

KYLIE A. PEPLER

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ACADEMIC EMPLOYMENT

- 2008 - *present* **Assistant Professor of Education**, Learning Sciences Program
Indiana University Bloomington, IN
- 2007 **The University of California President's Postdoctoral Fellow**
University of California Irvine, CA
Project title: *Uncovering Literacies, Disrupting Stereotypes: Media Arts Practices of Youth with (Dis)Abilities*
Mentor: Mark Warschauer, Ph.D.
- 2007 **Postdoctoral Fellow**
University of California Los Angeles, CA
Project titles: *Arts in the Middle / Investigating Media Arts as a Platform for Technology Fluency*
Co-Mentors: Yasmin B. Kafai, Ed. D. & James S. Catterall, Ph. D.

EDUCATION

- 2007 **Ph.D. in Education**
University of California, Los Angeles Los Angeles, CA
Dissertation title: *Creative Bytes: Literacy and Learning in the Media Arts Practices of Urban Youth*
Co-Chairs: James S. Catterall, Ph.D. and Yasmin B. Kafai, Ed.D.
- 2002 **B.A. in Psychology, French and Studio Art with Distinction**
Indiana University Bloomington, IN
General Honors Notation and Honors Degree in Psychology for Outstanding Senior Thesis

AWARDS

- 2008 Group Volunteer of the Year, Boys and Girls Clubs of Bloomington
2008 Selected for the International Conference of the Learning Sciences (ICLS) Early Career Workshop
2007 - 2008 UC Presidential Postdoctoral Fellowship
2006 - 2007 Spencer Dissertation Fellowship for Research Related to Education
2006 Selected for the International Conference of the Learning Sciences (ICLS) Doctoral Consortium
2004 - 2006 UCLA Graduate School of Education Dean's List
2004 - 2005 Hoyt Foundation Fellowship
2004 UCLA Graduate Summer Research Mentorship Fellowship
2002 - 2006 UCLA Faculty Nominated Fellowship
1998 - 2002 Indiana University Science, Technology and Research Scholar (IUSTARS)
1998 - 2002 Indiana University Founder's Day Scholar (Dean's List)

RESEARCH PROJECTS

Faculty Research, Indiana University, Bloomington

- 2008 - *present* **Developing Musical Intuitions in Rock Band.** Why is it that the same youth that are refusing to go to their weekly piano lessons are relentless in their rehearsal of 'rhythmic' video games like Rock Band? While these games are receiving dozens of awards for excellence, hit over 6 million song downloads, and are breaking sales records for Xbox 360 and PlayStation 3 consoles, they have received very little attention from game scholars and educators. This study explores the development of musical intuitions through Rock Band play in the after-school hours at Boys and Girls Club. Issues of transfer, learning trajectories, pedagogy, collaboration, and development of expertise are being explored.
- 2008 - *present* **Scaffolding Creative Production in Virtual Worlds.** Constructionism posits that people learn best when engaged in design activities. Over the past 20 years, numerous types of creative software and digital manipulatives have been created with this theory of learning in mind. Yet, observation of these tools in after-school communities reveal that simply having this software available is not enough for youth to become designers. Videogames, by contrast, expertly craft ways of scaffolding support. Consequently, the intersection of creative production and gaming spaces seems especially fortuitous. By way of exploring this intersection, we have designed and tested these ideas within the Quest Atlantis (QA) Media Village -- a virtual space where players get drawn into creative production through gaming narratives.

Postdoctoral Research, UC Irvine Graduate School of Education

2007 **Uncovering Literacies, Disrupting Stereotypes: Media Arts Practices of Youth with (Dis)Abilities.** Many youth enrolled in special education courses are seen as lacking the skills and competencies for creative production in new media because they may not possess the ability to read and write in a traditional sense. However, early pilot research has revealed that such marginalized and preliterate youth are avid consumers and producers of media arts texts. This study will take a closer look at this phenomenon to document, describe, and analyze the media arts practices of youth with disabilities within the context of schools participating in the one-to-one laptop initiative, contrasting their abilities with the common (mis)perceptions of these youth as being preliterate or even illiterate within today's educational system.

