

D Teo Keifert, Ph.D.

Curriculum Vitae

December 2025

Department of Educational Psychology
College of Education, University of North Texas

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<https://scholar.google.com/citations?user=y7FsD-cAAAAJ&hl=en&oi=ao>

CURRENT POSITION

University of North Texas, College of Education
Assistant Professor

2019-present

EDUCATION & TRAINING

University of California, Los Angeles CA
& Vanderbilt University, Nashville TN
Post-doctorate with Dr. Noel Enyedy

2016-2019

The Exploratorium, San Francisco

Post-doctorate with the Institute for Inquiry at the Exploratorium

2015-2016

Northwestern University

Ph.D., Learning Sciences

2015

Multidisciplinary Program in Education Sciences Certificate

2013

Swarthmore College

B.A., Special Major in Education & Astronomy

2000-2004

ARTICLES & MANUSCRIPTS

I am committed to collaborative authorship and mentorship of junior scholars. As a result, each manuscript and conference publication/presentation reference includes information about authorship such as traditional first-authorship (**orange notation**), equal-first authorship (****asterisks and orange notation**), student co-authors (**underline**), undergraduate co-authors (**double underline**), and non-academic co-authors (**dotted underline**). Leadership authorship (first, co-first, students' first) accounts for **87%** of accepted and published journal articles.

ACCEPTED MANUSCRIPTS accepted

Keifert, D.T. & Team Poof (in press). Centering a Young Child in Co-Creating a Relational Learning Ecology for Co-Observation. *Research on Children and Social Interaction*

Traditional first-authorship with non-academic co-authors

PUBLISHED ARTICLES published, online, in press

Lee, S., Tu, X., Adebola, S., Keifert, D.T., Enyedy, N., & Danish, J. (2025). How Children Blend Feedback in a Mixed Reality Environment for Collective Embodied Learning. *International Journal of Computer Supported Collaboration*. <https://doi.org/10.1007/s11412-025-09453-8>

First three authors students then Keifert

Scipio, D., Greenberg, D., **Keifert, D.T., & Lee, S. (first three authors equal authorship, 2025). Pedagogies of Joy ; A Leap to Joy-Centered Critical Design. *Science Education*.
<https://doi.org/10.1002/sce.21983>

Keifert equal first author (first three authors equal first-authorship); listed in reverse order of seniority

Pierson, A., Henrie, A., Syifa, M., Jeong, S., **Keifert, D.T.**, and Johnson, H.J (2025) Elementary Science Teacher Candidates' Equitable Noticing and Curriculum Design. *Journal of Science Teacher Education*.
<https://doi.org/10.1080/1046560X.2025.2463706>

Lee, C., Lee, S., Jen, T., **Keifert, D.T.**, Enyedy, N. (2025). Affirming *Children's* Dignity in their Affective Flow: A Case Study on Multimodal Sensemaking. *Anthropology & Education Quarterly*. 56(3).
<http://doi.org/10.1111/aeq.70003>

Pierson, A., **Keifert, D.T., Lee, S., Jen, T., Daniel, B., Bell, A., Johnson, H., Askew, R., Henrie, A. (2024, first two authors equal first authorship). Designing Professional Development to Support Equity-as-Transformation Perspectives for Elementary Science Teachers. *Instructional Science*, 52.
<https://doi.org/10.1007/s11251-024-09674-8>

Keifert equal first author (first two authors equal first-authorship); listed in reverse order of seniority

Xiao, H., **Keifert, D.T.**, Silva, S.T.M. (2024) Humanizing Students in a Dehumanizing Time—A Qualitative Research Exploring How Faculty Supported Students in the Pandemic. *Journal of University Teaching & Learning Practice*. 78(4).
<https://onlinelibrary.wiley.com/doi/abs/10.1111/hequ.12547>

Student first author with Keifert second author

Xiao, H., Silva, S.T.M., **Keifert, D.T.** (2024) "I Gave it All, Who Gave it to Me?" A Qualitative Study of Challenges Experienced by Faculty During the COVID-19 Pandemic. *Journal of University Teaching & Learning Practice*. 21(1). <https://doi.org/10.53761/hn9nmd88>

Students first two authors with Keifert supporting author

Daniel, B., Pierson, A., & **Keifert, D.T. (equal authorship in reverse order of seniority, 2023) Ideological sensemaking in an elementary science professional development community. *Journal of the Learning Sciences*. 32(4-5), 573-621 <https://doi.org/10.1080/10508406.2023.2247395>

Keifert equal first author (all three authors equal first-authorship); listed in reverse order of seniority

Pierson, A., **Keifert, D.T., Lee, S., Henrie, A., Johnson., H., & Enyedy, N. (2023) Multiple Representations in Elementary Science: Building Shared Understanding while Leveraging Students' Diverse Ideas and Practices, *Journal of Science Teacher Education*, 34(7), 707-731,
<https://doi.org/10.1080/1046560X.2022.2143612>

Keifert equal first author (first two authors equal first-authorship); listed in reverse order of seniority

Keifert, D.T., Xiao, C., Enyedy, N., Danish, J. (2021). Learners as phenomena: Expansive inquiry as students embody water particles. *Learning, Culture, and Social Interaction*. 31(A).
<https://doi.org/10.1016/j.lcsi.2021.100572>

Traditional first author

Keifert, D.T. (2021) Family culture as context for learning through inquiry. *Cognition and Instruction*. 39(3). <https://doi.org/10.1080/07370008.2021.1913162>

Traditional first author

Keifert, D.T., Lee, C., Enyedy, N., Dahn, M., Lindberg, L., & Danish, J. (2020). Tracing bodies through liminal blends during play-based inquiry in a mixed reality environment. *International Journal of Science Education*. 42(18). <https://doi.org/10.1080/09500693.2020.1851423>

Traditional first author

Keifert, D.T., & Stevens, R. (2019). Inquiry as a members' phenomenon: Young children as competent inquirers. *Journal of the Learning Sciences*. 28(2). <https://doi.org/10.1080/10508406.2018.1528448>

Traditional first author

****Keifert, D.T.**, & Marin, A. (2018). A Commentary on Charles Goodwin's Co-Operative Action for Learning Scientists. *Cognition and Instruction*. 36(3). <https://doi.org/10.1080/07370008.2018.1460845>

Keifert equal first author (two authors equal first-authorship); listed in reverse order of seniority

EDITED HANDBOOK CHAPTERS

Levine, S., **Keifert, D.T.**, Marin, A., & Enyedy, N. (2020). Hybrid Argumentation in Literature and Science for K-12 Classrooms. In Nasir, N.S., Lee, C. D, Pea, R, & de Royston, M.M. (Eds.) *Handbook on the Cultural Foundations of Learning* (pp. 141-159). Chicago, IL: Routledge. Available: <https://www.taylorfrancis.com/chapters/oa-edit/10.4324/9780203774977-10/hybrid-argumentation-literature-science-k%E2%80%9312-classrooms-sarah-levine-danielle-keifert-ananda-marin-noel-enyedy>

DISSERTATION

Keifert, D.T. (2015). Young children participating in inquiry: Moments of joint inquiry and questioning practices at home and in school (Doctoral dissertation). Northwestern University. Retrieved from Proquest. (3724286).

MANUSCRIPTS UNDER REVIEW

Keifert, D.T., Allen, D., Xiao, H., Avila Alejo, D., Silva, S.T.M., Lamothe, M., Vlaamster, T., Fan X., & Badran, S. (R&R) Entanglements: Stories of histories and futures in teacher candidates' disciplinary sensemaking. *Cognition and Instruction*.

Pierson, A., Johnson, H.J., Henrie, A., **Keifert, D.T.**, Jeong, S., and Daniel, B. (R&R) Prompts or Protocol: Supporting Elementary Science Teacher Candidates to Notice Students' Strengths During Video Analysis. *Journal of Research in Science Teaching*.

