

Jayne C. Lammers

jayne.lammers@gmail.com

CURRENT/RECENT POSITIONS

Dr. Jayne Consulting Services, Inc.

President, June 2022 – present

University of Pennsylvania, Graduate School of Education

Lecturer/Coach, Mid-Career Doctoral Program in Educational Leadership, August 2023 – present

Edmentum

Director, Learning Design, October 2022 – February 2026

Illinois State University, College of Education, School of Teaching and Learning

Instructional Assistant Professor, Fall 2025

PREVIOUS ACADEMIC APPOINTMENTS

University of Rochester, Warner School of Education and Human Development

Dissertation Advisor, 2024

Associate Professor of Education, 2017 – December 31, 2023

Director, Secondary English Education Teacher Preparation, 2011 – 2022

Affiliated Faculty, Center for Learning in the Digital Age, 2021 – 2023

Founding Associate Director, Center for Learning in the Digital Age, 2018 – 2021

Assistant Professor of Education, 2011 – 2017

Universitas Negeri Semarang (UNNES), Semarang, Indonesia

Fulbright U.S. Scholar, Dosen luar biasa (Extraordinary/Visiting Lecturer, Professor), September 2019 – February 2020

EDUCATION

Doctor of Philosophy, Curriculum & Instruction, with emphasis in Language & Literacy, Arizona State University; Dissertation: *"The Hangout was serious business: Exploring literacies and learning in an online Sims fan fiction community*
Committee: Josephine Peyton Marsh (Chair), James Paul Gee, Elisabeth (Hayes) Gee

Master of Education, Reading Education, University of Central Florida

Bachelor of Science, Liberal Studies, English Literature major with emphasis in Education, University of Central Florida

GRANT ACTIVITY

Funded Projects:

Fulbright U.S. Scholar in Indonesia (2019 – 2020). PI for *The Digital Literacies of Indonesian Secondary Students: An Exploration to Inform Their Educators*. Exploratory, multiple methods study, with Indonesian collaborator, Puji Astuti.

Phase 1 Small Business Innovation Research (SBIR) Grant from IES, awarded to Second Avenue Software, Inc. for *TARGETS: Transmedia Augmented Reality Game for Essential Transfer of Science*. Total award \$150,000. Subcontract, May 2013-October 2013.

Unfunded Project:

NSF AISL Grant for Innovation in Development Project, Building Science Identity in Young Women with a Video Game about Art Conservation Science. Elizabeth Goins of RIT (PI). Co-PI for internal qualitative evaluation. (Submitted November 2017 & 2018)

AWARDS AND HONORS

Fulbright Specialist, April 2022 – April 2026

2025 EDSAFE AI Alliance Women in AI Fellow

Divergent Publication Award for Excellence in Literacy in a Digital Age Research, 2025 Honoree

Divergent Award for Excellence in Literacy in a Digital Age Research, 2024 Honoree

University of Rochester Office of Equity and Inclusion NCFDD Faculty Success Program Fellow, 2022-23

G. Graydon Curtis '58 and Jane W. Curtis Award for Nontenured Faculty Teaching, 2017

Warner School's Betty Pool Service Award, 2014 & 2016

UKLA/Wiley-Blackwell Research in Literacy Education Award, Article (Magnifico, Curwood, & Lammers, 2015) shortlisted for award, 2016

Games + Learning + Society, People's Choice Poster Award, 2013

AERA Media, Culture, and Learning SIG, Graduate Research Excellence Award, 2010

ASU, Graduate/Professional Student Association (GPSA), Teaching Excellence Award Nomination, Spring 2007

ASU GPSA, Assembly Outstanding Service Award, 2007

TEACHER CERTIFICATION

Florida Professional Teaching Certificates:

English (5-9 & 6-12); Reading (K-12)

SCHOLARSHIP

Peer-Reviewed Journal Articles (* indicates student collaborator):

25. *McGuinness, S. & Lammers, J. C. (2025). Digital desperation: Trauma's role in cryptomarket opioid sourcing. *Contemporary Drug Problems*, 1-18.
<https://doi.org/10.1177/00914509251357954>
24. Magnifico, A.M., Lammers, J.C., Kennedy, F., & Silva, B. (2025). Redesigning author study: Fanfiction and early elementary literacy. *The Reading Teacher*, 8(6), 361-365.
<https://doi.org/10.1002/trtr.2374>
23. Lammers, J. C., Magnifico, A. M., & *Wang, A. (2022) Playful multiliteracies: Fan-based literacies' role in English Language Arts pedagogy. *Journal of Adolescent & Adult Literacy*, 66(2), 80-90. <http://dx.doi.org/10.1002/jaal.1253>
22. *Huang, T., & Lammers, J. C. (2022). Do students have agency? A sociocultural perspective from Chinese L2 video learning. *Language & Sociocultural Theory*, 9(22), 147-174.
21. Marsh, V. L., Lammers, J. C., & *Conroy, E. (2021). Repositioning students as change-makers: Five steps to advocacy research. *English Journal*, 111(2), 56-63.
20. *Astuti, P. & Lammers, J. C. (2020). "They had peer preference": A portrait of tensions in the implementation of cooperative learning in EFL classrooms. *Journal of AsiaTEFL*, 17(2), 446-462. <http://dx.doi.org/10.18823/asiatefl.2020.17.2.9.446>
19. Magnifico, A. M., Lammers, J. C., & Curwood, J. S. (2020). Developing methods to trace participation patterns across online writing. *Learning, Culture, and Social Interaction*, 24, 1-9.
<https://doi.org/10.1016/j.lcsi.2019.02.013>
18. Curwood, J. S., Lammers, J. C., Magnifico, A. M., & Stornaiuolo, A., (2019). Ethical dilemmas within online literacy research. *Literacy Research: Theory, Method and Practice*, 68(1), 293-313.
<https://doi.org/10.1177/2381336919870264>
17. Lammers, J. C., & *Van Alstyne, J. H. (2019). Building bridges from classrooms to networked publics: Helping students write for the audience they want. *Journal of Adolescent & Adult Literacy*, 62(6), 653-662. [DOI: 10.1002/jaal.933](https://doi.org/10.1002/jaal.933)
16. *Huang, T. & Lammers, J. C. (2018). A qualitative inquiry of video learning by Chinese L2 learners: Learning internalization, understanding social realities, and reflecting on challenges. *CSL: Chinese as a Second Language*, 53(3), 257-294.
<https://doi.org/10.1075/csl.18004.hua>
15. Magnifico, A. M., Lammers, J. C., & Fields, D. (2018). Affinity spaces, literacies, and classrooms: Tensions and opportunities. *Literacy*, 52(3), 145-152. [DOI: 10.1111/lit.12133](https://doi.org/10.1111/lit.12133)

