

CURRICULUM VITAE: CASSIE J. BROWNELL
ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
UNIVERSITY OF TORONTO

March 11, 2024

A. STATUS

Name: Cassie J. Brownell
Rank: Assistant Professor, Tenure Stream
Address: Ontario Institute for Studies in Education of the University of Toronto
Department of Curriculum, Teaching, and Learning
252 Bloor Street West
Toronto, Ontario M5S 1V6
Contact: cassie.brownell@utoronto.ca
Website: www.cassiebrownell.com

B. DEGREES

Year: 2018
Designation: **Doctor of Philosophy (Ph.D.)**
Institution: Michigan State University
East Lansing, Michigan, United States of America
Department: Curriculum, Instruction, and Teacher Education
Specialization in Language and Literacy
Certificate: Qualitative Research; Urban Education
Title: Cultivating a Compositional Fluency in Elementary English Language Arts
Chair: Amy Noelle Parks (Michigan State University)
Committee: April Baker-Bell (University of Michigan), Django Paris (University of Washington), Haeny Yoon (Teachers College-Columbia), Jennifer VanDerHeide (Michigan State University)

Year: 2010
Designation: **Master of Education (M.Ed.)**
Institution: University of Notre Dame
Notre Dame, Indiana, United States of America
Department: Elementary Education (K–6)
Certificate: Mild to Moderate Disabilities

Year: 2008
Designation: **Bachelor of Arts (B.A.)**
Institution: Marquette University
Milwaukee, Wisconsin, United States of America
Department: Social Welfare and Justice
Minor in Justice and Peace Studies

C. EMPLOYMENT HISTORY

Date: 2018 – Present
Rank: **Assistant Professor**
Department: Curriculum, Teaching, and Learning
Institution: Ontario Institute for Studies in Education – University of Toronto
Toronto, Ontario, Canada

Date: July 2019
Rank: **Visiting Fellow**
Department: Early Childhood and Inclusive Education
Institution: Queensland University of Technology
Brisbane, Queensland, Australia

Date: 2012 – 2013
Rank: **Clinical Faculty**
Department: Elementary Education (K-6); Special Education
Institution: Institute for Educational Initiatives – University of Notre Dame
Notre Dame, Indiana, United States of America

Date: 2012-2013
Rank: **Grade 4 Teacher**
Institution: Stuart Hall School for Boys
New Orleans, Louisiana, United States of America

Date: 2010-2012
Rank: **Grade 1 Teacher**
Institution: Stuart Hall School for Boys
New Orleans, Louisiana, United States of America

Date: 2010
Rank: **Early Childhood Mentor Teacher**
Institution: Institute for Educational Initiatives – University of Notre Dame
Notre Dame, Indiana, United States of America

Date: 2010-2015
Rank: **Grade 2 Teacher**
Institution: Archdiocese of New Orleans
New Orleans, Louisiana, United States of America

Date: 2007-2008
Rank: **Social Work Intern**
Institution: El Puente High School
Milwaukee, Wisconsin, United States of America

D. HONOURS & AWARDS

- 2023 American Educational Research Association (AERA) –
Early Education & Child Development Special Interest Group:
Emerging Scholar Award
- 2023 American Educational Research Association (AERA) –
Division C (Learning and Instruction):
Jan Hawkins Award Runner-up
- 2023 National Council of Research on Language and Literacies (NCRL):
Early Career Distinguished Scholar Finalist
- 2021 American Anthropological Association (AAA) –
Council on Anthropology and Education (CAE):
Concha Delgado Gaitán Presidential Fellow
- 2021 National Council of Teachers of English (NCTE) –
Early Childhood Education Assembly (ECEA):
Teacher Educator of the Year
- 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 (NAEd) / Spencer Research Foundation –
Postdoctoral Fellowship Program:
Research Development Awardee
- 2020 National Academy of Education (NAEd) / Spencer Research Foundation –
Postdoctoral Fellowship Program:
Semi-finalist
- 2020 American Educational Research Association (AERA) –
Division G (Social Context of Education):
Early Career Preconference Participant
- 2019 American Educational Research Association (AERA) –
Research in Reading and Literacy Special Interest Group:
Honorable Mention for Graduate Student Award for Literacy Research
Excellence
- 2019, 2021 American Educational Research Association (AERA) –
Division K (Teaching & Teacher Education):
Early Career Preconference Participant
- 2018 American Educational Research Association (AERA) –
Language & Social Processes Special Interest Group:
Emerging Scholar Award
- 2018 Taylor & Francis /*Curriculum Inquiry (CI)*:
Writing Fellow
- 2018 American Educational Research Association (AERA) –
Writing & Literacies Special Interest Group:
Outstanding Graduate Student Paper Award

