

## **JASON DUQUE**

Jason Duque, Ph.D, Stanford University, 2003, is Teaching Professor in the Gevirtz School of Education at UC Santa Barbara. His current research explores the substance, conduct, and consequences of social relations in educational encounters, with a special focus on trust and authority. His work is oriented by the question of whether schools can be made to recover a democratic function, and the role of an ecological, "natural history" approach in such an effort. When not writing, teaching, or making video analyses, Duque raises avocados, oak trees, and three children in Ventura County, California.

## **CHARLES GOODWIN**

Charles "Chuck" Goodwin, Ph.D 1977 University of Pennsylvania, Distinguished Emeritus Professor UCLA, Using videos of human interaction recorded within families, at archaeological and geological field sites, on an oceanographic ship, in the home of a man with severe aphasia, etc., he investigates the intertwining of language use, embodiment, and historically sedimented structure in the material world to describe the practices used to construct human action, sociality, skill, knowledge, and context in the midst of the lived social world. *Co-Operative Action* (Cambridge University Press. 2018), brings together much of this research within a new theoretical framework.

## **KRIS GUTIERREZ**

Kris D. Gutiérrez holds the Carol Liu Chair in Educational Policy and is a professor of Language, Literacy and Culture. Gutiérrez is a member of the National Academy of Education and is the Past President of the American Educational Research Association and the National Conference on Research on Language and Literacy. Gutiérrez was appointed by President Obama and confirmed by the U.S. Senate as a member of the National Board for the Institute of Education Sciences where she served as Vice Chair. Her research examines learning in designed learning environments, with attention to students from non-dominant communities and English Learners. Her work on Third Spaces examines the affordances of hybrid and syncretic approaches to literacy, new media literacies, and STEM learning and the re-mediation of functional systems of learning. Her work in social design experiments seeks to leverage students' everyday concepts and practices to ratchet up expansive forms of learning. Professor Gutiérrez's research has been published widely in premier academic journals and is a co-author of *Learning and Expanding with Activity Theory*.

## **ROGERS P. HALL**

Rogers Hall (Ph.D. UC Irvine, 1990) teaches at Vanderbilt University. His research concerns learning and teaching in STEM conceptual practices, comparative studies of embodied activity in these practices, and the organization and development of representational practices more generally. With colleagues

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in the Space Learning and Mobility Lab, Hall studies relations between personal mobility, learning, and locative technologies. Research projects develop tools and practices for digital spatial storytelling, use large scale datasets to explore and model personal or family history, create methods for analyzing learning “on the move,” and study ensemble learning in diverse mathematical activities.

### **JOHN HAVILAND**

John Haviland (Ph.D. Harvard, 1972), is Distinguished Professor of Anthropology at UC San Diego and Director of its Linguistic Anthropology Laboratory. He is an anthropological linguist with interests in the social life of language, including study of gesture, emerging sign languages, and interaction. He has done long term fieldwork in aboriginal communities in Queensland, Australia and in Tzotzil-speaking communities in Chiapas, Mexico. He is an official Tzotzil interpreter for legal and health matters, engaging issues of legal and bureaucratic discourse.

### **CAREY JEWITT**

Carey Jewitt (PhD, University of London, 2003) is Professor of Learning and Technology and Director of UCL Knowledge Lab, University College London. Her research concerns the development of visual and multimodal research theory and methods, video-based research, and researching technology-mediated interaction. She is PI of IN-TOUCH: Digital touch communication (ERC, [in-touch-digital.com](http://in-touch-digital.com)) and has led several large projects on methodological innovation including MODE ‘Multimodal Methods for Researching Digital Data and Environments’ (ESRC, [MODE.ioe.ac.uk](http://MODE.ioe.ac.uk)). Carey is a founding Editor of the journal Visual Communication (Sage), and recent publications include *Introducing Multimodality* (2016) and *The Routledge Handbook of Multimodal Analysis* (2014).

### **SARAH JEAN JOHNSON**

Dr. Johnson (Ph.D. UCLA, 2015) is a Lecturer in Social Research Methodology in Education at the University of California, Los Angeles and a Senior Research Associate at the Center of Economic and Social Research at the University of Southern California. Influenced by her dissertation co-chair, Frederick Erickson, she uses microanalysis of video methods to examine the moment-to-moment interactions of teachers and children as they engage with the curriculum so as to shed light on critical questions of how culture, language, and social structures influence learning. Her recent research has been published in *Linguistics and Education*; *Learning, Culture, and Social Interaction*; and *Teacher Education*.

### **SUSAN JUROW**

A. Susan Jurow (Ph.D. University of California, Berkeley, 2001) explores how learning is situated in changing cultural, historical, and spatialized practices. Her

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publications have focused on how young people learn disciplinary content and dispositions in schools, how social practices travel in and across contexts, and the ways in which learning is part of equity-oriented social movements. In her research, she has studied how changing forms of participation allow people to be recognized as competent participants in dynamic and power-laden networks of practice. Last, she directs an after-school Making space designed to prepare teachers to cultivate culturally-sustaining and transformative learning experiences for children and adults.

### **JOEL KUIPERS**

Joel Kuipers is Professor of Anthropology and International Affairs at the George Washington University. He received his PhD in Anthropology from Yale University in 1982 and has carried out research on ritual speech in Java and eastern Indonesia, and on scientific discourse in middle school classrooms. He is interested in the role of language in the description and interpretation of social life, particularly how authoritative discourse shapes institutionally defined activities in clinics, courtrooms, classrooms and religious settings.

