Curriculum Vitae

MICHELE KNOBEL, PhD.

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EDUCATION

Degrees

Doctorate of Philosophy	1997	Queensland University of Technology, Brisbane, Australia.
Master of Education (TESOL)	1998	Specialising in Teaching English to Speakers of Other Languages (TESOL), Queensland University of Technology, Brisbane, Australia.
Master of Education.	1993	University of Southern Queensland, Toowoomba, Australia.
Bachelor of Education	1990	University College of Southern Queensland, Toowoomba, Australia.
Diploma of Teaching (Primary)	1986	Darling Downs Institute of Advanced Education, Toowoomba, Australia.

Doctoral Thesis

Knobel, M. (1997). Language and social practices in four adolescents' everyday lives. Unpublished doctoral thesis. Faculty of Education, Queensland University of Technology. Brisbane, Australia.

PROFESSIONAL

Teaching/Research positions

See Appendix 2 for detailed descriptions of courses.

2006-on   Professor, Department of Early Childhood, Elementary and Literacy Education, Montclair State University, Montclair, New Jersey, USA (to begin September 1).

2003-2006   Associate Professor, Department of Early Childhood, Elementary and Literacy Education, Montclair State University, Montclair, New Jersey, USA. Co-ordinator of the graduate and undergraduate literacy programs.

2005-2008   Adjunct Professor, Faculty of Education, McGill University, Montreal, Canada.

2001-2002   Assistant Professor and Associate Research Specialist, Department of Education, University of California, Irvine, USA.

1999-2001   Visiting Researcher
               Centro de Estudios Sobre la Universdiad, Universidad Nacional Autonoma de México, México D.F., México (Centre for Studies of Higher Education, National Autonomous University of México).

1999-present   Adjunct Associate Professor
               Faculty of Education and Creative Arts
               Central Queensland University, Rockhampton, Australia.

1996-1998   Lecturer (equivalent to Assistant Professor), School of Language and Literacy Education
               Queensland University of Technology, Brisbane, Australia.

1994-1995   Lecturer in Literacy Education
               Australian Catholic University, McAuley Campus, Mitchelton, Australia.

1993   Lecturer in the School of Language and Literacy Education
               Queensland University of Technology, Brisbane, Australia.

1990-1992   Lecturer in Literacy Education
               University of Southern Queensland, Toowoomba, Australia.

1986-1989   Classroom teacher, Good Shepherd Lutheran Primary School, Noosa, Australia. Grades 3 and 5.

RESEARCH AND PUBLICATIONS

Books and Short Monographs

Lankshear, C. and **Knobel, M.** (2006). *New Literacies: Everyday Practices and Classroom Learning* (second edition of *New Literacies: Changing Knowledge and Classroom Learning*). Maidenhead and New York: Open University Press.

Knobel, M. and Lankshear, C. (eds) (in press). *A New Literacies Sampler*. New York: Peter Lang.

Knobel, M. and Lankshear, C. (2005). *Maneras de Ver: El Análisis de los Datos en Investigación Cualitativa*. (Trans.: Ways of Seeing: Data analysis in qualitative research). Durango, México: Centro Pedagógico de Durango. New edition. (ISBN: 970-9859-02-1).

Lankshear, C. and **Knobel, M.** (2004). *Handbook for Teacher Research*. Maidenhead: Open University Press.

> Note:
> - Portuguese translation rights for *Handbook for Teacher Research* sold November, 2004. Translation due November, 2006.
> - Chinese translation rights for *Handbook of Teacher Research* sold June, 2005. Translation due June, 2007.

Lankshear, C. and **Knobel, M.** (2004). *Maneras de Descubrir: La Recopilación de Datos en Investigación Cualitativa*. Morelia, México: Instituto Michoacano de Ciencias Educativas (Trans.: Ways of Discovering: Data Collection in Qualitative Research).

Knobel, M. and Lankshear, C. (2003). *Maneras de Saber: Tres Enfoques para la Investigación Educativa*. México D.F.: Facultad de Humanidades, UNAM. (Trans.: Ways of Knowing: Three Approaches to Education Research).

Lankshear, C. and **Knobel, M**. (2003). *New Literacies: Changing Knowledge and the Classroom*. Buckingham: Open University Press.

> Note:
> - Second edition under contract, due February 2006.
> - Second printing of *New Literacies*, 2004.

Lankshear, C. and **Knobel, M.** (2003). *Alfabetización en la Época de la Información: Perspectivas Contemporáneas*. Morelia: Instituto Michoacano de Ciencias de la Educación (Trans: Literacy in the Age of Information: Contemporary Perspectives).

Goodson, I., **Knobel, M.**, Lankshear, C. and Mangan, M. (2002). *Cyber Spaces/Social Spaces: Culture Clash in Computerized Classrooms*. New York: Palgrave Press.

Rowan, L., **Knobel, M.,** Bigum, C., and Lankshear, C. (2002). *Boys, Literacies and Schooling: The Dangerous Territories of Gender Based Literacy Reform.* Buckingham: Open University Press.

Knobel, M. and Lankshear, C. (2001). *Maneras de Ver: El Análisis de Datos en Investigación Cualitativa*. Morelia: Instituto Michoacano de Ciencias de la Educación. (Trans.: Ways of Seeing: Data analysis in qualitative research. Michoacan Institute of the Sciences of Education).

       Note: Second printing of *Maneras de Ver*, 2003.

Lankshear, C, and **Knobel, M.** (2000). *El Estudio Crítico-Social del Lenguaje y la Alfabetización*. Morelia and México D.F.: Instituto Michoacano de Ciencias de la Educación. (Trans.: The socio-critical study of language and literacy. Michoacan Institute of the Sciences of Education).

Knobel, M. (1999). *Everyday Literacies: Students, Discourse and Social Practice*. New York: Peter Lang Publishing. See Appendix 1 for a list of reviews and citations.

Knobel, M. and Lankshear, C. (1999). *Ways of Knowing: Researching Literacy*. Newtown, NSW: Primary English Teaching Association.

Knobel, M. and Healy, A. (eds) (1998). *Critical Literacies in the Primary Classroom.* Newtown, NSW: Primary English Teaching Association.

       Note: Second printing of *Critical Literacies*, 2003.

Knobel, M. and Lankshear, C. (1995). *Learning Genres: Prospects for Empowerment.* Brisbane: National Language and Literacy Institute of Australia.

Books under contract

Leu, D., Corio, J., **Knobel, M.** and Lankshear, C. (eds) (in process). *The Handbook of New Literacies Research*. New York: Erlbaum.

Lankshear, C. and **Knobel, M.** (2004). *Handbook for Teacher Research*. Maidenhead: Open University Press. Second edition.

Chapters in books

Knobel, M. and Lankshear, C. (in press). Online memes, affinities and cultural production. In M. Knobel and C. Lankshear (eds), *A New Literacies Sampler*. New York: Peter Lang.

Lankshear, C. and **Knobel, M.** (in press). Sampling "the new" in new literacies. In M. Knobel and C. Lankshear (eds), *A New Literacies Sampler*. New York: Peter Lang.

Knobel, M. (in press). Foreword. In L. Stevens and T. Bean, *Critical Literacy: Context, Research, And Practices in the K-12 Classroom*. Thousand Oaks, CA: Sage.

Knobel, M. (2006). Technokids, Koala Trouble and Pokémon: Literacy, new technologies and popular culture in children's everyday lives. In J. Marsh and E. Millard (eds), *Popular Literacies, Childhood and Schooling*. London: Routledge. 11-28.

Knobel, M. and Lankshear, C. (2006). Weblog worlds and constructions of effective and powerful writing: Cross with care, and only where signs permit. In J. Rowsell and K. Pahl (eds), *Travelnotes from the New Literacy Studies: Case Studies of Practice.* Multilingual Matters. 72-94.

Knobel, M. and Lankshear, C. (2005). "New literacies": Research and social practice. *54th Yearbook of the National Reading Conference*. Oak Creek, WI: National Reading Conference. 22-50.

Knobel, M. (2005). Rants, ratings and representations: Ethical issues in researching online social practices. In Sheehy, K., Nind, M., Rix, J. and Simmons, K. (eds.), *Values Into Practice: Ethics and Research in Inclusive Education*. London: Routledge Falmer.

Knobel, M. and Lankshear, C. (2005). Commentary. In J. Marsh and J. Larson, *Framing Literacies: Theoretical Lenses for Studying and Organizing Literacy Learning in Primary Schools*. London and New York: Sage.

netgrrrl (12) and chicoboy26 (32) a.k.a. **Michele Knobel** and Colin Lankshear (2004). ¿Qué ofrezco? Lectura, escritura y calficacioines en eBay.com. In I. Snyder (ed.), *Alfabetismos Digitales: Communicación, Innovación y Educación en la Era Electronica*. Trans. J. Pomares. Malaga, Spain: Edicciones Aljibe. Spanish translation of same chapter in I. Snyder (2002, ed.).

Lankshear, C. and **Knobel, M.** (2004). Paulo Freire and digital youth in marginal spaces. In G. Fischman, P. McLaren, H. Sunker and C. Lankshear (Eds.), *Critical Theories, Radical Theories, Radical Pedagogies and Global Conflicts*. Boulder, CO: Rowman and Littlefield.

Knobel, M. and Lankshear, C. (2003). Researching young children's out-of-school literacy practices. In N. Hall, J. Larsen and J. Marsh (Eds.), *Handbook of Research in Early Childhood Literacy*. Paul Chapman/Sage. 51-65.

