

Curriculum Vitae

JAMES S. CHISHOLM

Associate Professor, English Education
Department of Elementary, Middle, and Secondary Teacher Education
College of Education and Human Development
University of Louisville
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EDUCATION

- Ph.D. University of Pittsburgh** 2010
English Education
- M.A. University of Chicago** 2002
Germanic Studies
- B.A. University of Notre Dame** (*summa cum laude*) 2001
Psychology, German

ACADEMIC APPOINTMENTS

- Associate Professor** (with tenure) 2017-present
Interim Assistant Department Chair 2018
University of Louisville
Department of Middle and Secondary Education
- Assistant Professor** 2012-2017
University of Louisville
Department of Middle and Secondary Education

Courses taught: Classroom Discourse Analysis; Literacy Research and Theory; High School English Methods; Teaching Adolescent Readers; Capstone Seminar; Student Teaching Supervision

Independent Studies: Methods of Narrative Inquiry & Analysis; Ethnographic Methods; Advanced Research in Composition; Language Brokering, Identity Studies in Education; Advanced Literacy Research and Theory; Teaching Anne Frank; Research Apprenticeship

- Assistant Professor** 2010-2012
Morehead State University
Department of English

Courses taught: Teaching Literature in the Secondary Schools; Teaching Writing in the Secondary Schools; Studies in English for Teachers; Teaching Writing in Elementary and Middle Schools; Writing I; Writing II; Clinical Practice; Special Topics

Teaching Fellow, English Education 2007-2010
University of Pittsburgh
Department of Instruction and Learning

Courses taught: Research Seminar for MAT Interns; Psychology of Learning and Development for Education; Shared Inquiry in English Education; Student Teaching Seminar: English or Communications Education; Teaching Lab: English or Communications Education; Introduction to English or Communications Education

Graduate Student Researcher 2008-2010
University of Pittsburgh
Learning Research and Development Center

Graduate Student Researcher 2006-2008
University of Pittsburgh
Department of Instruction and Learning

Student Teaching Supervisor, English Education 2006-2007
University of Pittsburgh
Department of Instruction and Learning

Secondary English Teacher 2003-2006
Juan Diego Catholic High School
Draper, Utah

Lecturer, German 2002-2003
University of Chicago
Department of Germanic Studies

PUBLICATIONS

(*indicates an undergraduate or graduate student collaborator/co-author at time of submission.)

ARTICLES (PEER-REVIEWED)

Heron-Hruby, A., Olinger, A. R., & Chisholm, J. S. (revise and resubmit). Diagnosing and dialoguing: Preservice teachers respond online to high school writers. Submitted to *English Education*.

Chisholm, J. S., Olinger, A. R., & Heron-Hruby, A. (in press). "I didn't want to make them feel wrong in any way": Preservice teachers craft digital feedback on sociopolitical perspectives in student texts. *Contemporary Issues in Technology and Teacher Education*.

- Chisholm, J. S., Alford, J., *Halliday, L., & Cox, F. (2019). Teacher agency in English language arts teaching: A scoping review of the literature. *English Teaching: Practice & Critique*, 18(2), 124-152.
- Whitmore, K. F., Chisholm, J. S., Laman, T. T., & Davis, T. R. (2019). Are we really teaching for social justice and equity? A poem for five voices. *Talking Points*, 30(2), 19-22.
- Chisholm, J. S., & Whitmore, K. F. (2018). Visual learning analysis: Using digital photography to analyze middle level students' social-emotional learning and engagement. *Voices from the Middle*, 25(4), 34-38.
- Whitmore, K. F., Chisholm, J. S., *Baize, J. P. (2018). Standing next to Anne Frank to promote social and emotional learning. *English Leadership Quarterly*, 40(4), 6-9.
- Chisholm, J. S., Whitmore, K. F., Laman, T. T., & Davis, T. R. (2018). Images and words that reveal one pre-service teacher's ideological becoming. *National Teacher Education Journal*, 11(2), 41-52.
- Chisholm, J. S., & Olinger, A. R. (2017). "She's definitely the artist one": How learner identities mediate multimodal composing. *Research in the Teaching of English*, 52(2), 122-155.
- Chisholm, J. S., *Shelton, A. L., & Sheffield, C. (2017). Mediating emotive empathy with informational text: Three students' think aloud protocols of *Gettysburg: The graphic novel*. *Journal of Adolescent and Adult Literacy*, 61(3), 289-298.
- Chisholm, J. S., & *Shelton, A. L. (2016). Backchanneling technology: Transforming students' participation during discussions of *If I Grow Up*. *The ALAN Review*, 43(3), 22-34.
- Chisholm, J. S., Whitmore, K. F., *Shelton, A., & *McGrath, I. (2016). Moving interpretations: Using drama-based arts strategies to deepen learning about *The Diary of a Young Girl*. *English Journal*, 105(5), 35-41.
- Chisholm, J. S., & *Loretto, A. J. (2016). Tensioning interpretive authority during dialogic discussions of literature. *L1: Educational Studies in Language and Literature*, 16, 1-32.
- Chisholm, J. S., & Whitmore, K. F. (2016). Bodies in space/bodies in motion/bodies in character: Adolescents bear witness to Anne Frank. *International Journal of Education and the Arts*, 17(5), 1-31.
- Chisholm, J. S., & *Quillen, B. (2016). Digitizing the fishbowl: An approach to dialogic discussion. *English Journal*, 105(3), 88-91.
- *Flaherty, S. E., & Chisholm, J. S. (2015). An analysis of text complexity in young adult literature. *Kentucky English Bulletin*, 64(2), 5-13.