- 2016-2019 European Union Funding for Research & Innovation (RISE), Horizon 2020 –
Makerspaces in the Early Years (MakeEY) Project:
 International Research Partner
 (Nominated Principal Investigator: Jackie Marsh, University of Sheffield)
- 2017 Michigan State University Graduate School –
 Council of Graduate Students:
 Disciplinary Leadership Award
- 2014 American Educational Research Association (AERA) –
 Division G (Social Context of Education):
 Graduate Student Preconference Participant

Publication-Specific Honors and Awards

- 2022 Wiley Online Library’s U.S. Midterms Election Research –
Education Policy:
 Publication was selected for Wiley-curated collection of articles
- 2022 Canadian Society for the Study of Education –
 Canadian Association for Curriculum Studies:
 Special Mention for Outstanding Publication in Canadian Curriculum
 Studies
- 2021 National Council of Teachers of English –
Research in the Teaching of English:
 Honorable Mention for the Alan C. Purves Award
- 2020 Canadian Society for the Study of Education (CSSE) –
 Canadian Association for Curriculum Studies:
 Special Mention for Outstanding Publication in Canadian Curriculum
 Studies
- 2020 *Education Sciences*
 Publication was recognized on the “2020 Notable Articles” List

Reviewer-Specific Honors and Awards

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

Additional Honors and Awards

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

E. PUBLICATIONS¹

Summary Count

Refereed Journal Articles	28
Non-Refereed Articles	7
Book Chapters	9 (1 reprinted article as a chapter)
<u>Media and Digital Appearances</u>	<u>16</u>
TOTAL	60

Refereed Journal Articles

- Schenkel, K., **Brownell, C. J.**, & Wargo, J. M. (accepted). Children communicating care through curiosity walks: Using scientific practices to cultivate knowledge about climate justice. *Science & Children*.
- Brownell, C. J.** (in press). “On the air with...”: Boosting youth-DJs speculative civic literacies on broadcast radio. *Voices from the Middle*.
- Brownell, C. J.** (2023). “COVID Taught Me...”: Examining child–radio productions in the COVID–19 pandemic. *Children & Society*, 37(1), 55-70. <https://doi.org/10.1111/chso.12616>
- Brownell, C. J.** (2023). Constructing (ad)ventures in collaborative composing: Examining a case of (un)sanctioned play in the elementary literacies classroom. *The Reading Teacher*, 76(5), 631-639. <https://doi.org/10.1002/trtr.2163>
- Brownell, C. J.** (2023). Inventing expert in English language arts: A case study of critical literacies in a third grade classroom. *Journal of Early Childhood Literacy*, 23(2), 213–343. <https://doi.org/10.1177/1468798420968267>
- 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>

¹ 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.** (2022). Troubling state (of) affairs: A critical analysis of a state-approved elementary field trip. *Journal of Social Studies Research, 46*(4), 333–344. <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.
- 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). “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>
- 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).
- 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.
- 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>
- 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>
- 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>
- 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>

Non-Refereed Articles (i.e., Editorials, Commentaries, & Other Invited Writings)

- Brownell, C. J.** (2023). Critically considering and conceptualizing social contexts as curriculum. *Curriculum Inquiry*, 53(4).
- Brownell, C. J., & Kempf, A.** (2022). Palimpsests for reading politics and reconfiguring power within and beyond learning spaces. *Curriculum Inquiry*, 52(5), 491–495. <https://doi.org/10.1080/03626784.2022.2164421>
- 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). Making do with what’s on hand: Repurposing space and materials for a low-cost makerspace. *Practical Literacy*, 25(3), 12–13.
- 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>

Book Chapters

- Brownell, C. J.** (2023). (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* (pp. 109–122). Routledge.
- 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 <https://www.jstor.org/stable/j.ctv1prssvm.17>
- 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.

