

AACHEY SUSAN JUROW**Curriculum Vitae**

School of Education
University of Colorado
Boulder, CO 80309-0249

Phone: 303.492.6557
Fax: 303.492.7090
e-mail: Susan.Jurow@Colorado.edu

EDUCATION

2001, Ph.D. University of California, Berkeley Education, Human Cognition & Development
1995, M.A. University of California, Berkeley Education, Human Cognition & Development
1992, B.A. New York University Psychology

APPOINTMENTS

2011-present Associate Professor, School of Education, University of Colorado, Boulder
2003-2011 Assistant Professor, School of Education, University of Colorado, Boulder
2001-2003 Associate Director of Research, CONNECT: A Center for Research & Innovation in Elementary Education, University of California, Los Angeles

PROFESSIONAL ACTIVITIES AND HONORS

2011 Honorable Mention for the 2011 Best Paper Award for the Women in Engineering Division of the American Society for Engineering Education
2009 Provost's Faculty Achievement Award, University of Colorado at Boulder
2008 President's Teaching and Learning Collaborative Researcher, University of Colorado at Boulder
2004 Junior Faculty Fellowship, International Conference of the Learning Sciences and the National Science Foundation
2003 Haytin Award for Outstanding Research in Teaching and Learning, University of California, Los Angeles
1999 Grant in support of research, Graduate School of Education, University of California, Berkeley
1998 Spencer Foundation Mini-training Fellowship, Center for the Integrated Study of Teaching and Learning, University of California, Berkeley
1998 Grant in support of research, Graduate School of Education, University of California, Berkeley
1997 Spencer Foundation Mini-training Fellowship, Center for the Study of Critical Transitions, University of California, Berkeley
1997 Grant in support of research, Graduate School of Education, University of California, Berkeley
1988-1992 NYU Trustees Scholarship
1988-1992 New York State Regents Scholarship

PUBLICATIONS IN REFEREED JOURNALS

Jurow, A.S., Tracy, R., Hotchkiss, J., & Kirshner, B. (in press). Designing for the future: How the Learning Sciences can inform the trajectories of pre-service teachers. *Journal of Teacher Education*.

- Jurow, A.S., & Pierce, D.¹ (2011). Exploring the relations between “soul” and “role”: Learning from the Courage to Lead. *Mind, Culture, and Activity*, 18(1), 26-42
- Jurow, A.S. (2009). Cultivating self in the context of transformative professional development. *Journal of Teacher Education*, 60, 277-290.
- Jurow, A.S., Hall, R., & Ma, J. (2008). Expanding the disciplinary expertise of a middle school mathematics classroom: Re-contextualizing student models in conversations with visiting specialists. *The Journal of the Learning Sciences*, 17(3), 338-380.
- Jurow, A.S., & Creighton, L. (2005). Improvisational science discourse: Teaching science in 2 K-1 classrooms. *Linguistics and Education*, 16(3), 253-362.
- Jurow, A.S. (2005) Shifting engagements in figured worlds: Middle school mathematics students’ participation in an architectural design project. *The Journal of the Learning Sciences*, 14(1), 35-67.
- Jurow, A.S. (2004). Generalizing in interaction: Middle school mathematics students making mathematical generalizations in a population-modeling project. *Mind, Culture, and Activity*, 11(4), 279-300.

PUBLICATIONS IN PEER-REVIEWED CONFERENCE PROCEEDINGS

- Hug, S., Jurow, A.S., & Chi, W. (2011). Supporting critical advocates for gender equity in engineering. In *American Society for Engineering Education* annual conference proceedings.
- Jurow, A.S. (2008). Cultivating self in the context of transformative professional development. In Instructional development UCSB Moodle proceedings from the International Society for Cultural and Activity Research. Retrieved October 20, 2008, from <http://moodle.id.ucsb.edu/>.
- Jurow, A.S., & Creighton, L. (2004). Managing ideological and pedagogical dilemmas: Improvising a balance between discovery and transmission in 2 K-1 science classrooms. In Y.B. Kafai, W.A. Sandoval, N. Enyedy, A. Scott Nixon, & F. Herrera (Eds.), *Embracing Diversity in the Learning Sciences: The Proceedings of the Sixth International Conference of the Learning Sciences* (pp. 270-277). Mahwah, NJ: Erlbaum.
- Jurow, A.S. (2002). Generalizing in interaction: Mathematical generalizing in and through classroom discourse. In P. Bell, R. Stevens, & T. Satwicz (Eds.), *Keeping Learning Complex: The Proceedings of the Fifth International Conference of the Learning Sciences* (pp. 183-190). Mahwah, NJ: Erlbaum.

