

ALINA REZNITSKAYA

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EDUCATION

<u>Degree</u>	<u>Institution</u>	<u>Date</u>	<u>Field</u>
Post-doctoral Study	Yale University, CT	7/2002—7/2003	Educational Psychology
Doctor of Philosophy	University of Illinois at Urbana-Champaign, IL	8/2002	Educational Psychology
Master of Education	University of Illinois at Urbana-Champaign, IL	5/1999	Educational Psychology
Master of Accounting Science	University of Illinois at Urbana-Champaign, IL	5/1997	Accountancy
Bachelor of Accounting Science	University of Illinois at Chicago, IL	8/1993	Accountancy

PROFESSIONAL EXPERIENCE

<u>Date</u>	<u>Institution/Position</u>	<u>Description</u>
9/2003—present	Montclair State University Professor	<u>Research Interests:</u> <ul style="list-style-type: none">▪ Developing and evaluating instructional approaches to help teachers learn how to facilitate productive argumentation to promote student learning;▪ Designing and validating measurement tools to assess argumentation quality;▪ Investigating the role social interaction plays in the development of argumentation.
7/2002—7/2003	Yale University PACE Center Project Director	<ul style="list-style-type: none">▪ Directed the design, implementation, and assessment of a history curriculum. The curriculum drew on historical content to promote the development of ethical and reasonable judgment.

TEACHING

<u>Date</u>	<u>Institution/Position</u>	<u>Description</u>
9/2003— present	Montclair State University Professor	<u>Selected Courses:</u> <ul style="list-style-type: none">▪ <i>Quantitative Methods For Educational Research</i> (EDFD 821), a doctoral-level course on epistemological and methodological foundations of quantitative research in education.▪ <i>Psychological Foundations of Education</i> (EDFD 200), an undergraduate-level course in educational psychology, focusing on theories of learning, cognitive and social development, motivation, and assessment.▪ <i>Methods of Research</i> (EDFD 503), a graduate-level course on research processes, methodologies, and data-analytic approaches.

SCHOLARSHIP, PUBLICATIONS, AND RELATED ACTIVITIES

a. Selected Journal Articles

1. Reznitskaya, A., Wilkinson, I. A. G. (in press). The Argumentation Rating Tool: Assessing and supporting teacher facilitation and student argumentation during text-based discussion. *Teaching and Teacher Education*.
2. Reznitskaya, A., Wilkinson, I. A. G. (2020). Assessing production and comprehension of written arguments in upper-elementary grades. *Studia paedagogica*, 24, 63-84.
3. Wilkinson, I. A. G., & Reznitskaya, A. (2018). In search of the most reasonable answer. *School Library Connection*. 5-28
4. Reznitskaya, A., Wilkinson, I. A. G. (2017) Truth Matters: Teaching Young Students to Search for the Most Reasonable Answer. *Phi Delta Kappan*, 99, no. 4 (2017/12/01 2017): 33-38.
5. Bråten, I., Muis, K., Reznitskaya, A. (2017). Teachers' epistemic cognition in the context of dialogic practice: A question of calibration? *Educational Psychologist*, 52, no. 4 (2017): 253-69.
6. Wilkinson, I. A. G., Reznitskaya, A., Glina, M., Bourdage Reninger, K., Oyler, K., Nelson, K., Drewry, D. & Min-Young, K. (2016). Toward a more dialogic pedagogy: Changing teachers' beliefs and practices through professional development in language arts classrooms. *Language & Education*, 31 (1), 65–82.
7. Reznitskaya, A., Gregory, M. (2013). Student thought and classroom language: Examining the mechanisms of change in dialogic teaching. *Educational Psychologist*, 48 (2), 114-133.

SCHOLARSHIP, PUBLICATIONS, AND RELATED ACTIVITIES (Cont.)

a. Selected Journal Articles (Cont.)

