

# PADRAIG O'CONNELL NASH

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## EDUCATION

<b>University of Wisconsin – Madison</b> Pursuing Ph.D. in Educational Psychology, Learning Sciences Area Expected graduation date: May, 2012	Current
<b>Bank Street College of Education</b> Coursework	Spring 2005
<b>Harvard Graduate School of Education</b> Project Zero Classroom	Summer 2003
<b>Haverford College</b> B.A. in English Literature	1996
<b>University College, Dublin, Ireland</b> Coursework	Fall 1994

## WORK HISTORY

<b>Consultant</b> , <i>Walt Disney Imagineering, Burbank, CA</i> Conducted research on video games and learning	2009
<b>Consultant</b> , <i>Utrecht School of the Arts, Utrecht, Netherlands</i> Conducting an ethnographic study and analysis of an undergraduate game design project in the Art, Media, and Technology program	2009
<b>Consultant</b> , <i>Community Knowledge Base, Madison, Wisconsin</i> Designed two computer-based games for high school students: CivNet, in which students play the roles of community organizers, and Legislative Aide, in which students play the roles of Legislative Aides Responsible for protocol approval, multi-stage data collection and analysis, supervision of research staff, teacher training, and collaboration with outside institutions	2007-2009
<b>Researcher</b> , <i>Epistemic Games Research Laboratory</i> Researcher responsible for subject recruitment, protocol approval, multi-stage data collection and analysis, supervision of research staff, and collaboration with outside institutions	2006-present
<b>Program Director</b> , <i>DreamYard Project, Bronx, New York</i> Built partnerships with NYC elementary, middle, and secondary public schools, including: Recruited and hired teaching-artist staff Collaborated with NYC public school administrations to design site-specific arts programs, in-school and afterschool Coordinated Arts Leadership Teams Organized presentations of student work Supported fundraising efforts through grant writing, event facilitation, and collaboration with Development Director Created and managed partnerships with other non-profits	2001-2006

Oversaw programmatic budget of approximately \$800,000  
Supervised the professional development of DreamYard's staff of teaching-artists, including:

- Designed and ran a annual three-day teaching-artist retreat
- Developed annual new teaching-artist professional development
- Designed 4-8 professional development workshops per year
- Managed peer-coaching colleague and mentoring programs
- Oversaw arts department chairs
- Developed models and guides for curriculum and lesson plans, assessment, and documentation
- Provided written assessments of teaching-artists observed in the classroom
- Oversaw staff development budget of approximately \$225,000

**Teaching-Artist, DreamYard Project, Bronx, New York** 1998-2001  
Collaborated with public school teachers to design and teach arts-projects that fulfilled school/ city/ state standards.

**English and Acting Teacher, St. Mary's Abbey Delbarton School, Morristown, New Jersey** 1996-1998  
Taught 10<sup>th</sup> grade English, 12<sup>th</sup> grade English, and 12<sup>th</sup> grade acting  
Coached wrestling and lacrosse  
Directed theater productions

#### PROFESSIONAL SERVICE

Educational Psychology Student Association 2005-present  
Department of Educational Psychology

Reviewer:

- Digital Games Research Association Conference (2011)
- International Conference of the Learning Sciences (2008, 2010)
- Handbook of Research on Effective Electronic Gaming in Education (2008)

#### PUBLICATIONS

Nash, P., & Shaffer, D.W. (2011). *Mentor modeling: The internalization of modeled professional thinking in an epistemic game*. *Journal of Computer Assisted Learning*, 27(2), 173-189.

Nash, P., & Shaffer, D.W. (2010). *Mentor modeling: The internalization of modeled professional thinking in an epistemic game*. Paper to be presented at the International Conference of the Learning Sciences (ICLS), Chicago, Illinois.

Graesser, A., Cai, Z., Wood, J., Hatfield, D., Bagley, E., Nash, P., & Shaffer, D.W. (2010). *Comments of Journalism Mentors on News Stories: Classification and Epistemic Status of Mentor Contributions*. Paper presented at the Intelligent Tutoring Systems Conference (ITS), Pittsburgh, PA.

Rupp, A, Choi, Y, Gushta, M, Mislavy, R, Thies, MC, Bagley, E, Nash, P, Hatfield, D, Svarovsky, G, Shaffer DW. (2009). *Modeling learning progressions in epistemic games with epistemic network analysis: Principles for data analysis and generation*. Paper to be presented at the Learning Progressions in Science conference (LeaPS), Iowa City, IA, USA.

Shaffer, DW, Hatfield, D, Svarovsky, GN, Nash, P, Nulty, A, Bagley, E, Franke, K, Rupp, AA, Mislavy, R (2009). *Epistemic Network Analysis: A prototype for 21st Century assessment of learning*. *The International Journal of Learning and Media*.

Nash, P., & Shaffer, D. W. (2008). *Player-mentor interactions in an epistemic game: A preliminary analysis*. Paper presented at the International Conference of the Learning Sciences (ICLS), Utrecht, Netherlands.

#### PRESENTATIONS

*Building Civic Engagement and Knowledge Through Youth Mapping*, Institute of Education Sciences Conference, Washington D.C., June 2008.

*Epistemic Network Analysis: Towards training mentors for epistemic games*, American Educational Research Association Conference. New York, New York. March 2008.

#### **MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

American Educational Research Association (AERA)

International Society of the Learning Sciences (ISLS)

#### **AWARDS AND HONORS**

Spencer Doctoral Research Program

“Best Student Paper” for “*Mentor modeling: The internalization of modeled professional thinking in an epistemic game*” at the International Conference for the Learning Sciences, Chicago, IL. 2010.