CURRICULUM VITAE
Dana E Olanoff

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Department of Mathematics
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Academic Specialization: Mathematics Education

Dissertation Title: Mathematical Knowledge for Teaching Teachers: The Case of Multiplication and Division of Fractions.

EDUCATION

Ph.D. Mathematics Education
Syracuse University, Syracuse, NY
Defended April 2011
Degree granted May 2011

M.S. Mathematics
Michigan State University, East Lansing, MI
May 2003

B.A. Mathematics and Latin
William Smith College, Geneva, NY
June 1999

PROFESSIONAL POSITIONS HELD
(in reverse chronological order)

Chair, Department of Mathematics, Widener University, (July 2020-present)

Associate Professor, Department of Mathematics, Widener University, (August 2017-present)

Assistant Professor, Department of Mathematics, Widener University, (August 2012-2017)

Visiting Assistant Professor, Department of Mathematics and Computer Science, Hobart and William Smith Colleges (July 2011-June 2012)

Graduate Teaching Assistant, Department of Mathematics, Syracuse University (Fall 2006-August 2011)

Adjunct Instructor, Department of Education, Hobart and William Smith Colleges (Fall 2010)

Research Assistant, School of Education, Syracuse University (August 2005-August 2006)

Instructor, Department of Mathematics, Hobart and William Smith Colleges (August 2003-June 2005)

Learning Center Supervisor, Department of Mathematics, Michigan State University (Summer 2003)

Research Assistant, Division of Mathematics and Science Teaching, Michigan State University (2001-2003)

Graduate Teaching Assistant, Department of Mathematics, Michigan State University, (Fall 2001-Spring 2003)

Secondary Mathematics Teacher, The Clarendon School, Trowbridge, England, (Fall 2000-Spring 2001)

Mathematics Intern, Department of Mathematics, Hobart and William Smith Colleges, (Fall 1999-Spring 2000)

Student Teacher, Geneva High School, (Winter 1999)

Undergraduate Teaching Assistant, Hobart and William Smith Colleges (Fall 1996-Spring 1999)

TEACHING EXPERIENCE

Assistant/Associate Professor, Department of Mathematics, Widener University (2012-present). I am in my ninth year as a tenure-track/tenured assistant and associate professor. My main teaching responsibilities involve teaching mathematics content courses for prospective elementary and middle school teachers (Mathematical Ideas I, II, and III), but I also teach calculus courses and general education mathematics courses.

Courses Taught:

- Math 111, Mathematical Ideas I (Fall 2012, 2013, 2014, 2015, 2016; Spring 2013, 2014, 2016, 2017, 2018, 2019, 2020, 2021)
- Math 112, Mathematical Ideas II (Fall 2012, 2013, 2014, 2015, 2016, 2017, 2019, 2020; Spring 2013, 2014, 2016)
- Math 213, Mathematical Ideas III (Spring 2014, Fall 2017)
- Math 142, Calculus II (Spring 2017, 2018, 2019, 2020)
- Math 133, Calculus with Review III (Summer, 2017 2018, 2019)
- Math 118, Elementary Calculus I (Fall 2014, 2015, 2016, Summer 2017)
- Math 499, Teaching Calculus (Spring 2019)

- Math 325, History of Mathematics (Fall 2020)
- Math 116, The Nature of Mathematics (Spring 2016, 2018)
- Math 117, Elementary Functions (Fall 2017)
- Math 114, Topics in Probability and Statistics (Summer 2019)
- FRS 101, First Year Seminar (Fall 2020)

Teaching Assistant, Department of Mathematics, Syracuse University (2006-2011). Responsible for preparing, teaching, evaluating, and assisting students in and out of class.

