

## **MARINA UMASCHI BERS**

Professor and Chair

Eliot-Pearson Department of Child Study and Human Development

Department of Computer Sciences

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### **Research Interests**

- The impact of innovative learning technologies for fostering positive youth development.
- The design, study and implementation of developmentally appropriate programming languages and robotic systems for early childhood education and their associated curricular and teaching materials, assessment instruments and professional development strategies.
- The role of computational thinking and coding as a literacy of the 21<sup>st</sup> century in early childhood education

### **Education**

Massachusetts Institute of Technology - Media Laboratory (Cambridge, MA 1995-2001)

Ph.D. in Media Arts and Sciences

M.S. in Media Arts and Sciences

Boston University - School of Education (Boston, MA 1994-1995)

M.Ed. in Educational Technology

University of Buenos Aires - School of Social Communication (Argentina, 1989-1993)

B.A. in Communication Sciences

TEA School of Journalism (Argentina 1990-1992)

Journalist

Hebrew University of Jerusalem (Israel, 1988-1989)

Special program

### **Languages**

Spanish (mother tongue), English, French, Hebrew

## **Research Experience**

Tufts University (Medford, MA)

Chair, Eliot-Pearson Department of Child Development (2018-present)

Professor, Eliot-Pearson Department of Child Development (2013-present)

Director of the Early Childhood Technology Graduate Certificate program (2015-present)

Head of the DevTech Research Group (2001-present)

Fellow at the Center for Educational Engineering Outreach (2015-present)

Director of the MA Program, (2011-2014)

Adjunct Professor, Department of Computer Science (6/2005-present)

Associate Professor, Eliot-Pearson Department of Child Development (9/2001-2012)

Adjunct Professor, Tisch College of Public Service (9/2007-present)

Children's Hospital Boston (Boston, MA)

Associate Scientific Staff, Department of Psychiatry (6/2005-7/2011)

MIT Media Laboratory (Cambridge, MA)

Research Assistant, Epistemology and Learning Group (9/1997-5/2001) Head: Seymour Papert

Research Assistant, Gesture and Narrative Language Group (9/1995-8/1997) Head: Justine Cassell

MERL Mitsubishi Electric Research Lab (Cambridge, Summer 1997)

Research Internship

Interval Research Corporation (Palo Alto, Summer 1996)

Research Fellowship

## **Teaching Experience**

Tufts University

Professor and Chair, Eliot-Pearson Dept. of Child Study and Human Development (2018-present)

Professor, Eliot-Pearson Dept. of Child Development (2013-present)

Associate Professor, Eliot-Pearson Dept. of Child Development, (9/2001-present)

Adjunct Associate Professor, Dept. of Computer Sciences (9/2005-present)

MIT Media Laboratory

Teaching assistant, Prof. Mitchel Resnick & Sherry Turkle (9/1997-5/2000)

Instructor, IAP program (1/1996-1/1998)

Buenos Aires University. Communication Sciences Department

Teaching assistant, Prof. Alejandro Piscitelli & Anibal Ford (3/1992-8/1994)

La Plata National University. School of Journalism

Lecturer (Spring 1993)

Systemic Psychology Graduate Institute

Instructor (Spring 1993)

Anthropology National Graduate Institute

Lecturer (Fall, 1993)

### **Related Work Experience**

Co-Founder and Chief Scientist at KinderLab Robotics, Inc (2013-present)

Co-Founder and Chief Scientist

The Development of Computational Literacy through the Integration of Computational Thinking and Early Language and Literacy Development in Urban Preschools (2019-present)

Advisor for WGBH project at teaching computational thinking to young children aligned with literacy

Monkeying Around with Computational Thinking, WGBH and PBS (2016-2018)

Content director for the upcoming WGBH show aimed at teaching computational thinking to young children

Instructional Materials Center. School of Education. Boston University (8/1994-8/1995)

Helped faculty, students and teachers to design educational applications and develop computer skills.

Uno Mismo monthly magazine. Buenos Aires. Argentina (1/1992-6/1994)

Junior Editor focused on technology, culture and society.

Free-lance journalist specialized on science, technology and society (1/1990- 12/1998).

Published articles in magazines (PC Users, Virus Report) and newspapers (Clarín, Pagina 12)

Ciba-Geigy Laboratory. Buenos Aires, Argentina (1/1991-7/1991)

Fellowship at the press department with a focus on science education

Santillana Publisher, Buenos Aires, Argentina (3/1990-10/1990)

Design and content production of social sciences elementary school textbooks.

National Radio Splendid Buenos Aires, Argentina (3/1989-10/1989)

Creation of scripts (based on historical biographies) to broadcast as educational soap operas.

### **Fellowships and Honors**

*2016 Outstanding Faculty Contribution to Graduate Student Studies*, Tufts University

*2015 Women-to-Watch in Technology Award*, Boston Business Journal

*Presidential Early Career Award for Scientists and Engineers (PECASE)*, White House, Office of Science and Technology (July 2006)

*Premio Sadosky. Cámara de Empresas de Software y Servicios Informáticos (CESSI), Argentina, Mencion especial (July 2006)*

*Bernstein Award for Junior Faculty, Tufts University. (2005-2007)*

*Schuster Faculty Development Program Award, Tufts University (December 2005)*

*Jan Hawkins Award for Early Career Contributions to Humanistic Research and Scholarship in Learning Technologies, American Educational Research Association (AERA) April 2005*

*Young Faculty Leaders Forum Fellowship, Harvard University (2002-2006)*

*Tisch College Faculty Fellowship, Tufts University (2004-2006)*

### **Awarded Grants**

**US Department of Education** (PI Marina Bers) "*Coding as Another Language: The Development and Implementation of a Computational Thinking Curriculum and Sustainable Professional Development Model in K-2*" (2019-2023) Awarded: \$3,854,405.09

**Templeton Foundation** (PI Marina Bers) *Beyond STEM: The development of virtues in early childhood education through robotics* (2019-2020) Awarded: \$ 233,428

**Siegel Family Endowment** (PI Marina Bers) *The Coding Brain: understanding the cognitive mechanisms underlying coding with ScratchJr* (2018-2019) Awarded: \$200,000

**VEX Robotics Foundation** (PI Marina Bers) *VEX Robotics Program: Gender Differences in Attitudes, Engagement and Performance* (2017-2020) Awarded: \$135,000

**NSF EAGER** (PI Marina Bers, Co-Pi Ev Fedorenko) *The cognitive and neural mechanisms of computer programming in young children: storytelling or solving puzzles?* (2017-2019) Awarded: \$300,000

**NSF IIS - Cyber-Human Systems** (PI Orit Shaer; co-PI Marina Bers) *Making the invisible tangible: Reimagining science education in kindergarten through reality-based interfaces* (2016-2020) Awarded: \$1,195,698

