

## MARK K. FELTON, PhD

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### Education

- 1999 Teachers College, Columbia University, New York, NY.  
Ph.D., Human Development
- 1998 Teachers College, Columbia University, New York, NY.  
M.Phil., Human Development
- 1990 Stanford University, Stanford, CA.  
B.A. (with Distinction), Psychology; Interdisciplinary Honors in Education
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### Professional Experience

- 1999-Present Professor, Department of Teacher Education, College of Education, San José State University (2010-Present); Associate Professor (2005-2010); Assistant Professor (1999-2005).
- 2011-2012 Visiting Scholar. Department of Educational and Developmental Psychology, Universidad de Barcelona, Barcelona, Spain.
- 2009-2014 Chair. Department of Secondary Education, College of Education, San José State University.
- 2009-2014 Program Coordinator. Single Subject Credential Program, San José State University.
- 1995-1997 Adjunct Instructor. Department of Curriculum and Teaching, Teachers College, Columbia University.
- 1993-1999 Graduate Research Assistant. Department of Human Development, Teachers College, Columbia University.
- 1991-1993 High School Teacher. Grade 10 Literature, Grade 11 Psychology, Grade 12 World Religions, Liceo Internacional, Quito, Ecuador

## Research focus

Argumentative discourse and learning with an emphasis on academic literacy in science and history/social science classrooms. Professional learning communities of pre-service and in-service teachers.

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## Peer Reviewed Publications

Villarroel, C., Felton, M. & Garcia-Mila, M. (in press). The effects of argumentative task on the quality of dialogue and writing. *Infancia e Aprendizaje (Childhood and Learning)*.

Roseler, K., Smith, C., Harwood Theisen, C., and Felton, M. (2018). Knowing what to look for: The key observable features of active science instructional practices. *Journal of College Science Teaching*, 47(6), 83-91.

Monte-Sano, C., De La Paz, S., Felton, M., Worland, K., Yee, L., and Carey, R. (2017). Learning to teach disciplinary literacy across diverse eighth-grade history classrooms within a district-university partnership. *Teacher Education Quarterly*, 44(4), 98-124.

Villarroel, C., Felton, M. and Garcia-Mila, M. (2016). Arguing against confirmation bias: The effect of argumentative discourse goals on the use of disconfirming evidence in written argument. *International Journal of Educational Research*, 79, 167-179.

De La Paz, S., Monte-Sano, C., Felton, M., Croninger, R., Jackson, C. and Worland, K. (2016). Historical Writing Apprenticeships for Adolescent Readers: Integrating Disciplinary Learning with Cognitive Strategies. *Reading Research Quarterly*, 52(1), 31-52.

Felton, M., Garcia-Mila, M., Villarroel, C. and Gilabert, S. (2015). Arguing collaboratively: Argumentative discourse types and their potential for knowledge building. *British Journal of Educational Psychology*, 85, 372-386.

Felton, M., Crowell, A. and Liu, T. (2015). Arguing to agree: Mitigating the effects of my-side bias through consensus-seeking dialogue. *Written Communication*, 32(3), 317-331.

Monte-Sano, C., De La Paz, S., Felton, M. (2015). Teaching argument writing in diverse middle school classrooms. *Social Education*, 79(4), 194-200

- De La Paz, S., Felton, M., Monte-Sano, M., Croninger, R., Jackson, C., Deogracias, S., Hoffman, B.P. (2014). Developing Historical Reading and Writing with Struggling Adolescent Readers: Program Implementation Effects on Student Learning, *Theory and Research in Social Education*, 42(2), 228-274.
- Monte-Sano, C., De La Paz, S., Felton, M. (2014) Implementing a disciplinary-literacy curriculum for US history: Learning from expert middle school teachers in diverse classrooms. *Journal of Curriculum Studies*, 46(4), 540-575.
- Garcia-Mila, Gilabert, S., Erduran, S. and Felton, M. (2013). The effect of argumentative task goal on the quality of argumentative discourse. *Science Education*, 97(4), 497-523.
- Gilabert, S., Garcia-Mila, M. and Felton, M. (2013). The effect of task instructions on students' use of repetition in argumentative discourse, *International Journal of Science Education*, 97(4), 497-523.
- De La Paz, S. and Felton, M. (2010). Reading and Writing from Multiple Source Documents in History: Effects of Strategy Instruction. *Contemporary Educational Psychology*, 35(3), 174-192.
- Felton, M., Garcia-Mila, M., and Gilabert, S. (2009). Deliberation versus Dispute: The impact of discourse goals on learning outcomes in the science classroom. *Informal Logic*, 29(4), 417-446.
- Gilabert, S., Garcia-Mila, M. & Felton, M. (2009). El análisis de la consigna argumentativa en la calidad del discurso y en el aprendizaje de las ciencias naturales. *Enseñanza de las Ciencias*, 1860-1863.
- Felton, M. (2008). Deliberative argumentation: Fostering critical thinking through classroom discourse. *Temps D'Educacio*, 33,183-200.
- Felton, M. and Kuhn, D. (2007). How do I know? The epistemological roots of critical thinking. *Journal of Museum Education*, 32(2), 101-110.
- Felton, M. (2005). Approaches to argument in critical thinking instruction. *Thinking Classroom*, 6, 6-14.
- Felton, M. and Herko, S. (2004). From dialogue to two-sided argument: scaffolding adolescents' persuasive writing. *Journal of Adolescent and Adult Literacy*, 47(8), 672-683.
- Felton, M. (2004). The development of discourse strategy in adolescent argumentation. *Cognitive Development*, 19(1), 39-58.