Courses Taught:

- Foundational Mathematics Via Problem Solving I (Fall 2006, 2007, 2008, 2009)
- Foundational Mathematics Via Problem Solving II (Spring 2007, 2008, 2009, 2010)
- Precalculus (Summer 2007, 2011)
- Business Calculus (Summer 2008)
- Calculus for the Life Sciences II (Summer 2009)
- Elements of Modern Mathematics (Summer 2010)
- Calculus I (Fall 2010, Spring 2011)

Visiting Assistant Professor/Instructor, Department of Mathematics, Hobart and William Smith Colleges (August 2003-June 2005, Fall 2010, July 2011-June 2012). Between getting my Master's degree and beginning work on my Ph.D. I worked for two years as an instructor at my undergraduate institution, Hobart and William Smith Colleges. During that time I was considered a junior faculty member, attending faculty meetings, working with the mathematics department on job searches, helping to administer the mathematics placement exam to place students in the proper courses, as well as teaching five courses during the Fall and Spring semesters. During the 2011-2012 academic year, I worked as a visiting assistant professor, with the same responsibilities that I had held in 2003-2005.

In the Fall of 2010, I worked as an adjunct instructor in the Department of Education teaching a mathematics methods seminar for prospective elementary teachers. I also supervised a secondary student-teacher with his teaching placement.

Courses Taught:

- Elementary Functions (multiple sections, Fall, Spring 2003-2005)
- Discovering in Mathematics (Spring 2005, Fall 2011, Spring 2012)
- Teaching Elementary School Mathematics (Fall 2010)
- Calculus II (Spring, 2012)

Teaching Assistant, Department of Mathematics, Michigan State University (Fall 2003-Spring 2005). As a Master's student at Michigan State University, I taught mathematics for a program called Mathematics Enrichment. Students in this program took their mathematics classes for 4 credits instead of 3, and they met for 4 extra hours per week. The students were required to sign a contract stating that they would attend class every day and make a serious effort to complete all

of the assignments. Many of the students in the Enrichment program were first generation college students who had not met some of the minimum requirements to enter college. I found this experience to be one of the most enriching ones of my teaching career, because although these students may have had negative prior experiences in mathematics, the majority of them worked very hard and were very successful in the courses, typically performing better on the coursewide exams than the students in the non-Enrichment sections of the courses.

Courses Taught:

- Intermediate Algebra (2001-2003)
- College Algebra and Trigonometry (2001-2003)

RESEARCH

Dissertation. I completed my dissertation in Mathematics Education under the direction of Dr. Joanna O. Masingila. The defense was April 20, 2011.

Research on Teacher Educators. I have been involved in a research group looking at the work and preparation of teacher educators since the summer of 2007. So far we have presented at multiple conferences including the Annual Meeting of the American Educational Research Association; the Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education; the Annual Conference of the Association of Mathematics Teacher Educators, the Annual Conference of the International Group for the Psychology of Mathematics Education, and the National Council of Teachers of Mathematics Research Presession. We have had two articles published and have another paper accepted for publication.

Additionally, I am working with a second group on looking at the mathematical knowledge needed for teaching teachers. We have presented twice at conferences and have one article accepted for publication. We are in the process of writing additional articles and preparing to apply for a grant.

Research on Mathematical Tasks. I am currently involved in a research group looking at the development and implementation of mathematical tasks for prospective elementary teachers. We have presented or been accepted to present at twelve conferences currently, and have had multiple articles published in both books and journals. We are in the process of developing new tasks and preparing more articles for publication over the next few years.

Research on Prospective Teachers. I was involved in a working group associated with the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA) on the mathematical knowledge of prospective elementary teachers. We prepared a special issue of *The Mathematics Enthusiast,* (summer, 2014) that contained summary papers on prospective elementary teachers' knowledge of five different content areas, and I was the lead author on the fractions chapter. We have also presented at a number of conferences.

Research Apprenticeship. I completed a research apprenticeship on prospective elementary teachers' conceptions of mathematics under the direction of Professor Joanna O. Masingila in

August 2009. The results of this study were presented at the National Council of Teachers of Mathematics, Research Presession in April 2010.

Research Assistant. I held research assistant positions at both Syracuse University and Michigan State University. At Syracuse, I worked on a project involving literacy in mathematics at the middle school level. At Michigan State, I worked on a project involving algebra knowledge for teaching that has now become the Knowledge of Algebra Teaching (KAT) project. My research responsibilities involved collecting, transcribing, and coding data, as well as professional development meetings with teachers, and project meetings with both project teams.

