

Dr. Rongjin Huang

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Department of Mathematical Sciences

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EDUCATION

Ph. D. Mathematics education, Texas A&M University and University of Hong Kong

M.S. Mathematics education, East China Normal University, China

B.S. Mathematics, Zhejiang Normal University, China

RESEARCH INTERESTS

Mathematics education comparative study

Mathematics classroom research

Mathematics teacher education

WORKING EXPERIENCE

Professor, Middle Tennessee State University	2017-
Associate Professor, Middle Tennessee State University,	2011 - 2016
Assistant Professor, University of Macau, Macau SAR, China	2003 - 2007
Associate Professor, East China Normal University, China	2001 - 2003

TEACHING

Middle Tennessee State University

MATH 1410 - Concepts and Structure of Elementary School Mathematics

MATH 1420 – Informal geometry

MATH 1710 - College Algebra

MATH 1730 - Pre-calculus

MATH 2010 - Linear Algebra

MATH 3330 - Teaching Mathematics in Grades 9-12

MATH 6100 - Mathematics for Teachers

MATH 6330 - Algebra for Teachers

MATH 6340 - Geometry for Teachers

MATH 6380 - Current Trends in Mathematics Education.

MATH 6320 - Mathematical problem solving

MATH 7320 - Mathematical problem solving

University of Macau

- EDUC 336/337 - Subject Based Teaching Methods I/II
- EDUC 408 - Supervised Teaching & School Experience
- EDUC 256/257 - Studies on Elementary Mathematics and its teaching I/II
- DPRI 206/301 - Teaching Elementary Mathematics I/II.

East China Normal University

- Teaching Secondary Mathematics
- Mathematics Education Research Methodology
- Microteaching and School Experience

SELECTED RESEARCH GRANTS

- PI. Project, Collaborative Research: Framework for Integrating Technology (FIT) for Equity, NSF, DR K-12(\$ 500,000). Submitted it in October 2021
- PI. Project, Exploring technology-assisted lesson study (TALS): Will math teaching practices and a community of practice develop over time? NSF, DR K-12. Unfunded, 2020
- PI. NSF DK-12, Technology-Assisted Lesson Study (TALS) for developing graders 3-8 teachers' expertise in teaching mathematics at scale (\$400,000, 3 years of exploratory study). Submitted in Nov., 2019.
- Co-PI. Project INSPRIE II-Increasing Numeracy with Successful Practices in Instruction with Rigor Embedded (Mathematics and Science Partnership Program). Funded by Tennessee Department of Education (\$390,000), 2017-2018.
- Co-PI. Project INSPRIE I- Increasing Numeracy with Successful Practices in Instruction with Rigor Embedded (Mathematics and Science Partnership Program). Funded by Tennessee Department of Education (\$400,000), 2016-2017.
- PI. Project UnPACK - Understanding Progressions, Assessment and Content Knowledge in Mathematics (Improving Teacher Quality Grant). Funded by Tennessee Higher Education Commission (\$75,000), 2015-2016.
- Co-PI. Implementing Effective Mathematics Teaching for All Students through Lesson Study. Mathematics and Science Partnership Program. Funded by Tennessee Department of Education (\$39,000), 2014-2015.
- PI. Dissertation publication, Algebra Knowledge for Teaching in China and the US, published by Springer Spektrum, Funded by Faculty Research and Creative Activity Grant funded (\$2,300) by Middle Tennessee State University, 2013-2014.
- Co-PI. Project TeAM – Teaching Algebra and More! (Improving Teacher Quality Grant). Funded by Tennessee Higher Education Commission (\$75,000), 2013-2014.
- PI. Project - Learning about effective mathematics teaching through comparative studies on mathematics classroom instruction in the U.S. and China. Funded by Faculty Research and Creative Activity Grant Funded (\$3,000) by Middle Tennessee State

- University, 2012-2013.
- PI. Project- Understanding and Enhancing Mathematics Teaching in China. (Cativo No.: 2566, Funded (HK\$80,000) by the University of Macau, 2007-2008
- PI. Project - Making Mathematical Connection between Concepts: Insights from Comparison of China, Japan, Sweden and US. Funded (HK\$50,000) by the University of Macau, 2006-2007
- PI. Project- The Chinese Pedagogy of Mathematics: An exploration from an international comparative study perspective. Funded (HK\$170,000) by the University of Macau 2004-2006
- Co-PI. Project- Innovative class analysis of subject-based teaching (mathematic) (211 Project of East China Normal University. Funded by Research Grant Council, Ministry of Education, China, 2003-2005
- Co-PI. Study on the Chinese tradition of “Two Basics” mathematics teaching (National Educational Science “Fifteenth Plan” Key. Funded by Research Grant Council, Ministry of Education, China, 2003-2005
- PI. Project- A comparative study of mathematics classrooms in Hong Kong and Shanghai (HK\$20,000). Funded by the Hong Kong Culture and Society Programme, University of Hong Kong, 2000-2001

PUBLICATIONS (SINCE 2002)

Journal Articles (Refereed)

- Huang, X., Lee, M. Y., & **Huang, R** (submitted). Teachers’ learning through addressing online mathematics teaching challenges: A case study in Shanghai during the COVID-19. *ZDM Mathematics Education*.
- Huang, X., **Huang, R.**, & Trouche, L. (submitted). Learning from addressing the challenges of online teaching in a time of pandemic: A case in Shanghai. *Educational Studies in Mathematics*.
- Huang, X., **Huang, R.**, & Skott, C. K. (submitted). Research-informed instruction through lesson study: A case of boundary crossing. *Journal of Mathematics Teacher Education*.
- Qi, C., Cao, C., & **Huang, R.** (2021). Teacher learning through collaboration between teachers and researchers: A case study in China. *Int J of Sci and Math Educ*. [https://doi.org/10.1007/s10763-021-10241-7\(SSCI\)](https://doi.org/10.1007/s10763-021-10241-7(SSCI))
- Huang, X., **Huang, R.**, & Lai, M.Y. (2021), Exploring teacher learning process in Chinese lesson study: a case of representing fractions on a number line. *International Journal for Lesson and Learning Studies*, Vol. ahead-of-print No. ahead-of-print. [https://doi.org/10.1108/IJLLS-03-2021-0026\(SSCI\)](https://doi.org/10.1108/IJLLS-03-2021-0026(SSCI))
- Huang, X., **Huang, R.**, & Bosch, M. (2021). Analyzing a teacher’s learning through cross-cultural collaboration: a praxeological perspective of mathematical knowledge for teaching. *Educational Studies in Mathematics* **107**, 427–446 (SSCI)

