

# José Ramón Lizárraga, PhD

Pronouns: They/Them/Their/He/Him/His | [www.JoseRamonLizarraga.net](http://www.JoseRamonLizarraga.net) | [lizarraga.jose.r@gmail.com](mailto:lizarraga.jose.r@gmail.com) | Cell: 510.589.5604

## PROFESSIONAL INTERESTS & EXPERTISE

Learning Experience Design | Educational Technology | Design-based Research | Mixed Methods Research | Equity in Education | Diversity in STEM | Curriculum Development | Community Collaborations

### SELECTED HIGHLIGHTS

**RESEARCH:** Principal Investigator of a design-based project examining the role of new media, technology, and maker spaces in the learning of teachers and Latinx/Chicanx and Black youth. More than **9 years of experience** designing, implementing, and leading mixed methods (qualitative/quantitative) research projects. Published in top tier journals including *Mind, Culture, and Activity*, *Review of Research in Education*, *Human Development*, and *Theory Into Practice*.

**DESIGN & TEACHING:** Designer and implementer of more than **25 technology-mediated learning environments in K-12 and higher education settings**. Award-winning instructional design that robustly leverages learning and human development theories.

**LEADERSHIP AND PRESENCE:** Leadership Position in the Cultural Historical Research Special Interest Group of the **American Educational Research Association** (2020-present); Membership in the Gender & Sexualities Committee of the **Literacy Research Association** (2021-present); Associate Member of the **International Academy of Digital Arts and Science** (2021-present); Consultant of the **Algorithmic Justice League**; Academic Member of the **Television Academy/Academy of Television Arts & Sciences** (2018-2020).

**ACCOLADES:** **2021 Webby Award** winner for content creation and social media presence; **Connected Learning Research Network Fellow** (2015-2017); **UC Berkeley University Fellowship** (2013-2017); **UC Berkeley Distinguished Fellow Award** (2015); **UC Berkeley Digital Humanities Course Development Grant** (2014-2015); **UC Berkeley Award for Outstanding Teaching** (2014); **University of California Mentored Research Fellowship** (2014-2015).

## EDUCATION

**University of California Berkeley | Graduate School of Education**

*Ph.D. in Education: Learning Sciences with focus on Language, Literacy, Culture, Technology & Media*

**Stanford University | Graduate School of Education**

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

**California College of the Arts**

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

## PROFESSIONAL APPOINTMENTS

**Assistant Professor of Learning Sciences and Human Development** | **Fall 2019-present**  
**Affiliate Faculty in the Department of Information Science**  
*University of Colorado, Boulder*

**Adjunct Professor in the Department of Secondary Education and** | **Fall 2017- Spring 2019**  
**Graduate College of Education**  
*San Francisco State University*

## PUBLICATIONS

### PUBLICATIONS IN REFEREED JOURNALS

1. **Lizárraga, J. R.** (accepted). 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*.
2. **Lizárraga, J. R.**, Castro, A., & Cortez, A. (accepted) Interrogating the Notion of Giving Voice: Designing for Transformative Agency Across Learning Ecologies. *Mind, Culture, and Activity*.
3. Cortez, A., McKoy, A., & **Lizárraga, J.R.** (accepted). The future of young Blacktivism: Aesthetics and practices of speculative activism in video game play. *Journal of Futures Studies*.
4. **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.
5. 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.
6. Gutiérrez, K. D., Higgs, J., **Lizárraga, J. R.**, & Rivero, E. (co-equal authors). (2019). Learning as Movement in Social Design-Based Experiments: Play as a Leading Activity. *Human Development*, 62(1-2), 66-82.
7. **Lizárraga, J. R.**, & Gutiérrez, K. D. (2018). Centering Nепantla Literacies from the Borderlands: Leveraging “In-Betweenness” toward Learning in the Everyday. *Theory Into Practice*, 57 (1), 38-47.
8. 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.

