Stanford



Jennifer Osuna

Associate Professor of Education

Graduate School of Education

CONTACT INFORMATION

- **Admin. Support**

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Bio

BIO

Dr. Osuna's research focuses on the nature of student identity and engagement during collaborative mathematical activity, and the ways in which authority and influence are constructed in interaction. Recent work has focused on developing theoretical and analytic tools to capture the construction of marginalization and privilege in patterns of student engagement, and the spread of ideas in student-led collaborative work. Her work has appeared in the Journal for Research in Mathematics Education, Journal of the Learning Sciences, Review of Research in Education, Mathematics Teaching and Learning, ZDM, Mathematics Education Research Journal, Canadian Journal of Science, Mathematics, and Technology Education, Education Sciences, among other outlets.

ACADEMIC APPOINTMENTS

- Associate Professor, Graduate School of Education

PROGRAM AFFILIATIONS

- Center for Comparative Studies in Race and Ethnicity (CCSRE)

Research & Scholarship

RESEARCH INTERESTS

- Artificial intelligence (AI)
- Bilingual & Multilingual Education
- Classroom Discourse and Interaction
- Collaborative Learning
- Educational Inequality
- Elementary Education
- Learning Sciences
- Mathematics Education
- Race, Culture, and Identity
- Research-Practice Partnerships

- Teacher Professional Development
- Youth Identity, Agency, and Voice

Publications

PUBLICATIONS

- **Exploring what teachers notice about students' interactional dynamics during collaborative mathematics problem-solving and their connections to instructional practice** *TEACHING AND TEACHER EDUCATION*
  Osuna, J. M., Munson, J.
  2024; 137
- **"So what are we working on?": how student authority relations shift during collaborative mathematics activity** *EDUCATIONAL STUDIES IN MATHEMATICS*
  Langer-Osuna, J., Munson, J., Gargroetzi, E., Williams, I., Chavez, R.
  2020
- **Exploring the Role of Off-Task Activity on Students' Collaborative Dynamics** *JOURNAL OF EDUCATIONAL PSYCHOLOGY*
  Langer-Osuna, J. M., Gargroetzi, E., Munson, J., Chavez, R.
  2020; 112 (3): 514–32
- **The Social Construction of Authority Among Peers and Its Implications for Collaborative Mathematics Problem Solving** *MATHEMATICAL THINKING AND LEARNING*
  Langer-Osuna, J. M.
  2016; 18 (2): 107-124
- **From Getting "Fired" to Becoming a Collaborator: A Case of the Coconstruction of Identity and Engagement in a Project-Based Mathematics Classroom** *JOURNAL OF THE LEARNING SCIENCES*
  Langer-Osuna, J. M.
  2015; 24 (1): 53-92
- **Toward a Model of Influence in Persuasive Discussions: Negotiating Quality, Authority, Privilege, and Access Within a Student-Led Argument** *JOURNAL OF THE LEARNING SCIENCES*
  Engle, R. A., Langer-Osuna, J. M., de Royston, M.
  2014; 23 (2): 245–68
- **Power in Numbers: Student Participation in Mathematical Discussions in Heterogeneous Spaces** *JOURNAL FOR RESEARCH IN MATHEMATICS EDUCATION*
  Esmonde, I., Langer-Osuna, J. M.
  2013; 44 (1): 288–315
- **How Brianna Became Bossy and Kofi Came Out Smart: Understanding the Trajectories of Identity and Engagement for Two Group Leaders in a Project-Based Mathematics Classroom** *CANADIAN JOURNAL OF SCIENCE MATHEMATICS AND TECHNOLOGY EDUCATION*
  Langer-Osuna, J. M.
  2011; 11 (3): 207–25
- **Can off-task be on-track?** *PHI DELTA KAPPAN*
  Gargroetzi, E. C., Chavez, R. D., Munson, J., Langer-Osuna, J. M., Lange, K. E.
  2019; 100 (8): 62–66
- **Exploring the central role of student authority relations in collaborative mathematics** *ZDM-MATHEMATICS EDUCATION*
  Langer-Osuna, J. M.
  2018; 50 (6): 1077–87
- **Productive Disruptions: Rethinking the Role of Off-Task Interactions in Collaborative Mathematics Learning** *EDUCATION SCIENCES*
  Langer-Osuna, J. M.
  2018; 8 (2)
- **Rethinking loafers: Understanding the productive functions of off-task talk during collaborative mathematics problem-solving** *ICLS 2018 Proceedings*

