

# Cassie J. Brownell

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## **PROFESSIONAL APPOINTMENTS**

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July 2018 – **Assistant Professor**  
Present Department of Curriculum, Teaching, and Learning  
University of Toronto, Ontario Institute for Studies in Education (OISE)  
Toronto, Ontario, Canada

## **EDUCATION**

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May 2018 **Ph.D. in Curriculum, Instruction, and Teacher Education**  
Michigan State University, East Lansing, Michigan, U.S.A.  
Specialization in Language and Literacy  
Certificates in Qualitative Research and Urban Education  
Dissertation: *Cultivating a Compositional Fluency in Elementary English Language Arts*  
Committee: Amy Noelle Parks (Chair), April Baker-Bell, Jennifer VanDerHeide, Django Paris (University of Washington), Haeny S. Yoon (Teachers College-Columbia University)

May 2010 **M.Ed. in Elementary Education (K–6)**  
University of Notre Dame, Notre Dame, Indiana, U.S.A.  
Certificate in Mild to Moderate Disabilities

May 2008 **B.A. in Social Welfare and Justice**  
Marquette University, Milwaukee, Wisconsin, U.S.A.  
Minor in Justice and Peace Studies

## **K–12 TEACHING & PROFESSIONAL EXPERIENCE**

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2012–2013 4<sup>th</sup> Grade Humanities Teacher, Stuart Hall School for Boys, New Orleans, LA, U.S.A.  
2010–2012 1<sup>st</sup> Grade Teacher, Stuart Hall School for Boys, New Orleans, LA, U.S.A.  
2010 Elementary Field Instructor, University of Notre Dame, Notre Dame, IN, U.S.A.  
2008–2010 2<sup>nd</sup> Grade Teacher, Archdiocese of New Orleans, New Orleans, LA, U.S.A.  
2007–2008 Social Work Intern, El Puente High School, Milwaukee, WI, U.S.A.

## **GRANT–FUNDED RESEARCH PROJECTS**

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2022–2023 **Nominated Principal Investigator + Project Team Leader**  
*Sensory stories of environmental stewardship: A cross-coastal constellation of children cultivating, crafting, and communicating nature narratives*  
Funded Amount, Sponsor, and Program Name:  
237,970 CAD – Canadian New Frontiers in Research Fund, Rapid Response  
Co-Principal Investigator: Kathleen A. Schenkel (San Diego State University)  
Co-Investigator: Jon M. Wargo (Boston College)

- 2020–2027 **Co-Investigator**  
*Northern Oral language and Writing through Play (NOW Play): A partnership supporting Indigenous children's language, cultural knowledge and writing*  
Funded Amount, Sponsor, and Program Name:  
 2,500,000 CAD – Canadian Social Sciences and Humanities Research Council (SSHRC), Partnership Grant  
Principal Investigator: Shelley Stagg-Peterson (Ontario Institute for Studies in Education – University of Toronto)
- 2020–2022 **Principal Investigator**  
*Learning to “Be Loud” through radio broadcasting: Examining how children use digital literacies to amplify community stories in the shadow of the COVID–19 pandemic and global demonstrations for racial justice*  
Funded Amount, Sponsors, and Program Names:  
 24,960 CAD – Canadian Social Sciences and Humanities Research Council (SSHRC), Partnership Engage Grant COVID–19 Special Initiative  
 2,250 USD – National Council of Teachers of English, English Language Arts Teacher Educators Research Initiative
- 2020–2022 **Principal Investigator**  
*Growing democracy: Examining children's civic literacies in presidential election years*  
Funded Amount, Sponsor, and Program Name:  
 5,000 USD – National Academy of Education/Spencer Research Foundation, Postdoctoral Research Development Award
- 2019–2022 **Principal Investigator**  
*Making citizens in an urban primary classroom: Exploring young children's critical maker literacies*  
Funded Amount, Sponsor, and Program Name:  
 52,140 CAD – Canadian Social Sciences and Humanities Research Council (SSHRC), Insight Development Grant
- 2016–2018 **Principal Investigator + International Research Partner**  
*Cultivating a compositional fluency in elementary English language arts*  
 International Research Partner to the University of Sheffield's Makerspaces in the Early Years (MakeEY) Project (Jackie Marsh, Nominated Principal Investigator), a Horizon 2020 European Funding for Research & Innovation (RISE) recipient  
Funded Amount, Sponsors, and Program Names:  
 1,200 USD – International Literacy Association, Helen M. Robinson Dissertation Grant  
 7,000 USD – Michigan State University Graduate School, Dissertation Completion Fellowship  
 16,000 USD – Michigan State University College of Education, Marianne Amarel Teaching and Learning Fellowship  
 4,800 USD – Michigan State University, College of Education Fellowships  
International Research Partner Role: Sole PI with respect to research, but shared findings at international conference and in invited publications
- 2015–2017 **Principal Investigator**  
*(Re)mediating unheard resonances: Tracing the rhythms of aurality in communities*  
Funded Amount, Sponsor, and Program Name:

24,000 USD – Michigan State University Residential College in the Arts & Humanities/Michigan State University Graduate School

2015–2017 **Co–Principal Investigator**

*#bearmyhome: (Re)learning to listen to community literacies & (Re)educating the senses to community literacies: Prospective teachers using sound to listen for difference*

Funded Amount, Sponsor, and Program Name:

2,500 USD – National Council of Teachers of English – English Language Arts Teacher Educators Research Initiative Grant

Co–Principal Investigator: Jon M. Wargo (Boston College)

2014–2016 **Principal Investigator**

*Investigating intermediate elementary students’ story, sociality, and play as multimodal composing*

Funded Amount, Sponsors, and Program Names:

12,000 USD – Michigan State University Graduate School & Michigan State University College of Education: Summer Research Renewable Fellowship

1,800 USD – Michigan State University Department of Teacher Education – Research Enhancement Fellowship

2013–2015 **Principal Investigator**

*Prospective teachers’ responses to diversity, difference, and literacy in an elementary instructional methods class*

Funded Amount, Sponsor, and Program Name:

6,000 USD – Michigan State University Graduate School & Michigan State University College of Education: Summer Research Development Fellowship

## **PUBLICATIONS<sup>1</sup>**

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### **REFEREED JOURNAL ARTICLES**

**Brownell, C. J.** (2022). “COVID Taught Me...”: Examining child–radio productions in the COVID–19 pandemic. *Children & Society*. Advanced online publication.  
<https://doi.org/10.1111/chso.12616>

**Brownell, C. J.** (2022). Writing rights to right wrongs: A critical analysis of young children composing nationalist narratives as part of the larger body politic. *AERA Open*, 8(1), 1–13.  
<https://doi.org/10.1177/23328584221085248>

**Brownell, C. J.** (2022). Navigating play in a pandemic: Examining children’s outdoor neighborhood play experiences. *International Journal of Play*, 11(1), 99–113.  
<https://doi.org/10.1080/21594937.2022.2042932>

**Brownell, C. J., & Parks, A. N.** (2022). When the clips are down: How young children negotiate a classroom management system. *Anthropology & Education Quarterly*, 53(1), 5–26.  
<https://doi.org/10.1111/aeq.12400>

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<sup>1</sup> Asterisked (\*) names indicate co–author was an undergraduate student; names with caret (^) indicates co–author was a graduate student; underlined names indicate co–author was a practicing or prospective teacher.

- Brownell, C. J., & Wong, D.** (2021). Troubling state (of) affairs: A critical analysis of a state-approved elementary field trip. *Journal of Social Studies Research*. Advance online publication. <https://doi.org/10.1016/j.jssr.2021.11.006>
- Brownell, C. J.** (2021). Writing as a Minecrafter: Exploring how children blur worlds of play in the elementary English language arts classroom. *Teachers College Record*, 123(3), 1–19.
- Brownell, C. J.** (2021). Children’s rhetoric in an era of (im)migration: Examining critical literacies using a cultural rhetorics orientation in the elementary classroom. *Research in the Teaching of English*, 55(3), 265–288.  
[Received an “Honorable Mention” for the *Research in the Teaching of English*’s 2021 Alan C. Purves Award; Received a 2021 Special Mention for Outstanding Publication in Canadian Curriculum Studies from Canadian Association for Curriculum Studies; Received the 2018 “Outstanding Paper Award” from the American Educational Research Association’s Writing & Literacies Special Interest Group]
- Brownell, C. J.** (2021). Disentangling the possibilities, practicalities, and progressions of writing in the contemporary (digital) era. *Theory Into Practice*, 60(2), 160–171.  
<https://doi.org/10.1080/00405841.2020.1857140>
- Brownell, C. J.** (2021). Playing through tragedy: A critical approach to welcoming children’s social worlds and play as pedagogy. *Bank Street Occasional Papers*, 2021(45). Retrieved from <https://educate.bankstreet.edu/occasional-paper-series/vol2021/iss45/16>
- Wargo, J. M., **Brownell, C. J.**, & Oliveira, G. (2021). Sound, sentience, and schooling: Writing the field recording in educational ethnography. *Anthropology & Education Quarterly*, 52(3), 315–334.  
<https://doi.org/10.1111/aeq.12365>
- Brownell, C. J.**, & Rashid, A.\* (2021). Reading beyond the book: Examining a critical social educator’s race & equity read aloud in an early childhood classroom. *The Critical Social Educator*, 1(1), <https://doi.org/10.31274/tcse.1153>
- Brownell, C. J.** (2020). Inventing expert in English language arts: A case study of critical literacies in a third grade classroom. *Journal of Early Childhood Literacy*, 19(1), 107–133.  
<https://doi.org/10.1177/1468798420968267>  
[Received a 2020 Special Mention for Outstanding Publication in Canadian Curriculum Studies from Canadian Association for Curriculum Studies]
- Brownell, C. J.** (2020). “Keep walls down instead of up”: Interrogating writing/making as a vehicle for Black girls’ literacies. *Education Sciences*, 10(6), 159. <https://doi.org/10.3390/educsci10060159>  
[Recognized on *Education Sciences* “Notable Articles” List for 2020]
- Brownell, C. J.**, & Rashid, A.\* (2020). Building bridges instead of walls: Engaging young children in critical literacy read alouds. *Journal of Curriculum Studies Research*, 2(1), 76–94.  
<https://doi.org/10.46303/jcsr.02.01.5>
- Brownell, C. J.** (2019). Sound the alarm!: Disrupting sonic resonances of an elementary English language arts classroom. *Curriculum Inquiry*, 49(5), 551–572.  
<https://doi.org/10.1080/03626784.2019.1671137>