Undergraduate Honors Thesis. I completed an honors thesis under the direction of Professor Ann B. Oaks entitled *Evidence of a Dual Conception of Mathematics in College Students* in 1999. I was awarded high honors for the project.

PUBLICATIONS and PRESENTATIONS

Refereed Journal Articles:

Wessman-Enzinger, N.M., Tobias, J., & **Olanoff, D.** (2020). Prospective teachers' attention to realism and consistency with negative integers, addition, and temperature. *Investigations in Mathematics Learning, 12*(3), 226-241.

Castro Superfine, A., Prasad, P.V., Welder, R.M., **Olanoff, D.**, & Eubanks-Turner, C. (2020). Exploring mathematical knowledge for teaching teachers: Supporting prospective teachers' relearning of mathematics. In A. Appova, R.M. Welder, & Z. Feldman (Eds.), Supporting Mathematics Teacher Educators' Knowledge and Practices for Teaching Content to Prospective (Grades K-8) Teachers. Special Issue: *The Mathematics Enthusiast, 17*(2-3), 367-402. ScholarWorks: University of Montana. Retrieve (open access) from: https://scholarworks.umt.edu/tme.

Johnson, K., & **Olanoff, D**. (2020). Using transformative learning theory to help prospective teachers learn mathematics that they already "know". In A. Appova, R.M. Welder, & Z. Feldman (Eds.), Supporting Mathematics Teacher Educators' Knowledge and Practices for Teaching Content to Prospective (Grades K-8) Teachers. Special Issue: *The Mathematics Enthusiast, 17*(2-3), 725-769. ScholarWorks: University of Montana. Retrieve (open access) from: https://scholarworks.umt.edu/tme.

Masingila, J.O., **Olanoff, D.**, & Kimani, P.M. (2018). Mathematical knowledge for teaching teachers: Knowledge used and developed by mathematics teacher educators in learning to teach via problem solving. *Journal of Mathematics Teacher Education, 21*(5), 429-450.

Kimani, P.M., **Olanoff, D.**, & Masingila, J.O. (2016). The locker problem: An open and shut case. *Mathematics Teaching in the Middle School, 22*(3), 144-151.

Thanheiser, E., **Olanoff, D.**, Hillen, A.F., Feldman, Z., Tobias, J.M., & Welder, R.M. (2016).

Reflective analysis as a tool for task re-design: The case of prospective elementary teachers solving and posing fraction comparison problems. *Journal of Mathematics Teacher Education, 19*(2), 123-148.

Browning, C., Thanheiser, E., Edson, A.J., Kimani, P., **Olanoff, D**., Tobias, J., & Whitacre, I. (2014). Prospective elementary teacher mathematics content knowledge. *The Mathematics Enthusiast, 11* (2), 203-216.

Olanoff, D., Lo, J., & Tobias, J. (2014). Mathematical content knowledge for teaching elementary mathematics: A focus on fractions. *The Mathematics Enthusiast, 11* (2), 267-310.

Thanheiser, E., Browning, C., Edson, A.J., Lo, J., Whitacre, I., **Olanoff, D.**, & Morton, C. (2014). Mathematical content knowledge for teaching elementary mathematics: What do we know, what do we not know, and where do we go? *The Mathematics Enthusiast, 11* (2), 433-448.

Masingila, J.O., **Olanoff, D.E**., & Kwaka, D. (2012). Who teaches mathematics content courses for prospective teachers in the United States? Results of a national survey. *Journal of Mathematics Teacher Education, 15* (5), 347-358.

Refereed Book Chapters:

Olanoff, D., Masingila, J.O., & Kimani, P.M. (2021). Supporting mathematics teacher educators' growth and development through communities of practice. In M. Goos & K. Beswick (Eds.) *The learning and development of mathematics teacher educators: International perspectives and challenges* (pp. 147-166). Springer.

