

Phi Nguyen

Postdoctoral Scholar | University of Illinois Chicago
Department of Mathematics, Statistics & Computer Science
Learning Sciences Research Institute
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EDUCATION

Ph.D., Learning, Teaching & Curriculum, Mathematics Education 2023

University of Missouri

Dissertation: *Where are the Boundaries Of Mathematics Education (Policy)?: Comparing Two School Districts and their Subject-Matter Contexts*

Advisor: Charles Munter

B.S., Mathematics & Economics 2018

University of California San Diego

Minors in Mathematics Education and Business

PUBLICATIONS

Refereed Journal Articles

Nguyen, P., & Munter, C. (2023). Secondary mathematics preservice teachers' perceptions of program (in)coherence. *Journal of Mathematics Teacher Education*.

Munter, C., **Nguyen, P.**, & Kinder, C. (2023). Framing school mathematics challenges inside and outside metropolitan areas. *Teachers College Record*, 125(2), 35-65.

Nguyen, P., Webel, C., Yeo, S., & Zhao, W. (2022). Elementary teachers' agency: The role of perceived professional space and autonomy. *Journal of Curriculum Studies*, 54(5), 665-686.

Conner, K.A., **Nguyen, P.**, Sheffel, C., Webel, C. (2022). Leadership from within the classroom: Opportunities and challenges for Elementary Mathematics Specialists. *NCSM Journal of Mathematics Education Leadership*, 22(2), 18-32.

Nguyen, P. (2021). Remembering the 1918 Influenza Pandemic: Missouri Education Policy and Lessons for COVID-19 [Special Issue]. *Journal of Curriculum, Teaching, Learning and Leadership in Education*, 6(1), 92-102.

Refereed Conference Proceedings

Partridge, E., **Nguyen, P.**, & Webel, C. (2023). An emerging framework for elementary student teacher positions and positionings. In T. Lamberg & D. Moss (Eds.), *Proceedings of the 45th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 345-353). Reno, Nevada.

- Nguyen, P.,** Webel, C., & Dames, B. (2021). Positioning of novice elementary teacher leaders in advice and information networks for mathematics. In D. Olanoff, K. Johnson, & S. Spitzer (Eds.), *Proceedings of the 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 794-801). Philadelphia, Pennsylvania.
- Nguyen, P.,** Munter, C., & Kinder, C. (2021). Framing mathematics-related problems: Discourses linking school and district leaders to state policy. In D. Kolloosche (Ed.), *Proceedings of the 11th International Mathematics Education and Society Conference* (p. 699-708). Vienna, Austria.
- Munter, C., **Nguyen, P.,** & Kinder, C. (2021). Framing school mathematics challenges inside and outside Missouri metropolitan areas. In D. Kolloosche (Ed.), *Proceedings of the 11th International Mathematics Education and Society Conference* (p. 679-688). Vienna, Austria.
- Kinder, C., Munter, C., & **Nguyen, P.** (2021). Responding to a manufactured crisis: Discourses shaping mathematics-related challenges. In D. Kolloosche (Ed.), *Proceedings of the 11th International Mathematics Education and Society Conference* (p. 565-574). Vienna, Austria.
- Nguyen, P.,** Yeo, S., Zhao, W., & Webel, C. (2020). Elementary mathematics teacher agency: Examining teacher and ecological capacity. In A.I. Sacristán, J.C. Cortés-Zavala, & P.M. Ruiz-Arias (Eds.), *Proceedings of the 42nd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 740-748). Mazatlán, Mexico.
- Munter, C., Quinn, C., & **Nguyen, P.** (2020). Whose problem, whose practice? Negotiating the focus of research-practice partnerships within schools. In A.I. Sacristán, J.C. Cortés-Zavala, & P.M. Ruiz-Arias (Eds.), *Proceedings of the 42nd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 2341-2345). Mazatlán, Mexico.
- Munter, C., **Nguyen, P.,** & Quinn, C. (2020). Complexity and proximity: Framing school mathematics challenges inside and outside metropolitan areas. In M. Gresalfi & I. S. Horn, (Eds.), *Proceedings of the 14th International Conference of the Learning Sciences* (p. 2477-2482). Nashville, TN: International Society of the Learning Sciences.
- Nguyen, P.** & Haines, C. (2019). Controlling for race in modeling mathematics teachers' "value-added." In Otten, A.G. Candela, Z. de Araujo, C. Haines, & C. Munter (Eds.), *Proceedings of the 41st Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 660-664). St Louis, MO: University of Missouri.
- Nguyen, P.,** Quinn, C., & Haines, C. (2019). Problems and instructional approaches for mathematics across metropolitan and non-metropolitan school districts. In S. Otten, A.G. Candela, Z. de Araujo, C. Haines, & C. Munter (Eds.), *Proceedings of the 41st Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 1900). St Louis, MO: University of Missouri.

Technical Reports, White Papers, and Other Publications

Munter, C., **Nguyen, P.**, & Quinn, C. (2019, August). *A snapshot of mathematics-related challenges and initiatives in Missouri school districts.*

Nguyen, P. (2019, August). *Differentiating instruction with educational technology: A case study of Curriculum Pathways.* SAS Institute.

CONFERENCE PRESENTATIONS

Webel, C., **Nguyen, P.**, & Partridge, E. (2023, June). *Leadership development for elementary mathematics specialists.* Presentation at the 2023 Noyce Summit. Washington D.C.