Postdoctoral Research, UCLA Graduate School of Education

2007 **Investigating Media Arts as a Platform for Technology Fluency.** For the last decade youth' interest in using technology has been at an all time high but interest in making, or programming, technology virtually absent. A great deal of attention has been focused on the lack of access to computer technologies and skills in poor urban schools and homes. Less attention has been paid to other contexts such as after-school programs and the arts. This project aims to broaden the access to technology fluency for urban youth at the Computer Clubhouses in South Central: Graduate students in the Design|Media Arts department will work with Computer Clubhouse members in developing and completing project

2005– 2008 **Arts in the Middle (AIM): Arts in Education Model Development and Dissemination (AEMDD).** This is a multi-year grant program, sponsored by the U.S. Department of Education, to investigate the Inner-City Arts' Arts in the Middle (AIM) Program, which services Middle School English Language Learners at risk of school failure. Alongside James Catterall, as one of the lead evaluators, I co-authored the successful grant application, created the plan for evaluation, developed literacy and arts learning assessment tools, and currently, oversee the collection of data. I also represent the project to the US Department of Education as the lead evaluator for the project.

Graduate Student Research, UCLA Graduate School of Education

2006 – 2007 **Creative Bytes: Media Arts Practices of Urban Youth.** Supported by a Dissertation Year Fellowship from the Spencer Foundation, this study documents, describes, and analyzes urban youths' Media Arts Practices within the context of a Computer Clubhouse from three discipline-specific perspectives: the Learning Sciences, arts education, and media education. While many media literacy theorists have acknowledged the role of creating media texts—called "Media Art" here—in media literacy, very few within the field have empirically examined this topic, particularly exploring the

ways in which youths' media culture and practices can be used to support an expanded view of literacy, learning and expression.

- 2004 - 2007 **ITR: A Networked, Media-Rich Programming Environment to Enhance Technological Fluency at After-School Centers in Economically-Disadvantaged Communities.** A collaborative research and development project between the Lifelong Kindergarten Group at the MIT Media Lab and Yasmin Kafai at the UCLA Graduate School of Education, funded by the National Science Foundation (NSF). Under the supervision of Yasmin Kafai, as one of the Computer Clubhouse field site coordinators, I assisted in writing ethnographic field notes, conducting interviews, and collecting design projects through participatory observations at the field site. My research focus is on the use of new media as an expressive and artistic medium. My responsibilities also included analyzing data and developing lines of inquiry related to literacy practices, arts learning, and technology.
- 2005 – 2007 **Investigating Science-Based Immersive Online Environments.** Funded by the National Science Foundation, this project aimed to investigate the online science-based environment, Whyville.net, which currently has over 1.2 million registered users—most of whom are young girls. Under the direction of Yasmin Kafai, I was the site liaison for collecting off-line data from a group of urban after-school program participants. I was also an embedded ethnographer within the website itself, documenting the online culture from a participant perspective.
- 2005 – 2006 **Evaluating Learning in the Arts during LA's BEST After-School Arts Program (ASAP).** This was a two-year evaluation investigating arts learning, motivation, and self-efficacy as a result of the ASAP program. As James Catterall's Senior Research Assistant, I drafted the successful proposal for evaluation and data collection. I also scheduled and synchronized data collection with three research assistants, supervised with the planning and executing of data analyses, and authored the final report delivered to LA's BEST.
- 2004 – 2005 **Computer Mentoring Partnerships: A Research Collaboration between Youth Opportunities Unlimited (Y.O.U.), Inc. and UCLA Undergraduates to Promote Technology Fluency.** Funded by a Community Partnership Grant awarded to Yasmin Kafai, this project aimed to investigate technology practices in the Computer Clubhouse and developing mentoring partnerships with UCLA undergraduates. Project responsibilities included being an Undergraduate Field Supervisor, teaching about new technologies, documenting the field experiences of Undergraduates through participant observations, drafting reports, and the creation of a digital arts handbook.

- 2003-2005 **Project HOOP, Honoring Our Origins and People Through Native Theater, Education, and Community Development.** Project HOOP is a national, multi-disciplinary initiative to advance Native Theater artistically, academically, and professionally. This project was funded by the W.K. Kellogg Foundation and the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). As a Graduate Research Assistant, I was under the supervision of James Catterall and Hanay Geiogamah, the Principal Investigator of Project HOOP.
- 2002-2003 **Visual Arts Education and The Worldviews of Inner-City Children.** Funded by the Ford Foundation, this investigation focused on the self-efficacy beliefs, motivations, and related-arts learning of inner-city elementary-school students participating in parallel visual arts experiences in St. Louis, Missouri and Los Angeles, California. Acting as the Los Angeles site coordinator for Professor James Catterall, I assisted in data collection, instrument development, data analysis, and the drafting of the final report delivered to the Ford Foundation.