Felton, M. and Kuhn, D. (2001). The development of argumentive discourse skills. *Discourse Processes*, 32(2&3), 135-153.

Kuhn, D., Shaw, V., and Felton, M. (1997). Effects of dyadic interaction on argumentive reasoning. *Cognition and Instruction*, 15(3), 287-315.

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### **Under review and in preparation**

Felton, M., Crowell, A., Garcia-Mila, M. & Villarroel, C. (2018). Capturing collaborative argument: An analytic scheme for coding deliberative dialogue. *Under review*.

Crowell, A. & Felton, M. (2018). Argumentation and the nature of constructive dialogue: A study of novice and expert discourse. *Under review*.

Rapanta, C. & Felton, M. (2018a). Mixed methods research in inquiry-based instruction: An integrative review. *Under review*.

Rapanta, C. & Felton, M. (2018b). Defining Effective Argumentative Dialogue in Educational Contexts: An Integrative Review of Theoretical and Empirical Research. *In preparation*.

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### **Books, Chapters and Invited Papers**

Monte-Sano, C., De La Paz, S., Felton, M. (2014). *Building Literacy in the History Classroom: Teaching Disciplinary Reading, Writing, and Thinking in the Age of the Common Core*. New York: Teachers College Press

Felton, M. (2009). Argumentation. In E. Anderman (Ed.), *The Psychology of Classroom Learning: An Encyclopedia*. Detroit: Macmillan Reference.

Felton, M. and Kuhn, D. (2001). Science as argument. In T. Koschmann, R. Hall and N. Miyaki (Eds.). *Erlbaum Computers, Cognition and Work Series*. Hillsdale, NJ: Lawrence Erlbaum Associates.

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### **Conference Presentations & Invited Talks**

Felton, M. & Crowell, A. (2018). Argumentation and the nature of constructive dialogue: A study of novice and expert discourse. Paper presented at the European Association for Research in Teaching and Learning (EARLI) SIG 20/26 Conference,

- Jerusalem, Israel.
- Felton, M. & Rapanta, C. (2018). Defining the effectiveness in classroom-based argumentative dialogue. Symposium Paper presented at the European Association for Research in Teaching and Learning (EARLI) SIG 20/26 Conference, Jerusalem, Israel.
- Villarroel, C., Garcia-Mila, M. & Felton, M. (2018). Argumentative discourse goals and their impact on argumentative quality. Symposium paper presented at the 48th annual meeting of The Jean Piaget Society, Amsterdam, Netherlands.
- Felton, M. (2017). Talking across the divide: Learning to argue and arguing to learn in school. An invited talk presented at the UC Berkeley Graduate School of Education, Berkeley, CA.
- Felton, M. & Crowell, A. (2017). The role of argumentative discourse goals in mitigating my-side bias in written arguments. Paper presented at the Annual Meeting of the European Association of Learning and Instruction. Tampere, Finland.
- Felton, M. (2016). Argument-counterargument integration in collaborative reasoning. Contributed paper presented at the International Meeting on Argumentation and Education, New University of Lisbon. Lisbon, Spain.
- Villarroel, C., Felton, M. and Garcia-Mila, M. (2016). Arguing against confirmation bias: The effect of argumentative discourse goals on the use of disconfirming evidence in written argument. Symposium paper presented at European Association for Research in Teaching and Learning (EARLI) SIG 20/26 Conference, Ghent, Belgium.
- Felton, M., Garcia-Mila, M., & Villarroel, C. (2015). Collaborative argument and the co-construction of knowledge: Analysis of the discourse interaction. Symposium paper presented at the 1st Annual Meeting of the European Conference on Argumentation. Lisbon, Portugal.
- Felton, M., Villarroel, C. and Garcia-Mila, M. (2014). Collaborative Argument: Argumentative dialogue and the co-construction of knowledge. Paper presented at the 44th Annual Meeting of the Jean Piaget Society, San Francisco, CA.
- Monte-Sano, C., De La Paz, and Felton, M. (2013). Facing the CCSS and C3: Teaching Argumentative Writing and Inquiry. Invited Research into practice session presented at the Annual Meeting of the College and University Faculty Association (National Council for Teachers of Social Studies), St. Louis, MO.
- Monte-Sano, C., De La Paz, and Felton, M. (2013). Developing Diverse Middle School Students' Historical Writing through a U.S. History Curriculum Intervention.

