

Dr. NATTHAPOJ VINCENT TRAKULPHADETKRAI

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www.natthapoj.org

Nationality: British



PROFESSIONAL HISTORY

- Aug 2020 – Present **Associate Professor of Mathematics Education**
Institute of Education, University of Reading
- Sep 2013 – Jul 2020 **Lecturer in Primary Mathematics Education**
Institute of Education, University of Reading
- Jan 2013 – Aug 2013 **Research Officer**
Creative Little Scientists (a European Union-funded €2 million nine-country international research project: Grant Agreement Number 289081)
UCL Institute of Education, University of London

ACADEMIC QUALIFICATIONS

- Sep 2007 – Nov 2012 **PhD in Mathematics Education, *University of Cambridge***
Cambridge Overseas Trust scholarship recipient
Supervisor: *Dr. Paul Andrews*
Examiners: *Dr. Tim Rowland (Internal) and Prof. Stephen Lerman (External)*
- Sep 2010 – Aug 2011 **MSc in International Public Policy, *University of London (University College London)***
- Sep 2006 – Aug 2007 **MSc in Comparative and International Education, *University of Oxford***
- Sep 2003 – Aug 2006 **BA (Hons) in Primary Education (Mathematics) - First Class Honours, *University of London (Brunel University)***
All Saints Educational Trust scholarship recipient

PROFESSIONAL QUALIFICATIONS

- Associate Member of the Institute of Leadership and Management (AMInstLM) – awarded in 2022
- Senior Fellow of the Higher Education Academy (SFHEA) – awarded in 2019
- Postgraduate Certificate in Academic Practice (PGCAP) – awarded in 2016
- Fellow of the Higher Education Academy (FHEA) – awarded in 2015
- Qualified Teacher Status (QTS) – awarded in 2006

ROLES

Internal roles (Institute of Education):

Leadership

- Senior Academic Manager (line manager to academic members of staff) (2020-Present)
- Co-Director of the ITE and Professional Practice Research Centre (2023-Present)
- Deputy Director of the Doctorate in Education (EdD) programme (2022-2023)
- Deputy Director of the Postgraduate Research Studies (PhD) programme (2019-2022)
- Teaching and Learning Peer Review and CPD Programme Lead (2022-2023)
- Director of Research Communications (2018-2023)
- Chair of the *Assessment Literacy* Staff Development Group (2018-2020)
- Mathematics Specialism Leader on the BA in Primary Education (QTS) (2013-Present)
- MA Dissertation (EDM133) Module Convenor (2018-2022)
- BA Year 1 Mathematics, Children and Education 1 (ED1AC4) Module Convenor (2013-Present)
- BA Year 2 Mathematics, Children and Education 2 (ED2AC4) Module Convenor (2013-Present)
- BA Year 3 Mathematics - Inclusion, Diversity and Intervention (ED3SS1) Module Convenor (2015-2018)
- BA Year 3 Dissertation Module Co-ordinator (2014-2015)

Non-leadership

- Member of the Institute of Education's Research Committee
- Member of the Institute of Education's Research Ethics Committee
- Mentor to new lecturers
- PhD and EdD Supervisor and Internal Examiner
- MA Dissertation Supervisor
- School Direct Subject Specialist in Primary Mathematics (SSPIP) Contributor
- BA School Placement Supervisor
- BA and MA Academic Tutor

External roles:

- **Founder and Principal Investigator (2014-Present)**
MathsThroughStories.org, an international research consortium investigating various aspects of integrating storytelling in mathematics teaching and learning
- **Mathematics Education Special Interest Group (SIG) Co-Convenor (2019-2021)**
British Education Research Association (BERA)
- **Trustee & Executive Member (2016-2020)**
Association of Teachers of Mathematics (ATM)
- **Research Degree External Examiners (2019-Present)**
Durham University, EdD (2019); University of Malta, MEd (2022)
- **PGCE Primary and PGCE Primary with Mathematics programmes External Examiner (2016-2020)**
University of Bedfordshire
- **Executive Member & Conference Organiser (2015-2018)**
British Society for Research into Learning Mathematics (BSRLM)
- **Chair of the Communications Committee (2015-2018)**
British Congress of Mathematics Education (BCME)