POST-SECONDARY TEACHING EXPERIENCE

- 2008- *present* **Teaching Instructor** *Indiana University, Bloomington*
Teaching Educational Psychology for All Majors (K-12) to Undergraduates enrolled in the P254 course and the co-requisite early field experience, M201. Unique to my section of the course, I have set up a new field site at the Boys and Girls Club of Bloomington. The course itself emphasizes learning theory, cognitive, social, and moral development, assessment, classroom management, informal learning and new technologies. Undergraduates are expected to take field notes and relate their observations to theory.
- 2005 - 2007 **Graduate Teaching Assistant** *UCLA Graduate School of Education*
Taught Culture, Technology, and Human Development (ED 194B) and Culture, Communications, and Human Development (ED 194C), which emphasized learning theory, community service, and ethnographic data collection methods and analysis.
- 2000-2002 **Undergraduate Teaching Instructor** *Indiana University, Bloomington*
Taught Undergraduate Quantitative Statistics (P211), Neural Bases of Human Behavior (E105), and Introductory Psychology (P101) at the Department of Psychology, Indiana University. Held office hours and led instruction.

PROFESSIONAL EXPERIENCE

- 2005 - *present* **Independent Contractor, Arts Education Evaluation**
Inner-City Arts – Lead Evaluator for the Teachers Institute Project, a collaboration between Inner-City Arts and the UCLA Graduate School of Education and Information Studies, Center X Teacher Education Program.
- 2005 - 2006 **Independent Contractor, Arts Education Evaluation**
LA's BEST- Lead Evaluator for large scale data collection to assess Visual and Performing Arts (VAPA) standards-based learning of students enrolled in the after-school arts programs.
- 2005 – 2006 **Independent Contractor, Arts Education Evaluation**
Ryman Arts – Lead evaluator for High School Visual Art Portfolio Evaluation and longitudinal study of Ryman Arts.

MANUSCRIPTS

Kafai, Y.B., **Peppler, K.**, & Chapman, R. (in press). *The Computer Clubhouse: Creativity and Constructionism in Youth Communities*. New York, NY: Teachers College Press.

JOURNAL PUBLICATIONS

- Kafai, Y. B., Desai, S., **Peppler, K.**, Chiu, G. & Moya, J. (May, 2008). Mentoring Partnerships in a Community Technology Center: A Constructionist Approach for Fostering Equitable Service Learning. *Mentoring & Tutoring*, 16(2).
- Catterall, J.S. & **Peppler, K.** (December, 2007). Learning in the Visual Arts and Worldviews and Young Children. *Cambridge Journal of Education*, 37(3).
- Peppler, K.** & Kafai, Y. B. (June, 2007). From SuperGoo to Scratch: exploring creative digital media production in informal learning. *Learning, Media, and Technology*, 32(2), pp. 149–166.
- Peppler, K.** (under review). Media Arts: Arts Education for a Digital Age. *Teachers College Record*.
- Peppler, K.** & Kafai, Y. B. (under review). Creative Bytes: The Technical, Creative, and Critical Practices of Media Arts Production. *Journal of the Learning Sciences*.

Peppler, K. & Kafai, Y. B. (under review). Game fluency: Pathways into a Participatory Culture in a Community Design Studio. *International Journal of Learning and Media*.

BOOK CHAPTERS

Kafai, Y., **Peppler, K.**, & Chiu, G. (2007). High Tech Programmers in Low-Income Communities: Seeding Reform in a Community Technology Center. In C. Steinfeld, B. T. Pentland, M. Ackerman, & N. Contractor (Eds.), *Communities and Technologies: Proceedings of the Third Communities and Technologies Conference, Michigan State University, 2007*, London, UK: Springer.

PRESENTATIONS and PUBLICATIONS

Peppler, K. & Kafai, Y. (June, 2008). *Children as Media Art Designers: Workshops for Creative Codings*. Proceedings published in the 2008 Interaction Design for Children (IDC) Conference held at Northwestern University, Chicago, IL.

Peppler, K. and Kafai, Y.B. (June, 2008). *Developing a Design Culture at the Computer Clubhouse: The Role of Local Practices and Mediators*. Proceedings published in the 2008 International Conference of the Learning Sciences (ICLS) held at the University of Utrecht, Utrecht, Netherlands.