### PUBLICATIONS UNDER REVIEW IN REFEREED JOURNALS

9. **Lizárraga, J.R.** (under review). The cyborgs will save us: Designing for speculative fabulation in learning. *Journal of the Learning Sciences*.
10. **Lizárraga, J.R.**, Hull, G.A., & Cortez (under review). “Please stop being that nice, please?”: Intersections, Near Misses, and Collisions as Youth and Mentors Connect Online. *Journal of the Learning Sciences*.
11. Baca, K., Cortez, A., & **Lizárraga, J.R.** (under review). Transforming narratives across social media: Examining Teachergram as a site of emergent political identities for pre-service teachers. *Learning, Media, and Technology*.

### PEER-REVIEWED CHAPTERS IN EDITED VOLUMES

12. **Lizárraga, J.R.**, Baca, K., Cortez, A. (under review). Transforming Pedagogies across digital platforms: Examining technological ecologies as a site of emergent political identities and literacies for pre-service teachers. In *Literacies in the Platform Society* (Nichols & Garcia, Eds.).

13. **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.

14. **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.

### **BOOK**

15. Cortez, A., & **Lizárraga, J. R.** (accepted). Language, Literacy, Youth & Culture (Volume 6 of The Encyclopedia of Social Justice in Education). London, England: Bloomsbury Publishers.

### **ENCYCLOPEDIA ENTRY**

16. Cortez, A., & **Lizárraga, J. R.** (2022). Jotería Studies. In K. K. Strunk & S. A. Shelton (Eds.), *Encyclopedia of Queer Studies in Education*. Leiden, The Netherlands: Koninklijke Brill NV.

### **MANUSCRIPTS IN PREPARATION**

17. **Lizárraga, J.R.** (in preparation). Digital and dynamic reflections of practice: Collaboration, archive, and composition in teacher education. *Cognition & Instruction*.

18. **Lizarraga, J.R.**, Kulick, K., & McKoy, A. (in preparation) Glitteracies of the Fifth Dimension: Leveraging Latinx Queer theory in the Design of Teacher Learning and Making & Tinkering Ecologies. *Literacy Research: Theory, Method, and Practice*.

19. Rupert, J., & **Lizárraga, J.R.** (in preparation). Sociotechnical Agency and Dreaming: A Historical Actor Reading of Surveillance Realism. *Research in Education*.

### **INVITED REPORT**

20. 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*.

### **NON-REFEREED ARTICLES**

21. Cortez, A., **Lizárraga, J. R.**, Jurow, A. S., Kirshner, B., Mendoza, E., Paguyo, C., Penuel, W., Shea, M., Schultz, K., Stamatis, K., & Tayne, K. (2020, November 18). 'Dear Professor': On Anti-Blackness and Learning. *Inside Higher Education*. Retrieved from: <https://www.insidehighered.com/views/2020/11/18/group-non-black-scholars-invites-other-professors-help-strengthen-teaching-support>

## **PROFESSIONAL EXPERIENCE**

### **DESIGN AND COMMUNITY-BASED DESIGN/PARTICIPATORY RESEARCH**

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

#### ***Speculative Fabulation Lab, EPIC Futures***

- Design-based research project examining the learning and development that occurs for pre-service teachers and **non-dominant Latinx youth**, with the use of **digital tools**, across the sites of school, home, and community.

- Designing and managing primary research sites of an online/hybrid university-based teacher education program, an afterschool making & tinkering lab at a **Latinx-serving** elementary school, and a custom-designed digital social network called FabSpace.me.
- Lead and supervise a team of five graduate students in all aspects of the project including iterative design and implementation, data collection, analysis, and publication of findings.

**Researcher** | Berkeley Prolepsis Design Collaborative | **2017-2019**

***Leveraging Horizontal Expertise: Examining literacy and 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**

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

***Mentoring at the intersection of digital and physical experiences***

- 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**

**Associated Researcher** | Connected Learning Research Network | **2015-2017**

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

- Project examining the **learning that occurs via digital tools** across the sites of school, home, and community.
- Responsibilities included data analysis, preparing conference presentations, and drafting manuscripts for publication.
- **Principal Investigator: Kris D. Gutiérrez, PhD**

**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 project studying **how transnational youth utilized an enclosed digital network to build and maintain connections**, while developing digital literacy skills.
- Engaged research design, data analysis, preparing conference presentations, and drafting manuscripts for publication.
- Supervised a group of 10 teachers/mentors.
- **Principal Investigator: Glynda A. Hull, PhD**

