Curriculum Vitae

Xiaobao Li, Ph.D.

Center for Education
Hyatt Hall Room 211, Widener University
Phone: (610) 499-4825; Email: xli3@mail.widener.edu

I. PREPARATION AND EXPERIENCE

A. Education

Ph. D. *Mathematics Education,* Texas A & M University, 2006

18 credit hours math and statistics courses at graduate level including:
Math 619 Applied Prob. STAT 604: Stat Comp and Analysis
Stat 610 611: Theory of Stat, STAT 641, 642: Methods of Stat

M.S. *Mathematics Education,* Nanjing Normal University, 2001

B.A. (Equivalent) *Mathematics***,** Chuzhou Teacher College**,** 1994

B. Appointment

Associate Professor	Widener University	2015-
Assistant Professor	Widener University	2012-2015
Assistant Professor	University of Houston	2008-2012
Assistant Professor	Western Carolina University	2006-2008
Graduate Assistant	Texas A&M University	2002-2006
Lecturer	Nantong University	2001-2012
Adjunct Instructor (Calculus)	Nanjing Normal University	1998-1999
Mathematics Teacher	Hensan Middle School	1995-1998
Mathematics Teacher	Binghu Middle School	1994-1995

C. Pertinent Professional Certifications

North Carolina Middle Grades 2006-2011

D. Honors and Award

Outstanding Paper Award at the 30th annual meeting of the Southwest Educational Research Association (2007), **AERA Distinguished Paper Award** at American Educational Research Association (AERA, 2008), Chicago.

Outstanding Reviewer of *Review of Educational Research*, awarded at American Educational Research Association (AERA, 2008), Chicago.

Regent's Fellowship (2002-2006) Texas A&M University.

E. Memberships in Professional Organizations

Kappa Delta Pi Professional Education (KDP)

II. TEACHING

A. Graduate Courses Taught **Number of times taught**

MAED 545	Mathematical Modeling	1
MAED 546	Number Theory	1
ED508	History and Philosophy of Education	1
ED510	Application of Education Research	5
ED714	Qualitative Methods in Education	one month
ED999	Doctoral Dissertation	1

B. Undergraduate Courses Taught

ED 1203	Math- Early Foundations	2
ED 1304	Early Childhood Education Math Methods	3
ED 1322	Instruction & Assessment—Math	2
ED 308	Methods, Secondary Mathematics	1
Math 117	Elementary Functions	1
Math 111	Mathematics Ideas I	2

C. Academic Advisement or Supervision

Dissertation Committee Chair for:
Williams, Amy

Gregory Puckett
Graduate and Undergraduate Advisor for:
10 advisees in total

III. SCHOLARSHIP

A. Publications

Peer Reviewed Journal Articles

Ding, M., Li, X., [G]Hassler, R., & Barnett, E. (In press) On understanding of the basic properties of operations: A cross-cultural analysis. *International Journal of Mathematical Education in Science and Technology*

Li, X., Staulters, M., Gozza-Cohen, M., & Schaming, S. (2015). Middle school students' conceptual based errors in variables. *Betwixt and Between: Education for Young Adolescents, 1*(2), 15-28.

Pifer, M. J., Reisboard, D., Staulters, M., Li, X., Gozza-Cohen, M., McHenry, N., Schaming, S., & Gilio, B. (2014). Finding the Motivation: The Evolution of a Faculty Scholarship Symposium. *Journal of Faculty Development*. *28*(1), 9-18.

Ding, M., & Li, X. (2014). Transition from concrete to abstract representations: The distributive property in a Chinese textbook series. *Educational Studies in Mathematics.* doi: 10.1007/s10649-014-9558-y

This is a leading, international journal in the field of mathematics education. Impact factor: 0.765.

Ding, M., & Li, X. (2014). Facilitating and direct guidance in student-centered classrooms: Addressing "lines or pieces" difficulty. *Mathematics Education Research Journal, 26,* 353-376. doi: 10.1007/s13394-013-0095-2.

This is the official journal of the Mathematics Education Research Group of Australasia. Editorial board members are celebrated leaders in the field including Paul Cobb (USA), Anna Sfard (USA), Jinfa Cai (USA), Merrilyn Goos (Australia), Yoshi Shimizu (Japan), and Anne Watson (UK). Impact factor: 0.19.

Ding, M., Li, X., & Capraro, M. (2013). Preservice elementary teachers' knowledge for teaching the associative property: A preliminary analysis. *Journal of Mathematical Behavior, 32,* 36–52. http://dx.doi.org/10.1016/j.jmathb.2012.09.002

This is a leading journal in the field of mathematics education. Impact factor: 0.64. Acceptance rate: 20%.