- Sheffield, C., Chisholm, J. S., & Howell, P. (2015). More than superheroes and villains: Graphic novels and multimodal literacy in social studies education. *Social Education*, 79(3), 147-150.
- Chisholm, J. S., & *Keller, B. K. (2014). Making connections during transactional discussion: Adolescents' empathic responses to *13 Reasons Why*. *The ALAN Review*, 42(1), 24-34.
- Chisholm, J. S., & McPherson, L. (2014). Leading through dialogue: Reflections on a yearlong mentoring program in English education. *English in Texas*, 44(1), 74-78.
- Chisholm, J. S., & Trent, B. (2013). Digital storytelling in a place-based composition course. *Journal of Adolescent & Adult Literacy*, 57(4), 307-318.
- Chisholm, J. S., & Trent, B. (2012). "Everything affects . . . everything": Promoting critical perspectives toward bullying with *13 Reasons Why*. *English Journal*, 101(6), 75-80.
- *Loretto, A., & Chisholm, J. S. (2012). Learning to teach generative meaning-making through multimodal inquiry. *English Teaching: Practice and Critique*, 11(1), 136-149.
- Chisholm, J. S., & Godley, A. J. (2011). Learning about language through inquiry-based discussion: Three bidialectal high school students' talk about dialect variation, identity, and power. *Journal of Literacy Research*, 43(4), 430-468.
- Chisholm, J. S. (2011). A profile of three high school students' talk about literature during multimodal instructional activities and whole-class text-based discussions. In P. J. Dunston, L. B. Gambrell, S. K. Fullerton, V. R. Gillis, K. Headley, & P. M. Stecker, (Eds.), *60th Yearbook of the Literacy Research Association* (pp. 245-262). Oak Creek, WI: Literacy Research Association.

BOOK

- Chisholm, J. S., & Whitmore, K. F. (2018). *Reading challenging texts: Layering literacies through the arts*. Urbana, IL: National Council of Teachers of English; New York, NY: Routledge.

BOOK CHAPTERS

- Chisholm, J. S., & *Baize, J. (in press). "It's important for people to see these types of issues on their own": Soundings during multimodal composing. In R. J. Meyer, & K. F. Whitmore (Eds.), *Reclaiming literacies as meaning making: Manifestations of values, identities, relationships, and knowledge*. New York, NY: Routledge.
- Whitmore, K. F., & Chisholm, J. S. (in press). Emotional engagement as manifested in students' bodies: The visual learning analysis. In R. J. Meyer, & K. F. Whitmore (Eds.), *Reclaiming literacies as meaning making: Manifestations of values, identities, relationships, and knowledge*. New York, NY: Routledge.

Chisholm, J. S. (2018). Using backchanneling technology to facilitate dialogic discussions of literature. In E. Ortlieb, E. H. Cheek, & P. Semingson (Eds.), *Best practices in teaching digital literacies (Literacy Research, Practice, and Evaluation, Vol. 9)* (pp. 75-92). Bingley, UK: Emerald Group Publishing Limited.

Chisholm, J. S. (2014). The roles of time and task in shaping adolescents' talk about texts. In C. Compton-Lilly & E. Halverson, (Eds.), *Time and space in literacy research* (pp. 152-165). New York, NY: Routledge.

EDITORIAL INTRODUCTIONS

Alford, J., & Chisholm, J. S. (2019). Editorial introduction to special issue on teacher agency. *English Teaching: Practice & Critique, 18*(2), 122-123.

EVALUATION REPORTS

Chisholm, J. S., & Whitmore, K. F. (2017, December). *A national model for teaching Anne Frank in U.S. middle schools*. Executive Summary and Evaluation Report submitted to Jeff Polson, Executive Director, Jewish Heritage Fund for Excellence.

Chisholm, J. S., Whitmore, K. F., *Shelton, A., *McGrath, I., & *Ousley, C. (2015, May). *Anne Frank: Bearing Witness*. Executive Summary and Evaluation Report submitted to Jeffrey Jamner, Senior Director, School Programs, The Kentucky Center for the Performing Arts.

CURRICULUM

Landay, E., Whitmore, K. F., Chisholm, J. S., Joiner, K., Whittaker, F., McCrae, T., & Jamner, J. (2015, October). *Professional Development Curriculum: Anne Frank and Eva Schloss Curriculum Binder*. Louisville, KY: Kentucky Center for the Performing Arts.