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

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

- Project that surveyed how **Latinx families and Latinx-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**

- Served as 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**

LEARNING EXPERIENCE DESIGN & TEACHING**Educational Psychology for Elementary Schools** | CU Boulder | **Spring 2020 - Present**

- Designed and taught a course for preservice teachers.
- Created technological ecology consisting of a learning management system and customized multimodal social network for the teacher education course and affiliated K-6 program. **3 ecologies** designed to date.
- Enacted data-driven (engagement data analytics and other assessments) in instructional design.
- Course design informed by theories of learning and child development that considers implications for teaching, student engagement, and the design of equitable and effective learning environments.
- Focus on teaching teachers how to responsibly and effectively integrate cutting-edge technologies in learning environments.

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

- Designed and taught doctoral seminar that leveraged theories in new media studies and the learning sciences in the design and study of robust learning environments.
- Co-designed (with doctoral students) a learning ecology that incorporated a variety of tools, including television, social networks, and other media.
- Introduced and co-developed measurement and learning assessment tools.

**The Art of Making Meaning** | UC Berkeley | **Fall 2012-Summer 2018**

- Designed and taught a hybrid (online/in-person) undergraduate education course examining various socio-cultural approaches to literacy and learning.
- Created technological ecology consisting of a learning management system and customized multimodal social network for the teacher education course and affiliated afterschool program. **18 ecologies** designed over the six years.
- Enacted data-driven (engagement data analytics and other assessments) in instructional design.
- Course design informed by theories of learning and child development that considers implications for teaching, student engagement, and the design of equitable and effective learning environments.
- Focus on teaching teachers how to responsibly and effectively integrate cutting-edge technologies and new media literacy development in K-12 learning environments.

**Introduction to Teaching and Learning** | San Francisco State University | **Fall 2017-Spring 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. **6 ecologies** designed over two years.
- Created technological ecology consisting of a learning management system and customized multimodal social network for the teacher education course.
- Enacted data-driven (engagement data analytics and other assessments) in instructional design.

**SELECTED PROFESSIONAL PRESENTATIONS**

Lizárraga, J.R. (2021, April). *Critical Digital Pedagogies: Educators, Parents, and Researchers Co-Designing Consequential Learning Through Play and Transformative Agency*. Presentation at the annual meeting of American Educational Research Association.

Lizárraga, J.R. (2021, April). *Interrogating the Notion of Giving Voice: Designing for Transformative Agency Across Learning Ecologies*. Presentation at the annual meeting of American Educational Research Association.

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., 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. (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.

## SELECTED INVITED TALKS AND LECTURES

**Embracing Queer Futures in a Time of Rupture: Conversations Between Queer Studies Faculty and Graduate Students** | American Educational Research Association, April 2021

**Digital Storytelling for Teaching & Learning** | Center for Research on Storytelling in Education, March 2021

**Naming Healing and Reparations Within and Across Communities** | Literacy Research Association, December 2020

## MEDIA APPEARANCES

25th Webby Awards. (2021, May). *Webby Winner 5-Word Acceptance Speech*. Retrieved from <https://watch.webbyawards.com/winner/236-rupawl-the-doggie-drag-queen>

CU Boulder ED Talks. (2021, May). Shooting for the Stars: Playful Imaginings of the Not Yet Here. Retrieved from <https://www.youtube.com/watch?v=GP6NQpSMDtQ>

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

Algorithmic Justice League, Consultant	2022
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
<u>Xóchitl Justice Press</u> , Founding Advisory Board Member	2015-present

## **MEMBERSHIPS AND OFFICES**

American Educational Research Association (AERA), Member  
Cultural Historical Research Special Interest Group (AERA), Program Co-Chair  
International Academy of Digital Arts and Sciences (IADAS), Associate 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

## **SOFTWARE PROFICIENCY**

Mac OS, Apple Suite (iMovie, Garageband, Keynote, Pages), Adobe Creative Suite (Acrobat, Illustrator, InDesign, Photoshop, Premier), Microsoft Office Suite (Word, Excel, Powerpoint)

## **LANGUAGES**

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

## **INTERESTS**

Music, cooking and baking, dogs, pop culture, drag culture, gaming, horror films, fashion.