

CURRICULUM VITAE

VICTOR SAMPSON

February 24, 2009

GENERAL INFORMATION

Address: Science Education Program
School of Teacher Education
College of Education
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Professional Preparation

- 9/2002-5/2007 Doctor of Philosophy – Arizona State University, Tempe, AZ. Major: Curriculum and Instruction. Concentration: Science Education. Dissertation: *The effects of collaboration on argumentation outcomes*. Dissertation supervisors: Doug Clark (chair), Dale Baker, Sarah Brem, and James Middleton
- 9/1997-5/1999 Master of Arts in Teaching – Seattle University, Seattle, WA. Major: Secondary Education. Concentration: Science Education.
- 9/1993-8/1997 Bachelor of Arts – University of Washington, Seattle, WA. Major: Zoology.

Professional Experience

- 8/2007-present Assistant Professor – Science Education, School of Teacher Education, College of Education, Florida State University.

Responsibilities include teaching graduate level courses for the science education program and undergraduate level courses for the FSU-Teach program; conducting research and other scholarly activities; advise undergraduate and graduate students; performing service activities and coordinating the science education doctoral program.

8/2004-6/2007 Technology-Enhanced Learning in Science (TELS) Graduate Research Fellow – National Science Foundation Grant 0334199: Technology Enhanced Learning in Science. Principal Investigator: Marcia Linn, University of California, Berkeley.

Responsibilities included conducting research on ways to promote and support argumentation in technology-enhanced learning environments; providing professional development for teachers.

8/2003-6/2007 Science Teacher – Jess Schwartz Community High School (private), Phoenix, AZ.

Responsibilities included teaching secondary-level science courses (*10th Grade Chemistry, 11th Grade Biology, and 12th Grade Advanced Biology*); developing new science curricula; advising students.

6/2004-8/2004 Graduate Research Assistant – Center for Research on Education in Science, mathematics, engineering, and Technology (CRESMET) at Arizona State University, Tempe, AZ.

Responsibilities included assisting with research projects (data collection, data analysis, literature reviews, and manuscript preparation) conducted by the Technology Opening Diverse Opportunities for Science (TODOS) research group.

1/2004-5/2004 Pre-Service Teacher Supervisor – Arizona State University, Tempe, AZ.

Responsibilities included supervising student teachers for the Teacher Education for Arizona Math and Science (TEAMS) program (a partnership between ASU and Chandler Unified School District).

8/2003-8/2005 Instructor – Arizona State University, Tempe, AZ.

Responsibilities included teaching undergraduate science education courses for the Apprentice Teacher Program and the Initial Teacher Certification Program.

8/2002-6/2003 Science Teacher – Sandra Day O'Connor High School (public school), Deer Valley School District, Phoenix, AZ.

Responsibilities included teaching secondary-level science courses (*10th grade Biology*) and advising students.

8/1999-6/2002 Science Teacher – Lindbergh High School (high needs public school), Renton School District, Renton, WA.

Responsibilities included teaching secondary-level science courses (*10th grade Biology and Advanced Biology*); advising students; developing a new biology curriculum for the district; coaching basketball, tennis, and soccer.

8/1996-6/1997 Teaching Assistant – Evergreen Junior High School (suburban public school), Lake Washington School District, Kirkland, WA.

Responsibilities included assisting students with special needs in mainstream and self-contained classrooms.

Honors and Awards

2008 The NARST Outstanding Doctoral Research Award, National Association for Research in Science Teaching (NARST).

2007 The Outstanding Teacher Award, Jess Schwartz Community High School.

2006 The ASU Graduate College Award: Distinguished Work in Science Education, Division of Curriculum & Instruction and the Division of Graduate Studies, Arizona State University.

2005 Nominated for the Outstanding Paper Award (along with Douglas Clark), 2005 Computer Supported Collaborative Learning Conference.

