

# Kelly Findley, Ph.D.

## CURRICULUM VITAE

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### Teaching Associate Professor

Department of Statistics  
University of Illinois Urbana-Champaign

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Champaign, IL 61820  
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### ACADEMIC INTERESTS

- Inquiry-oriented curricular materials in statistics
- Qualitative research methods in statistics education
- Student belonging and disciplinary appropriation in statistics
- Students' epistemic and metacognitive perspectives on statistics
- Teaching introductory statistics with R [<https://stat212-learnr.stat.illinois.edu/>]
- Training and professional development for graduate TAs and instructors in statistics
- Examining student cognition in statistics using resource views of knowledge and learning

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### EDUCATION

2019	<b>Ph.D. Curriculum &amp; Instruction: Mathematics Education</b> Florida State University, Tallahassee, FL Supervisors: Elizabeth Jakubowski & Ian Whitacre.  Findley, K. (2019). <i>Connecting disciplinary and pedagogical spaces in statistics: Perspectives from graduate teaching assistants</i> . Unpublished doctoral dissertation, Florida State University. [ <a href="https://iase-web.org/documents/dissertations/19.KellyFindley.Dissertation.pdf">https://iase-web.org/documents/dissertations/19.KellyFindley.Dissertation.pdf</a> ]
2015	<b>M.S. Statistics</b> Florida State University, Tallahassee, FL
2013	<b>B.A. Mathematics</b> Bryan College, Dayton, TN Minors: Politics & Government, Music

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### APPOINTMENTS

2023 – Present	<b>Teaching Associate Professor</b> Department of Statistics University of Illinois Urbana-Champaign
2019 – 2023	<b>Teaching Assistant Professor</b> Department of Statistics University of Illinois Urbana-Champaign
Summer 2021	<b>Visiting Lecturer and Scholar</b> Center of Methods in Social Sciences The University of Göttingen
2013 – 2015 & 2018 – 2019	<b>Graduate Teaching Assistant</b> Department of Statistics & School of Teacher Education Florida State University
2015 – 2018	<b>Research Assistant</b> <i>Teaching and Learning Algebraic Thinking Across the Middle Grades: A Research-based Approach Using PhET Interactive Simulations</i> (NSF Grant #1503510) Florida State University

## JOURNAL PUBLICATIONS

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### Published/Accepted Manuscripts

**Findley, K.**, Aktas, M., & \*Yang, C. (2025+). Why come to class? Post-pandemic perceptions from students in an introductory statistics course. Accepted to *Journal of Statistics and Data Science Education*.

**Findley, K.**, Justice, N., Kinson, C., & Berens, F. (2025). Why swipe right? Career interests and aspirations of incoming statistics majors. *Journal of Statistics and Data Science Education*. <https://doi.org/10.1080/26939169.2024.2430244>

\*Zeng, W., \*Li, Z., **Findley, K.**, & Portnoy, S. (2024). The illusion of randomness: Evaluating student sampling performance. *CHANCE*, 37(3), 22–31. <https://doi.org/10.1080/09332480.2024.2415838>

**Findley, K.**, \*Mosely, B., & \*Ludkowski, A. (2023). Resources and tensions in student thinking about statistical design. *Statistics Education Research Journal*, 22(3). <https://doi.org/10.52041/serj.v22i3.662>

**Findley, K.** (2022). Navigating a disciplinary chasm: The statistical perspectives of graduate teaching assistants. *Statistics Education Research Journal* 21(1). <https://doi.org/10.52041/serj.v21i1.14>

**Findley, K.**, Whitacre, I., & Atabas, S. (2020). What's in a name? Leveraging students' informal vocabulary in probability. *Teaching Statistics* 43(2), 72–78. <https://doi.org/10.1111/test.12250>

Atabas, S., Schellinger, J., Whitacre, I., **Findley, K.**, & Hensberry, K. K. R. (2020). A tale of two sets of norms: Comparing opportunities for student agency in mathematics lessons with and without interactive simulations. *Journal of Mathematical Behavior*, 58, Article 100761. <https://doi.org/10.1016/j.jmathb.2020.100761>

