CURRICULUM VITAE

Tamara Powell Tate
Associate Director
Digital Learning Lab
253 Public Services Building
University of California, Irvine, CA 92697-5500
tatet@uci.edu 949.431.6540 tptate.com

EDUCATION

University of California, Irvine, School of Education, 2013–2018
PhD, Education (Language, Literacy, and Technology specialization)
M.A. granted June 2016
UC Public Impact Fellow 2017–18 (14 awarded campus wide)

Dissertation: Prior computer use, keystroke activity, and writing achievement: A three-part analysis of the 2011 National Assessment of Educational Progress writing assessment of 8th grade students

Committee Members: Mark Warschauer (Chair), Carol Booth Olson, Young-Suk Grace Kim, Penelope Collins

University of California, Berkeley, Boalt Hall School of Law, 1989
Juris Doctor, Order of the Coif (top 10%), *California Law Review*

University of California, Irvine, 1986
Bachelor of Arts, English, *cum laude*, Phi Beta Kappa

EMPLOYMENT

Project Scientist (PI Mark Warschauer), Associate Director Digital Learning Lab, University of California, Irvine, School of Education, November 2019–present

Post-Doctoral Researcher (PI Mark Warschauer), Digital Learning Lab, July 2018–November 2019

Projects:

- National Science Foundation Grant Number 1535300, 2015–20, Investigating Virtual Learning Environments (PI Warschauer)
- US Department of Education Award R305C19007, WRITE Center: Writing Research to Improve Teaching and Evaluation, A National Research and Development Center (PI Olson)
- US Department of Education Award R305A150429, Digital Scaffolding for English Language Arts (IES Goal 3 Intervention; PI Warschauer)

RESEARCH FUNDING

U.S. Department of Education, Institute of Education Sciences
National Research and Development Center, AI in Post Secondary Education
Writing Research to Improve Teaching Effectiveness with Generative AI (WRITE AI Center; R305C260035)
Principal Investigator: Mark Warschauer
Co-Principal Investigator: Tamara Tate
Funding: $10,000,000
Duration: September 1, 2026-August 31, 2031

U.S. Department of Education, American History and Civics—National Activities Grants
Fortifying Liberty's Legacy: Cultivating Informed Citizens Through History and Innovation (S422C250083)
Principal Investigator: Nicole Gilbertson
Co-Principal Investigator: Tamara Tate
Funding: $1,750,468
Duration: October 2025-September 2028

California Learning Lab, AI Grand Challenge
Enhancing Academic Writing and Digital Literacy with an AI Coach
Principal Investigator: Mark Warschauer
Co-Principal Investigator: Tamara Tate
Funding: $1,500,000
Duration: January 2025- December 2027

The Learning Agency Lab, IES/NAEP: User Approach Challenge
Principal Investigator: Mark Warschauer
Co-Principal Investigator: Tamara Tate
Funding: $250,642
Duration: July 2024–May 2025

National Science Foundation
Incorporating Generative Artificial Intelligence into Engineering Writing Courses (2315294)
Principal Investigator: Tamara Tate
Funding: $400,000
Duration: August 2023–February 2026

UCI Beall Applied Innovation
PapyrusAI: An intelligent writing coach for K-12 schools
Principal Investigator: Mark Warschauer
Co-Principal Investigator: Tamara Tate
Funding: $79,500

Duration: January 2024–June 2024

Spencer Foundation
Pens & Pixels: Generative AI in Education, One-day conference and website
Principal Investigator: Mark Warschauer
Co-Principal Investigator: Tamara Tate
Funding: $50,000
Duration: April 2023–September 2023

The Learning Accelerator, Lindsay Unified School District, subcontract to federal grant related to professional learning and learner achievement
Principal Investigator: Mark Warschauer
Co-Principal Investigator: Tamara Tate
Funding: $182,939
Duration: May 2022–September 2022

Selected grants contributed to:

Institute for Education Studies, WRITE (Writing Research to Improve Teaching and Evaluation) National Center
Principal Investigator: Carol Booth Olson
Funding: $5,000,000
Duration: 2019–2024

Spencer Foundation, From Keystrokes to Achievement Scores: The Main, Mediating, and Moderating Effects of Computer Use on Writing (**Tate** Dissertation)
Funding: $49,882 (to University of California, Irvine)
Duration: 2015–2016

PUBLICATIONS

Tate, T.P., Ritchie, D.R., & Warschauer, M. (2026). *Generative AI as a Mediational Agent: Rethinking Learning in Sociocultural Theory. EdArXiv*. https://doi.org/10.35542/osf.io/wcpj5_v1

Tate, T., Tseng, W., Harnick-Shapiro, B., Ritchie, D., & Warschauer, M. (2026). *The impact of AI on the process of learning to write*. In *Proceedings of the International Society of the Learning Sciences (ISLS) Annual Meeting* (Irvine, CA, USA).

