

Elizabeth A. Self

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Department of Teaching and Learning
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AREAS OF SPECIALIZATION

Simulated encounters, anti-oppressive education, teacher education, cross-professional pedagogies, design-based research

EDUCATION

- 2016 Vanderbilt University, Peabody College, Ph.D.
Literacy, Language, and Culture
Department of Teaching and Learning
Doctoral committee: Ilana S. Horn (chair), Paul Cobb, Barbara Stengel, Arna Banerjee
Dissertation: Designing and Using Clinical Simulations to Prepare Teachers for Culturally Responsive Teaching
- 2010 Vanderbilt University, Peabody College, M.Ed.
Learning, Diversity, and Urban Studies
Department of Teaching and Learning
Capstone: Single-Sex Instruction for African American, Low-Income Students
- 2001 Davidson College, B.A.
Interdisciplinary Studies, *cum laude*
Thesis: An der Uni: The Americanization of the German University System
Supervisors: S. Campbell (English); S. Denham (German)

PROFESSIONAL EXPERIENCE

- 2016 to present **Lecturer**, M.Ed. and Secondary Education Licensure Program
Vanderbilt University, Nashville, TN
- 2016 to 2017 **Adjunct**, Instructional Practice Program
Lipscomb University, Nashville, TN
- 2010-2016 **Graduate Assistant**, Vanderbilt University, Nashville, TN
- 2009-2010 **Research Assistant**, Vanderbilt University, Nashville, TN,
with Doug and Lynn Fuchs

HONORS & AFFILIATIONS

Honors

- Junior Faculty Teaching Fellows, Center for Teaching, Vanderbilt University, 2018-19
- ReinventedED Semi-Finalist, Sacramento State, 2018
- Jasmine Ma Community Service Award, Department of Teaching and Learning Doctoral Student Association, Vanderbilt University's Peabody College, 2015
- National Board Certification in English Language Arts/Adolescence through Young Adulthood, National Board for Professional Teaching Standards, 2009
- Thomas J. Watson Fellowship, Watson Foundation, 2001

Affiliations

International

- European Association for Research on Learning and Instruction (EARLI)

National

- American Educational Research Association (AERA)
 - Division G: Social Context of Education
 - Division I: Education in the Professions
 - Division K: Teaching and Teacher Education
- American Educational Studies Association (AESA)
- National Council for the Teachers of English (NCTE)
- National Council for the Social Studies (NCSS)
- Philosophy of Education Society (PES)

PUBLICATIONS (* denotes collaboration with a student)

Book Chapters

Self, E., Holbrook, T., Hartnett, C., Hundley, M., & Pendergrass, E. (In review with publisher). Are you ready yet? Using nonfiction texts with an ethic of care. In S. Knezek, T. Crisp, & R. Gardner, (Eds.), *Using diverse nonfiction children's literature in K-8 classrooms*. Submitted to National Council of Teachers of English.

Holbrook, T., Hundley, M., & Pendergrass, E. & **Self, E.** (In review with publisher). Representations of disability in children's nonfiction literature. In S. Knezek, T. Crisp, & R. Gardner, (Eds.), *Using diverse nonfiction children's literature in K-8 classrooms*. Submitted to National Council of Teachers of English.

Hundley, M., Palmeri, A., Hostetler, A., Johnson, H., Dunleavy, T. K., & **Self, E. A.** (2017). Developmental trajectories, disciplinary practices, and sites of practice in novice teacher learning: A thing to be learned. In D. Polly, M. Putnam, T. M. Petty & A. J. Good (Eds.), *Handbook of Research on Professional Development for Quality Teaching and Learning* (2nd ed., pp. 153-180).

Milner, H.R. & **Self, E. A.** (2014). Studying race in teacher education: Implications from ethnographic perspectives. In A. Dixson's (Ed.), *Researching race in education: Policy, practice and ethnography* (pp. 3-28). Charlotte, NC: Information Age Publishing.

Milner, H. R., IV, **Self, E. A.**, & Pearman, F. A. (2012). Cultural matters in the classroom. In P. Wyman (Ed.), *Amazing grades: 101 best ways to improve your grades faster* (pp. 187-188). Las Vegas: The Center for New Discoveries in Learning, Inc.

Self, E. A., & Milner, H. R., IV. (2012). Cultural discontinuities and education. In J. A. Banks (Ed.), *Encyclopedia of diversity in education* (pp. 513-517): SAGE Publications, Inc.

