***PETER G. LILJEDAHL***

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**CURRICULUM VITAE**

PETER G. LILJEDAHL

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| Faculty of Education  Simon Fraser University  8888 University Drive  Burnaby, British Columbia, V5A 1S6 | Telephone: (778) 782-5643  Email: liljedahl@sfu.ca  Website: www.peterliljedahl.com |

Research Interests

Instances of creativity and discovery in mathematics teaching and learning; affect; beliefs; classroom practice; professional growth of teachers; numeracy; instructional design, assessment in mathematics; student learning behavior (studenting); interactions between students in collaboration; teacher tensions; building thinking classrooms

Education

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| --- | --- | --- |
| 2000 – 2004 | Ph.D. | *Curriculum Theory and Implementation: Mathematics Education Focus*  Faculty of Education  Simon Fraser University, Vancouver, BC, Canada |
| 1998 – 2000 | M.Sc. Course Work | *Secondary Mathematics Education Program*  Faculty of Education & Department of Mathematics  Simon Fraser University, Vancouver, BC, Canada |
| 1993 – 1994 | Teaching Certificate | *Professional Development Program: Secondary Mathematics*  Faculty of Education  Simon Fraser University, Vancouver, BC, Canada |
| 1985 – 1993 | B.Sc. | *Mathematics & Computing Science*  Simon Fraser University, Vancouver, BC, Canada |

Academic Positions

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| --- | --- | --- |
| 2017 – 2018 | Associate Dean of Graduate Studies | Faculty of Education  Simon Fraser University, Vancouver, BC, Canada |
| 2011 - 2017 | Associate Dean | Dean of Graduate Studies Office  Simon Fraser University, Vancouver, BC, Canada |
| 2010 - present | Associate Professor | Faculty of Education  Simon Fraser University, Vancouver, BC, Canada |
| 2006 – 2007 | Associate Dean | Faculty of Education  Simon Fraser University, Vancouver, BC, Canada |
| 2004 – present | Associate Member | Department of Mathematics  Simon Fraser University, Vancouver, BC, Canada |
| 2004 – 2010 | Assistant Professor | Faculty of Education  Simon Fraser University, Vancouver, BC, Canada |
| 1994 – 1999 | Mathematics/Physics Teacher (8-12) | Lord Byng Secondary  Vancouver, BC, Canada |

SCHOLARLY ACTIVITY

Research and Development Projects

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| --- | --- |
| 2016 – 2017 | Principal Investigator  *Mathematics Teacher Tensions – Insights into Professional Growth*  Simon Fraser University Institutional Grant – Small SSHRC ($4748) |
| 2015 – 2016 | Principal Investigator  *Gaming in the Mathematics Classroom: Studenting vs. Learning*  VP Academic 4A ($9819.20) |
| 2015 – 2017 | Co-investigator  *Strategies for Professional Development: Elementary In-service Teachers, Mathematical Abilities and Mathematics Classroom*  FONDEF from CONICYT, Chile ($230,000 for 2 years) |
| 2010 – 2013 | Principal Investigator  *Researching Students’ Experiences of Change in the Mathematics Classroom*  SSHRC Standard Research Grant ($79,000 for 3 years) |
| 2007 – 2008 | Co-investigator  *Implementing Mathematical Microworlds in a Virtual Immersive Environment*  Simon Fraser University Institutional Grant – Small SSHRC ($10,997) |
| 2007 – 2009 | Co-investigator  *Mathematical Visualization in Virtual Environments*  Development grant (for CTEF) from the Research Opportunities Committee ($5000) |
| 2007 – 2009 | Co-director  *David Wheeler Institute for Research in Mathematics Education*  Seed funding for centre development from the Dean of Education ($15,000) |
| 2006 – 2009 | Principal Investigator  *The professional growth of mathematics teachers: An in-depth look at the centrality of beliefs*  SSHRC Standard Research Grant ($115,000 for 3 years) |
| 2005 – 2006 | Principal Investigator  *Engaging Mathematical Engagement*  Simon Fraser University President's Research Grant ($9800) |
| 2005 – 2006 | Principal Investigator  *Enacting Problem Solving Teaching*  Simon Fraser University Institutional Grant – Small SSHRC ($3700) |

Research and Development Projects (under review)

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| 2017 | Co-investigator  *Problem Solving and Mathematical Reasoning at Primary Level*  Swedish Research Project Grant (12,656,474 SEK ≈ $2,000,000 CAD for 5 years) |

Articles in Refereed Journals

27. Liljedahl, P. (in press). Mathematics Education Graduate Students' Thoughts about Becoming Researchers. *Canadian Journal of Science, Mathematics, and Technology Education*.

26. Halmaghi, E. & Liljedahl, P. (2015). Inequalities in the History of Mathematics: From Peculiarities to a Hard Discipline. *GeoGebra International Journal of Romania, 4*(2), 43-56.

25. Liljedahl, P. (2015). Numeracy Task Design: A Case of Changing Mathematics Teaching Practice. *ZDM: The International Journal on Mathematics Education, 47*(4), 625-637.

24. Liljedahl, P. (2014). What Teachers Want from their Professional Learning Opportunities. *The Mathematics Enthusiast, 11*(1), 109-122.

23. Shipulina, O., Smith, D., & Liljedahl, P. (2013). Bringing Reality into Calculus Classrooms: Mathematizing a Real-Life Problem Simulated in a Virtual Environment. *International Journal of Engineering Pedagogy*, *3*(1), 29-35.

22. Liljedahl, P. (2013). Illumination: An affective experience? *ZDM: The International Journal on Mathematics Education, 45*(2), 253-265.

21. Liljedahl, P; Oesterle, S., & Bernèche, C. (2012). Stability of Beliefs in Mathematics Education: A Critical Analysis. *Nordisk Matematikkdidaktikk*, *17*(3-4), 101-118.

20. Preciado, A. & Liljedahl, P. (2012). Three Cases of Teachers’ Collaborative Design: Perspectives from those Involved. *Canadian Journal of Science, Mathematics and Technology Education, 12* (1), 22-35.

19. Liljedahl, P. (2011). The *Theory of* Conceptual Change as a *Theory for* Changing Conceptions. *Nordisk Matematikkdidaktikk, 16*(1-2), 101-124.

18. Liljedahl, P. (2010). Noticing Rapid and Profound Mathematics Teacher Change. *Journal of Mathematics Teacher Education, 13*(5), 411-423.

17. Zazkis, R., Liljedahl, P., & Sinclair, N. (2009). Lesson Plays: Planning Teaching vs. Teaching Planning. *For the Learning of Mathematics, 29*(1), 40-47.

16. Zazkis, R., Liljedahl, P., & Chernoff, E. (2008). The Role of Examples in Forming and Refuting Generalizations. *ZDM: The International Journal on Mathematics Education, 40*(1), 131-141.

15. Liljedahl, P., Chernoff, E., Zazkis, R. (2007). Interweaving Mathematics and Pedagogy in Task Design: A tale of one task. *Journal of Mathematics Teacher Education, 10*(4-6), 239-249.

14. Liljedahl, P. (2007). Persona-based journaling: Striving for authenticity in the representation of the problem solving process. *International Journal of Science and Mathematics Education, 5*(4), 661-680.

13. Liljedahl, P., Sinclair, N., & Zazkis, R. (2006). Number concepts with number worlds: Thickening understandings. *International Journal of Mathematical Education in Science and Technology, 37*(3), 253-275.

12. Sinclair, N., Liljedahl, P., & Zazkis, R. (2006). A Coloured Window on Pre-Service Teachers' Conceptions of Rational Numbers. *International Journal of Computers for Mathematical Learning, 11*(2), 177-203.

11. Zazkis, R., Liljedahl, P., & Sinclair, N. (2006). Conjecturing in a computer microworld: Zooming in and zooming out. *Focus on Learning Problems in Mathematics, 28*(2), 1-19.

10. Liljedahl, P. & Sriraman, B. (2006). Musings on mathematical creativity. *For The Learning of Mathematics, 26*(1), 20-23.

9. Liljedahl, P. (2005). Mathematical discovery and *affect*: The *effect* of AHA! experiences on undergraduate mathematics students. *International Journal of Mathematical Education in Science and Technology, 36*(2-3), 219-236.

8. Liljedahl, P. (2004). Reflections on reflections. *International Journal of Computers for Mathematical Learning, 9*(3), 359-369.

7. Liljedahl, P. (2004). Repeating pattern or number pattern: The distinction is blurred. *Focus on Learning Problems in Mathematics, 26*(3), 24-42.

6. Zazkis, R. & Liljedahl, P. (2004). Understanding primes: The role of representation. *Journal for Research in Mathematics Education, 35*(3), 164-186*.*

5. Sinclair, N., Zazkis, R., & Liljedahl, P. (2004) Number worlds: Visual and experimental access to elementary number theory concepts. *International Journal of Computers for Mathematical Learning, 8*(3), 235-263.

4. Zazkis, R., Liljedahl, P., & Gadowsky, K. (2003). Students’ conceptions of function translation: Obstacles, intuitions, and rerouting. *Journal of Mathematical Behavior,* 22(4), 435-448.

3. Liljedahl, P. (2002). Embodied experience of velocity and acceleration: A narrative. *Journal of Mathematical Behavior, 20*(4), 439-445.

2. Zazkis, R. & Liljedahl, P. (2002). Generalization of patterns: The tension between algebraic thinking and algebraic notation. *Educational Studies in Mathematics,* *49*(3), 379-402.

1. Zazkis, R. & Liljedahl, P. (2002). Arithmetic sequences as a bridge between conceptual fields. *Canadian Journal of Science, Mathematics and Technology Education, 2*(1), 93-120.

Submitted

Andrà, C., Rouleau, A., Liljedahl, P., & Di Martino, P. (under review). Emotions in teaching: Seeking non-trivial answers to a non-trivial concern. For the Learning of Mathematics.

Editor of Special Issues

1. Kontorovich, I & Liljedahl, P. (eds.) (in press). Development of researchers in mathematics education. Canadian Journal of Science, Mathematics, and Technology Education.

In Progress

Liljedahl, P. & Cai, J. (eds.) (in progress). Empirical results in problem solving. ZDM: The International Journal on Mathematics Education

Albano, G. & Liljedahl, P. (eds.) (in progress). Digital story-telling. Research Papers in Education.

Books

9. Liljedahl, P. & Santos-Trigo, M. (in press). *New Developments in Problem Solving*. New York, NY: Springer.

8. Andrà, C., Brunetto, D., Levenson, E., Liljedahl, P. (eds.) (2017). *Teaching and Learning in Maths Classrooms: Emerging Themes in Affect-related Research: Teachers' Beliefs, Students' Engagement and Social Interaction*. New York, NY: Springer.

7. Liljedahl, P., Santos-Trigo, M., Malaspina Jurado, U., & Bruder, R. (2016). *Problem Solving in Mathematics Education*. New York, NY: Springer.

6. Chernoff, E. J., Liljedahl, P., & Chorney, S. (eds.) (2016). *Selected writings from the Journal of the British Columbia Association of Mathematics Teachers: Celebrating 50 years of Vector*. Charlotte, NC: Information Age Publishing.

5. Borwein, P., Liljedahl[[1]](#footnote-1), P., & Zhai, H. (2014). *Mathematicians on Creativity*. Washington, DC: Mathematical Association of America.

4. Zazkis, R., Sinclair, N., & Liljedahl, P. (2013). *Lesson Play: A tool for research and professional development in mathematics education.* New York, NY: Springer.

3. van Bergeyk, D., Driver, D., Griffin, J., Liljedahl[[2]](#footnote-2), P., McLellan, C., Wright, D., & Wagner, K. (2011). *Questions Worth Asking About Assessment in Mathematics Classrooms*. Vancouver, BC: BCTF.

