

DR. REGINA KAPLAN-RAKOWSKI

REGINA.KAPLAN-RAKOWSKI@UNT.EDU
[SCHOLAR.GOOGLE](#) | [RESEARCHGATE](#) | [LINKEDIN](#) | [ORCID](#) | [ACADEMIA](#)



UNIVERSITY OF NORTH TEXAS
COLLEGE OF ARTIFICIAL INTELLIGENCE AND
ADVANCED ANALYTICS
DEPARTMENT OF LEARNING TECHNOLOGIES
DENTON, TEXAS, USA

Assistant Professor, [Department of Learning Technologies](#)
President, [CALICO \(Computer-Assisted Language Instruction Consortium\)](#)
Associate Editor, [Education and Information Technologies](#)
Associate Editor, [Australian Journal of Applied Linguistics](#)

Dr. Kaplan-Rakowski specializes in emerging technologies, focusing on immersive learning environments such as virtual reality (VR), augmented reality (AR), and mixed reality (MR). Her research examines how these technologies, combined with AI, smart wearables, and biometrics, can advance learning, teaching, and performance. This interdisciplinary work spans multiple domains, while her polyglot background anchors her interest in computer-assisted language learning. Her scholarship has earned international recognition through dozens of high-impact publications, funded projects, and invited talks worldwide.

EDUCATION

Ph.D. (2016)

Southern Illinois University, Carbondale, Illinois, USA
Instructional Technology & Design

M.A. (2006)

Southern Illinois University, Carbondale, Illinois, USA
Foreign Languages and Literatures
Major: French. Specialization: Instructional Systems Design & Technology

M.Ed. (2001)

Pedagogical University, Cracow, Poland
Major: European Studies

B.Ed. (1996)

Pedagogical University, Cracow, Poland
Major: Teaching English as a Foreign Language

RESEARCH

PEER-REVIEWED JOURNAL ARTICLES

[IF = impact factor; h5-index = Google Scholar 5-year impact; * indicates student co-authors]

2026

Kaplan-Rakowski, R., Norton, S.*, & Wojdyski, T. (forthcoming, 2026). The impact of high-immersion virtual reality on anatomy learning, enjoyment, presence, and cognitive load. *Educational Technology Research & Development*. <https://doi.org/10.1007/s11423-026-10676-1> [IF = 4.2; h5-index = 83]

Kaplan-Rakowski, R., & Papin, K. (2026). The effect of audio annotations on vocabulary learning using 360° pictures. *Computer Assisted Language Learning*. <http://dx.doi.org/10.1080/09588221.2025.2606848> [IF = 6.6; h5-index = 88]

Thrasher, T., Chun, D., **Kaplan-Rakowski, R.**, Sadler, R., Ovsianikova, U.*, Meyr, J., Ye, Y.*, & Yuan, Y.* (2026). Implementing large-scale virtual reality-assisted K-12 educational research. *TechTrends*, 70(2), 426-440. <https://doi.org/10.1007/s11528-025-01159-w> [IF = 2.2; h5-index = 55]

2025

Kaplan-Rakowski, R., & Thrasher, T. (2025). The impact of high-immersion virtual reality and interactivity on vocabulary learning. *British Journal of Educational Technology*, 56(6), 2647–2670. <https://doi.org/10.1111/bjet.13603> <https://ssrn.com/abstract=4850163> [IF = 8.1; h5-index = 101]

Archibald, A., **Kaplan-Rakowski, R.**, Thompson, R., & Heap, T. (2025). Genes in 3D: The impact of virtual reality on biology students' performance and perceptions. *British Journal of Educational Technology*, 57(2), 559–579. <https://doi.org/10.1111/bjet.70034> <https://ssrn.com/abstract=5358028> [IF = 8.1; h5-index = 101]

Lampropoulos, G.*, Ferdig, R. E., & **Kaplan-Rakowski, R.** (2025). A social media data analysis of general and educational use of ChatGPT: Understanding emotional educators through Twitter data. *Educational Technology & Society*, 28(3), 51–65. [https://doi.org/10.30191/ETS.202507_28\(3\).SP05](https://doi.org/10.30191/ETS.202507_28(3).SP05) [IF = 6.0; h5-index = 55]

Dhimolea, T. K.*, **Kaplan-Rakowski, R.**, & Ferdig, R. E. (2025). An empirical analysis of the use of virtual reality for coping with social isolation. *Journal of Technology in Behavioral Science*, <https://doi.org/10.1007/s41347-025-00509-y> [h5-index = 26]

Pitura, J., **Kaplan-Rakowski, R.**, & Astoska-Wierzba, Y. (2025). VR-AI-assisted simulations for content knowledge application in pre-service EFL teacher training. *TechTrends*, 69, 100–110. <https://doi.org/10.1007/s11528-024-01022-4> [IF = 2.2; h5-index = 55]

Gruber, A., & **Kaplan-Rakowski, R.** (2025). Agency and engagement in online learning contexts and high-immersion virtual reality. *ALSIC. Apprentissage des Langues et Systèmes d'Information et de Communication*, 28(3). <https://doi.org/10.4000/14cym>

2024

Kaplan-Rakowski, R., Cockerham D., & Ferdig, R. E. (2024). The impact of sound and immersive experience on learners using high-immersion virtual reality and tablet: A mixed-methods study. *British Journal of Educational Technology*, 55(4), 1560–1582. <https://doi.org/10.1111/bjet.13417> *SSRN* [IF = 8.1; h5-index = 101]

Ye, Y.*, & **Kaplan-Rakowski, R.** (2024). An exploratory study on practising listening comprehension skills in high-immersion virtual reality. *British Journal of Educational Technology*, 55(4), 1651–1672. <https://doi.org/10.1111/bjet.13481> [IF = 8.1; h5-index = 101]

Heap, T., **Kaplan-Rakowski, R.**, & Archibald, A. (2024). Experiencing virtual reality for perspective-taking of blind and visually impaired learners. *Educational Technology & Society*, 27(4), 375–389. [https://doi.org/10.30191/ETS.202410_27\(4\).SP10](https://doi.org/10.30191/ETS.202410_27(4).SP10)
https://drive.google.com/file/d/1-h_uJlIGR6qBiUktBOkMKg6VWTleSgMF/view [IF = 6.0; h5-index = 49]

An, Y., & **Kaplan-Rakowski, R.** (2024). Examining adults' enjoyment, challenges, and cognitive load in informal learning with high-immersion virtual reality. *TechTrends*, 68(6), 1118–1128. <https://doi.org/10.1007/s11528-024-00999-2> [IF = 2.2; h5-index = 55]

Nowak, S., & **Kaplan-Rakowski, R.** (2024). The impact of relaxational virtual reality and video learning activities on students' subjective vitality. *International Journal of E-Learning*, 23, 415–428. <https://www.learntechlib.org/primary/p/225217/>

Papin, K., & **Kaplan-Rakowski, R.** (2024). A study on vocabulary learning using immersive 360° pictures. *Computer Assisted Language Learning*, 37(5–6), 1108–1135. <https://doi.org/10.1080/09588221.2022.2068613> *SSRN* [IF = 6.0; h5-index = 79]

2023

Kaplan-Rakowski, R., & Gruber, A. (2023). An experimental study on reading in high-immersion virtual reality. *British Journal of Educational Technology*, 55(2), 541–559. <https://doi.org/10.1111/bjet.13392> *SSRN* [IF = 8.1; h5-index = 101]

Kaplan-Rakowski, R., & Gruber, A. (2023). The impact of high-immersion virtual reality on foreign language anxiety when speaking in public. *Smart Learning Environments*, 10(46). <https://doi.org/10.1186/s40561-023-00263-9> [IF = 4.6; h5-index = 36]

Kaplan-Rakowski, R., Grotewold, K.*, Hartwick, P., & Papin, K. (2023). Generative AI and teachers' perspectives on its implementation in education. *Journal of Interactive Learning Research*, 34(2), 313–338. <https://www.learntechlib.org/primary/p/222363/>

Kaplan-Rakowski, R., Dhimolea, T. K.*, & Khukalenko, I. (2023). Language teachers' beliefs about using immersive virtual reality. *Education and Information Technologies*, 28, 12505–12525. <https://doi.org/10.1007/s10639-023-11686-9>, <https://rdocu.be/c7/v1> [IF = 5.4; h5-index = 143]

Kaplan-Rakowski, R., Papin, K., & Hartwick, P. (2023). Language teachers' perceptions and use of extended reality. *CALICO Journal*, 40(1), 1–23. <https://doi.org/10.1558/cj.22759> <https://ssrn.com/abstract=4096263> [IF = 1.63; h5-index = 17]

2022

Kaplan-Rakowski, R., Lin L., & Wojdyski, T. (2022). Learning vocabulary using 2D pictures is more effective than using immersive 3D stereoscopic pictures. *International Journal of Human-Computer Interaction*, 38(4), 299–308. <https://doi.org/10.1080/10447318.2021.1938394> [IF = 3.4; h5-index = 54]

Khukalenko, I., **Kaplan-Rakowski, R.**, An, Y., & Iushina, V. (2022). Teachers' perceptions of using virtual reality technology in classrooms: A large-scale survey. *Education and Information Technologies*, 27(8). <https://doi.org/10.1007/s10639-022-11061-0> [IF = 5.4; h5-index = 143]

Dhimolea, T.K.*, **Kaplan-Rakowski, R.**, & Lin, L. (2022). A systematic review of research on high-immersion virtual reality for language learning. *TechTrends*, 66, 810–824. <https://doi.org/10.1007/s11528-022-00717-w> [IF = 2.2; h5-index = 55]

Hayes, A., **Kaplan-Rakowski, R.**, Bland, D., Archibald, A.*, Lucke, H.*, Heap, T., & Taylor, D.* (2022). Implementing low-cost 360° video technology to promote core skills in journalism courses. *The Journal of Applied Instructional Design*, 11(4). https://edtechbooks.org/jaid_11_4/nQbhDXCE [h5-index = 28]

Bartolic, S., Matzat, U., Tai, J., Burgess, J.-L., Boud, D., Craig, H., Archibald, A.*, De Jaeger, A., **Kaplan-Rakowski, R.**, Lutze-Mann, L., Polly, P., Roth, M., Heap, T., Agapito, J., & Guppy, N. (2022). Student vulnerabilities and confidence in learning in the context of the COVID-19 pandemic. *Studies in Higher Education*, 47(12), pp. 2460–2472. <https://doi.org/10.1080/03075079.2022.2081679> [IF = 3.7; h5-index = 74]

