

**Section I: COVER SHEET**

**Ravi Vatrapu, Ph.D.**

Junior Researcher

Laboratory for Interactive Learning Technologies (LILT)

Department of Information and Computer Sciences

University of Hawai'i at Mānoa

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## **Section II: Two-Page Research Summary**

# **Technological Intersubjectivity and Appropriation of Affordances in Computer Supported Collaborative Learning**

**Abstract:** My research program investigates systemic cross-cultural variation in the appropriation of affordances and technological intersubjectivity in computer supported collaborative learning environments. Informed by a theoretical framework integrating culture, affordances and intersubjectivity, this research program studies how culturally diverse participants relate to each other and appropriate technological resources in collaborative learning and how this affects learning outcomes. Affordances are action-taking possibilities and meaning-making opportunities in an environment relative to an actor. Technological intersubjectivity refers to technology supported social relationship among participants. This program of research has implications for the design of culturally inclusive CSCL environments and for a better understanding of the social basis of learning.

## **Introduction**

CSCL involves both (a) interacting with computers and (b) interacting with other persons. There is strong empirical evidence about cross-cultural variation in social behavior (Hofstede, 1997; House, Hanges, Javidan, Dorfman, & Gupta, 2004), cognition (Nisbett & Norenzayan, 2002), communication (Hall, 1976), and interacting with computers (Vatrapu & Suthers, 2007). Interacting through technology is not unproblematic. First, it makes interaction more difficult (Clark & Brennan, 1991; Olson & Olson, 2002). Second, it may not mean, feel and afford the same thing to everyone. In many ways, there is a productive tension between the future possibilities envisioned in “Beyond Being There” (Hollan & Stornetta, 1992) and the present realities documented by “Distance Matters” (Olson & Olson, 2002). Computer Supported Collaborative Learning Environments (CSCL) in particular and Information and Communication Technologies (ICT) in general are often designed under the implicit assumption that members of different cultures equally view a given functionality as appropriate for carrying out a given act, or that another member observing a given act in the online environment interprets it as originally intended by the actor. In a technology driven world, it is no longer safe to operate under such assumptions.

## **Theoretical Framework**

My research program is informed by a theoretical framework that integrates culture, affordances and intersubjectivity. Each is briefly reviewed below:

### **Culture**

Three separate lines of empirical research have demonstrated that: (1) *culture influences social behavior* (Hofstede, 1997; House et al., 2004); (2) *culture influences communication* (Hall, 1976); and (3) *culture influences cognitive processes* (Nisbett & Norenzayan, 2002). Research into social aspects of Human Computer Interaction (HCI) has shown that even computer-literate users tend to use social rules and display social behavior in their interactions with computers (Reeves & Nass, 1996). At the present moment the Internet is undergoing a profound shift towards a participatory mode of interaction that privileges social sharing and group collaboration. Social behavior is strongly grounded in culture as every person carries within himself/herself patterns of thinking, feeling and potential acting.

### **Affordances**

Drawing from ecological psychology (Gibson, 1979), I conceptualize socio-technical affordances as action-taking possibilities and meaning-making opportunities in a socio-technical system relative to an actor. The formal definition of socio-technical affordance (adapted from Stoffregen, 2003) is presented below

*Definition of Socio-Technical Affordance:*

Let  $Wpqr$  (e.g., person-sending-email-to-another-person system) =  $(Tp, Sq, Or)$  be composed of different things  $T$  (e.g., email technology);  $S$  (e.g., email sender) and  $O$  (e.g., email receiver).

Let  $p$  be a property of  $T$ ;  $q$  be a property of  $S$  and  $r$  be a property of  $O$ .

The relation between  $p$ ,  $q$  and  $r$ ,  $p/q/r$ , defines **a** higher order property (i.e., a property of the socio-technical system), **a**. Then **a** is said to be a socio-technical affordance of  $Wpqr$  if and only if

(i)  $Wpqr = (Tp, Sq, Or)$  possesses **a**

(ii) Neither  $T, S, O, (T, S), (T, O)$  nor  $(S, O)$  possesses **a**

Whether such a structure is indeed an affordance depends on the potential for action offered by **a**. Appropriation is “*what happens at the conjunction of complementary affordances and intentions or goals*” (Stoffregen, 2003, p.125).

