

## Karen E. Wohlwend

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### Academic Degrees

Ph.D. University of Iowa, Language, Literacy, and Culture, 2007

*Dissertation: Kindergarten as Nexus of Practice: A Mediated Discourse Analysis of Reading, Writing, Play, and Design in an Early Literacy Apprenticeship*

M.A., B.A. University of Northern Iowa, Early Childhood Education, 1999

### University Appointments

#### Indiana University School of Education, Bloomington

Professor, Literacy, Culture, & Language Education Department, 2019-Present

University Affiliations:

Early Childhood Education Program, Curriculum & Instruction Department

Learning & Developmental Sciences, Counseling & Educational Psychology Department

Center for Research on Learning & Technology

Center of Excellence for Women in Technology

Associate Professor, Literacy, Culture, & Language Education Department, 2013-2019

Assistant Professor, Literacy, Culture, & Language Education Department, 2007-2013

### Selected Honors & Awards

2011, 2009 Trustees' Teaching Award, Indiana University

2008 Outstanding Dissertation of the Year Award, International Reading Association

2006 Emerging Scholar Award (Inaugural Award), AERA Language and Social Processes SIG

2002-2007 Presidential Fellowship, The University of Iowa

### Publications: Research

#### Books

Medina, C. L., & Wohlwend, K. E. (2014). *Literacy, play, and globalization: Critical and cultural performances in children's converging imaginaries*. New York: Routledge.

Wohlwend, K. E. (2013). *Literacy playshop: New literacies, popular media, and play in the early childhood classroom*. New York: Teachers College Press.

Wohlwend, K. E. (2011). *Playing their way into literacies: Reading, writing, and belonging in the early childhood classroom*. NY: Teachers College Press.

Wohlwend, K. E. (Under contract). *Engaging literacies that move and matter: Tracking the nexus of bodies, discourses, and materials* [working title]. New York, NY: Routledge.

Medina, C. L., Perry, M., & Wohlwend, K. E. (Under contract). *Playful methods: Difference, imaginaries, and the unexpected in literacy research*. New York, NY: Routledge.

#### Refereed Journal Articles

Keune, A., Peppler, K. A., & Wohlwend, K. E. (2019). Recognition in makerspaces: Supporting opportunities for women to "make" a STEM career. *Computers in Human Behavior*.

- Peppler, K. A., Wohlwend, K. E., Thompson, N., Tan, V., & Thomas, A. (2018). Squishing circuits: Circuitry learning with electronics and playdough in early childhood. *Journal of Science Education and Technology*.
- Wohlwend, K. E. (2018). Playing to our strengths: Finding innovation in children and teachers' imaginative expertise. *Language Arts*, 95(3), 162-170.
- Peppler, K. A., & Wohlwend, K. E. (2018). Theorizing the nexus of STEAM practice. *Arts Education Policy Review*. doi:10.1080/10632913.2017.1316331
- Wohlwend, K. E. (2017). Monster High, a virtual dollhouse: Tracking digital doll play across converging transmedia and social media. *Teachers College Record*, 119(11). (Special issue on virtual worlds and video games).
- Wohlwend, K. E., Peppler, K. A., Keune, A., & Thompson, N. (2017). Making sense and nonsense: Comparing mediated discourse and agential realist approaches to materiality. *Journal of Early Childhood Literacy*, 17(3), 444-462. doi: 10.1177/1468798417712066
- Wohlwend, K. E. (2016). Who gets to play? Access, popular media and participatory literacies. *Early Years: An international research journal*, 37(1), 62-76. doi:10.1080/09575146.2016.1219699
- Rowell, J., & Wohlwend, K. E. (2016). Free play or tight spaces? Mapping participatory literacies in apps. *The Reading Teacher*, 70(2), 197-205. doi:10.1002/trtr.1490
- Rowell, et al. (2016). Humanizing digital literacies: A road trip in search of wisdom and insight. *The Reading Teacher*. doi:10.1002/trtr.1501
- Wohlwend, K. E. (2015). One screen, many fingers: Young children's collaborative literacy play with digital puppetry apps and touchscreen technologies. *Theory into Practice*, Special Issue on Digital Media and Learning.
- Wohlwend, K. E., & Peppler, K. A. (2015). All rigor and no play is no way to improve learning. *Phi Delta Kappan*, 96(8), 22-26.
- Buchholz, B. A., Shively, K., Peppler, K. A., & Wohlwend, K. E. (2014). Hands on, hands off: Gendered access in crafting and electronics practices. *Mind, Culture, and Activity*, 21, 278-297. doi: DOI: 10.1080/10749039.2014.939762
- Wohlwend, K. E. (2012). "Are you guys girls?": Boys, identity texts, and Disney Princess play. *Journal of Early Childhood Literacy*, 12(3), 3-23.
- Wohlwend, K. E. (2012). The boys who would be princesses: Playing with gender intertexts in Disney Princess transmedia. *Gender and Education*, 24(6), 593-610.
- Wohlwend, K. E., & Handsfield, L. (2012). Twinkle, twitter little stars: Tensions and flows in interpreting social constructions of the technotoddler. *Digital Culture & Education*, 4(2).
- Wohlwend, K. E., & Medina, C. L. (2012). Media as nexus of practice: Remaking identities in *What Not to Wear*. *Discourse: Studies in the Cultural Politics of Education*, 33(4), 545-560. doi: 10.1080/01596306.2012.692961
- Husbye, N. E., Buchholz, B. A., Coggin, L. S., Wessel-Powell, C., & Wohlwend, K. E. (2012). Critical lessons and playful literacies: Digital media in the PK-2 classroom. *Language Arts*, 90(2), 82-92.
- Vander Zanden, S., & Wohlwend, K. E. (2011). Paying attention to procedural texts: Critically reading school routines as embodied achievement. *Language Arts*, 88(5), 337-345.
- Wohlwend, K. E., Vander Zanden, S., Husbye, N. E., & Kuby, C. R. (2011). Navigating discourses in place in the world of Webkinz. *Journal of Early Childhood Literacy*, 11(2), 141-163.
- Wohlwend, K. E. (2010). A is for avatar: Young children in literacy 2.0 worlds and literacy 1.0 schools. *Language Arts*, 88(2), 144-152.
- Wohlwend, K. E. (2009). Damsels in discourse: Girls consuming and producing identity texts through Disney Princess play. *Reading Research Quarterly*, 44(1), 57-83.
- Wohlwend, K. E. (2009). Early adopters: Playing new literacies and pretending new technologies in print-centric classrooms. *Journal of Early Childhood Literacy*, 9(2), 119-143.