2021

Kaplan-Rakowski, R., Johnson, K., & Wojdyski, T. (2021). The impact of virtual reality meditation on college students' test performance. *Smart Learning Environments*, 8(21). <https://doi.org/10.1186/s40561-021-00166-7> [IF = 4.8; h5-index = 46]

Kaplan-Rakowski, R. (2021). Addressing students' emotional needs during the COVID-19 pandemic: A perspective on text versus video feedback in online environments. *Educational Technology Research and Development*, 69(1), 133–136. <https://doi.org/10.1007/s11423-020-09897-9> [IF = 4.2; h5-index = 83]

An, Y., **Kaplan-Rakowski, R.**, Yang, J.*, Conan, J.*, Kinard, W.*, & Daugherty, L.* (2021). Examining K-12 teachers' feelings, experiences, and perspectives regarding online teaching during the early stage of the COVID-19 pandemic. *Educational Technology Research and Development*, 69(2), 2589–2613. <https://doi.org/10.1007/s11423-021-10008-5> [IF = 4.2; h5-index = 83]

2019

Kaplan-Rakowski, R. (2019). The effect of stereoscopic three-dimensional images on vocabulary learning. *Contemporary Educational Technology*, 10(4), 324–337. <https://doi.org/10.30935/cet.634172> [IF = 3.95; h5-index = 35]

Kaplan-Rakowski, R., & Loranc-Paszyk, B. (2019). The impact of verbal and nonverbal auditory resources on explicit foreign language vocabulary learning. *System*, 85, 102114. <https://doi.org/10.1016/j.system.2019.102114> [IF = 4.9; h5-index = 64]

ARTICLES UNDER REVIEW

Kaplan-Rakowski, R., Heap, T., Archibald, A., & Brown, N. AI-enabled smart glasses as assistive wearables for blind and visually impaired learners. [IF = 8.1; h5-index = 101]

Kaplan-Rakowski, R., Johnson, K., & Wojdyski, T. Addressing students' emotional needs with relaxational techniques in online learning during times of distress. [h5-index = 39]

Kaplan-Rakowski, R., & Gruber, A. The impact of high-immersion virtual reality on agency, enjoyment, cognitive load, and incidental vocabulary learning. *SSRN*, <https://ssrn.com/abstract=5315474> [IF = 6.4; h5-index = 79]

Kaplan-Rakowski, R., & Nowak, S. Contextualized incidental vocabulary learning in the virtual reality ocean. *SSRN*, <https://ssrn.com/abstract=5079493>

Kaplan-Rakowski, R., Thrasher, T., Zhang, X., & McMahan, F. Integrating biometrics into foreign language anxiety research. [IF = 2.5; h5-index = 21]

Kaplan-Rakowski, R., & Ye, Y.* (2026). A decade of high-immersion VR–assisted language learning: A systematic review. *SSRN*, <https://ssrn.com/abstract=6646798>

Vasquez, E., & **Kaplan-Rakowski, R.** Self-efficacy for face-threatening acts in AI-mediated role-plays.

Hryniuk, K., Summer, T., & **Kaplan-Rakowski, R.** Promoting 21st-century skills with virtual reality in language education.

Gruber, A., & **Kaplan-Rakowski, R.** A comparative study on the impact of high-immersion virtual reality and video narratives on empathy development. [h5-index = 54]

Parsons, T., McMahan, F., Song, D., Newbutt, N. A., Johnson, M., & **Kaplan-Rakowski, R.** Extended reality-based assistive technology interventions with children: Opportunities and recommendations. [authorship order TBD]

EDITORIALS IN PEER-REVIEWED JOURNALS

2022

Mouza, C., Hartshorne, R., Baumgartner, E., & **Kaplan-Rakowski, R.** (2022). Special issue editorial: A 2025 vision for technology and teacher education. *Journal of Technology and Teacher Education*, 30(2), 107–115. <https://www.learntechlib.org/primary/p/221464/> [h5-index = 31]

2021

Ferdig, R. E., Baumgartner, E., Mouza, C., **Kaplan-Rakowski, R.**, & Hartshorne, R. (2021). Editorial: Rapid publishing in a time of COVID-19: How a pandemic might change our academic writing practices. *Contemporary Issues in Technology and Teacher Education*, 21(1). [Link](#) [h5-index = 20]

2020

Hartshorne, R., Baumgartner, E., **Kaplan-Rakowski, R.**, Mouza, C., & Ferdig, R. E. (2020). Special issue editorial: Preservice and inservice professional development during the COVID-19 pandemic. *Journal of Technology and Teacher Education*, 28(2), pp. 137–147. <https://www.learntechlib.org/primary/p/216910/> [h5-index = 31]

BOOKS

2027

Summer, T., Gerholz, K.-H., & **Kaplan-Rakowski, R.** (Eds.). (2027). *Digital and AI competence in subject-specific education: International contexts*. Routledge. <https://doi.org/10.4324/9781003653486>

2023

Ferdig, R. E., Hartshorne, R., Baumgartner, E., **Kaplan-Rakowski, R.**, & Mouza, C. (Eds.). (2023). *What preK-12 teachers should know about educational technology in 2023: A research-to-practice anthology*. Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/p/222690/>

Cockerham, D., **Kaplan-Rakowski, R.**, Foshay, W., & Spector, J. M. (Eds.). (2023). *Reimagining education: Studies and stories for effective learning practices in an evolving digital society*. Springer. <https://link.springer.com/book/10.1007/978-3-031-25102-3>

2022

Baumgartner, E., **Kaplan-Rakowski, R.**, Ferdig, R. E., Hartshorne, R., & Mouza, C. (Eds.). (2022). *A retrospective of teaching, technology, and teacher education during the COVID-19*

pandemic. Association for the Advancement of Computing in Education (AACE).
<https://www.learntechlib.org/p/221522/>

2020

Ferdig, R. E., Baumgartner, E., Hartshorne, R., **Kaplan-Rakowski, R.**, & Mouza, C. (Eds.). (2020). *Teaching, technology, and teacher education during the COVID-19 pandemic: Stories from the field*. Association for the Advancement of Computing in Education (AACE).
<https://www.learntechlib.org/p/216903/>

PEER-REVIEWED BOOK CHAPTERS & ENCYCLOPEDIA ENTRIES

2027

Kaplan-Rakowski, R., & Thrasher, T. (forthcoming, 2027). Foreign language learning in virtual reality. In J. Plass, G. Makransky, & R. Mayer (Eds.), *Handbook of learning in virtual reality*. MIT Press.

Summer, T., Gerholz, K-H., & **Kaplan-Rakowski, R.** (2027). *Digital and AI competence: International developments and discourses in subject-specific education*. In T. Summer, K-H. Gerholz, R. Kaplan-Rakowski (Eds.), *Digital and AI Competence in Subject-Specific Education: International Contexts*.

Summer, T., Schnellbögl, C., Zirkel, M., & **Kaplan-Rakowski, R.** (2027). *Pedagogical design cases of high-immersion VR in language education for sustainable development*. In T. Summer, K-H. Gerholz, R. Kaplan-Rakowski (Eds.), *Digital and AI Competence in Subject-Specific Education: International Contexts*.

2026

Papin, K., & **Kaplan-Rakowski, R.** (2026). Augmented reality assisted language learning (ARALL). In L. McCallum, & D. Tafazoli (Eds.), *The Palgrave encyclopedia of computer-assisted language learning*. Palgrave Macmillan. https://doi.org/10.1007/978-3-031-51447-0_35-1

Cha, E.*, Ye, Y.*, **Kaplan-Rakowski, R.**, & Choubey, P.* (2026). Personalized adaptive language learning in AI-powered high-immersion virtual reality. In C. Giannikas (Ed.), *Harnessing AI for multigenerational English language learning*. (pp. 123–158). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3693-5477-3.ch005>

2025

Chun, D., **Kaplan-Rakowski, R.**, Ovsianikova, U.*, Meyr, J., Thrasher, T., & Yuan, Y.* (2025). AI-mediated high-immersion virtual reality for language learning. In Y. J. Lan, G. Qi, & D. Chun (Eds.), *AI-mediated language education in the metaverse era*. (pp. 53–75). Springer.
https://doi.org/10.1007/978-981-95-0245-5_4

Kaplan-Rakowski, R. (2025). Virtual reality-assisted language learning (VRALL). In L. McCallum, & D. Tafazoli (Eds.), *The Palgrave encyclopedia of computer-assisted language learning*. Palgrave Macmillan. https://doi.org/10.1007/978-3-031-51447-0_6-1

Kaplan-Rakowski, R., & Nowak, S. (2025). Virtual reality relaxation as a strategy for coping with foreign language anxiety. In Y. Choubsaz et al. (Eds.), *Advancing CALL: New research agendas - EUROCALL 2025 Short Papers*.

<https://doi.org/10.4995/EuroCALL2025.2025.21235>

Vasquez, E.*, & **Kaplan-Rakowski, R.** (2025). Generative AI in virtual reality for the development of communicative self-efficacy. In Y. Choubsaz et al. (Eds.), *Advancing CALL: New research agendas - EUROCALL 2025 Short Papers*.

<https://doi.org/10.4995/EuroCALL2025.2025.21233>

Thrasher, T., & **Kaplan-Rakowski, R.** (2025). Using biometric measures and virtual reality to capture foreign language anxiety. In Y. Choubsaz et al. (Eds.), *Advancing CALL: New research agendas - EUROCALL 2025 Short Papers*.

<https://doi.org/10.4995/EuroCALL2025.2025.21220>

Kaplan-Rakowski, R., & Thrasher, T. (2025). Interaction in high-immersion virtual reality-assisted learning. In Y. Choubsaz et al. (Eds.), *Advancing CALL: New research agendas - EUROCALL 2025 Short Papers*. <https://doi.org/10.4995/EuroCALL2025.2025.21273>

Lund, B., Johnson, K., & **Kaplan-Rakowski, R.** (2025). Using AI to support the transition from schooling to employment for autistic individuals. In A. Walters (Ed.), *Transforming special education through artificial intelligence*. (pp. 379–400). IGI Global.

