

# MAISIE L. GHOLSON

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Educational Studies  
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## EDUCATION

- 2016            **Ph.D. in Curriculum and Instruction**, University of Illinois at Chicago  
  
Dissertation title: The Mediating Influence of a Young Black Girls' Social Network in their Mathematics Learning
- 2001            **B.S.E. in Electrical Engineering**, Duke University

## FELLOWSHIPS

- 2014            National Academy of Education/Spencer Dissertation Fellowship, \$25,000
- 2014            UIC Abraham Lincoln Fellowship, \$25,000
- 2011            NSF Graduate Research Fellows Program in STEM Education, \$90,000

## RESEARCH EXPERIENCE

- 2015-present    **Assistant Professor**  
Educational Studies  
University of Michigan at Ann Arbor
- Courses Taught:       ED 392: Teaching in a Multicultural Society  
                                 ED 413: Secondary Mathematics Methods  
                                 ED 898: Race and Educational Inequality Seminar
- 2015-present    **Faculty Affiliate, Center for the Study of Black Youth in Context,**  
**University of Michigan**

- 2012-2013 **Graduate Research Assistant**  
**Content Learning-Identity Construction (CLIC) Project**  
**University of Illinois at Chicago**  
Field researcher for internally funded-research project investigating the role of identity development of African American children in science and mathematics classrooms of predominantly Black schools. Responsible for collecting data in the lower elementary (3<sup>rd</sup> grade) and upper elementary (8<sup>th</sup> grade Algebra) classrooms; recorded field notes, video, and audio, conducted student interviews, as well as collected student work and classroom artifacts; designed database for research data for project; and assisted in the facilitation of bi-weekly meetings with classroom teachers. Principal investigators were Danny Martin (UIC), Justine Kane (Wayne State University), Maria Varelas (UIC).
- 2011-2012 **Graduate Research Assistant (Volunteer)**  
**American Migrations Project**  
**University of Illinois at Chicago**  
Researcher for NSF-funded 5-year program of curriculum development to investigate teaching and learning the histories of African American and Latino migrations in American history, using geographic information systems (GIS) to map historical census data. Attended weekly planning meetings; assisted in collecting classroom data of curriculum implementation; conducted analysis of mathematical thinking in the use of GIS maps; conducted critical race analysis of student-generated historical narratives; and assisted in development of learning objectives and lessons. Principal investigator was Josh Radinsky.
- 2010-2011 **Graduate Research Assistant**  
**Motorola Math Club Evaluation Project**  
**University of Illinois at Chicago**  
Researcher for privately funded collaborative between Young People's Project-Chicago Chapter and University of Illinois at Chicago in the evaluation of after school mathematics program. Field researcher and lead writer of evaluation report.
- 2009- 2011 **Graduate Research Assistant**  
**Intensified Algebra Project**  
**University of Illinois at Chicago**  
Researcher for NSF-funded collaborative between University of Illinois at Chicago and the Dana Center at the University of Texas at Austin in the development of double-period Algebra curriculum. Field researcher for double-period algebra classes; conducted clinical interview with students; designed web-based survey instruments for teacher feedback in curriculum implementation; analyzed and developed maps for various curricular units; conducted professional development for curriculum. Principal investigators were Susan Goldman (UIC), Jim Pellegrino (UIC), Martin Gartzman (UIC), Alison Castro-Superfine (UIC), Linda Chaput (UT-Austin), Susan Hudson-Hull (UT-Austin), Phillip Uri Treisman (UT-Austin).

## **JOURNAL ARTICLES (PEER-REVIEWED)**

Gholson, M. and Wilkes, C. (in press) (Mis)Taken Identities: Reclaiming Identities of the Collective Black in Mathematics and Science Education Research. *Review of Research in Education*.

Gholson, M. (2016). Clean corners and algebra: A critical examination of the construction of Black girls and women in mathematics. *Journal of Negro Education.*, 85(3), 290-301.

Gholson, M. & Martin, D. B. (2014). Smart girls, Black girls mean girls, and bullies: At the intersection of identities and the mediating role of young girls' social network in mathematics communities of practice. *Journal of Education*. 194(1), 19-33.

## **EDITORIALS AND COMMENTARIES (INVITED, NON-REFEREED)**

Gholson, M., Bullock, E., & Alexander, N. (2012). On the brilliance of Black children: A response to a clarion call. *Journal of Urban Mathematics Education*. 5(1), 1-7.

