

ALFREDO BAUTISTA

Tufts University

Department of Education

Post-doctoral Associate at *The Poincaré Institute: A Partnership for Mathematics Education*

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Web: <http://sites.tufts.edu/poincare/meet-the-team/alfredo-bautista/>

EDUCATION

DEGREES:

Ph.D. in Psychology (Doctorate with European Mention). Universidad Autónoma de Madrid, Spain. September, 2009. School of Psychology.

Doctorate Program: *Desarrollo psicológico, aprendizaje y educación: perspectivas contemporáneas* [Psychological development, learning, and education: Contemporary perspectives].

Dissertation Title: *Concepciones de profesores y alumnos de piano sobre la enseñanza y el aprendizaje de partituras musicales* [Piano teachers' and students' conceptions of the teaching and learning of musical scores]

Advisors: Dr. M^a Puy Pérez Echeverría and Dr. J. Ignacio Pozo

Grade: *Sobresaliente cum laude*

“Diploma de Estudios Avanzados” in Psychology (Equivalent to Master’s Degree). Universidad Autónoma de Madrid, Spain. March, 2007. School of Psychology.

“Certificado del Periodo Docente de Tercer Ciclo” in Music History and Musical Sciences (Equivalent to Master’s Degree Courses). Universidad Autónoma de Madrid, Spain. April, 2004. School of Philosophy. Department of Music.

Undergraduate Degree in Psychology. Universidad Autónoma de Madrid, Spain. July, 2004. School of Psychology.

Undergraduate Degree in Music Theory, Transposition, and Accompaniment. Real Conservatorio Superior de Música de Madrid, Spain. June, 2002.

Undergraduate Degree in Piano Performance. Real Conservatorio Superior de Música de Madrid, Spain. September, 2001.

GRADUATE CERTIFICATES:

Quantitative Research Methodologies: Statistical Techniques. Universidad Politécnica de Madrid, Spain (2006)

Multi-varied Statistical Analysis. Universidad Nacional del Comahue, S.C. de Bariloche, Argentina (2005)

Training Courses as a University Instructor. Universidad Autónoma de Madrid, Spain. School of Psychology (2005)

Pedagogical Aptitude Certificate (CAP). Universidad Complutense Madrid, Spain. Facultad de Educación y Formación del Profesorado (2004)

APPOINTMENTS AND PROFESSIONAL EXPERIENCE

- 2011-present Tufts University. Medford, Massachusetts (USA)
 Full-time Appointment as a **Post-doctoral Associate**
 Project: *The Poincare Institute: A Partnership for Mathematics Education*
Summary of responsibilities:
- Collaboration in the design and implementation of three graduate-level online courses, focusing on the mathematics of algebra and functions, for middle school mathematics teachers (grades 5-9) from nine school districts in Massachusetts, Maine, and New Hampshire.
 - Member of the Poincaré Institute's Editorial Board since June 2012. This Editorial Board, composed of a mathematician, a physicist, and myself as an educator, reviews all online course materials produced by the Poincaré Institute authors, makes suggestions for improvement and approves the final materials to go online.
 - Supervision of teachers' learning: Manage office hours, provide feedback on teachers' weekly assignments, participate in monthly discussion forum meetings, and foster and mediate teachers' online discussions related to mathematics for teaching (systems used: rSmart Sakai CLE and Trunk).
 - Implementation and analysis of written data collection tools (e.g., teacher and student assessments). Participation in the collection and analysis of classroom observations (videotaped lessons).
 - Preparation of journal articles and conference presentations.
- 2009-2011 University of Victoria. British Columbia (Canada)
 Full-time Appointment as a **Post-doctoral Fellow**
 Project: *Embodied Knowing and Learning in Elementary Mathematics*
Summary of responsibilities:
- Participation in the research meetings of the "Cultural Historical Approach to Thinking" (CHAT). Support of the group's graduate students.
 - Analysis of classroom observations (videotaped lessons).
 - Preparation of journal articles and conference presentations.

