Karen Bogard Givvin

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EDUCATION

1997	**Ph.D., UCLA** Graduate School of Education & Information Studies Division of Psychological Studies in Education: Developmental Studies *Dissertation*: "Content, conveyance, and impact of significant adult's goals: Toward an understanding of the antecedents of adolescents' goal orientations," Chair: Deborah Stipek
1991	**M.A., California State University, Northridge** Department of Education, Psychology, and Counseling Division of Educational Psychology: Development, Learning, and Instruction *Thesis*: "Effects of anticipation of paired versus group discussion on attributions for success and failure outcomes," Chair: Dean McCafferty
1988	**B.A., UCLA** Department of Psychology

CURRENT APPOINTMENTS

2016-present	Consultant, Talking Teaching Network, Los Angeles, CA
2012-present	Adjunct Professor, UCLA Department of Psychology, Los Angeles, CA
2009-present	Researcher, UCLA Department of Psychology, Los Angeles, CA

PREVIOUS APPOINTMENTS

2018	Consultant, Teachers College, Columbia University, New York City, NY
2017	Consultant, Character Lab, Philadelphia, PA
2011-2012	Lecturer, UCLA Department of Psychology, Los Angeles, CA
2011	Adjunct Professor, Pepperdine University, Department of Sports Medicine, Malibu, CA
2009-2011	Consultant, BSCS, Colorado Springs, CO
1998-2009	Research Scientist, LessonLab Research Institute, Santa Monica, CA
1996-1998	Fellow, International Center for Talent Development, UCLA, Los Angeles, CA
1997	Adjunct Professor, California State University, Fullerton, Department of Child and Adolescent Studies, Fullerton, CA
1994-1996	Teaching Assistant, UCLA Department of Psychology, Los Angeles, CA
1991-1996	Graduate Student Researcher, UCLA School of Education & Information Studies, Los Angeles, CA

1987-1989	Learning Skills Counselor, UCLA Athletic Department, Los Angeles, CA
1985-1987	Teachers' Assistant, Seeds University Elementary School, Los Angeles, CA

RESEARCH FUNDING

2018-2021	National University, Building a hub for the National Precision Research and Innovation Network ($403,719 direct and indirect costs; Co-Investigator, with James Stigler, PI)
2017-2020	Chan Zuckerberg Initiative, Developing a new R&D model for continuous improvement of postsecondary teaching and learning ($1,525,128 direct and indirect costs; Co-Investigator, with James Stigler, PI)
2017-2018	Schusterman Foundation, Developing videos of beginning algebra instruction ($30,000 direct and indirect costs; Project Manager, with James Stigler, PI)
2016-2017	UCLA Technology Enhanced Course Grant, Statistics Online Resources ($72,020 direct and indirect costs; Project Manager, with James Stigler, PI)
2009-2017	Carnegie Foundation for the Advancement of Teaching, Community College Pathways Program ($798,337 direct and indirect costs; with James Stigler, PI)
2014-2017	Los Angeles Community College District, Open education resources for English and Math preparation courses ($76,721 direct and indirect costs; PI)
2015	Age of Learning, Evaluation of iPad app use in Head Start Classrooms ($95,829 direct and indirect costs; with James Stigler, PI)
2012-2015	National Science Foundation (NSF), Rethinking the role of research in improving education: Building a research network to support practice improvement ($299,208 direct and indirect costs; with James Stigler, PI)
2012-2014	University of Göteborg, Sweden, VIDEOMAT: Hidden dimensions of teaching/learning in mathematics: The contribution of video studies to comparative analysis and the development of instruction (VIDEOMAT) ($123,554 direct and indirect costs; with James Stigler, PI)
2010-2011	Organization for Economic Co-operation and Development (OECD) Planning proposal for a video study of teaching practices in TALIS ($28,132 direct and indirect costs; with James Stigler, PI)
2006-2010	Institute of Education Sciences (IES), Using video clips of classroom instruction as item prompts to measure teacher knowledge of teaching mathematics: Instrument development and validation ($1,474,620 direct and indirect costs; With N. Kersting & R. Santagata; Co-PI)
2004-2009	National Science Foundation (NSF), Learning how to learn to teach science: Building analysis of practice into pre-service teacher education ($2,253,000 direct and indirect costs; With K. Roth; Co-PI)
2003-2008	Institute of Education Sciences (IES), Improving achievement by maintaining the learning potential of rich mathematics problems: An experimental study of a video- and Internet-based professional development program ($1.5 million direct and indirect costs; With J. Stigler & R. Santagata)

