

VICTOR W. LAW

The Organization, Information & Learning Sciences Program, College of University Libraries & Learning Sciences,
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EDUCATION

UNIVERSITY OF OKLAHOMA

Norman, Oklahoma

PhD, Educational Psychology

Concentration : Instructional Psychology & Technology

Research interests: ill-structured problem solving; computer-supported collaborative learning; self-regulation; game-based learning; simulation-based learning; online learning community; motivation; adoption and use of technology

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Urbana-Champaign, Illinois

Master of Business Administration

Concentration: Management Information Systems

UNIVERSITY OF WATERLOO

Waterloo, Ontario, Canada

Master of Applied Science in Management Sciences

SAN FRANCISCO STATE UNIVERSITY

San Francisco, California

Bachelor of Science in Statistics

ACADEMIC POSITIONS

UNIVERSITY OF NEW MEXICO

Albuquerque, New Mexico

Program Director, 2018-Present

Associate Professor, 2108-Present

Associate Program Director, 2016-2018

Assistant Professor, 2012 - 2018

Courses Taught

- OILS 102 Online Learning and Strategies for Success (online)
- OILS 440 Survey of Human Resource Development and Instructional Technology (online)
- OILS 502 Instructional Multimedia (Face-to-Face)
- OILS 504 Instructional Use of Computer Simulations (online)
- OILS 543 Instructional Design (Face-to-Face & online)
- OILS 570 Foundation of Research Methods in Learning and Social Sciences (Face-to-Face)
- OILS 597 Capstone (online)
- OILS 593 Professional Seminar for OILS (Face-to-Face)
- OILS 600 Science, Technology and Society (Face-to-Face)
- OILS 604 Current Research Methods for the Study of Learning (Face-to-Face)
- OILS 639 Advanced Instructional Technology Seminar (Face-to-Face)

UNIVERSITY OF OKLAHOMA

Norman, Oklahoma

Teaching and Research Assistant, 2006-2012

Courses Taught

- EIPT 3043 Learning with Educational Technology
- MIS 2113 Introduction to MIS Lab

UNIVERSITY OF WATERLOO

Waterloo, Ontario, Canada

Teaching Assistant, 1993-1994

Courses Taught

- M Sci 311 Organizational Design and Technology Lab

REFEREED PUBLICATIONS

1. Vazquez, I. R, Sharma, P, **Law, V.**, Jackson, N, & Pleil, M. (2022). Initial observations of a community college microsystem fabrication-focused undergraduate research experience. *Journal of Advanced Technological Education*, 1(1).
2. Huang, K, & **Law, V.** (2022). Help seeking from peers in an online class: roles of students' help-seeking profiles and epistemic beliefs. *Journal of Educational Technology & Society*, 25(3), 1-14.
3. Byun, J., Kang, S. P., **Law, V.**, Jeon, S., & Seo, Y (2020). Citizenship behavior and learner engagement in collaborative learning: Exploring dual mediation with emergent leadership and group cohesion. *International Journal of Teaching and Learning in Higher Education*, 32(3), 402-417. (SCImago Journal Rank: 0.124)
4. Kang, S. P., Byun, J., **Law, V.**, Seo, Y., & Ferris, K. (2020). Adapting and validating of a measure of organizational citizenship behavior measure in collaborative learning (OCB-CL). *International Journal of Knowledge Management and E-Learning*, 12(3), 153-169. (SCImago Journal Rank: 0.526)
5. **Law, V.**, Ge, X. & Huang, K. (2020). Ill-structured problem solving in technology-supported learning environments. In M.J. Bishop, E. Boling, J. Elen, & V. Svihla (Ed.), *Handbook of research on educational communications and technology (5th ed.)*. (pp. 321-343). Springer
6. Chen, C-H. K., Shih, C-C, **Law, V.** (2020). The effects of competition in digital game-based learning (DGBL): A meta-analysis. *Educational Technology Research and Development*, 68(4), 1855-1873. Doi: 10.1007/s11423-020-09794-1 (SSCI Indexed: Impact Factor = 3.565)
7. Huang, K., **Law, V.**, Ge, X., Hu, L., & Chen, Y. (2019). Exploring patterns in undergraduate students' information problem solving: A cross-case comparisons analysis. *Knowledge Management & E-Learning: An International Journal*, 11(4), 428-448. <https://doi.org/10.34105/j.kmel.2019.11.023> (SCImago Journal Rank: 0.414)
8. Huang, K., **Law, V.**, & Lee, S.J. (2019). Role of learners' epistemic beliefs in an online community of inquiry. *British Journal of Educational Technology*, 50(4), 1882-1895. <https://doi.org/10.1111/bjet.12684> (SSCI Indexed: Impact Factor = 2.951)
9. Chen, C-H. K., **Law, V.**, & Huang, K. (2019). The roles of engagement and competition on learner's performance and motivation in game-based science learning. *Educational Technology Research and Development*, 67(4), 1003–1024. <https://doi.org/10.1007/s11423-019-09670-7> (SSCI Indexed: Impact Factor = 2.303)
10. Xie, K., Hensley, L.C., **Law, V.**, & Sun, Z. (2019). Self-regulation as a function of perceived leadership and cohesion in small group online collaborative learning. *British Journal of Educational Technology*, 50(1), 456-468. doi:10.1111/bjet.12594 (SSCI Indexed: Impact Factor = 2.951)
11. Tawfik, A.A., **Law, V.**, Ge, X., Xing, W., & Kim, K. (2018). The effect of sustained vs. faded scaffolding on students' argumentation in ill-structured problem solving. *Computers in Human Behavior*, 87, 436-449. <https://doi.org/10.1016/j.chb.2018.01.035> (SSCI Indexed: Impact Factor = 4.306; Outstanding Empirical Journal Article Award, Research and Theory Division of the Association for Educational Communications and Technology)
12. Huang, K., & **Law, V.** (2018). Learners' engagement online in peer help. *American Journal of Distance Education*, 32(3), 177-189. <https://doi.org/10.1080/08923647.2018.1475982> (SCImago Journal Rank: 0.71)
13. Chen, C.-H., **Law, V.**, & Chen, W.-Y. (2018). The effects of peer competition-based science learning game on secondary students' performance, achievement goals, and perceived ability. *Interactive Learning Environments*, 26(2), 235-244. <https://doi.org/10.1080/10494820.2017.1300776> (SSCI Indexed: Impact Factor = 1.929)
14. Huang, K., Ge, X., & **Law, V.** (2017). Deep and surface processing of instructor's feedback in an online course. *Journal of Educational Technology & Society*, 20(4), 247-260. (SSCI Indexed: Impact Factor = 1.767)
15. Ge, X., Wang, Q., Huang, K., **Law, V.**, & Thomas, D. (2017). Designing simulated learning environments and facilitating authentic learning experiences in medical education. In J. Stefaniak (Ed.), *Advancing medical education through strategic instructional design*. IGI Global.
16. **Law, V.** & Chen, C-H. K. (2016). Prompting science learning in game-based learning with question prompts and feedback. *Computers and Education*, 103, 134-143. <https://doi.org/10.1016/j.compedu.2016.10.005> (SSCI Indexed: Impact Factor = 3.819)