GRANTS FOR FULL-TIME STUDIES

- 2007-2009 Full-time contract as a PhD candidate and Teaching Assistant (FPU-UAM).
 Universidad Autónoma de Madrid, School of Psychology (Spain)
- 2005-2007 Full-time fellowship as a PhD student (FPU-UAM).
 Universidad Autónoma de Madrid, School of Psychology (Spain)
- 2004-2005 Part-time fellowship as a PhD student.
 Universidad Autónoma de Madrid, School of Psychology (Spain)

PUBLICATIONS

ARTICLES IN REFEREED JOURNALS

- Bautista, A.**, & Brizuela, M. B. (in preparation). *Why do middle school mathematics teachers enroll in Professional Development?*
- Bautista, A.**, Brizuela, B. M., Caddle, M., & Glennie, C. (in preparation). *Learning how to attend and respond to student thinking: On the relationships between teachers' collective and individual learning*
- Caddle, M., Brizuela, B. M., **Bautista, A.**, & Glennie, C. (in preparation). *Using interviews as a way to develop middle school mathematics teachers' noticing of student thinking.*
- Wilkerson-Jerde, M. H., **Bautista, A.**, Brizuela, B. M., Tobin, R., & Cao, Y. (in preparation). *Middle school teachers' ideas of mathematical models and modeling: Mapping a landscape.*
- Bautista, A.**, Cañadas, M. C., Brizuela, M. B., & Schliemann, A. D. (submitted). *Examining the impact of a professional development program on grades 5-9 mathematics teacher's use of graphs.*
- Bautista, A.**, Wilkerson-Jerde, M. H., Tobin, R., & Brizuela, M. B. (submitted). *Middle school mathematics teachers' ideas about mathematical models: Diversity and teachers' educational background.*
- Bautista, A.**, & Roth, W.-M. (2012). Conceptualizing sound as form of incarnate mathematical consciousness. *Educational Studies in Mathematics*, 79(1), 41–59.
- Bautista, A.**, & Roth, W.-M. (2012). The incarnate rhythm of geometrical knowing. *Journal of Mathematical Behavior*, 31, 91–104.
- Bautista, A.**, Pérez Echeverría, M. P., Pozo, J. I., & Brizuela, B. M. (2012). Piano students' conceptions of learning, teaching, assessment, and evaluation. *Estudios de Psicología*, 33 (1), 79–104.
- Bautista, A.**, Pérez Echeverría, M. P., & Pozo, J. I. (2011). Piano teachers' conceptions of evaluation and assessment. *Revista de Educación*, 355, 443–466.
- Bautista, A.**, Roth, W.-M., & Thom, J. S. (2011). Knowing, learning, and the integrity of kinetic movement. *Interchange: A Quarterly Review of Education*, 42(4), 363–388.
- Roth, W.-M., & **Bautista, A.** (2011). Transcriptions, mathematical cognition, and epistemology. *The Montana Mathematics Enthusiast*, 8(1&2), 51–76.
- Bautista, A.**, Pérez Echeverría, M. P. & Pozo, J. I. (2010). Music performance conceptions about learning and instruction: A descriptive study of Spanish piano teachers. *Psychology of Music*, 38(1), 85–106.
- Thom, J. S., Roth, W.-M., & **Bautista, A.** (2010). In the flesh: Living, growing conceptual domains in a geometry lesson. *Complicity: An International Journal of Complexity and Education*, 7(1), 77–87.
- Bautista, A.**, Pérez Echeverría, M. P., Pozo, J. I., & Brizuela, B. M. (2009). Piano students' conceptions of musical scores as external representations: A cross-sectional study. *Journal of Research in Music Education*, 57(3), 181–202.
- Scheuer, N., **Bautista, A.**, Martín, E. & Pozo, J. I. (2009). “Después de una lectura atenta de su manuscrito...” *Un análisis de los procesos de evaluación en Infancia y Aprendizaje*. [“After reading your manuscript carefully...” An analysis of

manuscript assessment processes in *Infancia y Aprendizaje*]. *Infancia y Aprendizaje*, 32(3), 243–264.

- Bautista, A.**, & Pérez Echeverría, M. P. (2008). ¿Qué consideran los profesores de instrumento que tienen que enseñar en sus clases? [What do music performance teachers consider that they should teach in their classes?] *Cultura y Educación*, 20(1), 17–34.
- Pozo, J. I., **Bautista, A.**, & Torrado, J. A. (2008). El aprendizaje y la enseñanza de la interpretación musical: cambiando las concepciones y las prácticas [Learning and teaching musical performance: Changing conceptions and practices]. *Cultura y Educación*, 20(1), 5–15.