2. Liljedahl, P. (2008). [*The AHA! Experience: Mathematical Contexts, Pedagogical Implications*](http://www.amazon.com/AHA-Experience-Mathematical-Pedagogical-Implications/dp/3639064704/ref=sr_1_23?ie=UTF8&s=books&qid=1231517997&sr=8-23). Saarbrücken, Germany: VDM Verlag.

1. Zazkis, R. & Liljedahl, P. (2008). *Teaching Mathematics as Storytelling*. Rotterdam, NL: Sense Publishers.

In Progress

Felmer, P., Liljedahl, P., & Koichu, B. (eds.) (in progress). *Problem Solving.* New York, NY: Springer.

Pieronkiewicz, B., Liljedahl, P., & Maree, K. (eds.) (in progress). Transgressions in Mathematics Education.

Book Chapters

26. Liljedahl, P. (in press). Building thinking classrooms. In A. Kajander, J. Holm, & E. Chernoff (eds.) *Teaching and learning secondary school mathematics: Canadian perspectives in an international context*. New York, NY: Springer.

25. Liljedahl, P. (in press). On the edges of flow: Student problem solving behavior. In S. Carreira, N. Amado, & K. Jones (eds.), *Broadening the scope of research on mathematical problem solving: A focus on technology, creativity and affect*. New York, NY: Springer.

24. Liu, M. & Liljedahl, P. (in press). Flow and modelling. In B. Shriraman & S. Chamberlin (eds.) *Affect and Mathematical Modeling*. New York, NY: Springer.

23. Parhizgar, Z. & Liljedahl, P. (in press). Teaching modeling problems and its effects on students’ attitude toward mathematics and engagement. In B. Shriraman & S. Chamberlin (eds.) *Affect and Mathematical Modeling*. New York, NY: Springer.

22. Liljedahl, P. (2018). Relationship between Proxies for Learning and Mathematics Teachers’ Views. In Palmér H., Skott J. (eds) *Students' and Teachers' Values, Attitudes, Feelings and Beliefs in Mathematics Classrooms,* pp. 1-11. New York, NY: Springer.

21. Liljedahl, P. (2017). Card Tricks, Discovery Learning, and Flow in Mathematics Teacher Education. In J. Cummings & M. Blatherwick (eds.), *Creative Dimensions of Teaching and Learning in the 21st Century*. (pp. 175-179). Rotterdam, NL: Sense Publishers.

20. Liljedahl, P. (2016). Conclusions. In C. Andrà, D. Brunetto, E. Levenson, & P. Liljedahl (eds.), *Teaching and Learning in Maths Classrooms: Emerging Themes in Affect-related Research: Teachers' Beliefs, Students' Engagement and Social Interaction* (pp. ). New York, NY: Springer.

19. Liljedahl, P. (2016). Numeracy Task Design: A Case of Changing Mathematics Teaching Practice. In C. Andrà, D. Brunetto, E. Levenson, & P. Liljedahl (eds.), *Teaching and Learning in Maths Classrooms: Emerging Themes in Affect-related Research: Teachers' Beliefs, Students' Engagement and Social Interaction* (pp. ). New York, NY: Springer.

18. Rouleau, A. & Liljedahl, P. (2016). Teacher Tensions: The Case of Naomi.In C. Andrà, D. Brunetto, E. Levenson, & P. Liljedahl (eds.), *Teaching and Learning in Maths Classrooms: Emerging Themes in Affect-related Research: Teachers' Beliefs, Students' Engagement and Social Interaction* (pp. ). New York, NY: Springer.

17. Liljedahl, P. (2016). John Caber (1483-1556). In T. O'Shea (ed.), Mathematics Education Across Time and Place. (pp. 117-125). Victoria, BC: FriesenPress.

16. Liljedahl, P. & Hannula, M. (2016). Research on Mathematics-Related Affect in PME 2005-2015. In A. Gutiérrez, P. Boero, & G. Leder (eds.), Handbook of Research on the Psychology of Mathematics Education: 2005-2015. (pp. 417-446). Rotterdam, NL: Sense Publishers.

15. Liljedahl, P. (2016). Building thinking classrooms: Conditions for problem solving. In P. Felmer, J. Kilpatrick, & E. Pekhonen (eds.), *Posing and Solving Mathematical Problems: Advances and New Perspectives*. (pp. 361-386). New York, NY: Springer.

14. Liljedahl, P. & Oesterle, S. (2014, 2016). Teacher beliefs/ attitudes/ self-efficacy. In S. Lerman (ed.), *Encyclopedia of Mathematics Education*. (pp. 583-586). New York, NY: Springer.

13. Liljedahl, P. & Andrà, C. (2014). Students’ Gazes: New Insights into Student Interactions. In C. Bernack-Schüler, R. Erens, T. Leuders, & A. Eichler (eds.), *Views and Beliefs in Mathematics Education* (pp. 213-226)*.* New York, NY: Springer.

12. Liljedahl, P. (2014). The affordances of using visibly random groups in a mathematics classroom**.** In Y. Li, E. Silver, & S. Li (eds.), *Transforming Mathematics Instruction: Multiple Approaches and Practices.* (pp. 127-144). New York, NY: Springer.

11. Liljedahl, P. & Allen, D. (2014, 2017). Mathematical discovery. In E. Carayannis (ed.), *Encyclopedia of Creativity, Invention, Innovation, and Entrepreneurship.* (pp. 1228-1233). New York, NY: Springer.

10. Liljedahl, P. (2010). On rapid professional growth: Cases of learning through teaching. In R. Leikin & R. Zazkis (eds.), *Learning Through Teaching Mathematics: Developing Teachers' Knowledge and Expertise in Practice*. (pp. 209-226). New York, NY: Springer.

9. Zazkis, R., Sinclair, N., & Liljedahl, P. (2009) Lesson play – A vehicle for multiple shifts of attention in teaching. In B. Davis & S. Lerman (eds.), *Mathematical Action & Structures of Noticing: Studies inspired by John Mason*. (pp. 165-177). Rotterdam, NL: Sense Publishers.

8. Liljedahl, P. (2009). Imagination. In B. Kerr (ed.). *Encyclopedia of Giftedness, Creativity and Talent.* Sage Publications.

7. Liljedahl, P. (2009). In the words of the creators. In R. Leikin, A. Berman, & B. Koichu (eds.) *Mathematical Creativity and the Education of Gifted Children*. (pp. 51-70). Rotterdam, NL: Sense Publishers.

6. Liljedahl, P. (2008). Teachers' insights into the relationship between beliefs and practice. In J. Maaß & W. Schlöglmann (eds.), *Beliefs and Attitudes in Mathematics Education:* *New Research Results.* (pp. 33-44). Rotterdam, NL: Sense Publishers.

5. Liljedahl, P. (2008). Initial teacher education. In R. Evans & D. Ball (eds.), *ICMI Study Volume 15: Teacher Education*. (pp. 25-33). New York, NY: Springer.

4. Liljedahl, P. (2007). Mathematics and the imagination: thoughts on 'doing' mathematics. In K. Egan, M. Stout, & K. Takaya (eds.), *Teaching and Learning Outside the Box* (pp. 61-74)*.* New York, NY: Teachers College Press.

3. Liljedahl, P., Rolka, K., & Rösken, B. (2007). Affecting affect: The re-education of preservice teachers' beliefs about mathematics and mathematics learning and teaching. In M. Strutchens & W. Martin (eds.), *69th NCTM Yearbook – The Learning of Mathematics* (pp. 319-330). Reston, VA: National Council of Teachers of Mathematics.

2. Liljedahl, P. (2006). Learning elementary number theory through a chain of discovery: Preservice teachers' encounters with pentominoes. In R. Zazkis & S. Campbell (eds.), *Number Theory in Mathematics Education: Perspectives and Prospects* (pp. 141-172)*.* Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

1. Zazkis, R. & Liljedahl, P. (2006). On the path to number theory: Repeating patterns as a gateway. In R. Zazkis & S. Campbell (eds.), *Number Theory in Mathematics Education: Perspectives and Prospects* (pp. 99-114)*.* Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Submitted

Edited Conference Proceedings

10. Liljedahl, P., *et. al.* (2016). *Special Issue of the First 40 years of the* *Canadian Mathematics Education Study Group*: CMESG.

9. Liljedahl, P., Nicol, C., Oesterle, S., & Allan, D. (2014). *Proceedings of the 38th Conference of the International Group for the Psychology of Mathematics Education and the 36th Conference of the North American Chapter of the Psychology of Mathematics Education* (volumes 1-6). PME.

8. Oesterle, S., Allen, D., & Liljedahl, P. (2013). *Proceedings of the 2012 Annual Meeting of the Canadian Mathematics Education Study Group.* CMESG.

7. Liljedahl, P. & Oesterle, S. (2012). *Proceedings of the 2011 Annual Meeting of the Canadian Mathematics Education Study Group.* CMESG.

6. Liljedahl, P., Oesterle, S., & Allen, D. (2011). *Proceedings of the 2010 Annual Meeting of the Canadian Mathematics Education Study Group.* CMESG.

5. Liljedahl, P., Oesterle, S., & Abu-Bakare, V. (2010). *Proceedings of the 2009 Annual Meeting of the Canadian Mathematics Education Study Group.* CMESG.

4. Liljedahl, P., Oesterle, S., & Bernèche, C. (2009). *Proceedings of the 2008 Annual Meeting of the Canadian Mathematics Education Study Group.* CMESG.

3. Liljedahl, P. (2008). *Proceedings of the 2007 Annual Meeting of the Canadian Mathematics Education Study Group.* CMESG.

2. Liljedahl, P. (2007). *Proceedings of the 2006 Annual Meeting of the Canadian Mathematics Education Study Group.* CMESG.

1. Liljedahl, P. (2006). *Proceedings of the 2005 Annual Meeting of the Canadian Mathematics Education Study Group*. CMESG.

Book Reviews

1. Liljedahl, P. (2005). Strange Curves, Counting Rabbits, and other Mathematical Explorations. *Crux Mathematicorum with Mathematical Mayhem, 31*(5), 306-307.

Articles in Refereed Conference Proceedings

57. Liljedahl, P. & Trigo, M. (2017) Topic Study Group No. 19: Problem Solving in Mathematics Education. *Proceedings of the 13th International Congress on Mathematical Education, Vol. 1,* pp. 463-466. New York, NY: Springer.

56. Liljedahl, P. (2017). Flow and the Thinking Classroom. *Proceedings of NIMS & KSME Joint International Workshop on Mathematics Education: The Future of Mathematics Education and Mathematics Education for the Future,* pp. 7-12. Daejeon, Korea

55. Liljedahl, P. & Rott, B. (2017). Creative process vs. creative product: Challenges with measuring creativity. *Proceedings of the 41st Conference of the International Group for the Psychology of Mathematics Education, Vol. 3,* pp. 161-168,Singapore.

54. Coles, A., Liljedahl, P., & Brown, L. (2017). Mathematics teacher learning and doing within professional development. *Proceedings of the 41st Conference of the International Group for the Psychology of Mathematics Education, Vol.* *2,* pp. 257-264, Singapore.

53. Larsen, J. & Liljedahl, P. (2017). Exploring generative moments of interaction between mathematics teachers on social media. *Proceedings of the 41st Conference of the International Group for the Psychology of Mathematics Education, Vol. 3,* pp. 129-136, Singapore.

52. Liljedahl, P. (2017). On the edges of flow: Student problem solving behavior. *Proceedings of the 10th Congress of the European Society for Research in Mathematics Education,* pp. 1146-1153. Dublin, Ireland.

51. Liljedahl, P. (2016). Building Thinking Classrooms: A Story of Teacher Professional Development. *1st International Forum for the Professional Development of Teachers.* Seoul, Korea, November 2016

50. Liljedahl, P. (2016). Flow: A Framework for Discussing Teaching. *Proceedings of the 40th Conference of the International Group for the Psychology of Mathematics Education, Vol. 3,* pp. 203-210,Szeged, Hungary.

