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Education

Ph.D. Education, University of California at Berkeley, 2000
MA Education, University of California at Berkeley, 1996
BS Cognitive Science, University of California at San Diego, 1992

Research

Associate Professor, UCLA 7/00 - present

Director of Research, University Elementary School 10/07 - present

Research addresses how people learn through social interaction and instructional conversations by:

- Identifying the elements of a classroom discourse and culture that lead to effective learning
- Designing and studying external representations—such as graphs, diagrams, and maps—that spark, support, and anchor productive learning conversations
- Investigating the connections between academic discourse and everyday discourse to create more effective and engaging learning opportunities for urban students from non-dominant cultural groups and linguistic minorities

Scholarly Articles Published in Refereed Journals

Enyedy, N., Rubel, L., Castellon, V., Mukhopadhyay, S., and Esmond, I. (in press). Revoicing in a multilingual classroom: Learning implications of discourse. Submitted to *Mathematical Thinking and Learning*.

Borgman, C., Wallis, J., & Enyedy, N. (2007). Little Science Confronts the Data Deluge: Habitat Ecology, Embedded Sensor Networks, and Digital Libraries. *International Journal on Digital Libraries*.

Danish, J. and Enyedy, N. (2007). Remember, We Have to do all the Parts of the Rose: Negotiated Representational Mediators in a K-1 Science Classroom. *Science Education* 91:1-35.

Enyedy, N. and Mukhopadhyay, S., (2007). They don't show anything I didn't know: Emergent tensions between culturally relevant pedagogy and mathematics pedagogy. *The Journal of the Learning Sciences* 16(2), 139–174.

- Rogers, J., Morrel, E. & Enyedy, N. (2007) Studying the Struggle: Contexts for learning and identity development of urban youth. *American Behavioral Scientist*.
- Enyedy, N. and Hoadley, C. (2006). From dialogue to monologue and back: Middle spaces in computer-mediated learning. *International Journal of Computer Supported Collaborative Learning*, 1, 413-439.
- Enyedy, N., Goldberg, J., and Welsh K. (2006). Complex dilemmas of identity and practice. *Science Education* 90(1) 68-93.
- Enyedy, N. (2005). Inventing Mapping: Creating cultural forms to solve collective problems. *Cognition and Instruction* 23(4), 427 - 466.
- Enyedy, N., and Goldberg, J. (2004). Inquiry in interaction: Developing classroom communities for understanding through social interaction. *Journal for Research in Science Teaching* 41, 905-935.
- Enyedy, N. (2003). Knowledge construction and collective practice: At the intersection of learning, talk, and social configurations in a computer-mediated mathematics classroom. *The Journal of the Learning Sciences*, 12(3) 361-408.
- Vahey, P., Enyedy, N., & Gifford, B. (2000). The Probability Inquiry Environment: Learning probability using a collaborative, inquiry-based simulation environment. *Journal of Interactive Learning Research*, 11, 51-84.

Book Chapters

- Goldberg, J. Welsh, K. & Enyedy, N. and (in press). Negotiating classroom participation in a bilingual science classroom. In Katherine Bruna and Kimberley Gomez (Eds.) *Talking Science, Writing Science: The Work of Language in Multicultural Classrooms*. Mahwah, NJ, US: Lawrence Erlbaum Associates, Inc., Publishers
- Enyedy, N., Franke, M., and Wischnia, S. (in press). Classroom Discourse: Strategy and consensus conversations. In *Teaching Strategies, Innovations, and Problem Solving*. New York, NY: Nova Publishers.

Scholarly Articles Submitted to Refereed Journals

- Castellon, V. and Enyedy, N. (submitted). Gesture as a communicative tool in a bilingual algebra classroom. Submitted to *Linguistics in Education*.

Papers Published in Peer Reviewed Proceedings

- Borgman, C., Wallis, J., & Enyedy, N. (2006). Building Digital Libraries for Scientific Data: An exploratory study of data Architecture and practices in habitat biology. In J. Gonzalo, C. Thanos, M. Verdejo and Rafael Carrasco (Eds.) *10th European Conference on Research and Advanced Technology for Digital Libraries* (pp. 170-183). Berlin, Germany: Springer-Verlag.