Peppler, K. and Kafai, Y.B. (June, 2008). *Literacy and the Learning Sciences: Creating a Framework for Understanding and Analyzing Youths' Media Arts Practices*. Proceedings published in the 2008 International Conference of the Learning Sciences (ICLS) held at the University of Utrecht, Utrecht, Netherlands.

Maloney, J., **Peppler, K.**, Kafai, Y.B., Resnick, M. and Rusk, N. (June, 2008). *Digital Media Designs with Scratch: What Urban Youth Can Learn about Programming in a Computer Clubhouse*. Proceedings published in the 2008 International Conference of the Learning Sciences (ICLS) held at the University of Utrecht, Utrecht, Netherlands.

Peppler, K. and Kafai, Y. B. (June, 2008). *Learning from Krumping: Collective Agency in Dance Performance Cultures*. Proceedings published in the 2008 International Conference of the Learning Sciences (ICLS) held at the University of Utrecht, Utrecht, Netherlands.

Hayes, E., **Peppler, K.**, Kafai, Y., Games, I., Torres, R., Pinkard, N., Hooper, P., Klopfer, E., Scheintaub, H., Eugene, W., Daily, S., Ancholou, U., Barron, B., Forssell, K., Kennedy, C., Rogers, M., Takeuchi, L., Walter, S. & Zimmerman, E. (June, 2008). *New Perspectives on Learning Through (Game) Design*. Proceedings published in the 2008 International Conference of the Learning Sciences (ICLS) held at the University of Utrecht, Utrecht, Netherlands.

Maloney, J., **Peppler, K.**, Kafai, Y. B., Resnick, M., Rusk, N. (March, 2008). *Programming by Choice: Urban Youth Learning Programming with Scratch*. Proceedings published by the ACM Special Interest Group on Computer Science Education, Portland, OR.

Peppler, K. & Kafai, Y. B. (September, 2007). What video game making can teach us about learning and literacy: Alternative pathways into participatory culture. In Akira Baba (Ed.), *Situated Play: Proceedings of the Third International Conference of the Digital Games Research Association (DiGRA)* (pp. 369-376). Tokyo, Japan: The University of Tokyo.

Peppler, K. & Kafai, Y.B. (2007). *Collaboration, Computation, and Creativity: Media Arts Practices in Urban Youth Cultures*. Proceedings published by the Computer Supported Collaborative Learning (CSCL) Conference held at Rutgers University, New Brunswick, NJ.

Catterall, J.S., and **Peppler, K.** (2007). *Learning in the Visual Arts and Worldviews of Young Children*. Evaluating the Impact of Arts Education: A European and International Research Symposium, Centre Pompidou, Paris.

Peppler, K. and Kafai, Y. (2006). *Creative Codings: Personal, Epistemological, and Cultural Connections to Digital Art Production*. Proceedings published in the 2006 International Conference of the Learning Sciences, Bloomington, IN.

Kafai, Y., **Peppler, K.**, Alavez, M., and Ruvalcaba, O. (2006). *Seeds of a Computer Culture: An Archival Analysis of Programming Artifacts from a Community Technology Center*. Proceedings Published in the 2006 International Conference of the Learning Sciences, Bloomington, IN.

Barron, B., Kafai, Y., Josephs, D., Pinkard, N., Resnick, M., Martin, C., Schatz, C., Shapiro, B., Millner, A., **Peppler, K.**, Chiu, G., and Desai, S. (2006). *Clubs, Homes, and Online Communities as Contexts for Engaging Youth in Technology Fluency Building Activities*. Symposium and proceedings published in the 2006 International Conference of the Learning Sciences, Bloomington, IN.

INVITED PRESENTATIONS

Peppler, K. & Kafai, Y. (July, 2008). What exactly are kids learning in Scratch? Observations from the Clubhouse. Invited Presentation at the Scratch@MIT Conference, Boston, MA.

Kafai, Y.B., Raessens, J., Copier, M., von Mastrikt, J., Deterding, S., Dubbelman, T., Fields, D., **Peppler, K.**, Renger, W.J., Millenaar, K., Hrehovcsik, M., Ritterfeld, U., Wang, H., & Ratan, R. (June, 2008). Serious Games in the Learning Sciences: Making International Connections. Invited Workshop at the 2008 International Conference of the Learning Sciences (ICLS) held at the University of Utrecht, Utrecht, Netherlands.

