
Curriculum Vitae

MICHELE KNOBEL, PhD.

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EDUCATION

Degrees

Doctorate of Philosophy	1997	Queensland University of Technology, Brisbane, Australia.
Master of Education (TESOL)	1998	Specialising in Teaching English to Speakers of Other Languages (TESOL), Queensland University of Technology, Brisbane, Australia.
Master of Education	1993	University of Southern Queensland, Toowoomba, Australia.
Bachelor of Education	1990	University College of Southern Queensland, Toowoomba, Australia.
Diploma of Teaching (Primary)	1986	Darling Downs Institute of Advanced Education, Toowoomba, Australia.

Doctoral Thesis

Knobel, M. (1997). Language and social practices in four adolescents' everyday lives. Unpublished doctoral thesis. Faculty of Education, Queensland University of Technology. Brisbane, Australia.

MEd dissertation

Knobel, M. (1992). Kohlberg, Gilligan and Beyond: An Examination of Moral Perspectives in Australian Children's Literature. Unpublished Masters dissertation. Faculty of Education, University of Southern Queensland, Toowoomba, Australia.

PROFESSIONAL

Teaching/Research positions

See Appendix 2 for detailed descriptions of courses.

- 2006-present Professor, Department of Early Childhood, Elementary and Literacy Education, Montclair State University, Montclair, New Jersey, USA. Co-ordinator of the graduate and undergraduate literacy programs (until Spring, 2012).
- 2006-present Adjunct Professor, Faculty of Education, Mount Saint Vincent University, Halifax, Canada.
- 2003-2006 Associate Professor, Department of Early Childhood, Elementary and Literacy Education, Montclair State University, Montclair, New Jersey, USA. Co-ordinator of the graduate and undergraduate literacy programs.
- 2005-2008 Adjunct Professor, Faculty of Education, McGill University, Montreal, Canada.
- 2001-2002 Assistant Professor and Associate Research Specialist, Department of Education, University of California, Irvine, USA.
- 1999-2001 Visiting Researcher
Centro de Estudios Sobre la Universdiad, Universidad Nacional Autonoma de México, México D.F., México (Centre for Studies of Higher Education, National Autonomous University of México).
- 1999-2001 Adjunct Associate Professor
Faculty of Education and Creative Arts
Central Queensland University, Rockhampton, Australia.
- 1996-1998 Lecturer (equivalent to Assistant Professor), School of Language and Literacy Education
Queensland University of Technology, Brisbane, Australia.
- 1994-1995 Adjunct Lecturer in Literacy Education

Australian Catholic University, McAuley Campus, Mitchelton, Australia.

- 1993 Adjunct Lecturer in the School of Language and Literacy Education
Queensland University of Technology, Brisbane, Australia.
- 1990-1992 Adjunct Lecturer in Literacy Education
University of Southern Queensland, Toowoomba, Australia.
- 1986-1989 Classroom teacher, Good Shepherd Lutheran Primary School, Noosa,
Australia. Grades 3 and 5.

RESEARCH AND PUBLICATIONS

Books and Short Monographs

Lankshear, C. and **Knobel, M.** (eds) (2013). *A New Literacies Reader: Educational Perspectives*. New York: Peter Lang.

Lankshear, C. and **Knobel, M.** (2011). *New Literacies: Everyday Practices and Social Learning*. Third Edition. Maidenhead & New York: Open University Press/McGraw-Hill.

Lankshear, C. and **Knobel, M.** (2011). *Literacies: Social, Cultural and Historical Perspectives*. New York: Peter Lang.

Reviewed by Libo Guo in *Language and Education*, 2013, 27(1): 90-93.

Reviewed by John Hodgson in *English in Education*, 2012, 46(3): 261-265.

Knobel, M. and Lankshear, C. (eds.) (2010). *DIY Media: Creating, Sharing and Learning with New Media*. New York: Peter Lang.

Lankshear, C. and **Knobel, M.** (eds.) (2008) *Digital Literacies: Concepts, Policies and Practices*. New York: Peter Lang Publishing.

Note:

- Reviewed by Ina Fourie (2008) in *Webology*. 5(4). (see: <http://www.webology.ir/2008/v5n4/bookreview18.html>)

Coiro, J., **Knobel, M.**, Lankshear, C. and Leu, D. (eds) (2008). *The Handbook of Research on New Literacies*. Mahwah, NJ: Erlbaum.

Lankshear, C. and **Knobel, M.** (2008). *Nuevas Alfabetismos: Su Práctica Cotidiana y el Aprendizaje en el Aula*. Madrid : Ediciones Morata. (Spanish translation of *New Literacies: Everyday Practices and Classroom Knowledge*, 2nd edn).

2nd printing 2010

3rd printing 2011

4th printing 2012

Note:

- Reviewed by Fernando Martínez Abad (2009) in *Teoría de la Educación: Educación y Cultura en la Sociedad de la Información*. 11(1): 442-443.

Chinese translation of *A Handbook for Teacher Research* (published 2007):

教师研究：从设计到实施 / Jiao shi yan jiu : cong she ji dao shi shi

by 科林兰克希尔 (Colin Lankshear), 米歇尔诺贝尔 (Michele Knobel) 著 ; 刘丽译. 刘

丽. 北京师范大学出版社, Beijing : Beijing shi fan da xue chu ban she. (ISBN:

9787303089093 7303089098)

Lankshear, C. and **Knobel, M.** (2007). *Pesquisa Pedagógica: Do Projeto à Implantação*. (A Handbook for Teacher Research. Portuguese edition). Porto Alegre, Brazil: Artmed Editora SA.

Knobel, M. and Lankshear, C. (eds) (2007). *A New Literacies Sampler*. New York: Peter Lang.

Note:

- Reviewed by Mike Johnson (2008) in *British Journal of Educational Technology*, 39(3): 562-563.
- Reviewed by Nadya González Romero, en *Signo y Pensamiento*, Vol. XXVII, Núm. 53, julio-diciembre, 2008, pp. 370-372.
- Reviewed by Frances Forde Plude in *Communication Research Trends*, March 2009.

Lankshear, C. and **Knobel, M.** (2007). *Les Noves Alfabetitzacions: El Coneixement canviant i l'Aprenentatge a l'Aula*. Xàtiva, Valencia, España. Edicions del CREC i Denes Editorial, edició valenciana. (Catalan translation of the first edition of *New Literacies*).

Lankshear, C. and **Knobel, M.** (2006). *New Literacies: Everyday Practices and Classroom Learning* (second edition of *New Literacies: Changing Knowledge and Classroom Learning*). Maidenhead and New York: Open University Press.

Notes:

- Reviewed by Guy Merchant in *Literacy* (41)3: 177-179.
<http://www.blackwell-synergy.com/toc/read/41/3>
- Reviewed by Mike Johnson in *British Journal of Educational Technology*, 39(3): 562-563.
- Reviewed by Jyh Wee Sew in *Pragmatics & Cognition*, 2010, 18(1): 223-227.
- Reviewed by Fernando Martínez Abad in *Teoría de la Educación: Educación y Cultura en la Sociedad de la Información*. 11(3), 2010, 442-443.
- Second printing of this edition in 2007; third and fourth printings of this edition in 2008

Knobel, M. and Lankshear, C. (2005). *Maneras de Ver: El Análisis de los Datos en Investigación Cualitativa*. (Trans.: Ways of Seeing: Data analysis in qualitative research). Durango, México: Centro Pedagógico de Durango. New edition. (ISBN: 970-9859-02-1).

Lankshear, C. and **Knobel, M.** (2004). *Handbook for Teacher Research*. Maidenhead: Open University Press.

Notes: Reprinted in 2005, 2006, 2008 and 2011.

Lankshear, C. and **Knobel, M.** (2004). *Maneras de Descubrir: La Recopilación de Datos en Investigación Cualitativa*. Morelia, México: Instituto Michoacano de Ciencias Educativas (Trans.: Ways of Discovering: Data Collection in Qualitative Research).

Knobel, M. and Lankshear, C. (2003). *Maneras de Saber: Tres Enfoques para la Investigación Educativa*. México D.F.: Facultad de Humanidades, UNAM. (Trans.: Ways of Knowing: Three Approaches to Education Research).

Lankshear, C. and **Knobel, M.** (2003). *New Literacies: Changing Knowledge and Classroom Learning*. Buckingham: Open University Press.

Notes:

- Reviewed by David O'Brien and Eurydice Bouchereau Bauer in *Reading Research Quarterly*, Vol. 40, No. 1 120-131. Reviewed with J. Gee's book, *What Video Games Have to Teach Us About Learning and Literacy*.
- Reviewed by Kathy Hall in *British Journal of Educational Studies* (2004).
- Reviewed by Laurie Henry, Julie Coiro and Jill Castek in *Journal of Adolescent and Adult Literacy*, 48(5).
- Yvon Apperly in *Studies in the Education of Adults*, 2004, 36(2): 283-285.
- Reviewed by Brian Boyd in *E-Learning* (2005), 2(1): 97-98.
- Reviewed by Allan Martin in *Journal of eLiteracy*, Vol 1 (2004), 61-65
- Reprinting of *New Literacies*: 2004, 2006.

Lankshear, C. and **Knobel, M.** (2003). *Alfabetización en la Época de la Información: Perspectivas Contemporáneas*. Morelia: Instituto Michoacano de Ciencias de la Educación (Trans: Literacy in the Age of Information: Contemporary Perspectives).

Goodson, I., **Knobel, M.**, Lankshear, C. and Mangan, M. (2002). *Cyber Spaces/Social Spaces: Culture Clash in Computerized Classrooms*. New York: Palgrave Press.

Rowan, L., **Knobel, M.**, Bigum, C., and Lankshear, C. (2002). *Boys, Literacies and Schooling: The Dangerous Territories of Gender Based Literacy Reform*. Buckingham: Open University Press.

Knobel, M. and Lankshear, C. (2001). *Maneras de Ver: El Análisis de Datos en Investigación Cualitativa*. Morelia: Instituto Michoacano de Ciencias de la Educación.

(Trans.: Ways of Seeing: Data analysis in qualitative research. Michoacan Institute of the Sciences of Education).

Note: Second printing of *Maneras de Ver*, 2003.

Lankshear, C, and **Knobel, M.** (2000). *El Estudio Crítico-Social del Lenguaje y la Alfabetización*. Morelia and México D.F.: Instituto Michoacano de Ciencias de la Educación. (Trans.: The socio-critical study of language and literacy. Michoacan Institute of the Sciences of Education).

Knobel, M. (1999). *Everyday Literacies: Students, Discourse and Social Practice*. New York: Peter Lang Publishing.

Reviewed in:

- *Harvard Educational Review*, 1999 (69: 2)
- *Australian Journal of Language & Literacy*, 1999 (22: 3)
- *New Zealand Journal of Education Studies*, 1999 (34: 2)
- *Discourse & Society*, 2000 (11: 3).
- *Journal of Literacy Research*. 2000 (32: 1).
- *Anthropology and Education Quarterly*, 2000 (31: 1).
- *Journal of Curriculum Studies*, 2001 (33: 5).

Knobel, M. and Lankshear, C. (1999). *Ways of Knowing: Researching Literacy*. Newtown, NSW: Primary English Teaching Association.

Knobel, M. and Healy, A. (eds) (1998). *Critical Literacies in the Primary Classroom*. Newtown, NSW: Primary English Teaching Association.

Note: Second printing of *Critical Literacies*, 2003.

Knobel, M. and Lankshear, C. (1995). *Learning Genres: Prospects for Empowerment*. Brisbane: National Language and Literacy Institute of Australia.

Books under Contract

Knobel, M. and Kalman, J. *Literacies, Digital Technologies and Teachers' Professional Development*. New York: Peter Lang. (Due out March, 2016).

Knobel, M. and Lankshear, C. *Researching New Literacies: Design, Theory, and Data in Sociocultural Investigation*. New York: Peter Lang. (Due to publisher April, 2016).

Chapters in books

Knobel, M. and Lankshear, C. (2016). Digital media and literacy development. In T. Spiliotti and A. Georgakopoulou (eds), *The Routledge Handbook of Language and Digital Communication*. London: Routledge.

Knobel, M. and Lankshear, C. (2016). Language, creativity and remix. In R. Jones (ed), *Routledge Handbook of Language and Creativity*. London: Routledge.

Lankshear, C. and **Knobel, M.** (2015). Interview with Colin Lankshear and Michele Knobel. In J. Larson and J. Marsh, *Making Literacy Real: Theories and Practices for Learning and Teaching* 2nd edition. London: Sage. 76-88. (85% new content)

Lankshear, C. and **Knobel, M.** (2014). Englishes and digital literacy practices: Social languages in online cultural practices. In B. Street and C. Leung (eds), *Handbook of English Language Studies*. London: Routledge. 451-463.

Knobel, M. (2013). Foreword. In J. Kalman, I. Guerrero and O. Hernández, *El profe 2.0: La Construcción de Actividades de Aprendizaje con Tecnologías de la Información, la Comunicación y el Diseño* [trans: *Teacher 2.0: Constructing learning activities with information, communication and design technologies*. Mexico City: Ediciones Somos Maestros.

Lankshear, C. and **Knobel, M.** (2013). Introduction: Social and cultural studies of new literacies from an educational perspective. In Lankshear, C. and **Knobel, M.** (eds) (2013). *A New Literacies Reader: Educational Perspectives*. New York: Peter Lang. 1-22.

Spencer, T., **Knobel, M.** and Lankshear, C. (2013). Researching young children's out-of-school literacy practices. In N. Hall, J. Larsen and J. Marsh (Eds.), *Handbook of Research in Early Childhood Literacy* (2nd edn). Paul Chapman/Sage.

Lankshear, C., Leander, K. and **Knobel, M.** (2011). Researching online practices. In B. Somekh and C. Lewin (eds), *Theory and Method in Social Research*. London: Sage. 147-154.

