

TRACY E. DOBIE

University of Utah
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EDUCATION

Ph.D., Learning Sciences (focus in Mathematics Education)
 School of Education and Social Policy, Northwestern University, 2016

Dissertation Title: Middle School Students' Conceptions of the Usefulness of Mathematics: A Sociocultural Approach to the Study of Utility Value

Committee Members: Carol Lee (chair), Edd Taylor, Miriam Sherin, Mesmin Destin

B.A., Psychology
 Princeton University, 2007

ACADEMIC POSITIONS

2018-present	Assistant Professor, Mathematics Education and Learning Sciences, University of Utah
2016-2018	Postdoctoral Fellow, School of Education & Social Policy, Northwestern University
2011-2016	Graduate Research and Teaching Assistant, Northwestern University

GRANTS

Funded Grants

- 2020 **PI: Tracy Dobie**, Co-PI: Lauren Barth-Cohen. *University of Utah, College of Education & Vice President for Research Funding Incentive Seed Grant*. Developing and Enacting Case-Based Teaching Scenarios in Elementary STEM Education to Bridge the In-service and Pre-service Teacher Divide. **\$12,000**
- 2019 **PI: Tracy Dobie**. *University of Utah, College of Education Faculty Research Grant*. "When are we ever going to use this?" Exploring Underrepresented Students' Perspectives on the Usefulness of School Mathematics, **\$4,999**.

- 2014 **PI: Tracy Dobie.** *Northwestern University, Graduate Research Grant.* The Role of Utility in Mathematical Engagement: A Study of Middle School Students' Definitions and Perceptions of the Utility of Mathematics. **\$3,000.**

Unfunded Grants

- 2020 **PI: Tracy Dobie,** *University of Utah, University Teaching Grant.* Incorporating Mediated Field Experiences into a Math Methods course for Elementary Pre-Service Teachers
- 2019 PI: Kihara, S., Co-PIs: Hacker, D. J., **Dobie, T. E.** *Special Education Research Grant: Cognition and Student Learning, Development & Innovation (84.324A).* Understanding Fractions through Writing Project FACT+R²C²: A Metacognitive Approach for Upper Elementary Students With or At-Risk for Mathematics Learning Disability.
- 2019 **PI: Tracy Dobie.** *University of Utah, Faculty Scholarly Grant.* "This is useless!": Investigating Students' Judgments of the Usefulness of School Mathematics.

PEER-REVIEWED PUBLICATIONS

Dobie, T.E. & Anderson, E.R. (2021). Noticing and wondering to guide professional conversations. *Mathematics Teacher: Learning and Teaching PK-12*, 114(2), 94-102.

Smith, E., **Dobie, T. E.**, Jessup, N., & Ward, J. (2021). Tensions of trust in preservice teachers' consideration of challenging mathematics tasks. *Journal of Education for Teaching*, 1-3.

Dobie, T. E., & Sherin, M. G. (2020). What's in a Name? Language Use as a Mirror into Your Teaching Practice. *Mathematics Teacher: Learning and Teaching PK-12*, 113(5), 354-360.

Dobie, T.E. (2019). [Expanding conceptions of utility: middle school students' perspectives on the usefulness of mathematics.](#) *Mathematical Thinking and Learning*. DOI: 10.1080/10986065.2019.1564969

Dobie, T. E., & Anderson, E. R. (2015). [Interaction in teacher communities: Three forms teachers use to express contrasting ideas in video clubs.](#) *Teaching and Teacher Education*, 47, 230-240.

BOOK CHAPTERS

Dobie, T.E., Sherin, M.G., & *White, S. (in press) A lexical snapshot: An investigation into the evolving terminology of middle school mathematics teachers in the United States. In Mesiti, C., Artigue, M., Hollingsworth, H., Cao, Y., & Clarke, D. (Eds.) *Teachers talking about their*

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classrooms: Learning from the professional lexicons of mathematics teachers around the world/ Routledge.

Dobie, T.E., Sherin, M.G., *White, S., & Mayle, K. (in press) United States Lexicon. In Mesiti, C., Artigue, M., Hollingsworth, H., Cao, Y., & Clarke, D. (Eds.) *Teachers talking about their classrooms: Learning from the professional lexicons of mathematics teachers around the world/* Routledge.

