
CURRICULUM VITAE
Denise S. Mewborn

1. ACADEMIC HISTORY

Name: Denise Anne Spangler Mewborn

Present rank: Associate Professor (currently being reviewed for promotion to Professor; college review complete with unanimous positive vote; university review pending)

Proportion time assignments: .45 EFT Instruction .30 EFT Research

Tenure status: Tenured, August 2000

Administrative title: None

Graduate Faculty status: Appointed to Graduate Faculty February 1998, reappointed April 2005

Highest degree: Ph.D., University of Georgia, June 1995

Academic positions:

Graduate Coordinator, Mathematics Education Program, Department of Mathematics and Science Education, University of Georgia, August 2005-present

Member of the Qualitative Research Faculty, Qualitative Inquiry Program, University of Georgia, 2003-present

Associate Professor, Department of Mathematics and Science Education, University of Georgia, 2005-present

Associate Professor, Department of Mathematics Education, University of Georgia, 2000-2005

Assistant Professor, Department of Mathematics Education, University of Georgia, 1995-2000

Temporary Assistant Professor, Department of Mathematics Education, University of Georgia, Summer 1995

Graduate Assistant, Department of Mathematics Education, University of Georgia, 1991-1995

Temporary Instructor, Mathematics Department, Illinois State University, 1989-1991

Graduate Teaching Assistant, Mathematics Department, Illinois State University, 1988-1989

Other professional employment:

Elementary classroom teacher, Rockwood School District, Eureka, MO, 1987-1988

Post-graduate awards:

Richard B. Russell Award for Excellence in Undergraduate Teaching, University of Georgia, 2004

Teaching Academy member, University of Georgia, 2002-present

Hall of Fame inductee, Illinois State University College of Education, 2002

Kappa Delta Epsilon Educational Honor Society Outstanding Faculty Member Award, University of Georgia College of Education, 2002

Sarah Moss Fellowship, University of Georgia, 2000-2001

D. Keith Osborn Sr. Faculty Senate Award for Teaching Excellence, University of Georgia College of Education, 1999

Kappa Delta Epsilon Educational Honor Society Award for Excellence in Teaching, University of Georgia College of Education, 1999

2. RESIDENT INSTRUCTION AND CONTINUING EDUCATION

a. Courses taught

EMAT 3400–Children’s Mathematical Learning

Replaced EMT 442 in semester conversion. Major requirement for early childhood education majors. Research-based development of a theory of children’s mathematical learning from prenumerical stages through the acquisition of advanced numerical and spatial processes and operations. Includes a weekly field experience supervised by the instructor.

Fall 1995, 25 students

Winter 1997, 27 students

Fall 1997, 22 students

Fall 1998, 30 students

Spring 1999, 31 students

Fall 2000, 27 students

Fall 2001, 30 students

Fall 2004, 33 students

EMAT 3410–Mathematics Methods in PreK-5

Replaced EMT 441 in semester conversion. Major requirement for early childhood education majors; sequel to EMAT 3400. Mathematics teaching and curriculum in PreK-5 integrated with an analysis of mathematics teaching, including the use of technology. Includes a 4-week full-day field experience.

Fall 1995, 22 students
Winter 1996, 25 students
Spring 1997, 27 students
Winter 1998, 22 students
Fall 1998, 30 students
Fall 1999, 31 students
Spring 2000, 30 students
Spring 2001, 25 students
Spring 2002, 24 students
Fall 2002, 29 students
Spring 2003, 31 students
Spring 2004, 30 students
Spring 2005, 30 students

EDEC 4020L, 4030L–Field Experience in Early Childhood Education

Supervised field experience in one of 26 area elementary schools. Four weeks of full-time field experience supervised by a university faculty member.

Fall 1998, 8 students
Spring 1999, 5 students
Fall 1999, 5 students
Spring 2000, 8 students
Spring 2001, 6 students
Spring 2002, 6 students
Fall 2002, 5 students
Spring 2003, 7 students
Spring 2004, 6 students

EMT 6420, Mathematics Methods in Early Childhood Education

Content, methods, and materials appropriate for PreK-5 mathematics instruction.

Fall 1996, 11 students

EMAT 6990, Research Seminar in Mathematics Education

Topics in mathematics education from a research perspective.

Summer 2003, 18 students
Fall 2005, 4 students

EMAT 7050, Problems of Teaching Secondary School Mathematics Education

Major learning theories of the 20th century and their impact on mathematics teaching and learning.

Spring 1998, 17 students
Summer 2003, 22 students

Summer 2005, 18 students

EMAT 8020, Advanced Study of Mathematics Teaching and Teacher Education
Theoretical bases for mathematics teaching and teacher education.

Spring 1999, 10 students

Spring 2000, 7 students

EDUC 4960H, Honors Directed Reading

A guided research project for honors students.

Spring 1999, 1 student

MATH 1700, Arithmetic and Problem Solving

A mathematics content course for early childhood education majors focusing on problem solving and critical thinking in the areas of numbers, geometry, measurement, probability.

Fall 1999, 38 students

FRES 1010, Freshman Seminar, Contemporary Issues in K-12 Education

A one-credit hour seminar for freshman exploring contemporary issues in education, such as vouchers, charter schools, home schooling, and school violence. Students investigate the positions that are being taken on the issues by various people or groups in order to begin to form their own opinions about the issues.

Fall 2002, 15 students

GRSC 7770, Teaching Assistant Support

A three-credit hour course for graduate students teaching or assisting with mathematics methods courses for early childhood education majors.

Fall 2003, 13 students

Winter Research School, University of Port Elizabeth, South Africa

A week-long course for doctoral students in mathematics and science education who were at the dissertation stage. Co-taught with faculty from South Africa and the US.

Summer 2004, 65 students

b. Advising responsibilities

Graduate students

Served or currently serving as mathematics education advisor for 14 Ph.D. students, 4 Ed.S. students, 20 M.Ed. students, and 3 non-degree students.

Undergraduate students

Served or currently serving as mathematics education advisor for 25 B.S.Ed. students.

3. SCHOLARLY ACTIVITIES

a. Publications

Denise S. Mewborn has also published under the name Denise A. Spangler.

* identifies a publication that has gone through stringent editorial review.

** identifies a publication that was invited and carries prestige and recognition.

Books authored, co-authored, or edited

** Mewborn, D. S. (Series Editor)(in preparation with anticipated publication date of April 2006). *Teachers engaged in research: Inquiry into mathematics* (Vols. I-IV). Reston, VA: National Council of Teachers of Mathematics/InfoAge.

** American Statistical Association (2005). *Guidelines for assessment and instruction in statistics education*. Alexandria, VA: Author. (Mewborn is one of 7 lead writers.) Currently available: <http://it.stlawu.edu/~rlock/gaise/>

Mewborn, D. (2005). *Instructor's resource and solutions manual to accompany "Mathematics for elementary school teachers (3rd Ed.)."* Boston: Pearson/Addison-Wesley.

Mewborn, D. (2005). *Student's solutions manual to accompany "Mathematics for elementary school teachers (3rd Ed.)."* Boston: Pearson/Addison-Wesley.

