

**Kristy A. Brugar, Ph.D.**  
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## EDUCATION

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Michigan State University, E. Lansing, MI Ph.D.  
**Emphasis Area:** Curriculum, Instruction, and Teacher Education: history/social science education  
**Dissertation Title:** *What Difference Does Curricular Integration Make? An Inquiry of Fifth Graders' Learning of History Through the Use of Literacy, and Visual Arts Skills*

The George Washington University, Washington, D.C. M.Ed., Secondary Education

The University of Michigan, Ann Arbor, MI B.A., History

## PROFESSIONAL EXPERIENCES

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**Chair, Department of Instructional Leadership and Academic Curriculum** July 2020-present

**Acting/Interim Chair, Department of Instructional Leadership and Academic Curriculum**  
September 2019-June 2020

**Professor,** Jeannine Rainbolt College of Education, University of Oklahoma 2023-present

**Associate Professor,** Jeannine Rainbolt College of Education, University of Oklahoma 2018-2023

**Assistant Professor,** Jeannine Rainbolt College of Education, University of Oklahoma 2014-2018

**Assistant Professor,** College of Education, Wayne State University 2012-2014

**Teaching Assistant,** College of Education, Michigan State University 2007-2012

**Research Assistant,** College of Education, Michigan State University 2009-2011

**Adjunct Lecturer,** College of Education Wayne State University, Detroit, MI 2006-2012

**Special Lecturer,** Department of Teacher Development and Educational Studies & Department of Professional Development, Oakland University, Rochester, MI 2002-2012

**Social Science Teacher/Subject Coordinator, Cranbrook Schools, Bloomfield Hills, MI 1999-2007**  
Taught American Studies I, Health, Writing, and Computers in single-gender environment (boys)  
Oversaw curriculum and budget for two middle schools (6 faculty)  
Served on All School Curriculum Committee

**Social Studies Teacher, Howard County Public Schools, Ellicott City, MD 1996-1999**  
Taught Eastern Hemisphere Geography (6<sup>th</sup> grade), Western Hemisphere Geography (7<sup>th</sup>), and United States History (8<sup>th</sup>)

### **Doctoral Committee Chair**

Amy Allen, *Embodied Knowing in Teacher Education: Factors that Lead to Teacher Agency* (December 2021).

Lindsey Williams, *Social Justice in Urban Secondary Studies Studies Classrooms: Pedagogy and Beyond* (May 2021).

Kamiar Mehrabian, coursework in progress

Jillian O'Connor, coursework in progress

### **Masters Committee Chair**

Ana Victoria Ruiz-Bautista (May 2023)

Kamrin Ratcliff (May 2022)

Jacob Blackwell (December 2021)

Tyler Dettmann (December 2018)

Sarah DeWitt (May 2020)

Danielle Eaves (May 2018)

Kristina Gipson (May 2018)

Grace Ladd (May 2021)

Justin McLeckie (December, 2023)

Kamiar Mehrabian (May 2018)

Courtney Moore (December 2017)

Jillian O'Connor (December 2020)

Sarah Percy (May 2023)

Kamrin Ratcliff (May 2022)

Dalton Savage (December 2019)

## **SCHOLARLY WORK**

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### **Referred Articles**

#### ***National/International***

Bronstein, E., Brugar, K.A., & Nowell, S. (2023) All is not OK in Oklahoma: A content analysis of standards legislation. *The Clearing House: A Journal of Educational Strategies Issues and Ideas*, 96(1), 33-40.

Brugar, K.A. (2023) Everything is L.O.C.A.L.! Making curricular connections that are close to home. *Social Studies and the Young Learner*, 36(2), 17-21.

Brugar, K.A. (2023). The possibilities of teaching the past: Fifth grade teachers' decisions about history instruction. *Social Studies Research and Practice*, 18(3), 181-197.  
<https://doi.org/10.1108/SSRP-12-2022-0035>

Brugar, K.A., Roberts, K.L., Allen, A., Ratcliff, K., & Capps, C. (2023). Preparing the expert novice: Core practices for implementing blueprints for inquiry design. *Journal of Teacher Education* 74(5), 495-507. <https://doi.org/10.1177/00224871231202956>

Brugar, K. A., & Roberts, K. L. (2022). *Using inquiry to channel the natural curiosity of all students*. [Blog Post for Edutopia, published by the George Lucas Educational Foundation]. Retrieved from:  
<https://www.edutopia.org/article/using-inquiry-channel-natural-curiosity-all-students>

Roberts, K.L. & Brugar, K.A. (2022). Using verbal protocol to examine construction of meaning from social studies texts. *Journal of Social Studies Research*, 46(2), 135-151  
<https://doi.org/10.1016/j.jssr.2021.05.005>

Whitlock A. M. & Brugar, K.A. (2022). Historical fiction and its commonplace in classrooms. *The History Teacher*, 56(1), 77-102.

Brugar, K.A. & Whitlock, A.M. (2020). Explicit and implicit social studies: Exploring the integration of social studies experiences in two elementary classrooms. *Canadian Social Studies*, 51 (2), 2-21.

Brugar, K.A. & Whitlock, A.M. (2020). Thank you, Reviewer 2! You got us thinking about . . .  
*Curriculum and Teaching Dialogue* 22(2), 287-290.