2001 The “Spirit of Giving” Faculty Award, Lindbergh High School

Funded Fellowships

2007 Division of Graduate Studies Dissertation Completion Fellowship, Division of Graduate Studies, Arizona State University.

2004-2007 Technology-Enhanced Learning of Science (TELS) Graduate Fellowship, TELS Research Group (University of California, Berkeley and Arizona State University).

2003 Interdisciplinary Ph.D. Fellowship, Mary Lou Fulton College of Education, Arizona State University.

Professional Credentials

9/2002 Arizona Department of Education Teaching Certificate – Grades 7-12: Science.

6/1999 Washington State Department of Education Teaching Certificate – Grades
4-12: Biology, General Science

Membership in Professional Organizations

American Educational Research Association (AERA)
Association for Science Teacher Education (ASTE)
International Society of the Learning Sciences (ISLS)
National Association of Biology Teachers (NABT)
National Association for Research in Science Teaching (NARST)
National Science Teacher's Association (NSTA)

TEACHING

Courses Taught

Florida State University

Spring 2009 SCE 6938: Advanced Seminar in Science Education
 SCE 5935(2): Assessment and Statistics in Science Education
 SCE 6922/5921: Science Education Colloquium
 SCE 5910: Supervised Research

Fall 2008 SCE 5935(4): Making Science Concepts Stick
 SCE 4362: Teaching and Learning Science

Spring 2008 SCE 5935: Statistics for Science Teachers
 SCE 4905r: Directed Individual Study (DIS)

Fall 2007 SCE 4362/5362: Teaching and Learning Science

Summer 2007 SCE 5943 (online): Field Lab Internship
 SCE 5635: Making Science Concepts Stick

Arizona State University

2003-2007 EED 420: Elementary Science Methods, Management, and Assessment

New Course Development

Florida State University

Fall 2008 SCE 5147: Perspectives on Learning in Science Education (3)
 SCE 5331: Management and Planning Science Teaching (3)
 SCE 5332: Methods for Teaching Science in Secondary Schools (3)
 SCE 5336: Instructional Strategies that Promote Learning in Science (3)
 SCE 5945: Initial Practicum in the Teaching and Learning of Science (3)
 SCE 5947: Final Practicum in the Teaching and Learning of Science (3)

Graduate Student Supervision

Florida State University

Chair of Doctoral Dissertation Supervisory Committees

Grooms, Jonathon (graduation expected 5/2011)

Hester, Melanie (graduation expected 5/2012)

Walker, Joi (graduation expected 5/2010)

Member of Doctoral Dissertation Supervisory Committees

Golden, Barry (graduation expected 5/2010)

Donmez, Oktay (graduation expected 5/2010)

Enderle, Patrick (graduation expected 5/2011)

Chair of Master's Thesis Supervisory Committees

Gross, Leeanne (graduation expected 5/2010)

Breman, Jacob (graduation expected 5/2010)

Chair of Master's Portfolio Supervisory Committees

Gerbino, Francesa (graduation expected 5/2009)

Williams, Kiesha (graduation expected 5/2010)

Anderson, Brittany (graduation expected 5/2010)

Swanson, Jon (graduation expected 5/2010)

Member of Master's Thesis Supervisory Committees

King, Lance (graduation expected 5/2009)

Hunter, Todd (graduation expected 5/2009). *The development and validation of the TGSE scale.*

Madden, Deborah (5/2008). *Middle school educators' perspectives of changes in teaching practices caused by the implementation of the FCAT SCIENCE*

Member of Master's Portfolio Supervisory Committees

Lantz, Andrew (graduated 8/2008)

Suarez, Jennifer (graduated 8/2008)

SCHOLARLY OR CREATIVE ACTIVITIES

Publications

Refereed Journal Articles

Sampson, V., Walker, J. and Grooms, J. (in press). Argument-Driven Inquiry to promote learning and interdisciplinary work in science classrooms. Submitted to *The Science Teacher*.

