

# Samantha L. Akridge

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## Summary

Education PhD student whose research interests follow two main lines of inquiry:

- Exploring how educators come to engage and maintain engagement in anti-oppressive work, particularly within the context of mathematics education
- Exploring how both student and teacher identities and experiences influence mathematics interest and learning for students typically marginalized in mathematics spaces

## Education

**University of Delaware**, Newark, DE Current  
*Ph.D. student; Sociocultural and Community Based Approaches to Research and Education*

**Vanderbilt University**, Nashville, TN May 2021  
*M.Ed.; Child Studies, Clinical and Developmental Research*

**Indiana University**, Bloomington, IN May 2014  
*B.S. with Highest Distinction; Elementary Education*

## Research Experience

**School of Education, University of Delaware**, Newark, DE Current  
*Supporting Teachers to Develop Equitable Mathematics Instruction Through Rubric-Based Coaching, PIs: Dr. Erica Litke, Dr. Jonee Wilson, & Dr. Heather Hill*

- Assisting with IRB process for HEAR-MI Coaching, a 4-year NSF-funded grant project
- Participating in development of HEAR-MI Coaching with PIs and co-development coaches in the field
- Generating ideas for potential topics of investigation and research questions for the small-scale pilot year of HEAR-MI Coaching with PIs, research staff, and advisory board
- Building measurement tools to be used with students, teachers, and coaches during HEAR-MI Coaching

**Dept. of Psych. and Human Dev., Vanderbilt University**, Nashville, TN Aug. 2020-May 2021  
*Comprehensive Exam Project, advised by Dr. Nicole Joseph*

- Facilitated discussion in the departmental book study on Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race by Beverly Daniel Tatum and Biased: Uncovering the Hidden Prejudice That Shapes What We See,

Think, and Do by Jennifer L. Eberhardt in partnership with the department's Equity, Diversity, and Inclusion Committee

- Developed a qualitative research project examining the potential impact of the departmental book study on anti-racist behaviors of group members, with a particular focus on those who identify as white
- Wrote interview protocols for and conducted participant interviews pre- and post-book club
- Created REDCap form to collect participant reflections to be completed at each book club meeting
- Completed structured note taking focusing on anti-racist actions mentioned during book group meetings

**Dept. of Teaching and Learning, Vanderbilt University, Nashville, TN** Sept. 2019 – May 2021  
*Graduate Research Assistant – [Joseph Mathematics Education Lab](#), Dr. Nicole Joseph*

- Coded to identify themes in the opinions of Black girls in eighth grade of various instructional strategies used in their mathematics classrooms
- Collaborated with lab members to refine definitions of codes identified in data
- Contributed to literature review on socialization factors that impact mathematics identity for Black girls and assisted with revisions on final paper
- Built background knowledge on Black feminism and intersectionality as well as how theory and positionality impact both what research we do and how we do that research

**Dept. of Psych. and Human Dev., Vanderbilt University, Nashville, TN** Sept. 2019 – Aug. 2021  
*Graduate Research Assistant – [Little Learners Lab](#), Dr. Amy Booth*

- Manage the day-to-day coding and data entry of the Science Coplay task of the Science Sprouts project, a longitudinal study which examines young children's attendance to causal information, including coordinating between our lab and UT Austin where participants were seen, developing training materials for coders, training and supervising coders, and troubleshooting issues that arose
- Coded parent and child utterances of participants for over 200 videos in the Science Sprouts project using Datavyu software
- Enter final data and updated data forms for multiple waves of Science Sprouts data in REDCap
- Collaborated with research team to develop a closed coding scheme to examine the types of utterances young children use when discussing science activities with their parents

### **Grant Funded Projects**

**Small Group Learning Community Grant--Intersectional Study of Black Women and Girls in Society, Vanderbilt University, Nashville, TN** March 2020

