MAREN SONGMY AUKERMAN

**Werklund Research Professor**

**Associate Professor**

**Curriculum & Learning**

**Werklund School of Education**

**University of Calgary**

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**Research Interests**

* The developmental trajectory of talk about text in classroom discussion in the early years.
* Theorizing literacy pedagogy toward social justice.
* Dialogic pedagogy and classroom discourse, particularly in relationship to reading instruction with emergent bilingual students.
* Student voice and democratic agency in school.

**Education**

**University of California, Berkeley** 2000-2004

**Ph.D., Language, Literacy and Culture**

Thesis: *Reading Pedagogical Decision-Making:*

*Shared Evaluation Pedagogy and Shared Reasoning*

*in a Community of Teacher-Learners.*

Advisor: P. David Pearson

**University of California, Berkeley** 1998-2000

**M.A., Language, Literacy and Culture**

 Specialization: Advanced Reading and Language Leadership.

Thesis: *“He’s a cleaner window:” Contextualizing literacy*

*success for a second language learner in an English language*

*kindergarten.*

Mentor: Anne Haas Dyson

**Williams College (Williamstown, MA)** 1988-1992

**B.A., Religion**

 Concentrations: Political Theory, Women’s Studies, English.

**Honors, Awards, and Funding**

**Werklund Research Professorship** 2020-2025 term

Award for high-impact scholarship, leadership and teaching/mentoring.

$200,000 CAD.

**Spencer Foundation COVID-19 Special Cycle Grant** 2020

Co-PI, with Catherine Burwell and David Scott. “Canadian and American Youth Perspectives on Media Related to COVID-19.” [Only 1.5% of applicants received awards.](https://www.spencer.org/news/announcing-our-covid-19-related-research-grants-awardees)

**Dina Feitelson Research Award** 2018

International Literacy Association award “to recognize an outstanding empirical study, published in English in a refereed journal.” Article receiving award: “The pictures can say more things”: Change across time in young children’s reference to images and words during text discussion,” in *Reading Research Quarterly.*

**Research Partnership Grant** 2018

“Exploring How the Teacher Quality Standards Support Early Literacy Instruction and Address the Needs of a Changing Student Demographic.”Alberta Education (funder), with Foothills School Division. $30,000 CAD.

**University of Calgary Faculty Research Award**. $40,000 CAD 2017

**Stanford Graduate School of Education Faculty Teaching Award** 2013, 2017

**Stanford Graduate School of Education Advising Award Nominee** 2013

**Albert J. Harris Award** 2009

International Literacy Association award for “journal article or monograph that makes an outstanding contribution to our understanding of the prevention or assessment of reading or learning disabilities.” Article receiving award: When reading it wrong is getting it right: Shared evaluation pedagogy among struggling fifth grade readers. In *Research in the Teaching of English*.

**National Academy of Education/Spencer Post-Doctoral Fellowship** 2008

**National Science Foundation** **Opportunities for Enhancing Diversity** 2008

**in the Geosciences Grant**

“Reducing Barriers to Academic Achievement & Marine Geosciences Careers: Developing a Model Middle School Program Integrating Marine Geosciences & Literacy (Youth in Oceans).”With the Lawrence Hall of Science.

**University Research Foundation Award** 2006

University of Pennsylvania

**Phi Beta Kappa Dissertation Fellowship** 2003

Alpha Chapter of California

**Spencer Research Training Fellowship** 2003

University of California, Berkeley

**University Fellowship** 1998, 2000, 2002

University of California, Berkeley

**Russell Fellowship** 2001

University of California, Berkeley

**Flanders Teaching Fellowship** 1999

University of California, Berkeley

# Creighton School District New-Teacher Mentor Award 1997

# Phoenix, AZ

# Watson Fellowship 1992

# National research fellowship

#

**Wainwright Prize for Fiction** 1992

Williams College, Williamstown, MA

**Harry S Truman Scholarship** 1990

National four-year public service award

**Pinkas Award for Public Service** 1990

Williams College, Williamstown, MA

**Work Experience**

**Associate Professor of Curriculum and Learning** since 2019

**University of Calgary**, Werklund School of Education

**Assistant Professor of Curriculum and Learning** 2017-2019

**University of Calgary**, Werklund School of Education

**Assistant Professor of Curriculum and Teacher Education** 2008**-**2017

**Stanford University,** Graduate School of Education

**Assistant Professor of Reading/Writing/Literacy** 2004-2008

**The University of Pennsylvania**, Graduate School of Education

**Professional Development Academy Director/Instructor** 2006, 2008

**Lawrence Hall of Science**, San Francisco, CA

Directed and taught professional development institutes

for 60 teachers in three different academy settings:

*Mathematics and Reading Academy*

*Science and Reading Academy*

 *Ocean Sciences and Reading Academy*

**Graduate Student Researcher** 2003-2004

**Instruction of Reading Comprehension Project**, Berkeley, CA

Examined the relationship between different kinds of comprehension

instruction and student learning. With P. David Pearson.

**Graduate Student Instructor**2003-2004

**U.C. Berkeley**, Graduate School of Education

 Designed and taught undergraduate course on discourse

and reading pedagogy.

**Literacy Consultant for Program Design**  2003

**Mountain Region Science and Reading Academy**

(for the Lawrence Hall of Science)

Berkeley, CA and Kings Beach, CA

Trained project staff and led workshops for 50 K-8 teachers.

**Graduate Student Researcher** 1998-2003

**Cal Reads Literacy Intervention Project**

Oakland and Berkeley, CA

Investigated design of small-group and tutorial instruction. Supported 200 tutors.

**Literacy Field Placement Support Director** 2001-2002

**Advanced Reading and Language Leadership Program**

U.C. Berkeley, Graduate School of Education

Supervised MA students in reading specialist program.

**Reading Certificate Program Developer and Co-Director** 2001-2002

**U.C. Berkeley Extension**

Truckee, CA and Kings Beach, CA

Developed, taught and co-directed two reading institutes for teachers:

 *The Teaching of Early Literacy*

*The Teaching of Reading to Intermediate/Adolescent Learners*

**Bilingual (Spanish/English) Elementary Teacher** 1994-1998

Creighton Elementary School District. Phoenix, AZ.

**Bilingual Reading Specialist** 1997-1998

**Collaborative Literacy Intervention Project/Lectura En Acción**

Creighton Elementary School District. Phoenix, AZ

 *Modified Reading Recovery program for first graders.*

**Writing Tutor** 1989-1992

**Williams College**. Williamstown, MA

**Publications Appearing in Peer Reviewed Publications**

*\*Indicates co-authors who were my students at the time of data collection, data analysis, and/or writing.*

* **Aukerman, M.**, & Chambers Schuldt, L. What Matters Most? Toward a Robust and Socially Just Science of Reading. (2021). *Reading Research Quarterly, n/a*(n/a). doi:https://doi.org/10.1002/rrq.406
* **Aukerman, M.** & M. Boyd. (2020). Mapping the terrain of dialogic literacy pedagogies. *Routledge International Handbook of Research on Dialogic Education*. New York: Routledge, 373-385.
* Pandya, J., & **Aukerman, M.** (2020). [Ethical literacy education](https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-821). In *Oxford Research Encyclopedia of Education*. Oxford University Press. doi: <http://dx.doi.org/10.1093/acrefore/9780190264093.013.821>
* **Aukerman, M.**, Grovet\*, K., & Belfatti, M. (2019). Race, Ideology, and Cultural Representation in Raz-Kids. *Language Arts*. 95(5), 286-299.
* **Aukerman, M.**, & Beach, R. (2018). Student Conceptualizations of Task, Audience, and Self in Writing College Admissions Essays. *Journal of Adolescent and Adult Literacy*. doi: 10.1002/jaal.8
* **Aukerman, M.** (2018). What characterizes “unfulfilled” case discussions? Particularity-based and norm-based readings of pedagogical decision-making during professional development dialogue. *Teacher Education Quarterly.* 45(3), 53-72.
* **Aukerman, M.**, Chambers Schuldt\*, L., Aiello\*, L., & Martin\*, P.(2017). What meaning-making means among us: The textual intercomprehending of emergent bilinguals in small-group text discussions.  *Harvard Educational Review.* 87(4), 482-511.
* **Aukerman, M.** & Chambers Schuldt\*, L.(2017). Bucking the authoritative script of a mandated curriculum. *Curriculum Inquiry.* 47(4), 411-437.
* **Aukerman, M.**, Johnson\*, E. M. & Chambers Schuldt\*, L. (2017). The relationship between student and teacher discourse practices in monologically and dialogically organized text discussion. *Journal of Language and Literacy Education.* 13(2), 1-52.
* **Aukerman, M.,** Chambers Schuldt\*, L. (2016). “The pictures can say more things”: Change across time in young children’s reference to images and words during text discussion*. Reading Research Quarterly,* 51(3), 267–287.
* **Aukerman, M.,** Martin\*, P. C., Gargani, J. & McCallum, R. D. (2016). A randomized control trial of shared evaluation pedagogy: The near-term and long-term impact of dialogically organized reading instruction. *L1-Educational Studies in Language and Literature*, vol. 16, 1-26.
* **Aukerman, M. &** Chambers Schuldt\*, L.(2016). Closely reading “close reading.” *Language Arts,* 93(4), 286-299.
* **Aukerman, M.**, Brown, R., Mokhtari, K., Palincsar, A., & Valencia, S. (2015). Examining the relative contributions of content knowledge and strategic processing to comprehension. *Literacy Research: Theory, Method, and Practice.* Vol. 64, 73-91.
* **Aukerman, M.**, & Chambers Schuldt\*, L. (2015). Children’s perceptions of their reading ability and epistemic roles in monologically and dialogically organized bilingual classrooms. *Journal of Literacy Research*, 47(1), 115-145.
* **Aukerman, M.** (2015). How should readers develop across time? Mapping change without a deficit perspective. *Language Arts, 93*(1), 57-64.