- Sampson, V.** and Grooms, J. (in press). Promoting and supporting scientific argumentation in the classroom: The generate an argument instructional model. Submitted to *The Science Teacher*.
- Sampson, V.** and Gross, L. (in press). Argument-Driven Inquiry to promote the understanding of important concepts and practices in biology. *The American Biology Teacher*.
- Sampson, V.** and Grooms, J. (in press). Promoting and supporting scientific argumentation in the classroom: The evaluate alternatives instructional model. *The Science Scope*.
- Hall, C. and **Sampson, V.** (2009). Inquiry, argumentation, and the phases of the moon: Helping students learn important concepts and practices. *The Science Scope*, 32(7), 30-35.
- Sampson, V.** and Clark, D. (2009). The impact of collaboration on the outcomes of scientific argumentation. *Science Education*, 93(3), 448-484.
- Dlugokienski, A. and **Sampson, V.** (2008). Learning to write and writing to learn in science: Refutational texts and analytical rubrics. *The Science Scope*, 32(3), 14-19.
- Sampson, V.** and Clark, D. (2008). Assessment of the ways students generate arguments in science education: Current perspectives and recommendations for future directions. *Science Education*, 92(3), 447-472.
- Clark, D. and **Sampson, V.** (2008). Assessing dialogic argumentation in online environments to relate structure, grounds, and conceptual quality. *Journal of Research in Science Teaching*, 45(3), 293-321.
- Clark, D., **Sampson, V.**, Weinberger, A, and Erkens, G. (2007). Analytic frameworks for assessing dialogic argumentation in online learning environments. *Educational Psychology Review*, 19(3), 343-374.
- Sampson, V.** and Clark, D. (2007). Incorporating scientific argumentation into inquiry-based activities with online personally-seeded discussions. *The Science Scope*, 30(6), 43-47.
- Clark, D. and **Sampson, V.** (2006). Personally-seeded discussions to scaffold online argumentation. *International Journal of Science Education*, 29(3), 253-277.
- Sampson, V.** (2006). Two-tiered assessment. *The Science Scope*, 29(5), 46-49.
- Sampson, V.** (2004). The science management observation protocol. *The Science Teacher*, 71(10), 30-33.

Refereed Journal Articles (in review)

Dial, K., Gomez, D., Williams, K., and **Sampson, V.** (in review). Promoting understanding of the conservation of mass. Submitted to *The Science Teacher*.

Blanchard, M., Southerland, S., Osborne, J., **Sampson, V.**, Annetta, L. and Granger, E. (in review). Investigating the relative effectiveness of level two inquiry and traditional didactic laboratory instruction: Is inquiry possible in light of accountability? Submitted to *Science Education*.

Sampson, V. and Clark, D. (in review). A comparison of the collaborative scientific argumentation practices in two high and two low performing groups. Submitted to *Research in Science Education*.

Refereed Book Chapters

Clark, D., **Sampson, V.**, Weinberger, A., and Erkens, G., (2007). Evaluating the Quality of Dialogical Argumentation in CSCL: Moving Beyond an Analysis of Formal Structure. In C. Chinn, G. Erkens, & S. Puntambekar (Eds.) *Computer-Supported Collaborative Learning: Mice, Minds, and Society. Proceedings of the Seventh International Computer Supported Collaborative Learning* (pp. 11-20). New Brunswick: ISLS.

Weinberger, A., Clark, D., Dillenbourg, P., Diziol, D., **Sampson, V.**, Stegmann, K., Rummel, N., Hong, F., Spada, H., McLaren, B., Brahm, T., and Fischer, F. (2007). Orchestrating learning activities on the social and the cognitive level to foster CSCL. In C. Chinn, G. Erkens, & S. Puntambekar (Eds.) *Computer-Supported Collaborative Learning: Mice, Minds, and Society. Proceedings of the Seventh International Computer Supported Collaborative Learning Conference* (pp 36-45). New Brunswick: ISLS.

