

Amanda Jansen

Curriculum Vitae

Updated June 1, 2023

1. Personal Information

Amanda Jansen
Professor, School of Education, University of Delaware
(joint appointment: Dept. of Mathematical Sciences)

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Academic Background

Ph.D. (Educational Psychology), Michigan State University, College of Education, East Lansing, Michigan, 2004

Hoffmann, A. J., (2004). Middle school mathematics students' motivations for participating in whole-class discussions: Their beliefs, goals, and involvement. (Doctoral dissertation, Michigan State University.) *Dissertation Abstracts International, Section A: Humanities and Social Sciences*, 65, 9-A, p. 3276.
Chair: Dr. John P. Smith, III. Committee members: Dr. Ralph Putnam, Dr. Sandra Crespo, Dr. Ellen Altermatt.

B.S. (Major: Mathematics, Minor: English), University of Arizona, College of Arts and Sciences, Tucson, Arizona, 1996

Arizona Teaching Certification, Secondary Mathematics

Professional Work Experience

2017–Present Professor, School of Education, University of Delaware, Newark, DE
2010–2017 Associate Professor, School of Education, University of Delaware, Newark, DE
2004–2010 Assistant Professor, School of Education, University of Delaware, Newark, DE
1999–2004 Research Assistant & Teaching Assistant, College of Education, Michigan State University, East Lansing, MI
1996–1999 Mathematics Teacher (grades 7-9), Kino Junior High, Mesa Public Schools, Mesa, AZ

2. Awards and Honors

Outstanding Reviewer Award (Awarded in 2019 for 2018). *Journal for Research in Mathematics Education*.

Research into Practice Award (2018). National Council for Teachers of Mathematics, awarded for outstanding article in the 2016-2017 volume of *Mathematics Teaching in the Middle School*.

Outstanding Reviewer Award (2015). Chosen by American Educational Research Association as outstanding reviewer for *American Educational Research Journal* - section on Teaching, Learning, and Human Development.

Teaching Award (2014). College of Education and Human Development, University of Delaware.

Early Career Award (2014). Association of Mathematics Teacher Educators [AMTE].

Distinguished Faculty Award (2012). School of Education, University of Delaware.

Early Career Publication Award (2009) AERA's Special Interest Group for Research in Mathematics Education [SIG-RME].

Pre-Service Achievement Award (1996). University of Arizona, College of Education, Department of Teaching and Teacher Education, Mathematics and Science Education.

Graesser Memorial Award for Academic Merit (1995). University of Arizona, College of Arts and Sciences, Department of Mathematics.

3. Research, Scholarly, and Creative Activities

a. Articles in refereed journals

Mohammad Mirzaei, A., **Jansen, A.**, Fullmer, L., & Middleton, J. (accepted with revisions) Using teacher and student noticing to understand engagement in secondary mathematics lessons. *School Science and Mathematics*.

Jansen, A., & Center for Inquiry and Equity in Mathematics. (accepted). Entangling and disentangling inquiry and equity: Voices of mathematics education professors and mathematics professors. *Journal of Urban Mathematics Education*.

Jansen, A., Curtis, K., Mohammad Mirzaei, A., Cullicott, C. E., Smith, E. P., & Middleton, J. (2023). Secondary mathematics teachers' descriptions of student engagement. *Educational Studies in Mathematics*, 113(3), 425-442.

Smith, E. P., Kelly, J., Sappington, S., Warren, K., & **Jansen, A.** (2023). Using judicious telling to strengthen literacy in mathematics. *Mathematics Teacher: Learning and Teaching Pre-K-12*, 116(2), 115-123.

Middleton, J. A., Wiesel, A., **Jansen, A.**, & Smith, E. (2022). Tracing mathematics engagement in the first year of high school: Relationships between prior experience, observed support, and task-level emotion and motivation. *ZDM -Mathematics Education*, 55(2), 427-445.

- Newton, K. J., **Jansen, A.**, & Puleo, P. (2022). Elements of instruction that motivate students with learning disabilities to learn fractions. *Mathematical Thinking and Learning*, online first. <https://doi.org/10.1080/10986065.2022.2087141>
- Jansen, A.**, Kalb, L., & McCunney, D. (2021). Middle school mathematics teachers' efforts to foster classroom democracies. A response to "Creating a democratic mathematics classroom." *Democracy and Education*, 29(2), article 5. <https://democracyeducationjournal.org/home/vol29/iss2/5/>
- Riske, A. K., Cullicott, C. E., Mirzaei, A. M., **Jansen, A.**, & Middleton, J. (2021). Student engagement with the "Into Math Graph" tool. *Mathematics Teacher: Learning and Teaching PK-12*, 114(9), 677-684.
- Curtis, K., Lindo, K., & **Jansen, A.** (2021). Discourse can create a learning culture. *Mathematics Teacher: Learning and Teaching PK-12*, 114(1), 55-62.
- Headrick, L., Wiezel, A., Tarr, G., Zhang, X., Cullicott, C., Middleton, J., & **Jansen, A.** (2020). Engagement and affect patterns in high school classrooms that exhibit problem posing: An integrated framework and study. *Educational Studies in Mathematics*, 105(3), 435-456.
- Jansen, A.** (2020). Rough-draft thinking and revising in mathematics. *Mathematics Teacher: Learning and Teaching PK-12*, 113(12), e107-e110.
- Jansen, A.**, Gallivan, H., Miller, E. (2020). Early-career teachers' instructional visions for mathematics teaching: impact of elementary teacher education. *Journal of Mathematics Teacher Education*, 23(2), 183-207.
- Jansen, A.**, Berk, D., & Meikle, E. (2017). Investigating alignment between elementary mathematics teacher education and graduates' teaching of mathematics for conceptual understanding. *Harvard Educational Review*, 87(2), 225-250.
- Hohensee, C., & **Jansen, A.** (2017). Elementary pre-service teachers' transitional conceptions of partitive division with proper-fraction divisors. *Mathematical Thinking and Learning*, 19(4), 201-236.
- Flores, A., Phelps, C., & **Jansen, A.** (2017). Reflections on transformative experiences with mathematical inquiry: The case of Christine. *PRIMUS: Problems, Resources, and Issues in Mathematics Undergraduate Studies*, 27(1), 47-57.
- Jansen, A.**, Cooper, B., Vascellaro, S., & Wandless, P. (2016/2017). Rough draft talk in mathematics classrooms. *Mathematics Teaching in the Middle School*, 22(5), 304-307.
- Jansen, A.**, & Hohensee, C. (2016). Examining and elaborating upon the nature of elementary prospective teachers' conceptions of partitive division with fractions. *Journal of Mathematics Teacher Education*, 19(6), 503-522.
- Thanheiser, E., & **Jansen, A.** (2016). Inviting prospective teachers to publicly share their rough draft mathematical thinking. *Mathematics Teacher Educator*, 4(2), 145-163.
- Jansen, A.**, & Bartell, T. (2013). Caring mathematics instruction: Middle school students' and teachers' perspectives. *Middle Grades Research Journal*, 8(1), 33-50.

