

Angela Marie Calabrese Barton

Curriculum Vitae

Professor of the Learning Sciences and Science Education
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Angela Calabrese Barton is a professor in and Chair of Educational Studies at the University of Michigan. Her research focuses on issues of equity and justice in STEM education in both school and community settings. She studies both the design of learning environments, including pedagogies and approaches in support of justice-centered expansive learning outcomes, such as critical agency, identity work, and social transformation (as grounded within expanding disciplinary expertise); and methodologies for embracing authentic “research + practice” work that attends to practitioner and youth voice, and critically engages the goals of equity and justice. She takes an historicized and future-oriented ecological and participatory approach to give witness to and learn with community partners (teachers, youth, parents, community educators, and researchers). She is particularly interested in approaches to teaching that center what matters to people in the here-and-now and towards imagined social futures; and that disrupt/transform injustices that operate in classrooms in often mundane ways. A former chemistry teacher, she has also designed and taught community-based STEM for over two decades in homeless shelters and community organizations in different cities in the US.

EDUCATION & EMPLOYMENT HISTORY

Education

- Ph.D. 1995 *Curriculum, Teaching and Educational Policy*. Michigan State University. Emphases and comprehensive graduate level coursework and research in (1) teaching and teacher education, science education, and qualitative research (College of Education); and (2) physical chemistry (College of Natural Sciences).
- B.S. 1990 *Chemistry*. University of Notre Dame (with honors)

Professional Appointments

- 2021- *Professor & Chair*, Educational Studies, University of Michigan. Tenured.
- 2019 - *Professor*, Educational Studies, University of Michigan. Tenured.
Faculty Lead/Coordinator, Secondary Science Education
- 2009 – 2019 *Professor*, Department of Teacher Education, Michigan State University. Tenured.
Core Faculty Member, Center for Gender in Global Context, Michigan State University,
University-Community Senior Fellow, Michigan State University
- 2006 – 2009 *Associate Professor*, Department of Teacher Education, Michigan State University, Tenured.
- 1999-2001 *Associate Professor*, Department of Curriculum & Instruction, University of Texas at Austin, Austin, TX, Tenured, Fall 2000.

- 1996 - 2006 *Associate Professor of Science Education and Director of Science Education Programs, Department of Mathematics, Science and Technology Teachers College, Columbia University, NY, NY, Tenured, 2001. Assistant Professor of Science Education, 1996-1999 [on leave 1999-2001].*
- July 1998 *Visiting Scholar, Ali Institute of Education, Lahore, Pakistan.*
- 1995-1996 *Assistant Professor, Department of Curriculum and Teaching, School of Education, Hofstra University, Hempstead, NY, Tenure-track.*
- 1992-1994 *Chemistry Teacher, Lansing Community College, Lansing, MI.*
- 1990-1991 *Chemist, Diagnostic Enzymes Division, Genzyme Corporation, Cambridge, MA.*

HONORS & AWARDS

National/International

- 2022 *Innovations in Research on Equity and Social Justice in Teacher Education, Division K American Education Research Association (with Dr. Edna Tan)*
- 2021 Best Paper in 2020 for the *Journal of Teacher Education* (Calabrese Barton, A., Tan, E. & Birmingham, D. (2020). Rethinking High Leverage Practices in Justice-oriented Ways. *Journal of Teacher Education*. <https://doi.org/10.1177/0022487119900209>)
- 2020 Best Paper in 2019 for the *Journal of the Learning Sciences* (Calabrese Barton, A. & Tan, E. (2019). Designing for rightful presence in STEM: Community ethnography as pedagogy as an equity-oriented design approach. *Journal of the Learning Sciences*. DOI: 10.1080/10508406.2019.1591411)
- 2018 *Exemplary Contributions to Practice-Engaged Research Award, American Education Research Association*
- 2018 Outstanding Reviewer of the Year for the *Journal of the Learning Sciences*
- 2017 *Fellow of the American Education Research Association (Class of 2017)*
- 2015 *WT Grant Foundation Distinguished Fellow (2015-2017)*
- 2014 Outstanding Reviewer of the Year for the *American Education Research Journal*
- 2013 *Outstanding Book of the Year, American Education Research Association's Division B (Curriculum) Award for (Tan, E. & Calabrese Barton, A. *Empowering Science and Mathematics Education in Urban Schools*, University of Chicago Press)*
- 2013 Choice Magazine: CHOICE Outstanding Academic Title Award (Tan, E. & Calabrese Barton, A. *Empowering Science and Mathematics Education in Urban Schools*, University of Chicago Press)
- 2012 *Magrath APLU Community Engagement Exemplary Program Award: Green Energy Technology in the City*
- 2012 *National Afterschool Innovator Award, MetLife Foundation: GET City! (with the Boys and Girls Club of Lansing)*
- 2010 *Outstanding Research Award, American Education Research Association's Informal Education Special Interest Group,*
- 2010 Program of the Year: Michigan Council. Green Energy Technologies in the City (a collaborative program with the Boys and Girls Club of Lansing)

- 2009 *Research Leading to Transformations of Social Contexts Award*, American Education Research Association's Division G (Social Contexts of Education)
- 2009 *Best Paper of the Year Award for Cultural Studies in Science Education* [Tan, E. & Calabrese Barton A. (2008). Unpacking science for all through the lens of identities-in-practice. *Cultural Studies of Science Education*, 3(1), 43-71]
- 2004 *Exemplary Research Award*, American Education Research Association's Division K (Teaching & Teacher Education) for the book, *Re/thinking Scientific Literacy*, w/ W. M. Roth, NY, NY: Psychology Press.
- 2003 American Education Studies Association's Critics Choice Award (*Teaching Science for Social Justice*, Teachers College Press, 2003)
- 2000 *Early Career Award*, National Association for Research in Science Teaching
- 1999 *Kappa Delta Pi Research Early Career Award* (Teaching and Teacher Education), American Education Research Association, Division K
- 1998-2003 *CAREER Award*, National Science Foundation
- 1996-1998 *National Academy of Education Spencer Postdoctoral Fellow*

University

- 2018 Michigan State University Senior Class Outstanding Faculty Award
- 2015 Beal Distinguished Faculty Award (Research, Teaching & Service), Michigan State University
- 2014 Service-Learning and Civic Engagement Faculty Award, Michigan State University
- 2012 Michigan State University Outreach Scholarship Community Engagement Award
- 2004-2005 Dean's Fellow for Research in Diversity, Teachers College Columbia University
- 2002 Dean's Technology Award, Teachers College Columbia University
- 2000 Dean's Technology Award, College of Education, University of Texas at Austin
- 1995 Outstanding Dissertation Award, Michigan State University, Department of Teacher Education, College of Education

Advisee Awards

- 2022 Outstanding Dissertation Award, National Association for Research in Science Teaching, awardee: Won Jung Kim (Michigan State University)
- 2020 Outstanding Dissertation Award, American Association for Colleges of Teacher Education, awardee: Christina Restrepo Nazar (Michigan State University)
- 2014 Outstanding Dissertation Award, National Association for Research in Science Teaching, awardee: Daniel Birmingham (co-advised with Prof. Anne-Lise Halvorsen) (Michigan State University)

RESEARCH AND PUBLICATION

^ indicates publications with undergraduate or graduate students

^^ indicates publication with practice partner

§ indicates publications with middle school or high school student or their parent

Peer-Reviewed Refereed Articles

Submitted/Resubmitted

- ^Schenkel, K. & **Calabrese Barton, A.** (revise and resubmit). Critical science agency: Redesigning school spaces, practices and relationships to support families' consequential learning. *Journal of the Learning Sciences*. Issued February 2020.
- ^Kim, W., **Calabrese Barton, A.**, Brien, S., & Archer, L. (resubmitted and under review). Youth-Initiated Moments of Seeking Justice: Making Visible Youth Imaginaries for STEM Learning. *Cognition & Instruction*.

Accepted/Published

111. Benavides, A., Tan, E. & **Calabrese Barton, A.** (2022). "We actually made something and solved a problem": Exploring Relationships between Middle School Engineering Culture and Girls' Engineering Experiences. *Science Education*.
110. ^ § Xu, Geling, Benavides, A., **Calabrese Barton, A.**, Tan, E., Bleisner, S., DeFrancesco, D., & Barton, S. (2022). Critical Consciousness in Engineering for Sustainable Communities: A Justice-oriented Approach Connecting Schools and Communities in Middle School Engineering. NSTA's Connected Learning.
109. Tan, E. **Calabrese Barton, A.** & Restrepo Nazar, C. (2022). Negotiating New Social-Spatial Relationalities in Middle School Engineering: Seeing Consequential Learning as a Justice-Oriented Project. *Cognition & Instruction*.
108. Roby, R., **Calabrese Barton, A.**, Tan, E. & Greenberg, D. (accepted). Co-Making Against Anti-blackness. *Equity & Excellence in Education*.
107. ^, ^^**Calabrese Barton, A.**, Greenberg, D., Turner, C., Riter, D., Herrenkohl, L., Tasker, T. & Davis, E. (2021). No learning lost here: Critical data practices in the COVID-19 multipandemic. *AERA Open*. <https://doi.org/10.1177/23328584211041631>
106. ^^, ^**Calabrese Barton, A.**, Kim, W., Brien, S., Greenberg, D., Roby, R., Balzer, M., Turner, C., & Archer, L. (2021). Justice at the Core of Pedagogical Practice in Informal Science Learning. *Science Education*.
105. ^^Balzer, M., Calabrese Barton, A., et al. (2021). Reclaiming our science center: Youth co-design of the Katherine Johnson Room. *Dimensions: A Publication of the Association of Science and Technology Centers*.
104. Tan, E., **Calabrese Barton, A.**, & Benavides, A. (2021) Supporting teacher visioning of Justice-oriented Engineering in middle school. *Peabody Journal of Education*.
103. **Calabrese Barton, A.**, Tan, E. & Schenkel, K. (2021). The Ingenuity of Everyday Practice: A Framework for Justice-Centered Identity Work in Engineering in the Middle Grades. *Journal of Pre-College Engineering Education Research*, 11(1), 1-24.
102. **Calabrese Barton, A.**, Schenkel, K. & Tan, E. (2021). Collaboratively engineering for justice in sixth grade science. *Journal of Research in Science*. <https://doi.org/10.1002/tea.21691>
101. Archer, L., Godec, S., **Calabrese Barton, A.**, Patel, U. & Mau, A. (2020). Changing the field: A Bourdieusian analysis of educational practices that support equitable outcomes among minoritized youth on two informal science learning programmes. *Science Education*.
100. §Greenberg, D., **Calabrese Barton, A.**, Turner, C., Hardy, K., Roper, A., Williams, C., Herrenkohl, L. & Davis, E. (2020). Community Infrastructuring as Necessary Ingenuity in a Pandemic. *Educational Researcher* 49(7), 518-523.

99. Birmingham, D. & **Calabrese Barton, A.** (2020). Science that matters: Teaching science with a commitment to community. *Science Scope*.
978. *Tan, E. & **Calabrese Barton, A.** (2020). Hacking a path in and through STEM: How Youth navigate and transform the landscapes of STEM. *Teachers College Record*.
97. ^Schenkel, K., **Calabrese Barton, A.**, Tan, E. & Gonzalez, M. (2021). An Engineering Funds of Knowledge Framework. *Science & Children*.
96. **Calabrese Barton, A.**, Kim, W. J., & Tan, E. (2020). Co-Designing for Rightful Presence in Informal Science Learning Environments. *Asia-Pacific Science Education*, 6(2), 285-318.
95. **Calabrese Barton, A.** & Tan, E. (2020). Beyond Equity as Inclusion: A Framework of ‘Rightful Presence’ for Guiding Justice-oriented Studies in Teaching and Learning. *Educational Researcher*. DOI: <https://doi.org/10.3102/0013189X20927363>
94. **Calabrese Barton, A.**, Tan, E. & McDaniel, A. (2020). Becoming in STEM: Developing a Culture of Criticality in the Space between Person and Institution. *Frontiers in Education*. DOI: 10.3389/educ.2020.00037
93. ^Greenberg, D., **Calabrese Barton, A.**, Tan, E. & Archer, L. (2020). Youth critically redefining maker-entrepreneurialism. *Journal of the Learning Sciences*. DOI: <https://doi.org/10.1080/10508406.2020.1749633>
92. ^^Schenkel, K., Bliesener, S., **Calabrese Barton, A.**, & Tan, E. (2020). Community Ethnography Teacher’s Toolkit. *Science Scope*.
91. ^Schenkel, K. & **Calabrese Barton, A.** (2020). Critical Science Agency and Power Hierarchies: Restructuring Power Within Groups to Address Injustice Beyond Them. *Science Education*. <https://doi.org/10.1002/sce.21564>
90. **Calabrese Barton, A.**, Tan, E. & Birmingham, D. (2020). Rethinking High Leverage Practices in Justice-oriented Ways. *Journal of Teacher Education*. <https://doi.org/10.1177/0022487119900209> Awarded Best Paper of 2021 for JTE (January 2021).
89. Tan, E., **Calabrese Barton, A.**, & Benavides, A. (2019). Engineering for Sustainable Communities: Epistemic Tools in Support of Equitable and Consequential Middle School Engineering. *Science Education*. 10.1002/sce.21515
88. **Calabrese Barton, A.** & Tan, E. (2019). Designing for rightful presence in STEM: Community ethnography as pedagogy as an equity-oriented design approach. *Journal of the Learning Sciences*. DOI: 10.1080/10508406.2019.1591411. Awarded Best Paper of 2019 for JLS (May 2020).
87. ^Schenkel, K., **Calabrese Barton, A.** & Tan, E. (2019). Framing equity through a close examination of critical science agency. *Cultural Studies in Science Education*.
86. ^Restrepo Nazar, C. **Calabrese Barton, A.** & Tan, E., (2019). Critically Engaging Engineering in Place by Localizing Counternarratives when Engineering for Sustainable Communities. *Science Education*. DOI: 10.1002/sce.21500
85. ^Kang, H., **Calabrese-Barton, A.**, Tan, E., Simpkins, S., Rhee, H., & Turner, C. (2019). How do middle school students become STEM-minded persons? Middle school students’ participation in science activities and identification with STEM careers. *Science Education*. <https://doi.org/10.1002/sce.21492>
84. ^Haverly, C., **Calabrese Barton, A.**, Schwarz, C. & Braaten, M. (2018). “Making Space”: How Two Beginning Teachers Create Opportunities for Equitable Sense-Making in Elementary Science. *Journal of Teacher Education*. <https://doi.org/10.1177/0022487118800706>.

