

Current Position:

Professor, University of Luxembourg

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EDUCATION

Ph.D. in Urban Education

The Graduate Center: City University of New York, 2009

M.S. in Elementary Education

Hunter College: City University of New York, 1994

B.S. in Elementary Education

St. John's University, 1991

TEACHING CERTIFICATIONS

New York State Teaching Certificate (nursery-6)

Massachusetts Teaching Certificate (1-6)

PROFESSIONAL EXPERIENCE

University of Luxembourg, Luxembourg

Faculty of Humanities, Social Sciences, and Education

Professor, 2014-present

Associate Professor, 2011-2014

Research Associate, 2009 - 2011

Drexel University, Philadelphia, PA

Goodwin School of Education

Instructor, remote, 2009 - 2011

University of Pennsylvania, Philadelphia, PA

Penn Science Teachers Institute, Masters of Integrated Science Education Program (MISEP)

Lecturer, 2007 - 2009

Seminars on Science, American Museum of Natural History, NY

Teaching Assistant, Water: Environmental Science, 2009, 2011

The Graduate Center, City University of New York, NY

CUNY Writing Across the Curriculum initiative

Writing Fellow, 2008 - 2009

Manhattanville College, Purchase, NY

Curriculum and Instruction Department, Childhood Program

Instructor, 2004 - 2008

Adjunct Faculty, 2002 – 2004

Conte Community School, Pittsfield, MA
Science Specialist (K-5), 1998 - 2002

The Berkshire Museum, Pittsfield, MA
Senior Educator, 1995 - 1998

Museum Institute for Teaching Science (MITS), Boston, MA
Consultant, 2003 - 2005
Coordinator, Instructor, 1996 - 1999, 2002

The Junior Museum (renamed Children's Museum of Science and Technology) Troy, NY
Youth Services Coordinator, 1994 - 1995

International Wildlife Park / The Bronx Zoo, Bronx, NY
Teaching Intern, 1993 - 1994

SELECT GRANT FUNDED PROJECTS (P.I.)

Fondation Oevre Grand Duchesse Charlotte, Luxembourg
Growing schools; Growing futures, 2025-2029. 230,000 €

Losch Foundation, Luxembourg
CHANGES, Caring for humanity and nature through global citizenship education for a just and sustainable future, 2026-2029. 434,000 €

Cinven Foundation, Luxembourg
Linking Science and Language learning in a classe d'accueil, 2025. 50,736 €

Fonds National de la Recherche Luxembourg (FNR) Promoting Science to the Public (PSP) Flagship
Grant Our stories, Our futures (Eis Geschichten, Eis Zukunft!), 2024-2027. 355,996 €

Losch Foundation, Luxembourg
Educating primary teachers for the future: In the footsteps of the national plan for Education for Sustainable Development. Co-PI with Doriana Sportelli, 2022-2026. 225,000 €

Fondation Emile Metz Tech Veuve, Luxembourg
SciTeach Center Early STEAM project, 2022-2026. 231,000 €

Fonds National de la Recherche Luxembourg (FNR) Promoting Science to the Public Flagship
Science teaching to support children learning science (Sci2School), 2019-2021. 298,000 €
SciTeach Center project – Science Teacher Resource Center, 2016-2018. 370,125 €

Internal Research Grants for Faculty, The University of Luxembourg
Science Education, Innovation, and Policy in Modern Luxembourg, 2014-2017 350,000 €
Assessing Science Processes In Narratives: Building knowledge through collaborative assessment (ASPIN Project) Co-PI with Michelle Brendel, 2013-2016. 205,000 €

DOCTORAL AND MASTER SUPERVISION AND ADVISEMENT

Doctoral supervisor, University of Luxembourg:
Corine Philippart, 2024-2026

Voicing migration experiences and pedagogical perspectives: a collaborative needs analysis in

adult language education in Luxembourg

Melanie Canelas Jorge, 2023-

Coteaching and codevelopment as professional development for in-service teachers

Doriana Sportelli, 2022-2026

Educating primary teachers for the future: In the footsteps of the national plan for Education for Sustainable Development (Way2ESD)

Maiza de Albuquerque Trigo, 2020-2024

Examining Lusophone student interactions while engaging in science investigations

Anna Gorges, 2015-2019

Critical perspectives on plurilingual students' identity performance in sustainability education

Jana Maria Haus, 2013-2018

Tracing the development of children's science processes.

