# Curriculum Vitae

# Daniel Ness, Ph.D.

**Professor of STEM Education**

**Department of Curriculum & Instruction**

**St. John's University**

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**Education**

Ph.D. *Columbia University, Graduate School of Arts and Sciences,* 2001  
Department of Mathematics, Science, & Technology; Specialization in Developmental Psychology and Mathematical Thinking  
  
Dissertation Title:“The development of spatial thinking, emergent geometric concepts, and architectural principles in the everyday context”  
  
Dissertation Advisor: Herbert P. Ginsburg

M.S. *Columbia University, Teachers College,* 1997  
Departments of Human Development and Mathematics, Science, & Technology

M.A. *Columbia University,* *Graduate School of Arts and Sciences,* 1993  
Musicology, Department of Music

B.A. *State University of New York (SUNY) at Albany,* 1991  
Music and Mathematics

##### SELECTED Publications

Books

Ness, D. (in contract). *Writing Critically in STEAM*. Peter Lang.

Ness, D. (2022). *Block Parties: Identifying Emergent STEAM Thinking through Play.* Routledge.

Ness, D., Farenga, S. J., Garofalo, S. G. (2017). *Spatial Intelligence: Why It Matters from Birth through the Lifespan*. Routledge.

Ness, D., & Farenga, S. J. (Eds.). (2017). *Alternatives to Privatizing Public Education and Curriculum: Conversations in Honor of Dale D. Johnson*. Routledge.

Ness, D., & Farenga, S. J. (2007). *Knowledge under Construction: The Importance of Play in Young Children’s Spatial and Geometric Thinking*. Rowman & Littlefield.

Johnson, D. D., Johnson, B., Farenga, S. J., & Ness, D. (2005). *Trivializing Teacher Education: The Accreditation Squeeze*. Rowman & Littlefield.

Refereed Journal Articles

Sawyer, R. D., & Ness, D. (2022). Confronting Curriculum Epistemicide: Introduction. *Northwest Journal of Teacher Education, 16*(3). DOI: 10.15760/nwjte.2022.17.3.1

Ness, D., & Sawyer, R. D. (2022). Reviving Knowledges through Play and Resistance: The Case of Navajo Conceptions of Space. *Northwest Journal of Teacher Education, 16*(3). DOI: 10.15760/nwjte.2022.17.3.14

Yeigh, M., Ness, D., & Sawyer, R. D. (2022). [Confronting Curriculum Epistemicide: A Conversation with Editors Dan Ness and Rick Sawyer](https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1349&context=nwjte). *Northwest Journal of Teacher Education, 16*(3). DOI: 10.15760/nwjte.2022.17.3.33

Abrams, S. S., Schaefer, M. B., & Ness, D. (2019) Adolescents' digital literacies in flux: Intersections of voice, empowerment, and practices. *Journal of Media Literacy Education*, 11(2), 79 -94. DOI: <https://doi.org/10.23860/JMLE-2019-11-2-5>

Ness, D., & Farenga, S. J. (2016). Blocks, Bricks, and Planks: Relationships between Affordance and Visuo-Spatial Constructive Play Objects. *American Journal of Play, 8*(2), 201-227.

Ness, D., Farenga, S. J., Shah, V., & Garofalo, S. G. (2016). Repositioning Science Reform Efforts: Four Practical Recommendations from the Field. *Improving Schools, 19*(3), 258-266.

Farenga, S. J., Ness, D., & Sawyer, R. (2015). “Avoiding Equivalence by Leveling: Challenging the Consensus-Driven Curriculum that Defines Students as ‘Average.’” *Journal of Curriculum Theorizing, 30*(3), 8-27.

Farenga, S. J., Ness, D, & Hutchinson, M. (2015). Discussion of Animal Stem Cells in the Classroom: Engaging Students through the Lens of Veterinary Medicine. *American Biology Teacher, 77*(6), 405-412.

Chapters in Edited Books

Ness, D. (2021). “I see myself as another teacher”: Co-teaching practice for ELLs in a science class. In B. Yoon (Ed.). *Effective teacher collaboration for English language learners (ELLs): Cross-curricular insights from K-12 classrooms Routledge Research in Language Education Series.* New York: Routledge.