- Huang, R.**, Helgevold, N., & Lang, J. (2021). Digital technologies, online learning, and lesson study. *International journal for Lesson and Learning Studies*, 10(2) 105-117. <https://doi.org/10.1108/IJLLS-03-2021-0018>. (SSCI)
- Huang, X., Lee, M. Y., & **Huang, R.** (2021). Teachers' learning through an online lesson study: An analysis from the expansive learning perspective. *The International Journal for Lesson and Learning Studies*, 10(2), 202-216. <https://doi.org/10.1108/IJLLS-09-2020-0076>(SSCI).
- Huang, R.**, & Cao, Y. M. (2021). The theory and practice of mathematics teachers' collaborative learning in China: An international perspective. *Journal of Mathematics Education (in Chinese)* (CSSI)
- Huang, R.**, Zhang, Q. Q., & Chen, X. C. (2021). Implementing learning trajectory-based elementary mathematics instruction. *Elementary mathematics instruction*, 3, 9-12. (in Chinese)
- Huang, R.**, Kimmins, D., Winters, J., & Rushton, G. (2020). Does a technology assisted lesson study approach enhance teacher learning while eliminating obstacles of traditional lesson study? *Contemporary Issues in Technology and Teacher Education*, 20(4), 618-659. Retrieved February 19, 2021 from <https://www.learntechlib.org/primary/p/213827/>.
- Huang, R.**, Zhang, Q., Chang, Y., & Kimmins, D. (2019). Developing students' ability to solve word problems through learning trajectory-based and variation task-informed instruction. *ZDM Mathematics Education*, 51(1), 169-181(SSCI).
- Sun, X. H., Xin, Y. P., & **Huang, R.** (2019). A commentary survey on the current state of teaching and learning of Whole Number Arithmetic and connections to later mathematical content. *ZDM Mathematics Education*, 51(1), 1-12.(SSCI)
- Zhang, Q., **Huang, R.**, & Nan, Y. (2019). Teaching for understanding mathematics: Lesson study on teaching elementary mathematics based on empirically-grounded learning trajectories [in Chinese]. *Curriculum, teaching material and method*, 39 (11), 116-122.(CSSCI)
- Huang, R.**, Fang, Y., & Chen, X. (2017). Chinese lesson study: An improvement science, a deliberate practice, and a research methodology. *International Journal for Lesson and Learning Studies*, 6(4), 270-282
- Huang, R.**, Haupt, M., & Barlow, A. (2017). Developing high-leverage practices as deliberate practice through lesson study. *International Journal for Lesson and Learning Studies*, 6(4), 365-379.
- Huang, R.**, Zhang, J., Mok, I., Zhou, Y., Wu, Z., & Zhao, W. (2017). The competence of teaching research specialists and their development in China. *International Journal for Lesson and Learning Studies*, 6(4), 321-335.
- Huang, R.**, Prince, K., Barlow, A., & Schmidt, T. (2017). Improving mathematics teaching as deliberate practice through lesson study. *The Mathematics Educator*, 26(1), 32-

55.

- Barlow, A. T., **Huang, R.**, Law, H. Y., Chan, Y. C., Zhang, Q., Baxter, W. A., & Gaddy, A. K. (2016). Hong Kong and U.S. teachers' perceptions of mathematical disagreements and their resolution processes. *International Journal of Education in Mathematics, Science and Technology*, 4, 299-318
- Huang, R.**, Prince, K., & Barlow, A. (2016). The same task, different learning opportunities: An analysis of two exemplary lessons in China and the US from a perspective of variation. *The Journal of Mathematical Behavior*, 41, 141-158.
- Huang, R.**, Gong, Z., & Han, X. (2016). Implementing mathematics teaching that promotes students' understanding through theory-driven lesson study. *ZDM Mathematics Education*, 48, 425-439.(SSCI)
- Huang, R.**, & Shimizu, Y. (2016). Improving teaching, developing teachers and teacher developers, and linking theory and practice through lesson study in mathematics: An international perspective. *ZDM Mathematics Education*, 48, 393-409.(SSCI)
- Huang, R.**, & Han, X. (2015). Developing mathematics teachers' competence through parallel Lesson study. *International Journal for Lesson and Learning Studies*, 4(2), 100-117.
- Huang, R.**, Prince, K., & Schmidt, T. (2014). Exploration of patterns in a Calendar. *Mathematics Teacher*, 108 (5), 337-342.
- Gaddy, A. K., Harmon, S. E., Barlow, A. T., Milligan, C., & **Huang, R.** (2014). Implementing the Common Core: What does it entail? *Mathematics Teacher*, 108 (2), 108-113.
- Huang, R.**, Su, H., & Xu, S. (2014). Developing teachers' and teaching researchers' professional competence in mathematics through Chinese Lesson Study. *ZDM Mathematics Education*, 46, 239-251.(SSCI)
- Jaworski, B., & **Huang, R.**, (2014). Teachers and didacticians: key stakeholders in the processes of developing mathematics teaching. *ZDM Mathematics Education*, 46, 173-188. (SSCI)
- Huang, R.**, Li, Y., Kulm, G., & Willson, V. (2014). Relationships between teaching professional rank, course taking, teaching experience and knowledge of algebra for teaching. *Research in Mathematics Education*, 18(2), 129-149
- Huang, R.**, & Li, Y. (2012). What matters most: A comparison of Chinese expert and novice teachers' noticing of classroom events? *School Science and Mathematics*, 112, 420-432.
- Huang, R.**, & Kulm, G. (2012). Prospective middle grade mathematics teachers' knowledge of algebra for teaching. *The Journal Mathematical Behavior*, 31, 417-430.
- Chen, X., **Huang, R.**, & Cheng, H. (2012). Study on high school teachers' knowledge of algebra for teaching [in Chinese]. *Journal of Mathematics Education*, 21 (1), 52-57.(CSSCI)
- Huang, R.**, Li, Y., Zhang, J., & Li, X. (2011). Developing teachers' expertise in teaching through exemplary lesson development and collaboration. *ZDM Mathematics Education*, 43 (6-7), 805-817 (SSCI)

- Huang, R.,** Kulm, G., Li, Y., Smith, D., & Bao, J. (2011). Impact of video case studies on elementary mathematics teachers' ways of evaluating lessons: An exploratory study. *The Mathematics Educator, 13*(1), 32-51.
- Huang, R.,** & Cai, J. (2011). Pedagogical representations to teach linear relations in Chinese and U.S. classrooms: Parallel or hierarchical. *The Journal of Mathematical Behavior, 30,* 149–165.
- Huang, R.,** Li, Y., & He, X. (2010). What constitutes effective mathematics instruction: A comparison of Chinese expert and novice teachers' views. *Canadian Journal of Science, Mathematics and Technology Education, 10,* 293 - 306
- Huang, R.,** & Li, Y. (2009). Pursuing excellence in mathematics classroom instruction through exemplary lesson development in China: A case study. *ZDM Mathematics Education, 41,* 297–309.(SSCI)
- Li, Y., & **Huang, R.** (2009). Examining and understanding Chinese prospective mathematics teacher preparation from an international perspective. *Journal of Zhejiang Education Institute, 1,* 37-44.
- Huang, R.,** & Li, Y. (2009). Learning from LPS video-taped mathematics classroom studies. *Journal of Zhejiang Education Institute, 1,* 45-52
- Li, Y., & **Huang, R.** (2008). Chinese elementary mathematics teachers' knowledge in mathematics and pedagogy for teaching: The case of fraction division. *ZDM Mathematics Education, 40,* 845–859.(SSCI)
- Li, Y., Zhao, D., **Huang, R.,** & Ma, Y. (2008). Preparing mathematical elementary teachers in China: Changes and issues. *Journal of Mathematics Teacher Education, 11,* 417-430. (SSCI)
- Huang, R.,** & Li, Y. (2008). Challenges and opportunities for in-service mathematics teacher professional development in China. *Journal of Mathematics Education, 17* (3), 1-7.(CSSCI)
- Ma, T., **Huang, R.,** & Li, Y. (2008). A guide to mathematics education based on the best available scientific research. *Curriculum, Teaching Material and Method, 28* (8), 81-86.(CSSCI)
- Huang, R.,** & Wong, I. (2007). A comparison of mathematics classroom teaching in Hong Kong, Macau and Shanghai. *Journal of Mathematics Education, 16* (2), 77-81.(CSSCI)
- Huang, R.** (2007). Origin and end of U.S mathematics war and its implications. *Mathematics Bulletin, 46* (1), 24-30.
- Huang, R.,** & Bao, J. (2006). Towards a model for teacher's professional development in China: Introducing keli. *Journal of Mathematics Teacher Education, 9,* 279-298. (SSCI)
- Huang, R.** (2006). What is important in school mathematics? *Mathematics Bulletin, 45*(8), 5-9.
- Huang, R.** (2006). Looking into mathematics classroom in Chinese communities. *Journal of Mathematics Education, 2,* 67-70.