49. Liljedahl, P., Andrà, C., Di Martino, P., & Rouleau, A. (2015). Teacher Tension: Important Considerations for Understanding Teachers' Actions, Intentions, and Professional Growth Needs. *Proceedings of the 39th Conference of the International Group for the Psychology of Mathematics Education, Vol. 3,* pp. 193-200. Hobart, Australia.

48. Liljedahl, P. (2016). Emotions as an Orienting Experience. *Proceedings of the 9th Congress of the European Society for Research in Mathematics Education,* pp. 1223-1230. Prague, Czech Republic*.*

47. Andrà, C. & Liljedahl, P. (2014). Seeing Students’ Interactions through Teachers’ Eyes. In L. Sumpter (ed.), *Current State of Research on Mathematical Beliefs XX: Proceedings of the MAVI-20 Conference*. Falun, Sweden.

46. Liljedahl, P. (2014). Emotions as Orienting Experiences. In L. Sumpter (ed.), *Current State of Research on Mathematical Beliefs XX: Proceedings of the MAVI-20 Conference*. Falun, Sweden.

45. Andrà, C. & Liljedahl, P. (2014). ‘I sense’ and ‘I can’: Framing intuitions in social interactions. *Proceedings of the 38th Conference of the International Group for the Psychology of Mathematics Education, Vol. 2*, pp. 49-56. Vancouver, Canada: PME.

44. Liljedahl, P. & Allan, D. (2013). Studenting: The Case of Homework. *Proceedings of the 35th Conference for Psychology of Mathematics Education – North American Chapter,* pp. 489-492*.*Chicago, USA.

43. Shipulina, O., Liljedahl, P., & Smith, D. (2013). Virtual Environment: A Tool for Developing Students’ Abilities to Apply Mathematics to Real-life Problems. *Proceedings of the 4th International Realistic Mathematics Education Conference.* Colorado, USA.

42. Liljedahl, P. & Allan, D. (2013). Studenting: The case of "now you try one". In Lindmeier, A. M. & Heinze, A. (Eds.). *Proceedings of the 37th Conference of the International Group for the Psychology of Mathematics Education, Vol. 3*, pp. 257-264. Kiel, Germany: PME.

41. Liljedahl, P. (2013). Young children tessellating. In Lindmeier, A. M. & Heinze, A. (Eds.). *Proceedings of the 37th Conference of the International Group for the Psychology of Mathematics Education, Vol. 1*, pp. 129-131. Kiel, Germany: PME.

40. Liljedahl, P. (2013). Approaching Professional Learning: Teachers' Goals. *Proceedings of the 8th Congress of the European Society for Research in Mathematics Education*. Antalya, Turkey.

39. Shipulina, O., Smith, D., & Liljedahl, P. (2012). Calculus for Beyond School Applications: Mathematizing a Situation Simulated in a Virtual Environment. *15th International Conference on Interactive Collaborative Learning* and *41st International Conference on Engineering Pedagogy*. Villach, Austria.

38. Liljedahl, P. (2013). Illumination: Cognitive or affective? *Proceedings of the 18th International Conference on Mathematical Views (MAVI).* Helsinki, Finland.

37. Liljedahl, P. (2012). Two cases of rapid and profound change in mathematics teachers’ practice. In T.Y. Tso (Ed.), *Proceedings of the 36th Conference of the International Group for the Psychology of Mathematics Education*. Taipei, Taiwan.

36. Liu, M. & Liljedahl, P. (2012). ‘Not normal’ classroom norms. In T.Y. Tso (Ed.), *Proceedings of the 36th Conference of the International Group for the Psychology of Mathematics Education*. Taipei, Taiwan.

35. Liljedahl, P. (2011). The *theory of* conceptual change as a *theory for* changing conceptions. *Proceedings of the 17th international conference on Mathematical Views (MAVI)*. Bochum, Germany.

34. Preciado, A. & Liljedahl, P. (2010). The design braid: Teachers’ interactions while designing learning artefacts. *Proceedings of the 34th International Conference for Psychology of Mathematics Education.* Belo Horizonte, Brazil.

33. Liljedahl. P., Oesterle, S., & Bernèche, C. (2010). Beliefs as dynamic: Old light through a new window. *Proceedings of the 15th international conference on Mathematical Views (MAVI)*. Genoa, Italy.

32. Liljedahl, P. (2009). Rethinking assessment: Report of the CMEF working group. *Proceedings of the 4th Canadian Mathematics Education Forum*. Vancouver, Canada.

31. Oesterle, S. & Liljedahl, P. (2009). Who teaches math for teachers? *Proceedings of the 31st International Conference for Psychology of Mathematics Education – North American Chapter.* Atlanta, USA.

30. Liljedahl, P. (2009). Rapid change in practice as a window into the professional growth of teachers. *Proceedings of the 33rd International Conference for Psychology of Mathematics Education.* Thessaloniki, Greece.

29. Liljedahl, P. (2009). Changing Beliefs as Changing Perspective. In *Proceedings of the 6th Congress of the European Society for Research in Mathematics Education.* Lyon, France.

28. Preciado, A. P., & Liljedahl, P. (2008). Changing teachers' identity toward a teacher-learner-researcher approach by collaborative lesson planning in Mexico. *Proceedings of the World Association of Lesson Studies International Conference 2008*. Hong Kong.

27. Liljedahl, P. (2008). Teachers’ Beliefs as Teachers’ Knowledge. *Proceedings of the Symposium on the Occasion of the 100th Anniversary of ICMI*. Rome, Italy.

26. Liljedahl, P. (2008). Mathematical Creativity: In the Words of the Creators. *Proceedings of the 5th International Conference on Creativity in Mathematics and the Education of Gifted Students.* Haifa, Israel.

25. Liljedahl, P. (2007). Reifying Teachers' tacit Knowledge about teaching: closing the gap between theory and practice. *Proceedings of the 29th International Conference for Psychology of Mathematics Education – North American Chapter*. Lake Tahoe, USA.

24. Liljedahl, P. (2007). Reification: Explicating Teachers' Tacit Knowledge and Beliefs. *Proceedings of the 13th international conference on Mathematical Views (MAVI)*. Gävle, Sweden.

23. Liljedahl, P. (2007). Teachers' Learning Reified: The Professional Growth of Inservice Teachers Through Numeracy Task Design. *Research Forum -* *Proceedings of the 31st International Conference for Psychology of Mathematics Education.* Seoul, South Korea.

22. Rolka, K., Rösken, B., Liljedahl, P. (2007). The Role of *Cognitive Conflict* in Belief Changes. *Proceedings of the 31st International Conference for Psychology of Mathematics Education.* Seoul, South Korea.

21. Hannula, M., Kaasila, R., Liljedahl, P., & Rösken, B. (2007). Researching Relief of Mathematics Anxiety Among Preservice Elementary School Teachers. *Research Forum -* *Proceedings of the 31st International Conference for Psychology of Mathematics Education.* Seoul, South Korea.

20. Liljedahl, P., Rolka, K., & Rösken, B. (2007). Thinking About Belief Change as Conceptual Change. In *Proceedings of the 5th Congress of the European Society for Research in Mathematics Education.* Larnaca, Cypres.

19. Liljedahl, P., Rösken, B., & Rolka, K. (2006). Analyzing the changing mathematical beliefs of preservice elementary school teachers. *Proceedings of the 12th international conference on Mathematical Views (MAVI)*. Inari, Finland.

18. Liljedahl, P. (2006). Persona-based journaling: Aligning the product with the process. *Proceedings of the 30th International Conference for Psychology of Mathematics Education.* Prague, Czech Republic.

17. Rolka, K., Rösken, B., Liljedahl, P. (2006). Challenging the mathematical beliefs of preservice elementary school teachers. *Proceedings of the 30th International Conference for Psychology of Mathematics Education.* Prague, Czech Republic.

16. Liljedahl, P., Rösken, B., & Rolka, K. (2006). Documenting changes in pre-service elementary school teachers' beliefs: Attending to different aspects. *Proceedings of the 28th International Conference for Psychology of Mathematics Education – North American Chapter*. Merida, Mexico.

15. Rösken, B., Rolka, K., & Liljedahl, P. (2006). Veränderung Mathematischer Beliefs - Dokumentation in Lerntagebüchern. In H.-W. Henn (Hrsg.) *Beiträge zum Mathematikunterricht 2006*. *Vorträge auf der 40. Tagung für Didaktik der Mathematik*. Osnabrück, Germany. Hildesheim & Berlin: Franzbecker.

14. Liljedahl, P. (2005). Sustained engagement: Preservice teachers' experience with a chain of discovery. In M. Bosch (ed.) *Proceedings of the 4th Congress of the European Society for Research in Mathematics Education.* Sant Feliu de Guíxols, Spain

13. Liljedahl, P. (2005). Re-educating preservice teachers of mathematics: Attention to the affective domain. *Proceedings of the 27th International Conference for Psychology of Mathematics Education – North American Chapter*. Roanoke, Virginia.

12. Liljedahl, P. (2004). Mathematical discovery: Hadamard Resurrected. In M. J. Høines & A. B. Fugelstad (eds.) *Proceedings of the 28th International Conference for Psychology of Mathematics Education.* Bergen, Norway.

11. Liljedahl, P. (2004).AHA!: The effect and affect of mathematical discovery on undergraduate mathematics students. *Proceedings of the 10th International Congress on Mathematics Education.* Copenhagen, Denmark.

10. Liljedahl, P. (2004). Improving problem-solving Journals: the mathematician, the narrator, and the participant. *Proceedings of the 26th International Conference for Psychology of Mathematics Education – North American Chapter*. Toronto, Ontario.

9. Gholamazad, S., Liljedahl, P., & Zazkis, R. (2004). What Counts as Proof? Investigation of Preservice Elementary Teachers' Evaluation of Presented 'Proofs'. *Proceedings of the 26th International Conference for Psychology of Mathematics Education – North American Chapter*. Toronto, Ontario.

8. Zazkis, R., Liljedahl, P. & Gadowsky, K. (2003). Translation of a function: Coping with perceived inconsistency.In N. A. Pateman, B. J. Dougherty, & J. Zilliox (eds.) *Proceedings of the 27th International Conference for Psychology of Mathematics Education.* Honolulu, Hawaii.

7. Gholamazad, S., Liljedahl, P., & Zazkis, R. (2003). One line proof: What can go wrong?In N. A. Pateman, B. J. Dougherty, & J. Zilliox (eds.) *Proceedings of the 27th International Conference for Psychology of Mathematics Education.* Honolulu, Hawaii.

6. Liljedahl, P. (2002). The ‘AHA moment’: Students insights in learning mathematics. In D. S. Mewborn, P. Sztajn, D. Y. White, H. G. Wiegel, R. L. Bryant, & K. Nooney (eds.) *Proceedings of the 24th International Conference for Psychology of Mathematics Education – North American Chapter*. Athens, Georgia.

5. Liljedahl, P. (2002). Exploring the relationship between similar solution strategies and analogical reasoning. In A. D. Cockburn & E. Nardi (eds.) *Proceedings of the 26th International Conference for Psychology of Mathematics Education.* Norwich, United Kingdom.

4. Zazkis, R. & Liljedahl, P. (2002). Repeating patterns as a gateway. In A. D. Cockburn & E. Nardi (eds.) *Proceedings of the 26th International Conference for Psychology of Mathematics Education.* Norwich, United Kingdom.

3. Liljedahl, P. (2001). Non-analogical reasoning in an analogous situation of repeating patterns. In R. Speiser, C. A. Maher, & C. N. Walters (eds.) *Proceedings of the 23rd International Conference for Psychology of Mathematics Education – North American Chapter*. Snowbird, Utah.

2. Liljedahl, P. & Zazkis, R. (2001). Analogy in the exploration of repeating patterns. In M. van den Heuvel-Panhuizen (ed.) *Proceedings of the 25th International Conference for Psychology of Mathematics Education*. Utrecht, Netherlands.

