institute.

Aug. 2006 – Aug. 2011: Assistant Professor of Learning Sciences and Curriculum Studies, University of Illinois at Chicago, Colleges of Liberal Arts & Sciences and Education, Learning Sciences Research Institute.

Jan. 2004 – Aug. 2008: Principal Investigator and Project Director, NSF-funded *Designing Learning Environments for Teaching Scientific Argumentation and Mathematical Reasoning with Geographic Data*. Directed a research study of learning in middle-grades and high school classrooms using GIS. Collaborated with Chicago Public School teachers to create data-rich investigations in earth science and history domains. Trained and oversaw research team gathering and analyzing data from four to eight classrooms per year.

Apr. 2004 – Jun. 2007: Principal Investigator and Project Director, NEH-funded *Bringing Historical Census Data Alive with GIS*. Directed a research and development project to create GIS learning environments for historical inquiry projects, grades 6-16. Oversaw design, development and implementation of an on-line GIS website for studying American history. Collaborated with Chicago Public School teachers and university instructors to develop historical inquiry projects using census data and primary-source documents.

Aug. 2001 - Jul. 2005: Co-Principal Investigator and Curriculum Director, US Department of Education-funded *Teachers Infusing Technology in Urban Schools: Preparing Tomorrow's Teachers to Use Technology*. Coordinated professional development for teacher education faculty and Chicago Public School teachers. Facilitated design teams of college faculty and K-12 teachers to create technology-infused curriculum modules.

- Jan. 2000 – Aug. 2006: Research Associate, *Big City Teacher Preparation Initiative*. Developed data archives and visualization tools including GIS to facilitate historical analyses of university-school-community relationships.
- Sep. 2000 - Jan. 2003: Research consultant and evaluator, NSF-funded *UIC Graduate-K12 Fellowship Program*, University of Illinois at Chicago. Developed and implemented evaluation of project connecting doctoral and undergraduate students in Mathematics, Chemistry, and Computer Science degree programs with K-12 math and science mentor teachers in public school classrooms.
- 1995-1999: NORTHWESTERN UNIVERSITY, EVANSTON IL
- Sep. 1997 - Dec. 1999: Research Assistant, *Center for Learning Technologies in Urban Schools*, Northwestern University and Chicago Public Schools (CPS). Coordinated design of “Earth Structures and Processes” middle school science curriculum unit, in collaboration with CPS teachers. Conducted studies of three schools’ enactments of the unit. Supported teachers in integrating technology into instruction; provided professional development on teaching inquiry-based science.
- Sep. 1996 - Dec. 1999: Research Assistant, *Supportive Inquiry-Based Learning Environments Project*, Northwestern University. Member of design team for the Progress Portfolio, a computer environment to support student reflection in classroom inquiry. Co-designed software; collaborated with teachers to design curricular activities using the Progress Portfolio with companion computer environments; conducted classroom research studies.
- 1992-1995: CHICAGO TEACHERS’ CENTER, NORTHEASTERN ILLINOIS UNIVERSITY
- Facilitator, *Bridges to the Future Program*. Developed and coordinated academic enhancement and retention programs in two Chicago high schools. Provided professional development for teachers; developed and implemented curriculum projects with teachers of mathematics, English and history; conducted in-class workshops; developed and supervised bilingual tutoring program; coordinated student publications.
- 1989-1995: LATINO YOUTH ALTERNATIVE HIGH SCHOOL, CHICAGO IL
- Jan. 1992 - Aug. 1995: Program Facilitator (through Chicago Teachers’ Center), *Bridges to the Future* bilingual academic enhancement and career exploration program for Latino Youth Alternative High School students. Coordinated academic support and tutoring program, college and career counseling, and technology projects.
- Dec. 1989 - Dec. 1991: Teacher and Program Coordinator, *Pilsen Area Retrieval Program*. Directed bilingual instructional program to help out-of-school teens build academic and social skills and return to high school. Taught multi-level math, English, and community studies classes; coordinated computer learning center and student desktop publications; counseled and directed placement for graduating students.

PUBLICATIONS: REFEREED JOURNAL ARTICLES

* denotes student co-author

- Milz, D*, Zellner, M., Hoch, C., **Radinsky, J.**, Pudlock*, K. & Lyons, L. (2018). Reconsidering scale: Using Geographic Information Systems to support spatial planning conversations. *Planning Practice and Research*, 33(3), 291-308. <http://dx.doi.org/10.1080/02697459.2017.1378979>
- Hospelhorn*, E., & **Radinsky, J.** (2017). A method for analyzing gestural communication in musical groups. *Discourse Processes*, 54(7), 504-523. E-print: <http://www.tandfonline.com/eprint/NA8B8vVyBq2SUbtWFEJz/full>. DOI: <http://dx.doi.org/10.1080/0163853X.2015.1137183>
- Radinsky, J., Milz*, D., Zellner, M., Pudlock*, K., Witek*, C., Hoch, C., & Lyons, L. (2017). How planners and stakeholders learn with visualization tools: using learning sciences methods to examine planning processes. *Journal of Environmental Planning and Management*, 60(7), 1296-1323. <http://dx.doi.org/10.1080/09640568.2016.1221795>
- Hoch, C., Zellner, M., Milz*, D. & **Radinsky, J.** (2015). Seeing is not believing: Examining the cognitive gains of collaborative planning. *Planning Theory and Practice*, 16(3), 319-335.
- Radinsky, J., Hospelhorn*, E., Melendez*, J. W., Riel*, J. & Washington*, S. (2014). Teaching American migrations with GIS census webmaps: A modified "Backwards Design" approach in middle-school and college classrooms. *Journal of Social Studies Research*, 38(3), 143-158.
- Radinsky, J., Alamar, K., & Oliva*, S. (2010). Camila, the earth, and the sun: Constructing an idea as shared intellectual property. *Journal of Research in Science Teaching*, 47(6): 619-642.
- Radinsky, J. (2008). Students' roles in group-work with visual data: A site of science learning. *Cognition & Instruction*, 26(2): 145-194.
- Singer, M., **Radinsky, J.** & Goldman, S. (2008). The role of gesture in meaning construction. *Discourse Processes*, 45(4), 365-386.
- Radinsky*, J., Bouillion*, L., Lento, E. M., and Gomez, L. M. (2001). Mutual benefit partnership: A curricular design for authenticity. *Journal of Curriculum Studies*, 33(4): 405-430.

