

**Jessica Van Cleave, PhD  
Curriculum Vita**

**Department of Education  
Mars Hill University  
Mars Hill, NC 28754  
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Mars Hill, NC 28754  
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**Education**

Ph.D.            2012    Language and Literacy Education. The University of Georgia

Dissertation Title: Scientifically Based Research in Education as a Regime of Truth: An Analysis Using Foucault's Genealogy and Governmentality (AERA QR-SIG Outstanding Dissertation Award)

UGA Interdisciplinary Qualitative Research Certificate

MEd            2005    Language and Literacy Education. The University of Georgia

B.A.            2001    English. The University of Georgia

**Faculty Appointments**

2017-present       Associate Professor, Education Department  
Mars Hill University  
Mars Hill 28754

2012-2017         Assistant Professor, Education Department  
Mars Hill University  
Mars Hill, NC 28754

**Other Academic Employment**

2005-2010         Graduate Teaching Assistant, Language and Literacy Education  
Department  
The University of Georgia  
Athens, GA 30602

2006-2007         Evaluator, Reading First Grant, funded by the State of Georgia,  
Department of Education

2004-2005         Graduate Teaching Assistant, Elementary and Social Studies Education  
Department  
The University of Georgia  
Athens, GA 30602

**Additional Education Employment**

2001-2004         High School Teacher. Cedar Shoals High School: Athens, GA

Assignments with both remedial and gifted and talented students, faculty advisor  
for National Honor Society

### **Distinctions/Awards**

- 2013 American Educational Research Association's Qualitative Interest Group Outstanding Dissertation Award
- 2013 Illinois Qualitative Dissertation Award Nominee, International Congress of Qualitative Inquiry
- 2010 Outstanding Graduate Teaching Assistant Award, The Graduate School, University of Georgia, Athens, GA
- 2010 Nominee, Genelle Morain Award for Outstanding Doctoral Teaching, Language and Literacy Education Department, University of Georgia, Athens, GA
- 2009 Alpha Upsilon Alpha, Honor Society of the International Reading Association, University of Georgia, Athens, GA
- 2009 Nominee, Carol J. Fisher Award for Excellence in Research, Language and Literacy Education Department, University of Georgia, Athens, GA

### **SCHOLARSHIP**

\*indicates invited

### **Publications**

#### ***International/National Peer-Reviewed***

**Van Cleave, J.** (abstract accepted). Scientifically based research in education in a post-truth era. *Education Policy Analysis Archives*. (Submitted for a special issue on Rethinking Education Policy and Methodology in a Post-truth Era, guest editors: Wolgemuth, J., Koro-Ljungberg, M., Marn, T., Onwuegbuzie, A., & Dougherty, S.)

**Van Cleave, J.**, Bridges-Rhoads, S. & Hughes, H. (under review). Work/Think/Play in Doctoral Education. *Qualitative Inquiry*.

Bridges-Rhoads, S., **Van Cleave, J.** & Hughes, H. (in press). Readings that rock our world. *Qualitative Inquiry*.

Hughes, H., Bridges-Rhoads, S., & **Van Cleave, J.** (2017). Work/think/play in qualitative and post qualitative inquiry. *Qualitative Inquiry*. Online first  
<https://doi.org/10.1177/1077800417733499>

**Van Cleave, J.** (2017). Engaging uselessness: Philosophical reading and dwelling in the excess. *Qualitative Inquiry*. Online first <https://doi.org/10.1177/1077800417732092>

\*Bridges-Rhoads, S. & **Van Cleave, J.** (2017). Writing posthumanism, qualitative inquiry, and early literacy. *Journal of Early Childhood Literacy* (Invited paper for Special issue on Early Literacy and the Post-human, guest editors: Kuby, C., Rowsell, J. & Rucker, T.) 17(3), 297-314.

The Collective. [**Van Cleave, J.**, Bridges-Rhoads, S., Wolgemuth, J., & Holbrook, T.]. (2017). I am Nel: Becoming (in)coherent scholars in neoliberal times. *Cultural Studies ⇔ Critical Methodologies*, 17(3), 251-261.

Bridges-Rhoads, S. & **Van Cleave, J.** (2016). #theStandards: Knowledge, freedom, and the Common Core. *Language Arts*, 93 (4), 260-272.

