

CURRICULUM VITAE

Dawnene D. Hassett, Associate Professor
University of Wisconsin – Madison, School of Education
Department of Curriculum and Instruction, Literacy Studies
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FORMAL EDUCATION

- 1999 Ph.D. University of Wisconsin – Madison, Curriculum & Instruction
Area of Study: Curriculum Theory
The Literacy Matrix: Reading, Writing, & Technologies of Practice
- 1988 M.S. University of Wisconsin – Madison
Area of Study: Reading Education
Wisconsin State Licenses: PK-12 Reading Specialist; PK-12 Reading Teacher
- 1986 B.S. University of Wisconsin – Madison
Area of study: Elementary Education
Wisconsin State License: K-8 Classroom Teacher

POSITIONS HELD

- 2000-present Professor, Literacy Education & Curriculum Theory, Department of Curriculum and Instruction, University of Wisconsin-Madison, Madison, WI
Professor, 2019-present
Associate Professor, 2011-2019
Assistant Professor, 2002-2011
Assistant Faculty Associate, 2000-2002
- 1998-1999 K-12 Reading and Language Arts Resource Teacher, Madison Metropolitan School District, Madison, WI.
- 1990-1998 District (PK-12) Reading Teacher & Reading Specialist, Mount Horeb Area School District, Mount Horeb, WI.
- 1997-1999 Associate Lecturer, Department of Curriculum and Instruction, University of Wisconsin-Madison, Madison, WI.
- 1990 Supervisor, School of Education Practicum for Reading Teachers, Madison Metropolitan School District, Madison, WI.
- 1987-1990 Elementary School Teacher, Mount Horeb Area School District, Mount Horeb, WI. Kindergarten, First Grade, Third Grade.

PUBLICATIONS

Journal Articles

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- Hassett, D. D. & Stoetzel, L. (in review-2019). Professional play: The collaborative innovations of teachers. *Teaching and Teacher Education*.
- Lee, S. W. & Hassett, D. D. (2017). The multiple modes of ideological becoming. *European Early Childhood Education Research Journal*, 25(3), 462-475.

- Hassett, D. D. (2011). Proper English in popular culture: Language, dialect, and urban youth. *Wisconsin English Journal*, 53(2), 13-20.
- Hassett, D. D. (2011). The revolutions *are* being televised...and blogged and tweeted. *Wisconsin English Journal*, 53(1), 6-14.
- Hassett, D. D., & Rosemeyer, C. A. (2010). The new adventures of old literature Modern classics and inquiry circles. *Wisconsin English Journal*, 52(2), 10-17.
- Gomez, M. L., Schieble, M. B., Curwood, J. S., and Hassett, D. D. (2010). Technology, learning, and instruction: Distributed cognition in the secondary English classroom. *Literacy*, 44 (1), 20-27.
- Hassett, D. D. (2010). Technologies and truth games: Research as dynamic method. *Language Arts*, 87(6), 457-464.
- Hassett, D. D. (2010). New literacies and the classics: Power, identity, and self-representation. *Wisconsin English Journal*, 52(1), 6-13.
- Hassett, D. D. (2009). Children's literature and early literacy success: Using the Charlotte Zolotow award collection in early childhood teacher education. *Journal of Early Childhood Teacher Education*, 30(4), 1-22.
- Hassett, D. D., & Curwood, J. S. (2009). Theories and practices of multimodal education: The instructional dynamics of picture books and primary classrooms. *The Reading Teacher*, 63(4), 270-282.
- Hassett, D. D. (2008). Teacher flexibility and judgment: A multidynamic theory for early childhood literacy instruction. *Journal of Early Childhood Literacy*, 8 (3), 297-330.
- Hassett, D. D., & Schieble, M. B. (2007). Finding space for the visual in K-12 literacy instruction. *English Journal*, 97 (1), 62-68.
- Hassett, D. D. (2006). Signs of the times: The governance of alphabetic print over "appropriate" and "natural" reading development. *Journal of Early Childhood Literacy*, 6 (1), 77-103.
- Hassett, D. D. (2006). Technological difficulties: A theoretical frame for understanding the non-relativistic permanence of traditional print literacy in elementary education. *Journal of Curriculum Studies*, 38 (2), 135-159.
- Hassett, D. D. (2005). Reading hypertextually: Children's literature and comprehension instruction. *New Horizons*, XI (2), <http://www.newhorizons.org/strategies/literacy/hassett.htm>.
- Hammerberg [Hassett], D. D. (2004). Comprehension instruction for socioculturally diverse classrooms: A review of what we know. *The Reading Teacher*, 57 (7), 2-12.
- Hammerberg [Hassett], D. D. (2001). Reading and writing hypertextually: Children's literature, technology, and early writing instruction. *Language Arts*, 78 (3), 207-216.