Tobias, J.M., Wessman-Enzinger, N.M., & **Olanoff, D.** (2018). Prospective teachers' attention to children's thinking about integers, temperature, and distance. In L. Bofferding & N.M. Wessman-Enzinger (Eds.) *Exploring the integer addition and subtraction landscape: Perspectives on integer thinking* (pp. 213-230). Springer.

Tobias, J.M., **Olanoff, D.**, Hillen, A., Welder, R., Feldman, Z., & Thanheiser, E. (2014). Research-based modifications of elementary school tasks for use in teacher preparation. In Karen Karp (Ed.) *Annual perspectives in mathematics education 2014: Using research to improve instruction*. Reston, VA: National Council of Teachers of Mathematics.

Other Book Chapters:

Feldman, Z., Thanheiser, E., Welder, R.M., Tobias, J.M., Hillen, A.F., & **Olanoff, D.** (2016). When is a mathematical task a good task? In L. Hart, S. Oesterle, S. Swars, & A. Kajander (Eds.), *The mathematics education of elementary teachers: Issues and strategies for content courses* (pp. 9-24). Charlotte, NC: IAP - Information Age Publishing, Inc.

Refereed Proceedings:

Olanoff, D., Prasad, P.V., & Welder, R.M. (2020). Exploring mathematics teacher educators' avenues for professional growth: A review of the research literature. In A.I. Sacristán, J.C. Cortés-Zavala, & P.M. Ruiz-Arias (Eds)., *Proceedings of the 42nd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, (pp. 895-896). Mazatlán, Mexico.

Bajwa, N.P., Tobias, J.M., **Olanoff, D.**, & Welder, R.M. Developing prospective teachers' representational fluency of whole number multiplication using array representations. In A.I. Sacristán, J.C. Cortés-Zavala, & P.M. Ruiz-Arias (Eds)., *Proceedings of the 42nd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, (pp. 1712-1713). Mazatlán, Mexico.

Olanoff, D., Welder, R.M., Prasad, P.V., & Castro Superfine, A. (2018). Fractilization as a metaphor for mathematical knowledge for teaching teachers: Synthesizing research and exploring consequences. In T.E. Hodges, G.J. Roy, & A.M. Tyminski (Eds.), *Proceedings of the 40th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, (pp. 500-503). Greenville, SC: University of South Carolina & Clemson University.

Olanoff, D., Bajwa, N.P., Feldman, Z., Thanheiser, E., Welder, R.M., & Tobias, J.M. (2018). Using the array model to develop prospective teachers' understanding of multiplication and its properties. In T.E. Hodges, G.J. Roy, & A.M. Tyminski (Eds.), *Proceedings of the 40th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, (p. 833). Greenville, SC: University of South Carolina & Clemson University.

Johnson, K. & **Olanoff, D**. (2018). Transformative learning theory: A lens to look at mathematics courses for preparing future teachers. In T.E. Hodges, G.J. Roy, & A.M. Tyminski (Eds.), *Proceedings of the 40th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, (p. 827). Greenville, SC: University of South Carolina & Clemson University.

Masingila, J.O. & **Olanoff, D.** (2017). Who teaches mathematics content courses for prospective elementary teachers? Results of a second national survey. In E. Galindo & J. Newton (Eds.), *Proceedings of the 39th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*,(p. 1012). Indianapolis, IN.

Tobias, J.M., Wessman-Enzinger, N.M., & **Olanoff, D.** (2017). Knowledge for teaching integers: Attending to realism and consistency in a temperature context. In E. Galindo & J. Newton, (Eds.), *Proceedings of the 39th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, (pp. 613-616). Indianapolis, IN.

Welder, R, Prasad, P.V., Superfine, A.C. & **Olanoff, D.** (2017). Developing a framework for

mathematical knowledge for teaching teachers. In E. Galindo & J. Newton, (Eds.), *Proceedings of the 39th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education,* (p. 637). Indianapolis, IN.

