

Jean Jinsun Ryoo

1320 Moore Hall, Box 951521, Los Angeles, CA 90095

EMAIL: jeanryoo@ucla.edu / jjryoo.ucla@gmail.com • WEBSITE: jeanryoo.com

EDUCATION

- 2007-2013 **University of California Los Angeles**
Graduate School of Education & Information Studies
Ph.D. in Education, Urban Schooling
Graduate Concentration in **Asian American Studies**
Dissertation Title: “Pedagogy Matters: Engaging Diverse Students as Community Researchers in Three Computer Science Classrooms”
Dissertation Committee: Ernest Morrell (co-chair), Peter McLaren (co-chair), Mike Rose, Kris Gutiérrez, Joanna Goode, Jane Margolis
- 2005-2007 **University of Hawai‘i at Manoa**
M.Ed.T. (Master’s of Education in Teaching)
- 2007 Hawaiian **Teaching License** in Secondary **English & Social Studies**
- 1998-2003 **Harvard University**
AB, *Magna cum laude*, Visual and Environmental Studies (Studio Art)

HONORS AND AWARDS

- 2016 Presenter’s Choice Award for video regarding the California Tinkering Afterschool Network (2016 National Science Foundation “STEM for All” Video Showcase)
- 2012-2013 University of California All Campus Consortium on Research for Diversity (UC/ACCORD) Dissertation Fellowship
- 2011-2012 Haynes Foundation Doctoral Dissertation Fellowship
- 2010 UCLA George Kneller Prize for continuing graduate student
- 2009 UCLA Distinguished Teaching Assistant Award (chosen by faculty and students)
- 2008 Wei-Lim Lee Memorial Prize (outstanding graduate research paper on Chinese American history)
- 2008 UCLA Graduate Summer Research Mentorship Fellowship
- 2006 Aurora & Royal Fruehling Fellowship (University of Hawai‘i; for a meritorious graduate student with teaching experience)
- 2003 David McCord Prize (Harvard University; for significant contribution to the arts)
- 1999-2003 Elizabeth Cary Agassiz Scholarship (Harvard University; for academic excellence)
- 1999-2003 John Harvard Scholarship (Harvard University; for academic excellence and Group I standing)

FUNDING

- 2018-2022 “Supporting Computing Access, Leadership, and Equity in California (SCALE-CA)”
National Science Foundation (CNS-1837780): \$2M
- 2017-2022 “Research Equity, Access, & Learning in CS Education (REAL-CS): Scaling and Sustainability in High School Computer Science”
National Science Foundation (CNS-1743336): \$1.875M
- 2017-2020 “Discovering What Drives Interest and Engagement of Underrepresented Students in CS: Learning from the Students Themselves”
Bill & Melinda Gates Foundation: \$1.5M

PROFESSIONAL APPOINTMENTS – RESEARCH

- 2017-present **Director of Research, Co-PI**
Computer Science Equity Project, UCLA Center X (<http://csequityproject.org>)
Funded by the National Science Foundation and Gates Foundation
Co-Principal Investigator of 3 major grants funding 2 projects: **1) “REAL-CS”** building research-practice partnerships across three US regions (West Coast, Deep South, Northeast) focused on surfacing the experiences/voices of first-time CS high school students who are underrepresented in the field. This study is investigating students’ CS learning experiences in relation to engagement, agency, and identity, with the goal of informing efforts in broadening participation in computing; **2) “SCALE-CA”** supporting a research-practice partnership in the support the expansion of equitable, scalable, and sustainable computer science (CS) education for all students in California
- 2017-present **Associate Researcher**
The **MAKEval project, Indiana University School of Education** (Dr. Adam Maltese) (<http://www.adammaltese.com/content/makeval/>)
Funded by Google
Creating a set of tools for educators to assess learning in Making programs for youth.
- 2018 **Associate Researcher**
Digital Learning Challenge – Reclaiming Digital Futures, University of California, Irvine (Dr. June Ahn) (digitallearningpractices.org)
Funded by the Susan Crown Exchange
Developing practice briefs to share key findings with a wider audience
- 2016-2017 **Principal Investigator and Researcher, the Exploratorium**
The **Research + Practice Collaboratory** (<http://researchandpractice.org>)
Funded by the National Science Foundation and Overdeck Foundation
Directed a research-practice partnership involving the Exploratorium (San Francisco), University of Washington (Seattle), and Lighthouse Community Charter School (Oakland) to understand how learning through afterschool Making activities can relate to valued STEM learning during the school day.

PROFESSIONAL APPOINTMENTS – RESEARCH (Continued)

- 2014-2016 **Senior Researcher and Director**
The **California Tinkering Afterschool Network (CTAN)**, the **Exploratorium**, San Francisco, CA (<http://www.exploratorium.edu/ctan>)
Funded by The SD Bechtel Jr. Foundation and The National Science Foundation
Directed a research-practice partnership involving the Exploratorium (San Francisco), Discovery Cube (Santa Ana), Techbridge (Oakland), and the Community Science Workshop (Fresno and Watsonville) that sought to design, implement, and study the expansion of STEM-rich tinkering in afterschool programs serving youth from economically marginalized communities.
- 2013-2014 **Postdoctoral Research Fellow and Computer Science Coach**
The Exploring Computer Science Project (www.exploringcs.org), **UCLA**
Funded by The National Science Foundation
Project focused on increasing equity & access to computer science learning for African American, Latino/a, and female public high school students; Collaboration with the Los Angeles Unified School District. Managed data analysis, writing, and professional development in partnership with UCLA, Los Angeles Unified School District, and the Computer Science Teachers Association.
- 2008-2013 **Graduate Student Researcher**
The Exploring Computer Science Project (www.exploringcs.org), **UCLA**
Funded by The National Science Foundation
Conducted data collection/analysis, supported professional development, designed curricula, coordinated field trips, and made films.
- 2010-2012 **Graduate Student Researcher**
The Mobilize Project (www.mobilizingcs.org), **UCLA**
Funded by The National Science Foundation
Project focused on improving STEM education through community research in which students collected and analyzed data using mobile technology. Developed curricula and lead professional development.
- 2008 **Graduate Student Researcher**
UCLA Graduate School of Education & Information Studies 8 Year Study
Conducted a mixed-methods, internal review of the Graduate School's programs
- 2008 **Education Pioneers Fellow**
California Charter Schools Association
Evaluated the "Charter Launch" program that was designed to support charter school developers as they created charter school petitions