**Brownell, C. J.** (2019). "I feel terrible...": Storying power differentials across relationships in the elementary English language arts classroom. *Perspectives & Provocations*, 8(1). Retrieved from [https://www.earlychildhoodeducationassembly.com/uploads/1/6/6/2/16621498/brownell\\_2019.pdf](https://www.earlychildhoodeducationassembly.com/uploads/1/6/6/2/16621498/brownell_2019.pdf)

Wessel–Powell, C., Buchholz, B. A., & **Brownell, C. J.** (2019). Polic(y)ing time and curriculum: How teachers critically negotiate restrictive policies. *English Teaching: Practice & Critique*, 18(2), 170–187. <https://doi.org/10.1108/ETPC-12-2018-0116>

**Brownell, C. J.** (2018). Creative language play(giarism) in the elementary English language arts classroom. *Language Arts*, 95(4), 218–228. <https://doi.org/10.1002/trtr.1591>

**Brownell, C. J.**, Sheridan, D. M., & Scales, C. A. (2018). (Re)mediating (un)heard resonances: Tracing the rhythms of aurality in a residential college community. *Educational Studies*, 54(4), 396–414. <https://doi.org/10.1080/00131946.2018.1476355>  
Reprinted in: (2019). *Sonic studies in educational foundations: Echoes, reverberations, silences, noise* (Gershon, W. S., & Appelbaum, P. M.). Routledge.

**Brownell, C. J.** (2018). Starting where you are, revisiting what you know: A letter to a first–year teacher addressing the hidden curriculum. *Journal of Curriculum and Pedagogy*, 14(3), 205–217. <https://doi.org/10.1080/15505170.2017.1398697>  
[All time most read article on *Journal of Curriculum and Pedagogy*'s journal website]

**Brownell, C. J.** (2017). Mandated curricula as figured world: A case–study of identity, power, and writing in elementary English language arts. *English Teaching: Practice & Critique*, 16(2), 252–267. <https://doi.org/10.1108/ETPC-10-2016-0131>  
[Recognized through the 2018 Emerging Scholar Award from the Language and Social Processes Special Interest Group of the American Educational Research Association]

**Brownell, C. J.** (2017). Language identity in the elementary English language arts classroom. *The Reading Teacher*, 71(2), 225–228. <https://doi.org/10.1002/trtr.1591>  
[Received an Honorable Mention for the 2018 Graduate Student Award for Literacy Research Excellence from the Research in Reading and Literacy Special Interest Group of the American Educational Research Association]

**Brownell, C. J.**, & Wargo, J. M. (2017). (Re)educating the senses to multicultural communities: Prospective teachers using digital media and sonic cartography to listen for culture. *Multicultural Education Review*, 9(3), 201–214. <https://doi.org/10.1080/2005615X.2017.1346559>

Marshall, S., & **Brownell, C. J.** (2015). Looking back to look ahead: How federal legislation has impacted state testing. *Michigan Reading Journal*, 47(2), 56–57. Retrieved from <https://scholarworks.gvsu.edu/mrj/vol47/iss2/11>

## REFEREED BOOK CHAPTERS

**Brownell, C. J.** (accepted). (Re)Sounding children's worlds: Making the case for methods that tune in. In H. S. Yoon, A L. Goodwin, & C. Genishi (Eds.), *Reimagining diversity, equity, and justice in early childhood education*. Taylor & Francis.

- Brownell, C. J.,** Walkland, T. ^, & Simon, R. (2021). Critical literacies in Canada: Past, current, and future directions. In J. Z. Pandya, R. A. Mora, J. H. Alford, N. A. Golden, & R. S. de Roock, (Eds.), *The handbook of critical literacies* (pp. 143–155). Routledge.  
<https://doi.org/10.4324/9781003023425-16>
- Brownell, C. J.,** & **Haney, N.** (2021). Communicating findings: Crafting a stance on critical social issues. In K. Brugar & K. Roberts (Eds.), *Real classrooms, real teachers: The C3 inquiry in practice* (pp. 135–148). Information Age Publishing.
- Dixon, E. ^, & **Brownell, C. J.** (2021). (Graduate) friends with benefits: Writing relationships into the center. In M. S. Jewell & J. Cheatle (Eds.), *Redefining roles: The professional, faculty, and graduate consultant's guide to writing centers* (pp. 179–191). University Press of Colorado. Retrieved from <http://www.jstor.org/stable/j.ctv1prssvm>
- Brownell, C. J.** (2021). Seeing the world to hear it: A case study of young children learning to listen through visual observation. In H. Park & C. M. Schulte (Eds.), *Visual arts with young children: Practices, pedagogies, and learning* (pp. 121–138). Routledge.  
<https://doi.org/10.4324/9781003020776-11>
- Brownell, C. J.** (2020). (Re)mediating the everyday: Examining young children's remediated personal narratives as maker literacies. In C. A. McLean & J. Rowsell (Eds.), *Maker literacies and maker identities in the digital age: Learning and playing through modes and media* (pp. 56–73). Routledge.  
<https://doi.org/10.4324/9781003049241-4>
- Brownell, C. J.** (2017). How urban education choice campaigns in Detroit masqueraded as equity and social justice and worsened the status quo. In G. Q. Conchas, M. A. Gottfried, B. M. Hinga, & L. Oseguera (Eds.), *Educational policy goes to school: Case studies on the limitations and possibilities of educational innovation* (pp. 13–24). Routledge. <https://doi.org/10.4324/9781315558721-2>
- Brownell, C. J.,** & Coles, J. A. (2016). “Coloring” within the lines: Implications for practicing color blindness. In J. Diem (Ed.), *The social & cultural foundations of education: A reader* (pp. 260–279). Cognella Academic Publishing.

#### **INVITED NON-REFEREED EDITORIALS, COMMENTARIES, & OTHER WRITING**

- Brownell, C. J.,** & Wargo, J. M. (2021). Writing to transform: Promoting personal digital inquiry through cultivating critical literacy. *Literacy Today (Newark, Del.)*, 39(2), 60–61.
- Brownell, C. J.,** & Sheridan, D. M. (2021). Orienting our ears to community: Examining adult-produced field recordings of a living-learning community.” *Journal of Adolescent and Adult Literacy*, 64(4), 464–467. <https://doi.org/10.1002/jaal.1119>
- Brownell, C. J.** (2020). Makerspaces for literacy: Making do with what's on hand: Repurposing space and materials for a low-cost makerspace. *Practical Literacy*, 25(3), 12–13.  
<https://doi.org/10.3316/informit.427067719864396>
- Brownell, C. J.** (2018). From sheltering to social change: Welcoming conversations that promote civic agency in childhood. *Literacy Today (Newark, Del.)*, 36(1), 14–15.



**Brownell, C. J.** (2018). First opinion: Community through strife and the storm: How Marvelous Cornelius made magic in the Big Easy. *First Opinions, Second Reactions*, 11(3), 25–26. Retrieved from <https://docs.lib.purdue.edu/fosr/vol11/iss3/9>

### **MANUSCRIPTS IN PROGRESS**

**Brownell, C. J.** (under review). Constructing (ad)ventures in collaborative composing: Examining a case of (un)sanctioned play in the elementary literacies classroom. *The Reading Teacher*.

### **HONORS & AWARDS**

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2021 Council on Anthropology and Education, Concha Delgado Gaitán Presidential Fellow  
2021 National Council of Teachers of English – Early Childhood Education Assembly, Early Literacy Teacher Educator of the Year Award  
2021 Initiative for Literacy in a Digital Age Research, Divergent Award for Excellence in Literacy in a Digital Age Research  
2020 National Academy of Education/Spencer Research Foundation, Postdoctoral Fellowship Program, Semi-Finalist & Research Development Awardee  
2020 American Educational Research Association – Division G (Social Context of Education), Early Career Preconference Participant  
2019, 2021 American Educational Research Association Division K (Teaching & Teacher Education), Early Career Preconference Participant  
2019 *Curriculum Inquiry* Writing Fellowship, Faculty Mentor

### **PUBLICATION-SPECIFIC HONORS & AWARDS**

2022 Canadian Association for Curriculum Studies – Canadian Curriculum Studies, Special Mention for Outstanding Publication  
2021 *Research in the Teaching of English*, Honorable Mention for the Alan C. Purves Award  
2020 Canadian Association for Curriculum Studies – Canadian Curriculum Studies, Special Mention for Outstanding Publication  
2020 *Education Sciences*, Publication recognized on the “Notable Articles” List

### **REVIEWER-SPECIFIC HONORS & AWARDS**

2022 *American Educational Research Journal*, Outstanding Reviewer Award  
2021 *Literacy Research: Theory, Method, and Practice*, Outstanding Peer Reviewer Award  
2021 Royal Society of Canada (RSC), Reviewer of RSC Task Force Policy Brief