Media Appearances and Digital Work

- Invited Speaker.** (2022, April 18). Play literacies. [Video podcast episode]. 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. [Audio podcast episode]. 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
- 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://podcasts.apple.com/us/podcast/episode-vi-the-return-of-nathan-live-with/id1535819683?i=1000520010659>

- 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]. The American Educational Research Association’s Language and Social Processes Special Interest Group & Second Language Research Special Interest Group. Retrieved from: <https://www.aera.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]. 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]. Teachers Teaching Teachers TV.
<https://www.youtube.com/watch?v=29QzmFUVAsQ>

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/>

F. REFEREED PRESENTATIONS²

Summary Count

Invited Keynotes, Plenaries, & Panels	9
Highlighted Paper Presentations	5
General Paper Presentations	74
Invited Academic Colloquia & Workshops	8
TOTAL	96

Invited Keynotes, Plenaries, & Panels

Brownell, C. J. (2023, November 24–25). *Children’s radio productions*. [Invited keynote address]. Understanding COVID-19: Children and young people in pandemic times, University of Innsbruck, Innsbruck, Austria.

Brownell, C. J. (2023, September 20). *STEAM education, active learning, and climate change*. [Invited keynote panelist]. Cultivating STEAM thinkers: Linking policy, research, and practice, Munk School of Global Affairs and Public Policy, University of Toronto, Toronto, Canada.

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 of America.

Brownell, C. J. (2022, April 1). *Multimodal learning the in the pandemic era: Challenges and opportunities* [Invited plenary session]. The 13th China Education Symposium presented by the Harvard Graduate School of Education, Harvard University, Cambridge, Massachusetts, United States of America.

Brownell, C. J. (2021, October 6–8). *World visions on literacy and transdiscipline* [Invited plenary session]. 2nd 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 of America.

² 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, 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 Social Sciences and Humanities Research Council 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.

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 of America.

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 of America. <http://tinyurl.com/yyhunj2t>

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 of America. <http://tinyurl.com/y9xwe4l3>

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 of America. <http://tinyurl.com/y7kc2o99>

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 of America. <http://tinyurl.com/ybdkuv7f>

General Paper Presentations

Brownell, C. J., Wargo, J. M., & Schenkel, K. (2024, April 11–14). *Cultivating cross-coastal environmental stewardship: Examining the educational possibilities & practicalities of child-centered data generation from afar*. [Paper presentation]. Division D: Measurement and Research Methodology. Annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania, United States of America.

Brownell, C. J. & Arasin, M. (2024, April 11–14). *Listening to community (hi)stories: Examining child-DJs’ speculative civic literacies evidenced through be(ing) loud*. [Paper presentation]. Special Interest Group: Writing & Literacies. Annual meeting of the

American Educational Research Association, Philadelphia, Pennsylvania, United States of America.

Schenkel, K., **Brownell, C. J.** & Wargo, J. M. (2024, March 17–20). *Children leveraging science practices, care, and expertise toward hyperlocal and global climate justice*. [Paper presentation]. Strand 14: Environmental Education and Sustainability. Annual meeting of the National Association for Research in Science Teaching, Denver, Colorado, United States of America.

Brownell, C. J. (2023, November 29–December 2). *Examining elementary children’s response to the 2020 Capitol insurrection*. [Paper presentation]. Seventy-third annual conference of the Literacy Research Association, Atlanta, Georgia, United States of America.

Brownell, C. J. (2023, November 29–December 2). “*Hearing*” *civic literacies in child-led radio productions*. [Paper presentation]. Seventy-third annual conference of the Literacy Research Association, Atlanta, Georgia, United States of America.

Brownell, C. J. (2023, April 13–17). *Pop (culture) remix: Amplifying shadow play(giarism) in child-radio productions*. [Paper presentation]. Special Interest Group: Language and Social Processes. Annual meeting of the American Educational Research Association, Chicago, Illinois, United States of America.

Brownell, C. J. & skelton, j. (2023, April 13–17). “*Transitioning data as a practice of justice: (Re)Envisioning methods for enhancing researcher accountability*”. [Paper presentation]. Special Interest Group: Critical Perspectives on Early Childhood Education. Annual meeting of the American Educational Research Association, Chicago, Illinois, United States of America.

