CURRICULUM VITAE

VICTOR SAMPSON
Department of Curriculum and Instruction
College of Education
The University of Texas at Austin
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Austin, TX 78712-1608

EDUCATION

Ph.D., Curriculum and Instruction, Arizona State University, Tempe, AZ 2007
Dissertation: The effects of collaboration on argumentation outcomes
Advisor(s): Doug Clark[1] (chair), Dale Baker, Sarah Brem, and James Middleton

M.i.T, Secondary Education, Seattle University, Seattle, WA 1999

B.A., Zoology, University of Washington, Seattle, WA 1997

PROFESSIONAL APPOINTMENTS

Associate Professor, Department of Curriculum and Instruction
The University of Texas at Austin, Austin, TX 2014 - present
- Co-Director, UTeach Natural Sciences 2024 - present
- Director, Center for STEM Education 2014 - 2018
- Faculty Member, STEM Education Program 2014 - present

Associate Professor, School of Teacher Education
Florida State University, Tallahassee, FL 2013 - 2014
- Faculty Affiliate, FSUTeach Program 2013 - 2014
- Director, Center for Education Research in Mathematics, Engineering, and Science (CERMES) 2013 - 2014

Assistant Professor, School of Teacher Education,
Florida State University, Tallahassee, FL 2007 - 2013
- Faculty Affiliate, FSUTeach Program 2007 - 2013

Graduate Research Fellow, Technology Enhanced Learning in Science,
Arizona State University, Phoenix, AZ 2004 - 2007

Science Teacher, Jess Schwartz Community High School,

[1] The names of my advisors are underlined whereas the names of my current and former students or my current or former advisees on funded projects (such as GRAs or post-Docs) are in italics.

Private School, Phoenix, AZ 2003 - 2007

Science Teacher, O'Conner High School,
Deer Valley School District, Phoenix, AZ 2002 - 2023

Science Teacher, Lindbergh High School,
Renton School District, Renton, WA 1999 - 2002

PUBLICATIONS

(112 total, 58 while in rank at UT-Austin; 8668 total citations; h-index 35; i10-index 76, for other citation metrics see Google Scholar)

Books

(32 total, 31 while in rank at UT-Austin)

32. **Sampson, V.** and Sampson, K. (2024) *Argument-Driven Inquiry: Three-Dimensional Investigations for Earth-Space Science (Grades 9-12), NGSS Version.* Austin, TX: Nutty Brown Press. 580 pp.

31. **Sampson, V.** (2024) *Argument-Driven Inquiry: Three-Dimensional Investigations for Biology, NGSS Version.* Austin, TX: Nutty Brown Press. 576 pp.

30. **Sampson, V.** and Sampson, K. (2024) *Argument-Driven Inquiry: Three-Dimensional Investigations for 3rd Grade, NGSS Version.* Austin, TX: Nutty Brown Press. 572 pp.

29. **Sampson, V.** and Sampson, K. (2024) *Argument-Driven Inquiry: Three-Dimensional Investigations for 4th Grade, NGSS Version.* Austin, TX: Nutty Brown Press. 580 pp.

28. **Sampson, V.** and Sampson, K. (2024) *Argument-Driven Inquiry: Three-Dimensional Investigations for 5th Grade, NGSS Version.* Austin, TX: Nutty Brown Press. 564 pp.

27. **Sampson, V.** and Sampson, K. (2024) *Argument-Driven Inquiry: Three-Dimensional Investigations for Physical Science (Grades 6-8), NGSS Version.* Austin, TX: Nutty Brown Press. 574 pp.

26. **Sampson, V.** (2024) *Argument-Driven Inquiry: Three-Dimensional Investigations for Life Science (Grades 6-8), NGSS Version.* Austin, TX: Nutty Brown Press. 572 pp.

25. **Sampson, V.** and Sampson, K. (2024) *Argument-Driven Inquiry: Three-Dimensional Investigations for Earth-Space Science (Grades 6-8), NGSS Version.* Austin, TX: Nutty Brown Press. 560 pp.

24. **Sampson, V.** and Sampson, K. (2024) *Argument-Driven Inquiry: Three-Dimensional Investigations for Chemistry, NGSS Version.* Austin, TX: Nutty Brown Press. 648 pp.

23. **Sampson, V.** and Sampson, K. (2024) *Argument-Driven Inquiry: Three-Dimensional Investigations for Physics, NGSS Version.* Austin, TX: Nutty Brown Press. 632 pp.

22. **Sampson, V.** and Sampson, K. (2024) *Argument-Driven Inquiry: Three-Dimensional Investigations for Physics, Texas Version.* Austin, TX: Nutty Brown Press. 624 pp.

21. **Sampson, V.** (2024) *Argument-Driven Inquiry: Three-Dimensional Investigations for Chemistry, Texas Version.* Austin, TX: Nutty Brown Press. 600 pp.

20. **Sampson, V.** (2024) *Argument-Driven Inquiry: Three-Dimensional Investigations for Biology, Texas Version.* Austin, TX: Nutty Brown Press. 584 pp.

19. **Sampson, V.** (2024) *Argument-Driven Inquiry: Three-Dimensional Investigations for Integrated Physics and Chemistry, Texas Version.* Austin, TX: Nutty Brown Press. 580 pp.

18. **Sampson, V.** (2024) *Argument-Driven Inquiry: Three-Dimensional Investigations for Eighth Grade, Texas Version.* Austin, TX: Nutty Brown Press. 580 pp.

17. **Sampson, V.** (2024) *Argument-Driven Inquiry: Three-Dimensional Investigations for Seventh Grade, Texas Version.* Austin, TX: Nutty Brown Press. 576 pp.

16. **Sampson, V.** (2024) *Argument-Driven Inquiry: Three-Dimensional Investigations for Sixth Grade, Texas Version.* Austin, TX: Nutty Brown Press. 580 pp.

15. **Sampson, V.** (2024) *Argument-Driven Inquiry: Three-Dimensional Investigations for Fifth Grade, Texas Version.* Austin, TX: Nutty Brown Press. 584 pp.

14. **Sampson, V.** (2024) *Argument-Driven Inquiry: Three-Dimensional Investigations for Fourth Grade, Texas Version.* Austin, TX: Nutty Brown Press. 572 pp.

13. **Sampson, V.** (2024) *Argument-Driven Inquiry: Three-Dimensional Investigations for Third Grade, Texas Version.* Austin, TX: Nutty Brown Press. 572 pp.

12. **Sampson, V.**, *Hutner, T. Grooms, J., Kaszuba,* J., & Burt, C. (2020). *Argument-Driven Inquiry in 5th Grade Science: Three-dimensional investigations that integrate literacy and mathematics.* Arlington, VA: NSTA Press. 718 pp.

11. *Hutner, T.,* **Sampson, V.**, *Grooms, J.,* LaMee, A. & *FitzPatrick, D*. (2020). *Argument-Driven Inquiry in Physics Volume 2: Electricity and magnetism lab investigations for grades 9-12. Arlington, VA: NSTA* Press. 450 pp.

10. **Sampson, V.** and *Murphy, A*. (2019). *Argument-Driven Inquiry in 4th Grade Science: Three-dimensional investigations that integrate literacy and mathematics.* Arlington, VA: NSTA Press. 677 pp.

9. **Sampson, V.** and *Murphy, A*. (2019). *Argument-Driven Inquiry in 3rd Grade Science: Three-dimensional investigations that integrate literacy and mathematics.* Arlington, VA: NSTA Press. 584 pp.

8. **Sampson, V.**, *Murphy, A., Lipscomb, K., and Hutner, T*. (2018). *Argument-Driven Inquiry in Middle School Earth Space Science: Lab investigations for grades 6-10.* Arlington, VA: NSTA Press. 612 pp.

7. **Sampson, V.**, *Hutner, T., FitzPatrick, D*., LaMee, A. & *Grooms, J*. (2017). *Argument-Driven Inquiry in Physics Volume 1: Mechanics lab investigations for grades 9-12.* Arlington, VA: NSTA Press. 564 pp.

6. *Grooms, J., Enderle, P., Murphy, A., Hutner, T*., & **Sampson, V.** (2016). *Argument-Driven Inquiry in Physical Science: Lab investigations for grades 6-8.* Arlington, VA: NSTA Press. 442 pp.

4. *Enderle, P., Gleim, L*., Granger, E., *Grooms, J., Hester, M., Murphy, A*., **Sampson, V.**, & Southerland, S. (2015). *Argument-Driven Inquiry in Life Science: Lab investigations for grades 6-8.* Arlington, VA: NSTA Press. 386 pp. [2016 REVERE Award Finalist, PreK-12 Learning Group, Association of American Publishers]

3. **Sampson, V.**, Carafano, P., *Enderle, P*. Fannin, S., *Grooms, J*., Southerland, S., Stallworth, C., & *Williams, K*. (2014). *Argument-Driven Inquiry in Chemistry: Lab investigations for grades 9-12*. Arlington, VA: NSTA Press. 530 pp.

2. **Sampson, V.**, *Enderle, P., Gleim, L., Grooms, J., Hester, M*., Southerland, S. & *Wilson, K*. (2014). *Argument-Driven Inquiry in Biology: Lab investigations for grades 9-12*. Arlington, VA: NSTA Press. 416 pp. [2015 REVERE Award Finalist, PreK-12 Learning Group, Association of American Publishers; Editor's Choice in the 2015 edition of the AAAS's Science Books and Films]

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1. **Sampson, V.**, and Schleigh, S. (2012). *Scientific Argumentation in Biology: 30 classroom activities*. Arlington, VA: NSTA Press. 382 pp.

Peer-Reviewed Journal Articles

(56 total, 20 while in rank at UT-Austin)

56. *Baze, C. L*., González-Howard, M., **Sampson, V.**, Crawford, R., & Hamilton, X. (2025). "Okay We're Doing My Idea": How Students Enact Epistemic Agency and Power in a Design-Based Engineering Context. *Education Sciences*, *15*(4), 402.

55. González-Howard, M., **Sampson, V.**, *Baze, C.,* Ramirez, J. (2024). An examination of student epistemic agency: Students' perspectives on and experiences with argumentation during STEM design challenges. *International Journal of Educational Research*, 125, 102356.

54. *Baze, C.,* González-Howard, M., **Sampson, V**., *Fenech, M*., Crawford, R., *Hutner, T., Chu, L.*, & Hamilton, X. (2023). Understanding student use of epistemic criteria in engineering design contexts. *Science Education*, 107 (4), 1033-1067.

53. *Enderle, P., Grooms, J*., **Sampson, V.**, *Sengul, O., & Koulagna, Y*. (2022). How the co-design, use, and refinement of an instructional model emphasizing argumentation relates to changes in teachers' beliefs and practices. *International Journal of Science Education*, 44 (14), 1-27.

52. *Hutner, T.,* **Sampson, V.**, *Baze, C., Chu, L.,* & Crawford, R. (2022). An exploratory study of the goals science teachers satisfy by integrating engineering core ideas and practices into the science curriculum. *International Journal of Science Education*, 44(1), 71-90.

51. *Hutner, T.,* **Sampson, V.**, *Chu, L., Baze, C.,* & Crawford, R. (2022). A case study of science teachers' goal conflicts arising when integrating engineering into science classes. *Science Education*, 106, 88-118.

50. Doabler, C., Therrien. W., Longhi, M., Roberts, G., Hess, K., Maddox, S., Uy, J., Lovette, G., Fall, A., Kimmel, G., Benson, S., VanUitert, V., Emily, S., Powell, S., **Sampson, V.** & Toprac, P. (2021). Efficacy of a second-grade science program: Increasing science outcomes for all students. *Remedial and Special Education*, 42(3), 140-154.

49. Hosbein, K., Alvarez-Bell, R., Callis-Duehl, K., **Sampson, V.**, Wolf, S. & *Walker, J*. (2021). Development of the Investigation Design, Explanation, and Argument Assessment for General Chemistry I Laboratory. *Journal of Chemical Education Research,* 98(2), 293-306.

48. *Chu, L.;* **Sampson, V.**, *Hutner, T., Rivale, S.,* Crawford, R., *Baze, C., & Brooks, H.* (2019). Argument-Driven Engineering in middle school science: An exploratory study of changes in engineering identity over an academic year. *Journal of Pre-College Engineering Education Research (J-PEER),* 9(2), 72-84.

47. *Hutner, T.,* **Sampson, V.**, *Brooks, H., Baze C., Gregory, J., Sommerhauser, K. & Broadway, M.* (2019). Developing a highway crash safety barrier. *Science Scope,* 43(1), 36-43.

46. *Schellinger, J., Mendenhall, A., Alemanne, N.,* Southerland, S., **Sampson, V.**, & Marty, P. (2019). Using technology-enhanced inquiry-based instruction to foster the development of elementary students' views on the nature of science. *Journal of Science Education and Technology,* 28(4), 341-352.

45. *Grooms, J.,* **Sampson, V**., & *Enderle, P*. (2018). How concept familiarity and experience with scientific argumentation are related to the way groups participate in an episode of argumentation. *Journal of Research in Science Teaching,* 55(9), 1264-1286.

44. Blanchard, M. and **Sampson, V**. (2018). Fostering Impactful Research Experiences for Teachers (RETs). *EURASIA Journal of Mathematics, Science and Technology Education,* 14(1), 447-465.

43. *Schellinger, J., Mendenhall, A., Alemanne, N.,* Southerland, S., **Sampson, V.**, Douglas, I., Kazmer, M., & Marty, P. (2017). "Doing science" in elementary school: Using digital technology to foster the development of elementary students' understandings of scientific inquiry. *EURASIA Journal of Mathematics, Science and Technology Education,* 13(8), 4635-4649.

42. *Strimaitis, A.*, Southerland, S., **Sampson, V.**, *Enderle, P., & Grooms J*. (2017). Promoting equitable biology lab instruction by engaging all Students in a broad range of science practices: An exploratory study. *School Science and Mathematics,* 117(3-4), 92-103.

41. *Walker, J.,* **Sampson, V.**, Southerland, S., & *Enderle, P*. (2016). Using laboratory to engage students in science practices. *Chemistry Education Research and Practice*, 17, 1098-1113.

40. Kazmer, M., *Alemanne, N., Mendenhall, A*., Marty, P., Southerland, S., **Sampson, V.**, Douglas, I., *Clark, A., & Schellinger, J.* (2016). "A good day to see a bobcat": Elementary students' online journal entries during a structured observation visit to a wildlife center. *First Monday, 21*(4).

39. *Grooms, J., Enderle, P*., & **Sampson, V.** (2015). Coordinating scientific argumentation and the Next Generation Science Standards through Argument-Driven Inquiry. *Science Educator,* 24(1), 45-50.

38. *Grooms, J.,* **Sampson, V.**, & Golden, B. (2014). Comparing the effectiveness of verification and inquiry laboratories in supporting undergraduate science students in constructing arguments around socioscientific issues. *International Journal of Science Education*, 36(9), 1412-1433.

37. *Strimaitis, A., Schellinger, J., Grooms, J.* & **Sampson, V.** (2014). Development of an instrument to assess student knowledge necessary to critically evaluate scientific claims in the popular media. *Journal of College Science Teaching*, 43(5), 55-68.

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36. Marty, P., Alemanne, N., Mendenhall, A., Maurya, M., Southerland, S., **Sampson, V.**, Douglas, I., Kazmer, M., Clark, A. & Schellinger, J. (2013). Scientific inquiry, digital literacy and mobile computing in informal learning environments. *Learning, Media, and Technologies,* 38(4), 407-428.

35. Marty, P., *Mendenhall, A*., Douglas, I., Southerland, S., **Sampson, V.**, Kazmer, M., *Alemanne, N., Clark, A, & Schellinger, J.* (2013). The iterative design of a mobile

learning application to support scientific inquiry. *Journal of Learning Design,* 6(2), 41 - 66.

34. *Walker, J.* & **Sampson, V.** (2013). Argument-Driven Inquiry: Using the laboratory to improve undergraduates' science writing skills through meaningful science writing, peer-review, and revision. *Journal of Chemical Education,* 90(10), 1269-1274.

33. **Sampson, V.,** *Enderle, P., Grooms, J.*, & Witte, S. (2013). Writing to learn and learning to write during the school science laboratory: Helping middle and high school students develop argumentative writing skills as they learn core ideas. *Science Education*, 97(5), 643-670.

32. **Sampson, V.**, *Enderle, P., & Grooms, J*. (2013). Argumentation in science and science education. *The Science Teacher,* 80(5), 30-33.

31. *Walker, J.* & **Sampson, V.** (2013). Learning to argue and arguing to learn in science: Argument-Driven Inquiry as a way to help undergraduate chemistry students learn how to construct arguments and engage in argumentation during a laboratory course. *Journal of Research in Science Teaching*, 50(50), 561-596

30. **Sampson, V.**, *Enderle, P., & Grooms, J*. (2013). The development and initial validation of the Beliefs About Reformed Science Teaching and Learning (BARSTL) questionnaire: An instrument that measures the beliefs of elementary school science teachers. *School Science and Mathematics*, 113(1), 3-15.

29. **Sampson, V.** and Blanchard, M. (2012). Science teachers and scientific argumentation: Trends in views and practice. *Journal of Research in Science Teaching*, 49(9), 1122-1148.

28. Granger, E., Bevis, T., Saka, Y., Southerland, S., **Sampson, V.**, & Tate. R. (2012). The efficacy of student-centered instruction in supporting science learning. *Science*, 338(105), 105-108.

27. **Sampson, V.** and *Walker, J*. (2012). Argument-Driven Inquiry as a way to help undergraduate students write to learn by learning to write in chemistry. *International Journal of Science Education*, 34(10), 1443-1485.

26. *Walker, J.*, **Sampson, V.,** *Grooms, J., Anderson, B*., & Zimmerman, C. (2012). Argument-Driven Inquiry in undergraduate chemistry labs: The impact on students' conceptual understanding, argument skills, and attitudes towards science. *Journal of College Science Teaching,* 41(4), 82-89.

25. *Golden, B., Grooms, J.*, **Sampson, V.,** & Oliveri, R. (2012). Generating arguments about climate change. *The Science Scope*, 35(7), 26-35.

