

ALISON COOK-SATHER

Bryn Mawr/Haverford Education Program
Bryn Mawr College
101 N. Merion Ave.
Bryn Mawr, PA 19010
(610) 526-5396
Email: acooksat@brynmawr.edu

EDUCATION

- 1996 **Ph.D., Education, University of Pennsylvania.**
Honors: Merit Fellowship, University of Pennsylvania (1991-1993)
- 1987 **M.A., English Education, Stanford University.**
- 1986 **B.A., English Literature, University of California at Santa Cruz.**
Honors: Highest Honors in the Major (1986)
College Honors (1986)
The National Dean's List (1985-86)
Chancellor's Undergraduate Award (1985)

ADMINISTRATIVE APPOINTMENTS

- 2006-present **Director, the Teaching and Learning Institute at Bryn Mawr and Haverford Colleges.** Design and facilitate professional development opportunities through which faculty members at Bryn Mawr and Haverford Colleges work in pedagogical partnerships with undergraduate students.
- 1994-2006 **Director, Bryn Mawr/Haverford Education Program.** Developed, directed, and taught courses through the undergraduate certification program for secondary teachers.

ACADEMIC APPOINTMENTS

- 2016, October **Visiting Fellow**, University of Queensland, Australia
- 2013-present **Mary Katharine Woodworth Professor of Education**, Bryn Mawr College
- 2010-2015 **Jean Rudduck Visiting Scholar**, University of Cambridge, Cambridge, England
- 2009-2013 **Professor of Education**, Bryn Mawr/Haverford Education Program, Bryn Mawr College
- 2004-2009 **Associate Professor of Education**, Bryn Mawr/Haverford Education Program, Bryn Mawr College
- 1999-2003 **Assistant Professor of Education**, Bryn Mawr/Haverford Education Program, Bryn Mawr College.
- 1994-1999 **Lecturer in Education**, Bryn Mawr/Haverford Education Program, Bryn Mawr College
- 1993-1994 **Visiting Lecturer** in the Day and Evening & Continuing Education Department, Philadelphia University (formerly Philadelphia College of Textiles and Science)
- 1992-1994 **Visiting Lecturer**, Education Department, Arcadia University (formerly Beaver College)

AWARDS AND GRANTS

- 2016 **Pennsylvania Consortium of Liberal Arts Colleges (PCLA) grant.** \$10,000 grant to develop a structure to support student-faculty partnership approaches across the consortial colleges. Co-PI.
- 2013 **The Mary Katharine Woodworth Chair,** awarded by Bryn Mawr College to a member of the faculty whose commitment to scholarship, teaching, and the learning process will make an effective and lasting contribution to the Bryn Mawr community, carries an annual research stipend of \$2,000.
- 2012 **American Educational Research Association Outstanding Reviewer Award.** For outstanding contribution to AERA's journals.
- 2009-2012 **Mellon Foundation, 3-Year, \$735,000 Grant, Bryn Mawr College, Teaching and Learning Institute.** An expanded initiative to support innovative approaches to providing collaborative and community-building learning opportunities for faculty and students. Principal investigator and coordinator.
- 2007-2010 **Mellon Foundation 3-Year, \$297,000 Grant, Bryn Mawr College, Teaching and Learning Initiative.** An initiative to support innovative approaches to providing collaborative and community-building learning opportunities for faculty and students. Principal investigator and coordinator.
- 2006 **Mellon Foundation Director's \$50,000 Grant, Bryn Mawr College, Teaching and Learning Initiative.** An initiative to support innovative approaches to providing collaborative and community-building learning opportunities for faculty, staff, and students. Principal investigator and coordinator.
- 2001 **Stipend from the Goethe-Institut, Göttingen, Germany.**
A grant to enroll in intensive German courses as part of a project of writing a book using the metaphor of translation to explore education.
- 2001 **Rosalyn R. Schwartz Teaching Award, Bryn Mawr College.**
An award given to faculty members who have made a distinctive difference in the teaching climate of the College in such areas as model classroom teaching, campus leadership, pioneering teaching methodology, creative course development, and/or instructional support.
- 1999-2002 **Mellon Foundation Grant, Bryn Mawr College, "Talking Toward Techno-Pedagogy: A Collaboration across Colleges and Constituencies."** A Nine College Technology Initiative for Librarians and Information Technology Staff, Faculty, and Students. Co-principal investigator and co-facilitator.
- 1999-2002 **National Science Foundation Grant, Bryn Mawr College: "Building Bridges."** An initiative to restructure undergraduate science curricula, collaborate among the science departments and the Education Program, and forge connections among K-16 science teachers. Co-principal investigator.
- 1999-2000 **AT&T grant, Swarthmore, Bryn Mawr, Haverford, and the University of Pennsylvania: "Inquiry, Interaction, and Technology."** A Four-College Initiative to enhance the technological preparation of pre-service teachers. Co-principal investigator and co-facilitator.

- 1997-2000 **Arthur Vining Davis Foundations Grant, “Teaching and Learning Together.”**
A grant to support an initiative to include practicing teachers and high school students in the preparation of future teachers through the Bryn Mawr/Haverford Education Program.
- 1995-1996 **Philip Morris Diversity Grant.**
A grant for the revision of freshman composition at Haverford College.
- 1995-1996 **Ford Foundation Grant.**
A grant to support a pilot program to integrate high school students into the preparation of future teachers through the Bryn Mawr/Haverford Education Program.

CONSULTING

- 2007-present As Director of Teaching and Learning Institute, I have been asked to consult at Barnard College, Berea College, Brandeis University, Bridgewater State University, Chicago School of Professional Psychology, Colby College, Community College of Philadelphia, Franklin & Marshall, Hamilton College, Illinois Wesleyan University, Lafayette College, Lewis & Clark College, Maryville University, Mercy College, Oberlin College, Reed College, Smith College, St. John’s College, St. Olaf College, Swarthmore College, Trinity University, University of Mount Union, University of Virginia, Ursinus College, and Widener University in the United States and McMaster University in Canada; Ireland’s National Forum for the Enhancement of Teaching and Learning in Higher Education; Queen’s University, Belfast, Northern Ireland; Trinity College Dublin, Ireland; University of Cambridge, Cambridge, England; University of Queensland and University of Sydney, Australia; and Uppsala University, Uppsala, Sweden.
- 2000-2006 The Andrew W. Mellon Foundation. Served as an advisor to institutions planning for technology centers to serve the needs of liberal arts colleges.
- 2000-2002 Great Lakes Colleges Association, Inc. Mellon Libraries Grant. Consultant.