Lankshear, C and **Knobel, M.** (2003). Literacy, culture and technology. In G. Bull and M. Anstey (Eds.), *The Literacy Lexicon* Second Edition. Sydney: Prentice Hall. 69-79.

Knobel, M. and Lankshear, C. (2003). Foreword. *Changing Landscapes: Integrated Teaching Units*. Newtown, NSW: Primary English Teaching Association.

netgrrrl ✩ (12) and chicoboy21 ✩ (32) a.k.a. **Knobel, M.** and Lankshear, C. (2002). What am I bid?: Reading, writing and ratings and eBay.com. In I. Snyder (Ed.) *Silicon Literacies*. London: Routledge-Falmer. 15-30.

Knobel, M. and Lankshear, C. (2002). Cut, paste, publish: The production and consumption of zines. In D. Alvermann (Ed.), *Adolescents and Literacies in a Digital World*. New York: Peter Lang. 164-185.

Lankshear, C. and **Knobel, M.** (2002). Do we have your attention? New literacies, digital technologies and the education of adolescents. In D. Alvermann (Ed.), *Adolescents and Literacies in a Digital World*. New York: Peter Lang. 19-39.

Lankshear, C. and **Knobel, M.** (2002). DOOM or Mortal Kombat? Bilingual literacy in the "mainstream" classroom. In L. Diaz Soto (Ed.), *Making a Difference in the Lives of Bilingual/Bicultural Children*. New York: Peter Lang. 31-52.

Lankshear, C. and **Knobel, M.** (2001). Mapping postmodern literacies: A preliminary chart. In J. Suoranta, M. Ylä-Kotola, M. and S. Inkinen (Eds.) *The Integrated Media Machine, Vol. 2*. Hämeenlinna: Edita & University of Lapland. 15-38.

Lankshear, C. and **Knobel, M.** (2001). What *is* "Digital Epistemologies"? Suoranta, J., Ylä-Kotola, M. and Inkinen, S. (Eds.) *The Integrated Media Machine, Vol. 2*. Hämeenlinna: Edita and University of Lapland. 39-58.

Lankshear, C., Peters, M. and **Knobel, M.** (2001). Information, knowledge and learning: Some issues facing epistemology and education in a digital age. In M. Lea and Nicoll, K. (Eds.), *Distributed Learning: Social and Cultural Approaches to Practice.* London: Routledge. 16-37.

Lankshear, C., Peters, M. and **Knobel, M.** (2000). Information, knowledge and learning: Some issues facing epistemology and education in a digital age. In N. Blake and P. Standish (Eds.), *Enquiries at the Interface: Philosophical Problems of Online Education*. Oxford: Blackwell. 19-44.

Knobel, M. (1998). Paulo Freire e a juventude digital em espacos marginais. In M. Gadotti (ed.). *Poder e Desejo: Paulo Freire a as Memorias Perigosas de Libertacao*. Porto Allegre: Artes Medicos (Trans.: Paulo Freire and digital youth in marginal spaces … Power and desire: Paulo Freire and dangerous memories of liberation).

Knobel, M. and Healy, A. (1998). Critical literacy: An introduction. In M. Knobel and A. Healy (Eds.), *Critical Literacies in the Primary Classroom*. Newtown, NSW: Primary English Teaching Association.

Knobel, M. (1998). Critical literacy in teacher education. In M. Knobel and A. Healy (Eds.), *Critical Literacies in the Primary Classroom*. Newtown, NSW: Primary English Teaching Association.

Lankshear, C. and **Knobel, M.** (1998). New Times! Old Ways? In F. Christie and R. Misson (Eds.), *Literacy and Schooling*. London: Routledge.

Lankshear, C. and **Knobel, M.** (1997). Critical literacy and active citizenship. In S. Muspratt, A. Luke and P. Freebody, *Constructing Critical Literacies*, Norwood, NJ: Hampton Press.

Lankshear, C. and **Knobel, M.** (1997). Literacies, texts and difference in the electronic age. In C. Lankshear, *Changing Literacies*. Buckingham: Open University Press.

Lankshear, C. and **Knobel, M.** (1997). Different worlds: Technology mediated classroom learning and students' social practices with new technologies in home and community settings. In C. Lankshear, *Changing Literacies*. Buckingham: Open University Press.

Knobel, M., Lankshear, C., Honan, E., and Crawford, J. (1997). Wired world of second language learning. In I. Snyder (ed.). *From Page to Screen*. Sydney: Allen and Unwin.

Knobel, M. and Lankshear, C. (1997). Ways with windows: What different people do with the same equipment. In *Language, Learning, and Culture: Unsettling Certainties*. Proceedings of the First Joint National Conference of the Australian Association for the Teaching of English, the Australian Literacy Educators' Association, and the Australian School Library Association. Darwin, NT: Northern Territory Department of Education.

Lankshear, C., Peters, M. and **Knobel, M.** (1996). Critical pedagogy in cyberspace. In C. Lankshear, H. Giroux, P. McLaren, and M. Peters, *Counternarratives: Cultural Studies and Critical Pedagogies in Postmodern Spaces*. New York: Routledge.

Lankshear, C. and **Knobel, M.** (1995). Literacies, texts and difference in the electronic age. In J. Murray (Ed.), *Celebrating Difference, Confronting Literacies.* Carlton South, Vic: Australian Reading Association.

Lankshear, C. and **Knobel, M.** (1995). Wider horizons: Technology, literacies, and implications for teachers and classrooms. *Expanding Horizons In English Language Teaching: Selected Papers*. Bangkok: Chulalongkorn University Language Institute.

Gerot, L. and **Knobel, M.** (1995). Children's understandings of language purposes and functions in reading. In M. Tickoo (Ed.), *Reading and Writing: Theory Into Practice*. Singapore: South-East Asia Modern English Organisation Regional Language Centre.

Chapters in press or in process

Lankshear, C. and **Knobel, M.** (2006/in press). New technologies in the work of the secondary English classroom. In A. Adams and S. Brindley (eds), *Teaching Secondary English with ICT*. Maidenhead and New York: Open University Press.

Encyclopedia entries

Knobel, M. and Lankshear, C. (2006). Manga. In. S. Steinberg, P. Parmar and B. Richard (Eds), *Contemporary Youth Culture: An International Encyclopedia*. Volume 1. 194-197.

Lankshear, C. and **Knobel, M.** (2004). Infusing critical literacy into the sociocultural view of literacy. In J. L Kincheloe and D. Weil (Eds.), *Critical Thinking and Learning: An Encyclopedia for Parents and Teachers*. Westport, CT.: Greenwood Press, 281-287.

Knobel, M. and Lankshear, C. (2003). The development of literacy as a field. In B. Guzzetti (Ed.), Introduction. *Literacy in America: An Encyclopedia of History, Theory, and Practice*. Boulder, CO: ABC-CLIO Publishers. xxiv-xxvii.

Refereed journal articles

Knobel, M. (2006). Memes and Affinity Spaces: Some implications for policy and digital divides in education. *E-Learning*. Special Issue, 'Policy Options and Models For Bridging Digital Divides: Freedom, Sharing and Sustainability in the Global Network Society'. 3(3): 411-427.

Lankshear, C. and **Knobel, M.** (2006). Digital literacy and digital literacies: Policy, pedagogy and research considerations for education. *Digital Kompetanse: Nordic Journal of Digital Literacy*. 1(1): 12-24.

Lankshear, C. and Knobel, M. (2005). Freedom and learning in the network society. *International Journal of Learning*, Volume 12 (9), 351-358.

Knobel, M. and Lankshear, C. (2004). Form and effect in weblogging. *International Journal of Learning*. 11: 1289-1297.

Lankshear, C. and **Knobel, M.** (2004). Function and power in weblogging. *International Journal of Learning*. 11: 1649-1655.

Knobel, M. and Lankshear, C. (2004). Issues impacting data collection in physical and virtual sites: An illustrated taxonomy. *Desencuentros.* 4(2): 120-141.

Knobel, M. and Lankshear, C. (2004). Planning pedagogy for i-mode: From flogging to blogging via wi-fi. *English in Australia*. 139: 78-102.

Warschauer, M., **Knobel, M.** and Stone, L. (2004). Technology and equity in schooling: Deconstructing the digital divide. *Educational Policy*. 18(4): 562-588.

Knobel, M. and Lankshear, C. (2004). Critical cyberliteracies: What young people can teach us about reading and writing the world. *Desencuentros*. 4 (1): 49-72.

Lankshear, C. and **Knobel, M.** (2003). La investigación docente y la reforma educativa democratica. *Revista Mexicana de Investigación Educativa* (sección temática coordinada por Susan Street: Trabajo docente y Subjetividad Magisterial). 19. 705-731. (Trans: Teacher investigation and democratic education reform, *Mexican Journal of Education Research*, special issue edited by Susan Street: Teacher work and subjectivity). Available at: comie.org.mx/revista/PdfsEnglish/Carpeta19/19investTem5Engl.pdf

Knobel, M. (2003). Rants, ratings and representations: Issues of validity, reliability and ethics in researching online social practices. *Education, Communication and Information*. 3(2). 187-210.

Lankshear, C. and **Knobel, M.** (2003). New technologies in early childhood literacy research: A review of research. *Journal of Early Childhood Literacy*. 3(1): 59-82.

Bigum, C., **Knobel, M.**, Lankshear, C. and Rowan, L. (2003). Literacy education, ICT and the economics of attention. *L1: Educational Studies in Language and Literature*. 3(1-2): 95-122

Lankshear, C. and **Knobel, M.** (2002). Young Children and the National Grid for Learning. *Journal of Early Childhood Literacy*. 2(2): 167-194.

