

Elana Joram, Ph.D.

Professor

*Department of Educational Psychology & Foundations and
Health Education and Promotion
University of Northern Iowa*

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EDUCATION:

1991 Ph.D. University of Toronto, Applied Cognitive Science
1986 M.A. University of Toronto, School Psychology
1978 B.A. University of Toronto, Specialization in Experimental Psychology

EXPERIENCE:

2010-present *Professor* (Joint Appointment), Department of Health, Recreation, and Community Services, University of Northern Iowa

2008-present *Professor*, Department of Educational Psychology, Foundations, and Leadership Studies, University of Northern Iowa

1998-2008 *Associate Professor*, Department of Educational Psychology & Foundations, University of Northern Iowa

1995-1998 *Assistant Professor*, Department of Educational Psychology & Foundations, University of Northern Iowa

1990-1992 *Postdoctoral Fellow*, Social Sciences and Humanities Research Council of Canada, Learning Research & Development Center, University of Pittsburgh

1992-1995 *Visiting Scholar and Lecturer*, Department of Psychology, University of California, Los Angeles

1993 *Senior Program Administration Analyst*, Graduate School of Education and Information Sciences, University of California, Los Angeles

PUBLICATIONS:

Articles and Chapters – Refereed:

- Krecji, B., Joram, E. & Gabriele, A. J. (2022). Shifting preservice teachers' sources of mathematics teaching efficacy through scaffolded reflection: Fostering commitment to reform-based mathematics (pp. 116-134). In Kartal, O., Popovic, G., & Morrissey, S. (Eds.). (2022). *Global Perspectives and Practices for Reform-Based Mathematics Teaching*. IGI Global.
<https://doi.org/10.4018/978-1-7998-9422-3>.
<https://www.igi-global.com/book/global-perspectivespractices-reform-based/277663>
- Joram, E., Gabriele, A. J. & Walton, K. (2020). What influences teachers' "buy-in" of research? Teachers' beliefs about the applicability of research to their practice. *Teaching & Teacher Education*, 88, 1-12. <https://doi.org/10.1016/j.tate.2019.102980>
- Joram, E. & Weigel, M. (2017). Use of portion size estimation aides for high-energy-dense snack foods increases portion size estimation accuracy in college students. *Topics in Clinical Nutrition*, 32(1), 87-103.
- Gabriele, A. J., Joram, E. & Park, K. (2016). Elementary mathematics teachers' judgment accuracy and calibration accuracy: Do they predict students' mathematics achievement outcomes? *Learning & Instruction*, 45, 49-60.
- Healy, N., Joram, E., Matvienko, O., Woolf, S. & Knesting, K. (2015). The impact of an Intuitive Eating education program on high school students' attitudes towards eating. *Health Education*, 115(2), 214-228.
- Roberts-Dobie, S., Joram, E., Devlin, M., Ambroson, D. & Chen, J. (2013). Differences in beliefs about the causes of health disparities in African American and White nurses. *Nursing Forum*, 48(4), 271-278.
- Joram, E. & Gabriele, A. J. (2012). How mathematics teachers can help curb childhood obesity. *Journal of the Iowa Council of Teachers of Mathematics*, 39, 3-7.
- Joram, E., Roberts-Dobie, S., Joseph Mattison, S., Devlin, M., Herbrandson, K., Hansen, K., & Eslinger, D. (2012). The numeracy demands of health education information: An examination of numerical concepts in written diabetes materials. *Health Communication*, 27(4), 344-355.
- Joram, E., Roberts-Dobie, S. & Davidson, N. (2009). Health literacy in the mathematics classroom: The Iowa Core Curriculum as an opportunity to deepen students' understanding of mathematics. *Iowa Council of Teachers of Mathematics Journal*, 36, 38-54.

