July 20, 2020

CURRICULUM VITAE

David DeLiema

IDENTIFYING INFORMATION

Academic Rank

Assistant Professor - Department of Educational Psychology

Education

Degree	Institution	Date Degree Granted
B.A.	University of California, Los Angeles Communication Studies	2008
Ph.D.	University of California, Los Angeles Graduate School of Education and Information Studies Dissertation Chair: Noel Enyedy Dissertation Committee: William Sandoval, Charles Goodwin, Louis Gomez, Francis Steen	2015

Positions/Employment

University of Minnesota, Twin Cities
Assistant Professor — 2019 – present

University of California, Berkeley
Postdoctoral Researcher — 2016-2019

University of California, Los Angeles
Postdoctoral Researcher (UCLA) — 2015-2016

Current Membership in Professional Organizations

- American Educational Research Association (AERA)
- AERA, Special Interest Group – Learning Sciences
- International Society of the Learning Sciences (ISLS)

HONORS AND AWARDS FOR RESEARCH/CREATIVE WORK, TEACHING, PUBLIC ENGAGEMENT, AND SERVICE

University of Minnesota

- University of Minnesota's Center for Educational Innovation's Certificate for Outstanding Teaching and Dedication to Helping Students' Learn (2020)

External Sources

- Facilitators' Choice Award, 2018 NSF STEM For All Video Showcase, Debugging Failure
- Participant, Early Career Workshop at ICLS 2016
- Participant, ICLS 2014 Doctoral Consortium
- Nominated, 2013 CSCL Best Design Paper (with Noel Enyedy and Joshua Danish)

RESEARCH, SCHOLARSHIP, AND CREATIVE WORK

Grants and Contracts

External Sources

Received at the University of Minnesota

Principal Investigator: **David DeLiema**
Status: Active
Sponsoring Organization: NAEd/Spencer Foundation
Project Title: *Longitudinal Research on Collaborative Approaches to Failure in Youth Computer Science Workshops*
Award Dates: 9/1/2020 – 8/31/2022
Funded Amount: $70,000
Direct Amount: $70,000
Indirect Amount: $0

Pending/Submitted at the University of Minnesota:

Principal Investigator: **David DeLiema**
Co-PIs: Bodong Chen, Keisha Varma, Panayiota Kendeou, & Sashank Varma
Status: Submitted
Sponsoring Organization: National Science Foundation, Sci of Lrng & Augmented Intel
Project Title: *Informed Search in the Post-Truth Era: Teaching Students to Navigate the Information Landscape of Socioscientific Issues*
Award Dates: 6/1/2021 --- 5/31/24
Proposed Amount: $1,006,188
Direct Amount: $714,394
Indirect Amount: $292,697

Principal Investigator: Cassie Scharber
Co-PIs: **David DeLiema**, Lana Peterson, Andrea Wilson Vazquez
Status: Submitted
Sponsoring Organization: National Science Foundation, DRL – CS for All
Project Title: Code for Equity: *A Minnesota RPP Supporting High School Educators, District Allies, and English Learners in Introductory Computer Science Education*
Award Dates: 1/1/21 – 12/31/24
Proposal Amount: $999,915
Direct Amount: $727,581
Indirect Amount: $272,334

Received at another institution:

Principal investigator: **David DeLiema**
National Science Foundation
Graduate Research Fellowship Program (GRFP) Fellowship
$90,000

Principal investigator: **David DeLiema**
University of California, Los Angeles
2011 Graduate Summer Research Mentorship (GSRM) Fellowship
$4,000

Principal investigator: **David DeLiema**
University of California, Los Angeles
2010 Graduate Summer Research Mentorship (GSRM) Fellowship
$4,000

University Sources

Received at the University of Minnesota

Principal Investigator: **David DeLiema**
Status: Active
Sponsoring Organization: UMN Department of Educational Psychology
Project Title: *Parent-child Discourse in Outdoor Inquiry: Understanding Children's Agency during Moments of Play, Failure, and Risk-taking*
Award Dates: 6/1/2020 – 8/31/2020
Funded Amount: $3,000
Direct Amount: $3,000
Indirect Amount: $0

Publications (* denotes student/mentee author)

Refereed Journal Articles

Dahn, M., & **DeLiema, D.** (accepted). Dynamics of emotion, problem solving, and identity: Portraits of three girl coders. *Computer Science Education*.