- Danish, J., and Enyedy, N. (2006). Unpacking the Cultural Mediation of Invented Representations. In S. Barab, K. Hay, D. Hickey (Eds.) *Proceedings of the International Conference of the Learning Sciences*, (pp.113-119). Mahwah, NJ, US: Lawrence Erlbaum Associates, Inc., Publishers
- Enyedy, N., Mukhopadhyay, S., and Danish, J. (2006). Emergent tensions between statistics education and culturally relevant pedagogies. In A. Rossman and B. Chance (Eds.) *Proceeding of the Seventh International Conference on Teaching Statistics*, (pp. 204-210). Salvador, Brazil.
- Enyedy, N., Mukhopadhyay, S., and Danish, J. (2005). At the intersection of classroom culture and culturally relevant pedagogy: What students' arguments around maps reveal about how to increase student achievement within our diverse society. Paper presented at the *First International Congress of the International Society for Cultural and Activity Research*, Seville, Spain.
- Danish, J., and Enyedy, N. (2005). The Dialectic of Task-Based Communities and Communities of Practice. Paper presented at the *First International Congress of the International Society for Cultural and Activity Research*, Seville, Spain.
- Danish, J., and Enyedy, N. (2005). Mediation of Students' Ideas Through Representational Activities. Paper presented at the *First International Congress of the International Society for Cultural and Activity Research*, Seville, Spain.
- Enyedy, N. (2002). Coordinating individual and collective processes of learning in design experiments. In Oers, Wardekker, Blom, Elbers, Pompert, & van der Veer (Eds.) *Proceedings of the Fifth Congress of the International Society for Cultural Research and Activity Theory*.
- Gifford, B. & Enyedy, N., (1999). Activity centered design: Towards a theoretical framework for CSCL. In C. Hoadley & J. Roschelle (Eds.), *Proceedings of the Third International Conference on Computer Support for Collaborative Learning*. (pp. 189-196). Deerfield, IL: Unext.com.
- Hoadley, C & Enyedy, N., (1999). Between information and communication: Middle spaces in computer media for learning. *Proceedings of the Third International Conference on Computer Support for Collaborative Learning*. (pp. 242-251). Deerfield, IL: Unext.com.
- Vahey, P. Enyedy, N., & Gifford, B. (1999). The Probability Inquiry Environment: A collaborative, inquiry-based simulation environment. . In C. Hoadley & J. Roschelle (Eds.), *Proceedings of the Thirty Second Annual Hawaii International Conference on Systems Sciences*, Piscataway, NJ: IEEE.
- Enyedy, N., Vahey, P., & Gifford, B. (1998). "...It's fair because they each have two." The development of a mathematical practice across two social contexts. *Proceedings of the International Conference of the Learning Sciences 98* (pp. 91-97). Atlanta, GA: ACE.
- Vahey, P., Enyedy, N., & Gifford, B. (1997). Beyond representativeness: Productive intuitions about probability. In M. Shafto & P. Langley (Eds.), *Proceedings of the Nineteenth Annual Conference of the Cognitive Science Society* (pp. 769-774). Hillsdale, New Jersey: Lawrence Erlbaum Associates.

- Enyedy, N., Vahey, P., & Gifford, B. (1997). Active and supportive computer-mediated resources for student-to-student conversations. In R. Hall, N. Miyake & N. Enyedy (Eds.), *Proceedings of the Second International Conference on Computer Support for Collaborative Learning* (pp. 27-36). Toronto, Canada: University of Toronto Press.
- Enyedy, N., Vahey, P., & Gifford, B. (1997). Designing interactions for guided inquiry learning environments. In G. Salvendy, M. J. Smith & R. J. Koubek (Eds.), *Design of Computing Systems* (pp. 157-60). Amsterdam, The Netherlands: Elsevier.

Papers Presented at Professional Meetings

- Danish, J. & Enyedy, N. (2007). Negotiating Goals and Roles for Participation in a Middle School Science Classroom. Paper presented at the *American Education Research Association*, Chicago Il.
- Danish, J. & Enyedy, N. (2007). *Agency and Accountability: Two Necessary Components in Science Classrooms Utilizing Invented Representations and Their Impact Upon Students' Activities*. Paper Discussion presented at the *American Education Research Association*, Chicago Il.
- Enyedy, N. (2007). *Navigating Tensions Between Different Theories of How People Learn: A Learning Scientists's Struggle to Design and Study Culturally Relevant Learning Environments*. Invited talk presented at the *American Education Research Association*, Chicago Il.
- Castellon, V. and Enyedy, N. (2006). The role of gesture in bilingual mathematics instruction. Paper presented at the *American Education Research Association*, San Francisco, CA.
- Danish, J., and Enyedy, N. (2006). Negotiated Representational Mediators: An Approach to Meta-Representational Competence Grounded in Practice. Paper presented at the *American Education Research Association*, San Francisco, CA.
- Enyedy, N., Franke, M., and Wischnia, S. (2006). Classroom Discourse: Strategy and consensus conversations. Paper presented at the *American Education Research Association*, San Francisco, CA.
- Barajas, F., Enyedy, N. & Bailey, A. (2005). Language disconnects between small group problem solving and whole class discussions. Symposium paper presented at the *American Educational Research Association*
- Borgman, C. and Enyedy, N. (2005). Interoperability: Beyond Standards. Symposium at the 30th Annual Conference of the Society for Social Studies of Science. Pasadena, California.
- Enyedy, N. (2005). Gesture and embodied activity in the construction of a collective problem. Symposium paper presented at the *American Educational Research Association*
- Enyedy, N. (2003). Inventing Mapping. Symposium paper presented at *The Fourteenth Annual Winter Conference on Discourse, Text and Cognition*, Jackson Hole, WM.