Articles in Refereed Journals

Jocius, R., **Self, E. A.**, & Wood, S. (2015). Creating critical readers and responders using the Common Core State Standards. *e-Journal of Balanced Reading Instruction*, 3(1), 10-16.

Slone, J., **Self, E.**, Friedman, D., & Heiman, H. (2013). Disparities in pediatric oncology patient education and linguistic resources: Results of a national survey of pediatric oncologists. *Pediatric Blood & Cancer*, 61(2), 333-336.

Milner, H. R., IV, & **Self, E. A.** (2012). Getting real about race: Colorblindness as complicit (instructional) ineffectiveness. *National Journal of Urban Education & Practice*, 6(1), 1-19.

Slone, J., **Self, E.**, Friedman, D., & Heiman, H. (2012). Pediatric oncologists' assessment of resources for new cancer diagnosis education. *Pediatric Blood & Cancer*, 58(7), 1068.

Op-Ed Articles

Anderson, L., Carter Andrews, D., Diemer, M., Horn, I., Philip, T., Souto-Manning, M., **Self, E.**, Stillman, J., Varghese, M. (2017, January 27). Betsy DeVos is unqualified to lead Education Department, *The Tennessean*. Retrieved from <http://www.tennessean.com/story/opinion/2017/01/27/betsy-devos-unqualified-lead-education-department/97135790/>

Refereed Conferences

- Hostetler, A., Hundley, M., Peterson, B., & **Self, E.A.** (2018, December). *Live-actor simulations to unpack assumptions and enter difficult conversation*. Symposium accepted at the annual meeting of the American Reading Forum, Sanibel Island, FL.
- Pendergrass, E., Hundley, M., & **Self, E.A.** (2018, December). *Learning from and with literature: Children's nonfiction texts representing disability*. Symposium accepted at the annual meeting of the American Reading Forum, Sanibel Island, FL.
- Self, E. A.**, Hostetler, A., & Stengel, B. (2018, November). *Designing for difficult discourses: Using simulated encounters in a social studies literacies teacher education course*. Paper accepted at the annual meeting of the College and University Faculty Assembly, an affiliate group of the National Council on Social Studies, Chicago, IL.
- Self, E. A.**, & Hundley, M. (2018, November). *Twelve minutes with Riley: Using a live-actor simulation to unpack the complexity of student interactions*. Panel accepted at the annual meeting of the National Council for the Teachers of English, Houston, TX.
- Hartnett, C., Holbrook, T., Hundley, M., Pendergrass, E., & **Self, E. A.** (2018, November). *Caring for students through children's nonfiction texts representing disability*. Panel accepted at the annual meeting of the National Council for the Teachers of English, Houston, TX.
- Self, E.**, Stengel, B.S., Mayo, C., & Askew, R.K. (2018, November). *Un-covering safe space: Preparing teachers for difficult discourse in simulated social studies encounters*. Panel accepted at the annual meeting of the American Educational Studies Association, Greenville, SC.
- Self, E.A.** (2018, October). *Teaching paradoxically with simulated encounters: The SHIFT Project*. Paper accepted at the 8th International Conference on Education and Social Justice, Honolulu, HI.
- ***Self, E. A.**, & Artap, M. J. (2018, April). *Resilience through disruption? Revealing teachers' strengths through simulated encounters*. 20x20 presented at ResilienceCon, Nashville, TN.
- Self, E. A.** (2018, February). *Simulated encounters for teaching as a signature pedagogy*. Poster presented as part of the Exploring Signature Pedagogies to Develop Critical Dispositions poster session at the annual meeting of the American Association of Colleges for Teacher Education, Baltimore, MD.