- Roberts, K.L., Meyer, C.K., Brugar, K.A., & Jimenez, L.A. (2020), Integrative and illustrative: Multimodal acquisition, comprehension, and composition. *Middle School Journal*, 51(4), 9-17.
- Brugar, K.A. (2019) Inquiry by the book: Using children's nonfiction as mentor texts for inquiry. *The Social Studies*, 110 (4), 155-160.
- Brugar, K.A. & Whitlock, A.M. (2019) "I like . . . different time periods:" Teachers and historical fiction. *Social Studies Research and Practice*, 14(1), 78-97.
- Whitlock, A.M. & Brugar, K.A. (2019) "Snack Time" social studies: Observations of social studies instruction in unstructured spaces. *Journal of Social Studies Research*, 43(3), 229-239 DOI: [10.1016/j.jssr.2018.09.007](https://doi.org/10.1016/j.jssr.2018.09.007)
- Brugar, K.A. (2018). Learning and teaching in a visual world: Elementary teacher candidates use of visual materials. *Curriculum and Teaching Dialogue* 20(1), 1-14.
- Brugar, K.A. & Roberts, K.L. (2018). Challenges in reading informational texts: Reading the words and the world. *Journal of Social Studies Research*, 42, 49-59. DOI: [10.1016/j.jssr.2017.02.001](https://doi.org/10.1016/j.jssr.2017.02.001)
- Brugar, K.A. & Whitlock, A.M. (2018) How "social studies" are the social studies skills? An analysis of the essential social studies skills and strategies. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 91(3), 111-117. DOI: [10.1080/00098655.2017.1418129](https://doi.org/10.1080/00098655.2017.1418129)
- Brugar, K.A. (2017) "We don't have students color maps anymore . . ." A survey of social studies teachers use of visual materials. *Journal of Visual Literacy*, DOI: <http://dx.doi.org/10.1080/1051144X.2017.1397380>
- Brugar, K.A. & Clabough, J.C. (2017). A life-long quest for justice: Exploring *Korematsu v. United States* with the inquiry arc. *Middle Level Learning*, 60, 2-12.
- Brugar, K. A. & Roberts, K. L. (2017). Seeing is believing: Promoting visual literacy in elementary social studies. *Journal of Teacher Education*, 68(3), 262-279. DOI: [10.1177/0022487117696280](https://doi.org/10.1177/0022487117696280)
- Brugar, K.A., Roberts, K.L., Jimenez, L.M., & Meyer, C.M. (2017). More than mere motivation: Learning specific content through multimodal narratives. *Literacy Research and Instruction*, 1-26. DOI: [10.1080/19388071.2017.1351586](https://doi.org/10.1080/19388071.2017.1351586)
- Jimenez, L.M., Roberts, K.L., Brugar, K.A., Meyer, C.M., & Waito, K. (2017). Moving our can(n)ons: Towards an appreciation of multi-modal texts in the classroom. *The Reading Teacher*, 71(3), 363-368. DOI: 10.1002/trtr.1630
- Roberts, K.L & Brugar, K. (Winter, 2017) The three r's: Reading, (w)riting, and researching through multi-genre projects. *Social Studies Research and Practice*, 12(1), 42-55. DOI: <https://doi.org/10.1108/SSRP-03-2017-0005>
- Roberts, K.L., & Brugar, K.A. (2017). The view from here: Development of visual literacy in the social studies. *Reading Psychology*, 38(8), 733-777.
- Whitlock, A.M. & Brugar, K.A. (2017). How does a cowboy make his money? Using student curiosities to further elementary school inquiries. *The Social Studies*, 108(3), 79-86. DOI: [10.1080/00377996.2017.1324390](https://doi.org/10.1080/00377996.2017.1324390)

- Brugar, K. (2016). *30 for 30: An inquiry into sports documentaries to engage in social history. The History Teacher, 49(2), 285-299.*
- Brugar, K.A. (2016). Teaching social studies/history to elementary school students through a discipline-specific approach. *Journal of Education, 196(2), 101-114.*
- Brugar, K. (2015). Children as civic agents. *Social Studies and the Young Learner, 27(4), 5-10.*
- Brugar, K. (2015). Understanding the local to become global: Case studies of teaching and learning abroad. *Journal of International Social Studies, 4(2), 23-36.* Retrieved from <http://www.iajiss.org/index.php/iajiss/issue/current>
- Brugar, K.A. & Roberts, K.L. (2014). Timelines: An opportunity to meet standards through textbook reading. *The Social Studies, 105(5), 230-236.*
- Roberts, K. L., Brugar, K.A., & Norman, R.N. (2014). Finding Picture Perfect Graphical Devices: An Evaluation Tool. *The Reading Teacher, 68(4), 312-318.*
- Roberts, K.L. & Brugar, K. (2014). Navigating maps to support comprehension: When textbooks don't have GPS. *The Geography Teacher, 11(4), 149-163.*
- Brugar, K.A. & Dickman, A.H. (2013). Oh say can you see: A case of visually incorporating American symbols in a fifth-grade classroom. *Social Studies and the Young Learner, 25(4), 17-22.*
- Brugar, K., Halvorsen, A., & Hernandez, S. (2013). Where are the women? A classroom inquiry into the representation of women in textbooks. *Social Studies and the Young Learner, 26(3), 28-31.*
- Cohen, S. & Brugar, K. (2013). I want that . . . and we all got much more: A case study of "flipping" the classroom. *Middle Ground, 12-13.*
- Brugar, K. (2012). Empowering students through history: *The Giver* as a metaphor and preparation for studying history in the middle and high school classroom. *The History Teacher, 46(1), 85-94.*
- Brugar, K. (2012). Thinking beyond field trips: An analysis of museums and social studies learners. *Social Studies Research and Practice, 7(2), 32-49.*
- Halvorsen, A., Duke, N.K., Brugar, K., Block, M., & Strachan, S. (2012). Narrowing the Achievement Gap in Second-Grade Social Studies and Content Area Literacy: The Promise of a Project-Based Approach. *Theory and Research in Social Education, 40 (3), 198-229.*
- Brugar, K. (2004). Lewis and Clark: An interdisciplinary unit. *Middle Level Learning, 19(2), M3-M7.*
- Regional/State**
- Brugar, K.A. (2022) My summer vacation: An exploration into teachers' professional development choices. *The Great Lakes State Social Studies Journal, 2(2), 11-19.*
- Brugar, K.A. (2022) What is happening in America? And, what should we do about it?: Creating photo essays of the early 20th century. *Teaching Social Studies, 22(2), 97-103.*
- Brugar, K.A. & Roberts, K.L. (2021) What were they thinking?! Student-centered discussions to build understanding. *The Great Lakes State Social Studies Journal, 1(2), 56-60.*
- Whitlock A.M. & Brugar, K. (2020) Revisiting *Woods Runner*: Introducing the A.R.C. rubric to evaluate narratives for the social studies classroom. *Iowa Journal of Social Studies, 28(1), 139-157.*

- Brugar, K. A. (Spring, 2017). Making use of the margins: Exploring historical paintings in textbooks. *The Texan*, 35-38.
- Brugar, K.A., Williams, L.A., & Giberti, P. (Spring, 2017). The five e book club: Building community and facilitating inquiry. *Oregon Journal for the Social Studies*, 5(1), 73-84.
- Brugar, K. (2015). Clashing cultures in conversations: Engaging students in the study of the convergence of three civilizations. *The Councilor*, 76(1), 1-11.
- Brugar, K. (2015). Thinking historically through the use of an American Revolution text set: Promoting content area reading in history, *The New England Journal of History*, 72(1), 102-121.
- Brugar K. & Roberts, K.L (2015). Let's table it: Using tables to reflect on informational reading. *Oregon Journal for the Social Studies*, 3(2), 31-43.
- Brugar, K. (2013). Power of one: Biographies of individuals that had a global impact. *Ohio Social Studies Review*, 50(1), 8-14.