### **Technological Intersubjectivity**

Technological intersubjectivity emerges from interactions involving the appropriation of socio-technical affordances in a socio-technical system. Interactions in socio-technical systems are governed by the dynamic interplay between ecological information as embodied in artifacts and individual interpretation grounded in cultural cognitive schemas. Integrating these different theoretical notions and empirical evidences, the basic research question of my research program is “*how does cultural cognition influence the perception and appropriation of socio-technical affordances and the emergence of technological intersubjectivity in computer supported collaboration?*”

### **Methodology**

I have used the experimental methodology and statistical methods for my doctoral research. I am familiar with qualitative methods and have used virtual ethnography method for my International Cultural Studies graduate certificate capstone project.

### **Empirical Results So Far**

The empirical evidence from my dissertation research (Vatrapu, 2007) strongly suggests that there is a systemic cultural variation in how technology is appropriated for action and interpreted for its social significance. Participants were paired up to be from the same culture (e.g., Chinese-Chinese; US-US) or from different cultures (Chinese-US), and interacted through a computer interface providing multiple tools for interaction (diagrammatic workspace, embedded notes, threaded discussion) as they worked on an intellectually challenging problem identifying the cause of a disease outbreak. Results showed that members of different cultures appropriated the resources of the interface differently for their interaction, related with each other differently and formed differential impressions of each other. At present, investigating whether the systemic variation in how participants from different and similar cultures interacted (a) with the interface and (b) with each other has any implications on collaborative/individual learning outcomes. I am analyzing participants' collaboratively written final conclusion and individually written post-test essays to discover the relation between learning outcomes and human-computer and human-human interactional processes in CSCL environments.

### **Future Work**

Informed by the above theoretical constructs, my future work is to design a family of laboratory experiments and field studies with theoretically motivated parameters based on a formal definition of socio-technical affordance as a relationship between technology T, the ego-actor S (“self”), and the other actor O. Future work will also include comparative field studies of appropriation of affordances in naturally occurring CSCL settings.

### **References**

- Clark, H. H., & Brennan, S. E. (1991). Grounding in communication. In L. B. Resnick, J. M. Levine & S. D. Teasley (Eds.), *Perspectives on Socially Shared Cognition* (pp. 127-149): American Psychological Association.
- Gibson, J. J. (1979). *The ecological approach to visual perception*. Boston: Houghton Mifflin.
- Hall, E. (1976). *Beyond Culture*. New York: Anchor Press.
- Hofstede, G. (1997). *Cultures and Organizations: Software of the Mind, Intercultural Cooperation and its Importance for Survival*: McGraw-Hill.
- Hollan, J., & Stornetta, S. (1992). *Beyond being there*. Paper presented at the Proc. SIGCHI Conference on Human Factors in Computing Systems (CHI'92), May 3-7, 1992, Monterey, California.
- House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004). *Culture, Leadership and Organizations: The GLOBE study of 62 societies*. Newbury Park, CA: Sage Publications.
- Nisbett, R. E., & Norenzayan, A. (2002). Culture and Cognition. In D. L. Medin (Ed.), *Stevens' Handbook of Experimental Psychology* (3rd ed., pp. 561-597).
- Olson, G., & Olson, J. (2002). Distance Matters. *Human-Computer Interaction*, 15(2/3), Reprinted in J. M. Carroll (Ed) *Human-Computer Interaction in the New Millennium*. (pp. 397-417). New York: ACM Press.
- Reeves, B., & Nass, C. (1996). *The media equation: how people treat computers, television, and new media like real people and places*: Cambridge University Press New York, NY, USA.
- Stoffregen, T. A. (2003). Affordances as Properties of the Animal-Environment System. *Ecological Psychology*, 15(2), 115-134.
- Vatrapu, R. (2007). *Technological Intersubjectivity and Appropriation of Affordances in Computer Supported Collaboration*. Unpublished Doctoral Dissertation, University of Hawaii at Manoa, Honolulu.
- Vatrapu, R., & Suthers, D. (2007). Culture and Computers: A Review of the Concept of Culture and Implications for Intercultural Collaborative Online Learning. In T. Ishida, S. R. Fussell & P. T. J. M. Vossen (Eds.), *Intercultural Collaboration I : Lecture Notes in Computer Science* (pp. 260-275): Springer-Verlag

### **Acknowledgments**

I would like to thank my dissertation advisor and mentor Dr. Daniel D. Suthers for his critical comments, advice, and support through these years.

