

D Teo Keifert, Ph.D. (they/she)
Danielle Teodora Keifert Curriculum Vitae
January 20, 2023

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 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 (continued on next page)

Pierson, A., **Keifert, D.T.**, Lee, S., Henrie, A., Johnson., H., & Enyedy, N. (online). Multiple representations in elementary science: Building shared understanding while leveraging students' diverse ideas and practices. *Journal of Science Teacher Education*.
<https://doi.org/10.1080/1046560X.2022.2143612>

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>

EDITED HANDBOOK 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

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.

Pierson, A., **Keifert, D.T.**, Lee, S., Jen, T., Daniel, B., Bell, A., Johnson, H., Askew, R., Henrie, A. (under review). Designing to support equity-as-transformation perspectives for multilingual science learners

Keifert, D.T., Allen, D., Xiao, H., Silva, S.T.M., Vlaamster, T., Fan X., Badran, S., & Avila Alejo, D. (revising) Entanglements: Stories of histories and futures in teacher candidates' disciplinary sensemaking.

Xiao, H., Silva, S.T.M., **Keifert, D.T.** (under review) A Rough Ride—Qualitative Re-Examination of Challenges Experienced by Faculty During the Pandemic-phase of COVID-19

Xiao, H., **Keifert, D.T.**, Silva, S.T.M. (revising) Humanizing Students in a Dehumanizing Time—A Qualitative Research Exploring How Faculty Supported Students in the Pandemic

SUBMITTED ABSTRACTS for special issues

Lee, C., Lee, S., Jen, T., **Keifert, D.T.**, Enyedy, N. (under review). Supporting Affective Flow as a Pedagogy Towards Dignity Affirmation. *Science Education* special issue

Humberg, M., Bell, A., **Keifert, D.T.**, Tu, X., Hmelo-Silver, C., Danish, J., Lee, S., Henrie, A., Park Rogers, M., Cross Francis, D., Enyedy, N. (under review). "Sounds very joyful to me": Emotional engagement and social support in teacher professional development. *Science Education* special issue

Scipio, D., Greenberg, D., **Keifert, D.T.**, Lee, S., (first three authors equal authorship, under review). Pedagogies of Joy ;). *Science Education* special issue

GRANTS

National Science Foundation, Directorate for Education and Human Resources	2022-
Improving Undergraduate STEM Education (IUSE)	2024
<i>Collaborative Research: Equitable Science Sensemaking: Helping Teacher Candidates Support Multiple Pathways for Learning (ESSe) Project</i>	

Co-PI (UNT PI). \$34,559 at UNT (total \$300,000 across sites). Collaborative research with Vanderbilt University and the Ohio State University. Developing teacher-facing tool to support anti-deficit noticing in video clubs and connect to designing for multiple pathways, culturally-sustaining, phenomenon-first, student-centered inquiry sequencers in science learning.

Spencer Foundation, Small Grant

Learning, Being, and Doing (LBD) in Families Study

PI. \$50,000 award. 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 and knowledge systems. Partnered with families who have sheltered during first 2+ years of COVID sending young children to school for the first time in Fall 2023.

2022-
2023

University of North Texas Intramural Seed Grant

Positionality in Practice (PiP) Study

PI. \$3,000. 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. Examined learning trajectories for understanding the role of critical sociocultural theory in designing for learning and teacher candidates' understandings towards new possibilities for their future teaching.

2021-
2022

McDonnell Foundations Grant

Representations for Teachers as Learners (RepTaLs)

Postdoctoral Researcher. \$2,500,000 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.

2018-
present

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). Rearticulating 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-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.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.

WORKS READ IN UNIVERSITY COURSES

SCED 3320/7330 Introduction to Literacies in Science,	
Dr. Adam Bell, Vanderbilt University	
Levine, Keifert, Marin, & Enyedy (2020) Hybrid Argumentation in Literature and Science for K-12 Classrooms	2022
EDMA 5200 Educational Technology Issues Race, Gender, (Dis)Ability & Power in Edtech, Dr. Jamie Gravell, California State University Stanislaus	
Levine, Keifert, Marin, & Enyedy (2020) Hybrid Argumentation in Literature and Science for K-12 Classrooms	2022
EDUC 9700: Research Group Play in the System	
Dr. Noel Enyedy, Vanderbilt University	
Keifert (2021) Family Culture as Context for Learning through Inquiry	2022
EDC&I 506B: Qualitative Methods	
Dr. Déana Scipio, IslandWood / University of Washington, Seattle	
Keifert & Stevens (2019) Inquiry as A Members’ Phenomenon	2020-2022
Keifert (2021) Family Culture as Context for Learning through Inquiry	2023-
EDUC 7500: Advanced Qualitative Methods: Learning and the interaction	
Order, Dr. Rogers Hall Vanderbilt University	
Keifert & Stevens (2019) Inquiry as A Members’ Phenomenon	2019-present

Invited Talks

- Keifert, D.T.** (April, 2022). Ethical issues in research: Positionality, disability, and research with families sheltering due to COVID. Invited talk: IslandWood. Bainbridge Island, WA.
- 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