RECOGNITIONS

Teaching

- Nominated by students for the University of Reading's **Outstanding Contribution to Teaching and Learning (Category: Teaching Excellence Award)** for the 2020/2021 academic year
- Co-winner of the University of Reading's **Collaborative Awards for Outstanding Contributions to Teaching and Learning** for the 2019/2020 academic year
- Co-winner of the University of Reading's Institute of Education's **Teaching and Learning Award (Category: Collaborative Award for Excellence in Teaching and Learning)** for the 2018/2019 academic year
- Nominated by students for the University of Reading's **Outstanding Contribution to Teaching and Learning (Category: Teaching Excellence Award)** for the 2016/2017 academic year
- Nominated by students for the University of Reading's **Outstanding Contribution to Teaching and Learning (Category: Personal Tutor Excellence Award)** for the 2016/2017 academic year
- Nominated by students for the University of Reading's **Outstanding Contribution to Teaching and Learning (Category: Teaching Excellence Award)** for the 2015/2016 academic year
- Nominated by students for the University of Reading's **Outstanding Contribution to Teaching and Learning (Category: Personal Tutor Excellence Award)** for the 2015/2016 academic year
- Nominated by students for the University of Reading's **Outstanding Contribution to Teaching and Learning (Category: Lecturer Excellence Award)** for the 2013/2014 academic year

Research

- Finalist of the University of Reading's **Engagement and Impact Award** for the 2018/2019 academic year
- Winner of the University of Reading's Institute of Education's **Best Research Output (Lecturer) Award** for the 2016/2017 academic year for *The contribution of general language ability, reading comprehension and working memory to mathematics achievement among children with English as additional language (EAL): An exploratory study paper*
- Runner-up of the University of Reading's Institute of Education's **Research Collaboration Award** for the 2015/2016 academic year for the *Introductory statistics through comic books* project
- Runner-up of the University of Reading's Institute of Education's **Research Collaboration Award** for the 2015/2016 academic year for the *Children's play-based learning of science and mathematics in the early years* project

DOCTORAL (PhD & EdD) STUDENTS

As first supervisor

- Helen Gormley (Second supervisor: Dr. Catherine Foley) *The development of children's mathematical literacy through continuous provision during the reception year (To submit in 2026, PhD)*
- Alhanouf Alajlann (Second supervisor: Dr. Maria Kambouri) *A mixed-method study exploring the use of the storytelling in early years mathematics teaching in Saudi Arabia (To submit in 2025, PhD)*
- Fatima Naghi (Second supervisor: Prof. Carol Fuller) *The effect of children producing mathematical story picture books on their conceptual understanding of fractions: An exploratory study in an international school and a public school in Jeddah, Saudi Arabia (Successfully completed in 2025, EdD)*

- Fatemah Almuwaiziri (Second supervisor: Dr. Timothy Williams) *Solving mathematical word problems using Passively Received Visualisation (PRV) and Self-constructed Visualisation (SCV): The case of primary school students with Attention Deficit Hyperactivity Disorder (ADHD) in Kuwait (Successfully completed in 2020, PhD)*
- Terence McAdams (Second supervisor: Dr. Daisy Powell) *Gender differences in computer programming learning among middle school secondary students in South Korea and strategies for increasing the number of females continuing their education in Computer Science (Successfully completed in 2018, EdD)*
- Hebah Asaad Sheerah (Second supervisor: Prof. Andy Goodwyn) *English language learners' perceptions of a blended learning environment to support their learning (Successfully completed in 2018, PhD)*
- Steve Mvalo (Second supervisor: Dr. Yota Dimitriadii) *Developing computer science students' computational thinking: The case for the use of simulation software (Successfully completed in 2018, EdD)*

As second supervisor

- Paul Warrington (First supervisor: Dr. Fiona Curtis) *How does a "mastery"-based intervention affect attainment, participation and attitude towards learning, and the correlation between them? (Successfully completed in 2025, PhD)*
- Edward Falshaw (First supervisor: Dr. Yota Dimitriadi) *What effect does a one-to-one Chromebook initiative have on students and teachers in a UK secondary school? (Successfully completed in 2023, EdD)*
- Daniel Burgos (First supervisor: Prof. Alan Floyd) *Open Science & Open Innovation. A new paradigm to achieve STEM competences (Successfully completed in 2021, PhD by Published Works)*
- Catherine Foley (First supervisor: Dr. Carol Fuller) *Children's perceptions of mathematics in their home and school lives (Successfully completed in 2016, EdD)*
- Fiona Curtis (First Supervisor: Prof. Carol Fuller) *Understanding algebra: A study into the development of algebraic thinking with a focus on the use of manipulative (Successfully completed in 2015, EdD)*

RESEARCH GRANTS

Dr. Trakulphadetkrai has been successfully leading and supporting a wide range of externally- and internally-funded research projects. The combined value of his grant portfolio currently stands at £600,000+.

