

**NICOLE MILLS**

Senior Preceptor in Romance Languages  
 Harvard University  
 Dept. of Romance Languages & Literatures  
 407 Boylston Hall  
 Harvard Yard  
 Cambridge, MA 02138

E-mail: mills@fas.harvard.edu  
[http://works.bepress.com/nicole\\_mills](http://works.bepress.com/nicole_mills)

**EDUCATION**

**Ph.D. in Educational Studies and French**, Emory University, Atlanta, GA. May 2004.

**Master of Arts**, French literature, Emory University, Atlanta, GA. August, 2001.

**Bachelor of Arts**, Education and French, University of Richmond, Richmond, VA.  
 Phi Beta Kappa, Magna Cum Laude. May 1998.

**RESEARCH INTERESTS**

Psychology of language learning and teaching, virtual environments in language learning, curriculum development, & language program evaluation

**BOOKS**

Bourns, S., Krueger, C., & Mills, N. (2020). *Perspectives on Teaching Language and Content*. New Haven, CT: Yale University Press.

Norris, J., & Mills, N. A. (2014). *Innovation and Accountability in Language Program Evaluation*. Boston: Heinle Cengage.

**PUBLICATIONS****Peer Reviewed Journals**

Mills, N. A., Dede, C., Gant, R., Dressen, A., & Courtney, M (2020). Culture and vision in virtual reality narratives. *Foreign Language Annals*, 53(4), 733-760.

Mills, N. A. & Moulton, S. (2017). Students' and instructors' perceived value of curricular content. *Foreign Language Annals*, 50(4), 717-733.

Mills, N.A. & Minuchehr, P. (2014). The development of a national curriculum guide for Persian: Themes, genres, standards-based goals, and models. *Journal of the Council of Less Commonly Taught Languages*, 16, 111-146.

Mills, N. A. (2013). Action research: Bridging theory and practice. *Academic Exchange Quarterly: Second language Acquisition & Pedagogy*, 17 (1), 95-100.

Mills, N. A. (2011). Teaching assistants' self-efficacy in teaching literature: Sources, personal assessments, and consequences. *Modern Language Journal* 91 (1),1-11.

- Mills, N. A. (2009). A 'Guide du Routard' simulation: Enhancing the Standards through project-based learning. *Foreign Language Annals*, 42(4), 607-639.
- Mills, N. A., Pajares, F., & Herron, C. (2007) Self-efficacy of college intermediate French students: Relation to Achievement and Motivation. *Language Learning*, 57(3), 417-442.
- Mills, N. A., Pajares, M. P., & Herron, C. A. (2006). A re-evaluation of the role of anxiety: Self-efficacy, anxiety, and their relation to reading and listening proficiency. *Foreign Language Annals*, 39(2), 276-293.
- Mills, N. A., Herron, C. A., & Cole, S. P. (2004). Classroom presentation with teacher assistance versus individual viewing of foreign language video: Relation to comprehension, self-efficacy, and engagement. *Computer Assisted Language Instruction Consortium (CALICO) Journal*, 21 (2), 291-316.

### **Edited Volumes & Invited Contributions**

- Mills, N. A. & Caspar, S. (in press). Immersive Technologies in language program direction: Considerations, applications, and implications. Invited contribution to the *Routledge Handbook of Language Program Development and Administration*.
- Mills, N. A. (2020). Language Program Direction During COVID-19: Collective Memories of the Extraordinary. Invited contribution to the *Second Language Research and Practice Journal*, 1 (1), 159-163.
- Mills, N. A. (2020). Engagement and cultural immersion in virtual reality narratives. In P. Hiver, A. Al-Hoorie, & S. Mercer (Eds.) *Student Engagement in the Language classroom* (pp. 202-223). Bristol, UK: Multilingual Matters.
- Mills, N. & Belnap, K. (2017). Beliefs, motivation, and engagement: What every teacher of Arabic should know about self-efficacy. In K. Wahba, Taha, Z., & England, L. (Eds.) *Handbook for Arabic Teaching Professionals in the 21<sup>st</sup> Century* (2<sup>nd</sup> edition). Mahwah, NJ: Routledge.
- Norris, J. & Mills, N. A. (2014). Introduction: Innovation and Accountability in Foreign Language Program Evaluation. In J. Norris & N. Mills (Eds.) *Innovation and Accountability in Language Program Evaluation*. Boston: Heinle Cengage.
- Mills, N. A. (2014). Self-efficacy in second language acquisition. In S. Mercer & M. Williams (Eds.), *Multiple Perspectives on the Self*. Multilingual Matters, Bristol, UK.
- Mills, N. A. (2011) Situated learning through social networking communities: The development of joint enterprise, mutual engagement, and a shared repertoire. In S. Thorne & B. Smith (Eds.) *CALICO Journal special issue: Second Language Acquisition Theories, Technologies, and Language Learning* 28 (2), 345-368.
- Mills, N. A. (2009). Task-based course development: A Guide du Routard simulation. In L. Stone & C. Wilson-Duffy (Ed.), *Task-Based III: Expanding the Range of Tasks with Online Resources*. International Association for Language Learning Technology.

Mills, N. A., & Péron, M. (2009). Global simulation and writing self-beliefs of college intermediate French students. *International Journal of Applied Linguistics* (156), 239-273.

Mills, N.A., & Allen, H.W. (2007) Teacher self-efficacy of graduate teaching assistants of French. In J. Siskin (Ed.), *From Thought to Action: Exploring Beliefs and Outcomes in the Foreign Language Classroom*. Heinle & Heinle: Boston.

Allen, H. A, Dristas, V., & Mills, N. A. (2006). Cultural learning outcomes and summer study abroad. In M. Mantero (Ed.), *Identity and Second Language learning: Culture, identity, and dialogic activity in educational contexts*. Contemporary Issues in Language Education collection. Greenwich, CT: Information Age Publishing.

## CONFERENCES AND PRESENTATIONS

### Keynotes, Workshops, and Invited presentations

Mills, N. (to be presented, September 2024). *Transformative AI pedagogies*. Invited speaker at the Interplay between Artificial Intelligence and Second Languages and Literatures Symposium. Villanova University, Villanova, PA.

Mills, N. (to be presented, April 2024). *Extended realities in language teaching and learning*. Invited speaker to the conference Harvard XR 2024: Extended Intelligence, Cambridge, MA.