- Wohlwend, K. E. (2009). Mediated discourse analysis: Researching young children's nonverbal interactions as social practice. *Journal of Early Childhood Research*.
- Wohlwend, K. E. (2009). Dilemmas and discourses of learning to write: Assessment as a contested site. *Language Arts*, 86(5), 341-351.
- Wohlwend, K. E. (2009). Squeezed, stretched, and stuck: Teachers defending play-based learning in no-nonsense times. In G. M. Boldt, P. M. Salvio & P. Taubman (Eds.), *Classroom life in an age of accountability: Bank Street College Occasional Papers Series*, (pp. 8-16). New York: Bank Street College.
- Wohlwend, K. E. (2008). From "What did I write?" to "Is this right?": Intention, convention, and accountability in early literacy. *The New Educator*, 4(1), 43-63.
- Wohlwend, K. E. (2008). International Reading Association Outstanding Dissertation of the Year Award: Kindergarten as nexus of practice: A mediated discourse analysis of reading, writing, play, and design practices in an early literacy apprenticeship. *Reading Research Quarterly*, 43(4), 332-334.
- Wohlwend, K. E. (2008). Play as a literacy of possibilities: Expanding meanings in practices, materials, and spaces. *Language Arts*, (86)2, 127-136.
- Wohlwend, K. E. (2007). "More than a child's work": Framing teacher discourse about play. *Interactions: UCLA Journal of Education and Information Studies*, 3(1). Retrieved from <http://repositories.cdlib.org/gseis/interactions/vol3/iss1/art4>
- Wohlwend, K. E. (2007). Friendship meeting or blocking circle? Identities in the laminated spaces of a playground conflict. *Contemporary Issues in Early Childhood*, 8(1), 72-87.
- Wohlwend, K. E. (2006). "I am not an American girl!" Resisting discourses of patriotism, child innocence, and agency. *International Journal of Equity and Innovation in Early Childhood*, 4(1), 48-62.
- Wohlwend, K. E. (2004). Chasing friendship: Acceptance, rejection, and recess play. *Childhood Education*, 81(2), 77-82.

### Book Chapters

- Wohlwend, K. E. (2020). P(l)aying online: Toys, apps, and young consumers on transmedia playgrounds. In O. Erstad, R. Flewitt, & B. P. Kümmerling-Meibauer, I. S. Pires (Eds.), *The Routledge handbook of digital literacies in early childhood*. London: Routledge.
- Wohlwend, K. E., & Thiel, J. J. (2019). Cutting out, cutting with: A materialist reframing of action and multimodality in children's play and making. In J. Rowsell, N. Kucirkova, & G. Falloon (Eds.), *Handbook of literacies and technology in early childhood*. New York: Routledge.
- Wohlwend, K. E., Keune, A., & Pepler, K. A. (2019). "We need it loud!": Listening to preschool making from mediated and materialist perspectives. In M. Sakr & J. Osgood (Eds.), *Post-developmental approaches to early childhood art*. London: Bloomsbury.
- Wohlwend, K. E. (2019). Child's play: Reading and remaking gendered action texts in toys. In B. Guzzetti, T. Bean, & J. Bean (Eds.) *Literacies, sexualities, and gender: Understanding identities from preschool to adulthood*. New York: Routledge.
- Wohlwend, K. E. (2019). Play as the literacy of children: Imagining otherwise in contemporary early childhood education. In D. E. Alvermann, N. J. Unrau, & M. Sailors (Eds.), *Theoretical models and processes of literacy* (7th ed.). New York, NY: Routledge.
- Wohlwend, K. E., Scott, J. A., Yi, J. H., Deliman, A., & Kargin, T. (2018). Hacking toys and remixing media: Integrating maker literacies into early childhood teacher education. In S. Danby, M. Fleer, C. Davidson, & M. Hatzigianni (Eds.), *Digital childhoods*. Sydney: Springer.
- Wohlwend, K. E., Buchholz, B. A., & Medina, C. L. (2018). Playful literacies and practices of making in children's imaginaries. In K. A. Mills, A. Stornaiuolo, A. Smith, & J. Z. Pandya (Eds.), *Handbook of writing, literacies, and education in digital cultures* (pp. 136-147). New York, NY: Routledge.

- Wohlwend, K. E. (2017). Chasing literacies across action texts and augmented realities: E-books, animated apps, and Pokémon Go. In C. Burnett, G. Merchant, A. Simpson, & M. Walsh (Eds.), *The case of the iPad: Mobile literacies in education* (pp. 49-66). London: Springer. ISBN 978-981-10-4363-5.
- Wohlwend, K. E. (2017). The expression of multiliteracies and multimodalities in play. In E. R. Hayes & F. Serafini (Eds.), *Remixing multiliteracies: Theory and practice from New London to new times* (pp. 162-174). New York, NY: Teachers College Press. ISBN: ISBN-10: 0807758647
- Wohlwend, K. E. (2017). Toddlers and touchscreens: Learning “Concepts Beyond Print” with tablet technologies. In R. J. Meyer & K. F. Whitmore (Eds.), *Reclaiming early childhood literacies: Narratives of hope, power, and vision*. Mahwah, NJ: Lawrence Erlbaum. ISBN: 1138944386
- Wohlwend, K. E., & Medina, C. L. (2017). Monster High: Converging imaginaries of girlhood in tweens’ digital doll play. In R. Zaidi & J. Rowsell (Eds.), *Literacy lives in transcultural times* (pp. 75-88). New York, NY: Routledge. 1138225150
- Wohlwend, K. E., & Rowsell, J. (2017). App maps: Evaluating children’s iPad software for 21st century literacy learning. In N. Kucirkova & G. Falloon (Eds.), *Apps, technology, and younger learners: International evidence for teaching* (pp. 73-88). London: Routledge. ISBN: 1138927880
- Wohlwend, K. E., Keune, A., & Peppler, K. A. (2016). Design Playshop: Preschoolers making, playing and learning with Squishy Circuits. In K. A. Peppler, Y. B. Kafai & E. R. Halverson (Eds.), *Makeology: Makers as learners*. New York: Routledge.
- Wohlwend, K. E. (2016). Girls, ghouls, and girlhoods: Fashion and horror at Monster High. In V. Carrington, J. Rowsell, E. Priyadharshini & R. Westrup (Eds.), *Generation Z: Zombies, popular culture, and educating youth*. New York: Springer.
- Wohlwend, K. E., & Hall, D. T. (2016). Race and rag dolls: Reading the embodiment of diversity in Lalaloopsy transmedia. In G. Enriquez, E. Johnson, S. Kontovourki & C. Mallozzi (Eds.), *Literacies and the body: Theories and research on teaching, learning, and embodiment*. New York: Routledge.
- Wohlwend, K. E. (2015). Making, remaking, and reimagining the everyday: Play, creativity, and popular media. In J. Rowsell & K. Pahl (Eds.), *Routledge Handbook of Literacy Studies* (pp. 548-560). London: Routledge.
- Wohlwend, K. E. (2015). Playing to belong: Sharing princesses and mediating preschool cultures. In R. Hains & M. Forman-Brunell (Eds.), *Princess cultures: Mediating girls’ imaginations and identities* (pp. 91-114). New York: Peter Lang.
- Samuelson, B. L., & Wohlwend, K. E. (2015). Embodied signs: Expanding representations through and with bodies. In P. Trifonas (Ed.), *International handbook of semiotics* (pp. 565-572). New York: Springer.
- Wohlwend, K. E. (2014). Mediated discourse analysis: Tracking discourse in action. In P. Albers, T. Holbrook & A. S. Flint (Eds.), *New methods in literacy research* (pp. 56-69). New York: Routledge.
- Wohlwend, K. E., & Medina, C. L. (2014). Producing cultural imaginaries in the playshop. In K. F. Whitmore & R. J. Meyer (Eds.), *Reclaiming writing: Composing spaces for identities, relationships, and actions* (pp. 198-209). New York: Routledge.
- Wohlwend, K. E., & Buchholz, B. A. (2014). Paper pterodactyls and Popsicle sticks: Expanding school literacy through filmmaking and toymaking. In C. Burnett, G. Merchant, J. Rowsell & J. Davies (Eds.), *New literacies around the globe: Policy and pedagogy* (pp. 33-49). London: Sage.
- Wohlwend, K. E. (2013). Constructing the child at play: From the schooled child to the technotoddler and back again. In V. M. Vasquez, J. W. Wood & C. Felderman (Eds.), *Perspectives and provocations in early childhood education [National Council of Teacher of English Early Childhood Assembly Yearbook]* (Vol. 2, pp. 99-108).
- Wohlwend, K. E. (2013). Play, literacy, and the converging cultures of childhood. In J. Larson & J. Marsh (Eds.), *The Sage handbook of early childhood literacy* (2nd ed., pp. 80-95). London: Sage.