Bridges-Rhoads, S., **Van Cleave, J.**, & Hughes, H. (2016). Complicating methodological transparency. *International Journal of Qualitative Studies in Education*, 29(4), 536-552.

**Van Cleave, J.** & Bridges-Rhoads, S. (2014). Rewriting the Common Core State Standards for tomorrow's literacies. *English Journal*, 104 (2), 41-47.

Bridges-Rhoads, S. & **Van Cleave, J.** (2014). Pursuing responsibility: Writing and citing subjects in qualitative research. *Qualitative Inquiry*, 20(5), 641-652.

**Van Cleave, J.** & Bridges-Rhoads, S. (2013). "As cited in" writing partnerships: The (im)possibility of authorship in postmodern research. *Qualitative Inquiry*, 19(9), 674-685.

Bridges-Rhoads, S. & **Van Cleave, J.** (2013). Writing the torment: Aporetic data and the possibility of justice. *Cultural Studies ⇔ Critical Methodologies*, 13(4), 267-273.

**Van Cleave, J.** & Dailey, L. B. (2007). Entering the conversation: The literacy coaching special issue. *Journal of Language and Literacy Education* [Online], 3(1), 1-5. Available: [http://www.coe.uga.edu/jolle/2007\\_1/editorial.pdf](http://www.coe.uga.edu/jolle/2007_1/editorial.pdf)

### ***Book Chapters***

\***Van Cleave, J.** & Bridges-Rhoads, S. (2017). Writing Data: Collaborative Encounters with Philosophical Concepts. In M. Koro-Ljungberg, T. Löytönen, & M. Tesar (Eds.). *Data Encounters*. New York: Peter Lang.

### ***Book Reviews***

**Van Cleave, J.** (2013). Troubling Suicide: Review of Suicide: Foucault, genealogy, history by Ian Marsh. *Mind, Culture, Activity*, 20(3), 305-307.

**Van Cleave, J.** (2010). Disciplining the American Dream in “Reality”: Review of *Better living through reality TV: Television and post-welfare citizenship* by Laurie Ouellette & James Hay. *Mind, Culture, Activity*, 17(2), 185-187.

### ***Manuscripts in Preparation***

**Van Cleave, J.**, Bridges-Rhoads, S., Marn, T., Osvath, C., Wolgemuth, J. The paradox of mourning qualitative research. To be submitted to *Qualitative Inquiry*. Estimated Submission: March 2018.

**Van Cleave, J.** Literacy Education and the Creative Economy. To be submitted to *English Education*. Estimated Submission: June 2018.

**Van Cleave, J.** The Inquiry into Adolescence. To be submitted to *Middle Grades Review*. Estimated submission: June 2018.

**Van Cleave, J.** Genealogy of Governmentality: Modeling Concept as Method. To be submitted to *Qualitative Inquiry*. Estimated Submission: August 2018.

**Van Cleave, J.** & Amatucci, K. Deconstructing student teacher. To be submitted to *Journal of Teacher Education*. Estimated Submission: 2018.

### ***Guest Editing Special Issues of a Journal***

Hughes, H., Bridges-Rhoads, S., & **Van Cleave, J.** (in press). Work/think/play in qualitative and post qualitative inquiry. Special issue of *Qualitative Inquiry*. (Estimated publication, Fall 2017).

**Van Cleave, J.**, Bridges-Rhoads, S., & Hughes, H. (in process). Work/think/play in doctoral education. Special issue of *Qualitative Inquiry*. (Estimated publication, Spring 2018).

### **Conference Presentations**

#### ***International and National Peer-Reviewed Presentations***

**Van Cleave, J.** (2018, April). Doctoral Student Mentoring Session. QR-SIG Sponsored Symposium. Annual Meeting of the American Educational Research Association. New York, NY.

Ulmer, J., **Van Cleave, J.**, & Bridges-Rhoads, S. (2018, April). Writing with intensities. In session: Writing intensities in post-qualitative educational research. Annual Meeting of the American Educational Research Association. New York, NY.

Bridges-Rhoads, S. & **Van Cleave, J.** (2018, April). Reading Intensively: Methodological literature as something to think with. In session: Rescuing? method in (post-)qualitative research. Annual Meeting of the American Educational Research Association. New York, NY.