Dobie, T.E. (2019). A sociocultural examination of utility value in mathematics: The role of interdependence in middle school students' perceptions of usefulness. In M. Hannula, G. Leder, F. Morselli, M. Vollstedt, Q. Zhang, *Affect and mathematics education: Fresh perspectives on motivation, engagement, and identity.* Springer.

OTHER PUBLICATIONS

Baker, K., Gonzalez, M., Nitta, K., Ward, J., Jessup, N., **Dobie, T.E.** & Smith, E. (2020). A collaborative self-study to forefront issues of identity and equity in mathematics methods courses. In A.I. Sacristán, J.C. Cortés-Zavala & P.M. Ruiz-Arias, (Eds.). *Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, Mexico (pp. 756-757) Cinvestav / AMIUTEM / PME-NA. <https://doi.org/10.51272/pmena.42.2020>

Dobie, T.E. & Francom, R. (2020). A preliminary model of influences on adolescents' perceptions of usefulness in school mathematics. In A.I. Sacristán, J.C. Cortés-Zavala & P.M. Ruiz-Arias, (Eds.). *Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, Mexico (pp. 1442-1443) Cinvestav / AMIUTEM / PME-NA. <https://doi.org/10.51272/pmena.42.2020>

Dobie, T.E., Barth-Cohen, L., Francom, R., Greenberg, K., & Gutiérrez, J. (2020). Pre-service elementary teachers navigating tensions related to classroom social dynamics through hypothetical teaching scenarios. In A.I. Sacristán, J.C. Cortés-Zavala & P.M. Ruiz-Arias, (Eds.). *Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, Mexico (pp. 1595-1600) Cinvestav / AMIUTEM / PME-NA. <https://doi.org/10.51272/pmena.42.2020>

Ward, J., Baker, K., Smith, E.M., Dobie, T.E., Jessup, N., & Gonzalez, M. (Summer 2020). 2019 STaR Teacher Interest Group: Reflections on Equity-Based Practices in Elementary Methods Coursework. *Connections, Volume 29(4)*.

Gutiérrez, J.F., Barth-Cohen, L.A., *Francom, R., *Greenberg, K., *MacArthur, K., & **Dobie, T.E.** (2019). An emerging methodology for the study of preservice teachers' learning about equity in STEM education. In S. Otten, Z. de Araujo, A. Candela, & C. Munter

(Eds.), “...against a new horizon.” *Proceedings of the 41st annual meeting of the North-American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)*. St. Louis, MO: University of Missouri.

Dobie, T.E. (2017). [Teacher access to high quality STEM instructional resources and collaboration with STEM industry experts](https://grandchallenges.100kin10.org) [White paper]. <https://grandchallenges.100kin10.org>

Dobie, T.E., *White, S., & Sherin, M. (2017) Towards a shared language of instruction: Exploring teachers’ lexicon for mathematics teaching and learning. *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1254-1257). Indianapolis, IN.

Dobie, T.E. (2017) Subject level zoom: A new lens for studying students’ perceptions of the usefulness of mathematics. *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1111-1114). Indianapolis, IN.

Dobie, T.E. (2017) Features of adolescents’ engagement with mathematics in the classroom and in everyday life. In Kaur, B., Ho, W.K., Toh, T.L., & Choy, B.H. (Eds.), *Proceedings of the 41st Conference of the International Group for the Psychology of Mathematics Education* (Vol. 1, p. 187). Singapore: PME.

Dobie, T.E. (2017) A comparison of students’ and teachers’ conceptions of the usefulness of mathematics. In Kaur, B., Ho, W.K., Toh, T.L., & Choy, B.H. (Eds.), *Proceedings of the 41st Conference of the International Group for the Psychology of Mathematics Education* (Vol. 2, p. 22). Singapore: PME.

