

# Joshua M. Rosenberg

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## *Curriculum Vitae*

Assistant Professor, STEM Education  
Department of Theory and Practice in Teacher Education  
The University of Tennessee, Knoxville  
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## Education

2018, PhD, Educational Psychology & Educational Technology  
Michigan State University

2016, Graduate Certificate, Science Education  
Michigan State University

2012, MA, Education  
Michigan State University

2010, BS, Biology  
University of North Carolina, Asheville

2010, Teacher Licensure Program  
University of North Carolina, Asheville

## Professional Experience

2018-present, Assistant Professor, STEM Education  
University of Tennessee, Knoxville

## Related (K-12) Experience

2010-2012, High School Science Teacher (Biology and Earth Science)  
Shelby High School, Shelby, NC

2009-2010, High School Science Teacher Intern (Biology and Chemistry)  
C.D. Owen High School, Swannanoa, NC

## Publications

### Peer-Reviewed Journal Articles

Xu, R., Frank, K. A., Maroulis, S., & Rosenberg, J. M. (in press). Konfound: A Stata module to quantify robustness of causal inferences. *The Stata Journal*. <https://www.stata-journal.com/> (*Nb. Software-related publication*)

Rosenberg, J. M., Beymer, P. N., Anderson, D. J., & Schmidt, J. A. (2018). tidyLPA: An R package to easily carry out Latent Profile Analysis (LPA) using open-source or commercial software. *Journal of Open Source Software*, 3(30), 978, <https://doi.org/10.21105/joss.00978> (*Nb. Software-related publication*)

- Greenhalgh, S. P., Staudt Willet, K. B., Rosenberg, J. M., & Koehler, M. J. (2018). Tweet, and we shall find: Using digital methods to locate participants in educational hashtags. *TechTrends*, 62(5), 501-508. <https://doi.org/10.1007/s11528-018-0313-6>
- Beymer, P. N., Rosenberg, J. M., Schmidt, J. A., & Naftzger, N. (2018). Examining relationships between choice, affect, and engagement in out-of-school time STEM programs. *Journal of Youth and Adolescence*, 47(6), 1178-1191. <https://doi.org/10.1007/s10964-018-0814-9>
- Akcaoglu, M., Rosenberg, J. M., Ranellucci, J., & Schwarz, C. V. (2018). Outcomes from a self-generated utility value intervention on fifth and sixth-grade students' value and interest in science. *International Journal of Educational Research*, 87, 67-77. <https://www.sciencedirect.com/science/article/pii/S0883035517308492>
- Schmidt, J. A., Rosenberg, J. M., & Beymer, P. (2018). A person-in-context approach to student engagement in science: Examining learning activities and choice. *Journal of Research in Science Teaching*, 55(1), 19-43. <https://dx.doi.org/10.1002/tea.21409> (Nb. This article was recognized as one of the 20 most-downloaded articles in JRST between June, 2016 and June, 2018)
- Rosenberg, J.M., Greenhalgh, S.P., Graves Wolf, L. & Koehler, M.J. (2017). Strategies, use, and impact of social media for supporting teacher community within professional development: The case of one urban STEM program. *Journal of Computers in Mathematics and Science Teaching*, 36(3), 255-267. <https://www.learntechlib.org/primary/p/180387/>
- Koehler, M. J., Greenhalgh, S. P., Rosenberg, M. J., & Keenan, S. (2017). What the tech is going on with digital teaching portfolios? Using the TPACK framework to analyze teachers' technological understanding. *Journal of Technology and Teacher Education*, 25, 31-59. <http://www.learntechlib.org/p/173346/>
- Rosenberg, J. M., Greenhalgh, S. P., Koehler, M. J., Hamilton, E., & Akcaoglu, M. (2016). An investigation of State Educational Twitter Hashtags (SETHs) as affinity spaces. *E-Learning and Digital Media*, 13(1-2), 24-44. <http://dx.doi.org/10.1177/2042753016672351>
- Greenhalgh, S. P., Rosenberg, J. M., & Wolf, L. G. (2016). For all intents and purposes: Twitter as a foundational technology for teachers. *E-Learning and Digital Media*, 13(1-2), 81-98. <http://dx.doi.org/10.1177/2042753016672131>
- Hamilton, E., Rosenberg, J. M., & Akcaoglu, M. (2016). Examining the Substitution Augmentation Modification Redefinition (SAMR) model for technology integration. *Tech Trends*, 60, 433-441. <http://dx.doi.org/10.1007/s11528-016-0091-y>
- Rosenberg, J. M., Terry, C. A., Bell, J., Hiltz, V., & Russo, T. (2016). Design guidelines for graduate program social media use. *Tech Trends*, 2, 167-175. <http://dx.doi.org/10.1007/s11528-016-0023-x>
- Rosenberg, J. M., & Koehler, M. J. (2015). Context and Technological Pedagogical Content Knowledge (TPACK): A systematic review. *Journal of Research on Technology in Education*, 47, 186-210. <http://dx.doi.org/10.1080/15391523.2015.1052663>

## Journal Articles in Submission

- Ranellucci, J., Rosenberg, J. M., & Poitras, E. (accepted registered report). Exploring pre-service teachers' use of technology: The technology acceptance model and expectancy-value theory. *Journal of Computer Assisted Learning*.
- Henriksen, D., Mehta, R., & Rosenberg, J. M. (accepted pending revisions). Supporting a creatively focused technology fluent mindset among educators: Survey results from a five-year inquiry into teachers' confidence in using technology.
- Krist, S., & Rosenberg, J. M. (under review). Incremental refinement in learners' epistemic considerations of generality in science over three Years: A computational grounded theory analysis.
- Beymer, P. N., Rosenberg, J. M., & Schmidt, J. A. (under review). Investigating the effects of interest and choice in education: An experience sampling approach in high school science classes.