PUBLICATIONS: INVITED JOURNAL ARTICLES

- Radinsky, J., Loh, B. & Lukasik*, J. (2008). GIS tools for historical inquiry: Issues for classroom-centered design. *Journal of the Association of History and Computing*, XI(2).

Radinsky, J., Alamar, K., Leimberer, J., Rodriguez, C., & J. Trigueros (2005). Science investigations with GIS: Helping students develop the need to know more. *Spectrum: Journal of the Illinois Science Teachers' Association*, 31 (2): 34-42.

PUBLICATIONS: EDITORIAL COMMENTARIES

Radinsky, J., & Tabak, I. (2016). Constructions of the self as learner: Perspective-taking and positioning in mathematics, history, and science learning. *Journal of the Learning Sciences*, 25(3), 331-334.

Radinsky, J., & Tabak, I. (2016). Re-envisioning learning, re-engaging the literature. *Journal of the Learning Sciences*, 25(2), 153-155.

Radinsky, J., & Tabak, I. (2016). Pastime and classtime: Dialogue or dialectic? *Journal of the Learning Sciences*, 25(1), 1-3.

Tabak, I., & Radinsky, J. (2015). Paving new pathways to supporting disciplinary Learning. *Journal of the Learning Sciences*, 24(4), 501-503.

Tabak, I., & Radinsky, J. (2015). Educators' coaches, peers, and practices: Revisiting how teachers learn. *Journal of the Learning Sciences*, 24(3), 343-346.

Tabak, I., & Radinsky, J. (2015). Core commitments and new horizons. *Journal of the Learning Sciences*, 24(2), 201-203.

Tabak, I., & Radinsky, J. (2015). Identity and positioning in learning. *Journal of the Learning Sciences*, 24(1), 1-4.

Tabak, I., & Radinsky, J. (2014). Knowing the Learner: Multiple Lenses on Diagnosing Capacities, Failures, and Uncertainties, in Support of Learning. *Journal of the Learning Sciences*, 23(4), 487-489.

Tabak, I., & Radinsky, J. (2014). Social justice research in the learning sciences. *Journal of the Learning Sciences*, 23(3), 269-271.

PUBLICATIONS: BOOK CHAPTERS

Waitoller, F. R., & **Radinsky, J.** (2017). Geo-spatial perspectives on neoliberal education reform: Examining intersections of ability, race, and social class. In Morrison, D., Annamma, S. & D. Jackson (Eds.), *Critical race spatial analysis: Mapping to understand and address educational inequality*. Sterling VA: Stylus Publishing.

Ko, Mon-Lin, Goldman, S., **Radinsky, J.**, James*, K., Hall*, A., Popp*, J., Bolz*, M., & George, M. (2016). Looking under the hood: Productive messiness in design for argumentation in science, literature and history. In Svihla, V. & R. Reeve (Eds.), *Design as Scholarship: Case Studies from the Learning Sciences*, 71-85. New York, NY: Routledge.

- Radinsky, J., Goldman, S. & Pellegrino, J. (2015). Historical thinking: In search of conceptual and practical guidance for the design and use of assessments of student competence. In K. Ercikan & P. Seixas (Eds.), *New Directions in Assessing Historical Thinking*, 132-142. New York, NY: Informa UK Limited.
- Radinsky, J., Leimberer, J. M., & Rodriguez, C. (2013). Learning to do data visualization in science classrooms: The case of GIS. In K. D. Finson & J. E. Pederson (Eds.), *Visual Data and Their Use in Science Education*. Greenwich, CT: Information Age Publishing.
- Goldman, S., **Radinsky, J.**, Tozer, S. & Wink, D. (2010). Learning as inquiry. In E. Baker, B. McGraw, & P. Penelope (Eds.), *The International Encyclopedia of Education*, 3rd ed: 14 pages. Oxford: Elsevier.
- Cunningham, C., Smolin, L., McPherson, S., Lawless, K., **Radinsky, J.**, Brown, S., & Zumpano, N. (2009). Working with outside leaders and partners for technology integration. In A. Borthwick & M. Pierson (Ed.), *Learning, Teaching and Educational Technologies: Models for Successful Professional Development*. ISTE Publications.
- Radinsky, J. (2008). GIS for History: a GIS learning environment to teach historical reasoning. In Alibrandi, M. & A. Milson (Eds.), *Digital Geography: Geo-spatial Technologies in the Social Studies Classroom*: 99-117. Greenwich, CT: Information Age Publishing.
- Radinsky, J., Smolin, L. I., & K. Lawless (2005). Collaborative curriculum design as a vehicle for professional development. In Vrasidas, C. and G. Glass (Eds), *Preparing Teachers to Teach with Technology*: 369-380. Current Perspectives on Applied Information Technologies. Greenwich, CT: Information Age Publishing.
- Smolin, L. I., Lawless, K., & **J. Radinsky** (2005). The Technology Mentor Model: Infusing technology into student teaching placements. In Vrasidas, C. and G. Glass (Eds), *Preparing Teachers to Teach with Technology*: 257-269. Current Perspectives on Applied Information Technologies. Greenwich, CT: Information Age Publishing.
- Lawless, K., Smolin, L., **Radinsky, J.**, & S. Brown (2005). Project TITUS: Teachers Infusing Technology in Urban Schools. In Rhine, S. and M. Bailey (Eds), *Integrated Knowledge, Innovative Learning: Insights from the PT3 Program*: 161-172. Eugene, OR: International Society for Technology in Education.
- Loh, B., Reiser, B. J., **Radinsky, J.**, Edelson, D. C., Gomez, L. M., & S. Marshall. (2001). Developing Reflective Inquiry Practices: A case study of software, the teacher, and students. In K. Crowley, C. Schunn, & T. Okada (Eds.), *Designing for Science: Implications from Everyday, Classroom, and Professional Settings*: 279-323. Mahwah, NJ: Erlbaum.