INVITED CHAPTERS

- Eisenhart, M., & Jurow, A.S. (2011). Teaching qualitative research. In *Handbook of qualitative research*, 4th edition (pp. 699-714), Los Angeles: Sage.
- Jurow, A.S., & Creighton, L. (2011). Disciplined improvisation to extend young children’s scientific understanding . In R. Keith Sawyer (Ed.) *Structure and improvisation in creative teaching* (pp. 236-251), NY: Cambridge University.
- Hug, S., & Jurow, A.S. (2010). Developing technological fluency in community practice: Implementing invisible tools. In M. Orey, V.J. McClendon, & R. Branch (Eds.) *Educational technology and media yearbook*. Springer. (Invited submission based on an analysis of top Learning, Design, and Technology programs)
- Erickson, F., Cook-Sather, A., Espinoza, M.A., Jurow, A.S., & Spencer, J. (2008). Student experience of the curriculum. In M. Connelly, M.F. He, & J. Phillion (Eds.), *Handbook of curriculum and instruction*. Thousand Oaks, CA: Sage.

¹ I have underlined student co-authors’ names.

ESSAY BOOK REVIEWS

Jurow, A.S., (2010). How people live and learn across contexts. (essay review of O. Dreier, *Psychotherapy in everyday life*) *Mind, Culture, and Activity*, 17(1), 88-91.

WORKS IN PROGRESS

- Hug, S., Chi, W., Jurow, A.S. (under revision). Learning together or going it alone: How community context shapes women's scientific identity development. *Gender and Education*.
- Jurow, A.S. (under review). Practicing trust in self and others: From professional development to work. *Educational Leadership*.
- Jurow, A.S., & Eisenhart, M. with contributions from Eyerman, S., Gaertner, M., Roberts, S., Seymour, M., Spindler, E., & Subert, A. (in preparation). Learning to be a qualitative researcher in education.
- Kirshner, B., Tracy, R., & Jurow, A.S. (in preparation). Moving Educational Psychology outside of school.
- Hug, S., Jurow, A.S., Chi, W. (in preparation). Supporting critical female advocates for equity in science communities.

CONFERENCE PRESENTATIONS

- Jurow, A.S. (2010). Designing access to qualitative research practice through classroom pedagogy. Paper presented in *Key issues in teaching qualitative research*. Working group roundtable at the annual meeting of the American Educational Research Association, Denver, CO.
- Jurow, A.S., Tracy, R., & Kirshner, B. (2010). Negotiating trajectories of participation as learners and teachers in an Educational Psychology course. Paper presented in *Not another brick in the wall: Transformative ecologies of higher education within and outside the university*, Symposium at the annual meeting of the American Educational Research Association, Denver, CO.
- Jurow, A.S., & Pierce, D. (2008). Exploring the relations between "soul" and "role": Learning from the Courage to Lead. Paper presented in *Perspectives in Cultural-Historical Research*. Paper session at the annual meeting of the American Educational Research Association, San Diego, CA.
- Jurow, A.S. (2008). Cultivating self in the context of transformative professional development. Paper presented in *Teachers and Pedagogical Practices*, Paper session at the Second Congress of the International Society for Cultural and Activity Research, San Diego, CA.
- Jurow, A.S. (2008). Overview of learning on playgrounds. Paper presented in A.S. Jurow & M. Eisenhart (Organizers), *Serious play: Learning to navigate difference on inner-city playgrounds*. Symposium at the annual meeting of the American Educational Research Association, New York, New York.
- Hall, R., & Jurow, A.S. (2006, April). Hybrid interactional practices: Expanding the disciplinary expertise of a middle school mathematics classroom. Paper presented in B. Kirshner & V. Hand (Organizers), *Hybrid spaces, boundary crossing and resources for participation: Studies of learning in and out of school*. Symposium at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Jurow, A.S., & Creighton, L. (2004, June). *Teaching science as inquiry in 2 K-1 classrooms: Orchestrating and improvising in science discourse*. Paper presented at the Sixth International Conference of the Learning Sciences, Santa Monica, CA.

