

ANNETTE ROULEAU

#1103 1139 W Broadway
Vancouver, BC
V6H 1G5

Telephone: (780) 814-1935
Email: annetterouleau@gmail.com
Website: annetterouleau.com

Education

2014 - 2020	PhD	Doctor of Philosophy, Mathematics Education Faculty of Education Graduate Program Simon Fraser University, Burnaby, BC, Canada
2012 - 2014	MEd	Master of Education, Curriculum and Instruction: Numeracy Faculty of Education Graduate Program Simon Fraser University, Burnaby, BC, Canada
2002 - 2004	BEEd	Elementary Education - Teacher Education North Program U of A Collaborative Program, Grande Prairie, AB, Canada
2001 - 2002	Education	Second-year Education Grande Prairie Regional College, Grande Prairie, AB, Canada

Academic and Professional Positions

2021 - present	Director of Education	Julia Robinson Mathematics Festival Calabasas, CA, United States
2024 - 2024	Contract Faculty	MATH 1191 - Mathematics for Teachers Douglas College, New Westminister, BC, Canada
2020 - 2021	Assistant Lecturer	EDEL 316 - Communication Through Mathematics Education University of Alberta, Edmonton, AB, Canada
2019 - 2020	Contract Faculty	MSTE 5330 - Further Topics in Mathematics Teaching MSTE 5220 - Contemporary Issues in Math and Science Education MSTE 5230 - Engaging Students in Mathematics and Science Douglas College, New Westminister, BC, Canada
2015 - 2020	Sessional Instructor	EDUC 475 - Designs for Learning: Elementary Mathematics Simon Fraser University, Burnaby, BC, Canada
2019 - 2019	Sessional Instructor	EDUC 100 - Selected Questions and Issues in Education Simon Fraser University, Burnaby, BC, Canada
2015 - 2018	Research Assistant	Dr. Nathalie Sinclair and Dr. Rina Zazkis Simon Fraser University, Burnaby, BC, Canada
2014 - 2020	Site Assistant	Curriculum and Instruction: Numeracy M. Ed. program Simon Fraser University, Burnaby, BC, Canada

2013 - 2014	Instructional Lead	Differentiated Instruction Lead Teacher Grande Prairie Catholic Schools, Grande Prairie, AB, Canada
2004 - 2013	Teacher	St. Kateri Catholic Elementary School Grande Prairie Catholic Schools, Grande Prairie, AB, Canada

Articles in Refereed Journals

6. Liljedahl, P., Andrà, C., Rouleau, A., & Di Martino, P. (2023). Teacher tensions: Managed or resolved. *International Journal of Mathematical Education in Science and Technology*. DOI: 10.1080/0020739X.2023.2190328.
5. Rouleau, A., Kontorovich, I., & Zazkis, R. (2019). Mathematics teachers' first engagement with research articles in mathematics education: Sketches of new praxeologies. *Mathematics Teachers Education and Development*, 21(2), 42–63.
4. Andrà, C., Rouleau, A., Liljedahl, P., & Di Martino, P. (2019). An affective lens for tensions emerging from teacher professional development. *For the Learning of Mathematics*, 39(1), 2–6.
3. Zazkis, R., & Rouleau, A. (2018). Order of operations: On convention and met-before acronyms. *Educational Studies in Mathematics*, 97(2), 143–162.
2. Kontorovich, I., & Rouleau, A. (2018). To teach or not to teach? Teacher-researchers cope with learners' misconceptions. *Canadian Journal of Science, Mathematics and Technology Education*, 18(1), 9–20.
1. Rodney, S., Rouleau, A., & Sinclair, N. (2016). A tale of two metaphors: Storylines about mathematics education in Canadian national media. *Canadian Journal of Science, Mathematics and Technology Education*, 16(4), 389–401.

Book Chapters

6. Rouleau, A., & Andrà, C. (2021). Understanding, measuring and changing teachers' beliefs. In C. Andrà, D. Brunetto, & F. Martignone (Eds.), *Theorizing and measuring affect in mathematics teaching and learning* (pp. 123–127). Springer.
5. Rouleau, A., Ruiz, N., Reyes, C., & Liljedahl, P. (2019). Examining sources of self-efficacy in whole-class problem solving. In P. Felmer, P. Liljedahl, & B. Koichu (Eds.), *Problem solving in mathematics instruction and teacher professional development* (pp. 219–239). Springer.
4. Rouleau, A., Ruiz, N., Reyes, C., & Liljedahl, P. (2019). Changing beliefs: The case of first-person vicarious experiences. In P. Felmer, P. Liljedahl, & B. Koichu (Eds.), *Problem solving in mathematics instruction and teacher professional development* (pp. 203–218). Springer.
3. Sinclair, N., & Rouleau, A. (2018). On choice, collaboration and closeness in problem solving: Aesthetic experiences of pre-service teachers. In N. Amado, S. Carreira, & K. Jones (Eds.), *Broadening the scope of research on mathematical problem solving: A focus on technology, creativity and affect* (pp. 455–473). Springer.
2. Rouleau, A., & Liljedahl, P. (2016). Creating tension between action and intent. In H. Palmér &

J. Skott (Eds), *Students' and teachers' values, attitudes, feelings and beliefs in mathematics classrooms* (pp. 25–32). Springer.

1. Rouleau, A., & Liljedahl, P. (2015). Teacher tensions: The case of Naomi. In C. Andrà, D. Brunetto, E. Levenson, & P. Liljedahl (Eds.), *Teaching and learning in maths classrooms* (pp. 155–162). Springer.