PUBLISHED CONFERENCE PROCEEDINGS

- Radinsky, J., Tabak, I. & Moore, M. (2019, June). Disciplinary task models for designing classroom orchestration: The case of data visualization for historical inquiry. In *Proceedings of the International Conference of Computer Supported Collaborative Learning (CSCL)*, Lyon, France.
- Radinsky, J. & Tabak, I. (2018, June). Multi-literacies within and beyond the disciplines: Data interactives in undergraduate instruction as texts that can cross boundaries. In *Proceedings of the International Conference of the Learning Sciences (ICLS)*, London, England, UK.
- Melendez*, J. W. & **Radinsky, J.** (2018, June). From stunted limitations to awakened imaginaries: Expansive learning among Latino immigrants in participatory budgeting. In *Proceedings of the International Conference of the Learning Sciences (ICLS)*, London, England, UK.
- Cafaro*, F., Lyons, L., Kang*, R., **Radinsky, J.**, Roberts*, J., Vogt*, K. (2014). Framed Guessability: Using embodied allegories to increase user agreement on gesture sets. In *Proceedings of the Tangible, Embedded, and Embodied Interaction Conference (TEI)*. Munich, Germany. [TEI 2014](#)
- Cafaro*, F., Lyons, L., Roberts*, J., & **Radinsky, J.** (2014, June). The uncanny valley of embodied interaction design. In *Proceedings of the 2014 Conference on Designing Interactive Systems* (1075-1078). ACM. [DIS 2014](#)
- Cafaro*, F., Panella, A., Lyons, L., Roberts*, J., & **Radinsky, J.** (2013) I see you there! Developing identity-preserving embodied interaction for museum exhibits. In *Proceedings of the 2013 ACM International Conference on Human Factors in Computing Systems (CHI'13)*. ACM, New York, NY, USA (1911-1920). [CHI 2013](#)
- Roberts*, J., Cafaro*, C., Kang*, R., Vogt*, K., Lyons, L., & **Radinsky, J.** (2013). That's me and that's you: Museum visitors' perspective-taking around an embodied interaction data map display. In *Proceedings of the 10th International Conference on Computer-Supported Collaborative Learning (CSCL)*. Madison, WI, USA, 343-344.
- Radinsky, J. (2010, June). Building nuanced historical narratives around geographic data. In O'Neill, Polman, Kolikant & Radinsky (Contributors) symposium, Understanding a future with multiple pasts: Projects on meta-historical understanding. In *Proceedings of the International Conference of the Learning Sciences (ICLS)*, Chicago IL.
- Radinsky, J., Goldman, S., & Singer, M. (2008, June). Students' sense-making with visual data in small-group argumentation. In *Proceedings of the International Conference of the Learning Sciences (ICLS)*, Utrecht, the Netherlands.
- Radinsky, J. (2004, June). Teaching the teaching of history with digital resources: Possibilities and limitations of an on-line inquiry project in a methods course. In *Proceedings of the International Conference of the Learning Sciences (ICLS)*, Santa Monica CA.

- Radinsky, J., Smolin, L. Lawless, K., & M. Newman (2003, March) School-University Collaborative Design Teams. In *Proceedings of Society for Information Technology and Teacher Education (SITE)*, Albuquerque NM.
- Smolin, L. Lawless, K., Newman, M., & J. Radinsky (2003, March) Preparing Technology-Savvy Mentor Teachers for Preservice Field Experiences. In *Proceedings of Society for Information Technology and Teacher Education (SITE)*, Albuquerque NM.
- Loh, B., Radinsky, J., Russell, E., Gomez, L. M., Reiser, B. J., & Edelson, D. C. (1998). The Progress Portfolio: Designing reflective tools for a classroom context. In *Human Factors in Computing Systems: Proceedings of CHI 1998*: 627-634. Reading, MA: Addison-Wesley.
- Loh*, B., Radinsky*, J., Reiser, B. J., Gomez, L. M., Edelson, D. C., & Russell, E. (1997). The Progress Portfolio: Promoting reflective inquiry in complex investigation environments. In R. Hall, N. Miyake, & N. Enyedy (Eds.), *Proceedings of Computer Supported Collaborative Learning (CSCL) 1997*: 169-178. Toronto, Ontario, Canada.