Mills, N. (to be presented, April 2024). *Digital Literacy and Creative AI Pedagogies*. Invited speaker at the World Language Center at Northwestern University, Chicago, IL.

Beerbohm, E., Malin, D., & Mills, N. (December, 2023). *Generative AI Faculty Show and Tell*. Invited speaker by the FAS Artificial Intelligence Systems Working Group. Harvard University, Cambridge, MA.

Abrams, G., Kestin, G., Mills, N., Phelps-Coco, A., & Smilack, J. (September 2023). *Nurturing Human Connection in AI-enhanced learning environments*. Invited speaker at the Harvard Initiative for Learning and Teaching (HILT) conference, Teaching in the Age of AI: Nurturing Connections and Empowering Learners, Cambridge, MA.

Mills, N. (September 2023). *Transformative Language Pedagogy in the 21<sup>st</sup> Century: Meaningful Applications of VR, AR, and AI in Curriculum Design*. Invited speaker at the World Language Center at Northeastern University, Boston, MA.

Mills, N. (June 2023). *What the Humanities can learn from AI, and what AI can learn from the Humanities*. Invited plenary speaker at the Modern Language Association (MLA) Academic Program Services Leadership Institute virtual institute.

Mills, N. (June 2023). *Immersive Realities*. Invited speaker to the panel discussion at the Computer Assisted Language Instruction Consortium (CALICO) conference. Minneapolis, MN.

Mills, N. (June 2023). *The current state of research in artificial intelligence in language education*. Invited speaker to the panel discussion at the Computer Assisted Language Instruction Consortium (CALICO) conference. Minneapolis, MN.

Mills, N. (May 2023). *Seeing the world through the eyes of other cultures*. Invited visiting scholar

- and speaker to the Linguistic Mediation program at the University of Calabria, Rende, Italy.
- Mills, N. (May 2023). *Spiraling the instruction of language and critical content*. Invited visiting scholar and speaker to the Linguistic Mediation program at the University of Calabria, Rende, Italy.
- Mills, N. & Dressen, A. (April 2023). *Innovative pedagogical applications of AI in the teaching of languages and cultures*. Invited speaker to the Harvard Language Center Faculty Series. Harvard University, Cambridge, MA.
- Mills, N. (November, 2022). *Spiraling the Instruction of Language and Critical Content*. Invited keynote speaker at the NYU Abu Dhabi Language Matters Symposium in the Foreign Language Classroom conference. Abu Dhabi, United Arab Emirates.
- Caspar, S., Dubreil, S., Sykes, J., & Mills, N. (March, 2022). *Using 3D Virtual Reality to Promote Critical Language and Cultural Global Competence: A One-Day Workshop on Research, Teaching, and Design*. Invited workshop collaborator at the American Association of Applied Linguistics (AAAL) conference. Pittsburgh, PA.
- Mills, N. (March 2022). *Perceived value of language learning: Aligning programmatic and student goals*. Invited presentation at the Department of Modern Languages, Western Kentucky University. Bowling Green, KY.
- Mills, N. (October 2021). *Envisioning Cultures in VR*. Invited speaker in the Department of Romance and Arabic Languages and Literatures and German Departments. University of Cincinnati, OH.
- Mills, N. (June 2021). *Motivation through Immersion*. Invited keynote speaker at CILEX 2020: International Conference of Foreign Languages. University of Monterrey, Monterrey, Mexico.
- Mills, N. (May 2021). *Reimagining Curriculum Design through Virtual Spaces*. Invited keynote speaker at Princeton University at the Consortium for Language Teaching and Learning Symposium. Princeton University, Princeton, NJ.
- Mills, N. (May, 2021). *"The art of seeing" and envisioning cultures in VR*. Invited speaker to the MIT Digital Humanities Speaker Series. Massachusetts Institute of Technology (MIT), Cambridge, MA.
- Mills, N. & Gant, R. (April, 2021). *Live Tour of Harvard in Virtual Reality*. Invited speaker to the Harvard Club of France Discussion Series. Paris, France.
- Mills, N. (April, 2021). *Immersive Reality*. Invited speaker by the Department of Romance Languages and Literatures at the University of Chicago. Chicago, IL.
- Mills, N. & Gant, R. (March 2021). *Immersive Learning*. Invited speaker to the Virtual Reality and Education Presentation Series at Bennington College. Bennington, VT.
- Mills, N. (March 2021). *Learning through Immersion: The Dreams of Henri Rousseau*. Invited speaker in the global first year community in the Global Languages division. Massachusetts Institute of Technology (MIT), Cambridge, MA.

- Mills, N. (date postponed, TBD). *Envisioning Paris in virtual reality*. Invited speaker at Wellesley College. Wellesley, MA.
- Mills, N. (October, 2019) *Culturally immersive storytelling*. Invited speaker at the MIT Open Documentary Lab Lecture Series. Massachusetts Institute of Technology, Cambridge, MA.
- Mills, N. A. (October, 2019). *Engagement and Immersion in Virtual Reality Narratives*. Invited speaker for the International Association of Language Learning and Technology (IALLT) webinar series.
- Mills, N. (April, 2019). *Cultural Immersion in VR*. Invited speaker at the Harvard Initiative for Learning and Teaching (HILT) Education Innovation Showcase. Harvard University, Cambridge, MA.
- Mills, N. (February, 2019). *Virtual reality and authentic cultural immersion*. Invited speaker at the Tech Invention and Innovation Forum. Massachusetts Institute of Technology (MIT). Cambridge, MA.
- Mills, N. (February, 2019). *Cultural immersion through VR: Innovation through design thinking*. Invited speaker at Microsoft speaker series on design thinking. Microsoft Garage: Cambridge, MA.
- Mills, N. (October, 2018). *La République: Virtual reality and authentic cultural immersion*. Invited speaker at the XR in Education conference. Boston University. Boston, MA.
- Mills, N. (October, 2018). *Interaction, engagement, and immersion in virtual reality*. Invited speaker at the Princeton Center for Language Study. Princeton University. Princeton, NJ.
- Mills, N. (October, 2018). *Virtual reality, cultural immersion, and authentic language use*. Invited speaker at the Columbia Language Resource Center. Columbia University. New York, NY.
- Mills, N. (October, 2018). *Virtual reality and authentic cultural immersion*. Invited speaker at the Yale Center for Language Study. Yale University. New Haven, CT.
- Mills, N. & Gant, R. (October, 2018). *La République: A Paris VR narrative project*. Invited speaker at the Hub Week conference. Harvard University. Cambridge, MA.
- Mills, N. (August, 2018). *Spiraling Language and Content*. Invited Keynote speaker at the University of Tennessee. Knoxville, TN.
- Dressen, A., Mills, N. A., Lanzieri, N., & Cuales, M. (December, 2017). *Pioneering next-gen learning*. Invited as a guest speaker at NY Ed Tech Week conference at New York University. New York, NY.
- Mills, N. A. (December, 2017). *Virtual reality: Fostering cultural understanding, empathy, and critical engagement in the language classroom* Invited as a guest speaker at the Derek Bok Center for Teaching and Learning Faculty Lunches on Learning Series at Harvard University. Cambridge, MA.
- Mills, N. A. (October, 2017). *Enhancing cultural understanding and empathy through virtual reality*. Invited as a guest speaker at the Harvard Initiative for Learning and Teaching (HILT) simulation and games affinity group. Harvard University, Cambridge, MA.
- Mills, N. A. (September, 2017). *Perspectives on teaching language and content*. Invited as a workshop