- Huang, R.,** & Leung, F. K. S. (2005). Deconstructing teacher-centeredness and student-centeredness dichotomy: A case study of a Shanghai mathematics lesson. *The Mathematics Educators*, 15(2), 35-41.
- Huang, R.,** Chen, Y., & Zhao, X. (2005). Evaluating mathematics lessons from an expert perspective. *Journal of Mathematics Education*, 14(1), 52-56.(CSSCI)
- Huang, R.** (2004).The implication of international mathematics classroom video study for China mathematics education. *Comparative Education Research*, 3, 39-43.(CSSCI)
- Huang, R.** (2003a). Justification in mathematics classroom in Hong Kong and Shanghai: Verification or proof? *Journal of Mathematics Education*, 12 (4), 13-19.(CSSCI)
- Huang, R.** (2003b). Comparison of classroom exercise in Hong Kong and Shanghai: A new interpretation of “practice makes perfect.” *Journal of Mathematics Education*, 12(2), 42-45. (CSSCI)
- Huang, R.,** & Leung, F. K. S. (2002). How Pythagoras’ Theorem is taught in Czech Republic, Hong Kong and Shanghai: A Case Study. *ZDM Mathematical Education*, Vol. 34(6), 268-277.(SSCI)
- Huang, R.** (2002). Mathematics teaching enriched by technology. *Mathematics Bulletin*, 12, 1-5.

Books or Special Issues (Served as Editor)

- Huang, R.,** da Ponte, J. P., & Clivaz, S. (2023). Networking theories for understanding and guiding Lesson Study. *International journal for Lesson and Learning Studies*, 12(1) (SSCI) (in preparation)
- Huang, R.,** Helgevoid, N., Lang, J , & Jiang, H. (2022). Teacher professional learning through lesson study in virtual/hybrid environments: opportunities, challenges, and future directions. New York: Routledge. (in preparation)
- Fang, Y., **Huang, R.,** & Chen, X. (2022). Chinese lesson study revisited: Learning and making the best from diverse global lesson study practices. *International journal for Lesson and Learning Studies*, 11(2) (SSCI). (in process)
- Huang, R.,** & Cao, Y. M. (2021). Theory and practice of collaboration of mathematics Teachers in China: An international perspective. *Journal of Mathematics Education*, vol. 2 [in Chinese] (CSI).
- Huang, R.,** Helgevoid, N., & Lang, J. (2021). Digital technologies, online learning, and lesson study. *International journal for Lesson and Learning Studies*, 10(2) 105-242.
- Li, Y., & **Huang, R.** (Eds.) (2020) (Translated by Xie M. C et al.). *How Chinese teach mathematics and improve teaching*. [in Chinese]. Shanghai, China: East China Normal University Press.
- Huang, R.,** & Li, Y. (2020) (Translated by Dong J. G.). *Teaching and learning mathematics through variations: Confucian heritage meets western theories*. [in Chinese] Shanghai, China: East China Normal University Press.
- Li, Y., & **Huang, R.** (2019) (Translated by Li, J.). *How Chinese teacher acquire and improve mathematics knowledge for teaching*. [in Chinese]. Shanghai, China: East China Normal University Press.

- Huang, R.**, Takahashi, A., & da Ponte, J. (2019). *Theory and Practices of Lesson Study in Mathematics: An international perspective*. New York, NY: Springer.
- Sun, X., **Huang, R.**, Novotná, J., & Venkat, H. (2019). Whole number arithmetic and its teaching and learning. *ZDM Mathematics Education*, 51(1), 1-226
- Strutchens, M. E., **Huang, R.**, Potari, D., & Losano, L. (2018). *Educating prospective secondary mathematics teachers: knowledge, identify, and pedagogical practices*. New York: Springer
- Li, Y., & **Huang, R.** (2018). *How Chinese teacher acquire and improve mathematics knowledge for teaching*. Rotterdam: Sense.
- Huang, R.**, Fang, Y., & Chen, X. (2017). Chinese lesson study and its adaptation in other countries. *International Journal for Lesson and Learning Studies*, 6(4), 270- 395
- Huang, R.**, & Li, Y. (2017). *Teaching and learning mathematics through variations: Confucian heritage meets western theories*. Rotterdam: Sense.
- Huang, R.**, & Shimizu, Y. (2016). Improving teaching, developing teachers and teacher developers, and linking theory and practice through lesson study in mathematics: An international perspective. *ZDM Mathematics Education*, 48 (4), 439-587.
- Strutchens, M. E., **Huang, R.**, Losano, L., Potari, D., Cristina de Costa, M., Cyrino, T., et al. (2016). *The mathematics education of prospective secondary teachers around the world*. Berlin: Springer.
- Huang, R.**, & Jaworski, B. (2014). Interactive practices in promoting professional development of didacticians and teachers of mathematics: An international perspective. *ZDM Mathematics Education*, 46 (2), 173-333.
- Huang, R.** (2014). *Prospective mathematics teachers' knowledge of algebra: A comparative study in China and the United States of America*. Wiesbaden Germany: Springer.
- Li, Y., & **Huang, R.** (Eds.) (2013). *How Chinese teach mathematics and improve teaching*. New York: Routledge Taylor & Francis Group.
- Huang, R.** (Trans. By D. Liu) (2011). *Mathematics classroom teaching from the perspective of variation*. China: Guangxi Educational Press.
- Bednarz, N., Fiorentini, D., & **Huang, R.** (Eds.). (2011). *International approaches to professional development for mathematics teachers*. Canada: Ottawa University Press.
- Huang, R.**, & Li, Y. (2010). *Research on mathematic classroom instruction*. Shanghai: Shanghai Educational Press.
- Shimizu, Y., Kaur, B., **Huang, R.**, & Clarke, D. (Eds.) (2010). *Mathematical tasks in classrooms around the world*. Rotterdam, The Netherlands: Sense.

Book Chapters (Refereed).

- Huang, R.**, Takahashi, A., Clivaz, S., Kazima, M., & Inprasitha, M. (2019). *Lesson study in mathematics: Current status and further directions*. In B. Sirakov, P. Ney de Souza & M. Viana (Eds.), *Proceedings of the International Congress of Mathematicians 2018 (ICM 2018)* (Vol. 1, pp., 1141–1172) , <https://doi.org/10.1142/11060>.