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 of America.

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 of America.

Brownell, C. J., De Almeida, M. F.* , Islam, I.* , & Sun, O.* (2022, November 17-20). *Problematizing 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 of America.

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 of America.

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 of America. [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 of America. 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 of America. 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 of America. shorturl.at/prU27
- Brownell, C. J., & Rashid, A.*** (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 of America. 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 of America. 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 of America. <https://tinyurl.com/y53msmz2>
- 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 of America. <https://tinyurl.com/y3luqyb8>
- 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 of America. <http://tinyurl.com/yysndx69>
- 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 of America. <http://tinyurl.com/y5oa5boy>
- 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 of America. 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 of America. 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 of America. 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 of America (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 of America (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 of America. <http://tinyurl.com/yvrt9xnx>
- Brownell, C. J.** (2019, November 21–24). *Wired for inclusion: Exploring how early learners write themselves into community through spirited inquiries* [Paper presentation]. Annual convention of the National Council of Teachers of English, Baltimore, Maryland, United States of America. 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 of America. 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 of America. 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 of America. shorturl.at/fJOY8
- Brownell, C. J.** (2019, July 9–13). *Children living critically literate lives yesterday, today, and tomorrow: Exploring the transformational possibilities of critical literacies* [Paper presentation]. Annual national conference of the Australian Literacy Education Association, Melbourne, Victoria, Australia. 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
- 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
- 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. <http://tinyurl.com/y7eqyhma>
- 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 of America. 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 of America.
- 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 of America.
- 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 of America. <http://tinyurl.com/ydde2q6d>
- 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 of America. <http://tinyurl.com/ydhbetzy>
- Brownell, C. J.** (2018, April 13–17). *Playful possibilities of the #playrevolution: Narrating necessary stories of literacies in play* [Symposium Paper Presentation]. Special Interest Group: Writing & Literacies. Annual meeting of the American Educational Research Association, New York City, New York, United States of America. <http://tinyurl.com/y8ewvbrc>
- 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 of America. 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 of America. <http://tinyurl.com/y9z4xfrm>

- 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 of America. <http://tinyurl.com/y7j3xdba>
- 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 of America.
- Brownell, C. J.** (2017, November 16–19). *The future is now: Exploring 21st 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 of America.
- 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
- 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 of America. <https://tinyurl.com/yeyz2pn7>
- 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 of America. 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 of America. 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 of America. shorturl.at/bkIH4
- 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 of America. <http://tinyurl.com/zqe8cho>
- 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 of America. <http://tinyurl.com/hzfnkga>

- 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 of America. 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 of America. <http://tinyurl.com/z9w5478>
- 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 of America. shorturl.at/apJ39
- Wargo, J. M., & **Brownell, C. J.** (2016, November 17–20). *Locative literacies and listening to communities: #hearmyhome and earwitnessing place* [Paper presentation]. Annual convention of the National Council of Teachers of English, Atlanta, Georgia, United States of America. 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 of America. <http://tinyurl.com/gotpxnx>
- 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 of America.
- 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 of America.
- 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 of America. <http://tinyurl.com/nr2gfug>
- 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 of America. 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 of America. 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 of America. <http://tinyurl.com/n3rho7h>
- 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 of America. <http://tinyurl.com/ko74jhr>
- 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 of America. 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 of America. <http://tinyurl.com/o9gdx48>
- 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 of America.
- Brownell, C. J., Najjarro, 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 of America.
- 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 of America.
- 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 of America. 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 of America.
- 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 of America. shorturl.at/juDT3

Invited Academic Colloquia and 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 of America.
- 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 of America.
- 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 of America.
- 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 of America.