17. Ge, X., **Law, V.**, & Huang, K. (2016). Detangling the interrelationships between self-regulation and ill-structured problem solving in problem-based learning. *The Interdisciplinary Journal of Problem-based Learning*, 10(2). <https://doi.org/10.7771/1541-5015.1622> (Journal acceptance rate: 10–20%).
18. **Law, V.**, Ge, X., & Eseryel, D. (2016). Development of a self-regulation in a social context scale in a collaborative problem-solving environment. *Technology, Knowledge and Learning*, 21(2), 243-253. <https://doi.org/10.1007/s10758-016-9274-z> (SCImago Journal Rank: 0.64)
19. Chen, C-H. K. & **Law, V.** (2016). Scaffolding individual and collaborative game-based learning in learning performance and intrinsic motivation. *Computers in Human Behavior*, 55, Part B, 1201-1212. <https://doi.org/10.1016/j.chb.2015.03.010> (SSCI Indexed: Impact Factor = 3.435)
20. Eseryel, D., **Law, V.**, Ifenthaler, D., Ge, X., & Miller, R. (2014). An investigation of the interrelationships between motivation, engagement, and complex problem solving in game-based learning. *Journal of Educational Technology & Society*, 17(1), 42-53. (SSCI Indexed: Impact Factor = 1.018)
21. Boverie, P., Grassberger, R., & **Law, V.** (2013). Leading individual development and organizational change around learning, meaning, and nurturing environment. *Advances in Developing Human Resources*, 15(4), 382-400. <https://doi.org/10.1177/1523422313498564> (SCImago Journal Rank: 0.52)
22. Eseryel, D. & **Law, V.** (2012). Effect of cognitive regulation in understanding complex science systems during simulation-based inquiry learning. *Technology, Instruction, Cognition, and Learning*, 9(1-2), 111-132. (Journal acceptance rate: 10%)
23. Eseryel, D., Guo, Y., & **Law, V.** (2012). Interactivity³ design and assessment framework for educational games to promote motivation and complex problem-solving skills. In D. Ifenthaler, D. Eseryel, & X. Ge (Eds.). *Assessment in game-based learning: Foundations, innovations, and perspectives*. (pp. 257-285). Springer.
24. Ge, X., **Law, V.**, & Huang, K. (2012). Diagnosis, supporting, and fading: A scaffolding design framework for adaptive e-learning systems. In H. Wang (Ed.), *Interactivity in e-learning: Case studies and frameworks*. (pp. 116-142). IGI Global.
25. **Law, V.**, Ge, X & Eseryel, D. (2011). An investigation of the development of a reflective virtual learning community in an ill-structured domain of instructional design. *International Journal of Knowledge Management and E-Learning*, 3(4), 513-533. (SCImago Journal Rank: 0.30)
26. Eseryel, D., Ge, X., Ifenthaler, D., & **Law, V.** (2011). Dynamic modeling as a cognitive regulation scaffold for complex problem-solving skills in an educational massively multiplayer online game environment. *Journal of Educational Computing Research*, 45(3), 265-286. (SSCI Indexed: Impact Factor = 0.440; Outstanding Journal Article Award, Design and Development Division of the Association for Educational Communications and Technology)

CONFERENCE PROCEEDINGS (REFEREED)

