

BIMA SAPKOTA

Curriculum Vitae

GENERAL INFORMATION

Personal Data

Bima Sapkota, Ph.D.
Assistant Professor of Mathematics Education
Department of STEM Education
University of Kentucky

Office

Department of STEM Education
University of Kentucky
317 Dickey Hall
Lexington, KY, 40508
Edinburg, Texas, 78541
Phone: 765-701-8687
bsapkota@uky.edu

Home

788 Calista Falt
Lexington, KY, 40511
USA

Institutions Attended, Dates Attended, Degrees Granted

Ph.D. Purdue University, West Lafayette, Indiana, USA. August 2022.
Mathematics Education.

M.ED. Tribhuvan University, Kathmandu, Nepal. December 2015. Mathematics
Education.

B.ED. Oxford College (Tribhuvan University Affiliated Campus), Butwal, Nepal,
January 2012. Major: Mathematics.

Academic Appointments

Assistant Professor, Mathematics Education. Department of STEM Education, University of
Kentucky, USA. July 2025 – Present

- Co-Chair-Secondary Mathematics Education Undergraduate and Graduate (MAT)
Programs
- Courses Taught:
 - Special Mathematics Content Course-Undergraduate Level
 - Methods Courses for Middle School Teachers-Undergraduate Level
 - Clinical Techniques for Working with K-12 Students- Graduate Level

Assistant Professor, Mathematics Education. Department of Mathematical and Statistical
Sciences, The University of Texas Rio Grande Valley, USA. August 2023 – July 2025

- Courses Taught:
 - Technology in Secondary Teaching-Undergraduate Level
 - Content Courses for Middle School Teachers-Undergraduate Level
 - Perspectives in Mathematics and Science- Undergraduate Level

Assistant Teaching Professor, Mathematics Education. Department of Mathematical Sciences, Ball State University, USA. August 2022 – July 2023.

- Courses Taught:
 - Elementary Content Course- Undergraduate Level
 - Elementary Methods Course- Undergraduate Level
 - Action Research Course- Master's Level

Graduate Assistant, Department of Curriculum and Instruction, Purdue University, USA. August 2017 – August 2022.

- Courses Taught (as a TA and/or Instructor):
 - Secondary Methods Course- Undergraduate Level
 - Elementary Methods Course- Undergraduate Level
 - Social Justice Course- Graduate and Undergraduate Level
 - A Foundational Education Course- Undergraduate Level

Secondary Mathematics Teacher, Gyanodaya Secondary School, Kathmandu, Nepal. June 2015 – August 2017.

- Courses Taught:
 - Algebra, Geometry, Trigonometry in ninth and tenth grades

Secondary Mathematics Teacher, Aananda Bhairabh Secondary School, Kathmandu, Nepal. August 2014 – June 2015.

- Courses Taught:
 - Algebra, Geometry, Trigonometry in ninth, tenth, and eleventh grades

Elementary Teacher, Siddhartha English Boarding School, Kathmandu, Nepal. June 2008 – July 2011.

- Grades Taught:
 - Kindergarten, first, and second

Licenses and Certifications

Secondary Mathematics Teaching, License, Nepal, 2012.

Elementary/Middle School Mathematics Teaching, License, Nepal, 2007.

Awards and Honors

Outstanding Research Presentation, North American Group for the Psychology of Mathematics Education 46 (PME-NA 46), 2024, USA.

STaR Fellowship, Association of Mathematics Teacher Education, 2023, USA.

North American Group for the Psychology of Mathematics Education (PME-NA) Travel Award, 2019, USA.

Mike Keedy Scholarship in Mathematics and Education Award, Purdue University, 2019, 2020, USA.

Nepal Bidhya Bhusan Padak “KHA” for securing first position in Master of Education, Tribhuvan University, 2016, Nepal.

Himanshu Dahal Memorial Gold Prize for having secured the highest marks in mathematics in the examination of master’s degree in education, Tribhuvan University 2015, Nepal

Shushila Devi Award for holding first position among girls, in Bachelor of Education, Tribhuvan University, 2015, Nepal.

Nepal Chhatra Bidya Padak Award for holding the first position among girls in Bachelor of Education, Tribhuvan University, 2011, Nepal.

Student Travel Award, College of Education Graduate, Purdue University, 2019, 2020, 2021, USA.

Mathematics Education Graduate Student Grant Award, Purdue University, 2019, 2020, USA.

The Office of Graduate and Postdoctoral Professional Development Travel Award, Purdue University, 2021, USA.

A. RESEARCH/DISCOVERY

1. Published

a. Peer Reviewed Journal Articles

Sapkota, B., Jiang, N., Hendrickson, L., & Wood, M. (Accepted 2026). *Elementary Teachers’ Professional Obligations Reflected in Mathematics Curricular Complexity. Educational Studies in Mathematics.*

Sapkota, B. (2025). Secondary preservice teachers’ Mathematical Knowledge for Teaching: Affordances and limitations of peer teaching and reflection. *International Journal of Science and Mathematics Education*, 1-25. <https://doi.org/10.1007/s10763-025-10555-w>

Sapkota, B. & Huffman, A. (2024). Preservice teachers’ mathematical knowledge for teaching: Focus on lesson planning and reflection. *School, Science, and Mathematics*, 124(5), 323-339. <https://doi.org/10.1111/ssm.12644>

Sapkota, B. & Bondurant, L. (2024). Assessing concept, procedures, and cognitive demand of ChatGPT-generated mathematical tasks on fraction multiplication, *International Journal of Technology in Education*, 7(2), 218-238. <https://doi.org/10.46328/ijte.677>

