

# D Teo Keifert, Ph.D. (they/them)

Curriculum Vitae November 2025

<https://orcid.org/0000-0002-3818-0858>

<https://scholar.google.com/citations?user=y7FsD-cAAAAJ&hl=en&oi=ao>

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Assistant Professor  
danielle.keifert@unt.edu

Department of Educational Psychology  
College of Education, University of North Texas

1300 W Highland St  
Denton, TX 76201

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## EDUCATION & TRAINING

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**University of California, Los Angeles CA  
& Vanderbilt University, Nashville TN**

2016-2019

Post-doctorate with Dr. Noel Enyedy

**The Exploratorium, San Francisco**

2015-2016

Post-doctorate with the Institute for Inquiry at the Exploratorium

**Northwestern University**

Ph.D., Learning Sciences, *Certificate*: Educational Sciences

2009-2015

Multidisciplinary Program in Education Sciences Certificate

2013

**Swarthmore College**

B.A., Special Major in Education & Astronomy

2000-2004

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## CURRENT POSITION / PROFESSIONAL EXPERIENCE

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**University of North Texas, College of Education**

Assistant Professor

2019-present

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## AREAS OF EXPERTISE

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- Affirming children's dignity as learners
  - Demonstrating young children's (2-8 years old) brilliance as learners and cultural practitioners
  - Drawing on critical sociocultural theories of learning to disrupt constraining ideologies
  - (Re)Designing pre- and in-service teacher professional development towards more equitable and just learning outcomes for teachers and students from marginalized communities (e.g., race, linguistic, disability)
  - Re-conceptualizing science disciplinary practice in classrooms through a focus on young children's everyday activity and accounting for critical sociocultural histories in classroom design
  - Representing participant-perspectives (e.g., members' phenomena) through interactional analysis and co-operative action lenses grounded in ethnomethodological understandings of everyday activity
  - Innovating critical interactional analysis and video-based methods through method development
    - towards more ethical- and ecological-validity in research partnerships with young children + families
    - to capture cultural histories as relevant within episodic interactional analysis
    - to contextualize interaction analysis through relevance-based and scaled analysis
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## ALL PUBLICATIONS

I am committed to collaborative authorship and mentorship of junior scholars. As a result, each manuscript and conference publication/presentation reference includes information about authorship such as traditional first-authorship (**orange notation**), equal-first authorship (**\*\*asterisks and orange notation**), student co-authors (underline), undergraduate co-authors (double underline), and non-academic co-authors (dotted underline). Leadership authorship (first, co-first, students' first) accounts for **87%** of accepted and published journal articles.

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PUBLISHED JOURNAL ARTICLES (in press, online, printed)

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**Keifert, D.T.** & Team Poof (in press). Centering a Young Child in Co-Creating a Relational Learning Ecology for Co-Observation. *Research on Children and Social Interaction*.

Traditional first-authorship with non-academic co-authors

Research on Children and Social Interaction: Not indexed

Google Scholar Citations: 0 (not yet published)

Lee, S., Tu, X., Keifert, D.T., Enyedy, N., & Danish, J. (online). How Children Blend Feedback in a Mixed Reality Environment for Collective Embodied Learning. *International Journal of Computer Supported Collaborative Learning*. <https://doi.org/10.1007/s11412-025-09453-8>

First three authors students then Keifert

International Journal of Computer Supported Collaboration

JCR 1 year impact factor (2024): 5.7

Highest JCR Percentile: 98.1% (Education & Educational Research)

Scopus CiteScore (2024): 9.2

Highest Scopus Percentile: 95% (Social Sciences Education)

Google Scholar Citations: 0

**\*\*Keifert, D.T., Scipio, D., Greenberg, D., & Lee, S.** (first three authors equal authorship, 2025). Pedagogies of Joy ;) A Leap to Joy-Centered Critical Design. *Science Education*. <https://doi.org/10.1002/sce.21983>

Keifert equal first author (first three authors equal first-authorship); listed in reverse order of seniority

Science Education.

JCR 1 year impact factor (2024): 3.4

Highest JCR Percentile: 90.9% (Education & Educational Research)

Scopus CiteScore (2024): 7.0

Highest Scopus Percentile: 98% (History and Philosophy of Science)

Google Scholar Citations: 4 (as of 12/3/2025)

Lee, C., Lee, S., Jen, T., **Keifert, D.T.**, Enyedy, N. (online). Affirming Children's Dignity in their Affective Flow: A Case Study on Multimodal Sensemaking. *Anthropology & Education Quarterly*. 56(3). <http://doi.org/10.1111/aeq.70003>

Anthropology & Education Quarterly.

JCR 1 year impact factor (2024): 1.3

Highest JCR Percentile: 71.3% (anthropology)

Scopus CiteScore (2024): 3.5

Highest Scopus Percentile: 89% (anthropology)

Google Scholar Citations: 4 (as of 12/3/2025)

Pierson, A., Henrie, A., Syifa, M., Jeong, S., **Keifert, D.T.**, and Johnson, H.J (2025) Elementary Science Teacher Candidates' Equitable Noticing and Curriculum Design. *Journal of Science Teacher Education*. 36(7). pp. 891–911. <https://doi.org/10.1080/1046560X.2025.2463706>

Journal of Science Teacher Education.

JCR 1 year impact factor (2024): 1.9

Highest JCR Percentile: 71.9% (education & educational research)

Scopus CiteScore (2024): 5.5

Highest Scopus Percentile: 82% (education)

Google Scholar Citations: 0 (as of 12/3/2025)

**\*\*Pierson, A., Keifert, D.T., Lee, S., Jen, T., Daniel, B., Bell, A., Johnson, H., Askew, R., Henrie, A.** (2024). Designing Professional Development to Support Equity-as-Transformation Perspectives for Elementary Science Teachers. *Instructional Science*, 52. <https://doi.org/10.1007/s11251-024-09674-8>

Keifert equal first author (first two authors equal first-authorship); listed in reverse order of seniority

Instructional Science.

JCR 1 year impact factor (2024): 2.1

Highest JCR Percentile: 76.2% (education & educational research)

Scopus CiteScore (2024): 5.1

Highest Scopus Percentile: 81% (education)

Google Scholar Citations: 8 (as of 12/3/2025)

Xiao, H., Keifert, D.T., Silva, S.T.M. (2024) Humanizing Students in a Dehumanizing Time—A Qualitative Research Exploring How Faculty Supported Students in the Pandemic. *Higher Education Quarterly*. 78(4). <https://onlinelibrary.wiley.com/doi/abs/10.1111/hequ.12547>

Student first author with Keifert second author

Higher Education Quarterly  
JCR 1 year impact factor (2024): 2.3      Highest JCR Percentile: 79.7% (education & educational research)  
Scopus CiteScore (2024): 4.4      Highest Scopus Percentile: 79% (education)  
Google Scholar Citations: 3 (as of 12/3/2025)

Xiao, H., Silva, S.T.M., Keifert, D.T. (2024) "I Gave it All, Who Gave it to Me?" A Qualitative Study of Challenges Experienced by Faculty During the COVID-19 Pandemic. *Journal of University Teaching & Learning Practice*. 21(1). <https://doi.org/10.53761/hn9nmd88>

Students first two authors with Keifert supporting author

Journal of University Teaching & Learning Practice.  
JCR 1 year impact factor (2024): 4.4      Highest JCR Percentile: 84.4% (education & educational research)  
Scopus CiteScore (2024): 6.2      Highest Scopus Percentile: 87% (education)  
Google Scholar Citations: 1 (as of 12/3/2025)

**\*\*Daniel, B., Pierson, A., & Keifert, D.T.** (equal authorship in reverse order of seniority, 2023) Ideological sensemaking in an elementary science professional development community. *Journal of the Learning Sciences*. 32(4-5), 573-621 <https://doi.org/10.1080/10508406.2023.2247395>

Keifert equal first author (all three authors equal first-authorship); listed in reverse order of seniority

Journal of the Learning Sciences  
JCR 1 year impact factor (2023): 3.0      Highest JCR Percentile: 89.1% (education & educational research)  
Scopus CiteScore (2023): 10.7      Highest Scopus Percentile: 97%(education)  
Flagship Journal for Learning Sciences Research  
Google Scholar Citations: 26 (as of 12/3/2025)

**\*\*Pierson, A., Keifert, D.T., Lee, S., Henrie, A., Johnson., H., & Enyedy, N.** (2023) Multiple Representations in Elementary Science: Building Shared Understanding while Leveraging Students' Diverse Ideas and Practices. *Journal of Science Teacher Education*, 34(7), 707-731.  
<https://doi.org/10.1080/1046560X.2022.2143612>

Keifert equal first author (first two authors equal first-authorship); listed in reverse order of seniority

Journal of Science Teacher Education  
JCR 1 year impact factor (2022): 1.9      Highest JCR Percentile: 66.37% (education & educational research)  
Scopus CiteScore (2022): 3.7      Highest Scopus Percentile: 75%(education)  
Google Scholar Citations: 21 (as of 12/3/2025)

**Keifert, D.T., Xiao, C., Enyedy, N., Danish, J.** (2021). Learners as phenomena: Expansive inquiry as students embody water particles. *Learning, Culture, and Social Interaction*. 31(A).  
<https://doi.org/10.1016/j.lcsi.2021.100572>

