

Danielle Teodora Keifert, Ph.D. (she/her)

Curriculum Vitae

May 26, 2021

danielle.keifert@unt.edu

Department of Educational Psychology
College of Education, University of North Texas

CURRENT POSITION

University of North Texas, College of Education

2019-present

Assistant Professor

EDUCATION & TRAINING

**University of California, Los Angeles
& Vanderbilt University, Nashville TN**

2016-2019

Post-doctorate with Dr. Noel Enyedy

Grant: *Science through Technology Enhanced Play, National Science Foundation*

Grant: *Representations for Teachers as Learners, McDonnell Foundation*

The Exploratorium, San Francisco

Post-doctorate with the Institute for Inquiry at the Exploratorium

2015-2016

Project: *Designing for Discourse*

Northwestern University

Ph.D., Learning Sciences

2009-2015

Dissertation Title: Young Children Participating in Inquiry: Moments of Joint

2015

Inquiry and Questioning Practices at Home and in School

Committee: Drs. Reed Stevens (chair), Bruce Sherin, Jim Spillane

Fellow: Multidisciplinary Program in Education Sciences, Institute of Education

2010-2013

Sciences pre-doctoral training program

Certificate: Educational Sciences

2015

Swarthmore College

B.A., Special Major in Education & Astronomy

2000-2004

Thesis Topic: Planetarium-Classroom Partnerships

JOURNAL ARTICLES underline indicates student authors

Keifert, D., & Marin, A. (2018). A Commentary on Charles Goodwin's Co-Operative Action for Learning Scientists. *Cognition and Instruction*. 36(3).
<https://doi.org/10.1080/07370008.2018.1460845>

Keifert, D.T., & Stevens, R. (2019). Inquiry as a members' phenomenon: Young children as competent inquirers. *Journal of the Learning Sciences*. 28(2). <https://doi.org/10.1080/10508406.2018.1528448>

Keifert, D.T., Lee, C., Enyedy, N., Dahn, M., Lindberg, L., & Danish, J. (2020). Tracing bodies through liminal blends during play-based inquiry in a mixed reality environment. *International Journal of Science Education*. 42(18). <https://doi.org/10.1080/09500693.2020.1851423>

Keifert, D.T. (2021) Family culture as context for learning through inquiry. *Cognition and Instruction*.
<https://doi.org/10.1080/07370008.2021.1913162> (online now, in print soon)

BOOK CHAPTERS

Levine, S., **Keifert, D.T.**, Marin, A., & Enyedy, N. (2020). Hybrid Argumentation in Literature and Science for K-12 Classrooms. In Nasir, N.S., Lee, C. D, Pea, R, & de Royston, M.M. (Eds.) *Handbook on the Cultural Foundations of Learning* (pp. 141-159). Chicago, IL: Routledge.

DISSERTATION

Keifert, D.T. (2015). Young children participating in inquiry: Moments of joint inquiry and questioning practices at home and in school (Doctoral dissertation). Northwestern University. Retrieved from Proquest. (3724286).

MANUSCRIPTS underline indicates student authors

Pierson, A., **Keifert, D.T.**, Lee, S., Henrie, A., Johnson, H., & Enyedy, N. (revise & resubmit). Multiple representations in elementary science: Building shared understanding while leveraging students' diverse ideas and practices.

Henrie, A., Johnson, H.J., Askew, R., & **Keifert, D.** (revise & resubmit). An immersive experience: Anchoring professional development around phenomena for inservice elementary science teachers.

Keifert, D.T., Enyedy, N., & Xiao, C. (under review). Students' Embodied Choreographies as Phenomena for Science Inquiry

Keifert, D.T. (in preparation) Tracing a Young Child Engaging in Family Practices Across Settings.