TEACHING EXPERIENCE

Bryn Mawr and Haverford Colleges

- Spring 2016-present, Advocating Diversity in Higher Education
- Fall 2006-present, Making Space for Learning/Pedagogy Workshop Series
- Fall 2013-present, Independent Study, Peace, Conflict, and Social Justice Studies
- Spring 2013, Independent Study, Student Uses of Digital Media
- Spring 2013, Independent Study, Quaker Studies
- Spring 2011-present, Independent Major Advisor, Cross-disciplinary Perspectives on the Student Experience
- Spring, 2010, Independent Study, Student Consulting
- Spring 2009, Praxis III, Curriculum & Pedagogy (2 students)
- Fall 2008, Independent Study: Teaching Goodness (2 students)
- Spring 2008, Praxis III, Personal Finance
- Fall 2007-Spring 2008, Independent Study, Culturally Responsive Teaching
- Fall 2007, Faculty Advisor, Praxis III
- Spring 2007, Independent Study, Educational Perspectives on Canonical Works in English
- Spring 2007, Independent Study, Toward Culturally Responsive Classrooms (2 students)
- Spring 2007, Independent Study, Curriculum & Pedagogy for Youthworks Haverford
- Spring 2007, Field Supervisor, Praxis III
- Fall 2006, Faculty Advisor, Praxis III
- Spring 2000-02, Independent Major Advisor, Social Policy Analysis

Spring 2000, Independent Study, Evaluating the Educational Needs of Children in Foster Care
Spring 1999, Independent Study, Working with Reading Students
Spring 1999, Independent Study, Designing and Facilitating an ESL Program for Students
Fall 1998-2000, College Seminar 002: Finding the Bias: Tracing the Self Across Contexts
Fall 1994-2009, Education 302: Practice Teaching Seminar
Fall 1994-2009, Education 303: Practice Teaching
Fall 1994-2008, Education 301: Curriculum and Pedagogy Seminar
Fall 1994-1999, Education 250: Literacies and Education
Fall 1994-2003, Education 200: Critical Issues in Education

Philadelphia University (formerly Philadelphia College of Textiles and Science)
Fall 1993 - Spring 1994, L111: Writing Seminar I

Arcadia University (formerly Beaver College)
Fall 1992-Summer 1994, Education 435: Writing To Improve Literacy

Sacred Heart Preparatory School
1990-1991, 11th grade English (British Literature), Director of Advising Program

Woodside Priory School
1987-1990, 10th grade English, AP English (seniors), Humanities (seniors), and
Creative Writing (juniors and seniors)

INVITED PUBLICATIONS

“Ethics of Academic Leadership: Guiding Learning and Teaching.” With Peter Felten. In Frank Wu & Margaret Wood (Eds.), *Cosmopolitan Perspectives on Becoming an Academic Leader in Higher Education*. Bloomsbury, in press, 2017.

“Grasping What’s Within Our Reach” with Olivia Porte. For a special issue of *Journal of Educational Innovation, Partnership and Change*.

“Where Student Engagement Meets Faculty Development: How Student-Faculty Pedagogical Partnership Fosters a Sense of Belonging.” With Peter Felten. For *RAISE: Student Engagement in Higher Education Journal*.

Foreword for Tong, V., Standen, A. M., & Sotiriou, M. (under review). *Research Equals Teaching: Inspiring Research-Based Education through Student-Staff Partnerships*

Foreword for Tanaka et al. (under review). *Student Engagement in Quality Assurance*.

“Toward Students and Faculty as Partners in Engagement.” In Monica Fedeli & Valentina Grion (Eds.) *Engage to Learn: Participative Methods and Techniques to Teach Adults*. Lecce, Italy: Casa Editrice Pensa Multimedia, 2016.

“Children’s Rights and Student Voice: Their Intersections and the Implications for Curriculum and Pedagogy.” With Laura Lundy. In Dominic Wyse, Louise Hayward, Jessica Pandya (Eds.), *The SAGE Handbook of Curriculum, Pedagogy and Assessment*, 2v, 2016.

“Positioning Students as Teacher Educators: Preparing Learners to Transform Schools.” With Heather Curl. In Anthony Montgomery & Ian Kehoe (Eds.), *Reimagining Schools*. Springer Publishers, 2016.

“Addressing the Question of Authenticity in Middle Grades Student Voice Work: Wrestling with Politics, Power, and Purpose in Education.” *Middle Grades Review*, 1, 2, 2015.
Available at: <http://scholarworks.uvm.edu/mgreview/vol1/iss2/2>

“Learning from Students Before Managing Classrooms: Using Email to Connect Secondary Students and Preservice Teachers.” *TD - Tecnologie Didattiche*, 23, 2, 96-101 (<http://www.tdjournal.itd.cnr.it/>), 2015.

“The Trajectory of Student Voice in Educational Research.” *New Zealand Journal of Educational Studies*, 49, 2, 2014.

“Student Voice in Teacher Development.” In Luanna Meyer (Ed.), *Oxford Bibliographies in Education*. New York: Oxford University Press, 2014.

“I Want to Listen to My Students’ Lives’: Developing an Ecological Perspective in Learning to Teach.” With Heather Curl. *Teacher Education Quarterly*, 41, 1 (Winter, 2014), 85-103.

“Student-Staff Partnerships as Transformational: A Formative Assessment of the Students as Learners and Teachers Program at Bryn Mawr College.” *FORUM*, 56, 1 (2014), 105-113.

“Multiplying Perspectives and Improving Practice: What Can Happen When Undergraduate Students Collaborate with College Faculty to Explore Teaching and Learning.” *Instructional Science*. 42, 31–46. Special issue: Congruence in the Instructional Design Process: Integrating Perspectives of Students, Teachers, and Designers. Guest Editor Dr. Karen D. Könings, Maastricht University, The Netherlands, 2014.

“Catalyzing Multiple Forms of Engagement through Student-Faculty Partnerships Exploring Teaching and Learning.” In Elizabeth Dunne & Durfel Owen (Eds.), *The Student Engagement Handbook: Practice in Higher Education*. Emerald Publishing Group, 2013.

“Amplifying Student Voices in Higher Education: Democratizing Teaching and Learning through Changing the Acoustic on a College Campus” (“La amplificación de las voces del alumnado en la Educación Superior: democratización de la enseñanza y el aprendizaje en un centro universitario a través del cambio de su acústica”). *Revista de Educación*. Ministerio de Educación. Madrid, Spain, 2012.

“Educação É Tradução (Education Is Translation).” *Tradução & ensino*. Universidade Federal do Espírito Santo, Espírito Santo, Brazil, 2011.

“Making Space for Learning.” An Essay Review of *What the Best College Teachers Do*. *Curriculum Inquiry*, 40, 2 (2010), 283-293.

“Learning from the Tensions: Constructing Educational Studies within a Traditional Liberal Arts Context,” with Alice Lesnick and Jody Cohen. In *Liberal Arts Education and Teacher Education: A Lasting Relationship*. AILACTE, 2009.

“I Am Not Afraid to Listen’: Prospective Teachers Learning from Students to Work in City Schools.” *Theory into Practice*, 48, 3, 176-181. [Themed Issue: Urban Youth. 2009].

“Translation: An Alternative Framework for Conceptualizing and Supporting School Reform Efforts.” *Educational Theory*, 59, 2 (June 2009).

“What Would Happen If We Treated Students as Those with Opinions that Matter? The Benefits to Principals and Teachers of Supporting Youth Engagement in School.” *NASSP Bulletin* 91, 4 (2007), 343-362 [Themed Issue: Fostering Youth Engagement and Student Voice in America’s High Schools.].