Tate, T., Graham, S., Kaldirim, A., & Tavsanli, O. (2026). Can AI Provide Useful Analytic Essay Scoring for Different Genres of Writing with Elementary Grade Students? *Assessing Writing, 68* (101038).

Steiss, J., Booth Olson, C., Graham. S., Baker, T., Kim, Y.-S. G., **Tate, T.**, Krishnan, J., Chung, H., Collins, P., Gilbertson, N., Moon, Y., & Wang, J. (2025). The Effects of a Cognitive Strategies Intervention on Students' Source-based Argument

Writing in History. *Reading and Writing*. https://doi.org/10.1007/s11145-025-10678-0

Tseng, W., **Tate, T. P**., Harnick-Shapiro, B., & Warschauer, M. (2025, September 28). Pedagogical Approaches to Integrating Generative AI in the Undergraduate Writing Classroom. https://doi.org/10.35542/osf.io/ves79_v1

Choi, J., **Tate, T.**, & Warschauer, M. (2026). Anchor is the key: Toward accessible automated essay scoring with large language model through prompting. Assessing Writing, 69, 101053.

Tate, T. P., Harnick-Shapiro, B., Ritchie, D.R., Tseng, W., Dennin, M., Warschauer, M. (2025). Incorporating generative AI into a writing-intensive undergraduate course without off-loading learning. *Discover Computing, 28* (72). 10.1007/s10791-025-09563-9

Du, Q., & **Tate, T.** (2024). ChatGPT, plagiarism, and multilingual students learning to write. *The CATESOL Journal 35* (1).

Baek, C., **Tate, T**., & Warschauer, M. (2024). "ChatGPT Seems Too Good to be True": College Students' Use and Perceptions of Generative AI. *Computers and Education: Artificial Intelligence*, 100294. https://doi.org/10.1016/j.caeai.2024.100294

Jacob, S., **Tate, T**. & Warschauer, M. (2024). Emergent AI-assisted discourse: a case study of a second language writer authoring with ChatGPT. *Journal of China Computer-Assisted Language Learning*. https://doi.org/10.1515/jccall-2024-0011

Tate, T. P., Steiss, J., Bailey, D., Graham, S., Moon, Y., Ritchie, D., Tseng, W. & Warschauer, M. (2024). Can AI provide useful holistic essay scoring?. *Computers and Education: Artificial Intelligence, 7*, 100255. https://doi.org/10.1016/j.caeai.2024.100255

Tate, T. P., Kim, Y.-S. G., Collins, P., Warschauer, M., & Olson, C. B. (2024). Linguistic features of secondary school writing: Can natural language processing shine a light on differences by sex, English language status, or higher scoring essays? *Written Communication, 41*(3), 485–512. https://doi.org/10.1177/07410883241242093

Graham, S., Cao, Y., Kim, Y.-S. G., Lee, J., **Tate, T.**, Collins, P., Cho, M., Moon, Y., Chung, H. Q., & Olson, C. B. (2024). Effective writing instruction for students in grades 6 to 12: A best evidence meta-analysis. *Reading and Writing*. https://doi.org/10.1007/s11145-024-10539-2

Steiss, J., **Tate, T.**, Graham, S., Cruz, J., Hebert, M., Wang, J., Moon, Y., Tseng, W., & Warschauer, M. (2024). Comparing the quality of human and ChatGPT feedback of students' writing. *Journal of Learning and Instruction, 91*, 101894. https://doi.org/10.1016/j.learninstruc.2024.101894

Warschauer, M., Tseng, W., Yim, S., Webster, T., Jacob, S., Du, Q., & **Tate, T.** (2023). The affordances and contradictions of AI-generated text for writers of English as a second or foreign language. *Journal of Second Language Writing, 62*, 101071. https://doi.org/10.1016/j.jslw.2023.101071

Graham, S., Kim, Y., Cao, Y., Lee, W., **Tate, T.**, Collins, P., Cho, M., Moon, Y., Chung, H. Q., & Olson, C. B. (2023). A meta-analysis of writing treatments for students in grades 6–12. *Journal of Educational Psychology, 115*(7), 1004–1027. https://doi.org/10.1037/edu0000819

Fütterer, T., Fischer, C., Alekseeva, A., Chen, X., Tate, T., Warschauer, M., & Gerjets, P. (2023). ChatGPT in education: Global reactions to AI innovations. *Scientific Reports, 13*, 15310. https://doi.org/10.1038/s41598-023-42227-6

Tate, T., & Warschauer, M. (2022). Access, digital writing, and achievement: The data in two diverse school districts. *Journal of Writing Assessment, 15*(1). https://doi.org/10.5070/W4jwa.189

Tate, T., McPartlan, P., Baker, R., Aubele, J., & Warschauer, M. (2022). "I just didn't feel like a student anymore": Student responses to emergency distance learning. *Peabody Journal of Education, 97*(3), 369–389. https://doi.org/10.1080/0161956X.2022.2088176