GRANTS

University of North Texas Intramural Seed Grant: Positionality in Practice (PiP)	2021-
\$3,000 award (notice received 11/3). Wrote and received funding to launch a study of the role of intersectionality and relationality in preparing future care-workers including teachers, social workers, and early childcare providers.	2022

McDonnell Foundations Grant: Representations for Teachers as Learners (RepTaLs)	2018-
\$5,000,000 award. Co-wrote and designed RepTaLs project with PI Joshua Danish and Co-PI Noel Enyedy. (Additional Co-PIs Hmelo-Silver, Park Rogers, Cross Francis, Goldstone, Landy, Martinez, Johnson, Henrie) to support K-5 teachers to integrate diverse representations into phenomenon-first, inquiry-based science learning for students from culturally and linguistically diverse backgrounds (e.g., rural/urban, SES, race/ethnicity, immigrant status, first languages).	present

HONORS AND AWARDS

National Academy of Education & Spencer Post-doctoral Fellowship Semi-Finalist	2021
Early Career Workshop, <i>International Conference of the Learning Sciences</i>	2018
Doctoral Consortium, <i>International Conference of the Learning Sciences</i>	2014
Graduate Student Seminar, <i>American Educational Research Association Division C</i>	2014
Dissertation Year Fellowship, <i>Learning Sciences at Northwestern University</i>	2013-2014
Best Student Paper Award, <i>International Conference of the Learning Sciences</i>	2012
Multidisciplinary Program in Education Sciences Fellowship, <i>Northwestern</i>	2010-2013
Joel Dean Social Sciences Research Grant, <i>Swarthmore College</i>	2003

PUBLISHED CONFERENCE PROCEEDINGS underline indicates student authors

- Keifert, D.**, Goodwin, M.H. (June, 2021). Cultivating educational dignity by following children's serendipitous curiosity. In, **D. Keifert** (chair), K. Gutiérrez (co-chair), M.H. Goodwin (co-chair), A.M. Marin (co-chair) *Dignity Affirming Learning Contexts* [Symposium]. Proceedings of the 1st Annual Meeting of the International Society of the Learning Sciences 2021. Bochum, Germany (Online): International Society of the Learning Sciences.
- Pierson, A., **Keifert, D.**, Lee, S., Henrie, A., Johnson, H.J., Enyedy, N. (June, 2021). Elementary Science Teachers' Use of Representations to Build Shared Understanding from Students' Diverse Ideas and Practices. [Short Paper]. Proceedings of the 1st Annual Meeting of the International Society of the Learning Sciences 2021. Bochum, Germany (Online): International Society of the Learning Sciences.
- Keifert, D.** (2020). Family Practices as Cultural Substrate in Young Children's Engagement and Adaptation of Family Practices. In D. Keifert (Chair) *Broadening Learning Sciences Theoretical lenses to understand young children's sensemaking* [Symposium]. Proceedings of the 14th International Conference of the Learning Sciences 2020, Volume 1, 390-397. Nashville, Tennessee: International Society of the Learning Sciences.
- Tu, X., Danish, J., Humburg, M., Enyedy, N., & **Keifert, D.** (2020) Play and Embodiment: Designing for early elementary students' strengths. In D. Keifert (Chair), *Broadening Learning Sciences Theoretical lenses to understand young children's sensemaking* [Symposium]. Proceedings of the 14th International Conference of the Learning Sciences 2020, Volume 1, 390-397. Nashville, Tennessee: International Society of the Learning Sciences.
- Keifert, D.**, Xiao, C., & Enyedy, N. (2020). Drawing on and Disrupting Choreographic Substrate for Being Scientific Phenomena. In D. Keifert (Chair) & Noel Enyedy (co-chair) *Analytical Designs: Goodwin's Substrates as a Tool for Studying Learning*. Proceedings of the 14th International Conference of the Learning Sciences 2020, Volume 3, 1471-1478. Nashville, Tennessee: International Society of the Learning Sciences.
- Keifert, D.** (2020). Broadening Conceptualizations of Learning: Fix-It-Foxing as a Practice for *Learning From* and *Learning With*. Proceedings of the 14th International Conference of the Learning Sciences, Nashville, TN. (Sessions cancelled, appears in print proceedings)
- Keifert, D.**, Krist, C., Scipio, D., & Philips, A. (2018). Epistemic Agency as a Members' Experience. Proceedings of the 13th International Conference of the Learning Sciences, London UK, 192-197.
- Keifert, D.**, Enyedy, N., Danish, J., Dahn, M., Lee, C., & Lindberg, L., (2018). Tracing Bodies through Liminal Blends during Play-Based Inquiry in a Mixed-Reality Environment. Proceedings of the 13th International Conference of the Learning Sciences, London UK, 1431-1432.
- Keifert, D.** (2018). Young Children's Inquiry Within and Across Settings. Proceedings of the 13th International Conference of the Learning Sciences, London UK, 1863-1865.
- Keifert, D.**, Lee, C., Dahn, M., Illum, R., DeLiema, D., Enyedy, N., & Danish, J. (2017). Agency, Embodiment, & Affect During Play in a Mixed-Reality Learning Environment. Proceedings of the 16th Interaction Child & Design Conference, Palo Alto CA.
- Keifert, D.** (2014). Co-Constructing Opportunities for Inquiry: A Cross-Context and Development Ethnography of Young Children's Inquiry. Proceedings of the 11th International Conference of the Learning Sciences, Boulder CO, 3, 1753.