Empowerment through “Students as Learners and Teachers”: Participation in the Teaching and Learning Initiative as Civic Engagement. Norma Altshuler, Natsu Fukui, Maeve O’Hara, and Caitlin Stern with Alison Cook-Sather. *Civic Matters* 1 (October 2007), 27-31.

“Resisting the Impositional Potential of Student Voice Work: Lessons for Liberatory Educational Research from Poststructuralist Feminist Critiques of Critical Pedagogy.” *Discourse* 28, 3 (September 2007) 389-403.

“Students’ Experience of School Curriculum: The Everyday Circumstances of Granting and Withholding Assent To Learn.” Frederick Erickson with Rishi Bagrodia, Alison Cook-Sather, Manuel Espinoza, Susan Jurow, Jeffrey J. Shultz, and Joi Spencer. In F. Michael Connelly, Ming Fang He, and JoAnn Phillion (Eds.), *Handbook of Curriculum and Instruction*. Sage Publications, 2007.

“Production, Cure, or Translation?: Rehumanizing Education and the Roles of Teacher and Student in US Schools and Universities.” *Forum* 48, 3 (2006), 319-326.

“Change Based On What Students Say’: Preparing Teachers for a More Paradoxical Model of Leadership.” *International Journal of Leadership in Education*, 9, 4 (October-December 2006), 345-358.

“Recognizing Students as Educational Authorities.” Joe L. Kincheloe and Raymond A. Horn, Jr. (Eds.), *Education and Psychology: An Encyclopedia*. Praeger, 2007.

“Working the Tensions: Constructing Educational Studies within a Liberal Arts Context.” Co-authored with Alice Lesnick and Jody Cohen. In Christopher Bjork, D. Kay Johnston, Heidi Ross (Eds.), *Taking Teaching Seriously: How Liberal Arts Colleges Prepare Teachers to Meet Today’s Educational Challenges in Schools*, 2007.

“Teachers-To-Be Learning from Students-Who-Are: Reconfiguring Undergraduate Teacher Preparation.” In Sam M. Intrator (Ed.), *Stories of the Courage to Teach: Honoring the Teacher’s Heart*. Jossey-Bass Publishers, 2002.

“Translating Themselves: Becoming a Teacher through Text and Talk.” In Christopher M. Clark (Ed.), *Talking Shop: Authentic Conversation and Teacher Learning*. New York: Teachers College Press, 2001.

“Education and Society,” “Education: Values and Beliefs,” “Kindergarten,” “Public School,” “Standardized Testing,” and “Financial Aid.” In McDonogh, Gregg, and Wong (Eds.), *Encyclopedia of Contemporary American Culture*, 2001.

BOOKS AND BOOK CHAPTERS PUBLISHED

Engaging Students as Partners in Learning & Teaching: A Guide for Faculty. Alison Cook-Sather, Catherine Bovill, & Peter Felten. San Francisco: Jossey-Bass, 2014.

Student Voice: The International Movement to the Emergent Perspectives in Italy. Grion, V., & Cook-Sather, A. (Eds). Milan, Italy: Guerini Editore, 2013. <http://www.guerini.it/index.php/psicologia-pedagogia/processi-formativi-nuova-serie/student-voice.html> [Invited to co-edit]

Students of Color and Faculty Members Working Together Toward Culturally Sustaining Pedagogy. With Praise Agu. In J. E. Groccia & L. Cruz (Eds.), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (pp. 271–285). Volume 32 (2013). San Francisco: Jossey-Bass.

Learning from the Student’s Perspective: A Sourcebook for Effective Teaching. Paradigm Publishers, 2009.

International Handbook of Student Experience in Elementary and Secondary School. Dennis Thiessen and Alison Cook-Sather (Eds). Springer Publishers, 2007. [Invited to co-edit]

Translating Researchers: Re-imagining the Work of Investigating Students' Experiences in School. In Dennis Thiessen and Alison Cook-Sather (Eds.), *International Handbook of Student Experience in Elementary and Secondary School*. Springer Publishers, 2007.

Education Is Translation: A Metaphor for Change in Learning and Teaching. University of Pennsylvania Press, 2006.

“My Body Will Remember Even If My Mind Doesn't”: A New Approach to Evaluation,” with Alice Lesnick and Jody Cohen. In Clyde Coreil (Ed.), *Multiple Intelligences, Howard Gardner and New Methods in College Teaching*. Jersey City, NJ: New Jersey City University, 2003.

In Our Own Words: Students' Perspectives on School, co-edited with Jeffrey Shultz. Lanham, MD: Rowman & Littlefield Publishers, Inc., 2001.

Starting Where the Learner Is: Listening to Students, with Jeffrey Shultz. In Jeffrey Shultz & Alison Cook-Sather (Eds.), *In Our Own Words: Students' Perspectives on School*. Lanham, MD: Rowman & Littlefield, 2001.

Negotiating Worlds and Words: Writing About Students' Experiences of School, with Jeffrey Shultz. In Jeffrey Shultz & Alison Cook-Sather (Eds.). *In Our Own Words: Students' Perspectives on School*. Lanham, MD: Rowman & Littlefield, 2001.

What's Your Bias?: Cuts on Diversity in a Suburban Public School, with Kristin Dunderdale, Sara Tourscher, R.J. Yoo, and Ondrea Reisinger. In Jeffrey Shultz & Alison Cook-Sather (Eds.), *In Our Own Words: Students' Perspectives on School*. Lanham, MD: Rowman & Littlefield Publishers, Inc., 2001.

ARTICLES SUBMITTED TO AND PUBLISHED IN REFEREED JOURNALS

“Virtual Forms, Actual Effects: How Amplifying Student Voice through Digital Media Promotes Reflective Practice and Positions Students as Pedagogical Partners to Prospective High School and Practicing College Teachers.” *British Journal of Educational Technology* (in press).

“Translating Partnerships: How Faculty-Student Collaboration in Explorations of Teaching and Learning Can Transform Perceptions, Terms, and Selves.” With Sophia Abbot. *Teaching and Learning Inquiry*, 4, 2.

“Open Space: Nurturing Reflection, Dialogue, and Radical Listening in Higher Education.” With Dorothe Bach. *The Journal on Excellence in College Teaching*, (2016).

“Undergraduate Students as Partners in New Faculty Orientation and Academic Development.” *International Journal of Academic Development*, 21, 2 (2016).

“Viewing Teaching and Learning from a New Angle: Student Consultants' Perspectives on Classroom Practice.” With Damon Motz-Storey. *College Teaching*, (2016).

“Addressing Potential Challenges in Co-Creating Learning and Teaching: Overcoming Resistance, Navigating Institutional Norms and Ensuring Inclusivity in Student–Staff Partnerships.” With Catherine Bovill, Peter Felten, Luke Millard, and Niamh Moore-Cherry. *Higher Education*, 71, 2 (2016), 195-208
http://link.springer.com/article/10.1007/s10734-015-9896-4?wt_mc=internal.event.1.SEM.ArticleAuthorAssignedToIssue

“Dialogue Across Differences of Position, Perspective, and Identity: Reflective Practice In/On a Student-Faculty Pedagogical Partnership Program.” *Teachers College Record*, 117 (2015), 2.

