

José Ramón Lizárraga, PhD

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EDUCATION

University of California at Berkeley, Graduate School of Education | 2019

Ph.D. in Education: Learning Sciences with focus on Language, Literacy, and Culture

Stanford University Graduate School of Education | 2012

Master of Arts in Education: Learning, Design, and Technology

California College of the Arts | 2003

Bachelor of Fine Arts with Distinction: Fine Art, Digital Design & Interactive Media

CURRENT APPOINTMENT

Assistant Professor of Learning Sciences and Human Development | Fall 2019-present

University of Colorado, Boulder

PROFESSIONAL INTERESTS & EXPERTISE

Learning Design | Educational Technology | Design-based Research | New Media Literacies
Equity in Education | Engaged Scholarship | Community Collaborations

RESEARCH EXPERIENCE

Principal Investigator | University of Colorado, Boulder | 2019-Present

EPIC Friends/EPIC Futures

Design-based research project examining the learning and development that occurs for pre-service teachers and non-dominant (minoritized) youth, with the use of digital tools, across the sites of school, home, and community. The primary research sites include a university-based teacher education program, an afterschool making & tinkering lab at a Latinx-serving elementary school, and a custom-designed digital social network called EPIC Friends. As Principal Investigator, I lead and supervise a team of five graduate students in all aspects of the project including iterative design and implementation, mixed method data collection/analysis, and publication of findings. [\$98,599]

Associated/Junior Researcher | UC Berkeley Prolepsis Design Collaborative | 2015-2019

Leveraging Horizontal Expertise: Examining learning practices in the home and school

Design-based research project examining the learning that occurs via digital tools across the sites of school, home, and community. Responsibilities include data analysis, preparing conference presentations, and drafting manuscripts for publication. Lead in designing an innovative visualization tool that tracks and maps the movement of digital tools across the home ecology.

Principal Investigator: Kris D. Gutiérrez, PhD

Assistant Researcher | UC Berkeley Hull Research Group | 2015-2016

Mentoring at the intersection of digital and physical experiences

Mixed methods (quantitative/qualitative) research project studying how undergraduates utilized digital tools in their mentorship activities with youth, as part of a practicum course. Responsibilities

included research design, data analysis, preparing conference presentations, and drafting manuscripts for publication.

Principal Investigator: Glynda A. Hull, PhD

Lead Assistant Researcher | UC Berkeley Hull Research Group | **2012-2015**

Digital literacy and language practices of transnational Latina/o youth: Colombia/Mexico/U.S

Lead in a mixed methods research project studying how transnational youth utilized an enclosed digital network to build and maintain connections, while developing digital literacy skills.

Responsibilities included research design, data analysis, preparing conference presentations, and drafting manuscripts for publication.

Principal Investigator: Glynda A. Hull, PhD

Graduate Researcher | Berkeley Graduate School of Education | **2012-2014**

Digital media and Latinx families: New channels for learning, parenting, & local organizing

Project that surveyed how Latino families and Latino-serving organizations utilized digital mobile technologies for parenting and organizing. Responsibilities included designing and implementing interview protocols, analyzing data, and preparing a manuscript for publication.

Principal Investigator: Bruce Fuller, PhD

Research Associate | SmartyAnts Online Early Literacy Program | **2011-2013**

Field researcher for a start-up company that designed an online, bilingual, early literacy game.

Responsibilities included collecting assessment and qualitative data at various school sites in the San Francisco Bay Area, as well as preparing conference presentations and Spanish/English translation.

Principal Investigator: Marcia K. Russell, EdD

HIGHER EDUCATION TEACHING

Educational Psychology for Elementary Schools | CU Boulder | **Spring 2020 - Present**

Undergraduate teacher education course integrating theories and ideas from elementary school child development, educational psychology and the learning sciences. Explores theories of learning and child development and considers implications for teaching, student engagement and the design of equitable and effective learning environments. This course is affiliated with the EPIC Futures/EPIC Friends design-based research project.

Learning & Development with/in Media | CU Boulder | **Fall 2020**

Doctoral seminar that leverages theories in new media studies and the learning sciences in the design and study of robust learning environments. Closely examined the role of television, social networks, and other media in human learning and development.

Adolescent Psychology and Development for Teachers | CU Boulder | **Fall 2020**

Masters-level course that examined current theory and research on adolescent development, learning, motivation, and academic achievement. Emphasizes how theory and research can inform instructional decisions in the secondary classroom.