- Led two sessions of faculty and graduate students (12 total) through a 5-week virtual book study on Layla Saad’s book, Me and White Supremacy: Combat Racism, Change the World and Become a Good Ancestor
- Compiled resources created by Black women to go along with Layla Saad’s book in order to guide reflection on topics in the book to hear the voices of Black women speak on the included subjects without asking for further emotional labor
- Lead discussion using The Circle Way (Baldwin & Linnea) method to cover the subjects of internalized racism, how racism harms Black women, and making anti-racist commitments

### Teaching Experience

**Dept. of Psych. and Human Dev., Vanderbilt University, Nashville, TN** June 2020 – Aug. 2020  
*Graduate Teaching Assistant, Applied Child Studies*

- Planned and taught two days of instruction for a graduate level course based on research related to racism and children in five areas of student interest: physical health, mental health, juvenile justice and child welfare, general education, and special education
- Focused first day of instruction on the ways that racism can impact the lives of children through the various institutions and systems that they interact with and the second day of instruction on the ways that communities and researchers have addressed or can begin to address racism in their work to successfully optimize outcomes for children
- Assisted in leading discussions via Zoom on the use of applied developmental science for 30 first- and second-year graduate students in Child Studies and Special Education
- Provided feedback on and graded student article critiques, research papers, presentations, and public service announcements targeting lay audiences

**Eisenhower Elementary School, Wauwatosa, Wisconsin** Dec. 2014 – June 2019  
*4<sup>th</sup> Grade Teacher, 3<sup>rd</sup> Grade Teacher*  
*5<sup>th</sup> Grade Long-Term Substitute Teacher* Sept. 2014 – Oct. 2014

**Dept of Biology, Indiana University, Bloomington, IN** Aug. 2012 – Dec. 2013  
*Undergraduate Teaching Assistant, Biology for Elementary Teachers*

- Taught and assisted in a weekly undergraduate biology lab
- Provided feedback on and graded lab assignments, projects, and course exams

### Publications

#### Published

- Joseph, N. M., Tyler, A. L., Howard, N. R., **Akridge, S. L.**, and Rugo, K. The role of socialization in shaping Black girls’ mathematics identity: An analysis of the High School Longitudinal Study 2009. *Teachers College Record*

### Relevant Graduate Coursework

- School of Education, University of Delaware, Newark, DE** Sept. 2021 - Current
- Multilevel Models in Education
  - Advanced Qualitative Methods
  - Theory and Research on Mathematics Teacher Education and Policy
- Dept. of Psych. and Human Dev., Vanderbilt University, Nashville, TN** July 2019 – Dec. 2020
- Research Methods in Developmental Psychology
  - Statistical Inference
  - Correlation and Regression
  - Cognitive Science to the Classroom
  - Structural Equation Modeling
  - Poverty and Development
- Dept. of Teaching and Learning, Vanderbilt University, Nashville, TN** June 2020-May 2021
- Fundamentals of Qualitative Research in Education Contexts
  - Introduction to Mathematical Literacies

### Related Experience

- Indiana University, Bloomington, IN**
- Global Gateway for Teachers – Overseas Project* Mar 2014 – June 2014
- Examined cultural differences in education through completing a portion of student teaching in New Zealand
  - Participated in graduate level seminars in preparation for cultural immersion overseas
- School of Education Dean’s Advisory Council Member* Apr. 2012 – Dec. 2013
- Provided student input on the School of Education to the Dean and Associate Dean
  - Served as undergraduate student representative for the Committee on Teacher Education

### Honors

- University of Delaware, Newark, DE**
- Fontana Family Scholarship* 2021-Present
- Vanderbilt University, Nashville, TN**
- Horace G. Hill Scholarship* 2019-2021
- Nominee: Peabody Equity, Diversity, and Inclusion Student Leadership Award* 2020, 2021
- Indiana University, Bloomington, IN**
- Founder’s Scholar* 2014
- Direct Admit Scholar, School of Education* 2010 - 2014
- Exemplary Work Conference Presenter* 2013
- Emil H. and Lena Wilson Mangel Scholarship* 2013

