



**THE UNIVERSITY OF
GEORGIA GRADUATE
SCHOOL
TEACHING PORTFOLIO**

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Teaching Philosophy

Welcome to class! Here's a card—when I call the number on the front of your card, perform the task I've written on the other side. Don't stop performing that task until I tell you that we're finished. Oh, and don't ask for clarification—just do the best you can:

#1: Make up a language that only you understand. Walk around the room talking to people in your made-up language.

As I begin calling numbers, the classroom becomes more and more chaotic. Students are literally all over the place—some in the hallways, others standing on the desks, and still more taking trips outside of the building. After all twenty five numbers have been called and students have returned to the comfort and familiarity of their seats, I ask them to write for five minutes. *What did you just do? How did you feel as you completed the assigned task? What did you see happening around you?*

A relic of 1960s New York, *happenings* were a unique type of performance art meant to break down the barrier between actor and audience, performance and observation. Existing somewhere between theater and improvisation, *happenings* varied from performance to performance and were almost entirely dependent on the people, spaces, and materials available at a given moment. As experienced teachers and teacher educators, it's probably not too much of a jump to see where I'm headed with this.

The numbered card assignment I have students engage in on the first day of class is my feeble attempt to create my own happening. The purpose of this activity and the work, discussions, and readings that follow, is to encourage my preservice teachers to see the ways that teaching can and should be shaped by the people, spaces, and materials surrounding them, both in and outside of the classroom. Throughout the semester, we work to break down barriers between school and community, to consider alternative perspectives in deciding what and how to teach, and to challenge the singular vision of schooling that many of us have developed after years as students ourselves.

As a teacher educator I'm in a unique position—tasked not only to teach the curriculum, but also to model for students how classrooms can be constructed through my own course design and instructional choices. In my first year as a doctoral student and in the position of instructor of record, this responsibility seemed daunting. I could do one or the other—but tackling both content and pedagogy in fifteen weeks seemed impossible. That is until I began to realize that I wasn't both the director and star of this show. I was an actor in a troupe that included the preservice teachers, their students, their mentor teachers, and the community surrounding both our university and the individual middle and high schools in which the preservice teachers would work. Slowly the idea of the happening began to infuse my teaching—until a much more expansive, context-dependent, and somewhat chaotic view of teacher education took shape.

As a teacher, learner, and researcher, I have worked to craft a teaching and research agenda that communicate my conception of learning as happening in the space where the individual and the social collide. It is an approach to education that demands I recognize that multiple, and sometimes conflicting, voices inform what and how learning happens. It is an approach that can be disconcerting and surprising for preservice teachers. And it is an approach that demands a shift in perspective as all who enter the classroom space recognize their dual role as learners and teachers, carrying with them a wealth of experiences, beliefs, and knowledge that form (and reform) the lens through which they understand and make sense of their learning. My approach to preparing preservice teachers, then, becomes a model from which I hope they will draw as they begin developing their own conceptions of teaching.

As they enter schools in their first year of teaching, it is my hope that somewhere along the way my preservice teachers will think back to the first day of my class. They'll look back on the moment when they were asked to *Act out a tornado* or to *Be an ice cream cone and change flavor*, and they'll begin to consider the ways that they can turn their classroom, their teaching, their curriculum into a happening—a place where teacher and student are constantly changing, pushing against barriers, and cultivating new perspectives.

Courses Taught

LLED 4450 Teaching Writing in Secondary Schools

Role: Instructor of Record

Semesters Taught: Fall 2016

Student Profile: approx. 38 undergraduate & Master's students

Course Wiki: <https://sites.google.com/site/lled40302015/>

Course Description: The purpose of this course is to provide a space for students to learn about the community and the ways that community influences school, particularly writing instruction, alongside a local high school student. Over the course of the semester, students will work with a local high school student to learn about the community—spending time in and out of school together, following local news, interviewing other community members, riding the bus, and documenting resources and infrastructure. Partners use what they learn during the semester to collaboratively answer the question: *How is writing relevant?* Through the multimodal presentation tool of their choice, partners present their response to the question to university- and community-based audiences in a public community space.

Highlights: Class meets both at the university-campus and at the local high school, students develop relationships with local high school students through weekly blogs, students consider how communities, personal experiences, and school- and community-based resources shape writing instruction.

