

# David Plaxco

## Curriculum Vitae

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### Education

- Ph.D., Mathematics (Research Focus: Undergraduate Math Education), 2015, Virginia Tech
- Dissertation: Relating Understanding of Inverse and Identity to Engagement in Proof in Abstract Algebra
  - Advisor: Dr. Megan Wawro
  - Comprehensive Exams: Abstract Algebra and Complex Analysis
- M.S., Mathematics (Research Focus: Undergraduate Math Education), 2011, Virginia Tech
- Thesis: Relationship Between Students' Proof Schemes and Definitions
  - Advisor: Dr. Anderson Norton
- B.S., Mathematics Education, 2007, Auburn University

### Positions Held

- Assistant Professor, Clayton State University, August 2017 – present
- Postdoctoral Researcher, University of Oklahoma, August 2015 – May 2017
- Graduate Student, Virginia Tech, August 2009 – August 2015
- Mathematics Teacher, Muscle Shoals Middle School, August 2007 – May 2009

### Awards and Honors

- *Best Paper Award* (coauthored with Dr. Megan Wawro) – 16<sup>th</sup> Annual Conference of the Mathematical Association of America's Special Interest Group for Research in Undergraduate Mathematics Education (SIGMAA-RUME)

### Research Funding (Successful)

**Co-Principal Investigator:** National Science Foundation – Improving Undergraduate STEM Education (IUSE), *Collaborative Research: Extending Inquiry-Oriented Linear Algebra Into New Topics*; M. Zandieh (PI), Megan Wawro (co-PI), Christine Andrews-Larson (co-PI), and **David Plaxco** (co-PI), \$599,071, 2019 – 2022. This research collaboration is a continued effort to expand the IOLA curriculum to include additional mathematical topics and extend the project's reach to more undergraduate instructors.

**Co-Principal Investigator:** National Science Foundation – Improving Undergraduate STEM Education (IUSE), *Simulation-Based Inquiry-Oriented Linear Algebra*; M. Zandieh (PI), **David Plaxco** (co-PI), and Ashish Amresh (co-PI), \$299,999, 2017 – 2020. Responsibilities: Iteratively design, develop and test a game-based applet to support players' understanding of linear algebra content, including linear independence, span, and basis. Disseminate game to a wider audience and extend the education research community's understanding of the issues involved in combining curricular design with videogame design.

**Co-Principal Investigator:** Virginia Tech Center for Innovation in Learning, *Innovation in Undergraduate Mathematics Education: Supporting Student-Centered Instruction*; M. Wawro (PI) and **David Plaxco** (co-PI), \$10,000, 2013 – 2014. Responsibilities: Participated in New Media Seminar that helped inform approaches to web design, reflecting an alternative focus from product-oriented websites to more user-oriented portals

### **Research Funding (Currently Submitted)**

**Co-Principal Investigator:** National Science Foundation – Advancing Informal STEM Learning (AISL). *Mathematical Play and Embodied Cognition: Across Ages, Context, and Content*; Caro Williams-Pierce (PI); Senior personnel: Amber Simpson, Amy B. Ellis, Candace Walkington, **David Plaxco**, Dor Abrahamson, Erin Ottmar, Hortensia Soto, Martha W. Alibali, Mitchell J. Nathan, Nathalie Sinclair, Paul Reimer; \$189,640, 2020-2021. This AISL Conference proposal supports the convergence and collaboration of two communities, mathematical play and embodied mathematical imagination and cognition (EMIC), through a 3-day workshop conducted at the University of Maryland, College Park.

### **Research Funding (Unsuccessful)**

**Co-Principal Investigator:** National Science Foundation – Improving Undergraduate STEM Education (IUSE), *Collaborative Research: Extending Inquiry-Oriented Linear Algebra Into New Topics And Settings*; M. Zandieh (PI), Megan Wawro (co-PI), Christine Andrews-Larson (co-PI), and **David Plaxco** (co-PI), \$ 1,993,845, submitted Fall, 2017. This research collaboration sought funding to expand the existing IOLA curriculum to include additional mathematical topics, extend the project's reach to more undergraduate instructors, and address a greater variety of linear algebra classroom structures, including online and large-lecture courses.

