

## **Carmen Richardson**

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Dr. Carmen Richardson is an educator with 20 years of experience in K-12 education and 10 years of experience in higher education. Carmen has a BA in Theatre, an Elementary Education Teaching Certificate and a Master's degree in Education from the *University of Hawaii at Hilo*. She has a PhD in Educational Psychology and Educational Technology, from *Michigan State University* where her research focused on supporting students and teacher creativity in K-12 settings.

Carmen is an instructor in the Leadership and Innovation EdD program at *Arizona State University* where she teaches courses and serves as a dissertation chair. She conducts research on creativity, leadership, technology, and innovation in education. Her work has been published in a variety of educational journals including *Phi Delta Kappan*, *Educational Action Research*, *TechTrends*, *Thinking Skills and Creativity*, and *Teaching Education*.

Her 20 years in K-12 education were spent as a classroom teacher, librarian, and instructional coach. She spent 11 years of her teaching career at Kamehameha Schools Hawai'i and has experience in private and public schools in both Hawai'i and Washington. For fun Carmen plays the piano, spends time with family, and reads.

### **Education**

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#### **Ph.D. in Educational Psychology and Educational Technology (2018)**

*College of Education, Michigan State University*

Dissertation: *Supporting Collaborative Creativity in Education: The Development of the i5 Framework*

Advisors: Dr. Punya Mishra and Dr. Leigh Graves Wolf

#### **Master of Education (2011)**

*School of Education, University of Hawaii at Hilo*

Thesis: *Creativity and Passion in Education: The Performing Arts and Social Emotional Learning*

Thesis Advisor: Dr. Michele Ebersole

#### **Teaching Certificate in Elementary Education (2005)**

*University of Hawaii at Hilo*

#### **Bachelor of Arts in Liberal Studies: Drama (2004)**

*University of Hawaii at Hilo*

### **Professional Work Experience - Higher Education**

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#### **Instructor (2020 – present)**

*Mary Lou Fulton Teachers College, Arizona State University*

I teach online courses (course descriptions below) for the Leadership and Innovation EdD program. In addition, I am the Dissertation Chair for several doctoral students and serve as a committee member on several more.

- **TEL 702 - Dynamic Contexts for Education** - In this course, students develop an understanding of ethics, equity, social justice, and critical pedagogy. They practice designing research aligned to these and other educational theories and make connections to their own contexts and problems of practice.
- **TEL 704 - Leadership for Organizational Change** - In this course, students develop an understanding of the dynamic and systemic nature of organizations, with an emphasis on leadership for building organizational capacity, and understanding leadership theory.
- **TEL 705 - Systems Change and Leadership** - In this course, students explore the theoretical foundations of systems literature and apply the concepts to their own leadership contexts.
- **TEL 706 - Introduction to Doctoral Studies** - In this course, students prepare for success as a doctoral student, focusing on balance and identity, communities of practice, leadership and innovation, action research and organization systems.
- **TEL 707 - Reading the Research** - In this course, students interpret and analyze qualitative and quantitative research literature, as well as learn how to integrate information in academic writing.
- **TEL 713 - Qualitative Methods** - In this course students learn and practice methods for qualitative research.
- **TEL 708 - Data Informed Decision Making** - In this course students examine data-informed decision-making in educational learning communities, by focusing on data collection, analysis and interpretation, as well as the impact of collaborative learning communities.

### **Adjunct Instructor (2015 – 2019)**

*College of Education, Michigan State University*

I taught and developed courses for the Master of Arts in Educational Technology program in face-to-face, online, and hybrid formats.

- **CEP 817 Learning Technology Through Design** - In this course students used the five phases of Design Thinking developed by the Stanford d.School (empathize, define, ideate, prototype, and test) to address a problem of practice in their own context.
- **CEP 818 Creativity in Education**- This course explored creativity and creative thinking through essential transdisciplinary creativity skills. Topics included: What does it mean to be creative? What are the thinking tools of creativity? How do we become more creative? How do we develop creativity in others?
- **CEP 807 Capstone Course** - In this course, students created an online portfolio summarizing their work in the MAET program.
- **CEP 815 Technology and Leadership** - In this course, students examined the aims of education, the history and evolution of technology, principles of leadership, and the intersection of these three elements.
- **CEP 800 Learning in School and Other Settings** - This course acquainted students with foundational psychological perspectives for understanding learning that occurs in school and other settings. Students connected theories of learning to their own

experiences as learners in a variety of contexts as they worked toward the final course project: a professional, polished theory of learning.

- **CEP 822 Approaches to Educational Research** - This course was designed to introduce students to the basics of educational research. Students were exposed to the theory and methodology of quantitative, qualitative, and humanistic research.

