

Daniela Kruei DiGiacomo, PhD

Assistant Professor
School of Information Science
University of Kentucky

EDUCATION

University of Colorado Boulder, School of Education

PhD, Education: Learning Sciences and Human Development (May 2017)

Graduate Certificate: Comparative Ethnic Studies

Dissertation Title: Organizing for Relational Equity in Teaching and Learning: An Investigation of the Potential of Adult-Youth Relationships

Dissertation Committee: Dr. Kris Guti3rrez (chair); Dr. Ben Kirshner (co-chair); Dr. Susan Jurow; Dr. Bill Penuel; Dr. Bianca Williams

Cambridge University, United Kingdom

Masters of Philosophy: Development Studies

Member of St. Edmund's College

University of California, Berkeley

Bachelor of Arts: Latin American Studies

College and Major Honors

G.P.A. 3.82

WORK HISTORY

Postdoctoral Researcher, Educational Policy & School Improvement

2017-2019

University of California, Riverside

- *Preparing All Youth for Democracy: An Evidence-based Approach.* Led the writing of a mid-sized grant proposal to the Haynes Foundation to support the development of a district-wide civics reform agenda. Led the development of an emerging research-practice partnership with the Social Science department of Riverside Unified School District, as well as plan and implement mixed methods research design, data collection, analysis; produce timely school and district reports for professional development.
- *Best Practices to Mitigate Remediation of Riverside County Students.* Co-led the formation of a large-scale research-practice partnership between UCR and the Riverside County Office of Education, as well as design and administer surveys and interviews with school leaders of the 23 districts of Riverside County on the topic of college and career readiness. Supervise graduate students.
- *Development of Practical Measures for Improving the Quality of Mathematics Classroom Practices.* Support the design and refinement of practical measure tools for the purposes of adaptability into three new districts in Riverside County; carry out mixed method data collection and analysis.

Research Associate, Civic Engagement Research Group

2017-present

Leveraging Equity and Access in Democratic Education Initiative, UCR

- Lead the analysis and evaluation of district wide civics reform efforts in Chicago, IL, Oakland, CA, and Riverside, CA. Produce school level civic engagement reports and professional development modules and work with classroom teachers.

Graduate Instructor 2016-2017
Measuring Youth Policy Arguments Initiative, CU Boulder

- Co-led school and district level educator trainings on how to support and evaluate youth action civics learning. See <http://youthmakingpolicy.net> for detail.

Graduate Facilitator 2015
Design Based Research, CU Boulder

- Co-facilitator and designer of the online Digital Media & Learning Commons course “Making visible the struggles in Design based Research”

Graduate Instructor 2014- 2015
Educational Psychology for Elementary Age, CU Boulder

- Instructor for 4 semesters of upper division education course (most students were pre-service teachers) at the University of Colorado Boulder’s School of Education. Topics included sociocultural and critical theories of learning, teaching, development, culture, and race and required weekly practicum component, of which I co-designed and served as a pedagogical role model on site.

Graduate Instructor 2013 - 2015
Educational Psychology and Adolescent Development, CU Boulder

- Instructor for 3 summer classes of undergraduate/master’s (most of whom were pre-service/novice teachers) in an upper division education course at the CU Boulder’s School of Education. Topics included youth-adult partnerships, positive youth development, adolescent development, race, culture, teaching and learning.

Academic Administrator; Teacher; School Growth Coordinator 2011- 2012
San Francisco Flex Academy

- *Academic Administrator and Humanities Teacher*: Duties included: teaching in hybrid classrooms of 100+ students in 9-12th grade; served as student mental health mentor; taught the English remediation and enrichment labs; on-site Spanish and French teacher; leader of data and intervention analysis; leader of grant management and allocation. Responsible for student data analysis and state reporting. *As School Growth Coordinator*, duties included: Head of enrollment, school growth and retention at SF and Silicon Valley Flex Academies. Increased enrollment by over 243% at SF Flex, via grassroots organizing efforts.

Social Worker, Family Finder, and Emergency Child Response Worker 2010 – 2011
Seneca Center

- Primary job duties were to (re)discover, engage, and facilitate lifelong supportive connections for youth who have been recently removed from their parents. Responsible for all aspects of ‘family finding’ including direct service care to families, meetings with county child welfare workers, and outreach to relatives up to the fifth degree. Facilitated family team meetings and family reunification.