- Jansen, A., Herbel-Eisenmann, B., & Smith, J. P. III.** (2012). Detecting students' experiences of discontinuities between middle school and high school mathematics programs: Learning during boundary crossing. *Mathematical Thinking and Learning, 14*(4), 285-309.
- Jansen, A.** (2012). Developing productive dispositions during small-group work in two sixth-grade mathematics classrooms: Teachers' facilitation efforts and students' self-reported benefits. *Middle Grades Research Journal, 7*(1), 37-56.
- Jansen, A.** (2009). Prospective elementary teachers' motivation to participate in whole-class discussions during mathematics content courses for teachers. *Educational Studies in Mathematics, 71*(2), 145-160.
- Jansen, A., & Spitzer, S. M.** (2009). Prospective middle school mathematics teachers' reflective thinking skills: Descriptions of their students' thinking and interpretations of their teaching. *Journal of Mathematics Teacher Education, 12*(2), 133-151.
- Jansen, A., Bartell, T., & Berk, D.** (2009). The role of learning goals in building a knowledge base for elementary mathematics teacher education. *Elementary School Journal, 109*(5), 525-536.
- Jansen, A.** (2008). An investigation of relationships between seventh grade students' beliefs and their participation during mathematics discussions in two classrooms. *Mathematical Thinking and Learning, 10*(1), 68-100.
- McCrary, R., Putnam, R. T., & **Jansen, A.** (2008). Interaction in online courses for teacher education: Subject matter and pedagogy. *Journal of Technology and Teacher Education, 16*(2), 155-180.
- Star, J. R., Smith, J. P. III, & **Jansen, A.** (2008). What do students notice as different between reform and traditional mathematics programs? *Journal for Research in Mathematics Education, 39*(1), 9-32.
- Hiebert, J., Morris, A. K., Berk, D., & **Jansen, A.** (2007). Preparing teachers to learn from teaching. *Journal of Teacher Education, 58*(1), 47-61.
- Jansen, A.** (2006). Seventh graders' motivations for participating in two discussion-oriented mathematics classrooms. *Elementary School Journal, 106*(5), 409-428.
- Star, J. R. & **Hoffmann, A. J.** (2005). Assessing the impact of Standards-based curricula: Investigating students' epistemological conceptions of mathematics. *The Mathematics Educator, 15*(2), 25-34.

b. Books

i. Books authored

- Jansen, A.** (2020). *Rough Draft Math: Revising to Learn*. Portsmouth, NH: Stenhouse Publishers.
- Middleton, J. A., & **Jansen, A.** (2011). *Motivation Matters and Interest Counts: Fostering Engagement in Mathematics*. Reston, VA: National Council of Teachers of Mathematics.

ii. Chapters in books

- Jansen, A.** (2020). Engagement with mathematics. In S. Lerman (Ed.), *Encyclopedia of Mathematics Education*. Heidelberg: Springer. https://doi.org/10.1007/978-3-319-77487-9_100040-1
- Wiesel, A. Middleton, J.A., & **Jansen, A.** (2019). Mathematics Learning Experiences: The Practice of Happiness and the Happiness of Practice. In S. Chamberlain & B. Sriraman, (Eds.), *Affect and Mathematical Modeling* (pp. 159-176). Charlotte, NC: Information Age Publishers.
- Middleton, J., **Jansen, A.**, & Goldin, G. (2017). The complexities of mathematical engagement: Motivation, affect, and social interactions. In J. Cai (Ed.) *First Compendium for Research in Mathematics Education* (chapter 25, p. 667-699), Reston, VA: NCTM.
- Flores, A., **Jansen, A.**, Phelps, C., & Cline, L. (2017). A mathematics inquiry course: Teaching mathematics in a humanistic way. In B. Gold, C. E. Behrens, & R. A. Simons (Eds.), *Using the Philosophy of Mathematics in Teaching Undergraduate Mathematics* (pp. 209-218), Washington, D.C.: The Mathematical Association of America.
- Middleton, J., **Jansen, A.**, & Goldin, G. (2016). Motivation. In M. Hannula (Ed.), *Attitudes, Beliefs, Motivation and Identity in Mathematics Education: An Overview of the Field and Future Directions. ICME-13 Topical Study* (pp. 17-23). New York: Springer.
- Jansen, A.**, & Hohensee, C. (2016). Why teach mathematics? Values underlying mathematics teaching in feature films. In M. Shoffner (Ed.), *Exploring Teachers in Fiction and Film: Saviors, Scapegoats and Schoolmarms* (pp. 90-102). New York, NY: Routledge.
- †**Jansen, A.** (2014). The life of the mind... in the company of others. In E. M. Furtak and I. P. Renga (Eds.), *The Road to Tenure: Interviews, Rejections, and Other Humorous Experiences* (pp. 89-96). New York, NY: Rowman & Littlefield.
- †**Jansen, A.** (2011). Listening to mathematics students' voices to assess and build upon their motivation: Learning in groups. In D. J. Brahier (Ed.), *Motivation and Disposition: Pathways to Learning Mathematics, Seventy-third Yearbook*, (pp. 201-214). Reston, VA: NCTM.