- Even, R., Krainer, K., & **Huang, R.** (2019). Education of mathematics teacher educators. In S. Lerman (Ed.), *Encyclopedia of Mathematics Education* (pp. xx- xx). Cham: Springer. Doi:10.1007/978-3-319-77487-9_55-5.
- Huang, R., Takahashi, & de Ponte (2019). Theory and practice of lesson study in mathematics around the world. In R. Huang, A. Takahashi, & J. P. da Ponte (Eds.), *Theory and practices of lesson study in mathematics: An international perspective* (pp.3-12) New York, NY: Springe.
- Han, X., & **Huang, R.** (2019). Developing teachers' expertise in mathematics instruction as deliberate practice through Chinese lesson study. In R. Huang, A. Takahashi, & J. P. da Ponte (Eds.), *Theory and practices of lesson study in mathematics: An international perspective* (pp.59-82). New York, NY: Springe.
- Huang, R.**, Gong, Z., & Han, X. (2019). Implementing mathematics teaching that promotes students' understanding through theory-driven lesson study. In R. Huang, A. Takahashi, & J. P. da Ponte (Eds.), *Theory and practices of lesson study in mathematics: An international perspective* (pp. 605-632). New York, NY: Springe.
- Huang, R.**, Kimmins, D., & Winters, J. (2019). A critical mechanism for improving teaching and promoting teacher learning during Chinese lesson study: An analysis of the dynamics between enactment and reflection. In R. Huang, A. Takahashi, & J. P. da Ponte (Eds.), *Theory and practices of lesson study in mathematics: An international perspective* (pp.705-730). New York, NY: Springe.
- Huang, X, **Huang, R.** Huang, Y., Wu, C., & Wanner, C. A. (2019). Lesson study and its role in the implementation of curriculum reform in China. In R. Huang, A. Takahashi, & J. P. da Ponte (Eds.), *Theory and practices of lesson study in mathematics: An international perspective* (pp.229-254). New York, NY: Springe.
- Li, Y., & **Huang, R.** (2018). Teachers' acquisition and improvement of mathematical knowledge for teaching in China. In Y. Li, & R. Huang (Eds.), *How Chinese teachers acquire and improve mathematics knowledge for teaching* (pp.3-8). Rotterdam: Sense.
- Strutchens, M. E., Huang, R., Potari, D., & Losano, L. (2018). Introduction. In M. E., Strutchens, R., Huang, Potari, D., & L., Losano (Eds.), *Educating prospective secondary mathematics teachers: knowledge, identify, and pedagogical practices* (pp. 1-8). New York: Springer
- Strutchens, M. E., Huang, R., Potari, D., & Losano, L. (2018). Conclusion and looking ahead. In M. E., Strutchens, R., Huang, D. Potari, & L., Losano (Eds.), *Educating prospective secondary mathematics teachers: knowledge, identify, and pedagogical practices* (pp. 325-328). New York: Springer
- Li, Y., & **Huang, R.** (2018). Improving teachers' expertise and teaching through apprenticeship practice in the Chinese Mainland: Case studies. Y. Li, & R. Huang (Eds.), *How Chinese teachers acquire and improve mathematics knowledge for teaching* (pp.241-262). Rotterdam: Sense.
- Huang, X., & **Huang, R.** (2018). Experienced teacher learning through master teacher workstation program: a case study. Y. Li, & R. Huang (Eds.), *How Chinese teachers*

- acquire and improve mathematics knowledge for teaching (pp.185-208)*. Rotterdam: Sense.
- Yuan, Z., & **Huang, R.** (2018). Pedagogical training for prospective mathematics teaching in China. Y. Li, & R. Huang (Eds.), *How Chinese teachers acquire and improve mathematics knowledge for teaching (pp.137-152)* Rotterdam: Sense.
- Wu, Y., & **Huang, R.** (2018). Secondary mathematics teacher preparation in China. Y. Li, & R. Huang (Eds.), *How Chinese teachers acquire and improve mathematics knowledge for teaching (pp. 109-136)*. Rotterdam: Sense.
- Huang, R.**, & Zbiek, R. M. (2017). Prospective secondary mathematics teacher preparation and technology. In M. E., Strutchens, R., Huang, D., Potari, & L. Losano (Eds.), *The mathematics education of prospective secondary teachers around the world (pp. 17-24)*. New York: Springer.
- Huang, R.**, & Li, Y. (2017). Introduction. In R. Huang & Y. Li (Eds.), *Teaching and learning through variations (pp.3-12)* Rotterdam: Sense.
- Huang, R.**, & Leung, F. K. S. (2017). Teaching geometrical concepts through variation: A case study of a Shanghai lesson. In R. Huang & Y. Li (Eds.), *Teaching and learning through variations (pp. 151-168)*. Rotterdam: Sense.
- Gu, F., **Huang, R.**, & Gu, L. (2017). Theory and Development of Teaching through Variation in Mathematics in China. In R. Huang & Y. Li (Eds.), *Teaching and learning through variations (pp.13-42)*. Rotterdam: Sense.
- Han, X., Gong, Z., & **Huang, R.** (2017). Teaching mathematical concepts through variation and learning progression: A case study of division of fractions. In R. Huang & Y. Li (Eds.), *Teaching and learning through variations (pp.267-293)*. Rotterdam: Sense.
- Zhang, J., Wang, R., **Huang, R.** & Kimmins, D. (2017). Strategies for using variation tasks in textbook in China. In R. Huang & Y. Li (Eds.), *Teaching and learning through variations (pp.231-240)*. Rotterdam: Sense.
- Huang, R.**, Kimmis, D., Winters, J., Desper, D., & Tessema, A. (2017). Teacher learning through perfecting a lesson through Chinese lesson study. In Galindo, E., & Newton, J., (Eds.), *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (pp. 511-515)*. Indianapolis, IN: Hoosier Association of Mathematics Teacher Educators.
- Huang, R.**, Ye, L., & Prince, K. (2016). Professional development system and practices of mathematics teachers in Mainland China. In B. Kaur, K. O. Nam, & Y. H. Leong (Eds.), *Professional development of mathematics teachers: An Asian Perspective (pp.17-32)*. New York: Springer
- Huang, R.**, Wu, P., & Liu, Y. (2015). Characteristics of reform-oriented mathematics classroom in China and the US: A case study of parallel lesson study. S. Li & Y. Li (Eds.), *Curriculum, teachers and classrooms: A comparative study on mathematics curricula in China and the US (pp.xx-xx)*. Beijing: Beijing Normal University Press.
- Huang, R.**, Miller, D., & Tzur, R. (2015). Mathematics teaching in Chinese classroom: A hybrid-model analysis of opportunities for students' learning. In Fan, L., Wong, N. Y., Cai, J., & Li, S (Eds.), *How Chinese teach mathematics: Perspectives from insiders*

- (pp. 73-110). Singapore: World Scientific
- Huang, R.,** & Li, Y. (2014). Promoting mathematical understanding: An exploratory study of teaching algebra in U.S. and Chinese classrooms. In F. K. S. Leung, K. Park, & D. Clarke (Eds.), *The teaching and learning of algebra around the world* (pp.213-232). Rotterdam: Sense.
- Huang, R.,** Mok, I. A. C., & Leung, F. K. S. (2014). Teaching algebraic concepts in Chinese classrooms: A case study of a system of linear equations. In F. K. S. Leung, K. Park, & D. Clarke (Eds.), *The teaching and learning of algebra around the world* (pp.191-211). Rotterdam: Sense.
- Huang, R.,** & Li, Y. (2014). Developing high-leverage practices in mathematics through exemplary lesson development: A Chinese approach. In Y. Li, E. Silver, & S. Li (Eds.), *Transforming mathematics instruction - Multiple approaches and practices* (pp.231-254). New York: Springer.
- Huang, R.,** Ozel, Z. E. Y., Li, Y., & Rowntree, R. V. (2013). Does classroom instruction stick to textbooks? A case study of fraction division. In Y. Li. & G. Lappan (Eds.), *Mathematics curriculum in school education* (pp. 443-472). New York: Springer.
- Huang, R.,** & Barlow, A. T. (2013). Matches and discrepancies: Students perceptions and teacher intentions in Chinese mathematics classrooms. In B. Kaur, G., Anthony, M. Ohtani, & D. Clarke (Eds.), *Students' voice in mathematics classrooms around the world* (pp. 161-188). Rotterdam, The Netherlands: Sense.
- Huang, R.,** Li, Y., & Su, H. (2013). Improving mathematics instruction through exemplary lesson development in China. In Y. Li & R. Huang (Eds.), *How Chinese teach mathematics and improve teaching* (pp.186-203). New York: Routledge.
- Shao, G., Fan, Y., **Huang, R.,** Li, Y., & Ding, E. (2013). Examining Chinese mathematics classroom instruction from a historical perspective. In Y. Li & R. Huang (Eds.), *How Chinese teach mathematics and improve teaching* (pp.11-28). New York: Routledge..
- Li, Y., & **Huang, R.** (2013). Examining and understanding how Chinese teach mathematics: An introduction. In Y. Li & R. Huang (Eds.), *How Chinese teach mathematics and improve teaching* (pp.3-10). New York: Routledge
- Li, Y., **Huang, R.,** & Yang, Y. (2011). Characterizing expert teaching in school mathematics in China: A prototype of expertise in teaching mathematics (pp. 167-195). In Y. Li & G. Kaiser (Eds.), *Expertise in mathematics instruction: An international perspective*. New York: Springer.
- Bednarz, N., Fiorentini, D., & **Huang, R.** (2011a). Experiences in different countries in the professional development of mathematics teachers. In N. Bednarz, D. Fiorentini, & R. Huang (Eds.), *International approaches to professional development of mathematics teachers* (pp.ix - xxviii). Canada: Ottawa University Press.
- Bednarz, N., Fiorentini, D., & **Huang, R.** (2011b). Education of practising teachers, professional life, and development of mathematics teachers. In N. Bednarz, D. Fiorentini, & R. Huang (Eds.), *International approaches to professional development of mathematics teachers* (pp.232-246). Canada: Ottawa University Press.
- Li, Y., **Huang, R.,** Bao, J., & Fan, Y. (2011). Facilitating mathematics teachers' professional

