

Noriyuki Inoue, Ph.D.
Associate Professor
School of Leadership and Education Sciences
University of San Diego
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EDUCATION

COLUMBIA UNIVERSITY (New York, NY, Sept. 1995 - Oct. 2002)

Ph.D. in Educational Psychology: Human Cognition and Learning

Specialized in cognitive development and mathematical problem solving

Dissertation title: The role of personal interpretation in mathematical problem solving

Dissertation advisor: Prof. Herbert Ginsburg (Defended in May, 2002)

Research assistantships: The qualitative analysis of Japanese teachers' classroom lessons, 2000-2001 (Prof. Fernandez), Naturalistic observation of preschooler's everyday mathematics in free play activities, 1997- 2000 (Prof. Ginsburg)

M.A. in Mathematics Education, Feb, 1998

Specialized in number development and mathematical modeling

HARVARD UNIVERSITY (Cambridge, MA, Jul. 1991 - Mar. 1993)

M.Ed. in Human Development and Psychology

Specialized in Technology in Education

OSAKA UNIVERSITY (Osaka, Japan, Apr. 1981 - Mar. 1985)

B.Sc. in Engineering Science

Specialized in Mechanical Engineering

Teacher Certification in High School Mathematics, Mar. 1985

PROFESSIONAL EXPERIENCE

UNIVERSITY OF SAN DIEGO (San Diego, CA, Aug. 2003 - present)

ASSOCIATE PROFESSOR, Department of Learning and Teaching, School of Leadership and Education Sciences
Teaching in the teacher credential, undergraduate, masters and doctoral programs.

Courses taught: Cognition and Learning, Human Development, Psychological Foundation in Education, Educational Research, Psychology of Mathematical Thinking, Educational Measurement and Assessment, Quantitative Methods, Inferential Statistics. Served (and serving) a number of dissertation committees. Advising both doctoral and masters students.

SAINT JOSEPH COLLEGE (West Hartford, CT, Aug. 2001 – Aug. 2003)

ASSITANT PROFESSOR, Department of Child Study/Education/Special Education

Taught in the teacher certification, masters and undergraduate programs.

Courses taught: Educational Psychology, Educational Research, Child Development, Advanced Child Development, Effective Teaching of Mathematics, Growth and Development in Early Childhood, etc.

Served as a member of the International Program Planning Committee of the college and the Diversity Committee of the department. Advised diverse undergraduate and graduate students. Received \$5,000 internal grant with a mathematics faculty for improving mathematics courses as general education requirement for teacher certification students.

TEIKYO POST UNIVERSITY (Waterbury, CT, Sept. 1998 – Aug. 2001)

INSTRUCTOR, Department of Psychology and Mathematics

Courses Taught: Educational Psychology, Educational Testing and Measurement, Introduction to Psychology, Statistics I, Theory of Personality, College Algebra, Problem Solving and Mathematical Reasoning.

Served as a member of the Assessment Committee and the International Committee of the university. Designed and

evaluated the university's English Language and Communication Program for international students. Designed and taught online Statistics I course. Advised diverse undergraduate students.

QUEENSBOROUGH COMMUNITY COLLEGE (Bayside, NY, Sept. 1997 - Dec. 1997)

MATHEMATICS ADJUNCT INSTRUCTOR

Taught a developmental algebra course.

EDMONDS COMMUNITY COLLEGE (Kobe, Japan, Sept. 1993 - Aug. 1995)

INSTRUCTOR

Courses Taught: Statistics I, Introduction to Logic, Intercultural Communication, Algebra, etc.

Advised diverse undergraduate students in the Japan campus of the Washington State community college.

OSAKA FUSE SENIOR HIGH SCHOOL (Osaka, Japan, Apr. 1985 - Jun. 1991)

INSTRUCTOR

Taught calculus, geometry, statistics and other advanced mathematics courses.

Served as Department Head of Mathematics Department (Apr. 1989 - Mar. 1990)

PUBLICATIONS (Refereed articles and book chapters)

Inoue, N. & Buczynski, S. (2011). You asked open-ended questions, and now what?: Understanding the nature of stumbling blocks in mathematical inquiry lessons. *Mathematics Educator*, 20, 10-23.

Inoue, N. & Molina, S. (2011). Lost in translation: L2 learners' struggle to communicate cultural meanings of L1-specific expressions. *CATESOL Journal*, 22, 149-167

Inoue, N. (2011). Zen and the art of neriage: Facilitating consensus building in mathematics inquiry lessons through lesson study. *Journal of Mathematics Teacher Education*, 14, 5-23.

Inoue, N. (2010). A cross-cultural approach to deconstructing cognitive processes in the mathematics classroom. In K. D. Keith (Ed.), *Cross-cultural psychology: A Contemporary reader*. Hoboken, NJ: Wiley/Blackwell.