**Findley, K.** & Lyford, A. (2019). Investigating students' reasoning about sampling distributions through a resource perspective. *Statistics Education Research Journal*, 18(1), 26–45. <https://doi.org/10.52041/serj.v18i1.148>

**Findley, K.**, Whitacre, I., Schellinger, J., & Hensberry, K. K. R. (2019). Orchestrating mathematics lessons with interactive simulations: Exploring roles in the classroom. *Journal of Technology and Teacher Education*, 27(1), 37–62. <https://www.learntechlib.org/primary/p/184666>

Whitacre, I., Hensberry, K. K. R., Schellinger, J., & **Findley, K.** (2018). Variations on play with interactive computer simulations: Balancing competing priorities. *International Journal of Mathematical Education in Science and Technology*, 50(5), 665–681. <https://doi.org/10.1080/0020739X.2018.1532536>

Hensberry, K. K. R., Whitacre, I., **Findley, K.**, Schellinger, J., & Wheeler, M. B. (2018). Engaging students with mathematics through play. *Mathematics Teaching in the Middle School*, 24(3), 179–183. <https://doi.org/10.5951/mathteacmiddscho.24.3.0179>

Whitacre, I., Atabas, S., & **Findley, K.** (2018). Exploring unfamiliar mathematical territory: Constraints and affordances in a preservice teacher's reasoning about fraction comparisons. *Journal of Mathematical Behavior*, 53, 148–163. <https://doi.org/10.1016/j.jmathb.2018.06.006>

### Unpublished Manuscripts

Berens, F. & **Findley, K.** (2025+). The diamond model of statistics: Framing and measuring students' conceptions about the field, 30 pages. Manuscript submitted to *Journal of the Learning Sciences*.

\* Indicates student co-authors

## BOOK CHAPTERS

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Berens, F., **Findley, K.**, & Hobert, S. (2023). How students' statistics beliefs influence their attitudes: A quantitative and a qualitative approach. In G. Burill, L. de Oliveria Souza, & E. Reston (Eds.), *Research on Reasoning with Data and Statistical Thinking: International Perspectives. Advances in Mathematics Education* (pp. 303-316). Springer, Cham. [https://doi.org/10.1007/978-3-031-29459-4\\_22](https://doi.org/10.1007/978-3-031-29459-4_22)

## CONFERENCE PAPERS

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Berens, F., **Findley, K.**, Justice N., & Kinson, C. (2024). Disciplinary appropriation at the beginning of a statistics major. In E. Jones (Ed.), *Fostering Learning of Statistics and Data Science. Proceedings of the Satellite conference of the International Association for Statistical Education (IASE)*. Toronto, CA. [[https://iase-web.org/Webinars.php?p=230711\\_2000](https://iase-web.org/Webinars.php?p=230711_2000)]

**Findley, K.**, Justice, N., & Berens, F. (2022). Lois Lane, Superman, and Iron Man: How perspectives of statistics influence students' identities and career pursuits. In S. A. Peters, L. Zapata-Cardona, F. Bonafini, & A. Fan (Eds.), *Bridging the Gap: Empowering & Educating Today's Learners in Statistics. Proceedings of the 11th International Conference on Teaching Statistics*. Rosario, Argentina. [<https://doi.org/10.52041/iase.icots11.T3F1>]

Whitacre, I., **Findley, K.** & Atabas, S. (2020). Productive seeds in preservice teachers' reasoning about fractions. In A. I. Sacristán & J. C. Cortés (Eds.), *Proceedings of the 42nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1477–1484). Mazatlán, México. [<http://www.pmena.org/pmenaproceedings/PMENA%2042%202020%20Proceedings.pdf>]

**Findley, K.** & Berens, F. (2020). Assessing the disciplinary perspectives of introductory statistics students. In S. S. Karunakaran, Z. Reed, & A. Higgins (Eds.), *Proceedings of the 23<sup>rd</sup> Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1090–1095). Boston, MA. [<http://sigmaa.maa.org/rume/RUME23.pdf>]

**Findley, K.** & Kaplan, J. J. (2019). Is statistics just math? The developing epistemic views of graduate teaching assistants. In A. Weinberg, C. Rasmussen, J. Rabin, M. Wawro, & S. Brown (Eds.), *Proceedings of the 22<sup>nd</sup> Annual Conference on Research in Undergraduate Mathematics Education* (pp. 196–203). Oklahoma City, OK. [[http://sigmaa.maa.org/rume/RUME22\\_Proceedings.pdf](http://sigmaa.maa.org/rume/RUME22_Proceedings.pdf)]