Book Chapters

- Hassett, D. D., Williams, S., Enger, S., Cronin, M., & Porco, J. B. (2019). Notes for living on planet Earth: Science, self, and society in second grade. In R. Aghasaleh (Ed.) *Children and mother Nature: Stories for a globalized environmental pedagogy* (pp. 71-82). Rotterdam, Netherlands: Sense Publishers.
- Hassett, D. D. & Wood, C. L. (2017). Imagination, creativity, and design. In F. Serafini & E. Gee (Eds.), *Remixing multiliteracies: Theory and practice from New London to new*

- times*, (pp. 175-186). New York: Teachers College Press.
- Hassett, D. D. (2016). Visual language, visual literacy: Education à la modes. In B. Pini & J. Moss (Eds), *Visual research methods in educational research: Critical Perspectives* (pp. 133-149). New York: Palgrave.
- Hassett, D. D. & Grant, C. A. (2016). Monocultural literacy: The power of print, pedagogy, and epistemological blindness. In P. R. Schmidt (Ed.) *Reconceptualizing literacy in the new age of multiculturalism and pluralism* (pp. 65-88). Greenwich, CT: Information Age Publishing.
- Hassett, D. D. (2010). New literacies in the elementary classroom: The instructional dynamics of visual-texts. In K. Hall, U. Goswami, C. Harrison, S. Ellis & J. Solier (Eds.), *Interdisciplinary perspective on learning to read: Culture, cognition and pedagogy*, (pp. 87- 100). New York: Routledge.
- Hassett, D. D., & Schieble, M. B. (2010). Finding space and time for the visual in K-12 literacy instruction. In M. Cappello & B. Moss (Eds.), *Contemporary Readings in Literacy Education* (pp. 325-331). Thousand Oaks: SAGE Publications. [Reprinted NCTE *English Journal* article.]
- Hammerberg [Hassett], D. D. (2004). Technologies of the self in classrooms designed as “learning environments”: (Im)possible ways of being in early literacy instruction. In B. M. Baker & K. Heyning (Eds.), *Dangerous coagulations? The uses of Foucault in the study of education* (pp. 359-382). New York: Peter Lang.
- Hammerberg [Hassett], D. D. (2004). Multiple ways to make meaning: Children’s literature, hypertextuality, and early writing instruction. In M. Pereyra (Ed.) *Nuevos alfabetismos, multialfabetismos [New Literacies, Multiliteracies]*. Malaga: Ediciones Aljibe. [Reprinted 2001 *Language Arts*, 78(3) article in Spanish.]
- Hammerberg [Hassett], D. D. & Grant, C. A. (2001). Monocultural literacy: The power of print, pedagogy, and epistemological blindness. In Schmidt, P. R. & Mosenthal, P. B. (Eds.), *Advances in reading / language research, vol. 9: Reconceptualizing literacy in the new age of pluralism and multiculturalism* (pp. 65-88). Greenwich, CT: Information Age Publishing.
- Hammerberg [Hassett], D. D. (1999). Disrupted assumptions: Social and historical constructions of literacy, illiteracy, and e-literacy. In L. Lundahl & T. Popkewitz (Eds.), *Education, Research, and Society* (pp. 13-46). Umeå, Sweden: Umeå University.
- Hammerberg [Hassett], D. D. (1997). Oppression; The other. In C. A. Grant & G. Ladson-Billings (Eds.) *Dictionary of multicultural education*, pp. 204-205; 207-208. Phoenix, AZ: Oryx Press.

PUBLICATIONS IN PROGRESS

- Hassett, D. D. (book proposal). *Literacy and the humanities: Reclaiming “reading” from numbers elementary schools*. Book proposal in progress for the Palgrave Series “Critical Cultural Studies of Childhood.”
- Hassett, D. D. (in preparation). Common core state standards in a post-typographic world: Visual literacy and complex texts. Manuscript in preparation for *Language Arts*.
- Hassett, D. D. (in preparation). Imagination and the image of the scientist in first grade.

- Manuscript in progress for *Journal of Literacy Research*.
- Hassett, D. D. (in preparation). Lost in the network of multiliteracies: Reading education re-theorized. Manuscript in progress for *Literacy*.
- Hassett, D. D. (in preparation). Playing in the page: Imagination and visual transaction in contemporary children's literature. Manuscript in progress for *Children's Literature in Education*.

CURRENT RESEARCH PROJECTS

- Hassett, D. D. (PI) (2018-present). *Notes for Living on Planet Earth: Storytelling for Global and Local Understandings of Nature and Science*.
Literacy by the Lakes school-based research project that uses factual children's picture books about science and nature to understand how elementary students make sense of themselves and their worlds using scientific vocabulary and imagination in their reading, writing, and drawing.
- Hassett, D. D. (PI) (2017-present). *Imagination and the Image: Visual Literacy for Children Ages 3-10*.
About the relationship between young children's imaginations and textual images that aims to study how young children comprehend texts with/without words and/or with/without images. Data collection phase.
- Hassett, D. D. (PI) (2016-present). *Teachers' Play with Technology: Literacy Innovations through Play-Based Learning*.
Asks teachers to play with technologies designed for literacy education (e.g., digital books, literacy apps, web-based tools) in roundtable settings for the purpose of generating play-based curriculum for their classrooms. In data analysis phase.