PROFESSIONAL APPOINTMENTS – TEACHING EXPERIENCE

University Teaching Experience

- 2018-19 Getty Museum + UCLA Graduate School of Education & Information Studies
Art Museum Teaching (Ed 187A, B, & C); Co-Instructor

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Teaching Experience (Continued)

- 2009.Fall UCLA Graduate School of Education & Information Studies
Language, Literacy, and Human Development (Ed 194A); Teaching Assistant
- 2009.Spring UCLA Graduate School of Education & Information Studies
Culture, Gender, and Human Development (Ed 194B); Teaching Assistant
- 2009.Spring UCLA Graduate School of Education & Information Studies
Urban Education (Ed 138); Teaching Assistant
- 2009.Winter UCLA Graduate School of Education & Information Studies
Qualitative Methods (Ed 222B); Teaching Assistant
- 2008.Fall UCLA Graduate School of Education & Information Studies
Language, Literacy, and Human Development (Ed 194A)
Teaching Assistant
- 2007-2008 UCLA Graduate School of Education & Information Studies, Center X
University Field Supervisor, Teacher Education Program

Other Teaching Experience

- 2007 Pearl City High School (Pearl City, HI)
Social Studies Teacher (10th Grade World History; 11-12th Grade Sociology)
- 2005-2006 Moanalua Middle School (Honolulu, HI)
Social Studies Teacher (7-8th Grade)
English Teacher (7-8th Grade)
- 2005 View Park Preparatory Charter School (Los Angeles, CA)
Champions USA (now called ARC)
After School Art Teacher
- 2005 CLAS Elementary School (Los Angeles, CA)
Champions USA (now called ARC)
After School Art Teacher
- 2004 Roxbury Preparatory Charter School (Boston, MA)
Art Enrichment Teacher
- 2003-2004 École primaire publique Centre Les Avirons (La Réunion Island, Indian Ocean)
English Teacher (CM1)
- 2003-2004 École élémentaire publique Stella Matutina (La Réunion Island, Indian Ocean)
English Teacher (CM2)
- 2001-2003 Teen mentor; Mission Hill Program; Harvard University (Boston, MA)
- 1998-2000 After school teacher Fresh Pond Enrichment Program; Harvard University (Boston, MA)

Peer-Reviewed Articles

Ryoo, J.J. (2019, in press). Pedagogy that Supports Computer Science for *All*. *ACM Transactions on Computing Education*.

Ryoo, J.J. & Kekelis, L. (2018). Reframing “failure” in Making: The value of play, social relationships, and ownership. *Journal of Youth Development*, 13(4), 49-67.

Ryoo, J.J. & Calabrese Barton, A. (2018). Equity in STEM-rich Making: Pedagogies and Designs: A special symposium of *Equity and Excellence in Education*. *Equity & Excellence in Education*, 51(1), 3-6.

Bevan, B., **Ryoo, J.J.**, Petrich, M., Wilkinson, K., Vanderwerff, A. (2018, July). Making Deeper Learners: A Tinkering Learning Dimensions Framework. *Connected Science Learning*.
<http://csl.nsta.org/2018/07/making-deeper-learners/>.

Kekelis, L., **Ryoo, J.J.**, & McLeod, E. (2017). Making and mentors: What it takes to make both better together. *After School Matters*, 26, 8-17.

Margolis, J., Goode, J., & **Ryoo, J.J.** (2017). Seeing Myself Through Someone Else’s Eyes: The Value of In-Classroom Coaching for Computer Science Teaching and Learning. *ACM Transactions on Computing Education*, 17(2).

Bevan, B., **Ryoo, J.J.**, Shea, M. (2017). What if? Building creative cultures for STEM Making and learning. *After School Matters*, 25, 1-8.

Ryoo, J.J. & Kekelis, L. (2016). STEM-rich and equitable making: Lessons from a museum-based research-practice partnership. *ASTC Dimensions*, 45-51.

Ryoo, J.J., Goode, J., & Margolis, J. (2016). It takes a village: Supporting inquiry- and equity-oriented computer science pedagogy through a professional learning community. *Computer Science Education*, 25(4), 351-370.

Margolis, J., Goode, J., **Ryoo, J.J.** (2014). Democratizing Computer Science. *Educational Leadership*, 72(4), 48-53.

Margolis, J., Goode, J., Chapman, G., & **Ryoo, J.J.** (2014). Broadening participation: That classroom ‘magic.’ *Communications of the ACM*, 57(7), 1-3.

Ryoo, J.J. (2013). Book Review: The Digital Youth Network: Cultivating new media citizenship in urban communities” *Urban Education* 48(5), 759-764.

Ryoo, J.J., Margolis, J., Lee, C., Moreno, C., & Goode, J. (Jan., 2013). Democratizing computer science knowledge: Transforming the face of computer science through public high school education. *Learning, Media, and Technology*, 38(2), 161-181.
<http://dx.doi.org/10.1080/17439884.2013.756514>

Margolis, J., **Ryoo, J.J.**, Moreno, C., Lee, C., Goode, J., & Chapman, G. (Dec., 2012). "Beyond Access: Broadening Participation in High School Computer Science.” *ACM Inroads*, 3(4).