83. Bevan, B., **Calabrese Barton, A.**, Garibay, C., Ballard, M. & Bell, J. (2018). Access isn't enough. *Dimensions*, 26-29.
82. Tan, E. & **Calabrese Barton, A.** (2018). "Trying to solve darkness": Critical pedagogy of place and intersectionality in community-based STEM-rich making with youth from non-dominant communities. *Equity and Excellence in Education* 51(1), 48-61. doi.org/10.1080/10665684.2018.1439786
81. Ryoo, J. & **Calabrese Barton, A.** (2018). Equity in STEM Rich Making. *Equity and Excellence in Education* 51(1), 3-6. doi.org/10.1080/10665684.2018.1436996
80. ^Tan, E., **Calabrese Barton, A.**, & Schenkel, K. (2018). Equity and the maker movement: STEM-rich making with elementary aged youth in community settings. *Science & Children*. 55(7) 76-81.
79. **Calabrese Barton, A.** & Tan, E. (2018). A longitudinal study of equity-oriented STEM-rich making among youth from historically marginalized communities. *American Education Research Journal*. DOI: 10.3102/0002831218758668
78. §Birmingham, D. & **Calabrese Barton, A.**, Jones, J. McDaniel, A., Rogers, A., Turner, C. (2017). "But the science we do here matters": Youth-authored cases of consequential learning. *Science Education*, 101(5), 818-844.
77. ^Greenberg, D. & **Calabrese Barton, A.** (2017). "For Girls to Feel Safe": Preteen Women's Critical Community-Informed Engineering Design for Sexual Assault Prevention. *Girlhood Studies*.
76. ^**Calabrese Barton, A.** Tan, E., & Greenberg, D. (2017). The Makerspace Movement: Sites of Possibilities for Equitable Opportunities to Engage Underrepresented Youth in STEM. *Teachers College Record*, 119(7).
75. Gutiérrez, K. & **Calabrese Barton, A.** (2015). Structure and agency in science education. *Journal of Research in Science Teaching* 52(4), 574-583. DOI 10.1002/tea.21229
74. Kissling, M. & Calabrese Barton, A. (2015). Place-Based Education: (Re)Integrating Ecology and Economy. *Bank Street Occasional Paper Series*.
73. ^**Calabrese Barton, A.**, Birmingham, D., Sato, T., Calabrese Barton, S., & Tan, E. (2014). Youth as Community Science Experts in Green Energy Technologies. *After School Matters* 18, 25-33.
72. ^Birmingham, D. & **Calabrese Barton, A.** (2014). Putting on a green carnival: Youth taking educated action on socioscientific issues. *Journal of Research in Science Teaching* 51(3), 286-314. DOI: 10.1002/tea.21127
71. ^Tan, E., Kang, H. O'Neill, T. & **Calabrese Barton, A.** (2013). Desiring a career in STEM-related fields: How middle school girls articulate and negotiate between their narrated and embodied identities in considering a STEM trajectory. *Journal of Research in Science Teaching*, 50(10), p.1143-1179. DOI: 10.1002/tea.21123.
70. ^Kissling, M. & **Calabrese Barton, A.** (2013). Interdisciplinary Study of the Local Power Plant: Cultivating Ecological Citizens. *Social Studies Research and Practice* 8(3), 128-142.
69. ^**Calabrese Barton, A.** & Berchini, C. (2013). Pathways to Insideness: Teaching Science in Urban Settings. *Theory into Practice*, 52(1), 21-27. DOI: 10.1080/07351690.2013.743765
68. Tsurasaki, B., **Calabrese Barton, A.** & Tan, E. (2013). Boundary objects and powerful science teaching and learning. *Science Education*, 97(1):1-31.

67. ^McLaughlin, D. & **Calabrese Barton, A.** (2013). Preservice Teachers' Uptake and Understanding of Funds of Knowledge in Elementary Science. *Journal of Science Teacher Education*. 24(1):13-36. DOI 10.1007/s10972-012-9284-1.
66. ^**Calabrese Barton, A.**, Kang, H., Tan, E., O'Neill, T., & Brecklin, C. (2012). Crafting a Future in Science: Tracing Middle School Girls' Identity Work Over Time and Space. *American Education Research Journal*, doi: 10.3102/0002831212458142.
65. **Calabrese Barton, A.** (2012). Citizen(s') science. A Response to " The Future of Citizen Science." *Democracy and Education* 20(2),12.
64. Rose, S. & **Calabrese Barton, A.** (2012). Should Great Lakes City Build a New Power Plant? How Youth Navigate Complex Socioscientific Issues. *Journal of Research in Science Teaching* 49(5), 541-567.
63. ^Furman, M. & **Calabrese Barton, A.** (2012). Learning to teach science in urban schools by becoming a researcher of one's own beginning practice. *Cultural Studies in Science Education* 7(1), 153-174.
62. ^Mallya, A., Mensah, F. M., Contento, I. R., Koch, P. A. and **Calabrese Barton, A.** (2012), Extending science beyond the classroom door: Learning from students' experiences with the *Choice, Control and Change (C3)* curriculum. *J. Res. Sci. Teach.*, 49: 244–269. doi: 10.1002/tea.21006
61. ^Lim, M. & **Calabrese Barton, A.** (2010). Exploring insideness in urban children's sense of place. *Journal of Environmental Psychology*, 30, 328 – 337.
60. **Calabrese Barton, A.** & Tan, E. (2010). The new green roof: Activism, Science and Greening the Community. *Journal of Canadian Journal of Science, Mathematics and Technology Education*, 10(3), 207 – 222.
59. **Calabrese Barton, A.** & Tan, E. (2010). We be burnin: Agency, Identity and Learning in a Green Energy Program. *Journal of the Learning Sciences*. 19(2), 187-229.
58. **Calabrese Barton, A.** & Upadhyay, B. (2010). Teaching and learning science for social justice: An Introduction to the special issue. *Equity & Excellence in Education*, 43(1), 1-5.
57. ^Contento, I. R., Koch, P. A., Lee, H., & **Calabrese-Barton, A.** (2010). Adolescents Demonstrate Improvement in Obesity Risk Behaviors after Completion of, Choice, Control & Change, a Curriculum Addressing Personal Agency and Autonomous Motivation. *Journal of the American Dietetic Association*, 110(12), 1830-1839.
56. Tan, E. & **Calabrese Barton, A.** (2010). Transforming science learning and student participation in 6th grade science: A case study of an urban minority classroom. *Equity & Excellence in Education*, 43(1), 38-55.
55. ^Basu, S. J. & **Calabrese Barton, A.** (2010). A researcher-student-teacher model for democratic science pedagogy: Connections to community, shared authority, and critical science agency. *Equity & Excellence in Education* 43(1), 72-87.
54. ^Basu, S.J., **Calabrese Barton, A.**, Locke, D. & Clairmont, N. (2009). Developing a framework for critical physics agency through case study. *Cultural Studies in Science Education*, 4(2), 345-371.

53. ^Roushias, C., **Calabrese Barton, A.**, & Drake, C. (2009). The design and development of a multimedia case-based environment on parental engagement. *Journal of Educational Media International*, 46(1), 37-52.
52. ^**Calabrese Barton, A.** & Tan, E. (2009). Funds of knowledge, discourses and hybrid space. *Journal of Research in Science Teaching*, 46(1), 50-73.
51. ^**Calabrese Barton, A.**, Tan, E. & Rivet A. (2008). Creating hybrid spaces for engaging school science among urban middle school girls. *American Education Research Journal*. 45, 68-103.
50. ^Tan, E. & **Calabrese Barton A.** (2007). From peripheral to central, the story of Melanie's metamorphosis in an urban middle school science class. *Science Education* 92(4), 567-590.
49. ^Tan, E. & **Calabrese Barton A.** (2008). Unpacking science for all through the lens of identities-in-practice. *Cultural Studies of Science Education*, 3, 43-71.
48. Koch, P., **Calabrese Barton, A.**, Contento, I., & Crabtree, M. (2008). Farm to Table and beyond: Helping Students Make Sense of the Global Food System. *Science Scope*, 31(9), 36-39.
47. ^Saubeli, W. Lee, H., Contento, I., Koch, P., & **Calabrese Barton, A.** (2008). Enhancing Personal Agency and Competence in Eating and Moving: An Outcome Evaluation of Choice, Control, and Change (C3), an Inquiry-Based Middle School Science Curriculum to Reduce Obesity Risk. *Journal of Nutrition Education and Behavior*, 40 (4) S36-S36.
46. ^Hagiwara, S. & **Calabrese Barton, A.** (2007). Culture, food, and language: Perspectives from immigrant mothers in school science. *Cultural Studies of Science Education*, 2(2), 475-515.
45. ^Lee, H., Contento, I., Sauberli, W., Koch, P., & **Calabrese Barton, A.** (2007). Using science education to move middle schoolers toward more healthful food and activity choices: An outcome evaluation of Choice, Control, & Change. *Journal of Nutrition Education and Behavior*, 39(4), 96-100.
44. ^Basu, S. J. & **Calabrese Barton, A.** (2007). Urban students' sustained interest in science. *Journal of Research in Science Teaching*, 44(3), 466-489.
43. ^Koch, P., **Calabrese Barton, A.** & Whittaker, R. (2007). Choice, Control and Change: Using scientific evidence to promote healthful food and activity choice. *Science Scope*, 31(3), 16-19.
42. ^Furman, M. & **Calabrese Barton, A.** (2006). Voice in an Urban Science Video Project. *Journal of Research in Science Teaching*, 43(7), 667-695.
41. ^Lim, M. & **Calabrese Barton, A.** (2006). Science learning and a sense of place in an urban middle school. *Cultural Studies in Science Education* 1(1), 107-142.
40. ^**Calabrese Barton, A.** & Vora, P. (2006). Improving urban science education: New roles for teachers, students and researchers [book review]. *Science Education*, 90(2), 379-381.
39. **Calabrese Barton, A.** & Lee, O. (2006). A Call to Action. *Journal of Research in Science Teaching* 43(9), 875-878.
38. **Calabrese Barton, A.** (2005). Editorial: The Role of Agency in Improving Teaching and Learning Science in Urban Settings. *School Science and Mathematics*. 105(7), 333-335.
37. ^Perez, G., Drake, C. & **Calabrese Barton, A.** (2005). The role of presence in parental engagement in urban science education. *American Education Research Journal* 42(3), 465-498.
36. ^Uphadyay, B., **Calabrese Barton, A.** & Zahur, R. (2005). Teaching science for political and social change. *Science Education* 89(5), 725-744.

35. ^**Calabrese Barton, A.**, Koch, P., Contento, I., & Hagiwara, S. (2005). From food production to global sustainability: Children's ideas about the food system. *International Journal of Science Education* 27(10), 1163-1186.
34. ^O'Neill, T. & **Calabrese Barton, A.** (2005). Student ownership in an urban middle school science video project. *School Science and Mathematics*, 105(6), 292-302.
33. ^**Calabrese Barton, A.**, Drake, C. Perez, G. & St. Louis. K. (2004). Ecologies of parental engagement in urban education. *Educational Researcher*, 33(4), 3-12.
32. ^Zacharia, Z. & **Calabrese Barton, A.** (2004). Understanding urban children's beliefs about science. *Science Education*, 88, 197-222.
31. **Calabrese Barton, A.** (2003). Kobe's story: Doing science as contested terrain. *Qualitative Studies in Education*, 16(4), 533-552.
30. **Calabrese Barton, A.** (2002). Urban science education studies: A commitment to equity, social justice and a sense of place. *Studies in Science Education*, 38, 1-38.
29. ^**Calabrese Barton, A.** & Johnson, V. (2002). Truncating agency: Peer review and participatory research. *Research in Science Education*, 32, 191-214.
28. ^Zahur, R. & **Calabrese Barton, A.** (2002). Science education for empowerment and social change: A case study of an urban teacher educator in Pakistan. *International Journal of Science Education*, 24(9), 899-917.
27. **Calabrese Barton, A.** & Osborne, M. (2002). Urban girls' participation in informal science settings: Playing with identities and borders. *Curriculum and Teaching*, 16(2), 17-37.
26. **Calabrese Barton, A.** & Tobin, K. (2002). Learning about transformative research through others' stories: What does it mean to involve "others" in science education reform? *Journal of Research in Science Teaching*. 39(2), 110-114.
25. **Calabrese Barton, A.** & Tobin, K. (2001). Urban science education: A call to action. *Journal of Research in Science Teaching. Issues* 38(8) 843-847.
24. **Calabrese Barton, A.** & Osborne, M. (2001). Homeplace and the Harshworld: A feminist re-reading of science and teaching students in poverty. *Journal of Curriculum Theorizing*, 17(4), 131-144.
23. **Calabrese Barton, A.** (2001). Critical ethnography: Science education in urban settings: Seeking new ways of praxis through critical ethnography. *Journal of Research in Science Teaching*. 38(8), 899-918.
22. **Calabrese Barton, A.** & McLaren, P. (2001). Capitalism, critical pedagogy, and urban science education: An interview with Peter McLaren *Journal of Research in Science Teaching*, 38(8), 847-859.
21. ^**Calabrese Barton, A.**, Hinden, T., Contento, I., Tredeau, M., Hagiwara, S., & Yang, K. (2001). Underprivileged mothers' views on science. *Journal of Research in Science Teaching*, 38(6), 688-711.
20. Fusco, D. & **Calabrese Barton, A.** (2001). Re-presenting student achievement in science. *Journal of Research in Science Teaching*, 38(3), 337-354.
19. ^**Calabrese Barton, A.** & Yang, K. (2000). The culture of power and science education: Learning from Miguel. *Journal of Research in Science Teaching*, 37(8), 871-889.