BOOK CHAPTERS

- Hallam, S., & **Bautista, A.** (2012). Processes of instrumental learning: The development of musical expertise. In G. McPherson & G. Welch (Eds.), *The Oxford Handbook of Music Education* (pp. 658–676). New York: Oxford University Press.
- Bautista, A.** (2010). “I don’t know.” Uncertainty in high school students’ discourse about science-related careers. In W.-M. Roth & P.-L. Hsu (Eds.), *Talk about Careers in Science* (pp. 59–71). Rotterdam: Sense Publishers.
- Roth, W.-M., Hsu, P.-L., **Bautista, A.**, Collyer, V. M., Connelly, C., Delgado, N., et al. (2010). Metatalk on career talk and its study. In W.-M. Roth & P.-L. Hsu (Eds.), *Talk about Careers in Science* (pp. 261–281). Rotterdam: Sense Publishers.
- Pérez Echeverría, M. P. & **Bautista, A.** (2009). *Aprender a pensar y argumentar*. [Learning how to think and reason]. In J. I. Pozo & M. P. Pérez Echeverría (Eds.), *Psicología del aprendizaje universitario: La formación en competencias* (pp. 149–163). Madrid: Morata.
- Pérez Echeverría, M. P. & **Bautista, A.** (2008). Razonamiento probabilístico [Probabilistic reasoning]. In M. Carretero & M. Asensio (Eds.), *Psicología del pensamiento* (pp. 177–198). Madrid: Alianza Editorial.
- Pérez Echeverría, M. P. & **Bautista, A.** (2008). Solución de problemas [Problem Solving]. In M. Carretero & M. Asensio (Eds.), *Psicología del pensamiento* (pp. 357–363). Madrid: Alianza Editorial.
- Bautista, A.**, Luna, M., & Pérez Echeverría, M. P. (2006). Los procedimientos como contenidos de las enseñanzas musicales en la Educación Secundaria Obligatoria [Procedures as learning outcomes in secondary music education]. In M. A. Ortiz & A. Ocaña (Eds.), *Cultura, Culturas. Estudios sobre Música y Educación Intercultural* (pp. 141–158). Granada: GEU.
- Bautista, A.**, Torrado, J. A., Pozo, J. I., & Pérez Echeverría, M. P. (2006). Las concepciones de los profesores de conservatorio sobre el aprendizaje y la enseñanza [Conservatory teachers’ conceptions about learning and instruction]. In M. A. Ortiz & A. Ocaña (Eds.), *Cultura, Culturas. Estudios sobre Música y Educación Intercultural* (pp. 159–177). Granada: GEU.
- Pérez Echeverría, Pecharromán, A., **Bautista, A.**, & Pozo, J. I. (2006). La representación de los procesos de aprendizaje en estudiantes universitarios [University students’ representations of learning processes]. In J. I. Pozo, N. Scheuer, M. P. Pérez

Echeverría, M. Mateos, E. Martín, & M. de la Cruz (Eds.), *Nuevas formas de pensar la enseñanza y el aprendizaje* (pp. 323–340). Barcelona: Graó.