AWARDS AND HONORS

2016	UCLA Psychology Department Distinguished Teaching Award

1993-1997	UCLA Graduate School of Education & Information Studies Fellowship
1996	UCLA Graduate Division Dissertation Grant
1996	UCLA Graduate School of Education & Information Studies Travel Grant
1993-1994	Delta Gamma Fraternity Graduate Fellowship
1991-1993	National Institute of Mental Health (NIMH) Research Training Fellowship
1991	Graduated with Distinction, California State University, Northridge
1988	UCLA Panhellenic Scholarship
1986	UCLA Dean's Honors List

Publications

Givvin, K.B., Geller, E.H., & Stigler, J.W. (in preparation). How teachers introduce algebra and how it might affect students' beliefs about what it means to "do" mathematics. In R. Säljö (Ed.). *First encounters with algebra: A comparative study of classrooms in four countries.*

Reinhardtsen, J. & Givvin, K.B. (in preparation). The fifth lesson: Students' responses to a patterning task across the four countries. In R. Säljö (Ed.). *First encounters with algebra: A comparative study of classrooms in four countries.*

Givvin, K.B., Moroz, V. Loftus, W., & Stigler, J.W. (in review). Removing opportunities to calculate improves students' performance on subsequent word problems.

Stigler, J.W., Hiebert, J., & Givvin, K.B. (2018). Does VAM + MET = Improved Teaching? In R.P. Ferretti & J. Hiebert (Eds.), *Teachers, Teaching, and Reform* (pp. 56-74). New York: Routledge.

Stigler, J. W., & Givvin, K. B. (2017). Online Learning as a Wind Tunnel for Improving Teaching. *New Directions for Evaluation*, *2017*(153), 79-91.

Givvin, K. B., Moskowitz, A. L., Christie, C. A., & Stigler, J. W. (January 2016). *ABCmouse App: Head Start implementation evaluation*. Glendale, CA: Age of Learning.

Stigler, J.W., Geller, E.H., & Givvin, K.B. (2015). Zaption: A platform to support teaching, and learning about teaching, with video. *Journal of e-Learning and Knowledge Society, 11*(2), 13-25.

Thompson, B.J., & Givvin, K.B. (2014). Not all patterns are created equal. *CMC Communicator, 38*(4), 14-16.

Kersting, N., Givvin, K.B., Thompson, B., Santagata, R., & Stigler, J.W. (2012). Measuring usable knowledge: Teachers' analyses of mathematics classroom videos predict teaching quality and student learning. *American Educational Research Journal, 49*(3), 568-589. http://dx.doi.org/10.3102/0002831212437853.

Givvin, K.B., Stigler, J.W., & Thompson, B.J. (2011). What community college developmental mathematics students understand about mathematics, Part II: The interviews, *MathAMATYC Educator*, 2(3), 4-18.

Santagata, R., Kersting, N., Givvin, K.B., & Stigler, J. (2011). Problem implementation as a lever for change: An experimental study of the effects of a professional development program on students' mathematics learning. *Journal of Research on Educational Effectiveness, 4,* 1-14.

Givvin, K. B., & Santagata, R. (2011). Toward a common language for discussing the features of effective professional development: The case of a US mathematics program. *Professional development in education*, *37*(3), 439-451. DOI: 10.1080/19415257.2010.527711

Stigler, J.W., Givvin, K.B., & Thompson, B.J. (2010). What community college developmental mathematics students understand about mathematics. *MathAMATYC Educator, 1*(3), 4-16.

Kersting, N.B., Givvin, K.B., Sotelo, F.L. & Stigler, J.W. (2010). Teachers' analyses of classroom video predict student learning of mathematics: Further explorations of a novel measure of teacher knowledge. *Journal of Teacher Education, 61*(1-2), 172-181.

Givvin, K.B., Jacobs, J., Hollingsworth, H., & Hiebert, J. (2009). What is effective math teaching? International educators' judgments of mathematics lessons from the TIMSS 1999 Video Study. In J. Cai, G. Kaiser, R. Perry, & N-Y. Wong (Eds.) *Effective mathematics teaching from teachers' perspectives: National and cross-national studies*, 37-69. Rotterdam: Sense Publishers.