Traditional first author

Learning, Culture and Social Interaction  
JCR 1 year impact factor (2021): 1.91      Highest JCR Percentile: 34.26% (education & educational research)  
Scopus CiteScore (2021): 3.2      Highest Scopus Percentile: 76%(education)  
Google Scholar Citations: 10 (as of 12/3/2025)

**Keifert, D.T.** (2021) Family culture as context for learning through inquiry. *Cognition and Instruction*. 39(3).  
<https://doi.org/10.1080/07370008.2021.1913162>

Traditional first author

Cognition and Instruction  
JCR 1 year impact factor (2021): 3.4      Highest JCR Percentile: 74.59% (educational psychology)  
Scopus CiteScore (2021): 5.3      Highest Scopus Percentile: 91%(education)  
Flagship Journal for Learning Sciences Research  
Google Scholar Citations: 38 (as of 12/3/2025)

**Keifert, D.T., Lee, C., Enyedy, N., Dahn, M., Lindberg, L., & Danish, J.** (2020). Tracing bodies through liminal blends in a mixed reality environment. *International Journal of Science Education*. 42(18). <https://doi.org/10.1080/09500693.2020.1851423>

Traditional first author

International Journal of Science Education

JCR 1 year impact factor (2020): 2.24      Highest JCR Percentile: 49% (education)

Scopus CiteScore (2020): 3.2      Highest Scopus Percentile: 83%(education)

Google Scholar Citations: 29 (as of 12/3/2025)

**Keifert, D.T., & Stevens, R.** (2019). Inquiry as a members' phenomenon: Young children as competent inquirers. *Journal of the Learning Sciences*. 28(2). <https://doi.org/10.1080/10508406.2018.1528448>

Traditional first author

Journal of the Learning Sciences

JCR 1 year impact factor (2019): 3.59      Highest JCR Percentile: 94% (education/education research)

Scopus CiteScore (2019): 9.4      Highest Scopus Percentile: 99%(education)

Flagship Journal for Learning Sciences Research

Google Scholar Citations: 88 (as of 12/3/2025)

**\*\*Keifert, D., & Marin, A.** (2018). A Commentary on Charles Goodwin's Co-Operative Action for Learning Scientists. *Cognition and Instruction*. 36(3). <https://doi.org/10.1080/07370008.2018.1460845>

Keifert equal first author (two authors equal first-authorship); listed in reverse order of seniority

Cognition and Instruction

JCR 1 year impact factor (2018): 3.3      Highest JCR Percentile: 87% (educational psychology)

Scopus CiteScore (2018): 4.3      Highest Scopus Percentile: 93%(education)

Flagship Journal for Learning Sciences Research

Google Scholar Citations: 21 (as of 12/3/2025)

## PUBLISHED HANDBOOK BOOK CHAPTERS

Levine, S., **Keifert, D.T.**, Marin, A., & Enyedy, N. (2020). Hybrid Argumentation in Literature and Science for K-12 Classrooms. In Nasir, N.S., Lee, C. D, Pea, R., & de Royston, M.M. (Eds.) *Handbook on the Cultural Foundations of Learning* (pp. 141-159). Chicago, IL: Routledge.

<https://www.taylorfrancis.com/chapters/oa-edit/10.4324/9780203774977-10/hybrid-argumentation-literature-science-k%E2%80%9312-classrooms-sarah-levine-danielle-keifert-ananda-marin-noel-enyedy>

Google Scholar Citations (Handbook): 157 (as of 5/27/2025)

Google Scholar Citations (Chapter): 12 (as of 5/27/2025)

## DISSERTATION

**Keifert, D.T.** (2015). Young children participating in inquiry: Moments of joint inquiry and questioning practices at home and in school (Doctoral dissertation). Northwestern University. Proquest. (3724286).

Google Scholar Citations for Dissertation: 13 (1/2025)

## SUBMITTED MANUSCRIPTS underline indicates student author

**Keifert, D.T.**, Allen, D., Xiao, H., Avila Alejo, D., Silva, S.T.M., Lamothe, M., Vlaamster, T., Fan X., & Badran, S. (R&R) Entanglements: Stories of histories and futures in teacher candidates' disciplinary sensemaking. *Cognition and Instruction*. [Learning Sciences flagship journal]

Pierson, A., Johnson, H.J., Henrie, A., **Keifert, D.T.**, Jeong, S., and Daniel, B. (under review) Prompts or Protocol: Supporting Elementary Science Teacher Candidates to Notice Students' Strengths During Video Analysis. *Journal of Research on Science Teaching*. [Science Education flagship journal]

**Keifert, D.T.**, Johnson, H.J., Daniel, B., Pierson, A., Henrie, A., Jeong, S., Gentry, A., Lee, S., & O'Beollain, S. (under review) Ideological Sensemaking in Pre- and In-service Teacher Video Clubs: Constructing Anti-Deficit Narratives about Learners. *Science Education*. [Science Education flagship journal]

**Keifert, D.T.** (under review). Entanglements as a Lens on Learning. *Cultural Studies of Science Education*.

**Keifert, D.T.** (under review with series editors for submission to Teachers College Press: Speculative Education Approaches Series). Book Prospectus & Sample Chapter (Showing). *Teachers College Press*.

**Keifert, D.T.,** Pierson, A., & Daniel, B. (under review, equal first authors). Constructing Science and Students: How Whiteness Constrains Interpretive Power. *Journal of the Learning Sciences*.

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## MANUSCRIPTS IN PREPARATION

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Pierson, A., **Keifert, D.T.,** & Daniel, B. (in preparation, equal first authors). White Facilitators, White Researchers: Learning to See Racialized Semiotic Fields

**Keifert, D.T.,** & Pierson, A. (in preparation, for submission to Cognition and Instruction, expected submission December 2025). Elementary Science Teacher Learning in Liminal Spaces

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## BOOK CONTRACTS

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Jeong, S., Henrie, A., Pierson, **Keifert, D.T.** (Eds.) (expected delivery January 1, 2026). Integrated Science Lesson Plans for Young Minds – Exploring Children’s Curiosity and Wonders

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## PUBLISHED PEER REVIEWED CONFERENCE PROCEEDINGS (all online for download)

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**Keifert, D.T.,** Johnson, H.J., Daniel, B., Pierson, A., Jeong, S., Henrie, A., Gentry, A., & Lee, S. (2025 June). Teacher Candidates Co-Constructing Anti-Deficit Narratives about Learners in Video Club [Long Paper] Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025. Helsinki, Finland: International Society of the Learning Sciences. pp. TBD [peer reviewed] <https://doi.org/10.22318/icls2025.352932>

**Keifert, D.T.,** Gentry, A., Little Poof, & Big Book. (2025 June). Routine Care to Build Trust in Co-Research with Young Children [Long Paper] Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025. Helsinki, Finland: International Society of the Learning Sciences. pp. TBD [peer reviewed] <https://doi.org/10.22318/icls2025.103399>

Pierson, A., Daniel, B., & **Keifert, D.T.** (2025 June). Constructing “Kinds of Students” through Racialized Discourse in Science PD. In J. Radinsky & J. Ma (co-chairs) Race as Substrate: Interaction Analyses of the Microgenetic Construction of Racialized Identities. [Symposium]. Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025. Helsinki, Finland: International Society of the Learning Sciences. pp. TBD [peer reviewed] <https://doi.org/10.22318/icls2025.772248>

**Keifert, D.T.,** & Daddy Poppins. (2025 June). Potions: Caring in Showing with an Asynchronous Partner [Poster] Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025. Helsinki, Finland: International Society of the Learning Sciences. pp. TBD [peer reviewed] [available for download after ISLS Annual Meeting June 2025] <https://doi.org/10.22318/icls2025.897218>

Pierson, A., Johnson, H.J., Henrie, A., **Keifert, D.T.,** Jeong, S., & Daniel, B. (2025 June). Prompts or Protocol: Helping Teacher Candidates See Students’ Strengths [Short Paper] Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025. Helsinki, Finland: International Society of the Learning Sciences. pp. TBD [peer reviewed] <https://doi.org/10.22318/icls2025.329658>

Lee, S., Daniel, B., Jeong, S., **Keifert, D.T.,** Pierson, A., Henrie, A., Johnson, H.J., & Enyedy, N. (2025 June). 도토리묵 (Acorn Jelly) in an Assemblage Connecting Culture and Science [Short Paper] Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025. Helsinki, Finland: International Society of the Learning Sciences. pp. TBD [peer reviewed] <https://doi.org/10.22318/icls2025.756302>



