

deb53711@yahoo.com **Rosemary S. Russ**

Assistant Professor, Curriculum and Instruction
University of Wisconsin-Madison
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Education

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| 2006 | Ph.D. | University of Maryland, College Park
Ph.D. Physics
Title of Dissertation: A framework for recognizing mechanistic reasoning in student scientific reasoning |
| 2002 | Bachelor of Science | North Carolina State University
Majors: Physics, Applied Mathematics, and Statistics |

Academic Appointments

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|----------------|--|
| 2018 - present | Faculty Affiliate, Department of Educational Psychology
University of Wisconsin-Madison |
| 2016 - present | Faculty Co-Director, Madison Teaching and Learning Excellence
University of Wisconsin-Madison |
| 2016 - present | Faculty Instructor, Master of Science in Education Program
School of Education and Social Policy, Northwestern University |
| 2015 - present | Faculty Affiliate, Nelson Institute for Environmental Studies |
| 2014 - 2016 | Faculty Fellow, Wisconsin Institute for Science Education and Community Engagement, University of Wisconsin-Madison |
| 2012 - present | Assistant Professor, Science Education
Department of Curriculum and Instruction, University of Wisconsin-Madison |
| 2009 - 2012 | Research Assistant Professor, Learning Sciences Program
School of Education and Social Policy, Northwestern University |
| 2007 - 2009 | Post-doctoral Research Fellow, Learning Sciences Program
School of Education and Social Policy, Northwestern University |

Honors/Awards

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|------|--|
| 2016 | Teaching Academy Faculty Fellow
University of Wisconsin-Madison |
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2014	Madison Teaching and Learning Excellence Faculty Fellow University of Wisconsin-Madison
2010	Postdoctoral Research Fellow National Academy of Education/Spencer Foundation
2005	National Science Foundation GK-12 Graduate Teaching Fellow Department of Physics, University of Maryland, College Park
2003	Ruth Davis and Kapo-Barwick Fellowships for Outstanding Graduate Student Department of Physics, University of Maryland, College Park

Research and Publications

Research and Scholarly Papers

(*Peer-reviewed, ^Student author, #Based on work completed prior to appointment at UW-Madison, Citation counts as reported on Google Scholar, November 2018)

1. ^Odden, T.O., & **Russ, R.S.** (Accepted). Sensemaking epistemic game: A model of student sensemaking processes in introductory physics. *Physical Review – Physics Education Research*.
2. ^Dosa, K., & **Russ, R.S.** (Accepted with minor revisions). Making sense of carbon footprints: How carbon literacy and quantitative literacy affects information gathering and decision-making. *Environmental Education Research*.
3. ***Russ, R.S.**, & Berland, L.K. (Accepted). Invented Science. *Journal of the Learning Sciences*.
4. ^Odden, T.O., & **Russ, R.S.** (Early View). Defining sensemaking: Bringing clarity to a fragmented theoretical construct. *Science Education*, 103(1), 187-205. (1 citation)
5. ^Miller, E., Manz, E., **Russ, R.S.**, Stroupe, D., Berland, L.K. (2018). Addressing the epistemic elephant in the room: Epistemic agency and the Next Generation Science Standards. *Journal of Research in Science Teaching*, 55(7), 1053-1075. (5 citations)
6. ^Salkowski, L., & **Russ, R.S.** (2018). Cognitive processing differences of experts and novices when correlating anatomy and cross sectional imaging. *Journal of Medical Imaging*, 5(3), 031411.
7. **Russ, R.S.**, & ^Odden, T.O. (2018). Physics Education Research as a multidimensional space: Current work and expanding horizons. *Reviews in Physics Education Research (Vol 2): Getting Started in PER*. <<http://www.per-central.org/items/detail.cfm?ID=14723>>
8. ***Russ, R.S.** (2018). Characterizing teacher attention to student thinking: A role for epistemological messages. *Journal of Research in Science Teaching*, 55(1), 94-120. (6 citations)