- Self, E. A.** (2017, October). *Making the case: Choosing and using representations of practice in professional education*. Symposium presented at the Research on Teaching and Learning Summit, Kennesaw, GA.
- Self, E. A.** (2017, April). *Making sense: Trajectories of preservice teachers' learning in a clinical simulation for culturally responsive teaching*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Self, E. A.** (2017, April). *Framing and re-framing clinical simulations to develop emergent cultural responsiveness*. Paper presented as part of the Developing Practices to Recognize and Address the Political and Ideological Aspects of Educators' Everyday Work symposium at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Self, E.,** Dunleavy, T., Hostetler, A., Hundley, M., Johnson, H., Pendergrass, E. Reynolds, D. (2017, March). *Clinical simulations for culturally responsive teaching in disciplinary literacy and methods courses*. Symposium presented at the American Association of Colleges for Teacher Education, Tampa, FL.
- Self, E. A.** (2016, November). *Love, labor, and learning under the gun as design principles in clinical simulations for culturally responsive teaching*. Paper presented at the American Educational Studies Association Conference, Seattle, WA.
- Self, E. A.** (2016, November). *Clinical simulations*. Paper presented as part of the Embodied Learning as Political Project symposium at the annual meeting of the American Educational Studies Association Conference, Seattle, WA.
- Reynolds, D., **Self, E. A.,** & Chen, G.A. (2016, June). *Framing problems and parents: how teacher education courses affect pre-service teachers' clinical simulation encounters*. Paper presented at the annual meeting of the European Association for Research on Learning and Instruction SIG 11 Teaching and Teacher Education Conference, Zürich, Switzerland.
- Horn, I.S., **Self E. A.,** Chen, G.A., & Stengel, B. (2016, June). *Cultural responsiveness for teaching: The development of pre-service teachers' sensemaking in clinical simulations*. Paper presented at the annual meeting of the European Association for Research on Learning and Instruction SIG 11 Teaching and Teacher Education Conference, Zürich, Switzerland.
- *Self, E. A.,** & Clayton, H. (2016, April). *Being Darius: Marginalized identities in clinical simulations for teacher education*. Paper presented at the 7th Annual Diversity in Research and Practice Conference, New York, NY.

- Self, E. A.** (2016, February). *Constructive discomfort: Finding the path to culturally responsive teaching through live actor simulations*. Session presented at the annual meeting of the Tennessee Association of Colleges for Teacher Education, Nashville, TN.
- Self, E. A.** (2015, April). *Going off script: Cultural responsiveness in the face of standardization*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Self, E. A. & Kane, B.D.** (2015, April). *SIMulating practice: How do mediating artifacts in a social foundations and methods course influence preservice teachers' opportunities to learn through simulated practice?* Poster presented as part of structured poster session at the annual meeting of the American Educational Research Association, Chicago, IL.
- Self, E. A.** (2015, February). *Facing one's fears: Using self-designed students to prepare pre-service teachers to respond to diversity*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Atlanta, GA.
- Self, E. A.** (2013, October). *Contextualizing culturally responsive teaching (CRT) in the university classroom*. Paper presented at the annual meeting of the American Association for Teaching and Curriculum, Chicago, IL.
- Self, E. A.** (2013, April). *"Pulled up short": What makes an incident critical?* Paper presented at the annual meeting of the American Educational Research Association, Division I, San Francisco, CA.
- Self, E. A.** (2013, April). *Giving and giving off: Incongruence in teacher education*. Paper presented at the annual meeting of the American Educational Research Association, SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education, San Francisco, CA.
- Self, E. A., & Milner, H.R., IV.** (2012, November). *Proceed with caution: Cross-professional research on cultural responsiveness*. Founder's Roundtable session presented at the annual meeting of the National Association of Multicultural Educators, Philadelphia, PA.
- Slone, J., **Self, E.**, Friedman, D., & Heiman, H. (2012, May). *Pediatric oncologists' assessment of resources for new cancer diagnosis education*. Poster presented at the American Society of Pediatric Hematology/Oncology, New Orleans, LA.

- Self, E. A.** (2012, February). *Is there a "place" for diverse texts in conservative schools? Perceived constraints on text selection among middle- and high-school English language arts teachers.* Paper presented at the annual meeting of the National Council for Teachers of English Assembly of Research, Tuscaloosa, AL.
- Self, E. A.** (2011, November). *Why not? Limitations to teachers' abilities to enact multicultural education in the English language arts classroom.* Roundtable presented at the annual meeting of the National Association of Multicultural Educators, Chicago, IL.
- Self, E. A., & Cook, L.** (2010, February). *Grading what matters: Ideas for language arts teachers.* Workshop presented at the Georgia Council for the Teachers of English 2010 Annual Conference, Callaway Gardens, GA.
- Self, E. A.** (2010, February). *Rock the boat: Tapping students' cultural identities.* Workshop presented at the Georgia Council for the Teachers of English 2010 Annual Conference, Callaway Gardens, GA.