### **GRADUATE STUDENT HONORS & AWARDS**

2019 American Educational Research Association – Research in Reading and Literacy Special Interest Group, Honorable Mention for Graduate Student Award for Literacy Research Excellence  
2018 American Educational Research Association – Language & Social Processes Special Interest Group Emerging Scholar Award  
2018 American Educational Research Association – Writing & Literacies Special Interest Group, Outstanding Graduate Student Paper Award  
2017 Michigan State University Graduate School, Council of Graduate Students Disciplinary Leadership Award  
2014 American Educational Research Association – Division G (Social Context of Education), Graduate Student Preconference Participant

## ADDITIONAL HONORS AND AWARDS

- 2008–2010 AmeriCorps National Service Program, Educational Grant  
2007–2008 Marquette University Board of Trustees, Student Affairs Committee Representative  
2005, 2008 Marquette University Outstanding Student Leadership Award

## INVITED KEYNOTES, PLENARIES, & PANELS

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- Brownell, C. J.**, Wargo, J. M., & Schenkel, K. (2023, March 18-21). *Stories of environmental stewardship: Communicating nature-culture relations through guided interdisciplinary inquiry* [Invited panel]. 2023 American Association for Applied Linguistics Annual Conference, Portland, Oregon, United States.
- Brownell, C. J.** (2022, April 1). *Multimodal learning the in the pandemic era: Challenges and opportunities* [Invited plenary session]. The 13<sup>th</sup> China Education Symposium presented by the Harvard Graduate School of Education, Harvard University, Cambridge, Massachusetts, United States.
- Brownell, C. J.** (2021, October 6–8). *World visions on literacy and transdiscipline* [Invited plenary session]. 2<sup>nd</sup> International Literacy Congress presented by the Transdisciplinary Literacy Institute (ITRALI), Universidad de Guadalajara, Guadalajara, Jalisco, México.
- Brownell, C. J.** (2020, February 21–23). *Creating humanizing research collaborations and narratives while working together with communities* [Invited plenary session]. 2020 National Council of Teachers of English Assembly for Research Midwinter Conference, Nashville, Tennessee, United States. <http://www.nctear.org/conference-program—schedule.html>
- Brownell, C. J.** (2019, July 17–19). “...I just started a little bit of the making process”: *Disentangling the possibilities, practicalities, and progressions of writing in the digital era*. [Invited presenter]. Inaugural Digital Writing Together Collective at Deakin University, Melbourne, Victoria, Australia.
- Brownell, C. J.** (2019, May 6–8). *Exploring early digital literacy practices and creativity in early childhood classrooms* [Invited keynote address]. Makerspaces for Young Learners: Exploring Digital Technology through STEAM Education, a SSHRC Connections Conference, St. John’s, Newfoundland, Canada.
- Brownell, C. J.** (2019, March 7–8). *Tracing intertextual connections in multimodal composing: A case study of a young child’s filmmaking in the early childhood classroom* [Invited keynote address]. Reconceptualizing Early Childhood Literacies: An International Conference, Manchester, United Kingdom. [shorturl.at/mwGLX](http://shorturl.at/mwGLX)

## REFEREED CONFERENCE & PAPER PRESENTATIONS<sup>2</sup>

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### HIGHLIGHTED PAPER PRESENTATIONS

- Brownell, C. J.** (2021, December 1–4). *Considering kid confidence: Analyzing children’s creative expression and courageous collaboration in child–radio broadcasts* [Highlighted paper presentation, Area 10]. Seventy–first annual conference of the Literacy Research Association, Atlanta, Georgia, United States.

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<sup>2</sup> Asterisked (\*) names indicate co–author was an undergraduate student; names with caret (^) indicates co–author was a graduate student; underlined names indicate co–author was a practicing or prospective teacher.



**Brownell, C. J.** (2019, December 4–7). *Remediating the everyday: Examining young children’s remediated personal narratives* [Highlighted paper presentation, Area 5]. Sixty–ninth annual conference of the Literacy Research Association, Tampa Bay, Florida, United States. [shorturl.at/kmoP9](https://shorturl.at/kmoP9)

**Brownell, C. J.** (2018, November 28–December 1). *Inventing expert in English language arts: A case study of critical literacies in a third–grade classroom* [Highlighted paper session, Area 5]. Sixty–eighth annual conference of the Literacy Research Association, Indian Wells, California, United States. [shorturl.at/cf1AY](https://shorturl.at/cf1AY)

**Brownell, C. J.** (2018, November 28–December 1). “*Keep walls down instead of up!*”: *Interrogating children’s play as civic literacies* [Highlighted paper session, Area 7]. Sixty–eighth annual conference of the Literacy Research Association, Indian Wells, California, United States. [shorturl.at/cf1AY](https://shorturl.at/cf1AY)

**Brownell, C. J.** (2017, November 29–December 2). *Reading refugee texts, writing representatives: Amplifying children’s voices in an era of (im)migration* [Highlighted paper session, Area 5]. Sixty–seventh annual conference of the Literacy Research Association, Tampa Bay, Florida, United States. [shorturl.at/kBCP5](https://shorturl.at/kBCP5)

#### **GENERAL PAPER PRESENTATIONS**

**Brownell, C. J.** (2022, November 29–December 3). *(Ad)ventures in collaborative composing: Examining a case of (un)sanctioned play in the elementary literacies classroom*. [Paper presentation]. Seventy–second annual conference of the Literacy Research Association, Phoenix, Arizona, United States.

**Brownell, C. J.** (2022, November 29–December 3). “*We only get better through feedback*”: *Methodological reflections from adapting ethnographic methods for virtual study with children*. [Paper presentation]. Seventy–second annual conference of the Literacy Research Association, Phoenix, Arizona, United States.

**Brownell, C. J.,** De Almeida, M. F.\*, Islam, I.\*, & Sun, O.\* (2022, November 17–20). *Problematising portraits of women in politics: A critical analysis of women in contemporary picturebooks*. [Paper presentation]. Annual convention of the National Council of Teachers of English, Anaheim, California, United States.

**Brownell, C. J.,** Drake, M.^, & Watson, P.^ (2022, November 17–20). *Teaching critical civic and media literacies*. [Panel presentation]. Annual convention of the National Council of Teachers of English, Anaheim, California, United States.

**Brownell, C. J.** (2022, April 22–25). “*We all run this station*”: *Considering how kid–DJs advocate for change through community radio*. [Paper presentation]. Special Interest Group: Media, Culture and Learning. Annual meeting of the American Educational Research Association, San Diego, California, United States. [shorturl.at/ptwy1](https://shorturl.at/ptwy1)

**Brownell, C. J.** (2022, April 22–25). *COVID–19 teaching stories: A critical analysis of narratives of teaching during a pandemic*. [Paper presentation]. Division: K (Teaching and Teacher Education). Annual meeting of the American Educational Research Association, San Diego, California, United States. [shorturl.at/ptwy1](https://shorturl.at/ptwy1)

**Brownell, C. J.** (2021, November 19–21). *Inquiry into (im)migration: A case study examining how children craft a stance on critical social issues* [Virtual paper presentation]. One–hundred–first annual conference

of the National Council for the Social Studies, Minneapolis, Minnesota, United States.  
[shorturl.at/prU27](https://shorturl.at/prU27)

**Brownell, C. J. & Wong, D.** ^ (2021, November 19–21). *Day at the museum: Indigenous representation in early social studies re-examined* [Virtual paper presentation]. One-hundred-first annual conference of the National Council for the Social Studies, Minneapolis, Minnesota, United States. [shorturl.at/prU27](https://shorturl.at/prU27)

Payne, K., Naseem Rodríguez, N., Shalaby, C., Shear, S., Swalwell, K., Pamperin Cram, S., Shatar, H., Aponte-Safe, G., **Brownell, C. J.**, Rashid, A.\*, Oto, R., Nguyen, N., Custer, M., Ericson, P., Liebelt, N., Rogers Stanton, C., Hancock, H., Adu-Gyamfi, M., Zapata, A., & Reid, S. (2021, November 19–21). *What does it mean to be a critical social educator with young children? – A conversation with inaugural authors and editors* [Virtual panel presentation]. One-hundred-first annual conference of the National Council for the Social Studies, Minneapolis, Minnesota, United States. [shorturl.at/prU27](https://shorturl.at/prU27)

**Brownell, C. J.** (2021, November 18–21). *Learning to ‘Be Loud’ through radio broadcasting: Examining how children use digital literacies to amplify community stories* [Virtual paper presentation]. Annual convention of the National Council of Teachers of English, Louisville, Kentucky, United States. [shorturl.at/RY235](https://shorturl.at/RY235)

**Brownell, C. J.** (2021, April 8–12). *Dissonant by design: Examining dual-lens video in qualitative research* [Virtual paper presentation]. Annual meeting of the American Educational Research Association, Orlando, Florida, United States. [shorturl.at/bnX58](https://shorturl.at/bnX58)

**Brownell, C. J., & Rashid, A.\*** (2021, April 8–12). *Cultivating a critical curriculum through children’s literature: Examining conversations about race & equity in the early childhood classroom* [Virtual paper presentation]. Annual meeting of the American Educational Research Association, Orlando, Florida, United States. [shorturl.at/bnX58](https://shorturl.at/bnX58)

**Brownell, C. J.** (2020, November 30–December 5). *Stop, collaborate, and listen: Exploring sonic resonances of community literacies with elementary children* [Virtual paper presentation]. Seventieth annual conference of the Literacy Research Association, Houston, Texas, United States. [shorturl.at/ahikx](https://shorturl.at/ahikx)

**Brownell, C. J., & Rashid, A.\*** (2020, November 30–December 5). *Building bridges instead of walls: Engaging young children in critical literacy read alouds* [Virtual paper presentation]. Seventieth annual conference of the Literacy Research Association, Houston, Texas, United States. [shorturl.at/ahikx](https://shorturl.at/ahikx)