- Sapkota, B., & Max, B.** (2025). Preservice Secondary Teachers' Mathematical Knowledge for Teaching: Focus on Reflective Practice. *Investigations in Mathematics Learning*, 17(1), 43-62. <https://doi.org/10.1080/19477503.2024.2373653>
- Sapkota, B.** (2024). Investigating preservice teachers' conceptualizations of mathematical knowledge for teaching through video analysis activities, *International Journal of Science, Mathematics, and Technology in Education*, 12(4), 836-860. <https://doi.org/10.46328/ijemst.3930>
- Sapkota, B., & Max, B.** (2024). A conceptual synthesis on approximations of practice in mathematics teacher education. *Research in Mathematics Education*, 26(3), 569-595. <https://doi.org/10.1080/14794802.2023.2207088>
- Sapkota, B.** (2022). Preservice teachers' conceptualizations of mathematical tasks. *The Mathematics Educator*, 30(2), 3-32. <https://files.eric.ed.gov/fulltext/EJ1339807.pdf>
- Fernández, L. & Serbin, K., **Sapkota, B.**, Sebok, A., Ortega, R., Padron, Y., El-Jirby, M. (2025). *Embracing diversity: Culturally relevant approaches to mathematics Mathematics Teacher: Learning and Teaching Pre-K-12*.
- Colonnese, M., Sapkota, B., Lee, C., Bondurant, L., Benoit, G., Pai, G., Howell, H., & Barno, E. (2024). Exploring simulations in mathematics teacher education. *Connections*, 34(2). <https://amte.net/connections/2024/12/exploring-simulations-mathematics-teacher-education>
- Zhou, L., Suazo Flores, E. S., **Sapkota, B.**, Mbewe, R., & Newton, J. (2025). *Image of mathematics in- and out-of-school: A case study of two original participants in girls excelling in math and science (GEMS)*. *School, Science, and Mathematics*.
- Baniahmadi, M., Olson, A.M., Wood, M. B., Doherty, K., Newton, J., Drake, C., & **Sapkota, B.** (2021). Curriculum Resources and Decision-making: Findings from a National Survey of Elementary Mathematics Teachers. *Association of Mathematics Teacher Educators (AMTE) Connections Journal*, 31(2). <https://amte.net/connections/2021/12/curriculum-resources-and-decision-making-findings-national-survey-elementary>
- Berryhill, A., Chandler, L., Bondurant, L., & **Sapkota, B.** (2024). Using ChatGPT as a thought-partner in lesson planning. *Association of Mathematics Teacher Educators (AMTE) Connections*, 33(3). <https://www.amte.net/connections>
- Samarapungavan, A., Bryan, L. A., Carolyn, S., **Sapkota, B.**, Ediss, B., Will, H., & Broadhead, J. (2022). Using technology-mediated inquiry to help young learners reimagine the visible world through simple particle models. *Journal of Research in Science Education*. <https://doi.org/10.1002/tea.21802>

b. Peer Reviewed Book Chapters

- Sapkota, B.**, Luo, X., Sapkota, M., Akarsu, M., Deogratias, E., Fauber, D., Mbewe, R., Mumba, F., Panthi, R., Newton, J., & Phillion, J. (2024). Exploring international educators' learning about local and social justice in a virtual community of practice, In A. Slapac & C. Huertas-Abril (Eds.), *Encouraging transnational learning through telecollaboration in global teacher education* (pp. 45-78). IGI Global. <http://dx.doi.org/10.4018/978-1-6684-7813-4>
- Sapkota, B.**, Doherty, K., Baniahmadi, M., Jiang, N., Hendrickson, L., Fulwider, D., Olson, A. M., Wood, M. B., & Newton, J. A. (In press). Opportunities and challenges in surveying and interviewing elementary teachers about their mathematics curricular use. In D. R.

- Thompson, M. A. Huntley, & C. Suurtamm (Eds.), *Lessons learned from research on mathematics curriculum*, 386-396. Information Age Publishing.
- Sapkota, B.**, Zhou, L., Mbewe, R., Newton, J., & Phillion, J. (2022). Fostering pre-service teachers' intercultural competencies through global cross-cultural collaborations. In C. Ullom & N. Guler (Eds.), *At school in the world: Developing globally engaged teachers* (pp. 212- 237). Rowman & Littlefield Publishing.
- Howell, H., Shaughnessy, M., Stengal, B., Lee, C., Bondurant, L., **Sapkota, B.**, Benoit, G., & Lai, Y. (2025). Editorial insights: Reflections on the volume and charge to the field. In Lee, C. W., Bondurant, L., **Sapkota, B.**, & Howell, H. (Eds.), *Promoting equity in approximations of practice for mathematics teachers* (pp.395-414). IGI Global. <https://doi.org/10.4018/979-8-3693-1164-6>
- Zhou, L., **Sapkota, B.**, Mbewe, R., Newton, J., Phillion, J. (2022). Global social justice in education: Developing a virtual intercultural community of practice. In T. Huber & J. G. O'Meara (Eds.), *Teacher education at the edge: Expanding access & exploring frontiers*. In Tonya Huber (Series Ed.), *International Education Inquiries: People, Places, and Perspectives of Education 2030* (Vol. 1, pp. 63-101). Information Age Publishing.

c. Peer Reviewed Conference Proceedings (Published)

- Sapkota, B.**, Howell, H., Lee, C., & Bondurant, L. (2025). Editors' reflections: Insights on the role of approximations in practice-based mathematics teacher education (pp. 1825-1827). In Zbiek, R. M., Yao, X., McCloskey, A., & Arbaugh, F. (Eds.). *Proceedings of the forty-seventh annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Penn State University. <https://doi.org/10.51272/pmna.47.2025>
- Kang, B., **Sapkota, B.**, Krejci, B., & Nusser, T. (2025). Unpacking profiles of elementary preservice teachers' conceptualizations: insights from fraction multiplication think-alouds. (pp. 786-790). In Zbiek, R. M., Yao, X., McCloskey, A., & Arbaugh, F. (Eds.). *Proceedings of the forty-seventh annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Penn State University. <https://doi.org/10.51272/pmna.47.2025>
- Keazer, L., Newton, J., **Sapkota, B.**, Jung, H., Zhou, L., Max, B., Odoni, A., Geller-McKee, & R. (2025). Journeys of resilience: A collaborative autoethnography of women mathematics teacher educators (pp. 97-105). In Zbiek, R. M., Yao, X., McCloskey, A., & Arbaugh, F. (Eds.). *Proceedings of the forty-seventh annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Penn State University. <https://doi.org/10.51272/pmna.47.2025>
- Sapkota, B.**, Jiang, N., & Hendrickson, L. & Wood, M. (2024). Investigating elementary teachers' professional obligations when making mathematics curricular decisions. In Kosko, K., Caniglia, J., Courtney, S., & Zonlfaghari, M. (Eds.), *Proceedings of the forty-six annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 91-100). Kent State University. <https://doi.org/10.51272/pmna.46.2024>

