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Professor of the Practice of Social Studies Education
Peabody College of Education at Vanderbilt University
Department of Teaching and Learning

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Education

Ph.D. Curriculum & Instruction – Secondary Social Studies Education (2012)
Kent State University

Dissertation Title: *Understanding the Relationship between Beliefs about Democracy and Practice: How Three Beginning Social Studies Teachers Enact Personal Practical Theories*
Dissertation Director: Alicia R. Crowe, Ph.D.

M.Ed. Educational Administration (2008)
Ashland University

B.S. Integrated Social Studies in Secondary Education (2002)
Kent State University

Professional Experience

Professor of the Practice of Social Studies Education (2024-Present)
Vanderbilt University Peabody College of Education and Human Development
Department of Teaching and Learning

Associate Professor of the Practice of Social Studies Education (2018-2024)
Vanderbilt University Peabody College of Education and Human Development
Department of Teaching and Learning

Director of Learning and Design (M.Ed.) (2022-Present)
Vanderbilt University Peabody College of Education and Human Development
Department of Teaching and Learning

Director of Secondary Education (2017-2019)
Vanderbilt University Peabody College of Education and Human Development

Assistant Professor of the Practice of Social Studies Education (2012-2018)
Vanderbilt University Peabody College of Education and Human Development

Graduate Research Assistant and Teaching Fellow (2010-2012)
Kent State University
College of Education, Health and Human Services
School of Teaching, Learning, and Curriculum Studies

Social Studies Teacher Grades 11-12 (2004-2010)
Louisville High School in Louisville, OH

Social Studies Teacher Grades 9-11 (2002-2003)
James Island Charter High School in Charleston, SC

Professional Affiliations

National Council for the Social Studies (NCSS) – Member (2002-Present)

College and University Faculty Assembly (CUFA) of NCSS – Member (2008-Present)

American Educational Research Association (AERA) – Member (2009-Present)

Division K – Teaching and Teacher Education

Research in Social Studies Education SIG

Self-Study of Teacher Education Practices (S-STEP) SIG

Tennessee Council for the Social Studies (TCSS) – Member (2012-Present)

Professional Awards and Honors

2019 Dean's Distinguished Faculty VUceptor Award

2021-2022 Nominated for the Award for Outstanding Undergraduate Teaching

Publications

Journal Articles

Caldwell, S., Bisciglia, F., & **Hostetler, A. L.** (2023). Bolstering issue-based civics learning: Teacher research in action. *Journal of Teacher Action Research*, 10(1).

Type: *National Refereed Journal Article*

Lubbock, H., **Hostetler, A. L.**, Hall, R. & SLaM. (2022). Using digital spatial storylines to explore local history. *Social Education*, Fall 2022, 86(4), 278-284.

Type: *National Refereed Journal Article*

Hall, R., Shapiro, B., **Hostetler, A. L.**, Lubbock, H., Owens, D., Daw, C., Fisher, D., & the Spatial Learning and Mobility (SLaM) Lab. (2020). Here and then: Learning by making places with digital spatial story lines. *Journal of Cognition and Instruction – Learning on the Move Special Issue*, 1-26. DOI: [10.1080/07370008.2020.1732391](https://doi.org/10.1080/07370008.2020.1732391)

Type: *International Refereed Journal Article*

Hostetler, A. L., Sengupta, P., & Hollett, T. (2018). Unsilencing critical conversations in social studies teacher education using agent-based modeling. *Journal of Cognition and Instruction*, 36(2), 139-170.

Type: *International Refereed Journal Article*

Clark, D., Tanner-Smith, E., **Hostetler, A. L.**, Fradkin, A., & Polikov, V. (2018). Substantial integration of typical educational games into extended curricula. *Journal of the Learning Sciences*, 27(2), 265-318. DOI: 10.1080/10508406.2017.1333431

Type: *International Refereed Journal Article*

Hostetler, A. L., & Neel, M. (2018). Difficult discourses: How the distances and contours of identities shape challenging moments in political discussions. *Journal of Social Studies Research*, 42(2018), 361-373. DOI: 10.1016/j.jssr.2017.11.002

Type: *National Refereed Journal Article*

Hawley, T. S., & **Hostetler, A. L.** (2017). Self-study as an emergent methodology in career and technical education, adult education and technology: An invitation to inquiry. *International Journal of Adult Vocational Education and Technology*, 8(2), 82-92.

Type: *International Refereed Journal Article*

Hostetler, A. L. (2016). Unexplored dogmatism: A collective case study of the pedagogical influence of three beginning social studies teachers' beliefs about democracy. *Journal of Learning for Democracy*, 6(2), 39-58.

Type: *International Refereed Journal Article*

Hawley, T. S., **Hostetler, A. L.**, & Mooney, E. (2016). Reconstruction of the fables: The myth of education for democracy, social reconstruction and education for democratic citizenship. *Critical Education*, 7(4), 1-12.

Type: *International Refereed Journal Article*

McGee, E. O., & **Hostetler, A. L.** (2014). Historicizing mathematics and mathematizing social studies for social justice: A Call for Integration. *Equity & Excellence in Education*, 47(2), 208-229, DOI: 10.1080/10665684.2014.900428

Type: *National Refereed Journal Article*

Hostetler, A. L., Hawley, T. S., Crowe, A. R., Smith, E., Janosko, A., Koppes, L., Sprague, T., Ahlers, L., & Loudin, A. (2013). Self-study of practice as a framework to promote growth in the student teaching experience. *Studying Teacher Education*, 9(2), 187-200. DOI: 10.1080/17425964.2013.808064.

Type: *International Refereed Journal Article*

Crowe, A. R., **Hostetler, A. L.**, & Ashkettle, B. (2013). Democratic interactions in an online setting? Examining high school social studies students' discussions. *Journal of Learning for Democracy*, 5(1), 1-17. Available at <https://ojcs.siue.edu/ojs/index.php/lfd/issue/view/66>

Type: *International Refereed Journal Article*

Hostetler, A. L. (2012). In pursuit of democratic practice: Self-study as a democratic approach to teaching social studies, *Journal of Inquiry and Action in Education*, 5(1), Article 5.

Available at <http://digitalcommons.buffalostate.edu/jiae/vol5/iss1/5>

Type: *National Refereed Journal Article*

Hostetler, A. L. (2012). Democratic use of blogs and online discussion boards in social studies education. *Social Education*, 76(2), 100-104.

Type: *National Refereed Journal Article*

Hostetler, A. L. (2009). Democratic citizenship in a global society: Purposeful use of technology in social studies classrooms. *The Ohio Social Studies Review*, 45(1), 51-58.
Type: *Regional Refereed Journal Article*

Book Chapters

Hostetler, A. L., Hodges, C., & Schwartz, L. (2024). Digital spatial storylines and *A Few Red Drops: The Chicago Race Riot of 1919*. In P. Greathouse, M. Hundley, & A.L. Hostetler, (Eds.), *Exploring history through young adult literature, for middle grades* (pp. forthcoming). Rowan and Littlefield.
Type: *Invited Book Chapter*

Jordan, A., Levicky, M., **Hostetler, A. L.**, Hawley, T. S., & Mills, G. (2022). Exploring mentorship through self-study of teaching and teacher education. In Butler, B., & Bullock, S. (Eds.), *Learning through Collaboration in Self-Study: Critical Friendship, Communities of Practice, and Collaborative Self-Study*, pp. 67-80, Singapore, Springer Nature Singapore Pte Ltd..
Type: *Refereed Book Chapter*

Hostetler, A. L., Hawley, T. S., Jordan, A., Levicky, M., & Mills, G. E. (2018). Co-conspirators and critical friends: Mentorship and collegiality in the social and professional worlds of academia. In D. Garbett, & A. Ovens (Eds.), *Pushing boundaries and crossing borders: Self-study as a means for researching pedagogy*, pp. 155-162. Hertfordshire: S-STEP.
Type: *Refereed Book Chapter*

Hundley, M., Palmeri, A., **Hostetler, A. L.**, Johnson, H., Dunleavy, T. K., & Self, E. (2018). Developmental trajectories, disciplinary practices, and sites of practice in novice teacher learning: A thing to be learned. In D. Polly, M. Putman, T. M. Petty, and A. J. Good (Eds.), *Innovative Practices in Teacher Preparation and Graduate-Level Teacher Education Programs*, pp. 153-180. Hershey, PA: Information Science Reference by IGI Global.
Type: *Refereed Book Chapter*

