

MAXINE MCKINNEY DE ROYSTON

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

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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 **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

- 2019 – 2021 Vilas Associate, Vice Chancellor for Research and Graduate Education, UW – Madison
- 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. & Sengupta-Irving, T. (2019). Another Step Forward: Engaging the Political in Learning. *Cognition & Instruction*.

McKinney de Royston, M. & Madkins, T. (2019). 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*.

Madkins, T. & McKinney de Royston, M. (2019). Illuminating Sociopolitical Clarity in Culturally Relevant Science Instruction. *Science Education*, 1-28.

Vakil, S. & McKinney de Royston, M. (2019). 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

Dixon-Roman, E., Jackson, J., & McKinney de Royston, M. (forthcoming). Deconstructing Nature/Culture Toward A New Process of Critical Inquiry. *The Handbook of Culture & Learning*. Routledge: New York.

Nasir, N., McKinney de Royston, M., Barron, B., Pea, R., Goldman, S., Stevens, R., & Bell, P. (forthcoming). Learning Pathways: A Conceptual Tool for Understanding Culture and Learning. *The Handbook of Culture & Learning*. Routledge: New York.

Nasir, Lee, C., Pea, R., & McKinney de Royston, M. (forthcoming). Reconceptualizing Learning: A Critical Task for Knowledge-building and Teaching. *The Handbook of the Culture Foundations of Learning*. Routledge: New York.

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.

BOOKS

Nasir, N., Lee, C., Pea, R., & McKinney de Royston, M. (forthcoming). *The Handbook of Culture & Learning*. Routledge: New York.

INVITED TALKS & PRESENTATIONS (Selected list)

McKinney de Royston, M. (2019). “*I wish I was white:*” *Political and Ethical Considerations for (Re)Conceptualizing Mathematical Knowing and Doing*. Keynote presentation at The Future of Embodied Design for Mathematical Imagination and Cognition (NSF-#1824662). University of Wisconsin–Madison.

Ma, J., Gutierrez, R., Gholson, M., Kelton, M. & McKinney de Royston, M. (2019). Ontological Possibilities of Mathematics in Mathematics Education: An Activity-Based Exploration and Discussion. Paper presented at the bi-annual meeting of the Mathematics Education and Society, Hyderabad, India.

McKinney de Royston, M., Bryant, J., Anderson, K., Baxa, M., & Long, C. (2018). Gwen Marshall: Contemporary Black Teacher as Race Woman. *American Educational Studies Association*. Greenville, SC.

