

STANTON EMERSON FISHER WORTHAM

Present Position: Charles F. Donovan, S.J., Dean
Lynch School of Education and Human Development, Boston College
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Educational Background

Graduate: The University of Chicago, Chicago, IL
(Ph.D., 1992, Committee on Human Development)
Undergraduate: Swarthmore College, Swarthmore, PA
(B.A. with highest honors, 1985, Psychology)

Honors and Fellowships

National Academy of Education, Elected Member (2019-)
Society for Linguistic Anthropology Sapir Book Prize (2016)
University of Pennsylvania Lindback Foundation Award for Distinguished Teaching (2013)
University of Pennsylvania Graduate School of Education Excellence in Teaching Award (2012)
American Educational Research Association Fellow (2009)
William T. Grant Foundation Distinguished Fellow (2008-2010)
American Educational Research Association Cattell Early Career Research Award (2001)
Maine Campus Compact Faculty Service-Learning Award (1997)
National Academy of Education Spencer Postdoctoral Fellow (1996-1997)
Spencer Foundation Dissertation Fellow (1991-1992)
National Graduate (Javits) Fellow (1986-1988)
University of Chicago Century Fellow (1985-1989)
Phi Beta Kappa (1985)
Swarthmore College Honors Program, B.A. with highest honors (1983-1985)

Teaching and Administrative Experience

Charles F. Donovan, S.J., Dean, Lynch School of Education, Boston College (2016-)
Judy and Howard Berkowitz Professor of Education, University of Pennsylvania (2006-2016)
Faculty Director of Online Learning, University of Pennsylvania (2015-2016)
Associate Dean for Academic Affairs, University of Pennsylvania GSE (2004-2006; 2007-2015)
Interim Dean, University of Pennsylvania Graduate School of Education (2006-2007)
Acting Dean, University of Pennsylvania Graduate School of Education (2002)
Chair, Education, Culture & Society Division, University of Pennsylvania (2011-2015)
Chair, Educational Leadership Division, University of Pennsylvania (2000-2004)
Member, Anthropology Graduate Group, University of Pennsylvania (1999-2016)
Professor of Education, University of Pennsylvania (2004-2016)
Associate Professor of Education, University of Pennsylvania (2000-2004)
Assistant Professor of Education, University of Pennsylvania (1998-2000)
Assistant Professor of Education, Bates College (1993-1998)

Editorial Boards

American Anthropologist (2012-2016) (Visual Anthropology Co-Editor, 2014-2016)
American Educational Research Journal (2010-2013)
Anthropology & Education Quarterly (2005-2007; Associate Editor 2009-2013; 2014-)
Critical Discourse Studies (2003-2010)
Discourse, Context and Media (2011-2017)
Discourse Processes (2002-2015)
Journal of Latinos & Education (2002-2005)
Journal of Linguistic Anthropology (2005-2007; 2010-2015)
Linguistics & Education (1998-2018)
Mind, Culture & Activity (2003-2013)
Pedagogies (2005-2025)
Qualitative Psychology (2014-)
Theory & Psychology (1994-2016)
Working Papers on Culture, Education and Human Development (2015-2017)

Books Authored

Migration narratives: Diverging stories in schools, churches, and civic institutions. New York: Bloomsbury, 2020. (Stanton Wortham, Briana Nichols, Katherine Clonan-Roy & Catherine Rhodes)

Discourse analysis beyond the speech event. New York: Routledge, 2015. (Revised and expanded second edition published by Routledge, 2021). (Stanton Wortham & Angela Reyes)

Bullish on uncertainty: How organizational cultures transform participants. New York: Cambridge University Press, 2009. (Alexandra Michel & Stanton Wortham)

Learning identity: The joint emergence of social identification and academic learning. New York: Cambridge University Press, 2006.

Narratives in action: A strategy for research and analysis. New York: Teachers College Press, 2001.

Acting out participant examples in the classroom. Philadelphia: John Benjamins, 1994.

Volumes Edited

Teaching and learning in the New Latino Diaspora: Creating culturally responsive practice. New York: Teachers College Press, 2022. (Edmund Hamann, Socorro Herrera, Enrique Murillo & Stanton Wortham, Editors).

Beyond well-being: Educating for wholeness and purpose (Stanton Wortham, Dennis Shirley & Deoksoon Kim, Guest Editors). *ECNU Review of Education*, 3(3), 2020.

- Discursive struggles over migration* (Sabina Perrino & Stanton Wortham, Guest Editors). *Language & Communication*, 59(1), 2018.
- Encyclopedia of language and education, Volume 3: Discourse and education* (Stanton Wortham & Deoksoon Kim, Editors). New York: Springer, 2017.
- Revisiting education in the New Latino Diaspora* (Edmund Hamann, Stanton Wortham & Enrique Murillo, Editors). Charlotte: Information Age Publishing, 2015.
- Beyond macro and micro in the linguistic anthropology of education* (Guest Editor). A special issue of *Anthropology & Education Quarterly*, 43(2), 2012.
- Youth cultures, language and literacy* (Guest Editor). *Review of Research in Education*, 35, 2011.
- Discourse across speech events: Intertextuality and interdiscursivity in social life* (Asif Agha & Stanton Wortham, Guest Editors). A special issue of *Journal of Linguistic Anthropology*, 15(1), 2005.
- Linguistic anthropology of education* (Stanton Wortham & Betsy Rymes, Editors). Westport, CT: Praeger, 2003.
- Education in the new Latino diaspora: Policy and the politics of identity* (Stanton Wortham, Enrique Murillo & Edmund Hamann, Editors). Westport, CT: Ablex, 2002.
- Language ideology and education* (Stanton Wortham & Anthony Berkley, Guest Editors). A special issue of *Linguistics & Education*, 12(3), 2001.
- The fate of the self in a constructivist age* (Guest Editor). A special issue of *Journal of Constructivist Psychology*, 12(2), 1999.

Articles in Refereed Journals

- Turning friends into objects: A letter struggling with analytic distance in the New Latino Diaspora. 2022. *Qualitative Psychology*, 9, 329-335. <https://doi.org/10.1037/qup0000220>
- Formative education online: Teaching the whole person during the global COVID-19 pandemic. 2021. *AERA Open*, 7, 1–12. (Deoksoon Kim, Stanton Wortham, Katrina Borowiec, Drina Kei Yatsu, Samantha Ha, Stephanie Carroll, Lizhou Wang, Julie Kim). <https://doi.org/10.1177/23328584211015229>
- Wholeness as a developmental goal. 2021. *Mind, Culture & Activity*, 28, 254-267. (Stanton Wortham, Samantha Ha & Jeremy Alexander). DOI: 10.1080/10749039.2021.1961157
- Making language “academic.” Language ideologies, enregisterment, and ontogenesis. 2021.

- Language and Education*, 35, 522-538. (Catherine Rhodes, Katherine Clonan-Roy & Stanton Wortham). <https://doi.org/10.1080/09500782.2020.1797771>
- Supporting holistic student development through online community building. 2021. *Online Learning*, 25, 145-155. (Katrina Borowiec, Deoksoon Kim, Lizhou Wang, Julie Kim & Stanton Wortham). DOI: 10.24059/olj.v25i4.2882
- Educating for comprehensive well-being. 2020. *ECNU Review of Education*, 3, 406-436. (Stanton Wortham, Renata Love Jones, William Peters, Stacy Morris & Juan Cristóbal García-Huidobro).
- Black flight: Heterogeneous accounts of Mexican immigration in a diverse community. 2018. *Language & Communication*, 59, 4-16. (Briana Nichols & Stanton Wortham).
- The production of schoolchildren as Enlightenment subjects. 2017. *American Educational Research Journal*, 54, 834-867. (Holly Link, Sarah Gallo & Stanton Wortham).
- Moral panic about sexual promiscuity: Heterogeneous scales in the identification of one middle-school Latina girl. 2016. *Linguistics & Education*, 34, 11-21. (Katherine Clonan-Roy, Catherine Rhodes & Stanton Wortham).
- Shifting racial stereotypes in late adolescence: Heterogeneous resources for developmental change in the New Latino Diaspora. 2016. *Language & Communication*, 46, 51-61. (Katherine Clonan-Roy, Stanton Wortham & Briana Nichols).
- Health literacy in unauthorized Mexican immigrant mothers and risk of developmental delay in their children. 2016. *Journal of Immigrant and Minority Health*, 18, 1228-1231. (Robin Hernandez-Mekonnen, Elise Duggan, Leonel Oliveros-Rosen, Marsha Gerdes, Stanton Wortham, Jack Ludmir & Ian Bennett).
- Analyzing language policy and social identification across heterogeneous scales. 2015. *Annual Review of Applied Linguistics*, 35, 160-172. (Katherine Mortimer & Stanton Wortham).
- Clearing away assumptions through philosophy and research. 2015. *Studies in Philosophy and Education*, 34, 125-136.
- Immigrant Spanish as liability or asset? Generational diversity in language ideologies at school. 2014. *Journal of Language, Identity & Education*, 13, 335-353. (Elaine Allard, Katherine Mortimer, Sarah Gallo, Holly Link & Stanton Wortham).
- Conflicting ideologies of Mexican immigrant English across levels of schooling. 2014. *International Multilingual Research Journal*, 8, 124-140. (Sarah Gallo, Elaine Allard, Holly Link, Stanton Wortham & Katherine Mortimer).
- Life as a chord: Heterogeneous resources in the social identification of one migrant girl. 2013. *Applied Linguistics*, 34, 536-553. (Stanton Wortham & Catherine Rhodes).

