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School of Education
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EDUCATION

Michigan State University College of Education East Lansing, MI
Ph.D., Educational Psychology 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

University of Arizona College of Arts and Sciences Tucson, AZ
B.S., Mathematics 1996

PROFESSIONAL EXPERIENCE

University of Delaware Newark, DE
Assistant Professor, School of Education 2004 – Present
Mathematics Education program faculty

Michigan State University East Lansing, MI
Research Assistant / Teaching Assistant, College of Education 1999 – 2004
Educational Psychology program & Dept. of Teacher Education

Mesa Public Schools Mesa, AZ
Mathematics Teacher, Kino Junior High 1996-1999
Grades 7 – 9

HONORS AND AWARDS

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

PUBLICATIONS

Peer Reviewed Research Articles

- 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.

Book Chapter

- Jansen, A.** (in press). Listening to mathematics students' voices to assess and build upon their motivation: Learning in groups in sixth grade. To appear in *Motivation and Disposition: Pathways to Learning Mathematics*, 73rd NCTM Yearbook (2011).

Book Review

- 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.

Manuscripts Submitted for Peer Review

Jansen, A., Herbel-Eisenmann, B., & Smith, J. P. III. (under review). Transitions out of *Standards-based curriculum materials* into high school: Students' experience of the received curriculum.

Jansen, A., Flores, A., & Phelps, C. (under review). Problem posing and investigating: A course for mathematics teacher educators to engage in mathematical research.

Manuscripts in Progress

Jansen, A., & Webel, C. (in progress). Novice teachers' skills for analyzing teaching and beliefs and goals for effective mathematics instruction: Exploring the impact of mathematics teacher education.

CONFERENCE PRESENTATIONS

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.

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.

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.

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*.

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.

- 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*.
- 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.** (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.
- 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.
- 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.** (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.
- 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.

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.

INVITED COLLOQUIUM SPEAKER

University of Delaware
School of Education

Newark, DE
November 11, 2009

Michigan State University
Division of Science and Mathematics Education

East Lansing, MI
September 16, 2009

University of Pennsylvania
Graduate School of Education

Philadelphia, PA
March 3, 2006

GRANTS AND FELLOWSHIPS

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. (August 1, 2000 – July 31, 2005). 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).

TEACHING EXPERIENCE

Undergraduate Courses

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

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

EDUC 335: Elementary Mathematics Curriculum and Methods (Spring 2005). 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.

Graduate Courses: Master’s Level

MATH 567: Foundations of Mathematics (co-taught with Dr. Alfinio Flores) (Spring 2008). 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.

Graduate Courses: Doctoral Seminars

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

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

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

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

K-12 Teaching Experience

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.

ADVISING

Doctoral Advisor

Status

James Beyers	Ph.D., 2008 (Assistant Professor, The College of New Jersey)
Christine Phelps	Ph.D., 2009 (Assistant Professor, Central Michigan University)
Corey Webel	Ph.D. candidate
Annette Roskam	Ph.D. candidate
Janice McCarthy	Ed.D. student

Doctoral Committee Member

Status

Nicola Edwards-Omolewa	Ph.D., 2007 (Assistant Professor, Delaware State University)
Christina Poetzl	Ed.D., 2007
Valerie Maxwell	Ed.D. candidate
Elizabeth Soslau	Ph.D. candidate

SERVICE

National

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

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

Ad hoc reviewer, Journals: *Journal for Research in Mathematics Education*, *Journal of Mathematics Teacher Education*, *Mathematical Thinking and Learning*, *Journal of Teacher Education*, *Instructional Design*, *Mathematics Teaching in the Middle School*.

Editorial Panel, Conferences: American Educational Research Association's Division C (Learning and Instruction), Section 3 (Mathematics) (2008-2010), and Special Interest Group for Research in Mathematics Education (SIG-RME) (2009-2010).

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.

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.

University of Delaware

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

UD College of Education and Public Policy

College Council (2004 – 2006).

UD School of Education

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

Mathematics Education Ph.D. program coordinator. (2007-2008).

Committee for Undergraduate Studies in Education (CUSE). Chair (2008-2009), 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.

Co-coordinator of annual research conference. (Summer 2006). Mid-Atlantic Center for Mathematics Teaching and Learning.

Undergraduate Field Experience Ad-Hoc Committee. (2005-2006).

Search committee. (Summer 2005). Instructor for mathematics education program.

MEMBERSHIPS IN PROFESSIONAL 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)