

Jeremiah “Remi” Kalir, PhD
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Professional Summary

- Creative higher education leader and researcher advancing more just learning futures
- Effective manager of academic programs, research grants, and equity-centered projects
- 50+ peer-reviewed publications and \$964,000 in grant funding for research projects

Leadership Experience

- 2015 - present **Program Leader and Associate Professor**, Learning Design & Technology, University of Colorado Denver
- Managed 12+ faculty and instructors to support students’ learning and success across multiple graduate programs (PhD, EdD, MA)
 - Directed curriculum development for graduate programs specializing in human-centered learning design resulting in 10% YoY enrollment growth
 - Administered \$100,000 department budget and invested in cross-sector initiatives to align students’ skills and career goals with industry trends
 - Mentored 20+ doctoral students conducting original research about learning technologies, digital literacies, and educational equity
 - Designed and effectively taught 11 graduate courses, online and hybrid formats, as evidenced by 4.8/5 average rating from student evaluations
 - Recipient of the University of Colorado Denver Excellence in Leadership and Service Award (2019) and the CU Online Innovator Award (2017)
- 2017 - 2021 **Co-Founder**, ThinkStudio, University of Colorado Denver
- Secured over \$550,000 to establish a design studio that fostered the inclusive and innovative transformation of digital learning at CU Denver
 - Oversaw 20 faculty fellows, in 3 cohorts, and mentored design projects
 - Cultivated fiscal sponsorships and programming partnerships among CU departments, colleges, and regional higher education institutions
 - Orchestrated dozens of workshops, seminars, and design sprints
- 2012 - 2018 **Co-Founder**, Institute for Innovation in Education
- Initiated a global learning design community for creative innovators
 - Facilitated human-centered design efforts with multi-sector partners in Canada, Czech Republic, Jamaica, Oman, South Africa, and Switzerland
 - Designed culturally-relevant edtech projects with students and educators

Research Experience

2016 - 2022 **Founder and Principal Investigator**, Marginal Syllabus

- Created a research-practice partnership that engaged 700+ educators in collaborative learning about educational equity using open technologies
- Authored 17 peer-reviewed publications and organized 28 conference presentations and symposia about equity-oriented professional learning
- Directed 6-person leadership team, sustained programming and design-based research among nonprofit, technology, and publishing partners
- Recipient of the National Technology Leadership Initiative Award from the National Council of Teachers of English (2020)
- Launched project as Open Education Group Research Fellow (2017-18) and as National Science Foundation Data Consortium Fellow (2016-17)

2020 - 2021 **Scholar in Residence**, Hypothesis

- Initiated 3-year study of undergraduate students' social annotation, and engaged 182 course sections and 3,600+ students in research activities
- Authored a white paper about the value of social annotation featuring 10 discipline-specific research summaries and 21 educator testimonials
- Contributed to 8 invited research presentations and 5 research webinars

2018 - 2022 **Editor**, Proceedings of the Connected Learning Summit

- Published 4 open-access volumes of conference proceedings featuring 104 research papers about digital media and learning (2018, 19, 20, 22)
- Coordinated publication workflows among researchers, communications staff, and academic press to produce and share open-access proceedings

Academic Books and Selected Publications

- Kalir, R. (in press). *Re/Marks on Power: How Annotation Inscribes History, Literacy, and Justice*. Cambridge, MA: MIT Press.
- McBride, C., Kalir, J., & Cantrill, C. (in press). Justice-oriented media literacy in professional learning. In A. Cortez & J. R. Lizárraga (Eds.), *Language, Literacy, Youth, and Culture: Bloomsbury Encyclopedia of Social Justice in Education*. Bloomsbury.
- Swauger, S., & Kalir, J. (2023). Learning analytics and the abolitionist imagination. *Journal of Learning Analytics*, 10(1), 101-112.
- Kalir, R., & Garcia, A. (2021). *Annotation*. Cambridge, MA: MIT Press.

Education

2014 PhD, Curriculum and Instruction, University of Wisconsin-Madison
2008 MA, Technology in Education: Global Program, University of Michigan-Flint
2005 BA, Human Development and Social Relations (*dept. honors*), Earlham College