PUBLICATONS

Refereed Publications

Esteban-Guitart, M., **DiGiacomo, D.**, Penuel, W.R. & M. Ito. Some challenges, principles and applications of the connected learning approach. *Contextos*, forthcoming 2019.

Ahn, J., Campos, F., Hays, M., & **DiGiacomo, D.** (2019). Designing in context:

Reaching beyond usability in learning analytics dashboard design. *The Journal of Learning Analytics*, forthcoming July 2019.

DiGiacomo, D., Van Horne, K., Van Steenis, E., & Penuel, W.R. (2018). The material and social constitution of interest. *Learning, Culture & Social Interaction*.

<https://doi.org/10.1016/j.lcsi.2018.04.010>

- DiGiacomo, D.**, Allen, C., Van Horne, K., Penuel, W.R. (2018). Pursuing interests and getting involved: Exploring the conditions of sponsorship in youth learning. *Digital Education Review*, 33, 120-129. <http://greav.ub.edu/der/>
- Gutiérrez, K.D., **DiGiacomo, D.** Cortez, K., Cortez, A., Higgs, J., Johnson, P. Lizárraga, J., Mendoza, E., Tien, J., Vakil, S. (2017). Replacing representation with imagination: Finding ingenuity in everyday practices. *Review of Research in Education*, 41, (1), pp. 30-60. <https://doi.org/10.3102/0091732X16687523>
- DiGiacomo, D.**, & Gutiérrez, K. D. (2017). Seven *chilis*: Making visible the complexities in leveraging cultural repertoires of practice in a designed teaching and learning environment. *Pedagogies: An International Journal*, 12, (1). *Also, published in March 2018 as a chapter in Routledge's Special Issues as Books programme, entitled "The Art and Craft of Literacy Pedagogy: Profiling Community Arts Zone." <https://doi.org/10.1080/1554480X.2017.1283992>
- Penuel, W. R., **DiGiacomo, D.**, Van Horne, K. & Kirshner, B. (2016). A social practice theory of learning and becoming across contexts and time. *Frontline Learning Research*, 4 (4), pp. 30-38. <http://dx.doi.org/10.14786/flr.v4i4.205>
- DiGiacomo, D.**, Prudhomme, J., Kirshner, B., Welner, K., Jones, H. (2016). Why theory matters: A critical examination of learning time reforms. *Educational Policy Analysis Archives*, 24 (44), 1-26. <http://dx.doi.org/10.14507/epaa.24.2334>
- DiGiacomo, D.** & Gutiérrez, K. D. (2015). Relational equity as a design tool within making and tinkering activities. *Mind, Culture, and Activity*, 22 (1), pp. 1-15. <https://doi.org/10.1080/10749039.2015.1058398>
- Schwartz, L. H., **DiGiacomo, D.**, & Gutiérrez, K. D. (2015). Designing "contexts for tinkering" with undergraduates and children within the El Pueblo Mágico social design experiment. *International Journal for Research on Extended Education*, 3(1), pp. 94-113. <http://dx.doi.org/10.3224/ijree.v3i1.19583>

Book Chapters and Book Reviews

- DiGiacomo, D.** & Penuel, W. R. (2018). Organizing learning environments for relational equity with new digital media. In (Eds.) P. Resta & T. Laferrière, *International handbook of information technology in primary and secondary education, 2nd edition*. Springer International Publishing. https://doi.org/10.1007/978-3-319-53803-7_75-1
- Penuel, W.R. & **DiGiacomo, D.** (2017). Connected Learning. In (Ed. K. Peppler), *The Sage encyclopedia of out-of-school learning*. (Vol. 2, pp. 132-136). Thousand Oaks, CA: Sage Reference.
- DiGiacomo, D.** (2016). (Dis)connection: Toward a more nuanced understanding of young people's learning and new media practices in 2016. A review of *The class: Learning and living in the digital age*. Livingstone, S. and Sefton-Green, J. *International Journal for Research on Extended Education*, 4 (2), pp. 143-144.

Evaluation and Technical Reports

- Van Horne, K., **DiGiacomo, D.**, Van Steenis, E., Varsha, & Penuel, W.R. (2016-2017). FUSE Studios Evaluation Report. University of Colorado Boulder.
- McLauchlan, R., **DiGiacomo, D.**, Read, J. (2017). Light Up Learning Funder's Report 2016/2017. Edinburgh, UK.
- DiGiacomo, D.** (2017). This Political Moment: Resources for Educators in the Trump Era. June 26, 2017 Collaborative Blog for the *Digital Media and Learning Central Hub*, available: <https://dmlcentral.net/political-moment-resources-educators-trump-era/>
- Kirshner, B., Zion, S. & **DiGiacomo, D.** (2017). "Introducing the Measure of Youth Policy Arguments: An Assessment Tool to Support Action Civics." *Newsletter for the National Social Studies Supervisors Association*. 31 (1).