Roth, K.J. & Givvin, K.B. (May 2008). Implications for math and science instruction from the TIMSS 1999 Video Study, *Principal Leadership*, 22-27.

Givvin, K.B., Santagata, R., & Gallimore, R. (2007). The roles of pedagogical skill and teacher content knowledge in the American vision of teaching effectiveness. In S. Mathison & E.W. Ross (Eds.) *Battleground: Schools, Vol. 2*, 616-622, Westport, CN: Greenwood Publishing.

Jacobs, J., Hollingsworth, H., & Givvin, K.B. (2007). Video-based research made 'easy': Methodological lessons learned from the TIMSS Video Studies, *Field Methods, 19*(3), 284-299.

Givvin, K.B., Santagata, R., & Gallimore, R. (2006). Using research to create and evaluate a professional development program: The case of BreakThrough Mathematics. *Ohio Journal of School Mathematics, 53*, 21-25.

Givvin, K.B., Jacobs, J.K., Hollingsworth, H. (2006). What does teaching look like around the world? *ON-Math, 4*(1), Available at http://www.nctm.org/eresources/view_article.asp?article_id=7396

Jacobs, J., Hiebert, J., Givvin, K., Hollingsworth, H., Garnier, H., Wearne, D., (2006). Does eighth-grade mathematics teaching in the United States align with the NCTM Standards? Results from the TIMSS 1995 and 1999 Video Studies, *Journal for Research in Mathematics Education 37*(1), 5-32.

Givvin, K.B., Hiebert, J., Jacobs, J.K., Hollingsworth, H., Gallimore, R. (2005). Are there national patterns of teaching? Evidence from the TIMSS 1999 Video Study. *Comparative Education Review, 49*(3*)*, 311-343.

Hiebert, J., Stigler, J. W., Jacobs, J. K., Givvin, K. B., Garnier, H., Smith, M., Hollingsworth, H., Manaster, A., Wearne, D., & Gallimore, R. (2005). Mathematics teaching in the United States today (and tomorrow): Results from the TIMSS 1999 Video Study. *Educational Evaluation and Policy Analysis, 27,* 111-132.

Givvin, K.B. (Summer, 2005). Response to Theory and Practice Question: Using video to support teacher learning. *AMTE Connections, 14*(3), 11-12.

Givvin, K.B. (2004). Video surveys: How the TIMSS Studies drew on the marriage of two research traditions and how their findings are being used to change teaching practice. In M.J. Høines & A.B. Fuglestad (Eds.), *Proceedings of the 28th Conference of the International Group for the Psychology of Mathematics Education*, Bergen, Norway: Bergen University College.

Hiebert, J., Gallimore, R., Garnier, H., Givvin, K. B., Hollingsworth, H., Jacobs, J., Chui, A. M.-Y., Wearne, D., Smith, M., Kersting, N., Manaster, A., Tseng, E., Etterbeek, W., Manaster, C., Gonzales, P., & Stigler, J. W. (2003). Understanding and improving mathematics teaching: Highlights from the TIMSS 1999 Video Study. *Phi Delta Kappan, 84* (10), 768-775.

Hiebert, J., Gallimore, R., Garnier, H., Givvin, K. B., Hollingsworth, H., Jacobs, J., Chui, A. M., Wearne, D., Smith, M., Kersting, N., Manaster, A., Tseng, E., Etterbeek, W., Manaster, C., Gonzales, P., & Stigler, J. (2003). *Teaching Mathematics in Seven Countries: Results from the TIMSS 1999 Video Study,* NCES (2003-013), U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Hiebert, J., Gallimore, R., Garnier, H., Givvin, K. B., Hollingsworth, H., Jacobs, J., Chui, A. M., Wearne, D., Smith, M., Kersting, N., Manaster, A., Tseng, E., Etterbeek, W., Manaster, C., Gonzales, P., & Stigler, J. (2003). *Highlights from the TIMSS 1999 Video Study of Eighth Grade Mathematics Teaching,* NCES (2003-011), U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Jacobs, J., Garnier, H., Gallimore, R., Hollingsworth, H., Givvin, K. B., Rust, K., Kawanaka, T., Smith, M., Wearne, D., Manaster, A., Etterbeek, W., Hiebert, J., & Stigler, J. (2003). *TIMSS 1999 Video Study Technical Report: Volume 1: Mathematics Study*, NCES (2003-012), U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Givvin, K. B. (2001). Goal orientations of adolescents, coaches, and parents: Is there a convergence of beliefs? *Journal of Early Adolescence, 21*(2), 227-247.

