

JON MICHAEL WARGO

Assistant Professor

Boston College * Lynch School of Education & Human Development
Department of Teaching, Curriculum, and Society
140 Commonwealth Ave. * Campion Hall 116 * Chestnut Hill, MA 02467-3813
E: wargoj@bc.edu C: [REDACTED] W: www.jonwargo.com

PROFESSIONAL APPOINTMENTS

ASSISTANT PROFESSOR

Fall 2017 - Present

BOSTON COLLEGE, LYNCH SCHOOL OF EDUCATION & HUMAN DEVELOPMENT

ASSISTANT PROFESSOR

Fall 2016 – Spring 2017

WAYNE STATE UNIVERSITY, COLLEGE OF EDUCATION, DIVISION OF TEACHER EDUCATION

EDUCATION

MICHIGAN STATE UNIVERSITY

East Lansing, MI

COLLEGE OF EDUCATION

2016

PhD in Curriculum, Instruction, and Teacher Education

Specialization in Language and Literacy Education

Certificate in Qualitative Research Methods

Dissertation: *Connective Composition(s) and Sitings of Selves: Elastic Literacies, Queer Rhetorics, and the Online/Offline Politics of LGBT Youth Writing*

INDIANA UNIVERSITY

Bloomington, IN

COLLEGE OF ARTS & SCIENCES

2008

Bachelor of Arts in English Literature and Gender Studies (*Honors*)

Minor in French Language and Literature

RESEARCH PARTICIPATION AND GRANT EXPERIENCE

Principal Investigator

2020-2022

(In)Human Histories: Exploring How Inclusive Educational Policy Shapes the Teaching of LGBTQ History in Elementary Social Studies, National Academic of Education / Spencer Postdoctoral Fellowship \$70,000 (Under Review)

- Principal Investigator to “(In)Human Histories...,” a multi-method study exploring how state-level educational policy mediates the discursive production of queer history/ies and the teaching of LGBTQ+ inclusive elementary social studies.

Principal Investigator

2019-2020

Designing the Digital: Gamification & New Media Learning in a Graduate Seminar, Boston College – Technology and Mentoring (TAM) Grant, \$10,000

- Principal Investigator to “Designing the Digital...,” a practitioner-inquiry project using tenets of project-based learning and gamification to examine teaching, learning, and assessment in an advanced graduate-level seminar.

Principal Investigator

2018-2019

Building a Better Teacher, Making Methods Matter: Exploring the Nexus of Makerspace Technologies and Project-Based Learning in an Instructional Methods Course, Boston College – Academic Technology/Innovation Grant (ATIG), \$14,465

- Principal Investigator to “Building a Better Teacher, Making Methods Matter...,” a qualitative study examining how makerspace technologies, arts-based education, and project-based learning enhances instructional methods in the elementary social studies classroom

Principal Investigator

2017-2019

Civic MakeEY: Exploring Early Learning and Civic Action through Makerspace Technologies and Project Based Learning, Boston College – Research Incentive Grant (RIG), \$15,000

- Principal Investigator and International Partner to the University of Sheffield’s (Jackie Marsh, Co-PI) EU-sponsored project Digital MakeEY. “Civic MakeEY” explores the nexus of makerspace technologies, the Internet of Toys (IOT) and project-based learning in the early childhood classroom.

Co-Principal Investigator

2015-2018

#hearmyhome: (Re)Learning to Listen to Community Literacies, NCTE, \$5,000

- Co-Principal Investigator of “#hearmyhome: (Re)Learning to Listen to Community Literacies,” a cultural informatics study examining the acoustic ecologies of writing culture across classroom and community spaces.

Project Team Leader

2012-2015

Literacy Corps Michigan, Michigan State University, Dr. Julie Lindquist and Dr. Bump Halbritter [Faculty PIs]

- Project Team Leader to LiteracyCorps Michigan, a funded oral history/life story documentary project intended to discover new knowledge about students’—and in particular, first-generation college students from Michigan—literate lives in terms of questions of access (to literacy sponsorship, infrastructures, and technology) across time (in students’ own histories and across generations) and place (homes, communities, institutions)

RCAH Assessment Fellow

2014-2015

A Programmatic Assessment of the Professional Goals, Outputs, and Experiences of the Residential College of Arts & Humanities Graduate Fellowship Program, Michigan State University, Dr. Joanna Bosse and Dean Karen Komplarens [Faculty PIs]

- Assessment Fellow and PI to a project assessing how graduate students engage in the scholarship of teaching and learning through their tenure, involvement, and community engagement in the Residential College of Arts and Humanities. This project is part of a larger initiative from the Graduate School assessing the impact of teacher-leadership across disciplines and colleges.

RCAH Research Fellow / Principal Investigator

2012-2014

Philosophy for Kids Project, Michigan State University, Dr. Stephen L. Esquith, Dean of RCAH [Faculty PI]

- Graduate Fellow and PI to Philosophy for Kids – Michigan State, a project intended to discover how Elementary school children—and in particular third grade students’ from Michigan—engage in philosophical inquiry through Children’s literature. This project was part of a larger course for students in MSU’s Residential College in Arts and Humanities.

Graduate Research Assistant

2012-2013

College of Education, Michigan State University, Dr. Michelle Purdy [Faculty PI]

- Graduate Research Assistant to Dr. Michelle Purdy and her book manuscript in preparation tentatively titled, “A Look Within: Black Students, Elite Private Schools, and Voluntary Desegregation.”

PUBLICATIONS

REFEREED BOOK MONOGRAPHS

Wargo, J.M. (forthcoming). *Lifestreaming Queer Culture: LGBTQ Youth Writing with Mobile Media*. New York: Routledge

REFEREED JOURNAL ARTICLES*

Wargo, J.M. & Alvarado, J. (in press). 'Making' Civics, Designing Inquiry: Mobilizing Civic Education through Integrative Learning in Pre-Kindergarten. *Social Studies & the Young Learner*.

Wargo, J.M. (2020). Be(com)ing 'In-Resonance-With' Research: Improvising a Post-Intentional Phenomenology through Sound and Sonic Composition. *Qualitative Inquiry*. 26(5), 440-446. doi:10.1177/1077800418819612

Wargo, J.M. (2020). Sounding Out Synthesis: Investigating How Educators in a Teaching with Technology Course use Sonic Composition to Remix Reflection. *E-Learning & Digital Media*. 17(3), 218-235.