**Findley, K.** & Atabas, S. (2018). Middle-schoolers' construction of probabilistic vocabulary. 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. 868–871). Greenville, SC. [<http://www.pmena.org/pmenaproceedings/PMENA%2040%202018%20Proceedings.pdf>]

Atabas S., **Findley, K.**, & Schellinger, J. (2018). Using interactive simulations to think mathematically and engage in cognitively demanding tasks. 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. 1091–1093). Greenville, SC. [<http://www.pmena.org/pmenaproceedings/PMENA%2040%202018%20Proceedings.pdf>]

**Findley, K.** & Kaplan, J. J. (2018). What is statistics? Examining the disciplinary beliefs of incoming statistics TAs. In M. A. Sorto, A. White, & L. Guyot (Eds.), *Looking back, looking forward. Proceedings of the 10<sup>th</sup> International Conference on Teaching Statistics*. Kyoto, Japan. [<https://icots.info/10/?contributed=C175>]

- Findley, K.** & Kaplan, J. J. (2018). Cognitive resources in student reasoning about mean tendency. In A. Weinberg, C. Rasmussen, J. Rabin, M. Wawro, & S. Brown (Eds.), *Proceedings of the 21st Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1345–1351). San Diego, CA. [<http://sigmaa.maa.org/rume/RUME21.pdf>]
- Findley, K.**, Whitacre, I., & Hensberry, K. K. R. (2017). Integrating interactive simulations into the mathematics classroom: Supplementing, enhancing, or driving? In E. Galindo & J. Newton (Eds.), *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1297–1304). Indianapolis, IN. [<http://www.pmena.org/pmenaproceedings/PMENA%2039%202017%20Proceedings.pdf>]
- Whitacre, I., Hensberry, K. K. R. & **Findley, K.** (2017). Teachers' facilitation of play with PhET interactive simulations in middle-school mathematics lessons. In E. Galindo & J. Newton (Eds.), *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 1386). Indianapolis, IN. [<http://www.pmena.org/pmenaproceedings/PMENA%2039%202017%20Proceedings.pdf>]
- Haider, M., Bouhjar, K., **Findley, K.**, Quea, R., Keegan, B., & Andrews-Larson, C. (2016). Using student reasoning to inform assessment development in linear algebra. In T. Fukawa-Connelly, N. E. Infante, M. Wawro, & S. Brown (Eds.), *Proceedings of the 19th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 163–177). Pittsburgh, PA. [<http://sigmaa.maa.org/rume/RUME19v3.pdf>]

## **PRESENTATIONS**

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### **Invited Presentations**

**Findley, K.** & Justice, N. (2025, May). *Why swipe right? Career interests and aspirations of incoming statistics majors*. Presentation for the Journal of Statistics and Data Science Education/Consortium for the Advancement of Undergraduate Statistics Education (JSDSE/CAUSE) webinar series, Online.

**Findley, K.** (2023, November). *Resources and tensions in student thinking about statistical design*. Presentation for the International Association for Statistics Education (IASE) webinar series, Online. [[https://iase-web.org/Webinars.php?p=231113\\_2000](https://iase-web.org/Webinars.php?p=231113_2000)]

### **Contributed Presentations**

Carter, C., McGarry, A., & **Findley, K.** (2024, September). *Exploring statistical measures of center and variability through powerful interactive simulations*. Workshop Presentation at the National Council for Teachers of Mathematics (NCTM) Annual Meeting, Chicago, IL.

**Findley, K.**, Justice, N., Berens, F., & Kinson, C. (2024, August). *Pathways to belonging for undergraduate statistics majors*. Contributed Paper Presentation at Joint Statistics Meetings (JSM) 2024, Portland, OR.

\*Yang, C., **Findley, K.**, & Atkas, M. (2024, June). *In-person vs. videos: A qualitative examination of what students value (and learn) with both*. Poster presentation at Electronic Conference on Teaching Statistics (eCOTS) 2024, Online.