PAST RESEARCH PROJECTS

- Puntambekar, S. (PI). (2012-2016). *ViyaMap. Leveraging Cross-Disciplinary Themes for Deep Learning of Science.*, UW-Madison, Ed Psych.
- Simpson, A. (PI). 2012-2016 *Teaching About Reading: Digital Interactions (TARDIS)*.
International study sponsored by the University of Sydney.
- Hassett, D. D. (2007-2008). *New Literacy in the Elementary Classroom*. Funded by the Graduate School of the University of Wisconsin-Madison's Competitive Grants Program, \$50,329.
- Hassett, D. D. (2008-2009). *Digital Literacies and Elementary Writing Instruction*. Funded by the Graduate School of the University of Wisconsin-Madison's Competitive Grants Program, \$35,402.

RESEARCH PAPERS AND PRESENTATIONS

- Hassett, D. D. & Stoetzel, L. (2018, November). Professional play: The collaborative innovations of teachers. In paper session *Professional Learning in Multiple Contexts*. Literacy Research Association (LRA): Palm Springs, CA.
- Hassett, D. D., & Wood, C. L. (2016, November). Modes of thought: Imagination and the image. In paper session *Re-Imagining Multiliteracies: 20 Years After the New London Group*.

- Literacy Research Association (LRA): Nashville, TN.
- Hassett, D. D. (2015, November). Visual language, visual literacy: Education a la modes. In paper session *Seeing through multimodal texts*. Literacy Research Association (LRA): Carlsbad, CA.
- Hassett, D. D., & Wood, C. (2013, April). Comprehending visually interactive texts. In paper session *Interpreting Multimodal Texts: Transforming Readers' Interpretive Strategies*. Literacy Research Association (LRA): Dallas, TX.
- Hassett, D. D. (2012, November). Reader/writer/teacher/designer: Visually interactive children's literature and you. In paper session *Reading and Understanding Multimodal and Digital Texts*. Literacy Research Association (LRA): San Diego, CA.
- Hassett, D. D. (2012, April). New literacies, popular culture, and English as a discipline: The remix. Division B5, Curriculum Studies and Historical, Philosophical, and Disciplinary Knowledges. American Educational Research Association (AERA): Vancouver, Canada.
- Hassett, D. D. (2011, April). The Instructional dynamics of visual-texts. Literature SIG of the American Educational Research Association (AERA): New Orleans, LA.
- Hassett, D. D. (2010, April). Foucault's technologies as a research method: Rethinking the field of literacy and language arts. Foucault SIG of the American Educational Research Association (AERA): New Orleans, LA.
- Hassett, D. D. (2009, December). A remixed model of the reading/writing process: The semiotic scaffolds of visual-texts. National Reading Conference (NRC): Albuquerque, NM.
- Hassett, D. D. (2009, December). Teacher flexibility and judgment: A multidynamic theory for early childhood literacy instruction. National Reading Conference (NRC): Albuquerque, NM.
- Hassett, D. D. & Curwood, J. S. (2009, December). Pedagogies of multiliteracies: Using multimodal texts in elementary classrooms. National Reading Conference (NRC): Albuquerque, NM.
- Hassett, D. D., & Curwood, J. S. (2009, May). Teaching visual literacy using hypertextual books. International Reading Association (IRA) Annual Convention: Minneapolis, MN.
- Hassett, D. D., & Curwood, J. S. (2009, April). Theories and practices of multimodal education: Semiotics and the instructional dynamics of new literacies. *Sociocultural dimensions of language and literacy learning* (Language and Social Processes SIG). American Educational Research Association (AERA): San Diego, CA.
- Hassett, D. D., & Schieble, M. B. (2008, November). Finding space for the visual: Graphic novels and cueing systems. *The visual and op-art: Graphic novels and non-fiction comics with attitudes and cues* (Cathy Farrell, Chair; Betty Jane Wagner, Discussant). National Council for Teachers of English (NCTE) Annual Conference: San Antonio, TX.
- Hassett, D. D. (2008, July). Multidynamic literacy instruction: Using visual and interactive texts in the elementary classroom. *Hybrid stories, hybrid identities: Conceptualizing performance texts* (with Erica Halverson, Jen Scott Curwood, & Alecia Marie Magnifico). Games, Learning, Society Annual Conference, UW-Madison.
- Hassett, D. D. (2007, June). *New literacies in the elementary classroom*. The 26th Annual University of Wisconsin Reading Research Symposium, U.W.-LaCrosse and the