Sampson, V. and Clark, D. (2006). Assessment of argument in science education: A critical review of the literature. In S. A. Barab, K. E. Hay, & D. T. Hickey (Eds.), *Proceedings of the Seventh International Conference of the Learning Sciences - Making a Difference* (pp. 655-661). Mahwah, NJ: Erlbaum.

Weinberger, A., Clark, D., Erkens, G., **Sampson, V.**, Stegmann, K., Fischer, F., Janssen, J., Jaspers, J., and Kanselaar, G. (2006). Argumentative knowledge construction in CSCL. In S. A. Barab, K. E. Hay, & D. T. Hickey (Eds.), *Proceedings of the Seventh International Conference of the Learning Sciences - Making a Difference* (pp. 1094-1100). Mahwah, NJ: Erlbaum.

Clark, D. and **Sampson, V.** (2005). The quality of argumentation supported by personally-seeded discussions. In T. Koschmann, T. W. Chan, & D. Suthers (Eds.), *Computer Supported Collaborative Learning 2005: The Next 10 Years* (pp. 76-85). Mahwah, NJ: Lawrence Erlbaum Associates.

Refereed Book Chapters (in review)

Jeong, A., Clark, D., **Sampson, V.**, and Mushin M. (in review). Assessing and comparing dialogical scientific argumentation across asynchronous online discussion environments with sequential analysis.

Clark, D. B., **Sampson, V.**, Stegmann, K., Marttunen, M., Kollar, I., Janssen, J., Weinberger, A., Menekse, M., Erkens, G., and Laurinen, L. (in review). Scaffolding scientific argumentation between multiple students in online learning environments to support the development of 21st century skills. B. Ertl (Ed.). *E-Collaborative Knowledge Construction: Learning from Computer-Supported and Virtual Environments*. IGI Global.

Refereed Papers Presented at International Events

Sampson, V. (2009, April). Science teachers and scientific argumentation: Trends in practice and beliefs. Paper presented at the *Annual International Conference of the National Association of Research in Science Teaching* (NARST). Garden Grove, CA.

Grooms, J., **Sampson, V.**, and Gross, L. (2009, April). What makes a scientific argument persuasive? How middle and high school students' view different types of arguments. Paper presented at the *Annual International Conference of the National Association of Research in Science Teaching* (NARST). Garden Grove, CA.

Hunter, T., Southerland, S. and **Sampson, V.** (2009, April). The Development and Validation of the Teachers' Goals for Science Education Scale: Moving toward understanding teachers' interpretation of policy. Paper presented at the *Annual International Conference of the National Association of Research in Science Teaching* (NARST). Garden Grove, CA.

Sampson, V. and Clark, D. (2008, April). The effects of collaboration on argument quality and learning. Paper presented at the *Annual International Conference of the American Educational Research Association* (AERA). New York, NY.

Clark, D., Menekse, M., D'Angelo, C., and **Sampson, V.** (2008, April). Improving the quality of student argumentation through the initial structuring of online discussions. Paper presented at the Annual International Conference of the *American Educational Research Association* (AERA). New York, NY.

Sampson, V. and Grooms, J. (2008, April). Science as Argument-Driven Inquiry: The impact on students' conceptions of NOS. Paper presented at the Annual International Conference of the *National Association of Research in Science Teaching* (NARST). Baltimore, MD.

Sampson, V. and Clark, D. (2008, April). Differences in the ways more and less successful groups engage in argumentation: A case study. Paper presented at the Annual International Conference of the *National Association of Research in Science Teaching* (NARST). Baltimore, MD.

Sampson, V. and Clark, D. (2006, June). Assessment of argument in science education: A critical review of the literature. Paper presented at the *7th International Conference of the Learning Sciences (ICLS)*. Bloomington, Indiana.

