

Eric Martin Eslinger, M.S., Ph.D

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EDUCATION

University of California, Berkeley

Ph.D. in Science and Mathematics Education *December 2004*

Dissertation: "Supporting and Assessing Student Inquiry and Metacognition with Computer Tools"

M.S. in Computer Science (Focus on Artificial Intelligence) *May 2002*

Project: "ManyMinds: Supporting Inquiry Based Science with Multiple Intelligent Agents"

Michigan State University, East Lansing Michigan

B.S. with Honors in Interdisciplinary Physical Science *May 1997*

Minors in Mathematics, Education and Computer Science

EXPERIENCE

Knowles Science Teaching Foundation

2013-present

Program Officer, Educational Technology

- Worked with network of (250+) teaching fellows to provide professional development regarding the use of technology in the classroom.
- Worked to help program staff better use technology to connect to teaching fellows.
- Helped design and implement an online social platform to share resources for and have conversations about teaching, using a modern HTML5 web application stack: angular.js, node.js, redis and postgresql.
- Helped develop salesforce.com views, custom objects, and controller code to implement a fellowship application system that integrated with the salesforce database.

University of California, Berkeley

2010-2013

Visiting Assistant Professor, Science, Mathematics and Engineering Education

- Taught four courses per year, including educational research methods, foundations in the learning sciences, scientific thinking and learning, technology in the science classroom and technology in the English classroom.
- Designed and taught a novel curriculum to teach preservice teachers how to develop mobile apps for the Android platform.
- Organized the symposium speaker series.
- Coordinated the comprehensive examination for first-year graduate students.

Google**2011-2012***Consultant, Educational Technology*

- Developed curriculum for a nationwide workshop in educational technology for pre- and in-service teachers.
- Created assessments for technological self-efficacy and implementation to track advancement resulting from the workshop.
- Presented on Google's behalf at NSTA 2012 about the use of Google Apps (mail, docs, sites, domains) in educational settings.

University of Delaware, Newark, DE**2005 - 2010***Assistant Professor, Science Education and Educational Technology*

- Designed and developed a java-based learning environment for middle-school science classrooms, including multimedia data collection and analysis tools, networked client-server data storage, and novel interface elements.
- Taught four courses per year at the undergraduate and graduate levels; Science Teaching Methods, Learning Theory, and Educational Technology.
- Designed and taught a new course in using technology to support science education.
- Consulted as a professional developer in the areas of Scientific Literacy and Educational Technology.
- Advised graduate student researchers' dissertation research.
- Chaired a school-wide committee to design and implement a Masters and credential program for pre-service teachers.
- Elected Chair of the Advanced Technology for Learning group of the American Educational Research Association.
- Designed and taught professional development workshops for in-service teachers about science inquiry teaching, problem-based learning, and classroom technology.

University of California, Berkeley, CA**1998-2005***Postdoctoral Researcher. Advisor: Kathleen Metz*

- Developed a novel video analysis and transcription system using QuickTime and Java.
- Used qualitative and descriptive methods to analyze video recordings of teacher practice.

Graduate Student Researcher. Advisor: Barbara White

- Designed and developed interactive learning environments using Java.
- Designed and carried out classroom-based research with 6th and 8th graders on student learning in technology-supported, inquiry based science units.
- Taught an after-school science club centered on science fair projects.
- Collaborated with classroom teachers to integrate computers and educational technology into their teaching.

- Deployed and administered web, mail, and file-server software.

San Francisco Unified School District, San Francisco CA

1997-1998

Teacher, Thurgood Marshall Academic High School

- Taught introductory C++ programming, introductory Physics, and remedial Mathematics.
- Designed a year-long curriculum to teach programming to all students.
- Coordinated a school-wide multi-week project-based co-curricular inquiry activity.

National Superconducting Cyclotron Laboratory, East Lansing, MI

1994-1997

Student Programmer.

- Developed data acquisition and utility software for cyclotron physicists, using C++ and Fortran
- Assisted the administration of a large (100+ user) heterogeneous computer network including Unix, VAX/VMS, Windows and Macintosh computers.

RECENT PUBLICATIONS AND PRESENTATIONS

Eslinger, E., White, B., Frederiksen, J., Brobst, J. (2012). Enabling Students to Self-Assess With Guidance From a Multi-Agent Environment for Supporting Scientific Inquiry. Paper presented at the American Educational Research Association Annual Meeting, Vancouver, British Columbia, Canada.

Eslinger, E., (2010). Ubiquitous Data Collection in the Science Classroom and Its Application to Analysis of Student Learning. Paper presented at the American Educational Research Association Annual Meeting, Denver, Colorado, USA.

Eslinger, E., (2009). Artifact-Centered Discussions and Online Pedagogical Mentoring: Flickr for Lesson Plans. Paper presented at the Science Education at the Crossroads conference, Portland, Oregon, USA

Eslinger, E., Brobst, J., (2009). Multiple modes of self-assessment in the inquiry classroom. Paper presented at the National Association for Research on Science Teaching Annual Meeting, San Diego, California, USA.

Eslinger, E., White, B., Frederiksen, J., Brobst, J. (2008). Supporting Inquiry Processes With An Interactive Learning Environment: Inquiry Island. *Journal of Science Education and Technology* 17(6), 610-617

Eslinger, E., Metz, K., (2007). Microcontexts And Practical Epistemology: Problematizing The Constructs Of Lesson Enactment And Teacher Knowledge. Paper presented at the National Association for Research on Science Teaching Annual Meeting, New Orleans, Louisiana, USA.