

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

Curriculum Vitae

February 1, 2022

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danielle.keifert@unt.edu

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

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## CURRENT POSITION

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**University of North Texas, College of Education**

2019-present

Assistant Professor

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## EDUCATION & TRAINING

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**University of California, Los Angeles CA  
& 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 Inquiry and

Questioning Practices at Home and in School

2015

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

*Fellow:* Multidisciplinary Program in Education Sciences, Institute of Education Sciences pre-doctoral training program

2010-2013

*Certificate:* Educational Sciences

2015

**Swarthmore College**

B.A., Special Major in Education & Astronomy

2000-2004

*Thesis Topic:* Planetarium-Classroom Partnerships

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## JOURNAL ARTICLES underline indicates student co-author

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**Keifert, D.T.**, Enyedy, N., Xiao, C., Danish, J. (2021). Learners as phenomena: Expansive inquiry as students embody water particles. *Learning, Culture, and Social Interaction*. 31(A).  
<https://doi.org/10.1016/j.lcsi.2021.100572>

**Keifert, D.T.** (2021) Family culture as context for learning through inquiry. *Cognition and Instruction*. 39(3).  
<https://doi.org/10.1080/07370008.2021.1913162>

**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.**, & 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.**, & 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>

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**BOOK CHAPTERS**


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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.

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**DISSERTATION**


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**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).

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**SUBMITTED MANUSCRIPTS** underline indicates student author
 

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Pierson, A., **Keifert, D.T.**, Lee, S., Henrie, A., Johnson, H., & Enyedy, N. (under review). 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.** (revise & resubmit) Tracing children's inquiry across settings: Entanglements as sites for knotting and weaving lines of experience.

Daniel, B., Pierson, A., & **Keifert, D.** (equal authorship in reverse order of seniority, to be submitted March 2022) Ideologies in Interaction: Tracing ideological rearticulations in a teacher professional development program.

**Keifert, D.**, Xiao, H., Allen, D., Silva, S.T.M., Flemister, T., Fan X., Badran, S., & Avila Alejo, D. (to be submitted April 2022) Entanglements.

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**GRANTS**


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**Spencer Foundation, Small Grant** 2022-2023  
 Project PI. \$50,000 award (notice received 11/16/21). Co-developing new methodologies for collaborative-observation of existing family practices through partnerships with young children (3-5yrs) and their caregivers. Syncretic approach merging existing family practices and interactional analysis approaches for documenting, interpreting, and sharing about moments of children's learning, being, and doing contextualized by children and caregivers' understanding of their own family culture. Exploring multiple video annotations technologies for supporting children and caregivers as co-researchers.

**University of North Texas Intramural Seed Grant: Positionality in Practice (PiP)** 2021-2022  
 Project PI. \$3,000 award (notice received 11/3/20). 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.

**McDonnell Foundations Grant: Representations for Teachers as Learners (RepTaLs)** 2018-present  
 \$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). Served as postdoc and consultant.

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**HONORS AND AWARDS**


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National Academy of Education & Spencer Post-doctoral Fellowship Semi-Finalist 2021

Early Career Workshop, *International Conference of the Learning Sciences* 2018

Doctoral Consortium, *International Conference of the Learning Sciences* 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 co-author

- 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 1<sup>st</sup> 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 1<sup>st</sup> 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 14<sup>th</sup> 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 14<sup>th</sup> 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 14<sup>th</sup> 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 14<sup>th</sup> 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 13<sup>th</sup> 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 13<sup>th</sup> International Conference of the Learning Sciences, London UK, 1431-1432.
- Keifert, D.** (2018). Young Children’s Inquiry Within and Across Settings. Proceedings of the 13<sup>th</sup> 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 16<sup>th</sup> 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 11<sup>th</sup> 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 10<sup>th</sup> 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 10<sup>th</sup> 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 – 10<sup>th</sup> International Conference on Interaction Design and Children: 166-164.

CONFERENCE PRESENTATIONS underline indicates student co-author

- 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.
- Pierson, A., **Keifert, D.**, Lee, S., Johnson, H., & Henrie, A. (2021, April). Elementary Science Teachers' Purposes and Practices for Connecting Multiple Representations. Paper presented at the annual international conference of National Association for Research in Science Teaching. [Online]
- 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 7<sup>th</sup> inter-Science of Learning Center Student and Post-Doc Conference, Pittsburgh, PA.
- Keifert, D.**, & Stevens R. (May, 2013). "Yeah! I'm an an-phibian. 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 6<sup>th</sup> 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.