- DiGiacomo, D.,** Mian, S. & Kirshner, B. (2016). Project Voice Summer Academy Evaluation Report. University of Colorado Boulder.
- DiGiacomo, D.,** Van Horne, K. & Penuel, W.R. (2015-2016). FUSE Studios Evaluation Report. University of Colorado Boulder.
- DiGiacomo, D.** & Penuel, W.R. (2014-2015). FUSE Studios Evaluation Report. University of Colorado Boulder.
- Kirshner, B. & **DiGiacomo, D.** (2015). Padres y Jovenes Unidos: More and Better Learning Time Report. University of Colorado Boulder.

Refereed Conference Papers

- Jackson, K., Nieman, H., Kochmanski, N., & **DiGiacomo, D.** (2019, April). Making sense of teachers' varied responses to representations of practice. Paper session presented at the National Council of Teachers of Mathematics Research Conference, San Diego, CA.
- DiGiacomo, D.,** Zion, S., & Gonzalez, M. (2018). Using the master's tools: The politics of pragmatism. American Educational Research Association Annual Meeting, NY, NY.
- Logan, G., Gonzalez, M., **DiGiacomo, D.** & Kirshner, B. (2018). Establishing politicized trust in research-practice partnerships: Three cases outlining outcomes, successes, and challenges. American Educational Research Association Annual Meeting, NY, NY.
- Kirshner, B., Zion, S., **DiGiacomo, D.** & Logan, G. (2018). Dilemmas in assessment development for youth civic learning. American Educational Research Association Annual Meeting, NY, NY.
- Ing, M., Jackson, K., Cobb, P., Henrick, E., Kochmanski, N., Nieman, H., Smith, T., Ahn, J., Gruendler, A., **DiGiacomo, D.,** & Hays, M. Design and implementation of a practical measure focused on the quality of discussion in mathematical classrooms. American Educational Research Association Annual Meeting, NY, NY.
- DiGiacomo, D.** (2017). "An investigation of learning and youth development in a market-driven educational era." World Education Research Association Conference on Extended Education from an International Comparative Point of View. Bamberg, Germany.
- Kirshner, B. **DiGiacomo, D.,** Gonzalez, M., Logan, G. (2017). "Youth Policy Presentations: Co-creating, Collaborating, and Intergenerational Learning as an Approach to Action Civics" & "Three Approaches to Supporting Powerful Student Voice in School Districts: A Dialogue with Practitioners." University Council for Education Administration annual conference, Denver, USA, November 2017.
- DiGiacomo, D.,** Van Horne, K. Penuel, W. R. (2017). "Equity of engagement in STEAM learning environments: The case of FUSE Studios." European Association for Research on Learning and Instruction Annual Meeting, Tampere, Finland.
- DiGiacomo, D.,** Van Horne, K. Penuel, W. R. (2017). "Designing and supporting productive adaptation: Cross-context teacher perspectives on using FUSE in classrooms." American Educational Research Association Annual Meeting, San Antonio, Texas.
- DiGiacomo, D.** (2017): "Not everything that counts can be counted: The perplexing viability of a non-instrumental youth program." American Educational Research Association Annual Meeting, San Antonio, Texas.
- DiGiacomo, D.** & Van Horne, K. (2016). "Supporting interest discovery in a free-choice making and tinkering environment: Not what you might expect!" Digital Media and Learning Conference, UC Irvine.
- DiGiacomo, D.** & Van Horne, K., Van Steenis, E. & Penuel, W.R. (2016). "I'm just not that into it!: Interest and Learning in 2016." Digital Media and Learning Conference, UC Irvine.
- Van Horne, K., Penuel, B. Van Steenis, E. & **DiGiacomo, D.** (2016). "Disruptions to practice: Understanding suspensions of youths' interest-related activities." International Conference of the Learning Sciences, Singapore.
- DiGiacomo, D.** & Gutiérrez, K.D. (April, 2016). "Seven chilis: Expanding 'Repertoires of Practice'

