

CURRICULUM VITAE

Sofia Tancredi

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CURRENT POSITION

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

EDUCATION

May 2024 **University of California Berkeley & San Francisco State University**
Joint PhD program in Special Education
(Learning Sciences & Human Development at UCB + Special Education at SFSU)
Embodied Design Research Laboratory, PI: Dor Abrahamson

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

PREVIOUS EMPLOYMENT

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

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 learning labs
Faculty (2014-2015) - taught neurodiverse K-12 children 1-on-1 & in small-groups

PUBLICATIONS

Refereed Journal Articles

Abrahamson, D., Tancredi, S., Xiao, A., Weiss, M., Potęga vel Žabik, K., & Dimmel, J. K. (in press).
It's our move: Mathematical perception emerges for coordinating joint action. In B. Dyson
(Ed.), Experimenting with games [Special issue], *Canadian Journal of Experimental
Psychology*.

- Tancredi, S. (2026). Sensory-adaptive embodied design: Integrating movement for sensory regulation and conceptual learning. *Multimodality and Society*. <https://doi.org/10.1177/26349795261458544>
- 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
- 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
- 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. (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. **Awarded Outstanding long paper**
- 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. "Papers"). Los Angeles, 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, CO.
- Sar-Israel, 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., 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.

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)
<i>National Science Foundation</i> , \$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"
<i>National Science Foundation</i> , \$138,000
Individual 5-year fellowship. Track: math education |

2022	Ignite Innovation Catalyst Grant "Balance Board Math" prototype development <i>The Jacobs Institute for Design Innovation</i> , \$1,800 Project director
2021	Spark Innovation Catalyst Grant "Balance Board Math" initial prototyping <i>The Jacobs Institute for Design Innovation</i> , \$500 Project director
2018	Gates K-12 Education Grant "Learning Efficiency Acceleration Program: Axiom Learning + Summit collaboration" <i>Bill and Melinda Gates Foundation</i> , \$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" <i>National Science Foundation</i> Senior personnel

HONORS & AWARDS

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- **Outstanding Long Paper**, 2026, *International Society for the Learning Sciences–International Conference for the Learning Sciences*, Awarded for "Symbol grounding and re-grounding in balance and movement: Insights from children's mathematical compositions"
 - **Special Education Scholarship**, 2023, *San Francisco State University*, merit scholarship for special education research
 - **ISLS Doctoral Consortium**, 2023, *International Society for the Learning Sciences*, Selected for doctoral consortium workshop
 - **Bell Burkhardt Daro Shell Centre Design Award**, 2022, *International Society for Design and Development in Education*, Design award for Aspiring Educational Designers in Science, Technology, Engineering, and Mathematics
 - **Best Paper**, 2022, *The 2nd International Conference on Research on Educational Neuroscience: School, Sports, & Society (REN)*, Awarded for "Building the Quad: a Tangible manipulative for inclusive geometry learning"
 - **APA Travel Award**, 2019, *American Psychological Association*, 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*, Sponsorship to attend state conference

INVITED TALKS AND WORKSHOPS

Invited Talks

- Tancredi, S. (2026, March). *From being the graph to feeling magnetic fields: Designing and theorizing embodied learning for diverse ways of sensing and moving*. ATLAS Institute, University of Colorado, Boulder.
- Tancredi, S. (2026, February). *Sensory experiences of STEM learning*. Institute for Educational Initiatives, the University of Notre Dame.
- Tancredi, S. (2024, November). *Exploring adaptive vestibular sensory stimulation for sensory seeking and inclusive embodied learning*. Invited talk for the Glia Lab, University of East Anglia.
- 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 [invited symposium]. 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., 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.

Workshops

- 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. (2023, November). *Opportunities with nonlinear methods and embodied learning data*. Invited talk, Human-Computer-Relations at Work Network Community Meeting (virtual), November 15, 2023.
- 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.
- 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", National Science Foundation, University of Wisconsin–Madison, Madison, WI.

Tancredi, S. (2019, January) *Sensory regulation and embodied design*. AccessCyberlearning Capacity Building Institute, National Science Foundation, Seattle, WA.

Research–Practice Focused

Mattering Collective (Louie, N., Berland, L., Coviello, A., Tancredi, S., Luu, R. & Her, C.) (2026, July). *Healing, connecting, and dreaming through poetry*. 2-day classroom teacher writing collaboration and workshop at the Early Career Teaching Institute, University of Wisconsin–Madison School of Education. Madison, WI.

Tancredi, S. (2025, May). *Make it sensational: Instruction that taps into students' sensorimotor needs*. University-level teaching workshop at the University of Wisconsin-Madison Teaching & Learning Symposium. Madison, WI.

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. & 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.

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.

