Rochester Institute of Technology	Applied Math	B.S., 1983
Rice University	Applied Math	M.A., 1986
University of New Mexico	Astrophysics	M.S., 1989
University of Toronto	Education	Ph.D., 2011

2009 - present Director of EdGE (Educational Gaming Environments group), TERC

2005 - present Senior Leader, Center for Science Teaching and Learning, TERC

2002 - present Part-time Faculty, Saint Mary's University

1995 - 2004 Science Education Developer and Researcher, TERC

2003 - 2005 Part-time Faculty, Lesley University

1989 - 1992 Associate Faculty, University High School, University of Illinois

1983 - 1986 Verification Analyst On-flight Space Shuttle Software, IBM 1989-90

Rowe, E., Asbell-Clarke, J., Baker, R., Eagle, M., Hicks, A., Barnes, T., Brown, R., & Edwards, T., (2017). Assessing implicit science learning in digital games. , 617-630. DOI: 10.1016/j.chb.2017.03.043

Rowe, E., Bardar, E., & Asbell-Clarke, J., Shane-Simpson, C., & Roberts, S. (2016). Building Bridges: Teachers Leveraging Game-Based Implicit Science Learning in Physics Classrooms. In D. Russell & J. Laffey

. Hershey, PA: IGI Global. doi:10.4018/978-1-4666-9629-7

Rowe, E., Asbell-Clarke, J. & Baker, R. (2015). Serious games analytics to measure implicit science learning. In C.S. Loh, Y. Sheng, & D. Ifenthaler (Eds.)

Springer

Science+Business Media

Asbell-Clarke, J., & Rowe, E. (2014). Scientific inquiry in digital games. In F. Blumberg (Ed.), (pp. 246-260). New

York: Oxford University Press.

Rowe, E., Baker, R., & Asbell-Clarke, J. (2014, July). Building automated detectors of gameplay strategies to measure implicit science learning. Proceedings of the Seventh international conference on Educational Data Mining Society, London.