Tate, T., & Warschauer, M. (2022). Equity in online learning. *Educational Psychologist*, *57*(3), 192-206. https://doi.org/10.1080/00461520.2022.2062597

Rutherford, T., Karamarkovich, S. M., Xu, D., **Tate, T.**, Sato, B., Baker, R. B., & Warschauer, M. (2021). Profiles of instructor responses to emergency distance learning. *Online Learning, 25*(1), 86–114. https://doi.org/10.24059/olj.v25i1.2472

Collins, P., Lee, W., **Tate, T.**, Krishnan, J., & Warschauer, M. (2021). A multi-dimensional examination of adolescent writing: Considering the writer, genre and task demands. *Reading & Writing, 34*(8), 2151–2173. https://doi.org/10.1007/s11145-021-10140-x

Collins, P., **Tate, T.**, & Warschauer, M. (2019). Technology as a lever for adolescent writing. *Policy Insights from the Behavioral and Brain Sciences, 6*(2), 194–201. https://doi.org/10.1177/2372732219836440

Tate, T., & Warschauer, M. (2019). Keypresses and mouse clicks: Analysis of the first national computer-based writing assessment. *Technology, Knowledge, and Learning, 24*(4), 523–543. https://doi.org/10.1007/s10758-019-09412-x

Tate, T., Warschauer, M., & Kim, Y.-S. G. (2019). Learning to compose digitally: The effect of prior computer use and keyboard activity on NAEP writing. *Reading & Writing, 32*(8), 2059–2082. https://doi.org/10.1007/s11145-019-09940-z

Tate, T., Collins, P., Xu, Y., Yau, J., Krishnan, J., Prado, Y., Farkas, G., & Warschauer, M. (2019). Visual-syntactic text format: Improving adolescent literacy. *Scientific Studies of Reading, 23*(4), 287–304. https://doi.org/10.1080/10888438.2018.1561700

Tate, T. P., & Warschauer, M. (2018). Going beyond "that was fun": Measuring writing motivation. *Journal of Writing Analytics, 2*, 257–279. https://doi.org/10.37514/JWA-J.2018.2.1.10

Tate, T., Warschauer, M., & Abedi, J. (2016). The effects of prior computer use on computer-based writing: The 2011 NAEP writing assessment. *Computers &*

Education, 101, 115–131. https://doi.org/10.1016/j.compedu.2016.06.001

Tate, T., Warschauer, M., & Abedi, J. (2016). Data on NAEP 2011 writing assessment prior computer use. *Data in Brief, 8*, 978–989. https://doi.org/10.1016/j.dib.2016.07.002

Conference Proceedings

Tate, T., & Warschauer, M. (2022). Digital tools for promoting social reading. *NUS 6th CELC Symposium* (pp. 4–7). https://www.nus.edu.sg/celc/wp-content/uploads/2022/11/6th-CELC-Symposium-Proceedings.pdf - page=4

Book Chapters

Yim, S., Warschauer, M., & **Tate, T.** (2026). *Computer-assisted language learning (CALL) and AI literacy*. In K. Hyland & P. Thompson (Eds.), The Routledge handbook of English for academic purposes (pp. 509–523). Routledge.

Warschauer, M., & **Tate, T.** (2017). Digital divides and social inclusion. In K. Mills, A. Stornaiuolo, A. Smith, & J. Pandya (Eds.), *Handbook of writing, literacies, and education in digital cultures* (pp. 63–75). Routledge.

Tate, T., & Warschauer, M. (2017). One-to-one device initiatives. In K. Peppler (Ed.), *The SAGE encyclopedia of out-of-school learning*. Sage. https://doi.org/10.4135/9781483385198

Tate, T., & Warschauer, M. (2017). Computer access in the home. In K. Peppler (Ed.), *The SAGE encyclopedia of out-of-school learning* (pp. 120–121). Sage. https://doi.org/10.4135/9781483385198

Tate, T., & Warschauer, M. (2017). The digital divide in language and literacy education. In S. Thorne & S. May (Eds.), *Language, education and technology. Encyclopedia of language and education* (Vol. 9). Springer. https://doi.org/10.1007/978-3-319-02328-1_5-1

Zinger, D., **Tate, T.**, & Warschauer, M. (2017). Learning and teaching with technology: Technological pedagogy and teacher practice. In D. J. Clandinin & J. Husu (Eds.), *The SAGE handbook of research on teacher education* (pp. 577–593). Sage. https://doi.org/10.4135/9781529716627

Other Publications

Warschauer, M., & **Tate, T.** (Eds.). *Generative AI in education* (Cambridge Elements series). Cambridge University Press.

Motz, B., Jankowski, H., Lopatin, J., Tseng, W., & **Tate, T**. Using a platform to run an experiment outside the platform. Paper presented at the *Annual Workshop on A/B Testing and Platform-Enabled Learning Research* (5th, Jul. 2024).

