

## **CURRICULUM VITA**

**Louise B. Jennings**

**Associate Professor**

**School of Education 105G  
Colorado State University  
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### **Education**

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| 1996 | Ph.D.  | University of California, Santa Barbara<br>Language, Culture and Literacy, June 1996.<br>Dissertation: Multiple contexts for learning social justice: An ethnographic and sociolinguistic study of a fifth grade bilingual class. |
| 1990 | M.A.T. | Tufts University, Medford, MA<br>Middle and Secondary Teacher Education   |
| 1988 | M.Ed.  | Harvard University, Cambridge, MA<br>Educational Policy and Planning  |
| 1984 | B.A.   | Bates College, Lewiston, ME<br>Psychology, cum laude  |

### **Credentials**

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| 1989 | Massachusetts Teacher Credential, Middle/Secondary Social Studies. |
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### **Current Position**

Associate Professor, Colorado State University, Fort Collins, CO.

### **Areas Of Research Specialization**

Ethnographic and sociolinguistic research on transformative pedagogies and critical multicultural educational practices, youth empowerment, teacher-research and qualitative research methodologies, community-based participatory action research, on social construction of literacy and inquiry-based learning, teachers as agents-of-change.

### **Research**

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| 2005-2009 | Principal Investigator, "Educational practices for a critical democracy: Examining radical democratic schooling practices in Belo Horizonte, Brazil." Supported by USC Women's Studies Josephine Abney Fellowship (2007) and the Research and Productive Scholar Award, Office of Sponsored Programs and Research, University of South Carolina. |
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- 2006-2007 Principal Investigator, “The Social and Economic Impact of Latino Immigration in South Carolina.” USC Interdisciplinary research study supported by the South Carolina Commission for Minority Affairs (\$70,000).
- 2001-2003 Principal Investigator, “Examining inquiry-based pedagogies in the context of standards-based reforms.” National Academy of Education/Spencer Postdoctoral Fellowship (\$50,000) to support research at the Center for Inquiry, a public school in partnership with USC and Richland District 2.
- 2001-2003 Co-Investigator, “South Carolina American Legacy Empowerment (SCALE) Evaluation Project.” American Legacy Foundation grant awarded to the USC School of Public Health for three years (December, 2000-November, 2003). Participatory action research with teens and youth organization leaders regarding youth empowerment (\$549,300).
- 1996-2002 Principal Investigator, ethnographic study of the construction of a community of inquirers at the Center for Inquiry. Collaborating with Dr. Heidi Mills to investigate how inquiry informs and transforms learning and learners within and across classrooms. Supported in part by 1) Spencer Foundation Small Grant (\$35,000) and 2) National Council for Teachers of English Grant-in-aid (\$5,000).
- 1998-1999 Principal Investigator. “Investigating the intersection of multicultural teacher education and inquiry-based pedagogies.” USC Provost’s Instructional Innovation Grant (\$2,996) to support the implementation and evaluation of an inquiry-based multicultural education course for experienced and pre-service teachers. The grant supported one half-time graduate assistant to collaborate in ethnographic data collection and analysis.
- 1991-1996 Researcher on study of Ways Exemplary Teachers of Writing Construct Communities of Learning, funded by the California Writing Project. Principal Investigators: Dr. Carol Dixon and Dr. Judith Green, University of California, Santa Barbara. Responsible for conducting 1-2 year ethnographic and sociolinguistic studies of classroom practices in 3 bilingual classes in two Santa Barbara schools.
- 1995 Research Fellow, South Coast Writing Project (SCWriP). Participant-observer in a summer writing program which is sponsored by the National Writing Project, June and July, 1995.
- 1993-1994 Researcher on national school restructuring project funded by Lilly Foundation. Principal Investigator: Dr. Jon Snyder, University of California, Santa Barbara. Responsible for documenting changes in school reform efforts at school sites in Indiana. July 1993-July 1994.

## Areas of Teaching/Instruction

Qualitative research methods; Classroom and school ethnography; Critical multicultural education; Social/cultural foundations of education; Teacher-research, Community-based Participatory Research; Analysis of discourse; Critical pedagogies