Dahn, M., **DeLiema., D.** & Enyedy, N. (2020). Art as a point of departure for storytelling about the experience of learning to code. *Teachers College Record, 122*(8).

DeLiema, D., Enyedy, N., & Danish, J. A. (2019). Roles, rules, and keys: How different play configurations shape collaborative science inquiry. *Journal of the Learning Sciences, 28*(4-5), 513-555.

Hoey, E. M., **DeLiema, D.**, Chen, R., Flood, V. J. (2018). Imitation in children's locomotor play. *Research on Children in Social Interaction, 2*(1), 1-24.

DeLiema, D. (2017). Co-constructed failure narratives in mathematics tutoring. *Instructional Science, 45*(6), 709-735.

Xiao, S., & **DeLiema, D.** (2017). Video-based analysis of learning processes: Rationale and method. *Journal of East China Normal University (Educational Sciences), 35*(5), 55–71.

Enyedy, N., Danish, J. A., **DeLiema, D.** (2015). Constructing liminal blends in a collaborative augmented-reality learning environment. *Int'l. Journal of Computer Supported Collaborative Learning, 10*(1), 7-34.

Kawasaki, J., **DeLiema, D.**, Sandoval, W. (2014). The influence of non-epistemic features of settings on epistemic cognition. *Canadian Journal of Science, Math, and Technology Education, 14*(2), 207-221.

Manuscripts Under Review

DeLiema, D., Enyedy, N., Steen, F., Danish, J. A. (revise & resubmit). Viewpoint and space: How laminated gestures drive learning.

Refereed Book Chapters

DeLiema, D., Dahn, M. Flood, V. J., Asuncion, A., Abrahamson, D., Enyedy, N., Steen, F. F. (2020). Debugging as a context for collaborative reflection on problem-solving processes. In E. Manolo (Ed.), *Deeper Learning, Communicative Competence, and Critical Thinking: Innovative, Research-Based Strategies for Development in 21st Century Classrooms* (pp. 209-228). New York: Routledge.

DeLiema, D., Lee, V., Danish, J., Enyedy, N., & Brown, N. (2015). A microlatitudinal/microlongitudinal analysis of speech, gesture, and representation use in a student's repeated scientific explanations of phase change. In A. A. diSessa, M. Levin, & N. J. S. Brown (Eds.). *Knowledge and interaction: A synthetic agenda for the learning sciences* (pp. 133-159). New York, NY: Routledge.

DeLiema, D. & Steen, F. F. (2014). Thinking with the body: conceptual integration through gesture in multiviewpoint model construction. In M. Borkent, B. Dancygier, Hinnell, J. (Ed.) *Language and the Creative Mind* (pp. 275-294). Stanford, CA: CSLI Publications.

Refereed Proceedings of Conferences

DeLiema, D., & Dahn, M. (2020). Envisioning debugging cultures at the intersection of emotion, problem solving, and identity. In D. Weintrop, G. W. Choi, A. Maltese, & M. Tissenbaum (Organizers), What does computer science and maker education look like in 2030? In M. Gresalfi, M. & I. S. Horn (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 2* (pp. 1519-1524). Nashville, TN: International Society of the Learning Sciences.

Elliott, C. H., Radke, S., **DeLiema, D.**, Silvis, D., Vogelstein, L. (2020). Whose video?: Surveying implications for participants' engagement in video recording practices in ethnographic research. In M. Gresalfi, M. & I. S. Horn (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS)*

2020, Volume 2 (pp. 414-421). Nashville, TN: International Society of the Learning Sciences.

