

Aaron D. Weinberg

CONTACT INFORMATION

Department of Mathematics
Ithaca College
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Ithaca, NY 14850

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EMPLOYMENT

Professor <i>Department of Mathematics</i>	Ithaca College 2019–Present
Associate Professor <i>Department of Mathematics</i>	Ithaca College 2011–2019
Assistant Professor <i>Department of Mathematics</i>	Ithaca College 2005–2011
Part-time Assistant Professor <i>Department of Mathematics</i>	University of Georgia-Athens 2007
Teaching Assistant <i>Department of Mathematics</i>	University of Wisconsin-Madison 1999–2005
Project Assistant <i>Wisconsin Center for Education Research</i>	University of Wisconsin-Madison 2002–2005
Fellow <i>K Through Infinity Systemic Initiative</i>	University of Wisconsin-Madison 2003–2004

EDUCATION

Ph.D., Mathematics, August 2005
University of Wisconsin-Madison, Madison, WI
Dissertation Title: *A Framework For Analyzing Functions in
Mathematical Discourse*
Advisor: Dr. Robert Wilson
Minor: Curriculum & Instruction

M.A., Mathematics, May 2001
University of Wisconsin-Madison, Madison, WI

B.A., Mathematics, June 1999; Magna Cum Laude
Williams College, Williamstown, MA

RESEARCH AREAS

Students' Learning from Mathematics Texts: Textbooks, Instructional Videos, and Lectures

- Student learning of calculus from instructional videos
- Student and instructor use of—and learning from—textbooks

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ARTICLES IN PEER-REVIEWED JOURNALS

Fitts-Fulmer, E., Weinberg, A., & Wiesner, E. (2020). Agency in Didactical Disciplinary Literacy. In preparation.

Weinberg, A., Wiesner, E., & Fitts-Fulmer, E. (2020). Didactical disciplinary literacy in mathematics: Making meaning from textbooks. Submitted

Wiesner, E., Weinberg, A., Fitts-Fulmer, E., & Barr, J. (2020). The roles of textual features, background knowledge, and disciplinary expertise in reading a calculus textbook. *Journal for Research in Mathematics Education*, 51 (2), 204-233. doi:10.1080/0020739X.2018.1426794

Weinberg, A., & Thomas, M. (2018). Student learning and sense-making from video lectures. *International Journal of Mathematical Education in Science and Technology*, 49(6), 922-943. doi:10.1080/0020739X.2018.1426794

Weinberg, A., Dresen, J., & Slater, T. (2016). Students' understanding of algebraic notation: A semiotic systems perspective. *Journal of Mathematical Behavior*, 43, 70-88. doi:10.1016/j.jmathb.2016.06.001

Weinberg, A., Wiesner, E., & Fukawa-Connelly, T. (2016). Mathematics lectures as narratives: Insights from network graph methodology. *Educational Studies in Mathematics*, 91(2), 203-226. doi:10.1007/s10649-015-9663-6

Weinberg, A., Fukawa-Connelly, T., & Wiesner, E. (2015). Characterizing instructor gestures in a proof-based mathematics lecture. *Educational Studies in Mathematics* 90(3), 233-258. doi:10.1007/s10649-015-9623-1

Weinberg, A., Wiesner, E., & Fukawa-Connelly, T. (2014). Students' sense-making frames in mathematics lecture. *Journal of Mathematical Behavior*, 33, 168-179. doi:10.1016/j.jmathb.2013.11.005

Weinberg, A., Wiesner, E., Benesh, B., & Boester, T. (2012). Undergraduate students' self-reported use of mathematics textbooks. *PRIMUS*, 22 (2), 152-175. doi:10.1080/10511970.2010.509336

Weinberg, A., & Wiesner, E. (2011). Understanding mathematics textbooks through reader-oriented theory. *Educational Studies in Mathematics* 76 (1), 49-63. doi:10.1007/s10649-010-9264-3