- Joram, E. & Oleson, V. (2007/2008). How fast do trees grow? Using tables and graphs to explore slope. *Mathematics Teaching in the Middle School*, 13(5), 260-265.
- Gabriele, A. J., & Joram, E. (2007). Teachers' reflection on their reform-based teaching in mathematics: Implications for the development of teacher self-efficacy. *Action in Teacher Education*, 29(3), 60-74.
- Joram, E. (2007). Clashing epistemologies: Aspiring teachers', practicing teachers', and professors' beliefs about knowledge and research in education. *Teaching & Teacher Education*, 23(2), 123-135.
- Joram, E. & Garcia, F. (2006). Taking a closer look at measurement: Using teacher read alouds of nonfiction to develop students' measurement sense. *Journal of the Iowa Council of Teachers of Mathematics*, 33, 47-53.
- Henning, J. E., DeBruin-Parecki, A., Hawbaker, B. W., Nielsen, C. P., Joram, E., & Gabriele, A. J. (2005). The Teacher Work Sample: A tool for scaffolding and assessing preservice teachers' early field experiences. *The Teacher Educator* 40(3), 188-207.
- Joram, E., Gabriele, A. J., Bertheau, M., Gelman, R., & Subrahmanyam, K. (2005). Children's use of the reference point strategy for measurement estimation. *Journal for Research in Mathematics Education*. 36(1), 4-23.
- Joram, E., Oleson, V., & Sabey, K. (2005). Is it a good deal? Developing number sense in algebra by comparing housing prices. *Journal of the Iowa Council of Teachers of Mathematics*, 32, 15-19.
- Joram, E. & Oleson, V. (2004). Learning about area by working with building plans. *Mathematics Teaching in the Middle School*. 9(8), 450-456.
- Joram, E., Hartman, C., & Trafton, P. (2004). "As people get older they get taller": Exploring second grade students' intuitions about functional relationships. *Teaching Children Mathematics*, 10(7), 344-351.
- Joram, E. (2003a). Benchmarks as tools for developing measurement sense. In D. H. Clements & G. Bright (Eds.) *Learning and teaching measurement - NCTM 2003 Yearbook* (pp. 57-67). Reston, VA: National Council of Teachers of Mathematics.
- Joram, E. (2003b). Benchmarks for measurement units. In D. H. Clements & G. Bright (Eds.), *Classroom activities for Learning and teaching measurement - NCTM 2003 Yearbook* (pp. 15-18). Reston, VA: National Council of Teachers of Mathematics.
- Bertheau, M., & Joram, E. (2002). How many pieces of bubblegum in a foot? Using benchmarks to teach measurement estimation. *Journal of the Iowa Council of Teachers of Mathematics*, 29, 14-17.

- Joram, E. (2001). Teachers and university researchers as co-investigators: A case study of the collaborative process. *Teaching and Learning: The Journal of Natural Inquiry and Reflective Practice*, 16(1).
<http://www.und.nodak.edu/dept/ehd/journal/>
- Joram, E., Subrahmanyam, K., & Gelman, R. (1998). Measurement estimation: Learning to map the route from number to quantity and back. *Review of Educational Research*, 68, 413-449.
- Joram, E., & Gabriele, A. (1998). Preservice teachers' prior beliefs: Transforming obstacles into opportunities. *Teaching & Teacher Education*, 14, 175-191.
- Joram, E. & Read, D. (1996). Two faces of representativeness: The effects of response format on beliefs about random sampling. *Journal of Behavioral Decision Making*, 9(4), 249-264.
- Lonka, K., Joram, E., & Bryson, M. (1996). Conceptions of learning and knowledge: Does training make a difference? *Contemporary Educational Psychology*, 21, 240-260.
- Joram, E., Resnick, L. B. & Gabriele, A. J. (1995). Numeracy as cultural practice: An examination of numbers in magazines for children, teenagers, and adults. *Journal for Research in Mathematics Education*, 26, 346-361.
- Slotta, J., Chi. M. T. H., & Joram, E. (1995). Assessing students' misclassifications of physics concepts: An ontological basis for conceptual change. *Cognition and Instruction*, 13(3), 473-400.
- Joram, E., Woodruff, E., Bryson, M. & Lindsay, P. H. (1992). The effects of revising with a word processor on written composition. *Research in the Teaching of English*, 26(2), 167-193.
- Joram, E., Woodruff, E., Lindsay, P. & Bryson, M. (1990). Students' editing skills and attitudes toward word processing. *Computers & Composition*. 7(3), 5572.