### **Book and Book Chapters**

- Tarabochia, S.L., Brugar, K.A., & Ward J.A. (2023). *Real runners write: How a women's running group supports well-being in the academy* (p. 87-104). In N. Lemon (Ed.) *Creative expression and wellbeing in higher education: Making and movement as mindful moments of self-care*.
- Brugar, K. A. & Savage, D. C. (2022). I walk for . . . (p. 139-152). In N.C. Patterson & P.T. Chandler (Eds.) *At the schoolhouse gate: Teacher and student perspectives on voice and choice in schools*. Charlotte, NC: Information Age Publishing.
- Brugar, K. A., & Roberts, K. L. (Eds.). (2021). *Real classrooms, real teachers: The C3 inquiry in practice*. Charlotte, NC: Information Age Publishing.
- Brugar, K. A., & Roberts, K. L. (2021). Introduction (p. 3-6). In K. A. Brugar & K. L. Roberts (Eds.) *Real classrooms, real teachers: The C3 inquiry in practice*. Charlotte, NC: Information Age Publishing.
- Roberts K. L. & Brugar, K. A. (2021). How to use this book (p. 7-9). In K. A. Brugar & K. L. Roberts (Eds.) *Real classrooms, real teachers: The C3 inquiry in practice*. Charlotte, NC: Information Age Publishing.
- Brugar, K. A. (2021). Centering history instruction around primary sources (p. 33-45). In K. A. Brugar & K. L. Roberts (Eds.) *Real classrooms, real teachers: The C3 inquiry in practice*. Charlotte, NC: Information Age Publishing.
- Brugar, K. A., & Roberts, K. L. (2021). Dimension 2: Applying disciplinary concepts and tools p. 49-52). In K. A. Brugar & K. L. Roberts (Eds.) *Real classrooms, real teachers: The C3 inquiry in practice*. Charlotte, NC: Information Age Publishing.
- Roberts K. L. & Brugar, K. A. (2021). Concepts and tools, geography: Mapping the Constitutional Convention (p. 77-86). In K. A. Brugar & K. L. Roberts (Eds.) *Real classrooms, real teachers: The C3 inquiry in practice*. Charlotte, NC: Information Age Publishing.
- Ratcliff, K., Roberts K. L., & Brugar, K. A. (2021). Conclusion (p. 165-168). In K. A. Brugar & K. L. Roberts (Eds.) *Real classrooms, real teachers: The C3 inquiry in practice*. Charlotte, NC: Information Age Publishing.
- Brugar, K.A. (2021) *Searching for Sarah Rector: Exploring gender, race, and local history* (p. 191-199). In R. Evans (Ed.), *Handbook on teaching social issues* (2<sup>nd</sup> ed.). Information Age Press.

- Hill, C. A. & Brugar, K.A. (2020) *Dreamland Burning* (p. 103-114). In V. Malo-Juvera and P. Greathouse (Eds.), *Breaking the taboo with young adult literature*. Rowman & Littlefield.
- Meyer, C.K., Mahalingappa, L., & Brugar, K.A. (2019) Thinking inside the box: Using graphic novels to support English Language Learners in the social studies classroom (p. 311-325). In L. C. de Oliveira, K. M. Obenchain, R. H. Kenney, & A. W. Oliveira (Eds.), *Approaches to teaching the content areas to English Language Learners in secondary schools*. Springer International.
- Missias, M.T. & Brugar, K.A. (2018). Entrepreneurship (p. 261-272). In D. G. Krutka, A. M. Whitlock, & M. Helmsing. *Keywords in the social studies: Concepts and conversations*. Peter Lang Publishing.
- Brugar, K.A. (2017) *Denied, Detained, Deported* (p. 127-132). In A. S. Libresco, J. Balantic, and M. Battenfeld (Eds.), *Notable Books, Notable Lessons*. Libraries Unlimited.
- Brugar, K.A. (2017). Picturing social studies (p. 223-226). In S.G. Grant, J. Lee, K. Swann (Eds.) *Teaching social studies: A methods book for methods teachers*. Information Age Press.
- Whitlock, A, Brugar, K.A., & Halvorsen, A. (2015). Overcoming problems of marginalization by reimagining elementary social studies programs (p. 167-187). In A. R. Crowe and A. Cuenca (Eds.) *Rethinking social studies teacher education for 21st century citizenship*. Springer International.

### **Scholarship Under Review**

- Brugar, K.A. *Elevating women's histories using picture book biographies in elementary classrooms* (under review)
- Brugar, K.A., Roberts, K.L., & Cuenca, A. *Inquiry on inquiry: Examining student actions required in elementary inquiry design models* (accepted, November 2023)
- Brugar, K.A. & Whitlock, A.M. *Confronting not avoiding: Teaching the history of reproductive rights using young adult literature* (under review)
- Brugar, K.A. & Whitlock, A.M. *Inquiry by the book: Teaching historical fiction with the inquiry design model* (full book manuscript submitted May 2023)
- Brugar, K.A. & Whitlock, A.M. An inquiry into the history of reproductive rights: *Jane Against the World: Roe v. Wade the Fight for Reproductive Rights* (accepted January 2023)
- Roberts, K.L., Brugar, K.A., & Cuenca, A. *Inquiry at its core: A content analysis of inquiry design models* (accepted, February 2023)

### **Professional Publications (Invited)**

- (2023). Carter G. Woodson awards, 202. *Social Education* 87(3), 164-167.
- (2022). Septima Clark awards, 2022. *Social Education* 86(3), 164-167.
- (2021). Septima Clark awards, 2021. *Social Education* 85(3), 163-166.
- (2020). Carter G. Woodson awards, 2020. *Social Education* 84(3), 161-163.
- Brugar, K.A. (2020). More accessible history through literacy. *Michigan Reading Journal*, 52(3), p. 73.
- (2019). Carter G. Woodson awards, 2019. *Social Education* 83(3), 151-154.

