

Eli Tucker-Raymond

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Biographical Summary

Dr. Tucker-Raymond's research focuses on creating humanizing spaces in out-of-school learning environments, K-12 classrooms, and in teacher professional learning communities. He is interested in the intersections between science, literacy, media, and the arts and the ways in which these intersections create expansive spaces for learning, teaching, and being. Dr. Tucker-Raymond served as a post-doctoral fellow in urban education at TERC from 2008-2010. He is currently a member of the Chêche Konnen Center. He also serves on the editorial board of the *Journal of Adolescent and Adult Literacy* and formerly served on the editorial board of the *Journal of Research in Science Teaching*.

TERC Projects

Current Projects

- [Literacies in Engineering for Access and Participation Conference](#)
- [Investigating STEM Literacies in MakerSpaces](#)
- [Building Systems from Scratch](#)

Completed Projects

- [Bridging Math Literacy and Digital Media Creation: Students as learners, teachers, and leaders of STEM Content](#) (NSF-ITEST)
- [Agua, Water, Dlo](#) (Motorola Foundation)
- [Educating the Imagination](#) (NSF-Transforming STEM Learning)

Selected Publications

Books

Pappas, C. C., & Tucker-Raymond, E. (2011). *Becoming a teacher researcher in literacy teaching and learning: Strategies and tools for the inquiry process*. New York: Routledge.

Refereed Journal Articles

Gravel, B., Tucker-Raymond, E., Kohberger, K., & Browne, K. (In Press). Navigating worlds of information: Literacy practices of experienced makers. *International Journal of Design and Technology*.

Rosario Ramos, E., Tucker-Raymond, E., & Rosario, M. L. [Joint first authorship between first two authors] (2017). DiaspoRican art as a space for identity building, cultural reclamation, and political reimagining. *Journal of Latinos in Education* 16(3), 217-228. <http://www.tandfonline.com/doi/abs/10.1080/15348431.2016.1229615>

Tucker-Raymond, E., Gravel, B., Kohberger, K., & Browne, K. (2017). Source code and a screwdriver: STEM literacy practices in fabricating activities among experienced makers. *Journal of Adolescent and Adult Literacy* 60(6), 617-627. <http://onlinelibrary.wiley.com/doi/10.1002/jaal.612/full>

Tucker-Raymond, E. & Rosario, M. (2017). Imagining identities: Young people constructing discourses of race, ethnicity, and community in a contentious context of rapid urban development. *Urban Education* 52 32-60 doi:10.1177/0042085914550412

Rosebery, A. S., Warren, B., & Tucker-Raymond, E. (2016). Developing interpretive power in science teaching. *Journal of Research in Science Teaching*, 53(10) 1571-1600. <http://onlinelibrary.wiley.com/doi/10.1002/tea.21267/full>

Tucker-Raymond, E., Gravel, B., Wagh, A., & Wilson, N. (2016). Making it social: Considering the purpose of literacies to support participation in making and engineering. *Journal of Adolescent and Adult Literacy* 60, 207-211

Tucker-Raymond, E., Lewis, N., Moses, M., & Milner, C., (2016). Opting in and creating demand: Why young people choose to teach mathematics to each other. *Journal of Science Education and Technology* 25, 1025-1041 doi:10.1007/s10956-016-9638-0

Varelas, M., Tucker-Raymond, E., & Richards, K. (2015). A structure-agency perspective on young children's engagement in school science: Carlos' performance and narrative. *Journal of Research in Science Teaching* 52(4), 516-529.

Tucker-Raymond, E., Rosario Ramos, E., & Rosario, M. [Joint first authorship between first two authors]. (2011). Cultural persistence, political resistance, and hope in the community and school-based art of a Puerto Rican diaspora neighborhood. *Equity and Excellence in Education* 44, 270-286.

Varelas, M., Pappas, C. C., Tucker-Raymond, E., & Kane, J., Hankes, J., Ortiz, I., Keblawe-Shamah, N. (2009). Drama activities as ideational resources for young primary-grade children in urban science classrooms. *Journal of Research in Science Teaching* 47, 302-325.

Tucker-Raymond, E. Varelas, M., & Pappas, C. C. with Korzh, A. & Wentland, A. (2007). "They probably won't be named Rachel": Young children's emergent multimodal representations of identities as scientists. *Cultural Studies in Science Education* 1(3), 559-592.

Book Chapters

Tucker-Raymond, E., Varelas, M., Pappas, C. C. & Ortiz, I. (2013). Children's Language Acts: Interactional Forms of Inquiry. In M. Varelas & C. C. Pappas (Eds.) *Children's Ways with Science and Literacy: Integrated Multimodal Enactments in Urban Elementary Classrooms*. New York: Routledge

Tucker-Raymond, E., Torres-Petrovich, D., Dumbleton, K., & Damlich, E. (2012). *Reconceptualizing Together: Exploring Participatory and Productive Critical Media Literacies in a Collaborative Teacher Research Group*. In D. Alvermann & K. Hinchman (Eds.) *Reconceptualizing literacies in adolescents' lives* (3rd ed.). New York: Routledge. pp., 224-243.

Tucker-Raymond, E., Varelas, M., Pappas, C. & Shamah, N. (2012). Young children's multimodal identity stories about being scientists. In M. Varelas (Ed.) *Identity Construction and Science Education Research*. Rotterdam: Sense.

Varelas, M., Kane, J., Tucker-Raymond, E., & Pappas, C. C. (2012) Science learning in urban elementary school classrooms: Liberatory education and issues of access, participation, and achievement. In B. J. Fraser, K. Tobin, & A. McRobbie (Eds.). *International Handbook of Science Education*. Dordrecht, The Netherlands: Kluwer. pp. 91-103