### **Refereed Publications**

- Stewart, S., Troup, J., and **Plaxco, D.** (2019). Reflection on teaching linear algebra: Examining one instructor's resources, orientations and goals (ROGs) while moving between the three worlds of mathematical thinking. *ZDM Mathematics Education*, 1253-1266.
- **Plaxco, D.**, Zandieh, M., & Wawro, M. (2018). Stretch Directions and Stretch Factors: A Sequence Intended to Support Guided Reinvention of Eigenvector and Eigenvalue. In *Challenges and Strategies in Teaching Linear Algebra*, 175-192. Springer, Cham.
- El Turkey, H., Tang, G., Savic, M., Karakok, G., Cilli-Turner, E., & **Plaxco, D.** (2018). The Creativity-in-Progress Rubric on Proving: Two Teaching Implementations and Students' Reported Usage. *Primus*, 28(1), 57-79.
- Tang, G., El Turkey, H., Cilli-Turner, E., Savic, M., Karakok, G., & **Plaxco, D.** (2017). Inquiry as an entry point to equity in the classroom. *International Journal of Mathematical Education in Science and Technology*, 48 (sup1), S4-S15.
- **Plaxco, D.**, & Wawro, M. (2015). Analyzing student understanding in linear algebra through mathematical activity. *The Journal of Mathematical Behavior*, 38, 87-100.

## Refereed Conference Proceedings

- Mauntel, M., Levine, B., **Plaxco, D.**, & Zandieh, M. (2020). Get that basket! Deciphering student strategies in the linear algebra game *Vector Unknown*. *Proceedings of the 23rd Annual Conference on Research in Undergraduate Mathematics Education*. Boston, MA.
- Mauntel, M., Sipes, J., Zandieh, M., **Plaxco, D.**, & Levine, B. (2019, January). “Let’s see” – Students play *Vector Unknown*, an inquiry-oriented linear algebra digital game. *Proceedings of the 22nd Annual Conference on Research in Undergraduate Mathematics Education* (pp. 959-965). Oklahoma City, OK.
- Zandieh, M., Williams-Pierce, C., **Plaxco, D.**, & Amresh, A. (2018). Using Three Fields of Education Research to Frame the Development of Digital Games. *42nd Annual Conference of the International Group for the Psychology of Mathematics Education* (vol. 4, pp. 459-466). Umeå, Sweden.
- Zandieh, M., **Plaxco, D.**, Williams-Pierce, C., & Amresh, A. (2018). Drawing on Three Fields of Education Research to Frame the Development of Digital Games for Inquiry-Oriented Linear Algebra. *Proceedings of the Twentieth Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1270-1279). San Diego, CA.
- Stewart, S., Troup, J., & **Plaxco, D.** (2018) Teaching Linear Algebra: Modeling One Instructor’s Decisions to Move between the Worlds of Mathematical Thinking. *To be included in the Proceedings of the Twentieth Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1014-1022). San Diego, CA.
- Wawro, M., Zandieh, M., & **Plaxco, D.** (2017). An Inquiry-Oriented Approach to a Guided Reinvention of Eigentheory. *Eleventh Southern Hemisphere Conference on the Teaching and Learning of Undergraduate Mathematics*. Gramado, Brazil.
- Savic, M., **Plaxco, D.**, & Wenger, M., Cilli-Turner, E., Tang, G., El Turkey, H., & Karakok, G. (2017). CxN: Investigating the creative proving process using neuroscience methods. *Proceedings of the Twentieth Annual Conference on Research in Undergraduate Mathematics Education* (pp. 879-885). San Diego, CA.
- Savic, M., El Turkey, H., Tang, G., Karakok, G., Cilli-Turner, E., **Plaxco, D.**, & Omar, M. (2017). Pedagogical practices for fostering mathematical creativity in proof-based courses: Three case studies. *Proceedings of the Twentieth Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1418-1424). San Diego, CA.
- Tang, G., El Turkey, H., Cilli-Turner, E., Savic, M., **Plaxco, D.**, & Karakok, G. (2017). Inquiry as an access point to equity in the classroom. *Proceedings of the Twentieth Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1098-1106). San Diego, CA.
- **Plaxco, D.** (2016). Re-claiming: One way in which conceptual understanding informs proving activity. *Proceedings of the Nineteenth Annual Conference on Research in Undergraduate Mathematics Education*, (pp. 383-396). Pittsburgh, PA.
- **Plaxco, D.** (2015). John’s lemma: How one student’s proof activity informed his understanding of inverse. *Proceedings of the Eighteenth Annual Conference on Research in Undergraduate Mathematics Education*, (pp. 889-895). Pittsburgh, PA.