Sara Wilmes, 2013-2017

Student-driven inquiry-based science education in Luxembourg primary school contexts.

Shaghayegh Nadimi, 2016-2017

Historicizing the journey of the New Math reform from the United States to Luxembourg in the 1960s and 1970s.

Member of PhD supervisory committee (Comite d'Encadrement de These) University of Luxembourg:

Miwa Chiwa, 2019-2023 *Comparing (inclusive) education in Luxembourg and Japan*

Melanie Noesen, 2016-2022 *Portfolioarbeit und Lernen - Eine Studie in einer inklusionsorientierten Grundschule im Kontext der luxemburgischen Bildungsreform*

Denise Villanyi, 2014-2018 *Self-assessment in elementary school with a tablet-computer-based tool: a chance for fairer educational assessment?*

Katarina Krkovic, 2013-2015 *Collaborative problem solving – new assessment solutions and empirical validation*

Viktoria Boretska, 2015-2016 *Programmed instruction in the Soviet Union and the Grand Duchy of Luxembourg in the 1960s*

Shaghayegh Nadimi, 2015-2016 *Historicizing the journey of the New Math reform from the United States to Luxembourg in the 1960s and 1970s*

PhD Jury President, University of Luxembourg:

Miwa Chiwa, 2023 *Comparing (inclusive) education in Luxembourg and Japan*

Svenja Heuser, 2023 *Reading aloud practices: Providing joint accessibility to text within an unfamiliar interface-mediated game activity*

Bo Raber, 2022 *Fostering systemic sustainability dialogues through collaborative systems visualization methods in Luxembourgish secondary schools*

Sarah Delgano, 2021 *Understanding multilingual pupils translanguaging practices: A qualitative study in two primary schools in Luxembourg*

Dissertation committee member (external universities):

Alma Villegas, Seoul National University, masters degree, Korea

An analysis of the Mexican education system's response to covid19 with a focus on primary teachers' responses to the "learn at home" program 2020-2021

Mohamed Faizal Bin Badron, National Institute of Education, PhD degree, Singapore

Using cogenerative dialogue to mediate conceptual change in science: A case study of four primary schools in Singapore, 2015-2018

Melissa Winchell, University of Massachusetts, PhD degree, Boston, US.

Cultural competence as co-construction in teacher training programs, 2011-2013

Dissertation Opponent:

Feyza Axelsson Linköping University, Sweden, 2023

Study guidance practices in science with Turkish speaking recently arrived pupils:

A study focusing on scaffolding and meaning making

Johanna Frejd, Linköping University, Sweden, 2019

Encountering Evolution Children's Meaning-Making Processes in Collaborative Interactions

External PhD Examiner:

Groningen University, 2024, 2025

University of Copenhagen, Denmark, 2024

Aalborg University, Denmark, 2013, 2018, 2019

Homi Bhabha Center for Science Education, India, 2020

Monash University, Australia, 2012, 2015, 2018, 2021

National Institute of Education, Singapore, 2018, 2024

Queensland University of Technology, Australia, 2016, 2022, 2023

University of Waikato, 2016

UNIVERSITY LEADERSHIP ROLES

Head of the Department of Education and Social Work, University of Luxembourg, 2025-

Head of the Institute for Teaching and Learning, University of Luxembourg, 2014-2024

Head of Education, Culture, Cognition, and Society (ECCS) research unit, University of Luxembourg, 2017-2019 (deputy head from 2014-2017)

Program co-coordinator, Day Start Masters program, Manhattanville College, 2005-2008.

