

MAREN SONGMY AUKERMAN

Assistant Professor
Curriculum & Learning
University of Calgary

Research Interests

- Reading comprehension pedagogy.
- Dialogic pedagogy and classroom discourse, particularly in relationship to reading instruction with emergent bilingual students.
- The developmental trajectory of talk about text in classroom discussion.

Academic History

University of California, Berkeley 2000-2004

Ph.D., Language, Literacy and Culture

Thesis: *Reading Pedagogical Decision-Making: Shared Evaluation Pedagogy and Shared Reasoning in a Community of Teacher-Learners.*

University of California, Berkeley 1998-2000

M.A., Language, Literacy and Culture

Specialization: Advanced Reading and Language Leadership.
Thesis: *“He’s a cleaner window:” Contextualizing literacy success for a second language learner in an English language kindergarten.*

Williams College (Williamstown, MA) 1988-1992

B.A., Religion

Concentrations: Political Theory, Women’s Studies, English.
Thesis: *Distorted postures, shocking poses: The position of South Asian women in Buddhism.*

Honors and Awards

Stanford Graduate School of Education Faculty Teaching Award 2013, 2017

See <http://cepa.stanford.edu/news/stanford-graduate-school-education-awards-luncheon-2013> for students’ speech at award event; 28:59-33:38.

Stanford Graduate School of Education Advising Award Nominee 2013

Albert J. Harris Award 2009

International Reading Association award for “journal article or monograph that makes an outstanding contribution to our understanding of the prevention or assessment of reading or learning disabilities.”

National Academy of Education/Spencer Post-Doctoral Fellowship 2008

National Science Foundation Opportunities for Enhancing Diversity 2008

in the Geosciences Grant

“Reducing Barriers to Academic Achievement & Marine Geosciences Careers:
Developing a Model Middle School Program Integrating Marine Geosciences & Literacy
(Youth in Oceans).” With the Lawrence Hall of Science.

University Research Foundation Award 2006
University of Pennsylvania

Phi Beta Kappa Dissertation Fellowship 2003
Alpha Chapter of California

Spencer Research Training Fellowship 2003
University of California, Berkeley

University Fellowship 1998, 2000, 2002
University of California, Berkeley

Russell Fellowship 2001
University of California, Berkeley

Flanders Teaching Fellowship 1999
University of California, Berkeley

Creighton School District New-Teacher Mentor Award 1997
Phoenix, AZ

Watson Fellowship 1992
National award
Used to research the role of women in intentional
community in India, Nepal, and Indonesia.

Wainwright Prize for Fiction 1992
Williams College, Williamstown, MA

Harry S Truman Scholarship 1990
National four-year public service award

Pinkas Award for Public Service 1990
Williams College, Williamstown, MA

Employment History

Assistant Professor of Curriculum and Learning University of Calgary	since 2017
Assistant Professor of Curriculum and Teacher Education Stanford University, Graduate School of Education	2008-2017
Assistant Professor of Reading/Writing/Literacy The University of Pennsylvania, Graduate School of Education	2004-2008
Professional Development Academy Director/Instructor Lawrence Hall of Science, San Francisco, CA Directed and taught professional development institutes for 60 teachers in three different academy settings: <i>Mathematics and Reading Academy</i> <i>Science and Reading Academy</i> <i>Ocean Sciences and Reading Academy</i>	2006, 2008
Graduate Student Researcher Instruction of Reading Comprehension Project, Berkeley, CA Examined the relationship between different kinds of comprehension instruction and student learning.	2003-2004
Graduate Student Instructor U.C. Berkeley, Graduate School of Education Designed and taught undergraduate course on discourse and reading pedagogy.	2003-2004
Literacy Consultant for Program Design Mountain Region Science and Reading Academy (for the Lawrence Hall of Science) Berkeley, CA and Kings Beach, CA Trained project staff and led workshops for 50 K-8 teachers.	2003
Graduate Student Researcher Cal Reads Literacy Intervention Project Oakland and Berkeley, CA Investigated design of small-group and tutorial instruction for students in grades 4 through 12. Supported 200 tutors.	1998-2003
Literacy Field Placement Support Director Advanced Reading and Language Leadership Program U.C. Berkeley, Graduate School of Education Supervised MA students in reading specialist program.	2001-2002