TECHNICAL REPORTS AND OTHER PUBLICATIONS

- Radinsky, J. (2016). Data literacy through online interactions: Core competencies and assessment.
- Waitoller, F. R., Radinsky, J., Trzaska, A., & Maggin, D. M. (2014). A longitudinal comparison of enrollment patterns of students receiving special education in urban neighborhood and charter schools. Collaborative for Equity and Justice in Education, The University of Illinois at Chicago.
- Radinsky, J., & Waitoller, F. R. (2013). Chicago Public Schools actions: Impact on students. Chicagoland Researchers and Advocates for Transformative Education, Chicago.
- Fleming, J., Chou, V., Radinsky, J., & Roarty, D. (2007). Building teacher preparation relationships with schools: Going where schools need teachers most. *ED: Data briefings on teacher preparation in Chicago area schools*, 2(1):1-4. Chicago IL: University of Illinois at Chicago College of Education.
- Radinsky, J., Chou, V., Gates, E., & Konkol, P. (2005). Student-teaching and first teaching school: Supplying more teachers to high need schools. *ED: Data briefings on teacher preparation in Chicago area schools*, 1(1):1-4. Chicago IL: University of Illinois at Chicago College of Education.

UNPUBLISHED WORK

Radinsky, J. (2009). *Visually exploring U. S. Demographic change: Creating exemplary curricula and developing faculty expertise*. Final report to the National Science Foundation, Course Curriculum and Laboratory Improvement Program. Grant # 0618460 (63 pages).

Radinsky, J. (2000). *Making sense of complex data: A framework for studying students' development of reflective inquiry dispositions*. Learning Sciences. Unpublished doctoral dissertation, Northwestern University, Evanston IL: 349.
<http://www.uic.edu/educ/bctpi/radinskydocs/RadinskyDissertation.pdf>

Radinsky, J. (1996). *Overview of a history research project as assessment task*. Unpublished manuscript.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.39.9422&rep=rep1&type=pdf>

REFEREED CONFERENCE PAPERS, POSTERS AND PRESENTATIONS

Radinsky, J. Tabak, I. & Moore, M. (2019, April). *Negotiating the use of novel tools in college instruction: Constructing disciplines through census-data webmaps*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Toronto, Ontario, Canada.

Radinsky, J., Tabak, I. & Brami, U. (2017, August). *Disciplinary practices and multiple literacies: How can they meet in the middle?* Poster presented at the biennial conference of the European Association for Research on Learning and Instruction (EARLI), Tampere, Finland.

Waitoller, F. R. & Radinsky, J. (2016, April). *Geospatial perspectives on neoliberal education reform: Examining intersections of ability, race and social class in special education policy narratives*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Washington, DC, USA.

Waitoller, F. R., Maggin, D. M., & Radinsky, J. (2015, April). *Comparison of enrollment patterns of students receiving special education in urban neighborhood and charter schools*. Poster presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL, USA.

Kang, R., Radinsky, J., and Lyons, L. (2015, March). *Frequent sequential interactions as opportunities to engage in temporal reasoning with an online GIS*. Poster presented at the 5th International Learning Analytics and Knowledge Conference, Poughkeepsie, New York, USA.

Radinsky, J., Milz, D., Zellner, M., Pudlock, K., Witek, C. W., Hoch, C., Lyons, L. B., & Jimenez, Pazmino, P. (2014, October). *How planners and stakeholders learn with visualization tools: Using Learning Sciences methods to examine planning processes*. Paper presented at the Annual Conference of the Association of Collegiate Schools of Planning (ACSP), Philadelphia, PA, USA.

- Radinsky, J. (2014, April). *Supporting spatial and historical reasoning with data visualizations*. Poster presented at the Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA, USA.
- Lyons, L., Cafaro, F., Radinsky, J., Roberts, J., Vogt, K. (2014). *Aggregating agency to support collaborative learning in a museum exhibit*. Paper presented at American Education Research Association (AERA). Philadelphia, PA, USA.
- Milz, D., Zellner, H., Hoch, C., Radinsky, J., Pudlock, K., Lyons, L. B., & Witek, C. W. (2014, April). *Reconsidering scale: Using GIS to inform spatial planning talk*. Paper presented at the Annual Meeting of the American Association of Geographers (AAG), Tampa, FL.
- Gholson, M., Butler, L., and Radinsky, J. (2013, April). Proportional reasoning with GIS tools in the study of the Great Migration. Presentation at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, Denver, CO.
- Radinsky, J., Hospelhorn, E., Melendez, J. W. & Riel, J. (2013, November). *What should we teach with historical census data visualizations? An examination of learning objectives for classroom GIS projects studying African American and Latino migrations*. In Anne Knowles (Chair), *From Visualizing to Understanding Historical Change: Using GIS Tools on the Web, in Class, and in Museums*. Paper session conducted the Annual Conference of the Social Science History Association (SSHA), Chicago, IL.
- Kang, R., Lyons, L. & Radinsky, J. (2013, November). *Modes of map manipulation: Combining data-mining and grounded-theory methods to characterize and analyze learners' explorations in an online census GIS*. In Anne Knowles (Chair), *From Visualizing to Understanding Historical Change: Using GIS Tools on the Web, in Class, and in Museums*. Paper session conducted at the meeting of the Social Science History Association (SSHA), Chicago, IL.
- Roberts, J., Lyons, L., & Radinsky, J. (2013, November) Become one with the data: Technological support of shared exploration of data in informal settings. In Anne Knowles (Chair), *From Visualizing to Understanding Historical Change: Using GIS Tools on the Web, in Class, and in Museums*. Paper session conducted at the meeting of the Social Science History Association (SSHA), Chicago, IL.
- Radinsky, J. & Butler, L. (2012, April). *Middle school students' constructions of African American migration narratives: Scaffolding historical reasoning with GIS maps*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Vancouver, BC, Canada.
- Radinsky, J., Ping, R., Hospelhorn, E., & Goldman, S. (2012, April). *Making the absent present: Emergent representational fields in students' negotiations of meaning with spatial data*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Vancouver, BC, Canada.