### **Lecturer (2014 – 2019)**

*School of Education, University of Hawaii at Hilo*

I developed and taught an educational technology course to pre-service teachers in face-to-face, hybrid, and online formats.

**ED 314 Technology in Education** - In this course students were introduced to the theory and application of multimedia educational technology principles in 21st century learning environments. The course was contextualized in project-based and place-based learning.

**ED 310 Introduction to Education** - In this course for undergraduate students were introduced to the foundational knowledge associated with education.

### **Professional Work Experience- K-12**

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#### **Library Information Specialist/Classroom Teacher (2021-2024)**

*Mead and Spokane Public Schools, Spokane, WA*

I taught classes to students in grades kindergarten through eighth grade across a variety of topics including research skills, digital citizenship, technology and media literacy, and library skills, as well as ELA and Math. I planned and implemented lessons that were literacy focused and engaged students in experiences that required creative and critical thinking. I was at Brentwood Elementary in 2021-2022, Spokane Public Montessori in 2022-2023, and Adams Elementary as a fifth grade teacher in 2023-2024.

#### **Instructional Coach (2013-2021)**

*Kamehameha Schools, Kea'au, Hawaii*

As an instructional coach for grades K-5, I helped teachers design and implement high-quality instruction in math and language arts. I supported teachers' attainment of the school-wide learning and teaching expectations which were grounded in culturally relevant teaching practices that aligned to national standards and supported students' creative and critical thinking. I developed and provided a range of professional development opportunities. I observed and supported teachers in their processes of goal setting and improvement.

Professional Development Designed and Provided:

- Guided Reading
- Reader's Workshop
- Small Group Instruction in Math
- Math Mini-Lessons
- Assessment Cycles
- Unit and Assessment Design
- Goal Setting and Growth

#### **Technology Teacher (2010-2013)**

### *Kamehameha Schools, Kea'au, Hawaii*

I taught technology to grades K-5, collaborating closely with K-5 teachers on interdisciplinary units and projects. I aligned my curriculum to the national standards for technology created by ISTE. I helped lead the implementation of a 1:1 device program for K-5 teachers and students. I collaborated closely with other teachers in the meaningful and purposeful integration of educational technology across multiple content areas and designed and implemented professional development opportunities for K-12 teachers.

Professional Development Designed and Provided:

- Integrating Technology Meaningfully
- Using Technology for Formative and Summative Assessment
- Integrating iPads
- Digital Portfolios

### **Third Grade Teacher (2005-2010)**

#### *St. Joseph School, Hilo, Hawaii*

I designed and implemented instruction in the core content areas (Language Arts, Math, Social Studies, and Science) in alignment with national and state standards as well as school level outcomes and expectations. I differentiated instruction to meet the needs of a diverse array of learners.

### **Publications**

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Richardson, C., Oster, N., Henriksen, D., & Mishra, P. (2023). Artificial Intelligence, Responsible Innovation, and the Future of Humanity with Andrew Maynard. *TechTrends*.

Mishra, P., Henriksen, D., and Richardson, C. (2023). From crayons to AI: Widening the lens on educational technology and creativity. *TechTrends*.

Keenan-Lechel, S. F., Warr, M., Richardson, C., Mishra, P., Mehta, R., Henriksen, D., & Gruber, N. (2023). A decade of rethinking creativity, technology and learning: Reflections with the Deep-Play Research Group. *TechTrends*.

Mehta, R., Henriksen, D., Richardson, C. *et al.* (2022). Creativity & the Mindful Wanderings of Dr. Jonathan Schooler. *TechTrends*, 66, 571-577.

Henriksen, D., Richardson, C., Gruber, N., & Mishra, P. (2022). The uncertainty of creativity: Opening possibilities and reducing restrictions through mindfulness. In G. Jaeger & R. Beghetto (Eds.). *Uncertainty: A catalyst for creativity, learning and development*. Springer.

Richardson, C., Henriksen, D., Mehta, R., & Mishra, P. (2022). Seeing things in the here and now: Exploring mindfulness and creativity with Viviana Capurso. *TechTrends*, 66, 394-400.

Richardson, C., Mishra, P. & Henriksen, D. (2021). Creativity in online learning and teacher education: An interview with Leanna Archambault. *TechTrends*, 65, 914-918.

Henriksen, D., Richardson, C., & Shack, K. (2020). Mindfulness and creativity: Implications for thinking and learning. *Thinking Skills and Creativity*, 37, 1-10.

Richardson, C. (2020). Supporting collaborative creativity in education with the i5 framework. *Educational Action Research*, 1-16.

