

Stanford



Bryan Brown

Associate Dean for Student Affairs and Associate Professor of Education
Graduate School of Education

CONTACT INFORMATION

- **Admin. Support**

John Baker

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Bio

BIO

Bryan A. Brown is a professor of teacher education. His research interest explores the relationship between student identity, discourse, classroom culture, and academic achievement in science education. He focuses on the social connotations and cultural politics of science discourse in small-group and whole-group interaction.

Additionally, his research work in science education examines how teacher and student discourse serve to shape learning opportunities for students in science classrooms. Dr. Brown's work in science education in urban communities focuses on developing collaborative curricular cycles and classroom pedagogy based on developing discourse intensive instruction for urban learners. His research has expanded beyond his focus on science education, to include issues of college access in urban communities. His recent work explores how classroom and school culture shapes access to higher education. He conducts mixed methodological work exploring how race, language, and culture impact students learning in urban science classrooms.

ACADEMIC APPOINTMENTS

- Associate Professor, Graduate School of Education

ADMINISTRATIVE APPOINTMENTS

- Associate Professor, Graduate School of Education, Stanford University, (2003- present)
- College Director, Freshman Sophomore College, Stanford University, (2019- present)

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- .. Long Beach Unified School District (1996 - 2001)
- Visiting Professor, Michigan State University (2002 - 2003)

PROFESSIONAL EDUCATION

- BS, Hampton University , Biology (1996)
- MA, University of California, Santa Barbara , Education- Science Education (1999)
- PhD, University of California, Santa Barbara , Education- Science Education (2002)

Research & Scholarship

RESEARCH INTERESTS

- Diversity and Identity
- Science Education
- Teachers and Teaching

CURRENT RESEARCH AND SCHOLARLY INTERESTS

Dr. Brown's current research examines issues of stress, culture, and language. His work examines how science is taught in ways that may alienate urban students due to the approach to language instruction. This work includes experimental work involving technology based education and inner city teaching practices.

Teaching

COURSES

2019-20

- Curriculum and Instruction in Science: EDUC 267A (Sum)

2018-19

- Curriculum and Instruction in Science: EDUC 267A (Sum)
- Curriculum and Instruction in Science: EDUC 267B (Aut)

2017-18

- Curriculum and Instruction in Science: EDUC 267A (Sum)
- Proseminar 2: EDUC 325B (Win)
- Science Literacy: EDUC 359C (Aut)

2016-17

- Curriculum and Instruction in Science: EDUC 267A (Sum)
- Curriculum and Instruction in Science: EDUC 267B (Aut)

STANFORD ADVISEES

Doctoral Dissertation Advisor (AC)

Xavier Monroe, Greses Perez, Emily Reigh, Kathryn Ribay, Aekta Shah, Lynne Zummo

Doctoral (Program)

Kyalamboka Brown, Derric Heck, Xavier Monroe, Greses Perez, Daniel Pimentel, Kathryn Ribay, Aekta Shah, Matthew Wilsey, Lynne Zummo

Publications

PUBLICATIONS

- **Moving Culturally Relevant Pedagogy From Theory to Practice: Exploring Teachers' Application of Culturally Relevant Education in Science and Mathematics** *Urban Education*
Brown, B. A., Boda, P., Lemmi, C., Monroe, X. J.
2019; 54 (6): 775-803
- **Overloaded and underprepared: Strategies for stronger schools and healthy, successful kids**
Pope, D., Brown, M., Miles, S.
John Wiley & Sons.2015