## University Teaching

- 2009- Associate Professor, School of Education, CSU.  
1 section of EDRM 705 – Qualitative Data Analysis  
1 section of EDRM 711 – Ethnographic Research  
1 section of EDRM 792A – Writing for Scholarly Publication
- 2002-2008 Associate Professor, Program of Educational Psychology, Research, and Foundations, USC.  
10 sections of EDRM 740 – Introduction to Qualitative Research  
6 sections of EDRM 840 – Advanced Seminar in Qualitative Methods  
5 sections of EDFN 300 – Schools in Communities (Foundations course)  
1 section of EDFN 845 – Foundations of Critical Multicultural Education
- 1996-2002 Assistant Professor, Program of Educational Psychology, Research, and Foundations, USC.  
10 sections of EDRM 740 – Introduction to Qualitative Research  
5 sections of EDRM 840 – Advanced Seminar in Qualitative Methods  
1 section of EDFN 845 – Foundations of Critical Multicultural Education  
1 section of EDUC 600 – Teacher-Research
- 1991-1996 Teaching Assistant, University of California, Santa Barbara.  
1) Department of Educational Psychology: Classroom Ethnography.  
2) Teacher Education Program: Social Foundations of Education. 3) Black Studies Department: a) Black Women Writers, b) Psychology of Blacks, and c) Group Exploration of Racism.
- 1989 Adjunct Faculty, Salem State College, Introduction to Multicultural and Global Education.

## Publications

### Books

Jennings, L. B., Jewett, P., Laman, T. T., Souto-Manning, M., & Wilson, J. (Eds.), (in press). *Sites of possibility: Critical dialogue across educational contexts*. Hampton Press.

Mills, H., O'Keefe, T., & Jennings, L. B. (2004). *Looking Closely and Listening Carefully: Teaching Literacy Through Inquiry*. National Council for Teachers of English.

### Editorships

Jennings, L. B., & Green, J. L. (Eds.). (1999, Fall). *Journal of Classroom Interaction*. Special Themed Issue: Democratic Classroom Practices.

### Refereed Articles

Mills, H., & Jennings, L. B. (in review). Talking About Talk: Exploring Literacy and Learning within a Culture of Inquiry.

Jennings, L. B., & Da Matta, G. B. (2009). Rooted in resistance: Women teachers constructing counter-pedagogies in post-authoritarian Brazil. *Teaching Education*, 20(3), 215-228.

Jennings, L. B., & Mills, H. (2009). Living a discourse of Inquiry: Findings from a 5-Year Ethnographic Study. *Teachers College Record*, 111(7), 1583–1618.

Jennings, L. B. (2008). The Growth of Latino Students in South Carolina Public Schools: Challenges and Opportunities. *Teacher Education Journal of South Carolina*.

Messias, D. K. H., Jennings, L. B., Fore, M. E., McLoughlin, K., & Parra-Medina, D. (2008). Images of Youth: Representations and Interpretations by Youth Actively Engaged in their Communities. *International Journal of Qualitative Studies in Education*, 21(2), 159-178.

Jennings, L. B., & Waugh, J. (2007). “P.S. – let’s get back to the book”: Students inquiring into their own literature circle discussions. *South Carolina English Teacher*.

Jennings, L. B., Parra-Medina, D. M., Messias, D. K. H., & McLoughlin, K. (2006). Toward a theory of critical social youth empowerment: An examination of youth empowerment models. *Journal of Community Practice*, (14)1/2, 31-55.

Jennings, L. B. (2003). Motivating teachers as professionals: When inquiry drives professional development. *Teacher Education Journal of South Carolina*, 15-18.

Jennings, L. B., with O’Keefe, T. (2002). Parents, children, and teachers inquiring together: Written conversations about social justice. *Language Arts*, 79(5), 404-414.

Jennings, L. B., & Smith, C. (2002). Examining the role of critical inquiry for transformative practices: Two joint case studies of multicultural teacher education. *Teachers College Record*, 104(3), 456-481.

Mills, H., with Jennings, L. B., Donnelly, A., & Mueller, L. (2001). When teachers have time to talk: The value of curricular conversations. *Language Arts*, (9)1,20-28.

Jennings, L. B. (2000, September). Academic rigor and moral education: The combination for teaching character. *Teacher Education Journal of South Carolina*, pp. 44-7.

Jennings, L. B., & Green, J. L. (1999). Locating democratizing and transformative practices within classroom discourse. *Journal of Classroom Interaction*, 34(2), i-iv.

- Jennings, L. B., O'Keefe, T., & Shamlin, M. (1999). Creating spaces for dialogue: Democratic classroom practices in first and second grade. *Journal of Classroom Interaction, 34*(2), 1-16.
- Jennings, L. B., & Pattenauade, I. (1999). Oye y escucha mi voz/Hear and see my voice: Responding to intolerance and genocide. *Multicultural Perspectives 1*(1), 30-36.
- Jennings, L. B. (1998). Reading the world of the classroom through ethnographic eyes. *The California Reader, (31)*4, 11-15.
- Jennings, L. B., & Pattenauade, I. (1998). Making meaning and beyond: Literate strategies for exploring and enacting tolerance. *The New Advocate, 11*(4), 325-343.
- Tuyay, S., Jennings, L. & Dixon, C. (1995). Classroom discourse and opportunities to Learn: An ethnographic study of knowledge construction in a bilingual third grade classroom. *Discourse Processes, 19*(1), January-February 1995.
- Santa Barbara Classroom Discourse Group (Heras, A., Yeager, B., Floriani, A., Fránquiz, M., Jennings, L., Green, J. & Dixon, C.) (1995). Two languages, one community: An examination of educational possibilities. In R. Macías and R. García Ramos (Eds.), *Changing Schools for Changing Students: An Anthology of Research on Language Minorities, Schools and Society*. Regents of the University of California.