Olanoff, D., Feldman, Z., Welder,R.M., Tobias, J.M., Thanheiser, E., & Hillen, A.F. (2016). Greater number of larger pieces: A strategy to promote prospective teachers' fraction number sense development. In M.B. Wood, E.E. Turner, M. Civil, & J.A. Eli (Eds.), *Proceedings of the 38th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education,* (pp. 799-805). Tucson, AZ.

Wessman-Enzinger, N.M., **Olanoff, D.**, & Tobias, J.M. (2016). Prospective teachers' attention to realism and consistency in a child's temperature story. In M.B. Wood, E.E. Turner, M. Civil, & J.A. Eli (Eds.), *Proceedings of the 38th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education,* (p. 527). Tucson, AZ.

Welder, R.M., Appova, A., **Olanoff, D.**, Kulow, T., & Taylor, C. (2016). Improving preservice elementary teacher education through the preparation and support of elementary mathematics teacher educators. In M.B. Wood, E.E. Turner, M. Civil, & J.A. Eli (Eds.), *Proceedings of the 38th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education,* (pp. 1713-1722). Tucson, AZ.

Welder, R.M., Tobias, J.M., Feldman, Z., Hillen, A., **Olanoff, D.**, Thanheiser, E. (2015) Modifying children's tasks into cognitively demanding tasks for preservice elementary teachers. In T.G. Bartell, K.M. Bieda, R.T. Putnam, K. Bradfield, & H. Dominguez (Eds.), *Proceedings of the 37th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education,* (pp. 984-987). East Lansing, MI.

Feldman, Z., Tobias, J. M., **Olanoff, D**., Thanheiser, E., Hillen, A. F., & Welder, R. M. (2014). Prospective elementary teachers' analysis of student thinking. In P. Liljedahl, C. Nicol, S. Oesterle, & D. Allan (Eds.), *Proceedings of the 38th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 6; p. 67). Vancouver, Canada: PME.

Olanoff, D., Hillen, A. F., Tobias, J. M., Welder, R. M., Thanheiser, E., & Feldman, Z. (2014). Facilitating prospective teachers' fraction number sense development through problem solving and problem posing. In P. Liljedahl, C. Nicol, S. Oesterle, & D. Allan (Eds.), *Proceedings of the 38th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 6; p. 187). Vancouver, Canada: PME.

Thanheiser, E., Hillen, A., **Olanoff, D.**, Feldman, Z., Welder, R., & Tobias, J. (2013). Task design in mathematics content courses for preservice elementary teachers: A collaborative approach. In M. Martinez & A. Castro Superfine (Eds.) *Proceedings of the 35th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 893-896). Chicago, IL.

Masingila, J.O. & **Olanoff, D**. (2012). Who teaches mathematics courses for prospective

elementary teachers? Results of a national survey. In L.R. Van Zoest, J-J. Lo, & J.L. Kratky (Eds.), *Proceedings of the 34th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 787). Kalamazoo, MI: Western Michigan University.

Tobias, J.M., **Olanoff, D.**, & Lo, J.J. (2012). A research synthesis of preservice teachers' knowledge of multiplying and dividing fractions. In L.R. Van Zoest, J-J. Lo, & J.L. Kratky (Eds.), *Proceedings of the 34th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 668-673). Kalamazoo, MI.

Olanoff, D. E. (2011). Mathematics teacher educators' difficulty in assessing pre-service teachers' mathematical knowledge. In L. R. Wiest & T.D. Lamberg (Eds.) *Proceedings of the 33rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 1845). Reno, NV.

Tobias, J.M., **Olanoff, D.E**., Lo, J.J., & Edgington, C. (2011). A research synthesis of preservice teachers' knowledge of multiplying and dividing fractions. In L. R. Wiest & T.D. Lamberg (Eds.) *Proceedings of the 33rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 1981). Reno, NV.

Olanoff, D.E., Kimani, P.M., & Masingila, J.O. (2009). Learning to teach via problem solving and supporting pre-service teachers in learning via problem solving. In S.L. Swars, D.W. Stinson, & S. Lemons-Smith (Eds.) *Proceedings of the 31st annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education Vol. 5* (pp. 1299-1307). Atlanta, GA: Georgia State University.