Givvin, K. B., & Stipek, D. J. (2001). In the eyes of the beholder: Students' and teachers' judgments of students' motivation. *Teaching and Teacher Education, 17*(3), 321-331.

Stipek, D. J., Givvin, K. B., Salmon, J. M., & MacGyvers, V. L. (2001). Teachers' beliefs and practices related to mathematics instruction. *Teaching and Teacher Education, 17*(1) 213-226.

Stipek, D., Salmon, J. M., Givvin, K. B., Kazemi, E., Saxe, G., & MacGyvers, V. L. (1998). The value (and convergence) of practices suggested by motivation research and promoted by mathematics education reformers. *Journal for Research in Mathematics Education, 29*(4), 465-488.

Stipek, D., Givvin, K. B., Salmon, J. M., & MacGyvers, V. L. (1998). Can a teacher intervention improve classroom practices and student motivation in mathematics? *Journal of Experimental Education, 66*(4), 319-337.

CURRICULUM MATERIALS

Schwille, K., Chen, C., Roth, K.J., and Givvin, K.B. (2008). *Videocases for science teaching analysis: Electricity*. With accompanying Instructor's Manual. Santa Monica, CA: LessonLab Research Institute.

Roth, K.J., Schwille, K., Chen, C., and Givvin, K.B. (2008). *Videocases for science teaching analysis: Plants*. With accompanying Instructor's Manual. Santa Monica, CA: LessonLab Research Institute.

Chen, C., Atkins, L., Givvin, K.B., Schwille, K., and Roth, K.J. (2008). *Videocases for science teaching analysis: Force and motion*. With accompanying Instructor's Manual. Santa Monica, CA: LessonLab Research Institute.

Chen, C., Atkins, L., Schwille, K., Givvin, K.B., and Roth, K.J. (2008). *Videocases for science teaching analysis: Water cycle*. With accompanying Instructor's Manual. Santa Monica, CA: LessonLab Research Institute.

Roth, K.J., Atkins, L., Schwille, K., Chen, C., and Givvin, K.B. (2008). *Videocases for science teaching analysis: Inquiry*. With accompanying Instructor's Manual. Santa Monica, CA: LessonLab Research Institute.

INVITED ADDRESSES

Givvin, K.B. (May 2018). Getting students to think about math by stopping them from calculating. Webinar series presented by the California State University Division of Academic and Student Affairs
http://coconnect.calstate.edu/p3o7tuvwgcg/

Givvin, K.B. (September 2017). Helping students become college math ready. DAS-LACCD Summit 2017: Pathways to Student Success, Los Angeles, CA.

Givvin, K.B. (November 2016). Research and the Carnegie Math Pathways: Collaborating to improve curricula and instruction (and student learning). Keynote address at the SUNY Pathways Fall Institute, Saratoga, NY.

Stigler, J. & Givvin, K. (May 2016) Using research to Improve teaching. UC Irvine, Irvine, CA.

Givvin, K. B. (March 2016). A framework for improving mathematics teaching in community college developmental classes: Helping instructors create learning opportunities for students. Workshop to be presented at the Hawai'i Strategy Institute: Accelerating Student Success, Honolulu, HI.

Givvin, K.B., Christie, C., & Stigler, J.W. (February 2016). How might technology be used in the preschool classroom to promote the acquisition of literacy and numeracy knowledge? Lessons from a study of the use of technology by young children in Headstart classrooms. Paper presented at the Early Childhood STEM Conference, Pasadena, CA

Givvin, K.B. (November 2015). Changing the culture of teaching: Improving learning opportunities for developmental math students. SUNY Pathways Fall Institute, Saratoga, NY.

Givvin, K.B. (May 2015). The challenges of transforming practice that come with new policies and programs. 4th Annual LACCD Student Success Initiative and Achieving the Dream Retreat, Los Angeles, CA.

