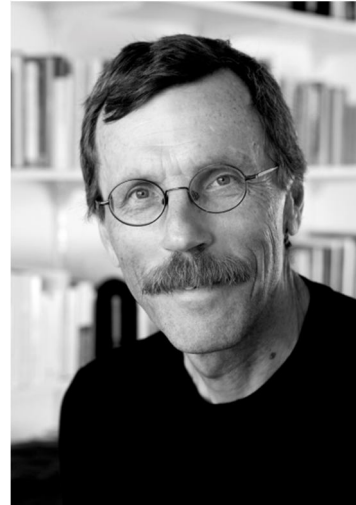# Wolff-Michael Roth

Wolff-Michael Roth is the Lansdowne Professor in Applied Cognitive Science (University of Victoria, British Columbia). This enormously active researcher has contributed to numerous fields of research, including learning science in learning communities, authentic teaching, cultural-historical aspects of activity theory, social studies of science, gesture studies, qualitative research methods, embodied cognition and situated cognition. Roth has written and edited almost 50 books and almost 500 scientific articles. He received an honorary doctorate from the University of Ioannina (Greece) in 2011 and has recently been a research fellow at the French Institute of Education at *École Nationale Supérieure* (Lyon, France). He was recognized by the American Educational Association (AERA), Division K (Teaching and Teacher Education) with the Significant Contribution to Educational Measurement and Research Methodology Prize for the edited book (with K. Ercikan) *Generalizing from Educational Research: Beyond Qualitative and Quantitative Polarization* (Routledge, 2009) and received the Distinguished Contributions Award from the American *National Association for Research in Science Teaching* for continued contributions to, leadership in, and substantial impact on science education through research in 2009. Three years earlier he received the Canadian Education Association Whitworth Award for Education Research. He is a fellow of numerous scientific organisations, including notably the American Educational Research Association and the American Association for Advancement of Science. His

latest publications include *Meaning and Mental Representation: A Pragmatic Approach* (Sense Publishers 2013) and *What More In/for Science Education: An Ethnomethodological Perspective* (Sense Publishers 2013). He has also recently co-authored with Maria Inês Mafra Goulart and Katerina Plakitsi *Science Education During Early Childhood: A Cultural-Historical Perspective* (Springer 2013) and with Michiel van Eijck *Imagination of Science in Science Education: From Epics to Novelizing Discourse* (Springer 2013)[225].

Selected Publications:

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Roth, W.-M. 2003. *Toward an anthropology of graphing: Semiotic and activity-theoretic perspectives*. Dordrecht, The Netherlands: Kluwer Academic Publishers.

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Roth, W.-M., Tobin, K., Zimmermann, A., Bryant, N., Davis, C. 2002. Lessons on/from the dihybrid cross: An activity theoretical study of learning in coteaching. *Journal of Research in Science Teaching*, 39: 253-282.

Website: *http://education2.uvic.ca/faculty/mroth*