

ROBIN KETURAH ANDERSON, PH.D.

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College of Education
North Carolina State University

ACADEMIC APPOINTMENTS

North Carolina State University

Associate Professor, Mathematics and Statistics Education

2026 - Present

Assistant Professor, Mathematics and Statistics Education

2019 - 2026

EDUCATION

Ph.D. Stanford University

Curriculum and Teacher Education: Mathematics Education
Learning Sciences and Technology Design

2019

M.Ed. University of California, San Diego

Credentials: Secondary Mathematics, Physics

2008

B.A. University of California, San Diego

Major: Mathematics

2006

RESEARCH INTERESTS

Mathematics Education, Professional Development, Pre-Service Teacher Preparation, Computational Methods in Social Science Research, Quantitative Ethnography, Theories of Learning

PUBLICATIONS

*Graduate Student Co-Author

**Undergraduate Student Co-Author

Journal Publications

McKie, K., & **Anderson, R. K.** (2026). Nested networks and neighbor interactions: Rethinking Professional Learning. *Teaching and Teacher Education*, 176, 105497.

Borden, M. L.*, Belcher, M., Krupa, E. E., & **Anderson, R. K.** (2025). Designing to transform: High school students' reasoning with geometric transformations in an authentic real-world project. *The Journal of Educational Research*, 1-14.

Borden, M. L.*, Loftis, A. K.*, **Anderson, R. K.**, Krupa, E. E., & Belcher, M. (2025). Amplifying mathematics learning through teacher discourse moves: Investigating teachers' personal practical knowledge within an entrepreneurial design projects. *Journal of Mathematics Education*, 18(1), 1-15.

Anderson, R. K., Donaldson, S., Troudt, M., Baker, C. K., & Woods, D. M. (2024). A collective reflection for change framework: Structured support for mathematics teacher educator practice transformation. *Mathematics Teacher Educator*(1), 297-311.

- Barker, H.*, Lee, H., Kellogg, S., & **Anderson, R.** (2024). The viability of topic modeling to identify participant motivations for enrolling in online professional development. *Online Learning Journal*, 28(1), 175-195. DOI: <https://doi.org/10.24059/olj.v28i1.3571>
- Anderson, R. K.**, West, H.*, & Kates, A.* (2023). Learning to subvert: How online learning communities can promote acts of creative insubordination. *Journal of Mathematics Teacher Education*. 26, 737-757. <https://doi.org/10.1007/s10857-022-09543-6>
- McKie, K., **Anderson, R. K.**, Overwijk, A., & Temple, S. (2023). Complexity and professionalization: The nested collaborative nature of teacher learning. *International Journal of Complexity in Education*, 4(2).
- Carman, L.*, & **Anderson, R. K.** (2023). Between race-evasiveness and the pursuit of racial competence: Secondary mathematics preservice teachers' understandings of race in an introductory methods course. *Social Sciences & Humanities Open*. 8(1). <https://doi.org/10.1016/j.ssaho.2023.100603>
- Donaldson, S., **Anderson, R. K.**, Baker, C. K., Troudt, M., & Woods, D. M. (2023). Stuck in our whiteness: The power of student feedback for perspective-taking within collaborative Self-Study. *Philosophy of Mathematics Education*, 40. <https://education.exeter.ac.uk/research/centres/stem/publications/pmej/pome40/index.html>
- Anderson, R. K.**, & Williams, M.** (2023). Mathematics teachers' participatory patterns between face-to-face and virtual professional learning environments. *Contemporary Issues in Technology and Teacher Education*, 23(1). <https://citejournal.org/volume-23/issue-1-23/mathematics/mathematics-teachers-participatory-patterns-between-face-to-face-and-virtual-professional-learning-environments/>
- Troudt, M. L., Skultety, L., **Anderson R. K.**, & Joswick, C. (2022). Framing justice-oriented professional growth for teachers and teacher educators using nested cycles of acknowledgment, action, and accountability. *AMTE Connections*. https://amte.net/sites/amte.net/files/Connections_Troudt_0.pdf
- Anderson, R. K.**, Weiland, T., Males, L., & Quaisley, K.* (2022). How four white MTEs attempted to acknowledge, act, and hold ourselves accountable. *Teaching for Excellence and Equity in Mathematics*, 13(1), 60-70.
- Anderson, R. K.**, Ruef, J., Reigh, E., Chavez, R.*, Williamson, P., & Villa III, A. M. (2021). "Math is so much more.": The design, implementation, and outcomes of an elective mathematics methods course. *Teacher Education Quarterly*, 48(4), 28-51.
- Anderson, R. K.**, Baker, C.K., Donaldson, S., Troudt, M. L. (2020). Pursuing anti-racist practice through collaborative noticing and wondering. *AMTE Connections*. 30(2). Retrieved from <https://amte.net/connections/winter-2020>
- Boaler, J., **Anderson, R.** (2018). Considering the rights of learners in classrooms: The Importance of mistakes and growth assessment practices. *Democracy and Education*, 26(2), Article 7.
- Anderson, R. K.**, Boaler, J., & Dieckmann, J. (2018). Achieving elusive teacher change through challenging myths about learning: A blended approach. *Education Sciences*. 8(3), 98. doi: 10.3390/educsci8030098
- Borko, H., Carlson, J., Mangram, C., **Anderson, R. K.**, Fong, A. Million, S., Mozenter, S., & Villa III, A. M. (2017). Design-Based implementation research: Adapting a professional development leadership model with a school district. *International Journal of STEM Education*. 4(29). doi: 10.1186/s40594-017-0090-3
- Anderson, R.** (2016). When copy machine collaboration is not enough: Building a collaborative online professional network. *New England Mathematics Journal*. 49(1), 57-64.

