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PROFESSIONAL PREPARATION

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

APPOINTMENTS

Université de Montréal, Montréal, Canada, Assistant Professor (2002-2005); Associate Professor (2005-2013); Full Professor (2013-) in Educational Psychology

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

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

PUBLICATIONS

Books (reviewed)

1. Ash, D., Rahm, J., & Melber, L. (Eds.) (2012). *Putting theory into practice: Tools for research in informal settings*. Rotterdam, Netherlands: Sense Publishers.
2. Rahm, J. (2010) *Science in the making at the margin: A multisited ethnography of learning and becoming in an afterschool program, a garden, and a Math and Science Upward Bound Program*. Rotterdam, Netherlands: Sense Publishers.

Collaborative Book Project (reviewed)

McAndrew, M. & research group GRIÉS (Balde, Bakhshaei, Tardif-Grenier, Audet, Armant, Guyon, Ledent, Lemieux, Potvin, Rahm, Vatz Laaroussi, Carpentier & Rousseau). (2015). *La réussite éducative des élèves issus de l'immigration. Dix ans de recherche et d'intervention au Québec*. Montréal, QC: Les Presses de l'Université de Montréal.

Book Chapters (a selection)

1. Rahm, J. (2016). Video making projects in STEM afterschool clubs: A dialogue among identities, ways of knowing and doing in and with science. L. Avraamidou & Roth (Eds.). *Intersections Between Formal and Informal Science*. New York: Routledge.

2. Rahm, J. & Lachaine, A. (2016). L'apprentissage et le développement de soi à travers des espaces éducatifs divers : Un regard sur l'enjeu des programmes parascolaires et communautaires en contexte pluriethnique. In M. Potvin, Magnan, M-O., & Larochelle, Audet, J. (Eds.), *La diversité ethnoculturelle, religieuse et linguistique en éducation au Québec. Théorie et pratique*. Montréal, QC: Fides.
3. Rahm, J. (2014). Space-time configurations of youth-voice driven science practices: Insights into local and global mobilities. In J. Vadeboncoeur (Ed.), *Designing educational programs with and for youth: Alternative and flexible contexts for learning*. Annual NSSE Yearbook Series.
4. Rahm, J. (2013). Afterschool and community programs' role in supporting immigrant youth: Stories of opportunities for youths' identity work and learning for life. In N. Trépanier (Ed.), *Plaidoyer pour une école communautaire/Making the case for community schools*. Montréal, QC: Éditions Nouvelles.
5. Rahm, J., Gorry, A., Lachaine, A., & Kanouté, F. (2013). La littératie scientifique formelle et informelle - une dichotomie à dépasser. In L. Trudel, L. Dionne, & G. Reis (Eds.), *Partenariats entre milieux éducatifs pour l'essor de l'éducation scientifique: recherches et pratiques novatrices*. Presses de l'Université de Laval.
6. Rahm, J. & Gonsalves, A. (2012). "To understand the news you need science!" Stories of girls' learning trajectories and positioning work within and beyond an afterschool science program. In M. Varelas (Ed.), *Identity construction and science education research: Learning, teaching, and being in multiple contexts* (pp. 61-78). Rotterdam, Netherlands: Sense Publisher.
7. Ash, D., & Rahm, J. (2012). Introduction: Tools for research in informal settings. In D. Ash, J. Rahm, & L. Melber (Eds.), *Putting theory into practice: Tools for research in informal settings* (pp. 1-13). Rotterdam, Netherlands: Sense Publishers.
8. Rahm, J. (2012). Multisited ethnography as a tool for the study of scientific meaning-making and becoming across time and space. In D. Ash, J. Rahm, & L. Melber (Eds.), *Putting theory into practice: Tools for research in informal settings* (pp. 121-139). Rotterdam, Netherlands: Sense Publisher.
9. Rahm, J. (2012). Activity theory as a lens to examine project-based museum partnerships in robotics. In E. Davidsson & A. Jakobsson (Eds.), *Understanding interactions at science centers and museums: A sociocultural perspective* (p. 147-171). Rotterdam: Sense Publishers.
10. Rahm, J. (2012). Diverse urban youths' learning of science outside school in university outreach and community science programs. In B. Fraser, K. Tobin, & C. McRobbie (Eds.), *Second international handbook of science education, Vol 1* (pp. 47-58). New York, NY: Springer.

Book Reviews

Rahm, J. (In preparation). Review of book: Educating science teachers for sustainability. Springer. For *Journal of Cultural Studies in Science Education*. Summer 2016.