18. **Calabrese Barton, A.** (2000). Preservice teachers developing ideas of multicultural science education. *Journal of Curriculum Studies*, 32(6), 797-820.
17. **Calabrese Barton, A.** & Osborne, M. (2000). Building inclusive science in classrooms through oral histories. *Women's Studies Quarterly*, 28(1-2), 271-295.
16. **Calabrese Barton, A.** & Darkside (2000). Autobiography in science education: Greater objectivity through local knowledge. *Research in Science Education*, 30(1), 23-42.
15. ^Islas, A., Contento, I.R., Koch, P.D., Hagiwara, S., & **Calabrese Barton, A.** (2000). Food choice criteria in elementary school age children incorporating ecological concerns. *Appetite*, 34,125.
14. ^**Calabrese Barton, A.**, Johnson, V. & Nelson, L. (2000). Middle school partnerships: Adventurous teaming. *Middle School Journal*, 32(2), 39-44.
13. **Calabrese Barton, A.** (1999). Learning to teach a multicultural science education through service learning: A case study. *Journal of Teacher Education*. 50(4), 303-312.
12. **Calabrese Barton, A.** & Osborne, M. D. (1999). Re-examining lived experiences: Gender and radical constructivism. *Cybernetics and Human Knowing*, 6(1), 47-60.
11. **Calabrese Barton, A.** (1998). Margin and center: Intersections of urban, homeless children and a pedagogy of liberation. *Theory into Practice*, 37(4), 296-305.
10. **Calabrese Barton, A.** (1998). Reframing science for all and the politics of poverty. *Educational Policy* 12(5), 525-541.
9. **Calabrese Barton, A.** (1998). Examining the social and scientific roles of invention in science education. *Research in Science Education* 28, 133-152.
8. **Calabrese Barton, A.** (1998). Teaching science with homeless children: Pedagogy, representation and identity. *Journal of Research in Science Teaching* 34, 379-394.
7. Osborne, M. & **Calabrese Barton, A.** (1998). Constructing a liberatory pedagogy in science: Dilemmas and contradictions. *Journal of Curriculum Studies*, 30, 251-260.
6. **Calabrese Barton, A.** & Osborne, M. D. (1998). Editorial: Marginalized discourses and science education. *Journal of Research in Science Teaching*, 34, 339-340.
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Handbook Chapters

6. **Calabrese Barton, A.**, Tan, E., Schenkel, K., & Benavides, A. (2022). Towards Justice: Designing for a Rightful Presence as a Lens for Science Teacher Education Research. In J. Luft & M. G. Jones (Eds.) *Handbook of Research on Science Teacher Education*. Routledge.
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4. **Calabrese Barton, A.**, Tan, E. & O'Neill, T. (2014). Science learning in urban science education: New conceptual tools and stories of possibilities. S. Abell and N. Lederman (Eds.). *Handbook of Research in Science Teaching*, Volume 2. New York: Routledge. p. 246-265.
3. **Calabrese Barton, A.** & Tan, E. (2009). The Evolution of Da Heat: Making a Case for Scientific and Technology Literacy as Robust Participation. (pp. 329-346). In D. Hodson (Ed.). *International Technology Handbook*. Amsterdam: Sense Publishers.
2. **Calabrese Barton, A.** & Brickhouse, N. (2006). Engaging girls in science. C. Skelton, B. Francis & L. Smulyan. *Gender and Education Handbook*. London: Sage Publications.
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Books

8. Tan, E. & **Calabrese Barton, A.** (under contract). *Designing for Rightful Presence in Middle School STEM*. Harvard University Press.
7. **Calabrese Barton, A.** & Tan, E. (2018). *STEM-rich Maker Learning: Designing for Equity with Youth of Color*. New York: Teachers College Press.
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3. **Calabrese Barton, A.** (2003). *Teaching science for social justice*. New York: Teachers College Press.
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Commissioned White Papers

Calabrese Barton, A. (2012). *Identity Research in Science Education: Implications for Integrated Experiences & Best Practices*. A paper commissioned by the National Academy of Science Board on Science Education.

Calabrese Barton, A., Tan, E., & Calabrese Barton, S. (2011). *Becoming Community Science Experts in Green Energy Technologies*. White paper for NSF sponsored symposium on youth motivation in STEM Careers. September, 2011.

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Bang, M., Brown, B., **Calabrese Barton, A.,** Roseberry, A., & Warren, B. (2016). Toward More Equitable Learning in Science: Expanding Relationships Among Students, Teachers, and Science Practices. In C. Schwarz, C. Passmore, & B. Reiser. (ed.). *National Science Teachers Association Press*.

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- Calabrese Barton, A.** & Drake, C. (2011). Collective Cultural Relevancy through Hybrid Communities of Practice (pp. 11-38). In L. Scherff. & K. Spector (Eds.). Culture, Relevance, and Schooling: Exploring Uncommon Ground. Lanham, MD: Rowman & Littlefield.
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- Calabrese Barton, A.** (2009). Mothering and science literacy: Challenging truth-making and authority through counterstory. (pp. 134-145). In W. M. Roth (Ed.) Taking a standpoint. New York: Routledge.
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- Rivera, M. & **Calabrese Barton, A.** (2005). Where is the joy? Social justice and reform in elementary school science. D. Keiser & N. Michelli (Eds). *Reform and social justice*. New York: Routledge.
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FUNDING: GRANTS & FELLOWSHIPS

Awarded (Currently Funded)

Co-designing for Rightful Parental Presence in Middle School STEM. PI Edna Tan (UNCG) and co-PI: Angela Calabrese Barton (Michigan). WT Grant Foundation. \$552,432. 9/2022– 8/2024. Awarded September 2022.

Supporting Consequential Learning in Middle School STEM through Rightful Familial Presence. PIs Angela Calabrese Barton (Michigan) and co-PI Edna Tan (UNCG). National Science Foundation. \$1,119,976. DRL 2115160, 9/2022– 8/2025. Awarded August 2022.

Research in Service to Practice: Critical Connected Co-making with Youth, Families and Communities. PIs include: Edna Tan and Angela Calabrese Barton. National Science Foundation. \$1,119,117. DRL 2201083, 8/2021– 8/2024.

Building a Learning Model for Youths' Critical Data Practices. PIs: Angela Calabrese Barton, Leslie Herrenkohl and Elizabeth Davis. National Science Foundation. \$465,425. DRL 2055166, 6/2021 – 5/2023.

Research in Service to Practice: Equitably Consequential Making among Youth from Historically Marginalized Communities. Principal Investigator. Co-PIs include: Edna Tan and Scott Calabrese Barton. National Science Foundation. \$1.4M. DRL 1712834/2021587, 8/2017 – 8/2021.

Awarded (Completed)

RAPID: How People Learn Rapidly: COVID-19 as a Crisis of Socioscientific Understanding and Educational Justice and Equity. PIs: Angela Calabrese Barton, Leslie Herrenkohl and Elizabeth Davis. National Science Foundation. \$199,744. DRL 2028370, 4/2020 – 3/2021.

Science Learning + Partnerships: Partnering for Equitable STEM Pathways for Minoritized Youth. US-based Principal Investigator. UK-based Principal Investigator: Louise Archer. Co-PIs include: Emily Dawson, Carmen Turner and Lynn Dierking. US/UK Initiative with the Wellcome Trust, National Science Foundation, and the Economic and Social Research Council of the UK. DRL 1647033/2016707. \$2.3M. 3/1/2017-3/1/2022.

Tools for Teaching and Learning Engineering Practices: Pathways Towards Productive Identity Development in Engineering [I-Engineering]. Principal Investigator. Principal Investigator. Co-PIs include: Edna Tan & Scott Calabrese Barton. National Science Foundation, DRK 12 Program. \$1,307,460. DRL #1502755. 5/2015-12/2022.

The Makerspace Movement: Sites of Possibilities for Promoting Equitable Opportunities to Learn and Pursue STEM among Underrepresented Youth: Distinguished Fellows Application. WT Grant Foundation. \$200,000. Awarded October 2015.

Making for Change: Becoming Community Engineering Experts through Makerspaces and Youth Ethnography, National Science Foundation, Principal Investigator. Edna Tan, co-PI. DRL #1421116, \$299,999. 9/2014- 12/2017

Youth Access & Equity Research & Practice Agenda [a planning grant]- Collaborative proposal to the National Science Foundation and the Wellcome Trust [UK] with Louise Archer (Kings College) and Lynn Dierking (Oregon State University). \$99,000. 1/2015-12/2015.

Spartan Woot Wall Day! Be Spartan Green Student Project Fund. Sustainability at MSU. \$5,000. 1/2017-12/2018.

InvestigAction: Underrepresented Middle School Youth Becoming Community Engineering Experts, MSU, CREATE 4 STEM. Principal Investigator. Co-PIs: Scott Calabrese Barton, Danny Caballero, & Edna Tan. \$100,000. 1/2014-5/2015

Improving Science Teaching & Learning: Studying How Beginning Elementary Teachers Notice and Respond to Students' Scientific Sense-making, co- Principal Investigator. PI: Christina Schwarz. National Science Foundation, DRL 1252439 9/2013-8/2016, \$499,997.

Making Healthy Food and Activity Choices in GET City, Michigan Fitness Foundation. co- Principal Investigator, Kim Chung, PI. 1/2013-5/2014, \$94,482.

Full-Scale Development: Science STARS-Nurturing urban girls' identities through inquiry-based science, DRL 1114481, University of Rochester/National Science Foundation. Co-Principal Investigator. PI: April Luehmann (University of Rochester), 9/1/2011 – 8/31/2016, \$307,982.

Supplemental: Club 2 School: Rethinking the STEM pipeline, National Science Foundation, HRD #0936692. Principal Investigator. Co-PI: Edna Tan, 9/1/2010 – 8/31/2012, \$96,242 (awarded, September 2010)

Club 2 School: Rethinking the STEM pipeline, National Science Foundation, HRD #0936692, Principal Investigator. Co-PI: Edna Tan, 9/1/2009 – 8/31/2012, \$499,995

Noyce Phase II: Teachers for a New Era, National Science Foundation DUE #833278. Principal Investigator, Co-PI: Gail Richmond, 9/15/2008 – 8/30/2011, \$500,000

Ecologies of Teacher – Parental Engagement: An Investigation into Teacher Learning about Parental Engagement in Science and Mathematics Education, Spencer Foundation. Principal Investigator. Co-PI: Corey Drake, 6/1/2008 – 5/30/2009, \$40,000

Green Energy Technologies in the City, National Science Foundation, Award # 0737642. Principal Investigator. Co-PI: Scott Calabrese Barton & Carmen Turner, 10/1/2007 – 9/30/2011, \$899, 995

Choice, Control and Change: A Middle School Science Curriculum for the Prevention of Overweight Children, National Institutes of Health, Subcontract to Teachers College Columbia University. Co-Principal Investigator. PI: Isobel Contento (Teachers College), 10/1/2007 – 8/1/2008, \$27,000

Urban Middle School Girls' Science Practices, National Science Foundation, Award #0429109 Principal Investigator. Co-PI: Ann Rivet. [Supplemental funding, awarded June 2008, for \$65,567], 7/1/2004 – 8/30/2008 [supplemental through 2/28/09], \$499, 334

Improving Urban Science Education in New York City, Hearst Foundation. Principal Investigator. May 2005 – May 2006, \$200,000

Urban Students Practices of Science in Differing Urban Communities, Spencer Foundation Principal Investigator. January 2004 – December 2004, \$35,000

SLC Catalyst: Science of Learning in Urban Educating Institutions. Co-Principal Investigator. PI: Roger Anderson. National Science Foundation, Award # 0350288, Oct 1, 2003- Oct 1, 2004, \$150,475

I USE Science! Bristol Myers Squibb Foundation, January 2002 – December 2004, \$225,000

Science Education for Political Empowerment and Social Change, Spencer Foundation. Principal Investigator. Co-PI: Rubina Zahur. (Small Grants Program), March 2000 – March 2001, \$35,000

Science Education Reform and Parents in Urban Poverty: A Relational Systems Approach, National Science Foundation, Award #9980592. Principal Investigator. Co-PI: Margery Osborne & Corey Drake, 2000-2003, \$654,000

Science Education and Economically Disadvantaged Children, National Science Foundation, CAREER Award #0096032. Principal Investigator. 1998-2003, \$500,000

Linking Science Literacy and Nutrition Literacy for Elementary Inner-City Children. Co-Principal Investigator, PI: Isobel Contento, National Institutes of Health, 1997-2004, \$688,000 (1997-2000), and \$650,000 (2001-2004)

Science Education and Homeless Children, National Academy of Education Spencer Postdoctoral Research Fellowship, 1996-1998, \$40,000

National and International Conference Papers/Proceedings (Peer Reviewed)

Greenberg, D., **Calabrese Barton, A.**, & Herrenkohl, L. (2022). Expanding Remote Multimodalities to Honor Urgent Everyday Multi-Pandemic Learning. Paper presented at the American Education Research Association Annual Conference. San Diego, CA.