- Wohlwend, K. E. (2013). Playing Star Wars under the (teacher's) radar: Unpacking kindergartners' action texts and embodied literacies. In V. M. Vasquez & J. W. Wood (Eds.), *Perspectives and provocations in early childhood education* [NCTE Early Childhood Assembly Yearbook] (Vol. 1, pp. 105-115). Charlotte, NC: Information Age.
- Wohlwend, K. E., & Kargin, T. (2013). "Cause I know how to get friends--plus they like my dancing": (L)earning the nexus of practice in Club Penguin. In A. Burke & J. Marsh (Eds.), *Children's virtual play worlds: Culture, learning and participation* (pp. 79-98). Oxford: Peter Lang.
- Wohlwend, K. E., & Pepler, K. A. (2013). Designing with pink technologies and Barbie transmedia. In F. McArdle & G. M. Boldt (Eds.), *Education, the arts, and changing childhoods* (pp.129-145). London: Routledge.
- Wohlwend, K. E. (2011). Mapping modes in children's play and design: An action-oriented approach to critical multimodal analysis. In R. Rogers, *Introduction to critical discourse analysis in education* (2<sup>nd</sup> edition, pp. 242-266). Mahwah, NJ: Erlbaum.
- Wohlwend, K. E., & Lewis, C. (2010). Critical literacy, critical engagement, and digital technology: Convergence and embodiment in glocal spheres. In D. Lapp & D. Fisher (Ed.). *Handbook of Research on Teaching English Language Arts*, 3<sup>rd</sup> Edition. (pp. 188-194). Mahwah, NJ: Lawrence Erlbaum.
- Wohlwend, K. E. (2009.) Mapping multimodal literacy practices through mediated discourse analysis: Identity revision in "What Not to Wear". In K. M. Leander, D. W. Rowe, R. Jimenez, D. Compton, D. K. Dickinson, Y. Kim & V. Risko (Eds.), *Fifty-eighth Yearbook of the National Reading Conference*. San Antonio, TX: National Reading Conference.
- Wohlwend, K. E. (2007). Reading to play and playing to read: A mediated discourse analysis of early literacy apprenticeship. In D. W. Rowe, R. Jimenez, D. Compton, D. K. Dickinson, Y. Kim, K. M. Leander & V. Risko (Eds.), *Fifty-sixth Yearbook of the National Reading Conference* (pp. 377-393). Nashville, TN: National Reading Conference.

### Reprinted Articles

- Wohlwend, K. E. (2018). Who gets to play? Access, popular media and participatory literacies. In Volk, D. (Ed), *Early childhood education in the United States: Contemporary and critical perspectives*. New York, NY: Routledge. [Reprint of *Early Years* article.]
- Wohlwend, K. E. (2018). Constructing the child at play: From the schooled child to technotoddlers and back again. In M. M. Albers (Ed.), *Global conversations in literacy research: Digital and critical literacies*. New York: Routledge.
- Wohlwend, K. E. (2012). A is for avatar: Young children in Literacy 2.0 worlds and Literacy 1.0 schools. In K. Pahl & J. Rowsell (Eds.), *Early Childhood Literacy* (Vol. 4, pp. 263-276). Los Angeles: Sage. [Reprint of *Language Arts* article]
- Wohlwend, K. E. (2012 ). Damsels in discourse: Girls consuming and producing identity texts through Disney Princess Play. In K. Pahl & J. Rowsell (Eds.), *Early Childhood Literacy* (Vol. 3, pp. 309-358). Los Angeles: Sage. [Reprint of *Reading Research Quarterly* article]
- Wohlwend, K. E. (2004). Chasing friendship: Acceptance, rejection, and recess play. In B. S. Sunstein & E. Chiseri-Strater, *What works: A practical guide for teacher research*, (pp. 192-202). Portsmouth, NH: Heinemann Boynton Cook [Reprint of *Childhood Education* article]

### Manuscripts Under Review

- Thiel, J. J., & Wohlwend, K. E. (Eds.) (Special issue proposal accepted, article manuscripts in preparation). #Playrevolution: Engaging equity through the storymaking power of play. Proposed special issue for journal *Teachers College Record*.

### **Manuscripts in Preparation**

- Wohlwend, K. E., Scott, J. A., & Pennington, C. M. (in progress). Play, Toyhacking, and Other Maker Literacies: Learning to make films, unmake toys, and remake popular media. Accepted In proposed special issue for journal *Teachers College Record*.
- Wohlwend, K. E. (in progress). Helping as a superpower: Rethinking collaboration in play, literacy, and fairy princess unicorns. *Research in the Teaching of English*.
- Wohlwend, K. E., Chen, Y., Maltese, A., & Simpson, A. (in progress). Preschoolers, Go-Pros, and Doc McStuffins: Tracking embodied STEM in the children's museum. *Early Childhood Education Journal*

### **Publications: Teaching**

#### **Refereed Journal Articles**

- Wessel-Powell, C., Lu, Ya-Huei, & Wohlwend, K. E. (2018). Walking dead literacies: Zombies, boys, and re-animated storytelling. *The Reading Teacher*.
- Wessel Powell, C., Kargin, T., & Wohlwend, K. E. (2016). Enriching and assessing young children's multimodal storytelling. *The Reading Teacher*, 70(2), 167–178. doi:doi:10.1002/trtr.1491
- Wohlwend, K. E. (2012). A new spin on miscue analysis: Using spider charts to web reading processes. *Language Arts*, 90(2), 110-118.