Hawley, T. S., **Hostetler, A. L.**, & Chandler, P. (2017). Teaching the Montgomery bus boycott as citizen action for racial and economic justice. In P. Chandler, & T. Hawley (Eds.), *Race lessons: Using inquiry to teach about race in social studies*. Charlotte, NC: Information Age Publishing.
Type: *Invited Book Chapter*

Hostetler, A. L. (2016). Learning in and through practice: A case study of a design-based residency program. In A. R. Crowe and A. Cuenca (Eds.), *Rethinking social studies teacher education for 21st century citizenship*. Dordrecht, The Netherlands: Springer.
Type: *Refereed Book Chapter*

Hostetler, A. L., Crowe, A. R., & Mills, G. (2016). Co-conspirators and critical friends: Navigating tensions in teaching research. In D. Garbett, & A. Ovens (Eds.), *Enacting self-study as methodology for professional inquiry*, pp. 61-68. Hertfordshire: S-STEP.
Type: *Refereed Book Chapter*

Hostetler, A. L., Crowe, A. R., & Ashkettle, B. (2014). Talking and listening across difference: Teaching democratic citizenship in online discussion spaces. In W. B. Russell (Ed.), *Digital Social Studies*, (pp. 321-344). Charlotte, NC: Information Age Publishing.
Type: *Refereed Book Chapter*

Hostetler, A. L. (2010). Self-study's influence on graduate studies and social studies teaching: Bridging intent and action. In Alicia R. Crowe (Ed.), *Advancing Social Studies Education through Self-Study Methodology: The Power, Promise, and Use of Self-Study in Social Studies Education* (pp. 139-156). Dordrecht, The Netherlands: Springer.
Type: *Invited Book Chapter*

Hawley, T. S., Crowe, A. R., Knapp, K. A., **Hostetler, A. L.**, Ashkettle, B. A., & Levicky, M. (2010). I love it when a plan comes together: Collaborative self-study in graduate school as a space to reframe thinking about social studies teaching and teacher education. In Alicia R. Crowe (Ed.), *Advancing Social Studies Education through Self-Study Methodology: The Power, Promise, and Use of Self-Study in Social Studies Education* (pp. 177-196). Dordrecht, The Netherlands: Springer.
Type: *Invited Book Chapter*

Conference Proceedings

Shapiro, B. R., Meng, A., O'Donnell, C., Lou, C., Zhao, E., Danka, B., & **Hostetler, A. L.** (2020). Re-shape: A method to teach data ethics for data science education. A paper presented at the annual Computer and Human Interaction conference, Honolulu, HI, April 25-30, 2020.
Type: *National Refereed Proceedings*

Mills, G., **Hostetler, A. L.**, & Hawley, T. S. (2014). Co-conspirators and critical friends: Teaching and learning action research in an era of rapidly developing technologies. A paper presented at the ninth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. August, 2014.
Type: *International Refereed Proceedings*

Cuenca, A., Hawley, T. S., & **Hostetler, A. L.** (2014). The tensions of teaching self-study: A cross-institutional self-study of the pedagogy of a methodology. A paper presented at the ninth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. August, 2014.
Type: *International Refereed Proceedings*

Hostetler, A. L. (2013). The relationship between teachers' conceptions of democracy and the practice of teaching social studies: A collective case study of three beginning teachers. The Annual Conference of the International Society of the Social Studies (ISSS), Orlando, FL. February-March, 2013.
Type: *International Refereed Proceedings*

Hawley, T. S., **Hostetler, A. L.**, Crowe, A. R., Smith, Y., & Ladd, K. (2012). Promoting Purposeful Practice through Collaborative Self-Study: Understanding Individual Rationales for

Teaching in Different Contexts. Ninth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. August, 2012.

Type: *International Refereed Proceedings*

Hostetler, A. L., Hawley, T. S., Crowe, A. R., Ahlers, L., Janosko, A., Koppes, L., Loudin, A., Smith, E., & Sprague, T. (2012). Using Self-Study as a Framework to Promote Growth in the Teacher Candidate Student Teaching Experience. Ninth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. August, 2012.

Type: *International Refereed Proceedings*

Hawley, T. S., Crowe, A. R., Knapp, K. A., **Hostetler, A. L.**, Ashkettle, B., & Levicky, M. (2010). Another type of teacher education: Collaborative self-study and the education of experienced teachers. Accepted for the proceedings of the Eighth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. August, 2010.

Type: *International Refereed Proceedings*

Books and Edited Volumes

Greathouse, P., Hundley, M., & **Hostetler, A. L.** (2024). Exploring history through young adult literature, for middle school. Rowan and Littlefield.

Type: *Invited Edited Volume*

Greathouse, P., Hundley, M., & **Hostetler, A. L.** (2024). Exploring history through young adult literature, for high school. Rowan and Littlefield.

Type: *Invited Edited Volume*

Invited Papers

Manfra, M., Martell, C., Dinkelman, T., **Hostetler, A. L.**, Mayo, J. B., Sequenzia, M., Hawley, T. S., & Crowe, A. R. (2018). A call to action: Practitioners as researchers in the social studies. A White Paper on practitioner research in social studies education. Available at

<https://ced.ncsu.edu/wp-content/uploads/2018/12/Practitioner-Research-in-the-Social-Studies-Whitepaper.pdf>

Type: *Invited National White Paper*

Hostetler, A. (2016). Against capitalist education: What is education for? By Nadim Bakhshov. *Other Education: The Journal of Educational Alternatives*, 5(1), 101-104.

Type: *Invited International Journal*

Presentations

International Conference Presentations

Hostetler, A. L., Hawley, T. S., Jordan, A., Levicky, M., & Mills, G. E. (2018). Co-conspirators and critical friends: Mentorship and collegiality in the social and professional worlds of academia. A paper presented at the ninth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. July, 2018.

Type: *International Presentation*

Hostetler, A. L., Crowe, A. R., & Mills, G. (2016). Co-conspirators and critical friends: Navigating tensions in teaching research. A paper presented at the ninth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. August, 2016.

Type: *International Presentation*

Mills, G., **Hostetler, A. L.,** & Hawley, T. S. (2014). Co-conspirators and critical friends: Teaching and learning action research in an era of rapidly developing technologies. A paper presented at the ninth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. August, 2014.

Type: *International Presentation*

Cuenca, A., Hawley, T. S., & **Hostetler, A. L.** (2014). The tensions of teaching self-study: A cross-institutional self-study of the pedagogy of a methodology. A paper presented at the ninth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. August, 2014.

Type: *International Presentation*

Hostetler, A. L. (2013). The relationship between teachers' conceptions of democracy and the practice of teaching social studies. A paper presented at the annual conference of The International Society for the Social Studies (ISSS), Orlando, FL., February-March, 2013.

Type: *International Presentation*

Hostetler, A. L., & McBride, H. (2013). Tailoring social studies pedagogy around citizenship in the 21st century. A presentation at the annual conference of The International Society for the Social Studies (ISSS), Orlando, FL., February-March, 2013.

Type: *International Presentation*

Hawley, T. S., **Hostetler, A. L.,** Crowe, A. R., Smith, Y., & Ladd, K. (2012). Promoting Purposeful Practice through Collaborative Self-Study: Understanding Individual Rationales for Teaching in Different Contexts. A paper presented at the ninth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. August, 2012.

Type: *International Presentation*

Hostetler, A. L., Hawley, T. S., Crowe, A. R., Ahlers, L., Janosko, A., Koppes, L., Loudin, A., Smith, E., & Sprague, T. (2012). Using Self-Study as a Framework to Promote Growth in the Teacher Candidate Student Teaching Experience. A paper presented at the ninth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. August, 2012.

Type: *International Presentation*

National Presentations

Hostetler, A. L., Greathouse, P., Hundley, M., Colley, L., Mueller, R., & Thacker, E. (2023). Teaching history with young adult literature. A full session presentation at the National Council for the Social Studies annual conference, Nashville, TN, December 2023.

Type: *National Presentation*

Hostetler, A. L., Greathouse, P., Hundley, M., et al. (2023). Teaching history with young adult literature. A book symposium at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Nashville, TN, December 2023.

Type: *National Presentation*

Hostetler, A. L., & Neel, M. (2023). Navigating difficult discourses: University teaching in a political pandemic. A paper presented at the Annual Conference of the American Educational Research Association (AERA), Chicago, IL, April 2023.

Type: *National Presentation*

Hostetler, A. L., Hodges, C., Schwartz, L., Barton, S., LaFrance, W., & Pomerantz, B. (2022). Teaching local histories with digital spatial stories. A poster presented at the annual meeting of the National Council for the Social Studies (NCSS), Philadelphia, PA., December 2022.