Wargo, J.M. & Alvarado, J. (2020). Making as Worlding: Young Children Composing Change through Speculative Design. *Literacy*. 54(2), 13-21 doi:10.1111/lit.12209

Wargo, J.M. (2019). "Picture This!" Examining the Making and Movement of Speculative "Witness" in Young Children's A/r/tographic Collage. *Video Journal of Education and Pedagogy*. 4(1), 138-150

Castro Samayoa, A., **Wargo, J.M.**, & Oliveira, G. (2019). Data's (In)Humanism: Re/Presentations of State, Institutions, and Practices in Contemporary Educational Re/search. *Qualitative Inquiry*. doi:10.1177/1077800419883302

Wargo, J.M. (2019). Between an iPhone and a Safe Space: Tracing Desire in Connective (Auto)Ethnographic Research with LGBTQ Youth. *International Journal of Qualitative Studies in Education* doi:10.1080/09518398.2019.1681537

Wargo, J.M. (2019). Sounding the Garden, Voicing a Problem: Mobilizing Critical Literacy through Personal Digital Inquiry with Young Children. *Language Arts*. 96(5), 275-285.

Wargo, J.M. (2019). Lights! Cameras! Genders? Interrupting Hate through Classroom Tinkering, Digital Media Production and [Q]ulturally Sustaining Arts-Based Inquiry. *Theory into Practice*. 58(1), 18-28. doi: 10.1080/00405841.2018.1536919

Wargo, J.M. & Clayton, K.* (2018). From PSAs to Reel Communities: Exploring the Sounds and Silences of Urban Youth Mobilizing Digital Media Production. *Learning, Media & Technology*. 43(4), 469-484. doi: 10.1080/17439884.2018.1534859

Wargo, J.M. (2018). Writing with Wearables? Young Children's Intra-Active Authoring and the Sounds of Emplaced Invention. *Journal of Literacy Research*. 50(4), 502-523. doi: 10.1177/1086296X18802880

* Underlined names indicate that the person was a graduate student working with me/us at the time of writing or publication of the article. Names with asterisk indicate that the person was a cooperating teacher and co-author.

- Wargo, J.M.** (2018). Earwitnessing (In)Equity: Tracing the Intra-Active Encounters of ‘Being-In-Resonance-With’ Sound and the Social Contexts of Education. *Educational Studies*, 54(4), 382-395.
- Hayes, B., Livingston, K., Miles, C., **Wargo, J.M.**, Hawkins, A., Choffel, E., Hammer, S., Schaefer, E., Hutchinson, L. (2018). [What Fucking Clayton Pettet Teaches Us About Cultural Rhetorics](#). *Constellations: A Cultural Rhetorics Publishing Space*. Web.
- Wargo, J.M.** (2018). #SoundingOutMySilence: Reading a LGBTQ Youth’s Sonic Cartography as Multimodal (Counter)Storytelling. *Journal of Adolescent and Adult Literacy*, 62(1), 13-23.
- Wargo, J.M.** (2017). Rhythmic Rituals and Emergent Listening: Intra-Activity, Sonic Sounds, and Digital Composing with Young Children. *Journal of Early Childhood Literacy*, 17(3), 392-408.
- Brownell, C.J. & **Wargo, J.M.** (2017). (Re)Educating the Senses to Community Literacies: Prospective Teachers Using Sonic Cartography to Listen for Culture. *Multicultural Education Review*, 9(3), 201-214
- Wargo, J.M.** (2017). Designing More Just Social Futures or Remixing the Radical Present? Reading LGBTQ Youths’ Multimodal (Counter)Storytelling as Activist Practice. *English Teaching: Practice & Critique*, 16(2), 145-160.
- Wargo, J.M.** (2017). Hacking Heteronormativity and Remixing Rhymes: Enacting a [Q]ulturally Sustaining Pedagogy in Middle Grades English Language Arts. *Voices from the Middle*, 24(3), 39-43.
- Wargo, J.M.** & De Costa, P. (2017). Tracing Academic Literacies across Contemporary Literacy Sponsorscales: Mobilities, Ideologies, Identities, and Technologies. *London Review of Education*, 15(1), 101-114.
- Wargo, J.M.** (2017). #donttagyourhate: Reading Collecting and Curating as Genres of Participation in LGBT Youth Activism on Tumblr. *Digital Culture and Education*, 9(1), 14-31.
- Wargo, J.M.** (2016). [Literacy Sponsorscales and Mobile Media: Lessons from Youth on Digital Rhetoric](#). *Enculturation: A Journal of Rhetoric, Writing, and Culture*. Web.
- Wargo, J.M.** (2015). “Every Selfie Tells a Story...” LGBTQ Youth Lifestreams and New Media Narratives as Connective Identity Texts. *New Media and Society*, 1-19. doi: 10.1177/1461444815612447.
- Wargo, J.M.** (2015). Spatial Stories with Nomadic Narrators: Affect, Snapchat, and Feeling Embodiment in Youth Mobile Composing. *Journal of Language and Literacy Education*, (11)1, 47-64.
- Wargo, J.M.** (2014). Sexual Slipstreams and the Limits of Magical Realism: Or, Why a Bisexual Cinderella Just Isn’t That “Queer.” *Bookbird*, (52)1, 43-50.

REFEREED BOOK CHAPTERS

- Wargo, J.M. & Madres, J.** (forthcoming). From the Sidelines to the Stonewall? Examining LGBTQ2 Nonfiction as a [Q]ulturally Sustaining Resource for Early and Middle Grades Readers. In Crisp, T., Gardner, R.P., & Knezek, S. (Eds.), *Using Diverse Nonfiction in K-8 Classrooms*. Urbana, IL: National Council of Teachers of English
- Wargo, J.M. & Morales, M.** (forthcoming). Making Futures, Composing Worlds: Examining Young Children's Making as Speculative Design. In Marsh, J., Mclean, C., & Rowsell, J. (Eds.), *Maker Literacies and Maker Identities in the Digital Age: Playing through Modes and Media*. New York: Routledge.
- Wargo, J.M. & Morales, M.** (forthcoming). Young Children Experimenting with Sound Art: Painting the Politics of Noise in the Early Years Classroom. In Schulte, C. & Park, H. (Eds.), *Visual Arts with Young Children: Practice, Pedagogy, & Learning*. New York: Routledge.
- Wargo, J.M. & Apol, L.** (2020). "But I Can't Use This in a Classroom!" Or, Teaching 'Risky/Risqué' Young Adult Literature in Colleges of Education. In Cadden, M., Coats, K. & Trites, R.S. (Eds), *Teaching Young Adult Literature*. MLA Options for Teaching Series. New York: Modern Language Association.
- Wargo, J.M.** (2020). "I Don't Write So Other People Notice Me, I Write So I can Notice Myself..." Locating Queer at the Intersection of Rhetoric, Resistance, and Resource-Based Pedagogy. In C. Mayo & M. Blackburn (Eds.), *Applying Queer, Trans, and Intersectional Theory to Educational Practice: Student, Teacher, and Community Experiences*. New York: Routledge
- Wargo, J.M.** (2018). "Lines, Lives, and Spacetimemattering: An Intra-Active Analysis of a 'Once OK' Writer. In C. Kuby, J. Thiel & K. Spector (Eds.). *Posthumanism and Literacy Education: Knowing/ Becoming/ Doing Literacies* (pp.130-141). New York, NY: Routledge.
- Smith, A. & **Wargo, J.M.** (2017). From Ekphrasis to Experience: Digital Writing and the Emerging Communicative Landscapes of Youth Composing Selves. In Mills, K., Stornaiuolo, A., Smith, A., and J.Z. Pandya. (Eds.) *Routledge Handbook of Digital Writing and Literacies in Education* (pp. 37-49). New York: Routledge
- Wargo, J.M.** (2017). At the Risk of Feeling Brown in Gay YA: Machismo, Mariposas, and the Drag of Identity. In Bullen, E., Moruzi, K., & M. Smith (Eds.) *Emotional Control: Affect and Children's Texts* (pp. 175-190). New York: Routledge
- Wargo, J.M.** (2016). Queer, Quare, and [Q]ulturally Sustaining. In Brockenbrough, E., Ingrey, J., Martino, W., and N. Rodriguez. (Eds.), *Queer Studies and Education: Critical Concepts for the Twenty-First Century*. New York: Palgrave Macmillan
- Wargo, J.M.** (2016). Youth Tectual Economies: The Paradox and Purchase of Equity. In Noblit, G., and W. T. Pink. (Eds.), *Education, Equity, and Economy: Crafting a New Intersection* (pp.195-214). Cham: Springer International Publishing