- Keifert, D.** (2012). Young children's everyday inquiry: A field study of a young girl's play across contexts. Proceedings of the 10th International Conference of the Learning Sciences, Sydney AU, 1, 315-322.
- Keifert, D.,** & Stevens, R. (2012). Block building at home and preschool. Proceedings of the 10th International Conference of the Learning Sciences, Sydney AU, 2, 91-98.
- Horn, M.S., Davis, P., Hubbard, A.K., **Keifert, D.**, Leong, Z.A., & Olson, I.C. (2011). Learning sustainability: Families, learning, and next-generation eco-feedback technology. Proceedings of IDC 2011 – 10th International Conference on Interaction Design and Children: 166-164.
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CONFERENCE PRESENTATIONS underline indicates student presenters

- Keifert, D.**, Enyedy, N., Xiao, C. (April, 2021). Independent and collaborative play as context for science inquiry. In A. Saleh's, *Orchestrating Collaborative Play for Diverse Participation Across Contexts and Disciplines*. Symposium at the American Educational Research Association (AERA), Online Conference.
- Johnson, H., Pierson, A., **Keifert, D.**, Henrie, A., Enyedy, N., Danish, J., & Askew, R. (March, 2020). Modeling for equitable learning with ELs: Examining a professional learning design for elementary teachers. In J. Thompson's, *Equity and elementary science teaching and learning*. Symposium at the National Association of Research in Science Teaching (NARST), Portland, OR. (Conference canceled)
- Danish, J. A., Nicholas, C., Hmelo-Silver, C. E., Park Rogers, M. A., Cross Francis, D. I., Enyedy, N. D., **Keifert, D.** & Stiso, C. (April, 2020) *What, How, and Why Do Elementary Teachers Think About Using Representations in Their Science Teaching?* [Paper Session]. AERA Annual Meeting San Francisco, CA. <http://tinyurl.com/uey6p37> (Conference Canceled)
- Keifert, D.**, (April, 2019). *Reimagining STEM Learning Through Centering Families' Sense-Making Practices*. Paper presented as part of the symposium STEM Family Learning organized by E. Suarez for the National Association for Research in Science Teaching annual conference. Baltimore, MD.
- Keifert, D.**, Lee, C., Dahn, M., Lindberg, L., Enyedy, N., & Danish, J. (April, 2019). *Tracing Bodies through Liminal Blends during Play-based Inquiry in a Mixed Reality Environment*. Poster presented at the American Educational Research Association Conference. Toronto, Canada.
- Keifert, D.**, Scipio, D., & Grosshandler, D. (April, 2019). *Toward a Framework for Pedagogies of Joy*. Poster presented as part of the Symposium Pedagogies of Joy :) Joy as Resistance at the Intersection of STEM Learning Pathways organized by D. Scipio & **D. Keifert** for the American Educational Research Association Conference. Toronto, Canada.
- Humburg, M., **Keifert, D.**, Georgen, C., Tu, X., Danish, J., Enyedy, N. (April, 2018). *The Challenge of Consistency in Sensemaking Resources Across Play and Assessment for Young Science Learners*. Paper presented at the American Educational Research Association Conference, New York, NY.
- Danish, J., **Keifert, D.**, Enyedy, E., Humburg, M., Tu, X., Davis, B., Lee, C. (April, 2018). *Embodiment within computational models: Explorations of agency and normativity*. Paper presented at the American Educational Research Association Conference, New York, NY.
- Keifert, D.**, Enyedy, N., Danish, J., Lee, C., & Saleh, A. (June, 2017). *Two Kinds of Thought Experiments about Water Temperature during Young Children's Family and Technology-Enhanced Play*. Paper presented at the annual meeting of the Jean Piaget Society. San Francisco, CA.
- Keifert, D.** (April, 2017). Tensions in crossing the bridge: Capitalizing upon preschoolers' family practices in classrooms. Paper presented at the American Educational Research Association Conference, San Antonio Texas.