- Sapkota, B.,** Fulwider, D., & Newton, J. (2024). *Exploring Elementary Teachers' Post-COVID Mathematics Curricular Use: Focus on Curricular Reasoning*. The 15th International Congress on Mathematical Education, Sydney, Australia.
- Sapkota, B.,** Fulwider, D., & Newton, J. (2024). *Exploring Elementary Teachers' Post-COVID Mathematics Curricular Use: Focus on Curricular Reasoning*. In Kosko, K., Caniglia, J., Courtney, S., & Zonlfaghari, M. (Eds.), *Proceedings of the forty-six annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 101-105). Kent State University.
<https://doi.org/10.51272/pmna.46.2024>
- Zhou, L. **Sapkota, B.,** Max, B., Newton, J., & Keazer, L. (2024). *Exploring the narratives of women mathematics educators through a dialogical self-approach*. In Kosko, K., Caniglia, J., Courtney, S., & Zonlfaghari, M. (Eds.), *Proceedings of the forty-six annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 421-425). Kent State University.
<https://doi.org/10.51272/pmna.46.2024>
- Krejci, B., Kang, B., Nusser, T., & **Sapkota, B.** (2024). *Elementary preservice teachers' use of visual representations for fraction multiplication*. In Kosko, K., Caniglia, J., Courtney, S., & Zonlfaghari, M. (Eds.), *Proceedings of the forty-six annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1120-1124). Kent State University.
<https://doi.org/10.51272/pmna.46.2024>
- Sapkota B.,** Lee, C. W., Bondurant, L., & Howell, H. (2023). Approximations of practice and equity: Surveying the spaces. In T. Lamberg & D. Moss (Eds.). *Proceedings of the forty-fifth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (Vol 2, pp. 608-610). University of Nevada.
<https://doi.org/10.51272/pmna.45.2023>
- Sapkota, B.,** Doherty, K., Wood., M. B., & Newton, J. (2023). Elementary teachers' use of mathematics curricular materials: Focus on Teachers Pay Teachers and Pinterest. In T. Lamberg & D. Moss (Eds.). *Proceedings of the forty-fifth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (Vol 1, pp. 291-292). University of Nevada.
<https://doi.org/10.51272/pmna.45.2023>
- Sapkota, B.** & Huffman, A. R. (2022). Preservice teachers' mathematical knowledge for teaching: Focus on lesson plan and reflections. In A. Lischka, J. Strayer, J. Lovett, R. Jones, & E. Dyer (Eds.), *Proceedings of the forty-four annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 709-718). Nashville, TN.
<https://doi.org/10.51272/pmna.44.2022>
- Doherty, K., Baniahmadi, M., **Sapkota, B.,** Adjei, E.K., Brown, J., Newton, J.A., Wood, M. B., Olson, A.M., & Drake, C. (2022). Preservice teachers' mathematical knowledge for teaching: Focus on lesson plan and reflections. In A. Lischka, J. Strayer, J. Lovett, R. Jones, & E. Dyer (Eds.), *Proceedings of the forty-four annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 255-256). Nashville, TN.
<https://doi.org/10.51272/pmna.44.2022>

- Sapkota, B.** & Max, B. (2021). A conceptual synthesis on approximations of practice. In D. Olanoff, K. Johnson, & S. Spitzer (Eds.), *Proceedings of the forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1819-1829). Philadelphia, PA. <https://bit.ly/PMEproceed>
- Sapkota, B.** (2021). Preservice teachers' mathematical knowledge for teaching: Focus on lesson planning and reflection. In D. Olanoff, K. Johnson, & S. Spitzer (Eds.), *Proceedings of the forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 490-491). Philadelphia, PA. <https://bit.ly/PMEproceed>
- Sapkota, B.** (2019). Investigating preservice teachers' conceptualizations of mathematical knowledge for teaching through analysis of video lessons. In S. Otten, A. G. Candela, Z. de Araujo, C. Haines, & C. Munter (Eds.), *Proceedings of the forty-first annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 790-791). St Louis, MO. <http://www.pmena.org/pmenaproceedings/PMENA%2041%202019%20Proceedings.pdf>
- Baniahmedi, M., **Sapkota B.**, & Olson, A. M. (2023). Elementary mathematics curriculum: State policy, COVID-19, and teachers' control. In T. Lamberg & D. Moss (Eds.). *Proceedings of the forty-fifth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (Vol 1, pp. 300-308). University of Nevada. <https://doi.org/10.51272/pmena.45.2023>
- Zhou, L., Jung, J., **Sapkota B.**, Max, B., McKee, R.G., Newton, J. & Keazer, L. M. (2023). Figured worlds of women mathematics education scholars. In T. Lamberg & D. Moss (Eds.). *Proceedings of the forty-fifth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (Vol 2, pp. 49-53). University of Nevada. <https://doi.org/10.51272/pmena.45.2023>
- Lee, C. W., Bondurant, L., **Sapkota B.**, Howell, H., Lai, Y. (2023). Final report: Conceptualizing ethics, authenticity, and efficacy of simulations in teacher education. In T. Lamberg & D. Moss (Eds.). *Proceedings of the forty-fifth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (Vol 2, pp. 602-607). University of Nevada. <https://doi.org/10.51272/pmena.45.2023>
- Zhou, L., Suazo Flores, E. S., **Sapkota, B.**, Mbewe, R., & Newton, J. (2021). Image of mathematics in- and out-of-school: A case study of two original participants in girls excelling in math and science (GEMS). In D. Olanoff, K. Johnson, & S. Spitzer (Eds.), *Proceedings of the forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp 1210-1219). Philadelphia, PA. <https://bit.ly/PMEproceed>
- Bondurant, L., Howell, H., Kwon, M., Wilkerson, C.L., Lai, Y., & **Sapkota, B.** (2022). Preservice teachers' learning of practice through simulated teaching experiences before, during, and after COVID. In A. Lischka, J. Strayer, J. Lovett, R. Jones, & E. Dyer (Eds.), *Proceedings of the forty-four annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 2132-2134). Nashville, TN. <http://www.pmena.org/pmenaproceedings/PMENA%2044%202022%20Proceedings.pdf>
- Doherty, K., Baniahmedi, M., **Sapkota, B.**, Adjei, E. K., Brown, J. E., Newton, J. A., Wood, M. B., Olson, A. M., and Drake, C. (2022). Exploring dissonance and harmony in elementary

mathematics teachers' curricular use, autonomy, decision-making, and coherence. In A. Lischka, J. Strayer, J. Lovett, R. Jones, & E. Dyer (Eds.), *Proceedings of the forty-fourth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 237-238). Nashville, TN.

