PADRAIG NASH

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SUMMARY

Learning Design leader with a PhD in Learning Sciences. Specializes in digital curriculum and educational tool development, with an innovative and entrepreneurial mindset. Has a background leading high-performing teams of learning designers in collaboration with product and engineering teams. Thought leader behind multiple commercially successful EdTech products, including Amplify Science and Udemy Labs. Experienced at presenting to executive leadership and influencing product strategy and roadmaps. Data-driven, with experience incorporating market and competitive research, U/X and customer research, and overseeing data analytics. Experience in K-12, Higher Ed, and adult, workplace, and L&D learning contexts, with a broad base of subject matters including K-12 science, data science, software development, and IT. Prior background teaching and leading K-12 programs in high-poverty areas.

EXPERIENCE

Independent Consulting

2022-present

Research and Knowledge Mobilization

Supported Education Strategy Group (ESG) and Fig and Sass by conducting research to explore opportunities for capacity-building and sustainability of intermediary organizations that support education and career pathways for young people.

- Conducted focus groups and interviews with philanthropic funders to better understand the role of pathway intermediary organizations in their investment strategies.
- Conducted interviews with intermediary organization founders and key external organizational partners to understand how these organizations grow and evolve, their challenges, and their impact.
- Produced a summary report and origin stories for five Intermediary organizations for client and funder audience.

Supported Edios Media and The Climate Pledge (TCP) to identify suitable LMS options that would allow TCP to support its signatories in their commitment to succeed in their climate pledges.

- Conducted client focus group to define the key needs TCP and its signatories would have for the administration of learning experiences, and the resulting requirements for a suitable LMS.
- Conducted landscape analysis to identify LMS options that met requirements.
- Produced a report that identified primary and secondary LMS requirements, current LMS options, the trade-offs of those different LMS options based on those identified requirements and provided recommendations of the best options for TCP.

University of Wisconsin, Madison

2022-Present

Instructor

Teaching “Instructional Design for Learning Analytics” for MS program in Learning Analytics

Udemy

San Francisco, CA
2020-2022

Director of Learning Science and Instructional Design

Learning Sciences thought leader for the leading global marketplace for learning and instruction, advising on strategic direction of company-wide priorities and initiatives.

- Provided Learning Science guidance to product, engineering, content, data science, taxonomy, customer success and marketing teams.
- Inspired and facilitated design of Labs, practical-learning products for up-skilling and re-skilling tech professionals. Developed process for working with subject matter experts to develop content for this product type, resulting in 50 labs in the first year (250+ currently).
- Inspired and facilitated design of Assessments, assessment products that supported up-skilling and re-skilling tech professionals by guiding them to content that match their competency levels.
- Recruited and managed a Learning Design team. Assigned projects and conducted performance appraisals. Provided coaching, feedback, and supported continuous learning and staff development that enhanced individual performance and team capabilities. Created and managed remediation plans to ensure excellent service to stakeholders and continuous improvement by staff. Learning design team:
    - Supported instructors to create 25+ best-in-class courses for businesses per year
    - Guided customer success teams by developing 6 learning playbooks that helped L&D professionals stand up L&D programs that connect learning programs to business outcomes
    - Developed instructor education materials and processes such as courses and resources on instructional design best practices

Cengage Learning

Boston, MA
2017-2020

Manager of Learning Engineering

2019-2020

Learning Engineer

2017-2019

Learning Sciences thought leader for a billion+ dollar revenue higher education EdTech publishing company, advising on strategic direction of company-wide priorities and initiatives.

- Defined “quality learning principles” that all products are now measured against, informed the development of personalized learning strategy and features, as well as features that promote 21st century and employability skills.
- Recruited and managed a Learning Engineering team. Assigned projects and conducted performance appraisals. Provided coaching, mentoring, and feedback, and supported continuous learning and staff

development that enhanced individual performance and team capabilities. Created and managed remediation plans to ensure excellent service to stakeholders and continuous improvement by staff.

- Developed tools, workflows, trainings, and resources for product and content developers to improve the quality of its products and fidelity to quality learning principles. Examples include developing a rubric that is used to assess all products, trainings on learning science, personalized learning, self and peer assessment, and designing for inclusion, developed workflows for learning designers to peer review their plans to improve products, and defined terms and developed an epistemology of learning design to help learning designers identify key "learning needs" in their products.
- Represented the company at conferences, giving presentations and seminars.

