

Jessica Nina Lester, Ph.D.
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EDUCATION

University of Tennessee

Degree: Doctor of Philosophy in Education
May 2011
Major: Educational Psychology and Research
Cognate: Cultural Studies in Education
Graduate Certificate: Qualitative Methods in Education

University of North Dakota

Degree: Graduate Certificate in Autism Spectrum Disorders, 2010

University of Mary

Degree: Master of Education, 2005
Major: Special Education

Jamestown College

Degree: Bachelor of Arts, 2000 (Summa cum Laude)
Major: Biology
Honors: College Fellow in Biology, Departmental Honors in Biology

CREDENTIALS

2003-2012 Elementary Education Credential K-6, North Dakota
2003-2012 Special Education Credential K-12, North Dakota

PROFESSIONAL EXPERIENCE

Associate Professor, Inquiry Methodology, Department of Counseling & Educational Psychology, Indiana University, July 2017-present

Engage in research activities and teach courses related to qualitative research methodologies/methods, specifically discourse and conversation analysis. Advise graduate students and engage in community, university, and college level service activities.

Assistant Professor, Inquiry Methodology, Department of Counseling & Educational Psychology, Indiana University, August 2013-June 2017

Designed and taught courses in qualitative research methods, specifically discourse and conversation analysis. Advise graduate students and engage in community, university, and college level service activities.

Assistant Professor, Educational Psychology Program, Department of Educational Leadership & Counseling Psychology, Washington State University, August 2011–July 2013

Designed and taught courses in learning theories for education graduate students and pre-service/practicing teachers. Advised doctoral and master's students. Engaged in community, university, and college level service activities.

Adjunct Faculty Member, College of Education, University of Mary, January 2006–July 2013

Designed and taught a summer face-to-face graduate course in critical multicultural education and an online version of a critical multicultural education course. Designed, developed, and taught special education courses.

Graduate Assistant, Educational Psychology & Counseling, University of Tennessee, August 2010 – May 2011

Provided research assistance to faculty members. Assisted and taught within a full-service model, after-school program designed to provide children and their families with academic, medical, social, and community supports.

Special Education Consultant/Teacher, Psychoeducational Network, August 2006-May 2011

Assessed (using standardized and dynamic forms of assessment), planned, and implemented home-based and school-based programs for K-12 children with developmental disability labels in East Tennessee. Developed and facilitated groups for social skill development for children with autism spectrum disorders. Participated in IEP meetings, made classroom observations, and collaborated with regular education and special education teachers in implementing inclusive practices for children with developmental disability labels.

Graduate Teaching Associate, Educational Psychology & Counseling, University of Tennessee, 2008-Spring 2010

Actively engaged in teaching and developing an educational psychology course required of all undergraduate and graduate level students seeking TN teaching license. Duties included weekly instruction, graduate teaching assistant orientation, materials development, and participation in core coordinator meetings. Mentored graduate teaching assistants through weekly level meetings, materials development support, and observations.

Graduate Teaching Assistant, Educational Psychology & Counseling, University of Tennessee, 2006-2008

Assisted instructional team with development and design of an educational psychology course required of all undergraduate and graduate level teachers seeking TN licensure; individually responsible for preparation of materials, weekly instruction, and evaluation; content included learning theories, classroom management, instructional methods, and assessment.

Graduate Teaching Assistant, Education and Occupational Therapy Departments, University of Mary, 2003-2004

Provided instructional assistance in graduate level statistics courses for Master's degree Program in Education. Assisted in teaching within the Master's degree program in occupational therapy, developing and facilitating teaching sessions focused on special education, and providing interdisciplinary supports for children with developmental disability labels.

Special Education Teacher and Elementary School Coordinator, El Arca International, Bogota, Colombia, 2004-2005

Developed inclusive educational programs for children, grades one to four, with disability labels, coordinated development of and taught elementary bilingual curriculum for 180 students, developed and led in-service for educational staff.

Middle School Mathematics and Science Teacher, St. Anne School, North Dakota, 2004

Taught 6th, 7th, and 8th grade math and science courses, including Pre-Algebra, Algebra, Earth Science, and Life Sciences.

Educational Therapist, Private Practice, Bismarck, North Dakota, 2002-2004

Developed and coordinated a private educational clinic focused on meeting the needs of children with disability labels, their families, and surrounding school districts. Participated in educational testing, IEP development/meetings, and one-on-one instruction for K-12 children referred by local school districts.

6th Grade Teacher, El Arca International, Bogota, Colombia, South America, 2001-2002

Taught 6th grade subjects and ESL courses for elementary students.

Infectious Disease Research Fellow, University of Iowa, Iowa City, Iowa, Summer 2000

Participated in a research and mentor program for young science scholars interested in infectious diseases and careers in medical sciences.

HONORS AND AWARDS

- 2018 Outstanding Qualitative Research Book Award, Qualitative Research-Special Interest Group, American Educational Research Association (for *Discursive perspectives on education policy and implementation*)
- 2018 Distinguished Early Career Contributions in Qualitative Inquiry Award, Division 5, American Psychological Association
- 2018 Trustees' Teaching Award, Indiana University
- 2016 Trustees' Teaching Award, Indiana University
- 2015 Trustees' Teaching Award, Indiana University
- 2014 Division D Early Career Award in Measurement and Research Methodology (Qualitative Methodology), American Educational Research Association
- 2012 Elva Knight Research Award, International Reading Association
- 2011 Extraordinary Professional Promise Chancellor's Award, University of Tennessee

- 2008-2010 Travis Hawk Fellowship, University of Tennessee

RESEARCH, SCHOLARSHIP & CREATIVE ACTIVITY

*Authored/presented with a student

Books

- 7 Paulus, T. M. & **Lester, J. N.** (under contract, scheduled for publication 2020). *Doing qualitative research with digital tools*. Thousand Oaks, CA: SAGE.
- 6 **Lester, J. N.**, & O'Reilly, M. (under contract, scheduled for publication 2019). *The social, cultural, and political discourses of childhood mental health disorders*. London, UK: Springer.
- 5 **Lester, J. N.**, & O'Reilly, M. (2019). *Applied conversation analysis: Social interaction in institutional settings*. Thousand Oaks, CA: SAGE.
- 4 Kiyimba, N., **Lester, J. N.**, & O'Reilly, M. (2019). *Using naturally occurring data in qualitative health research: A practical guide*. London, UK: Springer.
- 3 Lochmiller, C. R., & **Lester, J. N.** (2017). *An introduction to educational research: Connecting methods to practice*. Thousand Oaks, CA: SAGE.
- 2 O'Reilly, M., & **Lester, J. N.** (2017). *Examining mental health through social constructionism: The language of mental health*. London, UK: Palgrave-Macmillan.
- 1 Paulus, T., **Lester, J. N.**, & Dempster, P. (2014). *Digital tools for qualitative research*. London, UK: SAGE.

