

Anthony J. Petrosino
Curriculum Vitae

Department of Curriculum and Instruction
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DEGREES AND DATES AWARDED

PhD in Education and Human Development, Vanderbilt University, 1998. Major in science education; minor in cognitive science in education. Dissertation title: *The Role of Reflection and Revision in At-Risk Students' Use of Investigative Activities*. Committee: John D. Bransford (Co-Chair), Robert D. Sherwood (Co-Chair), Richard Duschl, Jim Pellegrino, and Clifford Holfwolt

MA in Educational Administration and Information Systems, Teachers College, Columbia University, New York City, 1990. Focus in educational technology.

BS in Psychology, Creighton University, Omaha, NE. 1984.

CERTIFICATES

Permanent certificate to teach grades K-12 Science (inclusive), 1987, New Jersey Public Schools

PROFESSIONAL APPOINTMENTS

Assistant Professor, Department of Curriculum and Instruction, University of Texas at Austin, September 1999-present. Program area: Mathematics and Science education.

Senior Researcher, Systemic Research Collaborative in for Education in Math, Science and Technology (SyRCE), University of Texas at Austin, August 1999 - August 2001. Director: Professor Jere Confrey

Postdoctoral Fellow, Wisconsin Center for Educational Research (WCER), University of Wisconsin-Madison, January 1998-August 1999. (Top ranked department of Curriculum and Instruction and Educational Psychology in the country, according to *U.S. News and World Reports* 1999.) Mentors: Richard Lehrer and Leona Schauble.

Graduate Research Assistant, Learning Technology Center, Vanderbilt University. September 1991 – December 1997

Designed, implemented, and researched an 11-week unit for investigating at-risk middle-school students ability to bridge contextualized problem solving into a community of learners instructional format. Also planned and participated in a series of year long bi-weekly workshop with classroom teachers on merging cognitive learning theory with classroom instruction.

Program Evaluator. The University of Tennessee Agricultural Extension Service. January 1992 – August 1997 Building Self Esteem Through Science and Technology (4-H BEST). Conducted research on at-risk middle-school children's self concept enhancement through an after-school intervention program funded by the United States Department of Agriculture.

High School Science Teacher- Hoboken High School, Hoboken NJ 1987-1991

Dean of Students- St. Anthony High School, Jersey City NJ 1984-1987

ARTICLES in PEER-REVIEWED JOURNALS

- Petrosino, A.J.** (in press). Integrating Curriculum, Instruction, and Assessment in Project-Based Instruction: A Case Study of an Experienced Teacher. *Journal of Science Education and Technology*. Volume 13 (2),
- Bucci, T. T., **Petrosino, A.J.**, Cherup, S., & Cunningham, A, (2004). Meeting the ISTE Challenge in the Field: An Overview of the First Six Distinguished Achievement Award Winning Programs. *Journal of Computing in Teacher Education*, Volume 21 (1), 13-24.
- Pandy, M.G., **Petrosino, A.J.**, Austin, B.A., and Barr, R.E. (2004). Assessing Adaptive Expertise in Undergraduate Biomechanics. *Journal of Engineering Education*, 93 (3), 1-12. [Acceptance rate 13%]
- Pandy, M. G., **Petrosino, A. J.**, Barr, R. E., Tennant, L., Seth, A. (2003). Design, Implementation, and Assessment of an HPL-inspired Undergraduate Course on Biomechanics. *Proceedings of the 2003 American Society for Engineering Education Annual Conference & Exposition* Nashville, TN.
- Petrosino, A.J.** (2003). Commentary: A Framework for Supporting Learning and Teaching about Mathematical and Scientific Models. *Contemporary Issues in Technology and Teacher Education*, 3(3), 288-299.

- Nathan, M. J. & **Petrosino, A. J.** (2003). Expert Blind Spot Among Preservice Teachers. *American Educational Research Journal*. 40(4), 905-928.
- Barr, R. E., Pandey, M. G., **Petrosino, A. J.**, Abraham, L. D., Karande, T., & Patel, B. (2003). Classroom Testing of Virtual Biomechanics Laboratory (VBL) Learning Modules. *Proceedings of the 2003 ASEE Gulf-Southwest Annual Conference*. Arlington, TX.
[Awarded Best Paper from the 2003 ASEE (American Society of Engineering Education) Gulf-Southwest Conference.]
- Bucci, T. T., Cherup, S., Cunningham, A, & **Petrosino, A.J.** (2003). ISTE Standards in Teacher Education: A Collection of Practical Examples. *The Teacher Educator*, 39(92), 95-114. [acceptance rate is 22%]
- Petrosino, A.J.**, & Dickinson, G. (2003). Integrating Technology with Meaningful Content and Faculty Research: The UTeach Natural Sciences Program. *Contemporary Issues in Technology and Teacher Education*, 3(1), 95-115.
- Stroup, W. M. & **Petrosino, A. J.** (2003). An Analysis of Horizontal and Vertical Device Design for School-related Teaching and Learning. *Education, Communication & Information*. Vol.3 (3). pp.327-345.
- Petrosino, A. J.**, Lehrer, R., & Schauble, L. (2002). Structuring Error and Experimental Variation as Distribution in the Fourth Grade. *Journal of Mathematical Thinking and Learning*. 5(2&3), 131-156.
- Nathan, M. J. & **Petrosino, A. J.** (2002). Expert Blind Spot Among Pre-service Mathematics and Science Teachers. *Proceedings of International Conference of the Learning Sciences 2002*, Seattle, WA, October 2002. (50% acceptance rate)
- Petrosino, A. J.** (1999). Instructional Design: Solving Instructional Design Problems. *Journal of Educational Computing Research*. Vol 19(4), 433-439.
- Barron, B.J., Schwartz, D.L., Vye, N.J., Moore, A., **Petrosino, A.J.**, Zech, L., Bransford, J.D., and CTGV. (1998). Doing with Understanding: Lessons from Research on Problem- and Project-Based Learning. *Journal of the Learning Sciences*. 7 (3 & 4), 271-311. Hillsdale, NJ: Lawrence Erlbaum.

Petrosino, A.J., Pfaffman, J. and CTGV. (1997, December). The Mission to Mars Webliographer: A Principled Approach to the Design of a CSCL Tool. In R. Hall, N. Miyake, and N. Enyedy (Eds.), *Proceedings of the Computer Support for Collaborative Learning '97 Conference* (pp. 198-206). Toronto, Canada.