- Kim, M., Pierson, A., Jeong, S., Daniel, B., **Keifert, D.T.**, Henrie, A., & Johnson, H.J. (2025 June). Exploring Teacher Candidates' Reflection on Equity-Oriented 5E Lessons from Culturally Responsive Perspectives [Poster] Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025. Helsinki, Finland: International Society of the Learning Sciences. pp. TBD [peer reviewed] <https://doi.org/10.22318/icls2025.242017>
- Dankwa, Y., Jeong, S., Kim, M., Pierson, A., Santely, A.J., Daniel, B., Henrie, A., Johnson, H.J., & **Keifert, D.T.** (2025 June). Elementary Teacher Candidates' Lines of Flight Toward Humanizing Science Assessments [Short Paper] Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025. Helsinki, Finland: International Society of the Learning Sciences. pp. TBD [peer reviewed] <https://doi.org/10.22318/icls2025.591401>
- Daniel, B., Pierson, A., **Keifert, D.T.** (2024, June). *Methods for Analyzing Ideological Sensemaking in Interaction*. [Short Paper] Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024. Buffalo, NY: International Society of the Learning Sciences. pp. 1039-1042 [peer reviewed] <https://repository.isls.org//handle/1/10613>
- Keifert, D.T.** (2024, June). Contextualizing Moments of Learning: Entangled Practice. [Full Paper] Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024. Buffalo, NY: International Society of the Learning Sciences. pp. 51-58 [peer reviewed] <https://repository.isls.org//handle/1/11132>
- \*Nominated for Outstanding Full Paper award**
- Gentry, A., **Keifert, D.T.**, & Sloane, M. (2024, June). How Interpretation + Contextualization of Stories Created Possibilities for Collaborative Inquiry with Young Children in Families. [Short Paper] Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024. Buffalo, NY: International Society of the Learning Sciences. pp. 1035-1038 [peer reviewed] <https://repository.isls.org//handle/1/10612>
- Hill, K., Allen, C.D., & **Keifert, D.T.** (2024, June) *The Beauty in Science: Understanding the Role of Art in Youth STEAM Identity Development*. [Short Paper] Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024. Buffalo, NY: International Society of the Learning Sciences. pp. 1215-1218 [peer reviewed] <https://repository.isls.org//handle/1/10660>
- Lamothe, M. & **Keifert, D.T.** (2024, June). Syndrome versus Phenomenon: A conceptualization of imposter phenomenon. [Poster] Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024. Buffalo, NY: International Society of the Learning Sciences. pp. 2389-2390 [peer reviewed] <https://repository.isls.org//handle/1/11031>
- Keifert, D.T.**, & Gentry, A. (2024, June). *Caring for each other and family-partners through care-filled scheduling*. In C. Love & T. Jen (co-chairs). Caring Relations Across Interaction Analysis Labs. [Symposium] Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024. Buffalo, NY: International Society of the Learning Sciences. pp. 1926-1933 [peer reviewed] <https://repository.isls.org//handle/1/10839>
- Lee, S., Daniel, B., **Keifert, D.T.**, Pierson, A., Jeong, S., Johnson, H., Henrie, A., O'Beollain, S., & Syifa, M. (2024, June). "How are Acorns Equitable?": Teacher Candidate Perceptions of Immersive Language Play Experiences. [Full Paper] Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024. Buffalo, NY: International Society of the Learning Sciences. pp. 1702-1705 [peer reviewed] <https://repository.isls.org//handle/1/10789>
- Keifert, D.T.**, Gentry, A., Poppins, D., Poof, L., Book, B., Bunny, Carrot, & Flamingo (2024, June). *Co-analysis via co-observation in family-uni partnerships*. In D.T. Keifert & A. Pierson (co-chairs) Co-Research in Video Analysis: Shifts Towards Ethical Validity. [Symposium]

- Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024. Buffalo, NY: International Society of the Learning Sciences. pp. 1894-1901 [peer reviewed] <https://repository.isls.org//handle/1/10834>
- Pierson, A., **Keifert, D.T.**, Spigner, H., Felder, S., Henrie, A., Johnson, H.J., Gentry, A., Daniel, B., Jeong, S., & Lee, S. (2024, June). *Teacher candidates' co-analysis during video club*. In D.T. Keifert & A. Pierson (co-chairs) Co-Research in Video Analysis: Shifts Towards Ethical Validity. [Symposium] Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024. Buffalo, NY: International Society of the Learning Sciences. pp. 1894-1901 [peer reviewed] <https://repository.isls.org//handle/1/10834>
- Jeong, S., Pierson, A., **Keifert, D.T.**, Henrie, A., Johnson, H., Daniel, B., & Lee, S. (2024, June). Where material impact matters: Fostering equitable teaching practices through working differences in elementary science methods course [Short Paper]. Proceedings of the 18th International Conference of the Learning Sciences – ICLS 2024. Buffalo, NY: International Society of the Learning Sciences. pp. 1351-1353 [peer reviewed] <https://repository.isls.org//handle/1/10696>
- Avila Alejo, D., **Keifert, D.T.**, Silva, S. T. M., Vlaamster, T., Xiao, X., Fan, X., Badran, S., Gentry, A., & Lamothe, M. (June, 2023) *Future Imaginings for Teaching: Voices of Pre-service Teachers from Marginalized Communities* [Short Paper]. Proceedings of the 3rd Annual Meeting of the International Society of the Learning Sciences 2023, Volume ICLS Proceedings. Montreal, Canada. International Society of the Learning Sciences. p. 930-933. <https://repository.isls.org//handle/1/10362>
- Humburg, M., Bell, A., **Keifert, D.T.**, Tu, X., Hmelo-Silver, C.E., Danish, J., Lee, S., Henrie, A., Park Rogers, M., Cross Francis, D., Enyedy, N. (June 2023). Learning to be a Science Teacher: The Worries, Joys, and Vulnerabilities of Exploring New Pedagogies [Full Paper] Proceedings of the 3rd Annual Meeting of the International Society of the Learning Sciences 2023, Volume ICLS Proceedings. Montreal, Canada. International Society of the Learning Sciences. p. 649-656. <https://repository.isls.org//handle/1/10310>
- \* Won best student paper award
- Pierson, A., Bell, A., Daniel, B., **Keifert, D.T.**, Lee, S., Henrie, A., Johnson, H. J. (June, 2023) Teacher-student relationships and inclusive kindergarten science teaching. In D. T. Keifert (chair) & A. Pierson, N. De Lucca, & J. Watkins (co-chairs) *Theorizing and Designing Relational Possibilities in Teaching and Learning* [Symposium]. Proceedings of the 3rd Annual Meeting of the International Society of the Learning Sciences 2023, Volume ICLS Proceedings. Montreal, Canada. International Society of the Learning Sciences. p. 1593-1602. <https://repository.isls.org//handle/1/9979>
- Daniel, B., Lee, S., Askew, R., Bell, A., Henrie, A., Johnson, H.J., Pierson, A., Ziegler, H., & **Keifert, D.T.** (June 2023). Sustaining Participation in an Elementary Science PD Community. [Poster] Proceedings of the 3rd Annual Meeting of the International Society of the Learning Sciences 2023, Volume ICLS Proceedings. Montreal, Canada. International Society of the Learning Sciences. p. 1770-1771. <https://repository.isls.org//handle/1/10010>
- Lee, S., Bell, A., **Keifert, D.T.**, Johnson, H., Pierson, A., Henrie, A., & Askew, R. (June, 2022) *The tensions of making space: How teachers work toward heterogenous science sense-making* [Paper]. Proceedings of the 2nd Annual Meeting of the International Society of the Learning Sciences 2022, Volume ICLS Proceedings, 1189-1192. Hiroshima, Japan (Online): International Society of the Learning Sciences. <https://repository.isls.org//handle/1/8932>
- Daniel, B., Pierson, A., **Keifert, D.T.**, Lee, S., Askew, R. (June, 2022) *Science teachers' ideological shifts about multilingual learners* [Poster]. Proceedings of the 2nd Annual Meeting of the