Lankshear, C. and **Knobel, M.** (2010). Remix digital: La nueva escritura global como hibridación sin límites [Trans: Digital remix: the new global writing and endless hybridization]. In E. Lucio-Villegas and A. Guardas (eds), *El Valor de la Palabra: Alfabetizaciones, Liberaciones y Ciudadanías Planetarias* [Trans: *The Value of the Word: Literacies, Freedoms and Global Citizens*]. Valencia, Spain: Ediciones de Centre de Recursos I Educació Continuada.

Knobel, M., Lankshear, C., and Lewis, M. (2010). AMV Remix: Do-it-yourself anime music videos. In M. Knobel and C. Lankshear (eds.) *DIY Media: Creating, Sharing and Learning with New Technologies*. New York: Peter Lang. 205-230.

Lankshear, C. and **Knobel, M.** (2010). DIY Media: A contextual background and some contemporary themes. In M. Knobel and C. Lankshear (eds.) *DIY Media: Creating, Sharing and Learning with New Technologies*. New York: Peter Lang. 1-26.

Lankshear, C. and **Knobel, M.** (2010). Foreword (or, Beyond ‘Reify, Measure and Treat’). In S. Shariff and A. Churchill (eds), *Truths and Myths about Cyber-Bullying: International Perspectives on Stakeholder Responsibility and Children’s Safety*. New York: Peter Lang. xi-xvii.

Lankshear, C. and **Knobel, M.** (2009). New ways of knowing: learning at the margins. In Hall, K. and Jones, S. (Eds), *Pedagogy and Practice: Cultural bridging and identities*. London: Open University Press and Sage. Reprint of Chapter 8: New ways of knowing: learning at the margins, in: Lankshear, C. and Knobel, M. (2003). *New Literacies: changing knowledge and classroom learning*. Buckingham: Open University Press.

Knobel, M. and Lankshear, C. (2008). Digital literacy and participation in online social networking spaces. In C. Lankshear and M. Knobel (eds.) *Digital Literacies: Concepts, Policies and Practices*. New York: Peter Lang. 249-278.

Lankshear, C. and **Knobel, M.** (2008). Digital literacy and the law: Elements of Lawrence Lessig’s ideal of “Free Culture” (assembled and remixed from Lessig’s original words). In C. Lankshear and M. Knobel (eds.) *Digital Literacies: Concepts, Policies and Practices*. New York: Peter Lang. 279-306.

Lankshear, C. and **Knobel, M.** (2008). Introduction: Digital literacies—concept, policies and practices. In C. Lankshear and M. Knobel (eds) *Digital Literacies: Concepts, Policies and Practices*. New York: Peter Lang. 1-16.

Lankshear, C. and **Knobel, M.** (2008). L’aprenentatge I l’essència dels productors culturals en els espais d’afinitat de mesclades en línia basats en els fans. In A. Guadas (Ed.). *Educació Permanent, Globalització I Moviments Socials: Producció de Subjectivitat, Creació Social I Poentciè*. Valencia, Spain: Crec I Denes Editorial. (Trans: Learning and being as cultural producers in online fan-based remix affinity spaces. In *Life-Long Learning, Globalization and Social Movements*).

Knobel, M. and Lankshear, C. (2007). Online memes, affinities and cultural production. In M. Knobel and C. Lankshear (eds), *A New Literacies Sampler*. New York: Peter Lang.

Lankshear, C. and **Knobel, M.** (2007). Sampling “the new” in new literacies. In M. Knobel and C. Lankshear (eds), *A New Literacies Sampler*. New York: Peter Lang.

Knobel, M. (2007). Foreword. In L. Stevens and T. Bean, *Critical Literacy: Context, Research, and Practices in the K-12 Classroom*. Thousand Oaks, CA: Sage.

Lankshear, C. and **Knobel, M.** (2007). Meanings of “literacy” in education reform

discourse. In D. Gabbard (ed.) *Knowledge and Power in the Global Economy: The Effects of School Reform in a Neoliberal/Neoconservative Age*. 2nd edition. Mahwah, NJ: Lawrence Erlbaum. 344-354.

Lankshear, C. and **Knobel, M.** (2007). New technologies in the work of the secondary English classroom. In A. Adams and S. Brindley (eds), *Teaching Secondary English with ICT*. Maidenhead and New York: Open University Press, 98-125.

Knobel, M. (2006). Technokids, Koala Trouble and Pokémon: Literacy, new technologies and popular culture in children's everyday lives. In J. Marsh and E. Millard (eds), *Popular Literacies, Childhood and Schooling*. London: Routledge. 11-28.

Knobel, M. and Lankshear, C. (2006). Weblog worlds and constructions of effective and powerful writing: Cross with care, and only where signs permit. In J. Rowsell and K. Pahl (eds), *Travelnotes from the New Literacy Studies: Case Studies of Practice*. Multilingual Matters. 72-94.

Lankshear, C. and **Knobel, M.** (2006). Mundos Weblog e Construções de uma Escrita Eficiente e Poderosa: Atravessar com cuidado e apenas onde os sinais o permitam. In J. Paraskeva & L. Oliveira (Org.), *Currículo e tecnologia educativa*. Mangualde: Edições Pedagogo. 97 -121. (Translated chapter originally published in Rowsell and Pahl, 2005; see above).

Knobel, M. and Lankshear, C. (2005). "New literacies": Research and social practice. *54th Yearbook of the National Reading Conference*. Oak Creek, WI: National Reading Conference. 22-50.

Knobel, M. (2005). Rants, ratings and representations: Ethical issues in researching online social practices. In Sheehy, K., Nind, M., Rix, J. and Simmons, K. (eds.), *Values Into Practice: Ethics and Research in Inclusive Education*. London: Routledge Falmer.

Knobel, M. and Lankshear, C. (2005). Commentary. In J. Marsh and J. Larson, *Framing Literacies: Theoretical Lenses for Studying and Organizing Literacy Learning in Primary Schools*. London and New York: Sage.

Lankshear, C. and **Knobel, M.** (2005). Paulo Freire and digital youth in marginal spaces. In G. Fischman, P. McLaren, H. Sunker and C. Lankshear (Eds.), *Critical Theories, Radical Theories, Radical Pedagogies and Global Conflicts*. Lanham: Rowman and Littlefield, 293-306.

netgrrrl (12) and chicoboy26 (32) a.k.a. **Michele Knobel** and Colin Lankshear (2004). ¿Qué ofrezco? Lectura, escritura y calificaciones en eBay.com. In I. Snyder (ed.), *Alfabetismos Digitales: Comunicación, Innovación y Educación en la Era Electronica*. Trans. J. Pomares. Malaga, Spain: Ediciones Aljibe. Spanish translation of same chapter in I. Snyder (2002, ed.).

Lankshear, C. and **Knobel, M.** (2004). Paulo Freire and digital youth in marginal spaces. In G. Fischman, P. McLaren, H. Sunker and C. Lankshear (Eds.), *Critical Theories, Radical Theories, Radical Pedagogies and Global Conflicts*. Boulder, CO: Rowman and Littlefield.

Knobel, M. and Lankshear, C. (2003). Researching young children's out-of-school literacy practices. In N. Hall, J. Larsen and J. Marsh (Eds.), *Handbook of Research in Early Childhood Literacy*. Paul Chapman/Sage. 51-65.

Lankshear, C. and **Knobel, M.** (2003). Literacy, culture and technology. In G. Bull and M. Anstey (Eds.), *The Literacy Lexicon* Second Edition. Sydney: Prentice Hall. 69-79.

Knobel, M. and Lankshear, C. (2003). Foreword. *Changing Landscapes: Integrated Teaching Units*. Newtown, NSW: Primary English Teaching Association.

netgrrrl ☆ (12) and chicoboy21 ☆ (32) a.k.a. **Knobel, M.** and Lankshear, C. (2002). What am I bid?: Reading, writing, ratings and eBay.com. In I. Snyder (Ed.) *Silicon Literacies*. London: Routledge-Falmer. 15-30.

Knobel, M. and Lankshear, C. (2002). Cut, paste, publish: The production and consumption of zines. In D. Alvermann (Ed.), *Adolescents and Literacies in a Digital World*. New York: Peter Lang. 164-185.

Lankshear, C. and **Knobel, M.** (2002). Do we have your attention? New literacies, digital technologies and the education of adolescents. In D. Alvermann (Ed.), *Adolescents and Literacies in a Digital World*. New York: Peter Lang. 19-39.

Lankshear, C. and **Knobel, M.** (2002). DOOM or Mortal Kombat? Bilingual literacy in the "mainstream" classroom. In L. Diaz Soto (Ed.), *Making a Difference in the Lives of Bilingual/Bicultural Children*. New York: Peter Lang. 31-52.

Lankshear, C. and **Knobel, M.** (2001). Mapping postmodern literacies: A preliminary chart. In J. Suoranta, M. Ylä-Kotola, M. and S. Inkinen (Eds.) *The Integrated Media Machine, Vol. 2*. Hämeenlinna: Edita & University of Lapland. 15-38.

Lankshear, C. and **Knobel, M.** (2001). What is "Digital Epistemologies"? Suoranta, J., Ylä-Kotola, M. and Inkinen, S. (Eds.) *The Integrated Media Machine, Vol. 2*. Hämeenlinna: Edita and University of Lapland. 39-58.

Lankshear, C., Peters, M. and **Knobel, M.** (2001). Information, knowledge and learning: Some issues facing epistemology and education in a digital age. In M. Lea and Nicoll, K. (Eds.), *Distributed Learning: Social and Cultural Approaches to Practice*. London: Routledge. 16-37.

Lankshear, C., Peters, M. and **Knobel, M.** (2000). Information, knowledge and learning: Some issues facing epistemology and education in a digital age. In N. Blake and P. Standish (Eds.), *Enquiries at the Interface: Philosophical Problems of Online Education*. Oxford: Blackwell. 19-44.

Knobel, M. (1998). Paulo Freire e a juventude digital em espaços marginais. In M. Gadotti (ed.), *Poder e Desejo: Paulo Freire e as Memórias Perigosas de Libertação*. Porto Alegre: Artes Médicas (Trans.: Paulo Freire and digital youth in marginal spaces ... Power and desire: Paulo Freire and dangerous memories of liberation).

Knobel, M. and Healy, A. (1998). Critical literacy: An introduction. In M. Knobel and A. Healy (Eds.), *Critical Literacies in the Primary Classroom*. Newtown, NSW: Primary English Teaching Association.

Knobel, M. (1998). Critical literacy in teacher education. In M. Knobel and A. Healy (Eds.), *Critical Literacies in the Primary Classroom*. Newtown, NSW: Primary English Teaching Association.

Lankshear, C. and **Knobel, M.** (1998). New Times! Old Ways? In F. Christie and R. Misson (Eds.), *Literacy and Schooling*. London: Routledge.

Lankshear, C. and **Knobel, M.** (1997). Critical literacy and active citizenship. In S. Muspratt, A. Luke and P. Freebody, *Constructing Critical Literacies*, Norwood, NJ: Hampton Press.

Lankshear, C. and **Knobel, M.** (1997). Literacies, texts and difference in the electronic age. In C. Lankshear, *Changing Literacies*. Buckingham: Open University Press.

Lankshear, C. and **Knobel, M.** (1997). Different worlds: Technology mediated classroom learning and students' social practices with new technologies in home and community settings. In C. Lankshear, *Changing Literacies*. Buckingham: Open University Press.

Knobel, M., Lankshear, C., Honan, E., and Crawford, J. (1997). Wired world of second language learning. In I. Snyder (ed.), *From Page to Screen*. Sydney: Allen and Unwin.

Knobel, M. and Lankshear, C. (1997). Ways with windows: What different people do with the same equipment. In *Language, Learning, and Culture: Unsettling Certainties*. Proceedings of the First Joint National Conference of the Australian Association for the Teaching of English, the Australian Literacy Educators' Association, and the Australian School Library Association. Darwin, NT: Northern Territory Department of Education.

Lankshear, C., Peters, M. and **Knobel, M.** (1996). Critical pedagogy in cyberspace. In C. Lankshear, H. Giroux, P. McLaren, and M. Peters, *Counternarratives: Cultural Studies and Critical Pedagogies in Postmodern Spaces*. New York: Routledge.

Lankshear, C. and **Knobel, M.** (1995). Literacies, texts and difference in the electronic

age. In J. Murray (Ed.), *Celebrating Difference, Confronting Literacies*. Carlton South, Vic: Australian Reading Association.

Lankshear, C. and **Knobel, M.** (1995). Wider horizons: Technology, literacies, and implications for teachers and classrooms. *Expanding Horizons In English Language Teaching: Selected Papers*. Bangkok: Chulalongkorn University Language Institute.

Gerot, L. and **Knobel, M.** (1995). Children's understandings of language purposes and functions in reading. In M. Tickoo (Ed.), *Reading and Writing: Theory Into Practice*. Singapore: South-East Asia Modern English Organisation Regional Language Centre.

Knobel, M. and Lankshear, C. (in process). Digital literacies. In K. Peppler (ed.), *The SAGE Encyclopedia of Out-of-School Learning*. Thousand Oaks, CA: Sage.

Reprinted chapters from authored books or journal articles

Lankshear, C. and **Knobel, M.** (2013). An introduction to teacher research. In J. Soler, C. Walsh, A. Craft, J. Rix and K. Simmons (compilers). *Transforming Practice: Critical Issues in Equity, Diversity and Education*. Milton Keynes, UK: The Open University. 33-42. Reprint of Lankshear, C. and Knobel, M. (2004). Chapter 1 of *Handbook for Teacher Research*. Maidenhead, UK and New York: Open University Press/McGraw-Hill.

Knobel, M. and Lankshear, C. (2013). Remix: La nueva escritura popular. In Ana Sacristan (compiler), *Sociedad del Conocimiento, Tecnologia y Educacion*. Madrid: Ediciones Morata, pp. 193-224. [originally published as an article in *Cuadernos Comillas*, Spain, 2011].