- Hospelhorn, E. & Radinsky, J. (2012, April). *Constructing quartets: A framework for gesture analysis in musical groups*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Vancouver, BC, Canada.
- Radinsky, J., Melendez, J. W. & Roberts, J. (2012). *Do the data strike back? Students' presentations of historical narratives about Latino communities using GIS*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Vancouver, BC, Canada.
- Roberts, J., Radinsky, J., Lyons, L. & Cafaro, F. (2012, April). *Co-Census: Designing an interactive museum space to prompt negotiated narratives of ethnicity, community and identity*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Vancouver, BC, Canada.
- Melendez, J. W. & Radinsky, J. (2012, March). *Participatory budgeting: Learning civic capacities through democratic activity*. Paper presented at the 1st International Conference on Participatory Budgeting, New York, NY.
- Roberts, J., Radinsky, J. & Melendez, J. (2010, October). *GIS census data browsers: Tools for constructing social and historical narratives*. Presentation at the Annual Conference of the Social Science History Association (SSHA), Chicago, IL.
- Radinsky, J., Goldman, S., Doherty, R., & Ping, R. (2010, May). *Small group argumentation with visual data: Negotiating what is seen and what it means*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Denver CO.
- Rodriguez, C., Radinsky, J. & Goldman, S. (2009, April). *Meaning making with visual data: Teachers' and researchers' collaborative professional development*. Poster presented at the Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.
- Radinsky, J. (2008, October). *GIS tools for historical inquiry: Issues for classroom-centered design*. Paper presented at the Annual Meeting of the Social Science History Association (SSHA), Miami, FL.
- Radinsky, J. (2007, April). *Student-created artifacts: Mediators of science discourse and reasoning with visual data*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- Alamar, K., Greene, C., & J. Radinsky (2007, April). *The role of peers in promoting student talk and science understandings in class discussions and science talks*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- Goldman, S., Radinsky, J., & C. Rodriguez (2007, April). *Teacher interactions with small groups during investigations: Scaffolding the sense-making process and pushing students to construct arguments with data*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

- Radinsky, J. (2007, April). *GIS for History: An on-line resource for teaching history with data and documents*. Presentation at the Annual Conference of the Organization of American Historians (OAH), Minneapolis, MN.
- Beveridge, A., & J. Radinsky (2006, November). *Social Explorer as a Resource for Teaching*. Presentation at the Annual Conference of the Social Science History Association (SSHA), Minneapolis, MN.
- Radinsky, J., Alamar, K., Rodriguez, C., Trigueros, J., & J. Leimberer (2006, April). *Design affordances of representational artifacts as mediators of sense-making with complex data*. Paper presented at the Annual Conference of the American Educational Research Association (AERA), San Francisco CA.
- Radinsky, J., Oliva, S., Allende-Pellot, F., Liceaga, I., Sacay, R., Singer, M., Goldman, S., Alamar, K., Trigueros, J., & C. Rodriguez (2006, April). *Quiet students in small-group work: Emergence of student roles as data investigators*. Paper presented at the Annual Conference of the American Educational Research Association (AERA), San Francisco CA.
- Singer, M., Allende-Pellot, F., Liceaga, I., Oliva, S., Sacay, R., Goldman, S. & J. Radinsky (2006, April). *Gestural, visual, and verbal components of sense-making in classroom investigations using complex visual data*. Paper presented at the Annual Conference of the American Educational Research Association (AERA), San Francisco CA.
- Goldman, S., Sacay, R., Singer, M., Oliva, S., Allende-Pellot, F., Liceaga, I., & J. Radinsky (2006, April). *Emerging conceptual understandings in GIS investigations*. Paper presented at the Annual Conference of the American Educational Research Association (AERA), San Francisco CA.
- Chou, V., Radinsky, J., Fleming, J., & D. Miltner (2004, February). *Urban Teacher Education: Innovative Approaches to Meeting the Needs of Urban Schools and Communities*. Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education (AACTE), Chicago IL.
- Radinsky, J., Fleming, J., Miltner, D. & Bridge, C. (2003, April). *Examining relationships between teacher education and urban schools: Data as a tool for reflection*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago IL.
- Miltner, D. & Radinsky, J. (2003, April). *Retention, Attrition, and Remedial Mathematics: Where Do We Lose Our Urban Graduates?* Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago IL.
- Radinsky, J., Smolin, L. I., Lawless, K., Newman, M., & Patton, M. (2003, January). *Developing technology-integrated field experience sites in urban schools: Approaches, assumptions, and lessons learned*. Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education (AACTE), New Orleans LA.