- Brugar, K. A., & Whitlock, A. M. (2019). Literacy AND social studies across the curriculum: Interdisciplinary opportunities for literacy, social studies, and inquiry. *Michigan Reading Journal*.
- Brugar, K.A. (2018). Exploring human rights and civic action through children's trade books (p. 67-82). In J.C. Clabough and T. Lintner (Eds.), *No Reluctant Citizens: Teaching Civics in K-12 Classrooms*. Charlotte, NC: Information Age.
- (2018). Carter G. Woodson awards, 2018. *Social Education* 82(3), 155-57.
- (2017). Carter G. Woodson awards, 2017. *Social Education* 81(3), 181-183.
- Hill, C. A. & Brugar, K.A. (2017) Promoting inter/disciplinary literacy practices: Comics as triggers for inquiry (p. 35-42). In P. Greathouse, B. Eisenbach, and J. Kaywell (Eds.), *Adolescent Literature as a Complement to the Content Areas*. Lanham, MD: Rowman & Littlefield.
- (2016). Carter G. Woodson awards, 2016. *Social Education* 80(3), 157-159.
- Brugar, K.A. (2016). Getting students talking. *History Matters!* 28(5).
- (2015). Carter G. Woodson awards, 2014-2015. *Social Education* 79(3), 143-146.
- (2014). Notable social studies trade books for young people, 2014. Supplement to *Social Education* 78(3), 1-16
- Brugar, K. & Wrobel, D. (2014). The Post-TAH Future: Constrained Horizons or a Landscape of Possibilities? *History Matters!* 27(2). Retrieved from <http://www.nche.net/pages/history-matters/october-2014---brugar-and-wrobel>
- Crawford-McKinney, K. & Brugar, K. (2014). My Take/Your Take: Book Dialogues: *We are all born free: The Universal Declaration Of Human Rights in pictures*. *World of Words*. Retrieved from <http://wowlit.org/catalog/9781845076504/>
- Crawford-McKinney, K. & Brugar, K. (2014). My Take/Your Take: Book Dialogues: *Nelson Mandela*. *World of Words*. Retrieved from <http://wowlit.org/catalog/9780061783746/>
- Crawford-McKinney, K. & Brugar, K. (2014). My Take/Your Take: Book Dialogues: *Open the door to liberty*. *World of Words*. Retrieved from <http://wowlit.org/catalog/9780618605705/>
- (2013). Notable social studies trade books for young people, 2013. Supplement to *Social Education* 76(3), 1-16.
- Brugar K. (2013). Teaching interwar intersections through analysis of visual material. *History Matters* <https://www.nche.net/pages/history-matters/history-matters---september-2013---all-articles>
- Halvorsen, A., Alleman, J., & Brugar, K. (2013). *Integration of literacy and social studies*. In B. M. Taylor and N. K. Duke (Eds.), *Handbook on Effective Literacy Instruction*. New York: Guilford Press.
- Brugar, K. (2012). George Bellows: Painter wit a Punch! *Childhood Education* 88(5).
- Brugar, K. (2012). Brothers at bat: The true story of an amazing all-brother baseball team. *Childhood Education* 88(4).

(2012). Notable social studies trade books for young people, 2012. Supplement to *Social Education* 76(3), 1-16.

### **Published Instructional Materials**

Brugar, K.A. (2015). Finding cross-curricular inspiration with ReadWriteThink.org.

*ReadWriteThink.org: Community Stories*. Retrieved from

<http://www.readwritethink.org/about/community-stories/finding-cross-curricular-inspiration-56.html>

Brugar, K.A. & Roberts, K.L (2015). Captioning the civil rights movement: Reading the images, writing the words <http://www.readwritethink.org/classroom-resources/lesson-plans/captioning-civil-rights-movement-31145.html>

Brugar, K.A. & Roberts, K.L. (2014). Teaching and learning with maps: Improve-a-Text. *The Geography Teacher* 11(4), 164-167.

Brugar, K. (2011). *Paths to peace*. Ann Arbor, MI: Artrain.

Brugar, K. (2011). *Teaching a high school social studies lesson using visual arts to promote historical discussion*. "Planning for Discussions," Launch Into Teaching: Partnerships to Support Teacher and Student Learning, Michigan State University.

Brugar, K. (2011). *Planning for discussions*. Launch Into Teaching: Partnerships to Support Teacher and Student Learning, Michigan State University.

Brugar, K. (2011). *Role of the teacher/role of the students*. Launch Into Teaching: Partnerships to Support Teacher and Student Learning, Michigan State University.

Brugar, K. (2008). NCSS notable books: On the town. *Social Studies Research and Practice*, 3(3), 101-107.

Baker, M., Brugar, K., Johnson, C., & Mater, M. (2004). *American trailblazers*. Dearborn, MI: The Henry Ford.

Caldie, C. & Brugar, K. (2004). *Concepts across the curriculum: Volunteerism*. Alexandria, VA: Public Broadcasting System.

Brugar, K. (2003). *Japan: Memoirs of a secret empire: Classroom guide*. Washington, D.C. Devillier Donegan Enterprises.

Brugar, K. (2003). *Lawrence of Arabia: Classroom resources*. Washington, D.C. Devillier Donegan Enterprises.

Brugar, K. (2003). *Martin Luther: Classroom resources*. Washington, D.C. Devillier Donegan Enterprises.

Brugar, K. (2002). *Concepts across the curriculum: Citizenship*. Alexandria, VA: Public Broadcasting System.

Brugar, K. (2002). *Concepts across the curriculum: The western frontier*. Alexandria, VA: Public Broadcasting System.

Brugar, K. (2002). *NOW with Bill Moyers. Global women and poverty*. New York: Public Affairs Television.

## PRESENTATIONS

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### ***Referred***

Allen, A., Brugar, K., & Roberts, K. L. (November, 2023). *Preparing the expert novice: Core practices for implementing blueprints for inquiry design*. College and University Faculty Assembly College, Nashville, TN.

Hostetler, A. . . . Brugar, K. (November, 2023). *Teaching history with young adult literature*. College and University Faculty Assembly College, Nashville, TN.

Kaka, S. . . . Brugar, K. (November, 2023). *Cacophony at the state house: Stories of faculty activism in troubled times*. College and University Faculty Assembly College, Nashville, TN.

Mungar, A. . . . Brugar, K. (November, 2023). *Seeking comfort and protecting energy through non-work*. College and University Faculty Assembly College, Nashville, TN.

Brugar, K.A. & Whitlock, A.M. (April, 2023). *I Survived: Teaching inquiry*. Michigan Council for Social Studies. Traverse City, MI.

Bronstein, E., Brugar, K.A., & Nowell, S. (April, 2023). All is not OK in Oklahoma: A content analysis of standards legislation. American Educational Research Association, SIG-Social Studies Research. American Educational Research Association, Chicago, IL.

Brugar, K.A., Bronstein, E., & Nowell, S. (April, 2023). In their bubble: Teacher perceptions to CRT laws. American Educational Research Association, Division K - Teaching and Teacher Education/Division K - Section 02: Emancipatory Movements and Transformative Interruptions in Teaching and Teacher Education. American Educational Research Association, Chicago, IL.

Brugar, K.A. & Roberts, K.L. (April, 2023) Envisioning and enacting core practices. American Educational Research Association, SIG-Social Studies Research. American Educational Research Association, Chicago, IL.

Brugar, K.A. & Whitlock, A.M. (December 2022) *Elevating elementary social studies with inquiry and historical fiction*, College and University Faculty Assembly College, Philadelphia, PA.

Brugar, K.A., Roberts, K.L., & Cuenca, A. (December, 2022) *Inquiry at its core: A content analysis of inquiry design models* (accepted), College and University Faculty Assembly, Philadelphia, PA.

Missias, M. & Brugar, K.A. (December, 2022) *Placing student voices at the center of teaching and learning the American dream*, National Council for the Social Studies, Philadelphia, PA.

Whitlock, A.M. & Brugar, K.A. (December, 2022) *We've got the Fever: An interdisciplinary inquiry with Fever 1793*, National Council for the Social Studies, Philadelphia, PA.

Brugar, K.A., Paska, L., & Warner, J. (2022). *Advocating for inclusive history education in contentious times* [webinar]. Organization of American Historians.