PAPERS IN REFEREED CONFERENCE PROCEEDINGS

- Bautista, A.**, Wilkerson-Jerde, M., Tobin, R., & Brizuela, B. M. (in press). Diversity in middle school mathematics teachers' ideas about mathematical models: The role of educational background. *Proceedings of the Eighth Congress of European Research in Mathematics Education (CERME 8)*, Antalya (Turkey).
- Bautista, A.**, Brizuela, B. M., & Ko, Y.-Y. (2013). Middle school mathematics teachers' implicit conceptions about multiple representations for functions. In D. Halkias (Ed.), *Psychology and the Search for Certainty in Everyday Life* (pp. 31-48). Athens: ATINER.
- Bautista, A.** (2010). How does the development of expertise influence instrumental students' conceptions of learning and instruction? In S. M. Demorest, S. J. Morrison, & P. S. Campbell (Eds.), *Proceedings of the 11th International Conference on Music Perception and Cognition* (pp. 53–54). August, 2010. Seattle, WA: University of Washington.
- Bautista, A.**, Thom, J. S., & Roth, W.-M. (2010). The emergence of rhythmical patterns as a way of embodied mathematical knowing. In M. Joubert & P. Andrews (Eds.), *Proceedings of the British Congress for Mathematics Education* (Vol. 30, pp. 248–253). Manchester, UK: British Society for Research into Learning Mathematics.
- López, G., Pozo, J. I., & **Bautista, A.** (2009). What do children think of music teachers? Their conceptions about cello teaching and learning. In A. Williamon, S. Pretty & R. Buck (Eds.), *Proceedings of the International Symposium on Performance Science* (pp. 321–326). Utrecht, The Netherlands: Association Européenne des Conservatoires, Adadémies de Musique et Musikhochschulen.
- Bautista, A.**, Pérez Echeverría, M. P., Pozo, J. I., de la Cruz, M., & Scheuer, N. (2006). La lexicometría aplicada al estudio de las concepciones sobre la enseñanza y el aprendizaje [Lexicometrical method applied to the study of teaching and learning conceptions]. In J. M. Viprey (Ed.), *JADT'06. Actes des 8^{es} Journées internationales d'Analyse statistique des Données Textuelles, Vol. I.* (pp. 153–167). Besançon: Presses Universitaires de Franche-Comté.

UN-PUBLISHED DOCUMENTS

- Bautista, A.** (2009). *Concepciones de profesores y alumnos de piano sobre la enseñanza y el aprendizaje de partituras musicales* [Piano teachers' and students' conceptions of the teaching and learning of musical scores]. Doctoral Dissertation.

TRANSLATIONS OF OTHER AUTHORS' WORK

- Vosniadou, S. (2013). Model-based reasoning and the learning of counter-intuitive science concepts. *Infancia y Aprendizaje*, 36(1), 5-18 [Trans. into Spanish by **A. Bautista**, Razonamiento basado en modelos y aprendizaje de conceptos científicos contraintuitivos, *Infancia y Aprendizaje*, 36(1), 19-33].

- Harris, P. L. (2012). The child as anthropologist. *Infancia y Aprendizaje*, 35(3), 259-267. [Trans. into Spanish by **A. Bautista**, El niño como antropólogo, *Infancia y Aprendizaje*, 35(3), 268-277].
- Rogoff, B. (2012). Learning without lessons: Opportunities to expand knowledge. *Infancia y Aprendizaje*, 35(2), 233–241. [Trans. into Spanish by **A. Bautista** & B. Rogoff, Aprender sin lecciones: Oportunidades para expandir el conocimiento, *Infancia y Aprendizaje*, 35(2), 242–250].

EDITION OF SPECIAL ISSUES IN REFEREED JOURNALS

- Bautista, A.** (in preparation). Special issue for junior researchers: “The peer-review process as an opportunity for learning.” *Infancia y Aprendizaje*.
- Pozo, J. I., **Bautista, A.**, & Torrado, J. A. (2008). Volumen Monográfico: El aprendizaje y la enseñanza de la interpretación musical. Cambiando las concepciones y las prácticas [Special Issue: Learning and teaching musical performance. Changing conceptions and practices]. *Cultura y Educación*.

TEACHING EXPERIENCE

IN-SERVICE TEACHER EDUCATION

TUFTS UNIVERSITY, *The Poincaré Institute* (Medford, USA). Jan 2011 – Present

Instructor and Editorial Board Member

Three On-Line Courses: “*Representations*,” “*Transformations*,” and “*Invariance and Change*”

Audience: Middle School Mathematics Teachers (Grades 5-9)

CONSERVATORIO PROFESIONAL DE MÚSICA HARO (La Rioja, Spain). Fall 2008

Co-Instructor. Team: Pozo, J. I., Torrado, J. A., & Bautista, A.