DeLiema, D., Sharma, G.*, Valerie, J.*, Cabrera, A., & Smith, S. (2020). Temporal and geographical features of programming substrates: Navigating code structure, behavior, and function during debugging. In D. Keifert (Chair), Analytical designs: Goodwin's substrates as a tool for studying learning. In M. Gresalfi, M. & I. S. Horn (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 2* (pp. 1471-1478). Nashville, TN: International Society of the Learning Sciences.

Fong, M.*, Aalst, Aalst, O. W-V.*, Flood, V., & **DeLiema, D.** (2020). When features become bugs: Stance-taking around refactoring in a coding classroom. In Y. Kafai (Chair), Turning bugs into learning opportunities: Understanding debugging processes, perspectives, and pedagogies. In M. Gresalfi, M. & I. S. Horn (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 2* (pp. 374-381). Nashville, TN: International Society of the Learning Sciences.

Kafai, Y., **DeLiema, D.**, Fields, D. A., Lewandowski, G., & Lewis, C. (2019). Rethinking debugging as productive failure for CS education. In *Proceedings of the ACM Special Interest Group on Computer Science Education* (pp. 169-170). Minneapolis, MN: ACM.

Flood, V. J., **DeLiema, D.**, & Abrahamson, D. (2018). Bringing static code to life: The instructional work of animating computer programs with the body. In J. Kay & R. Luckin (Eds.), *"Rethinking learning in the digital age: Making the Learning Sciences count," Proceedings of the 13th International Conference of the Learning Sciences* (Vol. 2, pp. 1085-1088). London: International Society of the Learning Sciences.

Flood, V. J., **DeLiema, D.**, Harrer, B. W., & Abrahamson, D. (2018). Enskilment in the digital age: The interactional work of learning to debug. In J. Kay & R. Luckin (Eds.), *"Rethinking learning in the digital age: Making the Learning Sciences count," Proceedings of the 13th International Conference of the Learning Sciences* (Vol. 3, pp. 1405-1406). London: International Society of the Learning Sciences.

Keifert, D., Lee, C., Dahn, M., Illum, R., **DeLiema, D.**, Enyedy, N., & Danish, J. (2017). *Agency, embodiment, & affect during play in a mixed-reality learning environment*. Proceedings of the 16th Interaction Child & Design Conference (pp. 268-277), Palo Alto CA.

Nathan, M. J., Williams-Pierce, C., Abrahamson, D., Ottmar, E. R., Landy, D., Smith, C., Walkington, C., **DeLiema, D.**, Soto-Johnson, H., Alibali, M., & Boncoddo, R. (2017). Embodied Mathematical Imagination and Cognition (EMIC) Working Group. In E. Galindo & J. Newton (Eds.), *"Synergy at the crossroads" -- Proceedings of the 39th annual conference of the North-American chapter of the International Group for the Psychology of Mathematics Education* (Ch. 14 [Working groups], pp. 1497-1506). Indianapolis, IN: Hoosier Association of Mathematics Teacher Educators.

DeLiema, D., Saleh, A., Lee, C., Enyedy, N., Danish, J. A., Illum, R., Dahn, M., Humburg, M., & Mahoney, C. (2016). Blending play and inquiry in augmented reality: A comparison of playing a video game to playing within a participatory model. In C-K. Looi, J. Polman, U. Cress, & P. Reimann (Eds.) *Transforming Learning, Empowering Learners: The*

International Conference of the Learning Sciences (ICLS) 2016, Volume 2 (pp. 450-457). Singapore: International Society of the Learning Sciences.

DeLiema, D. (2016). The social organization of play, embodied cognition, and failure in STEM education. In C-K. Looi, J. Polman, U. Cress, & P. Reimann (Eds.) *Transforming Learning, Empowering Learners: The International Conference of the Learning Sciences (ICLS) 2016, Volume 2* (pp. 1364-1365). Singapore: International Society of the Learning Sciences.

