SABA GERAMI

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EDUCATION

Ph.D. 2024	Mathematics Education, University of Michigan, Ann Arbor, MI
	Title: *Instructional Tasks for Introducing Derivatives in College Calculus with Inquiry*
	Committee: Vilma Mesa, Chair; Patricio Herbst; Edward Silver; Karen Smith
M.S. 2015	Mathematics, California Polytechnic State University- San Luis Obispo, CA
B.S. 2013	Mathematics, University of California- Los Angeles, CA
A.A. 2010	Liberal Arts and General Science, Santa Monica College, CA

PROFESSIONAL POSITIONS

2024-Current	Assistant Professor, Department of Mathematics, California Polytechnic State University; San Luis Obispo, CA
2016-2017	Lecturer, Department of Mathematics, California Polytechnic State University; San Luis Obispo, CA
2016-2017	Lecturer, Department of Mathematics, Allan Hancock College, Santa Maria, CA

PUBLICATIONS

Refereed Journal Articles

Gerami, S., Khiu, E., Mesa, V., Judson, T. (2024). Conceptions of spans in linear algebra: From textbook examples to student responses. *Educational Studies in Mathematics*. https://doi.org/10.1007/s10649-024-10306-8

Gerami, S., Mesa, V., Chamberlain, L. & Quiroz, C. (2023). Role of textbook for supporting instruction with inquiry: Case of Active Calculus. *International Journal of Mathematical Education in Science and Technology*. https://doi.org/10.1080/0020739X.2023.2197904

Liakos, Y., **Gerami, S.**, Mesa, V., Judson, T., & Ma, Y. (2021). How an inquiry-oriented textbook shaped a calculus instructor's planning. *International Journal of Mathematical Education in Science and Technology*. 1-20. https://doi.org/10.1080/0020739X.2021.1961171

Mesa, V., Ma, Y., Quiroz, C., **Gerami**, **S.**, Liakos, Y., Judson, T., & Chamberlain, L. (2021). University instructors' use of questioning devices in mathematics textbooks: An instrumental approach. *ZDM–Mathematics Education*, *53*(6), 1299-1311.

Gerami, S., Leckrone, L., & Mesa, V. (2020). Exploring instructor questions in community college algebra classrooms and its connections to instructor knowledge and student outcomes. *MathAMATYC Educator*, *11*(3), 34-39.

Lim, D., Kimani, P., Duranczyk, I., Watkins, L., **Gerami, S.**, Breit-Goodwin, M., & Cawley, A. (2020). Connecting across representations in community college algebra: lessons from the classroom. *MathAMATYC Educator*, *12*(1), 12-20.

Edited Book Chapters

Gerami, S., (Under Review). Social frames in calculus instruction: Exploring the role of content when introducing derivatives through inquiry. In *New Trends in Teaching and Learning of Calculus*. Springer.

Mali, A., **Gerami, S.**, Ullah, A., & Mesa, V. (2019). Teacher questioning in problem solving in community college algebra classrooms. In P. Felmer, P. Liljedahl, & B. Koichu (Eds.), *Problem Solving in Patagonia* (pp. 317-335). Dordrecht, The Netherlands: Springer.

Refereed Conference Proceedings

Gerami, S. (2023). Framing instructional tasks for interaction with content: Introducing derivatives graphically with inquiry. In Lamberg, T., & Moss, D. (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. 484–494). University of Nevada, Reno.

Gerami, S., Lim, S. L., & Mesa, V. (2023). Undergraduate students' use of interactive mathematics textbooks: A study of user's action paths. In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztonyi, & E. Kónya (Eds.), *Proceedings of the Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (pp. 4127–4134). Alfréd Rényi Institute of Mathematics and ERME.

Mesa, V., Khiu, E., **Gerami, S.**, & Judson, T. (2023). Conceptions of spanning sets and linear independence emerging from examples and student responses to reading questions in an interactive linear algebra textbook. *In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztonyi, & E. Kónya (Eds.), Proceedings of the Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (pp. 4177–4184). Alfréd Rényi Institute of Mathematics and ERME.

