

Noriyuki Inoue, Ph.D.
Professor
Faculty of Human Sciences
Waseda University
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EDUCATION

COLUMBIA UNIVERSITY (New York, NY, Sept. 1995 - Oct. 2002)

Ph.D. in Educational Psychology: Human Cognition and Learning

Specialized in the Development of Mathematical Thinking

Dissertation title: The role of personal interpretation in mathematical problem solving

Dissertation advisor: Prof. Herbert Ginsburg (Defended in May, 2002)

Research assistantships: Naturalistic observation of preschooler's everyday mathematics in free play activities, 1997- 2000 (Prof. Herbert Ginsburg), Qualitative analysis of Japanese teachers' classroom lessons, 2000-2001 (Prof. Clea Fernandez),

M.A. in Mathematics Education, Feb, 1998

Specialized in mathematical problem solving and modeling

HARVARD UNIVERSITY (Cambridge, MA, Jul. 1991 - Mar. 1993)

M.Ed. in Human Development and Psychology

Specialized in Technology in Education

OSAKA UNIVERSITY (Osaka, Japan, Apr. 1981 - Mar. 1985)

B.Sc. in Engineering Science

Specialized in Mechanical Engineering

-Teacher Certification in High School Mathematics, Mar. 1985

PROFESSIONAL EXPERIENCE

WASEDA UNIVERSITY (Tokorozawa, Japan, April 2017– present)

PROFESSOR, Faculty of Human Sciences

Teaching in undergraduate and graduate programs.

Courses taught: Educational Innovation, Science of Teaching Practice, Educational System Development, Advanced Educational System Development, Research Seminar, Advanced Research Seminar

UNIVERSITY OF SAN DIEGO (San Diego, CA, Aug. 2003 – Jan. 2017)

ASSOCIATE PROFESSOR, Department of Learning and Teaching, School of Leadership and Education Sciences

Taught in the teacher credential, undergraduate, masters and doctoral programs.

Courses taught: Cognition and Learning, Human Development, Psychological Foundation in Education, Educational Research, Psychology of Mathematical Thinking, Advanced Quantitative Methods, Inferential Statistics.

Educational Measurement and Assessment, Have served a number of dissertation committees. Advising both doctoral and masters students.

SAINT JOSEPH COLLEGE (West Hartford, CT, Aug. 2001 – Aug. 2003)

ASSITANT PROFESSOR, Department of Child Study/Education/Special Education

Taught in the teacher certification, masters and undergraduate programs.

Courses taught: Educational Psychology, Educational Research, Child Development, Advanced Child Development, Effective Teaching of Mathematics, Growth and Development in Early Childhood, etc.

Served as a member of the International Program Planning Committee of the college and the Diversity Committee of the department. Advised diverse undergraduate and graduate students. Received \$5,000 internal grant with a mathematics faculty for improving mathematics courses as general education requirement for teacher certification students.

TEIKYO POST UNIVERSITY (Waterbury, CT, Sept. 1998 – Aug. 2001)

INSTRUCTOR, Department of Psychology and Mathematics

Courses Taught: Educational Psychology, Educational Testing and Measurement, Introduction to Psychology, Statistics I, Theory of Personality, College Algebra, Problem Solving and Mathematical Reasoning.

Served as a member of the Assessment Committee and the International Committee of the university. Designed and evaluated the university's English Language and Communication Program for international students. Designed and taught online Statistics I course. Advised diverse undergraduate students.

QUEENSBOROUGH COMMUNITY COLLEGE (Bayside, NY, Sept. 1997 - May. 1998)

ADJUNCT MATHEMATICS INSTRUCTOR

Taught a developmental algebra course.

OSAKA FUSE SENIOR HIGH SCHOOL (Osaka, Japan, Apr. 1985 - Jun. 1991)

MATHEMATICS TEACHER

Taught calculus, geometry, statistics and other advanced mathematics courses.

Served as the Chair of Mathematics Department (Apr. 1989 - Mar. 1990)

PUBLICATIONS

Inoue, N. (2025). Ethical dimensions: Educating hearts and minds through discussion-based pedagogy. In A. Dania & M. Impedovo (Eds.), *Affectivity as pedagogy in the classroom Interdisciplinary approaches to relationship-based practice in education*. (pp. 76-87). London: Routledge.