* Pandya, J., & **Aukerman, M.** (2014). A four resources analysis of technology in the CCSS. *Language Arts, 91*(6), 429-435.
* **Aukerman, M.** (2013). Rereading comprehension pedagogies: Toward a dialogic teaching ethic that honors student sensemaking. *Dialogic Pedagogy Journal, 1*(1), A1-A31.
* **Aukerman, M.,** & Zacher Pandya, J. (2013). Rethinking common answers to critical questions about classroom discourse. *Language Arts, 91*(1), 41-47.
* **Aukerman, M.** (2012). “Why do you say yes to Pedro, but no to me?” Toward a critical literacy of dialogic engagement. *Theory Into Practice,* 51(1), 42-48.

*Parental Leave* (beginning January, 2010).

* **Aukerman, M.** & Walsh\*, H. (2009). Getting ‘real’ in virtual talk about text. *The Middle School Journal,* 40(4), 53-61.
* **Aukerman, M.** (2008). In praise of wiggle room: Locating comprehension in unlikely places. *Language Arts*, 86(1), 52-60.
* **Aukerman, M.,** Belfatti\*, M. & Santori\*, D. (2008). Teaching and learning dialogically organized reading instruction. *English Education*, 40(4), 340-364.
* **Aukerman, M.** (2007). When reading it wrong is getting it right: Shared evaluation pedagogy among struggling fifth grade readers. *Research in the Teaching of English, 42*(1), 56-103.
* **Aukerman, M.** (2007). A culpable CALP: Rethinking the conversational/academic language proficiency distinction in early literacy instruction. *The Reading Teacher*, 60(7), 626-635.

**Additional Publications**

* **Aukerman, M.** (2021). Listening Across Differences. *Ideas that Changed Literacy Practices: First Person Accounts from Leading Voices*. D. Sumara & D. Alvermann, eds. Gorham, ME: Myers Education Press.
* **Aukerman, M**. & K. Jensen. (2020). The literacy is in the listening: Honoring multiplicity and interrelatedness as early grade teachers. *Affect, Embodiment, and Place in Critical Literacy: Assembling Theory and Practice.* M. McDermott & K. Lenters, eds. New York: Routledge, 103-114.
* Beach, R. & **M. Aukerman.** (2019). Portraying and Enacting Trust through Writing in a High School Classroom. *Languaging Relations for Transforming the Literacy and Language Arts Classroom.* R. Beach and D. Bloome, eds. New York: Routledge, 49-68.
* **Aukerman, M.** and Chambers Schuldt\*, L. (2017). Comprehension Is Collaborative – and Why That Matters for Emergent Bilingual Students. *Harvard Education Review Blog*. <http://hepg.org/blog/comprehension-is-collaborative%E2%80%94and-why-that-matter>
* **Aukerman, M.** (2006). The discursive (re)construction of student ability in teacher assessment narratives. *Working Papers in Educational Linguistics,* 21(2), 1-24.
* **Aukerman, M.** (2006). Who’s afraid of the big ‘bad answer’? *Educational Leadership,* 64(2), 37-41.