Lankshear, C. and **Knobel, M.** (2002). Steps toward a pedagogy of tactics. (Pasos hacia una pedagogía de tácticas). *Desencuentos* 4 (enero-abril) : 74-108.

Knobel, M. (2001). "I'm not a pencil man": How one student challenges our notions of literacy "failure" in school. *Journal of Adolescent and Adult Literacy*. 44(5): 404-419.

Lankshear, C. and **Knobel, M.** (2001). Do we have your attention? New literacies, digital technologies, and the education of adolescents. (Published in parallel as: ¿Tenemos su atención?: Nuevas formas de alfabetización, tecnologías digitales y la formación de adolescentes.). *Desencuentros*. 2.

Honan, E., **Knobel, M.**, Baker, C. and Davies, B. (2001). Construcción de Posibles Anas: Teroría y el sujeto de investigación. *Desencuentros*. 25(2): 14-38. (Trans: Constructing Possible Hannahs: Theory and the Subject of Investigation).

Lankshear, C. and **Knobel, M.** (2001). Estrategias, tácticas y políticas de educación: Géneros y prácticas áulicas en un contexto de cambio. *Ethos Educativo.* 25(3). (Trans: Strategies, tactics and the politics of education: Genres and classroom practices in a context of change. *Education Ethos).*

Lankshear, C., Peters, M. and **Knobel, M.** (2000). Information, knowledge and learning: Some issues facing epistemology and education in a digital age. *Journal of Philosophy of Education.* 34(1): 17-40.

Lankshear, C. and **Knobel, M**. (2000). Mapping postmodern literacies: A preliminary chart. *Journal of Literacy and Technology*. 1(1). At <www.literacyandtechnology.org/v1n1/lk.html>

Lankshear, C., Peters, M. and **Knobel, M.** (2000). Information, knowledge and learning: Some issues facing epistemology and education in a digital age. Special issue. *Journal of Philosophy of Education.* 34(1): 17-40.

Honan, E., **Knobel, M.**, Baker, C. and Davies, B. (2000). Producing Possible Hannahs: Theory and the Subject of Research. *Qualitative Inquiry*. 6(1): 9-32.

Lankshear, C. and **Knobel, M.** (2000). Problemas asociados con la metodología de la investigación cualitativa. *Perfiles Educativas*. 21(87): 6-27. (Trans: Problems associated with qualitative research methodology.)

Lankshear, C. and **Knobel, M.** (2000). Razgos de una investigación consistente y eficaz. *Ethos Educativo*. 24: 36-49. (Trans: Characteristics of sound and efficacious research.)

Lankshear, C. and **Knobel, M.** (2000). Why 'digital epistemologies? *Re-Open: Research in Open and Distance Learning*. 1(1). December. At www.edca.cqu.edu.au/lit/re-open

Knobel, M. and Lankshear, C. (1997). WWW Projects. *Computer-Assisted English Language Learning Journal*. 7(4).

Knobel, M. (1996). Language and social purposes in adolescents' everyday lives. *Australian Journal of Language and Literacy*. 19(2): 120-128.

Lankshear, C. and **Knobel, M.** (1995). Literacies, texts and difference in the Electronic Age. *Critical Forum*. 4(2).

Knobel, M. (1993). Simon says see what I say: Reader response and the teacher as meaning maker. *Australian Journal of Language and Literacy*. 16(4): 295-306.

Other journal articles for the teaching profession

Knobel, M. and Lankshear, C. (2005). From the special issue editors. *Language Learning & Technology*. 9(1): 2-3.

Knobel, M. (1995). Critical literacy in the primary classroom: A focus on reading. *Words'worth*. 28(4).

Knobel, M. and Lankshear, C. (1994). From theory into practice: What are we *really* teaching them about genres? *Words'worth*. 27(2).

Book series

Co-editor of the book series: "New Literacies and Digital Epistemologies" (with Colin Lankshear, Michael Peters, and Chris Bigum). New York: Peter Lang.

Book reviews

Knobel, M. (2004). Review of "19 Urban Questions" (edited by Joe Kincheloe and Shirley Steinberg). *Education Review*. April 16. (Available online at: http://edrev.asu.edu/reviews/rev264.htm)

Knobel, M. (2001). Review of "Early Childhood Educational Research: Issues in methodology and ethics" (Carol Aubrey, Tricia David, Ray Godfrey and Linda Thompson). *Contemporary Issues in Early Childhood*. 2(3): 386.

Lankshear, C. and **Knobel, M.** (2001). Harry Potter: A boy for all seasons. Review of J. K. Rowling's Harry Potter series (books 1 to 4). *Journal of Adolescent and Adult Literacy*. 44(7): 664-666.

Knobel, M. (2000). Into the future: Language, culture, and new technologies. Review of Mark Warschauer: Electronic Literacies: Language, Culture, and Power in Online Classrooms. *The APA Review of Books*. 437-439.

Knobel, M. (1997). Moacir Gadotti: Reading Paulo Freire. *Critical Forum*. 5(1/2): 99-100.

Knobel, M. (1996). Peter Freebody and Anthony Welch: Knowledge, Culture and Power. *Discourse*. 17(2): 289-292.

Knobel, M. (1995). Fringe Narratives: Postmodern Experiences. *Taboo*. 1(2): 212.-214.

Knobel, M. (1995). Mark Warschauer: E-Mail for English Teachers. *Critical Forum.* 4(2): 104-6.

Knobel, M. (1995). Aviva Freedman and Peter Medway: Learning and Teaching Genre. *English in Australia*. 112, July.

Knobel, M. (1994). Ira Shor, Empowering Education: Critical Teaching for Social Change. *Critical Forum*. 3(2/3): 90-96.

Knobel, M. (1993). Valley of Words/Lives of Love and Hope: A Sheffield Herstory. *Critical Forum*. 2(3): 90-96.

Guest and special editor of journal special issues

2005   *Language Learning & Technology* (with Colin Lankshear)
        Theme: Technologies and young immigrant or indigenous learners
        (January)

2005   *e-Learning* (with Colin Lankshear)
        Theme: Academic Investigation of e-Learning (volume 2, no. 1)

2004   *e-Learning* (with Colin Lankshear)
        Theme: Digital Literacies (volume 1, no. 3)

Journal editorials

Lankshear, C. and Knobel, M. (2004). Editorial. *e-Learning*. 1(3).

Lankshear, C. and Knobel, M. (2005). Editorial. *e-Learning*. 2(1).

Competitive Research Grants

2006 $255,601   Improving Teacher Quality Partnership Grant. Year 1 of three year
                    proposal. Responsible for designing the literacy component as part
                    of a consortium comprising Faculty from the College of Education
                    and Human Services and East Orange School District, New Jersey.
                    Funding: Title II, Part A, of the No Child Left Behind Act of 2001
                    Funds.

1999 $65,000   Investigating on-line learning in higher education settings: An
                    actor-network approach. Associate Professor Chris Bigum, Dr
                    Leonie Rowan, **Dr Michele Knobel**, Professor Colin Lankshear.
                    Funding: Australian Research Council Large Grant, 2000-2001.

1998	$40,000	Confronting disadvantage in literacy education: New technologies, classroom pedagogy, and networks of practice. Associate Professor Chris Bigum, Professor Colin Lankshear, **Dr Michele Knobel**, Dr Leonie Rowan. *Funding:* Language Australia, Canberra, Australia.
1998	$2,500	Addressing cultural difference in the context of practicum experience (Part II): Examining the effects of microteaching on practicum experiences. Ms Sue Mendra, Dr Bob Cope, **Dr Michele Knobel**. *Funding*: Faculty of Education, Queensland University of Technology, Australia.
1997	$4,000	Addressing cultural difference in the context of practicum experience (Part I). Ms Sue Mendra, Dr Tammy Kwan, and **Dr Michele Knobel**. *Funding*: Faculty of Education, Queensland University of Technology, Australia.
1996	$4,500	Computer learning networks and LOTE (Languages Other Than English) Teacher Education: An empirical analysis of claims, learning processes and student outcomes. **Ms Michele Knobel**, Ms Jane Crawford and Dr Colin Lankshear. *Funding:* Faculty of Education, Queensland University of Technology, Australia.
1993	$2,100	Framing the Report: An Examination of Year 6 Students' Perceptions, Understandings and Uses of Genre. Dr Colin Lankshear, **Ms Michele Knobel** and Dr Linda Gerot. *Funding*: National Languages and Literacy Institute of Australia Child/ESL Research Node, Queensland, Australia.
1993	$4,000	Community Literacy Studies at Harris Field State School. Dr Colin Lankshear and **Ms Michele Knobel**. *Funding*: Department of Education, Employment and Training, Australia.

Technical research reports

Knobel, M., Stone, L. and Warschauer, M. (2002). *Technology and Academic Preparation in Selected California High Schools: A Comparative Study*. A report to the UC Nexus Committee. Irvine, CA: University of California. (online: www.gse.uci.edu/markw/research.html)

Bigum, C., **Knobel, M.**, Lankshear, C., Rowan, L. and Doneman, M. (2000). *Confronting Disadvantage in Literacy Education: New Technologies, Classroom Pedagogy, and Networks of Practice*. Canberra, ACT: Language Australia.

Contributing researcher and author to: Lankshear, C. et al. (1997). *Digital Rhetorics: Literacies and Technologies in Classrooms—Current Practices and Future Directions*. Canberra, ACT: Department of Employment, Education, Training, and Youth Affairs.