Inoue, N. (2024). Epistemic justice in classroom dialogues: Coming to know the 'other' with non-Western epistemological lenses. In M. Meredith (Ed.), *Universities and epistemic justice in a plural world: Knowing better*. (pp. 95-105). Springer.

Nawanidbunrung, W., Promratana, P. L., Chantharaukrit, P., & Inoue, N. (2024). Unpacking and transforming teachers' beliefs toward inquiry-oriented teaching through lesson study: A cross-case analysis of Thai preservice science teachers. *Journal of Education and Learning*, 13(6), 184-202.

Van der Lans, R. M., In de Wal, J. J., Daas, R., Durksen, T. L., Inoue, N., Wilson, E., & Cornelissen, F. (2024). Beyond the linear standard: What circular models can teach us about teachers' continuing professional learning needs in Australia, England, Japan and The Netherlands, *Teaching and Teacher Education*, 138. <https://doi.org/10.1016/j.tate.2023.1044>

Impedovo, M., Ferreira-meyers, K., & Inoue, N. (2023). Creating a teacher collective: Professional development within the group, the community, and the network. Lanham, ME: Rowman & Littlefield.

Inoue, N., & Light, D. (2022). Guiding educational innovation to promote children's non-cognitive abilities to succeed: implementation of the Sesame Street curriculum in Japan. *International Journal of Lesson and Learning Studies*, 11, 245-259.

Inoue, N. (2022). Catalyzing humanistic inquiries into contemporary social agendas: An introduction to the new Educational Innovation and Communication Studies Master's Program. *Waseda Journal of Human Sciences*, 35, 275-280.

Inoue, N. (2022). Linking theories and actions-in-practice: Infusing n=1 action research projects into educational psychology courses. *Teacher Development*, 26 (3), 397 - 410.

Nawanidbunrung, W., Samiphak, S., & Inoue, N. (2022). The impact of pre-service teachers' pedagogical beliefs on teaching science as inquiry: A silent antagonist for effective inquiry-based science lessons. *Science Education International*. 33, 112-121.

Inoue, N. (2021). Final commentary. In M. Impedovo, *Identity and teacher professional development: A reflective, collaborative and agentive learning journey* (pp.97-101). Cham, Switzerland: Springer.

Inoue, N. (2021). For the self-development of educators: Nurturing action researchers. In T. Asada & M. Kawamura (Eds.), *Teacher learning and development: For actualizing humanistic education*. Kyoto, Japan: Miberva Schobo.

Ketsing, J., Inoue, N., & Buczynski, S. (2020). Enhancing pre-service teachers' reflective quality on inquiry-based teaching through a community of practice. *Science Education International*, 31, 367-378.

Inoue, N., Asada, T., Maeda, N., & Nakamura, S. (2019). Deconstructing teacher expertise for inquiry-based teaching: Looking into consensus building pedagogy in Japanese classrooms. *Teaching and Teacher Education*, 77, 366-377.

Inoue, N. (2018). Bringing life to educational psychology through cross-cultural experiences. In K. Keith (Ed.), *Culture across the curriculum: A psychology teacher's handbook*. Cambridge, UK: Cambridge University Press.

Inoue, N. (2016). The role of subjectivity in teacher expertise development: Mindfully embracing the "black sheep" of educational research. *International Journal for Transformative Research*, 3, 16-23.

Inoue, N. (2016). Educational epistemology, culture and history: Response to Joan Walton. *International Journal for Transformative Research*, 3, 29-32.

Inoue, N. (2015). Developing soft skills in action research: A cross-cultural approach with East-Asian epistemology. In H. Bradbury (Ed), *Sage Handbook of Action Research* (3rd edition). Los Angeles, CA: Sage Publications.

Inoue, N. (2015). Confessions of an educational researcher: Overcoming cognitive dissonance about action research. In Callier, S., & Lattimer, H. (Eds.), *Surviving and Thriving with Teacher Action Research: Reflections and Advice from the Field*. New York: Peter Lang Publications.

Inoue, N. (2015). *Beyond actions: Psychology of action research for mindful educational improvement*. New York: Peter Lang Publishing.

Inoue, N. (2015). Learning to overcome epistemological challenges: A case of a cross-cultural action research exchange program between the United States and Japan. *Action Research*, 13, 154-169.

Facer, D. C., Gallaway, F., Inoue, N., & Zigarmi, D. (2014). Creation and initial validation of the motivation belief inventory: Measuring leaders' beliefs about employee motivation using for motivation theories. *Journal of Business Administration Research*, 3, 1-18.

