

University of Louisiana at Lafayette

College of Education Faculty Curriculum Vitae Information NII TACKIE, Ph.D.

Title Department Office Number Extension Email Address	Assistant Professor Curriculum and Instruction Maxim Doucet 417 337-482-6413 nii.tackie@louisiana.edu
Education	<ul style="list-style-type: none">• Doctoral degree, STEM Education (Math Education Emphasis), University of Minnesota• Master's degree, Mathematics, Central Michigan University• Bachelor's degree, University of Cape Coast (Ghana)• Post-secondary Education, Elementary and Junior High School Teacher's Certification, Komenda College (Ghana)
Teaching Philosophy	<p>I believe that it is possible for mathematics teachers to have positive impact on students' mathematics learning and to make them proficient in mathematics. Although this might sound difficult to accomplish, I believe that with a committed heart, love for teaching, strong mathematical and pedagogical knowledge, mathematics teachers can turn around the lives of students who have been compelled to see themselves as "not math people" to be lovers of mathematics. As a student who nearly dropped out of junior high school, I now have a great passion for teaching and learning mathematics because of the support I received from committed mathematics teachers.</p>
Bio	<p>Dr. Nii Ansah Tackie obtained his Doctorate in STEM Education with an emphasis in Mathematics Education from the University of Minnesota in 2016; Master of Arts in Mathematics from Central Michigan University in 2012; Bachelor of Education in Mathematics Education from the University of Cape Coast, Ghana; and Post-secondary teachers' certificate in Mathematics and Technical Education from Komenda College, Ghana.</p> <p>Dr. Tackie has been involved in research projects including NSF-funded project, Engineering to Transform the Education of Analysis, Measurement, and Science in a Team-Based Targeted Mathematics-Science Partnership (EngrTEAMS) and Engineering Engaging Eighth Grade Mathematics in Minnesota.</p>

	Dr. Tackie has seven years of K-12 teaching experience in Ghana, and nearly two years teaching experience (at the high school and as a teaching assistant at the college level) in the United States. In Ghana, Dr. Tackie taught the integrated mathematics curriculum at the elementary, junior high, and senior high schools. Dr. Tackie is currently an assistant professor in the Department of Curriculum and Instruction. Dr. Tackie teaches mathematics methods courses and conducts research in mathematics education.
Courses Taught	EDCI 349 PK-6 Math Methods I EDCI 350 PK-6 Math Methods II EDCI 352 Middle School Math Methods EDCI 452 Secondary School Math Methods EDCI 469 Advanced Field Experience for Secondary Mathematics Teachers EDCI 475 Residency I for High School Preservice Teachers EDCI 353 Math Methods for Alt. Certs. EDCI 852 Research & Best Practices in Mathematics Curriculum Leadership (Co-Taught with a Professor)
Advising	Dr. Tackie advises undergraduate students (26 on the average) in the College of Education who are majoring in secondary or middle school mathematics education.
Graduate Committees	Currently serving on one doctoral committee
Research Interests	Dr. Tackie's research interest includes core practices for teaching mathematics, STEM Education, and students' mathematics learning.
Teaching Experience	University of Louisiana at Lafayette (UL-Lafayette) (Fall 2016-Present) <ul style="list-style-type: none"> • Currently teaching elementary, middle, and secondary school mathematics method courses to preservice teachers • Supervising students' field experiences associated with the mathematics method courses • Supervising Mathematics Teacher Candidates Adjunct Math Instructor at South Louisiana Community College (Spring 2019-Present) <ul style="list-style-type: none"> • Teaching College Algebra University of Minnesota (Spring 2016) <ul style="list-style-type: none"> • Served as a teaching assistant for College Algebra through Modelling class. Taught the class in the absence of the professor and graded class models Leesburg High School (Spring 2016) <ul style="list-style-type: none"> • Taught Algebra 2 and Financial Algebra to 10th, 11th and 12th grade students • Tutored struggling students after school to help improve their math abilities