EDITORIALS, POETRY & OTHER WRITING

Matos, A.D. & Wargo, J.M. (2019). Editors' Introduction: Queer Futurities in Youth Literature, Media, and Culture. *Research on Diversity in Youth Literature*: 2(1), pp. 1-17. Web.
<http://sophia.stkate.edu/rdyl/vol2/iss1/1>

UNIVERSITY & ORGANIZATIONAL WORKING PAPERS

Zapata, A., Crisp, T., Kleekamp, M., Wargo, J., and Bostic, Q. (2019). Children's Literature Assembly Position Statement on The Importance of Critical Selection and Teaching of Diverse Children's Literature. Statement prepared on behalf of the National Council of Teachers of English

Anagnostopoulos, D., Drake, C., Hodges, K., Broda, M., Lane, J., Wargo, J.M. & Cole, J. (2012, February) "Preparing New Teachers in the New Teacher Evaluation Context." Paper prepared for the Department of Teacher Education, Michigan State University

REFEREED CONFERENCE AND PAPER PRESENTATIONS

Wargo, J.M. (2020, April). "Underscoring Uptake as a Social Process in Young Children's Composing: Writing (Righting) Expert in Personal Digital Inquiry." A paper presented at the *American Educational Research Association*. San Francisco, CA. (Conference canceled)

Wargo, J.M. (2020, April). "Tracing the Shape of Sound and Story: Examining Sonorous Systems of Interaction in Learning to Escape." A paper presented at the *American Educational Research Association*. San Francisco, CA. (Conference canceled)

Wargo, J.M. (2020, April). "Sound Civics, Heard Histories: Examining Walking as a "Sound" Method in Early Childhood Geography." A paper presented at the *American Educational Research Association*. San Francisco, CA. (Conference canceled)

Wargo, J.M. (2020, March) "Writing (Righting) Detroit's Sonic Archive: Amplifying the Queer Extracurriculum of Commonplace Composition." A paper presented at the Conference on College Composition and Communication. Milwaukee, WI. (Conference canceled)

Wargo, J.M. (2020, February). "Seeing Speech, Entangled Environments, and Touching Sound: Methodological Lessons from Escape Rooms." A symposium presented at the Ethnography in Education Research Forum. Philadelphia, PA.

Wargo, J.M. (2019, December). "Sounds of Sponsorship as Queer Extracurriculum: Examining Zine Making and House Music as Coalition Building in the Literacy Lives of LGBTQ Adults." A paper presented at the *Literacy Research Association*. Tampa, FL.

Wargo, J.M. (2019, December). "You're Not a Camper! Tracing the Affective Dimensions of Young Children's Literacies and Musical Play." A paper presented at the *Literacy Research Association*. Tampa, FL.

Wargo, J.M. (2019, December). "Restorying Tomorrow, Writing Against Today: Mobilizing Young Children's Writing as Critical Literacies." A paper presented at the *Literacy Research Association*. Tampa, FL.

- Wargo, J.M.** (2019, November). “Designing Inquiry, Modeling Response: Mobilizing 3D Printing as Response to Young Adult Literature in the Teacher Education Classroom.” A paper presented at the *National Council for Teachers of English* conference. Baltimore, MD
- Wargo, J.M.** (2019, October). “We’re Making Tomorrows!': Young Children Mobilizing Critical Literacies to Write the Precarity of the Present.” A paper presented at the *Reconceptualizing Early Childhood Education* conference. Las Cruces, NM
- Wargo, J.M.** (2019, April). “Fabricating Response: Examining Prospective Teachers Mobilizing 3D Printing as Response to Children’s Literature.” A paper presented at the *American Educational Research Association*. Toronto, ON
- Wargo, J.M.** (2019, April). “Picture This! Examining how Pre-K Children Mobilize Making and Movement to see Speculative Futures with Photography.” A paper presented at the *American Educational Research Association*. Toronto, ON
- Wargo, J.M.** (2019, March). “Sounds of Survivance and Composing Community in Detroit: Exploring Sonic Poetics as Queer Extracurriculum.” A paper presented at the *Conference on College Composition and Composition*. Pittsburgh, PA
- Wargo, J.M.** (2019, February). “Sounding Community, Community Sounds: Fostering a Material Imagination in Writing the Field Recording.” A paper presented at the *Ethnography in Education Research Forum*. Philadelphia, PA.
- Wargo, J.M. & Alvarado, J.** (2018, November). “Making as Worlding: Young Learners Composing Change through Speculative Design.” A paper presented at the *Literacy Research Association*. Indian Wells, CA.
- Wargo, J.M.** (2018, November). “Tales of a Second Grade Something! Gendered Genius Hour and Writing the Ethos of Expert in a Multi-Age Classroom.” A paper presented at the *Literacy Research Association*. Indian Wells, CA.
- Wargo, J.M.** (2018, November). “#SoundingOutMySilence: Reading LGBTQ Youths’ Sonic Composing as (Counter)Storytelling.” A paper presented at the *Literacy Research Association*. Indian Wells, CA.
- Wargo, J.M.** (2018, September). “Sonic (In)Humanisms: Witnessing ‘Withness’ and Writing Difference through Sonic Composition.” A paper presented at the *Symposium on Sound, Writing, and Rhetoric*. Nashville, TN.
- Wargo, J.M.** (2018, April). “Making Civics, Civic MakeEY: Examining Techne as a Nexus of Practice for ‘Writing’ Civic Action.” A paper presented at the *American Educational Research Association*. New York City, NY.
- Wargo, J.M.** (2018, April). “THOTS, Thirst, and Theory? Reading Desire in Writing the ‘Digital Real’ with LGBTQ Youth.” A paper presented at the *American Educational Research Association*. New York City, NY.
- Wargo, J.M.** (2018, February). “Sonic Synergies and Rhythmic Realities: Attuning Towards the Nexus of Nomadic Be(com)ings and Technologies of Text in Post-Qualitative Research.” A paper presented at the *European Congress for Qualitative Research*. Leuven, Belgium.
- Wargo, J.M.** (2017, December). “My City My Story: Sounding Out Civics through Youth Digital Media Production.” A paper presented at the *Literacy Research Association Conference*. Tampa, FL