Calabrese Barton, A., Parra Cammacho, F., Calabrese Barton, F., Rose, G. & Herrenkohl, L. (2022). No Learning Lost Here: Youth Critical Data Practices in the COVID-19 Multi-Pandemic. Paper presented at the American Education Research Association Annual Conference. San Diego, CA.

Calabrese Barton, A., Greenberg, D., Turner, C. & Herrenkohl, L. (2022). Data as Sites of Youth Justice Work in the COVID-19 Multi-Pandemic. Paper presented at the American Education Research Association Annual Conference. Highlighted Presidential Session. San Diego, CA.

Tan, E. & **Calabrese Barton, A.** (2022). Youth Enacting Social-Spatial Justice in Middle School STEM: Advancing Justice Work in Hyperlocal and Interscalar Ways. Paper presented at the American Education Research Association Annual Conference. San Diego, CA.

Perez, M., **Calabrese Barton, A.**, Turner, C., Greenberg, D., & Riter, D. (2022). Youth's "Slowed-Down" Pedagogy and Politicized Care Toward New Relationalities in STEM Learning Environments. Paper presented at the American Education Research Association Annual Conference. San Diego, CA.

Kim, W. J. & **Calabrese Barton, A.** (2022). Making Space in Support of Youths' Rightful Presence in Informal Science Learning. Paper presented at the American Education Research Association Annual Conference. San Diego, CA.

Greenberg, D., Perez, M., Turner, C., & **Calabrese Barton, A.** (2022). "We See a Portal": World-Building Role-Play Toward a Maker Counter-Space. Paper presented at the American Education Research Association Annual Conference. San Diego, CA.

- Parra Cammacho, F., **Calabrese Barton, A.**, Calabrese Barton, F., Rose, G. & Herrenkohl, L. (2022). Youth Critical Data Practices in the COVID-19 Multi-Pandemic. Paper presented at the NARST Annual Conference. Vancouver, BC.
- Calabrese Barton, A.**, Kim, W. J., & Tan, E. (2021). Co-Designing for Rightful Presence in Informal Science Learning Environments. Paper presented at the Annual American Education Research Association Meeting [virtual].
- Benavides, A., Tan, E. & **Calabrese Barton, A.** (2021). Toward Social-Spatial-Justice: Disrupting Inequities by Exploring Intersectionality and Rightful Presence in Girls' Engineering Learning Experiences. Paper presented at the Annual American Education Research Association Meeting [virtual].
- Calabrese Barton, A.**, Balzer, M., Kim, W. J., & Brien, S. (2021). Working Toward Justice: Reclaiming Our Science Center. Paper presented at the Annual American Education Research Association Meeting [virtual].
- Calabrese Barton, A.**, Greenberg, D., Herrenkohl, L., Tasker, T., & Davis, E. (2021). Attending to Political and Ethical Dimensions of Remote Research Methods. Paper presented at the Annual American Education Research Association Meeting [virtual].
- Schenkel, K., **Calabrese Barton, A.**, & Tan, E. (2021). Our Hearts Felt Warm: Consequential Learning Through Optimizing Engineering Designs in Middle-Grade Science Classrooms. Paper presented at the Annual American Education Research Association Meeting [virtual].
- Calabrese Barton, A.**, Davis, E., & Herrenkohl, L. (2021). Learning for Justice: COVID-19 as a Crisis of Socioscientific Understanding and Educational Justice and Equity. Presented at NARST. [virtual, April 2021].
- Calabrese Barton, A.** & Herrenkohl, L. (2021). How People Learn Rapidly: COVID-19 as a Crisis of Socioscientific Understanding and Educational Justice and Equity. Presented at the American Association for the Advancement of Science. [virtual, February 2021].
- Calabrese Barton, A.**, Tan, E., Greenberg, D. W. & Roby, R. (2020, Apr 17 - 21) *Youth-Community Invention: Community Epistemologies and Expansive Iterative Design* [Structured Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/y39ckdee> (Conference Canceled)
- Calabrese Barton, A.** & Herrenkohl, L.R., Davis, E., Greenberg, D., and Tasker, T. (2020). How People Learn Rapidly: COVID-19 as a Crisis of Socioscientific Understanding and Educational Justice and Equity. Stanford Workshop on Remote Research Methods. [virtual, July 2020]
- Calabrese Barton, A.**, Kim, W., Balzer, M., & Brien, S. (2020). Reclaiming the Science Center: Working towards Social Spatial Justice. Paper presentation at the International Conference of the Learning Sciences. Virtual due to COVID-19, Nashville, TN.
- Greenberg, D., **Calabrese Barton, A.**, Tan, E. & Roby, R. (2020). Community Epistemologies and Equitable and Consequential Making. Paper presentation at the International Conference of the Learning Sciences. Virtual due to COVID-19, Nashville, TN.
- Schenkel, K. & **Calabrese Barton, A.** (2020, June). Participatory Planning and Teaching Restructuring Power Hierarchies and Supporting Learning Opportunities. Poster presentation at the International Conference of the Learning Sciences. Virtual due to COVID-19, Nashville, TN.

- Calabrese Barton, A., Tan, E. & Schenkel, K. (2020, April).** Supporting Equity in Middle School Engineering Using Community Engagement Strategies, Workshop to be presented at the National Science Teacher Association's Conference, Cancelled due to Covid-19, Boston, MA.
- Schenkel, K. & **Calabrese Barton, A., Tan, E. (2020, April).** Increasing Access to Engineering Practices in the Middle School Grades, Workshop to be presented at the National Science Teacher Association's Conference, Cancelled due to Covid-19, Boston, MA.
- Schenkel, K. & **Calabrese Barton, A. (2020, April).** Participatory planning and teaching supporting collective critical science agency enactments and restructuring classroom norms. Paper presentation at the 2020 American Educational Research Association (AERA) Conference, Cancelled due to Covid-19, San Francisco, CA.
- Tan, E., **Calabrese Barton, A., Nazar, C.R., & Schenkel, K. (2020, April).** Critical witnessing through middle school engineering: investigating how youth negotiate collective social movement in everyday school science practices. Poster presentation at the 2020 American Educational Research Association (AERA) Conference, Cancelled due to Covid-19, San Francisco, CA.
- Schenkel, K. & **Calabrese Barton, A. (2020, March)** Supporting Justice-Oriented STEM Teaching and Learning through Community-Engaged RPPs. Paper presentation at at the National Association for Research in Science Teaching Annual International Conference, Cancelled due to Covid-19, Portland, OR.
- Schenkel, K., **Calabrese Barton, A. & Tan, E. (2019, August).** "We have to change things. Oh, we have to do this." Engineering solutions with community. Paper presentation at the European Science Education Research Association (ESERA) Conference, Bologna, Italy.
- Schenkel, K. & **Calabrese Barton, A. (2019, April).** "Wow! Did you make this? Supporting and recognizing students' multiple and powerful forms of expertise. Paper presentation at the 2019 American Educational Research Association (AERA) Conference, Toronto, Canada.
- Schenkel, K. & **Calabrese Barton, A. (2019, April).** Youth teachers restructuring classroom power hierarchies and supporting productive identity work. Paper presentation at the National Association for Research in Science Teaching Annual International Conference, Baltimore, MA.
- Calabrese Barton, A. & Tan, E. (2018).** Negotiating Authority and Agency Through Enacting Critical Science Agency in Middle School Engineering. American Education Research Association. NY, NY April 2018.
- Benevides, A., Tan, E., **Calabrese Barton, A., Schenkel, K., Gonzalez, M. & Restrepo Nazar, C. (2018).** Engineering for Sustainable Communities (EfSC): Equitable Access to Making for Marginalized Students in Middle School. American Education Research Association. NY, NY April 2018.
- Schenkel, K. & **Calabrese Barton, A. (2018).** Supporting NGSS Equity-Oriented high leverage teaching practices in middle grades engineering. National Science Teachers Association. Atlanta, GA.
- Calabrese Barton, A. & Schenkel, K. (2018).** NSTA Justice-Oriented Approaches and Strategies in STEM Education. National Science Teachers Association. Atlanta, GA.
- Calabrese Barton, A. & Tan, E. (2017).** Designing for Rightful Presence in Middle School STEM. Fablearn Conference, Stanford, CA.
- Tan, E. & **Calabrese Barton, A. & the Youth of GET City.** Equity in Making. Fablearn Conference, Stanford, CA.

- Calabrese Barton, A.** & Tan, E. (2017). Equitable and consequential becoming in STEM: How youth bridge science and community. A paper presented at the European Science Education Research Association. August 2017. Dublin, Ireland.
- Calabrese Barton, A.** & Tan, E. (2017). Community ethnography as pedagogy in equity-oriented STEM-rich making. A paper presented at the European Science Education Research Association. August 2017. Dublin, Ireland.
- Balzer, M., **Calabrese Barton, A.**, & Greenberg, D. (2017). YPAR: Youth Action Council Designing for Equity in Making. Presented at the NARST Pre-conference workshop on Participatory Methodologies. April 2017. San Antonio, Texas.
- Greenberg, D., **Calabrese Barton, A.**, Tan, E., & Keenan, S. (2017). Critically Examining What We Mean by Youth Voice in STEM. A paper presented at the American Education Research Association. April 2017. San Antonio, Texas.
- Calabrese Barton, A.**, Tan, E., Greenberg, D., & Keenan, S. (2017). Equitably consequential making by, for and with marginalized youth. A paper presented at the American Education Research Association. April 2017. San Antonio, Texas.
- Balzer, M., **Calabrese Barton, A.**, & Greenberg, D. (2016). We're the Bosses: Youth Action Council Designing for Equity in Making. Fablearn Conference, Stanford, CA.
- Tan, E., **Calabrese Barton, A.**, Turner, C. & Shin, M. (2016). Probing Participatory Partnerships with Community Ethnography. Fablearn Conference, Stanford, CA.
- Keenan, S., Greenberg, D., **Calabrese Barton, A.**, Calabrese Barton, B., Lawson, P., & Harden, St. (2016). Creative Connections: Disrupting the Norm in a community-based makerspace. Paper presented at the Digital Media and Learning Conference, Irvine, CA.
- Nazar, C. **Calabrese Barton, A.**, Latham, A., Rollins, A., & Morris, C. (2016). Expansive Learning through Counternarratives in Co-Constructed: Multimodal Cases of Engineering Work over Time. Paper presented at the Digital Media and Learning Conference, Irvine, CA.
- Tan, E., & **Calabrese Barton, A.** (2016). Make your dream a reality": Mapping the nodes of criticalities in African-American boys' making endeavors. Paper presented at the Digital Media and Learning Conference, Irvine, CA.
- Calabrese Barton, A.**, Shin, M., Greenberg, D., Nazar, C. D., & Tan, E. (2016, April). Innovating With Scientists, Engineers, and Community Members: Youths' Engineering Design and Networks of Experts. Presented at American Education Research Association annual conference, Washington, DC.
- Calabrese Barton, A.** & Tan, E., (2016). Mobilities of Criticality. A paper presented at the International Conference of the Learning Sciences. Singapore.
- Tan, E., **Calabrese Barton, A.**, Faircloth, B. (2016). Exploring How a "Judgment-Free" Makerspace Supports African American Girls' Identity Work as Community Makers and Engineers. Presented at American Education Research Association annual conference, Washington, DC.
- Shin, M., **Calabrese Barton, A.**, Greenberg, D., Nazar, C. D., & Tan, E. (2016, April). Youth Engagement and Mobilities of Learning During Making in an Equity-Oriented Makerspace. Presented at American Education Research Association annual conference, Washington, DC.
- Calabrese Barton, A.** & Tan, E. (2015, September). Hacking a path in and through STEM: Unpacking

the STEM identity work of youth from historically underrepresented backgrounds Presented at European Science Education Research Association, Helsinki, Finland.

Shin, M., **Calabrese Barton, A.**, Greenberg, D., Nazar, C. D., & Tan, E. (2015, April). *Little Kids Can Do Ginormous Works: Youth's Engineering Design and Identity Work*. Presented at American Education Research Association annual conference, Chicago, IL.

Nazar, C. D., **Calabrese Barton, A.**, Shin, M., Greenberg, D., Tan, E. (2015, April). *Hybrid Practices and Developing Expertise in Engineering Among Middle School Students*. Presented at American Education Research Association annual conference, Chicago, IL.

Greenberg, D., **Calabrese Barton, A.**, Shin, M., Nazar, C. D., & Tan, E. (2015, April). *Innovators Together: Collaborative, Strategic Resource Use and Movement for Identity Work in After-School Science*. Presented at American Education Research Association annual conference, Chicago, IL.

Calabrese Barton, A., Nazar, C. D., Shin, M., Greenberg, D., & Tan, E. (2015, April). *Authoring Identity Pathways among Youth from Non-Dominant Backgrounds through Engineering for Sustainable Communities*. Presented at National Association for Research in Science Teaching annual conference, Chicago, IL.