Sampson, V. and Clark, D. (2006, April). The development and validation of the Nature of Science as Argument Questionnaire (NSAAQ). Paper presented at the Annual International Conference of the *National Association of Research in Science Teaching (NARST)*. San Francisco, CA.

Clark, D. and **Sampson, V.** (2006, April). Characteristics of students' argumentation practices when supported by online personally-seeded discussions. Paper presented as part of the symposium, International perspectives on argumentation research in science education: Achievements, current boundaries, and next steps (D. Clark and V. Sampson, organizers and chairs), at the Annual International Conference of the *National Association of Research in Science Teaching (NARST)*. San Francisco, CA.

Sampson, V. and Benton, A. (2006, January). Development and validation of the Beliefs About Reformed Science Teaching and Learning (BARSTL) questionnaire. Paper presented at the Annual Conference of the *Association of Science Teacher Education (ASTE)*. Portland, OR.

Clark, D. and **Sampson, V.** (2005, June). The quality of argumentation supported by personally-seeded discussions. Paper presented at the 2005 International Conference of *Computer Supported Collaborative Learning*. Taipei, Taiwan.

Clark, D. and **Sampson, V.** (2005, April). The conceptual quality of student argumentation in online discussions. Paper presented at the Annual International Conference of the *National Association for Research in Science Teaching (NARST)*. Dallas, TX.

Commissioned Papers

Clark, D., **Sampson, V.**, Stegmann, K., Marttunen, M., Kollar, I., Janssen, J., Weinberger, A., Menekse, M., Erkens, G. and Laurinen, L. (2009). Scaffolding Scientific Argumentation Between Multiple Students in Online Learning Environments to Support the Development of 21st Century Skills. Paper presented at the *National Academies' Board on Science Education* workshop on Exploring the Intersection of Science Education and 21st Century Skills, Washington, D.C.

Presentations

Refereed Research Presentations and Symposia at International Events

Sampson, V. (2009, April). The impact of Argument-Driven Inquiry on three scientific practices. Presentation given as part of the symposium, Critique to Learn in Science (J. Shin organizer, M. Linn chair), at the *Annual International Conference of the National Association of Research in Science Teaching (NARST)*. Garden Grove, CA.

- Sampson, V.** (2007, July). Analytic frameworks that focus on the nature of reasoning during argumentation in CSCL environments. Presentation given as part of the symposium, Evaluating the Quality of Dialogical Argumentation in CSCL: Moving beyond an Analysis of Formal Structure (D. Clark and V. Sampson, organizers and chairs), at the *2007 International Computer Supported Collaborative Learning (CSCL) Conference*. New Brunswick, NJ.
- Clark, D. and **Sampson, V.** (2007, July). Fostering productive argumentation in online environments: Strategies for grouping students in discussion forums. Presentation given as part of the symposium, Orchestrating learning activities on the social and the cognitive level to foster CSCL (A. Weinberger, organizer and chair), at the *2007 International Computer Supported Collaborative Learning (CSCL) Conference*. New Brunswick, NJ.
- Clark, D., **Sampson, V.**, and Menekse, M. (April, 2007). Scaffolding students' debates about the implications of simulations. Presentation given as part of the symposium, Using Technology-Mediated Visualizations to Support Chemistry Learning (R. Kozma, Discussant and M. Linn, Chair), at the Annual International Conference of the *American Educational Research Association (AERA)*. Chicago, IL.
- Clark, D. and **Sampson, V.** (2006, June). Evaluating argumentation in science education: New assessment tools. Presentation given as part of the symposium, Argumentative Knowledge Construction in CSCL, at the *7th International Conference of the Learning Sciences (ICLS)*. Bloomington, Indiana.
- Clark, D. and **Sampson, V.** (2006, April). Promoting high quality dialogical argumentation in online environments: Optimizing scaffolding for students' initial comments. Presentation given as part of the symposium, Using Computers and Online Environments to Support Argumentation (D. Clark and V. Sampson, organizers and chairs), at the *Annual International Conference of the American Educational Research Association (AERA)*. San Francisco, CA.
- Clark, D., **Sampson, V.**, and Lemanowski, V. (2005, April). Discourse participation in thermodynamics: Technology Opening Diverse Opportunities for Science (TODOS). Presentation given at the Annual International Conference of the *American Educational Research Association (AERA)*. Montreal, Canada.