Articles in Refereed Conference Proceedings

7. Andrà, C., Liljedahl, P., Erens, R., & Rouleau, A. (2021). Tensions within teachers' beliefs: Implications for teacher professional development. In *Proceedings of the 44th Meeting of the International Group for the Psychology of Mathematics Education, Vol 2*, (pp. 9–16). Khon Kaen, Thailand: PME.
6. Rouleau, A. (2021). “I don't want to be *that* teacher”: Anti-goals in teacher change. In M. Inprasitha, N. Changsri, & N. Boonsena (Eds.), *Proceedings of the 44th Meeting of the International Group for the Psychology of Mathematics Education, Vol 3*, (pp. 436–443). Khon Kaen, Thailand: PME.
5. Rouleau, A. (2019). Inside teacher tensions: Examining their connection to emotions, motives, and goals. In M. Graven, H. Venkat, A. Essien & P. Vale (Eds.), *Proceedings of the 43^d Meeting of the International Group for the Psychology of Mathematics Education, Vol 3*, (pp. 273–280). Pretoria, South Africa: PME.
4. Rouleau, A., Ruiz, N., Reyes, C., & Liljedahl, P. (2019). First-person vicarious experiences as a mechanism for belief change. In U. Jankvist, M. van den Heuvel-Panhuizen, & M. Veldhuis (Eds.), *Proceedings of the 11th Congress of the European Society for Research in Mathematics Education* (pp. 1517–1524). Utrecht, Netherlands: CERME.
3. Rouleau, A. (2018). Tensions in implementing mathematics journaling. In E. Bergqvist, M. Österholm, C. Granberg, & L. Sumpter (Eds.), *Proceedings of the 42nd Meeting of the International Group for the Psychology of Mathematics Education, Vol 4*, (pp. 67–74). Umeå, Sweden: PME.
2. Rouleau, A. (2017). Tensions in the role of mathematics coaches. In T. Dooley & G. Gueudet, (Eds.), *Proceedings of the Tenth Congress of the European Society for Research in Mathematics Education* (pp. 2988–2995). Dublin, Ireland: CERME.
1. Liljedahl, P., Andrà, C., Di Martino, P., & Rouleau, A. (2015). Teacher tension: Important considerations for understanding teachers' actions, intentions, and professional growth needs. In K. Beswick, J. Fielding-Wells, & T. Muir (Eds.), *Proceedings of the 39th Meeting of the International Group for the Psychology of Mathematics Education, Vol 3*, (pp. 193–200). Hobart, Australia: PME.

Edited Conference Proceedings

2. Forde, J, & Rouleau, A. (2019). *Proceedings of the 13th Annual Mathematics Education Doctoral Students Conference*: MEDS-C.
1. Rouleau, A, & Guyevsky, V. (2018). *Proceedings of the 12th Annual Mathematics Education Doctoral Students Conference*: MEDS-C.

Academic Presentations

13. Problem Solving in the Elementary Classroom
Guest lecturer - MATH 111 Math for Elementary Teachers
University of Hawaii, West O'ahu, September 2025
12. Discovering how Amazing and Joyful Mathematics Can Be! Sharing and Analyzing Outreach Activities
Working group co-leader
51st Meeting of the Canadian Mathematics Educators Study Group
Lethbridge, Alberta, June 2025.
11. Qualitative Interviewing Techniques
Guest lecturer - EDUC 846 (Master's Course - Foundations of Mathematics Education)
Simon Fraser University, Burnaby, Canada, December 2020; January 2022; October 2022
10. Geometric Reasoning
Guest lecturer - ED 403 (Master's Course - Pedagogical Foundations for Elementary Mathematics Education III)
St. Francis Xavier University, Antigonish, Nova Scotia, Canada, July 7 and 21, 2022
9. Tension in Changing Mathematics Teaching Practice
Guest lecturer - MAED 6163 (Master's Course - Researching Action in Mathematics Teaching)
The Chinese University of Hong Kong, Hong Kong, China, November 2020.
8. Tensions in Teaching Mathematics: Emerging Understandings
Research presentation
University of Bristol, Bristol, UK, February 2019.
7. Collaborative Problem Solving in the Elementary Classroom
Research presentation for La Enseñanza de la Matemática Postsecundaria Y Dos Contrapuntos, Universidad de Chile, Santiago, Chile, December 2018.
6. Examining Sources of Self-Efficacy in Whole Class Problem Solving
Research presentation for Centro de Investigación Avanzada en Educación
Universidad de Chile, Santiago, Chile, November 2018.
5. Teacher Tensions as a Lens to Understand Teachers' Resistance to Change
Working group co-leader
42nd Meeting of the International Group for the Psychology of Mathematics Education.
Umeå, Sweden, July 2018.

4. Tensions in Teaching Mathematics
Research presentation
Politecnico de Milano, Milan, Italy, January 2018.
3. Tensions in Teaching Mathematics: Insights into Professional Growth.
Research presentation
Universidad de Chile, Santiago, Chile, October 2016.
2. After Grad: The Career and Personal Impacts of Graduate Studies.
Summer Institute Panel
Simon Fraser University, Surrey, Canada, July 2016.
1. Tensions in Teaching Mathematics.
Research presentation
Universität Würzburg, Würzburg, Germany, April 2016.

Invited Professional Workshop Presentations

Over the past 15 years, I have been invited to lead over 100 mathematics and education workshops for teachers and administrators across Canada and the United States.