Blondel, D. V., Sansone, A., Rosenberg, J. M., Yang, B. W., Linennbrink-Garcia, L., Schwarz-Bloom, R. D. (under review). Development of an online experiment platform (Rex) for high school biology.

### Journal Articles in Preparation

Rosenberg, J. M., Schmidt, J. A., & Koehler, M. J. (in preparation). How youth experience work with data in summer STEM programs: Findings from an experience sampling approach.

Rosenberg, J. M., Schwarz, C. V., & Akcaoglu, M. (in preparation). Learning to teach scientific modeling: A longitudinal case study of two teachers' instructional practice.

Rosenberg, J. M., Reid, J., Koehler, M. J., Fischer, C., & McKenna, T. J. (in preparation). The roles of the Twitter hashtag #NGSSchat in the context of science education reform efforts.

Schmidt, J. A., Beymer, P. N., & Rosenberg, J. M. (in preparation). Experiences, activities, and personal characteristics as predictors of engagement in STEM-focused summer programs.

Greenhalgh, S. P., Rosenberg, J. M., Staudt-Willet, B., Koehler, M. J., & Akcaoglu, M. (in preparation). Timing is everything: Comparing synchronous and asynchronous modes of Twitter for teacher professional learning.

### Book Chapters

Eidelman, R., Rosenberg, J. M., & Schwartz, Y. (in press). E-Learning in chemistry education: Self-regulated learning in a virtual classroom. In D. Ifenthaler, M. Spector, P. Isafas, & S. Sergis (Eds.), *Learning technologies for transforming teaching, learning and assessment at large scale*. Berlin, Germany: Springer.

Herring, M., Koehler, M. J., Mishra, P., Rosenberg, J. M., & Teske, J. (2016). Introduction to the 2nd edition of the TPACK handbook. In M. Herring, M. J. Koehler, & P. Mishra (Eds.), *Handbook of Technological Pedagogical Content Knowledge (TPACK) for educators* (2nd ed., pp. 1-8). New York, NY: Routledge.

Keenan, S., Rosenberg, J. M., Greenhalgh, S. P. & Koehler, M. J. (2016). Examining teachers' technology use through digital portfolios. In L. Liu & D. C. Gibson (Eds.), *Research highlights in technology and teacher education 2016* (pp. 53-60). Chesapeake, VA: Association for the Advancement of Computing in Education. [Invited reprint of conference presentation in edited book]

Phillips, M., Koehler, M. J. & Rosenberg, J. M. (2016). Considering context: Teachers' TPACK development and enactment. In L. Liu & D. C. Gibson (Eds.), *Research highlights in technology and teacher education* (pp. 197-204). Chesapeake, VA: Association for the Advancement of Computing in Education. [Invited reprint of conference presentation in edited book]

Rosenberg, J. M., & Koehler, M. J. (2015). *Context and teaching with technology in the digital age*. In M.L. Niess & H. Gillow-Wiles (Eds.), *Handbook of research on teacher education in the digital age* (pp. 440-465). Hershey, PA: IGI Global.

Rosenberg, J. M., Greenhalgh, S. P., & Koehler, M. J. (2015). A performance assessment of teachers' TPACK using artifacts from digital portfolios. In L. Liu & D. C. Gibson, *Research highlights in technology and teacher education 2015*. Waynesville, NC: Association for the Advancement of Computing in Education (AACE). [Invited reprint of conference presentation in edited book]

Koehler, M. J., Mishra, P., Akcaoglu, M., & Rosenberg, J. M. (2013). Technological pedagogical content knowledge for teachers and teacher educators. In N. Bharati and S. Mishra (Eds.), *ICT integrated teacher education: A resource book* (pp. 1-8). Commonwealth Educational Media Center for Asia, New Delhi, India.

## Other (Editor-reviewed) Publications

Vo, T., & Rosenberg, J. M. (2018). Four posts on the academic job search in science education. *NARST Graduate Student Resources Blog*. <https://narstgradresources.blogspot.com/2018/09/part-4-interviewing-and-negotiating-for.html>

Rosenberg, J. M. (2018). Opportunities for engaging students in “data practices” in online science classes. *Michigan Virtual Learning Research Institute Blog: Research, Policy, Innovation & Networks*. <https://mvlri.org/blog/opportunities-engaging-students-data-practices-online-science-classes/>

Rosenberg, J. M., & Logan, C. W. (2017). Review of the book What’s Worth Teaching: Rethinking Curriculum in the Age of Technology, by A. Collins. *Teachers College Record*. <http://www.tcrecord.org/Content.asp?ContentID=22173>

Phillips, M., Harris, J., Rosenberg, J. M., & Koehler, M. J. (2017). TPCK/TPACK research and development: Past, present, and future directions. *Australasian Journal of Educational Technology*. <https://doi.org/10.14742/ajet.3907>