Whitlock, A.M. & Brugar, K.A. (April, 2022). *Historical fiction and its commonplace in classrooms* American Educational Research Association, Learning Division C - Learning and Instructions/Division C - Section 1b: Humanities, Social Sciences, Fine Arts. American Educational Research Association, San Diego, CA.

- Roberts, K. & Brugar, K. (December, 2021). *Processes and Strategic Actions During Unstructured Reading and Response to ERQ*. Literacy Research Association Annual Meeting, Atlanta, GA.
- Brugar, K.A. & Roberts, K.L. (November, 2021). *This is Possible: Critical Elementary Inquiries in Action*. College and University Faculty Assembly College and University Faculty Assembly, virtual.
- Brugar, K.A. & Roberts, K.L. (October, 2021). *Talk to the Authors of Real Classrooms Real Teachers*. National Council for History Education, webinar series. <https://ncheteach.org/Webinar-Post/Talk-to-the-Authors-of-Real-Classrooms-Real-Teachers>
- Brugar, K.A. (April, 2021). "I Would Be Interested to Know...": Fifth-Grade Teachers' Participation in Social Studies Professional Development. American Educational Research Association, virtual.
- Brugar, K.A., & Roberts, K.L. (December, 2020). *"The British were jealous": Using verbal protocol to understand fourth graders' processing of text*. College and University Faculty Assembly, virtual.
- Roberts, K.L., & Brugar, K.A. (December, 2020). *Promise of process: Verbal protocol as a method for exploring 4<sup>th</sup> Graders' construction of meaning from social studies texts*. Literacy Research Association, virtual.
- Brugar, K. & Savage, D. C. (November, 2019). *Standing and up walking out: Teacher activism in action*. College and University Faculty Assembly, Austin, TX.
- Whitlock, A. M. & Brugar, K.A. (November, 2019). *Is this a good book to use? Evaluating historical fiction*. National Council for the Social Studies, Austin, TX.
- Brugar, K. & Whitlock, A.M. (June, 2019). *Damn you, Johnny Tremain!: Questioning the uses of historical fiction*. Elementary Social Studies Education Summit, University of North Carolina-Wilmington.
- Whitlock, A.M., Brugar, K. Payne, K., Kenyon, E. (June, 2019). *University Resources for Resistance*. Elementary Social Studies Education Summit, University of North Carolina-Wilmington.
- Roberts, K.L. & Brugar, K.A. (April, 2019). *Process and product: Fourth graders making meaning of social studies texts*. SIG-Research in Reading and Literacy. American Educational Research Association, Toronto, ON, Canada.
- Brugar, K.A., & Roberts, K.L. (December, 2018). *Reading the world: Multimodal access points to critical literacy in social studies. Research into Practice session*. College and University Faculty Assembly, Chicago, IL.
- Roberts, K.L., Brugar, K.A., Jimenez, L.M., & Meyer, C.K. (December, 2018). *Comprehending and composing history with graphic novels*. Literacy Research Association, Indian Wells, CA.
- Brugar, K.A. (August, 2018). *Graphic novels and content area curriculum*. Marantz Picturebook Research Symposium, Kent State University School of Information, Kent, OH.
- Roberts, K.L., Jimenez, L., Meyer, C.K., & Brugar, K.A. (December, 2017). *Graphic novels as a bridge to historical learning*. Literacy Research Association, Tampa, FL.
- Whitlock, A.M. & Brugar, K.A. (November, 2017). *Teaching elementary social studies during snack time and in other unstructured spaces*. College and University Faculty Assembly, San Francisco, CA.

- Brugar, K.A. (April, 2017). *Teaching in the visual world: Pre-service elementary teachers use of visual materials in social studies*. Division K: Teaching and Teacher Education. American Educational Research Association, San Antonio, TX.
- Brugar, K.A. & Whitlock, A.M. (April, 2017). *Stealth integration: An examination of curricular integration of elementary school teachers*. American Educational Research Association, Social Studies SIG, San Antonio, TX.
- Brugar, K. & Roberts, K. (December, 2016). *Developing pedagogical content knowledge in content-area literacy*. Literacy Research Association Annual Meeting, Nashville, TN.
- Brugar, K.A. & Roberts, K.L. (December, 2016). *Inquiring minds: Pre-service teachers reading, writing, and researching history through multi-genre projects*. College and University Faculty Assembly, Washington, D.C.
- Brugar, K.A. & Whitlock, A.M. (December, 2016). *How “social studies” are the social studies skills? An analysis of the Essential Social Studies Skills and Strategies*. College and University Faculty Assembly, Washington, D.C.
- Brugar, K.A. (December, 2016). *Picturing global citizenship: Teacher candidates document notions of citizenship*. International Assembly of the National Council for the Social Studies, Washington, D.C.
- Brugar, K.A. (December, 2016). *COMICS: Content opportunities with meaningful inquiry of comics*. National Council for the Social Studies Annual Conference, Washington, D.C.
- Roberts, K. & Brugar, K. (December, 2015). *Visual literacy development in elementary social studies*. Literacy Research Association Annual Meeting, Carlsbad, CA.
- Baumli, M., Strachan, S., Brugar, K., Swalwell, K., Field, S., Payne, K. Rodriguez, N., Halvorsen, A. Serriere, S., & Holmes, K. (November, 2015). *Conducting elementary social studies research in schools: Challenges and possibilities*. College and University Faculty Assembly, New Orleans, LA.
- Brugar, K. (November, 2015). *Exploring human rights through children’s literature*. International Assembly of the National Council for the Social Studies, New Orleans, LA.
- Brugar, K. & Roberts, K. (November, 2015). *The capital of Paraguay is “India.”: Challenges in reading informational texts in social studies*. College and University Faculty Assembly, New Orleans, LA
- Brugar, K. & Roberts, K. (April, 2015). *Reimagining Teacher Education: Forming Communities of Practice Across Content Areas and Contexts*. American Educational Research Association, Learning Division C - Learning and Instructions/Division C - Section 1b: Humanities, Social Sciences, Fine Arts, Chicago, IL
- Roberts, K. & Brugar, K. (December, 2014). *Flourish followed by failure: Professional development as situated practice*. Literacy research Association, Marco Island, FL.
- Brugar, K. (November, 2014). *Reading For global citizens: A globalized reading list to enhance elementary students understandings of citizenship*. International Assembly, National Council for the Social Studies, Boston, MA.