Course: “*Conservatory teachers’ conceptions of teaching and learning and their impact on educational practice*”

Audience: Music performance teachers (Elementary and Intermediate level)

Teaching Load: 25 hours

GRADUATE LEVEL COURSES

TUFTS UNIVERSITY (Medford, USA). Summer 2012

Instructor & Course Designer

Course: “*Analysing Textual and Verbal Open-Ended Data: An Introduction to Lexicometry*”

Audience: Graduate students from the Department of Education

Teaching Load: 35 teaching hours

TUFTS UNIVERSITY (Medford, USA). Fall 2011

Instructor & Course Designer

Course: “*Research on Conceptual Change: Historical Development, Current Perspectives, Implications for Teaching, and Critiques*”

Audience: Graduate students from the Department of Education
Teaching Load: 17.5 hours

UNDERGRADUATE LEVEL COURSES

UNIVERSIDAD AUTÓNOMA DE MADRID (Spain). Academic Year: 2008–2009

Instructor & Seminar Designer

Seminar: “*The acquisition of musical knowledge*”

Audience: Undergraduate 3rd year Psychology Students

Teaching Load: 30 hours

UNIVERSIDAD AUTÓNOMA DE MADRID (Spain). Academic Year: 2008–2009

Teaching Assistant

Course: “*Psychology of Learning*” (Instructor: Dr. Juan I. Pozo)

Audience: Undergraduate 3rd year Psychology Students

Teaching Load: 30 teaching hours

UNIVERSIDAD AUTÓNOMA DE MADRID (Spain). Academic Year: 2007–2008

Instructor & Seminar Designer

Seminar: “*The acquisition of musical knowledge*”

Audience: Undergraduate 3rd year Psychology Students

Teaching Load: 40 hours

UNIVERSIDAD AUTÓNOMA DE MADRID (Spain). Academic Year: 2005–2006

Teaching Assistant

Course: “*Psychology of Thought*” (Main Instructor: Dr. M^a Puy Pérez)

Audience: Undergraduate 4th year Psychology Students

Teaching Load: 35 hours

INVITED WORKSHOPS

UNIVERSITAT RAMON LLULL. Barcelona (Spain). November, 2012

Instructor

Workshop: “*Introducción a la Lexicometría*” [Introduction to Lexicometry]

Audience: Members of the SINTE research group (faculty and graduate students)

Teaching Load: 6 hours

PARTICIPATION IN RESEARCH PROJECTS

Postdoctoral Associate. *The Poincare Institute for Mathematics Education*

Principal Investigator: Dr. Montserrat Teixidor I Bigas (Tufts University, United States)

Co-Principal Investigators: Dr. David Carraher and Dr. Analúcia Schliemann

Funded by NSF (Grant #0962863)

Research Associate. *A study on piano teachers' pedagogical conceptions: Cross-cultural perspectives across Canada, France, England, Spain, Mexico, United States, Australia, Turkey, and Brazil.*

Principal Investigator: Dr. Francis Dubé (Université Laval, Canada).

Funded by Université Laval (Approval # 2012-254/05-12-2012)

Postdoctoral Fellow. *Embodied Knowing and Learning in Elementary Mathematics*

Principal Investigator: Dr. Jennifer S. Thom (University of Victoria, Canada)

Co-Principal Investigator: Dr. Wolff-Michael Roth

Funded by SSHRC

Graduate Student. *Concepciones sobre la Enseñanza y la Orientación en Docentes y Psicopedagogos: Influencia de la Experiencia, la Etapa Educativa y el Funcionamiento del Centro Escolar.* [Teachers' and psychopedagogues' conceptions of teaching and school counselling: The impact of experience, educational level, and school characteristics]

Principal Investigator: Dr. Elena Martín (Universidad Autónoma de Madrid, Spain)

Funded by UAM / CAM (Grant: CCG06-UAM/HUM-0165)

Graduate Student. *Instrucción para el cambio representacional: de las teorías implícitas al aprendizaje de conocimientos en contextos educativos.* [Instruction for representational change: From implicit theories to scientific knowledge in different educational settings]

Principal Investigator: Dr. M^a Puy Pérez (Universidad Autónoma de Madrid, Spain)

Funded by the Spanish Ministry of Culture and Education (Grant SEJ2006-15639-C02-01)

SPONSORED FELLOWSHIPS TO STUDY AT UNIVERSITIES ABROAD

Tufts University. Department of Education. Medford, Massachusetts (United States)

From 2008-10-13 to 2009-01-29 (Total: 119 days)

Funding: FPU-Universidad Autónoma de Madrid (Spain)

Advisor: Dr. Bárbara M. Brizuela

University of London. Institute of Education. London (United Kingdom)

From 2007-09-19 to 2007-12-22 (Total: 100 days)

Funding: FPU-Universidad Autónoma de Madrid (Spain).