- Wisconsin State Reading Association: Madison, WI.
- Hassett, D. D. (2007, April). Playing with language and literature: A hybrid theory for early childhood literacy instruction. *Language and Literacy Practices*, Early Education and Child Development SIG. American Educational Research Association (AERA): Chicago, IL.
- Hassett, D. D. (2007, April). Technologies and truth games: A methodological approach for analyzing literacy instruction. *Foucault, Marx, Gramsci, and Justice in Society and Schools: The Role of Math and English Literacies in the Construction of "Authentic" Citizenships*, Foucault and Education SIG. American Educational Research Association (AERA): Chicago, IL.
- Hassett, D. D., & Schieble, M. (2007, April). Constructing meaning through image/text relations: New texts, new contexts, and implications for literacy instruction. *Literacy and Meaning- Making Processes: Mediational Tools and Image-Text Relations*, Cultural and Historical Research SIG. American Educational Research Association (AERA): Chicago, IL.
- Hassett, D. D. (2006, November). Concept about print in early literacy: The governance of "natural" and "appropriate" reading development. *Understanding Literacy Development: Intertextuality, Self-Correction, and Conceptions of Print*. National Reading Conference: Los Angeles, CA.
- Hassett, D. D. & Schieble, M. B. (2006, November). Finding space for the visual: Making sense of the relationship between text and image in K-12 literacy instruction. *Engaging Students with Multimodal Texts* (Kevin Leander, Vanderbilt, Chair). National Reading Conference: Los Angeles, CA.
- Hassett, D. D. (2006, April). Author, other: The death of socioculturalism in K-3 writing instruction. *The Double Character of Freedom: The Art of Government and the Possibility and Viability of Self-Governance*, Foucault and Education SIG Chair: David W. Hursh (University of Rochester); Discussant: Patricia A.L. Ehrensall (Fordham University). American Educational Research Association (AERA): San Francisco, CA.
- Hassett, D. D. (2006, April). The death of the other: Technologies of the self in the elementary writing curriculum. *Postmodern Conditioning: The Constitution of Subjectivity in School Subjects*, Division B4, Historical and Philosophical Studies of Curriculum, Chair: Barbara J. Thayer-Bacon (The University of Tennessee); Discussant: Gert J. Biesta (University of Exeter) American Educational Research Association (AERA): San Francisco, CA.
- Hassett, D. D., & Hatch, K. L. (2005, November). Size Matters: Small Classes and Early Literacy Instruction. National Reading Conference: Miami, Florida.
- Hassett, D. D. (2005, April). Concepts about print in a post-typographic world. Paper presented for Division B2, Curriculum Theory. American Educational Research Association (AERA): Montreal, Canada.
- Hassett, D. D. (2005, April). Signs of the times: The governance of alphabetic print over appropriate and natural reading development. Paper presented for the Early Education and Childhood Development Special Interest Group. American Educational Research Association (AERA): Montreal.
- Hassett, D. D. & Hatch, K. (2005, April). Foundations of early literacy success: Making the

- most of small classes. Paper presented for the Early Education and Childhood Development Special Interest Group, *Early childhood policy in practice: The case of class size reduction*. American Educational Research Association (AERA): Montreal.
- Hammerberg [Hassett], D. D. (2004, April). No child left in the wake of “No Child Left Behind”: Children’s literature and foundations for early reading success. *No Child Left Behind: Need We Say More? (Yes!)*, Division B3, Curriculum Design, Evaluation, Policy, and Reform, Edy Stoughton, Teachers College, Chair/Discussant. American Educational Research Association (AERA): San Diego, California.
- Hammerberg [Hassett], D. D. (2003, April). Hypertexts and intertexts: (Re)theorizing curriculum and instruction around reading comprehension. *Theorizing Curricular Practice: Things that Go “Bump” in School*, Division B2, Curriculum Theory, Don Moore, Michigan State University, Discussant; Irfan Muzaffar, Michigan State University, Chair. American Educational Research Association (AERA): Chicago, Illinois.
- Hammerberg [Hassett], D. D. (2003, April). Making meaning in sociocultural contexts: Comprehension instruction for culturally and linguistically diverse classrooms. Division B5, Diversity and Curriculum Studies. American Educational Research Association (AERA): Chicago, Illinois.
- Hammerberg [Hassett], D. D. (2002, April). Windows into brains and souls: Identity and assessment. *The “freak show”: How educational institutions finalize identities*, Division B5, Diversity and Curriculum Studies, D. Jean Clandinin, University of Alberta, Discussant. American Educational Research Association (AERA): New Orleans, Louisiana.
- Hammerberg [Hassett], D. D. & Heyning, K. (2002, April). Curriculum and reflection: The narrative self in teacher education programs and research. *Ways of studying curricular practices*, Division B2, Curriculum Theory, Tom Barone, Arizona State University, Discussant. American Educational Research Association (AERA): New Orleans, Louisiana.
- Hammerberg [Hassett], D. D. (2001, April). Freedom and resistance in the classroom as a learning environment. Paper presented at the American Educational Research Association (AERA) Professional Development and Training Pre-session Conference, New Trends in Qualitative Research: The Uses of Foucault, Seattle, Washington.
- Hammerberg [Hassett], D. D. (2001, April). Reading in hypertext, writing on lines: The author-function in children’s literature and early writing instruction. Roundtable paper presentation at American Educational Research Association (AERA): Seattle, Washington.
- Hammerberg [Hassett], D. D. (2001, April). Monocultural literacy. Roundtable paper presentation at American Educational Research Association (AERA): Seattle, Washington.
- Hammerberg [Hassett], D. D. (2000, October). Reading and writing hypertextually. Paper presented at the International Reading Association Midwest Divisional Conference, St. Louis, Missouri.
- Hammerberg [Hassett], D. D. (2000, April). The literacy matrix: reading, writing, and technological difficulties. Paper presented for the panel session, *The aesthetico-political*