speaker at Dartmouth College. Hanover, NH.

Mills, N. A. (September, 2017). *Teaching current issues in the language classroom*. Invited as a guest speaker at Dartmouth College. Hanover, NH.

Mills, N. A. (January 2017). *Reinvigorating language programs through valuable content, community engagement, and emerging technologies*. Invited as a guest speaker at Northeastern University's World Language Center. Boston, MA.

Greene, V., Mills, N. A., & Uziel, L. (January, 2017). *The Story of the Charlie Archive: Pedagogical & scholarly implications*. Invited presentation at the Charlie Archive Exhibit Gallery Talk at the French Cultural Center. Boston, MA.

Mills, N. A. (October 2016). *Critical and creative thinking in the beginning foreign language classroom*. Invited as a guest speaker at Northeastern University's World Language Center. Boston, MA.

Mills, N. A. (April, 2016). *Framing foreign language curricula to critically engage students in valuable and relevant content*. Invited as a guest speaker at Princeton University's Language Pedagogy Forum: Language Education for Global Citizenship, Princeton, NJ.

Allen, H., Dubreil, S., & Mills, N. A. (November 2015). *How can we critically engage foreign language students?* Invited as a guest speaker at the AAUSC French section meeting. Panel presentation at the American Council of Teachers of Foreign Languages (ACTFL) conference. San Diego, CA.

Mills, N. A. (January, 2015). *Self-Efficacy and the Foreign Language Classroom: Background, Applications, and Pedagogical Implications*. Invited as the guest speaker at the Seminar Series of the Second Language Research Group at Cambridge University. Cambridge, England.

Mills, N. A. (November, 2014). *Engagement, collaboration, and accountability in language program evaluation*. Invited speaker at the New Hampshire Language Pedagogy Symposium. University of New Hampshire, Durham, NH.

Mills, N. A. (July, 2014). *Self-efficacy roundtable*. Invited as a speaker in the Master of Arts in French language teaching course *Individual Differences in the Foreign Language Classroom*. Southern Oregon University, Angers, France.

Mills, N. A. (July, 2014). *Inspirational words from Bennington students*. Invited as the commencement speaker at Bennington College's Masters of Teaching a Second Language (MATSL) program. Bennington, VT.

Mills, N.A. (March, 2014). *Promoting academic rigor through project-based learning in the beginning French classroom*. Invited as the guest speaker at the Center for Language Study, Yale University, New Haven, CT.

Mills, N. A. (May, 2014) *Self-efficacy in second language acquisition*. Invited to present at the conference *Matters of the mind: Psychology and language acquisition*. University of Graz, Austria.

Mills, N. A. (October, 2013). *Engagement, social negotiation, and experiential learning in social*

*networking communities*. Invited speaker at the Loomis Chaffee School. Windsor, CT.

Mills, N. A. (January, 2013). *Self-Efficacy and the Less Commonly Taught Language Classroom: Background, Applications, and Pedagogical Implications*. Invited speaker for the webinar series of the National Middle East Language Resource Center (NMELRC).

Mills, N.A. (April, 2012). *Interpersonal communication, engagement, and cultural learning: Global simulation in the Persian context*. Invited speaker at the National Middle East Language Resource Center. Washington, DC.

Mills, N.A. (March, 2012). *What is a good language learner?: Strategies in language learning*. Invited speaker at the Bok Center Language Teaching Roundtable. Harvard University. Cambridge, MA.

Mills, N. A. (January, 2012). *Emerging Paradigms for Teaching Language, Literature, and Culture*. Invited speaker at the Teaching of Language Division at the MLA Conference. Seattle, WA.

Mills, N. A. (March, 2010). *Digital connections and the use of social networking: Tools to enhance language learner engagement, communicative interactions, and cultural exchange*. Invited speaker to the Language Institute at Rutgers University. Rutgers University, New Brunswick, NJ.

Mills, N. A. (January, 2010). *Incorporating Authentic Texts in the Foreign Language Classroom*. Invited speaker to the Roundtable of the Center for Teaching and Learning. University of Pennsylvania, Philadelphia, PA.

Mills, N. A. (November, 2009). *Global Simulation and Facebook: The use of social networking tools to enhance language learner engagement*. Plenary speaker at the Emory University Language Center. Emory University, Atlanta, GA.

Mills, N. A. (October, 2008). *Self-Efficacy and the Foreign Language Classroom: Background, Applications, and Pedagogical Implications*. Invited speaker in the Department of Romance Languages Instructor Roundtable, University of Pennsylvania, Philadelphia, PA.

Mills, N. A. (July, 2008). *Enhancing the Standards through project based learning: A 'Guide du Routard' simulation*. Invited workshop organizer and speaker at the K-12 world language teachers' professional development workshop series, Rutgers University, New Brunswick, NJ.

Mills, N. A. (August, 2005, 2006, 2007, 2008). *Approaches to teaching grammar and corrective feedback*. Invited speaker in the Pre-Semester Orientation for Foreign Language Teachers and Fellows. University of Pennsylvania, PA.

Mills, N. A. (October, 2003) *Teaching assistant experiences*. Invited speaker to the Graduate Teaching Assistant Roundtable of the Center for Teaching and Curriculum, Emory University, Atlanta, GA.

Mills, N. A. (April, 2003) *Integrating Teaching and Research*. Invited speaker to the Panel on Teaching in the Academy, Division of Educational Studies, Emory University, Atlanta, GA.