**Scratch Foundation** (PI Marina Bers) *ScratchJr: developing educational materials* (2013-2019) Awarded: \$455,000

**Museum of Science Boston** (PI Marina Bers) *Unplugged computational thinking curriculum* (2017-2022) Awarded: \$330,760

**Lego Foundation** (PI Chris Rogers; Co-Pi Marina Bers, Brian Gravel; Ethan Donnelly) *Maker Spaces in Education* (2015-2017) Awarded: \$200,000

**PBS** (PI Marina Bers) *Adapting the ScratchJr interface design for the PBS audience.* (2015) Awarded \$30,000

**NSF DRK-12** (PI Marina Bers, co-PI Mitchel Resnick) *ScratchJr: Computer programming in early childhood education as a pathway to academic readiness and success* DRL-1118664 (2011-2014) Awarded: \$812,790

**NSF REU** (PI Marina Bers) *ScratchJr: Computer programming in early childhood education as a pathway to academic readiness and success* (2012) Awarded: \$16,000

**NSF Supplement** (PI Marina Bers) *Ready for Robotics: The missing T and E of STEM in early childhood education* (2014) Awarded: \$82,000

**NSF REU** (PI Marina Bers) *Ready for Robotics: The missing T and E of STEM in early childhood education* (2012) Awarded: \$43,000.

**NSF DRK-12** (PI Marina Bers) *Ready for Robotics: The missing T and E of STEM in early childhood education* (2011-2014) NSF DRL-1118897 Awarded: \$416,282

**NCIIA** (PI Chris Rogers; Co-PI, Ethan Danahy, Rainer Frost, Dan Hannon, Rob White, Paul Lehrman, Marina Bers, Sam Liggero and John Hodgman) *Changing the Classroom: Building Student-led Learning* (2012) Awarded: \$36,000

**NSF REU** (PI Marina Bers) *Tangible programming in kindergarten*. Undergraduates Research Experiences (2012) Awarded: \$32,775

**NSF REU** (PI Marina Bers) *Virtual communities of learning*. Undergraduates Research Experiences (2009) Awarded: \$18,000

**NSF** (PI Marina Bers; co-PI Robert Jacob) *Tangible Programming in Early Childhood: Revisiting Developmental Assumptions through New Technologies* (2008-2011) NSF DRL-0735657 Awarded: \$445,110.

**Deborah Munroe Noonan Memorial Fund.** (PI Marina Bers) *A virtual community for Pediatric Transplant Patients* (2008-2009) Awarded: \$75,000

**NSF** (PI Marina Bers) *CUSP: Computing Undergraduate Scholars Program* (2006-2008) NSF IIS-0447166 Awarded: \$32,238

**CICU Cardiac Clinical Research and Education Fund.** (PI Marina Bers) Children's Hospital, Boston (7/2007-1/2008) Awarded: \$10,000

**NSF** (PI Chris Rogers, co-PI Marina Bers, A Finkelstein, M Klawe & Rusinkeiwicz) *Telling the Story - Learning Math, Science and Engineering Through Animation* (2005-2008) NSF IIS-0511979 Awarded: \$319,186

**NSF Career Award** (PI Marina Bers) *Communities of learning and care: Multi-user environments that promote positive youth development* (2005-2009) NSF IIS-0447166 Awarded: \$476,066

**Tisch College** (PI Marina Bers) Faculty Fellowship. Tufts University. *New technologies and civic engagement* (2004-2006) Awarded: \$30,000

**Academic Technology** (PI Marina Bers) Tufts University. A Partnership in Technology Faculty Grant Program. Virtual Communities of Learning and Practice: A Constructionist Authoring Toolkit (2002-2003) Awarded: \$30,000 plus equipment

**Tisch College.** (PI Marina Bers) Education for Active Citizenship Grant. Tufts University A virtual participatory community: technology and civics education (2002) Awarded: \$3,500

**NSF** (PI Chris Rogers; co –PI Marina Bers) Multi-threaded Instruction: Forming Multi-disciplinary Research Groups to Improve Undergraduate Education. (2002-2005) Awarded: \$372,972

**Microsoft Research** (PI Marina Bers) Virtual Worlds Research (1998-1999) Awarded: \$30,000 plus equipment, trips and stipend

### **Professional Service**

Co-chair of the International Conference on Computational Thinking in Education (2016-2017) organized by Education University of Hong Kong

Co-chair of the International Conference of Interaction Design for Children (IDC 2015) organized by ACM  
Common Sense Media Advisory Board (2013-present)

Advisory board for NSF's CADRE-DRK-12 center (2014-2016)

Board member for several STEM-C NSF proposals (2014-present)

Associate Editor, Journal of the Learning Sciences (2011-2013)

Board Member, Center of Design Innovation, University of North Carolina (2004-2006)

Member of the editorial board of the Journal of the Learning Sciences, the on-line Experience Journal, the Journal of Advances on Human Computer Interaction, the Journal of Applied Developmental Science

Reviewer for proposals for NSF, the Icelandic Research Society and the Israeli National Science Foundation

Reviewer of papers for the Journal of Educational Computing Research, AERA and ICLS conference,

Multimedia on Story Representation, Mechanism and Context (ACM), Developmental Psychology Journal,

Early Education and Development Journal, International Workshop on Groupware '07, Cyberpsychology & Behavior, CHI

Reviewer of book proposals for MIT Press, Merrill Prentice Hall, Routledge, Oxford University Press

### **Consulting**

I frequently consult and provide professional development workshops for early childhood teachers throughout the world. Most specifically, for the last five years I have been engaged with the Combined Jewish Philanthropies, the Catholic Schools at the Archdiocese of Boston. I am also a consultant for different projects at WGBH and PBS; and have done consulting work for Hasboro and other technology companies.

## **Products**

*KIBO*: a robot kit for children 4 to 7 years old developed by Prof. Bers and her DevTech team at Tufts that can be programmed with wooden blocks (no screens or keyboards needed) and can be decorated with recyclable and art materials. It is commercialized by KinderLab Robotics and can be found in over 54 countries.

*ScratchJr*: a free programming app for children 5-7 years old developed in collaboration with Mitch Resnick at the MIT Media Lab that runs on tablets, has been translated to over 20 languages and since its launch in 2014 has had over 11.5 million downloads worldwide by Nov 2018.

*ScratchJr Coding cards: Creative Coding Activities*, a set of 75 cards to support teaching of ScratchJr in both homes and school settings, published by No Starch Press in 2018.

## **Books and Special Issues**

Bers, M (2018) *Coding as a playground: Computational thinking and programming in early childhood*, Routledge, UK.

Bers M. & Resnick, M (2015) *The Official ScratchJr Book: Help your Kids Learn to Code*, No Starch Press, CA.

Bers, M. (2012) *Designing Digital Experiences for Positive Youth Development: From playpen to playground*. Oxford University Press.