Rosenberg, J. M., & Ranellucci, J. (2017). Student motivation in online science courses: A path to spending more time on course and higher achievement. *Michigan Virtual Learning Research Institute Blog: Research, Policy, Innovation & Networks*. <https://mvlri.org/blog/student-motivation-in-online-science-courses-a-path-to-spending-more->

## Conference Proceedings Papers

Peterson, A., Freer, D., & Rosenberg, J. M. (2017). Interacting with purpose: What is the difference between face-to-face and online student relationships in a combined program? In *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 3411-3414). Austin, TX: Association for the Advancement of Computing in Education. Retrieved from <https://www.learntechlib.org/p/177955/>

Krist, C., & Rosenberg, J. M. (2016). Finding patterns in and refining characterizations of students’ epistemic cognition: A computational approach. In Looi, C.-K., Polman, J., Cress, U., & Reimann, P. (Eds.), *Transforming Learning, Empowering Learners: The International Conference of the Learning Sciences Proceedings 2016* (Vol. 2, pp. 1223-1224). Singapore, Singapore: ICLS.

Phillips, M., Koehler, M. J. & Rosenberg, J. M. (2016). Looking outside the circles: Considering the contexts influencing TPACK development and enactment. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 3029-3036). Chesapeake, VA: Association for the Advancement of Computing in Education. Retrieved from <http://www.editlib.org/p/172122>

Rosenberg, J. M., Koehler, M. J., Akcaoglu, M., Greenhalgh, S. P. & Hamilton, E. (2016). State Educational Twitter Hashtags: An introduction and research agenda. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 355-360). Chesapeake, VA: Association for the Advancement of Computing in Education. Retrieved from <http://www.editlib.org/p/171698>

Greenhalgh, S. P., Rosenberg, J. M. & Wolf, L. G. (2016). For every tweet there is a purpose: Twitter within (and beyond) an online graduate program. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 2044-2049). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). Retrieved from <http://www.editlib.org/p/171972>

Keenan, S., Rosenberg, J. M., Greenhalgh, S. P. & Koehler, M. J. (2016). Examining teachers’ technology use through digital portfolios. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 1084-1091). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). Retrieved from <http://www.editlib.org/p/171824>

Rosenberg, J. M., Greenhalgh, S. P. & Koehler, M. J. (2015). A performance assessment of teachers’ TPACK using artifacts from digital portfolios. In D. Slykhuis & G. Marks (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (pp. 3390-3397). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). Retrieved from <http://www.editlib.org/p/150472>

Schwarz, C. V., Ke, L., Lee, M., & Rosenberg, J. M. (2014). Developing mechanistic explanations of phenomena: Case studies of two fifth grade students' epistemologies in practice over time. In J. L. Polman, E. A. Kyza, K. O'Neill, I. Tabak, W. R. Penuel, A. S. Jurow, . . . L. D'Amico (Eds.), *Learning and becoming in practice: The international conference of the learning sciences (ICLS) 2014* (Vol. 1, pp. 182-189). Boulder, CO: ISLS. <http://www.isls.org/icls2014/Proceedings.html>

Rosenberg, J. M., & Koehler, M. (2014). Context and Technological Pedagogical Content Knowledge: A content analysis. In M. Searson & M. Ochoa (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2014* (pp. 2412-2417). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/131183>

Greenhalgh, S. P., Rosenberg, J. M., Zellner, A. & Koehler, M. J. (2014). Zen and the art of portfolio maintenance: Best practices in course design for supporting long-lasting portfolios. In M. Searson & M. Ochoa (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2014* (pp. 1604-1610). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/131027>

Rosenberg, J., Terry, C., Bell, J., Hiltz, V., Russo, T. & The EPET Social Media Council (2014). What we've got here is failure to communicate: Social media best practices for graduate school programs. In M. Searson & M. Ochoa (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2014* (pp. 1210-1215). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/130949>

Rosenberg, J. (2013). Review of mobile device use policies in public high schools. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 3774-3779). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/48698>

## Unpublished Manuscripts and Pre-Prints

Rosenberg, J. M. (2018). *Context and Technological Pedagogical Content Knowledge: An initial survey of teachers and validation data*.

Rosenberg, J. M. (2018). *Understanding work with data in summer STEM programs: An experience sampling method approach* (Doctoral dissertation). Retrieved from Proquest Dissertations and Theses. (Proquest No. 10747232)

## Grants

2019-2022, Co-PI, Mining the gap: Applying computational methods to better understand sources of achievement gap differences. William T. Grant Foundation.

2019-2021, Co-PI, Exploring a youth STEM badge ecosystem: Analyzing autonomous motivation and instructional interaction (Pending). National Science Foundation.

2017-2020, Consultant and Significant Contributor (Method), Profiles of science engagement: Broadening participation by understanding individual and contextual influences (\$499,927). National Science Foundation (PI: Jennifer Schmidt).

