
Estrella Johnson
Associate Professor, Department of Mathematics
Director of the Center for Advancing Undergraduate Science Education, College of Science
Assistant Dean for Broadening Participation, College of Science
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(Last updated Feb. 2025)

Education

Portland State University, PhD in Mathematics Education, May 2013
Portland State University, Master's in the Science of Teaching Mathematics, August 2009
New Mexico State University, B.S. in Secondary Mathematics Education, May 2007

Professional Positions

2024 – present, Founding Director of the Center for Advancing Undergraduate Science Education, College of Science, Virginia Tech, Blacksburg, VA
2024 – present, Assistant Dean for Broadening Participation, College of Science, Virginia Tech, Blacksburg, VA
2021 – 2024, Assistant Dean of Inclusion and Diversity, College of Science, Virginia Tech, Blacksburg, VA
2020 – 2021, Director of Inclusion and Diversity, College of Science, Virginia Tech, Blacksburg, VA
2020 – present, Associate Professor, Department of Mathematics, Virginia Tech, Blacksburg, VA
2013 – 2020, Assistant Professor, Department of Mathematics, Virginia Tech, Blacksburg, VA

Awards

2022 John and Annie Selden Prize Winner. Mathematical Association of America's prize for Research in Undergraduate Mathematics Education, honoring a researcher who has established a significant record of published research in undergraduate mathematics education and who has been in the field at most ten years. Awarded at most once every two years.

External Grants

Current

Principal Investigator for a \$156,614 NSF grant, “*Collaborative Research: Investigating the Uptake of Research-Based Instructional Strategies: A Post-COVID Update*”, NSF Award #2416741; Oct 2025 – Sept 2026 (Total collaborative award amount \$270,586; NSF Awards #2416741, #2416742)
Principal Investigator for a \$89,268 NSF grant, “*Collaborative Research: Collaborating with Mathematicians to Enhance Teaching (COMET)*”, NSF Award #2315058; Oct 2024 – Sept 2026 (Total collaborative award amount \$400,000; NSF Awards #2315058, #2315056, #2315057)
Co-Principal Investigator for a \$250,000 Alfred P. Sloan Foundation award, “Sloan Center for Systemic Change at Virginia Tech”, Sloan Grant #G-2023-21132, Jan 2024 – Dec 2025.

Previous

Principal Investigator for a \$129,315 NSF ISUE grant, “*Collaborative Research: Evaluating the Uptake of Research-Based Instructional Strategies in Undergraduate Chemistry, Mathematics, and Physics.*” NSF Award #1726281; Sept 2018 – Aug 2022 (Total collaborative award amount \$1,178,834; NSF Awards #1726318, #1726379, #1726042, #1726126, #1726281)

Senior Personnel for a \$1,341,181 NSF IUSE grant, “*Progressing Through Calculus.*” NSF Award #1430540; Jan 2015 – June 2021

Principal Investigator at the lead institution for a \$297,271 NSF IUSE grant, “*Collaborative Research: Teaching Inquiry-Oriented Mathematics: Establishing Supports.*” NSF Award #1431595; Aug 2014 – July 2018 (Total collaborative award amount: \$1,188,984; NFS Awards: #1431595, #1431641, #1431393)

Consultant for a \$2,367,889 NSF REESE grant, “*Characteristics of Successful Programs in College Calculus.*” NSF Award # 0910240; Aug 2008 - Dec 2014

Publications

Refereed Journal Publications

Johnson, E., Weber, K., Fukawa-Connelly, T., Mahmoudian, H., & Carbone, L. (2025). Collaborating with mathematicians to use active learning in university mathematics courses: The importance of attending to mathematicians’ obligations. *Educational Studies in Mathematics*. Published online Jan 17, 2025

Dancy, M., Henderson, C., Apkarian, N., Johnson, E., Stains, M., Raker, J., & Lau, A. (2024). Physics instructors’ knowledge and use of active learning has increased over the last decade but most still lecture too much. *Physical Review Physics Education Research*. 20(1). Published online April 2, 2024.

