

AACHEY SUSAN JUROW

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Curriculum Vitae

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EDUCATION

2001, Ph.D.	University of California, Berkeley	Education, Cognition & Development
1995, M.A.	University of California, Berkeley	Education, Cognition & Development
1992, B.A.	New York University	Psychology

APPOINTMENTS

fall 2016	Chair, Learning Sciences & Human Development program, University of Colorado, Boulder
2014-present	Director of EPIC after-school club and teacher education program, Partnership between University of Colorado, Boulder and Alicia Sanchez International Elementary School, Lafayette, CO
2011-present	Associate Professor, School of Education, University of Colorado, Boulder
2009-2013	Co-chair, Educational Psychology, University of Colorado, Boulder
2003-2011	Assistant Professor, School of Education, University of Colorado, Boulder
2001-2003	Associate Director of Research, CONNECT: A Center for Research & Innovation in Elementary Education, University of California, Los Angeles

PROFESSIONAL HONORS

2018	Provost's Faculty Achievement Award, University of Colorado, Boulder
2016	<i>Journal of the Learning Sciences</i> Reviewer of the Year
2016	The Best Should Teach Gold Award, University of Colorado, Boulder
2011	Honorable Mention for the Best Paper Award for the Women in Engineering Division of the American Society for Engineering Education
2009	Provost's Faculty Achievement Award, University of Colorado, Boulder
2008	President's Teaching and Learning Collaborative Researcher, University of Colorado, Boulder
2004	Junior Faculty Fellowship, International Conference of the Learning Sciences and the National Science Foundation
2003	Haytin Award for Outstanding Research in Teaching and Learning, University of California, Los Angeles
1988-1992	NYU Trustees Scholarship
1988-1992	New York State Regents Scholarship

PUBLICATIONS IN REFEREED JOURNALS

Jurow, A.S., Horn, I.S., & Philip, T.M. (2018). Re-mediating knowledge infrastructures: A site for innovation in teacher education. *Journal of Education for Teaching*.

Teeters, L.A., & Jurow, A.S. (2018). Generating equity-oriented research partnerships: A grounded community-based research protocol. *Journal of Community Engagement and Scholarship*, 11(1), 27-37.

Price, E.*¹, & Jurow, A.S. (2018). On belonging: Children respond to Trump through play and imagination. *Radical Teacher*. 111, 12-20.

The Politics of Learning Writing Collective² (2017). The Learning Sciences in a new era of

¹ I have added an asterisk next to the names of authors who were students at the time.

² The authors of this writing piece are: T. Philip, A.S. Jurow, S. Vossoughi, M. Bang, and M. Zavala.

- U.S. nationalism. *Cognition & Instruction*, 35(2), 1-12.
- Teeters, L.A., & Jurow, A.S. (2016). Relationships *de confianza* and the organization of collective social action. *Ethnography and Education*, 1-16.
- Gutiérrez, K., & Jurow, A.S. (2016). Social design experiments: Toward equity by design, *The Journal of the Learning Sciences*, 25(4), 1-34. (Equal authorship)
- Jurow, A.S., Teeters, L.A.*, Shea, M.V., & Van Steenis, E.* (2016) Extending the consequentiality of “invisible work” in the food justice movement, *Cognition & Instruction*, 34(3), 210-221.
- Hall, R., & Jurow, A.S. (2015). Changing concepts in activity: Descriptive and design studies of consequential learning across time, space, and social organization, *Educational Psychologist*, 50(3), 173-189.
- Jurow, A.S., & Shea, M.V.* (2015). Learning in equity-oriented scale-making projects, *The Journal of the Learning Sciences*, 24(2), 286-307.
- Hug, S., & Jurow, A.S. (2013). Learning together or going it alone: How community contexts shape the identity development of minority women in computing. *Journal of Women and Minorities in Science and Engineering*, 19(4), 273-292.
- Jurow, A.S., Tracy, R.*, Hotchkiss, J.*, Kirshner, B. (2012). Designing for the future: How the Learning Sciences can inform the trajectories of preservice teachers. *Journal of Teacher Education*, 63(2), 147-160.
- Jurow, A.S., & Pierce, D.* (2011). Exploring the relations between “soul” and “role”: Learning from the Courage to Lead. *Mind, Culture, and Activity*, 18(1), 26-42
- Jurow, A.S. (2009). Cultivating self in the context of transformative professional development. *Journal of Teacher Education*, 60, 277-290.
- Jurow, A.S., Hall, R., & Ma, J.* (2008). Expanding the disciplinary expertise of a middle school mathematics classroom: Re-contextualizing student models in conversations with visiting specialists. *The Journal of the Learning Sciences*, 17(3), 338-380.
- Jurow, A.S., & Creighton, L.* (2005). Improvisational science discourse: Teaching science in 2 K-1 classrooms. *Linguistics and Education*, 16(3), 253-362.
- Jurow, A.S. (2005) Shifting engagements in figured worlds: Middle school mathematics students’ participation in an architectural design project. *The Journal of the Learning Sciences*, 14(1), 35-67.
- Jurow, A.S. (2004). Generalizing in interaction: Middle school mathematics students making mathematical generalizations in a population-modeling project. *Mind, Culture, and Activity*, 11(4), 279-300.

