

MAXINE MCKINNEY DE ROYSTON

Assistant Professor, Curriculum & Instruction, University of Wisconsin-Madison

225 N. Mills Street
University of Wisconsin, Madison
Madison, WI 53760

Phone: 608-265-3434
mckinneydero@wisc.edu
@profm_de_r

EDUCATION

- 2011 Ph.D. University of California, Berkeley Education
Dissertation: *Teaching to the Spirit: The “Hidden” Curriculum of African American Education*

Certificate: *Research and Cognition in Math Education*
- 2007 M.A. University of California, Berkeley Education: Cognition & Development
Thesis: *What’s up with Keisha? An analysis of a sixth grader’s encounter with fractions*
- 1999 B. A. Smith College Government, African American Studies (minor)

POSITIONS HELD

- 08/16 — present **Assistant Professor**, Secondary Mathematics Education & Multicultural Education,
Department of Curriculum & Instruction, University of Wisconsin-Madison
- Affiliate, Department of Afro-American Studies
- 08/15 — 08/16 **Ford Foundation Postdoctoral Fellow**, Center for Urban Education, University of Pittsburgh
- 08/14 — 08/15 **Visiting Scholar**, Education Department, Massachusetts College of Liberal Arts
- 01/12 — 08/14 **Postdoctoral Fellow**, Graduate School of Education & Haas Institute for a Fair & Inclusive Society, University of California, Berkeley

HONORS & AWARDS

- 2018—2019 Association of Mathematics Teacher Educator’s Service, Teaching, & Research (STaR) Fellow
- 2017 – 2018 Faculty Fellow, Madison Teaching and Learning Excellence, UW- Madison
- 2015 – 2016 Ford Foundation Postdoctoral Fellowship
- 2012 – 2014 National Academy of Education/Spencer Postdoctoral Fellow, UC- Berkeley
- 2010 – 2011 UC/ACCORD Dissertation Fellowship
- 2010 – 2011 Research in Cognition & Mathematics Education Fellowship, UC- Berkeley (Institute of Educational Studies funded), PIs: Geoffrey Saxe, Na’ilah Suad Nasir
- 2008 – 2009 Mentored Research Grant (advisor: Randi Engle), UC- Berkeley
- 2007 – 2008 Spencer Research Training Grant, UC- Berkeley
- 2007 – 2008 Graduate Division Summer Research Grant, UC- Berkeley
- 2006 – 2007 Graduate Instructor of the Year, Afr. Amer. Student Development Office, UC- Berkeley
- 2006 – 2008 Marilyn Raby Fellowship for Mathematics Research, UC- Berkeley
- 2004 – 2007 Dean’s Graduate Division Fellowship, UC- Berkeley
- 2004 – 2005 Sweitzer Scholarship, UC- Berkeley