Edited Books/Volumes

- 7 Lester, J. N. (Ed.). (under contract, scheduled for publication 2020). *Discursive psychology and constructions of disability*. London, UK: Palgrave-Macmillan. Part of the book series, Palgrave studies in discursive psychology with Cristian Tileaga and Elizabeth Stokoe.
- 6 O'Reilly, M., & **Lester, J. N.** (Eds.). (under contract, scheduled for publication 2020). *Improving communication in mental health settings: Evidence-based recommendations from practitioner led research*. London, UK: Jessica Kingsley Publishers.
- 5 **Lester, J. N.**, Lochmiller, C. R., & Gabriel, R. (Eds.). (2017). *Discursive perspectives on education policy and implementation*. New York, NY: Palgrave-Macmillan.
- 4 O'Reilly, M., **Lester, J. N.**, & Muskett, T. (Eds.). (2017). *A practical guide to doing social interaction research in Autism Spectrum Disorders (ASD): Communication, discourse and conversation analysis*. London, UK: Palgrave-Macmillan.
- 3 O'Reilly, M., & **Lester, J. N.** (Eds.). (2016). *The Palgrave handbook of adult mental health: Discourse and conversation studies*. London, UK: Palgrave-Macmillan.
- 2 O'Reilly, M., & **Lester, J. N.** (Eds.). (2015). *The Palgrave handbook of child mental health: Discourse and conversation studies*. London, UK: Palgrave-Macmillan.
- 1 Gabriel, R. & **Lester, J. N.** (Eds.). (2013). *Performances of research: Critical issues in K-12 education. Series - Counter points: Studies in the Postmodern Theory of Education*. New York, NY: Peter Lang.

Major Reference Works

- 1 **Lester, J. N.** & O'Reilly, M. (Editors-in-Chief). (under contract). *The Palgrave Encyclopedia of Critical Perspectives on Mental Health*.

Book Series Editorship

- 1 O'Reilly, M., & **Lester, J. N.** (Eds.). (2015-present). *Language and mental health* (<https://www.palgrave.com/gp/series/15193>). London, UK: Palgrave-Macmillan.

Guest Journal Editorships

- 7 **Lester, J. N.**, & Nusbaum, E. (Eds.). (2018). "Reclaiming" disability in critical qualitative research. *Qualitative Inquiry*, 24(1).
 - **Lester, J. N.**, & Nusbaum, E. (2018). "Reclaiming" disability in critical qualitative research: Introduction to the special issue. *Qualitative Inquiry*, 24(1), 3-7.
- 6 **Lester, J. N.**, Lochmiller, C. R., & Gabriel, R. (Eds.). (2017). Diverse perspectives on discourse analysis and education policy. *Education Policy Analysis Archives*.
 - Lester, J. N., Lochmiller, C. R., & Gabriel, R. (2017). Exploring the intersection of education policy and discourse analysis: An introduction. *Education Policy Analysis Archives*, 25(25).
- 5 Lochmiller, C. R., & **Lester, J. N.** (Eds.). (2017). Preparing practitioner-scholars for education research. *Journal of Research on Leadership in Education*.
 - Lochmiller & **Lester, J. N.** Examining the intersection of leadership practice, administrator preparation, and research methods training: An initial dialogue. 12(1), i-vii.
- 4 **Lester, J. N.**, Lochmiller, C. R., & Gabriel, R. (Eds.) (2016). Critical discourse analysis and education policy. *Education Policy Analysis Archives*, 24(102).
 - **Lester, J. N.**, Lochmiller, C. R., & Gabriel, R. (2016). Locating and applying critical discourse analysis within education policy: An introduction. *Education Policy Analysis Archives*.
- 3 O'Reilly, M., **Lester, J. N.**, & Muskett, T. (Eds.). (2016). Discourse and conversation analytic approaches to the study of Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 46(2).
 - O'Reilly, M., **Lester, J. N.**, & Muskett, T. (2016). Discourse/Conversation analysis and Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 46(2), 355-359.
- 2 Lester, J. N. (Ed). (2014a). The methodological, theoretical, and practical applications of discursive psychology for the study of psychological matters. *Qualitative Psychology*, 1(2).
 - Lester, J. N. (2014). Discursive psychology: Methodology and applications. *Qualitative Psychology*, 1(2), 141-143.
- 1 Kronick, R., **Lester, J. N.**, & Luter, G. (Eds.). (2013). Higher education's role in public school reform and community engagement. *Peabody Journal of Education*, 88.
 - Kronick, R., **Lester, J. N.**, & Luter, G. (2013). Introduction to higher education's role in public school reform and community engagement. *Peabody Journal of Education*, 88, 519-524.
 - Kronick, R., **Lester, J. N.**, & Luter, G. (2013). Conclusion to higher education's role in public school reform and community engagement. *Peabody Journal of Education*, 88, 657-664.

Refereed Journal Articles

- 59 O'Reilly, M., & Lester, J. N. (in press). Applied conversation analysis for counselling and psychotherapy researchers. *Counselling and Psychotherapy Research*.
- 58 Lester, J. N. (in press). 'Going digital': The productive tensions of virtual ethnography. *Cultural Studies/Critical Methodologies*.
- 57 Anders, A. D., & Lester, J. N. (in press). Examining loss: Postcritical ethnography and the pursuit of what should be otherwise. *Qualitative Inquiry*.
- 56 Paulus, T. M., Warren, A. N., & Lester J. N. (2018). Beyond scaffolding and scripting: Using conversation analysis methods to understanding learning in online discussions. *Language@Internet*, 15, art. 1.
- 55 O'Reilly, M., Kiyimba, N., & Lester, J. N. (2018). Agenda setting with children using the 'three wishes' technique. *Journal of Child Healthcare*, 22(3), 419-432.
- 54 Lester, J. N., Wong, J., O'Reilly, M., Kiyimba, N. (2018). Discursive psychology: Implications for counseling psychology. *The Counseling Psychologist*, 46(5), 575-607.
- 53 O'Reilly, M., Kiyimba, N., & Lester, J. N. (2018). Discursive psychology as a method of analysis for the study of couple and family therapy. *Journal of Marital and Family Therapy*, 44(3), 409-425.
- 52 Lester, J. N., & Anders, A. D. (2018). Engaging ethics in postcritical ethnography: Troubling transparency, trustworthiness, and advocacy. *Forum: Qualitative Social Research*, 19(3), <http://dx.doi.org/10.17169/fqs-19.3.3060>.
- 51 Lester, J. N., Anders, A. D., & Mariner, N. S. (2018). We've been here before: An open letter to defy, resist, and build. *Taboo: The Journal of Culture and Education*, 17(2), <https://digitalcommons.lsu.edu/taboo/vol17/iss2/8>.
- 50 Roberts, M. R., Gotch, C., & Lester, J. N. (2018). Examining score report language in an accountability system. *Frontiers in Education*, 3, 42.
- 49 Lester, J. N., & Gabriel, R. (2017). Regulating readers' bodies: A discourse analysis of teachers' body talk. *Discourse: Studies in the Cultural Politics of Education*, 38(5), 688-700.
- 48 Luter, G., Lester, J. N., Lochmiller, C. R., & Kronick, R. (2017). Participant perceptions of a UACS after school program: Extending learning beyond the classroom. *School Community Journal*, 27(1), 55-82.
- 47 O'Reilly, M., Lester, J. N., Muskett, T., Karim, K. (2017). How parents build a case for Autism Spectrum Disorder during initial assessments: "We're fighting a losing battle". *Discourse Studies*. 19(1), 69-83.
- 46 Lochmiller, C. R., & Lester, J. N. (2017). Conceptualizing practitioner-scholarship for educational leadership research and practice. *Journal of Research on Leadership in Education*, 12(1), 3-25.
- 45 Lochmiller, C. R., Lucero, A., & Lester, J. N. (2016). Challenges for a new bilingual program: Implementing the International Baccalaureate's Primary Years Programme in four Colombian schools. *Journal of Research in International Education*, 15(2), 155-174.
- 44 O'Reilly, M., & Lester, J. N. (2016). Building a case for a good parent identity in a systemic environment: Resisting blame and accounting for children's behaviour. *Journal of Family Therapy*, 38(4), 491-511.
- 43 Paulus, T. M., & Lester, J. N. (2016). ATLAS.ti for conversation and discourse analysis. *International Journal of Social Research Methodology*, 19(4), 405-428.