1. Zazkis, R. & Liljedahl, P. (2001). Exploring multiplicative and additive structure of arithmetic sequences. In M. van den Heuvel-Panhuizen (ed.) *Proceedings of the 25th International Conference for Psychology of Mathematics Education.* Utrecht, Netherlands.

Submitted

Rott, B. & Liljedahl, P. (under review). Creativity or imagination: Challenges with measuring creativity. Proceedings of the 42nd International Conference for Psychology of Mathematics Education. Umeå, Sweden.

Articles in Non-Refereed Venues

18. Liljedahl, P., Mason, J., Bednarz, N., Sierpinska, A., & Whiteley, W. (2016). CMESG's future contributions to mathematics education. In S. Oesterle, D. Allan, & J. Holm (eds.) Proceedings of the 2016 Annual Meeting of the Canadian Mathematics Education Study Group. CMESG.

17. Liljedahl, P. (2016). Building Thinking Classrooms: Conditions for Problem Solving. *Proceedings of the Canadian Mathematics Education Study Group. Moncton, New Brunswick*.

16. Williams, G. & Liljedahl, P. (2015). Researching a Thinking Classroom, *PME Newsletter*, January 2015, p. 21.

15. Liljedahl, P. & Williams, G. (2014). Building a Thinking Classroom, *PME Newsletter*, February 2014, p. 8.

14. Liljedahl, P. & Liu, M. (2014). Numeracy. *Delta K*. (reprint of article in Vector)

13. Liljedahl, P. & Liu, M. (2013). Numeracy. *Vector*, *2013*(2), 34-39.

12. Liljedahl, P. (2011). Memorium: Benoit Mandelbrot. *Vector*, *2011*(1), 55-56.

11. Liljedahl, P. (2010). The four purposes of assessment. *Vector, 2010*(2), 4-12.

10. Cameron, M., Liljedahl, P., Gourdeau, F., Whiteley, W., & Glanfield, F. (2009). Rupture and coherence in advocacy in public policy. In P. Liljedahl, S. Oesterle, & C. Bernèche (eds.) *Proceedings of the Canadian Mathematics Education Study Group*. Sherbrooke, Quebec.

9. Liljedahl, P. (2008). The Pea and the Sun book review. *BCAMT Newsletter, March 2008*,p. 3.

8. Taylor, P., Hagen, P., Liljedahl, P., & Moshe, L. (2007). Does a math education PhD program belong in a math department? In P. Liljedahl (ed.) *Proceedings of the Canadian Mathematics Education Study Group*. Calgary, Alberta.

7. Liljedahl, P. (2006). Basic facts needed for debate about the basics. *CMESG Newsletter 23*(1), p. 4.

6. Liljedahl, P. (2004). The AHA! Experience: Mathematical contexts, pedagogical implications. In E. Simmt & B. Davies (eds.) *Proceedings of the Canadian Mathematics Education Study Group*. Quebec City, Quebec.

5. Jarvis, D., Liang, H., Liljedahl, P., Sedig, K., Sinclair, M., Sinclair, N., & Smith, G. (2004). Design in Online Mathematical Investigations. In G. Gadanidis (ed.) *Proceedings of Online Investigation as Narrative Experience* (pp. 65-73). London, Ontario.

4. Liljedahl, P. (2003). Mathematics as a human activity. In G. Gadanidis, C. Hoogland, & K. Sedig (eds.) *Mathematics as Story: Proceedings of Mathematics as Story Symposium.* London, Ontario.

3. Liljedahl, P. (2003). Mathematics, creativity, and the psychology of invention. In E. Simmt & B. Davies (eds.) *Proceedings of the Canadian Mathematics Education Study Group*. Kingston, Ontario.

2. Liljedahl, P. (2003). Re-examining reflection by re-defining reflection. *Vector*, *2003*(1), 31-38.

1. Liljedahl, P. (2001). AHA! A discussion of those magical moments. In E. Simmt & B. Davies (eds.) *Proceedings of the Canadian Mathematics Education Study Group.* Edmonton, Alberta.

Invited Academic Presentations

62. What Teachers Want from Professional Development – keynote

*Matematikdidaktiska Forskningsseminariet (MADIF-11)*

Karlstad, Sweden, January 2018

61. Flow in the Classroom: Looking at Teacher Moves and Students' Autonomous Actions – seminar

*University of Ottawa*

Ottawa, Ontario, November 2017

60. Building Thinking Classrooms – seminar

*Politecnico di Milano*

Milan, Italy, October 2017

59. Flow and the Thinking Classroom - keynote

*NIMS & KSME Joint International Workshop on Mathematics Education:*

Daejeon, Korea, July 2017

58. Top 10 Things to Consider If You Want to Publish in IJSME (or Elsewhere) - keynote

*NIMS & KSME Joint International Workshop on Mathematics Education:*

Daejeon, Korea, July 2017

57. Building Thinking Classrooms: A Story of Teacher Professional Development – seminar

*Beijing Normal University*

Beijing, China, November 2016

56. Building Thinking Classrooms: A Story of Teacher Professional Development – keynote

*1st International Forum for the Professional Development of Teachers*

Seoul, Korea, November 2016

55. Flow: A Framework for Discussing Teaching – keynote

*1st Korean Society of Mathematics Education Forum*

Seoul, Korea, November 2016

54. In the Words of the Creators – seminar

*Seoul National University*

Seoul, Korea, November 2016

53. Flow in the Classroom: Looking at Teacher Moves and Students' Autonomous Actions – seminar

*Centro de Investigación Avanzada en Educación – Universidad de Chile (CIAO)*

Santiago, Chile, October 2016

52. Perturbing Institutional Norms: Mechanisms for Teacher Development – keynote

*International Forum on Professional Development of Teacher*

Seoul National University, Seoul, Korea, October 2016

51. Problem Solving in Mathematics Education – topic study group co-leader

*International Congress on Mathematics Education (ICME)*

Hamburg, Germany, July 2016

50. The Aha! Experience as an Affective Experience – invited speaker

*Creativity, Aha! Moments and Teaching Research - ICME discussion group*

Hamburg, Germany, July 2016

49. Inspiring the Future – panel chair

*Canadian Mathematics Education Study Group (CMESG)*

Kingston, Ontario, June 2016

48. Turning Theories *of* Learning into Theories *for* Teaching – PhD course

*Politecnico di Milano*

Milan, Italy, April 2016

47. Building Thinking Classrooms – seminar

*University of Helsinki*

Helsinki, Finland, March 2016

46. Building Thinking Classrooms – seminar

*University of Wollongong*

Wollongong, Australia, February 2016

45. Conceptualizing and Actualizing the New Curriculum – featured speaker

*Northwest Mathematics Conference*

Whistler, BC, October 2015

44. What is the Nature of Illumination? – seminar

*Queen's University*

Kingston, Ontario, November 2015

43. Action Research in Action – seminar

*Chinese University of Hong Kong*

Hong Kong, September 2015

42. Pólya, Cards, and Csíkszentmihályi: The Phenomenon of Flow – seminar

*University of Chile*

Santiago, Chile, July 2015

41. Building Thinking Classrooms – invited speaker

*Canadian Mathematics Education Study Group*

Moncton, New Brunswick, June 2015

40. Building Thinking Classrooms – keynote

*Changing the Culture*

Vancouver, BC, May 2015

39. Affect and Mathematical Thinking – thematic working group co-leader

*9th Congress of European Research in Mathematics Education (CERME)*

Prague, Czech Republic, February 2015

38. Mathematicians on Creativity – seminar

*Politecnico di Milano*

Milan, Italy, February 2015

37. Studenting: Behind the Façade – seminar

*Politecnico di Milano*

Milan, Italy, February 2015

36. Building Thinking Classrooms – seminar

*Politecnico di Milano*

Milan, Italy, February 2015

35. Emotions as Orienting Experiences – keynote

*20th Meeting of Mathematical Views (MAVI)*

Falun, Sweden, September 2014

34. Introduce Dave Hewitt – introductory comments

*Canadian Mathematics education Study Group*

Edmonton, May 2014

33. Environments that Occasion Problem Solving – keynote

*Canadian Mathematics Education Forum*

Ottawa, May, 2014

32. Academic Career Panel – moderator

*SFU Apex Series*

Burnaby, March, 2014

31. Best Practices: Thesis Examinations – invited speaker

*Western Canadian Deans of Graduate Studies Conference*

Victoria, January 2014

30. Environments to Occasion Problem Solving – invited speaker

*Conference on Mathematics Problem Solving*

University of Chile, December 2013

29. Studenting: What Really Happens in a Mathematics Classroom – seminar

*Université du Québec à Montréal*

Montreal, November 2013

28. New Frameworks for Looking at Student Interactions – seminar

*National Taiwan Normal University*

Taipei, Taiwan, October 2013

27. Orator for Christine Sinclair – introductory comments

*SFU Graduation Ceremony*

Burnaby, October 2013

26. Introducing João Filipe Matos – introductory comments

*37th International Conference for Psychology of Mathematics Education*

Kiel, Germany, July 2013.

25. Education Of Young Mathematics Education Researchers – panel discussion (chair)

*37th International Conference for Psychology of Mathematics Education*

Kiel, Germany, July 2013.

24. Rapid and Profound Mathematics Teacher Change – seminar

*El Centro de Modelamiento Matemático – Universidad de Chile*

Santiago, Chile, June 2013

23. What Teachers Want – seminar

*Centro de Investigación Avanzada en Educación – Universidad de Chile (CIAO)*

Santiago, Chile, June 2013

22. The Affordances of using Visibly Random Groups in Mathematics Classrooms – seminar

*Pontifical Catholic University of Valparaíso*

Valparaíso, Chile, June 2013

21. The Hidden Classroom: A Look Behind the Façade of Learning – seminar

*Lectures in Mathematics Education*

Vaxjö, Sweden, May 2013

20. Learning Outcomes and Assessment

*Western Canadian Deans of Graduate Studies Conference*

Victoria, January 2013

19. Numeracy: Needs, Affordances, and Challenges (with France Caron) – working group leader

*Canadian Mathematics Education Study Group*

Laval, May 2012

18. Open Ended Problems (with Minnie Liu) – working group leader

*Changing the Culture Conference 2012 – Pacific Institute for the Mathematical Sciences*

SFU Harbour Centre, Vancouver, May 2012.

17. The *Theory Of* Conceptual Change As a *Theory For* Changing Conceptions – seminar

*Linnéuniversitetet*

Växjö, Sweden, September 2011

16. Stability as Dynamic – Beliefs in Motion

*Workshop on Mathematical Beliefs (WoMB)*

Umeå Mathematics Education Research Centre – Umeå University, October 2009

15. Rethinking Assessment – working group leader

*Canadian Mathematics Education Forum*

SFU Downtown, May 2009

14. Mathematics for Teaching

*Bridging from Mathematics to Mathematics Education*

York University, June 2009

13. In the Words of the Creators

*Stockholm University Colloquium*

Stockholm, September 2008

12. Rupture and Coherence in Advocacy in Public Policy – panel discussion (panelist)

*Canadian Mathematics Education Study Group*

Sherbrooke, May 2008

11. Mathematics Education in Mathematics Departments – panel discussion (panelist)

*Canadian Mathematics Society – Summer Meeting*

Calgary, June 2006

10. Numeracy Tasks: Putting Mathematical Understanding to the Test – working group leader

*Changing the Culture Conference 2004 – Pacific Institute for the Mathematical Sciences*

SFU Harbour Centre, Vancouver, April 2006

9. Mathematics for Liberal Arts Students.

*Canadian Mathematics Society – Winter Meeting*

Victoria, December 2005.