EDITORIAL ROLES

Journal editing

Co-editor, *Cultural Studies of Science Education* journal, 2012-present

Co-editor of special issue “International perspectives on the material and the embodied in interaction in Science Education” (together with Sara Wilmes and Kok-Sing Tan) *Research in Science & Technological Education*, 2024

Co-editor of special issue on “Science Education in Multilingual Contexts” (together with Mariona Espinet and Sara Salloum) *International Journal of Science Education*, 2020

Book series editor

Teacher Education, Learning, Innovation and Accountability, Springer, 2026-

Sociocultural Explorations of Science Education book series, Springer, 2021-present

Cultural Studies of Science Education book series, Springer, 2012-2021

Editorial board member

Asia Pacific Science Education, 2015-2024

Cultural Studies of Science Education, 2009-2012

Journal of Science Teacher Education, 2012-2016

Research in Science Education, 2011-2023

SERVICE ACTIVITIES

Service to professional organizations

Board service

Board member, ESERA, 2025-2026

Board member, NARST, Publications Advisory Committee liaison 2017-2020

Committee service:

Strand 15 co-coordinator, ESERA conference, Cappadocia, 2023

Strand 15 co-coordinator, ESERA conference, Braga (remote), 2021

Strand 15 co-coordinator, ESERA conference, Bologna, 2019

International committee member, NARST, 2011-2014

Steering committees

Minette Biosphere / MiNELL project steering committee member

FNR PSP Flagship funding, 2022-2025

Research goes Public / RePublic project steering committee member

FNR PSP Flagship funding, 2022-2025

Become a Computer Scientist (BeCoS project) project steering committee member, Scienceteens Lab

FNR PSP Flagship funding, 2022-2025

University service

The University of Luxembourg Committees:

Member of Faculty Council, 2017-2019; 2025-present

Bachelor in Educational Sciences “think tank” 2015-2016

Bachelor in Educational Sciences Quality Assurance Group 2017-present

The University of Luxembourg student supervisory panels:

Bachelors program jury member, 2014-present

Student teaching supervisor, 2012-2016

Masters in Learning and Communication in Multilingual and Multicultural Contexts thesis jury member, 2018

Manhattanville College Committees:

Professional Development School Steering Committee, 2007-2008

School of Education Awards Committee, 2005-2008

School of Education Curriculum Committee, 2005-2008

School of Education Childhood Search Committee, 2005, 2006

LANGUAGE COMPETENCIES

English, native speaker

German, fluent C2

Luxembourgish, C1

French, B1

PUBLICATIONS

Books

- Siry, C.** (authored book in production). *Teacher education as participatory practice: Learning to teach through collaboration and shared responsibility*. Springer.
- Adams, J. & **Siry, C.** [Eds]. (in progress) *Wondering science: Creativity, imagination, and future thinking in science education*. Springer.
- Bazzul, J., & **Siry, C.** [Eds]. (2019). *Critical voices in science education research: Narratives of hope and struggle*. Springer.

Journal articles

- Glotov, S. & **Siry, C.** (2026). “Not by the hair of my chinny chin chin”: Supporting teachers in exploring the potential of stories in early childhood STEAM. *Science and Children*, 63(3), 67-72.
- Kersting, M., Danielsson, K., Fleury Mortimer, E., Olander, C., **Siry, C.**, & Tang, K. S. (2025). From founding voices to future visions: languages and literacies in science education. *International Journal of Science Education*, 47(14), 1923-1940.
- Siry, C.**, Wilmes, S. E. D., & te Heesen, K. (2025). Co-development and collaboration for responsive teacher education: A teacher leader network to support reform-based science instruction. *Journal of Science Teacher Education*, 36(6), 713–731.
<https://doi.org/10.1080/1046560X.2024.2446100>
- Siry, C.**, Wilmes, S. & Sportelli, D. (2025). Young children's translanguaging as emergent in and through open-ended science pedagogies. *Journal of Research In Science Teaching*, DOI 10.1002/tea.21995
- Siry, C.**, Wilmes, S. & Frisch, R. (2024). Agentic student science engagement: Highlighting open-ended pedagogical structures in a plurilingual classroom. *International Journal of Educational Research*, 127. DOI 10.1016/j.ijer.2024.102357
- Wilmes, S. & **Siry, C.** (2024). Engaging with materials and the body: young plurilingual children's resource-rich interactions in science investigations. *Research in Science and Technological Education*, 42(1), 114-132. DOI 10.1080/02635143.2023.2298353
- Wilmes, S., **Siry, C.**, & Tang, K-S. (2024). Drawing together international perspectives on material and embodied aspects of science education: Introduction to the special issue. *Research in Science and Technological Education*, 42(1), 1-7. DOI [10.1080/02635143.2024.2309058](https://doi.org/10.1080/02635143.2024.2309058)
- Monteira, S.F., Jiménez, M.P. & **Siry, C.** (2022). Scaffolding children's production of representations along the three years of ECE: a longitudinal study. *Research in Science Education*, 52(1), 127-158. DOI 10.1007/s11165-020-09931-z
- Siry, C.** (2021). Coping and scholarship during a pandemic. *Cultural Studies of Science Education*, 16 (2), 1-7.
- Wilmes, S. & **Siry, C.** (2021). Multimodal Interaction Analysis: a powerful tool for examining plurilingual students' engagement in science practices. *Research in Science Education*, DOI