- International Society of the Learning Sciences 2022, Volume ICLS Proceedings, 1902-1903. Hiroshima, Japan (Online): International Society of the Learning Sciences.  
<https://repository.isls.org/handle/1/8633>
- Pierson, A., **Keifert, D.T.**, Lee, S., Johnson, H., Bell, A. (June, 2022) Making space for heterogeneity in phenomenon-centered science learning. In A. Bell, C. & S. Lee (co-chairs) *Navigating making space: Attending to multiple learning pathways in science learning* [Symposium]. Proceedings of the 2<sup>nd</sup> Annual Meeting of the International Society of the Learning Sciences 2022, Volume ICLS Proceedings, 1691-1698. Hiroshima, Japan (Online): International Society of the Learning Sciences. <https://repository.isls.org/handle/1/8969>
- Keifert, D.**, Goodwin., M.H. (June, 2021). Cultivating educational dignity by following children's serendipitous curiosity. In, **D. Keifert** (chair), K. Gutiérrez (co-chair), M.H. Goodwin (co-chair), A.M. Marin (co-chair) *Dignity Affirming Learning Contexts* [Symposium]. Proceedings of the 1<sup>st</sup> Annual Meeting of the International Society of the Learning Sciences 2021. Bochum, Germany (Online): International Society of the Learning Sciences. <https://repository.isls.org/handle/1/7585>
- Pierson, A., **Keifert, D.**, Lee, S., Henrie, A., Johnson., H.J., Enyedy., N. (June, 2021). Elementary Science Teachers' Use of Representations to Build Shared Understanding from Students' Diverse Ideas and Practices. [Short Paper]. Proceedings of the 1<sup>st</sup> Annual Meeting of the International Society of the Learning Sciences 2021. Bochum, Germany (Online): International Society of the Learning Sciences.  
<https://repository.isls.org/handle/1/7509>
- Keifert, D.** (2020). Family Practices as Cultural Substrate in Young Children's Engagement and Adaptation of Family Practices. In D. Keifert (Chair) *Broadening Learning Sciences Theoretical lenses to understand young children's sensemaking* [Symposium]. Proceedings of the 14<sup>th</sup> International Conference of the Learning Sciences 2020, Volume 1, 390-397. Nashville, Tennessee: International Society of the Learning Sciences.  
<https://repository.isls.org/handle/1/6663>
- Tu, X., Danish, J., Humburg, M., Enyedy, N., & **Keifert, D.** (2020) Play and Embodiment: Designing for early elementary students' strengths. In D. Keifert (Chair), Broadening Learning Sciences Theoretical lenses to understand young children's sensemaking [Symposium]. Proceedings of the 14<sup>th</sup> International Conference of the Learning Sciences 2020, Volume 1, 390-397. Nashville, Tennessee: International Society of the Learning Sciences. <https://repository.isls.org/handle/1/6663>
- Keifert, D.**, Xiao, C., & Enyedy, N. (2020). Drawing on and Disrupting Choreographic Substrate for Being Scientific Phenomena. In D. Keifert (Chair) & Noel Enyedy (co-chair) *Analytical Designs: Goodwin's Substrates as a Tool for Studying Learning*. Proceedings of the 14<sup>th</sup> International Conference of the Learning Sciences 2020, Volume 3, 1471-1478. Nashville, Tennessee: International Society of the Learning Sciences.  
<https://par.nsf.gov/servlets/purl/10202100>
- Keifert, D.** (2020). Broadening Conceptualizations of Learning: Fix-It-Foxing as a Practice for \*Learning From\* and \*Learning With\*. Proceedings of the 14<sup>th</sup> International Conference of the Learning Sciences, Nashville, TN. (Sessions cancelled, appears in print proceedings).  
<https://repository.isls.org/handle/1/6803>
- Keifert, D.**, Krist, C., Scipio, D., & Philips, A. (2018). Epistemic Agency as a Members' Experience. Proceedings of the 13<sup>th</sup> International Conference of the Learning Sciences, London UK, 192-197. <https://repository.isls.org/bitstream/1/553/1/23.pdf>
- Keifert, D.**, Enyedy, N., Danish, J., Dahn, M., Lee, C., & Lindberg, L., (2018). Tracing Bodies through Liminal Blends during Play-Based Inquiry in a Mixed-Reality Environment.



Proceedings of the 13<sup>th</sup> International Conference of the Learning Sciences, London UK, 1431-1432. <https://repository.isls.org/handle/1/662>

**Keifert, D.** (2018). Young Children's Inquiry Within and Across Settings. Proceedings of the 13<sup>th</sup> International Conference of the Learning Sciences, London UK, 1863-1865. <https://repository.isls.org/bitstream/1/871/1/516.pdf>

**Keifert, D., Lee, C., Dahn, M., Illum, R., DeLiema, D., Enyedy, N., & Danish, J.** (2017). Agency, Embodiment, & Affect During Play in a Mixed-Reality Learning Environment. Proceedings of the 16<sup>th</sup> Interaction Child & Design Conference, Palo Alto CA. <https://dl.acm.org/doi/pdf/10.1145/3078072.3079731>

**Keifert, D.** (2012). Young children's everyday inquiry: A field study of a young girl's play across contexts. Proceedings of the 10<sup>th</sup> International Conference of the Learning Sciences, Sydney AU, 1, 315-322. <https://repository.isls.org/handle/1/2220>

**Keifert, D., & Stevens, R.** (2012). Block building at home and preschool. Proceedings of the 10<sup>th</sup> International Conference of the Learning Sciences, Sydney AU, 2, 91-98. <https://repository.isls.org/handle/1/2390>

Horn, M.S., Davis, P., Hubbard, A.K., **Keifert, D.**, Leong, Z.A., & Olson, I.C. (2011). Learning sustainability: Families, learning, and next-generation eco-feedback technology. Proceedings of IDC 2011 – 10<sup>th</sup> International Conference on Interaction Design and Children: 166-164. [https://dl.acm.org/doi/pdf/10.1145/1999030.1999051?casa\\_token=F\\_EHdKgVJfwAAAAA:7rFPqytGerJsvKzJ\\_OsXdjclHhZVMaSGxzzQIC2MwLusA2YeXesUNsPciaqt0j7rZIDFIseNExDO3w](https://dl.acm.org/doi/pdf/10.1145/1999030.1999051?casa_token=F_EHdKgVJfwAAAAA:7rFPqytGerJsvKzJ_OsXdjclHhZVMaSGxzzQIC2MwLusA2YeXesUNsPciaqt0j7rZIDFIseNExDO3w)

## GRANTS

### Funded External Grants

<b>National Science Foundation, Directorate for Education and Human Resources</b>	7/1/2022-
<b>Improving Undergraduate STEM Education (IUSE)</b>	12/31/2025
Co-PI. <i>Collaborative Research: Equitable Science Sensemaking: Helping Teacher Candidates Support Multiple Pathways for Learning (ESSe) Project</i> . \$63,652 request for UNT-based research. Collaborative research with Vanderbilt University and the Ohio State University. 100% effort.	

<b>Spencer Foundation, Small Grant</b>	12/1/2021-
PI. <i>Learning, Being and Doing (LBD) in Families</i> . \$50,000 award. 100% effort. Co-developing methodologies for collaborative-observation of existing family practices through partnerships with young children (3-5yrs) and their caregivers. Syncretic approach merging existing family practices and interactional analysis approaches for documenting, interpreting, and sharing about moments of children's learning, being, and doing contextualized by children and caregivers' understanding of their own family culture. Exploring multiple video annotations technologies for supporting children and caregivers as co-researchers.	8/31/2024

### Funded Internal Grants

<b>University of North Texas Intramural Seed Grant</b>	2021-2022
PI. <i>Positionality in Practice (PiP)</i> . \$3,000 award (notice received 11/3/20). 90% effort. Wrote and received funding to launch a study of the role of intersectionality and relationality in preparing future care-workers including teachers, social workers, and early childcare providers.	

### External Grants Under Review

n/a

### External Grants Recommended for Funding but Not Funded Due to Federal Interference in Grants Processes (summer 2025)

2024

**National Science Foundation, Directorate for Education and Human Resources**  
**Improving Undergraduate STEM Education (IUSE)**  
 Co-PI. *Collaborative Research: Cultivating an Equitable Science Sensemaking Community (ESSe 2.0)*.

\$100,776.00 request for UNT-based research. Collaborative research with Vanderbilt University and the Ohio State University. 100% effort.

*\*NOTE: Our program officer told us this was accepted in January, and then again in May. Then, three days later the federal executive informed NSF they would only fund one IUSE grant and it had to be focused exclusively on AI. Thus, we did not get funding even though we were top-ranked and accepted by all standard means.*

2024

### National Science Foundation, EDU Core Research (ECR:Core)

PI. *Collaborative Research: Representing Our Learning and Engagement in ArtScience Practice.*

\$1,074,762.00 request for UNT-based research. \$1.5 million total grant expenditures across UNT and UCLA co-PI, Ananda Marin. Includes partnership with IslandWood.

2021

### National Science Foundation, Directorate for Education and Human Resources Core Research (ECR)

Co-PI. *Collaborative Research: From Policy to Practice: A Synthesis of Equity-Focused Instructional Reform Efforts in STEM Education (SEFIRES) Project.* \$649,642 request for UNT-based research. Collaborative research with SRI International Collaboration. 30% effort.

### Semifinalist: National Academy of Education / Spencer Foundation, Postdoc Fellowship

2021

PI. *Learning, Being and Doing (LBD) in Families.* \$70,000. 100% effort.

### National Science Foundation, Directorate for Education and Human Resources Core Research (ECR)

2020

Co-PI. *Collaborative Research: Qualitative Meta-Synthesis to Build Theory about Math & Science Education Equity & Reform (TERMS) Project.* \$220,078. Collaborative research with SRI International. 10% effort.

### Spencer Foundation, Small Grant

2020

PI. *Learning, Being and Doing (LBD) in Families.* \$50,000. 100% effort.

### National Academy of Education / Spencer Foundation, Postdoc Fellowship

2020

PI. *Learning, Being and Doing (LBD) in Families.* \$70,000. 100% effort.

### National Academy of Education / Spencer Foundation, Postdoc Fellowship

2019

PI. *Learning, Being and Doing (LBD) in Families.* \$70,000. 100% effort.

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## CONFERENCE PRESENTATIONS (Unpublished)

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Pierson, A., Hennessy Elliot, C., Ryan, Z.D., Zhou, M., **Keifert, D.T.**, Johnson, H.J., Gentry, A., O'Beollain, S., Daniel, B., Henrie, A.W., Jeong, S., Lee, S., Poppins, D., DeLiema, D., Goeke, M., Bye, J.K., Carpenter, Z., Wilson Vasquez, A., Horn, I.S., Shapiro, B.R., Garner, B., & Nolting, K., Poppins, D. (2024, April). Expanding Participatory Video Analysis for Ecological and Ethical Validity. Symposium presented at the annual meeting of the American Educational Research Association, Philadelphia, PA. [peer reviewed]

Jeong S., Pierson, A., **Keifert, D.T.**, Henrie, A., Johnson, H., Daniel, B., & Lee, S. (2024, April). Diffracting the notion of race in an elementary science methods course. In A. Luehmann (Chair), Justice-centered pedagogy: Context-specific adjustments and cross-cutting constants. Poster to be presented at the annual meeting of the American Educational Research Association, Philadelphia, PA. [peer reviewed]

Pierson, A., Henrie, A., Syifa, M., **Keifert, D. T.**, Jeong, S., Johnson, H., Daniel, B., & Lee, S. (March, 2024). Supporting equitable noticing in elementary science methods courses. Presentation at National Association for Research in Science Teaching Conference. Denver, CO. [peer reviewed]

Jeong S., Pierson, A., **Keifert, D.T.**, Henrie, A., Johnson, H., Daniel, B., & Lee, S. (2024, March). An ethical imperative: "Working difference" in science teacher education through a posthuman lens.