8. The Curriculum is Broken

*Changing the Culture Conference 2004 – Pacific Institute for the Mathematical Sciences.*

SFU Harbour Centre, Vancouver, April 2004

7. What Can Mathematicians Tell Us About Learning Mathematics

*Canadian Mathematics Society – Winter Meeting*

Vancouver, December 2003

6. School Mathematics Curriculum: Is there any hope left for "Less is More"? – panel discussion (chair)

*Canadian Mathematics Society – Winter Meeting*

Vancouver, December 2003

5. Problem Solving as a Vehicle and Goal

*Numeracy and Beyond Conference – Pacific Institute for the Mathematical Sciences.*

UBC, Vancouver, July 2003

4. Hollywood Perceptions of Mathematics: Cultural Truth or Mathematical Fiction? (with Rina Zazkis)

*Changing the Culture Conference 2003 – Pacific Institute for the Mathematical Sciences.*

SFU Harbour Centre, Vancouver, May 2003

3. Roots and Routes to Algebra

*Changing the Culture Conference 2003 – Pacific Institute for the Mathematical Sciences.*

SFU Harbour Centre, Vancouver, May 2003

2. What Mathematical Activity is About: Snapshots From Real Life and Research (with Rina Zazkis)

*Faculty Colloquium.*

SFU – Faculty of Education. September 2002

1. Truth and Fiction in Teaching Mathematics – panel discussion

*Changing the Culture Conference 2001 – Pacific Institute for the Mathematical Sciences.*

SFU Harbour Centre, Vancouver, May 2001

Scheduled

Academic Conference Presentations

58. Creative Process vs. Creative Product: Challenges with Measuring Creativity

*41st International Conference for Psychology of Mathematics Education*

Singapore, July 2017

57. On the Edges of Flow: Students’ Autonomous Problem Solving Behaviour

*3rd Interdisciplinary Scientific Conference on Mathematical Transgressions*

Krakow, Poland, June 2017

56. On the Edges of Flow: Student Engagement in Problem Solving

*10th Congress of European Research in Mathematics Education (CERME)*

Dublin, Ireland, February 2017

55. Relationship between Proxies for Learning and Mathematically Related Beliefs

*22nd International Conference on Mathematical Views (MAVI)*

Växjö, Sweden, September 2016

54. Flow: A Framework for Discussing Teaching

*40th International Conference for Psychology of Mathematics Education*

Szeged, Hungary, August 2016

53. Classroom Practices for Supporting Problem Solving

*13th International Congress on Mathematics Education (ICME)*

Hamburg, Germany, July 2016

52. Numeracy Task Design: A Case of Changing Mathematics Teaching Practice

*21st International Conference on Mathematical Views (MAVI)*

Milan, Italy, November 2015

51. Teacher Tension: Important Considerations for Understanding Teachers' Actions, Intentions, and Professional Growth Needs

*39th International Conference for Psychology of Mathematics Education*

Hobart, Australia, July 2015

50. Researching the Building of a Thinking Classroom – working session (with Gaye Williams)

*39th International Conference for Psychology of Mathematics Education*

Hobart, Australia, July 2015

49. Emotions as Orienting Experiences

*9th Congress of European Research in Mathematics Education (CERME)*

Prague, Czech Republic, February 2015

48. Emotions as Orienting Experiences

*20th International Conference on Mathematical Views (MAVI)*

Falun, Sweden, October, 2014

47. Researching a Thinking Classroom – discussion group (with Gaye Williams)

*38th International Conference for Psychology of Mathematics Education*

Vancouver, Canada, July 2014

46. Studenting: The Case of Homework (with Darien Allen)

*35th Conference for Psychology of Mathematics Education – North American Chapter*

Chicago, USA, October 2013

45. Students’ Gazes: New Insights into Student Interactions (with Chiara Andrà)

*19th International Conference on Mathematical Views (MAVI)*

Freiberg, Germany, October 2013

45. Studenting: The case of "now you try one".

*37th Conference of the International Group for the Psychology of* *of Mathematics Education*

Kiel, Germany, July 2013.

44. Building a Thinking Classroom – discussion group (with Gaye Williams)

*37th International Conference for Psychology of Mathematics Education*

Kiel, Germany, July 2013.

43. Windows to Early Childhood Mathematics Education – research forum presenter

*37th International Conference for Psychology of Mathematics Education*

Kiel, Germany, July 2013.

42. Approaching Professional Learning: Teachers' Goals

*8th Congress of the European Research in Mathematics Education (CERME)*.

Antalya, Turkey, February 2013.

41. Illumination: Cognitive or affective?

*18th international conference on Mathematical Views (MAVI).*

Helsinki, Finland, September 2012.

40. Two cases of rapid and profound change in mathematics teachers’ practice.

*36th Conference of the International Group for the Psychology of Mathematics Education*.

Taipei, Taiwan, July 2012.

39. The *Theory Of* Conceptual Change As a *Theory For* Changing Conceptions

*17th International Conference on Mathematical Views (MAVI)*.

Bochum, Germany, September 2011.

38. Professional Development vs. Professional Growth: Are We the Master or the Servant?

Banff International Research Station – working meeting

Banff, Alberta, December 2011.

37. Preparing for Teaching via Playwriting.

*Research pre-session of the Annual meeting of the National Council of Teachers of Mathematics*,

San Diego, USA, April 2010.

36. Stability of Beliefs

*Workshop on Mathematical Beliefs*

Umeå, Sweden, October 2009.

35. Beliefs as Dynamic: Old Light Through a New Window.

*15th International Conference on Mathematical Views (MAVI)*.

Genoa, Italy, September 2009.

34. Rethinking Assessment – working group.

*4th Canadian Mathematics Education Forum*

Vancouver, Canada, April 2009.

33. Changing Beliefs as Changing Perspectives

*6th Congress of the European Society for Research in Mathematics Education.*

Lyon, France, February 2009.

32. Rupture and Coherence in Advocacy in Public Policy – panel discussion.

*32nd Meeting of the Canadian Mathematics Education Study Group.*

Sherbrooke, Canada, May 2008.

31. Teachers' Insights into the Relationship between Beliefs and Practice.

*14th International Conference on Mathematical Views (MAVI)*.

St. Wolfgang, Austria, May 2008.

30. Mathematical Creativity: In the Words of the Creators.

*5th International Conference on Creativity in Mathematics and the Education of Gifted Students.*

Haifa, Israel, February 2008.

29. Reifying Teachers' Tacit Knowledge about Teaching: Closing the Gap Between Theory and Practice.

*29th International Conference for Psychology of Mathematics Education – North American Chapter*.

Lake Tahoe, USA, October 2007.

28. Reification: Explicating Teachers' Tacit Knowledge and Beliefs

*13th International Conference on Mathematical Views (MAVI)*.

Gävle, Sweden, June 2007.

27. Thinking About Belief Change as Conceptual Change.

(with Bettina Rösken)

*5th Congress of the European Society for Research in Mathematics Education.*

Larnaca, Cypres, February 2007.

26. Documenting Changes in Pre-service Elementary School Teachers' Beliefs: Attending to Different Aspects (with Katrin Rolka and Bettina Rösken).

*28th International Conference for Psychology of Mathematics Education – North American Chapter*. Merida, Mexico, November 2006.

25. Persona-Based Journaling: Aligning the Product with the Process.

*30th International Conference for Psychology of Mathematics Education.*

Prague, Czech Republic, July 2006.

24. Challenging the Mathematical Beliefs of Preservice Elementary School Teachers.

(with Katrin Rolka and Bettina Rösken)

*30th International Conference for Psychology of Mathematics Education.*

Prague, Czech Republic, July 2006.

23. Does a math education PhD program belong in a math department? – panel discussion

*30th Meeting of the Canadian Mathematics Education Study Group.*

Calgary, Canada, May 2006.

22. Analyzing the Changing Mathematical Beliefs of Preservice Elementary School Teachers.

(with Bettina Rösken)

*12th International Conference on Mathematical Views (MAVI)*.

Inari, Finland, May 2006.

21. Creating Numeracy Assessments: Task Development or Professional Development

(with Dana Brown)

*Teacher Development: The Key to Education in the 21st Century.*

Vancouver, British Columbia, March 2006.

20. Re-educating Preservice Teachers of Mathematics: Attention to the affective domain.

*27th International Conference for Psychology of Mathematics Education – North American Chapter*.

Roanoke, Virginia, October 2005.

19. Changing Beliefs, Changing Intentions of Practices: The Re-Education of Preservice Teachers of Mathematics.

*15th Study of the International Commission on Mathematics Instruction.*

Aguas de Lindoia, Brazil, May 2005.

18. Sustained Engagement: Preservice Teachers' Experience with a Chain of Discovery.

*4th Congress of the European Society for Research in Mathematics Education.*

Sant Feliu de Guíxols, Spain, February 2005

17. Capturing Students' *AHA! Experiences*: An Improved Form of Journaling.

26th International Conference for Psychology of Mathematics Education – North American Chapter. Toronto, Ontario, October 2004.

16. Mathematical Discovery: Hadamard Resurrected

*28th Conference of the International Group for the Psychology of Mathematics Education*

Bergen, Norway, July 2004.

15. AHA!: The Effect and Affect of Mathematical Discovery on Undergraduate Mathematics Students

*10th International Congress on Mathematics Education*

Copenhagen, Denmark, July 2004.

14. The AHA! Experience: Mathematical contexts, pedagogical implications

*Canadian Mathematics Education Study Group*.

Quebec City, Quebec, May 2004.

13. Computer Microworlds: *Thickening* Students’ Mathematical Experiences

*Research in Undergraduate Mathematics Education Conference*

Phoenix, Arizona, October, 2003.

12. Aquarians, Chaos Theory, and Good Teaching: A Dialogue on Monological Analogs

*Education Without Borders Symposium.*

SFU – Faculty of Education. October 2003.

11. What Makes a Problem Good? – unreviewed adhoc

Annual Meeting of the Canadian Mathematics Education Study Group.

Acadia University, Wolfville, Nova Scotia, May 2003.

10. The ‘AHA Moment’: Students Insights in Learning Mathematics.

*24th Conference of the International Group for the Psychology of Mathematics Education – North American Chapter.*

Athens, Georgia, October 2002.

9. Mathematics, Creativity, and the Psychology of Invention – unreviewed adhoc

Annual Meeting of the Canadian Mathematics Education Study Group.

Queens University, Kingston, Ontario, May 2002.

8. Exploring the Relationship Between Similar Solution Strategies and Analogical Reasoning.

*26th Conference of the International Group for the Psychology of Mathematics Education.*

Norwich, United Kingdom, July 2002.

7. Mathematicians’ Views on Mathematical Creativity – discussion group.

*26th Conference of the International Group for the Psychology of Mathematics Education.*

Norwich, United Kingdom, July 2002.

6. Repeating Patterns as a Gateway – research forum

(with Rina Zazkis)

*26th International Conference for Psychology of Mathematics Education.*

Norwich, United Kingdom, July 2002.

5. Non-Analogical Reasoning in an Analogous Situation of Repeating Patterns

*23rd Conference of the International Group for the Psychology of Mathematics Education – North American Chapter.* Snowbird, Utah, October 2001

4. Analogy in the Exploration of Repeating Patterns

*25th Conference of the International Group for the Psychology of Mathematics Education.*

Utrecht, Netherlands, July 2001.

3. AHA! A Discussion of those Magical Moments – unreviewed adhoc

*Annual Meeting of the Canadian Mathematics Education Study Group.*

University of Alberta, Edmonton, Alberta, May 2001.

2. Arithmetic Sequences: Attending to Differences and Similarities

(with Rina Zazkis)

*Annual Meeting of American Educational Research Association.*

Seattle, Washington, April 2001.

1. Arithmetic Sequence as a Bridge Between Conceptual Fields

(with Rina Zazkis)

Fourth Annual Conference on Research in Undergraduate Mathematics Education.

Chicago, Illinois, September 2000.