Type: *National Presentation*

Hostetler, A. L., & Peterson, R. (2022). Challenging the civic empowerment gap: Stories of youth community work. A paper presented at the annual meeting of the College and University Faculty Assembly (CUFA) National Council for the Social Studies (NCSS), Philadelphia, PA., December 2022

Type: *National Presentation*

Washington, L., Williams, L., & **Hostetler, A. L.** (2021). NMAAM Sips & Stanzas: Jefferson street sound. Invited panel discussion on north Nashville music history with the National Museum of African American Music, December 2021.

Type: *National Invited Panel*

Lubbock, H. E., **Hostetler, A. L.,** Washington, L., & SLAM. (2020). Finding history in place: Making meaning with public history. A paper presented at the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), Virtual Conference, December 2020.

Type: *National Presentation*

Self, E., Peterson, R., Pendergrass, E., Joseph, O., **Hostetler, A. L.,** & Capizzi, A. (2020). Taking an ecological perspective to focus on equity. Presentation at the Annual Conference of the American Association of Colleges of Teacher Education (AACTE), Atlanta, GA., February 2020.

Type: *National Presentation*

Bisciglia, F., Caldwell, S., Peterson, R., & **Hostetler, A. L.** (2019). Teacher research on civics and social issues. A paper presented at the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), Austin, TX, November 2019.

Type: *National Presentation*

Lubbock, H. E., **Hostetler, A. L.**, Washington, L., & SLAM. (2019). Jefferson Street sound: Grassroots public history as informed action. A paper presented at the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), Austin, TX, November 2019.

Type: *National Presentation*

Lubbock, H. E., **Hostetler, A. L.**, & SLAM. (2019). “History’s a myth”: Storytelling with youth to explore local history. A paper presented at the Annual Conference of the American Educational Research Association (AERA), Toronto, Canada, April 2019.

Type: *National Presentation*

Hawley, T. S., & **Hostetler, A. L.** (2018). Methods in social studies teacher education. An invited session facilitated at the bi-annual College and University Faculty Assembly of the National Council for the Social Studies retreat, Miami, FL, January 2019.

Type: *Invited National Presentation*

Self, L., **Hostetler, A. L.**, & Stengel, B. (2018). Designing for difficult discourses: Using simulated encounters in a social studies literacies teacher education course. A paper presented at the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), Chicago, IL, November 2018.

Type: *National Presentation*

Manfra, M., Martell, C., Dinkelman, T., **Hostetler, A. L.**, Mayo, J., Sequenzia, M., Hawley, T. S., & Crowe, A. R. (2018). A call to action: Practitioners as researchers in the social studies. A White Paper on practitioner research in social studies education presented as a symposium at the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), Chicago, IL, November 2018.

Type: *National Presentation*

Hostetler, A. L., Shapiro, B. R., Lubock, H., Hall, R., Owens, D., Fisher, D., Daw, C., Surovek, C. R., & Spatial Learning and Mobility (SLaM) Lab. (2018). Back in the day: Digital spatial storylines as conceptual practices for learning and preserving local histories. A paper presented at the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), Chicago, IL, November 2018.

Type: *National Presentation*

Neel, M., & **Hostetler, A. L.** (2018). Responding but not responsive: What can history teacher candidates do? A paper presented at the Annual Conference of the American Educational Research Association (AERA), New York, NY, April, 2018.

Type: *National Presentation*

Hostetler, A. L., & Peterson, R. (2018). Challenging the civic empowerment gap: Stories of youth community work. A paper presented at the Annual Conference of the American Educational Research Association (AERA), New York, NY, April 2018.

Type: *National Presentation*

Shapiro, B. R., & **Hostetler, A. L. (2018).** Reshape: A mobility centered learning environment for social studies teachers. A paper presented at the Annual Conference of the American Educational Research Association (AERA), New York, NY, April 2018.

Type: *National Presentation*

Manfra, M., Crowe, A., Cuenca, A., Dinkelman, T. D., **Hostetler, A. L.,** Levicky, M., Ritter, S., & Ritter, J. (2017). Practitioner research contemporary issues dialogue. A Contemporary Issues Dialogue (CID) session for the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), San Francisco, CA, November 2017.

Type: *National Presentation*

Mathews, S., Boucher, M. L., Deaton, C., Hawley, T. S., **Hostetler, A. L.,** Jones, D., Khalil, D., & Reio, T. (2017). Facilitating a dialogue about the role of emergent methods in social studies education: A contemporary issues discussion. A Contemporary Issues Dialogue (CID) session for the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), San Francisco, CA, November 2017.

Type: *National Presentation*

Hostetler, A. L., & Shapiro, B. (2017). All the right moves: Social studies pre-service teachers spatial thinking and mobility in the city. A research paper session for the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), San Francisco, CA, November 2017.

Type: *National Presentation*

Neel, M., & **Hostetler, A. L. (2017).** Responsive teaching, and the challenges of novice social studies teachers. A paper presented at the Annual Conference of the American Educational Research Association (AERA), San Antonio, TX, April 2017.

Type: *National Presentation*

Clark, D., Tanner-Smith, E., **Hostetler, A. L.,** Fradkin, A., & Polikov, V. (2017). Substantial integration of typical educational games into extended social studies curricula. A paper presented at the Annual Conference of the American Educational Research Association (AERA), San Antonio, TX, April 2017.

Type: *National Presentation*

Self, E., Reynolds, D., Pendergrass, E., Johnson, H. J., Hundley, M., **Hostetler, A. L.,** Dunleavy, T. K., & Dotger, B. (2017). Clinical simulations for culturally responsive teaching in disciplinary literacy and methods courses. Presentation at the Annual Conference of the American Association of Colleges of Teacher Education (AACTE), Tampa, FL, March 2017.

Type: *National Presentation*

Hundley, M., Pendergrass, E., Johnson, H., Palmeri, A., **Hostetler, A. L.**, & Stengel, B. (2016). Framing academic and disciplinary language practices for pre-service teachers. A paper presented at the annual conference of the American Reading Forum (ARF). Sanibel Island, FL, December 2016.

Type: *National Presentation*

Hawley, T. S., **Hostetler, A. L.**, & Chandler, P., (2016). Teaching economic justice through the Montgomery bus boycott. In P. Chandler and T. S. Hawley (Eds.), *Using Inquiry to Teach about Race in Social Studies*. A practice session presented at the National Council for the Social Studies (NCSS), Washington DC, November/December 2016.

Type: *National Presentation*

Cuenca, A., **Hostetler, A. L.**, Thacker, E., Castro, A., & Heafner, T. (2016). NCSS national standards for the preparation of social studies teachers. We presented the draft national standards for teacher preparation in social studies at two roundtable sessions during the annual conference of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), Washington DC, November/December 2016.

Type: *National Presentation*

Hostetler, A. L., & Neel, M. (2016). Hanging by a moment: Navigating difficult discourses in social studies classrooms. A paper presented at the annual conference of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), Washington DC, November/December 2016.

Type: *National Presentation*

Hostetler, A. L., & Sengupta, P. (2016). Critical conversations in social studies classrooms: Leveraging agent based modeling for political discourse and social justice. A paper presented at the annual conference of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), Washington, DC, November/December 2016.

Type: *National Presentation*

Hostetler, A. L. (2016). Learning with video in pre-service social studies courses. In Daniels, S., Johnson, H. J., Hostetler, A. L., Hundley, M., Palmeri, A., & Pray, L. *Video analysis for pedagogical sense making among teacher learners across disciplines*. A symposium presented at the Annual Conference of the American Educational Research Association (AERA), Washington DC, April 2016.

Type: *National Presentation*

Hundley, M., Johnson, H. J., Stengel, B., **Hostetler, A. L.**, & Dunleavy, T. K. (2016). The challenge of language: Framing academic and disciplinary language practices for pre-service teachers. Presentation at the Annual Conference of the American Association of Colleges of Teacher Education (AACTE), Las Vegas, NV, February 2016.

