Angela Marie Calabrese Barton
10 page Curriculum Vitae (January 2020)

Professor
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My research is grounded in the intersections of teaching and learning science with an emphasis on equity and social justice. Her recent work takes place within three interrelated strands: 1) Working within the intersection of formal/informal education in support of understanding and designing new possibilities for equitably consequential teaching and learning; 2) designing teaching learning tools and experiences that promote more expansive learning outcomes, such as critical agency, identity work, and social transformation (as grounded within expanding disciplinary expertise); and 3) methodologies for embracing authentic "research + practice" work that attends to practitioner, community members and youth voices, and critically engages the goals of equity and justice. I am a Fellow of the American Education Research Association (class of 2017) and a Distinguished Fellow of the WT Grant Foundation (2015-2017)

Education

Ph.D. 1995	*Curriculum, Teaching and Educational Policy.* Michigan State University. Emphases and comprehensive graduate level coursework and research in (1) science education, teacher 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

9/1/19 –	*Professor,* Educational Studies Department, University of Michigan. Tenured.
2009 – 2019	*Professor*, Department of Teacher Education, Michigan State University. Tenured.
2006 – 2009	*Associate Professor*, Department of Teacher Education, Michigan State University. Tenured.
1999-2001	*Associate Professor*, Center for Science Education, University of Texas at Austin, Austin, TX, Tenured, Fall 2000.
1996 - 2006	*Associate Professor 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	*Instructor*, Department of Chemistry, Lansing Community College, Lansing, MI.
1990-1991	*Chemist,* Diagnostic Enzymes Division, Genzyme Corporation, Cambridge, MA.

Research and Publication

* indicates peer review; ^ indicates publications with undergraduate or graduate students; § indicates publications with middle school or high school student

Books (2010-present)

1. ***Calabrese Barton, A.** & Tan, E. (2018). *Equity and Making.* New York: Teachers College Press.
2. *Tan, E. & **Calabrese Barton, A.** (2012). *Teaching Science & Mathematics for Empowerment in Urban Settings*. University of Chicago Press. This text won the 2013 AERA Division B Outstanding Book Award, and the 2013 Choice Magazine Outstanding Academic Title Award.
3. *Basu, S. J., **Calabrese Barton, A.**, & Tan, E. (2011). *Democratic Science Teaching: Building the Expertise to Empower Low-Income Minority Youth in Science: Building the Expertise to Empower Low-income Minority Youth in Science* (Vol. 3). Springer.

Commissioned white papers (2010-present)

1. ***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.
2. ***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.

Refereed Articles (Research Journals, 2010-present)

1. *^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
2. **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
3. *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
4. ***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
5. *^Schenkel, K., **Calabrese Barton, A**., Tan, E. & Gonzalez, M. (in press, Sept. 2019). An Engineering Funds of Knowledge Framework. *Science & Children*.
6. *Tan, E. & **Calabrese Barton, A**. (in press). Hacking a path in and through STEM: How Youth navigate and transform the landscapes of STEM. *Teachers College Record.* Accepted January 2019.
7. *^Schenkel, K., **Calabrese Barton, A.** & Tan, E. (2019). Framing equity through a close examination of critical science agency. *Cultural Studies in Science Education*.
8. *^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
9. *^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.
10. *^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.

11. *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
12. 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
13. ***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
14. *§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.
15. ^*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*.
16. ^***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).
17. *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
18. *^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
19. *^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.
20. *^Kissling, M. & **Calabrese Barton, A.** (2013). Interdisciplinary Study of the Local Power Plant: Cultivating Ecological Citizens. *Social Studies Research & Practice* 8(3), 128-142.
21. ***^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
22. *Tsurasaki, B., **Calabrese Barton, A.** & Tan, E. (2013). Boundary objects and powerful science teaching and learning. *Science Education*, 97(1):1-31.
23. *^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.
24. ***^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.
25. ***Calabrese Barton, A.** (2012). Citizen(s') science. A Response to" The Future of Citizen Science." *Democracy and Education* 20(2),12.
26. *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.
27. *^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.
28. *^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

29. *^Lim, M. & **Calabrese Barton, A.** (2010). Exploring insideness in urban children's sense of place. *Journal of Environmental Psychology*, 30, 328 – 337.
30. ***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.
31. ***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.
32. ***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.
33. *^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.
34. 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.
35. *^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.

