JOSHUA M. ROSENBERG
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Faculty Fellow, Center for Enhancing Education in Mathematics and Sciences
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A. Professional Preparation

University of North Carolina, Asheville	Asheville, NC	Biology	B.S., 2010
University of North Carolina, Asheville	Asheville, NC	Teacher Licensure Program	2010
Michigan State University	East Lansing, MI	Education	M.A., 2012
Michigan State University	East Lansing, MI	Educational Psychology & Educational Technology	Ph.D., 2018

B. Appointments

2018-present Assistant Professor, STEM Education, Department of Theory and Practice in Teacher Education, University of Tennessee, Knoxville

C. Products

Related Products

1. Jones R. S., & Rosenberg, J. M. (2020). Studying whole class discussions at scale. In M. Gresalfi and I. Horn (Eds.), *The Interdisciplinarity of the Learning Sciences: The International Conference of the Learning Sciences 2020 Conference Proceedings* (Vol 5., pp. 2499-2506). ISLS.
2. Rosenberg, J. M., & Lawson, M. J. (2019). An investigation of students' use of a computational science simulation in an online high school physics class. *Education Sciences, 9*(49), 1-19. https://www.mdpi.com/2227-7102/9/1/49
3. Rosenberg, J. M., Edwards, A., & Chen, B. (2020). Getting messy with data: Tools and strategies to help students analyze and interpret complex data sources. *The Science Teacher, 87*(5). https://learningcenter.nsta.org/resource/?id=10.2505/4/tst20_087_05_30
4. Rosenberg, J. M. (2018). *Understanding work with data in summer STEM programs: An experience sampling method approach* (Doctoral dissertation). Retrieved from Proquest Dissertations and Theses. (Proquest No. 10747232)
5. Schmidt, J. A., Beymer, P. N., Rosenberg, J. M., Naftzger, N. J., & Shumow, L. (advance online publication). Experiences, Activities, and personal characteristics as predictors of engagement in STEM-focused summer programs. *Journal of Research in Science Teaching*. https://onlinelibrary.wiley.com/doi/full/10.1002/tea.21630

Other significant products

1. Bovee, E. A., Estrellado, R. A., Motsipak, J., Rosenberg, J. M., & Velásquez, I. C. (2020). *Data science in education using R*. London, England: Routledge.
2. Rosenberg, J. M., Reid, J., Dyer, E., Koehler, M. J., Fischer, C., & McKenna, T. J. (in press). Exploring the Next Generation Science Standards Chat (#NGSSchat) professional network on Twitter through social network analysis. *Journal of Research in Science Teaching*.
3. Greenhalgh, S. P., Rosenberg, J. M., Koehler, M. J., Akcaoglu, M., & Staudt Willet, B. (2020). Identifying multiple learning spaces within a single teacher-focused Twitter hashtag. *Computers & Education, 148*(4). https://doi.org/10.1016/j.compedu.2020.103809

4. Rosenberg, J. M., Lawson, M. A., Anderson, D. J., & Rutherford, T. (in press). Making data science count in and for education. In E. Romero-Hall (Ed.), *Research Methods in Learning Design & Technology*. Routledge: New York, NY.
5. Schmidt, J. A., Rosenberg, J. M., & Beymer, P. (2018). A person-in-context approach to student engagement in science: Examining learning activities and choice. *Journal of Research in Science Teaching, 55*(1), 19-43. https://dx.doi.org/10.1002/tea.21409

D. Synergistic Activities

1. **Principal Investigator** for a National Science Foundation (NSF)-funded project about how students' develop interest in programming, computer science, and data science
2. **Co-Principal Investigator** for an NSF-funded project related to expanding opportunities for K-5 computer science education in East Tennessee
3. **Instructor for data science workshops,** including the American Educational Research Association annual meetings
4. **Experience co-organizing an informal data science group and meetup group**, KnoxData, through coordinating and presenting at, maintaining the group's website, and recruiting presenters.
5. **Experience leading design-based research focused on students' analysis and interpretation of data** with middle and second grade teachers in and around Knoxville, Tennessee.