\*Bridges-Rhoads, S. & **Van Cleave, J.** (2017, November). Writing posthumanism, qualitative inquiry, and early literacy. In session: Re-thinking and re-defining early childhood literacies with more-than-human-ontologies: Children/materials re-configuring their worlds. Literacy Research Association Annual Conference. Tampa, FL.

**Van Cleave, J.**, Kuby, C., Ulmer, J., Hofsess, B., Christ, B., Nordstrom, S., Thiel, J. & Bridges-Rhoads, S. (2017, May). Becoming multiple: Fabrications, virtual assemblages, and (post)structures of support. The Thirteenth International Congress of Qualitative Inquiry. Urbana-Champaign, IL.

**Van Cleave, J.** (2017, April). Engaging uselessness in post qualitative inquiry. In session: Work/Think/Play in Post Qualitative Inquiry. Annual Meeting of the American Educational Research Association. San Antonio, TX.

Bridges-Rhoads, S. & **Van Cleave, J.** (2017, April). Living inquiry: Generative Texts and collaborative creativity. In session: Productive methodological tensions: Intervening through creativity, collaboration, and critique. Annual Meeting of the American Educational Research Association. San Antonio, TX.

**Van Cleave, J.** & Bridges-Rhoads, S. (2017, February). Remixing the Standards for 21st Century Literacies. JoLLE Winter Conference. Athens, GA.

**Van Cleave, J.** & Bridges-Rhoads, S. (2016, May). *Writing posthumanism, qualitative inquiry, and early literacy*. In session: Putting Posthumanist Theories to Work in Early Childhood Literacies. The Twelfth International Congress of Qualitative Inquiry. Urbana-Champaign, IL.

**Van Cleave, J.**, Bridges-Rhoads, S., Marn, T., Osvath, C., Wolgemuth, J. (2016, April). The paradox of mourning qualitative research. In session: Working through methodologies without a proper name. Annual Meeting of the American Education Research Association. Washington, DC.

**Van Cleave, J.** (2015, May). Twisting Genealogy: A Genealogy of Governmentality (Spotlight session). The Eleventh International Congress of Qualitative Inquiry. Urbana-Champaign, IL.

\*Bridges-Rhoads, S., **Van Cleave, J.**, & Hughes, H. (2015, April). The opportunities and challenges of teaching thinking in qualitative research. In session: Teaching Qualitative Inquiry in the Era of the Big Tent: Fantasies, Failures and Futures (QR-SIG featured session). Annual Meeting of the American Education Research Association. Chicago, IL.

\*Bridges-Rhoads, S. & **Van Cleave, J.** (2014, May). Reconceptualizing data I. Plenary Session at the Tenth International Congress of Qualitative Inquiry. Urbana-Champaign, IL.

\*Bridges-Rhoads, S. & **Van Cleave, J.** (2014, May). Reconceptualizing data II.

Plenary Session at the Tenth International Congress of Qualitative Inquiry. Urbana-Champaign, IL.

**Van Cleave, J.** (2014, April). The Trouble with Origins: A Foucauldian Analysis of Scientifically Based Research in Education. Annual Meeting of the American Education Research Association. Philadelphia, PA.

**Van Cleave, J.** & Bridges-Rhoads, S. (2014, April). Writing the Subjects of Qualitative Research: Considering Ethics in Elite Interviewing. American Education Research Association. Philadelphia, PA.

**Van Cleave, J.** (2013, April). Acceptance Speech: Outstanding Dissertation Award. Qualitative Research Special Interest Group. Annual Meeting of the American Education Research Association. San Francisco, CA.

**Van Cleave, J.,** & Bridges-Rhoads, S. (2013, April). The Common Core Standardization of Curriculum: An Effect of the Discourse of Scientifically Based Research. Annual Meeting of the American Education Research Association. San Francisco, CA.

\*Bridges-Rhoads, S. & **Van Cleave, J.** (2013, May). Authoring Unintended Texts. In session: The impossibility of the author. Plenary session at the Ninth International Congress of Qualitative Inquiry, Chair. Urbana-Champaign, IL.

Bullock, E. & **Van Cleave, J.** (2013, May). What about what I *can't* say?: Considering ethics in elite interviewing. Ninth International Congress of Qualitative Inquiry, Chair. Urbana-Champaign, IL.