Peer-Reviewed Articles (Continued)

- Ryoo, J.J.** (2010). Education and the alternative Asian American press : A close look at Asian Americans and Pacific Islanders in education through *Gidra*. *AAPI Nexus*, 7(1), 105-130.
- Ryoo, J.J.** & McLaren, P. (2010). Revolucionando a educação multicultural. *Revista da FAEEBA – Educação e Contemporaneidade, Salvador*, 19(34), 207-225.
- Smith, M., **Ryoo, J.J.**, & McLaren, P. (2009). A revolutionary critical pedagogy manifesto for the twenty-first century. In Zajda, J. (Ed.), *Education and Society*, 27(3), 59-76.
- Ryoo, J.J.** & McLaren, P. (Aug 2009). Assessment in American schools. *Pátio - Ensino Médio*, 1(2), 29-31.
- Ryoo, J.J.**, Crawford, J., Moreno, D., & McLaren, P. (2009). Critical spiritual pedagogy: Reclaiming humanity through a pedagogy of integrity, community, and love. *Power and Education*, 1(1), 132-146.
- Ryoo, J.J.** (2009). Review: The art of critical pedagogy by Jeffrey M.R. Duncan-Andrade and Ernest Morrell. *Interactions*, 5(1).

Book Chapters & Online Publications

- Ryoo, J.J.** (2018, invited author, in review). “Laughter is the best medicine”: Pedagogies of humor and joy that support critical thinking and communicative competence. In E. Manolo (Ed.), *Deeper learning, communicative competence, and critical thinking: Innovative, research-based strategies for development in 21st century classrooms*. New York: Routledge.
- Wardrip, P. & **Ryoo, J.J.** (2018, in press). The role of educational technology in informal learning environments: Making and tinkering. In M.J. Bishop, J. Elen, E. Boling, V. Svihla (Eds.), *Handbook of Research on Educational Communications and Technology*, (5th Edition). New York: Springer.
- Goode, J. & **Ryoo, J.J.** (2018, in press). Teacher knowledge for inclusive computing learning. In S. Fincher & A. Robbins (Eds.), *The Cambridge Handbook of Computing Education Research*. Cambridge: Cambridge University Press.
- Bevan, B. & **Ryoo, J.J.** (2016). How can Making promote equity and excitement in STEM? *STEM Teaching Tool*, Practice Brief 40. <http://stemteachingtools.org/brief/40>.
- Ryoo, J. J.**, Kali, L., & Bevan, B. (2016). Equity-Oriented Pedagogical Strategies and Student Learning in After School Making. In *Proceedings of the 6th Annual Conference on Creativity and Fabrication in Education* (pp. 49-57). New York, NY: ACM.
- Kekelis, L. & **Ryoo, J.J.** (June 16, 2016). It’s National Making Week: How to support youth in every community. *Corwin Connect*. <http://corwin-connect.com/2016/06/national-making-week-support-youth-every-community/>
- Kali, L. & **Ryoo, J.J.** (June 14, 2016). Fieldnotes as a Reflection Tool. *The Tinkering Studio Sketchpad*. <http://tinkering.exploratorium.edu/2016/06/14/fieldnotes-reflection-tool>

Book Chapters & Online Publications (Continued)

Kali, L. & **Ryoo, J.J.** (April 13, 2016). Research + Practice. *The Tinkering Studio Sketchpad*.
<http://tinkering.exploratorium.edu/2016/04/13/research-practice>

Bevan, B., **Ryoo, J.J.**, Shea, M., Kekelis, L., Pooler, P., Green, E., Bulalacao, N., McLeod, E., Sandoval, J., & Hernandez, M. (2016). *Making as a Strategy for Afterschool STEM Learning: Report from the California Tinkering Afterschool Network Research-Practice Partnership*. San Francisco, CA: The Exploratorium.
<http://researchandpractice.org/resource/stem-making-in-afterschool/>

Ryoo, J.J. (2016). California Tinkering Afterschool Network Program Profile. *Afterschool Alliance*.
http://afterschoolalliance.org/STEMprofiles.cfm?idPage=5CB0F1E4-BB94-4572-A9074BCAB2D17E80&CNT_ID=STRY90006427

Ryoo, J.J., Choi, M., McLeod, E., Escudé, M. (2016). Facilitating Iterations and Drafts in Tinkering: Professional development workshop guide.
<http://www.exploratorium.edu/sites/default/files/pdfs/20160523%20IterationsDrafts.pdf>

Ryoo, J.J. & Shea, M.V. (2015). Value Mapping: An activity for surfacing power dynamics and diverse perspectives in research-practice collaborations. San Francisco: Research+Practice Collaboratory. <http://researchandpractice.org/resource/value-mapping/>

Ryoo, J.J., Choi, M., & McLeod, E. (2015). Building equity in research-practice partnerships. San Francisco: Research+Practice Collaboratory.
<http://researchandpractice.org/resource/building-equity/>

Bevan, B., **Ryoo, J.J.**, Forrest, J., & Penuel, W.R. (2015). Enriching and expanding the possibilities: Research-practice partnerships in informal science education. San Francisco: Research+Practice Collaboratory. http://informalscience.org/research/ic-000-000-011-046/Enriching_and_Expanding_the_Possibilities

Kekelis, L. & **Ryoo, J.J.** (April 22, 2015). The other F word: Making sense of failure and nurturing resilience. *Corwin Connect*, <http://corwin-connect.com/2015/04/the-other-f-word-making-sense-of-failure-and-nurturing-resilience/>

Bevan, B., **Ryoo, J.J.**, & Shea, M. (2015). *Equity in out-of-school STEM learning: Professional development needs and strategies*. Inquiry Group Report. San Francisco: Exploratorium.