### **Section III: Half-Page Benefits Statement**

My dissertation research benefitted substantially from my CSCL 2005 Doctoral Consortium participation. Participating in the doctoral consortium provided me with an opportunity to get constructive feedback from the panel as well as from my peers. It also helped me forge collegial bonds and friendships that were nourished since then and cherished again at CSCL 2007. Between now and then, I have grown intellectually and have journeyed from being a graduate student to a junior researcher. I expect a similar experience at the ICLS 2008 Early Career Workshop (ECW). As an aspiring young academic, I think that the ECW will be an ideal forum to discuss not only my research program with senior academics but also to gain a deeper understanding of the research agendas of my peers. The ECW is the ideal place or getting constructive feedback, exploring possible future directions, and forging new collaborative bonds with peers and elders. Learning sciences is both multidisciplinary and interdisciplinary and participating in the ECW would enhance my appreciation of diverse research problems, approaches, and methods. My primary specialization is in human-computer interaction and it would benefit me immensely to meet and interact with peers with primary specializations in, for example, educational psychology. Specifically, I seek help in better analyzing learning process measures and learning outcomes in my dissertation data set. I have over 120 hours of screen recordings besides 60 individual post-test essays and software logs. I have rich cultural data both at the individual level and at the group level. If selected to participate in the EWC, I will make a sample subset of my data available for EWC peers and mentors. I also think that my research agenda can make a significant positive contribution to the ECW as cultural influences on behavior, communication and cognition may affect students' interactional processes and outcomes in technology supported learning environments. I would find topics of panels or mini-classes to be useful:

1. Micro-analysis of video data.
2. Transcription, visualization, presentation of multimedia data.
3. Learning and teaching across countries and cultures.
4. The various flavors of determinism in learning sciences explanations: Social, Cultural, Cognitive, Interactional, and/or Technological.

### **Section IV: Narrative Description of Current Position**

I am a Fall 2007 PhD graduate of the Communication and Information Sciences interdisciplinary program at the University of Hawai'i at Mānoa. I am currently on the United States academic job market looking for a tenure-track assistant professor position starting Fall 2008. At present, I am employed as a Junior Researcher in the Laboratory for Interactive Learning Technologies at the University of Hawai'i at Mānoa. In this capacity, I am charged with designing, developing, and evaluating novel learning applications that use ubiquitous high-speed wireless Internet. LILT is led by my PhD advisor and mentor Dr. Daniel D. Suthers and I continue to work with him to (a) disseminate my dissertation as journal articles and conference papers, (b) submit funding proposals to the National Science Foundation (NSF), and (c) continue future work outlined in my dissertation. I have been a teaching assistant in the Fall 2007 semester and had taught Higher Secondary Math in India before for two years. As my curriculum vitae indicates, in my capacity as academic chair with the Graduate Student Organization (GSO) at the University of Hawai'i at Mānoa, I have served on different university committees. My professional service includes reviewing for conferences (CHI, CSCW, CSCL, ICLS) as well as journals (ijCSCL, RPTEL). My professional development activities include a membership in ICLS amongst other professional organizations.

## **Section V: Current Curriculum Vitae**

**R A V I   K I R A N   V A T R A P U**

### **LABORATORY FOR INTERACTIVE LEARNING TECHNOLOGIES (LILT)**

Department of Information and Computer Sciences,  
University of Hawai'i at Manoa,  
POST Bldg Room # 317, 1680 East-West RD, Honolulu, HI, 96822, USA.  
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E-mail: [vatrapu@hawaii.edu](mailto:vatrapu@hawaii.edu)  
Internet: <http://lilt.ics.hawaii.edu/~vatrapu>

## **E D U C A T I O N**

### **PH.D.      UNIVERSITY OF HAWAI'I AT MĀNOA, USA (DECEMBER, 2007)**

Specialization: Communication and Information Sciences  
Dissertation: Technological Intersubjectivity and Appropriation of Affordances in  
Computer Supported Collaboration.