24. *Walker, J.,* **Sampson, V.**, Zimmerman, C., & *Grooms, J*. (2011). A performance-based assessment for limiting and excess reactants. *Journal of Chemical Education*, 88(9), 1243-1246

23. *Walker, J.,* **Sampson, V.**, & Zimmerman, C. (2011). Argument-Driven Inquiry: An introduction to a new instructional model for use in undergraduate chemistry labs. *Journal of Chemical Education*, 88(8), 1048-1056.

22. *Dentzau, M*. and **Sampson, V.** (2011). Fire and the role of ecological disturbance: A 5E lesson to address an important misconception. *The Science Teacher,* 78(4), 44-50.

21. **Sampson, V.**, *Grooms, J., & Walker,* J. (2011). Argument-Driven Inquiry as a way to help students learn how to participate in scientific argumentation and craft written arguments: An exploratory study. *Science Education*, 95(2), 217-257.

20. *Williams, K., Kurtek, K.,* & **Sampson, V.** (2011). The Affective Elements of Science Learning: A questionnaire to assess and improve student attitudes toward science. *The Science Teacher,* 78(1), 40-45.

19. **Sampson, V.** and Clark, D. (2011). A comparison of the collaborative scientific argumentation practices in two high and two low performing groups. *Research in Science Education*, 41(1), 63-97.

18. *Maguire, L., Myerowitz, L.*, & **Sampson, V.** (2010). Exploring osmosis and diffusion: A guided-inquiry activity for biology classes developed through the lesson-study process. *The Science Teacher,* 77(8), 55-60.

17. **Sampson, V.** and *Gerbino, F*. (2010). Two instructional models that teachers can use to promote and support scientific argumentation in the biology classroom. The *American Biology Teacher,* 72(7), 427-431.

16. Blanchard, M., Southerland, S., Osborne, J., **Sampson, V.**, Annetta, L., & Granger, E. (2010). Is inquiry possible in light of accountability? A quantitative comparison of the relative effectiveness of guided inquiry and traditional verification laboratory instruction. *Science Education*, 94(4) 577-616.

15. **Sampson, V.** and *Grooms, J.* (2010). Generate an argument: An instructional model. *The Science Teacher,* 77(5), 33-37.

14. **Sampson, V.**, *Grooms, J., & Walker, J*. (2009). Argument-Driven Inquiry: A way to promote learning during laboratory activities. *The Science Teacher*, 76(8), 42-47.

13. **Sampson, V.** and *Gleim, L*. (2009). Argument-Driven Inquiry to promote the understanding of important concepts and practices in biology. *The American Biology Teacher*, 71(8), 471-477.

12. *Dial, K., Riddley, D., Williams, K*., & **Sampson, V.** (2009). Addressing misconceptions: A demonstration to help students understand the law of conservation of mass. *The Science Teacher,* 76(7), 54-57.

11. **Sampson, V.** and *Grooms, J*. (2009). Promoting and supporting scientific argumentation in the classroom: The evaluate alternatives instructional model. *The Science Scope,* 33(1), 67-73.

10. *Hall, C*. and **Sampson, V.** (2009). Inquiry, argumentation, and the phases of the moon: Helping students learn important concepts and practices. *The Science Scope*, 32(7), 30-35.

9. **Sampson, V.** and Clark, D. (2009). The impact of collaboration on the outcomes of scientific argumentation. *Science Education*, 93(3), 448-484.

8. *Dlugokienski, A*. and **Sampson, V.** (2008). Learning to write and writing to learn in science: Refutational texts and analytical rubrics. *The Science Scope,* 32(3), 14-19.

7. **Sampson, V.** and Clark, D. (2008). Assessment of the ways students generate arguments in science education: Current perspectives and recommendations for future directions. *Science Education*, 92(3), 447-472.

6. Clark, D. and **Sampson, V.** (2008). Assessing dialogic argumentation in online environments to relate structure, grounds, and conceptual quality. *Journal of Research in Science Teaching*, 45(3), 293-321.

5. Clark, D., **Sampson, V.**, Weinberger, A., & Erkens, G. (2007). Analytic frameworks for assessing dialogic argumentation in online learning environments. *Educational Psychology Review,* 19(3), 343-374.

4. **Sampson, V.** and Clark, D. (2007). Incorporating scientific argumentation into inquiry based activities with online personally-seeded discussions. *The Science Scope*, 30(6), 43-47.

3. Clark, D. and **Sampson, V.** (2006). Personally-seeded discussions to scaffold online argumentation. *International Journal of Science Education*, 29(3), 253-277.

2. **Sampson, V.** (2006). Two-tiered assessment. *The Science Scope*, 29(5), 46-49.

1. **Sampson, V.** (2004). The science management observation protocol. *The Science Teacher,* 71(10), 30-33.

Book Chapters (*designates peer-reviewed)
(8 total, 1 while in rank at UT-Austin)

8. *Callahan, R., **Sampson, V.**, and *Rivale, S*. (2019). Activating Bilingual English Learners

Strengths in Science: The Pedagogy and Potential of Argument-Driven Inquiry (ADI). In de Oliveira, L.C., Obenchain, K, Kenney, R., & Oliveira, A.W. (Eds.), *Teaching the Content Areas to English Language Learners in Secondary Schools* (pp. 183 – 197). Switzerland: Springer International Publishing AG.

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7. *Southerland, S. A. and **Sampson, V.** (2012). Creating effective school leaders for 21st century science. In George Theoharis and Jeffrey Brooks (Eds.), *What Every Principal Needs to Know: Instructional Leadership for Equitable and Excellent Schools* (pp. 54-70). New York, NY: Teachers College Press

6. ***Sampson, V.**, *Enderle, P. & Walker J*. (2011). The development and validation of the Assessment of Scientific Argumentation in the Classroom (ASAC) observation protocol: A tool for evaluating how students participate in scientific argumentation. In M. Kline (Ed.), *Perspectives in Scientific Argumentation: Theory, Practice and Research* (pp. 235-264). New York, NY: Springer.

5. *Clark, D., **Sampson, V.**, Chang, H.-Y., Chiu, J., Schwendimann, B., Tate, E., & Zhang, H. (2011). Research on critique and argumentation from the Technology Enhanced Learning in Science Center. In M. Kline (Ed.), *Perspectives in Scientific Argumentation: Theory, Practice and Research* (pp. 157-199). New York, NY: Springer.

4. *Jeong, A., Clark, D., **Sampson, V.**, & *Mushin M*. (2011). Assessing and comparing Dialogical scientific argumentation across asynchronous online discussion environments with sequential analysis. In S. Puntambekar, C. Hmelo-Silver, & G. Erkens (Eds.), *Analyzing Interactions in CSCL: Methodology, approaches, and issues* (pp. 207 – 233). New York, NY: Springer.

3. **Sampson, V.** (2011). The problem with science fairs: They don't do what they are supposed to do. In J. Settlage and S. Southerland, *Teaching Science to Every Child Using Culture as the Starting Point*, 2nd Edition (pp. 117-119). New York, NY: Routledge.

2. **Sampson, V.**, Simon, S., Amos, R., & Evagorou, M. (2011). Engaging students in scientific and socio-scientific argumentation. In T. Sadler (Ed.), *Socio-Scientific Issues in the Classroom: Teaching, Learning and Research* (pp. 193-200). Dordrecht, Netherlands

1. *Clark, D. B., **Sampson, V.,** Stegmann, K., Marttunen, M., Kollar, I., Janssen, J., Weinberger, A., Menekse, M., Erkens, G., & Laurinen, L. (2010). Online learning environments, scientific argumentation, and 21st century skills. In B. Ertl (Ed.), *E-Collaborative Knowledge Construction: Learning from Computer-Supported and Virtual Environments* (pp. 1 – 39). Hershey, PA: IGI Global.

Peer-Reviewed Conference Proceedings

(10 total, 3 while in rank at UT)

10. *Baze, C., Hutner. T.*, Crawford, R., **Sampson, V**., *Chu, L., Rivale, S., & Brooks, H*. (2018). An Instructional Framework for the Integration of Engineering into Middle

School Science Classrooms. *Proceedings of American Society for Engineering Education (ASEE) annual Conference and Exposition.* Salt Lake City, UT: ASEE.

9. *Brooks, H., Hutner. T.,* **Sampson, V.**, *Chu, L.,* Crawford, R., *Rivale, S., & Baze, C*. (2018). Tensions Arising When Teaching Scientific Disciplinary Core Ideas via Engineering Practices. *Proceedings of American Society for Engineering Education (ASEE) annual Conference and Exposition*. Salt Lake City, UT: ASEE.

8. *Chu, L.,* **Sampson, V.**, *Hutner. T., Rivale, S.,* Crawford, R., *Baze, C., & Brooks, H.* (2018). Argument-driven Engineering in Middle School Science Classrooms: The Study of Engineering Attitudes and Efforts to Broaden Engineering Participation by Exposing All Students to Multiple Engineering Design Tasks. *Proceedings of American Society for Engineering Education (ASEE) annual Conference and Exposition*. Salt Lake City, UT: ASEE.

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7. *Alemanne, N.,* Marty, P., Douglas, I., Southerland, S., **Sampson, V**., Kazmer, M., *Clark, A., & Mendenhall, A*. (2012). Habitat Tracker: Engaging Students with Scientific Inquiry Through Technology and Curriculum Support. *Proceedings of ASIST 2012*. Silver Springs, MD: ASIST.

6. Marty, P.F., Douglas, I., Southerland, S.A., **Sampson, V.**, *Alemanne, N.D., Clark, A., Mendenhall, A., de la Paz, A., & Yu, C*. (2012). Habitat Tracker: Learning About Scientific Inquiry Through Digital Journaling in Wildlife Centers. *Proceedings of iConference 2012* (pp. 560-562). Toronto: ACM Press.

5. Clark, D., **Sampson, V**., Weinberger, A., & Erkens, G., (2007). Evaluating the Quality of Dialogical Argumentation in CSCL: Moving Beyond an Analysis of Formal Structure. In C. Chinn, G. Erkens, & S. Puntambekar (Eds.) *Computer-Supported Collaborative Learning: Mice, Minds, and Society. Proceedings of the Seventh International Computer Supported Collaborative Learning* (pp. 11-20). New Brunswick, NJ: ISLS.

4. Weinberger, A., Clark, D., Dillenbourg, P., Diziol, D., **Sampson, V.**, Stegmann, K., Rummel, N., Hong, F., Spada, H., McLaren, B., Brahm, T., & Fischer, F. (2007). Orchestrating learning activities on the social and the cognitive level to foster CSCL. In C. Chinn, G. Erkens, & S. Puntambekar (Eds.) *Computer-Supported Collaborative Learning: Mice, Minds, and Society. Proceedings of the Seventh International Computer Supported Collaborative Learning Conference* (pp 36-45). New Brunswick, NJ: ISLS.

3. **Sampson, V.** and Clark, D. (2006). Assessment of argument in science education: A critical review of the literature. In S. A. Barab, K. E. Hay, & D. T. Hickey (Eds.), *Proceedings of the Seventh International Conference of the Learning Sciences – Making a Difference* (pp. 655-661). Mahwah, NJ: Lawrence Erlbaum Associates.

2. Weinberger, A., Clark, D., Erkens, G., **Sampson, V.**, Stegmann, K., Fischer, F., Janssen, J., Jaspers, J., & Kanselaar, G. (2006). Argumentative knowledge construction in CSCL.

In S. A. Barab, K. E. Hay, & D. T. Hickey (Eds.), *Proceedings of the Seventh International Conference of the Learning Sciences – Making a Difference* (pp. 1094-1100). Mahwah, NJ: Lawrence Erlbaum Associates

1. Clark, D. and **Sampson, V.** (2005). The quality of argumentation supported by personally-seeded discussions. In T. Koschmann, T. W. Chan, & D. Suthers (Eds.), *Computer Supported Collaborative Learning 2005: The Next 10 Years* (pp. 76-85). Mahwah, NJ: Lawrence Erlbaum Associates.

K-16 Curriculum (*designates peer-reviewed)
(6 total, 3 while in rank at UT-Austin)

6. ***Sampson, V**., *Hutner, T.*, and Wascom, M, (2024). *Texas ADI Learning Hub, 5th Grade*. Austin, TX: Argument-Driven Inquiry [Designated as "High Quality Instruction Materials" in 2024 and included on the list of approved instructional materials maintained by the Texas State Board for Education]

5. ***Sampson, V.**, *Hutner, T.,* and Wascom, M, (2024). *Texas ADI Learning Hub, 4th Grade*. Austin, TX: Argument-Driven Inquiry [Designated as "High Quality Instruction Materials" in 2024 and included on the list of approved instructional materials maintained by the Texas State Board for Education]

4. ***Sampson, V**., *Hutner, T.*, and Wascom, M, (2024). *Texas ADI Learning Hub, 3rd Grade.* Austin, TX: Argument-Driven Inquiry [Designated as "High Quality Instruction Materials" in 2024 and included on the list of approved instructional materials maintained by the Texas State Board for Education]

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3. Walker, J., Zimmerman, C. & **Sampson, V.** (2009). *General Chemistry I Laboratory (CHM 1045L).* Developed in collaboration with faculty in the Division of Math and Science at Tallahassee Community College, Tallahassee, FL

2. Clark, D, & **Sampson, V.** (2007). *Thermodynamics: Probing Your Surroundings* (Physical Science). Developed as part of the Technology-Enhanced Learning in Science (TELS) Project, National Science Foundation Grant 0334199. Available online at http://wise.berkeley.edu

1. Clark, D, & **Sampson, V.** (2007). *What about the Wolves?* (Biology). Developed as part of the Technology-Enhanced Learning in Science (TELS) Project, National Science Foundation Grant 0334199. Available online at http://wise.berkeley.edu

Educational Software
(2 total, 1 while in rank at UT-Austin)

2. **Sampson, V.** (2022). *ADI Learning Hub*. https://adilearninghub.com/

1. Marty, P., Douglas, I., Southerland, S., **Sampson, V** (2012). *Habitat Tracker* (Version 1) [Mobile app]. App Store. https://www.apple.com/app-store/ (no longer available)

RESEARCH FUNDING

Completed

(12 total awards, 9 awards while in rank at UT- Austin; $48,500,080 in total funding, $45,555,106 in funding while in rank at UT-Austin)

12. **Source:** National Science Foundation, Discovery Research K-12 competition. (Award Number: NSF 1720958; OSP Number: 201603954-001)
Title: Supplement to Promoting Scientific Explorers Among Students with Learning Disabilities: The Design and Testing of a Grade 2 Science Program Focused on Earth's Systems
Funding Period: 5/2019-5/2021
PI: Christian Doabler (UT-Austin)
Co-PIs: Sarah Powell, William Therrien (UVA), and Victor Sampson
Total Award Amount: $591,865

11. **Source:** National Science Foundation, Discovery Research K-12 competition. (Award Number: NSF 1720958; OSP Number: 201603954-001)
Title: Supplement to Promoting Scientific Explorers Among Students with Learning Disabilities: The Design and Testing of a Grade 2 Science Program Focused on Earth's Systems
Funding Period: 7/2019-5/20
PI: Christian Doabler
Co-PIs: Sarah Powell, William Therrien (UVA), and Victor Sampson
Total Award Amount: $752,993

10. **Source:** National Science Foundation, Discovery Research K-12 competition. (Award Number: NSF 1720958; OSP Number: 201603954001)
Title: Promoting Scientific Explorers Among Students with Learning Disabilities: The Design and Testing of a Grade 2 Science Program Focused on Earth's Systems
Funding Period: 6/2017-5/2021
PI: Christian Doabler
Co-PIs: Sarah Powell, William Therrien (UVA), and Victor Sampson
Total Award Amount: $1,141,108

9. **Source:** National Science Foundation, EEC Program (Award Number: NSF 1607916; OSP Number: 2-1503424-001)
Title: Supplement to The Development of a New Instructional Approach to Teach Engineering in Middle School Science Classrooms
Funding Period: 9/2018-8/2019
PI: Victor Sampson
Co-PIs: María Gonzáles-Howard, Catherine Riegle-Crumb, and Richard Crawford
Total Award Amount: $68,288

8. **Source:** Texas Education Agency (TEA), Mathematics and Science Partnerships (MSP) Program (OSP Number: 201700692-001)

Title: 2017-2018 Texas Mathematics and Science Partnership (TxMSP) Professional Development Network, Cycle 2
Project Period: 2/2017-9/2018
PI: Victor Sampson
Co-PIs: Carol Fletcher and Amy Werst
Total Award Amount: $15,683,704

7. **Source:** National Science Foundation, EEC Program (Award Number: NSF 1607916; OSP Number: 2-1503424-001)
Title: The Development of a New Instructional Approach to Teach Engineering in Middle School Science Classrooms
Funding Period: 9/2016-8/2018
PI: Victor Sampson
Co-PIs: *Stephanie Rivale, Todd Hutner*, and Richard Crawford
Total Award Amount: $349,712

6. **Source:** Texas Education Agency (TEA), Mathematics and Science Partnerships (MSP) Program (OSP Number: 201503977-001)
Title: 2016-2017 Texas Mathematics and Science Partnership (TxMSP) Professional Development Network, Cycle 2
Project Period: 1/2016-8/2017
PI: Victor Sampson
Co-PIs: Carol Fletcher (UT-Austin) and Amy Werst (UT-Austin)
Total Award Amount: $15,015,460

5. **Source:** National Science Foundation, STEM+C Program (Award Number: NSF 1543022; OSP Number: 201501196-001)
Title: Integration of Environmental Chemistry and Computing to Advance Evidence-based Reasoning, Problem Solving, and Computational Thinking in Middle School Students
Funding Period: 9/2015-8/2017
PI: Deborah Tater (Virginia Tech)
Co-PIs: Victor Sampson (PI of subcontract), *Stephanie Rivale,* and F. Etzkorn (V-Tech)
Total Award Amount: $1,400,000
Subcontract Award to UT Amount: $640,163

4. **Source:** Texas Education Agency (TEA), Mathematics and Science Partnerships (MSP) Program (OSP Number: 2014034080-061)
Title: 2015-2016 Texas Mathematics and Science Partnership (TxMSP) Professional Development Network, Cycle 2
Project Period: 11/2015-9/2016
PI: Victor Sampson
Co-PIs: Carol Fletcher and Amy Werst
Award Amount: $11,311,813