<u>Peer Reviewed Conference Presentations</u>:

Olanoff, D. & Prasad, P.V. (2021). Leveraging technology to promote collaboration in prospective teacher education. Presentation at the 2021 Virtual Meeting of the International Consortium for Research in Science & Mathematics Education.

Tobias, J.M., Bajwa, N.P., **Olanoff, D.**, & Welder, R.M. (2021) Deepening prospective teachers' understandings by focusing on reflective analysis within task design. Presentation at the 25th Annual Conference of the Association of Mathematics Teacher Educators. Online.

Olanoff, D., Prasad, P.V., & Welder, R.M. (2020). Mathematics teacher educator knowledge: What is it, and how do we support its development? Presentation at the 24th Annual Conference of the Association of Mathematics Teacher Educators. Phoenix, Arizona.

Orrill, C., **Olanoff, D.**, Boston, M., Brown, R.E., Tobias, J.M., Bajwa, N.P., Thanheiser, E., Welder, R.M., & Candela, A.G. (2020). Tasks for teachers: Approaches to the design of tasks for preservice and inservice learners. Presentation at the 24th Annual Conference of the Association of Mathematics Teacher Educators. Phoenix, Arizona.

Olanoff, D., & Johnson, K. (2019). Transformative learning theory: A lens to look at mathematics courses for preparing future teachers. Poster Presented at the 22nd Annual Conference on Research on Undergraduate Mathematics Education. San Diego, California.

Bajwa, N.P., Welder, R.M., Feldman, Z., **Olanoff, D.**, Tobias, J.M., & Thanheiser, E. (2019). Fostering representational fluency: Deepening prospective teachers' understanding of multiplication. Presentation at the 23rd Annual Conference of the Association of Mathematics Teacher Educators. Orlando, Florida.

Tobias, J.M., & **Olanoff, D.** (2018). Designing tasks for mathematics content courses for prospective teachers. Presentation at the 2nd Northeastern Research in Undergraduate Mathematics Education Conference. New Brunswick, New Jersey.

Johnson, K., & **Olanoff, D.** (2018). Using transformative learning theory as a tool for improving mathematics instruction. Presentation at the 2nd Northeastern Research in Undergraduate Mathematics Education Conference. New Brunswick, New Jersey.

Olanoff, D., Wessman-Enzinger, N.M., & Tobias, J.M. (2017). *Examining Prospective Teachers Justifications of Children's Temperature Stories*. Poster Presented at the 20th Annual Conference on Research on Undergraduate Mathematics Education. San Diego, California.

Olanoff, D., Wessman-Enzinger, N.M., & Tobias, J.M. (2017). *Investigating Prospective Teachers' Evaluations of Children's Temperature Stories*. Presentation at the 21st Annual Conference of the Association of Mathematics Teacher Educators. Orlando, Florida.

Tobias, J.M., Feldman, Z., Welder, R.M., & **Olanoff, D.** (2017) *Fraction Learning Trajectories in Content Courses for Prospective K-8 Teachers.* Presentation at the 21st Annual Conference of the Association of Mathematics Teacher Educators. Orlando, Florida.

Hillen, A., **Olanoff, D.**, & Welder, R. M. (2015). *Moving Beyond Common Denominators: Comparing Fractions Using Reasoning and Sense-Making*. Workshop presented at the 2015 Annual Meeting of the National Council of Teachers of Mathematics. Boston, Massachusetts.

Tobias, J. M., Hillen, A., **Olanoff, D**., Welder, R. M., Thanheiser, E., & Feldman, Z. (2015). *Using Reflective Analysis to Modify Mathematical Tasks After Enactment*. Presentation at the 19th Annual Conference of the Association of Mathematics Teacher Educators. Orlando, Florida.

Hillen, A., **Olanoff, D**., Welder, R.M., Feldman, Z., Thanheiser, E., & Tobias, J.M. (2014). Modifying children's mathematical tasks for use in content courses for prospective elementary teachers. Workshop presented at 18th Annual Conference of the Association of Mathematics Teacher Educators. Irvine, CA.