- Wargo, J.M.** (2017, December). "Writing with Wearables? Exploring the Intra-Active Encounters and Rhythmic Realities of Young Children (Re)Composing "The Listening Walk." A paper presented at the *Literacy Research Association Conference*. Tampa, FL
- Wargo, J.M.** (2017, December). "Queer In/Humanisms and the Limits of Literacies." A paper presented at the *Literacy Research Association Conference*. Tampa, FL
- Wargo, J.M.** (2017, December). "Lives, Lines, and SpaceTimeMattering: An Intra-Active Analysis of a 'Once OK' Adult Writer." A paper presented at the *Literacy Research Association Conference*. Tampa, FL
- Wargo, J.M.** (2017, November). "Sounding Out Synthesis: Hearing Practitioner Inquiry through Remixing Reflection." A paper presented at the *National Council for Teachers of English* conference. St Louis, MO
- Wargo, J.M.** (2017, November). "Reel Communities in Action: Using Documentary to Write Social Justice with Urban Youth." A paper presented at the *National Council for Teachers of English* conference. St Louis, MO
- Wargo, J.M.** (2017, October). "Touching the Galaxy, Voicing the Garden: Writing the Digital Real through Early Childhood Literacies" A paper presented at the *Reconceptualizing Early Childhood Conference*. Toronto, ON
- Wargo, J.M.** (2017, June). "Wearable Writing and Choric Composition: Intra-Active Encounters with Techn(e)ology in (Re)Mediating *The Listening Walk*" A paper presented at the *Computers & Writing Conference*. Findlay, OH
- Wargo, J.M.** (2017, June). "Sounding Out Civics: Examining the Acoustic Ecologies of Youth Writing Community" A paper presented at the *Computers & Writing Conference*. Findlay, OH
- Wargo, J.M.** (2017, May). "Be(com)ing 'In-Resonance-With' Research: Improvising an Onto-Epistemology in Researcher Reflexivity and Post-Intentional Phenomenology." A paper presented at the *International Congress of Qualitative Inquiry*. Urbana-Champaign, IL
- Wargo, J.M.** (2017, March). "Cultivating a Composition that Listens: Sonic Literacies and Hearing Intra-Active Writing." A paper presented at the *Conference on College Communication and Composition*. Portland, OR
- Wargo, J.M.** (2016, December). "'Feeling Brown' in Gay YA: Reading Machismo, Mariposas, and the Drag of Identity in Award-Winning Queer Latino Literature." A paper presented at the *Literacy Research Association Conference*. Nashville, TN
- Wargo, J.M.** (2016, December). "Reading Collecting and Curating as Genres of Participation in Youth Activism: Mobilizing Social Justice through Digital Media Production." A paper presented at the *Literacy Research Association Conference*. Nashville, TN
- Wargo, J.M. & Brownell, C.J.** (2016, November). "Locative Literacies and Listening to Communities: #hearmyhome and Earwitnessing Place." A paper presented at the *National Council for Teachers of English* conference. Atlanta, GA
- Brownell, C.J. & **Wargo, J.M.** (2016, November). "(Re)Educating the Senses to Community Literacies: Prospective Teachers Using Sound to Listen for Difference." A paper presented at the *National Council for Teachers of English* conference. Atlanta, GA

- Wargo, J.M.** (2016, April). "Collecting Social Justice and Curating Cosmopolitanism: Understanding Youth Digital Literacies as Social Tactics in Navigating (In)Justice." A paper presented at the *American Educational Research Association*. Washington D.C.
- Wargo, J.M.** (2016, April). "Connective Compositions and Sitings of Selves: Queer Rhetorics and Writing Resonances with Mobile Media." A paper presented at the *American Educational Research Association*. Washington D.C.
- Wargo, J.M.** (2016, April). "Remediating Research and Composing Methodology: Inhabiting Writing and Examining Networked Literacies through Connective Ethnography." A paper presented at the *Conference on College Communication and Composition*. Houston, TX
- Wargo, J.M. & Brownell, C.J.** (2016, February). "(Re)Educating the Senses to Community Literacies: Prospective Teachers Using Sound to Listen for Difference." A paper presented at the *National Council for Teachers of English Research Assembly*. Ypsilanti, MI
- Wargo, J.M.** (2015, December). "Beyond Windows, Mirrors, and Sliding Doors: Towards a Delinking Reader Response in Teacher Education." A paper presented at the *Literacy Research Association Conference*. Carlsbad, CA
- Wargo, J.M.** (2015, December). "On Spatial Stories and Touching Time: Narrative Cartography, Snapchat, and Lessons from Youth Mobile Media." A paper presented at the *Literacy Research Association Conference*. Carlsbad, CA
- Smith, A., Stornaiuolo, A., Phillips, N., Ehret, C., Hall, M. & **Wargo, J.M.** (2015, December). "Methods for Researching Transliteracies in Practice: An Embodied Theoretical Review." A symposium presented at the *Literacy Research Association Conference*. Carlsbad, CA
- Wargo, J.M.** (2015, November). "Taking Our Responsibility Seriously: A Discussion of Gender Identity and Expression." A paper presented at the *National Council for Teachers of English* conference.. Minneapolis, MN
- Wargo, J.M.** (2015, November). "You Can't Teach that From There: Teacher Education Research in Trying Times." A paper presented at the *National Council for Teachers of English* conference. Minneapolis, MN
- Wargo, J.M.** (2015, October). "Literacy Sponsors and Foldings of Practice: Community Literacy Lessons from Youth Writing with Mobile Media." A digital installation presented at the *Conference on Community Writing*. Boulder, CO
- Wargo, J.M.** (2015, April). "Elastic Literacies and (Re)Mediated Me(s); Or, Towards a Theory of Composing as Actant in Action." Division B: Curriculum Theory. Paper presented at the *American Educational Research Association*. Chicago, IL
- Wargo, J.M.** (2015, April). "From the Snaps of Skin to Writing on Walls...: Artifactual Technoliteracies and Youth Lifestreams" SIG: Writing and Literacies. Paper presented at the *American Educational Research Association*. Chicago, IL