REFERRED PUBLICATIONS

- McKinney de Royston, M. & Madkins, T. (accepted). A question of necessity or of equity?: Full Service Community Schools and the (Mis)education of Black Youth. *Journal of Education for Students at Placed at Risk*.
- McKinney de Royston, M. & Sengupta-Irving, T. (accepted). STEM Learning for Whom & Towards What Ends? *Cognition & Instruction*.
- McKinney de Royston, M*, Sengupta-Irving, T.*, and Cosby, D. (accepted). Radical Reimagining: Problematizing Studies of Mathematical Identit(ies) Among Racially Minoritized Youth. *Journal for Research in Mathematics Education Monograph Series*.
- Vakil, S. & McKinney de Royston, M. (accepted). You're so far out, and you're trying to look in": Exploring Politicized Trust in a Racially Diverse Computer Science Classroom. *Race, Ethnicity, & Education*.
- McKinney de Royston, M., Vakil, S., Nasir, N., ross, k., Givens, J. & Holman, A. (2017) "He's More Like a 'Brother' than a Teacher": Politicized Caring in a Program for African American Males. *Teachers College Record*, 119(4), 1-40.
- McKinney de Royston, M. & Nasir, N. (2017). Racialized Learning Ecologies: Understanding race as a key feature of learning and developmental processes in schools. In N. Budwig, E. Turiel, & P.D. Zelazo, (Eds.) *New Perspectives on Human Development*. New York: Cambridge University.
- Nasir, N., McKinney de Royston, M., O'Connor, K., & Wischnia, S. (2017). Knowing about Racial Stereotypes versus Believing Them. *Urban Education*. doi: 10.1177/0042085916672290.
- Pinkard, N., Erete, S., Martin, C. K., & McKinney de Royston, M. (2017). *Digital Youth Divas: Exploring Narrative-driven Curriculum to Develop Middle School Girls' Sustained Interest in Computational Activities*. *Journal of the Learning Sciences*, 26(3), 477-516.
- Vakil, S., McKinney de Royston, M., Kirshner, B., and Nasir, N. (2016). Rethinking Race, Power, and Definitions of Learning in Design-Based Research: Reflections from the Field. *Cognition & Instruction*, 34 (3), 194-209.
- ross, k. m., Nasir, N., Givens, J., McKinney de Royston, M., Vakil, S., Madkins, T., and Philoxene, D. (2016). "I Do This for All of the Reasons America Doesn't Want Me To": The Organic Pedagogies of Black Male Instructors. *Equity & Excellence in Education*, 49(1), 85-99.
- Givens, J., Nasir, N., ross, k., & McKinney de Royston, M. (2016). Modeling Manhood: Reimagining Black Male Identities in School. *Anthropology & Education Quarterly*, 47(2), 167-185.
- Engle, R. A., Langer-Osuna, J., & McKinney de Royston, M. (2014). Toward an Interactional Model of Influence in Pervasive Discussions: Negotiating Quality, Authority, and Access Within Student-Led Arguments. *Journal of the Learning Sciences*, 23(2), 265-268.
- Nasir, N., ross, k., McKinney de Royston, M., Givens, J., & Bryant, J. (2013). "Dirt on My Record:" African American Male Students' Perceptions of Discipline and Pedagogies of Resistance. *Harvard Educational Review*, 83(3), 490-512.
- Nasir, N. & McKinney de Royston, M. (2013). Power, Identity, and Mathematical Practices Outside and Inside of Schools. *Journal for Research in Mathematics Education*, 44(1),264-287.
- Engle, R.A., Langer-Osuna, J., & McKinney de Royston, M. (2008). Toward a Model of Differential Influence in Discussions: Negotiating Quality, Authority, and Access Within a Heated Student Argument. In B. C. Love, K.

McRae, & V. M. Sloutsky (Eds.), Proceedings of the 30th Annual Conference of the Cognitive Science Society (pp. 2010-2015). Washington, DC: Cognitive Science Society.

CHAPTERS IN SCHOLARLY VOLUMES

McKinney de Royston, M. & Vakil, S. (2019). What it Means to do this Work: “Politicized Care” and the Voices of Manhood Development Program Instructors. In N. Nasir, C. Chatmon, & J. Givens, *We Dare Say Love: Supporting African American Male Achievement*.

McKinney de Royston, M. & Farinde, A. A. (2018). Race and poverty in science education: Questions and tensions in the field. In L. Bryan and K. Tobin (Eds.) *13 Questions: Reframing Education's Conversation: Science*. New York: Peter Lang.

Vakil, S. & McKinney de Royston, M. (2018). Towards Conceptualizing Sociopolitical Designs for Learning and Practice: How “Social Justice” Became Unjust in a Youth Hackathon. E. Mendoza, B. Kirschner, and K. Gutiérrez (Eds.), *Designing for Equity: Bridging Learning and Critical Theories in Learning Ecologies for Youth*. Charlotte, NC: Information Age Press.

Nasir, N., Holman, A., McKinney de Royston, M., & ross, k. (2013). Pedagogies of race: Teaching Black male youth to navigate racism in schools. In K. Jocson (Ed.) *Cultural transformations: Youth and pedagogies of possibility*. Cambridge: Harvard University.

TEACHING

University of Wisconsin, Madison

- Capstone for Secondary Mathematics Teachers
- Critical Sociocultural & Sociopolitical Theories of Learning
- Culturally Relevant Pedagogy
- Demystifying the Publications Process from Conception to Publication
- Problem of the Color Line: Theorizing the Black experience in schools
- Teaching of Secondary School Mathematics I