Lankshear, C. and **Knobel, M.** (2011). Children, literacy and the UK national grid for learning. In M. Thomas (ed.), *Online Learning*. New Dehli, India: Sage. (Reprint of: Lankshear, C. and Knobel, M. (2002). Young Children and the National Grid for Learning. *Journal of Early Childhood Literacy*. 2(2): 167-194).

Knobel, M. and Lankshear, C. (2010). Discussing new literacies. In M. Cappello and B. Moss (eds), *Contemporary Readings in Literacy Education*. Thousand Oaks, CA: Sage. 315-324. **Reprint** of Knobel, M. and Lankshear, C. (2006). Discussing new literacies. *Language Arts*, 84(1): 78-86.

Lankshear, C., **Knobel, M.** and Curran, C. (2013). Conceptualizing and researching "new literacies". *The Encyclopedia of Applied Linguistics*, ed. Chapelle, C.A. Oxford, UK: Wiley-Blackwell.

Knobel, M. and Lankshear, C. (2006). Manga. In S. Steinberg, P. Parmar and B. Richard (Eds), *Contemporary Youth Culture: An International Encyclopedia*. Volume 1. 194-197.

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Refereed journal articles

Guerra, C., Hanratty, B. , Onofre, A., Tedeschi, M., Wilechik, L. and **Knobel, M.** (2016). Doing-It-Ourselves as Teacher Researchers: Learning within a collaborative action research approach to improving literacy support at home. *Learning Landscapes*. 9(1): 81-91. <http://www.learninglandscapes.ca/images/documents/ll-no17/guerra.pdf> (Paper written with four MA Reading students).

Knobel, M. and Lankshear, C. (2014). Studying new literacies. *Journal of Adolescent & Adult Literacy*. 58(2): 97-101.

Knobel, M. (2012). Más allá del alfabeto: Una conceptualización de la escritura como práctica social. *Decisio*. 31:66-71.
http://tumbi.crefal.edu.mx/decisio/index.php?option=com_content&view=article&id=826&Itemid=199

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<http://www.fundacioncomillas.es/cuadernos-comillas/cuadernos/>

Knobel, M. and Lankshear, C. (2009). Wikis, Digital Literacies, and Professional Growth. *Journal of Adolescent and Adult Literacy*. 52(7): 631-634.

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Lankshear, C. and **Knobel, M.** (2005). Freedom and learning in the network society. *International Journal of Learning*, Volume 12 (9), 351-358.

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Warschauer, M., **Knobel, M.** and Stone, L. (2004). Technology and equity in schooling: Deconstructing the digital divide. *Educational Policy*. 18(4): 562-588.

Knobel, M. and Lankshear, C. (2004). Critical cyberliteracies: What young people can teach us about reading and writing the world. *Desencuentros*. 4 (1): 49-72.

Lankshear, C. and **Knobel, M.** (2003). La investigación docente y la reforma educativa democrática. *Revista Mexicana de Investigación Educativa* (sección temática coordinada por Susan Street: Trabajo docente y Subjetividad Magisterial). 19. 705-731. (Trans: Teacher investigation and democratic education reform, *Mexican Journal of Education Research*, special issue edited by Susan Street: Teacher work and subjectivity). Available at: comie.org.mx/revista/PdfsEnglish/Carpeta19/19investTem5Engl.pdf

Knobel, M. (2003). Rants, ratings and representations: Issues of validity, reliability and ethics in researching online social practices. *Education, Communication and Information*. 3(2). 187-210.

- Lankshear, C. and **Knobel, M.** (2003). New technologies in early childhood literacy research: A review of research. *Journal of Early Childhood Literacy*. 3(1): 59-82.
- Bigum, C., **Knobel, M.**, Lankshear, C. and Rowan, L. (2003). Literacy education, ICT and the economics of attention. *L1: Educational Studies in Language and Literature*. 3(1-2): 95-122
- Lankshear, C. and **Knobel, M.** (2002). Young Children and the National Grid for Learning. *Journal of Early Childhood Literacy*. 2(2): 167-194.
- Lankshear, C. and **Knobel, M.** (2002). Steps toward a pedagogy of tactics. (Pasos hacia una pedagogía de tácticas). *Desencuentros 4* (enero-abril) : 74-108.
- Knobel, M.** (2001). "I'm not a pencil man": How one student challenges our notions of literacy "failure" in school. *Journal of Adolescent and Adult Literacy*. 44(5): 404-419.
- Lankshear, C. and **Knobel, M.** (2001). Do we have your attention? New literacies, digital technologies, and the education of adolescents. (Published in parallel as: ¿Tenemos su atención?: Nuevas formas de alfabetización, tecnologías digitales y la formación de adolescentes.). *Desencuentros*. 2.
- Honan, E., **Knobel, M.**, Baker, C. and Davies, B. (2001). Construcción de Posibles Anas: Teoría y el sujeto de investigación. *Desencuentros*. 25(2): 14-38. (Trans: Constructing Possible Hannahs: Theory and the Subject of Investigation).
- Lankshear, C. and **Knobel, M.** (2001). Estrategias, tácticas y políticas de educación: Géneros y prácticas áulicas en un contexto de cambio. *Ethos Educativo*. 25(3). (Trans: Strategies, tactics and the politics of education: Genres and classroom practices in a context of change. *Education Ethos*).
- Lankshear, C., Peters, M. and **Knobel, M.** (2000). Information, knowledge and learning: Some issues facing epistemology and education in a digital age. *Journal of Philosophy of Education*. 34(1): 17-40.
- Lankshear, C. and **Knobel, M.** (2000). Mapping postmodern literacies: A preliminary chart. *Journal of Literacy and Technology*. 1(1). At: www.literacyandtechnology.org/v1n1/lk.html
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- Honan, E., **Knobel, M.**, Baker, C. and Davies, B. (2000). Producing Possible Hannahs: Theory and the Subject of Research. *Qualitative Inquiry*. 6(1): 9-32.

Lankshear, C. and **Knobel, M.** (2000). Problemas asociados con la metodología de la investigación cualitativa. *Perfiles Educativos*. 21(87): 6-27. (Trans: Problems associated with qualitative research methodology.)

Lankshear, C. and **Knobel, M.** (2000). Razgos de una investigación consistente y eficaz. *Ethos Educativo*. 24: 36-49. (Trans: Characteristics of sound and efficacious research.)

Lankshear, C. and **Knobel, M.** (2000). Why 'digital epistemologies? *Re-Open: Research in Open and Distance Learning*. 1(1). December. At www.edca.cqu.edu.au/lit/re-open

Knobel, M. and Lankshear, C. (1997). WWW Projects. *Computer-Assisted English Language Learning Journal*. 7(4).

Knobel, M. (1996). Language and social purposes in adolescents' everyday lives. *Australian Journal of Language and Literacy*. 19(2): 120-128.

Lankshear, C. and **Knobel, M.** (1995). Literacies, texts and difference in the Electronic Age. *Critical Forum*. 4(2).

Knobel, M. (1993). Simon says see what I say: Reader response and the teacher as meaning maker. *Australian Journal of Language and Literacy*. 16(4): 295-306.

Other journal and magazine articles for the teaching profession

Knobel, M. (2009). Schools Look to Teacher-Training Institutions for Tech Leadership. *Edutopia.org*. May 27. Retrieved from: <http://www.edutopia.org/digital-generation-schools-education-technology>
GEORGE LUCAS FOUNDATION PROJECT.

Knobel, M. (2009). A Digital-Literacy Maven's Favorite Web Links. *Edutopia.org*. May 27. Retrieved from: <http://www.edutopia.org/digital-generation-technology-integration-resources>. GEORGE LUCAS FOUNDATION PROJECT.

Knobel, M. and Wilber, D. (2009). Let's Talk 2.0. *Educational Leadership*. 66(6): 20-25.

Lankshear, C. and **Knobel, M.** (2007). From Web 2.0 to School 2.0. *Threshold*. Summer. 4-8.

Knobel, M. and Lankshear, C. (2006). Discussing new literacies. *Language Arts*, 84(1): 78-86.

Knobel, M. and Lankshear, C. (2005). From the special issue editors. *Language Learning & Technology*. 9(1): 2-3.

Knobel, M. (1995). Critical literacy in the primary classroom: A focus on reading. *Words 'worth*. 28(4).

Knobel, M. and Lankshear, C. (1994). From theory into practice: What are we *really* teaching them about genres? *Words 'worth*. 27(2).

Knobel, M. (1993). Resource Pack: Genre. *Classroom: The Magazine for Teachers*. 12(3): 25-33.

Knobel, M. and Anstey, M. (1993). Resource Pack: Genre. *Classroom: The Magazine for Teachers*. 12(5): 23-35.

Bull, G., Anstey, M. and **Knobel, M.** (1993). Resource Pack: Genre. *Classroom: The Magazine for Teachers*. 12(10): 25-33.

Book series

Co-editor of the book series: “New Literacies and Digital Epistemologies” (with Colin Lankshear). New York: Peter Lang.

Book reviews

Knobel, M. (2010). Review of “English Language Arts: Units for Grades 9-12” (Christopher Shamburg). *E-Learning & Digital Media*. 7(2): 190-194.

Knobel, M. (2007). Review of “Technology and the Politics of Instruction” (Jan Nesper). *e-Learning*. 4(3): 376-380.

Knobel, M. (2004). Review of “19 Urban Questions” (edited by Joe Kincheloe and Shirley Steinberg). *Education Review*. April 16. (Available online at: <http://edrev.asu.edu/reviews/rev264.htm>)

Knobel, M. (2001). Review of “Early Childhood Educational Research: Issues in methodology and ethics” (Carol Aubrey, Tricia David, Ray Godfrey and Linda Thompson). *Contemporary Issues in Early Childhood*. 2(3): 386.

Lankshear, C. and **Knobel, M.** (2001). Harry Potter: A boy for all seasons. Review of J. K. Rowling’s Harry Potter series (books 1 to 4). *Journal of Adolescent and Adult Literacy*. 44(7): 664-666.

Knobel, M. (2000). Into the future: Language, culture, and new technologies. Review of Mark Warschauer: *Electronic Literacies: Language, Culture, and Power in Online Classrooms*. *The APA Review of Books*. 437-439.

- Knobel, M.** (1997). Moacir Gadotti: Reading Paulo Freire. *Critical Forum*. 5(1/2): 99-100.
- Knobel, M.** (1996). Peter Freebody and Anthony Welch: Knowledge, Culture and Power. *Discourse*. 17(2): 289-292.
- Knobel, M.** (1995). Fringe Narratives: Postmodern Experiences. *Taboo*. 1(2): 212.-214.
- Knobel, M.** (1995). Mark Warschauer: E-Mail for English Teachers. *Critical Forum*. 4(2): 104-6.
- Knobel, M.** (1995). Aviva Freedman and Peter Medway: Learning and Teaching Genre. *English in Australia*. 112, July.
- Knobel, M.** (1994). Ira Shor, Empowering Education: Critical Teaching for Social Change. *Critical Forum*. 3(2/3): 90-96.
- Knobel, M.** (1993). Valley of Words/Lives of Love and Hope: A Sheffield Herstory. *Critical Forum*. 2(3): 90-96.

- 2005 *Language Learning & Technology* (with Colin Lankshear)
Theme: Technologies and young immigrant or indigenous learners (January)
- 2005 *e-Learning* (with Colin Lankshear)
Theme: Academic Investigation of e-Learning (volume 2, no. 1)
- 2004 *e-Learning* (with Colin Lankshear)
Theme: Digital Literacies (volume 1, no. 3)

Media citations as an "expert" in the field

- 2014 Referenced in the article by Reyes Martínez Torrijos: "El significado cultural del *meme* se propaga con el relajo cibernético" [The cultural significance of the meme spread by cybernetic relations." *La Jornada* (*La Jornada* is a national newspaper in Mexico). March 8, 2014.
<http://www.jornada.unam.mx/2014/07/08/cultura/a07n1cul>
- 2013 Quoted in: Permenter, Cody, "Students embrace 'Harlem Shake' videos. *USA Today College*. Feb. 13.
<http://www.usatodayeducate.com/staging/index.php/ccp/students-embrace-harlem-shake-meme-videos>
- 2011 Quoted in: Simpson, Kevin, "Technology helps make language click for students." *Denver Post*. April 16.

http://www.denverpost.com/news/ci_17860900?source=rss

2007 Quoted in: Radcliffe, Jennifer, “A new school of bloggers. A growing number of teachers are expressing their views — but most do it anonymously. *Houston Chronicle*. Jan. 29. chron.com/disp/story.mpl/metropolitan/4506358.html

- Article reprinted in: *Red Orbit*
redorbit.com/news/education/818077/a_new_school_of_bloggers_a_growing_number_of_teachers/index.html
- Block-quoted in: *Blog Central* blogherald.com/2007/01/31/the-blogging-underground-school-teachers

Other media citations and appearances

- September 20, 2012: Invited speaker and commentator in a webinar hosted by Connected Learning. Main speaker was Dr. Kylie Peppler, presenting “High-Tech Textile Design: Learning by Doing and Making”. Connected Learning webinars tend to be watched in 70 different countries around the world. A video of the webinar is available here: <http://bit.ly/OJfTO6>
- 2010: Featured in a video produced by the Área de Tecnología Educativa, Faculty of Philosophy and Humanities—under the coordination of the Academic Secretariat—of the National University of Córdoba, Argentina. This video was shown on the university’s public television channel in September, 2010. Available: <http://vimeo.com/16318056>
- 2010: Online newspaper coverage of a conference presentation in Aguascalientes (Mexico), based on an interview with the reporter (“Imparten conferencia sobre Aprendizaje 2.0 en la UAA” <http://www.aquienaguas.com/noticias/ciencia-y-tecnologia/imparten-conferencia-sobre-aprendizaje-20-en-la-uaa.html>)

Competitive Research Grants

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|------|----------|---|
| 1999 | \$65,000 | Investigating on-line learning in higher education settings: An actor-network approach. Associate Professor Chris Bigum, Dr Leonie Rowan, Dr Michele Knobel , Professor Colin Lankshear. <i>Funding:</i> Australian Research Council Large Grant, 2000-2001. |
| 1998 | \$40,000 | Confronting disadvantage in literacy education: New technologies, classroom pedagogy, and networks of practice. Associate Professor Chris Bigum, Professor Colin Lankshear, Dr Michele Knobel , Dr Leonie Rowan. |

Funding: Language Australia, Canberra, Australia.