2018-2019, Co-PI, Exploring how beginning elementary mathematics teachers seek out resources through social media (\$8,820), Herman and Rasiej Math Initiative at the University of Southern California (PI: Stephen Aguilar)

2013, Versal Foundation Grant, Basic Biology for Everyone (\$2,000), Versal, 2013

## Fellowships

2018, Scholarly Activity and Research Incentive Funds, Foreign Travel Award, University of Tennessee, Knoxville (UTK)

2017, Delia Koo Global Travel Fellowship, Michigan State University (MSU)  
 2017, Michigan Virtual Learning Research Institute Dissertation Fellowship (\$1,500)  
 2017, Concord Consortium Data Science Educational Technology Fellowship (\$1,000)  
 2017, Research Expenses Fellowship (\$3,250), MSU  
 2016, College of Education Alumni Fellowship (\$5,500), MSU  
 2015, Cotterman Family Endowment for Education Summer Research Fellowship (\$6,000), MSU  
 2013, Massive Open Online Course Research and Development Fellowship (\$1,000), MSU

## Awards

2019, Finalist, Association for Science Teacher Education John C. Park National Technology Leadership Institute Fellowship  
 2017, Council of Graduate Students Disciplinary Leadership Award, Michigan State University  
 2016, Best Paper Award, TPACK SIG, SITE International Conference  
 2014, Outstanding Paper Award, Society for Information Technology and Teacher Education International Conference

## Presentations

### Peer-Reviewed Conference Presentations

Rosenberg, J. M., Beymer, P. N., Houslay, T. M., & Schmidt, J. A. (2019, April). Using a multivariate model to understand how youths' in-the-moment engagement predicts changes in youths' interest. In M. Bernacki, A. Kaplan, and L. Linnenbrink-Garcia (Chairs), *Embracing and modeling the complex dynamics of motivation and engagement: Contextual, temporal, dynamic, and systematic*. Symposium conducted at the Annual Meeting of the American Educational Research Association, New York, NY.

Beymer, P. N., Schell, M. J., Alberts, K. M., Rosenberg, J. M., & Schmidt, J. A. (2019, April). *Student engagement profiles in formal and informal STEM learning settings*. Paper to be presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Schell, M. J., Beymer, P. N. Albert, K. M., Rosenberg, J. M., & Schmidt, J. A. (2019, April). *Predictors of momentary student engagement profiles in high school science classrooms*. Paper to be presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Reid, J., Rosenberg, J. M., Koehler, M. J., Fischer, C., & McKenna, T. J. (2019, March). *An exploration of #NGSSchat through social network analysis*. Paper to be presented at the National Association for Research in Science Teaching Annual International Conference, Baltimore, MD.

Carpenter, J., Rosenberg, J. M., Dousay, T., Romero-Hall, E., Trust, T., Kessler, A., . . . & Krutka, D. (2019, March). *What do teacher educators think of teacher education technology competencies?* Paper to be presented at the Society for Information Technology and Teacher Education International Conference, Las Vegas, NV.

Rosenberg, J. M., Reid, J., Koehler, M. J., Fischer, C., & McKenna, T. J. (2019, January). *The roles of the Twitter hashtag #NGSSchat in the context of science education reform efforts*. Paper to be presented at the Association for Science Teacher Education International Meeting, Savannah, GA. (*Nb. This paper was nominated for the ASTE John C. Park National Technology Leadership Institute Fellowship*)

Akcaoglu, M., Hodges, C. B., Rosenberg, J. M., & Hilpert, J. (2018, October). *Factors impacting middle school students' interest, efficacy, and utility value of programming*. Paper presented at the Association for Educational Communications and Technology International Convention 2018. Kansas City, MO.

- Staudt Willet, K. B., Greenhalgh, S. P., Rosenberg, J. M., Koehler, M. J. (2018, October). *Won't you be my neighbor? How education stakeholders use hyperlinks to build information neighborhoods on Twitter*. Paper to be presented at the Association for Educational Communications and Technology International Convention 2018. Kansas City, MO.
- Beymer, P. N., Rosenberg, J.M., & Schmidt, J. A. (2018, April). *Investigating the effects of interest and choice: An experience sampling approach*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Greenhalgh, S. P., Staudt Willet, B., Rosenberg, J. M., Akcaoglu, M., & Koehler, M. J. (2018, April). *Timing is everything: Comparing synchronous and asynchronous modes of Twitter for teacher professional learning*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Rosenberg, J. M., Beymer, P. N., & Schmidt, J. A. (2018, April). *How engagement during out-of-school time STEM programs predicts changes in motivation in STEM*. In J. M. Rosenberg (Chair), *Data-intensive approaches to studying engagement in education: Exploring their current potential*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Rosenberg, J. M., Lee, Y., Robinson, K. A., Ranellucci, J., Roseth, C. J., & Linnenbrink-Garcia, L. (2018, April). *Patterns of engagement in a flipped undergraduate class: Antecedents and outcomes*. In L. Daniels & A. Frenzel (Chairs), *New empirical insights on what energizes learners – A session on emotions and engagement*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Schmidt, J. A., Rosenberg, J.M., & Beymer, P. N. (2018, April). *Experiences, activities, and personal characteristics as predictors of interest and engagement in STEM-focused summer programs*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Shwartz, Y., Bayer, I., Bielik, T., Kolonich, A., Eidelman, R., Shwartz, G., . . . Rosenberg, J. M. (2018, March). *Graduate student international collaboration for investigating science teachers' professional learning*. Paper presented at the meeting of the National Association for Research in Science Teaching, Atlanta, GA.
- Yang, B. W., Blondel, D. V., Rosenberg, J. M., Sansone, A., Linnenbrink-Garcia, L., Schwarz-Bloom, R. D. (2017, November). *The Rex virtual experiment platform: Design, implementation, and effects on situational interest*. Poster presented at the Annual Meeting of the Society for Neuroscience, Washington, DC.
- Greenhalgh, S. P., Staudt Willet, K. B., Rosenberg, J. M., & Koehler, M. J. (2017, November). *No accounting for theory? The case for an affinity space approach to educational hashtag research*. Paper presented at the Association for Educational Communications and Technology International Convention 2017, Jacksonville, FL.
- Greenhalgh, S. P., Rosenberg, J. M., & Koehler, M. J. (2017, November). *Hide and go tweet: Comparing methods for locating educational hashtag participants*. Paper presented at the Association for Educational Communications and Technology International Convention 2017, Jacksonville, FL.
- Schmidt, J. A., Rosenberg, J. M., & Beymer, P. N. (2017, August). *Stability and variation in student engagement in science classes: A person-oriented approach*. Paper presented at the Annual Meeting of the American Psychological Association, Washington, DC.
- Beymer, P. N., Rosenberg, J. M., Schmidt, J. A., Naftzger, N., Sniegowski, S., Shumow, L. (August, 2017). *Examining relationships between choice, affect, and engagement in informal STEM programs*. Paper presented at the Annual Meeting of the American Psychological Association, Washington, DC.
- Greenhalgh, S. P., Rosenberg, J. M., & Koehler, M. J. (2017, April). *Combining data sets and methods to explore equity in teacher professional development*. In D. G. Krutka (Chair), *Data, big and small*. Symposium conducted at the meeting of the American Educational Research Association, San Antonio, TX.
- Schmidt, J. A., Rosenberg, J. M., & Beymer, P. N. (2017, April). *Momentary engagement profiles: A person-in-context approach to studying student engagement using experience sampling data*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Roseth, C. J., Linnenbrink-Garcia, L., Saltarelli, W., Lee, Y-K., Rosenberg, J. M. . . . & Beymer, P. N. (2017, April). *A design-based intervention on flipped instruction: Longitudinal effects on undergraduates'*

