

DANIEL LIGHT
EDUCATION DEVELOPMENT CENTER, INC.
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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

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

OVERVIEW OF RESEARCH AND EVALUATION EXPERTISE

- **Research Foci:** Social issues of school reform; technology integration across school systems in the United States and around the world; data-driven decision-making systems; 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.
- Development of a methodology to assess the degree of systemic integration of data-driven decision-making systems into large school districts.

SELECTED RESEARCH EXPERIENCE

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: Program Evaluations* (2000–present). Leads the evaluation of this teacher professional development program focused on helping teachers learn how to integrate technology into their teaching practice. Utilizes surveys, observations, and case studies of participating districts 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 the district level in order to understand how the program can provide leverage to support district-wide commitments to improving students' use educational technology.

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 from 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 AND PRESENTATIONS

- 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.