- Keifert, D.** (April, 2017). Joy in Inquiry and the Playful & Productive Adaptation of Practice. Paper presented at the American Educational Research Association Conference, San Antonio Texas.
- Keifert, D.** (April, 2017). Inquiry as a Members' Phenomenon as a Model for Coordinating Definitions of Inquiry. Paper presented at the National Association for Research on Science Teaching, San Antonio Texas.
- Keifert, D.** (April, 2016). Geographies of Attention: Shaping Young Children's Ways of Perceiving and Knowing. Paper presented at the American Educational Research Association Conference, Washington D.C.
- Keifert, D.** (April, 2016). Seeing the Science in Young Children's Activity Through an Interactionally Grounded Account of Inquiry. Poster presented at the American Educational Research Association Conference, Washington D.C.
- Andrews, J., & **Keifert, D.** (April, 2015). Productive Disagreeing: Collaborators' Exploration of Ideas During Moments of Contested Knowledge. Poster presented at the American Educational Research Association Conference, Chicago, IL.
- Keifert, D.**, & Stevens, R. (March, 2014). Searching for Family Inquiry Practices Over Time. Poster presented at the National Science Foundation's 7th inter-Science of Learning Center Student and Post-Doc Conference, Pittsburg, PA.
- Keifert, D.**, & Stevens R. (May, 2013). "Yeah! I'm an an-phanian. Cause I'm a frog!" Associating science with everyday inquiry. Paper presented at the American Educational Research Association Conference, San Francisco, CA.
- Keifert, D.**, & Stevens, R. (April, 2013). Affording inquiry practices: Tracing the practices of one young girl across contexts. Paper presented at the American Educational Research Association Conference, San Francisco, CA.
- Keifert, D.**, & Stevens, R. (February, 2013). Young children's everyday inquiry: An analytical framework for tracing practices across contexts. Poster presented at the National Science Foundation's 6th inter-Science of Learning Center Student Conference, Philadelphia, PA.
- Keifert, D.**, & Stevens, R. (June, 2011). Driving co-constructed activity during family play: How are children participating in shared STEM-focused activity?. Paper presented at the Jean Piaget Society Conference, Berkeley, CA.

Invited Talks

- Keifert, D.** (April, 2021). Positionality, research with European-heritage families, and inquiry as a members' phenomenon. Invited talk: IslandWood. Bainbridge Island, WA.
- Levine, S., **Keifert, D.**, Marin, A., Enyedy, N. (April, 2021). Hybrid Argumentation in Literature and Science for K-12 Classrooms. Invited Symposium: Creating Expansive and Equitable Learning Environments: Elaborating the RISE Learning Principles Chairs N.S. Nasir, C.D. Lee, R. Pea, & M.M. de Royston. Invited Talk: American Educational Research Association Presidential Session. Online AERA.
- Keifert, D.**, Scipio, D., McKinney de Royston, M., Halverson, E. (November, 2020). Scholar panel. Invited Talk: Learning Sciences Graduate Student Conference. University of Wisconsin, Madison.
- Keifert, D.**, Pierson, A., Daniel, B., Lee, S., & Jen, T. (November, 2020). *Disrupting assimilationist ideologies in K-4 science+language learning*. Invited Talk: Caruth Institute for Engineering Education at Southern Methodist University. Dallas TX.
- Keifert, D.** (July, 2020). Learning out of school. Invited talk: Vanderbilt University Department of Teaching and Learning. Nashville, TN.

Keifert, D. (April, 2020). Research practices including learning in families, early childhood STEM, and video methods for theories of children’s learning and reflective research/teaching practice. Invited talk: IslandWood. Bainbridge Island, WA.

