Curriculum Vitae

Virginia J. Flood
Department of Learning and Instruction
Graduate School of Education
University at Buffalo, SUNY
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Embodied Interaction in STEM (EIS)Lab
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Education

Ph.D.	University of California, Berkeley	Learning Sciences and Human Development *(Education in Math, Science, and Technology)*	2020
M.S.T.	University of Maine	Teaching (STEM Education)	2012
B.S.	University of Southern Maine	Biochemistry (*magna cum laude*)	2007

Employment History

Assistant Professor, Department of Learning and Instruction, University at Buffalo, SUNY 2020 – current

Lecturer, Science Education, San José State University 2018

Awards

STAR Research Award, Graduate School of Education 2022 – 2023

International Conference of the Learning Sciences Best Paper Award 2022

National Academy of Education/Spencer Dissertation Fellowship 2018 – 2019

The Berkeley Fellowship, UC Berkeley 2013 – 2018

Research in Cognition and Mathematics Education Fellowship, UC Berkeley 2013 – 2016

GRANTS & FUNDING

Principal Investigator, DiGEST-PHYSICS: Dialogic gesture in collaborative sense-making in physics, NSF ECR-EHR Core Research Award #2201821, $497,798 (awarded)

National Academy of Education/Spencer Dissertation Fellowship, $27,500 (awarded)

SUNY PRODiG (Promoting Recruitment, Opportunity, Diversity, Inclusion & Growth), $15,000 (awarded)

PUBLICATIONS

Refereed Journal Articles (16)

Fong, M., DeLiema, D., **Flood, V. J**., Walker van Aalst, O. (In Press). Contesting sociocomputational norms: Computer programming instructors and students' co-operative stancetaking around refactoring. *International Journal of Computer-Supported Collaborative Learning*.

Walkoe, J., Williams-Pierce, C., **Flood, V. J. &** Walton, M. (In Press). Towards professional development for multimodal teacher noticing. *Journal for Research in Mathematics Education*.

Flood, V. J. & Harrer, B. W. (2023) Kinetically-held questions: Representational gesture post-stroke holds in whole class interactions in STEM. *Linguistics and Education*.

DeLiema, D. Kwon, Y. A., Crisholm, A., Williams, I., Dahn, M. **Flood, V. J.**, Abrahamson, D., & Steen, F. (2022). A multi-dimensional framework for documenting students' heterogeneous experiences with programming bugs. *Cognition and Instruction.* Online First.

Flood, V. J., & Harrer, B. W. (2022) Teachers' responsiveness to students' gestured candidate responses in STEM whole-class interactions. *Classroom Discourse*. Online First.

Flood, V. J. (2021). The secret multimodal life of IREs: Representational gesture in a familiar questioning sequence. *Linguistics and Education, 63,* 100913.

Flood, V. J., Shvarts, A., & Abrahamson, D. (2020). Teaching with embodied learning technologies for mathematics: Responsive teaching for embodied learning. *ZDM Mathematics Education, 52*(7), 1307-1331.

Abrahamson, D., **Flood, V. J.**, Miele, J., & Siu, Y.-T. (2019). Enactivism and ethnomethodological conversation analysis as tools for expanding Universal Design for Learning: The case of visually impaired mathematics. *ZDM Mathematics Education, 51*(2), 291-303.

Flood, V. J. (2018). Multimodal revoicing as an interactional mechanism for connecting scientific and everyday concepts. *Human Development, 61*(3)*,* 145-173.

Hoey, E., DeLiema, D., Chen, R., **Flood, V. J.** (2018). Imitation in children's locomotor play. *Research on Children and Social Interaction, 2*(1), 1-24.

Bruce, M. R., Wilson, T. A., Bruce, A. E., Bessey, S. M., & **Flood, V. J**. (2016). A simple, student-built spectrometer to explore infrared radiation and greenhouse gases. *Journal of Chemical Education*. *93*(11), 1908-1915*.*

Bruce, M. R., Bruce, A. E., Avargil, S., Amar, F. G., Wemyss, T. M., & **Flood, V. J.** (2016). Polymers and cross-linking: A CORE experiment to help students think on the submicroscopic level. *Journal of Chemical Education*. *93*(9), 1599-1605.

Flood, V. J., Amar, F. G., Nemirovsky, R., Harrer, B. W., Bruce, M. R. M., & Wittmann, M. C. (2015). Paying attention to gestures when students talk chemistry: Interactional resources for responsive teaching. *Journal of Chemical Education 92*(1), 11-22.