- **Urban Middle School Students' Reflections on Authentic Science Inquiry** *JOURNAL OF RESEARCH IN SCIENCE TEACHING*
Maulucci, M. S., Brown, B. A., Grey, S. T., Sullivan, S.
2014; 51 (9): 1119-1149
- **Urban middle school students' reflections on authentic science inquiry** *Journal of Research in Science Teaching*
Maulucci, M. S., Brown, B. A., Grey, S. T., Sullivan, S.
2014; 51 (9): 1119-1149
- **From access to success: Identity contingencies & African-American pathways to science** *Higher Education Studies*
Brown, B. A., Henderson, B., Gray, S., Donovan, B., Sullivan, S.
2013; 3 (1): 1
- **Exploring the alignment of black scientists with the American scientific community: Does race still matter?** *Journal of Women and Minorities in Science and Engineering*
Brown, B. A., Parsons, E., Miles, R., Henderson, B.
2013; 19 (2)
- **Isn't that just good teaching? Disaggregate instruction and the language identity dilemma** *Journal of Science Teacher Education*
Brown, B. A.
2011; 22 (8): 679-704
- **Pathway towards fluency: Using 'disaggregate instruction' to promote science literacy** *International Journal of Science Education*
Brown, B. A., Ryoo, K., Rodriguez, J.
2010; 32 (11): 1465-1493
- **A view of the tip of the iceberg: revisiting conceptual continuities and their implications for science learning** *Cultural Studies of Science Education*
Brown, B. A., Kloser, M.
2009; 4 (4): 921
- **Intellectual innovation or intellectual retrofitting: on agency, culture and access to science education** *Cultural Studies of Science Education*
Brown, B. A.
2009; 4 (2): 379-386
- **Double talk: Synthesizing everyday and science language in the classroom** *SCIENCE EDUCATION*
Brown, B. A., Spang, E.
2008; 92 (4): 708-732
- **Teaching science as a language: A "Content-First" approach to science teaching** *JOURNAL OF RESEARCH IN SCIENCE TEACHING*
Brown, B. A., Ryoo, K.
2008; 45 (5): 529-553
- **Assessment and Academic Identity: Using Embedded Assessment as an Instrument for Academic Socialization in Science Education** *TEACHERS COLLEGE RECORD*
Brown, B. A.
2008; 110 (10): 2116-2147
- **Assessment and Academic Identity: Using Embedded Assessment as an Instrument for Academic Socialization in Science Education.** *Teachers College Record*
Brown, B. A.
2008; 110 (10): 2116-2147
- **Double talk: Synthesizing everyday and science language in the classroom** *Science Education*
Brown, B. A., Spang, E.
2008; 92 (4): 708-732
- **Discursive identity and science teaching: Teachers emphasizing student identity in science instruction** *Science Education*
Reveles, J., Brown, B.
2008; 92 (5): 1015-1041
- **Teaching science as a language: A "content#first" approach to science teaching** *Journal of Research in Science Teaching*

Brown, B. A., Ryoo, K.
2008; 45 (5): 529-553

- **"It isn't no slang that can be said about this stuff": Language, identity, and appropriating science discourse** *JOURNAL OF RESEARCH IN SCIENCE TEACHING*
Brown, B. A.
2006; 43 (1): 96-126
- **"It isn't no slang that can be said about this stuff": Language, identity, and appropriating science discourse** *Journal of Research in Science Teaching*
Brown, B. A.
2006; 43 (1): 96-126
- **Scientific literacy and discursive identity: A theoretical framework for understanding science learning** *SCIENCE EDUCATION*
Brown, B. A., Reveles, J. M., Kelly, G. J.
2005; 89 (5): 779-802
- **The politics of public discourse: Discourse, identity and African Americans in science education** *Negro Educational Review*
Brown, B. A.
2005; 56 (2/3): 205
- **Scientific literacy and discursive identity: A theoretical framework for understanding science learning** *Science Education*
Brown, B. A., Reveles, J. M., Kelly, G. J.
2005; 89 (5): 779-802
- **Discursive identity: Assimilation into the culture of science and its implications for minority students** *JOURNAL OF RESEARCH IN SCIENCE TEACHING*
Brown, B. A.
2004; 41 (8): 810-834
- **Discursive identity: Assimilation into the culture of science and its implications for minority students** *Journal of Research in Science Teaching: The Official Journal of the National Association for Research in Science Teaching*
Brown, B. A.
2004; 41 (8): 810-834
- **Professional development for university scientists around issues of equity and diversity: Investigating dissent within community** *Journal of Research in Science Teaching*
Bianchini, J. A., Hilton#Brown, B. A., Breton, T. D.
2002; 39 (8): 738-771
- **Toward inclusive science education: University scientists' views of students, instructional practices, and the nature of science** *Science Education*
Bianchini, J. A., Whitney, D. J., Breton, T. D., Hilton#Brown, B. A.
2002; 86 (1): 42-78
- **Students' experiences of ability grouping-disaffection, polarisation and the construction of failure** *British Educational Research Journal*
Boaler, J., Wiliam, D., Brown, M.
2000; 26 (5): 631-648