14. Lammers, J. C. & *Marsh, V. L. (2018). ["A writer more than...a child": A longitudinal study examining adolescent writer identity.](#) *Written Communication*, 35(1), 89-114.
13. Abrams, S. S., & Lammers, J. C. (2017). [Belonging in a videogame space: Bridging affinity spaces and communities of practice.](#) *Teachers College Record*, 119(11), 1-34.
12. *Astuti, P., & Lammers, J. C. (2017). Individual accountability in cooperative learning: More opportunities to produce spoken English. *Indonesian Journal of Applied Linguistics*, 7(1), 215-228. [DOI: dx.doi.org/10.17509/ijal.v7i1.6878](https://dx.doi.org/10.17509/ijal.v7i1.6878)
11. *Astuti, P., & Lammers, J. C. (2017). [Making EFL instruction more CLT-oriented through individual accountability in cooperative learning.](#) *Teaching English as a Foreign Language in Indonesia (TEFLIN) Journal*, 28(2). 236-259.
10. *Khan, A. S., & Lammers, J. C. (2017). [Examining Pakistani English teachers' professional learning in an online community of practice.](#) *Journal of Educational Research*, 20(2), 1-14.
9. Lammers, J. C., & *Palumbo, N. P. (2017). [Barriers to fanfiction access: Results from a usability inspection of Fanfiction.net.](#) *Journal of Media Literacy Education*, 9(2), 76-90.
8. Lammers, J. C. (2016). [Examining the pedagogic discourse of an online fan space: A focus on flexible roles.](#) *The Mid-Atlantic Education Review*, 4(2), 1-13.
7. Lammers, J. C. (2016). ["The Hangout was serious business": Leveraging participation in an online space to Design Sims fanfiction.](#) *Research in the Teaching of English*, 50, 309-332.
6. Lammers, J. C., & *Marsh, V. L. (2015). Going public: An adolescent's networked writing on Fanfiction.net. *Journal of Adolescent & Adult Literacy*, 59, 277-285. [DOI: 10.1002/jaal.416](https://doi.org/10.1002/jaal.416).
5. Magnifico, A. M., Curwood, J. S., & Lammers, J. C. (2015). Words on the screen: Broadening analyses of interactions between fanfiction writers and reviewers. *Literacy*, 49, 158-166. [DOI: 10.1111/lit.12061](https://doi.org/10.1111/lit.12061). Article shortlisted for the [2016 UKLA/ Wiley-Blackwell Research in Literacy Education Award.](#)
4. Curwood, J. S., Magnifico, A. M., & Lammers, J. C. (2013). Writing in the wild: Writers' motivation in fan-based affinity spaces. *Journal of Adolescent & Adult Literacy*, 56(8), 677-685. [DOI: 10.1002/JAAL.192](https://doi.org/10.1002/JAAL.192)
3. Lammers, J. C. (2013). Fangirls as teachers: Examining pedagogic discourse in an online fan site. *Learning, Media and Technology*, 38, 368-386. [DOI: 10.1080/17439884.2013.764895](https://doi.org/10.1080/17439884.2013.764895).
2. Lammers, J. C., Curwood, J. S., & Magnifico, A. M. (2012). [Toward an affinity space methodology: Considerations for literacy research.](#) *English Teaching: Practice and Critique*, 11(2), 44-58.
1. Marsh, J. P., Lammers, J. C., & Alvermann, D. E. (2012). Quality assurance in online

content literacy methods courses. *Literacy Research and Instruction*, 51(3), 233–253.
[DOI:10.1080/19388071.2011.568670](https://doi.org/10.1080/19388071.2011.568670) Selected for Routledge's *Back to School Reading List*:
<http://www.tandf.co.uk/journals/access/ulri-bts.pdf>

Book Chapters:

10. Magnifico, A.M., Jones, K., & Lammers, J.C. (accepted; forthcoming). The social genres and networked practices of fanfiction writing. In V. Malo & C. Hill (Eds.), *The Oxford Handbook of Young Adult Literature*.
9. Marsh, V. L., Conroy, E., & Lammers, J. C. (2025). Thought buddies: How partners in an RPP expanded roles and navigated boundaries. In K. Zenkov, D. Polly, & L. Rudder (Eds.), *Boundary-Spanning in School-University Partnerships* (pp. 17-32). Information Age Publishing.
8. Noguerón-Liu, S. & Lammers, J. C. (2020). [Literacy instruction and digital innovation: Trends and affordances for digital equity in classrooms](#). In E.B. Moje, P.P. Afflerbach, P. Enciso, & N.K. Lesaux (Eds.) *Handbook of Reading Research Volume V* (pp. 406-423). Routledge.
7. Lammers, J. C., Magnifico, A. M., & Curwood, J. S. (2018). Literate identities in fan-based online affinity spaces. In K. Mills, A. Stornaiuolo, A. Smith, & J. Z. Pandya (Eds.) *Handbook of Writing, Literacies, and Education in Digital Cultures* (pp. 174-184). Routledge.
6. Meuwissen, K. W. & Lammers, J. C. (2017). Advancing high-leverage practices in the humanities: An interdisciplinary methods model. In S. G. Grant, K. Swan, & J. Lee (Eds.) *Teaching social studies: A methods book for methods teachers* (pp. 105-110). Information Age Publishing.
5. Lammers, J. C. (2017). Critical junctures in the design and conduct of affinity space research. In M. Knobel & C. Lankshear (Eds.) *Researching New Literacies: Design, Theory, and Data in Sociocultural Investigation* (pp. 17-36). Peter Lang.
4. Curwood, J. S., Lammers, J. C. & Magnifico, A. M. (2017). From research to practice: Writing, technology, and English teacher education. In H. L. Hallman (Ed.), *Innovations in English Language Arts Teacher Education* (Advances in Research on Teaching, Volume 27; pp. 121-141). Emerald Group Publishing Limited.
3. Lammers, J. C., Magnifico, A. M., & Curwood, J. S. (2014). Exploring tools, places, and ways of being: Audience matters for developing writers. In K.E. Pytash & R.E. Ferdig (Eds.), *Exploring technology for writing and writing instruction* (pp.186-201). IGI Global.
2. Lammers, J. C. (2012). "Is the Hangout...The Hangout?" Exploring tensions in an online gaming-related fan site. In E.R. Hayes & S.C. Duncan (Eds.). *Learning in video game affinity spaces* (pp. 23-50). Peter Lang.

1. Marsh, J. P. & Lammers, J. C. (2011). Figured worlds and discourses of masculinity: Being a boy in a literacy classroom. In R. Rogers (Ed.), *An introduction to critical discourse analysis in education* (2nd Ed.; pp. 93-115). Routledge.

Peer-Reviewed Conference Proceedings:

5. Fields, D. A., Grimes, S. M., Lammers, J. C., & Magnifico, A. M. (2017). Designing for DIY: Talking through tensions, lessons, and questions to guide innovative learning environments. In *Proceedings GLS 12 Games+Learning+Society Conference* (pp. 437-439). ETC Press. Available at: <http://press.etc.cmu.edu/files/GLS12-Proceedings-2016-web.pdf>
4. Fields, D. A., Grimes, S. M., Magnifico, A. M., Lammers, J. C., Gomez, K., & Curwood, J. S. (2013). What's next in studying online social networking? Future research directions for creative, DIY-based sites. In C. C. Williams, A. Ochsner, J. Dietmeier, & C. Steinkuehler (Eds.), *Proceedings GLS 9.0 Games+Learning+Society Conference* (pp. 11-17). ETC Press. Available at: <http://press.etc.cmu.edu/content/gls-90-conference-proceedings>
3. Lammers, J. C. & Van Voorhis, V. (2013). Gaming Bloom's: De/Reconstructing the taxonomy for game-based learning. In C. C. Williams, A. Ochsner, J. Dietmeier, & C. Steinkuehler (Eds.), *Proceedings GLS 9.0 Games+Learning+Society Conference* (pp. 520-521). ETC Press.
2. Magnifico, A. M., Lammers, J. C., & Curwood, J. S. (2013). Collaborative learning across space and time: Ethnographic research in online affinity spaces. In N. Rummel, M. Kapur, M. Nathan, & S. Puntambekar (Eds.) *To See the World and a Grain of Sand: Learning across Levels of Space, Time, and Scale: CSCL 2013 Conference Proceedings Volume 2 – Short Papers, Panels, Posters, Demos & Community Events* (pp. 81-84). International Society of the Learning Sciences.
1. Hayes, E. R., King, E., & Lammers, J. C. (2008). The Sims2 and women's IT learning. In *AERC 2008 Conference Proceedings*.