- Fleming, J., Ryan, A. M., Radinsky, J., & Chou, V. (2002, April). *Assessing teacher education programs' effectiveness in preparing teacher candidates for work in culturally diverse urban schools*. Paper presented at the Annual Conference of the American Educational Researchers Association (AERA), New Orleans LA.
- Ransom, S., Radinsky, J., & Fleming, J. (2001, March). *Helping students develop deeper understandings of diversity through critical moments in history: Strategies for using multiple texts and computer-based data*. Presentation at the Annual Conference of the Association for Supervision and Curriculum Development (ASCD), Boston MA.
- Ransom, S., Radinsky, J., & Fleming, J. (2001, March). *Teaching everybody's children: Using research to inform practice in preparing teachers to teach in a diverse society*. Presentation at the Annual Conference of the Association for Supervision and Curriculum Development (ASCD), Boston, MA.
- Radinsky, J., Ransom, S., & Ryan, A. M. (2000, October). *Creating context around difficult moments in history using multiple texts and computer-based data*. Presentation at Annual Conference of the Illinois Council for the Social Studies (ICSS), Peoria, IL.
- Radinsky, J., Leimberer, J. M., & Gomez, L. M. (2000, April). *Reflective inquiry with complex data: A case study of dispositional learning*. Paper presented at the Annual Conference of the American Educational Researchers Association (AERA), New Orleans LA.
- Radinsky, J., Loh, B., Mundt, J., Marshall, S., Gomez, L.M., Reiser, B.J., & Edelson, D.C. (1999, April). *Problematizing complex datasets for students: Design principles for inquiry curriculum*. Poster presented at the Annual Conference of the American Educational Researchers Association (AERA), Montreal, Canada.
- Loh, B., Radinsky, J., Marshall, S., Mundt, J., & Alamar, K. (1999, April). *Helping students build inquiry skills by establishing classroom norms*. Paper presented at the Annual Conference of the American Educational Researchers Association (AERA), Montreal, Canada.
- Radinsky, J., Loh, B., Brown, M., Reiser, B. J., Gomez, L. M., & Edelson, D. C. (1998, April). *Making sense of complexity: Dimensions for designing classroom inquiry activities*. Paper presented at the Annual Conference of the American Educational Researchers Association (AERA), San Diego, CA.
- Radinsky, J., Bouillion, L., Hanson, K., Gomez, L.M., Vermeer, D., & Fishman, B. (1998). *A framework for authenticity: Mutual benefits partnerships*. Paper presented at the Annual Conference of the American Educational Researchers Association (AERA), April 13-17, 1998, San Diego CA.
- Loh, B., Radinsky, J., Reiser, B. J., Edelson, D. C., & Gomez, L. M. (1998, April). *The Progress Portfolio: Designing reflective supports for different phases of classroom investigations*. Paper presented at the Annual Conference of the American Educational Researchers Association (AERA), San Diego CA.

INVITED PRESENTATIONS

- Radinsky, J. (2017, June). *The Alchemy of Data-Into-Stories-Into-Data: Mobilities, vectors, gates and refusals*. Presentation at the workshop “Building Capacity for New Genres of Learning on the Move,” June 15, 2017. Vanderbilt University, Nashville TN.
- Radinsky, J. (2016, October). *Past Practices, Current Currents, and Future Directions in the Learning Sciences*. Keynote presentation at the Learning Sciences Graduate Student Conference, October 20, 2016. Chicago IL.
- Radinsky, J. (2015, December). *American Migrations Project: Teaching African American and Latino Migrations with Census Data Maps*. Presentation at the Smithsonian National Museum of American History’s follow-up conference to “Becoming US: Teaching Migration History for the 21st Century,” December 16, 2015. Washington DC.
- Radinsky, J. (2015, April). *Agency of Young People as Narrators of Migration*. Presentation at the Smithsonian National Museum of American History’s “Becoming US: Teaching Migration History for the 21st Century,” April 30, 2015. Washington DC.
- Radinsky, J. (2014, December). *Teaching the Concept of Migration: Texts, Maps and Data*. Professional development session, Social Science 3.0 Academy, Chicago Public Schools, Chicago, IL.
- Radinsky, J. (2014, October). *American Migrations Project: Teaching African American and Latino Migrations with Census Data Maps*. Presentation for educators at the National Geographic Society’s Meet-up for Educators, Chicago, IL.
- Radinsky, J. & Washington, S. (2014, October). *Students’ narrations of African American migrations*. Presentation at the annual UIC College of Education Research Day. Chicago, IL.
- Radinsky, J. (2012, July). *Investigating African American migrations with census data, GIS maps, and texts*. Invited presentation at the History Makers 2012 Summer Institute on African American Political History, Chicago IL.
- Radinsky, J. (2012, May). *Teaching about Migration – Communities in Transition: Incorporating data, maps and texts into historical narratives*. Invited presentation at the Chicago Public Schools’ “Social Science 2.0” professional development series, Chicago IL.
- Radinsky, J. (2010, July). *Mapping the African American experience*. Invited presentation at the History Makers 2010 Summer Institute on African American Political History, Chicago IL.
- Radinsky, J. (2010, June). Teaching and learning with GIS: Next steps for Learning Sciences research. Invited presentation, panel on geography education. In *Proceedings of the International Conference of the Learning Sciences (ICLS)*, Chicago IL.

- Radinsky, J. (2010, May). *The U. S. census: Two mirrors of American society*. Invited presentation and participation in the Chicago History Museum's *In The K/now* public education panel, Chicago IL.
- Radinsky, J. (2009, March). *Classroom-centered design: Issues for historical inquiry learning environments*. Learning Sciences brown bag presentation, University of Illinois at Chicago.
- Radinsky, J. & Lauterbach, M. (2008, March). *GIS for History: An online resource for teaching history with data and documents*. Invited presentation to the *Festival of Maps* workshop, University of Illinois at Chicago.
- Radinsky, J. (2008, July). *Mapping our communities*. Invited presentation and workshop for Chicago Public Schools students participating in a college-based summer internship program, *My Chicago Summer* program, Loyola University, Chicago IL.
- Fleming, J. & Radinsky, J. (2008, February). *Choosing materials and representations to support conversations around race, educational (in)equity, and social justice*. Invited presentation to College of Education faculty in-service workshop, University of Illinois at Chicago.
- Radinsky, J. (2006, November). *GIS for History: Teaching and learning with GIS*. Invited presentation at *GIS Day*, University of Illinois at Chicago.
- Goldman, S., Radinsky, J., & Singer, M. (2006, July). *Developing visual data literacy: Intertextual, multimodal meaning-making in comprehension and learning*. Invited presentation at the Society for Text and Discourse (STD) Conference, Minneapolis MN.
- Singer, M., Radinsky, J. & Goldman, S. (2006, January). *Emerging conceptual understandings in GIS investigations*. Invited presentation at the International Workshop in Soeterbeck, *Cognitive and Linguistic Factors in Interactive Knowledge Construction: A Developmental Perspective*. Nijmegen, the Netherlands.
- Radinsky, J. (2005, March). *Developing data resources for supporting UIC teacher preparation and studying school-university partnerships*. Invited presentation to College of Education faculty, University of Illinois at Chicago.
- Radinsky, J. , Smolin, L. & Lawless, K. (2004, April). *School-university collaborative design teams: Curriculum design as a vehicle for professional development in teaching with technology*. Invited presentation to the *Management Frontiers* conference, Chicago IL.
- Radinsky, J. & Chou, V. (2003, October). *Providing teachers to communities of color: Using institutional data to evaluate progress toward our urban mission*. Invited presentation to the Annual Conference of the Council of Great City Schools (CGCS), Chicago IL.
- Radinsky, J. (2003, June). *Beyond bean counting: Mapping data to track university-school relationships*. Invited presentation to the Illinois Educational Research Council's (IERC) Annual Focus on Illinois Educational Research, Champaign IL.