- development through ranking and promotion practices in the Chinese mainland. In N. Bednarz, D. Fiorentini, & R. Huang (Eds.), *International approaches to professional development of mathematics teachers* (pp.72-87). Canada: Ottawa University Press.
- Huang, R., & Li, Y.** (2010a). The development of research on mathematics classroom teaching. In R. Huang & Y. Li (Eds.), *Research on mathematics classroom teaching* (pp.23-48) Shanghai: Shanghai Educational Press.
- Huang, R., & Li, Y.** (2010b). Research on teaching of algebra and case studies. In R. Huang & Y. Li (Eds.), *Research on mathematics classroom teaching* (pp.111-131) Shanghai: Shanghai Educational Press.
- Huang, R., & Li, Y.** (2010c). Research on teaching of geometry and case studies. In R. Huang & Y. Li (Eds.), *Research on mathematics classroom teaching* (pp.137-161) Shanghai: Shanghai Educational Press.
- Li, Y., & **Huang, R.** (2010a). Introduction to research on classroom teaching. In R. Huang & Y. Li (Eds.), *Research on mathematics classroom teaching* (pp.2-6). Shanghai: Shanghai Educational Press.
- Li, Y., & **Huang, R.** (2010b). Prospect of research on mathematics classroom teaching based on current studies. In R. Huang & Y. Li (Eds.), *Research on mathematics classroom teaching* (pp.187-198). Shanghai: Shanghai Educational Press.
- Huang, R., & Cai, J.** (2010). Implementing mathematics tasks in the U.S. and Chinese classroom. In Y. Shimizu, B. Kaur, R. Huang, & D. Clarke (Eds.), *Mathematical tasks in classrooms around the world* (pp.147-166). Rotterdam, The Netherlands: Sense.
- Huang, R., Peng, S., Wang, L., & Li, Y.** (2010). Secondary mathematics teacher professional development in China. In F. K. S. Leung, & Y. Li (Eds.), *Reforms and issues in school mathematics in East Asia* (pp. 129-52). Rotterdam: Sense.
- Huang, R., & Li, Y.** (2009). Examining the nature of effective teaching through master teachers' lesson evaluation in China. In J. Cai, G. Kaiser, B. Perry, & N. Wong (Eds.), *Effective mathematics teaching from teachers' perspectives: National and international studies* (pp.163-182). Rotterdam, The Netherlands: Sense.
- Li., Y., Kulm, G., **Huang, R., & Ding, M.** (2009). On the quality of mathematics lesson: Do elementary mathematics teachers have similar views as students and their school? In J. Cai, G. Kaiser, R. Perry, & N. Wong (Eds.), *Effective mathematics teaching from teachers' perspectives: National and international studies* (pp.217-234). Rotterdam, The Netherlands: Sense.
- Ponte, J. P., Zaslavsky, O., Silver, E., Borba, M., Heuvel-Panhuizen, M., Gal, H., Fiorentini, D., Miskulin, R., Passos, C., Palis, G., **Huang, R., & Chapman O.** (2009). Tools and settings supporting mathematics teachers' learning in and from practice In D. L. Ball & R. Even (Eds.), *The Professional education and development of teachers of mathematics: The 15th ICMI study* (pp.185-210). Dordrecht/Boston/London: Springer.
- Li, S., **Huang, R., & Shin, Y.** (2008). Mathematical discipline knowledge requirements for prospective secondary teachers from East Asian Perspective. In P. Sullivan & T. Wood (Eds.), *Knowledge and beliefs in mathematics teaching and teaching development* (pp.

- 63-86). Rotterdam, The Netherlands: Sense.
- Huang, R.,** Mok, I., & Leung, F. K.S. (2006). Repetition or Variation: “Practice” in the mathematics classrooms in China. In D. J. Clarke, C. Keitel, & Y. Shimizu (Eds.), *Mathematics classrooms in twelve countries: The insider's perspective* (pp.263-274). Rotterdam: Sense.
- Huang, R.,** & Leung, F. K. S. (2005). Building a coherent and progressive lesson by adopting teaching with variation: A case study of a Shanghai lesson. In N. Y. Wong (Ed.), *Revisiting mathematics education in Hong Kong for the new millennium* (pp.282-305). Hong Kong: Hong Kong Association for Mathematics Education.
- Huang, R.** (2005). Methods of classroom research. In J. Bao, J. Wang, & L. Gu (Eds.), *Classroom teaching video-case study and make* (pp.47-79). Shanghai: Shanghai Education Press.
- Gu, L., **Huang, R.,** & Marton, F. (2004). Teaching with variation: An effective way of mathematics teaching in China. In L. Fan, N. Y. Wong, J. Cai, & S. Li (Eds.), *How Chinese learn mathematics: Perspectives from insiders* (pp.309-348). Singapore: World Scientific.
- Huang, R.,** & Leung, F. K.S (2004). Cracking the paradox of the Chinese learners: Looking into the mathematics classrooms in Hong Kong and Shanghai. In L. Fan, N. Y. Wong, J. Cai, & S. Li (Eds.), *How Chinese learn mathematics: Perspectives from insiders* (pp.348-381). Singapore: World Scientific.
- Huang, R.** (2004). Cases study of exemplary classroom teaching. In D. Zhang & N. Song (Eds.), *Introduction to mathematics education* (pp.47-78). Beijing: Higher Education Press.
- Huang, R.** (2003). Modern educational technology and open-ended mathematics teaching. In Z. Dai (Ed.), *Open-ended problems: A new model of mathematics teaching* (2nd) (pp.137-175). Shanghai: Shanghai Education Press.
- Huang, R.** (2002). Modern educational technology and open-ended mathematics problems. In Z., Dai (Ed.), *Open-ended problems: A new model of mathematics teaching* (pp.138-149). Shanghai: Shanghai Education Press.

CONFERENCE PROCEEDINGS AND INVITED LECTURES

Invited lectures

- Huang, R.** (2018). Seeking excellent mathematics education: A cross-cultural perspective. Hangzhou Normal University, Hangzhou, China.
- Huang, R.** (2018). Building professional learning community and creating professional knowledge through lesson study. Chongqing Normal University, Chengdu, China.
- Huang, R.** (2018). How to conduct a research and disseminate research findings: A personal experience. Beijing Normal University, Beijing, China.

- Huang, R.** (2018). Lesson study: A powerful model for improving teaching and developing teachers. Shanghai Normal University, Shanghai, China.
- Huang, R.** (2017). Connecting research and practice. Peking University, Beijing, China.
- Huang, R.** (2017). Seeing high quality mathematics classroom teaching: A comparison between China and United States. University of Macau, Macau, China.
- Huang, R.** (2017). Points, lines and planes in educational research: Transferring research ideas to academic publication. East China Normal University, Shanghai, China.
- Huang, R.** (2017). Integration of Western theories and Chinese theories in mathematics education: Variation and Problem solving. Shanghai Normal University, Shanghai, China.