Wang, Y., Apkarian, N., Dancy, M., Hendeson, C., Johnson, E., Raker, J., & Stains, M. (2024). A National Snapshot of Introductory Chemistry Instructors and Their Instructional Practices. *The Journal of Chemical Education*. Published online March 13, 2024.

Lau, A., Henderson, C., Stains, M., Dancy, M., Merino, C., Apkarian, N., Raker, J., & Johnson, E. (2024). Characteristics of Departments with high-use of active learning in introductory STEM courses: implications for departmental transformation. *International Journal of STEM Education*. Published online Feb. 12, 2024

Couch, B., Prevost, L., Stains, M., Whitt, B., Marcy, A., Apkarian, N., Dancy, M., Henderson, C., Johnson, E., Raker, J., Yik, B., Earl, B., Shadle, S., Skvoretz, J., & Ziker, P. (2023). Examining whether and how instructional coordination occurs within introductory undergraduate STEM courses. *Frontiers in Education*, section STEM Education. 8.

Yik, B.J., Raker, J., Apkarian, N., Stains, M., Henderson, C., Dancy, M., & Johnson, E. (2022). Association of malleable factors with adoption of research-based instructional strategies in introductory chemistry, mathematics, and physics. *Frontiers in Education*.

Vishnubhotla, M., Chowdhury, A., Apkarian, N., Johnson, E., Dancy, M., Henderson, C., Lau, A.C., Raker, J., & Stains, M., (2022). “I use IBL in this course” may say more about an instructor’s beliefs than about their teaching. *International Journal for Research in Undergraduate Mathematics Education*.

Kelley, M. & Johnson, E. (2022). The inquirer, the sense maker, and the builder: Participant roles assumed in an online working group designed to support inquiry oriented instruction. *Journal of Mathematical Behavior*. 67.

- Reinholtz, D., Johnson, E., Andrews-Larson, C., Stone-Johnstone, A., Smith, J., Mullins, S.B., Fortune, N., Keene, K., Shah, N. (2022) When active learning is inequitable: Women's participation predicts gender inequities in mathematical performance. *Journal for Research in Mathematics Education*.
- Yik, B.J., Raker, J., Apkarian, N., Stains, M., Henderson, C., Dancy, M., & Johnson, E. (2022). Evaluating the impact of malleable factors on percent time lecturing in gateway chemistry, mathematics, and physics courses. *International Journal of STEM Education*. 9(15).
- Chowdhury, A., Mullins, S.B., & Johnson, E. (2022) Context matters: Understanding the relationship between instructor's beliefs and the amount of time spent lecturing. *International Journal for Research in Undergraduate Mathematics Education*, Published online Nov 11, 2021.
- Rupnow, R., Hegg, M., Fukawa-Connelly, T., Johnson, E., & Weber, K. (2021) How mathematicians assign homework problems in abstract algebra courses. *Journal for Mathematical Behavior*, 64: <https://doi.org/10.1016/j.jmathb.2021.100914>
- Apkarian N., Henderson C., Stains M., Raker J., Johnson E, Dancy, M. (2021) What really impacts the use of active learning in undergraduate STEM education? Results from a national survey of chemistry, mathematics, and physics instructors. *PLOS ONE* ,16(2): e0247544. <https://doi.org/10.1371/journal.pone.0247544>
- Andrews-Larson, C., Johnson, E., Peterson, V., & Keller, R. (2021). Doing math with mathematicians to support pedagogical reasoning about inquiry-oriented instruction. *Journal of Mathematics Teacher Education*. 24, 127-154
- Johnson, E., Andrews-Larson, C., Keene, K., Keller, R., Fortune, N., & Melhuish, K. (2020). Inquiry and inequity in the undergraduate mathematics classroom. *Journal for Research in Mathematics Education*. 51(4), 504-516.
- Kuster, G., Johnson, E., Rupnow, R., & Wilhelm, A. (2019). The Inquiry-Oriented Instructional Measure. *International Journal for Research in Undergraduate Mathematics Education*. 5(2). 181-204.
- Johnson, E., Keller, R., Peterson, V., & Fukawa-Connelly, T. (2019). Individual and situational factors influencing pedagogical practice. *International Journal of STEM Education*. 6, Article number 23.
- Rasmussen, C., Apkarian, N., Hagman, J., Johnson, E., Larsen, S., & Bressoud, D. (2019). Characteristics of Precalculus through Calculus 2 programs: Insights from a national census survey. *Journal for Research in Mathematics Education*. 50(1), 98-112.
- Keller, R., & Johnson, E. (2019). Effects of individual and situational characteristics on the use of student-centered pedagogy in Calculus I. *International Journal for Teaching and Learning in Higher Education*. 31(1). 115-127.
- Johnson, E., Keller, R. & Fukawa-Connelly, T. (2018). Results from a national survey of abstract algebra instructors: Understanding the choice to (not) lecture. *International Journal for Research in Undergraduate Mathematics Education*. 4(2), 254-285.
- Kuster, G., Johnson, E., Keene, K., & Andrews-Larson, C. (2018). Inquiry-oriented instruction: A conceptualization of the instructional components and practices. *Problems, Resources, and Issues in Mathematics Undergraduate Studies*, 28(1), 13-30.
- Keller, R., Johnson, E., & DeShong, S. (2017). A structural equation model looking at student's participatory behavior and their success in Calculus I. *International Journal of STEM Education*. 4(1), 24.
- Hagman, J., Johnson, E., & Fosdick, B. (2017). Factors contributing to experiencing a lack of time in college calculus. *International Journal of STEM Education*. 4(1), 12.