9. ***Russ, R.S.**, & Conlin, L. (2017). Assessing students as scientists: Supporting teachers in assessing student scientific thinking. *Science and Children*, 55(4), 72-75. (1 citation)
10. ***Russ, R.S.**, & ^Odden, T.O. (2017). Intertwining evidence- and model-based reasoning in physics sensemaking: A case from electrostatics. *Physical Review – Physics Education Research*, 13, 020105-1. (6 citations)
11. ***Russ, R.S.** (2017). Integrating conversations about equity in “whose knowledge counts” into science teacher education. *The Physics Teacher*, 55, 441-444.
12. *^Dosa, K., & **Russ, R.S.** (2016). Beyond correctness: Using qualitative methods to uncover nuances of student learning in undergraduate STEM education. *Journal of College Science Teaching*, 46(2), 70-81. (2 citation)
13. ***Russ, R.S.**, Wangen, S.R., Nye, D.L., Strinz, W., Shapiro, R.B., Ferris, W.C. (2015). *Fields of Fuel*: Using a video game to support evidence-based reasoning about sustainability. *The Science Teacher*, 82(3), 49-54.
14. *^Davis, P., & **Russ, R.S.** (2015). Dynamic framing in the communication of scientific research: Texts and interactions. *Journal of Research in Science Teaching*, 52(2), 221-252. (15 citations)
15. ***Russ, R.S.** (2014). Epistemology of science vs. Epistemology for science. *Science Education*, 98(3), 388-396. (34 citations)
16. #***Russ, R.S.**, & ^Luna, M.J. (2013). Inferring teacher epistemological framing from local patterns in teacher noticing. *Journal of Research in Science Teaching*, 50(3), 284-314. (61 citations)
17. #***Russ, R.S.**, & Sherin, M.G. (2013). Using interviews to uncover student ideas in science. *Science Scope*, 36(5), 19-23. (8 citations)
18. #***Russ, R.S.**, Lee, V.R., & Sherin, B. (2012). Framing in cognitive clinical interviews: Student understanding of the interview interaction. *Science Education*, 96, 573-599. (68 citations)
19. #***Russ, R.S.**, Coffey, J.E., Hammer, D., & ^Hutchison, P. (2009). Making classroom assessment more accountable to scientific reasoning: A case for attending to mechanistic thinking. *Science Education*, 93, 875-891. (88 citations)
20. #***Russ, R.S.**, Scherr, R.E., Hammer, D., & ^Mikeska, J. (2008). Recognizing mechanistic reasoning in student scientific inquiry: A framework for discourse analysis developed from philosophy of science. *Science Education*, 92, 499-525. (220 citations)
21. #*Sherin, M.G., **Russ, R.S.**, Sherin, B.L., & ^Colestock, A. (2008). Professional vision in action: An exploratory study. *Issues in Teacher Education*, 17(2), 27-46. (89 citations)
22. #*Scherr, R.E., ^**Russ, R.S.**, ^Bing, T., & ^Hodges, R.A. (2006). The initiation of student-TA interactions in tutorials. *Physical Review – Special Topics: Physics Education Research*, 2: 020108-020116. (12 citations)

Book Chapters

21. Berland, L.K., & **Russ, R.S.** (2018). Conceptual change through argumentation: A process of dynamic refinement. In T. Amin & O. Levrini (Eds.), *Converging Perspectives on Conceptual Change: Mapping an emerging paradigm in the Learning Sciences* (pp. 180-189). New York: Routledge.
22. **Russ, R.S.**, Sherin, B.L., & Sherin, M.G. (2016). What constitutes teacher learning? In D.H. Gitomer & C.A. Bell (Eds.), *Handbook of Research on Teaching 5th Edition* (pp. 391-438). Washington, DC: American Educational Research Association. (17 citations)
23. **Russ, R.S.**, Sherin, B.L., & Lee, V.R. (2015). The intersection of knowledge and interaction: Challenges of clinical interviewing. In A.A. diSessa, M. Levin, & N. Brown (Eds.), *Knowledge and interaction: A synthetic agenda for the learning sciences* (pp.377-402). New York: Routledge.
24. Sherin, M. G. & **Russ, R.S.** (2014). Teacher noticing via video: The role of interpretive frames. In B. Calandra & P. Rich (Eds.) *Digital video for teacher education: Research and practice* (p. 3-20). New York, NY: Routledge. (24 citations)
25. Sherin, M. G., **Russ, R.S.**, & Sherin, B. L. (2013). Integrating noticing into the modeling equation. In Y. Li & J. Moschkovich (Eds.) *Mathematical cognition and beliefs in teaching and learning* (pp. 111-124). Rotterdam, The Netherlands: Sense Publisher.
26. #Sherin, M.G, **Russ, R.S.**, & ^Colestock, A.A. (2011). Accessing Mathematics Teachers' In-the-Moment Noticing. In M.G. Sherin, V. Jacobs, R. (Eds.), *Mathematics teacher noticing: Seeing through teachers' eyes* (pp. 79-94). New York: Routledge.
27. #**Russ, R.S.**, Sherin, B. L., & Sherin, M. G. (2011). Images of expertise in mathematics teaching. In Y. Li & G. Kaiser (Eds.), *Expertise in mathematics instruction: An international perspective* (pp. 41-60). New York: Springer. (12 citations)
28. #Hammer, D., **Russ, R.S.**, ^Mikeska, J., & Scherr, R. (2008). Identifying inquiry and conceptualizing students' abilities. In R.A. Duschl & R.E. Grandy (Eds.), *Teaching Scientific Inquiry: Recommendations for Research and Application* (pp. 138-156). Rotterdam, NL: Sense Publishers. (57 citations)