- Pre-teen literacy and subsequent teenage childbearing in a US population. 2013. *Contraception*, 87, 459-464. (Ian Bennett, Rosemary Frasso, Scarlett Bellamy, Stanton Wortham & Kennen Gross).
- Sobresalir: Latino parent perspectives on New Latino Diaspora schools. 2012. *International Journal of Multicultural Education*, 14, 1-17. (Sarah Gallo & Stanton Wortham).
- Beyond macro and micro in the linguistic anthropology of education. 2012. *Anthropology & Education Quarterly*, 43, 128-137.
- Relational education: Applying Gergen's work to educational research and practice. 2012. *Psychological Studies*, 57, 164-171. (Stanton Wortham & Kara Jackson).
- The production of relevant scales: Social identification of migrants during rapid demographic change in one American town. 2012. *Applied Linguistics Review*, 3, 75-99. (Stanton Wortham & Catherine Rhodes).
- What does philosophy have to offer education, and who should be offering it? 2011. *Educational Theory*, 61, 727-741.
- Racialization in payday mugging narratives. 2011. *Journal of Linguistic Anthropology*, 21, E56-E75. (Stanton Wortham, Elaine Allard, Kathy Lee & Katherine Mortimer).
- Homies in the New Latino Diaspora. 2011. *Language & Communication*, 31, 191-202. (Stanton Wortham, Katherine Mortimer & Elaine Allard).
- Interviews as interactional data. 2011. *Language in Society*, 40, 39-50. (Stanton Wortham, Katherine Mortimer, Kathy Lee, Elaine Allard & Kimberly White).
- Listening for identity beyond the speech event. 2010. *Teachers College Record*, 112, 2848-2871.
- Helping immigrants identify as "university-bound students": Unexpected difficulties in teaching the hidden curriculum. 2010. *Revista de Educación*, 353, 107-128. (Katherine Mortimer, Stanton Wortham & Elaine Allard).
- Teacher identity in the context of literacy teaching: Three explorations of classroom positioning and interaction in secondary schools. 2010. *Teaching and Teacher Education*, 26, 234-243. (Leigh Hall, Amy Johnson, Mary Juzwik, Stanton Wortham & Melissa Mosley).
- Mexicans as model minorities in the New Latino Diaspora. 2009. *Anthropology & Education Quarterly*, 40, 388-404. (Stanton Wortham, Katherine Mortimer & Elaine Allard).
- The objectification of identity across events. 2008. *Linguistics & Education*, 19, 294-311.
- Linguistic anthropology of education. 2008. *Annual Review of Anthropology*, 37, 37-51.

Listening beyond the self: How organizations create direct involvement. 2007. *Learning Inquiry*, 1, 89-97. (Alexandra Michel & Stanton Wortham).

Socialization beyond the speech event. 2005. *Journal of Linguistic Anthropology*, 15, 95-112.

The interdependence of social identification and learning. 2004. *American Educational Research Journal*, 41, 715-750.

From good student to outcast: The emergence of a classroom identity. 2004. *Ethos*, 32, 164-187.

Accomplishing identity in participant-denoting discourse. 2003. *Journal of Linguistic Anthropology*, 13, 1-22.

Situated identities of young, African American fathers in low-income urban settings. 2003. *Family Court Review*, 41, 381-399. (Vivian Gadsden, Stanton Wortham & Herbert Turner).

Curriculum as a resource for the development of social identity. 2003. *Sociology of Education*, 76, 229-247.

Clearing away the self. 2002. *Theory & Psychology*, 12, 625-650. (Alexandra Michel & Stanton Wortham). (Reprinted in H. Stam (Ed.), *Theoretical Psychology: Contemporary Readings*, Thousand Oaks, CA: Sage, 2011)

Struggling toward culturally relevant pedagogy in the Latino diaspora. 2002. *Journal of Latinos and Education*, 1, 133-144. (Stanton Wortham & Margaret Contreras).

Teachers and students as novelists. 2001. *Journal of Adolescent and Adult Literacy*, 45, 126-137.

Video, politics & applied semiotics: Constructing meaning from broadcast news. 2001. *International Journal of Applied Semiotics*, 2, 131-141.

Interactionally situated cognition: A classroom example. 2001. *Cognitive Science*, 25, 37-66.

Interactional positioning and narrative self-construction. 2000. *Narrative Inquiry*, 10, 157-184.

Embedded metapragmatics and lying politicians. 1999. *Language & Communication*, 19, 109-125. (Stanton Wortham & Michael Locher).

The heterogeneously distributed self. 1999. *Journal of Constructivist Psychology*, 12, 153-172.

Denotationally cued interactional events: A special case. 1997. *Semiotica*, 114, 295-317.

Voicing on the news: An analytic technique for studying media bias. 1996. *Text*, 16, 557-585. (Stanton Wortham & Michael Locher).

Some interactional effects of teaching with examples. 1996. *Journal of Classroom Interaction*, 31, 36-45.

Mapping participant deictics: A technique for discovering speakers' footing. 1996. *Journal of Pragmatics*, 25, 331-348.

An educology of classroom discourse: A triangular view of classroom discourse which illustrates how classroom relationships and content can transform each other. 1995. *International Journal of Educology*, 9, 146-179.

Experiencing the great books. 1995. *Mind, Culture, and Activity*, 2, 67-80.

The cast of the news. 1994. *Pragmatics*, 4, 517-534. (Michael Locher & Stanton Wortham).

Participant examples and classroom interaction. 1992. *Linguistics & Education*, 4, 195-217.

Other Articles, Book Chapters, Review Essays and Films

Narrating heterogeneous identities in multilingual communities. 2022. In W. Ayres-Bennett & L. Fisher (Eds.), *Multilingualism and identity: Interdisciplinary perspectives*, 239-257. New York: Cambridge University Press. (Sabina Perrino & Stanton Wortham).

Interethnic relations and local politics in an American town. 2020. *Academia Letters*, 1, 1-4. <https://doi.org/10.20935/AL1> (Briana Nichols, Stanton Wortham, Katherine Clonan-Roy & Catherine Rhodes).

The quest for a purpose to encompass the highest moral values. 2020. *ECNU Review of Education*, 3, 399-405. (Dennis Shirley, Stanton Wortham & Deoksoon Kim).

Indexicality. 2018. In H. Callan (Ed.), *The International Encyclopedia of Anthropology*. New York: Wiley. (Sabina Perrino & Stanton Wortham).
doi:10.1002/9781118924396.wbiea1338

Linguistic Anthropology of Education. 2018. In H. Callan (Ed.), *The International Encyclopedia of Anthropology*, 83-97. New York: Wiley. (Stanton Wortham & Sabina Perrino).

Discourse analysis across events. 2017. In S. Wortham & D. Kim (Eds.), *Encyclopedia of language and education, Volume 3: Discourse and education*, 71-84. New York: Springer. (Angela Reyes & Stanton Wortham).

Linguistic anthropology of education, 2017. In S. Wortham & D. Kim (Eds.), *Encyclopedia of language and education, Volume 3: Discourse and education*, 3-14. New York: Springer. (Stanton Wortham & Sabina Perrino).

Introduction: Discourse and education. 2017. In S. Wortham & D. Kim (Eds.), *Encyclopedia of*

- language and education, Volume 3: Discourse and education*, ix-xxi. New York: Springer. (Stanton Wortham & Deeksoon Kim).
- ‘*Que las maestras hablarán más con ellos*’: Children grappling with documentation status at school. 2017. In S. Salas & P. Portes (Eds.), *US Latinization: Education and the new Latino South*, 123-140. Albany: SUNY Press. (Holly Link, Sarah Gallo & Stanton Wortham).
- Narratives across speech events. 2015. In DeFina, A. & Georgakopoulou, A. (Eds.), *The handbook of narrative analysis*, 160-177. New York: Wiley Blackwell. (Stanton Wortham & Catherine Rhodes).
- Promoting listening by augmenting uncertainty. 2015. In L. Waks (Ed.), *Listening to teach: Beyond didactic pedagogy*, 167-182. Albany: SUNY Press. (Stanton Wortham & Alexandra Michel).
- Increasing “parent involvement” in the New Latino Diaspora. 2015. In Hamann, E., Wortham, S. & Murillo, E. (Eds.), *Revisiting education in the New Latino Diaspora*, 263-281. Charlotte: Information Age Publishing. (Sarah Gallo, Stanton Wortham & Ian Bennett).
- Heterogeneity in the New Latino Diaspora. 2015. In Hamann, E., Wortham, S. & Murillo, E. (Eds.), *Revisiting education in the New Latino Diaspora*, 171-181. Charlotte: Information Age Publishing. (Stanton Wortham & Catherine Rhodes).
- “gusame ka’lata!”: Faux Spanish in the New Latino Diaspora. 2014. In Creese, A. & Blackledge, A. (Eds.), *Heteroglossia as Practice and Pedagogy*, 255-273. London, UK: Springer. (Holly Link, Sarah Gallo & Stanton Wortham).
- Linguistic Anthropology. 2014. In Leung, C. & Street, B. (Eds.), *The Routledge Companion to English Studies*, 145-160. New York: Routledge. (Stanton Wortham & Katherine Mortimer).
- The right ingredients. 2014. *Anesthesiology*, 120, 22-23. (Aditee Ambardekar, Stanton Wortham & Alan Schwartz).
- The sophistication of human resources: The learning leader’s challenge. 2013. *Global Focus*, 7, 13-16. (Annie McKee & Stanton Wortham).
- Scattered challenges, singular solutions: The New Latino Diaspora. 2013. *Kappan*, 94, 14-19. (Stanton Wortham, Katherine Clonan-Roy, Holly Link & Carlos Martinez).
- Adelante. 2013. A film documenting the relationship between immigrant Mexicans and the Catholic Church in one New Latino Diaspora town. Alexandria, VA: Filmmaker Library/Alexander Street Press. (Noam Osband, Stanton Wortham & Catherine Rhodes).
- Linguistic anthropology of education. 2011. In B. Levinson & M. Pollock (Eds.), *A companion to*

the anthropology of education. Malden, MA: Wiley-Blackwell. (Stanton Wortham & Angela Reyes).

Concepts and models for using narrative in teacher education. 2011. In L. Rex and M. Juzwik (Eds.), *Narrative discourse analysis for teacher educators: Managing cultural difference in classrooms*, 37-54. Cresskill, NJ: Hampton. (Betsy Rymes & Stanton Wortham).

Wondering about dialogic theory and practice. 2011. *Journal of Russian and East European Psychology*, 49, 71-76.

Youth cultures and education. 2011. *Review of Research in Education*, 35, vii-xi.

Redefining the gap between theory and practice. 2010. *Anthropology News*, 51, 31-32.