c. Book Reviews, Other Articles, and Notes. (+ designates invited)

- +**Jansen, A.**, Berry, III, R.Q., & Willoughby, L. (2019). Math skills: Helping handout for home. In G.G. Bear & K. Minke, (Eds.). *Helping handouts to support students at school and home*, (pp. S1H3). Bethesda, MD: National Association of School Psychologists.
- +**Jansen, A.**, Johnson, H. L., & Gardner, A. (2019). Mathematics problem solving: Helping handout for school. In G.G. Bear & K. Minke, (Eds.). *Helping handouts to support students at school and home*, (pp. S1H5). Bethesda, MD: National Association of School Psychologists.
- +**Jansen, A.**, Star, J.R., & Barbieri, C.A. (2019). Mathematics computation: Helping handout for school. In G.G. Bear & K. Minke (Eds.), *Helping handouts to support students at school and home*, (pp. S1H4). Bethesda, MD: National Association of School Psychologists.

- +**Jansen, A.**, DiNapoli, J., & McKenney, K. (2017). Reconsidering affect in mathematics education – A review of *From Beliefs to Dynamic Affect Systems in Mathematics Education: Exploring a Mosaic of Relationships and Interactions*. *Journal for Research in Mathematics Education*, 48(1), 106-110.
- +**Jansen, A.**, & Marzocchi, A. (2015). Challenging mathematics education researchers to undertake grand Problems—A review of *Vital Directions for Mathematics Education Research*. *Journal for Research in Mathematics Education*, 46(2), 244-247.
- +**Jansen, A.** (2014). Lessons I have learned from a decade of working as a mathematics teacher educator. *AMTE Connections*, 23 (4), 5-7.
- +Clark, C. M, Eslinger, E., Gorowara, C., **Jansen, A.**, Mouza, C., Raths, J., & Ritchey, K. (2007). [Review of the book *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education*.] *Teachers College Record*, Date Published: January 11, 2007. <http://www.tcrecord.org>. ID Number: 12914.

d. Selected Professional Papers Presented

i. Selected invited talks & colloquia

Michigan Council of Teachers of Mathematics Keynote speaker at the annual meeting	October, 2022 virtual
Virginia Council of Teachers of Mathematics Keynote speaker at the annual meeting	March, 2022 virtual
Grand Valley State University Keynote talk at Math in Action Conference	February, 2022 Allendale, MI
USC – University of Southern California Herman + Resiej Mathematics Initiative, invited lecture	March, 2021 virtual
Texas State University Mathematics Department Colloquium	November, 2020 virtual
University of North Carolina, Greensboro Yopp Distinguished Speaker Series in Mathematics Education	February, 2020 Greensboro, NC
University of Missouri, College of Education 12th Annual Richard Andrews Invited Lecture in Mathematics Education	March, 2019 Columbia, MO
Association of Maryland Mathematics Teacher Educators Keynote speaker	March, 2019 online webinar
New Jersey Association of Mathematics Teacher Educators Keynote speaker	June, 2018 Ewing, NJ
Towson University Department of Mathematics	December, 2017 Towson, MD
Colorado Council of Teachers of Mathematics Invited speaker, workshop leader	September, 2017 Denver, CO

National Council of Teachers of Mathematics Keynote speaker at first InnoV8 conference	November, 2016 St. Louis, MO
Rutgers University Invited talk: Research symposium about mathematics engagement	April, 2016 New Brunswick, NJ
Teachers Development Group Leadership Seminar Plenary speaker (2017, 2015), session leader (2015-present)	March 2015-present Portland, OR
Colonial School District Professional development leader	September, 2014 New Castle, DE
University of Georgia Department of Mathematics and Science Education	February, 2014 Athens, GA
Rutgers University Graduate School of Education	December, 2013 New Brunswick, NJ
State of Delaware Department of Education Middle School Mathematics Summer Academy for Teachers (keynote)	August, 2013 Dover, DE
Portland State University Department of Mathematics and Statistics	May, 2013 Portland, OR
Knowles Science Teaching Foundation Professional development leader	November, 2012 Washington, D.C.
PME-NA Plenary Speaker Annual Meeting	November, 2012 Kalamazoo, MI
Towson University Department of Mathematics	December, 2011 Towson, MD
University of Delaware School of Education	November, 2009 Newark, DE
Michigan State University Division of Science and Mathematics Education	September, 2009 East Lansing, MI
University of Pennsylvania Graduate School of Education	March, 2006 Philadelphia, PA

ii. refereed conference proceedings

- Jansen, A., & Collier, C.** (2022). Teachers' motivations for and enactments of rough draft math. In Lischka, A. E., Dyer, E. B., Jones, R. S., Lovett, J., Strayer, J., & Drown, S. (Eds). *Proceedings of the forty-fourth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pgs. 1762 – 1770). Middle Tennessee State University.
- Jansen, A., Smith, E. P., Middleton, J. A., & Cullicott, C. E.** (2021). Opportunities for mathematics engagement in secondary teachers' practice: Validating an observation tool. In Olanoff, D., Johnson, K., & Spitzer, S.M. (Eds). *Proceedings of the forty-third annual*

meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (pgs. 1809-1818). Philadelphia, PA.