Calabrese Barton, A., Tan, E., Sato, T., Birmingham, D., & Shin, M. (2015, February). *Becoming Community Science Experts*. Presented at CREATE for STEM Mini Conference 2015, East Lansing, MI.

Calabrese Barton, A., Tan, E., Birmingham, D., Sato, T., & Shin M. (2014). *Identity Pathways: Becoming a Community Engineering Expert*. International Conference of the Learning Sciences. Boulder, CO.

Calabrese Barton, A. & Krajcik, J. (2014). *Developing High Quality Reviews for the Journal of Research in Science*. Pre-conference workshop. National Association for Research in Science Teaching. Pittsburgh, PA.

Birmingham, D. & **Calabrese Barton, A.** (2014). *Foregrounding Youth Narratives of Informal Science Learning: A Professional Development Model*. National Association for Research in Science Teaching. Pittsburgh, PA.

Birmingham, D. & **Calabrese Barton, A.** (2014). *"But the Science We Do Here Matters"': Youth Sharing Visions of Civic Engagement with Science*. National Association for Research in Science Teaching. Pittsburgh, PA.

Shin, M. & **Calabrese Barton, A.** (2014). *"I Can Do Science!": Wrestling with Stereotypes and Science Identity*. National Association for Research in Science Teaching. Pittsburgh, PA.

Calabrese Barton, A. & Krajcik, J. (2013). *Developing High Quality Reviews for the Journal of Research in Science*. Pre-conference workshop. National Association for Research in Science Teaching. Rio Mar, Puerto Rico, PA.

Calabrese Barton, A. & Krajcik, J. (2013). *Developing High Quality Reviews for the Journal of Research in Science*. Pre-conference workshop. European Science Education Association, Nicosia, Cyprus.

Birmingham, D. & **Calabrese Barton, A.** (2013). *Learning from Stories of Youths' Informal Science Learning Experiences*. National Association for Research in Science Teaching. Rio Mar, Puerto Rico.

- O'Neill, T. Tan, E., & **Calabrese Barton, A.** (2013). *Viewing School Science through Our Eyes: Middle School Girls' Vision for what School Science Could Be*. National Association for Research in Science Teaching. Rio Mar, Puerto Rico.
- Birmingham, D. & **Calabrese Barton, A.** (2013). *Girls' Stories of Informal Science Learning Experiences*. Annual American Education Research Association, San Francisco, CA.
- Calabrese Barton, A.** & Krajcik, J. (2012). Developing High Quality Reviews for the Journal of Research in Science. Pre-conference workshop. National Association for Research in Science Teaching. Indianapolis, IN.
- Kang, H., Tan, E., Calabrese Barton, A. (2012). *Recognizing Multiple Identity Trajectories in Science That Urban Middle School Girls Author and Its Role in Science Learning*. A paper presented at the Annual American Education Research Association, Vancouver. British Columbia, Canada.
- Sato, T. & **Calabrese Barton, A.** (2011). Horizontal and Vertical Learning Dimensions of Urban Youth Investigating Energy Efficiency. A paper presented at the National Association for Research in Science Teaching. Orlando, FL.
- Rose, S. & **Calabrese Barton, A.** (2011). Saving Energy Means Saving a lot more Moolah!: The role of Economic and Scientific Discourses in Youths' Involvement in the Change a Light, Change Michigan. A paper presented at the National Association for Research in Science Teaching. Orlando, FL.
- Lim, M., Tan, E., & Calabrese Barton, A. (2011). Moving the Equity Agenda Forward: Equity Research, Practice, and Policy in Science Education. A paper presented at the National Association for Research in Science Teaching. Orlando, FL.
- Kang, H., **Calabrese Barton, A.**, & Tan, E. (2011). Urban Girls' Identity Trajectories through the Participation between Figured Worlds. A paper presented at the American Education Research Association. New Orleans, LA.
- Kang, H., **Calabrese Barton, A.**, & Tan, E. (2011). The case of Diana: Understanding Identity Trajectories through the Participation between Figured Worlds. A paper presented at the National Association for Research in Science Teaching. Orlando, FL
- Calabrese Barton, A.** (2010). "I'm a Make-a-Difference Expert": How Youth Author and Leverage on Identities for Strategic Participation in a Community-Based Science Program. A paper presented at the Annual American Education Research Association, Denver, CO.
- Rose, S. & **Calabrese Barton, A.** (2010). "The Coal Plant Could Give People Jobs, But at the Same Time, It Could Pollute the Air": How Youth Reconcile Competing Discourses for Environmental Justice. A paper presented at the Annual American Education Research Association, Denver, CO.
- Calabrese Barton, A.** & Tan, E. (2010). Becoming an Expert: Transgressing Boundaries for Identities in Science. A paper presented at the Annual American Education Research Association, Denver, CO.
- Berchini, C., **Calabrese Barton, A.** & Florio-Ruane, S. (2010). Discovering a "Discourse of Hope": Researching Beginners' Developing Identities as Teachers in Urban Classrooms. A paper presented at the Annual American Education Research Association, Denver, CO.
- Tan, E. & **Calabrese Barton, A.** (2010). Transforming science learning and student participation in 6th grade science. A paper presented at the annual National Association for Research in Science Teaching Conference.

- Calabrese Barton, A.** & Krajcik, J. (2010). Publishing in JRST. Presented at the Annual American Education Research Association, Denver, CO.
- O'Neill, T., Johnson, V. & **Calabrese Barton, A.** (2010). How Sense of Place Matters: Lessons Learned from the Implementation of an Interdisciplinary Place-Based Curriculum. A paper presented at the annual National Association for Research in Science Teaching Conference.
- Calabrese Barton, A.** (2009). Opportunities and Challenges of Equitable Science. National Association for Research in Science Teaching. Anaheim, CA.
- Calabrese Barton, A.** (2009). Grand Challenges and Great Opportunities: Presidential Speech Reaction Panel. National Association for Research in Science Teaching. Anaheim, CA.
- Lim, M., Tan, E., & **Calabrese Barton, A.** (2009). Critical Science Agency: Science in the Making with and in Place. National Association for Research in Science Teaching. Anaheim, CA.
- Hoyoken, H. & **Calabrese Barton, A.** (2009). From a "Hybrid Discourse" towards "Legitimate Peripheral Participation" National Association for Research in Science Teaching. Anaheim, CA.
- Calabrese Barton, A.** (2009). Coherence and Science Content Storylines in Science Teaching: Evidence of Neglect? Evidence of Effect? National Association for Research in Science Teaching. Anaheim, CA.
- Calabrese Barton, A.** & Rose, S. (2009). *Researching Identity Development as Evidence for Learning*. A paper presented as part of the ITEST PI meeting. February 2009.
- Calabrese Barton, A.** & Tan, E. (2008). We be Burnin': Agency and Identity. A paper presented at the International Conference of the Learning Sciences. Utrecht, Netherlands.
- Calabrese Barton, A.**, Tan, E., & Lim, M. (2008). The role of place in science learning: Science as context and tool. A paper presented at the International Conference of the Learning Sciences. Utrecht, Netherlands.
- Calabrese Barton, A.** & Tan, E., (2008). Where da heat go. A paper presented at the annual American Education Research Association. New York, New York.
- Tan, E., & **Calabrese Barton, A.** (2008). Identity and Learning. A paper presented at the annual National Association for Research in Science Teaching. Baltimore, MD.
- Slaton, A. & **Calabrese Barton, A.** (2008). A practice of respect and science learning. A paper presented at the annual National Association for Research in Science Teaching. Baltimore, MD.
- Calabrese Barton, A.** & Tan, E. (2007). Transforming science learning & student participation in 6th grade science: A case study of an urban minority classroom. Paper presented at the annual National Association for Research in Science Teaching Conference. New Orleans, LA. April 2007.
- Furman, M. & **Calabrese Barton, A.** (2007). Transformative Action Research and Learning to Teach. Paper presented at the annual National Association for Research in Science Teaching Conference. New Orleans, LA. April 2007.
- Tan, E. & **Calabrese Barton, A.** (2007). Unpacking science for all through the lens of identities-in-practice. Springer Forum. Chicago, IL. (A pre-AERA conference).
- Koch, P., Rutherford, Schwartz J., Barlow, Z., and **Calabrese Barton, A.** (2007) Connecting Natural and Human Systems Through Food Literacy. National Science Teachers Association, St. Louis, MO.

- Calabrese Barton, A., Tan, E., & Lim, M. (2007).** The Role of Place in Science Learning Among Urban Middle School Girls. American Education Research Association, Chicago, IL.
- Calabrese Barton, A. (2006).** Advancing the Research Conversation: New Directions for Science Teaching and Learning in Multicultural Contexts. Discussant remarks presented at the American Education Research Association, San Diego, CA.
- Lim, M. & Calabrese Barton, A. (2006).** Exploring Sense of Place of Urban Children. Paper presented at the American Education Research Association, San Diego, CA.
- Basu, J. & Calabrese Barton, A. (2006).** How Low-Income, Minority Students Express Agency in a Rigorous, Engaging Ninth-Grade Conceptual Physics Classroom. A paper presented at the National Association for Research in Science Teaching. San Francisco, CA.
- Furman, M. & Calabrese Barton, A. (2006).** Making Meaning of Science Through Students' Worlds: The Use of Youth Genres and Pop Culture in a Student-Directed Science Documentary. A paper presented at the National Association for Research in Science Teaching. San Francisco, CA.
- Calabrese Barton, A., Vora, P., & Johnson, V. (2006).** Charting the Course in Urban Science Education: Project Yuva and Teacher Learning.
- Tan, E. & Calabrese Barton, A. (2006).** Understanding How Girls' Identities Shape Their Science Practices: The Stories of Amelia and Ginny. A paper presented at the National Association for Research in Science Teaching. San Francisco, CA.
- Groome, M., Calabrese Barton, A., & Rivet, A. (2006).** On the Edge: Two Girls Negotiate Participation in a Middle School Science Classroom. A paper presented at the National Association for Research in Science Teaching. San Francisco, CA.
- Rivet, A., & Calabrese Barton, A. (2006).** Urban Girls' Science Practices: Implications for Classroom Instruction. A paper presented at the National Association for Research in Science Teaching. San Francisco, CA.
- Calabrese Barton, A., Rivet, A., Tan, E. & Groome, M. (2006).** Urban Girls' Merging Science Practices: An Overview. A paper presented at the National Association for Research in Science Teaching. San Francisco, CA.
- Calabrese Barton, A. & Tan, Ed. (2006).** Merging Science Practices and Creating hybrid spaces. A paper presented at the National Association for Research in Science Teaching. San Francisco, CA.
- O'Neill, T. & Calabrese Barton, A. (April, 2004).** *Student ownership in urban middle school science.* A paper presented at the American Education Research Association, San Diego, CA.
- Calabrese Barton, A. (April, 2004).** *Preparing a research trajectory in urban science education.* A paper presented at the American Education Research Association, San Diego, CA.
- O'Neill, T. & Calabrese Barton, A. (April, 2004).** *Student ownership and identity in informal science learning.* A paper presented at the National Association for Research in Science Teaching, Vancouver, Canada.
- Ortiz, L. & Calabrese Barton, A. (April, 2004).** *Urban youth's science practices.* A paper presented at the National Association for Research in Science Teaching, Vancouver, Canada.

- Lim, M. & **Calabrese Barton, A.** (April, 2004). *A sense of place and urban middle school youth learning in science*. A paper presented at the National Association for Research in Science Teaching, Vancouver, Canada.
- Johnson, V. & **Calabrese Barton, A.** (April, 2004). *Social justice and urban middle school science reform*. A paper presented at the National Association for Research in Science Teaching, Vancouver, Canada.
- Rivera, M. & **Calabrese Barton, A.** (April, 2004). *Social justice and an ethic of caring in urban middle school science education*. A paper presented at the National Association for Research in Science Teaching, Vancouver, Canada.
- Ortiz, L. & **Calabrese Barton, A.** (April, 2003). *Authority in science: Making sense of students' science practices*. A paper presented at the American Education Research Association, Chicago, IL.
- Rivera, M. & **Calabrese Barton, A.** (April, 2003). *Critical science inquiry in an urban middle school*. A paper presented at the American Education Research Association, Chicago, IL.
- Ortiz, L. & **Calabrese Barton, A.** (March, 2003). *Urban middle school students' narrative authority: A case study of two contrasting students*. A paper presented at the National Association for Research in Science Teaching, Philadelphia, PA.
- O'Neill, & **Calabrese Barton, A.** (March, 2003). *What urban middle school students teach us about science: An analysis of a youth generated multimedia production*. A paper presented at the National Association for Research in Science Teaching, Philadelphia, PA.
- Basu, J. & **Calabrese Barton, A.** (March, 2003). *Students' inspiring science experiences: An examination of students' funds of knowledge in an urban middle school*. A paper presented at the National Association for Research in Science Teaching, Philadelphia, PA.
- Roushias, C., **Calabrese Barton, A.**, & Drake, C. (March, 2003). *PARENTS: The design and implementation of a multimedia teacher learning tool*. A paper presented at the National Association for Research in Science Teaching, Philadelphia, PA.
- Rivera, M. & **Calabrese Barton, A.** (March, 2003). *The case of Ruth: Critical scientific inquiry in urban middle school science*. A paper presented at the National Association for Research in Science Teaching, Philadelphia, PA.
- Zacharias, Z. & **Calabrese Barton, A.** (April, 2001). *Making sense of urban middle school students attitudes towards progressive and critical science*, A paper presented at the American Education Research Association, Seattle, Washington.
- Calabrese Barton, A.**, Ermer, J. & Burkett, T. (April, 2001). *In their voices: Grounded science*. A paper to be presented at the American Education Research Association, Seattle, Washington.
- Calabrese Barton, A.**, Ermer, J. & Burkett, T. (March, 2001). *Economies of values: Urban youth doing science*. A paper to be presented at the National Association for Research in Science Teaching, St. Louis. MO.
- Calabrese Barton, A.** (March, 2001). *Urban science education and critical ethnography*. A paper to be presented at the National Association for Research in Science Teaching, St. Louis. MO.
- Zacharias, Z. & **Calabrese Barton, A.** (April, 2000). *Urban middle school students attitudes towards progressive and critical science*, A paper presented at the National Association for Research in Science Teaching, New Orleans, LA.