Sobresalir. 2010. A film documenting immigrant Mexican parents views on their children's education in American schools. (Stanton Wortham, Carlos Martínez, Sarah Lipinoga & Noam Osband).

Linguistic anthropology. 2008. In B. Spolsky & F. Hult (Eds.), *The handbook of educational linguistics*, 83-97. Oxford: Blackwell.

Shifting identities in the classroom. 2008. In C. Caldas-Coulthard & R. Iedema (Eds.), *Identity trouble: Critical discourse and contested identities*, 205-228. New York: Palgrave Macmillan.

Educational constructionisms. 2008. In J. Holstein and J. Gubrium (Eds.), *Handbook of constructionist research*, 107-127. New York: Guilford. (Stanton Wortham & Kara Jackson).

Linguistic anthropology of education. 2008. In M. Martin-Jones, A.-M. de Mejía & N. Hornberger (Eds.), *Encyclopedia of language and education*, Volume 3, *Discourse and Education*, 93-103. New York: Springer.

Urban fathers positioning themselves through narrative: An approach to narrative self-construction. 2006. In A. De Fina, D. Schiffrin & M. Bamberg (Eds.), *Discourse and identity*, 315-341. New York: Cambridge University Press. (Stanton Wortham & Vivian Gadsden).

Beyond decontextualization and cynicism. 2006. *Pedagogies*, 1, 13-20.

Social identification beyond the speech event. 2005. *Texas Linguistic Forum*, 48, 31-49.

The Complexities of "Similarity" in Research Interviewing: A Case of Interviewing Urban

- Fathers. 2004. *Working Papers in Educational Linguistics*, 19, 1-32. (Stanton Wortham & Vivian Gadsden).
- Education in the new Latino diaspora: A reflection on polyvocality. 2004. *Journal of Thought*, 39, 83-102. (Edmund Hamann, Stanton Wortham & Enrique Murillo).
- Representation and enactment in autobiographical narrative. 2003. In N. Stephenson, H. Radtke, R. Jorna & H. Stam (Eds.), *Theoretical psychology*, 258-266. Toronto: Captus Press.
- Learning in education. 2003. In L. Nadel (Ed.), *Encyclopedia of cognitive science, Volume 1*, 1079-1082. New York: Macmillan/Nature Publishing Group.
- Linguistic anthropology of education: An introduction. 2003. In S. Wortham & B. Rymes (Eds.), *Linguistic anthropology of education*, 1-29. Westport, CT: Praeger.
- Spatiotemporal fluidity and culturally relevant pedagogy in the Latino diaspora. 2002. In B. Levinson, S. Cade, A. Elvir, & A. Padawer (Eds.), *Ethnography and educational policy: A view across the Americas*, 57-76. Westport, CT: Greenwood. (Stanton Wortham & Margaret Contreras).
- The interdependence of representation and action. 2002. In S. Rice (Ed.), *Philosophy of education 2001*, 426-434. Urbana, IL: Philosophy of Education Society.
- Ventriloquating Shakespeare. 2001. *Working Papers in Applied Linguistics*, 17, 47-64.
- Education and policy in the new Latino diaspora. 2001. In S. Wortham, E. Murillo & E. Hamann (Eds.), *Education in the new Latino diaspora: Policy and the politics of identity*, 1-16. Westport, CT: Ablex. (Edmund Hamann, Stanton Wortham & Enrique Murillo).
- Gender and school success in the Latino diaspora. 2001. In S. Wortham, E. Murillo & E. Hamann (Eds.), *Education in the new Latino diaspora: Policy and the politics of identity*, 117-141. Westport, CT: Ablex.
- Language ideology and educational research. 2001. *Linguistics & Education*, 12, 253-259.
- Social construction and pedagogical practice. 2001. In K. Gergen, *Social construction in context*, 115-136. Thousand Oaks, CA: Sage. (Kenneth Gergen & Stanton Wortham).
- Knowledge and action in classroom practice: A dialogic approach. 1999. In S. Tozer (Ed.), *Philosophy of education 1998*, 370-377. Urbana: University of Illinois.
- Heterogeneously distributed cognition. 1998. In M. Gernsbacher & S. Derry (Eds.), *Proceedings of the twentieth annual conference of the Cognitive Science Society*, 1148-1153. Mahwah, NJ: Lawrence Erlbaum.

- Service-learning through action research partnerships. 1998. In R. Bringle and D. Duffy (Eds.), *With service in mind: Concepts and models for service-learning in psychology*, 161-170. Washington, DC: American Association of Higher Education. (Georgia Nigro & Stanton Wortham).
- The commodification of classroom discourse. 1997. In L. van Lier & D. Corson (Eds.), *Encyclopedia of language and education, Volume 6*, 251-260. Boston: Kluwer.
- Crossing boundaries between schools and colleges through teacher research partnerships. 1997. *Journal of Maine Education*, 13, 33-35. (Stanton Wortham & Georgia Nigro).
- Are constructs personal? 1996. *Theory & Psychology*, 6, 79-84.
- Experience-near classroom examples as commodities. 1995. In D. Corson (Ed.), *Discourse and power in educational organizations*, 283-300. Cresskill, NJ: Hampton.
- Skepticism and the sociology of rational discourse. 1993. In H. Stam, L. Mos, W. Thorngate, and B. Kaplan (Eds.), *Recent trends in theoretical psychology* (volume 3), 463-470. New York: Springer.

Book Reviews

- Review of *Interpretive discussion: Engaging students in text-based conversations*, by Sophie Haroutunian-Gordon. 2015. *Education Review*, 22.
<http://edrev.asu.edu/index.php/ER/article/view/1847/470>
- Moments of enduring struggle. 2009. *Linguistics & Education*, 20, 202-204.
- Redefining psychology methodologically, metatheoretically, pedagogically and ethically. 2009. *Theory & Psychology*, 19, 134-136.
- Review of *Nexus analysis*, by Ron Scollon and Suzie Wong Scollon. 2006. *Journal of Sociolinguistics*, 10, 127-131.
- Review of *The grammar of autobiography: A developmental account*, by Jean Quigley. 2001. *Language in Society*, 30, 490-493.
- Review of *Freudian repression*, by Michael Billig. 2001. *Discourse Studies*, 3, 253-255.
- Review of *Eloquence in trouble*, by James Wilce. 2001. *Discourse & Society*, 12, 251-252.
- Review of *Everyday literacies*, by Michele Knobel. 2000. *Anthropology & Education Quarterly*, 31. (published electronically: <http://www.aaanet.org/cae/aeq/br/knobel.htm>)
- Review of *Language ideologies*, edited by Bambi Schieffelin, Kathryn Woolard & Paul Kroskrity. 1999. *Discourse Studies*, 1, 508-510.

- Review of *What's social about social cognition?*, by Judith Nye and Aaron Brower. 1998. *Mind, Culture & Activity*, 5, 248-250.
- Review of *Collected works of L.S. Vygotsky, Volumes 3 and 4*. 1998. *American Scientist*, 86, 296-297.
- Genuinely social cognition. 1998. *Mind, Culture & Activity*, 5, 76-79.
- Review of *Constructing the self in a mediated world*, by Debra Grodin & Thomas Lindlof. 1997. *Theory & Psychology*, 7, 716-718.
- Review of *Text and corpus analysis*, by Michael Stubbs. 1997. *Discourse & Society*, 8, 429-430.
- Sociocentric accounts of the mind. 1997. *Theory & Psychology*, 7, 422-424.
- Review of *Voice in social interaction*, by Jeffery Pittam. 1997. *Discourse & Society*, 8, 144-145.
- Review of *Media discourse*, by Norman Fairclough. 1996. *Discourse & Society*, 7, 565-566.
- Review of *Talk on television*, by Sonia Livingstone and Peter Lunt. 1995. *Discourse & Society*, 6, 292-293.
- Does grammar shape thought? 1995. *Theory & Psychology*, 5, 460-462.
- Review of *Life stories*, by Charlotte Linde. 1995. *Anthropological Linguistics*, 37, 102-104.
- Review of *TV news, urban conflict, and the inner city*, by Simon Cottle. 1995. *Discourse & Society*, 6, 143-144.
- Review Note on *Journal of Narrative and Life History*, 2:1, special issue on "The afterlife of the life history." 1994. *Mind, Culture & Activity*, 1, 248.
- Psychology after dualism. 1994. *Theory & Psychology*, 4, 296-298.
- Beyond reasons and causes in social cognition. 1992. *Theory & Psychology*, 2, 505-507.

Refereed Presentations at National and International Conferences

- A systemic multimodal model for analyzing ESOL teachers' digital stories. (American Association for Applied Linguistics, Portland, OR, March, 2023). (Stanton Wortham, Deeksoon Kim, L. Kim, G. Zhang & Yoonmi Kang).
- Teachers' experiences and identity development in an online after-school program for ELLs. (National Association for Bilingual Education, Portland, OR, February, 2023). (Katrina Borowiec, L. Kim, Deeksoon Kim, Stanton Wortham, Yoonmi Kang, J. Qiu, & A. Lim).

An online summer writing program for ELLs based on systemic functional linguistics and genre pedagogy. (National Association for Bilingual Education, Portland, OR, February, 2023). (Deeksoon Kim, Katrina Borowiec, Yoonmi Kang, L. Kim, J. Qiu & A. Lim.)

“My world lost its color”: International students’ experiences with online learning during COVID-19. National Association for Bilingual Education, Portland, OR, February, 2023. (Stanton Wortham, Katrina Borowiec, L. Kim, Deeksoon Kim, Yoonmi Kang, J. Qiu & A. Lim).

Measuring faculty engagement in online formative or whole-person education: A pilot study. (American Educational Research Association, San Diego, April, 2022). (Deeksoon Kim, Katrina Borowiec & Stanton Wortham).

An online summer writing program for ELLs based on Systemic Functional Linguistics and genre pedagogy. (American Association for Applied Linguistics, Pittsburgh, March, 2022). (Stanton Wortham, Deeksoon Kim, Kei Drina Yatsu, Katrina Borowiec, Yan Li & Emily Fitzpatrick).