McKinney de Royston

- Langer-Osuna, J. & McKinney de Royston, M. (2017). Understanding relations of power in the mathematics classroom: Explorations in positioning theory. Paper presented at the bi-annual meeting of the Mathematics Education and Society, Volos, Greece.
- McKinney de Royston, M. (2017). *Full Service Community Schools: The Case of Oakland, CA*. Wisconsin Evaluation Collaborative, Wisconsin Center for Education Research.
- McKinney de Royston, M. (2017). *Learning While Black: Re-thinking schools in a neoliberal era*. DePauw University, Greencastle, IN.
- McKinney de Royston, M. (2017). *Mathematics Classrooms as Racialized Learning Environments*. Wisconsin Mathematics Leadership Council. Stevens Point, WI.
- McKinney de Royston, M. & Vakil, S. (2016). Rethinking Race & Power in Design-Based Research: Reflections from the “field.” Paper presented at the American Anthropological Association, Minneapolis, MN.
- McKinney de Royston, M. & Nasir, N. (2016). Race as a Fundamental Aspect of Social Ecology in Schools. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Nasir, N., & McKinney de Royston (2015). Teaching and learning of African American students as cultural activity: Designing robust ecologies of learning in Oakland. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- McKinney de Royston, M. (2015). *Rethinking Education & Learning: Characteristics of Productive Learning Ecologies for Black Students*. Ford Foundation Annual Conference. Washington, DC.
- McKinney de Royston, M. (2014). *Multidimensional Considerations for Creating Productive Learning Ecologies: Successes & Challenges in Oakland*. University of Massachusetts, Amherst. Amherst, MA.
- McKinney de Royston, M. (2014). Quantifying Liberation in Mathematics Education. In *Theorizing Racism: Unpacking Supremacy, Privilege, and Justice*, National Council of Teachers of Mathematics, New Orleans, LA.
- Nasir, N. & McKinney de Royston, M. (2014). Creating Productive Ecologies of Learning for African American Students. Paper presented at the International Conference of the Learning Sciences, Boulder, CO.
- McKinney de Royston, M. & Vakil, S. (2014). A Microethnographic Study of “Politicized Caring” In An All Black, All-Male Alternative Classroom Setting. Paper presented at the American Educational Research Association Conference, Philadelphia, PA.
- McKinney de Royston, M. (2014). Improvisation within Structure: Making Visible the Polyrhythms of Black Educational Practice. Paper presented at the American Educational Research Association Conference, Philadelphia, PA.
- Nasir, N., McKinney de Royston, M., ross, k.m., Givens, J., Vakil, S. & Philoxene, D. (2014). “I do this for every reason American doesn’t want me to”: African American Male Instructors’ Organic Pedagogies of Love and Resistance. Paper presented at the American Educational Research Association Conference, Philadelphia, PA.
- Nasir, N., McKinney de Royston, M., ross, k. m., & Givens, J. (2014). The Intersections of Ideology, Identity, and Learning in an Alternative Space for African American Male Students. Paper presented at the American Educational Research Association Conference, Philadelphia, PA.
- McKinney de Royston, M. (2013). “Learning to Live”: The Promise of Politically Relevant Teaching towards the Holistic Development of “Our” Children. Poster presented at the American Educational Research Association Conference, Vancouver, Canada.

- McKinney de Royston, M., Nasir, N., ross, k., & Givens, J. (2012). "He's More Like a Brother than a Teacher": Adult-youth Relationships in a Program for African American Males.
- Nasir, N., McKinney de Royston, M., ross, k., Givens, J., & Bryant, J. (2012, April). *Dirt on my record: Black males' perceptions of disciplinary practices in schools*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Solis, J. L. & McKinney de Royston, M. (2011). Situating Responsive Science Pedagogy with Pre-Service Teachers. Paper presented at the American Educational Research Association Annual Conference, New Orleans, LA.
- Solis, J. L., Bravo, M. A., Stoddart, T., McKinney de Royston, M., & Tolbert, S. E. (2009). Dialogic Activity in Science Instruction (DAISI): Integrating CREDE Pedagogy into Observations of Pre-service Science Teaching. Paper presented at the American Educational Research Association Annual Conference, San Diego, CA.
- McKinney de Royston, M. (2008). Working with Others Who Look Like Me: An Examination of a Teacher's Positionality as Affects Equity. Paper presented at the American Educational Research Association Conference, New York, NY.
- 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. Poster presented at the 30th Annual Conference of the Cognitive Science Society. Washington, DC.
- Engle, R. A., McKinney de Royston, M., Langer-Osuna, J., & Bergan, J. (2007). From Positioning to Differential Influence in a Classroom Argument. Poster presented at the American Educational Research Association Conference, Chicago, IL.
- Engle, R.A. & McKinney de Royston, M. (2007). *A Situative Approach to Progressive Refinement of Hypotheses in Video-Supported Research: Examining Differential Influence in an Unmoderated Student Argument*. Vidéo de Situations d'enseignement-Apprentissage, Lyon, France.
- Saxe, G., Shaughnessy, M., Platas, L., Migliarese, N., McKinney, M., Lewis, K., Earnest, D., & Cremer, S. (2006). Travel of Mathematical Ideas in Classroom Communities: Studies of Teaching and Learning about Integers and Fractions. Poster presented at the 2nd Annual Graduate School of Education Research Day, University of California, Berkeley.

TEACHING

University of Wisconsin, Madison

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