Olanoff, D., Hillen, A., Thanheiser, E., Welder, R. M., Feldman, Z., & Tobias, J. M. (2014). *Modifying Children's Mathematical Tasks for Use in Inquiry-Based Learning Content*

Courses for Prospective Elementary Teachers. Presentation at the 17th Annual Legacy of R.L. Moore—Inquiry-Based Learning Conference. Denver, Colorado.

Olanoff, D.E., Masingila, J.O., Kimani, P.M, & Magner, J.S.W. (2013). Teaching fraction multiplication and division: A workshop for instructors of elementary mathematics content courses. Workshop presented at the 17th Annual Conference of the Association of Mathematics Teacher Educators. Orlando, FL.

Kimani, P.M., **Olanoff, D.**, & Masingila, J.O. (2012). Exploring number theory ideas through cooperative problem solving. Paper presented at the 2012 Annual Meeting of the National Council of Teachers of Mathematics. Philadelphia, PA.

Kimani, P.M., **Olanoff, D.E.**, & Masingila, J.O. (2012). Learning on the job: The preparation of mathematics teacher educators. Paper presented at the 16th Annual Conference of the Association of Mathematics Teacher Educators. Fort Worth, TX.

Masingila, J.O., **Olanoff, D.** & Kwaka, D. (2011). Who teaches mathematics content courses for preservice teachers? Results of a nationwide survey. Paper presented at the 15th Annual Conference of the Association of Mathematics Teacher Educators. Irvine, CA.

Masingila, J.O., **Olanoff, D**. & Kwaka, D. (2011). Who teaches mathematics content courses for preservice elementary schoolteachers? Poster presented at the National Council of Teachers of Mathematics Research Presession. Indianapolis, IN.

Magner, J.S.W., Moss, M., Masingila, J.O., **Olanoff, D.**, & Kimani, P. (2010). Preparing instructors to teach mathematics content courses for preservice elementary teachers: Perspectives from diverse settings. Paper presented at the 14th Annual Conference of the Association of Mathematics Teacher Educators. Irvine, CA.

Masingila, J.O., **Olanoff, D.E**., & Kimani, P.M. (2010). Learning to teach via problem solving. Paper presented at the 3rd Africa Regional Congress of the International Commission on Mathematical Instruction.

Olanoff, D.E. (2010). Exploring preservice elementary teachers' conceptions of mathematics. Poster presented at the National Council of Teachers of Mathematics Research Presession. San Diego, CA.

Kimani, P.M., **Olanoff, D.E.**, & Masingila, J.O. (2008). Reflecting on learning to teach via problem-solving and supporting preservice teachers in learning via problem-solving. Paper presented at the Annual Meeting of the American Educational Research Association. New York, NY.

ACADEMIC CITIZENSHIP

<u>Committee work at Widener University:</u>

University Level

- Education Undergraduate Faculty Council, 2012-present
- Teacher Education Council, 2012-present
- Science Teaching Center Interest Group, 2012-present
- LGBT Task Force, 2014-present
- Bridge Week Planning Committee, 2019
- Faculty Council, 2013-2017
- Honors in General Education Advisory Committee, 2015-2017
- Alternate to Promotion, Tenure, and Academic Freedom, 2017-2019
- Academic Assessment and General Education Committee, 2016-2018

Arts and Science Level

- Faculty Affairs Committee, 2018
- Curriculum and Planning Committee, 2016-2018
- Promotion, Tenure, and Academic Freedom Committee, 2015-2016; 2019-present
- Gender, Women, and Sexuality Studies Committee, 2014-present
- Pew Memorial Lecture Committee, 2015-present

Science Divisional Level

- Mathematics Department Liaison to the School of Education, Hospitality, and Continuing Studies, 2012-present
- Mathematics Department Representative to Curriculum and Planning Committee, 2013-2015, Chair 2016-2018
- Promotion, Tenure, and Academic Freedom Committee, 2015-2016; 2019-present
- Science Mentoring Committee, 2019-present
- Ad Hoc Committee on Evaluating the Merit Process, 2019-present
- Science General Education Assessment Committee, 2014-present