Journal Publications (Under Review)

- Martinez, R., Quist, M.*, **Anderson R. K.**, Edgington, C., Lawrence, K.*, & Males L. (Revise and Resubmit) "You are more than a white person:" Pre-service teachers exploring identity within the multiplicity of self and mathematics. *Mathematics Teacher Educator*.
- Anderson, R. K.**, Graham, B., Edgington, C., Ellis, R., Males, L., Martinez, R., & Quist, M.* (Revise and Resubmit). Facing the mirror: Vulnerability as a professional practice in justice-oriented teacher education. *Journal of Urban Mathematics Education*.
- Carman, L., **Anderson, R. K.**, & Edgington, C. (Submitted). Co-Constructing learning at the boundary: A critical discourse analysis of a student teaching experience in a mathematics learning collective. *Cognition and Instruction*.
- Anderson, R. K.**, Diaz, B., Colley, K., Kearney, C., Kellogg, S., Thrasher, E., & Bausell, S. (Submitted). Characteristics of effective advanced teachers: An epistemic network analysis across stakeholders. *Education Administrator Quarterly*.
- Belcher, M., Krupa, E., **Anderson, R. K.**, Borden, M., & Loftis, A. (Submitted). The tension of formalization: Understanding teachers' perceptions of student mathematical engagement in novel curricular frameworks. *Journal of Curriculum Studies*.

Edited Books

- Hollebrands, K., **Anderson, R.**, & Oliver, K. (eds.) (2021). *Online learning in mathematics education*. Springer.