Migration narratives: Diverging stories in schools, churches, and civic institutions. (American Anthropological Association, Baltimore, November, 2021). (Stanton Wortham, Catherine Rhodes, Katherine Clonan-Roy & Briana Nichols).

Bilingual learners remixing their identities through digital storytelling. (American Educational Research Association, April, 2021). (Stanton Wortham, Deeksoon Kim, Yinyun Zhu, Qingyue Chen, Xin Chen, Jingyi Xu, Yezi Zhang & Taesung Kim).

Beyond basic skills: Fostering student well-being through moral instruction, civic education, purpose learning, and indigenous epistemologies. (American Educational Research Association, April, 2021).

Online teaching during the COVID-19 pandemic. (American Educational Research Association, April, 2021). (Stanton Wortham, Samantha Ha, Kei Yatsu & Stephanie Carroll).

A new systematic multimodal framework for analyzing classroom digital stories. (American Association for Applied Linguistics, March, 2021). (Stanton Wortham, Deeksoon Kim, Kei Yatsu, Yan Li, Zhongyu Cheng & Xinyue He).

Let’s remix: Middle school English learner’s multimodal digital storytelling. (American Association for Applied Linguistics, March, 2021). (Stanton Wortham, Deeksoon Kim, Kei Yatsu, Yan Li & Yue Liu).

Whole person education: Mapping the landscape. (American Educational Research Association, April, 2020). (Conference canceled).

Remix culture and the English language learner: The expression of voice and identity through

- digital composition. (American Educational Research Association, April, 2020). (Stanton Wortham, Deoksoon Kim, Alisha Nguyen, Yoonmi Kang, Zhongyu Cheng & Yue Liu). (Conference canceled).
- Mapping divergent approaches to whole person education. (International Conference for School Effectiveness and Improvement, Marrakech, January, 2020). (Stanton Wortham & Deoksoon Kim).
- Curriculum-based digital storytelling: Composition and reflective learning. (American Council on the Teaching of Foreign Languages, Washington, DC, November, 2019). (Stanton Wortham, Deoksoon Kim, Alisha Nguyen & Kei Yatsu).
- Inquiry on digital and multimodal literacies in rural and urban contexts. (National Council of Teachers of English, Baltimore, November, 2019). (Deoksoon Kim, Stanton Wortham, Alisha Nguyen & Kei Yatsu).
- Educating for "lives of meaning and purpose": Emerging opportunities for Catholic (and secular) higher education. (American Educational Research Association, Toronto, April, 2019). (Patrick McQuillan & Stanton Wortham).
- Three bilingual students' composition of multimodal digital stories: Identities and voices. (American Association for Applied Linguistics, Atlanta, March, 2019). (Stanton Wortham, Deoksoon Kim, Yinru Long, Yi Zhao, Shuyue Zhou & Megan McKinley).
- Seeking methodological pluralism. (American Psychological Association, San Francisco, August, 2018). (Peiwei Li, Louis Hoffman, Heather Miller, Anne Galletta, Monique Guishard, Alexis Halkovic & Stanton Wortham).
- American linguistic anthropology. (International Systemic Functional Linguistics Conference, Boston, July, 2018).
- Discourse analysis beyond the speech event. (International Systemic Functional Linguistics Conference, Boston, July, 2018).
- Formative education: Focusing a school of education around educating whole human beings. (Philosophy of Education Society, Chicago, March, 2018).
- Immigration in one American town: Accounting for heterogeneity. (American Anthropological Association, Washington, DC, December, 2017). (Briana Nichols & Stanton Wortham).
- Well-being and formation. (American Educational Research Association, San Antonio, TX, April, 2017).
- Heterogeneous ethnicities in the New Latino Diaspora. (American Educational Research Association, San Antonio, TX, April, 2017). (Stanton Wortham & Briana Nichols).

Shifting racial models of personhood in late adolescence: Heterogeneous resources and the New Latino Diaspora. (American Educational Research Association, Washington, DC, April, 2016). (Katherine Clonan-Roy, Stanton Wortham & Briana Nichols).

Applying Fishman to immigration: Liberation and affiliation. (American Educational Research Association, Washington, DC, April, 2016).

Heterogeneous othering: Positioning Black and Mexican residents in a New Latino Diaspora town. (American Anthropological Association, Denver, November, 2015). (Briana Nichols & Stanton Wortham).

Discourse analysis beyond the speech event (American Anthropological Association, Denver, November, 2015).

Latina/o children navigating documentation status in elementary school. (American Educational Research Association, Chicago, April, 2015). (Holly Link, Sarah Gallo & Stanton Wortham).

Contested identities: The mothers of Arts Org. (American Educational Research Association, Chicago, April, 2015). (Obed Arango & Stanton Wortham).

Stylized Spanish in the New Latino Diaspora. (American Educational Research Association, Chicago, April, 2015). (Holly Link, Sarah Gallo & Stanton Wortham).

Love and work in the New Latino Diaspora. (Society for Psychological Anthropology Meeting, Boston, April, 2015).

Clearing away assumptions through philosophy and research. (Eastern American Philosophical Association, Philadelphia, December, 2014).

Passion, discernment, and interrogation. (American Anthropological Association, Washington, DC, December, 2014).

Heterogeneous resources for ontological learning. (International Conference of the Learning Sciences, Boulder, June, 2014). (Stanton Wortham & Catherine Rhodes).

Clearing away assumptions through philosophy and research. (American Educational Research Association, Philadelphia, April, 2014).

Narratives across speech events. (American Association for Applied Linguistics, Portland, March, 2014). (Stanton Wortham & Catherine Rhodes).

Heterogenous, shifting language ideologies in the schooling of immigrant Mexican children. (American Anthropological Association, Chicago, November, 2013). (Katherine Clonan-Roy, Catherine Rhodes & Stanton Wortham).

Narrating the body: The limits of organizational control in the knowledge-based economy. (American Anthropological Association, Chicago, November, 2013). (Stanton Wortham & Alexandra Michel).

Mind, body, and banking: The cultural historical plasticity of the body's role in action. (European Group for Organizational Studies, Montreal, July 2013). (Alexandra Michel & Stanton Wortham).

Adelante. (American Educational Research Association, San Francisco, April 2013). (Noam Osband, Stanton Wortham & Catherine Rhodes).

Reconceptualizing girl talk as theory: Mexican middle school girls navigating racialization, social difference, and identity in the New Latino Diaspora. (American Educational Research Association, San Francisco, April 2013). (Katherine Clonan-Roy, Catherine Rhodes & Stanton Wortham).

A particularly welcoming town: Marshall and its unique immigrant history. (American Anthropological Association, San Francisco, November 2012). (Catherine Rhodes, Stanton Wortham & Carlos Martinez).

Narrating the place of immigrants in town history: Stories from the New Latino Diaspora. (American Educational Research Association, Vancouver, April 2012). (Stanton Wortham & Catherine Rhodes).

The emergent identity of a young immigrant: A multi-scale analysis. (American Association for Applied Linguistics, Boston, March, 2012). (Catherine Rhodes & Stanton Wortham).

Narrating the place of immigrants in town history: Stories from the New Latino Diaspora. (American Association for Applied Linguistics, Boston, March, 2012). (Stanton Wortham & Catherine Rhodes).

Building equity for Latino parents: A school district-university collaboration. (Teachers of English to Speakers of Other Languages, Philadelphia, March, 2012). (Joseph Leaf, Stanton Wortham, Sarah Lipinoga & Elaine Allard).

Narratives of town history in the New Latino Diaspora. (American Anthropological Association, Montreal, November, 2011). (Catherine Rhodes & Stanton Wortham).

Hope for the young, but not for the adolescent: Divergent ideologies of language use in New Latino Diaspora elementary and secondary schools. (American Anthropological Association, Montreal, November, 2011). (Stanton Wortham, Elaine Allard, Holly Link, Sarah Lipinoga & Katherine Mortimer).

Santo Patricio: Using text and film to portray a church and town. (Society for Visual Anthropology, Montreal, November, 2011). (Noam Osband, Stanton Wortham & Cate Rhodes).

Citizens and aliens as Homies. (International Pragmatics Association, Manchester, UK, July, 2011). (Stanton Wortham, Katherine Mortimer & Elaine Allard).

Promoting direct involvement: Listening by augmenting uncertainty. (American Educational Research Association, New Orleans, April, 2011). (Stanton Wortham & Alexandra Michel).

Sobresalir: Latino perspectives on New Latino Diaspora Schools. (American Educational Research Association, New Orleans, April, 2011). (Stanton Wortham, Sarah Lipinoga, Carlos Martinez & Noam Osband).

The first immigrant: Family and social capital in the New Latino Diaspora. (American Educational Research Association, New Orleans, April, 2011). (Carlos Martinez, Stanton Wortham & Kathy Lee).

Increasing “parent involvement” in the New Latino Diaspora. (American Educational Research Association, New Orleans, April, 2011). (Sarah Lipinoga, Stanton Wortham, Carlos Martinez & Ian Bennett).

Shifting perspectives in a New Latino Diaspora community: Ideologies of Mexican immigrant Language. (American Educational Research Association, New Orleans, April, 2011). (Holly Link, Elaine Allard, Sarah Lipinoga, Stanton Wortham & Katherine Mortimer).

Building equity for Latino parents: A school district-university collaboration. (Teachers of English to Speakers of Other Languages, New Orleans, March, 2011). (Joe Leaf, Stanton Wortham, Sarah Lipinoga & Elaine Allard).

Imagined pasts as a resource for projecting immigrant futures. (American Anthropological Association, New Orleans, November, 2010). (Stanton Wortham & Carlos Martínez).

Hillbilly Spanish and Tarzan English. (American Anthropological Association, Philadelphia, December, 2009). (Elaine Allard, Katherine Mortimer & Stanton Wortham).

Language, culture and education across multiple timescales. (American Anthropological Association, Philadelphia, December, 2009). (Stanton Wortham, Elaine Allard & Katherine Mortimer).

Bullish on uncertainty: How to create adaptable organizations. (American Society for Training and Development, Washington DC, June 2009). (Alexandra Michel & Stanton Wortham).

Linking education and pediatric services for preschool age Mexican immigrants in micropolitan America: The Marshall example. (American Educational Research Association, San Diego, April, 2009). (Ian Bennett & Stanton Wortham).