**Publications in the Press**

* Too much missing in Alberta’s draft language arts curriculum (April 30, 2021). *Edmonton Journal.*

<https://edmontonjournal.com/opinion/columnists/opinion-too-much-missing-in-albertas-draft-language-arts-curriculum>

* Is Alberta's draft curriculum for K-6 really knowledge-rich? (April 24, 2021). *Calgary Herald.*

<https://calgaryherald.com/opinion/columnists/opinion-is-albertas-draft-curriculum-for-k-6-really-knowledge-rich?fbclid=IwAR1oHtWSGW8XUNPmESrh31j51gnLcYDo0peZfWe22_aeRxeAQo8VWyeruFQ>

* By forgetting about thinking, Alberta's curriculum draft misses the mark (April 7, 2021). *CBC News.* With Burwell, Seidel, and Scott.

<https://www.cbc.ca/news/canada/calgary/road-ahead-alberta-education-curriculum-criticism-1.5978023>

* Aukerman, M. (Oct. 28, 2020). Opinion: Social studies curriculum should be based on research. *Edmonton Journal*. <https://edmontonjournal.com/opinion/columnists/opinion-social-studies-curriculum-proposals-are-a-conceptual-mess>
* Aukerman, M. (August 27, 2020). Alberta’s COVID-19 back-to-school plans lack transparency. *The Conversation.* [*https://theconversation.com/albertas-covid-19-back-to-school-plans-lack-transparency-144717*](https://theconversation.com/albertas-covid-19-back-to-school-plans-lack-transparency-144717)