- Brownell, C.J. & Wargo, J.M. (2015, April). "Analyzing Prospective Teacher (Di)Stance Towards Teaching New/Multi-/Community Literacies in Culturally Sustaining Ways." Division K: Teacher Education. Paper presented at the *American Educational Research Association*. Chicago, IL
- Wargo, J.M. (2015, April). "Elastic Literacies, Queer Sponsors, and Mobile Media: Lessons from Youth on Digital Rhetoric/s." Paper presented at the *Indiana Digital Rhetoric Symposium*. Bloomington, IN
- Wargo, J.M. (2015, March). "Technoliteracy Sponsors as Rhetorical Lamination(s); Or, Everything I Learned about "Writing" Queer I Learned Online." A paper presented at the *Conference on College Composition and Composition*. Tampa, FL
- Wargo, J.M. (2015, February). "Temporal Tales, Nomadic Narratives, and (Re)Mediated Me/s: Snapchat as Composing Practice." A paper presented at the *National Council for Teachers of English Research Assembly*. New Orleans, LA
- Wargo, J.M. (2014, December). "Every Selfie Tells a Story...: Elastic Literacies, Lifestream(s), and Web 2.0 Artifactual Self/ves." A paper presented at the *Literacy Research Association Conference*. Marco Island, FL
- Wargo, J.M. (2014, December). "Hacking Narratives and Remixing Rhymes: Critically Analyzing Prospective Teachers 'Queering' Children's and Young Adult Literature." A paper presented at the *Literacy Research Association Conference*. Marco Island, FL
- Wargo, J.M. & Brownell, C.J. (2014, December). "New Literacies, Old Tensions: Analyzing Prospective Teacher Stance(s) Toward Teaching New and Multi- Literacy/ies in Culturally Sustaining Ways." A paper presented at the *Literacy Research Association Conference*. Marco Island, FL
- Wargo, J.M. (2014, November). "Three Teens a Tumbling: Elastic Literacies and LGBT Youth Writing in Digital Spaces." A paper presented at the *National Council for Teachers of English* conference. National Harbor, MD
- Wargo, J.M. (2014, May). "On His Back in a Box: Spatial Affect and Reading Shameful Performance(s)." Paper presented at the *Ohio State University Queer Places, Practices, & Lives II Conference*. Columbus, OH
- Wargo, J.M. (2014, April). "#donttagyourhate: Sexual Subjectivities, Writing as Reparation, and the On-/Offline Queer Politics of Everyday Life." Division G: Social Context of Education. Paper presented at the *American Educational Research Association*. Philadelphia, PA
- Wargo, J.M. (2014, April). "Between an iPhone and a Safe Space: Exploring Research with LGBTQ Youth as Me-Search." SIG - Queer Studies. Paper presented at the *American Educational Research Association*. Philadelphia, PA
- Wargo, J.M. (2014, April). "'This Book Speaks Back...' Rhetorical Reader Response and Navigating Difference in the Humanities Teacher Education Classroom." Division B: Curriculum Studies. Paper presented at the *American Educational Research Association*. Philadelphia, PA
- Wargo, J.M. (2014, March). "Between a Rock and a Safe Space: [Q]ulturally Responsive Pedagogy and Queer Community Building" A paper presented at the *Conference for College Composition*. Indianapolis, IN

- Wargo, J.M.** (2014, February). "Creating, Curating, and Composing: Operationalizing Elastic Literacies to Investigate the Writing of Connective Self/ves." Paper presented at the *35th Annual Ethnography in Education Forum*. Philadelphia, PA
- Wargo, J.M.** (2013, December). "It Just Won't Let Me In! A Critical Discourse Analysis of Pre-Service Teachers Navigating Difference in Multicultural Literature." A paper presented at the *Literacy Research Association Conference*. Dallas, TX
- Jimenez, L., **Wargo, J.M.**, McIlhagga, K. (2013, November). "But I Just Can't Go There': Examining Pre-service teacher responses to LGBTQ Literature." A paper presented at the *National Council for Teachers of English* conference. Boston, MA
- Wargo, J.M.** (2013, June). "At the Risk of 'Feeling Brown:' The Architecture of Affect, Race, and Performative Space(s) in *Chulito* and *The Mariposa Club*." A paper presented at the *40th Annual Children's Literature Association Conference*. Biloxi, MS
- Wargo, J.M.** (2013, April). "Zombies, Posthumanism, and the Ontology of Postmortem Contemporary Curriculum Inquiry." Division B: Curriculum Studies. Paper presented at the *American Educational Research Association*. San Francisco, CA
- Wargo, J.M.** (2013, April). "[Con]Textual Inquiry: Using Children's Literature and Philosophy to Examine Teacher-Student Dialogue." A paper presented at the *Michigan State University Symposium on Teaching, Learning, and Education*. East Lansing, MI
- Wargo, J.M.** (2013, April). "My Queerness Sits in Spaces; Or, Mapping Masculinity and the Pedagogies of Being(s) and Becoming(s)." A paper presented at the *UNC Asheville Queer Studies Conference: Queering Spaces/Queering Borders*. Asheville, NC
- Wargo, J.M.** (2012, October). "Eat Me! Education, Zombies, and Conceptualizing our Post/Human Contemporaneity." A paper presented at the *33rd Annual Bergamo Conference on Curriculum Theory and Classroom Practice*. Dayton, OH
- Wargo, J.M.** (2012, June). "Sexual Slipstreams and Magical Realism: Queer Kinship and the Conundrum of Compulsory Heterosexuality." A paper presented at the *39th Annual Children's Literature Association Conference*. Boston, MA
- Wargo, J.M.** (2011, February). "Stags, Fairies, and Cross-Dressing: Complications of a Bisexual Cinderella Slipstream." A paper presented at the *Children's Literature Symposium*. Sarasota-Manatee, FL
- Cervera, C., Clark, S., Harris, T., Merin, M., Moses, V., & **Wargo, J.M.** (2011, November). "Chicago Public Schools Archival Session." Paper presented at the annual meeting of the *History of Education Society Conference*. Chicago, IL

Wargo, J.M. & Braa, C. (2008, November). "Understanding Our Families, Understanding Ourselves." A roundtable discussion held at the annual meeting of the *National Association for the Education of Young Children*. Houston, TX

INVITED KEYNOTES & PLENARIES

Wargo, J.M. (2020, April) "Designing Inquiry, Modeling Response: Mobilizing 3D Printing as Response to Young Adult Literature." Invited by the Society for Information Technology & Teacher Education (SITE). New Orleans, LA. (Virtual Conference)

Wargo, J.M. (2020, February) "Making Civics, Designing Inquiry: Towards a 'Sound' Theory of Young Children's Critical Literacies." Invited by the Ontario Institute for Studies in Education (OISE) – University of Toronto's Visiting Scholars Program. Toronto, ON.

Wargo, J.M. (2020, January) "Turning Up the Volume on Personal Digital Inquiry: Toward a 'Sound' Theory of Young Children's Multimodal Composition." Invited by the College of Education at Illinois State University. Normal, IL.

