Department of Curriculum & Instruction

Curriculum Studies

Jake Burdick (burdics@purdue.edu; 765-494-4901)
Assistant Professor, Curriculum Studies
Public and popular sites of education, activist studies, and community knowledge and perceptions of education; utilizing narrative inquiry, psychoanalysis, and post-structural thought as inquiry approaches.

Nadine Dolby (ndolby@purdue.edu; 765-496-2963)
Professor, Curriculum Studies
International education, higher education, qualitative inquiry, youth culture, popular culture, and education in South Africa.

JoAnn Phillion (phillion@purdue.edu; 765-494-2352)
Professor, Curriculum Studies
Using narrative inquiry to study multicultural education in diverse school contexts nationally and internationally, focusing on immigrant and minority student educational issues; research on study abroad and teacher development in international contexts.

Maryann Santos de Barona (msdb@purdue.edu; 765-494-2336)
Dean of the College of Education, Professor
High school completion and college-going, psychological and assessment issues with an emphasis on gender and cultural diversity, and social skills development and training.

Stephanie Zywicki (szywicki@purdue.edu; 765-494-0803)
Assistant Professor, Curriculum Studies
Qualitative research methods; research on American Indian students in mainstream educational environments.

Learning Design and Technology

Peg Ertmer (pertmer@purdue.edu; 765-494-5675)
Professor, Learning Design and Technology
Impact of student-centered instructional approaches and strategies on learning. Impact of case-based instruction on higher-order thinking skills; the effectiveness of a student-centered, problem-based learning approach to technology integration; and strategies for facilitating higher-order thinking and self-regulated learning in online learning environments.
Marisa Exter (mexter@purdue.edu; 765-496-3358)
Assistant Professor, Learning Design and Technology
Improving or enhancing existing curricula and pedagogy in university-level design programs based on understanding the experiences of working design professionals. Formal and non-formal educational experiences of software designers; experienced instructional designers’ beliefs about design character.

Minchi Kim (minchi@purdue.edu; 765-496-2190)
Associate Professor, Learning Design and Technology
Scaffolding students’ problem solving with technology-enhanced learning environments; pedagogical frameworks for learning and teaching in technology-rich contexts; integrating emergent technologies (simulations, games, and social media) into formal and informal learning environments; effective pedagogical strategies for learning and teaching in online, blended, and face-to-face settings with technologies.

James D. Lehman (lehman@purdue.edu; 765-494-8474)
Associate Dean for Discovery and Faculty Development; Professor, Learning Design and Technology
Integration of computers in education particularly in the sciences; interactive multimedia design; computer-mediated distance education.

Timothy Newby (newby@purdue.edu; 765-494-5672)
Professor, Learning Design and Technology
Learning and motivation and the impact of various instructional strategies; the creation and implementation of instructional analogies, the use of mentoring, and the integration of computer technology.

Jennifer C. Richardson (jennrich@purdue.edu; 765-494-5671)
Associate Professor, Learning Design and Technology
Distance education, in particular online learning environments including social aspects of online learning, professional development practices, and gauging learning in online environments; integration of technology to improve learning at the K-12 and higher education levels.

Victoria Walker (vlwalker@purdue.edu; 765-494-1004)
Clinical Assistant Professor, Learning Design and Technology
Emergent technologies in online teaching and learning, interactive multimedia design, strategic development of educational technologies and online learning experiences, situated learning and authentic tasks, online social networking and learning, virtual environments, and the mobile technologies in learning.

Bill Watson (brwatson@purdue.edu; 765-494-9735)
Associate Professor, Learning Design and Technology; Director, Purdue Center for Serious Games and Learning in Virtual Environments
Critical, systemic change of education to realize a learner-centered paradigm, including the application of technology such as video games, virtual environments, and learning management software in order to create customized and personalized learning environments.
Sunnie Lee Watson (watson82@purdue.edu; 765-494-6056)
Clinical Assistant Professor, Learning Design and Technology
Critical systems theory/thinking for educational change and research, international technology policies and leadership for digital equity, use of web-based technology tools for multicultural and peace education, and distance education in higher education. She also specializes in the creation of personalized learning environments.

**Education for Work and Community**

Paul Asunda (pasunda@purdue.edu; 765-494-1092)
Assistant Professor, Technology, Leadership, and Innovation
Career and technical education teacher preparation, STEM integration through career and technical education; online instruction in workforce preparation.