Givvin, K.B. (July 2014). The learning opportunities in the Pathways. National Forum of the Carnegie Foundation for the Advancement of Teaching, San Francisco, CA.

Givvin, K.B. (August 2013). Community college developmental math: What we know about classroom practice and students' understanding, and what might be done about both. Business and Computer Science Division, American River College, Sacramento, CA.

Givvin, K.B. (July 2013). Learning opportunities and the problem cycle: The aims of Pathways instruction and how we might meet them. National Forum of the Carnegie Foundation for the Advancement of Teaching, Santa Cruz, CA.

Givvin, K.B. (February 2013). Changing the culture of teaching: Reflections on mathematics teaching and how to improve it. Achieving the Dream's Annual Meeting on Student Success, Anaheim, CA.

Givvin, K.B. (May 2006). Evaluating educational practice through videotape: Examining purpose, methodology, and findings. Keynote address given at the International Forum on Evaluating Educational Practice through Videotape, Mexico City, Mexico.

Givvin, K.B. (July 2005). What TIMSS tells us: How even good teachers can unintentionally downgrade potentially powerful learning experiences. Invited address given at the annual Quality Educational Standards in Teaching (QuEST) meeting, Washington, D.C.

Givvin, K.B. (January 1999). A hypothetical model of 8th-grade mathematics lessons in the Netherlands: Findings from the TIMSS-R Video Study field test. Invited address given at the Freudenthal Institute, Utrecht, The Netherlands.

CONFERENCE PRESENTATIONS

Edwards, A., Guth, S., & Givvin, K. (October 2017). Resources for promoting active learning using rich mathematical tasks: A framework for improving teaching in developmental mathematics. Strengthening Student Success Conference. Burlingame, CA.

Givvin, K.B., Saunders, W., Feinstein, K., Freeman, A., Guth, S., Manzano, Y., Verscheuren, P. (July 2017). Problem Cycle lessons: Supporting instructors to promote productive struggle and explicit connections. National Forum of the Carnegie Foundation for the Advancement of Teaching, San Francisco, CA.

Givvin, K.B. & Saunders, W. (April 2016). Using tools of improvement science to advance instructional practice In community college developmental mathematics classes. Paper presented at the annual meeting of the American Educational Research Association (AERA), Washington, D.C.

Birinci, D. K., Givvin, K. B., & Stigler, J. W. (February 2016). Teaching and learning linear algebra in terms of community of practice. Poster presented at the Conference on Research in Undergraduate Mathematics Education, Pittsburgh, PA

Zhao, Z., Givvin, K.B., & Stigler, J.W. (May 2015). A comparison of U.S. and Chinese Mathematics Textbooks and teaching: Concept definitions, conceptual information and classroom instructions. Poster presented at the UCLA Undergraduate Research Week, Los Angeles, CA.

Givvin, K.B. & Thompson, B.T. (April 2015). When memory fails: Community College developmental math students' deference to memory over meaning. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

McNamara, H.S., Givvin, K.B., Stigler, J.W. (May 2014). The effect of a ritual vs. an instrumental stance on math performance. Poster presented at the Psychology Undergraduate Research Conference (PURC), Los Angeles, CA.

Givvin, K.B., Roth, K.J., Chen, C., Lemmens, M. & Garnier, H. (April 2011). Using analysis of video clips to improve (and measure changes in) pre-service teachers' ability to see student thinking, science content, and science content storyline. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.

Givvin, K.B. & Schwille, K. (April 2011). Video analysis in a preservice teacher education program: Videocases for science teaching analysis (ViSTA). Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST), Orlando, FL.

Kersting, N.B., Givvin, K.B., Stigler, J.W., & Santagata, R. (May 2010). Using video to measure teacher knowledge: Exploring the relationship between teacher knowledge, teaching practice, and student learning. Paper presented at the annual meeting of the American Educational Research Association (AERA), Denver, CO.

Polintan,A., Kuo, A.Y.Y., Givvin, K., & Stigler, J. (May 2010). What does it mean to *do* math for community college developmental math students? Poster presented at the Psychology Undergraduate Research Conference (PURC), Los Angeles, CA.