<https://doi.org/10.4018/979-8-3693-5538-1.ch014>

Kaplan-Rakowski, R. (2025). High-immersion virtual reality for pragmatics development. In C. A. Chapelle, N. Taguchi, & D. Kadar (Eds.), *The encyclopedia of applied linguistics* (2nd ed.). Pragmatics. Wiley-Blackwell. <https://doi.org/10.1002/9781405198431.wbeal1136.pub2>

2024

Ye, Y.*, Thrasher, T., & **Kaplan-Rakowski, R.** (2024). Establishing a VR club for language speaking practice. In Y. Choubsaz et al. (Eds.), *CALL for humanity - EUROCALL 2024 Short Papers*.

Kaplan-Rakowski, R., & Schnellbögl, C.* (2024). The potential of VR-AI-assisted personalized adaptive simulations for teacher training. In Y. Choubsaz et al. (Eds.), *CALL for humanity - EUROCALL 2024 Short Papers*.

<https://doi.org/10.4995/EuroCALL2024.2024.19050>

2023

Kaplan-Rakowski, R., & Heap, T. (2023). Emerging technologies for blind and visually impaired learners: A case study. In D. Cockerham, R. Kaplan-Rakowski, W. Foshay, & M. J. Spector (Eds.), *Reimagining education: Studies and stories for effective learning practices in an evolving digital society*. Springer.

Thrasher, T., **Kaplan-Rakowski, R.**, Chun, D., & Sadler, R. (2023). Virtual reality: "Awesome", "OK", or "Not so good" for language learning? In B. Bédi, Y. Choubsaz, K.

Friðriksdóttir, A. Gimeno-Sanz, S. Björg Vilhjálmsdóttir, & S. Zahova (Eds.), *CALL for all Languages - EUROCALL 2023 Short Papers*.

<https://doi.org/10.4995/EuroCALL2023.2023.16948>

Kaplan-Rakowski, R., & Ye, Y.* (2023). Listening tasks in virtual reality: A pilot study. *Short papers from EUROCALL 2023*. In B. Bédi, Y. Choubsaz, K. Friðriksdóttir, A. Gimeno-Sanz, S. Björg Vilhjálmsdóttir, & S. Zahova (Eds.), *CALL for all Languages - EUROCALL 2023 Short Papers*. <https://doi.org/10.4995/EuroCALL2023.2023.16960>

2022

Dhimolea, T. K.*, **Kaplan-Rakowski, R.,** & Lin, L. (2022). Supporting social and emotional well-being with artificial intelligence. In V. M. Albert, L. Lin, & J. M. Spector (Eds.), *Bridging human and artificial intelligence* (pp. 125–138). Springer. https://doi.org/10.1007/978-3-030-84729-6_8

Kaplan-Rakowski, R., & Gruber, A. (2022). Motivation and reading in high-immersion virtual reality. In B. Arnbjörnsdóttir, B. Bédi, L. Bradley, K. Friðriksdóttir, H. Garðarsdóttir, S. Thouësny, & M. J. Whelpton (Eds.), *Intelligent CALL, granular systems, and learner data: Short papers from EUROCALL 2022* (pp. 208–213). Research-publishing.net. <https://doi.org/10.14705/rpnet.2022.61.1460>

Gruber, A., & **Kaplan-Rakowski, R.** (2022). Verbal and nonverbal communication in high-immersion virtual reality for language learners. In B. Arnbjörnsdóttir, B. Bédi, L. Bradley, K. Friðriksdóttir, H. Garðarsdóttir, S. Thouësny, & M. J. Whelpton (Eds.), *Intelligent CALL, granular systems, and learner data: Short papers from EUROCALL 2022* (pp. 129–134). Research-publishing.net <https://doi.org/10.14705/rpnet.2022.61.1447>

Baumgartner, E., **Kaplan-Rakowski, R.,** Ferdig, R. E., Hartshorne, R., & Mouza, C. (2022). Preface. *A retrospective of teaching, technology, and teacher education during the COVID-19 pandemic*. Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/p/221522/>

2021

Kaplan-Rakowski, R., & Gruber, A. (2021). One-on-one foreign language speaking practice in high-immersion virtual reality. In Y. J. Lan & S. Grant (Eds.), *Contextual language learning - real language learning on the continuum from virtuality to reality* (pp. 187–202). Springer. <http://doi.org/10.1007/978-981-16-3416-1>

2020

Gruber, A., & **Kaplan-Rakowski, R.** (2020). User experience of virtual reality public speaking practice. In R. Zheng (Ed.), *Cognitive and affective perspectives on immersive technology in education* (pp. 235–249). IGI Global. <https://doi.org/10.4018/978-1-7998-3250-8> [invited chapter]

Papin, K.*, & **Kaplan-Rakowski, R.** (2020). An exploratory analysis of the impact of learners' first language on vocabulary recall using immersive technologies. In K.-M. Frederiksen, S. Larsen, L. Bradley, & S. Thouësny (Eds.), *CALL for widening participation:*

Short papers from EUROCALL 2020 (pp. 266–271). Research-publishing.net.
<https://doi.org/10.14705/rpnet.2020.48.1199>

2019

Kaplan-Rakowski, R., & Meseberg, K. (2019). Immersive media and their future. In R.M. Branch et al. (Eds.), *Educational Media and Technology Yearbook* (Vol. 42, pp. 143–153). Springer. https://doi.org/10.1007/978-3-030-27986-8_13 [editorial review]

2018

Kaplan-Rakowski, R., & Wojdyski, T. (2018). Students' attitudes towards high-immersion virtual reality assisted language learning. In P. Taalas, J. Jalkanen, L. Bradley, & S. Thouësny (Eds.), – *Future-proof CALL: Language learning as exploration and encounters – Short papers from EUROCALL 2018* (pp. 124–129). Research-publishing.net.
<https://doi.org/10.14705/rpnet.2018.26.824>

2017

Kaplan-Rakowski, R., & Loranc-Paszylk, B. (2017). Students' views on the helpfulness of multimedia components of digital flashcards in mobile-assisted vocabulary learning. In K. Borthwick, L. Bradley, & S. Thouësny (Eds.), *CALL in a climate of change: adapting to turbulent global conditions – Short papers from EUROCALL 2017* (pp. 170–176). Research-publishing.net <https://doi.org/10.14705/rpnet.2017.eurocall2017.708>

2011

Kaplan-Rakowski, R. (2011). Teaching foreign languages in a virtual world: Lesson plans. In G. Vincenti & J. Braman (Eds.), *Multi-user virtual environments for the classroom: Practical approaches to teaching in virtual worlds* (pp. 438–453). Information Science Reference. <https://doi.org/10.4018/978-1-60960-545-2.ch026> [invited chapter]

Kaplan-Rakowski, R., & Rakowski, D. (2011). Educational technologies for the neomillennial generation. In E. Dunkels, G-M Franberg, & C. Hallgren (Eds.), *Interactive media use and youth: Learning, knowledge exchange and behavior* (pp. 12–31). Information Science Reference. <https://doi.org/10.4018/978-1-60960-206-2.ch002>

Kaplan-Rakowski, R. (2011). Foreign language instruction in a virtual environment: An examination of potential activities. In G. Vincenti & J. Braman (Eds.), *Teaching through multi-user virtual environments: Applying dynamic elements to the modern classroom* (pp. 306–325). Information Science Reference. <https://doi.org/10.4018/978-1-61692-822-3.ch017>

2010

Kaplan-Rakowski, R., & Loh, C.S. (2010). Modding and rezzing in games and virtual environments for education. In Y.K. Baek (Ed.), *Gaming for classroom-based learning: Digital role playing as a motivator of study* (pp. 205–219). Information Science Reference. <https://doi.org/10.4018/978-1-61520-713-8.ch012>

CONFERENCE PROCEEDINGS

2026

Sharma, S., Katikala, J., Srinivasan, Ovi, P. R., Holagh, S. R., Maloth, N., Cleveland, A., McMahan, T., & **Kaplan-Rakowski, R.** (2026). Virtual reality-based AI mental health companion: A multimodal system for therapy, mindfulness, and stress detection. *Electronic Imaging*, 38, ERVR-188. <https://doi.org/10.2352/El.2026.38.13.ERVR-188>

2024

Thrasher, T., **Kaplan-Rakowski, R.**, Ovsianikova, U.*, Meyr, J., & Yuan, Y.* (2024). "I can talk to Spanish speakers in Illinois!": Student perspectives on AI-avatar role plays in virtual reality. *WorldCALL2023: Conference Proceedings*. <https://doi.org/10.22492/issn.2759-1182.2023.18>

2019

Kaplan-Rakowski, R., & Gruber, A. (2019). Low-immersion versus high-immersion virtual reality: Definitions, classification, and examples with a foreign language focus. In *Innovation in Language Learning Conference Proceedings 2019* (pp. 552–555). Pixel. [peer-reviewed]

OTHER PUBLICATIONS

2023

Thrasher, T., **Kaplan-Rakowski, R.**, Chun, D., Sadler, R. (2023). Language learning using *Immerse* in high-immersion virtual reality. White Paper #1 regarding grant received from Meta / Facebook / Oculus / Immerse.

Thrasher, T., Chun, D., Sadler, R., **Kaplan-Rakowski, R.**, Ovsianikova, U.*, Meyr, J., & Yuan, Y.* (2023). Language learning using *Immerse* in high-immersion virtual reality. White Paper #2 regarding grant received from Meta / Facebook / Oculus / Immerse.

WORKS-IN-PROGRESS

Cockerham, D., & **Kaplan-Rakowski, R.** The role of sound on emotions in high-immersion virtual reality.

Norton, S.*, & **Kaplan-Rakowski, R.** The impact of using virtual reality for learning STEM.

Yu, J. H., & **Kaplan-Rakowski, R.** Multilingual learning and cross-language skill transfer in 360° VR environments.

Kaplan-Rakowski, R., Nowak, S., & Choubey, P. (2025). Fostering language learning, wellness, and STEM education through high-immersion virtual reality. *SSRN*, <https://ssrn.com/abstract=5079493>

Kaplan-Rakowski, R., Wojdyski, T., & Kowalska-Musial, M. The impact of virtual reality scavenger hunt games on business students' creativity and motivation. [authors' order TBD]

Hryniuk, K., **Kaplan-Rakowski, R.,** & Summer, T. Can VR impact creative writing? [authors' order TBD]

Kaplan-Rakowski, R., & Ye, Y.* Can VR foster learning about cultural sights?