## **Conference Presentations**

- Mills, N. (to be presented May 2024). *The Digital Confluence: Merging VR and AI in CALL Environments*. CALICO Conference, Pittsburgh, PA.
- Johnston, B., Merino, A., Mills, N., & Rey Augudo, R. (January, 2024). *Artificial intelligence in second language teaching and learning*. Panel organized by the AAUSC and the Second Language Teaching and Learning Forum at the Modern Language Association Conference, Philadelphia, PA.
- Mills, N. (October 2023). *AI as Character: Application to the Classroom*. Current and Future Trends in AI: Practical Applications for Language Teaching. Consortium for Language Teaching and Learning, Princeton University, Princeton, NJ.
- Mills, N. (January 2023). *Sensescapes in Language Teaching and Learning*. Presider at the Second Language Teaching and Learning Forum Panel Session at the Modern Language Association Conference. San Francisco, CA.
- Mills, N. (October 2022). *A Pedagogy of Engagement*. Presentation at the Symposium on Language Pedagogy in Higher Education (SOLPHE). University of Illinois, Champaign-Urbana.
- Mills, N., (June 2022) *Engagement and cultural immersion in virtual reality narratives*. Psychology of Language Learning conference (PLL4). Cape Breton, Nova Scotia.
- Mills, N. (June 2022). *The art of seeing in virtual spaces*. Presentation at the Paris Conference on Education. Paris, France.
- Mills, N., Cobo, A. L., Epperson, E., Faria, V., Godoy, J., Kudryashova, A., Wolf, M., Xu, Erqian, Zitzow-Childs, E. (March 2020) *Curricular reform in line with the ideals of the MLA report*. Roundtable discussion at the Northeast Modern Language Association. Boston University, Boston, MA.
- Bourns, S., Krueger, C., & Mills, N. (November, 2019). *Collaborations Beyond Language Programs*. Panel session at the AAUSC Business Meeting, American Council on the Teaching of Foreign Languages (ACTFL) Convention, Washington, DC.
- Mills, N. (April, 2019). *Exploring virtual reality and its applications to language pedagogy*. Presentation at the Northeast Association of Language Learning and Teaching (NEALLT) conference. University of Pennsylvania. Philadelphia, PA.
- Mills, N., Dede, C., & Dressen, A. (February, 2019). *Cultural immersion in virtual reality narratives*. Presentation at the Mobbile International conference. Lycée Français de New York. New York, NY.
- Mills, N. (2018, November). *Virtual reality and the development of interactive and culturally immersive lessons*. Presentation at the American Council of Teachers of Foreign Languages (ACTFL) conference. New Orleans, LA.
- Mills, N. A. (November, 2017). *Virtual reality and authentic cultural immersion*. Presentation at the American Council of Teachers of Foreign Languages (ACTFL) conference. Nashville, TN.



- Mills, N. A. (February, 2017). *Training new instructors to teach current events and controversial issues in the beginning language classroom*. Presentation at the Conference on Language Teacher Education at UCLA. Los Angeles, CA.
- Mills, N. A. (November 2016). *The Charlie Archive: A pedagogical resource for foreign language teachers*. Presentation at the American Council of Teachers of Foreign Languages (ACTFL) conference. Boston, MA.
- Mills, N. A. (October 2015). *Perceived Value of Translingual and Transcultural Competence*. Presentation at the Consortium on Useful Assessment in Language and Humanities Education Annual Conference. Georgetown University, Washington D. C.
- Belnap, K. & Mills, N. A. (April, 2015). *Self-efficacy for Less Commonly Taught Languages Teachers*. Workshop presented at the National Council of Less Commonly Taught Languages (NCOLCTL) Conference. Washington, D.C.
- Mills, N. A., & Shea, B. (November, 2014). *Integrating theater performance workshops in the Beginning French classroom*. Presentation at the American Council of Teachers of Foreign Languages (ACTFL) conference. San Antonio, TX.
- Katz Bourns, S., & Mills, N. A. (November, 2014). *Guidelines for evaluating and strengthening foreign language programs*. Presentation at the American Council of Teachers of Foreign Languages (ACTFL) conference. San Antonio, TX.
- Mills, N. A. (October, 2014). *Perceived value of translingual and transcultural competence: A case study*. Presentation at the Language Program Evaluation Symposium sponsored by the Harvard Initiative for Learning and Teaching (HILT). Harvard University.
- Mills, N. A. (January, 2014). *Language as a tool for creative and critical thinking in the beginning French classroom*. Presentation at the Teaching of Language Division panel on *Raising the bar: Academic rigor in the language classroom*. MLA conference. Chicago, IL.
- Byrnes, H., Cachey, T., Mills, N.A., Zannirato, A. (January, 2013). *Developing explicit educational goals, expected outcomes, and accountability in language, culture, and literary studies through program evaluation*. Presiding at the Teaching of Language Division at the MLA Conference. Boston, MA.
- Katz Bourns, S., Mills, N. A., Jouet-Pastré, C. (November, 2012). *Restructuring language program curricula for a changed world*. Presentation at the American Council of Teachers of Foreign Languages (ACTFL) conference. Philadelphia, PA.
- Mills, N. A. & Minuncher, P. (November, 2012). *Development of National Standards in Persian: Benchmarks, Goals, and Curriculum*. Presentation at the American Council of Teachers of Foreign Languages (ACTFL) conference. Philadelphia, PA.
- Mills, N.A., & Minuncher, P. (April, 2012). *Curriculum development in Persian: Standards, goals, evaluation, and learning*. Presentation at the Northeast Conference of Teachers of Foreign Languages (NECTFL). Baltimore, MD.
- Mills, N.A. (July, 2011). *History of foreign language teaching in the United States: Relationship to*