Type: *National Presentation*

Hostetler, A. L. (2015). Learning in and through practice: A case study of a design-based residency program. A paper presented in a symposium with A. R. Crowe and A. Cuenca, titled *Rethinking social studies teacher education for 21st century citizenship*, at the Annual Conference of the College and University Faculty Assembly (CUFA) of NCSS, New Orleans, LA, November 2015.
Type: *National Presentation*

Hostetler, A. L., & Hollett, T. S. (2015). Critical cartography: Digital tools for geospatial analysis. A poster presented at the Annual Conference of the National Council for the Social Studies (NCSS), New Orleans, LA, November 2015.
Type: *National Presentation*

Hostetler, A. L. (2015). Mediating purpose and practice: Relationship-based praxis in the work of beginning secondary social studies teachers. A paper presented at the Annual Conference of the American Educational Research Association (AERA), Chicago, IL, April 2015.
Type: *National Presentation*

Johnson, H., **Hostetler, A. L.**, Stengel, B., Brantlinger, A., Walkoe, J., Beatriz, Q., Taylor, A., Basile, C., & Singer, N. (2015). Learning in and through practice: Three practice-rich models. Presentation at the Annual Conference of the American Association of Colleges of Teacher Education (AACTE), Atlanta, GA., March 2015.
Type: *National Presentation*

Hostetler, A. L., Crowe, A. R., Hawley, T. S., & Levicky, M. (2015). What are you teaching for? Social justice, teacher education, and accreditation. A presentation at the bi-annual national meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Charlotte, NC, January 2015.
Type: *National Invited Presentation*

Pendergrass, E., **Hostetler, A. L.**, McMichael, C., & DeMarkis, D. (2014). Should I teach reading strategies? Stories of preservice teachers' identities, conceptions, and practices of literacy. A paper presented at the Annual Conference of the American Reading Forum (ARF), Sanibel Island, FL, December 2014.
Type: *National Presentation*

Hostetler, A. L., Pendergrass, E., McMichael, C., & DeMarkis, D. (2014). Let the English teachers do it! Literacy identities of teacher candidates. Paper presented at the Annual Conference of the College and University Faculty Assembly (CUFA) of NCSS, Boston, MA., November 2014.
Type: *National Presentation*

Hostetler, A. L. (2014). Funds of knowledge (FoK) for a deeper democracy: The promise of youth agency and civic engagement. In symposium with Levy, S., Knapp, K., & Shepp, M. Accessing social studies' students funds of knowledge. A symposium presented at the Annual Conference of the College and University Faculty Assembly (CUFA) of NCSS, Boston, MA., November 2014.

Type: *National Presentation*

Hostetler, A. L., Cuenca, A., & Hawley, T. S. (2014). Can student teachers do self-study research?: A cross-institutional case study. A paper presented at the Annual Conference of the American Educational Research Association (AERA), Philadelphia, PA. April 2014.

Type: *National Presentation*

Johnson, H. J., Stengel, B., **Hostetler, A. L.**, Hundley, M., & Sawyer, C. (2014). Learning in and through practice. Presentation at the Annual Conference of the American Association of Colleges of Teacher Education (AACTE), Indianapolis, IN., March 2014.

Type: *National Presentation*

Crowe, A. R., Borgerding-Donnelly, L. A., **Hostetler, A. L.**, & Ghosh, R. (2013). Teaching for democratic education through a methods course focused on science, technology, and society. A roundtable paper presented at the Annual Conference of the American Educational Research Association (AERA), San Francisco, CA, April 2013.

Type: *National Presentation*

Mooney, E., **Hostetler, A. L.**, Hawley, T. S. (2013). Fables of the reconstruction: A review of literature on the 1930s reconstructionist perspective. A roundtable paper presented at the Annual Conference of the American Educational Research Association (AERA), San Francisco, CA, April 2013.

Type: *National Presentation*

Stengel, B., Singer-Gabella, M., **Hostetler, A. L.**, Johnson, H. J., Shahan, E., & Hundley, M. (2013). Finding the sweet spot: Prepping candidates for the teacher performance assessment. Presentation at the Annual Conference of the American Association of Colleges of Teacher Education (AACTE), Orlando, FL, February-March 2013.

Type: *National Presentation*

Stengel, B., Singer-Gabella, M., Peterson, R., Johnson, H. J., Shahan, E., **Hostetler, A. L.**, & Hundley, M. (2013). Teacher education: Filter or pump. Presentation at the Annual Conference of the American Association of Colleges of Teacher Education (AACTE), Orlando, FL, February-March 2013.

Type: *National Presentation*

Crowe, A. R., Borgerding, L., **Hostetler, A. L.**, & Ghosh, R. (2012). Learning to teach through a science technology and society methods course: A study with preservice teachers. Paper presented at the Annual Conference of the College and University Faculty Assembly (CUFA) of NCSS, Seattle, WA, November 2012.

Type: *National Presentation*

Crowe, A. C., Borgerding, L., **Hostetler, A. L.**, & Ghosh, R. (2012). Science-technology-society: Teaching for democratic citizenship with socioscientific issues. Presentation at the Annual Conference of the National Council for the Social Studies (NCSS), Seattle, WA., November 2012.

Type: *National Presentation*

Hostetler, A. L. (2012). Perspectives on democracy in education as a framework for understanding teachers' beliefs. A paper presented at the Annual Conference of the American Educational Research Association (AERA), Vancouver, B.C, April 2012.

Type: *National Presentation*

State and Regional Conference Presentations

Hostetler, A. L., Dozier, E., & Hardison, C. (2017). The genre of a movement: The role of folk and spiritual music in the civil rights movement. A practitioner presentation at the annual conference of the Tennessee Council for the Social Studies (TCSS), Memphis, TN, March 2015.

Type: *State Presentation*

Lawrence, B., Neel, M., & **Hostetler, A. L.** (2017). Using media analysis to teach literacy rich history. A practitioner presentation at the annual conference of the Tennessee Council for the Social Studies (TCSS), Memphis, TN, March 2015.

Type: *State Presentation*

Perkins, H., Willis, S., Neel, M., & **Hostetler, A. L.** (2016). Geographic literacy in social studies: Mapping history through mobility. A practitioner presentation at the annual conference of the Tennessee Council for the Social Studies (TCSS), Cool Springs, TN, March 2016.

Type: *State Presentation*

Hostetler, A. L., Merrifield, N., & Hardison, C. (2016). Mapping music and the Civil Rights Movement. A practitioner presentation at the annual conference of the Tennessee Council for the Social Studies (TCSS), Cool Springs, TN, March 2016.

Type: *State Presentation*

Hostetler, A. L., & Sengupta, P. (2015). Toward a more authentic decision-making: reading agent-based models as text. A practitioner presentation at the annual conference of the Tennessee Council for the Social Studies (TCSS), Memphis, TN, March 2015.

Type: *State Presentation*

Herrin, R., Konrad, J., **Hostetler, A. L.**, & Regan, P. (2014). Who speaks?: Identity, allies and inclusive classrooms within standards-based social studies curriculum. A practitioner presentation at the annual conference of the Tennessee Council for the Social Studies (TCSS), Gatlinburg, TN, March 2014.

Type: *State Presentation*

Hostetler, A. L. & Frederick, M. C. (2013). Teaching literacy in social studies with the “Who Speaks for the Negro?” primary source digital archive. A practitioner presentation at the annual conference of the Tennessee Council for the Social Studies (TCSS), Cool Springs, TN, March 2013.

Type: *State Presentation*

University Teaching

Courses Taught

- Since 2023 **Professor, Designing for Contexts (EDUC 6080)** – Vanderbilt University, Department of Teaching and Learning; Fall 2023. This course explores human centered design and considers the theoretical perspectives underpin practices and approaches to design thinking with people rather than designing for people in learning environments.
- Since 2023 **Professor, Learning in the Wild (EDUC 7500)** - Vanderbilt University, Department of Teaching and Learning; Summer 2023. This course explores how mobility and human interactions with place shape the people and sense of the city.
- Since 2022 **Professor, Society, School, and the Teacher (EDUC 1220)** – Vanderbilt University, Department of Teaching and Learning; Spring 2023. This course is an undergraduate requirement for first year students in Teaching and Learning licensure programs. We explore the ways historical and contemporary social, political, and economic forces influence schools, teachers, and students.
- Since 2022 **Professor, Problems and Partisanship in Education (EDUC 7500)** - Vanderbilt University, Department of Teaching and Learning; Summer May Session: 2022. This course explores relevant social and political issues that are potentially divisive across scales, contexts, and in education with attention to navigating the challenges they pose in schools.
- Since 2021 **Professor, Diversity and Equity in Education (EDUC 8040)** – Vanderbilt University, Department of Teaching and Learning; Summer Module II: 2021. This course engages students in the interrogation of educational practices, systems, and institutions using critical theories.
- Since 2017 **Professor, Learning Out of Schools: Education in the Community (EDUC 7100)** – Vanderbilt University, Department of Teaching and Learning; Summer Module II: 2017, 2019, 2022. This course engages students in the exploration of the various perspectives and practices associated with cultivating learning in the community and the purposes of education as a part of the education of young people across both in and out of school settings.