Book Chapters

- Joswick, C., **Anderson, R. K.**, Skultety, L., & Troudt, M. (2025). Developing critical praxis in community: A case of a graduate course designed to interrogate issues of justice. In B. Benken (Ed). *Building Community to Center Equity and Justice in Mathematics Teacher Education* (pp. 293-311).
- Woods, D., Baker, C., **Anderson, R. K.**, Donaldson, S., & Troudt, M. (2024). Seeking to unsettle and break through whiteness: Enacting self-study to engage in antiracist praxis as mathematics teacher educators. In B. Butler, J. Ritter, & A. Cuenca (Eds.) *How Teacher Educators Learn: Profiles in Teacher Educator Professional Learning*. Information Age Publishing.
- Baker, C.K., Troudt, M. L., Donaldson, S., & **Anderson, R. K.**, & Woods, D. (2022). Becoming together: Interrogating anti-racism in teacher education through critical self-study. In G. Martinez-Alba, L. J. Pentón Herrera, & A. A. Hersi (Eds.) *Antiracist Teacher Education: Theory and Practice*. Association of Teacher Education.
- Skultety, L., Joswick, C., Troudt, M. L., & **Anderson R. K.** (2022). Interrogating map projections: A justice-oriented geometry lesson. In Conway, B., Id-Deen, L., Raygoza, M. C., Ruiz, A., Staley, J. W., & Thanheiser, E. (Eds.), *Middle School Mathematics Lessons to Explore, Understand and Respond to Social Injustice*. Corwin Press.
- Monzenter, S., & **Anderson, R. K.** (2022). Scale as a tool to investigate the impacts of civil war: A unit to mathematically read *A Long Walk to Water*. In Greathouse, P., Anthony, H., & Eisenbach B. (Eds.), *Developing Mathematics Literacy through Young Adult Novels*. Rowman and Littlefield.
- Anderson, R. K.**, Troudt M. L., Joswick, C., & Skultety, L. (2022). Simulating success based on societal odds: A unit to mathematically read *The Hunger Games*. In Greathouse, P., Anthony, H., & Eisenbach B. (Eds.), *Developing Mathematics Literacy through Young Adult Novels*. Rowman and Littlefield.

Refereed Conference Proceedings

- Anderson, R. K.**, Edgington, C., Males, L. M., Martinez, R., Ellis, R., Quist, M. S., & Lawrence, K. (October, 2025). Our Inaction Is Action: Countering Anti-Blackness In Secondary Mathematics Teacher Preparation. North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, PME-NA XLVII, State College, PA.
- McKie, K., & **Anderson, R. K.** (October, 2025). Beyond consensus features: Redefining professional learning using complexity science. North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, PME-NA XLVII, State College, PA.
- McKie, K., & **Anderson, R. K.** (2024). Complexity, teacher agency, and the future of research on mathematics teacher learning. North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, PME-NA XLVI, Cleveland, OH.
- Borden, M. L., **Anderson, R. K.**, Krupa, E. E., Belcher, M., & Loftis, A. (2024). Navigating experiential learning: The role of teacher discourse moves in amplifying student expertise. North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, PME-NA XLVI, Cleveland, OH.
- Krupa, E. E., Belcher, M., Borden, M. L., Loftis, A., & **Anderson, R. K.** (2024). Creating student autonomy and building functional reasoning through an entrepreneurial design challenge. North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, PME-NA XLVI, Cleveland, OH.
- Joswick, C., **Anderson, R. K.**, Troudt, M., & Skultety, L. (2022). Acknowledgement and Action: Teachers' First Act Towards Avenues for Social Justice Work. North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, PME-NA XLIV, Nashville, TN.
- Carman, L., & Anderson, R. K. (2021). Developing an antiracist stance amongst pre-service secondary math teachers: What course resources impacted perceptions of mathematics learning? In M. Trigueros, D. M. Sáenz-Ludlow, & E. Norén (Eds.), *Proceedings of the 43rd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1000-1004). PME-NA.
- West, H., **Anderson, R. K.**, & Kates, A. (2020). Collaborative learning within an informal community: How online spaces can catalyze change. In A.I. Sacristán, J.C. Cortés-Zavala & P.M. Ruiz-Arias, (Eds.). *Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Mexico* (pp. 1941-1945). Cinvestav /AMIUTEM / PME-NA. <https://doi.org/10.51272/pmena.42.2020>
- Anderson, R. K.** (2020). Social media facilitated collaboration: An analysis of in-the-moment support in a mathematics education facebook group. In *Proceedings of the International Commission on Mathematical Instruction Study 25, Teachers of Mathematics Working and Learning in Collaborative Groups*. Lisbon, Portugal: University of Lisbon. February 3-7, 2020; Pg. 581-588.
- Anderson, R.** (2019). Networked professional development: An ecological perspective on mathematics teacher learning. *Proceedings of the forty-first annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. St Louis, MO: University of Missouri. November 14-17, 2019; Pg. 525-529.
- Anderson, R. K.** (2018). Beyond copy room collaboration: A case study of online informal teacher professional learning. *Proceedings of The 13th International Conference of the Learning Sciences*, June 23-27, 2018; London England. Pg. 1511-1512.