<http://www.pmena.org/pmenaproceedings/PMENA%2044%202022%20Proceedings.pdf>

Wilkerson, C.L., Bondurant, L., Lai, Y., Howell, H., **Sapkota, B.**, & Kwon, M. (2022). Conceptualizing ethics, authenticity, and efficacy of simulations in teacher education. In A. Lischka, J. Strayer, J. Lovett, R. Jones, & E. Dyer (Eds.), *Proceedings of the forty-fourth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 2132-2134). Nashville, TN.
<http://www.pmena.org/pmenaproceedings/PMENA%2044%202022%20Proceedings.pdf>

2. Manuscripts Under Review

Sapkota, B., Zhou, L. (March 2026). Preservice secondary mathematics teachers' curricular considerations when evaluating ChatGPT-generated mathematical tasks. *International Journal of Mathematics and Science Education*.

3. Revised and Resubmitted

Sapkota, B., Olson, A. M., & Baniahmadi, M. (November 2025). *Elementary mathematics curriculum: state policy, covid-19, and teachers' control*. Manuscript Revised and Resubmitted to *Investigations in Mathematical Thinking*.

4. Manuscripts Under Revision

Kang, B., **Sapkota, B.**, Krejci, B., & Nusser, T. (January 2026). Elementary Preservice Teachers' Knowledge Profiles and Reasoning Patterns in Fraction Multiplication Area Model Constructions Investigations in Mathematics Learning. Manuscript is being revised after getting a "Reject and Encourage to Resubmit" Decision at *Investigations in Mathematical Thinking*.

5. Manuscripts In Preparation for Submission

Sapkota, B., Fulwider, D., & Newton (2025). *Elementary teachers' knowledge, vision, and trust* [Manuscript to be submitted to Journal of Research in Mathematics Education]. Department of STEM Education, University of Kentucky.

Sapkota, B. & Bondurant, L. (2025). Unpacking Secondary Preservice Mathematics Teachers' Curricular Reasoning through Prompt Engineering Techniques (Manuscript to be Submitted to *Mathematical Thinking and Learning*), Department of STEM Education, University of Kentucky.

6. Research by Mentees

Fauber, D. R. & Mueller, K. L. (2022). Investigating preservice teachers' cultural identities and intercultural sensitivity during their participation in a virtual social-justice focused course. *Journal of Purdue Undergraduate Research*, 12(7).

<https://docs.lib.purdue.edu/jpur/vol12/iss1/7/>

Gochnauer, G. & Chasse, M. (2022). *Girls excelling in math and science (GEMS) clubs: Stories of the original GEMS girls* [Poster session]. Purdue Fall 2022 Expo.

7. Conference Presentations

Zimmeman, S. & Sapkota, B* (February 2026). *Concrete Materials and Problem Sequencing: Strengthening Preservice Teachers' Conceptual Understanding of Fraction Division*. 2026AMTE Annual. Portland, OR.

Nusser, T., Krejci, B. Kang, B. & Sapkota, B* (February 2026). *Preservice Teachers' Knowledge Profiles of Fraction Multiplication Using Area Models*. 2026 AMTE Annual. Portland, OR.

Howell, H., Sapkota, B.*, Lee, C., & Bondurant, L. (October 2025). *Editors' reflections: Insights on the role of approximations in practice-based mathematics teacher education* [Colloquium Session]. 47th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 46).

Keazer, L. M., Newton, J., Sapkota B*., Zhou, L., Jung, H., Max, B., & McKee, R.G., (October 2025). *Journeys of resilience: A collaborative autoethnography of women mathematics teacher educators*. 47th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 47).

Kang, B., Sapkota, B. *, Krejci, B., & Nusser, T. (2025). *Unpacking profiles of elementary preservice teachers' conceptualizations: insights from fraction multiplication think-alouds*. 47th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 47).

Sapkota, B. *, Kang, B., & Krejci, B., & Nusser, T. (March 2025). *Middle school preservice teachers' mathematical knowledge for teaching fraction multiplication*, Conference of the Research Council on Mathematics Learning (RCML)

Sapkota, B. *, Fulwider, D., & Newton, J. (February 2025). *Understanding Elementary Teachers' Mathematics Curricular Reasoning: Navigating Multiple Resources, Student Needs, and Institutional Expectations*. Association of Mathematics Teacher Educators Annual Conference (AMTE).

Nusser, T., Sapkota, B. *, Kang, B., & Krejci, B. (February 2025). *Mathematics teacher educators' reflections on preservice teachers' fraction multiplication think-alouds*. Association of Mathematics Teacher Educators Annual Conference (AMTE).

Williams, M., Bondurant, L., Sapkota, B. *, Lee, C., Howell, H., Pai, Grace. (February 2025). *Rehearsals, simulations, and scenarios: Exploring practice-based experiences in mathematics teacher education*. Association of Mathematics Teacher Educators Annual Conference (AMTE).

Sapkota, B.*, Jiang, N., & Hendrickson, L. & Wood, M. (November 2024). *Investigating elementary teachers' professional obligations when making mathematics curricular decisions*. 46th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Cleveland, Ohio.