Bers, M.U. (Winter 2010). *New Directions for Youth Development*. Special Issue: New Media and Technology: Youth as Content Creators, Issue 128.

Bers, M (2008) *Blocks to Robots: Learning with Technology in the Early Childhood Classroom*. Teachers College Press, NY.

## **Patents**

EDUCATIONAL ROBOTIC SYSTEMS AND METHODS, US Patent Application 61/807,085 filed 4/1/2013.

## **Referred Papers in Academic Journals**

Bers, M. U. (2019). Coding as another language: a pedagogical approach for teaching computer science in early childhood. *Journal of Computers in Education*, 1-30.

Sullivan, A., & Bers, M. U. (2019). Computer Science Education in Early Childhood: The Case of ScratchJr. *Journal of Information Technology Education: Innovations in Practice*, 18, 113-138.

- Fedorenko, E., Ivanova, A., Dhamala, R., & Bers, M. U. (2019). The Language of Programming: A Cognitive Perspective. *Trends in cognitive sciences*.
- Strawhacker, A., & Bers, M. U. (2019). What they learn when they learn coding: investigating cognitive domains and computer programming knowledge in young children. *Educational Technology Research and Development*, 67(3), 541-575.
- Bers, M., González-González, M., Belen Armas Torres, M. (2019). Coding as a Playground: Promoting Positive Learning Experiences in Childhood Classrooms. *Computers & Education: An International Technology Journal*.
- Sullivan, A. & Bers, M.U. (2019). VEX Robotics Competitions: Gender differences in student attitudes and experiences. *Journal of Information Technology Education: Research*, 18, 97-112.
- Sullivan, A. & Bers, M.U. (2018). Investigating the use of robotics to increase girls' interest in engineering during early elementary school. *International Journal of Technology and Design Education*.
- Bers, M. U. (2018). Coding and Computational Thinking in Early Childhood: The Impact of ScratchJr in Europe. *European Journal of STEM Education*, 3(3).
- Strawhacker, A. and Bers, M. U. (2018). Promoting Positive Technological Development in a Kindergarten Makerspace: A Qualitative Case Study. *European Journal of STEM Education*, 3(3).
- Strawhacker, A., & Bers, M. U. (2018). What They Learn When They Learn Coding: Investigating cognitive development and computer programming in young children. *Educational Technology Research and Development*. Online First. <https://doi.org/10.1007/s11423-018-9622-x>
- Sullivan, A. & Bers, M.U. (2018). The Impact of Teacher Gender on Girls' Performance on Programming Tasks in Early Elementary School. *Journal of Information Technology Education: Innovations in Practice*, 17, 153-162.
- Strawhacker, A., Bers, M. U. (2018). Makerspaces for Early Childhood Education (Principles of Space Redesign) & Maker values of early childhood educators, organizing a grassroots space. *The LEGO Foundation*. ISBN: 978-87-999589-4-8.
- Gravel, B. E., Bers, M. U., Rogers, C., Danahy, E. (2018). *Making Engineering Playful in Schools*. *The LEGO Foundation*. ISBN: 978-87-999589-4-8.
- Elkin, M., Sullivan, A., & Bers, M. U. (2018). Books, Butterflies, and 'Bots: Integrating Engineering and Robotics into Early Childhood Curricula. *Early Engineering Learning* (pp. 225-248). Springer, Singapore
- Albo-Canals, J., Barco, A., Relkin, E., Hannon, D., Heerink, M., Heinemann, M., Leidl, K., & Bers, M.(2018). A Pilot Study of the KIBO Robot in Children with Severe ASD. *International Journal of Social Robotics*. Online First. doi:10.1007/s12369-018-0479-2



- Strawhacker, A., Sullivan, A., Verish, C., Bers, M.U., & Shaer, O. (2018). Enhancing Children's Interest and Knowledge in Bioengineering through an Interactive Videogame. *Journal of Information Technology Education: Innovations in Practice*, 17, 055-081.
- Bers, M. U. (2018). The Seymour test: Powerful ideas in early childhood education. *International Journal of Child-Computer Interaction*. DOI: 10.1016/j.ijcci.2017.06.004
- Hilliard, L., Buckingham M. H., Geldhof, J. G., Ganset, P., Stack C., Gelgoot, E. S., Bers M. U., Lerner, R. M. (2018). Perspective taking and decision-making in educational game play: A mixed-methods study. *Applied Developmental Science*.
- Bers, M. U., Strawhacker, A. L., & Vizner, M. (2018). The design of early childhood makerspaces to support Positive Technological Development: Two case studies. *Library Hi Tech*. Advance Online Publication. doi: 10.1108/LHT-06-2017-0112.
- Strawhacker, A. L., Portelance, D., & Bers, M. U. (Under review). What They Learn When They Learn Coding: A study using the ScratchJr Solve It programming assessment for young children. *Educational Technology Research & Development*.
- Pugnali, A., Sullivan, A., & Bers, M.U. (2017). The Impact of User Interface on Computational Thinking. *Journal of Information Technology Education: Innovations in Practice*.
- Strawhacker, A. L., Lee, M. S. C., & Bers, M. U. (2017). Teaching tools, teachers' rules: exploring the impact of teaching styles on young children's programming knowledge in ScratchJr. *International Journal of Technology and Design Education*. DOI: 10.1007/s10798-017-9400-9
- Sullivan, A., & Bers, M.U. (2017). Dancing robots: Integrating art, music, and robotics in Singapore's early childhood centers. *International Journal of Technology and Design Education*. Online First. doi:10.1007/s10798-017-9397-0
- Elkin, M., Sullivan, A., & Bers, M.U. (2016). Programming with the KIBO Robotics Kit in Preschool Classrooms. *Computers in the Schools*, 33:3, 169-186.
- Sullivan, A. & Bers, M. U. (2016). Girls, boys, and bots: Gender differences in young children's performance on robotics and programming tasks. *Journal of Information Technology Education: Innovations in Practice*, 15, 145-165.
- Hilliard, L., Buckingham, M., Geldhof, G. J., Gansert, P., Stack, C., Gelgoot, E., Bers, M. U., & Lerner, R. (2016). Perspective taking and decision-making in educational game play: A mixed-methods study. *Applied Developmental Science*. pp. 1-13.
- Portelance, D.J., Strawhacker, A., & Bers, M.U. (2015). Constructing the ScratchJr programming language in the early childhood classroom. *International Journal of Technology and Design Education*. pp. 1-16.
- Strawhacker, A. L., & Bers, M. U. (2015). "I want my robot to look for food": Comparing children's