Curricula Materials

- Krupa, E., **Anderson, R. K.**, Bletcher, M., Borden, M., & Loftis, A. *Design & Pitch Challenges in STEM*. Retrieved from <https://sites.ced.ncsu.edu/design-and-pitch/design-pitch-challenges/>

Opinion Articles

Anderson, R. K. (2019). Unlearning deficit language together: A productive blueprint for supporting change. *Ed Week*. December 11, 2019; Pg. 20.

RESEARCH EXPERIENCE

Investigating Teacher Expertise within a Nested Learning System using Mathematics Professional Learning Communities in Elementary and Middle Schools 2024-2028

Funding: NSF DRK-12 (\$1,456,506)

Co-Principal Investigator | North Carolina State University

Collaborators: PI Temple Walkowiak, CO-PI Shaun Kellogg, North Carolina State University

The Design and Refinement of Modules for Raising Critical Consciousness in Undergraduate Mathematics Teacher Preparation 2023 - 2025

Funding: NSF IUSE (\$198,227)

Co-Principal Investigator | North Carolina State University

Collaborators: PI Cyndi Edington, CO-PI Ruby Ellis, North Carolina State University; PI Lorraine Males, University of Nebraska, Lincoln; PI Ricardo Martinez Pennsylvania State University

Design and Pitch Challenges in STEM: Merging Entrepreneurship and Mathematics Learning 2021 - 2026

Funding: NSF ITEST (\$ 1,424,834)

Co-Principal Investigator | North Carolina State University

Collaborators: PI Erin Krupa, Michael Belcher, North Carolina State University

Developing an Anti-Racist Stance in an Introductory Mathematics Education Course 2020 - 2024

Principal Investigator | North Carolina State University

Collaborators: Luke Carman and Aaron Ideus, graduate students, North Carolina State University

Becoming an Anti-Racist Mathematics Teacher Educator 2020 - 2024

Co-Principal Investigator | North Carolina State University

Collaborators: Sara Donaldson, Wheaton College (MA); Melissa Troudt, University of Wisconsin - Eau Claire; Courtney Baker, George Mason University

Where do Mathematics Teachers Choose to Learn?: Examining Professional Learning within an Informal, Community-Based Mathematics Teacher Collaborative 2020 - 2022

Funding: FRPD NCSU Internal Award (\$5,000)

Principal Investigator | North Carolina State University

Collaborators: Kim Johnson, facilitator, Triangle Math Teachers' Circle; Luke Carman, graduate student, North Carolina State University

Virtual Webinars as Instances of Intentional Teacher Professional Learning	2020 - 2022
<i>Principal Investigator North Carolina State University</i>	
<i>Collaborators: Leigh Nataro, Amber Thienel, Marissa Grayson, Facilitators, Global Math Department; Luke Carman, graduate student, North Carolina State University; Kelly Boles, graduate student, Stanford University.</i>	

Twenty-First Century Teacher Learning: Online Learning Communities as Critical Components of Mathematics Teacher Professional Development	2017 - 2022
<i>Principal Investigator North Carolina State University</i>	
<i>Collaborators: Sebastian Munoz-Najar Galvez, Harvard University; Kelly McKie, University of Ottawa; Martia Williams, undergraduate student, North Carolina State University; Latoya Brewer, graduate student, North Carolina State University</i>	