*engagement and achievement*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Galey, S., Ferrare, J., & Rosenberg, J. M. (2017, April). *Idea brokers, policy convergence, and paradigm shifts: The co-evolution of school choice and alternative certification issue networks in the national educational policy discourse, 2000-2015*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Wright, E., Hao, Q., & Rosenberg, J. M. (2017, April). *What are the most important predictors of the earnings of college graduates? Data from the college scorecard*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Mikeska, J. N., Rosenberg, J. M., Holtzman, S., & McCaffrey, D. (2017, April). *Comparing the alignment between two observational measures of science teachers' instructional practice*. Poster presented at the National Association for Research in Science Teaching Annual International Conference, San Antonio, TX.

Greenhalgh, S. P., Rosenberg, J. M., & Koehler, M. J. (2017, March). *Avoiding madness in our methods*. Paper presented at the Society for Information Technology and Teacher Education International Conference 2017, Austin, TX.

Rosenberg, J. M., Akcaoglu, M., Staudt Willet, K. B., Greenhalgh, S. P., & Koehler, M. J. (2017, March). *A tale of two Twitters: Synchronous and asynchronous use of the same hashtag*. In P. Resta & S. Smith (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2017* (pp. 283-286). Waynesville, NC: Association for the Advancement of Computing in Education (AACE).

Phillips, M., Koehler, M. J., Rosenberg, J. M., & Zunica, B. (2017, March). *Unpacking TPACK: Reconsidering knowledge and context in teacher practice*. Paper presented at the Society for Information Technology and Teacher Education International Conference 2017, Austin, TX.

Kessler, A., & Rosenberg, J. M. (2017, March). *Considering how teachers' TPACK is leveraged during the mental engineering of instruction: A theory of action*. Paper presented at the Society for Information Technology and Teacher Education International Conference 2017, Austin, TX.

Nyland, R., Greenhalgh, S. P., Rosenberg, J. M., Koehler, M. J., Veletsianos, G., & Kimmons, R. (2016, October). *Public data mining methods, ethics, & legalities*. Panel presented at the Association for Educational Communications and Technology International Convention 2016, Las Vegas, NV.

Rosenberg, J. M., Greenhalgh, S. P., & Wolf, L. G. (2016, October). *Participating from near and far: Analyzing online graduate learning communities with social network analysis*. Paper presented at the Association for Educational Communications and Technology International Convention 2016, Las Vegas, NV.

Rosenberg, J. M. (2016, October). *Having agency in conditions that are not equitable: An examination of Donors Choose data*. Paper presented at the Association for Educational Communications and Technology International Convention 2016, Las Vegas, NV.

Phillips, M., Koehler, M. J., & Rosenberg, J. M. (2016, September). *Contextualising teachers' TPACK development and enactment*. Paper presented at the Australian Council for Computers in Education, Brisbane, Australia.