- Jurow, A.S., Creighton, L., & Samkian, A. (2004, April). *Teaching inquiry-based science: Perspectives from elementary classrooms*. Poster presented in A.S. Jurow (Organizer), *Developing a practice-based approach to school research: Inquiry for learning at UCLA's laboratory school*. Structured poster session at the annual meeting of the American Educational Research Association, San Diego, CA.
- Erickson, F., Jurow, A.S., Levy, D., Rosenthal, L., & Santini, A. (2002, April). *How the roller coaster project grew: A digital multimedia case study of complex teaching and learning practice in two kindergarten-first grade classrooms*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Jurow, A.S. (2002, October). *Generalizing in interaction: Mathematical generalizing in and through classroom discourse*. Paper presented at the Fifth International Conference of the Learning Sciences, Seattle, WA.
- John², A.S. (2001, May). *Using ethnographic data to study mathematical activities in classroom practice*. Paper presented at the Ethnography in Education Conference, California State University, Los Angeles, CA.
- John, A.S., Torralba, J.A., & Hall, R. (1999, April). *Comparing logics of participation: Working at the boundary between errors and findings in classroom and professional ecology*. Paper presented in M. Roth & R. Hall (Organizers), *Of lizards, ants, and arthropods: Scientists' and middle school students' representations of nature*. Panel at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Hall, R., Torralba, A., & John, A.S. (1998, April). *"That's a good comparing": Experimentation, contingency, and discretion among scientists working on the chemical taxonomy of insects*. Paper presented in B. Warren & R. Hall (Organizers) *Contingency in scientific work: cases from the classroom and the laboratory*. Symposium at the annual meeting of the American Educational Research Association, San Diego, CA.
- Torralba, J. A., & John, A.S. (1998, April). *The interactional work of group work*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- John, A.S., Luporini, D., & Lyon, L. (1997, March). *Making, interpreting, and animating graphical representations in an architectural design project*. Paper presented in R. Hall & J. Smith (Organizers) *What can studies of mathematics in the workplace tell us about teaching and learning mathematics in school?* Symposium at the annual meeting of the American Educational Research Association, Chicago, IL.

INVITED PRESENTATIONS

- Jurow, A.S., Kirshner, B., Tracy, R., Hotchkiss, J. (September, 2010). *Preparing teachers by moving outside of the classroom*, Workshop presentation for the Institute for Ethical and Civic Engagement support lunch, Boulder, CO.
- Jurow, A.S., & Liston, D. (May, 2010). *Conceptualizing, mapping, and empirically investigating transformative professional development*, Research report presented to the Fetzer Institute, Kalamazoo, MI.
- Jurow, A.S. (Fall, 2009). *Practical engagements of the self*. Presentation as part of the School of Education colloquium series, University of Colorado, Boulder.
- Jurow, A.S. (November, 2005). *An example of generalizing in interaction*, Presentation as part of the Institute of Cognitive Science colloquium series titled "Leveraging Human Generalization Abilities for Optimal Learning," University of Colorado, Boulder.
- Jurow, A.S. (2002, Spring). *Generalizing in interaction: Students making and using mathematical generalizations in design projects*, Presentation in the Psychological Studies in Education

² My maiden is A.S. John.