Other Publications:

15. Ehret, C., Flint, T. K., Lammers, J. C., Magnifico, A. M., & Mora, R. A. (2023). Guest editorial: Playful literacies across ages and contexts: New horizons for pleasure, affect, and living texts [Editorial]. *English Teaching: Practice & Critique*, 2(22), 133-136.
14. Astuti, P., & Lammers, J. C. (2021, 19 October). [Bagaimana kreator konten bisa menghasilkan karya yang berpihak pada masyarakat dan kemanusiaan](#) [How content creators can produce works that are in favor of society and humanity]. *The Conversation – Indonesia*.
13. Lammers, J. C., & Astuti, P. (2021). Calling for a global turn to inform digital literacies education. *Journal of Adolescent & Adult Literacy*, 64(4), 371-377. <https://doi.org/10.1002/jaal.1103>

12. Lammers, J. C. & *Van Alstyne, J. (Summer 2019). [Connecting student writers with online audiences: Lessons from the field](#). Layered Literacies column, *ALAN Review*, 46(3), 98-103.
11. Lammers, J. C. (2018, September 14). [Navigating tensions when connecting classrooms to online communities](#). *Literacy Daily*.
10. Curry, M. J. & Lammers, J. C. (2018, January 29). [The nuts and bolts of running a writing camp](#). [web log] *Doctoral Writing SIG blog*.
9. Lammers, J. C. (2017, October 27). [Considerations of privacy in connecting youth to digital literacy spaces](#). *Literacy Daily*.
8. Lammers, J. C. (2017). Sims, The. In K. Peppler (Ed.), *The SAGE Encyclopedia of Out-of-School Learning*. Thousand Oaks, CA: SAGE. Available at: <http://sk.sagepub.com/reference/the-sage-encyclopedia-of-out-of-school-learning>
7. Lammers, J. C. (2017, January 13). [Connecting classrooms with online fanfiction communities](#). *Literacy Daily*.
6. Lammers, J. C. (2016, June 24). [Leveraging participation in online fanfiction spaces to collaborate in writing](#). *Literacy Daily*.
5. Lammers, J. C. (2015, September 18). [Guiding youth to write for and with online audiences](#). *Literacy Daily*.
4. Lammers, J. C. (2014, November 14). [Online fan fiction spaces as literacy tools](#). *Reading Today Online*.
3. Fields, D. A., Magnifico, A. M., Lammers, J. C., & Curwood, J. S. (2014). [DIY media creation](#). *Journal of Adolescent & Adult Literacy*, 58(1), 19-24.
2. *Khan, A. & Lammers, J. C. (2014, August 22). [English Companion Ning: The social network for and by teachers](#). *Reading Today Online*.
1. Curwood, J. S., Lammers, J. C., & Magnifico, A. M. (2014, March 14). [Adolescent writing in online fan fiction spaces](#). *Reading Today Online*.

WORKS IN PROGRESS

1. *Comstock, K., Ares, N., & Lammers, J. C. (revise and resubmit). Qualitative researcher's emotional journey of data analysis.
2. Marsh, V. L., Lammers, J. C., & *Conroy, E. (under review). "Leveling the thinking field": Towards equitable collaboration in research-practice partnerships.

REFERRED CONFERENCE PRESENTATIONS

National/International:

Lammers, J. C. (2025, October). Six learning design principles to help achieve personalized instruction at scale, no matter the solution. Collaborative roundtable session at FullScale, New Orleans, LA.

Marsh, V. L., Lammers, J. C., & Conroy, E. (2025, April). "Leveling the thinking field": Towards equitable collaboration in research-practice partnerships. Paper presented at American Educational Research Association annual meeting, Denver, CO.

Lammers, J. C., Hachmeister, C., & Douglas, M. (2025, February). Empowering future careers: The impact of online courses on CTE pathways. Panel discussion at DLAC Ignite, Atlanta, GA.

Comstock, K., Ares, N., & Lammers, J. C. (2024, April). Qualitative researcher's emotional journey of reflexive thematic analysis. Roundtable presented at American Educational Research Association annual meeting, Philadelphia, PA.

Lammers, J. C., Ainsworth, J., & Allen, G. M. (2024, February). Understanding the potential for generative AI to be an equity equalizer. Panel discussion at DLAC Ignite, Austin, TX.

Magnifico, A. M. & Lammers, J. C. (2023, April). Supporting teachers' understandings of fan fiction as responsive writing pedagogy. Paper presented in the *Understanding, responding to, and valuing student writers through reflective tools and practices* symposium at American Educational Research Association annual meeting, Chicago, IL.

Lammers, J. C., & Astuti, P. (2023, February). Snapshots of Indonesian youth as global meaning makers. Paper presented at Writing Research Across Borders, Trondheim, Norway.

Magnifico, A. M., Lammers, J. C., Kennedy, F., & Silva, B. (2023, February). "Making our own things:" Early childhood writing instruction and fanfiction. Paper presented at Writing Research Across Borders, Trondheim, Norway.

Lammers, J. C., *Velasquez-Smith, T., & *Van Alstyne, J. H. (2022, November). Supporting educators in *Cultivating Genius* during teacher preparation across disciplines. Workshop presented at New York State Reading Association Conference, Syracuse, NY.

Marsh, V. L., *Conroy, E., & Lammers, J. C. (2022, February). Literacies of power: Examining a research-practice partnership to expand youth advocacy. Paper presented at the NCTEAR Virtual Conference.

Lammers, J. C., Magnifico, A. M., & *Wang, A. (2021, December). Bringing play in from the margins: An argument for fan-based literacies' role in post-pandemic ELA pedagogy. Paper presented at the Literacy Research Association annual conference, Atlanta, GA.

Lammers, J. C., & Astuti, P. (2021, April). Indonesian secondary students' agentic digital literacies: Expanding the national narrative towards empowering literacy education. Paper presented in the *Digital Literacies for Global Meaning Making: Learning from Four Cases from the Global South* symposium at American Educational Research Association annual meeting. [virtual].

Lammers, J. C., & Magnifico, A. M. (2021, April). Working with living texts: Building an argument for play in secondary ELA instruction. Roundtable presented at American Educational Research Association annual meeting. [virtual].

Marsh, V. L., Lammers, J. C., & *Conroy, E. (2021, April). Literacies of power: Expanding youth advocacy in English class. Paper presented at American Educational Research Association annual meeting. [virtual]. [iPresentation available here](#).

Lammers, J. C., & Magnifico, A. M. (2020, December). Designing teacher professional learning for digital literacies: Revealing opportunities and tensions. Paper presented in the *Navigating Fandom Transliteracies in Classroom Spaces: Implications for Equitable Instruction* symposium at the Literacy Research Association annual conference [virtual].

Lammers, J. C., Astuti, P. (2020, July). Exploring the digital literacies of Indonesian youth. Paper presented at Australian Association of Teachers of English/International Federation of English Teachers conference, Sydney, Australia [virtual].

Lammers, J. C., Bacalja, A., McGraw, K., & Beavis, C. (2020, July). Digital literacies informing classroom practice: If only. Presentation at Australian Association of Teachers of English/International Federation of English Teachers conference, Sydney, Australia [virtual].

Marsh, V. L., Lammers, J. C., & Conroy, E. (2020, April). Researchers as thought buddies: Examining a research-practice partnership through design-based research. Roundtable presented at American Educational Research Association annual meeting, San Francisco, CA. (Conference canceled).

Lammers, J. C. & Astuti, P. (2020, February). Learning about the digital literacies of Indonesian youth: Sharing with our community of inquiry. Work-in-progress session presented at the National Council of Teachers of English Assembly for Research, Nashville, TN.

Magnifico, A. M. & Lammers, J. C. (2020, February). Connecting classroom and online communities through teacher professional learning. Work-in-progress session presented at the National Council of Teachers of English Assembly for Research, Nashville, TN.

Stornaoiuolo, A., Magnifico, A. M., Lammers, J. C., & Curwood, J. S. (2019, December). Centering ethics in digital literacy practice and research: Toward reciprocity. Paper presented in the *De-Assembling the "Digital": Possible Futures for Digital Literacy Research and Pedagogy* symposium at the Literacy Research Association annual conference, Tampa, FL.

Lammers, J.C., Curwood, J.S., Tekobbe, C., Magnifico, A.M., & Stornaiuolo, A. (2019, October). Respectful ethical decision making: Positioning the online researcher as a bearer of moral consequence. Fishbowl presented at Association of Internet Researchers Conference, Brisbane, Australia.