McNeil, N., Weinberg, A., Stephens, A., Hattikudur, S., Asquith, P., Knuth, E., & Alibali, M. (2010). A is for apple: Mnemonic symbols hinder students' interpretation of algebraic expressions. *Journal of Educational Psychology*. 102(3), 625-634. doi:10.1037/a0019105

Weinberg, A., Wiesner, E., & Pfaff, T. (2010). Using informal inferential reasoning to develop formal concepts. *Journal of Statistics Education* 18(2). doi:10.1080/10691898.2010.11889494

Pfaff, T., & Weinberg, A. (2009). Do hands-on activities increase student understanding?: A case study. *Journal of Statistics Education* 17(3). doi:10.1080/10691898.2009.11889536

Knuth, E., Alibali, M., McNeil, N., Weinberg, A., & Stephens, A. (2005). Middle school students' understanding of core algebraic concepts: Equality & variable. *Zentralblatt Für Didaktik der Mathematik* (International reviews on mathematical education), 37(1), 68-76. doi:10.1007/978-3-642-17735-4_15

Loepp, S., & Weinberg, A. (2001). Generic formal fibers of polynomial rings. *Journal of Pure and Applied Algebra*, 163(1), 93-106. doi:10.1016/S0022-4049(00)00126-2

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PEER-REVIEWED
PAPERS IN
CONFERENCE
PROCEEDINGS

Weinberg, A., & Jones, S. (2020). A theorization of learning environments to support the design of intellectual need-provoking tasks in introductory calculus. In Karunakaran, S. S., Reed, Z., & Higgins, A. (Eds.). *Proceedings of the 23rd Annual Conference on Research in Undergraduate Mathematics Education* (pp. 778-786). Boston, MA: Boston University.

Weinberg, A., Tornai, J., Thomas, M., Martin, J., Tallman, M., & Newman, K. (2019). Students' attentive fidelity for calculus instructional videos. In Otten, S., Candela, A. G., de Araujo, Z., Haines, C., & Munter, C. (Eds.). *Proceedings of the 41st annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 955-960) St. Louis, MO: University of Missouri.

Weinberg, A., Martin, J., Thomas, M., & Tallman, M. (2018). Failing to rewind: Students' learning from instructional videos. In Hodges, T. E., Roy, G. J., & Tyminski, A. M. (Eds.). *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1263-1266). Greenville, SC: University of South Carolina & Clemson University.

Weinberg, A., Fitts Fulmer, E., Wiesner, E., & Barr, J. (2018). Didactical disciplinary literacy. In Weinberg, A., Rasmussen, C., Rabin, J., Wawro, M., & Brown, S. (Eds.). *Proceedings of the 21st Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1261-1269). San Diego, CA.

Wiesner, E., Weinberg, A., & Barr, J. (2017). Expert vs. novice reading of a calculus textbook: A case study comparison. In Weinberg, A., Rasmussen, C., Rabin, J., Wawro, M., & Brown, S. (Eds.). *Proceedings of the 20th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1018-1025). San Diego, CA.

Weinberg, A., Wiesner, E., & Barr, J. (2016). Sense-making practices of expert and novice readers. In M. B. Wood, E. E. Turner, M. Civil, & J. A. Eli (Eds.), *Proceedings of the 38th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 97-104). Tucson, AZ, The University of Arizona.

Weinberg, A., & Thomas, M. (2016). Students' sense-making practices for video lectures. *Proceedings of the 19th Conference on Research in Undergraduate Mathematics Education* (pp. 1418-1424). Pittsburgh, PA: West Virginia University.

Weinberg, A., Wiesner, E., & Fukawa-Connelly, T. (2015). The narrative structure of mathematics lectures. In T. G. Bartell, K. N. Bieda, R. T. Putnam, K. Bradfield, & H. Dominguez (Eds.), *Proceedings of the 37th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, (pp. 1306-1313). East Lansing, MI: Michigan State University.