Kaplan-Rakowski, R., Eutsler, L., & Kogut, A. A scoping review of mixed reality using smart glasses for education.

Thrasher, T., **Kaplan-Rakowski, R.,** Chun, D., & Sadler, R. Language learning using *Immerse* in high-immersion virtual reality.

Brand, B., **Kaplan-Rakowski, R.,** Feng, Y., Parks, S. Ithaca S+R's cross-institutional project on higher education adoption of generative AI.

Kaplan-Rakowski, R., Heap, T., & Archibald, A. The impact of virtual reality on fostering empathy and perspective-taking toward blind and visually impaired learners.

Kaplan-Rakowski, R., & Norton, S.*. Using VR as relaxation for high-school students in the period of exams.

Ye, Y.*, **Kaplan-Rakowski, R.,** & Zhang, X. Meta analysis of research on virtual reality-assisted language learning.

Kaplan-Rakowski, R., Smith, P.*, Warren, S., & Johnson, K. The efficacy of virtual reality simulation for job interview preparation.

Zadorozhnyy, A., Sylvén, L.K., **Kaplan-Rakowski, R.,** & Lee, S.L. International perspectives on language teaching after the COVID-19 pandemic.

Kaplan-Rakowski, R. & McMahan, F. Virtual reality puzzle games as tools for sustaining mental and physical activity in older adults.

Kaplan-Rakowski, R. Learning analytics training in teacher education.

Kaplan-Rakowski, R. *ImmerseMe* Games. Learning analytics of foreign language students participating in virtual reality gamified competitions.

Kaplan-Rakowski, R., & Sylvén, L.K. Learning abstract vocabulary with memes.

Kaplan-Rakowski, R., & Sylvén, L.K. The challenge of mastering low-imagery vocabulary: An empirical study.

Kaplan-Rakowski, R., & Lakshmanan, U. A longitudinal study on the acquisition of Polish case morphology by American native speakers.

Kaplan-Rakowski, R. Bilingual language development of Polish and English: A longitudinal case study.

INVITED KEYNOTES, SEMINARS, LECTURES, TALKS, AND INTERVIEWS

2026

Kaplan-Rakowski, R. (July 2026). Wearables Community Summit. Meta. New York, NY, USA. [in-person, invitation-only, discussion panel speaker]

Kaplan-Rakowski, R. (July 2026). AI Glasses Grant Celebration (July 2026). Meta. New York, NY, USA. [in-person interview]

Kaplan-Rakowski, R. (July 2026). When VR Meets AI. International Symposium on VR- and AI-Assisted Foreign Language Learning. University of Bamberg, Germany. [in-person keynote]

Kaplan-Rakowski, R. (May 2026). Immersive Realities in Educational Contexts. Università Cattolica del Sacro Cuore, Milano, Italy. [in-person guest talk]

Kaplan-Rakowski, R. (April 2026). Research and Practice in Virtual Reality-Assisted Language Learning (VRALL). Jagiellonian University, Krakow, Poland. [in-person guest talk]

Kaplan-Rakowski, R. (2026, February 9). *I'm scared to speak in front of people – podcast* [Audio podcast episode]. In *Beating speaking anxiety*. British Broadcasting Corporation (BBC).

https://www.bbc.co.uk/learningenglish/features/beating_speaking_anxiety/public_speaking-podcast [invited podcast]

Kaplan-Rakowski, R. (February 2026). Extended reality and language education. Ohio University, Athens, OH, USA. [online, guest lecture]

2025

Kaplan-Rakowski, R. (November 2025). Virtual reality for language learning and practice. University of California Santa Barbara, California, USA. [in-person guest talk]

Meta Educator Community Summit (November 2025). Meta / Facebook. Menlo Park, CA, USA. [in-person, invitation-only event]

Kaplan-Rakowski, R. (October 2025). Immersive language learning with VR and AI. CEDAR Language Resource Center. University of Cincinnati, Ohio, USA. [online guest talk]

Kaplan-Rakowski, R., & McMahan, F. (September 2025). Virtual reality for fall prevention and for sustaining mental and physical activity in older adults. The Seeden Club Event Center. Argyle, Texas, USA. [in-person guest talk]

Kaplan-Rakowski, R. (July 2025). Virtual reality as a platform for emotional and cognitive engagement. Politehnica University Timișoara, Romania. [in-person, guest lecture]

Kaplan-Rakowski, R. (June 2025). Emotional and cognitive dimensions of language learning in VR. The University of Warsaw, Warsaw, Poland. [in-person guest talk]

Meta for Education, Innovation & Connection (March 2025). Meta / Facebook. Austin, Texas, USA. [in-person, invitation-only event]

Kaplan-Rakowski, R., & McMahan, F. (March 2025). Virtual reality for sustaining mental and physical activity in older adults. Rambling Oaks Courtyard Assisted Living, Highland Village, Texas, USA. [in-person guest talk]

Nowak, S., & **Kaplan-Rakowski, R.** (February 2025). Versatilist with Sabina Nowak and Regina Kaplan-Rakowski. The Versatilist by Patrick O'Shea representing Immersive Learning Research Network (ILRN). <https://music.amazon.com/podcasts/bd6e0aec-734a-4a19-99c7-3a5ffe0b119a/episodes/6a01c527-e324-4503-a842-9dd52feada2f/the-versatilist-episode-328-versatilist-with-sabina-nowak-and-regina-kaplan-rakowski> [invited podcast]

Kaplan-Rakowski, R. (January 2025). Pioneering language education with virtual reality. World Languages and Literatures. Southern Methodist University, Dallas, Texas, USA. https://smu360.smu.edu/WLL/rsvp_boot?id=384938 [in-person, guest lecture]

2024

Kaplan-Rakowski, R. (December 2024). High-immersion virtual reality-assisted language learning. Research and practice. The Education University of Hong Kong. Hong Kong. [in-person invited seminar] - <https://www.eduhk.hk/ele/event/dr-reginar-kaplan-rakowski-from-the-university-of-north-texas-led-an-inspiring-workshop-and-seminar-on-vr-assisted-language-learning-on-december-9th-and-10th-2024>

Kaplan-Rakowski, R. (November 2024). Virtual reality-assisted language learning. The 21st AsiaCALL International Conference. Industrial University of Ho Chi Minh City, Vietnam. <https://youtu.be/eyf8HztjqkA?si=abMs5wuHK6KBk-xo> [in-person invited keynote]

Meta Educator Community Summit Expert on VR education (October 2024). Meta / Facebook. Menlo Park, CA, USA. [in-person, invitation-only]

Kaplan-Rakowski, R. (June 2024). Language learning in high-immersion virtual reality. English and American Studies. University of Bamberg, Germany. [in-person invited lecture and workshop]

Kaplan-Rakowski, R. (April 2024). Integrating extended reality in language instruction. The Center for Educational Resources in Culture, Language and Literacy (CERCLL). University of Arizona, Tucson, USA. [invited webinar, <https://www.youtube.com/watch?v=eWRYV4VwVjM> link]

2023

Kaplan-Rakowski, R. (July 2023). Immersive learning in education. Cyprus University of Technology, Limassol, Cyprus. [in-person invited lecture]

Kaplan-Rakowski, R. (May 2023). The potential of virtual reality-assisted language learning. Pedagogical University, Cracow, Poland. [in-person invited keynote]

Kaplan-Rakowski, R. (April 2023). Virtual reality-assisted language learning (VRALL): Research and practice. Northern Arizona University, Flagstaff, Arizona, USA. [in-person invited lecture and workshop]

2022

Kaplan-Rakowski, R. (December 2022). Learning languages in virtual reality. University of Quebec in Montréal. Montréal, Canada. [in-person invited lecture]

Kaplan-Rakowski, R., & Papin, K. (October 2022). Réalités virtuelle et augmentée for language learning. (translation: Virtual and augmented reality for language learning). University of Ottawa, Canada. [invited online lecture delivered bilingually: in French and in English]

Los Angeles Times. Interview and research mentioned. My anxiety meter runs hot; VR meditation helped me relax <https://www.latimes.com/entertainment-arts/story/2022-09-29/vr-meditation-taught-me-how-to-meditate-how-to-save-a-life>

Kaplan-Rakowski, R., Sadler, R., & Thrasher, T. (July 2022). IALLT Interview Project Episode 8: Interview about Augmented Reality (AR) and Virtual Reality (VR) with Regina Kaplan-Rakowski, Randall Sadler, and Tricia Thrasher. <https://doi.org/10.69732/VTYH2830> [interview can be found [here](#)]

Kaplan-Rakowski, R. (January 2022). Language teaching and learning in high-immersion virtual reality. The Pedagogical University of Cracow, Poland. [invited seminar]

2021

Kaplan-Rakowski, R. (December 2021). The current state of high-immersion virtual reality in education: Beyond the "WOW" factor. Congress "Psychology to Education". Moscow State University, Russian Federation. [invited keynote]

2020

Kaplan-Rakowski, R., & Gruber, A. (March 2020). Webinar on virtual reality for foreign language learning. CALICO, Immersive Realities Special Interest Group. [invited webinar]

Chelliah, S., Koole, M., Lewis, K., **Kaplan-Rakowski, R., & Zhang, X.** (online due to COVID-19, June 2020). The use of technologies in teaching low-resourced languages. The 3rd Pan-Pacific Technology-Enhanced Language Learning & Critical Thinking Conference, Denton, Texas. [invited panel]

2019

Kaplan-Rakowski, R. (November 2019). Using immersive environments for language learning. Department of World Languages, Literatures, and Cultures. University of North Texas. [invited lecture]

Kaplan-Rakowski, R. (May 2019). Can immersive virtual reality facilitate language learning? Department of Education and Special Education. University of Gothenburg, Sweden. [invited talk]

Kaplan-Rakowski, R. (May 2019). Virtual reality and language learning. Humanities Lab, Lund University, Sweden. [invited talk]

Kaplan-Rakowski, R. (May 2019). Practical approaches to teaching using virtual reality. Department of Culture, Languages & Media, Malmö University, Sweden. [invited lecture]