- Symposium paper presented at the Annual Meeting of the College and University Faculty Association (National Council Teachers of Social Studies), St. Louis, MO.
- De La Paz, S., Monte-Sano, C., Felton, M. (2013). Historical Reading and Writing Apprenticeships for Adolescent Readers: Integrating Disciplinary Learning with Cognitive Strategies. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- De La Paz, S., Felton, M., Croninger, R., & Monte-Sano, C. (2012). Developing Historical Reading and Writing: Relationships Among Professional Development, Fidelity of Implementation, and Student Learning. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Vancouver, B.C., Canada.
- Monte-Sano, C., De La Paz, S., Felton, M., Worland, K., Yee, L., and Carey, R. (2012). Learning to Teach Argumentative Historical Writing by Analyzing Student Work. Symposium paper presented at the Annual Meeting of the American Educational Research Association (AERA), Vancouver, British Columbia.
- De La Paz, S., Felton, M., Croninger, R., Monte-Sano, C., Jackson, C., Deogracias, J., and Hoffman, B. (2012). Developing Historical Reading and Writing with Struggling Adolescent Readers: Intervention and Teacher Effects on Student Learning. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Vancouver, British Columbia.
- Monte-Sano, C., De La Paz, S. and Felton, M. (2011). U.S. History Teachers' Use of Disciplinary Literacy Tools During a One-Year Curriculum & Professional Development Intervention. Symposium paper presented at the Annual Meeting of the College and University Faculty Association (National Council for Teachers of Social Studies), Washington, DC.
- Duckor, B. & Felton, M. (2010). Measuring teachers: A psychometric and practitioner's perspective on qualities in teaching that count. Individual paper presented at Teacher Learning Progressions Symposium at the Conference of the California Council on Teacher Education., San Diego, California.
- Gilabert, S., Garcia-Mila, M. & Felton, M. (2009). El análisis de la consigna argumentativa en la calidad del discurso y en el aprendizaje de las ciencias naturales.VIII Congreso Internacional sobre Investigación en Didáctica de las Ciencias.
- Felton, M., Garcia-Mila, M., and Gilabert, S. (2009). The impact of discourse goals on content learning and argumentation in science classrooms. Symposium paper presented at the European Association for Research on Learning and Instruction (EARLI). Amsterdam, Netherlands.

- Duckor, B. and Felton, M. (2009). Assessing teacher progress: Developing a formative and summative assessment system for pre-service teacher preparation. Paper presented at the Conference of the California Council on Teacher Education.
- De La Paz, S. and Felton, M. (2008). Writing in history: The need for secondary content-based writing instruction. Paper presented at the Writing Research Across Borders Conference. Santa Barbara, CA.
- Felton, M. (2007). Approaches to coding argumentation in classroom discourse: methodological concerns. Invited seminar, Universidad de Barcelona. Barcelona, Spain.
- Felton, M. (2006). Cooperative argument: How to use classroom discourse to foster critical thinking. Invited talk, "Contemporary Issues in Thinking and Reasoning," Universidad de Barcelona. Barcelona, Spain.
- Felton, M. (2003). Strategy development in young adolescents' argumentation. Paper presented at the 2003 Biennial Meeting of the Society for Research in Child Development. Tampa, FL.
- Markowitz, N., Swanson, P. and Felton, M. (2002). Pre-service teacher preparation for equity: greasing the wheels of change. Research/best practice session presented at the 2002 Conference of the California Council on the Education of Teachers. San José, CA.
- Felton, M. (2001). A developmental model of argumentative discourse. Paper presented at the 31st annual meeting of The Jean Piaget Society. Berkeley, CA.
- Felton, M. (2001). Working the web: Developing meaningful web activities for teacher education courses. Exchange of practice session presented at "Using Technology to Close the Achievement Gap" a conference co-sponsored by Stanford University and Joint Ventures Silicon Valley. San José, CA.
- Felton, M. (2000). Course websites in teacher education: Addressing the new state technology standards for teacher preparation. Research/best practice session presented at the Conference of the California Council on the Education of Teachers. San Diego, CA.
- Kuhn, D. and Felton, M. (2000). Developing an appreciation of the relevance of evidence to argument. Paper presented at the 11th Winter Conference on Discourse, Text and Cognition. Jackson Hole, WY.
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## Grants & Awards

Principal Investigator, *Trio Project: Professional Development Across the Teacher Continuum*. Office of English Language Acquisition: National Professional Development Grant (U.S. Department of Education). Grant of \$1,800,000 awarded AY 2012-2017.