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| <i>Research Methods as Contexts for Learning, University of North Texas</i> | 2022 |
| Instructor for Educational Psychology graduate course. Develops methodological competence in bridging research traditions towards research transforming conceptualizations of learning phenomena towards more just futures in research-partnerships and teaching/learning designs. | |
| <i>Video Methodology, University of North Texas</i> | 2021 |
| Instructor for Educational Psychology graduate course. Develops video 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 critical sociocultural theory. Emphasis on observations of learning “in the wild.” Also developed the INET version of this course including 3 synchronous and 5 asynchronous weeks of learning designs.	
<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	
<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	
<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.	
<i>Middle School Teacher & Advisor, Rodeph Sholom School, New York NY</i>	2004-2009
Taught science, math for 5 th -7 th graders, and advised 5 th -8 th grade students, developed curriculum in mathematics and expanded science curriculum	
Informal Science Museum Teaching	
<i>Programs Intern at the Fels Planetarium, Franklin Institute, Philadelphia PA</i>	2002-2004
Hosted live and prepared shows for school groups and families, developed curricular materials for show timed with Spirit/Opportunity landings	
<i>Volunteer at Astronomy Night, Swarthmore College, Swarthmore PA</i>	2022-2004
Supported hosting telescope and STAR Lab events for Astronomy Family Nights	

PROFESSIONAL MEMBERSHIP AND SERVICE

Journal Reviewer

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

International Society of the Learning Sciences (ISLS)

member since 2012

Co-Founder of the Hybrid Engagement Annual Meeting Subcommittee

2022-present

Founded the Hybrid Engagement subcommittee of the Annual Meeting Committee in coordination with the committee chair, the Equitable Participation Working Group, the Annual Meeting Committee, the ISLS Board, and the President of ISLS. Will develop membership and begin work to support equitable hybrid engagement for the ISLS24 meeting.

ChangeLab Participant	2022-2023
Serving as a member of the ISLS conference ChangeLab year-long process of exploring innovative designs for collaborative intellectual sensemaking the academy. Findings to be presented at the annual conference to seed future change.	
Member of the Annual Meeting Committee	2022-present
Serving as a committee member, guiding criterion for annual ISLS conference proposal review, supporting ISLS Executive Committee and ISLS Local Conference Hosts in developing future annual conferences, representing the Working Group on Equitable Participation and furthering efforts to ensure equitable hybrid participation designs.	
Organizer of the Working Group on Equitable Participation	2022-present
Leading the working group, recruiting membership, setting agenda items, drafting guidance documents, and communicating on behalf of the working group with ISLS society leadership committees. Developing short- and long-term goals towards designing more equitable hybrid participation opportunities to reflect the diverse needs of the society including disabled/chronically ill members, student members with limited travel budgets, members with care giving responsibilities, queer and trans members and scholars of color whose safety is threatened by air travel and travel to some US states.	
Member Publications Committee & Equity & Justice Committee Rep	2021-2022 2022
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. Serving as a representative on the Equity & Justice Committee and serving on the Barriers to Participation sub-committee. The committee reflects a commitment to making equity and justice central to ISLS organizational structure, key activities, and membership. It also reflects the expansion of local and global movements for justice (racial, economic, gender, decolonial, environmental etc.), related calls for institutional rather than symbolic change, and inquiry into how these movements are themselves key contexts of collective learning.	
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	
Whose science? Interrogating the foundations of “Nature of Science,” uncovering injustices in science education	2022
Symposium Organizer & Chair	
(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
	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	
Symposium Organizer & Chair	2017
(Co-organizer) Epistemic Agency as a Members' Experience	
National Science Foundation	2017
Reviewer, DRK12	
Interaction Design & Children	
Conference Reviewer	2018

UNIVERSITY SERVICE

University of North Texas: University-Wide Service	2022-
Women and Gender Equity Network (WGEN),	present
College of Education Representative	
Member of WGEN, an organization supporting faculty at all stages of their careers by providing professional development, mentoring, and networking opportunities.	
Collaborative for UNT Online Faculty Fellows (CUFF), Member	2022-
Member in faculty organization engaging in the design and study of innovative learning designs. Focus on innovation towards equitable and accessible approaches to diverse digital-supported learning communities. Other foci included Virtual, Mixed, and Artificial Reality.	present
University of North Texas: College of Education	
Learning Sciences Program Development	2020-
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:	present
<ul style="list-style-type: none"> • Developed INET version of EPSY 2010: How People Learn in collaboration with members of the Office of Disability Assistance and DSI CLEAR to ensure the course design is the most accessible to date of any UNT INET course design. 	2022
<ul style="list-style-type: none"> • Co-Steward: EPSY 2010: How People Learn undergraduate pre-service teacher program 	2021-present
<ul style="list-style-type: none"> • Steward: EPSY 6530: Research Methodologies as Contexts for Learning graduate LS concentration / LS GAC 	2021
<ul style="list-style-type: none"> • Steward: EDCI 3830: Development and Teaching & Learning undergraduate pre-service teacher program 	2019-present
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 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
Invited Speaker Series Committee, Learning Sciences 2012-2013
New Student Orientation Coordinator, Learning Sciences 2012
Assigned Mentor: New Students, Learning Sciences 2010-2014

REFERENCES

Mentor & Collaborator	Noel Enyedy, Ph.D. Professor & Chair, 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 Emeritus, Department of Teaching & Learning at Peabody College Vanderbilt University Nashville, TN 37212 (615) 343-7063 r.hall@vanderbilt.edu
Mentor	Ann Rosebery, Ph.D. Co-Director Cheche Konnen Center TERC 2067 Massachusetts Ave, Cambridge, MA 02140 annsrosebery@outlook.com Phone: 617-905-7480	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