Levon Esters (lesters@purdue.edu; 765-494-8423)
Associate Professor, Youth Development and Agricultural Education
STEM career development; use of agriculture as a context for teaching and learning STEM; career development of racial/ethnic minorities.

Wanda Fox (wfox@purdue.edu; 765-494-7291)
Associate Professor, Family and Consumer Sciences Education
Curriculum Development and Theory, emphasis in Multicultural Education; Vocational Education- Home Economics

James Greenan (jgreenan@purdue.edu; 765-494-7314)
Professor, Career and Technical Education
Research methodology, program evaluation; career development and education, special needs populations, trade and industrial teacher supply and demand, leadership development, generalizable skills instruction

Nathan Mentzer (nmentzer@purdue.edu; 765-494-0298)
Assistant Professor, Engineering/Technology Education
Intersection of secondary education and design thinking; complexities of motivation, achievement, technological literacy, STEM integration and underrepresented population impacts. Measuring student design thinking; experiences to scaffold learning and improvement of design thinking; impacts of fully implemented designs as compared to conceptual design on student learning; impacts of "real world" design challenges with societal implications compared to context-less problem solving.

Jerry Peters (peters@purdue.edu; 765-494-9734)
Professor, Youth Development and Agricultural Education
Agriculture education and experiences beyond the Purdue community that will give new insights into agricultural education; leadership training for youth.
Allen Talbert (btalbert@purdue.edu; 765-494-7316)
Professor; Youth Development and Agricultural Education
Agricultural and extension education; under represented populations in agriculture; the attitudes and perceptions of minorities towards agriculture.

Corinne Zuege (czuege@purdue.edu; 765-494-7292)
Clinical Instructor, Family and Consumer Sciences Education
Family and consumer sciences education.

Literacy and Language Education

Janet Alsup (jalsup@purdue.edu; 765-494-3741)
Professor, English Education
Teacher education and professional identity development, the teaching of composition and literature in secondary schools, critical pedagogy, young adult literature, and qualitative and narrative inquiry.

Susan Britsch (sbritsch@purdue.edu; 765-494-5893)
Professor, Literacy and Language Education
Visual analysis of multimodal discourse; the development of children's genre awareness; the integration of literacy and science education; English Language Learning in the early years.

Susan Gunderson (susang@purdue.edu; 765-494-7936)
Continuing Lecturer, Literacy and Language Education
Literacy and language; Reading Recovery; elementary education

Diane Gunstra (gunstrad@purdue.edu; 765-494-9741)
Continuing Lecturer, Elementary Education
Elementary education; Instructional strategies that gain and/or foster attention and enable formative assessment of students during direct instruction; motivation and instructional strategies and/or techniques to increase less motivated students' desire to learn; differentiation of instruction; assessment used to drive instruction and foster increased student learning; and university supervisor training in best practices to increase their use by student teachers.

Carol Hopkins (hopkinsc@purdue.edu; 765-494-3934)
Professor, Literacy and Language Education
Investigating the use of a rubric to develop teachers' knowledge of oral reading fluency in young children; administrators' beliefs and practices that support teacher professional development; identifying preservice and practicing teachers' beliefs about literacy teaching and learning and understanding how these beliefs impact instructional practices.

Tara Star Johnson (tarastar@purdue.edu; 765-496-1220)
Associate Professor, English Education
Intersections among race, class, gender, and sexuality in education; teacher-student relationships and teacher embodiment, viewed both through a feminist and post-structural epistemological lens.
Christian Knoeller (knoeller@purdue.edu; 765-494-3779)
Associate Professor, English Education
Teaching Native American and Midwestern literature, especially with reference to cultural and ecological memory.

Judith Lysaker (jlysaker@purdue.edu; 765-494-2355)
Associate Professor, Literacy and Language Education
Reading as an act of relating, particularly social imagination and the ability of readers to imagine the thoughts, feelings, and intention of others; the teaching of reading involving relational aspects; instructional contexts for teaching reading.

Trish Morita-Mullaney (tmoritam@purdue.edu; 765-496-1622)
Visiting Assistant Professor, Literacy and Language Education
The lived practices of school teachers and leaders as they enact policy with, for and among English Language Learners; the use of qualitative methods that allow participants to generate their own understandings of pedagogy and praxis in their educational contexts.