8. Reznitskaya, A., & Glina, M. (2013). Comparing student experiences with story discussions in dialogic vs. traditional settings. *Journal of Educational Research*, 106(1), 49-63.
9. Reznitskaya, A., Glina, M., Carolan, B., Michaud, O., Rogers, J., & Sequeira, L. (2012). Examining transfer effects from dialogic discussions to new tasks and contexts. *Contemporary Educational Psychology*, 37, 288–306.
10. Reznitskaya, A. (2012). Dialogic teaching: Rethinking language use during literature discussions. *The Reading Teacher*, 65 (7), 446-456.
11. Reznitskaya, A., Kuo, L., Clark, A., Miller, B., Jadallah, M., Anderson, R. C., et al. (2009). Collaborative Reasoning: A dialogic approach to group discussions. *Cambridge Journal of Education*, 3(1), 29-48.
12. Reznitskaya, A., Kuo, L., Glina, M., & Anderson, R. C. (2009). Measuring argumentative reasoning: What's behind the numbers? *Learning and Individual Differences*, 19, 219-224.
13. Reznitskaya, A., Anderson, R. C., & Kuo, L. (2007). Teaching and learning argumentation. *Elementary School Journal*, 107(5), 449-472.
14. Reznitskaya, A., & Anderson, R. C. (2006). Analyzing argumentation in rich, natural contexts. *Informal Logic*, 26, 175-198.
15. Reznitskaya, A. (2005). Empirical research in Philosophy For Children: Limitations and new directions. *Thinking: The Journal of Philosophy for Children*, 17(4), 4-13.
16. Reznitskaya, A., Anderson, R. C., McNurlen, B., Nguyen-Jahiel, K., Archodidou, A., & Kim, S. (2001). Influence of oral discussion on written argument. *Discourse Processes*, 32 (2&3), 155—75.
17. Anderson, R.C., Nguyen-Jahiel, K., McNurlen, B., Archodidou, A., Kim, S., Reznitskaya, A., Tillmanns, M., & Gilbert, L. (2001). The snowball phenomenon: Spread of ways of talking and ways of thinking across groups of children. *Cognition and Instruction*, 19, 1—6.

b. Book

Reznitskaya, A., Wilkinson, I. A. G. (2017). *The Most Reasonable Answer: Helping Students Build Better Arguments Together*. Boston, MA: Harvard Education Press.

SCHOLARSHIP, PUBLICATIONS, AND RELATED ACTIVITIES (Cont.)

c. Selected Book Chapters

1. Reznitskaya, A., Wilkinson, I. A. G. (2021). How best to argue? Examining the role of talk in learning from a sociocultural perspective. In R. Duncan and C. Chinn (Eds.) *International Handbook of Inquiry and Learning*. Abingdon (204-220). Routledge.
2. Reznitskaya, A., Wilkinson, I. A. G. (2019). Designing Professional Development to Support Teachers' Facilitation of Argumentation. In N. Mercer, R. Wegerif and L. Major (Eds.), *The Routledge International Handbook of Research on Dialogic Education* (254-268). Abingdon, UK: Routledge.
3. Reznitskaya, A., Wilkinson, I. A. G. (2019). Supporting Teacher Learning and Use of Inquiry Dialogue with the Argumentation Rating Tool. In R. Gillies (Ed.) *Promoting Academic Talk in Schools* (pp. 128—143). Abingdon, UK: Routledge.
4. Reznitskaya, A., Wilkinson, I. A. G., Oyler, J. (2017). Supporting Teacher Spontaneous Use of Talk Moves During Inquiry Dialogue. In E. Manalo, Y. Uesaka, & C. Chinn (Eds.), *Promoting Spontaneous Use of Learning and Reasoning Strategies* (pp. 310 – 326). Singapore: Routledge.
5. Reznitskaya, A., & Wilkinson, I. A. G. (2015). Professional Development in Dialogic Teaching: Helping Teachers Promote Argument Literacy in Their Classrooms. In D. Scott, and E. Hargreaves (Eds.), *Learning, Pedagogy and Assessment* (pp. 219-232). London, UK: Sage Publications
6. Reznitskaya, A., Hsu, J. Y., & Anderson, R. C. (2015). Using inquiry dialogue to promote the development of argument skills: Possibilities, challenges, and new directions. In S. R. Parris & K. Headley (Eds.), *Comprehension Instruction: Research-Based Best Practices* (3rd ed., pp. 29-44). New York: Guilford Press.
7. Reznitskaya, A., & Wilkinson, I. A. G. (2015). Dialogic Teaching: Rethinking and positively transforming classroom practice. In S. Joseph (Ed.), *Positive Psychology in Practice* (2nd ed., pp. 375-399). Hoboken, New Jersey: John Wiley & Sons, Inc.
8. Reznitskaya, A., Anderson, R. C., Dong, T., Li, Y., Kim, I., & S., K. (2008). Learning to think well: Application of Argument Schema Theory. In C. C. Block & S. Parris (Eds.), *Comprehension Instruction: Research-Based Best Practices* (pp. 196—213). New York: Guilford Press.
9. Reznitskaya, A., Sternberg, R. J. (2004). Teaching students to make wise judgments: The “Teaching for Wisdom” program. In P. A. Liney and S. Joseph (Eds.) *Positive psychology in practice* (pp. 181—196). Hoboken, NJ: John Wiley & Sons, Inc.
10. Reznitskaya, A., Lankshear, C. & Knobel, M. (2004). An introduction to teacher research as quantitative investigation. In C. Lankshear, and M. Knobel (Eds.) *Handbook for teacher research: From design to implementation* (pp. 144 —188). Buckingham, UK: Open University Press