### **GRADUATE CERTIFICATE.      EAST-WEST CENTER, USA (DECEMBER, 2005)**

Specialization: International Cultural Studies  
Capstone Project: Are Political Weblogs Public Spheres or Partisan Spheres? A Virtual  
Ethnographic Study of Online Participations.

### **M.S.      VIRGINIA TECH, USA (AUGUST, 2002)**

Specialization: Computer Science and Applications  
Thesis: Culture and Usability Testing: The Effects of Culture on Structured Interviews

### **B.TECH.      ANDHRA UNIVERSITY, INDIA (MAY, 2000)**

Specialization: Computer Science and Systems Engineering

## **R E S E A R C H   I N T E R E S T S**

- Theory-based empirical study of socio-technical affordances and their appropriation.
- Empirically informed theory of the structures and functions of technological intersubjectivity.
- Computer Supported Collaborative Learning (CSCL), especially collaborative argumentation.
- Interdisciplinary research in computer science, cognitive science, consciousness studies and cultural studies.

## **P R O F E S S I O N A L   P O S I T I O N S**

### **Jan 2008- Till date**

Laboratory for Interactive Learning  
Technologies(LILT)  
Department of Information and  
Computer Sciences  
University of Hawai'i at Mānoa

### **Junior Researcher**

Research member of the HiMax group. Responsibilities include  
investigating and prototyping novel mixed reality learning systems and  
services based on ubiquitous high-speed wireless Internet access.

1680 East-West RD  
Honolulu, HI, 96822

**Aug 2007 – Jan 2008**

Department of Information and  
Computer Sciences  
University of Hawai'i at Mānoa  
1680 East-West RD  
Honolulu, HI, 96822

**Graduate Teaching Assistant**

Grading assignments and tutoring students for ICS 312: Machine-Level and Systems Programming.

**Aug 2003 – July 2007**

Laboratory for Interactive Learning  
Technologies(LILT)  
Department of Information and  
Computer Sciences  
University of Hawai'i at Mānoa  
1680 East-West RD  
Honolulu, HI, 96822

**Graduate Research Assistant**

Research member of the Collaborative Representations group. Responsibilities included designing and conducting experiments and data analysis for Collaborative Representations.

**Aug 2002 – July 2003**

Visualization and End-User  
Programming Lab (VEUPL)  
Department of Information and  
Computer Sciences  
University of Hawai'i at Mānoa  
1680 East-West RD  
Honolulu, HI, 96822

**Graduate Research Assistant**

Research member of the Algorithmic Visualization Storyboarder (ALVIS) group. Responsibilities included user interface and user interaction design, designing and conducting experiments, and data analysis.

**Jan 2001 – May 2002**

Dialog Research Group  
Department of Computer Science  
Virginia Tech  
Blacksburg, VA, 24061

**Graduate Research Assistant**

Research at the Dialogue Research Group to identify, verify, validate and formulate guidelines on the Cross-cultural issues in Human Computer Interaction. MS thesis applied Hofstede's cultural model to empirically study the efficacy of structured interviews in international usability evaluation.

**May 2001 – Aug 2001**

IBM Corporation  
Research Triangle Park, NC, 27613

**Usability Engineer Intern**

Developed step-by-step test procedures for testing the accessibility of Software, Java and Web applications to ensure ADA, Section 508 compliance. Conducted usability evaluations of the ServRAID BIOS mini installation wizard. Designed cluster installation Wizard for IBM ServRAID. Assisted in designing and grading of assignments, term papers for the Computer Science junior-level course of Introduction to Human Computer Interaction

**Oct 2000 – Dec 2000**

Department of Computer Science,  
Virginia Tech  
Blacksburg, VA, 24061

**Graduate Teaching Assistant**

Assisted in designing and grading of assignments, term papers for the Computer Science junior-level course of Introduction to Human Computer Interaction

**Jun 1997 – May 1999**

Heritage Residential School  
Visakhapatnam, AP, 530045, INDIA

**Part-Time High School Teacher**

Taught 10th grade Math for two class periods. Responsibilities included designing and grading of assignments, term papers and in-class math

challenge problems.