1. Ge, X., Chen, C-H. K., **Law, V.**, Hu, L., Chen, Y. (2019). The role of prior knowledge and prior experience on collaborative versus individual problem solving. In J. Theo Bastiaens (Ed.), *Proceedings of EdMedia + Innovate Learning* (pp. 937-940). Association for the Advancement of Computing in Education (AACE).
2. Oishi, M., Svihla, V., **Law, V.** (2017). Improved learning through collaborative, scenario-based quizzes in an undergraduate control theory course. *Proceedings of American Society for Engineering Education 124th Annual Conference*, Columbus, OH.
3. Hensley, L., Cutshall, J., **Law, V.**, Xie, K., Lu, L. (2016). A qualitative exploration of self- and socially shared regulation in online collaborative learning. *Proceedings of the 12th International Conference of the Learning Sciences*, (Vol 2, pp. 859-861).
4. Huang, K., **Law, V.**, Ge, X. (2016). How do learners with different epistemic beliefs and needs for closure approach instructor's feedback in project-based learning? *Proceedings of the 12th International Conference of the Learning Sciences*, (Vol 2, pp. 1259 - 1260).
5. Svihla, V., Datye, A., Gomez, J., **Law, V.**, & Bower, S (2016). Mapping assets of diverse groups for chemical engineering design problem framing ability. *Proceedings of American Society for Engineering Education 123rd Annual Conference*, <https://doi.org/doi:10.18260/p.25675>
6. **Law, V.**, Ge, X & Eseryel, D. (2011). Dimensions of social interactions contributing to knowledge construction and building in an online learning community. *Proceedings of the 9th International Conference on Computer-Supported Collaborative Learning (CSCL)*, (Vol 2, pp. 586-590).

7. Eseryel, D., & **Law, V.** (2010). Promoting learning in complex systems: Effect of question prompts versus system dynamics model progressions as a cognitive-regulation scaffold in a simulation-based inquiry-learning environment. S. R. Goldman, J. Pellegrino, K. Gomez, L. Lyons, J. Radinsky (Eds). *Learning in the Disciplines: Proceedings of the 9th International Conference of the Learning Sciences* (Vol. 1, pp. 1111-1118).

PUBLICATIONS (NON- REFEREED)

1. Ge, X., **Law, V.**, & Tawfik, A. (2016). The design of scaffolding and fading: Research issues and challenges. Wang, M., Kirschner, P.A., Bridges, S. M. (Eds). *Proceedings of the workshop on computer-based learning environments for deep learning in inquiry and problem-solving contexts* (pp. 19-24)
2. Kang, S. P., Svihla, V., **Law, V.** and Grassberger, R. (2016). Human performance technology blooms in the high desert. *Performance Improvement*, 55(3), 24–34. <https://doi.org/10.1002/pfi.21562>

MANUSCRIPTS UNDER REVIEW

1. de Oliveria Neto, J.D., **Law, V.**, Kang, S.P. (revised & resubmitted). The adoption of open educational resources in the global south. *Journal of Computing in Higher Education*
2. Chen, C.-H., & **Law, V.** (under review). Adaptive scaffold and engagement in game-based learning. *Journal of Computer Assisted Learning*.
3. **Law, V.** Jimenez, M., Kittinger, L. & Lopez, B. (under review). A meta-analysis on the implementation of digital badges in educational settings. *Journal of Educational Technology & Society*

MANUSCRIPTS IN PROGRESS

1. Jimenez, M., Svihla, V., **Law, V.** & Oishi, M. (in preparation). Students' co-regulation and leadership during a complex problem-solving assessment: An eye-tracking study
2. Eseryel, D. & **Law, V.** (in preparation). Complexity, cognitive regulation, and the understanding of a complex science system.
3. Xie, K., **Law, V.**, Hensley, L., Cutshall, J., Lu, L. (in preparation). A multilevel approach of examining self-regulation in small group online collaborative learning: The role of motivation, self-efficacy and co-regulation.
4. **Law, V.**, Ge, X. & Eseryel, D. (in preparation). A multilevel investigation of the social aspects of self-regulation in the context of collaborative ill-structured problem solving
5. Chen, Y., Tucker, M., & **Law, V.** (in preparation). Emerging trends and issues of mobile-assisted language learning for young learners: A literature review from 2004 to 2019.
6. Chen, Y., **Law, V.**, & Tucker, M. (in preparation). Mobile-assisted writing development for young learners: A meta-analysis from 2004-2019.
7. **Law, V.**, Ge, X. & Eseryel, D. (in preparation). Dynamics of the social aspects of self-regulation during ill-structured collaborative problem solving.
8. **Law, V.**, Ge, X., & Huang, K. (in preparation). The effects of prompts on learning outcomes in technology-supported learning environments: A meta-analysis.

CONFERENCE PRESENTATIONS (REFEREED)

1. Almamoori, O, Hargus, C., Huang, K, Lee-Post, A., & **Law, V.** (submitted). Using social media for academic help seeking in an online class: Student and instructor perspectives. Paper submitted to *the Annual Conference of the Association for Educational Communications and Technology*.
2. Huang, K, **Law, V.** & Ge, X. (submitted). Students' challenges in working on a simulated case study: An empirical investigation. Paper submitted to *the Annual Conference of the Association for Educational Communications and Technology*.
3. Mohammadkhorasani, A., Hanson, J., Susmita, S., Cowan, A., **Law, V.**, Moreu, F.(submitted). Assessing the possibility of railroad inspection improvement using augmented reality. Paper submitted to IWSHM (2021).
4. Cowan, A. & **Law, V.** (accepted). Augmented reality adoption for training and performance development. Paper submitted to *the Annual Meeting of the American Educational Research Association*.

