

CURRICULUM VITAE  
**Sofia Tancredi**

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**CURRENT POSITION**

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**2024-present Wisconsin Center for Education Research Madison, WI**  
**University of Wisconsin, Madison**  
*Postdoctoral Fellow*  
RISE postdoctoral training program in inclusive math education rooted in an integrative theory of learning (funded by NSF-STEM Education)  
Mentors: Martha Alibali (Psychology), Nicole Louie (Curriculum and Instruction)

**EDUCATION**

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May 2024 **University of California Berkeley & San Francisco State University**  
Joint PhD program in Special Education (Learning Sciences & Human Development training at UCB, Special Education training at SFSU)  
Embodied Design Research Laboratory, PI: Dor Abrahamson  
Dissertation: Sensory differentiation for equitable inclusion: Designing for balance as the nexus of sensory regulation and embodied mathematics learning

May 2014 **Harvard University**  
B.A. in Literature, secondary field: Mind, Brain, Behavior

**PREVIOUS EMPLOYMENT**

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**2019-2024 University of California, Berkeley Berkeley, CA**  
*Graduate Student Instructor*  
Introduction to Cognitive Science; Cultivating Cognitive Development

**2019 Design the Future (DC Design and Stanford d.school) Palo Alto, CA**  
*Design Coach*  
Coached summer youth team in co-designing an accessibility tool with & for a user

**2014-2018 Axiom Learning & Learning Efficiency CA, MA, and Malaysia**  
*Vice President (2016-2018)* - head of curriculum design, professional development and training, data systems, global community partnerships, client relations  
*Manager (2015-2016)* - head of education for California region  
*Faculty (2014-2015)* - taught neurodiverse K-12 children 1-on-1 & in small-groups

## PUBLICATIONS

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### Refereed Journal Articles

- Tancredi, S. (in press). Sensory-Adaptive Embodied Design: Towards integrating movement for sensory regulation and conceptual learning. *Multimodality and Society*.
- The Mattering Collective (Louie, N., Her, C., Fenta, S., Ferguson, C., Luu, R., Tancredi, S., & Huang, S.) (2026). The Poetry of connection and care in a participatory research project. *Journal of Participatory Research Methods*, 7(1). <https://doi.org/10.35844/001c.155828>
- Abdu, R., Tancredi, S., Abrahamson, D., & Balasubramaniam, R. (2025). Demonstrating mathematics learning as the emergence of eye–hand dynamic equilibrium. In M. Schindler, A. Shvarts, & A. Lilienthal. (Eds.), Eye-tracking research in mathematics education [Special issue]. *Educational Studies in Mathematics*. <https://doi.org/10.1007/s10649-023-10279-0>
- Tancredi, S. & Abrahamson, D. (2024). Stimming as thinking: A critical reevaluation of self-stimulatory behavior as an epistemic resource for inclusive education. In B. de Koning, S. Sepp, & S. Zhang (Eds.), Human movement and learning [Special issue]. *Educational Psychology Review* 36, 75. <https://doi.org/10.1007/s10648-024-09904-y>
- Tancredi, S. (2024). Balance Board Math: Exploring the sense of balance as a basis for functions and graphing and number line concepts. *Digital Experiences in Mathematics Education* 10, 202–227. <https://doi.org/10.1007/s40751-024-00140-1>
- Lambert, S. G., Tancredi, S., Fiedler, B. L., Moore, E. B., Gorlewicz, J. L., Abrahamson, D., & Gomez Paloma, F. (2022). Getting a grip on geometry: Developing a tangible manipulative for inclusive quadrilateral learning. *Italian Journal of Health Education, Sports and Inclusive Didactics*, 6(1), 1–21. <https://doi.org/10.32043/gsd.v6i1.604>
- Tancredi, S., Chen, R. S. Y., Krause, C., Abrahamson, D., & Gomez Paloma, F. (2021). Getting up to SpEED: Special Education Embodied Design for sensorially equitable inclusion. *Education Sciences and Society – Open Access*, 12(1). <https://doi.org/10.3280/ess1-2021oa11818>
- Tancredi, S., Abdu, R., Abrahamson, D., & Balasubramaniam, R. (2021). Modeling nonlinear dynamics of fluency development in an embodied-design mathematics learning environment with Recurrence Quantification Analysis. *International Journal of Child-Computer Interaction*, 100297. <https://doi.org/10.1016/j.ijcci.2021.100297>