Ding, M., Li, X., Capraro, M. M., & Capraro, R. M. (2012). Supporting meaningful initial learning of the associative property: Cross-cultural differences in textbook presentations. *International Journal for Studies in Mathematics Education*, *5*(1), 114–130.

This is a peer-reviewed, indexed, international journal in the field of mathematics education, publishing articles in English, Portuguese, French, and Spanish.

Ding, M**.,** Li, X., Capraro, M. M., & Kulm, G. (2011). A case study of teacher responses to a doubling error and difficulty in learning equivalent fractions. *Investigations in Mathematics Learning, 4*(2), 42–73.

This is the official journal of the Research Council on Mathematics Learning. Cited by 1.

Ding, M., & Li, X. (2010). A comparative analysis of the distributive property in the U.S. and Chinese elementary mathematics textbooks. *Cognition and Instruction, 28,* 146–180. doi: 10.1080/07370001003638553
This is a premiere journal at the interaction of education and psychology/cognition. Impact factor: 1.179 (Five-year impact factor: 2.379). Acceptance rate: 11-20%. Cited by 12.

Ding, M., Li, Y., Li, X., & Kulm, G. (2010). Chinese teachers' attributions and management strategies for student classroom misbehaviors. *Asia Pacific Journal of Education, 30,* 321–337. doi:10.1080/02188791.2010.495832

Impact factor: 0.397. Cited by 11.

Li, Y., Li., X., & Ding, M. (2009). Does class size reduction necessarily lead to student achievement improvement? *For the Learning of Mathematics, 29*(1), 26–27.

Acceptance rate: 16%. Impact factor is not listed. Yet, this is a well-known, international journal of mathematics education. Various journal ranking exercises regularly place FLM in the top tier of mathematics education journals. Board members are celebrated leaders including Luis Radford (Canada) and Lesley Lee (Canada).

Li, X., & Li, Y. (2008). Research on Students' Misconceptions to Improve Teaching and Learning in School Mathematics and Science, *School Science and Mathematics Journal, 108* (1), 4-7.

School Science and Mathematics (SSM) is the official journal of the School Science and Mathematics Association, founded 1901. *SSM* is an international journal, 114-years history. *Acceptance rate: 20%.*

Ding, M., Li, Y., Li, X., & Kulm, G. (2008). Chinese teachers' perceptions of students' classroom misbehaviors. *Educational Psychology, 28,* 305–324. doi: 10.1080/01443410701537866

Impact factor 1.031. Cited by 48.

Li, X., Ding, M., Capraro, M. M., & Capraro, R. M. (2008). Sources of differences in children's understandings of mathematical equality: Comparative analysis of teacher guides and student texts in China and in the United States. *Cognition and Instruction, 26,* 195–217. doi:10.1080/07370000801980845

This is a premiere journal at the interaction of education and psychology/cognition. Impact factor: 1.179 (Five-year impact factor: 2.379). Acceptance rate: 11-20%. Cited by 48.

Ding, M., Li, X., Piccolo, D., & Kulm, G. (2007). Teacher interventions in cooperative-learning mathematics classes. *Journal of Educational Research, 100,* 162–175. doi: 10.3200/JOER.100.3.162-175

Five-Year Impact Factor: 1.145. Cited by 60.

Capraro, M. M., Ding, M., Matteson, S., Li, X., & Capraro, R. M. (2007). Representational implications for understanding equivalence. *School Science and Mathematics, 107,* 86–88. doi: 10.1111/j.1949-8594.2007.tb17773.

School Science and Mathematics (SSM) is the official journal of the School Science and Mathematics Association, founded 1901. *SSM* is an international journal, 114-years history. *Acceptance rate: 20%.*

Capraro, R. M., Capraro, M. M., Ding, M., & Li, X. (2007). Thirty years of research: Interpretations of the equal sign in China and the USA. *Psychological Reports, 101,* 784–786. doi: 10.2466/pr0.101.3.784-786

Impact factor: 0.432 (Five-year impact factor: 0.463). Acceptance rate: 25%. Cited by 3.

Paper in Progress

Li, X (In progress). Beyond moving, touching, and visualizing: Understanding the use of manipulatives from the perspective of analogy. To be submitted for *Focus on learning of mathematics.*

Conference Proceedings

Ding, M., & Li, X. (2014). Teaching fundamental mathematical ideas in elementary school: Lessons learned from the U.S. and Chinese textbooks. *Proceedings of The First Chinese Conference of Mathematics Education* (pp.83-86). Beijing, China.