Radinsky, J. (2001, September). *Teaching with complex data: How do we foster reflective engagement in data-rich classroom inquiry?* Invited presentation to the Institute for Math and Science Education, University of Illinois at Chicago.

GRANTS: CURRENT AND RECENT FUNDING

Co-Principal Investigator: *INSPIRE: Studying and Promoting Quantitative and Spatial Reasoning with Complex Visual Data Across School, Museum and Web Contexts* (Aug. 2012 – Aug. 2016). National Science Foundation (\$759,674). Research grant to study learning affordances of interactive census data maps in museums, classrooms, and data-access websites.

Principal Investigator: *CAREER: Teaching and Learning Social Science Inquiry and Spatial Reasoning with GIS* (Apr. 2010 – Mar. 2016). National Science Foundation Early Career Development Award, Discovery Research K12 Program (\$707,047). Research grant to study teaching and learning with GIS in middle school and undergraduate social science classes, and in the PI's teaching methods course.

Co-Principal Investigator: *CoCensus: Collaborative Exploration of Census Data in a Museum* (Sep. 2011 – Aug. 2012). National Endowment for the Humanities "Digital Humanities" Level II grant (\$49,999). PI: Leilah Lyons. Co-PI: Josh Radinsky. A Start-up grant to formatively prototype and pilot-test an innovative museum exhibit design that will allow museum visitors to collaboratively explore United States census data by interacting with a dynamic data map display.

Co-Principal Investigator: *Reading for Understanding Across Grades 6 through 12: Evidence-Based Argumentation for Disciplinary Learning* (June 2010 – May 2015). PI: S. Goldman. Co-PI's: A. Britt, C. Greenleaf, K. Lawless, C. D. Lee, J. Magliano, J. Pellegrino, T. Raphael, C. Shanahan & J. Wiley. U. S. Department of Education Institute of Education Sciences, Reading for Understanding Research Initiative (\$19,256,585). Research grant to develop and test a model of reading for understanding in three disciplinary areas, develop interventions based on the model, and iteratively test and improve the model and the interventions.

Principal Investigator: *Collaborative Research: Creating and Disseminating Tools to Teach with Demographic Data Maps and Materials* (Sep. 2009 – Aug. 2012). Collaborator: A. Beveridge. National Science Foundation DUE/Course Curriculum & Laboratory Improvement (CCLI) Program (\$243,808). Phase II grant to design, disseminate, and study curricula and Web 2.0 tools to support teaching with *Social Explorer* GIS in undergraduate social science courses.

Principal Investigator: *Collaborative Research: Visually Exploring US Demographic Change: Creating Exemplary Curricula and Developing Faculty Expertise* (Sep. 2006 – Aug. 2008). Collaborator: A. Beveridge. National Science Foundation DUE/Course Curriculum & Laboratory Improvement (CCLI) Program (\$37,520). Phase I development grant to build exemplary curricula using *Social Explorer* GIS to teach in undergraduate social science courses.

Principal Investigator: *Designing Learning Environments for Teaching Scientific Argumentation and Mathematical Reasoning with Geographic Data* (Jan. 2004 – Dec. 2006). Co-PI's: S. Goldman & J. Pellegrino. National Science Foundation REC/Research on Learning Environments Program (\$921,191). Research grant to investigate the impact of learning environment design variables on student learning in science and history investigations using geographic information systems.

Principal Investigator: *Bringing Historical Census Data Alive with Geographic Information Systems* (Apr. 2004 – Mar. 2006). Co PI's: A. M. Ryan & R. Johnston. National Endowment for the Humanities "We The People" Program (\$199,346). Development grant to create on-line geographic information system software, curriculum, and inquiry tools for high school and college classroom investigations utilizing historical census data and primary-source documents to study core themes in American history.

Co-Principal Investigator: *Teachers Infusing Technology in Urban Schools* (Oct. 2001 – Jul. 2005). PI: K. Lawless; Co-PI's L. Smolin, M. Newman. U.S. Department of Education "Preparing Tomorrow's Teachers to use Technology Program (\$620,977). Capacity-development grant to promote the infusion of technologies in core courses of teacher preparation programs; prepare pre-service teachers to use technology in support of domain-relevant, standards-referenced instruction; and build infrastructure and curriculum in teacher preparation programs to sustain technology infusion.

Principal Investigator: *Teaching Relevant History with Technology* (Sep. 2002 – May 2003). Co-PI's: A. M. Ryan, M. Brown. UIC-LITD seed grant (\$7,374). Research and professional development grant to work with a Chicago public high school Social Studies teachers and UIC teacher educators to design, enact, and study culturally-relevant history investigations utilizing technology.