5. Chen, C.-H., & **Law, V.** (2021). Adaptive scaffold and engagement in game-based learning. Paper presented at *the Annual Conference of the Association for Educational Communications and Technology*, Chicago, IL, November, 1-6, 2020.
6. Byun, J., Kang, S. P., **Law, V.**, Jeon, S., & Seo, Y. (2020). The mechanism of the relationship between organizational citizenship behavior and learner engagement in collaborative learning. Paper presented at *the Annual Conference of the Association for Educational Communications and Technology*. November, 2-7, 2020.
7. **Law, V.** Huang, K, Chen, Y., Hu, L., & Ge, X. (2020). Discovering the relationship between information problem-solving patterns and epistemic beliefs: A sequential analysis. Paper to be presented at *the Annual Meeting of the American Educational Research Association*, San Francisco, CA, April 17-21, 2020. <https://www.aera20.net/> (Conference canceled)
8. Chen, C.-H., **Law, V.**, & Shih, C.-C. (2020). A meta-analysis of the effects of competition in digital game-based learning (DGBL). Poster to be presented at *the Annual Meeting of the American Educational Research Association*, San Francisco, CA, April 17-21, 2020. <https://www.aera20.net/> (Conference canceled)
9. Jimenez, M. J., Svihla, V., **Law, V.** & Oishi, M. (2020). Students' co-regulation during a complex problem-solving assessment: An eye-tracking study. Poster to be presented at *the Annual Meeting of the American Educational Research Association*, San Francisco, CA, April 17-21, 2020.. <https://www.aera20.net/> (Conference canceled)
10. Huang, K, Chen, Y., Hu, L., Ge, X., & **Law, V.** (2019). Exploring patterns in undergraduate students' information problem solving: A cross-case comparisons analysis. Paper presented at *the Annual Conference of the Association for Educational Communications and Technology*. Las Vegas, NV, October, 21-25, 2019.
11. Kang, S. P., Byun, J., Seo, Y., **Law, V.**, & Ferris, K. (2019). Developing an organizational citizenship behavior (OCB) measure for collaborative learning in higher education. Paper presented at *the Annual Conference of the Association for Educational Communications and Technology*. Las Vegas, NV, October, 21-25, 2019.
12. Ge, X., **Law, V.**, Chen, C-H. K., Hu, L., Chen, Y. (2019). The role of prior knowledge and prior experience on collaborative versus individual problem solving. Paper presented at *the Annual Conference of EdMedia + Innovate Learning*. Amsterdam, The Netherlands, June 24-28, 2019.
13. Lopez, B., Jimenez, M., Kittinger, L., **Law, V.**, Prescott, P., Schaaf, S., & Merchant, Z. (2019). A meta-analysis on the implementation of digital badges in educational settings. Paper presented at *the Annual Meeting of the American Educational Research Association*, Toronto, Ontario, Canada, April 5-9, 2019.
14. Huang, K., & **Law, V.** (2018). Learners' engagement in peer help in an online technology course. Paper presented at *the Annual Conference of the Association for Educational Communications and Technology*, Kansas City, MO, October, 23-27, 2018.
15. Tawfik, A., **Law, V.**, Ge, X., Xing, W., and Kim, K. (2018). The effect of sustained vs. faded scaffolding on students' argumentation in ill-structured problem solving. Paper presented at *the Annual Conference of the Association for Educational Communications and Technology*, Kansas City, MO, October, 23-27, 2018.
16. **Law, V.** & Huang, K. (2018). Online learners' peer help: Roles of help-seeking tendencies and epistemic beliefs. Paper presented at *the Annual Meeting of the American Educational Research Association*. New York, NY, April 5-9, 2018.
17. Kang, S. P., Svihla, V., & **Law, V.** (2017), Pedagogical, managerial, social, and technical: Graduate teaching assistants' navigation and development as online instructors. Paper presented at *the Annual Conference of the Association for Educational Communications and Technology*, Jacksonville, FL, November 7-11, 2017.
18. Oishi, M., Svihla, V., & **Law, V.** (2017). Improved learning through collaborative, scenario-based quizzes in an undergraduate control theory course. Paper presented at *the Annual Conference of the American Society of Engineering Education*, Columbus, OH, June 25-28, 2017.
19. Liu, Y., & **Law, V.** (2017). Immersive virtual reality applications of physics education: A literature review. Paper presented at the *HKAECT-AECT 2017 International Research Symposium*, Hong Kong, China, June 15-17, 2017.
20. de Oliveria Neto, J.D., **Law, V.**, & Kang, S.P. (2017). Adoption of open educational resources in the global south. Paper presented at the *HKAECT-AECT 2017 International Research Symposium*, Hong Kong, China, June 15-17, 2017.