Setting the scene: One New Latino Diaspora community undergoing rapid change. (American

- Educational Research Association, San Diego, April, 2009). (Sofia Villenas, Stanton Wortham & Kathy Lee).
- Mexicans as model minorities in the New Latino Diaspora. (American Educational Research Association, San Diego, April, 2009). (Stanton Wortham, Elaine Allard & Katherine Mortimer).
- Narrated and narrating events in payday mugging stories. (American Association for Applied Linguistics, Denver, March, 2009). (Stanton Wortham, Elaine Allard & Katherine Mortimer).
- Racialization in payday mugging narratives: Trajectories of storytelling across communities. (American Anthropological Association, San Francisco, November, 2008). (Stanton Wortham, Elaine Allard & Katherine Mortimer).
- Mexican immigrants as model minorities in a Pennsylvania suburb. (American Anthropological Association, San Francisco, November, 2008). (Sofia Villenas, Stanton Wortham, Elaine Allard & Katherine Mortimer).
- Theories in the wild: Cognitive and sociocultural theories as practices. (International Society for Cultural and Activity Research, San Diego, September, 2008). (Alexandra Michel & Stanton Wortham).
- Hillbilly Spanish and Tarzan English: Ideologies of Mexican immigrant language and identity in the Latino Diaspora. (American Educational Research Association, New York, March, 2008). (Elaine Allard, Katherine Mortimer & Stanton Wortham).
- Models of personhood for Mexican immigrant students in the Latino Diaspora: A networks and trajectories account. (American Educational Research Association, New York, March, 2008). (Stanton Wortham, Elaine Allard & Katherine Mortimer).
- Situated listening: Openness to heterogenous resources. (American Educational Research Association, New York, March, 2008). (Stanton Wortham & Alexandra Michel).
- Models of high school student identity for Mexican immigrants in classroom discourse. (American Anthropological Association, Washington, DC, November, 2007). (Katherine Mortimer, Elaine Allard & Stanton Wortham).
- Homies in the Latino Diaspora: Navigating adolescence in a rapidly growing Mexican immigrant community. (American Anthropological Association, Washington, DC, November, 2007). (Stanton Wortham, Katherine Mortimer & Elaine Allard).
- Migration, trajectories and timescales: Heterogeneous resources for social identification in the Latino Diaspora. (International Society for Theoretical Psychology, Toronto, June, 2007). (Stanton Wortham, Elaine Allard & Katherine Mortimer).

Conceptualizing oneself in the Latino Diaspora. (American Anthropological Association, San Jose, November, 2006). (Stanton Wortham, Katherine Mortimer & Elaine Allard).

Noticing status. (American Educational Research Association, San Francisco, April, 2006). (Stanton Wortham & Betsy Rymes).

Chronicles of change: Models of Mexican immigrant identity in suburban community narratives. (American Educational Research Association, San Francisco, April, 2006). (Stanton Wortham, Elaine Allard & Katherine Mortimer).

The intertextual objectification of identity in science class. (American Anthropological Association, Washington, DC, December, 2005).

Immanent cognition. (International Society for Cultural and Activity Research, Seville, September, 2005). (Alexandra Michel & Stanton Wortham).

Academic literacy and social identification beyond the speech event. (World Congress of Applied Linguistics, Madison, July 2005).

Listening to intertwined academic/interactional/moral messages in classrooms. (American Educational Research Association, Montréal, April, 2005).

Shifting configurations of multilingualism. (American Educational Research Association, Montréal, April, 2005).

“Contact with the world”: An almost phenomenological approach to cognition and emotion. (Society for Psychological Anthropology, San Diego, April, 2005). (Alexandra Michel & Stanton Wortham).

Civic education curricula: Leaving gendered attitudes unchallenged. (American Anthropological Association/Council on Anthropology and Education, San Francisco, November, 2004). (Sharareh Bhajracharya, Carol Thompson & Stanton Wortham).

Developing as students and as scientists. (American Anthropological Association/Council on Anthropology and Education, San Francisco, November, 2004).

Socialization beyond the speech event. (Invited Keynote Address, Symposium about Language and Society, Austin, April 2004).

Listening at the meso-level. (American Educational Research Association, San Diego, April, 2004).

Using linguistic anthropology to understand emergent institutional and individual identities in educational partnerships. (American Anthropological Association, Chicago, November, 2003). (Betsy Rymes, Stanton Wortham & Jennifer Aaron).

The interdependence of social identification and cognition in classroom discourse. (International Pragmatics Association, Toronto, July, 2003).

Urban fathers positioning themselves through narrative. (International Pragmatics Association, Toronto, July, 2003). (Vivian Gadsden & Stanton Wortham).

The thickening of identity in one ninth grade classroom. (American Educational Research Association, Chicago, April, 2003).

Urban fathers' narrative constructions of self. (American Educational Research Association, Chicago, April, 2003). (Stanton Wortham & Vivian Gadsden).

What embodiment reveals about culture and self that semiotics conceals. (Society for Psychological Anthropology, San Diego, April, 2003). (Alexandra Michel & Stanton Wortham).

Trajectories of social identification in one classroom. (Society for Psychological Anthropology, San Diego, April, 2003).

Curriculum as a resource for identity development. (American Anthropological Association, New Orleans, November, 2002).

Education in the new Latino diaspora: Policy and the politics of identity. (American Educational Studies Association, Pittsburgh, October, 2002). (Enrique Murillo, Michael Brunn, Edmund Hamann, Bradley Levinson & Stanton Wortham).

The interdependence of social identification and learning. (International Conference of the Learning Sciences, Seattle, October, 2002).

Curriculum as a resource for social identity development. (American Educational Research Association, New Orleans, April, 2002).

Education and policy in the new Latino diaspora. (American Educational Research Association, New Orleans, April, 2002). (Stanton Wortham, Enrique Murillo & Edmund Hamann).

At the intersection of learning, identity development, and social reproduction: Pivotal moments from one ninth grade class. (American Educational Research Association, New Orleans, April, 2002).

Education and policy in the new Latino diaspora. (American Anthropological Association, Washington, DC, November, 2001). (Edmund Hamann, Stanton Wortham & Enrique Murillo)

Enacting emotion. (American Anthropological Association, Washington, DC, November, 2001).

A phenomenological perspective on culture. (American Anthropological Association, Washington,

- DC, November, 2001). (Alexandra Michel & Stanton Wortham)
- Identity development in first-person discourse. (Society for Psychological Anthropology Biannual Meeting, Atlanta, October, 2001).
- Doing what you say: Ideational/interpersonal parallelism in classroom and narrative discourse. (International Systemic Functional Linguistics Conference, Ottawa, July, 2001).
- Narratives in action. (International Society for Theoretical Psychology, Calgary, June, 2001).
- How urban fathers represent the transition to fathering: A discourse analysis of fathering narratives. (Society for Research in Child Development, Minneapolis, April, 2001). (Vivian Gadsden & Stanton Wortham)
- Representing and enacting development. (Society for Research in Child Development, Minneapolis, April, 2001).
- Enacting oneself in the classroom: How students become themselves while discussing literature. (American Educational Research Association, Seattle, April, 2001).
- How urban fathers represent intergenerational relations. (American Educational Research Association, Seattle, April, 2001). (Stanton Wortham & Vivian Gadsden)
- Semiotic consciousness and indexical learning. (American Educational Research Association, Seattle, April, 2001).
- The interdependence of representation and action. (Philosophy of Education Society Meeting, Chicago, April, 2001).
- Autobiographical dialogue: The enactment of self in narrative performance. (American Association for Applied Linguistics, St. Louis, February, 2001).
- Linguistic anthropology of education. (American Anthropological Association, San Francisco, November, 2000).
- Teachers as novelists. (American Educational Research Association, New Orleans, April, 2000).
- Maintaining the self in first-person discourse. (American Educational Research Association, New Orleans, April, 2000).
- Self on the margin: Positioning the moral self in classroom literature discussions. (American Association for Applied Linguistics, Vancouver, March, 2000).
- Interactionally situated cognition. (American Anthropological Association, Chicago, November, 1999).

Studying the enacted self. (Society for Psychological Anthropology, Albuquerque, September, 1999).

Cognitive and sociocultural analyses of social interaction in learning and instruction. (Kristiina Kumpulainen & Stanton Wortham) (European Conference for Research on Learning and Instruction, Göteborg, Sweden, August, 1999).

Doing what you say: Denotational and interactional parallelism in classroom and narrative discourse. (International Communication Association, San Francisco, May, 1999).

Video, politics and applied semiotics: Constructing meaning from broadcast news. (American Educational Research Association, Montreal, April, 1999).

Language ideology and education. (American Educational Research Association, Montreal, April, 1999).

Narrative, identity development, and schooling. (American Educational Research Association, Montreal, April, 1999).

Theories of learning and theories of discourse: Complementary or contradictory? (Kristiina Kumpulainen & Stanton Wortham). (American Educational Research Association, Montreal, April, 1999).

Mixed methods, mixed messages? Power and pitfalls of using combined research methods to study literacy, gender, and cultural identity. (Rosalie Fink, Marilyn Chambliss & Stanton Wortham). (American Educational Research Association, Montreal, April, 1999).

Representation and enactment in autobiographical narrative. (American Association for Applied Linguistics, Stamford, March, 1999).

Dialogic analysis of a life history from the Latino diaspora. (American Anthropological Association, Philadelphia, December, 1998).

Narrating oneself: A dialogic approach to analyzing life history interviews. (American Anthropological Association, Philadelphia, December, 1998).

Heterogeneously distributed cognition. (Cognitive Science Society, Madison, August, 1998).

Denotational and interactional structure in autobiographical narrative: A dialogic approach. (Society for Text & Discourse, Madison, July, 1998).

Schooling as becoming a self: Bakhtinian perspectives. (Stanton Wortham, Deborah Hicks, George Kamberelis & Martin Packer). (American Educational Research Association, San Diego, April, 1998).

Knowledge and action in classroom practice: A dialogic approach. (Philosophy of Education Society, Boston, March, 1998).

Educational success among diaspora Latinos in New England. (American Anthropological Association, Washington, DC, November, 1997).