- programming comprehension using tangible, graphical, and hybrid user interfaces. *International Journal of Technology and Design Education*, 25(3). pp. 293-319.
- Sullivan, A., & Bers, M.U. (2015). Robotics in the early childhood classroom: Learning outcomes from an 8-week robotics curriculum in pre-kindergarten through second grade. *International Journal of Technology and Design Education*. Online First.
- Elkin, M., Sullivan, A., & Bers, M. U. (2014). Implementing a robotics curriculum in an early childhood Montessori classroom. *Journal of Information Technology Education: Innovations in Practice*, 13, 153-169.
- Kazakoff, E.R. & Bers, M.U. (2014). Put your robot in, Put your robot out: Sequencing through programming robots in early childhood. *Journal of Educational Computing Research*, 50(4).
- Strawhacker, A. L., & Bers, M. U. (2014). "I want my robot to look for food": Comparing children's programming comprehension using tangible, graphical, and hybrid user interfaces. *International Journal of Technology and Design Education*. Advance online publication. doi: 10.1007/s10798-014-9287-7
- Bers, M.U., Flannery, L.P., Kazakoff, E.R, & Sullivan, A. (2014) Computational thinking and tinkering: Exploration of an early childhood robotics curriculum, *Computers & Education*, 72, 145-157.
- Bers, M.U., Seddighin, S., & Sullivan, A. (2013). Ready for robotics: Bringing together the T and E of STEM in early childhood teacher education. *Journal of Technology and Teacher Education*, 21(3), 355-377.
- Sullivan, A., Kazakoff, E.R., & Bers, M.U. (2013). The Wheels on the Bot Go Round and Round: Robotics Curriculum in Pre-Kindergarten. *Journal of Information Technology Education: Innovations in Practice*, 12, 203-219.
- Flannery, L.P. and Bers, M.U. (2013). Let's Dance the "Robot Hokey-Pokey!": Children's programming approaches and achievement throughout early cognitive development. *Journal of Research on Technology in Education*, 46(1), 81-101.
- Bers, M.U., Matas, J. & Libman, N. (2013). Livnot U'Lehibanot, To Build and To Be Built: Making Robots in Kindergarten to Explore Jewish Identity. *Diaspora, Indigenous, and Minority Education: Studies of Migration, Integration, Equity, and Cultural Survival*, 7(3), 164-179.
- Bers, M.U., Seddighin, S., & Sullivan, A. (2013). Ready for robotics: Bringing together the T and E of STEM in early childhood teacher education. *Journal of Technology and Teacher Education*, 21(3), 355-377.
- Sullivan, A., & Bers, M. U. (2013). Gender differences in kindergarteners' robotics and programming achievement. *International Journal of Technology and Design Education*, 23 (3), 691-702.
- Kazakoff, E., Sullivan, A., & Bers, M.U. (2013). The effect of a classroom-based intensive robotics and

- programming workshop on sequencing ability in early childhood. *Early Childhood Education Journal*, 41(4), 245-255. doi:10.1007/s10643-012-0554-5.
- Lee, K., Sullivan, A., Bers, M.U. (2013). Collaboration by design: Using robotics to foster social interaction in Kindergarten. *Computers in the Schools*, 30(3), 271-281.
- Sullivan, A., & Bers, M. U. (2012). Gender differences in kindergarteners' robotics and programming achievement. *International Journal of Technology and Design Education*. DOI: 10.1007/s10798-012-9210-z. Online First.
- Kazakoff, E., Sullivan, A., & Bers, M. (2012). The Effect of a classroom-based intensive robotics and programming workshop on sequencing ability in early childhood. *Early Childhood Education Journal*. DOI: 10.1007/s10643-012-0554-5. Online First.
- Bers, M. (2012). Parents and children: Engaging in positive technological development through robotics. *Early Childhood Development and Care, special issue on Ecological Perspectives on Children's ICT Experiences*
- Kazakoff, E., & Bers, M. (2012). Programming in a robotics context in the kindergarten classroom: The impact on sequencing skills. *Journal of Educational Multimedia and Hypermedia*, 21(4), 371-391.
- Lee, K; Sullivan, A; Bers, M (in press). Collaboration by design: Using robotics to foster social interaction in Kindergarten. *Computers in Schools*, Taylor and Francis
- Horn, M.S., Crouser, R.J., & Bers, M.U. (2011). Tangible interaction and learning: The case for a hybrid approach. [*Special Issue on Tangibles and Children*] *Personal and Ubiquitous Computing*, 16(4), 379-389. doi: 10.1007/s00779-011-0404-2
- Cantrell, K., Fischer, A., Bouzaher, A., & Bers, M. (2010). E-mentorship in virtual communities for youth transplant recipients. *Journal of Pediatric Oncology Nursing*, 27(6), 344-355.
- Bers, M., Beals, L., Chau, C., Satoh, K., Blume, B., DeMaso, D., & Gonzalez-Heydrich, J. (2010). Use of a virtual community as a psychosocial support system in pediatric transplantation. *Pediatric Transplantation*, 14, 261-267.
- Bers, M & Chau, C. (2010). The virtual campus of the future: stimulating and simulating civic actions in a virtual world. *Journal of Computing in Higher Education*, 22(1), 1-23.
- Horn, M.S., Crouser, R.J., & Bers, M.U. (2011) Tangible Interaction and Learning: The Case for a Hybrid Approach. *Personal and Ubiquitous Computing* (special issue on Tangibles and Children).
- Cantrell, K., & Bers, M. (2010). Zora Camp4All: A virtual community to augment the hopefulness of pediatric camping. *Child Life Focus*, 28(3), 1-7.
- Bers, M. (2010). Let the Games Begin: Civic Playing on High-Tech Consoles. *Review of General Psychology*, 14(2), 147-153.