\*Li, Z., \*Zeng, W., **Findley, K.**, & Portnoy, S. (2024, June). *The illusion of randomness: Evaluating student sampling performance*. Poster presentation at Electronic Conference on Teaching Statistics (eCOTS) 2024, Online.

- Berens, F., **Findley, K.**, Justice, N., & Kinson, C. (2023, July). *Disciplinary appropriation at the beginning of a statistics major*. Presentation at International Statistical Institute's (ISI) 65<sup>th</sup> World Statistics Congress (WSC), Online.
- Deeke, J. & **Findley, K.** (2023, June). *Supporting professional development through teaching assistantships*. Breakout Session at the United States Conference on Teaching Statistics (USCOTS) 2023, State College, PA.
- Justice, N. & **Findley, K.**, Berens, F. & Kinson, C. (2023, May). *Do I belong? Statistics majors' identity formation in their first year*. Presentation at the Research Satellite of the United States Conference on Teaching Statistics (USCOTS) 2023, State College, PA.
- Findley, K.**, Justice, N., Berens, F., & Kinson, C. (2023, May). *Linking students' statistical perspectives with identity through the lens of disciplinary appropriation*. Presentation at the Research of Statistics Education (RoSE) Conference 2023, Online.
- Berens, F., **Findley, K.**, & Justice, N. (2022, September). *Lois Lane, Superman, and Iron Man: How perspectives of statistics influence students' identities and career pursuits*. Presentation at the 11<sup>th</sup> International Conference on Teaching Statistics (ICOTS) International Association of Statistics Education (IASE), Rosario, Argentina.
- Findley, K.** & \*Moseley, B. (2022, August). *Tensions in student thinking about statistical design*. Contributed Paper Presentation at Joint Statistics Meetings (JSM) 2022, Washington D.C.
- Findley, K.** & Deeke, J. (2022, May). *Creating a culture for growth in TA training*. Presentation at the American Mathematical Society (AMS) Western Sectional Meeting Spring 2022, Online.
- Findley, K.** & Berens, F. (2021, July). *Students' perspectives about statistics: Developing an instrument to capture beliefs about our field*. Presentation at International Statistical Institute's (ISI) 63<sup>rd</sup> World Statistics Congress (WSC), Online. [<https://www.youtube.com/watch?v=-xMmeoOVig4>]
- Berens, F., **Findley, K.**, & Hobert, S. (2021, July). *Students' beliefs about statistics and their influence on students' attitudes toward statistics in introductory courses*. Presentation at the 14<sup>th</sup> International Congress on Mathematical Education (ICME), Online.
- \*Moseley, B., **Findley, K.**, & Flanagan, K. (2021, July). *Understanding students' thoughts about experimental design*. Poster Presentation at the United States Conference on Teaching Statistics (USCOTS) 2021, Online. [<https://www.causeweb.org/cause/uscots/uscots21/th-11-understanding-students-thoughts-about-experimental-design>]
- Whitacre, I., **Findley, K.**, & Atabas, S. (2021, May). *Productive seeds in preservice teachers' reasoning about fractions*. Presentation at the 42nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Online.
- Berens, F. & **Findley, K.** (2021, May). *New ideas for testing a psychometric instrument using mixed methods*. Presentation at the 76<sup>th</sup> Annual American Association for Public Opinion Research (AAPOR) Conference, Online.
- Findley, K.** & Berens, F. (2020, February). *Assessing the disciplinary perspectives of introductory statistics students*. Contributed Paper Presentation at 23<sup>rd</sup> Annual Conference, Research in Undergraduate Mathematics Education (RUME), Boston, MA.
- Findley, K.** (2019, May). *A slippery slope for new instructors: How introductory statistics turns into remedial mathematics*. Poster Presentation at United States Conference on Teaching Statistics (USCOTS) 2019, State College, PA. [<https://www.causeweb.org/cause/uscots/uscots19/posters/1-22>]

