

MELISSA E. KO, PhD

mesako.github.io

EDUCATION

PhD in Cancer Biology, Stanford University, Stanford, CA	2012 – 2018
S.B. in Biology, Massachusetts Institute of Technology (MIT), Cambridge, MA	2008 – 2012

WORK EXPERIENCE

Educational Research & Assessment Lead	2026 – present
Assessment & Curriculum Design Specialist	2022 – 2026
Center for Teaching & Learning (CTL), University of California, Berkeley	
- Supported survey design and rubric development/implementation to capture student learning and experiences as part of <u>the Academic Program Review (APR) process</u>. - Redesigned and led the launch of <u>the Presidential Chairs Fellowship grant program</u> with a focus on conducting Scholarship of Teaching and Learning (SoTL) at UC Berkeley. - Partnered with several UC Berkeley instructors to conduct SoTL research projects focused on topics like student metacognition, sense of belonging, wellbeing, and course-taking patterns. - Recruited, trained, and mentored year-long cohorts of undergraduate researchers engaged in SoTL, resulting in multiple symposium presentations and an honors thesis. - Designed and implemented program evaluation strategies to assess the audience reach and impact of CTL workshops, consultations, long-term programming, and other services. - Conducted surveys and focus groups, and analyzed and visualized the resulting data to inform CTL planning and communicate both instructor and student needs to leadership. - Consulted with instructors and institutional partners on a wide array of assessment needs.	
Teaching Consultant	2023 – 2024
Searle Center for Advancing Learning and Teaching, Northwestern University	
- Led small-group sessions with faculty on alternative grading strategies to support learning assessment in a variety of contexts using scaffolded handouts and group discussions. - Conducted multiple one-on-one consultations with instructors to discuss grading practices and brainstorm possible approaches to course redesign.	
Data Analysis Consultant	2023
VMware Women's Leadership Innovation Lab, Stanford University	
- Processed and analyzed data involving over 5000 engineers over five years at a corporation with yearly measures for two performance scores, job characteristics, gender, and race/ethnicity. - Created multiple visualizations by request of the client to represent paths of different employee outcomes and gender-based patterns in yearly evaluations.	

Science and Engineering Education Fellow (SEEF)

2020 – 2022

Bioengineering Department, Stanford University

- Created the [Course Design Equity and Inclusion Rubric](#) tool using frameworks such as Universal Design for Learning (UDL) and Culturally Responsive Teaching (CRT).
- Designed and led a department-wide undergraduate curriculum equity review process, including training cross-sectional course review teams and consulting with instructors.
- Designed course evaluation questions to assess dimensions of equity and inclusion.
- Supported major accreditation through the assessment of program-wide learning goals using course evaluations, rubric review of capstone projects, and teamwork assessments.
- Analyzed complex student enrollment data to determine course-taking patterns (e.g., order, prerequisites) and trajectory of undergraduate students associated with bioengineering.

Lecturer Consultant

2020 – 2022

Center for Teaching and Learning (CTL), Stanford University

- Co-designed and organized the new IDEAL Pedagogy program by crafting program goals, conducting departmental outreach, and coordinating program budget and hiring.
- Managed a small team of students in developing a central Canvas course site with curated inclusive pedagogy resources and asynchronous online learning activities.
- Created a tailored assessment and data collection plan to monitor change in instructor attitudes around the use of inclusive teaching strategies through pre- and post-surveys.
- Guided writing a land acknowledgement and inclusion statement for the [CTL website](#).
- Developed pedagogy workshops to advance inclusive and effective teaching both in-person and online through the [TEACH Stanford Pop-up Symposium](#).
- Served as lead in analysis of instructor datasets within CTL to identify programmatic needs and challenges associated with online instruction transition.

Instructional Design Assistant

2017 – 2018

Vice Provost for Teaching and Learning (VPTL), Stanford University

- Synthesized research and expert guidance on diversity and inclusion in teaching, especially in an online format, for content on VPTL's "Blended and Online Learning Design from Stanford" course.
- Authored the "Creating an Inclusive Learning Environment" section, outlining psychosocial phenomena that affect learning and tips for inclusive teaching in online/blended formats.
- Edited and curated inclusive teaching materials from the "Identity in the Classroom" learning community on topics like growth mindset and mental health accommodations for the CTL website.

Individual Contributor

2017

"Identity in the Classroom" Learning Community, Stanford University

- Participated in weekly discussions with fellow Stanford trainees on different facets of identity that affect teaching and learning, including gender diversity and disabilities.