Keifert, D.T., Johnson, H.J., Daniel, B., Pierson, A., Henrie, A., Jeong, S., Gentry, A., Lee, S., & O'Beollain, S. (R&R) Ideological Sensemaking in Pre- and In-service Teacher Video Clubs: Constructing Anti-Deficit Narratives about Learners. *Science Education*.

Keifert, D.T. (under review). Entanglements as a Lens on Learning. *Cultural Studies of Science Education*.

Keifert, D.T. (under review with series editors for submission to Teachers College Press: Speculative Education Approaches Series). Book Prospectus & Sample Chapter (Showing). *Teachers College Press*

MANUSCRIPTS IN PREPARATION

Keifert, D.T., Pierson, A., & Daniel, B. (in preparation, equal first authors, for submission to Journal of the Learning Sciences, expected November 2025). Constructing Science and Students: How Whiteness Constrains Interpretive Power

Keifert, D.T., & Pierson, A. (in preparation, for submission to Cognition and Instruction, expected submission December 2025). Elementary Science Teacher Learning in Liminal Spaces

BOOK CONTRACTS

Jeong, S., Henrie, A., Pierson, **Keifert, D.T.** (Eds.) (expected delivery December 30, 2025). Integrated Science Lesson Plans for Young Minds – Exploring Children's Curiosity and Wonders

PUBLISHED PEER REVIEWED CONFERENCE PROCEEDINGS Note: the same notations for graduate + undergraduate students and non-academic co-authors used here as noted above manuscripts.

Keifert, D.T., Johnson, H.J., Daniel, B., Pierson, A., Jeong, S., Henrie, A., Gentry, A., & Lee, S. (2025 June). Teacher Candidates Co-Constructing Anti-Deficit Narratives about Learners in Video Club [Long Paper] Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025. Helsinki, Finland: International Society of the Learning Sciences. pp. TBD [peer reviewed] <https://doi.org/10.22318/icls2025.352932>

Keifert, D.T., Gentry, A., Little Poof, & Big Book. (2025 June). Routine Care to Build Trust in Co-Research with Young Children [Long Paper] Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025. Helsinki, Finland: International Society of the Learning Sciences. pp. TBD [peer reviewed] <https://doi.org/10.22318/icls2025.103399>

Pierson, A., Daniel, B., & **Keifert, D.T.** (2025 June). Constructing “Kinds of Students” through Racialized Discourse in Science PD. In J. Radinsky & J. Ma (co-chairs) Race as Substrate: Interaction Analyses of the Microgenetic Construction of Racialized Identities. [Symposium]. Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025. Helsinki, Finland: International Society of the Learning Sciences. pp. TBD [peer reviewed] <https://doi.org/10.22318/icls2025.772248>

Keifert, D.T., & Daddy Poppins. (2025 June). Potions: Caring in Showing with an Asynchronous Partner [Poster] Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025. Helsinki, Finland: International Society of the Learning Sciences. pp. TBD [peer reviewed] <https://doi.org/10.22318/icls2025.897218>

Pierson, A., Johnson, H.J., Henrie, A., **Keifert, D.T.**, Jeong, S., & Daniel, B. (2025 June). Prompts or Protocol: Helping Teacher Candidates See Students’ Strengths [Short Paper] Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025. Helsinki, Finland: International Society of the Learning Sciences. pp. TBD [peer reviewed] <https://doi.org/10.22318/icls2025.329658>

Lee, S., Daniel, B., Jeong, S., **Keifert, D.T.**, Pierson, A., Henrie, A., Johnson, H.J., & Enyedy, N. (2025 June). 도토리묵 (Acorn Jelly) in an Assemblage Connecting Culture and Science [Short Paper] Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025. Helsinki, Finland: International Society of the Learning Sciences. pp. TBD [peer reviewed] <https://doi.org/10.22318/icls2025.756302>

Kim, M., Pierson, A., Jeong, S., Daniel, B., **Keifert, D.T.**, Henrie, A., & Johnson, H.J. (2025 June). Exploring Teacher Candidates’ Reflection on Equity-Oriented 5E Lessons from Culturally Responsive Perspectives [Poster] Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025. Helsinki, Finland: International Society of the Learning Sciences. pp. TBD [peer reviewed] <https://doi.org/10.22318/icls2025.242017>

Dankwa, Y., Jeong, S., Kim, M., Pierson, A., Santely, A.J., Daniel, B., Henrie, A., Johnson, H.J., & **Keifert, D.T.** (2025 June). Elementary Teacher Candidates’ Lines of Flight Toward Humanizing Science Assessments [Long Paper] Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025. Helsinki, Finland: International Society of the Learning Sciences. pp. TBD [peer reviewed] <https://doi.org/10.22318/icls2025.591401>

Daniel, B., Pierson, A., **Keifert, D.T.** (2024, June). *Methods for Analyzing Ideological Sensemaking in Interaction*. [Short Paper] Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024. Buffalo, NY: International Society of the Learning Sciences. pp. 1039-1042 [peer reviewed] <https://repository.isls.org/handle/1/10613>

Keifert, D.T. (2024, June). Contextualizing Moments of Learning: Entangled Practice. [Full Paper] Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024. Buffalo, NY: International Society of the Learning Sciences. pp. 51-58 [peer reviewed]
<https://repository.isls.org/handle/1/11132>

***Nominated for Outstanding Full Paper award**

Gentry, A., Keifert, D.T., & Sloane, M. (2024, June). How Interpretation + Contextualization of Stories Created Possibilities for Collaborative Inquiry with Young Children in Families. [Short Paper] Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024. Buffalo, NY: International Society of the Learning Sciences. pp. 1035-1038 [peer reviewed]
<https://repository.isls.org/handle/1/10612>

Hill, K., Allen, C.D., & Keifert, D.T. (2024, June) *The Beauty in Science: Understanding the Role of Art in Youth STEAM Identity Development*. [Short Paper] Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024. Buffalo, NY: International Society of the Learning Sciences. pp. 1215-1218 [peer reviewed] <https://repository.isls.org/handle/1/10660>

Lamothe, M. & Keifert, D.T. (2024, June). Syndrome versus Phenomenon: A conceptualization of imposter phenomenon. [Poster] Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024. Buffalo, NY: International Society of the Learning Sciences. pp. 2389-2390 [peer reviewed] <https://repository.isls.org/handle/1/11031>

Keifert, D.T., & Gentry, A. (2024, June). *Caring for each other and family-partners through care-filled scheduling*. In C. Love & T. Jen (co-chairs). Caring Relations Across Interaction Analysis Labs. [Symposium] Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024. Buffalo, NY: International Society of the Learning Sciences. pp. 1926-1933 [peer reviewed] <https://repository.isls.org/handle/1/10839>

Lee, S., Daniel, B., Keifert, D.T., Pierson, A., Jeong, S., Johnson, H., Henrie, A., O'Beollain, S., & Syifa, M. (2024, June). "How are Acorns Equitable?": Teacher Candidate Perceptions of Immersive Language Play Experiences. [Full Paper] Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024. Buffalo, NY: International Society of the Learning Sciences. pp. 1702-1705 [peer reviewed] <https://repository.isls.org/handle/1/10789>

Gentry, A., Keifert, D.T., Poppins, D., Poof, L., Book, B., Bunny, Carrot, & Flamingo (2024, June). *Co-analysis via co-observation in family-uni partnerships*. In D.T. Keifert & A. Pierson (co-chairs) Co-Research in Video Analysis: Shifts Towards Ethical Validity. [Symposium] Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024. Buffalo, NY: International Society of the Learning Sciences. pp. 1894-1901 [peer reviewed]
<https://repository.isls.org/handle/1/10834>

Pierson, A., Keifert, D.T., Spigner, H., Felder, S., Henrie, A., Johnson, H.J., Gentry, A., Daniel, B., Jeong, S., & Lee, S. (2024, June). *Teacher candidates' co-analysis during video club*. In D.T. Keifert & A. Pierson (co-chairs) Co-Research in Video Analysis: Shifts Towards Ethical Validity. [Symposium] Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024. Buffalo, NY: International Society of the Learning Sciences. pp. 1894-1901 [peer reviewed] <https://repository.isls.org/handle/1/10834>