Advisor: Dr. Susan Hallam

Universidad Nacional del Comahue, S.C. de Bariloche (Argentina)

From 2006-07-06 to 2006-09-06 (Total: 61 days).

Funding: FPU-Universidad Autónoma de Madrid (Spain)

Advisor: Dr. Nora Scheuer

Universidad Nacional del Comahue, S.C. de Bariloche (Argentina)

From 2005-06-01 to 2005-09-30 (Total: 122 days).

Funding: Rectorado UAM - Becas de Segundo Periodo de Doctorado.

Advisor: Dr. Nora Scheuer

EDITORIAL EXPERIENCE

REVISTA INFANCIA Y APRENDIZAJE [Peer-reviewed journal, ISSN: 0210-3702]
 January 2013 – ongoing
Associate Editor

JOURNAL OF EDUCATION AND LEARNING [Peer-reviewed journal, ISSN 1927-5250]
 April 2013 – ongoing
Editorial Board Member

REVISTA INFANCIA Y APRENDIZAJE [Peer-reviewed journal, ISSN: 0210-3702]
 April 2006 – December 2012
Managing and Manuscript Editor, Officer

AD-HOC REVIEWER

FOR REFEREED JOURNALS:

Cultura y Educación (2009, 2010, 2012)
Current Issues in Education (2012)
Infancia y Aprendizaje (2009, 2010, 2011, 2012, 2013)
Journal of Education and Learning (2013)
Journal of Teacher Education (2013)
Mind, Culture, and Activity: An International Journal (2010)
Revista IRICE – Nueva Época (2010)
The Journal of Mathematical Behaviour (2010, 2011, 2012, 2013)

FOR REFEREED BOOKS:

McPherson, G. & Welch, G. (2011). *The Oxford Handbook of Music Education*. New York: Oxford University Press.
 Brizuela, B. M., & Gravel, B. (in preparation). *“Show me what you know”: Exploring representations across STEM disciplines*. New York: Teachers College Press.

FOR CONFERENCES:

35th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education, PME-NA 2013 (November 14-17, 2013). Chicago (United States)
 8th Congress of European Research in Mathematics Education, CERME 8 (February 6-10, 2013). Manavgat-Side, Antalya (Turkey).
 2nd North American GeoGebra Conference (June 17-18, 2011). *Where Mathematics, Education, and Technology Meet*. Toronto, Ontario (Canada).

MEMBER OF SCIENTIFIC COMMITTEES

ASSOCIATIONS:

Consultant for CONICET - Comisión Asesora en Psicología y Educación (Argentina)

CONFERENCES:

2nd North American GeoGebra Conference. *Where Mathematics, Education, and Technology Meet*. June 17-18 (2011). Toronto, Ontario (Canada)

CONFERENCE PRESENTATIONS

Caddle, M., **Bautista, A.**, Brizuela, B. M., & Sharpe, S. (2013, April). *Looking at teacher understanding across data sources*. Discussion group. Research Pre-Session of the 2013 Annual Meeting and Exposition of the National Council of Teachers of Mathematics (NCTM). Denver, Colorado.

Wilkerson-Jerde, M., **Bautista, A.**, Brizuela, B. M., & Tobin, R. (2013, April). “*Because that word model is loaded*”: *What Counts As Models And Modeling For Middle School Mathematics Teachers*. Poster. Research Pre-session of the 2013 Annual Meeting and Exposition of the National Council of Teachers of Mathematics (NCTM). Denver, Colorado.

Bautista, A., Wilkerson-Jerde, M., Tobin, R., & Brizuela, B. M. (2013, February). *Diversity in middle school mathematics teachers’ ideas about mathematical models: The role of educational background*. Paper presentation. Eighth Congress of European Research in Mathematics Education (CERME 8), Antalya (Turkey).