- Mohammad Mirzaei, A., **Jansen, A.**, Headrick, L., & Middleton, J. (2021). Using teacher and student noticing to understand engagement during secondary mathematics lessons. In Olanoff, D., Johnson, K., & Spitzer, S.M. (Eds). *Proceedings of the forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pgs. 1371-1380). Philadelphia, PA.
- Jansen, A.**, & Center for Inquiry and Equity in Mathematics. (2021). Entangling and disentangling inquiry and equity: Voices of mathematics education and mathematics professors. In Olanoff, D., Johnson, K., & Spitzer, S.M. (Eds). *Proceedings of the forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 222). Philadelphia, PA.
- Jansen, A.**, Curtis, K., Mohammad Mirzaei, A., Cullicott, C., Smith, E., & Middleton, J. (2020). High school mathematics teachers' orientations toward engagement. In A.I., Sacristán, J.C. Cortés-Zavala, & P.M. Ruiz-Arias (Eds). *Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Mexico* (pp. 1984-1992). Cinvestav / AMUIUTEM / PME-NA. <https://doi.org/10.51272/pmna.42.2020>
- Jansen, A.**, Middleton, J., Wiesel, A., Cullicott, C., Zhang, X., Tarr, G., & Curtis, K. (2019). Secondary mathematics teachers' efforts to engage students through academic and social support. In Otten, S., Candela, A. G., de Araujo, Z., Haines, C., & Munter, C. (Eds.). *Proceedings of the forty-first annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pgs. 1434-1443). St Louis, MO: University of Missouri.
- Edusei, K., **Jansen, A.**, & Mirzaei, A. M. (2019). What does mathematical engagement mean to students? . In Otten, S., Candela, A. G., de Araujo, Z., Haines, C., & Munter, C. (Eds.). *Proceedings of the forty-first annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pg. 1559). St Louis, MO: University of Missouri.
- Jansen, A.**, Wiesel, A., Zhang, X., Curtis, K., & Middleton, J. (2018). Navigating dilemmas of studying mathematics engagement in secondary classrooms. In Hodges, T. E., Roy, G. J., & Tyminski, A. M. (Eds.) *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1299-1306). Greenville, SC: University of South Carolina & Clemson University.
- Kalenic-Craig, C., & **Jansen, A.** (November 2018). Rights of the learner and rough draft thinking: Two commitments for humanizing mathematics teacher education. In T.E. Hodges, G. J. Roy, & A. M. Tyminski, (Eds.), *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 828). Greenville, SC: University of South Carolina & Clemson University.
- Wieman, R., & **Jansen, A.** (2016). Improving pre-service teachers' noticing while learning to launch. In M. B. Wood, E. E. Turner, M. Civil, & J. A. Eli (Eds.), *Proceedings of the*

38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (pp. 837-844). Tucson, AZ: The University of Arizona.

Jansen, A. (2016). Student teachers' and teacher leaders' take-up of exploratory ("rough draft") talk. In M. B. Wood, E. E. Turner, M. Civil, & J. A. Eli (Eds.), *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1411). Tucson, AZ: The University of Arizona.

Jansen, A., Berk, D., & Meikle, E. (2014). Examining effects of teacher preparation: Efforts to teach mathematics conceptually. In Liljedahl, P., Nicol, C., Oesterle, S., & Allan, D. (Eds.). (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* (Vol. 6), (pp. 115). Vancouver, Canada: PME.

Hohensee, C., & **Jansen, A.** (2014). Pre-service teachers' evolving conceptions of partitive division with fractional divisors. In Liljedahl, P., Nicol, C., Oesterle, S., & Allan, D. (Eds.). (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* (Vol. 6), (pp. 101). Vancouver, Canada: PME.

Jansen, A., & Hackenberg, A. (2013). Identifying relational mathematical instructional moves. *Proceedings of the 35th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Chicago, IL: University of Illinois at Chicago.

Jansen, A., Smith, J. P. III, Seeley, C., & Schielack, J. (2012, November). Conceptualizing the Nature of Students' Transitions (and Teachers' Participation in Them), K-16. *Plenary talk in the Proceedings of the 34th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Kalamazoo, MI: Western Michigan University.

Jansen, A. (2011, October). How do students create opportunities to learn mathematics?: Representing students in research on curriculum use. In L. R. Wiest and T. Lamberg (Eds.). *Proceedings of the 33rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, (pp. 70-78). Reno, NV: University of Nevada, Reno.

Jansen, A. (2010, October). Purposes of small group work in sixth-grade mathematics classrooms: What do students perceive and value? In D. B. Erchick, A. Manouchehri, and D. Owens (Eds.). *Proceedings of the thirty-second annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 295-303).

Jansen, A. (2007). Factors that influence novice middle school mathematics teachers' analyses of their instruction and opportunities to learn from their own teaching. In T. Lamberg

(Ed.). *Proceedings of the twenty-ninth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education.*

Choppin, J., Ares, N., Herbel-Eisenmann, B., **Hoffmann, A.**, Seymour, J., Staples, M., Truxaw, M., Wagner, D., Casa, T., DeFranco, T. (2005). Discussion group on mathematics classroom discourse. In Lloyd, G. M., Wilson, M., Wilkins, J. L. M., & Behm, S. L. (Eds.). *Proceedings of the twenty-seventh annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education.*

Hoffmann, A. J. (2004). Motivational beliefs and goals of middle school students in discussion-oriented mathematics classrooms. In McDougall, D.E. & Ross, J.A. (Eds.), *Proceedings of the twenty-sixth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, Toronto: OISE: UT.