### **JASMINE MA**

Jasmine Y. Ma (PhD Vanderbilt University, 2012) is Assistant Professor of Mathematics Education at New York University. Her research seeks to de-center school (and associated forms of mathematics) as a privileged site for learning by understanding the valuable activity and learning that occurs across settings. Jasmine takes up ethnographic and micro-ethnographic methods to investigate how individuals and groups do and learn mathematics, how they make sense of their sociomaterial surround, and the resources recruited and deployed as they engage in ongoing activity. Her studies have taken place within and across settings, including a competitive high school marching band, an art crating company, a social justice-oriented afterschool documentary video workshop, as well as formal school settings.

### **BARBARA ROGOFF**

Barbara Rogoff (PhD 1977, Harvard) is UC Santa Cruz Distinguished Professor of Psychology at the University of California-Santa Cruz. She received a Distinguished Lifetime Contributions Award from the Society for Research in Child Development and is a Fellow of the National Academy of Education and several international organizations. She has held the University of California Presidential Chair and Fellowships of the Center for Advanced Study in the Behavioral Sciences, Kellogg Foundation, Spencer Foundation, and the Exploratorium. She served as Editor of Human Development. Her recent books have received major awards: Learning Together; The Cultural Nature of Human Development; and Developing Destinies: A Mayan Midwife and Town. She recently co-edited Learning by Observing and Pitching In to Family and

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Community Endeavors and Children Learn by Observing and Contributing to Family and Community Endeavors.

See [www.learningbyobservingandpitchingin.com](http://www.learningbyobservingandpitchingin.com)

### **WOLFF-MICHAEL ROTH**

Wolff-Michael Roth, Ph.D. University of Southern Mississippi (College of Science and Technology), 1987, is Lansdowne Professor of Applied Cognitive Science in the Faculty of Education at the University of Victoria. His research investigates knowing and learning across the lifespan in formal educational, workplace, and leisure settings; of particular interest are the ways in which mathematics, science, or engineering / technology come to bear on the everyday activities. The research crosses disciplinary, theoretical, and method-related boundaries. Recent books include *Cognition, Assessment, and Debriefing in Aviation* (CRC Press, 2017) and *Concrete Human Psychology* (Routledge, 2016).

### **MIRIAM GAMORAN SHERIN**

Miriam Gamoran Sherin, Ph.D. University of California, Berkeley, 1996, is Associate Dean for Teacher Education and Professor of Learning Sciences at Northwestern University in the School of Education and Social Policy. Her research interests include mathematics teaching and learning, teacher cognition, and the role of video in supporting teacher learning. Sherin investigates the nature and dynamics of teachers' professional vision, the ways in which teachers identify and interpret significant interactions during instruction. *Mathematics Teacher Noticing: Seeing Through Teachers' Eyes*, edited by Sherin, V. Jacobs, and R. Philipp, received the AERA Division K 2013 Excellence in Research in Teaching and Teacher Education award.

### **MARK SICOLI**

Mark Sicoli, Ph.D. University of Michigan 2007, is assistant professor of Anthropology and Linguistics at the University of Virginia, where he teaches on language documentation, video analysis of multimodal interaction, human evolution, and language contact. His research engages language as open to life systems through participatory fieldwork with Zapotec speakers of Oaxaca, Mexico, and through historical and typological linguistics focused on the Native languages of the Americas. His current book project *Saying and Doing in Zapotec* examines the Lachixío Zapotec language as part of focused joint actions through a video corpus documenting language use in everyday life.

### **JÜRGEN STREECK**

Jürgen Streeck (Ph.D. Freie Universität Berlin 1981) is professor of communication studies and anthropology at the University of Texas at Austin. His work is devoted to the microethnographic study of talk and embodied

interaction in everyday life. In 2002 he organized the founding conference of the International Society of Gesture Studies and subsequently served as its inaugural president. Among his books are *Gesturecraft – The Manu-facture of Meaning* (Amsterdam 2009); *Embodied Interaction. Language and the Body in the Material World* (Cambridge 2011, ed. with C.Goodwin & C.D.LeBaron); *Self-Making Man. A Day of Action, Life, and Language* (Cambridge 2017); and *Intercorporeality. Emerging Socialities in Interaction* (ed. with C.Meyer & J.S.Jordan, Oxford 2017).

### **SHIRIN VOSSOUGH**

Shirin Vossoughi (Ph.D. University of California, Los Angeles, 2011) is an assistant professor at Northwestern University's School of Education and Social Policy, where she draws on ethnographic methods to study the social, cultural, historical, and political dimensions of learning. Bringing together cultural-historical approaches to learning, interaction analysis, and social theory, Vossoughi seeks to integrate macro-political concerns with detailed studies of educational settings that imagine and inhabit alternative social relations. As the daughter of Iranian immigrants, she is also personally invested in the creative development of educational settings for youth from migrant, immigrant, and diasporic backgrounds. She takes a collaborative approach to research, partnering with teachers and students to study the conditions that foster educational dignity and possibility.

### **ANDREW DAYTON**

Andrew Dayton is a PhD candidate in Developmental Psychology at the University of California Santa Cruz. His research examines cultural differences in collaborative micro-behavior in everyday learning contexts, especially involving Indigenous and Indigenous heritage families. His work is focused on the analysis of naturalistic video data in terms of mutual engagement and interactional synchrony. He is an enrolled member of the Cherokee Nation of Oklahoma.

### **BEN RYDAL SHAPIRO**

Ben Rydal Shapiro is completing his Ph.D. in Learning Sciences & Design as a member of the Space, Learning & Mobility Lab at Vanderbilt University's Peabody College. His research and design integrates approaches from the learning sciences, information visualization and architecture to study how people engage and learn in relation to the physical environment and to design new types of learning/information environments and experiences. He is originally from California and received his B.A. in Architectural Studies from Middlebury College and M.Ed. from Vanderbilt where he helped build collaborations with the School of Architecture & Design at the University of Melbourne in Australia and co-founded Vanderbilt's Design for America Studio.