EDITED CONFERENCE PROCEEDINGS

- Polman, J. L., Kyza, E., O’Neill, D. K., Tabak, I., Penuel, W. R., Jurow, A. S., O’Connor, K., Lee, T., and D’Amico, L. (Eds.). (2014). *The International Conference of the Learning Sciences (ICLS) 2014: Learning and becoming in practice*. Boulder, CO: International Society of the Learning Sciences.

CHAPTERS IN EDITED SCHOLARLY VOLUMES

- Freeman, Q.* & Jurow, A.S. (2018). Becoming a more disruptive teacher. In E. Mendoza, B. Kirshner, & K. Gutiérrez (Eds.) *Power, equity, and (re)design: Bridging learning and critical theories in learning ecologies for youth* (pp. 35-52). Information Age.
- Gutiérrez, K., & Jurow, A.S. (November, 2017). Social design experiments: Toward equity by design (Equal authorship), Republished in W.R. Penuel, M. Cole, & D. K. O’Neill (Eds.) *Cultural-historical activity theory approaches to design-based research*, NY: Routledge.
- Teeters, L.A.*, Jurow, A.S., & Shea, M.V. (2016). The challenge and promise of community co-design. In V. Svihla and R. Reeve (Eds.) *Design as scholarship: Case studies from the Learning Sciences* (pp. 41-54), NY: Routledge.
- Eisenhart, M., & Jurow, A.S. (2011). Teaching qualitative research. In *Handbook of qualitative research*, 4th edition (pp. 699-714), Los Angeles: Sage.
- Jurow, A.S., & McFadden Creighton, L. (2011). Disciplined improvisation to extend young children’s scientific understanding. In R. Keith Sawyer (Ed.) *Structure and improvisation in creative*

- teaching* (pp. 236-251), NY: Cambridge University.
- Hug, S., & Jurow, A.S. (2010). Developing technological fluency in community practice: Implementing invisible tools. In M. Orey, V.J. McClendon, & R. Branch (Eds.) *Educational technology and media yearbook*. Springer. (Invited submission based on an analysis of top Learning, Design, and Technology programs)
- Erickson, F., Bagrodia, R., Cook-Sather, A., Espinoza, M.A., Jurow, A.S., Shultz, J., & Spencer, J. (2008). Students' experience of school curriculum: The everyday circumstances of granting and withholding assent to learn. In M. Connelly, M.F. He, & J. Phillion (Eds.), *Handbook of curriculum and instruction* (198-218). Thousand Oaks, CA: Sage.