- Persian language instruction*. STARTALK workshop on Curriculum Design for Beginning Persian language instruction. University of Pennsylvania. Philadelphia, PA.
- Mills, N. A. (May, 2011). *Teaching Online: Bridging theory and Practice in Teacher Education*. Invited Speaker at the STARTALK Excellence in Leadership Summer Institute for less commonly taught languages. University of Pennsylvania. Philadelphia, PA.
- Mills, N. A. (April, 2011). *Action Research: Bridging Theory and Practice in an Online Teacher Education Program*. Presentation at the Northeast Association of Language Learning and Technology (NEALLT) conference. University of Pennsylvania. Philadelphia, PA.
- Mills, N. A., Meyer, C., & Goulet, C. (November, 2010). *Action research: Bridging theory and practice in teacher education*. Presentation at the American Council of Teachers of Foreign Languages (ACTFL) conference. Boston, MA.
- Mills, N. A. (November, 2010). *Language program evaluation: Perceived value and self-efficacy in the Standards*. Presentation at the American Council of Teachers of Foreign Languages (ACTFL) conference. Boston, MA.
- Mills, N. A. (March, 2010). *Social networking communities: Identity and relationship development*. Presentation at the NEALLT (Northeast Association of Language Learning and Technology) Conference. Skidmore College, Saratoga Springs, NY.
- Mills, N. A. (October, 2009). *Facebook and the use of social networking tools to enhance language learner motivation and engagement*. Presentation at the NEALLT conference. Yale University, New Haven, CT.
- Mills, N. A. (April, 2009). *Longitudinal perceptions of efficacy and value in the French language requirement*. Presentation at the Northeast Association of Language Learning and Teaching (NEALLT) conference, Lafayette College, Easton, PA.
- Allen, H. W., Arnold, N., Mills, N. A., Negueruela, E., & Kinginger, C. (March, 2009). *The professional development of graduate students as teachers in U.S. Foreign Language Departments*. Panel discussion presented at the American Association of Applied Linguistics (AAAL) conference, Denver, CO.
- Herschensohn, J., Bernhardt, E., Crane, C., & Mills, N. A. (December, 2008). *Teaching assistants' self-efficacy in teaching literature*. Panel discussion at the program session 'Applied Linguistics and TA Development' at the Modern Language Association (MLA) conference, San Francisco, CA.
- Dixon, E., Van Deusen-Scholl, N., Mills, N. A., & Clark, J. (March, 2008). *Shifting learning paradigms through the intersection of technology and pedagogy*. Paper presented at the Northeast Conference of Teachers of Foreign Languages (NECTFL), New York, NY.
- Kearney, E., & Mills, N. A. (February, 2008). *Introduction to Action Research*. Workshop conducted for the Romance Languages Instructor Workshop Series, University of Pennsylvania, Philadelphia, PA.
- Mills, N. A. (November, 2007). *Developing Language Learner Autonomy through*

*Technology-Enhanced Simulated Travels*. Paper presented at the American Council of Teachers of Foreign Languages (ACTFL), San Antonio, TX.

- Dixon, E., Van Deusen-Scholl, N., Mills, N. A., & Clark, J. (June, 2007). *The Shift in Learning Paradigms: The Intersection of Virtual, Collaborative, Authentic, and Online Learning Environments*. Panel discussion at the International Association for Language Learning and Technology (IALLT), Boston, MA.
- Allen, H. A., Barrette, C., Levine, G., Mills, N. A., Paesani, K., & Rubio, F. (November, 2006). *From thought to action: Exploring beliefs and outcomes in the foreign language program*. Panel discussion at the American Association of University Supervisors and Coordinators (AAUSC) meeting at the American Council of Teachers of Foreign Languages (ACTFL), Nashville, TN.
- Mills, N. A., & Péron, M. (November, 2006). Global simulation and writing self-beliefs of intermediate French students. Paper presented at the *American Council of Teachers of Foreign Languages* (ACTFL), Nashville, TN.
- Dixon, E., Garcia-Serrano, V., Makishima, Y., Martin, J., McMahon, K., Mills, N. & Sherry, H. (April, 2006). *Language teaching material archives on BlackBoard in the French, German, Japanese, and Spanish language programs*. Panel discussion at the Northeast Association for Language Learning and Technology (NEALLT), Philadelphia, PA.
- Allen, H. A., Dristas, V., & Mills, N. A. (November, 2005). *Living a culture: Outcomes of summer study abroad experiences*. Paper presented at the American Council of Teachers of Foreign Languages (ACTFL), Baltimore, MD.
- Péron, M., Mills, N. A., & McMahon, K. A. (November, 2005). *Enhancing Global Simulation through the Internet*. Paper presented at the American Council of Teachers of Foreign Languages (ACTFL), Baltimore, MD.
- Allen, H. A., Dristas, V., & Mills, N. A. (April, 2005). *Cultural learning outcomes and summer study abroad*. Paper presented at the International Society for Language Studies, Montréal, CA.
- Mills, N. A. (May, 2004). *Self-efficacy of language learners: Relation to motivation, achievement, and proficiency*. Poster session presented at the American Association of Applied Linguistics, Portland, OR.
- Allen, H., & Mills, N. A. (March, 2003) *Teacher Efficacy in Graduate Teaching Assistants of French, March 2003*. Paper presented at the American Association of Applied Linguistics, Washington, D. C.
- Mills, N. A. (March, 2003). *Comprehension, Self-efficacy, and Engagement in teacher-assisted and independent viewing of foreign language video*. Paper presented at the Second Language Acquisition and Teaching (SLAT) Roundtable, University of Arizona, Tuscon, AZ.
- Mills, N. A. (November, 2002). *Symmetry between Two Seemingly Dissimilar Notions: Language and Morality*. Paper presented at the meeting of the Association of Moral Education, Chicago, IL.
- Allen, H., & Mills, N. A. (November, 2001). *Linguistic and Non-linguistic Changes After Study*

*Abroad*. Paper presented at the meeting of the Georgia Educational Research Association, Atlanta, GA.

### GRANTS, HONORS, AND AWARDS

Course Innovation Funds, *AI writing thought partner for language learning*, \$6000, Spring 2024.

Provostial Grant for Interfaculty Collaboration, *AI pedagogical initiatives across the disciplines* (with Jeffrey Schnapp, David Atherton, Jessica Fjeld, Nien-hê Hsieh, Seiji Isotani, and Sarah Newman), \$20,000, 2023-2024.

Elson Arts Family Initiative Grant, *Student Art on View: Augmented Reality in the Harvard Art Museums* (with Jen Thum, Harvard Art Museums, and Matt Cook, Digital Scholarship at Harvard Libraries) \$5000, 2023-2024

*Nomination for the Morningstar Family Teaching Award*, Harvard Graduate School of Education, Spring 2023.

*2020 AAUSC Innovation in Language Program Direction Award for Online Teaching* for efforts to coordinate online language teaching at Harvard during the pandemic, American Association of University Supervisors and Coordinators, 2020. Granted one of two national awards.