#### **Book Chapters**

- Scott, J. A., & Wohlwend, K. E. (2018). Bringing maker literacies to early childhood education. In I. Eleá & L. Mikos (Eds.), *Young creatives: Children and youth sharing their stories*. Gothenburg, Sweden: Nordic Information Center for Media and Communication Research, University of Gothenburg.
- Wohlwend, K. E. (2015). Case study on play, space, and literacy. In J. Marsh & J. Larson, *Making literacy real: Theories and practices for learning and teaching* (2nd ed., pp. 118-127). London: Sage.
- Coggin, L. S., Wohlwend, K. E., Buchholz, B. A., Wessel Powell, C. L., & Husbye, N. E. (2014). Expanding early childhood literacy curriculum through play-based film-making and popular media. In Felderman, C. (Ed.), *Perspectives and provocations in early childhood education [NCTE ECA Yearbook (Vol. 3)]*. Charlotte, NC: Information Age.
- Wohlwend, K. E. & Hubbard, P. (2011). Reclaiming play: Reading toys as identity texts. In R. J. Meyer and K. F. Whitmore (Eds.), *Reclaiming reading: Reappropriating and cultivating reading*, (pp. 241-255). Mahwah, NJ: Lawrence Erlbaum.
- Wohlwend, K. E. (2006). Snapshots I-IV "Worst best friends": Struggling with friendship on a first grade playground. In B. S. Sunstein & E. Chiseri-Strater, *What works: A practical guide for teacher research*. Portsmouth, NH: Heinemann Boynton Cook (pp. 116-138)
- DeVries, R., Zan, B., Edmiaston, R., & Wohlwend, K. (2001). Casting shadows. In R. DeVries, B. Zan, R. Edmiaston & C. Sales (Eds.), *Developing constructivist early childhood curriculum: Practical principles and activities* (pp. 77-100). New York: Teachers College Press
- Anderson, J. S., & Wohlwend, K. E. (1999). Listening to robins. In E. Cousins & A. Mednick (Eds.), *Service at the heart of learning: Teachers' writings* (pp. 181-202). Dubuque, IA: Kendall/Hunt

#### **Electronic Textbooks and Teaching Materials**

- Wohlwend, K. E. (2017). *Mediated discourse analysis: Methods and approaches for engaging the nexus of practice*. [iBook for laptops, mobile tablets, and phones].
- Wohlwend, K. E. (2016). *Teaching reading in contact zones: Reading foundations for literacy leader*. [iBook for mobile tablets and phones].
- Wohlwend, K. E. (2016). *K-2 literacy teaching: A textbook for elementary literacy education (2<sup>nd</sup> edition)*. [iBook for mobile tablets and phones].
- Wohlwend, K. E. (2008). *Interactive video case studies for K-6 literacy methods classes*. Set of 6 DVDs. Bloomington, IN: IU Center for Teaching & Learning.

## **Publications: Service**

### **Magazine Articles**

Scott, J. A., & Wohlwend, K. E. (in press). Making room for play through Literacy Playshop. *Exchange: The Early Childhood Leader's Magazine (Bridging Research and Practice feature)*.

### **Encyclopedia Entries**

Wohlwend, K. E. (2017). Design playshop. In K. A. Peppler (Ed.), *Sage encyclopedia of out-of-school learning* (pp. 208-209). Los Angeles: Sage. ISBN: 978-1483385211

Wohlwend, K. E. (2017). Playful learning. In K. A. Peppler (Ed.), *Sage encyclopedia of out-of-school learning* (pp. 596-598). Los Angeles: Sage. ISBN: 978-1483385211

### **Book Reviews**

Wohlwend, K. E. (2005). Review of "Disciplining the child via the discourse of the professions". *Contemporary Issues in Early Childhood*, 6(3), 310-312.

Elias, M. R., Rogers, R., Saul, E. W., Sipe, L. R., Wilson, J. L., & Wohlwend, K. E. (2010). Children's reading today and in the future: Igniting their passions and engaging their interests. *Language Arts*, 87(3), 220-224.

## **Funded Grants and Fellowships**

*"Time for Your Checkup": Tracking Embodied Literacies and STEM Concepts in Doc McStuffins Museum Play*. Maris M. and Mary Higgins Proffitt Fund. 2018-2019. Indiana University School of Education. \$19,000. Wohlwend, PI; Maltese, Co-PI.

*Beyond Critical Performance: Charting New Territories for Global Imaginaries with Post-Embodiment Theories and Methodologies*. Indiana University Institute for Advanced Study: Collaborative Fellowship; University of Glasgow. 2017-2018. \$8,144. Medina, Wohlwend, PIs.

*Playshops, Puppets, and 3D Printers: Integrating Makerspaces into PK-6 Literacy Teacher Education*. Indiana University School of Education. 2015. \$10,000. Wohlwend, PI.

*Using Video-Based Data Analysis Methods to Examine Children's Actions in Nonverbal Learning with New Technologies*. Indiana University Institute for Advanced Study Individual Research Award. 2014. \$3,000. Wohlwend, PI.

*K-2 Literacy Teaching: Rewriting Language Arts Teacher Education with iBook Author*. Indiana University Instructional Consulting. 2014. \$1,500. Wohlwend, PI.

*Critical Media Literacy Teacher Study Groups*. Maris M. and Mary Higgins Proffitt Fund. 2010-2011. Indiana University School of Education. \$18,000. Wohlwend, PI.

*Creating Open Educational Resources*. Faculty Development Grant. 2014. Indiana University Instructional Consulting. \$1,500. Wohlwend, PI.

*Teaching and Learning with Mobile Tablets Faculty Learning Community*. Indiana University Center for Innovative Teaching and Learning Grant. 2011. \$750. Wohlwend, PI.

*Teaching with Social Media*. Innovative Pedagogies Initiative Grant. 2011. Indiana University Instructional Consulting. \$500. Wohlwend, PI.

*Interactive Video Cases*. Active Learning Grant. 2008. Indiana University Support Services. \$1,500. Wohlwend, PI.

## **Collaborative Research with Colleagues**

*A Kid's-Eye View of Science Museums: Doc McStuffins*. Indianapolis Children's Museum. 2016-present. Maltese, PI.

*Open Portfolio Project: Preschool Squishy Circuits*. The Gordon and Betty Moore Foundation. 2013-2014.

(\$260,000 with a sub-contract of \$69,500). Maker Education Initiative, Peppler, PI.  
*New Tools to Foster Creative Collaboration During Design*. National Science Foundation. 2009-2013.  
(\$216,280). Peppler, PI.