- Johnson, E., Ellis, J., Rasmussen, C. (2016), It's about time: The relationships between coverage and instructional practices in college calculus. *International Journal for Mathematical Education in Science and Technology*, 47(4), 491-504.
- Johnson, E. (2013). Teacher's mathematical activity in inquiry-oriented instruction. *Journal of Mathematical Behavior*. 32(4), 761-775.
- Johnson, E., Caughman, J., Fredericks, J., & Gibson, L. (2013). Implementing inquiry-oriented curriculum: From the mathematicians' perspective. *Journal of Mathematical Behavior*. 32(4), 743-760.
- Larsen, S., Johnson, E., & Bartlo, J. (2013). Designing and scaling up an innovation in abstract algebra. *Journal of Mathematical Behavior*. 32(4), 693-711.
- Lockwood E., Johnson, E., & Larsen S. (2013). Developing instructor support materials for an inquiry-oriented curriculum. *Journal of Mathematical Behavior*. 32(4), 776-790.
- Johnson, E. M. S., & Larsen, S. (2012). Teacher listening: The role of knowledge of content and students. *Journal of Mathematical Behavior*, 31(1), 117-129.

Edited Books, Chapters, and Publications

- Rasmussen, C. & Johnson, E. (2023) When small changes lead to big impact: Hysteresis in mathematics teaching. *Notices of the American Mathematical Society*. 70(10). 1684 – 1689.
- Johnson, E., Apkarian, N., Vroom, K., Martinez, A., Rasmussen, C., & Bressoud, D. (Eds). (2022). *Addressing Challenges to the Precalculus to Calculus II Sequence through Case Studies*. Mathematical Association of America. Washington, DC.
- Sanchez Robayo, B., Apkarian, N. Johnson, E., Alzaga Elizondo, T., Ellis, B., & Robbins, C. (2022). Chapter 6. Institutional and Departmental Change: Responding to Crisis. In E. Johnson, N. Apkarian, K. Vroom, A. Martinez, C. Rasmussen, & D. Bressoud, D. (Eds) *Addressing Challenges to the Precalculus to Calculus II Sequence through Case Studies*. Mathematical Association of America. Washington, DC.
- Johnson, E. (2019). Chapter 6. Undergraduate mathematics instruction: Not as bad as you'd think? S. Laursen & B. Ruedi (Eds.), *Levers for change: An assessment of progress on changing STEM instruction*. American Association for the Advancement of Science. Washington, DC.
- Fukawa-Connelly, T., Johnson, E., & Keller, R. (2016). Can math education research improve the teaching of abstract algebra? *Notices of the American Mathematical Society* 63(3).
- Johnson, E. (2016). What is in Calculus I? *MAA FOCUS*, 36(2). 17-20.
- Johnson, E. & Hanson, K. (2015). Chapter 6: Academic and Social Supports. D. Bressoud, C. Rasmussen, & V. Mesa (Eds.), *Insights and Recommendations from the MAA National Study of Calculus*, Mathematical Association of America. Washington, DC.
- Larsen, S., Johnson, E., Weber, K. (Eds). (2013). The Teaching Abstract Algebra for Understanding Project: Designing and Scaling up a Curriculum Innovation. *Journal of Mathematical Behavior*, 32(4)