The heterogeneously distributed self. (American Psychological Association, Chicago, August, 1997).

Verbal and nonverbal cues in media bias. (Stanton Wortham & Michael Locher). (International Systemic Functional Linguistics Conference, Toronto, July, 1997.)

Identity development among culturally isolated Latino adolescents: Evidence from life-history narratives. (Society for Research in Child Development, Washington DC, April, 1997).

Facilitating teacher research through school-university partnerships. (Stanton Wortham, Georgia Nigro, Carnie Burns & Marjorie Clifford). (American Educational Research Association, Chicago, March, 1997).

The organization of space and activity among Latinos: A strategy for making school more culturally familiar. (Stanton Wortham, Margaret Contreras, Levanía Davis & Gerardo Joven). (American Educational Research Association, Chicago, March, 1997).

Language, identity, and educational success: An ethnographic study of Spanish-speaking children in rural America. (American Educational Research Association, Chicago, March, 1997).

Embedded metapragmatics and lying politicians. (Stanton Wortham & Michael Locher). (American Association for Applied Linguistics, Orlando, March, 1997).

The microgenesis of culture in a conversation about jail: A pragmatic approach to cultural transmission. (Stanton Wortham & Betsy Rymes). (American Anthropological Association, San Francisco, November, 1996).

The role of indexicals in creating community and facilitating cognition. (American Association for Applied Linguistics, Chicago, March, 1996).

Implicit moral messages in the newsroom and the classroom: A systematic technique for analyzing "voicing." (Stanton Wortham & Michael Locher). (Society for Text and Discourse, Albuquerque, July, 1995).

Bakhtinian perspectives on discourse and the social construction of self. (Stanton Wortham & Deborah Hicks) (American Educational Research Association, San Francisco, April 1995).

The microstructure of multiculturalism: How relational dynamics in classroom language use help constitute what counts as knowledge. (American Educational Research Association, San Francisco, April, 1995).

Acting out the great books: A case study of how the implemented curriculum can differ from the planned curriculum. (American Educational Research Association, San Francisco, April, 1995).

Classroom participant examples: A case study of the relation between cognitive and interactional processes. (Society for Research in Child Development, Indianapolis, April, 1995).

Ventriloquating Shakespeare: How classroom discussions can communicate implicit moral messages. (American Educational Research Association, New Orleans, April, 1994).

Examining how teachers and students play out societal patterns in classroom discourse. (American Educational Research Association, New Orleans, April, 1994).

A three-dimensional view of classroom discourse: How relationships and content can transform each other. (American Educational Research Association, New Orleans, April, 1994).

Interactional patterns in "great books" discussions: Cases from an urban high school. (American Educational Research Association, Atlanta, April, 1993).

A technique for discourse analysis: Uncovering interactional patterns in classrooms. (American Educational Research Association, Atlanta, April, 1993).

The rich interactional implications of classroom participant examples. (American Association for Applied Linguistics, Atlanta, April, 1993).

Skepticism and the sociology of rational discourse. (International Society for Theoretical Psychology, Worcester, MA, June 1991).

Talking heads: Dialogue as a pedagogical device. (Sophie Haroutunian-Gordon & Stanton Wortham). (American Educational Research Association, New Orleans, April, 1988).

Presentations at Regional Conferences and Colloquia

Educating for democratic dispositions: Developing whole people through historical narrative. (Korea Democracy Foundation International Forum for Remembrance and Democratic Citizenship Education, Seoul, Korea, October, 2022).

Educating the whole person. (Seoul National University, College of Education, Seoul, Korea, September, 2022).

Beyond micro and macro: Discourse analysis across speech events. (Seoul National University, Department of Anthropology, Seoul, Korea, September, 2022).

Educating the whole person. (Yonsei University, Department of Education, Seoul, Korea, September, 2022).

Overcoming fragmentation through hope and community. (Kern Partners for Character and Education Leadership Conference, Boston, June, 2022).

Formative leadership education: Building communities of practice. (Kern Family Foundation Partner Convening, Chicago, March, 2022).

Discourse analysis beyond the speech event. (Roman Jakobson Symposium, Harvard University, February, 2022). (Angela Reyes & Stanton Wortham).

Multimedia representations of Mexican immigration to the US. (Saint Louis University, September, 2021).

Beyond well-being: Converging global movements. (Seoul Metropolitan Office of Education, Seoul, Korea, October, 2019).

Learning for adaptation in a rapidly changing world. (Seoul National University School of Education, Seoul, Korea, October, 2019).

Development events. (Council of Academic Deans of Research Education Organizations, Clearwater, FL, October, 2019).

Narrating heterogeneous identities in multilingual communities. (Multilingualism and Identity: Interdisciplinary Perspectives, University of Cambridge, Cambridge, UK, September 2019). (Sabina Perrino & Stanton Wortham).

Formative education. (East China Normal University invited conference on Beyond Well-Being, Shanghai, May, 2019).

Reclaiming purpose and community at work. (Suffolk Construction, Boston, October, 2018).

Educating whole people: Converging global movements. (Seoul National University, Seoul, Korea, May, 2018).

Formative education: Converging global movements. (Ashoka U Exchange, Boston, April, 2018).

Whole child for the whole world: Educating for meaning and purpose. (ASCD, Boston, March, 2018). (Dennis Shirley, Belle Liang, Henry Braun & Stanton Wortham).

Cognitive and Sociocultural Approaches to Development: Theories in Practice. (Boston College Psychology Department, March, 2018).

Multimedia representations of Mexican immigration to the U.S. (Birmingham University MOSAIC Centre for Research on Multilingualism, Birmingham, UK, March, 2018).

Multilingual identities and heterogeneous language ideologies in the New Latino Diaspora. (Cambridge University Second Language Education Group, Cambridge, UK, March, 2018).

Multimedia representations of a New Latino Diaspora town. (Washington University Anthropology Department, St. Louis, February, 2018).

Multimedia representations of Mexican immigration to the U.S. (Universidad Autónoma de Madrid, January 2018).

Approaches to learning and conceptions of human nature. (Kronos, Lowell, MA, December, 2017).

Educating whole human beings: Converging global movements in policy and practice. (Saudi Ministry of Education, Riyadh, November, 2017).

Developing creative employees in adaptive learning organizations. (Saudi Electric Company Quality Forum, Riyadh, November, 2017.)

Leading an adaptive learning organization. (Princess Nora University; Saudi Council for Health Specialties; Saudi Electric Company Executive Leadership Development Center, Riyadh, November, 2017).

Educating whole human beings: Converging global movements in policy and practice. (Council of Academic Deans of Research Education Organizations, Savannah, GA, October, 2017).

Educating whole human beings toward lives of meaning and purpose. (Ashoka Change Leaders Meeting: Everyone a Changemaker, New York, July, 2017). (Stanton Wortham & Deoksoon Kim).

Education as transformation. (University of Pennsylvania CLO Program, June, 2017).

Multimedia representations of Mexican immigration to the U.S. (Yonsei University, Seoul, May, 2017).

Education for transformation: Developing whole, purposeful lives. (Association for Supervision and Curriculum Development, Anaheim, March, 2017).

Can a school of education be built around forming lives of meaning and purpose? Philosophical reflections on a practical case study. (Philosophy of Education Society, Seattle, March, 2017).

Adelante. (Guadalajara International Film Festival, University of Guadalajara, March, 2017).

Learning identity. (University of Washington College of Education, March 2017).

Multimedia representations of a New Latino Diaspora town. (Brown University, February, 2017).

Heterogeneous language ideologies in the New Latino Diaspora. (Binghamton University Dean's Speaker Series, September, 2016).

How philosophy of education and empirical research can work together. (Seoul National University, June, 2016).

Discourse analysis. (Yonsei University, Seoul, June, 2016).

Reducing and augmenting uncertainty: Implementing divergent approaches to talent development. (KDI School of Public Policy and Management, Seoul, May, 2016). (Stanton Wortham & Alexandra Michel).

Discourse analysis across events. (Working Conference on Discourse Analysis in Educational Research, Ohio State University, Columbus, May, 2016).

Formal and informal learning. (Stanford Learning Summit, Stanford, CA, April, 2016).

Beasts in the classroom: Discourse analysis across speech events. (Teachers College, Program in Applied Linguistics, March, 2016).

Discourse analysis across speech events. (University of Barcelona, March, 2016).

Heterogeneous networks in the New Latino Diaspora. (Teachers College, Programs in Anthropology, February, 2016).

Asking the right questions. (University of Pennsylvania, Center for Teaching and Learning, February, 2016).

Enacting the curriculum: Social contexts of teaching and learning. (University of Southern California, Rossier School, November, 2015).

Multimedia representations of a New Latino Diaspora town. (Teachers College MASC Lab, November, 2015).

Online learning. (Penn Libraries Engaging Students through Technology Symposium, October, 2015).

Social and emotional learning. (George Lucas Educational Foundation, Nicasio, CA, May, 2015).

Discourse analysis beyond the speech event. (Learning Sciences Research Institute, University of Illinois Chicago, March, 2015).

The gap between research and practice. (Conference on “Applying” Anthropology, Teachers College, Columbia University, February, 2015).

Leading an adaptive learning organization. (Elliott Masie's Learning Conference, Orlando, November, 2014).

Uncovering assumptions about learning. (IMD, Lausanne, October, 2014).

Social-motivational-affective dimensions of learning through social interaction. (International Conference of the Learning Sciences, Boulder, CO, June, 2014).

Leading an adaptive learning organization. (CorpU Global Leadership Congress, Washington, DC, June, 2014).

Immigration to nontraditional regions. (Penn Social Science Policy Forum, April, 2014).

Methods of discourse analysis. (Teachers College, April, 2014).

Multimedia representations of a New Latino Diaspora town. (Penn Ethnography in Education Research Forum, February, 2014).

Competencies for successful educational leadership. (Saudi Ministry of Education, Riyadh & Jeddah, February, 2014).

Multimedia representations of ethnography. (Tilburg University, January, 2014).

Beasts in the classroom: Intrinsic links between knowledge and identities. (Philomathean Society, University of Pennsylvania, November, 2013).