Richardson, C., Henriksen, D., Mishra, P. & the Deep-Play Research Group (2020). From brains to music: A multi-faceted discussion of creativity with Dr. Anthony Brandt. *TechTrends*, 64(6), 790-795.

Richardson, C., Henriksen, D., & Deep-Play Research Group. (2019). Questioning the myth of ideation: Tatiana Chemi and the hard work of creativity. *TechTrends*, 63(3), 245-250.

Henriksen, D., Gretter, S., & Richardson, C. (2018). Design thinking and the practicing teacher: Addressing problems of practice in teacher education. *Teaching Education*.

Richardson, C. (2018). *Supporting collaborative creativity in education: The development of the i5 Framework*. Michigan State University. Retrieved from ProQuest Dissertations and Theses.

Richardson, C., Henriksen, D. & the Deep-Play Research Group (2018). It's not 'hippies running barefoot through a field of daisies,' and other contemplations on creativity with Dr. Jonathan Plucker. *TechTrends*, 62(5). 432-437.

Richardson, C., & Mishra, P. (2018). Learning environments that support student creativity: Developing the SCALE. *Thinking Skills and Creativity*, 27, 45-54.

Richardson, C., Henriksen, D., Mishra, P. & the Deep-Play Research Group (2017). The courage to be creative: An interview with Dr. Yong Zhao. *TechTrends*, 61(6), 515-519.

Henriksen, D., & Richardson, C. (2017). Teachers are designers: Addressing problems of practice in education. *Phi Delta Kappan*, 99(2), 60-64.

Henriksen, D., Richardson, C., & Mehta, R. (2017). Design thinking: A creative approach to educational problems of practice. *Thinking Skills & Creativity*, 26, 140-153.

Richardson, C., & Mishra, P. & the Deep-Play Research Group (2016). Navigating the tensions inherent in understanding creativity: An interview with Mark Runco. *Tech Trends* (60)5, 415-418.

Henriksen, D., Keenan, S., Richardson, C., Mishra, P., & the Deep-Play Research Group (2015). Play as a foundational thinking skill & trans-disciplinary habit of mind. *TechTrends*, 59(3), 5-10.

Richardson, C., (2012) Meaningful global collaboration. *Learning and Leading with Technology*, 40(1).

## **Book Chapters:**

Mishra, P., Henriksen, D., Boltz, L. O., & Richardson, C. (2015). E-Leadership and teacher development using ICT. In R. Huang; Kinshuk; J. K. Price (Eds.). *ICT in Education in Global Context: Comparative Reports of Innovations in K-12 Education* (pp. 249-266). Berlin: Springer.

### **Books:**

Mishra, P., Henriksen, D. & The Deep-Play Research Group (2018). *Creativity, Technology & Education: Exploring their Convergence*. Springer Briefs in Educational Communications & Technology. Published by the Association for Educational Communications & Technology & Springer.

Henriksen, D. & The Deep-Play Research Group (2018). *The 7 Transdisciplinary Cognitive Skills for Creative Education*. Springer Briefs in Educational Communications & Technology. Published by the Association for Educational Communications & Technology & Springer.

### **Presentations**

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Richardson, C. (2025, March). Qualitative Research Methods. Doctoral Research Conference. *Arizona State University*.

Richardson, C. (2023, March). Qualitative Research Methods. Doctoral Research Conference. *Arizona State University*.

Henriksen, D., & Richardson, C. (2018, April). Design Thinking for Teacher Education: Solving Problems of Practice with Creativity and Design. Paper presented at the meeting of the *American Educational Research Association (AERA)*. New York City, NY.

Henriksen, D., & Richardson, C. (2017, March). Designing a Course for Design Thinkers: Best Practices in Online Coursework to Promote Creative Problem Solving. *The Society for Information Technology & Teacher Education International Conference (SITE)*, Austin, Texas.

Richardson, C. & Cordeiro, E. (2017, October). Unleashing Creativity in Your Classroom. Presentation at *Schools of the Future Conference*, Honolulu, Hawai‘i.

Richardson, C. & Cordeiro, E. (2017, February). Inspiring Creativity with Infographics. Presentation at *Ignite Innovation Conference*, ‘Iolani School, Honolulu, Hawai‘i.

Cordeiro, E. & Richardson, C. (2017, February). Snapchat for Educators. Presentation at *Ignite Innovation Conference*, ‘Iolani School, Honolulu, Hawai‘i.

Richardson, C. (2016, June). Design Thinking in Practice. Presentation at Kūkulu Kaiāulu KS EdTech Conference, Honolulu, Hawai‘i.