SCHOLARSHIP, PUBLICATIONS, AND RELATED ACTIVITIES (Cont.)

d. Selected Scholarly Presentations, Refereed

1. Reznitskaya, A. & Wilkinson, I. A. G. (August, 2019). *Measuring Argumentation Skills of Upper-Elementary Students*. Paper presented at the meeting of the European Association for Research on Learning and Instruction, Aachen, Germany.
2. Reznitskaya, A. & Wilkinson, I. A. G. (August, 2019). *Examining teachers' perspectives on learning to facilitate argumentation*. In A. Schindler (Chair), Understanding teachers' change trajectories and perspectives in teacher professional development. Symposium conducted at the meeting of the European Association for Research on Learning and Instruction, Aachen, Germany.
3. Reznitskaya, A., Wilkinson, I. A. G., (October, 2018). *Teachers learning to facilitate inquiry dialogue with the Argumentation Rating Tool*. Paper presented at the Meeting of the Special Interest Groups 20 and 26 organized by the European Association for Research in Learning and Instruction, Jerusalem, Israel.
4. Reznitskaya, A., Wilkinson, I. A. G., (April, 2018). *Measuring comprehension and production of written arguments in upper-elementary grades*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
5. Reznitskaya, A., Bråten, I., Muis, K. R. (August, 2017). *Professional development in dialogic teaching: the role of epistemic cognition*. In L. Brownlee (Chair), Teachers' epistemic cognition for professional practice: a focus on reflection and reflexivity. Symposium conducted at the meeting of the European Association for Research on Learning and Instruction, Tampere, Finland.
6. Reznitskaya, A., Wilkinson, I. A. G. (June, 2017). *Learning to facilitate inquiry dialogue: Emerging principles for teacher professional development*. Paper presented at the meeting of the at the XVIII International Council of Philosophical Inquiry with Children (ICPIC) Conference, Madrid, Spain.
7. Reznitskaya, A., Wilkinson, I. A. G., (April, 2017). *Measuring Students' Argument Literacy Skills in Speaking, Listening, Reading, and Writing*. In S. Hennessey (Chair), Broadening Opportunities for Classroom Learning with Dialogic Pedagogies. Structured poster session conducted at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
8. Wilkinson, I. A. G., Reznitskaya, A., Oyler, J., Bourdage, K., Sykes, A., Kim, M-Y., Drewry, R., Glina, M. (April, 2017). *Professional development in dialogic teaching: Impact on teacher beliefs and practices and student argument literacy*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
9. Reznitskaya, A., Wilkinson, I. A. G., Oyler, J., Bourdage Reninger, K., Sykes, A. (April, 2016). *Using the Argumentation Rating Tool to Support Teacher Facilitation of Inquiry Dialogue in Elementary Language Arts Classrooms*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

SCHOLARSHIP, PUBLICATIONS, AND RELATED ACTIVITIES (Cont.)

d. Selected Scholarly Presentations, Refereed (Cont.)