Wargo, J.M. (2019, March) "Making Noise! Toward a 'Sound' Theory of Young Children's Making." Invited by the MakeY Project, a Horizon 2020 European Funding for Research & Innovation (RISE) recipient. Manchester, UK.

INVITED ACADEMIC COLLOQUIA & WORKSHOPS

Wargo, J.M. (2019, May) "A/r/tographic Inquiry as Collage." Invited by the Media and Social Change (MASC) Lab at Teachers College, Columbia University. New York, NY

Adkins-Jones, A.V., Tiala, C. & **Wargo, J.M.** (2019, May) "Creative Process as a Vehicle for Critical Thinking." Invited by the Center for Teaching Excellence (CTE) at Boston College. Chestnut Hill, MA

Oliveira, G. & **Wargo, J.M.** (2019, May) "Sounding School and Sentience: Writing the Field Recording in Educational Ethnography." Invited by the Language and Literacy Program Area in the Wheelock School of Education. Boston, MA

Wargo, J.M. (2017, November) "Children's Literature Master Class: Justice, Representation, and Nonfiction Children's Literature." Invited by the Children's Literature Assembly of the National Council of Teachers of English. St. Louis, MO

Wargo, J.M. (2017, October) "Engineering Electracy in the English Language Arts." Invited by 4TDW Virtual Conference Steering Committee. Web.

Buchholz, B. & **Wargo, J.M.** (2017, April) "Language and Social Processes Methods Workshop: Approaches to Representing Rich, Multimodal and Multimedia Data." Invited by American Educational Research Association's Language and Social Processes SIG. San Antonio, TX

Wargo, J.M. (2017, April) "Writing with Wearables? Exploring the Intra-Active Encounters and Rhythmic Realities of Elementary Students (Re)Composing 'The Listening Walk'" Invited by Michigan State University's Literacy Colloquy. East Lansing, MI

Brownell, C.J., **Wargo, J.M.**, White, A. (2017, March) “Reimagining Sonic Literacy: Getting Students to Tune In.” Invited session for the Michigan Reading Association’s Digital Learning Day. Grand Rapids, MI.

Wargo, J.M. (2014, February) “Elastic Literacies: Mapping Queer Identities and the Social Fault Lines of (In)Equality in Educational Spaces.” Invited by Eastern Michigan University’s Center for the Study of Equality and Human Rights on behalf of the 2014 Equality Speaker Series. Ypsilanti, MI

MEDIA APPEARANCES AND DIGITAL WORK

Invited Speaker. “Sonification and the Field Recording.” DigiLitEY: Methodological Issues in the Study of Young Children’s Digital Literacies Blog. April 2019. <https://digiliteymethodscorner.wordpress.com/>

Invited Contributor. “At the Crossroads of Art and Technology: Mobilizing 3D Printing as a Tool for Responding to Children’s and Young Adult Literature.” ILA Technology Blog. March 2019. <https://www.literacyworldwide.org/blog/literacy-daily/2019/03/08/at-the-crossroads-of-art-and-technology-mobilizing-3d-printing-as-a-tool-for-responding-to-children-s-and-young-adult-literature>

Invited Speaker. “Beyond Binaries: Queering Notions of Gender and Sexuality in Academia.” Facilitator alongside of sj Miller, Susan Marine, and Z Nicolazzo. AERA Division G Webinar. October 2018.

Invited Contributor. “Reading the Rainbow, Writing the World: Centering LGBTQ Issues in the Literacy Classroom.” *Literacy Today*. July/August 2018.

Invited Contributor. “Tracing Talk with Technology: Reflecting on Interactive Read-Aloud Through Digital Annotation.” ILA Technology Blog. April 2018. <https://www.literacyworldwide.org/blog/literacy-daily/2018/04/13/tracing-talk-with-technology-reflecting-on-interactive-read-aloud-through-digital-annotation>

Invited Contributor. “Reel Communities in Action: Mobilizing Youth Through Digital Media Production.” ILA Technology Blog. June 2017. <https://www.literacyworldwide.org/blog/literacy-daily/2017/06/09/reel-communities-in-action-mobilizing-youth-through-digital-media-production>

Invited Speaker. “Multimodal Moments and Making Composition(s) Move!” Facilitator alongside of Cassie Brownell, Rohit Mehta, Matt Hall, Troy Hicks, and Amber White. 4TDW Virtual Conference. October 2016. <http://www.4tdwvirtualcon.com/Sunday-october-9-2016.html>

Invited Contributor. “Modal Memoirs, Collaborative Composing, and Wearable Writing” ILA Technology Blog. August 2016. <http://www.literacyworldwide.org/blog/literacy-daily/2016/08/19/modal-memoirs-collaborative-composing-and-wearable-writing>

Invited Participant. “HearMyHome: Exploring the Soundscapes of Networked Teaching and Learning.” Participant alongside of Cassie Brownell, Paul Allison, and W. Ian O’Byrne. *Teachers Teaching Teachers TV*. Episode 486, Spring 2016. <https://www.youtube.com/watch?v=29QzmFUVAsQ>

Invited Contributor. “SO! Amplifies: #hearmyhome and the Soundscapes of the Everyday.” SoundingOut! Blog. March 2016. <https://soundstudiesblog.com/2016/03/14/so-amplifies-hearmyhome-and-the-soundscapes-of-the-everyday/>

Invited Participant. “Transliteracies: Exploring Literacies and Learning in a Connected World.” Participant alongside of Anna Smith, Shyam Sharma, Amy Stornaiuolo, Sam Dyson, Kim Douillard, and Nathan Phillips. *Connected Learning TV*. Spring 2015. <http://connectedlearning.tv/transliteracies-exploring-literacies-and-learning-connected-world>

FELLOWSHIPS AND PROFESSIONAL SUPPORT

- National Academy of Education / Spencer Postdoctoral Fellowship 2020
- BC Faculty Fellowship 2020
- BC Center for Teaching Excellence (CTE) “Called to Serve” Cohort 2018-2019
- AERA Division K (Teacher Education) Early Career Faculty Pre-Conference Event 2017
- University Enrichment Fellowship, Michigan State University 2011-2016
- Cultural Heritage Informatics [CHI] / MATRIX Fellowship 2015-2016
- MSU Department of Teacher Education, Travel Fellowship 2011-2016
- Teacher Education Dissertation Enhancement Fellowship 2014-2015
- Teacher Education Research Enhancement Fellowship 2013-2014
- Eastern Michigan University Human Equality Research Grant 2013-2014
- MSU College of Education, Summer Research Renewable Fellowship 2012-2014
- MSU Residential College of Arts and Humanities Fellowship 2012-2014
- MSU College of Education, Fellowship to Enhance Global Understanding 2013
- MSU College of Education, Urban Education Retention Fellowship 2012