Transforming secondary mathematics learning through storytelling

Served as Principal Investigator with support from Dr. Ros McLellan (University of Cambridge) and Dr. Flávia H. Santos (University College London, University of London) as co-investigators

Date: 2025-2027

Funder: The Leverhulme Trust

ESRC UKRI Policy Fellowship: Leading a large mixed-method research project for the Education Endowment Foundation (EEF) to develop insights into recruitment and retention strategies for large-scale school-based educational randomised controlled trials (RCTs). Knowledge Exchange phase based at the UNESCO and OECD Headquarters in Paris and the World Bank in Washington DC.

Date: 2023-2025

Funder: Economic and Social Research Council (ESRC)

Maths through stories in Early Years: Storybooks approaches to teach number concepts, geometry and spatial thinking and promote mathematical talk and development of vocabulary

Served as a Key Partner in this collaborative project with Campaign for Learning

Date: 2023-2027

Funder: The Charity of Sir Richard Whittington

Improving mathematical talk of Key Stage 2 children through co-creating mathematical story picture books

Date: 2022-2024

Funder: The British Academy / Leverhulme Trust

Primary mathematics teaching in sub-Saharan Africa

Date: 2022

Funder: Education Development Trust

Learning mathematics through creating story picture books: A new mathematics teaching strategy for primary school children

Date: 2019-2021

Funder: University of Reading's Research Fellowship

Contribution of English language proficiency on mathematical proficiency of Key Stage 2 (9-10 years old) children with English as their Additional Language (EAL)

Served as Principal Investigator with support from Prof. Jeanine Treffers-Daller, Dr. Louise Courtney, Dr. Anna Tsakalaki (University of Reading) and Dr. Jon Clenton (Hiroshima University, Japan) as co-investigators

Date: 2014-2015

Funder: University of Reading's Research Endowment Trust Fund (RETF) & Centre for Literacy and Multilingualism (CeLM)