Invited Professional Keynote Presentations

29. Building a Thinking Mathematics Classroom – featured speaker

Matematikbiennalen 2018

Karlstad, Sweden, January 2018

28. Building Thinking Classrooms – keynote

*Ontario Association of Mathematics Educators – Leadership Conference*

Ottawa, Ontario, November 2017

27. Building Thinking Classrooms – keynote

*Montana Council of Teachers of Mathematics Educators Conference*

Missoula, Montana, October, 2017

26. Building Thinking Classrooms + assessment for a Thinking Classroom – featured speaker

*Provincial Intermediate Teachers' Association - myPITA Conference*

Whistler, BC, May 2017

25. Building Thinking Classrooms

*Regional Specialist Associations*

Kimberley, BC, April 2017

24. Building Thinking Classrooms

*Global Math Department*

Online at BigMarker, March, 2017

23. Building Thinking Classrooms – keynote

*Mathematics Council of the Alberta Teachers' Association Conference (MCATA)*

Canmore, Alberta, October, 2016

22. The Accidental Athlete – keynote

*Health and Physical Education Council, Alberta Conference (HPEC)*

Grande Prairie Regional College, Grande Prairie, May 2016

21. Building Thinking Classrooms – keynote

*Fields MathEd Forum*

Toronto, Ontario (via Skype), January 2016

20. Engaging Students: Understanding Flow – keynote

*Celebration of Thinking through Collaboration Conference*

Kingston, Ontario, January 2016

19. Building Thinking Classrooms – keynote

*Celebration of Thinking through Collaboration Conference*

Kingston, Ontario, January 2016

18. Building Thinking Classrooms –featured speaker

*Aiming for Excellence Conference*

Dawson Creek, BC, October 2015

17. Assessment for a Thinking Classrooms – featured speaker

*Aiming for Excellence Conference*

Dawson Creek, BC, October 2015

16. Conceptualizing and Actualizing the New Curriculum – featured speaker

*Northwest Mathematics Conference*

Whistler, BC, October 2015

15. Learning or Studenting – featured speaker

*Okanagan Similkameen Teacher Conference*

Oliver, BC, September 2015

14. Building Thinking Classrooms – keynote

*Ontario English Catholic Teachers' Association (OECTA)*

Toronto, Ontario, May 2015

13. Thinking, Learning, or Studenting: The View from the Back of the Classroom – keynote

*Adult Basic Education Meeting – BC Association of College Mathematics*

Vancouver, BC, March 2015

12. Building Thinking Classrooms – keynote

*Interior Math Conference*

Kamloops, BC, February 2015

11. Lessons Learned – featured speaker

*Excellence in Education at Centennial High School*

Coquitlam, BC, May 2013

10. Teaching and Studenting: Observations from the Back of the Classroom – keynote

*BC Association of Mathematics Teachers – New Teachers Conference*

Surrey, February 2013

9. An Unplanned Life – invited speaker

*Langley Fine Arts School Grad Transitions Lecture Series*

Langley, April 2012

8. Lessons Learned from NOT Teaching – keynote

*British Columbia Association of Mathematics Teachers Conference*

Burnaby, October 2011

7. The Mirror that is Our Classroom – keynote

*Links to Learning*

Penticton, August 2010

6. Learning Styles: Nature or Nurture – featured speaker

*Annual meeting of the British Columbia Committee on the Undergraduate Program in Mathematics*

Burnaby, May 2010

5. Student Behaviour as a Reflections of our Teaching – keynote

*Annual conference of the Saskatchewan Mathematics Teacher’ Society*

Saskatoon, May 2010

4. The Four Purposes of Assessment – keynote

*BCAMT Interior Mathematics Conference*

Kelowna, February 2010

3. Students as Sensible – featured speaker

*Northwest Mathematics Conference*

Whistler, October 2009

2. Learning and Teaching Mathematics – keynote

*Adult Basic Education Meeting – BC Association of College Mathematics*

Richmond, BC, March 2007

1. Problem Solving: What George Polya Neglected to Tell Us – featured speaker

*Ontario Association of Mathematics Educators Conference*

North York, On, May 2005.

Scheduled

Teacher Professional Development - keynote

Ontario Mathematics Coaches Association Conference

Hockley Valley, Ontario, February 2018

Building a Thinking Mathematics Classroom - keynote

Ontario Association of Mathematics Educators Conference

Humber College, Ontario, May 2018

Invited Professional Workshop Presentations (selection from last 2 years)

***Building Thinking Classrooms + Assessment for a Thinking Classroom***

* Brentwood College School, Mill Bay, BC – Jan 2018
* Burnaby School District, Burnaby, BC – Jan, Feb, & April 2017
* Calgary Board of Education, Calgary, ATLA – Aug 2017
* Conseil des écoles publiques de l’Est de l’Ontario, Ottawa, ONT - Sept, Oct 2017
* Delta School District, Delta, BC – Jan, May 2017
* Eagle Mountain Middle School, Port Moody, BC – May 2017
* Edmonton Board of Education, Edmonton, Alberta – May 2017
* Hastings and Prince Edward District School Board, Belleville, Ontario – Nov 2017
* Kamloops/Thompson School District, Kamloops, BC – April May 2017
* Lynden + Bellingham School Boards, Lynden, Washington – Mar 2017; Jan 2018
* North Vancouver School District, North Vancouver, BC – Oct 2017
* Northwest Regional Learning Consortium, Grande Prairie, Alberta – Feb, March, Aug, Sept, Dec 2017
* Okanagan Similkameen + Okanagan Skaha School District, Oliver, BC – Jan, April 2017
* Ottawa-Carleton District School Board, Ottawa, Ontario – Feb 2017
* Peace River School District, Dawson Creek, BC – April 2017
* Sea to Sky School District, Whistler, BC – May 2017
* Southeast Kootenay + Rocky Mountain School Districts, Cranbrook and Kimberley, BC – April, May 2017; Feb 2018
* St. James-Assiniboia School Division, Winnipeg, Manitoba – Mar 2017
* Thames Valley District School Board, London, Ontario – Sept 2017
* Vernon School District, Vernon, BC – April 2017; Jan 2018
* West Point Grey Academy, Vancouver, BC – Feb, March, April, May 2017; Jan 2018
* Winnipeg School District, Winnipeg, Manitoba – Sept 2017
* York House School, Vancouver, BC – Feb 2017
* York Regional District School Board, York, Ontario – May, Sept, Oct 2017

***Numeracy***

Awards, Scholarships, and Accolades

|  |  |
| --- | --- |
| 2017 | Cmolik Prize for the Enhancement of Public Education in BC  Simon Fraser University, Vancouver, BC, Canada |
| 2014 | Nominated for Excellence in Graduate Supervision Award  Simon Fraser University, Vancouver, BC, Canada |
| 2013 | Nominated for Excellence in Graduate Supervision Award  Simon Fraser University, Vancouver, BC, Canada |
| 2011 | Nominated for Excellence in Graduate Supervision Award – declined nomination  Simon Fraser University, Vancouver, BC, Canada |
| 2009 | Excellence in Teaching Award  Simon Fraser University, Vancouver, BC, Canada |
| 2005 | Top Social Sciences Ph.D. Thesis at the University  Simon Fraser University, Vancouver, BC, Canada |
| 2005 | Top Ph.D. Thesis in the Faculty  Faculty of Education  Simon Fraser University, Vancouver, BC, Canada |
| 2004 | Governor General's Gold Medal  Awarded to the top graduate student at the University  Simon Fraser University, Vancouver, BC, Canada |
| 2004 | Convocation Address (valedictorian)  Faculties of Education and Science  Simon Fraser University, Vancouver, BC, Canada |
| 2003 – 2004 | SSHRC Doctoral Fellowship ($17,200)  Awarded to graduate student enrolled in a Canadian University  Social Science and Humanities Research Council of Canada |
| 2002 – 2004 | Rotary Club of Burnaby Scholarship (3 🞨 $1000)  Awarded to graduate student in Faculty of Education,  Simon Fraser University, Vancouver, BC, Canada |
| 2003 | Lis Welch Scholarship ($2863)  Awarded to graduate student in Faculty of Education,  Simon Fraser University, Vancouver, BC, Canada |
| 2000 – 2003 | Graduate Fellowship (4 🞨 $5000)  Awarded to graduate student in Faculty of Education,  Simon Fraser University, Vancouver, BC, Canada |
| 2001 – 2002 | Faculty of Education Research Fellowship ($12,000)  Awarded to graduate student in Faculty of Education,  Simon Fraser University, Vancouver, BC, Canada |

Media Exposure

|  |  |
| --- | --- |
| April 2017 | SFU News – *$100,000 SFU Cmolik Prize Awarded for Prof’s Impactful Mathematics Program* |
| January 2017 | myPITA Newsletter – *Building Thinking Classrooms* |
| December 2016 | The Variable – *Spotlight on the Profession: In Conversation with Dr. Peter Liljedahl* |
| February 2016 | Fairchild TV – *The New Math Curriculum* |
| October 2015 | Acción Mathemática - *Se necesitan profesores apasionados* |
| January 2013 | The Globe and Mail - *Solving the math-phobia problem – for both parents and kids* |
| March 2011 | PME Newsletter - *The IC Experience: My Contribution* |
| January 2011 | Teaching and Learning News – *Education professor offers teachers an alternative experience of mathematics* |
| March 2010 | SFU News – *2009 Teaching Excellence Awards* |
| March 10, 2009 | Vancouver Sun – *Newer Math: By the Numbers* |
| May 27, 2004 | SFU News – *Governor General's Gold Medal* |
| May 15, 2004 | COMET Online – *Discovering Where Light Bulb Flashes* |
| April 1, 2004 | SFU News – *Discovering Where Light Bulb Flashes* |
| Nov, 2003 | Aq: The Magazine of SFU – *The 'AHA!' Experience* |
| July 7, 2003 | CBC Radio Interview – *Probing the World's Great Math Minds* |
| June 26, 2003 | SFU News – *Probing the World's Great Math Minds* |

Scholarly and Professional Affiliations

|  |  |
| --- | --- |
| 2011 – 2017 | Canadian Association of Graduate Studies (CAGS) |
| 2004 – present | National Council of Teacher of Mathematics (NCTM) |
| 2005 – present | European Researchers of Mathematics Education (ERME) |
| 2001 – present | Canadian Mathematics Education Study Group (CMESG) |
| 2001 – present | The International Group for the Psychology of Mathematics Education (PME) |
| 2001 – 2014 | The International Group for the Psychology of Mathematics Education – North American Chapter (PME-NA) |
| 1994 – present | British Columbia Association of Mathematics Teachers (BCAMT) |
| 1994 – 2015 | British Columbia College of Teachers (BCCT) |
| 2004 – 2006 | Canadian Mathematics Society (CMS) |
| 2000 – 2004 | Research in Undergraduate Mathematics Education (RUME) |

TEACHING and SUPERVISION

University Courses Taught

|  |  |
| --- | --- |
| MATH 190 | Principles of Mathematics for Teachers |
| EDUC 212 | Mathematical Experience II: Shape and Space |
| EDUC 313 | Numeracy and Society |
| EDUC 313DE | Numeracy and Society - online |
| EDUC 411 | Investigations in Mathematics for Secondary School Teachers |
| EDUC 415 | Designs for Learning: Secondary Mathematics |
| EDUC 475 | Designs for Learning: Elementary Mathematics |
| EDUC 475DE | Designs for Learning: Elementary Mathematics – online |
| EDUC 811 | Fieldwork I |
| EDUC 816 | Developing Educational Programs and Practices for Diverse Educational Settings |
| EDUC 823 | Curriculum and Instruction in an Individual Teaching Specialty (Mathematics Education) |
| EDUC 847 | Teaching and Learning Mathematics |
| EDUC 904 | Fieldwork III |
| EDUC 946 | Doctoral Seminar in Mathematics Education |