- 1998 \$2,500 Addressing cultural difference in the context of practicum experience (Part II): Examining the effects of microteaching on practicum experiences. Ms Sue Mendra, Dr Bob Cope, **Dr Michele Knobel**.
Funding: Faculty of Education, Queensland University of Technology, Australia.
- 1997 \$4,000 Addressing cultural difference in the context of practicum experience (Part I). Ms Sue Mendra, Dr Tammy Kwan, and **Dr Michele Knobel**.
Funding: Faculty of Education, Queensland University of Technology, Australia.
- 1996 \$4,500 Computer learning networks and LOTE (Languages Other Than English) Teacher Education: An empirical analysis of claims, learning processes and student outcomes. **Ms Michele Knobel**, Ms Jane Crawford and Dr Colin Lankshear.
Funding: Faculty of Education, Queensland University of Technology, Australia.
- 1993 \$2,100 Framing the Report: An Examination of Year 6 Students' Perceptions, Understandings and Uses of Genre. Dr Colin Lankshear, **Ms Michele Knobel** and Dr Linda Gerot.
Funding: National Languages and Literacy Institute of Australia Child/ESL Research Node, Queensland, Australia.
- 1993 \$4,000 Community Literacy Studies at Harris Field State School. Dr Colin Lankshear and **Ms Michele Knobel**.
Funding: Department of Education, Employment and Training, Australia.

Funded Project Involvement

- 2008-9 \$250,000 Improving Teacher Quality Partnership Grant. Year 3 of three year proposal. Responsible for designing and delivering the literacy component of this grant as part of a consortium comprising Faculty from the College of Education and Human Services and East Orange School District, New Jersey.
Funding: Title II, Part A, of the No Child Left Behind Act of 2001 Funds.

- 2007-8 \$258,708 Improving Teacher Quality Partnership Grant. Year 2 of three year proposal. Responsible for designing and delivering the literacy component of this grant as part of a consortium comprising Faculty from the College of Education and Human Services and East Orange School District, New Jersey.
Funding: Title II, Part A, of the No Child Left Behind Act of 2001 Funds.
- 2006-7 \$255,601 Improving Teacher Quality Partnership Grant. Year 1 of three year proposal. Responsible for designing and delivering the literacy component as part of a consortium comprising Faculty from the College of Education and Human Services and East Orange School District, New Jersey.
Funding: Title II, Part A, of the No Child Left Behind Act of 2001 Funds.

Technical research reports

Knobel, M., Stone, L. and Warschauer, M. (2002). *Technology and Academic Preparation in Selected California High Schools: A Comparative Study*. A report to the UC Nexus Committee. Irvine, CA: University of California. (online: www.gse.uci.edu/markw/research.html)

Bigum, C., **Knobel, M.,** Lankshear, C., Rowan, L. and Doneman, M. (2000). *Confronting Disadvantage in Literacy Education: New Technologies, Classroom Pedagogy, and Networks of Practice*. Canberra, ACT: Language Australia.

Contributing researcher and author to: Lankshear, C. et al. (1997). *Digital Rhetorics: Literacies and Technologies in Classrooms—Current Practices and Future Directions*. Canberra, ACT: Department of Employment, Education, Training, and Youth Affairs.

Knobel, M., Crawford, C. and Lankshear, C. (1996). *Computer Learning Networks and LOTE (Languages Other Than English) Teacher Education: An Empirical Analysis of Claims, Learning Processes and Student Outcomes*. Brisbane: Faculty of Education, Queensland University of Technology, Australia.

Knobel, M. and Lankshear, C. (1994). *Learning Genres: Prospects for Empowerment—A Study of Student Perceptions, Understandings and Uses of Reading and Writing in Queensland Primary School Settings*. Brisbane: NLLIA Child Literacy and ESL Research Node of Queensland, Australia.

Other research project participation and consultancy work

2005 Team member for project, “Where's the Evidence?” This project summarised and reviewed selected research papers that have been appraised to ensure that they provide strong evidence directly relevant to practice in schools. Commissioned by: Eidos, Australia. At eidos.infoxchange.net.au/research/completed.shtml#5

Invited conference keynote addresses

5 June, 2015: Colin Lankshear & Michele Knobel, Creativity and Language in Digital Remix. Closing Keynote paper presented to the Futuuri! Language Summer School and the Language Centre Conference, Jyväskylä, Finland.

3 June, 2015: Michele Knobel & Colin Lankshear, Researching and Understanding New Literacies from a Social Languages Perspective. Opening Keynote paper presented to the Futuuri! Language Summer School and the Language Centre Conference. Jyväskylä, Finland.

21 November, 2014: Literacy, learning, communities and digital technologies: Why theorizing what we do and how we think about things is a good idea. Paper presented to the NJEdge Annual Conference “Connected Community”, Plainsboro, NJ, Nov. 21, 2014

16 December, 2011: Michele Knobel and Colin Lankshear (2011). Moodle, Webquests, Googledocs, etc.: ¿vino viejo en botellas nuevas? Round Table Presentation to the encuentro “Leer y escribir en español en la red: Aprendizaje, renovación y propuestas”. Comillas, Spain: Fundación Comillas,.

16 December, 2011: Colin Lankshear and M. Knobel (2011). Potencialidades de los sitios en línea para adquirir lenguajes sociales más allá de la competencia cultural previa. Keynote address presented to the encuentro “Leer y escribir en español en la red: Aprendizaje, renovación y propuestas”. Comillas, Spain: Fundación Comillas.

August 7, 2010: Colin Lankshear and Michele Knobel: “Literacidades digitales y aprendizaje basado en investigación mediada por recursos de la Web 2.0.” (Digital Literacies and Learning grounded in Research Mediated by Web 2.0 Resources). II Seminario Internacional de Lectura en la Universidad (2nd International Seminar in Reading in the university) I Congreso Nacional de Expresiones de Cultura Escrita en Instiuciones de Educacion Media Superior y Superior (1st National Congress in Expressions of Written Culture in Tertiary Education). Aguascalientes, Mexico.

August, 6, 2010: Michele Knobel and Colin Lankshear: “Las prácticas de literacidad digitales de jóvenes conectados” [The digital practices of networked youth]. II Seminario Internacional de Lectura en la Universidad (2nd International Seminar in Reading in

theuniversity) I Congreso Nacional de Expresiones de Cultura Escrita en Instituciones de Educacion Media Superior y Superior (1st National Congress in Expressions of Written Culture in Tertiary Education). Aguascalientes, Mexico.

May 17, 2008: The “twoness” of learn 2.0: Challenges and prospects of a would-be new paradigm” (with Colin Lankshear). Learn 2.0: From Preschool and Beyond Conference, hosted by the Department of Early Childhood, Elementary & Literacy Education, Montclair State University, NJ.

October 15, 2007: “New Literacies in everyday Life” and “The ‘stuff’ of New Literacies” (both presentations with Colin Lankshear). Digital and New Literacies Conference, University of Tampere. Hosted by the Finnish Society on Media Education, the Department of Journalism and Mass Communication and the Paulo Freire Research Center, Finland.

May 29, 2007: “The New Textpertise: Writing in the Age of Web 2.0” (with Colin Lankshear). Canadian Association of Teachers of Technical Writing Annual Conference, Saskatoon, SK, Canada.

May 13, 2007: “Digital Remix: The Art and Craft of Endless Hybridization” (with Colin Lankshear). Invited keynote presentation to the International Reading Association Pre-Conference Institute “Using Technology to Develop and Extend the Boundaries of Literacy”, Toronto, ON, Canada.

October 16, 2006: “Researching new literacies: Web 2.0 practices and insider perspectives” (with Colin Lankshear). Invited Keynote Address. Researching New Literacies: Consolidating Knowledge and Defining New Directions. Working Conference funded by Canadian Social Sciences and Humanities Research Council and the Canadian Society for the Study of Education. Memorial University, St John’s, Newfoundland. 16-18 October 2006.

May 30, 2006: “Using wikis for collaborative transfer of research into policy for writing in the knowledge society” (with Colin Lankshear). Canadian Association of Teachers of Technical Writing Annual Conference, Toronto, ON, Canada.

October 20, 2005: “Digital Literacies; Policy, pedagogy and research Considerations for Education” (with Colin Lankshear). Opening keynote address to the ITU ‘Creative Dialogues’ Conference, Oslo, Norway.

July 14, 2005: “Freedom and Learning in the Network Society” (with Colin Lankshear). Plenary address to the 12th International Learning Conference, Granada, Spain.

December 2, 2004: “From Pencilvania to Pixelandia: Mapping the Terrain of New Literacies Research” (with Colin Lankshear). Plenary address to the National Reading Conference 54th Annual Meeting, San Antonio TX.

June 28, 2004: “Mapping the blogosphere#1: Function and power in weblogging” (with Colin Lankshear). Invited plenary address to the 11th International Literacy and Education Research Network Conference on Learning. Havana, Cuba.

June 28, 2004: “Mapping the blogosphere #2: Form and effect in weblogging” (with Colin Lankshear). Invited plenary address to the 11th International Literacy and Education Research Network Conference on Learning. Havana, Cuba.

June 11, 2004: “Kids R e-liter8, R U?” (with Colin Lankshear). Invited address to Time Warner’s Literacy/Mentoring Program “Time To Read” National Leadership Conference. New York.

March 20, 2004: “Techno-kids, texting and talk: Literacy, new technologies and popular culture in children’s everyday lives”. Invited keynote address to the Economic and Social Research Council Research Seminar Series Conference at the University of Sheffield, Sheffield UK.

November 13, 2003: “La investigacion cualitativa en el area de los usos de nuevas tecnologias” (Trans.: Qualitative research in the area of new technologies). Opening Plenary Address (with Colin Lankshear). XVIII Encuentro Nacional de Investigacion Educativa. Morelia, Michoacan, 13 November.

July 7, 2003: “Planning pedagogy for i-mode: From flogging to blogging via wi-fi. Keynote address (with Colin Lankshear) to the International Federation of Teachers of English Annual Conference. Melbourne, Australia.

April 21, 2003: “Implications of ‘New’ Literacies for Writing Research” Invited keynote address to the Writing and Literacies Special Interest group (with Colin Lankshear). American Educational Research Annual Meeting. Chicago.

February 23, 2002: “Critical cyberliteracies: What young people can teach us about reading and writing the world.” Invited keynote address to the NCTE Assembly for Research, Midwinter Conference. New York City.

August 31, 2001: “Identidades@eBay.com.” Invited keynote address to the Identidades Sociales e Identidades Discursivas Colloquium (with Colin Lankshear). CONACYT / ANUIES / SEP. Puebla, PUE, México. (Trans: “Identities@eBay.com.” Presented at the Social Identities and Discursive Identities Colloquium).

January 25, 2001: “Cut, Paste, Publish: The Production and Consumption of Zines.” Invited keynote address to the State of the Art Conference, Athens, Georgia.

April 15, 2000: “Strategies, Tactics and the Politics of Literacy: Genres and Classroom Practice in a Context of Change”. Invited keynote address (with Colin Lankshear) to the Tercer Congreso Nacional Sobre Textos Académicos (Trans: Third National Congress about Academic Texts). Puebla, Mexico.

July 9, 1997: “Ways with Windows: What Different People Do With the Same Equipment.” Invited presentation (with Colin Lankshear) to the First Joint National Conference of the Australian Association for the Teaching of English, the Australian Literacy Educators’ Association, and the Australian School Library Association. Darwin, Australia.

March, 1997: “Language and Technology in Students’ Everyday Lives.” Invited presentation to the Language and Social Processes Special Interest Group, at the American Educational Research Association Annual Meeting. Chicago.

July, 1996: “New Technologies in Old Classrooms”. Invited paper (with Colin Lankshear) presented to the Preconference Institute, Australian Literacy Educators’ Association National Conference, Brisbane, Australia.

July, 1995: “Literacies, Texts and Difference in the Electronic Age.” Invited keynote address (with Colin Lankshear) to the Australian Reading Association National Conference. Sydney, Australia.

February 19, 2005: Response to Kevin Leander’s NCTEAR Keynote address, “Imagining and Practicing Internet Space-Times With/In School”. National Council of Teachers of English Assembly for Research Annual Mid-Winter Conference, Columbus, OH.

Other invited conference presentations

2015 “Tecnologías y educación: Aprendizajes y desafíos para la incorporación de las tecnologías digitales a las escuelas.” Tecnologías y educación: Aprendizajes y desafíos para la incorporación de las tecnologías digitales a las escuelas [Technologies and education: Learning outcomes and challenges for incorporating digital technologies in schools]. Invited panelist. XII Congreso Nacional de Investigación Educativa. Participants: Dr. Judith Kalman (DIE-CINVESTAV), Dra. Michele Knobel (Montclair University, EU), Dr. Jesús Lau Noriega (Universidad Veracruzana). Chaired by Dr. Ines Dussel (DIE-CINVESTAV). Chihuahua City, Mexico. 19 November.

2000 “The Study of New Literacies and the New Literacy Studies” (with Colin Lankshear). Invited Paper for an International Seminar on “A Research Agenda for the New Literacies Studies”, funded by the Spencer Foundation and convened by James Paul Gee. Madison: University of Wisconsin.

Refereed conference paper and forum presentations

December 4, 2015:

November 21, 2008: “The virtual children’s zone: Collaborative imaging and plausible futures.” Symposium discussant. National Council of Teachers of English annual conference. San Antonio, Nov. 19-22.

March 28, 2008: “Studying anime music video remix as a new literacy.” Paper presented to the American Educational Researchers Association annual conference. New York.