LLED 4030 Reading Methods

Role: Instructor of Record

Semesters Taught: Fall 2015

Student Profile: approx. 21 undergraduate students

Course Wiki: <https://sites.google.com/site/lled40302015/>

Course Description: This course is designed for us to explore and develop what it means to teach reading and reading strategies for the middle and high school grade. We will explore our own reading practices and the ways in which these practices are shaped by the social, economic, gendered, and political conditions of society. As we do so, we will also investigate the theories, research, practices, pedagogies, issues, perspectives and complexities of teaching literacy in secondary schools. We will explore the how, the why, the when, the where, the how often, why some folks don't read at all, and why all of this matters when you are teaching English Language Arts. We will learn about ways we can assess students' reading practices while inviting and supporting the use of multiple reading strategies, both in and out of school.

Highlights: Students co-facilitate the course, teach pedagogical mini-lessons, and take part in a Community Inquiry Project.

LLED 4400: Planning Instruction in Secondary English Education

Role: Instructor of Record

Semesters Taught: Fall 2013 & Fall 2014

Student Profile: approx. 24 undergraduate students each year

Course Wiki: <https://sites.google.com/site/2014lled4400/>

Course Description: This course is designed to prepare students to become critically reflective secondary English teachers. The purposes of this course are twofold: not only should you leave the course with the knowledge-base and theory necessary for lesson planning and assessment, but you should also begin to redefine community and more closely examine your role within that community. In this course you will examine various theories related to teaching literature and composition, while also developing a variety of theory-informed teaching methods. Specifically, you will analyze, critique, and create lessons that are reflective of the Common Core standards, aligned with various assessment methods, differentiated for various learning styles and abilities, engaging, and authentic.

Highlights: Students develop a 2-week unit to be taught in the practicum setting & take part in a Community Inquiry Project meant to help inform lesson planning

LLED 8888 Journal of Language and Literacy Education (JoLLE)

Role: Principal Editor

Semesters Taught: Fall 2015, Spring 2016

Student Profile: approx. 16 graduate students

Course Description: The [*Journal of Language and Literacy Education \(JoLLE\)*](#) is a graduate-student-run journal hosted by the Department of Language & Literacy Education in the College of Education at The University of Georgia. This graduate level seminar is designed to serve as a workshop in which the journal is edited and produced by the members of the Editorial Board. Additional activities include workshops in manuscript reviewing and other aspects of scholarly conduct, provided by Dr. Smagorinsky and/or other faculty members, as needed to produce the journal and conference according to the highest professional standards possible. All work done in the JoLLE seminar serves a concrete purpose related to the production of scholarship read and presented by thousands of researchers and teachers worldwide.

Highlights: Students complete all work associated with reviewing and publishing the bi-annual award-winning academic journal and also planning and leading an award-winning and internationally-attended conference

LLED 5460 Student Teaching in English Education

Role: Student Supervisor

Semesters Taught: Fall 2013, Spring 2014, Fall 2014, Spring 2015, Fall 2015

Student Profile: approx. 35 undergraduate & graduate students

Course Description: This course is designed to help you get the most out of your current field experience, as well as to prepare you for initial licensure and the job market. All class readings, assignments, and discussions are geared toward supporting and enhancing your lesson planning for student teaching and beyond, as well as your growing ability and knowledge base as an educator.

Teaching Responsibilities: Supervise and evaluate students during practicum and student teaching and guest-teach a seminar about lesson planning

Instructor of Record: Dr. Amy Heath

COMM 3820-S (Service-Learning)/COMM 8990

International Perspectives on Interracial Communication (IPIC)

Role: Teaching Assistant

Semesters Taught: Summer 2015

Student Profile: approx. 14 undergraduate and graduate students

Course Description: To explore the inextricable and multidimensional relationship between race, culture and communication within an international context. During this course, our attention will be directed toward a better understanding of the process of a socially constructed racial identity for yourself as well as other racial/ethnic groups. Our theories, concepts, and general understanding will be grounded in a national or domestic perspective to understanding race; however, class discussions and assignments will challenge you to (a) apply this understanding to the Costa Rican culture and (b) identify any parallels between domestic and international approaches.

Teaching Responsibilities: Grade student writing, maintain program blog, help organize projects and excursions, develop grading rubrics, maintain communication with students, and help lead discussion

Instructor of Record: Dr. Tina Harris

Teacher Work Samples

Sample #1: Leading Polemical Discussions. To help my students consider how they might lead discussions of race and politics with their own middle and high school students, I invited Dr. Denise Davila in as a guest co-instructor. Before class, students viewed President Obama's 2008 delivery of *A More Perfect Union* and posted their responses to the following questions on the course wiki site.

Step 1: Before class, students viewed President Obama's 2008 delivery of *A More Perfect Union* and posted their responses to the following questions on the course wiki site.