21. Huang, K., **Law, V.**, Ge, X., & Yu, C. (2017). The role of epistemic beliefs in the process of solving an information problem. Paper presented at *the Annual Meeting of the American Educational Research Association*, San Antonio, TX, April 27 – May 1, 2017.
22. Huang, K., **Law, V.** & Ge, X. (2017). Learners' deep and surface processing of instructor's feedback: motivational and epistemological perspectives. Poster presented at *the Annual Meeting of the American Educational Research Association*, San Antonio, TX, April 27 – May 1, 2017.
23. Ge, X., Chen, C-H. K. & **Law, V.** (2017). Problem difficulty: Prior knowledge, experience, and perceived need for scaffolding in PBL. Paper presented at *the Annual Meeting of the American Educational Research Association*, San Antonio, TX, April 27 – May 1, 2017.
24. Bowers, S., Svihla, V., & **Law, V.** (2017). Assessment-as-learning: Increases in self-efficacy in a design-build school. Paper presented at *the Annual Meeting of the American Educational Research Association*, San Antonio, TX, April 27 – May 1, 2017.
25. **Law, V.**, Tawfik, A., & Ge, X. (2016). Fading of scaffolds in argumentation during ill-structured problem-solving tasks. Paper presented at *the Annual Conference of the Association for Educational Communications and Technology*, Las Vegas, NV, October, 17-21, 2016.
26. Huang, K., **Law, V.**, & Lee, S.J. (2016). Examining the relationship between learners' epistemic beliefs and perceptions of online learning. Paper presented at *the Annual Conference of the Association for Educational Communications and Technology*, Las Vegas, NV, October, 17-21, 2016. (Received **2016 AECT Division of Distance Learning (DDL) Burmeister Award, 3rd place winner**)
27. Svihla, V., Datye, A., Gomez, J., **Law, V.**, & Bowers, S. (2016). Mapping assets of diverse groups for chemical engineering design problem framing ability. Paper presented at *the Annual Conference of the American Society of Engineering Education*, New Orleans, LA, June 26-29, 2016. (Received **2016 ASEE Best Diversity Paper**)
28. Hensley, L., Cutshall, J., **Law, V.**, Xie, K., & Lu, L. (2016). A qualitative exploration of self- and socially shared regulation in online collaborative learning. Paper presented at *the International Conference of the Learning Sciences*, Singapore, June 20-24, 2016.
29. Huang, K., **Law, V.** & Lee, S. J. (2016). Role of epistemic beliefs in an online community of inquiry. Poster presented at *the Annual Meeting of the American Educational Research Association*, DC, April 7-12, 2016.
30. Huang, K., **Law, V.**, & Ge, X. (2016). How do learners with different epistemic beliefs and needs for closure approach instructor's feedback in project-based learning? Poster presented at *the International Conference of the Learning Sciences*, June 20-24, 2016.
31. Tawfik, A., **Law, V.** & Ge, X. (2016). The design of scaffolding process: Effects of question prompts and its fading. Paper presented at *the Annual Meeting of the American Educational Research Association*, DC, April 7-12, 2016.
32. Huang, K., **Law, V.** & Ge, X. (2016). Epistemic beliefs and need for closure: Effects on students' responses to feedback in a problem-based learning environment. Paper presented at *the Annual Meeting of the American Educational Research Association*, DC, April 7-12, 2016.
33. Chen, C-H. K. & **Law, V.** (2016). Social influences and technology acceptance on college students' smartphone apps use intention. Paper presented at *the Annual Meeting of the American Educational Research Association*, DC, April 7-12, 2016.
34. **Law, V.** & Chen, C-H. K. (2015). Prompting science students for cognitive engagement in game-based learning: Types of question prompts and feedback. **Featured Research Paper** presented at *the Annual Conference of the Association for Educational Communications and Technology*, Indianapolis, IN, Nov 3-7, 2015.
35. Huang, K. & **Law, V.** (2015). Piloting a peer support forum in a fully online technology class. Paper presented at *the Annual Conference of the Association for Educational Communications and Technology*, Indianapolis, IN, Nov 3-7, 2015.
36. Pun, A., Knottenbelt, S., **Law, V.**, Smith, G., Stark, A., Sanchez, D., & Svihla, V. (2015). Educational outcomes and student perceptions of introductory science instruction in studio classrooms at an ethnically and socioeconomically diverse large university. Paper presented at *3rd Biennial National Forum on Active Learning Classrooms*, Minneapolis, MN, August 5-7, 2015.
37. **Law, V.**, Ge, X., & Eseryel, D. (2015). Development of a self-regulation in a social context scale in a collaborative problem-solving environment. Paper presented at *the Annual Meeting of the American Educational Research Association*, Chicago IL, April 16-20, 2015.

38. Xie, K., & **Law, V.** (2015). A multilevel approach of examining self-regulation in small group online collaborative learning: The role of motivation, self-efficacy and co-regulation. Paper presented at *the Annual Meeting of the American Educational Research Association*, Chicago IL, April 16-20, 2015.
39. Tyson, K., Svihla, V., **Law, V.**, Collins, J., Stiles, A., Bryant, J., & Kooser, A. (2015). Designerly listening and learning. Poster presented at *the Annual Meeting of the American Educational Research Association*, Chicago IL, April 16-20, 2015.
40. **Law, V.**, Ge, X., & Eseryel, D. (2014). Effects of self-regulation and co-regulation on collaborative ill-structured problem solving. Paper presented at *the Annual Conference of the Association for Educational Communications and Technology*, Jacksonville, FL, November 4-8, 2014.
41. **Law, V.**, Huang, K., & Ge, X. (2014). A meta-analysis of the scaffolding effects of question prompts in technology-supported learning environments. Paper presented at *the Annual Conference of the Association for Educational Communications and Technology*, Jacksonville, FL, November 4-8, 2014.
42. Wilder, S., & **Law, V.** (2014). Scaffolding self-regulation in technology-supported problem- and inquiry-based learning. Poster presented at *the Annual Conference of the Association for Educational Communications and Technology*, Jacksonville, FL, November 4-8, 2014.
43. Xie, K., **Law, V.**, Hensley, L., & Sun, Z. (2014). Emergent team leadership in small group online collaborative learning. Paper presented at *the International Conference of the Learning Sciences*, Boulder CO, June 23-June 27, 2014.
44. Xie, K., Hensley, L., **Law, V.**, & Sun, Z. (2014). The effect of perceived leadership on small group online collaborative learning through asynchronous online discussions. Paper presented at *the Annual Meeting of the American Educational Research Association*, Philadelphia, PA, April 3-April 7, 2014.
45. **Law, V.**, Granato, J., & McGinnis, S. (2013). Learning by doing for a thirty second task – Triage! Poster presented at *the Annual Conference of the Association for Educational Communications and Technology*, Anaheim, CA, October 29- November, 2, 2013.
46. Ifenthaler, D., Eseryel, D., Ge, X., **Law, V.** & Miller, R. (2013). Do cognitive structure and motivation influence problem representation in game-based learning? Paper presented at *the Annual Meeting of the American Educational Research Association*, San Francisco, California, April 27-May 1, 2013.
47. **Law, V.**, Ge, X. & Eseryel, D. (2012). Dynamics of the social aspects of self-regulation during ill-structured collaborative problem-solving. **Featured Research Paper** presented at *the Annual Conference of the Association for Educational Communications and Technology*, Louisville, Kentucky, October 31-November 3, 2012.
48. **Law, V.** & Eseryel, D. (2012). Complexity, cognitive regulation, and the understanding of a complex science system. Paper presented at *the Annual Meeting of the American Educational Research Association*, Vancouver, British Columbia, Canada, April 13-17, 2012.
49. Eseryel, D., Miller, R., **Law, V.**, Ifenthaler, D., & Ge, X., (2012). An investigation of the interrelationships between motivation, game-play behavior, and quality of problem representation in an MMOG learning environment. Paper presented at *the Annual Meeting of the American Educational Research Association*, Vancouver, British Columbia, Canada, April 13-17, 2012.
50. **Law, V.** & Eseryel, D. (2011). Cognitive regulation in a simulation-based inquiry learning environment. Paper presented at *the Annual Conference of Association for Educational Communications and Technology*, Jacksonville, FL, November 8-12, 2011.
51. **Law, V.**, Ge, X & Eseryel, D. (2011). Dimensions of social interactions contributing to knowledge construction and building in an online learning community. Paper presented at *the 9th International Conference on Computer-Supported Collaborative Learning (CSCL)*, Hong Kong, China, July 4-8, 2011.
52. **Law, V.**, Ataman, I, & Ge, X. (2010). Virtual drug lab – pharmacokinetics in an open-ended learning environment. Paper presented at *the Annual Conference of Association for Educational Communications and Technology (AECT)*, Anaheim, CA, October 26-30, 2010.
53. **Law, V.**, Eseryel, D., & Ge, X. (2010). Development of instructional design expertise in a blended learning environment. Paper presented at *the Annual Conference of Association for Educational Communications and Technology (AECT)*, Anaheim, CA, October 26-30, 2010.
54. Eseryel, D, Ge, X., **Law, V.**, Hayes, T., Guo, Y. & Ifenthaler, D., (2010). Effects of digital game-based learning on motivation and complex problem solving skills: Design implications. Paper presented at *the Annual Conference of Association for Educational Communications and Technology (AECT)*, Anaheim, CA, October 26-30, 2010.