Star, J. R., & **Hoffmann, A. J.**, (2002). Assessing students' conceptions of reform mathematics. In D. S. Mewborn, P. Sztajn, D. Y. White, H. G. Wiegel, R. L. Bryant, & K. Nooney (Eds.), *Proceedings of the twenty-fourth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (Vol. 4, pp. 1729-1732). Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.

Hoffmann, A. J. (2001). Students' beliefs about mathematics after moving out of reform curricular experiences into more traditional curricular experiences. In R. Speiser, C. A. Maher, & C. N. Walter (Eds.), *Proceedings of the twenty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.

Smith, J., Star, J., **Jansen, A.**, Herbel-Eisenmann, B., Lewis, G., Burdell, C., Lazarovici, V., & Berk, D. (2001). Students' reactions and adjustments to fundamental curricular changes: general results and specific cases in high school and college. In R. Speiser, C. A. Maher, & C. N. Walter (Eds.), *Proceedings of the twenty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.

iii. Conference Presentations

Jansen A., Bower, L., & Richards, T. (September, 2022). *A district-wide evolution toward Rough Draft Math*. Major speaker session at the annual meeting of the National Council of Supervisors of Mathematics, Anaheim, CA.

Wiesel, A., Middleton, J. A., Zhang, X., Metzger, S., & **Jansen, A.** (2020, June 1 – September 1). *The objects of my emotions: The influence of different in the moment math emotions on end of class motivation*. [Virtual poster session]. Association for Psychological Science Poster Showcase.

Jansen, A., Curtis, K., Mohammad Mirzaei, A., Cullicott, C., Smith, E., & Middleton, J. (accepted). *High school mathematics teachers' orientations toward engagement*.

Research conference for National Council of Teachers of Mathematics Annual meeting. Chicago, IL. (Conference cancelled due to COVID-19.)

Wiesel, A, Middleton, J. A., Zhang, Z. V., Grimm, K., & **Jansen, A.** (2019). Interest and Emotion Predictors of Motivation in Secondary Mathematics Classrooms. In (Eds.) *Proceedings of the 43rd Annual Meeting of the International Group for the Psychology of Mathematics Education*. Pretoria, South Africa: University of Pretoria.

Jansen, A., Curtis, K., Edusei, K., Middleton, J., Tarr, G., Goldin, G. (2019). Examining students' opportunities to engage with mathematics in high school. Symposium presented at the research conference for the National Council of Teachers of Mathematics, San Diego, CA.

Jansen, A. (2019). "We are all works-in-progress": Using rough draft thinking for students to revise mathematical thinking and for teachers to revise instruction. Presentation at the annual meeting of the National Council of Supervisors of Mathematics, San Diego, CA.

Jansen, A., Curtis, K., Edusei, K., Zhang, X., Middleton, J. A., Cullicott, C., Roderiguez, E. A., Tarr, G., & Wiesel, A. (2018). *Operationalizing an engaging high school mathematics classroom climate*. Paper presented at the research conference for the National Council of Teachers of Mathematics, Washington, D.C.

Jansen, A., & Reitemeyer, M. (2018). *What is rough draft thinking and how can it be incorporated into mathematics classrooms?* Presentation at the annual meeting of the National Council of Supervisors of Mathematics, Washington, D.C.

Jansen, A., & Middleton, J. (September, 2017). SMiLES: *Secondary Mathematics in-the-moment Longitudinal Engagement Study*. Poster presented at the National Science Foundation's Education and Human Resources Core Research Program's PI Convening for Fundamental Research in STEM Education: Progress, Issues, & the Future, Alexandria, VA.

Jansen, A. (2017). *Mathematics Teachers' Take-Up of Exploratory ("Rough Draft") Talk to Engage Students in Discourse*. Presentation at the 21st annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

Litke, E., & **Jansen, A.** (2017). *Exploring #MTBoS: Pre-service teachers' engagement with the MathTwitterBlogosphere through and beyond a mathematics methods course*. Presentation at the 21st annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

Jansen, A. (2016, April). *Middle School Mathematics Student Teachers' Use of Video to Reflect on Engaging Learners in Exploratory Talk*. Presentation at the 10th annual National Student Teaching and Supervision Conference, West Chester, PA.

Jansen, A., & Hohensee, C. (2016, January). *Why Teach Mathematics? Prospective Teachers' Reflections on Representations of Mathematics Teaching in Feature Films*. Poster Presentation at the 20th annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

Jansen, A., Gallivan, H., & Miller, E. (2015, April). *Transitioning from Teacher Preparation into Teaching: Graduates' Professional Visions for Teaching Elementary School*

