

Allan Feldman, PhD  
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### Professional Preparation

Stanford University	Curriculum and Teacher Education	Doctor of Philosophy
Columbia University	Teachers College	Master of Arts
New York University	Mathematics	Bachelors of Arts

### Appointments

2009- Professor, Science Education, Department of Secondary Education, College of Education, University of South Florida, Tampa, FL  
Research Areas: Science Education, Teacher Education and Action Research, Program Evaluation.

1993-2009 Professor, Science and Teacher Education, TECS Department, School of Education, University of Massachusetts, Amherst.

2007 (Fall semester)-*Visiting Professor*, Department of Science Teaching, Weizmann Institute of Science, Rehovot, Israel and *Visiting Professor*, Faculty of Education, University of Haifa, Haifa, Israel

2006 (January 1- May 31) *Interim Chair*, Department of Teacher Education and Curriculum Studies, University of Massachusetts Amherst

1984-89 Science Department Chair, Germantown Friends School, Philadelphia, PA.

1972-1989 Physics, mathematics, and middle school science teacher in public and private schools in NY, NJ, and PA.

### Five Publications Related to the Project

Feldman, A., Divoll, K. and Rogan-Klyve, A. (2009). Research Education of New Scientists: Implications for Science Teacher Education. *Journal of Research on Science Teaching*.

Davidson, T., Feldman, A., Rogan-Klyve, A. and Divoll, K. (2006). Science teacher learning through legitimate participation in scientific research. Proceedings of the Annual Meeting of the Association for Science Teacher Education, January 12-15, 2006, Portland, OR.

Feldman, A. & Davidson, T. (2005). Talking about doing science: Scientists' and engineers' conceptions of the nature of science. Proceedings of the Annual Meeting of the National Association for Research in Science Teaching, April 2005, Dallas, TX.

Weiss, T., Feldman, A., Pedevillano, D. E. and Capobianco, B. (2003). The implications of culture and identity: a professor's engagement with a reform collaborative. International Journal of Science and Mathematics Education, 1(3), 333-356.

Feldman, A. (2002). Multiple perspectives for the study of teaching: Knowledge, reason, social context and being. Journal of research in science teaching, 39(10), 1032-1055

### Five Other Publications

Feldman, A. and Capobianco, B. (2008). Teacher Learning of Technology Enhanced Formative Assessment. *Journal of Science Education and Technology*, 17(1), 82-99.

Feldman, A. (2000). Decision making in the practical domain: A model of practical conceptual change. Science education, 84(5), 606-623.

- Feldman, A. and Minstrell, J. (2000). Action research as a research methodology for the study of the teaching and learning of science. In R. Lesh and E. Kelly (Eds.), Designing research for reform in mathematics & science education.
- Feldman, A. and Kropf, A. (1999). Teachers as curriculum decision-makers: The selection of topics for high school physics. Journal of Curriculum and Supervision. 14(3), 241-259.
- Feldman, A. (1997). Varieties of wisdom in the practice of teachers. Teaching and teacher education, 13(7), 757-773.

### Synergistic Activities

- STEM RAYS. Co-PI of the NSF-funded out of school time project in which grades 4-8 teachers and students engage in authentic science research in collaboration with scientists.
- Pioneer Valley PreK-16 STEM Pipeline Network: Direct this collaboration of school districts, institutions of higher education, and businesses that provides professional development for teachers and after-school activities for students.
- Evaluation projects. Have served as the outside evaluator for 10 projects, including four funded by the NSF. Developed a variety of instruments including interview protocols, surveys, and the "card sort."
- Participation of underrepresented groups. Worked closely with Holyoke and Springfield Public Schools to improve the quality of bilingual science teaching. Developed and implemented a degree bearing teacher enhancement program in Springfield, MA.

### Collaboration

- Dr. David Ahlfeld, University of Massachusetts
- Dr. Marsha Alibrandi, Fairfield University
- Dr. Brenda Capobianco, Purdue University
- Dr. Charlene D'Avanzo, Hampshire College
- Dr. Kathleen Davis, University of Massachusetts
- Dr. Sarina Ergas, University of South Florida
- Dr. William Gerace, University of North Carolina Greensboro
- Mr. Aaron Kropf, Amherst High School
- Dr. Jim Minstrell
- Dr. Klaus Nusslein, University of Massachusetts
- Dr. Mary Rearick, Eastern Michigan University
- Dr. Morton Sternheim, University of Massachusetts
- Dr. Susan Thrasher, Five College Partnership
- Dr. Tarin Weiss, Westfield State College
- Dr. Richard Yuretich, University of Massachusetts
- Dr. Ximena Zuniga, University of Massachusetts

### Graduate Advisors

- Dr. J. Myron Atkin, Stanford University
- Dr. Lee Shulman, Stanford University
- Dr. Mary Budd Rowe (deceased), Stanford University

### Advisees

- Postdoctoral Advisee: Dr. Eric Klopfer, Massachusetts Institute of Technology
- Thesis Advisees: Dr. Marsha Alibrandi, Dr. Chrispen Matsika, Dr. Elizabeth Flores, Dr. Amy Gelinas, Dr. Brenda Capobianco, Dr. Tarin Weiss, Dr. Elizabeth Pedevillano, Dr. Curtis Turner, Dr. Karen St. Cyr