Bridges-Rhoads, S. & **Van Cleave, J.** (2012, May). "Writing Partners as Methodologists: Troubling the Single-Authored Dissertation." Eighth International Congress of Qualitative Inquiry, Champaign/Urbana, IL.

**Van Cleave, J.** (2012, April). "Ten Years After Scientifically Based Research: Is it the cure or the disease?" Annual meeting of the American Educational Research Association, Vancouver, BC.

**Van Cleave, J.** & Bridges-Rhoads, S. (2012, April). "Troubling the Single-Authored Dissertation." In session: Lone Scholar as "Not Enough": The (Im)possibility of Authorship in Postmodern Research. Annual meeting of the American Educational Research Association, Vancouver, BC.

**Van Cleave, J.** (2008, December). "Deconstructing the Conventional Qualitative Interview." In session: New Directions in Qualitative Methods/Methodologies. A SQUIG Conference in Qualitative Research, Athens, GA.

**Van Cleave, J.** (2008, March). "Research As Epic: Rethinking Data Collection." In session: Theorizing and Knowing in Qualitative Research. Annual meeting of the American Educational Research Association, New York, NY.

**Van Cleave, J.** (2008, March). "Representation and Domestication: Towards and Ethical Presentation of Educational Research." In session Broadening Representation: Using Image to Make Meaning in Educational Research. Annual meeting of the American Educational Research Association, New York, NY.

**Van Cleave, J.** (2007, May). "Representation and domestication: Towards an ethical presentation of educational research." Third International Congress on Qualitative Inquiry. Champaign/Urbana, IL.

**Van Cleave, J. & Amatuucci, K.** (2007, May). "Deconstructing Student Teacher." Third International Congress on Qualitative Inquiry. Champaign/Urbana, IL.

**Van Cleave, J.** (2007, April). "Domesticating Data: Towards a Representation of Silence." Annual meeting of the American Educational Research Association, Chicago, IL.

**Van Cleave, J.** (2007, January). "Representation and Domestication: Towards and Ethical Presentation of Educational Research." QUIG. 20<sup>th</sup> Annual Conference on Interdisciplinary Qualitative Studies. Athens, GA.

**Van Cleave, J.** (2006, November). "Public Education, Adolescence, and the Oppression of Youth Culture." Annual Meeting of the National Council of Teacher of English, Nashville, TN.

**Van Cleave, J.** (2006, November). "Which Literacy Counts: Pop Culture and Relevance in the Classroom." Annual Meeting of the National Council of Teacher of English, Nashville, TN.

#### *State/Regional/University Presentations*

**Van Cleave, J. & Destino, T.** (2014, October). The Path to Inclusive Excellence at Mars Hill University. Appalachian College Association Conference. Knoxville, TN.

Destino, T., Klonis, S., **Van Cleave, J.** (2014, August). Findings from the faculty/staff campus climate survey. Faculty Workshop. Mars Hill University. Mars Hill, NC.

**Van Cleave, J. & Stigall, S.** (2014, August). Our path to accreditation: Negotiating the NCATE process. Faculty Workshop. Mars Hill University. Mars Hill, NC.

**Van Cleave, J.** (2014, February). Faculty Forum. Mars Hill University. Mars Hill, NC.

Destino, T., Klonis, S., & **Van Cleave, J.** (2014, January). Diversity and multicultural affairs at Mars Hill University. Faculty Forum. Mars Hill University. Mars Hill, NC.

**Van Cleave, J.,** Destino, T., Hackett, A., Myers, D. (2013, August). Talking about race: Results of the 2013 Mars Hill student diversity survey. Faculty Workshop. Mars Hill University. Mars Hill, NC.

### **Conference Sessions Organized and Chaired**

“Becoming multiple: Fabrications, virtual assemblages, and (post)structures of support.”  
Thirteenth International Congress of Qualitative Inquiry. Urbana-Champaign, IL. May, 2017.

“Work/Think/Play in post qualitative inquiry.” Annual Meeting of the American Educational Research Association. San Antonio, TX. April, 2017.

\* “The impossibility of the author.” Plenary session at the Ninth International Congress of Qualitative Inquiry, Chair. Urbana-Champaign, IL. May, 2013.

“Lone Scholar as ‘Not Enough’: The (Im)possibility of Authorship in Postmodern Research.”  
Annual meeting of the American Educational Research Association, Vancouver, BC, April, 2012.