Lowell, R., Inoue, N. & Getz, C. (2014) Reflective practice and motion sickness: Thoughts on the first North American Action Research Study Day. *Educational Action Research*, 22, 251-269.

Inoue, N (2014). Social and personal development. In G. S. Goodman (Ed.), *Educational psychology reader: The art and science of how people learn* (pp. 447-464). New York: Peter Lang Publishing.

Inoue, N. (2013). Achievement motivation, assimilation, decenter, locus of control, schema, Yin and Yang. In K. D. Keith (Ed.), *Encyclopedia of cross-cultural psychology*. Hoboken, NJ: Wiley/Blackwell.

Inoue, N. (2012). A cultural analysis of trends and directivity of U.S. teacher education and educational research: What can we learn from there? *The Bulletin of Japanese Curriculum Research and Development*, 35, 87-94.

Inoue, N. (2012). *Mirrors of the mind: An introduction of mindful ways of thinking education*. New York: Peter Lang Publishing.

Inoue, N. (2011). Omoi vs. thinking in action research. *The California School Counselor*, Fall, 14.

Inoue, N. & Buczynski, S. (2011). You asked open-ended questions, and now what?: Understanding the nature of stumbling blocks in mathematical inquiry lessons. *Mathematics Educator*, 20, 10-23.

Inoue, N. & Molina, S. (2011). Lost in translation: L2 learners' struggle to communicate cultural meanings of L1-specific expressions. *CATESOL Journal*, 22, 149-167

Inoue, N. (2011). Zen and the art of neriage: Facilitating consensus building in mathematics inquiry lessons through lesson study. *Journal of Mathematics Teacher Education*, 14, 5-23.

Inoue, N. (2010). A cross-cultural approach to deconstructing cognitive processes in the mathematics classroom. In K. D. Keith (Ed.), *Cross-cultural psychology: A Contemporary reader* (pp. 198-209). Hoboken, NJ: Wiley/Blackwell.

Buczynski, S., Inoue, N., Lattimer, H., & Alexandrowicz, V. (2010). Developing a policy for an international experience requirement in a graduate teacher education program: a cautionary tale. *Teaching Education*, 21, 33-46.

Inoue, N. (2009). Rehearsing to teach: Content-specific deconstruction of instructional explanations in pre-service teacher trainings. *Journal of Education for Teaching*, 35, 47-60.

Inoue, N. (2009). The issue of reality in word problem solving. In B. Greer & L. Verschaffel (Eds.), *Words and worlds: Modelling verbal descriptions of situations. New Directions in Mathematics and Science Education* (pp.195-209). Rotterdam, Netherlands: Sense Publisher.

Inoue, N. (2008). Minimalism as a guiding principle: Linking mathematical learning to everyday knowledge. *Mathematical Thinking and Learning*, 10, 1-32.

Inoue, N. (2007). Why face a challenge?: The reason behind intrinsically motivated students' spontaneous choice of challenging tasks. *Individual Differences and Learning*, 17, 251-259

Inoue, N. (2005). The realistic reasons behind unrealistic solutions: The role of interpretive activity in word problem solving. *Learning and Instruction*, 15, 69-83.

Ginsburg, H.P., Inoue, N., & Seo, K. (1999). Young children doing mathematics: Observation of everyday activities. K.H. In J. V. Copley (Ed.), *Mathematics in the Early Years*. Reston, VA: National Council of Teachers of Mathematics.

Ginsburg, H.P., & Inoue, N (1997). *Mathematics assessment guide grade 5*, Silver Burdett Ginn.

Inoue, N. (1994). Cultural factors in computer literacy education: Establishing a case study evaluation method. *JET, Journal of the Japan Society of Educational Technology*, 94-2, 45-50, 1994.

Inoue, N. (1994). Acquisition of logical and analytical models in the English Language for Japanese. *JET, Journal of the Japan Society of Educational Technology*, 94-3, 73-76.

[Google Scholar Citations](#)

GRANTS, HONORS AND COLLABORATIONS

Editor-in-Chief, *Japanese Journal of Research on Educator Transformation*, 2023-present

Board member, Japan Association for Research on Educator Transformation, 2020-present

Visiting Scholar, The University of Cambridge, Cambridge, UK, January-February 2017.

Visiting Principal Research Fellow, Waseda University, Tokyo, July-August 2015.