Lawrence Hall of Science, University of California-Berkeley

Berkeley, CA
2012-2015

Digital Learning Strategist/Product Developer

- Designer and researcher, leading multiple teams of software developers and science/literacy content specialists to design, pilot, and field-test a commercially released computer-based Elementary and Middle School (K-8) science curriculum, Amplify Science, in use by over 100 school districts nationally. Independent research by WestEd found that using Amplify Science curriculum materials would move an average student's percentile rank up by 14%
- Spearheaded all aspects of product development for unique, innovative educational games, simulations, curricular units and learning platforms, in alignment with the Next Generation Science Standards.
- Owned the design of virtual engineering internships to teach students to think like engineers in order to solve real-world engineering design problems.
- Co-Principal Investigator of 2+ million dollar National Science Foundation Grant: "DIMEs: Immersing Teachers and Students in Virtual Engineering Internships." This project provided curricular and pedagogical support by developing and evaluating teacher-ready curricular Digital Internship Modules for Engineering (DIMEs). DIMES supported middle school science teachers in providing students with experiences that require them to use engineering design practices and science understanding to solve real-world problems, thereby promoting a robust understanding of science and engineering, and motivating students to increased interest in science and engineering. [WATCH]

University of Wisconsin-Madison

Epistemic Games Research Laboratory
Madison, WI
2006-2012

Learning Sciences Researcher

- Funded by National Science Foundation and MacArthur Foundation.
- Designed and studied virtual internships focused on Urban Planning and Engineering which have been provided to thousands of K-12 school participants and post-secondary participants.
- Led data-driven decision-making process, including analytics, beta testing in student-centered environments; supervised research staff, and managed partnerships with stakeholders.
- Funded by Institute of Educational Sciences (IES) designed and studied virtual internships focused on community organizing and legislative aides for Community KnowledgeBase. Oversaw research and

design, protocol approval, multi-stage data collection and analysis, research staff supervision, teacher training, and collaboration with outside institutions. Presented at Institute of Education Sciences Conference, Washington D.C., June 2008. Piloted in Tampa Public School system.

- Conducted learning research on video games and learning for Walt Disney Imagineering, Burbank, CA.
- Conducted mixed-methods ethnographic research analyzing mentoring in an undergraduate game design capstone course in the Art, Media, and Technology program of the Utrecht School of the Arts, Utrecht, Netherlands.
- Presented at International Conference of Learning Science, Computer Supported Collaborative Learning conference, and American Educational Research Association conferences.
- Best Student paper at the International Conference of Learning Sciences, 2010, for "Mentor modeling: The internalization of modeled professional thinking in an epistemic game."

DreamYard Project

Bronx, New York
1998-2006

Program Director

2000-2006

- Collaborated with NYC public school administrations and other non-profit organizations to design site-specific arts programs, in-school and after-school
- Recruited, hired, trained, developed, and supervised teaching-artist staff, in the largest arts provider in the Bronx, serving high-poverty communities in K-12 settings

Teaching Artist

2000-2002

St. Mary's Abbey Delbarton School

Morristown, NJ

High School English and Acting Teacher

1996-1998

EDUCATION

University of Wisconsin – Madison

M.S. & Ph.D. in Educational Psychology, Learning Sciences Area

Design Research areas: Learning Technologies, Mentoring and Apprenticeship, Virtual Internships, Educational Games, Professional/Workplace Education, Arts-Education, Assessment

Haverford College

B.A. in English Literature

SELECTED TEACHING, PUBLICATIONS, PRESENTATIONS

Instructional Design for Learning Analytics. UW-Madison, MS in Educational Psychology – Learning Analytics, Fall 2022, Fall 2023

How to Learn: Effective Approaches for Self-Guided Learning. Free course on Udemy.com, >90k students, 4.6/5 course rating [WATCH/ENROLL]

In-Depth Design: Data-Driven Design Strategies to Support Learner Outcomes. Educause Webinar with Dr. Ken Koedinger, October 2018. [WATCH]

Learning Science-Based Education: New Tools in Bringing Cognitive Research into Practice. Panel at LearnLaunch Across Boundaries conference, January 2018.

Shaffer, D.W., Nash, P. & Ruis, A.R. (2015). Technology and the new professionalization of teaching. Teachers College Record 117(12), 1-30. [READ]

Nash, P., & Shaffer, D.W. (2013). Epistemic Trajectories: Mentoring in a game design practicum. Instructional Science. 41(4), 745-771. [READ]

Distributed Mentoring: Scaffolding learning in educational video games, EdLab Seminar, Gottesman Library, Teachers College, Columbia University, April 2012. [WATCH]

Nash, P., & Shaffer, D.W. (2011). Mentor modeling: The internalization of modeled professional thinking in an epistemic game. Journal of Computer Assisted Learning, 27(2), 173-189. [READ]