

Program Author



Workshop/Presentation Topics

- Using Lesson Study to Develop Pedagogical Mathematics Knowledge
- Building Representational Fluency
- Adaptive Learning Environments to Promote 21st Century Skills: Creativity, Critical Thinking, Communication and Collaboration in STEM Education
- Promoting Mathematical Modeling in the Elementary Grades & Model with Mathematics

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Dr. Jennifer Suh

**Professor of Mathematics Education,
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Co-Project Investigator for COMPLETE MATH**

Jennifer Suh is Professor in the Graduate School of Education, College of Education and Human Development, George Mason University. Dr. Suh teaches mathematics courses in the Mathematics Education Leadership and Elementary Education programs.

She received her Ph.D. in Mathematics Education Leadership with a specialization in instructional technology from George Mason University. Prior to working in higher education, Dr. Suh was an elementary classroom teacher for 11 years working in Virginia and for the Department of Defense Dependent Schools in Seoul, Korea. Currently, she teaches the Elementary Mathematics Methods courses for prospective teachers and Research in Mathematics Education for the Mathematics Specialist Masters and PH.D Programs.

Dr. Suh directs the Center for Outreach in Mathematics Professional Learning and Educational Technology, COMPLETE, a joint center between the College of Education and the College of Science. Her research focuses on (1) implementing lesson study in K-8 classrooms to develop pedagogical mathematics knowledge across the continuum from pre-service teachers to mathematics teacher leaders; (2) building children's development of mathematical meaning through math modeling and representational fluency; and (3) promoting equitable access to 21st century skills through STEM problem-based learning tasks encouraging creativity, critical thinking, communication and collaboration for diverse student populations.

She co-authored *Developing Strategic Competence by Teaching Using the Common Core Mathematical Practices*, *Examining Teachers' Understanding of the Mathematical Learning Progression through Vertical Articulation during Lesson Study*, and *Annual Perspectives in Mathematics Education and Mathematics Practices that Promote 21st Century Skills: Informing Practice*, and a number of articles and essays for various publications. She is currently an author of **enVision** Mathematics.