- Beals, L., & Bers, M.U. (2010). Evaluating participation in an international bilingual virtual world educational intervention for youth. *Journal of Virtual Worlds Research*, 2(5).
- Bers, M.U. (2010). Beyond computer literacy: Supporting youth's positive development through technology. *New Directions for Youth Development*, 128, 13 - 23.
- Bers, M.U. (2010). The TangibleK Robotics Program: Applied Computational Thinking for Young Children. *Early Childhood Research and Practice*, 12(2).
- Bers, M. U. (2009). New Media for New Organs: A Virtual Community for Pediatric Post-Transplant Patients. *Convergence: The Journal of Research into New Media Technologies*. 15(4), 462-469.
- Beals, L. & Bers, M.U. (2009). A developmental lens for designing virtual worlds for children and youth. *The International Journal of Learning and Media*, 1(1), 51-65
- Bers, M (2009) Parents and children: Engaging in positive technological development through robotics. *Early Childhood Development and Care*. Article accepted for upcoming special issue on Ecological Perspectives on Children's ICT Experiences, edited by Cynthia Carter Ching and X. Christine Wang.
- Bers, M. U. (2008). "Civic identities, online technologies: from designing civic curriculum to supporting civic experiences." *Civic Life Online: Learning how digital media can engage youth*. Bennett, W. L. (Ed.). The John D. and Catherine T. MacArthur Foundations Series on Digital Media and Learning. Cambridge, MA: The MIT Press. 139-160.
- Bers, M (2007) Project InterActions: A multigenerational robotic learning environment. *Journal of Science and Technology Education*. Volume 16, Number 6 / December, 2007 Springer. 537-552
- Bers, M., & Chau, C. (2006). "Fostering civic engagement by building a virtual city". *Journal of Computer-Mediated Communication*, 11(3). article 4.
- Bers, M. (2006) "The role of new technologies to foster positive youth development" *Applied Developmental Science*. Lawrence Erlbaum Associates, Mahwah, NJ, Volume 10, Number 4, 2006
- Beals, L. & Bers, M. (2006). "Robotic Technologies: When Parents Put Their Learning Ahead of their Child's". *Journal of Interactive Learning Research*. 17 (4), pp. 341-366. Chesapeake, VA: AACE.
- Bers, M. Portsmouth, M (2005) "Teaching Partnerships: Early Childhood and Engineering Students Teaching Math and Science Through Robotics", *Journal of Science Education and Technology*, Volume 14, Issue 1, Mar 2005, Pages 59 - 73.
- Bers, M, New, B. & Boudreau, L (2004) "Teaching and learning when no one is expert: Children and parents explore technology" *Journal of Early Childhood Research and Practice*. Vol 6, N 2
- Bers, M, Gonzalez-Heydrich, G., DeMaso, D. (2003) "Use of a Computer-Based Application in a Pediatric Hemodialysis Unit: A Pilot Study". *Journal of the American Academy of Child and Adolescent Psychiatry*. 42:4, April 2003

- Bers, M (2003) "Kaleidostories: Teachers and Students Creating a Cross Cultural Virtual Community through Narrative." *Convergence: The Journal of Research into New Media Technologies*. 9(2), pp. 54-8). Bedfordshire:UK.
- Bers, M, Ponte I, Juelich,K, Viera, A & Schenker, J (2002) "Teachers as Designers: Integrating Robotics into Early Childhood Education" *Information Technology in Childhood Education*. Annual AACE: pp 123-145.
- Bers, M, Gonzalez-Heydrich,G., DeMaso, D. (2002) "Future of Technology to Augment Patient Support in Hospitals". *Studies in health, technology and informatics*. 80:231-44.
- Bers, M. (2001) "Identity Construction Environments: developing personal and moral values through the design of a virtual city". *Journal of the Learning Sciences*, 10 (4) pp 365-415. NJ: Lawrence Erlbaum Associates, Inc.
- Bers, M & Cassell, J. (1999) "Interactive Storytelling Systems for children: using technology to explore language and identity." *Journal of Interactive Learning Research*, volume 9 (2), pp. 603-609.

### **Referred Papers in Conference Proceedings**

- Bers, M. U. (2018). Coding, Playgrounds and Literacy in Early Childhood Education: The Development of KIBO Robotics and ScratchJr. *IEEE Global Engineering Education Conference (EDUCON)*, 2100.
- Verish, C., Strawhacker, A. Bers, M. U., & Shaer, O. (2018). CRISPEE: A Tangible Gene Editing Platform for Early Childhood. In proceedings of TEI 2018 Tangible, Embedded and Embodied Interaction, Stockholm, Sweden.
- Leidl, K., & Bers, M.U. (2017). Programming with ScratchJr: a review of the first year of user analytics. Paper to be presented at International Conference on Computational Thinking Education, Hong Kong.
- Sullivan, A. & Bers, M.U. (2017). Imagining, Playing, & Coding with KIBO: Using KIBO Robotics to Foster Computational Thinking in Young Children. Paper to be presented at International Conference on Computational Thinking Education, Hong Kong.
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- Strawhacker, A., Portelance, D., Lee, M., & Bers, M.U. (2015). Designing Tools for Developing Minds: The role of child development in educational technology. In Proceedings of the 14th International Conference on Interaction Design and Children (IDC '15). ACM, Boston, MA, USA.
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- Kazakoff, E.R., & Bers, M.U. (2014, April). Does learning to code correlate with self-regulation skills in kindergarten classrooms? Poster presented at the American Educational Research Association Annual Meeting, 3 - 7 April 2014, Philadelphia, Pennsylvania.
- Flannery, L.P., Kazakoff, E.R., Bontá, P., Silverman, B., Bers, M.U., and Resnick, M. (2013). Designing ScratchJr: Support for early childhood learning through computer programming. In Proceedings of the 12th International Conference on Interaction Design and Children (IDC '13). ACM, New York, NY, USA, 1-10. DOI=10.1145/2485760.2485785
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- Kazakoff, E.R., & Bers, M.U. (2010). Computer programming in kindergarten: The role of sequencing. (Large File) *Proceedings of the ICERI 2010 International Conference of Education, Research and Innovation*, 15-17 November 2010, Spain: Madrid. (Paper and Virtual Presentation)
- Cantrell, K. & Bers, M. (2010) Virtual communities to augment psychosocial care. *Proceedings of the Association of Virtual Worlds Conference*, 10 November 2010, Massachusetts: Boston.
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- Bers, M. (1999) "Narrative Construction Kits: Who am I? Who are you? What are we?" In Proceedings of Narrative Intelligence Fall Symposium, AAAI'99, pp. 44-51.
- Bers, M. &Urrea C. (1999) "Con-science: Parents and Children Exploring Robotics and Values". In Proceedings of EUROLOGO'99, Sofia, Bulgaria, pp. 356-366.
- Bers, M. (1999) "A constructionist approach to values through on-line narrative tools" In Proceedings of International Conference for the Learning Sciences (ICLS'98), AACE, pp 49-55.
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### **Book Chapters**

Bers, M. U. (2019). Coding as Another Language. In Donohue, C. (Ed.), *Exploring Key Issues in Early Childhood and Technology: Evolving Perspectives and Innovative Approaches*. Routledge.

Relkin, E., Bers, M. U. (2019). Designing an Assessment of Computational Thinking Abilities for Young Children. In Cohen, L. E., & Waite-Stupiansky, S. (Eds.), *STEM in Early Childhood Education: How Science, Technology, Engineering, and Mathematics Strengthen Learning*. Routledge.

Horn, M. & Bers, M. (2019). Tangible Computing. In *The Cambridge Handbook of Computing Education Research* (S.A. Fincher and A.V. Robins, Eds.). Cambridge University Press.

Sullivan, A., Strawhacker, A., & Bers, M.U. (2018). Dancing, drawing, and dramatic robots: Integrating robotics and the arts to teach foundational STEAM concepts to young children. Chapter to be published in Khine, M.S. (in press) *Robotics in STEM Education: Redesigning the Learning Experience*.