Wittmann, M. C., **Flood, V. J**., & Black, K. E. (2013). Algebraic manipulation as motion within a landscape. *Educational Studies in Mathematics*, *82*(*2*), 169-181.

Harrer, B. W., **Flood, V. J.**, & Wittmann, M. C. (2013). Productive resources in students' ideas about energy: An alternative analysis of Watts' original interview transcripts. *Physical Review Special Topics - Physics Education Research*, *9*(*2*), 023101.

Scherr, R. E., Close, H. G., Close, E.W., **Flood, V. J**., McKagan, S. B., Robertson, A. D., Seeley, L., Wittmann, M. C., & Vokos, S. (2013). Negotiating energy dynamics through embodied action in a materially structured environment. *Physical Review Special Topics - Physics Education Research*, *9*(*2*), 020105.

Book Chapters (5)

Flood, V. J. (Accepted). Embodiment in Education. In L. Shapiro & S. Spaulding, (Eds.), *The Routledge Handbook of Embodied Cognition.* Routledge.

Flood, V. J. (In Press). Mathematical enskilment: Embodied apprenticeship in mathematical taskscapes. In Edwards, L. D. & Krause, C. M. *The body in mathematics: Theoretical and methodological lenses*. Brill.

Abrahamson, D., Tancredi, S., Chen, R. S. Y., **Flood, V. J.**, & Dutton, E. (In Press). Embodied design of digital resources for mathematics education: Theory, methodology, and framework of a pedagogical

research program. In B. Pepin, G. Gueude, & J. Choppin (Eds.), *Handbook of Digital Resources in Mathematics Education*. Springer.

Flood, V. J., Shvarts, A., & Abrahamson, D. (2022). Responsive teaching for embodied learning with technology. In S. Macrine & J. Fugate (Eds.), *Movement matters: How embodied cognition informs teaching and learning*. MIT Press.

DeLiema, D., Dahn, M., **Flood, V. J.**, Asuncion, A., Abrahamson, D., Enyedy, N., Steen, F. F. (2020). Debugging as a context for collaborative reflection on problem-solving processes. In E. Manolo (Ed.), *Deeper Learning, Communicative Competence, and Critical Thinking: Innovative, Research-Based Strategies for Development in 21st Century Classrooms* (pp. 209-228). Routledge.

Refereed Conference Proceedings (13)

Full proceedings (5)

Flood, V. J., Wang, X. C., & Sheridan, M. (2022). Embodied responsive teaching for supporting computational thinking in early childhood. In C. Chinn, E. Tan, C. Chan, & Y. Kali (Eds.). *International Collaboration Towards Education Innovation For All, International Conference of the Learning Sciences (ICLS) 2022* (pp. 855-862). Hiroshima, Japan: International Society of the Learning Sciences. ****Winner of the ICLS Best Paper Award****

Wang, X. C., **Flood, V. J.**, & Cady, A.* (2021). Computational thinking through body and ego syntonicity: Young children's embodied sense-making using a programming toy. In de Vries, E., Hod, Y., Ahn, J. (Eds.), *Reflecting the Past and Embracing the Future, International Conference of the Learning Sciences (ICLS) 2021* (pp. 394-401). Bochum, Germany: International Society of the Learning Sciences. ****Nominated for the ICLS Best Paper Award****

Flood, V. J., Harrer, B. W., & Abrahamson, D. (2016). The interactional work of configuring a mathematical object in a technology-enabled embodied learning environment. In Looi, C.-K., Polman, J. L., Cress, U., & Reimann, P. (Eds.), *Transforming Learning, Empowering Learners, International Conference of the Learning Sciences (ICLS) 2016, Volume 1* (pp. 122-129). Singapore: International Society for the Learning Sciences.

Flood, V. J., Neff, M., & Abrahamson, D. (2015). Boundary interactions: Resolving interdisciplinary collaboration challenges using digitized embodied performances. In Lindwall, O., Häkkinen, P., Koschman, T. Tchounikine, P. Ludvigsen, S. (Eds.), *Exploring the Material Conditions of Learning: The Computer Supported Collaborative Learning (CSCL) Conference 2015, Volume 1* (pp. 94-101). Gothenburg, Sweden: International Society of the Learning Sciences.

Harrer, B. W., **Flood, V. J.**, & Wittmann, M. C. (2012). How students talk about energy in Project-Based Inquiry Science. In the *AIP Conference Proceedings 1513: 2012 Physics Education Research Conference Proceedings.* Philadelphia, PA.