PUBLICATIONS

Peer-reviewed research articles

- Brock, O., & **Trakulphadetkrai, N. V.** (In preparation – due to be submitted in Summer 2024). Primary and secondary school students' mathematical identities in self-authored mathematical story picture books.
- Almuwaiziri, F., **Trakulphadetkrai, N. V.**, & Williams, T. (In preparation – due to be submitted in Spring 2024). Visualisation to support children with attention-deficit/hyperactivity disorder learning to remain focused when solving mathematical word problems: A randomised controlled trial.
- Trakulphadetkrai, N. V.** (In preparation – due to be submitted in Spring 2024). The representation of girls and women in mathematically explicit story picture books.
- Trakulphadetkrai, N. V.** (In preparation – due to be submitted in Spring 2024). English teachers' perceptions on the integration of children's literature in mathematics teaching and learning.
- Trakulphadetkrai, N. V.** (Under review). The effect of children producing multiplicative story picture books on their conceptual understanding of multiplication. *Submitted to Journal for Research in Mathematics Education.*
- Almuwaiziri, F., **Trakulphadetkrai, N. V.**, & Williams, T. (2023). Visualisation to support children with attention-deficit/hyperactivity disorder learning to solve mathematical word problems: A randomised controlled trial. *British Journal of Special Education*, 50(2), 314-324. <https://doi.org/10.1111/1467-8578.12466>
- Livy, S., Muir, T., **Trakulphadetkrai, N. V.**, & Larkin, K. (2023). Australian primary school teachers' perceived barriers to and enablers for the integration of children's literature in mathematics teaching and learning. *Journal of Mathematics Teacher Education*, 26(5), 5-26. <https://doi.org/10.1007/s10857-021-09517-0>
- Yang, D.-C., Su, Y.-W., Chen, C.-H., & **Trakulphadetkrai, N. V.** (2022). Taiwanese primary school teachers' perceived enablers for and barriers to the integration of children's literature in mathematics teaching and learning. *Educational Studies in Mathematics*, 110, 125–148 <https://doi.org/10.1007/s10649-021-10115-3>
- Trakulphadetkrai, N. V.** (2022). Mathematical epistemic beliefs: Through the gender lens. *Frontiers in Education*, 7. <https://doi.org/10.3389/educ.2022.832462>
- Farrugia, M. T. & **Trakulphadetkrai, N. V.** (2020). Maltese teachers' beliefs concerning the integration of children's literature in mathematics teaching and learning. *Cogent Education*, 7, 1-19. <https://doi.org/10.1080/2331186X.2020.1817253>
- Trakulphadetkrai, N. V.**, Courtney, L., Clenton, J., Treffers-Daller, J., & Tsakalaki, A. (2020). The contribution of general language ability, reading comprehension and working memory to mathematics achievement among children with English as additional language (EAL): an exploratory study. *International Journal of Bilingual Education and Bilingualism*, 23(4), 473-487. <https://doi.org/10.1080/13670050.2017.1373742>
- Prendergast, M., Harbison, L., Miller, S., & **Trakulphadetkrai, N.V.** (2019). Pre-service and in-service teachers' perceptions on the integration of children's literature in mathematics teaching and learning in Ireland. *Irish Educational Studies*, 38(2), 157-175. DOI: <https://doi.org/10.1080/03323315.2018.1484302>
- Trakulphadetkrai, N. V.** (2012). Relationship between classroom authority and epistemological beliefs as espoused by primary school mathematics teachers from the very high and very low socio-economic regions in Thailand. *Journal of International and Comparative Education*, 1(2), 71-89. DOI: <https://doi.org/10.14425/00.45.75>

Academic book chapters

- Trakulphadetkrai, N. V.**, Courtney, L., Clenton, J., Treffers-Daller, J., & Tsakalaki, A. (2023). The contribution of general language ability, reading comprehension and working memory to mathematics achievement among children with English as additional language (EAL): An exploratory study. In G. Brooks, J. Clenton & S. Fraser (Eds.), *EAL research for the classroom: Practical and pedagogical implications* (pp. 59-80). Routledge.
- Trakulphadetkrai, N. V.**, Aerila, J.-A., & Yrjänäinen, S. (2019). Bringing mathematics alive through stories. In J.-A. Aerila & K. J. Kerry-Moran (Eds.), *The potency of stories: Nurturing influences across young children's developmental domains* (pp. 199-225). Springer Nature.
- Trakulphadetkrai, N. V.** (2011). Thailand: Educational equality and quality. In C. Brock & S. Lorraine Pe (Eds.), *Education in South-East Asia: Oxford studies in comparative education* (pp. 197-219). Oxford, UK: Symposium.

Articles for practitioners

- Trakulphadetkrai, N. V.** (2019, June 21). How picture books help maths teaching. *Times Educational Supplement*, 38-41.
- Trakulphadetkrai, N. V.** (2018). Story picture books as a mathematics teaching and learning tool. *Primary Mathematics*, 22(2), 3-7.
- Trakulphadetkrai, N. V.** (2017). Where are the girls and women in mathematical picture books? *Mathematics Teaching*, 258, 23-25.

Project reports

- Glauert, E., **Trakulphadetkrai, N. V.**, & Maloney, J. (2013). *D4.4 Project report on practices and their implications*. Creative Little Scientists (CLS): Enabling creativity through science and mathematics in preschool and first years of primary education. European Union.
- Johnston, J., Riley, A., Crompton, A., Glauert, E., **Trakulphadetkrai, N. V.**, Maloney, J., Barber, P., Manches, A., Clack, J., Cremin, T., & Craft, A. (2013). *D4.3 Country Reports - Report 9 of 9: Country Report on in-depth field work in the UK*. Creative Little Scientists (CLS): Enabling creativity through science and mathematics in preschool and first years of primary education. European Union.