Refereed Conference Proceedings (Selected)

- Fukawa-Connelly, T., Johnson, E., Weber, K., Carbone, L., & Mahmoudian, H. (2024). Collaborating with Mathematicians to Enhance Teaching. In Kosko, K. W., Caniglia, J., Courtney, S., Zolfaghari, M., & Morris, G. A., (Eds). *Proceedings of the forty-sixth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Kent State University.

- Apkarian, N., Guglielmo, J., Ruiz, S., Acevedo, C., Melhuish, K., & Johnson, E. (2024). Estudiante Perceptions of Classroom Inclusion: A Pilot Study. *Proceedings of the 26th Annual Conference on Research in Undergraduate Mathematics Education*. Omaha, NE.
- Apkarian, N., Johnson, E., Lau, A., Dancy, M., & Henderson, C. (2023). How do instructors understand unequal representation in STEM? *Proceedings of the 25th Annual Conference on Research in Undergraduate Mathematics Education*. (p. 278). Omaha, NE.
- Johnson, E., Apkarian, N., Henderson, C., Dancy, M., & Lau, A. (2022) Undergraduate Math and Science Instructors Attitudes, Beliefs, and Views on Diversity, Inclusion, and Equity. In S.S. Karunakaran and A. Higgins (Eds.) *Proceedings of the 24th Annual Conference on Research in Undergraduate Mathematics Education*. (p. 278). Boston, MA.
- Apkarian, N., Johnson, E., Guglielmo, J., Park, M., & Ruiz, S. (2022) How 2020 (Didn't) Change Calculus Instructors' DEI Engagement. In S.S. Karunakaran and A. Higgins (Eds.) *Proceedings of the 24th Annual Conference on Research in Undergraduate Mathematics Education* (p. 914). Boston, MA.
- Vishnubhotla, M., Chowdhury, A., Apkarian, N., & Johnson, E. (2022) Impact of Calculus Coordination on Instructional Practices: A Preliminary Investigation. In S.S. Karunakaran and A. Higgins (Eds.) *Proceedings of the 24th Annual Conference on Research in Undergraduate Mathematics Education* (p. 1189). Boston, MA.
- Vishnubhotla, M., Johnson, E., Chowdhury, A., & Apkarian, N. (2021) Implementation of IBL in Undergraduate Calculus Classes. In S.S. Karunakaran and A. Higgins (Eds.) *2021 Research in Undergraduate Mathematics Research Reports* (p. 359).
- Moore, A. S., & Johnson, E. (2021). Borders, gender, and performative contradictions in active learning. In D. Kollosche (Ed.), *Exploring new ways to connect: Proceedings of the Eleventh International Mathematics Education and Society Conference*, Vol. 1 (pp. 203–206). Tredition. <https://www.mescommunity.info/proceedings/MES11.pdf>
- Serbin, K., Mullins, S.B., Kelley, M., & Johnson, E. (2021) Social norms conducive to women's learning in inquiry-oriented abstract algebra. In A.I. Sacristán, J.C. Cortés-Zavala, & P.M. Ruiz-Arias (Eds.) *Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, Mexico. Cinvestav / AMIUTEM / PME-NA. <https://doi.org/10.51272/pmena.42.2020>
- Alzaga Elizondo, T., Ellis, B., Apkarian, N., Sanchez-Robayo, B., Robbins, C., & Johnson, E. (2020). Departmental Change in Reaction to the Threat of Losing Calculus: Three Cases. In S.S. Karunakaran, Z. Reed, and A. Higgins *Proceedings of the 23rd Annual Conference on Research in Undergraduate Mathematics Education* (p. 151-158). Boston, MA.
- Apkarian, N., Johnson, E., Raker, J., Stains, M., Henderson, C., & Dancy, M. (2020) Assessing the Uptake of Research Based Instructional Strategies by Postsecondary Mathematics Instructors. In S.S. Karunakaran, Z. Reed, and A. Higgins *Proceedings of the 23rd Annual Conference on Research in Undergraduate Mathematics Education* (p. 18-27). Boston, MA.
- Fukawa-Connelly, T., Johnson, E., Hegg, M., Weber, K., & Rupnow, R.L. (2020) How Mathematicians Assign Homework Problems in Advanced Mathematics Courses. In S.S. Karunakaran, Z. Reed, and A. Higgins *Proceedings of the 23rd Annual Conference on Research in Undergraduate Mathematics Education* (p. 1053 -1059). Boston, MA.
- Keller, R., Johnson, E., Keene, K., Andrews-Larsen, C., & Fortune, N. (2020). For Women in Lecture, How They Feel Matters – A Lot Keller. In S.S. Karunakaran, Z. Reed, and A. Higgins *Proceedings of the 23rd Annual Conference on Research in Undergraduate Mathematics Education* (p. 1093-1098). Boston, MA.