ARTICLES AND BOOK CHAPTERS (IN PREPARATION)

Chisholm, J. S., & Whitmore, K. F. (in preparation). Critical literacy and engagement with the arts.

Chisholm, J. S., Arnold, A. L., & Gast, M. J. (in preparation). Negotiating and supporting culturally responsive caring in a bilingual mentoring program in a diverse school.

Gast, M., Chisholm, J. S., Arnold, A. L., Sivira, Y., & Allen, J. (in preparation). Mediating school worlds: Bilingual youth mentoring English language learners.

Sheffield, C., Chisholm, J. S., & Arnold, A. L. (in preparation). Teaching memoirs with sequential art texts.

Whitmore, K. F., & Chisholm, J. S. (in preparation). Gates and doors: Metaphors for turning point narratives and community cultural wealth.

Chisholm, J. S., & Whitmore, K. F. (in preparation). Mediating transformative learning with the arts and challenging texts.

BOOKS (IN PREPARATION)

Spector, K., Whitmore, K. F., & Chisholm, J. S. (in preparation). *Literature as social transformation*. To be submitted to Routledge.

Sheffield, C., Arnold, A. L., Chisholm, J. S., *Hunt, A., & Routon, N. (in preparation). *Multimodal literacy in social studies education*. To be submitted to National Council for the Social Studies (NCSS).

INTERNATIONAL AND NATIONAL CONFERENCE PRESENTATIONS (PEER-REVIEWED)

Chisholm, J. S., Alford, J., & *Halliday, L. (2019, December). *Agency in English language arts teaching: A scoping review of the literature*. Paper accepted for presentation at the meeting of the Literacy Research Association, Tampa, FL.

Heron-Hruby, A., Olinger, A. R., & Chisholm, J. S. (2019, December). *Digital dialogue, digital identities: Tensions in learning to respond to student writing*. Paper accepted for presentation at the meeting of the Literacy Research Association, Tampa, FL.

Whitmore, K. F., Chisholm, J. S., & *Fletcher, L. (2019, December). *Mediating transformative learning from challenging texts like Towers Falling with the arts*. Paper accepted for presentation at the meeting of the Literacy Research Association, Tampa, FL.

Sheffield, C. C., Arnold, A. L., & Chisholm, J. S. (2019, November). *Captain America, Iron Man, and civics: Superheroes in the classroom*. Paper submitted for presentation at the meeting of the National Council for the Social Studies, Austin, TX.

Heron-Hruby, A., Chisholm, J. S., & Olinger, A. R. (2019, April). *Conceptualizing online writing feedback: Teacher candidates' digital responses to high school student writers*. Paper presented at the meeting of the American Educational Research Association, Toronto, ON.

Whitmore, K. F., & Chisholm, J. S. (2019, April). *Activating empathetic and justice-oriented ways of knowing: Teachers' and students' arts-based responses to Towers Falling*. Paper presented at the meeting of the American Educational Research Association, Toronto, ON.

Sheffield, C. C., Chisholm, J. S., & Arnold, A. L. (December, 2018). *March, Maus, and more: Developing historical literacy with graphic memoirs*. Paper presented at the meeting of the National Council for the Social Studies, Chicago, IL.

- Heron-Hruby, A., & Chisholm, J. S. (2018, November). *Learning to teach writing using digital mediation*. Paper presented at the meeting of the National Council of Teachers of English, Houston, TX.
- Whitmore, K. F., & Chisholm, J. S. (2018, November). *Teaching and learning from challenging texts through the arts*. Paper presented at the meeting of the National Council of Teachers of English, Houston, TX.
- Sheffield, C., Chisholm, J. S., & *Shelton, A. L. (2017, November). *Caring for the past: Mobilizing emotive empathy with an informational graphic novel*. Paper presented at the meeting of the College and University Faculty Assembly of the National Council for the Social Studies, San Francisco, CA.
- Whitmore, K. F., & Chisholm, J. S. (2017, June). *Embodiment and emotion in arts-infused literacy learning: Adolescents engage with the Anne Frank narrative*. Paper presented at the 12th International Conference on the Arts in Society, Paris, France.
- Chisholm, J. S., Whitmore, K. F., *Baize, J., & *Jacobs, A. (2017, May). *Documenting, researching, and understanding arts-based inquiry with the Visual Learning Assessment*. Paper presented at the meeting of the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Sheffield, C., *Shelton, A. L., & Chisholm, J. S. (2017, February). *Eighth grade students' meaning making with an informational history-themed graphic novel*. Paper presented at the meeting of the International Society for the Social Studies, Orlando, FL.
- Chisholm, J. S., Whitmore, K. F., *Shelton, A. L., & *Baize, J. (2016, December). *Visual, embodied, and empathetic literacies: Research methods to understand how adolescents see, become, and feel challenging texts*. Paper presented at the meeting of the Literacy Research Association, Nashville, TN.
- Chisholm, J. S., Sheffield, C., & *Shelton, A. L. (2016, December). *Mobilizing emotive empathy with informational text: Three middle school students' think aloud protocols of Gettysburg: The Graphic Novel*. Paper presented at the meeting of the Literacy Research Association, Nashville, TN.
- Whitmore, K. F., Chisholm, J. S., Joiner, K., Whittaker, F., *Shelton, A., & *McGrath, I. (2016, November). *Integrating the arts to layer embodied and empathetic literacies: Middle school learners read Anne Frank*. Paper presented at the meeting of the National Council of Teachers of English, Atlanta, GA.
- Whitmore, K. F., & Chisholm, J. S. (2016, August). *Engaged, embodied, and empathetic literacies learning: Evidence from four drama-infused instructional units about the Anne Frank narrative*. Paper presented at the 3rd Baltic Sea/17th Nordic Literacy Conference, Turku/Åbo, Finland.