Jeong, S., Pierson, A., Keifert, D.T., Henrie, A., Johnson, H., Daniel, B., & Lee, S. (2024, June). Where material impact matters: Fostering equitable teaching practices through working differences in elementary science methods course [Short Paper]. Proceedings of the 18th International Conference of the Learning Sciences – ICLS 2024. Buffalo, NY: International Society of the Learning Sciences. pp. 1351-1353 [peer reviewed]
<https://repository.isls.org/handle/1/10696>

Avila Alejo, D., Keifert, D.T., Silva, S. T. M., Vlaamster, T., Xiao, X., Fan, X., Badran, S., Gentry, A., & Lamothe, M. (June, 2023) *Future Imaginings for Teaching: Voices of Pre-service Teachers from Marginalized Communities* [Short Paper]. Proceedings of the 3rd Annual Meeting of the International Society of the Learning Sciences 2023, Volume ICLS Proceedings. Montreal, Canada. International Society of the Learning Sciences. p. 930-933.
<https://repository.isls.org/handle/1/10362>

Humburg, M., Bell, A., Keifert, D.T., Tu, X., Hmelo-Silver, C.E., Danish, J., Lee, S., Henrie, A., Park Rogers, M., Cross Francis, D., Enyedy, N. (June 2023). Learning to be a Science Teacher: The Worries, Joys, and Vulnerabilities of Exploring New Pedagogies [Full Paper] Proceedings of the 3rd Annual Meeting of the International Society of the Learning Sciences 2023, Volume ICLS Proceedings. Montreal, Canada. International Society of the Learning Sciences. p. 649-656.
<https://repository.isls.org/handle/1/10310>

***Won Best Student Paper award**

Pierson, A., Bell, A., Daniel, B., Keifert, D.T., Lee, S., Henrie, A., Johnson, H. J. (June, 2023) Teacher-student relationships and inclusive kindergarten science teaching. In D. T. Keifert (chair) & A. Pierson, N. De Lucca, & J. Watkins (co-chairs) *Theorizing and Designing Relational Possibilities in Teaching and Learning* [Symposium]. Proceedings of the 3rd Annual Meeting of the International Society of the Learning Sciences 2023, Volume ICLS Proceedings. Montreal, Canada. International Society of the Learning Sciences. p. 1593-1602.
<https://repository.isls.org/handle/1/9979>

Daniel, B., Lee, S., Askew, R., Bell, A., Henrie, A., Johnson, H.J., Pierson, A., Ziegler, H., & Keifert, D.T. (June 2023). Sustaining Participation in an Elementary Science PD Community. [Poster] Proceedings of the 3rd Annual Meeting of the International Society of the Learning Sciences 2023, Volume ICLS Proceedings. Montreal, Canada. International Society of the Learning Sciences. p. 1770-1771. <https://repository.isls.org/handle/1/10010>

Lee, S., Bell, A., Keifert, D.T., Johnson, H., Pierson, A., Henrie, A., & Askew, R. (June, 2022) *The tensions of making space: How teachers work toward heterogenous science sense-making* [Paper]. Proceedings of the 2nd Annual Meeting of the International Society of the Learning Sciences 2022, Volume ICLS Proceedings, 1189-1192. Hiroshima, Japan (Online): International Society of the Learning Sciences. <https://repository.isls.org/handle/1/8932>

Daniel, B., Pierson, A., Keifert, D.T., Lee, S., Askew, R. (June, 2022) *Science teachers' ideological shifts about multilingual learners* [Poster]. Proceedings of the 2nd Annual Meeting of the International Society of the Learning Sciences 2022, Volume ICLS Proceedings, 1902-1903. Hiroshima, Japan (Online): International Society of the Learning Sciences.
<https://repository.isls.org/handle/1/8633>

Pierson, A., Keifert, D.T., Lee, S., Johnson, H., Bell, A. (June, 2022) Making space for heterogeneity in phenomenon-centered science learning. In A. Bell, C. & S. Lee (co-chairs) *Navigating making space: Attending to multiple learning pathways in science learning* [Symposium]. Proceedings of the 2nd Annual Meeting of the International Society of the Learning Sciences 2022, Volume ICLS Proceedings, 1691-1698. Hiroshima, Japan (Online): International Society of the Learning Sciences. <https://repository.isls.org/handle/1/8969>

Keifert, D.T., Goodwin, M.H. (June, 2021). Cultivating educational dignity by following children's serendipitous curiosity. In **D. Keifert** (chair), K. Gutiérrez (co-chair), M.H. Goodwin (co-chair), A.M. Marin (co-chair) *Dignity Affirming Learning Contexts* [Symposium]. Proceedings of the 1st Annual Meeting of the International Society of the Learning Sciences 2021, Volume ICLS Proceedings, 795-802. Bochum, Germany (Online): International Society of the Learning Sciences. <https://repository.isls.org/handle/1/7585>

- Pierson, A., **Keifert, D.T.**, Lee, S., Henrie, A., Johnson, H.J., Enyedy, N. (June, 2021). Elementary Science Teachers' Use of Representations to Build Shared Understanding from Students' Diverse Ideas and Practices. [Short Paper]. Proceedings of the 1st Annual Meeting of the International Society of the Learning Sciences 2021, Volume ICLS Proceedings, 505-508. Bochum, Germany (Online): International Society of the Learning Sciences.
<https://repository.isls.org/handle/1/7509>
- Keifert, D.T.** (2020). Family Practices as Cultural Substrate in Young Children's Engagement and Adaptation of Family Practices. In D. Keifert (Chair) *Broadening Learning Sciences Theoretical lenses to understand young children's sensemaking* [Symposium]. Proceedings of the 14th International Conference of the Learning Sciences 2020, Volume 1, 390-397. Nashville, Tennessee: International Society of the Learning Sciences.
<https://repository.isls.org/handle/1/6663>
- Tu, X., Danish, J., Humburg, M., Enyedy, N., & **Keifert, D.T.** (2020) Play and Embodiment: Designing for early elementary students' strengths. In **D. Keifert** (Chair), *Broadening Learning Sciences Theoretical lenses to understand young children's sensemaking* [Symposium]. Proceedings of the 14th International Conference of the Learning Sciences 2020, Volume 1, 390-397. Nashville, Tennessee: International Society of the Learning Sciences.
<https://repository.isls.org/handle/1/6663>
- Keifert, D.T.**, Xiao, C., & Enyedy, N. (2020). Drawing on and Disrupting Choreographic Substrate for Being Scientific Phenomena. In **D. Keifert** (Chair) & Noel Enyedy (co-chair) *Analytical Designs: Goodwin's Substrates as a Tool for Studying Learning*. Proceedings of the 14th International Conference of the Learning Sciences 2020, Volume 3, 1471-1478. Nashville, Tennessee: International Society of the Learning Sciences. <https://par.nsf.gov/servlets/purl/10202100>
- Keifert, D.T.** (2020). Broadening Conceptualizations of Learning: Fix-It-Foxing as a Practice for *Learning From* and *Learning With*. Proceedings of the 14th International Conference of the Learning Sciences, Nashville, TN. (Sessions cancelled, appears in print proceedings)
<https://repository.isls.org/handle/1/6803>
- Keifert, D.T.**, Krist, C., Scipio, D., & Philips, A. (2018). Epistemic Agency as a Members' Experience. Proceedings of the 13th International Conference of the Learning Sciences, London UK, 192-197. <https://repository.isls.org/bitstream/1/553/1/23.pdf>
- Keifert, D.T.**, Enyedy, N., Danish, J., Dahn, M., Lee, C., & Lindberg, L., (2018). Tracing Bodies through Liminal Blends during Play-Based Inquiry in a Mixed-Reality Environment. Proceedings of the 13th International Conference of the Learning Sciences, London UK, 1431-1432. <https://repository.isls.org/handle/1/662>
- Keifert, D.T.** (2018). Young Children's Inquiry Within and Across Settings. Proceedings of the 13th International Conference of the Learning Sciences, London UK, 1863-1865.
<https://repository.isls.org/bitstream/1/871/1/516.pdf>
- Keifert, D.T.**, Lee, C., Dahn, M., Illum, R., DeLiema, D., Enyedy, N., & Danish, J. (2017). Agency, Embodiment, & Affect During Play in a Mixed-Reality Learning Environment. Proceedings of the 16th Interaction Child & Design Conference, Palo Alto CA.
<https://dl.acm.org/doi/pdf/10.1145/3078072.3079731>
- Keifert, D.T.** (2012). Young children's everyday inquiry: A field study of a young girl's play across contexts. Proceedings of the 10th International Conference of the Learning Sciences, Sydney AU, 1, 315-322. <https://repository.isls.org/handle/1/2220>
***Won Best Student Paper award**
- Keifert, D.T.**, & Stevens, R. (2012). Block building at home and preschool. In R. Stevens *Everyday Interactions and Activities: Field Studies of Early Learning Across Settings* [Symposium].