- Mullins, S.B., Serbin, K., & Johnson, E. (2020). Relational Interactions in Inquiry-Oriented Undergraduate Mathematics Classes. In S.S. Karunakaran, Z. Reed, and A. Higgins *Proceedings of the 23rd Annual Conference on Research in Undergraduate Mathematics Education* (p. 1060-1065). Boston, MA.
- Serbin, K., Mullins, S.B., Kelley, M.A., & Johnson, E. (2020). Social norms conducive to women's learning in inquiry-oriented abstract algebra. In A. Isabel Sacristán, J.C Cortés-Zavala, & P.M. Ruiz-Arias (Eds.) *Proceedings of the 42nd Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Mazatlán, Mexico.
- Johnson, E., Andrews-Larson, C., Keene, K., Keller, R., Fortune, N., & Melhuish, K. (2018). Inquiry and inequity in the undergraduate mathematics classroom. In T. Hodges, G. Roy, & A. Tyminski (Eds.), *Proceedings of the 40th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 966-969). Greenville, SC.
- Johnson, E., Keller, R., Fukawa-Connelly, T., Peterson, V. (2018). Individual and situational factors related to lecturing in abstract algebra. In A. Weinberg, C. Rasmussen, J. Rabin, M. Wawro, S. Brown (Eds.), *Proceedings of the 21st Annual Conference on Research in Undergraduate Mathematics Education* (pp. 524-532), San Diego, CA.
- Kuster, G., Rupnow, R., Johnson, E., Garrison-Wilhelm, A. (2018). The development of the inquiry-oriented instructional measure. In A. Weinberg, C. Rasmussen, J. Rabin, M. Wawro, S. Brown (Eds.), *Proceedings of the 21st Annual Conference on Research in Undergraduate Mathematics Education* (pp. 565-572), San Diego, CA.
- Ellis, E., Johnson, E., & Fosdick, B. (2016). Feeling the squeeze: Factors contributing to experiencing a lack of time in college calculus. In M. Wood, E. Turner, M. Civil, & J. Eli (Eds.), *Proceedings of the 38th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1317 – 1320). Tucson, AZ.
- Kuster, G. & Johnson, E. (2016). Inquiry-oriented instruction: A conceptualization of the instructional components and practices. In T. Fukawa-Connelly, N. Engelke Infante, M. Wawro, and S. Brown (Eds.), *Proceedings of the 19th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 979-987), Pittsburgh, PA.
- Johnson, E. (2015). Towards a measure of inquiry-oriented teaching. In T. Fukawa-Connelly, N. Engelke Infante, K. Keene, and M. Zandieh (Eds.), *Proceedings of the 18th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 620-626), Pittsburgh, PA.
- Johnson, E., Ellis, J., & Rasmussen, C. (2014). It's about time: How instructors and students experience time constraints in Calculus I. 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 and the 36th Conference of the North American Chapter of the Psychology of Mathematics Education Volume 6* (pp. 119) Vancouver, British Columbia.
- Johnson, E. (2014). Two metaphors for realistic mathematics education design heuristics: implications for documenting student learning. In T. Fukawa-Connelly, G. Karakok, K. Keene, and M. Zandieh (Eds.), *Proceedings of the 17th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 121-136; 715-721), Denver, CO.
- Johnson, E. (2013). Implications of Realistic Mathematics Education for Analyzing Student Learning. In S. Brown, G. Karakok, K. H. Roh, and M. Oehrtman, (Eds.) *Proceedings of the 16th Annual Conference on Research in Undergraduate Mathematics Education, Volume 2* (pp. 372-378), Denver, CO.
- Johnson, E. (2012) Mathematical Activity for Teaching. Johnson, E. (2012) Mathematical Activity for Teaching. In S. Brown, S. Larsen, K. Marrongelle, and M. Oehrtman (Eds.), *Proceedings of the 15th*