SERVICE: NATIONAL AND INTERNATIONAL

Inaugural Fellow, International Society of the Learning Sciences Fellows Program.

Co-Editor in Chief, *Journal of the Learning Sciences*, 2012-2016.

Program Co-Chair and Conference Coordinating Committee member, International Conference of the Learning Sciences (ICLS) 2010.

Reviewer for scholarly journals, organizations and publishers, including:

- *Journal of the Learning Sciences*
- *Cognition and Instruction*
- *Journal of Research in Science Teaching*
- Teachers' College Press
- National Geographic Society

- American Educational Research Association
- International Society of the Learning Sciences

SERVICE: LOCAL EDUCATIONAL INSTITUTIONS

Invited member of the Chicago Public Schools’ “Social Science 3.0” planning and advisory committee, 2008-present. Advise and consult with CPS district for development of a new scope and sequence for the district’s Social Science curriculum and instruction, and ways to prioritize the teaching and learning of Social Science in the district. Advise on curriculum development, professional development, and assessment.

Chicago History Museum, 2008-present: Development of exhibit materials (*The Expansion of Slavery*, Abraham Lincoln exhibit) and consulting on exhibit content and design (*Native American Lands*). Reviewed history curriculum units for *Great Chicago Stories* project. Participated in public education panel on the U.S. Census, *In The K/now*.

Professional development work with K-12 teachers in numerous workshops, school-based teacher development and curriculum initiatives, summer institutes, teacher-researcher collaborations, and other venues, 2002-present. Topics include teaching with technology, history and social science teaching, earth-environmental science teaching, and cooperative learning strategies. Activities include:

- Collaborative curriculum design, co-teaching, and research initiatives with multiple CPS elementary and high schools, 2004-present.
- Co-facilitated Summer Institute and presented multiple workshops at five annual summer professional development workshops, *Teachers Infusing Technology in Urban Schools*, Chicago Public Schools, 2002-2006.
- Participated in teacher-research inquiry group, Whittier Elementary School, Chicago Public Schools, 2004-2008. Facilitated year-long teaching-with-technology project with teachers grades K-6; co-presented collaborative research in multiple venues with participating teachers.
- Conducted workshop for CPS students participating in the *My Chicago Summer* internship program, Loyola University, Chicago IL, 2008.

SERVICE: UNIVERSITY OF ILLINOIS AT CHICAGO

Assistant Director of Graduate Studies, Learning Sciences Doctoral Program, 2006-present (Director: Donald Wink, Chemistry). Coordinate course scope and sequence planning and syllabus development for the program’s core courses; participate in all aspects of doctoral student recruitment, review of applicants, student evaluation, and development of program handbook and evaluation guides.

Educational Policy and Programs Committee (2011-2015): Member of College of Education committee to review all course and program changes.

Elementary Education Program Faculty (2006-present): Active in ongoing committee work to redesign the Elementary Education undergraduate and graduate programs to better serve African American and Latino students in Chicago Public Schools. Contribute to revisions of course syllabi, co-teach and collaborate with instructors of other courses, and participate in numerous committees at both the Department and College levels.

Development of institutional data resources on teacher education (2000-present): Built databases, GIS mapping capacity, and other institutional data resources for the Council on Teacher Education and the College of Education that continue to benefit the redesign of the Elementary Education program and its focus on urban schooling, as evidenced in the Technical Report publications produced by the College (Fleming, Chou, Radinsky & Roarty, 2007; Radinsky, Chou, Gates & Konkol, 2005).

Junior Faculty Writing Group (2006-2008). Active participant in this voluntary group of junior faculty, reviewing one another's writing and providing feedback, mutual support, and professional development.

Conducted professional development workshops for College of Education faculty on technology tools for teaching and research, through *Teachers Infusing Technology in Urban Schools* project, 2002-2007.

TEACHING EXPERIENCE

Design of Learning Environments (Learning Sciences 512, UIC). Doctoral course examining multiple relationships between design and research in the Learning Sciences.

Analysis of Teaching and Learning Interactions (Learning Sciences 511, UIC). Doctoral course providing in-depth study of methodologies and conceptual frameworks for studying learning as enacted by people in interaction with one another and with elements of their environments.

Research Methods in the Learning Sciences (Learning Sciences 501, UIC). Doctoral survey course introducing a range of theoretical perspectives, methods, and research paradigms employed by Learning Sciences researchers.

Technology and Multimedia: Learning Tools in the Classroom (Education 480, UIC). Graduate course that explores ways that computers and multimedia technologies can support teaching and learning in PK-12 classrooms. Cross-listed with Special Education for inclusion of adaptive technologies component.

Social Studies and Literature in the Elementary Grades (Curriculum & Instruction 410 [graduate] and Education 344 [undergraduate], UIC). Methods course in social studies instruction for Elementary Education majors. Exploration of issues of teaching, learning, and assessment of History and the other Social Studies domains in the elementary classroom.

Topics in History: Teaching Relevant History with Technology (History 500, UIC). Graduate History colloquium focused on exploring uses of technology to engage students in examining critical themes in American history using a range of technological media. Foci in assessment, cultural relevance of instruction, and instructional design.

Graduate Seminar: Research on Teaching and Learning Science in the K12 Classroom (Cross-listed in Mathematics, Physics, Chemistry and Computer Science, UIC). Graduate seminar for Fellows in the GK12 Fellowship program to explore topics in cognition and instruction, curriculum design, and classroom research methodologies.

Education and the Changing Workplace (Learning Sciences 210, Northwestern). Teaching Assistant with significant instructional responsibilities. Exploration of social and economic changes in the nature of work in the “information society,” and implications for educational infrastructure and the design of instruction.