

Danielle Dani

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Dr. Danielle E. Dani holds a B.S. and a M.S. in Biology from the American University of Beirut. In 2004 she received her Ed.D. in Curriculum and Instruction with a specialization in Science Education from the University of Cincinnati. Dr. Dani teaches undergraduate and graduate courses in secondary, middle childhood, and early childhood education, as well as courses in curriculum and instruction. Her outreach efforts center on the development of partnerships between P-12 schools, the College of Education, the Colleges of Arts and Sciences and community agencies. The purposes of these partnerships are (a) to work toward the development of meaningful science curricula for P-16 students and (b) to foster effective professional development programs for teachers. Dr. Dani's major research interests focus on investigating strategies for developing teacher knowledge and skills to teach STEM ideas and practices in place-based and culturally relevant ways (e.g. using sustainability and socioscientific issues). Dr. Dani is additionally interested in promoting teacher development through a focus on reflection, discourse, and action research.

Most Recent Publications:

- Henning, J. E., Dani, D. E., Weade, G. (2012). The discourse and reflections of teacher candidates during an early field experience. *The New Educator*, 8, 283-307.
- Dani, D. E., Klein, R., & Gut, D. M. (2011). An integrative professional development model in mathematics, science, and differentiated instruction. *Ohio Journal of Teacher Education*, 24 (1), 5-12.
- Dani, D. (2011). Sustainability as a framework for analyzing socioscientific issues. *International Electronic Journal of Environmental Education*, 2, 113-127.
- Dani, D., Meyer, H., & Jackson, D. (2010) Preservice teachers' views of culturally diverse students: A case study. *Studies in Educational Research*, 31, 17-48.
- Dani, D., Wan, G., & Henning, J. E. (2010). A case for media literacy in the context of socioscientific issues. *New Horizons in Education*, 58, 85-98.
- Dani, D. E. (2010). Test of teaching knowledge (TTK). In T. C. Hunt, J. C. Carper, T. J. Lasley, and C. D. Raisch (Ed.), *Encyclopedia of Educational Reform and Dissent*. Thousand Oaks, CA: Sage Publications.

- Dani, D. (2009). Scientific Literacy and Purposes for Teaching Science: A Case Study of Lebanese Private School Teachers. *International Journal of Environmental & Science Education*, 4, 289-299.
- Dani, D. E., & Koenig, K.M. (2008). Technology and reform-based science education. *Theory into Practice*, 47, 204-211.
- Dani, D.E. (2007). Embedding OGT items in learning-cycle lessons. Columbus: Ohio Resource Center. Retrieved January 20, 2009 from <http://ohiorc.org/for/science/ogt/article.aspx?id=3>