Related Paper Set to be presented at the annual meeting of the National Association for Research in Science Teaching Conference, Denver, CO. [peer reviewed]

Henrie, A., Jeong, S., Pierson, A., Johnson, H.J., **Keifert, D.T.**, Daniel, B., & Lee, S. (January, 2024). Designing Elementary Science Methods for Equitable Science Sensemaking [presentation]. In Syllabus Sharing Session. Presented at the Association for Science Teacher Education Annual Conference. New Orleans, LA. [peer reviewed]

**Keifert, D.**, Marin, A., DeLiema, D., (2022, April). Foregrounding expansive relations: Toward methods of assembly and weaving in longitudinal interaction analysis. In A. Marin & D. Silvas (chairs), What's next for Interaction Analysis of learning? Aligning analytical approaches with theoretical turns [Symposium]. American Educational Research Association Annual Meeting, San Diego, CA, USA.

Avila, D., **Keifert, D.**, Flemister, C., Fan, X., Xiao, He., Dhamer Silva, S. (2022, April). An explorative study on how prior schooling experiences shaped minoritized preservice teachers' occupational vision statements. [Paper]. American Educational Research Association Annual Meeting, San Diego, CA, USA.

**Keifert, D.**, Xiao, He., Dhamer Silva, S., Flemister, C., Allen, D., (2022, April). Conceptualizing entanglements: Histories, embodied experience, futures, and relationality as resources for preservice teachers (re)conceptualizing learning. [Paper]. American Educational Research Association Annual Meeting, San Diego, CA, USA.

Pierson, A., **Keifert, D.**, Daniel, B. (2022, April). Circulating reference: Local conjecture maps and abstract conceptual frameworks. In L. Vogelstein (Chair), Conjecture Mapping: New Approaches to Broadening Processes of Educational Design Research [Symposium]. American Educational Research Association Annual Meeting, San Diego, CA, USA.

Johnson, H. J., Pierson, A., **Keifert, D.**, Daniel, B. & Henrie, A. (2022, April). Scientific modeling to support multilingual students: Examining a professional learning design for elementary teachers. In J. J. Thompson (Chair), Equity in Elementary Science Teaching and Learning [Structured Poster Session]. American Educational Research Association Annual Meeting, San Diego, CA, USA.

Daniel, B., **Keifert, D.**, & Pierson, A. (2022, April). Negotiating ideologies about science and language in elementary teacher professional development. In B. Daniel & N. De Lucca (Chairs), Interaction as a Site for Ideological Negotiation and Transformation in Science Teachers' Learning [Symposium]. American Educational Research Association Annual Meeting, San Diego, CA, USA.

Pierson, A., Daniel, B., Lee, S., Henrie, A., Johnson, H., **Keifert, D.**, & Enyedy, N. (2022, March). Rearticulating deficit language ideologies with researchers and teachers in elementary science professional development [Related paper set]. National Association for Research in Science Teaching Annual Conference, Vancouver, BC, Canada.

**Keifert, D.**, Enyedy, N., Xiao, C. (April, 2021). Independent and collaborative play as context for science inquiry. In A. Saleh's, *Orchestrating Collaborative Play for Diverse Participation Across Contexts and Disciplines*. Symposium at the American Educational Research Association (AERA), Online Conference.

Pierson, A., **Keifert, D.**, Lee, S., Johnson, H., & Henrie, A. (2021, April). Elementary Science Teachers' Purposes and Practices for Connecting Multiple Representations. Paper presented at the annual international conference of National Association for Research in Science Teaching. [Online]

Johnson, H., Pierson, A., **Keifert, D.**, Henrie, A., Enyedy, N., Danish, J., & Askew, R. (March, 2020). Modeling for equitable learning with ELs: Examining a professional learning design for elementary teachers. In J. Thompson's, *Equity and elementary science teaching and learning*. Symposium at the National Association of Research in Science Teaching (NARST), Portland, OR. (Conference canceled)

Danish, J. A., Nicholas, C., Hmelo-Silver, C. E., Park Rogers, M. A., Cross Francis, D. I., Enyedy, N. D., **Keifert, D.** & Stiso, C. (April, 2020) *What, How, and Why Do Elementary Teachers Think About Using Representations in Their Science Teaching?* [Paper Session]. AERA Annual Meeting San Francisco, CA. <http://tinyurl.com/uey6p37> (Conference Canceled)

**Keifert, D.**, (April, 2019). *Reimagining STEM Learning Through Centering Families' Sense-Making Practices*. Paper presented as part of the symposium STEM Family Learning organized by E. Suarez for the National Association for Research in Science Teaching annual conference. Baltimore, MD.

**Keifert, D.**, Lee, C., Dahn, M., Lindberg, L., Enyedy, N., & Danish, J. (April, 2019). *Tracing Bodies through Liminal Blends during Play-based Inquiry in a Mixed Reality Environment*. Poster presented at the American Educational Research Association Conference. Toronto, Canada.

**Keifert, D.**, Scipio, D., & Grosshandler, D. (April, 2019). *Toward a Framework for Pedagogies of Joy*. Poster presented as part of the Symposium Pedagogies of Joy :) Joy as Resistance at the Intersection of STEM Learning Pathways organized by D. Scipio & **D. Keifert** for the American Educational Research Association Conference. Toronto, Canada.

Humburg, M., **Keifert, D.**, Georgen, C., Tu, X., Danish, J., Enyedy, N. (April, 2018). *The Challenge of Consistency in Sensemaking Resources Across Play and Assessment for Young Science Learners*. Paper presented at the American Educational Research Association Conference, New York, NY.

Danish, J., **Keifert, D.**, Enyedy, E., Humburg, M., Tu, X., Davis, B., Lee, C. (April, 2018). *Embodiment within computational models: Explorations of agency and normativity*. Paper presented at the American Educational Research Association Conference, New York, NY.

**Keifert, D.**, Enyedy, N., Danish, J., Lee, C., & Saleh, A. (June, 2017). *Two Kinds of Thought Experiments about Water Temperature during Young Children's Family and Technology-Enhanced Play*. Paper presented at the annual meeting of the Jean Piaget Society. San Francisco, CA.

**Keifert, D.** (April, 2017). Tensions in crossing the bridge: Capitalizing upon preschoolers' family practices in classrooms. Paper presented at the American Educational Research Association Conference, San Antonio Texas.

**Keifert, D.** (April, 2017). Joy in Inquiry and the Playful & Productive Adaptation of Practice. Paper presented at the American Educational Research Association Conference, San Antonio Texas.

**Keifert, D.** (April, 2017). Inquiry as a Members' Phenomenon as a Model for Coordinating Definitions of Inquiry. Paper presented at the National Association for Research on Science Teaching, San Antonio Texas.

**Keifert, D.** (April, 2016). Geographies of Attention: Shaping Young Children's Ways of Perceiving and Knowing. Paper presented at the American Educational Research Association Conference, Washington D.C.

**Keifert, D.** (April, 2016). Seeing the Science in Young Children's Activity Through an Interactionally Grounded Account of Inquiry. Poster presented at the American Educational Research Association Conference, Washington D.C.

Andrews, J., & **Keifert, D.** (April, 2015). Productive Disagreeing: Collaborators' Exploration of Ideas During Moments of Contested Knowledge. Poster presented at the American Educational Research Association Conference, Chicago, IL.

**Keifert, D.**, & Stevens, R. (March, 2014). Searching for Family Inquiry Practices Over Time. Poster presented at the National Science Foundation's 7<sup>th</sup> inter-Science of Learning Center Student and Post-Doc Conference, Pittsburgh, PA.

**Keifert, D.,** & Stevens R. (May, 2013). "Yeah! I'm an an-phibian. Cause I'm a frog!" Associating science with everyday inquiry. Paper presented at the American Educational Research Association Conference, San Francisco, CA.

**Keifert, D.,** & Stevens, R. (April, 2013). Affording inquiry practices: Tracing the practices of one young girl across contexts. Paper presented at the American Educational Research Association Conference, San Francisco, CA.

**Keifert, D.,** & Stevens, R. (February, 2013). Young children's everyday inquiry: An analytical framework for tracing practices across contexts. Poster presented at the National Science Foundation's 6<sup>th</sup> inter-Science of Learning Center Student Conference, Philadelphia, PA.

**Keifert, D.,** & Stevens, R. (June, 2011). Driving co-constructed activity during family play: How are children participating in shared STEM-focused activity?. Paper presented at the Jean Piaget Society Conference, Berkeley, CA.

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## INVITED TALKS

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**Keifert, D.T.** (December 2025). Collaborative authorship, co-first authorship, and practices for equitable publication efforts. Invited talk: Virtual Interaction Analysis Laboratory. Hosted by UPenn.

