Brandon K. Singleton

Curriculum vitae

IXL Learning

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# EDUCATION

2025 Ph.D., Mathematics Education  
University of Georgia, Athens, GA  
Dept. Mathematics & Science Education

(Ph.D. program included 2 years of coursework   
at the University of Wisconsin—Madison)

2014 M.A. Mathematics Education  
Brigham Young University, Provo, UT  
Dept. Mathematics Education

2011 B.S. Mathematics Education  
Brigham Young University, Provo, UT  
Dept. Mathematics Education

# THESES AND DISSERTATIONS

2025 [Edward Thorndike and the Psychology of Mathematics Curriculum Reform](https://openscholar.uga.edu/record/27023?ln=en&v=pdf)  
Advisor: William Wraga

2014 [Mathematical Telling in the Context of Teacher Interventions with Collaborative Groups](https://scholarsarchive.byu.edu/etd/4137/)  
Advisor: Daniel Siebert

# PUBLICATIONS

## Refereed journal articles

Singleton, B. K., & Ellis, A. B. (2020). Why multiply? Area measurement and multiplicative reasoning. *Mathematics Teacher: Learning and Teaching PK-12, 113*(10), e37-e42. <https://doi.org/10.5951/MTLT.2019.0063>

Ellis, A. B., Ely, R., **Singleton, B. K.**, & Tasova, H. I. (2020). Scaling-continuous variation: Supporting students' algebraic reasoning. Educational Studies in Mathematics, 104, 87-103. <https://doi.org/10.1007/s10649-020-09951-6>

## Peer-reviewed proceeding papers

Ying, Yufeng & Singleton, B. K. (2021). *Attending to aims in algebra: The juggle struggle.* Paper presented at the Proceedings of the forty-third annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education, Philadelphia, PA.

Ellis, A. B., Ely, R., **Singleton, B. K.**, & Tasova, H. I. (2018). *Scaling continuous covariation: Supporting middle school students’ algebraic reasoning.* Paper presented at the Proceedings of the fortieth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Greenville, SC.

Ellis, A. B., Tasova, H. I., & **Singleton, B. K.** (2018). *How quantitative reasoning can support graph understanding in algebra.* Paper presented at the Proceedings of the fortieth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Greenville, SC.

**Singleton, B. K.**, & Ellis, A. B. (2016). *Area units without borders: Alternatives to tiling for determining area change in dynamic figures*. Paper presented at the Proceedings of the thirty-eighth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Tucson, AZ.

**Singleton, B. K.** (2015). *The telling dilemma: Types of mathematical telling in inquiry*. Paper presented at the Proceedings of the 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, East Lansing, MI.

# CONFERENCE PRESENTATIONS

Przybyla-Kuchek, J. E., & **Singleton, B. K.** (2018, April). *The neoliberal context of equity storylines*. Discussion session presented at the meeting of the National Council for Teachers of Mathematics, Washington, D.C.

**Singleton, B. K.** (2017, April). Peg + Cat *and the ‘really big problems’ of mathematics education storylines*. Poster presented at the 2017 annual meeting of the American Educational Research Association, San Antonio, TX. Retrieved from the AERA Online Paper Repository.

**Singleton, B. K.** (2016, October). *Education research in the making: Technological and genealogical work.* Paper presented at the 37th Annual Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.

# TEACHING EXPERIENCE

2020 University of Georgia, Athens, GA  
Technology in Mathematics Education (teaching assistant)

2019 – 2020 University of Georgia, Athens, GA  
Student teaching supervisor

2017 – 2018 University of Georgia, Athens, GA  
Secondary Math II – Field Experience (teaching assistant)  
Children’s Mathematical Learning (teaching assistant)

2013 – 2014 Riverton High School, Riverton, UT  
Secondary Math 2 Honors, Secondary Math 3 (instructor)

2011 – 2013 Brigham Young University, Provo, UT  
Basic Concepts of Elementary School Math (instructor)  
Calculus 1 & Calculus 2 (teaching assistant)

# RESEARCH EXPERIENCE

2014 – 2018 Graduate assistant under Amy Ellis, Project GAMMA: Generalizing Across Multiple Mathematical Areas, funded by NSF grant no. DRL-1419973 / DRL-1736156

# SERVICE TO PROFESSION

## Journal Editing

2019 – 2020 Editor, *The Mathematics Educator* (TME)

2017 – 2019 Co-Editor, *The Mathematics Educator* (TME)

2017 Associate Editor, *The Mathematics Educator* (TME)

## Journal Reviewer

2017 – Present *The Mathematics Educator* (TME)

## Conference Proceedings Reviewer

2016 Reviewer, Psychology of Mathematics Education—North American Chapter (PME-NA)

## Edited Book Chapter Reviewer

2014 Williams-Pierce, C. (Ed.) (2016). *Teacher pioneers: Visions from the edge of the map.* Pittsburgh, PA: ETC Press.

## Officer, Mathematics Education Student Association (MESA) of UGA

2018-2019 Colloquium co-chair

2017-2018 Treasurer

# PROFESSIONAL AFFILIATIONS

2011 – 2020 National Council of Teachers of Mathematics (NCTM)

2016 – 2017 American Education Research Association (AERA)

2016 – 2020 Mathematics Education Student Association (MESA), University of Georgia

2011 – 2014 Mathematics Education Association (MEA), Brigham Young University

# AWARDS

2018 Departmental travel awards (NCTM conference), $1292

2017 Departmental & college travel awards (AERA conference), $808

# LANGUAGES

Spanish Reading proficient, speaking conversational, writing acceptable

Portuguese (Brazil) Reading acceptable, speaking conversational

Last updated: September 27, 2025