Book Chapters

Cai, J., Sun, W., Jiang C., Nie, B., Hu, D., Xie, S.,Wu, Y., Han, Z., Li, X., & Yang, Z. (Eds.) (In press). *Common Core State Standards for Mathematics: History, Contents, and Implementations*. Beijing, China: People Education Press.

Proofreading by Cai, J and Li, X. People Education Press is the major publisher about k-12 education in China.

Ding, M., Li, Y., Li, X., & Gu, J. (in press). Specialized content knowledge for teaching beyond rule: The case of transforming equivalent fractions. In Y. Li & S. Li (Eds.) *Mathematics teaching & teachers' knowledge in the context of curriculum reform* (in Chinese). Beijing, China: Beijing Normal University Press.

Ding, M., Li, Y., Li., X, & Gu, J. (2013). Knowing and understanding instructional mathematics content through intensive studies of textbooks. In Y. Li, & R. Huang (Eds.), *How Chinese teach mathematics and improve teaching* (pp. 66–82). New York: Routledge.

This book is collected in Alan Schoenfeld's Studies in Mathematical Thinking and Learning Series. Cited by 3.

Li, X. (2008). Learning difficulties in mathematics: Why some mathematics misconceptions are so robust to change? In G. Kulm (Ed.), *Teacher knowledge and practice in middle grades mathematics* (pp. 209-232). Rotterdam, The Netherlands: Sense.

B. Grants

Li, X. (PI). *Beyond Touching, Moving, and Visualizing: How Manipulatives Should Be Used Effectively To Promote Students' Understanding?* Widener University Provost Grants, $1000. 2013-2014.

C. Presentations

International Conferences

Ding, M., & Li, X. (2014, May). *Teaching fundamental mathematical ideas in elementary school: Lessons learned from the U.S. and Chinese textbooks.* Paper presented at The First Chinese Mathematics Education Conference. Beijing, China.

Ding, M. & Li, X. (2013, June). To cherish the native culture of mathematics education: A discussion of the potential influence of de-mathematization. Paper presented at the Chinese national conference entitled *Development and prospect of Chinese mathematics education in next decade*. Shanghai, China.

Ding, M., Li, X., Li, Y., & Gu, J. (2010, May*). Specialized knowledge for teaching: The transformation of equivalent fractions.* Paper presented at International seminar on mathematics education. Shanghai, China.

National Conferences

Ding, M. (symposium organizer, 2016, April). *Early algebraic in elementary*

school: A cross-cultural perspective. Proposals accepted for 2016 AERA conference, Washington D.C.

Ding, M. (2016, April). *A comparative analysis of inverse operations in U.S. and Chinese elementary mathematics textbooks.*

Chen, W., & Ding, M. (2016, April). *Transitioning textbooks into classroom teaching: An action research on Chinese elementary mathematics lessons.*

Li, X., Hassler, R., & Ding, M. (2016, April). *Elementary students' understanding of inverse relations in the U.S. and China.*

Stull. J., Ding, M., Hassler, R., Li, X., & George, C. (2016, April). *The impact of algebraic knowledge for teaching on student learning: A Preliminary analysis.*

Ding, M., Hassler, R., Li., X., & Chen, W. (2016, April). *Algebraic knowledge for teaching: An analysis of US experts' lessons on inverse relations.* Proposal accepted for 2016 NCTM conference, San Francisco, CA.

Ding, M**.,** & Li, X. (2011, April**).** *Concreteness fading in supporting learning and transfer of the distributive property.* Poster presentation at 2011 NCTM Research Presession. Indianapolis, IN.

Li, X., Chauvot, J., & Lee, M. (2010), *The design of integration of science, mathematics, and reflective teaching (iSMART): An online graduate program for in-service teachers.* Paper accepted for presentation at annual meeting of Society for Information Technology & Teacher Education (SITE), Las Vegas, NV. (This paper accepted for presentation but was not presented due to funding issue).

Ding, M., & Li, X. (2010, April). *An analysis of the distributive property in US and Chinese elementary texts.* Paper presented at the annual meeting of AERA.

Ding, M., & Li, X. (2010, April). *The associative property: What do preservice elementary teachers know and how do textbooks help?* Paper presented for at the annual meeting of NCTM.

Li, X.., & Ding, M (2009, April). *Early algebra: Case studies of problem situations in elementary texts.* Paper presented at the annual meeting of National Council of Teachers of Mathematics. Washington, DC.

Li, X., Li, Y., Ding, M**.,** & Kulm, G. (2008) *Class sizes and students' classroom behavior and achievement: What can we learn from Asian practices? Presented in AREA annual meeting* (symposium). New York, NY.