- Zandieh, M., **Plaxco, D.**, Wawro, M., Rasmussen, C., Milbourne, H., & Czeranko, K. (2015). Extending multiple choice format to document student thinking. *To be included in the Proceedings of the Eighteenth Annual Conference on Research in Undergraduate Mathematics Education*, (pp. 1079-1085). Pittsburgh, PA.
- **Plaxco, D.**, Wawro, M., & Zeitsman, L. (2014). Student understanding of linear independence of functions. *To be included in the Proceedings of the Seventeenth Annual Conference on Research in Undergraduate Mathematics Education* (pp. 992-998). Denver, CO.
- Larson, C., Wawro, M., Zandieh, M., Rasmussen, C., **Plaxco, D.**, & Katherine Czeranko. (2014). Implementing inquiry-oriented instructional materials in undergraduate mathematics. *To be included in the Proceedings of the Seventeenth Annual Conference on Research in Undergraduate Mathematics Education* (pp. 797-802). Denver, CO.
- Wawro, M. & **Plaxco, D.** (2013). Utilizing Types of Mathematical Activities to Facilitate Characterizing Student Understanding of Span And Linear Independence. In S. Brown, G. Karakok, K. H. Roh, and M. Oehrtman (Eds.), *Proceedings of the Sixteenth Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1-15). Denver, CO.
- **Plaxco, D.** (2012). Relationships between mathematical proof and definition. In L. R. Van Zoest, J. J. Lo, & J. L. Kratky (Eds.), *Proceedings of the 33<sup>rd</sup> annual meeting of the North American Chapter of the International Group for Psychology in Mathematics Education* (pp. 167-173). Kalamazoo, MI.
- **Plaxco, D.** (2011). The temporal conception: student difficulties defining probabilistic independence. In L. R. Wiest & T. Lamberg, (Eds.) *Proceedings of the 32<sup>nd</sup> annual meeting of the North American Chapter of the International Group for Psychology in Mathematics Education* (pp. 276-283). Reno, NV.

## Articles In-Progress

- **Plaxco, D.** & Milewski, A. (*anticipated submission: Dec. 2019*). Commutators and the Rubik's cube: A cubing primer for algebraists and an algebra primer for cubers. Targeted journal: College Mathematics Journal.
- Mauntel, M., Levine, B., **Plaxco, D.**, & Zandieh, M. (*anticipated submission: Jan. 2020*). Get that basket! Deciphering student strategies in the linear algebra game *Vector Unknown*. Targeted journal: Digital Experiences in Mathematics Education.
- Zandieh, M., **Plaxco, D.**, Williams-Pierce, C., & Amresh, A. (*anticipated submission: Feb 2020*). Using three fields of education research to frame the development of digital games. Targeted journal: For the Learning of Mathematics.
- **Plaxco, D.** (*anticipated submission: March 2020*). Re-claiming: One way in which conceptual understanding informs proving activity. Targeted journal: Educational Studies in Mathematics.
- **Plaxco, D.** & Wawro, M. (*anticipated submission: March 2020*). "Yeah, but what if you didn't have your table?" - A case study of teacher moves and their role in classroom argumentation. Chapter to be submitted for inclusion in a collection edited by Kosko, K., Staples, M., Conner, A., & Bieda, K.

## Invited Research Presentations

- **Plaxco, D.** (2019, February) The Cubes Underscore Art project: Anatomy of a Rubik's Cube Algorithm. *Presentation for the Interdisciplinary Research Series at Arkansas Tech University.*
- **Plaxco, D.** (2015, November). Relating Proof and Conceptual Understanding of Identity and Inverse. *Presentation for the Oklahoma State University Mathematics Education Research Seminar.*
- **Plaxco, D.** (2015, September). Relating Understanding of Inverse and Identity to Engagement in Proof in Abstract Algebra. *Presentation at the Oklahoma Research in Undergraduate Mathematics Education Conference.*
- Wawro, M., & **Plaxco, D.**, (2014, January). *Utilizing types of mathematical activities to facilitate characterizing student understanding of span and linear independence.* Presented at Joint Mathematics Meetings of the Mathematical Association of America and American Mathematical Society, Baltimore, MD.
- **Plaxco, D.** (2013, September). *Exploring Students' Understanding of Linear Independence of Functions with the Process/Object Pairs Framework.* For the Virginia Tech Student Chapter of the Society of Industrial and Applied Mathematics. Blacksburg, VA.