3. **Source:** Institute of Education Science (U.S. Department of Education), Mathematics and Science Education Program (Award Number: R305A100909)
Title: Argument-Driven Inquiry in the Middle and High School Laboratory: The refinement and further development of a new instructional model
Funding Period: 7/2010-6/2014
PI: Victor Sampson
Co-PIs: Sherry Southerland (FSU) and Ellen Granger (FSU)
Award Amount: $1,062,214

2. **Source:** Institute of Education Science (U.S. Department of Education), Education Technology Program (Award Number: R305A100782)
Title: Habitat Tracker: Learning about Scientific Inquiry through Digital Journaling in Wildlife Centers
Funding Period: 7/2010-6/2014
PI: Paul Marty (FSU)
Co-PIs: Victor Sampson, Sherry Southerland (FSU), and Ian Douglas (FSU)
Total Award Amount: $1,156,500

1. **Source:** National Science Foundation NOYCE Scholarship Program (Award Number: 0934702)
Title: Learning to Teach for Equity in Science and Mathematics Classrooms: The Florida State University Noyce Scholarship Program
Funding Period: 9/2009-8/2014
PI: Joe Travis (FSU)
Co-PIs: Victor Sampson, Katy Clark (FSU), Sherry Southerland (FSU), and Ellen Granger (FSU)
Award Amount: $726,260

AWARDS AND HONORS

(19 total, 12 while in rank at UT-Austin)

2022 *Dedicated Service Award*
Science Teachers Association of New York State

2021 *Dean's Fellow*
The University of Texas at Austin

2020 *Elizabeth Glenadine Gibb Teaching Fellowship in Education*
The University of Texas at Austin

2020 *Outstanding Service as JRST Associate Editor Award*
Journal of Research in Science Teaching

2019 *Elizabeth Shatto Massey Chair in Education Fellowship*
The University of Texas at Austin

2018 *Best Diversity Paper Award*

American Society of Engineering Education

2018 *Elizabeth Shatto Massey Chair in Education Fellowship*
The University of Texas at Austin

2017 *NSTA Fellow*
National Science Teaching Association

2017 *Elizabeth Shatto Massey Chair in Education Fellowship*
The University of Texas at Austin

2016 *Elizabeth Shatto Massey Chair in Education Fellowship*
The University of Texas at Austin

2015 *Elizabeth Glenadine Gibb Teaching Fellowship*
The University of Texas at Austin

2014 *Elizabeth Glenadine Gibb Teaching Fellowship*
The University of Texas at Austin

2012 The *NARST Early Career Research Award*
National Association for Research in Science Teaching (NARST)

2012 The *College of Education Faculty Research Award*
The Florida State University

2012 *Outstanding Adult Volunteer Award*
Leon County Schools

2008 The *NARST Outstanding Doctoral Dissertation Research Award*
National Association for Research in Science Teaching (NARST)

2007 *Division of Graduate Studies Dissertation Completion Fellowship*
Arizona State University

2006 The *ASU Graduate College Award: Distinguished Work in Science Education*
Arizona State University

2004 *Interdisciplinary Ph.D. Fellowship*
Arizona State University

PRESENTATIONS
(302 total, 225 while in rank at UT-Austin)

Invited Keynotes
(9 total, 9 while in rank at UT-Austin)

9. **Sampson, V.** (2025, May). Keep STEM learning experiences meaningful, coherent, and equitable for students. Keynote given at the 2025 Region 19 STEAM Conference. El Paso, TX.

8. **Sampson, V.** (2023, June). How to make learning experiences more meaningful, rigorous, and equitable with phenomenon-based, three-dimensional instruction. Keynote given at the 2023 Summer STEAM Symposium. Presented by Allen ISD, Lewisville ISD, McKinney ISD, and Gunter ISD in Allen, TX.

7. **Sampson, V.** (2021, June). Towards a better theoretical understanding of how groups and individuals negotiate meaning during an episode of scientific argumentation. Keynote given at the 2021 International Science Education Conference 2021. National Institute of Education, Singapore.

6. **Sampson, V.** (2019, November). The importance of giving students opportunities to participate in the practices of science. Keynote given at the Near East South Asia Council of Overseas Schools (NESA) 2019 Fall Training Institute. Bahrain.

5. **Sampson, V.** (2019, March). The benefits of peer review in science classrooms. Keynote given at the 2019 Peer Grade Conference. Copenhagen, Denmark.

4. **Sampson, V.** (2017, August). More and less productive views and teaching practices for fostering scientific and mathematical thinking inside the classroom. Keynote given at the 2017 Round Rock ISD Innovative Mindsets Conference. Round Rock, TX.

3. **Sampson, V.** (2016, May). Promoting Science Proficiency by Closing the Opportunity Gaps in our Schools. Keynote given at the 2016 Region 6 Education Service Center Mini-Cast. Huntsville, TX.

2. **Sampson, V.** (2016, February). Argument-Driven Inquiry: A way to transform laboratory experiences. Keynote given at the 2016 Minnesota Science Teacher Association Conference. Duluth, MN.

1. **Sampson, V.** (2015, July). Argument-Driven Inquiry: A way to transform laboratory experiences so students can reach the performance expectations of the NGSS and the CCSS-ELA. Keynote given at the 2015 National Science Education Leadership Association 2015 Summer Leadership Institute. Tampa, FL.

Invited Talks

(194 total, 154 while in rank at UT-Austin)

194. **Sampson, V.** (2025, August). How to make science learning experience more meaningful, rigorous, and equitable for students. Presentation given at 2025 TeachCon Conference of the Wyoming Department of Education. Laramie, WY.

193. **Sampson, V.** (2025, March). Ways to structure discussion to increase participation and

collaborative sense-making. Presentation given at the University of Texas, College of Natural Sciences, Learning Lunch (Sponsored by the Office of STEM Education Excellence). Austin, TX.

192. **Sampson, V.** (2025, January). How to encourage the use of DCIs and CCs in sense-making. Presentation given at 2025 conference of the Georgia Science Teachers Association (GSTA). Columbus, GA.

191. **Sampson, V.** (2025, January). Three-dimensional assessments that require sense-making. Presentation given at 2025 conference of the Georgia Science Teachers Association (GSTA). Columbus, GA.

190. **Sampson, V.** (2025, January). How to encourage the development of literacy skills in the service of sense-making. Presentation given at 2025 conference of the Georgia Science Teachers Association (GSTA). Columbus, GA.

189. **Sampson, V.** (2024, November). Three-dimensional instruction and its connection to the new science TEKS. Presentation given at 2024 CAST conference of the Science Teachers Association of Texas (STAT). San Antonio, TX.

188. **Sampson, V.** (2024, November). Three-dimensional assessment and the new science TEKS in grades 3-8. Presentation given at 2024 CAST conference of the Science Teachers Association of Texas (STAT). San Antonio, TX.

187. **Sampson, V.** (2024, November). How to promote and support learning after introducing a phenomenon. Presentation given at 2024 Annual Conference of the Science Teachers Association of New York State (STANYS). Syracuse, NY.

186. **Sampson, V.** (2024, November). Ways to structure student discussions to increase participation and collaborative sense-making. Presentation given at 2024 Annual Conference of the Science Teachers Association of New York State (STANYS). Syracuse, NY.

185. **Sampson, V.** (2024, November). 3D NYSSLS Assessments that require sense-making. Presentation given at 2024 Annual Conference of the Science Teachers Association of New York State (STANYS). Syracuse, NY.

184. **Sampson, V.** (2023, November). Ways to support teachers as they learn how to facilitate 3D instruction. Presentation given at 2023 CAST conference of the Science Teachers Association of Texas (STAT). Houston, TX.

183. **Sampson, V.** (2023, November). Assessment FOR learning instead of assessment OF learning: meaningful assessments that make student thinking visible. Presentation given at 2023 CAST conference of the Science Teachers Association of Texas (STAT). Houston, TX.

182. **Sampson, V.** (2023, November). High quality instructional materials that will support the shift to the new TEKS in grades 3-5. Presentation given at 2023 CAST conference of the Science Teachers Association of Texas (STAT). Houston, TX.

181. **Sampson, V.** (2023, November). How to create 3D learning experience around authentic and meaningful phenomenon or problems. Presentation given at 2023 CAST conference of the Science Teachers Association of Texas (STAT). Houston, TX.

180. **Sampson, V.** (2023, November). High quality 3D assessments that are easy to use and make thinking visible. Presentation given at 2023 Annual Conference of the Science Teachers Association of New York State (STANYS). Syracuse, NY.

179. **Sampson, V.** (2023, November). How to create 3D learning experience around authentic and meaningful phenomenon or problems. Presentation given at 2023 Annual Conference of the Science Teachers Association of New York State (STANYS). Syracuse, NY.

178. **Sampson, V.** (2023, November). How to promote and support learning after introducing a phenomenon. Presentation given at 2023 Annual Conference of the Science Teachers Association of New York State (STANYS). Syracuse, NY.

177. **Sampson, V.** (2023, October). Ways to structure student discussion to increase participation and collaborative sense-making. Presentation given at 2023 New Jersey Science Convention (NJSC) Conference co-sponsored by the New Jersey Science Teachers Association (NJSTA) and the New Jersey Science Education Leadership Association (NJSELA). Princeton, NJ.

176. **Sampson, V.** (2023, October). How to promote and support learning after introducing a phenomenon. Presentation given at 2023 New Jersey Science Convention (NJSC) Conference co-sponsored by the New Jersey Science Teachers Association (NJSTA) and the New Jersey Science Education Leadership Association (NJSELA). Princeton, NJ.

175. **Sampson, V.** (2023, March). The use of assessment as a way to foster learning throughout the science education system. Presentation given at the 2023 National Leadership Conference of the *National Science Education Leadership Association* (NSELA).

174. **Sampson, V.** (2022, November). How to make science learning experience more meaningful, rigorous, and equitable. Presentation given at the 2022 Science Teachers Association of New York State (STANYS) conference.

173. **Sampson, V.** (2022, November). How to give children more opportunities to use science and literacy to make sense of the world around them. Presentation given at the 2022 Science Teachers Association of New York State (STANYS) conference.

172. **Sampson, V.** (2022, October). How to make science learning experience more

meaningful, rigorous, and equitable. Presentation given at the 2022 Florida Association of Science Teachers (FAST) conference.

171. **Sampson, V.** (2022, October). How to give children more opportunities to use science and literacy to make sense of the world around them. Presentation given at the 2022 Florida Association of Science Teachers (FAST) conference.

170. **Sampson, V.** (2022, October). Maximize the benefits and minimize the challenges associated with embedding engineering into the science curriculum. Presentation given at the 2022 Florida Association of Science Supervisors (FASS) conference.

169. **Sampson, V.** (2022, October). Argument-Driven Inquiry as a way to bring three-dimensional instruction to the classroom. Presentation given at the 2022 New Jersey Science Conference (NJSC).

168. **Sampson, V.** (2022, October). How to give students more voice and choice in Science, Math, and Engineering. Presentation given at the 2022 New Jersey Science Conference (NJSC).

167. **Sampson, V.** (2022, October). Three-dimensional STEM design challenges. Presentation given at the 2022 New Jersey Science Conference (NJSC).

166. **Sampson, V.** (2022, July). How to integrate science and literacy practices in the service of sensemaking in grades 3-5. Presentation given at the 2022 National Conference of the *National Science Teaching Association* (NSTA).

165. **Sampson, V.** (2022, July). How to integrate three-dimensional instruction into the science classroom. Presentation given at the 2022 National Conference of the *National Science Teaching Association* (NSTA).

164. **Sampson, V.** (2022, July). Maximizing the benefits and limiting the challenges associated with integrating engineering into the science curriculum. Presentation given at the 2022 National Conference of the *National Science Teaching Association* (NSTA).

163. **Sampson, V.** (2022, July). How to make learning experiences meaningful, rigorous, and equitable with Argument-Driven Inquiry. Presentation given at the 2022 National Conference of the *National Science Teaching Association* (NSTA).

162. **Sampson, V.** (2022, February). How to make learning experiences in science three-dimensional. Presentation given at the 2022 Conference of the Hoosier Association of Science Teachers (HASTI).

161. **Sampson, V.** (2022, February). How to create meaningful, rigorous, and equitable engineering design challenges for use in science classrooms. Presentation given at the 2022 State Conference of the Hoosier Association of Science Teachers (HASTI).

160. **Sampson, V.** (2022, February). How to create meaningful, rigorous, and equitable engineering design challenges for use in science classrooms. Presentation given at the 2022 State Conference of the Georgia Science Teachers Association (GSTA).

159. **Sampson, V.** (2022, February). How to make science instruction more meaningful, rigorous, and equitable. Presentation given at the 2022 State Conference of the Georgia Science Teachers Association (GSTA).

158. **Sampson, V.** (2022, February). How to create opportunities for students to use science and literacy in the service of sense-making. Presentation given at the 2022 State Conference of the Georgia Science Teachers Association (GSTA).

157. **Sampson, V.** (2021, November). Planning and carrying out investigations in-person or remote. Presentation given at the 2021 State Conference of the Science Teachers Association of New York State (STANYS).

156. **Sampson, V.** (2021, October). How to do science investigation in-person or remote. Presentation given at the 2021 State Conference of the Arizona Science Teacher Association (ASTA).

155. **Sampson, V.** (2021, October). How to integrate science and literacy in the service of sense-making in grades 3-5. Presentation given at the 2021 Western Region Conference of the National Science Teaching Association (NSTA).

145. **Sampson, V.** (2021, October). How to bring three-dimensional instruction to your science classroom. Presentation given at the 2021 Western Region Conference of the National Science Teaching Association (NSTA).

144. **Sampson, V.** (2021, October). How to make learning experiences rigorous and equitable with Argument-Driven Inquiry. Presentation given at the 2021 Conference of the Florida Association of Science Supervisors (FASS).

143. **Sampson, V.** (2021, October). Argument-Driven Inquiry in grades 6-12. Presentation given at the 2021 New Jersey Science Conference (NJSC).

142. **Sampson, V.** (2021, October). Argument-Driven Inquiry in grades 3-5. Presentation given at the 2021 New Jersey Science Conference (NJSC).

140. **Sampson, V.** (2021, July). How to maximize the benefits and limit the challenges of integrating engineering into the science curriculum using Argument-Driven Engineering. Presentation given at the 2021 National Conference of the *National Science Educators Leadership Association* (NSELA). [Conference held online due to COVID-19]

139. **Sampson, V.** (2021, February). How to make learning experiences rigorous and equitable with Argument-Driven Inquiry. Presentation given at the 2021 Conference of the Hoosier Association of Science Teacher (HASTI). [Conference held online due to COVID-19].

138. **Sampson, V.** (2021, February). Argument-Driven Inquiry in remote and in-person contexts. Presentation given at the 2021 Conference of the Hoosier Association of Science Teacher (HASTI). [Conference held online due to COVID-19].

136. **Sampson, V.** (2021, February). Argument-Driven Inquiry in grades 3-5. Presentation given at the 2021 Conference of the Hoosier Association of Science Teacher (HASTI). [Conference held online due to COVID-19].

135. **Sampson, V.** (2021, February). How to make learning experiences rigorous and equitable with Argument-Driven Inquiry. Presentation given at the 2021 Conference of the Georgia Science Teacher Association (GSTA). [Conference held online due to COVID-19].

134. **Sampson, V.** (2021, February). Argument-Driven Inquiry in remote and in-person contexts. Presentation given at the 2021 Conference of the Georgia Science Teacher Association (GSTA). [Conference held online due to COVID-19].

133. **Sampson, V.** (2021, February). Argument-Driven Inquiry in grades 3-5. Presentation given at the 2021 Conference of the Georgia Science Teacher Association (GSTA). [Conference held online due to COVID-19].

132. **Sampson, V.** (2020, October). Argument-Driven Engineering. Presentation given at the 2020 Conference of the Oregon Science Teacher Association (OSTA) and Washington Science Teachers Association (WSTA). [Conference held online due to COVID-19].

131. **Sampson, V.** (2020, October). Argument-Driven Inquiry in grades 9-12. Presentation given at the 2020 Conference of the Oregon Science Teacher Association (OSTA) and Washington Science Teachers Association (WSTA). [Conference held online due to COVID-19].

130. **Sampson, V.** (2020, October). Argument-Driven Inquiry in grades 6-8. Presentation given at the 2020 Conference of the Oregon Science Teacher Association (OSTA) and Washington Science Teachers Association (WSTA). [Conference held online due to COVID-19].

129. **Sampson, V.** (2020, October). Argument-Driven Inquiry in grades 3-5. Presentation given at the 2020 Conference of the Oregon Science Teacher Association (OSTA) and Washington Science Teachers Association (WSTA). [Conference held online due to COVID-19].

128. **Sampson, V.** (2020, April). NSTA Press Session: Argument-Driven Inquiry in Grades 3-5. Presentation scheduled to be given at the 2020 National Conference of the *National Science Teaching Association* (NSTA). Boston, MA. [Conference canceled due to COVID-19]

127. **Sampson, V.** (2020, April). NSTA Press Session: Argument-Driven Inquiry in Biology,

Chemistry, and Physics. Presentation scheduled to be given at the 2020 National Conference of the *National Science Teaching Association* (NSTA). Boston, MA. [Conference canceled due to COVID-19]

126. **Sampson, V.** (2020, March). Argument-Driven Inquiry in grades 3-5. Presentation scheduled to be given at the *National Science Education Leadership Association* (NSELA) 2020 conference. Boston, MA. [Conference canceled due to COVID-19]

125. **Sampson, V.** (2019, November). Argument-Driven Engineering. Presentation given at the 2019 Conference of the Science Teachers Association of New York State (STANYS). Rochester, NY.

124. **Sampson, V.** (2019, November). Argument-Driven Inquiry in grades 9-12. Presentation given at the 2019 Conference of the Science Teachers Association of New York State (STANYS). Rochester, NY.

123. **Sampson, V.** (2019, November). Argument-Driven Inquiry in grades 6-8. Presentation given at the 2019 Conference of the Science Teachers Association of New York State (STANYS). Rochester, NY.