G. SUCCESSFUL SCHOLARLY FUNDING

Inter/National Grant-Funded Research Projects

<u>Year(s)</u>	<u>Source(s) / Role</u>	<u>Project Title / Related Website</u>	<u>Amount</u>
2022– 2024	Canadian New Frontiers in Research Fund (NFRF), COVID-19 Rapid Response Grant <u>Lead Principal Investigator:</u> Cassie J. Brownell <u>Co-Principal Investigator:</u> Kathleen A. Schenkel (San Diego State University) <u>Co-Investigator:</u> Jon M. Wargo (Boston College)	<i>Sensory stories of environmental stewardship: A cross-coastal constellation of children cultivating, crafting, and communicating nature narratives</i> www.coastalclimatekids.com	237,970 CAD

2020– 2027	Canadian Social Sciences and Humanities Research Council (SSHRC), Partnership Grant <u>Principal Investigator:</u> Shelley Stagg-Peterson (OISE–University of Toronto) <u>Co-Investigator:</u> Cassie J. Brownell	<i>Northern Oral language and Writing through Play (NOW Play): A partnership supporting Indigenous children's language, cultural knowledge and writing</i> www.now-play.org	2,500,000 CAD
2020– 2022	Canadian Social Sciences and Humanities Research Council (SSHRC), Partnership Engage Grant [COVID–19 Special Initiative] <u>Principal Investigator:</u> Cassie J. Brownell	<i>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</i> www.beloudstudios.org	24,960 CAD
	National Council of Teachers of English – English Language Arts Teacher Educators, Research Initiative Grant <u>Principal Investigator:</u> Cassie J. Brownell		2,250 USD
2020– 2021	National Academy of Education (NAEd) / Spencer Research Foundation, Postdoctoral Research Development Award <u>Principal Investigator:</u> Cassie J. Brownell	<i>Growing democracy: Examining children’s civic literacies in presidential election years</i>	5,000 USD
2019– 2023 (extended timeline due to COVID-19 delays)	Canadian Social Sciences and Humanities Research Council (SSHRC), Insight Development Grant <u>Principal Investigator:</u> Cassie J. Brownell	<i>Making citizens in an urban primary classroom: Exploring young children's critical maker literacies</i>	52,140 CAD

2016– 2018	International Literacy Association, Helen M. Robinson Dissertation Grant <u>Principal Investigator:</u> Cassie J. Brownell	<i>Cultivating a compositional fluency in elementary English language arts</i>	1,200 USD
	Michigan State University Graduate School, Dissertation Completion Fellowship <u>Principal Investigator:</u> Cassie J. Brownell		7,000 USD
	Michigan State University College of Education, Marianne Amarel Teaching and Learning Fellowship <u>Principal Investigator:</u> Cassie J. Brownell		16,000 USD
	Michigan State University, College of Education Fellowships <u>Principal Investigator:</u> Cassie J. Brownell		4,800 USD
2015– 2017	Michigan State University Residential College in the Arts & Humanities/Michigan State University Graduate School <u>Principal Investigator:</u> Cassie J. Brownell	<i>(Re)mediating unheard resonances: Tracing the rhythms of auralty in communities</i>	24,000 USD
2015– 2017	National Council of Teachers of English – English Language Arts Teacher Educators, Research Initiative Grant <u>Co-Principal Investigators:</u> Cassie J. Brownell and Jon M. Wargo (Michigan State University)	<i>#hearmyhome: (Re)learning to listen to community literacies & (Re)educating the senses to community literacies: Prospective teachers using sound to listen for difference</i> https://hearmyhome.matrix.msu.edu/	2,500 USD

2014– 2016	Michigan State University Graduate School & Michigan State University College of Education, Summer Research Renewable Fellowship <u>Principal Investigator:</u> Cassie J. Brownell	<i>Investigating intermediate elementary students’ story, sociality, and play as multimodal composing</i>	12,000 USD
	Michigan State University Department of Teacher Education, Research Enhancement Fellowship <u>Principal Investigator:</u> Cassie J. Brownell		1,800 USD
2013– 2015	Michigan State University Graduate School & Michigan State University College of Education: Summer Research Development Fellowship <u>Principal Investigator:</u> Cassie J. Brownell	<i>Prospective teachers’ responses to diversity, difference, and literacy in an elementary instructional methods class</i>	6,000 USD

Additional Fellowships, Grants, and Professional Support

Inter/National

- 2018 Literacy Research Association – International Innovative Community Group:
International Travel Grant
- 2017 Computers and Writing Conference:
Graduate Student Travel Grant
- 2016–
2018 American Educational Research Association –
Division G (Social Context of Education):
Graduate Student Travel Award
- 2014 National Association of Multicultural Education:
Rose Duhon–Sells Scholarship

Institutional (University of Toronto)