TEACHING EXPERIENCE

Post-Secondary Teaching Experience

Interactions in the Mathematics Classroom , graduate-Masters, NCSU	2021-2025
Seminar on STEM Teacher Professional Development , graduate-PhD, NCSU	2020-2026
Introduction to Mathematics Education , undergraduate, NCSU	2019-2026
Teaching Mathematics with Technology , graduate-masters, NCSU	2019-2021
Curriculum and Instruction for Mathematics III , graduate-masters, Stanford University	2017-2018
Curriculum and Instruction for Mathematics II , graduate-masters, Stanford University	2018
Curriculum and Instruction Elective in Math , graduate-masters, Stanford University	2018

Secondary Teaching Experience

Mathematics and Physics Teacher – Guajome Park Academy (Public K-12 School)	2007 - 2015
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Professional Development Experience

Design & Pitch Teacher Professional Development - NC State	2022- 2023
Hollyhock Teacher Fellowship - Stanford University	2016, 2018
How to Learn Math for Teachers (Online Course) - Stanford University Online	2016
Problem-Solving Cycle – Stanford University	2015 - 2016

CONFERENCE PRESENTATIONS AND INVITED TALKS

McKie, K., & Anderson R. K. Reimaging Linear Models: Complex Systems as a Framework for Understanding Mathematics Teacher Learning. American Educational Research Association, <i>Los Angeles, CA.</i>	2026
Anderson, R. K. , Walkowiak, T., & Kellogg, S. From Classrooms to State Policy: Factors Shaping Teacher Collaboration and Expertise Sharing. American Educational Research Association, <i>Los Angeles, CA.</i>	2026

Anderson, R. K. , Graham, B., Edgington, C., & Elis, Ruby (February, 2026). Mathematics Teacher Educators Reflect on the Challenges of Supporting Preservice Teachers' Critical Consciousness Development. Association of Mathematics Teacher Educators. Portland, OR.	2026
Walkowiak, T., & Anderson, R. K. Investigating Expertise and Perspectives within Professional Learning Communities of Elementary and Middle School Teachers. Association of Mathematics Teacher Educators. Portland, OR.	2026
Kulow, T., Anderson, R. K. , & Keith, J. Articulating and Envisioning Affiliates' Organizational Process and Culture. Association of Mathematics Teacher Educators. Portland, OR.	2026
Anderson, R. K. , Edgington, C., Males, L. M., Martinez, R., Ellis, R., Quist, M. S., & Lawrence, K.. Our Inaction Is Action: Countering Anti-Blackness In Secondary Mathematics Teacher Preparation. North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, PME-NA XLVII, State College, PA.	2025
Anderson, R. K. , Edgington, C., Males, L., Martinez, R., Ellis, R., Quist, M., & Lawrence, K. Our inaction is action: Countering anti-blackness in secondary mathematics teacher preparation. North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, PME-NA XLVII, <i>State College, PA</i> .	2025
McKie, K., & Anderson, R. K. Beyond consensus features: Redefining professional learning using complexity science. North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, PME-NA XLVII, <i>State College, PA</i> .	2025
Troudt, M., Anderson, R. K. , Josowick, C., & Skultety, L. Starting with the self: Supporting middle school mathematics teachers in articulating their positionality. Association of Mathematics Teacher Educators. <i>Reno, NV</i> .	2025
Edgington, C., Males, L., Anderson, R. K. Ellis, R., Quist, M. Discarding identities: Curricular tasks for prospective mathematics teachers. Association of Mathematics Teacher Educators. <i>Reno, NV</i> .	2025
Belcher, M., Borden, M., Krupa, E.E., Anderson, R.K. , & Loftis, A. It's probably not dangerous: Using image identification and machine learning to explore probability. The North Carolina Council of Teachers of Mathematics 2024 State Mathematics Conference, <i>Winston-Salem, NC</i> .	2024
Borden, M., Belcher, M., Krupa, E.E., Anderson, R.K. Empowering innovation through math-focused design & pitch challenges. In Math Marathon 3.5, Ecuador (Virtual).	2024
Krupa, E.E., Anderson, R.K. , & Belcher, M. Merging entrepreneurship and mathematics learning. AIM 2024 Conference, <i>Raleigh, NC</i> .	2024