Henriksen, D., Mishra, P., DeScriver, M., Fahnoe, C., Cain, W., Terry, C., Mehta, R., Good, J., Richardson, C., & Keenan, S. (2015, March). The roots of creativity: Trans-disciplinary thinking

skills as tools for thinking and learning in the 21st century. Symposium presented at *The Society for Information Technology & Teacher Education International Conference (SITE) 2015*, Las Vegas, NV.

Richardson, C. & Cordeiro, E. (2014, October). Rethinking Learning Spaces. Presented at *Schools of the Future Conference*, Honolulu, Hawai‘i.

Richardson, C. & Cordeiro, E. (2014, June). PD on Demand. Presented at *International Society for Technology in Education (ISTE)* national conference, Atlanta, Georgia.

Richardson, C. (2013, June). Meaningful Global Collaboration for Elementary Students. Presented at *International Society for Technology in Education (ISTE)* national conference, San Antonio, Texas.

Richardson, C. & Cordeiro, E. (2013, June). Not a Ninja? Earn Your Belt! Google Drive 101. Presented at *International Society for Technology in Education (ISTE)* national conference, San Antonio, Texas.

Richardson, C. (2012, October). School-Wide Teacher Blogs. *Schools of the Future Conference*, Honolulu, Hawai‘i.

### **Graduate Student Advising**

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#### **Dissertation Committee Chair:**

##### **Completed:**

Jill Loveall (2024) *Implementing Student-Centered Learning in K-12 Classrooms through Effective Professional Development and Coaching Strategies*

Lawrence Lenhart (2025) *Understanding the Effects of Creative Writing’s Shifting Pedagogy: Cultural Capital, Linguistic Diversity, and Community Membership in the New Workshops*

Woo-Jung Kim (2025) *Becoming Bridge Builders: The Role of Global Citizenship Education in Developing a Global Identity and Global Competence among High School Students*

Leanne Havelly (2025) *Developing Collective Teacher Efficacy and Cross-Curricular Lesson Plans Through Lesson Study as a Framework for Professional Learning*

Valeira Rizo (2025) *Understanding Barriers of Latina Female First-Generation College Students and Increasing Their Financial Literacy*

Nicole Aguilar (2025) *From Entrepreneurship to Entrepreneurial Mindset: EM Integration in the Classroom*

Curtis Lawrence (2025) *Charter School Network Organizational Expansion Maintaining Academic and Operational Excellence Across State, Racial, Ethnic, and Community Lines*

##### **In Progress:**

Lisa Pitch

Teresa Stager

Bryan Lim

Teja McFarlane

Kristin Baillie  
Lindsie Spengler  
Erica Williams  
Zach Boeder

**Dissertation Committee Member:**

**Completed:**

Mishel Kuch (2024) *SAAIT: Sexual Assault Academic Intervention Training*  
Mary Hurley (2024) *Re-Centering Teachers in a New Ecology to Empower Teachers' Agency and School Change; Engaging Teachers in Critical Inquiry and Action Research Based in a Global Community of Practice Online*  
Noah Levinson (2025) *Bridging Worlds: Enhancing Dual Enrollment Through a Community of Practice*  
Priscilla Dekker (2025) *Empowering Student Agency and Engagement Through Dynamic Multimodal Learning in Virtual K-12 Education*

**In Progress:**

Maureen Israel  
Heidi Morton  
James Davis  
Brittany Reilly

**Service**

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**Peer reviewer (ad hoc) for the following journals:**

- *Thinking Skills & Creativity*
- *Teachers College Record*
- *Creativity Research Journal*
- *Educational Psychology*
- *Educational Leadership*
- *Educational Technology Research and Development*
- *Journal of Technology and Teacher Education*

**Project Management/Leadership**

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**Arizona State University**

*Program Redesign Committee (2023-current)*  
*Organizing Team Member - Doctoral Research Conference (2022-2023)*

**Kamehameha Schools**

*Team Member - 1:1 Device Initiative (2012-2017)*  
- *Lead - Elementary School*  
*Team Member - K-12 Technology Integration*  
- *Lead - Elementary School (2013-2017)*  
*Elementary School Leadership Committee member (2013-2017)*



*Team Member – Big Island Technology Conference (2012-2017)*  
- *Lead - Presenters and Programming*  
*Team Member – E Ola! Curricular Framework Development (2016-2018)*  
- *Co-Lead - Elementary School*  
*Team Member – Math Task Force (2019-2021)*  
- *Co-Lead - Elementary School*  
*Co-Director - Kamehameha Schools Keiki Choir (2010-2021)*