122. **Sampson, V.** (2019, November). Argument-Driven Inquiry in grades 3-5. Presentation given at the 2019 Conference of the Science Teachers Association of New York State (STANYS). Rochester, NY.

121. **Sampson, V.** (2019, July). Argument-Driven Inquiry in grades 3-5. Presentation given at the ChemEd 2019 conference. Naperville, IL.

120. **Sampson, V.** (2019, July). Argument-Driven Inquiry in High School Chemistry. Presentation given at the ChemEd 2019 conference. Naperville, IL.

119. **Sampson, V.** (2019, April). NSELA Sponsored Session: Fostering Meaningful PLC Meetings. Presentation given at the 2019 National Conference of the *National Science Teachers Association* (NSTA). St. Louis, MO.

118. **Sampson, V.** (2019, April). Argument-Driven Engineering. Presentation given at the 2019 National Conference of the *National Science Teachers Association* (NSTA). St. Louis, MO.

117. **Sampson, V.** (2019, April). NSTA Press Session: Argument-Driven Inquiry in Grades 3-5. Presentation given at the 2019 National Conference of the *National Science Teachers Association* (NSTA). St. Louis, MO.

116. **Sampson, V.** (2019, April). NSTA Press Session: Argument-Driven Inquiry in Biology, Chemistry, and Physics. Presentation given at the 2019 National Conference of the *National Science Teachers Association* (NSTA). St. Louis, MO.

115. **Sampson, V.** (2019, March). Argument-Driven Inquiry in grades 9-12. Presentation given at the 2019 Regional Conference of the Science Teachers Association of New York State (STANYS). Suffolk, NY.

114. **Sampson, V.** (2019, March). Argument-Driven Inquiry in grades 6-8. Presentation given at the 2019 Regional Conference of the Science Teachers Association of New York State (STANYS). Suffolk, NY.

113. **Sampson, V.** (2019, March). Argument-Driven Inquiry in grades 3-5. Presentation given at the 2019 Regional Conference of the Science Teachers Association of New York State (STANYS). Suffolk, NY.

112. **Sampson, V.** (2019, March). Integrating Literacy into 3D Instruction. Presentation given at the 2019 Michigan Science Teachers Association (MSTA) Conference. Grand Rapids, MI.

111. **Sampson, V.** (2019, March). Argument-Driven Inquiry in Grades 3-5. Presentation given at the 2019 Michigan Science Teachers Association (MSTA) Conference. Grand Rapids, MI.

110. **Sampson, V.** (2019, March). Argument-Driven Inquiry in Biology, Chemistry, and Physics. Presentation given at the 2019 Michigan Science Teachers Association (MSTA) Conference. Grand Rapids, MI.

109. **Sampson, V.** (2019, March). Argument-Driven Inquiry in Life Science, Physical Science, and Earth-Space Science. Presentation given at the 2019 Michigan Science Teachers Association (MSTA) Conference. Grand Rapids, MI.

108. **Sampson, V.** (2019, February). Argument-Driven Engineering. Presentation given at the 2019 Georgia Science Teachers Association (GSTA) Conference. Columbus, GA.

107. **Sampson, V.** (2019, February). Argument-Driven Inquiry in Grades 3-5. Presentation given at the 2019 Georgia Science Teachers Association (GSTA) Conference. Columbus, GA.

106. **Sampson, V.** (2019, February). Argument-Driven Inquiry in Biology, Chemistry, and Physics. Presentation given at the 2019 Georgia Science Teachers Association (GSTA) Conference. Columbus, GA.

105. **Sampson, V.** (2019, February). Argument-Driven Inquiry in Life Science, Physical Science, and Earth-Space Science. Presentation given at the 2019 Georgia Science *Teachers Association* (GSTA) Conference. Columbus, GA.

104. **Sampson, V.** (2018, December). NSTA Press Session: Argument-Driven Inquiry in Life Science, Physical Science, and Earth-Space science. Presentation given at the 2018 Central Region Conference of the *National Science Teachers Association* (NSTA).

Charlotte, NC.

103. **Sampson, V.** (2018, November). NSTA Press Session: Argument-Driven Inquiry in Grades 3-5. Presentation given at the 2018 Central Region Conference of the *National Science Teachers Association* (NSTA). Charlotte, NC.

102. **Sampson, V.** (2018, November). NSTA Press Session: Argument-Driven Inquiry in Biology, Chemistry and Physics. Presentation given at the 2018 Central Region Conference of the *National Science Teachers Association* (NSTA). Charlotte, NC.

101. **Sampson, V.** (2018, November). NSTA Press Session: Argument-Driven Inquiry in Life Science, Physical Science, and Earth-Space Science. Presentation given at the 2018 Eastern Region Conference of the *National Science Teachers Association* (NSTA). National Harbor, MD.

100. **Sampson, V.** (2018, November). NSTA Press Session: Argument-Driven Inquiry in Grades 3-5. Presentation given at the 2018 Eastern Region Conference of the *National Science Teachers Association* (NSTA). National Harbor, MD.

99. **Sampson, V.** (2018, November). NSTA Press Session: Argument-Driven Inquiry in Biology, Chemistry and Physics. Presentation given at the 2018 Eastern Region Conference of the *National Science Teachers Association* (NSTA). National Harbor, MD.

98. **Sampson, V.** (2018, November). Three dimensional science instruction. Presentation given at Colorado Science Conference. Denver, CO.

97. **Sampson, V.** (2018, November). Argument-Driven Inquiry in the High School Classroom. Presentation given at Colorado Science Conference. Denver, CO.

96. **Sampson, V.** (2018, November). Argument-Driven Inquiry in the Middle School Classroom. Presentation given at Colorado Science Conference. Denver, CO.

95. **Sampson, V.** (2018, November). Argument-Driven Inquiry in the Elementary Classroom. Presentation given at Colorado Science Conference. Denver, CO.

94. **Sampson, V.** (2018, November). Argument-Driven Inquiry in grades 3-5. Presentation given at the 2018 Conference of the Science Teachers Association of New York State (STANYS). Rochester, NY.

93. **Sampson, V.** (2018, November). Argument-Driven Inquiry as a way to transform high school labs. Presentation given at the 2018 Conference of the Science Teachers Association of New York State (STANYS). Rochester, NY.

92. **Sampson, V.** (2018, November). Argument-Driven Inquiry as a way to transform middle school labs. Presentation given at the 2018 Conference of the Science Teachers Association of New York State (STANYS). Rochester, NY.

91. **Sampson, V.** (2018, October). NSTA Press Session: Argument-Driven Inquiry in Life Science, Physical Science, and Earth-Space Science. Presentation given at the 2018 Western Region Conference of the *National Science Teachers Association* (NSTA). Reno, NV.

90. **Sampson, V.** (2018, October). NSTA Press Session: Argument-Driven Inquiry in Grades 3-5. Presentation given at the 2018 Western Region Conference of the *National Science Teachers Association* (NSTA). Reno, NV.

89. **Sampson, V.** (2018, October). NSTA Press Session: Argument-Driven Inquiry in Biology, Chemistry and Physics. Presentation given at the 2018 Western Region Conference of the *National Science Teachers Association* (NSTA). Reno, NV.

88. **Sampson, V.** (2018, July). NSTA Press Session: Argument-Driven Inquiry in the Elementary Classroom. Presentation given at the 2018 National Science Teachers Association (NSTA) STEM Forum and Expo. Philadelphia, PA.

87. **Sampson, V.** (2018, July). NSTA Press Session: Argument-Driven Inquiry in the Life, Physical, and Earth/Space Sciences. Presentation given at the 2018 National Science Teachers Association (NSTA) STEM Forum and Expo. Philadelphia, PA.

86. **Sampson, V.** (2018, March). NSTA Press Session: Argument-Driven Inquiry in Biology, Chemistry, and Physics. Presentation given at the 2018 National Conference of the *National Science Teachers Association* (NSTA). Atlanta, GA.

85. **Sampson, V.** (2018, March). NSTA Press Session: Argument-Driven Inquiry in the Life, Physical, and Earth/Space Sciences. Presentation given at the 2018 National Conference of the *National Science Teachers Association* (NSTA). Atlanta, GA.

84. **Sampson, V.** (2017, December). NSTA Press Session: Argument-Driven Inquiry in Biology. Presentation given at the 2017 Southern Region Conference of the *National Science Teachers Association* (NSTA). New Orleans, LA.

83. **Sampson, V.** (2017, December). NSTA Press Session: Argument-Driven Inquiry in Chemistry. Presentation given at the 2017 Southern Region Conference of the *National Science Teachers Association* (NSTA). New Orleans, LA.

82. **Sampson, V.** (2017, December). NSTA Press Session: Argument-Driven Inquiry in Physical and Life Science. Presentation given at the 2017 Southern Region Conference of the *National Science Teachers Association* (NSTA). New Orleans, LA.

81. **Sampson, V.** (2017, November). NSTA Press Session: Argument-Driven Inquiry in Biology. Presentation given at the 2017 Central Region Conference of the *National Science Teachers Association* (NSTA). Milwaukee, WI.

80. **Sampson, V.** (2017, November). NSTA Press Session: Argument-Driven Inquiry in Chemistry. Presentation given at the 2017 Central Region Conference of the *National Science Teachers Association* (NSTA). Milwaukee, WI.

79. **Sampson, V.** (2017, November). NSTA Press Session: Argument-Driven Inquiry in Physical and Life Science. Presentation given at the 2017 Central Region Conference of the *National Science Teachers Association* (NSTA). Milwaukee, WI.

78. **Sampson, V.** (2017, November). Argument-Driven Inquiry in grades 3-5. Presentation given at the 2017 Conference of the Science Teachers Association of New York State (STANYS). Rochester, NY.

77. **Sampson, V.** (2017, November). Argument-Driven Inquiry as a way to transform labs. Presentation given at the 2017 Conference of the Science Teachers Association of New York State (STANYS). Rochester, NY.

76. **Sampson, V.** (2017, April). NSTA Press Session: Argument-Driven Inquiry in Life Science and Physical Science. Presentation given at the 2017 National Conference of the *National Science Teachers Association* (NSTA). Los Angeles, CA.

75. **Sampson, V.** (2017, April). NSTA Press Session: Argument-Driven Inquiry in Biology, Chemistry, and Physics. Presentation given at the 2017 National Conference of the *National Science Teachers Association* (NSTA). Los Angeles, CA.

74. **Sampson, V.** (2017, February). Argument-Driven Inquiry as a way to transform labs. Presentation given at the 2017 Conference of the Georgia Science Teacher's Association (GSTA). Stone Mountain, GA.

73. **Sampson, V.** (2016, December). NSTA Press Session: Argument-Driven Inquiry in Biology. Presentation given at the 2016 Eastern Region Conference of the *National Science Teachers Association* (NSTA). Columbus, OH.

72. **Sampson, V.** (2016, December). NSTA Press Session: Argument-Driven Inquiry in Chemistry. Presentation given at the 2016 Eastern Region Conference of the *National Science Teachers Association* (NSTA). Columbus, OH.

71. **Sampson, V.** (2016, December). NSTA Press Session: Argument-Driven Inquiry in Physical and Life Science. Presentation given at the 2016 Eastern Region Conference of the *National Science Teachers Association* (NSTA). Columbus, OH.

70. **Sampson, V.** (2016, November). NSTA Press Session: Argument-Driven Inquiry in Biology. Presentation given at the 2016 Western Region Conference of the *National Science Teachers Association* (NSTA). Portland, OR.

69. **Sampson, V.** (2016, November). NSTA Press Session: Argument-Driven Inquiry in Chemistry. Presentation given at the 2016 Western Region Conference of the *National*

Science Teachers Association (NSTA). Portland, OR.

68. **Sampson, V.** (2016, November). NSTA Press Session: Argument-Driven Inquiry in Physical and Life Science. Presentation given at the 2016 Midwest Region Conference of the *National Science Teachers Association* (NSTA). Portland, OR.

67. **Sampson, V.** (2016, October). NSTA Press Session: Argument-Driven Inquiry in Biology. Presentation given at the 2016 Midwest Region Conference of the *National Science Teachers Association* (NSTA). Minneapolis, MN.

66. **Sampson, V.** (2016, October). NSTA Press Session: Argument-Driven Inquiry in Chemistry. Presentation given at the 2016 Midwest Region Conference of the *National Science Teachers Association* (NSTA). Minneapolis, MN.

65. **Sampson, V.** (2016, October). NSTA Press Session: Argument-Driven Inquiry in Physical and Life Science. Presentation given at the 2016 Eastern Region Conference of the *National Science Teachers Association* (NSTA). Minneapolis, MN.

64. **Sampson, V.** (2016, October). Argument-Driven Inquiry as a way to transform laboratory experiences. Presentation given at the 2016 Arkansas Department of Education Conference. Little Rock, AR.

63. **Sampson, V.** (2016, September). Argument-Driven Inquiry in Life and Physical Science. Presentation given at the Zoo-Nique 2 SOS Science Conference. Kansas City, MO.

62. **Sampson, V.** (2016, February). Developing local assessments with increased validity. Presentation given at the 2016 Conference of the *Texas Science Education Leadership Association* (TSELA). Austin, TX.

61. **Sampson, V.** (2015, October). NSTA Press Session: Scientific Argumentation in Biology. Presentation given at the 2015 Western Region Conference of the *National Science Teachers Association* (NSTA). Reno, NV.

60. **Sampson, V.** (2015, October). NSTA Press Session: Argument-Driven Inquiry in Biology and Chemistry. Presentation given at the 2015 Western Region Conference of the *National Science Teachers Association* (NSTA). Reno, NV.

59. **Sampson, V.** (2015, October). Assessing argumentation in the classroom: Challenges and opportunities. *Cary Institute of Ecosystem Studies*. Millbrook, NY.

58. **Sampson, V.** (2015, September). Assessing argumentation in the classroom: Challenges and opportunities. *ReSTEM Institute at University of Missouri*. Columbia, MO.

57. **Sampson, V.** (2015, September). Research the can promote and support the development of science proficiency. *Dean's Advisory Board, College of Education, University of Texas at Austin*. Austin, TX.

56. Grooms, J. and **Sampson, V.** (2015, March). NSTA Press Session: Argument-Driven Inquiry as a way to transform laboratory instruction. Presentation given at the 2015 National Conference of the *National Science Teachers Association* (NSTA). Chicago, IL.

55. **Sampson, V.** and Schleigh, S. (2015, March). NSTA Press Session: Teaching and learning biology through scientific argumentation. Presentation given at the 2015 National Conference of the *National Science Teachers Association* (NSTA). Chicago, IL.

54. **Sampson, V.** (2015, February). Scientific Argumentation: Helping students identify, evaluate, and support claims. *Smithsonian Science Education Center*. Alexandria, VA

53. **Sampson, V.** & Schleigh, S. (2015, February). NSTA Press Session: Teaching and learning biology through scientific argumentation. Presentation given at the 2015 Southern Region Conference of the *National Science Teachers Association* (NSTA). Orlando, FL.

52. **Sampson, V.** (2015, February). NSTA Press Session: Argument-Driven Inquiry as a way to transform laboratory instruction. Presentation given at the 2015 Southern Region Conference of the *National Science Teachers Association* (NSTA). Orlando, FL.

51. **Sampson, V.** (2014, December). NSTA Press Session: Argument-Driven Inquiry as a way to transform laboratory instruction. Presentation given at the 2014 Western Region Conference of the *National Science Teachers Association* (NSTA). Long Beach, CA.

50. **Sampson, V.** & Schleigh, S. (2014, December). NSTA Press Session: Teaching and learning biology through scientific argumentation. Presentation given at the 2014 Western Region Conference of the *National Science Teachers Association* (NSTA). Long Beach, CA.

49. **Sampson, V.** (2014, October). Helping students learn the practices, crosscutting concepts and the core ideas of science: What does current research suggest. Presentation given at the *Smithsonian Science Education Center's 2014 Laser I3 SPI*. Greensboro, NC.

48. **Sampson, V.** (2014, October). NSTA Press Session: Argument-Driven Inquiry as a way to transform laboratory instruction. Presentation given at the 2014 Eastern Region Conference of the *National Science Teachers Association* (NSTA). Richmond, VA.

47. **Sampson, V.** & Schleigh, S. (2014, October). NSTA Press Session: Teaching and learning biology through scientific argumentation. Presentation given at the 2014 Eastern Region Conference of the *National Science Teachers Association* (NSTA). Richmond, VA.

46. **Sampson, V.** (2014, September). Argument-Driven Inquiry as a way to transform laboratory instruction. Presentation given at the 2014 Biology Round Robin PDA of the *Texas Regional Collaborative* (TRC). Austin, TX.

45. **Sampson, V.** (2014, July). Argumentation in science education: A way to help students learn science and develop literacy skills at the same time. Presentation given at the *Smithsonian Science Education Center's 2014 K-12 Science Education Strategic Planning Institute*. Alexandria, VA.

44. **Sampson, V.** (2014, July). Science: What should students know about it and how can we help students understand it better? *National High Magnetic Field Laboratory at Florida State Universit*y. Tallahassee, FL.

43. **Sampson, V.** (2014, June). Argumentation in science education: A way to help students learn science and develop literacy skills at the same time. Presentation given at the *Smithsonian Science Education Center's 2014 Science Education Institute for Leadership Development and Strategic Planning*. Albuquerque, NM.

42. **Sampson, V.** (2014, February). Argument-Driven Inquiry: A way to foster argumentation inside classroom and foster the development of science proficiency. Presentation given at the 2014 Conference for Nebraska Educational Service Unit 13. Scottsbluff, NE.

41. **Sampson, V.** (2014, February). Writing refutational texts in science: Why is it important and how we can help students learn how to do it better. Presentation given at the 2014 Conference for Nebraska Educational Service Unit 13. Scottsbluff, NE.

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40. **Sampson, V.** and Schleigh, S. (2013, December). NSTA Press Session: Teaching and learning biology through scientific argumentation. Presentation given at the 2013 Central Region Conference of the *National Science Teachers Association* (NSTA). Denver, CO.