Reading Certificate Program Developer and Co-Director U.C. Berkeley Extension Truckee, CA and Kings Beach, CA	2001-2002
Developed, taught and co-directed two reading institutes for teachers: <i>The Teaching of Early Literacy</i> <i>The Teaching of Reading to Intermediate/Adolescent Learners</i>	
Bilingual Teacher Creighton Elementary School District. Phoenix, AZ.	1994-1998
Taught grades 4-6.	
Bilingual Reading Specialist Collaborative Literacy Intervention Project/Lectura En Acción Creighton Elementary School District. Phoenix, AZ	1997-1998
<i>Modified Reading Recovery program for first graders.</i>	
Writing Tutor Williams College. Williamstown, MA	1989-1992

Publications

- **Aukerman, M.** (in press). What characterizes “unfulfilled” case discussions? Particularity-based and norm-based readings of pedagogical decision-making during professional development dialogue. *Teacher Education Quarterly*.
- **Aukerman, M.,** Chambers Schuldt*, L., Aiello*, L., & Martin*, P. (2017). What meaning-making means among us: The textual intercomprehending of emergent bilinguals in small-group text discussions. *Harvard Educational Review*. 87(4), 482-511.
- **Aukerman, M.** & Chambers Schuldt*, L. (2017). Bucking the authoritative script of a mandated curriculum. *Curriculum Inquiry*. 47(4), 411-437.
- **Aukerman, M.,** Johnson*, E. M. & Chambers Schuldt*, L. (2017). The relationship between student and teacher discourse practices in monologically and dialogically organized text discussion. *Journal of Language and Literacy Education*. 13(2), 1-52.
- **Aukerman, M.,** Chambers Schuldt*, L. (2016). “The pictures can say more things”: Change across time in young children’s reference to images and words during text discussion. *Reading Research Quarterly*, 51(3), 267–287.
- **Aukerman, M.** & Chambers Schuldt*, L. (2016). Closely reading “close reading.” *Language Arts*, 93(4), 286-299.
- **Aukerman, M.,** Martin*, P. C., Gargani, J. & McCallum, R. D. (2016). A randomized control trial of shared evaluation pedagogy: The near-term and long-term impact of dialogically organized reading instruction. *L1-Educational Studies in Language and Literature*, vol. 16, 1-26.

- **Aukerman, M.**, Brown, R., Mokhtari, K., Palincsar, A., & Valencia, S. (2015). Examining the relative contributions of content knowledge and strategic processing to comprehension. *Literacy Research: Theory, Method, and Practice*. Vol. 64, 73-91.
- **Aukerman, M.**, & Chambers Schuldt*, L. (2015). Children’s perceptions of their reading ability and epistemic roles in monologically and dialogically organized bilingual classrooms. *Journal of Literacy Research*, 47(1), 115-145.
- **Aukerman, M.** (2015). How should readers develop across time? Mapping change without a deficit perspective. *Language Arts*, 93(1), 57-64.
- Zacher Pandya, J., & **Aukerman, M.** (2014). A four resources analysis of technology in the CCSS. *Language Arts*, 91(6), 429-435.
- **Aukerman, M.** (2013). Rereading comprehension pedagogies: Toward a dialogic teaching ethic that honors student sensemaking. *Dialogic Pedagogy Journal*, 1(1), A1-A31.
- **Aukerman, M.**, & Zacher Pandya, J. (2013). Rethinking common answers to critical questions about classroom discourse. *Language Arts*, 91(1), 41-47.
- **Aukerman, M.** (2012). “Why do you say yes to Pedro, but no to me?” Toward a critical literacy of dialogic engagement. *Theory Into Practice*, 51(1), 42-48.
- **Aukerman, M.** & Walsh*, H. (2009). Getting ‘real’ in virtual talk about text. *The Middle School Journal*, 40(4), 53-61.
- **Aukerman, M.** (2008). In praise of wiggle room: Locating comprehension in unlikely places. *Language Arts*, 86(1), 52-60.
- **Aukerman, M.**, Belfatti*, M. & Santori*, D. (2008). Teaching and learning dialogically organized reading instruction. *English Education*, 40(4), 340-364.
- **Aukerman, M.** (2007). When reading it wrong is getting it right: Shared evaluation pedagogy among struggling fifth grade readers. *Research in the Teaching of English*, 42(1), 56-103.
- **Aukerman, M.** (2007). A culpable CALP: Rethinking the conversational/academic language proficiency distinction in early literacy instruction. *The Reading Teacher*, 60(7), 626-635.
- **Aukerman, M.** (2006). The discursive (re)construction of student ability in teacher assessment narratives. *Working Papers in Educational Linguistics*, 21(2), 1-24.
- **Aukerman, M.** (2006). Who’s afraid of the big ‘bad answer’? *Educational Leadership*, 64(2), 37-41.