### **Book Chapters**

- Jennings, L. B., Messias, D. K. H., & Hardee, S. (in press). Addressing Oppressive Discourses and Images of Youth: Sites of Possibility. In Jennings, L. B., Jewett, P., Laman, T., Souto-Manning, M., & Wilson, J. (Eds.), *Sites of Possibility: Critical Dialogue In and Out of School*. Hampton Press.
- Jennings, L. B., Jewett, P., Souto-Manning, M. V., Tropp Laman, T., & Wilson, J. (in press). Locating critical dialogue in theory and practice. Jennings, L. B., Jewett, P., Souto-Manning, M. V., Tropp Laman, T., & Wilson, J. (Eds.), *Sites of Possibility: Critical Dialogue In and Out of School*. Hampton Press.
- Jennings, L. B., Jewett, P., Souto-Manning, M. V., Tropp Laman, T., & Wilson, J. (in press). Critical dialogue: Shaping theory and practice. In Jennings, L. B., Jewett, P., Laman, T., Souto-Manning, M., & Wilson, J. (Eds.), *Sites of Possibility: Critical Dialogue In and Out of School*. Hampton Press
- Jennings, L. B., Parra-Medina, D. M., Messias, D. K. H., & McLoughlin, K. (2006). Toward a theory of critical social youth empowerment: An examination of youth empowerment models. In B. M. Checkoway & L. M. Gutierrez (Eds.), *Youth Participation and Community Change*. Binghamton, NY: Haworth Press.
- Jennings, L. B. (2001). Inquiry for professional development and continuous school renewal. In H. Mills & A. Donnelly (Eds.), *From the Ground Up: Creating a Culture of Inquiry*. Portsmouth, NH: Heinemann. pp. 33-54.
- Yeager, B., Pattenauade, I., Fránquiz, M., & Jennings, L. (1999). Rights, respect, and responsibility: Toward a theory of action in two bilingual classrooms. In J.

Robertson (Ed.), *Teaching for a Tolerant World, Grades K-6*, (pp. 196-218). Chicago: National Council for Teachers of English.

Yeager, B., Pattenauade, I., Fránquiz, M., & Jennings, L. (2000). Rights, respect, and responsibility: Toward a theory of action in two bilingual classrooms. Selected for reprinting in *Trends and Issues in Elementary Language Arts*. Chicago: National Council for Teachers of English.

### **Invited Publications**

Jennings, L. B., & Mills, H. (in press). Inquiry-based education. *Handbook of Educational Reform and Dissent*. Thousand Oaks, CA: Sage.

Jennings, L. B., Laman, T., Long, S., & Stephens, D. (2005). Suggestions for further reading: Teaching as a sociopolitical act. *Language Arts*, 82(3), 234.

### **Reports**

Lacy, E., Woodward, D. P., Torres, M., Jennings, L. B., Vasselinov, E. (2007). *The Economic and Social Implications of the Growing Latino Population in South Carolina*. A study prepared for the South Carolina Commission for Minority Affairs.

### **Featured Articles**

Jennings, L. B., & Smith, C. (2002). Examining the role of critical inquiry for transformative practices: Two joint case studies of multicultural teacher education. *Teachers College Record*, 104(3), 456-481. Presented as the feature article in *TCRecord*, September, 2003.

### **Book Reviews**

Jennings, L. B., & Putney, L. (1999). [Review of the book, *Schools for growth*]. *Communication Education* 48(2), 173-5.

### **Other Publications**

Jennings, L. B., Mills, H., and Donnelly, A. (1998). Creating a culture of inquiry. *Education Report*, University of South Carolina.

Michel, C. & Jennings, L. B. (1993). African-Americans and Secondary Education, in W. Sackett (Ed.) *The African American Encyclopedia*. Los Angeles, CA: Salem Press, Inc.

### **Work in Progress**

Jennings, L. B. (book manuscript in progress). *Teaching and learning through inquiry in the face of standards-based reforms*.

Jennings, L. B. (in progress): Look at the possibilities: democratic schooling practices in Belo Horizonte, Brazil.