Invited Presentations

- Johnson, E., Melhuish, K., Jett, C., & Leyva, L. (2024). Inquiry and Equity in Undergraduate mathematics Education. *The 2024 Distinguished Lecturer Symposium*. The Center for Research in Mathematics and Science Education at San Diego State University, April 2024.
- Johnson, E. (2024). Moving towards More Inclusive Pedagogy, Starting with our Assumptions. *STEM+IE Speaker Series*, College of Science and Mathematics, James Madison University, April 2024.
- Johnson, E. (2024). *What the research says about active learning – and what it doesn't*. Invited Colloquium, Department of Mathematics, James Madison University, April 2024.
- Johnson, E. (2024). Things You Miss When You are Looking at Something Else. *Invited Plenary at the 26th Annual Conference on Research in Undergraduate Mathematics Education*. Omaha, NE
- Johnson, E. (2023). What the Research Says about Active Learning - and What it Doesn't. *The Dept. of Physics & Astronomy 2023 Physics Teaching Retreat*, University of Waterloo, Dec 2023, Waterloo, Canada.
- Johnson, E. (2023). What the research says about active learning – and what it doesn't. *Project NExT Invited Address on Teaching and Learning*. Presented at the Joint Mathematical Meetings, Jan 2023, Boston, MA.
- Johnson, E. (2022). Active learning in undergraduate mathematics courses: what we know, what we are pretty sure of, and what we still need to figure out. *Transforming Post-Secondary Education in Mathematics (TPSE Math) Research Evidence for Active Learning Invited Address*. June, 2022.
- Johnson, E. (2021). *Undergraduate Math and Science Instructors' Attitudes, Beliefs, and Views on Diversity, Inclusion, and Equity*. Research in Undergraduate Mathematics Education Invited Seminar, Department of Mathematics, University of Oklahoma, Sept 15, 2021.
- Buckmire, R., Yong K., & Johnson, E., (2021). *Panel: A Conversation with Leaders in Building Equity and Inclusivity within Mathematical Biology*. 2021 Society for Mathematical Biology Annual Meeting.
- Johnson, E. (2021). *Inquiry-oriented Instruction is Better, but Just For Some?*, Invited Colloquium, Department of Mathematics and Statistics, Cal State Long Beach, Sept 17, 2021.
- Johnson, E. (2020). *Taking an instructional innovation to scale: Processing an unexpected result*. Invited Keynote given at 4th Annual NE RUME Conference. Oct. 3, 2020.
- Johnson, E. (2020). *Taking an Instructional Innovation to Scale: Characterizing, Supporting, and Evaluating Inquiry-Oriented Instruction*. Invited Colloquium, Department of Mathematics, Arizona State University. Nov. 13, 2020.
- Johnson, E. (2020). *Taking an Instructional Innovation to Scale: Characterizing, Supporting, and Evaluating Inquiry-Oriented Instruction*. Invited Colloquium, Department of Mathematics, Texas State University. Sept. 4, 2020.
- Johnson, E. (2020). *Some unintended consequences of active learning*. Invited Presentation at the Mathematical Sciences Research Institute's Critical Issues in Mathematics Education 2020 Workshop Series. April 10, 2020.
- Johnson, E. (2019). *Taking an Instructional Innovation to Scale: Characterizing, Supporting, and Evaluating Inquiry-Oriented Instruction*. Invited Colloquium, Mathematics Education Research Seminar, Department of Mathematics, Virginia Commonwealth University. Nov. 19, 2019.