- 42 O'Reilly, M., **Lester, J. N.**, & Muskett, T. (2016). Epistemic claims to psychiatric matters in child mental health settings: Children's claims to knowledge regarding their mental health experiences and professionals' renegotiation of the problem. *Patient Education and Counseling*, 99(6), 905-910.
- 41 Paulus, T., *Warren, A., & **Lester, J. N.** (2016). Applying conversation analysis methods to online talk: A literature review. *Discourse, Context & Media*, 12, 1-10.
- 40 Davis, A. D., & **Lester, J. N.** (2016). Graduate students' construction of researcher identities explored through discourse analysis. *Qualitative Research in Education*, 5(1), 49-80. doi:10.17583/qre.2016.1473
- 39 **Lester, J. N.**, & Gabriel, R. (2016). Engaging in performance ethnography in research methods courses. *Qualitative Inquiry*, 22(2), 125-131.
- 38 Oreshkina, M., & **Lester, J. N.** (2015). A discursive psychology approach to the study of pre-service teachers' written reflections about teacher effectiveness. *Teaching Education*, 26(4), 422-438.
- 37 **Lester, J. N.**, & Paulus, T. M. (2015). "I'm not sure I even know": Therapists' tentative constructions of autism. *Review of Disability Studies: An International Journal*, 11(3), 1-18.
- 36 **Lester, J. N.**, & O'Reilly, M. (2015). Is evidence-based practice a threat to the progress of the qualitative community? Arguments from the bottom of the pyramid. *Qualitative Inquiry*, 21(7), 628-632.
- 35 O'Reilly, M., Karim, K., & **Lester, J. N.** (2015). Separating "emotion" from "the science": Exploring the perceived value of information for parents and carers of children with ASD. *Clinical Child Psychology and Psychiatry*, 20(3), 500-514.
- 34 **Lester, J. N.**, Scherff, L., & Paulus, T. M. (2015). The ideological dilemmas inherent in informal learning spaces: A discourse analysis of preservice teacher talk. *The Qualitative Report*, 20(6), 830-847.
- 33 Anders, A. D., & **Lester, J. N.** (2015a). Lessons from interdisciplinary qualitative research: Learning to work against a single story. *Qualitative Research*, 15(6), 738-754.
- 32 Anders, A. D., & **Lester, J. N.** (2015b). Navigating authoritarian power in the United States: Families with refugee status and allegorical representation. *Cultural Studies/Critical Methodologies*, 15(3), 169-179.
- 31 Giles, D., Stommel, W., Paulus, T., **Lester, J.**, & Reed, D. (2015). The microanalysis online data: Methodological developments. *Discourse, Context & Media*, 7, 45-51.
- 30 **Lester, J. N.**, Karim, K., & O'Reilly, M. (2014). "Autism itself actually isn't a disability": Negotiating a 'normal' versus 'abnormal' autistic identity. *Communication & Medicine*, 11(2), 139-152.
- 29 **Lester, J. N.**, & Gabriel, R. (2014). The discursive construction of intelligence in introductory educational psychology textbooks. *Discourse Studies*, 16(6), 776-791.
- 28 Lester, J. N. (2014b). Negotiating the abnormality/normality binary: A discursive psychological approach to the study of therapeutic interactions and children with autism. *Qualitative Psychology*, 1(2), 178-193.
- 27 **Lester, J. N.**, & Anders, A. D. (2014). Complicating translation: Children with refugee status and special education testing. *NYS TESOL Journal*, 1(2), 25-38.
- 26 Koo, S., & **Lester, J. N.** (2014). Naming and un-naming a research study "participatory". *The Qualitative Report*, 19(11), 1-13.

- 25 **Lester, J. N.**, & Paulus, T. M. (2014). “That teacher takes everything badly”:
Discursively reframing non-normative behaviors in therapy sessions. *International
Journal of Qualitative Studies in Education*, 27(5), 641-666.
- 24 Luter, G., **Lester, J. N.**, & Kronick, R. (2013). “Remember, it’s a pilot”:
Exploring the experiences of teachers/staff at a university-assisted community school. *School
Community Journal*, 23(2), 161-184.
- 23 Anders, A. D., & **Lester, J. N.** (2013). Refugee status and economic subjugation:
Government agencies and faith-based organizations tracking families into low wage
labor. *International Education*, 43(1), 7-33.
- 22 Paulus, T. M., **Lester, J. N.**, & Britt, G. (2013). Constructing “false hopes and fears”:
A discourse analysis of introductory qualitative research texts. *Qualitative Inquiry*. 19(9),
637-649.
- 21 Gabriel, R., & **Lester, J. N.** (2013a). Community performances and performative texts as
tools for critical exploration. *Power and Education*, 5(2), 172-185.
- 20 Gabriel, R., & **Lester, J.N.** (2013b). Sentinels guarding the grail: Value-added
measurement and the quest for education reform. *Educational Policy Analysis Archives*,
20(9). Retrieved from: <http://epaa.asu.edu/ojs/article/view/1165>
- 19 Gabriel, R., & **Lester, J. N.** (2013c). The romance quest of education reform: A
discourse analysis of *The LA Times*’ reports on value-added measurement teacher
effectiveness. *Teachers College Record*, 115(12). 1-32.
- 18 Evans, K. R., & **Lester, J. N.** (2013). Restorative justice in education: What we know so
far. *Middle School Journal*, 44(5), 57-63.
- 17 Paulus, T., & **Lester, J. N.** (2013). Making learning ordinary: Ways undergraduates
display learning in a CMC task. *Text & Talk*, 33(1), 53-70.
- 16 Oreshkina, M. & **Lester, J. N.** (2013). Discourses of segregation and inclusion: A
discourse analysis of a Russian newspaper for teachers. *Disability & Society*, 28(5), 687-
701.
- 15 Lester, J. N. (2012a). A discourse analysis of parents’ talk around their children’s autism
labels. *Disability Studies Quarterly*. 32(4), Art. 1.
- 14 **Lester, J. N.**, & Paulus, T. M. (2012). Performative acts of autism. *Discourse & Society*,
12(3), 259 - 273.
- 13 Gabriel, R., & **Lester, J. N.** (2012a). Teacher educators’ varied definitions of learning
disabilities. *The Review of Disability Studies: An International Journal*, 8(2), 4-19.
- 12 Oreshkina, M., **Lester, J.**, & Judge, S. (2012). Education of children with disabilities as
constructed within a Russian newspaper for teachers. *The Review of Disability Studies:
An International Journal*, 8(2), 45-55.
- 11 Evans, K., & **Lester, J. N.** (2012a). Zero tolerance: Moving the conversation forward.
Intervention in Schools and Clinic, 48, 108-114.
- 10 Evans, K. R., & **Lester, J. N.** (2012b). Disturbing “distractions”:
Speaking back to racialized school discipline practices. *Cultural Studies/Critical Methodologies*, 12(2),
217-221.
- 9 Gabriel, R., & **Lester, J. N.** (2012b). In Track: An allegorical tale about the
quantification of achievement, potential, and intelligence in U.S. public schools. *Power
Play: A Journal of Educational Justice*, 12(2), 1-25.
- 8 Gabriel, R., & **Lester, J. N.** (2012c). Race to the Top era of education consulting: A call
to reform the reformers. *International Journal of Educational Policies*, 5(1), 33-46.