- Produced a handout of best practices for teaching to transgender and gender non-conforming students intended for Stanford instructors as part of an interdisciplinary team.

TEACHING EXPERIENCE

Software/Data Instructor Trainer The Carpentries	2020 – 2022
• Facilitated multi-day pedagogical training for new Software/Data Carpentry instructors, including discussions of cognitive load, learner motivation, and growth mindset. • Designed and led two community workshops on delivering inclusive instruction in R/Python programming for CarpentryCon @ Home 2020.	
Part-Time Biology Instructor Biology Department, Foothill College	2018 – 2022
• Designed lectures and in-class group activities for diverse student populations in general education courses covering topics in ecology, genetics, cell biology, evolution, and more. • Created flipped classroom-style homework and writing assignments to review terminology and concepts as well as encourage personal reflections between science and society.	
R/Python Programming Workshop Instructor Software Carpentry, Stanford Libraries	2018 – 2022
• Contributed to the design and implementation of a three-day intensive R programming bootcamp for incoming undergraduate researchers with <u>open-source readings/exercises</u>. • Independently designed and taught several 2-hour workshops for Stanford affiliates on introductory R programming or using visualization libraries like ggplot2. • Led two-day intensive workshops on introductory programming in R or Python while serving as a helper for Git and Shell lessons at both Stanford and UC Berkeley.	
Lecturer (“Thinking Matters Fellow”) Stanford Introductory Studies (SIS), Stanford University	2018 – 2020
• Fostered critical thinking through small group discussion and problem-solving activities in sections of 10-15 students in freshmen STEM courses like Breaking Codes, Finding Patterns, Living with Viruses, Our Genome, and The Cancer Problem. • Designed assessments such as reading response questions, essay prompts, and problem sets to guide students in the development of reading, communication, and technical skills. • Collaborated on a teaching team of fellows and faculty in the role of technology coordinator and lead course coordinator to deliver innovative course design. • Spearheaded a centralized online resource of best teaching practices/materials for fellows.	
Summer Course Instructor Stanford Summer Institutes, Stanford University	2019 – 2020

- Designed and simultaneously led two three-week intensive courses on Big Data in Biology and Cryptography in a small seminar format for high school students.
- Prepared over 50 hours of class activities including lectures, code exercises, in-class debates, small group discussions, creative games, and problem-solving activities.
- Adapted an intro data science course that covers R programming and machine learning applications to an intensive, virtual two-week course for high school students.

Part-time Instructor

Continuing Studies Program, Stanford University

2019

- Created a five-week course on Finding a Cure to Cancer aimed at the public, including topics like cancer causes, hallmarks, treatments, drug resistance, and research.

Adjunct Lecturer

Biology Department, Santa Clara University

2019

- Developed a comprehensive upper-division elective seminar course offered to biology and public health majors, covering cancer from biological, ethical, and societal perspectives.

MENTORING AND SERVICE**Book Club Co-Facilitator**

Society for the Advancement of Biology Education Research (SABER)

2020 – 2021

- One of over 30 trained facilitators leading a four-session, small-group book club on Dr. Ibram X. Kendi's *How to Be an Antiracist* and applications for anti-racist STEM teaching.
- Facilitated small-group book club on Dr. Susan D. Blum's *Why Rating Students Undermines Learning (and What to Do Instead)* as it applies to STEM course assessment.

Grants Committee Reviewer

Vice Provost for Graduate Education, Stanford University

2019 – 2021

- Served as grant committee member for Diversity and Inclusion Innovation Funds (DIF) for one year, reviewing program proposals for impact on diversity within graduate students and postdocs.
- Served as grant committee member for Diversity Dissertation Research Opportunity (DDRO) for three years, reviewing graduate student proposals across disciplines for impact on diversity.

Governance Board Member

Thinking Matters Program, Stanford University

2019 – 2020

- Reviewed course proposals and past evaluation data to contribute to decisions on approving future courses and advising faculty in course improvements.

Small-Group Feedback Session (SGFS) Facilitator

Stanford University

2019 – 2020

- Trained in conducting SGFS with small seminar courses and coaching instructors through the interpretation of student feedback and brainstorming pedagogical solutions.