Buczynski, S., Inoue, N., Lattimer, H., & Alexandrowicz, V. (2010). Developing a policy for an international experience requirement in a graduate teacher education program: a cautionary tale. *Teaching Education*, 21, 33-46.

Inoue, N. (2009). Rehearsing to teach: Content-specific deconstruction of instructional explanations in pre-service teacher trainings. *Journal of Education for Teaching*, 35, 47-60.

Inoue, N. (2009). The issue of reality in word problem solving. B. Greer & L. Verschaffel (Eds.), *Words and worlds: Modelling verbal descriptions of situations. New Directions in Mathematics and Science Education*. Rotterdam, Netherlands: Sense Publisher.

Inoue, N. (2008). Minimalism as a guiding principle: Linking mathematical learning to everyday knowledge. *Mathematical Thinking and Learning*, 10, 1-32.

Inoue, N. (2007). Why face a challenge?: The reason behind intrinsically motivated students' spontaneous choice of challenging tasks. *Individual Differences and Learning*, 17, 251-259

Inoue, N. (2005). The realistic reasons behind unrealistic solutions: The role of interpretive activity in word problem solving. *Learning and Instruction*, 15, 69-83.

Inoue, N. (2000). Review of geometry from Africa: Mathematical and educational explorations by Gerdes, P. (Washington, DC: The Mathematical Association of America.) *International study group on ethnomathematics newsletter*. January/February issue.

Ginsburg, H.P., Inoue, N., & Seo, K. (1999). Young children doing mathematics: Observation of everyday activities. K.H. In J. V. Copley (Ed.), *Mathematics in the Early Years*. Reston, VA: National Council of Teachers of Mathematics.

Ginsburg, H.P., & Inoue, N. (1997). *Mathematics assessment guide grade 5*, Silver Burdett Ginn.

Inoue, N. (1994). The Internet as intellectual liberalism: Issues on the new learning tool. *MagAGENE, Journal of the Association of Global Electric Networking Educators*, Japan, Vol 7, 10 – 13, 1994.

Inoue, N. (1994). Cultural factors in computer literacy education: Establishing a case study evaluation method. *JET, Journal of the Japan Society of Educational Technology*, 94-2, 45-50, 1994.

Inoue, N. (1994). Acquisition of logical and analytical models in the English Language for Japanese. *JET, Journal of the Japan Society of Educational Technology*, 94-3, 73-76.

MANUSCRIPTS IN PROGRESS/REVIEW

Inoue, N. (in progress). Achievement motivation, assimilation, decenter, locus of control, schema, Yin and Yang. In K. D. Keith (Ed.), *Encyclopedia of cross-cultural psychology*. Hoboken, NJ: Wiley/Blackwell.

Inoue, N., Suzuki, S., Lowell, R., & Uchiyama, K. (in progress). Cross-cultural creation of “ba”: What it takes to overcome epistemological challenges in cross-cultural collaborations in action research.

Inoue, N. & Lowell, R. (in progress). Infusing Non-Western Epistemology into Action Research: A way of embracing complexity of mind and situation.

Lowell, R., Inoue, N. & Getz, C. (in progress) Empowerment through critical reflection: The first CARN Study Day in North America

Inoue, N. (in progress). Mirrors of Mind: Introduction to Mindful Ways of Thinking for Educators (Tentative Title) (Book manuscript)

NATIONAL/INTERNATIONAL CONFERENCE PRESENTATIONS (Referred)

Inoue, N. & Rowell, L. (2011). Situating non-Western Concepts and Epistemologies as Foundations of Action Research and Professional Development. Annual Meeting of American Educational Research Association, New Orleans, LA.

Inoue, N. (2010). Japanese lesson study as action research: Consensus building as a new classroom discourse in a cross-cultural lesson study project. Annual Meeting of Collaborative Action Research Network, Cambridge, UK.

Uchiyama, K., Rowell, L., Suzuki, S., & Inoue, N. (2010). Cross-cultural creation of “ba”: Reflective dialogues on the dynamics of cross-cultural communicative space by Japanese and US action researchers. Annual Meeting of Collaborative Action Research Network, Cambridge, UK.

Inoue, N. & Lowell, R. (2010). Empowering Action Research with East Asian Epistemology: A cross-cultural approach to embrace complexity of mind and situation. Annual Meeting of Collaborative Action Research Network, Cambridge, UK.

Lowell, R., Inoue, N., & Getz, C. (2010). Empowerment through critical reflection: The first CARN Study Day in North America. Annual Meeting of Collaborative Action Research Network, Cambridge, UK.