April 12, 2007: Discussant for the symposium, “Negotiating Teacher and Student Identity in a Multimodal World.” Presented to the American Educational Research Association, Chicago, IL.

April 11, 2006: “Blogging as Participation: The Active Sociality of a New Literacy” (with Colin Lankshear). Presented to the American Educational Research Association, San Francisco, CA.

April 10, 2006: Discussant for the symposium, “Exploring the Unofficial Literacy Curriculum: Adolescent’s Out-of-School Experiences with Literacy, Learning, and Networked Technologies”. Presented to the American Educational Research Association, San Francisco, CA.

December 3, 2005: “Good, bad and whatever: The research implications of affinity spaces, trustworthiness and new literacy practices.” Presented to the annual National Reading Conference, Miami, FL.

December 2, 2005: Discussant for the symposium, “Blogging the world: Analysing online literacy practices using multiple modes and a variety of spaces”. Presented to the annual National Reading Conference, Miami, FL.

November 30, 2005: “Memes and affinities: Cultural replication and literacy education.” Paper presented to the annual National Reading Conference, Miami, FL.

March 14, 2005: “Memes, literacy and affinity spaces: Implications for policy and digital divides in education”. Paper presented to the “Policy Options and Models for Bridging Digital Divides” Conference. Global Challenges of eDevelopment Project, University of Tampere, Tampere, Finland.

December 2, 2004: Discussant for “The Storied Lives of Boys: Masculinities, Literacies and Schooling”. Symposium presentation to the National Reading Conference 54th Annual Meeting, San Antonio TX.

April 15, 2004: “Dilemmas of the datasphere: Issues impacting information gathering in physical and virtual sites” (with Colin Lankshear). Paper presented at the Annual Meeting of The American Educational Research Association. San Diego, CA.

April 15, 2004: "Text roles of the digitally literate" (with Colin Lankshear). Paper presented at the Annual Meeting of The American Educational Research Association. San Diego.

April 14, 2004: "Planning pedagogy for i-mode: Some principles for pedagogical decision-making" (with Colin Lankshear). Paper presented at the Annual Meeting of The American Educational Research Association. San Diego.

14 November, 2003: "Metodos para la investigacion cualitativa de los usos de nuevas tecnologias en practicas sociales aulicas y cotidianas" (Trans.: Methods for the qualitative investigation of new technologies in relation to everyday and classroom social practices). XVIII Encuentro Nacional de Investigacion Educativa. Morelia, Michoacan, 14-15 November.

April 23, 2003: "Accounting for Latino students' learning: Literacies, new technologies and education achievement in five southern Californian schools." Symposium paper. American Educational Research Association Annual Meeting. Chicago.

April 21, 2003: "Do-It-Yourself Broadcasting: Writing Weblogs in a Knowledge Society." Symposium paper (with Colin Lankshear). American Educational Research Association Annual Conference, Chicago.

April 12, 2002: "Rants, Ratings and Representation: Issues of validity, reliability and ethics in researching online social practices." Symposium paper. American Educational Research Association Annual Conference, New Orleans.

April 10, 2002: "Zines and adolescent literacies." Symposium paper. American Educational Research Association Annual Conference, New Orleans.

April 11, 2001: "Machines and mindsets." Symposium paper (with Colin Lankshear). American Educational Research Association Annual Conference, Seattle.

April 13, 2001: "New technologies, social processes, and the challenge of mindsets." Symposium paper (with Colin Lankshear). American Educational Research Association Annual Conference. Seattle.

April 15, 1998: "Critical Literacy and New Technologies." Symposium paper (with Colin Lankshear). American Educational Research Association Annual Conference. San Diego.

December 1, 1995: "The Moral Consequences of What We Construct Through Qualitative Research." Symposium paper (with Colin Lankshear). Annual Conference of the Australian Association for Research in Education. Brisbane.

April 9, 1996: "Different Worlds? Technology-Mediated Classroom Learning and Student Social Practices in Home and Community." Symposium paper (with Colin Lankshear). American Educational Research Association Annual Meeting. New York City, 8-12 April.

July, 1995: “Language and social purposes in the everyday lives of four adolescents.” Roundtable presented to the Australian Reading Association’s 21st National Conference. Sydney, Australia.

July, 1995: “Language and social purposes in the everyday lives of four adolescents: Using event mapping to analyse D/discourses.” Paper presented to the Ethnographies of Literacy: A Postgraduate Forum, University of Queensland. Brisbane, Australia.

November 28, 1994. “Expanding Horizons: Technological Literacies and Implications for Teachers and Classrooms.” Paper presented (with Colin Lankshear) to the Chulalongkorn University Language Institute’s Third International Conference. Published in *Selected Papers*. Bangkok, Thailand.

May, 1994: “Children’s Understandings of Language Purposes and Functions in Reading.” Paper presented (with Linda Gerot) to the Regional English Language Centre’s Regional Seminar. Singapore.

October, 1994: “What do Queensland Primary Students Make of Genre?” Paper presented to the English Teachers Association of Queensland Annual Conference, Brisbane, Australia.

June, 1994: “What is This Thing Called Genre? and What are Students Saying About It?” Paper presented to the Darling Downs 8th Biennial Teachers’ Conference, Toowoomba, Australia.

April, 1992: “See What I Say: The Teacher as Mediator of Meaning.” Paper presented to the Australian Reading Association Sunshine Coast Regional Conference, Coolumb, Australia.

June, 1992: “Simon Says ‘See What I Say’: The Teacher as Mediating Reader.” Paper presented to the Darling Downs 7th Biennial Teachers’ Conference, Toowoomba, Australia.

Invited Conference workshops

February 22, 2002: “Critical Literacies in Cyberspace.” Invited pre-conference workshop (with Colin Lankshear), NCTE Assembly for Research, 2002 Midwinter Conference. New York City.

November 23, 2001: “Usas Aulicas de Nuevas Tecnologias”. Presented (with Colin Lankshear) to the XV Encuentro Nacional de Investigación Educativa: Discursos y Sentidos de la Educación, Morelia. (Trans: Classroom uses of new technologies. Fifteenth National meeting of Education Investigators: Discourses and meanings in education).

July 5, 1995: "Literacy Research, New Technologies, and Classroom Practice." Presented (with Colin Lankshear) to the Australian Reading Association 21st National Conference. Sydney, Australia.

November 28, 1995. "Working with Students and Electronic Technologies in English Language Classrooms" (with Colin Lankshear). Presented to the Chulalongkorn University Language Institute's Third International Conference. Bangkok, Thailand.

October, 1993. "Is This Empowering? How Do Some Year 6 Students in Brisbane Perceive Genres?" Equitable English Symposium workshop, Queensland English Teachers Association, Brisbane, Australia.

Other Invited Academic Presentations

Lankshear, C. and Knobel, M. (2014). Growing a Field: Fostering New Literacies Research for Educational Understandings. Invited presentation to the 21st Century Childhoods Colloquium, Victoria University, Footscray Park Campus, Melbourne, Australia, October 24.

Knobel, M. (2013). "Culturas Digitales, Literacidades y Escolarización" (Digital Cultures, Literacies and Schooling). Invited presentation as part of a public roundtable on "Nuevas Tecnologías en la Escuela: Promesas y Desafíos" ("New Technologies in School: Promises and Challenges"). Departamento de Investigaciones Educativas, Centro de Investigación y de Estudios Avanzados-Sede Sur, Mexico City (<http://www.die.cinvestav.mx/die>). November 12.

Knobel, M. (2013). "Defining Literacy as a Social Practice: Implications for new literacies research and classroom practice". Invited presentation to Doctoral students' Colloquium Series, Teachers College, Columbia University, New York City, NY. April 16.

Knobel, M. (2011). "Las prácticas de literacidades digitales de jóvenes conectados y sus implicaciones para las aulas" (Trans: The new literacy practices of youth and their implications for classrooms). Presentation to faculty and graduate students of the Departamento de Investigaciones Educativas, Centro de Investigación y de Estudios Avanzados-Sede Sur, Mexico City (<http://www.die.cinvestav.mx/die>). May 18.

Knobel, M. (2010): Invited guest speaker at the launch of G. López Bonilla and C. Pérez Fragoso (eds). *Discursos e Identidades en Contexto e Cambio Educativo* (Trans: Discourses and identities within the context of educational change). México, DF: Plaza y Valdés. Casa de la Universidad de California en Chimalistac, México, DF. November 22.

Lankshear, C. and Knobel, M. (2010). Nuevas alfabetizaciones: Prácticas y aprendizajes en la Web 2.0 (New Literacies: Web 2.0 learning and practices; with Colin Lankshear). Public paper presented as part of a two-day seminar hosted and by the Área de

Tecnología Educativa, Facultad de Filosofía y Humanidades, Universidad Nacional de Córdoba, and funded by the international project: "Universidad en la Sociedad del Conocimiento. Fortalecimiento institucional de áreas dedicadas a la enseñanza universitaria con nuevas tecnologías" (The University in the Knowledge Society: Institutionally strengthening areas dedicated to university pedagogy using new technologies), under the aegis of the Spanish Agency for International Development Cooperation (AECID). University of Córdoba, Córdoba, Argentina. October 1.

Lankshear, C. and Knobel, M. (2010). Conceptualización, teorización e investigación en nuevas alfabetizaciones (Conceptualizing, theorizing and investigating new literacies; with Colin Lankshear). A two-day seminar for doctoral students hosted and by the Área de Tecnología Educativa, Facultad de Filosofía y Humanidades, Universidad Nacional de Córdoba, and funded by the international project: "Universidad en la Sociedad del Conocimiento. Fortalecimiento institucional de áreas dedicadas a la enseñanza universitaria con nuevas tecnologías" (The University in the Knowledge Society: Institutionally strengthening areas dedicated to university pedagogy using new technologies), under the aegis of the Spanish Agency for International Development Cooperation (AECID). University of Córdoba, Córdoba, Argentina. October 1-2.

Knobel, M. (2008). Literacy and Identity (Re)Mixing. Keynote paper presented to the Summer Institute, Masters of Literacy Program (Mount Saint Vincent University), Toronto. July 16.

Knobel, M. (2008). Invited panelist at the "Teacher Education at MSU: A Proud Past, A Promising Future." Centennial event, Montclair State University, New Jersey. March 5.

Lankshear, C. and Knobel, M. (2007) Virtual Machinations: Popular Media and Taking Risks in Education. Presented in the "Literacies, Popular Media and Taking Risks in Education" series in celebration of the opening of the new student Media Center, University of Delaware, Maryland. March 15.

March 16, 2005: Digital literacies and changing knowledge (with Colin Lankshear). Invited address, University of Tampere. Tampere, Finland.

March 17, 2005: Digital literacies, classroom pedagogy, and teacher education (with Colin Lankshear). Invited address, University of Joensuu. Joensuu, Finland.

February 26, 2003: "To, with and by children: balancing literacy agendas in new times. Colloquium presentation to the Department of Teaching and Learning, Steinhardt Graduate School of Education, New York University, New York.

February 13, 2003: "*Billy the Punk*: Unravelling 'b' and 'p' confusion in young students within a literature-based unit". Colloquium presentation to the College of Education and Human Services, Montclair State University. Montclair, New Jersey.

February 3, 2003: “Young Children, the Internet, and National Investment in Learning Societies.” Colloquium presentation to the Department of Teaching and Learning, Vanderbilt University. Nashville.

April, 24, 2010: “Digital Literacies and DIY Media.” Paper and workshop presented to the Literacy Volunteers of New Jersey State Conference. Montclair State University, Montclair, NJ.

“Think tank” invitation

May 9-10, 2011: “Self-directed arts learning in a digital age”. The think tank aimed at informing the relationships between arts education, new technologies, and opportunities for self-directed learning. New York City, NY.

TEACHING AND SUPERVISION

Doctoral students at Montclair State University

2015-present Doctoral committee member, Daniel Fisherman, Doctoral candidate, College of Education and Human Services, Montclair State University.

2015-present Doctoral committee member, Adrian Martin, Doctoral candidate, College of Education and Human Services, Montclair State University.

2014-present Chair of doctoral committee, Melissa Collucci, Doctoral candidate, College of Education and Human Services, Montclair State University.

2014-present Chair of doctoral committee, Margaret Jusinski, Doctoral candidate, College of Education and Human Services, Montclair State University.

2013-present Doctoral committee member, Gail Perry-Rider, Doctoral candidate, College of Education and Human Services, Montclair State University.

2012-present Doctoral committee member, Meghan Reppert, Doctoral candidate, College of Education and Human Services, Montclair State University.

2012-present Doctoral committee member, Julia Mazarella, Doctoral candidate, College of Education and Human Services, Montclair State University.

2012-present Doctoral committee member, Drew Berkowitz, Doctoral candidate. College of Education and Human Services, Montclair State University.

2012-present Doctoral committee member, Rick Brown, Doctoral candidate, college of Education and Human Services, Montclair State University.

Advisor role

2015-present Advisor to Heather Frank, College of Education and Human Services, Montclair State University.

2012-present Advisor to Candice Chiavola, College of Education and Human Services, Montclair State University.

2012-present Advisor to Gary Pankiewicz, College of Education and Human Services, Montclair State University.

2011-2014 Advisor to Margaret Jusinski, Doctoral candidate, College of Education and Human Services, Montclair State University.

2011-2014 Advisor to Melissa Collucci, Doctoral candidate, College of Education and Human Services, Montclair State University.

2011-2013 Advisor to Marjorie Fitzgibbon, Doctoral candidate, College of Education and Human Services, Montclair State University. Withdrew.

2009-2013 Advisor to Nicole Amato, Doctoral candidate, College of Education and Human Services, Montclair State University. Withdrew.

Doctoral committee work outside Montclair State University

2015-present Doctoral committee member, Victor Rendon, Departamento de Investigaciones Educativas, CINVESTAV, Mexico City.

2011-2015 Doctoral committee member, Oscar Hernandez Razo, Departamento de Investigaciones Educativas, CINVESTAV, Mexico City.

