

Jordan T. Thevenow-Harrison

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they/them

Education

Ph.D. Educational Psychology, Learning Science

May 2018

Dissertation: **The incidental learning of feature distributions in supervised classification**

Advisor: Dr. Charles W. Kalish

University of Wisconsin–Madison, Madison, WI

M.S. Educational Psychology, Learning Science

August 2010 – May 2013

Thesis: What do children learn from an unrepresentative sample?

Advisor: Dr. Charles W. Kalish

University of Wisconsin–Madison, Madison, WI

B.S. Cognitive Science

December 2008

Capstone: A hazard model of premarital mate search in adolescents

Advisors: Dr. Peter M. Todd & Dr. Michael N. Jones

Indiana University–Bloomington, Bloomington, IN

Career History

Learning Designer, Software Engineer, JTTH LLC

2017 – current

I design and develop **iReadBetter** based on materials in Caleb Gattegno's Words In Color curriculum for the Bronx Charter School for Better Learning. The app consists of over 25,000 lines of code using the latest versions of Ionic, Angular 2+, and TypeScript. **iReadBetter** is based on the work of Dr. Caleb Gattegno and helps English language learners teach themselves how to read using color-coded letters representing spoken sounds called "signs" in many interactive activities that scaffold complexity as the user demonstrates their mastery.

I also design and develop a web portal that helps teachers administer and oversee classrooms that use **iReadBetter**, which uses Ruby on Rails 6, PostgreSQL, and Firebase to provide up-to-date information about students' progress through the app's curriculum.

I produced, project managed, and actively maintain **iSpellBetter**, a game for learning spelling, and consulted on **iCountBetter**, helping kids learn and improve counting and their sense of number. Collaborated remotely with and helped guide programmers to realize designs in code.

IT Consultant, University of Wisconsin–Madison Department of Educational Psychology

2010 – 2015

Responsible for all information technology needs of the department. Ordered, installed, configured, documented, and trained people in the use of hardware, software. Worked with department administrators, chairs, School of Education, and university to ensure compliance with IT policy.

Consulted on programming and statistical software for projects with professors and graduate students.

Project Assistant, Promoting Discriminative and Generative Learning

2012 – 2015

Project sought to understand some of the conditions that affect transfer in students' mathematical learning, studying how different ways of presenting mathematical problems encourage the development of different memory models, each affording different kinds of generalization. Helped design experiments, collected and analyzed data, and presented information at refereed conferences.

Research Assistant, Study of Children's Thinking Lab

2010 – 2015

Helped in design, participant recruitment, data collection, and analysis of experiments related to children's ability to reason scientifically.

Research Associate, Computational Language and Cognition Lab

June 2009 – November 2009

Created stimuli for two studies in psycholinguistics. Coded stimuli to develop a predictive model for diagnosing Alzheimer's through semantic network analysis. Translated BEAGLE, a semantic memory model, from FORTRAN 77 to 90 on Indiana University's Quarry supercomputer.

- Williams-Pierce, C., & Thevenow-Harrison, J. T. (2021). Zones of mathematical play. *Journal of the Learning Sciences*, 30(3), <https://doi.org/10.1080/10508406.2021.1913167>, 509–527.
<https://doi.org/10.1080/10508406.2021.1913167>
- Thevenow-Harrison, J. T., & Kalish, C. W. (2016). Learning from non-representative instances: Children's sample and population predictions. *Journal of Experimental Child Psychology*, 152, 335–342.
<https://doi.org/10.1016/j.jecp.2016.07.013>
- Kalish, C. W., & Thevenow-Harrison, J. T. (2014). Descriptive and inferential problems of induction: Toward common framework, In *Psychology of learning and motivation*. Elsevier.
- Rothschild, M., Williams, C. C., & Thevenow-Harrison, J. T. (2013). Counting apples and coconuts: Young children 'kinect-ing' sesame street and mathematics, In *Proceedings of the 9th annual Games+Learning+Society conference*, Madison, University of Wisconsin-Madison.
- Rothschild, M., Williams, C. C., & Thevenow-Harrison, J. T. (2013, November). Performance assessments. (M. Martinez & A. Superfine, Eds.). In M. Martinez & A. Superfine (Eds.), *Proceedings of the 35th annual meeting of the north american chapter of the international group for the psychology of mathematics education*, Chicago, IL, University of Illinois at Chicago.