Bautista, A. (2012, November). *Piano teachers’ conceptions of assessment and evaluation: An explorative study of Spanish conservatory teachers*. Paper presentation. *Music Learning: Benefits for the 21st century Learner*. Québec City Convention Center. Québec City, Canada.

Bautista, A., Brizuela, B. M., & Ko, Y.-Y. (2011, June). *Middle school mathematics teachers’ conceptions about multiple representations for functions*. Paper presented at the 5th Annual International Conference on Psychology. Athens, Greece.

Bautista, A. (2010, August). *How does the development of expertise influence instrumental students’ conceptions of learning and instruction?* Paper presented at the 11th International Conference on Music Perception and Cognition. Seattle, United States.

Bautista, A., Thom, J. S., & Roth, W.-M. (2010, April). *The emergence of rhythmical patterns as a way of embodied mathematical knowing*. Paper presented at the British Congress of Mathematics Education (BCME7), Mathematical Progressions. Manchester, United Kingdom.

López, G., Pozo, J. I., & **Bautista, A.** (2009, December). *What do children think of music teachers? Their conceptions about cello teaching and learning*. Paper presented at the International Symposium on Performance Science, Auckland, New Zealand.

López, G., Pozo, J. I., & **Bautista, A.** (2009, May). *Cello students’ conceptions about musical learning: A research study with children*. Thematic poster presentation at PERFORMA ’09, “Encontros de Investigaçap em Performance”, organised by the

Department of Communication and Arts of the University of Aveiro, May 14-16. Aveiro, Portugal.

- Bautista, A.** (2008, September). *La evaluación desde la perspectiva de profesores de piano* [Assessment from piano teachers' perspective]. Invited presentation at the Seminar "Nuevas Alfabetizaciones en la Educación del Siglo XXI". Bariloche, Argentina.
- Bautista, A.,** Pérez Echeverría, M. P., & Pozo, J. I. (2008, June). *Perfiles de coherencia y consistencia representacional ante distintos escenarios de enseñanza y aprendizaje: Un estudio con profesores de conservatorio.* [Profiles of representational consistency and coherence in different teaching and learning scenarios: A study with conservatory teachers]. Invited presentation at the Seminar "Identidad, Aprendizaje y Enseñanza". Barcelona, Spain.
- Bautista, A.,** Pérez Echeverría, M. P., & Pozo, J. I. (2008, February). *¿Cómo enseñarías esta partitura musical?* [How would you teach that musical score?]. Paper presented at the Seminar "Actualización en Psicología del Arte y Experiencia Estética". Madrid, Spain.
- López, G., **Bautista, A.,** & Pozo, J. I. (2008, February). *"Para aprender esta partitura, lo más importante es..." Concepciones infantiles sobre el aprendizaje de partituras: Un estudio exploratorio.* ["To learn this piece, the most important is..." Children's conceptions of learning musical scores: An exploratory study]. Paper presented at the Seminar "Actualización en Psicología del Arte y Experiencia Estética". Madrid, Spain.
- Bautista, A.** (2007, November). *Music Performance Teachers' Conceptions about Learning and Instruction.* Thematic poster presentation at the Psychology of Education Section Annual Conference, organized by the British Psychological Society. Stock on Trent, United Kingdom: Staffordshire University.
- Bautista, A.,** & Pozo, J. I. (2007, September). *Musical scores as external representations.* Invited presentation at the Seminar "Learning with and about external representations". Barcelona, Spain: Universidad de Barcelona.
- Bautista, A.,** Pozo, J. I., & Pérez Echeverría, M. P. (2007, August). *Spanish piano teachers' conceptions about didactics: The role of educational experience.* Thematic poster presentation at the 12th EARLI Biennial Conference "Developing Potentials for Learning", organised by the European Association of Research on Learning and Instruction (EARLI). Budapest, Hungary.
- Igoa, J. M., Chico, E., Martín, N., & **Bautista, A.** (2007, August). *The time-course of emotional judgments to musical stimuli: The role of rhythmic and harmonic features.* Thematic poster presentation at the bi-annual conference of the European Society for Cognitive Psychology (ESCOP). Marselle, France.
- Bautista, A.** (2006, July). *La notación musical como sistema externo de representación: Usos y concepciones de profesores y alumnos de conservatorios.* [Music notation as a system of external representation: Conservatory teachers' and students' approaches and conceptions]. Invited presentation at the Seminar "Educación Científica y Educación Secundaria". San Carlos de Bariloche, Argentina: Instituto Balseiro.
- Bautista, A.** (2006, June). *Piano teachers' conceptions about teaching and learning: The role of educational experience. An application of the lexicometrical method to the study of implicit theories about learning and instruction.* Oral presentation at the 9th