### **St. Joseph School**

*Core Team Member – Schools of the Future Innovation Implementation*  
- *Lead for Elementary School Implementation*  
*Director - After School Performing Arts Program*

### **Skills, Talents, and Awards**

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Technology: Microsoft Office, Google Suite, iMovie, Adobe Creative Suite, Moodle, Blackboard, Canvas, and a variety of Web 2.0 and social media technologies

Performing arts talents: piano, tap dance, musical theater choreographer

#### **2021, AT&T Best Online Course Award**

CEP 817 at Michigan State University

#### **2014-2018, Michigan State University**

Fellowship, College of Education

#### **2015, Michigan State University**

College of Education, Janice Marston Scholarship recipient

#### **2005, ETS Recognition of Excellence**

Outstanding performance on the Principles of Learning and Teaching exam.

#### **2002-2004, University of Hawai'i at Hilo**

Academic Tuition Waiver from the College of Arts and Sciences.

### **Student Feedback Quotes**

*I just wanted to drop a quick line your way to thank you for being such a wonderful faculty member this semester. I wrote this in the course evaluation, but your feedback on assignments was absolutely incredible - I could tell you read and engaged with my work and always had thoughtful and constructive things to say. I know how much time and effort grading at this level takes and I wanted to acknowledge how grateful I am for your approach to instruction and feedback.*

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*I would like to thank you for creating such a wonderful class this past semester. The course was challenging, stimulating, and rewarding from beginning to end, and I learned so much in such a short period of time. I am particularly grateful for the critical feedback on assignments and the*

*time you took to meet with me and provide guidance and encouragement. I felt both supported and pushed to dig deeper. As I rest and prepare for Spring 2021, I feel prepared to face the next three courses that are coming my way.*

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*Thank you for a great course again. I always enjoy working with you. Your feedback on assignments are very thoughtful and thorough, and they have helped me to consistently reflect on my work. As an instructor, you set the bar very high for excellence in student support. I always welcome your very timely and supportive emails. As I reflect on how you have supported us through the courses and all assignments, it is hard to believe that I am working through distance. In my context, my students give crowns to instructors who support and inspire them to be their best and give of their best. I am sending a crown for you. 👑*

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*Dr. Richardson was so warm and encouraging with her feedback. I really appreciate the support she gave me during this course because the content was so new and I wasn't sure if I was engaging with the content in the way I needed. She helped to build my confidence with most of the assignments.*

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*This course made my introduction to this program very enjoyable and galvanizing. The material provided is helping me to frame my ideas and put them into the proper context for my program and dissertation. I also found it quite beneficial for my life. :-)*

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*Both instructors conveyed a high level of regard and care in every communication interaction. They were inviting and affirming in their language. I felt I knew where I stood in every assignment and was reinforced on my learning through the thoughtful and thorough feedback they provided. Their design and implementation of the curriculum is of the highest caliber. I feel lucky to have experienced their instruction and hope other instructors will also be of the same quality.*

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*In the past, I used to be afraid and felt uncomfortable reaching out to my Professors. After taking classes with Dr. Richardson, I'm no longer afraid and I communicate with my Professors. She has made it easier for me because of her openness and kindness. I felt she was genuinely concerned and wanted me to succeed. For this, I'm very grateful.*

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*I am amazed at how quickly Dr. Richardson provides feedback. She consistently exceeds my expectations.*

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*The feedback was always beneficial. Dr. Richardson would tie in the concepts and elaborate on my assignment by explaining the interconnectedness of the assignment contextually with my action research focus. I really enjoyed this because it also helped provide me with clarity of my work.*

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*Dr. Richardson is empathetic, respectful of others, and knowledgeable. The course expectations are communicated clearly. Dr. Richardson is very helpful and gives you the opportunity to complete your assignments and offers assistance if you need further guidance and understanding. The structure and effective communication pushed me intrinsically to do more, and seek understanding.*

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*I am so grateful for the level of engagement and sincere thought that was put into every assignment. I learned so much and the level of care and intentionality has left a real impression on me.*

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*Dr. Richardson was encouraging and empathetic. This class was challenging because I have never done system mapping, but Dr. Richardson's feedback gave me hope and helped me to persevere. Dr. Richardson focused on learning as opposed to the grade; therefore, I learned to apply what I was learning and grew metacognitively. I enjoyed this course and all of the support I received in learning new concepts.*

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*I thoroughly enjoyed this course! I learned so much from the interesting readings and discussions. This class helped me to understand my problem of practice in a deeper and more holistic way. Dr. Richardson is an excellent professor, and I hope I have the opportunity to learn from her again! Thank you!*