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In the fall, Dr. Ty W. Boyer was awarded $113,218 by the National Science Foundation for his project “How Proportional Reasoning Relates to Whole Number Operations and Numerical Estimation in Elementary School Children.” Boyer, an assistant professor in the Department of Psychology who earned his doctorate in developmental psychology from the University of Maryland, will use the funding to study how elementary school students reason about relative quantities and to develop techniques that teachers might adopt to introduce mathematical concepts most effectively.