

WILLIAM J. TALLY, Ph.D.

EDC Center for Children and Technology
96 Morton Street
New York, NY 10014
(212) 807-4206

26 Kensington Terrace
Maplewood, NJ 07040
(973) 327-2815
btally@edc.org

Education

Ph.D. (Sociology) City University of New York Graduate Center, 2006
Dissertation: "Beyond the 'Digital Divide': Web Literacies in Low and Middle Income Homes"

M.A. (Liberal Studies) Graduate Faculty of the New School for Social Research, 1990
Concentration: American Cultural History

B.A. (Psychology) University of California, Santa Cruz, 1983

Employment History: Educational Research and Development

2007-present Senior Research Scientist, EDC Center for Children and Technology. Develop and direct projects focused on applied research on educational innovations with digital technologies.

2005 Research Scientist, EDC/CCT. Design and conduct research and demonstration projects in technology-supported educational change, working with a diverse staff that includes psychologists, anthropologists, media designers and teachers. Responsibilities include securing funded projects (500k/year), managing and supervising staff, disseminating the Center's work.

Current projects

Zoom In: Tools for Teaching Literacy in the Social Studies (Bill and Melinda Gates Foundation)
Director. Develop a suite of online curriculum and PD supports that help middle grades teachers align their teaching of history with the Common Core State Standards.

Electronic Curriculum Guide (NSF DRK-12 project)
Co-PI. Direct research on the development of digital tools to support high school science teachers in planning, teaching and sharing an NSF-supported science curriculum, Foundations Science.

CPB History and Civics Initiative (Thirteen/WNET and Docere-Palace Studios)
Direct research on two CPB-funded pilot projects exploring the potential of digital games and digital storytelling to improve US history and civics learning for middle school age students.

Teaching American History Program Evaluations (New York City Department of Education)
Evaluation of professional development programs run by CUNY's American Social History Project in 12 NYC districts aimed at fostering more rigorous, document-based teaching of US History.

2000-2004 Senior Researcher / Principal Investigator. EDC Center for Children and Technology.

1993-1999 coupled Senior Research Associate, CCT. Projects studying the effectiveness of new technologies when with school reforms: new assessment methods, collaborative professional development, media literacy.

1984-1993 Research Associate, CCT, Bank Street College of Education.
Directed laboratory, school-based, and community-based studies of student and teacher use of multimedia, hypertext and video in the humanities and social sciences.

Selected Books/Papers/Publications

- Ba, H., Tally, B. & Tsikalas, K. (2004). Investigating children's emerging digital literacies. In the *Journal of Technology, Learning, and Assessment*. [Online journal] Volume 1, Number 4, 2004.
- Brunner, C. & Tally, W. *The New Media Literacy Handbook: An Educator's Guide to Bringing New Media Into the Classroom*. New York: Anchor Doubleday. 1999.
- Cohen, M. & Tally, W. (2004) New maps for technology in teacher education. *Journal of Technology and Teacher Education*. Volume 12, Issue 2, 2004
- Honey, M., Brunner, C., Tally, W., & Powell, K. Rethinking visual literacy. NY: Bank Street College of Education, Center for Children and Technology, 1992.
- Honey, M., Tally, W. and Center for Children and Technology. Digital archives: Creating effective designs for elementary and secondary educators. Technical Report. 1996.
- Tally, B & Goldenberg, L.(2010). Fostering historical thinking with digitized primary sources. In Schrum, L. (Ed). *Considerations on Technology and Teachers: The Best of JRTE*. New York: ISTE.
- Tally, B & Goldenberg, L.(2005). Fostering historical thinking with digitized primary sources. *Journal of Research on Computing in Education*. Volume 38 Number 1 Fall 2005
- Tally, W. (2007) Digital technology and the end of social studies education. *Theory and Research in Social Education*. Spring 2007, Volume 35, Number 2, pp. 305-321.
- Tally, W. (2000) From Books to Brands to Pipelines: Understanding the Commercialization of Education. In American Association of Colleges of Teacher Education (ed) *Log On or Lose Out: Technology in 21st Century Teacher Education*. Washington DC: AACTE Publications.
- Tally, W. (2000) Searching for Gold in a Mountain of Online Resources, in Gordon, D. (ed) *The Digital Classroom: How Technology is Changing the Way we Teach and Learn*. Cambridge: Harvard Education Letter Publications.

Selected Presentations (2007/2008)

- “Social Studies Pedagogy and New Technologies: Images of Practice.” America's Choice School Leadership Academy, Saratoga, NY August 13, 2007
- “Student Assessment as Inquiry into Teaching.” Presentation as part of faculty seminar series “Urban Culture, Underserved Populations, and Community College Pedagogy in the 21st Century,” sponsored by the Center for Excellence in Teaching and Learning at Queensboro Community College. October, 2007
- “Digital Technology and the Future of Social Studies Education.” Featured Speaker in the Voices of Innovation Series, Friday Institute for Educational Innovation, North Carolina State University, December 6, 2007
- “Teaching Literacy in the Content Areas: Social Studies.” Presentation at the New York State Education Department Leadership Institute “Reading and Writing at the Secondary Level.” Brooklyn, April 8, 2008.

Professional Affiliations

- Institute for Museum and Library Services – Member of “Engaging America's Youth” Expert Panel
- Thirteen/WNET *Cyberchase* – Member of National Advisory Board
- Chicago History Museum – Advisor to the “Great Chicago Stories” Project
- Educational Video Center, NCY – Advisor on Portfolio Assessment
- New Literacies Collaborative, North Carolina State University, Member
- American Educational Research Association, Member
- Association for Supervision and Curriculum Development, Member