Ding, M., Li, Y., Li, X, & Kulm, G. (2008) *Chinese teachers' perceptions of students' classroom misbehavior and preferred help. Presented in AREA annual meeting* (symposium). New York, NY.

Li, Y., Ding, M., Li, X., & Kulm, G. (2008) *Chinese students' and teachers' characterizations about good students. Presented in AREA* (symposium) annual meeting . New York, NY.

Ding, M., Li. X. Capraro, M. M., & Kulm, G. (2008, March). *Teacher responses to students' errors and difficulties in teaching equivalent fractions.* Paper presented at the annual meeting of the American Education Research Association. New York, NY.

Ding, M**.** Li, X., & Kulm. G. (2008, April*). Understanding of basic mathematical ideas: What do they bring to teaching?* Paper presented at the annual meeting of the National Council of Teachers of Mathematics. Salt Lake City, UT.

Ding, M., & Li, X. (2007, April). *Constructing an understanding of the equal sign: Do Chinese textbooks make a difference?* Paper presented at the annual meeting of the American Education Research Association - State and Regional Educational Research Associations (SRERA) Distinguished Paper Sessions. Chicago. Paper presented at the 30th annual meeting of the Southwest Educational Research Association, San Antonio, February 7-10, 2007, and winner of the SERA 2007 Outstanding Paper Award.

Li, X., & Ding, M (2006, April). *Using manipulative to improve student understanding and engagement: A case study of seven mathematics teachers.* Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.

Li, X., Ding, M., & Piccolo, D. (2006, February). *A meta-analysis of effects of standards-based curriculum on students' achievement.* Paper presented at the 33rd annual meeting of Research Council on Mathematic Learning. University of Nevada, Las Vegas, NV.

Li, X., Ding, M, Li, Y., & Kulm, G. (2006, October) *Identifying students' misconceptions: The approach and application in mathematics teaching.* Paper presented at the annual meeting of School Science and Mathematics Association. Missoula, MT.

Ding, M., Li, X., Capraro, R., & Capraro, M. (2007, March). *Do elementary children still interpret the "=" sign as an operator?* Paper presented at the annual meeting of the National Council of Teachers of Mathematics, Atlanta, GA.

Ding, M., & Li, X. (2006, April). *Teachers' intervention in cooperative leaning: A case study in six grade mathematics classrooms.* Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA

Li., X., & Ding, M. (2005, November). *Teacher's subject matter knowledge and the efficiency of cooperative learning.* Paper presented at the annual meeting of School Science and Mathematics Association. Dallas, TX.

Regional and Local Conferences

Ding, M., & Li, X. (2006, Feb.). *Using teaching time effectively in mathematics classroom*. Paper presented at the 28th annual conference of the Southwest Educational Research Association, Austin, TX.

Li, X., & Ding, M. (2006, Feb.). *Assessing the impact of teachers and curricula on student achievement: A HLM analysis*. Paper presented at the 28th annual conference of the Southwest Educational Research Association, Austin, TX.

Willson, V., Li, X., & Ding, M. (2006, Feb.) *Changes in factor structures of achievement tests due to instruction.* Paper presented at the 28th annual conference of the Southwest Educational Research Association, Austin, TX.

Ding, M., & Li, X. (2006, Feb.) *Errors in students' transition from verbal to symbolic understanding: Case study.* Paper presented at 2006 Educational Research Exchange. Texas A&M University, College Station, TX.

Li, X., Ding, M., & Piccolo, D. (2006, Feb.) *A meta-analysis of effects of standards-based curriculum on students' achievement.* Paper presented at 2006 Educational Research Exchange. Texas A&M University, College Station, TX.

IV. SERVICE

A. University Level Service, Committees, & Activities

Faculty Grants & Awards Committee	Secretary	2014-2015
Faculty Grants & Awards Committee	Member	2013-2015
Teacher Education Council	Member	2012-Present
Student Learning and Assessment Committee	Member	2012-2013

B. School Committees & Activities

Awards Committee,	Co-chair	2012—2015
Awards Committee,	Member	2015-
Certification Committee	Member	2012—Present
Strategic Planning Action Committee	Member	2013-2014

C. Communities

Mathematics Curricular Liaison for Widener Partnership Charter School

D. Service to Professions and Professional Organizations

Ad Hoc Reviewers for three journals
Consultant for NSF funded grant CAREER: Algebraic knowledge for teaching: A Cross-cultural Perspective"
Invited talk at Nanjing Normal University, Nanjing, China, 2014

E. Other Activities

Arbitration for Comprehensive Exams
INCATE
Professional Learning Community
Readers for dissertations
Homecoming event
Advisor for Science Teaching Center