	<ul style="list-style-type: none"> • Participated in Saturday Credit Recovery Program to assist some students recover Algebra 2 credits <p>Central Michigan University (Fall 2011 – Fall 2012)</p> <ul style="list-style-type: none"> • Taught two sections of Intermediate Algebra, two sections of Plane Trigonometry and two sections of College Algebra. Used Mymatlab, MathXI and Blackboard (software) for online homework, submitting grades and communicating with students • Created “<i>Written Homework</i>” not only to supplement online homework but to offer opportunities for students to improve their mathematical writing abilities. The students attested to the fact that by doing the “written homework” they learned to present their mathematics solutions meaningfully • Tutored students from different levels and backgrounds at the Mathematics Assistant Center (MAC) to help them understand difficult mathematics concepts • Used office hours and other appointments to assist students who needed special support in mathematics. Students who missed classes used this opportunity to come for explanations. <p>St. Mary’s High School—Ghana (September 2006 –June 2010)</p> <ul style="list-style-type: none"> • Taught high school core and elective mathematics in a way that enhanced students’ conceptual understanding of mathematics • Served as a class advisor to counsel and motivate students graduate successfully and also, chaired regular class meetings to discuss general issues concerning the students and how best to resolve them. Liaised between the students and the administration. • Served on the school examination committee to organize school exams successfully. • Coached the school Table Tennis (Ping Pong) team for school competitions to win some trophies <p>Kwansakrom Junior High School—Ghana (September 1999 –July 2002)</p> <ul style="list-style-type: none"> • Taught mathematics, Technical Drawing and Technical Skills at all three levels • Instituted weekly quiz competitions that motivated and inspired students to study hard and to aim for the best. The quiz competition also encouraged peer-to-peer learning • Coached the soccer and Table Tennis (Ping Pong) team and coordinated the school sporting activities for competitions
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	<ul style="list-style-type: none"> Coordinated with parents, by way of home visitations, to monitor students' studies at home and to identify students' needs and how to better support their academic life. This collaboration enabled me build lasting relationship with the community.
Publications	<p>Covington, A. C., Sheppard, P., Flint, T. K., & Tackie, N. A. (2019). To What Extent Does Hands-On Exposure to Algebraic Thinking Predict Mathematics Achievement for Urban Middle Schoolers? <i>Journal of Educational Issues</i>, 5(1), 118-131.</p> <p>Tackie, N. A., Sheppard, P., & Flint, T. K. (2018). Engendering algebraic readiness through pictorial representations. <i>Investigations in Mathematics Learning</i>, 1-13.</p> <p>Flint, T. K., Sheppard, P., & Tackie, N. A. (2018). "How You Like Me Now?": Exploring Teacher Perceptions of Urban Middle Schoolers' Mathematical Abilities and Identities. <i>Education and Urban Society</i>, 0013124518785017.</p> <p>Covington Clarkson, L. M., Ntow, F. D., Tackie, N. A. (2014). Negotiating the opportunity gap with a peer tutoring framework. <i>International Journal of Science, Commerce and Humanities</i>, 2(8), 98-111</p>
Presentations	<p>Tackie, N. A. (2020). Preservice teachers' reflection on students' mathematics assessment result and interview protocols. A virtual presentation given at School Science and Mathematics Association (SSMA) conference.</p> <p>Tackie, N. A. (2020). Creative insubordination and appropriation of tools for teaching mathematics. A poster presentation that was accepted to be presented at the National Council of Teachers of Mathematics (NCTM) annual centennial and exposition in April. Chicago, IL.</p> <p>Tackie, N. A. (2019). Examining preservice teachers' creative insubordination and appropriation of pedagogical tools for teaching math. A presentation given at the 23rd annual conference of the Association of Mathematics Teachers Educators (AMTE). Orlando, FL</p> <p>Tackie, N. A. (2016). An investigation into three core practices—The case of six preservice teachers. A presentation given at the 2016 <i>joint conference of the Louisiana Teachers of Mathematics and Louisiana Science Teachers Association</i> in Baton Rouge, Louisiana.</p>