- Sullivan, A. & Bers, M.U. (2018). Computational Thinking and Young Children: Understanding the Potential of Tangible and Graphical Interfaces. Chapter to be published in *Teaching Computational Thinking in Primary Education*.
- Elkin, M., Sullivan, A., Bers, M.U. (2018) Books, Butterflies, and 'Bots: Integrating Engineering and Robotics into Early Childhood Curricula. Chapter in (2018) *Early Engineering Learning*.
- Bers, M. U. (2014). Tangible kindergarten: Learning how to program robots in early childhood. In Sneider, C. I. (Ed.), *The Go-To Guide for Engineering Curricula PreK-5: Choosing and using the best instructional materials for your students* (pp. 133-145). Thousand Oaks, CA: Corwin.
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- Bers, M. & Kazakoff, E. (2012). Chapter 26. Developmental technologies: Technology and human development. In Lerner, R.M., Easterbrooks, M.A., Mistry, J., & Weiner, I.B. (Eds.) *Handbook of Psychology, Developmental Psychology*.
- Bers, M. & Kazakoff, E. R. (2012). Techno-Tykes: Digital technologies and young children. In O.N. Saracho & B. Spodek (Eds.) *Handbook of Research on the Education of Young Children*.
- Bers, M. U. & Cantrell, K (2012). Virtual worlds for children with medical conditions: Experiences for promoting positive youth development. In Å. Smedberg (Ed.), *E-health communities and online self-help groups: Applications and usage* (1-23). Hershey, PA: Medical Information Science Reference.
- Bers, M., Beals, L., Chau, C., Satoh, K., and Khan, N. (2010). Virtual worlds for young people in a program context: Lessons from four case studies. *New Science of Learning: Cognition, Computers, and Collaboration in Education*. (Eds. M. Khine and I. Saleh). pp. 357-383. Springer Publishing Company.

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- Bers, M. & Horn, M. (2010). Tangible programming in early childhood: Revisiting developmental assumptions through new technologies. In I. R. Berson & M. J. Berson (Eds), *High-tech tots: Childhood in a digital world*. pp. 49-70. Greenwich, CT: Information Age Publishing.
- Bers, M (2008). A palace in time: Supporting children's spiritual development through new technologies. In *Youth, Development & Spirituality: From Theory to Research* . (Eds) Richard Lerner, Robert Roeser, & Erin Phelps. Templeton Foundation Press: West Conshohocken, Pennsylvania.339-358.
- Bers, M. (2008). Engineers and storytellers: Using robotic manipulatives to develop technological fluency in early childhood. In O. Saracho and B. Spodek (Eds), / *Contemporary Perspectives on Science and Technology in Early Childhood Education* (pp. 105-125). Charlotte, NC: Information Age Publishing.
- Bers, M (2007). Constructionism. In Rebecca S. New and Moncrieff Cochran (Eds.), *Early Childhood Education: An International Encyclopedia*. Vol. 1, pp. 149-152. Westport, Connecticut: Praeger.
- Bers, M & Chau, C (2007) "Technology and Early Childhood Education" In Rebecca S. New and Moncrieff Cochran (Eds.), *Early Childhood Education: An International Encyclopedia*. Vol. 3, pp. 798-801 Westport, Connecticut: Praeger.
- Bers, M. (2003) "We Are What We Tell: Designing Narrative Environments for Children " In *Narrative Intelligence*. Edited by P.Sengers & M. Mateas. Amsterdam: John Benjamins.
- Bers, M & Cassell, J. (2000) "Children as Designers of Interactive Storytellers:"Let Me Tell You a Story about Myself..." In *Human Cognition and Social Agent Technology* . Edited by K. Dautenhahn. Amsterdam: John Benjamins, pp. 61-83
- Bers, M. & Urrea, C (2000) "Technological Prayers: Parents and Children Working with Robotics and Values" In *Robots for Kids: Exploring New Technologies for Learning Experiences*. Edited by A. Druin & J. Hendler. NY: Morgan Kaufman, pp. 194-217.

### **Refereed Conference Presentations**

- Hilliard, L., Buckingham, M., Geldhof, G. J., Bers, M. B., & Lerner, R. (2015, March). *Educational Game Play and Ethical Decision-Making: A Mixed-Method Experimental Study*. Paper presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Kazakoff, E.R., & Bers, M.U. (2014, April). Does learning to code correlate with self-regulation skills in kindergarten classrooms? American Educational Research Association Annual Meeting, 3 - 7 April 2014, Philadelphia, Pennsylvania.

- Kazakoff, E.R., & Bers, M.U. (2013). Designing New Technologies for Early Childhood: Results From the Initial Pilot Studies of ScratchJr. *Poster presented at SRCD Society for Research in Child Development, 18- 20 April 2013, Seattle, Washington.*
- Flannery, L. & Bers, M. U. (2012). Piaget and Programming Robots: Cognitive Developmental Level as a Predictor of Programming Achievement. Paper presented at EETC, 14 - 16 March 2012, Salt Lake City, Utah.
- Osterweil, S., Bers, M., & Stidwill, P. (2012.). *Quandary: Building Capacity in Ethical Decision Making.* Poster presentation at Meaningful Play, East Lansing, MI.
- Kazakoff, E.R., & Bers, M.U. (2011). The Impact of Computer Programming on Sequencing Ability in Early Childhood. *Paper to be presented at American Educational Research Association Conference(AERA), 8 - 12 April, 2011, Louisiana: New Orleans.*
- Kazakoff, E.R., & Bers, M.U. (2011). Kindergarten Robotics: Understanding and Programming Robots in Early Childhood. *Poster to be presented at SRCD Society for Research in Child Development, 31 March - 2 April, 2011, Canada: Montreal.*
- Kazakoff, E.R., & Flannery, L. (2011). Kindergarten Robotics Workshop to be conducted at the *Digital Media and Learning Conference, 2 - 5 March 2011, California: Los Angeles.*
- Satoh, K, Blume, E, DeMaso, DR, Gonzalez-Heydrich, J & Bers, M (2008). *A Virtual Community for Post-Transplant Pediatric Patients.* Abstract of the International Society for Heart and Lung Transplantation 28th Annual Meeting and Scientific Sessions; Boston, Massachusetts; 2008 April 9-12.
- Satoh, K., & Bers, M. (2008, April). *Virtual community for Pediatric Post solid-organ transplant patients.* Poster session presented at the 2008 National Conference on Child Health Psychology, Miami Beach, Florida.
- Bers, M & LeeKennan, D (2007) "Ready for Robotics: a project-based approach to teach young children and their teachers about technology by making and programming interactive robots." *NAEYC Annual meeting.* Chicago, November 7-10, 2007
- Irish-Hauser, Goldberg, Wilde, Bers, Ioannone, & Economos (2007) Using Technology and Online Collaboration to Enhance Training of After School Program Leaders in Nutrition and Physical Activity. International Conference on Urban Health. Oct 31-Nov 2, 2007. Baltimore, MD.
- Bers (2007) "An intergenerational community of practice: Engaging in positive technological development through robotics" AERA Annual Meeting, April 9-13. Chicago
- Bers (2007) "Technobiographies: Researching Life Stories with Technology" Discussant for session at AERA Annual Meeting, April 9-13. Chicago
- Bers (2007) "Developmental Technologies: Positive Uses of Technology for Youth Learning and