- Enyedy, N., Franke, M., Saxe, G., Secada, W., Brown, G. Castellon, V., and Spencer, J. (2003). Possible and Actual Social and Linguistic Resources that Support Student Participation in a Bilingual Mathematics Classroom Symposium paper presented at the *American Educational Research Association*, Chicago, IL.
- Goldberg, J. and Enyedy, N., (2003). Interaction and Classroom Communities: The Implications of Classroom Rules, Roles and Objectives for Scientific Inquiry, paper presented at the *American Educational Research Association*, Chicago, IL.
- Enyedy, N., Kim, H., Goldberg, J. and Muir K. (2002). *Teacher Identity and Variation in Implementing GLOBE*. Symposium paper presented at the *American Educational Research Association*, New Orleans, LA.
- Goldberg, J., Kim, H. & Enyedy (2002). *Critical choices and outcomes in inquiry science classrooms: Video comparisons of different classroom practices for environmental science*. Symposium paper presented at the *American Educational Research Association*, New Orleans, LA.
- Muir, K. & Enyedy, N. (2002). No simple answers, the complex contradictions of identity and practice: Interviews with teachers about who they are and how they teach. Symposium paper presented at the *American Educational Research Association*, New Orleans, LA.
- Enyedy, N. (2001). Building on what we know: Probability and Middle School Students. Symposium paper presented at the *American Educational Research Association*, Seattle, WA.
- Enyedy, N. (2000). Locating probabilistic reasoning: Mental heuristics or representational practices? Conference paper presented at the *American Educational Research Association*, New Orleans, LA.
- Enyedy, N. (2000). Principles for activity centered design: Trajectories of representations and trajectories of learning. Symposium paper presented at the *American Educational Research Association*, New Orleans, LA.
- Vahey, P. & Enyedy, N. (1999). *Building on productive student conceptions of probability: The Probability Inquiry Environment*. Symposium paper presented at the American Educational Research Association, Montreal, Canada.
- Enyedy, N. (1997). *Constructing Understanding: The Role of Animation in Interpreting Representations*. Symposium paper presented at the American Educational Research Association, Chicago, IL.
- Enyedy, N. & Vahey, P. (1996). *A Theory of Instruction for an Elementary School Probability Environment*. Symposium paper presented at the American Educational Research Association, New York, NY.

Grants & Extramural Support

PI: Semiotic Pivots and Activity Spaces for Elementary Science, National Science Foundation DRL-0733218	2007-2009
Co-PI: Making Science, National Science Foundation	2007-2010
Co-PI: The Classroom Ecosystem Explorer: Developing and testing a multimedia tool to support early grades. National Science Foundation # 20051248.	2006-2009
PI: At the Intersection of Classroom Culture and Culturally Relevant Pedagogy: What students' arguments around maps reveal about how to increase student achievement within our diverse society, NAE/Spencer Post-Doctoral Fellowship #200500159	2005-2008
Co-PI: GLOBE in the City: Communities of Research, NSF#0223053,	2002-2006
Co-PI: Diversity in Mathematics Education: Building Infrastructure for Learning and Teaching Mathematics with Understanding, NSF	2002-2007
Co-PI: GLOBE in the City, NSF, \$186, 901	2000-2002
PI: Probability Inquiry Environment in English Language Learner Classrooms, Microsoft Gift (subcontract with School Management Project)	2001-2002
PI: Using maps to ground environmental science, Microsoft Gift, (subcontract with School Management Project)	2000-2001

Intramural Support

PI: Assistant Professor Career Development Award,	2004-2005
PI: Assistant Professor Career Development Award,	2002-2003
PI: Geographical Information Systems and Social Justice in Middle School Science, COR	2001-2002

PI: Using Maps to Ground Environmental Science Investigations and Scientific Discourse, UES	2000-2001
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PI: Assistant Professor Career Development Award	2000-2001
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Professional Memberships

Member of the American Educational Research Association (AERA)

Member of the International Society for the Learning Sciences (ISLS)

Member of the National Council of Teachers of Mathematics (NCTM)

Honors & Awards

American Educational Research Association Division C Jan Hawkins Early Career Award for Contributions to Humanistic Research and Scholarship in Learning Technologies	2006
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National Academy of Education, Spencer Postdoctoral Fellowship	2005-2008
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Haytin Award for Outstanding Research in Teaching and Learning	2005
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Haytin Award for Outstanding Research in Teaching and Learning	2002
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Spencer Dissertation Fellowship	1998-1999
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Professional Activities & Service

Director of Research, Seeds University Elementary School	2006-present
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Editorial Board of the Journal of the Learning Sciences	2005-present
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Program Co-Chair for International Conference for the Learning Sciences	2003-2004
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Chair, AERA SIG Education in Science and Technology	2002-2003
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Board of directors Relationship Roots Therapeutic Pre-school	2000-present
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Ad Hoc reviewer for Human Development	2002-present
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Ad Hoc reviewer for Cognition and Instruction	2003-2005
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Ad Hoc reviewer for Discourse Processes	2006-present
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Ad Hoc reviewer for Computer Supported Collaborative Learning	2006-present
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