Newcomer Guide Vice Provost for Undergraduate Education, Stanford University	2019 – 2020
Served as an ongoing mentor for five freshmen from underrepresented backgrounds.	
Co-Facilitator of Local Learning Community (LLC) Stanford University	2019
- Designed and led a series of five hour-long interactive group conversations around topics in self-reflection and inclusive course/program design adapted from Cornell University's <u>Teaching & Learning in the Diverse Classroom</u> online course. - Independently guided follow-up meetings with initial LLC cohort and proposed adaptations of LLC model to other instructor audiences, leading to IDEAL Pedagogy program.	
Program Assistant Stanford Summer Research Program (SSRP), Stanford University	2016 – 2017
- Mentored four underrepresented undergraduates individually and as a group. - Prepared weekly workshops for mentorship groups on choosing and applying to graduate schools, writing scientific abstracts, communicating science, and crafting presentations. - Led program-wide discussions with over thirty scholars on diversity and identity in science.	
Member of Diversity Advocacy Committee Graduate Student Council, Stanford University	2016 – 2017
Reviewed proposed events for “Diversity Month” and evaluated grant funding allocations of over \$10,000 based on impact on the graduate student community.	
Program Leader ADVANCE Summer Institute, Stanford University	2014 – 2015
- Mentored several incoming graduate students from multiple biosciences programs. - Co-developed workshops/panels on networking/informational interviewing, career exploration, and resources and strategies for a successful science graduate career.	
Co-President Educational Studies Program (ESP), Stanford University	2012 – 2013
Managed several teams to recruit volunteer teachers and coordinate two weekend-long educational programs for 2000+ participants from local middle schools and high schools.	

RESEARCH

Solid Foundations: Enhancing Student Learning, Self-Assessment, and Metacognition in Core Math Courses Ongoing Research, Center for Teaching & Learning, University of California, Berkeley Collaborators: Alex Paulin, PhD, Hanh Tran, EdD	2026 – present
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- Collaborated with co-principal investigators in the Math department at UC Berkeley to investigate student needs in lower-division math courses, as well as the impact of course redesign/support.
- Leveraged longitudinal surveys, student self-assessments, and course performance data to explore patterns in student success related to metacognition and use of available learning resources.

Values for College-level Learning in a Generative AI World

Ongoing Research, Center for Teaching & Learning, University of California, Berkeley

2025 – present

Collaborators: Jenae Cohn, PhD, Rachel Weiher, PhD, Tara Mason, PhD, and Courtney Gomas, MLIS

- Collaborated with instructors from humanities, arts, and social sciences disciplines to conduct course pilots for GenAI-agnostic assignments that assess critical thinking and information literacy.
- Revised existing articulations of critical thinking and information literacy to better align with student interests and GenAI capabilities, drawing on findings from mixed-methods data collection.

Perceptions of Grading Among Undergraduate Students at UC Berkeley

Ongoing Research, Center for Teaching & Learning, University of California, Berkeley

2024 – present

Collaborators: Jenae Cohn, PhD, and Rachel Weiher, PhD

- Designed a mixed-methods approach involving surveys and focus groups to characterize the impact of grading systems and specific assessment practices on undergraduate students.
- Analyzed quantitative and qualitative data to identify the relationship between student views on brilliance or intelligence and how they process the role of grading in their learning.

Assessing Anti-Racist Pedagogy at UC Berkeley

Ongoing Research, Center for Teaching & Learning, University of California, Berkeley

2023 – present

Collaborators: Marisella Rodriguez, PhD, and Victoria Robinson, PhD

- Partnered with American Cultures course instructors to explore student and instructor conceptions of anti-racist pedagogy in contrast with inclusive or equitable teaching frameworks.
- Utilized mixed-methods surveys and case study reflections to identify key instructional practices that students associate with anti-racist course environments and outcomes.

Individual- and Course-Level Predictors of Student Buy-in to Active Learning

Postdoctoral Research, Bioengineering Department, Stanford University

2020 – present

Collaborators: Mathew Williams, EdD and Brian Sato, PhD

- Conducted large-scale visualization and modeling on survey data from over 10,000 students to identify predictors of student buy-in towards active learning behaviors.
- Using mixed-effects models, identified features like particular student identities and instructor teaching practices that are associated with higher levels of commitment to active learning in different courses.

Social Network Analysis of Community College Faculty Professional Development

Postdoctoral Research, Bioengineering Department, Stanford University

2019 – 2023

Collaborators: Jeff Schinske, MS and Lisa Corwin, PhD

- Analyzed surveys of self-reported attitudes and interconnections from a community college professional cohort aiming to develop biology education research projects.
- Generated network visualizations and graph metrics to investigate meaningful sources of support that correlate with professional outcomes of cohort members using R.