- Since 2016 **Professor, Education for Citizenship In and Out of Schools** (EDUC 3890/7500) – Vanderbilt University, Department of Teaching and Learning; Maymester 2016. This special topics course engages students in the exploration of the various perspectives and practices associated with cultivating civic and citizenship as a part of the education of young people across both in and out of school settings.
- Since 2015 **Professor, Teaching as a Social Practice** (EDUC 7500) – Vanderbilt University, Department of Teaching and Learning; Fall 2015. This is a special topics course for graduate students seeking a Master’s degree in the Learning and Instruction program from Peabody College at Vanderbilt University. Students engage in reading research, discussing, collaborative and individual work exploring the work of teaching with a deep consideration of the historical and contemporary contexts shaping teaching as a collection of practices.
- Since 2014 **Professor, Classroom Ecology** (EDUC 6310) – Vanderbilt University, Department of Teaching and Learning; Summer 2014, Spring 2015; Summer 2015; Summer 2017; Summer 2019; Summer 2021, Spring 2022, Spring 2023. This is a required course for graduate students seeking a Master’s of Education and licensure in secondary education from Peabody College at Vanderbilt University. Students engage in reading research, discussing, collaborative and individual design of classroom environments with attention to planning, assessing learning, management, and local and national contexts.
- Since 2014 **Professor, Analysis of Teaching** (EDUC 3170) – Vanderbilt University, Department of Teaching and Learning; Spring 2014. This is a required course for graduate students seeking a Master’s of Education in Learning and Instruction degree from Peabody College at Vanderbilt University. Students engage in reading research, discussing, collaborative and individual assessment of learning, around designing and deploying tools for analyzing teaching and learning in classroom setting.
- Since 2014 **Professor, Introduction to Literacies in the Social Studies** (SSED 3320/7330) – Vanderbilt University, Department of Teaching and Learning; Fall 2014, Fall 2018; Fall 2019, Fall 2020, Fall 2021. This is a required course for students seeking licensure in the state of Tennessee. Students engage in reading research, discussing, and completing assessments that develop and demonstrate a deepening capacity to engage learners in the practices (use of tools of inquiry and representation) of the social science disciplines (e.g. History, Political Science, Psychology, Sociology, Economics, and Geography).

- Since 2013 **Professor, Human Geography** (SSED 3260/6240) – Vanderbilt University, Department of Teaching and Learning; Fall 2013, Fall 2014, Fall 2015, Fall 2016, Fall 2017, Fall 2018, Fall 2019, Fall 2020, Fall 2021, Fall 2022. This is a required course for students seeking licensure in the state of Tennessee. Students engage in reading research, discussing, and completing assessments that develop and demonstrate a deepening understanding of spatial thinking and how to teach spatial thinking with a citizenship and civic action focus.
- Since 2013 **Professor, Inquiry Into Contexts** (EDUC 7810) – Vanderbilt University, Department of Teaching and Learning; Spring 2013, Spring 2014, Spring 2015, Spring 2016 (two sections), Spring 2017, Spring 2018, Spring 2019, Spring 2020, Spring 2021, Spring 2022, Fall 2022, Spring 2023. This is a required course for students pursuing a Master’s of Education degree. Students engage with research that first addresses epistemological and ontological perspectives in teacher/practitioner research and then moves to research methods to support growth in practice within a variety of contexts depending on student needs and interests.
- Since 2013 **Professor, Student Teaching Seminar: Secondary and Internship Seminar Secondary** (SSED 4963/7973) – Vanderbilt University, Department of Teaching and Learning, Spring 2013, Spring 2014, Spring 2015, Spring 2016, Spring 2017, Spring 2018, Spring 2019, Spring 2020, Spring 2021, Spring 2022. This required course for Undergraduate and Graduate students seeking licensure in secondary social studies education accompanies and debriefs the student teaching experience.
- Since 2012 **Professor, (Advanced) Teaching Social Studies in Secondary Schools** (SSED 3370/6370) – Vanderbilt University, Department of Teaching and Learning, Fall 2012, Fall 2013, Fall 2014, Fall 2016, Fall 2017, Fall 2018, Fall 2019, Fall 2020, Fall 2021, Fall 2022. This is a required course for Undergraduate and Graduate students who seek licensure in the area(s) of social studies education. This course encourages learning about the planning cycle and applying concepts and ideas from theoretical, conceptual, and empirical research to practice through planning, reflection, and decision-making.
- Since 2012 **Professor, Practicum in Secondary Education III** (SSED 3371/6371) – Vanderbilt University, Department of Teaching and Learning, Fall 2012, Fall 2013, Fall 2014, Fall 2016, Fall 2017, Fall 2020. This is a required course for Undergraduate and Graduate students who seek licensure in the area(s) of social studies education. This course accompanies and debriefs field experience the semester prior to student teaching with a focus on assessment and learning through observation drawing heavily on empirical research in the fields of teaching and social studies education.

Advising and Mentoring Students

- 2013-Present **Academic Advisor for Undergraduate and Professional (M.Ed.) Students.** – Vanderbilt University, Fall 2013 began my advising responsibilities as a second year faculty member. I currently advise more than 30 undergraduate and M.Ed. students.
- 2021-2023 **Major Area Paper (MAP) and Dissertation Committee,** Emma Reimers, Doctoral Candidate, Vanderbilt University, Department of Teaching and Learning in Peabody College. This committee was chaired by Professor Rogers Hall.
- 2020 **Preliminary Exams and Dissertation Committee,** Joshua McDuffie, Doctoral Candidate, Vanderbilt University, School of Engineering. This committee was chaired by Professor Janey Camp.
- 2019-2020 **Major Area Paper (MAP) and Dissertation Committee,** David Sabey, Doctoral Candidate, Vanderbilt University, Department of Teaching and Learning in Peabody College. This committee was chaired by Professor Kevin Leander.
- 2017-2018 **Major Area Paper (MAP) and Dissertation Committee,** Benjamin Shapiro, Doctoral Candidate, Vanderbilt University, Department of Teaching and Learning in Peabody College. This committee was chaired by Professor Rogers Hall.
- 2016-2017 **Major Area Paper (MAP) and Dissertation Committee,** Jennifer Kahn, Doctoral Candidate, Vanderbilt University, Department of Teaching and Learning in Peabody College. This committee was chaired by Professor Rogers Hall.
- 2015-2016 **M.Ed. Thesis Director,** Jon Turner, M.Ed. Candidate, Vanderbilt University, Peabody College, Department of Teaching and Learning. I served as a director of thesis for Mr. Turner from fall of 2015 to fall of 2016.
- 2013-2015 **Major Area Paper (MAP) and Dissertation Committee,** Tyler Hollett, Doctoral Candidate, Vanderbilt University, Department of Teaching and Learning in Peabody College. This committee was chaired by Professor Kevin Leander.
- 2014 **Summer Academic Advisor,** Vanderbilt University, Summer 2014. I served as a summer advisor to support incoming undergraduate students for the fall 2014 semester. Responsibilities included communicating regularly with incoming students about their fall course schedules, applied transfer credits, and important dates and reminders.

Service

Service to Professional Field

- 2023 **Facilitator for the CUFA/NCSS Closing Keynote** with Mr. Lorenzo Washington, Nashville, TN, November 30, 2023. I planned and served as MC of the closing Keynote involving a documentary and fireside chat highlighting the public history, cultural heritage, and activism work of Mr. Washington.
- 2022-2023 **Consultant and Facilitator for Digital Spatial Storylines 8th grade Conference Experience, American Montessori Society Annual Conference**, Boston, MA, Fall 2022 – Spring (March) 2023. I helped plan for and facilitated development of a task for Boston area Montessori teachers to engage middle school students in a two day long local history spatial story project.
- 2022 **National Council for History Education, Technology’s Impact on American History**. This is a three day conference for 20-30 K-12 Educators to learn about the impact of technology on American History. I worked with an MNPS instructional coach, historian, and musicologist to plan and implement a three-day intensive workshop for teachers from all over the United States. February, 2022.
- 2017-Present **International Advisory Board for Studying Teacher Education**, a journal of self-study of teaching and teacher education practices. Amanda Berry, Royal Melbourne Institute Australia, Julian Kitchen, Brock University, and Tom Russell, Queens University, Canada, Editors.
- 2017-Present **Editorial Board Member, Social Issues in Education Book Series, Information Age Publishing**. Ongoing responsibilities are to advise the series editors and to serve as a reviewer when manuscripts related to my areas of expertise are submitted. Todd S. Hawley, Ph.D., Kent State University, Series Editor.
- 2013-Present **Editorial Board Member, *Journal of Contemporary Issues in Technology and Teacher Education-Social Studies (CITE)***. Ongoing responsibilities are to serve as a reviewer when manuscripts related to my areas of expertise are submitted. Gary Marks, Ph.D.; Executive Director, SITE—Society for Information Technology and Teacher Education.
- 2017-2019 **Editorial Board Member, Teaching Critical Themes in American History Book Series, Peter Lang Publishing**. Ongoing responsibilities are to advise the editors and serve as a reviewer when manuscripts related to my areas of expertise are submitted. Caroline Pryor, Ph.D., Southern Illinois University, Jason Stacy, Ph.D., Erik Alexander, Ph.D., Char Johnson, and James Mitchell, Ph.D. Series Editors.