Literacy Across Content Areas | San Francisco State University | **Fall 2018-2019**

Designed and taught a hybrid (asynchronous/synchronous) graduate course in the teacher education single-subject credentialing program. Course dedicated to introducing students to socio-cultural theories of literacy (including new media literacies), as well as their application to practice across content areas.

Literacy: Individual and Societal Development | UC Berkeley | **Fall 2012-Summer 2018**
Hybrid (online/in-person) undergraduate, Education Minor, course examining various socio-cultural approaches to literacy and learning, with a focus on new media literacies. Lead in instructional design and implementation. Responsibilities included supervision of a practicum component.

Introduction to Teaching and Learning | San Francisco State University | **Fall 2017-2019**
Designed and taught both an in-person and fully online version of this course. Undergraduate course introducing students to various socio-cultural approaches to teaching and learning, with a focus on culturally-sustaining and social justice pedagogies.

(Re)presenting Humanity at the Margins: Curating and Visualizing Cultural Memory in the Digital Humanities | UC Berkeley | **Spring 2017**

Doctoral-level course exploring theoretical and methodological approaches to research at the intersection of education and the digital humanities. Was the lead in training of emergent data retrieval and visualization tools.

Latinxs & Education: Critical Issues & Perspectives | UC Berkeley | **Fall 2013 & Summer 2014**
Undergraduate course employing socio-cultural approaches to examining issues impacting the educational experiences of Latinx learners in the U.S.

SELECTED PUBLICATIONS

Lizárraga, J. R., & Cortez, A. (2020). Cyborg Jotería Pedagogies: Latinx Drag Queens Leveraging Communication Ecologies in the Age of the Digital and Social Displacement. *Association of Mexican American Educators Journal*, 14(2), 44-66.

Gutiérrez, K. D., Becker, B. L., Espinoza, M. L., Cortes, K. L., Cortez, A., Lizárraga, J. R., Rivero, E., Villegas, K., & Yin, P. (2019). Youth as historical actors in the production of possible futures. *Mind, Culture, and Activity*, 1-18.

Lizárraga, J.R. & Cortez, A. (2019). Digital queer gestures and the (im)possibility of Blackness, Brownness, and Queerness: Corporeal, racial, cultural, and spatial #gentrification in an era of displacement. In A. DeKosnik, K. Feldman (Eds.), *#identity: Hashtagging Race, Gender, Sex, and Nation*. University of Michigan Press.

Gutiérrez, K. D., Higgs, J., Lizárraga, J. R., & Rivero, E. (2019). Learning as Movement in Social Design-Based Experiments: Play as a Leading Activity. *Human Development*, 62(1-2), 66-82.

Lizárraga, J. R., & Gutiérrez, K. D. (2018). Centering Nepantla Literacies from the Borderlands: Leveraging “In-Betweenness” toward Learning in the Everyday. *Theory Into Practice*, 57 (1), 38-47.

Gutiérrez, K.D., Cortes, K., Cortez, A., DiGiacomo, D., Higgs, J., Johnson, P., Lizárraga, J.R., Mendoza, E., Tien, J., Vakil, S. (co-equal authors). (2017). Replacing Representation with Imagination: Finding Ingenuity in Everyday Practices. *Review of Research in Education*, 41(1), 30-60.

Lizárraga, J.R., Hull, G.A., & Scott, J.M (2015). Translingual practices in a social media age: Lessons learned from youth’s transnational communication online. In D. Mole, E. Sato, T. Boals, C. Hedgspeth (Eds.), *Multilingual learners and academic literacies: Sociocultural*

contexts of literacy development in adolescents. New York: Routledge.

Fuller, B., Lizárraga, J.R., & Grey, J. (2015). Digital media and Latino families—New channels for learning, parenting, and local organizing. New York: *The Joan Ganz Cooney Center at Sesame Workshop*.

DiZio, J., & Lizárraga, J.R. (2014). Mediating "Superdiversity" in Urban Schools/Prologue: Section 2. In J. Mahiri & S.W. Freedman (Eds.), *The first year of teaching: Urban teachers conducting classroom research*. New York, NY: Teachers College Press.

MANUSCRIPTS IN PREPARATION OR UNDER REVIEW

Lizárraga, J.R. (under review). Beyond connectivity in a cyborg world: Mediation of expertise at the intersection of the digital and face-to-face in teacher education. *Mind, Culture, & Activity*.