Refereed Articles (Practitioner Journals, 2010-present)

1. *^Schenkel, K., **Calabrese Barton, A**., Tan, E. & Gonzalez, M. (in press, March 2020). Community Ethnography Teacher's Toolkit. *Science Scope*. Accepted December 2018.
2. *^Schenkel, K., **Calabrese Barton, A**., Tan, E. & Gonzalez, M. (in press, March 2020). An Engineering Funds of Knowledge Framework. *Science & Children*.
3. Bevan, B., **Calabrese Barton, A.**, Garibay, C., Ballard, M. & Bell, J. (2018). Access isn't enough. *Dimensions*, 26-29.
4. *^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.
5. *Kissling, M. & Calabrese Barton, A. (2015). Place-Based Education: (Re)Integrating Ecology and Economy. *Bank Street Occasional Paper Series*.
6. ***^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.

Handbook Chapters (2010-present)

1. Windschitl, M. & **Calabrese Barton, A.** (2016). Rigor and Equity by Design: Locating a Set of Core Practices for the Science Education Community. C. Bell & D. Gitomer. (Eds.). *American Education Research Association's Handbook of Research on Teaching*. 5th Edition. Pp. 1099-1158.
2. **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.

Book Chapters (2010-present)

1. **Calabrese Barton, A.** & Tan, E. (Forthcoming). Youth claiming a rightful presence in STEM: The role of critical identity science artifacts. N. Holbert, M. Berland & Y. Kafai (Eds). *Constructionism in Context: The Art, Theory, & Practice of Learning Designs* Cambridge, MA, MIT Press.
2. Tan, E., & **Calabrese Barton, A.** (Forthcoming). Twinning social and technical design literacies: Exploring design literacies towards equitable and consequential making with historically marginalized youth. In Wilson-Lopez, Tucker-Raymond, Esquinca & Mejia (Eds). *The Literacies of Design: Studies of Equity & Imagination in Engineering & Making*. Purdue University Press.
3. § Nazar, C. R., **Calabrese Barton, A**., & Rollins, A. (2017). faiTh'S fancy haT. *Reframing Science Teaching and Learning: Students and Educators Co-Developing Science Practices in and Out of School*, 97.
4. 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.
5. § Shin, M., Calabrese Barton, A., & Johnson, L. (2016). "I am an innovator:" Quahn's Counter-narrative of Becoming in STEM. Chapter in S. Marx (Ed). *Qualitative Research in STEM*. New York: Routledge.
6. § Shin, M., Calabrese Barton, A., & Johnson, L. (2016). Reflections on qualitative research for social justice. Chapter in S. Marx (Ed). *Qualitative Research in STEM*. New York: Routledge.
7. ***Calabrese Barton, A.** (2015). Taking educated action with and in science. In M. Mueller (Ed.) *Eco-Justice, Citizen Science & Youth Activism.* Netherlands: Springer International Publishing.
8. ***Calabrese Barton, A.** & Tan, E. (2014). It changed out lives: Activism, Science & Greening the Club/Community. In L. Bencze (Ed.) Activist Science & Technology Education. Netherlands: Springer International Publishing.
9. Bautista Guerra, J., **Calabrese Barton, A.**, Tan, E., Kang, H. & Brecklin, C. (2012). Kay's Coat of Many Colors: Out of school figured worlds and urban girls' engagement with science. In M. Varelas (Ed). Identity and Science Learning. Rotterdam: Sense Publishers.
10. Tan. E. & **Calabrese Barton, A.** (2012). Becoming an expert: Transgressing boundaries for identities in science. In M. Varelas (Ed.). Identities and Science Education. Rotterdam: Sense Publishers.
11. Hokayem, H. & **Calabrese Barton, A.** (2010). From a "Hybrid Discourse" towards "Legitimate Peripheral Participation. In Basu, S., Calabrese Barton, A., & Tan, E. (Eds.). *Democratic Science Education*. Rotterdam: Sense Publishers.
12. **Calabrese Barton, A**. & Drake, C. (2011). Collective Cultural Relevancy through Hybrid Communities of Practice (pp. 11-38). In Scherff. & Spector (Eds.). Culture, Relevance & Schooling: Exploring Uncommon Ground. Lanham, MD: Rowman & Littlefield.