Tate, T., Doroudi, S., Ritchie, D., & Xu, Y. (2023). *Educational research and AI-generated writing: Confronting the coming tsunami*. EdArXiv. https://doi.org/10.35542/osf.io/4mec3

Tate, T. (2023, March 21). *What teachers need to know about ChatGPT, Bard, and the pipeline of AI text generating tools*. UCI Teacher Academy Spring Newsletter. https://teacheracademy.uci.edu/what-teachers-need-to-know-now-about-chatgpt-bard-and-the-pipeline-of-ai-text-generating-tools/

Tate, T., Ritchie, D., ChatGPT, & Warschauer, M. (2022, December 13). Will AI make English teachers obsolete? A conversation with ChatGPT. *WRITE Center*. http://www.writecenter.org/blogs/will-ai-make-english-teachers-obsolete-a-conversation-with-chatgpt

Tate, T., Holland, B., Rabbitt, B., & Warschauer, M. (2022, November). *The challenge of measuring personalized professional learning: Acknowledging the trade-offs between measurement and personalization.* Prepared for Lindsay Unified School District Teacher and School Leader Initiative.

Kataoka, S., **Tate, T.**, Holland, B., Rabbitt, B., & Warschauer, M. (2022, November). *Lessons from the LUSD personalized professional learning pathways*. Prepared for Lindsay Unified School District Teacher and School Leader Initiative.

Holland, B., & **Tate, T.** (2022, June 10). *Keys to successful professional learning*. Edutopia. https://www.edutopia.org/article/keys-successful-professional-learning

Tate, T., Holland, B., Kataoka, S., Rabbitt, B., & Warschauer, M. (2022, March). *Personalized professional learning during a pandemic*. Prepared for Lindsay Unified School District Teacher and School Leader Initiative.

Warschauer, M., Collins, P., Farkas, G., **Tate, T.**, Krishnan, J., Yau, J., Xu, Y., & Prado, Y. (2017, November 29). *Report to Garden Grove Unified School District on US Department of Education Award R305A150429* (Project 84.305A Digital Scaffolding for English Language Arts).

Warschauer, M., & **Tate, T**. (2015). Going one-to-one, 2.0. *Educational Leadership*, *72* (8), 60–65.

Warschauer, M., **Tate, T.**, Niiya, M., Yim, S., & Park, Y. (2014). *Supporting digital literacy in educational contexts: Emerging pedagogies and technologies*. Report to the International Baccalaureate Program.

Public Data Sets

Steiss, J. & **Tate, T**. Student Epistemology Survey Dataset for Item Orientation as a Confound in Epistemology Scales. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2026-05-11. https://doi.org/10.3886/E248054V2

Warschauer, M., Reimer, L., Denaro, K., Orona, G., Schenke, K., Nguyen, T., Nili, A., Xu, D., Solanki, S., & **Tate, T.** (2021). *Evaluating promising practices in undergraduate STEM lecture courses* [Data set]. Dryad. https://doi.org/10.7280/D11M5Q

Warschauer, M., Collins, P., & Farkas, G. (PIs) (2021). *Digital scaffolding for English language arts, United States, 2016-2017* (ICPSR 37625; Version 1) [Data set] [**Tate, T.**, data lead and prepared public data set]. ICPSR. https://doi.org/10.3886/ICPSR37625.v1

SELECTED PRESENTATIONS

Tate, T.P. Building futures through care, connection, and innovation: Can AI have a role? 24th International Conference for Media in Education (ICoME), August 6, 2026, Honolulu HI. Invited Keynote.

Tate, T. P., Harnick-Shapiro, B., Tseng, W., Dennin, M., & Warschauer, M. (2026, June). *Student responses to the integration of generative AI into an upper division engineering writing course (IUSE)* [Poster presentation]. American Society for Engineering Education Annual Conference & Exposition, Charlotte NC.

Tate, T., Tseng, W., Harnick-Shapiro, B., Ritchie, D., & Warschauer, M. (2026, June). The impact of AI on the process of learning to write. *ISLS Annual Meeting*, Irvine, CA, USA.

Ritchie, D., Dowell, N., **Tate, T.**, & Warschauer, M. (2026, April). From wandering to collaboration: Discourse patterns in middle school generative AI use. *The 16th International Learning Analytics & Knowledge Conference*, Bergen, Norway.

Tate, T. P. (2026, April). Beginning with the end in mind: Using generative AI in undergraduate STEM writing instruction. In M. Warschauer (Chair), Generative AI and academic writing: Studies from diverse contexts. American Educational Research Association (AERA) Annual Meeting, Los Angeles, CA, USA.

Tate, T. & Gross, D. (March 4, 2026). Are compositionists and schools of education science on the same page? GenAI as a test case. Conference on College Composition and Communication. Cleveland, OH.

Tate, T. (January 30, 2026). Invited keynote, "For such a time as this." 13th Annual SLO Symposium, online.