- Chisholm, J. S., & Whitmore, K. F. (2016, May). *Examining embodiment in process drama with the semiotic photo response protocol*. Paper presented at the meeting of the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Chisholm, J. S., & Whitmore, K. F. (2016, April). *Lines of flight in moments of embodied literacy as eighth graders study Anne Frank*. Poster presented at the meeting of the American Educational Research Association, Washington, DC.
- Whitmore, K. F., & Chisholm, J. S. (2016, February). *Using arts-based methods to extend verbocentric analysis: The semiotic photo response protocol*. Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Ypsilanti, MI.
- Whitmore, K. F., & Chisholm, J. S. (2015, May). *Doors and gates: Thinking with theory about identity, place, and power in diverse families*. Paper presented at the meeting of the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Chisholm, J. S., & *Quillen, B. (2015, April). *A positive discourse analysis of adolescents' use of backchanneling technology during literary discussions*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Davis, T. R., Chisholm, J. S., Laman, T. T., Whitmore, K. F., Weiland, I., & Stevens, A. (2015, April). *Shifting identity positions and ideological becoming in preservice teachers' multimodal conceptualizations of teaching*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Chisholm, J. S. (2015, February). *Using backchanneling technology to transform teacher facilitation of inquiry-based discussions*. Paper presented at the meeting of the American Association of Colleges for Teacher Education, Atlanta, GA.
- Chisholm, J. S., Whitmore, K. F., *McGrath, I., & *Shelton, A. (2015, February). *Using arts-based literacies to develop, embody, and transmediate empathy in middle grades ELA classrooms*. Paper presented at the meeting of the Journal of Language and Literacy Education, Athens, GA.
- Chisholm, J. S., Davis, T. R., Jacobi-Vessels, J. L., Laman, T., Weiland, I. S., & Whitmore, K. F. (2014, December). *Ideological becoming in teacher education: Documenting preservice teachers' identity shifts*. Paper presented at the meeting of the Literacy Research Association, Marco Island, FL.
- Whitmore, K. F., Chisholm, J. S., & *Andris, J. (2014, April). *Parents as researchers and storytellers: The composing stories project*. Paper presented at the 17th International Roundtable on School, Family, and Community Partnerships, Philadelphia, PA.

- Chisholm, J. S., & *Keller, B. L. (2014, April). *Leveraging high school students' empathic responses to young adult literature: Speaking and listening for the 21st century*. Paper presented at the meeting of the American Educational Research Association, Philadelphia, PA.
- Chisholm, J. S., Whitmore, K. F., *Overstreet, M., & *Andris, J. (2014, January). *Parents as researchers and storytellers: The composing stories project*. Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Elmhurst, IL.
- Chisholm, J. S., Norton-Meier, L. A., & Whitmore, K. F. (2013, October). *Challenging expectations about literacy learning in urban communities: Early findings from the Composing Stories Project*. Paper presented at the meeting of the Coalition of Urban and Metropolitan Universities, Louisville, KY.
- Chisholm, J. S., & *Loretto, A. (2013, April). *Shifting interpretive authority across inquiry-based literary discussions*. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.
- Chisholm, J. S., & *Loretto, A. (2013, February). *Hinting, probing, and carrying the cognitive load: How talk during literary discussions prevents and promotes interpretive authority*. Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Columbus, OH.
- Chisholm, J. S., & Trent, B. (2012, November). *Digital storytelling and the concept of place: A Vygotskian perspective on high school students' multimodal compositions*. Paper presented at the meeting of the Literacy Research Association, San Diego, CA.
- Chisholm, J. S., & Trent, B. (2012, November). *From text to world: Using young adult literature to promote critical perspectives toward bullying*. Paper presented at the meeting of the National Council of Teachers of English, Las Vegas, NV.
- Chisholm, J. S., & Trent, B. (2012, February). *Conceptualizing place: A case study of a non-fiction, place-based composition course in a rural Appalachian high school*. Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Tuscaloosa, AL.
- Coaplen, C., & Chisholm, J. S. (2011, October). *Establishing a community of practice through experiential learning activities*. Paper presented at the meeting of the International Society for Exploring Teaching and Learning, San Diego, CA.
- Chisholm, J. S. (2011, June). *Negotiating learner identities during collaborative multimodal instructional activities*. Paper presented at the meeting of the International Society for Language Studies, Oranjestad, Aruba.