Knobel, M., Crawford, C. and Lankshear*, C*. (1996). *Computer Learning Networks and LOTE (Languages Other Than English) Teacher Education: An Empirical Analysis of Claims, Learning Processes and Student Outcomes*. Brisbane: Faculty of Education, Queensland University of Technology, Australia.

Knobel, M. and Lankshear, C. (1994). *Learning Genres: Prospects for Empowerment— A Study of Student Perceptions, Understandings and Uses of Reading and Writing in Queensland Primary School Settings*. Brisbane: NLLIA Child Literacy and ESL Research Node of Queensland, Australia.

Other research project participation and consultancy work

2005   Team member for project, "Where's the Evidence?" This project summarised and reviewed selected research papers that have been appraised to ensure that they provide strong evidence directly relevant to practice in schools. Commissioned by: Eidos, Australia. <eidos.infoxchange.net.au/research/completed.shtml#5>

Published articles for the teaching profession

Knobel, M. (1993). Resource Pack: Genre. *Classroom: The Magazine for Teachers*. 12(3): 25-33.

Knobel, M. and Anstey, M. (1993). Resource Pack: Genre. *Classroom: The Magazine for Teachers*. 12(5): 23-35.

Bull, G., Anstey, M. and **Knobel, M.** (1993). Resource Pack: Genre. *Classroom: The Magazine for Teachers*. 12(10): 25-33.

Invited conference keynote addresses

October 16, 2006: "Researching new literacies: Web 2.0 practices and insider perspectives" (with Colin Lankshear). Invited Keynote Address. Researching New Literacies: Consolidating Knowledge and Defining New Directions. Working Conference funded by Canadian Social Sciences and Humanities Research Council and the Canadian

Society for the Study of Education. Memorial University, St John's, Newfoundland. 16-18 October 2006.

May 30, 2006: "Using wikis for collaborative transfer of research into policy for writing in the knowledge society" (with Colin Lankshear). Canadian Association of Teachers of Technical Writing Annual Conference, Toronto, ON, Canada.

October 20, 2005: "Digital Literacies; Policy, pedagogy and research Considerations for Education" (with Colin Lankshear). Opening keynote address to the ITU 'Creative Dialogues' Conference, Oslo, Norway.

July 14, 2005: "Freedom and Learning in the Network Society" (with Colin Lankshear). Plenary address to the 12th International Learning Conference, Granada, Spain.

December 2, 2004: "From Pencilvania to Pixelandia: Mapping the Terrain of New Literacies Research" (with Colin Lankshear). Plenary address to the National Reading Conference 54th Annual Meeting, San Antonio TX.

June 28, 2004: "Mapping the blogosphere#1: Function and power in weblogging" (with Colin Lankshear). Invited plenary address to the 11th International Literacy and Education Research Network Conference on Learning. Havana, Cuba.

June 28, 2004: "Mapping the blogosphere #2: Form and effect in weblogging" (with Colin Lankshear). Invited plenary address to the 11th International Literacy and Education Research Network Conference on Learning. Havana, Cuba.

June 11, 2004: "Kids R e-liter8, R U?" (with Colin Lankshear). Invited address to Time Warner's Literacy/Mentoring Program "Time To Read" National Leadership Conference. New York.

March 20, 2004: "Techno-kids, texting and talk: Literacy, new technologies and popular culture in children's everyday lives". Invited keynote address to the Economic and Social Research Council Research Seminar Series Conference at the University of Sheffield, Sheffield UK.

November 13, 2003: "La investigacion cualitativa en el area de los usos de nuevas tecnologias" (Trans.: Qualitative research in the area of new technologies). Opening Plenary Address (with Colin Lankshear). XVIII Encuentro Nacional de Investigacion Educativa. Morelia, Michoacan, 13 November.

July 7, 2003: "Planning pedagogy for i-mode: From flogging to blogging via wi-fi. Keynote address (with Colin Lankshear) to the International Federation of Teachers of English Annual Conference. Melbourne, Australia.

April 21, 2003: "Implications of 'New' Literacies for Writing Research" Invited keynote address to the Writing and Literacies Special Interest group (with Colin Lankshear). American Educational Research Annual Meeting. Chicago.

February 23, 2002: "Critical cyberliteracies: What young people can teach us about reading and writing the world." Invited keynote address to the NCTE Assembly for Research, Midwinter Conference. New York City.

August 31, 2001: "Identidades@eBay.com." Invited keynote address to the Identidades Sociales e Identidades Discursivas Colloquium (with Colin Lankshear). CONACYT / ANUIES / SEP. Puebla, PUE, México. (Trans: "Identities@eBay.com." Presented at the Social Identities and Discursive Identities Colloquium).

January 25, 2001: "Cut, Paste, Publish: The Production and Consumption of Zines." Invited keynote address to the State of the Art Conference, Athens, Georgia.

April 15, 2000: "Strategies, Tactics and the Politics of Literacy: Genres and Classroom Practice in a Context of Change". Invited keynote address (with Colin Lankshear) to the Tercer Congreso Nacional Sobre Textos Académicos (Trans: Third National Congress about Academic Texts). Puebla, Mexico.

July 9, 1997: "Ways with Windows: What Different People Do With the Same Equipment." Invited presentation (with Colin Lankshear) to the First Joint National Conference of the Australian Association for the Teaching of English, the Australian Literacy Educators' Association, and the Australian School Library Association. Darwin, Australia.

March, 1997: "Language and Technology in Students' Everyday Lives." Invited presentation to the Language and Social Processes Special Interest Group, at the American Educational Research Association Annual Meeting. Chicago.

July, 1996: "New Technologies in Old Classrooms". Invited paper (with Colin Lankshear) presented to the Preconference Institute, Australian Literacy Educators' Association National Conference, Brisbane, Australia.

July, 1995: "Literacies, Texts and Difference in the Electronic Age." Invited keynote address (with Colin Lankshear) to the Australian Reading Association National Conference. Sydney, Australia.

Other invited keynote presentations

February 19, 2005: Response to Kevin Leander's NCTEAR Keynote address, "Imagining and Practicing Internet Space-Times With/In School". National Council of Teachers of English Assembly for Research Annual Mid-Winter Conference, Columbus, OH.

Refereed conference paper and forum presentations

April 11, 2006: "Blogging as Participation: The Active Sociality of a New Literacy" (with Colin Lankshear). Presented to the American Educational Research Association, San Francisco, CA.

April 10, 2006: Discussant for the symposium, "Exploring the Unofficial Literacy Curriculum: Adolescent's Out-of-School Experiences with Literacy, Learning, and Networked Technologies". Presented to the American Educational Research Association, San Francisco, CA.

December 3, 2005: "Good, bad and whatever: The research implications of affinity spaces, trustworthiness and new literacy practices." Presented to the annual National Reading Conference, Miami, FL.

December 2, 2005: Discussant for the symposium, "Blogging the world: Analysing online literacy practices using multiple modes and a variety of spaces". Presented to the annual National Reading Conference, Miami, FL.

November 30, 2005: "Memes and affinities: Cultural replication and literacy education." Paper presented to the annual National Reading Conference, Miami, FL.

March 14, 2005: "Memes, literacy and affinity spaces: Implications for policy and digital divides in education". Paper presented to the "Policy Options and Models for Bridging Digital Divides" Conference. Global Challenges of eDevelopment Project, University of Tampere, Tampere, Finland.

December 2, 2004: Discussant for "The Storied Lives of Boys: Masculinities, Literacies and Schooling". Symposium presentation to the National Reading Conference 54th Annual Meeting, San Antonio TX.

April 15, 2004: "Dilemmas of the datasphere: Issues impacting information gathering in physical and virtual sites" (with Colin Lankshear). Paper presented at the Annual Meeting of The American Educational Research Association. San Diego, CA.

April 15, 2004: "Text roles of the digitally literate" (with Colin Lankshear). Paper presented at the Annual Meeting of The American Educational Research Association. San Diego.

April 14, 2004: "Planning pedagogy for i-mode: Some principles for pedagogical decision-making" (with Colin Lankshear). Paper presented at the Annual Meeting of The American Educational Research Association. San Diego.

14 November, 2003: "Metodos para la investigacion cualitativa de los usos de nuevas tecnologias en practicas sociales aulicas y cotidianas" (Trns.: Methods for the qualitative investigation of new technologies in relation to everyday and classroom social practices). XVIII Encuentro Nacional de Investigacion Educativa. Morelia, Michoacan, 14-15 November.

April 23, 2003: "Accounting for Latino students' learning: Literacies, new technologies and education achievement in five southern Californian schools." Symposium paper. American Educational Research Association Annual Meeting. Chicago.

April 21, 2003: "Do-It-Yourself Broadcasting: Writing Weblogs in a Knowledge Society." Symposium paper (with Colin Lankshear). American Educational Research Association Annual Conference, Chicago.

April 12, 2002: "Rants, Ratings and Representation: Issues of validity, reliability and ethics in researching online social practices." Symposium paper. American Educational Research Association Annual Conference, New Orleans.

April 10, 2002: "Zines and adolescent literacies." Symposium paper. American Educational Research Association Annual Conference, New Orleans.

April 11, 2001:"Machines and mindsets." Symposium paper (with Colin Lankshear). American Educational Research Association Annual Conference, Seattle.

April 13, 2001: "New technologies, social processes, and the challenge of mindsets." Symposium paper (with Colin Lankshear). American Educational Research Association Annual Conference. Seattle.