39. Schleigh, S. and **Sampson, V.** (2013, November). NSTA Press Session: Teaching and learning biology through scientific argumentation. Presentation at the 2013 Eastern Region Conference of the *National Science Teachers Association (*NSTA). Charlotte, NC.

38. **Sampson, V.** and Schleigh, S. (2013, October). NSTA Press Session: Teaching and learning biology through scientific argumentation. Presentation given at the 2013 Western Region Conference of the *National Science Teachers Association* (NSTA). Portland, OR.

37. **Sampson, V.** (2013, October). Argumentation in science classrooms: A way to help students develop science proficiency. Presentation given at the 2013 Conference of the *Florida Association of Science Supervisors* (FASS). Miami, FL.

36. **Sampson, V.** (2013, June). Science: What should students know about it and how can we help students understand it better? *National High Magnetic Field Laboratory at Florida State University*. Tallahassee, FL.

35. **Sampson, V.** (2013, May). Improving instruction and assessment in science. *Leon County School District*. Tallahassee, FL.

34. **Sampson, V.** & Schleigh, S. (2013, April). NSTA Press: Teaching and learning biology through scientific argumentation. Presentation given 2013 National Conference of the *National Science Teachers Association* (NSTA). San Antonio, TX.

33. **Sampson, V.**, *Grooms, J., & Enderle, P*. (2013, April). NARST Session: Argument-Driven Inquiry as a way to help students learn how to engage in scientific inquiry and understand the nature of scientific inquiry. Presentation given on behalf of the *National Association of Research in Science Teaching* (NARST) at the 2013 National Conference of the *National Science Teachers Association (*NSTA). San Antonio, TX.

32. *Enderle, P., Grooms, J*., & **Sampson, V.** (2012, December). Argumentation and Argument-Driven Inquiry in High School. Presentation given at the Third Florida Center for Research in Science, Technology, Engineering, and Mathematics (FCR-STEM) Conference. St. Petersburg, FL.

31. *Grooms, J., Enderle, P*., & **Sampson, V.,** (2012, December). Argumentation and Argument-Driven Inquiry in Middle School. Presentation given at the Third Florida Center for Research in Science, Technology, Engineering, and Mathematics (FCR-STEM) Conference. St. Petersburg, FL.

30. Schleigh, S. and **Sampson, V.** (2012, December). NSTA Press Session: Teaching and learning biology through scientific argumentation. Presentation at the 2012 Western Regional Conference of the *National Science Teachers Association (*NSTA). Phoenix, AZ.

29. **Sampson, V.** and Schleigh, S. (2012, November). NSTA Press Session: Teaching and learning biology through scientific argumentation. Presentation given at the 2012 Southern Region Conference of the *National Science Teachers Association (*NSTA). Atlanta, GA.

28. **Sampson, V.**, *Grooms, J., & Enderle,* P. (2012, November). NARST Session: Argument-Driven Inquiry as a way to help students learn how to engage in scientific inquiry and understand the nature of scientific inquiry. Presentation given on behalf of the *National Association of Research in Science Teaching* (NARST) at the 2012 Southern Region Conference of the *National Science Teachers Association (*NSTA). Atlanta, GA.

27. Schleigh, S. and **Sampson, V.** (2012, October). NSTA Press: Teaching and learning biology through scientific argumentation. Presentation given at the 2012 Northern Region Conference of the *National Science Teachers Association (*NSTA). Louisville, KY.

26. **Sampson, V.** (2012, August). Argument-Driven Inquiry as a way to promote the development of science proficiency. *Leon County School District*. Tallahassee, FL.

25. **Sampson, V.**, *Enderle, P., Hester, M., & Grooms, J*. (2012, March). The development of science proficiency through argument focused lab instruction in high school biology. Presentation given at the Marvalene Hughes Research in Education Symposium held at Florida State University. Tallahassee, FL.

24. **Sampson, V.** & *Grooms, J*. (2012, March). Assessment that can promote and support student learning in Biology. *Leon County School District*. Tallahassee, FL.

23. *Enderle, P., Grooms, J*., & **Sampson, V.** (2011, December). Argumentation and Argument-Driven Inquiry in High School. Presentation given at the Second Florida Center for Research in Science, Technology, Engineering, and Mathematics (FCR-STEM) Conference. Destin, FL.

22. *Grooms, J., Enderle, P*., & **Sampson, V.,** (2011, December). Argumentation and Argument-Driven Inquiry in Middle School. Presentation given at the Second Florida Center for Research in Science, Technology, Engineering, and Mathematics (FCR-STEM) Conference. Destin, FL.

21. **Sampson, V.** (2011, October). Inquiry in science education. *Florida Center for Research in Science, Technology, Engineering, and Mathematics education* (FCR-STEM) at Florida State University. Tallahassee, FL.

20. **Sampson, V.** (2011, July). Inquiry in science education. *National High Magnetic Field Laboratory at Florida State University*. Tallahassee, FL.

19. **Sampson, V.** (2011, May). Argument-Driven Inquiry in the middle and high school laboratory: The further development and refinement of an instructional model. *Learning System Institute at Florida State University*. Tallahassee, FL.

18. **Sampson, V.** (2011, February). The Argument-Driven Inquiry instructional model. *Department of Instructional Systems at Florida State University*. Tallahassee, FL.

17. **Sampson, V.** (2010, October). Classroom management and inquiry-based instruction: Challenges and solutions. National Science Teacher Association (NSTA) Web Seminar on classroom management sponsored by the *NSTA New Science Teacher Academy*, Arlington, VA.

16. **Sampson, V.** (2010, September). Argument-Driven Inquiry in the middle and high school laboratory: A research project. *FSUS Board of Directors*. Tallahassee, FL.

15. **Sampson, V.** (2010, February). Argument-Driven Inquiry: Current Research and Future Directions. *Friday Institute for Educational Innovation* and the *College of Education* at *North Carolina State University*. Raleigh, NC.

14. **Sampson, V.** (2009, December). NARST Session: Science teachers and scientific argumentation - Trends in practice and beliefs. Presentation given on behalf of the

National Association of Research in Science Teaching (NARST) at the 2009 Western Region conference of the *National Science Teachers Association (*NSTA). Phoenix, AZ.

13. Gaboardi, M. and **Sampson, V.** (2009, October). Hot topics in science education. Presentation given at the 2009 Leadership in Mathematics and Science Curriculum, Instruction, & Assessment State Conference sponsored by the Florid Center for Research in Science Technology Engineering and Mathematics (FCR-STEM). Jacksonville, Fl.

12. **Sampson, V.** and Lanier, K. (2009, October). Advanced CPALMS. Presentation given at the at the 2009 Leadership in Mathematics and Science Curriculum, Instruction, & Assessment State Conference sponsored by the Florid Center for Research in Science Technology Engineering and Mathematics (FCR-STEM). Jacksonville, Fl.

11. Razzouk, R., Sheridan, D., Cornwell, S., **Sampson, V.,** & Lanier, K. (2009, October). The Florida Standards Database and CPALMS. Presentation given at the 2009 Leadership in Mathematics and Science Curriculum, Instruction, & Assessment State Conference sponsored by the Florid Center for Research in Science Technology Engineering and Mathematics (FCR-STEM). Jacksonville, Fl.

10. **Sampson, V.** (2009, August). Promoting and supporting scientific argumentation in the classroom: The development of new instructional approaches and the assessment of student learning. Presentation given at the 1st doctoral symposium on science education at the 2009 meeting of the *European Science Education Research Association,* Istanbul, Turkey.

9. **Sampson, V.** (2009, September). Classroom management and inquiry-based instruction: Challenges and solutions. National Science Teacher Association (NSTA) Web Seminar on classroom management sponsored by the *NSTA New Science Teacher Academy*, Arlington, VA.

8. **Sampson, V.** (2009, September). Argument-Driven Inquiry and Science Proficiency: Current Research and Future Directions. *Department of Teaching & Learning* in the *College of Education* at *The University of Iowa*. Cedar Rapids, IA.

7. **Sampson, V.** (2009, September). Learning from and about argumentation with Argument-Driven Inquiry. *FSUS Board of Directors*. Tallahassee, FL.

6. **Sampson, V.** (2009, August). Promoting and supporting scientific argumentation in the classroom: The development of new instructional approaches and the assessment of student learning. Presentation given at the 1st doctoral symposium on science education at the 2009 meeting of the *European Science Education Research Association,* Istanbul, Turkey.

5. **Sampson, V.** (2009, June). Inquiry in science education. *National High Magnetic Field Laboratory* at Florida State University. Tallahassee, FL.

4. **Sampson, V.** (2009, June). The role of explanation and argumentation in science. *Young Scholars Program at Florida State University*. Tallahassee, FL.

3. Razzouk, R., **Sampson, V.,** Sheridan, D, & Lanier, K. (2009, May). CPALMS. Presentation given at the annual meeting of the Florida Association of Science Supervisors (FASS). Orlando, FL.

2. **Sampson, V.** (2008, September). Inquiry-based instruction and classroom management: Challenges and solutions. National Science Teacher Association (NSTA) Web Seminar on classroom management sponsored by the *NSTA New Science Teacher Academy*, Arlington, VA.

1. Sheridan, D. and **Sampson, V.** (2007, November). Florida Center for Research in Science, Technology, Engineering, and Mathematics (FCR-STEM) and the new Sunshine State Science Standards. Presentation given at the 39th Annual Conference of the Florida Association of District Instructional Material Administrators (FADIMA). St. Augustine, Florida.

Invited Panels and Plenary Presentations
(4 total, 3 while in rank at UT-Austin)

4. **Sampson, V.** (2021, October). Teacher education. Panel discussion at the Taking Stock of Science Standards Implementation: A summit. *National Academics of Science, Engineering, and Medicine*, Washington, D.C.

3. **Sampson, V.** (2018, November). How children learn to figure out how the world works: Five key findings from research. Plenary given at the 2018 Conference of the Science Teachers Association of New York State (STANYS). Rochester, NY.

2. **Sampson, V.** (2014, February). Scientific argumentation in science classrooms. Plenary presentation given at the 2014 Korean Association for Science Education International Conference. Daegu, South Korea.

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1. **Sampson, V.** (2013, July). Argument-Driven Inquiry: A way to help students achieve science literacy. Plenary Presentation given at the 2013 National Science Education Leadership Development Forum. Alexandria, VA.

Invited Workshops
(5 total, 5 while in rank at UT-Austin)

5. **Sampson, V.** (2021, October). An introduction to Argument-Driven Inquiry in grades 3-5. A one-day professional development workshop provided at the Florida Association of Science Teachers (FAST) 2021 State Conference. St. Augustine, FL.

4. **Sampson, V.** (2021, October). An introduction to Argument-Driven Inquiry in grades 6-12. A one-day professional development workshop provided at the Florida Association of

Science Teachers (FAST) 2021 State Conference. St. Augustine, FL.

3. **Sampson, V.** (2019, November). An introduction to Argument-Driven Inquiry. A two-day teacher professional development workshop provided at Near East South Asia Council of Overseas Schools (NESA) 2019 Fall Training Institute. Bahrain.

2. **Sampson, V.** (2019, November). An introduction to Argument-Driven Inquiry. A one-day teacher professional development workshop provided at the 2019 Conference of the Science Teachers Association of New York State (STANYS). Rochester, NY.

1. **Sampson, V.** (2019, July). Argument-Driven Inquiry and Argument-Driven Mathematics. A two-day teacher professional development workshop provided for California State University-Chico. Chico, CA.

Refereed Workshops

(22 total, 21 while in rank at UT-Austin)

22. **Sampson, V.** (2023, November). 3D instruction and the new TEKS. A three-hour workshop given at 2023 CAST conference of the Science Teachers Association of Texas (STAT), Houston, TX.

21. **Sampson, V.** (2023, October). How to create 3D learning experience around authentic and meaningful phenomenon or problems. A two-hour workshop given at 2023 New Jersey Science Convention (NJSC) Conference co-sponsored by the New Jersey Science Teachers Association (NJSTA) and the New Jersey Science Education Leadership Association (NJSELA), Princeton, NJ.

20. **Sampson, V.** (2023, June). Fostering the development of mathematical thinking in geometry. A three-hour workshop given at 2022 Conference for Advancement of Math Teaching (CAMT) of the Texas Association of Supervisors of Mathematics (TASM), Fort Worth, TX.

19. **Sampson, V.** (2022, November). Give students more opportunities to design solutions to meaningful problems. A three-hour workshop given at 2022 CAST conference of the Science Teachers Association of Texas (STAT), Dallas, TX.

18. **Sampson, V.** (2021, October). How to bring integrate three-dimensional instruction into your classroom. A two-hour online workshop given at the 2021 Conference of the *California Association of Science Education* (CASE). [Conference held online due to COVID-19]

17. **Sampson, V.** (2021, February). Argument-Driven Engineering: An introduction to a new instructional model. A two-hour online workshop given at Texas STEM Conference of the Texas STEM Coalition. [Conference held online due to COVID-19]

16. **Sampson, V.** (2019, November). Argument-Driven Inquiry in Grades 3-5: Three-Dimensional Investigations that Integrate Science, Literacy and Mathematics. A three-

hour workshop given at CAST 2019 of the Science Teachers Association of Texas (STAT). Fort Worth, TX.

15. **Sampson, V.** (2019, November). TABT Presents: Argument-Driven Inquiry in Biology and Life Science. A three-hour workshop given at CAST 2019 of the Science Teachers Association of Texas (STAT). Fort Worth, TX.

14. **Sampson, V.** (2019, October). Argument-Driven Engineering. ttwo-hour workshop given at the 2019 California Science Teachers Association Conference. San Jose, CA.

13. **Sampson, V.** (2019, October). Argument-Driven Inquiry in grades 3-5. A two-hour workshop given at the 2019 California Science Teachers Association Conference. San Jose, CA.

12. **Sampson, V.** (2018, November). Argument-Driven Engineering: A New Instructional Model for Teaching Texas Essential Knowledge and Skills (TEKS) using Engineering Practices. A three-hour workshop given at CAST 2018 of the Science Teachers Association of Texas (STAT). Dallas, TX.

11. **Sampson, V.** (2018, November). Transforming your Lab Activities in Elementary School with Argument-Driven Inquiry. A three-hour workshop given at CAST 2018 of the Science Teachers Association of Texas (STAT). Dallas, TX.

10. **Sampson, V.** (2018, November). Transforming your Lab Activities in Middle School with Argument-Driven Inquiry. A three-hour workshop given at CAST 2018 of the Science Teachers Association of Texas (STAT). Dallas, TX.

9. **Sampson, V.** (2018, November). Transforming your Lab Activities in High School with Argument-Driven Inquiry. A three-hour workshop given at CAST 2018 of the Science Teachers Association of Texas (STAT). Dallas, TX.

8. **Sampson, V.** (2018, April). Argument-Driven Inquiry as a way to transform laboratory experiences. A three-hour workshop given at the 2018 STEMCON Conference. Chicago, IL.

7. Tippens, D. Bryan, L., Zeidler, D., vanDriel, J., Sampson, V., Schwarz, C., Moore, F., and Varelas, M. (2018, April). Scholarly Writing for Early Career Scholars. A one-day workshop presented at the 2018 international conference of the *National Association of Research in Teaching*. Atlanta, GA.

6. **Sampson, V**., Grooms, J., Hutner, T. & Murphy, A. (2017, March). Argument-Driven Inquiry: Transforming Laboratory Experiences So Students Can Use Core Ideas, Crosscutting Concepts, and Science Practices to Make Sense of Natural Phenomena. A one-day workshop presented at the 2017 national conference of the *National Science Teacher Association*. Los Angeles, CA.

5. **Sampson, V.** (2016, October). Argument-Driven Inquiry as a way to transform laboratory experiences. A three-hour workshop given at 2016 Texas Charter School Conference. Austin, TX.

4. **Sampson, V**., Enderle, P., & Murphy, A. (2016, March). Argument-Driven Inquiry: Transforming Laboratory Experiences So Students Can Use Core Ideas, Crosscutting Concepts, and Science Practices to Make Sense of Natural Phenomena. A one-day workshop presented at the 2016 national conference of the *National Science Teacher Association*. Nashville, TN

3. **Sampson, V.** (2015, November). Argument-Driven Inquiry as a way to transform laboratory experiences. A three-hour workshop given at CAST 2015 of the Science Teachers Association of Texas (STAT). Fort Worth, TX.

2. **Sampson, V.,** Hutner, T. & Enderle, P. (2014, November). Argument-Driven Inquiry as a way to transform laboratory instruction. A three-hour workshop given at CAST 2014 of the Science Teachers Association of Texas (STAT). Dallas, TX.

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1. Berland, L., Gotwals, A., Henderson, B., Jimenez-Aleixandre, M., Knight, A., McNeill, K., Osborne, J., **Sampson, V**., & Zembal-Saul, C. (2015, April). Key Challenges and future directions for research on scientific argumentation. A one-day workshop presented at the 2015 international conference of the *National Association of Research in Teaching*. Chicago, IL.

Referred Conference Presentations
(68 total, 33 while in rank at UT-Austin)

68. **Sampson, V.** (2025). Ways to structure discussion to increase participation and collaborative sense-making. Presentation given at the 2025 National Conference of the National Association for Science Teaching (NSTA). Philadelphia, PA.

67. **Sampson, V.** (2025). An alternative to driving question board for generating questions that will shape sense-making during an investigation of a phenomenon. Presentation given at the 2025 National Conference of the National Association for Science Teaching (NSTA). Philadelphia, PA.

66. **Sampson, V.** (2025). How to encourage the use of DCIs and CCs in sense-making. Presentation given at the 2025 National Conference of the National Association for Science Teaching (NSTA). Philadelphia, PA.

65. **Sampson, V.** (2024). How to foster learning after introducing a phenomenon. Presentation given at the 2024 National Conference of the National Association for Science Teaching (NSTA). New Orleans, LA.

64. **Sampson, V.** (2024). High quality assessment that make student thinking visible. Presentation given at the 2024 National Conference of the National Association for Science Teaching (NSTA). New Orleans, LA.

63. **Sampson, V.** (2024). Instructional materials that you can use to male topics that students see as irrelevant more meaningful for students. Presentation given at the 2024 National Conference of the National Association for Science Teaching (NSTA). New Orleans, LA.