## Presentations

### Research: Invited Talks and Keynotes

- Wohlwend, K. E. (2019, March). *Play Matters: Entangled literacies in early childhood makerspaces*. Keynote to DigiLitEY/MakEY Conference. University of Sheffield and Journal of Early Childhood Literacy, Manchester, UK.
- Wohlwend, K. E. (2018, March 7). *"Just playing and making stuff": Multimodality and materiality in early childhood makerspaces*. Keynote presented to the DigiLitEY Training School 2018 on Makerspaces in the Early Years: Enhancing Digital Literacy and Creativity. University of Sheffield, Sheffield, UK.
- Wohlwend, K. E. (2018, March 8). *Play matters: Methods for researching play and making*. DigiLitEY Training School 2018 on Makerspaces in the Early Years: Enhancing Digital Literacy and Creativity. University of Sheffield, Sheffield, UK.
- Wohlwend, K. E. (2017, November 30). *Mediation, Materialism, and Makerspaces*. Talk presented to the Discourse Analysis Study Group at the Literacy Research Association Annual Meeting, Tampa, FL.
- Medina, C. L., & Wohlwend, K. E., (2017, June 2). *Charting new territories for interpreting emerging cultural imaginaries: An interactive presentation on children's explorations of media through play and drama*. Talk presented at the University of Glasgow, Glasgow, Scotland, UK.
- Wohlwend, K. E. (2016, October 21). *Literacy Playshop and early childhood education*. Talk presented to a doctoral seminar at The Ohio State University, Columbus, OH.
- Wohlwend, K. E. (2016, October 21). *Maker literacies: Hacking literacy teacher education with saws and glue guns*. Talk presented to the Language, Education, and Society Community, Teaching and Learning Department, The Ohio State University, Columbus, OH.
- Wohlwend, K. E. (2015, December 3). *Play literacies*. Talk presented to the Early Authoring as Multimodal Practice Study Group at the Literacy Research Association Annual Conference, San Diego, CA.
- Wohlwend, K. E. (2015, June 26). *Literacy playshops, children's media, and "more-than" literacies*. Paper presented at the National Association for Media Literacy Education, Philadelphia, PA.
- Wohlwend, K. E. (2015, May 23). *Modes in motion: Analyzing action and animation*. Paper presented at the Discourse Analysis in Education Conference, University of Wisconsin, Madison, WI.
- Wohlwend, K. E. (2015, April 11). *Media, pedagogy, and children's cultural imaginaries*. Paper presented at the Literacy in Transcultural Literacies in Cosmopolitan Times symposium. University of Calgary and Brock University, Calgary, Edmonton, Canada.
- Wohlwend, K. E., Simon, R., & Rowsell, J. (2015, April 19). *Language and social processes SIG mentoring workshop: Creating dialogue across "generations" of scholars*. Talk presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- Wohlwend, K. E. (2014, October 14). *Mediated discourse analysis*. Talk presented to doctoral seminar at University of Illinois, Chicago.
- Wohlwend, K. E. (June, 2014). *Reimagining innovative approaches to ethnography and discourse analysis over time*. Keynote panel at the Invitational Conference on Discourse Analysis in Education, Ohio State University, Columbus, Ohio.
- Wohlwend, K. E. (2013, April 21). *Meet the researchers: IRA Research Division invited literacy researchers*. Talk presented at the International Reading Association Annual Convention, San Antonio, TX.
- Wohlwend, K. E. (2013, February 16). *New directions in theorizing and researching literacies in early childhood education*. Keynote presented at the National Council of Teachers of English Assembly for Research Annual Convention, Ohio State University, Columbus, OH.

- Wohlwend, K. E. (2012, June 2). *Discourse and relationships among local, institutional, and global contexts*. Keynote presented at the Invitational Conference on Discourse Analysis in Education Conference, Columbus, OH.
- Wohlwend, K. E. (2012, June 7). *Playing their way into literacies: New literacy practices in early childhood classrooms*. Workshop presented to graduate classes at University of Illinois, Chicago.
- Wohlwend, K. E. (2012, March 5). *Playing their way into literacies*. Talk presented to graduate class at American University, Washington, DC.
- Wohlwend, K. E. (2012, February 21). Methods of discourse analysis in "The Boys who would be Princesses". Talk presented to doctoral seminar on discourse analysis at Vanderbilt University, Nashville, TN.
- Wohlwend, K. E. (2012, January 15). *Constructing the child at play: From the schooled child to technotoddlers and back again*. Webinar presented in the Global Conversations in Literacy Research Series, Georgia State University.
- Wohlwend, K. E. (2011, December 3). Talk presented to The Writerly Life in Academia Study Group at the Literacy Research Association Annual Conference, Jacksonville, FL.
- Wohlwend, K. E. (2011, June 2). *Constructing technology prodigies: The young child on YouTube*. Lecture presented at University of Wisconsin. Madison, WI.
- Wohlwend, K. E. (2010, July 10). *A is for avatar*. Keynote address presented at the United Kingdom Literacy Association International Conference, University of Winchester, Winchester, UK.
- Wohlwend, K. E. (2010, December 2). *Introduction to multimodal analysis*, presented at inaugural meeting of Doctoral Students Innovative Community Group. Paper presented at Literacy Research Association Annual Conference, Fort Worth, TX.
- Wohlwend, K. E. (2010, July 2). *"Did I mention he's two?": Constructing technology prodigies on YouTube*. Keynote address presented at the Center for the Study of New Literacies Conference, University of Sheffield, Sheffield, UK.

#### **Research: Refereed Conference Papers**

- Wohlwend, K. E. (2019, March 8). Literacies in Motion: Reading Toys in Toddlers' Wandering and Wobbly Go-Pro Videos. Paper presented at the DigiLitEY/MakEY Conference. University of Sheffield and Journal of Early Childhood Literacy, Manchester, UK.
- Wohlwend, K. E. (2018, November 29). *Just playing and making stuff: Children and materials as co-actants...from makerspaces to playshops*. Paper presented at the Literacy Research Association, Indian Wells, CA.
- Medina, C. L., Perry, M., & Wohlwend, K. E. (2018, November 28). *Unsettling imaginaries: Improvising research methods for engaging plurality, globalization, and literacies*. Paper presented at the Literacy Research Association, Indian Wells, CA.
- Medina, C. L., Wohlwend, K. E., Anderson, K., Hogue, B., Ramirez, N., Bangert, S., . . . Scott, J. A. (2017, November 30). Constructing cultural imaginaries through literacy pedagogies in contact zones: What does it mean to critically prepare literacy scholars in contemporary times? Paper presented at the Literacy Research Association Annual Meeting, Tampa, FL.
- Maltese, A. V., Wohlwend, K. E., Simpson, A., & McKeown, J. M. (2017, May 1). *Examining portrayals of STEM in early childhood television programming*. Paper presented at the American Educational Research Association, San Antonio, TX.
- Wohlwend, K. E. (2016, December 1). *Play matters: New materialisms and the transitory texts of play*. Paper presented at the Literacy Research Association Nashville, TN.
- Thiel, J. J., & Wohlwend, K. (2016, December 1). *From spitballs to spinners: A posthuman approach to paper as a crucial material in literacy practice, pedagogy, and research*. Paper presented at the Literacy Research Association Nashville, TN.

