

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

Cambridge University, United Kingdom

Master 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

APPOINTMENTS & PROFESSIONAL EXPERIENCE

Assistant Professor, School of Information Science

August 2019-present

College of Communication and Information
University of Kentucky

Faculty Affiliate, Social Theory Group

August 2019-present

Faculty Affiliate, Center for Equality and Social Justice
Faculty Affiliate, P20 Motivation and Learning Lab
University of Kentucky

Affiliated Researcher, Civic Engagement Research Group

2017-present

Leveraging Equity and Access in Democratic Education Initiative, UC Riverside

Postdoctoral Researcher, Educational Policy & School Improvement

2017-2019

University of California, Riverside

Graduate Instructor

2016-2017

Measuring Youth Policy Arguments Initiative, CU Boulder

Graduate Facilitator

2015

Design Based Research Course, CU Boulder

Graduate Instructor

2014-2015

Educational Psychology for Elementary Age, CU Boulder

Graduate Instructor

2013-2015

Educational Psychology and Adolescent Development, CU Boulder

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

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

PUBLICATONS

Refereed Publications

DiGiacomo, D., Han, J., Trapp, S., & Kahloon, S. (2022). How Social Studies Teachers Conceptualize Civic Teaching and Learning in 2020: Insights from a Research-Practice Partnership. *Democracy and Education*, 30(1), 5.

Muetterties, C., **DiGiacomo, D.** & New, R. (2022). Recentering civics: A framework for building civic dispositions and action opportunities. *Democracy & Education*, 30(1), 3.

DiGiacomo, D., Usher, E., Griffiths, C., Kahloon, S., and the Kentucky Student Voice Team. (2022). Coping with Covid-19: Youth Experiences and Perspectives. *Children, Youth & Environments*.

Barriage, S., **DiGiacomo, D.** & Greenhalgh, S. (2021). Thinking Beyond Library and Information Science: Interdisciplinary Inspiration for Children and Youth Services Curricula. *Journal of Education for Library and Information Science*.

DiGiacomo, D. Greenhalgh, S. & Barriage, S. (2021). How Students and Principals Understand Class Dojo: Emerging Insights. *Tech Trends*. <https://doi.org/10.1007/s11528-021-00640-6>

DiGiacomo, D. (2021). Digital Civic Learning in Schools: Youth Experiences and Perspectives. *Information and Learning Sciences*. <https://doi.org/10.1108/ILS-01-2020-0013>

DiGiacomo, D., Hodgin, E., Kahne, J. & Trapp, S. (2021). Civic Education in a Politically Polarized Era. *Peabody Journal of Education*.

C. Campos, F., Ahn, J., **DiGiacomo, D.**, Nguyen, H., & Hays, M. (2021). Making Sense of Sensemaking: Understanding How K–12 Teachers and Coaches React to Visual Analytics. *Journal of Learning Analytics*, 1-21. <https://doi.org/10.18608/jla.2021.7113>

Kirshner, B., Zion, S., **DiGiacomo, D.** & Logan, G. (2020). The Measure of Youth Policy Arguments: An Approach to Supporting Democratic Participation and Student Voice. *Democracy & Education*, 28(2), 4.

DiGiacomo, D. (2020). Supporting interests and sharing power: Insights from a Scottish youth program. *Journal of Youth Development*, 15 (5), pp. 69-92.

Esteban-Guitart, M., **DiGiacomo, D.**, Penuel, W.R. & M. Ito. (2020). Principios, Aplicaciones, y Retos del Aprendizaje. (Some challenges, principles and applications of the connected learning approach. *Contextos Educativos*, 26, 157-176. <https://doi.org/10.18172/con.3966>

DiGiacomo, D., Van Horne, K. & Penuel, W.R. (2020). Choice and interest in designed learning environments: The case of FUSE Studios. *Information and Learning Sciences*, 121 (3/4), 137-154.

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*, 6 (2), pp. 70-85.

DiGiacomo, D., Van Horne, K., Van Steenis, E., & Penuel, W.R. (2018). The material and social constitution of interest. *Learning, Culture & Social Interaction*, 19, 51-60. <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, Book Reviews, and Scholarly Journal Essays/Commentaries

- DiGiacomo, D.K.**, Oltmann, S.M. and Hall, C. (2021), "Libraries Of, By, and For the People: Reimagining Strategies to Enhance Democratic Culture within LIS Spaces and Programming", Taylor, N.G., Kettlich, K., Gorham, U. and Jaeger, P.T. (Ed.) *Libraries and the Global Retreat of Democracy: Confronting Polarization, Misinformation, and Suppression (Advances in Librarianship, Vol. 50)*, Emerald Publishing Limited, Bingley, pp. 225-245. <https://doi.org/10.1108/S0065-283020210000050010>
- DiGiacomo, D.**, Pandya, J.Z. & Sefton-Green, J. (2019, Nov. 14). Research on educational platforms in public school classrooms: A call to action. *Teachers College Record*. Commentary ID Number: 23134.
- 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.
- Kirshner, B., Zion, S. & **DiGiacomo, D.** (2017). Introducing the measure of youth policy arguments: A assessment tool to support action civics. *The Leader: Newsletter of the National Social Studies Supervisors Association* (31)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

- DiGiacomo, D.**, Han, J., Trapp, S., Kahloon, S. & Gomez-Flores, L. (2020). *Developing Democratic Classrooms: Synthesis of Teacher Perspectives*. District Report Submitted to Jefferson County Public Schools Social Studies Instructional Team.
- Prichard Committee Student Voice Team, **DiGiacomo, D.** et al. (August, 2020). *Coping with Covid-19 Student-to-Student Study*. Presented at the Kentucky Board of Education.
- 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.