Weinberg, A. (2014) Characteristics of students' probabilistic reasoning in a simulation-based statistics course. In Makar, K., de Sousa, B., & Gould, R. (Eds.) *Proceedings of the 9th International Conference on Teaching Statistics*. International Association for Statistical Education. <https://icots.info/9/proceedings/home.html>

Weinberg, A. (2014) Exploring students' ways of thinking about sampling distributions. *Proceedings of the 17th Conference on Research in Undergraduate Mathematics Education*, (pp. 1151-1157). Denver, CO: Northern Colorado University.

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Weinberg, A., Wiesner, E., & Fukawa-Connelly, T. (2013). Students' sense-making in mathematics lectures. *Proceedings of the 16th Conference on Research in Undergraduate Mathematics Education* (Volume 2, pp. 686-689). Denver, CO: Northern Colorado University.

Wiesner, E., Fukawa-Connelly, T., & Weinberg, A. (2013). Opportunity to learn from mathematics lectures. *Proceedings of the 16th Conference on Research in Undergraduate Mathematics Education*, (Volume 2, pp. 699-703). Denver, CO: Northern Colorado University.

Weinberg, A., Wiesner, E., & Fukawa-Connelly, T. (2012). A framework for analyzing mathematics lectures. In L. R. Van Zoest, J. Lo, & J. L. Kratky (Eds.), *Proceedings of the 34th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, (pp. 383-386). Kalamazoo, MI: Western Michigan University.

Fukawa-Connelly, T., Weinberg, A., Wiesner, E., Berube, S., & Gray, K. (2012). Student note taking behavior in proof-based mathematics classes. *Proceedings of the 15th Conference on Research in Undergraduate Mathematics Education*, (pp. 425-429). Portland, OR: Portland State University. 2: 425-428.

Fukawa-Connelly, T., Weinberg, A., Wiesner, E., Berube, S., & Gray, K. (2012). The implied observer of a mathematics lecture. *Proceedings of the 15th Conference on Research in Undergraduate Mathematics Education*, (Volume 1, pp. 202-215). Portland, OR: Portland State University.

Weinberg, A. (2010). The implied reader in calculus textbooks. In P. Brosnan, D. Erchick, & L. Flevaris (Eds.), *Proceedings of the 32nd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, (Volume 6, pp. 105-113). Columbus, OH: Ohio State University.

Weinberg, A. (2009). Students' mental models for comparison word problems. In S. L. Sward, D. W. Stinson, & S. Lemons-Smith (Eds.), *Proceedings of the 31st Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, (Volume 5, pp. 709-717.) Atlanta, GA: Georgia State University.

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REFEREED
CONFERENCE
PROCEEDINGS
(PEER-REVIEWED
PROPOSALS)

Noll, J., Weinberg, A., Hancock, S., & Simpson, S. (2011). Exploring New Approaches to Statistics Instruction: An Investigation of Students' Developing Conceptions of Sampling Distributions and the Relationship to Statistical Inference. *The 7th Conference of The International Collaboration for Research on Statistical Reasoning, Thinking, and Literacy*, (pp. 126-148). Texel, The Netherlands: Utrecht University.

Weinberg, A. (2010). Undergraduate students' interpretations of the equals sign. *Proceedings of the 13th Conference on Research in Undergraduate Mathematics Education*. Raleigh, NC: North Carolina State University.
<http://sigmaa.maa.org/rume/crume2010/Archive/Weinberg.pdf>

Weinberg, A. (2009). How students use their textbooks: Reading models and model readers. In *Proceedings of the 12th Conference on Research in Undergraduate Mathematics Education*. Raleigh, NC: North Carolina State University.
<http://sigmaa.maa.org/rume/crume2009/proceedings.html>

Weinberg, A. (2007). New perspectives on the student-professor problem. In T. Lamberg & L. Wiest (Eds.), *Proceedings of the 29th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, (pp. 164-170). Lake Tahoe, NV: University of Nevada-Reno.