- Brugar, K. & Roberts, K. (November, 2014). *Seeing is believing: Social studies and visual literacy*. College and University Faculty Assembly, Boston, MA.
- Halvorsen, A., Harris, L., Bauml, M., Brugar, K., Doornbos, L., Whitlock, A. (November, 2014). *Elementary social studies teacher education: dilemmas*. College and University Faculty Assembly, Boston, MA.
- Herring, M., Brugar, K., Prough, E., & Sweet-Cushman, J. (March, 2014). *Learning to disagree: Pilot study report on the use of the online discussion boards to promote civil discussions among students with opposing political views*. Citizenship Conference, Detroit, MI.
- Brugar, K. (December, 2013). *Literacy across the curriculum and grade span: A reflective, evidence-based discussion*. Literacy Research Association, Dallas, TX.
- Brugar, K. (November, 2013). *Local histories abroad*. International Assembly, National Council for the Social Studies, St. Louis, MO.
- Brugar, K. (November, 2013). *30 for 30: Sports documentaries to engage in social history*. National Council for the Social Studies, St. Louis, MO.
- Roberts, K. & Brugar, K. (April, 2015). *A Hierarchy of Teacher Needs: Professional Development Practice Informing Theory*. American Educational Research Association, Division K - Teaching and Teacher Education/Division K - Section 8: Teacher Professional Development: Impact on Teacher Practices and Student Learning, Chicago, IL.
- Brugar, K. (March, 2015). *Encountering visual thinking strategies*. National Council for History Education, St. Augustine, FL.
- Brugar, K. (October, 2013). *Teaching the convergence of three civilizations*. Great Lakes History Conference, Grand Rapids, MI.
- Brugar, K., Roberts, K., & McGuire, D. (October, 2013). *Maps, timelines, and tables: Reading graphics in the social studies*. Michigan Council for the Social Studies, Lansing, MI.
- Brugar, K. (April, 2013). *What difference does curricular integration make? An inquiry of fifth-graders' learning of history through the humanities*. American Educational Research Association, San Francisco, CA.
- Brugar, K. (February, 2013). *The emancipation of Frederick Douglass: Using his words to create historical arguments*. National Council for History Education, Richmond, VA.
- Brugar, K. (November, 2012). *The convergence of three civilizations: An exploration into interdisciplinary instruction*. National Council for the Social Studies, Annual Conference, Seattle, WA.
- Brugar, K. (November, 2012). *A tale of two teachers*. College and University Faculty Assembly, Annual Conference, Seattle, WA.
- Duke, N.K., Halvorsen, A., Brugar, K., Block, M.K., & Strachan, S.L. (April, 2012). *Using project-based learning to narrow the achievement gap in second-grade social studies and content area literacy*. American Educational Research Association, Social Studies Research SIG, Vancouver, BC, Canada.

- Duke, N.K., Halvorsen, A., Block, M.K., Strachan, S.L., Brugar, K., Berka, M., & Brown, J. (December 2011). *Narrowing the achievement gap between low- and high-SES second-grade students in social studies and content area literacy: A design experiment*. Literacy Research Association, Jacksonville, FL.
- Brugar, K. (November, 2011). *What difference does interdisciplinary teaching make?: An inquiry of fifth graders' learning of history through the use of literacy and visual arts skills*. National Council for the Social Studies, Washington, DC.
- Brugar, K. & Halvorsen, A. (November, 2011). *Understanding the local community through project-based learning*. Michigan Joint Social Studies Conference, Lansing, MI.
- Brugar, K. (March, 2011). *Madman or martyr: Evaluating the legacy of John Brown through artistic representations*. National Council for History Education, Charleston, SC.
- Brugar, K. (November, 2010). *Providing authentic social studies learning experiences using museums*. National Council for the Social Studies, Denver, CO.
- Brugar, K. (November, 2009) *The citizenship of social studies teachers: Experiences and beliefs of social studies teachers*. College and University Faculty Assembly, Atlanta, GA.
- Brugar, K. (October, 2009). *Using graphic novels in social studies classrooms*. Michigan Council for Social Studies, Mt. Pleasant, MI.
- Garrett, H.J., Greenwalt, K.A., Missias, M.T., & Brugar, K.A. (April, 2009). *Confronting the other: Understanding empathy*. American Educational Research Association, Division B. San Diego, CA.
- Garrett, H.J., Kesler-Lund, A., Missias, M.T., Brugar, K., & Holohan, K. (March, 2009) *Finding space in the content expectations*. Michigan Council for the Social Studies, Grand Rapids, MI.
- Brugar, K. (November, 2008). *Empowering students through history*. National Council for the Social Studies, Houston, TX.
- Brugar, K. (November, 2008). *Promoting content with teachers and students through trade books*. National Council for the Social Studies, Houston, TX.
- Brugar, K. (November, 2002). *Following Lewis and Clark*. National Council for the Social Studies, Phoenix, AZ.
- Invited***
- Brugar, K.A. & Gorden, S. (December, 2023). *What is your "impact?"* Center for Faculty Excellence, University of Oklahoma, Norman, OK.
- Brugar, K.A. (September, 2022). *Keynote Address: Visualizing history: How to better engage students in the post-pandemic classroom*. Tennessee Council for History Education, Nashville, TN.
- Brugar, K.A. (August, 2021). 2020: *"What have we learned."* NCHE Equity Summit: Recovery for Transformation, virtual.
- Brugar, K.A. (May, 2020). *Reading, writing, listening, & speaking in social studies*. Maine Department of Education.

Brugar, K. & Roberts, K.L. (March, 2020). *The promise of process*. Michigan State University Literacy Colloquy Presentation.

Roberts, K.L. & Brugar, K.A. (August, 2015). *Navigating maps to support comprehension: When textbooks don't have GPS*. National Council for Geographic Education, Washington, D.C.

Brugar, K. (October, 2013). *Convergence of disciplines: An inquiry into interdisciplinary instruction*. Michigan Council for the Social Studies, Lansing, MI.

Brugar, K. (October, 2013). *Comprehending the past: Using informational text strategies to enhance students learning of history*. Association of Independent Michigan Schools, Beverly Hills, MI.

Brugar, K. (October, 2002) *KEYNOTE ADDRESS: Following Lewis and Clark*. Henry Ford Museum IMAX (Educator's Evening and IMAX opening), Dearborn MI

### ***Professional Development Workshops***

Brugar, K.A. (October, 2023) *Inquiry by the book*. GET FIT, Norman, OK.

Brugar, K.A. (October, 2023) *Never again: Teaching the Holocaust and antisemitism*. GET FIT, Norman, OK.

Brugar, K.A. (July, 2022). *The Space Age on the Space Coast*. National Endowment for the Humanities Landmark Grant, NASA, Cape Canaveral, FL.

Brugar, K. A. (June, 2021). *2021 Presidential academy: Progressive Era America*. National Council for History Education and Kentucky Educational Development Corporation, Lexington, KY.

Brugar, K. A. (June, 2020). *2020 Presidential academy: Antebellum America*, National Council for History Education and Kentucky Educational Development Corporation, Lexington, KY (virtual).

Brugar, K. A. (June, 2019). *2019 Presidential academy: Revolutionary America*. National Council for History Education and Kentucky Educational Development Corporation, Lexington, KY.

Brugar, K.A. (November, 2018). *Interdisciplinary Instruction in Elementary Classrooms: Social Studies and ELA/R*. Norman Public Schools, Norman, OK.