Minor Publications (Peer reviewed conference proceedings)

21. *^Odden, T.O.B., & **Russ, R.S.** (2018). Recurring questions that sustain the sensemaking frame. In *2018 Physics Education Research Conference Proceedings*. Washington, DC.
22. *Berland, L.K., **Russ, R.S.**, & Weeth Feinstein, N. (2018). Curiosity Practice: A powerful new lever for fostering science engagement. In J. Kay & Rosemary Luckin (Eds.), *Rethinking Learning in the Digital Age: Making the Learning Sciences Count: Proceedings of the 13th International Conferences of the Learning Sciences (ICLS 2018)- Volume 3* (pp. 1433-1434). London, England.

23. *^Odden, T.O.B., & **Russ, R.S.** (2017). “Charges are everywhere”: A case of student sensemaking about electric current. In L. Ding, A. Traxler, & Y. Cao (Eds.), *2017 Physics Education Research Conference Proceedings* (pp. 280-283). Cincinnati, OH.
24. *Holbert, N., **Russ, R.S.**, & Davis, P. (2015). The use of cognitive clinical interviews to explore learning from video game play. In K.E.H. Caldwell, S. Seyler, A. Ochsner, & C. Steinkuehler (Eds.), *Proceedings of 11th Annual Games, Learning, and Society Conference* (pp. 109-114). Madison, WI.
25. *Elby, A., Richards, J., Walkoe, J., Gupta, A., **Russ, R.S.**, Luna, M.J., Robertson, A.D., Coffey, J.E., Edwards, A.R., Sherin, M.G., van Es, E.A. (2014). Differing notions of responsive teaching across mathematics and science: Does the discipline matter? In J.L. Polman, E.A. Kyza, K. O’Neill, I. Tabak, W.R. Penuel, A.S. Jurow, K. O’Connor, T. Lee, & L. D’Amico (Eds.), *Learning and Becoming in Practice: Proceedings of the 11th International Conferences of the Learning Sciences (ICLS 2014) – Volume 3* (pp. 1406-1415). Boulder, CO: International Society of the Learning Sciences. (4 citations)
26. *Holbert, N., ^Weintrop, D., Wilensky, U., Sengupta, P., Killingsworth, S., Krinks, K., Clark, D.B., Brady, C., Klopfer, E., Shapiro, B.R., **Russ, R.S.**, Kafai, Y.B. (2014). Combining Video Games and Constructionist Design to Support Deep Learning in Play. In J.L. Polman, E.A. Kyza, K. O’Neill, I. Tabak, W.R. Penuel, A.S. Jurow, K. O’Connor, T. Lee, & L. D’Amico (Eds.), *Learning and Becoming in Practice: Proceedings of the 11th International Conferences of the Learning Sciences (ICLS 2014) – Volume 3* (pp. 1388-1395). Boulder, CO: International Society of the Learning Sciences. (2 citations)
27. #*^Davis, P. & **Russ, R.S.** (2012). The use of dynamic epistemological knowledge for evaluating claims in popular science media. In J. van Aalst, K. Thompson, M.J. Jacobson, & P. Reimann (Eds.), *The Future of Learning: Proceedings of the 10th International Conference of the Learning Sciences (ICLS 2012) – Volume 2*. (pp. 477-478). Sydney, NSW, Australia: International Society of the Learning Sciences.
28. #*Sherin, B.L., Sherin, M.G., ^Colestock, A.A., **Russ, R.S.**, ^Luna, M.J., ^Mulligan, M., & ^Walkoe, J. (2010). Using digital video to investigate teachers’ in-the-moment noticing. In K. Gomez, L. Lyons, & J. Radinsky (Eds.), *Learning in the Disciplines: Proceedings of the 9th International Conference of the Learning Sciences (ICLS 2010) - Volume 2, Short Papers, Symposia, and Selected Abstracts* (pp. 179-186). Chicago, IL: International Society of the Learning Sciences. (5 citations)
29. #***Russ, R.S.**, & Sherin, B.L. (2008). Reframing research on intuitive science knowledge. In *Cre8ting a learning world: Proceedings of the 8th International Conference of the Learning Sciences (ICLS 2008)*. Utrecht, Netherlands. (5 citations)
30. #*^Lee, V.R., **Russ, R.S.**, & Sherin, B. (2008). A functional taxonomy of discourse moves for conversation management during cognitive clinical interviews about scientific phenomena. In V. Sloutsky, B. Love, & K. McRae (Eds.), *Proceedings of the 30th Annual Meeting of the Cognitive Science Society* (pp. 1723-1728). Austin, TX. (7 citations)