**Keifert, D.T.** (April 2025). Research partnerships with young children and families in co-observation. Invited talk: IslandWood. Bainbridge Island, WA.

**Keifert, D.T.** (October 2024). Members' Phenomena. Invited talk: Columbia University Teachers' College. NYC, NY.

**Keifert, D.T.** (May, 2023). Iterative analysis in qualitative methods. Invited talk: IslandWood. Bainbridge Island, WA.

**Keifert, D.T.** (May, 2023). Family culture and designing for equitable learning. Invited talk: IslandWood. Bainbridge Island, WA.

**Keifert, D.T.** (March, 2023). Co-panelist on Inclusive Online Teaching. Invited talk: Division of Digital Strategy and Innovation (DSI) Center for Learning Experimentation, Application, and Research (CLEAR), University of North Texas, TX.

**Keifert, D.T.** (April, 2022). Ethical issues in research: Positionality, disability, and research with families sheltering due to COVID. Invited talk: IslandWood. Bainbridge Island, WA.

**Keifert, D.** (April, 2021). Positionality, research with European-heritage families, and inquiry as a members' phenomenon. Invited talk: IslandWood. Bainbridge Island, WA.

Levine, S., **Keifert., D.,** Marin, A., Enyedy., N. (April, 2021). Hybrid Argumentation in Literature and Science for K-12 Classrooms. Invited Symposium: Creating Expansive and Equitable Learning Environments: Elaborating the RISE Learning Principles Chairs N.S. Nasir, C.D. Lee., R. Pea., & M.M. de Royston. Invited Talk: American Educational Research Association Presidential Session. Online AERA.

**Keifert, D.** (April, 2021). *Inquiry as a Member's Phenomenon and learning in and out of school.* Invited talk: Vanderbilt University Department of Teaching and Learning. Nashville, TN.

**Keifert, D.,** Scipio, D., McKinney de Royston, M., Halverson, E. (November, 2020). Scholar panel. Invited Talk: Learning Sciences Graduate Student Conference. University of Wisconsin, Madison.

**Keifert, D.,** Pierson, A., Daniel, B., Lee, S., & Jen, T. (November, 2020). *Disrupting assimilationist ideologies in K-4 science + language learning.* Invited Talk: Caruth Institute for Engineering Education at Southern Methodist University. Dallas TX.

**Keifert, D.** (July, 2020). Learning out of school. Invited talk: Vanderbilt University Department of Teaching and Learning. Nashville, TN.



**Keifert, D.** (April, 2020). Research practices including learning in families, early childhood STEM, and video methods for theories of children’s learning and reflective research/teaching practice. Invited talk: IslandWood. Bainbridge Island, WA.

**Keifert, D.** (April, 2019). *Inquiry as a Member’s Phenomenon and learning in and out of school*. Invited talk: Vanderbilt University Department of Teaching and Learning. Nashville, TN.

**Keifert, D.** (June, 2017). *Iterative analysis of qualitative/video data for understanding inquiry, family practice, and children’s experiences across settings*. Invited talk: University of California Los Angeles Graduate School of Education and Information Sciences Methods Sequence. Los Angeles, CA.

**Keifert, D.** (June, 2017). *Understanding and broadening forms of sensemaking for science learning*. Invited talk: Center for Research on Teacher Development and Professional Practice. Irvine, CA.

**Keifert, D.** (March, 2017). *Understanding and broadening sensemaking for science learning*. Invited talk: TERC. Cambridge, MA.

## REVIEWING FOR JOURNALS

<i>Journal of the Learning Sciences</i>	2019-present
<i>Instructional Science</i>	2019-present
<i>Cognition &amp; Instruction</i>	2017-present
<i>Science Education</i>	2023-present
<i>Learning, Culture and Social Interaction</i>	2024-present
<i>Elementary School Journal</i>	2025
<i>Research on Children and Social Interaction</i>	2025
<i>American Education Research Journal</i>	2024
<i>Topics in Early Childhood Special Education</i>	2020
<i>International Journal of Child-Computer Interaction</i>	2019
<i>Science and Education</i> (different from Science Education)	2018, 2023

## HONORS AND AWARDS

Board of the International Society of the Learning Sciences (nomination), ISLS	2025
The Mary Anne Raywid Award (nomination), Society of Professors of Education	2025
Outstanding Full Paper Award (nomination), <i>International Conference of the Learning Sciences</i>	2024
Best Student Paper Award (supporting author), <i>International Conference of the Learning Sciences</i>	2023
Reviewer of the Year, <i>International Society of the Learning Sciences</i>	2021
National Academy of Education & Spencer Post-doctoral Fellowship Semi-Finalist	2021
Early Career Workshop, <i>International Conference of the Learning Sciences</i>	2018
Doctoral Consortium, <i>International Conference of the Learning Sciences</i>	2014
Graduate Student Seminar, <i>American Educational Research Association Division C</i>	2014
Dissertation Year Fellowship, <i>Learning Sciences at Northwestern University</i>	2013–2014
Best Student Paper Award, <i>International Conference of the Learning Sciences</i>	2012
Multidisciplinary Program in Education Sciences Fellowship, <i>Northwestern</i>	2010–2013
Joel Dean Social Sciences Research Grant, <i>Swarthmore College</i>	2003

## PROFESIONAL MEMBESHIP AND SERVICE

<b>International Society of the Learning Sciences (ISLS)</b>	member since 2012
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**Chair | Hybrid Engagement Annual Meeting Subcommittee**

2022-present

Hybrid Engagement subCommittee (HEsC) of the Annual Meeting Committee (AMC) for the International Society of the Learning Sciences (ISLS).

Founded the committee in 2022 in coordination with the Annual Meeting committee chair (Yotam Hod, ISLS President 2025-26), the Equitable Participation Working Group, the AMC, the ISLS Board, and the President of ISLS (Joshua Danish, ISLS President 2022-23). Recruited inaugural members for HEsC and served as chair.

Continuing leadership:

- Guiding development of ISLS approach to hybrid engagement and annual meeting efforts to iteratively expand hybrid and virtual opportunities.
- Coordinating with current/future presidents: Ravit Duncan, 2023-24, Jasmine Ma, 2024-25, Yotam Hod 2025-26
- Collaborating with ISLS leadership (past, current, future president, committee system) and Local Organizing Committees to design for hybrid (engagement across face-to-face and virtual participants) in annual meetings.
  - ISLS 2023 Montreal: Inaugural pre-conference Virtual Social
  - ISLS 2024 Buffalo:
    - Inaugural Hybrid Symposium track
    - Inaugural Virtual Poster Session
    - Inaugural Virtual Keynote Watch Parties
  - ISLS 2025 Helsinki
    - Inaugural Hybrid Poster Special Session
    - Inaugural Virtual Viewing for all symposia and paper sessions
      - Inaugural Hybrid Ambassadors to support in-room facilitation across in-room and virtual attendees
        - Recruitment
        - Training
        - Thank you (coordinating with Fellows for social event to connect Has and Fellows)
      - Inaugural (virtual and in-room) Presenter & Hybrid Ambassador Guide to technology and presenting arrangements in all rooms
    - Inaugural recruitment and training for Virtual Hosts to support virtual-only activities (Virtual Social, Virtual Poster Session, Virtual Keynote Watch Parties)
  - ISLS 2026 Irvine: Coordinating with Irvine Local Organizing Committee now to plan for 2026 ISLS Annual Meeting
    - Collaborating in determining potential new conference platform
    - Introduction of stable, structured volunteer system (HEsC committee members, coordinators, volunteers) as a part of work to institutional HEsC changes
    - Inaugural integration of hybrid symposia in ICLS/CSCL standard tracks as submission type to allow LOC independent review and acceptance process

**Lead | Hybrid Track Program Chair, Annual Meeting of the International Society of the Learning Sciences 2024**

2023-2024

Lead Program Chair (PC) for the Hybrid Symposium Track across the International Conferences of the Learning Sciences and the International Conference of Computer Supported Collaborative Learning. Coordinating with two other lead PCs to establish reviewer lists, update reviewer/senior reviewer guides, reviewer/senior reviewer assignment system, reviewer/senior reviewer process, program decisions, and coordination with publications committee for the annual meeting proceedings. Also

collaborating with the Local Organizing Committee Co-Chairs for special session design, accommodation process, and other business to ensure a smooth ISLS 2024 meeting.

2022-2023

### **Participant | ChangeLab**

Serving as a member of the ISLS conference ChangeLab year-long process of exploring innovative designs for collaborative intellectual sensemaking the academy. Findings to be presented at the annual conference to seed future change.

2022-present

### **Member | Annual Meeting Committee**

Serving as a committee member, guiding criterion for annual ISLS conference proposal review, supporting ISLS Executive Committee and ISLS Local Conference Hosts in developing future annual conferences, representing the Working Group on Equitable Participation and furthering efforts to ensure equitable hybrid participation designs.

2022-present

### **Organizer | Working Group on Equitable Participation**

Leading the working group, recruiting membership, setting agenda items, drafting guidance documents, and communicating on behalf of the working group with ISLS society leadership committees. Developing short- and long-term goals towards designing more equitable hybrid participation opportunities to reflect the diverse needs of the society including disabled/chronically ill members, student members with limited travel budgets, members with care giving responsibilities, queer and trans members and scholars of color whose safety is threatened by air travel and travel to some US states.