### Book Chapters

- Abrahamson, D., Tancredi, S., Chen, R. S. Y., Flood, V. J., Dutton, E. (2024). Embodied design of digital resources for mathematics education: Theory, methodology, and framework of a pedagogical research program. In: Pepin, B., Gueudet, G., Choppin, J. (eds) *Handbook of digital resources in mathematics education*. Springer International Handbooks of Education. Springer, Cham. [https://doi.org/10.1007/978-3-030-95060-6\\_8-1](https://doi.org/10.1007/978-3-030-95060-6_8-1)
- Tancredi, S., Abdu, R., Balasubramaniam, R., & Abrahamson, D. (2022). Intermodality in multimodal learning analytics for cognitive theory development: A case from embodied design for mathematics learning. In M. Giannakos, D. Spikol, D. Di Mitri, K. Sharma, X. Ochoa, & R. Hammad (Eds.), *Multimodal learning analytics*. Springer. [https://doi.org/10.1007/978-3-031-08076-0\\_6](https://doi.org/10.1007/978-3-031-08076-0_6)

Tancredi, S., Chen, R. S. Y., Krause, C., & Siu, Y.-T. (2022). The need for SpEED: Rationale and guiding principles for Special-Education Embodied Design. In S. Macrine & J. Fugate (Eds.), *Movement matters: How embodied cognition informs teaching and learning*. M.I.T. Press. <https://doi.org/10.7551/mitpress/13593.003.0021>

### Refereed Conference Proceedings

(\* indicates undergraduate or graduate mentees)

- Tancredi, S. & Alibali, M. (accepted for June, 2026). Symbol grounding and re-grounding in balance and movement: Insights from children's mathematical compositions. *International Society for the Learning Sciences (ISLS)*, (Vol. "Long papers"). Los Angeles, CA.
- Tancredi, S., Doherty, C., Tennison, J., Fiedler, B., Gorlewicz, J. & Abrahamson, D. (2026). Blind and visually impaired learners' spatial explorations and imaginations with haptic technologies in STEM education co-design. *American Education Research Association - AERA 2026* (Vol., "Round tables").
- Zhang, F.\* & Tancredi, S. (2025). Predicting electrodermal activity from conceptual and physical activity in an embodied learning environment. *Proceedings of the Cognitive Science Society 2025 (Cogsci 2025)* (Vol. "Posters"). San Francisco, CA.
- Tancredi, S. & Serrano Rodriguez, J.\* (2025). Becoming the graph: Changes in children's gestures following dynamic, whole-body graphing activities. *American Education Research Association - AERA 2025*, (Vol. "Papers"). Boulder, Colorado.
- Sar-Israël, M.\*, Zhang, F. E.\*, Liu, Y.\*, & Tancredi, S. (2024). Tracking sensory regulation during embodied learning with electrodermal activity. *Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024* (Vol. "Short papers"). International Society for the Learning Sciences (ISLS), Buffalo, NY.
- Tancredi, S., Li\*, H.T., Wang\* J. X., Liu\*, Y., & Serrano Rodriguez\*, J. S. (2023). Beyond 'just sitting there': Function addition through collaborative balance sensory activity with Balance Board Math. *American Education Research Association - AERA 2023* (Vol. "Posters"). Chicago, IL.
- Tancredi, S., Wang\*, J. X., Li\*, H. L., Yao\*, C. J., Macfarlan\*, G. L., & Ryokai, K. (2022). Balance Board Math: "Being the graph" through the sense of balance for embodied self-regulation and learning. In M. Horn, M. Giannakos, & T. Pontual (Eds.), *Proceedings of IDC '22: Interaction Design and Children* (Vol. "Full papers", pp. 137–149). <https://doi.org/10.1145/3501712.3529743>
- Tancredi, S., Wang\*, J., Li\*, H. T., Yao\*, C. J., Ryokai, K., & Abrahamson, D. (2022). Graphing with Balance Board Math: Critical embodied design for regulation and learning. *Proceedings of the 16th International Conference of the Learning Sciences - ICLS 2022* (Vol. "Short papers"). Hiroshima, Japan.
- Tancredi, S., Abdu, R., Abrahamson, D., & Balasubramaniam, R. (2021). Proof of concept: Applying recurrence quantification analysis to model nonlinear dynamics of mathematics learning in an embodied design. In E. de Vries, J. Ahn, & Y. Hod (Eds.), *Reflecting the past and embracing the future—Proceedings of the annual conference of the International Society of the Learning Sciences - ICLS 2021* (Vol. "Posters"). Ruhr-Universität Bochum.