**Selected Presentations and Other Speaking Engagements**

* **Aukerman, M.** (2020, April). “Fruitful Text Selection in Dialogic Reading Discussion.” American Educational Research Association Annual Meeting: San Francisco, CA (cancelled due to COVID).
* **Aukerman, M.** (2019, February). “Analyzing Reading Curricula for Ideology and Representation: The Case of *Raz-Kids.*” Western Canadian Association for Student Teaching Conference: Calgary, Alberta.
* Beach, R. & **Aukerman, M.** (2018, December). “High School Students’ Narrative Portrayals of Languaging Actions to Create Supportive Peer Relations.”Literacy Research Association Annual Meeting: Indian Wells, CA.
* **Aukerman, M.** (2018, June). *Invited colloquium,* University of Hamburg, Germany.
* **Aukerman, M.**, Murdock-Perriera\*, L. & Martin\*, P.C. (2017, November). “‘A teaching that respects students’ voices’: Preservice teachers learning dialogic pedagogy in a content literacy course.” Literacy Research Association Annual Meeting: Tampa, FL.
* **Aukerman, M.**. (2017, June). Boston University Summer Literacy Institute plenary talk, “Knowing, Seeking to Know, and Discovering: Critical Literacy at the Elementary Level.”
* **Aukerman, M.** **(**2017, February). *Invited colloquium*, University of New Mexico.
* **Aukerman, M.** (2017, January). *Invited colloquium,* University of Texas, Austin.
* **Aukerman, M.** (2017, January). *Invited colloquium,* University of Pittsburgh.
* **Aukerman, M.** (2016, December). *Invited colloquium*, Boston University.
* **Aukerman, M.** (2016, December). *Invited colloquium*, Temple University.
* **Aukerman, M.** (2016, December). *Invited colloquium,* Illinois State University.
* **Aukerman, M.** & Chambers Schuldt\*, L. (2016, April). “The development of dialogic oracy during young children’s discussions about text.” American Educational Research Association Annual Meeting: Washington, D.C.
* **Aukerman, M.** (2015, March). *Invited colloquium*, Ohio State University.
* **Aukerman, M.** & Chambers Schuldt\*, L. (2015, April). “Bucking the monologic script of a mandated curriculum.” American Educational Research Association Annual Meeting: Chicago, IL.
* **Aukerman, M.** (2014, December). “A dialogic conversation examining the contributions of content knowledge and strategic processing to comprehension.” *Invited plenary panel speaker* for Literacy Research Association Annual Meeting, San Marcos Island, FL.
* **Aukerman, M.** & Chambers Schuldt\*, L. (2014, December). “One or many pathways to dialogic citizenship?” Literacy Research Association Annual Meeting, San Marcos Island, FL.
* **Aukerman, M.** (2014, April). “A close reading of Common-Core inspired ‘close reading.’” *Invited keynote address*, Literature Special Interest Group. American Educational Research Association Annual Meeting, Philadelphia, PA.
* **Aukerman, M.** (2014, April). “Reconceptualizing comprehension: Mapping transformations in the intellectual qualities of young children’s reading.” American Educational Research Association Annual Meeting; Philadelphia, PA.
* **Aukerman, M.**, & Chambers Schuldt\*, L. (2014, April). “Image and word as evidence in dialogically organized text discussion.” American Educational Research Association Annual Meeting; Philadelphia, PA.
* **Aukerman, M.** (2014, March). *Invited colloquium,* University of California, Berkeley.
* **Aukerman, M.**, Chambers Schuldt\*, L., Aiello\*, L., & Martin\*, P. C. (2013, December). “The Collective and Contingent Nature of Idea-Building in Dialogically Organized Discussion.” Literacy Research Association Conference, Dallas, TX.
* **Aukerman, M.**, Chambers Schuldt\*, L., & Aiello\*, L. (2013, April). “Pathways of sensemaking in second-grade English Learner text discussions.” American Educational Research Association Annual Meeting, San Francisco, CA.
* **Aukerman, M.**, Chambers Schuldt\*, L., & Johnson\*, E. M. (2012, December). “What does it mean to read? Bilingual children’s perspectives from dialogically and monologically organized classroom environments.” Literacy Research Association Annual Meeting, San Diego, CA.
* **Aukerman, M.**, Chambers Schuldt\*, L., & Johnson\*, E. M. (2012, April). “Doing reading: Student understandings of what it means to read in dialogically and monologically organized classrooms.” American Educational Research Association Annual Meeting, Vancouver, Canada.
* **Aukerman, M.**, Chambers Schuldt\*, L., & Johnson\*, E. M. (2011, December). “Making space for sensemaking: The role of dialogic text discussion in a 2nd grade classroom.” Literacy Research Association Annual Meeting, Jacksonville, FL.
* **Aukerman, M.** & Chambers Schuldt\*, L. (2011, April). “Getting past the paradox: perspective-taking as critical literacy.” American Educational Research Association Annual Meeting, New Orleans, LA.
* **Aukerman, M.** & Chambers Schuldt\*, L. (2010, December). “Dialogic text discussion as a site for critical literacy.” Literacy Research Association Annual Meeting, Fort Worth, TX.
* **Aukerman, M.**, Riley\*, K., and McGuire\*, C. (2009, April). “How teacher- and student-generated questions serve different discursive goals in literature discussions.” American Educational Research Association Annual Meeting, San Diego, CA.
* **Aukerman, M.**, Belfatti\*, M., et al. (2008, December). Symposium: “Eliciting peer-to-peer talk about text in the middle elementary years.” National Reading Conference Annual Meeting, Orlando, FL.
* **Aukerman, M.**, Glasheen\*, G. & McGuire\*, C. (2008, April). “Eliciting peer-to-peer text discussion: How teacher and student questions matter.” American Educational Research Association Annual Meeting, New York, NY.
* **Aukerman, M.**, & Glasheen\*, G. (2007, December). “‘Surrendering to this new pedagogy’: Dialogic reading in the professional development of science teachers.” National Reading Conference Annual Meeting, Austin, TX.
* **Aukerman, M.**, & Martin\*, P. (2007, April). “‘A very productive struggle’: Science teachers learning dialogic reading teaching.” American Educational Research Association Annual Meeting, Chicago, IL.
* **Aukerman, M.**, Belfatti\*, M., McGuire\*, C. & Santori\*, D. (2007, February). Symposium: “Complicating our understanding of children's interpretive authority in literature group discussions.” Ethnography in Education Research Forum, Philadelphia, PA.
* **Aukerman, M.** (2006, December). “Reading comprehension as the creation of a motivated text.” National Reading Conference Annual Meeting, Los Angeles, CA.
* **Aukerman, M.**, Belfatti\*, M., McGuire\*, C. & Santori\*, D. (2006, December). “Children as interpretive authorities.” National Reading Conference Annual Meeting, Los Angeles, CA.
* **Aukerman, M.**, Belfatti\*, M. & Santori\*, D. (2005, December). “Am I teaching comprehension? Questions and challenges as teachers move toward more dialogically organized reading instruction.” National Reading Conference Annual Meeting, Miami, FL.
* **Aukerman, M.** (2004, December). “When reading it wrong is getting it right: Shared evaluation pedagogy among struggling fifth grade readers.” National Reading Conference Annual Meeting, San Antonio, TX.
* **Aukerman, M.** (2003, December). “Grappling with epistemological conflict: Teacher hesitancy and engagement in learning dialogic reading pedagogy.” Reading Conference Annual Meeting, Scottsdale, AZ.
* **Aukerman, M.** (2003, February). “Love in a time of Open Court? Equity, expectations, and reading instruction ‘at a fifth grade level.’” Ethnography in Education Research Forum, Philadelphia, PA.
* **Aukerman, M.** (2002, December). “The discoursal (re)construction of student ability in teacher-generated assessment narratives.” National Reading Conference Annual Meeting, Miami, FL.
* **Aukerman, M.** (2002, April). “‘He’s a cleaner window’: Contextualizing literacy success for a second-language learner in an English-language kindergarten.” American Educational Research Association Annual Meeting, New Orleans, LA.