## Research Presentations

- Williams-Pierce, C., **Plaxco, D.**, Reimer, P.N., Simpson, A., Orrill, C.H., Burke, J.P., Sinclair, N., Guyevskey, V., Ellis, A.B., & Dogan, M.F. (2019, November). Mathematical play: Across ages, context, and content. Proceedings of the 41st annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. St. Louis, MO.
- **Plaxco, D.** (2019, August) Cubes Underscore Art: Alternative Solutions on the  $n \times n \times n$  Rubik's Cube. Moves Conference, New York, NY.
- **Plaxco, D.** and Zandieh, M. (2019, January) Simulation-Based Inquiry-Oriented Linear Algebra. Presented at Joint Mathematics Meetings of the Mathematical Association of America and American Mathematical Society, Baltimore, MD.
- **Plaxco, D.** (2019, January) The Cubes Underscore Art project: Producing patterns on  $n \times n \times n$  versions of twisty puzzles like the Rubik's cube. Presented at Joint Mathematics Meetings of the Mathematical Association of America and American Mathematical Society, Baltimore, MD.
- Williams-Pierce, C., **Plaxco, D.**, Reimer, P.N., Ellis, A.B., & Dogan, M.F. (2018, November). Mathematical play: Across age, context, and content. In T. E. Hodges, G. J. Roy, & A. M. Tyminski, (Eds.), Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (pp. 1507-1514). Greenville, SC.
- **Plaxco, D.** (2018, March) A Primer on Research in Undergraduate Mathematics Education with Examples from the 2018 RUME Conference. *Clayton State University Brown Bag Lunch Lecture Series.*

- **Plaxco, D.** (2016, February). Re-claiming during proof production. *Presented at the Nineteenth Annual Conference on Research in Undergraduate Mathematics Education.*
- **Plaxco, D.** and Savic, M. (2016, February) Communicative Artifacts of Proof: Transitions from Ascertaining to Persuading. *Poster to be presented at the Nineteenth Annual Conference on Research in Undergraduate Mathematics Education.*
- **Plaxco, D.** (2015, January). John's lemma: How one student's proof activity informed his understanding of inverse. Presented at Joint Mathematics Meetings of the Mathematical Association of America and American Mathematical Society, San Antonio, TX.
- **Plaxco, D.** (2015, January). Reverse Cayley graphs: Imposing group structure on the platonic solids. Presented at Joint Mathematics Meetings of the Mathematical Association of America and American Mathematical Society, San Antonio, TX.
- Wawro, M., Zandieh, M., & **Plaxco, D.** (2015, January). An instructional sequence for change of basis and Eigentheory. Presented at Joint Mathematics Meetings of the Mathematical Association of America and American Mathematical Society, San Antonio, TX.
- Zandieh, M., Wawro, M., & **Plaxco, D.** (2015, January). Inquiry-Oriented Linear Algebra (IOLA): An RME-based instructional sequence for change of basis and Eigentheory. Presented at Joint Mathematics Meetings of the Mathematical Association of America and American Mathematical Society, San Antonio, TX.
- Wawro, M., Zandieh, M., Rasmussen, C., Larson, C., **Plaxco, D.**, & Katherine Czeranko. (2014, February). Developing Inquiry Oriented Instructional Materials For Linear Algebra (DIOIMLA): Overview Of The Research Project. Poster presented at the Seventeenth Conference on Research in Undergraduate Mathematics Education (SIGMAA-RUME), Denver, CO.
- Wawro, M., Zandieh, M., Rasmussen, C., Larson, C., **Plaxco, D.**, & Katherine Czeranko. (2014, January). Developing Inquiry Oriented Instructional Materials For Linear Algebra (DIOIMLA): Overview Of The Research Project. Poster presented at Joint Mathematics Meetings of the Mathematical Association of America and American Mathematical Society, Baltimore, MD.
- **Plaxco, D.**, Wawro, M. (2013, November). Characterizing Student Conceptions of Span and Linear Independence Through Mathematical Activity: The Case of Joe. Poster presented at the 34<sup>th</sup> annual meeting North American Chapter of the International Group for Psychology in Mathematics Education. Chicago, IL.
- **Plaxco, D.** (2012, June). Design research: paper folding to elicit mathematical necessity. Poster presented at the Second Conference on Transforming Research in Undergraduate STEM Education (TRUSE), St. Paul, MN.
- Norton, A., Arvold, B., & **Plaxco, D.** (2012, May). Virginia Teach to Virginia Teacher. Poster presented at Seventh Annual National Science Foundation Robert Noyce Teacher Scholarship Program Conference, Washington, DC.