** National Council of Teachers of Mathematics. (1995). *Assessment standards for school mathematics*. Reston, VA: Author. (member of writing team)

Chapters in books

* Franklin, C. A., & Mewborn, D. S. (in press). The statistical preparation of PreK-12 teachers: A shared responsibility. In G. Burrill (Ed.) *Thinking and reasoning with data and chance—National Council of Teachers of Mathematics Yearbook*. (19 pages, Contribution percentages: Franklin 50%, Mewborn 50%)

Mewborn, D. S., & Abney, A. (2004). Lifting the veil on gender issues. In S. Neuharth-Pritchett, B. D. Payne, & J. C. Reiff (Eds.) *Perspectives on elementary education: A casebook for critically analyzing issues of diversity* (pp. 72-76). Boston: Pearson. (Contribution percentages: Mewborn 75%, Abney 25%)

- ** Mewborn, D. S. (2003). Teaching, teachers' knowledge, and their professional development. In J. Kilpatrick, W. G. Martin, & D. Schifter (Eds.), *A research companion to the Principles and Standards for School Mathematics* (pp. 45-52). Reston, VA: National Council of Teachers of Mathematics.
- ** Ball, D. L., Lubienski, S., & Mewborn, D. S. (2001). Research on teaching mathematics: The unsolved problem of teachers' mathematical knowledge. In V. Richardson (Ed.) *Handbook of research on teaching* (4th ed.) (pp. 433-456). New York: Macmillan. (Contribution percentages: Ball 50%, Lubienski 25%, Mewborn 25%)
- Mewborn, D. S. (2001). How full is full? In D. J. Tippins, T. R. Koballa, Jr., & B. D. Payne (Eds.), *Learning from cases: Unraveling the complexities of elementary science teaching* (pp. 25-29). Boston: Allyn & Bacon.
- Mewborn D. S. (1999). Models and case studies for gender equity: Short general awareness sessions and professional study groups. In M. Weinburgh & E. Farohki (Eds.), *InGEAR: Integrating Gender Equity and Reform: A professional development manual for gender equity in collegiate science, engineering, mathematics, and education* (pp. 24-25, 43-44). Atlanta: Georgia Institute of Technology.
- Mewborn, D. S. (1998). Making gender equity part of the teacher education curriculum. In C. Keitel (Ed.), *Social justice and mathematics education: Gender, class, ethnicity and the politics of schooling* (pp. 207-214). Berlin: Freie University.
- Kilpatrick, J., Hancock, L., Mewborn, D. S., & Stallings, L. (1996). Teaching and learning cross-country mathematics: A story of innovation in precalculus. In S. A. Raizen & E. D. Britton (Eds.), *Bold ventures, Volume 3: Case studies of U.S. innovations in mathematics education* (pp. 133-243). Dordrecht, The Netherlands: Kluwer. (Contribution percentages: Kilpatrick 40%, Hancock 30%, Mewborn 20%, Stallings 10%)
- Spangler, D. A. (1991). The pigeonhole principle: A counting technique for the middle grades. In M. J. Kenney & C. R. Hirsch (Eds.), *Discrete mathematics across the curriculum K-12-NCTM Yearbook* (pp. 55-58). Reston, VA: National Council of Teachers of Mathematics.

Monographs and other publications

- McLeod, D. B., & Mewborn, D. S. (2004). Perspective on “The relationship of teachers’ conceptions of mathematics and mathematics teaching to instructional practice.” In T. P. Carpenter, J. A. Dossey, & J. L. Koehler (Eds.) *Classics in mathematics education research* (p. 172). Reston, VA: National Council of Teachers of Mathematics. (Contribution percentages: McLeod 50%, Mewborn 50%)
- Mewborn, D. S., & Huberty, P. D. (2004). Student data are as close as your clipboard. In M. Chappelle, J. F. Shielack, & S. Zagorski (Eds.), *Empowering the beginning teacher of mathematics—Elementary school* (p. 38). Reston, VA: NCTM. [Contribution percentages: Mewborn 75%, Huberty 25%]
- Mewborn, D. S., & Del Rey, P. (1997). *Results of an institutional self-study on gender issues*. Athens: University of Georgia. (Contribution percentages: Mewborn 75%, Del Rey 25%) [27 pages]
- Gober, D. A., & Mewborn, D. S. (1997). *Handbook for creating a gender equitable classroom environment*. Athens: University of Georgia. (Contribution percentages: Gober 50%, Mewborn 50%) [17 pages]
- Georgia Initiative in Mathematics and Science (1996). *POET: Principles of Educating Teachers*. Athens, GA: Author. (contributing author)

Journal articles

- * Mewborn, D. S., & Stinson, D. W. (in press). Teacher education as assisted performance. *Teachers College Record*. (41 pages, Contribution percentages: Mewborn 75%, Stinson 25%)
- ** Mewborn, D. S. (2005). Mathematical mentoring. *New England Mathematics Journal* 37(2), 30-40.
- * Leatham, K. R., Lawrence, K. G., & Mewborn, D. S. (2005). Getting started with open-ended assessment. *Teaching Children Mathematics* 11, 413-419. (Contribution percentages: Leatham 33.3%, Lawrence 33.3%, Mewborn 33.3%)
- ** Mewborn, D. S., & Huberty, P. D. (2004). A site-based model for professional development in mathematics at elementary school level. *Pythagoras* 59, 2-7. (Contribution percentages: Mewborn 75%, Huberty 25%)
- * Mewborn, D. S., Beckmann, S., Davion, V., Desmet, C, Ross, S. H., Oliver, J. P., Preissle, J., & Ruppensburg, H. (2002). Expanding the "Great Conversation"

to include arts and sciences faculty. *Innovative Higher Education* 27(1), 39-51. (Contribution percentages: Mewborn 30%, others 10% each)

- * Gober, D. A., & Mewborn, D. S. (2001). Promoting equity in mathematics classrooms. *Middle School Journal* 32(3), 31-35. (Contribution percentages: Gober 60%, Mewborn 40%)
- ** Mewborn, D. S. (2001). Teachers' content knowledge, teacher education, and their effects on the preparation of elementary teachers in the United States. *Mathematics Teacher Education and Development* 3, 28-36.
- * Mewborn, D. S. (2000). Learning to teach elementary mathematics: Ecological elements of a field experience. *Journal of Mathematics Teacher Education* 3(1), 27-46.
- * Mewborn, D. S. (2000). Meaningful integration of mathematics methods instruction and field experience. *Action in Teacher Education* 21(4), 50-59.
- * Mewborn, D. S., & Stanulis, R. N. (2000). Making the tacit explicit: Teacher educators' values and practices in a co-reform teacher education program. *Teacher Education Quarterly* 27(3), 5-22. (Contribution percentages: Mewborn 50%, Stanulis 50%)
- * Mewborn, D. S. (1999). Creating a gender equitable classroom environment. *International Journal of Leadership in Education* 2, 103-115.
- Mewborn, D. S. (1999). Guest editorial: It's a small world after all. *The Mathematics Educator* 9, 22.
- * Mewborn, D. S. (1999). Reflective thinking in preservice elementary mathematics teachers. *Journal for Research in Mathematics Education* 30, 316-341.
- * Mewborn, D. S., & Huberty, P. D. (1999). Questioning your way to the Standards. *Teaching Children Mathematics* 6(4), 226-227. 243-246. (Contribution percentages: Mewborn 50%, Huberty 50%)
- * Mewborn, D. S. (1998). The quarter quandary: An illustration of NCTM's Professional Teaching Standards. *Teaching Children Mathematics* 5, 160-163.
- * Mewborn, D. S. & Gober, D. A. (1998). Preservice teachers' perceptions of gender equity issues in the mathematics classroom. *Nordic Studies in Mathematics Education*. 6(1), 49-67. (Contribution percentages: Mewborn 60%, Gober 40%)

- Bell, K., Mewborn, D. S., Searcy, M. B., Shealy, B., Tzur, R., & Whitfield, B. (1996). February calendar. *Mathematics Teacher*, 89, 127-131. (Contribution percentages: Bell 10%, Mewborn 50%, Searcy 10%, Shealy 10%, Tzur, 10%, Whitfield 10%)
- * D'Ambrosio, B. S., & Mewborn, D. S. (1994). Children's constructions of fractions and their implications for classroom instruction. *Journal of Research in Childhood Education*, 8, 150-161. (Contribution percentages: D'Ambrosio 50%, Mewborn 50%)
- * Spangler, D. A. (1992). Assessing students' beliefs about mathematics. *Arithmetic Teacher*, 40, 148-152. (This article was reprinted in Lambdin, D. V., Kehle, P. E., & Preston, R. V. (Eds.) (1996). *Emphasis on assessment: Readings from NCTM's school-based journals*. Reston, VA: National Council of Teachers of Mathematics. And in Teppo, A. R. (1999). *Reflecting on practice in elementary school mathematics*. Reston, VA: National Council of Teachers of Mathematics.)