**Brownell, C. J., Parks, A. N., Templeton, T. N., Yoon, H. S.** (2020, November 19–22). *Listening to children in noisy times: “Voice” and polyvocality in early childhood* [Virtual panel presentation]. Annual convention of the National Council of Teachers of English, Denver, Colorado, United States. [shorturl.at/qzFO9](https://shorturl.at/qzFO9)

**Brownell, C. J., Coles, J. A., Everett, S., Jackson, D., Moten, T.^, & Baker-Bell, A. D.** (2020, November 19–22). *Decolonizing literacy practices: Using multiliteracies as a medium* [Virtual panel presentation]. Annual convention of the National Council of Teachers of English, Denver, Colorado, United States. [shorturl.at/qzFO9](https://shorturl.at/qzFO9)

- Brownell, C. J.** (2020, June 19–23). *Constructing collaborative (ad)ventures: How young children engage (un)sanctioned play in the elementary English language arts* [Virtual paper presentation]. Fourteenth biannual International Conference of the Learning Sciences, Nashville, Tennessee, United States. [shorturl.at/uJK16](https://shorturl.at/uJK16)
- Brownell, C. J.** (2020, April 17–21). *Troubling state (of) affairs: A critical analysis of a state–approved field trip for young learners* [Paper presentation]. Special Interest Group: Critical Perspectives on Early Childhood Education. Annual meeting of the American Educational Research Association, San Francisco, California, United States (Conference canceled).
- Brownell, C. J.** (2020, April 17–21). *Disentangling the possibilities, practicalities, and progressions of children’s writing and making in the digital era* [Paper presentation]. Special Interest Group: Writing & Literacies. Annual meeting of the American Educational Research Association, San Francisco, California, United States (Conference canceled).
- Brownell, C. J.** (2020, March 11–14). *(Re)sounding worlds: Exploring how young children write school with sound* [Paper presentation]. Writing Across Borders V Conference, Xi’an, SN, China. (Conference rescheduled; virtual conference presentation, 2021, March 5–6).
- Brownell, C. J.** (2019, December 4–7). *Spaces seen, but not heard: Interrogating sonification as a tool for literacy inquiries* [Paper presentation]. Sixty–ninth annual conference of the Literacy Research Association, Tampa, Florida, United States. [shorturl.at/drSY9](https://shorturl.at/drSY9)
- Brownell, C. J.,** Dyson, A. H., Ghiso, M. P., & Yoon, H. S. (2019, November 21–24). *Wired for inclusion: Exploring how early learners write themselves into community through spirited inquiries* [Panel presentation]. Annual convention of the National Council of Teachers of English, Baltimore, Maryland, United States. [shorturl.at/fiY09](https://shorturl.at/fiY09)
- Brownell, C. J.** (2019, October 31–November 5). *Writing rights to right wrongs: Exploring children composing nationalist narratives as part of the larger body politic* [Paper presentation]. Twenty–seventh annual International Reconceptualizing Early Childhood Education Conference, Las Cruces, New Mexico, United States. [shorturl.at/dnBQ6](https://shorturl.at/dnBQ6)
- Brownell, C. J.** (2019, October 10–13). *Walking in a new direction, listening in a new key: Exploring young children’s sonic compositions in a primary school* [Paper presentation]. Annual conference of the International Literacy Association, New Orleans, Louisiana, United States. [shorturl.at/fJOY8](https://shorturl.at/fJOY8)
- Brownell, C. J.** (2019, October 10–13). *Cultivating a compositional fluency in the elementary English Language Arts classroom: A Helen M. Robinson Dissertation Grant–supported inquiry.* [Poster session]. Annual conference of the International Literacy Association, New Orleans, Louisiana, United States. [shorturl.at/fJOY8](https://shorturl.at/fJOY8)
- Brownell, C. J.,** Pandya, J. Z., & Woods, A. (2019, July 9–13). *Children living critically literate lives yesterday, today, and tomorrow: Exploring the transformational possibilities of critical literacies* [Panel presentation]. Annual national conference of the Australian Literacy Education Association, Melbourne, Victoria, Australia. [shorturl.at/lrCMQ](https://shorturl.at/lrCMQ)

- Brownell, C. J.,** Nayar, S., Nichols, T. P., & Thomas, M. (2019, June 27–30). *Media ecology as ethics* [Panel presentation]. Twentieth annual convention of the Media Ecology Association, Toronto, Ontario, Canada. [shorturl.at/syKR4](http://shorturl.at/syKR4)
- Brownell, C. J.** (2019, May 9–12). *Constructing speculative futures through multimodal composing: Exploring a young multilingual learner's call for justice in an English language arts classroom* [Paper presentation]. Biennial interdisciplinary conference of the Association for Research in the Cultures of Young People entitled “Youngsters 2: On the Cultures of Children & Youth Conference,” a SSHRC Connections Conference, Toronto, Ontario, Canada. [shorturl.at/bGX37](http://shorturl.at/bGX37)
- Brownell, C. J.** (2019, April 5–9). *Hidden in plain sight: Exploring double exposure in early childhood research* [Paper presentation]. Special Interest Group: Critical Perspectives on Early Childhood Education. Annual meeting of the American Educational Research Association, Toronto, Ontario, Canada. [shorturl.at/rxHZ3](http://shorturl.at/rxHZ3)
- Brownell, C. J.** (2019, March 13–16). *From the hands of babes: What post-secondary scholars can learn from children's multimodal composing practices* [Paper presentation]. Annual convention of the Conference on College Composition and Communication, Pittsburgh, Pennsylvania, United States. [shorturl.at/hwEGN](http://shorturl.at/hwEGN)
- Brownell, C. J.** (2019, February 22–23). *(Re)Sounding spaces of elementary schooling: Exploring sonification as a tool for ethnographic inquiry* [Paper presentation]. Fortieth annual meeting of the Ethnography in Education Research Forum, Philadelphia, Pennsylvania, United States.
- Brownell, C. J.** (2018, September 7–8). *Listen and learn: Exploring the 'Hear and Now' of an elementary classroom* [Paper presentation]. First Symposium on Sound, Rhetoric, and Writing, Nashville, Tennessee, United States.
- Brownell, C. J.** (2018, April 13–17). *Sound the alarm!: Disrupting resonances of a third grade classroom* [Paper presentation]. Special Interest Group: Critical Perspectives on Early Childhood Education. Annual meeting of the American Educational Research Association, New York City, New York, United States. [shorturl.at/mnrzR](http://shorturl.at/mnrzR)
- Brownell, C. J.** (2018, April 13–17). *Cultivating contemplative constituents: A case study of children composing in an era of (im)migration* [Paper presentation]. Special Interest Group: Writing & Literacies. Annual meeting of the American Educational Research Association, New York City, New York, United States. [shorturl.at/mnrzR](http://shorturl.at/mnrzR)
- Brownell, C. J.,** Buchholz, B. A., Husbye, N., Rust, J., Wessel–Powell, C., Wohlwend, K., Pennington, C., Scott, J., Thiel, J. J., Woods, A., & Yoon, H. (2018, April 13–17). *Playful possibilities of the #playrevolution: Narrating necessary stories of literacies in play* [Symposium]. Special Interest Group: Writing & Literacies. Annual meeting of the American Educational Research Association, New York City, New York, United States. [shorturl.at/mnrzR](http://shorturl.at/mnrzR)
- Brownell, C. J.** (2018, March 14–17). *Staccato systems of learning and acoustic ecologies: Sound as a tool to tune in to community literacies* [Paper presentation]. Annual convention of the Conference on College Composition and Communication, Kansas City, Missouri, United States. [shorturl.at/mwVZ1](http://shorturl.at/mwVZ1)

- Brownell, C. J.** (2017, November 29–December 2). *(Com)promising writing: An exploratory investigation of how elementary teachers are (re)making writing* [Paper presentation]. Annual conference of the Literacy Research Association, Tampa Bay, Florida, United States. [shorturl.at/kBCP5](http://shorturl.at/kBCP5)
- Brownell, C. J.** (2017, November 29–December 2). *Reading and writing creative language play(giarism): Exploring elementary children's writing* [Paper presentation]. Annual conference of the Literacy Research Association, Tampa Bay, Florida, United States. [shorturl.at/kBCP5](http://shorturl.at/kBCP5)
- Brownell, C. J., Haas, J., Jensen, J., & Salome, L.** (2017, November 16–19). *Bringing meaning to writing: Creating engaged writers with culturally sustaining writing instruction* [Symposium]. Annual convention of the National Council of Teachers of English, St. Louis, Missouri, United States.
- Brownell, C. J.** (2017, November 16–19). *The future is now: Exploring 21<sup>st</sup> century teaching ideas with the next generation of English teachers* [Respondent]. Annual convention of the National Council of Teachers of English, St. Louis, Missouri, United States.
- Brownell, C. J.** (2017, October 24). *(Re)presenting ways of be(com)ing known: Exploring children's photographs and social identities* [Paper presentation]. Twenty–fifth annual International Reconceptualizing Early Childhood Education Conference, Toronto, Ontario, Canada. [shorturl.at/nqDLS](http://shorturl.at/nqDLS)
- Brownell, C. J.** (2017, June 12–13). *Cultivating contemplative constituents: Children's reflections on refugee texts in an era of (im)migration.* [Paper presentation]. Inaugural conference of Addressing Inequalities, Mobility, and Dislocation: Insights from International and Domestic Research and Practice at Michigan State University, East Lansing, Michigan, United States. [shorturl.at/nvCRT](http://shorturl.at/nvCRT)
- Brownell, C. J.** (2017, June 1–4). *(Re)sounding techne(ologies): Exploring youth–produced community soundscapes* [Panel presentation]. Annual Computers & Writing Conference, Findlay, Ohio, United States. [shorturl.at/cizCS](http://shorturl.at/cizCS)
- Brownell, C. J.** (2017, June 1–4). *It's elementary! Composing wonder and wandering into techn(e)ology with young writers* [Panel presentation]. *StikBot Studio: Designing writing for today's world.* Annual Computers & Writing Conference, Findlay, Ohio, United States. [shorturl.at/cizCS](http://shorturl.at/cizCS)
- Brownell, C. J.** (2017, May 17–20). *Nuanced identities: Exploring identity in critical qualitative inquiry with elementary children* [Paper presentation]. Thirteenth International Congress of Qualitative Inquiry, Champaign–Urbana, Illinois, United States. [shorturl.at/bklH4](http://shorturl.at/bklH4)
- Brownell, C. J.** (2017, April 27–May 1). *Creative language play(giarism): Exploring elementary writing as resistance in the #playrevolution* [Paper presentation]. Special Interest Group: Writing & Literacies. Annual meeting of the American Educational Research Association, San Antonio, Texas, United States. [shorturl.at/dlBEQ](http://shorturl.at/dlBEQ)
- Parks, A. N., & Brownell, C. J.** (2017, April 27–May 1). *When the clips are down: How students make sense of school discipline* [Paper presentation]. Special Interest Group: Critical Perspectives on Early Childhood Education. Annual meeting of the American Educational Research Association, San Antonio, Texas, United States. [shorturl.at/dlBEQ](http://shorturl.at/dlBEQ)
- Brownell, C. J.** (2017, March 6–8). *“At first, I didn't know what the story was about really...”: Reimagining writing in the elementary English language arts classroom* [Paper presentation]. Annual Critical