- Johnson, E. (2019). *Inquiry-oriented Instruction is Better... For Some*, Invited Colloquium, Center for Excellence for Science Education, Penn State, April 29, 2019.
- Johnson, E., Fortune, N., Andrews-Larson, C., Keene, K. (2019). Report on TIMES Grant: Characterizing, Supporting, and Evaluating Inquiry-Oriented Instruction. *MAA Invited Paper Session on Research in Improving Undergraduate Mathematical Sciences Education: Examples Supported by the National Science Foundation's IUSE: EHR Program*. Presented at the Joint Mathematical Meetings, Jan 2019, Baltimore, MD.
- Johnson, E., (2018). *Characterizing, Supporting, and Evaluating Inquiry-Oriented Instruction*, Invited Colloquium, Virginia Tech Engineering Education Seminar, Aug 31, 2018.
- Johnson, E., (2018). *Characterizing, Supporting, and Evaluating Inquiry-Oriented Instruction*, Invited Colloquium, University of Arizona Mathematics Department, March 29, 2018.
- Johnson, E. (2017). *MAA's national studies on college calculus: Eye towards Bachelor's granting institutions*, Invited Colloquium, Christopher Newport University Mathematics Department, Oct 26th, 2017.
- Johnson, E., Andrews-Larson, C., Keene, K. (2017). Teaching Inquiry-oriented Mathematics: Establishing Supports. *MAA Invited Paper Session on Research in Improving Undergraduate Mathematical Sciences Education: Examples Supported by the National Science Foundation's IUSE: EHR Program*. Presented at the Joint Mathematical Meetings, Jan 2017, Atlanta, GA.
- Johnson, E. (2015) *Characterizing, Investigating, and Supporting Inquiry-Oriented Teaching*, Invited Colloquium, Colorado State University Mathematics Department, May, 6th, 2015

Recent Teaching Experience

- MATH 3124, Modern Algebra, Spring 2018, Fall 2015, Spring 2015, Spring 2014
Topics in groups, quotient groups, rings, integral domains, fields
- MATH 4625, Mathematics for Secondary Teachers I, Fall 2018, Fall 2014
Course activities emphasize the curricular themes of problem solving, reasoning and proof, communication, connections, and representation; topics in discrete mathematics and algebra from a secondary teaching perspective
- MATH 4626, Mathematics for Secondary Teachers II, Spring 2025, Spring 2023, Spring 2020, Spring 2019, Spring 2016
Course activities emphasize the curricular themes of problem solving, reasoning and proof, communication, connections, and representation; topics in high school mathematics from an advanced perspective
- MATH 4664, Senior Mathematics Education Seminar, Fall, 2020, Fall 2017, Fall 2016, Fall 2015
The main goal of the seminar was to support students in becoming reflective mathematics teachers. A focus on conceptual understanding is used to investigate mathematics content, the teaching of mathematics, and the learning of mathematics.
- MATH 5634, Research in Undergraduate Mathematics Education, Spring 2022, Spring 2018, Spring 2014
A survey of the body of research on undergraduate mathematics education, readings focused on: student understanding of undergraduate mathematics content and practices; the development and design of research-based undergraduate curricular materials and the theory that supports such work; the teaching of undergraduate mathematics; and, the state of undergraduate STEM education
- MATH 5984, Special Topics: Research on Teaching, Fall 2019
A survey the body of research on teaching and teaching practice of mathematics and science K-16 education. Readings focused on: instructional practice, influences on instructional practice, and measures of instruction.
- EDCI 5714, Special Topics: Research in Mathematics Teaching, Fall 2023

A survey the body of research on teaching and teaching practice of mathematics and science K-16 education. Readings focused on: instructional practice, influences on instructional practice, and measures of instruction.