- Calabrese Barton, A.** (April 2000). *Community-based science: Listening to Tanda, Kobe and Darkside*. A paper presented at the National Association for Research in Science Teaching, New Orleans, LA.
- Calabrese Barton, A., Drake, C., Perez, G., St. Louis, K., et al.** (April 2000). *Parental Engagement in Science Education*. A paper presented at the American Education Research Association, New Orleans, LA.
- Calabrese Barton, A.** (April 2000). *Lock-down: Urban youth and doing science*. A paper presented at the American Education Research Association, New Orleans, LA.
- Calabrese Barton, A. & St. Louis, K.** (April 2000). *Inner-city youth generating scientific communities*. A paper presented at the American Education Research Association, New Orleans.
- Calabrese Barton, A. & Zahur, R.** (April 2000). *Science for political empowerment and social change*. A paper presented at the American Education Research Association, New Orleans, LA.
- Calabrese Barton, A., Nelson, L. & Johnson, V.** (April 2000). *Urban middle school partnerships*. A paper presented at the American Education Research Association, New Orleans, LA.
- Calabrese Barton, A.** (April 1999). *Empowering science teaching: Learning from the lives of urban children*. Presented at the American Education Research Association, Montreal, Canada.
- Calabrese Barton, A. & Yang, K.** (April 1999). *Multicultural science teacher education: Examining preservice teachers beliefs about multicultural science education..* Presented at the American Education Research Association, Montreal.
- Yang, K. & Calabrese Barton, A.** (March 1999). *Multicultural science education: A case study of seven teachers' experiences with homeless children*. Presented at the National Association for Research in Science Teaching, Boston.
- Hinden, T., Calabrese Barton, A., Trudeau, M., Contento, I., & Yang, K.** (March, 1999). *Inner-city mothers' and grandmothers' scientific literacies with regard to food and society*. Presented at the National Association for Research in Science Teaching, Boston.
- Koch, P., Calabrese Barton, A., Trudeau, M., Contento, I., & Yang, K.** (March, 1999). *Investigating underprivileged urban children's scientific and nutritional literacies with regard to food and its connection to society, technology and ecology*. Presented at the National Association for Research in Science Teaching, Boston.
- Calabrese Barton, A., Hagiwari, S., Zacharia, Z. & Yang, K.** (March, 1999). *Ethics, agency and science education*, Pre-session, Penn Qualitative Research Forum.
- Yang, K. & Calabrese Barton, A.** (March 1999). *Knowing and doing multicultural science education among preservice science teachers*. Presented at the Ethnography Forum, Philadelphia, PA.
- Koch, P., Calabrese Barton, A., Trudeau, M., Contento, I., & Yang, K.** (July, 1998). *Towards sustainable diets: Upper elementary inner-city school children's perceptions about food and its connection to society, technology and ecology*. Presented at the Society for Nutrition Education, Albuquerque, NM.
- Calabrese Barton, A. & Osborne, M.** (June, 1998). *Feminist science education*. Presented at the National Women Studies Association, Oswego, NY.
- Calabrese Barton, A.** (April, 1998). *Lived experience: Teaching and learning science through invention*. Presented at the American Education Research Association, San Diego, CA.

- Calabrese Barton, A. & Yang, K.** (April, 1998). *The case of Miguel: Science education in the 'hood*. Presented at the American Education Research Association, San Diego, CA.
- Calabrese Barton, A. & Yang, K.** (April, 1998). *Homeless children and science education: Exploring what it means to be disadvantaged*. Presented at the National Association for Research in Science Teaching, San Diego, CA.
- Calabrese Barton, A.** (April, 1998). *Dangerous teaching: Feminist poststructuralism in science education*. Presented at the National Association for Research in Science Teaching, San Diego, CA.
- Calabrese Barton, A. & Nelson, L.** (January, 1998). *Articulating a partnership ten years later: A case study of Middle School 44*. Presented at the National Holmes Meeting, Orlando, FL.
- Calabrese Barton, A.** (October, 1997). *Power and representation: After school science with homeless children*. Presented at the annual Science and Culture Meeting, Tucson, AZ.
- Calabrese Barton, A.** (1997). *A case study of two preservice teachers learning to teach science in an economically disadvantaged urban setting*. Presented at the Research on Women and Education Conference, Ames, IA.
- Calabrese Barton, A.** (March, 1997). *How homeless girls construct science*. Presented at the American Education Research Association Annual Conference, Chicago, IL.
- Calabrese Barton, A.** (March, 1997). *Homeless children and science for empowerment: An examination of a political pedagogical practice*. Presented at the American Education Research Association Annual Conference, Chicago, IL.
- Calabrese Barton, A.** (March, 1997). *Liberatory science education: Rethinking pedagogical practice from feminist perspectives*. Presented at the National Association for Research on Science Teaching, March, Chicago, IL.
- Rosenthal, B., Howes, E., & **Calabrese Barton, A.** (October, 1996). *Power and pedagogy: Rereading the metanarratives of science teacher education*. Presented at the Journal of Curriculum Theory Conference, Monteagle, TN.
- Koch, J. & **Calabrese Barton, A.** (October, 1996). *Fulbright science teacher exchange: Examining "otherness"*. Presented at the Research on Women and Education Conference, San Jose, CA.
- Osborne, M. & **Calabrese Barton, A.** (June, 1995). *Girls and science: Power, relationships and privilege*. Presented at the National Women's Studies Association annual conference, Saratoga Springs, New York.
- Calabrese Barton, A.** (April, 1996). *Liberatory science and urban learners: Our lives are our theories are our lives*. Presented at the American Education Research Association Annual Conference, New York, New York.
- Calabrese Barton, A.** (March, 1996). *Power and privilege in the construction of roles and identities by students and teachers in schools*. Presented at the Ethnography Forum, University of Pennsylvania.
- Calabrese Barton, A. & Rittenhouse, P.** (October, 1996). *Revisioning "real science" and "real literacy": Making explicit students' lived experiences*. Presented at the annual Journal of Curriculum Theory conference, Monteagle, TN.

- Calabrese Barton, A.** (April, 1995). *Oral histories: Creating spaces of radical resistance in chemistry class*. Presented at the American Education Research Association Annual Conference, San Francisco, CA.
- Calabrese Barton, A.** (April, 1995). *Liberatory teacher-research: Questions and concerns of one practitioner*. Presented at the American Education Research Association Annual Conference, San Francisco, CA.
- Calabrese Barton, A.** (April, 1995). *Autobiography and science teacher education: Can our lives help us to construct holistic visions of science?* Presented at the National Association for Research on Science Teaching, San Francisco, CA.
- Hazelwood, C. & **Calabrese Barton, A.** (October, 1994). *Reflecting in conversation: researching the self with the other*. Presented at Research on Women and Education, AERA Special Interest Group, Minneapolis, MN.
- Calabrese Barton, A.** (October, 1994). *Positionality, teacher research, and liberatory education*. Presented at the Journal of Curriculum Theory Conference, Banff, Alberta, Canada.
- Calabrese Barton, A.** (August, 1994). *Developing student ideas about chemistry through oral histories*. Presented at the National American Chemical Society Convention, Washington, D.C.
- Calabrese Barton, A.** (April, 1994). *Exploring the dimensions and dynamics in science education through conversation*. Presented at the American Educational Research Association Convention, New Orleans, LA.
- Calabrese Barton, A.** (April, 1994). *Anglo female teachers and Mexican American male students: victims of the politics of assimilation*, Presented at the American Educational Research Association Convention, New Orleans, LA.
- Calabrese Barton, A.** & Howes, E. (October, 1993). *Science, feminism and graduate education: weaving new boundaries*. Presented at the Journal of Curriculum Theory Conference, Dayton, OH.
- Calabrese Barton, A.** (October, 1993). *Gender-inclusive science: Implications for science education*, Presented at the American Association for University Women National Conference, Minneapolis, MN.
- Calabrese Barton, A.** & Wong, D. (April, 1993). *Models for change: Conflicting paradigms in school-university collaboration*. Presented at American Educational Research Association, Atlanta, GA.
- Calabrese Barton, A.** (March, 1993). *The social construction of knowledge: Implications for the secondary science classroom*, Presented at the National American Chemical Society Convention, Denver, CO.
- Calabrese Barton, A.** (May, 1990). *Elimination via α -thiocarbonyls*. Presented at the National American Chemical Society Convention, Boston, MA.
- Calabrese Barton, A.** (October, 1997). *Preservice teacher education for urban science teaching*. Presented at the annual Northeast Association for Educating Teachers of Science, Syracuse, NY.
- Calabrese Barton, A.** (October, 1995). *Revisioning science with pre-service teachers through oral histories conversations*. Presented at the Northeast Regional AETS Conference, New York, New York, October.

Invited Presentations and Colloquia

- Calabrese Barton, A.** (December, 2021). *El aprendizaje no se pierde. Prácticas de datos críticos para jóvenes durante la multipandemia del COVID-19*. Keynote International Conference on Science Education, CISECT [virtual].
- Calabrese Barton, A. & Tan, E.** (2021). *Designing for Social Justice: Rightful Presence in Teaching and Learning*, Webinar given for NSTA, March 2021.
- Calabrese Barton, A.** (2021). *Co-designing for Justice in STEM Teaching and Learning*, Colloquium at Middle Tennessee State University, April 2021.
- Calabrese Barton, A.** (2020). *Moving Beyond Equity as Inclusion, Working towards Rightful Presence in Teaching and Learning*, Keynote given for Australia Science Education Research Association, December.
- Calabrese Barton, A. & Tan, E.** (2020). *Working towards Rightful Presence in Teaching and Learning*, Webinar given for NOVA/WGBH, October.
- Calabrese Barton, A.** (2020). *Moving Beyond Equity as Inclusion*, Keynote given for the National Science Education Leadership Association (NSELA) Annual Meeting, July, 2020 (virtual).
- Calabrese Barton, A.** (2020). *Designing for Rightful Presence: A Justice-oriented Approach to Teaching and Learning*, Webinar, Michigan Science Teachers Collaborative, June.
- Calabrese Barton, A.** (2020). *Designing for Rightful Presence: A Justice-oriented Approach to Teaching and Learning*, Keynote given for the NSF sponsored School Gardeners' Southwest Desert Almanac Conference, in Phoenix, AZ.
- Calabrese Barton, A.** (2019). *Modelo STEAM Como Herramienta Innovadora de Aprendizaje*. Keynote given for the CISETC in Aeriquipa Peru, December 2019.
- Calabrese Barton, A.** (2018). Critical Ethnography & Science Education Research. October 2018. Copenhagen, Denmark.
- Calabrese Barton, A.** (2018). Critical Ethnography & Science Education Research. October 2018. Copenhagen, Denmark.
- Calabrese Barton, A.** (2018). Equitably consequential teaching and learning in STEM. Invited Keynote. Chicago STEM Summit. March 2018. Chicago, CA.
- Calabrese Barton, A.** (2018). “*Teachers care...But we got to help them*”: Imagining and enacting equitably consequential teaching and learning in dehumanizing times. Invited Lecture. February 2018. Irvine, CA.
- Calabrese Barton, A.** (2017). *Science as a Tool Rather than a Destination*. Keynote Presentation. European Science Education Research Association. August 2017. Dublin, Ireland.
- Calabrese Barton, A.** (2016). *Becoming Community STEM Experts*. Invited Lecture, University of California at Davis, May 2016.
- Calabrese Barton, A.** (2016). *Youth learning and becoming in STEM*. Distinguished Lecture, National Science Foundation, Arlington, VA, April 2016.
- Service Learning Workshop. Panelist. Kellogg Center. MSU. October 2015.
- Calabrese Barton, A., Tan, E., Calabrese Barton, S., Caballero, D., Geier, B., Greenberg, D., Nazar, C. D., & Shin, M.** (2015, February). *Tools for Teaching and Learning Engineering Practices:*

Pathways Towards Productive Identity Development in Engineering. Presented at CREATE for STEM Mini Conference 2015, East Lansing, MI.