Petrosino, A.J. (1996, August). The Role of Content Expertise in the Learning Community. In D. Edelson and E. Domeshek (Eds.), *Proceedings of ICLS 96* (pp. 468-473). Charlottesville: Association for the Advancement of Computing in Education (AACE).

Lin, X., Bransford, J. D., Hmelo, C. E., Kantor, R. J., Hickey, D. T., Secules, T., **Petrosino, A. J.**, Goldman, S. R., & CTGV (1995). Instructional design and development of learning communities: An invitation to a dialogue. *Educational Technology*, 35(5) pp.53-63.

Petrosino, A. J. (1995). The importance of authentic situations for problem solving. *Educator's Forum '95*. Boston: Houghton Mifflin Company.

Petrosino, A. J., Sherwood, R.D., Bransford, J.D., Brophy, S., and CTGV. (1995). The use of cognitive tools to facilitate knowledge construction in macro context environments: foundations, design issues, and the development of applications in applied settings. S. Helgeson (Ed), *Proceedings: Working conference on technology applications in the science classroom*. The National Center for Research in Science Teaching and Learning.

Moore, J. L., Lin, X., Schwartz, D. L., **Petrosino, A.**, Hickey, D. T., Campbell, O., Hmelo, C., & The Cognition and Technology Group at Vanderbilt. (1994). The relationship between situated cognition and anchored instruction: A response to Tripp. *Educational Technology* 34(8) 28-32.

Cognition and Technology Group at Vanderbilt [including **Petrosino, A. J.**] (1993). Technological tools to enhance math education: The Jasper series. *Communications of the ACM*, 36, 52-54.

Cognition and Technology Group at Vanderbilt [including **Petrosino, A. J.**] (1993). Anchored instruction and situated cognition revisited. *Educational Technology*, 22(3), 52-70.

(under review) **Petrosino, A. J.** . Student Activity in Classroom Experimentation: A Sociocultural Analysis of a Model Rocket Activity. *Science Education*.

(in revision) **Petrosino, A. J.** and Cunningham, A. Professional Development through Design, Reflective Practice and Multimedia: A Case for Type II Technologies in Teacher Education. *Computers in the Schools*

BOOK CHAPTERS

Petrosino, A. J. & Kohler, M. (in press). Teachers as Designers: Pre- and In-Service Teachers Authoring of Anchor Video as a Means to Professional Development. To appear in R. Goldman, R. Pea, B. Barron, & S. Derry (Eds.), *Video research in the learning sciences*. Lawrence Erlbaum Associates.

Lehrer, R., Schauble, L., and **Petrosino, A. J.** (2001). Reconsidering the Role of Experimentation in Science Education. In Crowley, K., Schunn, C. D. & Okada, T. (Eds.) *Designing for Science: Implications from Everyday, Classroom, and Professional Settings*. (pp.251-278.)Mahwah, NJ: Erlbaum.

Cognition and Technology Group at Vanderbilt [including **Petrosino, A. J.**]. (2000). Adventures in Anchored Instruction: Lessons Learned from Beyond the Ivory Tower. In R. Glaser (Ed.), *Advances in instructional psychology* (Vol. 5). (pp.35-99) Mahwah, NJ: Erlbaum..

Goldman, S.R., **Petrosino, A.J.** and CTGV. (1999). Design Principles for Instruction in Content Domains: Lessons from Research on Expertise and Learning. In F.T. Durso, (Ed.), *Handbook of Applied Cognition*. Chichester, (pp.595-628) England: Wiley..

Lamon, M., Secules, T., **Petrosino, A. J.**, Hackett, R., Bransford, J. D., and Goldman, S. R. (1996). Schools for Thought: Overview of the International Project and Lessons Learned from One of the Sites. In L. Schauble & R. Glaser (Eds.), *Contributions of instructional innovation to understanding learning*. (pp.243-288) Hillsdale, NJ: Lawrence Erlbaum..

Goldman, S. R., **Petrosino, A. J.**, Sherwood, R. D., Garrison, S., Hickey, D., Bransford, J. D., & Pellegrino, J. W.. (1996). Anchoring Science Instruction in Multimedia Learning Environments. In S. Vosniadou, E. De Corte, R. Glaser, & H. Mandl (Eds.), *International perspectives on the psychological foundations of technology-based learning environments*. (pp.257-284) NY, NY: Springer-Verlag..

- Cognition and Technology Group at Vanderbilt [including **Petrosino, A. J.**]. (1996). Multimedia Environments for Enhancing Learning in Mathematics. In S. Vosniadou, E. De Corte, R. Glaser, & H. Mandl (Eds.), *International perspectives on the psychological foundations of technology-based learning environments*. (pp.285-305) NY, NY: Springer-Verlag.
- Cognition and Technology Group at Vanderbilt [including **Petrosino, A. J.**]. (1996). Looking at technology in context: A framework for understanding technology and education research. In D. C. Berliner and R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 807-840). New York: MacMillan.
- Sherwood, R. D., **Petrosino, A. J.**, Lin, X., Lamon, M. & CTGV (1995). Problem based macro contexts in science instruction: Theoretical basis, design issues, and the development of applications. In D. R. Lavoie (Ed.), *Toward a cognitive-science perspective for scientific problem solving*. (pp.191-214) A NARST monograph No.6..
- Goldman, S. R., **Petrosino, A. J.**, Sherwood, R. D., Garrison, S., Hickey, D., Bransford, J. D., & Pellegrino, J. W. (1994). Multimedia environments for enhancing science instruction. In S. Vosniadou, E. De Corte, & H. Mandl (Eds.), *International perspectives on the psychological foundations of technology-based learning environments*. (pp.89-96) New York, NY: Springer-Verlag..
- Hickey, D. T., **Petrosino, A. J.**, Pellegrino, J. W., Goldman, S. R., Bransford, J. D., Sherwood, R. D., and the Cognition and Technology Group at Vanderbilt. (1994). The Mars Mission Challenge: A Generative Problem-Solving School Science Environment. In S. Vosniadou, E. De Corte, R. Glaser, & H. Mandl (Eds.), *International perspectives on the psychological foundations of technology-based learning environments*. (pp. 97-103) NY, NY: Springer-Verlag..
- Moore, J. L., Lin, X., Schwartz, D. L., **Petrosino, A.**, Hickey, D. T., Campbell, O., Hmelo, C., & The Cognition and Technology Group at Vanderbilt. (1994). The relationship between situated cognition and anchored instruction. In H. McLellen (Ed.), *Perspectives on situated learning*. Englewood Cliffs, NJ: Educational Technology Publications.
- Cognition and Technology Group at Vanderbilt [including **Petrosino, A. J.**]. (1994). From visual word problems to learning communities: Changing conceptions of cognitive research. In K. McGilly (Ed.), *Classroom lessons: Integrating cognitive theory and classroom practice* (pp. 157-200). Cambridge, MA: MIT Press/Bradford Books.