Tate, T. (December 7, 2025). Invited keynote, "Initial lessons on if, when, and how to integrate generative AI into teaching and learning writing." 2025 Victoria Chinese Language Teaching Symposium, University of Melbourne.

Tate, T., Harnick-Shapiro, B., & Tran, S. (December 4, 2025). Incorporating generative AI into writing: A view across three institutions. Drivers of Educational Technology California Higher Education DET/CHE 40 Annual Conference. Rancho Mirage, CA.

Tate, T. (November 18, 2025). Invited keynote, "Generative AI in education: Exploring when to use it, when to skip it, and how to decide." Education in the Age of Artificial Intelligence. Pontificia Universidade Catolica do Rio Grande do Sul. Porto Alegre, Brazil.

Tate, T. "If, when, and how to use generative AI in education." 2025 Summit on Responsible Computing, AI, and Society. October 27-28, 2025, Atlanta, Georgia.

Tate, T. (September 16, 2025). "Integrating generative AI into engineering writing courses." AAAS-IUSE. Field Notes from AI in STEM Education Webinar Series.

Tate, T. (May 21, 2025). "Generative AI and the art of the possible," invited participant in the University of California Office of the President's UC AI Council: UC AI Essentials Webinar Series.

Tate, T. (Feb. 21, 2025). "Generative AI in Education: Exploring When to Use It, When to Skip It, and How to Decide," invited keynote *AI in Academia*. California State University Fullerton.

Tate, T., Harnick-Shapiro, B., Tseng, W., Ritchie, D.R., Dennin, M., & Warschauer, M. (June 22-25, 2025). Integrating generative AI into an upper division STEM writing and communications course (IUSE). American Society for Engineering Education annual conference, Montreal, Canada.

Tate, T. (2024, Sept. 20). *Using digital tools for researching and writing* [Presentation]. School of Education, PhD student orientation. Irvine, CA, United States.

Tate, T., & Harnick-Shapiro, B. (2024, Sept. 19). *Evolving practices for instructors in the age of generative AI.* University of California, Irvine, Teach Day, Irvine, CA, United States.

Tate, T. (2024, Aug. 12). *Foundations of generative AI* [Presentation]. Women in Computer Science & Engineering (WICSE), California State University Fullerton. Fullerton, CA, United States.

Warschauer, M., & **Tate, T.** (2024, Jul. 16). *Leveraging generative AI to improve secondary writing instruction* [Presentation]. WRITE Center, Irvine, CA, United States.

Tate, T., Chapeton-Lamas, N., Inoue, T., & Senk, S. (2024, May 31). *Forging a path for AI in education: Notes from the field* [Moderator]. California Educational Learning Lab.

Tate, T. (2024, May 23). *Using LLMs in teaching: Civil & Environmental Engineering Department* [Presentation]. Irvine, CA, United States.

Tate, T., Harnick-Shapiro, B. (2024, May). *PapyrusAI for fostering writing and AI* literacy [Presentation]. Division of Teaching Excellence and Inclusivity. Irvine, CA, United States.

Tate, T., Tseng, W., Harnick-Shapiro, B., Ritchie, D., & Warschauer, M. (2024, June 16–18). *Lessons learned (so far): Using generative AI in engineering writing classes* [Poster presentation]. IUSE Summit, Washington, DC, United States.

Tate, T. (2024, May 21). *Impact of generative AI on teaching and learning for librarians* [Presentation]. University of California, Irvine, CA, United States.

Fütterer, T., Fischer, C., Alekseeva, A., Chen, X., **Tate, T.**, Warschauer, M., & Gerjets, P. (2024, April). *AI in education: Examining the global reception of ChatGPT on Twitter* [Poster presentation]. American Educational Research Association Annual Meeting, Philadelphia, PA, United States.

Steiss, J., **Tate, T.**, Cruz, J. T., Graham, S., Wang, J., Moon, Y., Tseng, W., Warschauer, M., & Hebert, M. (2024, April). *Comparing the quality of human and ChatGPT feedback on student writing* [Paper presentation]. American Educational Research Association Annual Meeting, Philadelphia, PA, United States.

Tate, T., Steiss, J., Warschauer, M., Bailey, D., Ritchie, D., Tseng, W., Moon, Y., & Graham, S. (2024, April). *Can ChatGPT provide useful holistic essay scoring?* [Paper presentation]. American Educational Research Association Annual Meeting, Philadelphia, PA, United States.

Tate, T. (2024, April 3). *Evolving practices for instruction in the age of generative AI.* Artificial Intelligence (AI) in the College Classroom Series. University of California, Irvine, CA, United States.

Tate, T. (2024, January). *What is ChatGPT and why should I care?* [Presentation]. Reedly College, Reedly, CA, United States.

Lyons, R., Miller, J., Ochoa, R., Spears, B., **Tate, T.,** Zimmer, Z. (2024, Feb. 29). *Pedagogy and innovation frontiers* [Panel Presentation]. University of California Systemwide Academic Congress, What the Future Holds: A UC Congress on the Impact and Promise of Artificial Intelligence. Los Angeles, CA, United States.