- Archer, L., Dawson, E., **Calabrese Barton, A.** & Dierking, L.D. (2015). Wellcome Trust-funded Science Learning+ *Youth access & equity in ISL: Developing a research and practice agenda* Cross ISL Sector Workshop. July 15-16, 2015. London Zoo, London, UK.
- Calabrese Barton, A.** & Dierking, L.D. (2015). Wellcome Trust-funded Science Learning+ *Youth access & equity in ISL: Developing a research and practice agenda* Everyday Science workshop. February 27, 2015. KQED Headquarters, San Francisco, CA.
- Calabrese Barton, A.** & Dierking, L.D. (2015). Wellcome Trust-funded Science Learning+ *Youth access & equity in ISL: Developing a research and practice agenda* Community learning workshop. February 28, 2015. KQED Headquarters, San Francisco, CA.
- Calabrese Barton, A.** & Dierking, L.D. (2015).. Wellcome Trust-funded Science Learning+ *Youth access & equity in ISL: Developing a research and practice agenda* Designed Spaces workshop. March 27, 2015. American Museum of Natural History. New York City.
- Calabrese Barton, A.** (2015). Identity gap & STEM engagement. An invited presentation at the White House & Georgetown Law School Front & Center Forum on Marginalized Girls & STEM, January 15, 2015.
- Calabrese Barton, A.** (2014). Educated Action & Learning: Becoming Community Science Experts. An invited colloquium at Colorado University.
- Calabrese Barton, A.** (2013). On Becoming Community Science Experts. An invited colloquium at the University of New Mexico.
- Calabrese Barton, A.** (2012). Imagining the Possibilities for Education to Solve 21st Century Problems. A presentation to the Education Panel of the Obama Library Proposal Committee, University of Hawaii.
- Calabrese Barton, A.** (2012). On Becoming Community Science Experts. Invited lecture. Chicago State University
- Calabrese Barton, A.** (2010). Designing a Green Roof and Community Science Expertise. Invited lecture. Clemson University.
- Calabrese Barton, A.** (2009). Learning to teach science for all & High leverage practices. Invited lecture. University of Michigan.
- Calabrese Barton, A.** (2009). Identity, Agency and Learning in Science. Invited lecture. University of Delaware.
- Calabrese Barton, A.** & Rose, S. (2009). *Strategies for engagement in GET City!* A paper presented as part of the ITEST resource center webinar on strategies for engagement. November 2009.
- Calabrese Barton, A.** (2008). Where da Heat Go? Youth, Agency, and Learning Science. The Thomas Wright Lecture at the Social Justice, Children and the Environment: Empowering Teachers Summer Institute at Sarah Lawrence College, Bronxville, NY.
- Calabrese Barton, A.** (2007). Student learning in urban centers. Maryland Institute for Minority and Urban Education. NSF sponsored workshop on urban education. *Keynote* speaker. University of Maryland, May 2007.

- Calabrese Barton, A.** (2007). Urban youth learning and their science practices. Iowa State University, March 2007.
- Calabrese Barton, A.** (2007). Empowering science learning in urban centers. Quality Urban Educators Program and the Cleveland Municipal School District's Annual Conference. *Keynote* speaker. Cleveland State University, April 2007.
- Calabrese Barton, A.** (2006). Agency and Learning in Urban Settings. *Keynote* speaker. International Conference of the Learning Sciences. Bloomington, IN, June 2006.
- Calabrese Barton, A.** (2006). Sense of Place and Understanding Science Learning in Urban Settings. University of Washington, Seattle. May 2006.
- Calabrese Barton, A.** & Drake, C. (2004). *Parental engagement in urban science education*. Math and Parent Partnerships Conference, University of Arizona, Tucson, AZ.
- Calabrese Barton, A.** (2004). Diversity and the learning sciences: A perspective from science education. *Keynote* speaker. International Conference of the Learning Sciences. Santa Monica, CA, June 2004.
- Calabrese Barton, A.** (2001). *Endarkened feminism and science education*. Invited Estrin Family Keynote Lecture. University of California at Los Angeles.
- Calabrese Barton, A.** (January 2001). *Grounded science: Teaching science to children in poverty*. Invited lecture. Ali Institute of Education, Lahore, Pakistan.
- Koch, P., **Calabrese Barton, A.**, Contento, I., Trudeau, M., & Hagiwara, S. (October 1999). *Evaluation of inquiry based science*. Invited panel presentation. National Institutes of Health, Science Education Partnership Program Director's meeting, Morgantown, West Virginia.
- Calabrese Barton, A.** (May 1999). *Urban science education*. Invited poster presentation. National Science Foundation, Research on Education, Policy and Practice Project Director's meeting, Arlington, VA.
- Calabrese Barton, A.** (January 1999). *Science education in economically disadvantaged urban settings*. National Science Foundation, CAREER Award Project Director's meeting, Arlington, VA.
- Calabrese Barton, A.** (March, 1999). *Collaborative research in science education*. Invited presentation, Gender and Science Education Conference, Boston, MA.
- Calabrese Barton, A.** (November, 1998). *Community science education: Lessons from urban girls and their mothers living and learning in poverty*. Invited lecture, SUNY - Buffalo, Center for Urban Education.
- Calabrese Barton, A.** (February, 1998). *Successful after-school programs for homeless children*. Presented at the conference, Educating Homeless Children: Pitfalls and Successes, New York City.
- Calabrese Barton, A.** (September, 1997). *Science education and educating homeless children*. Presented at the Fall Spencer Fellows Forum, Denver, CO.
- Calabrese Barton, A.**, St. Louis, K., Ermer, J. & Burkett, T. (March 2000). *Inquiry based science teaching in elementary schools*, Normal Elementary School, Austin, TX.
- Calabrese Barton, A.**, St. Louis, K., Ermer, J. & Burkett, T. (March 2000). *Science standards and building a nature trail*, Normal Elementary School, Austin, TX.

- Calabrese Barton, A.** (March, 1999). *Women in education*, Invited panelist, Women and International Development, International House, New York, NY.
- Calabrese Barton, A.** (May, 1998). *Multicultural science education*. Invited lecture, Barnard College, Center for Urban Education.
- Calabrese Barton, A.** (May, 1998). *Teacher research: Asking the question*. Invited lecture, Greater Council Meeting, District 3, New York City.
- Calabrese Barton, A.** (May, 1997). *Middle school partnerships*. Invited lecture, Greater Council Meeting, District 3, New York City.
- Calabrese Barton, A.** (May 1997). *Developing a mission statement for the Science School*. Invited workshop, Middle School 44, District 3, New York City Public Schools.
- Calabrese Barton, A.** (June 1997). *Developing an action plan for the Science School*. Invited workshop, Middle School 44, District 3, New York City Public Schools.
- Calabrese Barton, A.** (April 1997). *Culturally relevant science teaching*. Invited workshop, Math and Science Study Council, Teachers College Columbia University, New York, NY.
- Calabrese Barton, A.** (May 1996). *I feelin' stupid: Volunteerism and community*, Invited lecture presented to the Hofstra Community in conjunction with the service organization, Circle K. Hofstra University, Hempstead, NY.
- Calabrese Barton, A.** (May 1996). *The internet and science education*. A workshop presented to pre-service and in-service science teachers. Hofstra University, Hempstead, NY.
- Calabrese Barton, A.** (January 1996). *Science, technology, values and society*. A workshop presented in conjunction with School of Education, Hofstra University, Winter conference on Math, Science, and Technology and the revised MA program.
- Calabrese Barton, A.** (October 1995). *Learning about others. Learning about myself. My summer as a homeless person*. Workshop presented to the Hofstra Community in conjunction with the service organization, Circle K. Hofstra University, Hempstead, NY.
- Calabrese Barton, A.** (May 1995). *Oral histories in science methods courses: Finding ways to challenge pre-service teachers' ideas about science*. Invited lecture, Science Education Program, College of Education, University of Illinois, Champaign Urbana.
- Calabrese Barton, A.** (May 1995). *Our lives are our theories are our lives*. Invited lecture, Curriculum and Instruction. College of Education, University of Illinois, Champaign Urbana.
- Calabrese Barton, A.** (March 1995). *Mentoring women in the sciences*. Invited presentation for the College of Natural Science, Michigan State University, Spring Seminar: Mentoring in a Culturally Diverse Environment, Kellogg Biological Station, Kalamazoo, MI.
- Calabrese Barton, A.** (February 1995). *The World Wide Web, teacher education, and teaching*. A workshop on computer technology and the World Wide Web presented to pre-service k-12 teachers, Michigan State University, East Lansing, MI.
- Calabrese Barton, A. & Kurth, L.** (June 1994). *Science, women and mentoring*. Invited lecture, Department of Plant Biology and the Department of Crop and Soil Sciences, Michigan State University, East Lansing, MI.

Calabrese Barton, A. (March 1994). *Men and women: We are different*. Invited lecture, Flint International Institute Occasional Lecture Series, Flint, MI.

Calabrese Barton, A. (May, 1994). Ingham Intermediate School District, Kids' College. Science and science education consultant to teachers for science program for 3rd and 4th grade students.

Calabrese Barton, A. (March 1993). Girls in Math - Science Conference, Ingham County School District, Okemos, MI.

Calabrese Barton, A. (March, 1992). Girls in Math - Science Conference, Clinton County School District, Howell, MI.

TEACHING AND RELATED EXPERIENCES

University Courses Taught

University of Michigan (2019-)

- Cultural Studies and Education (Masters and PhD)
- Co-designing for Liberatory STEM Education (Masters and PhD, with field-based component)

Michigan State University (2006-2019)

- Introduction to Qualitative Research Methods in Education (PhD)
- Teacher Education Proseminar: Research, Policy & Practice (PhD)
- Critical & Sociocultural Perspectives in Science Education (PhD)
- Community Engaged Scholarship and Activism in Teaching and Teacher Education (PhD)
- Elementary Science Methods (Undergraduate)
- Advanced Field-based Science Methods (Internship, masters)

Teachers College Columbia University (1996-1999, 2001-2006)

- Secondary Science Methods (Masters)
- Case Study Research Methods (PhD)
- Chemistry Education Methods (Masters)
- Multicultural & Urban Science Education (Masters + PhD)
- Science Technology & Society (Masters + PhD)
- Research in Science Education (PhD)

University of Texas at Austin (1999-2001)

- Elementary Science Methods (undergraduate)
- Curriculum and Learning (PhD)

Dissertations Directed

Kim, W. J. (2021). Making Visible and Amplifying Youth-initiated Moments for Rightful Presence in Informal STEM Learning Spaces. Assistant Professor, Santa Clara University.

Marcos Gonzalez, 2020 (MSU, August 2020). *Una Escuela para transformar: Linking Schools to Community Social and Environmental Movement for Social Transformation*.

Kathleen Shenkel, 2019 (MSU). Participatory Planning and Teaching to Support Collective Critical Science Agency in a Sixth Grade Classroom. Postdoc. University of Michigan.

Greenberg, Day, 2019 (MSU). Critical Participatory Investigations of Youth STEM Pathways. Postdoc. University of Michigan.

Keenen-Lechel, Sarah, 2019 (MSU). A Co-exploration and Centering of Youths' Funds of Knowledge in a STEM-rich Makerspace.

Restrepo Nazar, Christina, 2018 (MSU). Youth as Teacher Educators. Asst. Prof. Cal State Los Angeles

Myungwhan Shin, 2016 (MSU), Makerspace for All: Youth Learning Identity, & Design in a Community-based Makerspace, Asst. Prof. Cal State Fresno

Benjamin Gleason, 2016 (MSU), The World of Teenage Twitter: New Literacies, Identity and Humanizing Pedagogy, Asst. Prof. Iowa State University

Sarah Stapleton, 2015 (MSU), Teacher Participatory Action Research on Food, Culture and Schooling, Asst. Prof., University of Oregon

Amal Ibourk, 2015 (MSU), A Storied Analysis Approach to Learning to Teach in Urban Schools, Asst. Prof. Florida State University

Takumi Sato, 2013 (MSU), Examining How Youth of Color Engage YPAR to Interrogate Racism in Their Science Experiences, Asst. Prof., Virginia Tech

Daniel Birmingham, 2013 (MSU), Teacher Learning from Girls Informal Science Experiences, Asst. Prof., Colorado State University

Christine Pereira, 2012 (MSU), Engendering Complexities, Contradictions and Multiplicities, Math Teacher, Avon Park Middle School

Adrienne Slaton, 2012 (MSU), Influence of science talk in science learning, Science Dept Chair, Evanston Schools

Brian Horn, 2010 (MSU), Empowerment in the Era of No Child Left Behind: Student Perspectives on Empowerment in a Restructured School, Assoc. Prof., Illinois State University

Howard Glasser, 2008 (MSU), Single-sex middle school science classrooms: Separate & equal?, Program Officer, Knowles Foundation

Kathleen St. Louis, 2008 (TC), Parental Engagement: Beyond Parental Involvement in Science Education, Executive Director, Spark Foundation

Edna Tan, 2007 (TC), Exploring minority girls' identities-in-practice, Assoc. Prof, UNCG

Purvi Vora, 2007 (TC), Preparing Science Teachers to Teach for Social Justice in Urban Schools, School Head, Akansksha Academy in Mumbai

Melina Furman, 2007 (TC), Becoming Urban Science Teachers by Transforming Middle School Classrooms, Assoc. Professor, Universidad de San Andrés

Verneda Johnson, 2007 (TC), Harlem Renaissance: A Counterstory of Social Justice, Science & School Reform, Teachers, New York City Public Schools

Megan Groome, 2007 (TC), Student Questions in Urban Middle School Science Communities of Practice, Executive Director of Education, New York Academy of Sciences

Meredith Beckford Smart, 2006 (TC), Teacher Sense-Making of Curriculum Structures, Mt. Sinai Hospital

Miyoun Lim, 2006 (TC), Exploring Urban Children's Sense of Place, Assoc. Prof. w. tenure Ewha Women's University, Seoul

S. Jhumki Basu, 2006 (TC), *What Does a Physics Classroom Look Like If Students Are Expected to Understand Rigorous Material, Feel Engaged and Use Physics to Be "Agents of Change"?*, Assoc. Prof. w. tenure formerly of New York University (deceased)

Robert Danielowich, 2005 (TC), Critical Reflection among Secondary Science Teachers, Assoc. Prof. w. tenure, Adelphi University

Tara O'Neill, 2005 (TC), *Negotiating Ownership: Understanding Ownership in an Urban Middle School Science Video Project*, Prof. w. tenure, University of Hawaii Manoa

Christos Roushias, 2005 (TC), *Ecologies of Parental Engagement and Science Teacher Education: The Design and Development of a Multimedia Case-based Environment*, Educational Technologist at Ministry of Education and Culture

Lo Ortiz, 2005 (TC), *The Kids at Hamilton Elementary School: Coopting Purposes and Practices in Science Education*, Teacher, NYC Public Schools

Maria Rivera Maulucci, 2004 (TC), *Teaching for Social Justice in an Urban Professional Development Lab*, Assoc. Prof w. tenure, Barnard College Columbia University

Kostantinos Alexakos, 2004 (TC), *The Science Teacher as the Organic Link in Science Learning: Identity, Motives, and Capital Transfer*, Assoc. Prof w. tenure, Brooklyn CUNY

Sumi Hagiwara, 2002 (TC), *Critical pedagogy and inclusive parent programs: An evaluation and analysis of the LiFE Program*, Assoc. Prof w. tenure, Montclair State University

Courtney St. Prix, 2001 (TC), *Narratives of Silenced Deconstruction and How They Inform Pedagogy & Policy*, Assist. Prof (Adj), Montclair State Univ.