Questions in Education Conference of the Academy for Educational Studies, New Orleans, Louisiana, United States. [shorturl.at/jlvR2](http://shorturl.at/jlvR2)

**Brownell, C. J.** (2016, November 30–December 3). *Between standards and social worlds: Exploring intermediate elementary students' writing and storied selves* [Paper presentation]. Sixty–sixth annual conference of the Literary Research Association, Nashville, Tennessee, United States. [shorturl.at/aDMQ5](http://shorturl.at/aDMQ5)

**Brownell, C. J., & Wargo, J. M.** (2016, November 17–20). *(Re)educating the senses to community literacies: Prospective teachers using sound to listen for difference* [Paper presentation]. Annual convention of the National Council of Teachers of English, Atlanta, Georgia, United States. [shorturl.at/apJ39](http://shorturl.at/apJ39)

Wargo, J. M., & **Brownell, C. J.** (2016, November 17–20). *Locative literacies and listening to communities: #bearmyhome and earwitnessing place* [Paper presentation]. Annual convention of the National Council of Teachers of English, Atlanta, Georgia, United States. [shorturl.at/apJ39](http://shorturl.at/apJ39)

**Brownell, C. J. & White, K.** (2016, April 8–12). *Turning around the preparation of prospective teachers: Reframing literacy practices for diverse students* [Paper presentation]. Annual meeting of the American Educational Research Association, Washington, D.C., United States. [shorturl.at/aqMOQ](http://shorturl.at/aqMOQ)

**Brownell, C. J.** (2016, February 5–7). *"Their work was always perfection...": Exploring teacher tendencies towards positioning in a 4th grade classroom* [Paper presentation]. Annual conference of the National Council of Teachers of English Assembly of Research, Ypsilanti, Michigan, United States.

Wargo, J. M., & **Brownell, C. J.** (2016, February 5–7). *(Re)educating the senses to community literacies: Prospective teachers using sound to listen for difference.* [Paper presentation]. Annual conference of the National Council of Teachers of English Assembly of Research, Ypsilanti, Michigan, United States.

**Brownell, C. J.** (2015, December 2–5). *Writing their way into teaching: Investigating prospective teachers' identities through multiliteracies* [Paper presentation]. Sixty–fifth annual conference of the Literacy Research Association, Carlsbad, California, United States. [shorturl.at/aceL3](http://shorturl.at/aceL3)

**Brownell, C. J.** (2015, November 20). *"I'm feeling very torn right now": Exploring prospective teachers' perspectives of self and communities of difference in an English language arts classroom.* [Paper presentation]. One–hundred–fifth annual convention of the National Council of Teachers of English, Minneapolis, Minnesota, United States. [shorturl.at/bopLY](http://shorturl.at/bopLY)

**Brownell, C. J.** (2015, September 30–October 4). *"...I had to take a step back and check myself": Practical tools to inform collaborative relationships with students & families* [Paper presentation]. Twenty–fifth annual international conference of the National Association for Multicultural Education, New Orleans, Louisiana, United States. [shorturl.at/syRX7](http://shorturl.at/syRX7)

**Brownell, C. J.** (2015, April 16–20). *Paradoxical purposes: Analyzing Detroit's "I'm in" campaign as a vehicle of educational equity & justice* [Paper presentation]. Special Interest Group: Critical Educators for Social Justice. Annual meeting of the American Educational Research Association, Chicago, Illinois, United States. [shorturl.at/swDT8](http://shorturl.at/swDT8)



**Brownell, C. J., & Wargo, J. M.** (2015, April 16–20). *Analyzing prospective teacher (di)stance towards teaching new/multi-/community literacies in culturally sustaining ways* [Paper presentation]. Annual meeting of the American Educational Research Association, Chicago, Illinois, United States. [shorturl.at/swDT8](http://shorturl.at/swDT8)

Aguirre, J. M., Drake, C., Katanyoutanant, T., **Brownell, C. J.**, & Coles, J. (2015, April 16–20). *Supporting early career teachers' connections with families and communities in mathematics professional development activities* [Paper presentation]. Division K. (Teaching & Teacher Education). Annual meeting of the American Educational Research Association, Chicago, Illinois, United States. [shorturl.at/swDT8](http://shorturl.at/swDT8)

Wargo, J. M., & **Brownell, C. J.** (2014, December 3–6). *New literacies, old tensions: Analyzing prospective teacher stance(s) toward teaching new and multi-literacy/ies in culturally sustaining ways* [Paper presentation]. Sixty-fourth annual conference of the Literacy Research Association, Marco Island, Florida, United States. [shorturl.at/noRY5](http://shorturl.at/noRY5)

**Brownell, C. J.**, & Coles, J. (2014, November 5–9). *'Coloring' within the lines: Implications for practicing colorblindness* [Paper presentation]. Twenty-fourth annual international conference of the National Association for Multicultural Education, Tucson, Arizona, United States.

**Brownell, C. J.**, Najarro, E., & Castillo, B. (2014, November 5–9). *Dismantling fronteras con comunidad, cariño y coraje: Self-examination as instructor* [Panel presentation]. Twenty-fourth annual international conference of the National Association for Multicultural Education, Tucson, Arizona, United States.

**Brownell, C. J.** (2014, March 27). *Who's out: A critical analysis of the Detroit Public School's "I'm in," campaign* [Paper presentation]. The Michigan State University Graduate Academic Conference, East Lansing, Michigan, United States.

**Brownell, C. J.** (2014, March 22). *Who's out: A critical analysis of the Detroit Public School's "I'm in," campaign* [Paper presentation]. Second annual Critical Media Literacy Conference at the Illinois State University, Normal, Illinois, United States. [shorturl.at/gxFKX](http://shorturl.at/gxFKX)

**Brownell, C. J.** (2014, February). *Preaching while privileged: Lessons learned as a white instructor of diversity and difference* [Symposium]. University of Illinois Chicago Curriculum Studies Student Symposium, Chicago, Illinois, United States.

**Brownell, C. J.** (2014, February 7–8). *Preaching while privileged: Lessons learned as a white instructor of diversity and difference* [Paper presentation]. The Louisiana State University Curriculum Camp, Baton Rouge, Louisiana, United States. [shorturl.at/juDT3](http://shorturl.at/juDT3)

## **INVITED ACADEMIC COLLOQUIA & WORKSHOPS**

**Brownell, C. J.** (2021, August). *Considering children's sense-making: A conversational critique of clip-chart behavior management systems in the early childhood classroom*. Invited by the Center for Research on Early Childhood Education at the University of Wisconsin–Madison, Madison, Wisconsin, United States.

**Brownell, C. J.** (2019, August). *Sonic composing as method and practice: Exploring three inquiries as sonic encounters*. Invited by the CREATE Research Group at the University of Sydney, Sydney, New South Wales, Australia.

**Brownell, C. J.** (2019, August). *Disentangling the possibilities, practicalities, and progressions of children's writing and making in the digital era*. Invited by the Play, Pedagogy, and Curriculum Research Group at the University of Wollongong, Wollongong, New South Wales, Australia.

**Brownell, C. J.** (2019, July). *Methods for tracing intertextual connections in young children's composing*. Invited by the Literacy, Language, Text, and Technology Research Group at the Queensland University of Technology, Brisbane, Queensland Australia.

**Brownell, C. J.** (2019, January). *Listening beyond oral language: Exploring the sonic landscapes of communities and schools*. Invited by the Language and Literacy Education Research Colloquium at the University of Toronto, Toronto, Ontario, Canada.

**Brownell, C. J.,** Wargo, J. M., & White, A. (2017, March). *(Re)imagining sonic literacy: Getting students to tune in*. Invited session for the Michigan Reading Association's "Digital Learning Day," Grand Rapids, Michigan, United States.

**Brownell, C. J.,** & Wargo, J. M. (2016, June). *Exploring acoustic ecologies: Writing with and through sound*. Invited by the Red Cedar Writing Project Summer Institute at Michigan State University, East Lansing, Michigan, United States.