Langer-Osuna, J., Gargroetzi, E., Chavez, R., Munson, J.
2018

- **Authority, Identity, and Collaborative Mathematics** *JOURNAL FOR RESEARCH IN MATHEMATICS EDUCATION*
  Langer-Osuna, J. M.
  2017; 48 (3): 237–47

- **Authority, identity, and collaborative mathematics** *Journal for research in mathematics education*
  Langer-Osuna, J. M.
  2017; 48 (3): 237-247

- **Understanding relations of power in the mathematics classroom: Explorations in positioning theory** *Mathematics Education and Life at Times of Crisis*
  Langer-Osuna, J. M., McKinney de Royston, M.
  2017: 645

- **Identity in research on mathematics education** *Compendium for research in mathematics education*
  Langer-Osuna, J. M., Esmonde, I.
  2017: 637-648

- **Rehumanizing the "Other": Race, Culture, and Identity in Education Research** *REVIEW OF RESEARCH IN EDUCATION, VOL 40: EDUCATION RESEARCH: A CENTURY OF DISCOVERY*
  Langer-Osuna, J. M., Nasir, N. S.
  2016; 40: 723-743

- **Student Agency and Counter-Narratives in Diverse Multilingual Mathematics Classrooms: Challenging Deficit Perspectives** *MATHEMATICS EDUCATION AND LANGUAGE DIVERSITY: THE 21ST ICMI STUDY*
  Langer-Osuna, J. M., Moschkovich, J., Noren, E., Powell, A. B., Vazquez, S.
  edited by Barwell, R., Clarkson, P., Halai, A., Kazima, M., Moschkovich, J., Planas, N., Phakeng, M. S., Valero, P., Ubillus, M. V.
  2016: 163–73

- **SEEING THE PROBLEM BEFORE ATTEMPTING TO SOLVE IT: THE ROLE OF NOTICING SOCIOPOLITICAL NARRATIVES IN EQUITY-FOCUSED WORK A Commentary on Wager's Case** *CASES FOR MATHEMATICS TEACHER EDUCATORS: FACILITATING CONVERSATIONS ABOUT INEQUITIES IN MATHEMATICS CLASSROOMS*
  Langer-Osuna, J. M.
  edited by White, D. Y., Crespo, S., Civil, M.
  2016: 479–83

- **"I'm trying to figure this out. Why don't you come up here?": heterogeneous talk and dialogic space in a mathematics discussion** *ZDM-MATHEMATICS EDUCATION*
  Langer-Osuna, J. M., Avalos, M. A.
  2015; 47 (7): 1313–22

- **Linear equations and rap battles: how students in a wired classroom utilized the computer as a resource to coordinate personal and mathematical positional identities in hybrid spaces** *MATHEMATICS EDUCATION RESEARCH JOURNAL*
  Langer-Osuna, J.
  2015; 27 (1): 51–64

- **BUILDING TEACHER KNOWLEDGE OF ACADEMIC LITERACY AND LANGUAGE ACQUISITION** *Multilingual Learners and Academic Literacies: Sociocultural Contexts of Literacy Development in Adolescents*
  Avalos, M. A., Zisselsberger, M., Langer-Osuna, J., Secada, W.
  2015: 255

- **It's Like You're a Teacher! A Social Semiotic Analysis of Authority Relations Among High School Mathematics Students** *International Handbook of Semiotics*
  Langer-Osuna, J., Esmonde, I.
  Springer, Dordrecht.2015: 1213–1223