55. Eseryel, D. & **Law, V.** (2010). Promoting learning in complex systems: Effect of question prompts versus system dynamics model progressions as a cognitive-regulation scaffold in a simulation-based inquiry-learning environment. Paper presented at *the International Conference of Learning Sciences*, Chicago, IL, June 29-July 2, 2010.
56. Eseryel, D., Ge, X., **Law, V.**, Guo, Y., Ifenthaler, D., & Miller, R. (2010). A longitudinal study on the impact of digital game-based learning on complex problem solving skill acquisition: The effect of system dynamics modeling as a scaffold for self-regulation. Paper presented at *the Annual Meeting of the American Educational Research Association*, Denver, CO, April 30-May 4, 2010.
57. Eseryel, D., Ifenthaler, D., Ge, X., **Law, V.**, Guo, Y. (2009). A validation study of a methodology for assessing progress of learning and complex, ill-structured problem solving in STEM domains. Paper presented at *IADIS International Conference on Cognition and Exploratory Learning in Digital Age (CELDA)*, Rome, Italy, November 20-22, 2009.
58. Ge, X., Eseryel, D., **Law, V.**, Hayes, T., & Guo, Y. (2009). Implementing technology-rich design-based research: Complexities and challenges. Paper presented at *the Annual Convention of Association for Educational Communications and Technology*, Louisville, Kentucky, October 27-31, 2009.
59. Eseryel, D., Ge, X., **Law, V.**, Hayes, T., Guo, Y., & Ifenthaler, D. (2009). The effects of an educational massively multiplayer online game on students' complex problem solving skill acquisition. Paper presented at *the Annual Convention of Association for Educational Communications and Technology*, Louisville, Kentucky, October 27-31, 2009.
60. **Law, V.** & Miranda, S. (2007) Effects of IT-based connectivity on firms' innovation capability and performance. Paper presented at DIGIT Workshop held in conjunction with the *International Conference on Information Systems (ICIS)*, Montreal, Québec, Canada, December 9-12, 2007.

CONFERENCE PRESENTATIONS (NON-REFEREED)

1. Ge, X., **Law, V.**, & Tawfik, A. (2016). The design of scaffolding and fading: Research issues and challenges. Research presented at the pre-conference workshop "Computer-Based Learning Environments for Deep Learning in Inquiry and Problem-Solving Contexts" organized by Wang, M., Kirschner, P.A., Bridges, S. M. at *the 12th International Conference of the Learning Sciences*, Singapore, June 20-21, 2016.
2. **Law, V.**, & Martens, R. (2015). Examining the impact of declarative knowledge and documentation of problem solution on Mathematics learning. Paper presented at *The Southwest Consortium for Innovative Psychology in Education*, Albuquerque, NM, Nov 5-6, 2015.
3. Svihla, V. **Law, V.**, Pun, A., Knottenbelt, S., Smith, G., Stark, A., Sanchez, D., (2015). Finding co-regulation in qualitative data from a learning studio. Paper presented at *The Southwest Consortium for Innovative Psychology in Education*, Albuquerque, NM, Nov 5-6, 2015.
4. Eseryel, D., Ge, X., Miller, R., Guo, Y., Hayes, T., **Law, V.**, & Swearingen, D. K. (2008). A longitudinal investigation on the impact of problem-centered game-based instruction & model-facilitated simulation-based instruction on student motivation, math achievement, and complex problem solving skill development. Paper presented at *the K20 Engaged Research Conference*, Norman, OK, November 14, 2008.