Tate, T. (2024, Feb. 29). *AI for Teaching and Learning* [Break Out Facilitator]. University of California Systemwide Academic Congress, What the Future Holds:

A UC Congress on the Impact and Promise of Artificial Intelligence. Los Angeles, CA, United States.

Tate, T. (2023, November). *Generative AI & writing* [Presentation]. LRA Writing Research Study Group. Literacy Research Association Annual Meeting, Atlanta, GA, United States.

Tate, T. (2023, November). *Evolving practices for instruction in the age of generative AI* [Presentation]. AI Summit, Santa Clara County Office of Education, San Jose, CA, United States.

Tate, T. (2023, October 27). *Navigating the brave new world of artificial intelligence and ChatGPT: How to benefit the instructional classroom* [Presentation]. California Community Colleges Chief Instructional Officers (CCCCIO) Fall 2023 Conference, San Diego, CA, United States.

Tate, T. (2023, October). *Think like a robot: AI and disciplinary literacy* [Presentation]. AI and Education: Navigating the Mine Fields, Orange County Department of Education, Online.

Tate, T. (2023, September 29). *Evolving practices for instructors in the age of generative AI* [Presentation]. Friday SLO Talks. California Outcomes Assessment Coordinators Hub.

Tate, T. (2023, September). *Evolving practices for instructors in the age of generative AI* [Presentation]. UCI Teach Day, Irvine, CA, United States.

Tate, T. (2023, September). *Using digital tools for researching and writing* [Presentation]. Academic Writing Workshop, School of Education, University of California, Irvine, CA, United States.

Tate, T. (2023, July). *Researching writing* [Panel presentation]. Pens & Pixels: Generative AI in Education, Online. https://www.pensandpixels.org/conference.html

Tate, T. P., & Warschauer, M. (2023, April). Equity online: Making online learning accessible and effective for all students. In *Diverse perspectives on improving online learning theory, research and practice* [Symposium]. Annual Meeting of the American Educational Research Association, Chicago, IL, United States.

Ojeda-Ramirez, S., Parker, M., Garcia, L., **Tate, T.**, Villa, J. R., & Warschauer, M. (2023, March). *Computational thinking and attitudes towards computing: An emerging relationship in elementary students* [Poster presentation]. SIGCSE Technical Symposium, Toronto, Canada.

Tate, T. P., & Warschauer, M. (2023, February). Equity online: Making online learning accessible and effective for all students. In *Diverse lenses on improving online learning theory, research, and practic*e [Panel discussion]. Digital Learning Annual Conference, Online.

Tate, T., Eidman-Aadahl, E., Warschauer, M., Allison, P., & Sloan, M. (2023, January). *ChatGPT and the future of writing instruction* [Webinar]. WRITE Center. http://www.writecenter.org/webinars.html

Tate, T. (2022, May). *Online learning*. Committee for Education and Culture of the Bavarian Parliament, Irvine, CA, United States.

Tate, T., & Collins, P. (2022, April). Writing opportunities in the history classroom. In *Multiple lenses for understanding source-based analytical writing development*

[Symposium]. American Educational Research Association Annual Meeting, San Diego, CA, United States.

Tate, T. (2020, February 21). *Digital writing across the curriculum*. Digital Learning Lab, University of California, Irvine, CA, United States.

Tate, T. (2020, February 7). *Digital writing across the curriculum*. 9th Annual International Writing Analytics Conference, St. Petersburg, FL, United States.

Collins, P., **Tate, T.**, Xu, Y., Krishnan, J., Prado, Y., Yau, J., Farkas, G., & Warschauer, M. (2019, April). *Visual syntactic text formatting: Influences on teacher practices, student achievement, and student engagement* [Paper presentation]. Annual Meeting of the American Educational Research Association, Toronto, Canada.

Yau, J. C., Krishnan, J., Xu, Y., **Tate, T.**, Farkas, G., Collins, P., & Warschauer, M. (2019, April). *Better together: How teacher collaboration supports implementation and student learning during a large-scale technology intervention* [Paper presentation]. Annual Meeting of the American Educational Research Association, Toronto, Canada.

Tate, T. (2018, September 28). *Improving literacy through digital scaffolding*. 3rd Annual UCI Postdoctoral Scholar Research Symposium (competitive), Irvine, CA, United States.

Krishnan, J., **Tate, T.**, Yau, J., Xu, Y., & Prado, Y. (2018, January 9–10). *Digital scaffolding for English language arts* [Poster presentation]. Institute of English Sciences Annual Principal Investigators' Meeting, Washington, DC, United States.

Tate, T. (2017, April). Deleters and indenters—What's in a keystroke? Analysis of the 2011 NAEP computer-based writing assessment. In *Using NAEP data to understand what students in the United States know and can do* [Paper session]. American Educational Research Association Annual Meeting, San Antonio, TX, United States.