“New Directions in Qualitative Methods/Methodologies.” A SQUIG Conference in Qualitative Research, Athens, GA, December, 2008.

“Broadening Representation: Using Image to Make Meaning in Educational Research.” Annual meeting of the American Educational Research Association, New York, NY, March, 2008.

“Representational Borderlands: Using Images to Make Meaning in Educational Research.” Third Congress of Qualitative Inquiry, Urbana-Champaign, IL, May, 2007.

### **Grants Funded**

Van Cleave, J. (Fall, 2012). Faculty Enrichment and Renewal Grant. Mars Hill University.  
Amount awarded: \$1,327.71

Van Cleave, J. (Spring, 2013). Faculty Enrichment and Renewal Grant. Mars Hill University.  
Amount awarded: \$1,950

Van Cleave, J. (Summer, 2013). Faculty Enrichment and Renewal Grant. Mars Hill University.  
Amount awarded: \$1,211.27

Van Cleave, J. (Spring, 2014). Faculty Enrichment and Renewal Grant. Mars Hill University.  
Amount awarded: \$ 1,275

Van Cleave, J. (Spring, 2015). Faculty Enrichment and Renewal Grant. Mars Hill University.  
Amount awarded: \$1,495

Van Cleave, J. (Spring, 2016). Faculty Enrichment and Renewal Grant. Mars Hill University.  
Amount awarded: \$1,695

Van Cleave, J. (Summer, 2016). Faculty Enrichment and Renewal Grant. Mars Hill University.  
Amount awarded: \$1,605

Van Cleave, J. (Summer, 2016). Melon Fund Professional Development Grant. Mars Hill University. Amount awarded: \$425

Van Cleave, J. (Fall, 2016). Melon Fund Professional Development Grant. Mars Hill University.  
Amount awarded: \$444

Van Cleave, J. (Fall 2017). Faculty Enrichment and Renewal Grant. Mars Hill University.  
Amount awarded: \$1,190

### **Grants Applied for but not Funded**

#### **Problem Solving Model/Leadership Initiative**

Purpose: To enhance technology and pedagogical skills of all teachers in Madison County

Funder: NC Quest

Amount Requested: \$213,417.51

Role: Consultant (Chris Cain, Mars Hill University, P.I.)

#### **Nature and Creative Education: Investigating Responsible Connections**

Purpose: This project focuses on the ethical tensions that arise when considering the sometimes competing economic and environmental goals of creative education.

Funder: The Center for Ethics & Education, University of Wisconsin-Madison

Amount Requested: \$40,000

Role: P.I. (Sarah Bridges-Rhoads, Georgia State University, Co-P.I.)

#### **The Common Core State Standards for Writing in a Shifting, Digital, Global Society:**

##### **Complicating Interpretations to Advance Writing Practice in Elementary Schools: 2014**

Purpose: The study examines how educational infrastructures such as the Common Core State Standards (CCSS) affect ways schools support students as developing writers in the 21st century.

Funder: Spencer Foundation

Amount requested: \$250,000

Role: P.I. (Teri Holbrook, Georgia State University, Co-P.I.; Sarah Bridges-Rhoads, Georgia State University, Co-P.I.)

(Unfunded)

### **Courses Taught At Mars Hill University**

#### **Graduate Courses**

Foundations of Research in Elementary Education (ED 517)  
Education Department, Mars Hill University  
Fall 2012 (n=6); Spring 2014 (n=8)

Research in Education (ED 524)  
Education Department, Mars Hill University  
Summer 2013 (n=6); Summer 2014 (n=8); Fall 2015 (n=9); Fall 2016 (n=4); Spring 2018 (n=8)

Integrated Masters Thesis/Integrated Research in Action (ED 538)  
Education Department, Mars Hill University  
Spring 2013 (n=13); Spring 2014 (n=6); Spring 2015 (n=8); Spring 2016 (n=9); Spring 2017 (n=4)

Digital Literacies (ED 550)  
Fall 2015 (n=9); Fall 2016 (n=4); Fall 2017 (n=8)

## **Undergraduate Education**

Historical, Philosophical, and Social Foundations of Education (ED 402)  
Spring 2016 (n=17); Summer 2016 (n=8); Spring 2017 (n=10)

Classroom Assessment (ED 465)  
Education Department, Mars Hill University  
Fall 2012 (n=11); Spring 2013 (n=9); Fall 2013 (n=7)