	<p>Tackie, N. A., Chidthachack, S., & Roehrig, G. (2016). Lessons from four middle school science teachers' implementation of integrated STEM units. A paper presented at the 2016 <i>International Conference of the National Association for Research for Science Teaching</i> in Baltimore, Maryland.</p> <p>Ntow, F. D., Tackie, N. A., & Covington Clarkson, L.M. Research Report Presented at <i>the International Group for the Psychology of Mathematics Education</i> held in Tasmania, Australia in 2015.</p> <p>Ntow, F. D., Tackie, N. A., (November, 2015). Parental expectation for high school students in mathematics. <i>Poster presented at the 37th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)</i>. Lansing, MI.</p>
Grant Submitted	<ul style="list-style-type: none"> • Co-principal investigator for Board of Regents Grant—Improving Teacher Preparation Through Collaborative Learning Spaces with a STEM Focus
Grant Working on	<ul style="list-style-type: none"> • Co-Principal Investigator (10%): GEAR UP GRANT: HEAT (Hands-On Exposure to Algebraic Thinking) Project 2017-2018. Funding Amount: \$40,000.00. Principal Investigator: Peter Sheppard, Co-Investigators: Nii Tackie, Tori Flint.
Conferences Attended	<ul style="list-style-type: none"> • Louisiana Teacher Leaders Conference, New Orleans (2018) • International Conference of the National Association for Research for Science Teaching (2016) • National Council of Teachers of Mathematics (2016) • College of Education Research Day, University of Minnesota (2016) • North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA) (2015) • Engineering to Transform the Education of Analysis, Measurement, and Science in a Team-Based Targeted Mathematics-Science Partnership (EngrTEAMS), NSF-Funded professional development for STEM teachers (2014, 2015) • Engineering Engaging Eighth Grade Mathematics, Minnesota Department of Education (2014, 2015).
Professional Memberships	<ul style="list-style-type: none"> • American Educational Research Association (AERA) • National Council of Teachers of Mathematics (NCTM) • Association of Mathematics Teacher Educators (AMTE) • North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)

<p>Awards</p>	<ul style="list-style-type: none"> • 3M Fellowship (University of Minnesota) (Fall 2013 – Spring 2016). • Central Michigan University Fellowship (Spring 2011). • Central Michigan University Teaching Assistantship (Fall 2011 – Fall 2012) • Unilever Award for the overall best graduating student from the University of Cape Coast (November 2006). • University of Cape Coast Faculty of Education Award for the best graduating student (November 2006) • Best Math Teacher Award from St. Mary’s senior high school (June 2009).
<p>Additional Skills</p>	<ul style="list-style-type: none"> • Facilitates professional development for Math teachers. • Coaching elementary and secondary teachers in teaching STEM lessons and mathematics respectively. • Developing Integrated STEM Curriculum. • N-Vivo software for qualitative data analysis.
<p>Dissertation</p>	<p>An investigation into three core practices in a standards-based elementary mathematics methods class: The case of six pre-service teachers</p> <p>In this study, I investigated three core practices concurrently: setting mathematical learning goals; designing learning tasks that align with stated goals; and orchestrating discussions around the learning tasks to achieve the end goals. The purpose of the study was to describe the learning goals that are set by pre-service teachers, the learning tasks they design to help students meet the learning goals, and their discourse practices during class discussions, as well as uncover factors that influence pre-service teachers as they learn to enact these practices.</p> <p>A multiple-case design (Yin, 2013) with six pre-service teachers was used in this study. These pre-service teachers were enrolled in a standards-based elementary mathematics methods class. Analysis of the data revealed that a number different factors like the university methods course and cooperating teachers influenced the pre-service teachers in diverse ways.</p> <p>Advisor: Kathleen Cramer (Associate Professor) Co-Advisor: Lesa Clarkson (Associate Professor)</p>
<p>Other Professional Experience</p>	<ul style="list-style-type: none"> • Providing professional development to math teachers. • Organizing and supervising preservice teachers’ field experiences.

	<ul style="list-style-type: none"> • Teaching remedial mathematics programs for remedial students. • Coaching STEM teachers in developing and implementing STEM units.
Service	<ul style="list-style-type: none"> • Reviewer <ul style="list-style-type: none"> a) Investigations in Mathematics Learning b) International Journal of Learning, Teaching and Educational Research (IJLTER) c) American Educational Research Association (AERA) d) North American Chapter of the Psychology of Mathematics Education (PME-NA) e) Association of Mathematics Teacher Educators (AMTE) • Advises students • Taught EDCI 353 (Math Methods for Alt. Certs) as an independent class—Spring 2018 • Offer some free math PRAXIS tutoring • Cajun Comrades—Taught Math to 6th and 8th grade students from two Middle Schools in the Lafayette Parish School System from January to April 2017. • Member of the research and scholarly matters committee of the College of Education at UL-Lafayette. • Consultation service—Offered curriculum development advice to the John Paul the Great Academy in Lafayette.