### **Keynote Presentations**

*Women Educators as Agents of Change: Working toward Radical Democratization of Brazilian Schools.* Josephine Abney Lecture, University of South Carolina Annual Women's Studies Conference, Columbia, SC (February).

### **Refereed Presentations**

Jennings, L. B., Da Matta, G. B., & Durães, A. S. (2009). *Teachers engaged in democratization of educational institutions in Brazil.* Paper presented at the 4<sup>th</sup> International Congress on Education, Labor, and Emancipation, Salvador, Brazil (June).

Jennings, L. B., & Da Matta (2009). *Different Paths to Praxis: Teachers' Experiences Creating Radical Democratic Practices in Post-Authoritarian Brazil.* Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA. (April).

Jennings, L. B., Laman, T. T., Jewett, P., Souto-Manning, M., & Wilson, J. (2009). *Fostering Critical Dialogue across Educational Settings.* Symposium presentation at the American Educational Research Association Annual Meeting, San Diego, CA. (April).

Jennings, L. B., & Da Matta, G. B. (2008). *Counter-narratives, Counter-pedagogies, and Beyond: Teachers' Lived Experiences as Agents of Change.* Paper presented at the American Educational Studies Association Annual Meeting. Savannah, GA (October).

Jennings, L. B. (2008). *Examining Critical Dialogue in Elementary Classrooms.* Paper presented at the American Educational Research Association Annual Meeting, New York, NY. (March).

Jennings, L. B., & Da Matta, G. B. (2008). *Educadoras as agents of change: Working toward liberatory practices and radical democratization of Brazilian schools.* Paper presented at the American Educational Research Association Annual Meeting, New York, NY. (March).

Jennings, L. B. (2007). *Implications of Latino Immigration in South Carolina: Education Implications.* Paper presented at Latino Immigration in New Settlement Areas: Trends and Implications: An International Conference. Columbia, South Carolina. (October).

Jennings, L. B., Laman, T., Long, S., Lopez-Robertson, J., Naido, J., & Spence, L. (2007). *Latino/as and Education in South Carolina: Multiple Research Perspectives Informing Policy and Practice.* Panel presentation Paper presented at the conference: Latino Immigration in New Settlement Areas: Trends and Implications: An International Conference. Columbia, South Carolina. (October).

- Jennings, L. B., & Da Matta, G. B. (2007). *Creating a humanizing pedagogy: One teacher's engagement in democratic school reforms in post-Authoritarian Brazil*. Paper presented at the American Educational Research Association. Chicago, IL. (April).
- Jennings, L. B. Organizer and co-chair of the symposium, *Running against the wind: Teachers of as agents of change in changing times*. Co-chair: Michelle Jay, USC; Discussant: Bill Ayers, University of Illinois. Symposium presented at the American Educational Research Association. Chicago, IL. (April).
- Jennings, L. B. (2007). *Examining a humanizing discourse of inquiry in elementary classrooms: Supporting critical citizenship*. Paper presented at the American Educational Research Association. Chicago, IL. (April).
- Jennings, L. B. & Da Matta, G. B. (2007). "Abertura" (*Openings*): *Engaging in radical democratization as an educator in Post-authoritarian Brazil*. Paper presented at the Annual Women's Studies Conference, University of South Carolina. Columbia, SC (February).
- Jennings, L. B., & Lachance, K. (2007). *Valuing the act of transcribing: Implications for instruction, mentoring, and research*. Paper presented at the Qualitative Research in Education Annual Meeting. Athens, GA. (January).
- Jennings, L. B. *Becoming aware: Engaging Literacies and possible selves*. (2006). Paper presented at the Annual Meeting of the National Council for Teachers of English. Nashville, TN (November).
- Jennings, L. B., Messias, D. H., & Hardee, S. (2006). *Sites of possibility: Dialogue between youth and adults as a form of critical social action*. Paper presented at the American Educational Research Association. San Francisco, CA. (April).
- Jennings, L. B., & Mills, H. *Examining a Humanizing Discourse of Inquiry in Classroom Meetings: Bridging Academic and Social Accomplishments*. (2006). Paper presented at the American Educational Research Association. San Francisco, CA. (April).
- Jennings, L. B., Messias, D. K. H., & Hardee, S. (2006). *Sites of possibility: Examining dialogue as a form of critical action among youth*. Presentation at the USC Annual Women's Studies Conference. Columbia, SC (February).
- Jennings, L. B., Mills, H., & Mueller, L. (2006). *Unpacking Inquiry-based Instruction at the Center for Inquiry: Findings from a Five-Year Ethnographic Study*. Paper presented at the Annual Meeting of the South Carolina Educators for the Practical Use of Research. Columbia, SC. (February).
- Jennings, L. B., Messias, D. H., & Hardee, S. (2006). *Pictures can launch a thousand words: Deconstructing and transforming stereotypical societal images of youth through photo essays and dialogue*. Paper presented at the Qualitative Research in Education Annual Meeting. Athens, GA. (January).