Roth, K.J., Givvin, K.B., Chen, C., Lemmens, M. & Garnier, H. (March 2010). Pre-service teacher learning from online, videocase-based modules: Results from the Videocases for Science Teaching Analysis (ViSTA) study. Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST), Philadelphia, PA.

Roth, K.J., Givvin, K.B., & Chen, C., Lemmens, M. & Garnier, H. (January 2010). Videocases for Science Teaching Analysis (ViSTA): An experience with online videocase-based modules used in preservice science methods courses. Paper presented at the International Conference of the Association for Science Teacher Education (ASTE), Sacramento, CA.

Roth, K.J., Givvin, K.B., & Chen, C., & Garnier, H. (November 2009). Videocases for Science Teaching Analysis (ViSTA). Poster presented at the National Science Foundation Poster (NSF) Discovery Research K-12 PI Meeting, Washington D.C.

Kersting, N., Givvin, K.B., & Stigler, J.W. (November 2009). Assessing instructional quality in mathematics: A comparative study of high and low value-added teachers' videotaped lessons. Poster presented at the National Science Foundation Poster (NSF) Discovery Research K-12 PI Meeting, Washington D.C.

Kersting, N., Givvin, K.B., & Stigler, J.W. (June 2009). Measuring teachers' knowledge in context: Relating classroom video analysis to teachers' practice and students' learning. Paper accepted for presentation at the Institute of Education Sciences (IES) Research Conference, Washington D.C.

Givvin, K.B., Roth, K.J., & Chen, C. (April 2009). Developing a common research-based, words-to-images language: The ViSTA teacher educator community. Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST), Garden Grove, CA.

Kersting, N., Givvin, K.B., Santagata, R., Sotelo, F., & Stigler, J.W. (April 2009). Teachers' analysis of classroom video as a predictor of students' mathematics learning: Further explorations of a novel measure of teacher knowledge. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Kersting, N., Givvin, K.B., & Stigler, J.W. (November 2008). Relating teacher value-added estimates to videotapes of classroom practice: An exploration of sampling and design issues. Paper presented at the National Science Foundation Poster (NSF) Discovery Research K-12 PI Meeting, Washington D.C.

Roth, R., Givvin, K.B., & Chen, C. (November 2008). Videocases for Science Teaching Analysis (ViSTA). Poster presented at the National Science Foundation Poster (NSF) Discovery Research K-12 PI Meeting, Washington D.C.

Kersting, N., Givvin, K., Santagata, R., & Sotelo, F. (June 2008). Capturing teacher knowledge: Measuring what matters. Poster presented at the Institute of Education Sciences (IES) Research Conference, Washington, D.C.

Roth, K., Givvin, K.B., Chen, C., Schwille, K., & Atkins, L. (March 2008). Using videocases to support and study preservice teacher learning: Two approaches. Pre-conference research and training workshop presented at the annual meeting of the National Association for Research in Science Teaching (NARST), Baltimore, MD.

Givvin, K.B. (March 2008). An experimental study of a professional development program for urban teachers: Program description and research design. Paper presented at the annual meeting of the American Educational Research Association (AERA), New York City, NY.

Givvin, K.B. (November 2007). The impact of a professional development program focused on implementing rich mathematical problems: Results from Algebra Learning for All. Paper presented at the 29th annual Association for Public Policy Analysis and Management (APPAM) Research Conference, Washington, D.C.

Roth, K., Givvin, K.B., Chen, C., Schwille, K., & Atkins, L. (September 2007). Videocases for Science Teaching Analysis: Tools for science methods instructors. Poster presented at the National Science Foundation (NSF) Discovery Research K-12 PI Meeting, Arlington, VA.

Kersting, N., Givvin, K., Santagata, R., Park, G., & Park, J. (June 2007). Capturing teacher knowledge: Using video clips of classroom instruction as item prompts to elicit teacher knowledge of teaching mathematics. Poster presented at the Institute of Education Sciences (IES) Research Conference, Washington, D.C.

Santagata, R., Givvin, K., & Kersting, N. (June 2007). Improving content-focused and video-based professional development: What challenges teachers encounter and how they can be addressed. Poster presented at the Institute of Education Sciences (IES) Research Conference, Washington, D.C.

Givvin, K.B., Lemmens, M., Garnier, H. & Santagata, R. (April 2007). Assessing learning in preservice and inservice teacher education: Preliminary results of the ViSTA and STeLLA projects. Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST), New Orleans, LA.