GRANTS

1. Co-Principle Investigate, NSF 20-612, Cyber Learning & Future Learning Technologies (submitted). *Remote Augmented Reality Mechanical Engineering Lab (RARMEL)*, with Stephanie Moore (Organization, Information, & Learning Sciences, University of New Mexico), Shawn Haag (Mechanical Engineering, University of Minnesota), William Northrop (Mechanical Engineering, University of Minnesota), Kyle Johnson (Electrical & Computer Engineering, University of Georgia), and Dominik May (Engineering Education, University of Georgia).
2. Co-Principle Investigator, TRB Safety IDEA Project 43. Research Initiatives In Support of Transit and Rail Safety Idea (awarded 1/2021 – 8/2022, \$100,000). *Augmenting Reality for Safer Inspections of Railroad Infrastructure and Operations*, with PI Fernando Moreu (Civil Engineering, University of New Mexico).

3. Co-Principle Investigator, TRB FRA-HF-004 Research Initiatives In Support of Rail Safety Automation and the Human-Machine Interface (awarded 10/2020 – 9/2021, \$209,258). *Human-Machine Interfaces of New Technologies and the Railroad*, with PI Fernando Moreu (Civil Engineering, University of New Mexico).
4. Co-Partner Investigator (Senior Staff), Advanced Technological Education (awarded 7/2020-6/2022, \$311,575). *SCME: Scaling Microsystems Support – URE Supplemental*, with PI Matthias W Pleil (Mechanical Engineering, University of New Mexico), Co-Partner Nathan M Jackson (Mechanical Engineering, University of New Mexico), Co-Partner Daniel Kainer (Lone Star College System College District), Co-Partner Pamela Auburn (Lone Star College – University Park), Co-Partner Jared Ashcroft (Pasadena City College), Co-Partner Cait Cramer (Ivy Tech Community College of Indiana), Co-Partner Andrew Bell (Ivy Tech Community College of Indiana), and Co-Partner Rick Vaughn (Rio Salado Community College, Arizona).
5. Co-Principle Investigator, NSF The Future of Work at the Human-Technology Frontier: Core Research (FW-HTF) (submitted 3/2020, \$ 1,129,361, not funded). *FW-HTF-RM: Augmenting Human-Infrastructure Interfaces for Structural Inspectors (AHISI)*, with PI Fernando Moreu (Civil Engineering, University of New Mexico), co-PI Carolyn Hushman (Educational Psychology, University of New Mexico).
6. Co-Principle Investigator, UGC Faculty Development Scheme (submitted 03/2020, HK\$ 947,810, not funded). *Investigating the Potential of Curated Human-Technology Interaction Experiences to Facilitate Beneficial Psychological States*, with PI Nigel Sidley Thompson, Co-PI, Chi-Keung Chan (Department of Counselling and Psychology / Hong Kong Shue Yan University).
7. Co-Principle Investigator, NSF Innovations in Graduate Education (submitted 9/2019, \$473,859, not funded). *IGE: Applied Graduate Education Through Innovative Emerging Technology Experiences*, with PI Nathan M Jackson (Mechanical Engineering, University of New Mexico), and co-PI Matthias W Pleil (Mechanical Engineering, University of New Mexico).
8. Co-Principle Investigator, NSF The Future of Work at the Human-Technology Frontier: Core Research (FW-HTF) (submitted 3/2019, \$ 1,423,995, not funded). *FW-HTF-RM: Augmenting Human-Infrastructure Interfaces for Structural Inspectors (AHISI)*, with PI Fernando Moreu (Civil Engineering, University of New Mexico), co-PI Nick Flor (Information Systems, University of New Mexico), and Trilce Estrada (Computer Science).
9. Co-Principle Investigator, NSF Cyberlearning for Work at the Human-Technology Frontier (submitted 1/2019, \$750,000, not funded). *Transforming Engineering with Augmented Cognition for Humans (TEACH)*, with PI Fernando Moreu (Civil Engineering, University of New Mexico), and co-PI Nick Flor (Information Systems, University of New Mexico).
10. Co-Principle Investigator, James S. McDonnell Foundation, Teachers as Learners (submitted 4/2017, \$2,500,000, not funded). *When West Meets East--Global Teachers in the Making*, with PI Hui-Chen Durley (Adams Elementary School of Oklahoma City Public Schools), and Co-PI's Xun Ge (University of Oklahoma), Huei-Chu Kung (National Taichung University of Science & Technology), Ching-Huei Chen (National Changhua University of Education), and Hui-Li Kung (Chung Ming Elementary School)
11. Co-Principle Investigator, NSF EAGER (submitted 9/2014, \$300,000, not funded). *Werewolves Engage*, with PI Jed Crandall (Computer Science, University of New Mexico).