Articles and Chapters – Editorial Review:

- Joram, E. & Gabriele, A.J. (2015). Measurement estimation as a vehicle for making sense of measurement. Invited chapter in P. A. Kenney & E. A. Silver (Eds.) *Lessons Learned from Research, Vol. 1: Useful and Useable Research Related to Core Mathematical Practices* (pp. 165-170). Reston, VA: National Council of Teachers of Mathematics.
- Joram, E. & Montecinos, C. (2009). Personal epistemologies and the learning paradox in teacher education: A neglected dilemma. Invited chapter in A. Selkirk & M. Tichenor (Eds.) *Teacher education: Policy, practice, and research* (Chapter 19,

pp. 439-447). Hauppauge, NY: Nova Science Publishers.

Joram, E. (1993) Situating learning between a rock and a hard place (Invited Book Review of *Situated learning: Legitimate peripheral participation* by Jean Lave & Etienne Wenger). *Applied Cognitive Psychology*, 7(1), 88-90.

Bryson, M., Bereiter, C., Scardamalia, M. & Joram, E. (1991). Beyond the problem as given: Models of competence in written composition. In R. J. Sternberg and P. A. Frensch (Eds.) *Complex problem solving: Principles and mechanisms*, pp. 61-84. Hillsdale: Lawrence Erlbaum.

Bryson, M., Lindsay, P. H., Joram, E., & Woodruff, E. (1986). Augmented word processing: The influence of procedural facilitation and mode of production on the writing process. *Proceedings of the Fifth Canadian Symposium of Instructional Technology*, National Research Council of Canada, 552-558.

Manuscripts in Preparation:

Joram, E., Rinehart, R. W., Gabriele, A. J. (2022). *Teachers' epistemic beliefs and dispositions towards use of research for their practice*. Manuscript in preparation, University of Northern Iowa.

Gabriele, A. J. & Joram, E. (2022). *Preservice teachers' beliefs about sources of knowledge about teaching predict anticipated use of research findings*. Manuscript in preparation. University of Northern Iowa.

Joram, E., Devlin, M., & Roberts-Dobie, S. (2018). *What counts as health numeracy?* Manuscript in preparation. University of Northern Iowa.

CURRICULUM & OTHER MATERIALS

Joram, E. & Hartman, C. (2007). *Comparing heights to explore linear measurement; Analyzing changes in height as a function of age*. Web-based lessons on the National Council of Teachers of Mathematics Illuminations Web-site.
<http://illuminations.nctm.org/LessonDetail.aspx?ID=U171>

Osborne, H. (2007). *Health numeracy: How do patients handle the concept of quantity when it relates to their health?* This is an interview of my work on health numeracy. It appeared in this on-line publication, Boston.com, which is a subsidiary of the Boston Globe, on September 17, 2007.
http://www.boston.com/jobs/healthcare/oncall/articles/2007/09/19/health_numeracy/
It can also be found on Helen Osborne's Health Literacy website:
<http://www.healthliteracy.com/article.asp?PageID=6509>

CONFERENCE PRESENTATIONS

National and International Presentations:

- Joram, E., Gabriele, A. J. & Walton, K. (April 2018). Teachers' beliefs and attitudes about using educational research in practice: A tool for teacher empowerment? Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Gabriele, A. J. & Joram, E. (April 2018). Preservice teachers' beliefs about sources of knowledge about teaching predict anticipated use of research findings. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Gabriele, A. J. & Joram, E. (May, 2012). *Teachers' metacognitive monitoring of their judgment accuracy predicts classroom-level mathematics performance*. Paper to be presented at the 24th Annual Convention of the Association for Psychological Science, Chicago, Ill.
- Joram, E., Joseph, S., Yehieli, M., Roberts-Dobie, S., & Herbrandson, C. (October, 2008). *Diabetes Pamphlets: What are Their Demands on Health Numeracy?* Paper presented at the 136th Annual American Public Health Association, October 2008, San Diego, CA.
- Joram, E., Herbrandson, K., Joseph, S., Yehieli, M., & Roberts-Dobie, S. (May, 2007) *The numeracy demands of written diabetes materials*. Paper presented at the Institute for Health Advancement's Sixth Annual Health Literacy Conference, Anaheim, CA.
- Roberts-Dobie, S., Joram, E., & Yehieli, M. (May, 2007) *Viewing patient-provider communication through the frame of reciprocal determinism*. Paper presented at the Institute for Health Advancement's Sixth Annual Health Literacy Conference, Anaheim, CA.
- Joram, E. (April, 2007). *Using concept maps to examine the relationship between epistemologies and beliefs about assessment in preservice and practicing teachers*. Paper presented at the Annual Conference of the American Educational Research Association, Chicago, IL.
- Joram, E., Gabriele, A. J., Henning, J. & Hawbaker, B. (April, 2006). *Preservice teachers' and their supervising teachers' beliefs about assessment practices*. Paper presented at the Annual Conference of the American Educational Research Association, San Francisco, CA.
- Joram, E., Gabriele, A. J., & Bertheau, M. (April, 2003) *Children's use of the reference point strategy*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Gabriele, A. J., Joram, E., & Morris, K. (April, 2003). *The effects of a reading incentive program on the amount of time students read for pleasure*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago,

IL.

Joram, E. (April, 2000). Clashing epistemologies: *The practical theories of aspiring and practicing teachers, and professors*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Gabriele, A. J., Joram, E., Trafton, P., Thiessen, D., Rathmell, E. & Leutzing, L. (1999, April). *Traveling along the path of mathematics reform: Changes in teachers' sense of efficacy and representations of their students' thinking*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Joram, E., Gabriele, A. (April, 1997). *Preservice teachers' prior beliefs: Transforming obstacles into opportunities*. Paper presented at the Annual Meeting of the American Educational Educational Research Association, Chicago, IL.

Joram, E., Gabriele, A., Gelman, R., & Subrahmanyam, K. (April, 1996). *Building meaning for units of measurement: A "Personal Anchors" approach*. Paper presented at the Annual Meeting of the American Educational Research Association. New York, NY.

Joram, E., Subrahmanyam, K., & Gelman, R. (June, 1995). *Developing a semantics of measurement: Establishing links between continuous quantities and their measurements*. Paper presented at the 25th Annual Symposium of The Jean Piaget Society, Berkeley, CA.

Joram, E. & Resnick, L. B. (April, 1994). *The numeracy demands of popular texts: An examination of numbers in magazines for children, teenagers, and adults*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Gabriele, A., Joram, E., Resnick, L. B., Kassabian, A., & Trattner, T. (April, 1994). *Children's understanding of principles underlying mental computation strategies*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Joram, E., Raghavan, K. & Resnick, L. B. (April, 1992). *Students' reasoning about percents in everyday texts*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Slotta, J., Chi, M. T. H. & Joram, E. (April, 1992). *An underlying materialistic commitment in naive thought*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Lonka, K., Joram, E. & Bryson, M. (1991, August). *Conceptions of learning of novices and experts*. Paper presented at the Fourth European Conference for Research on Learning and Instruction. Turku, Finland.

Lonka, K., Joram, E. & Read, D. (1991, August). *The development of expertise in designing psychology experiments*. Paper presented at the Fourth European Conference for Research on Learning and Instruction. Turku, Finland.