Gerami, S. (2023).Calculus I instructors' use of representations in instructional tasks: Introducing derivatives with inquiry. In Cook, S., Katz, B. & Moore-Russo D. (Eds.), *Proceedings of the 25th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1185-1191). Omaha, NE.

Quiroz, C., **Gerami, S.**, & Mesa, M. (2022). Student utilization schemes of questioning devices in undergraduate mathematics dynamic textbooks. In J. Hodgen, E. Geraniou, G. Bolondi, & F. Ferretti (Eds.), *Proceedings of the Twelfth Congress of European Research in Mathematics Education (CERME12).* (pp. 4030-4037). ERME / Free University of Bozen-Bolzano.

Gerami, S., Hu, Q. D., & Mesa, V. (2022). Student challenges in abstract algebra: How do instructors react and respond? In Fernández, C., Llinares, S., Gutiérrez, A., & Planas, N. (Eds.), *Proceedings of the 45th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 4, p. 213). Alicante, Spain: PME.

Gerami, S. (2022). Decisions, decisions: Mathematics instructors' decision-making about content and pedagogy when teaching with IBL. In Karunakaran, S. S., & Higgins, A. (Eds.), *Proceedings of the 24th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 982-987). Boston, MA.

Gerami, S., Mesa, V., & Liakos, Y. (2021). Using an inquiry-oriented calculus textbook to promote inquiry: A case in university calculus. In Inprasitha, M., Changsri, N., & Boonsena, N. (Eds), *Proceedings of the 44th Conference of the International Group for the Psychology of Mathematics Education* (Vol.2, pp. 297-304). Khon Kaen, Thailand: PME.

Gerami, S., & Mesa, V. (2021). Teaching and learning with dynamic textbooks: Studying student uses at scale. In Wang, J. (Ed), *Proceedings of the 14th International Congress on Mathematical Education (ICME-14). Shanghai, China.* https://doi.org/10.1142/13700-vol1

Gerami, S. (2021). Examining instructor decision-making using two frameworks in the context of inquiry-based learning. In Karunakaran, S. S.& Higgins, A. (Eds.), *2021 Research in Undergraduate Mathematics Education Reports* (pp. 392-400).

Gerami, S., & Mesa, V. (2020). Investigating instructors' perceptions of IBL: A systemic functional linguistic approach. In Karunakaran, S. S., Reed, Z., & Higgins, A. (Eds.), *Proceedings of the 23rd Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1135-1140). Boston, MA.

Mesa, V., **Gerami, S.**, & Liakos, Y. (2020). Exploring the relationship between textbook format and student outcomes in undergraduate mathematics courses. In Karunakaran, S. S., Reed, Z., & Higgins, A. (Eds.), *Proceedings of the 23rd Annual Conference on Research in Undergraduate Mathematics Education* (pp. 317-335). Boston, MA.

Manuscripts in Preparation

Gerami, S., Lim, S. Q., Mesa, V., Hazirah, N. W. (2024). How do undergraduate students use their mathematics textbook for specific goals? (To be submitted to IJRUME in December 2024).

AWARDS AND HONORS

2024	Finalist, Fulbright Postdoctoral Fellowships at University of Haifa
2021	Jones-Payne-Coxford Award for demonstrating great potential in developing scholarship in preliminary examinations for reaching doctoral candidacy, University of Michigan, MI

2019	Harold and Vivian Shapiro/John Malik/Jean Forrest Award, University of Michigan, MI
2016	Keynote Speaker, Middle Eastern Graduation Ceremony, California Polytechnic University- San Luis Obispo, CA
2015	Outstanding Teaching Associate Award, California Polytechnic University- San Luis Obispo, CA
2010	Honored by the chair leader of Santa Monica College Mathematics Department as one of the best math tutors of the year

