[Nancy Jordan](#)

Dean Family Endowed Chair of Education and Professor at University of Delaware

Newark, DE, US

Prof. Jordan's work focused on how children learn to math and why so many struggle.

Biography

Nancy C. Jordan is Dean Family Endowed Chair and Professor of Education at the University of Delaware. Her research focuses how children learn math and why so many struggle, both in early and middle childhood. Professor Jordan has received numerous grants, including funding from the National Science Foundation, the Eunice Kennedy Shriver National Institute of Child Health and Human Development, the U.S. Department of Education Institute of Education Sciences (IES), and the Spencer Foundation. She was PI of the influential Center for Improving Learning of Fractions (2011-2016), funded by the IES. She is author of many highly cited journal articles and has recently published her research in Journal of Educational Psychology, the Journal of Learning Disabilities, Developmental Psychology, and the Journal of Research on Mathematics Education, among many others. She is a member of the National Academy of Education and a fellow of the American Educational Research Association and the Association for Psychological Science. She was the recipient of the 2020 Kauffman-Hallahan-Pullin Distinguished Researcher Award of the Council for Exceptional Children in recognition of her scholarship related to mathematics learning difficulties and disabilities. Professor Jordan formerly served as Chair of the governing board of the international Mathematical Cognition and Learning Society. She served on the Committee on Early Childhood Mathematics of the National Research Council of the National Academies and as an expert panel member on the U.S. Dept. of Education Practice Guides on teaching math to young children and on providing interventions for students with or at risk for math disabilities. Professor Jordan is dedicated to disseminating STEM education research to a wide audience, including researchers, practitioners, and policymakers. She translates her foundational work to improve educational practice, especially for students with disabilities and limited educational opportunities in STEM. She has developed successful interventions and screening tools for high-risk children in pre-K through middle school, including the widely used Number Sense Interventions. Her new screener, the Screener for Early Number Sense assesses key number skills in children from pre-K through first grade and is highly predictive of later math difficulties

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Industry Expertise

Education/Learning, Research

Areas of Expertise

Child Development, Mathematics, Learning Difficulties, Math Disabilities, Number Sense Interventions, Screener for Early Number Sense

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Affiliations

Member, National Academy of Education (2022), Distinguished Researcher Award, AERA Special and Inclusive Education Special Interest Group (2022), Fellow, American Educational Research Association (2020), Kauffman-Hallahan-Pullin Distinguished Researcher Award. Division for Research, Council for Exceptional Children (2020), Fellow, Association for Psychological Science (2017)

Education

Harvard University
EdD

Northwestern University
MAT

University of Iowa
BA

Accomplishments

American Educational Research Association (AERA) Fellow
2020