

DARINKA RADOVIC SENDRA

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QUALIFICATIONS

PhD in Education, The University of Manchester, Manchester UK (2012 – 2015). Thesis: "Girls and School Mathematics in Chile: Social Influences in Differential Attainment and Mathematical Identities"

Master in Educational Psychology, Universidad Católica de Chile (2007 – 2009). Thesis: "Discursive patterns in Chilean Public Classrooms. A study based on Teacher Assessment's videos".

Educational Psychology Diploma, Universidad Adolfo Ibañez (2003 – 2004).

Professional degree in Psychology, Universidad Católica de Chile (1997 – 2002).

RESEARCH INTERESTS

Mathematics education; Equity in education; Mathematical identities; Gender and mathematics; Initial teacher education (Teacher educators' identities); Teachers professional development (Lesson study); Social theories of learning; Mixed methods studies.

TEACHING AND WORK EXPERIENCE

Post-doctoral fellow, Center for Mathematical Model, Universidad de Chile (www.cmm.uchile.cl) (2016 to date).

Lecturer module "Socioaffective variables and their implications in the teaching and learning of Mathematics", Postgraduate diploma for Mathematics Teacher Educators, Universidad de Chile (2017)

Post-graduate researcher, School of Education, Manchester University (2012 – 2015).

Teacher Assistant "Social Theories of Learning". School of Education, Manchester University (2014 – 2015).

Teacher Assistant "Quantitative Methods in Psychological Research", Master in Psychology, Bangor University (2010)

Undergraduate research projects supervisor, School of Psychology, Bangor University (2009 – 2011).

Educational Research Project Manager, Universidad Católica de Chile, Assessment Center, MIDE-UC (www.mideuc.cl) (2008 – 2009).

Project Manager in Educational Technology Research Projects, Universidad Católica de Chile, Eduinnova (www.eduinnova.com) (2005 – 2007).

PUBLICATIONS

- Radovic, D., Black, L., Salas, C. & Williams, J. (2017) Being a Girl Mathematician: Analysis of the diversity of positive mathematical identities in a secondary classroom. *JRME (Journal for Research in Mathematics Education)*, 48(4), 434-464.
- Radovic, D. (in press) Diferencias de Género en Rendimiento Matemático en Chile: El Efecto del Nivel Socioeconómico y el Establecimiento Educativo en el Bajo Rendimiento de las Niñas. *Revista Colombiana de Educación*.
- Black, L. & Radovic, D. (Accepted) Gendered Positions and Participation in Whole Class Discussions in the Mathematics Classroom. In U. Gellert, C. Knipping, & H. Strahler-Pohl (Eds.), *Inside the mathematics class: Sociological perspectives on participation, inclusion, and enhancement*. Cham: Springer.
- Solomon, Y., Radovic, D., & Black, L. (2016). "I can actually be very feminine here": contradiction and hybridity in becoming a female mathematician. *Educational Studies in Mathematics*, 91(1), 55-71.
- Salas, C. E., Castro, O., Yuen, K. S., Radovic, D., d'Avossa, G., & Turnbull, O. H. (2016). 'Just can't hide it': a behavioral and lesion study on emotional response modulation after right prefrontal damage. *Social cognitive and affective neuroscience*, 11(10), 1528-1540.
- Radovic, D., Black, L., Salas, C. & Williams, J. (2015, February) The Intersection of girls' Mathematics and Peer Group positionings in a Mathematics' classroom. *CERME proceedings: 9th Congress of European Research in Mathematics Education*. 4 - 8 February 2015. Prague.
- Black, L., Radovic, D., & Solomon, Y. (2015, February) Mathematics as Caring: The role of 'Others' in a Mathematical Identity. *CERME proceedings: 9th Congress of European Research in Mathematics Education*. 4 - 8 February 2015. Prague.
- Salas, C. E., Radovic, D., Castro, O., & Turnbull, O. H. (2015). Internally and externally generated emotions in people with acquired brain injury: preservation of emotional experience after right hemisphere lesions. *Frontiers in Psychology*, 6, 101.
- Radovic, D., Archer, R., Leask, D., Morgan, S., Pope, S., & Williams, J. (2014) Lesson study as a Zone of Professional Development in secondary mathematics ITE: From reflection to reflection-and-imagination. In Pope (Ed) *Proceedings of the 8th British Congress in Mathematics Education*, 271-278.
- Salas, C. E., Radovic, D., Yuen, K. S., Yeates, G. N., Castro, O., & Turnbull, O. H. (2014). "Opening an emotional dimension in me": Changes in emotional reactivity and emotion regulation in a case of executive impairment after left fronto-parietal damage. *Bulletin of the Menninger Clinic*, 78(4), 301-334.
- Salas, C. E., Radovic, D., & Turnbull, O. H. (2012). Inside-out: Comparing internally generated and externally generated basic emotions. *Emotion*, 12(3), 568.
- Radovic, D. & Preiss, D. (2010), Patronos de Discurso Observados en el Aula de Matemática de Segundo Ciclo Básico en Chile. *Psyche*, 19(20), 65-79.
- Santelices, V., Ugarte, J., Flotts, P., Radovic, D., Catalán, X. & Kyllonen P. (2010) Medición de Nuevos Atributos para el Sistema de Admisión a la Educación Superior en Chile. *Revista Iberoamericana de Evaluación Educativa*. 3(2), 49-75.
- Infante, C., Weitz, J., Reyes, T., Nussbaum, M., Gómez, F. & Radovic, D. (2010). Co-located Collaborative Learning Video Game with Single Display Groupware. *International Journal of Interactive Learning Environments*. 18(2), 177-195.