GRANTS AND FELLOWSHIPS

2024	BEACoN (Believe, Educate & Empower, Advocate, Collaborate, Nurture) Research Program, Office of University Diversity and Inclusion, Cal Poly San Luis Obispo, CA
	Financial aid award ($4,000 total) for one BEACoN student scholar in the Winter and Spring 2025
2024	Rackham One-Term Fellowship, University of Michigan, MI
	Tuition, stipend, and health care for Winter 2024
2023	Dissertation Writing Institute, Sweetland Center for Writing, University of Michigan, MI
	$4,000.00
2022	Educational Studies Summer Grant, University of Michigan, MI
	$3,000.00
2022	Rackham Graduate Student Research Grant, University of Michigan, MI
	$3,000.00
2022	Educational Studies Mini Research Grant, School of Education, University of Michigan, MI
	$1,000.00
2021	Jones-Payne-Coxford Award, School of Education, University of Michigan, MI
	One semester of candidacy tuition, tuition fees, and health benefits
2019	Rackham Graduate Student Research Grant, University of Michigan, MI
	$1,500.00
2017-2023	Rackham Merit Fellowship, University of Michigan, MI
	Four years of tuition and spring/summer terms of support

RESEARCH EXPERIENCE

Research Grant Affiliations

2017-Present	Research assistant, School of Education, University of Michigan

Project: *Undergraduate Teaching and Learning Mathematics with Open Software and Textbooks (UTMOST 2-3)*. Funded by NSF

Principal Investigators: Robert Beezer, Thomas Judson, Vilma Mesa, David Farmer, Susan Lynds, Megan Littrell, Kent Morrison, David Austin

Responsibilities: mentoring undergraduate and graduate student research assistants, creating student knowledge test for Calculus I, creating instruments for coding Linear Algebra, Calculus I, and Abstract Algebra student knowledge tests, coding student knowledge tests, maintaining records and databases of student and instructor data, creating teacher reports for participating teachers, writing research reports (e.g., parts of the NSF executive reports, descriptive statistics, reliability scores), working with a team to validate a qualitative instrument for coding students' open-ended responses regarding textbook use, and conducting regression analyses on student data.

2017-2019 Research assistant, School of Education, University of Michigan

Project: *Algebra Instruction @ Community College (AI@CC)*. Funded by NSF

Principal Investigators: Laura Watkins, Vilma Mesa, Irene Duranczyk, April Ström, Nidhi Kohli

Responsibilities: training and overseeing eight undergraduate research assistants for data collection across two community colleges nearby, creating protocols for data collection, collecting data, coding, and maintaining records, designing and leading professional development for community college mathematics instructors in Michigan.

2019 Research apprentice, School of Education, University of Michigan

Project: *Developing the Theory of Communicating Mathematically Across Student Differences in the Work of Teaching*. Funded by NSF

Principal Investigators: Deborah Ball, Maisie Gholson, Mark Hoover

Responsibilities: investigating conceptual and theoretical frameworks and analyzing data

Grant Writing

2019-2022 Co-author, *Collaborative Research: Undergraduate Teaching and Learning in Mathematics with Open Software and Textbooks* (*UTMOST*) ($755,409, National Science Foundation). Co-PIs: Vilma Mesa, Robert Beezer, Thomas Judson, David Farmer, Megan Littrell, and Kent Morrison.

Unfunded Grants

2023-2027 Co-author. *Collaborative Research: PreTeXt-Runestone: Open Textbooks Engaging Undergraduates in STEM* (PROTEUS). ($1,339,869; National Science Foundation). Co-PIs: Vilma Mesa, Robert Beezer, Thomas Judson, David Farmer, David Austin, and WestEd.

2020-2024 Co-author. *Mathematics, Equity & Inquiry-Based Learning (ME&IBL)* ($1,999,261; National Science Foundation). PI: Pat Herbst. Co-PI: Vilma Mesa.

2022-2025 Co- author. *Inquiry Tasks for tEAching Calculus at Hispanic-Serving Institutions (I-TEACH-SÍ)* ($1,999,261; National Science Foundation). PI: Pat Herbst. Co-PI: Vilma Mesa.