- 2023 Social Sciences and Humanities Research Council:
Institutional Exchange Grant
- 2023 Center for Research & Innovation Support –
Faculty Writing Accelerator:
Inaugural Fellow

- 2022 Jackson Humanities Institute –
SSHRC Insight Grant-Writing Bootcamp:
Inaugural Fellow
- 2020 Visiting Scholars Award to host:
Emily Machado (University of Washington), and
Tran N. Templeton (University of North Texas)
[canceled due to COVID-19]
- 2019 Visiting Scholars Award to host:
Gabrielle Oliveira (Boston College), and
Jon M. Wargo (Boston College)
- 2018 Social Sciences and Humanities Research Council:
Institutional Exchange Grant

Institutional (Michigan State University)

- 2018 Michigan State University –
Graduate School:
Research/Travel Fellowship
- 2018 Michigan State University –
College of Education:
Research/Travel Fellowship
- 2017 Michigan State University –
Graduate School:
Inside Teaching Graduate Fellowship
- 2017 Michigan State University –
Council of Graduate Students:
Professional Development Award
- 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 (Michigan State University)

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

H. SCHOLARLY & PROFESSIONAL ACHIEVEMENTS & ACTIVITIES

Membership in Professional Societies

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

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 (NCRL)

Reconceptualizing Early Childhood Research (RECE)

Executive Committees in Professional Societies

- 2021–2023 American Educational Research Association –
Media, Culture, & 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
- 2016–2023 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 (NCTEAR):
Graduate Student Committee
- 2014–2015 Literacy Research Association –
Doctoral Students’ Innovative Community Group:
Treasurer

Standing Committees in Professional Societies

- 2019–2021 American Educational Research Association –
Writing & Literacies Special Interest Group:
Awards 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 (Chair, 2016-2017)
- 2015–2017 National Association for Multicultural Education
Standing Committee: Communications & Outreach Committee

Special Committees in Professional Societies

- 2023-2024 International Literacy Association –
Jeanne S. Chall Research Fellowship/Helen M. Robinson Grant/Steven A.
Stahl Research Grant:
Selection Committee
- 2023 National Council of Teachers of English –
Research in the Teaching of English:
Alan C. Purves Award Committee
- 2023 International Literacy Association –
The Reading Teacher:
Editorial Team Selection Committee
- 2021 American Educational Research Association –
Division K (Teaching & Teacher Education):
Secretary Nominating Committee
- 2017–2018 Literacy Research Association –
Ad-Hoc Communications Committee
- 2014–2018 American Educational Research Association –
Division G (Social Contexts of Education):
Campus Liaison

Editorial Leadership and Reviewing

Academic Journal Editorships

- 2021–2024 *Curriculum Inquiry*, Faculty Associate Editor

Academic Journal Editorial Board Memberships

- 2023–Present *AERA Open*
- 2023–Present *Reading Research Quarterly*
- 2021–Present *The Reading Teacher*
- 2021–2022 *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*
- 2017–2022 *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

I. TEACHING

Graduate Courses (University of Toronto; Instructor of Record)

2023–2024 CTL 1899H: Doctoral Proseminar in Curriculum & Pedagogy
2023–2024 CTL 7058: Issues in Literacy (Junior–Intermediate)
2022, 2023 CTL 6302H: Ethical Issues at the Intersection of Qualitative Theories, Methods, and Research with Children and Youth
2021–2022 CTL 3031: Children’s Literature Within a Multicultural Context
2020–2021 CTL 7009: Anti–Discriminatory Education (Primary–Junior)
2019–2024 CTL 1350H: Exploring Children’s and Youth’s Digital Literacies in a Networked World
2019–2020 CTL 3028: Literacy in Elementary Education
2019 CTL 3035: Critical Literacy in Action
2018–2021 CTL 7000: Curriculum and Teaching in Literacy (Primary–Junior)

Graduate Courses (Michigan State University; Instructor of Record)

2017 TE 846: Accommodating Differences in Literacy Learners
2017 TE 803: Professional Roles & Teaching Practice II (K-6 Social Studies)
2013–2016 TE 802: Reflection & Inquiry in Teaching Practice I (K-6 English Language Arts)

Undergraduate Courses (Michigan State University; Instructor of Record)