Doctoral Student Supervision

|  |  |  |
| --- | --- | --- |
| Darien Allen  Ph.D. (2017-II) | *Mathematics Education*  Senior Supervisor | *Student Actions as a Window into Goals and Motives in the Secondary Mathematics Classroom* |
| Melania Alvarez  Ph.D. (2016-III) | *Mathematics Education*  Senior Supervisor | *Teaching Teachers: A Look Inside Professional Development* |
| Natasa Sirotic[[3]](#footnote-3)  Ph.D. (2015-I) | *Mathematics Education*  Senior Supervisor | *Knowledge Growth through Lesson Study: A Case of Secondary Mathematics Teachers' Collaborative Learning* |
| Olga Shipulina  Ph.D. (2013-II) | *Mathematics Education*  Senior Supervisor | *Connecting Calculus with Reality through a Virtual Environment* |
| Chiaka Drakes  Ph.D. (2012-II) | *Mathematics*  Co-Supervisor | *Mathematical Modelling: From Novice to Expert* |
| Susan Oesterle[[4]](#footnote-4)  Ph.D. (2011-III) | *Mathematics Education*  Senior Supervisor | *Diverse Perspectives on Teaching Math for Teachers: Living the Tensions* |
| Paulino Preciado Babb[[5]](#footnote-5)  Ph.D. (2011-III) | *Mathematics Education*  Senior Supervisor | *Conversations Held and Roles Played During Mathematics Teachers' Collaborative Design: Two Dimensions of Interaction* |
| Elena Halmaghi  Ph.D. (2011-I) | *Mathematics Education*  Senior Supervisor | *Undergraduate Students’ Conceptions of Inequalities* |
| Adrienne Van der Zalm[[6]](#footnote-6)  Ed.D. (2010-III) | *Educational Leadership*  Senior Supervisor | *Enhancing the Involvement of Parents in the Mathematics Education of their Elementary School Children* |
| Kanwal Neel  Ph.D. (2008-I) | *Curriculum and Instruction – Mathematics Education Emphasis*  Senior Supervisor | *Numeracy in Haida Gwaii BC: Connecting Community, Pedagogy, and Epistemology* |

In Progress

|  |  |  |
| --- | --- | --- |
| Judy Larsen  Ph.D. | *Mathematics Education*  Senior Supervisor | *completed comps* |
| Lyla Alsalim  Ph.D. | *Mathematics Education*  Senior Supervisor | *completed comps* |
| Minnie Liu  Ph.D. | *Mathematics Education*  Senior Supervisor | *completed comps* |
| Annette Rouleau  Ph.D. | *Mathematics Education*  Senior Supervisor | *completed comps* |
| Milica Videnovic  Ph.D. | *Mathematics Education*  Senior Supervisor | *completed comps* |
| Rob Sidley  Ph.D. | *Mathematics Education*  Senior Supervisor |  |
| Tanya Noble  Ph.D. | *Mathematics Education*  Co-supervisor | *completed comps* |
| Li-Jeen Broshko  Ph.D. | *Special Arrangement Program*  Senior Supervisor | *comps completed* |
| Max Sterelyukhin | *Mathematics Education*  Senior Supervisor |  |

Masters Student Supervision \_\_

|  |  |  |
| --- | --- | --- |
| Chris McGregor  M.Sc. (2018-I) | *Secondary Mathematics Education*  Senior Supervisor | *Reduction of Mathematics Anxiety through use of Non-Permanent Vertical Surfaces and Group Discussion.* |
| Oana Chiru  M.Sc. (2017-II) | *Secondary Mathematics Education*  Senior Supervisor | *Occasioning Flow in the Mathematics Classroom: Optimal Experiences in Common Places* |
| Neena Bauch  M.Sc. (2017-II) | *Secondary Mathematics Education*  Senior Supervisor | *The Transition From High School Mathematics To First Year Calculus* |
| Robert Lovell  M.Sc. (2016-III) | *Secondary Mathematics Education*  Senior Supervisor | *Real-World Applications in Math Class* |
| Mike Pruner  M.Sc. (2016-II) | *Secondary Mathematics Education*  Senior Supervisor | *Observations in a Thinking Classroom* |
| Max Sterelyukhin  M.Sc. (2016-I) | *Secondary Mathematics Education*  Senior Supervisor | *Discussion-Based Learning in a Harkness-Based Mathematics Classroom* |
| Suzanne Wuolle  M.Sc. (2015-III) | *Secondary Mathematics Education*  Senior Supervisor | *How and Why Teachers use Real World Connections in the Secondary Mathematics Classroom* |
| Elysia Dubland  M.Sc. (2015-II) | *Secondary Mathematics Education*  Senior Supervisor | *Exploring Student Engagement with Mathematics Homework as Self-assessment* |
| Judy Larsen  M.Sc. (2013-II) | *Secondary Mathematics Education*  Senior Supervisor | *Experiencing a Flipped Mathematics Class* |
| David Van Bergeyk  M.A. (2013-I) | *Individual Program*  Senior Supervisor | *Students on Assessment: How Students Receive Assessment in a Senior Mathematics Classroom* |
| Ali Tootian  M.Sc. (2012-III) | *Secondary Mathematics Education*  Senior Supervisor | *Tusi, Mathematician, Mathematics Educator and*  *Teacher, and the Saviour of the Mathematics* |
| Danica Matheson  M.A. (2012-II) | *Individual Program*  Senior Supervisor | *Teaching Through Problem Solving: Bridging the Gap Between Vision and Practice* |
| Minnie Liu  M.Sc. (2011-I) | *Secondary Mathematics Education*  Senior Supervisor | *Math Suks: How and Why* |
| Dan Kamin  M.Sc. (2010-II) | *Secondary Mathematics Education*  Senior Supervisor | *The Use of Tasks and Examples in a High School Mathematics Classroom: Variance of Purpose and Deployment* |
| Mike Physick  M.Sc. (2010-I) | *Secondary Mathematics Education*  Senior Supervisor | *Exploring Mathematics-Related Belief Systems* |
| Darien Shannon  M.Sc. (2009-III) | *Secondary Mathematics Education*  Senior Supervisor | *Avoidance Behaviour in a Mathematics 10 Classroom* |
| Kevin Wells  M.Sc. (2009-II) | *Secondary Mathematics Education*  Senior Supervisor | *Initializing Thinking in the Mathematics Classroom* |
| Monica Tang  M.A. (2008-III) | *Individual Program*  Senior Supervisor | *Student Use of Language in French Immersion Mathematics* |
| Chandra Balakrishnan  M.Sc. (2008-I) | *Secondary Mathematics Education*  Senior Supervisor | *Teaching Secondary School Mathematics Through Storytelling* |
| Duncan Fraser  M.Sc. (2007-II) | Secondary Mathematics Education  Senior Supervisor | Using Cognitive Conflict to Promote a Structural Understanding of Grade 11 Algebra |
| Scott Rickard  M.Sc. (2006-III) | Secondary Mathematics Education  Senior Supervisor | Unpacking Student Discourse in Middle School Mathematics |

In Progress

|  |  |  |
| --- | --- | --- |
| Nikki Mann  M.Sc. | *Secondary Mathematics Education*  Senior Supervisor |  |
| Beth Dobson  M.Sc. | *Secondary Mathematics Education*  Senior Supervisor |  |
| Natasha Richardson  M.Sc. | *Secondary Mathematics Education*  Senior Supervisor |  |
| Maria Kerkoff  M.Sc. | *Secondary Mathematics Education*  Senior Supervisor |  |
| Sandra Hughes  M.Sc. | *Secondary Mathematics Education*  Co-supervisor |  |

Graduate Student Committee Work

|  |  |  |
| --- | --- | --- |
| Masomeh Nejad  Ph.D. (2016-III) | *Mathematics Education*  Committee Member | *Students’ Understanding of Transformations of Sinusoidal Functions* |
| Ike Udevi-Aruevoru Ph.D. (2015-II) | *Mathematics Education*  Committee Member | *The Relationship Between Variables that Represent Motivation and Achievement in Post-Secondary Mathematics* |
| Sean Chorney  Ph.D. (2014-II) | *Mathematics Education*  Committee Member | *From Agency to Narrative: Tools in Mathematical Learning* |
| Arda Cimin  Ph.D. (2013-II) | *Mathematics Education*  Committee Member | *Mathematics Learner Profiling Using Behavioral, Physiological and Self-Reporting Methods* |
| Karl Kramer  M.Sc. (2011-III) | *Secondary Mathematics Education*  Committee Member | *Algebraic Difficulties as an Obstacle for High School Calculus* |
| Jennifer Law  M.Sc. (2011-II) | *Secondary Mathematics Education*  Committee Member | *Using Subordination to Teach and Learn Mathematics* |
| Evan Janzen Roth  M.Ed. (2011-II)  *University of Manitoba* | *Mathematics Education*  Committee Member | *Pattern Math: A Design Experiment of Mathematical Inquiry* |
| Egan Chernoff  Ph.D. (2009-II) | *Mathematics Education*  Committee Member | *Subjective Probabilities Derived from the Perceived*  *Randomness of Sequences of**Outcomes* |
| Ami Mamolo  Ph.D. (2009-I) | *Mathematics Education*  Committee Member | *Glimpses of infinity: Intuitions, paradoxes, and cognitive leaps* |
| Soheila Gholamazad  Ph.D. (2006-III) | Curriculum and Instruction – Mathematics Education Emphasis  Committee Member | Pre-Service Elementary School Teachers' Experiences with Interpreting an Creating Proofs |
| Kerry Handscomb  M.Sc. (2005-II) | Secondary Mathematics Education  Committee Member | Image-Based Reasoning in Geometry |

In Progress

Thesis Examiner

|  |  |  |
| --- | --- | --- |
| Hanna Viitala, Ph.D. | External Examiner  University of Agder | 2018 |
| Domenico Brunetto, Ph.D. | External Examiner  Politecnico Di Milano | 2017 |
| Jacques Du Plessis, Ph.D. | External Examiner  University of Witwatersrand | 2017 |
| Pouyan Khalili, M.Sc. | Internal Examiner  Simon Fraser University | 2016 |
| Sarah Sanders, B.Ed. | External Examiner  University of Wollongong | 2016 |
| Laura Tuohilampi, Ph.D. | External Examiner  University of Helsinki | 2016 |
| Gaya Jayakody, Ph.D. | Internal Examiner | 2015 |
| Chanakya Wijeratne, Ph.D. | Internal Examiner | 2015 |
| Richard Wester, Ph.D. | External Examiner  Malmӧ University | 2014 |
| Kevin Wells, Ph.D. | Internal Examiner | 2014 |
| Erica Hiebert, M.Sc. | Internal Examiner | 2013 |
| Hanna Palmér, Ph.D. | Examination Judge  Linnæus University | 2013 |
| Heidi Krzywacki, Ph.D. | External Examiner  University of Helsinki | 2009 |
| Shabnam Kavousian, Ph.D. | Internal Examiner | 2008 |
| Aldona Businskas, Ph.D. | Internal Examiner | 2008 |

Comprehensive Exam Supervisor/Reader

|  |  |
| --- | --- |
| Ph.D. | 35 (up to Feb 1, 2018) |
| Ed.D. | 1 (up to Feb 1, 2018) |
| M.Ed. – on campus | 57 (up to Feb 1, 2018) |
| M.Ed. – off campus | 73 (up to Feb 1, 2018) |

Directed Reading Supervision

|  |  |
| --- | --- |
| 2017 | Educ 910 (n=1) |
| 2016 | Educ 910 (n=5), SAR 894 (n=1) |
| 2015 | Educ 705 (n=1), Educ 910 (n=2) |
| 2014 | Educ 910 (n=1) |
| 2013 | Educ 910 (n=2) |
| 2012 | Educ 705 (n=2), Educ 910 (n=3) |
| 2011 | sabbatical |
| 2010 | Educ 490 (n=2), Educ 910 (n=3) |
| 2009 | Educ 705 (n=3), Educ 910 (n=1) |
| 2008 | Educ 910 (n=8) |
| 2007 | Educ 705 (n=2), Educ 910 (n=1) |
| 2006 | Educ 490 (n=1), Educ 705(n=3) |
| 2005 | Educ 705 (n=3), Educ 910 (n=1) |
| 2004 | Educ 703 (n=1) |