Kafai, Y., **Peppler, K.** & Chapman, R. (April, 2008). The Computer Clubhouse Book: A Sneak Preview. Invited Presentation at the Annual Computer Clubhouse Conference Celebrating the 15th Anniversary of the Computer Clubhouse Network, Miami, FL.

Peppler, K. (April, 2008). In Dialogue: Links Between Drama and Academic English Language Development of At-Risk Youth. Keynote at the 2008 International Conference Celebrating the 60th Anniversary of the State of Israel, Bar-Ilan University, Israel.

Peppler, K. (January, 2008). The Computer Clubhouse Model: Creativity and Constructionism in the After-School Hours. Presentation to the Hennepin Library Association, Minneapolis, MN.

Peppler, K. (February, 2005). *Growing up Gifted*. Keynote at the 2005 Indiana Department of Education/Indiana Association for the Gifted Conference, Indianapolis, IN.

PRESENTATIONS

Peppler, K. and Solomou, M. (July, 2008). *The Virtual Builder: Scaffolding Creative Production through Game Play*. Presentation at the 2008 Games, Learning, and Society (GLS) Conference, Madison, WI.

Peppler, K., Hay, K., and Downton, M (July, 2008). *The Nirvana Effect: Tapping the Power of Video Games to Leverage Musical Interest*. Presentation at the 2008 Games, Learning, and Society (GLS) Conference, Madison, WI.

Peppler, K., Diazgranados, A., Kafai, Y., and Fields, D. (July, 2008). *Creating a Culture of Critical Game Designers in Elementary Classrooms and Clubs*. Presentation at the 2008 Games, Learning, and Society (GLS) Conference, Madison, WI.

Peppler, K. (March 2008). *Media Arts: Arts Education for the 21st Century*. Paper presentation at the 2008 American Educational Research Association (AERA) Conference, New York, NY.

Peppler, K. & Kafai, Y. (March 2008). *Creative Bytes for the Learning Sciences: The Technical, Creative and Critical Practices of Media Arts Production*. Paper presentation at the 2008 American Educational Research Association (AERA) Conference, New York, NY.

Peppler, K. & Kafai, Y. (March 2008). *Creating A Culture of Design: A Closer Look at Role of Mediation and Local Practices in a Community Technology Center*. Paper presentation at the 2008 American Educational Research Association (AERA) Conference, New York, NY.

Hayes, E., **Peppler, K.**, Kafai, Y., Games, I., Torres, R., Pinkard, N., Hooper, P., Klopfer, E., Scheintaub, H., Eugene, W., Daily, S., Ancholou, U., Barron, B., Forssell, K., Kennedy, C., Rogers, M., Takeuchi, L., Walter, S. & Zimmerman, E. (March 2008). *New Perspectives on Learning Through Design*. Symposium at the 2008 American Educational Research Association (AERA) Conference, New York, NY.

Steinkuehler, C., Squire, K., Barab, S., Thomas, D., **Peppler, K. & Klopfer, E.** (March 2008). *Games and Participation: Why Games Matter to Educators*. Symposium discussant at the 2008 American Educational Research Association (AERA) Conference, New York, NY.

Yardi, S., Bruckman, A.S., Druin, A., Jeffries, R., Kafai, Y.B., **Peppler, K.** (October 2007). Broadening the Field of Computing through a Design-Based HCI Curriculum. Position paper at the Grace Hopper Celebration of Women in Computing 2007, Orlando, FL.

Tishler, B., Kirsch, J. & **Peppler, K.** (October 2007). *Partnerships Serving up Arts as the Main Course!* NETWORK's conference Arts Education: Building Bridges through Arts Integration and Partnerships, Oakland, CA.

Peppler, K. and Kafai, Y.B. (July 2007). What Video Game Making Can Teach Us About Literacy and Learning: Alternative Pathways into the Participatory Culture. Paper presented at the 2007 Games, Learning, & Society (GLS) Conference, Madison, WI.

Kafai, Y., **Peppler, K.**, & Chiu, G. (July 2007). *High Tech Programmers in Low Income Communities: Seeding Reform in a Community Technology Center*. Paper presented at the International Conference on Communities and Technologies held at Michigan State University, East Lansing, MI.

Peppler, K. (April 2007). *Videogames and Interactive Art: New Genres and a New Era in Media Education*. Paper presentation at the 2007 American Educational Research Association (AERA), Chicago, IL.