Maternal health literacy in Mexican immigrant mothers and risk of developmental delay in their children. (North American Primary Care Research Group Annual Conference, November 2013, Ottawa). (Ian Bennett, Elise Duggan, Stanton Wortham, Marsha Gerdes, Jack Ludmir, Robin Hernandez-Mekonnen & Lisa Oliveros-Rosen).

Everything you want to know about job talks, and a few things you might not. (National Academy of Education Fellows Retreat, Washington, DC, October 2013).

Uncovering assumptions about learning. (IMD, Lausanne, October 2013).

Discourse analysis across speech events: Ethnographic and new media examples. (Kings College London, October 2013). (Stanton Wortham & Deoksoon Kim).

Introduction to discourse analysis. (Korea University, Linguistics Department, Seoul, July 2013).

Narrating the place of immigrants in town history: Stories from the new Latino diaspora. (Hankuk University of Foreign Studies, Seoul, July 2013).

Classroom discourse analysis beyond the speech event: The emergence of social identity across heterogeneous scales. (CUSO, Neuchatel, Switzerland, May, 2013).

Divergent strategies for managing uncertainty in finance: How work practices produce developmental trajectories for investment bankers. (University of Geneva, Faculty of Psychology & Educational Sciences, Geneva, May, 2013). (Stanton Wortham & Alexandra Michel).

Cross-scale ethnography: Tracing heterogeneous networks. (Copenhagen University Linguistics Department, Copenhagen, March, 2013).

Adelante. (Screening Scholarship Media Festival, Philadelphia, February, 2013). (Noam Osband, Stanton Wortham & Cate Rhodes).

Ethnography in the New Latino Diaspora. (Penn School of Design, Philadelphia, February, 2013).

Rethinking context and theory in ethnographic research design. (American Anthropological Association, San Francisco, November 2012).

Using video to increase the impact of your research. (American Educational Research Association, Vancouver, April 2012).

Dialogic encounters in the New Latino Diaspora. (University of Delaware Promises and Challenges of Dialogic Pedagogy Conference, Newark, March, 2012). (Stanton Wortham, Holly Link, Ian McDiarmid & Cate Rhodes).

Discourse analysis. (Universitat de Barcelona, Barcelona, Spain, March, 2012).

Hope for the young, but not for the adolescent. (Penn State University Watz Lecture in Applied Linguistics, February, 2012). (Stanton Wortham, Elaine Allard, Holly Link, Sarah Lipinoga & Katherine Mortimer).

Communicating with non-English-speaking parents: Lessons from the New Latino Diaspora. (Norristown Area School District, January, 2012). (Stanton Wortham, Sarah Lipinoga & Joseph Leaf).

Bullish on uncertainty: Imagining adaptable educational organizations. (Primera Jornada Interamericana de Dirección y Liderazgo Escolar, Santiago, Chile, January, 2012). (Stanton Wortham & Alexandra Michel).

Hope for the young, but not for the adolescent: Divergent ideologies of language use in New Latino Diaspora elementary and secondary schools. (Pontificia Universidad Católica de Chile, January, 2012). (Stanton Wortham, Elaine Allard, Holly Link, Sarah Lipinoga & Katherine Mortimer).

Classroom discourse analysis. (Pontificia Universidad Católica de Chile, January, 2012).

Immigration across multiple timescales. (Kings College London, June, 2011). (Stanton Wortham & Catherine Rhodes).

Learning identity. (University of Oslo, Oslo, Norway, May, 2011).

Discourse analysis. (Universitat de Barcelona, Barcelona, Spain, March, 2011).

Language ideologies in the New Latino Diaspora. (Universitat de Barcelona, Barcelona, Spain, March, 2011). (Stanton Wortham, Elaine Allard, Holly Link, Sarah Lipinoga & Katherine Mortimer).

Ideologies about migrants' language. (Universidad de los Andes, Bogotá, Colombia, March, 2011). (Stanton Wortham, Elaine Allard, Holly Link, Sarah Lipinoga & Katherine Mortimer).

Sobresalir: Using ethnographic film for professional development in the New Latino Diaspora. (University of Pennsylvania Ethnography in Education Research Forum, Philadelphia, February, 2011). (Stanton Wortham & Joe Leaf).

Communicating with non-English-speaking parents: Lessons from the New Latino Diaspora. (Norristown Area School District, January, 2011).

Communicating with non-English-speaking parents. (Delaware Valley ESL Conference, Conshohocken, PA, October, 2010). (Stanton Wortham & Sarah Lipinoga).

Reducing and augmenting uncertainty: Implementing divergent approaches to learning. (National Association of State Chief Administrators Annual Conference, Atlanta, August, 2010). (Stanton Wortham & Alexandra Michel).

Bullish on uncertainty: Imagining adaptable educational organizations. (EduStat University Conference. The Educators' GPS: Using Data to Navigate Continuous Change. Philadelphia, July, 2010). (Stanton Wortham & Alexandra Michel).

Increasing Latino parent involvement. (Delaware Valley Minority Student Achievement Consortium Conference, Philadelphia, May 2010). (with a team from the Norristown Area School District)

Developing employees to be bullish on uncertainty. (Corporate University Exchange Global Leadership Congress, Philadelphia, March, 2010).

Communicative repertoires in New Latino Diaspora schools: An overview of the project and setting. (University of Pennsylvania Ethnography in Education Research Forum, Philadelphia, February, 2010).

Mexicans as model minorities in the New Latino Diaspora. (Universidad Autónoma de Madrid, Facultad de Psicología, November, 2009). (Stanton Wortham, Elaine Allard & Katherine Mortimer).

Ideologies of Mexican immigrant language. (Universidad Autónoma de Madrid, Facultad de Filosofía y Letras, November, 2009). (Stanton Wortham, Elaine Allard & Katherine Mortimer).

Bullish on uncertainty: How to create adaptable organizations. (Elliott Masie's Learning Conference, Orlando, November, 2009). (Stanton Wortham & Alexandra Michel).

What do you believe about learning? (Elliott Masie's Learning Conference, Orlando, November, 2009).

Linking education in pediatric services for preschool age Mexican immigrants in micropolitan America. (The First Triennial Conference on Latino Education and Immigrant Integration, University of Georgia, October, 2009). (Ian Bennett & Stanton Wortham).

Shifting perceptions of a New Latino Diaspora community. (The First Triennial Conference on Latino Education and Immigrant Integration, University of Georgia, October, 2009). (Elaine Allard, Katherine Mortimer & Stanton Wortham).

Family centered community. (The First Triennial Conference on Latino Education and Immigrant Integration, University of Georgia, October, 2009). (Carlos Martinez, Kathy Lee & Stanton Wortham).

Involving parents in the schooling of immigrant Mexican students. (William T. Grant Foundation Distinguished Fellows Meeting, New York, October, 2009).

Traversing the gap between knowledge and practice. (Clark University Freud Centennial Conference on Knowledge, Practice and Experience, October, 2009).

A portrait of one rapidly growing new Latino Diaspora town. (West Chester University Latin American and Latino Studies Conference, September, 2009). (Stanton Wortham, Carlos Martinez, Sofia Villenas & Kathy Lee).

Organizational cultures and the effects on employees: Evidence from investment banking. (Financial Services Group, Wharton Leadership Conference, June 2009).

Involving parents in the schooling of immigrant Mexican students. (William T. Grant Foundation Distinguished Fellows Meeting, New York, April, 2009).

Ideologies of Mexican immigrant language in the New Latino Diaspora. (University of California San Diego Anthropology Department Colloquium, April, 2009.) (Stanton Wortham, Elaine Allard & Katherine Mortimer).

- Beginning a network: Assimilation and conflict in the New Latino Diaspora. (Language, Interaction, and Social Organization Seminar, University of California Santa Barbara, April, 2009). (Stanton Wortham, Carlos Martinez & Kathy Lee).
- Hillbilly Spanish and Tarzan English: Ideologies of Mexican immigrant language. (Berkeley Language Center, April 2009). (Stanton Wortham, Elaine Allard & Katherine Mortimer).
- Learning identity across events. (University of Pennsylvania Ethnography in Education Research Forum, Philadelphia, February, 2009).
- Choosing and implementing appropriate theories of learning. (Corporate University Exchange Global Leadership Congress, Philadelphia, February, 2009).
- Mexican immigrants as a model minority. (University of Pennsylvania Faculty Forum on Immigration, December, 2008).
- Media Anthropology. (Stanford Conference on media Anthropology, Palo Alto, November 2008).
- Homies in the Latino Diaspora. (Penn Conference on Media Anthropology, Philadelphia, July 2008).
- Rational content and social identity across timescales. (Rutgers University Department of Communication, New Brunswick, April 2008).
- First-person narratives in classroom, media and interview discourse. (Georgetown University Roundtable on Languages and Linguistics, Washington, DC, March, 2008).
- Risk is a process: The dangers of stabilizing identities. (Spencer Foundation Conference on Reconceptualizing Risk, Resilience, and Equity in the Middle Years and Adolescence, Chicago, February, 2008).
- Identity and agency research in adolescent and adult literacy. (National Reading Conference, Austin, TX, November, 2007).
- The New Latino Diaspora. (University of Pennsylvania Media Seminar on Immigration, National Press Club, Washington, DC, November, 2007).
- Identities in motion: Emerging immigrant identities in the New Latino Diaspora. (University of Chicago Department of Comparative Human Development Seminar Series, October, 2007). (Stanton Wortham, Katherine Mortimer & Elaine Allard).
- Approaches to learning and conceptions of human nature. (Elliott Masie's Learning Conference, Orlando, October, 2007).
- Networks and trajectories. (Penn GSE Parasession at AERA, Chicago, April, 2007).