10. Reznitskaya, A., Oyler, J., Glina, M. (April, 2015). *The Dialogic Inquiry Tool: Validation and Application in Elementary School Classrooms*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
11. Oyler, J., & Reznitskaya, A. (June, 2011). *Examining language use in a dialogic classroom*. Paper presented at the First PLATO Institute Conference. Philosophy and Education: Introducing Philosophy to Young People, Columbia University, New York.
12. Reznitskaya, A. (October, 2010). *Taking a closer look at dialogic teaching: An experimental study*. Paper presented at the XXII Latin American Seminar of Philosophy for Children and Sophia Network Meeting, Alcalá de Henares, Spain.
13. Reznitskaya, A., Sequeira, L., Rogers, J., Glina, M. (April, 2009). *Using philosophical dialogue to promote argumentation development*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
14. Reznitskaya, A. (August, 2008). *Not by faith alone: A quantitative investigation of Philosophy For Children pedagogy*. Paper presented at the XXII World Congress of Philosophy. Seoul, South Korea.
15. Reznitskaya, A., Kuo, L., & Glina, M., Anderson, R. C. (April, 2008). *Measuring argumentation: What's behind the numbers?* Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
16. Reznitskaya, A., Anderson, R. C., Dong, T., Li, Y., & Kim, I. (2007). *Learning to argue, arguing to learn: Group discussions as mechanism for promoting individual reasoning*. Paper presented at the symposium entitled "International Perspectives on Effective Groupwork: Theory, Evidence and Implications," The Annual Meeting of the American Educational Research Association, Chicago, IL.
17. Reznitskaya, A. (2006). *Developing psychometrically sound measures of reasoning*. Paper presented at the Applied Statistics 2006 Conference, Bled, Slovenia.
18. Reznitskaya, A., & Anderson, R. C. (2005). *Transfer performance in the domain of argumentation: Limitations and possibilities*. Paper presented at the symposium entitled "Comprehension and Production of Discourse Structures" at the European Association for Research on Learning and Instruction, University of Cyprus, Cyprus.
19. Reznitskaya, A., & Anderson, R. C. (2005). *Using the argument schema theory to interpret student interactions with argumentative texts*. Paper presented at The Annual Meeting of the American Educational Research Association, Montreal, Canada.

SCHOLARSHIP, PUBLICATIONS, AND RELATED ACTIVITIES (Cont.)

e. Selected Scholarly Presentations, Invited

Regional and National

1. Reznitskaya, A., (August, 2018). *Researching dialogue-intensive pedagogy: What we know, what we need to know*. Presentation at the Introductory Seminar conducted by the Institute for the Advancement of the Philosophy Children. Mendham, NJ
2. Reznitskaya, A., Wilkinson, I. A. G. (June, 2017). *Argument literacy in elementary classrooms*. Presentation at the Argument Consortium conducted by The University of Pittsburgh. Pittsburgh, PA.
3. Reznitskaya, A., Wilkinson, I. A. G., Oyler, J., Sykes, A. (August, 2016). *Helping teachers engage their students in collaborative and rigorous argumentation*. Presentation at the Introductory Seminar conducted by the Institute for the Advancement of the Philosophy Children. Mendham, NJ
4. Reznitskaya, A. (2012). *From group to individual argumentation*. Paper presented at Educational Testing Service Meeting. Princeton, New Jersey.
5. Reznitskaya, A. (2007). *Dialogue in a classroom: Theory, pedagogy, research*. Presentation at the Introductory Seminar conducted by the Institute for the Advancement of the Philosophy Children. Mendham, NJ.
6. Reznitskaya, A. (2005). *Student thought and classroom language: Investigating the connection*. Paper presented at the Seminar on Abilities and Expertise. Yale University, CT.
7. Reznitskaya, A. (2002). *Teaching students the discourse of reasoned argumentation*. Paper presented at the Seminar on Abilities and Expertise. Yale University, CT.

e. Selected Scholarly Presentations, Invited

International

1. Reznitskaya, A., Wilkinson, I. A. G. (June, 2019). *Argumentation Rating Tool (ART): Supporting Argument Literacy: Professional Development and Research* Presentation at the Doctoral Seminar at The Hebrew University of Jerusalem, Israel.
2. Reznitskaya, A., Wilkinson, I. A. G. (February, 2019). *Assessing Comprehension and Production of Written Arguments in the Upper-Elementary Grades*. Presentation at the symposium on Better Learning through Argumentation. Masaryk University, Brno, Check Republic.
3. Reznitskaya, A. (August, 2018). *Questioning studies of dialogue-intensive pedagogy: What can be done better?* Presentation at Lulea University of Technology. Lulea, Sweden.

SCHOLARSHIP, PUBLICATIONS, AND RELATED ACTIVITIES (Cont.)

e. Selected Scholarly Presentations, Invited (Cont.)

International (Cont.)