- Chisholm, J. S., & Coaplen, C. (2011, April). *Fortunate outcomes: Collaborative inquiry and critical thinking in response to multi-modal and experiential learning*. Paper presented at the meeting of the College English Association, St. Petersburg, FL.
- Chisholm, J. S. (2011, February). *Time, task, and text: A study of adolescents' talk about literature in small group, whole class, and interview settings*. Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Madison, WI.
- Chisholm, J. S. (2010, December). *A profile of three high school students' talk about literature during multimodal instructional activities and whole class text-based discussions*. Paper presented at the meeting of the Literacy Research Association, Fort Worth, TX.
- Chisholm, J. S. (2010, November). *Professing, enacting and resisting learner identities during collaborative inquiry activities*. Paper presented at the L. Ramon Veal Research Roundtable of the meeting of the National Council of Teachers of English, Orlando, FL.
- Chisholm, J. S. (2010, April). *Leveraging adolescents' multimodal literacies to promote dialogic discussions of literature in one secondary English classroom*. Poster presented at the meeting of the American Educational Research Association, Denver, CO.
- Chisholm, J. S. (2010, February). *Unraveling the "instructional dynamic" through classroom discourse analysis: A case of multimodal literacy research in education*. Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Pittsburgh, PA.
- Chisholm, J. S., & Godley, A. J. (2009, June). *Dialect variation, identity and power: A discourse analysis of bidialectal high school students' small group discussion*. Paper presented at the meeting of the International Society for Language Studies, Orlando, FL.
- Chisholm, J. S., & Godley, A. J. (2009, April). *What do bidialectal high school students learn about language variation, identity and power through inquiry-based discussion? A case study*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.
- Chisholm, J. S., & Godley, A. J. (2009, February). *Promoting critical perspectives toward language, identity, and power through small group discussions among bidialectal high school students*. Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Los Angeles, CA.

REGIONAL CONFERENCE PRESENTATIONS

- Foster, M., *Halliday, L., *Baize, J., & Chisholm, J. S. (2019, July). *Developing, contextualizing/understanding, and planning a heuristic for culturally responsive pedagogies*. Symposium presented at the first inaugural meeting of the Tennessee National Association for Multicultural Education, Cookeville, TN.

- Chisholm, J. S. (2018, March). *Tenure and promotion with community engaged research*. Panel presented at the University of Louisville Community Engagement Symposium, Louisville, KY.
- Chisholm, J. S., & Whitmore, K.F. (2018, March). *Reading challenging texts: Layering literacies through the arts*. Paper presented at The Kentucky Center for the Performing Arts, Bearing Witness Summit, Louisville, KY.
- Whitmore, K. F., & Chisholm, J. S. (2017, January). *Research methods to understand middle grades readers' semiotic awareness*. Paper presented at the University of Louisville's Discourse & Semiotics Workshop, Louisville, KY.
- Chisholm, J. S., & Olinger, A. R. (2016, January). "*She's the artist one*": *How learner identities mediate multimodal literacy activities*. Paper presented at the University of Louisville's Discourse & Semiotics Workshop, Louisville, KY.
- Whitmore, K. F., Chisholm, J. S., Davis, T. R., & Laman, T. T. (2015, May). *Are we really teaching for social justice and equity? A poem for four voices*. Paper presented at the i2a Institute, Louisville, KY.
- Chisholm, J. S. (2015, April). *Using digital tools to conduct community-engaged research in high school English classrooms*. Panel presentation for University of Louisville's Community-Engaged Scholar Series, "Leveraging your digital scholarship for community engagement," Louisville, KY.
- Chisholm, J. S. (2014, December). *Using backchanneling technology to promote adolescents' response to literature during inquiry-based discussions*. Paper presented at the Nystrand-Offutt Scholar Banquet, Louisville, KY.
- Chisholm, J. S., & Whitmore, K. F. (2014, November). *Collaborating with parents and children as researchers and authors of their community stories*. Paper presented at the Kentucky Engagement Conference, Morehead, KY.
- Chisholm, J. S., & *Keller, B. L. (2013, June). *Learning from high school students' talk during literature circle discussions: Empathy, personal projection, and hypothetical plotting*. Paper presented at the English Teacher Connection Conference, Morehead, KY.
- Chisholm, J. S., & Trent, B. (2012, September). *Digital storytelling in a place-based composition course*. Paper presented at the Kentucky Writing Project Conference on Literacy, Louisville, KY.
- Chisholm, J. S. (2012, June). *A review of Text complexity: Raising rigor in reading by Fisher, Frey, and Lapp*. Paper presented at the English Teacher Connection Conference, Morehead, KY.

Chisholm, J. S. (2011, May). *Multimodal strategies for facilitating adolescents' interpretations of literary texts through inquiry-based discussions*. Paper presented at the English Teacher Connection Conference, Morehead, KY.

*Chisholm, J. S., & *Loretto, A. (2010, March). *Working multimodal instruction into everyday literacy tasks: A study of student, teacher, and researcher learning opportunities*. Paper presented at the University of Pittsburgh Graduate School of Education Student Research Conference, Pittsburgh, PA.