- Findley, K.** & Kaplan, J. J. (2019, February). *Is statistics just math? The developing epistemic views of graduate teaching assistants.* Contributed Paper Presentation at 22<sup>nd</sup> Annual Conference, Research in Undergraduate Mathematics Education (RUME), Oklahoma City, OK.
- Findley, K.** & Kaplan, J. J. (2019, January). *Is statistics just math? The developing epistemic views of graduate teaching assistants.* Presentation at the Joint Mathematics Meetings (JMM) 2019, Mathematics Association of America (MAA), Baltimore, MD.
- Findley, K.** & Atabas, S. (2018, November). *Middle-schoolers' construction of probabilistic vocabulary.* Presentation at the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Greenville, SC.
- Atabas, S. **Findley, K.**, & Schellinger, J. (2018, November). *Using interactive simulations to think mathematically and engage in cognitively demanding tasks.* Presentation at the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Greenville, SC.
- Findley, K.** & Kaplan, J. J. (2018, July). *What is statistics? Examining the disciplinary beliefs of incoming statistics TAs.* Presentation at 10<sup>th</sup> International Conference on the Teaching of Statistics (ICOTS), International Association of Statistics Education (IASE), Kyoto, Japan.
- Findley, K.** (2018, May). *The statistical epistemologies of first year graduate teaching assistants.* Presentation at Electronic Conference on Teaching Statistics (eCOTS) 2018 North Florida Regional Conference, Consortium for the Advancement of Undergraduate Statistics Education (CAUSE), Gainesville, FL.
- Findley, K.** (2018, February). *Cognitive resources in student reasoning about mean tendency.* Contributed Paper Presentation at 21<sup>st</sup> Annual Conference, Research in Undergraduate Mathematics Education (RUME), San Diego, CA.
- Burr, M., **Findley, K.**, & Whitacre, I. (2017, October). *Online simulations: What, how, and why?* Presentation at Southern regional conference, National Council of Teachers of Mathematics (NCTM), Orlando, FL.
- Findley, K.** (2017, October). *"Science-izing" the statistics standards.* Presentation at Southern regional conference, National Council of Teachers of Mathematics (NCTM), Orlando, FL.
- Findley, K.**, Whitacre, I., & Hensberry, K. K. R. (2017, October). *Integrating interactive simulations into the mathematics classroom: Supplementing, enhancing, or driving?* Presentation at 39<sup>th</sup> Annual Conference, Psychology of Mathematics Education – North America (PME-NA), Indianapolis, IN.
- Whitacre, I., Hensberry, K. K. R., & **Findley, K.** (2017, October). *Teachers' facilitation of play with PhET interactive simulations in middle-school mathematics lessons.* Poster Presentation at 39th annual meeting, North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Indianapolis, IN.
- Findley, K.** (2017, May). *Student-driven simulations for the statistics classroom.* Poster Presentation at 2017 United States Conference on Teaching Statistics (USCOTS) 2017, State College, PA.  
[<https://www.causeweb.org/cause/uscots/uscots17/posters/1-01>]
- Whitacre, I., Hensberry, K. K. R., & **Findley, K.** (2017, February). *Examining the play phase of mathematics lessons involving computer simulations.* Presentation at 21<sup>st</sup> Annual Conference, Association of Mathematics Teacher Educators (AMTE), Orlando, FL.

- Hollingsworth, L., **Findley, K.**, & Jakubowski, E. (2017, January). *Do college level mathematics courses support student success in introductory statistics?* Presentation at Joint Mathematics Meetings (JMM) 2017, Mathematics Association of America (MAA), Atlanta, GA.
- Findley, K.**, Burr, M., Whitacre, I., Schellinger, J., & Hensberry, K. K. R. (2016, October). *Discovering functions and geometric transformations with an interactive computer simulation.* Presentation at 2016 Annual Conference, Florida Council of Teachers of Mathematics (FCTM), Orlando, FL.
- Schellinger, J., Whitacre, I., Burr, M., Hensberry, K. K. R., & **Findley, K.** (2016, October). *Instructional approaches to support mathematical sense making using interactive simulations.* Presentation at 2016 Annual Conference, Florida Council of Teachers of Mathematics (FCTM), Orlando, FL.
- Findley, K.** & Bose, R. (2016, May). *Investigating international statistics TAs' perceptions on pedagogy and professional development.* Presentation at Electronic Conference on Teaching Statistics (eCOTS) 2016 North Florida Regional Conference, Consortium for the Advancement of Undergraduate Statistics Education (CAUSE), Gainesville, FL.
- Haider, M., Bouhjar, K., **Findley, K.**, Quea, R., & Andrews-Larson, C. (2016, February). *Using student reasoning to inform assessment development in linear algebra.* Contributed Paper Presentation at 19th Annual Conference, Research in Undergraduate Mathematics Education (RUME), Pittsburgh, PA.