Additional Service:

- Mathematics Department Chair, 2020-present
- Co-Chair for the *43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* to be held in Philadelphia, PA. October 2021.
- Supervisor for Summer Research Program project for students designing short videos of mathematics lessons for science courses, 2018, 2019
- Coordinator, Widener University Untenured Faculty Group, 2015-2017
- Summer Research Project Fair Judge, Widener University, 2012, 2014, 2016, 2017.
- Graduation Marshal, Widener University, 2014, 2016, 2017, 2018, 2019

- Participant in NAC&U Early Career Faculty Institute, 2015
- PAPA Preparation Tutoring, 2014-2016
- Advisor for SEHCS Students, 2015-2016
- Mentor for graduate students and new faculty members at Psychology of Mathematics Education North America and Association of Mathematics Teacher Educators Conference, 2014-present
- Designed and facilitated a working group on preparing and supporting mathematics teacher educators who teach mathematics content courses, PME-NA conference, 2016
- Strand Leader for North American Chapter of the Psychology of Mathematics Education Conference, 2016, 2018, 2019
- Reviewer of Conference proposals, Association of Mathematics Teacher Educators Conference, 2010-2014, 2016, 2017, 2018, 2019.
- Reviewer of Conference proposals, North American Chapter of the Psychology of Mathematics Education Conference, 2017, 2020
- Reviewer for *Journal of Mathematics Teacher Education*, 2014, 2016, 2017, 2018
- Reviewer for *Journal for Research in Mathematics Education*, 2017, 2019
- Reviewer for *European Journal of Educational Research*, 2018
- Reviewer for *The Mathematics Enthusiast*, 2019
- Reviewer for the *African Journal of Research in Mathematics, Science and Technology Education*, 2021

As a graduate student at Syracuse University, I assisted in the graduate student orientation in the mathematics department. Along with another experienced graduate student, I ran a question and answer session for new teaching assistants answering questions about teaching, coursework, and the life of a graduate student in general.

As a graduate student, I served as an informal mentor for teaching assistants in the mathematics department. TAs often come to me with questions about teaching, and since I was the most experienced TA teaching the content courses for prospective teachers, I served as a mentor to the other TAs teaching the courses.

OTHER PROFESSIONAL EXPERIENCES

Participant, Future Professoriate Program. As a doctoral student, I participated in a professional development program run by the Graduate School at Syracuse University to help prepare graduate students for some of the responsibilities involved in becoming a member of the professoriate. Participation in this program involved collaborating with a faculty mentor to work on a teaching professional development project as well as professional development seminars and creating a professional portfolio.

As part of the Future Professoriate Program, I attended Minnowbrook Conference, a three day professional development conference run by the graduate school at Syracuse University.

HONORS and AWARDS

- College of Arts and Sciences Faculty Award for Excellence in Research; Science Division, 2018-2019
- Doctoral Research Prize, Syracuse University, 2011
- Exner Prize in Mathematics Education, Syracuse University, 2011
- Berj Harootunian Award for Meritorious Dissertation Research in Teacher Education, 2010
- Outstanding TA Award, Syracuse University, 2010
- Outstanding TA Award, Michigan State University, 2003
- Graduated *Summa cum Laude*, William Smith College, 1999
- High Honors in Mathematics, Hobart and William Smith Colleges, 1999
- Outstanding Senior Mathematics Award, William Smith College, 1999
- Outstanding Senior Latin Award, Hobart and William Smith Colleges, 1999
- Elected to *Phi Beta Kappa*, 1998
- Outstanding First Year Mathematics Award, William Smith College, 1997

CERTIFICATES

Certificate in University Teaching, Syracuse University (April 2011)

PROFESSIONAL ORGANIZATIONS

- National Council of Teachers of Mathematics (NCTM)
- Association of Mathematics Teacher Educators (AMTE)
- North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)
- Academy of Inquiry Based Learning
- STEM-UP PA