## PROFESSIONAL HONORS

First Class with Distinction: Andhra University – Awarded 2000.

Scholarship: Heritage Residential School – Awarded 1993-1995.

## PUBLICATIONS

### REFEREED JOURNAL ARTICLES

**Vatrapu, R.**, & Pérez-Quiñones, M. (2006). Culture and Usability Evaluation: The Effects of Culture in Structured Interviews. *Journal of Usability Studies*, 1(4), 156-170.

Suthers, D., **Vatrapu, R.**, Medina, R., Joseph, S., & Dwyer, N. (2006). Beyond Threaded Discussion: Representational Guidance in Asynchronous Collaborative Learning Environments. *Computers and Education*.

### REFEREED PROCEEDINGS AS BOOK CHAPTERS

**Vatrapu, R.** & Suthers, D (2007). Culture and Computers: A Review of the Concept of Culture and Implications for Intercultural Collaborative Online Learning. in Ishida, T., Fussell, S.R. and Vossen, P.T.J.M. eds. *Intercultural Collaboration I : Lecture Notes in Computer Science*, Springer-Verlag, 260-275.

### REFEREED PROCEEDINGS & PRESENTATIONS

#### INTERNATIONAL

Suthers, D., **Vatrapu, R.**, Medina, R., & Dwyer, N. (2007). Information Sharing and Interaction in Collaborative Convergence. Paper to be presented at the 15th International Conference on Computers in Education (ICCE 2007), Hiroshima, Japan. (**Best Paper Award**)

Suthers, D., **Vatrapu, R.**, Medina, R., Joseph, S., & Dwyer, N. (2007). Conceptual representations enhance knowledge construction in asynchronous collaboration. Paper presented at the Computer Supported Collaborative Learning (CSCL 2007), New Brunswick, NJ.

Suthers, D., Medina, R., **Vatrapu, R.**, & Dwyer, N. (2007). Information Sharing is Incongruous with Collaborative Convergence: The Case for Interaction. Paper presented at the Computer Supported Collaborative Learning (CSCL 2007), , New Brunswick, NJ.

Suthers, D., Dwyer, N., Medina, R., & **Vatrapu, R.** (2007). A Methodology and Formalism for Eclectic Analysis of Collaborative Interaction. Paper presented at the Computer Supported Collaborative Learning (CSCL2007), New Brunswick, NJ.

Suthers, D., Dwyer, N., Medina, R., & **Vatrapu, R.** (2007). A Framework for Analyzing Interactional Processes in Online Learning. Paper presented at the Annual Meeting of the American Educational Research Association (AERA) April 9-13, 2007.

Suthers, D., **Vatrapu, R.**, Joseph, S., Dwyer, N., & Medina, R. (2006). Representational Effects in Asynchronous Collaboration: A Research Paradigm and Initial Analysis. In 39th Hawai`i International Conference on the System Sciences (HICSS-39), January 4-7, 2006 (pp. (CD-ROM)). Kauai, Hawai`i: Institute of Electrical and Electronics Engineers, Inc. (IEEE).

Suthers, D., Dwyer, N., Medina, R., & **Vatrapu, R.** (2006). Analysis of Meaning Making in Online Learning. Paper presented at the 14th International Conference on Computers in Education (ICCE2006), Beijing, P.R. China.

Keller, B., Pérez-Quiñones, M. A., & **Vatrapu, R.** (2006). Cultural Issues and Opportunities in Computing Education. Paper presented at the 9th International Conference on Engineering Education. July 23 - 28, 2006, San Juan, PR.

**Vatrapu, R.** (2005). Cross-Cultural Effects and Affects in Asynchronous Learning Networks. Paper presented at the Doctoral Consortium of CSCL 2005, Taipei, Taiwan.