- 7 **Lester, J. N., & Paulus, T.** (2011). Accountability and public displays of knowing in an undergraduate computer-mediated communication context. *Discourse Studies*, 13(5), 671-686.
- 6 Lester, J. N. (2011a). Exploring the borders of cognitive and discursive psychology: A methodological reconceptualization of cognition and discourse. *Journal of Cognitive Education and Psychology*, 10(3), 280-293.
- 5 Coulter, S. E., & **Lester, J. N.** (2011). Finding and redefining the meaning of teaching: Exploring the experience of mid-career English teachers. *Journal of Curriculum and Instruction*. 5(2), 5-26.
- 4 Evans, K., **Lester, J.**, & Broemmel, A. (2010). Talking back to scripted curricula: A critical performance ethnography with teachers' collective narratives. *Power and Education*, 2(2), 183-196.
- 3 Evans, K., & **Lester, J. N.** (2010). Classroom management and discipline: Responding to the needs of young adolescents. *Middle School Journal*, 41(3), 56-63.
- 2 **Lester, J. N., & Evans, K. R.** (2009). Instructors' experiences of collaborative teaching: Building something bigger. *International Journal of Teaching and Learning in Higher Education*, 20(3), 307-323.
- 1 Greenberg, K. H., **Lester, J.**, Evans, K., Williams, M., Hacker, C., & Halic, O. (2009). Student learning with student learning with performance-based, in-class and learner-centered, online exams. *International Journal of Teaching and Learning in Higher Education*, 20(3), 383-393.

Book Chapters/Contributions to Edited Volumes (Refereed)

- 30 **Lester, J. N.** (in press, 2020). S. Wiggins & K. Osvaldsson Cromdal (Eds.), *Discursive psychology and embodiment: Beyond subject-object binaries*, London, UK: Palgrave-Macmillan.
- 29 **Lester, J. N., & *Uttamchandani, T. M.** (in press, 2019). Language – Qualitative approaches of language in CSCL. In U. Cress, C. Rose, A. Wise, & J. Oshima (Eds.), *International handbook of computer-supported collaborative learning*. New York, NY: Springer.
- 28 **Lester, J. N.** (in press, 2019). Engaging with the desirability of disability: A post-cognitive discursive project. In A. D. Anders & G. W. Noblit (Eds.), *After critical ethnography*. UK: Oxford University Press.
- 27 Lochmiller, C. R., & **Lester, J. N.** (in press, 2018). The qualitative side of data-driven leadership: Using qualitative software tools to inform and guide leadership practice. In D. Christman & G. Ivory (Eds.), *Technology for Principals and Other School Leaders*.
- 26 **Lester, J. N., & *Paulsen, J.** (2018). Language-based methodologies for policy research. C. R. Lochmiller (Ed.), *Complementary research methods in educational leadership and policy* (in preparation). New York, NY: Palgrave-Macmillan.
- 25 **Lester, J. N., & Evans, K. R.** (2018). An historical account of the discursive construction of zero tolerance in print media. In Shapiro, H. (Ed.), *The handbook of violence in education: Forms, factors, and preventions*. Wiley Blackwell.
- 24 O'Reilly, M., & **Lester, J. N.** (2017). Social constructionism, autism, discursive approaches. In M. O'Reilly, Lester, J. N., & Muskett, T. (Eds.), *A practical guide to doing social interaction research in Autism Spectrum Disorders (ASD): Communication, discourse and conversation analysis* (pp. 61-86). London, UK: Palgrave-MacMillan.

- 23 **Lester, J. N.**, Muskett, T., O'Reilly, M. (2017). Naturally-occurring data versus researcher generated data. In M. O'Reilly, Lester, J. N., & Muskett, T. (Eds.), *A practical guide to doing social interaction research in Autism Spectrum Disorders (ASD): Communication, discourse and conversation analysis* (87-116). London, UK: Palgrave-MacMillan.
- 22 **Lester, J. N.**, *White, F. A., & Lochmiller, C. R. (2017). Language-based approaches to the study of education policy. In J. N. Lester, C. R. Lochmiller, & R. E. Gabriel (Eds.), *Discursive perspectives on education policy and implementation* (pp. 41-64). New York, NY: Palgrave Macmillan.
- 21 Lochmiller, C. R., & **Lester, J. N.** (2017). Future directions for education policy research and language-based methods. In J. N. Lester, C. R. Lochmiller, & R. E. Gabriel (Eds.), *Discursive perspectives on education policy and implementation* (pp. 241-252). New York, NY: Palgrave Macmillan.
- 20 O'Reilly, M., & **Lester, J. N.** (2016). Introduction: The social construction of normality and pathology. In M. O'Reilly & Lester, J. N. (Eds.), *Handbook of adult mental health disorders* (pp. 1-19). London, UK: Palgrave-MacMillan.
- 19 **Lester, J. N.**, & O'Reilly, M. (2016). The history and landscape of conversation and discourse analysis. *The Palgrave handbook of adult mental health: Discourse and conversation studies* (pp. 23-44). London, UK: Palgrave-Macmillan.
- 18 **Lester, J. N.**, & O'Reilly, M. (2016). Repositioning disability in the discourse of our times: A study of the everyday lives of children with autism. In G. Noblit & W. Pink (Eds.), *Education, equity, and economy* (pp. 133-160). London, UK: Springer.
- 17 O'Reilly, M., Karim, K., & **Lester, J. N.** (2015). Should autism be classified as a mental illness/disability? Evidence from empirical work. In M. O'Reilly & Lester, J. N. (Eds.), *The Palgrave handbook of child mental health: Discourse and conversation studies* (pp. 252-271). London, UK: Palgrave-Macmillan.
- 16 Lester, J. N. (2015a). Presuming communicative competence with children with autism: A discourse analysis of the rhetoric of communication privilege. In M. O'Reilly & Lester, J. N. (Eds.), *The Palgrave handbook of child mental health: Discourse and conversation studies* (pp. 441-458). London, UK: Palgrave-Macmillan.
- 15 **Lester, J. N.**, & O'Reilly, M. (2015). The discursive construction of problem behaviours of children with autism in therapy. In M. O'Reilly & Lester, J. N. (Eds.), *The Palgrave handbook of child mental health: Discourse and conversation studies* (pp. 332-349). London, UK: Palgrave-Macmillan.
- 14 Lester, J. N. (2015b). Leveraging two computer-assisted qualitative data analysis software packages to support discourse analysis. In S. Hai-Jew (Ed.), *Enhancing qualitative and mixed methods research with technology* (pp. 194-209). Hershey, PA: IGI Global.
- 13 Lester, J. N. (2014). Young adulthood, transitions, and dis/ability. In A. Davis & J. Olson (Eds.), *Meeting the transitional needs of young adult learners* (pp. 39-49). San Francisco, CA: Jossey-Bass.
- 12 Cherner, T., Gabriel, R., & **Lester, J. N.** (2014). Evolving critical pedagogy: Contributions from Joe Kincheloe. In Totten, S., & Pedersen, J. (Eds.), *Educating about social issues in the 20th and 21st centuries: An annotated bibliography*. Charlotte, NC: Information Age Publishing.