- Symposium Organizer and Chair, *Complementary Approaches to Researching Language and Social Processes: Directions, Issues, and Unexamined Territories*. American Educational Research Association. Montreal, Quebec (April, 2005).
- Jennings, D. H., McLaughlin K., Fore E., & Parra-Medina, D. (2004). *We're Not Just Troublemakers: Disrupting and Reconstructing Images of Youth As Actively Engaged in Their Communities*. With DeAnne Messias, Kerry McLaughlin, Elizabeth Fore, and Deborah Parra-Medina. Presentation at the American Educational Research Association Annual Meeting. San Diego, CA (April).
- Jennings, L. B., & McLaughlin, K. (2004). *Youth Perspectives on Youth Empowerment: Informing Theory and Practice*. Presentation at the American Educational Research Association Annual Meeting. San Diego, CA (April).
- Jennings, L. B., Parra-Medina, D., Messias, D. H., McLaughlin, K., & Fore, E. (2004). *Liberating ourselves from negative societal images: Youth shoot back*. Presentation at the Women's Studies Conference, University of South Carolina. (February).
- Jennings, L. B., Karvonen, M., Kjerfve, T., Mills, H., & Ness, J. (2003). *The Construction of Literacy Practices through Inquiry-based Instruction: Analyzing Longitudinal Data Within and Across Elementary Classrooms*. With M. Karvonen, T. Kjerfve, H. Mills, & J. Ness. Presentation at the American Educational Research Association. Chicago, IL (April).
- Jennings, L. B. (2003). *Inquiry as a Humanizing Pedagogy: Findings from a 6-year ethnographic study*. Presentation at the National Academy of Education Annual Meeting. Cambridge, MA (October).
- Parra-Medina, D., Messias, D. K. Jennings, L., Royce, S. W., Fore, M. E., and McLoughlin, K. (2003). *Using PAR to develop a model for community-based youth empowerment*. Annual Meeting of the American Public Health Association. San Francisco, CA. (November).
- Mueller, L., Mills, H., Gilbert, D., O'Keefe, T., Waugh, J., & Jennings, L. B. (2002). *Learning literacy through inquiry*. Presentation at the National Council for Teachers of English Annual Convention. Atlanta, GA (November).
- Heider, K.G. , & Jennings, L. B. (2002). *Comparing styles of teaching and learning in South Carolina and West Sumatra kindergartens*. Paper presented at the Association for Asian Studies Annual Meeting, Washington, D.C. (April).
- Jennings, L. B. (2002). *Writing as a Basis for Social Action: The Value of Elementary Children Capturing Their Conversations in Writing*. Paper presented at the American Educational Research Association Annual Meeting. New Orleans, LA (April).
- Chair and organizer of the symposium, *New directions in critical discourse analysis: The role of language in learning and social transformation*. American Educational Research Association Annual Meeting. New Orleans, LA (April, 2002).

- Jennings, L. B., Putney, L., & Frank, C. (2002). *Analyzing Qualitative Data*. Workshop presented at the American Educational Research Association Annual Meeting. New Orleans, LA (April).
- Parra-Medina, D., Messias, D., Shephard, D., Jennings, L., Royce, Sh., Fore, E., McLaughlin, K., & Williams, T. (2002). *Adding participation to the research process*. Presentation at the Annual Women's Studies Conference, University of South Carolina (March).
- Mills, H., Mueller, L., Jennings, L. B., Waugh, J., & Pender, S. (2002). *When teachers have time to talk: The value of curricular conversations*. Presentation at the National Convention for Teachers of English, Baltimore, MD (November).
- Jennings, L. B. (2001). *Nurturing an ethic of care through inquiry practices in public classrooms*. Presentation at the Annual Women's Studies Conference, University of South Carolina (February).
- Jennings, L. B. (2000). *Teachers, parents, and children writing the word, the world, and new discourses: Toward a humanizing pedagogy*. Paper presented at the Third Conference for Sociocultural Research, Campinas, Brazil (July).
- Jennings, L. B., & Smith, C. P. (2000). *The goal is transformation: A study of inquiry, theory, and action in multicultural teacher education*. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, Louisiana (April).
- Organizer and Co-chair of symposium, "Transformative practices, discourse, and ethnography: Issues in researching democratizing and transformative practices in classrooms." American Educational Research Association Annual Meeting, New Orleans, Louisiana (April, 2000).
- Jennings, L. B. (2000). *Creating spaces for classroom dialogue: Learning democratic discourse and actions in first and second grade*.
- Jennings, L. B. (2000). *Locating democratic classroom practices in whole-class conversations*. Paper presented at the South Carolina Educators for the Practical Use of Research Annual Meeting, Columbia, South Carolina (February).
- Jennings, L. B., O'Keefe, T., & Shamlin, M. (1999). *Following inquirers from Grade One into Grade Two: Looking closely at the interplay of inquiry and democracy*. Paper presented at the National Council for Teachers of English Annual Meeting, Denver, Colorado (November). With Tim O'Keefe and Michele Shamlin.
- Jennings, L. B. (1999). *Co-constructing a referential system for interpreting texts about the Holocaust*. Paper presented at the American Educational Research Association Annual Meeting, Montreal, Canada (April).
- Jennings, L. B., & McDaniel, F. (1999). *Integrating multicultural education and inquiry-based instruction: Findings from an ethnographic study of teacher education*. South Carolina Educators for the Practical Use of Research, Columbia, SC (February).