Mesiti, C., Clarke, D., **Dobie, T.E.**, *White, S., & Sherin, M. (2017) “What do you see that you can name?” Documenting the language teachers use to describe phenomena in middle school mathematics classrooms in Australia and the USA. In Kaur, B., Ho, W.K., Toh, T.L., & Choy, B.H. (Eds.), *Proceedings of the 41st Conference of the International Group for the Psychology of Mathematics Education* (Vol. 3, pp. 241-248). Singapore: PME.

Mesiti, C., Clarke, D., Roan, K., Hollingsworth, H., Cao, Y., Yu G., Novotná, J., Žlábková, I., & **Dobie, T.E.** (2016). Discourse about the mathematics classroom. In C. Csíkos, A. Rausch, & J. Sztányi (Eds.), *Proceedings of the 40th Conference of the IGMPE*, Vol. 1 (pp. 357-363). Szeged, Hungary.

Clarke, D., Diez-Palomar, J., Hannula, M., Chan, M.C.E., Mesiti, C., Novotná, J., Žlábková, I., Cao, Y., Yu G., Hollingsworth, H., Roan, K., Jazby, D., Tuohiilampi, L., & **Dobie, T.E.** (2016). Language mediating learning: The function of language in mediating and shaping the classroom experiences of students, teachers and researchers. In C. Csíkos, A. Rausch, & J. Sztányi (Eds.), *Proceedings of the 40th Conference of the IGMPE*, Vol. 1 (pp. 349-352). Szeged, Hungary.

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Dobie, T.E. (2015) An equitable approach to the study of utility in mathematics education. In Bartell, T. G., Bieda, K. N., Putnam, R. T., Bradfield, K., & Dominguez, H. (Eds.), *Proceedings of the 37th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 585). East Lansing, MI: Michigan State University.

Dobie, T.E. (2013) Religious participation and mathematical problem solving: The relation between risk-taking and problem context. In Martinez, M. & Castro Superfine, A (Eds.), *Proceedings of the 35th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 557). Chicago, IL: University of Illinois at Chicago.

Dobie, T.E. (2012) Who's at bat and does it matter? Using agent-based baseball models to promote mathematical reasoning. In Van Zoest, L. R., Lo, J.-J., & Kratky, J. L. (Eds.), *Proceedings of the 34th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 1144). Kalamazoo, MI: Western Michigan University.

MANUSCRIPTS IN PRESS

Dobie, T.E. & Sherin, B. The language of mathematics teaching: A text mining approach to explore the zeitgeist of U.S. mathematics education. (*Educational Studies in Mathematics*)

MANUSCRIPTS UNDER REVIEW

Dobie, T.E. & *MacArthur, K. Exploring student buy-in to group exams in college Calculus: The case of Dane's attitude shift. (Revise & Resubmit, *Journal of Research in Undergraduate Mathematics Education*)

Barth-Cohen, L., **Dobie, T.E.**, *Carlsruh, R., *Greenberg, K., & Gutiérrez, J.F. Pre-Service elementary teachers' knowledge resources about arguments and representations in mathematics and science. (Revise & Resubmit, *International Journal of Science and Mathematics Education*)

Anderson, E.A. & **Dobie, T.E.** Sentence stems to foster dialogue: Uses of "I notice" and "I wonder" in online teacher professional development. (Revise & Resubmit, *Journal of Teacher Education*)

Taylor, E.V. & **Dobie, T.E.** A study of context and representation in rational number understanding: Mathematical problem solving in a religious practice. (*Journal of the Learning Sciences*)

Dobie, T.E., *Leatherwood, C., & Sherin, M.G. A look inside teacher-captured video. (*Journal of Technology and Teacher Education*)

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MANUSCRIPTS IN PREPARATION

Dobie, T.E. & Anderson, E.R. Discourse in digital learning communities: An exploration of elementary teachers' enactment of interpretations.

Richards, J., Fox, A., **Dobie, T.E.**, Shim, S.Y., Kazemi, E. & Thompson, J. Modeling across mathematics and science in K-2.

Dobie, T.E., Carlsruh, R., & Aina, D. Usefulness in context: Considering the historical and sociopolitical influences on conceptions of utility in mathematics.

INVITED TALKS AND PROFESSIONAL PRESENTATIONS

Dobie, T.E. (2019, January) *Enhancing Equitable Participation in the College Classroom*. Presentation for the Mathematics Education & Teaching Seminar. Salt Lake City, UT.