CONFERENCE PRESENTATIONS

- Trakulphadetkrai, N. V.** (2024). *Children co-creating mathematical story picture books as a potential strategy to foster mathematical talk: The development of the coding framework*. Paper presented at the 13th International Congress on Mathematical Education (ICME15) Conference, Sydney, Australia, 7th-14th July 2024.
- Trakulphadetkrai, N. V.** (2024). *The effect of children producing short mathematical story picture books on developing their problem-posing ability: The case of multiplication*. Paper presented at the 13th International Congress on Mathematical Education (ICME15) Conference, Sydney, Australia, 7th-14th July 2024.
- Fellus, O., & **Trakulphadetkrai, N. V.** (2024). *Mathematical story picture books and the construction of authorial identity in mathematics: Creating spaces for writing fiction to learn mathematics*. Paper presented at the 13th International Congress on Mathematical Education (ICME15) Conference, Sydney, Australia, 7th-14th July 2024.

- Trakulphadetkrai, N. V.** (2020). *Mathematical epistemological beliefs: Through the gender lens*. Paper to be presented at the American Educational Research Association (AERA) Conference, San Francisco, USA, 17th-21st April 2020.
- Trakulphadetkrai, N. V.** (2020). *The visibility of girls and women in mathematical story picture books*. Paper to be presented at the American Educational Research Association (AERA) Conference, San Francisco, USA, 17th-21st April 2020.
- Almuwaiziri, F. & **Trakulphadetkrai, N. V.** (2019). *Can self-constructed visualisation (SCV) meet unique mathematics learning needs of students with Attention Deficit Hyperactivity Disorder ADHD?* Paper presented at the British Educational Research Association (BERA) Conference, Manchester, UK, 10th-12th September 2019.
- Larkin, K. & **Trakulphadetkrai, N. V.** (2019). *Queensland pre-service teachers' beliefs on the integration of children's literature in mathematics teaching – A pilot case study*. Paper presented at the Mathematics Education Research Group of Australasia (MERGA) Conference, Perth, Australia, 30th June - 4th July 2019.
- Prendergast, M., Harbison, L., Miller, S., & **Trakulphadetkrai, N.V.** (2019). *Irish teachers' perceptions on the integration of children's literature in mathematics teaching and learning*. Paper presented at the American Educational Research Association (AERA) Conference, Toronto, Canada, 5th-9th April 2019.
- Trakulphadetkrai, N. V.** (2018). *How to generate (and evidence) research impact? The case of MathsThroughStories.org*. Paper presented at the British Society for Research into Learning Mathematics (BSRLM) Conference, London, UK, 10th November 2015.
- Trakulphadetkrai, N. V.** (2018). *Perceived barriers to integrate children's literature in mathematics teaching: Perspectives of preschool and primary teachers in England*. Paper presented at the ninth British Congress of Mathematics Education (BCME9) Conference, Coventry, UK, 3rd-6th April 2018.
- Trakulphadetkrai, N. V.** (2017). *Where are the girls and women in mathematics-focused picture books? Preliminary pilot findings*. Paper presented at the British Society for Research into Learning Mathematics (BSRLM) Conference, Oxford, UK, 10th June 2017.
- Gunnarsdóttir, G. H., Pálsdóttir, G., & **Trakulphadetkrai, N. V.** (2017). *Primary mathematics and children's literature*. Working group at the seventeenth Nordic Conference on Mathematics Education (NORMA17), Stockholm, Sweden, 30th May – 2nd June 2017.
- Trakulphadetkrai, N. V.** (2017). *Children's literature, creative writing and mathematics learning*. Workshop given at the Association of Teachers of Mathematics (ATM) Conference, Stratford-upon-Avon, UK, 10th – 13th April 2017.
- Trakulphadetkrai, N. V.** (2017). *Undergraduate students' perceptions of learning introductory statistics through producing a statistical picture book*. Paper presented at the Conference of European Research in Mathematics Education (CERME10), Dublin, Ireland, 1st – 5th February 2017.
- Trakulphadetkrai, N. V.**, Courtney, L., Clenton, J., & Treffers-Daller, J. (2016). *Relationships between Key Stage 2 EAL children's English language proficiency and their mathematical proficiency*. Paper presented at the British Educational Research Association (BERA) Conference, Leeds, UK, 13th-16th September 2016.
- Trakulphadetkrai, N. V.** (2016). *The development of a typology of multiplication word problems as posed by Year 4 children in England: An exploratory study*. Paper presented at the European Conference on Educational Research (ECER) Conference, Dublin, Ireland, 22nd-23rd August 2016.
- Trakulphadetkrai, N. V.** (2016). *The portrayal of girls and women in mathematics-related picture books: The development of the analytical framework*. Paper presented at the UK Literacy Association (UKLA) Conference, Bristol, UK, 8th-10th July 2016.
- Trakulphadetkrai, N. V.** (2016). *Enhancing children's visualization of multiplication through their self-generated mathematics picture books*. Paper presented at the 13th International Congress on Mathematical Education (ICME13) Conference, Hamburg, Germany, 24th-31st July 2016.