Ryoo, J. J. (2015). Identifying how people learn across space, time, and contexts: An ISE research brief discussing Kumpulainen & Sefton-Green, “What is connected learning and how to research it?” Retrieved from <http://relatingresearchtopractice.org/article/379>

Ryoo, J.J. (2015). Identifying and understanding learner interest and identity across settings: An ISE research brief discussing Barron and Bell, “Learning environments in and out of school: Catalysts for learning within and across settings.” Retrieved from <http://relatingresearchtopractice.org/article/400>

Book Chapters & Online Publications (Continued)

- Ryoo, J. J.** (2015). Bridging formal and informal learning environments to improve science education for all: An ISE research brief discussing Stocklmayer, Rennie, & Gilbert, “The roles of the formal and informal sectors in the provision of effective science education.” Retrieved from <http://relatingresearchtopractice.org/article/394>
- Ryoo, J. J.** (2015). Connecting formal and informal science learning through school-community partnerships: An ISE research brief discussing Bouillion & Gomez, “Connecting school and community with science learning: Real world problems and school-community partnerships as contextual scaffolds.” Retrieved from <http://relatingresearchtopractice.org/article/380>
- Ryoo, J.J.** (2015). Learning across settings: A Connected Collection of research briefs and discussion prompts. Research+Practice Collaboratory. Retrieved from <http://www.exploratorium.edu/education/california-tinkering-afterschool-network-learning-across-settings-resource-collection>
- Ryoo, J.J.** (2015). A method for developing, testing, and scaling programs in research-practice partnerships: An ISE research brief discussing Penuel et al., “Organizing research and development at the intersection of learning, implementation, and design.” Retrieved from <http://relatingresearchtopractice.org/article/374>
- Ryoo, J.J.** (2014). Understanding how learners succeed and struggle across time, space, and social groups: An ISE research brief discussing Bell et al., “Learning in diversities of structures of social practice: Accounting for how, why and where people learn science.” Retrieved from <http://relatingresearchtopractice.org/article/375>
- Ryoo, J.J.** (2014). Conjecture mapping: A design-based research tool for improving educational program design: An ISE research brief discussing Sandoval, “Conjecture mapping: An approach to systematic educational design research.” Retrieved from <http://relatingresearchtopractice.org/article/347>
- Ryoo, J.J.,** Margolis, J., Goode, J., Lee, C., Moreno Sandoval, C.D. (2014). *ECS Teacher Practices Research Findings—In Brief*. Los Angeles, CA: Exploring Computer Science Project, University of California, Los Angeles Center X with University of Oregon, Eugene. Retrieved [May 23, 2014], from <http://www.exploringcs.org/ecs-teacher-practices-research>.
- Ryoo, J.J. & Ho, R.** (2013). Living the legacy of '68: The perspectives and experiences of Asian American student activists. In S.D. Museus, D.C. Maramba, & R.T. Teranishi (Eds.), *The misrepresented minority: New insights on Asian Americans and Pacific Islanders, and their implications for higher education* (pp. 213-226). Sterling, VA: Stylus Publishing.
- McLaren, P., Jaramillo, N., & **Ryoo, J.J.** (2012). Sociology of education. In D.L. Brunnsma, B. Gran, & K.E.I Smith (Eds.), *Handbook of sociology and human rights*. Boulder, CO: Paradigm Publishers.
- Ryoo, J.J.** (2011). Case commentary: Hit hard! In G.L. Porter & D. Smith (Eds.), *Exploring inclusive educational practices through professional inquiry*. (pp. 165-172). Rotterdam/Boston/Taipei: Sense Publishers.

Book Chapters & Online Publications (Continued)

- Ryoo, J.J.** & McLaren, P. (2011). Case commentary: Bridging the gap. In G.L. Porter & D. Smith (Eds.), *Exploring inclusive educational practices through professional inquiry*. (pp. 142-148). Rotterdam/Boston/Taipei: Sense Publishers.
- Ryoo, J.J.** & McLaren, P. (2010). Shaka for sale: A class analysis of Hawai'i. In D. Chapman (Ed.), *Examining Social Theory* (pp. 3-17). New York: Peter Lang.
- Ryoo, J.J.** & McLaren, P. (2010). Seeking democracy in American schools: Countering epistemic violence through revolutionary critical pedagogy. In R. Hoosain & F. Salili (Eds.), *Democracy and Multicultural Education* (pp. 99-130). Charlotte, NC: Information Age Publishing.
- McLaren, P., Moreno, D., and **Ryoo, JJ** (2009). Case commentary: Words of destruction. In D. Smith & P. Goldblatt (Eds.), *Exploring leadership and ethical practice through professional inquiry* (pp. 32-35). Ontario: Laval University Press.

Encyclopedia Definitions

- McLaren, P. & **Ryoo, J.J.** (2012). Critical theory and multicultural education. In J.A. Banks (Ed.), *Encyclopedia of Diversity in Education* (pp. 495-500). Thousand Oaks, CA: Sage Reference.
- Ryoo, J.J.** & McLaren (2010). Multiculturalism. Definition for the *Dicionário sobre Trabalho, Profissão e Condição DocenteI*. Belo Horizonte, Brazil: Federal University of Minas Gerais School of Education Research Group on Educational Policy and Teachers' Work & the Secretary of Basic Education of the Ministry of Education and Culture of Brazil.
- Ryoo, J.J.** & McLaren P. (2010). Critical theory. In: P. Peterson, E. Baker, & B. McGaw (Eds.), *International Encyclopedia of Education* (Vol. 6), (pp. 348-353). Oxford: Elsevier.
- Ryoo, J.J.**, Moreno, D., Crawford, J. & McLaren, P. (May 2010). Paulo Freire. Definition for *Encyclopedia of Political Theory*. SAGE Reference Project. (Winner of "Outstanding Reference Source" award at the American Library Association midwinter meeting)
- Ryoo, J.J.**, Crawford, J., Moreno, D., & McLaren, P. (April 2010). Critical praxis. Definition for *Encyclopedia of Curriculum Studies*. SAGE Reference Project.