62. **Sampson, V.** (2024). Using Argument-Driven Inquiry to Catalyze Change in Algebra. Presentation given at the 2024 National Conference of the National Council of Teachers of Mathematics (NCTM). Chicago, IL.

61. **Sampson, V.** (2024). Moving beyond interesting problems to mathematical investigations of real-world phenomena. Presentation given at the 2024 National Conference of the National Council of Teachers of Mathematics (NCTM). Chicago, IL.

60. González-Howard, M., **Sampson, V.** & *Baze, C*. (2021). Factors impacting teachers' understanding and experiences supporting student epistemic agency during STEM design challenges. Paper presented virtually at the annual meeting of the National Association for Research in Science Teaching.

59. **Sampson, V.** (2020). Research on student learning during Argument-Driven Inquiry: Some findings from studies conducted in middle and high school classrooms. Paper accepted for presentation at the 2020 Biennial Conference on Chemical Education of the *American Chemical Society* (ACS). Corvallis, OR. [Conference canceled due to COVID-19]

58. **Sampson, V.** (2020). Argument-driven inquiry instructional model: A brief overview, its origin, and some ways it has been refined over time. Paper accepted for presentation at the 2020 Biennial Conference on Chemical Education of the *American Chemical Society* (ACS). Corvallis, OR. [Conference canceled due to COVID-19]

57. *Hutner, T*., **Sampson, V.**, *Chu, L., Baze, C*., & Crawford (2020). What goals do science teachers satisfy by integrating engineering design in the science curriculum? Paper accepted for presentation at the 2020 international conference of the *American Educational Research Association* (AERA). San Francisco, CA. [Conference changed to a virtual format due to COVID-19]

56. González-Howard, M., **Sampson, V.**, Sosa-Ramirez, J., & *Baze, C*. (2020). Teachers' experience understanding and supporting student agency. Paper accepted for presentation at the 2020 international conference of the *American Educational Research Association* (AERA). San Francisco, CA. [Conference changed to a virtual format due to COVID-19]

55. *Chu, L.,* **Sampson, V**., *Hutner, T*., Crawford, R., González-Howard, M., *Baze, C.,* & Riegle-Crumb, C. (2020). Assessing Student Learning of Core Ideas and Practices from Participating in an Integrated Engineering Framework. Paper accepted for presentation at

the 2020 international conference of the *National Association for Research in Science Teaching* (NARST). Portland, OR. [Conference canceled due to COVID-19]

54. *Hutner, T*., **Sampson, V**., *Baze, C., Chu, L.,* & Crawford, R. (2020). Science teachers' goal conflicts when integrating engineering into science classes. Paper accepted for presentation at the 2020 international conference of the *National Association for Research in Science Teaching* (NARST). Portland, OR. [Conference canceled due to the spread of COVID-19]

53. *Baze, C., Hutner, T*., **Sampson, V**., González-Howard, M., Riegle-Crumb, C., & Crawford, R. (2020). Girls constructing engineering identities through STEM design challenges. Paper accepted for presentation at the 2020 international conference of the *National Association for Research in Science Teaching* (NARST). Portland, OR. [Conference canceled due to COVID-19]

52. González-Howard, M., **Sampson, V.**, *Baze, C., Chu., L., Hutner, T.*, & Crawford, R. (2020). Developing epistemic agency: Students' perspectives on and experiences with argumentation during STEM design challenges. Paper accepted for presentation at the 2020 international conference of the *National Association for Research in Science Teaching* (NARST). Portland, OR. [Conference canceled due to COVID-19]

51. *Murphy, A., Harris, S.,* & **Sampson, V.** (2017, April). Some Factors that Constrain the Emergence of Epistemic Discourse in Science Classrooms. Paper presented at the 2017 international conference of the *National Association for Research in Science Teaching* (NARST). San Antonio, TX.

50. *Enderle, P., Sengul, O., Koulagna, Y., Grooms, J*., & **Sampson, V.** (2017, April). The Impact of Implementing and Refining an Argumentation Instructional Model on Science Teachers' Beliefs. Paper presented at the 2017 international conference of the *National Association for Research in Science Teaching* (NARST). San Antonio, TX.

49. *Strimaitis, A., Enderle, P., Grooms, J*., & **Sampson, V.** (2016, April). Comparing Laboratory Instruction for Differently Tracked Groups of Students. Paper presented at the 2016 international conference of the *National Association for Research in Science Teaching* (NARST). Baltimore, MD.

48. **Sampson, V.** (2016, April). Advancing students' argumentation: Moving beyond structure. Paper presented at the 2016 international conference of the *American Educational Research Association* (AERA). Washington, D.C.

47. *Strimaitis, A., Enderle, P., Grooms, J*., & **Sampson, V.** (2015, April). Validation of new biology instruments that assess three aspects of science proficiency. Paper presented at the 2015 international conference of the *National Association for Research in Science Teaching* (NARST). Chicago, IL.

46. *Strimaitis, A., Enderle, P., Grooms, J*., & **Sampson, V.** (2015, April). The influence of one teacher's framing and instructional actions on students' scientific argumentation. Paper presented at the 2015 international conference of the *National Association for Research in Science Teaching* (NARST). Chicago, IL.

45. *Walker, J., Enderle, P.,* Southerland, S., & **Sampson, V.** (2015, April). Laboratory as Community: Equity and efficacy with reformed instructional practices. Paper presented at the 2015 international conference of the *National Association for Research in Science Teaching* (NARST). Chicago, IL.

44. *Mendenhall, A., Schellinger, J., Alemanne, N., Clark, A*., Southerland, S., **Sampson, V.**, Kazmer, M., & Marty, P. (2015, April). Using technology-rich inquiry-based instruction to foster the development of elementary students' views on the nature of science. Paper presented at the 2015 international conference of the *American Educational Research Association* (AERA). Chicago, IL.

43. *Gooden, S., Schellinger J., A, Grooms, J., Enderle, P*., & **Sampson, V.** (2015, April). The impact of teacher framing and instructional action on student growth in scientific argumentation. Paper presented at the 2015 international conference of the *American Educational Research Association* (AERA). Chicago, IL.

42. *Strimaitis, A., Enderle, P., Grooms, J.,* **Sampson, V.**, & *Bremer, M*. (2015, April). How teachers promote scientific argumentation between students during school science laboratories. Paper presented at the 2015 international conference of the *American Educational Research Association* (AERA). Chicago, IL.

41. *Strimaitis, A.,* Southerland, S., *Grooms, J., Enderle, P*., & **Sampson, V.** (2015, April). Structuring chemistry laboratories around argumentation: Examining the effectiveness of argumentation in fostering science for all. Paper presented at the 2015 international conference of the *American Educational Research Association* (AERA). Chicago, IL.

40. Southerland, S., *Strimaitis, A, Enderle, P., Grooms, J.,* & **Sampson, V.** (2014, April). The effectiveness of argumentation in fostering science for all: Examining the effects of challenging instruction in biology laboratories. Paper presented at the 2014 international conference of the *American Educational Research Association* (AERA). Philadelphia, PA.

39. Southerland, S., *Mendenhall, A., Schellinger, J., Alemanne, N., Clark, A*., **Sampson, V.**, Douglas, I., Kazmer, M., & Marty, P. (2014, April). Fostering Elementary Students' Understanding of Scientific Inquiry: Leveraging Informal Settings and Digital Technology. Paper presented at the 2014 international conference of the *American Educational Research Association* (AERA). Philadelphia, PA.

38. *Schellinger, J., Mendenhall, A*., Southerland, S., *Alemanne, N*., **Sampson, V.**, & Marty, P. (2014, April). Fostering elementary students' understanding of scientific inquiry: Leverage informal setting and digital technology. Paper presented at the 2014

international conference of the *American Educational Research Association* (AERA). Philadelphia, PA.

37. *Enderle, P., Strimaitis, A., Grooms*, J., & **Sampson, V.** (2014, March). Validation of new chemistry instruments that assess three aspects of science proficiency. Paper presented at the 2014 international conference of the *National Association for Research in Science Teaching* (NARST). Pittsburgh, PA.

36. *Grooms, J., Enderle, P*. & **Sampson, V.** (2014, March). How content knowledge and past experiences can influence an episode of argumentation. Paper presented at the 2014 international conference of the *National Association for Research in Science Teaching* (NARST). Pittsburgh, PA.

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35. Southerland, S., Enderle, P., **Sampson, V.**, & *Grooms, J*. (2013, April). Teacher beliefs and the implementation of curriculum focusing on the practices of science. Paper presented at the 2013 international conference of the *National Association for Research in Science Teaching* (NARST). Rio Grande, Puerto Rico.

34. *Clark, A.,* Southerland, S., Marty, P., **Sampson, V.**, & *Mendenhall, A*. (2013, April). Use of a technology-based elementary curriculum focused on scientific inquiry: Unexpected barriers in a high stakes world. Paper presented at the 2013 international conference of the *National Association for Research in Science Teaching* (NARST). Rio Grande, Puerto Rico.

33. *Grooms, J., Enderle, P*., & **Sampson, V.** (2013, April). A comparative study of the development of science proficiency in high school chemistry. Paper presented at the 2013 international conference of the *National Association for Research in Science Teaching* (NARST). Rio Grande, Puerto Rico.

32. **Sampson, V.**, *Grooms, J., & Enderle, P*. (2012, April). Using laboratory activities that emphasize argumentation and argument to help high school students learn how to engage in scientific inquiry and understand the nature of scientific inquiry. Paper presented at the 2012 international conference of the *National Association for Research in Science Teaching* (NARST). Indianapolis, IN.

31. *Grooms, J.,* **Sampson, V.**, & *Carafano, P*. (2012, April). The impact of a new instructional model on high school science writing. Paper presented at the 2012 international conference of the *American Educational Research Association* (AERA). Vancouver, Canada.

30 **Sampson, V.**, *Enderle, P., Hester, M., & Grooms, J*. (2012, April). The development of science proficiency through argument focused lab instruction in high school biology. Paper presented at the 2012 international conference of the *American Educational Research Association* (AERA). Vancouver, Canada.

29. *Enderle, P*., **Sampson, V.**, and *Campbell, H*. (2012, April). The impact of a new instructional model on middle school science writing. Paper presented at the 2012 international conference of the *American Educational Research Association* (AERA). Vancouver, Canada.

28. Marty, P., Douglas, I., Southerland, S., **Sampson, V.**, *Alemanne, N., Clark, A., Mendenhall, A., de la Paz, A., & Yu, C*. (2012, February). Habitat Tracker: Learning about scientific inquiry through digital journal in wildlife centers. Paper presented at *iConference 2012*. Toronto, Canada

27. *Enderle, P., Grooms, J*., & **Sampson, V.** (2012, January). The importance of using multiple measures to assess science proficiency. Paper presented at the 2012 international conference of the *Association for Science Teacher Education* (ASTE). Clearwater, FL.

26. **Sampson, V.**, *Grooms, J., Enderle, P*. (2011, September). New instruments that can be used by researchers to assess three different aspects of science proficiency. Paper presented at the *Fall 2011 Conference of the Society for Research on Education Effectiveness*. Washington, D.C

25. *Walker, J*. and **Sampson, V.** (2011, June). Learning to argue and arguing to learn: Argument-Driven Inquiry as a way to help undergraduate chemistry students learn how to construct arguments and engage in argumentation during a laboratory course. Paper presented at the *Gordon Research Conference: Chemistry Education Research and Practice*. Davidson, North Carolina.

24. Kurtek, K., Southerland, S. A., & **Sampson, V.** (2011, April). For whom does science education reform work? Examining the effectiveness of reform-oriented instruction on mainstream and nonmainstream learners. Paper presented at the 2011 international conference of the *American Educational Research Association* (AERA). New Orleans, LA.

23. **Sampson, V.**, *Enderle, P., and Walker, J*. (2011, April). An instrument that can be used to evaluate the cognitive, epistemic, and social aspects of an episode of argumentation: Introducing the Assessment of Scientific Argumentation in Classroom observational protocol. Paper presented as part of the symposium, "*Exploring Classroom Based Scientific Argumentation: A Methodological Discussion"* (L. Berland and V. Sampson, organizers and chairs), at the 2011 international conference of the *American Educational Research Association* (AERA). New Orleans, LA.

22. Blanchard, M. R., & **Sampson, V.** (2011, April). Take 10 teachers, add 2 scientists, stir in the national reform goals, and let marinate for 6 weeks – Is this a good recipe for an effective RET program? Paper presented as part of the symposium, "Implications of Research on K-12 Student and Teacher, and Undergraduate Apprenticeships for Science Teaching and Learning" at the 2011 International Conference of the *National Association for Research in Science Teaching* (NARST), Orlando, FL.

21. Walker, J., **Sampson, V.**, & Zimmerman, C. (2011, March). Argument based instruction in undergraduate chemistry labs: A comparative study. Paper presented as part of a symposium, "Meaningful learning from laboratory work: Evidence and assessment" at the 2011 International Conference of the *American Chemical Society* (ACS), Anaheim, CA.

20. *Walker, J.,* **Sampson, V.,** *Grooms, J., Anderson, B.*, & Zimmerman, C. (2010, March). Argument-Driven Inquiry: An instructional model for use in undergraduate chemistry labs. Paper presented at the 2010 International Conference of the *National Association of Research in Science Teaching* (NARST). Philadelphia, PA.

19. **Sampson, V.,** *Walker, J., Dial, K., & Swanson, J*. (2010, March). Learning to write in undergraduate chemistry: The impact of Argument-Driven Inquiry. Paper presented at the 2010 International Conference of the *National Association of Research in Science Teaching* (NARST). Philadelphia, PA.

18. *Enderle, P., Walker, J., Dorgan, C*, & **Sampson, V.** (2010, March). Assessment of Argumentation: An Observation Protocol. Paper presented at the 2010 International Conference of the *National Association of Research in Science Teaching* (NARST). Philadelphia, PA.

17. Hutner, T., Southerland, S., & **Sampson, V.** (2010, March). Teachers goals for education and the confluence of beliefs, the national reform documents, and accountability. Paper presented at the 2010 International Conference of the *National Association of Research in Science Teaching* (NARST). Philadelphia, PA.

16. **Sampson, V.** (2009, September). Argument-Driven Inquiry and the development of science proficiency in the laboratory. Paper presented at the 2009 Biannual International Meeting of the *European Science Education Research Association,* Istanbul, Turkey.

15. Blanchard, M.R., Southerland, S. A., Osborne, J. W., & **Sampson, V.** (2009, September). A Comparative Study of the Effectiveness of Inquiry vs. Deductive Laboratory Instruction in Middle and High School Science Classrooms. Paper presented at the 2009 Biannual International Meeting of the *European Science Education Research Association*, Istanbul, Turkey.

14. **Sampson, V.** (2009, April). Science teachers and scientific argumentation: Trends in practice and beliefs. Paper presented at the 2009 International Conference of the *National Association of Research in Science Teaching* (NARST). Garden Grove, CA.

13. *Grooms, J.,* **Sampson, V.,** and *Gross, L*. (2009, April). What makes a scientific argument persuasive? How middle and high school students' view different types of arguments. Paper presented at the 2009 International Conference of the *National Association of Research in Science Teaching* (NARST). Garden Grove, CA.

12. Hutner, T., Southerland, S. and **Sampson, V.** (2009, April). The Development and Validation of the Teachers' Goals for Science Education Scale: Moving toward understanding teachers' interpretation of policy. Paper presented at the 2009 International Conference of the *National Association of Research in Science Teaching* (NARST). Garden Grove, CA.
11. **Sampson, V.** and Clark, D. (2008, April). The effects of collaboration on argument quality and learning. Paper presented at the 2008 International Conference of the *American Educational Research Association* (AERA). New York, NY.

10. Clark, D., Menekse, M., D'Angelo, C., and **Sampson, V.** (2008, April). Improving the quality of student argumentation through the initial structuring of online discussions. Paper presented at the 2008 International Conference of the *American Educational Research Association* (AERA). New York, NY.

9. **Sampson, V**. and *Grooms, J*. (2008, April). Science as Argument-Driven Inquiry: The impact on students' conceptions of NOS. Paper presented at the 2009 International Conference of the *National Association of Research in Science Teaching* (NARST). Baltimore, MD.

8. **Sampson, V**. and Clark, D. (2008, April). Differences in the ways more and less successful groups engage in argumentation: A case study. Paper presented at the 2008 International Conference of the *National Association of Research in Science Teaching* (NARST). Baltimore, MD.

7. **Sampson, V**. and Clark, D. (2006, June). Assessment of argument in science education: A critical review of the literature. Paper presented at the *7th International Conference of the Learning Sciences* (ICLS). Bloomington, Indiana.

5. **Sampson, V**. and Clark, D. (2006, April). The development and validation of the Nature of Science as Argument Questionnaire (NSAAQ). Paper presented at the 2006 International Conference of the *National Association of Research in Science Teaching* (NARST). San Francisco, CA.

4. Clark, D. and **Sampson, V.** (2006, April). Characteristics of students' argumentation practices when supported by online personally-seeded discussions. Paper presented as part of the symposium*, "International perspectives on argumentation research in science education: Achievements, current boundaries, and next steps*" (D. Clark and V. Sampson, organizers and chairs), at the 2006 International Conference of the *National Association of Research in Science Teaching* (NARST). San Francisco, CA.

3. **Sampson, V**. and Benton, A. (2006, January). Development and validation of the Beliefs About Reformed Science Teaching and Learning (BARSTL) questionnaire. Paper presented at the 2006 International Conference of the *Association of Science Teacher Education* (ASTE). Portland, OR.

2. Clark, D. and **Sampson, V.** (2005, June). The quality of argumentation supported by personally-seeded discussions. Paper presented at *the 2005 International Conference of Computer Supported Collaborative Learning. Taip*ei, Taiwan.

1. Clark, D. and **Sampson, V.** (2005, April). The conceptual quality of student argumentation in online discussions. Paper presented at the 2005 International Conference *of the National Association for Research in Science Teaching* (NARST). Dallas, TX.