“Mapping Classroom Interactions: A Spatial Approach to Analyzing Patterns of Student Participation.” With Sophia Abbot and Carola Hein. *To Improve the Academy: A Journal of Educational Development* 33, 2 (2014).

“Greater Engagement in and Responsibility for Learning: What Happens When Students Cross the Threshold Of Student-Faculty Partnership,” with Alia Luz. *Higher Education Research & Development*, 34, 6 (2015), 1097-1109. DOI: 10.1080/07294360.2014.911263.

“Student-Faculty Partnership In Explorations of Pedagogical Practice: A Threshold Concept in Academic Development.” *International Journal for Academic Development*, 19, 3 (2014), 186-198. DOI:10.1080/1360144X.2013.805694.

“Students as Leaders and Learners: Toward Self-Authorship and Social Change on a College Campus.” With Jody Cohen, Alice Lesnick, Zanny Alter, Rachel Awkward, Fabiola Decius, Laura Hummer, Saskia Guerrier, Maggie Larson, and Lily Mengesha. *Innovations in Education & Teaching International*, 50, 1 (2013), 3-13.

“Translating Learners, Researchers, and Qualitative Approaches through Investigations of Students’ Experiences in School.” *Qualitative Research*, 13, 3, 350-365 (published online before print August 13, 2012, doi: 10.1177/1468794112451022).

“Lessons in Higher Education: Five Pedagogical Practices that Promote Active Learning for Faculty and Students.” *Journal of Faculty Development*, 26, 1 (September 2012).

“Students as Co-creators of Teaching Approaches, Course Design and Curricula: Implications for Academic Developers.” With Cathy Bovill and Peter Felten. *International Journal for Academic Development*, 16, 2 (June 2011), 133–145.

“Teaching and Learning Together: College Faculty and Undergraduates Co-Create a Professional Development Model.” *To Improve the Academy*, 29 (2011), 219-232.

“What Is and What Can Be: How a Liminal Position Can Change Learning and Teaching in Higher Education.” With Zanny Alter. *Anthropology & Education Quarterly*, 42, 1 (2011), 37-53.

“Layered Learning: Student Consultants Deepening Classroom and Life Lessons.” *Educational Action Research*, 19, 1 (March 2011), 41–57.

“Students as Learners and Teachers: Taking Responsibility, Transforming Education, and Redefining Accountability.” *Curriculum Inquiry*, 40, 4 (September 2010), 555-575.

“Through Students’ Eyes: Students Offer Fresh Insights into Social Justice Issues in Schools.” *Journal of Staff Development*, 31, 4 (August 2010), 42-45.

“Students Leading the Way toward Social Justice Within and Beyond the Classroom.” With Jody Cohen and Zanny Alter. *Equity & Excellence in Education* 43, 2 (May 2010), 155-172.

“Building Civic Capacity and Responsibility through a Radically Inclusive Teaching and Learning Initiative.” With Alice Lesnick. *Innovative Higher Education*, 35, 1 (2010), 3-17.

“From Traditional Accountability to Shared Responsibility: The Benefits and Challenges of Student Consultants Gathering Midcourse Feedback in College Classrooms.” *Assessment & Evaluation in Higher Education*, 34, 2 (April 2009), 231-241.

“‘What You Get Is Looking in a Mirror, Only Better’: Inviting Students to Reflect (on) College Teaching.” *Reflective Practice* 9, 4 (November 2008), 473-483.

“Returning to the Mirror: Reflections on Promoting Constructivist Learning in Three Educational Contexts.” *Cambridge Journal of Education*, 38, 2 (June 2008), 231-245.

“Breaking the Rule of Discipline in Interdisciplinarity: Redefining Professors, Students, and Staff as Faculty,” with Elliott Shore. *Journal of Research Practice*, 3, 2 (2007).

“Repositioning Students in Initial Teacher Preparation: A Comparative Case Study of Learning to Teach for Social Justice in the United States and in England.” With Bernadette Youens. *Journal of Teacher Education* 58, 1 (Winter 2007), 62-75.

“Direct Links: Using Email to Connect Pre-Service Teachers, Classroom-Based Teachers, and High School Students within an Undergraduate Teacher Preparation Program.” *Journal of Technology and Teacher Education* 15, 1 (2007), 11-37.

“Sound, Presence, and Power: Exploring ‘Student Voice’ in Educational Research and Reform.” *Curriculum Inquiry* 36, 4 (Winter 2006), 359-390.

“Newly Betwixt and Between: Revising Liminality in Learning to Teach.” *Anthropology and Education Quarterly* 37, 2 (June 2006), 110-127.

“The ‘Constant Changing of Myself’: Revising Roles in Undergraduate Teacher Preparation.” *The Teacher Educator* 41, 3, (Winter 2006), 187-206.

“Education as Translation: Students Transforming Notions of Narrative and Self.” *College Composition and Communication*, 55, 1 (September 2003), 91-114.

“Movements of Mind: *The Matrix*, Metaphors, and Re-Imagining Education.” *Teachers College Record*, 105, 6 (August 2003), 946-977.

“Putting the ‘Social’ Back in ‘Socially Constructed’: Revising the Teaching of Psychology as/in Collaboration,” with Kimberly Cassidy. *The Journal of Women and Minorities in Science and Engineering*, 9 (2003), 35-51.

“Listening to Students about Learning Differences.” *Teaching Exceptional Children* 35, 4 (March/April 2003), 22-26.

“Re(in)forming the Conversations: Student Position, Power, and Voice in Teacher Education.” *Radical Teacher* 64 (2002), 21-28.

“A Teacher Should Be. . .? : When the Answer Is the Question.” *Knowledge Quest* 30, 5 (May/June 2002), 12-15.

“Authorizing Students’ Perspectives: Toward Trust, Dialogue, and Change in Education.” *Educational Researcher* 31, 4 (May 2002), 3-14.

“Find Out What It Means To Me: RESPECT.” *Academic Exchange Quarterly* 6, 1 (Spring 2002), 168-173.

“Finding the Biases in a Community of Scholars,” with Katherine Rowe and Elliott Shore. *Liberal Education* 88, 1 (Winter 2002), 48-53.

“Unrolling Roles in Techno-Pedagogy: Toward Collaboration in Traditional College Settings.” *Innovative Higher Education* 26, 2 (2001), 121-139.

“Between Student and Teacher: Teacher Education as Translation.” *Teaching Education*, 12, 2 (2001), 177-190.

“Seeing the Students Behind the Stereotypes: The Perspectives of Three Pre-Service Teachers.” With Ondrea Reisinger. *The Teacher Educator*, 37, 2 (2001), 91-99.

ARTICLES UNDER REVIEW AND WORKS IN PROGRESS

“Affirmation and Support in Higher Education Faculty Development: A Case of Positive Psychology Principles in Practice.” With Joel Schlosser, Abigail Sweeney, Laurel Peterson, Kimberly Cassidy, and Ana Colon-Garcia.

“Listening: Active Attention in the Facilitation of Academic Development.” With Roben Torosyan.