Lammers, J. C. (2019, September). Affinity space ethnography: An innovative method for studying online language learning. Paper presented at Qualitative Research on Language Education in Contemporary Asia: New Perspectives, Directions, and Innovations, Solo, Indonesia.

Lammers, J. C. (2019, August). Preparing all teachers for digital literacies: Field notes from a teacher education course. Oral presentation at the 18th Nordic Literacy Conference & the 21st European Conference on Literacy, Copenhagen, Denmark.

Lammers, J. C. (2018, November). Respect as a guidepost in ethical online literacy research. Paper presented in the *Ethical Considerations in Online Literacy Research* symposium at the Literacy Research Association annual conference, Indian Wells, CA.

Lammers, J. C., Stornaiuolo, A., *Verhoeven, Y., & *McGuinness, S. (2018, October). Trolls, stalkers, and flamers, oh my! Revisiting ethical decision-making internet research in light of ever-changing online practices. Roundtable presented at Association of Internet Researchers Conference, Montreal, Canada.

Lammers, J. C., Magnifico, A. M., & Curwood, J. S. (2018, July). Exploring how teachers can bring innovative digital literacies into the classroom. Workshop presented at the United Kingdom Literacy Association International Conference, Cardiff, Wales.

Lammers, J. C. (2018, April). Examining an adolescent writer's networked audience practices across contexts: Insights from a longitudinal case study. Paper presented in symposium *The Critical Role of Audience in Digital Writing* at the American Educational Research Association annual meeting, New York, NY.

Lammers, J. C. (2018, April). Learning from the connected writer: Implications for writing studies. Poster presented in session *Taking the Long View: Learning from Longitudinal Studies of Writing* at the American Educational Research Association annual meeting, New York, NY.

Lammers, J. C. (2017, December). On becoming a writer: Examining the impact of AP English as a writing context. Paper presented in the *Writing Within and For Advanced Placement English: What Counts as Meaningful Writing* symposium at the Literacy Research Association annual conference, Tampa, FL.

Magnifico, A. M., Lammers, J. C., & Fields, D. A. (2017, December). Affinity spaces, literacies, and classrooms: Tensions and opportunities. Paper presented at the Literacy Research Association annual conference, Tampa, FL.

Magnifico, A. M., Curwood, J. S., & Lammers, J. C. (2017, November). Analyzing social interactions in an online writing space: A methodological innovation. Paper presented at the Literacy Research Association annual conference, Tampa, FL.

Lammers, J. C. (2017, October). Turning our connected learning gaze on a single learner: To what ends? Paper presented at Digital Media and Learning conference, Irvine, CA.

Lammers, J. C. (2017, May). A connected learning analysis of an adolescent writer across contexts. Roundtable presented at American Educational Research Association annual meeting, San Antonio, TX.

Lammers, J. C. (2017, February). Case study of a connected writer. Paper presented at the National Council of Teachers of English Assembly for Research, San Francisco, CA.

Lammers, J. C. (2016, December). What happens when fanfiction goes to school? The challenges and opportunities of teacher-supported networked writing. Paper presented at the Literacy Research Association annual conference, Nashville, TN.

Fields, D. A., Grimes, S. M., Lammers, J. C., & Magnifico, A. M. (2016, August). Designing for DIY: Talking through tensions, lessons, and questions to guide innovative learning environments. Workshop presented at the Games+Learning+Society Conference, Madison, WI.

Lammers, J. C. (2016, April). Fanfiction goes to school: Teacher-supported networked writing in a high school setting. Roundtable presented at American Educational Research Association annual meeting, Washington, D.C.

Magnifico, A. M., Lammers, J. C. & Curwood, J. S. (2016, April). Making sense of broader participation patterns in online writing. Paper presented in the symposium *Emerging methods for studying adolescents writing across spaces and over time* at American Educational Research Association annual meeting, Washington, D.C.

Lammers, J. C. (2016, February). Networked writing in a high school setting: Opportunities and challenges. Roundtable presented at the NCTE Assembly for Research midwinter conference, Ypsilanti, MI.

Magnifico, A. M., Lammers, J. C. & Curwood, J. S. (2016, February). Using linguistic analysis to make sense of broader participation patterns in online writing. Poster presented in the symposium *Moving beyond Traditional Methods for Studying Adolescents Writing across Spaces and over Time* at the NCTE Assembly for Research midwinter conference, Ypsilanti, MI.

Lammers, J. C. (2015, December). Documenting literacies in networked spaces: Methodological implications and ethical considerations for data collection. Paper presented on the panel

Complicating Multi-sitedness in Online Literacy Research at the Literacy Research Association annual conference, Carlsbad, CA.

*Khan, A. & Lammers, J. C. (2015, December). Experiences of old-timers and newcomers in the English Companion Ning: An online community for English teachers. Roundtable presented at the Literacy Research Association annual conference, Carlsbad, CA.

Magnifico, A. M., Curwood, J. S. & Lammers, J. C. (2015, December). Readers and audience members: An analysis of formative feedback in online affinity spaces. Paper presented at the Literacy Research Association annual conference, Carlsbad, CA.

Curwood, J. S., Lammers, J. C. & Magnifico, A. M. (2015, July). From theory to practice: Writing, technology, and English teacher education. Panel presented at the International Federation for the Teaching of English/Conference on English Education New York, NY.

Abrams, S. S. & Lammers, J. C. (2015, April). Rethinking affinity spaces and discourse communities. Paper presented at American Educational Research Association meeting, Chicago, IL.

Magnifico, A. M., Curwood, J. S. & Lammers, J. C. (2015, April). Analyzing the contributions of reviewers to online fanfiction writing. Paper presented at American Educational Research Association annual meeting, Chicago, IL.

Lammers, J. C. (2014, December). What ethical considerations are important for online research? Presented as part of symposium *Qualitative methods for researching literacy in online spaces* at the Literacy Research Association annual conference, Marco Island, FL.

Lammers, J. C. (2014, December). "I've learned to write like a reader": A connected learning case study. Roundtable at the Literacy Research Association annual conference, Marco Island, FL.

Curwood, J. S., Magnifico, A. M. & Lammers, J. C. (2014, July). New writing territories: *The Hunger Games*, *Neopets*, and *The Sims*. Paper presented at the joint Australian Association for the Teaching of English and Australian Literacy Educators' Association national conference, Darwin, Australia.

Lammers, J. C. (2014, April). Sims fan fiction as innovative literacy learning: Stories from three young women. Paper presented at American Educational Research Association annual meeting, Philadelphia, PA.

Lammers, J. C. & *Marsh, V. L. (2014, April). Laura as writer: Exploring the identity positions of an adolescent author. Paper presented at American Educational Research Association annual meeting, Philadelphia, PA.

Lammers, J. C. & *Marsh, V. L. (2014, April). Positioning herself as a writer: Adolescent writerly identities online and off-line. Roundtable presented at American Educational Research Association annual meeting, Philadelphia, PA.

Curwood, J. S., Lammers, J. C., & Magnifico, A. M. (2014, February). Audience interaction: An analysis of formative feedback in online writing communities. Paper presented at Writing Research Across Borders III, Paris, France.

Lammers, J. C. & *Marsh, V. L. (2014, February). Developing a writerly identity across contexts: The case of Laura. Paper presented at Writing Research Across Borders III, Paris, France.

Magnifico, A. M., Curwood, J. S., & Lammers, J. C. (2014, February). Writing across digital borders: Methodological implications and challenges. Paper presented at Writing Research Across Borders III, Paris, France.

Curwood, J. S., Lammers, J. C., & Magnifico, A. M. (2013, December). How to leverage a discussant. Paper presented as part of an alternative session at the Literacy Research Association annual conference, Dallas, TX.

Lammers, J. C. & *Marsh, V. L. (2013, December). Positioning herself as a writer: Adolescent writerly identities online and offline. Paper presented at the Literacy Research Association annual conference, Dallas, TX.