REPORTS

Petrosino, A. J. (1995) Mission to Mars: An integrated curriculum. Technical Report SFT-1 Learning Technology Center, Vanderbilt University, Nashville, TN.

NON-PRINT MEDIA (Significant Educational Design Products)

Software Tools for Learning Environments

Petrosino, A. J. (Director). PDAShare: online course development system for use with both desktop and Personal Digital Assistant (PDA) devices. Used in courses at The University of Texas and Texas A&M University (110 users to date) <http://lrc-test79.edb.utexas.edu/pdashare/>

Petrosino, A. J. (Coordinator- Austin Initiative). VOS Observational System: VOS is a system for coding classroom events that looks at teacher-student interactions and student engagement to describe global indicators of effective teaching. Developed collaboratively with colleagues involved with the NSF funded VaNTH ERC (impacting over 500 students at four universities).
<http://www.edb.utexas.edu/petrosino/pda/projects/vos/index.html/>

Petrosino, A. J. (Director). Anchor Video Maker: a web site to assist teachers and UTeach students in making anchor videos for classroom instruction. Funded by a grant awarded through UT's Center for Instructional Technologies'~FAST Tex program. <http://edb.utexas.edu/anchorvideo/>

Curriculum Projects Incorporating Technology

Petrosino, A. J. (Director). (many were collaborative constructions with teachers, most are available for classroom use from http://www.edb.utexas.edu:16080/per/teacher_legacy.htm)

- *In Search of Proof* (mathematics), Pythagorean Theorem
- *Exponential Growth of Starbucks* (mathematics), growth and decay
- *The Hydrilla Problem in Town Lake* (plant anatomy and physiology)
- *Waves* (physics), Electromagnetic Spectrum
- *In Search of the Perfect Diet* (health and nutrition)
- *Construct School Garden* (ecology), plan & construct a school garden.
- *What is Happening in the Beaker* (chemistry) energy exchange
- *Why Do We Need Glasses?* (optics) causes of variance in eyesight quality

Multimedia and Hardware Products

Petrosino, A. J. (Director), (2002). *Incorporating Field Experiences in Project-Based Instruction* (videotape), Austin, TX: Systemic Research Collaborative for Education in Mathematics, Science and Engineering Education and UTeach- Natural Science. .

The Adventures of Jasper Woodbury (CD-ROM/videotape/laserdisc), Published by LEARNING, Inc., a division of Lawrence Erlbaum Associates. Developed collaboratively with colleagues from the Cognition and Technology Group at Vanderbilt (CTGV) from 1991-1998. The Adventures of Jasper Woodbury consists of 12 videodisc-based adventures that focus on mathematical problem finding and problem solving. The Jasper series is currently being used in classrooms in every state in the U. S., as well as in classrooms in Canada and China.

The Scientists in Action Project (CD-ROM/videotape/laserdisc), Developed collaboratively with colleagues from the Cognition and Technology Group at Vanderbilt (CTGV) from 1992-1998 and funded by the NSF. Intended for middle grades students but focuses on science concepts instead of mathematics.

Mission to Mars (CD-ROM/videotape). Funded by the Tennessee Space Grant Consortium. Developed collaboratively with colleagues from the Cognition and Technology Group at Vanderbilt (CTGV) from 1992-1993. Further development of curriculum and website was funded by a grant awarded through UT's Center for Instructional Technologies' ~FAST Tex program in 2003.
<http://www.edb.utexas.edu/missiontomars/>.

GRANTS

Principal Investigator, “NSF Project CAT (Critical Thinking Assessment Test)” *National Science Foundation* (subcontract from Tennessee Technological University), September 2004 to September, 2007, \$20,000.

Principal Investigator, “Challenges to Projects: VaNTH K-12 Partners in Education,” *National Science Foundation* (NSF 14656-S1 Amendment 4), September 2001 to September, 2004, \$150,000.

Co-Principal Investigator , “Inventing New Strategies for Integrating Technology in Teacher Education,” *Department of Education* (DOE P342A000111) , May 2000 to May, 2004), \$850,000) [Co-PI's Paul Resta and Jere Confrey]

Principal Investigator, “From Everyday Science to Formalized Scientific Understanding: A Cognitive Instructional Approach to Seasonal Change” *James S. McDonnell Foundation’s Cognitive Studies in Educational Practice (CSEP)*, January 1998 to August, 2000, \$59,400.

Principal Investigator, “Mission to Mars Teacher Enhancement Project.” *Tennessee Space Grant Consortium*, Vanderbilt University, June 1998-June 1999, \$30,000.

INVITED PRESENTATIONS

Petrosino, A. J. (2004, April). Bringing the Learning Sciences to the College Classroom. Invited Address to Special Interest Group-Science Technology in Education (SIG-STE) American Educational Research Association, San Diego, CA.

Petrosino, A. J. (2003, November). The Impact of Culture on Science Teaching and Learning: A Case for Reflectively Adaptive Learning Environments. *Invited Keynote Address to the China-US Conference Research Roundtable in Integrating IT in Science Education Across Cultures.* College Station, TX

Petrosino, A. J. (2002, June). PDAShare- Using Technology in the College Classroom.. *Invited presentation for the Monterey Summer Institute*, Austin, TX, June, 2002. Presentation to teachers of technology from Monterey University, Mexico.

Petrosino, A. J. (2001, June). Collaboration in Project Based Instruction. *Invited presentation for the Monterey Summer Institute*, Austin, TX, June 2001. Presentation to teachers of technology from Monterey University, Mexico.

Petrosino, A.J. (1992, November). *Macrocontexts in science instruction- Scientists in Action* . Invited presentation to the the Kellogg Mathematics and Science Seminar, Nashville, TN.

