

# Eve Manz

Boston University Wheelock College of Education and Human Development  
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## EDUCATION

*Ph.D., Mathematics and Science Education*

Department of Teaching and Learning, Vanderbilt University, August, 2013.

*Bachelors Degree with Highest Honors*

Major in Education and Psychology, Swarthmore College, 2001.

## EMPLOYMENT (CURRENT)

*Associate Professor*

Science Education, Wheelock College of Education and Human Development, Boston University, Boston, MA. 2022-Present

## AWARDS (SELECTED)

*Global Visiting Professor Award.* Technische Universitaet Muenchen. September, 2023-December, 2023.

*Best Paper*

International Conference of the Learning Sciences, 2021. (Second author supporting postdoctoral research associate as first author.)

*Early Career Research Award*

Awarded by the National Association for Research in Science Teaching to an early career researcher who has made significant contributions to the field of Science Education, 2019.

*Review of Research Award*

For an outstanding review of research published in *Review of Educational Research* or *Review of Research in Education*; American Educational Research Association, 2016. (Sole author.)

*Best Paper*

International Conference of the Learning Sciences, 2014. (Sole author.)

## GRANTS AND RESEARCH PROJECTS (SELECTED)

*Principal Investigator.* Designing School District Infrastructures that Support Elementary Science Learning through Leveraging Students' Communicative Practices. National Science Foundation Award to Eve Manz and Jen Altavilla-Giordano (co-PI), \$1,581,066. September,

2025-August 2029.

*Co-Principal Investigator.* Co-Design as a Strategy for Translation and for Scaling and Sustaining K-12 STEM Innovations. Awarded by the National Science Foundation to William Penuel (PI, University of Colorado Boulder) and Eve Manz (co-PI), \$744,671. September, 2025-August, 2028.

*Principal Investigator,* with graduate student Co-PI's Genelle Diaz Silveira and Angel Pizarro. Developing Place-Based Opportunities to Support Climate Change Education in Somerville Public Schools. Awarded by BU Initiative on Cities Early Stage Research Grant, \$10,000.

*Principal Investigator.* A Collaborative Partnership to Understand and Support Instructional Practice for Multilingual Learners in Elementary Science. Awarded a Marshall Research Award by Boston University Wheelock College to work in partnership with Somerville Public Schools to understand and redesign the infrastructure for equitable science instruction for elementary multilingual learners. \$24,000 with co-PI Jennifer Altavilla-Giordano, May 2024-May 2025.

*Principal Investigator.* CAREER: Supporting Elementary Science Teaching and Learning by Integrating Uncertainty into Classroom Science Investigations. Early Career Award from the National Science Foundation to develop a conceptual framework, tools, and illustrative examples for supporting elementary school teachers to strategically engage students with uncertainty in empirical investigations. \$984,646. June, 2018-May, 2023; No-Cost Extension until May, 2025.

*Science Domain Lead.* Great First Eight Kindergarten-Grade 2 Curriculum Development. Nell Duke, PI. Support the development of a comprehensive, interdisciplinary, culturally sustaining project-based curriculum for Grades K-2. Funding: Anonymous Donor. 2019-2022; Kellogg Foundation grant, January, 2021-December, 2022; Stand for Children, 2023-Present.

*Co-Principal Investigator.* Understanding How Elementary Teachers Take Up Discussion Practices to Promote Disciplinary Learning and Equity. PI, Lynsey Gibbons. Teachers as Learners grant awarded by the James S. McDonnell Foundation to study elementary teacher learning as teachers shift their discourse practices within and across content areas. \$2,500,000. January, 2018-December, 2024.

*Co-Principal Investigator.* Interdisciplinary First Grade Project-Based Learning Planning Grant. Nell Duke, Principal Investigator. Awarded by the Lucas Educational Research Foundation to develop a curriculum framework for, and study the feasibility of, implementing a comprehensive project-based learning program in first grade classrooms. \$159,287; BU Subcontract \$24,863. January-July, 2016.