DeLiema, D. (2014). Attributions and epistemology in conversation: How math tutors and students co-construct accounts of failure and knowledge. In J. L. Polman, E. A. Kyza, D. K. O'Neill, I. Tabak, W. R. Penuel, & A. S. Jurow (Eds.) *Learning and becoming in practice: The International Conference of the Learning Sciences (ICLS) 2014, Volume 3* (pp. 1750). Boulder, CO: International Society of the Learning Sciences.

Enyedy, N., Danish, J. A., **DeLiema, D.** (2013). Constructing and deconstructing materially-anchored conceptual blends in an augmented reality collaborative learning environment. In. N. Rummel, M. Kapur, M. Nathan, & S. Puntambekar (Eds.) *To See the World and a Grain of Sand: Learning across Levels of Space, Time, and Scale: CSCL 2013 Conference Proceedings Volume 1 — Full Papers & Symposia* (pp. 192-199). Madison, WI: International Society of the Learning Sciences.

DeLiema, D., Kawasaki, J., & Sandoval, W. A. (2012). High school students' epistemic engagement in producing documentaries about public science concerns. In. J. van Aalst, K. Thompson, M. J. Jacobson, & P. Reimann, (Eds.) *The Future of Learning: Proceedings of the 10th International Conference of the Learning Sciences (ICLS 2012) – Volume 2* (pp. 311-315). Sydney, NSW, Australia: International Society of the Learning Sciences.

Abrahamson, D., Petrick, C., **DeLiema, D.**, Johnson–Glenberg, M., Birchfield, D., Koziupa, T. Savio-Ramos, C., Cruse, J., Lindgren, R., Fadjo, C., Black, J., & Eisenberg, M. (2012). You're it! Body, action, and object in STEM learning. In. J. van Aalst, K. Thompson, M. J. Jacobson, & P. Reimann, (Eds.) *The Future of Learning: Proceedings of the 10th International Conference of the Learning Sciences (ICLS 2012) – Volume 2* (pp. 99-109). Sydney, NSW, Australia: International Society of the Learning Sciences.

Presentations, Posters, and Exhibits

Invited Presentations at Professional Meetings, Conferences, etc.

DeLiema, D. (2020). *Debugging Failure: A Multi-dimensional Framework for Documenting Newcomers' Experiences with Obstacles.* Plenary Speaker, MNCodes Digital CS PD & Meet Up, May 16, 2020.

DeLiema, D. (2020). *Big picture ideas for teaching debugging.* Invited presentation, Code Savvy MNCodes Cohort Meeting, March 12, 2020.

DeLiema, D. (2019). *Integrating points of view and frames of reference: How laminated gestures drive learning*. Invited presentation, University of Minnesota, Center for Cognitive Science Symposium on Learning, November 1, 2019.

DeLiema, D. (2019). *Navigating code form, flow, and output during debugging*. Invited presentation, University of Minnesota, Psych Foundations Brown Bag, September 25, 2019.

DeLiema, D. (2017). *Debugging failure: Teacher-student interactions around obstacles*. Invited presentation, Stanford University, Paulo Blikstein's Research Lab, October 18, 2017.

DeLiema, D. (2017). *Teacher-student interactions during debugging*. Invited presentation, University of San Francisco, Cognitive Brown Bag Research Colloquium, San Francisco. September 29, 2017.

Ryoo, J., Hadad, R., & **DeLiema, D.** (2017). *Monthly discussion of failure in making*. Invited presentation, Online meeting hosted by Adam Maltese (Indiana University), Alice Anderson (Science Museum of Minnesota), and Amber Simpson (Indiana University).

DeLiema, D. (2016). *Debugging failure*. Invited presentation, UC Berkeley Graduate School of Education Colloquium. October 17, 2016.

