

Diana Joseph
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EDUCATION

AB, Human Biology, Stanford University, June 1990, with Distinction. Concentration: Language and Meaning. (Human Biology is an interdisciplinary field that addresses the human experience via multiple perspectives. This self-designed concentration included coursework in Philosophy, Psychology, Linguistics and Anthropology.)

PhD, Learning Sciences, Northwestern University, June 2000. Dissertation: Passion as a Driver for Learning: A Framework for the Design of Interest-based Curricula. Advisors: Dr. Allan Collins and Dr. Roger Schank. Committee members: Dr. Louis Gomez and Dr. Carol Lee.

RESEARCH INTERESTS

Design research addressing the role of learner interest in the design and enactment of effective 21st century learning environments in urban schools. Specific issues in this research trajectory include: Design research methodology, motivation and learning, urban education, effective technologies and technology integration strategies for urban schools.

AWARDS

Spencer Foundation Dissertation Year Fellowship, June 1998 - June 1999

John G. Nicholls Trust Grant, 1998. Grant offered annually to a researcher investigating issues in motivation. Included an invitation to present at the Motivation Special Interest Group meeting at the American Educational Research Association Annual Meeting in 1999.

PUBLICATIONS and PRESENTATIONS

Journal Article

Edelson, D., & Joseph, D. (under review). Motivating Active Learning: A Design Framework for Interest-Driven Learning. Submitted to *Educational Psychologist*.

Book Chapters

Collins, A., Bielaczyc, K., and Joseph, D. (presentation January 2001, book chapter in preparation). Design Experiments: Theoretical and Methodological Issues. Presentation to the conference, *Commemorating the Contributions of Ann Brown to Children's Learning*. Berkeley, CA.

Schank, R., & Joseph, D. (1998). Intelligent Schooling. In R. Sternberg & W. Williams (Eds.), *Intelligence, Instruction and Assessment*, (pp. 43-66). Mahwah, NJ: Lawrence Erlbaum Associates.

Published Conference Proceedings

Joseph, D. (1998). Bridging The Gap Between Motivational Research And Progressive Education: A Framework For Designing Highly Engaging Learning Environments. *Proceedings of the International Conference on the Learning Sciences 1998* (pp. 318-320). Association for the Advancement of Computing in Education.

MacPherson, K., Berman, T., & Joseph, D. (1996). Cases to Courses: Mentored Case-Based Training Courses. In D. C. Edelson & E. A. Domeshek (Eds.), *Proceedings of the International Conference on the Learning Sciences 1996* (pp. 211-218). Association for the Advancement of Computing in Education.

Reviewed Conference Presentations

Joseph, D., Edwards, A., & Harris, A.D. (upcoming in April 2002). Moving Toward Scale: Building Beyond the One-Room Progressive Schoolhouse. A part of the symposium Connecting the Transformation of Communities and Individuals through After School Technology Programs. Joseph Polman and Diana Joseph, organizers. *Annual Meeting of the American Educational Research Association, 2002*. New Orleans, Louisiana.

Joseph, D. (upcoming in April 2002). Poster presentation: Design Experimentation as a Context for Basic Research. A part of the structured poster session Design Experimentation Research Methods: Advancing Theories of Context, Learning, and Design. Sherry Hsi, organizer. *Annual Meeting of the American Educational Research Association, 2002*. New Orleans, Louisiana.

Joseph, D., Bryk, A., Center for School Improvement & North Kenwood/Oakland Charter School (2001). Embedding Technology: Learning About and With Technology Inside Everyday Curriculum. A "spotlight session" at the *National Educational Computing Conference*. Chicago, Illinois.

Joseph, D. & Collins, A. (1999). A Design for Schools Based upon Students' Passions. A part of the symposium Developing a Passion for Learning: A Life-Span Perspective. Penelope Peterson, organizer. *Annual Meeting of the American Educational Research Association, 1999*. Montreal, Quebec, Canada.

Joseph, D. (1998). Poster presentation: Passion as a Driver for Learning: Formative Evaluation of a Curriculum Design Framework. *Annual Meeting of the American Educational Research Association, 1998*. San Diego, CA.

Joseph, D. (1998). Reconciling Intellectual Rigor with Motivation: The Passion Curriculum Approach to Learning Environment Design. Doctoral Consortium presentation at the International Conference on the Learning Sciences, Georgia Institute of Technology, Atlanta, GA, USA.