- through documenting and designing for ‘third space’ in a multicultural learning environment.” American Educational Research Association, Washington, D.C.
- Schwartz, L. & **DiGiacomo, D.** (2016). “Toward connected learning: Addressing divergent digital media repertoires and interests with Latino families.” American Educational Research Association, Washington, D.C.
- Prudhomme, J. & **DiGiacomo, D.** (2016). “Learning to resist: Foregrounding the political funds of knowledge rooted in organizing in communities of color.” American Educational Research Association, Washington, D.C.
- DiGiacomo, D.**, Gutiérrez, K.D. (2015). “The Affordances of immediate feedback in Making and Tinkering activity: Shifting the social organization of teaching and learning.” American Educational Research Association, Chicago, IL.
- Schwartz, L., & **DiGiacomo, D.**, & Gutiérrez, K. (2015). “Attending to Latino parents’ discourses of health and family time.” American Educational Research Association, Chicago, IL.
- Schwartz, L., & **DiGiacomo, D.** (2015). “Public / private divides and the appropriation of new media in classrooms and digital domains.” American Educational Research Association, Chicago, IL.
- DiGiacomo, D.**, & Gutiérrez, K.D. (2014). “Learning and Becoming in an Afterschool Program: The Relationship as a Tool for Equity within the practices of Making and Tinkering.” International Conference of the Learning Sciences, Boulder, CO.
- Schwartz, L., **DiGiacomo, D.** & Gutierrez, K. (2014). “Diving Into practice with children and undergraduates: A cultural historical approach to instantiating Making and Tinkering activity in a designed learning ecology.” International Conference of the Learning Sciences, Boulder, CO.
- Jones, H. & **DiGiacomo, D.** (2014). “Equity Reform in Action: How teachers and working-class families fight for expanded opportunities to learn.” American Educational Research Association, Philadelphia, PA.

Refereed Conference Presentations

- DiGiacomo, D.**, Gruendler, A., Ing, M. & Smith, T. (2017). Using web-based practical measures to support the improvement of mathematical instructional practice at scale: Insights from a Research-Practice Partnership. Digital Media & Learning Conference, University of California Irvine.
- Van Steenis, E., Chang-Order, J., Harris, M., Van Horne, K., & **DiGiacomo, D.** (2017). The need for mixed methods in the study of youth pathways: the case of the longitudinal study of Connected Learning. American Educational Research Association Annual Meeting, San Antonio, Texas.
- DiGiacomo, D.**, Mendoza, E., Tien, J. (2017). An ecological approach to social design. American Educational Research Association Annual Meeting, San Antonio, Texas.
- DiGiacomo, D.**, Lizágarra, J., Martinez, S. & Gutiérrez, K.D. (2016). Joint activity within everyday practices: Sites for investigation that attend to expansive notions of learning. American Educational Research Association, Washington, D.C.
- Lizágarra, J., **DiGiacomo, D.**, Higgs, J., Mendoza, L., Cortez, A. & Gutiérrez, K.D. (2016). Ideologically informed orchestration: Perceptions of technology, family life, and mediation of digital practices. American Educational Research Association, Washington, D.C.
- DiGiacomo, D.**, Van Steenis, E., Prudhomme, J., and Kirshner, B. (2016). When policy collides with practice. American Anthropology Association. Denver, CO.
- Van Horne, K., Chang-Order, J., **DiGiacomo, D.**, Van Steenis, E. (2016). Examining brokering for future learning opportunities over time. American Educational Research Association, Washington, D.C.
- Jurow, A., **DiGiacomo, D.**, Hotchkiss, J., & Schiffer, J. (2016). Design-revise-repeat: The

continuing development of a university-community partnership. American Educational Research Association, Washington, D.C.

DiGiacomo, D., Gutiérrez, K.D., & Gutiérrez, J. (2015). Documenting ingenuity in the practices of Latino families. Digital Media and Learning Conference, Los Angeles, CA.

DiGiacomo, D., Gutiérrez, K.D. (2015). Reimagining relationships and the division of labor in designed joint activity: The affordances of Making and Tinkering activities in a culturally diverse, hybrid learning ecology. American Educational Research Association Annual, Chicago, IL.

Gutiérrez, K, Schwartz, L, **DiGiacomo, D.,** and Vossoughi, S. (2014). Making and Tinkering: Creativity, Imagination, and Ingenuity as a Fundamental Human Practice. Paper presentation at the American Educational Research Association, Philadelphia, PA.