Keifert, D. (April, 2019). *Inquiry as a Member’s Phenomenon and learning in and out of school*. Invited talk: Vanderbilt University Department of Teaching and Learning. Nashville, TN.

Keifert, D. (June, 2017). *Iterative analysis of qualitative/video data for understanding inquiry, family practice, and children’s experiences across settings*. Invited talk: University of California Los Angeles Graduate School of Education and Information Sciences Methods Sequence. Los Angeles, CA.

Keifert, D. (June, 2017). *Understanding and broadening forms of sensemaking for science learning*. Invited talk: Center for Research on Teacher Development and Professional Practice. Irvine, CA.

Keifert, D. (March, 2017). *Understanding and broadening sensemaking for science learning*. Invited talk: TERC. Cambridge, MA.

TEACHING

Graduate-Level Courses

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| <i>Video Methodology, University of North Texas</i> | 2021 |
| Instructor for Educational Psychology graduate course. Develops methodological competence. | |
| <i>Qualitative Methods, University of North Texas</i> | 2020 |
| Instructor for College of Education cross-departmental introduction to qualitative methods. | |
| <i>Modeling for the Secondary Science Classroom, Vanderbilt University</i> | 2018 |
| Instructor of record for pre-service teacher course. Designed course focused on NGSS. | |
| <i>Empirical Methods for Social Interaction, Stanford University</i> | 2016 |
| Co-taught with Drs. Ray McDermott, Jenny Langer-Osuna, Ramón Martínez | |
| <i>New Approaches to Science Teaching, Northwestern University</i> | 2013 |
| Co-taught with Dr. Brian Reiser & Michael Novak, MS Education course | |

Undergraduate-Level Courses

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| <i>Development and Teaching & Learning, University of North Texas</i> | 2019-present |
| Course steward for all sections for pre-service teacher course. Re-designed course to focus on development and intersectionality as they shape teaching practice. Emphasis on observation of real-world learning and analysis of learning designs using theory. | |
| <i>Advanced Research Methods, Northwestern University</i> | 2014 |
| Teaching assistant to Dr. James Spillane | |
| <i>Cognition in Contexts, Northwestern University</i> | 2011 |
| Teaching assistant to Dr. Reed Stevens | |

Professional Development

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| <i>Supporting Teachers in the Representations for Teachers as Learners (RepTaLs) project, Vanderbilt University, Nashville TN</i> | 2019-present |
| Co-facilitator with Drs. Heather Johnson and Andrea Henrie of Vanderbilt University in the Design-Based Research study of teachers-as-learners (McDonnell Foundation funded) supporting K-4 teachers in a diverse urban school district to leverage student’s linguistic and cultural resources and experiences for standards-based science learning. | |

Classroom Teaching

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| <i>Supporting Teachers for Science Through Technology Enhanced Play Implementations, UCLA Lab School, Los Angeles CA</i> | 2017-2018 |
| Supported and co-taught combined 1 st & 2 nd grade teachers’ implementation of the Science through Technology Enhanced Play (STEP) project. | |
| | 2004-2009 |

Middle School Teacher & Advisor, Rodeph Sholom School, New York NY

Taught science, math for 5th-7th graders, and advised 5th-8th grade students, developed curriculum in mathematics and expanded science curriculum

Informal Science Museum Teaching

Programs Intern at the Fels Planetarium, Franklin Institute, Philadelphia PA 2002-2004

Hosted live and prepared shows for school groups and families, developed curricular materials for show timed with Spirit/Opportunity landings

SERVICE

Publications Committee, *International Society of the Learning Sciences* 2021-present

Serving as a committee member, guiding production of publications-relevant statements (e.g., tenure/promotion statement about ISLS proceedings), supporting flagship society journal board members, co-developing Rapid Community Report open-source projects.

Doctoral Policies Committee, *University of North Texas* 2020-present

Serving as a committee member, recommending doctoral students for acceptance to Educational Psychology concentrations, examining the use of GRE during COVID and post-COVID, supporting self-study of EPSY expectations for graduate student success in relation to the GRE and other measures.