Schwille, K., Givvin, K.B., & Chen, C. (April 2007). The use of videocases in preservice teacher education: The ViSTA project. Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST), New Orleans, LA.

Givvin, K. B., Santagata, R., & Kersting, N. (April 2007). Using video to describe teaching and measure PD effectiveness. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

Kersting, N., Park, G., Park, J., Givvin, K.B., & Santagata, R. (April 2007). Non-compliance: A threat to the validity of results in education? Poster presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

Santagata, R., Stigler, J.W., Givvin, K.B. & Kersting, N. (June 2006). Rich problems as a lever for change: An experimental study of the effects of a professional development program on students' mathematics learning. Poster presented at the Institute of Education Sciences (IES) Research Conference, Washington, D.C.

Roth, K. & Givvin, K.B. (May 2006). Is hands-on, minds-on enough? What does the TIMSS Video Study have to say? Paper presented at the National Science Foundation (NSF) Teacher Professional Continuum PI Meeting, Reston, VA.

Roth K., Givvin, K.,B. & Santagata, R. (May 2006). Videocaes for Science Teaching Analysis (ViSTA). Poster presented at the National Science Foundation (NSF) Teacher Professional Continuum PI Meeting, Reston, VA.

Givvin, K.B., Roth, K., Santagata, R., Schwille, K., & Chen, C. (April 2006). Videocases for Science Teaching Analysis: The making of a research-based professional development tool. Paper presented at the 54th National Conference on Science Education (NSTA), Anaheim, CA.

Givvin, K.B., Santagata, R., & Kersting, N. (August 2005). Do they *really* get it? Using video to help teachers identify students' misunderstandings. Paper presented at the bi-annual meeting of the European Association for Research on Learning and Instruction (EARLI), Nicosia, Cyprus.

Roth K., Givvin, K.,B. & Santagata, R. (June 2005). Videocaes for Science Teaching Analysis (ViSTA). Poster presented at the National Science Foundation (NSF) Teacher Professional Continuum PI Meeting, Washington, D.C.

Roth K., Givvin, K.,B. & Santagata, R. (May 2005). Learning to teach through video-based modules. Poster presented at the Teacher Education Conference of the Ontario Institute for Studies in Education (OISE), Toronto, Canada.

Givvin, K.B., & Santagata, R. (April 2005). Sharing the vision: The challenges of encouraging U.S. teachers to teach mathematics conceptually. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, Canada.

Santagata, R., Givvin, K.B., & De la Calle, M. (April 2005). The role of mistakes in teaching mathematics: A video study of two high-achieving countries. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, Canada.

Givvin, K.B. (July 2004). Video surveys: How the TIMSS Studies drew on the marriage of two research traditions and how their findings are being used to change teaching practice. Paper presented at the annual conference of the International Group for the Psychology of Mathematics Education (PME), Bergen, Norway.

Givvin, K.B. (April 2004). New environments for teacher professional learning: Using Internet-based technologies to examine teaching practice. Paper presented at the annual meeting of the National Council of Supervisors of Mathematics (NCSM), Philadelphia, PA.

Givvin, K.B., Jacobs, J.K., & Hollingsworth, H. (April 2004). Lesson signatures: A methodology for examining the interplay of variables across time. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Givvin, K.B., Jacobs, J., & Hollingsworth, H. (April 2003). Convergence and variation in lesson structure: Examining lessons from seven countries for evidence of "cultural scripts." Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

Givvin, K.B. (April 2003). TIMSS 1999 Video Study results from the perspective of the Netherlands: A look at student freedom and responsibility. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

Roth, K.J., Druker, S.L., Kawanaka, T., Okamoto, Y. , Rasmussen, D., Trubacova, S., Warvi, D., Givvin, K.B., & Jacobs, J. (March 2001). Uses of video-based technology and conceptual tools in research: The case of the TIMSS-R

Video Study. Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST), St. Louis, MO.

Givvin, K.B. (April 1998). Development of adolescents' goal orientations: How adolescents hear and interpret adults' goal-related messages. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Givvin, K.B. (February 1998). Diagnosing students' motivation. Paper presented at the Service, Collaboration, Awareness, Networking (SCAN) conference, Los Angeles, California.