#### PUBLICATIONS IN PEER-REVIEWED JOURNALS (SELECTED)

Manz, E., Ward, A., & Wells, A. (2026). Connecting Design and Experience: Tracing Uncertainty Through Classroom Science Investigations. *Science Education*.

Gray, R., Manz, E., & Campbell, T. (2025). Planning for the unexpected: How uncertainty drives scientific practice. *The Science Teacher*, 92(6), 8-14. (Published simultaneously in *Science Scope* and *Science & Children*)

Kavagnah, S. S., Prough, S., Guillotte, A., Wilhelm, A. G., Gibbons, L. K., & Manz, E. (2025). Elementary teachers' conceptualizations of classroom discussions across content areas: An epistemic network analysis. *Teaching and Teacher Education*, 165, 105173.

- Manz, E., Stoler, A., Federico, L., Patton, S., Weaver, L., Diaz Silveira, G., & Nassar, S. (2024). What Should We Investigate?. *Science and Children*, 61(5), 33-40.
- Stoler, A., & Manz, E. (2024). Engaging Elementary Students in Science Practice. *Science and Children*, 61(4), 64-68.
- Manz, E. and Georgen, C. (2023). Interlocking models in a fifth grade matter investigation. *Science Education*. 107(6), 1399-1434.
- Ward, A., Manz, E., and Salgado, M. (2023). Project-based learning: A justice-oriented pathway for meaningful science and literacy integration. Invited Column, *Language Arts*.
- Watkins, J. and Manz, E. (2022). Characterizing pedagogical decisions and sense-making conversations motivated by scientific uncertainty. *Science Education*, 106 (6), 1408-1441.
- Schwarz, C., Ki, L, Salgado, M., and Manz, E. (2022). Beyond assessing knowledge about models and modeling: Moving towards expansive, meaningful and equitable modeling practice. *Journal of Research in Science Teaching*. 59(6), 1086– 1096.
- Manz, E., Lehrer, R., and Schauble, L. (2020). Rethinking the classroom science investigation. *Journal of Research in Science Teaching*. 57(7), 1148-1174.
- Manz, E. and Suarez, E. (2018). Supporting teachers to negotiate uncertainty for science, students, and teaching. *Science Education*, 102(4), 771-795.
- Miller, E., Manz, E., Russ, R., Stroupe, D., and Berland, L.K. (2018). Addressing the epistemic elephant in the room: Epistemic agency and the Next Generation Science Standards. *Journal of Research in Science Teaching*, 55(7), 1053-1075. (All authors contributed equally to this publication).
- Manz, E. (2015). Resistance and the development of scientific practice: Designing ‘the Mangle’ into science instruction. *Cognition and Instruction*, 33(2), 89-124.
- Manz, E. (2015). Representing student argumentation as functionally emergent from scientific activity. *Review of Educational Research*, 85(4), 553-590. (Review of Research Award, 2016).

#### PUBLICATIONS IN PEER-REVIEWED CONFERENCE PROCEEDINGS

- Keune, A., Manz, E., Siry, C., Y., J., Rowsell, J., Dörfler, K., Kumpulainen, K., Peppler, K., Schalk, M., Thompson, N., D’Acunto, P., Wilmes, S., & Jurow, S. (2025). Design Future(s) Collective: New Directions for Educational Design Research. In Rajala, A., Cortez, A., Hofmann, R., Jornet, A., Lotz-Sisitka, H., & Markauskaite, L. (Eds.), Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025 (pp. 2345-2353). International Society of the Learning Sciences.
- Manz, E. & Stoler, A. (2025). Intertwining Epistemic and Relational Work in Scientific Modeling. In Rajala, A., Cortez, A., Hofmann, R., Jornet, A., Lotz-Sisitka, H., & Markauskaite, L. (Eds.), Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025 (pp. 655-663). International Society of the Learning Sciences.
- Georgen, C. and Manz, E. (2021). Interlocking models as sites of modeling practice and conceptual innovation. In E. de Vries, J. Ahn, & Y. Hod (Eds.), 15th International Conference of the Learning Sciences – ICLS 2021. International Society of the Learning Sciences, 2021. (Best Paper Award).