Short proceedings (8)

Flood, V. J. & Harrer, B. W. (In Press). Held gestures support collaborative problem solving in physics. *Building Knowledge and Sustaining Our Community, International Conference of the Learning Sciences (ICLS) 2023*. Montreal, Canada. International Society of the Learning Sciences.

Wang, X. C., **Flood, V. J.**, Xing, G. Y. (In Press). Preschoolers' embodied and shared self-regulation through computational thinking. *Building Knowledge and Sustaining Our Community, International Conference of the Learning Sciences (ICLS) 2023*. Montreal, Canada. International Society of the Learning Sciences.

Flood, V. J., & Harrer, B. W. (2021). Responding to STEM students' gestured candidate responses. In de Vries, E., Hod, Y., Ahn, J. (Eds.), *Reflecting the Past and Embracing the Future, International Conference of the Learning Sciences (ICLS) 2021* (pp. 973-974). Bochum, Germany: International Society of the Learning Sciences.

Flood, V. J. & Harrer, B. W. (2020). How physics students re-use gestures in collaborative knowledge building. In D. Keifert (Chair), Analytical designs: Goodwin's substrates as a tool for studying learning. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, International Conference of the Learning Sciences (ICLS) 2020, Volume 3* (pp. 1475-1476). Nashville, TN: International Society of the Learning Sciences.

Fong, M., Walker–van Aalst, O., **Flood, V. J.**, & DeLiema, D. (2020). When features become bugs: Stance-taking around refactoring in a coding classroom. In Y. Kafai (Chair), Turning bugs into learning opportunities: Understanding debugging processes, perspectives, and pedagogies. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, International Conference of the Learning Sciences (ICLS) 2020, Volume 1* (p. 378). Nashville, TN: International Society of the Learning Sciences.

Flood, V. J., DeLiema, D., & Abrahamson, D. (2018). Bringing Static Code to Life: The instructional work of animating computer programs with the body. In Kay, J. and Luckin, R. (Eds.), *Rethinking Learning in the Digital Age: Making the Learning Sciences Count, International Conference of the Learning Sciences (ICLS) 2018, Volume 2* (pp. 1085-1088). London, UK: International Society of the Learning Sciences.

Flood, V. J., DeLiema, D., Harrer, B. W. & Abrahamson, D. (2018). Enskilment in the digital age: The interactional work of learning to debug. In Kay, J. & Luckin, R. (Eds.), *Rethinking learning in the digital age: Making the Learning Sciences count, International Conference of the Learning Sciences (ICLS) 2018, Volume 3* (pp. 1405-1406). London, UK: International Society for the Learning Sciences.

Flood, V. J., Schneider, A., & Abrahamson, D. (2014). Gesture enhancement of a virtual pedagogical agent: Forms and functions for proportions. In Polman, J. L., Kyza, E. A., O'Neill, D. K., Tabak, I., Penuel, W. R., Jurow, A. S., O'Connor, K., Lee, T. & D'Amico, L. (Eds.), *Learning and Becoming in Practice: The International Conference of the Learning Sciences (ICLS) 2014, Volume 3* (pp. 1593-1594). Boulder, CO: International Society for the Learning Sciences

Other Publications (2)

Flood, V. J. (2020). *Gesture as a Dialogic Resource in STEM Instructional Interactions* (Publication No. 27996938) [Doctoral dissertation, University of California, Berkeley]. ProQuest Dissertations & Theses Global.

Flood, V. J. (2012). "A Phenomenological Approach to Understanding the Role of Bodily Activity in Chemical Imagining." *Electronic Theses and Dissertations*. 1848. https://digitalcommons.library.umaine.edu/etd/1848

PRESENTATIONS

Invited Presentations (11)

"Exploring gesture as a dialogic resource in STEM education." **V. J. Flood.** Cognitive Science Colloquium, University at Buffalo, SUNY, December, 2021.

"Tuning in to conversations of gesture in STEM." **V. J. Flood.** Maine Center for Research in STEM Education (RiSE) Colloquium, University of Maine, Orono, ME, April, 2021.

"Computational thinking through body and ego syntonicity: Young children's embodied sense making using a tangible programming toy." X. C. Wang, **V. J. Flood**, & A. Cady*. Research Talk Friday, Department of Learning and Instruction, GSE, University at Buffalo, SUNY, April, 2021.

"Gesture in IRE Sequences." **V. J. Flood.** Guest lecture & data workshop. EDUC 203: Cultivating Cognitive Development: From sensorimotor intelligence to embodied STEM concepts, Graduate School of Education, UC Berkeley. April, 2021.