Melanie Shoffner (shoffner@purdue.edu; 765-494-3763)
Associate Professor, English Education
Issues of reflective practice and secondary English teacher preparation, with specific interest in the role of the affective domain in teacher preparation, the place of technology in reflection and issues of practice identified by beginning English teachers.

Wayne E. Wright (wewright@purdue.edu; 765-494-3936)
Professor and Barbara I. Cook Chair of Literacy and Language
Language, education, and assessment policies and programs for language minority students; Bilingual Education; mother-tongue-based multilingual education; English as a second/foreign language; second language teaching and learning; heritage languages; high-stakes testing; language assessment; Asian American Education; Southeast Asian American Education; Cambodian Americans; Education policy and practice in Cambodia.

Mathematics Education

Laura Bofferding (lbofferd@purdue.edu; 765-494-0491)
Assistant Professor, Mathematics Education
Pre-K and elementary students’ cognitive development and understanding of mathematics; children’s understanding of negative numbers; the interplay between teachers’ use of questioning, number talks, and math talk and students’ mathematical reasoning; teachers’ use of assessment to inform mathematics instruction; mathematics curriculum analysis.

Signe Kastberg (sbastber@purdue.edu; 765-494-2354)
Associate Professor, Mathematics Education
Postsecondary learner’s development of mathematics content knowledge; prospective elementary teacher knowledge development in the multiplicative conceptual field; children’s knowledge development in the multiplicative conceptual field; constructivist teaching.
Rachael Kenney (rhkenney@purdue.edu; 765-496-6053)
Assistant Professor, Mathematics Education
Student and teacher symbol sense when interacting with mathematical statements in high school or college mathematics courses; use of technology for working with symbolic expressions in mathematics; students' and teachers' anticipatory and reflective practices in learning and teaching mathematics.

Jill Newton (janewton@purdue.edu; 765-494-5679)
Assistant Professor, Mathematics Education
Curriculum in mathematics education, including written curriculum materials, state and district standards documents, assessments, and curricular classroom enactments.

Science Education

Lynn Bryan (labryan@purdue.edu; 765-496-2859)
Professor, Science Education; Director, Center for the Advancement of Teaching and Learning of STEM (CATALyST)
Teacher thinking in the process of learning to teach science; using case study and interpretive methods to conduct in-depth, longitudinal studies of teacher thinking (beliefs and knowledge) as it relates to classroom actions; coordinated cognitive and sociocultural perspectives of learning.

Brenda Capobianco (bcapo@purdue.edu; 765-494-9635)
Associate Professor, Science Education; Courtesy Appointment: Engineering Education
Science teachers' and teacher educators' engagement in action research; young women's participation in science, technology, and engineering and the role teachers play in supporting young women's participation; issues of gender, culture, and identity in science and engineering education.

David Eichinger (deich@purdue.edu; 765-494-0711)
Associate Professor, Biology Education
Professional preparation and development of both elementary and secondary teachers; collaborative problem solving and its role in the teaching and learning of science; and the nature of science education and its importance for both teachers and students.

Selcen Guzey (sguzey@purdue.edu; 765-494-9749)
Assistant Professor, Science Education
Integrated STEM education; technology integration into biology classrooms.

Carla C. Johnson (carlacjohnson@purdue.edu; 765-494-2367)
Professor of Science Education, Associate Dean for Engagement and Global Affairs
Science education reform and STEM (science, technology, engineering, and mathematics) policy implementation.
The use of sociotransformative constructivism (sTc) as a theoretical framework that merges multicultural education tenets (as a theory of social justice) with social constructivism (as a theory of learning); investigating how—through the use of sTc as a guiding framework—teachers can make their pedagogy and curriculum more culturally and socially relevant to all students, as well as how teachers can better integrate STEM across all curriculum subjects.

Anita Roychoudhury (aroychou@purdue.edu; 765-496-3920)
Associate Professor, Science Education
Research on teaching and learning of physics and physical science at school and college levels; teacher professional development and gender and equity issues in the context of science teaching and learning at all levels of schooling; exploring middle school student understanding of physics and climate science concepts and their connections with regard to global warming and climate change issues.

Minjung Ryu (mryu@purdue.edu; 765-494-2357)
Assistant Professor, Science Education
Issues of diversity, equity, language, and participation in various science learning settings; how racial, ethnic, and linguistic minority students engage in science classroom discourses, discursively construct their identities, and how such social interactions impact their science learning; designing informal STEM learning environments.