ADDITIONAL CONFERENCE PARTICIPATION

Additional Conference Presentations

Tancredi, S. (2026, July). Feeling math together: Reimagining the senses in conceptual learning [Individual Presentation]. *Play, Make, Learn*. Madison, WI.

McCaskey, K.*, Bannantine, S.*, Alegria, A.*, & Tancredi, S. (2026, April). Balance Board Math: the Integration of Sensory Regulation and Embodied Cognition Applied to Math Education [Poster and demo]. *UW Madison Undergraduate Research Symposium*. Madison, WI.

Tancredi, S. (2025, August). Balance Board Math: Collaborative balance experiences for learning about functions [Playful Demo]. *Play, Make, Learn*. Madison, WI.

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* [Symposium], *Uncommon Senses III: Back to the Future of the Senses*, Montreal, Canada.

TEACHING AND MENTORING

Teaching and Course Design

- 2025-present *Service with Youth in STEM*
Undergraduate lecture course with practicum (20 students)
Instructor (Fall 2025); Practicum advisor (Fall 2026)
University of Wisconsin, Madison
- 2024 *Designing for Embodied Learning*
Graduate module
Course designer
Norwegian University of Science and Technology
- 2021-2024 *Cultivating Cognitive Development: The Sensorimotor Origins of Concepts*
Graduate seminar (Spring 2021, 2022, 2024) (4-25 students)
Course co-designer and co-instructor
University of California, Berkeley
- 2019 *Introduction to Cognitive Science*
Undergraduate lecture course (300 student course; taught two 25-student sections)
Graduate Student Instructor
University of California, Berkeley
Guest lecture: Embodied Cognition and Educational Design

Invited guest lectures

- Tancredi, S. (2026, Feb 10) *Lesson Planning*. Service with Youth in STEM. Wisconsin Center for Education Research, 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. (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.
- Tancredi, S. (2019, April 23) *Embodied Cognition and Educational Design*. Guest lecture for Cognitive Science 1: Introduction to Cognitive Science, Cognitive Science Program, University of California, Berkeley, CA.

Mentorship

- 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

Service to Profession

Professional organizations

International Society for the Learning Sciences

- Finance Committee: **Co-chair**, June 2026-present; **member**, July 2025-June 2026
- Equity and Justice Committee: **member**, August 2025-June 2026.

Association for Computing Machinery

- Interaction Design and Children Conference: **Associate chair**, Jan-June 2026

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

University of Wisconsin–Madison

- Committee on Disability Access & Inclusion, **Postdoctoral representative**, Sep 2025-present
- Play, Make, Learn conference, **volunteer**, Mar-Aug 2025

University of California, Berkeley School of Education

- Graduate student orientation, **panelist**, August 2023
- Embodied Design Research Lab, **lab coordinator**, 2018-2022
- Berkeley Review of Education, **editor**, 2019-2020
- Disabled Student Program, **note-taker**, Spring 2019

Events Organized

- “Intergenerational dialogues” working group series, International Society of the Learning Sciences Conference, 2026 (co-organized with the ISLS Equity and Justice committee)
- “Inclusive Practices in the Classroom” Campus Community Roundtable, University of Wisconsin-Madison, 2026 (co-organized with the Committee on Disability Access and Inclusion)
- “Co-Design Day for Neurodiversity-Inclusive Learning”, Berkeley School of Education and the East Bay Neurodiverse Student Alliance, September 2024 (Co-organized with high school student liaison)

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, January 27 & 29) *Jean Piaget and constructivism*. Guest lectures for Psychology 502: Cognitive Development. **Department of Psychology**, 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., 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.

Design Work

Abrahamson, D., Fiedler, B., Greenberg, J., Gorlewicz, J. Lambert, S., Morris, A., Moore, E. B., Smith, T., & Tancredi, S. (2026) Quadrilateral. [Free and open-access digital geometry simulation, used by >100,000 teachers and students worldwide]

<https://phet.colorado.edu/en/simulations/quadrilateral>

Tancredi, S., Wang, J., Li, H., Yao, C., & Ryokai, K. (2022). Balance Board Math. [Open-access web app and sensor tutorial] <https://github.com/juliawang18/bbm-web>

Tancredi, S., & Simon, A. (2017). Axiom Learning Executive Functioning Curriculum. [K-12 curriculum used by over 500 schools across 47 U.S. states]

Tancredi, S. & Branch, M. (2016). Wordsmith Express Writing Curriculum. [Small-group elementary writing curriculum used in afterschool learning centers]

ADDITIONAL TRAINING

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 mentorship 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

International Society of the Learning Sciences (ISLS)

American Educational Research Association (AERA) – Division C: Learning and Instruction

- *SIG–Learning Sciences / Advanced Technologies for Learning*

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

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