TEACHING EXPERIENCE

California Polytechnic State University- San Luis Obispo (Cal Poly), San Luis Obispo, CA | Instructor of Record (2014-15: Mathematics Teaching Associate; 2016-17: Lecturer; 2024-Present: Assistant Professor)

Calculus I, Fall 16, Fall 24 (2 sections)

Calculus II, Winter 17, Spring 17, Summer 17

Calculus III, Spring 17 (2 sections)

Calculus for Business and Economics, Winter 16

Linear Analysis (combination of Linear Algebra and Differential Equations), Spring 16

The Nature of Modern Math, Winter 16, Spring 16 (5 sections)

Pre-Calculus Algebra I, II, and combined I and II, Winter 14, Spring 14, Fall 14, Fall 15, Fall 16 (5 sections)

Pre-Calculus Trigonometry, Winter 15, Spring 15, Winter 17 (5 sections)

University of Michigan, Ann Arbor, MI | 2018-2023

Mathematical Proof and Teaching, **Instructor of Record**, School of Education, Fall 2022, Fall 2023

Middle School Math Curriculum and Content, **Substitute Instructor**, Department of Mathematics, Fall 2021

Secondary Mathematics Teaching Program, **Teaching Apprentice,** Mentor: Maisie Gholson, School of Education, Fall 2021

Geometry for Secondary Teachers, **Teaching Apprentice**, Mentor: Hanna Bennett, Department of Mathematics, Fall 2018

Allan Hancock College, Santa Maria, CA | 2016-2017: Instructor of Record (Part-time Mathematics Instructor)

College Algebra and Math Literacy, Spring 16, Fall 16, Spring 17

College Statistics, Spring 16, Fall 16, Spring 17

University of California – Los Angeles (UCLA), Los Angeles, CA | 2012-2013

Calculus of Several Variables, **Facilitator**, Peer Math Learning Project, UCLA Mathematics Department, Los Angeles, CA.

Other

Mathematics Modeling, **Instructor**, Center for Talented Youth (CTY), John Hopkins University in partnership with Sandooq Al Watan, Abu Dhabi, UAE, Summer 2018

Math Tutor – Content Creator, XYZ Textbooks/Math TV, San Luis Obispo, CA, 2017
Responsibilities included creating video explanations of examples in various subjects, such as: Algebra, Pre-Calculus, Calculus for life sciences and Business Calculus

K-16 Mathematics and Science Tutor, 310 Tutors, Los Angeles, CA, 2012-2014

PRESENTATIONS (* indicates presenter in case of multiple authors)

Invited

Gerami, S. (2024). *Using the cK¢ Model to Explore Conceptions of Linear Independence and Spanning Sets: Can We Reveal and Remedy Student Challenges?* MAA Invited Special Session on Advances in Understanding of Student Thinking in Lower Division Mathematics Courses, AMS Western Fall Sectional Meeting at the University of California, Riverside (UCR), Riverside, California.

Gerami, S. (2023). *Framing instructional tasks for introducing derivatives with inquiry*. The Department of Mathematics and Statistics (DMS) Colloquium, Department of Mathematics and Statistics, Auburn University, Auburn, AL.

Gerami, S. (2019). *What do teachers and students do in undergraduate mathematics inquiry-based learning (IBL) classrooms?* A systemic functional linguistic (SFL) approach. The SFL at UofM Club, University of Michigan. Ann Arbor, MI.

Conferences

Gerami, S. (2024, February). How do calculus instructors frame tasks for introducing derivatives symbolically? Identifying Calculus-specific instructional situations. 2024 SIGMAA on RUME Annual Conference (Research in Undergraduate Mathematics Education). Omaha, NE.

Gerami, S. (2025, January). What's so 'inquiry' about this? Calculus instructors' perceptions of inquiry regarding instructional tasks**.** Joint Mathematics Meetings (JMM) 2025. Seattle, WA.

Gerami, S. (2024, October). What does calculating look like in calculus? Calculating situations for introducing derivatives. PME-NA (North American Chapter of the International Group for the Psychology of Mathematics Education). Cleveland, OH.

Gerami, S. (2024, February). How do calculus instructors frame tasks for introducing derivatives symbolically? Identifying Calculus-specific instructional situations. 2024 SIGMAA on RUME Annual Conference (Research in Undergraduate Mathematics Education). Omaha, NE.

