

University of Louisiana at Lafayette

College of Education Faculty Curriculum Vitae Information

Nii Tackie, Ph.D.

Title Department Office Number Extension Email Address	Visiting Assistant Professor EDCI Maxim Doucet 417 337-482-6413 ntackie@louisiana.edu
Education	<ul style="list-style-type: none">• Doctoral degree, STEM Education (Math Education Emphasis), University of Minnesota• Master's degree, Mathematics, Central Michigan University• Bachelor's degree, University of Cape Coast (Ghana)• Post-secondary Education, Elementary and Junior High School Teacher's Certification, Komenda College (Ghana)
Teaching Philosophy	<p>Throughout my mathematics learning and teaching experiences, I have come to believe that it is possible for mathematics teachers to have positive impact on students' mathematics learning and to make students proficient in mathematics. Although this might sound difficult to do, I believe that with a committed heart, love for teaching, strong mathematical and pedagogical knowledge, mathematics teachers can turn around the lives of students who have been compelled to see themselves as "not math people." As a student who nearly dropped out of junior high school because of the struggles I encountered in learning mathematics, I now have a great passion for teaching and learning mathematics because of the help of some great mathematics teachers.</p> <p>Due to the positive teaching experiences I had from some mathematics teachers, I resolved to teach mathematics and make it comprehensible and accessible to all students because I came to realize that mathematics was not a "monster" as I had perceived it to be. This resolution has been the motivating factor that has sustained my interest as a mathematics student, educator, researcher, and teacher. I believe that as a teacher it is my duty to provide rich learning environment where students freely grapple</p>

	<p>with mathematical tasks, make explorations, and construct their mathematical knowledge for them to see the “beauty” of mathematics. As a mathematics educator, I work with my prospective mathematics teachers to strengthen their mathematical content knowledge, learn research-based teaching practices, and develop positive attitude for effective mathematics teaching. My ultimate goal and passion is to help train effective mathematics teachers.</p>
Bio	<p>Dr. Nii Ansah Tackie obtained his Doctorate in STEM Education with an emphasis in Mathematics Education from the University of Minnesota in 2016; Master of Arts in Mathematics from Central Michigan University in 2012; Bachelor of Education in Mathematics Education from the University of Cape Coast, Ghana; and Post-secondary teachers’ certificate in Mathematics and Technical Education from Komenda College, Ghana.</p> <p>Dr. Tackie has been involved in research projects including NSF-funded project, Engineering to Transform the Education of Analysis, Measurement, and Science in a Team-Based Targeted Mathematics-Science Partnership (EngrTEAMS) and Engineering Engaging Eighth Grade Mathematics.</p> <p>Dr. Tackie has seven years of K-12 teaching experience in Ghana, and nearly two years teaching experience (at the high school and as a teaching assistant at the college level) in the United States. In Ghana, Dr. Tackie taught the integrated mathematics curriculum at the elementary, junior high, and senior secondary schools.</p> <p>Dr. Tackie is currently a visiting assistant professor in the Department of Curriculum and Instruction. Dr. Tackie teaches mathematics methods courses for prospective elementary and secondary teachers.</p>
Courses Taught	<p>EDCI 349 Elementary Mathematics Methods I EDCI 350 Elementary Mathematics Methods II EDCI 452 Elementary Mathematics Methods for Secondary Teachers EDCI 469 Advanced Field Experience for Secondary Mathematics Teachers</p>
Research Interests	<p>Dr. Tackie’s research interest include core practices for teaching mathematics, STEM Education, Students’ mathematics learning.</p>

Teaching Experience	<p>University of Minnesota (Spring 2016) Teaching Assistant for College Algebra through Modelling. Taught the class in the absence of the professor and graded class models.</p> <p>Leesburg High School (Spring 2016): Taught high school mathematics courses in Algebra 2 and Financial Algebra.</p> <p>Central Michigan University (Fall 2011 – Fall 2012): Teaching Assistant position. Taught Intermediate Algebra and Plane Geometry and Trigonometry for three semesters. Graded all students’ work and provided final grades. Tutored at the Mathematics Assistant Center.</p> <p>St. Mary’s High School (2010) Taught high school integrated mathematics courses for four years. Was responsible to grading students’ work and assigning final grades.</p>
Publications	<p>Ntow, F. D., Tackie, N. A., & Covington Clarkson, L.M. Research Report Presented at <i>the International Group for the Psychology of Mathematics Education</i> held in Tasmania, Australia in 2015.</p> <p>Covington Clarkson, L. M., Ntow, F. D., Tackie, N. A. (2014). Negotiating the opportunity gap with a peer tutoring framework. <i>International Journal of Science, Commerce and Humanities</i>, 2(8), 98-111</p> <p>Ntow, F. D., Tackie, N. A., & Sokpe, B. Y. (2009). Pre-service teachers’ content knowledge for teaching basic school mathematics. <i>Mathematics Connections</i>, 8, 28-32</p>
Presentations	<p>Tackie, N. A., Chidthachack, S., & Roehrig, G. (2016). Lessons from four middle school science teachers’ implementation of integrated STEM units. A paper presented at the 2016 <i>International Conference of the National Association for Research for Science Teaching</i> in Baltimore, Maryland.</p> <p>Ntow, F. D., Tackie, N. A., (November, 2015). Parental expectation for high school students in mathematics. <i>Poster presented at the 37th Annual Meeting of the</i></p>