PAPERS AND WORKSHOPS PRESENTED AT REFEREED CONFERENCES

“Advancing Diversity through Strategic Micro, Meso and Macro-level Leadership.” With Peter Felten, Cathy Takanaka, and Matthew Kaplan. Professional and Organizational Development Network. Louisville, Kentucky. October 2016.

“Four Cues to Disrupt Norms and Foster Transformative Relationships.” With Roben Torosyan. Conference Professional and Organizational Development Network. Louisville, Kentucky. October 2016.

“How Can Student-Faculty Pedagogical Partnerships Support Diversity, Learning, and Student Success?” AAC&U March 2016 Conference, Philadelphia, Pennsylvania.

“Possibilities and Challenges of Faculty and Students Co-Constructing Undergraduate Courses on Diversity.” AAC&U February 2016 Conference, New Orleans, Louisiana.

“Revisiting ‘Active Listening’: Paradoxes and Practices that Prompt Critical Reflection.” With Roben Torosyan. Conference of the Professional and Organizational Development Network in Higher Education. San Francisco, California. November 2015.

“Engaging Students as Partners in Learning and Teaching (1): Benefits and Challenges – What Do We Know?” With Peter Felten and Catherine Bovill. ICED (International Consortium for Educational Development) Stockholm, Sweden. June 2014.

“Engaging Students as Partners in Learning and Teaching (2): Practical Guidance for Academic Staff and Academic Developers.” With Catherine Bovill and Peter Felten. ICED (International Consortium for Educational Development) Stockholm, Sweden. June 2014.

“Leveraging Student-Faculty Partnerships to Enhance Learning and Teaching.” With Peter Felten. Conference of the Professional and Organizational Development Network in Higher Education. Portland, Oregon. February 2014.

“Lessons from International Students on Campus Living and Classroom Learning.” With Huipu Li. Conference of the Professional and Organizational Development Network in Higher Education. Pittsburg, Pennsylvania. November 2013.

“The Problems and Possibilities of Rethinking Power in Student-Faculty Pedagogical Partnerships.” With Burke, H., Felten, P., Hill, J., Lipinski, V. Meeting of the International Society for the Study of Teaching and Learning. Raleigh, North Carolina. October, 2013.

“Students of Color and Faculty Colleagues Developing Voice in the ‘Counter-spaces’ of a Professional Development Program.” With Praise Agu. Conferences of the Professional and Organizational Development Network in Higher Education. Seattle, Washington. October 2012.

“Raising student voices: Developing democratic engagement through dialogue about teaching and learning.” With Mia Chin (BMC, ’12), Peter Felten, Carmen Werder, Taylor Binnix (Elon, ’12), Dimitri Simuel (Western Washington University, ’13), and Daniel Espinoza-Gonzalez (Western Washington University, ’12). American Association of Colleges and Universities (AAC&U). Washington, D.C. 27 January 2012.

“Learning from the Learners’ Perspectives: Consulting College Students about Effective Teaching.” Teaching and Learning Center’s 10th Annual Faculty Conference on Teaching Excellence. Temple University, Philadelphia, Pennsylvania. 11 January 2012.

“Productive Disruptions”: What Happens When Faculty Partner with Students in Pedagogical Planning.” With Peter Felten and Gretchen Krehling McKay. *Create Collaborate Engage*. Conference of the Professional and Organizational Development Network in Higher Education. Atlanta, Georgia. October 28, 2011.

“Expanding Conceptions of Student and Faculty Roles in Three Institutions of Higher Education in the United States.” Part of the Session: Lessons in ‘Productive Disruption’: What Student-Faculty Partnerships in Pedagogical Planning Can Teach Us. Conference of the International Society for the Study of Teaching and Learning. Milwaukee, Wisconsin. October 21, 2011.

“Changing Participants in Pedagogical Planning: Students as Co-Creators of Course Design, Curricula, and Teaching Approaches.” With Peter Felten and Catherine Bovill. Conference of the International Consortium of Educational Development. Barcelona, Spain. 28 June 2010.

“From Pedagogical Solitude to Shared Responsibility: Faculty and Students Inquire Together into Effective Teaching.” Paper presented at the International Conference in University Learning and Teaching. ISSUES FOR THE FUTURE. University of Hertfordshire, England. 30 June 2010.

“‘My Opinion Matters and Is Respected’: Structuring Spaces for Student Voice.” With Zanny Alter and Ted Domers. Part of a Symposium: “Features of Learning Environments That Promote Student Voice.” Biennial Meeting of the Society for Research on Adolescence. Philadelphia, PA, March 12, 2010.

“Creating More Culturally Responsive Classrooms: Underrepresented Students as Pedagogical Consultants in Student-Directed Professional Development,” with Jody Cohen. The Annual Meeting of the American Educational Research Association. April 14, 2009.

“I Am Not Afraid to Listen: Prospective Teachers Learning from Students.” Part of an interactive symposium called “Including Urban Students’ Perspectives in the ‘Circle of Knowledge’: The Voices of City Youth in *What* and *How* We Know in Education Research.” The Annual Meeting of the American Educational Research Association. April 15, 2009.

“Culturally Responsive Teaching Has Been Redefined for Me’: What Happens When Underrepresented Students Work as Pedagogical Consultants to College Faculty,” with Jody Cohen and Tiffany Shumate. *Ethnography in Education Conference*, University of Pennsylvania, February 27, 2009.

“Building Civic Capacity: Faculty/Staff and Student/Staff Learning Partnerships in a Liberal Arts College,” with Alice Lesnick. The Annual Meeting of the American Educational Research Association. March 24, 2008.

“Preparing Teachers to Facilitate Change in Schools: Voices from Classrooms Engage with Voices from Universities.” The Annual Meeting of the American Educational Research Association. March 26, 2008.

“Amplifying Student Voices in Educational Research: Lessons from the *International Handbook of Student Experience in Elementary and Secondary School*.” Chair. The Annual Meeting of the American Educational Research Association. April 2006.

“Teaching and Learning Metaphors: Changing Practice through Changing Perspective.” Chair and Presenter. The Annual Meeting of the American Educational Research Association. April 2003.

“Putting the Pedagogy before the Technology: A Collaborative Model for Integrating Technology into Teaching.” The Annual Meeting of the American Educational Research Association. April 2002.

“Learning to Teach as Translation: A New Metaphor for an Ongoing Process.” The Ethnography Forum at the University of Pennsylvania, Philadelphia, PA. March 2002.

“Taking the Time to Talk toward Techno-Pedagogy,” with Elliott Shore. Presented at *Stop and Think: Critical Reflections on Technology and Pedagogy*. St. Lawrence University in Canton, New York. March 2001.

“Reach Me With More Than Words from Textbooks’: Middle and High School Students’ Perspectives on School and Schooling.” The Annual Meeting of the American Educational Research Association, New Orleans, LA. April 2000.

“Keeping A Focus On Teachers’ And Students’ Work: An Interactive Session on Ethnographically Oriented Reports of Life in Classrooms.” Panel presentation chaired by Frederick Erickson at the Annual Meeting of the American Educational Research Association, New Orleans, LA. April 2000.