MEDIA COVERAGE OF RESEARCH ACTIVITIES

- Johnson, S. (2017, Sept. 17). Episode 25 – Elizabeth Self. *Leading Lines*. Podcast retrieved from <https://soundcloud.com/leadinglines/episode-025-elizabeth-self>
- Sawchuk, S. (2016). For preservice teachers, lessons on cultural sensitivity. *Education Week*, 35, 1, 8-9. Retrieved from <http://www.edweek.org/ew/articles/2016/02/17/for-preservice-teachers-lessons-on-cultural-sensitivity.html?cmp=eml-enl-eu-news1>
- Tatter, G. (2015, July 22). Teacher training programs strive to bridge culture, racial gaps in the classroom, *Chalkbeat Tennessee*. Retrieved from <http://tn.chalkbeat.org/2015/07/22/tennessee-teacher-training-programs-strive-to-bridge-culture-racial-gaps-in-the-classroom/#.VsY6gpMrJE5>

RESEARCH GRANTS

Project title & team	Funding source	Years	Amount & status
Simulated Interaction Model for Pre-Service Secondary Teachers (PI; Co-PIs Benjamin Dotger and Ilana Horn)	Spencer Foundation	2017-2021	\$999,422; not funded
Harnessing Virtual Environments in the Fight Against Unconscious Bias (PI; with Seth Gershenson and Co-PIs Tom Dee and Carrie Straub)	Google K12 Education	2016-2018	\$599,084; not funded
Simulated Interaction Model for Pre-Service Secondary Teachers (PI; with Barbara Stengel)	Arthur Vining Davis Foundation (sub-contract via Syracuse University)	2015-2017	\$20,000; funded
Clinical Simulations for Pre-Service Secondary Teachers (PI)	Bonsal Applied Education Research Award, Peabody College	2014	\$8,000; funded

INSTRUCTIONAL IMPROVEMENT GRANTS

Project title & team	Funding source	Years	Amount & status
Wonder Weekend (Lead faculty member)	Peabody Small Grant for Instructional Improvement	2017-18	\$6600; not funded

TEACHING**Vanderbilt University** (Nashville, TN)*Instructor*

- EDUC 3620: Social and Philosophical Aspects of Education (Fall 2012, 2013, 2015, 2016, 2017, 2018; Spring 2016, 2018)
- EDUC 6640: Issues in Urban Schools I (Fall 2018)
- EDUC 3862: Advanced Fieldwork in Educational Studies (Fall 2018)
- EDUC 6110: Learning Ecologies I: Equity, Access, and Inclusion in Context (Summer 2017, 2018)
- EDUC 7500/3890: Stories About School (Maymester 2018)
- EDUC 6310: Classroom Ecology (Spring 2018)

- EDUC 7992: Capstone Seminar (Fall 2016, Fall 2017)
- ENED 7960: Readings and Research in English Education (Fall 2017)
- EDUC 6070: Foundations of Education (Summer 2017)
- EDUC 7964: Readings and Research in Reading Education (Spring 2017)
- ENED 3371/6371: Practicum in Secondary Education: English/Language Arts (Fall 2016)
- EDUC 7983: Internship in Learning, Diversity, and Urban Studies (Fall 2010-Spring 2012)

Co-instructor

- EDUC 6520: Foundations of English Language Learner Education (Fall 2017, with Ana Christina da Silva)
- ENED 3400/6400: Harry Potter and Children's Literature (Spring 2016, 2017, with Emily Pendergrass)
- ENED 3350/6360: Literature, Popular Culture, and New Media (Spring 2017, with Melanie Hundley)
- EDUC 3661/3662/7500: Issues in Urban Schools I, II, III (Fall 2014-Spring 2016, with Barbara Stengel)
- EDUC 6300: Adv. Social and Philosophical Aspects of Education (Fall 2014, with Barbara Stengel and Alvin Pearman)

Mentor

- EDUC 7992: Capstone Seminar (2012-2016)
- EDUC 4953: Student Teaching Seminar: Secondary (Spring 2013)

Lipscomb University (Nashville, TN)

Instructor

- EG 5303: Teaching the Diverse Learner (Summer 2016, 2017)

Collaborator

- Clinical simulations consultant (Spring 2017, Spring 2018) Fall 2018)

Programs for Talented Youth at Vanderbilt University (Nashville, TN)