- Sapkota, B. ***, Fulwider, D., & Newton, J. (November 2024). *Exploring Elementary Teachers' Post-COVID Mathematics Curricular Use: Focus on Curricular Reasoning*. 46th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Cleveland, Ohio.
- Zhou, L. **Sapkota, B. ***, Max, B., Newton, J., & Keazer, L. (November 2024). *Exploring the narratives of women mathematics educators through a dialogical self-approach*. 46th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Cleveland, Ohio.
- Krejci, B., Kang, B., Nusser, T., & **Sapkota, B.** (November 2024). *Elementary preservice teachers' use of visual representations for fraction multiplication*. 46th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. University of Nevada. Cleveland, Ohio.
- Sapkota, B.**, Odoni, A., Rigaby, B. K., Fulwider, D., Newton, J. (September 2024). *Elementary teachers' mathematics curricular reasoning: Connections to knowledge, vision, and trust*. The National Council of Teachers of Mathematics, Chicago, Illinois.
- Sapkota, B.**, Fulwider, D., & Newton, J. (July 2024). *Exploring Elementary Teachers' Post-COVID Mathematics Curricular Use: Focus on Curricular Reasoning*. The 15th International Congress on Mathematical Education, Sydney, Australia.
- Baniahmedi, M., **Sapkota B. ***, & Olson, A. M. (2023, October 1-4). *Elementary mathematics curriculum: State policy, COVID-19, and teachers' control*. Paper presented at the 45th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Reno, Nevada.
- Zhou, L., Jung, H., **Sapkota B.**, Max, B., McKee, R.G., Newton, J. & Keazer, L. M. (2023, October 1-4). *Figured worlds of women mathematics education scholars*. Paper presented at the 45th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Reno, Nevada.
- Sapkota, B. ***, Doherty, K., Wood, M. B., & Newton, J. (2023, October 1-4). *Elementary teachers' use of mathematics curricular materials: Focus on Teachers Pay Teachers and Pinterest*. Paper presented at the 45th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Reno, Nevada.
- Sapkota, B. *** & Newton, J. (2023, April 13-16). Elementary teachers' use of teacher-created mathematics curricular materials: Focus on teachers' pay teachers and pinterest. In **B. Sapkota***. (Chair). *Elementary teachers' mathematics curricular decision-making: Multiple resources, multiple truths*. 2023 American Educational Research Association (AERA) Annual Meeting. Chicago, IL.
- Sapkota, B. ***, Newton, J., & Phillion, J. (2023, April 13-16). Transformative research exploring cross-cultural educators' understanding of local and global social justice. In J. Simmons* (Chair). *Connecting communities: Transformative research exploring host and indigenous community perspectives in preservice teacher education abroad*. 2023 American Educational Research Association (AERA) Annual Meeting. Chicago, IL.
- Sapkota, B. ***, Fulwider, D., & Newton, J. (2023, February). *Elementary teachers' mathematics curricular reasoning: Connecting instructional decisions to curricular knowledge, vision, and trust*. Association of Mathematics Teacher Educators Annual Conference (AMTE).
- Sapkota, B. ***, Fulwider, D., & Newton, J. (2024, July). *Exploring Elementary Teachers' Post-COVID Mathematics Curricular Use: Focus on Curricular Reasoning*. The 15th International Congress on Mathematical Education.

- Max, B., Jung, H., & Newton, J., **Sapkota, B.**, Zhou, L. (2024, July). *Navigating Identities: A Collective Autoethnography of Women with Mathematics Education Doctorates*. The 15th International Congress on Mathematical Education.
- Sapkota, B.***, Newton, J., & Phillion, J. (2024, April). Exploring International Educators' Learning about Local and Global Social Justice in a Virtual Community of Practice: A Focus on Racial Identity. In J. Simmons* (Chair). *Exploring Race and Identity in International Education Experiences*. 2024 American Educational Research Association (AERA) Annual Meeting.
- Zhou, L. **Sapkota, B.***, Sapkota, M., Newton, J., & Phillion, J. (2024, April). *Inspiring Social Justice Advocates: Activities for Inclusive Education*. 2024 American Educational Research Association (AERA) Annual Meeting.
- Fulwider, D. & **Sapkota, B.***(2022). *To use or not to use? Considerations in a crowded curricular landscape*. [Conference Session]. Indiana
- Sapkota, B.*** & Huffman, A. R. (2022, November 17-20). *Preservice teachers' mathematical knowledge for teaching: Focus on lesson plan and reflections* [Conference Session]. 44rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 43). Nashville, TN.
- Wilkerson, C.L., Bondurant, L., Lai, Y., Howell, H., **Sapkota, B.**, & Kwon, M. (2022). *Conceptualizing ethics, authenticity, and efficacy of simulations in teacher education* [Working group]. 44rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 43). Nashville, TN.
- Sapkota, B.***, Fauber, D.R., Mbewe, R., Phillion, J., Newton, J. (2021, April 22-25). Reimagining global cross-cultural education to cultivate preservice teachers' intercultural sensitivity. In G. Wangari (Chair), *Post pandemic teaching preparation with a global focus: Re-imagining educational inequalities to embrace equity and justice 2020*. American Educational Research Association (AERA) Annual Meeting. San Diego, CA.
- Sapkota, B.*** & Max, B. (2021, October 14-17). *A systematic literature review on approximations of practice* [Conference Session]. 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 43). Philadelphia, PA.
- Sapkota, B.*** (2021, October 14-17). *Preservice teachers' mathematical knowledge for teaching: Focus on lesson planning and reflections* [Poster Session]. 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 43). Philadelphia, PA.
- Sapkota, B.*** & Brooke, M. (2021, February 11-13, 18-20). *A systematic literature review on approximations of practice* [Paper presentation]. Association of Mathematics Teacher Educators (AMTE), United States.
- Sapkota, B.*** (2020, March). *A systematic literature review on approximations of practice*. A paper presented at 2020 Indiana Mathematics Education Research Symposium (IMERS).
- Sapkota, B.*** (2019, November). *Investigating preservice teachers' conceptualizations of mathematical knowledge for teaching through video analysis activities*. Poster presented at the 41st Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA). St. Louis, Missouri.