CONFERENCE PRESENTATIONS

- Ryoo, J.J.**, Estrada, C., Tanksley, T., Margolis, J., Mendoza, S., & Guest-Johnson, D. (2019, Feb). *Student Voices: Equity, identity, and agency in CS classrooms*. Poster presented at the Research on Equity and Sustained Participation in Engineering, Computing, & Technology (RESPECT) Conference, Minneapolis, MN.
- Madkins, T., McAlear, F., **Ryoo, J.J.**, Scott, A., Martin, A., Goode, J., Scott, K. (2019, Feb). *Culturally Relevant Computer Science Pedagogy: From Theory to Practice*. Panel presentation at the RESPECT Conference, Minneapolis, MN.

CONFERENCE PRESENTATIONS (Continued)

Ryoo, J.J., Chapman, G., Flapan, J., Goode, J., Margolis, J., Ong, C., Estrada, C., Skorodinsky, M., & Tanksley, T. (2019, March). *Going Beyond the Platitudes of Equity: Developing a shared vision for equity in computer science education*. Panel Chair and Panelist for 50th Anniversary Session for the Special Interest Group in Computer Science Education (SIGCSE) Conference, Minneapolis, MN.

Ryoo, J.J., Bevan, B., & Vanderwerff, A. (2018, April). *Not “Babysitters”: Building on Afterschool Educators’ Funds of Knowledge to Define Learning through Making*. Poster presented at the American Educational Research Association (AERA) Conference, New York, NY.

Maltese, A.V., Simpson, A., **Ryoo, J.J.**, Qian, M., Anderson, A., Barnes, J., & Brahms, L. (2018, April). *MakEval: Developing a Set of Tools to Evaluate the Benefits of Making*. Poster presented at AERA, New York, NY.

Ryoo, J.J., & Kali, L. (2017, April). *Making Spaces for Youth from Non-Dominant Communities: New Approaches for Supporting Equitable and Consequential Experiences*. Poster co-chair and poster presenter AERA, San Antonio, TX.

Bevan, B. & **Ryoo, J.J.** (2017, April). *Fostering Networks and Collectives in the Out of School Sector: Achieving Equity, Innovation and Learning Ecosystems through Large-Scale Collaborations*. Poster presented at AERA, San Antonio, TX.

Goode, J. & **Ryoo, J.J.** (2017, April). *Culturally Relevant Computer Science Education: From Theory to Practice*. Paper presented at AERA, San Antonio, TX.

Ryoo, J.J. & Bevan, B. (2017, April). *Suspension Bridges: CH/AT as a Tool for Understanding Productive Tensions Across STEM Learning Communities*. Paper presented at AERA, San Antonio, TX.

Ryoo, J.J., Kali, L., Bevan, B. (2016, September). *Equity-Oriented Pedagogical Strategies and Student Learning in After School Making*. Paper presented at FabLearn Conference, Stanford, CA.

Penuel, B. & **Ryoo, J.J.** (2016, April). *Strategies for promoting and studying equity in design-oriented research-practice partnerships*. Session co-chair at AERA, Washington, D.C.

Ryoo, J.J., Shea, M., Bulalacao, N., Green, E., McLeod, E., Pooler, P., Sandoval, J., & Evans, B. (2016, April). *Value-Mapping: Unmasking Assumptions in Co-Design Research*. Poster presented at AERA, Washington, D.C.

Shea, M., **Ryoo, J.J.**, Sandoval, J., & Kekelis, L. (2016, April). *Iteration as a pedagogical touchstone in expansive learning environments*. Paper presented at AERA, Washington, D.C.

Ryoo, J.J., Bulalacao, N., Kekelis, L., McLeod, E., Henriquez, B. (2015, September). *Tinkering with “failure”: Equity, learning, and the iterative design process*. Paper presented at FabLearn Conference, Stanford, CA.

CONFERENCE PRESENTATIONS (Continued)