Refereed Presentations and Symposia at Regional Events

- Sampson, V.** and Clark, D. (2005, November). Examining the connection between students' epistemological commitments and scientific argumentation using the NSAAQ. Presentation given at the Inaugural Conference of the Southwest Consortium for Innovations in Psychology in Education (SCIPIE). Las Vegas, NV.

Invited Presentations and Symposia at National Events

Sampson, V. (2008, September). Inquiry-based instruction and classroom management: Challenges and solutions. Presentation given as part of a National Science Teacher Association (NSTA) Web Seminar on classroom management sponsored by the NSTA New Science Teacher Academy, Arlington, VA.

Sampson, V. (2006, February). Collaborative knowledge construction during scientific argumentation in technology enhanced learning environments. Presentation given at the National Science Foundation's Centers for Learning and Teaching (CLT) Principal Investigators Meeting, Washington D.C.

Invited Presentations and Symposia at Regional Events

Sampson, V. (2009, December). Science teachers and scientific argumentation: Trends in practice and beliefs. Presentation given on behalf of the *National Association of Research in Science Teaching* (NARST) at the Western Area/Regional *National Science Teachers Association* (NSTA) Meeting. Phoenix, AZ.

Sheridan, D. and **Sampson, V.** (2007, November). Florida Center for Research in Science, Technology, Engineering, and Mathematics (FCR-STEM) and the new Sunshine State Science Standards. Presentation given at the 39th Annual Conference of the Florida Association of District Instructional Material Administrators (FADIMA). St. Augustine, Florida.

Contracts and Grants

Contracts and Grants Authored and Funded

5/2008-8/2008 *Science Teachers and Scientific Argumentation*. Funded by a FSU Council on Research and Creativity (CRC) First Year Assistant Professor (FYAP) Grant. My role: **Principal Investigator**. Awarded \$16,000 to examine practicing science teachers' knowledge of, and ability to engage in, scientific argumentation and their beliefs about the potential value of argumentation as a pedagogical approach.

9/2006-6/2007 *Mobile Multi-Media Decision Theater*. Funded by a Salt River Project (SRP) Learning Grant. My role: **Principal Investigator**. Awarded \$5,000 to use technology as a way to promote and support argumentation in science classes at the Jess Schwartz Community High School.

9/2001-6/2002 *Enhancing the Science Curriculum of Lindbergh High School through the use of Technology and Inquiry-Based Instruction*. Funded by a Boeing's "Flight to the Future" Grant. My role: **Principal Investigator**. Awarded \$15,000 to increase student involvement in science classes and improve scientific literacy at Lindbergh High School.

9/2000-6/2001 *The Teacher Leadership Project*. Funded by a Bill and Melinda Gates Foundation Grant. My role: **Principal Investigator**. Awarded \$10,000 to integrate technology into the teaching and learning of science at Lindbergh High School.

9/1999-6/2000 *Family Science Nights*. Funded by a Washington Mutual Mini-grant. My role: **Principal Investigator**. Awarded \$1000 to design and implement a program to promote parent involvement in science education.

Work on Funded Grants

9/2008-Present *Florida Partnership to Rejuvenate and Optimize Math and Science Education (PROMiSE)*. Funded by a Florida Department of Education Mathematics and Science Partnership – Solutions for Florida’s Future Grant. My role: **Science Specialist** for the Curriculum Planning Tool and Learning Management System (CPALMS) project. Florida Promise was awarded \$8,000,000 to address the need to improve the mathematics and science achievement of students through professional development. PI: Gladis Kersaint, University of South Florida.