Dobie, T.E., *Greenberg, K., *Francom, R., Gutierrez, J. Barth-Cohen, L. *MacArthur, K. (2019, August) *Using hypothetical classroom scenarios to explore pre-service teachers' knowledge and beliefs related to arguments, representations, and equity in STEM*. Presentation at the Urban Institute for Teacher Education faculty retreat. Salt Lake City, UT.

Van Opstall, M. & **Dobie, T.E.** (2019, March) *Content ideas for Math 2000 (Algebraic Reasoning) with a focus on student agency*. Presentation at the Utah Association of Mathematics Teacher Educators Annual Meeting, Salt Lake City, UT.

Dobie, T.E. (2017, February) *Conceptions of usefulness in mathematics: What does it mean to students for mathematics to be useful?* Keynote lecture at the symposium "Meaningful Learning of Mathematics: A Perspective from Different Angles," Bremen, Germany.

CONFERENCE PRESENTATIONS AND POSTERS

Gutiérrez, J. F., Barth-Cohen, L., *Francom, R., *Greenberg, K., *MacArthur, K. & **Dobie, T.E.** (2020, April) *Examining Racial Awareness and Color-Blind Discourse in Preservice Teachers' Responses to a Hypothetical Classroom Scenario* [Paper Session]. AERA Annual Meeting San Francisco, CA. (Conference Canceled)

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*Greenberg, K., *Francom, R., *MacArthur, K., Barth-Cohen, L., Gutiérrez, J. F. & Dobie, T.E. (2020, April) *Insights From a Mixed-Methods Approach for Measuring Elementary Preservice Teachers' Pedagogical Content Knowledge for Mathematics* [Roundtable Session]. AERA Annual Meeting San Francisco, CA. (Conference Canceled)

*Francom, R., *Greenberg, K., Gutiérrez, J. F., Barth-Cohen, L., *MacArthur, K. & Dobie, T.E. (2020, April) *Preservice Elementary Teachers' Responses to a Classroom Scenario Involving Indigenous Ways of Knowing in Science* [Paper Session]. AERA Annual Meeting San Francisco, CA. (Conference Canceled)

Dobie, T.E. (2020, February) *Supporting Productive Teacher Discourse in Online Professional Development*. Annual Conference of the Association of Mathematics Teacher Educators (AMTE), Phoenix, AZ.

Dobie, T.E. (2020, February) *New directions for video-based pedagogies to enhance teacher noticing: A look inside teacher-captured video*. Annual Conference of the Association of Mathematics Teacher Educators (AMTE), Phoenix, AZ.

Dobie, T.E. (2019, October) *"When Am I Ever Going to Use This?!" Rethinking Why Students View Mathematics as Useful (or Not)*. National Council of Teachers of Mathematics (NCTM) Regional Conference & Exposition, Salt Lake City, Utah.

Dobie, T.E. (2019, October) *Hua Long Dian Jing, Matome, and Mise en Commun: How Language Can Help Us Reflect on Our Practice*. National Council of Teachers of Mathematics (NCTM) Regional Conference & Exposition, Salt Lake City, Utah.

Barth-Cohen, L., **Dobie, T.E.**, & van Opstall, K. (2019, October) *Connecting Mathematical Arguments and Representations to Support Student Learning*. National Council of Teachers of Mathematics (NCTM) Regional Conference & Exposition, Salt Lake City, Utah.

Anderson, E. & **Dobie, T.E.** (2019, April) Sentence stems to foster dialogue: Using "I notice" and "I wonder" in online professional development. In **T.E. Dobie** (Chair), *Discourse in the digital world: Design and facilitation of online teacher professional development*. Symposium the Annual Meeting of the American Educational Research Association, Toronto, Canada.

Dobie, T.E., Leatherwood, C., Sherin, M.G., & Sherin, B. (2019, April) *What happens when teachers discuss video online?* Annual Meeting of the American Educational Research Association, Toronto, Canada.