4. Reznitskaya, A. (May, 2018). *Researching dialogue-intensive pedagogy: what we know, what we need to know*. Keynote address at the Philosophy and the School conference. University of Southern Denmark, Odense, Denmark.
5. Reznitskaya, A., Wilkinson, I. A. G. (February, 2016). *Toward a More Dialogic Pedagogy: Changing Teachers' Beliefs and Practices Through Professional Development*. Presentation and seminar at Skyline Lecture Series at the Technical University of Munich. Munich, Germany.
6. Reznitskaya, A., Wilkinson, I. A. G. (January, 2016). *Argumentation Rating Tool (ART): Supporting Systematic Reflection on Classroom Talk*. Presentation at the Doctoral Seminar. Ben-Gurion University of the Negev, Israel.

GRANTS and AWARDS

1. Reznitskaya, A. (2014-2016). *Measuring Argument Literacy Skills of Elementary School Students*. The Spencer Foundation. Awarded amount: \$50,000.
2. Wilkinson, I., Reznitskaya, A. (2012-2016). *Professional Development In Dialogic Teaching Through Classroom Discussion To Improve Argument Literacy*. Institute of Educational Sciences, US Department of Education. Awarded Amount: \$1,447,711.
3. Reznitskaya, A. (2010— 2012). *Measuring the Dialogic Quality Of Classroom Talk*. The Spencer Foundation. Awarded amount: \$39,725.
4. Reznitskaya, A. (Spring, 2009—2010). *Measuring the Dialogic Quality Of Classroom Talk*. Montclair State University. Grant Proposal Development: Awarded amount: \$3,000.
5. Reznitskaya, A. (Spring, 2007—2008). *Measuring Argumentation: What's Behind the Numbers?* Montclair State University. Separately Budgeted Research: Awarded amount: \$2,000.
6. Reznitskaya, A. (2006— 2009). *Student Thought and Classroom Language: Investigating the Connection*. National Academy of Education/Spencer Postdoctoral Fellowship. Awarded amount: \$55,000.
7. Reznitskaya, A. (Spring, 2005). *Student Thought and Classroom Language*. Montclair State University. Awarded amount: \$4,000.
8. Reznitskaya, A. (2001-2002). Graduate College Dissertation Completion Award funding the final year of dissertation writing. University of Illinois at Urbana-Champaign. Awarded amount: \$17,000 and tuition waiver.

SCHOLARSHIP, PUBLICATIONS, AND RELATED ACTIVITIES (Cont.)

SELECTED SEMINARS AND WORKSHOPS

National

1. Godley, A. & Reznitskaya, A. (2019). *Impressions, Reflections, Questions*. Presentation at a 2-day workshop on Machine Learning and Educational Assessment. University of Pittsburgh, PA.
2. Reznitskaya, A., Sykes, A., Wilkinson, I. A. G. (2016). *Helping students become better thinkers*. A workshop for elementary school teachers. Hatikvah International Academy Charter School, East Brunswick, NJ.
3. Glina, M., Reznitskaya, A., Mabrouk-Hattab, S., Oyler, J., Sykes, A., Herren, D., Wilkinson, I. (2015). *The power of classroom talk: Using dialogue to promote argument literacy in your classroom*. Workshop at the 5th Annual Showcase of the Research Academy for University Learning. Montclair State University, NJ.
4. Reznitskaya, A., Oyler, J., Glina, M., Major, A., Wilkinson, I. (2013). *Dialogic teaching: Transforming classroom communication*. Workshop at the 4th Annual Showcase of the Research Academy for University Learning. Montclair State University, NJ.

International

1. Reznitskaya, A. (August, 2018). *Researching Argumentation*. A week-long seminar at Lulea University of Technology. Lulea, Sweden.
2. Reznitskaya, A. (March, 2018). *Classroom Dialogue*. A two-day doctoral seminar at the University of Southern Denmark, Odense, Denmark.
3. Reznitskaya, A. (2014). *Teaching in English: Enhancing International Faculty Expertise*. A four-week workshop. Graz University of Technology. Graz, Austria.
4. Reznitskaya, A. (2013). *Transforming Classroom Communication*. A four-day doctoral seminar: Inquiry dialogues, comprehension, and argumentation. University of Oslo: Norway.
5. Reznitskaya, A. (2012). *Teaching in English: Enhancing International Faculty Expertise*. A four-week workshop. Qingdao Technological University. Qingdao, China.