

LAURA R. LARKE

née Pinkerton

EDUCATION

- University of Oxford – DPhil in Education** Awarded July 2019
Dissertation: *“Does not compute: social dissonance in England's computing education policy.”*
- University of Oxford – MSc in Education (Learning & Technology)** Awarded Oct. 2015
Thesis: *“Teacher judgment, student agency, and the computing classroom: how teaching professionals translate policy into practice.”*
- University of California, Santa Cruz – BA in Sociology** Awarded May 2009

RESEARCH EXPERIENCE

- Postdoctoral Associate** Oct. 2019 – Present
Teaching Systems Lab
Massachusetts Institute of Technology
- 2020-2021 Affiliate** Sept. 2020 – Present
Berkman Klein Center for Internet and Society
Harvard University
- Postdoctoral Researcher** Feb. – Dec. 2019
Oxford Internet Institute
University of Oxford
- Research Assistant** Dec. 2014 – Feb. 2019
Oxford Internet Institute
University of Oxford
- Research Analyst** Jan. 2012 – Sept. 2014
Center for Technology in Learning
SRI International
- Research Assistant** Sept. 2008 – Sept. 2010
New Teacher Center
University of California, Santa Cruz

PUBLICATIONS

- Hillaire, G., Larke, L. R., & Reich, J. (2020). Digital storytelling through authoring simulations with Teacher Moments. In D. C. Gibson & M. N. Ochoa (Eds.), *Research highlights in technology and teacher education 2020*. Waynesville, NC: Association for the Advancement of Computing in Education (AACE).
- Sullivan, F. R., Hillaire, G., Larke, L. R., & Reich, J. (2020). Using Teacher Moments during the COVID-19 pivot. *Journal of Technology and Teacher Education*, 28(2), 303-313.

Larke, L. R. (2019). Agentic neglect: teachers as gatekeepers of England's national computing curriculum. *British Journal of Educational Technology*, 50(3), 1137-1150. doi: 10.1111/bjet.12744

CONFERENCE PAPERS & POSTERS

Dutt, R., Hillaire, G., Fang, A., **Larke, L. R.**, Rosé, C., & Reich, J. (2021). Investigating adoption and collaboration with digital clinical simulations by teacher educators. *Society for Information Technology and Teacher Education (SITE) 2021 Conference*, Online.

Larke, L. R., Hillaire, G., Dutt, R., Rose, C. P., & Reich, J. (2020). Cognitive dissonance and equity: designing digital simulations for K-12 computer science teacher education. *2020 International Conference of the Learning Sciences (ISLS)*, Nashville, TN.

Hillaire, G., **Larke, L. R.**, & Reich, J. (2020). Detecting confusion in everyday conversations. *Harvard Center for Research on Computation and Society (CRCS) Workshop on AI for Social Impact*, Cambridge, MA. doi: 10.13140/RG.2.2.31143.50081

Hillaire, G., **Larke, L. R.**, & Reich, J. (2020). Digital storytelling through authoring simulations with Teacher Moments. *Society for Information Technology & Teacher Education (SITE) International Conference*, New Orleans, LA.

Pinkerton, L. R., Brooke, S., Davies, H., Margaryan, A., & Lehdonvirta, V. (2019). Skills formation and skills matching in online platform work. *British Sociological Association's (BSA) Annual Conference*, Glasgow Caledonian University, Scotland.

Pinkerton, L. R. (2018). Failure to disrupt: the impact of England's national computing curriculum on primary schools. *Annual Conference of the British Educational Research Association (BERA)*, Northumbria University, England.

Pinkerton, L. R. (2017). Belief, judgement, and the computing classroom: how teaching professionals translate policy into practice. *Annual Conference of the British Educational Research Association (BERA)*, University of Sussex, England.

Pinkerton, L. R. (2016). Teacher judgment, student agency, and the computing classroom: how teaching professionals translate policy into practice. In S. Gargioni, A. M. Ramezanzadeh, A. Randhawa, & H. Arndt (Eds.), *Proceedings of the 2016 STORIES Conference: i2i – Inquiry to Impact* (pp. 77-83). Oxford: STORIES Conference. Oxford, England.