"Embodied meaning-making in technology-rich STEM learning environments." **V. J. Flood.** Invited seminar presentation at the Department of Teaching and Learning, Policy and Leadership, University of Maryland, College Park, MD, 2019.

"Exploring embodied meaning-making in STEM learning & teaching." **V. J. Flood.** Invited seminar presentation at the Department of Educational Psychology, University of Utah, Salt Lake City, UT, 2019.

"Beyond words: The role of gesture in STEM learning and teaching." **V. J. Flood.** Invited seminar presentation at the Natural History Museum of Utah, Salt Lake City, UT, 2019.

"Studying the fine details of multimodal learning interactions." B. W. Harrer & **V. J. Flood**. Invited seminar presentation at the Wisconsin Ideas in Education Series (WIES), University of Wisconsin-Madison, Madison, WI, 2018.

"Multimodal analysis of the interactional work of transforming participation structures in a middle-school classroom." B. W. Harrer & **V. J. Flood.** Plenary presentation at the Physics Education Research Conference (PERC), Sacramento, CA, 2016.

"The handiwork of imagining the submicroscopic: Embodied performances as interactional resources for learning chemistry." **V. J. Flood.** Invited presentation at the Science Education Seminar, San José State University, San José, CA, 2015.

"Using gesture analysis to explore embodied cognition in chemistry." F. G. Amar, **V. J. Flood**, R. Nemirovsky, M. C. Wittmann, M. R. M. Bruce, & T. Wemyss. Invited presentation at the Transforming Research in Undergraduate STEM Education (TRUSE), St. Paul, MN, 2012.

Conference Presentations (25)

"Embodied responsive teaching for supporting computational thinking in early childhood." **V. J. Flood**, X. C. Wang, & M. Sheridan* In C. Chinn, E. Tan, C. Chan, & Y. Kali (Eds.). International Conference of the Learning Sciences Online in Hiroshima, Japan 2022.

"We-Syntonicity: Preschoolers' Collective Embodied Computational Thinking in a Teacher-Guided Programming Session." Wang, X. C., **V. J. Flood,** A. Cady*. In "Embodied, Personal, and Artistic: Reasoning with Gestures and Representations" Roundtable Session. AERA, San Diego, 2022

"Computational thinking through body and ego syntonicity: Young children's embodied sense-making using a programming toy." X. C. Wang, **V. J. Flood,** & A. Cady. International Conference of the Learning Sciences (ICLS), online in Bochum, Germany, 2021.

"How physics students re-use gestures in collaborative knowledge building." **V. J. Flood** & B. W. Harrer. International Conference of the Learning Sciences (ICLS), online in Nashville, TN, 2020.

"When features become bugs: Stance-taking around refactoring in a coding classroom." M. Fong, O. Walker–van Aalst, **V. J. Flood**, & D. DeLiema. International Conference of the Learning Sciences (ICLS), online in Nashville, TN, 2020.

"How instructors use gestures during Initiation-Response-Evaluation/Follow-Up (IRE/F) sequences." **V. J. Flood.** Roundtable Session at the AERA Annual Meeting San Francisco, CA, 2020. http://tinyurl.com/yx5gbwab (In-person conference canceled)

"Teacher noticing professional development: Re-embodying the dis-embodied." J. Walkoe, C. Williams-Pierce, E. Shokeen, M. Walton, & **V. J. Flood.** Roundtable Session at the AERA Annual Meeting San Francisco, CA, 2020. http://tinyurl.com/yx5gbwab (In-person conference canceled)

"Bringing Static Code to Life: The instructional work of animating computer programs with the body." **V. J. Flood,** D. DeLiema, & D. Abrahamson. International Conference of the Learning Sciences (ICLS), London, UK, 2018.

"Peer conversations about refactoring computer code: Negotiating reflective abstraction through narrative, affect, and play." O. Walker–van Aalst, D. DeLiema, **V. J. Flood,** & D. Abrahamson. Paper presented at the annual meeting of the Jean Piaget Society (JPS), Amsterdam, Netherlands, 2018.

"Imitation in children's locomotor play." E. Hoey, D. DeLiema, R. Chen, & **V. J. Flood.** Paper presented in Ethnomethodology and Conversation Analysis: CA, Multimodality, and Lab Study at the 113th annual meeting of the American Sociological Association (ASA), Philadelphia, PA, 2018.