- 11 **Lester, J. N.**, Cherner, T., & Gabriel, R. (2014). Jean Anyon. In Totten, S., & Pedersen, J. (Eds.), *Educating about social issues in the 20th and 21st centuries: An annotated bibliography*. Charlotte, NC: Information Age Publishing.
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- Anders, A. D., **Lester, J. N.**, & Diem, J. (November 2018). Transparency and trustworthiness in practice: Challenges of relational ethics in postcritical ethnography. *American Educational Studies Association*. Greenville, SC.
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- Greenberg, K., **Lester, J.**, & Haywood, C. (February 2010). The advantages and perils of dynamic assessment with children diagnosed with Autism Spectrum Disorders: A pilot study. *International Association for Cognitive Education and Psychology*. San Diego, CA.
- Franklin, K., **Lester, J.**, & Dellard, T. A. (November 2009). Wide-Eyed View on Narrowing the Achievement Gap. *Mid-South Educational Research Association*. Baton Rouge, LA. Presented by Franklin and Dellard.
- Anders, A., Gill, K., **Lester, J.**, Mariner, N., & Sprecher, K. (November 2009). Methodological gifts: Reflexivity and tacit hopes and beliefs in community research with Burundian refugees. Symposium. *American Educational Studies Association*. Pittsburgh, PA.
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- Coulter, S., & **Lester, J. N.** (April 2009). Finding and redefining the meaning of teaching: Exploring the experiences of mid-career English teachers. *American Educational Research Association*. San Diego, CA.
- Lester, J. N.**, Greenberg, K. H., & Kelly, R. (November 2008). The tearing or mending of social fabric: Colombian children's experience with educational change content analysis. *Mid-South Educational Research Association*. Knoxville, TN.
- Lester, J. N.**, & Greenberg, K. H. (March 2008). The tearing or mending of social fabric: Colombian children's experience with educational change. Poster presentation. *American Educational Research Association*. New York City, New York.
- Greenberg, K. H., **Lester, J. N.**, Evans, Williams, M., Hacker, C. H., & Halic, O. (March 2008).

Effects of traditional, performance-based and online, learner-based assessments on student learning in educational psychology. *American Educational Research Association*. New York City, NY. Presented by Hacker and Halic.

Lester, J. N., & Evans, K. (March 2008). Instructors' experiences of collaborative teaching: Building something bigger. *American Educational Research Association*. New York City, NY.

Lester, J. & Crisp, L. (June 2007). Exploring the cognitive enrichment advantage of peer-mediated learning. Paper presentation. *XI Biennial International Conference of the International Association for Cognitive Education and Psychology*. Knoxville, Tennessee.

Greenberg, K. H., & **Lester, J. N.** (June 2007). Mediating the hidden rules of learning: The cognitive enrichment advantage approach. Two day Preconference workshop. *XI Biennial International Conference of the International Association for Cognitive Education and Psychology*. Knoxville, Tennessee.

Papers Presented at Local Meetings (Non-Refereed)

Lester, J. N. (March 2012). Using discursive psychology to understand institutional talk in computer-mediated communication environments at an American university. Academic Showcase, Washington State University, Pullman, WA.

Lester, J. N. (October 2011). Performative acts of autism. College of Education Academic Showcase, Washington State University, Pullman, WA.

Lester, J. N. (October 2011). The Cognitive Enrichment Advantage approach: Using the language of thinking to enhance student performance. *Washington Association for Middle Level Education*.

Evans, K. R., & **Lester, J. N.** (June 2009). Classroom discipline that promotes responsibility: What does the research say? *Tennessee Association of Middle School Summer Conference*, Sevierville, TN. Presented by Evans.

Evans, K., & **Lester, J. N.** (October 2008). Using questioning to help students develop self-regulated learning. *Tennessee Association of Middle Schools Drive-In Conference*. Nashville, TN.

CONTRACT & GRANT ACTIVITIES

Funded

Completed May 2015. Conversation analysis and public health conversations. Indiana University, Office of the Vice Provost for Research (Sponsor). Barnes, P., **Lester, J. N.**, & Medina, C. Co-PIs. \$2,000.

Completed April 2015. Students with disabilities' educational experiences in K-12 and higher education settings. Leahy Foundation (Sponsor). Oreshkina, M., & **Lester, J. N.**, Co-PIs. \$5,935.

Completed September 2014. A mixed method case study of International Baccalaureate Primary Year Programme in four Colombian schools. International Baccalaureate (Sponsor). **Lester, J. N.**, & Lochmiller, C. R. Co-PIs. \$42,000.

Completed June 2014. Small group online discussions in large biology classrooms. Smith Teaching and Learning. Washington State University (Sponsor). **Lester, J. N.**, & Adesope, O., Co-PIs. \$6,000.

Completed May 2014. The role of teacher language in mediating student understanding during reading comprehension instruction. International Reading Association/Elva Knight Research Grant (Sponsor). Gabriel, R., & **Lester, J. N.**, Co-PIs. \$8,000.

Completed November 2013. Assessing and creating inclusive learning opportunities in Bogota, Colombia. Together (Sponsor). Lester, J. N., PI. \$28,247.

Completed June 2013. Teacher language use in reading comprehension. Washington State University College of Education (Sponsor). Lester, J. N., PI. \$3,790.

Unfunded

September 2015. Designing a framework for Assessing Child-Centred Approaches (ACCA). The Economic and Social Research Council (Sponsor). O'Reilly, M., Hutchby, I., Karim, K., **Lester, J. N.**, & Muskett, T., Co-PIs, £180,000.

September 2014. Examining principal leadership behaviors in elementary schools implementing the Primary Years Programme. International Baccalaureate (Sponsor). Lochmiller, C. R., & **Lester, J. N.**, Co-PIs, \$47,000.

August 2012 (selected finalist); August 2013 (invited resubmission). African refugee children at the nexus of home and school: Implications for policy and practice. Foundation for Child Development (Sponsor). Lester, J. N., PI. \$150,000.

August 2013. Comparative discourse analysis of suffering and exclusion: The construction of authoritative and marginalized social identities. *National Science Foundation (Sponsor)*. Brown, M., **Lester, J. N.**, Paulus, T. M., Presser, L. Co-PIs. \$401,396.

May 2012. SOAR: Small Online Activity and Reflection groups to promote student learning in the biological sciences. National Science Foundation (Sponsor). **Lester, J. N.**, Cousins, A. B., Paulus, T. M., & Adesope, O., Co-PIs, \$199,999.

UNIVERSITY TEACHING ACTIVITIES

Graduate Level Teaching Experience

- Digital Tools for Qualitative Inquiry (Y650), Indiana University, Spring 2014; Fall 2018 (online).
- Discourse Theories/Affinity Group (Y660), Indiana University, Fall 2016.
- Discursive Psychology Approaches to Discourse Analysis (Y624), Indiana University, Fall 2016; Spring 2019.
- Discourse Theory and Analysis (Y631), Indiana University, Spring 2015, Spring 2016; Spring 2017; Fall 2018; Spring 2018 (online).
- Ethnomethods & Conversation Analysis (Y650), Indiana University, Fall 2017.
- Qualitative Inquiry in Education (Y611), Indiana University, Spring 2016 (online), Fall 2016; Spring 2017 (online); Summer 2017 (online); Fall 2017 (online); Summer 2017 (online); Fall 2017; Spring 2018 (online); Summer 2018 (online).
- Strategies for Educational Inquiry (Y520), Indiana University, Fall 2013 (online and face to face), Summer 2014 (online), Fall 2014 (hybrid), Spring 2015 (online), Summer 2016 (online).
- Educational Measurement: Test Development and Assessment (EDPSY 509), Washington State University, Fall 2011.
- Theoretical Foundations of Learning and Instruction (EDPSY 502), Washington State University, Fall 2011; Fall 2012.