Magnifico, A. M., Lammers, J. C., & Curwood, J. S. (2013, June). Collaborative learning across space and time: Ethnographic research in online affinity spaces. Short paper presented at Computer-Supported Collaborative Learning, Madison, WI.

Lammers, J. C. & Van Voorhis, V. (2013, June). Gaming Bloom's: De/Reconstructing the revised taxonomy for game-based learning. Poster presented at the Games+Learning+Society Conference, Madison, WI. *Awarded People's Choice Poster Award*

Curwood, J. S., Magnifico, A. M., & Lammers, J. C. (2013, April). Adolescent writing and fan culture in online affinity spaces. Paper presented at American Educational Research Association annual meeting, San Francisco, CA.

Lammers, J. C. & *Marsh, V. L. (2013, February). More of a writer than a child: Developing a writerly identity in three contexts. Work-in-progress presented at the National Council of Teachers of English Assembly for Research, Columbus, OH.

Marsh, J. P., Krauter, D. R., & Lammers, J. C. (2012, December). Becoming literacy coaches: Shifting identities and changing practices. Paper presented at the Literacy Research Association annual conference, San Diego, CA.

Curwood, J. S., Magnifico, A. M., & Lammers, J. C. (2012, November). New literacy practices and online affinity spaces: Implications for research. Paper presented at the Literacy Research Association annual conference, San Diego, CA.

Lammers, J. C. (2012, April). Examining pedagogic discourse in an online fan community. Paper presented at American Educational Research Association annual meeting, Vancouver, BC.

Lammers, J. C. (2012, February). More than just a hangout: The *Sims Writers' Hangout* as a place for literacy learning. Paper presented at National Council of Teachers of English Assembly for Research, Tuscaloosa, AL.

Lammers, J. C. (2011, November). Designing literacies: How online affinity space participation shapes adolescents' fan fiction. Paper presented on the panel *Expanding our knowledge of adolescents' literacy practices in online writing communities* at the Literacy Research Association annual conference, Jacksonville, FL.

Marsh, J. P., Krauter, D. R., Lammers, J. C., & Brewster, K. (2011, November). Evolving collaborations: Literacy coaching as a formative process. Roundtable paper presented at the Literacy Research Association annual conference, Jacksonville, FL.

Lammers, J. C. (2011, June). Rethinking language in an online fan community: A pedagogic discourse perspective. Paper presented at the 4th Language in the Media conference, Limerick, Ireland.

Lammers, J. C. (2011, April). Developing Design thinking through Sims fan fiction. Paper presented on the panel *Developing 21st century writing practices in gaming-related affinity spaces* at American Educational Research Association annual meeting, New Orleans, LA.

Lammers, J. C. (2010, December). Collaborative literacies: Studying Sims fan fiction from a Design perspective. Paper presented at the National Reading Conference, Fort Worth, TX.

Marsh, J. P., Lammers, J. C., Kiefer, C., Miller, D., Tsoukatos, I., Shaffer, S., Wojtulewicz, J., & Gordenstein, A. (2010, December). Do we prepare students for freshman college literacy expectations? Paper presented at the National Reading Conference, Fort Worth, TX.

Lammers, J. C. (2010, October). Sims fan fiction as a collaborative gaming/literacy practice. Paper presented on the panel *Games-based affinity spaces: Connecting youth to 21st century writing practices* at Meaningful Play 2010, East Lansing, MI.

Lammers, J. C. (2010, June). Sims fan fiction as Design: A worked example. Workshop session presented at the Games+Learning+Society Conference, Madison, WI.

Lammers, J. C. (2010, June). Fan fiction as gaming/literacy production. Poster presented at the Games, Learning and Society Conference, Madison, WI.

Lammers, J. C. (2010, April). Competing affinities: How lack of a shared purpose impacts learning in a fan community. Paper presented as part of a symposium at American Educational Research Association annual meeting, Denver, CO.

Alvermann, D. E., Marsh, J.P., & Lammers, J.C. (2009, December). Content literacy methods classes in online disciplinary communities: Can the past inform the present? Paper presented at the National Reading Conference, Albuquerque, NM.

Jones-Moore, L., Gillis, V. R., & Lammers, J.C. (2009, December). Discipline-based wiki communities in a content area reading course. Paper presented at the National Reading Conference, Albuquerque, NM.

Lammers, J. C., Lee, Y., & Hayes, E. R. (2009, September). The discourse of pedagogic practice in a game-based internet fan community. Paper presented at Language in the (New) Media: Technologies and Ideologies conference, Seattle, WA.

Hayes, E. R., Lammers, J. C. & Lee, Y. (2009, June). Online game fan communities as affinity spaces for diverse learners. Workshop at the Games+Learning+Society Conference, Madison, WI.

Lammers, J. C. (2009, June). Reconceptualizing the constellation of literacy practices with *Sims* digital story-telling. Poster presented at the Games+Learning+Society Conference, Madison, WI.

Hayes, E. R., Johnson, B.J., Lammers, J. C. & Lee, Y. (2009, April). Taking *The Sims* seriously: Play, identity, and girls' IT learning. Paper presented at American Educational Research Association annual meeting, San Diego, CA.

Lammers, J. C., Lee, Y., & Hayes, E. R. (2009, April). Reading the game: Traditional and new literacy practices in *The Sims 2*. Paper session at American Educational Research Association annual meeting, San Diego, CA.

Lammers, J. C., Marsh, J. P., Nogueron, S., Gordon, C., Deakin, K., Estrella, A., & Richards, C. (2008, December). Armchair researchers: Stories of novice literacy researchers exploring the literacies of adolescent boys. Paper at the National Reading Conference, Orlando, FL.

Lammers, J. C. (2008, July). Examining the Harmony: Learning through gaming in *The Sims 2*. Poster presented at the Games+Learning+Society Conference, Madison, WI.

Hayes, E. R., King, E., & Lammers, J. C. (2008, June). *The Sims 2* and women's IT learning. Research paper session at the Adult Education Research Conference, St. Louis, MO.

Marsh, J. P. & Lammers, J. C. (2008, May). The state of adolescent in-school literacy: What teachers have to say. Research poster session at the International Reading Association conference, Atlanta, GA.

Marsh, J. P. & Lammers, J. C. (2007, November). The state of adolescent literacy in schools. Roundtable session at the National Reading Conference, Austin, TX.

Regional:

Lammers, J. C. (2016, November). Bringing online fan fiction into literacy classrooms: Opportunities and considerations. Presentation at the New York State Reading Association conference, Rochester, NY.

Lee, Y. & Lammers, J. C. (2009, February). Sharing their stories: Learning and literacy in *The Sims 2*. Interactive session at the ASU Language and Literacy Conference, Tempe, AZ.

Deakin, K., Estrella, A., Lammers, J.C., McCawley-Gordon, C., Nogueron, S. (2008, February). Let's hear it for the boys. Interactive session at the ASU Language and Literacy Conference, Tempe, AZ.

INVITED PRESENTATIONS

Keynotes and Plenary Addresses:

Fan-based literacies as a path forward in your classroom. (2023, November 10). Featured speaker, New York State Reading Association, Rochester, NY.

Recognizing Indonesian youth as global meaning makers: Implications for education.

(2022, September 3). Virtual keynote presented at ICLLLE, Universitas Teknokrat Indonesia.

(2022, September 10). Virtual keynote presented at ICELL, Universitas Bangka Belitung.

(2022, October 15). Virtual keynote presented at NICoLTeLL, Universitas HKBP.

(2022, October 27). Virtual keynote presented at 4th Annual Conference on Education and Social Sciences, Universitas Mataram.

(2022, November 5). Virtual keynote presented at STRUKTURAL International Seminar, Universitas Dian Nuswantoro.

Post-COVID education: Lessons learned from Indonesian global meaning makers. (2021, September 23).

Virtual keynote presented at the CELSciTech International Conference, Universitas Muhammadiyah Riau, Pekanbaru, Indonesia.