Brugar, K. A. (June, 2018). *2018 Presidential academy: The Civil War*. National Council for History Education and Kentucky Educational Development Corporation, Lexington, KY.

Brugar, K. A. (June, 2017). *2017 Presidential academy: Revolutionary America*. National Council for History Education and Kentucky Educational Development Corporation, Lexington, KY.

Brugar, K. A. (November, 2015). *Engaging in the world around us through project-based learning*. Oklahoma Educators Professional Development Workshops, Norman, OK.

Wasserman, P., Bailey, L., & Brugar, K. (November, 2015). *World Geography Academy III: Eastern Hemisphere*. Oklahoma Alliance for Geographic Education, Norman, OK.

Brugar, K. (October, 2015). *Look at this!: Exploring historical images through instruction*. GET FIT, Norman, OK.

Brugar, K. A. (March, 2015). *Using graphical devices to teach key content*. Oklahoma Educators Professional Development Workshops, Norman, OK.

- Brugar, K. (June, 2012). *Cold War: Nixon and Reagan Libraries*. National Council for History Education/Teaching American History Grant Colloquium, San Antonio, TX.
- Brugar, K. (June, 2012). *Early America: Revolution to 1800*. National Council for History Education/Teaching American History Grant Colloquium, Polk County, FL.
- Brugar, K. (March, 2012). *Turning points in American History 1945 to present*. National Council for History Education/Teaching American History Grant Colloquium, Blue Springs, MO.
- Brugar, K. (March, 2012). *Jacksonian America*. National Council for History Education/Teaching American History Grant Colloquium, Newport News, VA.
- Brugar, K. (March, 2012). *Three Civilizations Converging: An Exploration into Interdisciplinary History Instruction*. National Council for History Education, Kansas City, MO.
- Brugar, K. (October, 2011). *Path to peace: Curriculum for the War of 1812 bicentennial*. Artrain and the National Parks Service, Put-in-Bay, OH.
- Brugar, K. (October, 2011). *World War One*. National Council for History Education/Teaching American History Grant Colloquium, Lafayette, LA.
- Brugar, K. (July, 2011). *Foundations of freedom*. National Council for History Education/Teaching American History Grant Colloquium, Fort Wayne, IN.
- Brugar, K. (March, 2010). *The socio-political aspects of the war: A nation divided part 1*. National Council for History Education/Teaching American History Grant Colloquium, Lafayette, LA.
- Brugar, K. (October, 2009). *Japanese internment during WWII, the McCarthy hearings and freedom of expression*. National Council for History Education/Teaching American History Grant Colloquium, Inkster, MI.
- Brugar, K. (July 2009). *Three worlds and their encounters in America: Examining commonalities, diversity and change in America from its beginning to 1607*. National Council for History Education/Teaching American History Grant Colloquium, Hampton, VA.
- Brugar, K. (February, 2009). *The promise of democracy: Leadership and values in the expansion of American political participation*. National Council for History Education/Teaching American History Grant Colloquium, The West Shore Consortium, Muskegon, MI.

### **GRANTS**

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|---|-------------|
| Brugar, K.A. (unfunded)<br><b>Program:</b> Educating for American Democracy K-5 Pilot Site Support<br><b>Requested Amount:</b> \$160,963  | <b>2023</b> |
| Brugar, K.A. & Bronstein, E. (unfunded)<br><b>Project Title:</b> <i>In the Middle: Oklahoma as an American Case Study</i><br><b>Program:</b> National Endowment for the Humanities, Landmarks in American History and Culture<br><b>Requested Amount:</b> \$189,000 | <b>2023</b> |
| Cornett, A., Brugar, K.A. & Reich, G. (under review)<br><b>Project Title:</b> <i>Addressing the Absence: Jewish Inclusion in Elementary and Secondary Social Studies Methods Courses</i>  | <b>2023</b> |

**Program:** Micro-grants, Academic Engagement Network

**Requested Amount:** \$3,000

Oklahoma State Regents for Higher Education, <i>Supporting Early Educators (SEE)</i> (\$6,000)	<b>2021-2022</b>
Teaching with Primary Sources Grant, Midwest (\$20,000)	<b>2019</b>
University of Oklahoma, <i>Faculty Investment Program</i> (\$15,000)	<b>2019</b>
Jeannine Rainbolt College of Education, <i>Summer Research Grant</i> (\$6,000)	<b>2017</b>
Oklahoma State Regents for Higher Education, <i>Building collaboration among Oklahoma history teachers</i> (\$10,000)	<b>2015-2016</b>
Jeannine Rainbolt College of Education, <i>Summer Research Grant</i> (\$6,000)	<b>2015</b>
Wayne State University, CommunityEngagement@Wayne grant	<b>2010</b>
Wayne State University, Educational Development Grant (co-author)	<b>2010</b>
National Endowment for the Humanities “Landmarks in American History,” Recognized for outstanding teaching and ability to implement lessons created at national historic sites. Topics: Jacksonian America, Nashville, Tennessee (2004) Antebellum African American Craftspeople, Raleigh, North Carolina (2005), and Early Industrial America, Lowell, Massachusetts (2006)	<b>Summers 2004-2006</b>
Kingwood Alumnae Grant “Seventh Grade Silent Reading Program” I developed and helped implement a silent reading program to promote recreational reading among seventh grade boys.	<b>2006</b>
Fulbright Memorial Fund Scholar Traveled to Japan as a guest of the Japanese government and to create and implement lessons based upon the experience.	<b>2000</b>
Fulbright-Hays Scholar Traveled to South Africa and Zimbabwe to study each country’s political struggles as a result of independence.	<b>1999</b>
Washington Post Educational Grant, “Around the World in Thirty School Days” I created and implemented a cross-curricular reading, writing and world geography project for middle school students.	<b>1997</b>

#### ***AWARDS AND HONORS***

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Jeannine Rainbolt College of Education, <i>Leadership and Citizenship Award</i>	<b>2024</b>
National Endowment for the Humanities Institute, <i>Preparing for America at 250: Women and the American Revolution.</i>	<b>2023</b>
George Washington University Fellowship/Institute on Antisemitism and Jewish Inclusion	<b>2023</b>
Center for Faculty Excellence, Faculty Success Program Scholar	<b>2022-2023</b>