Proceedings of the 10th International Conference of the Learning Sciences, Sydney AU, 2, 91-98.
<https://repository.isls.org/handle/1/2390>

Horn, M.S., Davis, P., Hubbard, A.K., Keifert, D.T., Leong, Z.A., & Olson, I.C. (2011). Learning sustainability: Families, learning, and next-generation eco-feedback technology. Proceedings of IDC 2011 – 10th International Conference on Interaction Design and Children: 166-164.
https://dl.acm.org/doi/pdf/10.1145/1969030.1969051?casa_token=F_EHdKgVJfwAAAAA-7rFPqvtGerlsvKzL_OsXdjclHzZVMaSGszQIC2MwLusA2YeXcsUNsPctaqt0j7rZIDFIscExDO3w

FUNDED GRANTS

National Science Foundation, Directorate for Education and Human Resources	2022-
Improving Undergraduate STEM Education (IUSE)	2025
<i>Collaborative Research: Equitable Science Sensemaking: Helping Teacher Candidates Support Multiple Pathways for Learning (ESSe) Project</i>	
Co-PI (UNT PI). \$34,559 at UNT (total \$300,000 across sites). Collaborative research with Vanderbilt University and the Ohio State University. Developing teacher-facing tool to support anti-deficit noticing in video clubs and connect to designing for multiple pathways, culturally-sustaining, phenomenon-first, student-centered inquiry sequencers in science learning.	
Spencer Foundation, Small Grant	2022-
<i>Learning, Being, and Doing (LBD) in Families Study</i>	2024
PI. \$50,000 award. Co-developing new methodologies for collaborative-observation of existing family practices through partnerships with young children (3-5yrs) and their caregivers. Syncretic approach merging existing family practices and interactional analysis approaches for documenting, interpreting, and sharing about moments of children's learning, being, and doing contextualized by children and caregivers' understanding of their own family culture and knowledge systems. Partnered with families who have sheltered during first 2+ years of COVID sending young children to school for the first time in Fall 2023.	
University of North Texas Intramural Seed Grant	2021-
<i>Positionality in Practice (PiP) Study</i>	2022
PI. \$3,000. Wrote and received funding to launch a study of the role of intersectionality and relationality in preparing future care-workers including teachers, social workers, and early childcare providers. Examined learning trajectories for understanding the role of critical sociocultural theory in designing for learning and teacher candidates' understandings towards new possibilities for their future teaching.	

GRANTS RECOMMENDED FOR FUNDING – not funded due to federal interference

National Science Foundation, Directorate for Education and Human Resources	2025
Improving Undergraduate STEM Education (IUSE)	
Co-PI. <i>Collaborative Research: Cultivating an Equitable Science Sensemaking Community (ESSe 2.0)</i> . \$100,776.00 request for UNT-based research. Collaborative research with Vanderbilt University and the Ohio State University. 100% effort.	
<i>*NOTE: Our program officer told us this was accepted in January, and then again in May. Then, three days later the federal executive informed NSF they would only fund one IUSE grant and it had to be focused exclusively on AI. Thus, we did not get funding even though we were top-ranked and accepted by all standard means.</i>	

HONORS AND AWARDS

Board of the International Society of the Learning Sciences (nomination), ISLS	2025
The Mary Anne Raywid Award (nomination), <i>Society of Professors of Education</i>	2025
Outstanding Paper Award (nomination), <i>International Conference of the Learning Sciences</i>	2024
Best Student Paper Award (supporting author), <i>International Conference of the Learning Sciences</i>	2023
Journal of the Learning Sciences Reviewer of the Year Award	2021
National Academy of Education & Spencer Post-doctoral Fellowship Semi-Finalist	2021
Early Career Workshop, <i>International Conference of the Learning Sciences</i>	2018

Doctoral Consortium, <i>International Conference of the Learning Sciences</i>	2014
Graduate Student Seminar, <i>American Educational Research Association Division C</i>	2014
Dissertation Year Fellowship, <i>Learning Sciences at Northwestern University</i>	2013-2014
Best Student Paper Award (solo author), <i>International Conference of the Learning Sciences</i>	2012
Multidisciplinary Program in Education Sciences (IES) Fellowship, <i>Northwestern</i>	2010-2013
Joel Dean Social Sciences Research Grant, <i>Swarthmore College</i>	2003

CONFERENCE PRESENTATIONS (Unpublished) underline indicates graduate student co-author; double underline indicates undergraduate student co-author; dotted underline indicates non-academic co-author

- Pierson, A., Hennessy Elliot, C., Ryan, Z.D., Zhou, M., **Keifert, D.T.**, Johnson, H.J., Gentry, A., O'Beollain, S., Daniel, B., Henrie, A.W., Jeong, S., Lee, S., Poppins, D., DeLiema, D., Goeke, M., Bye, J.K., Carpenter, Z., Wilson Vasquez, A., Horn, I.S., Shapiro, B.R., Garner, B., & Nolting, K., Poppins, D. (2024, April). Expanding Participatory Video Analysis for Ecological and Ethical Validity. Symposium presented at the annual meeting of the American Educational Research Association, Philadelphia, PA. [peer reviewed]
- Jeong S., Pierson, A., **Keifert, D.T.**, Henrie, A., Johnson, H., Daniel, B., & Lee, S. (2024, April). Diffracting the notion of race in an elementary science methods course. In A. Luehmann (Chair), Justice-centered pedagogy: Context-specific adjustments and cross-cutting constants. Poster to be presented at the annual meeting of the American Educational Research Association, Philadelphia, PA. [peer reviewed]
- Pierson, A., Henrie, A., Syifa, M., **Keifert, D. T.**, Jeong, S., Johnson, H., Daniel, B., & Lee, S. (March, 2024). Supporting equitable noticing in elementary science methods courses. Presentation at National Association for Research in Science Teaching Conference. Denver, CO. [peer reviewed]
- Jeong S., Pierson, A., **Keifert, D.T.**, Henrie, A., Johnson, H., Daniel, B., & Lee, S. (2024, March). An ethical imperative: "Working difference" in science teacher education through a posthuman lens. Related Paper Set to be presented at the annual meeting of the National Association for Research in Science Teaching Conference, Denver, CO. [peer reviewed]
- Henrie, A., Jeong, S., Pierson, A., Johnson, H.J., **Keifert, D.T.**, Daniel, B., & Lee, S. (January, 2024). Designing Elementary Science Methods for Equitable Science Sensemaking [presentation]. In Syllabus Sharing Session. Presented at the Association for Science Teacher Education Annual Conference. New Orleans, LA. [peer reviewed]
- Keifert., D.T.**, Marin, A., DeLiema, D., (2022, April). Foregrounding expansive relations: Toward methods of assembly and weaving in longitudinal interaction analysis. In A. Marin & D. Silvas (chairs), What's next for Interaction Analysis of learning? Aligning analytical approaches with theoretical turns [Symposium]. American Educational Research Association Annual Meeting, San Diego, CA, USA. [peer reviewed]
- Avila, D., **Keifert., D.T.**, Flemister, C., Fan, X., Xiao, He., Dhamer Silva, S. (2022, April). An explorative study on how prior schooling experiences shaped minoritized preservice teachers' occupational vision statements. [Paper]. American Educational Research Association Annual Meeting, San Diego, CA, USA. [peer reviewed]
- Keifert, D.T.**, Xiao, He., Dhamer Silva, S., Flemister, C., Allen, D., (2022, April). Conceptualizing entanglements: Histories, embodied experience, futures, and relationality as resources for preservice teachers (re)conceptualizing learning. [Paper]. American Educational Research Association Annual Meeting, San Diego, CA, USA. [peer reviewed]