"Measuring debugging: How late elementary and middle school students handle broken code." D. DeLiema, D. Abrahamson, N. Enyedy, F. Steen, M. Dahn, **V. J. Flood**, J. Taylor, & L. Lee. Symposium conducted at the annual meeting of the American Educational Research Association (AERA), New York City, 2018.

"Scaffolding debugging: The interactional work of finding and fixing errors." **V. J. Flood.** 17th Annual Graduate School of Education Research Day, Berkeley, CA, 2018.

"Productive physical intuitions about patterns of motion: Eliciting and refining intuitions with breaching artifacts." B. W. Harrer & **V. J. Flood**. American Association of Physics Teachers Winter Meeting, San Diego, CA, 2018.

"The interactional work of configuring a mathematical object in a technology-enabled embodied learning environment." **V. J. Flood**, B. W. Harrer, & D. Abrahamson. International Conference of the Learning Sciences (ICLS), Singapore, 2016.

"Animated-GIF libraries for capturing pedagogical gestures: An innovative methodology for virtual tutor design and teacher professional development." **V. J. Flood**, M. Neff, & D. Abrahamson. Paper presented at the 7th annual meeting of the International Society for Gesture Studies (ISGS), Paris, France, 2016.

"Boundary interactions: Resolving interdisciplinary collaboration challenges using digitized embodied performances." **V. J. Flood,** M. Neff, & D. Abrahamson. International Conference on Computer Supported Collaborative Learning (CSCL), Gothenburg, Sweden, 2015.

"Refining mathematical meanings through multimodal revoicing interactions: The case of 'faster.'" **V. J. Flood** & D. Abrahamson. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Special Interest Group: Semiotics in Education: Signs, Meanings, Multimodality: Chicago, IL, 2015.

"Multimodal revoicing interactions: Two new forms." **V. J. Flood** & D. Abrahamson. Presentation at the 15th Annual Graduate School of Education Research Day, University of California, Berkeley, Berkeley, CA, 2015.

"Moving targets: Overcoming challenges of representing and simulating choreographies of multimodal pedagogical tactics for a virtual agent mathematics tutor." **V. J. Flood**, A. Schneider, & D. Abrahamson. In *The learning at hand: Gesture production in virtual pedagogical agents*. Symposium conducted at the annual meeting of the American Educational Research Association (AERA), Chicago, IL, 2015.

"Monkeys and bananas: Middle school students' productive ideas about energy." B. W. Harrer & **V. J. Flood**. American Association of Physics Teachers Winter Meeting, San Diego, CA, 2015.

"Gesture enhancement of a virtual pedagogical agent: Forms and functions for proportions." **V. J. Flood**, A. Schneider, & D. Abrahamson. International Conference of the Learning Sciences (ICLS), Boulder, CO, 2014.

"Towards gesture enhancement of a virtual tutor via investigating human tutor discursive strategies." **V. J. Flood** & A. Schneider. 14th Annual Graduate School of Education Research Day, Berkeley, CA, 2014.

"Paying attention to gesture in chemical explanations: What does it tell us?" F. G. Amar, **V. J. Flood**, R. Nemirovsky, M. R. M. Bruce, & M. C. Wittmann. American Chemical Society Meeting, San Diego, CA, 2012.

"How students talk about energy in Project-Based Inquiry Science." B. W. Harrer, **V. J. Flood,** & M. C. Wittmann. Physics Education Research Conference, Philadelphia, PA, 2012.

"How students talk about energy in Project-Based Inquiry Science." B. W. Harrer, M. C. Wittmann, & **V. J. Flood**. National Conference on Integrating STEM Education Research into Teaching: Knowledge of Student Thinking, Orono, ME, 2012.

Conference Poster Presentations (11)

"Distributed knowledge production in small-group whiteboard for collaborative sense-making in physics." S. M. Scheunemann, **Flood, V. J.,** & B. W. Harrer. (2023). Graduate School of Education Student Research Symposium. University at Buffalo.

"Responding to STEM students' gestured candidate responses." **V. J. Flood**, & B. W. Harrer. Poster presented at the International Conference of the Learning Sciences (ICLS), Bochum, Germany 2021.

"Enskilment in the digital age: The interactional work of learning to debug." **V. J. Flood,** D. DeLiema, B. W. Harrer, & D. Abrahamson. Poster presented at the International Conference of the Learning Sciences (ICLS), London, 2018.