Commissioned papers

- Mewborn, D. S. (2004). PreK-12 education. In J. Inscoe (Ed.). *The new Georgia encyclopedia*. Atlanta: Georgia Humanities Council. Available: <http://www.georgiaencyclopedia.org/nge/Article.jsp?path=/Education/ElementaryMiddleandSecondary/PublicEducation&id=h-2619>
- **Hackenberg, A. J., & Mewborn, D. S. (2003). *Questioning assumptions: A critical pedagogical perspective on mathematics teaching and learning in rural places*. Paper commissioned by the ACCLAIM Center. (Contribution percentages: Hackenberg 50%, Mewborn 50%) (Available: http://acclaim.coe.ohiou.edu/rc/rc_sub/pub/3_wp/list.asp)
- **Mewborn, D. S., Whitlow, D., Williams, N. B., & Wynne, B. D. (2000). *Middle school mathematics*. Paper commissioned by the Governor's Education Reform Study Commission, Atlanta. (Contribution percentages: Mewborn 40%, Whitlow 30%, Williams 15%, Wynne 15%)
- ** Mewborn, D. S. (1999). *A summary and critique of the literature on elementary teachers' mathematical knowledge*. Paper commissioned by the National Research Council, Washington, D.C.

Bulletins or reports

- Gober, D. A., & Mewborn, D. S. (1998). Teacher education students' reports of gender equity instruction. *Educational Equity Report* 7(1), 3. (Contribution percentages: Gober 50%, Mewborn 50%)

Mewborn, D. S. (1996). In GEAR update: Curriculum materials for excellence and equity. *Educational Equity Report* 5(1), 2.

Reviews

** Mewborn, D. S., & Reed, R. J. (2003). When dreams meet daylight: A review of “California dreaming—Reforming mathematics education.” *Journal for Research in Mathematics Education*, 34, 464-469. (book review)
[Contribution percentages: Mewborn 75%, Reed 25%]

Mewborn, D. S. (1997). Window on resources: Review of Mindplay: Fraction-Oids III. *Mathematics Teaching in the Middle School*, 2, 183. (Software review)

Papers in refereed conference proceedings

** Mewborn, D. S. (in press). Frameworks for research in mathematics teacher education. In M. E. Wilson (Ed.) *Proceedings of the twenty-seventh annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Blacksburg, VA: Virginia Polytechnic University.

Mewborn, D. S., & Tyminski, A. M. (2004). Lortie revisited. In D. E. McDougall & J. A. Ross (Eds.) *Proceedings of the twenty-sixth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (Vol. 3, pp. 1183-1189. Toronto: OISE.
[Contribution percentages: Mewborn 75%, Tyminski 25%]

** Mewborn, D. S. (2004). Beliefs as a lever for change. In S. Niewoldt, S. Froneman, & P. Nkhoma (Eds.) *Proceedings of the tenth national congress of the Association of Mathematics Education of South Africa* (Vol. I, pp. 50-61). Potchefstroom: University of Potchefstroom.

Mewborn, D. S. (2004). Assessing what we value. In S. Niewoldt, S. Froneman, & P. Nkhoma (Eds.) *Proceedings of the tenth national congress of the Association of Mathematics Education of South Africa* (Vol. II, pp. 105-112). Potchefstroom: University of Potchefstroom.

Mewborn, D. S. (2001). Insights from a mathematics-specific field experience for elementary education majors. In R. Speiser, C. A. Maher, & C. N. Walter (Eds.), *Proceedings of the Psychology of Mathematics Education—North American Chapter Annual Meeting* (pp. 957-958). Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.

Mewborn, D. S. (2000). Changing beliefs and teaching practices: An illustration of a reflective connectionist. In M. L. Fernández (Ed.), *Proceedings of the Psychology of Mathematics Education—North American Chapter Annual*

Meeting (pp. 593-597). Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.

Jackson, D. F., Mewborn, D. S., & Wieseman, K. C. (1999). Issues (and non-issues?) in gendered interactions among students and instructors in preservice science teacher education courses. In G. M. Hildebrand (Ed.), *Gazing into the future—Proceedings of the Gender and Science Education Conference* (pp. 30-35). Parkville, Victoria, Australia: University of Melbourne. (Contribution percentages: Jackson 45%, Mewborn 35%, Wieseman 20%)

Mewborn, D. S., & Gober, D. A. (1997). Preservice mathematics teachers' constructions of gender equity in the classroom, In J. A. Dossey, J. O. Swafford, M. Parmantie, & A. E. Dossey (Eds.), *Proceedings of the Psychology of Mathematics Education—North American Chapter Annual Meeting* (pp. 429-433). Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education. (Contribution percentages: Mewborn 60%, Gober 40%)

Mewborn, D. S. (1996). Alternative roles for participants in field experiences, In E. Jakobowski, D. Watkins, & H. Biske (Ed.), *Proceedings of the Psychology of Mathematics Education—North American Chapter Annual Meeting* (pp. 501-506). Tallahassee: Florida State University Press.

Mewborn, D. S. (1996). The classroom concerns of preservice teachers, In R. Luengo (Ed.) *Short presentations, 8th International Congress on Mathematical Education* (p. 536). Seville, Spain: FESPM.

Mewborn, D. S. (1996). Integrating Gender Equity and Reform (In GEAR): A multi-university project. In C. Keitel (Ed.), *Twenty years of cooperative research on gender and mathematics: Proceedings of the International Organization of Women in Mathematics Education Meeting* (pp. 58-60). Madrid, Spain: Zacatecas.

Edited conference proceedings

Mewborn, D. S., Sztajn, P., White, D. Y., Wiegel, H. G., Bryant, R. L., & Nooney, K. (Eds.) (2002). *Proceedings of the twenty-fourth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (Vols. I-IV). Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education. (Contribution percentages: Mewborn 35%, Sztajn, White, Wiegel 15% each, Bryant, Nooney 10% each)

Works submitted but not yet accepted

Mewborn, D. S. (under review). A summary and critique of the literature on elementary teachers' mathematical knowledge. *Review of Educational Research*.

Mewborn, D. S. (under review). Making sense of change: A case for examining both the content and structure of a belief system. *Journal of Mathematics Teacher Education*.

Mewborn, D. S., & Tyminski, A. (under review). Lortie's apprenticeship of observation revisited. *For the Learning of Mathematics*.

b. Creative contributions other than formal publications

Cooney, T. J., Sanchez, W. B., Leatham, K., & Mewborn, D. S. (2002). *Open ended assessment in mathematics: A searchable collection of 450+ questions*. Web site hosted by Heinemann Publishing Company. Available: <http://www.heinemann.com/math>

Study of Instructional Improvement. (2001). *Pre-institute survey for Mathematics Professional Development Institutes*. Ann Arbor, MI: Consortium for Policy Research in Education. [item developer]

Toolkit of curriculum materials to promote excellence and equity [World Wide Web site] Athens: University of Georgia. Available: <http://www.coe.uga.edu/ingear>.