Computational Strategies to Elucidate Non-Genetic Resistance Mechanisms to Anti-Cancer Therapies Using Single-Cell Mass Cytometry Data

2013 – 2018

Graduate Research, Cancer Biology Program, Stanford University

Advisors: Garry Nolan, PhD

- Developed visualization techniques implemented as packages in R to discern patterns in high-dimensional data typically produced through mass cytometry and similar biotechnology platforms.
- Identified features of signaling activity unique to cancer drug-resistant cells within genetically homogeneous populations, thus proposing new mechanisms of non-genetic drug resistance.

Regulation of Ectodomain Cleavage of EGF-like Ligands by ADAMs

Finding Novel Binding Partners of YPEL4 in Erythropoiesis

2010 – 2012

Undergraduate Research, Department of Biology, MIT

Advisor: Harvey Lodish, PhD

SCHOLARSHIP

Selected Publications:

- Ko, ME, Mason, T, Weiher, R, Gomas, C, Cabusao, B, Wu, M, & Atmodjo, C (2026). The role of emotions and beliefs in shaping how students and instructors navigate GenAI. *Journal on Excellence in College Teaching*, 37.
- Ko, ME (2025). Our teaching excellence: Effective teaching as an inherently collective endeavor to enhance student learning. *Documenting Teaching Excellence*.
- *Bender, EC & *Ko, ME (2024). Dispatches from the interface: Assessment professionals in the CTL. *Transformative Dialogues: Teaching and Learning Journal*.
- Weatherton, M, Ko, ME, Nichols, EL, Krishnan, S, & Faber, C (2024). All in: Understanding and motivating stakeholders to create an equitable culture of student success. *CBE—Life Sciences Education*.
- Musgrove, MMC, Ko, ME, Schinske, JN, & Corwin, LA (2024). Broadening participation in biology education research: A role for affinity groups in promoting social connectivity, self-efficacy, and belonging. *CBE—Life Sciences Education*, 23(1), ar8.
- Ko, ME (2023). The current landscape of faculty developers in scholarship of teaching and learning across diverse campuses in the United States. *Innovative Higher Education*, 48(6), 1009-1032.
- Segura-Totten, M, et al. (2021). Chronicling the journey of the Society for the Advancement in Biology Education Research (SABER) in its effort to become antiracist: From acknowledgement to action. *Frontiers in Education*. 6:780401.
- Ko, ME (2021). Revolutionizing grading: implications on power, agency, and equity. In *2021 ASEE Virtual Annual Conference Content Access*.

August SE, Menezes G, Bouchey B, Chevillie, A, and **Ko ME** (2020). An ecosystem intersecting humanities, computational, and engineering disciplines with cultural and other assets of our communities. STEM Futures Project. **Non-peer reviewed.**

*Su, Y & ***Ko, ME** et al. (2020). Multi-omic single-cell snapshots reveal multiple independent trajectories to drug tolerance in a melanoma cell line. *Nature Communications*, 11(1), 2345.

Dolan E, et al. (2020). Undergraduate biology education research Gordon research conference: A meeting report. *CBE—Life Sciences Education*, 19(2), mr1.

*** Authors contributed equally**

Selected Oral Presentations:

"Partnering with Students to Shape New Educational Development Futures." Virtual Gathering of Educational Developers. July 2026.

"Slice, Bin, Drill Down: Applying Critical, Reflexive Strategies to Data Visualization in Assessment." AALHE 2026 Virtual Conference. June 2026.

"Grades as a Site of Sensemaking: How Students Process Shifts in Identities and Expectations." and "The +1 Framework for Pedagogical Change: Supporting Instructors in Small Moves toward Grading Equity" The Grading Conference. June 2026.

"Student Sense of Belonging and Flexible Extensions in a Large Programming Course." CTL's Teaching Research and Innovation Symposium. May 2026.

"A CTL Evaluation Workshop: Demonstrating Evidence of Our Impact." Virtual Gathering of Educational Developers. June 2025.

"Student Perceptions of Learning-Aligned Grading Practices." The Grading Conference. June 2025.

"I Feel So Failed": Grading as a Barrier to Equitable Student Learning Assessment." UC Assessment Conference. February 2025.