CONFERENCE PRESENTATIONS

2026

Summer, T., Hryniuk, K., & **Kaplan-Rakowski, R.** (forthcoming, September 2026). The impact of sound in high-immersion virtual reality on creative writing among EFL students. European Association for Computer-Assisted Language Learning (EUROCALL), Ulster University, Belfast, Northern Ireland, UK. [in-person]

Vasquez, E., & **Kaplan-Rakowski, R.** (forthcoming, September 2026). Self-efficacy for face-threatening acts in AI-mediated roleplays. EUROCALL, Ulster University, Belfast, Northern Ireland, UK. [in-person]

Kaplan-Rakowski, R., & Thrasher, T. (July 2026). Capturing foreign language anxiety through biometric measures in virtual reality. Computer-Assisted Language Instruction Consortium (CALICO), Miami University, Oxford, Ohio, USA. [in-person]

Ye, Y., & Kaplan-Rakowski, R. (July 2026). A follow-up systematic review of research on high-immersion virtual reality for language learning. CALICO, Miami University, Oxford, Ohio, USA. [in-person]

Kaplan-Rakowski, R., Hryniuk, K., & Summer, T. (July 2026). VR escape room for creativity. University of Bamberg, Germany. [in-person, PechaKucha presentation]

Kaplan-Rakowski, R., & Gruber, A. (June 2026). Barriers and solutions to equitable VR-assisted language learning. ALSIC, INSPÉ de l'académie de Paris, Sorbonne Université, Paris, France. [in-person]

2025

Kaplan-Rakowski, R., & Nowak, S. (August 2025). Virtual reality relaxation as a strategy for coping with foreign language anxiety. EUROCALL, Università Cattolica del Sacro Cuore, Milano, Italy. [in-person]

Vasquez, E.*, & Kaplan-Rakowski, R. (August 2025). Generative AI in virtual reality for the development of pragmatic skills. EUROCALL, Università Cattolica del Sacro Cuore, Milano, Italy. [in-person]

Kaplan-Rakowski, R., & Thrasher, T. (August 2025). The impact of high-immersion virtual reality and interactivity on vocabulary learning. EUROCALL, Università Cattolica del Sacro Cuore, Milano, Italy. [in-person]

Thrasher, T., & Kaplan-Rakowski, R. (August 2025). Using biometric measures and virtual reality to capture foreign language anxiety. EUROCALL, Università Cattolica del Sacro Cuore, Milano, Italy. [in-person]

Kaplan-Rakowski, R., & Gruber, A. (May 2025). Exploring the role of high-immersion virtual reality games for fostering agency and enjoyment. CALICO, San Diego University, San Diego, California, USA. [in-person]

Choubey, P.*, Ye, Y.*, Kaplan-Rakowski, R., Nowak, S., & Ebtehal, A. (May 2025). Interweaving immersive realities and intercultural competence in language learning. CALICO, San Diego University, San Diego, California, USA. [in-person panel]

Cha, E.*, Ye, Y.*, Kaplan-Rakowski, R., & Choubey, P.* (May 2025). Supporting personalized adaptive language learning with AI-powered VR. CALICO, San Diego University, San Diego, California, USA. [in-person poster]

2024

Kaplan-Rakowski, R., & Choubey, P. (December 2024). Overcoming traditional EFL learning challenges with virtual reality. The 10th Centre for Language Studies International Conference (CLaSIC). The National University of Singapore, Singapore. [in-person]

Cockerham, D., & **Kaplan-Rakowski, R.** (October 2024). The role of sound in high-immersion virtual reality. Association for Educational Communications and Technology (AECT), Kansas City, Missouri, USA. [in-person]

Kaplan-Rakowski, R., & McMahan, F. (September 2024). Virtual reality puzzle games as tools for sustaining mental and physical activity in older adults. The 27th Annual CyberPsychology, CyberTherapy & Social Networking Conference (CYPSY), Arizona State University, Tempe, Arizona, USA. [in-person]

Kaplan-Rakowski, R., & Thrasher, T. (August 2024). Generative AI in virtual reality for the development of speaking skills. EUROCALL, University of Trnava, Trnava, Slovakia. [in-person]

Kaplan-Rakowski, R., Thrasher, T., Campagnoni, I.*, & Georgiou, Y.* (August 2024). XR-GBLL SIG Symposium language teaching in virtual immersive environments: A discussion on effective task design. EUROCALL, Trnava University, Trnava, Slovakia. [in-person]

Kaplan-Rakowski, R., & Gruber, A. (June 2024). Leveraging high-immersion virtual reality for fostering agency and engagement in language pedagogy. Grenoble Alpes University, Grenoble, France. [in-person]

Kaplan-Rakowski, R., Nowak, S., & Choubey, P.* (May 2024). Fostering language learning, wellness, and STEM education through high-immersion virtual reality. CALICO, Carnegie Mellon University, Pittsburgh, Pennsylvania, USA. [in-person]

Thrasher, T., **Kaplan-Rakowski, R.**, Sadler, R., Meyr, J., Ovsianikova, U.*, Yuan, Y., & Ye, Y.* (May 2024). Implementing Large-Scale Virtual Reality-Assisted Language Learning Research. CALICO, Carnegie Mellon University, Pittsburgh, Pennsylvania, USA. [in-person]

Dooly, M., Sadler, R., Golubeva, I., **Kaplan-Rakowski, R.**, & Jauregi, K. (May 2024). Virtual reality in language and intercultural communication education: Debating its potential based on real-life examples. CALICO, Carnegie Mellon University, Pittsburgh, Pennsylvania, USA. [in-person]

Pitura, J., Astoska-Wierzba, Y., & **Kaplan-Rakowski, R.** (April 2024). Fostering pre-service teachers' content knowledge application in virtual reality simulations. II Konferencja Wirtualna Edukacja Przyszłości. Nowe Horyzonty. Państwowa Akademia Nauk Stosowanych, Przemyśl, Poland. [remote, not a presenter]

Kaplan-Rakowski, R. (April 2024). How can virtual reality help language learners? South Central Association for Language Learning Technology (SOCALLT), Texas Christian University, Fort Worth, Texas, USA.

2023

Kaplan-Rakowski, R., & Thrasher, T. (November 2023). Enhancing vocabulary acquisition through immersive VR: Investigating the power of object interaction. WorldCALL, Chiang Mai, Thailand. [in-person]

Ye, Y.*, & **Kaplan-Rakowski, R.** (October 2023). Practicing listening comprehension skills in high-immersion virtual reality. AECT, Orlando, Florida, USA. [in-person]

Kaplan-Rakowski, R. (September 2023). Publishing 101. UNT LTEC Annual Doctoral Meeting. UNT, Denton, Texas, USA. [in-person]

Kaplan-Rakowski, R., Chun, D., Thrasher, T., & Meyr, J. (August 2023). Exploring the cognitive and affective aspects of language learning in high-immersion virtual reality: Pilot study. European Association for Computer-Assisted Language Learning (EUROCALL), University of Iceland, Reykjavik, Iceland. [in-person symposium]

Kaplan-Rakowski, R. & Ye, Y.* (August 2023). Practicing listening comprehension in high-immersion virtual reality (EUROCALL), University of Iceland, Reykjavik, Iceland. [in-person]

Thrasher, T., **Kaplan-Rakowski, R.,** Mills, N., Papin, K., Sadler, R., & Dubreil, S. (June 2023). Virtual reality for language learning: Expanding the scope of existing methods of research and instruction. CALICO, Michigan State University, Michigan, USA. [online]

Kaplan-Rakowski, R., Archibald, A., & Heap, T. (March 2023). Using virtual reality to build empathy and understanding for blind and visually impaired individuals. UNT Equity & Diversity Conference, Denton, Texas, USA. [in-person]

2022

Kaplan-Rakowski, R., & Cockerham D. (November 2022). The impact of ambisonic sound effects and immersion on learning in virtual reality vs tablet. Fort Worth Museum of Science and History. Fort Worth, Texas, USA. [in-person]

Kaplan-Rakowski, R., Cockerham D., & Ferdig, R. E. (October 2022). The impact of ambisonic sound effects and immersion on learning in virtual reality vs tablet. AECT, Las Vegas, Nevada, USA. [in-person]

Kaplan-Rakowski, R., Johnson, K., & Wojdyski, T. (October 2022). Addressing students' emotional needs with mindfulness techniques in online learning during the COVID-19 pandemic. AECT, Las Vegas, Nevada, USA. [in-person]

An, Y., & **Kaplan-Rakowski, R.** (October 2022). The impact of scaffolding on learning effectiveness in virtual reality. AECT, Las Vegas, Nevada. [in-person]

Heap, T., **Kaplan-Rakowski, R.,** & Archibald, A. (October 2022). Emerging technologies for blind and visually impaired individuals. AECT, Las Vegas, Nevada, USA. [in-person]

Kaplan-Rakowski, R. (October 2022). Stress Management. UNT LTEC Annual Doctoral Meeting. UNT, Denton, Texas, USA. [online]

Kaplan-Rakowski, R. (October 2022). Publishing 101. UNT LTEC Annual Doctoral Meeting. UNT, Denton, Texas, USA. [online]

Kaplan-Rakowski, R., & Gruber, A. (August 2022). A study on reading in high-immersion virtual reality. EUROCALL, University of Iceland, Reykjavik, Iceland. [online]

Gruber, A., & **Kaplan-Rakowski, R.** (August 2022). Verbal and nonverbal communication in high-immersion virtual reality for language learners. EUROCALL, University of Iceland, Reykjavik, Iceland. [online]

Kaplan-Rakowski, R., & Dhimolea, T. K.* (June 2022). A systematic review of research on high-immersion virtual reality for language learning. CALICO, Seattle, Washington, USA.

Kaplan-Rakowski, R., & Papin, K. (June 2022). Learning vocabulary with 360° pictures. CALICO, Seattle, Washington, USA.

Thrasher, T., **Kaplan-Rakowski, R.,** Sadler, R., Hartwick, P., Papin, K., & Lan, Y-J. (June 2022). Making global sense of all the realities. CALICO, Seattle, Washington, USA.