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Nutti, Ylia Jannock & Rahm, J. (2016). Explorations of shifting forms of numerical representations and cognitive functions grounded in and emergent from changing collective practices. *Journal for Research in Mathematics Education*.

Review of book: *Cultural Development of Mathematical Ideas: Papua New Guinea Studies*. 2012, by G. Saxe, Cambridge University Press.

Peer-reviewed journal articles (a selection):

1. Rahm, J. & Moore, J. (2015). A case study of long-term engagement and identity-in-practice: Insights into the STEM pathways of four underrepresented youths. *Journal of Research in Science Teaching*, early view on-line, September. <http://onlinelibrary.wiley.com/doi/10.1002/tea.21268/abstract>
2. Rahm, J., Boulanger, E., Hébert, I., Journet, G., & Lachaine, A. (2015). L'apprentissage expansif et construction identitaire des jeunes au travers la production d'un documentaire scientifique : Une étude de cas d'une équipe et projet qui amène à l'agentivité transformatrice. *Revue International du CRIRES : Innover dans la tradition de Vygotsky*. Published on line: <http://ojs.crires.ulaval.ca/index.php/ric/article/view/20>
3. Rahm, J. (2015). Stories of learning, identity, navigations and boundary crossings in STEM in non-dominant communities: New imaginaries for research and action. *Cultural Studies of Science Education*. Published online.
4. Rahm, J. (2015). « I always enjoyed touching the soil and growing things! » A spatial analysis of youth gardening in a botanical garden. *Brazilian Journal of Research in Science Education*.
5. Rahm, J., Martel-Reny, M.-P., & Simard, V. (2015). « J'aime jardiner et rapporter quelque chose à la maison. » Le jardin botanique comme outil de développement des jeunes. *Éducation et Francophonie*, 43(1).
6. Rahm, J., Lachaine, A., & Mathura, A. (2014). Youth voice and positive identity building practices: The case of ScienceGirls. *Canadian Education Journal*, 37(1).
7. Rahm, J. (2014). Reframing research on informal teaching and learning in science: Comments and commentary at the heart of a new vision for the field. *Journal of Research in Science Teaching*, 51, 395-406.
8. Gonsalves, A., & Rahm, J. (2013). "We could think of things that could be science": Girls' refiguring of science and self in an out-of-school-time club. *Journal of Research in Science Teaching*, 50 (9), 1068–1097.
9. Rahm, J. (2013). Afterschool and community programs' role in supporting immigrant youth: Stories of opportunities for youths' identity work and learning for life. In N. Trépanier (Ed.), *Plaidoyer pour une école communautaire/Making the case for community schools*. Montréal, QC: Éditions Nouvelles.
10. Rahm, J. (2012). Collaborative imaginaries and multi-sited ethnography: Space-time dimensions of engagement in an afterschool science program for girls. *Ethnography and*

Education, 7(2), 247-264.

11. Rahm, J. (2008). Urban youths' hybrid identity projects in science practices at the margin: A look inside a school-museum-scientist partnership project and an afterschool science program. *Cultural Studies of Science Education*, 3(1), 97-121.
12. Rahm, J., & Ash, D. (2008). Learning environments at the margin: Case studies of disenfranchised youth doing science in an aquarium and an afterschool program. *Learning Environments Research*, 11, 49-62.
13. Rahm, J. (2007). Youths' and scientists' authoring and positioning within science and scientists' work. *Cultural Studies of Science Education*, 1(3), 517-544.
14. Rahm, J. (2006). A look at meaning making in science through School-Scientist-Museum Partnerships. *The Canadian Journal of Science, Mathematics and Technology Education (Special Issue on Informal Science Education)*, 6(1), 47-66.
15. Rahm, J., Reny, M.-P., & Moore, J. (2005). The role of after-school and summer science programs in the lives of urban youth. *School Science and Mathematics (Special issue on Informal Science Education)*, 105(6), 283-291. □

FUNDING: On-going and past research projects (a selection)