Daniel Shepardson (dshep@purdue.edu; 765-494-5284)
Professor, Geoenvironmental and Science Education
Students' conceptions of and ways of reasoning about geoenvironmental phenomena; the role social interaction plays in students' meaning making and reasoning; investigating students’ understandings of a climate system and its implications to global warming and climate change.

John Staver (jstaver@purdue.edu; 765-494-2594)
Professor, Science Education and Chemistry
Constructivist epistemology and its implications for improving science teaching and learning; the interface between science and religion within a constructivist perspective, with a focus on the nature of each discipline and current societal conflicts between them.

Social Studies Education

Chrystal Johnson (johnsocs@purdue.edu; 765-494-2365)
Associate Professor, Social Studies Education
Pedagogies, mechanisms, and ecologies that foster high political sophistication among adolescent Black males (ages 12-22) residing in marginalized communities; how young Black males deliberate and engage in political processes and political events; early field experiences in social studies.
Kathryn Obenchain (kobench@purdue.edu; 765-494-2372)
Assistant Professor, Social Studies Education
Social studies teacher education; democratic citizenship education in emerging democracies; the meanings of citizenship education in schools, with a particular emphasis on critical perspectives typically unaddressed in social studies classrooms, pre-service, and in service social studies education.

Anatoli Rapoport (rapoport@purdue.edu; 765-496-3029)
Associate Professor, Social Studies Education
Civic education, international education, comparative education, comparative methods in education, cultural aspects of education, history of education

Phillip VanFossen (vanfoss@purdue.edu; 765-494-2367)
James F. Ackerman Professor of Social Studies Education; Head-Department of Curriculum and Instruction; Director James F. Ackerman Center for Democratic Citizenship; Associate Director, Center for Economic Education
The potential of online role playing games (e.g., MMORPGs) for K-12 civic and economic education; internet use in social studies classrooms, the impact of technology on citizenship and citizenship education, the intersection between civics and economics, and the degree of social studies in K-5 curriculum

Department of Educational Studies

Counseling and Development

Ayşe Çiftçi (ayse@purdue.edu; 765-494-9746)
Associate Professor, Counseling Psychology
Multicultural issues, cross cultural psychology, immigration (specifically Muslim immigrants), international students, and psychological well-being.

Eric D. Deemer (edeemer@purdue.edu; 765-494-6420)
Assistant Professor, Counseling Psychology
Areas of vocational development, achievement motivation, and stereotype threat; underrepresented groups in science, technology, engineering, and mathematics (STEM) and the social and motivational factors that predict their entry into, and persistence in, these careers; factors among college women in the physical and life sciences.

Amy H. Gaesser (amygaesser@purdue.edu; 765-494-9742)
Assistant Professor, School Counseling
Effective interventions for adolescent anxiety, social and emotional needs of gifted youth, students' mental health issues in school settings, and the efficacy of energy psychology.
Carole Pistole (pistole@purdue.edu; 765-494-9744)
Professor, Counseling Psychology
Adult attachment theory, including both attachment and caregiving bonds; four major strands in my research program: a) normative individual differences in attachment organization in late adolescent and adult romantic love relationships, b) long distance relationships, c) counseling theory and practice, and d) exploratory competence.

Heather Servaty-Seib (servaty@purdue.edu; 765-494-0837)
Associate Professor, Counseling Psychology
Thanatology (i.e., the study of death and dying) with particular emphasis on adolescent grief and social support offered to the bereaved; development of the Perceived Impact of Life Events Scale, an instrument that uses a gain/loss approach to assessing the multidimensional impact of single life events.

Christopher Slaten (cslaten@purdue.edu; 765-494-9739)
Associate Professor, School Counseling
Advocacy for mental health services in K-12 schools, with a focus on mental health interventions that impact both well-being and educational outcomes; pursuing and designing interventions that empower youth, specifically marginalized youth, to succeed academically by promoting asset-focused initiatives through social and emotional learning; the construct of belongingness and how youths’ perceived level of belonging in different domains (family, school, and peers) impacts their well-being and academic/career-related outcomes.