NATIONAL & INTERNATIONAL PRESENTATIONS (Competitively Selected)

- Vath, R., Rodriguez, S., & **Petrosino, A. J.** (2004, April). Encouraging ethical reasoning in the science classroom: An examination of a PBL unit on bioethics. In A. J. Petrosino (Organizer), *University-Secondary Collaborations for Curriculum Development and Implementation*. Paper set presented at the annual meeting of the National Association for Research in Science Teaching, Vancouver, B. C.
- Petrosino, A. J.**, Austin, B. A., & Pandey, M. G. (2004, April). *Problem-based learning in an upper division biomedical engineering course*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Vancouver, B.C.
- Upadhyay, B., **Petrosino, A. J.**, Barton, A., Koch, P., & Contento, I. (2004, April). *Teacher thinking and student context: A comparative study of two elementary teachers*. Paper presented at the National Association for Research in Science Teaching, Vancouver, B. C.
- Austin, B. A., & **Petrosino, A. J.** (2004, April). *Planning effective science education programs using structured decomposition: A collaboration between Colleges of Science and Education*. Presentation at the annual meeting of the National Association for Research in Science Teaching, Vancouver, B. C.
- Austin, B. A., & **Petrosino, A. J.** (2004, February). *Planning effective science education programs using structured decomposition*. Poster presented at the South West Region of the Association for the Education of Teachers of Science Meeting. Georgetown, TX.
- McCullough, C. A., Welch, A. J., & **Petrosino, A. J.** (2004, February). Project-based instruction using optics and the properties of light.. Poster presented at the South West Region of the Association for the Education of Teachers of Science Meeting. Georgetown, TX.
- Lee, C., Ries, J., Tothoro, M., Resta, P., & **Petrosino, A. J.** (2004). *Preparing Mentor Teachers to Serve as Technology and Content Role Models for Preservice Teachers*. Paper presented at the Society for Information Technology and Teacher Education International Conference, Atlanta, GA.
- Petrosino, A. J.** (2003). When is a difference, really a difference? Children's understanding of variation in an inquiry centered classroom. Paper presented at the 10th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI). Padova, Italy.

- Petrosino, A. J.**, Slaughter, R., Vath, R., and Tothero, M. (April, 2003). The Utilization of PDA's in Preservice Teacher Education in Mathematics and Science Education. Paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.
- Nathan, M. and **Petrosino, A. J.** (April, 2003). Views of Algebra Development Among Pre-Service Teachers with Advanced and Basic Mathematics Knowledge: Evidence For Expert Blind Spot. Paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.
- Petrosino, A. J.**, Puyana, M., & Ries, J. (2003). Preparing Tomorrow's Teachers for Technology (PT3) A Look at Implementation in a Central Texas District. Paper presented at the American Association of Colleges for Teacher Education. New Orleans, LA.
- Petrosino, A.J.** and Cunningham, A. (2003). Situating Authentic Tasks with Digital Video: Scaffolding the Development of Critical Thinking and Reflection in Preservice Teacher Preparation. Paper presented at the International Conference Meeting of the Society for Information Technology and Teacher Education (SITE). Albuquerque, NM.
- Bucci, T., Cherup, S., Dickinson, G., **Petrosino, A.**, Wetzel, K. (2003). *Field Experiences in NETS: Distinguished Achievement Award-Winning Teacher Preparation Programs*. Session presented at the International Conference Meeting of the Society for Information Technology and Teacher Education (SITE). Albuquerque, NM.
- Cunningham, A. & **Petrosino, A. J.** (2003). *Anchoring Instruction with Customized Video: Teacher-Created Situated Context*. Paper presented at the Annual Meeting of the National Educational Computing Conference (NECC). Seattle, WA.
- Barr R, Pandya MG, **Petrosino AJ**, Karande T, Chang C. (2002) *Web-based biomechanics learning modules based on the HPL Legacy Cycle framework*. International Conference on Engineering Education, Manchester, England, January 2002.
- Pandya MG, **Petrosino T**, Chang C, Karande T, Barr R. (2001) *Learning modules for biomechanics: Preliminary experiences with the VaNTH ERC*. International Mechanical Engineering Congress, New York, November 2001.
- Pandya MG, **Petrosino AJ** (2001). *Applying learning theories to bioengineering education*. International Mechanical Engineering Congress, New York, November 2001.

Petrosino, A. J. (2001). *Technology Standards in Teacher Preparation--ISTE NETS Distinguished Achievement Award Program*. Presentation at the Annual American Association of Colleges for Teacher Education. New York, NY.

Petrosino, A.J., Pandy, M. (April, 2001). *Incorporating learning science research in college biomechanics*. Paper presented at the Annual Meeting of the American Educational Research Association. Seattle.

Brophy, S.P. and **Petrosino, A.J.** (2001). *Design Principles for Integrating Technology Based Resources into Biomedical Engineering Education*. Presented at the Biomedical Engineering Society Annual Meeting. Durham, NC, October 2001.

Pandy MG, **Petrosino A.J.**, Chang C (2001). *Redesigning the learning environment for biomechanics*. Abstract presented at the International Congress on Mechanical Engineering, Orlando.

Pandy MG, **Petrosino A.J.**, Chang C, Karande T, Barr R (2001). *Jumping Jack: a learning module for movement biomechanics*. American Society of Engineering Education (ASEE) Annual Meeting, Albuquerque, June 2001.

Barr R, Karande T, Jin H, Sasaki K, Pandy M, **Petrosino A.J.** (2001). *Experimental biomechanics learning modules*. Presented at the ASEE Gulf-Southwestern Section Annual Conference, March 2001.

Chang C, Pandy MG, **Petrosino A.J.**, Krevolin J (2000). *Simulation-based learning module for biomechanics*. Poster presented at the VaNTH Engineering Research Center for Bioengineering Teaching Technologies, NSF Annual Site Visit, Nashville, April 2000.

Petrosino, A. J. and Wilhelm, J. (2001). *Use of a Unit on Model Rockets to Develop Teacher and Student Understanding*. National Council of Teachers of Mathematics. Orlando.

Petrosino, A.J., Lehrer, R., and Schauble, L. (April, 2000). *Distribution, a Foundational Resource for Experiment in Science Education*. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans.