Manz, E. (2018). Designing for and analyzing productive uncertainty in science investigations. In Kay, J. and Luckin, R. (Eds.) *Rethinking Learning in the Digital Age: Making the Learning Sciences Count, 13th International Conference of the Learning Sciences (ICLS) 2018*, (Volume 1, pp. 288-295). London, UK: International Society of the Learning Sciences.

Manz, E. (2014). ‘Mangling’ science instruction: Creating resistances to support the development of practices and content knowledge. In J. L. Polman, Kyza, E.A., O’Neill, D.K., Tabak, I., Penuel, W.R., Jurow, A.S., O’Connor, K., Lee, T., and D’Amico, L. (Ed.), *Learning and Becoming in Practice: The International Conference of the Learning Sciences (ICLS)* (Vol. 1, pp. 575-582). Boulder, CO: International Society of the Learning Sciences. (Best Paper Award)

## BOOKS

Manz E. and collaborators. 2025. *Productive Uncertainty in Science Education: Engaging Students in Meaningful Science Practice*. Teachers College Press and NSTA Press. Two chapters co-authored with Annabel Stoler.

Kober, N., Carlone, H., Davis, E.A., Dominguez, X., Manz, E., and Zembal-Saul 2023. *Rise and Thrive with Science: Teaching PK-5 Science and Engineering*. Washington, DC: The National Academies Press.

## BOOK CHAPTERS

Manz, E., Heredia, S., Allen, C., and Penuel, W. (2022). Learning in and through researcher-teacher collaboration. In Luft, J. and Jones, G. (Eds). *Handbook of Research on Science Teacher Education*. New York, NY: Routledge.

Penuel, W., Allen., C., Manz, E., and Heredia, S. (2022). Design-based Implementation Research as an approach to studying teacher learning in Research-Practice Partnerships focused on equity. A. C. Superfine, S. Goldman, M. M. Ko (Eds.), *Changing content and contexts of teacher learning: Supporting shifts in instructional practices*. New York, NY: Routledge.

Manz, E. & Allen, C. (2017). Supporting evidence construction practices in elementary classrooms. In D. Stroupe (Ed.), *Reframing science teaching and learning: Students and educators co-developing science practices in and out of school*. New York: Routledge.

## INVITED PRESENTATIONS (SELECTED; RECENT)

Rise and Thrive with Science Book Group Conversation, Kentucky Science Teachers’ Association. Invited author for Q&A session with elementary teachers. November, 2025.

Working with the Maple Seed: Designing to support the emergence of science practice and conceptual progress. Invited Presentation in Northern Arizona University’s STEM Speaker Series. October 16, 2025.

Using Productive Uncertainty to Support Meaningful Science Practices. Invited talk for Northern Arizona University’s Elementary Pre-service Teacher Program (60 participants). October 16, 2025.

Productive Uncertainty in Science Classrooms: Why? How? Presentation at the Massachusetts Department of Elementary and Secondary Education (DESE), March 2025, with Annabel Stoler and Genelle Diaz-Silveira.

Why Uncertainty in Science Education? Invited provocation for the Evolving Information Innovation Lab, a collaboratory for cancer researchers and science communicators sponsored by the National Institute for Health and the National Cancer Institute. July 16, 2025.

Supporting Children and Teachers to Take Up Uncertainty in Science Investigations. University of Luxembourg, June 18, 2024.

Conceptualizing and designing for uncertainty as a pedagogical resource. Invited presentation at Freie Universität Berlin, May 22, 2024.

Designing for and Understanding Epistemic Practices in Science Instruction. Skyline Lecture at the Technisches Universität München, October 18, 2023.

Stronger Together: Connecting science and literacy in young children's learning. Invited webinar to the George National Science Teachers' Association Chapter. With Alessandra Ward, November 16, 2022.