Grants & Fellowships

Awarded (2010-present) *active award

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

**Science Learning + Partnerships: Partnering for Equitable STEM Pathways for Minoritized Youth.* US-based Principle Investigator. UK-based Principle 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. $2.3M. 3/1/2017-3/1/2021.

Spartan Woot Wall Day! Be Spartan Green Student Project Fund. Sustainability at MSU. $5,000. Awarded

November 2016.

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.

**Tools for Teaching and Learning Engineering Practices: Pathways Towards Productive Identity Development in Engineering* [*I-Engineering*]. Principle Investigator. Principle Investigator. Co-PIs include: Edna Tan & Scott Calabrese Barton. National Science Foundation, DRK 12 Program. $1,307,460. DRL #1502755. 2019-2020 is a no-cost extension year.

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.

Making for Change: Becoming Community Engineering Experts through Makerspaces and Youth Ethnography, National Science Foundation, Principle Investigator. Edna Tan, co-PI. DRL #1421116, $299,999. 9/2014- 8/2016

InvestigAction: Underrepresented Middle School Youth Becoming Community Engineering Experts, MSU, CREATE 4 STEM. Principle 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, National Science Foundation, co- Principle Investigator. PI: Christina Schwarz. 9/2013-8/2016, $499,997.

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

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

Club 2 School: Rethinking the STEM pipeline, National Science Foundation, HRD #0936692, Principle 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. Principle 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. Principle Investigator. Co-PI: Corey Drake, 6/1/2008 – 5/30/2009, $40,000

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

Honors and Awards

2018	Outstanding Reviewer of the Year for the *Journal of the Learning Sciences*
2018	American Education Research Association (AERA) Award for Exemplary Contributions to Practice-Engaged Research Award
2018	Michigan State University Senior Class Outstanding Faculty Award
2017	Fellow of the American Education Research Association (Class of 2017)
2015	WT Grant Foundation Distinguished Fellow (2015-2017)
2015	Beal Distinguished Faculty, Michigan State University
2014	Outstanding Reviewer for the *American Education Research Journal*
2014	Service-Learning and Civic Engagement Faculty Award, Michigan State University

2014	Outstanding Dissertation Award, National Association for Research in Science Teaching, awardee: Daniel Birmingham
2013	American Education Research Association's Division B (Curriculum) Award for Outstanding Book of the Year (Tan, E. & Calabrese Barton, A. *Empowering Science and Mathematics Education in Urban Schools*, U. 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)
2013 –	University-Community Senior Fellow, Michigan State University
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)
2012	Michigan State University Outreach Scholarship Community Engagement Award
2010	American Education Research Association's Informal Education Special Interest Group, Outstanding Research Award
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	American Education Research Association's Division G (Social Contexts of Education) Award for Research Leading to Transformations of Social Contexts
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	American Education Research Association's Division K (Teaching & Teacher Education) Award for Exemplary Research (*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 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 Fellow
1995	Outstanding Dissertation Award, Michigan State University, Department of Teacher Education, College of Education

National &International Conference Papers (Peer Reviewed, 2015-present)

1. **Calabrese Barton, A.** & Tan, E. (2018). Negotiating Authority and Agency Through Enacting Critical Science Agency in Middle School Engineering. AERA. NY, NY.
2. 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.

