**Tara Robillard**

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**PROFESSIONAL PREPARATION**

**Eckerd College** Marine Science B.S. 1997

**Georgia State University** ScienceEducation M.Ed. 1999

**APPOINTMENTS**

**TERC Inc., Cambridge, MA 2001-present**

Senior Researcher and Developer. **NeuroVivid.** Developing an innovative maker curriculum to empower middle-school aged neurodiverse students to build their own simple Electroencephalogram (EEG) headsets to understand and interact with their brain activity.

Senior Researcher and Developer. **INFACT: Including Neurodiversity in Foundational and Applied Computational Thinking.** Developed an inclusive comprehensive program with instructional materials, assessment, and professional development for computational thinking in grades 3-8.

Senior Researcher and Developer. **CodePlay: Personalized Computational Thinking for Grades 3-8.** Research to practice partnership supporting the integration of computational thinking strategies into STEM teaching and learning grades 3-8.

Lead Evaluator. **PBS NewsHour Student Reporting Labs StoryMaker**. Conducted evaluation activities to determine how and to what extent StoryMaker supports teachers working with learners engaged in STEM-Integrated Student Journalism projects.

Lead Researcher. **STEM Workforce Stories for Adolescents Who Are Deaf or Hard of Hearing.** Researched the implementation of a set of 8 workforce stories for middle and high school students who are deaf or hard of hearing designed to increase their awareness of the range of STEM careers that are available to them and of their potential ability to pursue and succeed in a STEM career.

Lead Researcher and Developer. **Signing Glossaries for Science Exhibits** and **Signing Math and Science.** Developed and tested venue-specific signing glossaries for informal STEM learning environments and web-based and mobile interactive 3D standards-based math and science sign language dictionaries for students in grades K-12 who are deaf and hard of hearing.

Co-Principal Investigator. **Multimedia Literacy Tool for Learners with Autism.** Designed and tested a prototype Web-based eMapper tool designed to help learners with autism engage in standards-based learning.

**PUBLICATIONS**

Almeda M., Asbell-Clarke J., Robillard T., Bardar E., Edwards T., Dahlstrom-Hakki I. (2022). Emerging technologies for supporting neurodiverse learners [Conference symposium]. Available from:.AERA Annual Meeting; 2022 April; San Diego, CA.

Asbell-Clarke J., Robillard T., Edwards T., Bardar E., Weintrop D., Grover S. & Israel M.

(2022). Including neurodiversity in foundational and applied computational thinking

(INFACT). In SIGCSE 2022: Proceedings of the 53rd ACM Technical Symposium on

Computer Science Education Association for Computing Machinery; 2:1076.

Vesel, J., Clark, M., & Robillard, T. (2020). Use of a Signing Bioscience Dictionary in Increasing Student Interpreters’ American Sign Language Life Science Vocabulary. International Journal of Interpreter Education. 12(2):20-35.

Vesel, J. & Robillard, T. (2019). Glossary Apps for Science Exhibits. *Hands On!*

Vesel, J. & Robillard. T. (2017). Accessing Science Museums with Interactive Signing Dictionaries. *Journal of Visual Literacy*.

Vesel, J. & Robillard, T. (2017). Introducing the Inclusive What’s the Weather? eBook. *Hands On,* TERC. Inc.

Vesel, J. & Robillard, T. (2014). Increasing access to technical science vocabulary through use of universally designed signing dictionaries. In S. Burgstahler (Ed.), *Universal design in higher education: Promising practices.* Seattle: DO-IT, University of Washington.

Vesel, J. & Robillard, T. (2013). Teaching mathematics vocabulary with an interactive signing math dictionary. *Journal of Research on Technology in Education*. 45:4, 361-389.

**SYNERGISTIC ACTIVITIES**

Enrolled in the Graduate Certificate Program in Learning Differences (LD) and Neurodiversity at Landmark College; Former chair of TERC’s Institutional Review Board; Reviewer for the Journal of Science Education and Technology.