Moderator, Panel Discussion: Designing Curricular Materials for Elementary Science and Engineering. Public event for Science and Engineering in the Preschool through Elementary Years: The Brilliance of Children and the Strengths of Educators. National Academies of Science, Engineering, and Medicine. Washington, DC. September 15, 2022.

#### CONFERENCE PRESENTATIONS

Manz, E. Using Claims and Evidence Conversations to Support Equitable Sensemaking and Meaningful Science Practice. (November, 2025). Workshop at the National Science Teachers' Association Conference, Minneapolis, MN.

Nassar, N., George, G., Manz, E., Garity, D. (March, 2025). Leveraging Semiotic Resources to Support Multilingual Learners' Productive Engagement in Science Investigations. Workshop at the National Science Teachers' Association Conference, Philadelphia, PA.

Stoler, A., Manz, E., and Garity, D. (2025, March). Planning investigations in elementary classrooms. Presentation at the National Science Teaching Association (NSTA) National Conference, Philadelphia, PA.

Manz, E., Stoler, A., Garity, D., and George, G. (2025, March). Using productive uncertainty to support meaningful science practice. Presentation at the National Science Teaching Association (NSTA) National Conference, Philadelphia, PA.

Diaz-Silveira, G., Manz, E. (2025, March). Exploring the Role of the Body in Supporting Mechanistic Reasoning. Poster presentation at the NARST Annual Conference, National Harbor, Maryland.

Nassar, N., Manz, E. (March, 2025). Children's Voices on Classroom Norms: Understanding Second Graders' Experiences in Collaborative Science Learning. In Manz, E., and Stoler, A. (chairs), *New Approaches to Understanding Classroom Culture in Science Classrooms*. National Association for Research in Science Teaching Conference, National Harbor, MD.

Stoler, A. and Manz, E. (2025, March). Simultaneously addressing epistemic and relational aspects of classroom activity: A teacher's opportunities and challenges. In Manz, E., and Stoler, A. (chairs), *New Approaches to Understanding Classroom Culture in Science Classrooms*. NARST Annual Meeting,

National Harbor, MD.

Manz, E., & Stoler, A. (2024, November). Incorporating Productive Uncertainty in Classroom Investigations. Workshop at the National Science Teachers' Association Conference, New Orleans, LA.

Stoler, A., & Manz, E. (2024, November). Engaging elementary students in science practice: Strategies for helping children plan investigations. Presentation at the National Science Teachers' Association Conference, New Orleans, LA.

Manz, E., Stoler, A., Diaz-Silveira, G., and Nassar, S. (2023, June). Incorporating Productive Uncertainty in Elementary Science Investigations. Poster presented at the 2023 DRK-12 PI's Meeting, June 28-30, Washington, DC.

Stoler, A. and Manz, E. (2023, April). Attending to care, risk, and classroom culture in scientific modeling. In Adah, E., Berland, L., and Jabar, L. (chairs), Attending to the crevasse between equity and content-oriented goals in science teaching and learning. American Educational Research Association, Chicago, IL.

Manz, E. and Georgen, C. It did not fly but it would outside: Purpose and pushback in children's investigative practice. (2022, June). Presentation in Susan Yoon, Chair, Frameworks and Methodologies for Epistemic Growth in K-12 Science Classrooms to Address Post-Truth Discourse. International Society for the Learning Sciences Annual Conference, Hiroshima, Japan (Virtual).

Manz, E., Georgen, C., and Beckert, B. (2022, March). Collaborative development of tools to address content-practice tensions in classroom science investigations. In Haverly, C. (Chair), Engaging with Curricular Infrastructure to Support Elementary Science Teacher Learning and Identity Development. NARST Annual Conference, Vancouver, BC.

Stoler, A., Manz, E., and Georgen, C. (2022, March). Planning routines for elementary science investigations. Poster presentation. NARST Annual Conference, Vancouver, BC.

Dietiker, L., Manz, E., and Zahner, W. (2021, June). Challenges and opportunities in STEM Education Design-based Research focused on curriculum and professional development. Presentation at the 2021 DRK-12 PI's Meeting. (Virtual).