Harvard Initiative for Learning and Teaching Grant, *Supporting Virtual Reality Pedagogical Initiatives across Harvard* (with Susan Berstler and Rus Gant), 2019-2020, \$15,000

Foreign Language Advisory Group (FLAG) grant, *Language pedagogy speaker series*, 2018-2019, 2019-2020

Teaching Innovator Award, Bok Center for Teaching and Learning, Harvard University, 2018

Harvard Initiative for Learning and Teaching Grant, *Virtual Reality Narratives in Foreign Language Pedagogy* (with Rus Gant and Chris Dede), 2017-2018, \$15,000

Foreign Language Advisory Group (FLAG) Development Grant, *Virtual Reality Tours of Paris and Interactions with Parisians in the 3D Visualization Lab* (with Rus Gant), 2016-2017, \$2,500

Lasky/Barajas Dean's Innovation Fund for Digital Arts & Humanities, *The Harvard Charlie Archive: A Multimedia Archive for Pedagogical and Scholarly Purposes* (with Virginie Greene, Lidia Uziel, and Odile Harter), 2015, 2016 \$11,260

Elson Arts Family Initiative Grant, *Integration of American Repertory Theater (A.R.T.) Performance Workshops in Beginning French: A Simulation of Life in Paris*, \$4350, 2014, 2015, 2016, 2017, 2018

Harvard Initiative for Learning and Teaching (HILT) Spark Grant Award, *Innovation & Accountability in Language Program Evaluation*, \$5500, Fall/Spring 2014

Certificate for Excellence in Teaching, Harvard University

Award for best grant project, Language Teaching Innovation Grants, University of Pennsylvania, 2010

Award for Outstanding Language Coordinator and Supervisor, University of Pennsylvania, 2008

Language Advisory Council Teaching Innovation Grant, University of Pennsylvania, 2008, 2009

Center for Teaching and Learning Small Grant Award, University of Pennsylvania, 2006

Finalist for the ACTFL-MLJ Emma Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education, 2004

Emory University's Dean's Teaching Fellowship, \$15,000/ year, 2003-2004

Spencer Grant for Educational Studies, \$3,600/ year, 2001- 2004

Emory University Fellowship, \$12,000/ year, 1999-2003

Center for Language Education and Research (CLEAR) Award, 2002

Phi Beta Kappa, University of Richmond, 1998

Dept. of Modern language award for outstanding teaching assistant, University of Richmond, 1998.

Phi Sigma Iota, foreign language honorary, University of Richmond, 1997

Phi Beta Delta, international honorary, University of Richmond, 1997

## PROFESSIONAL DEVELOPMENT

### Supervisory, Curriculum Design, & Teacher Training Experience

**Director of Language Programs (Joint)**, Department of Romance Languages & Literatures, Harvard University, January 2020- present.

Oversee the language programs in Spanish, French, Italian, Portuguese, and Catalan. There are 9 Senior Preceptors and Preceptors (including myself) and 60 TAs and TFs who teach in the RLL Language Program. Approximately 1500 students enroll in RLL language courses every year. I am responsible for teacher training and professional development, hiring and renewals, program logistics and long-term planning, language program budgeting, and language program orientation. I have curated a number of lecture and discussion series for the RLL Language program with invited guest speakers including: **Dialogue for Change** discussion series (Spring 2021), **Language Media and Design** workshops (Fall 2020), and **Future Thinking Discussion series** (Fall 2021).

### **Second Language Research and Practice (ROM-LANG 220)**, *Harvard University*

Designed new curriculum in 2018 for experienced TFs and TAs who are currently teaching a foreign language at Harvard, or those who have prior foreign language teaching experience. The course builds upon instructors' understanding of second language acquisition through an in-depth exploration of current theories and trends in second language acquisition, relevant applied linguistics research, and models of theory in practice. Through interactive discussions, video-conferencing, and in-class demonstrations, the course will explore themes associated with social pedagogies, emerging technologies, beliefs and motivation, culture and identity, notions of *advancedness*, genre-based pedagogies, and multi-literacies and their relationship to language, culture, and literature instruction.

**Language Pedagogy: Theories, Approaches, and Practices (ROM-LANG 210), *Harvard University.***

Designed new curriculum in 2017 for new TFs and TAs in the department of Romance Languages and Literatures who are teaching a foreign language at Harvard for the first time, or those who are interested in foreign language learning and teaching. The course provides opportunities for students to learn to enact the specific pedagogical practices deemed essential to foreign language teaching. The intensive week before the start of classes includes reports on and discussion of general SLA theories and demonstrations and analysis of varied instructional approaches. The course includes various assignments and sessions throughout the Fall semester as well as pre-service observations and assignments in the Spring term prior to teaching for the first time.

**Second Language Acquisition: Theory & Practice (LING200), *Harvard University.***

Redesigned the curriculum in collaboration with Jennifer Liu (Director of the Chinese Language program). This course is designed for TFs and TAs in Spanish, French, Italian, Portuguese, ESL, Chinese, and Turkish who are teaching a foreign language at Harvard for the first time. It introduces students to theories of second language acquisition and explores their implications for the teaching of foreign language, culture, and literature. The course aims to merge theory with practice through experiential learning such as teaching demonstrations, hands-on workshops, teacher observations, and simulations as students. With online language instruction becoming increasingly popular at universities, the final project for the course ask students to develop an instructional module that can be employed in an online language course or hybrid foreign language learning environment.

**Coordinator of French language program (French 10, 11, 15, 16), *Harvard University,***

*July 2010-present.* Program coordinator of all French language courses and supervise preceptors and instructors of French. Redesigned and developed the curriculum for four beginning level courses with a focus on experiential learning, global simulation, and task-based instruction. Hybrid or virtual course components include online social networking communities, virtual discussions with Parisians, and virtual reality simulations in the 3D immersion lab. Developed the online course website for each course with online resources including model course documents and activities, administrative documents, and a database of task-based and experiential teaching materials. Engage in discussion of strategies and methods for beginning language instruction and assessment at weekly instructor meetings. Supervise instructors teaching beginning language courses and advise beginning language students.

**Curriculum Design Specialist, STARTALK for Less Commonly Taught Languages, Developing National Standards for Intermediate & Advanced Persian. *George Washington University, June 2012, 2013.*** Invited by the STARTALK organization for Less Commonly Taught Languages and the President of the AATP (American Association of Teachers of Persian) to serve as the curriculum design specialist in the development of National Standards for Intermediate & Advanced Persian. Organized, designed, and taught an 8-day workshop for Persian professors and teachers and gave various presentations on curriculum design. Collectively developed themes, genres, Standards-based goals, and sample units for intermediate and advanced Persian.