Public Scholarship/Media

- “Students have their own demands for schools re-opening.” Public Broadcasting Service PBS (KQED). Article discusses the Coping with Covid-19 study, including quote from DiGiacomo. <https://www.pbs.org/newshour/education/students-have-their-own-demands-for-school-reopening>
- “Survey: Students mental health majorly impacted by COVID-19. LEX18 NBC News. Article discusses the Coping with Covid-19 study, including live appearance from DiGiacomo. <https://www.lex18.com/news/covering-kentucky/survey-students-mental-health-majorly-impacted-by-covid-19>
- “Getting Back to School: Is there Promise or Peril in Online Learning?” *In the Public Interest*. Invited panelist for Webinar Discussion. June 2020.

Refereed Conference Papers

- DiGiacomo, D. K.**, Usher, E. L., Kahloon, S. M., Griffiths, C. S., Flick, C., Goldstein, B., Bograd, S., Pavuluri, S., Farmer, S., Sippy, E., & the Kentucky Student Voice Team. (2022, April 22-25). Coping with COVID-19 in Kentucky: Youth examine their learning lives. [Paper accepted for presentation in roundtable session, “Fighting for Educational Equity within a Global Pandemic”]. American Educational Research Association. San Diego, CA.
- DiGiacomo, D.** (2021). Learning and youth development in a market-driven educational era: A Scottish case in Symposium entitled “Alternatives for 21st century models of education: A critical evaluation of the legitimacy and normativity of ‘new’ models for learning. *International Society of Cultural-Historical Activity Theory Research*. Natal, Brazil.
- Griffiths, C. G., Abell, V. A., Hargis, L. E., **DiGiacomo, D. K.**, Usher, E. L. (2020, March 7). First-year undergraduates' perceptions of learning preferences. [Paper presentation]. Spring Research Conference, Cincinnati, OH.
- DiGiacomo, D.** (2020, June). “Centering youth voices in civic engagement school efforts: A case study from southern California” in symposium entitled “The legitimatization of young people’s digital media practices within neoliberal contexts and ecologies.” Child and Teen Consumption Conference. Philadelphia, PA. [Conference cancelled due to COVID-19]
- DiGiacomo, D.**, Hodgin, E. & Kahne, J. E. (2020, Apr 17 - 21) *Civic Education in the Trump Era: Teachers' Perspectives on Civics Reform in a Politically Diverse District Context* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vlxxcg6> (Conference Canceled due to Covid-19)

- Ahn, J., Campos, F., Hays, M., & **DiGiacomo, D.** (2019). One chart, many meanings: Understanding the variability of teacher interpretation of dashboards for classroom practice. American Educational Research Association Annual Meeting, Toronto, Canada.
- DiGiacomo, D.**, Allen, C., Van Horne, K. & Penuel, W.R. (2019). Pursuing Interests and Getting Involved: Exploring the Conditions of Sponsorship in Youth Learning. American Educational Research Association Annual Meeting, Toronto, Canada.
- DiGiacomo, D.**, Kahne, J. & Hodgins, E. (2019). Pursuing Systematic Civics Reform in the 21st Century: Tensions and Possibilities from an Emerging Research-Practice Partnership. American Educational Research Association Annual Meeting, Toronto, Canada.
- Jackson, K., Nieman, H., Kochmanski, N., & **DiGiacomo, D.** (2019). 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

- Power, C. & **DiGiacomo, D.** (November 2019). Civic Education Reform in a Politically Diverse District: A Case Study from Southern California. National Council for the Social Studies, Austin, TX.
- DiGiacomo, D.**, Pandya, J.Z. & Sefton-Green, J. (October, 2019). Platforms, pedagogies, and privacy: How the "platformization" of education is pedagogicizing home-school relations *Connected Learning Summit Proceedings*. University of California Irvine
- 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.