PUBLICATIONS IN PEER-REVIEWED CONFERENCE PROCEEDINGS

- Hug, S., Jurow, A.S., & Chi, W.* (2011). Evolving identities: Undergraduate women pursuing the engineering professoriate. In *American Society for Engineering Education* annual conference proceedings.
- Jurow, A.S. (2008). Cultivating self in the context of transformative professional development. In International Society for Cultural and Activity Research conference proceedings. Retrieved October 20, 2008, from <http://moodle.id.ucsb.edu/>
- Jurow, A.S., & Creighton, L.* (2004). Managing ideological and pedagogical dilemmas: Improvising a balance between discovery and transmission in 2 K-1 science classrooms. In Y.B. Kafai, W.A. Sandoval, N. Enyedy, A. Scott Nixon, & F. Herrera (Eds.), *Embracing Diversity in the Learning Sciences: The Proceedings of the Sixth International Conference of the Learning Sciences* (pp. 270-277). Mahwah, NJ: Erlbaum.
- Jurow, A.S. (2002). Generalizing in interaction: Mathematical generalizing in and through classroom discourse. In P. Bell, R. Stevens, & T. Satwicz (Eds.), *Keeping Learning Complex: The Proceedings of the Fifth International Conference of the Learning Sciences* (pp. 183-190). Mahwah, NJ: Erlbaum.

EDITOR-REVIEWED PUBLICATIONS

- Jurow, A.S. (2016). Kris Gutiérrez: Designing with and for diversity in the Learning Sciences. *Cultural Studies in Science Education*, 3(9), 1-8. (Invited article in special issue edited by J. Falk and L. Dierking on 2020 vision: Envisioning a new generation of STEM learning research)
- Penuel, W.R., Gutiérrez, K.D³, Jurow, A.S., Kirshner, B., O'Connor, K., & Polman, J.L. (2014). Activity theory. In D.C. Phillips (Ed.) *Encyclopedia of Educational Theory and Philosophy* (pp. 10-12), Los Angeles, CA: SAGE.
- Jurow, A.S., (2010). How people live and learn across contexts. (Essay review of O. Dreier, *Psychotherapy in everyday life*) *Mind, Culture, and Activity*, 17(1), 88-91.
- Jurow, A.S. (Winter, 2003). Following kids, not scripts. *Connections*, pp. 1, 4-8.

WORKS IN PROGRESS

- Shea, M.V., & Jurow, A.S. (revise and resubmit). Organizing sustainable futures in business school education. *Cognition & Instruction*.
- Jurow, A.S., & Freeman, Q.* (under review). Designing with politics, power, and learning in teacher education. *Teacher Education Quarterly*.

CONFERENCE PRESENTATIONS

- Freeman, Q.*, & Jurow, A.S. (2017). Becoming a more disruptive teacher through engaging rather than

³ The names of the authors on this publication are in alphabetical order following the first author.