Kinder, C., Munter, C., & **Nguyen, P.** (2023, April). *Framing mathematics challenges as "alignment" issues re-renders contradictory neoliberal and neoconservative discourses as commonsensical.* Poster presented at the 2023 Annual Meeting of the American Educational Research Association. Chicago, Illinois.

Nguyen, P., & Munter, C. (2022, October). *Mathematics preservice teachers' perceptions of program (in)coherence.* Paper presented at the 2022 Showcase of the Missouri Mathematics Association for the Advancement of Teacher Training.

Nguyen, P., & Munter, C. (2022, April). *Secondary mathematics preservice teachers' perceptions of program (in)coherence.* Paper presented at the 2022 Annual Meeting of the American Educational Research Association. San Diego, California.

Nguyen, P., Webel, C., & Yeo, S. (2022, January). *Elementary teachers' agency, professional space, and autonomy.* Poster presented at the 20th Annual Hawaii International Conference on Education. Waikoloa, Hawaii.

Quinn, C., Munter, C., **Nguyen, P.** (2021, May). *Is our problem a real problem? Confronting systemic problems in mathematics education worth solving.* Presentation at the annual meeting of the National Council of Teachers of Mathematics.

ACADEMIC APPOINTMENTS

Postdoctoral Associate August 2023-Present
University of Illinois Chicago, Department of Mathematics, Statistics & Computer Science

Research Assistant August 2018-August 2023
University of Missouri, Department of Learning, Teaching, and Curriculum

TEACHING EXPERIENCE

Learning and Teaching Elementary Grades Mathematics I (LTC 4300, University of Missouri). Undergraduate methods course for preservice elementary and special education teachers focused on understanding and supporting the development of children's mathematical thinking in whole number operations and early fractions.

Learning and Teaching Elementary Grades Mathematics II (LTC 4310, University of Missouri). Undergraduate methods course for preservice elementary teachers focused on understanding and supporting the development of children's mathematical thinking in fraction operations, geometry, and measurement.

Introduction to College Mathematics (MATH 2, UCSD). Teaching Assistant with significant instructional responsibilities. Undergraduate course focused on algebra, geometry, and trigonometry concepts.

Precalculus for Science and Engineering (MATH 4C, UCSD). Teaching Assistant with significant instructional responsibilities. Undergraduate course focused on polynomials, functions, and trigonometry.

Calculus I (MATH 10A, UCSD). Teaching Assistant with significant instructional responsibilities. Undergraduate course focused on differential calculus of one-variable functions.

Calculus II (MATH 10B, UCSD). Teaching Assistant with significant instructional responsibilities. Undergraduate course focused on integral calculus of one-variable functions.

Calculus III (MATH 10C, UCSD). Teaching Assistant with significant instructional responsibilities. Undergraduate course focused on introductory concepts to functions of more than one variable.

Calculus-Based Introductory Probability and Statistics (MATH 11, UCSD). Teaching Assistant with significant instructional responsibilities. Undergraduate course focused on introductory concepts to probability and statistics, and techniques and software for analysis of real data.

Microeconomics II (ECON 100B, UCSD). Teaching Assistant with significant instructional responsibilities. Undergraduate course focused on the analysis of perfectly competitive markets.

Microeconomics III (ECON 100C, UCSD). Teaching Assistant with significant instructional responsibilities. Undergraduate course focused on the analysis of imperfect markets and strategy.

OTHER PROFESSIONAL EXPERIENCE

Grant Writing Assistant
University of Missouri

January 2020-May 2020

Education Technology Intern
SAS Institute

May 2019-August 2019

Peer Mentor Coordinator
University of California San Diego, Triton Freshman Scholars Program

February 2018-August 2018

AWARDS AND HONORS

Robert Reys and Barbara Bestgen Reys Mathematics Education Scholarship University of Missouri	2019-2023
Building Future Faculty Program, Fellow North Carolina State University	2022
Susan Gay Graduate Student Conference Travel Scholarship Association of Mathematics Teacher Educators	2021
Student Teaching as Research Grant University of Missouri	2020
Graduate Research Fellowship, Honorable Mention National Science Foundation	2019
Phi Beta Kappa University of California San Diego	2018
Magna cum Laude University of California San Diego	2018
TigerView Program, Fellow University of Missouri	2017

SERVICE

Academic Field

Reviewer	
<i>Journal of Mathematics Teacher Education</i>	2023
<i>Investigations in Mathematics Learning</i>	2022
North American Chapter of the Psychology of Mathematics Education	2019-2021

University of Missouri

Representative, Graduate Professional Council	2020-2021
Representative, College of Education Graduate Student Advisory Council	2020-2021
President, Learning, Teaching & Curriculum Graduate Student Association	2020-2021
Vice-President, Learning, Teaching & Curriculum Graduate Student Association	2019-2020
Vice-President, Mathematics Education Research & Doctoral Studies	2019-2020

Local Education Agencies

Math Mentor, Columbia Public Schools	2022-2023
Facilitate Mathematics Professional Development, Columbia Public Schools	2022-2023

PROFESSIONAL ORGANIZATIONS

Association of Mathematics Teacher Educators	2020-present
American Educational Research Association	2018-present
National Council of Teachers of Mathematics	2018-present
North American Chapter of the Psychology of Mathematics Education	2018-present
San Diego Math Network	2017-2018