- Alvarez, A., Nussbaum, M., Recabarren, M., Gomez, F. & Radovic, D. (2009). Teaching Communication, Interpersonal and Decision-Making Skills in Engineering Courses Supported by Technology, *International Journal of Engineering Education (IJEE)*, 25(4), 655-664.
- Nussbaum, N., Alvarez, C., McFarlane, A., Gómez, F., Claro, S. & Radovic, D. (2008) Technology as small group face-to-face Collaborative Scaffolding, *Computers and Education*, 52, 147 - 153.
- Nussbaum, M., López, X., Radovic, D., Gómez, F., Rodríguez, P. (2006) Transformando la enseñanza y el aprendizaje de la Física con Tecnología Colaborativa. In Ministerio de Educación de Chile (2006) *Segundo Seminario Nacional de Proyectos de Innovación en Informática Educativa*, Santiago de Chile.

RESEARCH PROJECTS

Researcher Project: "Teaching Mathematics in a Complex System: Roles and Resources Available to Teacher Educators in Chile" Research into teacher educators' identities in the postgraduate diploma for Mathematics Teacher Educators, Universidad de Chile (2017).

Researcher Project: "Fondef ID16I10119: Innovative methodologies for primary mathematics initial teacher education: Model based in effective classroom practices and information technologies", Universidad de Chile (2017).

Research Assistant Project: "Lesson Study for Professional Development of Students in Mathematics Initial Teachers Education", School of Education, Manchester University (2012 – 2014).

Researcher Project: 'Measurement of New Attributes for Chile's Admissions System to Higher Education', MIDE-UC, Universidad Católica de Chile (2008 – 2011).

Researcher Project: "CORFO-INNOVA Mobile technology in the classroom: product and world-class standard development for transforming of pedagogical practices", Eduinnova, Universidad Católica de Chile (2006 – 2007)

Researcher Project: "FONDEF Decimal: Design, Development, and Evaluation of Packaging products and services for Spanish-speaking educational market in Mathematics and Science for middle school", Eduinnova, Universidad Católica de Chile (2006 – 2007)

Researcher Project: "Enlaces MINEDUC Mobile Technology in the Classroom", Eduinnova, Universidad Católica de Chile (2005 – 2006)