*Chisholm, J. S. (2008, March). *An ethnographic study of pre-service English language arts teachers' attitudes about the value of classroom discussion*. Paper presented at the University of Pittsburgh Graduate School of Education Student Research Conference, Pittsburgh, PA.

GRANTS, FELLOWSHIPS, CONTRACTS, AND AWARDS

Supporting Preservice English Teachers in Enacting a Sociocultural Approach to Teaching Writing 2020-2021
(Co-PI, \$5,000, **not funded**)
International Literacy Association, Elva Knight Research Grant

Arts-Literacy Academy 2019
Summer Arts Academies PD (Danville, KY & Elizabethtown, KY) (Co-PI, \$3,000, **funded**)
Kentucky Center for the Performing Arts

Bilingual Youth Mentoring English Learners 2019-2020
Victor Olorunsola Endowed Research Award (Co-PI, \$2,000, **submitted**)
College of Arts & Sciences, University of Louisville

Supporting Preservice English Teachers in Enacting a Sociocultural Approach to Teaching Writing 2020-2021
(Co-PI, \$2,000, **not funded**)
Research and Creative Activities Grant
College of Arts & Sciences, University of Louisville Grant

Bilingual Youth Mentoring English Learners 2019-2020
Research and Creative Activities Grant (Co-PI, \$2,000, **funded**)
College of Arts & Sciences, University of Louisville

Peers Making Change: Bilingual Youth Mentoring English Learners 2019-2020
(Co-PI, \$7,500, **funded**)
Cooperative Consortium for Transdisciplinary Social Justice Research, University of Louisville

Mediating School Worlds: Bilingual Youth Mentoring English Learners 2019
(Co-PI, \$3,000, **not funded**)
Executive Vice President for Research and Innovation
Internal Grant Program, University of Louisville

<i>Expanding the Reach of the Anne Frank: Bearing Witness Project</i> Jewish Heritage Fund for Excellence	2018-2019 (PI, \$31,049, not funded)
<i>Learning to Teach Writing Using Digital Mediation: Teacher Candidates as Online Writing Mentors for High School Students</i> Conference on English Education, NCTE	2018-2019 (Co-PI, \$2,500, funded)
<i>Developing a Visual Assessment for Arts-Based Learning</i> National Endowment for the Arts	2017-2019 (PI, \$60,000, not funded)
<i>Writing Mentors Program</i> International Literacy Association, Elva Knight Grant	2017-2018 (Co-PI, \$5,000, not funded)
<i>A National Model for Teaching Anne Frank in U.S. Middle Schools</i> Jewish Heritage Fund for Excellence	2015-2016 (PI, \$56,500, funded)
<i>Anne Frank: Bearing Witness</i> Kentucky Center for the Performing Arts	2015-2016 (PI, \$4,000, funded)
<i>Anne Frank: Bearing Witness</i> Kentucky Center for the Performing Arts	2014-2015 (PI, \$9,000, funded)
<i>Composing the Stories of Family Scholar House</i> Office of Community Engagement, University of Louisville	2014-2016 (Co-PI, \$5,500, funded)
<i>Changing the Story: Countering Deficit Perspectives about Single Parent, First-Generation, Low-Income College Students and Their Children</i> Spencer Foundation	2014-2015 (Co-PI, \$48,406, not funded)
<i>Moving from Inquiry to Advocacy and Action: Increasing Progress Toward Graduating Culturally Responsive Teachers</i> Supporting Undergraduate Innovation Ideas to Action Implementation Grant, University of Louisville	2014-2015 (Co-PI, \$4,000, funded)
<i>Ideological Becoming in Teacher Education: Negotiating Tensions between Innovation and Standardization</i> Research and Faculty Development Grant, University of Louisville	2014-2015 (Co-PI, \$3,995.75, not funded)
<i>Parents as Researchers and Storytellers: The Composing Stories Project</i> W. K. Kellogg Foundation	2014-2015 (Co-PI, \$148,000, not funded)
<i>Using Backchanneling Technology to Enhance Adolescents' Response to Literature during Inquiry-based Discussions</i> Nystrand-Offutt Scholar Award, Nystrand Center of Excellence in Education	2014-2015 (PI, \$4,715, funded)

<i>Multimodal Tools to Leverage Adolescents' Response to Young Adult Literature</i> ALAN Foundation, NCTE	2014-2015 (PI, \$1,492, funded)
<i>Ideological Becoming in Literacy Teacher Education: Negotiating Tensions between Innovation and Standardization</i> Conference on English Education, NCTE	2014-2015 (Co-PI, \$3,237, not funded)
<i>Composing the Stories of Family Scholar House</i> Brady Education Foundation	2014-2017 (Co-PI, \$267,533, not funded)
<i>Understanding Literacy and Early Childhood Education in Families Facing Intergenerational Poverty</i> University of Louisville	2013-2014 (Co-PI, \$38,000, funded)
<i>Using Backchanneling Technology to Promote Preservice English Teachers' Learning about Discussion</i> Conference on English Education, NCTE	2012 (PI, \$1,983, not funded)
<i>Bullying and Suicide in Young Adult Literature</i> Research and Creative Productions Grant Morehead State University	2011 (PI, \$3,422, funded)
<i>Building a Community of Practice through Multimodal Instructional Activities among First-Year College Writers</i> Scholarship of Teaching and Learning Grant Morehead State University	2010-2011 (Co-PI, \$2,000, funded)
<i>Leveraging Adolescents' Multimodal Literacies to Promote Dialogic Discussions of Literature in One Secondary English Classroom</i> Alumni Doctoral Fellowship University of Pittsburgh	2009 (PI, \$5,000, funded)
Division C Graduate Student Seminar American Educational Research Association	2009 (\$350)
Phi Beta Kappa	2001