“How to Say What They Have to Say: Eliciting and Recording Middle and High School Students’ Perspectives on School and Schooling.” The Annual Meeting of the American Educational Research Association, Montreal, Canada. April 1999.

“Translating Them Into Teachers: Preparing Pre-Service Teachers Through Dialogue in Text and Context.” The Annual Meeting of the American Educational Research Association, Montreal, Canada. April 1999.

“Connects and Disconnects: Facilitating Dialogue Across Various Distances.” Part of “Grounded Theorizing about Teacher Conversation at a Distance.” A symposium presented by Christopher M. Clark, Alison Cook-Sather, Lynne Cavazos, and Frances Rust at the Sixteenth Annual Ethnography Forum at the University of Pennsylvania, Philadelphia, Pennsylvania. March 1999.

“Learners Teaching, Teachers Learning: Multiple Forums for Dialogue in Teacher Education and Professional Development,” with Jean McWilliams and Ondrea Reisinger. The Ethnography in Education Conference at the University of Pennsylvania, Philadelphia, Pennsylvania. March 1998.

“Between the Idea and the Action: Exploring What Counts as Literacy in an Undergraduate Education Course.” The Seventh Annual Conference at New Paltz, “Redefining Literacy in the Information Age,” New Paltz, New York. November 1997.

“Learners Teaching and Teachers Learning: A Collaboration Between High School Students, Practicing Teachers, and Preservice Teachers,” with Ondrea Reisinger. The Annual Meeting of the American Educational Research Association, New York, New York. April 1996.

“Learners Teaching and Teachers Learning: A Collaboration Between High School Students, Practicing Teachers, and Preservice Teachers,” with Ondrea Reisinger and Springfield High School Students. The Pennsylvania Association of Colleges of Teacher Education, Harrisburg, Pennsylvania. November 1995.

“In Their Own Words, In Their Own Ways: Teachers Writing Toward Professional Development.” The Annual Meeting of the American Educational Research Association, San Francisco, California. April 1995.

“Inscribing and Describing (in) Writing: Two Teacher-Researchers’ Descriptive Responses to Each Other and to Our Students,” with Ondrea Reisinger. The Annual Meeting of the American Educational Research Association, San Francisco, California. April 1995.

“Multicultural Issues Across Contexts: Issues of Identity and Responsibility in Composition and Teacher Training Classrooms,” with Pata Suyemoto. The Annual Meeting of the American Educational Research Association, San Francisco, California. April 1995.

“When Academic Literacy Informs Life: An Exploration of Writing Students’ Revisions of Themselves in the World.” The Conference on College Composition and Communication, Washington D.C. March 1995.

“Who Are *You* To Teach *Me*?: Toward a Theoretical Framework for Multicultural Pedagogy,” with Pata Suyemoto. The Conference on College Composition and Communication, Washington D.C. March 1995.

“Learning to Read and Write as a Woman.” The Interdisciplinarity and Identity Conference, University of Delaware. 1994.

“Windows and Mirrors: How Teachers Use Writing in Their Learning and Teaching.” The Annual Meeting of the American Educational Research Association, New Orleans, Louisiana. April 1994.

“Revising Authority in Learning Teaching: ‘Starting With I, Starting With We,’” with Janet Wolf. The Annual Meeting of the American Educational Research Association. New Orleans, Louisiana. April 1994.

“Exploring the Literacy Practices of Teachers and Students: Four Whole Language Classrooms,” symposium presented at the Fifteenth Annual Ethnography Forum at the University of Pennsylvania, Philadelphia, Pennsylvania, February 1994.

“(Re)contextualizing Teacher-Researcher Relationships: An Exploration of Ethical Questions in Classroom Research,” with Pata Suyemoto. The Annual Meeting of the American Educational Research Association. Atlanta, Georgia. April 1993.

INVITED TALKS AND WORKSHOPS

“Scholarship and Practices of Student-Faculty Pedagogical Partnerships.” New York College of Chiropractic. November 16, 2016.

“How to Develop or Deepen Student-Faculty Pedagogical Partnerships.” New York College of Chiropractic, 16 November 2016

“Transforming Approaches: An Exploration of the Premises and Practices of Student-Staff Pedagogical Partnerships.” University of Sydney, October 2016

“Respect, Reciprocity, and Shared Responsibility in Context: How to Build a Student-Faculty Pedagogical Partnership Program in Your Institution.” University of Queensland, October 2016

“Classroom Level Pedagogical Partnership Practices.” University of Queensland, 2016.

“Academic Development for Partners: What Academics Need to Engage in Partnership Practices.” University of Queensland, 2016.

Summer Institute: Developing a Student-Faculty Partnership Pilot Program. Smith College. May 17-18, 2016

“Great Teaching, Great Learning: Teachers and Students Working Together.” Keynote for the annual conference of the Girls’ Day School Trust. London, England. 15 June 2016.

“Exploring Possibilities for Student-Faculty Pedagogical Partnerships.” Keynote for *Transforming Teaching Methods and Assessment in HE*. University of Padua. 4 April 2016.

“Mapping Possibilities for Student-Faculty Pedagogical Partnerships.” Workshop for *Transforming Teaching Methods and Assessment in HE*. University of Padua. 4 April 2016.

“I’m Going to Listen to Them”: International Examples and Best Practices of Student Voice Work. *Once Upon a Time There Was a Piece of Wood*. Gubbio, Italy. 2 April 2016

What Is ‘Student Voice’ and How Can It Transform Education? *Student Voice: For Inclusive and Democratic Schools, Institutions, and Society*. Ancona, Italy. 1 April 2016.

“Developing and Extending Student-Faculty Partnership Approaches.” Workshop, Pedagogy Conference, Uppsala University, Sweden. 14 October 2015.

“Significant Shifts in Theory and Practice: From Active Student Participation to Student-Faculty Partnership, Keynote Address, Pedagogy Conference, Uppsala University, Sweden. 14 October 2015.

“Student Voice in Research across Educational Contexts: Early Childhood through Tertiary Education.” Keynote address at Learner Voice Conference, Trinity College, Dublin. June, 2015.

“How and Why to Engage Students as Partners in Learning and Teaching.” Keynote Address and Faculty Development Workshop, Smith College, Northampton, Mass. February, 2015.

“Teaching So Everyone Engages and Realizes their Potential.” Faculty Development Workshop, Bridgewater State University, Bridgewater, Mass. February, 2015.

“Facilitating Discussions.” Lafayette College, PA. February, 2015.

“Active and Engaged Learning: Maximizing Student and Faculty Time and Energy.” Keynote Address and Faculty Development Workshop, Bridgewater State University, Bridgewater, Mass. December 11, 2014.

“Toward Student-Faculty Partnership in Teaching and Learning.” Keynote Address and Faculty Development Workshop, Mercy College, New York. 8 October 2014.

“Toward Student-Faculty Partnership in Teaching and Learning.” Keynote Address and Faculty Development Workshop, University of Mount Union, Alliance, Ohio. 19 August 2014.

“The Role of Student Voice in English Education in Thailand.” Keynote Address at the TRI-ELE International Conference on English Language Education – “Toward Global English Horizons.” Bangkok, Thailand. June 20, 2014.