Presentations

- Boncoddio, R., Young, A., Thevenow-Harrison, J. T., Murphy, A., Yunker, M., Kalish, C. W., Alibali, M. W., & Rogers, T. T. (2015). Linking symbols to underlying quantities supports transfer in mathematics [Poster presented at the biennial meeting of the Cognitive Development Society, Columbus, OH.].
- Thevenow-Harrison, J. T., Kalish, C. W., & Rhodes, M. (2015). How qualities of data and instruction affect children's learning [Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.].
- Rothschild, M., Williams, C. C., & Thevenow-Harrison, J. T. (2014). Counting apples and coconuts: Young children 'kinect-ing' sesame street and mathematics. [Poster submitted to the 2014 Wisconsin Alumni Research Foundation Discovery Challenge. Madison, WI: University of Wisconsin–Madison.] WCER kinect poster.
- Boncoddio, R. A., Thevenow-Harrison, J. T., Rogers, T., Alibali, M., & Kalish, C. W. (2013). The implications of varied training on creating and retrieving mathematics mental models [Poster presented at the annual meeting of the Association for Psychological Science, Washington, DC.].
- Boncoddio, R., Thevenow-Harrison, J. T., Alibali, M. W., Rogers, T. T., & Kalish, C. W. (2013). Practice with quantities promotes transfer in arithmetic problems [Poster presented at the biennial meeting of the Cognitive Development Society, Memphis, TN.].
- Ramarajan, D., Thevenow-Harrison, J. T., Rhodes, M., & Kalish, C. W. (2013). How effective is preschoolers' sampling at supporting their learning? [Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.] all/only poster.
- Thevenow-Harrison, J. T., Boncoddio, R. A., Rogers, T., Alibali, M., & Kalish, C. W. (2013). Promoting transfer in arithmetic learning through the use of discriminative memory models [Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.].
- Thevenow-Harrison, J., Kalish, C. W., & Young, A. (2013). Do children learn what they are taught or what they see? [Poster presented at the biennial meeting of the Cognitive Development Society, Memphis, TN.].
- Boncoddio, R. A., Thevenow-Harrison, J. T., Rogers, T., Alibali, M., & Kalish, C. W. (2012). Learning general and more specific relations from practice solving arithmetic problems [Poster presented at the annual meeting of the Psychonomic Society, Minneapolis, MN.].
- Thevenow-Harrison, J. T., & Kalish, C. W. (2012). Young children don't generalize from unrepresentative samples [Poster presented at the annual meeting of the Association for Psychological Science, Chicago, IL.].
- Thevenow-Harrison, J. T., & Kalish, C. W. (2011a). What can you learn from a deceptive teacher? Sample but not population statistics [Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, QC.].

- Thevenow-Harrison, J. T., & Kalish, C. W. (2011b). What do children learn through constrained sampling? Sample but not population statistics [Poster presented at the annual meeting of the Cognitive Science Society, Boston, MA.].
- Young, A., Kalish, C. W., & Thevenow-Harrison, J. T. (2011). Young children's response to variations in category sampling processes [Poster presented at the biennial meeting of the Cognitive Development Society, Philadelphia, PA.].

Professional Activities

Reviewer , <i>International Journal of Designs for Learning</i>	2016 – current
Academic committee , Educational Psychology Student Association, UW-Madison	2012 – 2015
Technology committee , Educational Psychology Student Association, UW-Madison	2010 – 2015
Reviewer , Games+Learning+Society Conference, University of Wisconsin-Madison	2013
Co-founder, Co-chair , Midwest Undergraduate Cognitive Science Conference, Indiana University	2008 – 2009
Co-president, Treasurer , Student Organization for Cognitive Science, Indiana University	2007 – 2008
Reviewer , Indiana Undergraduate Journal of Cognitive Science, Indiana University	2007 – 2008

Awards & Honors

Cognitive Science Program Outstanding Contribution Award winner , Indiana University	2009
Cognitive Science Undergraduate Research Grant , Indiana University	2008

Conference Organizing & Volunteer Activities

Volunteer , Games+Learning+Society Conference, Madison, WI.	2010 – 2015
Volunteer , Meeting of the Society for Philosophy & Psychology, Bloomington, IN.	2009
Volunteer , Meeting of the National Association for Computing and Philosophy, Bloomington, IN.	2009

References

Theodore Swartz , co-founder, Bronx Charter School for Better Learning	tswartz@bronxbetterlearning.org
Charles W. Kalish , primary academic advisor, University of Wisconsin–Madison	cwkalish@wisc.edu
Heidi Udelhoven , department administrator, University of Wisconsin–Madison	hudelhoven@wisc.edu
Timothy T. Rogers , D&G project co-PI, University of Wisconsin–Madison	ttrogers@wisc.edu
Martha W. Alibali , D&G project co-PI, University of Wisconsin–Madison	mwalibali@wisc.edu