	<i>North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA). Lansing, MI.</i>
Grants	
Conferences Attended	<ul style="list-style-type: none"> • International Conference of the National Association for Research for Science Teaching (2016) • National Council of Teachers of Mathematics (2016) • College of Education Research Day, University of Minnesota (2016) • North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA) (2015) • Engineering to Transform the Education of Analysis, Measurement, and Science in a Team-Based Targeted Mathematics-Science Partnership (EngrTEAMS), NSF-Funded professional development for STEM teachers (2014, 2015) • Engineering Engaging Eighth Grade Mathematics, Minnesota Department of Education (2014, 2015). • Professional Development for Mathematics teachers, Lake County School District, Florida (2013) • Graduate Teaching Assistants workshop, Central Michigan University (2011). • “Learn Today Teach Tomorrow” organized by the College of Education and Human Resources at the Central Michigan University (2012)
Professional Memberships	<ul style="list-style-type: none"> • National Council of Teachers of Mathematics • North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA) • Psychology of Mathematics Education (PME)
Awards	<ul style="list-style-type: none"> • 3M Fellowship (University of Minnesota) (Fall 2013 – Spring 2016). • Central Michigan University Fellowship (Spring 2011). • Central Michigan University Teaching Assistantship (Fall 2011 – Fall 2012) • Unilever Award for the overall best graduating student from the University of Cape Coast (November 2006). • University of Cape Coast Faculty of Education Award for the best graduating student (November 2006)

	<ul style="list-style-type: none"> • Best Math Teacher Award from St. Mary’s senior high school (June 2009).
Additional Skills	<ul style="list-style-type: none"> • Coaching elementary and secondary teachers in teaching STEM lessons and mathematics respectively. • Developing Curriculum. • N-Vivo for qualitative data analysis software
Dissertation	<p>An investigation into three core practices in a standards-based elementary mathematics methods class: The case of six pre-service teachers</p> <p>In this study, I investigated three core practices concurrently: setting mathematical learning goals; designing learning tasks that align with stated goals; and orchestrating discussions around the learning tasks to achieve the end goals. The purpose of the study was to describe the learning goals that are set by pre-service teachers, the learning tasks they design to help students meet the learning goals, and their discourse practices during class discussions, as well as uncover factors that influence pre-service teachers as they learn to enact these practices.</p> <p>A multiple-case design (Yin, 2013) with six pre-service teachers was used in this study. These pre-service teachers were enrolled in a standards-based elementary mathematics methods class. Analysis of the data revealed that a number different factors like the university methods course and cooperating teachers influenced the pre-service teachers in diverse ways.</p> <p>Advisor: Kathleen Cramer (Associate Professor) Co-Advisor: Lesa Clarkson (Associate Professor)</p>
Other Professional Experience	<ul style="list-style-type: none"> • Teaching remedial mathematics programs for remedial students. • Coaching high school mathematics teachers. • Coaching STEM teachers in developing and implementing STEM units.
Service	<ul style="list-style-type: none"> • Serves as instructional assistant for high school teachers. Offer instructional support, students support, help teachers to bring research to practice by sharing research-based teaching practices with teachers to implement in their classrooms (Minnesota)

	<ul style="list-style-type: none">• Credit Recovery Program—Saturday tutoring program to support high school students in Algebra (Leesburg, Florida)• Serves as the District secretary to five branches of the Church of Pentecost in Minnesota and Iowa and as a local secretary to one of these local branches in Minnesota.• Class advisor for high school students (Ghana)• Member of the examination committee at St. Mary’s High School (Ghana)• Table Tennis Coach and member of the school sports committee for Junior and Senior High schools (Ghana)
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