

Tanner Vea
Curriculum Vitae

Stanford University
Graduate School of Education
485 Lasuen Mall
Stanford, CA 94305

EDUCATION

Ph.D., Learning Sciences and Technology Design, Graduate School of Education, Stanford University, expected June 2018. Dissertation Title: *Political Animals: Emotion, Materiality, and Media in the Learning of Animal Liberation Activists*

M.A., Instructional Technology and Media, Teachers College of Columbia University, 2012

B.A., Media and Culture (Multidisciplinary), Bard College, 2007

PUBLICATIONS

Refereed Journal Articles

2017 Luce, M.R., Goldman, S., & Vea, T. Designing for family science explorations anytime, anywhere. *Science Education* 101(2), 251-277.

Book Chapters

2017 Goldman, S., Zielezinski, M.B., Vea, T., Bachas-Daunert, S., & Kabayadondo, Z. Capturing middle school students' understandings of design thinking. In S. Goldman & Z. Kabayadondo (Eds.), *Taking design thinking to school: How the technology of design can transform teachers, learners, and classrooms*, pp. 90-118. New York, NY: Routledge.

Manuscripts in Preparation

Veal, T. & Phukan, I. Design thinking for community-engaged learning about diversity and environmental justice.

Veal, T. Learning how to feel: Affect as participatory practice in the learning trajectories of social movement activists.

Veal, T. "I'm here with Tikvah": Multispecies encounters as political learning experiences.

Veal, T. What can learning scientists gain from engaging posthumanist insights?

Veal, T. Design thinking in middle school STEM education creates a context for caring about the environment.

Luce, M., Veal, T. & Goldman, S. Family scientific sensemaking in the wild: An analysis of mechanistic reasoning.

Goldman, S., Luce, M. & Veal, T. Opportunities and tensions in family science.

AWARDS AND HONORS

- 2015 Amir Lopatin Fellowship, Stanford Graduate School of Education
- 2015 Graduate Public Service Fellowship, Stanford University
- 2010-2012 Ben and Grace Wood Graduate Fellowship in Learning Technologies, Teachers College of Columbia University
- 2009 Emmy Nomination, *Cyberchase*, Outstanding New Approaches – Children’s, Daytime Entertainment Emmy Awards
- 2008 Emmy Nomination, *Cyberchase*, Outstanding New Approaches – Children’s, Daytime Entertainment Emmy Awards

CONFERENCE ACTIVITY

Conferences Organized

- 2012 Teachers College Educational Technologies Conference, Teachers College, Columbia University

Papers Presented

- 2018 Veal, T. (April). Learning how to feel: When affect is the practice in interest-based learning. Paper to be presented at the American Educational Research Association Annual Meeting 2018, New York, NY.
- 2018 Luce, M.R., Conlin, L.D., & Veal, T. (April). Expanding views of science in a science night inquiry program for dual language families. Paper to be presented at the American Educational Research Association Annual Meeting 2018, New York, NY.
- 2017 Veal, T. (November). Pedagogy of a trembling chicken: Multispecies encounters and learning in animal liberation activism. Paper presented at the American Anthropological Association Annual Meeting, Washington, D.C.

- 2017 Luce, M., Goldman, S., Veal, T., & Rosier, S. (June). Between screen and world: Using a mobile app to facilitate scientific sensemaking in family activity. Paper presented at the Annual Meeting of the Jean Piaget Society, San Francisco, CA.
- 2016 Veal, T. (November). Lively artifacts: Perception, agency, and ethics in an animal rights activist collective. Paper presented at American Anthropological Association Annual Meeting, Minneapolis, MN.
- 2015 Veal, T. (October). Using text messaging as a research method in environmental education. Poster presented at North American Association for Environmental Education Research Symposium, San Diego, CA.
- 2015 Veal, T. (April). Shifting middle school students' environmental concern through a design thinking-based STEM curriculum. Paper presented at American Educational Research Association Annual Meeting 2015, Chicago, IL.
- 2015 Goldman, S., Veal, T., Bullock, M., Bachas-Daunert, S., & Kabayadondo, Z. (April). Reconsidering engineering in middle school: Integrating design thinking and STEM content. Paper presented at American Educational Research Association Annual Meeting 2015, Chicago, IL.
- 2015 Luce, M., Veal, T., & Goldman, S. (April). Anytime, anywhere family science activity: Emerging design principles. Paper presented at American Educational Research Association Annual Meeting 2015, Chicago, IL.
- 2014 Luce, M., Goldman, S. & Veal, T. (June). Evolving participation structures in location-based science learning activities. Paper presented at International Conference of the Learning Sciences, Boulder, CO.
- 2014 Goldman, S., Luce, M., & Veal, T. (April). Family science in the wild: Hybrid spaces for exploration. Paper presented at American Educational Research Association Annual Meeting 2014, Philadelphia, PA.
- 2013 Luce, M., Veal, T., Quintanilla, B., & Goldman, S. (October). Opening a box of light: Family science learning materials that support scientific investigations and inspire making activities. Poster presented at Fablearn, Stanford, CA.
- 2012 Veal, T. (June). Designer control and the role of space in augmented reality games for learning. Paper presented at Games + Learning + Society, Madison, WI.
- 2011 Veal, T. (May). Exploring intergenerational co-play through a tablet game for mathematics learning. Paper presented at Teachers College Educational Technology Conference, New York, NY.