VIEW / READ OBAMA'S FAMOUS RACE SPEECH, *A MORE PERFECT UNION* :

VIDEO [LINK](#) / NPR'S [TRANSCRIPT OF THE SPEECH](#)

RESPOND TO THE SPEECH BY ANSWERING:

- WHERE WERE YOU WHEN OBAMA WAS MAKING THIS SPEECH?
- WHAT WAS THE REACTION TO THIS SPEECH IN 2008? WOULD IT BE DIFFERENT TODAY?
- THINK LIKE A TEACHER: WHAT 2 PASSAGES FROM THE SPEECH STOOD OUT TO YOU? WHY?

Step 2: During class students drew on their blog responses to discuss their perspectives with fellow classmates.

GROUP DISCUSSION

After viewing/reading, consider how you would discuss the speech with a high school English class. Consider the following questions:

- What would you need to know about 20th Century American History to effectively guide a class discussion about the speech?
- What would you need to know about the high schoolers' backgrounds to prepare for such a discussion?
- What kind of background knowledge would you need to develop and/or provide high schoolers in order to establish a clear context for the speech?
- What do you think informed/un-informed high schoolers might say in response to the speech?
- What are your personal responses to the speech and how will they create space for alternative perspectives?

Step 3: Then, students engaged in a readers-theatre performance of the transcript of a PSTs' mediation of a high school discussion of *A More Perfect Union* (Davila, 2011). Students then revisited their initial ideas around teaching President Obama's speech in comparison to the transcript they just read.

DISCUSS...

What roles did you see the teachers taking in the discussion?

How could the teachers have taken on the role of *critical guides* in different or more ways in the discussion?

What are your fears/hold-ups about incorporating these types of readings into your own teaching? Many of you will teach American Literature, for instance, that is filled with racial slurs and stereotypes - how will you introduce these texts/topics to your students? How will you engage them in critical discussions?

Sample #2: Community Inquiry Project: Throughout the semester, students enrolled in LLED 4030 (Reading Methods) work in groups of 4-5 students to engage in various activities (from riding the city bus regularly to finding places where Athens youth hang out after school) to learn more about Athens, while also critically reflecting on their own understandings of community. Ultimately, students create a multimodal tour of their assigned area of Athens to share with the class. As part of the project, students analyze a lesson plan with the aims of altering it to better attend to the resources available, funds of knowledge, and interests of the students living in the local community.

CIP Lesson Plan Analysis
Total Points: 18

For this assignment you may choose to either analyze a sample lesson plan (that I provide) or to use one of your own lesson plans from this year. This grade and assignment are completely individual. There are three components of this assignment:

Components 1 & 2 (6 points)

Component #1

- Use the “review” function in Word to make notes throughout the LP on the following:
 - Assumptions about students (interests, abilities, resources)
 - Needs of students

Component #2

- Alter the lesson plan to be less reliant on the assumptions about students
- Re-write the lesson plan to reflect these changes

	1	2	3
Evidence of Critical Reflection	Lacks evidence of genuine reflection	Limited reflection on lesson & assumptions	Evidence of thoughtful reflection on lesson & personal assumptions
Modifications	Names general areas for improvement LP modifications have no clear connection to assumptions and needs of students	Names general areas for improvement LP modifications have some connection to the assumptions and needs of students	Names & explains specific areas for improvement LP modifications are clearly linked to the assumptions & needs of students identified in LP Analysis

Component 3: (12 points)

Write a 700-800 word reflection outlining the changes you made to the lesson plan and thoroughly explaining how these changes better account for the needs and differences of your students. Your reflection should incorporate specific information you have learned about your students as well as incorporate references to the texts we have read so far in class this semester. Please use APA when organizing your paper and references.

****Use APA. Organize your paper thoughtfully. Use spellcheck. Proofread. Basically, take this seriously. Writing is a big deal for me.**

	1	2	3
Detail of Thought & Expression	Arguments/points lack clarity; author does not explain thoughts in detail; author does not connect text references to pedagogical choices	Arguments/points are generally clear; author uses some detail to explain thoughts; author loosely connects text references to pedagogical choices	Arguments/points are clear; author uses detail to explain thoughts; author connects text references to pedagogical choices
Organization of Thought & Expression	Paper lacks clear organization or logical sequencing	Ideas are presented in a logical sequence	Ideas are presented in a logical sequence; organization of paper contributes to deeper understanding
Synthesis of Ideas	Paper lacks a singular purpose/message	Paper has an overall purpose/message; lacks evidence that the author is rethinking ideas from class	Overall paper has a purpose or message; evidence that the author is rethinking the ideas presented in class/texts
Conventions & Expectations	Significant spelling, grammar, & APA mistakes (that impact the flow of the writing)	A number of spelling, grammar, & APA mistakes	Minimal spelling, grammar, APA mistakes

