

NOAH GOODMAN

EDC CENTER FOR CHILDREN AND TECHNOLOGY
96 MORTON STREET, NEW YORK, NY 10014
(212) 807-4207 – NGOODMAN@EDC.ORG

PROFESSIONAL PREPARATION

Hunter College	Childhood and Bilingual Education	MS 2009
University California, San Diego	International Studies/Political Science	BA 2005

CURRENT POSITION

Research Associate, EDC Center for Children and Technology (EDC|CCT)

OVERVIEW OF RESEARCH AND EVALUATION EXPERTISE

- **Research Foci:** Qualitative research, including narrative and ethnographic inquiry; program evaluation, classroom observation, and design thinking to determine and inform effectiveness of education programs. Quantitative research, including content analysis and codebook design; online data analysis using analytics tools such as Google Analytics
- Web development, including HTML, PHP, jQuery and content management systems such as Wordpress and Drupal
- Extensive knowledge of educational technology research and development, historical thinking, and social studies instruction, and the role of social media in informal learning

SELECTED RESEARCH EXPERIENCE

Director of Teacher and Institutional Outreach, *Zoom In* (2013–Present)

FUNDER- THE BILL & MELINDA GATES FOUNDATION

Lead outreach for project development and national field study on a research and development project to create an online document-based curriculum and embedded professional learning platform for US history teachers. Built contacts with teachers, recruited and managed data of teachers for national field study, developed institutional, school, district, and state partnerships. Conducted face-to-face and virtual professional development sessions with teachers and partner organizations.

Research Associate, *TwISLE*, (2014–Present)

FUNDER—NATIONAL SCIENCE FOUNDATION (NSF PRIME)

Developed theoretical framework and qualitative codebook used to conduct content analysis of Tweets with an informal science learning and engagement framework. Codebook featured a mixture of theory- and data-driven codes, allowing researchers to investigate the nature of informal science conversations surrounding public science institutions on Twitter. Coded Tweets and refined definitions, inclusionary criteria, and positive and negative examples for codes in order to ensure interrater reliability.

Research Associate, *Year of the Solar System* (2014–2015)

FUNDER—NASA

Conducted evaluation of collection of digital resources designed to address curricular needs of grades 6–12 science teachers and students. Evaluation involved expert review of online resources and assessment of various professional development models in development by the WGBH Educational Foundation.

Research Associate, *PBS LearningMedia* (2014–2015)

CLIENT—PBS

Conducted assessment of the PBS LearningMedia website using Google Analytics. Delivered baseline data for the website, built custom dashboards and reports to capture Key Performance Indicators aligned to site goals, developed case studies designed to portray narratives of site users and to teach the LearningMedia team to interpret data from Google Analytics.

Research Associate, *Grow up Great* (2013–2014)

CLIENT—PNC BANK

Conducted program evaluation activities for art and science program partnering cultural institutions with preschools. Contributed to development of observation protocols, surveys, and assessments, conducted preschool classroom observations and administered surveys, analyzed qualitative and quantitative data, and contributed to final reports.

Research Associate, *Amplify Tablet Pilot Comprehensibility Study* (2013)

CLIENT—AMPLIFY

Evaluated the Amplify tablet pilot study and delivered recommendations for design and development of online professional support resources for teachers using the Amplify tablet. Designed teacher evaluation measures, built Drupal website for teachers to submit research data, conducted national classroom observations and teacher interviews, managed data and participation. Developed a set of six teacher personas across a continuum of three core dimensions that support design thinking about the diverse needs and priorities teachers were likely to bring to their use of the Amplify tablet.

Research Associate, *Teaching American History* (2012–2015)

FUNDER—THE U.S. DEPARTMENT OF EDUCATION

Conducted program evaluation activities for three American History teacher-training programs administered by the New York City Department of Education, including two programs focusing on teaching English Language Learners and students with other special needs. Attended and observed teacher professional development seminars, created surveys and assessments to measure teacher learning, and solicited feedback, analyzed data, and wrote yearly evaluation reports for the U.S. Department of Education.

Research Associate, *Mission US SBIR* (2014)

FUNDER—SMALL BUSINESS INNOVATION RESEARCH PROGRAM (SBIR)

Conducted classroom feasibility to provide feedback for an iPad prototype of Mission 1 of the Mission US historical game series. Managed the study's IRB, recruited teachers, and conducted classroom observations.

Community and Partnerships Manager, *TV411.ORG* (2012–Present)

FUNDER—NATIONAL SCIENCE FOUNDATION (NSF)

Built online and off-line community around TV411.ORG, online learning portal for adult learning television series TV411. Developed contacts with adult education organizations, conducted virtual and face-to-face professional development sessions for educators. Managed content, daily functionality, and

analytics reporting for the Drupal website averaging one million site visits per month. Conducted user evaluations for TV411.ORG science series *What's Cooking?*, and supported corporate outreach efforts.

SELECTED PRESENTATIONS

- “Getting adolescents to argue (in the history classroom)” *National Coalition for the Social Studies Annual Conference*. November 2015. Boston, Massachusetts.
- “Supporting historical inquiry with technology” *Learning Forward Kansas Annual Conference*. February 2015. Wichita, Kansas.
- “Zooming into the past by stopping to look” *International Society for Technology in Education (ISTE) Annual Conference*. June 2014. Atlanta, Georgia.
- “What’s the teacher got to do with it?” *Fulton County Schools Vanguard Team Summer Practice*. June 2014. Atlanta, Georgia.

RELATED PROFESSIONAL EXPERIENCE

Director of Development, *Bilingual Birdies*, New York, NY (2011–2013)

Created and implemented development and outreach strategy to recruit new schools and organizations to adopt Bilingual Birdies early childhood foreign language program.

Director of Social Media and Program Manager, *Global Language Project*, New York, NY (2009–2011)

Built an online social media presence and headed a successful campaign for a \$50K Pepsi Refresh grant. Managed foreign language after-school programs in NYC public schools and community-based organizations.

Teacher, *Children’s Arts and Science Workshop*, New York, NY (2011–2012)

Teacher in after-school community learning program. Designed and implemented literacy-based curriculum for small-group instruction to students from first to fourth grade.

Teacher, *Captain Manuel Rivera Elementary and Middle School PS/MS 279*, Bronx, NY (2007–2009)

Bilingual 4th- and 5th-grade literacy and social studies teacher. Developed and implemented curriculum to support native Spanish-speaking students developing literacy skills and content knowledge in both their primary and secondary languages.