College Reading (ED 101)  
Education Department, Mars Hill University  
Fall 2013 (n=19); Fall 2015 (n=20); Fall 2016 (n=18)

Introduction to Education (ED 205)  
Education Department, Mars Hill University  
Spring 2015 (n=6); Fall 2015 (n=20)

Middle and Secondary English Teaching Methods (ED 412)  
Education Department, Mars Hill University  
Spring 2014 (n=1); Fall 2014 (n=6); Spring 2017 (n=1); Fall 2017 (n=8)

Student Teaching Practicum I (ED 479)  
Education Department, Mars Hill University  
Fall 2017 (n=19)

Teaching Adolescent Literature in a Diverse Society (ED 420)  
Education Department, Mars Hill University  
Spring 2015 (n=2)

### ***Honors Program***

Honors Mini-Course  
The Seven Sins of Memory (HON 212)  
Honors Program, Mars Hill University  
Fall 2013 (n=12)

First Year Seminar HONORS (FYS 111)  
Honors Program, Mars Hill University  
Fall 2014 (n=9)

Honors Seminar (HON 100/400)  
Being an Ally  
Honors Program, Mars Hill University  
Fall 2015 (n=18)

### ***In Language and Literacy Education at the University of Georgia***

#### **Undergraduate**

*Adolescent Literature (LLED 4410)*  
The University of Georgia, College of Education, Language and Literacy Education  
Fall 2009 (n=25)

*Adolescent Literature (ELAN 4410)*  
The University of Georgia, College of Education, Language and Literacy Education  
Fall 2006 (n=29); Fall 2007 (n=24); Fall 2008 (n=25)

*Field Experience Seminar (ELAN 4460)*  
The University of Georgia, College of Education, Language and Literacy Education  
Fall 2005 (n = 30)

### **New Courses Developed at Mars Hill University *Undergraduate***

ED 420	Teaching Adolescent Literature in a Diverse Society
ED 479	Student Teaching Practicum I
HON 212	The Seven Sins of Memory
HON 100/400	Being an Ally

### ***Graduate***

ED 517	Foundations of Research in Elementary Education
ED 524	Research in Education
ED 538	Integrated Masters Thesis/Integrated Research in Action
ED 550	Digital Literacies

### **Supervision at the University of Georgia**

From 2005 to 2012, supervised from 5-8 student teachers in English Education each spring for their 10-week student teaching practica in public schools. Also supervised from 6-8 student teachers in the Social Studies Education program in 2005.

Fall 2005 (n=8)—12-hour per week practicum & Spring 2007 (n=8)—10-week student teaching

Fall 2006 (n=6) – 12-hour per week practicum & Spring 2007 (n=6) – 10-week student teaching

Fall 2007 (n=8) – 12-hour per week practicum & Spring 2008 (n=8) – 10-week student teaching

Fall 2008 (n=7) – 12-hour per week practicum & Spring 2009 (n=7) – 10-week student teaching

Fall 2009 (n=8)—12-hour per week practicum & Spring 2010 (n=6)—10-week student teaching

### **Academic Advising at Mars Hill University**

#### ***MEd Research Advisor***

<i>Student</i>	<i>Program</i>	<i>Graduation</i>
Anderson, Alicia. Thesis: Creating a classroom library to maximize student interest	Elementary Education	2015
Arnold, Wesley. Thesis: How does explicit instruction in the Success Criteria Continuum impact student growth, independence, and engagement in writing?	Elementary Education	2015
Aspray, Elizabeth. Thesis: The effect of inquiry-based instruction on student motivation	Elementary Education	2015
Blount, Regina.	Elementary Education	
Bridger, Eve. Thesis: What are the academic and social advantages and disadvantages of single-gender education for middle school students?	Elementary Education	2013
Burlison, Lisa. Thesis: How has the Leveled Literacy Intervention Program Impacted Learning for Students in Perceived Poverty?	Elementary Education	2014
Burton, Kelly. Thesis: Exploring Teacher Burnout	Elementary Education	2016
Chapman, Kellie. Thesis: What motivates students for academic success?	Elementary Education	2014