Tate, T. (2015, May 8). *From keystrokes to achievement scores: The effects of prior computer use on computer-based writing* [Poster presentation]. Text and Data Mining for Interactive Online Learning, University of California, Irvine, CA, United States.

Tate, T. (2015, April). *From keystrokes to achievement scores: The effects of prior computer use on computer-based writing* [Graduate student roundtable]. American Educational Research Association, Chicago, IL, United States.

RESEARCH EXPERIENCE

Graduate Student Researcher, Summer 2016, 2016–17, Summer 2017, 2017–18, Mark Warschauer. US Department of Education Award R305A150429, Project 84.305A Digital Scaffolding for English Language Arts (IES Goal 3 Intervention). Digital literacy intervention using visual-syntactic text formatting in large, urban district with high number of English learners. Responsible for 2 school sites, communication with and observations of teachers at the sites. Led data collection and cleaning; quantitative data analysis including fixed effect regressions with clustered standard errors, structural equation modeling, confirmatory factor analysis; prepared for and presented at annual

advisory board meeting; dissemination of results including drafting report to district, assisting in preparation of IES poster presentation, preparing journal articles. Assisted in preparation of grant proposals.

Graduate Student Researcher, Fall 2014; 2015–2016, Mark Warschauer.
Drafted funding proposals, including successful Spencer Foundation Grant #201500153 ($49,882) "From Keystrokes to Achievement Scores: The Main, Mediating, and Moderating Effects of Computer Use on Writing." Performed funded secondary analysis of NAEP 2011 writing assessment. Analyzed effect of prior use of computers at home and at school on writing achievement; use of the computer during the assessment at the keystroke level; determined model of relationship among prior computer use, use of the computer during the assessment, and writing achievement on the assessment.

TEACHING EXPERIENCE

AI in Higher Education, Summer 2026. Created and taught curriculum to provide higher education instructors and those supporting instruction (e.g., instructional designers) a foundational understanding of generative AI, its affordances and limitations, and essential aspects of AI literacy as they relate to teaching and learning in postsecondary environments.

PapyrusAI, Spring 2024-present. Created and taught curriculum for instructors and for students on human-centered use of generative AI in higher education and middle school, including use of PapyrusAI tool.

Guest Lectures, Generative AI and writing: PapyrusAI, various graduate classes.

Learning Assistant, Winter 2022, Education 283A, Qualitative Research. Assisted instructor and graduate students as needed.

Co-Teacher with Mark Warschauer, Fall 2021, Education 212: Literacy and Technology. Assisted with course development; led classes on digital reading, scaffolding reading, and reading in social context; actively moderated course readings on Perusall application.

Guest Lecture, Winter 2018, Education 50, Issues in K-12 Education, Brandy Jenner. Lecture on exceptional learners.

Guest Lecture, Fall 2017, Education 212, Literacy and Technology, Mark Warschauer. Panel on data mining in educational research.

Guest Lecture, Winter 2017, Education 30, 21st Century Literacies, Mark Warschauer. Lecture on digital media for personalized literacy learning.

Teaching Assistant, Spring 2014, Education 30, 21st Century Literacies, Viet Vu. Led 2 discussion sections of approximately 40 students each. Prepared quizzes, graded quizzes, projects, midterms, and finals. Lectured to entire class of approximately 160 students on assessment.

Teaching Assistant, Winter 2014, Education 50, Issues in K-12 Education, Viet Vu. Duties included monitoring Facebook groups, guiding discussion groups in class discussions, preparing quizzes, and grading of papers, midterms, and finals for class of undergraduates. Lectured on history of education from 1965 to present.

Teaching Assistant, Spring 2014, Education 124, Multicultural Education, Dr. Laurie Hanson. Duties included grading of papers, midterms, and finals for class of 130 undergraduates.

Teaching Assistant, Winter 2013, Education 125, Children in Schools and Cinema, Susan Guilfoyle. Duties included grading weekly film reflections and final film analysis paper for class of 70 undergraduates.

Teaching Assistant, Fall 2013, Education 305, Learning from Teaching Secondary School, Judith Sandholtz. Duties included grading projects, presenting on a variety of subjects, and assisting with class discussions for two sessions of credential students.

Professional Reader, Spring 2013, Education 150, Changing High School Experience, Judith Sandholtz. Duties including grading midterm and final exams and two papers for over 35 students. Taught one class period relating to drug testing.

