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INFORMATIONAL WEBINAR ON THE NSF CAREER PROGRAM
Tuesday, February 24, 2015

Panelist Bios

Alicia Alonzo
Associate Professor, Michigan State University

Alicia Alonzo is an associate professor of teacher education at Michigan State University's College of Education. Her research considers assessment practices at both the classroom level (as teachers use interactions with students to tailor instruction and generate professional knowledge) and at the large-scale level (as state, national, and international assessments signal what is valued as learning in science classrooms). She is interested in how to both measure and develop science teachers' pedagogical content knowledge and in how teachers learn from assessment opportunities, including those supported by learning progressions. Alicia is the principal investigator for the project: CAREER: Redesigning a Learning Progression to Build Upon Students' Intuitive Ideas about Motion and Support Teachers' Formative Assessment Practices.

Tina Grotzer
Associate Professor, Harvard University

Tina Grotzer is an associate professor of education at the Harvard Graduate School of Education, a principal investigator at Harvard Project Zero, a faculty member at the Center for Health and the Global Environment at Harvard School of Public Health, and directs the Understandings of Consequence Research Unit at HGSE. She is a cognitive scientist whose research identifies ways in which understandings about the nature of causality impact our ability to deal with complexity in our world. In 2011, she received a Presidential Early Career Award for Scientists and Engineers. Tina is the principal investigator for the projects: CAREER: Learning About Complex Causality in the Classroom and Learning of Ecosystems Science and Complex Causality through Experimentation in a Virtual World and co-principal investigator for EcoMOBILE: Blended Real and Virtual Immersive Experiences for Learning Complex Causality and Ecosystems Science.

Karen King
Program Director, National Science Foundation

Karen King is a Program Director at the National Science Foundation (NSF) in the Division of Research on Learning in Formal and Informal Settings in the Education and Human Resources Directorate. She most recently served as Director of Research for the National Council of Teachers of Mathematics, the largest professional association of mathematics teachers in the world. Her current research focuses on urban mathematics reform, the mathematics preparation of elementary and secondary teachers, and the policies of mathematics teacher professional development. Karen has been the principal investigator or co-principal investigator of NSF-funded grants totaling over $2,000,000.

Gloriana González Rivera
Assistant Professor, University of Illinois at Urbana-Champaign

Gloriana González Rivera is an assistant professor in the Department of Curriculum and Instruction at the University of Illinois at Urbana-Champaign. Her research focuses on how teachers manage students' prior knowledge. She is interested in examining teachers' decision-making when handling students' prior knowledge and the rationality underlying those decisions. She has studied this question in the particular case of the high school geometry class, which has special demands for the teaching and learning of mathematics. Gloria is the principal investigator for the project: CAREER: Noticing and Using Students' Prior Knowledge in Problem-Based Instruction.