*Indicates co-authors who were my students at the time of data collection, data analysis, and/or writing.

Selected Presentations and Other Speaking Engagements

- **Aukerman, M.**, Murdock-Perriera, L. & Martin, P.C. (2017, November). ““A teaching that respects students’ voices’: Preservice teachers learning dialogic pedagogy in a content literacy course.” Literacy Research Association Annual Meeting: Tampa, FL.
- Beach, R. & **Aukerman, M.** (2017, November). “High school students’ use of languaging to establish trust in writing college admissions essays.” Literacy Research Association Annual Meeting: Tampa, FL.
- **Aukerman, M.** (2017, February). *Invited colloquium*, University of New Mexico.
- **Aukerman, M.** (2017, January). *Invited colloquium*, University of Texas, Austin.
- **Aukerman, M.** (2017, January). *Invited colloquium*, University of Pittsburgh.
- **Aukerman, M.** (2016, December). *Invited colloquium*, Boston University.
- **Aukerman, M.** (2016, December). *Invited colloquium*, Temple University.
- **Aukerman, M.** (2017, December). *Invited colloquium*, Illinois State University.
- **Aukerman, M.** & Chambers Schuldt*, L. (2016, April). “The development of dialogic oracy during young children’s discussions about text.” American Educational Research Association Annual Meeting: Washington, D.C.
- **Aukerman, M.** (2015, March). *Invited colloquium*, Ohio State University.
- **Aukerman, M.** & Chambers Schuldt*, L. (2015, April). “Bucking the monologic script of a mandated curriculum.” American Educational Research Association Annual Meeting: Chicago, IL.
- **Aukerman, M.** (2014, December). “A dialogic conversation examining the contributions of content knowledge and strategic processing to comprehension.” *Invited plenary panel speaker* for Literacy Research Association Annual Meeting, San Marcos Island, FL.
- **Aukerman, M.** & Chambers Schuldt*, L. (2014, December). “One or many pathways to dialogic citizenship?” Literacy Research Association Annual Meeting, San Marcos Island, FL.
- **Aukerman, M.** (2014, April). “A close reading of Common-Core inspired ‘close reading.’” *Invited keynote address*, Literature Special Interest Group. American Educational Research Association Annual Meeting, Philadelphia, PA.
- **Aukerman, M.** (2014, April). “Reconceptualizing comprehension: Mapping transformations in the intellectual qualities of young children’s reading.” American Educational Research Association Annual Meeting; Philadelphia, PA.