Beckert, B., Stoler, A., Georgen, C., Manz, E., and Suarez, E. Designing for home-based science learning: Infrastructuring within new openings and constraints. In E. de Vries, J. Ahn, & Y. Hod (Eds.), 15th International Conference of the Learning Sciences – ICLS 2021. International Society of the Learning Sciences, 2021. (Poster presentation; 3rd place prize for best poster).

Manz, E., Heredia, S., Allen, C., and Penuel, W. Learning in and through researcher-teacher collaboration. (2021, April) In Luft, J.. and Jones, G., Chairs. Handbook of Research on Science Teacher Education. Symposium presented at the annual conference of the National Association for Research in Science Teaching (Virtual).

Manz, E. and Beckert, B. Using iterative co-design to develop classroom activity (2021, April). In Manz, E. (Chair). Engaging Young Children in Science and Engineering Practices: A Conversation about Approaches to Research and Design. Annual conference of the National Association for Research in Science Teaching (Virtual).

DeRosa, D., Fazewski, E., McKenna, T., Garik, P., Fix, P., and Manz, E. (2020, April; Canceled). Preparing preservice teachers for 3D instruction unconference. Workshop at the annual meeting of

the National Science Teachers' Association, Boston, MA.

Manz, E., Gibbons, L., Okun, A., Chalmers-Curren, J., & O'Connor, C. (2020). Examining elementary teachers' puzzles: A cross-disciplinary analysis. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences*, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 4 (pp. 2423-2424). Nashville, Tennessee: International Society of the Learning Sciences.

Manz, E. (2020, April; Canceled). Getting a grip: A framework for designing and adapting elementary school science investigations. In the Elementary Extravaganza at the annual meeting of the National Science Teachers' Association, Boston, MA.

Manz, E. and George, G. (2020, April; Canceled). Incorporating productive uncertainty in science investigations. Presentation at the annual meeting of the National Science Teachers' Association, Boston, MA.

Manz, E and Beckert, E. (2020; March; Canceled). Using iterative co-design to develop classroom empirical activity. In E. Manz (Chair), *Engaging Young Children in Science and Engineering Practices: Approaches to Design and Analysis*. Related Paper Set at the annual meeting of the National Association for Research in Science Teaching, Portland, OR.

Manz, E. Supporting evidence construction in elementary science investigations. (2019, April). In D. Morrison, S. Michaels, and J. Moon (Chairs), *Using Epistemic Tools to Support Reasoning, Student Agency, and Equity*. Symposium conducted at the annual meeting of the American Educational Research Association, Toronto, ON.

Schwarz, C., Manz, E, and Marcum, M. (2019, April). Modeling for sense-making in the elementary classroom: Research, exemplars, and initial principles for modeling that works. In Pierson, A. (Chair), *Supporting Modeling Epistemologies in the Classroom*. Symposium conducted at the annual meeting of the American Educational Research Association, Toronto, ON.

Samarapungavan, A., Golan-Duncan, R., Chinn, C., Berland, L., Manz, E., Clase, K., Pelaez, N., Gardner, S., Misra, C. (2018). Unpacking dimensions of evidentiary knowledge and reasoning in the teaching and learning of science. (Symposium). In Kay, J. and Luckin, R. (Eds.) *Rethinking Learning in the Digital Age: Making the Learning Sciences Count*, 13th International Conference of the Learning Sciences (ICLS) 2018, (Volume). London, UK: International Society of the Learning Sciences.

Manz, E. (2018, June). Designing for an analyzing productive uncertainty in science investigations. Paper presented at the International Conference of the Learning Sciences, London, UK.

Manz, E. (2018, March). Discussant. In K. McNeill (chair), *Shifting elementary science classrooms to support science practices*. Symposium conducted at the annual meeting of the National Association for Research in Science Teaching, Atlanta, GA.