Carrie A. Wachter Morris (cawm@purdue.edu; 765-494-9625)
Associate Professor, School Counseling
Interests include: crisis and crisis intervention (particularly in schools); collaboration between school counselors and other mental health providers; use of technology in training.

Educational Leadership and Cultural Foundations

Matthew Della Sala (mdellasa@purdue.edu; 765-494-7345)
Assistant Professor, Educational Leadership
School finance with attention to how state-level policies affect states’ efforts in providing a system of public education for all students; how and to what extent education finance systems have been designed to align with broader philosophical concepts like equity, adequacy, and equality of educational opportunity.

James Freeland (freeland@purdue.edu; 765-494-0094)
Clinical Assistant Professor, Educational Leadership
The needs of small and rural school districts in both Indiana and across the country, consolidation or collaboration activities have been undertaken by any of the school districts; analyzing, where there has been activity, what factors have contributed to such, and are there opportunities to save money and improve student learning; health and obesity in rural schools.
John Hill (jehill@purdue.edu; 765-494-0086)
Clinical Professor, Educational Leadership; Executive Director, National Rural Education Association
Small and rural schools; STEM Goes Rural initiative; educational leadership in schools.

Marilyn Hirth (mahirth@purdue.edu; 765-494-0319)
Associate Professor, Educational Leadership
P-12 school finance research projects associated with equity and adequacy of funding at the state, local, and intra-district levels; school business management problems at the building and district levels; policy issues related to finance, leadership, and management of the educational organization.

Anne Meis Knupfer (knupfer@purdue.edu; 765-494-7304)
Professor, Cultural Foundations
Women's colleges in the Midwest, 1880-1930; African American women's clubs in turn of the century Chicago; history of food cooperatives in the United States.

Rachel Roegman (rroegman@purdue.edu; 765-494-9731)
Assistant Professor, Educational Leadership
School superintendents' leadership for equity and the connections among leadership, equity, and context; experiences and perspectives of stakeholders in teacher education programs.

Educational Psychology and Research Methodology

Deborah Bennett (bennett@purdue.edu; 765-494-7237)
Associate Professor, Educational Psychology and Research Methodology
Educational assessment; program evaluation: theory and practice; school psychology.

Ming Ming Chiu (chiu23@purdue.edu; 765-496-0119)
Charles R. Hicks Professor of Educational Psychology and Research Methodology
Modeling of complex problems such as group processes of teachers or students and systemic inequality and student learning; methods of analyzing complex data; multilevel diffusion analysis (MDA) and statistical discourse analysis (SDA); applications of artificial intelligence to statistical methods.

Marcia Gentry (mgentry@purdue.edu; 765-496-3721)
Professor, Gifted, Creative and Talented Studies; Director, Gifted Education Resource Institute
Student attitudes toward school and the relationship of these attitudes to learning and motivation; gifted education pedagogy as a means of improving learning and teaching; cluster-grouping and differentiation to meet the needs of gifted and talented students while helping all students achieve at high levels; non-traditional settings for talent development; the development and recognition of talent among underserved populations including students with diverse cultural backgrounds and children who live in poverty; effects of test-driven school climates on student learning and teacher practices; limitations to currently practiced methods of identifying gifted children.
Chantal Levesque-Bristol (cbristol@purdue.edu; 765-496-6424)
Professor, Educational Psychology and Research Methodology; Director, Center for Instructional Excellence
Motivation from the perspective of Self-Determination Theory as it applies to education, as well as teaching and learning processes; the relation between student motivation, learning environments, student engagement, and learning outcomes; measurement issues as well as psychometric properties of measurement tools and reliability and validity of self-report scales.

Yukiko Maeda (ymaeda@purdue.edu; 765-494-0093)
Assistant Professor, Educational Psychology and Research Methodology
Survey design and data analysis in STEM educational research, hierarchical linear modeling, meta-analysis, effect of violating assumptions of statistical tests, and achievement of "at risk" students.

Youli Mantzicopoulos (mantzi@purdue.edu; 765-494-7247)
Professor, Educational Psychology and Research Methodology
Early personal-social development and schooling, social contexts for young children's learning and development, the development of self-competence beliefs, and early teacher-child relationships.

Helen Patrick (hpatrick@purdue.edu; 765-496-2368)
Professor, Educational Psychology and Research Methodology
Motivation and academic engagement, including associations among teachers' beliefs, teacher practices, classroom motivational environments, and student motivation and engagement; research on science instruction in kindergarten.