## GRANTS & FELLOWSHIPS

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- 2024-2027 **National Science Foundation Research on Innovative Technologies for Enhanced Learning (NSF-RITEL)**  
“TeleTangibles: Flexible, Inclusive Tangibles to Bring Sensorimotor Interaction Back into STEM Education” (#2418738)  
*National Science Foundation*, \$900,000  
Co-author, collaborator, consultant
- 2019-2024 **National Science Foundation Graduate Research Fellowship Program (NSF-GRFP)**  
“Math and Movement: Integrating Sensory Regulation and Conceptual Learning”  
*National Science Foundation*, \$138,000  
Individual 5-year fellowship. Track: math education
- 2022 **Ignite Innovation Catalyst Grant**  
“Balance Board Math” prototype development  
*The Jacobs Institute for Design Innovation*, \$1,800  
Project director
- 2021 **Spark Innovation Catalyst Grant**  
“Balance Board Math” initial prototyping  
*The Jacobs Institute for Design Innovation*, \$500  
Project director
- 2018 **Gates K-12 Education Grant**  
“Learning Efficiency Acceleration Program: Axiom Learning + Summit collaboration”  
*Bill and Melinda Gates Foundation*, \$1,084,674  
Project Co-PI
- Under review **National Science Foundation Research on Innovative Technologies for Enhanced Learning (NSF-RITEL)**  
“Collaborative Research: AI-Empowered Learning: Sensory-Profile-Based Video Lecture Adaptation for Students with ADHD through Multimodal AI”  
*National Science Foundation*  
Senior personnel

## SCHOLARSHIPS, HONORS, & AWARDS

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- **Professional Development Award**, 2025 *Wisconsin Center for Education Research* \$800  
Departmental professional development award

- **Special Education Scholarship Fund**, 2023 *San Francisco State University* \$1,000 Individual merit scholarship
- **ISLS Doctoral Consortium**, 2023 *International Society for the Learning Sciences*,
  - Selected for doctoral consortium workshop, sponsored ISLS attendance
- **AERA SIG-ATL/LS Mentee** 2023 *American Educational Research Association- Advanced Technologies for Learning & Learning Sciences Special Interest Groups*
  - Selected for participation in AERA mentorship program
- **Bell Burkhardt Daro Shell Centre Design Award**, 2022 *International Society for Design and Development in Education* \$1,000
  - Design award for Aspiring Educational Designers in Science, Technology, Engineering, and Mathematics
- **APA Travel Award**, 2019 *American Psychological Association* \$600 Sponsorship to attend “Advanced Training Institute on Nonlinear Methods in Psychological Science” workshop at University of Cincinnati
- **CA-CEC Student Scholarship**, 2018 *California Council for Exceptional Children* \$200 Sponsorship to attend state conference

## INVITED TALKS AND WORKSHOPS

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(↔ denotes a research-to-practice focused presentation)

- Tancredi, S., Tenison, J., and Smith, T. L. (2025, February). *Exploring multimodality in interaction: multimodal charades*. Session at the Human-Computer Relations at Work Tactile and Embodied Learning Workshop. Atlanta, GA.
- Abrahamson, D., & Tancredi, S. (2025, February). *Gentle steps from sensation to concepts*. Session at the Human-Computer Relations at Work Tactile and Embodied Learning Workshop. Atlanta, GA.
- Tancredi, S. (2024, November). Exploring adaptive vestibular sensory stimulation for sensory seeking and inclusive embodied learning. Invited talk for the Gliga Lab, University of East Anglia.
- ↔ Tancredi, S. (2024, July). *Embodied Design for Inclusion: Special Education Embodied Design (SpEED)*. Invited workshop for Weiming Education Group (35 school principals, international school principals and district leaders from Weiming, China). Berkeley, California.
- Tancredi, S. (2024, May). Beyond sensory periodization: Sensorimotor pathways for neurodivergent learners of mathematics. In Dorothy Cowie (chair), *How diverse sensorimotor experiences shape behavior and the brain*. Jean Piaget Society conference. Toronto, Canada.
- Tancredi, S. (2023, December). *Math learning as intermodal coordination: A dynamical systems analysis of learning with embodied design interactive technology*. Invited colloquium talk, RiSE Center's STEM Education Research Colloquium (virtual), University of Maine, December 4, 2023.
- Tancredi, S. (2023, November). *Opportunities with nonlinear methods and embodied learning data*. Invited talk, Human-Computer-Relations at Work Network Community Meeting (virtual), November 15, 2023.