- Siry, C.** (2020). Dialogic pedagogies and multimodal methodologies: Working towards inclusive science education and research. *Asia Pacific Science Education*, 1-18. DOI:10.1163/23641177-bja10017
- Siry, C.** (2020). Science education during times of crisis: Calling for reflections, responses, and forward thinking from the CSSE community. *Cultural Studies of Science Education*, 15, 317-322. DOI 10.1007/s11422-020-09985-5
- Salloum, S., **Siry, C.**, Espinet M. (2020). Examining the complexities of science education in multilingual contexts: Highlighting international perspectives. *International Journal of Science Education*, 42 (14), 2285-2289. DOI 10.1080/09500693.2020.1831644
- Siry, C.** & Gorges, A. (2020). Young children's diverse resources for meaning making in science: Learning from multilingual contexts. *International Journal of Science Education*, 42 (14), 2364-2386. DOI 10.1080/09500693.2019.1625495
- Wilmes, S. & **Siry, C.** (2020). Science notebooks as interactional spaces in a multilingual classroom: Not just ideas on paper. Advance online publication in the *Journal of Research in Science Teaching*, DOI 10.1002/tea.21615
- Siry, C.** & Wilmes, S. (2020). Working toward equitable research practices: The value of highlighting complexity and respecting context. *Cultural Studies of Science Education*, 15, 583-593. DOI 10.1007/s11422-020-09979-3
- Brendel, M., **Siry C.**, Haus, J., & Breedijk-Goedert, F. (2019). Transforming praxis in science through dialogue towards inclusive approaches. *Research in Science Education*, 49 (3), 767-786. DOI 10.1007/s11165-017-9642-2
- Gómez Fernández, R., & **Siry, C.** (2018). O projeto Scipol: Lux e o ensino / aprendizagem da ciência nas escolas pré-escolares e primárias no Luxemburgo: o caso dos estudantes cultural e linguisticamente diversos (The SciPol:Lux project and the teaching / learning of science in primary schools in Luxembourg: The case of the culturally and linguistically diverse students). *International Journal Education and Teaching*, 1(1), 70-90.
- Wilmes, S. & **Siry, C.** (2018). Interaction rituals and inquiry-based science instruction: Analysis of student participation in small-group investigations in a multilingual classroom. Advanced online publication in *Science Education*, DOI 10.1002/sce.21462
- Adams, J., Avraamidou, L., Bayram-Jacobs, D., Boujaoude, S., Bryan, L., Christodoulou, A., Couso, D., Danielsson, A., Dillon, J., Erduran, S., Evagorou, M., Goedhart, M., Kang, N-H., Kaya, E., Kayumova, S., Larsson, J., Martin, S., Martinez Chico, M., Marzabal, A., ...(**Siry, C.**).... Zembal-Saul, C. (2018). The role of science education in a changing world. NIAS Lorentz center.
<https://www.lorentzcenter.nl/lc/web/2018/960/extra.php3?wsid=960&venue=Snellius>
- Wilmes, S., te Heesen, K., **Siry, C.**, Kneip, N., Heinericy, S., (2018). The role of critical reflexivity in the professional development of professional developers: a co-autoethnographic exploration. *Interfaces Científicas; Educação*, 7(1), 13-24.
- Villányi, D., Martin, R., Sonnleitner, P., **Siry, C.**, Fischbach, F. (2018). A tablet-computer-based tool to facilitate accurate self-assessments in third- and fourth-grader. *International Journal of Emerging Technologies in Learning*, 13 (10), 225-251.