April 15, 1998: "Critical Literacy and New Technologies." Symposium paper (with Colin Lankshear). American Educational Research Association Annual Conference. San Diego.

December 1, 1995: "The Moral Consequences of What We Construct Through Qualitative Research." Symposium paper (with Colin Lankshear). Annual Conference of the Australian Association for Research in Education. Brisbane.

April 9, 1996: "Different Worlds? Technology-Mediated Classroom Learning and Student Social Practices in Home and Community." Symposium paper (with Colin Lankshear). American Educational Research Association Annual Meeting. New York City, 8-12 April.

July, 1995: "Language and social purposes in the everyday lives of four adolescents." Roundtable presented to the Australian Reading Association's 21st National Conference. Sydney, Australia.

July, 1995: "Language and social purposes in the everyday lives of four adolescents: Using event mapping to analyse D/discourses." Paper presented to the Ethnographies of

Literacy: A Postgraduate Forum, University of Queensland. Brisbane, Australia.

November 28, 1994. "Expanding Horizons: Technological Literacies and Implications for Teachers and Classrooms." Paper presented (with Colin Lankshear) to the Chulalongkorn University Language Institute's Third International Conference. Published in *Selected Papers*. Bangkok, Thailand.

May, 1994: "Children's Understandings of Language Purposes and Functions in Reading." Paper presented (with Linda Gerot) to the Regional English Language Centre's Regional Seminar. Singapore.

October, 1994: "What do Queensland Primary Students Make of Genre?" Paper presented to the English Teachers Association of Queensland Annual Conference, Brisbane, Australia.

June, 1994: "What is This Thing Called Genre? and What are Students Saying About It?" Paper presented to the Darling Downs 8th Biennial Teachers' Conference, Toowoomba, Australia.

April, 1992: "See What I Say: The Teacher as Mediator of Meaning." Paper presented to the Australian Reading Association Sunshine Coast Regional Conference, Coolum, Australia.

June, 1992: "Simon Says 'See What I Say': The Teacher as Mediating Reader." Paper presented to the Darling Downs 7th Biennial Teachers' Conference, Toowoomba, Australia.

Invited Conference workshops

February 22, 2002: "Critical Literacies in Cyberspace." Invited pre-conference workshop (with Colin Lankshear), NCTE Assembly for Research, 2002 Midwinter Conference. New York City.

November 23, 2001:   "Usas Aulicas de Nuevas Tecnologias". Presented (with Colin Lankshear) to the XV Encuentro Nacional de Investigación Educativa: Discursos y Sentidos de la Educación, Morelia. (Trans: Classroom uses of new technologies. Fifteenth National meeting of Education Investigators: Discourses and meanings in education).

July 5, 1995: "Literacy Research, New Technologies, and Classroom Practice." Presented (with Colin Lankshear) to the Australian Reading Association 21st National Conference. Sydney, Australia.

November 28, 1995. "Working with Students and Electronic Technologies in English Language Classrooms" (with Colin Lankshear). Presented to the Chulalongkorn University Language Institute's Third International Conference. Bangkok, Thailand.

October, 1993. "Is This Empowering? How Do Some Year 6 Students in Brisbane Perceive Genres?" Equitable English Symposium workshop, Queensland English Teachers Association, Brisbane, Australia.

Other Invited Academic Presentations

March 16, 2005: Digital literacies and changing knowledge (with Colin Lankshear). Invited address, University of Tampere. Tampere, Finland.

March 17, 2005: Digital literacies, classroom pedagogy, and teacher education (with Colin Lankshear). Invited address, University of Joensuu. Joensuu, Finland.

February 26, 2003: "To, with and by children: balancing literacy agendas in new times. Colloquium presentation to the Department of Teaching and Learning, Steinhardt Graduate School of Education, New York University, New York.

February 13, 2003: "*Billy the Punk*: Unravelling 'b' and 'p' confusion in young students within a literature-based unit". Colloquium presentation to the College of Education and Human Services, Montclair State University. Montclair, New Jersey.

February 3, 2003: "Young Children, the Internet, and National Investment in Learning Societies." Colloquium presentation to the Department of Teaching and Learning, Vanderbilt University. Nashville.

TEACHING AND SUPERVISION

Doctoral students

2000-2004	Chief supervisor for Sandra Sytsma. Sytsma's dissertation title is: Changing Meaning: The Leaders' Path. Faculty of Education and Creative Arts, Central Queensland University, Australia.
1999-2002	Associate Supervisor for Roberta Harreveld. Harreveld's dissertation title is: A Feminist perspective on Adult Literacy Teaching in the post-modern era: A case study of the use of new technologies for flexible delivery in remote communities. Faculty of Education and Creative Arts, Central Queensland University, Australia.
1999-2003	Associate supervisor for Bernadette Walker-Gibbs. Walker-Gibbs' dissertation title is: Reconstructing Visual Literacy: Towards a

Generational Cultural Approach. Faculty of Education and Creative Arts, Central Queensland University, Australia.

Doctoral thesis examinations

2006   Examiner of Ms Catherine Doherty's Doctorate of Philosophy thesis titled "The Production of Cultural Difference in Online Internationalised Education". Faculty of Education, Queensland University of Technology, Brisbane, Australia.

2005   Examiner of Ms Wendy Sutherland-Smith's Doctorate of Philosophy thesis titled "The Right To Own: An Investigation of the Relationship Between Plagiarism, the Internet and International Students' Academic Writing". Faculty of Education, Monash University, Melbourne, Australia.

2003   Examiner of Ms Theresa Moore's Doctorate of Philosophy thesis titled "The Gap Between Hope and Happening: Feminist Consciousness Meets Phallocentric Smog in a Regional University". Faculty of Education and Creative Arts, Central Queensland University, Rockhampton, Australia.

Masters thesis examinations

2006   Defence committee member for Ms Victoria Oberchain's successful Master of arts in Environmental Studies thesis, "Immediate and Delayed Student Perceptions an Environmental Education Program at the New Jersey School of Conservation". Department of Earth and Environmental Studies, College of Science and Mathematics, Montclair State University. December.

2005   Defence committee member for Ms Lisa Walker's successful Master of Arts in Environmental Studies thesis, "A Case Study of Students' Perceptions of an Environmental Education Program at the New Jersey School of Conservation: A Grounded Theory Approach." Department of Earth and Environmental Studies, College of Science and Mathematics, Montclair State University. April.

1998   Assessor of Ms Teresa Molineux's successful Master of Education thesis titled, "An Inter-organismic Model of Language for Contemporary Social Conditions." Faculty of Education, Queensland University of Technology. Brisbane, Australia. March.

1997   Assessor of Ms Alison Tiver's successful Master of Education thesis titled, "The Predictive validity of English Language requirements for International Students in TAFE [Technical and Further Education] Formal

Courses." Faculty of Education, Queensland University of Technology. Brisbane, Australia. March.

Bachelor of Education (Honours) thesis examination

2001 Assessor of Ms Lilah Stovell's successful Bachelor of Education (Honours) thesis titled, "Outsider Politics and Nomadic Pedagogy: Transforming Aboriginal Art in the Curriculum". Faculty of Education and Creative Arts, Central Queensland University, Rockhampton, Australia.

Small Consultancies and Presentations to User Groups

2006 "Boys and Literacy: Curriculum possibilities". Mount St Vincent University, Department of Education (Nova Scotia, Canada). 8 hour presentation and workshop for 42 students enrolled in the Masters of Education Program. Conducted at Mississauga, ON, Canada.

2006 "Boys and Literacy: From Research to Curriculum". Mount St Vincent University, Department of Education (Nova Scotia, Canada). 8 hour presentation and workshop for 20 students enrolled in the Masters of Education Program. Conducted at Charlottetown, Prince Edward Island, Canada.

2005 Teacher of intensive Summer School for Masters of Education program: Teachers Research and Literacy Education: New Texts, New Literate Practices. Mount St Vincent University, Department of Education (Nova Scotia, Canada). 72 hour course for 42 students conducted at Corner Brook, Newfoundland, July 17 to August 5.

2005 Introducción a métodos de la recopiliación de datos cualitativos. Instituto Michoacano de Ciencias de la Educación (with Colin Lankshear) (Trans.: Introduction to collecting qualitative data. Michoacan Institute of the Sciences of Education). 9-10 June.

2005 *Supporting Developmental Writing*. A professional development workshop presented to Grades 3-6 teachers at Hillside District schools, New Jersey. January 31.

2004 Invited online discussion forum leader, Educational Futures course, Master of Education program, University of Glasgow, Wales. November 29 to 4 December.

2004   Teacher of intensive Summer School for Masters of Education: Boys, Literacy and Schooling. Mount St Vincent University, Department of Education (Nova Scotia, Canada). 72 hour course for 42 students conducted at Corner Brook, Newfoundland, July 5 – 21.

2004   *Metodología de la Investigación Cualitativa*. Instituto Superior de Ciencias de la Educacion del Estado de México, Ecatepec, México (Trans: Qualitative investigation methodology. Higher Institute of Sciences in Education, Ecatepec). Invited presentation (with Colin Lankshear). 8 January.

2002   *Metodología Cualitativa en Estudios Sociolingüísticos*. Instituto de Ciencias Sociales y Humanidades, Universidad Autonoma de Puebla, Puebla, México (Trans: Qualitative methodology in sociolinguistic studies. Institute of Social Sciences and Humanities, Autonomous University of Puebla). Invited five-day workshop (with Colin Lankshear). 22-26 July.