- avoiding discomfort. Paper presentation in *Raising critical consciousness: Disruptive teaching through engagement* at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Jurow, A.S. (2016). Looking and listening analytically to video footage showing social interaction. Invited paper presented as part of the “Learning how to look and listen” conference sponsored by the Spencer Foundation, Arizona State University, November 2016.
- Jurow, A.S., Schiffer, J., Alderete, J.*, & DiGiacomo, D.* (2016). Design-Revise-Repeat: Working towards equity in 3D. Poster presented as part of a structured poster session on “Strategies for promoting and studying equity in design-oriented research-practice partnerships” at the annual meeting of the American Educational Research Association, April 2016.
- Teeters, L.A.*, & Jurow, A.S. (2016). New tools to organize old practices: Activism in the food justice movement. Poster presented as part of a structured poster session on “Social movements, learning sciences, and possibilities for transformation” at the annual meeting of the American Educational Research Association, April 2016.
- Teeters, L.A.*, & Jurow, A.S. (2015). Leveraging historical practices to organize new futures: From promotoras to the Promotora App, Paper presentation in *Critical perspectives on design and possibility*, Digital Media and Learning Conference, Los Angeles, CA.
- Jurow, A.S., Teeters, L.A.*, Shea, M.V., & Severance, S.* (2014). Examining learning in the urban food justice movement, Paper presentation in *Theorizing learning in the context of social movements*, Symposium at the 11th International Conference of the Learning Sciences, Boulder, CO.
- Gutiérrez, K., & Jurow, A.S. (2014). Designing for possible futures: The potential of social design experiments, Paper presentation in *Toward an argumentative grammar for socio-cultural/cultural-historical activity approaches to design research*, Symposium at the 11th International Conference of the Learning Sciences, Boulder, CO.
- Hotchkiss, J.S.*, & Jurow, A.S. (2013). But how do you implement it in the classroom? Examining the strategy of commodifying theory in an educational psychology course. Paper presented in *Using student beliefs and perceptions to inform the teaching of Educational Psychology*. Symposium at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Jurow, A.S., & Hotchkiss, J.S.* (2013). Developing expansive scientific repertoires in K-1 science. Paper presented in *Multimodal and multilingual resources in children’s situated cognitive and literacy-related classroom activities*. Symposium at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Jurow, A.S., O’Connor, K., & Shea, M.V.* (2012). Learning takes place. Paper presented in *Theorizing and transforming place in the Learning Sciences*. Presidential session at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
- Hotchkiss, J.S.*, Jurow, A.S., Burns, M.* & Paguyo, C.* (April 2012). *Living theory: Socializing the competent use of narrative as a theoretical tool*. Talk presented at the annual meeting of the American Educational Research Association; Vancouver, British Columbia, Canada.
- Jurow, A.S., Tracy, R.*, Hotchkiss, J.S.*, & Kirshner, B. (2011). Bringing the Learning Sciences into teacher education. Paper presented in *Discussions of teaching in the Learning Sciences*. Roundtable presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Jurow, A.S. (2010). Designing access to qualitative research practice through classroom pedagogy. Paper presented in *Key issues in teaching qualitative research*. Working group roundtable at the annual meeting of the American Educational Research Association, Denver, CO.
- Jurow, A.S., Tracy, R.*, & Kirshner, B. (2010). Negotiating trajectories of participation as learners and teachers in an Educational Psychology course. Paper presented in *Not another brick in the wall: Transformative ecologies of higher education within and outside the university*, Symposium at the annual meeting of the American Educational Research Association, Denver, CO.
- Jurow, A.S., & Pierce, D.* (2008). Exploring the relations between “soul” and “role”: Learning from the Courage to Lead. Paper presented in *Perspectives in Cultural-Historical Research*. Paper session at the annual meeting of the American Educational Research Association, San Diego, CA.

- Jurow, A.S. (2008). Cultivating self in the context of transformative professional development. Paper presented in *Teachers and Pedagogical Practices*, Paper session at the Second Congress of the International Society for Cultural and Activity Research, San Diego, CA.
- Jurow, A.S. (2008). Overview of learning on playgrounds. Paper presented in A.S. Jurow & M. Eisenhart (Organizers), *Serious play: Learning to navigate difference on inner-city playgrounds*. Symposium at the annual meeting of the American Educational Research Association, New York, New York.
- Hall, R., & Jurow, A.S. (2006, April). Hybrid interactional practices: Expanding the disciplinary expertise of a middle school mathematics classroom. Paper presented in B. Kirshner & V. Hand (Organizers), *Hybrid spaces, boundary crossing and resources for participation: Studies of learning in and out of school*. Symposium at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Jurow, A.S., & Creighton, L.* (2004, June). *Teaching science as inquiry in 2 K-1 classrooms: Orchestrating and improvising in science discourse*. Paper presented at the Sixth International Conference of the Learning Sciences, Santa Monica, CA.
- Jurow, A.S., Creighton, L.*, & Samkian, A.* (2004, April). *Teaching inquiry-based science: Perspectives from elementary classrooms*. Poster presented in A.S. Jurow (Organizer), *Developing a practice-based approach to school research: Inquiry for learning at UCLA's laboratory school*. Structured poster session at the annual meeting of the American Educational Research Association, San Diego, CA.
- Erickson, F., Jurow, A.S., Levy, D., Rosenthal, L., & Santini, A. (2002, April). *How the roller coaster project grew: A digital multimedia case study of complex teaching and learning practice in two kindergarten-first grade classrooms*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Jurow, A.S. (2002, October). *Generalizing in interaction: Mathematical generalizing in and through classroom discourse*. Paper presented at the Fifth International Conference of the Learning Sciences, Seattle, WA.
- John⁴, A.S. (2001, May). *Using ethnographic data to study mathematical activities in classroom practice*. Paper presented at the Ethnography in Education Conference, California State University, Los Angeles, CA.
- John, A.S., Torralba, J.A., & Hall, R. (1999, April). *Comparing logics of participation: Working at the boundary between errors and findings in classroom and professional ecology*. Paper presented in M. Roth & R. Hall (Organizers), *Of lizards, ants, and arthropods: Scientists' and middle school students' representations of nature*. Panel at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Hall, R., Torralba, A., & John, A.S. (1998, April). *"That's a good comparing": Experimentation, contingency, and discretion among scientists working on the chemical taxonomy of insects*. Paper presented in B. Warren & R. Hall (Organizers) *Contingency in scientific work: cases from the classroom and the laboratory*. Symposium at the annual meeting of the American Educational Research Association, San Diego, CA.
- Torralba, J. A., & John, A.S. (1998, April). *The interactional work of group work*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- John, A.S., Luporini, D., & Lyon, L. (1997, March). *Making, interpreting, and animating graphical representations in an architectural design project*. Paper presented in R. Hall & J. Smith (Organizers) *What can studies of mathematics in the workplace tell us about teaching and learning mathematics in school?* Symposium at the annual meeting of the American Educational Research Association, Chicago, IL.