2011-2014 External doctoral committee member, Martha Hoff, Doctoral candidate, Warner School of Education, University of Rochester, Rochester, NY.

2000-2004 Chief supervisor for Sandra Sytsma. Sytsma's dissertation title is: Changing Meaning: The Leaders' Path. Faculty of Education and Creative Arts, Central Queensland University, Australia.

- 1999-2002 Associate Supervisor for Roberta Harreveld. Harreveld's dissertation title is: A Feminist perspective on Adult Literacy Teaching in the post-modern era: A case study of the use of new technologies for flexible delivery in remote communities. Faculty of Education and Creative Arts, Central Queensland University, Australia.
- 1999-2003 Associate supervisor for Bernadette Walker-Gibbs. Walker-Gibbs' dissertation title is: Reconstructing Visual Literacy: Towards a Generational Cultural Approach. Faculty of Education and Creative Arts, Central Queensland University, Australia.

The following documents doctoral theses examined – doctoral candidates remain anonymous due to examiner anonymity requirements. In Australia and Canada, doctoral theses are sent out for examination to leaders in the field who evaluate the study and pass judgement on whether or not the doctoral degree should be conferred.

- 2010 Examiner of a Doctorate of Education thesis (secondary education) for the University of Alberta, Canada.
- 2008 Examiner of a Doctorate of Education thesis for the University of Western Sydney, Australia.
- 2007 Examiner of a Doctorate of Philosophy thesis for the University of South Australia, Australia.
- 2006 Examiner of a Doctorate of Philosophy for the Queensland University of Technology, Brisbane, Australia.
- 2005 Examiner of a Doctorate of Philosophy thesis for Monash University, Melbourne, Australia.
- 2003 Examiner of a Doctorate of Philosophy thesis for Central Queensland University, Rockhampton, Australia.
- 2006 Defence committee member for Master of Arts in Environmental Studies thesis, "Immediate and Delayed Student Perceptions an Environmental Education Program at the New Jersey School of Conservation". Department of Earth and Environmental Studies, College of Science and Mathematics, Montclair State University. December.
- 2005 Defence committee member for Ms Lisa Walker's successful Master of Arts in Environmental Studies thesis, "A Case Study of Students'

Perceptions of an Environmental Education Program at the New Jersey School of Conservation: A Grounded Theory Approach.” Department of Earth and Environmental Studies, College of Science and Mathematics, Montclair State University. April.

1998 Examiner of one Master of Education thesis for the Faculty of Education, Queensland University of Technology. Brisbane, Australia. March.

1997 Examiner of one Master of Education thesis for the Queensland University of Technology. Brisbane, Australia. March.

Bachelor of Education (Honours) thesis examination

2001 Examiner of one final thesis, Central Queensland University, Australia.

Small Consultancies and Presentations to User Groups

2006 “Boys and Literacy: Curriculum possibilities”. Mount St Vincent University, Department of Education (Nova Scotia, Canada). 8 hour presentation and workshop for 42 students enrolled in the Masters of Education Program. Conducted at Mississauga, ON, Canada.

2006 “Boys and Literacy: From Research to Curriculum”. Mount St Vincent University, Department of Education (Nova Scotia, Canada). 8 hour presentation and workshop for 20 students enrolled in the Masters of Education Program. Conducted at Charlottetown, Prince Edward Island, Canada.

2005 Teacher of intensive Summer School for Masters of Education program: Teachers Research and Literacy Education: New Texts, New Literate Practices. Mount St Vincent University, Department of Education (Nova Scotia, Canada). 72 hour course for 42 students conducted at Corner Brook, Newfoundland, July 17 to August 5.

2005 Introducción a métodos de la recopilación de datos cualitativos. Instituto Michoacano de Ciencias de la Educación (with Colin Lankshear) (Trans.: Introduction to collecting qualitative data. Michoacan Institute of the Sciences of Education). 9-10 June.

2005 *Supporting Developmental Writing*. A professional development workshop presented to Grades 3-6 teachers at Hillside District schools, New Jersey. January 31.

- 2004 Invited online discussion forum leader, Educational Futures course, Master of Education program, University of Glasgow, Wales. November 29 to 4 December.
- 2004 Teacher of intensive Summer School for Masters of Education: Boys, Literacy and Schooling. Mount St Vincent University, Department of Education (Nova Scotia, Canada). 72 hour course for 42 students conducted at Corner Brook, Newfoundland, July 5 – 21.
- 2004 *Metodología de la Investigación Cualitativa*. Instituto Superior de Ciencias de la Educación del Estado de México, Ecatepec, México (Trans: Qualitative investigation methodology. Higher Institute of Sciences in Education, Ecatepec). Invited presentation (with Colin Lankshear). 8 January.
- 2002 *Metodología Cualitativa en Estudios Sociolingüísticos*. Instituto de Ciencias Sociales y Humanidades, Universidad Autónoma de Puebla, Puebla, México (Trans: Qualitative methodology in sociolinguistic studies. Institute of Social Sciences and Humanities, Autonomous University of Puebla). Invited five-day workshop (with Colin Lankshear). 22-26 July.
- 2001 *Recolección y Análisis de Datos en la Investigación Cualitativa*. Universidad Pedagógica Nacional, Morelia, México (Trans: The collection and analysis of data in qualitative investigation. National Pedagogical University, Morelia). Invited workshop (with Colin Lankshear). 18-19 September.
- 2000 *Investigación Cualitativa y Documental* (Trans: Qualitative and document research). Short course taught over five days (with Colin Lankshear), for a total of 50 hours to professors of the Academic Division of Education and Arts and the Coordination of Investigation and Postgraduate Studies, Autonomous University Juárez of Tabasco, Villahermosa, México. 20-25 August.
- 2000 *Metodología de Investigación Cualitativa* (Qualitative research methodology). Short course taught over three days (with Colin Lankshear), for a total for 25 hours at the Autonomous University of Chiapas, Humanities Faculty, Tuxla-Gutierrez, México. 5-7 July.
- 2000 *Issues Associated with Qualitative Research Methodology*. Presentation (with Colin Lankshear) to Master of Education Students, Instituto Superior de Ciencias de la Educación del Estado de México (the State of Mexico's State Higher Institute of Education), Ecatepec, México. 23 February.
- 1998 *Technologies in Primary School Education*. Professional development workshops and seminars program (with Colin Lankshear). Melbourne, Hobart and Launceston, Australia. 3-7 April.

- 1998 Member of *Panel Session* addressing qualitative research in education. Doctor of Education Students' Winter Residential School, University of Southern Queensland, Australia. June.
- 1998 *Qualitative Research and Ethics*. Presentation (with Colin Lankshear) to Doctor of Education Students, Winter Residential School, University of Southern Queensland, June.
- 1998 *Critical Literacy in English Classrooms*. Professional Development Seminar (with Colin Lankshear). Dubbo, Australia. May.
- 1997 Consultant for the Literacy In the National Curriculum (LINC). *Technological Literacies* professional development module. Department of Education, Queensland, and the University of Southern Queensland, Australia. January-December.
- 1997 Consultant for Metropolitan East Schools' Literacy Conference, Brisbane, Australia. January-October.
- 1996 *Three Students' Technological Practices at School and at Home*. Spotlight Seminar presentation for the Department for Education and Children's Services, South Australia (videoconference). May 28.
- 1996 *Literacies and Technologies*. Inservice session for the Department of Education and Training and Children's, Youth and Family Services (with Colin Lankshear), Canberra, Australia. October 20.
- 1995 *Critical Literacy: A Cross-Curriculum Approach* (with Colin Lankshear). Literacy in the National Curriculum (Department of Employment, Education and Training), Facilitators' Training Program, Toowoomba, Australia. May 14.
- 1995 *Critical Literacy in Primary Classrooms*. Workshop conducted as part of the *Reading Seminar: Rethinking Reading Practices* initiative (with Colin Lankshear). Beenleigh School Support Centre, Australia.
- 1995 *Language, culture and learning in an electronic age: Some implications for curriculum and policy*. Inservice day (with Colin Lankshear) for school support centre staff. Department of Education, New South Wales, Training and Development Centre, Lewisham, Australia.
- 1995 Presentation at the 'Writing Rules OK' Postgraduate research symposium, Queensland University of Technology, Brisbane, Australia.
- 1994 *Children's Perceptions, Understandings and Uses of Genres: A Research Project*. Inservice day for primary school teaching staff (with Colin Lankshear and Helen Conway-Peel). St Peter's Catholic School, Caboolture, Australia.

- 1994 *Examining Current Reading and Writing Practices* (Module 1, Unit 4). Literacy in the National Curriculum (Federal Department of Employment, Education and Training), Toowoomba, Australia (with Colin Lankshear).
- 1994 *What are Children Saying About Genres? Researching and Teaching the Queensland English Syllabus in Classrooms*. Four in-service days for Catholic Education English Syllabus key-teachers (with Colin Lankshear). Brisbane, Australia.
- 1993 *Teachers as Researchers*. Catholic Education, North Brisbane Region of the Brisbane Diocese Inservice Day. Inservice Day for Primary, Secondary, and support staff (with Colin Lankshear). Brisbane, Australia.
- 1993 *The Researching Teacher*. Catholic Education, South Brisbane Region of the Brisbane Diocese. Inservice Day for Primary, Secondary, and support staff (with Colin Lankshear). Brisbane, Australia.
- 1993 *Disadvantage, Discourse and Dirranbandi*. Professional development day for teaching staff at Dirranbandi Primary and Secondary schools (with Colin Lankshear and Linda Gerot). Dirranbandi, Australia.
- 1993 *Making a Difference to Difference: Teacher Awareness and Classroom Practice at the Crossroads of Literacy and Disadvantage*. Professional development seminar for staff (with Colin Lankshear and Linda Gerot). St George Sub Centre (Education Department), St George, Australia.
- 1993 *Community Literacy Studies*. Woodridge area schools, two-day Teacher Professional Development seminar (with Colin Lankshear), Woodridge, Australia.

Community Project Involvement

- 2010 Role of “Scholar” within the Paterson, NJ, public library PRIME TIME family reading project (March-April). Funded by NJ State Library.
- 2008 Role of “Scholar” in the Paterson, NJ, public library PRIME TIME family reading project (October-November). Funded by the Louisiana Endowment for the Humanities. Responsible for generating book-based, whole group discussion each session.

Academic and Professional Awards and Scholarships

- 2003 Recognition of Service to the College of Education and Human Services Award

- 1993-96 Queensland University of Technology Postgraduate Research Award, Brisbane, Australia (Full scholarship).
- 1993 Dean's Commendation, University of Southern Queensland, Australia.
Australian College of Education Excellence in Research Award
- 1992 Australian Postgraduate Coursework Award (Full scholarship).
- 1991 Australian Association of Independent Schools Higher Education Contribution Scheme Scholarship.
- 1990 Bachelor of Education Awarded with Distinction (only distinction awarded for Bachelor of Education and Graduate Diploma in Education graduates at the University of Southern Queensland in this year), Australia.
- 1990 School of Education Prize, University of Southern Queensland, Australia.
- 1986 Diploma of Teaching Awarded with Distinction, University of Southern Queensland, Australia.

PROFESSIONAL SERVICE

Editorial Boards

- Member of Editorial Board, *Revista Quadernos d'Educació Continua*, Spain (2013 onwards)
- Member of the International Advisory Board, *Educational Review* (2010 onwards)
- Member of the Editorial Board, *Digital Culture & Education* (2008 onwards)
- Member of the Editorial Board, Computers and Composition Digital Press (Utah State University Press imprint)
- Member of the Editorial Board, *Journal of Early Childhood Literacy* (2007 onwards)
- Member of Editorial Board, *The Nordic Journal of Digital Literacy* (2007 onwards)
- Member of Editorial Review Board, *Journal of Adolescent & Adult Literacy* (2010-2016)
- Member of the Editorial Board, *Journal of Literacy Research* (2010-2012, 2014-2015)
- Member of Editorial Board, *Language Learning & Technology* (2006-2009)
- Member of Editorial Board, *Contemporary Issues in Early Childhood*, UK (2005 onwards)
- Member of Editorial Board, *International Journal of Inclusive Education*, Canada (2005 to 2007)
- Member of Editorial Review Board, *Reading Research Quarterly*, USA (2001 to 2006)
- Member of Editorial Board (international consulting editor role), *e-Learning and Digital Media*, UK (2003 to present; consulting editor)
- Member of Editorial Board, *Forum Crítico da Educação* (Trans: *Critical Forum of Education*), Brazil (2002 to 2005)
- Member of the Editorial Board, *Re-Open: Research in Open and Distance Learning*, Australia (1999 to 2000).
- Member of the Editorial Board, *Taboo: Journal of Culture and Education*, USA

(1997 to 2001).

Other editorial roles

- Book Review Editor, *e-Learning*, UK (2003 to 2010)
- Book Reviews Editor, *Critical Forum: International Journal of Adult Literacies and Learning*, Australia (1994 to 1999).

International Advisory Role

- International advisory board member, *The Learner* (<http://thelearner.com/about-the-community/advisory-board/>) a composite set of professional practices including an annual international conference, a journal, and a book series.