McKie, K., & Anderson, R. K. Complexity, teacher agency, and the future of research on mathematics teacher learning. North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, PME-NA XLVI, <i>Cleveland, OH.</i>	2024
Borden, M. L., Anderson, R. K. , Krupa, E. E., Belcher, M., & Loftis, A. Navigating experiential learning: The role of teacher discourse moves in amplifying student expertise. North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, PME-NA XLVI, <i>Cleveland, OH.</i>	2024
Krupa, E. E., Belcher, M., Borden, M. L., Loftis, A., & Anderson, R. K. Creating student autonomy and building functional reasoning through an entrepreneurial design challenge. North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, PME-NA XLVI, <i>Cleveland, OH.</i>	2024
Anderson, R. K. Using journaling as a space to reflect on (anti)racist practices in mathematics education. Association of Mathematics Teacher Educators. <i>Orlando, FL.</i>	2024
Edgington, C., Carman, L., Harris, C., & Anderson R. K. Positioning prospective teachers as experts in a collaborative professional development. Association of Mathematics Teacher Educators. <i>Orlando, FL.</i>	2024
Joswick, C., Skultety, L., Anderson, R. K. , Troudt, M. Sustaining accountability: How mathematics teacher educators can support teachers to continue justice-oriented work beyond a graduate course. Association of Mathematics Teacher Educators. <i>Orlando, FL.</i>	2024
Troudt, M., Skultety, L., Anderson, R. , & Joswick, C. We get by with a little help from our friends: Finding community to support equity in unsafe spaces. National Council of Teachers of Mathematics, <i>Washington D.C.</i>	2023
Krupa, E., Anderson, R. , Belcher, M., Borden, M., & Loftis, A. Routes reimaged: Bringing community into mathematics through an entrepreneurial pitch competition. National Council of Teachers of Mathematics, <i>Washington D.C.</i>	2023
Anderson, R. , Troudt, M., Skultety, L., & Joswick, C. Supporting challenge: Working alongside teachers to interrogate and challenge inequity. National Council of Teachers of Mathematics, <i>Washington D.C.</i>	2023
Bullock, E. P., McKie, K., & Anderson, R. K. , Poth, C. Utilizing visualizations of complex Educational phenomena as a way to justify data sources and sampling. American Educational Research Association, <i>Chicago, IL.</i>	2023
Borden, M. L., Anderson, R. K. , & Krupa, E. Teacher professional development through engagement as researchers observing student learning. Association of Mathematics Teacher Educators, <i>New Orleans, LA.</i>	2023