Student Work Samples

Sample #1: Lesson Plan Rationale Feedback

Each week, partners were responsible for planning and leading a 30-minute mini-lesson on an English Language Arts topic of their choice. Preceding their teaching, they were to submit their lesson plan as well as a 3-5 page paper rationalizing the pedagogical and curricular choices they made throughout the lesson. Students were instructed to make references to texts read in class to support their rationale. Following is an excerpt from one student's rationale paper and my comments.

The structure of this lesson is also built to mirror Vygotsky emphasis on the socio-cultural learning theory, namely that students learn best when we teach with an “I do, you watch; you try, I watch” approach (Beach, year, p.9). This type of instruction plays to our student’s Zone of Proximal Development (ZPD), the “functions that have not yet matured, but are in the process of maturing” (Van der Veer, 2007, p. 81). Our students’ abilities to understand, interpret, and analyze free verse poetry are still maturing, and a model of instruction that allows them to observe their peers and co-teachers engaging with the text supports the expansion of their own ZPD. The opening activity introduces students to the content and invites them to engage with it as we contribute to and guide discussion as co-teachers. Next, the whole-class instruction portion allows students to “watch” as co-teachers explain definitions, uses, and applications of understanding free-verse poetry. The closing of the lesson invites students

Meghan Thom.... 9/21/15 6:26 PM

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Meghan Thom.... 9/21/15 6:26 PM

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Meghan Thom.... 9/21/15 6:27 PM

Comment [8]: You need a little more here if this is meant to stand as your explanation of the ZPD

Meghan Thom.... 9/21/15 6:27 PM

Comment [9]: But not just to observe – they actually need to work with the text, with the support of the teacher and their peers

Sample #2: Teaching Reflection

Following their teaching, partners were instructed to modify their lesson plan and then to write a reflection discussing the modifications made to the lesson as well as their thoughts on how the planning and execution of the lesson went. Below is an excerpt from one student's reflection paper with my comments to the right.

Something that definitely needs to be improved is the mini-lecture portion of that lesson. The biggest problem was differentiating tone and mood, which made my part of the lecture sound awkward because I was basically repeating Kelly. The PowerPoint needs a slide where we distinguish between the two and, honestly, I need to brush up on the topic. My knowledge of the content was lacking in this lesson because even to me, the distinction between tone and mood is difficult to explain, which is no good for students. This also made the trailer activity awkward, because my instructions sounded like I was making the students do the same thing twice. That makes the lesson that we're trying to get out of that activity more obscure than it should be. That wasn't a total disaster, but the lesson suffered for it because I didn't carry out one of our main objectives, distinguishing between tone and mood.

Something that surprised me was how the students injected their personal experience with *Frozen* into the lesson. I typically try to encourage personal connections to a text, but their personal connections were missing the point of the trailers, which is not what I was anticipating. It didn't wreck the lesson, but it did catch me off guard and I had to recover quickly to get the actual point across. Kelly and I have already talked about substituting *Frozen* with a different film for that exercise, something that wouldn't stir such fresh personal feelings in the students.

Working with a partner has the most obvious benefit of helping me reach places I wouldn't have reached myself. The black-out poetry specifically was Kelly's idea and that was the best part of our lesson. I'm not sure if I would have devised that by myself. I'm sure in some partnerships there can be awkwardness but Kelly and I have been friends since before this semester and we work together well, so it was basically only positive to work with her. Brainstorming is something we both did together, on Google and in person. Kelly wrote in the lesson plan as we devised it, and I did our PowerPoint. She also borrowed the markers from the library and scanned all the texts we needed. In theory we could trade off who finds texts or who types or who creates visuals. I don't think it would make a world of difference who does those things, because we came up with the ideas that decide those things together.

Ultimately I think this collaboration was successful and the way we went about it was low pressure enough that I wouldn't feel compelled to change much about our process.

you'll get a sense for which students will need support from you during these times, so you'll probably go directly to them as soon as student-work-time starts. But you also want to be sure to work with the students who are going to need you to push them further, to challenge them more during this time. Going into student-work-time with specific goals for that time and also pre-planned questions that you could ask students as they work, would be beneficial.