Weinberg, A. (2004). A semiotic framework for variables. In D. E. McDougall & J. A. Ross (Eds.), *Proceedings of the 26th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, (Volume 1, pp. 284-295). Toronto, ON: University of Toronto.

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POSTERS (PEER-REVIEWED PROPOSALS)

Investigating Student Learning and Sense-Making from Instructional Calculus Videos. Twenty-First Annual Meeting of the Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education. San Diego, CA, February 2018.

Instructor Gestures in Proof-Based Mathematics Lectures. 35th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Chicago, IL, November 2013.

Hands-On Activities For Developing Statistical Intuition. United States Conference on Teaching Statistics. Columbus, Ohio, June, 2009.

Undergraduates' Use of Mathematics Textbooks, with B. Benesh, T. Boester & E. Wiesner. 28th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Merida, Mexico, November 2006.

Children's Prior Knowledge of Letters Influences the Interpretation of Algebraic Expressions, with N. McNeill, M. Alibali & E. Knuth. Society for Research in Child Development Biennial Meeting. Atlanta, GA, April 2005.

EDITOR OF CONFERENCE PROCEEDINGS

Weinberg, A., Moore-Russo, D., Soto, H., & Wawro, M. (Eds.). (2019). *Proceedings of the 22nd Annual Conference on Research in Undergraduate Mathematics Education.* Oklahoma City, OK

Weinberg, A., Rasmussen, C., Rabin, J., Wawro, M., & Brown, S. (Eds.). (2018). *Proceedings of the 21st Annual Conference on Research in Undergraduate Mathematics Education.* San Diego, CA.

Weinberg, A., Rasmussen, C., Rabin, J., Wawro, M., & Brown, S. (Eds.). (2017). *Proceedings of the 20th Annual Conference on Research in Undergraduate Mathematics Education.* San Diego, CA.

OTHER PUBLICATIONS

Weinberg, A. & Martin, J. (2020). Creating and using videos for teaching math: Suggestions from the field. *MAA FOCUS*, 40(4), pp. 20-23.

Hauk, S., Weinberg, A., & Murphy, T. J. (2017, December). Making RUME for improving mathematics teaching and learning. *MAA FOCUS*, 37(6), pp. 12-14.

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GRANTS AND AWARDS

EXTERNAL	<p>National Science Foundation, Division of Undergraduate Education, IUSE: EHR program: <i>Collaborative Research: Investigating Student Learning and Sense-Making from Instructional Calculus Videos</i> (~\$300,000 across three institutions, \$185,985 at Ithaca College) June, 2017–June, 2020; PI</p> <p>Supplemental grant (\$34,921), June, 2020–May, 2022; PI</p> <p>National Science Foundation, Division of Undergraduate Education: <i>Ithaca College Noyce Scholarship Program</i> (\$1,197,000), August 15, 2011–July 31, 2018; Co-PI</p>
INTERNAL	<p>Academic Project Grant: <i>Supporting Eye-Tracking Capabilities to Investigate Student Learning and Sense-Making from Instructional Calculus Videos</i> (\$550), Spring 2018.</p> <p>REACHE Grant: <i>Learning From Video Lectures</i> (\$1560), Spring 2015</p> <p>Academic Project Grant: <i>Flipped Classrooms: Explorations in Alternative Classroom Instruction</i> (\$500), Spring 2014.</p> <p>Academic Project Grant: <i>Describing Students' Conceptual Metaphors for Sampling Distributions</i> (\$750), Fall 2012.</p> <p>Academic Project Grant: <i>Developing Statistical Simulation Software: Supporting the Capacity for Cross-Institutional Research</i> (\$750), Fall 2011.</p> <p>Academic Project Grant: <i>Understanding the Development of Students' Conceptions of Sampling Distributions</i> (\$750), Fall 2010.</p> <p>Academic Project Grant: <i>Remediating the Student-Professor Problem</i> (\$750), Fall 2008</p> <p>Academic Project Grant: <i>Investigating Mathematics Students' Use of Textbooks</i> (\$800), Fall 2007</p>
MERIT AWARDS	<p>School of Humanities & Sciences Level II Dean Merit Award (Ithaca College)</p> <p>2018</p> <p>2008</p> <p>Mathematics Department Merit Award (Ithaca College)</p> <p>2017</p> <p>2015</p> <p>2013</p> <p>2012</p> <p>2010</p> <p>2009</p> <p>2008</p>

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INVITED PRESENTATIONS

Quantitative Reasoning and Intellectual Need: Design Principles for Instructional Materials. University of Northern Colorado Mathematics Education Seminar. November, 2020.