Creating a gender equitable classroom environment [60-minute videotape]. Athens: University of Georgia Office of Instructional Development.

c. Grants or contracts received

External

National Science Foundation, *Semi-Formal Classroom Assessment for Enhancing Discourse, Curriculum, and Achievement in Middle School Mathematics*, \$900,000, 2005-2008, Co-principal investigator (D. Hickey, PI).

Improving Teacher Quality Grants Program, *ALPS: All Learners are Problem Solvers II*, 2005-2006, \$74,500, Principal investigator.

Improving Teacher Quality Grants Program, *ALPS: All Learners are Problem Solvers*, 2004-2005, \$60,000, Co-principal investigator (C. Orrill, PI).

Improving Teacher Quality Grants Program, *Gaining Momentum in Mathematics at Gaines II*, 2004-2005, \$64,000, Principal investigator.

Improving Teacher Quality Grants Program, *Wildcats Do Math II!*, 2003-2004, \$84,000, Principal investigator.

Improving Teacher Quality Grants Program, *Koality Mathematics II*, 2003-2004, \$49,000, Principal investigator.

Improving Teacher Quality Grants Program, *Gaining Momentum in Mathematics at Gaines*, 2003-2004, \$38,000, Principal investigator.

Eisenhower Program for Improving Mathematics and Science Instruction, *Wildcats Do Math!*, 2002-2003, \$85,000, Principal investigator.

Eisenhower Program for Improving Mathematics and Science Instruction, *Koality Mathematics*, 2002-2003, \$78,000, Principal investigator.

Eisenhower Program for Improving Mathematics and Science Instruction, *Project CHILD II: Communities Helping Improve Learning and Development in Mathematics*, 2001-2002, \$50,000, Principal investigator.

Eisenhower Program for Improving Mathematics and Science Instruction, *Connecting Undergraduate Elementary Mathematics Education to the K-5 Classrooms*, 2001-2002, \$36,000, Co-Principal investigator.

Spencer Foundation, *Learning to Teach Elementary Mathematics*, 2000-2004, \$250,000, Principal Investigator.

Eisenhower Program for Improving Mathematics and Science Instruction, *Project CHILD: Communities Helping Improve Learning and Development in Mathematics*, 2000-2001, \$28,000, Principal investigator.

Eisenhower Program for Improving Mathematics and Science Instruction, *Focusing Attention on Mathematics Instruction K-12*, 2000-2001, \$24,000, Principal investigator.

National Science Foundation, *Integrating Gender Equity and Reform*, 1995-1998, \$796,092 (to Georgia Institute of Technology with a \$146,236 subcontract to University of Georgia and additional subcontracts to Georgia State University, Georgia Southern University, and Clark-Atlanta University), Co-principal investigator. (C. Thorsen, Principal Investigator)

Eisenhower Program for Improving Mathematics and Science Instruction, Principles of Educating Teachers Professional Development Grant Program, *Infusing Gender Equity into Teacher Education*, 1996-1997, \$4,000, Principal investigator.

Internal

College of Education GSTEP Travel Grant, \$1000, 2003-2004.

College of Education GSTEP Research Grant, \$3200, 2003-2004.

College of Education GSTEP Travel Grant, \$1000, 2002-2003.

College of Education GSTEP Research Grant, \$3200, 2002-2003.

College of Education GSTEP Mini-Grant, *Project PUMP (Partners Using Mathematical Principles)*, 2002, \$2099 (with P. Sztajn and D. White)

College of Education P-16 Grant, *Supporting Mathematics Instruction in Clarke County Elementary Schools*, 2001-02, \$4000

College of Education Summer Research Program, *Crafting Mathematics Teaching Practice: A Study of Novice Elementary Teachers*, 2000, \$5000.

University of Georgia Research Foundation Faculty Development Grant, *Crafting Mathematics Teaching Practice: A Study of Novice Elementary Teachers*, 2000, \$3000.

College of Education Beta Group for Coreform, *Clarke County School District Mathematics Committee Study Group*, 1999-2000, \$950.

College of Education Faculty Collaboration Grant, *The Impact of Elementary Teachers' Mathematical Knowledge on Student Learning*, 1999-2000, \$2076. (with J. Kilpatrick)

Office of Instructional Support and Development, *Infusing Field Experiences and Mathematics Methods Courses*, 1999-2000, \$1143. (with D. White)

College of Education Summer Outreach Program, *Collaboration in Teacher Preparation*, Summer 1999, \$3433.

College of Education Faculty Collaboration Grant, *Preparing Special and General Educators for Successful Collaboration*, 1998-1999, \$1,265. (with A. Babyak, J. Langone)

Deans' Forum, *Increasing Collaboration Between Mathematics and Mathematics Education Faculties*, 1997-1998, \$2000. (with S. Beckmann-Kazez, T. Cooney, E. Gootman)

College of Education Summer Outreach Program, *Developing the Teacher Liaison Model*, 1998, \$4333.

College of Education Research and Outreach Program, *The Classroom Concerns of Elementary Mathematics Teachers*, 1997-1998, \$8725.

College of Education Faculty Collaboration Grant, *Technology in the Mathematics Preparation of Preservice Elementary Teachers*, 1996-1997, \$1,500. (with L. Schrum, J. Olive)

Grant-related activities

Co-Facilitator, Mathematics and Science Summit for Middle School Teachers, sponsored by Partnership for Reform in Science and Mathematics (PRISM), 2005.

Faculty Associate, *Center for Proficiency in Teaching Mathematics* funded by the National Science Foundation, 2003-present.

Advisory Board Member, Integrating Mathematics and Pedagogy Project, Center for Research in Mathematics and Science Education, San Diego State University, 2000-2003.

Consultant, *Georgia Statewide Teacher Education Program* funded by the U. S. Department of Education, 2001-2002.

Director of activities for Pre-K-5 teachers for *Cooperative Professional Development* project, funded by the Eisenhower Program for Improving Mathematics and Science Instruction, 1995-1996. (P. S. Wilson, Principal Investigator)

Co-director of Early Childhood Education activities for *P-16 Initiative*, funded by the Board of Regents, 1996-1999. (W. F. Prokasy, Principal Investigator)

d. Recognitions and outstanding achievements

The Enlightening Professor Award, Delta Gamma Sorority, University of Georgia, 2005

LEAD Athens participant, 2002-2003

Appreciation Award, American Educational Research Association Publications Committee for service to *Educational Researcher*, 2002

Deans' Forum, University of Georgia College of Arts and Sciences and College of Education, 1996-2002

Lilly Teaching Fellow, University of Georgia Office of Instructional Development, 1996-1997

e. Areas in which research is done

Preservice elementary teachers' sense-making processes in classroom situations
Elementary teachers' content knowledge and its impact on instruction
Development of teaching practice across time

f. Supervision of student research

Doctoral committees

Major professor–Completed

Banker, Teresa, Ph.D., Mathematics Education, 2001
Johnson, Patricia, Ph.D., Mathematics Education, 2004
Stinson, David W., Ph.D., Mathematics Education, 2004

