

Post-Doctoral Fellowships
Mathematics Education
Ohio University
Athens, Ohio

Deadline Date: Open until filled

Starting Date: 1 September 2008

Institution. Ohio University, established in 1804, is the oldest public institution of higher learning in the state of Ohio and the first in the historic Northwest Territory. The University offers a full range of mathematics education programs at the undergraduate and graduate levels, including an active doctoral program. Mathematics education faculty Gregory Foley, Timothy McKeny, and Suzanne Nichols are in the Department of Teacher Education, and Robert Klein and Laura Moss are in the Department of Mathematics. In addition, Educational Studies Professors Craig Howley and George Johanson lead the research initiative for ACCLAIM: the Appalachian Collaborative Center for Learning, Assessment, and Instruction in Mathematics—a National Science Foundation Center for Learning and Teaching. This research initiative has produced 17 peer-reviewed articles, 38 working papers, 15 occasional papers, 4 monographs, 8 digests, and 17 issues of *The Rural Mathematics Educator*, a research newsletter. Faculty research interests include mathematics language acquisition, rural mathematics education, curriculum development, teacher professional development, incorporating children's literature into elementary school mathematics, and incorporating technology into mathematics instruction.

Positions. One or—pending funding—two postdoctoral fellowships in mathematics education will be available in the Department of Teacher Education at Ohio University for the 2008–2009 academic year. Each appointment is for one year with optional renewal.

- *Position 1:* The postdoctoral research fellow will study, develop, and adapt instruments, protocols, and rubrics to measure proficiency in the following areas of the mathematics register: vocabulary knowledge, oral reading, reading comprehension, listening comprehension, speaking, and writing. The fellow will work closely with Drs. Foley and McKeny to develop assessment instruments to measure student and teacher mathematical language proficiency in their ongoing funded projects. McKeny and colleagues in Reading Education, the Literacy Center, and the English Department are researching language and literacy strategies for teachers of mathematics in Grades K–3. Foley, Johanson, Moss, and colleagues from other universities are developing a course in mathematics and quantitative literacy for Grades 11–12.
- *Position 2:* The postdoctoral research fellow will carry out a research agenda in concert with Drs. Foley, Johanson, and Moss in support of their multi-faceted Advanced Quantitative Reasoning (AQR) project. AQR will develop student text materials, teacher support materials, and teacher professional development programs for a high school course in quantitative reasoning for college and workforce readiness, and will investigate the nature and the level of the learning that takes place. A candidate interested in any of the aspects of this research and development project is encouraged to apply. This position will include limited teaching in mathematics or education.

Qualifications. Candidates must possess an earned doctorate in mathematics education or related field, with appropriate expertise and experience to be able to carry out the duties described above. (Applicants with scheduled doctoral completion dates prior to 1 September 2008 will be considered.)

To apply. Please send your résumé and letter of application to: Dr. Gregory D. Foley, 117 McCracken Hall, Athens OH 45701. Email inquiries: foleyg@ohio.edu. Telephone: 740-593-4430. Review of applications will begin immediately and continue until the positions are filled.



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