- Sapkota, B.*** (2019, September). *Conceptualizing teachers' professional content knowledge by analyzing a video lesson*. Paper presented at the Indiana Council of Teachers of Mathematics (ICTM) 2019 Fall Conference. Indianapolis, IN.
- Sapkota, B.*** (2019, March). *Investigating preservice teachers' conceptualizations of mathematical knowledge for teaching through video analysis activities*. Paper presented at the 2019 Indiana Mathematics Education Research Symposium (IMERS). Indianapolis, IN.
- Sapkota, B.*** (2019, March). *Investigating preservice teachers' conceptualizations of mathematical knowledge for teaching through video analysis activities*. Roundtable presented at the 2019 Annual Graduate Student Education Research Symposium (AGSERS). West Lafayette, IN.
- Sapkota, B.*** (2018, March). *Preservice teachers' conceptualizations of mathematical tasks*. Paper presented at the 2018 Indiana Mathematics Education Research Symposium (IMERS). Indianapolis, IN.
- Sapkota, B.*** (2018, March). *Preservice teachers' conceptualizations of mathematical tasks*. Poster presented at the 2018 Annual Graduate Student Education Research Symposium (AGSERS). West Lafayette, IN.
- Sapkota, B.*** (2018, September). *Preservice teachers' conceptualizations of mathematical tasks*. Paper presented at the Indiana Council of Teachers of Mathematics (ICTM) 2018 Fall Conference. Indianapolis, IN.
- Sapkota, B., Samarapungavan, A., Bryan, L. A., Heo, D., Glidden, A., Will Pinto, H. E. & Hook, K.** (2020, Apr 17 - 21) *Investigating Kindergarten Students' Particle Model Development Through Classroom Modeling Activities* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/uhorall> (Conference Canceled)
- Sapkota, B.*** (2021, March 12). *Preservice teachers' use of mathematical knowledge for teaching during lesson planning* [Conference Session]. Indiana Mathematics Education Research Symposium (IMERS11). Indianapolis, IN.
- Sapkota, B., Phillion, J., & Newton, J.** (2023, April 4). *Exploring international educators' understandings of local and global social justice in a virtual community of practice*. [Research presentation] Purdue InterCultural Learning Community of Practice (PICLCoP) 2023 Spring. Purdue University, West Lafayette, IN, USA.
- Max, B., Jung, H., & Newton, J., **Sapkota, B., Zhou, L.** (July 2024). *Navigating identities: A collective autoethnography of women with mathematics education doctorates*. The 15th International Congress on Mathematical Education, Sydney, Australia.
- Baniahmadi, M., Giorgio-Doherty, K., Olson, A.M., Wood, M.B., **Sapkota, B*.,** Nowton, J., Corey, D., (2022). *Inconsistent coherence: Economic contexts, COVID-19, and the ways elementary teachers make connections in mathematical content* [Paper presentation]. 2020 American Educational Research Association (AERA) Annual Meeting. Orlando, FL.
- Ghousseini, H., Lee, C., Lai, Y., Howell, H., Shaughnessy, M., & Bondurant, L. (2021, April 6-12). In **B. Sapkota***. (Chair). *Opportunities and challenges associated with approximations of practice in teacher education programs*. 2020 American Educational Research Association (AERA) Annual Meeting. Orlando, FL.
- Glidden, A., **Sapkota, B.,** Hook, K., Bryan, L.A., Samarapungavan, A., & Hector, E. (2020, March 15-18). *Kindergarten Students' Emerging Particle Models of Matter* [Paper

- Session]. National Association of Research in Science Teaching (NARST) Annual International Conference. Portland, OR.
- Lee, C., Howell, H., Lai, Y., **Sapkota, B.***, & Bondurant, L. (2022). *Conceptualizing ethics, authenticity, and efficacy of simulations in teacher education* [Conference Session]. 44th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 43). Nashville, TN.
- Mbewe, R., Zhou, L., **Sapkota, B.***, Newton, J., & Phillion, J. (2021, April 20-21). *Virtual experiential intercultural learning (VEIL) course: An exploration of global social justice in education* [Poster presentation]. Innovation for International Development (I2D) Exposition, Purdue University, West Lafayette, IN, United States.
- Doherty, K., Baniahmadi, M., **Sapkota, B.***, Adjei, E. K., Brown, J. E., Newton, J. A., Wood, M. B., Olson, A. M., and Drake, C [Poster session]. *Exploring dissonance and harmony in elementary mathematics teachers' curricular use, autonomy, decision-making, and coherence*. 44rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 43). Nashville, TN.
- Samarapungavan, A., **Sapkota, B.***, Bryan, L. A., Staudt, C., Watson, A., Broadhead, J., Ellis, B., Will, H., and Hook, K. (2021, Apr 9 - 12). *Supporting kindergarten students' learning about matter through model-based, technology-mediated explorations of particle behavior* [Paper presentation]. 2020 American Educational Research Association (AERA) Annual Meeting. Orlando, FL.
- Zhou, L., Flores, E. S., **Sapkota, B.***, Mwebe, R., & Newton, J., (2021, October 14-17). *Image of mathematics in- and out-of-school: A case study of two original participants in girls excelling in math and science (GEMS)* [Conference Session]. 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 43). Philadelphia, PA.
- Zhou, L., **Sapkota, B.***, Mbewe, R., Newton, J., Phillion, J. (2021, April 9-12). Preparing teachers to be Global-Citizen-Scholars: Educating responsibly for equity and inclusion in classroom practice. In W. P. Gichiru (Chair), *International Studies Paper and Symposium Sessions* [Symposium]. American Education Research Association 2021 Virtual Annual Meeting.
- Luo, X., Sapkota, M., **Sapkota, B.**, Phillion, J., & Newton, J. (2022, March 24). *Educators' perceptions about the impact of social justice movements in global contexts*. Poster presented at the 2022 Annual Graduate Student Education Research Symposium (AGSERS). West Lafayette, IN
- Sapkota, M., Lou, X., **Sapkota, B.**, Phillion, J., & Newton., J. (2022, September 16). *Educators' perceptions about the impact of social justice movements in educational contexts*. Paper presented at Purdue College of Education Research Seminar. West Lafayette, IN.
- Sapkota, M., Luo, X., **Sapkota, B.**, Phillion, J., & Newton., J. (2023, March 30). *Cultivating an international community of practice through an online collaboration in global teacher education*. [Poster presentation] Annual Graduate Student Education Research Symposium (AGSERS). Purdue University, West Lafayette, IN, USA.

8. Symposium

- Sapkota B.**, Lee, C. W., Bondurant, L., & Howell, H. (2023). Approximations of practice and equity: Surveying the spaces [Symposium]. In T. Lamberg & D. Moss (Eds.), *45th Annual*

Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. University of Nevada. Nevada, Reno.

9. Submitted Conference Proposals

Sapkota, B*, Kang, B., Nusser, T.W., Krejci, B. (November 2026). *Representational Affordances in fraction multiplication reasoning: Preservice teachers' contextual and visual models.* PMENA 2026.

Zimmerman, S., & **Sapkota, B*** (November 2026). *From procedural to relational understanding: Shifts in preservice teachers' conceptualizations of fraction division.* PMENA 2026.

Zimmerman, S., & **Sapkota, B*** (November 2026). *From procedural to relational understanding: Shifts in preservice teachers' conceptualizations of fraction division.* PMENA 2026.

