DANIEL LIGHT
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PROFESSIONAL PREPARATION

New School for Social Research, New York, NY	Sociology	Ph.D.–2002
New School for Social Research, New York, NY	Sociology and Historical Studies	M.A.–1994
Norman Paterson School of International Affairs, Carleton University, Ottawa, Canada	International Affairs	M.A.–1988
Miami University, Oxford, Ohio	Political Science and Spanish	B.A.–1983

CURRENT POSITION

Research Scientist, Technology Research and Development—Learning and Teaching Division, EDC

OVERVIEW OF RESEARCH AND EVALUATION EXPERTISE

- **Research Foci:** Social issues of education reform; technology integration across school systems in the United States and around the world; use of technology to promote student learning and to support changes in teachers' practice; youth development and school-to-work programs; academic achievement and college readiness of urban students
- Design of technology-related needs assessment instruments
- Development of rigorous quantitative and qualitative research designs and methodologies to document and measure program impact
- Implementation of program evaluations that focus on determining the effectiveness of innovative forms of teacher professional development.
- International Research Collaborations and the design of country specific research/evaluation strategies

SELECTED RESEARCH EXPERIENCE

Principal Investigator, *Intel. Ongoing Research and Case Studies in Innovative Uses of Technology around the World: Argentina, Chile, India, Turkey, Russia, Costa Rica, Vietnam, China and USA*. (2007-present). Leads a series of in-depth case studies of successful, technology-rich classrooms in a variety of national contexts to gather insight into the many innovative ways that technology can be adapted to enhance teaching and increase learning across a variety of distinct pedagogical contexts. This project involves developing rigourous research plans that are adapted to schools, classrooms and teacher with vastly different sets of resources, pedagogical models, and school administrative structures. Each case study is also done in close collaboration with local research partners.

Principal Investigator, *Twitter and Informal Science Learning and Engagement: Developing appropriate measure* (2014-present)**.** Leads an NSF funded project to develop of two measures to assess the use of Twitter and social media to support science learning.

Principal Investigator, *Intel® Teach Essentials Course: International Program Evaluations* (2000–present). Leads the evaluation of this international teacher professional development program focused on helping teachers learn how to integrate technology into their teaching practice. Utilizes surveys,

observations, and case studies to understand the impact of the program on teachers' beliefs and practices with regard to educational technology in the classroom. Examines how the program is being interpreted and implemented at district, provincial or national level in order to understand how the program can provide leverage to support broader commitments to improving students' use educational technology. Led the evaluations on the US domestic program from 2000-2009.

Project Director, Intel. *Synthesis Report on Technology and Educational Policy Transformations: Research from Seven Countries*. (2013 –2014). Supported the final phases of research in six countries (Argentina, Bosnia, China, Korea, Macedonia and Turkey) and lead a team reviewing over three years of qualitative and policy research on the role of technology in supporting education reform at the provincial or national level.

Lead Evaluator.. *Evaluation of the Partnership to Improve Student Achievement in Physical Science: Integrating STEM Approaches* (2011-present). Leads a qualitative and quantitative evaluation of an NSF MSP grant at Stevens Institute of Technology to promote the incorporation of engineering activities into upper primary and middle school science classes. The project involved developing interview and observation protocols as well as analysis of test scores.

Project Director, *Pathways in Technology Early College High School (P-TECH) NYC*, (2011-2012)**.** With funding form IBM, led the research and documentation of the planning process and first year of a novel high school program that goes from 9th grade through to an associates degree in computer science.

Co-Principal Investigator, *The Impact of Data-Driven Decision Making tools on Educational Practice: A Systems Analysis of Six School Districts* (2005–2006). This project brought together complimentary evaluation techniques, using systems thinking as the primary theoretical and methodological perspective, to examine the implementation and use of data-driven applications in school settings. The project had two goals: to build a knowledge base about how schools use data and technology tools to make informed decisions about instruction and assessment; and to develop an evaluation framework to examine the complexities of dynamic phenomena that will inform the field and serve as a knowledge building enterprise. Disseminated findings in publications and presentations.

SELECTED PUBLICATIONS

Light, D. "Technology, Teaching and Learning." In State of the World's Children 2015: Reimagine the Future: Innovation for Every Child, edited by United Nations Children's Fund New York: UNICEF 2014. http://sowc2015.unicef.org/.

Light, D. & Pierson, E. (2014). Case Studies of Russian Educators Transforming Classroom Practices Through ICT-Rich School Environments. In R. Huang, Kinshuk & J. Price (Eds.), ICT in Education in Global Context: Emerging Trends Report 2013-2014 (pp. 47-64). Berlin: Springer Berlin Heidelberg.