**Professional Leadership in Research**

**Reading Research Quarterly**

Editorial Review Board (current)

**Research in the Teaching of English**

Editorial Review Board (current)

**Journal of Literacy Research**

Editorial Review Board (current)

**Language Arts**

Department Editor, Research and Policy (2013-16 term, vols. 91, 92, 93)

Editorial Review Board (current)

**Journal of Children’s Literature**

Editorial Review Board (2016-2019 term)

**Dialogic Pedagogy Journal**

Editorial Review Board (founding member; 2014-2016 term)

**Handbook of Research on Children’s and Young Adults’ Literature**

Editorial Review Board (Routledge, 2009)

**Selected professional service to the field**

**Alberta Advisory Committee for Educational Studies** (since 2020)

**National Council for Teachers of English Alan Purves Award Committee** (2017)

**Spencer Foundation**

Large Grants Invited Reviewer

Small Grants Invited Reviewer

**Invited Reviewer for:**

* **The Handbook of Research on Teaching the English Language Arts**

(4th edition, Routledge)

* **Literacy Research & Instruction**
* **Language & Education**
* **Early Childhood Education**
* **English Education**
* **Cognition and Instruction**
* **TESOL Quarterly**
* **The Journal of Teacher Education**
* **Written Language and Literacy**
* **L1 Journal**
* **International Journal of Educational Research**
* **Social Studies Research and Practice**

**Selected University Service at the Werklund School of Education**

**Academic Coordinator. Certificate Program in Early Childhood Education** Since 2021

**Undergraduate Programs in Education Curriculum Review Steering Committee**

2019

**Faculty Council Executive Board** 2018-2019

Elected position, Advisory Group to Dean

**Search Committee for Tier II Canada Research Chair in Canadian Language Policy and Education** 2018

**Early Childhood Education Council Faculty Advisor** 2018-2019

University of Calgary Chapter.

**Faculty Mentor, Program for Undergraduate Research Experience Award** 2018

Mentored student during application and project completion.

**Team member, Application for Canada Research Chair,**  2018

**Social Sciences and Humanities Research Council submission**

Assisted in successful application for position in Canadian Language Policies and Education

**Selected Previous University Service**

**Faculty Advisor, Haas Center Community-Based Research Fellows Program** 2016

Stanford.Chosen by undergraduate as mentor for community-based research.

**Diversifying Academia, Recruiting Excellence Faculty Resource Advisor**  2015

 Stanford.Chosen by doctoral student of color for support in navigating academia.