1. 2015-2016 *Sivumut: From Participatory Projects to Coordinated Action – A Multi-Scale Dialogue and Ways Forward on the Question of Education in Inuit Nunangat*. Small SSHRC, internal grant, Université de Montréal (\$4,500) **Principal Investigator**.
2. Fonds National de la Recherche Luxembourg (InterMobilityProgram). *A comparative study of meaning-making in science that matters in a global world (GLocalSci): Creative interthinking, multilingualism, and multimodality tied to expansive learning in science education*. Dr. Siry, PI; Dr. Rahm Co-PI. A 6 week visit to University of Luxembourg; with research team of Dr. Siry, Division: Learning and Education. (12,000 Euro)
3. 2013-2015 Social Sciences and Humanities Research Council (SSHRC): *Sivunitsatinnut ilinniapunga. Inuit youth driven explorations of post-secondary education through archaeological fieldwork, networking, and culturally grounded media projects in high school* (\$34,034\$Can) **Principal Investigator**.
<http://www.avataq.qc.ca/en/News/Sivunitsatinnut-ilinniapunga-A-new-project-in-archaeology-for-high-school-students>
http://www.nunatsiaqonline.ca/stories/article/65674photo_akulivik_students_show_off_their_work_and_community/
4. 2011-2015 Fonds de recherches du Québec – Société et culture (FRQSC): *Community partnership mediated science-technology clubs as a means of support for immigrant youths' transition from elementary to high school: An action research project on sustained engagement in school and academic success*. (175,000\$Can) **Principal Investigator**.
5. 2010-2012 Social Sciences and Humanities Research Council (SSHRC): *Digital Storytelling and Documentaries in and about Science: A Means to Engage in Youth-Led Research*.

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(39,982,00\$Can) **Principal Investigator.**

6. 2009-2012 Social Sciences and Humanities Research Council (SSHRC): *Partnerships as possibilities and solutions in school communities struggling with immigration and poverty* (93,255\$Can) **Co-Principal Investigator.**
7. 2009-2010 Social Sciences and Humanities Research Council (SSHRC): *Digital storytelling and documentaries in and about science: A means to engage in youth-led research and science learning outside of school.* (5,000\$Can) **Principal Investigator.**
8. 2008-2011 Social Sciences and Humanities Research Council (SSHRC): *Case studies of ethnically diverse youth from low-income backgrounds and their forms of participation and navigations among places of learning and science literacy development: A look at intercultural learning and positioning in relation to science.* (90,000\$Can) **Principal Investigator.**

Supervision of Students (a selection)

Post-Doctoral Research Supervision

Gonsalves, A. (2010-2012). Project title: *Exploring the potential for out-of-school science programming to impact identity trajectories of youth from non-dominant communities.* (Ph.D. 2010, McGill University; Post-doctoral Fellow, Fonds de recherches du Québec – Société et culture (FRQSC).

Ph.D. Dissertation Supervision

1. Antoine Michel Faye (in progress). *Les filles et les sciences au Québec et Dakar, une recherche comparative.* Beginning: January 2013, Université de Sherbrooke, Québec, Canada; Co-direction; Directed by Marilyn Steinbach, Université de Sherbrooke
2. Audrey Lachaine (in progress). *Récits numériques pour comprendre le processus de l'identité et les pratiques de jeunes réfugiés dans le cadre d'une participation à un programme communautaire.* Beginning: September 2011; Finished Data collection, completion anticipated for spring 2016. Doctoral Dissertation Stipend from FQRSC 2013-2015.
3. Salesse, M. (2006-2013). *The use of writing as a tool for the psychological well-being of adolescents struggling with serious illnesses.* An interdisciplinary PhD thesis, among the Department of Psychology, Literacy Studies and the School of Education. Co-direction. Beginning: Fall 2006; Submitted October 2013; major revisions; committee change in 2014.
4. Fyta, K. (2007). *The uncertainty of parenting a leukemic child: Mothers' and fathers' perceived sense of competence.*

M.A. Thesis Supervision

1. Veronique Pagliericci. Educational Psychology, beginning January 2016.
2. Stéphanie Dessureault (2015). *Museum exhibits developed for pre-school children and learning through play.* MA in Museum Studies, Université de Montréal.
3. Shodjaee-Zrudlo, I. (2014). *Insights from youth workers regarding young people's engagement in out-of-school-time youth development programs.*
4. Gorry, A. (2011). *Informal science educators' understanding of their role as mediators between science and citizens.*
5. Lachaine, A. (2011). *Refuge youths' identity work in a community program.* Recipient of graduate student fellowship from the Center of Ethnic Studies at the Université de Montréal.
6. Lapointe, D. (2008). *The student's perspective about a partnership project among schools, scientists and museums.*

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M.Ed. Supervision:

1. Benoit Daviault (to be finalized summer 2016). *A youth participatory project in high school.*
2. Sanon, K.-E. (2011). *An examination of the development of learning competencies in high school.*
3. Whitty, K. (2006). *Strategies to support student motivation for science learning at the College Level.*

Editorial Board

Associate Editor, JRST - Journal of Research in Science Teaching. January 2010-2013.

Editorial Board Member, MCA - Mind, Culture and Activity: An International Journal. August 2014 - .