***Gerami, S**., Khiu, E., Mesa, V., Judson, T. (2024, February). Are These Vectors Linearly Independent? Conceptions of Linear (In)Dependence in a Linear Algebra Textbook and Student Responses. 2024 SIGMAA on RUME Annual Conference. Omaha, NE.

Gerami, S. (2023, October). Framing instructional tasks for interaction with content: Introducing derivatives graphically with inquiry. PME-NA. Reno, Nevada.

Gerami, S. (2023, August). Framing of and use of representations in instructional tasks for introducing derivatives symbolically with inquiry. MAA MathFest 2023. Tampa, Florida.

***Khiu, E., **Gerami, S.**, Mesa, V., & Judson, T. (2023, August). From examples to student responses in an interactive linear algebra textbook: Conceptions of spanning sets. MAA MathFest 2023. Tampa, Florida.

***Gerami, S.**, Lim, S. L., & Mesa, V. (2023, July). Undergraduate Students' Use of Interactive Mathematics Textbooks: A Study of User's Action Paths. CERME13. Budapest, Hungary.

Mesa, V., *Khiu, E., **Gerami, S.**, & Judson, T. (2023, July). Conceptions of Spanning Sets and Linear Independence Emerging from Examples and Student Responses to Reading Questions in an Interactive Linear Algebra Textbook. CERME13. Budapest, Hungary.

Gerami, S. (2023, February). Calculus I instructors' use of representations in instructional tasks: Introducing derivatives with inquiry. SIGMAA-RUME. Omaha, NE.

Gerami, S. (2023, January). Ordering representations for introducing derivatives with inquiry via instructional tasks. JMM 2023. Boston, MA.

Gerami, S. (2022, August). Utilization of representations in introducing differentiation to calculus I students when teaching with inquiry. MAA MathFest 2022. Philadelphia, PA.

***Gerami, S.**, Mesa, V., Hu, Q. D. (2022, July). Student Challenges in Abstract Algebra: How Do Instructors React and Respond?. The 45th Conference of the International Group for the Psychology of Mathematics Education (PME). Alicante, Spain.

Quiroz, C., ***Gerami, S.**, Mesa, V. (2022, February). Students' utilization schemes of questioning devices in undergraduate mathematics dynamic textbooks. European Society for Research in Mathematics Education Conference (CERME12), virtual, Bolzano, Italy.

Gerami, S. (2022, February). Decisions, decisions: Mathematics instructors' decision-making about content and pedagogy when teaching with IBL. Research in Undergraduate Mathematics Education (SIGMAA-RUME), Boston, MA.

***Gerami, S.**, Mesa, V., & Liakos, Y. (2021, July). Using an inquiry-oriented calculus textbook to promote inquiry: a case in university calculus. The 44th Conference of the International Group for

the Psychology of Mathematics Education (PME). Khon Kaen, Thailand: Khon Kaen University and Technion, Israel Institute of Technology.

Research on Teaching Mathematics in Undergraduate Settings Research Group (RTMUS), Mesa, V., & *__Gerami, S.__ (2021, July). Teaching and learning with dynamic textbooks: Studying student uses at scale. International Congress on Mathematical Education (ICME-14), Shanghai, China.

__*Gerami, S.__, & Mesa, V. (2020, February). Investigating instructors' perceptions of IBL: A systemic functional linguistic approach. Research in Undergraduate Mathematics Education (SIGMAA-RUME), Boston, MA.

*Mesa, V., __Gerami, S.__, & Liakos, Y. (2020, February). Exploring the relationship between textbook format and student outcomes in undergraduate mathematics courses. Research in Undergraduate Mathematics Education (SIGMAA-RUME), Boston, MA.

*Lim, D., & __*Gerami, S.__ (2019, November). Connecting across representations in algebra instruction. AMATYC Annual Conference, Milwaukee, WI.

__*Gerami, S.__, & *Mesa, V. (2019, June). What do you mean when you say IBL? A systemic functional linguistic approach. National Inquiry-Based Learning and Teaching Conference, Sheraton Denver Downtown Hotel, Denver, CO.