Editorial Board, International Journal for Transformative Research, 2014-present

Advisory Board, 2 year research project funded by Thai Ministry of Education, The Development of an Action Research Course for Promoting Preservice Science Teachers in the PSMT Program to Conduct Classroom Action Research, 2014 – 2016.

University Professorship (\$20,000), University of San Diego, the university's highest academic honor in recognition of outstanding scholarly achievements in teaching and research, 2014.

Distinguished Faculty Award, School of Leadership of Education Sciences, University of San Diego, 2010.

Chair, 2013, Leadership Committee, 2006-2013, Action Research Conference, San Diego, CA

Fulbright Graduate Study Scholarship, Japan to US, Harvard University (1991-1994)

PRESENTATIONS

Inoue, N. (2023). Goal-Shifting in Action Research: Ways to Deal with Moving Parts and Targets for Educational Improvement. European Conference on Educational Research (ECER), Glasgow, UK, August.

Inoue, N. (2022). What really drives teachers doing Japanese lesson Study?: Promoting students' non-cognitive development in academic lessons. European Conference on Educational Research (ECER), Yerevan, Armenia, September.

Inoue, N. (2022). Looking into the non-cognitive dimension of mathematics teaching. Psychology of Mathematics Education (PME), Alicante, Spain, July.

Inoue, N. (2019). When academic teaching is not what it seems: The non-cognitive dimension of academic teaching. World Association of Lesson Study Annual Conference (WALS), Amsterdam, Holland, September.

Inoue, N. (2019). What is good action research?: A meta-analytical study on the validity of educational action research in Japan. World Educational Research Association (WERA), Tokyo, Japan, August.

Inoue, N. (2017). Deconstructing teacher expertise for inquiry-based teaching in Japanese elementary classrooms: *Neriage* as consensus building pedagogy. World Association of Lesson Study Annual Conference (WALS), Nagoya, Japan, November.

Inoue, N. (2017). Educational assessment as a mirror: Using clinical interviews to enact critical inquiry and reflections in pre-service teacher education. European Conference on Educational Research, Copenhagen, Denmark, August.

Inoue, N. (2017). Making sense of the roles of subjectivity in teacher growth and development: A mindful path to overcome traditional Western epistemologies. European Conference on Educational Research, Copenhagen, Denmark, August.

Inoue, N. (2017). Thawing the tension between theory and practice using non-Western educational epistemology. Invited lecture at University of Cumbria, Lancaster, January.

Inoue, N. (2016). Mind the gap: Linking theories and actions-in-practice by infusing N=1 action research projects into educational Psychology courses. European Conference on Educational Research, Dublin, Ireland, August.

Inoue, N., Asada, T., Maeda, N., & Nakamura, S. (2016). Deconstructing adaptive teacher expertise for inquiry-based teaching in Japanese elementary classrooms: *Neriage* as inter-subjective pedagogy for social mind-storming. European Conference on Educational Research, Dublin, Ireland, August.

Inoue, N. (2015). Action Research and Teacher Education: Psychology of Professional Development Mechanism. Invited Speech for Japan Association of Educators for Human Development. Tokyo, Japan, July.

Inoue, N. (2015). Linking Theories and Actions-in-Practice: Infusing N=1 Action Research projects into Educational Psychology Courses. Annual Meeting of American Educational Research Association, Chicago, CA, April.

Inoue, N. (2015). Deconstructing Motivation in Language Learning: Mindful paths to enhance students' engagement in language classrooms. Invited Speech, CATESOL Conference, San Diego, CA. March.

Inoue, N. (2015). Action Research for Teacher Educators: A New Paradigm. 4-day Workshop sponsored by the Institute for the Promotion of Teaching Science and Technology (IPST) and Kesetsart University, Bangkok, Thailand. January.

Inoue, N. (2014). The nature of subjectivity in action research: Mindfully embracing the “Black Sheep” of educational research. Annual Meeting of American Educational Research Association, San Francisco, CA, April.

Inoue, N. (2013). The issue of subjectivity in action research: A new way of conceptualizing professionalism. Action Research Conference, San Diego, CA., April.

Inoue, N. (2012). Cross-cultural analysis of teacher education and underlying cultural epistemology between Japan and the U.S.: What should we learn? Invited keynote presentation at the symposium of Japan Curriculum Research and Development Association, Hiroshima, Japan. February.