**Brownell, C. J.,** Meyer, A., Rosaen, C., & Wargo, J. M., (2014, August). *R U Liter8?* Invited session for the College of Education Symposium at Michigan State University, East Lansing, MI, United States.

## **MEDIA APPEARANCES & DIGITAL WORK**

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**Invited Speaker.** (2022, April 18). Play literacies. [Video podcast episode]. Participant alongside Beth A. Buchholz, Kimberly Lenters, Karen Wohlwend, and Haeny S. Yoon. In *Inquiring Minds: The AERA Writing & Literacies SIG Podcast*. The Graduate Committee of the Writing & Literacies Special Interest Group of the American Educational Research Association.  
<https://www.youtube.com/watch?v=jq6Jskm0kWc>

**Invited Speaker.** (2022, February 16). On reading, writing, and the dissertation/job process. [Webinar]. Participant alongside Sandra L. Guzman Foster & Stephanie Anne Shelton. The Graduate Committee of the Qualitative Research Special Interest Group of the American Educational Research Association.  
[https://www.podomatic.com/podcasts/aeraqrsig/episodes/2022-04-20T14\\_15\\_39-07\\_00](https://www.podomatic.com/podcasts/aeraqrsig/episodes/2022-04-20T14_15_39-07_00)

**Interviewee.** (2021, June 26). "The struggle is real": Parents and experts reflect on a tumultuous school year. *CTV News*. <https://www.ctvnews.ca/health/coronavirus/the-struggle-is-real-parents-and-experts-reflect-on-a-tumultuous-school-year-1.5486896>

**Invited Speaker.** (2021, May 4). The return of Nathan (Live with Cassie Brownell and Chris Moffett) (No. 6) [Audio podcast episode]. In *Pop and Play*. Teachers College, Columbia University.  
<https://www.tc.columbia.edu/digitalfuturestinstitute/podcasts/pop-and->

[play/episodes/episode-vi-the-return-of-nathan-live-with-cassie-brownell-and-chris-moffett/](#)

**Invited Speaker.** (2020, October 10). Dialogue on multimodal, multicultural, and multilingual education (No. 8). [Audio podcast episode]. *CCYSC Awaaz*; The Critical Childhoods and Youth Studies Collective. <https://podbay.fm/p/ccysc-awaaz/e/1602393310>

**Interviewee.** (2020, March 13). “How to talk to kids about the novel coronavirus without scaring them.” *Global News*. <https://globalnews.ca/news/6671709/talk-to-kids-about-coronavirus/>

**Invited Speaker.** (2019, May 10). Listening with children to explore the sonic landscapes of schooling [Video]. *DigiLitEY Methods Corner: Methodological Issues in the Study of Young Children’s Digital Literacies*. <https://digilitemethodscorner.wordpress.com/2019/05/10/listening-with-children-to-explore-the-sonic-landscapes-of-schooling/>

**Invited Contributor.** (2019, April 26). Broadcasting literacies on the local frequency: Using radio productions to amplify children’s community interests [Blog post]. *International Literacy Association Technology in Literacy Education*. Retrieved from: <https://www.literacyworldwide.org/blog/literacy-daily/2019/04/26/broadcasting-literacies-on-the-local-frequency-using-radio-productions-to-amplify-children-s-community-interests>

**Invited Speaker.** (2018, October 22). From conference to manuscript: Demystifying the publication process [Joint webinar]. Participant alongside Kate Anderson & Peter DeCosta. The American Educational Research Association’s Language and Social Processes Special Interest Group & Second Language Research Special Interest Group. Retrieved from: <https://www.era.net/SIG058/Language-and-Social-Processes-SIG-58>

**Invited Contributor.** (2018, June 22). Tuning in to the community: Using digital devices to amplify school sounds [Blog post]. *International Literacy Association Technology in Literacy Education*. Retrieved from: <https://www.literacyworldwide.org/blog/literacy-daily/2018/06/22/tuning-in-to-the-community-using-digital-devices-to-amplify-school-sounds>

**Invited Contributor.** (2017, August 18). Dismantling hate, assembling community: Growing a critical professional learning network [Blog post]. *International Literacy Association Technology in Literacy Education*. Retrieved from: <https://www.literacyworldwide.org/blog/literacy-daily/2017/08/18/dismantling-hate-assembling-community-growing-a-critical-professional-learning-network>

**Invited Contributor.** (2017, August 7). (Re)locating soundscapes of schooling: Learning to listen to children’s lifeworlds [Blog post]. *SoundingOut!*. Retrieved from: <https://soundstudiesblog.com/2017/08/07/relocating-soundscapes-of-schooling/>

**Invited Contributor.** (2016, October 28). “Reel” literacies: Student selfie videos as literacy engagement tools [Blog post]. *International Literacy Association Technology in Literacy Education*. Retrieved from: <http://literacyworldwide.org/blog/literacy-daily/2016/10/28/reel-literacies-student-selfie-videos-as-literacy-engagement-tools>

**Invited Speaker.** (2016, October 9). Multimodal moments and making compositions move [Panel presentation]. Participant alongside Matthew Hall, Rohit Mehta, Jon M. Wargo, Troy Hicks, and Amber White. 4T Virtual Conference on Digital Writing: Teachers Teaching Teachers about Technology. <http://www.4tdwvirtualcon.com/sunday-october-9-2016.html>

**Invited Participant.** (2016, April 27). HearMyHome: Exploring the soundscapes of networked teaching and learning (No. 496) [Video]. Participant alongside Jon M. Wargo, Paul Allison, and W. Ian O’Byrne. Teachers Teaching Teachers TV. <https://www.youtube.com/watch?v=29QzmFUVAAsQ>

**Invited Contributor.** (2016, March 14). SO! Amplifies: #hearmyhome and the soundscapes of the everyday [Blog post]. *SoundingOut!* Retrieved from: <https://soundstudiesblog.com/2016/03/14/so-amplifies-hearmyhome-and-the-soundscapes-of-the-everyday/>

## **FELLOWSHIPS, GRANTS, & PROFESSIONAL SUPPORT**

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### **INTER/NATIONAL (CANADIAN-BASED)**

2022 New Frontiers in Research Fund, Rapid Response Grant  
2022 Jackson Humanities Institute Inaugural “SSHRC Grant-Writing Bootcamp” Fellowship  
2020 Social Sciences and Humanities Research Council Partnership Grant (Co-Investigator)  
2020 Social Sciences and Humanities Research Council Partnership Engage Grant  
2019 Social Sciences and Humanities Research Council Insight Development Grant  
2018 *Curriculum Inquiry* Writing Fellowship

### **INTER/NATIONAL (U.S.A.-BASED)**

2020 NAEd/Spencer Foundation Postdoctoral Research Development Award  
2020 National Council of Teachers of English – English Language Arts Teacher Educators Research Initiative Grant  
2018 Literacy Research Association – International Innovative Community Group, International Travel Grant  
2017–2018 International Literacy Association, Helen M. Robinson Dissertation Grant  
2017 Computers and Writing Conference, Graduate Student Travel Grant  
2016–2018 American Educational Research Association – Division G (Social Context of Education), Student Travel Award  
2014 National Association of Multicultural Education, Rose Duhon–Sells Scholarship

### **INSTITUTIONAL (CANADIAN-BASED)**

2020 Visiting Scholars Award (to host Emily Machado & Tran N. Templeton) [canceled]  
2019 Visiting Scholars Award (to host Gabrielle Oliveira & Jon M. Wargo)  
2018 Social Sciences and Humanities Research Council Institutional Exchange Grant

### **INSTITUTIONAL (U.S.A.-BASED)**

2018 Michigan State University Graduate School, Dissertation Completion Fellowship  
2018 Michigan State University Graduate School, Research/Travel Fellowship  
2018 Michigan State University College of Education, Research/Travel Fellowship  
2017–2018 Michigan State University Residential College in the Arts & Humanities, Senior Teaching & Learning Fellow  
2017 Michigan State University Graduate School, Inside Teaching Graduate Fellowship

- 2017 Michigan State University College of Education, Research Fellowship
- 2017 Michigan State University Council of Graduate Students, Professional Development Award
- 2016–2018 Michigan State University College of Education, Marianne Amarel Fellowship for the Scholarship of Teaching & Learning
- 2016, 2017 Michigan State University College of Education, Janice Marston Memorial Scholarship
- 2014–2017 Michigan State University College of Education, Urban Education Retention Fellowship
- 2015 Michigan State University Council of Graduate Students, Conference Grant
- 2015 Michigan State University College of Education, Teacher Education Endowed Fellowship
- 2015 Michigan State University College of Education, Fellowship to Enhance Global Understanding
- 2015 Michigan State University College of Education, Urban Education Leadership Fellowship

**DEPARTMENTAL (U.S.A.-BASED)**

- 2015 Michigan State University Department of Teacher Education, Recruitment Assistance Fellowship
- 2014 Michigan State University Department of Teacher Education, Leadership & Outreach Fellowship
- 2013–2018 Michigan State University Department of Teacher Education, Travel Grants

**UNIVERSITY TEACHING & PROFESSIONAL EXPERIENCE**

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**TEACHING APPOINTMENTS [instructor-of-record], UNIVERSITY OF TORONTO**

- 2022 CTL 6302H: Ethical Issues at the Intersection of Qualitative Theories, Methods, and Research with Children  
(2022: *Synchronous Online*)  
This advanced qualitative methods course explores the process of engaging in research with children and is grounded in the understanding that children have much to offer the world. By delving into exemplar studies from foundational and contemporary critical childhood scholars, students consider guiding theories for working with and alongside children in fieldwork, as well as common challenges. Simultaneously, students engage in critical conversations about the ethics of doing research with children and how our ethical commitments connect to our methods for data generation and analysis.
- 2021–2022 CTL 3031: Children’s Literature Within a Multicultural Context  
(2021, 2022: *Asynchronous Online*)  
This course explores ways to bring children, cultural diversity, and literature together in an interactive manner. The focus is to develop strategies for engaging students in classrooms in meaningful dialogue about diversity using the medium of personal interaction with the multicultural text.
- 2020–2021 CTL 7009: Anti-Discriminatory Education [Primary–Junior]  
(2020, 2021: *Synchronous Online*)  
This course examines a range of equity issues, including: teacher candidates’ (TC) own biases, dispositions, ideas, and positionality; relationships between and among students, teachers, community, administrators, and families; the ways in which systemic



oppressions operate within K–12 schooling in Ontario and beyond; and the interlocking social, economic, and political (re)production of inequalities.