- ↔ Tancredi, S. & Lee, S. (2023, November). *Embodied learning for special education students: A research-practice conversation*. Invited interview, Special Education Network Inclusion Association (SENIA) Beijing 2023 Conference.
- ↔ Tancredi, S. (2022, July). *Balance Board Math: A design-based research project cultivating "being the graph" through the sense of balance*. Invited talk, Centrum Nauki Kopernik (Copernicus Science Center), Warsaw, Poland.
- Palmer, C., Tancredi, S., Upham, F. (2022, May). *Complex data analysis*. Invited talk, RITPART Workshop: Rhythm Rising, RITMO Centre for Interdisciplinary Studies in Rhythm, Time and Motion, University of Oslo, Norway, May 24, 2022.
- Chen, R. S. Y., & Tancredi, S. (2022, May). *Special Education Embodied Design (SpEED)*. Invited workshop, RITPART Workshop: Rhythm Rising, RITMO Centre for Interdisciplinary Studies in Rhythm, Time and Motion, University of Oslo, Norway, May 24, 2022.
- ↔ Krause, C.M., Chen, R. S. Y., Tancredi, S., Cooper, B., Foley, E., Anton, J., Kim, J., & Abrahamson, D. (2021, October). *Catching up with SpEED: Applying a framework for inclusive equitable learning opportunities through Special Education Embodied Design*. Invited workshop, Unimc for Inclusion Settimana dell'inclusione (Inclusion Week), University of Macerata, Italy.
- ↔ Tancredi, S., Chen, R. S. Y., Krause, C., & Abrahamson, D. (2021, March). *Getting up to SpEED: Special education embodied design for sensorially equitable inclusion*. Invited keynote in F. Gomez Paloma (Convener), Inclusion Week. University of Macerata, Italy.

## ADDITIONAL CONFERENCE PARTICIPATION

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### Non-Proceedings Conference Presentations

- Tancredi, S. (2026, July). Feeling math together: Reimagining the senses in conceptual learning. *Play, Make, Learn*, (Vol. "Individual Presentations"). Madison, WI.
- The Mattering Collective. (2026, June). Reflexivity as collaborative poetic process. *International Society for the Learning Sciences (ISLS)*, (Vol. "Arts Gallery & Performance"). Los Angeles, CA.
- Luu, R. & Tancredi, S. (2026, June). Who gets to be concrete? Problematizing "concrete" learners. In Charlotte Muller & Julia Chatain (co-chairs), Investigating, understanding, and generating concreteness in STEM education. *International Society for the Learning Sciences (ISLS)*, (Vol. "Symposia"). Los Angeles, CA.
- Tancredi, S. (2025, August). Balance Board Math: Collaborative balance experiences for learning about functions. *Play, Make, Learn*, (Vol. "Playful Demo"). Madison, WI.
- Tancredi, S. (2025, June). Neurodivergent embodied STEM learning: Stimming as an epistemic and interactional resource. In Sofia Tancredi (chair), Charting the Learning Sciences Neuroverse: Theorizing and Building Neurodiversity-Affirming STEM Education. *International Society for the Learning Sciences (ISLS) 2025*, (Vol. "Symposia"). Helsinki, Finland.
- Tancredi, S., Benally, J., & Krause, C. (2024, June). Towards epistemological pluralism in math education: The embodied resources and practices of marginalized students. In Sofia Tancredi and Morgan Vickery (co-chairs), Learning for Every Body: Intersectional Dimensions of Embodied Learning. *International Society for the Learning Sciences (ISLS)*, (Vol. "Symposia"). Buffalo, NY.