31. **Russ, R.S.**, & Hutchison, P. (2006). It's okay to be wrong: Recognizing mechanistic reasoning during student inquiry. In S.A. Barab, K.E. Hay, & D.T. Hickey (Eds.), *Making a Difference: Proceedings of the 7th International Conference of the Learning Sciences* (pp. 641-647). Mahwah, NJ: Lawrence Erlbaum Associates, Inc. (6 citations)

Under Review/Under Revision

32. **Russ, R.S.**, & Sherin, M.G. (under revision). Theoretical accountability in teacher education: The case of teacher noticing and student thinking. *Journal of Teacher Education*.
33. **Russ, R.S.**, Elby, A., Robertson, A.D., Richards, J., Luna, M.J., Walkoe, J. (under review). Exploring patterns of differences in teacher professional development that supports responsive teaching. *Teaching and Teacher Education*.
34. Odden, T.O., & Russ, R.S. (under review). Vexing questions that sustain sensemaking. *International Journal of Science Education*.

In Progress

35. **Russ, R.S.** (in prep). Teachers are people: Applying constructivism to our views of teacher learning. *Journal of Teacher Education*.
36. Berland, L.K., **Russ, R.S.**, West, C. (in prep). Supporting the scientific practices through responsive teaching. *Journal of Science Teacher Education*.

Research Funding

- 2017 - 2018 **University of Wisconsin School of Education Grand Challenges Initiative (Awarded \$24 990)**
Curiosity Practice: A powerful new lever for science engagement across Wisconsin (Co-Principal Investigator)
- 2016 - 2017 **University of Wisconsin Fall Competition (Awarded \$52 828)**
The Wonders of Chemistry: Developing Epistemic Knowledge Through Parent-Child Conversations about Live Chemistry Demonstrations (Co-Principal Investigator)
- 2013 - 2018 **National Science Foundation, Directorate for Educational and Human Resources, Discovery Research PreK-12 (Awarded \$447 706)**
Fostering Pedagogical Argumentation: Pedagogical Reasoning With and About Student Science Ideas. (Co-Principal Investigator)
- 2010 - 2011 **Arthur Vining Davis Foundations (Awarded \$200 000)**
Developing a Video Club Curriculum: Supporting Teacher Reflection on Mathematics Learning. (Co-Principal Investigator)

List of Presentations

Keynote Addresses

- 2018 Seeing “wonderful ideas” in our students’ thinking
Plenary Speaker, American Association of Physics Teachers Annual Meeting/Physics Education Research Conference, Washington, DC.
- 2015 Epistemological messages in teaching: What are they and why do they matter?
Foundations and Frontiers in Physics Education Research, Bar Harbor, ME.