Leckrone, L., __*Gerami, S.__, & Mesa, V. (2019, March). Exploring the impact of instructor questions in community college algebra classrooms. Research in Undergraduate Mathematics Education (SIGMAA-RUME), Renaissance Oklahoma City Convention Center Hotel, Oklahoma City, OK.

__Gerami, S.__ (2019, March). Teacher intellectual risk-taking: towards student-centered mathematics classroom. Graduate Student Community Organization (GCSO) Graduate Student Conference, University of Michigan, Ann Arbor, MI.

Poster (* indicates presenter in case of multiple authors)

*Khiu, E, __Gerami, S.__, Mesa, V., Judson, T. (2023, April). From examples to student responses in an interactive linear algebra textbook: Conceptions of spanning sets. Undergraduate Research Opportunity Program (UROP) Symposium, University of Michigan.

*Lim, S. Q., __Gerami, S.__, Mesa, V. (2022, April). Students' and instructors' use of dynamic textbooks in undergraduate mathematics courses: A study of self-narrations with viewing data. Undergraduate Research Opportunity Program (UROP) Symposium, University of Michigan.

*Hu, Q. D., __Gerami, S.__, Mesa, V. (2022, April). Student challenges in linear and abstract algebra: what do students and their instructors do?. Undergraduate Research Opportunity Program (UROP) Symposium, University of Michigan.

PROFESSIONAL SERVICE

Conference Organizer

2025	SIGMAA-RUME Program Committee, Alexandria, VA.
2022	Volunteer and moderator, SIGMAA-RUME, Boston, MA.
2019-2020	Conference planning member, Graduate Student Research Conference (GSRC), University of Michigan.

Manuscript Reviewer

New Trends in Teaching and Learning of Calculus. Springer.

Educational Studies in Mathematics (ESM) | August 2020; March, 2021; December, 2022; August, 2024

Problems, Resources, and Issues in Mathematics Undergraduate Studies (PRIMUS) | December, 2023; June, 2024

Community College Review | April, 2023

ZDM – Mathematics Education | April, 2021

Eurasia Journal of Mathematics, Science and Technology Education | November, 2019

Conference Proposal and Proceeding Reviewer

CERME (European Society for Research in Mathematics Education Conference, ERME Conferences), 2021, 2023

ICME (International Congress on Mathematical Education), 2019

PME (Conference of the International Group for the Psychology of Mathematics Education), 2022, 2024

SIGMAA-RUME (Special Interest Group of the MAA on Research in Undergraduate Mathematics Education), 2020-2025

Mentorship

Cal Poly San Luis Obispo, Mentor

Aria Devries, Master's (2024-Present)

Gabrielle Apsay, undergraduate (2024-Present)

Undergraduate Research Opportunity Program (UROP), University of Michigan, Co-Mentor

Nur Wani-Hazirah (2023-2024)

Eric Khiu (2022-2023)
Shi Qi Lim (2021-2023)
Dora Qingyang Hu (2021-2022)
Yanaphat Hemrattaphan (2019-2020)
Carolyn Evans (2018-2020)

Other

Panelist, *Journey Through the Dissertation* Workshop, Sweetland Center for Writing and Rackham Graduate School, University of Michigan, April 2024

Poster presentation judge, *2023 Undergraduate Research Symposium (URS)*, University of Michigan, 2023

Chair of the DIJE office's subcommittee for *Bias Response and Support System*, School of Education, University of Michigan, 2022-2023

Board member, *DIJE's office Student Advisory* (diversity, inclusion, justice, equity), School of Education, University of Michigan, 2022-2023

Organizer for prospective graduate students' campus visit School of Education, University of Michigan, 2018-2020

Steering Committee Member, *Community College Interdisciplinary Research Forum (CCIRF)*, University of Michigan, 2019

Poster presentation judge, 2018 spring research symposium, *Undergraduate Research Opportunity Program (UROP),* University of Michigan, 2018

Doctoral student honorary panelist, Mathematics department, California Polytechnic State University- San Luis Obispo, 2018

Volunteer panelist, incoming-student orientation, School of Education, University of Michigan, 2018