- Lambert, S. G., Tancredi, S., Fiedler, B. L., Gorlewicz, J. L., Abrahamson, D. (2022, April). *Building the Quad: A tangible manipulative for inclusive geometry learning*. In F. C. Peluso (Chair), The 2nd International Conference on Research on Educational Neuroscience: School, Sports, & Society (REN). Rome, Italy, April 1. **[awarded best paper]**
- Tancredi, S. (2021, May). Balance Board Math: Vestibular-activating movement as mathematical activity. In R. S. Y. Chen, C. Krause, & S. Tancredi, *SpEEDing towards equitable instruction: Special Education Embodied Design for sensory diversity*, Uncommon Senses III: Back to the Future of the Senses, (Vol. "Symposia"), Montreal, Canada.
- Tancredi, S. & Chen, R. S. Y. (2019, May). *Centering disability and neurodiversity in embodied design*. The EMIC Synthesis and Design Workshop: The Future of Embodied Design for Mathematical Imagination and Cognition, University of Wisconsin–Madison, Madison, WI.
- Tancredi, S. (2019, January) *Sensory regulation and embodied design*. AccessCyberlearning Capacity Building Institute, Seattle, WA.

## TEACHING AND MENTORING

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### Teaching and Course Design

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| 2025      | <i>Service with Youth in STEM</i><br>Undergraduate lecture course with practicum (20 students)<br>Instructor<br>University of Wisconsin, Madison   |
| 2024      | <i>Designing for Embodied Learning</i><br>Graduate module<br>Course designer<br>Norwegian University of Science and Technology   |
| 2021-2024 | <i>Cultivating Cognitive Development: The Sensorimotor Origins of Concepts</i><br>Graduate seminar (Spring 2021, 2022, 2024) (4-25 students)<br>Course co-designer and co-instructor<br>University of California, Berkeley |
| 2019      | <i>Introduction to Cognitive Science</i><br>Undergraduate lecture course (300 student course; taught two 25-student sections)<br>Graduate Student Instructor<br>University of California, Berkeley                         |

### Mentorship

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|--------------|---|
| 2024-present | UW–Madison: 4 undergraduate students                        |
| 2020-2025    | UC Berkeley: 10 undergraduate students; 3 graduate students |
| 2015-2018    | Axiom Learning: 29 direct reports                           |

## LEADERSHIP/ACTIVITIES/SERVICE

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## **Service to Profession**

### Professional organizations

Associate Chair, *Association for Computing Machinery: Interaction Design and Children*, 2026  
Equity and Justice Committee member, *International Society for the Learning Sciences*,  
August 2025-present  
Finance Committee member, *International Society for the Learning Sciences*, July  
2025-present

### Ad-hoc peer reviewer

*Journal of the Learning Sciences* • *Cognition and Instruction* • *Learning, Culture and Social Interaction* • *Digital Experiences in Mathematics Education* • *New Ideas in Psychology* • *International Journal of Science and Mathematics Education* • *Journal of Mathematics Teacher Education* • *Canadian Journal of Science, Mathematics, and Technology Education* • *Possibility Studies and Society* • *International Society for the Learning Sciences* • *Interaction Design and Children* • *IEEE Transactions on Learning Technologies*

### Conference Symposia and Colloquia organized

- Nathan, M. Kokushkin, V., Tancredi, S., Dimmel, J., Greenstein, S., & Hernandez, E. (Co-chair) (2025, October). *Embodied mathematical imagination and cognition (EMIC) research colloquium*. Colloquium for the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA).
- Tancredi, S. (Chair) & Lewis, K. (Discussant) (2025, June 12). *Charting the learning sciences neuroverse: Theorizing and building neurodiversity-affirming STEM education*. Symposium for the International Society for the Learning Sciences (ISLS), Helsinki, Finland.
- Krause, C. (Chair) & Tancredi, S. (Discussant) (2024, September 4). *The way it makes me feel - embodied educational designs for grounding conceptual learning and interaction*. Symposium presented for the Future Education Conference, Graz, Austria.
- Tancredi, S. & Vickery, M. (Co-chair) (2024, June 11). *Learning for every body: Intersectional dimensions of embodied learning*. Symposium presented for the International Society for the Learning Sciences (ISLS), Buffalo, NY.
- Tancredi, S., Chen, R. S. Y., & Krause, C. (Co-chair) (2021, May 6-9). *SpEEDing towards equitable instruction: Special Education Embodied Design for sensory diversity*. Symposium presented for Uncommon Senses III: Back to the Future of the Senses, Montreal, Canada.
- Tancredi, S., Chen, R. S. Y., & Krause, C. (Co-chair) (2020, February 2). *The need for SpEED: Special Education Embodied Design*. Symposium presented for the The Conference for University of California Center for Research on Special Education, Disabilities, and Developmental Risk (UC-SPEDDR), Los Angeles, CA.