DeLiema, D. (2015). *Failure and epistemic cognition*. Invited presentation, Research Lab of Judit Moschkovich, University of California, Santa Cruz. January 14, 2016.

DeLiema, D. (2015). *Modeling-play and game-play in participatory simulations*. Invited presentation, Embodied Design Research Laboratory (D. Abrahamson, Director), University of California, Berkeley. December 1, 2015.

DeLiema, D. (2015). *Failure storytelling*. Shanghai Municipal Education Commission's Project of Children's Basic Competencies of Learning and Innovation. Shanghai, China, September 23rd.

DeLiema, D. (2015). *Fostering a modeling practice in school*. Shanghai Municipal Education Commission's Project of Children's Basic Competencies of Learning and Innovation. Shanghai, China, September 22nd.

Steen, F. F., Treynor, W., **DeLiema, D.**, & Jeong, D. (2009). *Participatory knowledge and transformative understanding: Bridging some gaps between the sciences and the humanities*. University of California, Santa Barbara, CA, October 19.

Refereed Papers Presented at Professional Meetings, Conferences, etc. (use any standard format that the candidate's field uses)

DeLiema, D. (2019, October). *Navigating code form, flow, and output during debugging*. Paper presented at the Big 10+ Maker & CS Education Research Conference, Bloomington, Indiana.

Dahn, M., & **DeLiema, D.** (2019, October). *What it's like: Stories about learning to code through art making*. Paper presented at the Connected Learning Summit, Irvine, California.

Aalst, O. W-V., **DeLiema, D.**, Flood, V., & Abrahamson, D. (2018, May). *Peer conversations about refactoring computer code: Negotiating reflective abstraction through narrative, affect, and play*. Paper presented at the Jean Piaget Society Annual Meeting, Amsterdam, The Netherlands.

Danish, J. A., Enyedy, N., Saleh, A., Humburg, M., **DeLiema, D.**, Dahn, M., & Lee, C. (2017, April). *STEP-Bees: Coordinating embodied interaction with peers, teachers, and computer simulation to support learning*. Paper presented at the annual conference of the American Educational Research Association, San Antonio, TX.

DeLiema, D. & Sweetser, E. (2016, July). *Rethinking gestural viewpoint as multidimensional rather than a dichotomy*. Paper presented at the International Society of Gesture Studies conference, Paris, France.

Lee, C., **DeLiema, D.**, & Enyedy, N. (2016, July). *Learning through physical action and gestural reflection in a first-person augmented reality science simulation*. Paper presented at the International Society of Gesture Studies conference, Paris, France.

Enyedy, N., Danish, J. A., Lee, C., **DeLiema, D.**, Saleh, A., Dahn, M., Illum, R. (2016, April). *Learning about states of matter through multiple correspondences among the body, abstractions, and reality*. Paper presented at the Annual Meeting of The American Educational Research Association, Washington, D.C.

Enyedy, N., Danish, J., **DeLiema, D.**, Lee, C., Illum, R., et al. (2015, August). *Science through technology enhanced play*. Paper presented at the CREST Conference 2015, Redondo Beach, California.

Steen, F., Turner, M. & **DeLiema, D.** (2014, Novermber). *Extending blended viewpoint in multimodal communication*. Paper presented at the Twelfth Conceptual Structures and Discourse in Language conference, Santa Barbara, California.

DeLiema, D. (2014, July). Teachers and students' collaborative work to render pointing gestures intelligible. In C. Goodwin, *The intelligibility of gesture as a situated accomplishment.* Symposium conducted at the International Society of Gesture Studies conference, San Diego, California.

DeLiema, D., & Steen, F. F. (2012, April). *The evolution of gestural blends around learning a new technical system.* Paper presented at the Eleventh Conceptual Structures and Discourse in Language conference, Vancouver, Canada.

DeLiema, D., Steen, F. F., & Turner, M. (2012, April). *Language, gesture, and audiovisual communication: a massive online database for researching multimodal constructions*. Workshop conducted at the Eleventh Conceptual Structures and Discourse in Language conference, Vancouver, Canada.