Fulwider, D., & **Sapkota, B***, Newton, J., & Bronwyn, R. K. (November 2026). *Exploring equity and the pedagogical considerations of elementary teachers' mathematics curricular use: Vision and trust.* PMENA 2026.

Jiang, N., Wood, M., **Sapkota, B***, & Henrickson, L. (November 2026). *Teaching mathematics as storytelling: Micro- and Macro-narratives in elementary curriculum.* PMENA 2026.

10. Invited Conference Presentations

Sapkota, B* (March 2026). *Secondary Preservice Mathematics Teachers' Curricular Reasoning through Prompt Engineering Techniques.* NCTM 2026 Spring Conference. New Orleans.

Bondurant, L., Lee, C., Sapkota, B., & Howell, H. (2025). [Invited Research Presentation]. *Promoting equity in approximations of practice for mathematics teachers.* NCTM Research Conference. Atlanta, GA.

* Presenter

11. Edited Books

Lee, C. W., Bondurant, L., **Sapkota, B.**, & Howell, H. (Eds.) (2025). *Promoting equity in approximations of practice for mathematics teachers.* IGI Global.

<https://doi.org/10.4018/979-8-3693-1164-6>

Max, B., Jung, H., & Newton, J., **Sapkota, B.**, Zhou, L. (Eds.). (To be published in 2026 December). *Navigating Identities: A Collective Autoethnography of Women with Mathematics Education Doctorates.* Publisher To be Decided.

Sapkota, B., Zhou, L., Newton, J., & Phillion, J. (Eds.) (To be published in 2026 December). *Global Social Justice in Education: A Collection of Activities.* Information Age Publishing.

12. Professional Blog

Bondurant, L., & **Sapkota, B.** (2025). *Self-Recording Teaching Using Video Conferencing Platforms: Enhancing Reflection and Practice.* Tech Talk. Association of Mathematics Teacher Educators. <https://amte.net/techtalk>

13. Other evidence of national or international scholarly activities

a. Invited Talk

Sapkota, B. (2023, September 5). *Teachers' mathematics curricular reasoning and noticing*. Department of Curriculum and Instruction, Purdue University.

Sapkota, B. (2023, June 15). *Developing Preservice Teachers' Mathematical Knowledge for Teaching through Reflective Practices*. The 2nd International Conference on Mathematics Education. Kathmandu, Nepal.

Barno, E., **Bondurant, L.**, Colonnese, M., Howell, H., Pai, G., & Sapkota, B. (2025). [Invited Panelist]. *Examining practice-based experiences in mathematics teacher education: Rehearsals, simulations, and scenarios*. Mathematics and Statistics Education Group (MSEG). Utah State University.

Barno, E., **Bondurant, L.**, Colonnese, M., Howell, H., Pai, G., & Sapkota, B. (2025). [Invited Panelist]. *Examining practice-based experiences in mathematics teacher education: Rehearsals, simulations, and scenarios*. Department of Mathematics and Statistics. California State University Long Beach, CA.

b. Multimedia Feature

Otten, S. (January, 2022). *Math Ed Podcast, 2201: Bima Sapkota*. Retrieved from <https://podcasts.apple.com/us/podcast/2201-bima-sapkota/id582075221?i=1000550344371>

c. Editorial Board Member

Mathematics Teacher Educator (MTE)- 2025 April-2027 April

d. Conference Strand Leader

Served as a Strand Leader for the Mathematical Knowledge for Teaching Strand at the Forty-Eighth Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education.

e. Journal and conference proposal reviewer

Mathematical Thinking and Learning, 2024-Present

The Electronic Journal for Research in Science & Mathematics Education, 2024-present

SN Social Sciences, 2019-2020

International Journal of Education in Mathematics, Science, and Technology, 2023-present

The Mathematics Educator, 2022- present

Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education, 2017-present

Association of Mathematics Teacher Educators Conference, 2018-present

ICME — International Congress on Mathematical Education, 2023-present

National Council of Teachers of Mathematics (NCTM), 2023-present

f. External Grants

Equity Math Redesign (Awarded). Math Circle Network. (\$1500)
Role-co-PI

Supporting Teacher Education Pathways (STEP-Math): A Community-Oriented Approach to Secondary Mathematics Teacher Preparation and Certification (Declined- Submitted in 2025 January). Proposal Submitted to NSF AISL (2, 000, 000).
Role- co-PI

Supporting Teacher Education Pathways (STEP-Math): A Community-Oriented Approach to Secondary Mathematics Teacher Preparation and Certification (Submitted in 2026 January). Proposal Submitted to NSF ISUE. (400, 000)
Role- University of Kentucky PI

Exploring Elementary Teachers' Post-COVID Mathematics Curricular Use: Focus on Curricular Reasoning (Declined, Submitted in August 2023). Spencer Foundation (\$60, 000).
Role- PI

Building Community-of-Practice (CoP) of preservice teachers for successful preparation (Declined, Submitted in January 2024). An NSF IUSE (\$200, 000).
Role- co-PI

Building Relationships Intentionally focused on Designing equity Grounded Elementary and Secondary Mathematics Approximations That are reHumanizing" (BRIDGES MATH) (Declined, Submitted in April 2024). A Conference Proposal Submitted to NSF DR-12 (\$200, 000).
Role- PI

From Analysis to Action: Using Knowledge Profiles to Inform Instructional Design for Teaching Fraction Multiplication (Declined, Submitted in April 2024). Spencer Foundation (\$60, 000).
Role- co-PI

Examining the Relationships Between Student Engagement with Instructional Videos and Mathematics Achievement: Insights from Math Nation (Declined, Submitted in April 2025). The University of Florida Lastinger Center (\$50, 000).
Role- PI

Fostering Connections: Integrating K–12 Agricultural and Mathematics Education for Community Development (Declined, Submitted in November 2024). University of Kentucky UNITE Grant (\$10, 000).

Role- PI

g. Internal Grants (Submitted, Awarded, and Declined)

Elementary and Secondary Preservice Teachers' Perceptions and Strategies for Using Artificial Intelligence to Generate Curricular Resources (Submitted in January 2026). Department of Teaching and Learning University of Kentucky (\$5, 000).

Role- PI

Fostering Connections: Integrating K–12 Agricultural and Mathematics Education for Community Development (Declined, Submitted in November 2024). University of Kentucky UNITE Grant (\$10, 000).

