

Curriculum Vitae

Rahm, Jrène

Université de Montréal
Faculté des sciences de l'éducation
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EDUCATION

Ph.D. in Educational Psychology, University of Colorado at Boulder, USA 1998.
Certificate in Cognitive Science, Institute of Cognitive Science, Boulder, USA 1995.
M.A. in Educational Psychology, University of Colorado at Boulder, USA 1992.
B.A. in Psychology, McGill University, Canada 1990.

POSITIONS

Université de Montréal, Montréal, Canada
Associate Professor in Educational Psychology (2005-); Assistant Professor (2002-2005)

University of Northern Colorado, Greeley, Colorado
Assistant Professor in Educational Psychology (1999-2002)

Metro State University, Denver, Colorado
Part-time Faculty in Psychology (1999)

PUBLICATIONS – A SELECTION

Book

Rahm, J. (forthcoming). *Science in the making at the margin: A multisited ethnography of learning and becoming in and beyond out-of-school settings*. Netherlands: Sense Publishers.

Journal Articles (Refereed, a selection)

Rahm, J. (2008). Urban youths' hybrid identity projects in science practices at the margin: A look inside a school-museum-scientist partnership project and an afterschool science program. *Cultural Studies of Science Education*, 3(1), 97-121.

Rahm, J., & Ash, D. (2008). Learning environments at the margin: Case studies of disenfranchised youth doing science in an aquarium and an afterschool program. *Learning Environments Research*, 11, 49-62.

Rahm, J. (2007). Youths' and scientists' authoring and positioning within science and scientists' work. *Cultural Studies of Science Education*, 1(3), 517-544.

Rahm, J. (2006). A look at meaning making in science through School-Scientist-Museum Partnerships. *The Canadian Journal of Science, Mathematics and Technology Education (Special Issue on Informal Science Education)*, 6(1), 47-66.

Rahm, J., Reny, M.-P., & Moore, J. (2005). The role of after-school and summer science programs in the lives of urban youth. *School Science and Mathematics (Special issue on Informal Science Education)*, 105(6), 283-291.

Rahm, J. (2004). Multiple modes of meaning-making in a science center. *Science Education*, 88, 223-247.

Rahm, J., Miller, H., Hartley, L. & Moore, J. (2003). The value of an emergent notion of authenticity: Examples from two student/teacher-scientist partnership programs. *Journal of Research in Science Teaching*, 40(8), 737-756.

Rahm, J.(2002). Emergent learning opportunities in an inner-city youth gardening program. *Journal of Research in Science Teaching*, 39(2), 164-184

Book Chapters (a selection)

Rahm, J. (in press) Diverse urban youths' learning of science outside of school : A look at the role of afterschool, university outreach, and community science programs in science literacy development In B. Fraser & K. Tobin (Eds.), *International Handbook of science Education*. Springer.

Rahm, J., Naughton, W. & Moore, J. C. (2008). What kinds of tools and resources are made available to students through effective guidance in a student-scientist partnership program. In B. van Oers, E. Elbers, R. van der Veer, & W. Wardekker (Eds.), *The transformation of learning: Advances in Cultural-Historical Activity Theory* (pp. 342-357). New York: Cambridge University Press.

Rahm, J.(2007). Learning and becoming across time and space : A look at learning trajectories within and across two inner-city youth community science programs. In W.-M. Roth & K. Tobin (Eds.), *Science, Learning, and Identity : Sociocultural and Cultural-Historical Perspectives* (pp. 63-79). Rotterdam, Netherlands : Sense Publishers.

GRANTS AND AWARDS – A SELECTION

2008 NARST Paper Award: “Positioning in the World of Science : A Look at Four Youths’ Hybrid Identity Work Within and Beyond a Math and Science Upward Bound Program”.

2008-2011 Case studies of ethnically diverse youth from low-income backgrounds and their forms of participation and navigations among places of learning and science literacy development : A look at intercultural learning and positioning in relation to science. SSHRC; PI: J.ène Rahm, CO-PI, Fasal Kanouté (90,000\$).

2004-2007 Partnerships between schools, museums and scientists : What science and what learning? An evaluation project of one model of the Montreal Supporting School Initiative : Measure 5, offering access to cultural resources, Minister of Education. (128,800\$)

2003–2008 The role of community youth programs in science literacy development among impoverished inner-city youth. Grant FQRS – Université de Montréal, Special Program for New Researchers; covers salary for years indicated (205,000\$); in addition to research grant (49,159\$)

2003-2005 The nature of science discourse in impoverished inner-city youth programs. Grant CRSH, Standard Research Grant. (72,930\$)