2001   *Recoleción y Análisis de Datos en la Investigación Cualitativa*. Universidad Pedagógica Nacional, Morelia, México (Trans: The collection and analysis of data in qualitative investigation. National Pedagogical University, Morelia). Invited workshop (with Colin Lankshear). 18-19 September.

2000   *Investigación Cualitativa y Documental* (Trans: Qualitative and document research). Short course taught over five days (with Colin Lankshear), for a total of 50 hours to professors of the Academic Division of Education and Arts and the Coordination of Investigation and Postgraduate Studies, Autonomous University Juárez of Tabasco, Villahermosa, México. 20-25 August.

2000   *Metodología de Investigación Cualitativa* (Qualitative research methodology). Short course taught over three days (with Colin Lankshear), for a total for 25 hours at the Autonomous University of Chiapas, Humanities Faculty, Tuxla-Gutierrez, México. 5-7 July.

2000   *Issues Associated with Qualitative Research Methodology*. Presentation (with Colin Lankshear) to Master of Education Students, Instituto Superior de Ciencias de la Educación del Estado de México (the State of Mexico's State Higher Institute of Education), Ecatepec, México. 23 February.

1998   *Technologies in Primary School Education*. Professional development workshops and seminars program (with Colin Lankshear). Melbourne, Hobart and Launceston, Australia. 3-7 April.

1998   Member of *Panel Session* addressing qualitative research in education. Doctor of Education Students' Winter Residential School, University of Southern Queensland, Australia. June.

1998   *Qualitative Research and Ethics*. Presentation (with Colin Lankshear) to Doctor of Education Students, Winter Residential School, University of Southern Queensland, June.

1998   *Critical Literacy in English Classrooms*. Professional Development Seminar (with Colin Lankshear). Dubbo, Australia. May.

1997   Consultant for the Literacy In the National Curriculum (LINC). *Technological Literacies* professional development module. Department of Education, Queensland, and the University of Southern Queensland, Australia. January-December.

1997   Consultant for Metropolitan East Schools' Literacy Conference, Brisbane, Australia. January-October.

1996   *Three Students' Technological Practices at School and at Home*. Spotlight Seminar presentation for the Department for Education and Children's Services, South Australia (videoconference). May 28.

1996   *Literacies and Technologies*. Inservice session for the Department of Education and Training and Children's, Youth and Family Services (with Colin Lankshear), Canberra, Australia. October 20.

1995   *Critical Literacy: A Cross-Curriculum Approach* (with Colin Lankshear). Literacy in the National Curriculum (Department of Employment, Education and Training), Facilitators' Training Program, Toowoomba, Australia. May 14.

1995   *Critical Literacy in Primary Classrooms*. Workshop conducted as part of the *Reading Seminar: Rethinking Reading Practices* initiative (with Colin Lankshear). Beenleigh School Support Centre, Australia.

1995   *Language, culture and learning in an electronic age: Some implications for curriculum and policy*. Inservice day (with Colin Lankshear) for school support centre staff. Department of Education, New South Wales, Training and Development Centre, Lewisham, Australia.

1995   Presentation at the 'Writing Rules OK' Postgraduate research symposium, Queensland University of Technology, Brisbane, Australia.

1994   *Children's Perceptions, Understandings and Uses of Genres: A Research Project*. Inservice day for primary school teaching staff (with Colin Lankshear and Helen Conway-Peel). St Peter's Catholic School, Caboolture, Australia.

1994   *Examining Current Reading and Writing Practices* (Module 1, Unit 4). Literacy in the National Curriculum (Federal Department of Employment, Education and Training), Toowoomba, Australia (with Colin Lankshear).

1994   *What are Children Saying About Genres? Researching and Teaching the Queensland English Syllabus in Classrooms*. Four in-service days for Catholic Education English Syllabus key-teachers (with Colin Lankshear). Brisbane, Australia,

1993   *Teachers as Researchers*. Catholic Education, North Brisbane Region of the Brisbane Diocese Inservice Day. Inservice Day for Primary, Secondary, and support staff (with Colin Lankshear). Brisbane, Australia.

1993   *The Researching Teacher*. Catholic Education, South Brisbane Region of the Brisbane Diocese. Inservice Day for Primary, Secondary, and support staff (with Colin Lankshear). Brisbane, Australia.

1993   *Disadvantage, Discourse and Dirranbandi*. Professional development day for teaching staff at Dirranbandi Primary and Secondary schools (with Colin Lankshear and Linda Gerot). Dirranbandi, Australia.

1993   *Making a Difference to Difference: Teacher Awareness and Classroom Practice at the Crossroads of Literacy and Disadvantage*. Professional development seminar for staff (with Colin Lankshear and Linda Gerot). St George Sub Centre (Education Department), St George, Australia.

1993   *Community Literacy Studies*. Woodridge area schools, two-day Teacher Professional Development seminar (with Colin Lankshear), Woodridge, Australia.

Academic and Professional Awards and Scholarships

2003   Recognition of Service to the College of Education and Human Services Award

1993-96   Queensland University of Technology Postgraduate Research Award, Brisbane, Australia.

1993   Dean's Commendation, University of Southern Queensland, Australia.

1993   Australian College of Education Excellence in Research Award

1992   Australian Postgraduate Coursework Award.

1991   Australian Association of Independent Schools Higher Education Contribution Scheme Scholarship.

1990   Bachelor of Education Awarded with Distinction (only distinction awarded for Bachelor of Education and Graduate Diploma in Education graduates at the University of Southern Queensland in this year), Australia.

1990   School of Education Prize, University of Southern Queensland, Australia.

1986   Diploma of Teaching Awarded with Distinction, University of Southern
            Queensland, Australia.

PROFESSIONAL SERVICE

Editorial Boards

- Member of Editorial Board, *Language Learning & Technology* (2006 onwards)
- Member of Editorial Board, *International Journal of Inclusive Education*, Canada (2005 onwards)
- Member of Editorial Board, *Contemporary Issues in Early Childhood*, UK (2005 onwards)
- Member of Editorial Review Board, *Reading Research Quarterly*, USA (2001 to 2006)
- Member of Editorial Board, *International Journal of Learning*, AUS (2004 onwards)
- Member of Editorial Board, *International Journal of Technology, Knowledge and Society*, Australia (2004 onwards)
- Member of Editorial Board, *e-Learning*, UK (2003 to present)
- Member of Editorial Board, *Forum Crítico da Educação* (Trans: *Critical Forum of Education)*, Brazil (2002 to 2005)
- Member of the Editorial Board, *Re-Open: Research in Open and Distance Learning,* Australia (1999 to 2000).
- Member of the Editorial Board, *Taboo: Journal of Culture and Education*, USA (1997 to present).
- Book Reviews Editor, *Critical Forum: International Journal of Adult Literacies and Learning*, Australia (1994 to 1999).

Other editorial roles

- Associate Editor, *International Journal of Learning*, volume 11, 2005.
- Associate Editor, *International Journal of Technology, Knowledge and Society*, volume 11, 2005.

Invited Referee for Academic Journals

- *Australian Journal of Language and Literacy*
- *Contemporary Issues in Early Childhood* (UK)
- *Journal of Educational Computing* (USA)
- *Discourse: The Journal of Educational Studies* (Australia)
- *Asia-Pacific Journal of Teacher Education & Development* (Hong Kong)
- *Teaching Education* (USA)
- *Ethnicities* (UK)

- *Globalisation, Societies and Education* (UK)
- *Popular Communication* (USA)
- *Reading Research Quarterly* (USA)
- *Anthropology & Education Quarterly* (USA)
- *Education, Communication and Information* (UK)
- *International Journal of Inclusive Education* (CAN)
- *Pedagogies: An International Journal* (Singapore)
- *International Journal of Educational Research* (UK)

International Advisory Board Roles

- Annual International Conference on Learning (see, for example: learningconference.com)
- Annual International Conference on Technology, Knowledge and Society (see for example: www.Technology-Conference.com)

Other Academic Reviewer Roles

- Proposal reviewer for Division G: Social Context of Education; Section 3: Social Context of Multiple Languages and Literacies. The American Educational Research Association (for 2007 Annual Meeting, Chicago).
- Proposal reviewer for the National Research Conference, Area 7: Social, Cultural and Political issues of Literacy Practices in School and Out of School (for 2005 annual meeting, Miami).
- Proposal reviewer for the National Research Conference, Area 10: Literacy and Technology/Media (for 2005 annual meeting, Miami).
- Proposal reviewer for the National Research Conference, Area 7: Social, Cultural and Political issues of Literacy Practices in School and Out of School (for 2004 annual meeting, San Antonio).
- Proposal reviewer for the National Research Conference, Area 10: Literacy and Technology/Media (for 2004 annual meeting, San Antonio).
- Proposal reviewer for Division C, Section 1: Literacy and Language Arts. American Educational Research Association, 2002 (for 2003 Annual Meeting, Chicago).
- Proposal reviewer for Division G, Section1: Local Contexts of Teaching and Learning. American Educational Research Association, 2001 (for 2002 Annual Meeting, New Orleans).

Manuscript review role

2006   Invited by Routledge to complete a review of a book manuscript proposed by Jackie Marsh, Muriel Robinson, Rebekah Willett and tentatively titled, *Play, Creativity and Digital Cultures*.

2006   Invited to complete a blind review of a proposal for a book on assessment practices and techniques by McGraw-Hill publishers.