\* Indicates student co-presenters

## GRANTS

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- 2024 – 2025                    Building a modern assessment for statistical literacy. \$7,500.  
    Funded by the Provost's Initiative on Teaching Advancement (*Internal*).  
    **Findley, K.** (PI) & Rao, V. N. V.
- 2022 – 2024                    Enhancing operations of the walk-in tutoring center to support students in mathematics & statistics courses. \$25,000.  
    Funded by the Liberal Arts and Sciences Student Success Innovation (*Internal*).  
    Hoffmeister, A. (PI), Kerman, E., Douglas, J., & **Findley, K.** (2022).

## HONORS & AWARDS

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- 2025                                    **LAS Honors Program Faculty Mentor of the Year** – University of Illinois, College of Liberal Arts and Sciences
- 2019 – 2025                            **List of Instructors Ranked Excellent by their Students** – University of Illinois
- 2015 – 2018                            **McDonald Scholar** – Florida State University
- 2013 – 2015                            **Legacy Fellow** – Florida State University

## SUPERVISION OF STUDENT RESEARCH OR INDEPENDENT STUDY

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### Medical School

- 2024 – 2025                            **Dusza, Matthew, Koo, Hyunji, & Lu, Jeffrey** – Optimal timing and duration of beta blockers in traumatic brain injury

### Graduate

- 2021 – 2022                            **Mosely, Brein** – Research on Students' Beliefs about Experimental Design

### Undergraduate

2024 – Present	<b>Petrie, Mia &amp; Hunt, Madeline</b> – Research on Students' Data Visualization Literacy
2023 – Present	<b>Yang, Chloe</b> – Research on Students' Use of Class Recordings
2024	<b>Decatus-Haddad, Leah &amp; Bustos, Sophia</b> – Blackwell Scholars Summer Research on Survey Data regarding Students' Class Attendance
2023 – 2024	<b>Li, Zhaolin &amp; Zeng, Wenqi</b> – Research on Student Perceptions of Randomness
2023	<b>Li, Zuchen</b> – Research on Flight Delay Modeling Project
2022	<b>Ludkowski, Aaron</b> – Data coding for Experimental Design project
Fall 2020	<b>Pazmino, Brandon</b> – Creation of R coding tutorials using <code>learnr</code>

## CURRICULAR DEVELOPMENT

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### STAT 212: Biostatistics

- <https://kelly-findley.github.io/teaching>
- Complete re-design of the course, including comprehensive course note set, homeworks, original lab assignments with a focus on inquiry, custom R tutorials, and exams.
- These course materials have also been adapted for use in STAT 100: Statistics and STAT 200: Statistical Analysis.

## COURSES TAUGHT

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### University of Illinois

Last Taught	Course Title
2021	<b>STAT 420/ASRM 450:</b> Methods of Applied Statistics
2022	<b>STAT 400:</b> Statistics and Probability I
Current	<b>STAT 212:</b> Biostatistics
2022	<b>STAT 200:</b> Statistical Analysis
2023	<b>STAT 100:</b> Statistics

### University of Göttingen

2021	Methods of Data Collection and their Impact on Data Analysis
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### Florida State University

2019	<b>EDF 1005:</b> Introduction to Education
2018	<b>ISC 3523:</b> Research Methods
2017	<b>STA 2122:</b> Introduction to Applied Statistics
2015	<b>STA 2171:</b> Statistics for Biology

## SUPERVISION OF GRADUATE STUDENT INSTRUCTION

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Summer 2024	<b>Mohammadi, Mehrdad</b> – STAT 200
Spring 2024	<b>Gao, Hanjia</b> – STAT 200 (co-mentored with Kit Clement)
Summer 2022	<b>Tang, Tommy</b> – STAT 100
Summer 2022	<b>Liu, Zihe</b> – STAT 100
Summer 2021	<b>Cardenas-Torres, Eduardo</b> – STAT 100
Summer 2021	<b>Williams, Theren</b> – STAT 100
Fall 2020	<b>Yun, Sooin</b> – STAT 212