2016 TE 291a: Special Topics in Urban Education
2015 TE 405: Teaching of Language & Literacy to Diverse Learners – Elementary
2013–2014 TE 250: Human Diversity, Power, and Opportunity in Social Institutions

Graduate Courses (University of Notre Dame; Clinical Faculty)

2013 EDU 60182: The Teaching of Reading
2012–2013 EDU 60312: Exceptionalities in Childhood
2012–2013 EDU 60234: Exceptionality in Early Adolescence

J. GRADUATE SUPERVISION

Thesis Supervision Summary Count (Completed)

Primary Doctoral Committee Member	5
Internal – External Examiner, Ph.D.	6
Alternate Internal – External Examiner, Ph.D.	4
External Examiner, Ph.D.	1
Previous Graduate Supervision	4
TOTAL	20

Thesis Supervision Summary Count (In Progress)

Primary Doctoral Student Supervisor	2
Primary Doctoral Committee Member	8
Internal - External Examiner, Ph.D.	1
Alternate Internal - External Examiner, Ph.D.	1
Primary Master Thesis Student Supervisor	2
Primary Master Thesis Committee Member	1
Master Thesis Committee Member	1
TOTAL	16

Primary Doctoral Student Supervisor

- Melissa Arasin (Ph.D. – Curriculum, Teaching, & Learning, *in progress*)
- Riah Werner (Ph.D. – Curriculum, Teaching, & Learning, *in progress*)
 - 2020 & 2021 Ontario Graduate Scholarship Recipient, 15,000 CAD/year

Primary Doctoral Committee Member

- Ashleigh Allen (Ph.D. – Curriculum, Teaching, & Learning, *in progress*)
- Lindsay Cavanaugh (Ph.D. – Curriculum, Teaching, & Learning, *in progress*)
- Ben Gallagher (Ph.D. – Curriculum, Teaching, & Learning, *in progress*)
- Rana Haidar (Ph.D. – Curriculum, Teaching, & Learning, *in progress*)
- Kate Jackson (Ph.D. – Curriculum, Teaching, & Learning, *in progress*)
- Celeste Kirsh (Ph.D. – Curriculum, Teaching, & Learning, *in progress*)
- Amanda Trigiani (Ph.D. – Social Justice Education, *in progress*)
- Ty Walkland (Ph.D. – Curriculum, Teaching, & Learning, *in progress*)
- Betül Alaca (Ph.D. – Applied Psychology and Human Development, 2022)
- Jennifer Burton (Ph.D. – Curriculum, Teaching, & Learning, 2023)
- Nazila Eisazadeh (Ph.D. – Curriculum, Teaching, & Learning, 2020)
- Leila Farzinpur (Ph.D. – Curriculum, Teaching, & Learning, 2023)
- Janice VanDyke (Ph.D. – Curriculum, Teaching, & Learning, 2019)

Internal – External Examiner, Ph.D.

- Jason Brennan (Ph.D. – Curriculum, Teaching, & Learning, *in progress*)
- Mehjabeen Datoos (Ph.D. – Curriculum, Teaching, & Learning, 2022)
- benjamin lee hicks (Ph.D. – Curriculum, Teaching, & Learning, 2022)

- j. skelton (Ph.D. – Curriculum, Teaching, & Learning, 2022)
- Katherine Cherry–Reid (Ph.D. – Curriculum, Teaching, & Learning, 2021)
- Andrea Liendo (Ph.D. – Curriculum, Teaching, & Learning, 2021)
- Rodney Stringer (Ph.D. – Social Justice Education, 2021)

Alternate Internal – External Examiner, Ph.D.

- Daniela Bascuñan (Ph.D. – Curriculum, Teaching, & Learning, *in progress*)
- Will Edwards (Ph.D. – Curriculum, Teaching, & Learning, 2021)
- Noah Kenneally (Ph.D. – Social Justice Education, 2021)
- Yecid Ortega (Ph.D. – Curriculum, Teaching, & Learning, 2021)
- Emmanuel Tabi (Ph.D. – Curriculum, Teaching, & Learning, 2021)

External Examiner, Ph.D.