Meghan Thor.... 10/5/15 11:50 AM

Comment [3]: YES! And it's far too easy to get into the trap of assigning homework as the closing of your class. Glad to see you're trying not to get into this habit...

Meghan Thor.... 10/5/15 11:52 AM

Comment [4]: True – and it's probably something you don't have to think too much about because the distinction seems natural and self-evident at this point in your schooling. There's a term that we use in qualitative research that applies here – “making the ordinary, strange” – that's really what you've gotta do as a teacher. Take the concepts that seem ordinary to you and try to see them as if they're new, strange concepts. Then teach it.

Meghan Thor.... 10/5/15 11:52 AM

Comment [5]: Nice distinction

Meghan Thor.... 10/5/15 11:53 AM

Sample #3: Group Lesson Reflection Dialogue

Each week, small groups of 3-4 students were responsible for planning for and leading the class in a 60 minute lesson. Following the lesson, the group reflected on the experience of both planning and leading instruction through an online dialogue on the course wiki. Following are screen shots from two groups' follow-up discussions, with my feedback.

Group #1:



Student #1

6:27 PM Sep 16

Honestly I think it went very well, even though there is definitely room for improvement. The amazing race went really well. I liked how we got them out of the classroom, while still doing something productive. Not to mention our pieced together lesson plans & the situation we put our classmates in had lots of parallels to actually teaching. That made for a good discussion.

One thing that I wasn't sure how well it went was the 3:1 responses. I'm not sure what about it felt off, but the time felt really awkward. I wanted to engage with the students, but the activity was about talking for 3 minutes and listening for that time. I felt like if I butted in that would interrupt what we were doing. I had my most "where do I put my hands/myself??" moment in those minutes. What did you think about that activity Melissa?

I totally agree with you Melissa about our switching-off. I felt like I jumped in WAY too much during the parts we said you would lead. It's such a nervous feeling when you have a thought and you're excited and freaking out. I just cut in without thinking, which stepped on your toes. Something, I think if I were to do it again now, I would totally keep myself on a tighter leash.

That's one thing about co-teaching. It's hard to designate parts when you know your fellow teacher has ideas and things to input. There were several times I thought "Agh! I wish Melissa could have gotten in on that." So I think that the parallel teaching or the full co teaching method would work better for me, once I remembered to hold my tongue at certain points haha.

[Reply](#)

Student #2

I definitely agree with your assessment about the 3:1 responses and that's something I forgot to mention. It felt as though they were struggling to continue the conversation and a couple of the pairs were confused about what they were discussing. In the future I would provide clearer directions and open the floor for questions. We intended for them to have plenty of time for them to feel that all of their voices were important and heard but there was so much time that it became awkward.

1:53 PM Sep 17



Student #1

Yeah I agree Melissa, it started to feel really awkward for both us and our cohort. Not to mention, I think a couple groups forgot about the whole "no talking while you're listening" part of the activity. It's hard to remember when you want to respond, but it's important for the activity as a whole. Maybe it could have been a 3 minute talk on both sides and then a 1-3 minute (depending on how well the class is doing) conversation?? No idea.

I thought we did a really good job of connecting the material to our lesson and to each other. At first, when I read the two chapters we had, I was like, "there's nothing similar between EITHER of these chapters!" I at first struggled with the concept of blending a chapter about dependent/independent reading with lesson planning. However, it was great that we made the connections that we did.

Do you think our peers got a lot from this connection? I would hope they did, as connecting materials together always reinforces ideas and concepts. But I'd like to know your opinion on it.

8:19 AM Sep 19 - [Delete](#)

Student #2

As I was reading through the evaluations, there were a few points I saw repeated which need improvement. One of them was during the parallel teaching we should have separated them with more space so they could focus. The other was the clarity of the directions for the amazing race needed improvement. This one is a more difficult fix for me because im not sure how we could have reworded it to be more clear.

7:45 AM Sep 21



Student #1

Yeah it seemed like our class struggled to understand that they needed to /read/ the cards. I think one of them suggested that we give them the instructions before letting them stand and get into groups. That could have helped them focus on the information, perhaps. Also maybe that one needed a handout so they could refer back to the directions multiple times.

7:48 AM Sep 21



Meghan Barnes So much good stuff happening here! First, the scavenger hunt: y'all took a risk with this activity (it just requires so much forethought and planning) and I'm SO happy that you did! I think there are just a few little tweaks you could make to have things run a bit more smoothly and then you'd be ready to implement this into your own classroom. Second, both of you discussed the talking-over-each-other aspect of co-teaching as challenging. And the truth is, it's also an issue when you're teaching students -- you're gonna find yourself talking over your students when you really don't want to. I think it helps if you go into a discussion with an idea of what you want students to take away from the talk -- if the students are able to discuss and get to that point on their own, then stay out of it. But if they're talking around the point and never really reaching it, you have to step in. The clearer goals you set for yourself before the discussion, the better chance you have of staying out of the talk when it's happening.