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#### Invited Talks

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

### Undergraduate-Level Courses

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|---|--------------|
| <b><i>How People Learn, University of North Texas</i></b>   | 2021-present |
| Course steward for all sections for pre-service teacher course. Co-developed course. Designed to support learners to recognize learning across diverse settings, contextualize learning within sociocultural / critical theory. Emphasis on observations of learning “in the wild.” |              |
| <b><i>Development and Teaching &amp; Learning, University of North Texas</i></b>  | 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.                     |              |
| <b><i>Advanced Research Methods, Northwestern University</i></b>  | 2014         |
| Teaching assistant to Dr. James Spillane  |              |
| <b><i>Cognition in Contexts, Northwestern University</i></b>  | 2011         |
| Teaching assistant to Dr. Reed Stevens  |              |

**Professional Development**

***Supporting Teachers in the Representations for Teachers as Learners (RepTaLs) project, Vanderbilt University, Nashville TN*** 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**

***Supporting Teachers for Science Through Technology Enhanced Play Implementations, UCLA Lab School, Los Angeles CA*** 2017-2018

Supported and co-taught combined 1<sup>st</sup> & 2<sup>nd</sup> grade teachers' implementation of the Science through Technology Enhanced Play (STEP) project.

***Middle School Teacher & Advisor, Rodeph Sholom School, New York NY*** 2004-2009

Taught science, math for 5<sup>th</sup>-7<sup>th</sup> graders, and advised 5<sup>th</sup>-8<sup>th</sup> 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

**PROFESSIONAL MEMBERSHIP AND SERVICE*****Journal Reviewer***

*Journal of the Learning Sciences* 2019-present  
*Instructional Science* 2019-present  
*Cognition & Instruction* 2017-present  
*International Journal of Child-Computer Interaction* 2019  
*Science and Education* 2018

**International Society of the Learning Sciences (ISLS)** member since 2012

**Member Publications Committee** 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.

**Symposium Organizer & Chair**

(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

**Special Affinity Gathering Organizer** 2014

**Reviewer, Annual Conference ISLS** 2012-present

(formerly International Conference of the Learning Sciences)

**American Educational Research Association (AERA)** member since 2011

**AERA Special Interest Group (SIG) Membership**

Learning Sciences  
 Informal Learning Environments Research

**Communications Chair, Informal Learning Environments Research SIG** 2016-2019

**Symposium Organizer & Chair**

(Co-organizer, co-chair) Pedagogies of Joy :) Joy as Resistance at the Intersection of STEM Learning Pathways 2019

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(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
<b>Reviewer, Annual Conference AERA</b>	2016-present
<b>National Association for Research on Science Teaching (NARST)</b>	
<b>Reviewer, Annual Conference NARST</b>	2016
<b>Symposium Organizer &amp; Chair</b> (Co-organizer) Epistemic Agency as a Members' Experience	2017
<b>National Science Foundation</b>	
<b>Reviewer, DRK12</b>	2017
<b>Interaction Design &amp; Children</b> Conference Reviewer	2018

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## UNIVERSITY SERVICE

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### University of North Texas

#### College of Education

##### Learning Sciences Program Development

Developing Learning Sciences PhD concentration and graduate academic certificate in UNT College of Education (collaborator: Dr. Carrie Allen), supporting courses across Educational Psychology and Teacher Education & Administration. Analyzing 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. Courses developed:

- Co-Steward: EPSY 2010: How People Learn  
undergraduate pre-service teacher program 2021-2022
- Steward: EPSY 6530: Research Methodologies as Contexts for Learning  
graduate LS concentration / LS GAC 2021
- Steward: EDCI 3830: Development and Teaching & Learning  
undergraduate pre-service teacher program 2019-2021

### University of North Texas

#### Educational Psychology Department

##### HDFS Assistant & Assistant/Associate Faculty Search Committee

Served on search committee to fill two positions in Human Development and Family Sciences including one assistant position and one assistant or associate position. 2021-2022

##### Doctoral Policies Committee

Served 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. 2020-2021

##### Faculty Affairs Committee

Served on Faculty Affairs Committee, reviewing concerns related to the faculty and preparing recommendations for the chair and department. 2019-2020



**Northwestern University**

<b>Invited Speaker Series Committee</b> , Learning Sciences	2012-2013
<b>New Student Orientation Coordinator</b> , Learning Sciences	2012
<b>Assigned Mentor: New Students</b> , Learning Sciences	2010-2014

**REFERENCES**

<b>Mentor &amp; Collaborator</b>	<b>Noel Enyedy, Ph.D.</b> Professor, Department of Teaching & Learning at Peabody College Vanderbilt University Nashville, TN 37212 (818) 425-4791 noel.d.enyedy@vanderbilt.edu	<b>Mentor</b>	<b>Rogers Hall, Ph.D.</b> Professor & Chair, Department of Teaching & Learning at Peabody College Vanderbilt University Nashville, TN 37212 (615) 343-7063 r.hall@vanderbilt.edu
<b>Collaborator</b>	<b>Déana Scipio, Ph.D.</b> Director, Graduate Programs IslandWood 4450 Blakely Ave NE Bainbridge Island, WA 98110 (206) 855-4300 Deanas@islandwood.org	<b>Collaborator</b>	<b>Ananda Marin, Ph.D.</b> 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