AWARDS AND HONORS

- Divergent Award for Excellence in 21st Century Literacies Research 2020
- ELATE National Technology Leadership Initiative (NTLI) 2019
- CAE Concha Delgado Gaitán Presidential Fellowship 2018
- NCTE Promising Research Award (Honorable Mention) 2017
- AERA Queer Studies SIG Article of the Year Award 2017
- College Composition & Communication Lavender Rhetorics Award for Excellence in Queer Scholarship’s Dissertation Award 2017
- AERA Language and Social Processes SIG Emerging Scholar Award 2016
- International Literacy Association’s Inaugural 30 Under 30 Recipient 2015
- College Composition & Communication Gloria Anzaldúa Rhetorician Award 2015
- Indiana University Courson- Greeves Essay Award 2008
The Rote of Alle Wikkedness: Un-Kyndley Similitude and Langland’s Tree of Charity
- Hutton Honors College “Work in Process” Thesis Award 2008

COLLEGE AND UNIVERSITY TEACHING EXPERIENCE

EDUC 9864: Advanced Qualitative Research

FS17, FS18, FS19, FS20

Lynch School of Education & Human Development, Boston College

- In-depth examination of foundational and advanced concepts in qualitative research and analysis. Provides an initial exploration in post-qualitative methods and methodologies to survey the theoretical, methodological, and analytic implications of conducting qualitative research from contrasting theoretical perspectives.

EDUC 9851: Design of Qualitative Research

SS21

Lynch School of Education & Human Development, Boston College

- Introductory course that illustrates the diverse methodological approaches to and design of qualitative research. Surveying a range of methods and methodologies, this course will consider the varying ways qualitative data is used in social science practice.

EDUC 9737: Contemporary Issues in Literacy Research – Digital Literacies

FS19

Lynch School of Education & Human Development, Boston College

- Located at the axis of technology and cultural studies, this graduate seminar explores how contemporary literacy and learning are changing with the advent of new digital networks and communicative resources. Highlighting how digital literacies are situated in spaces of teaching and learning, this course surveys how issues of power mediate issues of access, surveillance, and identity.

EDUC 8810: Academic Writing for Multiple Audiences – Writing for Publication

US20

Lynch School of Education & Human Development, Boston College

- Exploring the complex rhetorical situations of “writing for publication,” this advanced doctoral course explores the multi-faceted practice(s) and emerging genres of academic writing. Configured as a writing-intensive workshop-based course, this class focuses on models of genres we aspire to write as academics, revising current scholarship, designing generative feedback for others, and investigating and targeting venues for publication.

EDUC 7101: Readings & Research

SS18, SS19, SS20

Lynch School of Education & Human Development, Boston College

- Special topics course where under the direction of a faculty member, a student develops and completes a significant study. Topics taught include: critical ethnography, affection/emotion/experience in social science research, women in the social studies, and digital literacies.

EDUC 2105: Teaching the Social Sciences and the Arts

FS18, SS19

Lynch School of Education & Human Development, Boston College

- Offers prospective teachers the theoretical and practical knowledge into teaching elementary social studies, with a specific focus on arts integration. Through concurrent field experiences, and with a focus on gaining understanding of the major theoretical perspectives of elementary social sciences (i.e., economics, geography, civics, and history), students explore the social, political, and cultural contexts of arts-integrated education.

EDUC 2104: Teaching Reading

FS17, SS17

Lynch School of Education & Human Development, Boston College

- Offers prospective teachers the theoretical and practical knowledge into teaching literacy, with a specific focus on reading, to elementary age learners. Through concurrent field experiences, and with a focus on gaining understanding of the major theoretical perspectives on literacy development, students explore the social, political, and cultural context of reading instruction.

EDUC 2101: Language Arts

SS19, SS21

Lynch School of Education & Human Development, Boston College

- Offers prospective teachers the theoretical and practical knowledge into teaching English language arts, with a specific focus on writing across genres. Through concurrent field experiences, and with a focus on gaining understanding of the major theoretical perspectives on writing development, students explore the social, political, and cultural context of elementary English language arts instruction.

RLL 8500: Literacy in a Socio-Political Context

FS16

College of Education, Wayne State University

- Using sociocultural theory and cultural studies as points of departure, this doctoral seminar investigates language, literacy, and power at the intersections of the social, the political, and the cultural. Course topics include: research on language, literacy and learning in context; literacy, identity, politics, and power in education; curriculum and the negotiated nature of literacy teaching/learning; literacy development as (inter)cultural communication.

EED 6310 / LIS 6530: Young Adult Literature (Online)

SS17

College of Education, Wayne State University

- Intensive examination of literary texts and materials appropriate for youth and young adults in secondary English language arts classrooms. Using theories of literacy and literary response, this class explores methods for teaching and factors affecting adolescent experiences with media and young adult literature.

TE 850: Critically Reading Children's and Young Adult Literature (Online)

FS14

College of Education, Michigan State University

- Intensive study and critical examination of the intellectual concepts and methods that have shaped contemporary understandings of children's and young adult literature and material culture. Using theories of literary criticism this class explores how critical theory sheds light on literary paradoxes (Anti/Signification, Text/uality, and Re/Presentation).

TE 831: Teaching School Subject Matter with Technology (Online)

SS 15, US15

College of Education, Michigan State University

Conceptual and application-based study of the integration of K-12 school subject matter with technology. Course surveys critical perspectives on digital technologies in schools while offering tools for the inclusion of technology across disciplinary domains.

TE 802: Reflection and Inquiry into Teaching Practice I [English Language Arts] (Hybrid)

FS14

College of Education, Michigan State University

- Qualitative and quantitative research methods on teaching and learning. Criteria for judging the validity and applicability of research-based knowledge in the teaching of English Language Arts. Framing educational problems worthy of inquiry. Designing and assessing studies of teaching practice in English Language Arts.

TE 448: Issues of Diversity in Children's and Young Adult Literature

FS12, SS13, FS13

College of Education, Michigan State University

- Theoretical perspectives, controversies, and classroom implications for literature by and about people who have traditionally been underrepresented in children's and adolescent literature. This course includes literature by and about African Americans, Asian Americans, Latinos and Latinas, American Indians, Middle Eastern Americans, and groups traditionally marginalized by class, religion, ability, gender, and sexuality.

TE 448A: Special Topics - Issues of Gender(s) and Sexuality/ies in Young Adult Literature

SS14

College of Education, Michigan State University

- Theoretical perspectives, controversies, and classroom implications surveying literature by and about people whose gender identity and sexuality have traditionally been underrepresented in children's and adolescent literature. This special topics course, while focused on literature by and about groups traditionally marginalized by their gender identity and/or sexual orientation, intersects with other minoritarian identities included but not limited to race, ethnicity, class, religious affiliation, and ableism.