Kristina Paul (paulk@purdue.edu; 765-494-7333)
Assistant Professor, Gifted, Creative and Talented Studies
Program evaluation/evaluation policy in gifted education; gifted and talented youth from rural locations; technology to support teaching and learning; leadership development.

Toni Kempler Rogat (trogat@purdue.edu; 765-494-7295)
Assistant Professor, Educational Psychology and Research Methodology
Quality of students' motivation and engagement contextualized in collaborative group and classroom environments; examination of group cognitive, motivational, and socio-emotional processes; students' motivational experiences, with a focus on teachers' influence through the use of instructional and motivational practices, situated within inquiry-based science curricular contexts.

Ala Samarapungavan (ala@purdue.edu; 765-494-7321)
Head of the Department of Educational Studies; Professor, Educational Psychology and Research Methodology
Reasoning and learning in science and mathematics from childhood through adulthood; developmental, cultural, and epistemic aspects of knowledge acquisition in the sciences.
David Sears (dsears@purdue.edu; 765-494-8121)
Clinical Assistant Professor, Educational Psychology and Research Methodology
Collaborative learning and how collaboration affects transfer, what types of tasks naturally support productive interaction, and when unique benefits of collaboration for learning can be expected - primarily in the domains of science, technology, engineering, and mathematics (STEM).

Anne Traynor (atraynor@purdue.edu; 765-494-7347)
Assistant Professor, Educational Psychology and Research Methodology
Methods for validating educational test score interpretations, particularly when test-takers are obtained as a complex sample from a population, or when there is missing data; methods for measuring test-to-curriculum alignment; use of statistical modeling to identify item features and test-taker population characteristics that influence test item difficulty.

Mike Yough (myough@purdue.edu; 765-494-7252)
Clinical Assistant Professor, Educational Psychology and Research Methodology
Self-efficacy (e.g., teacher’s sense of efficacy, self-efficacy in language-learning contexts), school belonging, and social perspective-taking—specifically the cues teachers draw upon when making inferences about students’ thoughts, feelings, and motives, and how these shift when teaching students who differ from themselves culturally and linguistically.

Special Education

Jasmine Begeske (begeske@purdue.edu; 765-494-7335)
Clinical Assistant Professor, Special Education
Teaching and learning of special education; teaching and learning of fine arts.

Matt Brodhead (mbrodhea@purdue.edu; 765-494-7238)
Assistant Professor, Special Education
Developing and evaluating strategies to increase social and academic outcomes of individuals with autism; research and conceptual issues relating to the ethical and professional behaviors of practicing behavior analysts.

Kharon Grimmet (grimmet@purdue.edu; 765-496-0112)
Visiting Clinical Professor, Special Education
Teacher education and development; bridging the gap between research and practice; education policy, transition from school into adulthood, and perspectives of individuals with intellectual disability.

Carly Roberts (caroberts@purdue.edu; 765-494-7301)
Assistant Professor, Special Education
Teacher education in special education with particular interest in improving literacy instruction for students with significant cognitive disabilities, interventions that facilitate access to the general curriculum for students with significant disabilities, and partnering with schools and districts to promote systems level changes to improve inclusive services for students with significant disabilities.
Teresa Taber Doughty (tabert@purdue.edu; 765-494-7345)
Professor, Special Education; Associate Dean for Learning, College of Education
Assistive technology, instructional strategies, community-based instruction, and moderate/severe disabilities.

Oliver Wendt (olli@purdue.edu; 765-494-2462)
Assistant Professor, Special Education and Speech, Language, and Hearing Sciences
Augmentative and Alternative Communication (AAC) and Autism Spectrum Disorders (ASD); efficacy of AAC strategies including graphic symbols, manual signs, Picture Exchange Communication System, and speech-generating devices for those individuals on the autism spectrum that present with little or no functional speech; evidence-based practice (EBP) in communication disorders and special education; iconicity of graphic symbols, in particular multicultural and cross-linguistic aspects of graphic symbol acquisition; single-subject experimental designs.

Yan Ping Xin (yxin@purdue.edu; 765-494-0870)
Associate Professor, Special Education
Effective instructional strategies in mathematics problem solving with students with learning disabilities or problems, algebra readiness, computer-assisted differentiated instructional system, cross-culture curriculum comparison, and meta-analysis.