CAMPUS OR DEPARTMENTAL TALKS

- 2016 Vea, T. Environmental justice. Panelist at Stanford Engaged Scholarship Conference, Stanford University.
- 2016 Vea, T. What can we learn from animal rights activists about the nature of agency in learning? Paper presented at So What Are You Working On, Graduate School of Education, Stanford University.
- 2014 Vea, T. Who can engage in environmental and animal studies? STEM, ethics, and learning to relate to the natural world. Paper presented at Environmental & Animal Studies Across the Disciplines Symposium, Stanford University.
- 2013 Vea, T. (December). Ecological beliefs and family collaboration in a perspective-taking storytelling task. Poster presented at Developmental and Psychological Sciences Poster Reception, Stanford University.

TEACHING EXPERIENCE

Graduate School of Education, Stanford University

Educating Young STEM Thinkers, Co-Instructor (Fall 2017)

Understanding Learning Environments, Course Assistant (Fall 2017)

Learning, Design, and Technology M.A. Program, Program Advisor (2013-2016)

Learning, Design, and Technology Seminar, Course Assistant (Fall-Summer, 2013-2016), Instructor of Record (Summer 2016)

Earth Systems, Stanford University

Shades of Green: Redesigning and Rethinking the Environmental Justice Movements, Co-Instructor (Fall 2016, Winter 2018)

RESEARCH EXPERIENCE

2017-present Research Assistant, Connecting Research to Practice, Nicole Ardoin (PI), Stanford University. The Connecting Research to Practice Project examines how environmental education practitioners from a variety of organizations use research products to inform their work.

2017-present Research Assistant, English Learners and Design Thinking Project, Stanford-Sequoia High School District Collaborative, Claude Goldenberg and Shelley Goldman (PIs). This research-practice partnership engages district leaders,

principals, and teachers in human-centered design to develop innovative strategies for supporting English learners.

- 2016-present Research Assistant, STEM Ambassador Program, Nalini Nadkarni (Lead PI), University of Utah, Shelley Goldman (Co-PI), Stanford University. The STEM Ambassador Program trains and supports STEM researchers to engage in science outreach with nontraditional populations using principles from human-centered design and researches what and how they learn using survey and ethnographic methods.
- 2013-2015 Research Assistant, Playful Science Project, Shelley Goldman (PI), Stanford University. The Playful Science Project uses design-based research methodologies to study the use of prototype science learning activities, to better understand and support families' engagement with science in their everyday lives.
- 2013-2014 Research Assistant, YouthLab, Brigid Barron (PI), Stanford University. This YouthLab project investigates families' digital media practices in naturalistic settings to better understand how and why joint engagement with media occurs.
- 2012-2015 Research Assistant, d.loft STEM Learning, Shelley Goldman (PI), Stanford University. The d.loft STEM Project, funded by the National Science Foundation, seeks to engage middle school students in STEM learning through design thinking pedagogy and mentorship by university students and understand their learning using a mixed methods approach.

SERVICE TO PROFESSION

- 2017-2018 Co-Chair, Standing Committee on the Anthropology of Environmental and Science Education, Council on Anthropology and Education, American Anthropological Association.
- 2015 Reviewer, Informal Learning Environment Research SIG and Learning Sciences SIG, AERA Annual Meeting, American Educational Research Association.

DEPARTMENTAL/UNIVERSITY SERVICE

- 2014-2015 Community Co-Chair, Student Guild, Graduate School of Education, Stanford University.
- 2013-2014 Communications Chair, Student Guild, Graduate School of Education, Stanford University.
- 2011 Committee Member, Teachers College Educational Technologies Conference, Teachers College, Columbia University.

NONACADEMIC WORK

- 2013-2014 Writer and Social Media Assistant, Communications Office, Graduate School of Education, Stanford University
- 2012 Consulting Producer, BrainPOP, New York, NY
- 2011 Learning Game Producer (Contract), Bluemarker Digital Design and Development, New York, NY
- 2008-2010 Senior Producer, Interactive, WNET/PBS, New York, NY
- 2008 Associate Producer, Interactive, WNET/PBS, New York, NY
- 2007-2008 Production Assistant, Interactive, WNET/PBS, New York, NY

PROFESSIONAL MEMBERSHIPS AND AFFILIATIONS

International Society of the Learning Sciences
American Educational Research Association
American Anthropological Association