**Curriculum Design Specialist, STARTALK for Less Commonly Taught Languages, Developing National Standards for Beginning Persian. *Univ. of Pennsylvania, July 2011.***

Invited by the STARTALK organization for Less Commonly Taught Languages and the President of the AATP (American Association of Teachers of Persian) to serve as the curriculum design specialist in the development of National Standards for Beginning Persian. Organized, designed, and taught a five-day workshop and gave various presentations on curriculum design to Persian professors and teachers. The workshop's objectives were to encourage collaboration in the establishment of goals and curricular cohesion among Persian instructors throughout the nation and abroad.

**Intermediate language program coordinator (French 130, French 134), University of Pennsylvania, Philadelphia, PA. Spring 2005, Spring 2006-Spring 2010.** Co-revised Intermediate I curriculum to incorporate global simulation and a content-based approach to intermediate language instruction. Created and updated course website with intermediate course materials. Conducted weekly meetings with instructors. Discussed strategies and methods for intermediate language instruction and assessment. Supervised and evaluated Graduate Teaching Assistants.

**Accelerated Elementary language program coordinator (French 121, French 112), University of Pennsylvania, Philadelphia, PA. Fall 2004 to Spring 2010.** Redesigned curriculum to include an experiential, virtual tour through francophone Europe with students simulating roles as student researchers for the French travel guide, *Le Guide du Routard*. Conducted weekly meetings with teaching assistants. Discussed strategies and methods for elementary language instruction and assessment. Supervised and evaluated instructors. Created and updated course website with elementary course materials.

**Expérience et Analyse, Isabelle Kaplan Center for Languages & Cultures, Bennington College, Bennington, VT. Summer, 2005.** Co-taught a graduate course with a professor of French literature (African women writers) in the summer immersion program of the *Master of Arts in Teaching a Second Language* Program. The emphasis of this course was for practicing teachers to *experience* innovative teaching approaches in merging language and content as students and to then *analyze* how to implement similar pedagogical approaches and practices in their own foreign language classroom.

**Elementary language program coordinator, Emory University, Atlanta, GA. Fall 2003-Spring 2004.** Conducted weekly meetings with teaching assistants of Elementary French I and II courses. Discussed strategies and methods for language instruction and assessment. Observed and evaluated new Graduate Teaching Assistants.

**Supervisor to New Graduate Teaching Assistants, Emory University, Atlanta, GA. Fall 2002.** Observed, evaluated, and advised new graduate teaching assistants in coordination with the director of the French language program.

### **Professional Experience**

**Co-founder and advisor for the Bok Certificate in Teaching Language and Culture, Harvard University, Fall 2018-present.** Similar certificate programs exist at Yale and Princeton and this new certificate program was launched at Harvard in Fall 2018. Since the launch of the certificate, six instructors have completed the certificate (three TFs and three TAs) and approximately 20 instructors are “in process.”

**Co-founder of the Charlie Archive (digital humanities archive), Widener Library, Harvard University, Spring 2015-present.** The Charlie Archive is a multimedia collection of printed and digital materials produced in the aftermath of the Charlie Hebdo attacks in January 2015 and the Paris attacks in November 2015. The idea of creating such a collection was born from a conversation among a French literature scholar, a language teacher educator (myself), and three librarians. The growing archive, housed in Harvard’s Widener Library, now includes a collection of diverse donations from France and around the world. The archive, intended for both scholarly and pedagogical purposes, has collected pictures, drawings and cartoons, essays and personal narratives, posters and miscellaneous banners and flyers, paintings and independent films, videos, webpages, and tweets.

**Vice President, Northeast Association of Language Learning and Technology (NEALLT). Spring 2010- Spring 2011.** Collaboratively organized the NEALLT annual conference at the University of

Pennsylvania. Developed the Facebook group page for the organization (130 members) and provided weekly updates to organization members about innovations in language learning and technology.

### **Film & Video projects**

**Paris VR narratives**, *Harvard University, Fall 2018.*

A collaborator in the creation of *République* (with Rus Gant and Wonda VR), a narrative virtual reality project which immerses students in the lives of diverse Parisians who live around *La Place de la République* in Paris.

**Oral history narratives: Charlie Archive at Harvard Library**, *Harvard University, Spring 2015.*

Coordinated oral history narrative interviews with Harvard faculty in various disciplines (law, religion, history, literature, etc.) regarding their perspectives on the Charlie Hebdo events from January 2015.

**Video project: *Etre Francophone***, *Beginning French I (French Aa), Harvard University, June 2014.*

In France, videotaped interviews were conducted with native French speakers from Cameroon, Martinique, and Belgium on notions of Francophone identity and culture. Video project incorporated into the Beginning French I course entitled “French identity through visual media.”

**Video project: *Etre Parisien***, *Beginning French Ab, Harvard University, June 2011.*

In Paris, interviewed a variety of Parisians on the different quarters of Paris and what it means to be Parisian. Video project incorporated into the Beginning French II course which focuses on Parisian life.

### **Reviewer Experience**

Manuscript Reviewer, *TESOL Quarterly, Summer 2015*

*Sage Open, Fall 2013*

*Canadian Modern Language Review, Spring 2012*

*Language Learning, Fall 2006 – Spring 2015*

*L2 journal, Summer 2010*

*Modern Language Journal, Fall 2008, Fall 2011, Spring 2013, Spring 2015,*

*Summer 2017, Fall 2018*

*Reading in a Foreign Language, Summer 2009-Summer 2013*

*European Journal of the Psychology of Education, Spring 2009*

*Canadian Journal of Applied Linguistics, Fall 2009*

*Applied Linguistics, Fall 2011, Fall 2014*

*AAUSC volume: Fall 2011, Fall 2013, Fall 2014, Fall 2015, Fall 2016, Fall*

*2017, Fall 2018, Fall 2019*

*International Journal of Personal & Virtual Learning Environments, Spring 2012*

*Studies in Second Language Learning and Teaching, Winter 2018*

*System, Summer 2016*

Textbook Reviewer, *Quant à Moi; Points de Départ; Promenades; Encore un Mot ; Espaces ; Chez Nous; Liaisons*

### **Boards and Committees**

*Member of the Search Committee, Senior Preceptor in American Sign Language, Department of Linguistics (2023-2024).*



*Consortium for Language Teaching and Learning Symposium Planning Committee.* One of four committee members to plan the Symposium “Future Thinking in Language Teaching and Learning” at Harvard University. (Fall 2021-Spring 2022).