Chislom, Tonisha.	Elementary Education	2017
Thesis: The Achievement Gap: Is it just a classroom problem?		
Cole, Karen.	Elementary Education	2016
Thesis: mClass and the Challenges of Using Writing to Assess Reading Comprehension		
Coomer, Lisa.	Elementary Education	2013
Thesis: What techniques do teachers find most effective for classroom management?: A first-year teacher's perspective		
Covington, Teri.	Elementary Education	2013
Thesis: The Impact of Leveled Literacy in my Kindergarten Classroom		
Cranford, Kelley.	Elementary Education	
Cripps, Kimberly.	Elementary Education	2016
Thesis: Making Every Minute Count: Effectiveness of Promoting Activity Breaks in the Classroom		
Davis, Laura.	Elementary Education	2015
Thesis: Effects of consistent progress monitoring on student performance and parent understanding		
Ferguson, Megan.	Elementary Education	2016
Thesis: Impact of Co-Teaching/Inclusion for Students with Serious Emotional Disabilities		
Fuller, Elise.	Elementary Education	
Garren, Ginger.	Elementary Education	2017
Thesis: What are the most effective reading strategies for ELL students?		
Gary, Damien.	Elementary Education	2013
Thesis: How Successful Intervention Programs Can Dismantle the School-to-Prison Pipeline		
Golding, Tiffany.	Elementary Education	2013
Thesis: The Impact of Writing in an Eighth Grade Mathematics Classroom		
Hardin, Jennifer.	Elementary Education	2016
Thesis: Impact of Parent Attitude Toward Mathematics on Student Achievement		
Hegberg, Elizabeth.	Elementary Education	2015
Thesis: How does explicit instruction in the Success Criteria Continuum impact student growth, independence, and engagement in writing?		
Hepler, Taylor.	Elementary Education	2016

Thesis: Impact of Literature Based Instruction on Reading Comprehension and Reading Engagement

Hiatt, Kelsey. Elementary Education 2016  
Thesis: Impact of Technology on Students, Parents, and Teachers

Hoyle, Julie. Elementary Education 2014  
Thesis: Does inquiry-based instruction increase reading motivation?

Hudgens, Ashley. Elementary Education 2015  
Thesis: Student growth comparisons between Letterland and Foundations

Jones, Courtney. Elementary Education 2017  
Thesis: Learned Helplessness: Contributing Factors, Implications, and Interventions for Elementary-Aged Students

Marsden, Laura. Elementary Education 2014  
Thesis: Instructional coaching and its impact on implementation fidelity

Martin, Kathleen. Elementary Education 2015  
Thesis: Benefits of looping from second to third grade

Masterman, Amy. Elementary Education 2013  
Thesis: What School Experiences Lead Children to Become Engaged Readers, As Fourth Graders Describe the Engagement Process

Metz, Danielle. Elementary Education

Murphy, Rachel. Elementary Education 2013  
Thesis: Mathematics Plus Literature Equals Success

Nelson, Coire. Elementary Education 2016  
Thesis: Student-centered Interventions

Pollard, Cara. Elementary Education 2014  
Thesis: English Language Learners and Classroom Discourse

Reagan, Lisa. Elementary Education 2014  
Thesis: Looping: Effects on Student-Teacher, Parent-Teacher Relationships and Academic Achievement

Redden, Melissa. Elementary Education

Reigle, Eben. Elementary Education 2017  
Thesis: Interpreting History for Children

Rollins, Jason.	Elementary Education	2016
Thesis: Why Do At-Risk Students Graduate from High School?		
Ruehl, Barbara.	Elementary Education	2013
Thesis: The Impact of Intervention Time to Increase Third Grade Students' Reading and Math Scores		
Schiffhauer, Don.	Elementary Education	2013
Thesis: How Do the Use of Inquiry-Based Learning and Collaborative Comprehension Strategies Impact the Motivation of Fifth Grade Students?		
Shermer, Chase.	Elementary Education	
Skipper, Kim.	Elementary Education	2013
Thesis: The Impact of Teaching Early Literacy Skills During Flexible, Guided Reading Groups on Kindergarten Students' Reading Abilities		
Stanley, Tracy.	Elementary Education	
Teague, Tara.	Elementary Education	2013
Thesis: Ability Grouping and Teacher Effectiveness		
Tipton, Audrey.	Elementary Education	2013
Thesis: Teaching and Learning a New Curriculum in a Multigrade Classroom		
Watts, Melonie.	Elementary Education	2015
Thesis: What is the relationship between outdoor learning experiences and students' interest in non-fiction?		
Watts, Monica.	Elementary Education	

***Doctoral Committee Member-External***

Ozturk, Zehra	Early Childhood and Elementary Education	Georgia State University
Advisor: Dr. Mona Matthews		

***Guest Lecturer***

EDF 7478: Qualitative Research in Education, Part II. Topic: Living Theory. University of South Florida.