- Pierson, A., **Keifert, D.T.**, Daniel, B. (2022, April). Circulating reference: Local conjecture maps and abstract conceptual frameworks. In L. Vogelstein (Chair), *Conjecture Mapping: New Approaches to Broadening Processes of Educational Design Research* [Symposium]. American Educational Research Association Annual Meeting, San Diego, CA, USA. [peer reviewed]
- Johnson, H. J., Pierson, A., **Keifert, D.T.**, Daniel, B. & Henrie, A. (2022, April). Scientific modeling to support multilingual students: Examining a professional learning design for elementary teachers. In J. J. Thompson (Chair), *Equity in Elementary Science Teaching and Learning* [Structured Poster Session]. American Educational Research Association Annual Meeting, San Diego, CA, USA. [peer reviewed]
- Daniel, B., **Keifert, D.T.**, & Pierson, A. (2022, April). Negotiating ideologies about science and language in elementary teacher professional development. In B. Daniel & N. De Lucca (Chairs), *Interaction as a Site for Ideological Negotiation and Transformation in Science Teachers' Learning* [Symposium]. American Educational Research Association Annual Meeting, San Diego, CA, USA. [peer reviewed]
- Pierson, A., Daniel, B., Lee, S., Henrie, A., Johnson, H., **Keifert, D.T.**, & Enyedy, N. (2022, March). Rearticulating deficit language ideologies with researchers and teachers in elementary science professional development [Related paper set]. National Association for Research in Science Teaching Annual Conference, Vancouver, BC, Canada. [peer reviewed]
- Keifert, D.T.**, Enyedy, N., Xiao, C. (April, 2021). Independent and collaborative play as context for science inquiry. In A. Saleh's, *Orchestrating Collaborative Play for Diverse Participation Across Contexts and Disciplines*. Symposium at the American Educational Research Association (AERA), Online Conference. [peer reviewed]
- Pierson, A., **Keifert, D.T.**, Lee, S., Johnson, H., & Henrie, A. (2021, April). Elementary Science Teachers' Purposes and Practices for Connecting Multiple Representations. Paper presented at the annual international conference of National Association for Research in Science Teaching. [Online] [peer reviewed]
- Johnson, H., Pierson, A., **Keifert, D.T.**, Henrie, A., Enyedy, N., Danish, J., & Askew, R. (March, 2020). Modeling for equitable learning with ELs: Examining a professional learning design for elementary teachers. In J. Thompson's, *Equity and elementary science teaching and learning*. Symposium at the National Association of Research in Science Teaching (NARST), Portland, OR. [peer reviewed] (Conference canceled)
- Danish, J. A., Nicholas, C., Hmelo-Silver, C. E., Park Rogers, M. A., Cross Francis, D. I., Enyedy, N. D., **Keifert, D.T.** & Stiso, C. (April, 2020) *What, How, and Why Do Elementary Teachers Think About Using Representations in Their Science Teaching?* [Paper Session]. AERA Annual Meeting San Francisco, CA. <http://tinyurl.com/uey6p37> [peer reviewed] (Conference Canceled)
- Keifert, D.T.**, (April, 2019). *Reimagining STEM Learning Through Centering Families' Sense-Making Practices*. Paper presented as part of the symposium STEM Family Learning organized by E. Suarez for the National Association for Research in Science Teaching annual conference. Baltimore, MD. [peer reviewed]
- Keifert, D.T.**, Lee, C., Dahn, M., Lindberg, L., Enyedy, N., & Danish, J. (April, 2019). *Tracing Bodies through Liminal Blends during Play-based Inquiry in a Mixed Reality Environment*. Poster presented at the American Educational Research Association Conference. Toronto, Canada. [peer reviewed]
- Keifert, D.T.**, Scipio, D., & Grosshandler, D. (April, 2019). *Toward a Framework for Pedagogies of Joy*. Poster presented as part of the Symposium Pedagogies of Joy :) Joy as Resistance at the Intersection of STEM Learning Pathways organized by D. Scipio & **D. Keifert** for the American Educational Research Association Conference. Toronto, Canada. [peer reviewed]

- Humburg, M., **Keifert, D.T.**, Georgen, C., Tu, X., Danish, J., Enyedy, N. (April, 2018). *The Challenge of Consistency in Sensemaking Resources Across Play and Assessment for Young Science Learners*. Paper presented at the American Educational Research Association Conference, New York, NY. [peer reviewed]
- Danish, J., **Keifert, D.T.**, Enyedy, E., Humburg, M., Tu, X., Davis, B., Lee, C. (April, 2018). *Embodiment within computational models: Explorations of agency and normativity*. Paper presented at the American Educational Research Association Conference, New York, NY. [peer reviewed]
- Keifert, D.T.**, Enyedy, N., Danish, J., Lee, C., & Saleh, A. (June, 2017). *Two Kinds of Thought Experiments about Water Temperature during Young Children's Family and Technology-Enhanced Play*. Paper presented at the annual meeting of the Jean Piaget Society. San Francisco, CA. [peer reviewed]
- Keifert, D.T.** (April, 2017). Tensions in crossing the bridge: Capitalizing upon preschoolers' family practices in classrooms. Paper presented at the American Educational Research Association Conference, San Antonio Texas. [peer reviewed]
- Keifert, D.T.** (April, 2017). Joy in Inquiry and the Playful & Productive Adaptation of Practice. Paper presented at the American Educational Research Association Conference, San Antonio Texas. [peer reviewed]
- Keifert, D.T.** (April, 2017). Inquiry as a Members' Phenomenon as a Model for Coordinating Definitions of Inquiry. Paper presented at the National Association for Research on Science Teaching, San Antonio Texas. [peer reviewed]
- Keifert, D.T.** (April, 2016). Geographies of Attention: Shaping Young Children's Ways of Perceiving and Knowing. Paper presented at the American Educational Research Association Conference, Washington D.C. [peer reviewed]
- Keifert, D.T.** (April, 2016). Seeing the Science in Young Children's Activity Through an Interactionally Grounded Account of Inquiry. Poster presented at the American Educational Research Association Conference, Washington D.C. [peer reviewed]
- Andrews, J., & **Keifert, D.T.**, (April, 2015). Productive Disagreeing: Collaborators' Exploration of Ideas During Moments of Contested Knowledge. Poster presented at the American Educational Research Association Conference, Chicago, IL. [peer reviewed]
- Keifert, D.T.**, & Stevens, R. (March, 2014). Searching for Family Inquiry Practices Over Time. Poster presented at the National Science Foundation's 7th inter-Science of Learning Center Student and Post-Doc Conference, Pittsburg, PA.
- Keifert, D.T.**, & Stevens R. (May, 2013). "Yeah! I'm an an-pha-bian. Cause I'm a frog!" Associating science with everyday inquiry. Paper presented at the American Educational Research Association Conference, San Francisco, CA. [peer reviewed]
- Keifert, D.T.**, & Stevens, R. (April, 2013). Affording inquiry practices: Tracing the practices of one young girl across contexts. Paper presented at the American Educational Research Association Conference, San Francisco, CA. [peer reviewed]
- Keifert, D.T.**, & Stevens, R. (February, 2013). Young children's everyday inquiry: An analytical framework for tracing practices across contexts. Poster presented at the National Science Foundation's 6th inter-Science of Learning Center Student Conference, Philadelphia, PA.
- Keifert, D.T.**, & Stevens, R. (June, 2011). Driving co-constructed activity during family play: How are children participating in shared STEM-focused activity?. Paper presented at the Jean Piaget Society Conference, Berkeley, CA. [peer reviewed]