Rosenberg, J. M. & Schwarz, C. V. (2016, April). *Examining fifth and sixth grade students' epistemic considerations through an automated analysis of embedded assessment items*. In B. Reiser (Chair), *Longitudinal studies of elementary and middle school students' epistemic considerations through participation in scientific practice*. Related paper set presented at the National Association for Research in Science Teaching Annual International Conference, Baltimore, MD. (slides)

Rosenberg, J. M. & Krist, C. (2016, April). *Characterizing students' epistemic considerations: An automated computational approach for embedded assessment responses*. Poster presented at the National Association for Research in Science Teaching Annual International Conference, Baltimore, MD. (slides)

Ranellucci, J., Rosenberg, J. M., Klautke, H., Robinson, K. A., Saltarelli, W., Linnenbrink-Garcia, L., & Roseth, C. J. (2016, April). *Achievement goals, behavioral engagement, and achievement in a flipped*



*undergraduate anatomy course*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

Lee, Y.-K., Rosenberg, J. M., Robinson, K. A., Klautke, H., Seals, C., Saltarelli, W., Linnenbrink-Garcia, L., & Roseth, C. J. (2016, April). *Comparing motivation and achievement in a flipped and traditional classroom*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

Wormington, S. V., Lee, Y.-K., Seals, C., Rosenberg, J. M., Saltarelli, W., Roseth, C. J., & Linnenbrink-Garcia, L. (2016, April). *Predicting profile permanence: When is motivation stable, why does it change, and what are the consequences?* Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

Ranellucci, J., Robinson, K. A., Rosenberg, J. M., Saltarelli, W., Roseth, C. J., & Linnenbrink-Garcia, L. (2016, April). *Comparing emotions in-class and during online video lectures in a flipped classroom*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

Rosenberg, J. M., Ranellucci, J., Lee, Y.-K., Robinson, K., Saltarelli, W., Linnenbrink-Garcia, L., & Roseth, C. J. (2016, March). *Patterns of engagement in a flipped undergraduate anatomy class and their relations to achievement*. Paper presented at the Society for Information Technology & Teacher Education Annual Conference, Savannah, GA.

Rosenberg, J. M. (2015, November). *Examining what teachers and researchers discuss at science education conferences through a computational analysis of Twitter data*. Paper presented at the meeting of the Association for Educational Communications and Technology, Indianapolis, IN.

Rosenberg, J. M., Akcaoglu, M., Hamilton, E., Greenhalgh, S. P., & Koehler, M. J. (2015, November). *Tweeting U.S.A.: An examination of State Educational Twitter Hashtags (SETHs)*. Paper presented at the meeting of the Association for Educational Communications and Technology, Indianapolis, IN.

Greenhalgh, S. P., Rosenberg, J. M., Keenan, S., & Koehler, M. J. (2015, November). *An investigation of the use of digital portfolios for understanding educators' technology knowledge*. Paper presented at the meeting of the Association for Educational Communications and Technology, Indianapolis, IN.

Hamilton, E., Rosenberg, J. M., & Akcaoglu, M. (2015, November). *Examining the Substitution Augmentation Modification Redefinition (SAMR) Model for instructional design and technology integration*. Paper presented at the meeting of the Association for Educational Communications and Technology, Indianapolis, IN.

Mehta, R., Rosenberg, J. M., Russo, T., Arnold, B., Marich, H., & Bell, J. (2015, November). *A survey of social media use and the effects of a social media initiative on graduate student engagement*. Paper presented at the meeting of the Association for Educational Communications and Technology, Indianapolis, IN.

Rosenberg, J. M., & Koehler, M. J. (2015, April). Context and Technological Pedagogical Content Knowledge: A content analysis. In J. M. Rosenberg & M. J. Koehler (Chairs), *Addressing the complexity of teaching with technology: Context and Technological Pedagogical Content Knowledge*. Symposium conducted at the American Educational Research Association Annual Meeting, Chicago, IL.

Hamilton, E., Rosenberg, J. M., & Akcaoglu, M. (2015, April). *The Substitution Augmentation Modification Redefinition (SAMR) framework for technology integration: Challenges to its use for guiding K-12 teacher's pedagogy and practice*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

Rosenberg, J. M., Ervin, L., Harris, J., Greenhow, C., Kessler, A., & Tai, D. (2015, March). *How should educational technology researchers consider context? An interactive discussion on context and teaching and learning with technology*. Panel presented at the meeting of the Society for Information Technology and Teacher Education International Conference, Las Vegas, NV.

Akcaoglu, M., & Rosenberg, J. M. (2015, March). *Best practices for designing synchronous and asynchronous online teaching for adult learners*. Poster presented at the meeting of the Society for Information Technology and Teacher Education, Las Vegas, NV.

Rosenberg, J. M., Schwarz, C. V., & Lee, S. W.-Y., & Akcaoglu, M. (2015, April). A comparative longitudinal case study of the use of scientific modeling in the pedagogical practice of two fifth-grade science teachers.

In A. Lo (Chair), *Leveraging the epistemic dimensions of scientific practice to support students' meaningful engagement in modeling*. Related paper set presented at the National Association for Research in Science Teaching Annual International Conference, Chicago, IL.

Rosenberg, J. M., Schwarz, C.V., Akcaoglu, M., & Lee, S.W-Y. (2014, October). *Comparative longitudinal case studies of two middle school teachers' use of scientific modeling*. Poster presented at the Advances in Educational Psychology Conference. Fairfax, VA.

Lee, M., Schwarz, C. V., Ke, L., & Rosenberg, J. M. (2014, April). *Analyzing fifth-grade students' engagement in scientific modeling: Changes in students' epistemologies-in-practice over time*. Paper presented at the meeting of the National Association for Research in Science Teaching, Philadelphia, PA.

