



Research on Learning Assistants in STEM Education

Friday, January 24 at 1pm ET

In this interactive webinar, our panelists will present on their research on learning assistants (LAs) in undergraduate STEM education. LAs provide essential support for active learning in undergraduate STEM classrooms. Additionally, LAs themselves grow and learn through their LA experience. Bring your questions and join the discussion on research on LAs in STEM.

PANELISTS



Rachel Funk (she/her) is a research scientist for the Center for Science, Mathematics, and Computer Education at the University of Nebraska-Lincoln. Her research interests include a focus on student-instructor partnerships in mathematics as a mechanism to support equity. Her dissertation focused on the role of undergraduate learning assistants in mathematics classrooms, and the nature of student-instructor partnerships. She is currently a researcher on the ACT UP Math grant (DUE-2201486); as part of ACT UP Math, she is studying how undergraduate students involved in equity-focused networked improvement communities are supporting efforts to critically transform introductory mathematics courses and programs.



Valerie Otero is a professor of STEM education, specializing in physics education research. She is co-founder and faculty director of the Learning Assistant (LA) program at CU Boulder and the International LA Alliance. She has co-authored several physics curricula and is co-founder of PEER Physics. She has advised the National Academy of Sciences, the American Physical Society, and NASA on issues involving science education. She has published broadly in the areas of physics education research and the history of physics education reform. Otero's programs use science to help learners advocate for themselves and others through evidence. Otero is a Chicana, first generation college student, committed to building and sustaining equitable and relevant science learning environments.



Paula Jakobovic is an Assistant Professor of Elementary Education at the University of Nebraska at Omaha (UNO). She serves as Co-PI on several STEM education projects on campus and in the community that are focused on student, teacher, and faculty development. In 2022, she was awarded her department's Excellence in Research and Creative Activity Award. Her current scholarship focuses on preservice teacher development, mathematics teacher identity, communities of practice in STEM, and learning assistantships in undergraduate mathematics education.



Kelly Bubp (she/her) is an Associate Professor of Mathematics, Mathematics Learning Assistant Coordinator, and Co-Director of the Center for Teaching Excellence at Frostburg State University. Her teaching, service, and scholarship revolve around creating structures, materials, and environments for students to meaningfully and equitably learn mathematics through active and inquiry pedagogies. She supports the dissemination of teaching and learning strategies based on student inquiry in mathematics through her leadership positions in the COMMIT Network and TPSE Math.

Zoom link: <https://usmd-edu.zoom.us/j/92893172818>

Presented by the Teaching Strategies and Pathways Math Advisory Group