Joram, E. (1990, May). *Conceptual and computational understanding of weighted mean problems*. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA.

Joram, E. (1989, May). *Subjective models of random sampling*. Paper presented at the Annual Meeting of the Canadian Psychological Association, Halifax, Canada.

Joram, E., Lindsay, P. H., Bryson, M. & Woodruff, E. (1986, May). *The effects of editing on the planning phase of the writing process*. Paper presented at the Computers and Writing Conference, Pittsburgh, PA.

Bryson, M., Lindsay, P. H., Joram, E., & Woodruff, E. (1986, May). *Augmented word processing: The influence of task characteristics and mode of production on writers' cognitions*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Woodruff, E., Joram, E., Lindsay, P. H. & Bryson, M. (1986, May). *Some cognitive effects of word processors on enriched and average 8th grade writers*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

State and Local Presentations:

Joram, E., Meacham, S. & Hill, S. (March, 2018). Making professors' implicit expectations explicit to their students through more transparent assignments. Presentation in the "Big Ideas Small Bytes" Series. University of Northern Iowa, Cedar Falls, IA.

Joram, E. (April, 2015). *The effectiveness of portion-size estimation aids for estimating portions of high calorie snack foods in college students*. Paper to be presented at the 2015 Iowa Governor's Conference on Public Health, Cedar Rapids, IA.

Roberts-Dobie, S. & Joram, E. (April, 2010). *Beyond reducing reader burden: Effective methods for communicating with patients with low health literacy and numeracy*. Paper presented at the 2010 Iowa Governor's Conference on Public Health, Ames, IA.

- Joram, E., Joseph, S., Yehieli, M., Roberts-Dobie, S. & Herbrandson, K. (April, 2008). *What counts in health numeracy? Ten recommendations for best practice in the presentation of quantitative health information.* Paper presented at the 2008 Iowa Public Health Conference, Ames, IA
- Joram, E., Gabriele, A. J., Henning, J., Hawbaker, B., & Carlson, N. (December, 2005). *Preservice and practicing teachers' beliefs about assessment.* Paper presented at the Annual Conference of the Iowa Educational Research and Evaluation Association, Waterloo, IA.
- Joram, E. (October, 2005). *How to foster creativity in children.* Presentation at the Iowa Council of Talented and Gifted Conference, Des Moines, IA.
- Joram, E., Gabriele, A. J., & Henning, J. (February, 2005). *Preservice teachers' beliefs about assessment.* Paper presented at the Annual Conference of the Iowa Educational Research and Evaluation Association, Waterloo, IA.
- Joram, E. & Oleson, V. (2004). *Developing number sense for area by working with building plans.* Paper presented at the Iowa Council of Teachers of Mathematics Conference, Ames, IA
- Joram, E. & Oleson, V. (2003, October). *Learning about area by using building plans.* Paper presented at the UNI Fall Math Conference, Cedar Falls, IA.
- Joram, E. & Hartman, C. (2002, September). *"As people get older they get taller": Exploring second grade students' intuitions about functional relationships.* Paper presented at the UNI Fall Math Conference, Cedar Falls, IA.
- Joram, E. (1997, November). *Making sense of percents in the middle grades.* Invited paper given at the UNI Fall Math Conference, Cedar Falls, IA.
- Joram, E. (1996, March). *Building meaning for measurement.* Invited paper given to Sigma Xi, UNI Chapter. Cedar Falls, IA.
- Joram, E. (1995, October). *A personal anchors approach to teaching measurement estimation.* Invited presentation to the Department of Mathematics, UNI. Cedar Falls, IA.

ACADEMIC AWARDS AND GRANTS

External Grants

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| 2020-2021 | Member of team submitting grant application to the Kern Family Foundation: " <i>Deepening capacity for cultivating intellectual and moral virtues in pre-service teachers at the University of Northern Iowa</i> ". \$150,000 – Funded. |
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The main goal of this project is for faculty teaching two core courses in the professional sequence of the Educator Preparation Program at UNI to re-invision these courses through the lens of new developments in research on intellectual and moral virtues.