Reviewing Activities for Research Funding Institutions

Israel Science Foundation ISF 2014: Review of proposal, entitled: Understanding the Learning Process in Science Museums and the Cultural Challenge Therein - A Longitudinal Study in Elementary School Students.

Social Sciences and Humanities Research Council (National Grant Office in the Social Sciences)
Committee member for the 2011 & 2012 Standard Research Grants Competition.

Fonds de recherche sur la société et la culture FQRSC (Provincial Grant Office in the Social Sciences)
Member of the PhD Student Fellowship Selection Committee, Competition 2009-2010.

Service to Professional Organizations

International Conference of the Learning Sciences, Member of the Program, 2014 & 2016
Evaluation of proposals, senior program member.

National Association for Research in Science Teaching (NARST)

Equity Committee 2007-2010: Organization of Invited Panel Session on Equity in Science Education: 2009 - Opportunities and challenges of equitable science: A call for action at many fronts 2010 Learning to participate in the culture of science: Equity and access in science education (in collaboration with Ash); review of submissions.

National Association of Educational Research (AERA)

Informal Learning Environments Research Interest Group (SIG)

Sig Chair 2012-2013; Program Chair, with M. Phipps & L. Tran, 2010-2012; Co-Program Chair, with D. Ash, 2009; review of submissions 2013 – 2015, ongoing.

Out-Of-School Learning Interest Group (SIG): In charge of membership 2008-2010

Organization of Symposia and Paper Sessions at International Meetings (peer review)

1. Eisenhart, M., & Rahm, J. (2015). *Grappling with Familiar/Strange in Anthropological Studies of Young People doing Science and Technology on their own terms.* Symposium, Annual Meeting of the Council on Anthropology and Education/American Anthropology Association, November, Denver, Colorado.
2. Rahm, J. & C. Brandt (2014). *Reimagining science education in the neoliberal global*

context: Producing anthropological accounts of science learning in underserved communities. Symposium, Annual Meeting of the Council on Anthropology and Education/American Anthropology Association, November, Washington, DC.

3. Malo, A., & Rahm, J. (2012). *La voix du jeune à l'école: fondements et méthodes de la prise en compte du point de vue de l'élève dans les recherches en contexte scolaire.* Symposia, organized as part of the annual meeting of l'Association pour l'avancement du savoir (ACFAS), Montréal.
4. Rahm, J. (2012). *Reframing informal science education in light of diversity, equity, democracy and critical science literacy.* Symposium, at the annual meeting of the American Educational Research Association, Vancouver.
5. Rahm, J. (2011). *Expansive Learning and Development as A Valuable Lens to Examine Informal Educational Systems in Transition in a Global World: Case Studies of Museum and Youth Programs,* at the meeting of the International Society for Cultural and Activity Research (ISCAR), Rome, Italy.

Papers Presented at Scholarly Meetings (peer reviewed; a selection)

1. Rahm, J., Lachaine, A., & Mathura, A. (2015). *A digital story by youth about the « take up » of identities and improvisational crafting of identity pathways beyond an afterschool science program.* Digital video presented at the Annual Meeting of the American Anthropological Society, Denver, CO: November.
2. Rahm, J. (2015). Rahm, J. & Siry, Ch. (2015). *Creative Interthinking, Multilingualism, and Multimodality tied to Expansive Learning in Science Education.* Paper presented at the European Science Education Research Association (ESERA), Helsinki, August.
3. Rahm, J., Lachaine, A. & Boucher, V. (2015). *Improvisational and Shifting Identity Work through Video Production: Two Afterschool Science Clubs' Orienting of Youth Towards New Social Futures.* Paper presented at the annual meeting of the National Association for Research in Science Teaching, Chicago, April.
4. Rahm, J. (2015). *Videomaking Projects in STEM Afterschool Clubs: A Dialogue Among Identities, Ways of Knowing and Doing In and With Science.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, April.
5. Rahm, J. & Desrosiers, P. (2014). *Sivunitsatinnut ilinniapunga (For our future I go to school): Stories of Inuit Youths' Learning and Identity Projects within, through and beyond an Archaeological Field School and Photo Exhibit Project.* Paper presentation at the Inuit Education Conference, Québec, November.
6. Rahm, J. (2014). *Possibility of multiplicity: A spatial analysis of an afterschool participatory science media project as lived by youth, student teachers, community organizations and researchers.* Presentation at the International Meeting of the Learning Sciences, Boulder, Colorado, June 24.
7. Rahm, J., Lachaine, A., Lewandowski, E. B., Priou, S. (2014). *Digital tools as ways into science: The development of ways of knowing and selves in science through youth-created*