- Gomez Fernández, R. & **Siry, C.** (2018). "Opening up" a science task: An exploration of shifting embodied participation of a multilingual primary student. *International Journal of Science Education*, 40 (7), 771-795.
- Wilmes, S. E. D., **Siry, C.**, Gomez Fernández, R., & Gorges, A. (2018). Underscoring the value of video analysis in multilingual and multicultural classroom contexts. *The Video Journal of Education & Pedagogy* (3), 4.
- Siry, C.**, Brendel, M. Frisch, R. (2016). Radical listening and dialogue in educational research. *International Journal of Critical Pedagogy*, 7 (3), 120-136.
- Siry, C.** & Brendel, M. (2016) The inseparable role of emotions in the teaching and learning of primary school science. *Cultural Studies of Science Education*, 11 (3), 803-815.
- Siry, C.**, Wilmes, S., & Haus, J. (2016). Examining children's agency within participatory structures in primary science investigations. *Learning, Culture and Social Interaction*, 10, 4-16.
- Milne, C., **Siry, C.**, Mueller, M. (2015). Reflections on the challenges and possibilities of journal publication in science education. *Cultural Studies of Science Education*, 10 (4), 1063-1069.
- Siry, C.**, & Martin, S. (2014). Facilitating reflexivity in preservice science teacher education using video analysis and cogenerative dialogue in field-based methods courses. *Eurasia Journal of Mathematics, Science, and Technology Education* 10 (5), 481-508.
- Ali-Khan, C. and **Siry, C.** (2014). Sharing seeing: Exploring photo-elicitation with children in two different cultural contexts. *Teaching and Teacher Education*, 37, 194-207.
- Siry, C.** (2014). Towards multidimensional approaches to early childhood science education. *Cultural Studies of Science Education*, 9 (2) 297-304.
- Siry, C.** and Max. C. (2013). The collective construction of a science unit: Framing curricula as emergent from Kindergarteners' wonderings. *Science Education*, 97 (6), 878-902.
DOI: 10.1002/sce.21076
- Siry, C.** (2013). Exploring the complexities of children's inquiries in science: Knowledge production through participatory practices. *Research in Science Education*, 43, 2407-2430.
DOI: 10.1007/s11165-013-9364-z
- Bencze, J., Carter, L., Chiu, M., Duit, R., Krajcik, J., Martin, S., **Siry, C.**, Choi, K., Lee, H., Shin, N., & Kim S. (2013). Globalization and science education. *Cosmos* 8 (2), 139-152. DOI: 10.1142/S021960771250005X.
- Siry, C.**, Ziegler, G., & Max, C. (2012). "Doing science" through discourse-in-interaction: Young children's science investigations at the early childhood level. *Science Education*, 96, 311-326. DOI: 10.1002/sce.20481
- Siry, C.** & Lara, J. (2012). "I didn't know water could be so messy": Coteaching in elementary teacher education and the production of identity for a new teacher of science. *Cultural Studies of Science Education*, 7, 1-30.
- Kirch, S. & **Siry, C.** (2012). "Maybe the algae was from the filter": „Maybe“ and similar modifiers as mediational tools and indicators of uncertainty and possibility in children's science talk. *Research in Science Education*. DOI 10.1007/s11165-010-9197-y.