2004-2006 Project Staff on Iowa Department of Education Title IIA Higher Education Grant: *“Helping Teachers Use Instructional Time Strategically”* - Funded

The main goal of this project was to instruct teachers on how to teach basic facts more efficiently and to provide them with professional development in how to teach geometry and measurement more effectively. I designed professional development workshops and delivered these to 20 first and second grade teachers over a period of two years.

1999-2000 PI - First in the Nation in Education (FINE Foundation) Grant: *“Children’s Understanding of the Reference Point Strategy for Measurement Estimation”* - \$20,000

The purpose of this project was to develop a new method for teaching measurement, and assess its efficacy. A quasi-experiment was carried out to examine the effectiveness of this method of teaching measurement estimation.

1995 - 1995 Co-PI - Spencer Foundation Small Grant to Rochel Gelman & Elana Joram – *“The Bidirectional Mapping Hypothesis: Mapping the Route from Number to Quantity and Back”* - \$8800

The purpose of this project was to develop a theoretical model of measurement estimation, and to design and assess a method of instruction based on this model.

1990 1992 PI - Social Sciences & Humanities Research Council of Canada Postdoctoral Fellowship – *“Numeracy as Cultural Practice”* \$52,000

The purpose of this project was to examine the numeracy demands of everyday print materials.

Internal Grants

2020 University of Northern Iowa – College of Education Faculty Summer Fellowship: *Teachers’ epistemic beliefs and dispositions towards use of research for their practice.*

2017 University of Northern Iowa 8-week Faculty Research Summer Fellowship – *“Teachers’ Beliefs and Attitudes about the Applicability of Educational Research to their Practice”*

2016 College of Education Summer Enhancement Grant – *“Teachers’ Beliefs about Research as a Source of Knowledge for Teaching and Decision Making”*

- 2015 with Mason Kuhn: Dean's Undergraduate Research Grants – *“Do Teacher Judgment Accuracy and Teacher Feedback Predict Student Achievement in Elementary, Middle-School and High School Science?”*
- 2013 Dean's Faculty Research Grants – *“The Effects of Portion Size Estimation Aids on Estimation Accuracy”*
- 2010 with Denise Eslinger: Dean's Undergraduate Research Grants – *“The Effects of Environmental Variables on Food Consumption in College Students”*.
- 2008 Faculty Mini-Research Award – *“Supporting Patients' Understanding of Discharge Instructions”*
- 2008 College of Education Faculty Award for Outstanding Scholarship/Research
- 2007 Carver Fellowship
- 2007 UNI Four Week Summer Fellowship – *“Health Literacy as Cultural Practice: An Examination of Numbers in Health Media”*
- 2007 UNI Professional Development Assignment – *“Preservice and Practicing Teachers' Beliefs about Learning, Knowledge, and Educational Research Within and Across Domains”*
- 2004 UNI Four Week Summer Fellowship – *“Grant Proposal Preparation on Middle School Mathematics Instruction”*
- 2002 Rosa Janssen & Henry and Nancy Meyer Scholarly Seed Grant: *“Preservice Teachers' and their Supervising Teachers' Beliefs about Assessment”*
- 2000 UNI Professional Development Leave – *“Promoting the Construction of Conceptual Scales: An Innovative Method for Teaching Measurement Estimation”*
- 1999 UNI Eight Week Summer Fellowship: *“The Development of Preservice Teachers' Practical Theories of Learning and Teaching”*
- 1998 Rosa Janssen & Henry and Nancy Meyer Scholarly Seed Grant: *“The Development of Preservice Teachers' Practical Theories of Learning and Teaching”*
- 1997 UNI Minigrant – *“Focusing the Lens on Classroom Interaction”*
- 1996 UNI Four Week Summer Fellowship