- **Aukerman, M., & Chambers Schuldt*, L.** (2014, April). “Image and word as evidence in dialogically organized text discussion.” American Educational Research Association Annual Meeting; Philadelphia, PA.
- **Aukerman, M.** (2014, March). *Invited colloquium*, University of California, Berkeley.
- **Aukerman, M., Chambers Schuldt*, L., Aiello*, L., & Martin*, P. C.** (2013, December). “The Collective and Contingent Nature of Idea-Building in Dialogically Organized Discussion.” Literacy Research Association Conference, Dallas, TX.
- **Aukerman, M., Chambers Schuldt*, L., & Aiello*, L.** (2013, April). “Pathways of sensemaking in second-grade English Learner text discussions.” American Educational Research Association Annual Meeting, San Francisco, CA.
- **Aukerman, M., Chambers Schuldt*, L., & Johnson*, E. M.** (2012, December). “What does it mean to read? Bilingual children’s perspectives from dialogically and monologically organized classroom environments.” Literacy Research Association Annual Meeting, San Diego, CA.
- **Aukerman, M., Chambers Schuldt*, L., & Johnson*, E. M.** (2012, April). “Doing reading: Student understandings of what it means to read in dialogically and monologically organized classrooms.” American Educational Research Association Annual Meeting, Vancouver, Canada.
- **Aukerman, M., Chambers Schuldt*, L., & Johnson*, E. M.** (2011, December). “Making space for sensemaking: The role of dialogic text discussion in a 2nd grade classroom.” Literacy Research Association Annual Meeting, Jacksonville, FL.
- **Aukerman, M. & Chambers Schuldt*, L.** (2011, April). “Getting past the paradox: perspective-taking as critical literacy.” American Educational Research Association Annual Meeting, New Orleans, LA.
- **Aukerman, M. & Chambers Schuldt*, L.** (2010, December). “Dialogic text discussion as a site for critical literacy.” Literacy Research Association Annual Meeting, Fort Worth, TX.
- **Aukerman, M., Riley*, K., and McGuire*, C.** (2009, April). “How teacher- and student-generated questions serve different discursive goals in literature discussions.” American Educational Research Association Annual Meeting, San Diego, CA.
- **Aukerman, M., Belfatti*, M., et al.** (2008, December). Symposium: “Eliciting peer-to-peer talk about text in the middle elementary years.” National Reading Conference Annual Meeting, Orlando, FL.
- **Aukerman, M., Glasheen*, G. & McGuire*, C.** (2008, April). “Eliciting peer-to-peer text discussion: How teacher and student questions matter.” American Educational Research Association Annual Meeting, New York, NY.
- **Aukerman, M., & Glasheen*, G.** (2007, December). “‘Surrendering to this new pedagogy’: Dialogic reading in the professional development of science teachers.” National Reading Conference Annual Meeting, Austin, TX.

- **Aukerman, M., & Martin*, P.** (2007, April). “‘A very productive struggle’: Science teachers learning dialogic reading teaching.” American Educational Research Association Annual Meeting, Chicago, IL.
- **Aukerman, M., Belfatti*, M., McGuire*, C. & Santori*, D.** (2007, February). Symposium: “Complicating our understanding of children's interpretive authority in literature group discussions.” Ethnography in Education Research Forum, Philadelphia, PA.
- **Aukerman, M.** (2006, December). “Reading comprehension as the creation of a motivated text.” National Reading Conference Annual Meeting, Los Angeles, CA.
- **Aukerman, M., Belfatti*, M., McGuire*, C. & Santori*, D.** (2006, December). “Children as interpretive authorities.” National Reading Conference Annual Meeting, Los Angeles, CA.
- **Aukerman, M., Belfatti*, M. & Santori*, D.** (2005, December). “Am I teaching comprehension? Questions and challenges as teachers move toward more dialogically organized reading instruction.” National Reading Conference Annual Meeting, Miami, FL.
- **Aukerman, M.** (2004, December). “When reading it wrong is getting it right: Shared evaluation pedagogy among struggling fifth grade readers.” National Reading Conference Annual Meeting, San Antonio, TX.
- **Aukerman, M.** (2003, December). “Grappling with epistemological conflict: Teacher hesitancy and engagement in learning dialogic reading pedagogy.” Reading Conference Annual Meeting, Scottsdale, AZ.
- **Aukerman, M.** (2003, February). “Love in a time of Open Court? Equity, expectations, and reading instruction ‘at a fifth grade level.’” Ethnography in Education Research Forum, Philadelphia, PA.
- **Aukerman, M.** (2002, December). “The discorsal (re)construction of student ability in teacher-generated assessment narratives.” National Reading Conference Annual Meeting, Miami, FL.
- **Aukerman, M.** (2002, April). “‘He’s a cleaner window’: Contextualizing literacy success for a second-language learner in an English-language kindergarten.” American Educational Research Association Annual Meeting, New Orleans, LA.

