

**AACHEY SUSAN JUROW***Vita*

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**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**

2003-present 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 EMPLOYMENT & INTERNSHIPS**

1996-1999 Research Assistant, Graduate School of Education, University of California, Berkeley  
1995-1996 Mental Health Counselor, Berkeley High School, Berkeley, California  
1994-1995 School Psychology Intern, Donald Lum Elementary School, Alameda, California  
1994-1996 Research Assistant, Psychology Department, New York University  
1992-1993 Nursery School Teacher, University Early Childhood Learning Center, New York, New York  
1991-1992 Psychology Intern, Greenwich House Children's Safety Project, New York, New York

**PROFESSIONAL ACTIVITIES AND HONORS**

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 International Conference of the Learning Sciences and the National Science Foundation junior faculty fellowship  
2003 Haytin Award for Outstanding Research in Teaching and Learning, University of California, Los Angeles  
1999 Graduate School of Education Grant in support of research, University of California, Berkeley  
1998 Spencer Foundation Mini-training fellowship, Center for the Integrated Study of Teaching and Learning, University of California, Berkeley  
1998 Graduate School of Education Grant in support of research, University of California, Berkeley  
1997 Spencer Foundation Mini-training fellowship, Center for the Study of Critical Transitions, University of California, Berkeley  
1997 Graduate School of Education Grant in support of research, University of California, Berkeley  
1988-1992 NYU Trustees Scholarship

1988-1992 New York State Regents Scholarship

### **PUBLICATIONS IN REFEREED JOURNALS**

- Jurow, A.S., & Eisenhart, M. (under review). Learning to be a qualitative researcher in education.
- Jurow, A.S., & Pierce, D. (under revision). Exploring the relations between “soul” and “role”: Learning from the Courage to Lead.
- 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.<sup>1</sup> (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**

- Jurow, A.S. (2008). Cultivating self in the context of transformative professional development. In Instructional development UCSB Moodle. 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.

### **CHAPTERS IN EDITED BOOKS**

- 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. [Revision of: Erickson, F. & Shultz, J. (1991). Student experience of the curriculum. In P.W. Jackson (Ed.), *Handbook of research on curriculum* (pp. 150-170). New York: Macmillan.]

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<sup>1</sup> I have underlined student co-authors’ names.

## ESSAY BOOK REVIEWS

Jurow, A.S., (in press). How people live and learn across contexts. (essay review of O. Dreier, *Psychotherapy in everyday life*) *Mind, Culture, and Activity*.

## WORKS IN PROGRESS

Hug, S., & Jurow, A.S. (submitted). Developing technological fluency in community practice: Implementing invisible tools. In M. Orey, V.J. McClendon, & R. Branch (Eds.) *Educational technology and media yearbook*. Springer.

Jurow, A.S., & Creighton, L. (submitted). Using improvisational teaching strategies to invite young children into science. In R. Keith Sawyer (Ed.) *The teaching paradox: Creativity in the classroom*. NY: Teachers College.

## CONFERENCE PRESENTATIONS

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.

- John<sup>2</sup>, 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. (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 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.

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<sup>2</sup> My maiden is A.S. John.

- 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

- 2008 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
- 2006 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

- 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)
- 1999-present Occasional reviewer *Cognition & Instruction, Journal of Teacher Education, Educational Psychologist, Review of Educational Research, Discourse Processes, Linguistics and Education*
- 2004-present Reviewer for the International Conference of the Learning Sciences
- 2004 Program committee member for the International Conference of the Learning Sciences
- 2006-present Member, Editorial Board of *The Journal of the Learning Sciences*

## SCHOOL OF EDUCATION AND UNIVERSITY SERVICE

- 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-present            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

## **COURSES TAUGHT**

### University of Colorado, Boulder

EDUC 4411: Educational Psychology (Undergraduate/Post-BA)  
EDUC 4411: Integrated Mathematics, Science, and Educational Psychology for the Elementary School (Undergraduate/Post-BA)  
EDUC 8358: Discourse as a Context for Learning (Graduate)  
EDUC 6318: Psychological Foundations of Education (Graduate)  
EDUC 8260: Qualitative Methods II (Doctoral)  
EDUC 8250: Qualitative Methods I (Doctoral)

### University of California, Los Angeles/Graduate School of Education & Information Studies

EDUC 222A: Introduction to Qualitative Methods and Design Issues in Educational Research (Doctoral)  
EDUC 222B: Laboratory for Naturalistic Observation (Doctoral)  
EDUC 194: Culture, Communication, and Human Development (Undergraduate)

### University of California, Berkeley

Teaching Assistant, Transitions in Mathematical Understandings (Doctoral)