Ke, L., Schwarz, C. V., Lee, M. & Rosenberg, J. M. (2014, April). *Examining elementary students' attention to mechanism as they engage in scientific modeling across content areas*. Paper presented at the meeting of the National Association for Research in Science Teaching, Philadelphia, PA.

Koehler, M. J., Rosenberg, J. M., Greenhalgh, S., Zellner, A. L., & Mishra, P. (2014, March). Analyzing students' portfolios for the development of TPACK. In J. Voogt (Chair), *Artifacts demonstrating teachers' technology integration competencies*. Symposium presented at the meeting of the Society for Information Technology and Teacher Education, Jacksonville, FL.

## **Invited Talk**

Rosenberg, J. M. (March, 2016). *An introduction to R for programming and statistical analysis in education*. Georgia Southern University College of Education, Statesboro, GA.

## **Competitive Research Training**

AERA Division C Graduate Student Seminar, 2016

National Science Foundation and AECT Early Career Seminar, 2015

APA Advanced Training Institute on Research Methods with Diverse Groups, 2014

## **Software Developed**

### **R packages on Comprehensive R Archive Network (CRAN)**

tidyLPA: Easily carry out Latent Profile Analysis (LPA) using open-source and commercial software (w/ J. Schmidt, P. Beymer, D. J. Anderson, and C. J. van Lissa). <https://cran.r-project.org/web/packages/tidyLPA/index.html>

KonFound-It! R package: Rosenberg, J. M., Xu, R., & Frank, K. A. (2018). Konfound-It!: Quantify the robustness of causal inferences (R package). <https://jrosen48.github.io/konfound/>

prcr: Person-centered analysis (w/ J. Schmidt, P. Beymer, & R. Steingut). CRAN: <https://cran.r-project.org/web/packages/prcr/index.html>

clustRcompaR: Easy interface for clustering a set of documents and exploring group-based patterns (w/ A. Lishinski). CRAN: <https://cran.r-project.org/web/packages/clustRcompaR/index.html>

## **Interactive Web Applications**

KonFound-It! web application: Rosenberg, J. M., Xu, R., & Frank, K. A. (2018). Konfound-It!: Quantify the robustness of causal inferences (Web application software). <http://konfound-it.com>.

State Educational Twitter Hashtags (SETHs): <https://jmichaelrosenberg.shinyapps.io/SETHs>

## Teaching

### Teaching Awards

#### Michigan State University

MSU-AT&T Instructional Technology Award: Best Online Course, 2014

MSU-AT&T Instructional Technology Award (Honorable Mention): Best Online Course, 2013

### Courses Taught

Instructor at the University of Tennessee, Knoxville

*Nature of Mathematics and Science Education* (SCED 572, M.A. and Ph.D. class) *Teaching Science in Grades 7-12* (TPTE 495, SCED 496, & SCED 543, B.S. & M.A. class)

Instructor at Michigan State University:

*Psychology of Learning in School and Other Settings* (CEP 800, M.A. class)

*Approaches to Educational Research* (CEP 822, M.A. class)

*Technology and Leadership* (CEP 815, M.A. class)

Teaching Assistant at Michigan State University:

*Proseminar in Educational Psychology and Educational Technology* (CEP 900, Ph.D. class)

*Proseminar in Educational Technology* (CEP 807 / ED 870, M.A. class)

*Educational Inquiry* (CEP 900, Ph.D. class)

*Social-Emotional Development Across the Lifespan* (CEP 904, Ph.D. class)

## Service

### Editorial Service

Special Issue Editor, Australasian Journal of Educational Technology, 2017

Editorial Review Board Member, Journal of Research on Technology in Education, 2016 - Present

Editorial Review Board Member, Science Education Section, Contemporary Issues in Technology and Teacher Education, 2019 - Present

### Service to Profession

Co-chair, Technological Pedagogical Content Knowledge (TPACK) Special Interest Group (SIG), Society for Information Technology and Teacher Education, 2015-2017

Membership Committee, Division 15 (Educational Psychology), American Psychological Association (APA), 2014-2017

Communications Deputy, Division C, American Educational Research Association, 2015-2016

Associate Chair, TPACK SIG, Society for Information Technology and Teacher Education, 2014-2015

### **Conference Review Activity**

Reviewer, National Association for Research in Science Teaching Annual Conference, 2019

Review Panel Member, American Educational Research Association (AERA) Annual Meeting, 2015-2019

Reviewer, Association for Science Teacher Education Annual Conference, 2019

Program Committee Member, International Conference on Computer-Supported Collaborative Learning, 2017

Graduate Student Reviewer, American Educational Research Association (AERA) Annual Meeting, 2014

Reviewer, Association for Educational Communications and Technology (AECT) International Convention, 2016

Reviewer, American Psychological Association (APA) Convention, 2015

### **Service to the Community**

Reviewer, Proposals from Knox County Schools students to the NASA Student Spaceflight Experiment Program

### **Ad-hoc Journal Article Reviews**

Contemporary Educational Psychology, Computers & Education, Australasian Journal of Educational Technology (X2), Journal of Open Source Software, Asia-Pacific Education Researcher, 2018

Computers & Education, Journal of Educational Technology & Society, 2017

Computers & Education, British Journal of Educational Technology, E-Learning and Digital Media (2), 2016

Contemporary Issues in Technology and Teacher Education, 2015

### **Departmental Service**

#### **University of Tennessee, Knoxville**

Committee member for 4 Master's degree students (2019-present)

#### **Michigan State University**

Member of two practicum committees for Educational Psychology and Educational Technology program Ph.D. students, Michigan State University, 2014-2018

Search Committee Member, Program Specialist, Master of Arts in Educational Technology Program, Michigan State University, 2015

### **Workshops and Outreach**

Anderson, D. J., and Rosenberg, J. M. (2019, April). Transparent and reproducible research with R. Workshop to be carried out at the Annual Meeting of the American Educational Research Association, New York, NY.