- 2019–2022 CTL 5308: Exploring Children’s and Youth’s Digital Literacies in a Networked World  
(2019: *Face-to-face*; 2020, 2021, 2022: *Synchronous Online*)  
This graduate seminar examines how children’s and youth’s literacies continue to change along with increasingly networked local and global communities. Grounded in an understanding of digital literacies as culturally, historically, and socially situated meaning making practices, students critically investigate how power and privilege are (re)constructed and negotiated with digitally mediated technologies.
- 2019–2020 CTL 3028: Literacy in Elementary Education  
The course focuses on reading and writing elementary education, and uses a wide range of methods and materials of instruction. Topics include: child– and teacher–centered philosophies, content area literacy, use of digital technology, and assessing growth in reading and writing.
- 2019 CTL 3035: Critical Literacy in Action  
This course focuses on critical literacy and the theories that underpin it. Throughout the course, participants are asked to explore issues raised by critical literacy in relation to their own circumstances, particularly as these pertain to educational issues within society.
- 2018–2021 CTL 7000: Curriculum and Teaching in Literacy [Primary–Junior]  
(2018–2020: *Face-to-face*; 2020–2021: *Synchronous Online*)  
This course is an introduction to education approaches and the role of the teacher when using research, theory, literature, and multi–modal texts to teach and assess literacy and to support students’ literacy across the curriculum in K–10 classrooms.

### **TEACHING APPOINTMENTS [instructor–of–record], MICHIGAN STATE UNIVERSITY**

- 2017 TE 846: Accommodating Differences in Literacy Learners (*Online*)  
Developmental processes, instructional practices, and assessment principles that contribute to effective learning of reading and writing. Teaching methods for accommodating the different needs of individual literacy learners.
- 2017 TE 803: Professional Roles & Teaching Practice II [Social Studies] (*Hybrid – Chicago*)  
School–agency alliances for fostering student learning. Strategies for working with families and community groups to improve responsiveness of the school curriculum to student needs. Child advocacy in the school and community.
- 2016 TE 291a: Special Topics in Urban Education  
Issues in teaching and learning for prospective teachers. Strategies for professional development during and after one’s teacher preparation program.
- 2015 TE 405: Teaching of Language & Literacy to Diverse Learners – Elementary  
Teaching language and literacy to diverse learners at the elementary level (K–8). Inquiry into and construction of subject–specific meaning. Literacy subject matter adapted to learner diversity. Teachers’ roles, including professional, intellectual, and sociopolitical responsibilities.



- 2013–2016 TE 802: Reflection & Inquiry in Teaching Practice I [ELA]  
*(2013–2014: Face-to-face in Detroit; 2015–2016: Hybrid – Chicago)*  
 Qualitative and quantitative research methods on teaching and learning. Criteria for judging the validity and applicability of research-based knowledge. Framing educational problems worthy of inquiry. Designing and assessing studies of teaching practice.
- 2013–2014 TE 250: Human Diversity, Power, and Opportunity in Social Institutions  
 Comparative study of schools and other social institutions. Social construction and maintenance of diversity and inequality. Political, social, and economic consequences for individuals and groups.

### **CLINICAL TEACHING APPOINTMENTS, UNIVERSITY OF NOTRE DAME**

- 2013 EDU 60182: The Teaching of Reading  
 An exploration of the research and instructional strategies of reading instruction, including emergent literacy, reading readiness, phonemic awareness, phonics, word recognition, vocabulary development, fluency, cultural literacy, and reading comprehension, as well as particular strategies for reading remediation.
- 2012–2013 EDU 60312: Exceptionalities in Childhood  
 A survey in exceptionality with emphasis on the elementary-aged child is followed by an in-depth study of the common learning problems in the elementary grades, especially reading, writing, and mathematics disability. Both teaching strategies and assessment are considered.
- 2012–2013 EDU 60234: Exceptionality in Early Adolescence  
 A survey in exceptionality with emphasis on the middle grades child is followed by an in-depth study of the common learning problems in middle school, especially reading, writing, and mathematics disability. Both teaching strategies and assessment are considered.
- 2012–2013 EDU 60336: Exceptionality in Adolescence  
 A survey in exceptionality with emphasis on the high school student is followed by an in-depth study of the common learning problems in high school, especially reading, writing, and mathematics disability. Both teaching strategies and assessment are considered.

### **RESEARCH ASSISTANT APPOINTMENTS, MICHIGAN STATE UNIVERSITY**

- 2015–2016 Graduate Student Researcher  
*How Elementary Students Make Sense of School Discipline*  
Principal Investigator: Amy Noelle Parks, Ph.D.
- 2014–2015 Graduate Student Researcher  
*Impression 5: Math Exploration & Incorporation*  
Principal Investigator: Amy Noelle Parks, Ph.D.
- 2014–2015 Graduate Student Researcher for a National Science Foundation Project  
*Teachers Empowered to Advance Change in Mathematics (TEACH Math)*

Principal Investigators: Corey Drake, Ph.D. & Tonya Bartell, Ph.D. (Michigan State University); Erin Turner, Ph.D. (University of Arizona); Julia Aguirre, Ph.D. (University of Washington, Tacoma); Mary Foote, Ph.D. (Queens College, CUNY); & Amy Roth McDuffie, Ph.D. (Washington State University, TriCities)

2013–2015 Graduate Student Researcher for a Ford Foundation Exploratory Project  
*Detroit Schools – Higher Ed. Consortium: Inquiry into Covenant House*  
Principal Investigators: Dorinda Carter Andrews, Ed.D., Terry Flenbaugh, Ph.D., & Kristy Cooper Stein, Ed.D.

## **GRADUATE ASSISTANT APPOINTMENTS, MICHIGAN STATE UNIVERSITY**

2017–2018 Graduate Assistant for Equity Outreach Initiatives  
Faculty Supervisor: Dorinda Carter Andrews, Ed.D., Assistant Dean

## **GRADUATE STUDENT ADVISING AND MENTORING**

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### **ADVISOR/CHAIR, UNIVERSITY OF TORONTO**

#### **PhD Students**

- Melissa Drake (PhD – Curriculum, Teaching, & Learning, *in progress*)
- Riah Werner (PhD – Curriculum, Teaching, & Learning, *in progress*)
  - 2020 & 2021 Ontario Graduate Scholarship Recipient, \$15,000/year

#### **MA Students**

- Gloria Charles-Pierre (MA – Curriculum, Teaching, & Learning, *in progress*)
- Kelvin Lo (MA – Curriculum, Teaching, & Learning, *in progress*)
- Leah Sandilands (MA – Curriculum, Teaching, & Learning, *in progress*)
- Paddy Watson (MA – Curriculum, Teaching, & Learning, *in progress*)

### **DISSERTATION COMMITTEE MEMBER, UNIVERSITY OF TORONTO**

#### **Primary Committee Member**

- Ashleigh Allen (PhD – Curriculum, Teaching, & Learning, *in progress*)
- Jennifer Burton (PhD – Curriculum, Teaching, & Learning, *in progress*)
- Lindsay Cavanaugh (PhD – Curriculum, Teaching, & Learning, *in progress*)
- Leila Farzinpur (PhD – Curriculum, Teaching, & Learning, *in progress*)
- Ben Gallagher (PhD – Curriculum, Teaching, & Learning, *in progress*)
- Kate Jackson (PhD – Curriculum, Teaching, & Learning, *in progress*)
- Amanda Trigiani (PhD – Social Justice Education, *in progress*)
- Betül Alaca (PhD – Applied Psychology and Human Development, 2022)
- Nazila Eisazadeh (PhD – Curriculum, Teaching, & Learning, 2020)
- Janice VanDyke (PhD – Curriculum, Teaching, & Learning, 2019)

#### **Internal External Examiner**

- Jason Brennan (PhD – Curriculum, Teaching, & Learning, *in progress*)
- Mehjabeen Dato (PhD – Curriculum, Teaching, & Learning, *in progress*)
- benjamin lee hicks (PhD – Curriculum, Teaching, & Learning, 2022)
- j. skelton (PhD – Curriculum, Teaching, & Learning, 2022)
- Katherine Cherry-Reid (PhD – Curriculum, Teaching, & Learning, 2021)

- Andrea Liendo (PhD – Curriculum, Teaching, & Learning, 2021)
- Rodney Stringer (PhD – Social Justice Education, 2021)

#### **Alternate Examiner**

- Will Edwards (PhD – Curriculum, Teaching, & Learning, 2021)
- Noah Kenneally (PhD – Social Justice Education, 2021)
- Yecid Ortega (PhD – Curriculum, Teaching, & Learning, 2021)
- Emmanuel Tabi (PhD – Curriculum, Teaching, & Learning, 2021)

#### **External Examiner**

- Mitchell Thomas Parker (PhD – School of Education, University of Wollongong, Wollongong, New South Wales, Australia, 2021)