- Anderson, C. W., **Petrosino, A. J.**, McClain, K., Passmore, C., and Puttick, G. (April, 2000). *Development of Reasoning about Variation and Change in Populations*. Paper presented at the National Association for Research in Science Teaching (NARST). New Orleans, LA.
- Petrosino, A. J.** (1999, March). *Model rockets and reflective inquiry: design principles for effective hands-on activities*. Paper to be presented at the 1999 Annual Meeting of the American Educational Research Association, 1998. Montreal, Canada.
- Lehrer, R., **Petrosino, A.J.**, Koehler, M. (1998, June). *Hypermedia technologies for case-based teacher education*. Paper presented at the Technology and NCTM Standards 2000 Conference. Arlington, VA.
- Pfaffman, J., and **Petrosino, A. J.** (1998, December). *The mission to mars webliographer: a url database search engine for the classroom*. Poster session to be presented at the Third Annual Meeting of the International Conference of the Learning Sciences, 1998. Atlanta, GA.
- Koehler, M., **Petrosino, A.J.**, and Lehrer, R. (1998, December). *Designing Cases for Hypermedia Environments in Teacher Education*. Poster session to be presented at the Third Annual Meeting of the International Conference of the Learning Sciences, Atlanta, GA.
- Petrosino, A. J.** (Discussant) (1998, April). *Science learning and technology*. Symposium conducted at the 1998 Annual Meeting of the American Educational Research Association, San Diego, CA.
- Barron, B., Schwartz, D., Vye, N., Moore, A., **Petrosino, A. J.**, Zech, L., Bransford, J. D., and CTGV (1998, April). *Doing with understanding: lessons from research on problem- and project-based learning*. Paper presented at the 1998 Annual Meeting of the American Educational Research Association, San Diego, CA.
- Petrosino, A. J.** (Discussant) (1998, April). *Multi-media cases for elementary science teacher education*. Symposium conducted at the 1998 Annual Meeting of the National Association for Research in Science Teaching, San Diego, CA.
- Petrosino, A. J.** (Organizer) (1998, April). *Issues in professional development: integrating technology and learning theory for sustained inquiry*. Symposium conducted at the 1998 Annual Meeting of the National Association for Research in Science Teaching, San Diego, CA.

- Petrosino, A. J.** (1998, April). *The orchestration of technology and theory in complex learning environments.* Paper presented at the 1998 Annual Meeting of the National Association for Research in Science Teaching, San Diego, CA.
- Petrosino, A. J.** (Discussant) (1998, April). *Model creation by science learners.* Symposium conducted at the 1998 Annual Meeting of the National Association for Research in Science Teaching, San Diego, CA.
- Petrosino, A.J.,** Darby, J. (1997, December). *Teacher-Researcher collaboration within science classroom.* Presentation at the meeting of the Computer Support for Collaborative Learning Conference, Toronto, Canada.
- Petrosino, A.J.** (Organizer) (1997, March). *The reflexive nature of practice and research within learning environments.* Symposium conducted at the 1997 Annual Meeting of the American Educational Research Association, 1997. Chicago, IL.(See supplement for listing)
- Petrosino, A.J.** (1997, March). *Authentic experience within investigative activities: the role of reflection in the learning environment.* Paper presented at the annual meeting of the American Educational Research Association, 1997. Chicago, IL. (See supplement for listing)
- Petrosino, A. J.** (1996, April). *Building a virtual community: A case study of a teacher's developing pedagogy.* Paper at the Annual Meeting of the National Association for Research in Science Teaching, St. Louis, MO.
- Petrosino, A. J.** and Moore, J. L. (1996, April). *Mission to mars: a developing agenda of inquiry.* Paper presented at the Annual Meeting of the American Association of Educational Research, New York, NY.
- Schwartz, D. L., **Petrosino, A. J.,** and Sears, D. (1996, April). *Enhancing project-based learning: lessons from research and development.* Paper presented at the Annual Meeting of the American Association of Educational Research, New York, NY.
- Petrosino, A. J.** (1995, August). *Theoretical perspectives on the development of an integrated curriculum: A case of the Mission to Mars Project.* Invited presentation at the Third Annual Schools For Thought Conference, St. Louis, MO.
- Petrosino, A. J.** and Schwartz, D. L. (1995, April). *The Bernoulli effect: initial study of open and closed systems.* Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, San Francisco, CA.

- Petrosino, A. J.**, Secules, T., and Swink, J. (1995, April). *Content domain expertise in the learning community*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Petrosino, A. J.** (1995). *Macrocontexts in science instruction*. Invited presentation to the Association for Educational Communications and Technology, Nashville, TN.
- Sherwood, R. D., **Petrosino, A. J.**, Lin, X. and CTGV (1995). *Multimedia environments for science instruction*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Sherwood, R. D., Lin, X , **Petrosino, A. J.**, and CTGV (1995). *The Scientists in Action Series: scientific inquiry for authentic learning environments*. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, San Francisco, CA.
- Hickey, D. T., **Petrosino, A. J.**, Pellegrino, J. W., & CTGV (1994, April). *Using content-specific personal interest to evaluate contemporary science learning environments*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Hickey, D. T., **Petrosino, A. J.**, Pellegrino, J. W., & CTGV (1994, April). *Middle-schoolers's interest in science and space science: Dimensions of content, context, actualization, and specificity*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Petrosino, A. J.**, Atkins, B. & Hickey, D. T. (1994, April). *Building at-risk students self esteem through science and technology*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Hickey, D. T., **Petrosino, A. J.**, & Pellegrino, J. W. (1993). *Challenger Learning Center's M.A.R.S. learning activity pilot evaluation study*. Unpublished manuscript. Vanderbilt Learning Technology Center.
- Sherwood, R. D., **Petrosino, A. J.**, Goldman, S. R., Garrison, S., Hickey, D. T., Bransford, J. D., & Pellegrino, J. W. (1993, April). *An experimental study of a multimedia instructional environment in a science classroom*. Paper presented at the Annual Meeting of The American Educational Research Association, Atlanta, GA.

Petrosino, A. J., with CTGV. (1992, March). *Problem solving environments that enhance student learning in mathematics and science.* Paper presented at the AIAA Space Programs and Technologies Conference, Huntsville, AL.