PROFESSIONAL EXPERIENCE

Hewlett-Packard

Senior Business Systems Analyst

Fremont, California, USA

Ontario Teachers' Pension Plan Board

Project Analyst

North York, Ontario, Canada

SERVICE

School/Departmental

- Member of Search Committee for the Education and Research Librarian: Online Instructional Services, Health Science Library and Informatics Center (2020)
- Program Director, Program of Organization, Information, and Learning Sciences, College of University Libraries & Learning Sciences, University of New Mexico (2018-present)
- Associate Program Director, Program of Organization, Information, and Learning Sciences, College of University Libraries & Learning Sciences, University of New Mexico (2016-2018)
- Chair of the Curriculum Committee, College of University Libraries & Learning Sciences, University of New Mexico (2013-present)
- Chair of the College Assessment Review Committee, College of University Libraries & Learning Sciences, University of New Mexico (2014-present)
- Chair of the Search Committee for the 2+2 Undergraduate Coordinator position and the Organizational Development position, College of University Libraries & Learning Sciences, University of New Mexico (2014-2015; 2016-2018)
- Member of the Assessment Working Group, College of University Libraries & Learning Sciences, University of New Mexico (2013-present)
- Faculty Advisor of OILS Graduate and Professional Student Association, University of New Mexico (2013-2016)
- Chair of the Search Committee for OILS Temporary and Part-Time positions, University of New Mexico (2018; 2020)
- Committee Member of Search Committee for OILS Temporary and Part-Time positions, University of New Mexico (2013-2014)
- Interim Program Director, Program of Organization, Information, and Learning Sciences, College of University Libraries & Learning Sciences, University of New Mexico (2014-2015)
- Committee Member of Research Brown Bag Committee, College of University Libraries & Learning Sciences, University of New Mexico (2012-2014)
- Committee Member of Search Committee for the Organizational Learning and Program Evaluation position and the Learning Sciences position, College of University Libraries & Learning Sciences, University of New Mexico (2012-2014)

National

- Interim Associate Editor, *Interdisciplinary Journal of Problem-Based Learning* (2022-present)
- Discussant, the Annual Meeting of the American Educational Research Association (2021)
- Conference Co-Planner, the Association for Educational Communications and Technology (2019 – 2020)
- Editorial Board, *Educational Technology Research and Development* (2017-2020)
- Editorial Board, *Interdisciplinary Journal of Problem-Based Learning* (2017-2021)
- Editorial Board, *Technology, Knowledge and Learning* (2014-present)
- Board Member, Division of Design and Development of the Association for Educational Communications and Technology (2017-2020)
- Panel Member, NSF review panel, Washington DC. (2018)
- Secretary/Treasurer of the Technology, Instruction, Cognition & Learning SIG for the American Educational Research Association (2013 – 2014)
- Board Associate, Division of Design and Development of the Association for Educational Communications and Technology (2012-2013)
- Track Program Committee Member, Technology-Advanced Assessment in Formal and Informal Education at the 14th IEEE International Conference on Advanced Learning Technology (2014)
- Journal reviewer
 - *Journal of Computing in Higher Education* (2020-2022)
 - *Educational Technology Research and Development* (2012-2020)
 - *The Internet and Higher Education* (2015, 2019, 2021)

- *Interdisciplinary Journal of Problem-Based Learning* (2014-2020)
- *Journal of Research on Technology in Education* (2020)
- *Instructional Science* (2014-2017)
- *Computers & Education* (2016 – 2018)
- *Review of Educational Research* (2016)
- *Teaching and Teacher Education* (2012-2015)
- *Journal of Distance Education* (2013-2014)
- Ad hoc reviewer for journals, conferences, and edited books
 - *Computers in Human Behaviors* (2017)
 - *Educational Technology & Society* (2017)
 - Lubin (2017). *ICT-supported innovations in small countries and developing regions*: Springer
 - Hanewald, R., & Ifenthaler, D. (2012). *Digital Knowledge Maps in Education*: Springer.
 - *Technology, Instruction, Cognition, and Learning* (2012)
 - Ifenthaler, D., Eseryel, D., & Ge, X. (2012). *Assessment in game-based learning: Foundations, innovations, and perspectives*: Springer.
 - Ge, Ifenthaler, & Spector (2015). *Full Steam Ahead: Emerging Technologies for STEAM*: Springer.
 - *International Journal of Knowledge Management and E-Learning* (2011)
 - HKAECT x AECT 2017 Summer International Research Symposium (2017)
 - The Annual Meeting of the American Educational Research Association (2010,2014,2016-2018, 2020, 2022)
 - The Annual Conference of Association for Educational Communications and Technology (2010, 2013-2015)
 - *Contemporary Educational Psychology* (2010)

PROFESSIONAL AFFILIATIONS

- AECT - Association for Educational Communications and Technology
- AERA - American Educational Research Association

COMPUTER SKILLS

- Research tools: R, SPSS, SAS, LISREL, AMOS, HLM, SAS, and ATLAS.ti
- Software: Adobe Flash, Audacity, Inspiration
- Computer languages: C, C++, Java, PL/SQL, HTML, Visual Basic, UNIX Shell Script, and GPSS
- Database: Oracle SQL Plus, SQLCI (HP NonStop SQL), MS Access
- Operation system: UNIX, Window, and HP Nonstop
- Other enterprise software: SAP (Enterprise Resource Planning), SFDM (Manufacturing Execution System), and BusinessObjects (Business Intelligence Tools)

HONORS AND AWARDS

- Distinguished Service Award (2021), Association for Educational Communications and Technology
- Regents' Lecturer (2020-2023), University of New Mexico
- Outstanding Empirical Journal Article Award (2019), Research and Theory Division (Association for Educational Communications and Technology)
- Burmeister Award (2016), 3rd place winner, Division of Distance Learning (Association for Educational Communications and Technology)
- Best Diversity Paper (2016), American Society of Engineering Education
- Featured Research Paper (2015), Research and Theory Division (Association for Educational Communications and Technology)
- Featured Research Paper (2012), Design and Development Division (Association for Educational Communications and Technology)

- Outstanding Journal Article Award (2011), Design and Development Division (Association for Educational Communications and Technology)
- Tillman J. Ragan Endowed Scholarship, University of Oklahoma (2011)
- OU Foundation Fellowship, University of Oklahoma (2006 -2008)