- Wohlwend, K. E. (2016, December 2). *Play, merged media, and converging imaginaries of play*. Paper presented at the Literacy Research Association Nashville, TN.
- Wohlwend, K. E., Scott, J. A., Yi, J. H., Deliman, A., & Kargin, T. (2016, Dec. 3). *Toyhacking and maker literacies in PK-3 teacher education: Transforming texts with toys, tablets, and glue guns*. Paper presented at the Literacy Research Association, Nashville, TN.
- Thompson, N., Tan, V., Peppler, K. A., Wohlwend, K. E., & Thomas, A. (2016, April 11). *Squishing circuits: Circuitry learning with electronics and playdough in early childhood*. Paper presented at the American Educational Research Association, Washington, DC.
- Wohlwend, K. E. (2016, April 11). *From achievement gap to time warp: Methods for disturbing realities*. Paper presented at American Educational Research Association Annual Meeting, Washington, DC.
- Wohlwend, K. E. (2016, April 10). *Fluidity, complexity, and emergence in children's action texts*. Paper presented at the American Educational Research Association. Washington, DC.
- Wohlwend, K. E., & Peppler, K. A. (2016, April 9). *From failure to flow: Collaborative knowledge networks in children's play and making with squishy circuits*. Paper presented at the American Educational Research Association. Washington, DC.
- Wessel Powell, C., Kargin, T., & Wohlwend, K. E. (2016, April 9). *Literacy playshop in a K-1 classroom: Multimodal literacy's place in teaching and assessment*. Paper presented at the American Educational Research Association. Washington, DC.
- Wohlwend, K. E. (2016). *Monster High: Playing in the converging imaginaries of a virtual dollhouse*. Paper presented at the American Educational Research Association Annual Meeting, Washington, DC.
- Wohlwend, K. E. (2015, December 3). *Mediated discourse analysis: Examining actions, modes, and meanings in participatory literacies*. Paper presented at the Literacy Research Association Annual Conference, San Diego, CA.
- Wohlwend, K. E. (2015, December 2). *Mediated discourse analysis. Act I in presentation Measure upon Measure, or As You Light It: Soliloquies on methodology for conceptual nuance, in three acts*. Paper presented at the Literacy Research Association, San Diego, CA.
- Wessel Powell, C., Kargin, T., & Wohlwend, K. E. (2015, December 3). *Teaching drama but assessing print: Multimodal literacies, workshop assessments, and children's play performances*. Paper presented at the Literacy Research Association, San Diego, CA.
- Wohlwend, K. E. (2015, April 20). *Analyzing modal assemblage and collaborative production in children's play and making*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- Peppler, K. A., Thompson, N., Bender, S., & Wohlwend, K. E. (2015, April 19). *"Nothing really for girls": Examining the perceived genderness of circuitry learning tool kits*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- Wohlwend, K. E., Peppler, K. A., & Keune, A. (2015, April 17). *Design playshop: Making spaces for expansive learning through play, collaboration, and playdough "Squishy Circuits"*. Paper presented at the American Educational Research Association, Chicago, IL.
- Medina, C. L., & Wohlwend, K. E. (2014). *Children's cultural imaginaries: Reimagining and relocating media through play and drama*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Wohlwend, K. E., Buchholz, B. A., Wessel Powell, C., Coggin, L. S., & Husbye, N. E. (2013, December 6). *Modal complexity in young children's collaborative storying, play, and media production*. Paper presented at the Literacy Research Association Annual Conference, Dallas, TX.
- Wohlwend, K. E., & Medina, C. L. (2013, December 6). *Literacy, play, and globalization Converging imaginaries in children's critical and cultural performances*. Paper presented at the Literacy Research Association Annual Conference, Dallas, TX.
- Wohlwend, K. E. (2013, December 6). *Puppets, ipads, & apps, oh my: Analyzing multimodality in children's digital play texts*. Paper presented at Literacy Research Association Annual Conference, Dallas, TX.

- Wohlwend, K. E. (2012, November 30). *Toy story: A multimodal analysis of toys as texts*. Paper presented at the Literacy Research Association Annual Conference, San Diego, CA.
- Wohlwend, K. E., & Medina, C. L. (2012, November 28). *Embodied composing in cultural imaginaries*. Paper presented at the Literacy Research Association Annual Conference, San Diego, CA.
- Wohlwend, K. E. (2012, November 17). *Literacy Playshop: Reimagining writing workshop*. Paper presented at the National Council of Teachers of English Annual Convention, Las Vegas, NV.
- Wohlwend, K. E., Buchholz, B. A., Wessel Powell, C., Husbye, N. E., & Coggin, L. S. (2012, November 16). *Literacy Playshop: Expanding early childhood literacy curriculum through play-based film-making and popular media*. Paper presented at the National Council of Teachers of English Annual Convention, Las Vegas, NV.
- Wohlwend, K. E., & Kargin, T. (2012, November 17). *Dude, how do you go to...": Collaboration and peer teaching in virtual worlds*. Paper presented at the National Council of Teachers of English Annual Convention, Las Vegas, NV.
- Wohlwend, K. E., & Medina, C. L. (2012, April 17). *Identity, performance and pedagogy in media locations: Cultural production at the "playshop"*. Paper presented at the American Educational Research Association Annual Meeting, Vancouver, British Columbia.
- Wohlwend, K. E. (2012, April 17). *Animation and action texts in children's play and film-making*. Paper presented at the AERA Annual Meeting, Vancouver, British Columbia.
- Wohlwend, K. E., & Peppler, K. A. (2012, April 16). *Pink technologies and playful pedagogies: Gender, design, and Barbie transmedia in digital and museum spaces*. Paper presented at the American Educational Research Association Annual Meeting, Vancouver, British Columbia.
- Wohlwend, K. E. (2011, December 2). *"I'm Snow White": Boys Playing and critically engaging identity texts in Disney Princess transmedia*. Paper presented at the Literacy Research Association Annual Conference, Jacksonville, FL.
- Wohlwend, K. E., & Medina, C. L. (2011, November 30). *Media as nexus of practice: Remaking identities in What Not to Wear*. Paper presented at the Literacy Research Association Annual Conference, Jacksonville, FL.
- Wohlwend, K. E. (2011, November 20). *Constructing the child at play: From the schooled child to technotoddler and back again*. Paper presented at the National Council of Teachers of English Annual Convention, Chicago, IL.
- Wohlwend, K. E. (2011, April 9). *Redesigning gendered identity texts in Disney transmedia*. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Handsfield, L. J., & Wohlwend, K. E. (2010, December 3). *Twinkle, twitter little stars: Exploring young children's digital literacy practices using nexus and rhizomatic analyses*. Paper presented at the Literacy Research Association Annual Conference, Fort Worth, TX.
- Wohlwend, K. E. (2010, December 2). *Light sabers and electric eels: Mediation, modes, and discourses in kindergarten design activity*. Paper presented at the Literacy Research Association Annual Conference, Fort Worth, TX.
- Wohlwend, K. E. (2010, November 20). *Converging identity texts and gendered worlds: Boys drawing, writing, and playing with Disney Princess media*. Paper presented at the National Council of Teachers of English Annual Convention, Orlando, FL.
- Wohlwend, K. E. (2010, November 19). *Critical engagement and critical literacy: Handbook of research of teaching English language arts*. Paper presented at the National Council of Teachers of English Annual Convention, Orlando, FL.
- Wohlwend, K. E. (2010, November 20). *Playing Star Wars under the (teacher's) radar: Visual and embodied literacies in kindergarten*. Paper presented at the National Council of Teachers of English Annual Convention, Orlando, FL.

