

Jennifer Langer-Osuna

Associate Professor of Education

Graduate School of Education

CONTACT INFORMATION

- **Admin. Support**

Emily Farrell

Email farrelle@stanford.edu

Bio

ACADEMIC APPOINTMENTS

- Associate Professor, Graduate School of Education

LINKS

- Identity, Engagement, and Learning Lab: <https://stiell.sites.stanford.edu>

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
- **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
- **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
- **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., Barwell, R., Clarkson, P., Halai, A., Kazima, M., Moschkovich, J., Planas, N., Phakeng, M. S., Valero, et al
 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., 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
- **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
- **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

- **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