Program Development

|  |  |
| --- | --- |
| 2017 | The retooling of previous Curriculum & Instruction MEd program in Numeracy for offer in Grande Prairie starting September 2018. This has involved much recruitment as well. |
| 2015 | The retooling of previous Curriculum & Instruction MEd program in Numeracy for offer in the lower mainland starting September 2016. This has involved much recruitment as well. |
| 2013 | The retooling of previous Curriculum & Instruction MEd program in Numeracy for offer in the lower mainland starting September 2014. This has involved much recruitment as well. |
| 2011 | The retooling of previous Curriculum & Instruction MEd program in Numeracy for offer in Grande Prairie starting September 2012. This has involved much recruitment as well. |
| 2008 | Masters in Secondary Mathematics Education   * revised the composition and sequence of courses |
| 2005 | Ph.D. program in Mathematics Education   * developed in collaboration with Campbell, O'Shea, and Zazkis. * approved by Faculty and Senate in 2005 |
| 2005 | Field Program in Mathematical Literacy   * developed in collaboration with Rina Zazkis. * four new courses were developed for this program. * program commenced in the Summer of 2005. * program has run in 2005, 2007. |
| 2004 | M.Ed. Off-Campus Program in Numeracy   * developed in collaboration with Rina Zazkis. * program commenced in the Fall of 2005. * program ran in 2005, 2007, 2009, 2012, 2014 * program will run in 2016. |

Course Development

|  |  |
| --- | --- |
| 2015 | EDUC 475: Designs for Learning Mathematics: Elementary   * initiated and facilitated eText pilot |
| 2010 | EDUC 313: Numeracy and Society – online course   * developed in collaboration with Kevin Wells and Christian Bernéche * offered for first time in 2011-II |
| 2009 | EDUC 375: Struggle with Mathematics: Sources and Recovery   * developed in collaboration with Rina Zazkis * approved for Q (Quantitative Reasoning) * offered for the first time in 2010-II |
| 2007 | EDUC 313: Numeracy and Society   * developed in collaboration with Rina Zazkis * approved for Q-Hum (Quantitative reasoning for students in Humanities) * offered for the first time in 2008-II |
| 2006 | EDUC 487: Equity, Equality, and Evidence: Empirical approaches to Social Justice Issues in Education   * developed in collaboration with Stan Garrod * provisionally approved for Q-Hum (Quantitative Reasoning for students in Humanities) * offered for the first time in 2007-II |
| 2005 | EDUC 475: Designs for Learning Mathematics: Elementary   * developed a new version of the Distance Education course. * offered for the first time in 2007-II |
| 2005 | EDUC 942: Contemporary Issues in Mathematics Education   * developed in collaboration with Rina Zazkis as a part of the new PhD program in Mathematics Education. * offered for the first time in 2006-III. |
| 2005 | EDPR 512:  Numbers and Beyond   * special topics course was developed in collaboration with Zazkis as a part of the New Field Program in Mathematical Literacy (Delta). * offered in 2005-II. |
| 2005 | EDUC 711: Conceptions of Numeracy   * special topics course developed in collaboration with Zazkis as a part of the New MEd Program in Numeracy (Yukon). * offered in the 2005-III. |
| 2004 | EDUC 211: Mathematical Experience 1: Numbers and Beyond  EDUC 212: Mathematical Experience 2: Shape and Space   * these courses were developed in collaboration with Rina Zazkis in response to the University Undergraduate Curriculum Implementation Task Force's call for proposals. * approved for B-Sci ("Breadth Sciences) designation and Q-Hum (Quantitative reasoning for students in Humanities) designation. * EDUC 211 offered for the first time in 2004-III * EDUC 212 offered for the first time in 2005-I |

SERVICE

Faculty Service

|  |  |
| --- | --- |
| 2017 – 2018 | associate dean graduate studies – *Faculty of Education* |
| 2017 – 2018 | chair – *Graduate Programs Committee* |
| 2017 – 2018 | chair – *Field Program Committee* |
| 2016 – 2017 | coordinator – *Mathematics Education PhD Program* |
| 2015 – 2016 | committee member – *Teacher Education search* |
| 2007 – present | co-director – *David Wheeler Institute* |
| 2005 – present | coordinator – *Numeracy Mathematics Master's Program* |
| 2004 – 2018 | coordinator – *Secondary Mathematics Master's Program* |
| 2004 – 2010 | associate director – *IERG* |
| 2010 – 2011 | co-chair – *Subcommittee on Graduate Supervision* |
| 2008 – 2010 | member – *Graduate Programs Committee* |
| 2006 – 2007 | associate dean – *Faculty of Education* |
| 2004 – 2006 | member – *Faculty Appointments Committee* |
| 2004 – 2006 | member – *Field Programs Committee* |
| 2002 – 2003 | graduate representative – *Faculty of Education Dean’s Search Committee* |
| 2001 – 2003 | conference organizing committee – *Education with/out Borders* |

University Service

|  |  |
| --- | --- |
| 2017 – 2018 | chair – *Advisory Council on Student Evaluation of Teaching and Courses (SETC)* |
| 2016 – 2017 | committee member – *Learning Space Design Committee* |
| 2014 – 2016 | committee member – *bargaining the TSSU collective agreement* |
| 2011 – 2018 | committee member – *Senate Graduate Studies Committee* |
| 2011 – 2017 | chair – *Special Arrangements Graduate Program Steering Committee* |
| 2011 – 2017 | associate dean academic – *Office of* *the Dean of Graduate Studies* |
| 2013 | committee member – *FoE Dean Search* |
| 2007 – 2010 | chair – *Senate Appeal Board* |
| 2006 – 2009 | senator – *SFU Senate* |
| 2006 – 2009 | senate representative – *Senate Committee on University Honors* |
| 2004 – 2006 | faculty representative – *Senate Appeal Board* |
| 2002 – 2004 | graduate student representative – *Senate Appeal Board* |
| 2003 – 2004 | graduate student representative – *Committee to Review University Admissions* |

University Service via Associate Dean Graduate Studies

|  |  |
| --- | --- |
| 2016 – 2017 | committee member – *Senate Library Committee* |
| 2011 – 2017 | chair – *Special Arrangements Steering Committee* |
| 2011 – 2017 | committee member – *Senate Graduate Studies Committee* |
| 2011 – 2012 | committee member – *VPA’s Advisory Committee on Teaching and Learning* |
| 2011 – 2013 | committee member – *Learning Technologies Coordinating Committee* |
| 2011 – 2013 | committee member – *Learning Outcomes and Assessment Working Group* |
| 2011 – 2013 | committee member – *Online Education Working Group* |

Service to the Academic Community at Large

|  |  |
| --- | --- |
| 2016 – present | president – *International Group for the Psychology of Mathematics Education* |
| 2016 | special conference proceedings editor – *Canadian Mathematics Education Study Group* |
| 2013 – 2015 | North American Chapter of the Psychology of Mathematics Education (PME-NA) *– steering committee member* |
| 2013 – 2014 | development and implementation of *Young Researchers’ Day* – held at PME 2014 |
| 2012 – 2014 | co-chair of LOC – *38th Annual Meeting* *of the International Conference for Psychology of Mathematics Education –* to be held in July 2014 |
| 2012 – present | Douglas College Post-Baccalaureate Mathematics and Science Teaching Diploma Steering Committee – *chair* |
| 2010 – present | SFU Mathematics Education representative on the British Columbia Committee on the Undergraduate Program in Mathematics and Statistics **(**BCcupms) |
| 2010 | informal reviewer of Douglas College proposed post-baccalaureate diploma program in Mathematics and Science Education |
| 2010 | chair of LOC – 34th meeting of the *Canadian Mathematics Education Study Group* |
| 2010 – 2015 | vice-president – *Canadian Mathematics Education Study Group* |
| 2009 | working group leader – Rethinking Assessment at the *4th Canadian Mathematics Education Forum* |
| 2009 – 2015 | executive committeemember *– Canadian Mathematics Education Study Group* |
| 2006 – 2010 | international committee member – *International Group for the Psychology of Mathematics Education* |
| 2005 – 2012 | conference proceedings editor – *Canadian Mathematics Education Study Group* |
| 2005 | program reviewer – *Kwantlen University College Mathematics Minor* |
| 2003 | book reviewer – J. A. Van de Walle (author). *Elementary and Middle School Mathematics: Teaching Developmentally* – Canadian Edition |
| 2003 | working group coordinator – *Mathematics as Story Conference,* University of Western Ontario |

Reviewing and Editorial Work

|  |  |
| --- | --- |
| 2014 – present | associate editor – Fields Mathematics Education Journal |
| 2014 – present | member of editorial board – Mathematics Education Research Journal |
| 2012 – present | senior editor - International Journal of Science and Mathematics Education |
| 2011 – present | member of editorial board – Educational Studies in Mathematics |
| 2011 – present | member of editorial board – Journal of Mathematics Teacher Education |
| 2011 – 2013 | member of editorial board – Creative Education |
| 2011 – 2014 | member of editorial board – Fields Mathematics Education Journal |
| 2010 – present | member of editorial board – Advances in Creativity and Giftedness (book series) |
| 2010 – present | member of editorial board – Canadian Journal for science, Mathematics, and Technology Education |
| 2008 – present | member of editorial board – Mathematical Thinking and Learning |
| 2015 – present | reviewer – International Journal of STEM Education |
| 2009 – present | reviewer – Alberta Journal of Educational Research |
| 2009 – 2012 | reviewer – International Journal of Science and Mathematics Education |
| 2004 – present | reviewer –*The International Group for the Psychology of Mathematics Education Conference* |
| 2002 – present | reviewer –*The International Group for the Psychology of Mathematics Education Conference – North American Chapter* |

Grant and Promotion Reviewing

|  |  |
| --- | --- |
| 2017 | reviewer – *promotion to Associate Professor* (4 cases) |
| 2016 | reviewer –*promotion to Full professor* |
| 2016 | reviewer – *Board of Governor's Research Chair* |
| 2015 – present | reviewers - SSHRC |

Service to the Professional Community

|  |  |
| --- | --- |
| 2016 – present | consulted with the Ministry of Education on the new Numeracy Assessment |
| 2012 – 2014 | consulted with the Ministry of Education on the curriculum rationale and structure for the next phase of revisions |
| 2010 – 2011 | Salon Mathématique – an early career mathematics teacher induction program |
| 2010 – 2011 | worked with members of BCAMT on *Questions Worth Asking: About Assessment in Mathematics Classrooms* |
| 2009 – 2010 | worked to help establish SFU’s acceptance of the Foundations stream of BC Mathematics Curriculum |
| 2010 | worked with the Ministry of Education on revisions of Numeracy Performance Standards |
| 2009 – 2017 | co-Editor for Vector (journal of the BCAMT) |
| 2008 – present | member of the BC Committee on the Undergraduate Program in Mathematics and Statistics (BCcupms) – SFU representative |
| 2007 – present | member of BC Association of Mathematics (BCAMT) executive as the post-secondary representative |

1. Authors listed alphabetically. If listed in order of contribution I would be listed as first author. [↑](#footnote-ref-1)
2. Authors listed alphabetically. If listed in order of contribution I would be listed as second author. [↑](#footnote-ref-2)
3. Limited Term Lecturer at Faculty of Education, UBC [↑](#footnote-ref-3)
4. Received the 2012 Canadian Association for Teacher Education (CATE) award for her thesis; Associate Dean of Science at Douglas College [↑](#footnote-ref-4)
5. Assistant Professor at Werklund School of Education, UC [↑](#footnote-ref-5)
6. Coordinator of the Educational Leadership Master's program in Faculty of Education, TWU [↑](#footnote-ref-6)