PROFESSIONAL SERVICE

2020- Reviewer for *Mathematical Thinking and Learning*

2020- Reviewer for *Journal of Clinical Nutrition*

2017- Reviewer for *Learning & Individual Differences*

2015- Reviewer for *Health Communication*

2014- Reviewer for *Journal of Health Education*

2014 Reviewer for *Journal of Health Communication*

2014- Reviewer for *Learning and Instruction*

2013- Reviewer for *Patient Education and Counseling*

2010 Guest reviewer for *International Journal on Mathematics Education*

2008- Reviewer for *Teaching & Teacher Education*

2008 External Reviewer for the Israel Science Foundation Grants

2006- Reviewer for *Mathematics Teaching in the Middle School*

2005 External Reviewer for Social Sciences and Humanities Research Council of Canada Standard Research Grants

1998-2006 Reviewer of proposals for annual meetings of the American Educational Research Association, Divisions C & K

2001-2015 Contributing Editor for *Teaching & Learning: The Journal of Natural Inquiry and Reflective Practice*

2000-2008 Reviewer for *Review of Educational Research*

1994- Reviewer for *Journal for Research in Mathematics Education*

1995-2006 Guest Reviewer for: *Journal of the Learning Sciences, American Educational Research Journal, Educational Policy, and Cognition & Instruction*

1999 Discussant for Division K, Annual Meeting of the American Educational Research Association, Montreal, Canada

1998 Ad Hoc Reviewer for *American Educational Research Journal*
 1990 Chair of Division C, Reading and Language,
 Selection Committee for Annual Meeting of the American
 Educational Research Association

UNI SERVICE:

2020-2022 Professional Assessment Committee (PAC) – Department of
 Educational Psychology, Foundations, and Leadership Studies:
 Elected Chair for Academic Years 2020-21 and 2021-22

2020-2022 University of Northern Iowa - Committee on University Research –
 Appointed (includes yearly UNI Summer Fellowship Application
 Review)

2020-2022 University of Northern Iowa, College of Education – College Review
 Committee (CRC) - Appointed

2020-2022 Department of Educational Psychology, Foundations, and
 Leadership Studies Standards and Criteria Subcommittee Co-chair

2020 Participated in Interviews of Candidates for Staff Position in the
 Educational Center for Transformation - Appointed

2019 Search Committee Member for Center for Educational
 Transformation – Appointed

2020 College of Education – Educational Summit Steering Committee -
 Appointed

2019 - present Tenure and Promotion Subcommittee Chair (2019) & Member
 (2020-) – Dr. Morgan Anderson

2016 – present Tenure and Promotion Subcommittee Chair – Dr. Ron Rinehart

2010 – present College of Education, Curriculum & Instruction ISA for Doctoral
 Program

2018-2019 Faculty Research Facilitator, College of Education, UNI

2018 Research Misconduct Committee - UNI

2017, 2018 Reviewer for Capacity Building Grant Projects - UNI

2016-2020 Co-coordinator – M.A.E. Professional Development for Teachers

2016-2017 Department Representative – COE Premier Magazine Editorial
 Board

2015-2017	Elected Member, COE Faculty Awards Committee
2016	Elected College of Education Representative – Graduate Teaching & Lubker Research Awards University Committee
2015/2016	Search Chair, Department of Educational Psychology & Foundations
2014-2017	Chair, Department of Educational Psychology & Foundations Professional Assessment Committee
2014/2015	Chair, College of Education Professional Assessment Committee
2014/2015	Elected Chair, COE Faculty Awards Committee
2013-2015	Member, Rod Library Scholarly Communication Committee
2014	Member, College of Education Promotion & Tenure Advisory Committee
2013/2014	Elected Member, COE Faculty Awards Committee
2013/2014	Chair, College Premier Points Literacy Committee
2013	Chair, Learning Team
2012	Chair, Department of Educational Psychology & Foundations Department Head Search Committee
2010-2011	Member, School Psychology Committee
2011	Member, Department of Educational Psychology & Foundations Search Committee
2011	Member, Department of Educational Leadership and Postsecondary Education Search Committee
2009-2011	Member, College of Education Promotion & Tenure Advisory Committee
2009-2010	Member, Academic Planning Subcommittee for Visit of His Holiness the Dalai Lama
2009-2010	Co-chair, College of Education Dean Search
2009-2017	Chair, Promotion Committee, Department of Educational