- Zhang, Q-P. & **Trakulphadetkrai, N. V.** (2016). *Hong Kong primary mathematics teachers' beliefs about the integration of children's literature in mathematics teaching*. Paper presented at the 13th International Congress on Mathematical Education (ICME13) Conference, Hamburg, Germany, 24th-31st July 2016.
- Trakulphadetkrai, N. V.** (2015). *Formatively assess Key Stage 2 students' conceptual understanding of multiplication visually, symbolically and contextually*. Paper presented at the British Society for Research into Learning Mathematics (BSRLM) Conference, Reading, UK, 7th November 2015.
- Trakulphadetkrai, N. V.** (2015). *The construction of the 'Primary Teachers' Beliefs concerning the Integration of Children's Literature in Mathematics Learning and Teaching' (PTB-ICMLT) Framework: Findings from a pilot study*. Paper presented at the British Educational Research Association (BERA) Annual Conference, Belfast, UK, 15th-17th September 2015.
- Trakulphadetkrai, N. V.** (2015). *English pre-service primary school teachers' beliefs concerning the integration of children's literature in mathematics teaching and learning*. Paper presented at the British Society for Research into Learning Mathematics (BSRLM) Conference, Dublin, Ireland, 28th February 2015.
- Trakulphadetkrai, N. V.** (2014). *Primary school teachers' beliefs about the integration of children's literature in mathematics teaching and learning: Cross validation by systematic triangulation*. Paper presented at the British Society for Research into Learning Mathematics (BSRLM) Conference, Leicester, UK, 8th November 2014.
- Trakulphadetkrai, N. V.** (2014). *Relationship between classroom authority and epistemological beliefs as espoused by primary school mathematics teachers from the very high and very low socio-economic regions in Thailand*. Paper presented at the British Educational Research Association (BERA) Annual Conference, London, UK, 22nd-24th September 2014.
- Trakulphadetkrai, N. V.** (2009). *Teachers' beliefs of mathematics learning framework*. Poster presented at the Conference of European Research in Mathematics Education (CERME6), Lyon, France, 28th January - 1st February 2009.

PUBLIC ENGAGEMENT ACTIVITIES

Workshops

Since 2017, I have been invited to deliver the Maths Through Stories training workshop to over 4,200 in-service and pre-service teachers at schools and universities across the UK and internationally. Photos of these workshops and feedback from those attended the events can be found on: <http://www.mathsthroughstories.org/teacher-training--cpd-services.html>

Blog posts

- Trakulphadetkrai, N. V.** (2025, March 5). *Using story picture books to enhance mathematics teaching and learning* [Blog post]. Retrieved from https://fdslive.oup.com/www.oup.com/oxed/primary/maths/storiesformaths/SFM_Blog_Story_Picture_Books.pdf?region=uk
- Trakulphadetkrai, N. V.** (2018, November 6). *Deepening conceptual understanding in mathematics by creating mathematical story picture books* [Blog post]. Retrieved from <https://www.pearson.com/uk/educators/primary-educators/primary-news-and-policy/primary-blog/2018/11/deepening-conceptual-understanding-in-mathematics-by-creating-mathematical-story-picture-books.html>

- Trakulphadetkrai, N. V.** (2018, February 27). Language development and mathematics learning through mathematical stories [Blog post]. Retrieved from <http://www.bsrlm.org.uk/language-development-mathematics-learning-mathematical-stories/>
- Trakulphadetkrai, N. V.** (2018, January 18). *Mathematics and stories? A transformative approach to teaching and learning mathematics* [Blog post]. Retrieved from <http://blogs.reading.ac.uk/ioe-news-and-events/2018/01/18/mathematics-and-stories-a-transformative-approach-to-teaching-and-learning-mathematics/>