Price, J., Light, D., & Pierson, E. (2014). Classroom Assessment: A Key Component to Support Education Transformation. In R. Huang, Kinshuk & J. Price (Eds.), ICT in Education in Global Context: Emerging Trends Report 2013-2014 (pp. 31-46). Berlin: Springer Berlin Heidelberg.

Light, D., & Pierson, E. (2014). "Increasing Student Engagement in Math: The Use of Khan Academy in Chilean Classrooms." International Journal of Education and Development using ICT [Online] 10, (2) 103-19.

Light, D. & Pierson, E. (2013). The Impact of School Technology Infrastructure on Teachers' Technology Integration: A Survey in Thirteen Countries. Ubiquitous Learning: An International Journal, 5(4), 29- 40.

Light, D. & Pierson, E. (2013). A Critical Component of Improving Education in Less-Developed Countries: Assessment for Learning. International Journal for Cross-Disciplinary Subjects in Education, 4(4), 1302- 1309.

Light, D. (2013). "Multiple Paths to the 21st Century: National Responses to Enhancing Education with ICTs in Chile, India, and Turkey." In Transforming Education: Global Perspectives, Experiences and Implications, edited by Robert A. DeVillar, Binbin Jiang and Jim Cummins. New York: Peter Lang.

Light, D. (2012) "Principals of Web2.0 Success." Learning and Leading with Technology, 39 (8),18-20.

Light, D. (2011). "Do Web2.0 Right." Learning and Leading with Technology, 10-15.

Zucker, A., & Light, D. (2009). Laptop Programs for Students. *Science, 323,* 82–85.

Light, D. (2008). *Educational technology integration in developing countries: Lessons from seven Latin America SchoolNets.* Paper presented at the Comparative and International Education Society Conference (CIES).

Brunner, C., & Light, D. (2008). From knowledge management to data-driven instructional decision-making in schools: The missing link. In A. Breiter, A. Lange, & E. Stauke (Eds.), *School information system and data-based decision-making* (pp. 37–48). Frankfurt am Main: Peter Lang.

Mandinach, E., Honey, M., Light, D., & Brunner, C. (2008). A conceptual framework for data-driven decision-making. In E. Mandinach & M. Honey (Eds.), *Data-driven school improvement: Linking data and learning* (pp. 13–31). New York: Teachers College Press.

Light, D. (2007). *From knowledge management to data-driven instructional decision-making in schools: Teachers are the missing link*. Presentation at the International Workshop on School Information Systems and Data Based Decision Making, Bremen, Germany.

Breiter, A., & Light, D. (2006). Data for School Improvement: Information systems to support decision-making in schools in the United States of America. In A. Breiter, E. Stauke, N. Busching & A. Lange (Eds.), *Educational Management Informational Systems: Case Studies from Eight Countries* (pp. 45–56). Aachen, Germany: Verlag.

Breiter, A., & Light, D. (2006). Data for School Improvement: Factors for designing effective information systems to support decision-making in schools. *Educational Technology and Society, 9*(3), 206–217.

Light, D., Manso, M., Rizzi, C. Verdi, M. and Noguera, T. (2006). **REDAL** (Redes Escolares de América Latina): Una investigación de las mejores prácticas. Uruguay: IDRC-Canada.

SELECTED PRESENTATIONS

IEEE International Conference on Advanced Learning Technologies (ICALT), 2014 Athens, Greece. *The Use of Khan Academy in Chilean Classrooms*. (Paper session).

Comparative and International Education Society Conference (CIES), 2013. *Perspectives on 1:1 learning in developing countrie**s***. (Panel session.)

American Education Research Association (AERA) 2013. Growing Changes: An Indian case study of transforming classroom learning with technology. (Paper session).

London International Conference on Education, 2012. London, England. *Using Assessment for Learning to Promote 21st-Century Education in Less-Developed Countries.* (Paper session)

First National Demo Expo of ICT Application in K-12 Schools, 2012. Shen Zhen, China. *Using ICTs to Improve Learning*. (Keynote)

Congreso Iberoamericano de Informática Educativa (IE2010), 2010. *Resultados preliminares de una encuesta internacional sobre el uso de las tecnologías de la información y la comunicación*. (Poster Session).

American Education Research Association (AERA) 2010. *Integrating Wikis and Blogs into the classroom: changing the culture of learning*. (Paper session.)

Symposium on Education and Technology in Schools: Converging for Innovation & Creativity, 2008, Bangalore, India. *Evaluating Educational Technology Interventions: How do we know its working?* (Keynote Address.)