2005   Invited to review a book manuscript written by Jan Nespor by Erlbaum publishers.

Research application review role

2006   Reviewer for the Social Sciences and Humanities Research Council of Canada.

Tenure application review role

2005   International reviewer for Dr. Michael Kehler's tenure application at the University of Western Ontario, Canada.

Book endorsements and other copy

2006   Invited by Erlbaum Publishers to endorse Jan Nespor's book, *Technology and the Politics of Instruction*.

2006   Invited by Open University Press to endorse Len Unsworth, Angela Thomas, Alyson Simpson and Jennifer Asha's book, *Children's Literature and Computer-Based Teaching*.

2005   Invited by Routledge to provide an endorsement blurb for advertising purposes for Jackie Marsh's edited collection, *Popular Culture, Media and Digital Literacies in Early Childhood.*

2005   Invited by Marc Pruyn and Luis Huerta-Charles to endorse their edited collection, *Teaching Peter McLaren* (Peter Lang, New York)

Local Committee Work

2006   Chair of search committee, Department chair. Department of Early Childhood, Elementary & Literacy Education, Montclair State University.

2005   Member of the Middle States re-accreditation subcommittee, Graduate Education and Doctoral Programs, Montclair State University. Invitation from Provost to join this committee.

2005   Member of College of Education and Human Services' Assessment Committee, Montclair State University.

2003-present   Member of College of Education and Human Services' Research Committee, Montclair State University.

2004-present   Co-Chair of Departmental Search Committee for a literacy faculty position, Montclair State University.

2003-2004   Co-Chair of Departmental Search Committee for general elementary position, Montclair State University.

Honor Society membership

- Honorary Member-at-Large, Kappa Delta Pi International Honor Society in Education. Student-nominated invited position. Inducted May 1, 2005.

APPENDIX 1

Selected citations

Knobel, M. (1999). *Everyday Literacies: Students, Discourse and Social Practice*. New York: Peter Lang.

Reviewed in:
> *Harvard Educational Review*, 1999 (69: 2)
> *Australian Journal of Language & Literacy,* 1999 (22: 3)
> *New Zealand Journal of Education Studies*, 1999 (34: 2)
> *Discourse & Society*, 2000 (11: 3).
> *Journal of Literacy Research*. 2000 (32: 1).
> *Anthropology and Education Quarterly,* 2000 (31: 1).
> *Journal of Curriculum Studies*, 2001 (33: 5).

Selected citations of this work in books and refereed journal articles (most of the following are drawn from the Social Sciences Citation Index):

- Honan, E. (2002/2003, December/January). Disrupting assumptions about vernacular education in Papua New Guinea. *Reading Online, 6*(5). Available: http://www.readingonline.org/international/inter_index.asp?HREF=honan/index.html
- Hull, G. and Schultz, K. (Eds.) (2002). *School's Out! Literacy at Home, at Work, and in the Community.* New York: Teachers College Press.
- Rogers, R. (2002). Between contexts: A critical discourse analysis of family literacy, discursive practices, and literate subjectivities. *Reading Research Quarterly*. 37(3): 248-277.
- Moje, E. (2002). Re-framing adolescent literacy research for new times: Studying youth as a resource. *Reading Research and Instruction*. 41(3): 211-228.
- Alvermann, D. (2001). Reading adolescents' reading identities: Looking back to see ahead. *Journal of Adolescent and Adult Literacy*. 44(8): 676-690.
- Englert, C., Berry, R. and Dunsmore, K. (2001). A case study of the apprenticeship process: Anther perspective on the apprentice and the scaffolding metaphor. *Journal of Learning Disabilities*. 34(2): 152-171.
- Hull, G. and Schultz, K. (2001). Literacy and learning out of school: A review of theory and research. *Review of Educational Research*. 71(4): 575-611.
- Beecher, B. and Arthur, L. (2001). *Play and Literacy in Children's Worlds*. Newtown, NSW: Primary English Teaching Association.
- Alvermann, D. and Hagood, M. (2000). Critical media literacy: Research, theory, and practice in "new times." *Journal of Educational Research*. 93(3).
- Moje, E. (2000). "To be part of the story": The literacy practices of gangsta adolescents. *Teachers College Record*. 102(3): 651-690.
- Hagood, M. (2000). New times, new millennium, new literacies. *Reading Research and Instruction*. 39(4): 311-328.
- Alvermann, D. and Hagood, M. (2000). Critical media literacy: Research, theory, and practice in "new times". *Journal of Educational Research*. 93(3): 193-205.

APPENDIX 2
An overview of university-based teaching experience

Courses I am currently teaching at Montclair State University, Montclair, NJ:

Undergraduate course:

READ 400: *Initial Inquiry into Literacy Development*. In this core course, key theoretical and pedagogical dimensions of effective literacy instruction for K-8 classrooms are examined, evaluated and discussed. This course aims at enabling pre-service teachers to develop a theoretically-informed and pedagogically sound repertoire of instructional strategies for teaching a diverse range of students. Subject matter covered includes emergent literacy, phonemic awareness, beginning reading and writing instruction, effective literacy assessment, teaching students who struggle with school literacy, teaching ESL students, critical literacy and technoliteracy. The course also aims at assisting students in recognizing the significance of their own development as critical readers, writers and thinkers.

Graduate courses:

READ 500: *The Nature of Reading*. This required graduate course is designed for pre-service and in-service teachers to examine critically the field of literacy. Emphasis is placed on introducing students to three broad sets of theories that have influenced literacy education in the U.S.: psychological (including psycholinguistics), humanist, and sociocultural theories. In addition, students are introduced to key classroom approaches to literacy education, including emergent literacy, balanced literacy, whole language, critical literacy, new literacies, the NJ Language Arts Literacy Standards, and so on, as well as connections between literacy theory and efficacious classroom practices. The course also examines public policy as it impacts literacy programs followed in most elementary and middle schools in New Jersey. The course also aims at assisting students in recognizing the significance of their own development as critical readers, writers and thinkers.

READ 600: *Contemporary Issues in Reading (New Literacies and New Technologies).* This special seminar course is designed to provide a context in which pre-service and inservice teachers can examine a range of 'new' literacies and consider their relationships to school-based literacy education. Content focuses on (a) exploring why certain literacies are regarded as 'new' literacies, and weighing-up the value of categorizing some literacies as 'new'; (b) analysing these new literacies as social practices and in terms of what one needs to know in order to engage appropriately or 'expertly' in them; and (c) identifying is the potential significance of (any or all) of these 'new' literacies for formal literacy education. This course includes a practical dimension as well, which is addressed in a computer lab setting, using a 'hands-on' approach. The 'new' literacies explored in this course include things like manga-animé, fan fiction, scenario planning, computer game playing, weblogging, text and instant messaging, emailing, internet relay

chat, internet and mobile telephony, web page design and development, podcasting, and so on.

READ 503: *Literature for Adolescents*. This elective course offers background to the development of recreational reading programs in middle schools and high schools. Topics covered include defining adolescent literature, identifying criteria for selecting good quality books, discussing issues to do with censorship and book banning, the role of mass media in the everyday lives of adolescents, engaging with a range of ways for responding to literature in class (e.g., readers' theatre, journaling), engaging with taboo issues in literature, discussing a range of cultural experiences from multiple viewpoints, and the importance of the librarian. Students also engage critically with contemporary constructions of adolescents in the popular media and in the texts currently being written for them to read.

READ 505: *Research Seminar in Reading*. This course provides a forum for advanced students in MSU's Graduate Reading Program to conduct and publicly present a carefully supported, culminating research project or a close critique of a published research report that investigates pressing questions or problems that pertain to literacy learning and/or teaching. The overall aim of this course is to further support students in the Graduate Reading Program in their ongoing development as knowledgeable and self-directed professionals. Emphasis is placed on graduate students becoming well-informed consumers of research who are able to *read* research literature *critically*, and evaluate it according to the quality of the problem and research question posed by authors, the quality of the research design, and the rigor of data analysis and subsequent interpretations. A key goal of this course is to encourage graduate students to regard themselves as active *producers* of research who are able to plan and execute well-designed and worthwhile investigations into some aspect of literacy.

Courses taught at the University of California, Irvine:

2002-2003

Doctoral courses:

ED290/291: *Seminar in Field Research in Education* and *Directed Field Research in Educational Administration*. This course addressed conceptual frameworks and literature relevant to qualitatively researching effective school leadership and management. This course focused on designing, conducting, analyzing and interpreting field research in education with view towards improving school practices. This course was the third in a series of three focusing on field research and focused in particular on data analysis methods. Key categories of data focused on in this course included spoken, written and observed data, and specific data analysis methods included sociolinguistic methods, critical discourse analysis methods, domain and taxonomic analysis, pattern matching, categorical analysis, qualitative content analysis and social semiotic analysis.

ED278: *Studies of Diversity and Inequality in Education*. This seminar course examined

the relationships among individual diversity, social inequality, and education. These relationships were examined by means of sustained analysis of Latino/a literacy practices at school and home, and their education experiences and attainment opportunities at school. Latino/a students by far comprise the largest single ethnicity in California schools at present and as such, require close attention by California educators. Students studied the ways in which differences in socioeconomic status, race, culture, and gender shape educational experiences and impact education outcomes and opportunities. This course addressed issues such as social reproduction mechanisms, education access for marginalized groups, and social mobility opportunities, among others. In particular, students focussed on the *politics of literacy* and *critical pedagogy* as one approach to examining and critiquing education inequities.