Instructor

- Summer Academy at Vanderbilt for the Young (SAVY): Chaucer's *Canterbury Tales* (Spring 2017)
- Reading at Vanderbilt (RAV): #WeNeedDiverseBooks at I.T. Creswell Middle School (Spring 2016)

Young Women's Leadership Charter School (Chicago, IL)*Instructor*

- 11th-grade Humanities (2006-2009)
- 11th-grade Fundamentals of College Writing (2006-2009)
- 12th-grade Urban Debate (2007-2008)

William Monroe High School (Stanardsville, VA)*Instructor*

- 9th-grade remedial and general survey English (2002-2003)
- 10th-grade honors world literature (2003-2005)
- 11th-grade general American literature (2003-2005)
- 12th grade general British literature (2002-2003)
- 12th-grade remedial English (2003-2005)
- 12th-grade debate elective (2003-2004)

Licensure

- National Board Certification in English Language Arts/Adolescence through Young Adulthood (Current)
- Out-of-State Teacher License in English Language Arts from the State of Tennessee (Expired)
- Master Secondary Teaching License in English Language Arts from the State of Illinois (Expired)

SERVICE**Professional***Reviewing*

- *Education and Urban Society* (2016-present)
- *Multicultural Perspectives* (2017-present)
- American Education Research Association (AERA) Annual Conference Divisions G, I, and K and Multicultural/Multiethnic SIG (2012, 2014, 2015, 2016, 2017, 2018)
- National Association of Multicultural Education (NAME) Annual Conference (2011-2012)

Program Committees

- National Association of Multicultural Education (NAME) Political Action Committee (2011-2013)

Advisory Boards/Working Groups

- Roundtable Meeting on Dialogue Across Difference (Spring 2018) funded by the European Union Center at the University of Illinois at Urbana-Champaign; with Chris Higgins (host), Ameena Ghaffar-Kucher, Jamie Kowalczyk, and Noah Sobe
- Woodrow Wilson Academy of Teaching and Learning/MIT Teaching Systems Lab Working Group (Fall 2016)

Community

Outreach

- Trailblazer Coalition (2016-present) to recruit and retain teachers of color in the Metro Nashville area
 - Steering Committee Member (2018-present)
 - Program Representative (2016-present)
- Culturally Responsive Teaching Workshop, Teach for America (Spring 2014)
- YMCA of Middle Tennessee, Read to Rise Program (Fall 2009)

School-based Outreach

- Waverly Belmont Pandora's Box Program (Fall 2018)
- Waverly Belmont Oral Histories Project (Fall 2018)
- Waverly Belmont RAPS Program (Fall 2017, Spring 2018) and Book Club (Fall 2018) with 3rd and 4th grade

Instructor

- ESL Level 3 Course, Nashville International Center for Empowerment (NICE) (Spring/Summer 2014)

University

VUceptor

- VV 0700: Vanderbilt Visions Group 29 (Fall 2018)

Guest lecturer

- SOC 254: Schools and Society – The Sociology of Education, Vanderbilt University (Fall 2011)

Department

Faculty advisor

- Student Advisory Council (SAC) (Fall 2016-present)

Guest lecturer

- EDUC 9700: Identities Across Educational Contexts (Fall 2016)
- EDUC 6020: Culturally Responsive Teaching, Vanderbilt University (Summer 2015, 2016)
- EDUC 6050: Parents, the School, and the Community, Vanderbilt University (Spring 2015)
- EDUC 3370: Teaching Literature and New Media in the Secondary School, Vanderbilt University (Fall 2013)
- EDUC 6620: Learning, Diversity, and Urban Studies Seminar II, Vanderbilt University (Spring 2011)

Evaluator

- Reading Education Program Capstone Presentations (Spring 2016, 2017, 2018)
- Secondary Education Licensure Program Graduate Capstone Presentations (Spring 2014, 2015, 2016, 2017, 2018)
- Preservice Teacher Screening II, Social Studies (Fall 2011)
- Elementary Education Licensure Program Graduate Capstone Presentations (Spring 2010)

Committee member, Doctoral Student Association, Department of Teaching and Learning, Peabody College

- First-year Liaison (Fall 2014-Spring 2015)
- Faculty Representative (Spring 2012)
- Student Representative, Elementary Social Studies Candidate Search (Spring 2012)