- Mathematics*. Presentation at the annual meeting of the American Educational Research Association, Chicago, IL.
- Berk, D., Hiebert, J., **Jansen, A.**, Morris, A., McKenney, K., & Miller, E. (2015, February). *Investigating the Effects of Mathematics Teacher Preparation on Teacher Knowledge and Practice: A Multi-Faceted Approach*. Presentation at the 19th annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.
- Jansen, A.** (2015, February). *Reflections upon Being a Mathematics Teacher Educator*. Presentation at the 19th annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.
- Jansen, A.**, Berk, D., & Meikle, E. (2014, February). *Examining the Effects of Mathematics Teacher Preparation on Teachers' Classroom Practice*. Presentation at the 18th annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.
- Berk, D., Hiebert, J., **Jansen, A.**, Morris, A., Cline, L., Gallivan, H., Meikle, E., Miller, E. (2013, April). *Effects of Mathematics Teacher Preparation on Teacher Knowledge and Practice*. Presentation at the Annual Meeting of the National Council of Teachers of Mathematics, Denver, CO.
- Hohensee, C., & **Jansen, A.** (2013, January). *Making Sense of the Partitive Model of Division of Fractions: Conceptual Challenges for Preservice Teachers*. Presentation at the 17th annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.
- Jansen, A.**, & Middleton, J. (2012, April). *Motivation Matters and Interest Counts*. Presentation at the Annual Meeting of the National Council of Teachers of Mathematics, Philadelphia, PA.
- Newton, Kristie J., & **Jansen, A.** (2012, April). *Instructional practices that motivate students with learning disabilities*. Poster presented at the Research Pre-Session of the Annual Meeting of the National Council of Teachers of Mathematics, Philadelphia, PA.
- Middleton, J., & **Jansen, A.** (2011, April). *Why motivation matters: Research-based strategies for improving students' engagement*. Presentation at the Annual Meeting of the National Council of Teachers of Mathematics, Indianapolis, IN.
- Jansen, A.**, & Bartell, T. (2011, April). *Enacting care for mathematics learners: Middle school students' and teachers' perspectives*. Paper presented at the ninety-first annual meeting of the American Educational Research Association, New Orleans, LA.
- Steele, M., Flores, A., **Jansen, A.**, Newton, K. J., Sword, S., & Wilkerson, T. L. (2009, April) *Math Experiences for Math Educators: Exploring Open Mathematical Spaces*. Symposium at the Research Pre-session of the Annual Meeting of the National Council of Teachers of Mathematics, Washington, D.C.
- Jansen, A.**, & Webel, C. (2009, February). *Novice Teachers' Evaluations of their Own Mathematics Teaching*. Annual Meeting of the Association of Mathematics Teacher Educators (AMTE), Orlando, FL.
- Hiebert, J., Bartell, T., **Jansen, A.**, Johnson, D., Morris, A., Spitzer, S. (2008, April). *Transformation from student to teacher: A challenge for pre-service education*.

Symposium at the Research Pre-session of the Annual Meeting of the National Council of Teachers of Mathematics, Salt Lake City, UT.

- Jansen, A., & Beyers, J.** (2007, April). *Teacher efficacy among pre-service middle school mathematics teachers: How do they evaluate their instructional effectiveness?* Paper presented at the eighty-seventh annual meeting of the American Educational Research Association, Chicago, IL.
- Hoffmann, A.J.** (2006, April) *Pre-service teachers' participation in discussions: Supporters / inhibitors.* Poster presented at the Research Pre-Session of the Annual Meeting of the National Council of Teachers of Mathematics, St. Louis, MO.
- Hoffmann, A.J.** (2005, April). *How students' beliefs and goals shape their involvement during mathematics class.* Paper presented at the Research Pre-Session of the Annual Meeting of the National Council of Teachers of Mathematics, Anaheim, CA.
- Star, J.R., & **Hoffmann, A.J.** (2004, April). *Students' perceptions of differences between traditional and Standards-based mathematics curricula.* Paper presented at the Research Pre-Session of the Annual Meeting of the National Council of Teachers of Mathematics, Philadelphia, PA.
- Hoffmann, A. J.** (2003, October). *Middle students' motivations for participating in mathematics classroom discussions.* School Science and Mathematics Association's Annual Convention.
- Wallace, R. M., Putnam, R., & **Hoffmann, A. J.** (2003, April), *Interactions in online courses about mathematics, science, and teaching.* Paper presented at the 84th annual meeting of the American Educational Research Association, Chicago, IL.
- Hoffmann, A. J.** (2003, April). *Orientations toward beliefs in mathematics education.* Paper presented at the Research Pre-Session of the Annual Meeting of the National Council of Teachers of Mathematics, San Antonio, TX.
- Herbel-Eisenmann, B. A., **Hoffmann, A. J.**, & Seah, W. T. (2003, April). *Understanding mathematics learning and teaching through beliefs, values, and norms.* Paper presented at the Research Pre-Session of the Annual Meeting of the National Council of Teachers of Mathematics, San Antonio, TX.
- Hoffmann, A. J.** (2002, April). *In pursuit of secondary students' beliefs about the nature of mathematics: Exploring methods of data construction and analysis.* Presented at the eighty-third annual meeting of the American Educational Research Association, New Orleans, LA.
- Smith, J., Star, J., & **Hoffmann, A.** (2002, April). *Students' experiences moving between "traditional" and "reform" curricula: What are the implications for K-16 mathematics education?* Paper presented at the Research Pre-Session of the Annual Meeting of the National Council of Teachers of Mathematics, Las Vegas, NV.
- Jansen, A., & Herbel-Eisenmann, B.** (2001, April). *Moving from a reform junior high to a traditional high school: Academic, adaptive, and affective transitions.* Paper presented at the 82nd Annual Meeting of the American Educational Research Association, Seattle, WA.

Smith, J., Herbel-Eisenmann, B., Star, J., & **Jansen, A.** (2000, April). *Quantitative pathways to understanding and using algebra: Possibilities, transitions, and disconnects*. Paper presented at the Research Pre-Session of the Annual Meeting of the National Council of Teachers of Mathematics, Chicago, IL.

Smith, J., Herbel-Eisenmann, B., **Jansen, A.**, & Star, J. (2000, April). *Studying mathematical transitions: How do students navigate fundamental changes in curriculum and pedagogy?* Paper presented at the 81st Annual Meeting of the American Educational Research Association, New Orleans, LA.

g. Conferences Planned

2016, May. Mathematics Teacher Preparation Conference. A working conference to improve mathematics content courses for K-8 pre-service teachers. University of Delaware, Newark, DE.

2005-2010. Annual, three-day MAC-MTL doctoral student research conference involving students from The Pennsylvania State University, University of Delaware, and University of Maryland. Location and responsibilities varied.

h. Grants and Fellowships

Co-Principal Investigator. (2018-2020). *Inquiry and Equity: Who gets to ask questions in mathematics?* National Science Foundation: IUSE program in EHR (Funded at \$599,985). PI: Sarah Sword, Education Development Center. Co-PI: Amanda Jansen, University of Delaware. Co-PI: Michael Young, Iowa State University. Co-PI: Al Cuoco, Education Development Center.

