Tanner Vea

Curriculum Vitae

The Pennsylvania State University
College of Education
314E Keller Building
University Park, PA 16802

EDUCATION

Ph.D., Learning Sciences and Technology Design, Graduate School of Education, Stanford University, 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

PROFESSIONAL APPOINTMENTS

2018-present The Pennsylvania State University, Learning and Performance Systems, Assistant Professor of Learning, Design, and Technology and Learning Sciences

PUBLICATIONS

Refereed Journal Articles

2020 Vea, T. The learning of emotion in/as sociocultural practice: The case of animal rights activism. *Journal of the Learning Sciences.*

2019 Vea, T. The ethical sensations of im-mediacy: Embodiment and multiple literacies in animal rights activists' learning with media technologies. *British Journal of Educational Technology, 50*(4), 1589-1602.

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.

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

GRANTS

2019-2020 PI, Spencer Foundation, Conference Grant, Pennsylvania State University (with Co-PI Joe Curnow, University of Manitoba), $50,000

CONFERENCE ACTIVITY

Conferences Organized

2019 Learning to Engage: Politics and Civic Engagement in the Learning Sciences (with Co-PI Joe Curnow, University of Manitoba)

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

Papers Presented

2020 Vea, T. (April). Subject in ecology, ecology in the subject: Challenges for sociocultural theory [Paper presentation]. American Educational Research Association Annual Meeting, San Francisco, CA, United States. (Conference canceled)

2020 Vea, T. (April). Maintaining liminality in research on the learning of animal rights activists [Paper presentation]. American Educational Research Association Annual Meeting, San Francisco, CA, United States. (Conference canceled)

2019 Vea, T. (April). Precarity and privilege in animal rights activists' trajectories of interest-driven participation [Paper presentation]. American Educational Research Association Annual Meeting, Toronto, Canada.

2018 Vea, T., Luce, M.R., & Goldman, S. (November). Fostering empathic relations between STEM researchers and community groups [Paper presentation]. American Anthropological Association Annual Meeting, San Jose, CA, United States.

2018 Goldman, S., Luce, M.R., & Vea, T. (June). Eliciting family sense-making resources in scientific inquiry during multilingual family science nights [Paper presentation]. International Conference of the Learning Sciences, London, UK.

2018 Vea, T. (April). Learning how to feel: When affect is the practice in interest-based learning [Paper presentation]. American Educational Research Association Annual Meeting, New York, NY, United States.

2018 Luce, M.R., Conlin, L.D., & Vea, T. (April). Expanding views of science in a science night inquiry program for dual language families [Paper presentation]. American Educational Research Association Annual Meeting, New York, NY, United States.

2017 Vea, T. (November). Pedagogy of a trembling chicken: Multispecies encounters and learning in animal liberation activism [Paper presentation]. American Anthropological Association Annual Meeting, Washington, D.C., United States.

2017 Luce, M., Goldman, S., Vea, T., & Rosier, S. (June). Between screen and world: Using a mobile app to facilitate scientific sensemaking in family activity [Paper presentation]. Annual Meeting of the Jean Piaget Society, San Francisco, CA, United States

2016 Vea, T. (November). Lively artifacts: Perception, agency, and ethics in an animal rights activist collective [Paper presentation]. American Anthropological Association Annual Meeting, Minneapolis, MN, United States.

2015 Vea, T. (October). Using text messaging as a research method in environmental education [Poster presentation]. North American Association for Environmental Education Research Symposium, San Diego, CA, United States.

2015 Vea, T. (April). Shifting middle school students' environmental concern through a design thinking-based STEM curriculum [Paper presentation]. American Educational Research Association Annual Meeting, Chicago, IL, United States.

2015 Goldman, S., Vea, T., Bullock, M., Bachas-Daunert, S., & Kabayadondo, Z. (April). Reconsidering engineering in middle school: Integrating design thinking and STEM content [Paper presentation]. American Educational Research Association Annual Meeting, Chicago, IL, United States.

2015 Luce, M., Vea, T., & Goldman, S. (April). Anytime, anywhere family science activity: Emerging design principles [Paper presentation]. American Educational Research Association Annual Meeting, Chicago, IL, United States.

2014 Luce, M., Goldman, S. & Vea, T. (June). Evolving participation structures in location-based science learning activities [Paper presentation]. International Conference of the Learning Sciences, Boulder, CO, United States.

2014 Goldman, S., Luce, M., & Vea, T. (April). Family science in the wild: Hybrid spaces for exploration [Paper presentation]. American Educational Research Association Annual Meeting, Philadelphia, PA, United States.

2013 Luce, M., Vea, T., Quintanilla, B., & Goldman, S. (October). Opening a box of light: Family science learning materials that support scientific investigations and inspire making activities [Poster presentation]. Fablearn, Stanford, CA, United States.

2012 Vea, T. (June). Designer control and the role of space in augmented reality games for learning [Paper presentation]. Games + Learning + Society, Madison, WI, United States.

2011 Vea, T. (May). Exploring intergenerational co-play through a tablet game for mathematics learning [Paper presentation]. Teachers College Educational Technology Conference, New York, NY, United States.

CAMPUS OR DEPARTMENTAL TALKS

2019 (Panelist) Cultural heterogeneity in the learning sciences. Waterbury Summit on the Learning Sciences, Pennsylvania State University.

2019 Guided emotion participation: Emotion in the Sociocultural Practice of Animal Rights Activists. Learning Sciences Seminar, Pennsylvania State University.

2016 (Panelist) Environmental justice. Stanford Engaged Scholarship Conference, Stanford University.

2016 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 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 Ecological beliefs and family collaboration in a perspective-taking storytelling task. Poster presented at Developmental and Psychological Sciences Poster Reception, Stanford University.

TEACHING EXPERIENCE

College of Education, Pennsylvania State University

Learning Technologies for Good and Evil, Developer and Instructor (Spring 2020)

World Technologies and Learning, Instructor (Fall 2019, Spring 2020)

Power, Politics, and Equity in Learning Environments, Developer and Instructor (Spring 2019)

Applied Qualitative Methods, Instructor (Spring 2019)

Designing Constructivist Learning Environments, Instructor (Online, Fall 2018)

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 and Urban Studies, Stanford University

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

RESEARCH EXPERIENCE

2017-2018 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.

2017-2018 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.

2016-2018 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

2017-2019 Co-Chair, Standing Committee on the Anthropology of Environmental and Science Education, Council on Anthropology and Education, American Anthropological Association.

DEPARTMENTAL/UNIVERSITY SERVICE

2018-2020 Faculty, Staff, and Student Awards Committee, College of Education, Pennsylvania State University.

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