INVITED PRESENTATIONS

- Jurow, A.S. (October 13, 2018). *Designing for radical openness and possibility in the Learning Sciences*,

⁴ My maiden name is A.S. John.

- Keynote at the Learning Sciences Graduate Student Conference, Vanderbilt University, Nashville, TN.
- Jurow, A.S., Kolikant, Y., Vossoughi, S., & Booker, A. (June 27, 2018). *Making the Learning Sciences count*, Presidential session at the International Conference of the Learning Sciences, University College London, London, England.
- Jurow, A.S. (May 16, 2017). *Learning and becoming as part of organizing for more equitable futures*, Ontario Institute of Studies of Education, University of Toronto, Ontario, Canada.
- Jurow, A.S. (April 25 and April 28, 2014). Writing ethnographic fieldnotes, Workshop for mathematics education research students at the University of California at Berkeley, Organized by Na'ilah Nasir and Geoffrey Saxe.
- Jurow, A.S. (March, 2014). *Studying and designing for consequential learning*, University of Colorado, Boulder School of Education Spring Colloquium.
- Jurow, A.S., & Liston, D. (May, 2010). *Conceptualizing, mapping, and empirically investigating transformative professional development*, Research report presented to the Fetzer Institute, Kalamazoo, MI.
- Jurow, A.S. (Fall, 2009). *Practical engagements of the self*. University of Colorado, Boulder School of Education Colloquium.
- Jurow, A.S. (November, 2005). *An example of generalizing in interaction*, Presentation as part of the Institute of Cognitive Science colloquium series titled "Leveraging Human Generalization Abilities for Optimal Learning," University of Colorado, Boulder.
- Jurow, A.S. (2002, Spring). *Generalizing in interaction: Students making and using mathematical generalizations in design projects*, Presentation in the Psychological Studies in Education colloquium series, Graduate School of Education & Information Studies, University of California, Los Angeles.
- Jurow, A.S. (2001, Winter). *Coordinating purposes to support mathematics learning in design projects*, Invited presentation in "Learning and Education," a doctoral seminar taught by Dr. Yasmin Kafai, University of California, Los Angeles.
- John, A.S. (1999, December). Invited participant. *Children's ways with words in science and mathematics: A conversation across disciplines*. Organized by the Chèche Konnen Center on Research, Education, Diversity and Excellence at the University of California, Santa Cruz, and the National Center for Improving Student Learning and Achievement at the University of Wisconsin, Madison.
- John, A.S. (1999). Invited participant. *Mathematics in and out of school conference*. Planning meeting sponsored by the National Science Foundation program on Transitions to Work.
- John, A.S. (1999). *Developing technical and analytic skill in videotaping*, Panelist at the Center for the Integrated Study of Teaching and Learning workshop "Collecting and Analyzing Video and Audio Records," University of California, Berkeley.
- John, A.S. (1998). *Tracing the scope of mathematical generalizations across classroom settings*, Invited presentation in "Discourse Analysis," a doctoral seminar taught by with Dr. Claire Kramsch, University of California, Berkeley.
- John, A.S., Torralba, J.A., Hall, R., Danielson, S. (1998). *Invited presentation to the Middle School Mathematics through Applications Project*. Institute for Research on Learning, Palo Alto, CA.
- John, A.S. (1997). Panel respondent to Dr. James Gee in *The paradox of the language teacher: What do language teachers teach?* Workshop organized by Dr. Claire Kramsch at the Berkeley Language Center.
- Hall, R., Stevens, R., Torralba, A., & John, A.S. (1995). *Case studies of math at work: Exploring design-oriented mathematical practices in school and work settings*. Invited talk at the Institute for Research on Learning, the Xerox PARC, and the Graduate School of Education colloquium series, University of California, Berkeley.