- techniques of educating*, Nancy Lesko, Teachers College, Chair; Valerie Walkerdine, University of Western Sidney, Discussant. American Educational Research Association (AERA): New Orleans, Louisiana.
- Hammerberg [Hassett], D. D. (1999, April). Autopoiesis and histories of literacy. Paper presented for the panel session, *Writing curriculum history as an autopoietic effect*, Bernadette Baker, University of Wisconsin-Madison, Chair; Tom Popkewitz, University of Wisconsin-Madison, Discussant. American Educational Research Association (AERA): Montreal, Canada.
- Hammerberg [Hassett], D. D. (1997, March). Virtually literate: Electronic technologies and the paradoxes of being “e-literate.” Paper presented at the International Symposium on Educational Reform: Cross National Perspectives, Madison, Wisconsin.
- Hammerberg [Hassett], D. D. (1996, December). Disrupted assumptions: Social and historical constructions of literacy, illiteracy, and e-literacy. Paper presented at the International Symposium on Educational Reform: Cross National Perspectives, Umeå University, Umeå, Sweden.
- Hammerberg [Hassett], D. D. (1996, October). The virtual spaces exposed by disruption: Educational possibilities and limitations regarding literacy, illiteracy, and e-literacy. Paper presented for the panel session, *Women destabilizing history*, Journal of Curriculum Theory (JCT) Annual Conference on Curriculum Theory and Classroom Practice, DuBose Conference Center, Monteagle, Tennessee.
- Hammerberg [Hassett], D. D. (1996, April). Foucault’s genealogy and the construction of the literate/illiterate subject. Paper presented for the panel session, *Race, class, and gender*, American Educational Research Association (AERA): New York, New York.
- Hammerberg [Hassett], D. D. (1993, October). Utilizing authentic assessment. Presentation at the Wisconsin State Reading Association (WSRA) Fall Conference, Stevens Point, Wisconsin.
- Hammerberg [Hassett], D. D. (1992, March). Invite them, they will come: Involving parents in the school reading program. Presentation at the Wisconsin State Reading Association (WSRA) Spring Conference, Milwaukee, Wisconsin.

INVITED PRESENTATIONS

- Hassett, D. D. (2014, September). Books on tablets vs. books in codex; poststructural caveats vs. lists of teachable multimodes; and visual literacy or multimodal literacy. Lecture series at Arizona State University.
- Hassett, D. D. (2013, March). Playing with interactive texts. Guest presenter on two occasions for a series of seminars in Early Childhood Education, Stockholm University, Sweden.
- Hassett, D. D. (2013, September). Multimodality and interactive texts. Guest professor on three occasions for the class Design Games Based Learning, Stockholm University, Sweden.
- Hassett, D. D. (2012, October). Language in our path: Reading à la modes. *Friends of the Mind*. School of Education, University of Wisconsin – Madison.
- Hassett, D. D. (2009, March). Reading remixed: Comprehension instruction in the new literacy age. *Early childhood literacy: Exploring new means and methods*. Oxford Round Table,

Lincoln College, Oxford University, Oxford, England.

Hassett, D. D., & Wambold, B. S. (2008, September). Election connections: Shaping democracy through literacy, k-3. *Teaching about the up-coming elections, k-12*. A workshop so-sponsored by: The UW-Madison School of Education, The Wisconsin Education Association Council, and the Madison Metropolitan School District. Madison, WI: Pyle Center.

Hassett, D. D. (2007, January). *New literacies in the elementary classroom: Pushing the boundaries of reading, writing, and text*. Invited keynote speaker, Economic and Social Research Council Seminar Series, Cambridge University, Cambridge, England.

Hassett, D. D. (2006, Sept.). Education and the Culture of Print in Modern America: Story book design. *Center for the History of Print Culture in Modern America*, Wisconsin Historical Society and U.W. Madison.