LS 429 Design of Learning Environments

Ph.D. Doctoral Program in Learning Sciences, Northwestern University

Professor Charles Logan

Keifert, D., Lee, C., Enyedy, N., Dahn, M., Lindberg, L., & Danish, J. (2020). Tracing bodies through liminal blends in a mixed reality learning environment

A&HD 6999 Studio Seminar

Ed.D. Doctoral Program in Dance Education, Teachers College, Columbia University

Dr. Lauren Vogelstein

Keifert & Stevens (2019) Inquiry as a Members' Phenomenon

LRN_SCI 351/451 | COMP_SCI 397 | MS_ED 451: Transformative Computer Science Education, School of Education & Social Policy, Northwestern University

Dr. Paula Hooper, Dr. Michael Horn

Keifert, Xiao, Enyedy, & Danish (2021) Learners as phenomena: Expansive inquiry as students embody water particles

SCED 3320/7330 Introduction to Literacies in Science

Vanderbilt University

Dr. Adam Bell

Levine, Keifert, Marin, & Enyedy (2020) Hybrid Argumentation in Literature and Science for K-12 Classrooms

EDMA 5200 Educational Technology Issues: Race, Gender, (Dis)Ability & Power in Edtech, California State University Stanislaus

Dr. Jamie Gravell

Levine, Keifert, Marin, & Enyedy (2020) Hybrid Argumentation in Literature and Science for K-12 Classrooms

EDUC 9700: Research Group Play in the System

Vanderbilt University

Dr. Noel Enyedy

Keifert (2021) Family Culture as Context for Learning through Inquiry

EDC&I 506B: Qualitative Methods

IslandWood / University of Washington, Seattle

Dr. Déana Scipio

Keifert & Stevens (2019) Inquiry as A Members' Phenomenon

Keifert (2021) Family Culture as Context for Learning through Inquiry

EDUC 7500: Advanced Qualitative Methods: Learning and the interaction Order

Vanderbilt University

Dr. Rogers Hall

Keifert & Stevens (2019) Inquiry as A Members' Phenomenon

EDUC 7500 Advanced Qualitative Methods: Designing and Studying Learning Environments for Informal Learning

Vanderbilt University

Dr. Rogers Hall & Dr. Leona Schauble,

Keifert & Stevens (2019) Inquiry as A Members' Phenomenon

Invited Talks

Keifert, D.T. (April 2025). Research partnerships with young children and families in co-observation.
Invited talk: IslandWood. Bainbridge Island, WA.

- Keifert, D.T.** (October 2024). Members' Phenomena. Invited talk: Columbia University Teachers' College. NYC, NY.
- Keifert, D.T.** (May, 2023). Iterative analysis in qualitative methods. Invited talk: IslandWood. Bainbridge Island, WA.
- Keifert, D.T.** (May, 2023). Family culture and designing for equitable learning. Invited talk: IslandWood. Bainbridge Island, WA.
- Keifert, D.T.** (March, 2023). Co-panelist on Inclusive Online Teaching. Invited talk: Division of Digital Strategy and Innovation (DSI) Center for Learning Experimentation, Application, and Research (CLEAR), University of North Texas, TX.
- Keifert, D.T.** (April, 2022). Ethical issues in research: Positionality, disability, and research with families sheltering due to COVID. Invited talk: IslandWood. Bainbridge Island, WA.
- Keifert, D.T.** (April, 2021). Positionality, research with European-heritage families, and inquiry as a members' phenomenon. Invited talk: IslandWood. Bainbridge Island, WA.
- Levine, S., **Keifert, D.T.**, Marin, A., Enyedy, N. (April, 2021). Hybrid Argumentation in Literature and Science for K-12 Classrooms. Invited Symposium: Creating Expansive and Equitable Learning Environments: Elaborating the RISE Learning Principles Chairs N.S. Nasir, C.D. Lee., R. Pea., & M.M. de Royston. Invited Talk: American Educational Research Association Presidential Session. Online AERA.
- Keifert, D.T.**, Scipio, D., McKinney de Royston, M., Halverson, E. (November, 2020). Scholar panel. Invited Talk: Learning Sciences Graduate Student Conference. University of Wisconsin, Madison.
- Keifert, D.T.**, Pierson, A., Daniel, B., Lee, S., & Jen, T. (November, 2020). *Disrupting assimilationist ideologies in K-4 science+language learning*. Invited Talk: Caruth Institute for Engineering Education at Southern Methodist University. Dallas TX.
- Keifert, D.T.** (July, 2020). Learning out of school. Invited talk: Vanderbilt University Department of Teaching and Learning. Nashville, TN.
- Keifert, D.T.** (April, 2020). Research practices including learning in families, early childhood STEM, and video methods for theories of children's learning and reflective research/teaching practice. Invited talk: IslandWood. Bainbridge Island, WA.
- Keifert, D.T.** (April, 2019). *Inquiry as a Member's Phenomenon and learning in and out of school*. Invited talk: Vanderbilt University Department of Teaching and Learning. Nashville, TN.
- Keifert, D.T.** (June, 2017). *Iterative analysis of qualitative/video data for understanding inquiry, family practice, and children's experiences across settings*. Invited talk: University of California Los Angeles Graduate School of Education and Information Sciences Methods Sequence. Los Angeles, CA.
- Keifert, D.T.** (June, 2017). *Understanding and broadening forms of sensemaking for science learning*. Invited talk: Center for Research on Teacher Development and Professional Practice. Irvine, CA.
- Keifert, D.T.** (March, 2017). *Understanding and broadening sensemaking for science learning*. Invited talk: TERC. Cambridge, MA.

TEACHING

Graduate-Level Courses

- | | |
|---|------|
| <i>Learning Sciences Seminar 2, University of North Texas</i> | 2023 |
| Instructor for Educational Psychology graduate course. Develops understanding of theories of learning across the field of Learning Sciences. Supports graduate students to develop theoretical conceptualizations of focal phenomena and to prepare and present a conference paper. | |
| <i>Research Methods as Contexts for Learning, University of North Texas</i> | 2022 |

Instructor for Educational Psychology graduate course. Develops methodological competence in bridging research traditions towards research transforming conceptualizations of learning phenomena towards more just futures in research-partnerships and teaching/learning designs.

Introduction to Educational Psychology 2025

Instructor supporting review of theories and applications of educational psychology; basic concepts in learning, cognition, development and their applications to teaching and learning context.

Foundational Research Methodology

Instructor providing overview of the process of conducting research, from formulating research questions to sampling, data collection, analysis and drawing inferences. The focus is on being able to understand, evaluate and utilize published research, both qualitative and quantitative. Final product is a detailed critique of published research. 2022-present

Qualitative Methods, University of North Texas 2020

Instructor for College of Education cross-departmental introduction to qualitative methods.

Modeling for the Secondary Science Classroom, Vanderbilt University 2018

Instructor of record for pre-service teacher course. Designed course focused on NGSS.

Empirical Methods for Social Interaction, Stanford University 2016

Co-taught with Drs. Ray McDermott, Jenny Langer-Osuna, Ramón Martínez

New Approaches to Science Teaching, Northwestern University 2013

Co-taught with Dr. Brian Reiser & Michael Novak, MS Education course

Undergraduate-Level Courses

How People Learn, University of North Texas 2021-present

Course steward for all sections for pre-service teacher course. Co-developed course. Co-developed 2025 redesign to support dean-initiated move from an 8-week to 16-week course design. Designed to support learners to recognize learning across diverse settings, contextualize learning within multiple theoretical lenses including behaviorism and eugenics, constructivism and cognitivist views, and critical sociocultural theory. Emphasis on observations of learning “in the wild.” Also developed the INET version of this course including (8-week only).

