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- Building on Foundations for Success: Guidelines for Improving Adult Mathematics Instruction
- Building Systems from Scratch: An Exploratory Study of Students Learning About Climate Change
- But Why Does It Work?
- Can Teachers Learn Through Inquiry Online
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- Dimensions That Shape Teacher-Scientist Collaborations for Teacher Enhancement
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- Discourse Analysis of Web Texts: Initial Results from a Telementoring Project for Middle School Girl
- Discourse and Social Practice: Learning Science in Language Minority Classrooms

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• First Results from the Light and Spectroscopy Concept Inventory
• Fluid Grouping: Quantifying Group Engagement around Interactive Tabletop Exhibits in the Wild
• Focus on Education: Visiting the Radio Universe
• From Knowledge to Knowing: An Inquiry into Teacher Learning in Science
• Game Design to Learn about Climate Change: Middle School Girls’ Experiences with Systems Thinking
• Ghosts in the Machine: Women’s Voices in Research with Technology

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• Implementing the Massachusetts Adult Basic Education Math Standards: Our Research Stories
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• Informal Inferential Reasoning About Large Scientific Data Sets
• Infusing Web-based Digital Resources into the Middle School Science Classroom: Strategies and Challenges
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• Inside the Double Bind: A Synthesis of Empirical Research on Undergraduate and Graduate Women of Color in Science, Technology, Engineering and Mathematics
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• Learning and Behavior Change in a Girl Scout Program Focused on Energy Conservation: Saving Energy to ‘Save The Planet’
• Learning as a Cultural Process: Achieving Equity Through Diversity
• Learning in a Team of High School Students Addressing a Climate Mitigation Challenge
• Learning Progressions as Tool for Curriculum Development: Lessons from the Inquiry Project
• Learning Science Online: A Descriptive Study of Online Science Courses for Teachers
• Learning Science Online: What Matters for Science Teachers?
• Lessons Learned and Implications for Practice from the English Learners and Science Tests Project: A Guide for Teachers
• Lesson Study for Accessible Science: Building Expertise to Improve Practice in Inclusive Science Classrooms
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• My Kids Can: Making Math Accessible to All Learners, K-5
• Narratives of the Double Bind: Intersectionality in Life Stories of Women of Color in Physics, Astrophysics and Astronomy
• New Ways to Measure Adult Developmental Differences Among Teachers
• Numeracy Conceptual Framework for the International Adult Literacy and Lifeskills (ALL) Survey
• Online Professional Development: Science Inquiry in the Online Environment
• Opting in and Creating Demand: Why Young People Choose to Teach Mathematics to Each Other
- Plant Species Lost in an Isolated Conservation Area in Metropolitan Boston from 1894 to 1993
- Playing with Science: Using Electronic Games to Foster Inquiry
- Practice-Based Inquiry in Science: A Professional Development Course in Science for K-5 Teachers in Urban Districts
- Predicting Influence in an Online Community of Creators
- Preparing Teachers to Teach for Deep Understanding: A Curriculum-Based Approach
- Professional Learning with Web-Based Videos: The Talk Science Experience
- Program Evaluation Report for Year 2 Of the BioTeach Program of the MassBioEd Foundation
- Project LITE Educational Materials and Their Effectiveness

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- Reflections on Video: One Teacher's Story
- Relearning to Teach Arithmetic (Teacher's Study Guide/Videotapes)
- Reply to Angelo: Declines in species in Thoreau's Concord and the Middlesex Fells, Massachusetts, USA
- Research Basis and Validation: EnViSci Network, Technology-Enhanced
- Researching the Impact of Online Professional Development for Teachers
- Rethinking Diversity in Learning Science: The Logic of Everyday Sense-Making
- REVEALing Findings from the Field: Experiences Developing and Implementing a Staff Facilitation Model at Two Science Centers
- Review of Three Elementary School Science Curricula and their Relationships to Two Focal Massachusetts State Standards
- Revisiting Subtraction
- Sampling and Retention of Underrepresented Groups
- Scaffolding Inquiry for At-Risk Science Learners
- Science Learning and Teaching: A Case of Online Professional Learning
- Seeding Social Norms About Energy Conservation Among Girl Scouts
- Seeking out Math in Making Experiences
- Semiotic Structure and Meaning Making: The Performance of English Language Learners on Mathematics Tests
- Serious Games Analytics to Measure Implicit Science Learning
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- Signing Science! Andy And Tonya Are Just Like Me! They Wear Hearing Aids And Know My Language!?
- Smart Moves: Making Sense of the Math in Environmental Data
- Social Identities, Moral Narratives, Scientific Argumentation: Science Talk in a Bilingual Classroom
- Sowing the Seed of Diversity
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- Structuring a Virtual Conference to Facilitate Collaboration and Reflective Dialogue
- Success Rates for Reintroductions of Eight Perennial Species after Fifteen Years
- Supporting Science Access for All Students: Using Content Enhancements to Create Pathways to the Big Ideas
- Supporting Students with Learning Disabilities in High School Science
- Tablet-Based Technology to Support Students’ Understanding of Division
- Talking Mathematics: Supporting Children’s Voices
- Teacher knowing: Reflections on a student-teacher dialogue and implications for professional development
- Teacher Professional Development as Situated Sense-Making: A Case Study in Science Education
- Teaching and Learning Proof Across the Grades: A K-16 Perspective
- Teaching for Understanding in Earth Science: Comparing Impacts on Planning and Instruction
- Teaching Mathematics Vocabulary with an Interactive Signing Math Dictionary
- Teaching Other People's Children: Literacy and Learning in a Bilingual Classroom
- Teaching Science to English Language Learners: Building on Students’ Strengths
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- TEECH Lessons Learned: Strategies for Facilitating Communication in Teacher Enhancement
- Tell-tale Signs of the Inquiry-Oriented Classroom
- Testing the Courage of Their Convictions: Muslim Youth Respond to Stereotyping, Hostility, and Discrimination
- The Answer is Still the Same...It Doesn't Matter How You Got It!
- The Blue Mars Science Center
- The Components of Numeracy
- The Computer Clubhouse Village: An Intranet For Sharing and Connecting
- The EMPower Project: Connecting Curriculum Development and Research
- The Fun Thing About Studying Different Beliefs is That They are Different
- The Generative Potential of Students’ Everyday Knowledge in Learning Science
- The Impact of a Professional Development Model on ABE Teachers’ Instructional Practice: Teachers Investigating Adult Numeracy
- The Inclusion of Numeracy in Adult Basic Education
- The Mini-Symposium on Women of Color in Science, Technology, Engineering, and Mathematics (STEM)
- The Need for a Light and Spectroscopy Inventory for Assessing Innovations
- The Role of Representations in Shaping a Community of Scientific Inquiry Online
- The Status of Women of Color in Computer Science
- The Test of Time: Ubiquitous Computing Visions and Realities in 7 Pioneering Schools
- The Universal eBook: Assistive Technology Meets 21st Century Book Publishing
- The Use of Argumentation in Haitian Creole Science Classrooms
- Transparency of Water: A workshop on math, water, and justice
• Turning Teachers into Designers
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• Understanding Data Through New Software Representations
• Understanding the Dearth of Women in Science
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• What Do The Ecologists Get From An Innovative Mentoring Program With High School Teachers?
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• Women of Color in Computer Science: A Summary of Empirical Literature Findings from Inside the Double Bind
• Work-Based Curriculum to Broaden Learners’ Participation in Science: Insights for Designers