TE 404: Teaching of Social Studies to Diverse Learners – Elementary (K-8)

FS13

College of Education, Michigan State University

- Teaching social studies to diverse learners at the elementary level (K-8). Inquiry into and construction of subject-specific meaning. Social studies subject matter adapted to learner diversity. Teachers' roles, including professional, intellectual, and sociopolitical responsibilities

TE 405: Teaching of Language and Literacy to Diverse Learners – Elementary (K-8)

SS14, SS15

College of Education, Michigan State University

- Teaching language and literacy to diverse learners at the elementary level (K-8). Inquiry into and construction of subject-specific meaning. Literacy subject matter adapted to learner diversity. Teachers' roles, including professional, intellectual, and sociopolitical responsibilities

GRADUATE STUDENT MENTORING AND ADVISING

Boston College**Advisor / Chair**

- Alexander Corbitt (Curriculum and Instruction)
- Joseph Madres (Curriculum & Instruction)
- Melita Morales (Curriculum & Instruction)
- Ali Blake (Curriculum & Instruction)
- Marisa Segel (Curriculum & Instruction)

Dissertation Committee Member

- Molly Cummings Carney (Curriculum and Instruction)
- So Yoon Kim (Curriculum and Instruction)
- Paul Madden (Curriculum and Instruction)
- Megan McKinley (Curriculum and Instruction)
- Katherine Thompson (Curriculum and Instruction)

Comprehensive Exam Committee Member

- Jasmine Alvarado (Curriculum & Instruction)
- David Jackson (Curriculum and Instruction)
- Megan McKinley (Curriculum and Instruction)

Michigan State University**Practicum Committee Member**

- Eddie Najarro, Teacher Education (2016). *Using Argumentation to Engage & Protect Students in Teacher Education*.
- Cassie J. Brownell, Teacher Education (2015). *Contextualizing Literacies to Question Hegemonic Ways of Knowing: Investigating Intermediate Elementary Students' Story, Sociality, and Play as Multimodal Composing*.
- Erik Skogsberg, Teacher Education (2014). *(Re)Imagining Classrooms: Pre-Service ELA Teachers in Third Space/s*.

PROFESSIONAL SERVICE AND OUTREACH

I. National Service to the Profession

- Division K Program Section Co-Chair (Area 5), American Educational Research Association 2019-Present
- Invited Review Committee Member, Spencer Foundation Conference Grants Program 2019-Present
- Member, NCTE-ELATE Nominating Committee 2019-Present
- Stage 2 Reviewer for 2020 CCCC Convention 2019
- Member, Ad-hoc Equity & Inclusion Committee, Literacy Research Association 2019
- Area 10 (Literacy, Technology, & Media) Program Chair, Literacy Research Association 2018-Present
- Awards Committee Member, CCC Lavender Rhetorics Award for Excellence in Queer Scholarship 2017-2018
- NCTE/CEE CAEP Standards Committee 2017- 2018
- Awards Committee Member, AERA (SIG: Queer Studies) 2017- 2018
- Awards Committee Member, AERA (SIG: Writing and Literacies) 2016- 2018
- Technology Subcommittee Co-Chair, AERA (SIG: Writing and Literacies) 2015-2016
- Technology & Outreach Chair, AERA (Division G) Graduate Student Executive Committee 2013-2015
- Ad hoc Reviewer (journals), *Research in the Teaching of English*, *Social Studies & the Young Learner*, *Journal of Literacy Research*, *New Media & Society*, *Literacy Research: Theory, Method, and Practice*, *Teachers College Record*, *Journal of Teacher Education*, *Journal of Early Childhood Literacy*, *English Education*, *Learning, Media and Technology*, *International Journal of Education Research*, *Urban Education*, *E-Learning & Digital Media*, and *Social Media & Society* 2012-Present
- Ad hoc Reviewer (academic presses), *Bloomsbury*, *Teachers College Press*, *Routledge* 2012-Present
- Ad hoc Reviewer (conferences), American Educational Research Association, National Council for the Social Studies, International Society for the Learning Sciences, Literacy Research Association, Reconceptualizing Early Childhood Education, National Council of Teachers of English, 2012-Present

II. Institutional Service

Department of Teacher Education, Special Education, and Curriculum and Instruction, Boston College

- Member, Educational Policy Council (EPC) 2019-Present
- Member, Faculty Awards Committee 2019-Present
- Member, Doctoral Advisory Committee 2018-Present
- Member, Graduate Admissions Committee 2017-Present
- Member, Teacher Education Task Force 2017-2018
- Member, Assistant Director of Marketing and Communications Search Committee 2017-2018

Division of Teacher Education, Wayne State University

- Member, Division of Teacher Education Graduate Curriculum Committee 2016-2017
- Member, Reading, Literacy, and Literature (RLI) Program Advisory Committee 2016-2017

Department of Teacher Education, Michigan State University

- Member, Dept. of Teacher Education Induction and Continuing Education Committee 2015 – 2016
- Member, Dept. of Teacher Education Doctoral Education Committee 2014 – 2015
- Member, Dept. of Teacher Education Ph.D. Program Mentoring Committee 2012 – 2013

- Member, Dept. of Teacher Education Chair's Advisory Committee 2011 – 2013
- Member, College of Education Graduate Student Conference Advisory Committee 2011 – 2012

INSTITUTIONAL MEMBERSHIPS AND AFFILIATIONS

- **American Anthropological Association**
- **American Educational Research Association**
 - Division B: Curriculum Studies
 - Division G: Social Context of Education
 - Division K: Teacher Education
 - SIG: Critical Perspectives on Early Childhood Education
 - SIG: Media, Culture & Learning
 - SIG: Qualitative Research
 - SIG: Queer Studies
 - SIG: Social Studies Research
 - SIG: Writing and Literacies
- **College Composition and Communication**
- **International Literacy Association**
- **International Society for Technology in Education**
- **Literacy Research Association**
- **National Council for the Social Studies**
- **National Council for the Teaching of English**

K-12 TEACHING AND PREVIOUS PROFESSIONAL EXPERIENCE

Site Co-Director *July 2016 – May 2017*
Wayne State Writing Project (and auxiliary programs) – National Writing Project

- Organize and direct professional development opportunities and summer invitational institutes to area teachers, administrators, and districts
- Facilitate continuity and leadership experiences, in conjunction with other area sites, to ensure health of writing project

Program Director – [Instruction] *July 2010 – July 2011*
Teach For America - Colorado – Teacher Preparation, Support, and Development

- Managed the impact and outcomes for over 1300+ students through mentoring and field-instructing 34 English language arts educators in both elementary and secondary classrooms in Colorado.
- Facilitated Colorado Department of Education (CDE) licensure sessions in accordance with alternative licensure requirements for prospective teachers in the state of Colorado
- Built and maintained catalytic relationships with school site administration and faculty to further align and foster goals for professional development aligned with CDE expectations

Elementary School Teacher *June 2008 – July 2010*
Denver Public Schools– Gust Elementary

- Primary Grades Teacher (All Subjects)