Conference Presentation

- Huang, R.,** Kimmins, D., Winters, J., & Ruston, G. (2019). Scaling up lesson study through use of technologies: An exploratory study. Paper presented at The Annual Conference of The World Association of Lesson Study, September 3-6, 2019, Amsterdam, Netherlands.
- Huang, R.,** Huang, X., Zhao, W., & Gong, Z. (2019). Implementing new curriculum through lesson in China. Symposium at The Annual Conference of The World Association of Lesson Study, September 3-6, 2019, Amsterdam, Netherlands.
- Huang, R.,** Kimmins, D., Winters, J., & Seat J. (2019). Developing teachers' mathematics instructional expertise through vertical lesson study. Paper presented at American Education Research Association Meeting, April 4-April 9, 2019, Toronto, Canada.
- Huang, R.,** & Huang, X. (2019). Lesson study and its role in the implementation of curriculum reform in China. Paper presented at American Education Research Association Meeting, April 4-April 9, 2019, Toronto, Canada.
- Huang, R.,** Kimmins, D., Winters, J., Seat J., & Fridetzky, M. (2019). Teaching word problems informed by learning trajectory in China and the U.S. Paper presented at Annual Meeting of Council of Teachers of Mathematics, April 3-6, 2019, San Diego, California.
- Huang, R.,** Dudley, P., Clivza, S., & Wei, G. (Nov., 2018). Plenary session: Investigating Lesson study from multiple theoretical perspectives. Symposium presented at WALs conference, November, 22-26, Beijing China.
- Huang, R.,** Chen, X. Li, X., Huang, X., & Chen, S (Nov., 2018). Chinese lesson study: Its origin, development and current practice (symposium). Presented at WALs conference, November, 22-26, Beijing China.
- Huang, R.** (August 2018). Chinese lesson study: Deliberate practice, research methodology, and improvement science. Paper presented at International Congress of Mathematicians, 2018, August 1-9, Rio Rio Centro Convention & Event Center, Brazil.
- Kimmins, D., Winters, J., **Huang, R.** (Feb., 2018). INSPRIRE-A hybrid PD model that promotes teachers' MKT and Changes their teaching practice. Paper presented at 12 annual meeting of Tennessee STEM conference, Feb 1-2, Murfreesboro, TN.

- Huang, R.**, Kimmins, D., & Winters, J. (April, 2018). The dynamics between enactment and reflection during lesson study. Paper presented at AERA 2018 conference. April 13-17, New York, NY.
- Huang, R.**, & Haupt, M. (April, 2018). Chinese lesson study in the US: Improving core instructional practice in mathematics teaching. Paper presented at AERA 2018 conference. April 13-17, New York, NY.
- Huang, R.**, Kimmins, D., Winters, J., Douglas D., & Tessema, A. (2017, October). Teacher learning through perfecting a lesson through Chinese lesson study. Paper presented at PME-NA 39 in Indianapolis, Indiana on October 5-8, 2017.
- Kimmins, D., **Huang, R.**, Winters, J., Tessema, A., & Douglas D. (2017, October). Developing fraction addition with conceptual understanding and procedural fluency using deliberate strip diagrams. Paper presented at PME-NA 39 in Indianapolis, Indiana on October 5-8, 2017.
- Huang, R.**, Haupt, M., Kimmins, D., & Winters, J. (2017, April). Pursuing deep learning in mathematics classrooms through variation pedagogy. Paper presented at National Council of Teachers of Mathematics Research Conferences, April 3-5, 2017, San Antonio, TX.
- Winters, J., & **Huang, R.** (2017, April). Studies on teaching and learning dividing fractions from perspectives of learning trajectory and variation pedagogy. Paper presented at National Council of Teachers of Mathematics Research Conferences, April 3-5, 2017, San Antonio, TX.
- Huang, R.** (2017, April). Teaching dividing fractions utilizing quotitive model and proportional reasoning. Paper presented at National Council of Teachers of Mathematics Research Conferences, April 3-5, 2017, San Antonio, TX.
- Han, X., & **Huang, R.** (2017, April). Developing teachers' expertise in mathematics instruction as deliberate practice through Chinese lesson study. Paper presented at American Education Research Association Meeting, April 27-May 1, 2017, San Antonio, TX.
- Huang, R.**, (2017, April). Comparisons of two major theories on teaching and learning mathematics through variation. Paper to be presented at American Education Research Association Meeting, April 27-May 1, 2017, San Antonio, TX
- Kimmins, D., **Huang, R.**, Winters, J., & Hartland, K. S. (2016, July). In-service teachers' perceptions and interpretations of a learning trajectory: division of fraction. Paper to be presented 13th International Congress on Mathematical Education, Hamburg, 24-31, July, 2016.
- Huang, R.**, Haupt, M., & Barlow, A. (2016, July). Developing high-leverage practices as deliberate practice through lesson study. Paper to be presented 13th International Congress on Mathematical Education, Hamburg, 24-31, July, 2016.
- Prince, K., **Huang, R.**, & Barlow, A. (2015, April). Designing and implementing mathematics tasks in mathematics lessons: An analysis of two exemplary lessons of the same topic in China and the US. Paper to be presented at Research conference, National Council of Mathematics Teachers Annual Meeting, April 13-15, 2015, Boston.

- Huang, R.** (2015, April). Implementing mathematics teaching that promotes students' learning through lesson study. Paper to be presented at 2015 American Education Research Association annual conference, April 16-20, Chicago, IL.
- Huang, R.,** Angela, B., & Schmidt, T., (2015, February). Two Learning Spaces, One Task: An Examination of Task Implementation in Chinese and U.S. Classrooms. Paper to be presented at The Nineteenth Annual Conference of the Association of Mathematics Teacher Educators, February 12-14, 2015, Orlando, Florida.
- Huang, R., &** Barlow, A. T. (2014, April). Matches or discrepancies: Student perceptions and teacher intentions in Chinese mathematics classrooms. Paper presented at 2014 American Education Research Association annual conference of, April 3-5, Philadelphia, Pennsylvania.
- Han, X., & **Huang, R.,** (2014, April). Improving teaching and developing teachers through parallel lesson study: A Chinese approach. Paper presented at 2014 American Education Research Association annual conference of, April 3-5, Philadelphia, Pennsylvania.
- Huang, R.,** Prince, K., & Schmidt, T., & Barlow, A. (2014, Feb). Learning about Implementing CCSS-Mathematics in an algebra lesson through lesson study. Paper to be presented at Association of Mathematics Teacher Educators, Feb. 6-8, 2014, Irvine, CA.
- Huang, R.,** Prince, K., & Schmidt, T. (2013, November). Response to student errors in Chinese and U.S. mathematics classrooms. Paper to be presented at Paper presented at annual conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), November 14-17, Chicago, IL.
- Huang, R., &** Li, Y. (2013, April). The notions of Chinese mathematics teaching and learning from a historical perspective. Paper presented at research pre-session of 2013 annual meeting of National Council of Teachers of Mathematics, April 15-17, Denver, CO.
- Barlow, A., **Huang, R. et al.** (2013, April). Chinese and U.S. teachers: Knowledge for facilitating disagreements. Paper presented at research pre-session of 2013 annual meeting of National Council of Teachers of Mathematics, April 15-17, Denver, and CO.
- Huang, R.,** Jacobson, M.S., & Ferrara, M. (2012, July). Preparing in-service teachers for teaching discrete mathematics through inquiry-based professional development program. Paper presented at 12th International Conference on Mathematics Education, July 8-15, 2012 Seoul, Korea.
- Huang, R.,** Xu, S., Su, H., Tang, B., & Strayer, J. (2012, July). Teaching researchers in China: Hybrid functions of researching, supervising and consulting. Paper presented at 12th International Conference on Mathematics Education, July 8-15, 2012 Seoul, Korea.
- Huang, R.** (2012, July). Pre-service secondary mathematics teachers' knowledge of algebra for teaching in China. Paper presented at 12th International Conference on Mathematics Education, July 8-15, 2012 Seoul, Korea.
- Huang, R., &** Li, Y. (2012, July). Chinese and U.S. pre-service mathematics teachers'

knowledge for teaching algebra with a focus on representational flexibility. Paper presented at 12th International Conference on Mathematics Education, July 8-15, 2012 Seoul, Korea.