- Shea, M., Escudé, M., Henriquez, B., McLeod, E., Pooler, P., **Ryoo, J.J.**, & Sandoval, J. (2015, September). *Making and Tinkering Towards Transformative Pedagogies and Learning Environments*. Workshop presentation at FabLearn, Palo Alto, CA.
- Ryoo, J.J.** (2015, April). *Examining student learning in a mobile phone-based, community research, computer science curriculum*. Paper presented at AERA, Chicago, IL.
- Ryoo, J.J.**, Shea, M., Vossoughi, S., Bevan, B., Bulalacao, N., Cortez, V., Escudé, M., Felten, M., Green, E., Gutierrez, E., Guan, S.P., Henriquez, B., Hernandez, M., Kekelis, L., McLeod, E., Pooler, P., Sandoval, J., Shaw, M., & Shields, K. (2015, April). *Equity-oriented pedagogy for STEM-rich tinkering*. Poster presented at AERA, Chicago, IL.
- Ryoo, J.J.** (2013, November). *Pedagogy Matters: Engaging Diverse Learners in Community Research in Three Computer Science Classrooms*. UC/ACCORD Conference, Lake Arrowhead, CA.
- Ryoo, J.J.** (2013, May). *'I Don't Need to Rely on CNN!' Learning Through a Mobile Phone-Based, Community Research Curriculum*. Paper presented at AERA, San Francisco, CA.
- Ryoo, J.J.** (2013, April). *Engaging Students' Community Knowledge to Learn Computer Science Through a Mobile Phone-Based Curriculum*. Paper presented at AERA, San Francisco, CA.
- Ryoo, J.J.**, Lee, C., Moreno, C.D., & Garcia, A. (2013, March). *Starting with the Digital Self: Youth Civic Engagement in the 21st Century*. Paper presented at the Digital Media & Learning (DML) Conference, Chicago, IL.
- Ryoo, J.J.**, Margolis, J., Landa, J., Harper, EZ\$, (2012, March). *Why and How We Work INSIDE Schools: The Exploring Computer Science project*. Paper presented at DML, San Francisco.
- Lee, C., Moreno, C.D., **Ryoo, J.J.**, Pacheco, V. (2012, March). *Democratizing Computer Science through Culturally Relevant Pedagogy*. Paper presented at DML, San Francisco, CA.
- Ryoo, J.J.** (2011, April). *Algorithms Vs. the 'N-Word': The Advantages and Disadvantages of Writing High School Curricula That Engage Youth Participatory Action Research Under Corporate Funding*. Paper presented at AERA, New Orleans, LA.
- Ryoo, J.J.** (2011, April). *Exploring Computer Science & Mobilize Projects*. Poster and information presented at the annual meeting of the Richard Tapia Celebration of Diversity in Computing, San Francisco, CA.
- Ryoo, J.J.** & Trusela, L. (2011, January). *Mobilize: Mobilizing for Innovative Computer Science Teaching and Learning*. Poster presented at the National Science Foundation Math and Science Partnership Meeting, Washington, DC.
- Ryoo, J.J.** (2010, May). *Listening to the Voices of the Alternative Asian American Press: Transforming Education Today through Gidra of the 1960s-70s*. Paper presented at AERA, Denver, CO.

CONFERENCE PRESENTATIONS (Continued)

- Ryoo, J.J.** & Ho, R. (2009, April). *40 Years Later: UCLA API Student Activists in 2008*. Paper presented at the annual meeting of the Association of Asian American Studies Conference, Honolulu, HI.
- Ho, R. & **Ryoo, J.J.** (2009, April). *Still on Strike?: Contemporary Asian American Student Activists*. Paper presented at AERA, San Diego, CA.
- Ryoo, J.J.**, Moreno, D., & Crawford, J. (2009, April). *Supporting Students' Spiritual Development for Academic Success*. Paper presented at AERA, San Diego, CA.
- Ryoo, J.J.** & Ventura, B. (2009, April). *Continuation Schools Today: A Study of Principal Perspectives*. Paper presented at AERA, San Diego, CA.
- Ho, R. & **Ryoo, J.J.** (2008, October). *Still on Strike: the Experiences of API Undergraduate Student Activists at UCLA*. Paper presented at the 40th Anniversary of the SF State College Strike Conference, San Francisco, CA.
- Crawford, J., Moreno, D., & **Ryoo, J.J.** (2008, October). *Critical Spiritual Pedagogy*. Paper presented at the 40th Anniversary of the SF State College Strike Conference, San Francisco.
- Ryoo, J.J.**, Moreno, D., Crawford, J. (2008, April). *Critical Spiritual Pedagogy*. Paper presented at the Association of Raza Educators Conference, San Diego, CA.
- Ryoo, J.J.** (2007, April). *Students as Teachers: Exploring Critical Pedagogy*. Paper presented at the Hawai'i Council for Exceptional Children Conference, Honolulu, HI.

INVITED TALKS

- Ryoo, J.J.** & Morris, A. (2018, October 25). Invited speaker: "Stories from our Los Angeles Research-Practice Partnership." CS for All RPP Development Workshop, National Science Foundation, Seattle, WA.
- Ryoo, J.J.** (2018, October 15). Invited speaker: "Defining STEM Identity." SoCal Informal Science Education Symposium, Los Angeles, CA.
- Ryoo, J.J.**, Margolis, J., & Flapan, J. (2019, October 4). Invited speaker: "Equity in Computer Science Education." Los Angeles Unified School District, Instructional Technology Initiative Task Force Meeting, Los Angeles, CA.
- Ryoo, J.J.** (2018, March 12). Invited speaker: "Understanding Student Learning," Flash Talk for National Science Foundation CISE PI Meeting, Alexandria, VA.
- Ryoo, J.J.** (2018, February 15). Invited panelist in a Communicating Science Seminar: "I'm Not a Science Person: Challenging Stereotypes About Who Excels in STEM," American Association for the Advancement of Science (AAAS) Conference, Austin, TX.
- Ryoo, J.J.** (2018, January 5). Invited speaker: "Learning in RPPs." National Science Foundation Research-Practice Partnership Workshop, CS for All, Los Angeles, CA.

INVITED TALKS (Continued)