GRANTS & SPONSORED RESEARCH

- 2018-2019 Co-Principal Investigator (with Anne Gold and Jeffrey Writer) *Partnership for action-oriented climate change education*. Funded by the Office of Outreach and Engagement at the University of Colorado, Boulder, \$22,400.
- 2017-2019 Co-Principal Investigator (with Molly V. Shea and Margaret Escudé) *Developing high-tech, low-cost making projects to enhance computational teaching and learning*. Funded by the National Science Foundation, \$253,494 (Award number: 1722504)
- 2017-2018 Co-Principal Investigator (with Kelsey Tayne*) *Co-designing for action-oriented climate change*. Funded by Women Investing in the School of Education at the University of Colorado, Boulder, \$7,282.
- 2017 Co-Principal Investigator (with Ben Shapiro) *Learning and teaching computer science at EPIC*. Funded by the Office of Outreach and Engagement at the University of Colorado, Boulder, \$24,000.
- 2017 Co-Principal Investigator (with Terrenda C. White) *Developing a research-practice partnership in historically Black Denver*. Funded by a Place-Based Partnership grant through the School of Education, University of Colorado, Boulder, \$15,350.
- 2017 Co-recipient (with Ben Shapiro and Jovita Schiffer) Funding for a Qualcomm Think-a-bit Lab at EPIC.
- 2016-2017 Co-Principal Investigator (with Brian Muller) *Organizing alternatives to gentrification in a non-dominant community*. Funded by the Office of Outreach and Engagement at the University of Colorado, Boulder, \$24,000.
- 2016-2017 Co-Principal Investigator (with Sarah Hug) *Border crossing: Renewing El Pueblo in/out of school*, Funded by the Office of Outreach and Engagement at the University of Colorado, Boulder, \$24,000.
- 2015-2016 Principal Investigator *A technological infrastructure to support a university-school partnership*, Funded by Women Investing in the School of Education at the University of Colorado, Boulder. \$4,922.50.
- 2015-2016 Co-Principal Investigator (with Sarah Hug) *Developing an evaluation framework for community-based research partnerships*. Funded by the Office of Outreach and Engagement at the University of Colorado, Boulder. \$21,400.
- 2014-2015 Co-Principal Investigator (with Revi Sterling) *Developing local expertise through collaborative technology design*. Funded by the Office of Outreach and Engagement at the University of Colorado, Boulder. \$24,000.
- 2014-2015 Co-Principal Investigator (with Revi Sterling and Leah Teeters*) *ICT Jardín: a participatory community development program to ensure food security*. Funded by the ATLAS Institute at the University of Colorado, Boulder. \$3,030.30.
- 2013-2014 Co-Principal Investigator (with Revi Sterling and Kevin O'Connor) *Connecting local action and expert knowledge in one Denver neighborhood*. Funded by the Office of Outreach and Engagement at the University of Colorado, Boulder. \$24,000.
- 2012-2013 Co-Principal Investigator (with Kevin O'Connor) *Collaborative community research for promoting social and economic development in a Denver neighborhood*. Funded by WISE (Women Investing in the School of Education) at the University of Colorado, Boulder. \$3,356.00
- 2012-2013 Co-Principal Investigator (with Kevin O'Connor and Richard Wobbekind) *Understanding local food practices: Collaborative community research for promoting economic development in a Denver neighborhood*. Funded by the Office of Outreach and Engagement at the University of Colorado, Boulder. \$21,000.
- 2010-2011 Co-Principal Investigator (with Ben Kirshner and Kris Gutiérrez), *Developing teachers through service-learning and community-based learning environments project*, Funded by the Institute for Ethical and Civic Engagement at the University of Colorado, Boulder. \$18,000.
- 2009-2010 Co-Principal Investigator (with Ben Kirshner), *Integrating service learning and teacher education*, Funded by the Office of Service Learning at the University of Colorado, Boulder. \$3,000