- Siry, C. & Kremer, I. (2011).** Children explain the rainbow: Using young children's ideas to guide science curricula. Invited contribution to special issue of *The Journal of Science Education and Technology*, 20, 643-655.
- Martin, S. & Siry, C. (2011).** Networks of practice in science education research: A global context. *The Journal of Research in Science Teaching*, 48 (6), 592-623.
- Siry, C. (2011).** Exploring the significance of resource-rich views in science education. *Cultural Studies of Science Education*, 6 (4), 1019-1029. DOI 10.1007/s11422-011-9353-3
- Siry, C. & Zawatski, E. (2011).** "Working with" as a methodological stance: Collaborating with students in teaching, writing, and research. Invited contribution to special issue of *The International Journal of Qualitative Studies in Education*, 24 (3), 343-361.
- Siry, C., Ali-Khan, C., & Zuss, M. (2011).** Cultures in the making: An examination of the ethical and methodological implications of collaborative research [26 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 12(2), Art. 24, <http://nbn-resolving.de/urn:nbn:de:0114-fqs1102245>.
- Siry, C. (2011).** Emphasizing collaborative practices in learning to teach: Coteaching and cogenenerative dialogue in a field-based methods course. *Teaching Education*, 22, (1), 91-101.
- Fellner, G. & Siry, C. (2010).** Reconceptualizing the relationship between universities and schools: a dialectic and polysemic approach. *Cultural Studies of Science Education*, 5, (3), 775-785.
- Siry, C. & Lang, D. (2010).** Creating participatory discourse for teaching and research in early childhood science. *Journal of Science Teacher Education*, 21, (2), 149-160.
- Martin, S. & Siry, C. (2009).** Raising critical issues in the analysis of gender and science in children's literature. *Cultural Studies of Science Education*, 4, (4), 951-960.
- Rubenstein, A., Cleary, S., and Siry, C. (2009).** The Science of pumpkins: Gourd-ous decomposition in the elementary classroom. *Science and Children*, 47, (1), 60-62.
- Siry, C. (2009).** Expanding the field of science education: A conversation with Ken Tobin. *Eurasia Journal of Mathematics, Science & Technology Education*, 5, (3), 197-208.
- Siry, C., Horowitz, G., Otulaja, F.S., Gillespie, N., Shady, A., Augustin, L.A. (2008).** Conceptual change research and science education practice: A response from educators. *Cultural Studies of Science Education*, 3, (2), 451-470.
- Siry, C. & Famiglietti, J. (2007).** A nutritious field trip. *Journal of Nutrition Education and Behavior* 39, (3), 175-177.
- Ferrara, J. & Siry, C. (2007)** Pre-service teachers and classroom teachers learning together: A collaborative teacher education program. *Excelsior: Leadership in Teaching and Learning*, 1, (2), 39-48.
- Siry, C. (2006).** Teaching with trade books: Wonderful, wiggly worms. *Science and Children*, 43, (7), 14-16.
- Siry, C. & Buchinski, L. (2005).** A field guide of their own. *Science and Children*, 43,(1), 36-39.

Book chapters

- Siry, C.** (accepted). "Situating difference as a valuable resource in education research". In K. Scantlebury [Ed.] *Moving science education into the 21st century: A festschrift in honor of Kenneth Tobin*. Springer Publishing.
- Sportelli, D., **Siry, C.**, & Wilmes, S. E. (2025). Tackling Wicked Problems through Teacher-Researcher Collaboration and Co-Design. In *Wicked Problems in PreK-12 Science Education* (pp. 206-216). Routledge.
- Siry, C.** & Yacoubian, J. (2023). "Coming together across differences: The uniting role of social justice in science education." In G. Carvalho, A.S. Afonso & Z. Anastácio [Eds.] *Fostering Scientific Citizenship in an Uncertain World: Selected Papers from the ESERA 2021 Conference*. Springer Publishing.
- Siry, C.**, Cabe-Trundle, K., & Sackes, M. (2023). "Science education during the early childhood years: Research themes and future directions." In N. Lederman, D. Zeidler, J. Lederman [Eds.] *Handbook of Research on Science Education, Volume III*. Routledge.
- Zemba Saul, C., **Siry, C.**, Monteiro, S., Bose, F. (2022). Preparing early childhood teachers to support young children's equitable science sensemaking. In J. Luft & M. Gail Jones [Eds.] *Handbook of Research on Science Teacher Education*, p. 69-82. Taylor and Francis.
- te Heesen, **Siry, C.**, & Wilmes, S. (2022). "Inquiry-based pedagogies as an inclusive practice: approaches for in-service teacher education". In K.N. Andersen, B.T. Ferreria da Silva, V. Silva de Moraes Novais [Eds.] *Educação, cultura e inclusão: Contextos internacionais e locais*. (p. 101-112). Appris Editora.
- Siry, C.**, Wilmes, S., te Heesen, K., Sportelli, D., Heinericy, S. (2021). Young children's transmodal participation in science investigations: Drawing on a diversity of resources for meaning-making. In: Jakobsson, A., Nygård Larsson, P., Karlsson, A. (eds) *Translanguaging in Science Education. Sociocultural Explorations of Science Education*, vol 27. Springer, Cham. https://doi.org/10.1007/978-3-030-82973-5_4
- Adams, J. & **Siry, C.** (2020). "Living authenticity in science education research." In K. Otrell-Cass, M. Andrée & M. Ryu [Eds]. *Examining research ethics in contemporary science education research: being responsive and responsible*. (p. 143-158). Springer.
- Smith, T., **Siry, C.**, Adams, J.D., Stewart, S. & Watson-Campbell, P. (2021). Advancing STEM Education Reform In Jamaica: Recursive Approaches To Culturally- And Contextually-Relevant Curricula Design. In E.J. Blair And K. A. Williams [Eds.]. *The Handbook On Caribbean Education*. Information Age Publishing.
- Haus, J.M. & **Siry, C.** (2019). "Agency, materiality, and relations in intra-action in a kindergarten science investigation." In C. Milne & K. Scantlebury [Eds]. *Material practice and materiality in science education*. (pp. 131-150). Springer.
- Bazzul, J. & **Siry, C.** (2019). "Critical voices in science education." In J. Bazzul & C. Siry [Eds]. *Critical voices in science education research: narratives of hope and struggle*. (pp. 3-7). Springer Nature.
- Siry, C.**, Andersen, K., Wilmes, S. (2018). „Doing Science“: Erwerb von Kompetenzen im naturwissenschaftlichen Unterricht der École fondamentale. Bildungsbericht Luxemburg 2018, pp. 140-141.