Major professor–In Progress

Cagyalan, Gunhan, Ph.D., Mathematics Education
Keum, Jongsuk, Ph.D., Mathematics Education
Kwon, NaYoung, Ph. D., Mathematics Education
Lackey, Elizabeth, Ph. D., Elementary Education
Overick, Robyn, Ph. D., Mathematics Education
Reed, R. Judith, Ph.D., Mathematics Education
Rhodes, Ginger, Ph.D., Mathematics Education
Shiver, Janet M., Ph. D., Mathematics Education
Tyminski, Andrew M., Ph. D., Mathematics Education
Weber, John J. III, Ph.D., Mathematics Education
Williams, Nancy B., Ph.D., Mathematics Education
Wynne, Brian D., Ph.D., Mathematics Education

Committee member–Completed

Allison, Jacqueline, Ph.D., Mathematics Education, 2000
Anderson, Dawn L., Ph.D., Mathematics Education, 2002
Barron, Terri, Ph.D., Mathematics Education, 2000
Erbas, Kursat, Ph. D., Mathematics Education, 2004
Fuentes, Christine, Ed. D., Elementary Education, 2001
Freitag, Mark, Ph.D., Mathematics Education, 2000
Gieger, Lynn, Ph.D., Mathematics Education, 2002
Gober, Deborah, Ph.D., Mathematics Education, 1998
Hackenberg, Amy, Ph.D., Mathematics Education, 2005
Hanzsek-Brill, Melissa B., Ph.D., Mathematics Education, 1997
Jung, In Chul, Ph.D., Mathematics Education, 2002
Kim, Gooyeon, Ph. D., Mathematics Education, 2004
Lanier, Susie, Ph.D., Mathematics Education, 1999
Lovin, LouAnn, Ph.D., Mathematics Education, 2000
McCallum, Michael, Ph.D., Mathematics Education, 2005
Norton III, Anderson H., Ph.D., Mathematics Education, 2004

Searcy, Mary Beth, Ph.D., Mathematics Education, 1997
Sheehy, Lisa, Ph.D., Mathematics Education, 2004
Smith, Lola B., Ph.D., Instructional Technology, 1999
Skywark, Vicky, Ph. D., Gifted Education, 2005

Committee member–In progress

Abney, Angel, Ph. D., Mathematics Education
Cooper, Thomas, Ph. D., Mathematics Education
Cross, Dionne I., Ph. D., Educational Psychology
Cheng, LuPien, Ph. D., Mathematics Education
Janes, Patricia, Ph. D., Educational Psychology
Klerlein, Jacob T., Ph. D., Mathematics Education
Ledford, Sarah, Ph. D., Mathematics Education
Polly, Andrew, Ph.D., Instructional Technology
Thomas, Sharren, Ph. D., Mathematics Education
Tunç-Pekkan, Zelha, Ph. D. Mathematics Education

Service as an outside dissertation reader for other institutions

Koester, Mark, I., Ph. D., Learning and Instruction, State University of New York at Buffalo, 2000.

Plotz, Mariana, Ph. D., Mathematics Education, University of the Northwest,
Potchefstroom, South Africa, in progress.

Ed.S. committees

Major professor

Bryant, Robyn L., Ed.S., Mathematics Education, Spring 2002
Daniels, Jeffrey T., Ed. S., Mathematics Education, Summer 2004 (with J. Wilson)
McAdams, Sandra, Ed.S., Mathematics Education, Summer 1998
Seals, Victoria, Ed.S., Mathematics Education, Spring 1999

Committee member

Pinion, Sue, Ed.S., Mathematics Education, Spring 1997

Master's committees

Brombacher, Aarnout, M.A., Mathematics Education, Fall 1997

g. Editorship or editorial board member of journals

Editorial Board Member, *Eurasia Journal of Mathematics, Science and Technology Education*

h. Convention papers

* denotes presentations that have a published counterpart

** denotes presentations that are invited and particularly prestigious

Papers presented at international professional meetings

Mewborn, D. S., & Johnson, P. (2005, May). *Teacher education as assisted performance*. Paper presented at the Fifteenth International Commission on Mathematical Instruction Study Conference on the Professional Education and Development of Teachers of Mathematics, Águas de Lindóia, Brazil.

*, ** Mewborn, D. S. (2004, July). *Beliefs as a lever for change*. Plenary address presented at the annual meeting of the Association of Mathematics Educators of South Africa, Potchefstroom, South Africa.

* Mewborn, D. S. (2004, July). *Assessing what we value*. Paper presented at the annual meeting of the Association of Mathematics Educators of South Africa, Potchefstroom, South Africa.

* Mewborn, D. S. (2000, August). *Mathematics content knowledge in the preparation of elementary teachers in the U.S.* Paper presented at the 9th International Congress on Mathematical Education, Makuhari, Japan.

* Mewborn, D. S. (1996, July). *The classroom concerns of preservice teachers*. Poster session presented at the 8th International Congress on Mathematical Education, Seville, Spain.

* Mewborn, D. S. (1996, July). *Integrating Gender Equity and Reform (In GEAR): A multi-university project*. Paper presented at the meeting of the International Organization of Women in Mathematics Education, Seville, Spain.

Papers presented at national professional meetings

*, ** Mewborn, D. S. (2005, October). *Frameworks for research in mathematics teacher education*. Plenary paper to be presented at the annual meeting of the International Group for the Psychology of Mathematics Education–North American Chapter, Roanoke, VA.

Mewborn, D.S., Sztajn, P., & Tyminski, A. M. (2005, April). *Intentional teacher educator preparation*. Paper presented at the Research Pre-session of the National Council of Teachers of Mathematics, Anaheim.

- * Mewborn, D. S., & Tyminski, A. M. (2004, October). *Lortie revisited*. Paper presented at the annual meeting of the International Group for the Psychology of Mathematics Education–North American Chapter, Toronto, Canada.
- Mewborn, D. S., & Johnson, P. (2003, January). *Learning to teach elementary mathematics: A four-year study of elementary teachers*. Paper presented at the annual meeting of the Association of Mathematics Teacher Educators, Atlanta.
- Mewborn, D. S. (2002, April). *Examining mathematics teachers' beliefs through multiple lenses*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Mewborn, D. S. (2001, October). *Insights from a mathematics-specific field experience for elementary education majors*. Paper presented at the annual meeting of the International Group for the Psychology of Mathematics Education–North American Chapter, Snowbird, UT.
- Sztajn, P., Mewborn, D. S., White, D. Y., Lambdin, D. V., & D'Ambrosio, B. S. (2001, April). *Mathematics-specific, field-based experiences for elementary education majors: Identifying fundamental issues*. Panel presentation at the Research Pre-session of the National Council of Teachers of Mathematics, Orlando.
- Mewborn, D. S. & Ruppertsberg, H. (2001, March). *The Deans' Forum: An Example of a collaborative effort in teacher preparation*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Dallas.
- * Mewborn, D. S. (2000, October). *Changing beliefs and teaching practices: An illustration of a reflective connectionist*. Paper presented at the annual meeting of the International Group for the Psychology of Mathematics Education–North American Chapter, Tucson, AZ.
- Mewborn, D. S. (2000, April). *Changing actions vs. changing beliefs: What is the goal of mathematics teacher education?* Paper presented at a roundtable at the annual meeting of the American Educational Research Association, New Orleans. (ERIC Document ED 442 676)
- Mewborn, D. S. (2000, April). *An analysis of the research on K-8 teachers' mathematics knowledge*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans. (ERIC Document ED 442 672)

