



Jennifer Langer-Osuna

Assistant Professor of Education
Graduate School of Education

CONTACT INFORMATION

- **Admin. Support**

Javier Heinz

Email javheinz@stanford.edu

Bio

BIO

Jennifer Langer-Osuna is assistant professor of mathematics education at Stanford's Graduate School of Education. Her research examines how young people develop identities as learners in collaborative mathematics classrooms, focusing in particular on the social construction of authority, influence, and marginalization among peers during student-led activity. Dr. Langer-Osuna teaches in Stanford's Teacher Education Program (STEP) and partners with local school districts to design robust and humanizing mathematics learning experiences in diverse collaborative classrooms. She has contributed to broader federal and state mathematics education initiatives, including co-authoring new chapters in both the 2025 National Assessment of Educational Progress (NAEP) mathematics assessment framework and California's revised CA Mathematics Framework. She is a National Academy of Education/Spencer postdoctoral fellow and co-hosted the Spencer-funded conference, Advancing Methods for the Study of Social Identities in Mathematics Education (AMSSI-Math). Dr. Langer-Osuna earned her PhD at the University of California, Berkeley and has published in leading education journals, including Journal for Research in Mathematics Education, Journal of the Learning Sciences, Journal of Educational Psychology, and Review of Research in Education.

ACADEMIC APPOINTMENTS

- Assistant Professor, Graduate School of Education

ADMINISTRATIVE APPOINTMENTS

- Assistant Professor, Stanford Graduate School of Education, (2014- present)

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Assistant Professor, Stanford University (2014 - present)
- Spencer Postdoctoral Fellow, National Academy of Education (2012 - 2014)
- Assistant Professor, University of Miami (2010 - 2014)

PROFESSIONAL EDUCATION

- Ph.D., University of California, Berkeley (2009)
- M.A., University of California, Berkeley (2002)
- B.S., Carnegie Mellon University , University and College Honors (1999)

LINKS

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

Research & Scholarship

RESEARCH INTERESTS

- Collaborative Learning
- Curriculum and Instruction
- Diversity and Identity
- Elementary Education
- Equity in education
- Gender Issues
- Math Education
- Professional Development
- Race and Ethnicity
- Research Methods
- Standards
- Teachers and Teaching
- Technology and Education

Teaching

COURSES

2020-21

- Quantitative Reasoning in Mathematics II: EDUC 263F (Aut)
- Quantitative Reasoning in Mathematics III: EDUC 263G (Spr)
- Research in Mathematics Education: Conducting Inquiry: EDUC 359F (Win)

2019-20

- Quantitative Reasoning in Mathematics II: EDUC 263F (Aut)
- RILE Colloquium on Race, Inequality, and Language in Education: EDUC 489 (Win)
- Using Video as Data in the Learning Sciences: EDUC 450B (Aut)

2017-18

- Quantitative Reasoning in Mathematics II: EDUC 263F (Aut)
- Research in Mathematics Education: Conducting Inquiry: EDUC 359F (Aut)

STANFORD ADVISEES

Doctoral Dissertation Reader (AC)

Michael Jarry-Shore, Xavier Monroe, Soren Rosier

Doctoral Dissertation Advisor (AC)

Rosa Chavez

Doctoral Dissertation Co-Advisor (AC)

Kimiko Lange

Doctoral (Program)

Rosa Chavez, Faith Kwon, Kimiko Lange, Jim Malamut, Jesse Ramirez

Publications

PUBLICATIONS

- **"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