- McKie, K. A., & **Anderson R. K.** The professionalization of teaching: Mathematics teachers as mathematics teacher educators. Association of Mathematics Teacher Educators, *New Orleans, LA*. 2023
- Joswick, C., **Anderson, R. K.**, Troudt, M., & Skultety, L. Acknowledgement and Action: Teachers' First Act Towards Avenues for Social Justice Work. North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, PME-NA XLIV, *Nashville, TN*. 2022
- McKie, K., & **Anderson, R. K.** Complexity and Professionalization: The Nested Collaborative Nature of Mathematics Teacher Learning. American Educational Research Association, *San Diego, CA*. 2022
- Anderson, R. K.**, Edgington, C., Lawler, B. R., Males, L. M., Carman, L., Sundrani, A. Articulating the AMTE standards: Building a comprehensive, justice-oriented secondary mathematics teacher preparation program. Association of Mathematics Teacher Educators, *Las Vegas, NV*. 2022
- Carman, L., & **Anderson, R. K.** Critical Mathematics Modules in an Introductory Secondary Mathematics Methods Course. Association of Mathematics Teacher Educators, *Las Vegas, NV*. 2022
- Anderson, R. K.** Writing to discover racism: Journaling as a tool to explore teaching practices in mathematics. Teaching and Learning Symposium: Creating Our New Normal, NC State Office of Faculty Development, *Raleigh, NC*. 2022
- Carman, L., & **Anderson, R. K.** Confronting colorblindness: The impact of critical math modules on pre-service teachers' conception of race and racism. Psychology of Mathematics Education - North America, *Philadelphia, PA*. 2021
- Anderson, R. K.**, & Carman, L. Becoming an anti-racist mathematics teacher. Triangle Mathematics Summit, *Raleigh, N.C.* 2021
- West, H., **Anderson, R. K.**, & Kates, A. Collaborative learning within an informal community: How online spaces can catalyze change. Psychology of Mathematics Education - North America, *Sinelo, Mexico*. 2021
- Anderson, R. K.** Social media facilitated collaboration: An analysis of in-the-moment support in a mathematics education facebook group. International Commission on Mathematical Instruction Study 25, Teachers of Mathematics Working and Learning in Collaborative Groups. *Lisbon, Portugal*. 2020
- Anderson, R.** Networked professional development: An ecological perspective on mathematics teacher learning. Psychology of Mathematics Education - North America Conference, *St. Louis, Mo*. 2019
- Anderson, R.**, & Chavez, R. Rehearsing ways to practice creative insubordination with Pre-Service Teachers. Paper in Symposium: Political Conocimiento for Teaching Mathematics: Context Matters. Chair: Rochelle Gutierrez. Association of Mathematics

Teacher Educators (AMTE) Annual Meeting, <i>Orlando, FL</i> .	
Williamson, P., Anderson, R. , Reigh, E., & Lange, K. Re-imagining pre-service teacher education: Teaching and learning across disciplinary lines. American Education Research Association (AERA) Annual meeting, <i>Toronto, Canada</i> .	2019
Anderson, R. , & Chavez, R. Engaging in political conversations around mathematics: Rehearsing ways to practice creative insubordination with pre-service teachers. So, What Are You Working On? Conference, <i>Stanford, CA</i> .	2018
Boaler, J., Anderson, R. , & Fieldstien, S. The creation and development of mathematical mindset coaching tools: A partnership between Youcubed at Stanford University and Tulare County. National Council of Supervisors of Mathematics (NCSM) National Conference., <i>Washington, D.C.</i>	2018
Lang, D., Anderson, R. , & Lee, M. Teacher professional development: Social networks and influence maximization. BayLAN, <i>Berkeley, CA</i> .	2017
Anderson, R. , & Dieckmann, J. Researching the impact of an online course designed to transform student engagement and achievement in mathematics. TELOS: Technology for Equity in Learning Opportunities, <i>Stanford, CA</i> .	2017

GRANTS

NSF DRK-12 (\$1,456,506) Investigating Teacher Expertise within a Nested Learning System using Mathematics Professional Learning Communities in Elementary and Middle Schools	2024-2028
NSF IUSE (\$198,227) The Design and Refinement of Modules for Raising Critical Consciousness in Undergraduate Mathematics Teacher Preparation	2023-2026 (Terminated 2025)
NSF ITEST (\$1,424,834) Design and Pitch Challenges in STEM: Merging Entrepreneurship and Mathematics Learning	2021-2026
College of Education Dean's Office Innovation Fund (\$7,014.50) Strengthening Field Experiences Through Justice-Oriented Training of Cooperating Teachers	2022
College of Education Dean's Office Innovation Fund (\$9,610.00) Context Matters: A Mixed-Methods Examination of Teachers' Professional Development Needs in Low-performing Schools	2022
Faculty Research and Professional Development Grant (\$5,000) Research grant to study local mathematics teacher collaborative	2020-2021
STEM Education Initiative Grant (\$9,749) Funding for course (Teaching Mathematics with Technology) redesign	2019
VPGE SCORE: Strengthening the Core – Academic Innovation Grant (\$15,000)	2018-2019