- Jennings, L. B., & O'Keefe, T. (1999). *The transformative power of collaborative inquiry*. Symposium presentation at the 1999 Qualitative Research in Education conference, Athens, GA (January). With Tim O'Keefe.
- Jennings, L. B. (1998). *How democratic classroom practices support the academic study of tolerance and justice*. National Conference of Teachers of English annual meeting, Nashville, TN (November).
- Jennings, L. B. (1998). *Living and learning respect and responsibility in a multicultural, bilingual, democratic community*. 1998 American Educational Research Association Annual Meeting, San Diego (April).
- Jennings, L. B. (1998). *Inquiry for continuous educational renewal: Collaborative research at a public elementary school*. South Carolina Educators for the Practical Use of Research, Columbia (February).
- Jennings, L. B., Mills, H., O'Keefe, T., & Shamlin, M. (1998). *Transformation through a Culture of Inquiry at One School*. Symposium and paper presentation at the 1999 Qualitative Research in Education Athens, GA (January).
- Jennings, L. B., & Pattenaude, I. (1997). *Making meaning and beyond: Literate practices for exploring and enacting tolerance*. National Council of Teachers of English, Detroit (November). With Irene Pattenaude.
- Jennings, L. B. (1997). *Reading the world of the classroom through ethnographic eyes: Writing Project Fellows as ethnographers*. National Council of Teachers of English, Detroit (November).
- Jennings, L. B. (1997). *Intertextual processes for learning tolerance: Expanding repertoires of meaning, language, and action*. American Educational Research Association, Chicago (April).
- Jennings, L. B. (1996). *Seeing literacy practices anew: Sharing the ethnographer's role to re-vision teaching and learning in a community of writers*. National Reading Conference Annual Meeting, Charleston (December).
- Yeager, B., Pattenaude, I., & Jennings, L. B. (1996). *Constructing opportunities to explore meanings of tolerance and responsibility: A study of the Holocaust*. National Council for Teachers of English, Global Conversations Conference, Heidelberg, Germany (August).
- Jennings, L. B. (1996). *Constructing opportunities to explore meanings of social justice*. American Educational Research Association, New York, NY (April).
- Jennings, L. B., & Pattenaude, I. (1995). *Integrating the content areas through literate practices and inquiry processes*. National Council of Teachers of English, San Diego, CA (December).
- Jennings, L. B. (1995). *The role of ethnography in a summer institute and in classroom practice*. National Writing Project Directors' Meeting, San Diego, CA (December).

- Jennings, L. B. (1995). *Social justice in action*. American Educational Research Association, San Francisco, CA (April).
- Jennings, L. B. (1995). *Co-constructing community: Creating avenues of access to content knowledge for linguistically diverse students*. California Association for Bilingual Education, Anaheim, CA (February).
- Jennings, L. B., & Pattenau, I. (1994). *Multiple opportunities for constructing and reconstructing interpretations of text and "social justice."* National Reading Conference, San Diego, CA, December.
- Jennings, L. B., & Pattenau, I. (1994). *A cross case analysis of the relationship between literate practices and opportunities for learning in bilingual classrooms*. Tenth Conference of Linguistic Minority Research Institute, University of California, Riverside, CA, October.
- Green, J. L., Dixon, C. N., Floriana, A., Heras, A., & Jennings, L. B. (1994). *Constructing literate models in classrooms: Ethnographic studies of learning to be literate in elementary classrooms*. American Educational Research Association Annual Meeting, New Orleans, LA, April.
- Jennings, L. B., & Tuyay, S. (1993). *Literacy learning in third grade*. National Council of Teachers of English Annual Meeting, Pittsburgh, PA, November.
- Jennings, L. B., & Tuyay, S. (1993). *Toward a model of literacy learning in the content areas*. Ninth Conference of the Linguistic Minority Research Institute, University of California, Santa Barbara, May. With Sabrina Tuyay.
- Green, J. L., Dixon, C. N., Heras, A., & Jennings, L. B., Floriani, A., (1993). *Two languages, one community*. American Educational Research Association Annual Meeting, Atlanta, GA, April.
- Jennings, L. B. (1988). *A history of global education in the United States*. Society of Educators and Scholars, Charleston, IL, October.