- Ryoo, J.J.** (2017, July 11). Invited speaker for workshop: “Research-practice partnerships in informal STEM education.” National Science Foundation, Center for Advancement of Informal Science Education, & the American Association for the Advancement of Science, Washington, D.C.
- Ryoo, J.J.** (2017, June 26). Invited speaker for workshop: “What you do really matters! Pedagogical strategies for supporting underrepresented youth in CS Education.” 9 Dots. Los Angeles, CA.
- Ryoo, J.J.** & Bevan, B. (2017, September). Invited speaker for “Research + Practice” video on Tinkering Studio Coursera reaching over 9,000 students globally.
- Ryoo, J.J.** (2016, May 8). Invited Keynote for *Fabrication & HCI: Hobbyist Making, Industrial Production, and Beyond*. 2016 ACM CHI Conference (Human-Computer Interaction). San Jose, CA.
- Ryoo, J.J.** (2016, May 5). Invited speaker for workshop: “Promising STEM practices, programs, projects, and activities for formal and informal settings.” 2016 US-African STEM Education Expert Planning Conference. Rutgers University, New Brunswick, NJ.
- Ryoo, J.J.** (2016, April 28). Invited panelist for session entitled “Empowering Makers.” Crossroads Conference, InfoSys Foundation USA. San Francisco, CA.
- Ryoo, J.J.** & McLeod, E. (2015, November 19). Research-Practice Partnership Forum: “Defining the focus of partnership work.” Webinar hosted by William Penuel (CU Boulder, School of Education).
- Shea, M., & **Ryoo, J.J.** (2015, June 25). Digging into research: Making and tinkering in afterschool. [Webinar]. In *Afterschool Alliance Webinar Series*. Retrieved from https://afterschoolalliance.adobeconnect.com/_a1043045437/p1kr89t0nrk/?launcher=false&fcsContent=true&pbMode=normal.
- Ryoo, J.J.** & Margolis, J. (2011, May). *Computer Science Education: Success Stories from the Field*. Invited Panelist at the National Center for Women and Information Technology (NCWIT) Summit, New York, NY.

SERVICE TO PROFESSIONAL COMMUNITY

Editorships

- 2018-present Associate Editor; *ACM Transactions on Computing Education*
2017-18 Guest Editor; *Equity & Excellence in Education* symposium on Equity & Making

Reviewer

- 2018 *Equity & Excellence in Education*
2018 *Connected Science Learning*
2018 ACM Richard Tapia Celebration of Diversity in Computing Conference
2017-present *Computer Science Education*
2017-present *ACM Transactions on Computing Education*
2016-present National Science Foundation

SERVICE TO PROFESSIONAL COMMUNITY (Continued)

Reviewer (Continued)

- 2016-2017 *Computers & Education*
- 2015 FabLearn Conference
- 2014 *Education as Change*
- 2013 American Educational Research Association Graduate Student Council
- 2009-2015 American Educational Research Association, Annual Conference
- 2009 *The Open Political Science Journal*
- 2008 *Curriculum Inquiry*
- 2008 *UCLA InterActions*
- 2008 *Teaching Education*
- 2008 *Journal of Power and Education*
- 2008 *Asia Pacific Journal of Education*
- 2008 *Qualitative Studies in Education*
- 2008 *International Studies Perspectives*
- 2008 *Pedagogies*
- 2008 *Sociology of Education*
- 2008 *Current Anthropology*

Committees

- 2019-present Advisory board member for NSF-funded CSforAll RPP Principal Investigator Meeting (organized by the American Institutes for Research)
- 2018-19 FabLearn Conference Full Paper Track Chair
- 2018-present UCLA Lab School Research Review Committee Member
- 2018-present Advisory board member for NSF-funded CSforAll RPP project: “BRIGHT-CS RPP: Building Student Retention through Individuated Guided cohort Training in Computer Science Research-Practice Partnership” (PI: Ryoko Yamaguchi)
- 2018-present Advisory board member for NSF-funded AISL project: “All together now: The role of mentorship in persistence in informal STEM programs” (PI: Mizuko Ito)
- 2017-present Advisory board member for NSF-funded ITEST project: “Broadening identities for diverse youth in STEM through socioenvironmental problem solving” (PI: Heidi Carlone; Co-PI: Lakshmi Iyer; Co-PI: Sara Heredia)
- 2016-2017 Advisory board member for NSF-funded ITEST project: “Electronic textiles for Exploring Computer Science” (PI: Yasmin Kafai; Co-PI: Deborah Fields)
- 2015-present Advisory board member for the Global STEM Leadership Alliance

Mentoring

- 2009-present Marlborough School Honors Research mentor

Affiliations

- 2018-present ACM Special Interest Group on Computer Science Education (ACM SIGCSE)
- 2007-present American Educational Research Association (AERA)
- 2008-2013 Association for Asian American Studies (AAAS)

MEDIA COVERAGE

- Digital Arts & Humanities at Harvard University (DARTH)*. (2012, November 5). “Jean Ryoo (’02).” Available at <http://www.darthcrimson.org/jean-ryoo-02/>.
- Clicanoo.re*. (2004, February 22). “Cyclisme: Jean Ryoo, libre quand elle roule.” Available at <https://www.clicanoo.re/node/416862>. (Article describing Jean’s life on La Réunion)