- Multicultural Education (EDU 567), University of Mary, Spring 2009, Spring 2010 (online), Summer 2010, Spring 2011 (online), Summer 2011, Spring 2012 (online), Summer 2012 (online and face to face), Spring 2013 (online), Summer 2013.

Undergraduate Level Teaching Experience

- Elementary Classroom Assessment (EDPSY 401), Washington State University, Spring 2012, Spring 2013, Summer 2013.
- Learning and Development (T&L 301), Washington State University, Fall 2012.
- Introduction to Educational Psychology (EDPSYCH 401), University of Tennessee, Fall 2006-Spring 2010.
- Inclusion in Early Childhood Settings, University of Mary, Spring 2006.
- Learning Disabilities Methods and Materials, University of Mary, Spring 2003.

Invited Talks

- Engaging with postcritical perspectives (October, 2018), Invited speaker, Arizona State University.
- Designing qualitative research studies (October, 2018), Invited speaker, George Mason University.
- Research methods (October 27, 2014, Mary Alice Varga, Assistant Professor), Invited speaker (via Adobe Connect) on Using ATLAS.ti for qualitative data analysis. University of West Georgia, Carrollton, GA.
- Research methods for counseling psychology (October 15, 2014, Barry Chung, Professor), Invited speaker on the place of qualitative research in counseling psychology. Indiana University, Bloomington, IN.
- Children's literature, (September 30, 2014, Hannah Dostal, Assistant Professor), Invited speaker (via Skype) on disabling discourses in children's literature. University of Connecticut, Storrs, Connecticut.
- Creating cultures of change, (October 2013, Katherine Evans, Assistant Professor), Invited speaker (via Skype) on dynamic assessment and classroom practices. Eastern Mennonite University, Harrisonburg, Virginia.
- Discursive psychology, (July 2013, Trena Paulus, Associate Professor), Invited speaker (via Skype) on childhood mental health and the applications of discursive psychology. University of Tennessee, Knoxville, TN.
- Language arts for exceptional individuals, (February 2012, Hannah Dostal, Assistant Professor), Invited speaker (via Skype) on writing assessment plans with intention. Southern Connecticut University, New Haven, CT.
- Evaluation and planning in special education, (January 2012, Katherine Evans, Assistant Professor), Invited speaker (via Skype) on the uses of dynamic assessment results. Eastern Mennonite University, Harrisonburg, Virginia.
- Creating cultures of change: Constructivist classrooms, (November 2011, Katherine Evans, Assistant Professor), Invited speaker (via Skype) on the role of dynamic assessment in teaching and learning within special education. Eastern Mennonite University, Harrisonburg, Virginia.
- Digital tools for qualitative research, (August 2011, Trena Paulus, Associate Professor), Invited speaker (via Centra) on (1) the use of the use of digital tools to facilitate collaboration and project management in qualitative research projects, (2) working across Transana and

ATLAS.ti with large data sets, and (3) alternative forms of representing research findings.
University of Tennessee, Knoxville.

- Introduction to computer-mediate communication, (July 2011, Trena Paulus, Associate Professor), Invited speaker (via Centra) on doing discourse analyses with blog conversations in educational contexts.

Doctoral Advisees (at Indiana University)

Jacquelyn Grandy (Inquiry Methodology), Started Fall 2017

Melissa Lee (Inquiry Methodology/Curriculum & Instruction), Fall 2016-Fall 2017

Justin Paulsen (Inquiry Methodology), Fall 2015-Fall 2018

Francesca White (Inquiry Methodology/Science Education), Started Fall 2014

Dissertation Committees (at Indiana University)

***Director; *+Chair and Director**

Suriati Abas, Doctoral Candidate (Literacy, Culture & Language Education), ABD

Yoo Young Ahn, Doctoral Candidate (Literacy, Culture & Language Education), ABD

Ohoud Alhajeri, PhD (Special Education), Completed Fall 2018

Alejandro Andrade, PhD (Inquiry Methodology/Learning Sciences), Completed Spring 2018

Zawan Ahmed Al Bulushi, Doctoral Candidate (Literacy, Culture & Language Education), ABD

Ryan Batsie, Doctoral Candidate (Literacy, Culture, & Language Education), ABD

*Cathy Bhathena, Doctoral Candidate (Urban Education, IUPUI), in progress

Garrett Carter, Doctoral Student (Educational Policy & Leadership Studies), in progress

Ai-Chu Ding (Instructional Systems Technology/Literacy, Culture & Language Education), Completed Summer 2018

Naime Eclan, PhD (Curriculum Studies), Completed Spring 2017

Alexander Fields, Doctoral Student, (Literacy, Culture, & Language Education), in progress

Brent Gilles, PhD (Science Education), Completed Spring 2017

Chris Georgen, Doctoral Candidate (Learning Sciences), ABD

Andrea Gomoll, Doctoral Candidate (Learning Sciences), ABD

Autumn Harrell, Doctoral Candidate (Higher Education), in progress

**Adam Henze, Doctoral Candidate (Literacy, Culture & Language Education), ABD

Rebecca Itow, PhD (Learning Sciences), Completed Fall 2017

Jae-hyn Im, Doctoral Student (Literacy, Culture & Language Education), in progress

Jiyoung Kang, Doctoral Student (Curriculum & Instruction), in progress

Michelle Koehler, Doctoral Student (Literacy, Culture & Language Education), in progress

*Eric Layman, Doctoral Student (Inquiry Methodology/Educational Policy & Leadership Studies), in progress

Lisa Lenz, Doctoral Student (Speech & Hearing Sciences), in progress

Illana Linder, Doctoral Candidate (Educational Policy & Leadership Studies), in progress

Patrick Ober, Doctoral Candidate (Educational Policy & Leadership Studies), ABD

Christopher Owens, Doctoral Student (Public Health), in progress

*+Alexandra Panos, PhD (Literacy, Culture & Language Education), Completed Summer 2018

Hyeong Park, Doctoral Student (Literacy, Culture & Language Education), ABD

Hyo-Na Park, Doctoral Student (Literacy, Culture & Language Education), ABD

Asmalina Saleh, PhD (Inquiry Methodology/Learning Sciences), Completed Summer 2017

Pooja Sexton, Doctoral Candidate (Educational Policy & Leadership Studies), ABD

Youngjoo Seo, Doctoral Candidate (Literacy, Culture & Language Education), ABD
 Hajar Al Sultan, Doctoral Candidate (Literacy, Culture & Language Education), ABD
 Verily Tan, Instructional Systems Technology, Completed Spring 2017
 Melissa Taylor, Doctoral Student (Medical Sciences), ABD
 **Suraj Uttamchandani, Doctoral Candidate (Learning Sciences), ABD
 Muruvvet Uzan, PhD (Instructional Systems Technology), Completed Fall 2017
 Jeremy Voyles, Doctoral Candidate (Counseling Psychology), ABD
 Lei Wang, PhD (Counseling Psychology), Completed Fall 2018
 *Amber Warren, PhD (Literacy, Culture & Language Education), Completed Summer 2016
 *+Francesca White, Doctoral Candidate (Inquiry Methodology & Science Education), in progress
 Sherry Wise, EdD (Instructional Systems Technology), Completed Fall 2017
 Emine Yildirim, PhD (Special Education), ABD
 Faishal Zakaria, Doctoral Student (Literacy, Culture, & Language Education), in progress