Psychology

2008-2009	Chair, College of Education Promotion & Tenure Advisory Committee
2008-present	Member, Graduate Student Grievance Committee
2008-2009	Chair, College of Education Faculty Senate
2008-2009	Department Volunteer: <i>Imagine the Impact</i> Foundation Program
2008	Guest speaker for Dr. Debra Gallagher's doctoral class
2008	Panel member on "Academic Life and Expectations" session for parents of new transfer students at UNI
2008	Participant in Professional Development Day for Teacher Education Faculty
2008	Participant in Group Discussions of Quality Graduate Education
2008-	Member of the Holocaust and Genocide Studies Committee
2007	Compass Presentation to UNI Doctoral Students on Endnote
2006	Member of Dept. of C & I Search Committee for El. Ed. Position
2006-2008	Member of College of Education Senate
2006-present	Doctoral Program Curriculum & Instruction Intensive Study Area Member
2006 (spring)	Department of Ed. Psych. & Foundations, Acting Chair
2006	Representative of University of Toronto President Naylor at President Allen's Installation
2005 Tour	Representative of Canada at Senator Grassley's Ambassadors'
2005	Member of the Reorganization Task Force, College Education
2005	Department of Ed. Psych. & Foundations, Vice Chair
2004	Member of Professional Practices Committee

2004	Evaluator of Scholarship Applications for Student Organization Phi Eta Sigma
2003-2008	Member of College of Education Scholarship Committee
2003	Member of the COE Professional Sequence Task Force
2003-2004	Chair, Learning Team, Department of Ed. Psych. & Foundations
2003	Member of MAE: Teaching Committee
1995-2003	Co-coordinator of the MAE: Educational Psychology Program
2000 Board	Representative for COE Graduate Student Academic Appeals
2000-2008	Member of Professional Assessment Committees (PAC)
1999	Search Committee Chair, Department of Ed. Psych. & Foundations
1999	Search Committee Member, Director of Teacher Education, COE
1998	Planning committee member for visit of Chilean teacher educators; Presenter at the UNI seminar for leadership in the innovation of teacher preparation in Chile
1998-2004	Chair of Department of Ed. Psych. & Foundations Family Weekend
1998-2016	Department Library Liason
1997-1999	Co-coordinator of Undergraduate Research Projects/Experiential Learning, COE
1996 Committee	Member of Undergraduate Research/Experiential Learning
1996	Member of Professional Development Committee
1996-1998	Chair of the Learning Team, Dept. of Ed. Psych. & Foundations
1995-present	University of Northern Iowa – Graduate Faculty

Doctoral Dissertations Chaired

- 2020- Chair, Kim McCoy-Parker. *“Facilitating Teachers’ Use of Educational Research: An Investigation into the Role of Instructional Coaches.”* Ongoing.
- 2020 Chair, Dr. Brooke Krecji. *“Prompted Reflective Thinking and Implications for Mathematics Teacher Efficacy in an Elementary Mathematics Methods Course.”* Successfully defended March 10, 2020.
- 2015 Chair, Dr. Mason Kuhn. *“Do Teacher Judgment Accuracy and Teacher Feedback Predict Student Achievement in Elementary and Middle School Science?”* Successfully defended Jun 25, 2015. Winner of the Iowa Academy of Education Outstanding Doctoral Dissertation Award.

MEMBERSHIPS:

International Society for the Learning Sciences
American Educational Research Association, Divisions C & K
Iowa Council of Teachers of Mathematics
Iowa Public Health Association