Development and Teaching & Learning, University of North Texas 2019-present

Course steward for all sections for pre-service teacher course. Re-designed course to focus on development and intersectionality as they shape teaching practice. Emphasis on observation of real-world learning and analysis of learning designs using theory.

Advanced Research Methods, Northwestern University 2014

Teaching assistant to Dr. James Spillane

Cognition in Contexts, Northwestern University 2011

Teaching assistant to Dr. Reed Stevens

Professional Development

Supporting Teacher Candidates in the Equitable Science Sensemaking (ESSe) project, Vanderbilt University & The Ohio State University 2022-present

Collaboration with Drs. Ashlyn Pierson, Sophia Jeong, Andrea Henrie, and Heather Johnson. Facilitated course Video Clubs and leading longitudinal Video Clubs for teacher candidates in undergraduate science methods courses who will serve in diverse school districts to leverage student’s linguistic and cultural resources and experiences for standards-based science learning.

Supporting Teachers in the Representations for Teachers as Learners (RepTaLs) project, Vanderbilt University, Nashville TN 2019-2022

Co-facilitator with Drs. Heather Johnson and Andrea Henrie of Vanderbilt University in the Design-Based Research study of teachers-as-learners (McDonnell Foundation funded) supporting K-4 teachers in a diverse urban school district to leverage student’s linguistic and cultural resources and experiences for standards-based science learning.

Classroom Teaching

Supporting Teachers for Science Through Technology Enhanced Play Implementations, UCLA Lab School, Los Angeles CA 2017–2018

Supported and co-taught combined 1st & 2nd grade teachers' implementation of the Science through Technology Enhanced Play (STEP) project.

Middle School Teacher & Advisor, Rodeph Sholom School, New York NY 2004–2009

Taught science, math for 5th–7th graders, and advised 5th–8th grade students, developed curriculum in mathematics and expanded science curriculum

Informal Science Museum Teaching

Programs Intern at the Fels Planetarium, Franklin Institute, Philadelphia PA 2002–2004

Hosted live and prepared shows for school groups and families, developed curricular materials for show timed with Spirit/Opportunity landings

Volunteer at Astronomy Night, Swarthmore College, Swarthmore PA 2022–2004

Supported hosting telescope and STAR Lab events for Astronomy Family Nights

PROFESSIONAL MEMBERSHIP AND SERVICE

Journal Reviewer

<i>Elementary School Journal</i>	2025
<i>Research on Children and Social Interaciton</i>	2025
<i>Learning, Culture and Social Interaction</i>	2024–present
<i>American Education Research Journal</i>	2024
<i>Journal of the Learning Sciences</i>	2019–present
<i>Instructional Science</i>	2019–present
<i>Cognition & Instruction</i>	2017–present
<i>Science Education</i>	2023–present
<i>Topics in Early Childhood Special Education</i>	2020
<i>International Journal of Child-Computer Interaction</i>	2019
<i>Science and Education</i>	2018, 2023

International Society of the Learning Sciences (ISLS) member since 2012

Chair | Hybrid Engagement Annual Meeting Subcommittee 2022–present

Hybrid Engagement subCommittee (HEsC) of the Annual Meeting Committee (AMC) for the International Society of the Learning Sciences (ISLS). Liaison between AMC, HEsC, and Local Organizing Committees (LOCs).

Founded the committee in 2022 in coordination with the Annual Meeting committee chair (Yotam Hod, ISLS President 2025–26), the Equitable Participation Working Group, the AMC, the ISLS Board, and the President of ISLS (Joshua Danish, ISLS President 2022–23). Recruited inaugural members for HEsC and served as chair (planned 2022–2026). Primary tasks have required innovation and LOC collaboration to determine available technological tools, explore technological arrangements for meeting AM needs, design/test technological arrangements, and supervise volunteer training for implementation.

Continuing leadership:

- Guiding development of ISLS approach to hybrid engagement and annual meeting efforts to iteratively expand hybrid and virtual opportunities.
- Coordinating with current/future presidents: Ravit Duncan, 2023–24, Jasmine Ma, 2024–25, Yotam Hod 2025–26
- Collaborating with ISLS leadership (past, current, future president, committee system) and Local Organizing Committees to design for hybrid (engagement across face-to-face and virtual participants) in annual meetings.
 - ISLS 2023 Montreal: Inaugural pre-conference Virtual Social
 - ISLS 2024 Buffalo:
 - Inaugural Hybrid Symposium track
 - Inaugural Virtual Poster Session
 - Inaugural Virtual Keynote Watch Parties
 - ISLS 2025 Helsinki

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- Inaugural Hybrid Poster Special Session
 - Inaugural Virtual Viewing for all symposia and paper sessions
 - Inaugural Hybrid Ambassadors to support in-room facilitation across in-room and virtual attendees
 - Recruitment
 - Training
 - Thank you (coordinating with Fellows for social event to connect Has and Fellows)
 - Inaugural (virtual and in-room) Presenter & Hybrid Ambassador Guide to technology and presenting arrangements in all rooms
 - Inaugural recruitment and training for Virtual Hosts to support virtual-only activities (Virtual Social, Virtual Poster Session, Virtual Keynote Watch Parties)
 - ISLS 2026 Irvine: Coordinating with Irvine Local Organizing Committee now to plan for 2026 ISLS Annual Meeting
 - Collaborating in determining potential new conference platform
 - Introduction of stable, structured volunteer system (HEsC committee members, coordinators, volunteers) as a part of work to institutional HEsC changes
 - Inaugural integration of hybrid symposia in ICLS/CSCL standard tracks as submission type to allow LOC independent review and acceptance process

Lead | Hybrid Track Program Chair, Annual Meeting of the International Society of the Learning Sciences 2024

2023-2024

Lead Program Chair (PC) for the Hybrid Symposium Track across the International Conferences of the Learning Sciences and the International Conference of Computer Supported Collaborative Learning. Coordinating with two other lead PCs to establish reviewer lists, update reviewer/senior reviewer guides, reviewer/senior reviewer assignment system, reviewer/senior reviewer process, program decisions, and coordination with publications committee for the annual meeting proceedings. Also collaborating with the Local Organizing Committee Co-Chairs for special session design, accommodation process, and other business to ensure a smooth ISLS 2024 meeting.

Participant | ChangeLab

2022-2023

Serving as a member of the ISLS conference ChangeLab year-long process of exploring innovative designs for collaborative intellectual sensemaking the academy. Findings to be presented at the annual conference to seed future change.

Member | Annual Meeting Committee

2022-present

Serving as a committee member, guiding criterion for annual ISLS conference proposal review, supporting ISLS Executive Committee and ISLS Local Conference Hosts in developing future annual conferences, representing the Working Group on Equitable Participation and furthering efforts to ensure equitable hybrid participation designs.

Organizer | Working Group on Equitable Participation

2022-present

Leading the working group, recruiting membership, setting agenda items, drafting guidance documents, and communicating on behalf of the working group with ISLS society leadership committees. Developing short- and long-term goals towards designing more equitable hybrid participation opportunities to reflect the diverse needs of the society including disabled/chronically ill members, student members with limited travel budgets, members with care giving responsibilities, queer and trans members and scholars of color whose safety is threatened by air travel and travel to some US states.

Member | Publications Committee & Equity & Justice Committee Rep

2021-2022

Serving as a committee member, guiding production of publications-relevant statements (e.g., tenure/promotion statement about ISLS proceedings), supporting flagship society journal board members, co-developing Rapid Community Report open-source projects.

