Two Prominent Education Researchers Join
Digital Promise Global

August 3, 2017 | Washington, D.C.– Digital Promise Global announced today that two prominent researchers, Dr. Barbara Means and Dr. Jeremy Roschelle, will be joining the organization. Dr. Means and Dr. Roschelle previously co-directed the Center for Technology in Learning at SRI International.

"Consistent with our founding purpose, Barbara and Jeremy will help us accelerate innovation in education," said Karen Cator, CEO of Digital Promise and Digital Promise Global. "We are thrilled to expand our research capacity to improve learning opportunities through the power of technology and research."

Digital Promise was founded as the National Center for Research in Advanced Information and Digital Technologies and launched in 2011, and Digital Promise Global, which shares the same purpose with a global mission was launched in 2013. Our founding purpose included working to:

- Conduct research to improve education, teaching, and learning that is in the public interest, but that is determined unlikely to be undertaken entirely with private funds;
- Conduct pre-competitive research, development, and demonstrations; assessments of prototypes of innovative digital learning and information technologies, as well as the components and tools needed to create such technologies; and pilot testing and evaluation of prototype systems; and
- Encourage the widespread adoption and use of effective, innovative digital approaches to improving education, teaching, and learning.

While Digital Promise Global and Digital Promise are separate legal entities, a formal agreement and informal relationships between the two organizations enable deep and fluid collaboration.

Dr. Means and Dr. Roschelle will lead a group of senior scientists to harness opportunities for conducting research to improve teaching and learning.

"Digital Promise Global's new research center will be designed from the get-go to be even more responsive to the needs of educators and technology innovators," said Dr. Means. "At the same time, we'll continue the kind of fundamental learning research that builds knowledge for the field at large."

"We will also expand our engagement with networks of innovative educators to tackle research challenges," said Dr. Roschelle. "We'll apply the Learning Sciences to better understand how people learn important concepts and use that knowledge to guide the design of better technologies and inform effective policies and practices."

Dr. Means founded the Center for Technology in Learning research group and served as its co-director for many years. Her research examines the effectiveness of innovative education approaches supported by digital technology. Her recent work includes evaluating the implementation and impacts of newly developed adaptive learning software. She is also studying the long-term effects that attending an inclusive STEM-focused high school has for students from underrepresented minorities. A fellow of the American Educational Research Association, Dr. Means has served on many study committees of the National Academies of Science, Engineering, and Medicine, including the one currently producing a companion volume to the classic *How People Learn*. She has advised the U.S. Department of Education on national education technology plans and authored or edited more than a half dozen books related to learning and technology. Barbara earned her undergraduate degree in psychology from Stanford University and her Ph.D. in educational psychology from the University of California, Berkeley.

Dr. Roschelle applies learning science theories and methods to understand how, when and why technology can enable improved teaching and learning. He is nationally and internationally recognized for groundbreaking research in computer-supported collaborative learning; learning with connected, mobile devices; and technology in mathematics learning. He has conducted rigorous efficacy research on personalized, adaptive learning, on online homework tools, and on dynamic visualizations for mathematics learning. His 25 years of research experience have led to over 125 publications and 9 patents, resulting in 15,000 citations to his contributions. Roschelle has a long-standing role as Associate Editor for the *Journal of the Learning Sciences* and leads a large community of National Science Foundation-funded projects in the area of cyberlearning. From his previous role as co-director of the Center for Technology in Learning with Dr. Means, he brings extensive experience in growing productive research organizations and leading complex, multi-institutional research and development teams

funded by the National Science Foundation, Institute for Education Sciences, philanthropies and leading educational technology companies.

About Digital Promise
Digital Promise is a nonprofit organization that builds powerful networks and takes on grand challenges by working at the intersection of researchers, entrepreneurs, and educators. Our vision is that all people, at every stage of their lives, have access to learning experiences that help them acquire the knowledge and skills they need to thrive and continuously learn in an ever-changing world. For more information, visit the [Digital Promise website](#) and follow [@digitalpromise](#) for updates.

About Digital Promise Global
Digital Promise Global is a nonprofit organization working to spur innovation in education. By working with educators, entrepreneurs, researchers, and leading thinkers, Digital Promise Global leverages technology, taps into research, and shares powerful stories to improve the opportunity to learn around the world. This work supports people's development of learner agency, and their ability to operate in a global context. For more information, visit the [Digital Promise Global website](#) and follow [@Global_DP](#) for updates.

Press Contact: Erica Lawton
Digital Promise & Digital Promise Global
202-450-3675
erica@digitalpromise.org