ED276: Studies of School Finance and Political Economy. The goal of this course was for students to develop keen insights into the complexities associated with the structural and social location of education within a context of globalization. The course engages with fundamental fiscal concepts and relationships applied to formal schooling, and topics include globalization, the shift from industrial to knowledge economies, new technologies, equity and inequalities in resource allocation, the politics of school finance, public versus private-sector supply of schooling, and so on. This class operates on a seminar model, with students required to read, analyze and critique set texts, and to discuss in class insights gained from these activities. My responsibilities include supporting, fomenting and monitoring discussion, and supplementing readings with current event items from local and other newspapers, with multimedia (e.g., video documentaries, video-streamed guest speakers located in other countries, relevant websites).

Undergraduate course:

ED50: Origins, Purposes, and Central Issues in K-12 Education (undergraduate foundation or general education course). The goal of this introductory course was for students to engage with and think critically about the political, social and economic roles played by formal education within the U.S. Content focuses in particular on a range of education issues, including: equitable education attainment opportunities for all students, multicultural education, school funding and associated problems, historical and current segregation and tracking in schools, new technologies and academic achievement, and the like. These issues were problematized within a context of globalization, which includes engaging students in thinking about the current changing nature of knowledge, learning and the role of formal schooling. Introductory courses to American education tend to be largely abstract in nature; however, I deliberately made practical links to classroom and school practices wherever possible, and draw on my own research experiences and findings within U.S. schools and elsewhere—along with research conducted by others—to ground the course in everyday classroom complexities. Within the Department, the conduct of this foundation course is left to the discretion of the course teacher to develop. Therefore, I am responsible for designing course content, setting required texts and delivering the content by means of multimedia resources, classroom-based activities and dilemmas

for students to engage with, relevant articles from local and national newspapers, and the like. Enrollment was approximately 100 students per class, and informal, spontaneous student feedback was extremely positive and encouraging, with students telling me that they both enjoyed the class and learning much about education in the U.S. Indeed, students from these classes continue to keep in touch and many have subsequently gone on to careers in education themselves.

Courses taught for the University of Mount Saint Vincent, Halifax, Nova Scotia, in Corner Brook, Newfoundland, Canada:

July, 2005

Teachers Research and Literacy Education: New Texts, New Literate Practices (M.Ed. Summer Institute): The course engaged students in exploring and evaluating research literature concerned with the theme of "New Texts and New Literate Practices" with a view to better informing classroom practice, as well as their response to policy mandates concerning literacy and teaching. This course aimed at teaching students how to *read* research literature critically and ways of using research that stands up to scrutiny within their everyday work as teachers. 45 stduents.

July, 2004

Boys, Literacy and Schooling: A Research Perspective (M.Ed. Summer Institute): This course explored and evaluated research literature concerned with the theme of "Boys, Literacy and Schooling" with a view to informing participants' teaching practice by considering implications of theory and research for teaching and learning in schools. The course examine the "moral panic" associated with essentialist perspectives on the boys and literacy "issue", problematized the debates concerning boys, literacy and schooling, and engaged students in working towards a transformative approach to literacy education. 45 students.

Course taught at the University of British Columbia, Vancouver, Canada:

July, 2001

LLED 565A/951 (Postgraduate): New Literacies: Making Multiple Meanings. (Special Course in Subject Matter Field). This intensive course examined new approaches to conceptualizing literacy and literacy research. It introduced students to practical methods for critiquing, teaching and researching new media literacies (e.g., visual literacy)—especially media literacies found in popular youth culture—and to sociocultural conceptions of literacy and the New Literacy Studies approach to research (e.g., D/discourse analysis). The course placed special emphasis on socially

just approaches to understanding literacy pedagogy and research. I was responsible for designing and delivering the course.

Courses taught at the University of Nevada, Las Vegas:

June-July, 2001

ICG 726 Foundations of Literacy Learning (Masters level course). This course was a survey of key theories and historical trends in literacy education. I was responsible for designing course structure and key content delivery (although the course itself had run for some years, the introduction of a new textbook called for a revamp of the course syllabus). Content covered four distinct pedagogical approaches to literacy education: skills-based (including phonemic awareness approaches), whole language approaches, genre and functional grammar, and critical literacy approaches. Corresponding theories were also addressed (e.g., psycholinguistics, systemic functional linguistics, critical theory, sociocultural theory, reader response theory, and so on).

ICG 445 Instruction and Assessment of Reading and Writing I (Undergraduate level course). This course was an introduction to contemporary methods of teaching and assessing reading and writing within K-6 classrooms. Content included introducing students to and engaging them in key pedagogical strategies (e.g., the writing process, phonemic awareness teaching strategies, spelling instruction, grammar instruction, critical literacy). Students were also engaged in learning about and using a range of literacy assessment tools and techniques. These included summative, state-mandated assessment tools (e.g., word recognition, spelling and comprehension standardized tests), as well as a range of formative, portfolio-based approaches to literacy assessment (e.g., reading inventories, reading and writing attitude surveys, running records and miscue analysis).

Courses taught and responsibilities at Queensland University of Technology:

15 week semester-long courses, 1996-1998.

Undergraduate courses

Classroom Language Programming and Assessment (Undergraduate level). Course content focussed on literacy curriculum development, pedagogy and assessment for elementary school grades. I was responsible for writing and coordinating the course (100-200 students per year), including selecting course content and delivery options (e.g., workshops, tutorials, lectures). There was a strong emphasis on literacy across the curriculum approaches, on emergent literacy pedagogy, on new literacies, on linking theory and practice, and on instructing teacher education students in how to best teach linguistically and culturally diverse classes.

Language and Literacy I (Undergraduate level). This was a foundation course in elementary school language and literacy education. In Australia, literacy education involves teaching children how to read, write, speak, listen and watch/view—all five dimensions were addressed within this course. I was responsible for leading tutorial groups and presenting lectures on teaching primary school students to write effectively (which included critical literacy and functional grammar approaches to writing instruction). The total class generally averaged 300 students per semester.

Language and Literacy II (Undergraduate level). This was the second of four compulsory courses in elementary school literacy education. I was responsible for developing course content and structure, coordinating the course, delivering weekly lectures, and conducting tutorials. The total class generally averaged 300 students per semester.

English as a Second Language/Languages Other Than English Foundation (Undergraduate foundation course). This course introduced prospective elementary school teachers to a range of theoretical and policy positions on English as a Second Language and Languages other than English Education within Australia. Students were also engaged in discussing and working through issues concerning multilingual education, cultural diversity and inequity, inequitable education opportunities and outcomes and their relationship with family income, ethnicity or cultural heritage and language, and gender. I was responsible for delivering lectures on language and power, and on multiculturalism and the media, as well as conducting workshops on these topics. This course averaged 400 students per semester.

Writing in Classrooms (Distance Education course for the Bachelor of Education degree for teachers already in service). I was responsible for coordinating this course and monitoring students' progress from a distance. This course averaged 25-30 students per semester.

Language and Literacy I & II (Graduate Diploma of Education degree level). These two courses were condensed versions of the corresponding undergraduate courses described earlier. I was responsible for leading tutorials in literacy pedagogy, curriculum content, assessment, and program or curriculum development. Content focussed on emergent literacy pedagogy, social justice issues, literacy across the curriculum, and using theory to inform effective pedagogy.

Graduate courses

Investigating Literacy in Classroom Settings (Masters level course). This course focussed on a range of qualitative approaches to literacy research. I was responsible for teaching sociolinguistic and ethnographic approaches. This course averaged 25 students per semester.

Second Language Programming and Methodology (Masters level course, TESOL specialization). I was responsible for lecturing on critical literacy and second language teaching methodologies. This class averaged 35 students per semester.

Literacy and New Technologies (Distance Education Course, Masters level). This distance education course was delivered by means of web-based materials and email-based interactions and correspondence. I was responsible for writing and coordinating the Critical Literacy and Digital Texts module. This course averaged 30 students per semester.

Advanced Seminars in Interdisciplinary Studies of Education (Doctoral level). I was responsible for teaching data management strategies, a range of data analysis techniques, and literature review management strategies. This course averaged 25 students per semester.

Advanced Seminars on Qualitative Research Methodology (Doctoral and Masters level). This course re-introduced students to a wide range of qualitative research designs (e.g., case study, ethnography) and methods (e.g., interviewing, observation) for conducting education research. I was responsible for teaching data collection and management strategies, data analysis techniques and for reading and responding to student papers. This course averaged 25 students per semester.

Units written and other responsibilities at Central Queensland University:

English Curriculum Pedagogy I and II (units codes 48312 and 48411 respectively). I was hired as a consultant to completely rewrite two compulsory undergraduate literacy courses for the Bachelor of Education degree (and which at CQU includes both internal and external students). These two units were the only compulsory units where teacher education students at CQU have the opportunity to learn how to teach elementary school students to be effectively literate. As such, both units are considered by the Education and Creative Arts Faculty to be crucial course offerings.

During 1999-2000, I was a Consulting Professor and Materials Developer for the Graduate School of Education, Central Queensland University. I was employed to develop specialized materials to the conduct of educational research for postgraduate students. Topics included:

- *Developing systematic records of reading*
- *Approaches to text analysis*
- *Theoretical assumptions*
- *Reviewing the literature*

Programs/seminars taught and responsibilities at the National Autonomous University of México:

1999   Métodos de Investigación Cualitativa, Facultad de Humanidades (Methods of qualitative investigation, Faculty of Humanities, with Colin Lankshear). Semester 1. Conducted in Spanish.

2000   La invención cotidiano de Michel de Certeau, Facultad de Humanidades (The everyday practice of Michel de Certeau, Faculty of Humanities, with Colin Lankshear). Semester 2. Conducted in Spanish.