Givvin, K.B. (September 1997). Predicting adolescents' goal orientations: The impact of coaches' and parents' goals. Paper presented at the annual meeting of the Association for the Advancement of Applied Sport Psychology (AAASP), San Diego, California.

Givvin, K.B., Stipek, D.J., & Salmon, J. (April 1996). Teachers' understanding of students' motivation. Paper presented at the annual meeting of the American Educational Research Association (AERA), New York City, New York.

Givvin, K.B. (April 1996). Goal orientations among elite adolescent swimmers and their significant adults. Association for the Advancement of Applied Sport Psychology (AAASP) Southwest Student Conference, Fullerton, California.

COURSES TAUGHT

Psychology and Education
Developmental Psychology Lab
Middle Childhood Development
Honors Seminar: Research in Psychology and the Legacy of John Wooden
Freshman Seminar: John Wooden: Greatness and Grace
Exercise Psychology
Sport Psychology (TA)
Research Methods (TA)

PROFESSIONAL SERVICE

2016-present	UCLA Teaching Innovation Program, faculty working group
2016-present	UCLA Campus Media Producers, faculty working group
2013-2014	UCLA Alumni Scholarship Committee True Bruin Distinguished Senior Award
2010-present	Supervise undergraduate students enrolled in: UCLA Research Practicum in Psychology UCLA Psychology Department Honors Program UCLA Disability Studies Capstone Project
2004-present	Ad hoc reviewer *American Educational Research Journal* *AERA Division C, Section 3 (Learning & Instruction: Mathematics)* *AERA Division K, Section 1 (Teaching and Teacher Education: STEM)* *Cognition and Instruction* *Comparative Education Review*

Cross-Cultural Research
Educational Psychology
Elementary School Journal
Learning and Individual Differences
Journal for Research in Mathematics Education
Mathematical Thinking and Learning
Nordic Studies in Mathematics Education
Psychological Reports
Social Psychology of Education
Urban Education
ZDM Mathematics Education

2014 Chapter review: "Mathematics Education in Community Colleges" to appear in the *Handbook of Research on Teaching and Learning of Mathematics*, Jinfa Cai (Ed.)

2014 Book review: *Using Videos to Facilitate Professional Development*, Swee Fong (Ed.)

2009 Discussant, "Teacher learning about student mathematical thinking: A discussion of various PD models and research methodologies," Symposium presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

1997-2000 UCLA Alumni Awards for Excellence
Outstanding Graduate Student Award Nominating Committee

1995-1997 Ad hoc reviewer
Journal of Sport and Exercise Psychology
The Sport Psychologist
International Journal of Sport Psychology

1996 Coordinator of Conference Abstract Book, Association for the Advancement of Applied Sport Psychology (AAASP), Williamsburg, Virginia.

1993-1994 UCLA Graduate Student Association in Education
Vice-President (Acting President)
Dean's Executive Planning Committee
Student Affairs Officer Search Committee

1993-1994 UCLA Graduate Student Association Presidents Council
Appointments Board

PROFESSIONAL AFFILIATIONS

1992-present American Educational Research Association (AERA): Division K: Teaching and Teacher Education

2007-2009 National Association for Research in Science Teaching (NARST)

2005-2006 European Association for Research on Learning and Instruction (EARLI)

2004-2006 International Group for the Psychology of Mathematics Education (PME)

1990-1999 American Psychological Association (APA): Division 47: Sport & Exercise Psychology

1994-1998 Association for the Advancement of Applied Sport Psychology (AAASP)

COMMUNITY SERVICE

2017-present	Thousand Oaks High School AP Capstone Course: The Center for Advanced Studies and Research – Program Advisor; IRB Committee Member
2017-present	Alpha Sigma Chapter of Delta Gamma – Alumna Mentor
2015-present	Thousand Oaks High School AP Capstone Course: The Center for Advanced Studies and Research – Faculty Mentor
2015-present	Thousand Oaks High School Track and Field Team Booster Club – Treasurer
2013-present	UCLA Alumni Mentor
2011, 2017	UCLA Volunteer Day – Task Captain
2012-2015	Thousand Oaks Flyers Youth Track Club – Uniform Manager
2011-2015	Thousand Oaks Flyers Youth Track Club – Team Manager
1995-1996	Board of Directors, Southern California Blind Children's Center