Professional Leadership in Literacy Research

Reading Research Quarterly

Editorial Review Board

Research in the Teaching of English

Editorial Review Board

Journal of Literacy Research

Editorial Review Board

Journal of Children's Literature

Editorial Review Board

Dialogic Pedagogy Journal

Editorial Review Board (founding member; 2014-2016 term)

Language Arts

Department Editor, Research and Policy (2013-16 term, vols. 91, 92, 93)

Editorial Review Board

Handbook of Research on Children's and Young Adults' Literature

Editorial Review Board (Routledge, 2009)

Selected service to the field

National Council for Teachers of English Alan Purves Award Committee (2017)

Spencer Foundation

Large Grants Invited Reviewer

Small Grants Invited Reviewer

The Handbook of Research on Teaching the English Language Arts

(4th edition, Routledge)

Invited reviewer

Cognition and Instruction

Invited Reviewer

Literacy Research & Instruction

Invited Reviewer

Language & Education

Invited reviewer

The Journal of Teacher Education

Invited Reviewer

English Education

Invited Reviewer

TESOL Quarterly

Invited Reviewer

L1 Journal

Invited Reviewer

International Journal of Educational Research

Invited Reviewer

Written Language and Literacy

Invited Reviewer

Social Studies Research and Practice

Invited Reviewer

Selected Professional Service

Faculty Advisor, Haas Center Community-Based Research Fellows Program 2016
Stanford. Chosen by undergraduate as mentor for community-based research.

Diversifying Academia, Recruiting Excellence Faculty Resource Advisor Since 2015
Stanford. Chosen by doctoral student of color for support in navigating academia.

Dean's Faculty Advisory Council, Graduate School of Education, Stanford 2012-13

Stanford Teacher Education Program Elementary Committee Since 2008

Stanford Teacher Education Program Secondary Committee Since 2010

Professional Memberships

- **Literacy Research Association** (formerly National Reading Conference).
Organization of more than 1000 literacy researchers in the US. (*Selected as candidate for Literacy Research Association Board of Directors in 2016.*)
- **National Council for Teachers of English**
- **International Literacy Association** (formerly International Reading Association)
- **TESOL International Association**
- **American Educational Research Association** (Division C, Division K, Writing and Literacies Special Interest Group, Literature Special Interest Group, Language and Social Processes Special Interest Group)

Selected dialogue and communication of findings with practitioners

- **Seek to Understand: Respectful and Dialogic Teaching.** Founder and administrator of international Facebook group on respectful teaching for practitioners.
<https://www.facebook.com/groups/1699121830362630>
- **Voice of Literacy Podcast** (2016) <http://www.voiceofliteracy.org/posts/64664>
- **Literacy Research Association Research to Practice Show** (February, 2015)
Invited speaker

Selected courses developed/taught

- **Becoming Literate in Schools** (elementary methods)
- **The Centrality of Literacies in Teaching and Learning** (content literacy)

- **Qualitative Interview Methods in Educational Research**
- **The Discourses of Teaching Reading**
- **Literacy Theory**
- **Multimodality and Literacy**
- **Issues in Instructional Leadership in Literacy**
- **Forming and Reforming the Elementary Reading/Writing/Literacy Curriculum**
- **Observing, Assessing, and Instructing the Young Literacy Learner**
- **Practicum in Teaching Intermediate to Advanced Literacy Learners** (adolescent literacy focus)
- **Phonics, Word Recognition, and Fluency**
- **Field Practicum for Reading Specialists**

Sampling of dissertations and qualifying papers supervised

Erika Moore Johnson. *High-challenge and high-support reading comprehension instruction for English Language Learners.*

Lorien Chambers Schuldt. *Talking about writing: Teachers' oral feedback to elementary writers.*

Paolo Cancio Martin. *"I" is for Interactive: The dialogic promise of the interactive whiteboard.*

Monica A. Belfatti. *Contesting nonfiction: Fourth graders making sense of words and images in science information book discussions.*

Erin Raab. *Why School?*

Selected honors my doctoral advisees have received

- **National Academy of Education/Spencer Foundation Dissertation Fellowship (2013).** Lorien Chambers Schuldt.
- **Finalist for International Reading Association Dissertation Award (2010, 2014)** Diane Santori, Monica Belfatti.
- **Stanford Graduate School of Education Dissertation Support Grant (2013, 2015, 2016)** Lorien Chambers Schuldt, Erica Moore Johnson, Erin Raab.
- **Stanford Diversifying Academia, Recruiting Excellence Fellowship (2017)** Paolo Martin.