Inoue, N., & Rowell, L. (2012). Action research as a culturally open system: Case analyses of action research initiatives at local, global, and cultural-historic levels using East Asian epistemology. Annual Meeting of American Educational Research Association, Vancouver, Canada, April.

Rowell, L., Inoue, N., & Getz, C. (2011). Reflective practice, collective wisdom, and action for change. Thoughts on an action research study day. Annual Meeting of American Educational Research Association, New Orleans, LA, April.

Inoue, N., & Rowell, L. (2011). Making action research a culturally open system: Overcoming three epistemological challenges with East Asian epistemology. Annual Meeting of Collaborative Action Research Network (CARN), Vienna Austria, November.

Inoue, N. (2011). Personal Theories as a Foundation of Action Research: Paths to Mindful Ways of Handling the Double-Edged Sword. Annual Meeting of Collaborative Action Research Network (CARN), Vienna Austria, November.

Rowell, L. & Inoue, N. (2011). Action Research & Educator Preparation: Nine Topics for Program Development & Program Self-Study. (Invited Speech/Workshop, 10/21/2011). College of Saint Elizabeth, Morristown, NJ, November.

Rowell, L., & Inoue, N. (2011). Action Research in different contexts and cultures. Keynote speech at Pepperdine University Action Research Conference, June, Los Angeles, CA, June.

Inoue, N. (2011). Deconstructing the Role of Personal Theories in Action Research: A Mindfulness Approach for Handling the Double-Edged Sword. Action Research Conference, San Diego, CA, May.

Inoue, N. (2011). Sustainability of Action Research? We Have an Answer: Development and Emergence of San Diego Action Research Association for Mutual Empowerment. (With San Diego Action Research Association) Action Research Conference, San Diego, CA, May.

Inoue, N. & Rowell, L. (2011). Situating non-Western Concepts and Epistemologies as Foundations of Action Research and Professional Development. Annual Meeting of American Educational Research Association, New Orleans, LA, April.

Inoue, N. (2010). Japanese lesson study as action research: Consensus building as a new classroom discourse in a cross-cultural lesson study project. Annual Meeting of Collaborative Action Research Network, Cambridge, UK.

Uchiyama, K., Rowell, L., Suzuki, S., & Inoue, N. (2010). Cross-cultural creation of “ba”: Reflective dialogues on the dynamics of cross-cultural communicative space by Japanese and US action researchers. Annual Meeting of Collaborative Action Research Network, Cambridge, UK, November.

Inoue, N. & Lowell, R. (2010). Empowering Action Research with East Asian Epistemology: A cross-cultural approach to embrace complexity of mind and situation. Annual Meeting of Collaborative Action Research Network, Cambridge, UK, November.

Lowell, R., Inoue, N., & Getz, C. (2010). Empowerment through critical reflection: The first CARN Study Day in North America. Annual Meeting of Collaborative Action Research Network, Cambridge, UK, November.

Inoue, N. (2010). Infusing Non-Western Epistemology into Action Research: A way of embracing complexity of mind and situation. Action Research Symposium, San Diego, CA.

Inoue, N. (2010). Going beyond the traditional ways of integrating theory and practice: New vision and possibilities that action research brings into mathematics education research. Invited speech at Tsukuba University, Tsukuba, Japan.

Inoue, N. (2009). Deconstructing cultural assumptions in US-based action research for cross-cultural collaborations. Action Research Symposium, San Diego, CA.

Inoue, N. (2009). Transforming the nature of classroom dialogues through consensus building: Japanese lesson study as action research. Action Research Symposium, San Diego, CA.

Inoue, N. (2009). A postmodern approach to real wor(l)d problem solving: Utilizing students' justifications of "unrealistic" solutions. Annual Meeting of American Educational Research Association, San Diego, CA.

Inoue, N. (2009). What is really *Neriage*? Consensus building in Japanese mathematical inquiry lessons. Annual Meeting of American Educational Research Association, San Diego, CA.

Inoue, N. (2009). Lessons from advising action research projects in education. (Paper presentation within symposium titled “Action research and professional schools in education and related fields: Developing cultures of inquiry to bridge gaps between research and practice”) Annual Meeting of American Educational Research Association, San Diego, CA.

Inoue, N. (2009). Teaching educational psychology with VITAL-based case studies: Going beyond psychological theories in context-specific case analyses. (Paper presentation within the symposium titled “A Video-Based Pedagogy for Improving College Students' Understanding of Development and Education”). Annual Meeting of Society of Research in Child Development, Denver, CO.