- 2019 **External Evaluator**, I completed a review of scholarship for three promotion cases for colleagues at other institutions, Summer 2019; Fall 2019.
- 2018 **Editorial Board Member**, *Teaching for Citizenship in Urban Schools*, a book edited by Alex Cuenca, Ph.D. Indiana University and Antonio Castro, Ph.D. University of Missouri. I reviewed chapter proposals and advised the organization of the edited volume.
- 2018-2022 **Advisory Board Member**, NSF STEM Grant titled “STEM+C+Society: Partnering with teachers to design inquiry activities for professional development.” Dr. Ayush, Gupta, PI, University of Maryland.
- 2014-2019 **Writing and Implementation Team for the National Social Studies Teaching Standards**, National Council for the Social Studies (NCSS). I served as one of six total co-authors on the writing committee for the National Social Studies Teaching standards aligned with the common core, Social Studies C3, and CAEP accreditation standards for teacher education. Responsibilities included at least eight workgroup meetings in Washington, D.C. over three years and additional outside writing and reviewing as needed. We produced the National Standards that many social studies programs will use to align for CAEP accreditation and SPA reports, and developed the plans, resources, assessment samples, and other supports necessary for implementation.
- 2015 **Discussant, Paper Session: Self-Study in the Schools**, SSTEP SIG of the American Educational Research Association (AERA). The annual meeting of the AERA, Chicago, IL, April 2015.
- 2014 **Discussant, Paper Session: Teacher Education in Social Studies**, College and University Faculty Assembly of the National Council for the Social Studies (CUFA/NCSS). The annual meeting of CUFA/NCSS, November 2014.

Reviews for Professional Conferences

- 2024 **Reviewer, College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS) Annual Conference**. I reviewed four papers proposed for presentation at the annual professional conference of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS) to be held in Boston, MA, November, 2024.
Type: *National Professional Conference*
- 2017 **Reviewer, CASTLE XII Conference (SSTEP Sig – AERA)**
I reviewed two proposals submitted for the Bi-Annual International Conference to be held in July of 2018.
Type: *International Conference*
- 2016 **Reviewer, American Educational Research Association (AERA) Annual Conference**. I reviewed seven papers proposed to the Self-Study of Teaching and

Teacher Education Practices (S-STEP) SIG, for presentation at the annual professional conference of the American Educational Research Association (AERA) to be held in San Antonio, TX, April, 2017.

Type: *National Professional Conference*

- 2015 **Reviewer, CASTLE XI Conference (SSTEP Sig – AERA)**
I reviewed three proposals submitted for the Bi-Annual International Conference to be held in August of 2016.
Type: *International Conference*
- 2015 **Reviewer, American Educational Research Association (AERA) Annual Conference.** I reviewed six papers and two sessions proposed to the Self-Study of Teaching and Teacher Education Practices (S-STEP) SIG, for presentation at the annual professional conference of the American Educational Research Association (AERA) to be held in Washington, DC, April, 2016.
Type: *National Professional Conference*
- 2015 **Reviewer, National Council for the Social Studies (NCSS) Annual Conference.** I reviewed thirteen presentation proposals to present at the annual professional conference of the National Council for the Social Studies (NCSS) to be held in New Orleans, LA. November, 2015.
Type: *National Professional Conference*
- 2015 **Reviewer, College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS) Annual Conference.** I reviewed six papers proposed for presentation at the annual professional conference of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS) to be held in New Orleans, LA, November, 2015.
Type: *National Professional Conference*
- 2014 **Reviewer, American Educational Research Association (AERA) Annual Conference.** I reviewed seven papers proposed to the Self-Study of Teacher Education Practices (S-STEP) SIG and ten papers proposed to the Social Studies Research in Education SIG, for presentation at the annual professional conference of the American Educational Research Association (AERA) to be held in Chicago, IL, April, 2015.
Type: *National Professional Conference*
- 2014 **Reviewer, College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS) Annual Conference.** I reviewed eight papers proposed for presentation at the annual professional conference of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS) to be held in Boston, MA, November, 2014.
Type: *National Professional Conference*

- 2014 **Reviewer, *National Council for the Social Studies (NCSS) Annual Conference.***
I reviewed eleven presentation proposals to present at the annual professional conference of the National Council for the Social Studies (NCSS) to be held in Boston, MA. November, 2014.
Type: *National Professional Conference*
- 2013 **Reviewer, *CASTLE X Conference (SSTEP Sig – AERA)***
I reviewed one proposal submitted for the Bi-Annual International Conference to be held in August of 2014.
Type: *International Conference*
- 2013 **Reviewer, *American Educational Research Association (AERA) Annual Conference.*** I reviewed eight papers proposed to the Self-Study of Teacher Education Practices (S-STEP) SIG and five papers proposed to the Democratic Citizenship in Education SIG, for presentation at the annual professional conference of the American Educational Research Association (AERA) to be held in Philadelphia, PA, April, 2014.
Type: *National Professional Conference*
- 2013 **Reviewer, *College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS) Annual Conference.*** I reviewed six papers proposed for presentation at the annual professional conference of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS) to be held in St. Louis, MO, November, 2013.
Type: *National Professional Conference*
- 2013 **Reviewer, *National Council for the Social Studies (NCSS) Annual Conference.***
I reviewed two presentation proposals to present at the annual professional conference of the National Council for the Social Studies (NCSS) to be held in St. Louis, MO, November, 2013.
Type: *National Professional Conference*

Reviewer for Peer Reviewed Journals

- Since 2020 **Reviewer, *Online Journal of Teacher Research.*** I reviewed one manuscript for this journal in the fall 2020.
- Since 2019 **Reviewer, *Studying Teacher Education,*** Mandi Berry, Editor, Monash University, Australia. I reviewed manuscripts for this journal in Spring 2019; Spring 2021; Fall 2023 x2.
- Since 2018 **Reviewer, *Theory and Research in Social Education,*** Wayne Journell, University of North Carolina, Greensboro, Editor in Chief. I have reviewed manuscripts for this journal in the Spring 2018, Fall 2018, Spring 2021, Fall 2022.

- Since 2017 **Reviewer, *Critical Education***. E. Wayne Ross, University of British Columbia, Executive Editor. I reviewed manuscripts for this journal in the fall, 2017; spring, 2018).
- Since 2017 **Reviewer, *Cognition and Instruction***. Kevin O'Neil, San Francisco University, Executive Editor. I reviewed manuscripts for this journal in the fall, 2017; spring, 2018).
- Since 2017 **Reviewer, *Journal of Social Studies Research***. William Russell, University of Central Florida, Editor. I reviewed six manuscripts for this journal in the following months: September, 2017; December, 2017; October, 2018; December 2018; January 2019; April 2021, September 2022.
- Since 2017 **Reviewer, *American Educational Research Association (AERA) OPEN Journal***. Mark Warschauer, Editor in Chief. I reviewed a manuscript for this journal in May, 2017.
Type: *National Journal*
- Since 2017 **Reviewer, *American Educational Research Journal (AERJ)***. Assoc. Editor, Melissa Grasalfi, Ph.D. Vanderbilt University, Nashville, TN, USA and Editor, Sadhana Puntambekar, Ph.D. I reviewed a manuscript for the journal in January, 2017.
Type: *National Journal*
- Since 2016 **Reviewer, *Demography***. Editors, John D. Iceland, Stephen A. Matthews, and Jennifer Van Hook, Penn State University, University Park, USA. I have reviewed manuscripts for the journal in January, 2016; December, 2016.
Type: *National Journal*
- Since 2012 **Reviewer, *Georgia Social Studies Journal***. Editor, Jennifer Hauver James, Ph.D., Associate Professor of Social Studies Education, University of Georgia. I reviewed manuscripts for this journal related to issues of Active Citizenship and Democratic Education in Social Studies Teacher Education in May, 2012; February, 2013; October, 2016.
Type: *Regional Journal*
- Since 2016 **Reviewer, *Educational Theory***. Managing Editor, Joyce Atkinson, University of Illinois. I reviewed a manuscript for the journal in September, 2016.
Type: *National Journal*
- Since 2015 **Reviewer, *The Journal of Curriculum Theorizing (JCT)***. Editor, Roland Mitchell, Ph.D. I reviewed manuscripts for the journal in April, 2015; March, 2016.
Type: *National Journal*