DOCTORAL STUDENT EDUCATION

Doctoral Dissertation Committee Chair/Co-Chair

Ashley L. Shelton Arnold, Ph.D., (2017, October). *"It teaches them how to handle a conversation in the real world": An analysis of how identity performances shape classroom discussions.*

Doctoral Dissertation Committee Membership

Christina L. Angleton, Ph.D., (2019, June). *Pedagogies of possibility: A study reconceptualizing the teacher's role in a Reggio-inspired urban preschool classroom.*

Pamela B. Larkin, Ph.D., (2019, April). *Differences in student perceptions of learning environments across fully on-line versus blended course delivery formats.*

Emily L. Zuccaro, Ph.D., (2019, March). *Discourses in practice: A qualitative case study of an elementary ESL teacher and her four Congolese students.*

Irina V. McGrath, Ph.D., (2017, November). *The feelings we harbor—The role of collage in arousing powerful emotions in an ESL classroom.*

Bianca Nightengale-Lee, Ph.D., (2017, November). *Educating critically: Challenging the familiar contours of literacy teacher education.*

Marsha R. Buerger, Ph.D., (2017, July). *Former students discuss middle school science journalism: A qualitative study of personally meaningful disciplinary writing.*

William R. Thornburgh, Ph.D., (2017, April). *The role of the planetarium in students' attitudes, learning, and thinking about astronomical concepts.*

Winn C. Wheeler, Ph.D., (2016, April). *Adaptive schools: Investigating impact, continuity, and change in one school district.*

Amy R. Vujaklija, Ph.D., (2016, March). *Understanding through narrative inquiry: Storying a National Writing Project initiative.*

Sonya Burton, Ph.D., (2015, July). *Ideological becoming: Teach For America corps members' experiences of becoming culturally responsive teachers.*

Mikkaka Hardaway Overstreet, Ph.D., (2015, April). *Culture at the core: The impact of culturally relevant professional learning on teacher beliefs and practice. A collection of scholarly papers*

Debbie Anderson, Ph.D., (2014, December). *Reading achievement in a large urban district: An analysis of four reading programs on the reading growth of four reading ability groups.*

Tracy Busse, Ph.D., (2013, September). *Learning to enact text-based discussions: The development of preservice teachers' enactments during student teaching.*

Doctoral Program Committee Membership

Alysse Jacobs (Chair); Jonathan Baize (Chair); Leah Halliday (Chair); Yohimar Sivira (Chair); Kyrstin Price (Chair); Tyra Deckard (Chair)

Lauren Fletcher (Member); Geena Constantin (Member); Sarah Crisp (Member); Amanda Lacey (Member)

Master of Arts Thesis Committee Membership

Zachary Garrett Hardin (U of L, Department of English), MA, *Before your eyes* (April 23, 2013).

Abi John (U of L, Department of Communication), MA, *Student attitudes on social media and perception of instructor social media use* (April, 14, 2017).

Summa Cum Laude Undergraduate Thesis Committee Membership

Sarah Flaherty (U of L, Department of Middle and Secondary Education), BS, *Young adult literature: A place in the common core* (November 18, 2015).

Diana Lalata (U of L, Department of English), BA, *"Y'all and all these assessments is a little bit too much": The effects of high-stakes testing on critical literacy pedagogy* (March 20, 2017).

SERVICE - NATIONAL

Literacy Research Association Member, Technology Committee	2018-2021
National Council of Teachers of English Mentor, ELATE Mentoring Program for Early Career Scholars in English Language Arts Education	2018-2019
National Council of Teachers of English Member, Secondary Section Nominating Committee	2016-2017
Assembly on Literature for Adolescents of the National Council of Teachers of English (ALAN) ALAN Representative for Kentucky	2015-2018

SERVICE - COMMUNITY

Fairdale High School (JCPS) Member, Teaching & Learning Academy Advisory Board	2018-present
Fairdale High School (JCPS) Professor-in-Residence	2018-present
Ohio Valley Educational Cooperative (OVEC) Participant, English Language Arts Content Network	2012-2013
Ohio Valley Educational Cooperative (OVEC) Member, Middle School Literacy Academy Planning Committee	2012-2013