Suthers, D., & **Vatrapu, R.** (2004). A Qualitative Analysis of how Shared Representations are Manipulated to Mediate Online Synchronous Collaboration. Paper presented at the 12th International Conference on Computers in Education (ICCE2006) November 30-December 3rd, 2004, Melbourne, Australia.

Hundhausen, C., Wingstrom, J., & **Vatrapu, R.** (2004). The Evolving User-Centered Design of the Algorithm Visualization Storyboarder. *Visual Languages and Human Centric Computing*, 2004 IEEE Symposium on, 62-64.

Hundhausen, C., **Vatrapu, R.**, & Wingstrom, J. (2003). End-user programming as translation: an experimental framework and study. *Human Centric Computing Languages and Environments*, 2003. Proceedings. 2003 IEEE Symposium on, 47-49.

## **REFEREED PAPER PRESENTATIONS WITHOUT PROCEEDINGS**

### **INTERNATIONAL**

**Vatrapu, R.**, & Suthers, D. (2007). Culture and Computers: A review of the concept of culture and its analytical usage. Paper presented at the Culture and Collaborative Technologies Workshop at CHI (CHI-2007); April 28-29, 2007; San Jose, USA.

**Vatrapu, R.**, & Suthers, D. (2007). Culture and Computers: A review of the concept of culture and implications for intercultural online learning. Paper presented at the First International Workshop on Intercultural Collaboration (IWIC-2007); January 25-26, 2007; Kyoto, Japan.

**Vatrapu, R.** (2006). Culture and Technology: An inquiry into the intercultural intersubjective webs of Indian international students at the University of Hawai'i at Mānoa. Paper presented at the 5th EWC International Graduate Student Conference, Honolulu, HI, USA.

**Vatrapu, R.** (2006). Human Consciousness as an Ontological Solution in Search of an Epistemological Problem: Introducing the Intercultural Intersubjectivity Framework. Paper presented at the Towards a Science of Consciousness (TSC06), Tucson, AZ, p.203.

### **NATIONAL**

**Vatrapu, R.** (2007). Good Riddance! The Roots and Routes of an Indifferent Non-Resident Alien in the US of A. Paper presented at the 24th Annual Spring Symposium of the Center for South Asian Studies (CSAS-2007).

**Vatrapu, R.** (2006). Culture and Technology: A case study Indian international students at two US Universities. Paper presented at the 23rd Annual Spring Symposium of the Center for South Asian Studies (CSAS-2006).

### **LOCAL**

**Vatrapu, R.** (2006). Bring back class! Some reflections on the praxis of "going to the movies" in the USA and India. Paper presented at the Cultural Studies Speaker Series.

## **THESES AND DISSERTATIONS**

**Vatrapu, R.** (in review). Technological Intersubjectivity and Appropriation of Affordances in Computer Supported Collaboration. Unpublished Doctoral Dissertation, University of Hawai'i, HI.

**Vatrapu, R.** (2002). Culture and International Usability Testing: The Effects of Culture in Interviews. Unpublished Master's Thesis, Virginia Tech, Blacksburg, VA.

## **TEACHING EXPERIENCE**

### **COURSES**

ICS 312 – MACHINE-LEVEL AND SYSTEMS PROGRAMMING

CS 3724 – INTRODUCTION TO HUMAN-COMPUTER INTERACTION

HIGHER SECONDARY MATH

### **COURSE WORK**

At least one advanced graduate level course taken in **Anthropology, Communication, Computer Science, Cultural Studies, Educational Foundations, Educational Psychology, Geography, History, Linguistics, Philosophy** and **Sociology**. Audited courses in **English** and **Philosophy**.