- Huang, R., & Li, Y.** (2012, April). Strategies of making coherent instruction in China: A Case of teaching systems of linear equations. Paper presented at the 2012 AERA Annual Meeting, April 13–17, Vancouver, British Columbia, Canada.
- Huang, R., & Kulm, G.** (2011, October). U.S. prospective middle grade mathematics teachers' mistakes in knowledge of algebra for teaching. Paper presented at annual conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), October 20-23, Reno, NV.
- Huang, R., Li, Y., Kulm, G., & Allen, D.** (2011, April). Pre-service mathematics teachers' knowledge for teaching algebra in China and the U.S. Paper presented for 2011 annual meeting of American Education Research Association (AERA), New Orleans, Louisiana.
- Li, Y., **Huang, R., & Xu, S.** (2011, April). Improving teachers' expertise and teaching through apprenticeship practices. Paper presented for 2011 annual meeting of American Education Research Association (AERA), New Orleans, Louisiana.
- Huang, R., & Li, Y.** (2011, April). Mathematics Teacher Professional Competence Development: Novice-Expert comparison. Presented at research pre-session of 2011 annual meeting of National Council of Teachers of Mathematics, Indianapolis, IN.
- Huang, R. & Li, Y.** (2011, April). What constitutes effective mathematics instruction: A comparison of Chinese expert and novice teachers' views. Presented at research pre-session of 2011 annual meeting of National Council of Teachers of Mathematics, Indianapolis, IN.
- Huang, R., & Ma, T.** (2011, April). What matters most: A comparison of expert and novice teachers' noticing of mathematics classroom events. Presented at research pre-session of 2011 annual meeting of National Council of Teachers of Mathematics, Indianapolis, IN.
- Huang, R., Chen, X., Li, Y., & Zhang, J.** (2010, August). Chinese high school teachers' knowledge for teaching algebra: An exploratory study (TSG5). In Y. Shimizu, Y. Sekiguchi, & K. Hino(Eds.), *The 5th East Asia Regional Conference on Mathematics Education* (pp. 707-714), Tokyo, Japan.
- Huang, R., Li, Y., Kulm, G., & Willson, V.** (2010, October). The relationships among professional ranks, teaching experience, course taking and teachers' knowledge for teaching algebra. Paper to be presented at annual conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Columbus, Ohio.
- Huang, R., Li, Y., & Ma, T.** (2010, October). Developing and mastering knowledge through teaching with variation: A case study of teaching fraction division. Paper to be presented at annual conference of the *North American Chapter of the International Group for the Psychology of Mathematics Education* (PME-NA), Columbus, Ohio.

- Huang, R.**, Rowntree, R. V., Yetkiner, E., & Li, Y. (2010, April). Classroom instruction as implemented curriculum to provide students structured learning experience in China and the US. Paper presented at research pre-session of 2010 annual meeting of *National Council of Teachers of Mathematics*, San Diego, CA.
- Huang, R.**, & Li, Y. (2009a, April). Chinese master and novice teachers' views of good mathematics classroom instruction. Paper presented at 2009 annual meeting of *American Education Research Association (AERA)*, San Diego, CA.
- Huang, R.**, & Li, Y. (2009b, April). Mathematics knowledge for teaching algebra: A case study on linear equations in Mainland China. Paper presented at 2009 annual meeting of *American Education Research Association (AERA)*, San Diego, CA.
- Li, Y., Chen, X., & **Huang, R.** (2009, April). Developing procedural proficiency with conceptual understanding and beyond: The case of teaching and learning fraction division in China. Paper presented 2009 annual meeting of *American Education Research Association (AERA)*, San Diego, CA.
- Huang, R.** (2008, July). Connecting international research and teacher professional development: A personal experience in China. In O.Figueras, J. L., Cortina, S., Alatorre, T., Rojano, & A. Sepulveda (Eds.), *Proceedings of the Joint Meeting of PME 32 and PME-NA XXX* Volume 1 (pp. 113-114). México: Cinvestav-UMSNH.
- Huang, R.**, & Bao, J. (2008, March). Teacher Professional Development in China: Keli (Exemplary Lesson Development). Paper as part of symposium, Teacher-Academic Partnerships: International Approaches to Teacher Professional Development presented at 2008 annual meeting of *American Education Research Association (AERA)*, New York City.
- Huang, R.**, & Cai, J. (2008, July). Mathematical tasks implementation in the U.S. and Chinese classrooms. Paper presented at *11th International Congress on Mathematical Education (ICME 11)*, Monterrey, Mexico
- Huang, R.**, & Li, Y. (2008a, July). Developing exemplary lesson to pursue Mathematics Classroom Instruction excellence in China. In O.Figueras, J. L., Cortina, S., Alatorre, T., Rojano, & A. Sepulveda (Eds.), *Proceedings of the Joint Meeting of PME 32 and PME-NA XXX* Volume 1 (pp. 179-184). México: Cinvestav-UMSNH.
- Huang, R.**, & Li, Y. (2008b, April). What can we learn from U.S. and Chinese classroom instruction in algebra? Paper presented at the research pre-session of 2008 annual conference of *National Council of Teachers of Mathematics [NCTM]*, Salt Lake City, UT.
- Huang, R.**, & Li, Y. (2008c, April). A cognitive analysis of master teacher's lesson from multiple perspective. Paper as part of symposium, learning about and from Master Mathematics Teacher in China. Paper presented at 2008 annual conference of *National Council of Teachers of Mathematics [NCTM]*, Salt Lake City, UT,
- Huang, R.**, Mok, I., & Leung, F.K.S. (2008, March). Constructing algebraic knowledge in Chinese classrooms: A case study of the teaching of systems of linear equations. Paper presented at 2008 annual meeting of *American Education Research Association (AERA)*, New York City.