- Inoue, N. (2010). Infusing Non-Western Epistemology into Action Research: A way of embracing complexity of mind and situation. Action Research Symposium, San Diego, CA.
- Inoue, N. (2010). Going beyond the traditional ways of integrating theory and practice: New vision and possibilities that action research brings into mathematics education research. Invited speech at Tsukuba University, Tsukuba, Japan.
- Inoue, N. (2009). Deconstructing cultural assumptions in US-based action research for cross-cultural collaborations. Action Research Symposium, San Diego, CA.
- Inoue, N. (2009). Transforming the nature of classroom dialogues through consensus building: Japanese lesson study as action research. Action Research Symposium, San Diego, CA.
- Inoue, N. (2009). A postmodern approach to real wor(l)d problem solving: Utilizing students' justifications of "unrealistic" solutions. Annual Meeting of American Educational Research Association, San Diego, CA.
- Inoue, N. (2009). What is really *Neriage*? Consensus building in Japanese mathematical inquiry lessons. Annual Meeting of American Educational Research Association, San Diego, CA.
- Inoue, N. (2009). Lessons from advising action research projects in education. (Paper presentation within symposium titled "Action research and professional schools in education and related fields: Developing cultures of inquiry to bridge gaps between research and practice") Annual Meeting of American Educational Research Association, San Diego, CA.
- Inoue, N. (2009). Teaching educational psychology with VITAL-based case studies: Going beyond psychological theories in context-specific case analyses. (Paper presentation within the symposium titled "A Video-Based Pedagogy for Improving College Students' Understanding of Development and Education"). Annual Meeting of Society of Research in Child Development, Denver, CO.
- Inoue, N. (2009). Overview of Action Research in the US and Current Agenda: Deconstructing Cultural Assumptions for Cross-cultural Collaborations. Annual Symposium of Japan Association of Action Research, Tokyo, Japan.
- Inoue, N. (2008). Zen and Art of Consensus Building in Inquiry-based Learning Activities. Annual meeting of International Society of Culture and Activity Research, San Diego, CA.
- Inoue, N. (2008). Zen and art of "neriage": Facilitating consensus building in mathematics inquiry lessons. Annual Meeting of Psychology of Mathematics Education, Morelia, Mexico.
- Inoue, N. & Molina, S. (2007). Lost in translation: Crossing the border in language learning. Annual Meeting of International Council of Education for Teachers, San Diego, CA.
- Rowell, L., Inoue, N., Romo, J., & Ceja-Aquilar, A. (2007). Border pedagogy: Binational action research team (BART). Annual Meeting of International Council of Education for Teachers, San Diego, CA.
- Inoue, N. & Molina, S. (2006). Lost in translation: What is really lost in second language communication. Annual Meeting of American Psychological Society, New York, NY.
- Inoue, N. (2006). Reform initiatives in Japan that reduce overload: Implementing the goal of Yutori. AACTE annual conference, San Diego, CA.
- Hansen, H., Myers, P., Buczynski, S., Inoue, N., McGrath, L., & Siefert, L. (2005). Mathematics study group as a professional development strategy. Regular presentation session with USD colleagues at the annual meeting of the National Council of Teachers of Mathematics, Anaheim, CA.

Inoue, N. (2005). A minimalist approach: Using students' imagination in problem solving. Research insight presentation accepted for presentation at the annual meeting of the National Council of Teachers of Mathematics, Anaheim, CA.

Inoue, N. (2003). The significance of interpretive activity in problem solving: Less is more as a design principle Paper presentation at the annual meeting of the International Conference of Psychology of Mathematics Education, Honolulu, HI.

Inoue, N. & Seo, K. H. (1999). Naturalistic observation of young children's everyday mathematics in play activity. with Seo, K.H. Paper presented at the biannual meeting of the Society for Research in Child Development, Albuquerque, NM.

Inoue, N. & Seo, K. H. (1998). Naturalistic observation of preschooler's everyday mathematics in free play activities. with Seo, K.H. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Inoue, N. (1998). Identifying the nature of mathematical intuitions. Paper presented at the annual meeting of the Psychology of Mathematics Education, Bloomington, IL.

REGIONAL CONFERENCE PRESENTATIONS (referred)

Inoue, N., Ceja-Aguilar, A., & Quintero, E. (2007). International Action Research Initiatives in Schools: Making Action Research Relevant to the Globalized Society. California School Counseling Research Summit, San Diego, CA.

Inoue, N. (2004). The competence-seeking and interest seeking aspects of intrinsic motivation Paper presentation at the annual meeting of the Western Psychological Association, Phoenix, AZ.

Inoue, N. (2002). The Issue of subjectivity in mathematical thinking: The role of personal interpretations in word problem solving. Paper presented at the annual meeting of the New England Psychological Association, Nashua, NH.

OTHERS

Distinguished Faculty Award (2010), School of Leadership of Education Sciences, University of San Diego.

Co-chair (2009) and Planning Committee (2007-2010), Action Research Conference, San Diego, CA

Fulbright Graduate Study Scholarship (1991-1992), Japan to US