The Calculus Videos Project. University of Northern Colorado Mathematics Education Seminar. November, 2020.

Quantitative Reasoning and Intellectual Need: Design Principles for Instructional Materials. MIT Electronic Mathematics Education Seminar. October, 2020.

The Calculus Videos Project: Theoretical Design Principles for Supporting Students' Learning from Instructional Videos. SIGMAA on RUME Virtual Invited Paper Session. July, 2020.

Exploring Active Learning Strategies in Quantitative Courses. NYU SPS Teaching and Learning Symposium. New York City, NY, October, 2019.

Characteristics of Students' Probabilistic Reasoning in a Simulation-Based Statistics Course. The 9th International Conference on Teaching Statistics. Flagstaff, AZ, July, 2014.

Seeing Through Symbols: Personal and Cultural Semiotic Systems in Algebra. The National Meeting of the American Association of Physics Teachers. Omaha, NE, July, 2011.

Frameworks for Understanding Undergraduate Students' Conceptions of the Equals Sign. The Joint Mathematics Meetings of the American Mathematical Society and Mathematical Association of America. New Orleans, LA, January, 2011.

Process-Object Frameworks and Mediating Metaphors. Harvard Mathematics Department Teaching Seminar, Cambridge, MA, December, 2005.

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CONTRIBUTED PRESENTATIONS AND COLLOQUIA

- 2020 *A Theorization of Learning Environments to Support the Design of Intellectual Need-Provoking Tasks in Introductory Calculus*. Twenty-Third Annual Meeting of the Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education. Boston, MA, March 2020.
- 2019 *“Agency” in Didactical Disciplinary Literacy: Using a New Theory to Interpret Reading Interviews of a College Calculus Textbook*. Sixty-Ninth Annual Conference of the Literacy Research Association. Tampa, FL, December 2019.
- Identifying Students’ Attentive Fidelity for Calculus Instructional Videos*. Forty-First Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. St. Louis, MO, November 2019.
- Designing Intellectual Need-Provoking Tasks*. Fall Meeting of the Seaway Section of the Mathematical Association of America. Ithaca, NY, November 2019.
- 2018 *Failing to Rewind: Students’ Learning from Instructional Videos*. 40th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Greenville, SC, November 2018.
- Didactical Disciplinary Literacy*. Twenty-First Annual Meeting of the Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education. San Diego, CA, February 2018.
- 2017 *Expert vs. Novice Reading of a Calculus Textbook: A Case Study Comparison*. Twentieth Annual Meeting of the Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education. San Diego, CA, February 2017.
- 2016 *Sense-making practices of expert and novice readers*. 38th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Tucson, AZ, November 2016.
- Students’ Sense-making Practices for Video Lectures*. Nineteenth Annual Meeting of the Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education. Pittsburgh, PA, February 2016.
- 2015 *The Narrative Structure of Mathematics Lectures*. 37th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Lansing, MI, November 2015.
- 2014 *Exploring Students’ Ways of Thinking About Sampling Distributions*. Seventeenth Annual Meeting of the Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education. Denver, CO, February 2014.