Post-COVID digital literacy education: Positioning Indonesian students as global meaning makers. (2021, September 17). Virtual keynote presented at the 7th Language and Language Teaching Conference, Sanata Dharma University, Yogyakarta, Indonesia.

A conversation with Jayne Lammers, Hosted by Jen Perry. (2021, August 4). Virtual keynote for Edmentum's Ed Options Academy teacher summit.

Empowering digital literacy to inform education: Lessons from Indonesian youth. (2020, September 9).

Virtual plenary talk given at 6th International Conference on Science, Education, and Technology, UNNES, Semarang, Indonesia.

Adopting a “digital literacies as social practice approach” to English language teaching and learning. (2019, November 16). Plenary talk given at 1st National Conference: Promoting 21st century skills in English literacy and education, Pontianak, Indonesia.

What can educators learn from adolescents’ interest-driven digital literacy? (2019, October 19). Plenary talk given at 2nd International Conference on Education and Social Science Research in Semarang, Indonesia.

Bringing fanfiction writing into the English classroom to connect learners with authentic audiences. (2019, September 14). Keynote presented at 8th UNNES International Conference on English Language Teaching, Literature, and Translation. Semarang, Indonesia.

Why digital matters: Considering the authentic language learning opportunities in online spaces. (2019, February 9). Plenary talk given at the Applied Linguistics Winter Conference at Binghamton University.

Other Invited Talks:

Lammers, J. C. (2021, November 12). *Global meaning making in action: Learning from the digital literacies of Indonesian youth.* Virtual talk hosted by the Lancaster Literacy Research Centre, Lancaster University, U.K.

Lammers, J. C., Magnifico, A. M., Curwood, J. S., & Maynard, A. (2021, March 18). [Affinity space ethnography: Exploring qualitative methods for studying online spaces](#). Salon hosted by the Society for Qualitative Inquiry in Psychology.

Digital texts: Harnessing the power of new platforms in a post-truth world. (2020, July 8). Panel discussion at Australian Association of Teachers of English/International Federation of English Teachers conference, Sydney, Australia.

[Fulbright Impact in the Field: A Panel on Digital Education, COVID-19, & the Future of Teaching and Learning](#) (2020, May 28). Panelist invited by the Fulbright Social Media Team.

Journey to Fulbright. (2020, April 14). Colloquium for Mary Lou Fulton Teachers College and Doctoral Council, Arizona State University. Tempe, AZ.

Layering a “passionate writer” identity in online spaces: Learning from an adolescent writer across time and space. (2019, October 8). Invited talk at the Centre for Research on Learning and Innovation at University of Sydney, Australia.

Lammers, J. C., Magnifico, A. M., & Curwood, J. S. (2019, March 11). *Looking back and thinking ahead: Charting new directions in online fanfiction research.* Presentation as part of the invited

colloquium “Fandom and Language and Literacy Development” at the American Association for Applied Linguistics annual conference in Atlanta, GA.

Lammers, J. C. (2018, November 8). *It's the ethos, not the tech: Pedagogical principles for the digital age*. Digital Humanities Lunch talk, University of Rochester.

Magnifico, A. M., Curwood, J. S., & Lammers, J. C. (2018, July 4). *Addressing methodological challenges: A new approach to tracing participation patterns in online writing*. Talk given at the Centre for Research in Digital Education: School of Education at University of Edinburgh, Scotland.

Lammers, J. C., Textor, K., & Han, Y. (2017, April 14). *Informal learning in and around video games*. Presented at the Breaking Boundaries with Video Games event hosted by the University of Rochester’s River Campus Libraries and Humanities Center.

Van Voorhis, V. & Lammers, J. C. (2013, January 10). *Educational games for girls: Collaboration and context*. edWeb.net Game-based Learning Community webinar. [Recording available here](#)

MEDIA APPEARANCES

Jones, J. (2025, October 10). The role of coaching in dissertation success. In *Transformative Principal*. [Spotify link](#).

Chandler, K. (2024, May 9). Learning design lab: Accessibility, engagement, & practical tips (No. 8). In *The LearningMate Podcast*. [Spotify link](#).

Jones, J. (2024, April 1). Using AI to break out of boxes (No. 592). In *Transformative Principal*. [Spotify link](#).

King, T. (2024, February 7). Teaching tomorrow: Unleashing the synergy between humans and robots (No. 76), In *Faculty Focus Live*. Magna Publications. [Spotify link](#).

(2019, March 25). Should higher ed go digital? In *Quadcast*. [Podcast available here](#)

(2017, January 13). Guest panelist on WXXI’s *Connections* with Evan Dawson. Topic: English Language Arts standardized testing. [Podcast available here](#)

(2014, February 20). Web extra, WROC TV. Topic: Addicted to technology. [Video available here](#)

TEACHING EXPERIENCE

Post-Secondary Level:

University of Pennsylvania, Graduate School of Education

EDMC 718: Instructional Technology (Doctoral; face-to-face, residency program module)

Illinois State University, College of Education, School of Teaching & Learning

TCH 438: eLearning Ecologies in Educational Settings (Masters, online, asynchronous)

University of Rochester, Warner Graduate School of Education and Human Development

Master's level English teacher preparation program courses:

EDU 431: Theory and Practice in Teaching and Learning English (face-to-face & hybrid)

EDU 443: Implementing Innovations in English Education (face-to-face)

EDU 481: Integrating English and Technology (hybrid)

Field Experience and Student Teaching seminars (face-to-face)

Advanced doctoral seminars:

EDU 528: Digital Epistemologies: Implications for Educational Research (online & hybrid)

EDU 567: Designing Research for Online Spaces (online & hybrid)

Other courses:

EDU 498: Literacy Learning as a Social Practice (Masters/Doctoral; face-to-face & online)

EDE 410: Learning in the Digital Age (Masters/Doctoral; online)

ED 506: Concepts and Issues in Social Science Research (Doctoral; face-to-face & online)

ED 507: Qualitative Research Methods (Doctoral; online)

ED 513: Research Writing: The Literature Review (Doctoral; hybrid)

EDE 484: Online Teaching and Learning (Masters/Doctoral; hybrid)

EDE 477: Teaching and Learning in the Content Areas (Masters; co-instructor, 1 module)

Arizona State University

RDG 301: Literacy and Instruction in the Content Areas (Undergrad; face-to-face & hybrid)

RDG 505: Developmental Reading (Masters; online course)

RDG 507: Content Area Literacy (Masters; face-to-face)

RDG 598: Literacy and Instruction in the Content Areas for TEAMS (Masters; face-to-face)

K-12 Public Schools:

Reading Teacher and Department Chair, Ocoee High School, Orange County Public Schools, Ocoee, FL. August 2005 - May 2006.

Language Arts Teacher, Meadowbrook Middle School, Orange County Public Schools, Orlando, FL. August 2002 – May 2005.

Department Chair, August 2004 – May 2005.

PROFESSIONAL DEVELOPMENT PROVIDED

(2025, July 20). Designing for sustainable progress: Finish your dissertation with focus, community, and well-being. Workshop presented at University of Pennsylvania, Graduate School of Education, Mid-Career Doctoral Program in Educational Leadership, Philadelphia, PA.

(2023, August 10). AI as a tool for equity and problem solving with our students. Workshop presented to virtual educators at the 2023 Learn Conference, Chicago, IL.

(2021, October 29). Navigating revisions and responding to critical feedback. Graduate student writing workshop offered to the University of Illinois at Urbana-Champaign School of Education.

(2021, January – March). Maximizing student engagement during remote pandemic learning. One-on-one coaching for five teachers at Hilldale School. Daly City, CA.

(2020, January 8) Tapping into online fanfiction communities to teach creative writing. Workshop presented as part of the AMINEF/Fulbright English Teaching Assistants Mid-Year Enrichment Conference, Jakarta, Indonesia.