Moorthy, S., **Pinkerton, L. R.**, Llorente, C., Christiano, E. R., Hupert, N., & Rizzo, A. A. (2014). Digital learning in early childhood education: possibilities and points of entry. *Annual Meeting of the American Educational Research Association*, Philadelphia, PA.

REPORTS

Reich, J., Buttimer, C. J., Coleman, D., Colwell, R., Faruqi, F., & **Larke, L. R.** (2020). *What's lost, what's left, what's next: Lessons learned from the lived experiences of teachers during the pandemic*. Cambridge, MA: Massachusetts Institute of Technology. doi: 0.35542/osf.io/8exp9

Reich, J., Buttner, C. J., Fang, A., Hillarie, G., Hirsch, K., **Larke, L. R.**, Littenberg-Tobias, J., Moussapour, R., Napier, A., Thompson, M., & Slama, R. (2020). *Remote learning guidance from state education agencies during the COVID-19 pandemic: a first look*. Cambridge, MA: Massachusetts Institute of Technology. doi: 10.35542/osf.io/437e2

Masterman, L., Wilkin, S., Petrovai, K., **Pinkerton, L. R.**, & Young, E. (2015). *DIGE 2: student digital experience project 2 research report*. Oxford: University of Oxford.

Remold, J., Stephen, R., Bienkowski, M., Heying, E., **Pinkerton, L. R.**, & Lipton, A. (2014) *Teacher demand for digital courseware: a report for the Teacher Wallets Program*. A report to the Bill & Melinda Gates Foundation. Menlo Park, California: SRI International.

Gallagher, L., **Pinkerton, L. R.**, Dominguez, X., Michalchik, V., & Llorente, C. (2013). *Assessing the youth impact of the Computer Clubhouse Network: March 2013 youth impact survey administration*. A report to the Intel Computer Clubhouse Network. Menlo Park, California: SRI International.

SUPERVISION EXPERIENCE

Supervisor May 2020 – Present

Teaching Systems Lab

Massachusetts Institute of Technology

- Recruited and supervised a visiting senior computer science undergraduate from the University of Toronto, working on a database infrastructure and data visualization building project.
- Recruited and supervised a visiting doctoral student from University of Minnesota Twin Cities to conduct semi-structure interviews and qualitative analysis.

Mentor May – Aug. 2020

Teaching Systems Lab

Massachusetts Institute of Technology

- Provided academic and pastoral support to two undergraduate research assistants (one from MIT, one from Wellesley College).

Mentor Sept. 2017 – Aug. 2019

Learning & New Technologies Research Group

University of Oxford

- Provided academic and pastoral support to a new doctoral student.

TEACHING EXPERIENCE & CERTIFICATION

Teaching Fellow Fall 2020

Massachusetts Institute of Technology

- CMS.595/CMS.895: *Learning, Media, and Technology*

Certificate Program Student Awarded May 2020

Kaufman Teaching Certificate Program

Massachusetts Institute of Technology

Instructor Summer 2019

Oxford Prospects Programme

- *Technology & Higher Education* (visiting HE staff & faculty)

Instructor

Spring 2017 – Spring 2019

Department of Education
University of Oxford

- *Higher Education: Internationalization, Equity, & HE Policy* (master's students)
- *Foundations of Education Research* (master's)
- *Research Training Seminars* (doctoral students)
- *Philosophy of Educational Research* (doctoral and master's)

Certificate Program Student

Awarded June 2018

Supporting Learning Award – Staff & Educational Development Association
University of Oxford

FUNDING**British Academy** 2019

- Postdoctoral Fellowship (£362,245 – shortlisted)

British Educational Research Association 2018

- Student Conference Bursary (£235 – awarded)
- Student Travel Bursary (£250 – awarded)

St Cross College, University of Oxford 2018

- Student Travel & Research Fund (£200 – awarded)

ADDITIONAL PROFESSIONAL ACTIVITIES**Policy & Internet journal** 2019 – Present

- Associate Editor

Strategic CSforALL Resource & Implementation Planning Tool (SCRIPT) Program 2020 – Present

- Trained Workshop Facilitator

British Educational Research Association (BERA) *Research Intelligence* magazine November 2020

- Guest Editor: “Digital Technology in Education” (Issue 145)

Expanding Computing Education Pathways (ECEP) Alliance 2.0 Project 2019 – September 2020

- Data Equity Advisor