"The multimodal organization of children's locomotor play." E. Hoey, D. DeLiema, R. Chen, & **V. J. Flood**. Poster presented at the 9th annual meeting of the International Society for Gesture Studies (ISGS), Cape Town, South Africa, 2018.

"At work and at school: Parallel practices for configuring objects in technology-rich environments." **V. J. Flood**. Poster presented at the 22nd Annual Conference on Language, Interaction, and Culture (CLIC), at the University of California, Los Angeles, 2016. ****Best Poster Award****

"The joint accomplishment of a learnable in the case of 'faster:' Negotiating mathematical meanings through multimodal revoicing." **V. J. Flood**. Poster presented at Social Policy and Research in Cognition and Mathematics Education Conference: A Focus on the Common Core, University of California Berkeley, Berkeley, CA, 2015.

"Gesture enhancement of a virtual pedagogical agent: Forms and functions for proportions." **V. J. Flood**, A. Schneider, & D. Abrahamson. Poster presented at the 11th International Conference of the Learning Sciences (ICLS), Boulder, CO, 2014

"The role of gesture and the body in molecular geometry." **V. J. Flood**, F. G. Amar, M. C. Wittmann, R. Nemirovsky, & M. R. M. Bruce. Transforming Research in Undergraduate STEM Education (TRUSE), St. Paul, MN, 2012.

"Using lab-based analogies to facilitate meaningful understanding." M. R. M. Bruce, S. Avargil, F. G. Amar, **V. J. Flood**, & A. Bruce. Transforming Research in Undergraduate STEM Education (TRUSE), St. Paul, MN, 2012.

"Gesture analysis of chemical explanations: Students' embodied apprehension of molecular scale phenomena." F. G. Amar, **V. J. Flood**, T. Wemyss, R. Nemirovsky, M. R. M. Bruce, & M. C. Wittmann. Gordon Research Conference: Chemistry Education Research & Practice, Foundations and Frontiers, Davidson, NC, 2011.

"How multimodal analysis helps us understand students' ideas about atoms and molecules." **V. J. Flood**, F. G. Amar, T. Wemyss, R. Nemirovsky, M. R. M. Bruce, & M. C. Wittmann. No Question Left Behind Conference, Orono, ME, 2011.

TEACHING

Graduate Level Courses (6)

Embodiment in Education: The Body's Role in Teaching, Learning, and Technology (LAI 689)

Instructional Strategies in Inclusive Classrooms: Science and Mathematics (LAI 698 – Seminar)

Instructional Strategies in Inclusive Classrooms: UBTR Mathematics Residents (LAI 698 – Modules)

Problem Posing and Problem Solving (LAI 545)

Implications of the History of Mathematics for Teaching (LAI 543)

Special Topics in Science Education (San José State University)

Undergraduate Level Courses (1)

Knowing and Learning in Mathematics and Science – Teaching Assistant (UC Berkeley)

SERVICE

National Service

Panelist for National Science Foundation, Directorate for Education and Human Resources (EHR)

Reviewer for the *Proceedings of the International Society for the Learning Sciences* 2018 - present

Ad Hoc Reviewer for *Instructional Science, Journal of Mathematical Behavior, Classroom Discourse, Early Childhood Research Quarterly*, *Journal of Pragmatics, Routledge*

Graduate School of Education Service

GSE Executive Committee (LAI Representative) 2022 - 2025

Faculty Sponsor, Graduate School of Education Graduate Student Research Symposium 2021 - 2022

Co-chair UB GSE Spencer Dissertation Fellowship Workshop (with Dr. Gwendolyn Baxley), ’20, ’21

Department Service

Dissertation Committee Service (5): Veronica Bass (Defended 2021), Joe'l Staples (Defended 2021), Lauren Hennings (in progress), Serena Geokan (in progress)

Research Components (2): Tina Lewis (May 2023); Dana Antonucci-Durgan (May 2023)

PhD Advisement (2)

Stacy Scheuneman, Curriculum, Instruction, and the Science of Learning (CISL)

Seoyeon Lee, Curriculum, Instruction, and the Science of Learning (CISL)

Masters Advisement (19)

Educational Studies in Mathematics EdM; current (5); graduated (1)

Professional Mathematics Education EdM current (8)

Initial/Professional Mathematics Education EdM; current (0); graduated (2)

Teacher Residency Mathematics; current (0); graduated (3)

PROFESSIONAL MEMBERSHIPS

National Council of Mathematics Teachers (NCTM) since 2021

International Society of the Learning Sciences (ISLS) since 2014

American Educational Research Association (AERA; currently lapsed due to COVID-19)