Sherin, M.G., **Dobie, T.E.**, Leatherwood, C., & Altshuler, M. (2019, April) *Using teacher self-captured video in professional development*. Annual Meeting of the American Educational Research Association, Toronto, Canada.

Thompson, J.J., Fox, A., Richards, K., **Dobie, T.E.**, Lomax, K., Kazemi, E. Shim, S.Y., & Sherin, B. (2019, April) *Modeling Across Mathematics and Science in K-2*. Annual Meeting of the American Educational Research Association, Toronto, Canada.

Dobie, T.E., Sherin, M.G., & White, S.L. (2018, April) *A U.S. Lexicon: Teachers' Language for Describing Mathematics Classes*. Annual Meeting of the American Educational Research Association, New York, NY.

Richards, J., Thompson, J.J., Kazemi, E., Lomax, K., Fox, A., Shim, S.Y., **Dobie, T.E.**, Anderson, E., Sherin, M.G., Sherin, B., & Teske, P.R. (2018, April) *Designing practice-based learning labs for K-2 teachers: Initial lessons learned*. Annual Meeting of the American Educational Research Association, New York, NY.

Dobie, T.E. (2017, April) *Enhancing student engagement and perceived usefulness through task design*. National Council of Teachers of Mathematics Research Conference, San Antonio, TX.

Richards, J., Fox, A., Shim, S., Anderson, E., **Dobie, T.E.**, Sherin, B., Lee, J., Thompson, J., Kazemi, E., Lomax, K., & Sherin, M. (2017, April) *Designing for K-2 teacher learning about modeling in practice-based online courses*. Annual Meeting of the American Educational Research Association, San Antonio, TX.

Dobie, T.E. (2016, July) *Interdependence in middle school students' conceptions of usefulness in mathematics*. 13th International Congress on Mathematics Education, Hamburg, Germany.

Dobie, T.E. (2016, April) *"But how is this helping life?" Middle School Students' Conceptions of the Usefulness of Mathematics*. Annual Meeting of the American Educational Research Association, Washington, D.C.

Dobie, T.E. (2015, June) *Students' conceptions of the usefulness of mathematics: Examining the alignment between adolescents' values and perceptions of utility*. Annual Meeting of the Jean Piaget Society, Toronto, ON, Canada.

Dobie, T.E. (2014, April) *The usefulness of mathematics: Individual vs. group conceptions of utility in mathematics education*. Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Dobie, T.E. & Taylor, E.V. (2014, April) *Religious practices and mathematical problem solving: The role of problem context in rational number understanding*. Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Dobie, T.E. (2014, February) *Managing the open discussion of contrasting ideas in video clubs*. Annual Conference of the Association of Mathematics Teacher Educators (AMTE), Irvine, CA.

Dobie, T.E. (2013, April) *The role of social context in mathematical risk-taking*. Annual Meeting of the American Educational Research Association, San Francisco, CA.

Taylor, E.V. & **Dobie, T.E.** (2013, April) *Religious engagement and context in mathematical problem-solving*. National Council of Teachers of Mathematics Research Pre-session, Denver, CO.

Dobie, T.E. & Anderson, E. (2012, April) *Managing conflict in video clubs*. Annual Meeting of the American Educational Research Association, Vancouver, BC, Canada.

AWARDS AND HONORS

SIG RME Outstanding Reviewer Award

Special Interest Group for Research in Mathematics Education, American Educational Research Association (2019)

Service, Teaching, and Research (STaR) Fellow

Association of Mathematics Teacher Educators (2019)

Global Initiative Travel Award for Graduate Student Involvement in Global Research

School of Education and Social Policy, Northwestern University (2016)

Dissertation Year Fellowship

School of Education and Social Policy, Northwestern University (2015-2016)

Graduate Teaching Fellow

Searle Center for Advancing Teaching & Learning, Northwestern University (2014-2015, 2015-2016)

Laurine E. Fitzgerald Graduate Student Fellowship

School of Education and Social Policy, Northwestern University (2012-2013, 2013-2014, 2014-2015, 2015-2016)

Robert J. Menges Memorial Award for Graduate Student Professional Development

School of Education and Social Policy, Northwestern University (2014)