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- 2013 *Students' Sense-Making in Mathematics Lectures*. Sixteenth Annual Meeting of the Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education. Denver, CO, February 2013.
- Opportunity to Learn From Mathematics Lectures*. Sixteenth Annual Meeting of the Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education. Denver, CO, February 2013.
- 2012 *A Framework for Analyzing Mathematics Lectures*. 34th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting. Kalamazoo, MI, November 2012.
- A "Framework" for Analyzing the Readers of Proof-based Mathematics Lectures..* Fifteenth Annual Meeting of the Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education. Portland, OR, February 2012.
- From Tactile to Computer Simulation: An Intermediate Activity to Increase Understanding of Sampling Distributions*. Joint Mathematics Meetings of the American Mathematical Society and Mathematical Association of America. Boston, MA, January 2012.
- 2011 *Making Sense of Qualitative Data*. United States Conference on Teaching Statistics, 2011. Cary, NC, May 2011.
- 2010 *The Implied Reader in Calculus Textbooks*. 32nd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting. Columbus, OH, October 2010.
- Studying Student Learning Trajectories for Sampling Distributions by Using Simulation Activities*. The Joint Statistical Meetings. Vancouver, BC, August 2010.
- Undergraduate Students' Interpretations of the Equals Sign*. Thirteenth Annual Meeting of the Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education. Raleigh, NC, February 2010.
- 2009 *Students' Mental Models For Comparison Word Problems*. 31st Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting. Atlanta, GA, September 2009.
- Reading Models and Model Readers*. Twelfth Annual Meeting of the Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education. Raleigh, NC, February 2009.
- Designing and Assessing Hands-On Statistics Activities: The Central Limit Theorem and Hypothesis Testing*. Joint Mathematics Meetings of the American Mathematical Society and Mathematical Association of America. Washington, DC, January 2009.
- 2008 *Designing and Assessing Hands-on Statistics Activities*. Mathematical Association of America Seaway Section Meeting. Syracuse, NY, April 2008.
- Linking College Courses to the Secondary School Curriculum*. Association of Mathematics Teacher Educators Twelfth Annual Conference, Tulsa, OK, January 2008.

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- 2007 *New Perspectives On the Student-Professor Problem*. 29th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Lake Tahoe, Nevada, October 2007.
- The Student-Professor Problem and Mathematics Education*. Ithaca College Mathematics Education Seminar, October 2007.
- How Your Students Use Their Textbook: A Preliminary Report*, with B. Benesh, T. Boester & E. Wiesner. Joint Mathematics Meetings of the American Mathematical Society and Mathematical Association of America. New Orleans, LA, January 2007.
- 2006 *How Your Students Use their Textbook*. Ithaca College Mathematics Department Colloquium, Ithaca, NY, December 2006.
- How Your Students Use their Textbook*. Cornell University Educational Mathematics Seminar, Ithaca, NY, November 2006.
- Reconceptualizing Mathematical Objects as Mediating Discursive Metaphors*. Ninth Annual Meeting of the Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education, Piscataway, NJ, February 2006.
- 2005 *Undergraduate Calculus Students' Discourse About Functions*. Cornell University Educational Mathematics Seminar, Ithaca, NY, December 2005.
- Implementing Lesson Study at the Undergraduate Level*, with B. Benesh & E. Wiesner. Joint Mathematics Meetings of the American Mathematical Society and Mathematical Association of America. Atlanta, GA, January 2005.
- 2004 *A Semiotic Framework for Variables*. 26th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Toronto, Ontario, October 2004.
- Students' Initial and Developing Conceptions of Variables*. American Educational Research Association 2004 Annual Meeting. San Diego, CA, April 2004.

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COURSES TAUGHT

ITHACA COLLEGE IISP 105, *Exploring the Options*
Math 111, *Calculus 1*
Math 132, *Dynamic Functions*
Math 144, *Statistics for Business, Economics and Management*
Math 145, *Statistics for the Health, Life, and Social Sciences*
Math 152, *What is Mathematics?*
Math 153, *Mathematics as a Cultural Institution*
Math 155, *Basic Statistical Reasoning*
Honors 20015, *Investigating the Nature of Mathematics*
Math 216, *Introduction to Mathematical Statistics/Statistical Analysis*
Math 220, *Mathematics for Childhood Education*
Math 243, *Statistics*
Math 320, *Linking High School and College Mathematics*
Education 405 *Pedagogy & Practice for the Mathematics Teacher*
Math 480, *Connections in Advanced Mathematics*
Math 502, *History of Mathematics*
Math 510, *Graduate Seminar in Mathematics*

