



LUCILA CARVALHO

CONCISE CURRICULUM VITAE

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QUALIFICATIONS

2010 PhD (Architecture)

1989 BA Psychology

1997 Educational Psychology

PROFESSIONAL EXPERIENCE

Senior Lecturer in e-Learning and Digital Technologies
(2017- present)

Overall BA (Education) Coordinator (2019- present)

Member of the Centre for Equity Through Education,
Massey University

Member of COHHS Teaching & Learning Committee,
(2018- 2020)

Member of Our Changing World, Massey Outreach
Committee (2019-2020)

Coordinator of the following courses:

- 254.101 Introduction to Cultural & Social Studies
- 254.336 Learning in the Digital World
- 261.760 Digital Education & Design for Learning
- 261.765 Trends in Digital Education

PROFESSIONAL MEMBERSHIP / STAKEHOLDER RELATIONSHIPS

- Member of Australasian Society for Computers in Learning in Tertiary Education (ASCILITE)
- Member of New Zealand Association for Research in Education (NZARE)
- Co-convenor of Special Interest Group on Learning Environments NZARE
- Member of Higher Education Research and Development Society of Australasia (HERDSA)

RELEVANT PUBLICATIONS

- Carvalho, L., & Yeoman, P. (2021). Performativity of materials in learning: The learning-whole in action. *Journal of New Approaches in Educational Research*, 10(1), 28-42
- Carvalho, L., Yeoman, P., & Carvalho, J. (2021). It's your turn! Supporting social change through networked learning and game playing. In Bonderup Dohn, N., Børsen Hansen, S., Jørgen Hansen, J., de Laat, M., & Ryberg, T. (Eds.) *Conceptualizing and innovating education and work with networked learning*. Springer.
- Goodyear, P., Carvalho, L., & Yeoman, P. (2021). Activity-Centred Analysis and Design (ACAD): Core purposes, distinctive qualities and current developments. *Educational Technology Research & Development*, 69(2), 445-464.
- Green, J., Burrow, M., & Carvalho, L. (2020). Designing for Transition: Supporting Teachers and Students Cope with Emergency Remote Education. *Postdigital Science and Education*, 2(3), 906-922.
- Carvalho, L., & Yeoman, P. (2019). Connecting the dots: Theorizing and mapping learning entanglement through archaeology and design. *British Journal of Educational Technology*, 50(3), 1104-1117.
- Heredia, J. de M., Carvalho, L., Viera, E. M. F. (2019). Designing for distance learning in developing countries: A case study. *Journal of Open, Flexible and Distance Learning*, 23(1), 5-16.
- Carvalho, L., & Goodyear, P. (2019). Productive learning networks. In M. Peters (Ed.) *Encyclopedia of Teacher Education*. Springer
- Carvalho, L. (2018). Networked societies for learning: Emergent learning activity in connected and participatory meshworks. In Spector, J. M., Lockee, B.B., & Childress, M. D. (Eds.), *Learning, Design, and Technology: An International Compendium of Theory, Research, Practice, and Policy*. Springer. doi: 10.1007/978-3-319-17727-4_55-1
- Carvalho, L., & Garduño Freeman, C. (2018). CmView: Learning by walking and sharing social values. In Bonderup Dohn, N., Cranmer, S., Sime, J., de Laat, M., & Ryberg, T. (Eds.) *Networked learning: Reflections and challenges* (pp. 167-186). Springer.
- Carvalho, L., & Yeoman, P. (2018). Framing learning entanglement in innovative learning spaces: Connecting theory, design, and practice. *British Educational Research Journal*, 44(6), 1120-1137.
- Carvalho, L., Goodyear, P. & de Laat, M. (Eds.). (2017). *Place-based spaces for networked learning*. New York: Routledge.
- Carvalho, L., & Goodyear, P. (Eds.). (2014). *The architecture of productive learning networks*. New York: Routledge.