2021

Gruber, A. & **Kaplan-Rakowski, R.** (June 2021). Can immersive virtual reality help foreign language learners to cope with foreign language anxiety? CALICO, Seattle, Washington, USA. Recording available [here](#). [online]

Frumkes, L., Hartwick, P., Papin, K., & **Kaplan-Rakowski, R.** (June 2021). Making global sense of all the realities. CALICO, Seattle, Washington, USA. Recording available [here](#). [online]

Kaplan-Rakowski, R., & Gruber, A. (April 2021). Virtual reality lowers foreign language anxiety. English Language Learning in Immersive Environments (ELLIE) Symposium, UNT, Denton, Texas, USA. [online]

2020

Papin, K., & **Kaplan-Rakowski, R.** (August 2020). Learning vocabulary annotated in 360° pictures in high- and low-immersion virtual reality. EUROCALL, Copenhagen, Denmark. [online]

Papin, K., & **Kaplan-Rakowski, R.** (accepted but cancelled due to COVID-19, May 2020). An empirical investigation of annotated vocabulary in 360° virtual reality. CALICO, Seattle, Washington, USA.

Kaplan-Rakowski, R., & Gruber, A. (accepted but cancelled due to COVID-19, March 2020). Virtual reality as a setting for testing foreign language anxiety using biometric wearables. American Association for Applied Linguistics (AAAL), Denver, Colorado, USA.

Gruber, A., & **Kaplan-Rakowski, R.** (accepted but cancelled due to COVID-19, March 2020). Can virtual reality assist in foreign language anxiety? International Conference on Designing Hybrid Learning Spaces in Foreign Language Learning and Teaching. Teaching English as a Foreign Language (TEFL), Münster, Germany.

2019

Kaplan-Rakowski, R., & Gruber, A. (November 2019). Low-immersion versus high-immersion virtual reality: Definitions, classification, and examples with a foreign language focus. Innovation in Language Learning International Conference, Florence, Italy.

Kaplan-Rakowski, R., Johnson, K., & Wojdyski, T. (October 2019). The impact of virtual reality and video-based meditation on college students' test performance. AECT, Las Vegas, Nevada, USA.

Kaplan-Rakowski, R., & Lin, L. (May 2019). Immersive 3D visualizations impede vocabulary learning: Evidence from a large-scale experimental study. CALICO, Montréal, Canada.

2018

Kaplan-Rakowski, R., & Wojdyski, T. (October 2018). An experimental study on the effectiveness of three-dimensional images for vocabulary learning. AECT, Kansas City, Missouri, USA.

Kaplan-Rakowski, R. (August 2018). (Re-)exploring virtual reality: Is VRALL the future of CALL? EUROCALL, University of Jyväskylä, Jyväskylä, Finland.

2017

Loranc-Paszyk, B., & **Kaplan-Rakowski, R.** (December 2017). Use of digital storytelling to foster content-specific vocabulary learning/acquisition in teaching English for specific purposes. Language Education Across Borders, University of Graz, Graz, Austria.

Kaplan-Rakowski, R., & Loranc-Paszyk, B. (August 2017). The impact of audio-enhanced digital flashcards on explicit vocabulary learning. EUROCALL, University of Southampton, Southampton, England.

Kaplan-Rakowski, R., & Loranc-Paszyk, B. (May 2017). The effect of sound effects and pronunciation on explicit vocabulary learning. CALICO, Northern Arizona University, Flagstaff, Arizona, USA.

2016

Kaplan-Rakowski, R. (May 2016). Stereoscopic 3D images for learning foreign language vocabulary. CALICO, Michigan State University, East Lansing, Michigan, USA.

2010

Kaplan-Rakowski, R. (June 2010). An examination of selected activities in a virtual world: Practical and theoretical perspectives. CALICO, Amherst College, Amherst, Massachusetts, USA.

Thibeault, T., & **Kaplan-Rakowski, R.** (June 2010). Pedagogical and technological concerns of a digital language class. CALICO, Amherst College, Amherst, Massachusetts, USA.

Kaplan-Rakowski, R. (April 2010). Teaching a foreign language in a virtual world – connecting theory with practice. Kentucky Foreign Language Conference (KFLC), University of Kentucky, Lexington, Kentucky, USA.

Kaplan-Rakowski, R., & Mizza, D. (March 2010). Using a virtual world for writing skills development. Mid-Atlantic Association for Language Learning Technology (MAALLT), Georgetown University, Washington D.C., USA.

Mizza, D., & **Kaplan-Rakowski, R.** (March 2010). Interactive whiteboard: Reflections. MAALLT, Georgetown University, Washington D.C., USA.

Thibeault, T., & **Kaplan-Rakowski, R.** (February 2010). Learning in a virtual world: Pedagogical benefits of *Second Life*. Midwest Education Technology Community Conference (METC), St. Charles, Missouri, USA.

2009

Kaplan-Rakowski, R. (October 2009). Digital game modding and its potential for instruction. AECT, Louisville, Kentucky, USA.

Kaplan-Rakowski, R. (April 2009). Teaching foreign languages with digital role-playing games. KFLC, University of Kentucky, Lexington, Kentucky, USA.

Sadler, R., Thibeault, T., & **Kaplan-Rakowski, R.** (March 2009). CALL in *Second Life*: Instructional strategies and activities for language learning in a Virtual World. CALICO, Arizona State University, Tempe, Arizona, USA.

Kaplan-Rakowski, R. (March 2009). Modifying digital role-playing games as a tool to enhance foreign language teaching. CALICO, Arizona State University, Tempe, Arizona, USA.

WORKSHOPS AND SHOWCASES

Kaplan-Rakowski, R. (May 2026). English language teachers' workshop on using virtual reality for language learning. Università Cattolica del Sacro Cuore, Milano, Italy. [in-person workshop]

Kaplan-Rakowski, R. (September 2025). Faculty workshop on VR for language learning. Southern Methodist University, Dallas, Texas, USA. [in-person invited workshop]

Kaplan-Rakowski, R. (June 2025). Emotional and cognitive dimensions of language learning in VR. The University of Warsaw, Warsaw, Poland. [in-person invited workshop]

Ye, Y.*, Choubey, P.*, Norton, S.*, Smith, P.*, James-Avalos, G.*, & **Kaplan-Rakowski, R.** (September 2024). VR-Based research and technology demonstration. UNT LTEC Annual Doctoral Meeting. UNT, Denton, Texas, USA. [in-person]

Kaplan-Rakowski, R. (June 2024). Language learning in high-immersion virtual reality. English and American Studies. University of Bamberg, Germany. [in-person invited lecture and workshop]

Kaplan-Rakowski, R., Archibald, A., & Heap, T. (September 2023). Experiencing virtual reality for perspective-taking of blind and visually impaired learners. UNT, Division of University Brand Strategy & Communications. [in-person invited workshop]

Kaplan-Rakowski, R. (May 2023). The Potential of Virtual Reality-Assisted Language Learning. Pedagogical University, Cracow, Poland. [in-person invited workshop]

Kaplan-Rakowski, R. (April 2023). Virtual reality-assisted language learning (VRALL): Research and practice. Northern Arizona University, Flagstaff, Arizona, USA. [in-person invited workshop]

Kaplan-Rakowski, R., Dorsett, D.*, & Babirak, J. E.* (2020). Mixed reality showcase of Microsoft HoloLens 2. Learning Technologies, UNT, USA. [cancelled due to COVID]

Thibeault, T., Rmail, H., & **Kaplan-Rakowski, R.** (2010). Foreign language annotator workshop. SIU, Carbondale, Illinois, USA. Assistant and Co-organizer.

Lakshmanan, U., **Kaplan-Rakowski, R.,** & Smith G. (2010). Do you hear me? Understanding the language of domestic and gender violence in teen media production. SIU, Carbondale, Illinois, USA. Assistant and Co-organizer.

GRANT ACTIVITIES

2026

[funded]

Kaplan-Rakowski, R., Heap, T., & Archibald, A., (2026). Assessing AI-enabled wearable technology for use by students with disabilities. AI Glasses Impact Grants. Meta Platforms Inc. Amount: \$25,000 [role: PI, funded]

Kaplan-Rakowski, R. (2026). Augmented reality for enhanced learning and performance. XReal. Amount: \$7,500. [role: PI, funded]

Kaplan-Rakowski, R., Ji, H., & Yoon, J. (2025). Biometric assessment of learners' experience with emerging AI interfaces. Learning Ecosystem for Empowering Futures (LEEF), UNT. Amount: \$15,000. [role: PI, funded]

[pending]

Pravin, D., Lee, Y.-H., **Kaplan-Rakowski, R.**, & Pathak, J. Developing critical thinking and problem-solving skills in cybersecurity via iterative human-AI interaction and agentic tutoring. National Science Foundation. Amount: \$500,290. [role: PI, pending]

[not funded]

Archibald, A., **Kaplan-Rakowski, R.**, & Heap, T. (2026). Assessing AI-enabled wearable technology in education for use by students with disabilities. Learning Ecosystem for Empowering Futures (LEEF), UNT. Amount: \$12,890.32 [role: Co-PI, not funded]

2025

[funded]

Kaplan-Rakowski, R. (2025). Erasmus+ staff mobility for teaching and training between programme countries and partner countries (KA171-2022). Politehnica University Timișoara, Romania. Amount: \$3,391 [role: recipient, funded]

Kaplan-Rakowski, R., Hryniuk, K., & Summer, T. (2025). Implementing virtual reality in language learning research. IDUB-2. The Ministry of Education and Science, Poland. Amount: \$6,000. [role: Co-PI, funded]

Kaplan-Rakowski, R. (with: Nowak, S., Chrobak, D., Erdemir, N., Król-Gierat, W., Łodej, M., Morena, K., Stefanowicz-Kocoł, A., & Szulc-Kurpaska, M.) (2025). ENGAGE for well-being: Enhancing Next-Gen AI- and XR-Augmented education and global expertise to foster well-being. IDUB-2. The Ministry of Education and Science, Poland. Amount: Confidential [role: Co-PI, funded]

Kaplan-Rakowski, R. (2025). AI-mediated tutoring in virtual reality. College of Information Seed Grant, UNT. Amount: \$5,000. [role: PI, funded]

[pending]

Roy Ovi, P., Sharma, S., & **Kaplan-Rakowski, R.** (2025). Culturally adaptive embodied AI tutors. William T. Grant Foundation. Amount: \$100,000.00. [role: Co-PI, pending]

[not funded]