TENURE-TRACK TEACHING EXPERIENCE AS (SOLE) INSTRUCTOR OF RECORD
Information Literacy and Critical Thinking (Undergraduate core Information Communication Technology/University of Kentucky course)

Fall 2019, Spring 2020, Fall 2021, Spring 2022

Information in Society (Graduate core Library & Information Science course)

Spring 2021, Summer 2021, Fall 2022, Summer 2022

Informal Learning in Information Organizations (Graduate elective Library & Information Science course)

Spring 2020, Spring 2021, Spring 2022

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 2013 - 2015
Ford Foundation, PI Ben Kirshner**

- 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/SCHOLARY AND PUBLIC SERVICE

- Invited senior reviewer for the 2020 *International Conference of the Learning Sciences*.
- Invited Member of the “Research Advisory Dream Team” for the Student Voice Team of Kentucky, the student group of the Prichard Committee for Academic Excellence, 2019-2020
- Co-lead of the Data & Evaluation Working Group for CivicLex’s *On the Table*, 2020
- Early Career Mentoring Session Participant, American Educational Research Association, 2019
- American Educational Research Association, member
- International Society of the Learning Sciences, member
- Connected Learning Digital Media & Learning Junior Scholar Research Network, member
- World Education Research Association (WERA-IRN Extended Education)
- Field Report Editor for the Journal *Children, Youth & Environments*
- Peer Reviewer, *Democracy and Education, Cognition & Instruction, International Journal of Research on Extended Education, Language, Culture & Social Interaction*
- 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

EXTERNAL INVITATIONS TO PRESENT/LECTURE

- DiGiacomo, D. K., Cole, A. E., Patterson, J. T., Han, H., Usher, E. L., and Abney, J. M. (2021, December 8). The benefits of belonging: An examination of college students’ online learning

experiences during COVID-19 [Research presentation]. Teaching & Learning During COVID-19 Research Symposium. University of Kentucky, Lexington, KY.

- DiGiacomo, D.K. (2021, Nov. 4). Out-of-school time learning in the United States: Insights from a contemporary national study. [Research presentation]. MLK Jr. Center. University of Kentucky, Lexington, KY.
- DiGiacomo, D.K. (2021, Nov. 4). Community-based research. [Research Presentation]. Orange County Education Advancement Network. University of California, Irvine, CA.
- Invited keynote speaker for American Library Association Conference, chapter of University of Kentucky, March 2021. "Community-based Research in Action: The
- Invited guest lecture on "Action-Based Research Methodologies" at University of Kentucky College of Education PhD Class: EDP 656 - Methodology of Educational Research
- Invited guest lecture at University of Colorado Boulder School of Education. Class: Critical Digital Pedagogies. Spring 2020.
- Invited special panelist presentation for *California Educational Association Conference*. Conference theme: Equity and Anti-Racism. Title of talk: "Community-Based Research." November 2020. <https://www.californiaeducationalresearchassociation.org/cera2020-day-1.html>

RECOGNITIONS

- "Golden Megaphone Award" for *Research Partner of the Year*. (June 2021). Kentucky Student Voice Team.
- International Conference of the Learning Sciences, Early Career Scholar. (June, 2020). *The constitutive features of relational equity: A cross-cultural investigation of adult-youth relationships in diverse teaching and learning contexts*.
- Nominated as the junior faculty candidate for the Andrew Carnegie Fellows Program by the College of Communication and Information, University of Kentucky, Fall 2019
- 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

AWARDS/GRANTS

- Wallace Foundation. Longitudinal Effects of Community-based Arts Programs. \$1.6 million. (CO PI- funded as sponsored research)
- Wallace Foundation. Out-of-School Learning Initiative. (2020-201). \$165,000. (CO-PI, funded as sponsored research).
- Jefferson County Public Schools. Lived Civics Initiative. (2020-201). \$20,000. (PI, funded as independent contractor).
- Woodrow Wilson Foundation (2020). Civic Spring. \$96,000. *Coping with Covid: A Student-to-Student Study of Learning from Home*. (PI, funded as independent contractor during Summer)
- Spencer Foundation COVID-19 Special Funding Cycle. \$50k. (2020). *Coping with Covid: A Student-to-Student Study of Learning from Home*. (PI, not funded)
- Center for Equality and Social Justice. University of Kentucky. *Bringing together schools, community, and information place and spaces to (re)build our democracy: An evidence-based approach to school reform*. Summer 2020 Research Faculty Grant for \$5k (PI, funded).
- Mikva Challenge/Bezos Foundation. Action Civics Site Initiative. \$300k over 3 years, with Jefferson County Public Schools. (PI, funded directly to Jefferson County Public Schools).

- Susan Crown Exchange. “Youth Voice in the Digital Age Challenge”. Submitted LOI with Student Voice Team of Lexington for \$160,000 in January 2020. (PI, not funded).
- College of Communication and Information. (2020). Summer Research Faculty Award: \$5,000. PI: DiGiacomo, D. Project: *Platforms, Pedagogy, and Perceptions: A study of undergraduate perceptions of former schooling experiences with ClassDojo*. (PI, funded)
- College of Communication and Information. Faculty Research Award for \$2k. *Bringing together schools, community, and information place and spaces to (re)build our democracy: An evidence-based approach to school reform*. (PI, not funded)
- College of Communication and Information. (2019). Research Faculty Award: \$2,000. Project: *Platforms, Pedagogy, and Privacy: A Study into the Landscape of Digital Platform Use in Kentucky Schools*. (Co-I, funded)
- Haynes Foundation. (2017) \$150,000. *Preparing All Youth for Democracy: A Research-Practice Partnership between UC Riverside and Riverside Unified Public Schools*. (Co-I, funded)