Co-Principal Investigator (2017-2020). *Secondary Mathematics in-the-moment Longitudinal Engagement Study (SMiLES)*. National Science Foundation: EHR Core (Funded at \$1,463,636). PI: James Middleton, Arizona State University. Co-PI: Amanda Jansen, University of Delaware.

Faculty Researcher. (2009-2014). *A Longitudinal Study of the Effects of K-8 Mathematics Teacher Preparation on Teacher Knowledge, Teaching Practices, and Student Learning*. National Science Foundation: REESE (~\$2,000,000). PI: Dawn Berk.

Faculty Researcher. (September 1, 2005 – August 31, 2010). Mid-Atlantic Center for Mathematics Teaching and Learning (with University of Maryland and Pennsylvania State University). National Science Foundation: CLT, subcontract through University of Maryland (\$3,096,712). Delaware PI: Jim Hiebert.

Principal Investigator. (2006). General University Research grant: “Early-Career Middle School Mathematics Teachers’ Criteria for Evaluating Lesson Effectiveness.” University of Delaware. (\$6,000).

Faculty Researcher. (The grant was funded from August 1, 2000 – July 31, 2005. My work was funded on this grant starting Sept. 1, 2004). Mid-Atlantic Center for Mathematics Teaching and Learning (with University of Maryland and Pennsylvania State University). National Science Foundation: CLT. subcontract through University of Maryland, (\$2,458,865). Delaware PI: Jim Hiebert.

Dissertation Completion Fellowship. (2003-2004). Michigan State University (\$6,000).
Spencer Research Training Grant. (2001-2003). College of Education, Michigan State University (\$12,000 / year).
Recruitment Fellowship. (1999-2000). College of Education, Michigan State University (\$6,000).
Target Stores' Scholarships for Teachers. (1998). (\$500).

i. Editorial Boards & Reviewing Activities

Editorial Panel (2019-2022). *Journal for Research in Mathematics Education*.

Editorial Board. (2013 – present). *Journal of Teacher Education*.

Editorial Panel, Conferences: American Educational Research Association's Division C (Learning and Instruction), Section 3 (Mathematics) (2008-2010), Special Interest Group for Research in Mathematics Education (SIG-RME) (2009-2011, 2019), PME-NA Strand Leader (2012, 2013, 2018, 2019).

Ad Hoc reviewer. *American Educational Research Journal, Educational Researcher, Journal for Research in Mathematics Education, Educational Studies in Mathematics, Mathematical Thinking and Learning, Journal of Mathematics Teacher Education, Journal of Mathematical Behavior, Mathematics Teaching in the Middle School, Elementary School Journal*.

Ad hoc reviewer, Conferences: Annual meetings of American Educational Research Association [Division K (Teacher Education), Division C (Learning and Instruction), and SIG-RME], North American Chapter for the Psychology of Mathematics Education, research pre-session for the National Council of Teachers of Mathematics annual meeting.

Ad hoc review panelist (2010, 2011, 2016). National Science Foundation.

Review panelist. (2009). Travel grant awards (funded by National Science Foundation), Association for Women in Mathematics.

4. Teaching, Mentoring, and Advising

a. Courses Taught

i. Undergraduate

EDUC 406: Mathematics Teaching in the Middle School (Fall 2014, Spring 2015, Fall 2021, Fall 2022). University of Delaware, Newark, DE.

EDUC 336: Middle School Mathematics Curriculum and Methods (Fall 2004, Fall 2005, Fall 2007, Spring 2008, Fall 2009, Spring 2010, Fall 2012, Spring 2013). University of Delaware, Newark, DE.

MATH 252: Mathematics for K-8 Teachers: Rational Numbers and Probability (Spring 2006, Fall 2006, Spring 2009, Spring 2012, Fall 2012, Fall 2018, Spring 2019, Spring 2020, Spring 2022, Fall 2022). University of Delaware, Newark, DE.

EDUC 335: Elementary Mathematics Curriculum and Methods (Spring 2005, Spring 2016, Fall 2016, Spring 2017, Fall 2017). University of Delaware, Newark, DE.

MATH 253: Mathematics for K-8 Teachers: Algebra, Geometry, and Measurement (Fall 2019). University of Delaware, Newark, DE.

TE 150: Reflections on Learning (introductory Educational Psychology course) (Fall 2003, Spring 2004). Michigan State University, East Lansing, MI.

TE 402: Crafting Teaching Practice - Elementary Mathematics Curriculum and Methods (Spring 2000). Michigan State University, East Lansing, MI.

Mathematics content course for pre-service elementary school teachers, lab instructor (1994). University of Arizona, Tucson, AZ.

ii. Graduate: Doctoral level

EDUC 833: Research and Theory of Mathematical Thinking and Learning (Fall 2014, Fall 2005 [co-taught with Dr. Anne Morris in 2005]). University of Delaware, Newark, DE.

EDUC 838: Research Issues in Mathematics Education (Fall 2007, Spring 2010, Fall 2011, Spring 2015, Spring 2016, Fall 2018, Fall 2019). University of Delaware, Newark, DE.

EDUC 806: Proseminar in Education (Fall 2008, Fall 2009, Fall 2010, Fall 2011). University of Delaware, Newark, DE.

EDUC 835: Research and Theory of Mathematics Curriculum (Fall 2006, Fall 2008, Fall 2010, Fall 2015, Fall 2017, Fall 2021). University of Delaware, Newark, DE.

iii. Graduate: Master's level

MATH 567: Foundations of Mathematics (co-taught with Dr. Alfinio Flores) (Spring 2008, Spring 2012, Spring 2015). University of Delaware, Newark, DE.