Invited Referee for Academic Journals

- *Reading Research Quarterly* (USA)
- *Journal of Adolescent & Adult Literacy* (USA)
- *New Media & Society* (USA)
- *Education Inquiry* (Sweden)
- *Learning, Media and Technology* (UK)
- *International Journal of Inclusive Education* (UK)
- *Teaching Education* (UK)
- *Middle Schools Research Journal* (USA)
- *Australian Journal of Language and Literacy*
- *Contemporary Issues in Early Childhood* (UK)
- *Journal of Educational Computing* (USA)
- *Discourse: The Journal of Educational Studies* (Australia)
- *Asia-Pacific Journal of Teacher Education & Development* (Hong Kong)
- *Teaching Education* (USA)
- *Ethnicities* (UK)
- *Globalisation, Societies and Education* (UK)
- *Popular Communication* (USA)
- *Anthropology & Education Quarterly* (USA)
- *Education, Communication and Information* (UK)
- *Pedagogies: An International Journal* (Singapore)
- *International Journal of Educational Research* (UK)
- *Journal of Literacy Research* (USA)

Other Academic Reviewer Roles

- Guest Reviewer or Ad Hoc Reviewer for Volume 48, *Reading Research Quarterly*.
- International panel member for evaluating applicants for full professorial position, Tampere University, Finland (2010).
- Invited member of the judging panel for the Digital Media and Learning Competition (2007) co-sponsored by the MacArthur Foundation and HASTAC (a network of educators and digital innovators) to award (1) Innovation Awards (\$100,000 to \$250,000), with a total of \$2 million in funds to distribute.
- Proposal reviewer for Division G: Social Context of Education; Section 3: Social Context of Multiple Languages and Literacies. The American Educational Research Association (for 2007 Annual Meeting, Chicago).
- Proposal reviewer for the National Research Conference, Area 7: Social, Cultural and Political issues of Literacy Practices in School and Out of School (for 2005 annual meeting, Miami).
- Proposal reviewer for the National Research Conference, Area 10: Literacy and Technology/Media (for 2005 annual meeting, Miami).
- Proposal reviewer for the National Research Conference, Area 7: Social, Cultural and Political issues of Literacy Practices in School and Out of School (for 2004 annual meeting, San Antonio).
- Proposal reviewer for the National Research Conference, Area 10: Literacy and Technology/Media (for 2004 annual meeting, San Antonio).
- Proposal reviewer for Division C, Section 1: Literacy and Language Arts. American Educational Research Association, 2002 (for 2003 Annual Meeting, Chicago).
- Proposal reviewer for Division G, Section 1: Local Contexts of Teaching and Learning. American Educational Research Association, 2001 (for 2002 Annual Meeting, New Orleans).

Book proposal and manuscript reviewer roles

- 2013 Invited by Routledge to review a book proposal on discourse and digital practices research.
- 2010 Invited by MIT Press to review a book manuscript by Kurt Squire on video games and education and subsequently published as: *Video Games and Learning: Teaching and Participatory Culture in the Digital Age*.
- 2010 Invited by Routledge to review a book proposal on multiliteracies and schooling
- 2010 Invited by Blackwell to review a manuscript on new media studies and education.
- 2008 Invited by the University of Minnesota Press to review Jabari Mahiri's book manuscript, *Digital Tools in Urban Schools*.

- 2007 Invited by the University of Illinois Press to review the book manuscript: *Ubiquitous Learning* edited by Bill Cope and Mary Kalantzis.
- 2006 Invited by Routledge to complete a review of a book manuscript proposed by Jackie Marsh, Muriel Robinson, Rebekah Willett and tentatively titled, *Play, Creativity and Digital Cultures*.
- 2006 Invited to complete a blind review of a proposal for a book on assessment practices and techniques by McGraw-Hill publishers.
- 2005 Invited by Erlbaum publishers to review a book manuscript written by Jan Nesper.

Research Centre Member

2008-onwards International partner, Multiple Literacies Research Unit. Ottawa University, Canada.

Research funding application reviewer role

- 2014 Reviewer for the Social Sciences and Humanities Research Council of Canada.
- 2006 Reviewer for the Social Sciences and Humanities Research Council of Canada.

Book endorsements and other copy

- 2011 Invited to endorse Jabari Mahiri's book, *Digital Tools in Urban Schools*, University of Michigan Press.
- 2009 Invited by the University of Illinois Press to endorse Bill Cope and Mary Kalantzis' edited collection, *Ubiquitous Learning*.
- 2006 Invited by Erlbaum Publishers to endorse Jan Nesper's book, *Technology and the Politics of Instruction*.
- 2006 Invited by Open University Press to endorse Len Unsworth, Angela Thomas, Alyson Simpson and Jennifer Asha's book, *Children's Literature and Computer-Based Teaching*.
- 2005 Invited by Routledge to provide an endorsement blurb for advertising purposes for Jackie Marsh's edited collection, *Popular Culture, Media and Digital Literacies in Early Childhood*.

2005 Invited by Marc Pruyn and Luis Huerta-Charles to endorse their edited collection, *Teaching Peter McLaren* (Peter Lang, New York)

Local Committee Work

- 2011-2012 Member of the Dean's search committee for the College of Education and Human Services, Montclair, State University.
- 2009-2010 Member of the College of Education and Human Services' Advisory Group on Faculty Scholarship
- 2008 Chair of the University Research Award Committee, Montclair State University.
- 2007-2010 Member of the College of Education and Human Services' Doctoral Council, Montclair State University.
- 2007-2008 Member of the College of Education and Human Services' Advisory Group on scholarship, Montclair State University.
- 2006-2008 Member of College of Education and Human Services' Research Committee, Montclair State University.
- 2006-2010 Member of the Department Personnel Advisory Committee, Department of Early Childhood, Elementary & Literacy Education, Montclair State University. (Responsible for reviewing and reporting on pre-tenure applications for reappointment and for tenure)
- 2006 Chair of search committee, Department Chair. Department of Early Childhood, Elementary & Literacy Education, Montclair State University.
- 2005 Member of the Middle States re-accreditation subcommittee, Graduate Education and Doctoral Programs, Montclair State University. Invitation from Provost to join this committee.
- 2005-2010 Member of the College of Education and Human Services' Assessment Committee, Montclair State University.
- 2003-2006 Member of the College of Education and Human Services' Research Committee, Montclair State University.
- 2004-2008 Chair or co-Chair of Departmental Search Committee for a literacy faculty positions, Montclair State University.

2003.2004 Co-Chair of Departmental Search Committee for general elementary position, Montclair State University.

General Service Work

- Moderator for a panel at the 9th Annual Student Research Symposium, Montclair state University (and Faculty Advisor for a doctoral student presentation), April 26, 2015.
- Mentor to two sets of student presenters at the Annual Early Childhood Education Conference, Montclair State University, April 25, 2006.

APPENDIX 1

An overview of university-based teaching experience

Courses I am teaching or have taught at Montclair State University, Montclair, NJ (2003-present):

Undergraduate course:

READ 400: Initial Inquiry into Literacy Development. In this core course, key theoretical and pedagogical dimensions of effective literacy instruction for K-8 classrooms are examined, evaluated and discussed. This course aims at enabling pre-service teachers to develop a theoretically-informed and pedagogically sound repertoire of instructional strategies for teaching a diverse range of students. Subject matter covered includes emergent literacy, phonemic awareness, beginning reading and writing instruction, effective literacy assessment, teaching students who struggle with school literacy, teaching ESL students, critical literacy and technoliteracy. The course also aims at assisting students in recognizing the significance of their own development as critical readers, writers and thinkers.

READ 408: Content Area Literacy for Elementary Classrooms. In this course, prospective elementary teachers continue their exploration of key theories and methods for teaching literacy, with an emphasis on the intermediate grades. They focus on reading comprehension, vocabulary development, writing instruction, literacy across the content areas, and the use of technology to develop a breadth of pedagogical knowledge. Particular attention is given to developing expertise in planning differentiated instruction that meets the needs of a diverse range of learners, including English Language Learners, those with learning disabilities, struggling readers, and advanced students, among others.

Graduate courses:

READ 500: The Nature of Reading. This required graduate course is designed for pre-service and in-service teachers to examine critically the field of literacy. Emphasis is

placed on introducing students to three broad sets of theories that have influenced literacy education in the U.S.: psychological (including psycholinguistics), humanist, and sociocultural theories. In addition, students are introduced to key classroom approaches to literacy education, including emergent literacy, balanced literacy, whole language, critical literacy, new literacies, the NJ Language Arts Literacy Standards, and so on, as well as connections between literacy theory and efficacious classroom practices. The course also examines public policy as it impacts literacy programs followed in most elementary and middle schools in New Jersey. The course also aims at assisting students in recognizing the significance of their own development as critical readers, writers and thinkers.

READ 600: Contemporary Issues in Reading (New Literacies and New Technologies). This special seminar course is designed to provide a context in which pre-service and inservice teachers can examine a range of ‘new’ literacies and consider their relationships to school-based literacy education. Content focuses on (a) exploring why certain literacies are regarded as ‘new’ literacies, and weighing-up the value of categorizing some literacies as ‘new’; (b) analysing these new literacies as social practices and in terms of what one needs to know in order to engage appropriately or ‘expertly’ in them; and (c) identifying the potential significance of (any or all) of these ‘new’ literacies for formal literacy education. This course includes a practical dimension as well, which is addressed in a computer lab setting, using a ‘hands-on’ approach. The ‘new’ literacies explored in this course include things like manga-animé, fan fiction, scenario planning, computer game playing, weblogging, text and instant messaging, emailing, internet relay chat, internet and mobile telephony, web page design and development, podcasting, and so on.

READ 503: Literature for Adolescents. This elective course offers background to the development of recreational reading programs in middle schools and high schools. Topics covered include defining adolescent literature, identifying criteria for selecting good quality books, discussing issues to do with censorship and book banning, the role of mass media in the everyday lives of adolescents, engaging with a range of ways for responding to literature in class (e.g., readers’ theatre, journaling), engaging with taboo issues in literature, discussing a range of cultural experiences from multiple viewpoints, and the importance of the librarian. Students also engage critically with contemporary constructions of adolescents in the popular media and in the texts currently being written for them to read.

READ 505: Research Seminar in Reading. This course provides a forum for advanced students in MSU’s Graduate Reading Program to conduct and publicly present a carefully supported, culminating research project or a close critique of a published research report that investigates pressing questions or problems that pertain to literacy learning and/or teaching. The overall aim of this course is to further support students in the Graduate Reading Program in their ongoing development as knowledgeable and self-directed professionals. Emphasis is placed on graduate students becoming well-informed consumers of research who are able to *read* research literature *critically*, and evaluate it according to the quality of the problem and research question posed by authors, the

quality of the research design, and the rigor of data analysis and subsequent interpretations. A key goal of this course is to encourage graduate students to regard themselves as active *producers* of research who are able to plan and execute well-designed and worthwhile investigations into some aspect of literacy.

MEDI 503: Role of the Library Media Specialist. This course aims at engaging students in key concepts and practices associated with “new literacies” and especially with those mediated by digital technologies. As such, it is designed not just for classroom teachers, but for anyone working with children and adults of all ages. There are two equally important dimensions to this course. The first dimension focuses on theorizing current shifts from the dominance of printed, alphabetic text to using a range of different media to convey information, share ideas or to simply explore matters of identity and interest. The second dimension is explicitly hands-on in nature and engages students in becoming proficient at using a range of digital applications and services (e.g., blogging, video editing, digital image manipulation, services that support collaborative writing, digital file conversion, among others).

MEDI 521: Design of Innovative Curriculum Resources. This is the culminating course for the Graduate Certificate in New Literacies, Digital Technologies and Learning. In this course, students draw together their theoretical understanding, their technical expertise with digital technologies, their understandings of how deep learning can be facilitated using a range of open-ended, easily-accessed and ubiquitous online programs, services and affinity spaces in creating a detailed, literacy-focussed curriculum project.

Doctoral courses:

ELRS/EDFD 820: Qualitative Methods for Educational Research I. This course introduces students to the design logic and practices of qualitative inquiry. This course aims at supporting students in developing the skills and know-how to critically analyze and evaluate qualitative studies of education. This course also aims to be a pragmatic, hands-on introduction to theoretically framing, designing, and writing up their own qualitative research studies.

TETD 810: Literacy and Technology in Schools and Teacher Education. This course provides a context in which future teacher educators develop the knowledge and skills needed for supporting pre-service and in-service teachers by means of exploring a range of ‘new’ literacies. As part of this, students engage with theories about the relationships among literacy, digital technologies, and learning; examine changing conceptions of effective literacy practices in everyday settings; and consider the relationship between new literacies and school-based literacy education. They develop practical know-how to make efficacious use of digital technologies in literacy teaching (and other areas of the curriculum). Students develop criteria for evaluating and critiquing new literacies programs and for making judgments about how and when to use different aspects of new literacies for classroom-based educational purposes. Students explore strategies for working with teachers and teacher education students in a range of settings—including more and less resource-rich classrooms.

TETD 819: Analytic Review of Empirical Literature

In this course, students produce an exhaustive review of the empirical literature in their field of specialization. They conduct database searches to generate a pool of published empirical studies across a specified period of time and systematically analyze the resulting corpus to identify patterns and trends, and, more importantly, to uncover gaps in the research that may well inform and shape their subsequent dissertation research. At the same time, students engage in processes and practices associated with the academic publishing process (e.g., peer review processes, writing to a specific journal's author guidelines, evaluating publishing venues for their work etc.).

Courses taught for the University of Mount Saint Vincent, Halifax, Nova Scotia; Truro, Nova Scotia; Wolfville, Nova Scotia; in Corner Brook, Newfoundland; Cape Breton, Nova Scotia; in Mississauga, Ontario; and in Toronto, Ontario, all in Canada:

July 2010 to 2014

GLIT 6756 and GLIT 6757; see below for descriptions.

July 2009

GLIT 6756: Language, Literacy and Learning II. Participants worked in small groups (of no more than 6 people) and engaged in actually *learning* a “new literacy”. Options included: stop motion animation, anime music video, live action video, and machinima. Each group worked collaboratively and drew on local and online resources to become proficient digital video editors. At the same time, the groups collected data during the process of completing the task. These data related to literacy and learning. The course served as an introduction to teacher research, with a particular focus on data collection methods and self-study, as well as an introduction to the theme of new literacies and learning. Corner Brook – 38 students.

GLIT 6757: Literacy and Digital Media Production. Each group analysed the data they collected during GLIT 6756 as they worked on learning a new literacy practice in the manner of researchers. Analysis and discussion were informed by set readings for this course, and for previous courses. Each group wrote an academic report on the outcomes of their self-study, and presented their findings as a group to the other participants on the last day of the course. The course served as an introduction to teacher research, with a particular focus on analysis and reporting, as well as an introduction to the theme of new literacies and learning. Corner Brook – 38 students.