Kawasaki, J., **DeLiema, D.**, & Sandoval, W. (2012, April). *Using media production as a lever for critical source evaluation*. In C. Chinn, Learning from Others: Advancing Theory and Research on Learning from Sources. Symposium conducted at the Annual Meeting of The American Educational Research Association, Vancouver, Canada.

Brown, N. J. S., Danish, J., **DeLiema, D.**, Engle, R. A., Enyedy, N., Lee, V. R., & Parnafes, O. (2012, April). *Representations, interlocutors, and their influences on apparent knowledgeability*. In M. Levin, Integrating Issues of Knowledge and Interaction in Analyses of Cognition and Learning. Symposium conducted at the meeting of The American Educational Research Association, Vancouver, Canada.

Referred Posters or Exhibitions (use any standard format that the candidate's field uses)

DeLiema, D. (2019, May). *Envisioning a blended math-cs exploration of geometric constructions and definitions through movement, failure, and play*. Poster presented at The Future of Embodied Design for Mathematical Imagination & Cognition, Madison, Wisconsin.

Lin, K.*, & **DeLiema, D.** (2019, April). Subgoals, problem solving phases, and sources of knowledge. Poster presented at the *ACM Special Interest Group on Computer Science Education* (p. 1292). Minneapolis, MN: ACM.

Ryan, Z., **DeLiema, D.**, & Abrahamson, D. (2019, April). *Understanding instructors' reflections on conjecture maps and their impact on design-based research*. In F. S. Azevedo (Session Organizer), *STEM Teacher Education and Cognition*. Roundtable session conducted at the annual meeting of the American Educational Research Association, Toronto, Canada.

Dahn, M., **DeLiema, D.**, & Enyedy, N. (2019, April). *Using art to tell stories about failure when learning to code*. Poster presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

DeLiema, D., Abrahamson, D., Enyedy, N., Steen, F., Dahn, M., Flood, V. J., Taylor, J., & Lee, L. (2018, April). Measuring debugging: How late elementary and middle school students handle broken code. In D. A.-L. Lui & Y. Kafai (Chairs & Organizers), *Measuring making: Methods, tools, and strategies for capturing learning, participation, and engagement in maker activities*. Structured poster session conducted at the annual meeting of the American Educational Research Association, New York City.

DeLiema, D., Smith, M., Goodwin, C. (2015, April). *Sources of knowledge in interaction: How geology and math students laminate resources in the process of knowing*. Poster presented at the Annual Meeting of The American Educational Research Association, Chicago, Illinois.

DeLiema, D. (2012, April). *A study of the live evolution of mental models through gesture*. Poster presented at the Annual Meeting of The American Educational Research Association, Vancouver, Canada.

Websites

Personal research webpage: http://www.david-deliema.com/.

TEACHING AND CURRICULUM DEVELOPMENT

University of Minnesota

Courses, seminars, and instructional units taught:

Instructor – Department of Educational Psychology, University of Minnesota
(Fall 2021)
EPSY 8114: Play-based Learning

Instructor – Department of Educational Psychology, University of Minnesota
(Spring 2020; Fall 2021)
EPSY 8114: Video-based Educational Research: Micro-longitudinal Methods for Documenting and Studying Learning

Instructor – Department of Educational Psychology, University of Minnesota
(Fall 2019)
Course title: EPSY 8114: Debugging Failure: Productive and Unproductive Breakdowns in Learning

Collaborative Efforts and Activities

Invited guest lecture on mixed methods, University of Minnesota, Savana Bak and Jason Wolff's EPSY 8694 Research in Special Education course, April 8, 2020.

Invited guest discussion about the Learning Sciences, University of Minnesota, Panayiota Kendeou's research lab, September, 25th, 2019.