- **Plaxco, D.** (2012, March). Special Case Paper Folding: How Do I Construct a Similar Rectangle? Presented at the Virginia Council of Teachers of Mathematics Annual Conference, Roanoke, VA.

## Research Experience

**Collaborator:** Mathematical Play Group. Collaborators: C. Williams-Pierce, P. Reimer, A. Ellis, F. M. Dogan, A. Simpson, C. Orrill, J. Burke, N. Sinclair, and V. Guyevskey. *Unfunded at time of collaboration, Spring 2018 – Present.*

**Collaborator:** Cubes Underscore Art and other Intersections with the Rubik's Cube. Collaborators: A. Milewski, and S. Weaver. *Unfunded at time of collaboration, Spring 2019 – Present.*

**Collaborator:** Instructional Decisions of the Working Mathematician. Collaborators: S. Stewart and J. Troup. *Unfunded at time of collaboration, Fall 2015 – Present.*

**Collaborator:** Creativity Research Group. Collaborators: G. Karakök, E. Cilli-Turner, H. El Turkey, M. Omar, M. Savic, G. Tang, and E. Hancock. *Unfunded at time of collaboration, Fall 2015 – Spring 2017.*

**Research Assistant:** National Science Foundation Transforming Undergraduate Education in STEM, *Collaborative Research: Developing Inquiry-Oriented Instructional Materials for Linear Algebra* (DUE-1245673, 1245796, and 1246083), M. Wawro (PI), M. Zandieh and C. Rasmussen (co-PIs), \$179,949, *Summer, Fall 2013; Summer 2014.* Responsibilities: Worked with team members to: develop Inquiry-Oriented Linear Algebra (IOLA) curriculum materials, develop and implement Linear Algebra assessment tool, collect classroom and instructor interview data, and develop IOLA web portal ([iola.math.vt.edu](http://iola.math.vt.edu))

**Research Assistant:** Megan Wawro, Virginia Tech (Fall 2012; Spring 2013)  
Responsibilities: Collected, organized, and analyzed data with undergraduate Linear Algebra students

**Research Assistant:** National Science Foundation Robert Noyce Teacher Scholarship Program, *Virginia Tech: Serving Mathematics Students in Need* (DUE-0832992) A. Norton (PI), J. Wilkins, B. Kreye, C. Ulrich, and M. Wawro (co-PIs), \$890,307, *Spring, Fall 2010; Spring, Fall 2011; Spring 2012.* Responsibilities: Mentored undergraduate and master's scholars, organized and administrated Virginia Tech mathematics education website, and organized research and student meetings

## Teaching Experience

**Assistant Professor:** Clayton State University, Fall 2017 – Present

- MATH 0998: Support for Mathematical Modeling, Fall 2018
- MATH 0999: Support for College Algebra, Summer 2018
- MATH 1101: Mathematical Modeling, Fall 2018
- MATH 1111: College Algebra, Summer 2018
- MATH 1112: Trigonometry & Analytic Geometry, Fall 2017 (2 sections)

- MATH 1501: Calculus I, Fall 2019
- MATH 2010: Number Concepts and Relations for Middle Grades Education, Spring 2018, Spring 2019
- MATH 2140: Introductory Linear Algebra, Spring 2018, Fall 2018, Spring 2019 (2 sections), Fall 2019
- MATH 3010: Concepts of Algebra for Middle Grades Education, Fall 2017, Fall 2018, Fall 2019
- MATH 4010: Problem Solving for Middle Grades Education, Fall 2017, Fall 2019
- EDUC 4712: Middle Grades Internship, Spring 2018 (3 PSTs), Spring 2019 (2 PSTs)
- MAED 6400: Directed Research in Mathematics Education, Fall 2018