ETAP 8570: The Postmodern Turn: Theories and Methods. Topic: Coming to Postmodernism, SBR, and Foucault. Department of Educational Theory and Practice. University of Georgia.

EDF 7478: Qualitative Research in Education, Part II. Topic: Thinking with theory and writing as a method of inquiry. University of South Florida.

ECE 9800: Introduction to Scholarly Inquiry. Topic: Reading texts that are too hard to read.  
Department of Early Childhood Education. Georgia State University.

ECE 9860: Evaluating and Interpreting Qualitative Research. Topic: Poststructural data analysis.  
Department of Early Childhood Education. Georgia State University.

ECE/EPRS 9120 Poststructural Inquiry. Topic: Living Theory. Department of Early Childhood  
Education/Education Research, Measurement, and Statistics. Georgia State University.

## **EDITORIAL SERVICE**

### **Editorial Review Boards**

*Journal of Language and Literacy Education* 2005-2010

*Teacher's BRIDGE (Building Resources: Induction and Development for Georgia Educators)*  
2005-2011

### **Reviewing for Refereed Journals**

*Cultural Studies ⇔ Critical Methodologies*

2015-present

*English Education*

2016-present

*English Journal*

2015-present

*International Journal of Qualitative Studies in Education*

2006

2015-present

*International Review of Qualitative Research*

2015-present

*Journal of Early Childhood Literacy*

2016-present

*Journal of Language and Literacy Education*

2004-2011

*Qualitative Inquiry*

2015-present

*Teacher's BRIDGE (Building Resources: Induction and Development for Georgia Educators)*

2004-2011

### **Reviewing for Conference Proposals & Proceedings**

American Educational Research Association,

2006 Division K

2007 Division K

2014 QR SIG

2015 Division B

2016 QR-SIG; Division B

2017 QR-SIG

## PROFESSIONAL SERVICE

### Service to Mars Hill University

Chair, Institutional Review Board	2017-present
Member, Institutional Review Board, Scientist	2012-2017
Member, SLO Committee for Social Sciences	2013
Member, University Intercultural Council	2012-present
Member, Graduate Council	2012-present
Chair, Library Committee	2015-2017
Member, Library Committee	2014-2015
Member, Honors Council	2014-present
Member, Honors Interview Committee	2015-present
Reviewer, MHU Alpha Chi scholarship essay competition	2015-present
Reviewer, National Alpha Chi scholarship essay competition	2015-present

### Service to the Education Department

CAEP Coordinator	2013-present
Director of Assessment	2012-present
Chair, Assessment Committee	2012-present
Chair, CAEP Committee	2013-present
Member, Teacher Education Council	2012-present
Member, Graduate Advisory Committee	2012-present
Member, Graduate Interview Committee	2012-present
Technology Liaison	2014-present

### Service to the Profession

Alliance Theatre's Institute for Educators and Teaching Artists Collaboration, Atlanta, GA: Professional Development Workshops: Rewriting the Common Core State Standards with Universal Design and Backward Design, April 24 and April 25, 2014	
Mentor, AERA Qualitative Research SIG, 2014-present	
Faculty Mentor for Qualitative Research, AERA Division D, 2016-present	
Member, AERA QR-SIG, Outstanding Dissertation Award Committee, 2015-present	

### Committee Service and Leadership at the University of Georgia

<i>Journal of Language and Literacy Education</i> Co-Editor 2006-2007	
<i>Journal of Language and Literacy Education</i> Associate Editor 2005-2006	
Peer Reviewer 2006 – present AERA journals	
2007-2008 UGA Language & Literacy Education Department Graduate Student Orientation Planning Committee	
2008-2009 UGA Language and Literacy Education Department Faculty/Student Liaison	

### Professional Affiliations

Member, American Educational Research Association	
Member, Literacy Research Association	
Member, National Council of Teachers of English	
Member, American Association of Colleges for Teacher Education	