

Curriculum Vitae: Olive Chapman

Mailing address: University of Calgary, Werklund School of Education, 2500 University Dr. NW
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University Degrees:

Ph.D. University of Toronto, Curriculum & Instruction: Mathematics Education

B.Com. University of Windsor, Financial Accounting

M.Sc. University of Toronto, Mathematics

B.Sc. (Combined Hons.) York University, Physics and Mathematics

Current Employment

Werklund School of Education, University of Calgary

Full Professor (2009 – ongoing)

Mathematics Education Specialist

Previous Education Employment

Mathematics and Physics Instructor:

Centennial College, Toronto [Instructor]

Seneca College, Toronto [Instructor]

University of Toronto [Teaching Assistant]

Administrative Appointments

Associate Dean, Undergraduate Program in Education, Faculty of Education, University of Calgary
(2010 - 2014)

Assistant Dean, Admissions and Student Services, Division of Teacher Preparation, Faculty of
Education, University of Calgary (2007 – 2010)

Research Interests:

Mathematics knowledge for teaching

Mathematical problem solving, contextual problems, modelling

Mathematics teacher thinking, practical knowledge and learning

Inquiry-based mathematics pedagogy

Authentic mathematics assessment tasks

Metaphors and narratives as inquiry tools in mathematics teacher education and research

Selected Publications

Chapman, O. (in press). Pre-existing mathematics teacher characteristics. In Manizade, A. G.,
Buchholtz, N. F. & Beswick, K. (Eds.) *The Evolution of Research on Teaching Mathematics:
International Perspectives in the Digital Era*. New York, Springer

Chapman, O. (2021). Mathematics teacher educator knowledge for teaching teachers. In Goos, M. &
Beswick, K. (Eds.) *The Learning and Development of Mathematics Teacher Educators:
International Perspectives and Challenges* (pp. 401-414). New York: Springer

- Chapman, O. (2020). Mathematics Teachers as Learners. In Peters, M. (Ed.). *Encyclopedia of Teacher Education*. Springer, Singapore. https://doi.org/10.1007/978-981-13-1179-6_242-1
- Chapman, O., Suazo-Flores, E., Cox, D., Kastberg, S., & Ward, J. (2020). Mathematics Teacher Educators' Inquiry into Their Practice. In Beswick, K. & Chapman, O. (Eds.), *International Handbook of Mathematics Teacher Education: The Mathematics Teacher Educator as a Developing Professional* (2nd Edition, vol. 4. pp 157–190). Leiden, The Netherlands: Brill-Sense
- Koh, K. & Chapman, O. (2019). Building Teachers' Capacity in Mathematics Authentic Assessment. In Potari, D. & Chapman, O. (Eds.) *Knowledge, Beliefs, and Identity in Mathematics Teaching and Teaching Development* (2nd Edition, vol. 1, pp. 31–64). Leiden, The Netherlands: Brill/Sense.
- Beswick, K. & Chapman, O. (Eds.) (2020). *The international handbook of mathematics teacher education: the mathematics teacher educator as a developing professional* (2nd Edition, vol. 4). Leiden, The Netherlands: Brill-Sense.
- Potari, D., & Chapman, O. (Eds.) (2019). *The international handbook of mathematics teacher education: knowledge, beliefs, and identity in mathematics teaching and teaching development* (2nd Edition, vol. 1). Leiden, The Netherlands: Brill-Sense, 2019.
- Salvador, L. & Chapman, O. (Eds.) (2019). *The international handbook of mathematics teacher education: tools and processes in mathematics teacher education* (2nd Edition, vol. 2). Leiden, The Netherlands: Brill-Sense.
- Lloyd, G., & Chapman, O. (Eds.) (2019). *The international handbook of mathematics teacher education: participants in mathematics teacher education* (2nd Edition, vol. 3). Leiden, The Netherlands: Brill-Sense.
- Chapman, O. (2018). Mathematics Teachers' Ways of Supporting Students' Learning of Problem Solving. In M. Stein (Ed.) *A life's time for mathematics education and problem solving* (pp. 45-69). Munster, Germany: WTM
- Koh, K. & Chapman, O. (2018). Improving teachers' assessment literacy in Singapore mathematics classrooms: Authentic assessment task design. In K. Philipp, T. Leuders, & J. Leuders (Eds.) *Diagnostic Competence of Mathematics Teachers – Unpacking a complex construct in teacher education and teacher practice* (pp. 207-222). New York: Springer Publishers.
- Jaworski, B., Chapman, O., Clark-Wilson, A., Cusi, A., Esteley, C., Goos, M., Isoda, M., Joubert, M., & Robutti, O. (2017). Mathematics teachers working and learning through collaboration. In G. Kaiser (Ed.). *The 13th International Congress on Mathematical Education, ICME-13 Monographs* (pp.261-276). New York: Springer
- O. Chapman (2017). Understanding and enhancing teachers' knowledge for teaching mathematics, *Journal of Mathematics Teacher Education*, 20, 4, 1-5.
- Ponte, O. & Chapman, O. (2016). Prospective mathematics teachers' learning and knowledge for teaching. In L. English & D. Kirshner (Eds.). *Handbook of International Research in Mathematics Education*, 3rd Edition (pp. 275-296). New York: Taylor & Francis.
- Chapman, O. (2015). Mathematics Teachers' Knowledge for Teaching Problem Solving. *LUMAT: Research and Practice in Math, Science and Technology Education*, 3, 1, 19-36.
- Chapman, O. (2014). Reflective awareness in mathematics teachers' learning and teaching. *Eurasia Journal of Mathematics, Science, & Technology Education*, 11, 2, 313-324.
- Chapman, O. (2013). Mathematics teachers' learning through inquiry. *Sisyphus-Journal of*

Education, 1, 3, 122-150.

Chapman, O. (2013). High school mathematics' teachers inquiry-oriented approaches to teaching algebra. *Quadrante*, XXII (2), 5-28

Chapman, O. (2017). Mathematics Teachers' Perspectives of Turning Points in Their Teaching. In B. Kaur, W. K. Ho, T. L. To, B. H. Choy (Eds.), *Proceedings of the 41st conference of the International Group for the Psychology of Mathematics Education* (Vol. 1, pp. 45-60). Singapore: PME.

Selected Professional Service

Editor-in-Chief: Journal of Mathematics Teacher Education, 2010 – 2017

Guest editor: ZDM- Mathematics Education, 2015-2016
Special Issue on Impact of University Teacher Education Programs on Teacher Change and Mathematics Teaching Practice

Chair: International Program Committee of the International Symposium for Elementary Mathematics Teaching biennial conference, Prague, 2015 - 2025

Member International Program Committee of the 15th International Congress of Mathematics Education [ICME], Sydney, Australia (July 2024), 2021-2024.

Member: Board of Directors: For the Learning of Mathematics, Inc. 2014 – 2018; 2020 - 2024

Member: National Council of Teachers of Mathematics Board of Directors, 2016-2019

Member: National Council of Teachers of Mathematics Research Committee, 2017-2019

President: Canadian Mathematics Education Study Group [National Organization], 2014-2018

Treasurer: The International Group of the Psychology of Mathematics Education, 2014–2016

Member: Executive committee of the Mathematics Council of the Alberta Teachers' Association, 2010 – ongoing [Faculties of Education Representative]