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

Primary Master Thesis Supervisor

- Leah Sandilands (M.A. – Curriculum, Teaching, & Learning, *in progress*)
- Patrick Watson (M.A. – Curriculum, Teaching, & Learning, *in progress*)

Primary Master Thesis Committee Member

- Abigail Buist (M.A. – Curriculum, Teaching, & Learning, *in progress*)

Research Assistant Supervision Summary Count (Cumulative)

Doctoral Student Research Assistant Supervision	8
Masters Student Research Assistant Supervision	7
Undergraduate Research Assistant Supervision	8
TOTAL	23

Doctoral Student Research Assistant Supervision

- Grant Gibson (Ph.D. – Curriculum, Teaching, & Learning, 2023-2024)
- Melissa Arasin (Ph.D. – Curriculum, Teaching, & Learning, 2021–2023, Summer 2023, 2023-2024)
- Riah Werner (Ph.D. – Curriculum, Teaching, & Learning, 2019–2020, 2023-2024)
- Gladys Cen (Ph.D. – Leadership, Higher & Adult Learning, 2022-2023)
- Brittany Starkman (Ph.D. – Curriculum, Teaching, & Learning, Fall 2021)
- Sudhashree Girmohanta (Ph.D. – Curriculum, Teaching, & Learning, 2020–2021)
- Christina Tjandra (Ph.D. – Curriculum, Teaching, & Learning, 2019–2020)
- Emil Marmol (Ph.D. – Social Justice Education, 2018–2019)

Master Student Research Assistant Supervision

- Josanne Buchanan (M.A. – Applied Psychology & Human Development, 2023–2024)
- Paddy Watson (M.A. – Curriculum, Teaching, & Learning, 2021–2023)
- David Howarth (M.Ed. – Social Justice Education, Summer 2021)

- Jillian Kowalchuck (M.Ed. – Social Justice Education, 2020–2021, Summer 2021)
- Ashley D’Souza (M.Ed. – Social Justice Education, 2020–2021, Summer 2021)
- Tania Jabber (M.T. – Curriculum, Teaching, & Learning, Summer 2019)
- Emily Nicholishen (M.T. – Curriculum, Teaching, & Learning, 2018–2019)

Undergraduate Student Research Assistant Supervision

- Elle Leone (2023-2024)
- Sacha Samouk (Summer 2023, 2023-2024)
- Kristina Bhaun (Summer 2022)
- Hannah Monger (Summer 2022, 2022-2023, Summer 2023, 2023-2024)
 - 2023 University of Toronto Excellence Awardee, 7,500 CAD
- Ibnat Islam (2021–2022, Summer 2022)
 - 2022 University of Toronto Excellence Awardee, 7,500 CAD
- Olivia Sun (2021–2022, Summer 2022)
 - 2022 University of Toronto Excellence Awardee, 7,500 CAD
- Maria Fernanda De Almeida (2020–2021, Summer 2021, 2021–2022, 2022-2023)
 - 2021 University of Toronto Excellence Awardee, 6,000 CAD
- Anam Rashid (2019–2020, Summer 2020, 2020–2021)
 - 2020 University of Toronto Excellence Awardee, 6,000 CAD

K. INSTITUTIONAL & COMMUNITY SERVICE

University of Toronto

Department-Level Committees

2021–2024	Comprehensive Exam Committee
2020–2024	Appeals Committee
2020–2021	Master of Teaching Hiring Committee
2018–2024	Progression Through the Ranks Committee
2018–2022	Language and Literacies Education Program Admissions Committee
2018–2023	Awards Committee
2018–2020	Curriculum, Teaching, and Learning (CTL) Council
2018–2020	Research Committee

Ontario Institute for Studies in Education -Level Committees

2019-2024	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, and the Ontario Institute for Studies in Education)
2018–2021	Ontario Institute for Studies in Education (OISE) Council

Michigan State University

2017	Michigan State University Graduate School: International Teaching Assistant Orientation Committee
2016–2017	Department of Teacher Education: Doctoral Education Committee
2015–2016	Department of Teacher Education:

2014–2015 Faculty Advisory & Coordinating Committee
 Department of Teacher Education:
 Mentoring Committee
 2013–2014 College of Education:
 Project 60/50 Student Coordinator

Community Service

2023 Be Loud Studios:
 Grants Committee
 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
 2021–2023 Be Loud Studios:
 GiveNOLA Day 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