

Danielle Teodora (Teo) Keifert, Ph.D. (she/they)

Curriculum Vitae

June 22, 2022

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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 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

JOURNAL ARTICLES underline indicates student co-author

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.T., & 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>

 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).

SUBMITTED MANUSCRIPTS underline indicates student author

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

Keifert, D.T. (under review) Tracing children's inquiry across settings: Entanglements as sites for knotting and weaving lines of experience.

Daniel, B., Pierson, A., & **Keifert, D.T.** (equal authorship in reverse order of seniority, under review) Ideologies in Interaction: Tracing ideological rearticulations in a teacher professional development program.

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

GRANTS

National Science Foundation, Directorate for Education and Human Resources 2022-
Improving Undergraduate STEM Education (IUSE) 2023

PI. *Collaborative Research: Equitable Science Sensemaking: Helping Teacher Candidates Support Multiple Pathways for Learning (ESSe) Project.* \$63,652 request for UNT-based research. Collaborative research with Vanderbilt University and the Ohio State University. 100% effort.

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.

HONORS AND AWARDS

Journal of the Learning Sciences Reviewer of the Year Award 2021

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 co-author

Lee, S., Bell, A., **Keifert, D.T.**, Johnson, H., Pierson, A., Henrie, A., & Askew, R. (June, 2022) *The tensions of making space: How teachers work toward heterogenous science sense-making* [Paper]. Proceedings of the 2nd Annual Meeting of the International Society of the Learning Sciences 2022, Volume ICLS Proceedings, 1189-1192. Hiroshima, Japan (Online): International Society of the Learning Sciences.

Daniel, B., Pierson, A., **Keifert, D.T.**, Lee, S., Askew, R. (June, 2022) *Science teachers' ideological shifts about multilingual learners* [Poster]. Proceedings of the 2nd Annual Meeting of the International Society of the Learning Sciences 2022, Volume ICLS Proceedings, 1902-1903. Hiroshima, Japan (Online): International Society of the Learning Sciences.

Pierson, A., **Keifert, D.T.**, Lee, S., Johnson, H., Bell, A. (June, 2022) Making space for heterogeneity in phenomenon-centered science learning. In A. Bell, C. & S. Lee (co-chairs) *Navigating making space: Attending to multiple learning pathways in science learning* [Symposium]. Proceedings of the 2nd Annual Meeting of the International Society of the Learning Sciences 2022, Volume ICLS Proceedings, 1691-1698. Hiroshima, Japan (Online): International Society of the Learning Sciences.

Keifert, D.T., 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, Volume ICLS Proceedings, 795-802. Bochum, Germany (Online): International Society of the Learning Sciences.

Pierson, A., **Keifert, D.T.**, 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, Volume ICLS Proceedings, 505-508. Bochum, Germany (Online): International Society of the Learning Sciences.

Keifert, D.T. (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.T.** (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.T., 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.T.** (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.T.,** 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.T.,** 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.T.** (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.T., 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.T.** (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.T.** (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.T.,** & 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.T.**, 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.

CONFERENCE PRESENTATIONS underline indicates student co-author

- Keifert., D.T.,** Marin, A., DeLiema, D., (2022, April). Foregrounding expansive relations: Toward methods of assembly and weaving in longitudinal interaction analysis. In A. Marin & D. Silvas (chairs), What's next for Interaction Analysis of learning? Aligning analytical approaches with theoretical turns [Symposium]. American Educational Research Association Annual Meeting, San Diego, CA, USA.
- Avila, D., Keifert., D.T., Flemister, C., Fan, X., Xiao, He., Dhamer Silva, S.** (2022, April). An explorative study on how prior schooling experiences shaped minoritized preservice teachers' occupational vision statements. [Paper]. American Educational Research Association Annual Meeting, San Diego, CA, USA.
- Keifert, D.T., Xiao, He., Dhamer Silva, S., Flemister, C., Allen, D.,** (2022, April). Conceptualizing entanglements: Histories, embodied experience, futures, and relationality as resources for preservice teachers (re)conceptualizing learning. [Paper]. American Educational Research Association Annual Meeting, San Diego, CA, USA.