Interviews

- Trakulphadetkrai, N. V.** (2019, April 11). *Using Maths Storybooks to Engage Children* [Blog post]. Retrieved from <https://www.ncetm.org.uk/resources/52992>
- Trakulphadetkrai, N. V.** (2018, March 7). *Maths Through Stories: A Profile of Dr Natthapoj Vincent Trakulphadetkrai* [Blog post]. Retrieved from <https://www.stemwomen.net/tag/natthapoj-vincent-trakulphadetkrai/>
- Trakulphadetkrai, N. V.** (2017, March 2). *BBC Berkshire Radio Interview with Paul Kennedy about the Launch of the MathsThroughStories.org Project's Website.*

Research videos about my research

<https://www.youtube.com/watch?v=x9lW2w1aI0E>
<https://www.youtube.com/watch?v=dQasF3yQNdA>
<https://www.youtube.com/watch?v=JR5Ut-zTRx4>

EDITORIAL EXPERIENCE

Co-Editor (2017-2018)

Primary Mathematics Journal by The Mathematical Association (MA)

INVITED KEYNOTE TALKS

- Trakulphadetkrai, N.V.** (2019). 'What if maths is taught to older pupils through mathematical story picture books?' Invited keynote talk given at the seventh Conference on Research in Mathematics Education in Ireland (MEI 7), Dublin, Ireland, 11th – 12th October 2019.
- Trakulphadetkrai, N.V.** (2019). 'What if maths was taught through storytelling?' Invited keynote talk given at the Medway Educational Leaders Association Conference, London, UK, 22nd May 2019.
- Trakulphadetkrai, N.V.** (2018). 'Story picture books and mathematics teaching'. Invited keynote talk given at Pearson's Power of Maths Roundtable event, London, UK, 8th November 2018.

INVITED REVIEWS

Research grant and fellowship applications

I was invited to review a UK Economic and Social Research Council-funded research grant application of around £250,000 in 2018, a UK Research and Innovation-funded Future Leaders Fellowship

application of around £1,200,000 in 2019, and a Leverhulme application of around £120,000 in 2019. (All applications were concerned with Mathematics Education) In 2024, I am appointed as a member of the ESRC Peer Review College.

Peer-review journal articles

Invited to review articles for international journals, such as *Oxford Review of Education*, *Cambridge Journal of Education*, *Mathematics Education Research Journal*, *Journal of Research in Childhood Education*, *Research in Mathematics Education*, *Educational Research*, *International Journal of Mathematical Education in Science and Technology*, *EURASIA Journal of Mathematics, Science and Technology Education*, *Educational Studies*, *Literacy*, and *Journal of International and Comparative Education*, among others.

Peer-reviewed conference papers

Invited to review conference paper proposals for the following national and international conferences (alphabetically ordered): the American Educational Research Association (AERA) conference in 2016, 2020; the British Congress of Mathematics Education (BCME) conference in 2014; the British Educational Research Association (BERA) conference in 2015, 2016, 2017, 2018; the Congress of the European Society for Research in Mathematics Education (CERME) conference in 2017; the International Congress on Mathematics Education (ICME) conference in 2016, 2024; the National Council of Teachers of Mathematics (NCTM) Research conference in 2015, 2016; the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA) conference in 2016, among others.

Academic books

Invited to review the quality of new book editions and new book proposals on mathematics education, research methodology and academic writing for international publishers, such as Springer, SAGE, and Routledge.

Mathematical story picture books

Invited to review mathematical picture books for international publishers, such as Penguin Random House's G.P. Putnam's Sons (USA), Charlesbridge (USA), HarperCollins (USA), Macmillan's Henry Holt & Co. (USA), Candlewick (USA), Amazon Publishing's Two Lions (USA), Kane Press (USA), Arbordale (USA), Royal Fireworks Press (USA), Strategic Educational Tools (USA), Math4Minors (USA), Oxford University Press (UK), Usborne (UK), Walker Books (UK), QED Publishing (UK), Penguin Random House's Tundra Books (Canada), Little Steps Publishing (Australia), Lemniscaat (The Netherlands), and Tan Tan (South Korea) as well as independent authors.