- Siry, C.** (2018). "Troubling science education and imagining possibilities for transformation: An afterword." In A. Orlander, M. Sillasen, K. Otnel-Cass [Eds]. *Troubling science education through cultural, political, and social perspectives*. (pp. 197-206). Springer.
- Siry, C.** (2017). "The science curriculum at the elementary level: What are the basics, and are we teaching them?" In L. Bryan & K. Tobin [Eds.] *Thirteen questions for science education*. Peter Lang Publishing.
- Wilmes, S., **Siry, C.**, Gómez Fernández, R., & Gorges, A. (2017). "Reconstructing science education within the language / science relationship: reflections from multilingual contexts". In L. Bryan & K. Tobin [Eds.] *Thirteen questions for science education*. Peter Lang Publishing.
- Siry, C.** (2015). Researching with children: Dialogic approaches to participatory research. In K. Tobin, & S. Steinberg [Eds]. *Doing educational research: A handbook (Second edition)* (pp. 151-165). Rotterdam, NL: Sense Publishing.
- Andersen, K., **Siry, C.**, Henges, G. (2015) Naturwissenschaftlicher Unterricht an der Luxemburger École fondamentale. *Bildungsbericht Luxemburg 2015, Analysen und Befunde* (Band 2), p. 28-33.
- Max, C., **Siry, C.** & Kracheel, M. (2015). "And? Did we do nice things?": Children documenting their emerging inquiries in early science learning. In C. Milne, K. Tobin & D. DeGennaro [Eds]. *Sociocultural studies and implications for science education: the experiential and the virtual*. (pp. 135-153). Springer.
- Siry, C.** & Lowell, N. (2014). Exploring the complexities of learning to teach: Collaborative methods and participatory structures in teacher education. In K. Tobin and A. Shady [Eds.] *Transforming Urban Education*. (pp.283-302). Sense Publishers.
- Siry, C.**, Ferrara, J. & Lang, D. (2014). Preparing preservice teachers in a PDS Context: Insights into field-based methods courses. In J. Ferrara, J. Nath & I. Guadarrama [Eds.] *Research in Professional Development Schools: Creating visions for university-school partnerships*. IAP Press.
- Siry, C.**, Ali-Khan, C. & Siry, D. (2014). Political engagement as a child: Rethinking, reseeing and reinvesting youth in political participation. In K. Tobin and A. Shady [Eds.] *Transforming Urban Education*. (pp. 377-387). Sense Publishers.
- Siry, C.** & Mick, C. (2013). Multivoiced research with children: Exploring methodological issues in children's documentation of school projects. In T. Kress, C. Malott and B. Porfilio [Eds.] *Challenging Status Quo Retrenchment: New Directions in Critical Research* (pp. 129-145). IAP Press.
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