Rosenberg, J. M. (2017, April). Introduction to R for Data Analysis. Presentation at the School of Criminal Justice, Michigan State University.

Ranellucci, J., & Rosenberg, J. M. (2016, February). Motivating our students: A partnership between Michigan Virtual Schools and Michigan State University. Workshop at Michigan Virtual University, East Lansing, MI.

Rosenberg, J. M. (2014, April). Action research with mobile devices and other “disruptive” technologies. Presentation at the Best of the Michigan Association for Computer Users in Learning Conference, Waterford, MI.

Rosenberg, J. M. (2014, February). Action research with mobile devices. Presentation at the Michigan Association for Computer Users in Learning Mobile Learning Conference, Kalamazoo, MI.

Sawaya, S., & Rosenberg, J. M. (2014, February). Master of Arts in Educational Technology Mobile Learning Workshop. Workshop at Michigan State University, East Lansing, MI.

### **Campus and Departmental Presentations**

Rosenberg, J. M. (2019, January). Engaging students in science: Findings from an experience sampling method approach. Presentation at the East Tennessee STEM Hub Crossing Boundaries for STEM Teaching mini-conference. Knoxville, TN.

Rosenberg, J. M., Beymer, P. N., & Schmidt, J. A. (2017, February). Does choosing the problem or topic matter? Using a person-in-context approach to understand student engagement in science. Poster presented at the Create4Stem MiniConference 2017, East Lansing, MI.

Rosenberg, J. M. (2016, April). Momentary engagement profiles: An examination of student engagement in science settings using experience sampling methodology. Presentation at the Michigan State University Educational Psychology and Educational Technology Program Informal Colloquium, East Lansing, MI.

Rosenberg, J. M., & Schwarz, C. V. (2016, February). Examining the development of fifth and sixth grade students’ epistemic considerations over time through an automated analysis of embedded assessment items. Poster presented at the Create4Stem MiniConference 2016, East Lansing, MI.

Rosenberg, J. M. (2015, September). Achievement goals, in- and out-of-class engagement, and students’ achievement in a flipped undergraduate anatomy class. Presentation at the Michigan State University Educational Psychology and Educational Technology Program Informal Colloquium, East Lansing, MI.

Rosenberg, J. M., Akcaoglu, M., Schwarz, C.V., & Lee, S.W-Y. (2015, February). Comparative longitudinal case studies of two middle school teachers’ use of scientific modeling. Poster presented at the Create4Stem MiniConference 2015, East Lansing, MI.

Lee, M., Schwarz, C.V., Ke, L., Rosenberg, J. M., Reiser, B., Berland, L., Kenyon, L., Wilson, M., Draney, K. (2015, February). Epistemic considerations in scientific practices for elementary & middle schools. Poster presented at the Create4Stem MiniConference 2015, East Lansing, MI.

Wolf, L. G., Henriksen, D., Sawaya, S., & Rosenberg, J. M. (2014, December). EdCamp with Team MAET. Presentation at the Michigan State University Master of Arts in Educational Technology Bridge Webinar Series, East Lansing, MI.

Rosenberg, J. M. (2014, November). Integrating “disruptive” technologies into teaching with action research and Technological Pedagogical Content Knowledge (TPACK). Presentation at the Michigan State University Educational Technology Conference, East Lansing, MI.

Wolf, L. G., Henriksen, D., Sawaya, S., & Rosenberg, J. M. (2014, March). Mobile learning for educators. Presentation at the Michigan State University Master of Arts in Educational Technology Bridge Webinar Series, East Lansing, MI.

Rosenberg, J. M. (2014, February). Context and Technological Pedagogical Content Knowledge: Preliminary results of a content analysis. Presentation at the Michigan State University Educational Psychology and Educational Technology Program Informal Colloquium, East Lansing, MI.

Ke, L., Lee, M., Rosenberg, J. M., & Schwarz, C.V. (2014, February). Modeling across content areas: Examining elementary students’ attention to mechanism. Poster presented at the Create4Stem MiniConference 2014, East Lansing, MI.

Rosenberg, J. M., Rapa, L., & Wolf, L. G. (2013, February). CEP 815 and the transition from ANGEL to Desire2Learn. Poster presented at the 6th Annual Faculty Technology Showcase.

Rosenberg, J. M. (2012, November). Mobile learning for teachers. Presentation at the Michigan State University Educational Technology Conference, East Lansing, MI.

## **Consulting**

2017-2018, Statistical software development (R package and web application)  
Kenneth Frank, Michigan State University

2017, Statistical analysis  
Yael Shwartz, Weizmann Institute

2016, Statistical analysis  
Lara Kassab, San Jose State University

## **Professional Affiliations**

American Educational Research Association, 2012 - Present  
Association for the Advancement of Computing in Education, 2012 - Present  
Association for Science Teacher Education, 2018 - Present  
National Association for Research in Science Teaching, 2015 - Present