PROFESSIONAL DEVELOPMENT

Research

Multilevel Modeling, CenterStat, Spring 2022

Introduction to Structural Equation Modeling, CenterStat, May 2021

Educational Datamining, a year-long survey course of educational datamining using R, 2017–18

Digging into "Big Data:" A Workshop on Analysis of Intensive Longitudinal Data in Social Science Research, University of California, Irvine, January 2018

The Stanford Education Data Archive: Using Big Data to Study Academic Performance, AERA 2017, Sean F. Reardon, Stanford University

Analyzing NAEP Assessment Data with Plausible Values: Hands-On Practice Approach with NAEP Sample Data File, AERA 2015, Emmanuel Sikali, NES Director Databases Training Programs

SREE course in HLM, July 2014. Carnegie Center for Advancement of Teaching. SREE scholarship to attend ($700)

Teaching

Squash the biases: Black Lives Matter & cultural awareness workshop, Spring 2021

Safe zone: Practice of allyship workshop, Winter 2020

Collaborative Learning, UCI Division of Teaching Excellence & Innovation, Fall 2019

Activate to Captivate, an eight-week communication certificate program for graduate students and postdocs on crafting dynamic and compelling scientific presentations, Fall 2018

Improv for Teaching, a four-week certificate program incorporating improvisational techniques to improve teaching and learning in undergraduate education settings, Fall 2018

SERVICE

Advisory Panel, National Science Foundation DRL (2621046) to the University of Kentucky Research Foundation. Collaborative Research: AI Tools for Measuring

Teachers' Professional Noticing of Children's Mathematics, $421,441 Jonathan Thomas, Principal Investigator August 15, 2026-July 31, 2028

Senior Program Committee, 27th International Conference on Artificial Intelligence in Education (AIED), June 29-July 3, 2026.

Member, NSF Panel, Research on Innovative Technologies for Enhanced Learning (RITEL; March 2026), virtual.

Member, NSF Panel, DRK-12 - AI and STEM Integration (March 2025), virtual.

Member, Office of the Vice Provost for Teaching and Learning, Generative AI Advisory Group 2023, Provided guidance to the UCI faculty and campus about approaches toward ethical and effective uses of generative AI in higher education

Member, IES panel, Phase One of the From Seedlings to Scale Grants Program: seamless Personalized Education Experiences Delivered at Scale. November 18-19, 2024, Washington, D.C.

Member, Cyber Security Committee, School of Education, University of California, Irvine (August 2024-present)

Editorial Review Board, *Online Learning Journal*

Advisory Board, Integrated Research Training: Language and Literacy Disabilities, Award # H324D190031 (Pena, Project Director)

Santa Ana Unified School District Advanced Learning Academy Charter School Board member, 2015-2020; Vice President, 2018–19 academic year

Canvas Presbyterian Church, Session (Board of Directors) 2019–2022; President, 2022; Chair of Inclusivity Statement Committee; Member of Continually Learning Series program development team, preparing and leading *Racism in American* (4 week series), *Systems of Racism* (8 week series), and *The LGBQT+ Community* (8 week series + 6 Book Club Events) http://canvasoc.org/connect/racism-series-overview; http://canvasoc.org/lgbtq

Peer Reviewer: *AERA Open*; *American Educational Research Journal; Computers and Education*; *Frontiers in Psychology; Educational Psychology; Journal of Writing Assessment, Online Learning Journal; Reading & Writing*; *Scientific Studies of Reading*, *Technology, Knowledge & Learning Journal; Technology, Mind, and Behavior; AERA Annual Meetings; LAK Annual Meetings 2022 & 2023*

Portola High School, Irvine, WASC Accreditation Committee Member 2018–2020

University of California, Irvine, School of Education ADSE Cohort Representative, 2017–18

University of California, Irvine, School of Education PhD Admissions Committee, 2015–16

University of California, Irvine, School of Education ADSE Professional Development Chair, 2015–16

Informal doctoral and undergraduate student mentoring

Pioneer Middle School, School Site Council 2015–2016

Peters Canyon Elementary School, PTO President 2011–2013, School Site Council, Managed $140,000 annual budget; lead board of volunteers; communicated with administration, teachers, staff, and parents; implemented technology plan; developed Parent Teacher Resource Center; created Sensory Lab with grant funding

AFFILIATIONS & PROFESSIONAL MEMBERSHIPS

American Educational Research Association
Literacy Research Association
California Bar (144570)

EMPLOYMENT—LEGAL

CapFin Partners, LLC, 2010–2013

Managing Director of boutique financial services firm engaged in providing equity capital, investment management, and advisory services. Asset acquisitions included shopping centers, chocolate manufacturer, and finance company.

Morrison & Foerster, LLP, 1990–2007

Partner in top tier international firm in the corporate finance group, with emphasis on securities offerings, mergers and acquisitions, and corporate counseling. Represented companies in a variety of industries, including biotechnology, consumer goods and services, financial services, gaming, healthcare, and high technology. Counseled both public and private companies on corporate finance, securities, and business restructuring and regulatory compliance issues. Advised companies and their Boards of Directors on disclosure and compliance issues and corporate governance matters. Prepared disclosure documents and agreements. Counseled companies on technology licensing and intellectual property issues. Technology committee; recruiting; interactive forms project; numerous profession development and client trainings; assistant managing partner for Orange County office.

United States Court of Appeals, 9th Circuit, 1989–1990

Clerk to Hon. David R. Thompson

REFERENCES

Available on request