Invited Presentations

Joseph, D. (2001). Design Experimentation in Urban Schools. Part of the Urban Education lecture series, University of Chicago, November 2001.

Joseph, D. (1999). The Passion Curriculum Design Approach: Organizing Learning Environments around Learner Interest. Presentation to the Motivation in Education Special Interest Group. Annual Meeting of the American Educational Research Association. Montreal, Quebec, Canada.

Joseph, D. (1999). Learning by Doing, Teaching by ... What?: The Goal-Based Scenario Approach to Schooling. Keynote Address to the Teacher Training Institute, Northwest Missouri Goals 2000 Project, University of Northwest Missouri, March 6, 1999.

Joseph, D. (1999). Passion as a Driver for Learning. Colloquium sponsored by the Learning Sciences program, School of Education and Social Policy, Northwestern University, Evanston, IL.

RESEARCH EXPERIENCE

To begin Winter 2002 **INFORMATION INFRASTRUCTURE INITIATIVE**, Center for School Improvement, University of Chicago. Lead design researcher. The goal of the initiative is to develop a physical (computer-based) and social infrastructure that permits adults in schools to use data to support decision-making in ways that can transform their practice. Funded by the MacArthur Foundation as part of the Teaching and Learning Network organized by Deborah Stipek, the project will focus on researcher/practitioner design collaborations. Role of lead design researcher is to develop product design and research protocols and coordinate design and research work in Chicago, IL; Nashville, TN; and Providence, RI. Collaborated with principal investigators John Bransford, Anthony Bryk, and Louis Gomez on the initial proposal to MacArthur.

Spring 2001-
Current **DESIGN-BASED RESEARCH COLLECTIVE**, Spencer Foundation Advanced Studies group. This collaboration of early scholars works to formalize and establish design-based research methodology, through workshops and publications. The Design-Based Research Collective includes Eric Baumgartner, Philip Bell, Sean Brophy, Christopher Hoadley, Sherry Hsi, Diana Joseph, Chandra Orrill, Sadhana Puntambekar, William Sandoval, and Iris Tabak

- Fall 1999-Current **PASSION CURRICULUM EXTENDED DAY PROJECT**, Center for School Improvement, University of Chicago. Lead Researcher. This study extends prior work on the passion curriculum project (see below) by further refining instructional strategies, by expanding instructional staff outside of the original program developers, and by developing projects that cross boundaries between academic content instruction and the passion curriculum. The most recent cycle of the passion curriculum design experiment began in September 2000. Analysis and redesign continued through Summer 2001, and work with students continues in 2001-2002. Currently planning expansion of the project to support multiple curricula in extended day programs at two Chicago schools. Project includes supervision of instructional and research staff.
- Fall 1999-Fall 2001 **TECHNOLOGY INFUSION INITIATIVE**, Center for School Improvement, University of Chicago. Lead Researcher. Developed a new initiative for bringing technology into urban schools to support the work of students and adults. Early stages of the initiative focused on the development of principles for technology adoption, integration of the National Educational Technology Standards for Students into discipline-based curriculum, and design of curriculum modules to effectively exploit technological tools. Conducted evaluation studies of specific technological tools. Project included supervision of staff in data collection and curriculum support.
- Summer 1994-March 2000 **PASSION CURRICULUM DESIGN PROJECT**, Northwestern University. Project Director (under the supervision of Dr. Allan Collins and Dr. Roger Schank). Developed a theoretical framework, grounded in sociocognitive learning environment design theory, the psychological research on motivation, and critical pedagogy, to justify and support a new approach to learning environment design based on deep learner interests. Created, evaluated and revised the passion curriculum design methodology through a design experiment. Built and operated a prototype passion curriculum, the Video Crew, in an urban public elementary school. Conducted an ethnographic study of the Video Crew, with three foci: 1. analyzing the effectiveness of passion curriculum mechanisms in fostering intellectual work, in order to refine these mechanisms in future implementations. 2. Analyzing the effectiveness of these mechanisms in providing motivation to students with varying motivational habits. 3. Developing a strong articulation of the passion curriculum model for research and instructional audiences. Supervised undergraduate and graduate research assistants in developing and conducting interviews, and in supporting children's learning.
- Spring 1994 **CULTURAL MODELING IN READING COMPREHENSION: IMPLICATIONS FOR TEACHER AND STUDENT COGNITION**, Northwestern University. Interviewer. Principal Investigator: Dr. Carol Lee. Researched, developed, and conducted pre-interviews with teachers embarking on new approach to pedagogy.