Contracts and Grants Authored and Submitted but not Funded

In review Learning To Teach for Equity in Science and Mathematics Classrooms: The Florida State University Noyce Scholarship Program. The proposal requests \$726,720 to help undergraduate math and science teachers learn how to teach in diverse classrooms. Submitted to NSF, NOYCE Scholarship Program, 2009-2014. Principal Investigator: Joe Travis. My role: **Co-PI**. Other Co-PIs: Kathy Clark, Ellen Granger, & Sherry Southerland.

1/2008 *Teaching and Learning Science as Argument: Fostering science proficiency with a meaningful and equitable instructional model*. The proposal requested \$450,000 to implement, study, and refine an innovative instruction model. Submitted to the National Science Foundation, DK-12 program. My role: **Principal Investigator**. Co-PIs: Sherry Southerland and Susan Wood

Science Curriculum Development

Clark, D. and **Sampson, V.** (2006). *Thermodynamics: Probing Your Surroundings* (Physical Science). Developed as part of the Technology-Enhanced Learning in Science (TELS) Project, National Science Foundation Grant 0334199. Available online at <http://wise.berkeley.edu>.

Clark, D., Ramirez-Marin, F., **Sampson, V.** (2005). *What about the Wolves?* (Biology). Developed as part of the Technology-Enhanced Learning in Science (TELS) Project, National Science Foundation Grant 0334199. Available online at <http://wise.berkeley.edu>.

McClellan, M., **Sampson, V.**, and Wakely, D. (2002). *Renton School District Biology Curriculum*. Renton School District, Renton, WA

Professional Development Workshops, Sessions, or Projects

Sampson, V. (2009). *How to Promote and Support Writing and Learning in the Science Classroom*. Summer professional development workshop provided for the Leon County School District. Tallahassee, Florida.

Sampson, V. (2008). *Scientific Argumentation and NOS*. Session given as part of the teacher professional development workshop “The Nature of Science” provided by Office of Science Teaching Activities (OSTA) at Florida State University. Tallahassee, Florida.

Sampson, V. (2008). *Modeling Scientific Argumentation in the Classroom*. Session given as part of the teacher professional development workshop “Communicating Science” provided by Office of Science Teaching Activities (OSTA) at Florida State University. Tallahassee, Florida.

Sampson, V. (2007). *Fostering Collaboration in Classrooms*. Teacher professional development workshop provided for the Jess Schwartz Community High School. Phoenix, Arizona.

Lemanowski, V. and **Sampson, V.** (2005). *Web-based Instruction in Science Education using WISE*. Teacher professional development workshop provided for the Dysart School District, Phoenix, Arizona.

Sampson, V. (2002). *Teaching Science through Inquiry*. Teacher professional development workshop provided for the Kent School District. Kent, Washington.

Sampson, V. and McClellan, M. (2001). *Using Modeling to Meet the Science EALRs*. Teacher professional development workshop presented at the Washington State Science Teacher Association Regional Conference. Vancouver, Washington.

Sampson, V. (2001). *Technology Integration in Student-Centered Classrooms*. Teacher professional development workshop for the Renton School District. Renton, Washington.

SERVICE

Florida State University

College of Education

11/2008-Present Commencement Marshal

FSU Teach

8/2008-Present Steering Committee

2/2008-8/2008 Data Liaison

School of Teacher Education

1/2009-Present Appeals Committee

Science Education Program

8/2007-Present Coordinator, Science Education Doctoral Program

10/2007-1/2009 On Campus Masters Degree Program Revision Project

Arizona State University

University

8/2005-6/2006 Mentor, *Preparing Future Faculty Program*

College of Education

5/2004-6/2006 Supervisor, *Graduate Student Interns*

Department of Curriculum and Instruction

5/2004-12/2005 Committee Member, Elementary Science Methods Curriculum Development Committee

University of Washington

College of Education

8/2001-6/2002 Cooperating Teacher, *Teacher Education Program*

The Profession

Guest Reviewer for Refereed Journals

10/2007-present Science Education

6/2003-present Journal of Research in Science Teaching (JRST)

Service to Professional Associations

4/2009 Presider of SC-Paper Set: *Development of Critical Thinking Skills in Secondary Science*. Session held at the Annual International

Conference of the National Association of Research in Science Teaching (NARST). Garden Grove, CA.

