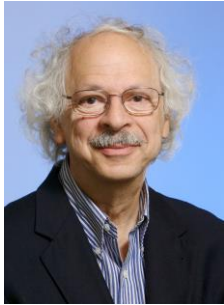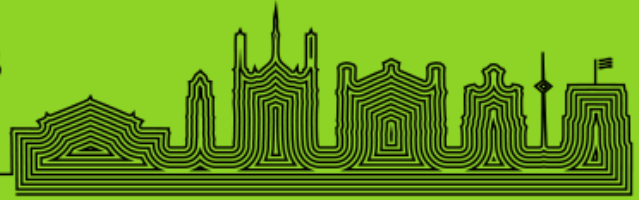**Constructionism 2018**
Constructionism, computational thinking and educational innovation
Vilnius, Lithuania, August 21 to 25

E. Paul Goldenberg

Distinguished Scholar/Advisor
Education Development Center
Waltham, Massachusetts, USA

Paul Goldenberg, distinguished scholar, has been at EDC for over 30 years. He's taught from Grade 2 (self-contained) through middle school and high school mathematics and computer science through graduate school mathematics and psychology for education. Before EDC, he worked at the MIT Logo Laboratory with Seymour Papert and at Bolt Beranek and Newman with Wallace Feurzeig. At EDC, he designs, crafts, and researches curriculum and learning materials for K–12 learners and teachers, aimed at taking advantage of and building on their natural curiosity about, and interest in, mathematics—or rekindling that interest if necessary.

He, Al Cuoco, and June Mark have championed the use of mathematical habits of mind now aggregated within the Common Core State Standards for Mathematical Practice as organizers of curriculum since their initial paper written in the early 1990s. His curricula, including *Transition to Algebra* (lead author June Mark), and *Think Math!*, are used in classrooms throughout the United States. He is principle author of *Making Sense of Algebra*, a new professional book for teachers co-authored with June Mark, Cindy Carter, and others, centered on algebraic habits of mind (including puzzling through problems!), *Developing Essential Understanding of Geometry and Measurement for PreK–Grade2*, coauthored with Douglas Clements, and *Exploring Language with Logo* co-authored with Wally Feurzeig and part of an MIT Press series he initiated and edited that included volumes authored by Al Cuoco, Jim Clayson and others.

With co-PIs June Mark and Brian Harvey, Paul helps lead EDC's initiatives to expand access to high-quality computer science education through a National Science Foundation funded project to develop a high school advanced placement course emphasizing programming and social issues of computing, and taught now to over 2500 students per year in New York City alone.

See Paul's **blog-posts** about early math.