Invited guest lecture, titled, "Debugging failure: A multi-dimensional framework for documenting newcomers' experiences with obstacles," University of Minnesota, Peter Demerath's course on Case Studies for Policy Research, September, 30th, 2019.

Faculty Development Activities regarding teaching

Participated in a teaching evaluation (planning sessions, course observations, data debriefs, and student evaluations) through the University of Minnesota's Center for Educational Innovation (Spring 2020).

University of California, Los Angeles

Courses, seminars, and instructional units taught

Instructor – Communication Studies, UCLA (Summers 2011 - 2015)
COMMST 183 – Media and Mind

Instructor – Communication Studies, UCLA (Summer 2015)
COMMST 128 – Entertainment and Play

Instructor – Graduate School of Education and Information Studies, UCLA (2013 & 2014)
EDUC 127 – Educational Psychology

Teaching Assistant – Communication Studies, UCLA (Spring 2013)
Course titles: The Gaming Mind; Social Communication & New Technology

Collaborative Efforts and Activities

DeLiema, D. (2015). The interpersonal organization of knowledge. Invited presentation, ESL Techniques in Content Subject Classrooms (Anna-Eunhee Lee Chee, Instructor), Cal State Los Angeles, May 18, 2015.

ADVISING AND MENTORING

Graduate Student Activities

Master's Committees Served on
Jesslyn Valerie

Doctoral Committees Served on
Nicolaas VanMeerten (current)
Elizabeth Stretch (current)
Scott Iseminger (current)

SERVICE AND PUBLIC OUTREACH

Service To The Discipline/Profession/Interdisciplinary Area(s)

Editorships/Journal Reviewer Experience

Reviewer, *Journal of the Learning Sciences*, 2016 – present
Reviewer, *Cognition & Instruction,* 2015 – present
Reviewer, *Journal of Virtual Worlds Research,* 2018
Reviewer, *Education Studies in Mathematics*, 2017
Reviewer in training, *Educational Psychologist,* 2014

Conference Reviewer Experience

Reviewer, *International Conference of the Learning Sciences*, 2014 – present
Reviewer, *Computer-supported Collaborative Learning Conference,* 2018 – present
Reviewer, *AERA Informal Learning Environments SIG,* 2018
Reviewer, *UCLA GSE&IS Research & Inquiry Conference*, 2014-2015

Book Reviewer Experience

Reviewer, Routledge Taylor & Francis (2020)
Reviewer, MIT Press (2018)

Organization of conferences, workshops, panels, symposia [indicate if served as chair or co-chair,

D'Angelo, C., **DeLiema, D.**, Marin, A., Shapiro, B., & Worsley, M. (2020). Multimodal Learning Analytics and Interaction Analysis. In M. Gresalfi, M. & I. S. Horn (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the*

Learning Sciences (ICLS) 2020, Volume 2 (pp. 2661). Nashville, TN: International Society of the Learning Sciences.

DeLiema, D., Dahn, M. Enyedy, N., Abrahamson, D., Steen, F., Flood, V. J., & Taylor, J. (2019, April). Debugging failure: 5th-10th grade students' journal reflections, coding, and artwork about broken code. In D. A.-L. Lui, D. DeLiema, J. Ryoo, & Y. Kafai (Chairs & Organizers), *Failure in the learning process: How learners experience and overcome obstacles through resources and supports*. Structured poster session conducted at the annual meeting of the American Educational Research Association, Toronto, Canada.

Service To The University/College/Department

University of Minnesota [indicate dates of service activities]

Department/Unit Service

- Graduate Advisory Council; Committee member; Fall 2019 – Spring 2021
- QME Assistant Professor Search Committee; Committee member; Fall 2019

Public And Other Service

Community

- Organized a gathering of UMN graduate students and researchers at Minneapolis Institute of Art to discuss best practices for supporting students with failures during maker space activities (Fall, 2019).
- Presented research on productive failure at the *Beyond Science Symposium* gathering of hundreds of middle school students at University of California, Los Angeles, CA (February 4, 2015).