Development”. Chair of symposium presenting papers from students in my DevTech research group. SRCD-Biennial meeting- Boston 2007

- Satoh, K., McVey, M., Grogan, D. & Bers, M (2006). Zora: Implementing Virtual Communities of Learning and care (VCLC). Presentation at the New Media Consortium's, Regional Conference at San Antonio TX.
- Bers, M (2006) “Developmental Technologies vs. Educational Technologies: Designing and studying learning experiences in complex contexts”. American Educational Research Association (AERA) Annual Meeting SF April 2006
- Chau, C., & Bers, M (2006) “Exploring the Relationships Between Educational Technology and Youth Development: A Case Study of Lego Summer Camp”. American Educational Research Association (AERA) Annual Meeting SF April 2006.
- Bers, M (2006) “Early Childhood Robotics for Learning”. Innovative symposium presented at the International Conference of the Learning Sciences (ICLS'06), 7th International Conference of the Learning Sciences (ICLS '06), Bloomington, IN.
- Chau, C., Mathur, A., & Bers, M. (2006). “Active Citizenship through Technology: Collaboration, connection, and civic participation”. 7th International Conference of the Learning Sciences (ICLS '06), Bloomington, IN.
- Chau, C., & Bers, M. (2006). “Positive Technological Development: A systems approach to understanding youth development when using educational technologies”. 7th International Conference of the Learning Sciences (ICLS '06), Bloomington, IN
- Chau, C., & Bers, M. (2005). Positive technological development: A research methodology for exploring relationships between youth development and educational technologies. Symposium presentation at the 2005 Annual American Psychological Association Convention (APA), Washington DC.
- Bers, M. (2005). “Networked technologies to foster positive youth development. Symposium Organized and chaired at the American Psychological Association (APA) Annual Convention'05. Washington, DC.
- Bers, M. (2005). “Identity Construction Environments: the Zora Virtual Community” Presentation at the American Psychological Association (APA) Annual Convention'05. June 21, 2005. Washington, DC.
- Bers, M. (2004). “Parents, Children and Technology: Making Robots, Exploring Cultural Heritage and Learning Together” American Educational Research Association (AERA) Annual Meeting LA, April 2004
- Bers, M. (2003). “The use of virtual environments to develop a sense of self and personal values” American Educational Research Association (AERA) Annual Meeting Chicago, April 2003.

Bers, M., Gonzalez-Heydrich, G., DeMaso, D., Corsini, E. & Harmon, W. (2000) "Zora: A Pilot Virtual Community in the Pediatric Dialysis Unit." American Society for Pediatrics., Boston, MA

### **Selected Invited Presentations and Keynotes**

Bers, M (2019), Coding as a Developmental Playground: Computational Thinking and Robotics in Early Childhood, NHU, New Hampshire Durham, Early Childhood STEM Symposium

Bers, M (2018), Coding as a Developmental Playground: Computational Thinking and Robotics in Early Childhood; Boston, MA The Power of Play Symposium.

Bers, M (2018), Coding as a Developmental Playground: Computational Thinking and Robotics in Early Childhood; Chicago ISTE

Bers, M (February, 2018) "La programmation en tant que place de jeu développementale: la pensée informatique et la robotique dans la petite enfance", Invited Keynote, Didapro 7 conference, Lausanne, Switzerland.

Bers, M (December, 2017) "Coding as a Developmental Playground: Computational Thinking and Robotics in Early Childhood", NIMH Director's Innovation Speaker Series, Neuroscience Center, National Institute for Mental Health, Bethesda, MD.

Bers, M (November, 2017) "Aprendiendo a programar jugando en la etapa inicial", Keynote, Scratch conference, Costa Rica

Bers, M (June, 2017) "Coding as a Playground: programming and computational thinking in early childhood", Invited Keynote, Educational technologies conference UNO, Mexico

Bers, M (October, 2016) "Robots y gatos: nuevas tecnologías para el aprendizaje de STEAM en edad temprana", Invited Guest lecture for doctoral program, School of Psychology, University of Seville, Spain.

Bers, M (June, 2016) "Coding in the Playground: Young children, robots and kittens", Keynote at STEM Conference, Tufts University, Medford, MA

Bers, M (July, 2016) "El pensamiento computacional", Invited Keynote, INTEC, Ministry of Education Conference for Professional Development, Buenos Aires, Argentina

Bers, M (April, 2016) "Computational thinking and coding in early childhood education", Keynote at the STEM Symposium for Early Education, White House, Washington, DC

Bers, M (April, 2016) "Coding in the Playground: Young children, robots and kittens", New Technologies in Education, Harvard University/Universidad Complutense de Madrid, Cambridge, MA

Bers, M (December 2015) "Out of the playpen into the playground: young children learning to code

through robotics”, Keynote at Lincoln school, Providence, Rhode Island

Bers, M (December 2015) “Out of the playpen into the playground: young children learning to code through robotics”, Keynote Presentation at New York Academy of Science

Bers, M (December, 2015) “Technological playgrounds: Teaching robotics to young children in a developmentally appropriate Way”, Keynote at the Playmaker symposium. Singapore

Bers, M (November, 2015) “Nuevas tecnologías para el aprendizaje”, Monsterrat School, Barcelona, Spain

Bers, M (September 2015) “Nuevas tecnologías para el aprendizaje”, Keynote at Santillana Publishers principal’s conference, Buenos Aires, Argentina

Bers, M (June, 2015), “Out of the playpen into the playground: learning with technology in the digital age”, Invited keynote, NAEYC Conference. New Orleans

Bers, M (June, 2015) “Out of the playpen into the playground: learning with technology in the digital age”, Keynote at Miriam Fund fundraiser, Belmont, MA

Bers, M (June, 2015) “A view from child development: Designing Interfaces and User Experiences for Children”, IDC Conference, Medford, MA

Bers, M (April, 2015), “Out of the playpen into the playground: learning with technology in the digital age”, Invited keynote, US Consulate, Barcelona, Spain

Bers, M (April, 2015), “Out of the playpen into the playground: learning with technology in the digital age”, Invited keynote, STEAM Conference, Barcelona, Spain

Bers, M (November, 2014) “Out of the playpen into the playground: learning with technology in the digital age”, Keynote at Innovate Mississippi conference, Mississippi.

