

CURRICULUM VITAE

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EDUCATIONAL BACKGROUND

B.A., Psychology, University of Minnesota, 1976

M.S., Applied Mathematics, University of California, 1988

M.A.T., Mathematics, University of California, 1990

Ph.D., Mathematics Education, Ohio State University, 1995

PROFESSIONAL EXPERIENCE

Professor (with tenure), School of Education, University of Delaware, 2009-present
(with a joint appointment in the Department of Mathematical Sciences)

Associate Professor (with tenure), School of Education, University of Delaware, 2002-2009

Assistant Professor, School of Education, University of Delaware, 1995-2002

SCHOLARSHIP

A. Articles In Refereed Journals

Morris, A. K., & Hiebert, J. (2015). Openness and Measurement: Two principles for improving educational practice and shared instructional products. *Mathematics Teacher Educator*, 3(2).

Hiebert, J., & Morris, A. K. (2012). Extending ideas on improving teaching: Response to Lampert; Lewis, Perry, Friedkin, and Roth; and Zeichner. *Journal of Teacher Education* 63(5), 383-385.

- Morris, A. K. (2012). Using “lack of fidelity” to improve teaching. *Mathematics Teacher Educator*, 1(1), 71-101.
- Hiebert, J., & Morris, A. K. (2012). Teaching, rather than teachers, as a path toward improving classroom instruction. *Journal of Teacher Education*, 63(2), 92-102.
- Morris, A. K., & Hiebert, J. (2011). Creating shared instructional products: An alternative approach to improving teaching. *Educational Researcher*, 40(1), 5-14.
- Morris, A. K., Hiebert, J., & Spitzer, S. M. (2009). Mathematical knowledge for teaching in planning and evaluating instruction: What can pre-service teachers learn? *Journal for Research in Mathematics Education*, 40(5), 491-529.
- Morris, A. K., & Hiebert, J. (2009). Building knowledge bases and improving systems of practice. *The Elementary School Journal*, 109(5), 429-441.
- Hiebert, J., & Morris, A. K. (2009). Building a knowledge base for teacher education: An experience in K-8 mathematics teacher education. *The Elementary School Journal*, 109(5), 475-490.
- Morris, A. K. (2007). Factors affecting pre-service teachers’ evaluations of the validity of students’ mathematical arguments in classroom contexts. *Cognition and Instruction*, 25(4), 479-522.
- Hiebert, J., Morris, A. K., Berk, D., & Jansen, A. (2007). Preparing teachers to learn from teaching. *Journal of Teacher Education*, 58(1), 47-61.
- Morris, A. (2006). Assessing pre-service teachers’ skills for analyzing teaching. *Journal of Mathematics Teacher Education*, 9(5), 471-505.
- Cai, J., Hee, C. L., Morris, A., Moyer, J. C., Ng, S. F., & Schmittau, J. (2005). The development of students’ algebraic thinking in earlier grades: A cross-cultural comparative perspective. *Zentralblatt für Didaktik der Mathematik, International Reviews on Mathematical Education*, 37(1), 5-15.
- Schmittau, J., & Morris, A. K. (2004). The development of algebra in the elementary mathematics curriculum of V. V. Davydov. *The Mathematics Educator*, 8(1), 60-87.
- Hiebert, J., Morris, A., & Glass, B. (2003). Learning to learn to teach: An “experiment” model for teaching and teacher preparation in mathematics. *Journal of Mathematics Teacher Education*, 6(3), 201-222.

- Republished in Bishop, A. J. (2010). *Mathematics Education, Volume 2*, 126-143. London: Routledge.

Morris, A. K. (2003). The development of children's understanding of equality and inequality relationships in numerical symbolic contexts. *Focus on Learning Problems in Mathematics*, 25(2), 18-51.

Morris, A. K. (2002). Mathematical reasoning: Adults' ability to make the inductive-deductive distinction. *Cognition and Instruction*, 20(1), 79-118.

Morris, A. K. (2000). Development of logical reasoning: Children's ability to verbally explain the nature of the distinction between logical and nonlogical forms of argument. *Developmental Psychology*, 36(6), 741-758.

Morris, A. K. (2000). A teaching experiment: Introducing fourth graders to fractions from the viewpoint of measuring quantities using Davydov's mathematics curriculum. *Focus on Learning Problems in Mathematics*, 22(2), 33-84.

Morris, A. K. (1999). Developing concepts of mathematical structure: Pre-arithmetic reasoning versus extended arithmetic reasoning. *Focus on Learning Problems in Mathematics*, 21(1), 44-72.

Morris, A. K., & Sloutsky, V. (1998). Understanding of logical necessity: Developmental antecedents and cognitive consequences. *Child Development*, 69(3), 721-741.

Sloutsky, V. M., Morris, A. K., & Eynon, R. (1998). Cognitive mechanisms of deductive reasoning: Likelihood, prior knowledge, or formal logic (in Russian). *Psichologicheskii Zhurnal*, 19(3). [*Psychological Journal*; Journal of the Russian Academy of Science]

Sloutsky, V. M., & Morris, A. K. (1997). Cognitive mechanisms of reasoning in adolescents: The contribution of cultural and educational factors (in Russian). *Psichologicheskii Zhurnal*, 18(2), 79-96. [*Psychological Journal*; Journal of the Russian Academy of Science]

Morris, A. (1995). Meaningful instruction in fractions: Implementing a theory in a low achieving mathematics classroom. *Focus on Learning Problems in Mathematics*, 17(3), 16-40.

Morris, A. K. & Silk, W. K. (1992). Use of a flexible logistic function to describe axial growth of plants. *Bulletin of Mathematical Biology*, 54(6), 1069-1081.

B. Book Chapters

Morris, A. K. (2009). Representations that enable children to engage in deductive

argument. In M. Blanton, D. Stylianou, & E. Knuth (Eds.), *Teaching and learning proof across the grades* (pp. 87-101). Mahwah, N.J.: Lawrence Erlbaum.