Serving as a representative on the Equity & Justice Committee and serving on the Barriers to Participation sub-committee. The committee reflects a commitment to making equity and justice central to ISLS organizational structure, key activities, and membership. It also reflects the expansion of local and global movements for justice (racial, economic, gender, decolonial, environmental etc.), related calls for institutional rather than symbolic change, and inquiry into how these movements are themselves key contexts of collective learning.	
Symposium Organizer & Chair	
(Organizer, co-chair) Co-Research in Video Analysis: Shifts Towards Ethical Validity	2024
(Organizer, co-chair) Theorizing and Designing Relational Possibilities in Teaching and Learning	2023
(Organizer, co-chair) Dignity Affirming Learning Contexts	2021
(Organizer, co-chair) Broadening Learning Sciences Theoretical lenses to understand young children's sensemaking	2020
(Organizer, chair) Analytical Designs: Goodwin's Substrates as a Tool for Studying Learning	2020
Special Affinity Gathering Organizer	2014
Reviewer, Annual Conference ISLS	2012-present
(formerly International Conference of the Learning Sciences)	
American Educational Research Association (AERA)	2011-2022
<i>cannot maintain membership as AERA does not offer appropriate disability accommodations for me to attend AERA annual meetings</i>	
AERA Special Interest Group (SIG) Membership	2016-2019
Learning Sciences	2022
Informal Learning Environments Research	
Communications Chair Informal Learning Environments Research SIG	2019
Discussant	
Whose science? Interrogating the foundations of "Nature of Science," uncovering injustices in science education	2016
Organizer & Chair Symposia	2016
(Co-organizer, co-chair) Pedagogies of Joy :) Joy as Resistance at the Intersection of STEM Learning Pathways	2013
(Co-organizer, co-chair) Pedagogies of Joy :) Reigniting Conversations About the Intersectionalities of Joy within Learning Pathways	2013
Drawing on Families' Ways of Perceiving and Knowing to Learn About Diverse Epistemologies in Action	2016-present
(Organizer, Chair) Science Trajectories: Tracing Young People's Participation in Science Across Settings	
(Organizer, Chair) What Does 'Science' Shift?: The Positioning of Activities and Identities with Respect to the Domain of Science	
Reviewer, Annual Conference AERA	
National Association for Research on Science Teaching (NARST)	2016
Reviewer, Annual Conference NARST	2017
Symposium Organizer & Chair	
(Co-organizer) Epistemic Agency as a Members' Experience	
National Science Foundation	2017
Reviewer, DRK12	
Interaction Design & Children	2018
Conference Reviewer	

UNIVERSITY SERVICE

University of North Texas: University-Wide Service

Contributor to the President's Student Success Initiative

2025-present

Selected by President Keller's advisors, Heidi Elmendorf and Randy Bass, to serve as a representative of the Educational Psychology, College of Education, and Learning Sciences faculty in a listening session and four design charettes to imagine, design, and develop pilot projects for three centers for student success: Learning Initiative (learning-centered research and community partnerships), Teaching Hub (pedagogy-focused developments and research in partnerships with faculty across UNT), Curriculum Connector (hub designed to ensure connections with Dallas/Fort Worth area K-12 curriculum, UNT undergraduate curriculum, and workforce needs and innovation. Focused on Learning Initiative.

Committee on the Status of Faculty with Disabilities - Group VI representative

2024-present

Committee represents, supports, advocates for faculty with visible and invisible disabilities and examines their status at UNT. Committee identifies concerns and submits recommendations for actions to the Faculty Senate and Provost. Charges include: (1) collaborate with Senate committees, Provost's Office, and others to obtain, compile, analyze, and report data regarding the status of faculty with disabilities, (2) identify and report issues of concern about the status of faculty with disabilities, and advocate solutions to improve the status of faculty with disabilities, (3) recommend and/or co-sponsor events for the advancement of UNT faculty with disabilities, and (4) collaborate with Office of Disability Access, Neurodiversity Professional Network, Staff Senate, Graduate Student Council, Student Government Association, Delta Alpha Pi International Honor Society for students with disabilities.

Executive Committee | Women and Gender Equity Network (WGEN)

2024

Member | Women and Gender Equity Network (WGEN)

Member of WGEN, an organization supporting faculty at all stages of their careers by providing professional development, mentoring, and networking opportunities. Texas SB17 dismantled WGEN and all other affinity groups in Fall 2024.

Member | Collaborative for UNTOonline Faculty Fellows (CUFF)

2022-2024

Member in faculty organization engaging in the design and study of innovative learning designs. Focus on innovation towards equitable and accessible approaches to diverse digital-supported learning communities. Other foci included Virtual, Mixed, and Artificial Reality.

College of Education

Member | College of Education Academic Affairs Committee

2025-present

Supported the review of proposed changes to academic course catalogues including new degree concentrations, new courses, and changes in course descriptions.

Member | College of Education Scholarship Committee

2021-2022

Contributed to the review of academic scholarships awarded within the College of Education to undergraduate, masters, and doctoral students.

2023-2024

University of North Texas Educational Psychology Department

Learning Sciences Concentration Steward

2024-present

Developed outreach/recruitment materials for doctoral students and potential community practitioner-partnerships. Manage website content. Coordinate Learning Sciences faculty efforts to develop new courses (e.g., transitions EPSY 2010 from 8week to 16week course for early childhood through grade 6 pre-service teachers, overseeing parallel revision of EDCI 3830 course for secondary and specialist pre-service teacher program.

Co-Founder | Learning Sciences Program

2020-present

Developing Learning Sciences PhD concentration and graduate academic certificate in UNT College of Education (collaborator: Dr. Carrie Allen), supporting courses across Educational

Psychology and Teacher Education & Administration. Analyzing UNT course catalogue to develop Learning Sciences pathway. Developing courses for both undergraduate and graduate level students to attend to learning theory in research and teaching practice. Integrating learning theory and design into ongoing practice in the Educational Psychology and Teacher Education & Administration departments. Courses developed:

- Co-developed new 16-week iteration of the course under the direction of the COE dean to change the course from its prior 8-week design. 2025
- Developed INET version of EPSY 2010: How People Learn in collaboration with members of the Office of Disability Assistance and DSI CLEAR to ensure the course design is the most accessible to date of any UNT INET course design. 2022
- Co-Steward: EPSY 2010: How People Learn undergraduate pre-service teacher program 2021-present
- Steward: EPSY 6530: Research Methodologies as Contexts for Learning graduate LS concentration / LS GAC 2021
- Steward: EDCI 3830: Development and Teaching & Learning undergraduate pre-service teacher program 2019-present

Chair | Graduate Student Policies Committee

Chair of the committee overseeing all graduate student omissions, review of the graduate student handbook and faculty advising guidance on supporting doctoral students through the qualifying and dissertation processes. Leading a revision of the core exam.

2025-present

Organizer | Qualitative Inquiry Collaborative (QuIC) Lab

Organized qualitative research faculty in EPSY to determine needs for hardware and software in support of qualitative research. Coordinated with COE tech to make purchases. Coordinated with EPSY Chair to select location, set up physical space.

2024-present

Member | Faculty Affairs Committee

Serving as a committee member to edit/update EPSY faculty bylaws and determine procedures for the routine evaluation of adjunct instructors. Spearheaded editing and approval of new EPSY bylaws.

2024-present

Member | Learning Sciences Assistant Professor Faculty Search Committee

Serving as a committee member to recruit and hire an Assistant Professor in the Learning Sciences. Co-authored job posting. Co-leading candidate search and recruitment as member of the International Society of the Learning Sciences.

2023-2024

Chair | EPSY Student Affairs Committee

Served on SAC and Scholarship Committees

2023-2024

Member | EPSY Student Affairs Committee

Served on SAC and Scholarship Committees.

2021-2023

Member | HDFS Assistant & Assistant/Associate Faculty Search Committee

Served on search committee to fill two positions in Human Development and Family Sciences including one assistant position and one assistant or associate position.

2021-2022

Member | Doctoral Policies Committee

Served as a committee member, recommending doctoral students for acceptance to Educational Psychology concentrations, examining the use of GRE during COVID and post-COVID, supporting self-study of EPSY expectations for graduate student success in relation to the GRE and other measures.

2020-2021

Member | Faculty Affairs Committee

Served on Faculty Affairs Committee, reviewing concerns related to the faculty and preparing recommendations for the chair and department.

2019-2020