Thesis Committees (at Indiana University)

*Viola Abango, M.A. (Curriculum & Instruction), Completed Spring 2015
 Sarah Alwaqassi, M.A. (Special Education), Completed Summer 2017
 Esra Erbas, Master's Student (Special Education), Completed Fall 2017
 Ozan Ozkaya, Master's Student (Special Education), Completed Fall 2017
 *Rose Panza, M.A. (Curriculum & Instruction), Completed Spring 2015

Thesis and Dissertation Committees (at Washington State University)

Jenny LeBeau, PhD (Educational Psychology), Completed Summer 2012

Master of Education Committee Member (at Washington State University)

2011-2013	Educational Psychology	5 students
	Teaching & Learning	5 students

PROFESSIONAL DEVELOPMENT

Presenter/Facilitator

- *Using ATLAS.ti Windows 8 Qualitative Data Analysis Software Across the Research Process*, Professional Development Course, co-taught with Trena Paulus, April 2019, *American Educational Research Association*, Toronto, Canada.
- A Practical Approach to Doing Applied Conversation Analysis, September 7, 2018, *Sage Publications, Webinar* (https://www.youtube.com/watch?v=6b_s8CkvyD0).
- Practical Considerations for Doing Applied Conversation Analysis, October 12, 2017, *International Institute of Qualitative Methods/ATLAS.ti* webinar series (<https://www.youtube.com/watch?v=IQkqri8dxTQ>).
- Digital Tools for Qualitative Research, Preconference Workshop, May 18, 2017, *Thirteenth International Congress of Qualitative Inquiry*, Champaign-Urbana, IL.
- Performance in teacher education. Professional Development Course, co-taught with Rachael Gabriel, April 2015, *American Educational Research Association*, Chicago, IL.
- Using ATLAS.ti for qualitative data analysis, June 13, 2014, Bloomington, Indiana.

- Cognitive Enrichment Advantage (conducted four workshops), Katherine Greenberg, Jessica Lester, & Jonathan Taylor, February 2013, Cape Town and Johannesburg, South Africa.
- Teaching social communication skills, June 13, 2012, The Autism Institute, Kennewick, WA.
- Culturally responsive teaching: Applications in Math and Science (and Across Learning Contexts!), May 31, 2012, Turtle Mountain Indian Reservation, Belcourt, ND.
- Integrative and inclusive approaches for working with students with dis/ability labels, March-April 2011, 8-week (weekly) training for psychologists, therapists, and teachers at Psychoeducational Network, Knoxville, TN.

Participant

- Washington State University Grant Writing Internship/Steven Russell, May-November 2012.
- Postgraduate and Early Career Workshop, CA and Clinical Encounters (July 2011). University of York, York, England.
- Introduction to Conversation Analysis. (January 2011). University of York. York, England.
- Applying Discourse Theory: Logics of Critical Explanation. (Summer term, 2010). Essex Summer School in Social Data Analysis at University of Essex, Colchester, England.
- ATLAS.ti Training. (April 2010). EthnoAnalysis Qualitative Research, Knoxville, TN.

PROFESSIONAL SERVICE

University

- Member, Budgetary Affairs Committee, University Faculty Council, Indiana University, 2018-present
- Member, Budgetary Affairs Committee, Bloomington Faculty Council, Indiana University, 2018-2019
- Chair, Faculty Mediation Committee, Indiana University, September 2018-present
- Member, Faculty Mediation Committee, Indiana University, August 2017-August 2018
- Member, Advisory Committee for the Doctoral Minor in Social Sciences Research Methods, Indiana University, September 2017-present
- Mentor, Research Experience for Undergraduate Women (REUW) mentor, Indiana University, 2014-December 2015; September 2016-May 2018
- Member, Non-Tenure Track Subcommittee, Bloomington Faculty Affairs, Indiana University, December 2016-May 2017
- Untenured Member at Large, Bloomington Faculty Council, Indiana University, 2015-2017
- Co-Chair, Non-Tenure Track Subcommittee, Bloomington Faculty Affairs, Indiana University, September 2014-May 2015
- Co-Leader of Women's Circle, Center of Excellence for Women in Technology, Fall 2014-Spring 2015
- Member, President's Commission on the Status of Women, Washington State University, July 2012-July 2013
- Representative, Graduate Student Senate, University of Tennessee, 2010-2011
- Co-Chair, Committee on Equity and Diversity Initiative, Graduate Student Senate, University of Tennessee, 2010-2011
- Mentor, Ronald McNair Research Scholar, University of Tennessee McNair Program, Summer 2008

School

- Chair, Search Committee for the Associate Dean of Diversity, Equity, and Inclusion, August 2018-February 2019
- Member, Policy Council, 2018-present
- Chair, Beechler Scholarship Selection Committee, Graduate Studies, Recruitment, Admissions, and Financial Aid Committee, School of Education, Indiana University, 2016-2017; 2017-2018
- Member, Graduate Studies, Recruitment, Admissions, and Financial Aid Committee, School of Education, Indiana University, 2016-present
- Chair, Diversity Committee, School of Education, Indiana University January 2017-May 2018
- Co-Chair, Diversity Committee, School of Education, Indiana University, September 2016-December 2016
- Co-Chair, Faculty Diversity Plan Subcommittee, Diversity Committee, School of Education, Indiana University, August 2016-May 2017
- Member, Faculty Diversity Plan Subcommittee, Diversity Committee, School of Education, Indiana University, May 2016-August 2016
- Member, Diversity Committee, School of Education, Indiana University, 2014-May 2016
- Member, Teacher Education Committee, Washington State University, 2012-May 2013
- Member, Search Committee for Special Education Faculty Member, Washington State University, 2012-2013
- Member, Swynn Lecture Series Planning Committee, Washington State University, 2012-May 2013
- Member, Teacher Performance Assessment Team, Washington State University, October 2011-May 2013
- Member, Diversity Council, Washington State University, March 2012-May 2013
 - Chair of Subcommittee on Diversity Trainings, March 2012-May 2013

Department

- Member, CEP Wells Scholarship Selection Committee, Counseling & Educational Psychology, 2017
- Member, CEP Dissertation Award Committee, Counseling & Educational Psychology, Indiana University, 2015, 2016, 2017
- Merit Review Committee, Counseling & Educational Psychology, Indiana University, 2016
- Member, CEP Research Fellowship Award Committee, Counseling & Educational Psychology, Indiana University, 2014, 2015, 2016
- Member, Visiting Lecturer Position in Inquiry Methodology Search Committee, Summer 2015

International/National

- Member, Outstanding Dissertation Award Committee, Division D, American Educational Research Association, May 2018-May 2021
- Chair, Qualitative Research – SIG, American Educational Research Association, May 2017-May 2020
- Associate Director, Conversation Analysis Research in Autism (CARA), England, May 2014-present.