TEACHING

Instructor of Record (Organized Courses)

(77 total courses, 32 unique course, 37 total and 11 unique courses while in rank at UT-Austin)

The University of Texas at Austin

(37 total courses, 11 unique courses while in rank at UT-Austin)

37. STM F390T: Instructional models in STEM ED (Summer 2025)

36. EDC 365C: Knowing and Learning in STEM Education (Spring 2025)

35. EDC 365C: Knowing and Learning in STEM Education (Spring 2025)

34. EDC 370E: Elementary Science Methods (Fall 2024)

33. EDC 365C: Knowing and Learning in STEM Education (Fall 2024)

32. EDC 370E: Elementary Science Methods (Spring 2024)

31. EDC 365C: Knowing and Learning in STEM Education (Spring 2024)

30. EDC 370E: Elementary Science Methods (Fall 2023)

29. STM 390T: Research on Teaching and Teacher Education (Fall 2023)

28. EDC 370E: Elementary Science Methods (Spring 2023)

27. STM 390T: Meaningful and Equitable Assessment in STEM Education (Spring 2023)

26. EDC 365C: Knowing and Learning in STEM Education (Fall 2022)

25. STM 390T: Research on Teaching and Teacher Education (Fall 2022)

24. EDC 370E: Elementary Science Methods (Fall 2021)

23. STM 390T: Research on Teaching and Teacher Education (Fall 2021)

22. EDC 365D: Classroom Interactions (Fall 2020)
21. STM 390T: Research on Teaching and Teacher Education (Fall 2020)
20. STM 390T: Development of Instructional Materials in STEM Education (Sum 2020)
19. EDC 365D: Classroom Interactions (Spring 2020)
18. STM 390T: Research on Teaching and Teacher Education (Spring 2020)
17. EDC 370E: Elementary Science Methods (Fall 2019)
16. STM 390T: Argumentation in STEM Education (Fall 2019)
15. EDC 370E: Elementary Science Methods (Spring 2019)
14. STM 390T: Research on Teaching and Teacher Education (Spring 2019)
13. EDC 365E: Project-Based Instruction (Fall 2018)
12. EDC 365E: Project-Based Instruction (Spring 2018)
11. STM 390T: Research on Teaching and Teacher Education (Spring 2018)
10. EDC 365E: Project-Based Instruction (Fall 2017)
9. STM 390T: Research on Teaching and Teacher Education (Spring 2017)
8. EDC 365E: Project-Based Instruction (Fall 2016)
7. EDC 365E: Project-Based Instruction (Spring 2016)
6. EDC 365E: Project-Based Instruction (Spring 2016)
5. STM 390T: Assessment of STEM Core Ideas and Practices (Fall 2015)
4. EDC 365E: Project-Based Instruction (Fall 2015)
3. STM 390: Equity in STEM Education (Summer 15)
2. EDC 365E: Project-Based Instruction (Spring 2015)
1. EDC 365E: Project-Based Instruction (Fall 2014)

Florida State University
(38 total courses, 21 unique courses)

38. SCE 5336: Instructional Strategies that Promote Learning in Science (Sum 2014)

47. SCE 5935: Classroom Based Research (Sum 2014)

36. SCE 6761: Research and Recent Developments in Science Education (Spring 2014)

35. SMT 4930: Apprentice Teaching Seminar (Spring 2014)

34. SMT 4664: Project-Based Instruction (Fall 2013)

33. SCE 5336: Instructional Strategies that Promote Learning in Science (Fall 2013)

32. SMT 4664: Project-Based Instruction (Spring 2013)

31. SMT 4664: Project-Based Instruction (Fall 2012)

30. SCE 5140: Curriculum in Science Education (Fall 2012)

29. SMT 4664: Project-Based Instruction (Spring 2012)

28. BSC 5936-5/4933: Assessment in Math and Science Education (Spring 2012)

27. SMT 4664: Project-Based Instruction (Fall 2011)

26. SMT 3100: Knowing and Learning (Fall 2011)

25. SMT 4664: Project-Based Instruction (Spring 2011)

24. SCE 4944: Student Teaching in Science Education (Spring 2011)

23. SCE 4948: Classroom Management in Science Education (Spring 2011)

22. SCE 6351: Curriculum Design in Science Education (Fall 2010)

21. SMT 4664: Project-Based Instruction (Fall 2010)

20. SCE 4363: Advanced Topics in Teaching and Learning Science (Fall 2010)

19. SCE 5336: Instructional Strategies that Promote Learning in Science (Sum 2010)

18. SCE 5895: The Nature of Science and Science Teaching (Sum 2010)

17. SCE 4944/5942: Student Teaching in Science Education (Spring 2010)

16. SCE 4948/5331: Classroom Management in Science Education (Spring 2010)

15. SCE 5140: Curriculum in Science Education (Spring 2010)

14. SCE 6922/5921: Science Education Colloquium (Spring 2010)

13. SCE 5946: Supervised Teaching (Spring 2010)

12. SCE 5332: Secondary Science Education Methods (Fall 2009)

11. SCE 5147: Perspectives on Learning in Science Education (Fall 2009)

10. SCE 6922/5921: Science Education Colloquium (Fall 2009)

9. SCE 6938: Advanced Seminar in Science Education (Spring 2009)

8. SCE 5935(2): Assessment & Statistics in Science Education (Spring 2009)

7. SCE 6922/5921: Science Education Colloquium (Spring 2009)

6. SCE 5935(4): Making Science Concepts Stick (Fall 2008)

5. SCE 4362: Teaching and Learning Science (Fall 2008)

4. SCE 5935: Statistics for Science Teachers (Spring 2008)

3. SCE 4362/5362: Teaching & Learning Science (Fall 2007)

2. SCE 5635 (6): Problems in Teaching Secondary School Science – Field Lab Internship (Sum 2007)

1. SCE 5635 (4): Problems in Teaching Secondary School Science – Making Science Concept Stick (Sum 2007)

Arizona State University
(4 total courses, 1 unique course)

4. EED 420: Elementary Science Methods, Assessment & Management (Spring 2005)

3. EED 420: Elementary Science Methods, Assessment & Management (Fall 2004)

2. EED 420: Elementary Science Methods, Assessment & Management (Spring 2004)

1. EED 420: Elementary Science Methods, Assessment & Management (Fall 2003)

Instructor of Record (Independent Study)
(35 total, 29 while in rank at UT-Austin)

The University of Texas at Austin

35. STM 396T: Directed Research in STEM Education (Summer 2025)

34. STM 999W: Dissertation in STEM ED (Spring 2021)

33. STM 399W: Dissertation in STEM ED (Fall 2020)

32. STM 999W: Dissertation in STEM ED (Fall 2020)

31. STM 396T: Directed Research in STEM Education (Fall 2020)

30. EDC 398T: Supervised Teaching in Curriculum and Instruction (Fall 2020)

29. STM 399W: Dissertation in STEM ED (Summer 2020)

28. STM W396T: Directed Research in STEM Education (Summer 2020)

26. STM 399W: Dissertation in STEM ED (Spring 2020)

27. STM 999W: Dissertation in STEM ED (Spring 2020)

26. STM 399W: Dissertation in STEM ED (Spring 2020)

25. STM 396T: Directed Research in STEM Education (Fall 2019)

24. EDC 398T: Supervised Teaching in Curriculum and Instruction (Fall 2019)

23. STM W396T: Directed Research in STEM Education (Summer 2019)

22. STM 396T: Directed Research in STEM Education (Spring 2019)

21. EDC 398T: Supervised Teaching in Curriculum and Instruction (Spring 2019)

20. STM 999W: Dissertation in STEM ED (Fall 2018)

19. STM 396T: Directed Research in STEM Education (Fall 2018)

18. STM W399R: Dissertation in STEM ED (Summer 2018)

17. STM W397V: Independent Study in STEM ED (Summer 2018)

16. STM 397V: Independent Study in STEM ED (Spring 2018)

17. STM 396T: Directed Research in STEM Education (Spring 2018)

16. STM 397V: Independent Study in STEM ED (Fall 2017)
15. STM 396T: Directed Research in STEM Education (Fall 2017)
14. STM W397V: Independent Study in STEM ED (Summer 2017)
13. STM 397V: Independent Study in STEM ED (Spring 2017)
12. EDC 398T: Supervised Teaching in Curriculum and Instruction (Fall 2016)
11. EDC 396T: Directed Research in Curriculum and Instruction (Spring 2016)
10. STM 296T: Directed Research in STEM Education (Spring 2016)
9. STM 396T: Directed Research in STEM Education (Fall 2015)
8. EDC 398T: Supervised Teaching in Curriculum and Instruction (Fall 2015)
7. STM 396V: Independent Study in STEM ED (Spring 2015)

Florida State University

6. SCE 5910: Supervised Research – Argumentation in Science (Spring 2013)
5. SCE 5946: Supervised Teaching (Spring 2013)
4. SCE 5910: Supervised Research – Assessment in Science Education (Spring 2010)
3. SCE 5905: Directed Individual Study – Curriculum Development (Fall 2009)
2. SCE 5910: Supervised Research – Argumentation in Science Ed (Spring 2009)
1. SCE 4905r: Directed Individual Study (Spring 2008)

New Course Development
(5 total courses, 5 unique courses, 2 total and 2 unique courses while in rank at UT-Austin)

The University of Texas at Austin

5. STM 390T: STEM in K-5 Classrooms (Fall 2024) – Longhorn in Residence Program
4. STM 390.4: Equitable and Inclusive Teaching (Fall 2022) – GradUTeach Program

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Florida State University

3. SCE 5336: Instructional Strategies that Promote Learning in Science

2. SCE 5147: Perspectives on Learning in Science Education

1. SMT 4664: Project-Based Instruction

ADVISING AND STUDENT-RELATED SERVICE

Dissertation Committees

(20 total committees and 6 as chair, 15 total committees and 4 as chair while in rank at UT-Austin)

20. Gerardo Sánchez Gutiérrez, Ph.D. in STEM Education, 2022 (Member)

19. Christina Baze, Ph.D. in STEM Education, 2021. (Co-chair with María González-Howard). *Currently an Assistant Professor of Science Education, Northern Arizona University.*

18. Sarah Harris, Ph.D. in STEM Education, 2021 (Member)

17. Ryan Torbey, Ph.D. in STEM Education, 2021 (Member)

16. Kemper Lipscomb, Ph.D. in STEM Education, 2020. (Chair). *Currently Assistant Professor of Practice, University of Texas at Austin.*

15. Lawrence Chu, Ph.D. in STEM Education, 2020. (Chair). *Currently the Director of Assessment, KIPP Charter Schools.*

14. Daniel FitzPatrick, Ph.D. in STEM Education, 2020. (Chair). *Currently an Assistant Professor of Math, Austin Community College.*

13. Katharine Doerr Morosky, Ph.D. in STEM Education, 2020 (Member)

12. Jasmine Joy Welch-Ptak, Ph.D. in STEM Education, 2019 (Member)

11. Catherine Lambert, Ph.D. in STEM Education, 2019 (Member)

10. Wan Sin Lim, Ph.D. in STEM Education, 2019 (Member)

9. Andy, Cheshire, Ph.D. in Kinesiology, 2018 (Member)

8. Yousef, Al Juwayr, Ph.D. in STEM Education, 2018 (Member)

7. Deborah Mann, Ph.D. in STEM Education, 2018 (Member)

6. Hye Sun You, Ph.D. in STEM Education, 2016 (Member)

5. Katrina Rosler, Ph.D. in Science Education, 2013. (Member).

4. Patrick Enderle, Ph.D. in Science Education, 2013. (Member).

3. Joi Walker, Ph.D. in Science Education, 2011. (Chair). *Currently an Associate Professor of Chemistry, East Carolina University.*

2. Jonathon Grooms, Ph.D. in Science Education, 2011. (Chair). *Currently the Director of GWTeach, George Washington University.*

1. Barry Golden, in Science Education, 2011. (Member).

Master's Thesis Committees
(14 total, 0 while in rank at UT-Austin)

14. Leeanne Gleim, M.A. in Science Education, 2011. (Chair).

13. Kiesha Williams, M.A. in Science Education, 2010. (Chair).

12. Jacob Breman, M.A. in Science Education, 2010. (Chair).

11. Francesa Gerbino, M.A. in Science Education, 2010. (Chair).

10. Brittany Anderson, M.A. in Science Education, 2010. (Chair).

9. Katrina Kurtek, M.A. in Science Education, 2010. (Member).

8. Todd Hutner, M.A. in Science Education, 2009. (Member).

7. Lance King, M.A. in Science Education, 2009. (Member).

6. Katie Picotte, M.A. in Science Education, 2009. (Member).

5. Laura Pickford, M.A. in Science Education, 2009. (Member).

4. Carlos Villa, M.A. in Science Education, 2009. (Member).

3. Deborah Madden, M.A. in Science Education, 2008. (Member).

2. Andrew Lantz, M.A. in Science Education, 2008. (Member).

1. Jennifer Suarez, M.A. in Science Education, 2008. (Member).

Post-Doctoral Research Supervision
(4 total, 3 while in rank at UT-Austin)

4. Todd Hutner, 2015-2018
   - Assistant Director of School Partnerships, Center for STEM Education
   - Co-PI and Project Manager, The Development of a New Instructional Approach to Teach Engineering in Middle School Science Classrooms (NSF Award Number: 1607916; OSP Number: 2-1503424-001)

3. Stephanie Rivale, 2015-2017
   - Research Associate, Center for STEM Education
   - Co-PI, The Development of a New Instructional Approach to Teach Engineering in Middle School Science Classrooms (NSF Award Number: 1607916; OSP Number: 2-1503424-001)
   - Co-PI and Project Manager, Integration of Environmental Chemistry and Computing to Advance Evidence-based Reasoning, Problem Solving, and Computational Thinking in Middle School Students (NSF Award Number: 1543022; OSP Number: 201501196-001)

2. Patrick Enderle, 2014-2015
   - Research Associate, Center for STEM Education
   - Data Manager, Argument-Driven Inquiry in the Middle and High School Laboratory: The refinement and further development of a new instructional model (IES Award Number: R305A100909)

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1. Jonathan Grooms, 2011-2014
   - Project Manager, Argument-Driven Inquiry in the Middle and High School Laboratory: The refinement and further development of a new instructional model (IES Award Number: R305A100909)

Graduate Research Supervision
(12 total, 4 while in rank at UT-Austin)

12. Christina Baze, 2015-2019
    - Graduate Research Assistant, The Development of a New Instructional Approach to Teach Engineering in Middle School Science Classrooms (NSF Award Number: 1607916; OSP Number: 2-1503424-001)

11. Lawrence Chu, 2015-2019
    - Graduate Research Assistant, The Development of a New Instructional Approach to Teach Engineering in Middle School Science Classrooms (NSF Award Number: 1607916; OSP Number: 2-1503424-001)

10. Kemper Lipscomb, 2014-2017
    - Graduate Research Assistant, Integration of Environmental Chemistry and Computing to Advance Evidence-based Reasoning, Problem Solving, and Computational Thinking in Middle School Students (NSF Award Number: 1543022; OSP Number: 201501196-001)

9. Daniel FitzPatrick, 2014-2020
   - Graduate Research Assistant, The Center for STEM Education

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8. Patrick Enderle, 2010-2013
   - Graduate Research Assistant and Data Manager, Argument-Driven Inquiry in the Middle and High School Laboratory: The refinement and further development of a new instructional model (IES Award Number: R305A100909)

7. Anna Strimaitis, 2011-2014
   - Graduate Research Assistant, Argument-Driven Inquiry in the Middle and High School Laboratory: The refinement and further development of a new instructional model (IES Award Number: R305A100909)

6. Jonathan Grooms, 2010-2011
   - Graduate Research Assistant and Project Manager, Argument-Driven Inquiry in the Middle and High School Laboratory: The refinement and further development of a new instructional model (IES Award Number: R305A100909)

5. Leeanne Gleim, 2010-2011
   - Graduate Research Assistant, Argument-Driven Inquiry in the Middle and High School Laboratory: The refinement and further development of a new instructional model (IES Award Number: R305A100909)

4. Jennifer Schellinger, 2010-2014
   - Graduate Research Assistant, Habitat Tracker: Learning about Scientific Inquiry through Digital Journaling in Wildlife Centers (IES Award Number: R305A100782)

3. Amanda Clark, 2010-2014
   - Graduate Research Assistant, Habitat Tracker: Learning about Scientific Inquiry through Digital Journaling in Wildlife Centers (IES Award Number: R305A100782)

2. Nicole Alemanne, 2010-2014
   - Graduate Research Assistant and Project Manager, Habitat Tracker: Learning about Scientific Inquiry through Digital Journaling in Wildlife Centers (IES Award Number: R305A100782)

1. Anna Mendenhall, 2010-2014
   - Graduate Research Assistant, Habitat Tracker: Learning about Scientific Inquiry through Digital Journaling in Wildlife Centers (IES Award Number: R305A100782)

ADMINISTRATIVE AND PROFESSIONAL SERVICE

Professional Service

Editorships
(2 total, 2 while in rank at UT-Austin)

2. Coeditor of the Learning Section for Science Education (3/2016 – 8/2022)

1. Associate Editor for the Journal of Research in Science Teaching (1/2015 – 1/2019)

Editorial Board Memberships
(5 total, 3 while in rank at UT-Austin)

5. International Journal of Science Education (1/2021 – Present)

4. Journal of Research in Science Teaching (4/2013 – 1/2015)

3. Science Education (7/2013 – 3/2016)

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2. Journal of Research in Science Teaching (4/2009 – 4/2012)

1. American Education Research Association (AERA) Division C, Section 4 (8/2008 – 8/2010)

Reviewer for Refereed Journals
(7 total journals, 7 total while in rank at UT-Austin)

9. Science Education (9/2022 – Present)

8. Journal of Science Teacher Education (9/2021 – Present)

7. Educational Researcher (9/2013 – Present)

6. International Journal of Science Education (1/2011 – 2021)

5. Instructional Science (8/2010 – Present)

4. Eurasian Journal of Educational Research (2/2010 – Present)

3. Research in Science Education (12/2009 – Present)

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2. Science Education (10/2007 – 6/2013)

1. Journal of Research in Science Teaching (6/2003 – 4/2009)

Advisory Board Memberships
(6 total, 6 while in rank at UT-Austin)