- * Jackson, D. F., Mewborn, D. S., & Wieseman, K. C. (1999, March). *Issues (and non-issues?) in gendered interactions among students and instructors in preservice science teacher education courses*. Paper presented at the Gender and Science Education Conference, Boston.
- * Mewborn, D. S., & Stanulis, R. N. (1999, February). *Casting new roles: Embracing a “teachers teaching teachers” model of co-reform in teacher education*. Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, Washington, D. C.
- Stanulis, R. N., Mewborn, D. S., Payne, B. D., & Alleksaht-Snider, M. (1999, February). *Early childhood programs and co-reform partnerships: Can they work at a major research university?* Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, Washington, D. C.
- Jackson, D. F., Mewborn, D. S., & Wieseman, K. C. (1998, April). *Issues in the development of an approach to gender equity in middle school science teacher education*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Diego.
- Schriver, M., Weinburgh, M., Thorsen, C. C., & Mewborn, D. S. (1998, April). *Perspectives on developing gender equity workshops for faculty at teaching and research universities*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Diego.
- * Mewborn, D. S., & Gober, D. A. (1998, April). *Helping teacher education students operationalize gender equity*. Paper presented at the annual meeting of the National Council of Teachers of Mathematics, Washington, D.C.
- * Mewborn, D. S., & Gober, D. A. (1997, October). *Preservice mathematics teachers’ constructions of gender equity in the classroom*. Paper presented at the annual meeting of the Psychology of Mathematics Education-North American Chapter, Bloomington, IL.
- Mewborn, D. S. (1997, April). *Bridging the gap between mathematics education research and teaching practice through collaborative action research*. Paper presented at a symposium at the Research Pre-session of the National Council of Teachers of Mathematics Annual Meeting, Minneapolis.
- Mewborn, D. S. (1997, March). *Integrating Gender Equity and Reform: Reports from the participating institutions*. Paper presented at a roundtable at the annual meeting of the American Educational Research Association, Chicago.

- * Mewborn, D. S. (1997, March). *Making sense of an elementary classroom*. Paper presented at a roundtable at the annual meeting of the American Educational Research Association, Chicago.
 - * Mewborn, D. S. (March, 1997). *From awareness to action: Gender equity issues in teacher education*. Paper presented at the annual meeting of the Invisible College of Education, Chicago.
 - * Mewborn, D. S. (1996, October). *Alternative roles for participants in field experiences*, Paper presented at the annual meeting of the Psychology of Mathematics Education-North American Chapter, Tallahassee, FL.
 - * Kilpatrick, J., Compton, H., & Mewborn, D. S. (1996, April). *Teaching and learning cross-country mathematics: A story of innovation in precalculus*, Poster session presented at the Getting the Word Out: International Studies in Science, Mathematics and Technology Conference, Washington, D. C.
 - * Mewborn, D. S. (1995, April). *Critical components of reform efforts in mathematics education*, Paper presented at a symposium at the Research Pre-session of the National Council of Teachers of Mathematics, Boston.
- Steffe, L. P., Olive, J., & Spangler, D. A. (1993, March). *Children's constructions of iterating fraction schemes*, Paper presented at a symposium at the Research in Mathematics Education Research Pre-session of the National Council of Teachers of Mathematics, Seattle.
- * Spangler, D. A. (1992, March). *Assessing students' beliefs about mathematics*, Paper presented at the annual meeting of the National Council of Supervisors of Mathematics, Nashville.
- Thompson, A. G., & Spangler, D. A. (1990, April). *Students' and teachers' beliefs about mathematics*, Paper presented at the annual meeting of the National Council of Teachers of Mathematics, Salt Lake City.

Sessions organized and chaired

- * Mewborn, D. S., Van Zoest, L. R., Smith, T. A., & Stinson, D. W. (2004, April). *Building practice from the ground up: The potential of early field experiences*. Paper session presented at the Research Pre-session of the National Council of Teachers of Mathematics, Philadelphia.
- * Mewborn, D. S., Oliver, J. P., Davion, V., Ruppertsberg, H., Hudson-Ross, S., Desmet, C., Beckmann, S., Preissle, J. (2001, March). *Expanding the "Great Conversation" to include Arts and Sciences Faculty*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Dallas.

Mewborn, D. S., & Wilson, P. S. (1999, April). *Do you see what I see? Developing the power of observation in preservice mathematics teachers*. Paper presented at Research Preession of the National Council of Teachers of Mathematics, San Francisco.

Invited service as a discussant

Nickerson, S. D., Sowder, J., & Taylor, R. (2002, April). *Examining teacher change in large-scale school-based reform efforts: What do different perspectives have to offer?* Paper Presented at the Research Preession of the National Council of Teachers of Mathematics, Las Vegas.

Ambrose, R., Philipp, R. A., Sowder, J. T., & Clement, L. (2000, April). *Assessing preservice teachers' beliefs: A video-based instrument*. Paper Presented at the Research Preession of the National Council of Teachers of Mathematics, Chicago.

McClain, K. (2000, April). *Supporting preservice teachers' understanding of place value and multidigit addition and subtraction*. Paper presented at a roundtable of the American Educational Research Association, New Orleans.

Empson, S., (1999, April). *The transformation of activity: Toward a theory of mathematical notating and knowing*, Paper Presented at the Research Preession of the National Council of Teachers of Mathematics, San Francisco.

Presentations

Professional meetings

** Mewborn, D. S. (2005, September). *Broadening our conceptions of field experiences*. Keynote address for the Appalachian Association of Mathematics Teacher Educators annual meeting. Lexington, KY.

Mewborn, D. S. (2005, September). *The Barrow Buddy field experience*. Appalachian Association of Mathematics Teacher Educators annual meeting. Lexington, KY.

** Mewborn, D. S. (2005, April). *Data analysis for PreK-2 students, teachers, and teacher educators*. Keynote address for the National Council of Teachers of Mathematics annual meeting, Anaheim, CA.

** Mewborn, D. S., (2005, February). *Teacher education as assisted performance*. Keynote address for the Utah Association of Mathematics Teacher Educators annual meeting, Ogden, UT.

Franklin, C. A., Stephenson, W. R., Mewborn, D. S., Siegel, M. H., & Thiel, D. (2004, August). *Planning the statistical education of future teachers*. Invited panel presentation at the Joint Statistics Meetings, Toronto, Canada.

- Mewborn, D. S., & Huberty, P. D. (2003, October). *Integrating data analysis in grades K-5*. Statistics Teacher Education: Assessment, Methods, and Strategies Conference, Athens, GA.
- * Cooney, T. J., Sanchez, W. B., Leatham, K. R., & Mewborn, D. S. (2003, April). *Open-ended assessment: A resource for teachers and teacher educators*. National Council of Teachers of Mathematics, San Antonio.
- ** Mewborn, D. S. (2002, August). *Rethinking the purpose of field experiences*. Invited keynote address for the ACCLAIM Center Conference on Teacher Education. Lexington, KY.
- * Lawrence, K., Leatham, K. R., & Mewborn, D. S. (2001, May). *Using open-ended assessment in mathematics classrooms*. League of Professional Schools, Athens.
- Mewborn, D. S. (2000, October). *Connections between teachers' beliefs and reflectivity*. Paper presented at the annual meeting of the Georgia Educational Research Association, Morrow, GA.
- Mewborn, D. S. (2000, October). *Integrating children's literature and mathematics*. League of Professional Schools, Atlanta.
- Sowder, J. T., Kirchner, D., Mewborn, D. S., & Silver, E. A. (2000, April). *The Journal for Research in Mathematics Education: The process of getting published*. National Council of Teachers of Mathematics annual meeting, Chicago.
- * Huberty, P., & Mewborn, D. S. (1997, October). *The quest for quality questioning*, Georgia Council of Teachers of Mathematics, Eatonton.
- * Huberty, P., & Mewborn, D. S. (1997, March) *Asking better questions to improve the teaching and learning of mathematics*, Southern Regional Conference of the National Council of Teachers of Mathematics, Atlanta.
- Mewborn, D. S. (1997, February). *Becoming a gender equitable teacher*, Professional Development School Association, Columbus, GA.
- * Mewborn, D. S. (1996, October). *Making gender equity part of the reform message*, Georgia Council of Teachers of Mathematics, Eatonton.
- * Mewborn, D. S. (1995, October) *Learning to teach elementary mathematics*, Georgia Association of Teacher Educators, Savannah.