- Since 2014 **Reviewer, *The Journal of Contemporary Issues in Technology Education***, a social studies focused technology journal of AACE and SITE. I reviewed manuscripts for this journal in Spring 2014, Spring 2015, Spring 2017, Spring 2019.
- Since 2012 **Reviewer, *The Journal of Curriculum Studies (JCS)***. General Editor, Stefan Hopmann, University of Vienna, Austria. I have reviewed manuscripts for the journal in May, 2012; September, 2013; March, August, 2014.
Type: *International Journal*
- Since 2013 **Reviewer, *Education and Culture***. Editor, David Granger, Ph.D., I reviewed a manuscript for publication in September, 2013.
Type: *National Journal*
- Since 2012 **Reviewer, *Digital Social Studies***. *An edited volume by William Russell, Ph.D., University of Central Florida*. As a part of my obligations to this volume as a contributing author I reviewed a chapter during the blind review process in December, 2012.
Type: *Edited Book*
- Since 2012 **Reviewer, *The Journal of the Research Center for Educational Technology***. Guest Editor, Alicia R. Crowe, Ph.D., Associate Professor of Social Studies Education at Kent State University. I reviewed three manuscripts for the special issue on technology in social studies education.
Type: *National Journal*

Mentoring and Collegiality in the Field

- 2015-2016 **Faculty Mentor, College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS)** mentorship program through the Graduate Student Forum. Mentee doctoral students and candidates are paired with faculty members from other institutions who share similar scholarly interests. Our goals are to offer support in the socialization into the field of social studies education through email contact, assistance with revising conference proposals and manuscripts for publication, and networking support.
- 2014 **Facilitator, Guest Faculty Workshop: edTPA Implementation and Support for New Faculty**. I planned and led an hour-long session with visiting faculty from TN and GA universities on mentoring new faculty through teacher education programs implementing edTPA. March, 2014.
- 2013-2014 **Expert Panel Participant for Dissertation and Mentoring, Holly McBride, Doctoral Candidate, University of South Florida**. I served on Holly McBride's expert panel and continued mentoring activities throughout the 2013 and 2014 years. This expert panel consisted of three faculty from outside of her university to work with her dissertation research design and writing as a way to build

trustworthiness in the study and develop a stronger mentoring relationship in the field of social studies education.

2012-2013 **Faculty Mentor, College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS)** mentorship program through the Graduate Student Forum. Mentee doctoral students and candidates are paired with faculty members from other institutions who share similar scholarly interests. Our goals are to offer support in the socialization into the field of social studies education through email contact, assistance with revising conference proposals and manuscripts for publication, and networking support.

2013 **Invited Panelist, Social Studies Teacher Education Roundtable Discussions.** Hosted by LaGarret King, Ph.D., Clemson University, on September 5th for his course titled *Current Literature in Social Studies Teaching*. I participated in roundtable discussions with colleagues in social studies teacher education from across the country including: Linda Levstik, University of Kentucky; Will Gaudelli, Teachers College at Columbia. We used distance technology to discuss themes that included but were not limited to syllabus preparation, tensions with students, field placement issues, topics that worked and faltered, major gaps in social studies teacher education, research with students, and theoretical vs. practical approaches to teacher preparation.

Service to the University, College, and Department

2023 **Interim Director of the Alexander Initiative**, I am planning and getting the Alexander Initiative for teaching divisive issues in social studies off the ground. In this role I oversee, logistics for the yearlong professional development experience as well as plan the learning experiences, support coaching effort, and spearhead recruitment of the 25 middle and high school teachers who will participate.

2023 **Faculty Mentoring Committee, for Dr. LaToya Anderson review.** I served on Dr. Anderson's review committee for the 2023 – 2024 academic year. Our committee collaborated to organize teaching observations, gather materials, and support Dr. Anderson as she built her case for promotion / reappointment.

2022 – 2023 **Faculty Search Committee Co-Chair, Social Foundations Search.** I served as a faculty member of the social foundations search committee for the 2022 – 2023 year and worked closely with colleagues to lead the effort to advertise, recruit, and interview candidates for this full-time faculty position. Department of Teaching and Learning, Peabody College of Education and Human Development at Vanderbilt University.

2022-Present **Director of Learning and Design M.Ed.**, Department of Teaching and Learning, Peabody College of Education and Human Development at Vanderbilt University. I serve in an administrative and leadership capacity for the Learning and Design M.Ed. degree program.

- 2022 **Curb Center Advisory Board**, I serve as a faculty representative to the advisory board of the Curb Center. Recommended by Associate Dean Anita Wager, May 2022.
- 2019 **Faculty Member for the GEO Steering Committee**, Vanderbilt University Global Education Office. I serve as a member of the steering committee for Vanderbilt GEO to support the development of study abroad programming. This will begin in the spring 2019.
- 2017-2019 **Faculty Committee Member, Council on Teacher Education**, a college level committee organized to address issues and national leadership efforts in teacher education, Chaired by Amanda Van Doorn, Director of the Office of Teacher Licensure, Peabody College of Education, Vanderbilt University.
- 2016-2019 **Faculty VUceptor**, I served as a faculty partner with a Vanderbilt University undergraduate student to facilitate and mentor a Visions group. Visions is the orientation program and curriculum for incoming first year undergraduate students and meets weekly between move in day and Thanksgiving break. Fall 2016, Fall 2017, Fall 2018, Fall 2019, Vanderbilt University.
- 2016-2019 **Faculty Committee Member, DTL Diversity and Inclusion**, a department level committee organized to look at challenges and generate recommendations for improving diversity and inclusion among students and faculty. Chaired by Professor Robert Jimenez, Department of Teaching and Learning, Peabody College of Education, Vanderbilt University.
- 2017-2019 **Director of Secondary Education**, Peabody College of Education and Human Development at Vanderbilt University. I serve in an administrative and leadership capacity for the Secondary Education undergraduate and M.Ed. degree programs that when completed lead to a recommendation for teacher licensure in a grades 6-12 subject area. In this capacity I work closely with about 150 students and about 25 faculty members who teach courses in the program.
- 2014-2019 **Honor Council Faculty Advisor**, Vanderbilt University. Responsibilities included acquiring and developing a working knowledge of the student run honor code judiciary process and serving on several small and large panels each year as an advisor for the student review boards.
- 2019 **Co-Chair, Visions Curriculum Review Committee**, Vanderbilt University, Office of the Dean of the Ingram Commons. In the spring 2019 semester a student co-chaired and I led the Visions curriculum review committee. As a result of our committee work substantial revisions to the Visions first year orientation program were made for the 2019-2020 academic year.
- 2019 **Guest Lecturer, Master's in Public Policy**, Department of Leadership, Policy,

and Organizations, Peabody College, Vanderbilt University. I was an invited panelist to discuss teacher education with colleagues from alternative pathways to licensure by Dr. Ryan Balch. Spring Semester, 2019.