## SERVICE TO THE UNIVERSITY

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## University of Illinois – Department of Statistics

2020 – Present	<b>Statistics PhD Orientation and TA Training Facilitator</b> - One-day event that includes sessions on working with teaching supervisors, attention to student thinking, and incorporating thoughtful and fair grading principles.
2019 – Present	<b>Committee Chair</b> - Teaching Assistant Training
2022 – Present	<b>Committee Chair/Member</b> - Graduate Awards
2022 – Present	<b>Committee Member</b> - Undergraduate Program
2024 – Present	<b>Committee Member</b> – Social and Activities
2024	<b>Faculty Mentor</b> - Illinois Datathon
2020 – 2023	<b>Committee Member</b> - Specialized Faculty Search
2020 – 2022	<b>Committee Member</b> - Timetable
2020 – 2021	<b>Committee Member</b> - Student Appeals

## University of Illinois – College and University

2021 – Present	<b>Judge</b> for Annual Undergraduate Research Symposium – University of Illinois
2024 – 2025	<b>Committee Member</b> for Statistics Department Chair Search – College of Liberal Arts and Sciences
2023	<b>Committee Member</b> for Student Success Innovation Proposal Committee – College of Liberal Arts and Sciences
2020 – 2022	<b>Committee Member</b> for Courses and Curricula – College of Liberal Arts and Sciences
2021, ‘22	<b>Microteaching Facilitator</b> – CITL Graduate Teaching Academy

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## SERVICE TO THE COMMUNITY

### Editorial Board Membership

2025 – Present	<b>Associate Editor</b> – <i>Journal of Statistics and Data Science Education</i> (JSDSE)
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### Reviewer for Refereed Journals

2022 – Present	<i>Statistics Education Research Journal</i> (SERJ)
2020 – Present	<i>Mathematics Teacher: Learning and Teaching</i> (MTLT)
2023 – 2024	<i>Journal of Statistics and Data Science Education</i> (JSDSE)
2018	<i>Science Education</i>
2017	<i>Review of Science, Mathematics, and ICT Education</i>

### Service to Professional Organizations

2024	<b>Panel Reviewer</b> – National Science Foundation (NSF) Division of Research on Learning: Data Science Corps Program
2024	<b>Judge</b> – Undergraduate Statistics Project Competition (USPROC)
2023	<b>Paper Referee</b> – Americas Conference on Information Systems
2018 – 2022	<b>Paper Referee</b> – International Conference on the Teaching of Statistics
2018 – 2021	<b>Paper Referee</b> – Annual Conference on Research in Undergraduate Mathematics Education
2017 – 2020	<b>Paper Referee</b> – North American Chapter of the International Group for the Psychology of Mathematics Education

### Public Engagement

2021 – Present	<b>Statistics Education Consultant</b> – “PhET Development of Simulations for Statistics and Data Science” project <ul style="list-style-type: none"> <li>• Center and Variability - <a href="https://phet.colorado.edu/sims/html/mean-share-and-balance/latest/mean-share-and-balance_all.html">https://phet.colorado.edu/sims/html/mean-share-and-balance/latest/mean-share-and-balance_all.html</a></li> </ul>
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- Mean: Share and Balance - <https://phet.colorado.edu/en/simulations/mean-share-and-balance>
- Projectile Data Lab - <https://phet.colorado.edu/en/simulations/projectile-data-lab>
- Projectile Sampling Distributions - <https://phet.colorado.edu/en/simulations/projectile-sampling-distributions>

March 2024  
2024

**Guest Teacher** for AP Statistics – University of Illinois Laboratory High School.  
**Mathematics and Statistics Tutor** – “ACTIONS” Program for Champaign Unit 4

School District

April 2020

**Guest Lecturer** for EOL 585: College Teaching. *Assessment strategies in post-secondary education.*

#### Mentorship and Service to Individuals

Present

**Faculty Mentor** for V.N. Vimal Rao

Present

**Faculty Mentor** for Julie Deke

Spring 2021

**Expert Reviewer** for the Dissertation of Elijah Meyer, Montana State University