## **Service to Department and Campus**

- Postdoctoral representative, *Committee on Disability Access & Inclusion*, UW Madison, September 2025-present
- Volunteer, *Play, Make, Learn* conference, UW Madison, March-August 2025

- Organizer, “Co-Design Day for Neurodiversity-Inclusive Learning”, *Berkeley School of Education*, September 2024
- Lab coordinator, *Embodied Design Research Lab*, Berkeley School of Education, 2018-2022
- Editor, *Berkeley Review of Education*, Berkeley School of Education, 2019-2020
- Convener, Special Education Embodied Design graduate working group, *Berkeley School of Education*, 2019-2021

### **Campus Talks and Guest Lectures**

- Tancredi, S. (2026, March). *Sensory experiences of math learning*. Interdisciplinary Training Program in Education Sciences, University of Wisconsin-Madison.
- Tancredi, S. (2026, February). *Toward grounding math concepts and symbols for diverse bodies*. Developmental Proseminar, Department of Psychology, University of Wisconsin-Madison.
- Tancredi, S. (2026, January 27 & 29) *Jean Piaget and constructivism*. Guest lectures for Psychology 502: Cognitive Development. Department of Psychology, University of Wisconsin–Madison.
- Tancredi, S., McLennahan, C., Luu, R., & Her, C. (2025, October 23) *Reflexivity work as poetic process*. Guest lecture for Curriculum & Instruction 975: Arts-Based Education Research, Department of Curriculum and Instruction, University of Wisconsin–Madison.
- Tancredi, S. (2025, May). *Make it sensational: Instruction that taps into students' sensorimotor needs*. Workshop at the Teaching & Learning Symposium, University of Wisconsin-Madison.
- Tancredi, S. (2023, November). *Somatosensory stimulation and conceptual learning: Towards modeling and accommodating sensory neurodiversity*. Invited talk for the Kidd Lab, Psychology Department, University of California, Berkeley.
- Krause, C.M., Chen, R. S. Y., Tancredi, S., Cooper, B., Foley, E., Anton, J., Kim, J., & Abrahamson, D. (2022, October). *Catching up with SpEED: Applying a framework for inclusive equitable learning opportunities through Special Education Embodied Design*. Invited colloquium talk for the Graduate Group in Science and Mathematics Education (SESAME) Colloquium, Berkeley School of Education, University of California Berkeley.
- Tancredi, S., Chen, R., Krause, C. (2021, November). *The Need for SpEED: Special Education Embodied Design*. Invited colloquium talk for the Graduate Group in Science and Mathematics Education (SESAME) Colloquium, Berkeley School of Education, University of California Berkeley.
- Tancredi, S. (2019, December 11) *Interdisciplinary collaboration*. Guest lecture for Special Education 909: Current Issues in Special Education Policy and Practice. Department of Special Education, San Francisco State University, CA.

### **ADDITIONAL TRAINING**

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**STEM Public Service Fellowship** *Wisconsin Institute for Science Education and Community Engagement (WISCIENCE)*. 12-month training fellowship with community-engaged teaching practicum, Jan-Dec 2025

**Postdoctoral Training Course in Scientific Leadership** *University of Wisconsin-Madison Office of Postdoctoral Studies*. 2-semester leadership and mentoring course, Sept 2024-Feb 2025

**Advanced Training Institute on Nonlinear Methods in Psychological Science** *University of Cincinnati*. 1-week intensive methods training course, June 2019

## **PROFESSIONAL ASSOCIATIONS**

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*International Society of the Learning Sciences (ISLS)*

*American Educational Research Association (AERA) –*

- *Division C: Learning and Instruction*
- *SIG- Learning Sciences / Advanced Technologies for Learning*

*Tactile Media Alliance (TMA) - (HQ: Georgia Tech)*

*Human Computer Relationships @Work for Learning (HCR@Work) - (HQ: CU Boulder)*