Innovative Teaching

Project #1: Incorporating community-engaged work into LLED 4400, LLED 4030, & LLED 4450

After teaching LLED 4400 (Lesson Planning & Assessment) in fall 2013, I took GRSC 7870S where my final project was to develop a service-learning course syllabus. After developing the service-learning syllabus, I approached the director of my program and proposed a revised syllabus for LLED 4400 that incorporated many of the elements and projects from the GRSC course syllabus. After gaining her approval, I created the Community Inquiry Project (CIP; delineated above in the Teacher Work Samples), revised the course readings, and refocused the LLED 4400 course so as to encourage pre-service teachers (my students) to develop a community literacy framework to teaching secondary English Language Arts. I have continued to revise and adapt the project to each of the courses I've taught at UGA.

Project #2: Incorporation of Ignite Session into final project for LLED 4400 and LLED 4030

Students were provided with the following directions on the class wiki (in addition to the full guidelines and grading rubric) to guide the development of their Ignite presentations. Ignite (also known as PechaKucha) is a presentation style wherein presenters use a series of images to direct their talk—presenters put together 20 slides/images and have 20 seconds to discuss the meaning of each slide, all geared toward an overarching/summative message. Below, are the directions for the assignment as well as two screenshots from students' presentations.

Directions:

Sessions >

Day22: 11/4

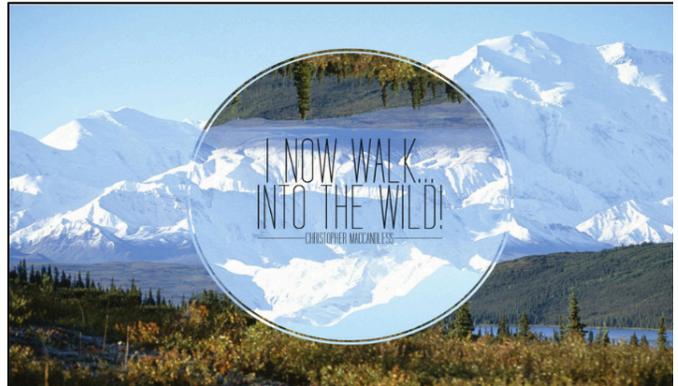
LP Justification
Turning in LPs
[PechaKucha/Ignite Session](#) -- Directions [here](#)
[CIP Reflection Paper](#) -- Directions [here](#)

For Thursday:

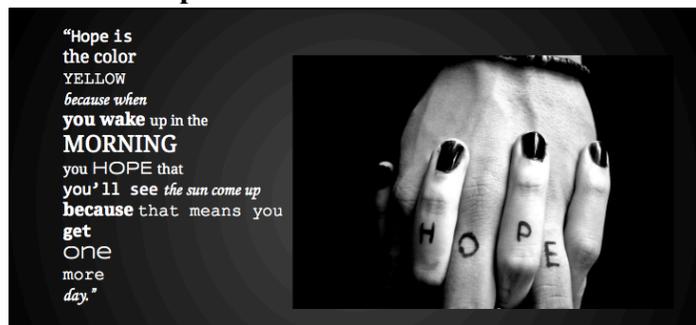
1. [View/Read](#) Obama's famous race speech, "A More Perfect Union"
2. Respond to the speech by answering:

Where were you when Obama was making this speech?
What was the reaction to this speech in 2008? Would it be different today?
Think like a teacher: What 2 passages from the speech stand out to you? Why?

Student Sample #1:



Student Sample #2:



Professional Activities Related to Teaching

Selected Conference Presentations

Barnes, M. E. (2016). *Moving Away from Consensus: Encouraging Pre-Service Teachers to See Uncertainty as Transformative*. Paper presentation at the annual fall convention of the Literary Research Association, Nashville, TN.

Barnes, M. E. (2016). *Mobilizing Students: The Student as Teacher-Educator in Service-Learning*. Roundtable presentation at the annual fall convention of the Literary Research Association, Nashville, TN.

Barnes, M. E., & Dávila, D. (2016). *Challenging Fear: Preparing Teacher Candidates to Broach Political Topics with Students*. Roundtable presentation at the annual fall convention of the National Council of Teachers of English, Atlanta, GA.