6. XLABs, *East Carolina State University* (9/2017 – 8/2021)

5. Learning through Collaborative Design, *Florida State University* (9/2017 – Present)

4. Project DiaLOG, *Arizona State University and UC-Berkeley* (9/2017 – 8/2021)

3. Mission Hydroscience Project, University of Missouri (9/2014 – 8/2018)

2. Constructing and critiquing arguments: Diagnostic assessment for information and action systems project, *Lawrence Hall of Science at UC-Berkeley and Boston College* (7/2011 – 6/2015)

1. Center for Integrating Research and Learning, FSU Magnet Lab (2/2011 – 8/2016)

External Tenure Reviews
(10 total, 10 while in rank at UT-Austin)

10. William and Mary (2025)

9. Southern Methodist University (2025)

8. University of Oklahoma (2024)

7. University of Tennessee (2022)

6. University of Arkansas (2020)

5. Arizona State University (2019)

4. Northern Arizona University (2019)

3. Oregon State University (2019)

2. Northern Arizona University (2017)

1. West Virginia University (2014)

External Examiner for PhD Thesis
(1 total, 1 while in rank at UT-Austin)

1. University of Alberta (2019)

Professional Association Committee Memberships
(4 total, 3 while in rank at UT-Austin)

4. Member, Planning Committee of the Taking Stock of Science Standards Implementation: A summit for the National Academics of Science, Engineering, and Medicine (1/2020 – 6/2022)

3. Member, Early Career Research Award Committee for the National Association of Research in Science Teaching (1/2016 – 12/2018)

2. Member, National Science Teacher Association Committee on Research in Science Education (1/2015 – 12/2018)

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1. Member of the Outstanding Doctoral Research Award Committee for the National Association of Research in Science Teaching (4/2009 – 4/2012)

Review Panels
(9 total, 8 while in rank at UT-Austin)

9. National Science Foundation EEC Broadening Participation CAREER Program (2023)

8. National Science Foundation EEC Engineering Education CAREER program (2023)

7. National Science Foundation IUSE program (2021)

6. National Science Foundation DRK-12 program (2021)

5. National Science Foundation IUSE program (2020)

4. National Science Foundation DRK-12 program (2020)

3. National Science Foundation IUSE program (2019)

2. National Science Foundation CAREER program (2014)

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1. National Science Foundation DRK-12 program (2012)

University

7. Chair, UTeach Curriculum and Coordination Committee (1/2025 – Present)

6. Chair, UTeach Recruitment and Retention Committee (1/2025 – Present)

5. Member, UTeach Directors and Co-Directors Committee (8/24 – Present)

4. Member, Internal Review Committee: 2019 NSF Advancing Informal STEM Learning, Office of the Vice President for Research (8/2019)

3. Member, UTeach Steering Committee (9/2018 – Present)

2. Member, UTeach Appeals Committee (6/2015 – 1/2025)

1. Member, UTeach Steering Committee (8/2014 – 9/2016)

College of Education

1. Member, 2016 Office of Education Research Services (OERS) Evaluation Committee (1/2016 – 4/2016)

Department of Curriculum and Instruction

15. Member, Travel Awards Committee (9/2023 – 9/2025)

14. Member, Executive Committee (9/2023 – 9/2024)

13. Member, 2021 STEM Faculty Search Committee (9/2021 – 12/2021)

12. Member, Executive Committee (9/2021 – 9/2023)

11. Co-Chair, Merit Revision Committee (9/2020 – 5/2021)

10. Chair, Travel Awards Committee (9/2020 – 9/2021)

9. Member, Executive Committee (9/2019 – 9/2021)

8. Co-Chair, 2019 STEM Faculty Search Committee (9/2019 – 3/2020)

7. Member, Executive Committee (9/2017 – 9/2019)

6. Member, Travel Awards Committee (9/2017 – 9/2019)

5. Member, 2016 STEM Faculty Search Committee (9/2016 – 3/2017)

4. Chair, 2015 STEM Faculty Search Committee (9/2015 – 3/2016)

3. Member, Executive Committee (9/2015 – 9/2017)

2. Member, Programs and Courses Committee (8/2014 – 9/2017)

1. Member, Curriculum and Instruction Graduate Studies Committee (8/2014 – Present)

STEM Education Program

3. Chair, Scholarship Award Committee (1/2025 – Present)

2. Member, STEM Education Graduate Studies Committee (8/2014 – Present)

1. Member, Graduate Admissions Committee (8/2014 – Present)

Public Service

Courses for In-Service Teachers
(1 total, 1 while in rank at UT-Austin)

1. **Sampson, V.** (2024). The Three Dimensions of the Science TEKS. An online, 12 CPE credit hour course for science teachers that was developed for the Science Teachers Association of Texas (STAT) and the Texas Computer Education Association (TCEA).

Workshops for In-Service Teachers
(84 total, 56 while in rank at UT-Austin)

84. **Sampson, V.** (2025, July). Three-dimensional assessment in grades K-5. A one-day teacher professional development workshop provided for Region 7 ESC. Kilgore, TX.

83. **Sampson, V.** (2025, July). Three-dimensional assessment in grades 6-12. A one-day teacher professional development workshop provided for Region 7 ESC. Kilgore, TX.

82. **Sampson, V.** (2025, June). Three-dimensional instruction in grades K-5. A one-day teacher professional development workshop provided for Region 7 ESC. Kilgore, TX.

81. **Sampson, V.** (2025, June). Three-dimensional instruction in grades 6-12. A one-day teacher professional development workshop provided for Region 7 ESC. Kilgore, TX.

80. **Sampson, V.** (2025, June). An Introduction to Argument-Driven Inquiry in Grades K-2. A one-day teacher professional development workshop provided for McAllen ISD. McAllen, TX.

79. **Sampson, V.** (2025, June). An Introduction to Argument-Driven Inquiry. A one-day teacher professional development workshop provided for Aiken County Schools. Aiken, SC.

78. **Sampson, V.** (2024, October). How to make science more meaningful, rigorous, and equitable for students. A one-day teacher professional development workshop provided for Ector ISD. Odessa, TX.

77. **Sampson, V.** (2024, September). 3D Instruction in Science. A one-day teacher professional development workshop provided for Katy ISD. Katy, TX.

76. **Sampson, V.** (2024, September). An Introduction to Argument-Driven Inquiry. A one-day teacher professional development workshop provided for Beaufort County Schools. Beaufort, SC.

75. **Sampson, V.** (2024, September). Science, Literacy, and Math Integration in Grades K-5.

A one-day teacher professional development workshop provided for Clayton County Public Schools. Clayton, GA.

74. **Sampson, V.** (2024, September). 3D Instruction in Science. A one-day teacher professional development workshop provided for Lovejoy ISD. Lucus, TX.

73. **Sampson, V.** (2024, July). An Introduction to Argument-Driven Inquiry. A one-day teacher professional development workshop provided for DeKalb Unified School District, Dekalb, IL.

72. **Sampson, V.** (2024, July). An Introduction to Argument-Driven Inquiry. A two-day teacher professional development workshop provided for DeKalb Unified School District, Dekalb, IL.

72. **Sampson, V.** (2024, July). Science, Literacy, and Math Integration in Grades K-5. A two-day teacher professional development workshop provided for Pasco County Public Schools. Land O' Lakes, FL.

71. **Sampson, V.** (2024, June). Science and Literacy Integration. A two-day teacher professional development workshop provided for Forsyth County Schools. Cummings, GA.

70. **Sampson, V.** (2024, May). An Introduction to Argument-Driven Inquiry. A two-day teacher professional development workshop provided for Brevard County Schools. Rockledge, FL.

69. **Sampson, V.** (2019, June). Argument-Driven Mathematics. A two-day teacher professional development workshop provided for Manor ISD. Manor, TX.

68. **Sampson, V.** (2019, March). Writing Argument-Driven Engineering Design Challenges. A three-day teacher professional development workshop provided for Round Rock ISD. Round Rock, TX.

67. **Sampson, V.** (2019, March). Argument-Driven Engineering. A two-day teacher professional development workshop provided for Round Rock ISD. Round Rock, TX.

66. **Sampson, V.** (2019, February). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for Twin Rivers USD. Sacramento, CA.

65. **Sampson, V.** (2019, February). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for Surrey Schools. Surrey, British Columbia, Canada.

64. **Sampson, V.** (2019, February). Argument-Driven Engineering. A one-day teacher professional development workshop provided for Round Rock ISD. Round Rock, TX.

63. **Sampson, V.** (2018, November). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for Region School District 10. Burlington, CT.

62. **Sampson, V.** (2018, September). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for Wentzville School District. Wentzville, MO.

61. **Sampson, V.** (2018, July). Argument-Driven Inquiry. A four-day teacher professional development workshop provided for Lee County School District. Fort Myers, FL.

60. **Sampson, V.** (2017, November). Argument-Driven Inquiry. A two-day teacher professional development workshop provided for Lee County School District. Fort Myers, FL.

59. **Sampson, V.** (2017, October). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for the Denver Museum of Nature and Science. Denver, CO.

58. **Sampson, V.** (2017, August). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for the University of New England. Portland, ME.

57. **Sampson, V.** (2016, November). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for Vancouver Public Schools. Vancouver, WA.

56. **Sampson, V.** (2016, October). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for ESC 4. Houston, TX.

55. **Sampson, V.** (2016, October). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for Blue Springs School District. Blue Springs, MO.

54. **Sampson, V.** (2016, October). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for Fulton County Schools. Atlanta, GA

53. **Sampson, V.** (2016, October). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for Aldine ISD. Houston, TX.

52. **Sampson, V.** (2016, August). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for Lovejoy ISD. Lovejoy, TX.

51. **Sampson, V.** (2016, August). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for Clayton County Schools. Atlanta, GA.

50. **Sampson, V.** (2016, June). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for Orange County Schools. Huntington Beach, CA.

49. **Sampson, V.** (2016, June). Argument-Driven Inquiry. A four-day teacher professional development workshop provided for Fulton County Schools. Atlanta, GA.

48. **Sampson, V.** (2016, June). Argument-Driven Inquiry. A four-day teacher professional development workshop provided for Clayton County Schools. Atlanta, GA.

47. **Sampson, V.** (2016, March). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for Fulton County Schools. Atlanta, GA.

46. **Sampson, V.** (2016, January). Argument-Driven Inquiry. A two-day teacher professional development workshop provided for Charlotte County Schools. Fort Myers, FL.

45. **Sampson, V.** (2015, October). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for Region 13 Education Service Center. Austin, TX.

44. **Sampson, V.** (2015, October). Argument-Driven Inquiry. A two-day teacher professional development workshop provided for Charlotte County Schools. Fort Myers, FL.

43. **Sampson, V.** and Grooms, J. (2015, August). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for Coppell Independent School District. Coppell, TX.

42. **Sampson, V.** (2015, August). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for McKinney ISD. McKinney, TX.

41. **Sampson, V.** and Grooms, J. (2015, August). Argument-Driven Inquiry. A two-day teacher professional development workshop provided for Amarillo Independent School District. Amarillo, TX.

40. **Sampson, V.** (2015, August). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for Region 13 Education Service Center. Austin, TX.

39. **Sampson, V.** and Enderle, P. (2015, July). Argument-Driven Inquiry. A four-day teacher professional development workshop provided for Hillsborough County Public Schools. Tampa, FL

38. **Sampson, V.** (2015, June). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for McKinney ISD. McKinney, TX.

37. **Sampson, V.** and Grooms, J. (2015, June). Argument-Driven Inquiry in Elementary Schools. A two-day teacher professional development workshop provided for Atlanta Public Schools. Atlanta, GA.

36. **Sampson, V.** (2015, June). Argument-Driven Inquiry. A three-day teacher professional development workshop provided for the Texas Regional Collaboratives. Austin, TX.

35. **Sampson, V.,** Grooms, J. and Enderle P. (2015, May). Argument-Driven Inquiry. A thee-day teacher professional development workshop provided for Atlanta Public Schools. Atlanta, GA.

34. **Sampson, V.** (2015, May). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for McKinney ISD. McKinney, TX.

33. **Sampson, V.** (2015, May). Argument-Driven Inquiry. A two-day teacher professional development workshop provided for Clear Creek ISD. Houston, TX.

32. **Sampson, V.** (2015, February). Argument-Driven Inquiry. A two-day teacher professional development workshop provided for the Texas Science Education Leadership Association. Austin, TX.

31. **Sampson, V**. (2014, December). Argument-Driven Inquiry in High School Science. A two-day teacher professional development workshop provided for the Genesee Intermediate School District. Flint, Michigan.

30. **Sampson, V**. (2014, December). Argument-Driven Inquiry in Middle School Science. A two-day teacher professional development workshop provided for the Genesee Intermediate School District. Flint, Michigan.

29. **Sampson, V.** (2014, November). Introduction to Argument-Driven Inquiry. A one-day teacher professional development workshop provided for the Arizona Science Education Leadership Association, Arizona Science Teachers Association, and the Arizona Department of Education. Phoenix, AZ.

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28. **Sampson, V.** & Enderle, P. (2014, August). Argument-Driven Inquiry. A two-day teacher professional development workshop provided for Old Dominion University. Norfolk, VA.

27. **Sampson, V**. and Grooms, J. (2014, July). Argument-Driven Inquiry. A two-day teacher professional development workshop provided for the Leon County School District. Tallahassee, FL.

26. **Sampson, V.** (2014, July). Argument-Driven Inquiry. A two-day teacher professional development workshop provided for Old Dominion University. Norfolk, VA.

25. **Sampson, V**., Enderle, P., and Grooms, J. (2014, June). Argument-Driven Inquiry. A four-day teacher professional development workshop provided for Hillsborough County Schools. Tampa, FL.

24. **Sampson, V**., Enderle, P., and Grooms, J. (2014, June). Argument-Driven Inquiry. A four-day teacher professional development workshop provided for Hillsborough County

Schools. Tampa, FL.

23. **Sampson, V.** (2014, April). Argument-Driven Inquiry. A two-day teacher professional development workshop provided for Hillsborough County Schools. Tampa, FL.

22. **Sampson, V.** (2014, April). Argument-Driven Inquiry. A two-day teacher professional development workshop provided for the Rialto School District. Rialto, CA.

21. **Sampson, V.**, Enderle, P., and Grooms (2014, March). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for the Polk County School District. Lakeland, FL.

20. **Sampson, V.**, Enderle, P., and Grooms (2013, December). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for the Polk County School District. Lakeland, FL.

19. **Sampson, V.** (2013, November). Argumentation in Biology. A one day professional development workshop provided for the Miami-Dade school District. Miami, FL.

18. **Sampson, V.** & Grooms, J. (2013, November). Improving the teaching and learning of science in elementary classrooms. A two-day teacher professional development workshop provided for the Leon County School District. Tallahassee, FL.

17. **Sampson, V.** & Enderle, P. (2013, October). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for the Volusia County School District. Daytona Beach, FL.

16. **Sampson, V.** & Stramitis, A. (2013, September). Argument-Driven Inquiry in Middle School Science Classrooms. A two-day teacher professional development workshop provided for the Leon County School District. Tallahassee, FL.

15. **Sampson, V.** & Enderle, P. (2013, September). Argument-Driven Inquiry in Chemistry and Physics Classrooms. A two-day teacher professional development workshop provided for the Leon County School District. Tallahassee, FL.

14. **Sampson, V.** (2013, June). Developing valid, reliable, and useful formative assessments. A one-day professional development workshop provided for the Leon County School District. Tallahassee, FL.

13. **Sampson, V.** and Grooms, J. (2013, May). Argument-Driven Inquiry. A one-day teacher professional development workshop provided for the Volusia County School District. Daytona Beach, FL.

12. **Sampson, V.**, Grooms, J., & Enderle, P. (2013, January). Argument-Driven Inquiry for Science Achievement. A two-day teacher professional development workshop provided for the Leon County School District. Tallahassee, FL.

11. **Sampson, V.** & Enderle, P. (2012, August). Writing and thinking in science. A four-day teacher professional development workshop provided for the Leon County School District. Tallahassee, FL.

10. **Sampson, V.** (2012, July). Developing valid, reliable, and useful formative assessments. A two-day professional development workshop provided for the Leon County School District. Tallahassee, FL.

9. **Sampson, V.,** Southerland, S., Grooms, J., & Enderle, P. (2012, May). *Improving the teaching and learning of Biology.* A series of six one-day professional development workshops provided for the Leon County School District. Tallahassee, FL.

8. **Sampson, V.** (2011, July). *How to use the Science Writing Heuristic and Argument-Driven Inquiry to Promote Learning in the Science Classroom.* A three-day professional development workshop provided for the Leon High School Science Department (Leon County School District). Tallahassee, FL.

7. **Sampson, V.** (2011, June). *How to use the Science Writing Heuristic and Argument-Driven Inquiry to Promote Learning in the Science Classroom.* A three-day professional development workshop provided for the Godby High School Science Department (Leon County School District). Tallahassee, FL.

6. **Sampson, V.** (2010, August). *How to use the Science Writing Heuristic and Argument-Driven Inquiry to Promote Learning in the Science Classroom.* A three-day professional development workshop provided for the Godby High School Science Department (Leon County School District). Tallahassee, FL.

5. **Sampson, V.** (2010, July). *How to use technology and reform-based instructional models such as Argument-Driven Inquiry to improve student learning in science.* A two-week professional development workshop provided for the Panhandle Area Education Consortium. Tallahassee, FL.

4. **Sampson, V.** (2010, June). *Writing and Learning in the Science Classroom: Two instructional models.* A two-day professional development workshop provided for the Cobb Middle School Science Department (Leon County School District). Tallahassee, FL.

3. **Sampson, V.** (2009, June). *How to Promote and Support Writing and Learning in the Science Classroom*. A one-week professional development workshop provided for the Leon County School District. Tallahassee, FL.

2. **Sampson, V.** (2008, June). *Modeling Scientific Argumentation in the Classroom*. A one-day professional development workshop provided for the Leon County School District. Tallahassee, FL.

1. **Sampson, V.** (2005, March). *Web-based Instruction in Science Education using WISE*. A one-day professional development workshop provided for the Dysart School District, Phoenix, Arizona.