Ness, D. (2018). Young children count: Undoing Reverse Constructivism during Early Childhood Mathematical Experiences. In B. Johnson & Y. Pratt-Johnson (Eds.), *Inequalities in the early years* (pp. 13-32). New York: Routledge.

Farenga, S. J., & Ness, D. (2017). SCALE down, SCALE back! Academic freedom under siege through standards proliferation by para-educational enterprises. In D. Ness & S. J. Farenga (Eds.), *Alternatives to Privatizing Public Education and Curriculum: Conversations in Honor of Dale D. Johnson*. New York: Routledge.

##### SELECTeD editorships

Editorial Board Member, *Northwest Journal for Teacher Education* (NWJTE), 2020 – present. Responsible for editing incoming manuscripts, developing publishing initiatives, and guest editing special issues

# Special Issue Editor, *Northwest Journal for Teacher Education* (NWJTE), 2022. With Richard D. Sawyer. Special Issue entitled Confronting Teacher Preparation Epistemicide: Art, Poetry, and Teacher Resistance

Reviewer, *Mathematics Teacher,* 2013 – Present

##### SELECTED invited talks/workshops

# National Science Foundation (NSF): Building and Strengthening Pathways to a STEM Literate Citizenry and Workforce. November 9, 2022. Invited Presentation. Session 1: From Pre-K to a STEM Literate Citizenry and Workforce: A Look across the Directorate’s Spatial Cognition Portfolio. Presentation Title: Integrating Spatial Thinking with STEM Teaching.

# EdLab Seminar: Spatial Intelligence with Dan Ness, Steve Farenga, and Salvatore Garofalo. Columbia University, Teachers College. New York, July 18, 2018. Invited Presentation. Issues of spatial cognition and spatial relations in spaces for teaching and learning, as well as in the everyday spontaneous experiences of children, students, and teachers

##### selected Conference Presentations

Conference on Curriculum Theory and Classroom Practice, Bergamo Center, Dayton, Ohio. Saturday, October 15, 2022. Accepted paper, with Richard D. Sawyer, for “Provoking Dialogue.” Title: “In the Shadows of Freedom: Different Perspectives from a Project on Curricular Epistemicide.”

Piaget Society Annual Conference. Philadelphia, Pennsylvania. Friday, June 3, 2022. Accepted for paper presentation. Title: “An Ontogenetic Approach to Thinking Architecturally”

American Educational Research Association (AERA). Saturday, April 23, 2022, San Diego, California. Chair, Roundtable Session. Division C Section 1C. Research in Mathematics Teaching and Learning: Predictors of Mathematics Achievement.

American Educational Research Association (AERA). Thursday, April 21, 2022, San Diego, California. Accepted for poster presentation. Title: “Code Development for Classifying Emergent Spatial Thinking: Observations in Constructive STEAM Free-Play Environments.”

Space, Language, and Cognition Conference. Zurich University of Applied Sciences (ZHAW), Winterthur, Switzerland, Tuesday, November 9, 2021. Accepted for paper presentation. Title: “Ontogeny of Architectural Thinking.”

American Educational Studies Association (AESA). Thursday, November 4, 2021, Portland, Oregon. Accepted for paper presentation with Matthew Ridenour, and Richard D. Sawyer. Title: “Teaching without Standards: Developing a Practice of Principled Engagement and Activism in Education.”

American Educational Studies Association (AESA). Thursday, November 4, 2021, Portland, Oregon. Accepted for paper presentation with Jeremy Delmarter, Matthew Ridenour, Richard D. Sawyer, Francene Watson, and Maika Yeigh. Title: “Adopting Liberation-Oriented Editorial Practices: Narratives from the Northwest Journal of Teacher Education.”

Piaget Society Annual Conference. Virtual. Wednesday, June 2, 2021, Accepted for paper presentation. Title: “The Identification of Emergent Spatial Thinking Skills: Coding through Observations in Constructive Free Play Environments.”

##### Affiliations

Jean Piaget Society (JPS)

Journal of Curriculum Theorizing Annual Conference on Curriculum Theory and Classroom Practice (i.e., Bergamo Conference)

American Association for the Advancement of Curriculum Studies (AAACS)

American Educational Studies Association (AESA)

American Educational Research Association (AERA)

Society of Research of Child Development (SRCD)