Mewborn, D. S. (1995, April). *Preservice middle school and secondary teachers and assessment: When, how and why*, Association of Mathematics Teacher Educators, Boston.

* Spangler, D. A. (1992, October). *Assessing elementary students' beliefs about mathematics*, Georgia Council of Teachers of Mathematics, Eatonton.

* Spangler, D. A. (1990, October). *Probability and discrete mathematics in the middle school*, Illinois Council of Teachers of Mathematics, Peoria.

Spangler, D. A. (1989, October). *Strategy games for the gifted, Grades 4-8*, Illinois Council of Teachers of Mathematics, Peoria.

Spangler, D. A. (1989, March). *Guiding students to write their own process problems in grades 4-8*, North Central Regional Conference of the National Council of Teachers of Mathematics, Omaha.

Spangler, D. A. (1988, November). *Visual problem solving using a computer in grades 5-8*, Illinois Council of Teachers of Mathematics, Peoria.

Spangler, D. A. (1987, October). *Extending problem solving for mathematically gifted students*, Indiana Council of Teachers of Mathematics, Indianapolis.

Spangler, D. A. (1987, October). *Enhancing problem solving experiences in the primary grades*, Southeast Missouri Council of Teachers of Mathematics, Cape Girardeau.

Spangler, D. A. (1987, October). *Extending problem solving for gifted students K-3*, Illinois Council of Teachers of Mathematics, Champaign.

Other presentations

Mewborn, D. S. (2005, February). *New directions for research on mathematics teachers' beliefs*. Invited colloquium, Brigham Young University Department of Mathematics Education, Provo, UT.

Mewborn D. S. (2004, June). *Open-ended mathematical tasks and their role in outcome-based education in grades 9-12*. Hebron College, Makapanstad, South Africa.

Mewborn D. S. (2004, June). *Open-ended mathematical tasks and their role in outcome-based education in grades K-8*. Mafikeng Secondary School, Rustenburg, South Africa.

- Mewborn D. S. (2004, June). *Open-ended mathematical tasks and their role in outcome-based education in grades K-12*. Klerksdorp Primary School, Klerksdorp, South Africa.
- Mewborn D. S., & Stinson, D. W. (2004, April). *Teacher education as assisted performance*. Paper presented at the GSTEP Teacher Education Research Conference. Athens.
- Mewborn, D. S. (2003, May). *A framework for relating content knowledge and locus of authority in teacher education*. Paper presented at the GSTEP Teacher Education Research Conference, Athens.
- Mewborn, D. S. (2000, November). *Middle school mathematics teacher education in Georgia: Issues and actions*. Paper presented to the Governor's Education Reform Study Commission, Atlanta.
- Mewborn, D. S. (2000, November). *Connecting the SAT-9 and the Georgia Quality Core Curriculum*. Clarke County School District Celebrating Our Successes II Mathematics Conference, Athens.
- Mewborn, D. S. (2000, May). *Using Hands-On Equations to address algebraic thinking in elementary school*. Fair Street Elementary School, Gainesville.
- Mewborn, D. S. (2000, May). *Teaching time and money: An integrated approach*. Centennial Elementary School, Gainesville.
- Mewborn, D. S. (2000, May). *Using questioning techniques to enhance student learning*. Enota Elementary School, Gainesville.
- Mewborn, D. S. (2000, February). *Appropriate instruction for the basic facts of arithmetic*, Presentation to the Elementary Mathematics Committee, Clarke County School District, Athens.
- Mewborn, D. S. (1999, June). *Integrating mathematical problem solving and language arts*, Presentation to Teacher Liaisons for Early Childhood Education Partnership Program Summer Institute, University of Georgia, Athens.
- Mewborn, D. S. (1998, November). *Gender issues in the undergraduate classroom*, Presentation to 1998-99 Teaching Assistant Mentors, Office of Instructional Support and Development, University of Georgia, Athens.
- Mewborn, D. S. (1998, April). *Gender issues in the undergraduate classroom*, Presentation to 1997-98 Lilly Fellows, Office of Instructional Support and Development, University of Georgia, Athens.

- Wilson, P. S., Beckmann-Kazez, S., & Mewborn, D. S. (1998, January). *Pathways to mathematics: Three perspectives*. Department of Mathematics Education Colloquium, University of Georgia, Athens.
- Jackson, D., & Mewborn, D. S. (1997, October). *Gender equity in science and mathematics education*, Department of Science Education Colloquium, University of Georgia, Athens.
- Mewborn, D. S. (1997, September). *The Lilly Fellow Program*. New Faculty Colloquium, University of Georgia, Athens.
- Huberty, P., & Mewborn, D. S. (1997, February). *Enhancing mathematics instruction by asking better questions*, Educational Satellite Outreach Program, College of Education, University of Georgia, Athens.
- Mewborn, D. S. (1997, January). *Gender equity issues in mathematics and science*, Wesleyan College Convocation Series, Macon.
- Gober, D. A., & Mewborn, D. S. (1996, November). *Integrating gender equity and reform into science and mathematics classrooms*, Women's Studies Noon Speaker Series, University of Georgia, Athens.
- Mewborn, D. S. (1996, November). *Meaningful mathematics in the Pre-K classroom*, Georgia Independent School Association Annual Conference, Athens.
- Mewborn, D. S. (1996, November). *Will this be on the test? Expanding our views of assessment*, Georgia Independent School Association Annual Conference, Athens.
- Mewborn, D. S. (1996, October). *Reflective thinking as characterized by John Dewey*, Department of Mathematics Education Colloquium, University of Georgia, Athens.
- Mewborn, D. S., Doster, E. C., & Gober, D. A. (1996, April). *Gender equitable teaching practice: What is it and how do I know if I'm doing it?* Office of Instructional Development Noon Seminar Series, University of Georgia, Athens.
- Mewborn, D. S. (1996, March). *Hands on, minds on mathematics*, Educational Satellite Outreach Program, University of Georgia College of Education, Athens.
- Kilpatrick, J., Hancock, C. L., Mewborn, D. S., & Stallings, L. L. (1995, January). *A case study of change in precalculus*, Department of Mathematics Education Colloquium, University of Georgia, Athens.

Mewborn, D. S. (1994, July). *Rethinking pedagogy in teacher education*, Department of Mathematics Education Colloquium, University of Georgia, Athens.

i. Journal, book, and proposal reviewing

Journal reviewer

Educational Evaluation and Policy Analysis, 2005-present

African Journal of Research in Mathematics, Science and Technology Education, 2004

Mathematics Teaching and Learning: An International Journal, 2003-present

International Journal of Educational Research, invited guest reviewer for a special issue, 2002

Reading Research Quarterly, invited guest reviewer, 2002, 2003

Educational Researcher, 2001-present

Asia-Pacific Journal of Teacher Education & Development, invited guest reviewer, 2000

American Educational Research Journal, 1999-present.

Journal of Literacy Research, invited guest reviewer, 1999.

Journal of Mathematics Teacher Education, 1996-present.

Journal for Research in Mathematics Education, 1995-present.