Bers, M (August, 2014) Lecture Series, Combined Jewish Philanthropies “Out of the playpen into the playground: learning with technology in the digital age”, Boston, MA

Bers, M (April, 2014) “Building the STEM Workforce Begins Early: A Focus on STEM Learning Ages 3-8” at the 2014 AERA Annual Meeting. Presidential Session.

Bers, M (April 2014) NSF Distinguished Lecture Series: “Playgrounds not playgrounds: Learning with technology”, Washington, DC

Bers, M (May, 2014) "Young Children as Programmers and Engineers: A Hands-On Approach" (workshop presentation, Department of Early Education and Care Spring STEM Conference for Early Educators, MA, May 22, 2014)

Bers, M (May 2014) keynote: "Young Children as Programmers and Engineers: A Hands-On Approach" (The Early Childhood Investigations Conference, Eastern Connecticut State University, CT, May 9, 2014).

Bers, M (March 2014) "Coding 101: A hands-on introduction to ScratchJr", Sandbox Summit, Cambridge,

MA,

- Bers, M. U. (2014, November 6). *Marina Bers: Young programmers: Think playgrounds, not playpens*. TEDx Retrieved from <http://www.tedxjackson.com/>
- Strawhacker, A. L., & Bers, M. U. (2014). ScratchJr: Computer Programming in Early Childhood Education as a Pathway to Academic Readiness and Success. *Poster presented at DR K-12 PI Meeting*, 5 August 2014, Washington, D.C.
- Bers M (2013) "The Missing T & E in Early Childhood STEM: Young Children as Programmers and Engineers" (presentation, NSF-Smithsonian STEM Smart Conference, Washington, DC
- Bers, M (2008) "De robots a mundos virtuales: nuevas tecnologias en la educacion". Seminario de Actualizacion. Fundacion Educ.ar. Ministerio de Educacion. April 14th , Argentina.
- Bers, M (2008) "De robots a mundos virtuales: nuevas tecnologias para el aprendizaje". Seminario Permanente de Metodologia de la Investigacion. Universidad de San Andres, April 26th, 2008 an Isidro, Provincia de Buenos Aires, Argentina,
- Bers, M (2008) Nuevas tecnologias para el aprendizaje. Carrera de Ciencias de la Comunicacion. Universidad de Buenos Aires, April 1 st, 2008, Capital Federal, Argentina
- Bers, M (2007) Positive Technological Development in Complex Learning Settings. Georgia Tech. College of Computing. January 8, 2007
- Bers, M (2007) "Post-Transplant pediatric patients: virtual communities of learning and care" Medical Informatics Seminar. Boston University. Boston University Medical Campus (BUMC), January 25, 2007
- Bers, M (2007) "Virtual Communities of Learning and Care" NYU Steinhardt School of Education, April 16, 2007.
- Bers, M (2007) "Virtual Communities of Learning and Care: Post-transplant pediatric patients @ Children's Hospital Boston". Center for Communication Disorders. Children's Hospital Waltham. Waltham, MA. March 15 2007.
- Bers (2007) "Active Citizenship through Technology: a pre-orientation for incoming freshman" Educating the Ne(x)t generation conference. Experimental College. Tufts University. February, 2, 2007
- Bers, M (2007) "From virtual worlds to robots: Engaging children in positive uses of technology" Frestschrift for David Elkind. Eliot Pearson Department of Child Development. Tufts University. May 9, 2007
- Bers (2007) Positive Technological Development in Complex Learning Settings. Georgia Tech. College of Computing. January 8, 2007
- Bers, M (2006) "Virtual communities of learning and care: technologies to promote positive youth development", APA Science Leadership Conference (SciLC), Washington, DC

- Bers, M (2006) "A Pediatric Post-transplant Virtual Community" E-Media and Behavior Change, New England Research Institute, Watertown, MA.
- Bers, M (2006) Tecnologías y Educación: desafíos y oportunidades. Keynote speaker (via video conference in the Conference in "Internet como espacio educativo" organized by Educ.Ar, Educational Technologies division of the Argentine Ministry of Education. Jornadas de capacitación docente educ.ar - Instituto Marín
- Bers, M (2006) "The design of developmental technologies" Technologies for Lifelong Kindergarten, MIT Media Laboratory.
- Bers, M (2005). *Virtual Communities for Learning and Care*. Research seminar. Dept. of Psychiatry. Children's Hospital. Boston, MA
- Bers, M (2005) "Technologies to foster Positive Youth Development". IDEAS Institute. MIT Media Laboratory.
- Bers, M (2005) "Virtual Environments: Strategies for Reducing Suffering in Traumatic Medical Treatment" Future of Health Symposium, September 26-27 2005, Massachusetts Institute of Technology
- Bers, M (2004) "Fostering civic engagement by building a virtual city". Faculty forum on civic engagement. Tufts University
- Bers, M (2003) "Learning by Designing and Inhabiting Virtual Cities." Academic Technology's seminar Tufts University
- Bers, M (2003) "Project InterActions: parents and children learning robotics". Young Faculty Leaders Forum. Harvard University.
- Bers, M (2002) "Educational Technologies: Designs and Challenges". Young Faculty Leaders Forum Harvard University.
- Bers, M (2002) "A virtual community in a pediatric dialysis unit". Massachusetts Psychological Association
- Bers, M (2002) "Computational Environments for Exploring Identity". Technology and self seminars, MIT's Initiative on Technology and Self.
- Bers, M (2001) "Using technology to create virtual support groups" Cyberpsychology Colloquium. Harvard University.
- Bers, M (2000) "Identity Construction Environments: Technological Tools for Self-Exploration". Invited talk at Baystate Medical Center Children's Hospital.
- Bers, M (2000) "Developing computer tools to support communities of pediatric patients and families" Health Care Technology Summit, MIT.
- Bers, M (1999) "Social Dimensions of the Use of Interactive Technologies by Young People". Invited to



NSF workshop organized by Center for Advanced Technology in Education, University of Oregon.

Bers, M (1999) "Children, Creativity and New Technologies: Implications for the Future". Guest speaker at conference organized by the Institute for Media Technology, Jonkoping University, Sweden.

Bers, M (1998) "Jornadas Internacionales de Informatica Educativa" guest speaker at teacher conference organized by the National Educational Technologies Institute, Bs. As., Argentina.

Bers, M (1998) "A constructionist perspective on values: a response to postmodern fragmented identity"  
Presentation at symposium "Identity, formation, dignity: The impacts of Artificial Intelligence upon Jewish and Christian Understandings of Personhood" organized by The Boston Theological Institute, MIT Artificial Intelligence Lab and Center for Faith and Science Exchange.

### **Invited published papers**

Bers, M. (2007). Positive technological development: Working with computers, children, and the Internet  
MassPsych, 51/(1), 5-7, 18-19

Bers, M. U. (2008). *Virtual Worlds as Digital Playgrounds*. *EDUCAUSE Review*, 43(5), 80-81