- Imagining new Americans: Schooling immigrant Mexican youth in the Latino Diaspora. (University of Pennsylvania Race in the Academy Lecture Series, Philadelphia, March, 2007). (Stanton Wortham, Katherine Mortimer & Elaine Allard).
- Emergence across timescales: Models of immigrant identity in the New Latino Diaspora. (Cross-London Seminar, Kings College London, March, 2007). (Stanton Wortham, Elaine Allard & Katherine Mortimer).
- Identity, learning and discourse across timescales. (University of Copenhagen, Psychology Department, February, 2007).
- Imagining new Americans. (University of Pennsylvania Latino Education Roundtable, Philadelphia, January 2007). (Stanton Wortham, Katherine Mortimer & Elaine Allard).
- Timescales and the emergence of educational identities. (Queensland University of Technology, Brisbane, December, 2006).
- Another example of listening for identity and listening across timescales, from a middle school science class. (Northwestern University Conference on Listening, Evanston, October, 2006).
- Critique and construction: Examining interconnections between academic cognition and social identification. (Swarthmore College Psychology Department, April, 2006).
- Inquiry, equity and integration: Education and applied social science for the public good. (University of Illinois College of Education, Urbana, March 2006).
- Units of analysis for language socialization. (University of Pennsylvania Ethnography in Education Research Forum, Philadelphia, February, 2006).
- Globalization and teacher education. (First International Conference on Globalization and Learning, Stockholm, March, 2005).
- Studying classroom identity: Mixed methods and generalizability. (George Washington University, Discourse Lab Seminar Series, Washington, DC, March, 2005).
- Shifting configurations of multilingualism. (University of Pennsylvania Ethnography in Education Research Forum, Philadelphia, February, 2005).
- Urban fathers positioning themselves through narrative: An approach to narrative self-construction. (Georgetown Linguistics Society, Washington, DC, February, 2005).
- Introductory remarks on immigration in Philadelphia. (Forum on Immigration, Race, and Urban Inequality, Institute for Urban Research, University of Pennsylvania, February, 2005).
- Establishing authority and respect in science class. (Winter Text Conference, Jackson Hole,

January, 2005).

Learning identity. (Department of Humanities and Social Sciences Colloquium Series, NYU Steinhart School of Education, October, 2004).

Invited presentation on “Relevance of Cultural Historical Activity Theory to Diverse Projects of Education Research.” (American Educational Research Association, San Diego, April, 2004).

Dimensions of listening. (Philosophy of Education Society, Toronto, March, 2004).

Discourse analysis in educational research. (Educational Linguistics Forum, University of Pennsylvania, February, 2004). (Kathryn Howard and Stanton Wortham).

The contextualization of linguistic forms across timescales. (Linguistic Data Consortium Seminar Series, University of Pennsylvania, February, 2004).

At the intersection of learning, identity development, and social reproduction. (Centre for Research in Pedagogy and Practice Seminar Series, National Institute of Education, Singapore, December, 2003).

Invited presentation on “Language in activity from a cultural-historical activity theory perspective.” (American Educational Research Association, Chicago, April, 2003).

Invited response to Richard Shweder, “The idea of moral progress.” (Philosophy of Education Society, Miami, March, 2003).

Ritualized social identification. (University of Pennsylvania Folklore Colloquium Series, December, 2002).

Career trajectory. (Spencer Foundation Spring Forum, New Orleans, April, 2002).

Adolescents’ adaptive strategies in the new Latino diaspora. (University of Pennsylvania Ethnography in Education Research Forum, Philadelphia, March, 2002).

The construction of self through performed diagrams in classroom discourse. (Georgetown University Linguistics Department Colloquium Series, Washington, DC, January, 2002).

The simultaneous construction of self and mind in one ninth grade classroom. (Teachers College Colloquium Series in Philosophy of Education, New York, December, 2001).

At the intersection of learning, identity development, and social reproduction: Pivotal moments from one ninth grade class. (Penn Semiotics Lab Seminar Series, Philadelphia, October, 2001).

Maintaining the self in first person discourse. (Spencer Advanced Studies Seminar on

- Anthropology & Education, Chapel Hill, NC, September, 2001).
- Narrative analysis. (University of Pennsylvania Ethnography in Education Research Forum, Philadelphia, March, 2001).
- Interactional positioning on the news: A semiotic strategy for research on media bias. (Annenberg School for Communication Colloquium Series, Philadelphia, November, 2000).
- Linguistic anthropology of education. (University of Pennsylvania Ethnography in Education Research Forum, Philadelphia, March, 2000).
- Autobiographical dialogue: The enactment of self in narrative performance. (Lehigh University Psychology Department Colloquium Series, December, 1999).
- Autobiographical dialogue. (Bryn Mawr College Psychology Department Colloquium Series, October, 1999).
- Struggling toward bilingual education in the Latino diaspora. (Interamerican Symposium on Ethnographic Educational Research, Bloomington, October, 1999).
- Consciousness and interactional positioning in personal narrative. (Texas Tech Comparative Literature Symposium on Narrative and Consciousness, Lubbock, February, 1999).
- Emergent linguistic structure in classroom conversations: Social and cognitive implications. (University of California at Berkeley, Graduate School of Education, May, 1998).
- A dialogic approach to life stories. (National Academy of Education Fall Meeting, Boulder, September, 1997).
- The systematic intertwining of social and cognitive patterns in classroom discourse: Implications for theory and practice. (Learning Research Development Center, University of Pittsburgh, March, 1997).
- Service-learning through action research partnerships. (Georgia Nigro & Stanton Wortham). (National Institute on the Teaching of Psychology, St. Petersburg, January, 1997).
- Voicing on the news: A technique for analyzing media bias. (Stanton Wortham & Michael Locher). (Georgetown Linguistics Society Meetings, Washington, DC, October, 1996).
- Action research partnerships: Can we integrate service learning and action research? (Stanton Wortham & Georgia Nigro). (University of Pennsylvania Ethnography in Education Research Forum, March, 1996).
- Knowledge as relationship, and the pedagogical project. (Kenneth Gergen & Stanton Wortham). (Temple University's 16th Annual Conference on Discourse Analysis, Philadelphia, April, 1995).

Bakhtin, life-stories, and identity. (Kentucky Conference on Narrative, University of Kentucky, October, 1994).

"Double voicing:" How speakers communicate implicit moral evaluations of others. (Stanton Wortham & Michael Locher). (International Conference on Pragmatics and Language Learning, University of Illinois at Urbana, April, 1994).

How can reform *maintain* teacher engagement? (University of Pennsylvania Ethnography in Education Research Forum, February, 1994).

Unintended interaction. (Inquiries in Social Construction Conference, Durham, NH, June, 1993).

Interactional entailments of personal pronoun use: Evidence from a high school English class. (International Conference on Pragmatics and Language Learning, University of Illinois at Urbana, April, 1993).

The reification of classroom discourse: Experience-near examples as commodities. (University of Pennsylvania Ethnography in Education Research Forum, February, 1993).

Occasional Reviewer

Academia Letters

AERA Open

American Anthropologist

American Educational Research Journal

American Ethnologist

Anthropological Linguistics

Anthropological Quarterly

Anthropology & Education Quarterly

Applied Linguistics

Canadian Journal of Applied Linguistics

Child Development

Cognition & Instruction

Comparative Education Review

Critical Discourse Studies

Current Anthropology

Curriculum Inquiry

Discourse & Society

Discourse, Context & Media

Discourse Processes

Distance Education

Early Childhood Research Quarterly

ECNU Review of Education

Educational Psychology Review

Educational Research and Reviews
Educational Researcher
Educational Theory
Expedition Magazine
Frontiers in Psychology
Human Development
Human Organization
International Journal of Applied Semiotics
International Journal of Media & Cultural Politics
International Journal of Multicultural Education
International Journal of Qualitative Studies in Education
Issues in Applied Linguistics
Journal of Constructivist Psychology
Journal of Curriculum Studies
Journal of Educational Change
Journal of Latin American Anthropology
Journal of Latinos and Education
Journal of Linguistic Anthropology
Journal of Pragmatics
Journal of Sociolinguistics
Journal of Teacher Education
Language and Communication
Language in Society
Language Policy
Language Sciences
Learning and Individual Differences
Linguistics & Education
Mind, Culture & Activity
Modern Language Journal
Narrative Inquiry
New Ideas in Psychology
Pedagogies
Pragmatics & Society
Qualitative Psychology
Reading Research Quarterly
Research in the Teaching of English
Review of Education, Pedagogy & Cultural Studies
Review of Research in Education
Revista de Educación
Science Education
Self and Identity
Signs and Society
Social Analysis
Social Semiotics
Sociological Quarterly
Teachers College Record

Teaching Education
Technology and Innovation
Text
Text & Talk
Theory & Psychology
Urban Education

American Educational Research Association
American Psychological Association
Cambridge University Press
Georgetown University Press
Lawrence Erlbaum Associates
Multilingual Matters Publishers
National Academy of Education
National Science Foundation
Open Book Publishers
Oxford University Press
Palgrave Publishing/Macmillan
Polity Press
Routledge/Falmer Publishers
Rowman & Littlefield
Sage Publishers
Spencer Foundation
Springer Verlag
Taylor & Francis
Wenner Gren Foundation
Westview Press
William T. Grant Foundation

Professional Associations

American Anthropological Association
American Association for Applied Linguistics
American Educational Research Association
Council on Anthropology & Education
International Pragmatics Association
International Society for Theoretical Psychology
Philosophy of Education Society
Society for Linguistic Anthropology

Courses Taught

Action Research in Psychology & Education (Bates College)
Approaches to Learning and Conceptions of Human Nature (University of Pennsylvania)
Beyond Context (University of Pennsylvania)
Curriculum (Bates College)

Education, Culture & Society (University of Pennsylvania)
Introduction to Ethnographic and Qualitative Methods (University of Pennsylvania)
Introductory Psychology (Swarthmore College)
Learning (Bates College)
Linguistic Anthropology of Education (University of Pennsylvania)
Methods of Discourse Analysis (University of Pennsylvania, Teachers College)
Mind: Conceptual Schemes and Interpretations of Culture (University of Chicago)
Narrating the Self (University of Pennsylvania)
Perspectives on Education (Bates College)
Presentations and Discussion (University of Pennsylvania)
The Presentation of Self (Swarthmore College)
Psychological Knowledge: Development and Justification (Swarthmore College)
Self, Culture & Society (University of Chicago)
Social Context of Education (Teachers College)
Social Foundations of Education (University of Pennsylvania)
Theory and Practice of E-Learning (University of Pennsylvania)