## GRANTS AND AWARDS

Best Paper Award at International Conference on Computers in Education (ICCE 2007), Hiroshima, Japan.  
International Workshop on Intercultural Collaboration Travel Grant (2007)  
Graduate Student Organization Travel Award (2007)  
Graduate Student Organization Travel Award (2006)  
National Science Foundation Doctoral Consortium Participation Support Grant (2005)

## PROFESSIONAL DEVELOPMENT

### PROFESSIONAL ORGANIZATION MEMBERSHIPS

International Society of the Learning Sciences (ISLS).  
Association for Computing Machinery (ACM).  
    Special Interest Group on Computer Human Interaction (SIGCHI).  
    Special Interest Group on Computer Science Education (SIGCSE).  
Association for Information Systems (AIS)  
    Special Interest Group on Philosophy (SIGPhilosophy)  
    Special Interest Group on Human Computer Interaction (SIGHCI)  
    Special Interest Group on Cross-Cultural Research in Information Systems (SIGCCRIS)  
    Special Interest Group on Decision Support, Knowledge and Data Management (SIGDSS)  
    Special Interest Group on e-Culture (SIGe-Culture)

### CONFERENCES

#### INTERNATIONAL & NATIONAL

*Computer Supported Collaborative Learning (CSCL)* (July, 2007), New Brunswick, NJ, USA.  
*Conference on Human Factors in Computing Systems (CHI)* (April, 2007), San Jose, CA, USA.  
*Triple Helix Institute Summit* (April, 2007), Honolulu, USA  
*1<sup>st</sup> International Workshop on Intercultural Collaboration (IWIC)* (January, 2007), Kyoto, Japan.  
*E-Learn (2006)*, Honolulu, HI, USA.  
*Towards a Science of Consciousness (TSC)* (April, 2006), Tucson, AZ, USA.  
*5<sup>th</sup> East-West Center International Graduate Student Conference (IGSC)* (February, 2006), Honolulu, USA.  
*5<sup>th</sup> Psychological Type and Culture—East and West* (January, 2006), Honolulu, HI, USA.  
*9<sup>th</sup> East-West Philosopher's Conference* (May, 2005), Honolulu, USA.  
*Computer Supported Collaborative Learning (CSCL)* (May, 2005), Taipei, Taiwan.

#### LOCAL

*23<sup>rd</sup> Annual Spring Symposium of the Center for South Asian Studies (CSAS)* (April, 2007), Honolulu, USA.  
*24<sup>th</sup> Annual Spring Symposium of the Center for South Asian Studies (CSAS)* (April, 2006), Honolulu, USA.  
*28<sup>th</sup> Hawaii Educational Research Association (HERA)* (March, 2007), Honolulu, USA.

## **S E R V I C E**

### **PROFESSIONAL**

Reviewer for CHI, CSCW, CSCL and ijCSCL.

Student volunteer for CSCL-2005, E-Learn-2006, HERA-2007, Triple Helix Summit-2007.

### **LEADERSHIP**

President, Indian Student Association, University of Hawai'i at Mānoa, Honolulu, HI, USA (2003-2007).

Academic Chair, Graduate Student Organization (GSO), University of Hawai'i at Mānoa, Honolulu, HI, USA (2006-till date).

### **COMMITTEES**

Member, Arts and Sciences Faculty Senate Educational Policy and Planning Committee, University of Hawai'i at Mānoa, Honolulu, HI, USA (2007-till date).

Member, WASC Steering Committee, University of Hawai'i at Mānoa, Honolulu, HI, USA (2006-till date).

Member, Committee on Program Review (CoPR), University of Hawai'i at Mānoa, Honolulu, HI, USA (2006-till date).

Member, Graduate Council, University of Hawai'i at Mānoa, Honolulu, HI, USA (2006-till date).

Member, Curriculum Committee, International Cultural Studies Graduate Certificate Program, East-West Center & University of Hawai'i at Mānoa, USA (2006-2007).

### **LANGUAGES**

English (Written & Spoken)

Telugu (Written & Spoken)

Hindi (Written & Spoken)

Sanskrit (familiarity)

Urdu (familiarity)

### **INTERNATIONAL TRAVEL**

Japan (2007)

Taiwan (2005)

India (2002, 2003, 2006, 2007)

## **C I T I Z E N S H I P**

INDIA

## **V I S A S T A T U S**

Currently on an F-1 (Student) Visa in the USA.

Eligible to work from 12/17/2007 – 12/16/2008 on Optional Practical Training (OPT).

Requires employer sponsorship for a H1-B visa to continue working in the USA after 12/26/2008.

**Updated on February 15, 2008**