Peer-reviewed Conference Presentations

1. Russ, R.S., & Berland, L.K. (March 2018). *Inquiry Science vs Invented Science*. National Association for Research in Science Teaching Annual Conference, Atlanta, GA.
2. Russ, R.S. (April 2017). *New “ways in” for examining systemic inequity in K-12 science classrooms*. Science Education at the Crossroads Annual Conference, San Antonio, TX.
3. Russ, R.S., & Berland, L.K. (April 2017). *How can students have epistemic agency when they have not identified what to learn?* American Educational Research Association Annual Conference, San Antonio, TX.
4. Russ, R.S., Berland, L.K., Braaten, M., Miller, E., Joseph, D., Crucet, K. (April 2015). *Seeing people as sense-makers: Exploring teacher attention to their students’ science ideas*. American Educational Research Association Meeting, Chicago, IL.
5. Russ, R.S., Elby, A., Robertson, A.D., Richards, J., Luna, M.J., Walkoe, J. (June 2014). *A discussion of differences: exploring conceptualizations of responsive teaching*. International Conference of the Learning Sciences, Boulder, CO.
6. Shapiro, R.B., & Russ, R.S. (June 2014). *Cognitive clinical interviews for studying thinking in constructionist video games*. International Conference of the Learning Sciences, Boulder, CO.
7. Russ, R.S., & Sherin, M.G. (April 2013). *A model of change: Connecting teacher noticing to improved student learning*. American Educational Research Association Annual Meeting, San Francisco, CA.
8. Russ, R.S. (April 2011). *Resolving Under-specification: Using teachers’ existing practices to refine the meaning of “attending to student thinking.”* National Association for Research in Science Teaching, Orlando, FL.
9. Russ, R.S., Sherin, B., Lee, V.R. (August 2010). *Characterizing the nature of interviewer talk in cognitive clinical interview discourse interactions*. Annual Meeting of the Society for Text and Discourse, Chicago, IL.
10. Colestock, A.A., & Russ, R.S. (June 2010). *Science and mathematics teachers’ in-the-moment noticing: Attending to student thinking within a lesson and beyond*. International Conference of the Learning Sciences, Chicago, IL.

11. Russ, R.S., & Luna, M.J. (April 2010). *Merging two research traditions: Inferring teacher epistemological framing form patterns in teacher noticing*. American Educational Research Association Annual Conference, Denver, CO.
12. Russ, R.S., Lee, V.R., & Sherin, B.L. (April 2009). *Framing in cognitive clinical interviews: Cues and interpretations*. American Educational Research Association Annual Conference, San Diego, CA.
13. Sherin, M.G., Russ, R.S., Sherin, B.L., & Colestock, A.A. (April 2009). *Professional Vision in action: An exploratory study*. American Educational Research Association Annual Conference, San Diego, CA.
14. Russ, R.S., & Sherin, B.L. (June 2008). *Reframing research on intuitive knowledge*. International Conference of the Learning Sciences, Utrecht, Netherlands.
15. Russ, R.S., Sherin, M.G., Sherin, B.L., Colestock, A.A., & Luna, M.J. (January 2008). *Using new video technologies to study teacher noticing*. American Association of Physics Teachers Winter Meeting, Baltimore, MD.
16. Russ, R.S., Hammer, D., Scherr, R.E. (July 2006). *Relationship of mechanistic reasoning and empirical results during student inquiry*. American Association of Physics Teacher Summer Meeting, Syracuse, NY.
17. Russ, R.S., & Hutchison, P. (June 2006). *It's okay to be wrong: Recognizing mechanistic reasoning during student inquiry*. International Conference of the Learning Sciences, Bloomington, IN.
18. Russ, R.S., Hammer, D., & Scherr, R.E. (April 2006). *Identifying mechanistic reasoning in student inquiry*. National Association for Research in Science Teaching Conference, San Francisco, CA.

Invited Presentations

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| 2018 | Physics Education Research as a multidimensional space: Current work and expanding horizons
American Association of Physics Teachers – Physics Education Research Conference, Washington, DC (July) |
| 2017 | Finding your voice
Learning Sciences Graduate Student Conference Panel, Indiana University, Bloomington (October) |
| 2017 | Epistemology in undergraduate physics messages in teaching: What is it and why does it matter?
Kansas State University, Manhattan, KS (January) |
| 2016 | Epistemic messages and epistemic injustice in science classrooms |

American Association of Physics Teachers – Physics Education Research
Conference, Sacramento, CA (July)

- 2016 What constitutes teacher learning?
American Educational Research Association Annual Conference, Washington, DC
(April)
- 2016 Epistemological messages in teaching: What are they and why do they matter?
Science and Environmental Education Seminar, Stanford University, Palo Alto, CA
(February)
- 2016 Constructing mechanistic explanations: A role for epistemological knowledge in
science learning
Physics Education Research Group Seminar, Stanford University, Palo Alto, CA
(February)
- 2016 Epistemological messages in teaching: What are they and why do they matter?
CREATE for STEM Seminar Series, Michigan State University, East Lansing, MI
(January)
- 2015 Characterizing teacher attention to student thinking: A role for epistemological
messages.
STEM Education Seminar Series, Tufts University, Boston, MA (January)
- 2014 Constructing explanations: A role for epistemological knowledge in science learning.
Learning Sciences Brown Bag Seminar Series, Indiana University, Bloomington, IL
(April)
- 2014 Learning science and learning how to learn science.
Institute for Biology Education Seminar, University of Wisconsin, Madison (April)
- 2014 The role of student expectations in science learning.
Physics Learning Center, Department of Physics, University of Wisconsin, Madison
(February)
- 2013 Non-tenure track possibilities after graduate school
American Education Research Association Division C Graduate Student Seminar
Panel, San Francisco, CA (April)
- 2013 Non-tenure track possibilities after graduate school
Science and Physics Education Graduate Seminar, University of Maryland, College
Park (Spring)
- 2013 Fields of Fuel: Bioenergy farming video game
University of Wisconsin Day at the Capitol, Madison, WI (April)
- 2009 Being explicit about the choice and influence of theory in research
Foundations and Frontiers in Physics Education Research, Bar Harbor, ME (August)