- colloquium series, Graduate School of Education & Information Studies, University of California, Los Angeles.
- Jurow, A.S. (2001, Winter). *Coordinating purposes to support mathematics learning in design projects*, Invited presentation in “Learning and Education,” a doctoral seminar taught by Dr. Yasmin Kafai, University of California, Los Angeles.
- John, A.S. (1999, December). Invited participant. *Children's ways with words in science and mathematics: A conversation across disciplines*. Organized by the Chèche Konnen Center on Research, Education, Diversity and Excellence at the University of California, Santa Cruz, and the National Center for Improving Student Learning and Achievement at the University of Wisconsin, Madison.
- John, A.S. (1999). Invited participant. *Mathematics in and out of school conference*. Planning meeting sponsored by the National Science Foundation program on Transitions to Work.
- John, A.S. (1999). *Developing technical and analytic skill in videotaping*, Panelist at the Center for the Integrated Study of Teaching and Learning workshop “Collecting and Analyzing Video and Audio Records,” University of California, Berkeley.
- John, A.S. (1998). *Tracing the scope of mathematical generalizations across classroom settings*, Invited presentation in “Discourse Analysis,” a doctoral seminar taught by with Dr. Claire Kramsch, University of California, Berkeley.
- John, A.S., Torralba, J.A., Hall, R., Danielson, S. (1998). *Invited presentation to the Middle School Mathematics through Applications Project*. Institute for Research on Learning, Palo Alto, CA.
- John, A.S. (1997). Panel respondent to Dr. James Gee in *The paradox of the language teacher: What do language teachers teach?* Workshop organized by Dr. Claire Kramsch at the Berkeley Language Center.
- Hall, R., Stevens, R., Torralba, A., & John, A.S. (1995). *Case studies of math at work: Exploring design-oriented mathematical practices in school and work settings*. Invited talk at the Institute for Research on Learning, the Xerox Palo Alto Research Center, and in the Graduate School of Education colloquium series, University of California, Berkeley.

GRANTS & SPONSORED RESEARCH

- 2010-2011 Co-Principal Investigator (with Ben Kirshner and Kris Gutierrez), *Developing teachers through service-learning and community-based learning environments project*, Funded by the Institute for Ethical and Civic Engagement at the University of Colorado, Boulder. \$18,000.
- 2009-2010 Co-Principal Investigator (with Ben Kirshner), *Integrating service learning and teacher education*, Funded by the Office of Service Learning at the University of Colorado, Boulder. \$3,000
- 2009-2010 Co-Principal Investigator (with Ben Kirshner), *Preparing Teachers through Service Learning in Community Settings*, Funded by the Institute for Ethical and Civic Engagement at the University of Colorado, Boulder. \$10,000.
- 2006-2007 Co-Principal Investigator (with Dan Liston, PI and Hilda Borko, Co-PI), *Transformative professional development: The influence of emotional, spiritual and personal development of educators on public education*. Funded by the Fetzer Institute. \$77, 072.
- 2006 Website Content Consultant, *The classroom ecosystem explorer: Developing and testing a multimedia tool to support early grades instruction in science*. Funded by the National Science Foundation. \$340,000.
- 2005 Contributor to the Institute of Cognitive Science at the University of Colorado, Boulder’s Science of Learning Center grant, *Leveraging human generalization abilities for optimal learning*. Funded by the National Science Foundation.

PROFESSIONAL ACTIVITY

Member of American Educational Research Association
Member of the International Society for the Learning Sciences

2011-present	Co-chair Learning Sciences Special Interest Group for the American Educational Research Association
2006-present	Member, Editorial Board of <i>The Journal of the Learning Sciences</i>
2004	Program committee member for the International Conference of the Learning Sciences
2004-present	Reviewer for the International Conference of the Learning Sciences
1999-present	Occasional reviewer <i>Cognition & Instruction, Journal of Teacher Education, Educational Psychologist, Review of Educational Research, Discourse Processes, Linguistics and Education, Canadian Journal for Science, Mathematics, and Technology Education</i>
1997-present	Reviewer for the annual meeting of the American Educational Research Association (Division C: Learning and Instruction and Division K: Teaching and Teacher Education)

SCHOOL OF EDUCATION AND UNIVERSITY SERVICE

2009-2010	Co-chair of Educational Psychological Studies
2009-2010	Member of Educational Psychology/Learning Sciences search committees
2008-2009	Member of recruitment committee for Kris Gutiérrez
2008	Member of the Associate Dean for Research search committee
2007-2008	Member of the Elementary Literacy search committee
2006-2007	Member of the Mathematics Education search committee
2005-2006	Member of the Mathematics Education search committee
12/2005-5/2006	Acting Chair of the Mathematics Education search committee
2004-2005	Member of the Mathematics Education search committee
2005-2006	Member of the Boulder Faculty Assembly's Student Affairs Committee
2003-2004	Faculty liaison for Faculty Technology Excellence Program
2003-2004	Member of the Educational Psychology search committee