

Edna Tan

Curriculum Vitae (December 2014)

*Home Address*407 Aberdeen Terrace,
Greensboro, NC 27403

917 330 3999

e_tan@uncg.edu

*Business Address*402, School of Education Building
University of North Carolina at
Greensboro, NC 27402**I. Education**

Columbia University in the City of New York,
Ph.D. in Science Education, February 2007
Title of dissertation: Latina girls' identities-in-practice in 6th grade science

Teachers College, Columbia University,
Masters in Science Education, Ed.M., May 2003

Nanyang Technological University, National Institute of Education
Postgraduate Diploma in Education, August 1998

National University of Singapore, School of Biological Sciences,
Bachelor of Science Honors (second division upper) July 1997

II. Professional Appointments

2009 -	Assistant Professor in Science Education, University of North Carolina at Greensboro
2007 - 2009	Postdoctoral Fellow in Science Education, Michigan State University
2003 - 2004	Science teacher, Raffles Girls Secondary School (RGSS), Singapore
1998 - 2002	Science teacher, Raffles Girls Secondary School (RGSS), Singapore
1998	Science teacher, Nanhua Secondary School, Singapore

III. Selected Publications

Books

Tan, E. & Calabrese Barton, with Turner, E., & Gutierrez, M. (2012). *Empowering science and math in urban communities: Creating hybrid spaces for meaningful learning*. University of Chicago Press. [Winner AERA 2013 Division B Outstanding Book award]

Basu, J., Calabrese Barton, A. & **Tan, E.** (Eds.). (2011). *Democratic Science Teaching*. Sense Publishers.

Book Chapters

Carlone, H., & **Tan, E.** (2014). Identity. In *Encyclopedia of Science Education*. Springer: New York. Forthcoming.

Calabrese Barton, A., **Tan, E.**, O'Neill, T. (2014). Science Education in the Urban Context: New Conceptual Tools and Stories of Possibilities. In Lederman, N., & Abell, S. (Eds.), *Handbook of Research in Science Education*. (pp. 246-265) Routledge: New York.

Calabrese Barton, A. & **Tan, E.** (2014). "It Changed our Lives": Activism, Science and Greening the Club Community. In Bencze, L., & Alsop, S. (Eds.), *Activist Science and Technology Education*. (pp. 491-508). Springer: New York.

Refereed Articles

Tan, E., Calabrese Barton, A., Kang, H., & O'Neil, T. (2013). *Desiring a career in STEM fields: Girls' Narrated and Embodied Identities-in-practice*. Journal of Research in Science Education, 50(10), 1143-1179.

Calabrese Barton, A., Birmingham D., Takumi S., & **Tan, E.**, & Calabrese Barton, S. (2013) *Supporting Youth in Becoming Community Science Experts*. Afterschool Matters Journal, Fall 2013, 26-32.

Tan, E. (2013). *Just like my nanny: Troubling teacher's social identity in the science classroom*. Cultural Studies of Science Education 8(2), 361-365.

Calabrese Barton, A., Kang, H., **Tan, E.**, O'Neill, T., & Brecklin, C. (2013). *Urban Girls Identity Trajectories through the Participation between Figured Worlds*. American Educational Research Journal 50(1), 37-75

V. Grants

Grants

Making for Change: Becoming Community Engineering Experts through Makerspaces and Youth Ethnography, National Science Foundation

Award # 1421116 (PI: Angela Calabrese Barton, Co-PI: Edna Tan)

Dates: 8/15/14 -5/31/16

Amount: \$299,992.

Inventing to Learn: Tinkering, Engineering, and Making in the School of Education Makerspace

Co PIs: Edna Tan, Heidi Carlone, Beverly Faircloth

Funding Body: UNCG School of Education ENRICH program

Amount: \$40,000

Period: May 2014 – Spring 2015