#### **PRACTICUM COMMITTEE MEMBER, MICHIGAN STATE UNIVERSITY**

- Davena Jackson (Ph.D. – Curriculum, Instruction, & Teacher Education, 2017)
- Kathleen A. Schenkel (Ph.D. – Curriculum, Instruction, & Teacher Education, 2017)
- Matthew Deroo (Ph.D. – Curriculum, Instruction, & Teacher Education, 2016)
- Kristen L. White (Ph.D. – Curriculum, Instruction, & Teacher Education, 2016)

#### **RESEARCH ASSISTANT SUPERVISOR, UNIVERSITY OF TORONTO**

##### **Graduate Students**

- Melissa Drake (PhD – Curriculum, Teaching, & Learning, 2021–2022)
- Paddy Watson (MA – Curriculum, Teaching, & Learning, 2021–2022, Summer 2022)
- Brittany Starkman (PhD – Curriculum, Teaching, & Learning, Fall 2021)
- David Howarth (MEd – Social Justice Education, Summer 2021)
- Sudhashree Girmohanta (PhD – Curriculum, Teaching, & Learning, 2020–2021)
- Jillian Kowalchuck (MEd – Social Justice Education, 2020–2021, Summer 2021)
- Ashley D’Souza (MEd – Social Justice Education, 2020–2021, Summer 2021)
- Christina Tjandra (PhD – Curriculum, Teaching, & Learning, 2019–2020)
- Riah Werner (PhD – Curriculum, Teaching, & Learning, 2019–2020)
- Tania Jabber (MT – Curriculum, Teaching, & Learning, Summer 2019)
- Emil Marmol (PhD – Social Justice Education, 2018–2019)
- Emily Nicholishen (MT – Curriculum, Teaching, & Learning, 2018–2019)

##### **Undergraduate Students**

- Kristina Bhaun (Summer 2022)
- Hannah Monger (Summer 2022)
- Ibnat Islam (2021–2022, Summer 2022)
  - 2022 University of Toronto Excellence Awardee, \$7,500
- Olivia Sun (2021–2022, Summer 2022)
  - 2022 University of Toronto Excellence Awardee, \$7,500
- Maria Fernanda De Almeida (2020–2021, Summer 2021, 2021–2022)
  - 2021 University of Toronto Excellence Awardee, \$6,000
- Anam Rashid (2019–2020, Summer 2020, 2020–2021)
  - 2020 University of Toronto Excellence Awardee, \$6,000

## **PROFESSIONAL SERVICE & OUTREACH**

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### **INTER/NATIONAL SERVICE TO THE PROFESSION**

#### **Executive Committees**

- 2021–2023 American Educational Research Association – Media, Culture, and Learning Special Interest Group, Chair
- 2019–2025 Literacy Research Association – Executive Committee, Parliamentarian
- 2019–2020 Canadian Society for the Study of Education – Language and Literacy Researchers of Canada, Preconference Co–Chair
- 2016–2022 American Educational Research Association – Language and Social Processes Special Interest Group, Mentoring Program Committee Co–Chair
- 2016–2018 American Educational Research Association – Division G (Social Contexts of Education), Graduate Student Executive Committee
- 2016 National Council of Teachers of English Assembly of Research, Graduate Student Committee
- 2014–2015 Literacy Research Association – Doctoral Students’ Innovative Community Group, Treasurer

#### **Standing Committees**

- 2019–2021 American Educational Research Association – Writing & Literacies Special Interest Group, Award Committee Member
- 2019–2020 American Educational Research Association – Critical Perspectives in Early Childhood Education Special Interest Group, Dissertation Award Committee Member
- 2015–2017 Literacy Research Association – Doctoral Students’ Innovative Community Group, Technology Committee
- 2015–2017 National Association for Multicultural Education, Standing Committee: Communications & Outreach Committee

#### **Special Committees**

- 2021 American Educational Research Association – Division K (Teaching & Teacher Education), Secretary Nominating Committee
- 2017–2018 Literacy Research Association, Ad–Hoc Communications Committee Member
- 2014–2018 American Educational Research Association – Division G (Social Contexts of Education), Campus Liaison

#### **Academic Journal Editorships**

- 2021–2023 *Curriculum Inquiry*, Faculty Associate Editor

#### **Academic Journal Editorial Board Memberships**

- 2021–Present *The Reading Teacher*
- 2021–Present *Contemporary Issues in Technology and Teacher Education – English*
- 2020–Present *Global Studies of Childhood*
- 2020–Present *Journal of Childhood Studies*
- 2020–Present *Journal of Early Childhood Literacies*
- 2019–Present *Language Arts*
- 2017–Present *Literacy Research: Theory, Method, and Practice*
- 2017–2020 *Michigan Reading Journal*

#### **Academic Ad-Hoc Reviewing**

2019–Present Ad–Hoc Reviewer (Academic Press), MIT Press

2014–Present Ad-Hoc Journal Reviewer: *American Educational Research Journal*; *Curriculum Inquiry*; *Discourse: Studies in the Culture & Politics of Education*; *Educational Studies*; *English Teaching: Practice & Critique*; *Journal of Childhood Studies*; *FACETS*; *Journal of General Education*; *Journal of Language and Literacy Education*; *Journal of Literacy Research*; *Journal of Research in the Teaching of English*; *Journal of Teacher Education*; *Learning, Media, & Technology*; *Linguistics and Education*; *Michigan Reading Journal*; *Multicultural Education Review*; *Perspectives & Provocations*; *SAGE Open*; *Reading Research Quarterly*; *Studies in Social Justice*; *The Elementary School Journal*; *TESOL Quarterly*; *Urban Education*; *Visual Communication*

2014–Present Ad–Hoc Conference Reviewer Conferences: American Educational Research Association; Canadian Society for the Study of Education; College and University Faculty Assembly (CUFA) of the National Council for the Social Studies; Literacy Research Association; National Council of Teachers of English; National Council of Teachers of English Assembly of Research; National Association for Multicultural Education

## **INSTITUTIONAL SERVICE (UNIVERSITY)**

### **University of Toronto**

2021–2022 Department of Curriculum, Teaching, and Learning, Comprehensive Exam Committee

2020–2022 Department of Curriculum, Teaching, and Learning, Appeals Committee

2020–2021 Department of Curriculum, Teaching, and Learning, Master of Teaching Hiring Committee

2019–2023 Ontario Institute for Studies in Education, Advisory Board Member for Active Learning Research Labs [Principal Investigator: Jim Slotta, \$2,000,000 CAD infrastructure project funded by Canada Fund for Innovation, Ontario Research Fund, & Ontario Institute for Studies in Education]

2018–2021 Ontario Institute for Studies in Education Governing Council

2018–2022 Department of Curriculum, Teaching, and Learning, Progression Through the Ranks Committee

2018–2022 Department of Curriculum, Teaching, and Learning, Admissions Committee

2018–2022 Department of Curriculum, Teaching, and Learning, Awards Committee

2018–2020 Department of Curriculum, Teaching, and Learning, Governing Council

2018–2020 Department of Curriculum, Teaching, and Learning, Research Committee

### **Michigan State University**

2017 Graduate School, International Teaching Assistant Orientation Committee

2016–2017 Department of Teacher Education, Doctoral Education Committee

2015–2016 Department of Teacher Education, Faculty Advisory & Coordinating Committee

2014–2015 Department of Teacher Education, Mentoring Committee

2013–2014 College of Education, Project 60/50 Student Coordinator

## **COMMUNITY SERVICE**

2022 Be Loud Studios, Strategic Planning Committee

2022 Be Loud Studios, Hiring Committee

2021–2023 Toronto Writing Project, TWP Speaks! Speaker Series Faculty Coordinator

2021, 2022 Be Loud Studios, Volunteer Camp Counselor

2021, 2022 Be Loud Studios, GiveNOLA Ambassador

2019–2023 Toronto Writing Project, Board Member  
2018–2023 Toronto Reading Council, Advisory Council  
2017–2018 The Writing Center @ Michigan State University, Advisory Council  
2016, 2017 Camp Invention, Volunteer Camp Counselor  
2010–2013 New Orleans ACE Advocates, Founder and Chair

## **INSTITUTIONAL MEMBERSHIP & AFFILIATIONS**

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### **American Anthropological Association (AAA)**

Council on Anthropology and Education (CAE)

### **American Educational Research Association (AERA)**

Division B (Curriculum Studies)

Division C (Learning Sciences)

Division D (Measurement & Research Methodologies)

Division G (Social Context of Education)

Division K (Teaching & Teacher Education)

Division L (Educational Policy and Politics)

Special Interest Group: Critical Educators for Social Justice

Special Interest Group: Critical Perspectives on Early Childhood Education

Special Interest Group: Early Education and Child Development

Special Interest Group: Language and Social Processes

Special Interest Group: Longitudinal Studies

Special Interest Group: Media, Culture, and Learning

Special Interest Group: Qualitative Research

Special Interest Group: Queer Studies

Special Interest Group: Research in Social Studies Education

Special Interest Group: Semiotics in Education: Signs, Meaning, and Multimodality

Special Interest Group: Social Studies Research

Special Interest Group: Writing & Literacies

### **Australian Literacy Educators Association (ALEA)**

### **Canadian Society for the Study of Education (CSSE)**

Language and Literacy Research Conference (LLRC)

### **International Literacy Association (ILA)**

Special Interest Group: Technology in Literacy Education (TILE)

### **International Society of the Learning Sciences (ISLS)**

### **Literacy Research Association (LRA)**

### **National Council for the Social Studies (NCSS)**

College and University Faculty Association (CUFA)

### **National Council of Teachers of English (NCTE)**

Early Childhood Education Assembly (ECEA)

English Language Arts Teacher Education (ELATE)

Conference on College Composition and Communication (CCCC)

### **National Council of Research on Language and Literacy (NCRLL)**

### **Reconceptualizing Early Childhood Research (RECE)**