Learning Sciences Program Development, *University of North Texas* 2019-present

Developing a Learning Sciences PhD concentration and certificate in the College of Education (collaborator: Dr. Carrie Allen). Analyzing existing UNT course catalogue to develop Learning Sciences pathway. Developing courses for both undergraduate and graduate level students to attend to learning theory in research and teaching practice. Integrating learning theory and design into ongoing practice in the Educational Psychology and Teacher Education & Administration departments.

Reviewer

Conferences

Interaction Design and Children 2018
American Educational Research Association 2016-present
National Association for Research on Science Teaching 2016
International Conference of the Learning Sciences 2012-present

Journals

Cognition & Instruction 2017-present
Journal of the Learning Sciences 2019-present
International Journal of Child-Computer Interaction 2019
Instructional Science 2019-present
Science and Education 2018
Topics in Early Childhood Special Education 2020

Grants

National Science Foundation 2017

Conference Symposia Organizer & Chair

International Society of the Learning Sciences
 (Organizer, co-chair) Dignity Affirming Learning Contexts 2021
 (Organizer, co-chair) Broadening Learning Sciences Theoretical lenses to understand young children’s sensemaking 2020
 (Organizer, chair) Analytical Designs: Goodwin’s Substrates as a Tool for Studying Learning 2020
American Educational Research Association
 (Co-organizer, co-chair) Pedagogies of Joy :) Joy as Resistance at the Intersection of STEM Learning Pathways 2019
 (Co-organizer, co-chair) Pedagogies of Joy :) Reigniting Conversations About the Intersectionalities of Joy within Learning Pathways 2016

Drawing on Families' Ways of Perceiving and Knowing to Learn About Diverse Epistemologies in Action	2016
(Organizer, Chair) Science Trajectories: Tracing Young People's Participation in Science Across Settings	2013
(Organizer, Chair) What Does 'Science' Shift?: The Positioning of Activities and Identities with Respect to the Domain of Science	2013
<i>National Association for Research on Science Teaching</i>	
(Co-organizer) Epistemic Agency as a Members' Experience	2017
Communications Chair, Informal Learning Environments Research SIG	2016-2019
American Educational Research Association (AERA)	
Co-Coordinator: Early Childhood Research Affinity Gathering	2014
International Conference of the Learning Sciences	
Invited Speaker Series Committee , Learning Sciences, Northwestern University	2012-2013
Learning Sciences New Student Orientation Coordinator	2012
Mentor: New Students , Learning Sciences, Northwestern University	2010-2014

PROFESSIONAL COMMUNITIES

American Educational Research Association (AERA)
 Learning Sciences Special Interest Group (SIG LS)
 Informal Learning Environments Research Special Interest Group (SIG ILER)
 International Society of the Learning Sciences (ISLS)
 National Association for Research in Science Teaching (NARST)

REFERENCES

Mentor & Collaborator	Noel Enyedy, Ph.D. Professor, Department of Teaching & Learning at Peabody College Vanderbilt University Nashville, TN 37212 (818) 425-4791 noel.d.enyedy@vanderbilt.edu	Mentor & Collaborator	Joshua Danish, Ph.D. Associate Professor Learning Sciences Program Coordinator Indiana University Wendell W. Wright Education Building Bloomington, IN 47405 (812) 856-8330 jdanish@indiana.edu
Collaborator	Déana Scipio, Ph.D. Director, Graduate Programs IslandWood 4450 Blakely Ave NE Bainbridge Island, WA 98110 (206) 855-4300 Deanas@islandwood.org	Collaborator	Ananda Marin, Ph.D. Assistant Professor, Graduate School of Education and Information Sciences University of California, Los Angeles 457 Portola Plaza Los Angeles, CA 90095 (310) 206-1877 marin@gseis.ucla.edu
Mentor	Rogers Hall, Ph.D. Professor & Chair, Department of Teaching & Learning at Peabody College Vanderbilt University Nashville, TN 37212 (615) 343-7063 r.hall@vanderbilt.edu	Mentor Member: Dissertation Committee	Jim Spillane, Ph.D. Spencer & Ann Olin Professor in Learning & Organizational Change, Learning Sciences, Human Development & Social Policy Northwestern University 2120 Campus Drive Evanston, IL 60208-0001 (847) 467-5577 j-spillane@northwestern.edu