- 2009-2010 Co-Principal Investigator (with Ben Kirshner), *Preparing teachers through service learning in community settings*, Funded by the Institute for Ethical and Civic Engagement at the University of Colorado, Boulder. \$10,000.
- 2006-2007 Co-Principal Investigator (with Dan Liston, PI and Hilda Borko, Co-PI), *Transformative professional development: The influence of emotional, spiritual and personal development of educators on public education*. Funded by the Fetzer Institute. \$77, 072.
- 2006 Website Content Consultant, *The classroom ecosystem explorer: Developing and testing a multimedia tool to support early grades instruction in science*. Funded by the National Science Foundation. \$340,000.
- 2005 Contributor to the Institute of Cognitive Science at the University of Colorado, Boulder's Science of Learning Center grant, *Leveraging human generalization abilities for optimal learning*. Funded by the National Science Foundation.
- 1999 Grant in support of research, Graduate School of Education, University of California, Berkeley
- 1998 Spencer Foundation Training Fellowship, Center for the Integrated Study of Teaching and Learning, University of California, Berkeley
- 1998 Grant in support of research, Graduate School of Education, University of California, Berkeley
- 1997 Spencer Foundation Training Fellowship, Center for the Study of Critical Transitions, University of California, Berkeley
- 1997 Grant in support of research, Graduate School of Education, University of California, Berkeley

PROFESSIONAL ACTIVITIES

- Editorial Appointment** Associate Editor, *Journal of the Learning Sciences* (since 10/2018)
- Editorial Board Member** *Journal of the Learning Sciences* (since 2006)
- Reviewer, Refereed Journals** *Cognition & Instruction, Journal of Teacher Education, Educational Psychologist, Review of Educational Research, Discourse Processes, Linguistics and Education, Instructional Science, American Educational Research Journal*
- Governing Board** International Society of the Learning Sciences (elected June 2017)
- Steering Committee** CU Engage (2014-spring 2018)
Graduate Teaching Program (2018)
- Planning Committee** Provost committee for planning a university-wide Center for Teaching and Learning (11/2016-3/2017)
- Member Award Committees** Advanced Technologies for Learning/Learning Sciences Special Interest Group, Best Student Paper (since 2015)
International Conference of the Learning Sciences, Best Student Paper (2015-2016)
International Conference of the Learning Sciences, Best Overall Paper (2015-2016)
Office of Outreach and Engagement, University of Colorado, Boulder (2014-present)

Program Chair/Co-Chair	Special Interest Group – Learning Sciences for the American Educational Research Association (2010-2011)
	11th International Conference of the Learning Sciences conference committee (2012-2014)
Mentor	American Educational Research Association, Division C Graduate Mentoring Program (2013, 2017)
Reviewer Conference Proposals	American Educational Research Association (Division C: Learning and Instruction, Division K: Teaching and Teacher Education, Learning Sciences Special Interest Group)
Conference Committees	International Society of the Learning Sciences conference committee (2014-present)
	International Society of the Learning Sciences program committee (2004)

NATIONAL SERVICE PRESENTATIONS

- Penuel, W.R., & Jurow, A.S. (May, 2013). Submitting to the International Conference of the Learning Sciences. Webinar: <http://www.isls.org/icls2014/webinars.html>
- Jurow, A.S. (2012). The contributions of Frederick Erickson to the field of educational research. Organizer and speaker, Invited talk at the Language and Social Processes Special Interest Group meeting at the annual meeting of the American Educational Research Association; Vancouver, British Columbia, Canada.