- Pierson, A., **Keifert, D.T.**, Daniel, B. (2022, April). Circulating reference: Local conjecture maps and abstract conceptual frameworks. In L. Vogelstein (Chair), *Conjecture Mapping: New Approaches to Broadening Processes of Educational Design Research* [Symposium]. American Educational Research Association Annual Meeting, San Diego, CA, USA.
- Johnson, H. J., Pierson, A., **Keifert, D.T.**, Daniel, B. & Henrie, A. (2022, April). Scientific modeling to support multilingual students: Examining a professional learning design for elementary teachers. In J. J. Thompson (Chair), *Equity in Elementary Science Teaching and Learning* [Structured Poster Session]. American Educational Research Association Annual Meeting, San Diego, CA, USA.
- Daniel, B., **Keifert, D.T.**, & Pierson, A. (2022, April). Negotiating ideologies about science and language in elementary teacher professional development. In B. Daniel & N. De Lucca (Chairs), *Interaction as a Site for Ideological Negotiation and Transformation in Science Teachers' Learning* [Symposium]. American Educational Research Association Annual Meeting, San Diego, CA, USA.
- Pierson, A., Daniel, B., Lee, S., Henrie, A., Johnson, H., **Keifert, D.T.**, & Enyedy, N. (2022, March). Rarticulating deficit language ideologies with researchers and teachers in elementary science professional development [Related paper set]. National Association for Research in Science Teaching Annual Conference, Vancouver, BC, Canada.
- Keifert, D.T.**, 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.T.**, 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.T.**, 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.T.** & 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.T.**, (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.T.**, 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.T.**, 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.T.**, 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.T.**, 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.T.**, 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.T.** (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.T.** (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.T.** (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.T.** (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.T.** (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.T.** (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.T.**, & 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.T.**, & Stevens R. (May, 2013). "Yeah! I'm an an-phenibian. Cause I'm a frog!" Associating science with everyday inquiry. Paper presented at the American Educational Research Association Conference, San Francisco, CA.
- Keifert, D.T.**, & 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.T.**, & 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.T.**, & 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.T.** (April, 2021). Positionality, research with European-heritage families, and inquiry as a members' phenomenon. Invited talk: IslandWood. Bainbridge Island, WA.
- Levine, S., **Keifert, D.T.**, 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.T., 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.T., 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.T. (July, 2020). Learning out of school. Invited talk: Vanderbilt University Department of Teaching and Learning. Nashville, TN.

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

TEACHING

Graduate-Level Courses

<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

<i>How People Learn, University of North Texas</i>	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."	
<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

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 1st & 2nd 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 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

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

Discussant

2022

Whose science? Interrogating the foundations of “Nature of Science,” uncovering injustices in science education	
Symposium Organizer & Chair	2019
(Co-organizer, co-chair) Pedagogies of Joy :) Joy as Resistance at the Intersection of STEM Learning Pathways	2016
(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	2013
(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	2016-present
Reviewer, Annual Conference AERA	
National Association for Research on Science Teaching (NARST)	2016
Reviewer, Annual Conference NARST	2017
Symposium Organizer & Chair	2017
(Co-organizer) Epistemic Agency as a Members’ Experience	
National Science Foundation	2017
Reviewer, DRK12	
Interaction Design & Children	2018
Conference Reviewer	

UNIVERSITY SERVICE

University of North Texas: University-Wide Service	2022-present
Women and Gender Equity Network (WGEN) Member	
Member of WGEN, an organization supporting faculty at all stages of their careers by providing professional development, mentoring, and networking opportunities.	
University of North Texas: College of Education	
Learning Sciences Program Development	2020-present
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:	
<ul style="list-style-type: none"> • Co-Steward: EPSY 2010: How People Learn undergraduate pre-service teacher program • Steward: EPSY 6530: Research Methodologies as Contexts for Learning graduate LS concentration / LS GAC • Steward: EDCI 3830: Development and Teaching & Learning undergraduate pre-service teacher program 	2021-2022 2021 2019-2021
University of North Texas: Educational Psychology Department	
HDFS Assistant & Assistant/Associate Faculty Search Committee	2021-2022
Served on search committee to fill two positions in Human Development and Family Sciences including one assistant position and one assistant or associate position.	
Doctoral Policies Committee	2020-2021

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.

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

Northwestern University 2012-2013
Invited Speaker Series Committee, Learning Sciences
New Student Orientation Coordinator, Learning Sciences 2012
Assigned Mentor: New Students, Learning Sciences 2010-2014

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	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
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