### **Invited Presentations**

- 2009      *Theory and Methods in Out-of-School Time Research—Roles and Relationships*. Invited presentation for the Out-of-School Time Special Interest Group, American Educational Research Association, San Diego, CA. (April).
- 2008      *Teaching Qualitative and Quantitative Research: From Syllabus to Assessment*. African American Professors Program, University of South Carolina, Columbia, SC.

- 2007 Longitudinal Qualitative Research of a Discourse of Inquiry: Methods, Theory, and Practice. Invited presentation at the Federal University of Minas Gerais, Belo Horizonte, Brazil.
- 2006 Panelist. From Pioneers to Future Directions in LSP Research. Response to Ray McDermott, Fred Erickson, and Hugh Mehan. Invited presentation at the American Educational Research Association Annual Meeting, San Francisco, CA (April).
- 2006 Latino Perspectives on Schooling. Invited presentation at the South Carolina Summit on International Education. With Gylton B. Da Matta. October 5, 2006. Columbia, SC.
- 2005 *Constructing a Discourse of Inquiry at One School: Analyzing Longitudinal Ethnographic Data*. Presentation of the Program of Educational Research, Psychology, and Foundations Graduate Student Organization Seminar Series. October.
- 2003 *Inquiry as a humanizing pedagogy: Findings from a six-year ethnographic study*. National Academy of Education Post-doctoral Fellows Presentation. Boston, MA.
- 2002 *Fostering compassion, justice, and academic rigor: Pedagogical possibilities*. Invited lecture at the Women's Studies Research Series, USC.
- 2002 March 22, 2002. *Teaching with Ethnographic Eyes*. Invited presentation at California State University's Writing Project Summer Workshop. July 8, 2002
- 2001 *Why didn't I think of that? Engaging parents and children in inquiry through written conversations*. Invited presentation at the South Coast Writing Project Summer Institute. June 27, 2001.
- 2001 *Creating spaces for dialogue and humanizing pedagogies*. Invited presentation at the University of Arizona, Tucson. March, 2001.
- 2001 *Parents and children writing the word and the world: Toward a humanizing pedagogy*. Invited paper presentation at the USC Social Foundations in Education Seminar Series. February, 2001.
- 2000 *Teaching for social justice beyond the classroom walls*. Invited presentation at the Women's Studies Seminar Series on Teaching for Social Justice, University of South Carolina. With Angela Ewing-Boyd, The Palmetto Project. November, 2000.
- 2000 *Future directions in multicultural education*. Invited presentation at the University of California, Santa Barbara. May, 2000.
- 2000 *Assessing students: Are we informing teaching and learning or just making the grade?* Invited presentation at the Women's Studies Seminar Series on

Teaching for Social Justice, University of South Carolina. With Diane Stephens, USC. February, 2000.

- 1999 *Collaborative inquiry and multicultural teacher education: Lessons from the field.* Invited presentation at the Celebration of Inquiry, Coastal Carolina University, Conway, SC (February). With Fred McDaniel.
- 1999 *Reflecting on issues of agency as teachers and researchers.* Moderator and presenter, USC Interdisciplinary “Agency” Workshop, Columbia, SC. March 1999.
- 1994 *Interactional sociolinguistics: Illustrating the macro-micro relationship.* Invited presentation to the College of Education, Queensland University of Technology, Australia. July, 1994.