*Romance Languages & Literatures Cabinet.* Invited by the Chair to serve as a member of the advisory cabinet within the department (Fall 2020- present).

*Modern Language Association (MLA) ’s Second Language Teaching and Learning Forum Committee* (nominated and elected, Fall 2020 to present)

*Member of the Search Committee, Senior Preceptor in Italian* (Spring 2022)

*Chair of the Search Committee, Preceptor in Italian* (Summer 2020)

*Grant Selection Committee Member, Harvard Initiative for Learning and Teaching (HILT), 2019*  
Invited as one of five grant committee members across all schools at Harvard University.

*Committee Member, Foreign Languages & the Literary in the Everyday (FLLITE) Project*

*Editorial Board, AAUSC Second Language Research and Practice Journal, 2017-present*

*Conference Committee Member, Intercultural Education Conference (University of Arizona)*

*Search Committee, Director of Harvard Language Center, 2018-2019*

*Search Committee, Preceptor in French, 2018.*

*External Academic Reviewer, The Department of World Languages & Cultures, University of Massachusetts, Lowell, Spring 2016.* In collaboration with a Spanish professor, completed an external program evaluation of the World Languages & Cultures department following a redesign of their department’s identity, vision, and structure to address the university’s mission: “Work Ready, Life Ready, World Ready.”

*Foreign Language Education & Technology (FLEAT) committee, Harvard University, Spring 2015.*  
Invited to serve as the senior faculty representative for the FLEAT committee which organized and hosted the International Association for Language Learning and Technology (IALLT) 2015 conference at Harvard University

*Romance Languages & Literatures Curriculum Committee, Harvard University, 2015-2016, 2016-2017.*

### **UNIVERSITY TEACHING EXPERIENCE**

Spring 2023,2024      Technology-enhanced language learning and teaching (graduate course)  
Harvard Graduate School of Education

Spring 2019, 2020      *RLL 220* (graduate course)  
Second Language Research and Practice  
Harvard University

Fall 2017-2024      *RLL 210* (graduate course)  
Language Pedagogy: Theories, Practices, and Approaches

	Harvard University
Fall 2016	<i>Linguistics 200</i> (graduate course) Second Language Acquisition: Theory & Practice Harvard University (with Jennifer Liu, Director of Chinese Language Program)
Fall 2010 – 2018	<i>French 10 &amp; 11</i> Beginning French I: French Identity through Visual Media Beginning French II: Exploring Parisian Identity Harvard University
Fall 2008- Spring 2011	<i>Developing Leaders through Teacher Research</i> (graduate online course) Mentor for the graduate online seminar in action research Masters of Arts in Teaching a Second Language Program Isabelle Kaplan Center for Languages & Cultures, Bennington College
Spring 2005-2008	<i>French 134</i> Accelerated Intermediate French University of Pennsylvania
Fall 2004-2010	<i>French 130</i> Intermediate French I University of Pennsylvania
Fall 2004-2010	<i>French 121</i> Elementary French for “false beginners” University of Pennsylvania
Summer 2005	<i>Expérience et Analyse</i> (graduate seminar) Masters of Arts in Teaching a Second Language Program Isabelle Kaplan Center for Languages & Cultures, Bennington College
Fall 2003	<i>French 505/ Education 471</i> (graduate seminar) Graduate Foundations Seminar in Foreign Language Teaching Emory University
Fall 2002	<i>Linguistics 101</i> History of the American Languages Teaching Assistant, Emory University
Spring 2002	<i>French 203</i> French grammar and composition Co-director of Grammar Clinic, Emory University
Fall 2001	<i>French 201</i> Intermediate French Emory University
Fall 2000- Spring 2001	<i>French 101</i> Elementary French Emory University

## PREVIOUS TEACHING EXPERIENCE

- 1998-1999 *Language instructor of intensive ESL program, Boston School of Modern Languages, Boston, MA. Taught ESL classes to university-age students and businessmen and women.*
- Fall 1997 *Student teacher of French, Tucker High School Foreign Language Immersion Center, Richmond, VA. Created and administered French immersion courses in Health and Physical Education.*

## STUDY ABROAD EXPERIENCE

**Study Abroad Program Director, Abbey Road Overseas Programs, Antibes, France. July-August 2004.** Oversaw coordination and execution of this study abroad program for high school students including its travel, academic, social, and recreational elements. Worked closely with the instructors to refine academic curriculum, make appropriate class placements, and monitor student progress. Served as the primary liaison to local host families and managed the program staff team.

**Program assistant for Paris Summer Study Abroad Program, Emory University, Atlanta, GA. Fall 2002- Spring 2004.** Responsibilities included corresponding with French host families, organizing excursions and cultural activities, and assisting with study abroad student meetings.

**On-site assistant to Paris Study Abroad program, Emory University, Paris. Summer 2001.** Selected by French faculty to serve as assistant to study abroad program. Coordinated cultural excursions to museums, chateaux, operas, and plays and advised students. Served as the teaching assistant for Professor Philippe Bonnefis' courses, *French Theatre* and the *History of Paris*.

## AFFILIATIONS

Modern Language Association (MLA)  
American Council on the Teaching of Foreign Languages (ACTFL)  
American Association of University Coordinators and Supervisors (member of editorial board)

## LANGUAGES

English, native  
French, near-native  
Reading knowledge of Spanish, Italian, and Portuguese

## REFERENCES

**Dr. Kirk Belnap**, Director of the National Middle East Language Resource Center and Professor of Asian & Near Eastern Languages, Brigham Young University. Email: [belnap@byu.edu](mailto:belnap@byu.edu)

**Dr. Chris Dede**, Timothy E. Wirth Professor in Learning Technologies, Technology, Innovation, and Education Program, Harvard Graduate School of Education,  
Email: [Chris\\_dede@gse.harvard.edu](mailto:Chris_dede@gse.harvard.edu)

**Rus Gant**, Director of Harvard's Visualization Research and Teaching Laboratory, Harvard University.  
Email: [rulgant@gmail.com](mailto:rulgant@gmail.com)

**Dr. Virginie Greene**, Professor of French and Director of Graduate Studies, Department of Romance Languages & Literatures, Harvard University. Email: [vgreene@fas.harvard.edu](mailto:vgreene@fas.harvard.edu)