Hickey, D.T., Pellegrino, J. W., **Petrosino, A.**, and CTGV (1991, October). *Reconceptualizing space science education: A generative, problem solving approach.* Paper presented at the Florida Space Education Conference, Cocoa Beach, FL.

Hickey, D. T. & **Petrosino, A. J.** (1992, November). *Effects of generative video on students' scientific problem posing.* Paper presented at the Annual Meeting of the Mid-South Educational Research Association, Knoxville, TN.

Hickey, D. T., Pellegrino, J. W., & **Petrosino, A. J.** (1991, October) *Reconceptualizing space science education: A generative, problem solving approach.* Paper presented at the Florida Space Education Conference, Cocoa Beach, FL.

PROFESSIONAL DEVELOPMENT WORKSHOPS (National and Local)

Petrosino, A. J. (June 2004). Bringing Project Based Science to the College Classroom National Science Foundation Chautauqua Short Course, Austin TX. 3-day professional development workshop for college professors.

Petrosino, A. J. (June 2004). Development of Legacy Cycles for Mathematics and Science Education. *Austin Independent School District.* Austin, TX. 3-day workshop for secondary school teachers (funded by PER-NSF)

Petrosino, A. J. (June 2003). Bringing Project Based Science to the College Classroom *National Science Foundation Chautauqua Short Course,* Austin TX. 3-day workshop for college professors.

Petrosino, A. J. (June 2003). Development of Legacy Cycles for Mathematics and Science Education. *Austin Independent School District.* Austin, TX. 3-day workshop for secondary school teachers. (funded by PER-NSF)

Petrosino, A. J. (July 2003) Theory and Practice in Middle School Science Instruction. *Middle School Teachers Institute,* St. Peter's Preparatory School, Jersey City, NJ. 40-hour (5 day) workshop for teachers of students from high poverty backgrounds.

- Petrosino, A. J.** (July 2002) Theory and Practice in Middle School Science Instruction. *Middle School Teachers Institute*, St. Peter's Preparatory School, Jersey City, NJ. 40-hour (5 day) workshop for teachers of students from high poverty backgrounds.
- Petrosino, A. J.** (June 2002). Development of Legacy Cycles for Mathematics and Science Education. Austin Independent School District. Austin, TX. 3-day workshop for secondary school teachers. (funded by PER-NSF)
- Petrosino, A. J.** (July 2001) Theory and Practice in Middle School Science Instruction. *Middle School Teachers Institute*, St. Peter's Preparatory School, Jersey City, NJ. 40-hour (5 day) workshop for teachers of students from high poverty backgrounds.
- Petrosino, A. J.** (Summer 1998). Modeling in Mathematics and Science Instruction. *NCISLA* (National Center for Improving Student Learning and Achievement) in Mathematics and Science, Madison, WI. 2 week professional development workshop for teachers.
- Petrosino, A. J.** (Summer 1999). Worked with classroom teachers as part of an NSF funded project (PI's Rich Lehrer and Leona Schauble) on incorporating model based reasoning and data interpretation in elementary school mathematics and science instruction. Verona School District, Verona, WI.
- Petrosino, A. J.** (Summer 1998). Compton-Drew Investigative Learning Center, St. Louis, MO- Coordinated a series of workshops on curriculum development for in service teachers implementing a number of technology-rich elementary science units.
- Petrosino, A. J.** (Summer 1995). Schools For Thought Teacher Workshop– Two week teacher development workshop in Science and uses of technology in the classroom. Vanderbilt University, Nashville, TN. St. Louis, MO
- Petrosino, A. J.** (Summer 1995). Problem-Based Learning Workshop– Three day teacher training workshop introducing basis of problem based instruction. EduTech, Georgia Tech University, Atlanta, GA.
- Petrosino, A. J.** (Summer 1994). Schools For Thought Teacher Workshop– One week teacher development workshop in designing and implementing effective technology based learning environments. Vanderbilt University, Nashville, TN.

ADVISING AND RELATED STUDENT SERVICE

Master's Theses Chaired or Co-Chaired

Shannon C. Williamson (Spring 2000)
Elizabeth Grace Waite (Spring 2003)
Brian William Sargent (Spring 2003)
Shelly Rodriguez (Spring 2003)
Richard Vath (Summer 2003)
Brad Amorsky (Spring 2004)
Vanessa Beth Lujan (in process)

Master's Theses Committee Member

2 students

Dissertations Chaired or Co-Chaired (Doctoral)

Magnia Ayodele George (Fall 2003) Co-Chair
Bhaskar Upadhyay, (Summer 2004)
David John Carrejo (Summer 2004) Co-Chair

Dissertation Committee Member (Doctoral)

16 students

Individual Instruction

<u>Course</u>	<u>Total</u>
EDC 396: Independent Study	2
EDC 397: Graduate Internship	2
SME 698A/B: Masters Thesis	4
SME *99R: Dissertation	3

Courses Taught at The University of Texas at Austin

Graduate

EDC 385: Knowing and Learning in Mathematics and Science (Grad)
EDC 385: Curriculum and Instruction in Mathematics and Science
EDC 382: Special Topics (Project Based Instruction)
EDC 185: Forum

Undergraduate

EDC 371: Project Based Instruction in Mathematics and Science (also UTS 360)
EDC 371: Knowing and Learning in Mathematics and Science (also UTS 350)

ADMINISTRATIVE AND COMMITTEE SERVICE

Member

Faculty Council (elected by the General Faculty)- The University of Texas at Austin (2003-2005). One of 10 Assistant Professors at The University of Texas at Austin elected to the Faculty Council by the General Faculty.

Calendar Committee- Standing Committee of the General Faculty (Type C: Institutional Policy and Governance) (2003-2005). FUNCTION: To make recommendations to the Faculty Council and to the president concerning the calendar.

Graduate Studies Committee, Science and Mathematics Education (1999-present)

Graduate Studies Committee, Curriculum and Instruction (1999-present)

UTeach Steering Committee (1999-present). This work has included mentoring new faculty in the teaching of UTeach courses, coordinating grant efforts, discussion of instructors for courses, presentations to outside funders, and governance in terms of policy and procedures.

Ad-hoc Committee on Equity (2003-2004). This committee met during the Spring 2004 semester under the direction of Dean Bryant. Bi-weekly meetings included setting new policies for incorporating equity into our teacher education preparation program, meeting with faculty from across the country to discuss best practices and meeting with former and current students to address areas of high need.