Mathematics Teaching in the Middle School, 1995-present.

Conference proposal reviewer

American Educational Research Association, Division K-Teaching and Teacher Education, 1999-present.

American Educational Research Association, Division C, Section 1b-Learning and Instruction–Mathematics, 2000-present.

American Educational Research Association, Special Interest Group–Research in Mathematics Education, 1997-present.

Psychology of Mathematics Education–North American Chapter, 1996-present.

International Group for the Psychology of Mathematics Education, 2003

Qualitative Research Interest Group, 1995.

Grant Reviewer

Netherlands Organization for International Cooperation in Higher Education, 2005

Social Sciences and Humanities Research Council of Canada, 2002

Eisenhower Program for Improving Mathematics and Science Instruction, Athens, 2000, 2002.

National Science Foundation Division of Informal, Elementary, and Secondary Education, Washington, D.C., 1996.

Book Reviewer

Mathematics Every Elementary Teacher Should Know: Grades K-8 by D. Haylock and D. McDougall, Christopher-Gordon Publishers, 1999.

Helping Low Achievers Succeed at Mathematics: Grades 2-8 by D. Haylock and M. D'Eon, Christopher-Gordon Publishers, 1999.

Mathematics for Elementary Teachers by J. A. Dossey, R. I. Charles, T. J. Cooney, and P. O'Daffer, Addison-Wesley Publishing Company, 1993-1994.

Mathematics for Elementary Teachers by G. L. Musser and W. F. Burger, Macmillan Publishing Company, 1991.

4. Public Service

a. Service to the profession

External reviewer for promotion and/or tenure

2005: University of Colorado–Denver, Brigham Young University

Chair of the Nominating Committee, Association of Mathematics Teacher Educators, 2005.

Mathematics Consortium Committee, University System of Georgia Board of Regents, 2003.

Steering Committee Member, Conference on Statistics in Teacher Preparation, American Statistical Association, 2002-present.

Conference Chair, International Group for the Psychology of Mathematics Education–North American Chapter, 2001-2002.

Steering Committee Member, International Group for the Psychology of Mathematics Education–North American Chapter, 2000-2003.

Chair-elect, 2000-2001

Chair, 2001-2002

Member-at-large 2002-2003

Recording Secretary, American Educational Research Association Special Interest Group for Research in Mathematics Education, 2001-2003.

Reviewer, Georgia Educational Research Association Distinguished Paper Award, 1997.

Chair, Subgroup of the Working Group on Research and Practice, 8th International Congress on Mathematical Education, Seville, Spain, July 1996.

Member, Statewide Committee on Elementary Teacher Education, Principles of Educating Teachers, 1996-1997.

Chairperson, Gifted Program Committee for the Annual Meeting of the Illinois Council of Teachers of Mathematics, 1989, 1990.

Member, Organization Committee, Missouri Council of Teachers of Mathematics Regional Mathematics Contest for Elementary Students, St. Louis, MO, 1988.

Member, Gifted Program Committee for the Annual Meeting of the Illinois Council of Teachers of Mathematics, 1987, 1988.

b. Service to schools, community

Member, LEAD Athens Steering Committee, Athens Area Chamber of Commerce, 2005-06.

Member, Clarke County School District K-8 Mathematics Curriculum Committee, 2004-05.

Member, Mathematics School Improvement Committee, Gaines Elementary School, Athens, 2003.

Member, Board of Education, Clarke County School District, 2002-2005.
Vice President, 2004, 2005

Co-chair, Clarke County School District Celebrating Our Successes II Mathematics Conference, Athens, GA, 2000 (with S. Harbuck).

Chair, Southern Association of Colleges and Schools Accreditation Team, Whitehead Road Elementary School, Athens, GA, 2000.

Consultant, Mathematics Committee, Clarke County School District, Athens, GA, 1999-present.

Consultant, D. C. Barrow Elementary School, Athens, GA, 1998-2002.

Martin Luther King Jr. Community Service Project (University of Georgia and Clarke County School District), 1997.

Consultant, Jackson County School District, Jefferson, GA, 1995-1996.

Consultant, Grant Park High School mathematics department, Grant Park, IL, 1990-1991.

Consultant, Pontiac Township High School mathematics department, Pontiac, IL, 1990-1991.

5. Service to the University

a. University

University Council ad hoc committee to develop policies for reorganizations, 2005 (appointed)

Selection Committee for the Richard B. Russell Excellence in Undergraduate Teaching Awards, 2004-2006 (appointed)

Instructional Advisory Committee, Office of Instructional Support and Development, 2004-2005 (appointed)

President's Advisory Committee, 2003-2006 (elected)
Chair, 2005-06 (elected)

Guest Leader, Leadershape UGA, May 14, 2003 (invited)

Placement Testing Committee, 2003 (appointed)

Credit Hour Production Committee, 2002 (appointed)

Chair, Academic Honesty Appeals Advisory Committee, 2002-2003 (appointed)

Gwinnett University Center ad hoc Policy Committee, 2002-2003 (appointed)

Advisory Council for Educator Preparation, 2000-2001 (appointed)

University Council, 2000-2003, 2005-2008 (elected)

Educational Affairs Committee, 2000-2003, 2005-2008
Chair, 2001-2003

Faculty Benefits Committee, 2000-2002

Intercollegiate Athletics Committee, 2005-2008

Academic Honesty Hearing Panelist, 1999-present

b. College

Faculty Search Committee, Learning Performance and Support Laboratory, 2005-2006 (appointed)

Interdisciplinary Qualitative Studies Advisory Committee, 2005-present (appointed)

Faculty Awards Committee, 2004-2006 (appointed)

Capital Campaign Steering Committee, 2003-present (appointed)

Chair, Committee on the Office of Professional Education, 2004 (appointed)

Promotion and Tenure Committee, 2002 (appointed)

Ad Hoc Promotion Review Committee for Academic Professional, 2001 (appointed)

College of Education Teaching Excellence Advisory Board, 2002 (appointed)

College of Education Research Advisory Committee, 2002-2003 (appointed)

Post-tenure Review Committees

James W. Wilson, 2002 (Chair)

Michelle Commeyras, Reading Education, 2001

Jeremy Kilpatrick, 2000, 2005

College of Education Faculty Senate Steering Committee, 2000-2001

Advisory Board, Department of Educational Leadership, 2000-2001 (appointed)

Educate, Expose, Empower Workshop Planning Committee, 2000 (appointed)

College of Education Faculty Senate, 1999-2002 (elected)

College of Education Committee on Committees, 1998-2000 (elected)
Chair, 1998-1999
Co-chair, 1999-2000

College of Education College Council, Fall 1997 (appointed)

College of Education Undergraduate Curriculum Committee, 1996-98 (elected)
Chair, 1997-1998

College of Education/College of Arts and Sciences Deans' Forum, 1996-2002
(appointed)
Steering committee, 2000-2002

Early Childhood Education Restructuring Team (School of Teacher Education),
1995-1997. (appointed)

Alternative Teacher Education Program Team (School of Teacher Education), 1995-1997.
(appointed)

c. Department

Chair, Mathematics Education Awards Committee, 2005-present.

Chair, Department of Mathematics and Science Education Five-year Plan Committee,
2004-05.

Chair, Department of Mathematics Education, Search Committee, 2000-2001.

Department of Mathematics, Search Committee, 2000-2001.

Department of Special Education, Search Committee, 2000-2001.

Department of Mathematics Education Internal Affairs Committee, 1999-2000.

Department of Mathematics Education Graduate Program Team, 1996-2000.

Department of Mathematics Education Early Childhood Education Program Team,
1995-present.