CEP 800 / 801 / 822: Educational Psychology courses -- Learning, Development, and Action Research Methods (co-taught with Dr. Jack Smith) (Summer 2002 & Summer 2003). Masters of Arts program in Teaching and Learning with Technology, College of Education, Michigan State University, Traverse City, MI.

iv. K-12

Mathematics teacher: Algebra I and seventh grade general mathematics (1996-1999). Mathematics Department, Kino Junior High, Mesa Public Schools, Mesa, AZ.

SAT / ACT Preparatory Course Instructor (mathematics) (1998-1999). Center for Academic Proficiency, Arizona State University, Tempe, AZ.

b. Advising: Research Direction

i. Undergraduate

Kelsey Sharmberg, 2013 University of Delaware Summer Scholars Program

ii. Doctoral

Doctoral Advisor	Status
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James Beyers	Ph.D., 2008 (Associate Professor, The College of New Jersey)
Christine Phelps	Ph.D., 2009 (Associate Professor, Central Michigan University)
Corey Webel	Ph.D., 2010 (Associate Professor, University of Missouri)
Annalee Kodman	Ph.D., 2013 (Associate Professor, Columbia Basin College)
Crystal Lancour	Ed.D., 2014 (Curriculum Supervisor, Colonial School District)
Alison Marzocchi	Ph.D., 2015 (Assistant Professor, California State Univ. Fullerton)
Joseph DiNapoli	Ph.D., 2018 (Assistant Professor, Montclair State University, NJ)
Sarah Baxter	Ed.D., 2017 (Assistant Professor, Harrisburg University)
Jennifer Bonham	Ed.D., 2018
Hrysoula Davis	Ed.D., 2020
Kelly Curtis	Ph.D. 2020
Kathleen Wilson	Ed.D., 2021
Steven Skolfield	Ed.D., 2022
Laura Willoughby	Ph.D. candidate
Ethan Smith	Ph.D. candidate

5. Service

a. National

i. Offices and Committees

Social Media Director, Association of Mathematics Teacher Educators. (2020-2023). [appointed member]

Member of the Board of Directors, Teachers Development Group. (2017-2020) West Linn, Oregon. [appointed member]

Mentoring Committee member (STaR Program Sub-Committee). (2015-2018). Association of Mathematics Teacher Educators. [appointed member]

Chair (2013-2014). North American chapter for the International Group for the Psychology of Mathematics Education (PME-NA) [elected to steering committee by PME-NA membership for three-year term, elected by steering committee to position of chair of PME-NA].

Steering committee member. (2011-2013). North American chapter for the International Group for the Psychology of Mathematics Education (PME-NA) [elected position].

Treasurer. (2008-2010). Special Interest Group for Research in Mathematics Education (SIG-RME), American Educational Research Association (AERA) [elected position].

ii. Memberships in Organizations

Psychology of Mathematics Education, North American Chapter (PME-NA)

National Council of Teachers of Mathematics (NCTM)

American Educational Research Association (AERA: Division C, Division K, SIG-RME)

Association of Mathematics Teacher Educators (AMTE)

b. State of Delaware

Professional development leader. (Spring 2016 - present). K-12 Mathematics Leadership Team. Delaware Mathematics Coalition. State of Delaware.

Member of professional development team. (2007-2009). School-Based Teacher Leaders. Mathematics and Science Education Resource Center. University of Delaware.

Professional development leader. (Fall 2006). Middle School Mathematics Teachers' Lesson Study Group. University of Delaware.

Reviewed eighth grade mathematics tasks for DSTP cut scores. (Summer 2005). Delaware Department of Education, Dover, DE.

c. University of Delaware

Student and Faculty Honors Committee. (2010-2012). Faculty Senate.

Faculty Welfare and Privileges Committee. (April – August, 2009). Faculty Senate.

d. College of Education and Human Development

College Promotion and Tenure committee (2021-2022)

Task Force: Teacher Shortage (Fall 2019 – Spring 2020)

Task Force: Faculty Mentoring (Fall 2019 – Spring 2020)

Task Force: Dean's Scholar (Spring 2016).

Task Force: Excellence in Teaching (Fall 2015).

Strategic Planning committee (2011-2012).

College Council (2004 – 2006).

e. School of Education

Search committee(s) member (2019-2020). Continuing track faculty member in mathematics education. Tenure track faculty member in mathematics education. School of Education.

Committee for Graduate Studies in Education (CGSE), Chair (2018-2019), Member (2019-2020).

Chair of search committee (2017-2018, 2018-2019). Mathematics education tenure track position. School of Education.

Search committee (2015-2016). Mathematics Associate. University of Delaware, Professional Development Center for Educators.

Chair of CAEP/ NCATE accreditation report. (2009, 2015). Middle School Mathematics specialization area, NCATE/NCTM Committee.

Search committee (2013-2014, 2014-2015). Mathematics education tenure track position. School of Education.

Faculty Affairs committee member (2009-2011, Fall 2012, 2014-2015).

Mathematics Education Ph.D. program coordinator. (2014-2015, 2009-2010, 2007-2008).

Ph.D. program admissions committee (2013).

Ph.D. program coordinator (2010 – 2012).

Promotion and Tenure, School of Education committee member (2011-2012, 2022-2023).

Committee for Undergraduate Studies in Education (CUSE). Chair (2008-2009, 2016-2017),
Member (2007-2008).

Promotion and Tenure Revisions ad-hoc committee. (2006-2008).

Professional development seminar. (Sept. 28, 2006). Milford Professional Development School,
University of Delaware, Milford, DE.

Undergraduate Field Experience ad-hoc committee. (2005-2006).