- Wohlwend, K. E. (2010, July 6). *Examining connectivity in online play-based social networks: Nexus analysis, multimodal analysis, and actor network theory*. Paper presented at the Multimodal & Learning Conference: Environments, Rhetoric, Recognition, Play, & Methods, Institute of Education, University of London.
- Wohlwend, K. E., & Norton-Meier, L. (2007, November 9). *Making sense with and of Happy Meal toys, popular media, and technology: Seizing opportunities for language and literacy development*. Paper presented at the Annual Conference of the National Association for the Education of Young Children, Chicago, IL.

#### **Research: Discussant**

- Wohlwend, K. E. (2017, December 1). *Improv, improvisation, and imaginaries*. In Thinking Literacy Teaching through Improvisational Responsiveness session with K. M. Leander, K. Lenters, & G. M. Boldt. Literacy Research Association Annual Meeting, Tampa, FL.
- Wohlwend, K. E. (2014, December 3). *Community arts zone: projects Linking literacy, community, and the arts* session with K. Gutierrez, J. Larson, K. Winters, & J. Rowsell at the annual meeting of the American Educational Research Association, Philadelphia, PA.

#### **Teaching: Invited Lectures**

- Wohlwend, K. E. (2013, October 9 & 10). *Literacy Playshop*. Two lectures presented to two graduate classes at Teachers College, Columbia University, NY.
- Wohlwend, K. E. (2013, April 24). *Literacy Playshop*. Webinar for Kinderchat international social media twitter community, archived at <http://thecampfirechat.blogspot.com/>

#### **Service: Invited Keynotes and Lectures**

- App maps and Bloxels: Decoding learning in "educational" apps*. Code with Your Kid Workshop, Center of Excellence for Women in Technology. Indiana University. October 1, 2016.
- Teaching with iPads and iBooks Author*. Center of Excellence for Women in Technology: Salon on University Teaching. Indiana University. September 9, 2014
- #Teaching & Tweeting @IU*. Lecture presented at the School of Education Faculty Pedagogy Seminar (Inaugural Lecture). Indiana University. February 10, 2012
- Teaching with rigor, relevance, and cell phones*. Keynote address presented at the School of Education Induction Ceremony. Indiana University. November 6, 2010
- "I'm not an American girl!": Resisting discourses of patriotism, child, innocence, and agency*. 12<sup>th</sup> SLED Symposium. Indiana University. April 8, 2007

## **University Teaching**

### **Doctoral Courses**

- Multimodality, Media, and Literacies: LCLE Topical Seminar L750
- Theoretical Issues in the Study of Language and Literacies: LCLE Core Seminar L601
- Early Inquiry into Doctoral Research: LCLE Inquiry Linkage Course & EdD Cohort Course L599
- Critical Discourse Analysis: LCLE Topical Seminar L750/Inquiry Department Methods Course Y650
- Mediated Discourse Analysis: Inquiry Department Topical Methods Course Y650
- Learning Sciences Research Apprenticeship: Counseling & Ed Psych Department Course P573
- Dissertation Proposal Development: LCLE Research Methods Workshop L650/L795
- Theories of Literacy Development: LCLE Topical Seminar L750
- Researching Play, Critical Literacy, and Popular Media in Early Childhood: LCLE Seminar L630

## Teacher Education Certification Courses (Undergraduate/Graduate)

Instructional Issues and Reading Foundations for Literacy Specialists LCLE L407/L507

Methods of Reading and Language Arts: Primary (K-2) LCLE E339

Advanced Study of Reading and Language Arts: Primary (K-2) LCLE L549

Methods of Reading II for Preschool LCLE E340 PK

Teaching and Learning with Young Children, Ages 3-5, Literacy LCLE E351

Elementary Literacy Field Experience LCLE M301

## Graduate Students' Awards

Beth A. Buchholz

2015 Outstanding Student Research Award, Literacy Research Association

2013 Emerging Scholar Award, Language & Social Processes SIG, American Educational Research Association

2015 Trustees' Outstanding Associate Instructor Award, Indiana University

2015 Beechler Dissertation Proposal Award, Indiana University

Christy Wessel Powell

2013 & 2014 Trustees' Outstanding Associate Instructor Award, Indiana University

2015 Beechler Dissertation Proposal Award, Indiana University

Jacqueline Sydnor

2012 Teacher Education Dissertation Seminar Award, Division K, American Educational Research Association

2012 Beechler Dissertation Proposal Award, Indiana University

## Directed Doctoral Dissertations

Zawan Al Bulushi. In Progress (Co-directing with Mitzi Lewison). "Multilingual College Students' Reading and Analysis of Multimodal Texts: Discourses, Interpretations, and Experiences"

Tolga Kargin. 2016. "Literacy in a New Playground: Young Children's Literacy Practices in Commercially-Designed Virtual Play Worlds"

Beth A. Buchholz. 2015. "Authoring Time in the Classroom: Young Writers Compose Communities, Relationships, and Identities across Timescales"

Jacqueline Sydnor. 2013. "Journeys of Becoming: A Longitudinal Study of Two Beginning Elementary Teachers' Ideological Development from the University Classroom through First Year Teaching"

Nicholas Husbye. 2013. (Co-directed with James Damico). Of Movies and Multimodality: Film Design and Modal Complexity as Literacy Practices in the Elementary Classroom.

Julie Rust. 2013. (Co-directed with James Damico). "Complex Interplays: Teacher and Students' Co-Construction of New Media Classroom Spaces"

## Doctoral Committees

*Chair, Doctoral Advisory Committee*

Jill Scott LCLE PhD

Casey Pennington LCLE PhD

Yanlin Chen LCLE PhD

Charmian Lam LCLE PhD

Jeannette Armstrong LCLE EdD

*Completion Date*

In Progress

In Progress

In Progress

2017, to ELPS

In Progress

JJ Ray	LCLE EdD	In Progress
Kaitlin Larson	LCLE EdD	In Progress
Jennifer Parker Monger	LCLE EdD	In Progress
Kelsey DeKlerk	LCLE EdD	In Progress
Abbie McClure	LCLE EdD	In Progress
Christian Perry	LCLE EdD	In Progress
Christy Wessel-Powell	LCLE PhD	2016
Sheri Jordan	LCLE PhD	2014

*Member, Doctoral Dissertation Research Committee*

Faishal Zakaria	LCLE PhD	In Progress
Qi Li	LCLE PhD	In Progress
Anna Keune	Learning Sciences PhD	In Progress
Naomi Thompson	Learning Sciences PhD	In Progress
Farah Albabtain	LCLE PhD	In Progress
Ranu Roy	C & I PhD	In Progress
Alex Panos	LCLE PhD	2018
Rafi Santo	CEP: Learning Sciences PhD	2017
Ya-Huei Lu	Instructional Systems Technology PhD	2017
Christy Wessel-Powell	LCLE PhD	2016
Amber Warren	LCLE PhD	2016
Gulistan Gusel-Bilgin	C & I PhD	2016
Jennifer Wheat	LCLE PhD	2016
Kelly Wiechart	LCLE EdD	2016
Jake McWilliams	CEP: Learning Sciences PhD	2015
Jackie Barnes	CEP: Learning Sciences PhD	2015
Linda Coggin	LCLE PhD	2014
Tammi Davis	LCLE PhD	2014
Candace Kuby	LCLE PhD	2010