- Program Co-Chair, Qualitative Research – SIG, American Educational Research Association, May 2014-May 2017
- Member, Graduate Student Seminar Committee, Division D, April 2016-April 2019
- Discussant, American Educational Research Association, April 2016; April 2017
- Mentor, Division D Mentoring Session (Qualitative publishing and writing), April 2016; April 2017
- Mentor, Qualitative Research-SIG, Office Hours and Proposal Mentor, April 2017-present
- Discussant, Twelfth International Congress of Qualitative Inquiry, May 20, 2016
- Founding Member and Symposium Organizer, Microanalysis of Online Data, 2013-2015.
- Co-Chair, Division D Affirmative Action Committee, American Educational Research Association, May 2014-May 2015
- Member, Division D Affirmative Action Committee Member, American Educational Research Association, 2012-May 2014; May 2015-May 2016
- Member, Division G Dissertation Award Committee, American Educational Research Association, 2014-2015
- Member Scholar, International Institute for Qualitative Methodology, University of Alberta, 2012-present
- Discussant, The Midwest Regional Comparative and International Education Society, October 11, 2014
- Program Chair, Lives of Teacher – SIG, American Educational Research Association, May 2012-May 2014
- Member, AERA Film Festival Planning Committee, American Educational Research Association, 2012-2013
- Member, Critics Choice Award Committee, American Educational Studies Association, 2011, 2012
- Mentor, Division G, Sarai Koo, Doctoral Student at Chapman University, April 2011-2012

Promotion/Tenure External Reviewer

2016 Eastern Mennonite University

2017 St. John's University

Editorial Position:

- Section editor, "Technology Tools" (SIG Newsletter), American Educational Research Association, Qualitative Research-SIG, 2011-2017

Editorial Board Member:

- *Catalyst: A social justice forum*, September 2011-2013
- *Disability Studies Quarterly*, November 2012-present
- *Education Policy Analysis Archives*, January 2016-present
- *Qualitative Research in Psychology*, April 2017-present
- Research Methods Video Collection, SAGE publications, 2015-2016
- *The Qualitative Report*, March 2014-present

Journal Article Reviewer:

- *American Behavioral Scientist*, 2018
- *Autism in Adulthood*, 2018-present

- *Child, Care, Health & Development*, 2013-present
- *Child and Adolescent Mental Health*, 2016
- *Cognition & Instruction*, 2017
- *Communication & Medicine*, 2017
- *Communication Review*, 2015
- *Disability Studies Quarterly*, 2012-present
- *Discourse: Studies in the Cultural Politics of Education*, 2018-present
- *Educational Administration Quarterly*, 2014, 2015
- *International Journal of Multicultural Education*, 2009-2012
- *International Journal of Qualitative Studies in Education*, 2009-present
- *Journal of Autism and Developmental Disorders*, 2014-present
- *Journal of Community & Applied Social Psychology*, 2017
- *Journal of Computer-Assisted Learning*, 2012
- *Journal of Counseling Psychology*, 2016
- *Journal of Curriculum Studies*, 2012, 2014
- *Journal of Intellectual Disabilities*, 2014-present
- *Journal of Mental Health*, 2016-present
- *Journal of Mental Health Review*, 2015
- *Journal of Online Learning and Teaching*, 2012
- *Journal of Pragmatics*, 2016
- *Journal of Video Ethnography*, 2014
- *Language & Psychotherapy*, 2016
- *Linguistics & Education*, 2016-present
- *NAASP Bulletin*, 2016
- *Qualitative Health Research*, 2011-present
- *Qualitative Inquiry*, 2017-present
- *Qualitative Psychology*, 2015-present
- *Qualitative Research*, 2013-present
- *Qualitative Research in Psychology*, 2016, 2017
- *Research in Developmental Disabilities*, 2017
- *Review of Higher Education*, 2017
- *SAGE Open*, 2013.
- *Sociology of Health & Illness*, 2013
- *Teachers College Record*, 2012-present
- *Urban Review*, 2011

Conference Proposal Reviewer:

- 2017, 2018 American Educational Research Association (Division D, Section 3; Language and Social Processes-SIG; Qualitative Research-SIG)
- 2012, 2013, 2014 Advances in Qualitative Methods Conference
- 2007, 2008, 2011, 2012, 2013, 2014 American Educational Research Association (Lives of Teachers-SIG)
- 2013 American Educational Research Association (Division G – Context in Education)
- 2012 American Educational Research Association (Disability Studies in Education-SIG)
- 2011 American Educational Research Association (Classroom Management-SIG and Division B, Section 1, Critical Perspectives and Communities in Action)

- 2009 American Educational Research Association (Division K and Division B, Section 1, Critical Perspectives and Communities in Action)

Grant Reviewer

- Reviewer for International Reading Association/Elva Knight Grant Award, 2012-2016

Book proposal reviewer for Sage Publications, 2013-present

Book proposal reviewer for Routledge, 2017-present

Community

- Volunteer Tutor, Edgewood Junior High School, Ellettsville, Indiana, October 2012-December 2013
- Volunteer Tutor, Gear UP/WSU Outreach, Chiawana High School, Pasco, WA, October 2011-May 2012
- Volunteer, Autism Room, Cottonwood Elementary School, Kennewick, WA, January 2011-May 2012
- Afterschool Tutor Volunteer, Skills Development Mission, Kennewick, WA, September 2011-April 2012
- Board Member, Empower the Poor (501c), Bismarck, ND, May 2005-August 2011
- Education Advisory Committee Member, Empower the Poor (501c), Bismarck, ND May 2005-August 2011
- Facilitator, Cultural Sensitivity Training, Webb School of Knoxville, April 2011
- Board Member, Social Key (501c), Bismarck, ND, September 2009-May 2011
- Donation Coordinator and Co-director, Annual Knox Kicks soccer camp for families with refugee status, Knoxville, TN, 2010-2011
- ESL Tutor, *Healing Transitions*, Knoxville, TN, 2008-2011
- Special Education Parent Advocate, Knoxville, TN, 2009-2011
- Donation Coordinator, Freedom Schools, Knoxville, TN, 2010

Consultation

- Methodological consultant to Dean of Libraries, DePauw University, Greencastle, IN, December 2014
- Consultant to Frontiers NSF Engineering Consortium (applications of qualitative methods for understanding large data sets), Seattle, WA, Fall 2012
- Unpaid consultant to Eden Bridge (transitional program/community living program for adults with developmental disabilities), Knoxville, TN, Developing assessment protocol for admissions process, 2011-2012
- Unpaid consultant to United Way of Greater Knoxville, Knoxville, TN, Developed grant application materials, Spring 2011
- Unpaid consultant to *Red Door Pediatric Therapy Center*, Bismarck, ND, Consult on grant development and professional development needs for meeting needs of children with dis/abilities, 2009-2011
- Consultant to *Giving Tree Montessori*, Knoxville, TN, Made on-site observations and recommendations for adapting instructional practices for children with disabilities and sensory-related needs, 2009

- Unpaid consultant to Missy Christie, President of *Colombia Dios es Amor*, Bogota, Colombia, Developed a comprehensive approach to problem behaviors in group homes and high school programs, 2008-2009
- Unpaid consultant to *El Arca International*, Bogota, Colombia, Creating critical thinking-focused bilingual curriculum, 2006-2008

PROFESSIONAL AFFILIATIONS

- American Educational Research Association
- American Psychological Association
- International Congress of Qualitative Inquiry