Nicole Bannister studies and supports mathematics teachers to learn practices that draw on students’ assumed strengths and challenge deficit-based thinking. She theorizes her work socially, specifically focusing on communities of practice as robust settings for learning and frame analysis methods for analyzing teacher understandings of the student experience over time. Her work, which contributed the first known empirical example of within-group teacher learning using social theories of learning, has been published in the Journal of the Learning Sciences, Journal for Research in Mathematics Education, Journal for Technology and Teacher Education, and elsewhere.

Her current work expands these results to studies of individual learning, rural locales, university settings, and geometry contexts. She received special recognition in 2014 as an AMTE Service, Teaching, and Research (StaR) Fellow, and presently serves as a co-PI on MORE: Mathematics - Opportunities in Research and Education, a collaborative cross-university project funded by the National Security Agency and the National Science Foundation.

Dr. Bannister was promoted to Associate Professor with tenure in 2019.