**Dean’s Faculty Advisory Council,** Graduate School of Education, Stanford 2012-13

**Stanford Teacher Education Program Elementary Committee** 2008-2017

**Professional Memberships**

* **Literacy Research Association**. Organization of more than 1000 literacy researchers. (*Selected as candidate for LRA Board of Directors in 2016*.)
* **National Council for Teachers of English**
* **International Literacy Association**

**Teaching Experience at Werklund (Courses taught/developed)**

* **Advanced Topics in Language and Literacy**
* **Elementary English Language Arts Specializations 1 and 2**
* **Curriculum & Learning Doctoral Seminar**
* **Language and Literacy Learning in the Classroom**
* **Early Childhood Specialization**
* **Assessment**

**Selected Previous University Courses Developed/Taught**

* **Elementary Literacy Methods**
* **The Discourses of Teaching Reading**
* **Field Practicum for Reading Specialists**
* **Instructional Leadership in Literacy**
* **Literacy Theory**
* **Phonics, Word Recognition, and Fluency**
* **Qualitative Interview Methods in Educational Research**
* **Content Literacy**

**Sampling of dissertations supervised**

* L. Aiello. *Attending to all we elicit: Student skepticism of dialogic practices and stances.* Stanford University.
* L. Murdock Perriera. *Linguistic belonging: How teacher-student interactions about language use shape elementary students’ experiences of belonging.* Stanford University.
* E. Raab. *Why school?* Stanford University.
* E. Moore Johnson*.* *High-challenge and high-support reading comprehension instruction for English Language Learners.* Stanford University.
* L. Chambers Schuldt. *Talking about writing: Teachers’ oral feedback to elementary writers.* Stanford University.
* M. Belfatti. *Contesting nonfiction: Fourth graders making sense of words and images in science information book discussions.* University of Pennsylvania.
* D. Santori. “*Sense-making—the heart of the matter”: Exploring reading comprehension in various participation structures.* University of Pennsylvania.
* E. Ra. *Unveiling the Silence: Korean American elementary students’ cultural identity development and literacy practices.* University of Pennsylvania.

**Selected honors my advisees have received**

* **Award Winner, Social Sciences and Humanities Research Council of Canada Doctoral Fellowship (2021).**
* **Finalist, National Academy of Education/Spencer Foundation Post-Doctoral Fellowship (2020).**
* **Award Winner, Stanford Diversifying Academia, Recruiting Excellence Fellowship (2017).**
* **Finalists, International Reading Association Dissertation Award (2010, 2014).**
* **Award Winner, National Academy of Education/Spencer Foundation Dissertation Fellowship (2013).**

**Selected dialogue and communication of findings with practitioners**

* **Seek to Understand: Respectful and Dialogic Teaching.** Ongoing. Founder and administrator of international Facebook group on teaching for practitioners. 1K+ members from across 6 continents. <https://www.facebook.com/groups/1699121830362630>
* **Countering a Regressive Curriculum: A Dialogue on Nurturing Student Success and Learning."** (2021, October 4). Invited speaker. University of Calgary.

### **What does it mean for children to flourish in schools in the present tense?** (2021, May). In *Re-imagining the Past, Present, and Future of Education in Alberta: An Evening of Dialogue.* Invited Speaker. University of Calgary.

# <https://werklund.ucalgary.ca/reimagining-education>

* **Alberta’s New Draft Curriculum.** (2021, April 8). Alberta at Noon. CBC Radio. With Judy Aldous. <https://www.cbc.ca/listen/live-radio/1-1-alberta-at-noon/clip/15836047-albertas-draft-curriculum>
* ***VoicEd Radio*** (2020, November 10). Alberta curriculum revision. Invited guest. *Hurley in the Morning.* <https://www.spreaker.com/episode/41922308>

* ***Time out with Matt and Melissa: Ed Students in Conversation* Podcast.** (Summer, 2020). Invited speaker.
* ***Journal of Language and Literacy Education* Podcast.** (Fall, 2017). Invited speaker.
* ***Voice of Literacy* Podcast** (2016) <http://www.voiceofliteracy.org/posts/64664>
* ***Literacy Research Association Research to Practice Show*** (February, 2015)

Invited speaker.