Manz, E. and Wells, A. (2018, March). Incorporating productive uncertainty into empirical work in elementary classrooms. In S. Heredia, and E. Manz, (chairs), *Exploring supports for teachers and students to engage with productive uncertainty in science investigations*. Symposium conducted at the annual meeting of the National Association for Research in Science Teaching, Atlanta, GA.

Watkins, J. and Manz, E. (2018, March). Examining how classroom communities take up uncertainty for scientific sense-making. In Heredia, S. and Manz, E. (chairs), *Exploring supports for teachers and students to engage with productive uncertainty in science investigations*. Symposium conducted at the annual meeting of the National Association for Research in Science Teaching,

Atlanta, GA.

Berland, L, Manz, E., Miller, E., Russ, R., and Stroupe D. (2017, April). Achieving epistemic justice by enabling epistemic agency. Symposium conducted at the annual meeting of the American Educational Research Association, San Antonio, TX.

Watkins, J and Manz, E. (2017, April). Characterizing how teachers respond to uncertainty to support scientific activity in classrooms. In J. Watkins (chair) Examining uncertainty as a construct for promoting meaningful scientific engagement. Symposium conducted at the annual meeting of the American Educational Research Association, San Antonio, TX.

Manz, E. (2017, April). Discussant. In A.M. Palincsar (chair) Integrating literacy and science to promote equitable opportunities in project-based learning: An interdisciplinary effort. Symposium conducted at the annual meeting of the American Educational Research Association, San Antonio, TX.

Manz, E. (2017, April). Uncertain about Uncertainty: Incorporating a Focus on the Reason for Science Practices into Work with Pre-Service and In-Service Teachers. Presentation at the Science Education at the Crossroads conference. San Antonio, TX.

Manz, E. and Suarez, E. (2016, April). Leveraging uncertainty to support students' engagement in practice: A pilot study. In E. Manz (chair). Supporting students' engagement in science and engineering practices: Exploring instructional shifts and supports for teachers. Symposium conducted at the annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.

Manz, E. (2015, April). Talk strategies for addressing epistemic challenges in science teaching. In E. Manz (chair), Expanding frameworks for talk in science classrooms. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago, IL.

Manz, E. (2014, June). 'Mangling' science instruction: Creating resistances to support the development of practices and content knowledge. Presented at the 11th International Conference of the Learning Sciences, Boulder, CO.

Manz, E. (2014, March). Unpacking the development of measurement practice. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Pittsburgh, PA.

Manz, E. (2013, April). The development of experimental practice: Tracing its social, epistemic, and conceptual dimensions. In R. Lehrer (chair), Designing to support the co-development of epistemic practices and knowledge in engineering, science, and mathematics. Symposium conducted at the annual meeting of the American Educational Research Association, San Francisco, CA.

Manz E. (2012, April). Engaging students in the epistemic functions of scientific argumentation. In R. Lehrer (chair), Designing for and representing the development of epistemic practices in classroom communities. Symposium conducted at the annual meeting of the American Educational Research Association, Vancouver, BC.

Manz E. (2012, March). Engaging students in developing the means of knowing through argument. In L. Berland (chair), Understanding the role of context and activity in students' argumentation practice. Related paper set conducted at the annual meeting of the National Association for Research in Science Teaching, Indianapolis, IN.

## OTHER MEDIA

Great First Eight Curriculum, Kindergarten - Second Grade. I served as the science domain lead for this interdisciplinary, full day, project-based curriculum for students in metropolitan areas. [www.greatfirsteight.org](http://www.greatfirsteight.org).

Investigations Project Website. [www.investigationsproject.org](http://www.investigationsproject.org). Project website with tools and cases for educators.

Productive uncertainty in elementary science. Podcast for NGSNavigators. Released March 7, 2019. <http://www.ngsnavigators.com/blog/021>

Designing 'productive uncertainty' into investigations to support meaningful engagement in science practices. STEM Teaching Tool Brief 60, <http://stemteachingtools.org/brief/60>

Making visible the struggles of research in design-based research (2 webinars), The Digital Media and Learning Research Hub, McArthur Foundation, May, 2015.

