

JOCELYN N. RIOS

Curriculum Vitae

Email:

HONORS AND AWARDS

Community Outreach

- 2022 Co-organizer, Cafecito con Matematica Bilingual Family Math Nights, *Fort Collins, Colorado*.
- 2021 Co-facilitator, Project FAMILIA In-Service Teacher Professional Development, *University of Arizona*.
- 2021 Volunteer and Presenter, Parent Cafecitos, Ochoa Community School, *Tucson, Arizona*.
- 2021 Presenter, Adelante Parent and Youth Leadership Conference, *Tucson, Arizona*.
- 2021 Organizer, SK Day, redesigned to be a culturally-responsive community outreach event for middle and high school girls, *Tucson, Arizona*.
- 2019 Presenter, College Academy for Parents, Early Academic Outreach, *University of Arizona*.
- 2019 Presenter, Hablemos de Matematicas: Padres y Maestros Workshop, *Tucson, Arizona*.
- 2019 Outreach Scholar, worked in local eight grade math classroom, Apollo Middle School, *Tucson, Arizona*.
- 2016 Coordinator, Title I Parent and Family Nights, Cesar Chavez Middle School, *Pueblo, Colorado*.
- 2016 Faculty Co-sponsor, Padres Comprometidos, Cesar Chavez Middle School, *Pueblo, Colorado*.

PUBLICATIONS

Journal Publications

- [1] **Rios, J.** (2024). Positioned as a Burden: Analyzing the Participation of Multilingual Students in Undergraduate Mathematics Courses that use Groupwork. *Journal of Mathematical Behavior*, 74.
- [2] **Rios, J.** (2023). Language, Comfort Speaking, and Collaboration: A QuantCrit Analysis of Multilingual Students' Experiences in Introductory College Mathematics Courses. *International Journal for Research in Undergraduate Mathematics Education*, 1-31.
- [3] **Rios, J.** (in revision). Exploring the Teaching Methods Used in GTA-led Calculus Recitations. Submitted to *International Journal of Mathematical Education in Science and Technology*.
- [4] **Rios, J.**, Hagman, J., & Tremaine, R. (in preparation). Stay silent situations: Using multilingual students' own words through poetic transcription to tell their stories of introductory college mathematics education.
- [5] **Rios, J.** (in preparation). Bond or Barrier: Exploring the Role of Language in the Undergraduate Mathematics Classroom.
- [6] **Rios, J.** & Lozano, G. (in preparation). Equity feels as equity does: Perspectives on teaching and learning active learning precalculus at an HSI.

Peer-reviewed Conference Proceedings

- [6] Fantin-Hardesty, K., Tremaine, R., **Rios, J.**, Soto, H. (2023). Embodiment as Evidence for Student Engagement in an Inquiry-Oriented Mathematics Classroom. In Lamberg T., & Moss, D. (Eds.), *Proceedings of the forty- fth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (Vol 1). (pp. 829 - 838). University of Nevada, Reno.
- [7] **Rios, J.** (2023). The Role of Language-as-resource and Language-as-political in College Mathematics Courses. In Ayalon, M., Koichu, B., Leikin, R., Rubel, L., & Tabach, M. (Eds.), *Proceeding of the 46th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 4). (pp. 91-98). University of Haifa, Israel.

[12] **Rios, J.** (2021, June). Examining the role of language in post-secondary math classrooms using a language-

Summer 2014
Fall 2014

MATH 144 - Applied Calculus II
MATH 253 - Calculus II recitation

AWARDED GRANTS

- 2023 College of Natural Science Faculty Success Grant: Funding for Cafecito con Matematica, Bilingual Family Math Nights at local schools in Poudre School District, *Colorado State University*, Amount: \$5,000.
- 2021 Graduate and Professional Student Council Project and Research Grant: Funding of dissertation research, *University of Arizona*, Amount: \$1,000.

Advisory Board on External Grants

- 2023 Advisory Board Member, Title: "Discourse to Improve Student Conceptual Understanding of Statistics in Inclusive Settings (DISCUS-IS)", PIs: Laura Callis (Curry College) Jennifer McNally (Curry College), Source: National Science Foundation.

REFERENCES

Aditya Adiredja

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