Co-Principal Investigator, *SPOT: An Classroom observation tool and protocol for STEM in Higher Education*, Promoting Research and Innovation in Methodologies for Evaluation (PRIME) Grant (National Science Foundation). Grant of \$250,000 awarded AY 2013-15.

Interim Director, *San José State University Single Subject Intern Program*. Alternative Certification Grant (California Department of Education). Grant of \$80,500 awarded AY 2012-2013.

Co-Principal Investigator, *Disciplinary Writing Instruction for the Social Studies Classroom: A Path to Adolescent Literacy*. Institute for Education Sciences Grant: Interventions for Struggling Adolescent Readers and Writers (U.S. Department of Education). Grant of \$1,500,000 awarded AY 2009-2012.

Principal Investigator, *Learning Productivity Program Phase II Grant. Assessing progress before outcomes: Developing a formative assessment system for future teachers*. (San José State University). Grant of \$19,778 awarded AY 2009-2010.

Principal Investigator, *Learning Productivity Program Phase I Grant. Assessing progress before outcomes: Developing a formative assessment system for future teachers* (San José State University). Grant of \$9,542 awarded AY 2008-2009.

Principal Investigator, *The PEER Writing Project*. CSU Chancellor's Grant (California State University System). Grant awarded for AY 2003-2004.

Principal Investigator, *From Dialogue to Two-Sided Reasoning: A Comparison of Writing Interventions for the History Classroom*. ITL Junior Faculty Career Development Grant (San José State University). Grant awarded for AY 2000-2001.

Minority Research Scholarship, Teachers College, Columbia University. Scholarship awarded for AY 1998-1999, 1997-1998.

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## Reviewer Activities

*Institute for Education Sciences, NCER (panel reviewer for grants)*



*European Association for Research on Learning and Instruction (scientific panel reviewer)*  
*British Journal of Educational Psychology (ad hoc)*  
*Child Development (ad hoc)*  
*Cognitive Development (ad hoc)*  
*Discourse Processes (ad hoc)*  
*German Journal of Educational Psychology (ad hoc)*  
*Infancia y Aprendizaje (ad hoc)*  
*Learning and Instruction (ad hoc)*  
*Reading and Writing (ad hoc)*  
*Thinking Classroom (ad hoc)*  
*Written Communication (ad hoc)*

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### **University Activities & Service**

University: University Grants Academy (Peer-advisor, 2017-18), University Teacher Education Committee (chair, member), University Scholarship Review Committee (member), Post-Tenure Review Committee (member), University Council of Chairs and Directors (member); Search Committee, College of Education Dean (member, 2007; 2017).

College of Education: Retention, Tenure and Promotion Committee (member), College Council of Chairs (member), Assessment Committee (member), Multicultural Committee (member), Search Committee for Associate Dean (member), Search Committee for PACT Coordinator (member), Search Committee for Credentials Analyst (member), Student Scholarships and Awards Committee (chair, member)

Department of Secondary Education: Curriculum Committee (chair, member), Retention, Promotion and Tenure Committee (chair, member), Assessment Committee (chair, member), Search Committee (chair, member), Accreditation Assessment Coordinator.

Department of Elementary Education: Assessment Committee (chair, member), Retention, Promotion and Tenure Committee (member), Post-Tenure Review Committee, (member), Search Committee (chair, member), Accreditation Assessment Coordinator.

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### **Other Professional Activities & Service**

Steering Committee Member, Silicon Valley New Teacher Center, San José, CA, 2010-2013.

Board Member, Board of Directors, TutorWorks Cares, Redwood City, CA, 2010-2016.

Board Member, Board of Trustees, Gateway High School, San Francisco, CA, 2008-2014.  
Education Committee Chair, Board of Trustees, Gateway High School, San Francisco, CA, 2008-2012.

Program Co-Coordinator, Middle Level Emphasis Program, Department of Elementary Education, San José State University, 2004-2005, 2008-2009.

Assessment Consultant, Teachers for a New Era Grant, Bank Street College, New York, NY 2003-2007.

Faculty Lead, Independence High School Bloc Program, Department of Secondary Education, San José State University, 2002-2009.

Steering committee member, TE School-University Collaborative Teacher Education Program, 2000-2002.

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### **Doctoral Advising and Committees**

#### **Completed**

Terry Flora, Ed.D., San Jose State University (Chair)

Anisha Munshi, Ed.D., San Jose State University (Chair)

Sandra Gilabert, Ph.D., University of Barcelona (Co-Advisor)

Constanza Villarroel, Ph.D., University of Barcelona (Co-Advisor)

Daniel Wissinger, Ph.D., University of Maryland, College Park (Committee member)

#### **Current**

Jennifer Wang, Doctoral candidate, San Jose State University (Chair)