### **Other Presentations**

- 1998 *From multiculturalism to social critique and action.* Presentation at the Women’s Studies Seminar Series on Teaching for Social Justice, University of South Carolina (October). With Fred McDaniel.
- 1998 *Teaching and learning at the Center for Inquiry.* Teacher Cadet Conference, University of South Carolina.
- 1997 *Engaging in Collaborative Research.* Department of Educational Psychology Research Interest Group, September, 1997.
- 1996 *Considering context: Intertextual processes for analyzing and interpreting how classroom practices are interactionally accomplished.* Third Annual Conference on Researching Language, Literacy, and Social Practice. University of California, Los Angeles, November.
- 1996 *It’s not just academic: Learning tolerance in the social world of the classroom.* Department of Anthropology Colloquium, University of South Carolina, October.
- 1995 *Ethnographic eyes: Classroom observation and reflective practice.* South Coast Writing Program Summer Session. Santa Barbara, CA, July.
- 1992 *Two languages, one community; Dos lenguas, una comunidad.* Inter-American Conference on Classroom Ethnography, University of New Mexico, Albuquerque, NM, June. With Judith Green & Ana Ines Heras.
- 1989-1990 Presentations for the Massachusetts Global Education Program and Tufts International Studies Consortium for school district in-services and summer institutes. Topics include “Linking Your Classroom with Classrooms Around the World,” “Multicultural Practices for Elementary Classrooms,” and “Cross-cultural Classroom Connections without Leaving the Country.”

- 1984 *The father-infant dialogue: Findings from a laboratory study*. Maine Psychological Association, Lewiston, ME, April.

### **Professional Grants**

- Maher, M., Jennings, L. B., & Carnes, N. (2001). "Supporting the Teaching of Qualitative Research Technology." Provost's Teaching Development Grant, University of South Carolina. \$1,500.

### **Honors and Fellowships**

- 2007 Josephine Abney Research Fellowship, USC Women's Studies Program
- 2001 National Academy of Education/Spencer Foundation Postdoctoral Fellowship
- 2001 Jane Carlisle Award, Women's Studies Program, University of South Carolina
- 1997 Professional Development Award, Professional Women on Campus, University of South Carolina.
- 1996 Anne Johnstone Award, South Coast Writing Project, for teaching and research in literacy.
- 1991-1996 Department of Education Regents Fellowship, University of California, Santa Barbara.
- 1993-1996 Graduate Division Fellowship, University of California, Santa Barbara.
- 1984 Maine Psychological Association Outstanding Thesis Award.

### **Professional Memberships**

- American Anthropological Association (AAA), Council on Anthropology and Education.
- American Educational Research Association (AERA)
- American Educational Studies Association (AESA)
- National Association for Multicultural Education (NAME)
- National Council of Teachers of English (NCTE)
- National Council on Research on Language and Literacy (NCRL), (by nomination).

### **Professional and Service Activities in 2007**

## National

**Chair, Language and Social Processes SIG Emerging Scholar Award**

**Editorial Board Member, *Language Arts*** (National Council for Teachers of English)  
(Reviewed 3 manuscripts)

**Editorial Board Member, *Journal of Classroom Interaction***  
(Reviewed 2 manuscripts, participated in Editorial Board meeting)

**Reviewer, SAGE publications book manuscript, *Appreciating Involvement: Supporting Participation in Research*.**

**Reviewer, *Teaching and Teacher Education*** (reviewed 1 manuscript)  
Creating a bridge between transformative methods of teacher preparation: Narrative and Ethnography

**Reviewer, *Interamerican Journal of Education for Democracy*** (reviewed 1 manuscript)

**Reviewer, AERA, Divisions C and G, Language and Social Processes SIG, Qualitative Research SIG, Paulo Freire SIG**  
(Reviewed 12 AERA Proposals)

## University

**Member, Steering Committee, USC Consortium for Latino Immigration**  
(Active participant as the representative of the College of Education)

**Member, Organizing Committee, National Conference on Latino Immigration in New Settlement Areas** (Held October 2007 at USC) (Organized all Education sessions, which made up 30% of conference papers; contributed to logistical arrangements and fund-raising).

**Affiliate, Women's Studies Program.** Actively engage in WOST Program activities and retreats, make recommendations for guest speakers.

## College

**Chair, Diversity Task Force.**  
Appointed as Chair in December, formed task force membership and orientation materials.

**Chair, Diversity Initiative for Recruitment and Retention of Faculty of Color**  
As part of the COE Blueprint for Quality Enhancement. Formed committee, lead meetings and information-gathering activities, write quarterly reports, developing a report of recommendations.

**Member, Graduate Council (Fall).** Substitute for Dr. Joshua Gold who was on sabbatical.

**Affiliate, International and Comparative Education Office.** Actively engage in ICE program activities.

## **Department/Program**

**Faculty Mentor,** to Dr. Kara Brown.

**Member, APR Committee**

(Participated in multiple meetings in fall regarding changes to the APR process, reviewed 14 files)

**Member, Faculty Affairs Committee (Spring)**

**Member, Student Affairs Committee (Fall)**

**Co-director, Program Orientation**

**Peer Reviewer,** Dr. Kara Brown

**Peer Reviewer,** Dr. Catherine Packer

**Peer Reviewer,** Dr. Doyle Stevick

## **Community**

**Affiliate, Center for Inquiry, Richland District 2**