INDEPENDENT STUDY, CAPSTONE, HONORS & SUMMER SCHOLAR MENTORING

SUMMER 2019 Kellie Wainwright & Jamie Woodworth: *Investigating Student Learning From Calculus Videos*

SPRING 2019 Jessica Tornai: *Analyzing Eye Tracking for Calculus Videos*
Gabriella Pesce: *The History of Teaching Mathematical Concepts*

FALL 2018 Kim Newman: *Honors Thesis: Eye Tracking and Calculus Videos*
Jessica Tornai: *Covariational Reasoning and Qualitative Data Analysis*

SUMMER 2018 Kim Newman: *Investigating Student Learning From Calculus Videos*

SPRING 2018 Connor Carroll: *The History of Teaching Mathematical Concepts*

SPRING 2012 Kevin Litwin: *Introduction to Mathematical Proofs*

SPRING 2008 Denise Dyer: *Analyzing Data on Students' Understanding of Variables*
Sara Shikowitz: *Exploring Elementary Mathematics*

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SERVICE

FIELD

Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education [SIGMAA-RUME]
Conference on RUME Program Committee 2010-Present
Mentoring Committee, 2020
Organizational Director 2016-2020
Secretary 2014-2016
Nomination Committee, 2007
Journal Reviewer:
International Journal of Mathematical Education in Science and Technology, 2017-Present
Mathematical Thinking and Learning, 2016-Present
Journal of Mathematical Behavior, 2015-Present
ZDM (The International Journal on Mathematics Education), 2012-Present
Journal of Statistics Education, 2010-Present
PRIMUS, 2010-Present
Journal for Research in Mathematics Education, 2007-Present
Reviewer, 2011 Annual Meeting of the American Educational Research Association (Division C, Section 3)
Reviewer, North American Chapter of the International Group for the Psychology of Mathematics Education Annual Conference Proceedings, 2006, 2007, 2009, 2010, 2012, 2013, 2016, 2018, 2019
External Examiner, Honors Thesis of Andrew Meunier (Hobart & William Smith Colleges), November, 2007

COLLEGE

Retention and Engagement Strategy Group, 2020-Present
School of Humanities & Sciences Faculty Senate, 2008-2014, 2015-2018
Committee on Scholarship Statements, 2011-2014; 2015-2019
Vice President, 2010-2012
Executive Committee, 2009-2012
School of Humanities & Sciences Teacher Education Committee, 2005-2012
IC 20/20 Task Force 4 (Student Evaluation of Teaching), 2011
IC Peers Participant, 2009, 2010, 2012
Ithaca Today Session Leader/Participant, 2009, 2010, 2012, 2016, 2017, 2018
H&S Open House Participant, 2010, 2011, 2012, 2016
NCUR Moderator, 2011

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DEPARTMENT	Teaching Effectiveness Committee, 2020-Present Anti-racism committee, 2020 Math Day Grader/Activity Planner, 2006-Present Assessment Committee, AY 2008-AY 2010, AY 2018 Search Committee, AY 2006, AY 2011, AY 2012 (Chair), AY 2015 (Chair), AY 2016, Spring 2019 Curriculum Committee, AY 2015, AY 2017 Calculus Working Group, 2015-2017 Statistics Learning Goals Working Group, 2014-2016 Classroom Renovation Committee, 2012-2015 Quantitative Literacy Committee, 2012 “Flexible Major” Committee, AY 2011 Scholarship Statement Revision Committee, AY 2011 Department Website Redesign Committee, AY 2011 Recruitment and Retention Committee, AY 2010 Planning Committee, 2010 Service Course Committee, 2007-2008
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