- Li, Y., & **Huang, R.** (2008, June). Developing mathematics teachers' expertise with apprenticeship practices and professional promotion system as contexts. Paper presented at *US - Sino Workshop on Mathematics and Science Education: Common Priorities that Promote Collaborative Research*, Murfreesboro, TN.
- Li, Y., **Huang, R.** Bao, J., & Fan, Y. (2008, July). Facilitating the development of mathematics teachers' expertise through professional promotion practices in Mainland China. Paper presented at *11th International Congress on Mathematical Education (ICME 11)*, Monterrey, Mexico.
- Li, Y., **Huang, R.**, & Tan, C. (2008, July). Elementary teachers' knowledge in mathematics and pedagogy for teaching. In O. Figueras, J. L., Cortina, S., Alatorre, T., Rojano, & A. Sepulveda (Eds.). *Proceedings of the Joint Meeting of PME 32 and PME-NA XXX* Volume 1 (pp. 287). México: Cinvestav-UMSNH.
- Li, Y., Kulm, G., **Huang, R.**, & Ding, M. (2008, March). Chinese teachers and students' thinking about 'good lesson'. Paper presented at 2008 Annual Meeting of *American Education Research Association (AERA)*, New York City.
- Zhang, J., **Huang, R.**, Li, Y., Qian, P., & Li, X. (2008, July). Improving mathematics instruction with a focus on core concepts in secondary school mathematics: introducing a new nation-wide effort in China. Paper presented at *11th International Congress on Mathematical Education (ICME 11)*, Monterrey, Mexico.
- Bao, J., & **Huang, R.** (2007, June). Hypermedia video cases for in-service mathematics teacher professional development in China (Regular Lecture). In C. S., Lim, S. Fatimah, G. Munirah, S. Hajar, & M. Y., Hashimah et al. (Eds.), *Proceeding of 4th East Asia Regional Conference on Mathematics Education* (pp. 47-53), City Bayview hotel, Penang, Malaysia.
- Huang, R.**, & Cai, J. (2007, July). Constructing pedagogical representations to teach linear relations in Chinese and U.S. classrooms (Research Report). In J. H., Woo, H. C., Lew, K. S., Park & D. Y., Seo (Eds.), *Proceeding of International Group for the 31st Psychology of Mathematics Education Annual Meeting* (Vol. 3, pp. 65-72). Seoul, The Republic of Korea.
- Huang, R.**, Mok, I., & Leung, F. K. S. (2007, April). Repetition or Variation: Practising in the Mathematics Classrooms in China. Paper presented at 2007 annual conference the *American Educational Research Association*, Chicago, USA.
- Li, Y., Pang, J., & **Huang, R.**, (2007, July). Master teachers in different system contexts (Discussion Group). In J. H., Woo, H. C., Lew, K. S., Park & D. Y., Seo (Eds.), *Proceeding of International Group for the 31st Psychology of Mathematics Education Annual Meeting* (Vol. 1, pp. 184-184). Seoul, The Republic of Korea.
- Huang, R.** (2006a, November). International classroom research: Methodology, findings and implication .Keynote speech at *Biyearly Conference on Mathematics Education at National High Normal University*, Fujian Normal University, Wuyishan city, Fujian, China.

- Huang, R.** (2006b, April). Looking into and looking ahead of mathematics teaching in Macau from an international comparative perspective. A special lecture for the 25th anniversary of the University of Macau. University of Macau.
- Huang, R.** (2006c, October). Tension and alternative of in-service secondary mathematics teacher profession development in China. Paper presented at *The Second International Forum on Teacher Education*. Shanghai, China.
- Huang, R., & Bao, J.** (2006, June). Effectiveness of VIDEO-case based elementary mathematics teacher training program: An exploratory study in China. In J. Novotná, H. Maraova, M. Kratka, & N. Stehliková (Eds.), *Proceedings of the 30th Conference of the International group for the Psychology of Mathematics Education* (Volume1, p.126). Prague: Charles University.
- Huang, R., & Wong, I.** (2006, April). Mathematics teaching in Hong Kong, Macau and Shanghai. Paper presented at conference on *Educational Development in Chinese Society*, University Macau, Macau, China.
- Huang, R.** (2005a, May). Looking into Chinese mathematics classrooms. Paper presented at the conference on *Chinese community educational reform practice and reflection*, University of Macau, Macau, China.
- Huang, R.** (2005b, July). Verification or proof: Justification of Pythagoras' theorem in Chinese mathematics classrooms, in H. L. Chick & J. L. Vincent (Eds.). *Proceedings of the 29th conference of the International Group for the Psychology of Mathematics Education* (Volume 3, pp.161- 168). University of Melbourne, Australia
- Huang, R.** (2005c, May). Video-case study: An Chinese experience of Learning in and from practice. ICMI study 15, *The Professional Education and Development of Teachers of Mathematics*, Brazil.
- Huang, R.** (2005d, May). Do mathematics teaching in Chinese community have advantages? Insights from international comparative mathematics education. Paper presented at the conference on *mathematics situation and problem posing teaching model*. Guiyang, Guizhou, China.
- Huang, R., & Mok, I.** (2005, August). Repetition or Variation- "Practice" in the mathematics classrooms in Hong Kong and Shanghai. Paper presented at the 3rd *East Asia Regional Conference on Mathematics Education* (EARCOME3), Shanghai/Nanjing/Hangzhou, China.
- Huang, R., & Bao, J.** (2004, July). Towards a model for teacher's professional development in China. Paper presented at *The 10th International Congress on Mathematics Education* (ICME-10), Copenhagen, Denmark.
- Clarke, D. J. & **Huang, R.** (2003, August). The distribution of the responsibility for knowledge generation in mathematics classes in Australia and China. Paper presented as part of the symposium "Social Interaction and Learning in Mathematics Classrooms in Australia, Germany, Hong Kong, Japan, the Philippines, Sweden, and the United States" at the 10th Biennial Conference of the European Association for Research on Learning and Instruction, Padova, Italy.

- Huang, R.**, & Leung, F. K. S. (2002, July). Is there a Chinese approach? —A comparison on the ways of teaching the Pythagoras' theorem among Australia, Czech Republic, Hong Kong and Shanghai. In D. Edge & Y. B. Har(eds.), *Proceedings of the Second East Asia Regional Conference on Mathematics Education and Ninth Southeast Asian conference on Mathematics Education* (Vol. 2, 247-252). Singapore: Association of Mathematics Educators & National Institute of Education, NTU.
- Alexandersson, M., **Huang, R.**, Leung, F. K. S., & Marton, F. (2002, April). Why the content should be kept invariant when comparing teaching in the same subject in different classrooms in different countries. Paper presented at the 2002 annual conference *American Educational Research Association*, New Orleans, USA.

PROFESSIONAL SERVICE

Supervising Ph.D. students

Angeline King Gaddy, 2011-2014 (Member of Dissertation committee)

Teresa Schmidt, 2011-2015 (Member of Dissertation committee)

Kyle Prince, 2013-2016 (Co-chair of Dissertation)

Melanie Haupt, 2016-2021 (Chair of Dissertation)

Invited Speaker, International Congress on Mathematics Education (ICME 14)
Shanghai, China, 2020),

Member of Program committee, WALIS international conference, Dec. 2-5, 2020, San Francisco, USA

Member of International program committee PC, ICMI Study 25, Teachers of Mathematics Working and Learning in Collaborative Groups, 2018-

Council member, The World Association of Lesson Studies 2018-

Panellist, Use of Lesson Study to support quality mathematics teaching. **International Congress of Mathematicians 2018**, August 1-9, 2018, Rio, Brazil.

Co-Chair, ICME 13 (Hamburg, Germany 2016), TSG 48 Pre-service mathematics education of secondary teachers.

Award Chair, AERA SIG Lesson Study 2017-

Guest Editor, ZDM Mathematics Education 2014-

Guest Editor, International Journal for Lesson and Learning Studies 2017-

Reviewer, International Journal of Mathematics and Science Education 2009-

Reviewer, The International Journal on Mathematics Education 2009-

Reviewer, Journal of Research for Mathematics Education 2016-

Reviewer, Educational Studies in Mathematics 2015-

Reviewer, Teaching and Teacher Education 2017-

Reviewer, Research in Mathematics Education 2018-

Reviewer, <i>Journal of Mathematical Behavior</i>	2012-
Reviewer, <i>Journal of Mathematics Teacher Education</i>	2012-
Reviewer, <i>International Journal for Lesson and Learning Studies,</i>	2016-
Reviewer, <i>School Science and Mathematics</i>	2009-
Reviewer, <i>Journal of Teacher Education</i>	2015-
Reviewer, <i>Journal of STEM Education</i>	2016-
Reviewer, <i>Journal of Mathematics Education, China</i>	2003-

PROFESSIONAL AFFILIATIONS

American Education Research Association (AERA).
National Council of Teachers of Mathematics (NCTM).
Association of Mathematics Teacher Educators (AMTE).
The World Association of Lesson Studies (WALS).