UNIVERSITY SERVICE PRESENTATIONS

- Jurow, A.S. (June, 2015). *What my students have taught me about learning*, Invited presentation for New Student Welcome Day, University of Colorado at Boulder.
- Jurow, A.S., Teeters, L.A.*, Sterling, R. (Nov. 14, 2014). *ICT Jardín: A participatory community development program to ensure food security*, Presentation for ATLAS, University of Colorado at Boulder.
- Jurow, A.S., O'Connor, K., Shea, M.V.* (March, 2013). *Understanding local food practices*. Presentation given at the University of Colorado, Boulder Office of Outreach and Engagement awards luncheon, Boulder, CO.
- Jurow, A.S., Kirshner, B., Tracy, R.*, Hotchkiss, J.* (September, 2010). *Preparing teachers by moving outside of the classroom*, Workshop presentation for the Institute for Ethical and Civic Engagement support lunch, Boulder, CO.

SCHOOL OF EDUCATION SERVICE

2017	Member of reappointment committee
2017	Chair of tenure committee
2015-present	Miramontes and Graduate Programs committee
2014-2016	Chair of Anthropology of Education & Qualitative Methods search committee
2013-2014	Chair of reappointment committee
2011-2014	Member of School of Education salary committee
2012-2013	Member of tenure committee
2009-2010	Member of Educational Psychology/Learning Sciences search committee
2008-2009	Member of faculty recruitment committee
2008	Member of the Associate Dean for Research search committee

2007-2008	Member of the Elementary Literacy search committee
2006-2007	Member of the Mathematics Education search committee
2005-2006	Member of the Mathematics Education search committee
12/2005-5/2006	Chair of the Mathematics Education search committee
2004-2005	Member of the Mathematics Education search committee
2005-2006	Member of the Boulder Faculty Assembly's Student Affairs Committee
2003-2004	Faculty liaison for Faculty Technology Excellence Program
2003-2004	Member of the Educational Psychology search committee

COURSES TAUGHT

Introduction to Qualitative Research Methods, part I (University of Colorado, Boulder)
 Introduction to Qualitative Research Methods, part II (University of Colorado, Boulder)
 Humanizing Pedagogies (University of Colorado, Boulder)
 Power, Politics, and Learning (University of Colorado, Boulder)
 Discourse as a Context for Learning (University of Colorado, Boulder)
 Psychological Foundations of Education (University of Colorado, Boulder)
 Learning in Social Practice (University of Colorado, Boulder)
 Educational Psychology for Elementary School (University of Colorado, Boulder)
 Introduction to Qualitative Methods and Design Issues in Educational Research (University of California, Los Angeles)
 Participant-Observation Field Methods (University of California, Los Angeles)
 Culture, Communication, and Human Development (University of California, Los Angeles)

DOCTORAL ADVISEES

Laura Creighton	Assistant Professor (former)	Rhode Island College
Suzanne Eyerman	Research Associate	University of Colorado, Boulder
Julie Graves	Instructor	Oregon State University
Sarah Hug	Research Associate	University of Colorado, Boulder
Brooke Moore** ⁵	Assistant Professor	Fort Hays State University
Molly Shea	Assistant Professor	San Francisco State University
Jonnathan Smith	Strategic Analytics Supervisor	Denver Public Schools
Leah Teeters	Research Associate	University of Colorado, Boulder
Daisy Pierce	Executive Director	Navigating Recovery
Joanna Weidler-Lewis	Postdoctoral researcher	Pennsylvania State University

Current doctoral students:

Quinton Freeman
 Ashley Scroggins**
 Maravene Taylor-Heine
 Kelsey Tayne**

UNDERGRADUATE HONORS STUDENTS

Anthony Meluso	Honors Thesis in Geography
Olivia Flynn	Honors Thesis in Environmental Design

⁵ I have used two asterisks to indicate that I co-advised the student.