Barnes, M. E. (2016). *Challenging assumptions through increased community contact*. Paper presented at the annual meeting of the American Educational Research Association, Washington D.C.

Barnes, M. E. (2015). *Imagining our collaborative futures: Preservice teachers and publicly engaged scholarship*. Paper presented at the annual fall convention of the Literary Research Association, Carlsbad, CA.

Barnes, M. E., & Falter, M. M. (2015). *Embracing improvisation through collective video analysis in pre-service teacher reflection*. Paper presented at the annual fall convention of the Literary Research Association, Carlsbad, CA.

Barnes, M. E. (2015). *Educative Experiences to challenge assumptions*. Round table presented at the annual fall convention of the National Council of Teachers of English, Minneapolis, MN.

Barnes, M. E., Heath, A., & Whitley, J. J. (2015). *Local, social, and practical approaches to social justice in teacher preparation*. Round table presented at the annual fall convention of the National Council of Teachers of English, Minneapolis, MN.

Barnes, M. E., Heath, A., Jones, S. P., Robbins, M., & Whitley, J. J. (2015). *No educator is an island: A team approach to teacher education*. Paper presented at the biennial meeting of the International Federation of Teachers of English/Conference on English Education, Bronx, NY.

Barnes, M. E. (2015, February). *Recalculation: Moving from abstract to concrete understandings of others in teacher education*. Research presented at the annual Graduate Student/Faculty Research Conference, Athens, GA.

Thornton, M. B. (2014, April). *Challenging assumptions through service-learning*. Study proposal presented at the annual Graduate Student/Faculty Research Conference, Athens, GA.

School Workshops & Presentations

Barnes, M. E. (2015, November). *Toolbox for Teaching Assistants*. Workshop presented for the Language and Literacy Education Graduate Organization (LLEGO) at The University of Georgia, Athens, GA.

Selected Publications

Peer-Reviewed Journal Articles

Shelton, S. A., & **Barnes, M. E.** (2016). "Racism just isn't an issue anymore": Preservice teachers' resistances to the intersections of sexuality and race. *Teaching and Teacher Education*, 55, 165-174.

Barnes, M. E. (2016). Recalculation in teacher preparation: Challenging assumptions through increased community contact. *English Education*.

Smagorinsky, P., & Barnes, M. E. (2014). Revisiting and revising the apprenticeship of observation. *Teacher Education Quarterly*, 41(4), 29-52.

Barnes, M. E. (2014). Challenging adolescence through hybrid learning spaces. *The ALAN Review*.

Book Chapters

Thornton, M. B. (2014). An authentic, curriculum-based approach to service-learning. In V. Kinloch & P. Smagorinsky (Eds.), *Service-learning in literacy education: Possibilities for teaching and learning* (pp. 65-81). Charlotte, NC: Information Age Publishing.

Book Reviews

Barnes, M. E. (2014). A review of *In the service of learning and empowerment: Service-learning, critical pedagogy, and the problem-solution project* by Vera L. Stenhouse, Olga S. Jarrett, Rhina M. Fernandes Williams, & E. Namisi Chilungu. *Education Review*. Available at <http://www.edrev.info/reviews/rev1324.pdf>

Thornton, M. B. (2014). A review of *Teaching writing grades 7-12 in an era of assessment* by Jonathan Lovell. *Journal of Language and Literacy Education*. Available at <http://jolle.coe.uga.edu/wp-content/uploads/2014/04/Teaching-Writing-in-the-Era-of-Assessment.pdf>

Awards & Recognition

[Graduate students help high school students learn beyond the written word](#), November 2016

Genelle Morain Award for Excellence in Graduate Teaching, The University of Georgia, 2016

Outstanding Teaching Assistant, The University of Georgia, 2014-2015

Kappa Delta Pi Honor Society, The University of Georgia, 2013-2014, 2014-2015, 2015-2016

Special Training

Safe Space Training, The University of Georgia (2013)

Description: The Safe Space program at UGA is a three and a half hour training for faculty, staff, and students who are interested in learning about gender and sexual identity, homophobia, heterosexism, and how they can provide support and work toward being an ally for the LGBT community. Upon completion of the training, participants may be issued a Safe Space sticker for their office space as a visible indicator to visitors that they are queer affirming.

GRSC 7870S: Service-Learning Course Design, The University of Georgia (2014)

Course Description: This interdisciplinary course gives graduate students a foundation in theory and practice of integrating academic service-learning into course design and instruction. Students will learn best practices for service-learning course design, working with community partners, assessment, reflection, and logistics, and will take part in a service-learning activity.