**Postdoctoral Faculty Member:** University of Oklahoma, Fall 2015 – Spring 2017

- MATH 3333: Linear Algebra, Fall 2015 (2 sections), Spring 2016, Fall 2016 (2 sections), Spring 2017

**Graduate Teaching Assistant:** Virginia Tech Mathematics Department, Fall 2009 – Spring 2015

- MATH 1206: Integral Calculus for Science and Mathematics Majors, Fall 2014
- MATH 1224: Vector Geometry, Summer 2011; Recitation Instructor, Fall 2009, Spring 2010
- MATH 2015: Calculus II with Trigonometry, Spring 2014
- MATH 2644: Math Tutoring for Preservice Teachers, Fall 2010, Fall 2011, Fall 2014
- MATH 3624: Early Teaching Experience for Preservice Teachers, Spring 2011, Spring 2012, Spring 2015

**Middle Grades Teacher:** Muscle Shoals Middle School, Fall 2007 – Spring 2009

- Advanced Mathematics for Eighth Grade
- Pre-Algebra for Eighth Grade
- Eighth Grade Math Team Coach and Supervisor

## **Mentoring Experience**

- Rayvon Melendez, Fall 2018 – Spring 2019. Independent Study in Mathematics Education Research, *Investigating Race-Based Factors in Calculus Students' Persistence at Clayton State University*
- Rachel Reid, Fall 2018 – present. M.A. in Liberal Studies Research project, *Using Base Prime as a Non-Standard Number System with Pre-Service Teachers*
- Grace Buckman, (Fall 2016 – Spring 2017) Independent Study in Statistics Research, *A Study of the Historical Development of Modern Model Selection*

## **Service Activities**

***Service to Department and University***

- Clayton State University Give for Dreams Organizing Committee, Fall 2019 - present
- Clayton State University College of Information and Mathematical Sciences Student Awards Committee – Chair, Fall 2019 – Spring 2020



- Clayton State University Undergraduate Curriculum Committee - Mathematics Department Representative, Fall 2018 – Fall 2019
- Clayton State University College of Information and Mathematical Sciences Student Awards Committee – Chair Elect, Fall 2018 – Spring 2019
- Clayton State University Gateways to Completion Project – Member, Summer 2018 – present
- Clayton State Give for Dreams – Fundraiser faculty presenter, Spring 2018
- Clayton State University Professional Education Program Committee, Fall 2017 - present
- Virginia Tech Mathematics Department/School of Education Joint Mathematics Education Seminar – Organizer, Spring 2013
- Virginia Tech Graduate-Undergraduate Mentoring Program (GUMP) – Mentor, Spring 2013

### ***Service to the Field***

- National Science Foundation, DHR – Grant Proposal Reviewer, Fall 2019
- Journal for Humanistic Mathematics – Reviewer, Fall 2019 – present
- ZDM Mathematics Education, Issue on Linear Algebra – Reviewer, Spring 2018 – Fall 2019
- Journal of Research in Mathematics Education – Reviewer, 2015 – present
- Research in Undergraduate Mathematics Education Conference (SIGMAA-RUME) – Reviewer, 2012 – present
- North American Chapter of the International Group for Psychology in Mathematics Education (PME-NA) – Reviewer, 2011 – present

### ***Service to the Public***

- Mathapalooza and Mathapalooza-After-Dark: A mathematics-focused public exhibition in the Atlanta Science Festival – Event Co-Organizer, Spring 2020
- Mathapalooza: A mathematics-focused free public exhibition in the Atlanta Science Festival – Co-Presenter of Rubik’s cube exploration activities and mosaic creation table, Spring 2019
- Clayton County Schools GACE Preparation Professional Training – Consultant, Spring 2019

### **Invited Meeting Attendance**

- Pedagogical Initiatives in Linear Algebra. October, 2018. Norman, OK.
- Gathering for Gardner (G4G13). April, 2018. Atlanta, GA.

### **Professional Memberships**

- Special Interest Group of the Mathematical Association of America – Research in Undergraduate Mathematics Education (SIGMAA on RUME) (2013 – present)
- North American Chapter of the International Group for the Psychology of Mathematics Education (PME- NA) (2011 – present)
- Virginia Council of Teachers of Mathematics (2010 – present)
- American Mathematical Society (2009 – present)
- National Council of Teachers of Mathematics (2005 – present)