UNIVERSITY TEACHING

University of Wisconsin-Madison, Curriculum & Instruction

C&I 305, Integrating Reading with the Other Language Arts (Spring 1998)

C&I 367, Practicum & Seminar in Literacy for Elementary Education / Special Education Dual Certification Undergraduates (Fall 2013)

C&I 369, The Teaching of Language Arts (Springs 2000-2002; Falls 1998, 2001-2003, 2016)

C&I 368, The Teaching of Reading (Falls 2018-present)

C&I 500, Literacy and Language Development (Fall 2001, 2005)

C&I 503, Developmental Reading in Secondary Schools (Fall 1998)

C&I 504, Remedial Reading (Fall 1997, Spring 1998)

C&I 504, Literacy Assessment & Intervention (Spring 2018)

C&I 604, Seminar in Literacy (Summers 2000-2002; Falls 2006-2011, 2013)

C&I 604, Seminar in Literacy (Springs 2000-2002, 2004-2014, 2016)

C&I 632, Literature and Literacy (Fall 2000, Fall 2018)

C&I 805, Guiding and Directing School Reading Programs (Every other Fall 2000-2014; 2017-present)

C&I 840, Fieldwork in School Reading Programs (Fall 1998, Spring 1999, Every other Fall 2000-2014; 2017-present)

C&I 976, Wisconsin Reading Research Symposium (Summers 2007-present)

C&I 976, Reading and Writing with Interactive Visual-Texts, K-8 (Spring, 2010)

C&I 976, New Literacies in the Elementary Classroom (Spring 2008)

C&I 976, Issues in Literacy: Hot Topics (Summer 2006)

C&I 976, Reading and Writing Hypertextually (Springs 2005-2006)

C&I 976, Reading, Writing, and Assessment: Contemplating Best Practice (Fall 2000, Springs 2002-2004)

UNIVERSITY COMMITTEES AND AFFILIATIONS

2019-2020 Undergraduate Research Scholar Mentor (three students)

2011-2014 Faculty Senate

2009-2016 Games, Learning, Society Group Member

2011-2014	Coordinating Council of Professionals in Education (CCPE)
2010-2011	National Writing Project
2005-2008	Faculty Senate
2003-2011	Visual Culture Group Member

SCHOOL OF EDUCATION SERVICE

2016-present	<i>Literacy by the Lakes</i> Outreach Program
2005-present	Cooperative Children's Book Center (CCBC) Advisory Board
2011-present	Programs Committee Representative for Elementary Education
2019-2020	SOE Global
2005-2007	School of Education, New Student Orientation

DEPARTMENTAL SERVICE

2000-present	Program Coordinator, Wisconsin State Reading Teacher (316) & Reading Specialist Licensing Programs (17)
2000-present	Elementary Education Committee Member
2004-present	Elementary Education Admissions Committee
2019-2020	Elementary Education Redesign Committee Member
2017-2019	Curriculum Committee
2011-2014	Personnel Committee, Department of Curriculum & Instruction
2011-2013	Chair, Elementary Education
2011-2013	Co-Chair, Clinical Associates – a committee of cooperating teachers who advise the UW
2011-2012	Cellmer Chair in Literacy Search Committee
2010-2012	Graduate Programs Committee Member
2008	Math Education Search Committee
2007-2009	Personnel Committee, Department of Curriculum & Instruction
2007-2008	Literacy Area Search Committee
2007	Elementary Education Pre-planning and Planning Committee
2007	Literacy Area External Review Committee
2007	Elementary Education Mission Statement Committee
2003-2006	Graduate Programs Committee
2001-2002	Reading Recovery Search Committee
2001	Electronic Portfolios Committee, Elementary Education

Departmental Presentations / Guest Lecturer / Training Sessions

Mar. 2019	"Post-Truth" Panel for Graduate Student Applicants
2000-present	Guest speaker for various courses in the Department of Curriculum and Instruction
Oct. 2012	<i>Language in Our Path: Reading à la Modes</i> Friends of the Mind Presentation to Faculty, Staff, and Students
Feb. 2006	<i>Reading, Writing, and Text: Pushing the Boundaries of Early Literacy Curriculum and Instruction</i> Presentation to C&I Faculty, Staff, and Students

- Apr. 2005 Training for Azerbaijan teachers visiting U.W.-
Madison Integrating literacy into social studies
- 2000-2004 Training sessions for undergraduates in the literacy semester
Writing instruction and assessment; Literacy instruction in Madison Schools

Reading Recovery Training Center

- Oct. 2007 Guest Presentation for Reading Recovery Teacher Leaders
Concepts about Print in Early Literacy
- 2003-2004 Reading Recovery Search Committee Co-
Chair 2000-2002 Reading Recovery Proposal Writing
Met with people locally and from across the state to assess needs,
coordinate efforts between the U.W. and the Reading Recovery Council of
North America (RRCNA), coordinate efforts between the U.W. and the
North American Trainer's Group (NATG), gather letters of support from
teachers, political leaders, and administrators from across the state.