Graduate Student Supervision (Degrees Completed)

Adam Braide (advisor), MS, Virginia Tech, 2024

Alexander Moore (committee member), PhD, Virginia Tech, 2023

Bridgette Sanchez Robayo (committee member), PhD, Virginia Tech, 2023

Corinne Mitchell (advisor), M.S., Virginia Tech, 2023, Thesis Title: Facilitating Instructional Change: A Case Study on Diffusion of Curriculum Innovation. Matriculated to Virginia Tech's PhD in Mathematics program.

Ahsan Chowdhury (advisor), PhD, Virginia Tech, 2021, Dissertation Title: Instructors' Orientation on Mathematical Meaning. Current Position: Instructor, George Mason University

Kaitlyn Serbin (advisor), PhD, Virginia Tech 2021, Dissertation Title: The Role of Prospective Teachers' Abstract Algebra Knowledge in Influencing Their Understanding and teaching of Algebra. Current Position: Assistant Professor, University of Texas, Rio Grande Valley.

Rachel Rupnow (advisor), PhD, Virginia Tech, 2019, Dissertation Title: Examining Connections among Instruction, Conceptual Metaphors, and Beliefs of Instructors and Students. Current position: Assistant Professor, University of Northern Illinois

Marilin Kelley (advisor), M.S., Virginia Tech, 2020, Thesis Title: Teachers' Reflections on Inquiry-Oriented Instruction in Online Professional Development.

Rachel Keller (committee member), PhD, Virginia Tech, 2019

George Kuster (committee member), PhD, Virginia Tech, 2016

David Plaxco (committee member), PhD, Virginia Tech, 2015

Service

Department and University

Tenure-Track Women Faculty Advisory Committee for Faculty Affairs, committee member, 2024-2025

College of Agriculture and Life Science Dean Search, committee member, 2023 – 2024

College of Science Faculty Association, mathematics department representative, 2019 – 2021

College of Science Diversity Committee, mathematics department representative, 2018 – 2020
(Committee Chair 2019 – 2020)

Mathematics Department Scholarship Committee, 2014 – 2020 (Committee Chair 2019 – 2020)

Mathematics Department InclusiveVT representative, 2017 – 2020

Mathematics Education Committee, 2013 – present

Mathematics Education Preliminary Exam Committee, 2014 – 2020 (Committee Chair 2017 – 2018)

Mathematics Department Undergraduate Program Committee, member, 2016 – 2017

Mathematics Department Teaching Certification Committee, member, 2014 – 2020

Research Community

Local Organizing Committee Co-Chair for the 27th and 28th Annual Conferences for the Research on Undergraduate Mathematics Education, 2024 – 2026

Secretary for the Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education 2020 – 2024

Chair of the Ad Hoc Family Attending RUME Together Committee of the Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education, 2017 – 2023

Member of the organizing committee for the 2021 Mathematical Sciences Research Institute (MSRI) workshop in the annual series, Critical Issues in Mathematics Education (CIME): Initiating, Sustaining, and Researching Mathematics Department Transformation of Introductory Courses for STEM Majors, 2020 – 2022

Member of the Ad-Hoc Committee for the Advancement of LGBTQIA+ Inclusion in the RUME Community of the Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education, 2018 – 2019

Member of the Program Committee of the Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education, 2014 – present

Member of the Equity and Mentoring Committee of the Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education, 2017 – 2019

Member of the Nominating Committee of the Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education, 2016 – present

Reviewer for the Journal of Research in Mathematics Education, 2014 – present

Reviewer for the Journal of Mathematical Behavior, 2013 – present

Reviewer for the International Journal for Research in Undergraduate Mathematics Education, 2020 – present

Reviewer for the Annual Conference of the Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education, 2011 – present

Reviewer for the Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education, 2014 – 2020

Membership in Professional Communities

Mathematical Association of America (MAA)

Special Interest Group of the Mathematical Association of America in Research in Undergraduate Mathematics (SIGMAA on RUME)