Volunteer teacher, *Princeland Academy*, Tema, Ghana. Taught a supporting math and science class in a middle school in an underprivileged district in order to increase the high school admission and decrease the dropout rates for students from low-income families, 2011

Volunteer mathematics and science tutor, *EOPS (The Extended Opportunity Programs and Services)* and *Math Lab*, Santa Monica College, 2008-2010

PROFESSIONAL TRAINING

03/19/2024	*What are the roles of these situations in framing instructional tasks for introducing derivatives?* The National Center for Faculty Development and Diversity (NCFDD), virtual
2023	*Equity-focused Facilitation Strategies*, Center for Research on Learning and Teaching (CRLT), University of Michigan, MI

2023 *An Introduction to Equity-focused Assessment*, Center for Research on Learning and Teaching (CRLT), University of Michigan, MI

2022 *The Art of Truth Telling: An Imperative in Education and Educational Research*, 2022 Race and Social Justice Institute. A two-day intensive experience with a series of speakers, panels, and workshops over. School of Education, University of Michigan, MI

2022 *The Inclusive STEM Teaching Project*; a course developed by a team at Boston University, Northwestern, University of Michigan – Ann Arbor, Des Moines Area Community College, The University of Utah, University of Wisconsin – Madison, and the University of Georgia; Virtual

2021 *Teaching for Equity and Inclusion in Remote Contexts*, Center for Research on Learning and Teaching (CRLT), University of Michigan, MI

2020 *COMmunities for Mathematics Inquiry in Teaching (COMMIT)*, Leadership Development Workshop, led by Sally Blue ad Patrick Rault, virtual.

2020 *IBL Workshop on Courses for Future Elementary Teachers*, led by Todd Grundmeier, and Danielle Champney, The Academy of Inquiry Based Learning.

2019 *Intersectionality at 30, Diversity*, Inclusion, Justice and Equity (DIJE) conversations. School of Education, University of Michigan, MI

2019 *"Doing the Work Our Souls Must Have": Towards Anti-Racist Praxis.* DIJE conversations. School of Education, University of Michigan, MI

2019 *Teaching for Inclusion and Equity*, Inclusive Teaching @ Michigan Series, Center for Research on Learning and Teaching (CRLT), University of Michigan, MI

2019 *Principles and Practices of Anti-Racist Pedagogy*, Inclusive Teaching @ Michigan Series, Center for Research on Learning and Teaching (CRLT), University of Michigan, MI

2019 *Applying Principles of Transparency to Classroom Discussions*, Inclusive Teaching @ Michigan Series, Center for Research on Learning and Teaching (CRLT), University of Michigan, MI

2019 *Disability and Accessible Teaching: Current Perspectives and Best Practices*, Inclusive Teaching @ Michigan Series, Center for Research on Learning and Teaching (CRLT), University of Michigan, MI

2019 *Making Choices about How to Address the World Beyond Your Classroom*, Inclusive Teaching @ Michigan Series, Center for Research on Learning and Teaching (CRLT), University of Michigan, MI

2018 *Instrument Validation Workshop,* led by Matt Diemer, University of Michigan, MI

2015 *Inquiry-Based Learning Workshop,* led by Stan Yoshinobu, Matthew Jones, and Carol Schumacher, San Luis Obispo, CA

PROFESSIONAL MEMBERSHIPS AND AFFILIATIONS

AMATYC (American Association of Two-Year Colleges), USA

ERME (European Society for Research in Mathematics Education), Europe

ICMI and ICME (International Commission on Mathematical Instruction; International Congress on Mathematical Education), International

MAA (Mathematical Association of America), USA

PME (International Group for the Psychology of Mathematics Education), International

PME-NA (North American Chapter of International Group for the Psychology of Mathematics Education), North America

SIGMAA-RUME (Special Interest Group of the MAA on Research in Undergraduate Mathematics Education), USA

LANGUAGE SKILLS

English and Farsi: fluent professional reading, writing, and speaking.

Biblical Hebrew: can read with dictionary.

Classical Arabic and Old Aramaic: beginner reading and writing.

Computer languages: Microsoft Office, LaTeX, MPlus, Stata, C++ (beginner), MaxQDA.