Research grant to study an innovative curriculum and instruction course. (with Peter Williamson)

Technology for Equity in Learning Opportunities Research Grant (\$100,000) 2016-2018
Research grant to study the implementation of hybrid teacher professional development (with Jo Boaler)

HONORS AND AWARDS

Quantitative Ethnography Fellowship 2026 - Present
Training and support program out of University of Wisconsin-Madison. Week long summer institute, monthly webinars, individual consulting meetings, and other professional development support.

Goodnight Early Career Innovator (\$66,000) 2023-2026
Award honoring early career faculty at NC State who show excellence in scholarship which contributes to innovation and advancement in STEM or STEM education. [1 of 25 awardees]

AMTE STaR Fellowship 2020-2021
Service, Teaching, and Research (STaR) in Mathematics Education Fellow, Sponsored by Association of Mathematics Teacher Educators (AMTE) [30 mathematics teacher educators selected nationally]

Noyce Master Teacher Fellowship 2012 – 2015
Curriculum development, new teacher mentoring, networking, professional development

PROFESSIONAL TRAINING

Quantitative Ethnography, University of Wisconsin-Madison, 2026
Scholarship of Teaching and Learning Institute, North Carolina State University, 2022
Campus Writing and Speaking Program, North Carolina State University, 2022
Open Science Incubator, North Carolina State University, 2020
Computational Social Science. Stanford University, 2019
Technology-Enhanced Teaching Certificate. Stanford University, 2018

ACADEMIC LEADERSHIP & SERVICE

NC DPI Innovation Leadership Council, Higher Education Representative 2026 - Present

NC State University Records, Registration, and Calendar Committee, College of Education Representative 2026 - Present

NC State College of Education Scholarship Committee, STEM Education Representative 2026 - Present

AMTE-NC Treasurer 2025 - Present

AMTE Affiliate Connections Committee Member 2024 - Present

AERA SIG-Complexity Theories in Education Webmaster 2023 - 2026

11 Anderson

<i>Change Agent Task Force Member (NCSU, College of Education)</i>	2021 - 2023
<i>Social Media Committee Member (AMTE)</i>	2021
<i>Dissertation Advisor (NCSU)</i> , Jonathan Lopes Torres (Co-advisor) Luke Carman (Co-advisor), Nixon Igunza, Aaron Ideus, Orna David, Michelle Pace	2019 - Present
<i>Dissertation Committee Member (NCSU)</i> , Katie Burkett, Margaret Borden, Ashley Loftis, Emily Elrod, Heather Barker, James Smiling, Latoya Brewer, Charles Johnson, Josh Mannix, Brianna Bentley, Jerome Amedu, Greg Graham	2019 - Present
<i>Thesis Advisor (NCSU)</i> , Dagmara Ciliano	2020 - Present
<i>Reviewer</i> , <i>Education Sciences</i> , <i>AMTE</i> , <i>PME-NA</i> , <i>MTE</i> , <i>AERA Open</i> , <i>Democracy & Education</i> , <i>JMTE</i>	2017 – Present
<i>Panel Reviewer</i> , NSF	2021
<i>Search Committee Member (NCSU)</i> , Assistant Professor of Mathematics Education	2020 - 2021
<i>Facilitator & Mentor</i> , Mathematics Education Research Group, Stanford University	2017 - 2019
<i>Founding Member & Facilitator</i> , Computational Text Analysis for Social Sciences, Stanford University	2017 - 2019

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)
Association of Mathematics Teacher Educators (AMTE)
National Council of Teachers of Mathematics (NCTM)
TODOS: Mathematics for All (TODOS)