July 2008

Teacher of intensive special summer institute for Masters of Education. *New literacies and learning: Principles and practices*. With Julia Davies, Guy Merchant and Colin Lankshear. Toronto, Canada. 95 students. Keynote lectures and practical workshops format. July 14 -18

Teacher of intensive Summer School in Newfoundland for Masters of Education: *New Literacies and Teacher Research*. Mount St Vincent University, Faculty of Education (Nova Scotia, Canada). Two courses:

GLIT 6756: Language, Literacy and Learning. Participants worked in small groups (of no more than 6 people) and engaged in actually *learning* a “new literacy”. This took the form of active participation in an online social networking site. Each group worked collaboratively and drew on local and online resources to become proficient online social networkers. At the same time, the groups collected data during the process of completing the task. These data related to identity and the presentation of self online. The course served as an introduction to teacher research, with a particular focus on data collection methods and self-study, as well as an introduction to the theme of new literacies and learning. Corner Brook – 35 students.

GLIT 6757: Literacy and Inquiry (pre-requisite course: GLIT 6756). Each group analysed the data they collected during GLIT 6756 as they worked on learning a new literacy practice in the manner of researchers. Analysis and discussion were informed by set readings for this course, and for previous courses. Each group wrote an academic report on the outcomes of their investigation, and presented their findings as a group to the other participants on the last day of the course. The course served as an introduction to teacher research, with a particular focus on analysis and reporting, as well as an introduction to the theme of new literacies and learning. Corner Brook – 60 students.

July, 2007

GLIT 6756: Language, Literacy and Learning. Participants worked in small groups (of no more than 6 people) and engaged in actually *learning* a “new literacy”. Options from which the groups could choose included: music video clip making, machinima, strategy card games, computer games, and live action video making. Each group worked collaboratively and drew on local and online resources to master the technical dimensions of creating their final product. At the same time, the groups collected data during the process of completing the task. These data related to the processes of their own learning, as individuals and as a group. The course served as an introduction to teacher research, with a particular focus on data collection methods and self-study, as well as an introduction to the theme of new literacies and learning. Corner Brook – 35 students.

GLIT 6757: Literacy and Inquiry (pre-requisite course: GLIT 6756). Each group analysed the data they collected during GLIT 6756 as they worked on learning a new literacy practice in the manner of researchers. Analysis and discussion were informed by set

readings for this course, and for previous courses. Each group wrote an academic report on the outcomes of their self-study, and presented their findings as a group to the other participants on the last day of the course. The course served as an introduction to teacher research, with a particular focus on analysis and reporting, as well as an introduction to the theme of new literacies and learning. Corner Brook – 35 students. Also taught April-May, 2008, with 42 students in Toronto, Canada.

GLIT 6756 New Literacies and Learning: Principles and Practices. This special summer institute included Colin Lankshear, Rebecca Black and James Paul Gee. Each of us was responsible for presenting a keynote address and for conducting workshops with all participants over the course of one week. My keynote focussed on new literacies, remix practices and copyright issues. Toronto – 94 students. Also taught February-March, 2008, with 42 students in Toronto, Canada.

July, 2006

Teacher Research and New Literacies (M. Ed. Summer Institute): This course engaged students in the processes of analyzing data they had collected for their research project (this occurred during a pre-requisite course), interpreting the results of their data analysis, writing formal reports of their project, and presenting their research to peers in a conference format. 42 students.

July, 2005

Teachers Research and Literacy Education: New Texts, New Literate Practices (M.Ed. Summer Institute): The course engaged students in exploring and evaluating research literature concerned with the theme of “New Texts and New Literate Practices” with a view to better informing classroom practice, as well as their response to policy mandates concerning literacy and teaching. This course aimed at teaching students how to *read* research literature critically and ways of using research that stands up to scrutiny within their everyday work as teachers. 45 students.

July, 2004

Boys, Literacy and Schooling: A Research Perspective (M.Ed. Summer Institute): This course explored and evaluated research literature concerned with the theme of “Boys, Literacy and Schooling” with a view to informing participants’ teaching practice by considering implications of theory and research for teaching and learning in schools. The course examine the “moral panic” associated with essentialist perspectives on the boys and literacy “issue”, problematized the debates concerning boys, literacy and schooling, and engaged students in working towards a transformative approach to literacy education. 45 students.

LLED 565A/951 (Postgraduate): New Literacies: Making Multiple Meanings. (Special Course in Subject Matter Field). This intensive course examined new approaches to conceptualizing literacy and literacy research. It introduced students to practical methods for critiquing, teaching and researching new media literacies (e.g., visual literacy)—especially media literacies found in popular youth culture—and to sociocultural conceptions of literacy and the New Literacy Studies approach to research (e.g., D/discourse analysis). The course placed special emphasis on socially just approaches to understanding literacy pedagogy and research. I was responsible for designing and delivering the course.

ICG 726 Foundations of Literacy Learning (Masters level course). This course was a survey of key theories and historical trends in literacy education. I was responsible for designing course structure and key content delivery (although the course itself had run for some years, the introduction of a new textbook called for a revamp of the course syllabus). Content covered four distinct pedagogical approaches to literacy education: skills-based (including phonemic awareness approaches), whole language approaches, genre and functional grammar, and critical literacy approaches. Corresponding theories were also addressed (e.g., psycholinguistics, systemic functional linguistics, critical theory, sociocultural theory, reader response theory, and so on).

ICG 445 Instruction and Assessment of Reading and Writing I (Undergraduate level course). This course was an introduction to contemporary methods of teaching and assessing reading and writing within K-6 classrooms. Content included introducing students to and engaging them in key pedagogical strategies (e.g., the writing process, phonemic awareness teaching strategies, spelling instruction, grammar instruction, critical literacy). Students were also engaged in learning about and using a range of literacy assessment tools and techniques. These included summative, state-mandated assessment tools (e.g., word recognition, spelling and comprehension standardized tests), as well as a range of formative, portfolio-based approaches to literacy assessment (e.g., reading inventories, reading and writing attitude surveys, running records and miscue analysis).

Courses taught at the University of California, Irvine:

2002–2003

Doctoral courses:

ED290/291: Seminar in Field Research in Education and Directed Field Research in Educational Administration. This course addressed conceptual frameworks and literature relevant to qualitatively researching effective school leadership and management. This course focused on designing, conducting, analyzing and interpreting field research in education with view towards improving school practices. This course was the third in a series of three focusing on field research and focused in particular on data analysis

methods. Key categories of data focused on in this course included spoken, written and observed data, and specific data analysis methods included sociolinguistic methods, critical discourse analysis methods, domain and taxonomic analysis, pattern matching, categorical analysis, qualitative content analysis and social semiotic analysis.

ED278: Studies of Diversity and Inequality in Education. This seminar course examined the relationships among individual diversity, social inequality, and education. These relationships were examined by means of sustained analysis of Latino/a literacy practices at school and home, and their education experiences and attainment opportunities at school. Latino/a students by far comprise the largest single ethnicity in California schools at present and as such, require close attention by California educators. Students studied the ways in which differences in socioeconomic status, race, culture, and gender shape educational experiences and impact education outcomes and opportunities. This course addressed issues such as social reproduction mechanisms, education access for marginalized groups, and social mobility opportunities, among others. In particular, students focussed on the *politics of literacy* and *critical pedagogy* as one approach to examining and critiquing education inequities.

ED276: Studies of School Finance and Political Economy. The goal of this course was for students to develop keen insights into the complexities associated with the structural and social location of education within a context of globalization. The course engages with fundamental fiscal concepts and relationships applied to formal schooling, and topics include globalization, the shift from industrial to knowledge economies, new technologies, equity and inequalities in resource allocation, the politics of school finance, public versus private-sector supply of schooling, and so on. This class operates on a seminar model, with students required to read, analyze and critique set texts, and to discuss in class insights gained from these activities. My responsibilities include supporting, fomenting and monitoring discussion, and supplementing readings with current event items from local and other newspapers, with multimedia (e.g., video documentaries, video-streamed guest speakers located in other countries, relevant websites).

ED50: Origins, Purposes, and Central Issues in K-12 Education (undergraduate foundation or general education course). The goal of this introductory course was for students to engage with and think critically about the political, social and economic roles played by formal education within the U.S. Content focuses in particular on a range of education issues, including: equitable education attainment opportunities for all students, multicultural education, school funding and associated problems, historical and current segregation and tracking in schools, new technologies and academic achievement, and the like. These issues were problematized within a context of globalization, which includes engaging students in thinking about the current changing nature of knowledge, learning and the role of formal schooling. Introductory courses to American education tend to be largely abstract in nature; however, I deliberately made practical links to classroom and school practices wherever possible, and draw on my own research experiences and findings within U.S. schools and elsewhere—along with research conducted by others—to ground the course in everyday classroom complexities. Within the Department, the conduct of this foundation course is left to the discretion of the course teacher to develop. Therefore, I am responsible for designing course content, setting required texts and delivering the content by means of multimedia resources, classroom-based activities and dilemmas for students to engage with, relevant articles from local and national newspapers, and the like. Enrolment was approximately 100 students per class, and informal, spontaneous student feedback was extremely positive and encouraging, with students telling me that they both enjoyed the class and learning much about education in the U.S. Indeed, students from these classes continue to keep in touch and many have subsequently gone on to careers in education themselves.

Courses taught and responsibilities at Queensland University of Technology:

15 week semester-long courses, 1996-1998.

Classroom Language Programming and Assessment (Undergraduate level). Course content focussed on literacy curriculum development, pedagogy and assessment for elementary school grades. I was responsible for writing and coordinating the course (100-200 students per year), including selecting course content and delivery options (e.g., workshops, tutorials, lectures). There was a strong emphasis on literacy across the curriculum approaches, on emergent literacy pedagogy, on new literacies, on linking theory and practice, and on instructing teacher education students in how to best teach linguistically and culturally diverse classes.

Language and Literacy I (Undergraduate level). This was a foundation course in elementary school language and literacy education. In Australia, literacy education involves teaching children how to read, write, speak, listen and watch/view—all five dimensions were addressed within this course. I was responsible for leading tutorial groups and presenting lectures on teaching primary school students to write effectively (which included critical literacy and functional grammar approaches to writing instruction). The total class generally averaged 300 students per semester.

Language and Literacy II (Undergraduate level). This was the second of four compulsory courses in elementary school literacy education. I was responsible for developing course content and structure, coordinating the course, delivering weekly lectures, and conducting tutorials. The total class generally averaged 300 students per semester.

English as a Second Language/Languages Other Than English Foundation (Undergraduate foundation course). This course introduced prospective elementary school teachers to a range of theoretical and policy positions on English as a Second Language and Languages other than English Education within Australia. Students were also engaged in discussing and working through issues concerning multilingual education, cultural diversity and inequity, inequitable education opportunities and outcomes and their relationship with family income, ethnicity or cultural heritage and language, and gender. I was responsible for delivering lectures on language and power, and on multiculturalism and the media, as well as conducting workshops on these topics. This course averaged 400 students per semester.

Writing in Classrooms (Distance Education course for the Bachelor of Education degree for teachers already in service). I was responsible for coordinating this course and monitoring students' progress from a distance. This course averaged 25-30 students per semester.

Language and Literacy I & II (Graduate Diploma of Education degree level). These two courses were condensed versions of the corresponding undergraduate courses described earlier. I was responsible for leading tutorials in literacy pedagogy, curriculum content, assessment, and program or curriculum development. Content focussed on emergent literacy pedagogy, social justice issues, literacy across the curriculum, and using theory to inform effective pedagogy.

Investigating Literacy in Classroom Settings (Masters level course). This course focussed on a range of qualitative approaches to literacy research. I was responsible for teaching sociolinguistic and ethnographic approaches. This course averaged 25 students per semester.

Second Language Programming and Methodology (Masters level course, TESOL specialization). I was responsible for lecturing on critical literacy and second language teaching methodologies. This class averaged 35 students per semester.

Literacy and New Technologies (Distance Education Course, Masters level). This distance education course was delivered by means of web-based materials and email-based interactions and correspondence. I was responsible for writing and coordinating the Critical Literacy and Digital Texts module. This course averaged 30 students per semester.

Advanced Seminars in Interdisciplinary Studies of Education (Doctoral level). I was

responsible for teaching data management strategies, a range of data analysis techniques, and literature review management strategies. This course averaged 25 students per semester.

Advanced Seminars on Qualitative Research Methodology (Doctoral and Masters level). This course re-introduced students to a wide range of qualitative research designs (e.g., case study, ethnography) and methods (e.g., interviewing, observation) for conducting education research. I was responsible for teaching data collection and management strategies, data analysis techniques and for reading and responding to student papers. This course averaged 25 students per semester.

Units written and other responsibilities at Central Queensland University:

English Curriculum Pedagogy I and II (units codes 48312 and 48411 respectively). I was hired as a consultant to completely rewrite two compulsory undergraduate literacy courses for the Bachelor of Education degree (and which at CQU includes both internal and external students). These two units were the only compulsory units where teacher education students at CQU have the opportunity to learn how to teach elementary school students to be effectively literate. As such, both units are considered by the Education and Creative Arts Faculty to be crucial course offerings.

During 1999-2000, I was a Consulting Professor and Materials Developer for the Graduate School of Education, Central Queensland University. I was employed to develop specialized materials to the conduct of educational research for postgraduate students. Topics included:

Developing systematic records of reading

- *Approaches to text analysis*
- *Theoretical assumptions*
- *Reviewing the literature*

Programs/seminars taught and responsibilities at the National Autonomous University of México:

2000 La invención cotidiano de Michel de Certeau, Facultad de Humanidades (The everyday practice of Michel de Certeau, Faculty of Humanities, with Colin Lankshear). Semester 2. Conducted in Spanish.

1999 Métodos de Investigación Cualitativa, Facultad de Humanidades (Methods of qualitative investigation, Faculty of Humanities, with Colin Lankshear). Semester 1. Conducted in Spanish.