2021-2022

### **Member | Publications Committee & Equity & Justice Committee Rep**

Serving as a committee member, guiding production of publications-relevant statements (e.g., tenure/promotion statement about ISLS proceedings), supporting flagship society journal board members, co-developing Rapid Community Report open-source projects. Serving as a representative on the Equity & Justice Committee and serving on the Barriers to Participation sub-committee. The committee reflects a commitment to making equity and justice central to ISLS organizational structure, key activities, and membership. It also reflects the expansion of local and global movements for justice (racial, economic, gender, decolonial, environmental etc.), related calls for institutional rather than symbolic change, and inquiry into how these movements are themselves key contexts of collective learning.

### **Organizer + Chair | Symposia**

(Organizer, co-chair) Co-Research in Video Analysis: Shifts Towards Ethical Validity

2024

(Organizer, co-chair) Theorizing and Designing Relational Possibilities in Teaching and Learning

2023

(Organizer, co-chair) Dignity Affirming Learning Contexts

2021

(Organizer, co-chair) Broadening Learning Sciences Theoretical lenses to understand young children's sensemaking

2020

(Organizer, chair) Analytical Designs: Goodwin's Substrates as a Tool for Studying Learning

2020

### **Special Affinity Gathering Organizer**

2014

### **Reviewer, Annual Conference ISLS**

2012-present

(formerly International Conference of the Learning Sciences)

## **American Educational Research Association (AERA)**

member 2011-2023

### **AERA Special Interest Group (SIG) Membership**

Learning Sciences

Informal Learning Environments Research

### **Communications Chair | Informal Learning Environments Research SIG**

2016-2019

### **Discussant**

Whose science? Interrogating the foundations of "Nature of Science," uncovering injustices in science education

2022

**Organizer & Chair | Symposia**

(Co-organizer, co-chair) Pedagogies of Joy :) Joy as Resistance at the Intersection of STEM Learning Pathways	2019
(Co-organizer, co-chair) Pedagogies of Joy :) Reigniting Conversations About the Intersectionalities of Joy within Learning Pathways	2016
Drawing on Families' Ways of Perceiving and Knowing to Learn About Diverse Epistemologies in Action	2016
(Organizer, Chair) Science Trajectories: Tracing Young People's Participation in Science Across Settings	2013
(Organizer, Chair) What Does 'Science' Shift?: The Positioning of Activities and Identities with Respect to the Domain of Science	2013
<b>Reviewer, Annual Conference AERA</b>	2016-present

**National Association for Research on Science Teaching (NARST)**

**Reviewer, Annual Conference NARST** 2016

**Symposium Organizer & Chair**

(Co-organizer) Epistemic Agency as a Members' Experience 2017

**National Science Foundation**

2017

**Interaction Design & Children**

2018

Conference Reviewer

**CONSULTING****Vanderbilt University**

2019-2020

**Indiana University**

Summer 2021

**McDonnell Foundation, Teachers as Learners Grant**

Summer 2022

*Representations for Teachers as Learners (RepTaLs)*. Coordinated across VU and IU, managed postdoc team, coordinating collaboration with VU team, coordinated (re)design of in-service teacher professional development program to support K-5 teachers to integrate diverse representations into phenomenon-first, inquiry-based science learning for students from culturally and linguistically diverse backgrounds (e.g., rural/urban, SES, race/ethnicity, immigrant status, first languages). For fee.

**INSTRUCTIONAL ACTIVITIES****Areas of Expertise**

- Learning Theory (constructivist, sociocultural, critical)
- Children's Everyday Inquiry
- Children's Learning Across Settings
- Science Education + Science Teaching Methods
- Co-Research Methodologies
- Qualitative Research Methods
- Video Analysis
- Interactional Analysis
- Co-Operative Action
- Co-Observation Methods

**Courses Taught at UNT**

Semester	Course	Course Title	Enrollment	Delivery	Location
Fall 2019	EDCI 3830	Teaching + Learning Evaluation	25	F2F	Denton
Spring 2020	EDCI 3830	Teaching + Learning Evaluation	31	F2F	Denton
Fall 2020	EDCI 3830	Teaching + Learning Evaluation	30	Remote	Denton
Fall 2020	EPSY 6280	Qualitative Research for Ed	20	Remote	Denton
Spring 2021	EDCI 3830	Teaching + Learning Evaluation	32	Remote	Denton
Spring 2021	EPSY 6800	Video Research methods	5	Remote	Denton
Fall 2021	EDCI 3830	Teaching + Learning Evaluation	24	F2F	Denton

Fall 2021	EPSY 2010	How People Learn	30	F2F	Denton
Spring 2022	EPSY 5050	Foundations of Educational Research Methodology	32	INET	
Fall 2022	EPSY 5050	Foundations of Educational Research Methodology	36	INET	
Fall 2022	EPSY 2010	How People Learn	25	F2F	Denton
Fall 2022	EPSY 2010	How People Learn	30	F2F	Denton
Spring 2023	EPSY 6530	Research Methodologies as Contexts for Learning	7	F2F	Denton
Fall 2023	EPSY 6510	Learning Sciences Seminar 2	8		
Fall 2023	EPSY 2010	How People Learn	12	INET	
Fall 2023	EPSY 2010	How People Learn	20	INET	
Spring 2024	EPSY 2010	How People Learn	12	F2F	Denton
Spring 2024	EPSY 2010	How People Learn	30	INET	
Spring 2024	EPSY 2010	How People Learn	25	INET	
Fall 2024	EPSY 2010	How People Learn	15	INET	
Fall 2024	EPSY 2010	How People Learn	20	INET	
Fall 2024	EPSY 5050	Foundations of Educational Research Methodology	37	INET	
Fall 2024	EPSY 6900	Special Problems	1	Remote	Denton
Spring 2025	EPSY 6900	Special Problems	2	Remote	Denton
Spring 2025	EPSY 2010	How People Learn	31	INET	
Spring 2025	EPSY 2010	How People Learn	34	INET	
Spring 2025	EPSY 5000	Intro to Educational Psychology	20	INET	
Fall 2025	EPSY 2010	How People Learn	36	F2F	Denton
Fall 2025	EPSY 5050	Foundations of Educational Research Methodology	24	INET	

## Graduate-Level Courses

### ***Learning Sciences Seminar 2, University of North Texas***

2023

Instructor for Educational Psychology graduate course. Develops understanding of theories of learning across the field of Learning Sciences. Supports graduate students to develop theoretical conceptualizations of focal phenomena and to prepare and present a conference paper.

### ***Research Methods as Contexts for Learning, University of North Texas***

2022-2023

Instructor for Educational Psychology graduate course. Develops methodological competence in bridging research traditions towards research transforming conceptualizations of learning phenomena towards more just futures in research-partnerships and teaching/learning designs.

### ***Introduction to Educational Psychology***

2025

Review of theories and applications of educational psychology; basic concepts in learning, cognition, development and their applications to teaching and learning context.

### ***Foundational Research Methodology***

Overview of the process of conducting research, from formulating research questions to sampling, data collection, analysis and drawing inferences. The focus is on being able to understand, evaluate and utilize published research, both qualitative and quantitative. Final product is a detailed critique of published research.

2022-present

### ***Video Methodology, University of North Texas***

Explore multiple approaches to video analysis. Students gather a small corpus of video that will serve as the basis for multiple analytical activities. These activities will introduce students to multiple scales of video analysis and analytical activities such as episode selection, transcription, and coding. Students will engage in collaborative analysis of video and develop their own independent analytical argument and presentation.

2021

### ***Qualitative Methods, University of North Texas***

2020



Focus on the knowledge and skill necessary for naturalistic research; observation, interviewing and other data collection procedures, as well as data retrieval, analysis techniques and reporting procedures.

***Modeling for the Secondary Science Classroom, Vanderbilt University*** 2018

Instructor of record for pre-service teacher course. Designed course focused on NGSS.

***Empirical Methods for Social Interaction, Stanford University*** 2016

Co-taught with Drs. Ray McDermott, Jenny Langer-Osuna, Ramón Martínez

***New Approaches to Science Teaching, Northwestern University*** 2013

Co-taught with Dr. Brian Reiser & Michael Novak, MS Education course

### Undergraduate-Level Courses

***How People Learn 8week and 16week, University of North Texas*** 2021-present

Co-course steward for all sections for pre-service teacher course. Co-developed course (8 week design) and redesign (16 week design). Designed to support learners to recognize learning across diverse settings, contextualize learning within sociocultural / critical theory. Emphasis on observations of learning “in the wild.” Also developed the INET version of this course including 3 synchronous and 5 asynchronous weeks of learning designs.

***Development and Teaching & Learning, University of North Texas*** 2019-present

Course steward for all sections for pre-service teacher course. Re-designed course to focus on development and intersectionality as they shape teaching practice. Emphasis on observation of real-world learning and analysis of learning designs using theory.

***Advanced Research Methods, Northwestern University*** 2014

Teaching assistant to Dr. James Spillane

***Cognition in Contexts, Northwestern University*** 2011

Teaching assistant to Dr. Reed Stevens

### Professional Development

***Supporting Teacher Candidates in the Equitable Science Sensemaking (ESSe) project, Vanderbilt University & The Ohio State University*** 2022-present

Collaboration with Drs. Ashlyn Pierson, Sophia Jeong, Andrea Henrie, and Heather Johnson. Facilitated course Video Clubs and leading longitudinal Video Clubs for teacher candidates in undergraduate science methods courses who will serve in diverse school districts to leverage student’s linguistic and cultural resources and experiences for standards-based science learning.