## COURSES TAUGHT

LS 801 and 802: Design Based Research in Educational Inquiry. Boston University Wheelock College.

WED 213: Approaches to Learning. Undergraduate requirement in the Department of Teaching and Learning. Boston University Wheelock College.

ME 701: Theories of Learning and Epistemologies in Mathematics and Science Education. Doctoral-level course. Boston University Wheelock College

ED800: Theories of Learning, Teaching, and Equity. Introductory proseminar for doctoral students. Boston University Wheelock College

CH300-515: Methods of Instruction: Elementary 1-6 (Science Section). Boston University Wheelock College. Masters and undergraduate level course for prospective elementary teachers.

EDUC 8348: Purposes and Methods of Design-Based Research. University of Colorado Boulder.

EDUC 5215: Elementary Science Theory and Methods. University of Colorado Boulder.

## ADVISING AND MENTORING

*Post-doctoral mentoring:* Chris Georgen

*Doctoral committee chair:* Stephanie Mikelis, Annabel Stoler, Genelle Diaz-Silveira

*Doctoral advising:* Andrea Wells, Annabel Stoler, Genelle Diaz-Silveira, Angel Pizarro, Marie Jimenez

*Doctoral (non-advisee) mentoring on research grants:* Alessandra Ward, Betsy Beckert, Sarah Arnold, Souhaila Nassar, Enrique Suarez (CU Boulder), Carrie Allen (CU Boulder), Ian Renga (CU Boulder)

*Dissertation committee member:* Alessandra Ward, Victor Mateas (BU), Meredith Baker (University of Michigan), Jen Radoff (Tufts University), Samuel Severance (CU Boulder), Enrique Suarez

(CU Boulder), Bill Campbell (CU Boulder), Clarissa Keen (UMass Boston), Robert Hayes (Tufts University), Tess Bernhard (University of Pennsylvania), Maria Moreno Vera (Boston College), Brit Claiborne Naranja (BU).

*Undergraduate and Masters-level research assistants:* Emily Fratalia, Brittany Loveless, Gaby Riese, Leila Caplan, Vivian Wong, Helena Hu, Ashley Johnson, Warishah Qandil

#### PROFESSIONAL ACTIVITIES AND SERVICE (UNIVERSITY, SELECTED)

*Research Committee Member*

Boston University Wheelock College of Education, 2021-Present. Serve as Committee Chair, 2022-Present.

*Research Practice Partnership Group Co-Organizer*

Boston University Wheelock College of Education, 2021-Present.

*Search Co-Chair, Lecturer in Elementary Science Education.*

Boston University School of Education, Spring 2018.

*Search Committee Member, Clinical Professor of Mathematics Education.*

Boston University School of Education, Fall 2016.

*Satellite Committee for Quantitative Reasoning; Boston University General Education.*

Boston University, Fall 2016.

*Strategic Committee on Doctoral Education.*

Boston University, 2016-2018.

#### PROFESSIONAL ACTIVITIES AND SERVICE (NATIONAL; SELECTED)

*Mentor, Sandra K. Abell Institute.* Participated in week-long mentoring for NARST, July, 2025. Ran workshops for doctoral students and co-led a small group to provide critical feedback and support.

*Associate Editor, Journal of the Learning Sciences.* Participate in strategic planning, send manuscripts out for review, make and write decision letters, and work with authors on manuscripts. 2024-Present.

*Editorial Board.* Journal of Research in Science Teaching. 2016-2019; Elementary School Journal, 2024-Present.

*DRK-12 2023 Conference Organizing Committee Member.* I supported the planning of the bi-annual Principal Investigators' Meeting of National Science Foundations' DRK-12 grant program. Fall, 2022-June, 2023.

*Committee Member,* National Academies of Science and Engineering, Committee on Enhancing Science and Engineering in Prekindergarten through Fifth Grade, 2020-2022.

*Awards Committee Member.* Outstanding Doctoral Dissertation Award. National Association for Research in Science Teaching. 2021-Present.