2008 Beyond correctness: Recognizing mechanistic reasoning in student scientific inquiry
American Association of Physics Teachers Winter Meeting, Baltimore, MD (January)

Teaching

University of Wisconsin-Madison (Since Fall 2012)

- Advanced Seminar in Conceptual Writing
- Teaching in the College Classroom
- Teaching for Conceptual Change
- Discipline-Based Education Research
- Advanced Seminar in Cognitive Clinical Interviewing
- Introduction to Qualitative Research
- Seminar in Science Education
- Teaching Science in Elementary School (Early Childhood)
- Teaching Science in Elementary School (Middle Childhood/Early Adolescence)

Northwestern University

- Teacher Thinking and Learning (Summers 2017-2018)
- Understanding Teacher Development and Growth (Summer 2017)
- Learning Sciences Journal Club (2009-2012)
- Methods of Theory Development (co-instructor, 2007)

University of Maryland, College Park

- Physics for Elementary Education Majors (2005)

Service

Professional Service

Professional Organization Service

- Chair and program Chair, American Educational Research Association Learning Sciences Special Interest Group (2013-2015)
- Editor, Knowledge in Pieces Research Community (2011-2012)
- Panelist Member, National Science Foundation, Directorate for Education and Human Resources, Discovery Research PreK-12

Editorial Board

- Journal of Research in Science Teaching (2015 – 2018)

Manuscript Reviewer

- Journal of the Learning Sciences
- Cognition and Instruction
- Journal of Research in Science Teaching

- Science Education
- Science and Education
- Physical Review – Physics Education Research
- Journal of Learning Analytics
- Journal of Teacher Education
- Discourse Processes
- Instructional Science

Proposal Reviewer for Professional Conferences/Conference Proceedings

- Annual meeting for the American Educational Research Association Conference (AERA)
- Annual meeting for the National Association for Research in Science Teaching (NARST)
- International Conference of the Learning Sciences (ICLS)
- Physics Education Research Conference (PERC)

Service to the Public

- Project Consultant, University of Wisconsin, Madison NSF-funded project (2016-present)
- Advisory Board Member, University of Texas, Dallas NSF-funded project (2016-present)
- Advisory Board Member, Michigan State University Lucas Funded Project (2016-present)
- Advisory Board Member, University of Wisconsin, Madison NSF-funded project (2016-present)
- Advisor, James S. McDonnell Foundation new grant initiative (2016)
- Professional Development Workshop Leader, Urban Ecology Center, Milwaukee WI (2013)

University Service

Departmental/College Service

- Member, Student Awards Committee, University of Wisconsin, Madison Department of Curriculum and Instruction (2016-present)
- Member, Elementary Teacher Education Committee, University of Wisconsin, Madison Department of Curriculum and Instruction (2012-present)
- Member, Qualitative Research Methods Group, University of Wisconsin, Madison School of Education (2012-present)
- Member, Graduate Programs Committee, University of Wisconsin, Madison Department of Curriculum and Instruction (2012-2015)

University Service

- Executive Council Member, Collaborative for Advancing Learning and Teaching (2016-present)
- Faculty Co-Director, Madison Teaching and Learning Excellence Faculty Development Program (2016-present)

- Executive Committee Member, Teaching Academy (2016)
- Steering Committee Member, DELTA Program (2016)
- Faculty Instruction, DELTA Program (2015-present)
- Ad hoc Advisor, Physics Department Course Reform Initiative (2014-present)
- Professional Development Workshop Leader, Wisconsin Science Festival (2013)

Professional Associations

- American Educational Research Association
- International Society for the Learning Sciences
- National Association for Research in Science Teaching
- American Association of Physics Teachers