DiGiacomo, D. (2014). The intersection of privilege, power, and fear: A Juxtaposition of two (dis)similar lives. Poster presentation at the American Educational Research Association Annual Meeting. Philadelphia, PA.

Schwartz, L., & **DiGiacomo, D.** & Gutiérrez, K. (2014). Expanding the Potential for Connected Learning Through Attending to Latino Parents' Discourses of Health and Family Time. Digital Media and Learning Conference, Boston, MA.

Gutiérrez, K, Schwartz, L, **DiGiacomo, D.** (2014). Making and Tinkering: Creativity, Imagination, and Ingenuity as a Fundamental Human Practice. Digital Media and Learning Conference, Boston, MA.

DiGiacomo, D. (2013). Learning and identity processes in an afterschool program: The Affordances and constraints of Making and Tinkering. American Anthropology Association, Chicago, IL.

Dominguez, M. and **DiGiacomo, D.** (2013). Photographing values: Family photography, dialogue, and agency in Connected Learning. Literacy Research Association, Houston, TX.

GRADUATE RESEARCH EXPERIENCE

Graduate Research Assistant for the Measuring Youth Policy Argument Initiative 2015- 2017
Spencer Foundation, PI Ben Kirshner

- Served as senior member of an interdisciplinary research team whose purpose was to develop an assessment protocol for action civics presentations that supports educators in supporting youth to make high quality public policy arguments. Utilized mixed-methods throughout all phases of data collection and analysis, including Berkeley Evaluation and Assessment Research (BEAR) Assessment system and the Rasch modeling approach.
- As part of a design-based research effort with the Measuring Youth Policy Argument Initiative, I co-facilitated a 6-week long summer institute in 2016 on leadership and action civics for a Denver youth voice community-based organization where the civic assessment protocol was formatively tested.

Program Evaluator for Connected Learning Research Network Project FUSE Studios 2015 - 2016
MacArthur Foundation, PI Bill Penuel

- Led a large scale mixed-methods program evaluation for FUSE Studios: an interest-driven learning experience developed by researchers and educators in the School of Education and Social Policy at Northwestern University. Evaluation duties included both the formative and summative aspects of a collaborative evaluation, such as survey design and analysis, interview protocol design and analysis, analysis of computer-generated activity log data, and generation of yearly reports.

Graduate Research Assistant, Connected Learning Research Network 2012 - 2016
MacArthur Foundation, PI Kris Gutiérrez

- Investigated new-media supported practices of learning and ingenuity among everyday routines in the home and school environments of elementary age Latino children.

**Graduate Research Assistant, More and Better Learning Time Initiative
Ford Foundation, PI Ben Kirshner**

2013 - 2015

- Investigated the role of community organizations in the instantiation and (in)equitable implementation of the extended/expanded learning time reforms in the greater Denver Metro area

PROFESSIONAL ASSOCIATIONS/SERVICE

- Early Career Mentoring Session Participant, American Educational Research Association Annual Meeting, Toronto, Canada, April 2019
- American Educational Research Association
- International Society of the Learning Sciences
- Connected Learning Digital Media & Learning Junior Scholar Research Network
- World Education Research Association (WERA-IRN Extended Education)
- Field Report Editor for the Journal *Children, Youth & Environments*
- Peer Reviewer for *International Journal Research on Extended Education; Handbook of Information Technology, Cognition & Instruction, Equity & Excellence in Education*
- As post-doc at UCR, I mentored and supervised graduate student research assistants involved with Professor Kahne and Dean Smith's research projects. During the last years of my doctoral program at CU Boulder, my lead graduate research assistant responsibilities included the mentoring and induction of early/new graduate students into the various research projects.
- Volunteer Refugee Biographer, Translator, and Political Asylum Advocate (2005-2009), East Bay Sanctuary Covenant

LANGUAGES

- **Languages:** Spanish & Portuguese Fluency; French & Italian Proficiency

SKILLS

- **Data Analysis software:** SPSS; Dedoose, NVIVO, Transana

AWARDS AND RECOGNITIONS

- Ford Foundation Dissertation Fellowship 2016, Honorable Mention
- International Conference of the Learning Sciences 2014, Top 5 Best Student Papers Award
- Top Student Award in Latin American Studies, UC Berkeley 2007
- Top Scholar Athlete Award for Women's Water Polo, UC Berkeley 2004, 2005