Search Committee for Faculty in Mathematics and Science Education (2000-2001)

Search Committee for Faculty in Instructional Technology (2000-2001, 2002-2003, 2003-2004)

Program development

UTeach-Natural Sciences. During the academic year 1999-2000, I assisted in a major reformulation of the existing science and mathematics secondary teacher training program. We designed a sequence of three brand new required courses in science and mathematics education, stipulated a new set of requirements for course taking, and worked closely with the College of Natural Science and the Office of Special Projects in coordinating this joint effort.

Course development

EDC 371/UTS 360 Project Based Instruction. I designed and taught Project Based Instruction in Science and Mathematics (EDC 371/UTS 360), the capstone course in the UTeach sequence of required courses. This course drew on my experience of project based instruction and anchored instruction that I developed at both Vanderbilt University as part of the Cognition and Technology Group at Vanderbilt (CTGV) and at the University of Wisconsin. I have had two ~FAST Tex grants (Faculty And Student Teams for Technology) to help develop affiliated websites for the course.

EDC 371/UTS 350 Knowing and Learning. I designed and taught Knowing and Learning in Science and Mathematics (EDC 371/UTS 350), the first course in the UTeach sequence of required courses (w/ Walter Stroup). This course drew on my research on learning in mathematics and science education, specifically with a cognitive and technological focus. I have taught this course a total of four times, and have refined it to reflect my growing understanding of research on learning mathematics and science, and their integration.

EDC 385G Curriculum and Instruction. As part of our redesign of the graduate program in Science and Mathematics education, I was in asked to design and teach the second course in our new set of required courses: EDC385G Curriculum and Instruction in Science and Mathematics. In addition to drawing on an area of my expertise -- research on integrated teaching of mathematics and science -- this work required that I master a new body of literature -- research on curriculum and curriculum theory. I have taught this course a total of three times. I have refined it to reflect my growing understanding of curriculum development and theory (from the Committee of Ten to Postmodernism) as well as my background and research on integrated learning in mathematics and science education.

EDC 185 Forum. As part of our redesign of the graduate program in Science and Mathematics education, the faculty take turns teaching a 1 hour Forum class. Each time I teach the course I pick a newly published edited volume (published within the past year and one that I have not previously read) and the class and I read, discuss, and debate the merits of each chapter over the course of the semester. This takes a great deal of preparation and time, especially for a 1 hour course, but it has been a very rewarding experience. Past Forums have been based on “Designing Instruction for Mathematics and Science Education” as well as “Museum/Informal Learning in Science Education”.

Research project director

Principal Investigator, for three-year NSF-funded study (NSF 14656-S1 Amendment 4). As PI, I supervised two Graduate Research Assistants, and direct all teacher professional development, research design, and data collection and analysis. We work in numerous AISD low-income schools. This work includes planning and leading professional development sessions with participating teachers; video observations of teaching; interviews with teachers about their knowledge, beliefs, and teaching; data analysis; and presenting and publishing research reports.

Co-Principal Investigator, with Paul Resta (Co-PI), for four-year Department of Education grant (DOE P342A000111). As Co-PI, I supervised two Graduate Research Assistants, coordinated efforts with the project manager and Co-PI, and planned all data collection, analysis, write-ups, and most presentations. Also assisted in the editing and writing of annual reports with the project manager.

Center development

Center for Science and Mathematics Education (CSME) and Systemic Research Collaborative for Education in Mathematics, Science, & Technology (SyRCE).

From 1999 to 2001, I participated in the initial set up for SyRCE, a collaborative funded by the National Science Foundation to study systemic reform in partnership with critical stakeholders, such as school districts. This work included numerous planning meetings, trips to the National Science Foundation in Arlington, VA, directing a year of pilot research on teaching and learning project based science at the middle school level, co-presenting on a number of research symposia at AERA and NCTM's annual meetings, and supervising (both formally and informally) a number of Graduate Research Assistants.

CSME represents a new incarnation of the previous Science Education Center headed by Dr. Jim Barufaldi. Faculty in Science and Mathematics Education are now involved in coordinated efforts in research, professional development, outreach, and evaluation within the CSME umbrella.

PROFESSIONAL PUBLIC SERVICE

National

Advisory Board (2004-2007), Center for the Study of Learning, Instruction, & Teacher Development University of Illinois at Chicago, Department of Education-(DOE) FIPSE-grant entitled Project TRUST.

Advisory Board (2001-present), Center for Information Technology in Science (ITS), Texas A&M, NSF-funded Center for Learning and Teaching (CLT).

Founding Committee Member, International Society of the Learning Sciences (ISLS), 2003-2006 term

Panel reviewer, 2000, 2001 and 2003
National Science Foundation, reviewed proposals submitted to Teacher Enhancement-Emerging Technologies Program

Section co-chair, 2000
American Educational Research Association, Division C, Science Education (directed review and programming of over 120 proposals submitted for presentation at the annual meeting)

Manuscript reviewer, 1999 – present
American Education Research Journal (AERJ)
Cognition and Instruction
Journal of Research in Science Teaching (JRST)
Science Education
The Journal of the Learning Sciences (JLS)
Teachers College Record

Proposal reviewer, 1999 - present
American Educational Research Association, Divisions C , annual meeting
International Conference of the Learning Sciences, bi-annual meeting
National Association for Research in Science Teaching, annual meeting

Discussant for paper sessions at National Conferences

Petrosino, A. J. (Discussant) (2002, October). Contextualized Accounts of Science Learning. Symposium conducted at the Fifth Annual Meeting of the International Conference of the Learning Sciences, Seattle, WA.

Petrosino, A. J. (Discussant) (2000, April). Reading, Text and Inquiry in the Science Classroom (C3-11). Symposium conducted at the Annual Meeting of the *American Educational Research Association*, New Orleans, LA.

Petrosino, A. J. (Discussant) (2000, April). Project based Science. Symposium conducted at the 2000 Annual Meeting of the *American Educational Research Association*, New Orleans, LA.

Petrosino, A. J. (Discussant) (1998, April). Science learning and technology. Symposium conducted at the 1998 Annual Meeting of the *American Educational Research Association*, San Diego, CA.

Petrosino, A. J. (Discussant) (1998, April). Multi-media cases for elementary science teacher education. Symposium conducted at the 1998 Annual Meeting of the *National Association for Research in Science Teaching*, San Diego, CA.

