



Community for Advancing Discovery Research in Education

2020–2021 CADRE FELLOWS BIOGRAPHIES



Amanda LaTasha Armstrong

New Mexico State University

Amanda LaTasha Armstrong earned her MS in Child Development with an administration specialization from Erikson Institute. Currently, she is a doctoral candidate in New Mexico State University (NMSU)'s Curriculum and Instruction Department and NMSU's Learning Games Lab coordinator, where she leads user-testing sessions and teaches summer sessions on game design and evaluation with youth. Her research interests include the intersection of early childhood, learning design and technology, and issues of culture and diversity. Amanda is also a research fellow with New America's Education Policy Program, contributing writer for Edutopia and Britannica for Parents, founding member of KidMap, and member of Britannica's Early Learning Advisory Council. She was a member of the Technical Working Group to refresh the ISTE Standards for Educators released in 2017. Before coming to NMSU, Amanda conducted research with Erikson's Early Math Collaborative and was the program coordinator at the Technology in Early Childhood (TEC) Center.

Nominating Co-PI: [Barbara Chamberlin](#)



Coskun Erden

Iowa State University

Coskun Erden is a doctoral student in the Mathematics Education program in the School of Education at Iowa State University. He has been working as a research assistant on a DRK-12 project, Implementing Mathematical Modeling for Emergent Bilinguals (IM2EB), that aims to investigate how teachers change their positioning and the quality of mathematics instruction for emergent bilinguals by utilizing mathematical modeling and situative professional development. His role in this project primarily consists of developing research instruments, analyzing literatures for conceptualizing a framework, and cultivating data analysis methods. His research focuses on effective mathematics instruction techniques that help English Language Learners (ELLs) develop robust understandings of critical algebraic and statistical concepts at the secondary level. Prior to graduate school, Coskun was a secondary mathematics teacher in Albania, Philippines, Turkey and Kosovo. He received his MA in Guidance and Psychological Counseling at Fatih University and his BS in Teaching Mathematics at Bogazici University.

Nominating PI: [Ji Yeong I](#)



Lindsey Hildebrand

Boston College

Lindsey Hildebrand is a doctoral student in Developmental Psychology in the Department of Psychology and Neuroscience at Boston College, advised by Dr. Sara Cordes. Her research interests are broadly focused on attitudes and beliefs about math and spatial abilities and the role they play in the perpetuation of gender gaps in STEM. She is a graduate assistant on the DRK-12 project The Developmental Emergence of Spatial and Math Gender Stereotypes. Supported by this project, Lindsey's work aims to characterize when in development math and spatial gender stereotypes emerge, how they may be transmitted to children, and how to ameliorate their impact. She holds a MEd in Urban Education and a BA in Psychology from Temple University. Through her training in cognitive development and STEM education, she aims to conduct research with the long-term goal of identifying ways to promote females and other underrepresented groups in STEM.

Nominating PI: [Sara Cordes](#)



Brittany S. Hinyard

Southern University and Agricultural and Mechanical College

Brittany S. Hinyard is a third-year doctoral student in the Science and Math Education program at Southern University and Agricultural and Mechanical College. Her research interest focuses on critically examining teacher retention factors related to teacher collaboration in science, technology, engineering, and mathematics (STEM) education for early career educators. Brittany is not only a doctoral student but also a middle school science teacher in East Baton Rouge Parish School System. During her tenure as an educator-leader, she has partnered with colleagues to develop problem-based learning units and has led teams of educators to support student learning. Her overall goal, as an educator, is to provide opportunities for all learners to increase their analysis of the natural world. She obtained her MS in Natural Science Education and her BS in Biological Sciences from Louisiana State University.

Nominating PI: [Nastassia Jones](#)



Megan Humburg

Indiana University

Megan Humburg is a doctoral student in the Learning Sciences program at Indiana University-Bloomington. She has worked on several NSF-funded projects, including Net.Create, which explores how collaborative network analysis supports undergraduate history learning, and Science through Technology Enhanced Play, which investigates how embodied learning in mixed-reality supports young students' science learning. Megan's research focuses on designing learning environments to support deep, sustained engagement, and her dissertation will explore how embodied learning can help young

learners engage with the science of musical sound through interdisciplinary inquiry. She aims to design more equitable learning spaces by questioning what experiences "count" as relevant for STEM learning, with an emphasis on learners' social relationships and emotional reactions. She hopes to support educators in noticing, encouraging, and designing for the diverse social and emotional experiences of learners, both to amplify existing socioemotional connections to STEM and to open up new pathways for developing such passions.

