

Karen Mutch-Jones

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Program/Areas of Interest

Broadening participation in STEM
Curricular access for students with disabilities
Teacher professional development
Science/computer science education

TERC Projects

- Accessing Science Ideas
- [BioTeach](#)
- Building Capacity for CS Teaching in a Rural State
- [GeniGUIDE](#)
- [Geniverse](#)
- [Helios STEM School Pilot \(HSSP\)](#)
- [High-Adventure Science \(HAS\)](#)
- [Inclusive - Exploring Computer Science \(I-ECS\)](#)
- [Indiana Science Initiative \(ISI\)](#)
- Lesson Study for Accessible Science



Biographical Summary

Dr. Karen Mutch-Jones has worked on a range of large-scale research and evaluation projects and focused exploratory studies since she joined TERC in 2001.

Building upon her prior experience as a special educator and special education professor, Karen's research studies often focus on broadening participation in STEM education. She has served as the principal investigator on two NSF-funded efficacy studies researching curricular access for students with learning disabilities—*Lesson Study for Accessible Science* and *Accessing Science Ideas*—and currently, she is co-PI on the *Inclusive Exploring Computer Science Enhancement (I-ECS)* project, measuring how curricular enhancements enable students with visual impairments to access and engage with computer science content.

Much of Karen's evaluation work focuses on teacher implementation of curricular and technology innovations. She currently serves as a lead evaluator on *Creative Robotics*, studying robotics integration in core middle school subjects, and *High-Adventure Science* and *GUIDE*, studying teacher instruction with computer models of Earth's systems and genetics.

Outside of TERC, Karen volunteers with educational and environmental organizations. She serves on the Board of Trustees of Wheelock College, co-chairing the Education Policy Committee.

For more information, seec.terc.edu.

Education

Ed.D. in Learning and Teaching, Harvard Graduate School of Education