Kaplan-Rakowski, R., Ji, H., & Yoon, J. (2025). Biometric assessment of learners' experience with emerging AI interfaces. Learning Ecosystem for Empowering Futures (LEEF), UNT. Amount: \$16,464.23. [role: PI, not funded]

Archibald, A., **Kaplan-Rakowski, R.**, & Heap, T. (2025). Assessing AI-enabled wearable technology in education for use by students with disabilities. Learning Ecosystem for Empowering Futures (LEEF), UNT. Sum: \$12,890.32 [role: Co-PI, not funded]

2024

[funded]

Kaplan-Rakowski, R. (2024). Generative AI for the development of oral skills. College of Information Seed Grant, UNT. Amount: \$5,000. [role: PI, funded]

[not funded]

Kaplan-Rakowski, R. (2024). Mentorship through collaborative research in virtual reality and cyberpsychology. Amount: \$1,500. [role: PI, not funded]

Banerjee, N, Sharma, S., & **Kaplan-Rakowski, R.** (2024). Consortium for workforce development in cybersecurity for operational technology. Department of Energy. Amount: \$1,250,000. [role: Co-PI, pending]

2023

[funded]

Kaplan-Rakowski, R., & Zhang, X. (2023). Implementing biometric measures as a novel approach to assess foreign language anxiety. Seed Grant, UNT. Amount: \$9,477. [role: PI, funded]

Kaplan-Rakowski, R. (2023). Fostering STEAM learning in extended reality. College of Information Seed Grant, UNT. Amount: \$2,000. [role: PI, funded]

[not funded]

Knezek, G., Tyler-Wood, T., et al., **Kaplan-Rakowski, R.** (2023). Shadow chasers: Impacting diverse populations through multimodality solar eclipse activities. National Science Foundation. Amount: \$1,998,874 [role: Senior Personnel, not funded]

Ferdig, R., Gandolfi, E., **Kaplan-Rakowski, R.**, Huang, Y, & Jin R. (2023). Understanding what is fashionably important about AI-based humanities and museum engagement. National Endowment for the Humanities. Amount: \$100,000. [role: Co-PI, not funded]

Kaplan-Rakowski, R., & Thrasher, T. (2023). Generative AI for the Development of oral skills. Cambridge University Press & Assessment. Amount: \$16,100. [role: PI, not funded]

2022

[funded]

Thrasher, T., Sadler, R., **Kaplan-Rakowski, R.**, & Chun, D. (2022). Language learning using *IMMERSE* in high-immersion virtual reality. Grant received from Meta / Facebook / Oculus / IMMERSE. Amount: \$350,000. [role: Co-PI, funded]

2021

[not funded]

Kaplan-Rakowski, R., & Zhang, X. (2021). Implementing biometric measures as a novel approach to assess foreign language anxiety. Amount: \$9,993. [role: PI, not funded]

Johnson, K., & **Kaplan-Rakowski, R.** (2021). Using mindfulness and virtual reality public speaking simulations to prepare young adults with autism for the workplace. Division of Research & Innovation, UNT. Amount: \$10,000. [role: Co-PI, not funded]

2020

[funded]

Kaplan-Rakowski, R. (2020). Exploring mixed reality technologies for teaching and learning. College of Information Seed Grant, UNT. Amount: \$4,900. [role: PI, funded]

[not funded]

Kaplan-Rakowski, R., Lin, L., & Chelliah, S. (2020). Establishing a sustainable partnership between the University of North Texas (UNT) and Palestine Technical University (PTUKA). Amount: \$190,944. [role: PI, not funded]

AWARDS

2026

Creative and Research Enhancement Activity Time for Engagement (CREATE) Award, Office of the Provost Faculty Success, UNT. [\$4,000]

2023

Best Reviewer — IEEE International Conference on Advanced Learning Technologies (ICALT 2023)

2022

Top-50 of CALL Reviewers' Distinction — *Computer Assisted Language Learning*

2021

Reviewer Excellence Reward — *Educational Technology Research & Development*

Top-50 of CALL Reviewers' Distinction — *Computer Assisted Language Learning*

2020

Reviewer Excellence Reward — *Educational Technology Research & Development*

WORK EXPERIENCE

Assistant Professor

(2022–current) - Department of Learning Technologies, University of North Texas. Denton, TX.

Duties include conducting and publishing research, providing academic service on the department, college, university, national, and international levels; educating and mentoring students; teaching courses in learning technologies (undergraduate*, graduate**, doctoral***):

- Analysis of Research in Learning Technologies (LTEC 5610**)
- Capstone: Integrated Portfolios (LTEC 5580**)
- Emerging Technologies for Education (LTEC 6030***)
- Foundation of Workforce Learning and Performance! (LTEC 5100**)
- New Horizons for Learning Technologies in STEM (LTEC 3100*)
- Technology Based Learning Environments (LTEC 5510**)
- Theory and Design of Interactive Multimedia Systems (LTEC 6210***)
- Osher Lifelong Learning Institute, UNT (volunteer)
- Principles of Training and Development (LTEC 4000*)
- Teaching Mobility Scholar (Erasmus+ grant recipient)
- Supervision of Honors Contract, Honors College, UNT (2025)

Director of Master of Science in Learning Technologies

(2020–2023) - Department of Learning Technologies, University of North Texas. Denton, TX.

Duties included student recruitment and admissions, degree plan advising and review, curriculum revision, program marketing, program coordination, program evaluation reporting, and creation of Graduate Academic Certificates (GACs).

Lecturer (Full-Time)

(2019–2022) - Department of Learning Technologies, University of North Texas. Denton, TX.

Duties included teaching, course development, curriculum revision, grading, advising, mentoring.

Courses taught (undergraduate*, graduate**):

- Analysis of Research in Learning Technologies (LTEC 5610**)
- Artificial Intelligence in Education and Training (LTEC 5703**)
- Capstone: Integrated Portfolios (LTEC 5580**)
- Computer Graphics for Mediated Communications (LTEC 5260**)
- Computer Graphics in Education and Training (LTEC 3220*)
- Digital Multimedia in Education and Training (LTEC 4210*)

Instructional Systems Design I (LTEC 5210**)
Instructional Systems Design II (LTEC 5211**)
Introduction to Video Technology (LTEC 5111**)
Multimedia in Technology Applications (LTEC 5220**)
New Technologies of Instruction (LTEC 5200**)
Online Design and Pedagogy (LTEC 5040**)
Technology Based-Learning Environments (LTEC 5510**)
Theory and Design of Interactive Multimedia Systems (LTEC 6210***)
Web Authoring (LTEC 3260* / LTEC 5420*)
Courses developed: New Technologies of Instruction (LTEC 5200**)

Adjunct Faculty

(2019) - Department of Modern and Classical Languages, Valdosta State University. Valdosta, GA.

Duties included designing, implementing, testing, and assessing French language and culture activities geared toward American students learning French as a foreign language. This lecturing position required teaching online, mostly asynchronously, using the D2L LMS.

Research Assistant

(2008–2011) - Language Media Center, Southern Illinois University. Carbondale, IL
Supervisor: Dr. Thomas Thibeault

Duties included designing, implementing, testing, and assessing German language activities in a virtual environment (Second Life); searching for articles and multimedia assets, assisting in hypermedia editor development; preparing workshops for teacher training.

Research Assistant

(2010–2011) - Department of Psychology, Southern Illinois University. Carbondale, IL. Supervisor: Dr. Usha Lakshmanan

Duties included analyzing, transcribing, and discussing multimedia productions; collecting, coding, and analyzing data on language acquisition; organizing a workshop.

French Teaching Assistant

(2004–2006) - Department of Foreign Languages and Literatures, Southern Illinois University. Carbondale, IL
Courses taught: French and French Culture - FR 101a, FR 101b

Spanish Teaching Assistant

(2005–2006) - Lewis School. Carbondale, IL
Course taught: Elementary Spanish

French Teaching Assistant

(2004–2005) - Lewis School. Carbondale, IL
Course taught: Elementary French

English as a Foreign Language Teacher

(2000–2001) Callan Method School "MAK". Cracow, Poland
(1996–1998) Callan Method School "SPEED". Gliwice, Poland
(1996) (Internship) High School #2, Cracow, Poland; High School # 10, Cracow, Poland
(1995) (Kindergarten) Primus Inter Pares. Cracow, Poland
(1994–1996) The Center of English Language Teaching. Cracow, Poland

Translator (English-Polish; Polish-English)

(1998–2001) Bank Kadr "Test". Cracow, Poland

Freelance Instructor / Tutor of Polish, English, Italian, and French

(1992–2002) Self-employed. Cracow, Poland

Licensed Multilingual Tour Guide

(1994–2001) Cracow, Poland

PROFESSIONAL SERVICE AND ACTIVITIES

EXECUTIVE BOARD ACTIVITIES

President, CALICO — Computer-Assisted Language Instruction Consortium (2025-current).
Vice President, CALICO — Computer-Assisted Language Instruction Consortium (2023-2025).

EDITORIAL BOARD ACTIVITIES

Associate Editor, Education and Information Technologies (2026–current).
Associate Editor, Australian Journal of Applied Linguistics (2025–current).
Editorial Review Board Member, Language Learning & Technology (2025–current).
Editorial Review Board Member, Educational Technology & Society (2021–current).
Editorial Review Board Member, Journal of Technology and Teacher Education (2020–current).
Editorial Review Board Member, Australian Journal of Applied Linguistics (2024–current).
Editorial Review Board Member, ReCALL (2026–current).
Editorial Board Member, EAI Endorsed Transactions on e-Learning (2018–current).
Consulting Editor, Educational Technology Research & Development (2025–current).

Sciences, Social Informatics and Telecommunications Engineering (ICST), (2011–2019).

MISCELLANEOUS ACADEMIC SERVICE

External evaluator of grant proposals, NSF - National Science Foundation (2025).

Director of Master of Science Program in Learning Technologies (2020–2023).

Critical Friend for teacher training: Virtual reality and ESD in English lessons, the University of Bamberg, Germany (2024–2025). <https://www.uni-bamberg.de/en/el-education/research/vr-and-esd-in-elt/>

External Evaluation of grant proposals, The Netherlands Initiative for Education Research (2025).

External Evaluator of research grant proposals, the University of Malta (2024–current).

Communications Officer of AERA Instructional Technology Special Interest Group (2021–2022).