"Summer Reset: Jumpstart Your 2024-25 Evaluation" and "Let's Start Fresh: Spectacular Failures in Educational Development." Virtual Gathering of Educational Developers. June 2024.

"Alternative Grading as a Gateway to Effective Program Assessment." The Grading Conference. June 2024.

"Students as Partners: Leveraging Learning Models to Advance Assessment." WSCUC Annual Accreditation Resource Conference (ARC). April 2024.

"Envisioning Assessment: Remote Dive into a Wicked Problem for CTLs." POD Online Conference. November 2023.

"The Grading Struggle: Balancing Compassion for Students and Self." Virtual SoTL Summit. September 2023.

"Alternative Grading as Liberation: Exploring Impacts on Equity through New or Different Assessment Methods." Peralta Online Equity Conference. April 2023.

"Should I go? Unpacking the faculty experiences leading to attrition." POD Network Annual Conference, Seattle, WA. November 2022.

"Using Shiny Apps to Build Quantitative Reasoning in Biology Education Contexts." American Society for Microbiology Conference for Undergraduate Educators (ASMCUE) Virtual. June 2021.

"Change and Accountability: Using an Equity Rubric to Inspire Department Engagement and Course Improvement." Peralta Online Equity Conference. April 2021.

"Enhancing Ethical Thinking in Bioengineering Undergraduate Education" Roundtable Discussion, SABER West Regional Conference. January 2021.

"Structuring Learning through Canvas: A Case Study from a Single Virtual Data Science Bootcamp." 2020 National Workshop on Data Science Education Virtual Conference. June 2020.

"Reproducible Analysis in R" Workshop. SABER West Regional Conference, UC Irvine, CA. January 2020.

Invited Talks and Panels:

"Information, Data, Evidence: Steps to Assess Student Learning in Different Contexts." UC Centers for Teaching and Learning Annual Meeting. September 2025.

"Information, Data, Evidence: Aligning Instruments to Your Questions and Context." UC Assessment Practitioner Pre-Conference Workshop. February 2025.

"Equity-Minded Assessment." UC Assessment Practitioner Pre-Conference Workshop. April 2024.

"Notes from a Grading Skeptic." Professional Development Day, Peralta Community College District. August 2023.

"Equity and Inclusion in Alternative Grading." The Virtual Grading Conference. June 2023.

"Curriculum Redesign for Equity." Science Faculty Institute for Teaching and Learning (SFIT) Workshop, College of San Mateo. November 2022.

"Rethinking Grading." Professional Development Day, Peralta Community College District. August 2022.

"Aligning Instruction to Values: Ethical Reasoning in STEM Undergraduate Education." Ethics, Society, & Technology Unconference, Stanford University. May 2021.

"Exploring Alternative Systems for Grading." Experiments in Learning, Center for Teaching and Learning, Stanford University. May 2021.

"The Many Pathways to Data Science" and "The Data of Life Sciences" Panels. Annual Community College Data Science Conference. May 2021.

"Cancer Causes and Diagnosis" and "Cancer Treatment and AI." CS 372: Artificial Intelligence for Disease Diagnosis Seminar, Stanford University. May 2020 and April 2021.

"Curriculum Equity Review within the Bioengineering Department." ASEE Breakfast Chat, Stanford University. March 2021.

"Grading for Equity: Contract Grading in the College Classroom." STEM Lecturer and Teaching Staff Meeting, Stanford University. November 2020.

"Redesigning BIOL 12: Human Genetics for Equity and Social Justice Dialogue." Learning Communities Showcase, Foothill College. September 2020.

"Big Data Meets Art: Using Visualizations to Unravel the Mystery of Drug Resistance in Cancer." BIOL 101 Seminar, Santa Clara University, Santa Clara, CA. May 2019.

Selected Poster Presentations:

"A Rose By Any Other Name: Alternative Grading Systems as a Gateway to Authentic Assessment." Association for the Assessment of Learning in Higher Education (AALHE) Annual Assessment Conference, June 2024.