3. Schenkel, K**. & Calabrese Barton, A.** (2018). Supporting *NGSS* Equity-Oriented high leverage teaching practices in middle grades engineering. National Science Teachers Association. Atlanta.
4. **Calabrese Barton, A.** & Schenkel, K. (2018). NSTA Justice-Oriented Approaches and Strategies in STEM Education. National Science Teachers Association. Atlanta, GA.
5. **Calabrese Barton, A.** & Tan, E. (2017). Designing for Rightful Presence in Middle School STEM. Fablearn Conference, Stanford, CA.
6. Tan, E. & **Calabrese Barton, A.** & the Youth of GET City. Equity in Making. Fablearn Conference, Stanford, CA.
7. **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.
8. **Calabrese Barton, A**. & Tan, E. (2017). Community ethnography as pedagogy in equity-oriented STEM-rich making. Presented at the European Science Education Research Association. Dublin, Ireland.
9. Balzer, M., **Calabrese Barton, A**., & Greenberg, d. (2016). We're the Bosses: Youth Action Council Designing for Equity in Making. Fablearn Conference, Stanford, CA.
10. Tan, E., **Calabrese Barton, A**., Turner, C. & Shin, M. (2016). Probing Participatory Partnerships with Community Ethnography. Fablearn Conference, Stanford, CA.
11. Keenan, S., Greenberg, D., **Calabrese Barton, B.,** Calabrese Barton, A., 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.
12. Nazar, C. **Calabrese Barton, A.**, Latham, A., Rollins, A., & Morris, C. (2016). Expansive Learning through Counternarratives in Co-Constructed. Presented at DML Conference, Irvine, CA.
13. Tan. E., & **Calabrese Barton. A**. (2016). Make your dream a reality": Mapping the nodes of criticalities in African-American boys' making endeavors. Presented at DML, Irvine, CA.
14. **Calabrese Barton. A.** & Tan, E., (2016). Mobilities of Criticality. A paper presented at the International Conference of the Learning Sciences. Singapore.
15. Tan, E., **Calabrese Barton, A.**, Fairclothe, B. (2016). Exploring How a "Judgment-Free" Makerspace Supports African American Girls' Identity Work as Community Makers. Presented at American Education Research Association conference, Washington, DC.
16. 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 conference, Washington, DC.
17. **Calabrese Barton, A.** & Tan, E. (2015, September). Hacking a path in/through STEM: Unpacking the STEM identity work of youth from historically underrepresented backgrounds. European Science Education Research Association, Helsinki, Finland.
18. 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 conference, Chicago, IL.
19. 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*. American Education Research Association conference, Chicago, IL.
20. Greenberg, D., **Calabrese Barton, A**., Shin, M, Nazar, C. D., & Tan, E. (2015, April). *Innovators Together: Strategic Resource Use and Movement for Identity Work in After-School Science*. American Education Research Association conference, Chicago, IL.

External Service (2010-present)

Editorships

Co-Editor	*American Education Research Journal* (with Ellen Goldring, Editor; and Sean Kelly, Peter Youngs, Madeline Mavrogordato, and Michael Cunningham); 2019-2022.
Guest Editor	*Equity & Excellence in Education*. Symposium on Equity & Making. Issue 51(1).
Editor	*Journal of Research in Science Teaching*, 2010-2015 (with Joseph Krajcik): 2013 Impact factor: 3.02, Ranking: 2013: 6/219 (Education & Educational Research). *In 2011 when we assumed the editorship, JRST's IF was 1.9.*
Associate Editor	*American Education Research Journal*, 2014-2016 [Impact factor: 3.01]
Associate Editor	*Journal of Research in Science Teaching*, January 2001-2010
Associate Editor	*Cultural Studies in Science Education*, January 2007 – 2010
Editorial Board	*Journal of The Learning Sciences*, 2011-present
Editorial Board	*Gender & Education*, 2016-2019
Guest Editor	*Equity & Excellence in Education*. Teaching Science for Social Justice, 2010, 43(1), with Bhaskar Upadhyay
Guest Editor	*School Science and Mathematics*. Urban Science Education. Issues 105 (6 &7).

Select National External Service (2010-present)

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

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

Advisor and co-leader, Center for Advancing Informal Science Education (NSF) Broadening Participation Task Force, 2016-2019

Program Committee, International Conference of the Learning Sciences, June 2014, 2016, 2018.

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

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

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

Member, AERA Social Justice Committee (presidential appointed), 2009-2011

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

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

PhD Advisees

** GET City Collaborative Dissertations*

*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.

*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, Assistant Professor, 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, 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, Assoc. 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, Berkeley Public Schools

Maria Rivera Maulucci, 2004 (TC), Teaching for Social Justice in an Urban Professional Development Lab, 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, Montclaire State University

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

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