- 4/2009 Presider of *SC-Paper Set: Teaching and Learning Chemistry: Lessons from the Field*. Session held at the Annual International Conference of the National Association of Research in Science Teaching (NARST). Garden Grove, CA.
- 8/2008-8/2010 Member of the Executive Review Board for American Education Research Association (AERA) Division C, Section 4 (Science).
- 5/2007 Organizer and Chair (along with Douglas Clark) of the symposium, *Evaluating the Quality of Dialogical Argumentation in CSCL: Moving beyond an Analysis of Formal Structure*. Symposium held at the 2007 Computer Supported Collaborative Learning (CSCL) conference, New Brunswick, NJ. Presentations by Doug Clark, Gijsbert Erkens, Victor Sampson, and Armin Weinberger.
- 5/2006 Organizer and Chair (along with Douglas Clark) of the symposium, *Using Computers and Online Environments to Support Argumentation*. Symposium held at the Annual Conference of the American Education Research Association (AERA), San Francisco, CA. Presentations by Frank Fischer, Armin Weinberger, & Karsten Stegmann; Douglas Clark & Victor Sampson; William Sandoval & Kelli A. Millwood; and Gregory Kelly & William Prothero. Discussant: Marlene Scardamalia.
- 5/2006 Organizer and Chair (along with Douglas Clark) of the symposium, *International perspectives on argumentation research in science education: Achievements, current boundaries, and next steps*. Symposium held at the Annual Conference of the National Association for Research in Science Teaching (NARST), San Francisco, CA. Paper presentations by Philip Bell & Leah A. Bricker; Sibel Erduran, Dilek Ardac, & Buket Yakmaci Guzel; Douglas Clark & Victor Sampson; and Fins Eirexas, Maria Pilar Jiménez Aleixandre, & Marta F. Agraso. Discussant: Jonathan Osborne.
- 4/2006 Round Table Discussion Presider of *Session 12A: Argumentation Research in Science Education*. Session held at the Annual Conference of the National Association for Research in Science Teaching (NARST), San Francisco, CA.
- 9/2005 Proposal Reviewer for the 2006 Annual Meeting of the American Educational Research Association.

The Community

- 9/2008-Present Professional development for the Lincoln High School Science Department (Leon School District).
- 10/2008-Present Professional development for the Rickards High School Science Department (Leon School District).
- 9/2001-6/2002 Member of the Office of the Superintendent for Public Instruction (OSPI) Performance Assessment Development Cadre

CONSULTATION

- 9/2008 Assessment Instrument Development: Florida Teacher Competency Exam (FTCE). *Evaluation Systems of Group of Pearson.*
- 8/2008 New Curriculum Development: Chemistry in the Home: Potential Hazards and Solutions. *Florida Department of Health (FDOH).*
- 7/2008 Reviewer: PROMiSE 6-8 Science Teacher Professional Development Module. *Partnership to Rejuvenate and Optimize Mathematics and Science Education in Florida (PROMiSE).*
- 4/2008 Assessment Instrument Development: Florida Teacher Competency Exam (FTCE). *Evaluation Systems of Group of Pearson.*
- 4/2008 New Curriculum Development: PROMiSE Teacher Professional Development Module. *Partnership to Rejuvenate and Optimize Mathematics and Science Education in Florida (PROMiSE).*