New Teacher Assistant Orientation, The University of Georgia

Planning Committee (2015)

English Education Teaching Team, The University of Georgia

Lead Teacher Assistant (2015-2016) responsible for serving as a liaison between the English Education Teaching Assistants and the Program Director and a mentor for new TAs in the program.

Mid-Semester Formative Evaluation, Center for Teaching and Learning (CTL) (Fall 2015)

I helped a faculty member from the CTL conduct a mid-semester formative evaluation for a faculty member's course. We facilitated student discussion about what was going well in the course, what needed improvement, and what changes could be made to improve student learning. Students voted on what they felt were the 3 most important things the professor could change, and a summary of their feedback was created for the faculty member.

Future Faculty Program, The University of Georgia (2015-2016)

Description: FFP is a yearlong professional development program that brings together 15 award-winning teaching assistants from across campus to talk about, reflect upon, and improve their teaching, while preparing them for the academic job market and the rigors of their first faculty positions. Experienced TAs who have been recognized at the institutional level for their outstanding teaching and who are preparing for careers in higher education are invited to apply to the program.

Teaching Evaluations

LLED 4400: Planning Instruction in Secondary English Education (Fall 2013, Fall 2014)

LLED 4030: Reading Methods in Secondary English Education (Fall 2015)

LLED 4450: Teaching Writing in Secondary Schools (Fall 2016)

Compiled Quantitative Evaluations (all scores out of 5)

Prompt	Mean (2013)	Mean (2014)	Mean (2015)	Mean (2016)
The course was effectively organized.	4.7	4.8	4.7	4.3
The instructor was knowledgeable and well-prepared.	4.8	4.7	4.8	4.7
New skills and/or concepts were presented in ways I could understand.	4.6	4.9	4.9	4.4
The instructor provided useful feedback on student work.	4.7	4.6	4.7	4.6
This course challenged me to think and learn.	4.5	4.8	4.8	4.1
Assignments & activities were clearly related to course goals.	4.6	4.9	4.6	4.1
Assignments & activities were useful for helping me learn.	4.5	4.8	4.3	4.1
The instructor was open to students' questions and comments.	4.7	4.8	4.9	4.7
Course work was evaluated according to clear expectations.	4.6	4.7	4.7	4.5

Selected Qualitative Evaluations

Q1: Please provide feedback on the instructor of this course.

- *Meghan was and is always open to feedback, questions, concerns, etc. I really enjoyed this class this semester and having Meghan as a teacher- we all wish we could have had her for more than one class!*
- *The instruction in this class was excellent! The instructor facilitated discussions and activities in a manner that was clear, engaging, and appropriately challenging! She was upbeat and enthusiastic and always available to help us. I felt so supported and learned so much!*
- *Meghan is a very supportive, very engaging ball of sunshine. I enjoyed how she helped to make even some of the boring theory stuff more conversational, and she always studied the serious with more leisurely, involved activities.*
- *Meghan always made class interesting and fun! I was able to learn about activities through actually doing them. Meghan also was very practical, understanding our workload and allowed herself to edit her syllabus as needed, which I thought was very important not because it made it "easier", but because it made each assignment practical.*
- *Meghan is awesome! Her content knowledge, enthusiasm about teaching, and evidence of caring about her students made me enjoy her class. All of those things directly related to my success this semester.*

Q2: Please provide feedback on the content and feedback of this course.

- *Wonderful-a lot of reading. It was all helpful, however.*
- *This class was SO helpful this semester. I felt like everything was very practical and relevant to my field experience, and I find myself applying almost everything I have learned since August.*
- *The content probably saved my life during MDT and it was really helpful when it comes to what I should expect in the future*
- *I loved it! The content of this class was so applicable to our field experiences. Throughout the semester, as a cohort we were grateful for the knowledge and skills we were acquiring through the readings, activities, and discussions in this class.*
- *Content was dry, but Meghan made it more interesting and did a good job of engaging us. I love the guest speakers. I think they are very helpful and should continue to come back.*

Q3: What else would you like to say about this class?

- *Unpredictable, but in a good way. I did not feel that there was a set format from class to class at all times, which I enjoyed, but at the same time, Meghan always put up slides or prezis to support what was going on.*
- *The format was organized and well-designed. I liked the heavy discussion/group work.*
- *Organized and engaging. Very interactive every class. Clear and wonderful.*
- *She is very approachable and answers questions. She really made me think and question my own activities and evaluate their usefulness to my students.*