(2019, November 2). Adopting a “digital literacies as social practice approach” to English language teaching and learning. Full-day workshop for teachers hosted at UNNES, Semarang, Indonesia.

(2019, October 11). Bringing fanfiction into the English Language Arts classroom to connect learners with authentic audiences: Challenges and opportunities. Seminar presented for the Research in Educational Impact (REDI) at Deakin University, Melbourne, Australia.

Magnifico, A. M. & Lammers, J. C. (2019, July 22-26). Writing in the wild: Fanfiction as a classroom practice. New Hampshire Literacy Institute. Durham, NH.

(2019, June 3). Introduction to Connected Learning. Workshop provided for LRNG Innovators Challenge grant team at East High School, Rochester, NY.

(2017, September – 2018, June). What does it mean to integrate digital literacies? On-going facilitation of teacher inquiry about digital literacies for Hilldale School. Daly City, CA.

(2018, June 26). Digital literacy as a social practice: An introduction. 3-hour workshop provided for Pittsford Central School District, Pittsford, NY.

(2014, September – December). Digital literacies: Research to inform practice. Facilitated weekly teacher discussion group about literacies research and its implications for practice at Allendale Columbia. Rochester, NY.

Abrams, S. S., Gerber, H. R., Lammers, J. C., Magnifico, A. M., & Curwood, J. S. (2014, April 2). Conducting qualitative research that includes online spaces: An interactive course. Full-day professional development workshop presented at American Educational Research Association annual meeting, Philadelphia, PA.

(2014, March 29). Digital literacies to support English Learners – Part II. Pre-service teacher development workshop facilitated at SUNY Fredonia, Fredonia, NY.

(2013, September 28). Wikis and other digital literacies as support for English Learners. Pre-service teacher development workshop facilitated at SUNY Fredonia, Fredonia, NY.

Curwood, J. S., Lammers, J. C., & Magnifico, A. M. (2013, June 11). Reader, writer, gamer: Designing affinity spaces to support student literacy achievement. Professional development workshop for the Playful Learning Summit, Madison, WI.

Abrams, S. S., Gerber, H. R., & Lammers, J. C. (2013, April 29). Digital ethnography: The affordances and constraints of conducting research that includes online spaces. Half-day professional development workshop presented at American Educational Research Association annual meeting, San Francisco, CA.

(2013, April 13). Tapping into digital literacies to support English Learners. Pre-service teacher development workshop facilitated at SUNY Fredonia, Fredonia, NY.

(2013, February 22). Defining and applying affinity spaces. Lunch n' Learn workshop facilitated at Second Avenue Software, Pittsford, NY.

GRADUATE STUDENT RESEARCH ADVISING

Warner School Doctoral Dissertation Sponsorship (Serving as Chair/Advisor):

15. Kathryn Curtis, Teaching, Curriculum, & Change, Ph.D., graduated December 2024: *Negotiating Englishes: How secondary educators teach and learn about English language diversity*
14. Shiyi Shen, Teaching, Curriculum, & Change, Ph.D., graduated May 2024: *Language socialization: Using picturebooks in an early elementary EFL class in China*
13. Keirah Comstock, Teaching, Curriculum, & Change, Ph.D., graduated August 2023: *How K-12 teachers make sense of differentiating instruction and technology integration through a unique tech-PD approach*
12. Judith H. Van Alstyne, Teaching, Curriculum, & Change, Ph.D., graduated August 2023: *Toward an understanding of the personal information management Discourses of youth*
11. Michael Occhino, Teaching, Curriculum, & Change, Ph.D., graduated May 2023: *Veteran urban science teacher identity development amid reform*
10. Yu Jung Han, Teaching, Curriculum, & Change, Ph.D., graduated May 2022: *Extramural English in the classroom: Intersecting spaces for interest-driven English learning*

9. Scott R. McGuinness, Counseling & Counselor Education, Ph.D., graduated March 2020: *The experiences of opioid sourcing cryptomarket users*
8. Su-Yi Chou, Teaching, Curriculum, & Change, Ed.D., graduated August 2019: *Writing personal history with grandparents: Spiritual care in changing intergenerational relationships in Taiwan*
7. Nicole L. O'Dell, Teaching, Curriculum, & Change, Ph.D., graduated May 2019: *Self-representation and social identity in discussion threads: The experiences of deaf college students in an online learning community*
6. Yen Verhoeven, Teaching, Curriculum, & Change, Ph.D., graduated May 2018: *The grounded theory of interactive spatial learning from a virtual world*
5. Ting Huang, Teaching, Curriculum, & Change, Ph.D., graduated May 2017: *Learners' experiences with informally learning Chinese from watching videos*
4. Puji Astuti, Teaching, Curriculum, & Change, Ph.D., graduated May 2016: *"I can teach them; They can teach me": The role of individual accountability in cooperative learning in Indonesian secondary school EFL classrooms*
3. Asma Khan, Teaching, Curriculum, & Change, Ph.D., graduated May 2016: *Crossing boundaries: The role of English Companion Ning (ECN) in the professional learning of Pakistani university English teachers*
2. Valerie L. Marsh, Teaching, Curriculum, & Change, Ph.D., graduated May 2016: *New literacies ethos in a high school writing class: A case study*
1. Jennifer Smith Lapointe, Teaching, Curriculum, & Change, Ph.D., graduated May 2015: *The experience of writing: Understanding the literacy practices and identity construction of middle school students identified with disabilities*

Warner School Doctoral Dissertation Committee Membership:

Maryrita Maier, Ph.D., graduated May 2024

Yanhong Zuo, Ph.D., graduated December 2023

Hoang Pham, Ph.D., graduated May 2023

Tyana Velasquez-Smith, Ph.D., graduated May 2023

Eleni Duret, Ph.D., graduated August 2022

Catharine Ganze-Smith, Accelerated Ed.D., graduated May 2022

James Ver Steeg, Ph.D., graduated August 2021

Kevin Fairben, Accelerated Ed.D., graduated May 2021

Christine Green, Ph.D., graduated May 2020

Jennifer Migliore, Ed.D., graduated December 2019

Martha M. French, Ph.D., graduated October 2016

Lisabeth C. Tinelli, Ph.D., graduated May 2016

Martha J. Hoff, Ph.D., graduated May 2014

Karl Dobosz, Ed.D., graduated March 2014
Nicole Weaver, Ph.D., graduated March 2013

External Doctoral Dissertation Committee Membership:

Karis Jones, Ph.D., graduated May 2021, New York University
Andrea Vaughan, Ph.D., graduated May 2021, University of Illinois at Chicago
Emily B. Hoffman, Ph.D., graduated May 2017, University of Illinois at Chicago
Misty N. Horning, Ph.D., graduated May 2016, University of New Mexico

Warner School Master's Essay Sponsorship (Serving as Chair/Advisor):

Jennifer Navarra, Adolescent English Education M.S., graduated May 2021: *Increasing student engagement in the ELA classroom through Drama practices*

Nikqufa Pryce, Teaching & Curriculum M.S., graduated August 2020: *The benefits of online teaching and learning in undergraduate English courses*

Amatul Musawar Ahmad, Teaching & Curriculum M.S., graduated May 2019: *Social capital in African American male youth*

Ashley M. LaGrassa, Literacy Studies M.S., graduated August 2018: *Literacy experiences and positive gender (re)construction*

Mariah Stanton, Adolescent English Education M.S., graduated December 2017: *Prescriptive and scripted curricula: Limiting teacher freedom or encouraging standardized success?*

Morgan Jaffe, Teaching & Curriculum M.S., graduated October 2013: *Constant online broadcasting: Youth and digital broadcasting literacy*

SERVICE TO THE PROFESSION

Editorial Service:

AERA Open, Associate Editor, 2022-2024

English Teaching: Practice and Critique, co-editor of special issue “Playful Literacies Across Cultures: Pluralities of Pleasure, Affect, & Living Texts”, Volume 22, 2, published in June 2023.