Conference Travel Grant

The Graduate School, Northwestern University (2012, 2013)

University Fellow

The Graduate School, Northwestern University (2010-2011)

TEACHING EXPERIENCE

Undergraduate & Graduate Courses

Elementary Math Methods in Diverse Classrooms (EDU 5360/6360), University of Utah

Learning and Development (EDPS 2110), University of Utah

Learning Sciences Seminar (EDPS 7440), University of Utah

Learning Philanthropy: Engaging in the Study and Practice of Giving, Northwestern University

Workshops

Diversity and Inclusion in the STEM Classroom, Northwestern University
New TA Conference workshops, Northwestern University

K-12 Teaching

Educational Endeavors, Mathematics Tutor, Chicago, IL
Ideal Student Workshop for Daniel Murphy Scholarship Fund, Teacher, Chicago, IL
Susan Petrick, M.Ed., Educational Therapy Office, Mathematics and Literacy Teaching Associate, Princeton, NJ
Harlem Success Academy Charter School, Associate Kindergarten Teacher, New York, NY
PJL Educational Services, Mathematics Tutor, New York, NY
The Aspire Program, Mathematics Teacher, Cleveland, OH

Supervision/Consulting

The Searle Center for Advancing Learning and Teaching, Teaching Consultant & Graduate Teaching Fellow, Northwestern University

STUDENT MENTORING

Ph.D. Students

Ph.D. Advisor to Laurel Dias, University of Utah	2020-
Ph.D. Advisor to Danny Aina, University of Utah	2020-

M.S., M.Stat, & M.Ed. Students

Thesis Committee Member, Rachel Carlsruh, M.Ed., University of Utah	2019-
Thesis Committee Member, Kelly MacArthur, M.Stat, University of Utah	2019-2020
Thesis Committee Member, Laurel Dias, M.Ed., University of Utah	2019-2020

PROFESSIONAL DEVELOPMENT

11/19	Led session “A Reflection on Equity in Mathematics Education: Current Strengths and Next Steps Forward” for the Utah K-12 Mathematics Leadership and Coaching Institute. Salt Lake City, UT.
2/19-6/19	Designed and facilitated summer professional learning course “Elementary Math for All Students.” Various locations, UT.
4/19	Led session “A glimpse into math coaching” for the “Foundations of Teaching and Learning for Instructional Coaches” course as part of instructional coaching endorsement. South Salt Lake, UT.

SERVICE

Department and University Service

Organizer of Equity and Anti-racism Reading Group for Elementary Education Students, University of Utah (2020-present)

CSME Faculty Associate, University of Utah (2019-present)

Organizer of Urban Institute for Teacher Education (UITE) Book Club, University of Utah (2019-2020)

Reading and Literacy Faculty Search Committee, University of Utah (Fall 2019)

STEM Education Research Group, University of Utah (2018-present)

Learning and Cognition Program Committee, University of Utah (2018-present)

City & State Service

Utah State Board of Education (USBE) Mathematics Advisory Team member (2020-2021)

National Service

Conference Reviewing

AERA Annual Meeting

International Society of the Learning Sciences (Senior Reviewer)

National Council of Teachers of Mathematics Research Conference

Psychology of Mathematics Education—North American Chapter Annual Conference

Journal Reviewing

For the Learning of Mathematics

Journal for Research in Mathematics Education

Journal of Educational Psychology

Mathematics Teacher Educator

Mathematics Teacher: Teaching and Learning PK-12

Mathematical Thinking and Learning

ADDITIONAL TRAINING

Division K Early Career Mentoring Pre-Conference, Selected participant (Spring 2019)

Social Policy and Research in Cognition and Mathematics Education (SPaRCME) conference, Invited participant (Spring 2015)

AERA Division G Pre-Conference Mentoring Seminar, Selected participant (Spring 2015)

Questionnaire Design for Social Surveys course, University of Michigan (Fall 2014)

PROFESSIONAL AFFILIATIONS

American Educational Research Association
Association of Mathematics Teacher Educators
International Society of the Learning Sciences
Jean Piaget Society
Mathematics Education and Society
National Council of Teachers of Mathematics
Psychology of Mathematics Education