

Matthew Brown, PhD

Director

Inquirium, LLC

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Professional Preparation

University of Illinois at Chicago, Postdoc <i>Center for the Study of Learning, Instruction & Teacher Development</i>	2001-2002
Northwestern University, Ph.D., Learning Sciences <i>School of Education & Social Policy</i>	2002
Brown University, B.A., History <i>High Honors, Magna Cum Laude, Phi Beta Kappa</i>	1993

Professional Experience in Education

Director, Inquirium LLC	2001-present
Asst. Director of Research Programs, University of Illinois at Chicago <i>Center for the Study of Learning, Instruction, and Teacher Development</i>	2002-2004
Research and Teaching Assistant, Northwestern University	1996-2001
History & Geography Teacher (6 th & 10 th), Isidore Newman School <i>New Orleans, LA</i>	1994-1996
Substitute Teacher (7 th , 10 th , 12 th), Francis W. Parker School <i>Chicago, IL</i>	1994
Administrator & Teacher Trainer & Teacher, Summerbridge <i>New Orleans, LA & Providence, RI</i>	1993-94

Related Publications

Brown, Matthew (to appear). The Teacher-Tool Relationship: Theorizing the Design and Use of Curriculum Materials. In J. Remillard, G. Lloyd & B. Herbel-Eisenmann (Eds.), *Mathematics Teachers at Work: Connecting curriculum materials and classroom instruction*. Series Editor: Alan Schoenfeld. Routledge.

Brown, M., Edelson, D. (2003). Teaching as Design: Can we better understand the ways in which teachers use materials so we can better design materials to support changes in practice? *Research Report, Center for Learning Technologies in Urban Schools* (Northwestern University). <<http://www.letus.org/papers.htm>>

Brown, Matthew, (2002). Teaching by Design: Understanding the Interaction between Teacher Practice and the Design of Curricular Innovations. *Doctoral Dissertation, Northwestern University*

Brown, Matthew, Edelson, Daniel C. (2001). Curriculum design as a lens on instructional practice. *Paper presented at the Conference of the American Educational Research Association, Seattle 2001.*

Brown, Matthew & Edelson, Daniel C., (1998). Software in Context: Designing for Teachers, Students, and Classroom Enactment. *Proceedings of the International Conference of the Learning Sciences '98*, pp. 63-69.

Other Significant Publications

Sherin, B., Edelson, D., & Brown, M. (2004). On the content of task-structured curricula. In L. B. Flick & N. G. Lederman (Eds.), *Scientific Inquiry and Nature of Science: Implications for Teaching, Learning, and Teacher Education*: Kluwer Academic Publishers.

Brown, Matthew & Edelson, Daniel C. (1999). A Lab by Any Other Name: Integrating Traditional Labs and Computer Supported Collaborative Science Investigations. *Computer Support for Collaborative Learning 1999*, pp. 73-80.

Edelson, Daniel C.; Brown, Matthew; Gordin, Douglas N.; Griffin, Duane A. (1999) Making Visualization Accessible to Students, *GSA Today*. 9(2), pp. 8-10

Synergistic Research Activities

TeachScribe: Supporting teacher professional development through collaborative reflection and annotation of video

- Role: Strategic planning, design and coordinate focus group studies, software design.
- PI: Eric Baumgartner
- Funded: SBIR Phase I, National Science Foundation, awarded to Inquirium, LLC

My World: A Geographic Information System for Learners

- Role: Project manager. Oversaw curriculum development, Designed and coordinated classroom studies, Software design.
- PI: Daniel C. Edelson
- Funded: National Science Foundation, IMD

Professional Development System for Assessment Literacy

- Role: Developed technology system to support implementation of customizable PD within Chicago Public School district; Developed PD content and courses
- PIs: James Pellegrino and Susan Goldman
- Funded: Chicago Community Trust

Performance Assessment as an Anchor for Cross-Site Investigations of Customization

- Role: PI. Directed R&D project exploring models of assessment to support curriculum customization.
- PIs: Matthew Brown, Britte Cheng
- Funded: Seed Grant funded by NSF through the Center for Innovative Learning Technologies (CILT)

K-12 Learning Consortium

- Role: Project Manager. Designed and built the Adaptive Instructional Materials system, an online system to support the adaptation and customization of instructional resources.
- Position: Project Manager, Postdoc
- PIs: James Pellegrino, Susan Goldman, John Bransford
- Funded: Atlanta Philanthropic Foundation

Center for Learning Technologies in Urban Schools: LeTUS

- Role: Designed and conducted teacher professional development, classroom research, curriculum design
- Position: Graduate Student
- PIs: Louis Gomez, Ron Marx, Clifton Burgess, Juanita Clay-Chambers
- Funded: National Science Foundation Program in Collaborative Research in Learning Technologies (CRLT).

The WorldWatcher Curriculum: Integrating Visualization into Inquiry-Based Science Learning

- Role: Designed & wrote the Global Warming Curriculum, a 10-week inquiry-based project for middle school science.
- Position: Graduate Student (1998-2001)
- PIs: Daniel Edelson, Louis Gomez
- Funded: National Science Foundation, Program in Instructional Materials Development.

Toward a General Scientific Visualization Architecture for Education (SSciVEE)

- Role: Helped design WorldWatcher, a geographic visualization software for students.
- Position: Graduate Research Assistant, 1997-98.
- PIs: Daniel Edelson and Roy Pea
- Funded: National Science Foundation, Program in Advanced Applications of Technology.

Collaborators

- Nichole Pinkard (University of Chicago)
- Joshua Radinsky (UIC)
- James Pellegrino (UIC)
- Susan Goldman (UIC)
- Janine Remillard (University of Pennsylvania)
- Louis Gomez (Northwestern)
- Kim Gomez (UIC)

Advisors & Sponsors

- Doctoral Advisors, Northwestern University: Daniel Edelson (Chair), Louis Gomez, Carol Lee, Allan Collins, James Spillane
- Postdoc Advisors, UIC: James Pellegrino, Susan Goldman