Martin, D.B., Gholson, M., & Leonard, J. (2010). Mathematics as Gatekeeper: Power and Privilege in the Production of Knowledge. *Journal of Urban Mathematics Education*. 3(2), 12-24.

## **MONOGRAPHS AND CHAPTERS IN BOOKS**

Gholson, M. (2013). The mathematical lives of Black children: A sociocultural-historical rendering of Black brilliance. In J. Leonard & D.B. Martin (Eds.), *The brilliance of Black children in mathematics: Beyond the numbers and toward new discourse* (pp. 55-76). Charlotte, NC: Information Age Publishing, Inc.

Washington, D., Torres, Z., Gholson, M., & Martin, D. B. (2012). Crisis as a discursive frame in mathematics education research and reform: Implications for education Black children. In S. Mukhopadhyay & W.M. Roth (Eds.), *Alternative forms of knowing (in) mathematics: Celebrations of diversity of mathematical practices* (pp. 53-70). Rotterdam: Sense Publications.

Martin, D.B. and Gholson, M. (2011). On becoming and being a critical Black scholar in mathematics education: The politics of race and identity. In O. Skovmose & B. Greer (Eds.), *Opening the Cage*. Rotterdam: Sense Publications.

## **BOOK REVIEWS**

Gholson, M. & Martin, D.B. (2012). Taking context seriously: A review of six recent books on issues of equity and diversity. *Journal for Research in Mathematics Education*, 43(1), 114-121.

## **CONFERENCE PAPERS AND PRESENTATIONS (PEER-REVIEWED)**

Gholson, M. & Martin, D.B. (2013, June). *Smartness and bullying: Student constructions as members of a mathematics classroom community*. Paper presentation at the 43<sup>rd</sup> Annual Meeting of the Jean Piaget Society, Chicago, IL.

Gholson, M. (2013, April). *The collective mind: At the many intersections of race, Black learners, and identity in mathematics education*. Symposium presentation at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, Denver, CO.

Gholson, M., Butler, L., and Radinsky, J. (2013, April). *Proportional reasoning with GIS tools in the study of the Great Migration*. Presentation at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, Denver, CO.

Lynn, J. & Gholson, M. (2011, April). *Algebra Intensification: Research-based Interventions*. Presentation at the annual meeting of the National Council of Supervisors of Mathematics, Indianapolis, IN.

### **INVITED LECTURES, PRESENTATIONS, AND SYMPOSIA**

Gholson, M. (scheduled for 2016, April 27). *The Problem We All Live With: The Knowability of Black Girls and the Importance of Context in Mathematics Education*, Michigan State University Program in Mathematics Education (PRIME) Colloquium, Michigan State University, Lansing, MI.

Gholson, M. (2011, May). *Your Knowledge Ain't Like Mine: Embracing Sociocultural Perspectives in Mathematics Education*. Seminar Series on Alternative Forms of Knowledge Construction, Portland State University and Portland Community Colleges, Portland, OR.

### **TEACHING**

Teaching in a Multicultural Society (ED 392).

Secondary Mathematics Methods (ED 413).

Race and Educational Inequality Professional Development Seminar (ED 898)

### **INSTITUTIONAL SERVICE**

School of Education-University of Michigan

*Race and Social Justice Speaker Series, 2016-2017*

Facilitator for Educational Studies

University of Michigan

*Wolverine Pathways*

Mathematics Program Lead, 2016

*Young People's Project-Michigan*

Faculty Sponsor, 2016

## **PROFESSIONAL SERVICE**

### American Education Research Association

*Social Context Division*

Member, 2010-present

*Research Focus on Black Education SIG*

Member, 2010-present

### National Council of Teacher of Mathematics

Member, 2009-present

Regional Conference Planning Committee Member (Research), 2013-2014

## **EDITORIAL SERVICE**

### Editorial Boards

*Journal of Urban Mathematics Education* (2012, Banneker Conference Proceedings)

*NCTM Annual Perspectives of Mathematics Education* (2018, Rehumanizing  
Mathematics Teaching and Learning)

### Ad-Hoc Reviewing (Journals)

*Journal of Research in Mathematics Education, Journal of Mathematics Teacher  
Education, Journal of Urban Mathematics Education, Educational Studies in  
Mathematics*