*Member, Advisory Committee*

Erin McNeill	LCLE EdD	In Progress
JJ Ray	LCLE EdD	In Progress
Lindsay Herron	LCLE EdD	In Progress
Kerry Armbruster	LCLE EdD	In Progress
Husa Alangari	Instructional Systems Technology EdD	In Progress

**Teaching Certifications and Selected K-12 Teaching**

NBPTS National Board Certified Teacher: Early Childhood Generalist, 2002

Master Educator Certification, State of Iowa

Pre-Kindergarten-Kindergarten Classroom Teaching, K-6 Elementary Teaching,  
K-8 Reading Endorsement

Bettendorf Community School District, Bettendorf, IA 2000-2007

Kindergarten Teacher, First Grade Teacher, Talented & Gifted Teacher, Literacy Teacher Leader

Dubuque Community School District, Dubuque, IA 1990-2000

Kindergarten Teacher, Title I Early Childhood Teacher, First Grade Teacher, Literacy Teacher Leader

## International and National Service

### Professional Association and Research Leadership

#### Literacy Research Association

Director, LRA Executive Board of Directors; Literacy Research Association	2016-2019
Co-Chair, Literacy Instruction and Literacy Learning Program Area	2013-2016
LRA Executive Board Nominating Committee	2014

#### National Science Foundation

Grant Review Panel	2011, 2013
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#### International Reading Association

Advisory Board for IRA's Early Childhood Technology Initiative	2013, 2014
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#### American Educational Research Association (AERA)

Reporter (Executive Board Officer), Semiotics in Education SIG.	2013, 2014
Emerging Scholar Award Committee, Language & Social Processes SIG	2008

#### National Council of Teachers of English

Chair, Selection Committee for Promising Researcher Award	2011, 2012
Executive Standing Committee on Research	2009-2012

#### Indiana University, University of Wisconsin, and Ohio State University

Conference Chair. Discourse Analysis in Education Conference	2011, 2013, 2017
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### International Advisory Panels

British Broadcasting Company (BBC) Global Children's Media Summit	2017
COST IS1410: The digital literacy and multimodal practices of young children (IU Named Partner on the COST DigiLitEY Grant)	2015-2019

### Journal Editorship

Guest Editor, <i>Research in the Teaching of English</i>	2017-2018
Nomination to Editorship of <i>Reviews of Research in Education</i> [AERA]	2017

### Editorial Boards

<i>Journal of Literacy Research</i>	2019-present
<i>Multimodal Communication</i>	2019-present
<i>Research in the Teaching of English</i> [National Council of Teachers of English]	2018-present
<i>Journal of Early Childhood Literacy</i>	2010-present
<i>Language Arts</i> [National Council of Teachers of English]	2008-present
<i>Contemporary Issues in Early Childhood</i>	2013-present
<i>Critical, Interactive, Transparent, and Evolving Research Reviews</i> [LRA]	2017-present
<i>English Teaching: Practice and Critique</i>	2017-present
<i>Psychology of Popular Media Culture</i> [American Psychology Association]	2016-2017
<i>Sage Encyclopedia of Out-of-School Learning</i>	2014-2017

### Tenure and Promotion Reviews

External Referee for Tenure and Promotion Cases at Universities in US, Canada, and Australia

### Manuscript Reviews

**Journals:** *American Educational Research Journal*, *Childhood: A Journal of Global Childhood Research*, *Journal of Literacy Research*, *Reading Research Quarterly*, *Literacy (UK)*, *Journal of Children and Media*, *Early Childhood Research Quarterly*, *Journal of Early Childhood Research*, *Qualitative Research*, *Early Years*, *Sex Roles*; *Computers in Education*

**Books:** Academic Publishers Teachers College Press, Routledge, Sage

### **Media Interviews**

International Literacy Association. O'Donnell, A. (August 31). <i>Overcoming the digital divide.</i>	2017
Mashable. Dockray, H. (January 1). <i>Why is the Internet obsessed with Disney princesses?</i>	2016
Associated Press. (July 22). <i>Indiana makes some gains in well-being of children.</i>	2014
Los Angeles Times. Keegan, R. (June 22). <i>Pixar's 'Brave' shoots arrows in the princess ideal.</i>	2012
National Public Radio. Kids These Days <i>The princess marketing phenomenon and little girls.</i>	2011
International Reading Association. Voice of Literacy <i>Literacy and Disney Princess play.</i>	2009

### **University and Community Service**

#### **Service to University**

Faculty Leadership Team for Center of Excellence for Women in Technology	2014-present
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#### **Service to School of Education**

Chair, Undergraduate Studies Policy Council Standing Committee	2016-present
Learning and Teaching with Technology Policy Council Standing Committee	2016-present
Academic Standards Policy Council Standing Committee	2016-present
Graduate Studies, Recruitment, and Financial Aid Committee, Policy Council Standing Committee	2013-2015, 2018-present
Make, Innovate, and Learn Lab Makerspace Committee	2015-present
Elementary Council, Elementary Program Committee	2009-2017
Faculty-initiated Collaborative Research Steering Committee	2017-2017
Search Committees (Chaired 1 search)	2008, 2009, 2011, 2016, 2018
Dean's Leadership Inquiry Group (Professional Development Study of SOE Service)	2016-2017
Leadership Team for EdTPA Undergraduate Program Assessment	2010-2016
Alternate, Dean's Policy Council	2013-2015
Committee on Teacher Education	2007-2012
NCATE Accreditation Leadership Team	2008-2009

#### **Service to LCLE Department**

Program Director, LCLE Doctoral Programs	2018-present
Program Coordinator, Online LCLE EdD Program	2018-present
Merit Review Committee	2018
Graduate Admissions Committee	2007-2015
Chair, Early and Elementary Literacy Program Area	2012-2015
Program Coordinator, Reading Certification	2007-2010

## **Professional Development for PK-6 Teachers and Community Youth Leaders**

Program Developer and Facilitator	2010-present
Preschools & K-6 Schools: Teacher Inquiry on Play, Media, & Makerspaces	
Program Developer and Project Supervisor	2009-2015
Boys and Girls Club: Virtual World Computer Clubs	
<i>State of Indiana, Expanding Computer Education Pathways Alliance (NSF)</i>	
Steering Committee	2016

## **Academic Research Affiliations**

### Literacy Research Association

- Discourse Analysis Study Group
- Early Authoring as a Multimodal Practice Study Group

### American Educational Research Association

- Division G: Social Context of Education
- Critical Perspectives in Early Childhood SIG
- Early Education and Child Development SIG
- Semiotics in Education SIG
- Writing and Literacies SIG
- Language and Social Processes SIG

### National Council of Teachers of English

- Early Childhood Assembly
- NCTE Assembly for Research
- Center for the Expansion of Language and Teaching

### National Council for Research on Language and Literacy

### International Literacy Association

### National Association for Media Literacy Education

- Early Childhood Leaders