OTHER PUBLICATIONS & EXHIBITIONS

- Bevan, B., Choi, M., & **Ryoo, J.J.** (2017). Video entitled: *Teachers talking about tinkering*. Exploratorium Tinkering Studio MOOC: “Tinkering Fundamentals: Motion and Mechanisms.” www.coursera.org. (9000+ students enrolled globally)
- Bevan, B., Choi, M., & **Ryoo, J.J.** (2017). Video entitled: *Making and tinkering: The intertwined dimensions of learning*. Exploratorium Tinkering Studio MOOC: “Tinkering Fundamentals: Motion and Mechanisms.” www.coursera.org. (9000+ students enrolled globally)
- Bevan, B., Choi, M., & **Ryoo, J.J.** (2017). Video entitled: *Making and Tinkering: The power of ideas*. Exploratorium Tinkering Studio MOOC: “Tinkering Fundamentals: Motion and Mechanisms.” www.coursera.org. (9000+ students enrolled globally)
- Ryoo, J.J.**, Choi, M., & Bevan, B. (2016). Video entitled: *Making is fun, but are they learning?: Equity in science education*. 2016 National Science Foundation “STEM for All” Video Showcase. <http://stemforall2016.videohall.com/presentations/678>
- Ryoo, J.J.** (2011). Illustrations In: Jennings, V.J., *Free Lunch* (A book of poetry). <http://www.gimmefreelunch.com/>
- Ryoo, JJ.** (Jan 13, 2003). Photo of Olympic diving champion Sammy Lee. *The Harvard Crimson*. “Independent Media/Free Thought Art Show” – **curator** of first annual Dudley House undergraduate art show; Lehman Hall, Harvard University (May 2-23, 2003)
- “What Have We Done” – Thesis student **group show**; Carpenter Center for Visual Arts and Sert Galleries, Harvard University (May 1-June 5, 2003)
- “*cöop*” – **documentary** about the Dudley House Co-op; student film screenings, Harvard Film Archive (May 2003)
- Ryoo, JJ.** (Spring 2002). Photo. *The Harvard Advocate*.
- Ryoo, JJ.** (March 7, 2002). The Dudley Cooperative House. *The Harvard Independent*.
- Ryoo, JJ.** (Spring 2002). Photo. *Yisei Magazine*, 15(1).
- “Forest Memory Project” – **public art**; Tiverton Four Corners Sculpture Park (2002)
- Spinning* and *Ooooooh* – **animation** film screenings, Harvard Film Archive (May 2002)
- “Forest Memory Project” – **public art** for ARTS First; Harvard University (May 2-6, 2002)
- “Outer Spaces” – **photo** in the Advocate Spring Art Show; Harvard University (April, 2002)
- “Overstocked: under.consumption” – **photo** in group show; Harvard University (Feb 4-24, 2002)
- “Photography How? 10,000 Miles to Dusseldorf” – **photo** show; Harvard University (Jan 2002)
- VES Fall Student Art Exhibition—**sculpture** displayed; Harvard University (Nov 30-Dec 14, 2002)
- Ryoo, JJ.** (Spring 2001). Photo. *The Harvard Photography Journal*, 8.
- Ryoo, JJ.** (Spring 2000). Photo. *The Harvard Photography Journal*, 7.
- Ryoo, JJ.** (Spring 2000). Photo. *Yisei Magazine*, 13(2).
- Ryoo, JJ.** (Winter 2000). Photo. *Yisei Magazine* 13(1).
- Lowell House ARTS First Exhibition – **photo** chosen; Lowell House Art Studio, Harvard Univ. (May 6-13, 2000)
- VES Spring Student Art Exhibition – **silkscreen** work chosen; Carpenter Ctr, Harvard Univ. (May 12-24, 2000)
- Ryoo, JJ.** (Spring 1999). Drawing. *Yisei Magazine* 12(2).

MISCELLANEOUS ACTIVITIES & COMMUNITY SERVICE

- 2018-present First Tech Challenge Robotics Competition Volunteer (Field Supervisor)
- 2018-present Felicitas & Gonzalo Mendez High School Robotics Team Mentor (Los Angeles, CA)
- 2009-present Honors Research Program Mentor, Marlborough School (Los Angeles, CA)
- 2012-13 Yoga Teacher (Yoga Collective; Laughing Frog; Los Angeles, CA)
- 2012 200 Hr. Yoga Teaching Certification (Yoga Alliance Certified)
- 2007-2011 Southern California Aquatics Master’s Swim Team Member (Los Angeles, CA)

Jean Jinsun Ryoo (Curriculum Vitae, page 16 of 16)

MISCELLANEOUS ACTIVITIES & COMMUNITY SERVICE (Continued)

- 2007-2009 My Friend's Place Art Teacher (Homeless Teen Center; Los Angeles, CA)
2007-2009 Big Brothers/Big Sisters of America volunteer (Los Angeles, CA)
2005-2008 Capoeira Grupo Senzala Hawai'i (Honolulu, HI)
2003-2004 Club Cyclism St. Louisien Member/Racer (St Louis, La Réunion, Indian Ocean)
2003 Cross Country Bike Ride from Boston to Los Angeles
2002-2003 Harvard Cycling Team, Collegiate Cycling (Cambridge, MA)
2001-2003 Dudley House Cooperative Member, Harvard University (Cambridge, MA)
2001 Chimpanzee Study, Harvard University Department of Anthropology
(Funded by the National Science Foundation, Harvard College Research Program,
Explorer's Club Youth Activity Fund, & Goelet Fund)
1998-2003 Harvard Radcliffe Collegium Musicum, Soprano (Cambridge, MA)
1998-2000 Blues Disk Jockey, 95.3FM, WHRB Cambridge, Harvard Radio Station

LANGUAGES

Advanced French, Beginning Korean, Beginning Spanish

PROFESSIONAL REFERENCES

Mike Rose, Ph.D.
Professor, Social Research Methodology
Graduate School of Education & Information Studies
University of California, Los Angeles
Moore Hall 2005D, 405 Hilgard Avenue
Los Angeles, CA 90095
Phone: (310) 825-8076
Email: mrose@gseis.ucla.edu

Ernest Morrell, Ph.D.
Professor of English
Coyle Professor in Literacy Education
University of Notre Dame
356 O'Shaughnessy Hall
Notre Dame, IN 46556-5639
Phone: (574) 631-8042
Email: emorrell1@nd.edu

Kris Gutiérrez, Ph.D.
Professor of Language, Literacy, & Culture
Graduate School of Education
University of California, Berkeley
5629 Tolman Hall
Berkeley, CA 94720
Phone: (510) 642-5791
Email: gutierrkd@berkeley.edu

Jane Margolis, Ed.D.
Senior Researcher
Graduate School of Ed & Info Studies
University of California, Los Angeles
Moore Hall 3335
405 Hilgard Avenue
Los Angeles, CA 90095
Phone: (310) 794-4481
Email: margolis@gseis.ucla.edu