Instructional Leadership and Academic Curriculum Department, <i>Research/Scholarship Award</i>	<b>2021</b>
Jeannine Rainbolt College of Education, <i>Research/Scholarship Award</i>	<b>2020</b>
Instructional Leadership and Academic Curriculum Department, <i>Research/Scholarship Award</i>	<b>2019</b>
Robert L. and Nan A. Huddleston Presidential Professor of Education, University of Oklahoma	<b>2018</b>
College and University Faculty Assembly, National Council for the Social Studies, <i>Early Career Award</i>	<b>2017</b>
Jeannine Rainbolt College of Education, <i>Junior Faculty Award 2016</i>	<b>2016</b>
National Council for Geographic Education, <i>The Geography Teacher</i> , Best Content Article, <i>Navigating maps to support comprehension: When textbooks don't have gps.</i>	<b>2015</b>
University of Oklahoma, Vice President of Research, Award for Excellence	<b>2015</b>
Michigan State University, College of Education, Dissertation Completion Fellowship	<b>2012</b>
Michigan State University, Fellowship for Dissertation and Research Practicum Support	<b>2011</b>
Michigan State University, College of Education Urban Education Retention Fellowship	<b>2010</b>
Michigan State University, College of Education Summer Research Fellowship	<b>2009</b>
Michigan State University, College of Education, Outreach Fellowship Recognized by the College of Education for service to the larger community.	<b>2009</b>
Michigan State University, Office of Faculty Development, Meet Michigan Traveling Seminar Topic: <i>Focus on Detroit and its unique history and needs</i>	<b>2008</b>
Michigan State University, College of Education Summer Research Development Fellowship	<b>2008</b>
Excellence in Teaching Award, Cranbrook Schools, Bloomfield Hills, MI Recognized for outstanding teaching at the middle school level	<b>2005</b>
Class of '45 Faculty Enhancement Award, Cranbrook Schools, Bloomfield Hills, MI Recognized for outstanding teaching as an early service teacher by the Cranbrook graduating class of 1945. This was the first award presented by the Class of '45.	<b>2002</b>
National Council for the Social Studies, FASSE, "Christa McAuliffe: Reach For the Stars" I traveled The Lewis and Clark National Historical Trail and created a visual and written travel narrative to be used with middle school students. In addition funding was used to purchase a Global Positioning System to be used with seventh-grade social studies students.	<b>2001</b>
Washington Post Educational Grant, "Around the World in Thirty School Days" I created and implemented a cross-curricular reading, writing and world geography project for middle school students.	<b>1997</b>

## SCHOOL-COMMUNITY COLLABORATIVE ACTIVITIES

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<b>Curriculum Curator</b> <i>Paths to Peace</i> , Artrain and the National Park Service	<b>2011</b>
<b>Curriculum Writer</b> <i>Threads of Change</i> , Michigan State University Museum	<b>2009</b>

### SERVICE

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#### ***National***

Member, Editorial Board, <i>Social Studies and the Young Learner</i>	2023-present
Member, National Assessment of Educational Progress, Standing Reading Committee	2021-2025
Chair, Executive Director Search Committee, National Council for History Education	2022
Chair, Board of Directors, National Council for History Education	2020-2022
Member, Board of Directors, National Council for History Education	2016-2024
Member, National Council for the Social Studies Inquiry Task Force	2019-2021
Chair, Awards Committee, National Council for the Social Studies	2019-2022
Vice Chair, Awards Committee, National Council for the Social Studies	2017-2018
<i>The Geography Teacher</i> Award Task Force, National Council for Geography Education	2015-2018
Secretary/Treasurer, Social Studies Research SIG, American Educational Research Association	2015-2016
Committee Member, Young Adult Non-Fiction Book Sub-committee, Middle East Council Outreach	2015
Board of Directors, College and University Faculty Assembly	2014-2017
Board of Directors, Communications Director, College and University Faculty Assembly	2014-2015
Board of Directors, Publication Chair, College and University Faculty Assembly	2015-2016
Member, Carter G. Woodson Book Committee, National Council for the Social Studies	2013-2023
Vice Chair, Carter G. Woodson Book Committee, National Council for the Social Studies	2016
Chair, Carter G. Woodson Book Committee, National Council for the Social Studies	2017
Committee Member, Notable Book Committee, National Council for the Social Studies	2011-2014
Chair, Notable Book Committee, National Council for the Social Studies	2013, 2014
Committee Member, Picture Book Sub-committee, Middle East Council Outreach	2013, 2014
Nominations and Elections Chair, Social Studies Research SIG, American Educational Research Association	2013-2014

#### ***State***

Reviewer, Certification Examinations for Oklahoma Educators	2018, 2021
Advisory Team, Social Studies, State of Oklahoma	2018-2019, 2019-2020
Member, Drafting Committee, U.S. History Standards, State of Oklahoma	2019
Board of Directors, Oklahoma Council for History Education	2015-2020
Board of Directors, Michigan Council for History Education	2013-2014
Member, Michigan Test for Teacher Certification Review Committee, Elementary Social Studies	2010-2014

#### ***Reviews***

Academic Program Review, University of Delaware, History Department	2022
External Reviewer, Tenure and Promotion	2018, 2022
Monograph Reviewer, <i>Teachers College Press</i>	2022
Manuscript Reviewer, <i>Journal of Teacher Education</i>	2013-present
Manuscript Reviewer, <i>Middle School Journal</i>	2013-present
Manuscript Reviewer, <i>Ohio Social Studies Review</i>	2012-present
Manuscript Reviewer, <i>Social Studies and the Young Learner</i>	2014-present
Manuscript Reviewer, <i>Theory and Research in Social Education</i>	2016-present
Editorial Review Board, <i>Middle Level Handbook</i>	2009 – 2010

Program Reviewer, American Educational Research Association	2007-2009
Program Reviewer, College and University Faculty Assembly	2010-present
Program Reviewer, National Council for the Social Studies	2009 – present
Standard Setting Reviewer, College Board	2017

### **FACULTY SERVICE**

Center for Peace and Development, University of Oklahoma, Executive Committee	2023-present
OU Writing Center Advisory Board	2023-present
OU Ad Hoc, Committee on the Participation of Non-regular Faculty in Shared Governance	2023-present
OU Presidential Professorship Selection Committee	2023-2026
Jeannine Rainbolt College of Education, Curriculum Committee	2022-2024
Jeannine Rainbolt College of Education, Committee on Committees	2021-2024
Jeannine Rainbolt College of Education, Learning Technologies Faculty Search Chair	2021-2022
OU, Jeannine Rainbolt College of Education, Dean’s Search Committee	2020-2021
Jeannine Rainbolt College of Education, Cable Chair Faculty Search Committee	2021-2022
Jeannine Rainbolt College of Education, Administrative Council	2019-present
Jeannine Rainbolt College of Education, EPD Executive Committee	2015-2020
Elementary Education Search Committee	2015-2016
Teach In, Reach Out 2016	2015-2016
Research Committee, Strategic Planning	2015-present
Fostering Community and Collaboration Committee, Strategic Planning	2014-2015
Teacher Education Accreditation Council/Council for the Accreditation of Educator Preparation Committee	2012-2014
Portfolio Committee, Wayne State University	2013-2014

### **PROFESSIONAL MEMBERSHIP/ORGANIZATIONS**

American Educational Research Association  
College and University Faculty Assembly  
National Council for History Education  
National Council for the Social Studies