SERVICE TO THE STATE OF WISCONSIN

Literacy by the Lakes Professional Development in Reading & Writing Across WI

- 2018-2020 LBL Summer Institute and Workshops
August 10-11, 2018, Fluno Center, Madison, WI
2017-18 ongoing classroom instruction and professional development in
reading and writing education
Partnerships among two C&I Literacy Professors, 16 Wisconsin School
Districts, and 108 teachers
- 2017-2018 LBL Summer Institute and Workshops
August 7-9, 2017, Fluno Center, Madison, WI
2017-18 ongoing classroom instruction and professional development in
reading and writing education
Partnerships among two C&I Literacy Professors, 23 Wisconsin School
Districts, and 130 teachers
- 2016-2017 LBL Summer Institute and Workshops
August 17-19, 2016, Fluno Center, Madison, WI
2016-17 ongoing classroom instruction and professional development in
reading and writing education
Partnerships among four C&I Literacy Professors, 18 Wisconsin School
Districts, and 100 teachers

Wisconsin Reading Research Symposium

- 2016-2017 Organizer & Host, 36th Annual Wisconsin Reading Research Symposium
*The New Literacy Studies 21 Years Later:
Education as the Design of Social Futures*
The Lowell Center, Madison, June 22-23, 2017

- 2007-2008 Organizer & Host, 27th Annual Wisconsin Reading Research Symposium
One Size Fits No One: The Social, Cultural, and Political Contexts of Literacy Education
Co-sponsored by the Morgridge Chair in Reading
Pyle Center, Madison, June 27-28, 2008
Coordinated 15 speakers and all events
- June 2007 Presenter, 26th Annual Wisconsin Reading Research Symposium
New Literacies in the Elementary Classroom
Hosted by U.W.-LaCrosse in Madison, Wisconsin

Wisconsin State Reading Association / Wisconsin Professors of Reading / Wisconsin Title

- 2000-present *Wisconsin Professors of Reading*
All professors of reading/literacy from the UW system campuses as well as the private colleges meet at least once per year to discuss literacy issues as related to state and University responsibilities and to troubleshoot the disasters and heartbreaks that have recently occurred to literacy education in the state of Wisconsin and beyond.
- 2000-present *Wisconsin State Reading Association (WSRA)*
Active participant in WSRA, which provides leadership and professional development in literacy across Wisconsin.
- Feb. 2008 *Staying on the cutting edge: A preview of the 27th annual reading research symposium.*
Wisconsin State Reading Association Spring Conference.
- Oct. 2004 *Opening texts: Comprehension instruction and hypertextual reading.* Presentation for the Wisconsin Title I Association Annual Conference, Crowne Plaza Hotel, Madison, Wisconsin.
- Oct. 2002 Wisconsin Professors of Reading
Presented on the RAND report, *Reading for Understanding: Toward an R&D Program in Reading Comprehension*, October 11-12.

Wisconsin Department of Public Instruction (DPI)

- 2000-present Liaison between UW-Madison and DPI reading and language arts coordinator, for approval of our reading license programs and for ongoing issues in reading and language arts education
- June-July 2013 Worked with DPI Consultants to define “complex texts” (including visual texts) for the Common Core State Standards
- 2011-2012 *Professional Development work with CESA 5 – Database of Research-Based Assessment & Intervention Methods*
CESA 5 was responding to the new Special Education Law that requires any child being referred for special education services to have received classroom instruction based on scientific research. Many school districts are purchasing commercial programs advertised as “scientifically based.” A team of teachers at CESA 5 took another route. They reviewed the

types of research behind all possible assessment and intervention methods, and created a database of research-based intervention methods for use in the State of Wisconsin. Professor Hassett provided professional development in how to read educational research and how to rank studies.

- 2011-2012 *Governor's Read to Lead Task Force*
 Apr. 23-25, 2007 DPI Review of Teacher Certification Programs
 WI State Reading Teacher and Reading Specialist Licensure Programs
- 2005-2006 Developed materials for the DPI Adolescent Reading Toolkit Project,
 Schools Identified for Improvement
- 2004-2005 Reading First Leadership Team
 Oct. 2001 *Comprehension instruction for culturally and linguistically
 diverse classrooms*
 DPI Literacy Showcase, Madison, Wisconsin.
- 2000-2001 Organized and coordinated speakers from the DPI's Office of
 Educational Accountability (and elsewhere) to form an Assessment Panel
 for students in C&I 500, 632, 675, 840, and 976.
- 2003-2004 Dane Districts Online & Madison Metropolitan School District
 Organized to examine learning objects, methods of metatagging, and
 digital repositories
- 2003 College Readiness 21 Task Force member
 An initiative designed to help low income, disadvantaged students and
 first- generation college prospects successfully complete high school and
 pursue higher education.
- Sept. 2004 *Reading hypertextually: Children's literature and comprehension
 instruction.* Madison Area Reading Council (MARC) Dinner
 Presentation, Madison, WI
- March 2008 Glendale Elementary School "Friendly Observer," Mickey Buehl,
 Principal School-wide evaluation of Glendale's literacy programming
 Madison Metropolitan School District
- Feb. 2007 Consultant, Verona School District, Verona, Wisconsin
Developing a Model for Literacy Coaching
 Facilitated two half-day meetings with principals, Learning Resource
 Coordinators and Reading Teachers. Their goal was to create a model of
 literacy coaching for their school district.
- 2003 Mendota Mental Health Institute
 (K-12 grade teachers) Inservice Sessions
Adapting Best Practices in Literacy Instruction
 U.W.-Madison Speakers Bureau