Peppler, K. & Catterall, J.S. (April 2007). *Unraveling the Impacts of the Arts: Measuring Learning in the Arts for Cognitive Research, Program Evaluation, and Policy Analysis*. Paper presentation at the 2007 American Educational Research Association (AERA), Chicago, IL.

Goode, J., Margolis, J., Kafai, Y., **Peppler, K.** & Chiu, G. (April 2007) *'Beyond Point and Click': Opportunities and Challenges in Broadening the Participation in Computer Science in Inner-city High Schools and After-school Programs*. Symposium at the 2007 American Educational Research Association (AERA), Chicago, IL.

Ching, C., Kafai, Y., Barron, B., Davis, A., **Peppler, K.**, Martin, C., Lewis, S., Yardi, S., Perkel, D., Leander, K., Wang, C., Hoadley, C., Honwad, S., & Tamminga, K. (April 2007). *Technobiographies: Researching Life Stories with Technology*. Interactive Symposium at the 2007 American Educational Research Association (AERA), Chicago, IL.

Kafai, Y., Feldon, D., Giang, M., Quintero, M., Fields, D. & **Peppler, K.** (April 2007). *Where in the World is the Science in Whyville? Informal Science in a Multi-User Virtual Community*. Symposium at the 2007 American Educational Research Association (AERA), Chicago, IL.

Kafai, Y., Desai, S., **Peppler, K.**, Chiu G. & Moya, J. (2007) *Mentoring Partnerships in a Community Technology Center: A Constructionist Approach for Fostering Equitable Service Learning*. Presentation at the 5th Annual CAFÉ Conference sponsored by the Paulo Freire Institute, University of California, Los Angeles, CA.

Catterall, J.S. and **Peppler, K.** (November 2006). *Measuring Learning in the Arts: Lessons learned from Survey, Observation, and Videotape Methodologies*. Paper presented as part of a symposium, *Measuring the Arts: Quantifying, Evaluating, and Understanding*, Symposium presentation at the 2006 American Evaluation Association (AEA) Conference, Portland, OR.

Peppler, K., Catterall J.S. and Feilen, K. (November 2006). *Towards a Unified Framework: A Model for Evaluating Arts Learning in Music, Drama, Visual Arts, and Dance*. Paper presentation at the 2006 American Evaluation Association (AEA) Conference, Portland, OR.

Peppler K., Kafai Y., Desai, S. and Chiu, G. (September 2006). *Programming Partnerships: A Constructionist Approach to Teaching Computer Programming Through Service Learning*. Paper presented at the 2006 Conference on Service Learning in Engineering, Washington D.C.

Desai, S., Kafai, Y., **Peppler, K.**, and Chiu, G. (April 2006). *What is a Mentizo? A Constructionist Approach to Mentoring*. Paper Presentation and abstract published in the 2006 American Educational Research Association (AERA) Conference, San Francisco, CA.

Peppler, K. and Kafai Y. (February 2006). *Programming with a Purpose: Opening the Back Door to Technology Literacy*. Presentation at the 2006 "Thinking Gender" Conference, University of California, Los Angeles, CA.

Peppler, K., Catterall, J., & Feilen, K. (under review). *Curtains Up! Revealing the Mechanisms of Transfer Between Drama and Academic English Language Development*. Paper presentation at the 2008 American Educational Research Association (AERA), San Diego, CA.

Barab, S., **Peppler, K.**, Ingram-Goble, A., Dodge, T., & Solomou, M. (under review). *Identity Experiments: Using Narrative-Rich Games to bring Together Personal, Student, and Disciplinary Lifeworlds*. Paper presentation at the 2008 American Educational Research Association (AERA), San Diego, CA.

Peppler, K., Kafai, Y., Rusk, N., Beals, L., Bers, M., Brelow, G., Chapman, R., Martin, C., Barron, B., Wise, S., Millner, A., Rusk, N., Resnick, M., Cooke, S., Sylvan, E., & Cole, M. (under review). *The Computer Clubhouse Learning Model: Learning Inquiry, Collaboration, and the Development of 21st Century Skills in Informal Learning Spaces*. Symposium at the 2008 American Educational Research Association (AERA), San Diego, CA.

Peppler, K. & Warschauer, M. (under review). *Lessons from Brandy: Creative Media Production by a Child with Cognitive (Dis)Abilities*. Paper presentation at the 2008 American Educational Research Association (AERA), San Diego, CA.