“Student Voice Conference: Accomplishments, Dilemmas, and Aspirations.” University of Cambridge, Cambridge, England. 24-26 June, 2014.

“Developing a Student-Faculty Partnership Program.” Reed College, Oregon. February 2014.

“Sharing Responsibility for Classroom Environments and Learning.” Oberlin College, February 2014.

“Learning from Students Before Managing Classrooms: Using Email to Connect Secondary Students and Preservice Teachers.” Il movimento Student Voice: ascoltare gli studenti per migliorare la scuola. Quale il ruolo delle tecnologie. University of Padua. 30 January 2014.

“Engaging Students as Partners in Teaching and Learning.” University of Virginia *Teaching Resource Center, the Curry School of Education, and the Office for Diversity & Equity*. September 2013.

“Engaging Students as Partners in Teaching and Research.” Queen’s University, Belfast, 13 June 2013.

“Students as Change Agents.” Plenary session organized by Mick Healey. Meeting of the International Society for the Study of Teaching and Learning. Ontario, Canada, October 2012.

“Students Partnering with Faculty in Explorations of Teaching and Learning.” The Discovery Learning Project at the University of Texas, Austin. September 2012.

“Linking Across the Lines.” University of Cambridge Faculty of Education, 14-15 June, 2012.

“Students as Pedagogical Leaders in Secondary Teacher Education and College Faculty Development.” Open University, Milton Keynes, England. June 11, 2012.

“Student Consultation as a Right in Secondary Teacher Preparation.” Research Forum for the Child. Queen’s University, Belfast. June 10, 2012.

“Developing a Teaching and Learning Institute at Bryn Mawr College.” Franklin & Marshall College. 20 February 2012.

“Learning from and Responding to Diverse Students: Lessons from The Andrew W. Mellon Teaching and Learning Institute at Bryn Mawr College.” Biannual Conference of the Consortium on High Achievement and Success (CHAS). Haverford College, Haverford, Pennsylvania. 20 January 2012.

“Learning from the Learners: Lessons from The Andrew W. Mellon Teaching and Learning Institute at Bryn Mawr College.” Scholarship of Teaching and Learning Conference, Maryville University, 1 October 2011.

“Linking across the Lines: Student Voice Projects in Secondary Teacher Education and College Faculty Development.” Student Voice: Past Efforts, Current Trends, and Future Possibilities. University of Cambridge Faculty of Education, 1 July 2011.

“Exploring Teaching with Students: Lessons from the Teaching and Learning Institute at Bryn Mawr College.” Swarthmore College, November 3, 2010.

“Educação É Tradução (Education Is Translation)”. Programa 5^a. Habilidade: Tradução e Ensino. Universidade Federal do Espírito Santo, Espírito Santo, Brasil, 6 October, 2010.

“The Teaching and Learning Initiative at Bryn Mawr College.” Invited talk at Barnard College’s Fostering Achievement Forum. March 11, 2009.

“Supporting the Success of New Faculty at Bryn Mawr College,” with Elizabeth F. McCormack. Center for the Integration of Research, Teaching, and Learning (CIRTL). Madison, WI. June 16, 2008.

“Expanding the Conversation about Classroom Practices: Student Consultants Help Faculty Improve Learning and Teaching.” Presented at the MSPGP Research Conference in Math and Science Education. October 27th, 2007.

“Metaphors for Education and How They Influence Learning and Teaching.” Invited talk for Parents Weekend, Bryn Mawr College. November 4, 2006.

“Translating Selves: Rethinking the Roles of Learners, Teachers, and Clinicians in Student/Client-Centered Practice.” Invited Scott Lecture, Graduate School of Social Work and Social Research, Bryn Mawr College. October 4, 2006.

“No One Right Answer: Learning From and With Students,” a presentation made with Alice Lesnick and Jody Cohen to teachers and parents in the Lower Merion School District about how to work with students with learning differences. April 2005.

“When Learners are Teachers: Redefining the Role of High School Students in Undergraduate, Secondary Teacher Preparation” for a symposium entitled “Adolescent Voices in Teacher Education.” Presented at the annual meeting of the American Educational Research Association. Montreal, Canada. April 2005.

“Putting Student Voices at the Center of Teacher Preparation,” for a symposium entitled “Speaking Up and Speaking Out: International Perspectives on the Democratic Possibilities of Student Voice.” Presented at the annual meeting of the American Educational Research Association. Montreal, Canada. April 2005.

“Changing Classrooms: Student Voice and Pre-Service Teachers—A View from the USA.” Keynote address prepared for “Critically Interrogating Pupil Voice,” a seminar series funded by the Economic and Social Research Council (ESRC), co-sponsored by the Universities of Nottingham and Sussex, Manchester Metropolitan University and Networked Learning Group, National College for School Leadership, Nottingham, United Kingdom. March 2005.

“Letting Students Take the Lead: Toward More Successful Teaching & Learning.” Keynote address delivered at “No Magic Bullet: High School Literacy Institute” at the Bucks County Intermediate Unit in Doylestown, PA, July 2004.

“When Students Have Power: Practices that Reposition Students in their Education.” Authors’ Panel for “Learning Alternatives — Striving for a Higher Standard.” International Association for Learning Alternatives, 33rd Annual Conference. June 2003.

“Authorizing Student Perspectives.” Presented at “Evaluation in Today’s World: T-Tests or Tea Leaves.” The 26th Annual Meeting of the Eastern Evaluation and Research Society. Absecon, New Jersey. April 2003.

“Critical Voices in School Reform: Using a Student-Centered Research Perspective to Inform School Reform Policy and Practice.” Discussant. The Ethnography Forum at the University of Pennsylvania, Philadelphia, PA. March 2003.

“Making Your Education Your Own.” Facilitator for a workshop for Customs Week at Haverford College, August 1999, 2000, 2002.

“New Roles, New Lines, and No Rehearsal: Guess Who’s Coming to Cabinet.” Panelist for the University Executive Seminar, a conference sponsored by Seminars on Academic Computing, an EDUCAUSE Affiliate. Snowmass, CO. August 2001.

“Talking Toward Techno-Pedagogy.” Co-facilitator for a three-college technology initiative for librarians and information technology staff, faculty, and students. Supported by The Andrew W. Mellon Foundation. Great Lakes Colleges Association, Kalamazoo, MI. August 2001.

“Talking Toward Techno-Pedagogy: A Collaboration Across Colleges and Constituencies.” Co-facilitator for a nine-college technology initiative for librarians and information technology staff, faculty, and students. Supported by The Andrew W. Mellon Foundation. Bryn Mawr College. May 2001.

“Talking Toward Techno-Pedagogy: A Collaboration Across Colleges and Constituencies,” with Kathy Binder, Susan Fliss, Julie Habjan Boiselle, and Kyra Comroe of Mt. Holyoke College. Presented at “Toward Information Fluency in the Liberal Arts” at Georgetown University, Georgetown, Texas, February 2001.

“Who Built the Bridges? Reflections on the People Behind the Possibilities.” Keynote address for the Johns Hopkins Talent Recognition Program, Bryn Mawr College. May 2000.