SERVICE TO THE PROFESSION

Conference Organizer / Chair

- 2006-2010 Listserv Manager, Foucault and Education Special Interest Group
 (SIG) American Educational Research Association

- 2001-2005 Chair, Foucault and Education SIG
American Educational Research Association
- Apr. 2005 Chair and Organizer, Foucault and Education SIG Invited
Panel *Demography and Democracy in the Age of
Accountability* Hannah Tavares, University of Hawaii –
Manoa, Tom Popkewitz, University of Wisconsin – Madison
Jan Masschelein and Maarten Simons, University of Leuven
(Belgium) Bernadette Baker, University of Wisconsin –
Madison
- 2004 Reconceptualizing Early Childhood Education Conference Committee
- Apr. 2002 Co-Organizer, Professional Development and Training Pre-Conference
Community & Diversity: Postmodern Perspectives on Borders and Margins
Pre-conference of the American Educational Research Association
Co-sponsored by Foucault and Education SIG; Division A, Section
3; Disability Studies in Education SIG; and Semiotics in Education
SIG

Conference Session Chair / Discussant / Panel Member

- Apr. 2012 Chair and Discussant, *(Re)imagining Foucault: New Directions in
Foucauldian Scholarship*, American Educational Research
Association, Foucault and Contemporary Theory in Education SIG
- Apr. 2009 Session Chair and Discussant, *Curriculum and Critical Literacy Practices*
American Educational Research Association, Division B1
- Apr. 2004 Session Chair, *The Discipline of Knowing Subjects*
American Educational Research Association, Foucault and education
- SIG Apr. 2003 Invited Panel Member, *Postmodern Perspectives on Technologies of
Difference and Education*
Professional Development and Training Pre-Conference
American Educational Research Association
- Apr. 2003 Discussant, Annual Invited Address of the Foucault and Education
SIG Dr. Avner Segall, Michigan State University, Presenter
Topic: *Disturbing Practice: Reading Teacher Education as Text*

Editorial Boards of Journals

- 2009-present *Wisconsin English Journal*
- 2008-present *Journal of Early Childhood Literacy*

Ad Hoc Journal Manuscript Reviewer

- International Journal of Applied Semiotics* *Journal of Curriculum
Literacy*
- Studies Journal of Early Childhood Literacy*
- Children's Literature in Education*

Conference Proposal Reviewer

- 2016-present Literacy Research Association

- 1997-present American Educational Research Association
- Division B, Section 1, Critical Perspectives and Practices
 - Division B, Section 2, Curriculum Theory
 - Division B, Section 4, Curriculum History
 - Division C, Section 1, Language and Learning
 - Division K, Section 4, Teaching and Teacher Education
 - Foucault and Education Special Interest Group
 - Semiotics Special Interest Group
- 2004-2014 National Reading Conference

Other Professional Activities

- 2013-2014 Consultant to KNO and GALXYZ, two start-up companies in Silicon Valley involved in developing e-books and digital apps for education.
- 2011-2014 Consultant to *World Book Encyclopedia* as they develop their online learning materials for children and parents
- 2011 Consultant for *LMNOpedia* on technology research for their products 2010-
- 2012 Consultant to *Velocity Learning Systems* on adapting their career programs for the elementary school
- 2006 Evaluator, Preschool Teacher of the Year Award Healy Communications
- 2006 Associated Press Interview
Family Reading Night
- 2006 Reviewer of research proposals for Katholieke Universiteit, Leuven, Belgium
- Nov-Dec 2002 School of Education Office of Education Outreach,
Workshop for Educators of Grades PK-8
Reading – What does it really mean for no child to be left behind?
Opening texts: Comprehension instruction and hypertextual reading.
11/15/02 & 12/10/02, Pyle Center, Madison, Wisconsin.
- Apr-May, 1998 Member of a 5-Panel Literacy Area Review Team
Elementary and Secondary Undergraduate Literacy Programs
University of Wisconsin-Madison

Organizational Memberships

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|----------------------------------------|------------------------------------------------|
| Literacy Research Association (LRA) | American Educational Research Association |
| Language & Social Processes SIG (AERA) | Foucault and Education SIG (AERA) |
| Madison Area Reading Council (MARC) | International Reading Association (IRA) |
| Wisconsin State Reading Assoc. (WSRA) | National Council of Teachers of English (NCTE) |
| Cooperative Children's Book Center | |