TEACHING and COURSE DESIGN EXPERIENCE

- Spring 2002
(scheduled) **TEACHING WITH TECHNOLOGY**, Northwestern University. Instructor. Course for students in the pre-service teaching program. Focus on practical strategies for using technology in the service of constructivist pedagogy, with some attention to foundational theory in this area.
- Spring 2001-
current **UNDERGRADUATE THESIS ADVISOR**, University of Chicago. Supervisor for three senior undergraduate social science and policy students in pursuit of their Bachelor's degrees. One-on-one guidance in developing questions, suiting methods to questions, data collection, analysis, and writing.
- Spring 1999 **SEMINAR: USING STUDENT INTERESTS TO DRIVE LEARNING IN ANY DISCIPLINE**, University of Northwest Missouri. Project Manager, Designer/Instructor. Training seminar in Goal-Based Scenario (GBS) design, offered to working K-12 teachers in Northwest Missouri. Collaborated with and managed a small team of designers to develop a training manual, design a short demonstration of a classroom-based GBS, prepare a discussion guide, and organize a distance mentoring system. Conducted seminars in March 1999 for eighty teachers working in rural school districts. Managed email-based mentoring system and created closing seminar to support a smaller group of teachers seeking professional education credit in GBS design.
- Fall 1997-Fall 1998 **HANDS-ON MASTER'S DEGREE PROGRAM IN THE LEARNING SCIENCES**, Northwestern University. Teaching Assistant. Supervised student design teams in creating software learning environments based on cognitive theories developed at the Institute for the Learning Sciences.
- Spring 1997 **LEARNING COMMUNITIES**, Northwestern University. Teaching Assistant. Instructor: Dr. Allan Collins.
- Spring 1996 **SOCIAL CONTEXT OF TEACHING AND LEARNING**, Northwestern University. Teaching Assistant. Instructor: Dr. Allan Collins.
- Fall 1995 **INTRODUCTION TO COGNITIVE MODELING**, Northwestern University. Teaching Assistant. Instructor: Dr. Lawrence Birnbaum.
- Spring-Summer
1995 **PRACTICE BASICS I: BUSINESS PROCESS REENGINEERING**, Roger Schank Associates, Chicago, Illinois. Consultant. Collaboratively designed and operated a live training simulation, based on cognitive science principles, for a mid-size up-and-coming business consulting firm.

OTHER PROFESSIONAL EXPERIENCE

- August 2001 - present **CONSULTANT**, *University of Michigan*. Collaboration with Dr. Nichole Pinkard on a Kellogg Foundation-sponsored study of technology use to serve vulnerable youth.
- June – August 1997 **CONSULTANT**, *North Central Regional Education Laboratory*. Managed a team of researchers to evaluate and summarize national research on educational software.
- April 1992 – June 1999 **TEACHER/ARTIST**, *Insight Arts*, Chicago, Illinois. Designed and taught in-school, after-school and summer multi-arts workshops with youth ages 3 - 21. Designed curriculum, directed performances. Insight Arts is a community-based education-through-the-arts organization in a diverse urban neighborhood.

PROFESSIONAL ACTIVITIES and MEMBERSHIPS

Invited participant, Johnson Foundation/Joyce Foundation conference: “Technology’s Role in Urban School Reform: Achieving Equity and Quality.” October 2000

Mentor, S. Robert McNair Scholars Program, University of Chicago. Summer 2001

Reviewer, North Central Regional Laboratory. Outside reader for a critical issue document regarding use of technology in literacy instruction. July 2001

Conference presentation reviewer

American Educational Research Association Annual Meeting, 2001

International Conference on the Learning Sciences, 2000

Computer-Supported Collaborative Learning Conference, 1999

International Conference on the Learning Sciences, 1998

Technology Advisory Committee, Young Women’s Leadership Charter School. 2000-2001 (responsible for development of 9th grade technology curriculum)

Board of Directors, Insight Arts, 1993-1996. Insight Arts is a community-based education-through-the-arts organization.

Member, American Educational Research Association, 2000-2002 (Student member 1994-2000)