“Talking Toward Techno-Pedagogy: A Collaboration Across Colleges and Constituencies,” with Elliott Shore (Bryn Mawr College), David Ross (Bryn Mawr College), Barbara Mindell (Haverford College, Nick Yee (Haverford College), and Tammy Rabideaux (Swarthmore College). Presented at the Annual Meeting of the Oberlin Library Group. Philadelphia, PA, October 2000.

“Negotiating Identities and Institutions.” Director of a summer program for students of color and prospective candidates for the Mellon Scholars Program. Bryn Mawr College. 1999, 2000.

“Talking Toward Techno-Pedagogy: A Collaboration Across Colleges and Constituencies.” Co-facilitator for a nine-college technology initiative for librarians and information technology staff, faculty, and students. Supported by The Andrew W. Mellon Foundation. Bryn Mawr College. May 2000.

“Dimensions of Dialogue: Teacher Education at the Liberal Arts College.” Delivered at Davidson College, January 1999.

“Developing Dialogues in Teacher Education.” Delivered at Middlebury College, January 1999.

“How To Make A Teacher: A Project of Art and Craft.” Presented to the Alumni Association of Bryn Mawr College, New York City, NY. November 1998.

“Education: A Context for Interacting Brains, Minds, and Selves.” Presented to the Alumni Association of Bryn Mawr College. New York City, NY. March 1998.

“Making Connections: The Brain and the Creation of Optimal Learning Opportunities for Students.” Presented at the Brain and Behavior Institute, Bryn Mawr College. July 1997.

“Education at the Liberal Arts College?” Presented for a panel on academic careers in education, the University of Pennsylvania. February 2000.

““Only Connect? . . . and Complicate: Integrating Research, Teaching, Learning, and Programmatic Design.” Presented at the University of Pennsylvania. August 1999.

Assessment Workshop. Co-facilitator for invited presentation/discussion for the Graduate School of Arts and Sciences, Bryn Mawr College. April 1999.

“How to Facilitate Group Discussion.” Leader of a workshop for the Peer Awareness Program Facilitators, Haverford College. March 1999.

Learning Styles Workshop. Facilitator for workshop for the Graduate School of Arts and Sciences, Bryn Mawr College. November 1998.

“Learning and Teaching in the Library.” Leader of a workshop on pedagogy for staff of Bryn Mawr and Swarthmore Libraries. Bryn Mawr College. September 1998.

Pluralism Workshop. Facilitator of discussions on diversity for incoming freshmen. Bryn Mawr College. August 1997, 1998.

“Diversity as a Resource: Capitalizing on Students’ Different Strengths and Perspectives through Cooperative Learning.” Leader for a workshop at the Chaos and Computers Institute, Bryn Mawr College, July 1998.

“Making Connections Among Historical Purposes of Education, How the Brain Works, and How We Teach Today.” Leader for a workshop at the Brain and Behavior Institute. Bryn Mawr College. July 1998.

“Diversity and Discovery in the Classroom: Learning Abilities and Disabilities,” with Kim Cassidy (BMC, Psychology Department) and Paul Grobstein (BMC, Biology Department). In-service Teacher Workshop at Father Judge High School, Philadelphia, PA. February 1998.

“Models of Teaching and Learning.” Leader for workshop for Graduate Teaching Assistants, Bryn Mawr College. September 1997.

“Leading Our Youth: Women Transforming Education.” Leader for a workshop at the Women’s Institute for Leadership, Bryn Mawr College. March 1998.

SERVICE

Junior Faculty Liaison, October 2016-present

Search Committee, Lecturer in French and Francophone Studies, Fall 2015-Spring 2016

International Students’ Experience Working Group, Fall 2013-present

Leadership Working Group, Fall 2013-Spring 2014

President’s Advisory Thinking Forward Group, Summer 2010-Summer 2013

Committee on Academic Priorities, Fall 2009-Spring 2013 (Chair, 2011-2012 and 2012-2013)

External Review Team, The Department of Education, Bowdoin College, 2009

Chair, Teaching and Learning Initiative Steering Committee, 2006-present

President’s Advisory Group on Balancing Family and Work, 2006-2009

Summer Program Policy Committee, 2003-2005

Undergraduate Curriculum Committee, 2003-2004, 1999-2001

Internships Advisory Council, 2000-2002

Science in Society Steering Committee, 2000-present

Search Committee, Field Placement Coordinator for Praxis Courses, 2000

College Seminar Steering Committee, 1999-2004

Education and Training Committee, 1999-2001

External Review Team, The Department of Education and Child Study, Smith College, 1999

Search Committee, for faculty position in Developmental Psychology, 1997

Search Committee, for Coordinator of Environmental Studies Field Placements, 1997

Search Committee, for Director of Writing Center, Bryn Mawr College, 1997

Teacher Education Committee, 1994-present

Chair, Teacher Education Committee, 1994-2006

PROFESSIONAL MEMBERSHIPS AND ACTIVITIES

Professional and Organizational Development Network, 2011-present

American Educational Research Association, 1994-2010, 2013-2014

Founding Co-Editor, *International Journal for Students as Partners*, 2016-present

Founder and Editor, *Teaching and Learning Together in Higher Education*, <http://repository.brynmaur.edu/tlthe/>, 2010-present

Member of the first International Editorial Board of *Curriculum Inquiry*, 2008-present

Advisory Board Member, *International Journal of Student Voice*, 2015-present

Board Member, Eagles Mere Conservancy, 2016-present

Reviewer for manuscripts submitted for publication:

University College London Press, 2016-present

British Journal of Educational Technology, 2016-present

Higher Education Pedagogies, 2016-present

Scandinavian Journal of Educational Research, 2015-present

To Improve the Academy: A Journal of Educational Development, 2015-present

International Journal of Multilingualism, 2015-present

International Journal of Nursing Education Scholarship, 2015-present

International Journal for Academic Development, 2014-present

Journal of Educational Change, 2014-present

Democracy and Education, 2014-present

Cambridge Journal of Education, 2013-present

International Journal of Research & Method in Education, 2013-present

Asian Pacific Journal of Education, 2013-present

Science and Engineering Ethics, 2012-present

Pedagogy, 2011-present

Educational Action Research, 2011-present

English Education, 2010-present

Review of Research in Education, 2010-present

European Journal of Psychology of Education, 2010-present

International Journal of Leadership in Education, 2009-present

Teaching and Teacher Education, 2009-present

Journal of Curriculum Studies, 2009-present

Atlanta, 2008-present

American Journal of Education, 2007-present

SUNY Press, 2007-present

Instructional Science, 2007-present

Curriculum Inquiry, 2007-present

Educational Evaluation and Policy Analysis, 2006-present

Teachers College Record, 2006-present

Routledge Press, 2005-present

Equity and Excellence in Education, 2005-present

Teachers College Press, 2004-present

The Teacher Educator, 2004-present

Journal of Teacher Education, 2003-present

Anthropology and Education Quarterly, 2003-present

Educational Researcher, 1998-present

Reviewer of proposals for Division K, Teacher Education, for the Annual Meeting of the American Educational Research Association, 1993-present

Reviewer for Economic and Social Research Council, United Kingdom, 2008-present.