Petrosino, A. J. (Discussant) (1998, April). Model creation by science learners. Symposium conducted at the 1998 Annual Meeting of the *National Association for Research in Science Teaching*, San Diego, CA.

Organizer for paper sessions at National Conferences

Petrosino, A. J. (Organizer), (April, 2004) University-Secondary Collaborations for Curriculum Development and Implementation. Paper set presented at the annual meeting of the *National Association for Research in Science Teaching*, Vancouver, B. C.

Petrosino, A. J. (Organizer) (1998, April). Issues in professional development: integrating technology and learning theory for sustained inquiry. Symposium conducted at the 1998 Annual Meeting of the *National Association for Research in Science Teaching*, San Diego, CA.

Petrosino, A.J. (Organizer) (1997, March). The reflexive nature of practice and research within learning environments. Symposium conducted at the 1997 Annual Meeting of the *American Educational Research Association*, 1997. Chicago, IL.(See supplement for listing)

State & Local

(TExMaT) Committee Member, Summer 2004

Sponsored by the State Board of Educator Certification (SBEC). Served on the Texas Examinations for Master Teachers (TExMaT) Committee, Master Science Teacher 8-12 test for certification. Reviewed and edited draft test framework.

(TExMaT) Committee Member, Spring 2004

Sponsored by the State Board of Educator Certification (SBEC). Served on the Texas Examinations for Master Teachers (TExMaT) Committee, Master Science Teacher 8-12 framework for Master Teacher certification.

Education Council, 2003-present

University of Texas Elementary Charter School (UTES), Austin TX.

Technology Advisory Group, 2003-present

University of Texas Elementary Charter School (UTES), Austin TX.

Professional Development Workshop Leader, 1999-present

Austin Independent School District, Austin TX, “VaNTH ERC Partnerships in Education Workshop” (3 day meeting June 1-3, 2004 21 hours). The focus of this workshop was the further development of teachers' understanding about using the Legacy cycle as an instructional tool to develop students' conceptual understanding.

<http://www.edb.utexas.edu/petrosino/per/workshop11.html>

Austin Independent School District, Austin TX, “VaNTH ERC Partnerships in Education Workshop” (1 day meeting March 6, 2004 7 hours). The focus of this workshop was the development of teachers' understanding about using the Legacy cycle as an instructional tool to develop students' conceptual understanding.

<http://www.edb.utexas.edu/petrosino/per/workshop10.html>

Austin Independent School District, Austin TX, “VaNTH ERC Partnerships in Education Workshop” (1 day meeting January 24, 2004 7 hours). Teachers spent the day completing or nearing completion on their LEGACY cycles.

<http://www.edb.utexas.edu/petrosino/per/workshop9.html>

Austin Independent School District, Austin TX, “VaNTH ERC Partnerships in Education Workshop” (1 day meeting January 10, 2004 7 hours). The focus of this workshop was to provide additional and sustained assistance to the teachers as they continued to design original LEGACY cycles. New teachers were given separate presentations in order to familiarize them with the process of curriculum design.

<http://www.edb.utexas.edu/petrosino/per/workshop8.html>

Austin Independent School District, Austin TX, “VaNTH ERC Partnerships in Education Workshop” (1 day meeting November 22, 2003 7 hours). The focus of this workshop was to provide additional and sustained assistance to the teachers as they continued to design original LEGACY (technology-rich curriculum) cycles.

<http://www.edb.utexas.edu/petrosino/per/workshop7.html>

Austin Independent School District, Austin TX, “VaNTH ERC Partnerships in Education Workshop” (3 day meeting June 2-4, 2003 21 hours). We again invited the in service teachers who have been involved with our PT3 grant and previous PER workshops as well as members of the VaNTH SLC (Student Leadership Council).

<http://www.edb.utexas.edu/petrosino/per/workshop6.html>

Austin Independent School District, Austin TX, “VaNTH ERC Partnerships in Education Workshop” (1 day meeting April 12, 2003 7 hours). The focus of this third workshop was to provide the teacher participants with a structure to assist them as they began to design original LEGACY cycles.

<http://www.edb.utexas.edu/petrosino/per/workshop5.html>

Austin Independent School District, Austin TX, “VaNTH ERC Partnerships in Education Workshop” (1 day meeting February 22, 2003 7 hours). The focus of this second workshop was to continue exposing the teachers to the LEGACY Cycle model (technology-rich curriculum) for engaging in inquiry in the classroom.

<http://www.edb.utexas.edu/petrosino/per/workshop4.html>

Austin Independent School District, Austin TX, “VaNTH ERC Partnerships in Education Workshop” (1 day meeting December, 2003 7

hours). The purpose of the PT3 grant is to develop a scalable model of an integrated, technology-infused educational experience for the next generation of high school and middle school teachers of mathematics and science..

<http://www.edb.utexas.edu/petrosino/per/workshop3.html>

San Antonio Independent School District, Austin TX, “VaNTH ERC Partnerships in Education Workshop” (3 day meeting June 19-21, 2003 20+ hours). The workshop was offered for K-12 mathematics and science teachers involved with the San Antonio USI (USI-9554484) in an effort to present them with instructional materials that use bioengineering and related sciences as anchors and challenges for the teaching of science fundamentals at various levels in K-12.

<http://www.edb.utexas.edu/petrosino/per/workshop3.html>

PROFESSIONAL AFFILIATIONS

American Educational Research Association

International Society of Learning Sciences

International Society of Technology in Education (ISTE)

National Association of Research in Science Teaching

AWARDS AND RECOGNITION

Best Paper from the 2003 ASEE (American Society of Engineering Education) Gulf-Southwest Annual Conference, Arlington, TX.

International Society of Technology in Education (ISTE) NETS Distinguished Achievement Award Program - Recognized as coordinating one of the top 5 programs utilizing technology in teacher education in the United States (UTeach) 2002.

Meadows Faculty Fellow- Fellowship Program awarded by The University of Texas at Austin, College of Education., September 2001 to September 2002. This award helped support the development of personal digital assistants (PDA's) for my courses.

Otto Basser Award for Outstanding Dissertation in the Department of Teaching and Learning, Vanderbilt University, 1998

Peabody Super Student Scholarship. (competitive-full tuition) 1991-1994

New Jersey Governor's Teacher Recognition Award. 1990