- "Identity, Place, & Context: Factors that Predict Student Buy-in to Active Learning in STEM Courses." Gordon Research Conference on Undergraduate Biology Education Research, June 2023.
- "Investigating Professional Social Networks to Improve Research Productivity Among Community College Instructors." SABER Annual Meeting 2021 Virtual, July 2021.
- "Creating Pathways to Change: Professional Development Options in Inclusive Pedagogy." Virtual Transforming Institutions Conference, Accelerating Systemic Change Network (ASCN), June 2021.
- "Identifying Individual and Instructional Factors that Predict Student Buy-in for Active Learning Practices." X-DBER Conference, University of Nebraska-Lincoln (UNL), March 2021.
- "Department Review of Inclusive Course Design for Continuous Improvement." National Dialogue on Transforming STEM Teaching Evaluation in Higher Education, NASEM, January 2021.
- "The Thinking Matters Fellowship: A Transitional Teaching-Focused Experience Serving Early Career Scientists." Undergraduate Biology Education Research Gordon Research Seminar, Lewiston, ME, June 2019.

FELLOWSHIPS AND GRANTS

POD Network Research Grant [\$4000]	2026 – 2027
Campus Compact Practicing Discourse in the Classroom Mini-Grant [\$2,850]	2026
California Education Learning Lab AI FAST Challenge Grant [\$150,000]	2022 – 2026
UC Online Grant for DEI & A in Teaching and Learning: Online Modules for UC Campuses Project shared with UC Santa Barbara and UC Irvine [\$345,000]	2022 – 2025
Ethics, Society, and Technology Hub Seed Grant, McCoy Family Center for Ethics in Society, Stanford University [\$8,000]	2021
Teaching Advancement Grant, Center for Teaching and Learning (CTL), Stanford University [\$2,500]	2021
F99/K00 Predoctoral to Postdoctoral Fellow Transition Award, National Cancer Institute, National Institutes of Health (NIH) [\$72,400 F99 phase, estimated \$220,000 K00 phase]	2016 – 2018
Diversifying Academia, Recruiting Excellence (DARE) Fellowship, Vice Provost for Graduate Education, Stanford [\$104,000]	2016 – 2018
National Science Foundation (NSF) Graduate Research Fellowship [\$136,000]	2013 – 2016

HONORS AND AWARDS

UC Berkeley SPOT Award for Student Team Leadership	2026
UC Berkeley SPOT Award for PCF Program Redesign	2024
BIOE Justice, Equity, Diversity, and Inclusion (JEDI) Award	2021
RStudio Diversity Scholar, rstudio::global 2021 Virtual Conference	2021
Student Travel Award, International Society for Advancement of Cytometry (ISAC)	2017
Second Place Award for Best Talk, Stanford Cancer Biology Annual Conference	2016
Best Predoctoral Poster Award, SACB Meeting	2016
Paul E. Gray Undergraduate Research Opportunities Program (UROP) Researcher	2011

PROFESSIONAL DEVELOPMENT

WSCUC Accreditation Leadership Academy (ALA) Program	2024 – 2025
Staff as Students in Social Justice (SSSJ) Program	2023
SABER West Becoming an Antiracist Educator Workshop	2021
Stanford University "ISMS" Communicator Workshop Series	2020
CurtinX - MKT5x: Online Marketing Strategies through edX	2020
USMx - LDT200x: Instructional Design Models through edX	2020
ASUx - FETO101x: Foundations for Excellence in Teaching Online through edX	2020
OpenStax Creator Fest Professional Development Hours	2020
CIRTL Network: Advancing Learning Through Evidence-Based STEM Teaching through edX	2020
TLDC101x: Teaching & Learning in the Diverse Classroom through edX	2019
UCI1x: Understanding Classroom Interaction through edX	2018
EDU1x: Analytics for the Classroom Teacher through edX	2018
SEPAL Scientific Teaching Summer Institute	2017
CIRTL Network: An Introduction to Evidence-Based Undergraduate STEM Teaching through edX - Completion with Distinction	2017
BIO 52 Course: Diversity Improves the Science of Biology	2017
SGSI Course: Leadership Laboratories	2016
VPTL 312 Course: Science and Engineering Course Design	2016

RELEVANT TECHNICAL SKILLS

Expert in Google Suite and Microsoft Office productivity and collaboration software
 Expert in Canvas course design with Canvas certification through Foothill College
 Expert in Poll Everywhere platform for student polling and interactive course design
 Expert in R programming for data analysis/visualization using tidyverse and ggplot2 library
 Proficient in survey design and distribution using Google Forms and Qualtrics
 Proficient in Trello software for project management and task delegation
 Proficient in git and GitHub for version control and project collaboration
 Proficient in HTML, Markdown, and WordPress for web content publications
 Proficient in Gradescope online assignment and exam grading tool
 Proficient in communication tools and social media, including Slack, Discord, and Instagram