- video documentaries in afterschool programs*. Paper presentation at the annual meeting of the American Educational Research Association, Philadelphia, April.
8. Rahm, J. (2014). *Sivunitsatinnut ilinniapunga (For our future I go to school) : Stories of Inuit youths' learning and identity projects within, through and beyond an archaeology field school and photo exhibit project*. Paper presentation at the annual meeting of the American Educational Research Association, Philadelphia, April.
 9. Rahm, J., & Lachaine, A. (2013). *Apprendre et devenir sous l'angle de Vygotsky: les trajectoires d'apprentissage et d'identité des jeunes dans des espaces éducatifs divers à travers le temps*. Presentation, ACFAS, Québec, May.
 10. Rahm, J., Martel-Reny, M.-P., & Simard, V. (2013). « *J'aime jardiner et rapporter quelque chose à la maison.* » *Le jardin botanique comme outil de développement identitaire des jeunes*. Presentation ACFAS, Québec, May.
 11. Rahm, J., Lachaine A., Gonsalves, A., & Malo, A. (2013). *Digital stories and mini-documentaries of science: What visual research with youth in afterschool programs can tell us about learning and identity in science*. Paper Presentation at the American Educational Research Association, San Francisco, April.
 12. Rahm, J. (2013). *Time-space configurations of learning and identity trajectories. Stories from ecology and archaeology*. Paper Presentation at the National Association for Research in Science Teaching, Puerto Rico, April.
 13. Rahm, J. (2012). *A critical assessment of diverse youths' learning and identity work in science in informal environments; Stories from a multisited ethnography*. Paper presentation at the annual meeting of the Oxford Ethnography and Education Meeting, Oxford, England, September.
 14. Rahm, J. & Lachaine, A. (2012). *A critical analysis of time-space configurations of learning and identitywork in science clubs: Digital documentaries and newsletter writing as ways into science?* Oral and written presentation in symposium organized by Rahm, at the annual meeting of the American Educational Research Association, Vancouver, April.
 15. Rahm, J., Gonsalves, A., Lachaine, A., Carvalho, A. (2012). *Time-space configurations of youth's identity work in informal settings*. Invited presentation in symposium, *Identity and science education research: Topics, issues, and trends*, organized by Varelas. Poster presented at the annual meeting of the National Association for Research in Science Teaching, Indianapolis, March.
 16. Rahm, J., & Gonsalves, A. (2011). *A critical analysis of girls' creative productions in afterschool science clubs: Digital storytelling and journaling as ways into science*. Paper presentation at the annual meeting of the American Anthropological Association, Montréal, November.
 17. Rahm, J. (2011). *Digital science documentaries and science journaling: Youths' expansive learning and becoming within and beyond two complex activity systems*. Paper presentation

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in symposium, organized by Rahm, International Society for Cultural and Activity Research, Rome, September.

18. Rahm, J., Kanouté, F., Gorry, A., Lachaine, A., & Vazquez, I. (2010). *A multisited ethnography of diverse urban youths' forms of participation and intercultural positioning in community science programs*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Philadelphia, March.
19. Rahm, J. (2009). *Gardening in a botanical garden and fire ecology work in a university outreach program: Two institutions that make a difference according to the participating youth*. Presentation at the 5th World Environmental Education Congress, Montréal, May.
20. Rahm, J., Gonsalves, A., & Moore, J. (2009). *Learning and becoming across time and space: Insights from a fire ecology project and a garden program*. Roundtable presentation at the annual meeting of the National Association for Research in Science Teaching. Los Angeles, CA, April.
21. Rahm, J. (2009). *Multisited ethnography as a tool for the study of meaning making of science and becoming across time and space outside of school*. Paper presentation at the annual meeting of the American Educational Research Association, San Diego, CA, April.

Academic Awards

2009 Outstanding Paper Award, National Association for Research in Science Teaching (NARST) Title *Positioning in the world of science : A look at four youths' hybrid identity work within and beyond a Math and Science Upward Bound Program*.

Member of Research Groups & Centers

2010 Member, *Centre d'études ethniques des universités montréalaises (CEETUM)*

2010-2015 Research group: Immigration, Equity and Schooling (GRIES ; funding ended)

2010 Member, *Observatoire Jeunes et Société, INRS Urbanisation, Culture et Société* (www.obsjeunes.qc.ca)

Member of Professional Research Associations

American Educational Research Association (AERA)

American Association of Anthropology (AAA)

National Association of Research in Science Teaching (NARST)

European Science Education Research Association (ESERA)

Association francophone pour le savoir (ACFAS)

Association de la francophonie à propos des femmes en sciences, technologies et mathématique (AFFESTIM)