Inoue, N. (2009). Overview of Action Research in the US and Current Agenda: Deconstructing Cultural Assumptions for Cross-cultural Collaborations. Annual Symposium of Japan Association of Action Research, Tokyo, Japan.

Inoue, N. (2009). Invited Speech, Overview of Action Research and Future Perspectives in Mathematics Education, Hiroshima University, Japan.

Inoue, N. (2008). Zen and Art of Consensus Building in Inquiry-based Learning Activities. Annual meeting of International Society of Culture and Activity Research, San Diego, CA.

Inoue, N. (2008). Zen and art of "neriage": Facilitating consensus building in mathematics inquiry lessons. Annual Meeting of Psychology of Mathematics Education, Morelia, Mexico.

Inoue, N. & Molina, S. (2007). Lost in translation: Crossing the border in language learning. Annual Meeting of International Council of Education for Teachers, San Diego, CA.

Rowell, L., Inoue, N., Romo, J., & Ceja-Aguilar, A. (2007). Border pedagogy: Binational action research team (BART). Annual Meeting of International Council of Education for Teachers, San Diego, CA.

Inoue, N., Ceja-Aguilar, A., & Quintero, E. (2007). International Action Research Initiatives in Schools: Making Action Research Relevant to the Globalized Society. California School Counseling Research Summit, San Diego, CA.

Inoue, N. & Molina, S. (2006). Lost in translation: What is really lost in second language communication. Annual Meeting of American Psychological Society, New York, NY.

Inoue, N. (2006). Reform initiatives in Japan that reduce overload: Implementing the goal of Yutori. AACTE annual conference, San Diego, CA.

Hansen, H., Myers, P., Buczynski, S., Inoue, N., McGrath, L., & Siefert, L. (2005). Mathematics study group as a professional development strategy. Regular presentation session with USD colleagues at the annual meeting of the National Council of Teachers of Mathematics, Anaheim, CA.

Inoue, N. (2005). A minimalist approach: Using students' imagination in problem solving. Research insight presentation accepted for presentation at the annual meeting of the National Council of Teachers of Mathematics, Anaheim, CA.

Inoue, N. (2004). The competence-seeking and interest seeking aspects of intrinsic motivation Paper presentation at the annual meeting of the Western Psychological Association, Phoenix, AZ.

Inoue, N. (2003). The significance of interpretive activity in problem solving: Less is more as a design principle Paper presentation at the annual meeting of the International Conference of Psychology of Mathematics Education, Honolulu, HI.

Inoue, N. (2002). The Issue of subjectivity in mathematical thinking: The role of personal interpretations in word problem solving. Paper presented at the annual meeting of the New England Psychological Association, Nashua, NH.

Inoue, N. & Seo, K. H. (1999). Naturalistic observation of young children's everyday mathematics in play activity. with Seo, K.H. Paper presented at the biannual meeting of the Society for Research in Child Development, Albuquerque, NM.

Inoue, N. & Seo, K. H. (1998). Naturalistic observation of preschooler's everyday mathematics in free play activities. with Seo, K.H. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Inoue, N. (1998). Identifying the nature of mathematical intuitions. Paper presented at the annual meeting of the Psychology of Mathematics Education, Bloomington, IL.

BOOK REVIEWS

Inoue, N. & Campbell, M. (2014). *Theory driving research: New wave perspectives on self-processes and human*

development by D. M. McInerney, H. W. Marsh, R. G., Craven & F. Guay (Eds.). Charlotte, NC: Information Age Publishing, Inc. Teachers College Record. <http://www.tcrecord.org> ID Number: 17579

Inoue, N. (2000). Geometry from Africa: Mathematical and educational explorations by Gerdes, P. (Washington, DC: The Mathematical Association of America.) *International study group on ethnomathematics newsletter*. January/February issue.

CONSULTING

Sesame Workshop Japan, 2019-2022

Google USA, 2020, 2024

Quantitative analysis of the effectiveness of Yoga, Center for Educational Policy and Law, University of San Diego, 2015

Common core mathematics lesson study, Encinitas Union School District, 2014

Conceptual mathematics teaching, Chula Vista Elementary School District, 2013

Technology in elementary classrooms. Mobile Technology Learning Center, University of San Diego, 2012

ELI and English Proficiency Issues and University Structure of Support, Fairleigh Dickinson University, 2004