Lizárraga, J.R., & Hull, G.A. (under review). "Please stop being that nice, please?": Intersections, Near Misses, and Collisions as Youth and Mentors Connect Online. *Journal of the Learning Sciences*.

SELECTED PROFESSIONAL PRESENTATIONS

Lizárraga, J.R. (2020, December). *Teachers leveraging digital technologies for literacy development*. Presentation at the annual meeting of the Literacy Research Association.

Lizárraga, J.R. (2020, August). *Critical Digital Pedagogies: Centering play, multivoicedness, and new possible futures in digitally-mediated learning*. Keynote at the first annual Critical Digital Pedagogies EXPO at the University of Colorado Boulder.

Lizárraga, J.R., & Cortez, A. (2020, June). "Dragtivism": *Cyborg Drag queens, public pedagogy, and multisited learning through queerness*. Presentation at the annual International Conference of the Learning Sciences.

Lizárraga, J.R. (2019, December). *Cyborg Collaborators: Archive, and Composition across face-to-face and digital sites of learning and practice*. Presentation at the annual meeting of the Literacy Research Association.

Lizárraga, J.R. (2017, March). *Tools of Re-mediation and relational equity: An examination of digital and analog collaboration in an undergraduate education course*. Presentation at the annual meeting University-Community Links Conference, Berkeley, CA.

Lizárraga, J.R., DiGiacomo, D., Tien, J., Higgs, J., Cortez, A., Mendoza, E., & Gutiérrez, K.D. (2016, April). *Ideologically Informed Orchestration: Perceptions of Technology, Family Life, and Mediation of Digital Practices*. Presentation at the annual meeting of the American Education Research Association.

Lizárraga, J.R. (2016, March). *Languaging in a Global Multilingual Age: Connecting Translingual Youth Through Digital Social Networks*. Presentation at the annual meeting University-Community Links Conference, Berkeley, CA.

Lizárraga, J.R. (2015, September). *Mas Allá de la Brecha Digital: Aspiraciones de Familias Latinas y el Desarrollo De Destrezas Digitales En El Hogar (Beyond the Digital Divide: Latina/o Family Aspirations and the Development of Digital Literacies in the Home)*. Presentation at Education Writers Association Spanish-Language Convening, Orlando, FL.

Lizárraga, J.R. (2013, November). *Speaking Spanglish con los friends: The promise and challenge of translangual literacy practices*. Paper presented at the meeting of the World Education Research Association, Guanajuato, Mexico.

MEDIA APPEARANCES

Learning Scientists for Social Justice. (2020, November). *'Dear Professor': On Anti-Blackness and Learning*. Retrieved from <https://www.insidehighered.com/views/2020/11/18/group-non-black-scholars-invites-other-professors-help-strengthen-teaching-support>

Ricciardi, T. (Interviewer). (2020, August). *Safe ways for your kids to socialize during COVID-19: Video games may actually be a good thing*. Retrieved from <https://www.denverpost.com/2020/08/23/safe-ways-kids-socialize-covid19/>

Orozco, S. (Presenter). (2015, May 13). *Latinos and the Digital Divide [Interview]*. Retrieved from <http://radiobilingue.org/en/noticias/economia-y-trabajo/latinos-y-brecha-digital/>

SERVICE

Spencer Foundation, Ad hoc Reviewer	2021-present
National Science Foundation, Ad hoc Reviewer	2020-present
Research in the Teaching of English (Journal), Ad hoc Reviewer	2017-present
Journal of the Learning Sciences, Ad hoc Reviewer	2019-present
Xóchitl Justice Press , Advisory Board Member	2015-present

MEMBERSHIPS AND OFFICES

American Educational Research Association (AERA), Member
 International Society of the Learning Sciences (ISLS), Member
 Literacy Research Association (LRA), Member
 Television Academy (Emmy's), Academic Member
 World Educational Research Association (WERA), Member

SELECTED AWARDS & RECOGNITIONS

UC Berkeley University Fellowship, 2013-2017
UC Berkeley Mentored Research Award (Research Fellowship), 2014-2015
UC Berkeley Outstanding Graduate Student Instructor Award, 2014
 For excellence in teaching Education 140: Literacy: Individual and Societal Development
University of California Summer Grant, 2013

LANGUAGES

Spanish, native speaker
 English, fluent
 French, intermediate
 Japanese, basic
 American Sign Language, intermediate