- JURE Conference, organized by the European Association of Research in Learning and Instruction (EARLI). Tartu, Estonia: University of Tartu.
- Bautista, A.**, Pérez Echeverría, M. P., Pozo, J. I., de la Cruz, M., & Scheuer, N. (2006, April). *La lexicometría aplicada al estudio de las concepciones sobre la enseñanza y el aprendizaje*. [Lexicometrical method applied to the study of teaching and learning conceptions]. Paper presented at the 6es Journées internationales d'Analyse statistique des Données Textuelles (JADT). Besançon, France: Université de Franche-Comté.
- Bautista, A.**, Luna, M., & Pérez Echeverría, M. P. (2006, April). *Los procedimientos como contenidos de las enseñanzas musicales en la Educación Secundaria Obligatoria*. [Procedures as learning outcomes in secondary music education]. Paper presented at the conference “IX Bienal Internacional, Simposio y Festival del Centro para las Artes y Música Interculturales” (CIMA). Granada, Spain: Universidad de Granada.
- Bautista, A.**, Torrado, J. A., Pozo, J. I., & Pérez Echeverría, M. P. (2006, April). *Las concepciones de los profesores de conservatorio sobre el aprendizaje y la enseñanza*. [Conservatory teachers' conceptions of learning and teaching]. Paper presented at the conference “IX Bienal Internacional, Simposio y Festival del Centro para las Artes y Música Interculturales” (CIMA). Granada, Spain: Universidad de Granada.
- Pérez Echeverría, M. P., Pozo, J. I., Pecharromán, A., & **Bautista, A.** (2005, September). *Las representaciones del aprendizaje en alumnos universitarios*. [University students' representations of learning]. Invited presentation at the Seminar “Educar para el cambio: escenarios para el desarrollo humano,” organized by Fundación Infancia y Aprendizaje. Alcalá de Henares, Spain: Universidad de Alcalá de Henares.
- Pérez Echeverría, M. P., Pozo, J. I., Pecharromán, A., & **Bautista, A.** (2005, August). *University students' conceptions of learning objects*. Oral presentation at the 11th Biennial Conference organized by the European Association for Research on Learning and Instruction (EARLI). Nicosia, Cyprus: University of Cyprus.
- Bautista, A.** (2004, July). *Development + Research in Music and Psychology*. Thematic poster presented at the XXVI World Conference of the International Society for Music Education (ISME), “Sound Worlds to Discover”. Tenerife, Spain.

INVITED TALKS

- Bautista, A.** (2012, November). “*The Poincaré Institute for mathematics Education.*” *Un programa de desarrollo profesional para profesores de matemáticas*. Palau de les Heures del Campus Mundet, Universitat de Barcelona (Spain).

MEMBER OF DOCTORAL DISSERTATION COMMITTEES

Bissonnette, J. (2013). *L'effet de la réalité virtuelle sur l'anxiété de performance et sur la qualité de la prestation des musiciens* [Effects of virtual reality exposure on music performance anxiety and performance quality in musicians]
Doctorat en éducation musicale. Philosophiae Doctor (Ph.D.)
Université Laval (Québec, Canada)

ACADEMIC ACCREDITATION

ANECA (Spanish National Agency for the Assessment of Academic Accreditation)
Qualification to teach at the “Assistant Professor” level (“Profesor Contratado Doctor”)
Date: July, 2012

LANGUAGES

Spanish (mother tongue)
English (fluent verbal and written skills)

COUNTRIES LIVED IN

Argentina, Canada, United Kingdom, United States, Spain

VISA STATUS IN THE UNITED STATES

H1-B Visa, valid until December 31, 2014