SERVICE – UNIVERSITY

University of Louisville Libraries Member, Research Writing Conference Planning Committee	2012-2013
Morehead State University Program Review Coordinator for Kentucky Education Professional Standards Board, English Grades 8-12 Academic Program	2010-2012
Morehead State University Member, Teacher Education Council	2010-2012

SERVICE – COLLEGE

College of Arts and Sciences Member, Jewish Studies Steering Committee	2019-present
College of Education and Human Development Member, Standards and Admissions Committee	2017-present
College of Education and Human Development Member, Offutt Scholar Review Board	2018-present
College of Education and Human Development Member, Qualitative Methods Ad Hoc Committee	2018-present
College of Education and Human Development Member, Grawemeyer Award in Education Selection Committee	2015-2016
College of Education and Human Development Member, Policy Review Committee	2013-2016
College of Education and Human Development Faculty Co-sponsor, Kentucky Education Association-Student Program (KEA-SP)	2014-2017

SERVICE - DEPARTMENT

Division of Teaching & Learning Member, Leadership Committee	2018
Division of Teaching & Learning Member, Initial Teacher Certification Committee	2018
Division of Teaching & Learning Coordinator, Languages, Literacies, Communities, and Cultures (L2C2) Program	2017-present

- Department of Middle & Secondary Education** 2014-2015, 2017-present
Member, Personnel Committee
- Department of Middle & Secondary Education** 2015
Member, Middle and Secondary Placement Coordinator Search Committee
- Division of Teaching & Learning** 2012-2015, 2017-present
Member, Curriculum & Instruction Doctoral Program Committee
- Division of Teaching & Learning** 2013-2016
Member, Languages, Literacies, Communities, and Cultures (L2C2) Program
- Department of Middle & Secondary Education** 2015
Member, Ad Hoc English Language Arts Prerequisites Review Committee
- Department of Early Childhood and Elementary Education** 2014
Member, Assistant/Associate Professor Search Committee
- Department of Middle and Secondary Education** 2013-2014
Member, Instructor Search Committee
- Department of English, Morehead State University** 2010-2012
Chair, Teacher Education Program English Education Admissions Interview Committee
- Department of English, Morehead State University** 2010-2012
Member, General Education Writing Committee
- Department of English, Morehead State University** 2010-2012
Member, Undergraduate English Committee
- Department of English, Morehead State University** 2010-2012
Member, Graduate English Committee
- Department of English, Morehead State University** 2011-2012
Faculty Advisor, Tau Omega Epsilon, English Education Honor Society
- Department of English, Morehead State University** 2012
Member, Assistant Professor Search Committee

EDITORIAL SERVICE

- English Teaching: Practice & Critique*** 2019
Guest Co-Editor, Special Issue on Teacher Agency
Volume 18, Issue 2, pp. 122-278

<i>English Teaching: Practice & Critique</i> Editorial Review Board Member	2018-present
<i>Reading Horizons: A Journal of Literacy and Language Arts</i> Editorial Review Board Member	2016-present
<i>Journal of Adolescent and Adult Literacy</i> Editorial Review Board Member	2015-present
<i>The ALAN Review</i> Editorial Review Board Member	2014-present
<i>Literacy Research: Theory, Method, & Practice</i> Editorial Advisory Review Board Member	2013-present
National Council of Teachers of English (NCTE) Books Program Reviewer	2017-present
National Council of Teachers of English (NCTE) Quick Resource Guide (QRG) Program Reviewer	2019-present
<i>Language & Education</i> Ad Hoc Manuscript Reviewer	2017-present
<i>Linguistics and Education</i> Ad Hoc Manuscript Reviewer	2018-present
<i>Classroom Discourse</i> Ad Hoc Manuscript Reviewer	2019-present
<i>L1: Educational Studies in Language and Literature</i> Ad Hoc Manuscript Reviewer	2015-present
<i>The New Educator</i> Ad Hoc Manuscript Reviewer	2019-present
<i>English Education</i> Ad Hoc Manuscript Reviewer	2012-present
<i>English Teaching: Practice & Critique</i> Ad Hoc Manuscript Reviewer	2016-2018
<i>Journal of Literacy Research</i> Ad Hoc Manuscript Reviewer	2011

DOSSIER REVIEW

Clemson University 2018
External Reviewer, Promotion and Tenure Dossier

Miami University 2018
External Reviewer, Promotion and Tenure Dossier

CONFERENCE PROPOSAL REVIEW

Literacy Research Association 2011-2014, 2019
Annual Research Conference Proposal Reviewer

New Ways of Analyzing Variation 2013
Linguistics and Education Conference Proposal Reviewer

National Council of Teachers of English Assembly for Research 2010
Annual Research Conference Proposal Reviewer and Committee Volunteer

PROFESSIONAL ORGANIZATIONS

American Educational Research Association (AERA)

Literacy Research Association (LRA)

National Council of Teachers of English (NCTE)

Assembly for Research (NCTEAR)

English Language Arts Teacher Educators (ELATE)

Assembly on Literature for Adolescents of the NCTE (ALAN)

International Literacy Association (ILA)

Center for Expansion of Language and Thinking (CELT)