***Supporting Teachers in the Representations for Teachers as Learners (RepTaLs) project, Vanderbilt University, Nashville TN*** 2018-2022

Co-facilitator with Drs. Heather Johnson and Andrea Henrie of Vanderbilt University in the Design-Based Research study of teachers-as-learners (McDonnell Foundation funded) supporting K-4 teachers in a diverse urban school district to leverage student’s linguistic and cultural resources and experiences for standards-based science learning.

### Classroom Teaching

***Supporting Teachers for Science Through Technology Enhanced Play Implementations, UCLA Lab School, Los Angeles CA*** 2017-2018

Supported and co-taught combined 1<sup>st</sup> & 2<sup>nd</sup> grade teachers’ implementation of the Science through Technology Enhanced Play (STEP) project.

***Middle School Teacher & Advisor, Rodeph Shalom School, New York NY*** 2004-2009

Taught science, math for 5<sup>th</sup>-7<sup>th</sup> graders, and advised 5<sup>th</sup>-8<sup>th</sup> grade students, developed curriculum in mathematics and expanded science curriculum

### Informal Science Museum Teaching

***Programs Intern at the Fels Planetarium, Franklin Institute, Philadelphia PA*** 2002-2004

Hosted live shows, developed curricular materials for Spirit/Opportunity landings

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### GRADUATE STUDENT ADVISING

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### Doctoral Committees Served On

Amy Foxman (EPSY, SPED), completed 2021  
 Chelsi Pruitt (EPSY), completed 2020  
 Kim Matchniff (UNT EPSY SPED), completed 2024  
 Bethany Daniel (Vanderbilt University, Department of Teaching and Learning), completed 2024  
 Thea Vlaamster (UNT EPSY G&T), completed 2024  
 Andria Gentry (Ellis) (UNT EPSY GT) – co-chair, completed 2025  
 Vickie Gordon (UNT EPSY LS), completed 2025  
 Kristy Hill (UNT ESPY LS) – co-chair, completed 2025

### Doctoral Committees Serving On

Nichole Mattingly (UNT EPSY G&T)  
 Mehri Mirzaeirafe (UNT EPSY RMS)  
 Sukai Durosimi (UNT TE&A EDLE)

### Doctoral Committees Chairing (or Co-Chairing)

n/a

### Doctoral Students Advising/ed

Mary Lamothe (EPSY, LS)  
 Benjamin Hokamp (EPSY, LS)  
 Joshna Karki (EPSY, LS)  
 Jingfei He (EPSY, LS)

### Doctoral Students Mentoring/ed

Gabby (Renee) Gonzales (EPSY)  
 Xiaolu Fan (EPSY)  
 Soad Badran (TE&A)  
 Supuni Thennakoon Mudalige Silva (BS)  
 He Xiao (EPSY)  
 Denisse Avila Alejo (EPSY)

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## SERVICE

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### University of North Texas

#### University-Wide Service

##### Contributor to the President's Student Success Initiative

2025-present

Selected by President Keller's advisors, Heidi Elmendorf and Randy Bass, to serve as a representative of the Educational Psychology, College of Education, and Learning Sciences faculty in a listening session and four design charettes to imagine, design, and develop pilot projects for three centers for student success: Learning Initiative (learning-centered research and community partnerships), Teaching Hub (pedagogy-focused developments and research in partnerships with faculty across UNT), Curriculum Connector (hub designed to ensure connections with Dallas/Fort Worth area K-12 curriculum, UNT undergraduate curriculum, and workforce needs and innovation. Focused on Learning Initiative.

##### Member | Committee on the Status of Faculty with Disabilities - Group VI representative

2024-present

Committee represents, supports, advocates for faculty with visible and invisible disabilities and examines their status at UNT. Committee identifies concerns and submits recommendations for actions to the Faculty Senate and Provost. Charges include: (1) collaborate with Senate committees, Provost's Office, and others to obtain, compile, analyze, and report data regarding the status of faculty with disabilities, (2) identify and report issues of concern about the status of faculty with disabilities, and advocate solutions to improve the status of faculty with disabilities, (3) recommend and/or co-sponsor events for the advancement of UNT faculty with disabilities, and (4) collaborate with Office of Disability Access, Neurodiversity Professional

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Network, Staff Senate, Graduate Student Council, Student Government Association, Delta Alpha Pi International Honor Society for students with disabilities.

### **Member | Women and Gender Equity Network (WGEN)**

Member of WGEN, an organization supporting faculty at all stages of their careers by providing professional development, mentoring, and networking opportunities. Was appointed secretary but then UNT cut funding for WGEN and other faculty resource groups.

2022-2024

### **Member | Collaborative for UNTOnline Faculty Fellows (CUFF)**

Member in faculty organization engaging in the design and study of innovative learning designs. Focus on innovation towards equitable and accessible approaches to diverse digital-supported learning communities. Other foci included Virtual, Mixed, and Artificial Reality.

2022-2024

## **College of Education**

### **Member | College of Education Academic Affairs Committee**

Supported the review of proposed changes to academic course catalogues including new degree concentrations, new courses, and changes in course descriptions.

2025-present

### **Member | College of Education Scholarship Committee**

Contributed to the review of academic scholarships awarded within the College of Education to undergraduate, masters, and doctoral students.

2021-2022

2023-2024

## **University of North Texas Educational Psychology Department**

### **Learning Sciences Concentration Steward**

Developed outreach/recruitment materials for doctoral students and potential community practitioner-partnerships. Manage website content. Coordinate Learning Sciences faculty efforts to develop new courses (e.g., transitions EPSY 2010 from 8week to 16week course for early childhood through grade 6 pre-service teachers, overseeing parallel revision of EDCI 3830 course for secondary and specialist pre-service teacher program.

2025-present

### **Co-Founder | Learning Sciences Program**

Developing Learning Sciences PhD concentration and graduate academic certificate in UNT College of Education (collaborator: Dr. Carrie Allen), supporting courses across Educational Psychology and Teacher Education & Administration. Analyzing UNT course catalogue to develop Learning Sciences pathway. Developing courses for both undergraduate and graduate level students to attend to learning theory in research and teaching practice. Integrating learning theory and design into ongoing practice in the Educational Psychology and Teacher Education & Administration departments. Courses developed:

2020-present

- Redeveloped EPSY 2010: How People Learn into 16-week course given new state/federal guidance (e.g., SB17) and request from dean for 16-week design 2025
- Developed INET version of 8-week EPSY 2010: How People Learn in collaboration with Dr. Carrie Allen, members of the Office of Disability Assistance, and CLEAR to ensure the course design is the most accessible to date of any UNT INET course design. 2022
- Co-Steward: EPSY 2010: How People Learn undergraduate pre-service teacher program 2021-2022
- Steward: EPSY 6530: Research Methodologies as Contexts for Learning graduate LS concentration / LS GAC 2021
- Steward: EDCI 3830: Development and Teaching & Learning undergraduate pre-service teacher program 2019-2021

### **Chair | Graduate Student Policies Committee**

2025-present

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Chair of the committee overseeing all graduate student omissions, review of the graduate student handbook and faculty advising guidance on supporting doctoral students through the qualifying and dissertation processes. Leading a revision of the core exam.

**Organizer | Qualitative Inquiry Collaborative (QuIC) Lab**

2024-present

Organized qualitative research faculty in EPSY to determine needs for hardware and software in support of qualitative research. Coordinated with COE tech to make purchases. Coordinated with EPSY Chair to select location, set up physical space.

**Member | Faculty Affairs Committee**

2023-2024

Serving as a committee member to edit/update EPSY faculty bylaws and determine procedures for the routine evaluation of adjunct instructors. Spearheaded editing and approval of new EPSY bylaws.

**Member | Learning Sciences Assistant Professor Faculty Search Committee**

2021-2023

Serving as a committee member to recruit and hire an Assistant Professor in the Learning Sciences. Co-authored job posting. Co-leading candidate search and recruitment as member of the International Society of the Learning Sciences.

2021-2022

**Chair | EPSY Student Affairs Committee**

Served on SAC and Scholarship Committees

2020-2021

**Member | EPSY Student Affairs Committee**

Served on SAC and Scholarship Committees.

**Member | HDFS Assistant & Assistant/Associate Faculty Search Committee**

2020-2021

Served on search committee to fill two positions in Human Development and Family Sciences including one assistant position and one assistant or associate position.

**Member | Doctoral Policies Committee**

2019-2020

Served as a committee member, recommending doctoral students for acceptance to Educational Psychology concentrations, examining the use of GRE during COVID and post-COVID, supporting self-study of EPSY expectations for graduate student success in relation to the GRE and other measures.

**Member | Faculty Affairs Committee**

Served on Faculty Affairs Committee, reviewing concerns related to the faculty and preparing recommendations for the chair and department.

**Northwestern University**

**Invited Speaker Series Committee**, Learning Sciences

2012-2013

**New Student Orientation Coordinator**, Learning Sciences

2012

**Assigned Mentor: New Students**, Learning Sciences

2010-2014

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