Nominating PI: [Joshua Danish](#)



Stacy Jones

University of Texas at Austin

Stacy Jones is a doctoral student in STEM Education at the University of Texas at Austin, where she studies the mathematical experiences of Raza students in upper elementary grades. She uses LatCrit as a theory and methodology to dismantle dominant narratives around who can do mathematics, using experiential knowledge and counter-storytelling from Raza populations as a way to disrupt dominant ideology. She is a research assistant for Mi Raza, Mi Lengua, Mis Matemáticas (Mi³) project under the leadership of Dr.

Carlos Nicolas Gomez. The goal of this project is to provide a deeper understanding of

Raza students' experiences in the transition from elementary to middle school in predominantly white spaces at the intersections of race, language, and mathematics. Prior to her doctoral studies, she received her BS in Elementary Education and taught 5th grade for seven years, then became a mathematics coach after earning her MS in Curriculum and Instruction.

Nominating PI: [Carlos Nicolas Gomez](#)



Rachel Juergensen

University of Missouri-Columbia

Rachel Juergensen is a doctoral candidate in the Department of Special Education at the University of Missouri-Columbia. Her doctoral program, Project PRISM, focuses on preparing interdisciplinary researchers in the areas of special education and science and/or mathematics. Rachel is a research assistant on projects in both special education and science education. The Linking Science and Literacy for All Learners project focuses on using multimodal text sets with embedded scaffolds to integrate science and literacy for diverse learners. The Socio-scientific Issues and Model-Based Learning (SIMBL)

project focuses on using socio-scientific issues to teach secondary biology. On these projects, she collaborates with the research team to design and deliver professional development as well as collect, organize, and analyze data. Her research focuses on equitable opportunities for sensemaking in elementary inclusive science classrooms for students with learning disabilities or learning difficulties.

Nominating PI: [Laura Zangori](#)



Amanda Lannan

University of Central Florida

Amanda Lannan is a doctoral candidate in Special Education, at the University of Central Florida. Her research and advocacy are situated at the intersection of Disability Studies in Mathematics Education and Universal Design for Learning, with the goal of ensuring students from diverse cultures and neuro-diverse backgrounds receive equitable access to advanced mathematical opportunities. While at UCF, Lannan has worked as a graduate research associate to Dr. Lisa Dieker, focusing on the impact of mixed realities on teacher preparation and student learning. She also supports the undergraduate Exceptional Education Program under Dr. Rebecca Hines, assisting with development of immersive field experiences at partner community schools. Amanda collaborates with the DIAGRAM Community as a member of the Research Working Group where she served as an advisor on a study to determine how tactile impact learning, and participated in their code-sprint to develop innovative solutions for STEM education.

Nominating Co-PI: [Lisa Dieker](#)



Amanda K. Riske

Arizona State University

Amanda K. Riske is a doctoral candidate at Arizona State University in the Learning, Literacies, and Technologies PhD program. She is a research assistant on the School Gardeners' Southwest Desert Almanac project. Drawing on the idea of regional almanacs, the project aims to build an ecoregional approach for garden-based teaching practitioners and researchers. Her dissertation research focuses on in-service education for K-12 mathematics teachers on statistical literacy, specifically designing professional development that supports statistics and data analysis for citizenship and social justice. Prior to graduate school, Amanda was an international secondary mathematics teacher in Norway, Germany, China, and Washington, DC, and developed a curriculum for a traveling school. She holds a BA in Secondary Education Mathematics from Arizona State University and an MPhil in Comparative International Education from the University of Oslo, Norway.

Nominating PI: [Steven Zuiker](#)



Darrius Robinson

University of Michigan

Darrius Robinson is a doctoral candidate in Mathematics Education at the University of Michigan School of Education. He is a research assistant on the Organizing to Learn Practice project, which aims to learn what impact continual focus observation of teaching and associated professional development has on a teacher's practice. His own research focuses on how learning environments enable and constrain Black learners' access to identities as competent knowers and doers of mathematics and how teachers manage these environments to support positive identification for Black learners. Prior to graduate school, Darrius was elementary mathematics teachers in Tennessee. He holds a BA in Philosophy from Vanderbilt University, and a MS in Education from Lipscomb University.

Nominating PI: [Meghan Shaughnessy](#)