

Patrick Kirkland

18147 Farmington Hills Dr
South Bend, IN 46637

pkirklan@nd.edu
(708)-769-2881

EDUCATION

- 2017 – Present **University of Notre Dame**, Notre Dame, IN
Graduate Student in Psychology: Cognition, Brain, and Behavior Area
Advisor: Nicole McNeil, Ph.D.
- 2012 **University of Notre Dame**, Notre Dame, IN
Master of Education
- 2010 **University of Notre Dame**, Notre Dame, IN
Bachelor of Business Administration, Finance and Political Science

GRANTS AND FELLOWSHIPS

- 2017 – Present **James A. Burns Fellowship**, Program for Interdisciplinary Education Research,
University of Notre Dame
- 2018 – 2019 **Community-Engaged Research Grant**, Center for Social Concerns, University of Notre
Dame. “Using Number Talks in Mathematics Classrooms to Improve Student Number
Sense and Advance Restorative Justice in the SBCSC” (\$5,667)

PROFESSIONAL EXPERIENCE - RESEARCH

- 2017 – Present **Graduate Student Research Assistant**, University of Notre Dame
Cognition, Learning, and Development Lab
Advisor: Nicole McNeil, Ph.D.
- 2015 – 2017 **Research Assistant**, University of Notre Dame
STEM Integration Research Lab
Advisor: Gina Svarovsky, Ph.D.

PROFESSIONAL EXPERIENCE - TEACHING

- 2016 – 2019 **Co-Instructor**: Mathematics Education I & II (EDU 60665, EDU 60765)
- 2015 **Teaching Assistant**: Education, Schooling, and Society (ESS 33600)
- 2014 – 2015 **Instructor**: Introduction to Computers in Education (EDU 60040)

PROFESSIONAL EXPERIENCE – ADMINISTRATIVE

- 2016 – 2017 **Associate Director of Academics**, ACE Teaching Fellows
University of Notre Dame, Notre Dame, IN
- 2013 – 2016 **Associate Program Director of Academics**, ACE Teaching Fellows
University of Notre Dame, Notre Dame, IN

Patrick Kirkland

18147 Farmington Hills Dr
South Bend, IN 46637

pkirklan@nd.edu
(708)-769-2881

REFEREED PUBLICATIONS IN PROCEEDINGS

O'Rear, C., McNeil, N.M., Kirkland, P. (2018) Evidence of Partial Number Knowledge on the Give-N Task. *Proceedings of the 40th Annual Conference of the Cognitive Science Society*. Madison, WI: Cognitive Science Society.

CONFERENCE PRESENTATIONS

Kirkland, P. (2019). *Helping Students Make Sense of Math: Lessons from Cognitive Science*. Presentation given at the 2019 annual convention of the National Catholic Education Association, Chicago, IL.

Kirkland, P. (2019). "A Simple Yes or No?": *How Word Problem Design Affects Student Sense-Making*. Poster presented at the 2019 annual meeting of the American Educational Research Association, Toronto, ON.

Kirkland, P. (2019). "A Simple Yes or No?": *How Word Problem Design Affects Student Sense-Making*. Poster presented at the 2019 annual National Council of Teachers of Mathematics Research Conference, San Diego, CA.

Kirkland, P. and Trinter, C. (2019). "Using an Online Environment to Coach Teachers in their Development of Core Instructional Practices." Presentation given at the Twenty-Third Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.

Svarovsky, G.N. and Kirkland, P. (2018). *Designing and Implementing Teacher Professional Development that Connects Social Justice and STEM Integration*. Paper presented at the annual conference of the Collaborative Network for Engineering and Computing Diversity Conference. Crystal City, VA.

ACCEPTED FUTURE CONFERENCE PRESENTATIONS

O'Rear, C., McNeil, N.M., Kirkland, P. (Accepted). *Partial Number Word Knowledge on the Give-N Task*. Paper will be presented at the 2019 annual conference of the Mathematical Cognition and Learning Society, Ottawa, ON.

PROFESSIONAL EXPERIENCE – MEMBERSHIPS

2016 – Present	National Council of Teachers of Mathematics (NCTM)
2017 - Present	Society for Research on Educational Effectiveness (SREE)
2017 - Present	American Educational Research Association (AERA)
2017 - Present	Association for Education Finance and Policy (AEFP)
2018 - Present	Association for Mathematics Teacher Educators (AMTE)