Past-Chair of CALICO Immersive Realities Special Interest Group (2021–2022).

Chair of CALICO Immersive Realities Special Interest Group (2020–2021).

Vice-Chair of CALICO Immersive Realities Special Interest Group (2019–2020).

Team Member of the Texas Center for Educational Technology (TCET).

Scholarship and Awards Committee Member (2020–2023). LTEC, UNT.

Graduate Curriculum Committee Member (2021–current). LTEC, UNT.

Chair Search Committee Member. (2020, 2023). LTEC, UNT.

Assistant Professor Search Committee Member. (2025). LTEC, UNT.

Doctoral Peer Mentoring Partnership Committee (2022–current), LTEC, UNT.

PEER-REVIEWING

JOURNALS

Ad hoc reviewer for:

Applied Linguistics

Australian Journal of Applied Linguistics

Behaviour & Information Technology

British Journal of Educational Technology

CALICO Journal

Computers & Education

Computers & Education: X Reality

Computer-Assisted Language Learning

Cyberpsychology, Behavior, and Social Networking

Discovery Education

Education and Information Technologies

Educational Technology & Society

Educational Technology Research & Development

Foreign Language Annals
IEEE
Innovation in Language Learning and Teaching
International Academic Forum (IAFOR) Journal of Education
International Journal of Human-Computer Interaction
Interactive Learning Environments
International Review of Applied Linguistics in Language Teaching
Journal of Computing in Higher Education
Journal of Research on Technology in Education
Journal of Technology and Teacher Education
Language Learning & Technology
Learning and Instruction
Modern Language Journal
Multimedia Tools and Applications
Smart Learning Environments
System
Palgrave Macmillan
PLOS ONE
ReCALL
Routledge
Taylor & Francis
TechTrends
Virtual Reality

PROCEEDINGS

Track Program Chair, ICALT 2026 – 26th IEEE International Conference on Advanced Learning Technologies. Track 12. Augmented Reality and Virtual Worlds in Education and Training (ARVWET), <https://tc.computer.org/tclt/icalt-2026-track-12-arvwet/>

Program Committee Member, [Engineering Reality of VR 2026](#) (Engineering Reality of Virtual Reality).

Scientific Committee Member, CYPsy27 (27th Annual Cyberpsychology, Cybertherapy, and Social Networking Conference), 2024. Arizona State University.

Program Committee Member, *EUROCALL* 2017, 2018, 2021, 2022, 2023, 2024, 2025.

Reviewer of Proceedings for American Educational Research Association (AERA) 2022.

Publication Chair, The 4th Pedagogy and Practice in Technology Language Learning Conference. (2021). Taiwan Pedagogy and Practice in Technology-Enhanced Language Learning Association (PPTELL), National Taiwan Normal University.

Track Program Committee Member, The 21st IEEE International Conference on Advanced Learning Technologies (2021). Track 13: Motivation and Affective Aspects of Technology-Enhanced Learning.

Track Program Committee Member, The 23rd IEEE International Conference on Advanced Learning Technologies (2023). Track 8: Technology-Enhanced Language Learning (TELL).

BOOK CHAPTERS

Ferdig, R. E., & Pytash, K. E. (Eds.). (2021). *What teacher educators should have learned from 2020*. AACE - Association for the Advancement of Computing in Education.

Zheng, R. (Ed.). (2020). *Cognitive and affective perspectives on immersive technology in education*. IGI Global. Information Science Reference.

Dunkels, E., Franberg, G.-M., & Hallgren, C. (Eds.). (2011). *Interactive media use and youth: Learning, knowledge exchange and behavior*. Information Science Reference.

Vincenti, G., & Braman, J. (Eds.). (2011). *Multi-user virtual environments for the classroom: Practical approaches to teaching in virtual worlds*. Information Science Reference.

Vincenti, G., & Braman, J. (Eds.). (2010). *Teaching through multi-user virtual environments: Applying dynamic elements to the modern classroom*. Information Science Reference.

Baek, Y.K. (Ed.). (2010). *Gaming for classroom-based learning: Digital role playing as a motivator of study*. Information Science Reference.

CONFERENCE PRESENTATION PROPOSALS

CALICO 2024 – 2026.

Division of Emerging Learning Technologies at 2022 AECT International Convention, Las Vegas, Nevada.

Division of Emerging Learning Technologies at 2020 AECT International Convention, Jacksonville, Florida.

Division of Emerging Learning Technologies at 2019 AECT International Convention, Las Vegas, Nevada.

Division of Research & Theory at 2019 AECT International Convention, Las Vegas, Nevada.

Division of Emerging Learning Technologies at 2018 AECT International Convention, Kansas City, Missouri.

DOCTORAL COMMITTEES SERVICE

In Progress

Doctoral Committee Chair, Prerna Choubey. (PhD in progress). LTEC, UNT.
Doctoral Committee Chair, Ezra P. Vasquez. (PhD in progress). LTEC, UNT.
Doctoral Committee Chair, Brett Cunningham. (PhD in progress). LTEC, UNT.
Doctoral Committee Chair, Kostiantyn Savchenko. (PhD in progress). LTEC, UNT.
Doctoral Committee Member, Nadia Salazar. (PhD in progress). LTEC, UNT.
Doctoral Committee Member, Eunkyong Elaine Cha. (PhD in progress). Department of Career and Information Studies. University of Georgia.
Doctoral Committee Member, Abdulsamad Humaidan. (PhD dissertation in progress). Department of Curriculum & Instruction, Southern Illinois University.

Completed

2026

Doctoral Examiner, Ibtihaj El Dandachi. (PhD completed, August 2026). From adoption to pedagogical change: A longitudinal mixed-methods case study of augmented reality and virtual reality integration in primary TESOL. The University of Nicosia, Cyprus.

2025

Doctoral Committee Chair, Yongluan Ye. (PhD completed, December 2025). Investigating high-immersion virtual reality-assisted foreign language learning. LTEC, UNT.

Doctoral Committee Member, Rabin Pathak. (PhD completed, December 2025). LTEC, UNT. A study on the use of AI mentoring application for nursing professionals. LTEC, UNT.

Doctoral Committee Member, Stephanie Robinson. (PhD completed, March 2025). Leveraging social media for surgical education: A meta-synthesis. LTEC, UNT.

2024

Doctoral Committee Member, Kimberly Grotewold. (PhD completed, November 2024). Examining educators' awareness, concerns, and decision-making about the ethical integration of artificial intelligence for teaching and learning. LTEC, UNT.

Doctoral Committee Member, Lance Whisenant. (PhD completed, October 2024).
Cybersecurity in the Information Age: A Connectivist Approach to Instructional Design - A Case Study. LTEC, UNT.

Doctoral Committee Member, Tracy Mendolia-Moore. (PhD completed, October 2024).
Academic dishonesty in the age of AI: Connecting student generative AI use and the fraud triangle within health professions education. LTEC, UNT.

2023

Doctoral Student Mentor, Elin Ericsson. (PhD completed, September 2023). Department of Applied Information Technology, University of Gothenburg, Sweden. [informal mentorship]

Doctoral Committee Member, Geneva Tesh. (PhD completed, May 2023). Exploring uses of automatic essay scoring for ESL: Bridging the gap between research and practice. LTEC, UNT.

2022

Doctoral Committee Member, Meranda Roy. (PhD completed, July 2022). Developing an ontology for examining competencies for higher education instructional design professionals. LTEC, UNT.

Doctoral Committee Member, Tetyana Kucher Dhimolea. (PhD completed, May 2022). High-Immersion Virtual Reality for Language Learning. Department of Learning Technologies, UNT.

Doctoral Committee Member, Krystle Brom. (PhD completed, March 2022). Student Perceptions of Literacy Learning with Digital Storytelling. Department of Curriculum & Instruction – Language & Literacy, UNT.

2020

Master's Committee Member, Marina Dikosso-Bebe. (MA completed, March 2020). Department of World Languages, Literatures, and Cultures, UNT.

CONFERENCE PRESENTATION CHAIRING

Ogata, H. (online due to COVID-19, June 2020). Combining formal and informal language learning through evidence-based education. The 3rd Pan-Pacific Technology-Enhanced Language Learning & Critical Thinking Conference, Denton, Texas.

Chair of session on Information and Communication Technology in Language Learning, Innovation in Language Learning International Conference. (2019). Florence, Italy.

PROFESSIONAL ASSOCIATIONS

American Association of Applied Linguistics (AAAL)
American Educational Research Association (AERA)
Association for Educational Communications and Technology (AECT)
Computer-Assisted Language Instruction Consortium (CALICO)
European Association for Computer-Assisted Language Learning (EUROCALL)
International Association of Smart Learning Environments

LANGUAGES

Native: Polish
Fluent / Advanced: English, French, Italian, Spanish
Elementary / Intermediate: German, Mandarin Chinese, Russian, Portuguese
Beginner: Arabic, Korean, Ukrainian

TECHNICAL SKILLS

Statistics: SAS, SPSS, Excel
Learning management systems: Canvas, Blackboard, Moodle, D2L / Go View
Media, web editing and development: Photoshop, Premiere Pro, Audition, Dreamweaver
Tools: Microsoft Office, various stereoscopic 3D photography tools, generative AI tools
Instructional design: Gaming / virtual 3D environments, various educational applications

PERSONAL INTERESTS

Foreign languages, world cultures, international travel, international cuisine, emerging technologies, endurance sports (especially triathlons, marathons, ultramarathons), life balance, well-being

REFERENCES

Dr. Kinshuk, Dean and Professor, College of Information, University of North Texas, kinshuk@unt.edu, 940-565-2058.

Dr. Rick Ferdig, Summit Professor of Learning Technologies and Professor of Engineering, Kent State University, rferdig@gmail.edu, 330-672-3317.

Dr. Gerald Knezek, Regents Professor, Department of Learning Technologies, University of North Texas, knezek@unt.edu, 940-565-4195.

Dr. Lin Lin, Department Chair and Professor, Department of Teaching & Learning,
Southern Methodist University, llipsmeyer@smu.edu.

Dr. Liss Kerstin Sylvén, Professor, Department of Education and Special Education,
University of Gothenburg, Sweden, lisskerstin.sylvén@ped.gu.se.

USA and EU citizen

Resident of the Dallas-Fort Worth area, Texas, USA

Updated 08/22/2026