Margaret Doty, 2001 (TC), *A Qualitative Examination of Teacher Portfolios*, Coordinator of Science, & Tech, White Plains, NY School District

LEADERSHIP, OUTREACH & SERVICE

Editorships

Special Guest Editor	<i>Journal of Research in Science Teaching</i> . Special symposium on Community-Driven Science Education.
Co-Editor	<i>American Education Research Journal</i> (with Ellen Goldring, Editor; and Sean Kelly, Peter Youngs, Madeline Mavrogordato, and Michael Cunningham); 2019-2024.
Special Guest Editor	<i>Equity & Excellence in Education</i> Special symposium on Equity & Making. Issue 51(1).
Editor	<i>Journal of Research in Science Teaching</i> , 2010-2015 (with Joseph Krajcik)
Associate Editor	<i>Journal of Research in Science Teaching</i> , January 2001-2010
Associate Editor	<i>Cultural Studies in Science Education</i> , January 2007 – 2010
Editorial Board	<i>American Education Research Journal</i> , 2014-2016
Editorial Board	<i>Gender & Education</i> , 2016-2019
Editorial Board	<i>Journal of The Learning Sciences</i> , 2011-present
Senior Reviewer	<i>International Conference of The Learning Sciences</i> , 2012, 2014, 2016
Special Guest Editor	<i>Equity & Excellence in Education</i> , (Teaching Science for Social Justice), 2010, 43(1), with Bhaskar Upadhyay
Special Guest Editor	<i>School Science and Mathematics</i> Theme issue on Urban Science Education (Issues 105 (6) and 105 (7)).
Editorial Board	<i>Journal of Research in Science Teaching</i> , Jan 2000-Dec 2000
Special Guest Editor	<i>Journal of Research in Science Teaching</i> , (Urban Science Education), issues 38(8), 38 (9), 39 (2), with Ken Tobin

Theme Editor *Theory into Practice*, November, 1998, with Margery Osborne
Special Guest Editor *Journal of Research in Science Teaching*, (Marginalized discourses and science teaching), April, 1998

National Boards and Related External Service

Advisor & Member, Healthy Children Advisory Board, St. Jude Children's Research Hospital Comprehensive Cancer Center, 2021-

Advisor, Head Start on Engineering Systems (Scott Pattison, TERC, NSF DRK12 Project, 2019-2022)

Advisor, Equity in Making (Maggie Melo, University of North Carolina, CAREER award, 2021-2026)

Advisory Board, University of Notre Dame Center for STEM Education, 2014-2021

Advisor and co-leader, Center for Advancing Informal Science Education (NSF) Broadening Participation Task Force, 2016-2020

Advisory Board, Digital Badges for STEM Education (Katie Davis, University of Washington, CAREER award, 2016-2020)

Advisory Board, Expanding Latinxs' Opportunities to Learn in Secondary Science Classrooms (Hosun Kang, University of CA Irvine, CAREER award, 2019-2023).

Advisory Board, NSSME+ (Eric Banilower, Horizon Research, 2015-2020).

Advisory Board, Practicing Critical STEM Literacy Among Asian Transnational Youth, (Minjung Ryu, Purdue University, 2015-2018).

Advisory Board, From Community to Career - A Longitudinal Study of an Out of School Program and Underrepresented Populations. (Aaron Price, Chicago Museum of Science & Industry, 2015-2018)

Advisory Board, CAREER: Investigating 5th Grade Teachers' Knowledge of Noticing Appalachian Students' Thinking in Science. (Melissa Luna, University of West Virginia, 2015-2020)

Advisory Board, Digital Badges: Validating Science Outside of School. (Katie Davis, University of Washington, 2015-2020)

Co-Director, *Sandy K Abell Student Research Institute*. A weeklong intensive summer institute hosted by the National Association of Research in Science Teaching for 24 PhD students (international) in science education (Co-directed with Dr. Julie Luft, University of Georgia). Summer 2014.

Board Member, National Association for Research in Science Teaching (elected position), 2005-2008; (ex-officio), 2010-2015

Advisory Board, STEM Guides: Building Coherent Infrastructure in Rural Communities (Sue Allen, Maine Mathematics and Science Alliance, 2013-2017, NSF funded study)

Advisory Board, Teach Math, (Corey Drake, PI, 2010-2015, NSF funded study).

Advisory Board, Bridging the Achievement Gap with Authorable Virtual Peers (Justine Cassell, Northwestern University, 2008-2011, NSF funded study).

Advisory Board, Urban Science Learners (Ken Tobin, PI, University of Pennsylvania, 2000-2003, NSF funded study).

Advisory Board, Is Science Me? Science Identities in Middle and High School (Pamela Aschbacher, PI, CalTech, 2003-2006, NSF funded study)

Advisory Board, Science Center for Equity and Excellence (Julie Bianchini, PI, UCSB, 2003-2007)

Advisory Board, High Science Lab Facilities (Dober, Lidsky, Craig, and Associates, Belmont, MA, 1996-1998, NSF funded study)

Advisory Board, SMART Science Curriculum, Districts 3 and 5, New York City Public Schools, 1998-1999.

National/International Committees

Member, Committee of Visitors, National Science Foundation Division on Research of Learning, Fall 2019. Responsible for conducting an assessment of NSF's performance in the integrity and efficiency of the processes related to proposal review.

Member, External Evaluation Committee, Education Division National Aeronautics and Space Administration (NASA), 2019-2020. Responsible for conducting an assessment of NASA's Education Department's Learning Agenda and Portfolio.

Member-at-Large, Education Section, American Association for the Advancement of Science (elected), 2018-2022.

AERA Fellows Selection Committee, September 2017-2020 (presidential appointed)

Program Committee, International Conference of the Learning Sciences, Singapore, June 2016, 2015-2106.

Planning Committee, AERA mini-Conference on Making and Makerspaces, 2106.

Chair, Lifetime Achievement Award Committee, AERA Division G, 2013-2014

Program Committee, International Conference of the Learning Sciences, Boulder, CO June 2014, 2013-2104.

Member, American Education Research Association Social Justice Committee (appointed by the president), 2009-2011

Co-Chair, AERA Division K Program Committee (Div K, section 1b), 2011-2012

Chair, ad hoc Committee on the History and Future of Equity and Diversity Issues in NARST, National Association for Research in Science Teaching, 2007 - 2009.

Chair, Equity and Ethics Committee, National Association for Research in Science Teaching, 2005-2008.

Chair, State of Texas Teacher Quality Grants Program. Review Panel. 2008, 2010, 2011, 2013

Member, AERA Division B, Dissertation Awards Committee, 2002-2004.

Member, JRST Awards Committee, National Association for Research on Science Teaching, 2001-2004

Member, Willystine Goodsell Awards Committee (AERA award for women and education), 2000

Co-Chair, AERA Division K Program Committee (Program chair, Div K, section 1b), 1998-1999

Member, AERA Research on Women and Education Special Interest Group, Secretary, 1996-1999

Chair, Women Educators, Research on Women in Education (AERA SIG), 1997-1999

Member, Research on Women and Education, (AERA SIG), Dissertation Award Committee, 1996

Reviewing for Journals and National and International Organizations

Reviewer, National Academy of Education Spencer Postdoctoral Fellowship Program, 2013-2015

Reviewer, National Academy of Education Spencer Dissertation Fellowship Program, 2012, 2013, 2017, 2019

Reviewer, AERA Minority Dissertation Fellowship Program, 2011-2013

Reviewer, NSF (ROLE, ASCEND, TPC, RGSE, ITEST, DRK12, CAREER) 1999-2019

Angela Calabrese Barton

Reviewer, *American Education Research Journal*, 1999, 2005-present
Reviewer, *Journal of Teacher Education*, 1999-present
Reviewer, *Journal of Curriculum and Supervision*, 2000-2006
Reviewer, *Journal of Education Policy*, 1999-2006
Reviewer, *Teachers College Record*, 1997-2016
Reviewer, *Journal of Research in Science Teaching*, 1997-present
Reviewer, *Science Education* 2000-present
Reviewer, *Journal of Curriculum Studies*, 1997-2007
Reviewer, SUNY Press, 1997, 1998, 1999, 2002
Reviewer, NIH, NCRR Grants, 1997, 1998, 2002
Reviewer, AERA, Division G, 1996-present
Reviewer, AERA, Division K, 1997-present
Reviewer, AERA, Division C, 1997-present
Reviewer, AERA, Research on Women and Education SIG, 1996-2002

Internal Service

University of Michigan

Member (non-voting), Executive Committee, School of Education, September 2022-present
Member, PCAD, School of Education, September 2022-present
Member, Anti-racist Working Group 2020-2021, August 2020-May 2021
Member, Large and Foundation Course Planning for 2020-2021 (University-wide Committee), May 2019-December 2020
Member, Launch Committee, Assistant Professor Julie Hui, School of Information, September 2020-May 2021.
Member, Executive Committee, School of Education, September 2020-May 2023

Student Committees

Advisor and Member, Advising committee, Devon Riter, Educational Studies, 2020-
Member, First year paper committee, monét cooper, Joint Program in English Education & Educational Studies, 2020
Member, First year paper committee, Anna Almore, Joint Program in English Education & Educational Studies, 2020
Member, Advising committee, Margaret Owuso, Educational Studies, 2020-
Member, Advising committee, Caroline Adams, Educational Studies, 2020-
Member, Advising committee, Rachael Gordon, Educational Studies, 2019-
Member, Advising committee, Darrius Robinson, Educational Studies, 2020-
Member, Advising committee, Melissa Perez, Information Studies, 2020-
Member, Dissertation committee, Michole Washington, Educational Studies, 2021-
Member, Dissertation committee, Jacquie Handley, Educational Studies, 2019-

Michigan State University

Member, Promotion and Tenure Committee, College of Education, 2017-2018

Member, Promotion and Tenure Committee, Provost Office, 2017-2019

Member, Youth Empowerment Programs Task Force, University-wide taskforce focused on university capacity and resource building for faculty, students and staff involvement of youth empowerment programs globally, 2017- 2019

Member, All University Awards Committee, 2016-2018

Member, Reappointment, Promotion and Tenure Committee, College of Education, 2016-2019

Member, Reappointment, Promotion and Tenure & Evaluation Committee Taskforce, Department of TE, 2015-2017

Co-Chair, Faculty Advisory Committee to the Chair, Department of TE, 2015-2016

Member, English Education Search Committee, Department of TE, 2014-2015

Member, Reappointment, Promotion and Tenure & Evaluation Committee, Department of TE, 2014-2015

Chair, Reappointment, Promotion and Tenure & Evaluation Committee, Department of TE, 2012-2013

Co-Chair, Comprehensive Exam Committee, Department of TE, 2010-2012

Chair & Member, Reappointment, Promotion and Tenure Committee, College of Education, 2010-2012
(Chair, 2011-2012)

Member, Science Education Search Committee, Department of TE, 2010-2013

Member, Teacher Education Committee, 2011-2012

Member, College of Education Seed Grant Review Committee, 2011-2012

Member, College of Education, Reappointment, Promotion and Tenure Committee, 2010-2012

Chair, Science Education Search Committee, Department of TE, 2010-2011

Member, Math and Science Research Institute Director Search Committee, Department of TE, 2010-2011

Member, Elementary Education Scholarship Committee, College of Education, 2010-2011

Chair, Doctoral Education Committee, Department of TE, 2009-2010

Member, Faculty Advisory Committee to the Chair, Department of TE, 2009-2010

Recorder, Doctoral Education Committee, Department of TE, 2008-2009

Member, Teacher Preparation Committee, Department of TE, member, 2007-2009

Member, Science Education Program Area, Department of TE, member, 2006-present

Faculty Leader, Urban Infused Elementary Teacher Prep, 2008-2010

Faculty Leader, Detroit Area Elementary Team, Department of Teacher Education, 2007-

Member, Seed Grant Committee, College of Education, 2006-2008

Member, Urban Education Cohort Program Advisory Committee, College of Education, 2007-

Member, Science Education Search Committee, Department of Teacher Education, 2007-2008

Chair, Science Education Search Committee, Department of Teacher Education, 2006-2007

Member, Urban Education Search Committee, Department of Teacher Education, 2007-2008

Professional Memberships

Angela Calabrese Barton

American Education Research Association
American Association for the Advance of Science
International Society of the Learning Sciences
National Association for Research on Science Teaching
National Science Teachers Association
Michigan Science Teachers Association