- 2019 **Guest Lecturer, Teaching Science and Social Studies in Elementary Education**, Department of Teaching and Learning, Peabody College, Vanderbilt University. I was invited by Dr. Andrea Henrie to teach a class session on the history of social studies as a field and deepen students understanding of the C3 framework and contemporary research and practice foci in the field. Spring Semester, 2019.
- 2015-2018 **Faculty Reviewer, Global Summer Fellows Committee (GSF)**, Vanderbilt University Global Education Office (GEO). I served as a faculty reviewer for thirteen scholarship applicants to the GSF program through GEO; Spring 2015, Spring 2016, Spring 2017, Spring 2018.
- 2018-2019 **Practice of Social Foundations Faculty Search Committee**, Department of Teaching and Learning, Peabody College, Vanderbilt University. I served on this search committee from fall 2018 through spring 2019.
- 2018-2019 **Chair, Faculty Promotion Review Committee**, from spring 2018 to spring 2019 I served as chair of the mentor committee for Dr. Kris Neal's promotion from Lecturer to Senior Lecturer.
- 2018-2019 **Music Education Faculty Search Committee**, Department of Teaching and Learning, Peabody College and Blair School of Music joint committee at Vanderbilt University. I served on this search committee from fall 2018 through spring 2019 to search for a candidate who would contribute to our Secondary Education program.
- 2015-2018 **Faculty Committee Member, Faculty Advisory Council on International Education (FACIE)**, Vanderbilt University, Office of Global Education and Vice Provost for Learning and Residential Affairs. This committee makes recommendation for reviewing existing Study Abroad programs and consideration of new programs with an emphasis in 2015-2016 on defining and including "immersion-ready" programs for Vanderbilt students.
- 2016-2017 **Humphrey Fellows Faculty Advisor**, I served as a faculty advisor for a Humphrey Fellow from the South Sudan studying at Peabody College at Vanderbilt University. In this role I served to advise and support one Humphrey Fellow for the year.
- 2014-2015 **Elective Learning Practice Faculty Search Committee**, Department of Teaching and Learning, Peabody College, Vanderbilt University. I served on this search committee from fall 2014 through spring 2015.

- 2014-2015 **Interim Co-Director of Secondary Education**, Peabody College at Vanderbilt University, Department of Teaching and Learning. Responsibilities included gathering, organizing, and interpreting data for Screening I, Screening II, and the Master's of Education Capstone project.
- 2014 **Co-Facilitator, Common Core State Standards Presentation**, Peabody College Counseling programs. Emily Pendergrass, Ph.D. and I will present a 60-minute mini-workshop with counseling faculty and graduate students exploring the ways they might support teachers in schools in light of CCSS. (2014, January).
- 2013 **Facilitator, Debriefing and Brainstorming Curricula Related to the Film La Camioneta: The Journey of One American School Bus with MNPS Teachers.** An invited afternoon workshop (2013, June) through the Vanderbilt University Center for Latin American Studies, Claire P. Gonzalez, Asst. Director for Outreach.
Type: *Invited Local University*
- 2013 **Guest Lecture, Introduction to Qualitative Research Methods**
An invited presentation to M.Ed. students in a qualitative research course (EDUC 3900). I presented on action research (2013, March). Rich Milner, Ph.D., Professor.
Type: *Invited Local University*

Service to Community and Schools

- 2014-2022 **Co-Chair, Committee for Programming and Educational Outreach with the National Museum of African American Music (NMAAM).** I am co-chairing a committee that will design programming and educational outreach for teachers, students, and community members. Other committee members include Norman Merrifield, Co-Chair; Crystal Hardison, NMAAM; Local Curriculum Coordinators from MNPS schools, as well as musicologists and curators. In this role I am liaison to a sub-committee of the Museum Board on Education, Chaired by President Fisher (Belmont University). Nashville, TN, January 2014 – Present.
Type: *National Museum Organization*
- 2017-2022 **Co-Facilitator, National Museum of African American Music (NMAAM) Teacher Workshop – RRISE (Rivers of Rhythm Institute for Social Education).** I co-planned and co-facilitated a multi-day long workshop with middle Tennessee teachers to explore the perspectives and resources of the NMAAM and relevant places to African American Cultural Heritage in Nashville (Jefferson Street, Fisk, and the 4th Ave Music District site). Together we worked to familiarize ourselves with these resources and develop instructional approaches and curricular materials to use in classrooms. Nashville, TN, June 2017; June 2018, June 2019, June 2021, June 2022.
Type: *National Museum Teacher Institute*

- 2018 **Presenter, Tennessee Legislature Joint Committee on Education**, at the invitation of the sponsor of a residency grant funding bill for high needs schools, Mr. John Ray Clemens, I presented on the benefits of teacher residencies with colleague Heather J. Johnson, Ph.D. August, 2018.
Type: *State Advocacy*
- 2016 **Co-Facilitator, Teaching Literacy in Social Studies**. Colleague Emily Pendergrass, Ph.D. and I developed and facilitated a full day professional development experience for Williamson County middle and high school social studies teachers. June 2, 2016.
Type: *Invited Local School District*
- 2015-2016 **Facilitator, Reflective Teaching in Adult Education**. I planned and led a one-hour session at the Tennessee Department of Education Adult Education Conference held at the Nashville Public Library in Summer 2015, Summer 2016.
Type: *Invited Presentation*
- 2015 **Consulting Expert, Employing Persons with Intellectual and Physical Disabilities**. I worked with a local Human Geography Teacher to bring pre-service teachers and high school students together to map employment opportunities, mobility, and assets to support improving employment for people with disabilities in the Nashville area (Wedgewood Houston and surrounding neighborhoods). The small grant funded project was led by Nancy Nolan, M.Ed., N.C.C., Adjunct Instructor, Counseling and Psychology at Vanderbilt University.
Type: *Invited Consult for a Grant Funded University Project*
- 2015 **Facilitator, Youth Civic Engagement in Nashville**. At the monthly meeting of directors of youth programs for OASIS Youth Outreach Center. I presented ethnographic research conducted with four of the programs and led discussion and planning sessions regarding the outcomes and implications for program development and the future of youth civic engagement in Nashville, TN.
Type: *Invited Local Organization*
- 2013 **Facilitator, Teaching the civil rights movement with the *Who Speaks for the Negro?* digital archive**. In cooperation with the Warren Center for the Humanities I organized and conducted a workshop for Nashville area social studies teachers, Nashville, TN, February, 2013.
Type: *Local University/School District Workshop*

Grants

- 2019-2020 **Co-PI for Metro Nashville Schools Residency Initiative Grant**. With Barbara Stengel and Heather Johnson, we will partner with MNPS and other Educator Preparation Programs to develop a residency model in the district through a demonstration school over 3-4 years.

Submitted: \$364,000

Status: Funded

Awarded: \$364,000

2018-2019 **PI for National Endowment for the Humanities (NEH) Exhibition planning grant.** With Helen Lubbock, Visiting Scholar, and the SLaM research lab we collaborated with Jefferson Street Sound Office, Nashville Public Library, Tennessee State Museum, Tennessee State University faculty, and Fisk University faculty to apply for a planning grant to develop two permanent (minimum 3 years) exhibit installations where the public can use artifacts and digital tools to develop local history stories for guided tours and public display.

Submitted: \$75,000

Status: Unfunded

2018-2020 **Co-PI for Tennessee Department of Education Residency Model Grant with Metro Nashville Public Schools.** We collaborated with MNPS as a partner to get a planning grant to develop a teacher residency model. Co-PI's include: Barb Stengel (PI) from Vanderbilt University and Sharon Pertiller (Co-PI) and Lisa Spencer (Co-PI) from MNPS.

Submitted: \$999,964.00

Status: Unfunded

2017-2019 **Co-PI for Tennessee Department of Education Planning Grant with Metro Nashville Public Schools.** We collaborated with MNPS as a partner to get a planning grant to develop a teacher residency model across elementary and secondary education. Co-PI's include: Barb Stengel, Anita Wager, Heather Johnson from Vanderbilt University and Deborah Story, Merrie Clark, and Sharon Pertiller from MNPS.

Submitted: \$15,914.30

Status: Funded; Invited to Submit Full Grant Application

Awarded: \$15,914.30

2016-2020 **Co-PI for National Science Foundation (NSF) Cyberlearning Grant, Rogers Hall, Lead-PI.** I worked with colleagues (Rogers Hall, PI and doctoral students, Ben Shapiro and Jennifer Kahn, in the Department of Teaching and Learning, and Dave Owens, Faculty in Owens College of Business) to develop and submit an NSF proposal for studying learning related to creating digital spatial story lines (DSSLs). Led by Prof. Rogers Hall, my role included developing partnership opportunities with local schools and thinking through design, as well as teaching a human geography course in teacher education in the department where several connecting threads and opportunities to work with and collect data emerged. We partnered with the Nashville Public Library, Country Music Hall of Fame, and

Pearl Cohn High School.

Status: Funded

Awarded: \$500,000+

Internal Competitive Grants

2013-2015 **Peabody Small Research Grant.** This internal small grant was awarded to support the efforts of Emily Pendergrass, Ph.D. and Andrew Hostetler, Ph.D. as we investigate the cross-content literacy identities of teacher candidates in our secondary education programs. This grant was awarded in 2013 and extended to support our work through the 2015 calendar year.

Submitted: \$6,292.95

Status: Funded

Awarded: \$6,292.95