Dr. Karl Kosko

Assistant Professor TLC kkosko@kent.edu

Ph.D., Curriculum & Instruction	2010
Virginia Tech Mathematical Discussion and Self-Determination Theory	
M.Ed., Middle Level Education	2009
Winthrop University	
B.S., Elementary Education	2002
Winthrop University	
Currently hold equivalent course background for a bachelors in mathematics.	
Higher Education Work Experience	
Assistant Professor	8/2012 - presen
Kent State University	
Post Doctoral Fellow	7/2010 - 8/201
University of Michigan	
Teacher Education Supervisor	8/2006 - 5/2009
Virginia Tech	
Other Professional Experience	
Teacher	8/2002 - 6/200

Teacher 8/2002 - 6/2006

Rock Hill, SC

Publications	
Kosko, K. W., & Herbst, P. (2012). Evaluating teachers' decisions in posing a proof problem. In L. R. Van Zoest, J. J. Lo, & J. L. Kratky (Eds.), <i>Proceedings of the 34th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education</i> (pp. 813-820), Kalamazoo, MI: Western Michigan University. Available at: http://hdl.handle.net/2027.42/91282 Publication: <i>Conference Proceedings</i>	2012
Herbst, P., & Kosko, K. W. (2012). Mathematical knowledge for teaching high school geometry. In L. R. Van Zoest, J. J. Lo, & J. L. Kratky (Eds.), Proceedings of the 34th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (pp. 438-444), Kalamazoo, MI: Western Michigan University. Available at: http://hdl.handle.net/2027.42/91279	2012
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Kosko, K. W. (2012). Mathematical listening: Self-reports of how students listen and its relation to engagement in mathematical discussion. In L. R. Van Zoest, J. J. Lo, & J. L. Kratky (Eds.), <i>Proceedings of the Proceedings of the 34th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education</i> (pp. 351-354), Kalamazoo, MI: Western Michigan University.	2012 he 34th annual mee
Publication: Conference Proceedings	
Kosko, K. W. (2012). Geometry students' hedged statements and their self-regulation of mathematics. <i>Journal of Mathematical Behavior, 31</i> (4), 489-499. Publication: <i>Journal Articles</i>	2012
Kosko, K. W., & Norton, A. (2012). Relationships between the process standards: Process elicited through letter writing between preservice teachers and high school mathematics students <i>School Science and Mathematics</i> , <i>112</i> (6), 340-348. Publication: <i>Journal Articles</i>	2012
Kosko, K. W., & Miyazaki, Y. (2012). The effect of student discussion frequency on fifth-grade students' mathematics achievement in U.S. schools. <i>The Journal of Experimental Education</i> , 80(2), 173-195. Publication: Journal Articles	2012
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Publication: Journal Articles	
Kosko, K. W., & Wilkins, J. L. M. (2012). Students' quality of mathematical discussion and their self-determination in mathematics. <i>Investigations in Mathematics Learning, 4</i> (3), 15-30. Publication: <i>Journal Articles</i>	2012
Kosko, K. W. (2012). Student enrollment in classes with frequent mathematical discussion and its longitudinal effect on mathematics achievement. <i>The Mathematics Enthusiast</i> , 9(1&2), 111-148.	2012

Publication: Journal Articles

Kosko, K. W., & Herbst, P. G. (2011). Where's the proof? Proof in U.S. high school geometry content standards. In L. R. Wiest, & T. Lamberg (Eds.), <i>Proceedings of the 33rd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education</i> (pp. 329-337), Reno, NV: University of Nevado, Reno. Publication: <i>Conference Proceedings</i>	2011
Kosko, K. W., & Wilkins, J. L. M. (2011). Communicating quantitative literacy: An examination of open-ended assessment items in TIMSS, NALS, IALS, and PISA. <i>Numeracy, 4</i> (2). Retrieved from http://services.bepress.com/numeracy/vol4/iss2/art3 Publication: <i>Journal Articles</i>	2011
Kosko, K. W., Norton, A., Conn, A., & San Pedro, J. M. (2010). Letter writing: Providing preservice teachers with experience in posing appropriate mathematical tasks to high school students. In J.W. Lott, & J. Luebeck (Eds.), Association of Mathematics Teacher Educators Monograph 7: Mathematics teaching: Putting research into practice at all levels (pp. 207-224). Association of Mathematics Teacher Educators: San Diego, CA. Publication: Book Chapters	2010
Kosko, K. W., & Wilkins, J. L. M. (2010). Communicating quantitative literacy. In P. Brosnan, D. Erchick, & L. Flevares (Eds.), Proceedings of the 32nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (pp. 345-353). Columbus, OH: The Ohio State University.	2010
Kosko, K. W. (2010). Student-reported listening in mathematical discussion. In P. Brosnan, D. Erchick, & L. Flevares (Eds.), Proceedings of the 32nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education(p. 460). Columbus, OH: The Ohio State University.	
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Publication: Journal Articles	
Kosko, K. W., & Miyazaki, Y. (2009). Compound effects of mathematics discussion on fifth grade math achievement. In S. L. Swars, D. W. Stinson, & S. Lemons-Smith (Eds.) <i>Proceedings of the 31st annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education</i> (pp. 284-287). Atlanta, GA: Georgia State University.	2009
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Austin, J. E., Cameron, T. L., Glass, M., Kosko, K., Marsh, F., Abdelmajid, R., & Burge, P. (2009). First semester experiences of professionals transitioning to full-time doctoral study. <i>The College Student Affairs Journal</i> , 27(2), 194 – 214.	2009
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Kosko, K. W., & Wilkins, J. L. M. (2009). General educators' inservice training and their self- perceived ability to adapt instruction for special needs students. <i>The Professional Educator, 33</i> (2).Retrieved from http://www.theprofessionaleducator.org/articles/Kosco_final.pdf Publication: <i>Journal Articles</i>	2009
Kosko, K. W., Wilkins, J. L. M., & Pitts Bannister, V. R. (2009). Writing sophistication in students answers to algebraic questions. <i>The MathMate, 33</i> (1), 18-22. Publication: <i>Journal Articles</i>	2009

Brandt, C. B.. & Kosko, K. (2008). The power of the earth is a circle: Indigenous science education in North America. In K. Tobin & W.M. Roth (Eds.), *The World of Science Education: Handbook of Research in North America* (pp. 389 – 408), Rotterdam: Sense Publishers.

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