Role- PI

Math Circle Equity Redesign Grant (Summer 2024), The University of Texas Rio Grande Valley (\$1500) (as a co-PI)

Middle School Preservice Teachers' Mathematical Knowledge for Teaching Fraction Multiplication: Focus on Problem-Solving, Contextual Task (Summer 2024), The University of Texas Rio Grande Valley SEED Grant (\$5000).

Global Social Justice in Education (Spring 2021). Project Funded by Centre for Intercultural Learning: Mentorship, Assessment, and Research (\$ 2000).

Fostering Pre-service Teachers' Conceptions of Social Justice Through Global Cross-Cultural Collaborations (Fall 2021). Project Funded by Ross-Lynn Research Scholar Fund Grant (\$31,684).

Fostering Students' Critical Thinking through Breakout Activities (Fall 2019). Project Funded by Purdue University Community Service/Service-Learning Grant Program (\$1500).

h. Skills

SPSS, A Quantitative Data Analysis Software
Nvivo, A Qualitative Data Analysis Software
Dedoose, A Qualitative Data Analysis Software
MaxQDA, A Mix Methods Data Analysis Software

B. TEACHING/LEARNING

1. ***Courses developed***

EDCI 490/590 *Global Social Justice in Education*

2. ***Courses taught***

a. Mathematics Education

EDU 300 *Quantitative Reasoning*

SEM 345 *Methods of Teaching Middle School Mathematics*

SEM 575 *SEE Blue Mathematics Clinic*

MATH 201 *Mathematics for Elementary Teachers II*

MATH 391 *Teaching and Learning in the Elementary School*

MATH 694 *Research Methods in Mathematics Education*

MATH 696 *Action Research in Mathematics Education*

EDCI 425 *Teaching Mathematics in the Secondary School I*

EDCI 364 *Mathematics in the Elementary School*

MATE 3317 *Perspectives in Mathematics and Science*

MATE 3301 *Funds of Middle School Mathematics*

MATE 3322. *Teaching Secondary Mathematics in Technological Environment*

b. Other courses

EDCI 490/590 *Global Social Justice in Education*

EDCI 205 *Exploring Teaching as a Career*

c. K-12 teaching

Secondary Mathematics Teacher, Gyanodaya High School, Nepal

Algebra, Geometry, and Arithmetic in Fifth, Eighth, Ninth, Tenth, Eleven, and Twelfth Grades June 2015 – August 2017

Secondary Mathematics Teacher, Aananda Bhairav High School, Nepal

Algebra, Geometry, and Arithmetic in Sixth, Eighth, and Ninth grades
August 2014 – June 2015

Elementary Teacher, Siddhartha English Boarding School, Nepal

Kindergarten, First Grade, and Second Grade Mathematics

C. SERVICE

1. *STEM Education, University of Kentucky*

Co-Chair-Secondary Mathematics Education Undergraduate and Graduate (MAT) Programs

2. *Memberships in Academic, Professional and Scholarly Societies*

American Mathematical Society (AMS), 2024-present.

National Council of Teachers of Mathematics (NCTM), 2018-present.

American Educational Research Association (AERA), 2018-present.
Special Interest Group – Research in Mathematics Education

Psychology of Mathematics Education North American Chapter (PME-NA), 2019-present.

Association of Mathematics Teacher Educators (AMTE), 2018-present.

Indiana Council of Teachers of Mathematics (ICTM), 2019-2023

Hoosier Association of Mathematics Teacher Educators (HAMTE), 2019-2023

Association of Mathematics Teacher Educators in Texas (AMTE-TX), 2023-present.

TODOS- Mathematics for ALL Excellence and Equity in Mathematics, 2022-present.

Research Council on Mathematics Learning, 2024-present

3. *School of Mathematical and Statistical Sciences, UTRGV*

Member, Recruitment and Outreach Committee, 2024-present

Member, One Year Appointment and Adjunct Mentoring Committee, 2024-present

Member, Mathematics Education Committee, 2023-2025

Member, Social Committee, 2023-2025

Member, Latina Thrive Change Committee, 2024-2025

Member, UTRGV Math Circle Committee, 2023-2025

4. College of Sciences, UTRGV

Member, Women in Science, 2023-2025

Judge, College Level Science Conference, 2023-2025

5. Master's Advisor

Courtney C. Podl (2026-2027). Department of STEM Education, University of Kentucky.

Susmita Pathak (2024-2026). School of Mathematical and Statistical Sciences, University of Texas, Rio Grande Valley.

6. Thesis and Dissertation Committees

Committee Member

Rana Alhaj-Bedar (2026- ongoing). Dissertation committee member, Department of STEM Education, University of Kentucky.

Aswin Venkatesan Rangasamy (2026- ongoing). Dissertation committee member, Department of mathematics, University of Kentucky.

Olivares, S. (2023). *Challenges caused by ambiguous algebraic vocabulary*, school of mathematical and statistical sciences, The University of Texas, Rio Grande Valley.

Mathematics Project Advisor

Reyna, C. (2024). *Teachers' and Students' Perspectives about English language learners' performance in mathematics*, The University of Texas, Rio Grande Valley.

Compean, W. (2024). *Inquiry-based mathematics teaching*, University of Texas, Rio Grande Valley.

Negrete, J. (2024). *Secondary teachers' understanding of Hispanic students' mathematics learning*. University of Texas, Rio Grande Valley.

References

Dr. Jill Newton, Professor
Curriculum and Instruction
Purdue University, West Lafayette, IN
100 N University St
Phone: 269-214-0103
Email: jnewton@purdue.edu

Dr. Marcy B Wood, Professor
Professor of Mathematics Education
Department Head
Co-Director of Pathways to Teaching
Department of Teaching, Learning, and Sociocultural Studies
College of Education
University of Arizona
Phone: 520-626-8700
Email: mbwood@arizona.edu

Dr. Liza Bondurant, Associate Professor
Teacher Education and Leadership
351 Allen Hall
Mississippi State University
Phone: 662-325-5884
Email: LBondurant@colled.msstate.edu

Dr. JoAnn Phillion, Professor
Curriculum Studies
Department of Curriculum and Instruction, BRNG 4144
100 N. University Street
Purdue University, West Lafayette, IN 47907-2098
Voice: 765-494-2352
Email: phillion@purdue.edu