Editorial Board Member:

Journal of Adolescent & Adult Literacy, 2013 – present

Research in the Teaching of English, 2019 - 2023

The Reading Teacher, 2015 - present

Ad-hoc Peer Review:

Action in Teacher Education; Discourse: Studies in the Cultural & Politics of Education; English Education; English in Australia; English Teaching: Practice and Critique; Gender and Education; Global Education Review; Journal of Adolescent Research; Journal of Education Policy; Journal of Literacy Research; Journal of Media Literacy Education; Linguistics and Education; Literacy Research: Theory, Method, and Practice; New

Media & Society; Oxford Research Encyclopedia; Pedagogies; Review of Educational Research; System; Teacher Education Quarterly; Teachers College Record

Primary Professional Organization Service:

American Educational Research Association

Past Chair for Writing and Literacies SIG. April 2023 – 2024

Chair for Writing and Literacies SIG. April 2022 - 2023

Program Chair for Writing and Literacies SIG. April 2021 - 2022

Treasurer for Writing and Literacies SIG. April 2019 – 2021

Communications Chair for Writing and Literacies SIG. April 2017 – 2019

Secretary/Treasurer for Media, Culture, and Learning SIG. April 2011 – 2013

Proposal reviewer for 2009 – 2010, 2012 – 2026 annual meetings

Language and Social Processes SIG, mentor at annual meeting event, 2018, 2022, 2023

Division K, panelist for “Doctoral Students’ Career Paths” virtual session, October 2021

Division K graduate student mentor, 2020

Literacy Research Association

Albert J. Kingston Award, Committee Member, December 2018 – December 2021

Technology Committee, Chair, December 2015 – December 2018

Ad-hoc Communications Committee, member, April – December 2017

Technology Committee, member, December 2012 – December 2015

Annual conference proposal reviewer for 2009 – 2023 conferences

Mentor, Doctoral Student ICG Proposal Mentoring Project, 2013, 2016, 2019, 2021, 2022

Co-facilitator, *Living the Writerly Life in Academia* study group, 2011, 2012, 2017, 2018

Co-facilitator, *Updating the What, Why, and How of a Pedagogy of Multiliteracies*, 2022

National Council of Teachers of English - Assembly of Research

Executive Committee member, 2016 – 2018

Secretary, 2013 – 2016

Midwinter conference proposal reviewer, 2014, 2016 - 2018 conferences

Additional Professional Organization Service:

Association of Internet Researchers, Proposal reviewer for 2018 – 2022 conferences, Doctoral student colloquium mentor, 2020.

Connected Learning Summit, Proposal reviewer for 2018 summit

DLAC – The Community Advancing Digital Learning – Ignite, Program Committee, 2025 – present

English Language Arts Teacher Educators (formerly *Conference on English Education*)

Invited contributor “Q&A: Applying for Academic Jobs” in *Growing Scholars Chronicle*, 2016

Invited panelist, “Writing for Publication,” Graduate Student workshop series, 2015

Fulbright Association Western New York/Northwest Pennsylvania Chapter, Board Member, 2020-2022

Institute of International Education

National Screening Committee Fulbright U.S. Student Program – Indonesia, 2020 – 2022
National Screening Committee Fulbright U.S. Scholar Program – Education, 2023

SERVICE TO THE UNIVERSITY OF ROCHESTER/WARNER SCHOOL

Warner's Scientific Merit Reviewer/Internal Reviewer, Interim, May 2021 – September 2022

Warner Doctoral Conference Presentation Awards Committee, member, 2020 – 2022

University Committee on Tenure and Privileges, Warner elected representative, 2020 – 2022

World Universities Network Steering Group, University of Rochester representative, 2021 – 2022

Warner Multilingual Education Search Committee, member, Spring 2022

Warner School Equity and Inclusion Task Force, member, 2021 – 2022

University of Rochester Fulbright Campus Interview Panelist, September 2021

Warner Reappointment/Promotion Committees, member, 2019 – 2021

Warner's Center for Learning in the Digital Age (LiDA)

Faculty Associate, 2021 – 2022

Associate Director for Informal Learning, 2018 – 2021

LiDA Colloquium Series organizer, 2015 – 2018; Spring 2019

LiDA Working Group member, 2013 – 2018

Warner Doctoral Student Peer Support Association (DSPSA):

Late stage doctoral student support, convener/collaborator, May 2022

DSPSA 2021 Winter Conference, presenter, February 26, 2021

Guest speaker for Portfolio Support Workshop, July 31, 2020

Warner's Writing Camps, Co-Organizer, 2014 – 2020

Warner's Faculty Steering Committee, Department representative, 2017 – 2019

University of Rochester's Ad-hoc Tenure Review Committee, member, 2019

Warner Ad-hoc Task Forces:

Student Course Evaluations, 2019

Diversity, Student Listening Tours, 2017

Bylaws Committee, 2016

Digital Media Studies Department,

Senior Capstone Project Faculty Mentor, 2018 – 2019 academic year

Warner School's Decanal Search, Committee member, 2017 – 2018

University of Rochester's Provost Fellowship, Rater, Warner representative, 2017

University Libraries' Search Committee for Education Outreach Librarian

Warner representative, 2017

Warner's Academic Policy Committee, Department representative, 2012 – 2015

Technology in Medical Education (TiME)

Co-facilitated a workshop with Eric Fredericksen: "Engaging Students in Effective Online Courses (Discussion Boards, Blogs, Wikis)" on March 4, 2014

SERVICE IN THE COMMUNITY

We Can Learn

Co-Chairwoman of the Board, March 2025 – January 2026

Board Director, June 2024 – March 2025

Chicago Public Schools

Local School Council member, community representative, McAuliffe Elementary, September 2023 – June 2024

Allendale Columbia School

Invited guest for "Kids These Days: How the Internet Shapes Curriculum" parent night event on January 28, 2015

Women Helping Girls

Panelist for "The Good, the Bad, and the Ugly of Social Media" on April 12, 2014

SERVICE IN INDONESIA

AMINEF (American Indonesian Exchange Foundation), Jakarta, Indonesia

2023 Fulbright Master's Degree Program - Preliminary Application Selection Reviewer

January 17, 2020: "Digital Literacies for English Language Learning: What, Why, and How", workshop for teachers in Demak, Central Java

January 7, 2020: "Fanfiction for English Learning", workshop for Fulbright English Teaching Assistants, Mid-Year Enrichment Conference

Literacy Research Centre, UNNES English Department, Semarang, Indonesia

International Partner, November 2019 - Present

Facultas Bahasa dan Seni (FBS; Faculty of Languages and Arts), UNNES, Semarang, Indonesia

Scholarship Consulting and Writing Support, September 2019 – 2022

Facilitate Faculty Writing Camps, December 2019 & January 2020

Host Academic Writing Support Sessions, September 2019 – February 2020

Workshops and Guest Lectures:

April 17, 2021: New Literacy Studies Forum [virtual], [YouTube recording available](#)

February 26, 2021: Universitas Ngudi Waluyo, Ungaran [virtual]

December 7, 2020: AIFIS & Universitas PGRI Semarang [virtual]

February 7, 2020: Universitas Gadjah Mada, Yogyakarta

December 24, 2019: Universitas Pakuan, Bogor

December 2, 2019: Universitas Islam Indonesia, Yogyakarta

November 21, 2019: Universitas Katolik Indonesia - Atma Jaya, Jakarta

November 15, 2019: Universitas Tanjungpura, Pontianak

November 7, 2019: Universitas Diponegoro, Semarang

November 5, 2019: Universitas Islamic Nahdlatul Walisongo, Semarang

October 29, 2019: UNNES - FBS, Semarang

October 26, 2019: Universitas Islam Nahdlatul Ulama, Jepara

October 23, 2019: UNNES - LP3, Semarang

October 17, 2019: Universitas Stikubank, Semarang

September 20, 2019: UNNES - Graduate School, Semarang

MEMBERSHIPS

American Educational Research Association

DLAC, The Community Advancing Digital Learning

International Literacy Association