Peppler, K., Warschauer, M. & Diazgranados, A. (under review). *Developing a Culture of Critical Game Design in a Second Grade*

Classroom. Paper presentation at the 2008 American Educational Research Association (AERA), San Diego, CA.

Hay, K., **Peppler, K.** & Downton, M. (under review). *An Analysis of Knowledge, Knowledgeable Practices, and Expertise in the Video Game "Rock Band" and the Implications for Learning and Education*. Paper presentation at the 2008 American Educational Research Association (AERA), San Diego, CA.

Peppler, K., Downton, M. & Hay, K. (under review). *Building musical intuitions through video games: A performance analysis of Rock Band in after-school communities*. Paper presentation at the 2008 American Educational Research Association (AERA), San Diego, CA.

TECHNICAL REPORTS

Peppler, K. (2007). Evaluation of the Inner-City Arts Creativity in the Classroom Series. (Deliverable to the Inner-City Arts / Mark Taper Foundation). Los Angeles: University of California.

Peppler, K. (2007). Evaluation of the Inner-City Arts Teachers' Institute. (Deliverable to the Inner-City Arts / Mark Taper Foundation). Los Angeles: University of California.

Peppler, K. (2006). Ryman Arts 2001-2006: An Overview of the Program and an Assessment of Student Portfolio Work (Deliverable to the Ryman Arts Program). Los Angeles: University of California.

Peppler, K. and Catterall, J.S. (2006). Year Two Findings on the Arts Learning of Children enrolled in the LA's BEST After School Arts Program (Deliverable to the LA's BEST After-School Arts Program). Los Angeles: University of California.

Catterall, J.S., **Peppler, K.** and Feilen, K. (2004). Year One Findings on Arts Learning and Children's Self Concept in the LA's BEST After School Arts Program (Deliverable to the LA's BEST After-School Arts Program). Los Angeles: University of California.

Catterall, J.S. and **Peppler, K.** (2003). The Effects of Visual Arts Education on Children's Worldview. (Deliverable to the Ford Foundation). Los Angeles: University of California.

MEDIA COVERAGE

- 2008 Podcast on Rezed: The Hub For Learning and Virtual Worlds:
<http://www.rezed.org>
- 2008 Indiana University News Coverage of MacArthur Grant
- 2007 Videogame Visionary:
Video coverage of DiGRA conference presentation
<http://www.vgvisionary.com/?p=133> (Last Accessed: May 27, 2008)

PROFESSIONAL AFFILIATIONS

- 2007-*present* Member of the AERA Learning Sciences Special Interest Group (SIG)
- 2006-*present* Member of the American Evaluation Association (AEA)
- 2006-*present* Member International Society of the Learning Sciences (ISLS)
- 2004-*present* Member AERA Division C: Learning and Instruction
- 2004-*present* Member of the AERA Arts and Learning Special Interest Group (SIG)
- 2004-2005 Member of the AERA Arts-Based Educational Research Group (SIG)
- 2002-*present* Member American Education Research Association (AERA)

SERVICE ACTIVITIES

- 2008 - *present* Chair of the Masters of Learning and Developmental Sciences Committee
- 2008 - *present* Boys and Girls Club of Bloomington
- 2008 DIGITEL (Digital Game and Intelligent Toy Enhanced Learning)
Conference Program Committee
- 2008 Reviewer for the Interaction Design for Children (IDC) Conference in
Chicago, IL
- 2008- *present* Advisory Board for the IMLS Nation of Leaders Research Grant,
Minneapolis Public Libraries
- 2006- *present* Member of the International Society for the Learning Sciences (ISLS)
Education Committee.
- 2004 - 2007 Volunteer in South Los Angeles Computer Clubhouse funded by Intel.
- 2007 Reviewer for the Journal of Science Education
- 2005- 2006 Member of the UCLA, Principal Leadership Instruction (PLI) Faculty
Search Committee

- 2005 Opportunities Unlimited Charter High School, Arts and Technology
Curriculum Development Consultant:
<http://www.youincla.org/clubhouse/charterschool>
- 2000 – 2002 President, Indiana University Circle-K
- 2000 – 2002 Member of the Indiana University Honors College Advisory Board
- 1999- 2001 President, EIRENE AIDS awareness organization
- 1998 Member of the Indiana Board of Education’s Character Education
Committee with Dr. Suellen Reed