

**CURRICULUM VITAE  
(abbreviated)**

**ELIZABETH BIRR MOJE**

The University of Michigan  
Marsal Family School of Education  
610 E. University, 1100 SEB  
Ann Arbor, Michigan 48109-1259  
734.647.9571 moje@umich.edu  
<<http://www.umich.edu/~moje>>

**AREAS OF SPECIALIZATION:**

Urban Youth Culture and Youth Literacy  
Disciplinary Literacy

**EDUCATIONAL HISTORY**

University

- 1994: Ph.D., Literacy and Language; Research Methodology, Purdue University, School of Education, West Lafayette, Indiana  
1990: M.A., Reading Education, Eastern Michigan University, Ypsilanti, Michigan  
1983: B.A., History/Political Science, Biology; Concordia College, Ann Arbor, Michigan

Accreditation

State of Michigan Permanent Teaching Certificate; K-12 Reading Specialist Endorsement  
Certification Grades 7-12; Endorsements in History, Political Science, and Biology

Honors and Awards

- John J. Gumperz Memorial Lifetime Achievement Award, American Education Research Association (AERA), Language & Social Processes SIG, 2024
- Senior Scholar Award, National Council of Research on Language and Literacy (NCRL), 2023
- Crain's Detroit Business Notable Leaders in Higher Education, 2023
- Oscar S. Causey Award for Outstanding Contributions to Reading Research, Literacy Research Association (LRA), 2022
- Election to the University of Michigan Scientific Club, 2020
- Crain's Detroit 2019 Notable Women in Education Leadership
- Starfish Family Services Great Hearts Gala Award, 2019
- Reading Hall of Fame (Elected), 2017
- George Herbert Mead Collegiate Professor of Education, 2016
- National Academy of Education (Elected Member), 2013
- Fellow of the American Educational Research Association, 2012
- Provost's 2010 Teaching Innovation Prize, University of Michigan
- Edward B. Fry Book Award (with Cynthia Lewis and Pat Enciso), National Reading Conference, 2007, for *Reframing Sociocultural Research on Literacy: Identity, Agency, and Power*
- Arthur F. Thurnau University Professorship, University of Michigan, 2004
- Center for Advanced Study in the Behavioral Sciences Fellowship, Stanford University, May 2003 (declined fellowship offer)

- Evan G. Pattishall, Jr. and Helen Geib Pattishall Award, School of Education, University of Michigan, May 2002
- Early Career Achievement Award, National Reading Conference, December 2000
- William T. Grant Foundation Faculty Scholar, 2000-2005
- National Council on Research in Language and Literacy Fellow, May 1998
- National Academy of Education/Spencer Foundation Post-Doctoral Research Fellowship, 1997-98
- Outstanding Dissertation Award, School of Education and Department of Curriculum & Instruction, Purdue University, April, 1995

## PROFESSIONAL HISTORY

- 2016-present Dean, George Herbert Mead Collegiate Professor of Education, Arthur F. Thurnau Professor, Marsal Family School of Education; Faculty Associate, Research Center for Group Dynamics, Institute for Social Research, University of Michigan; Latino/a Studies Program; Joint Program in English & Education
- 2010-2016 Associate Dean and Arthur F. Thurnau Professor, School of Education; Faculty Associate, Research Center for Group Dynamics, Institute for Social Research, University of Michigan; Latino/a Studies Program; Joint Program in English & Education
- 2013- 2016 Faculty Director, Center for Education Design, Evaluation, & Research (CEDER)
- May-Aug 2012 Acting Dean, Associate Dean, and Arthur F. Thurnau Professor, School of Education.
- 2004-2010 Arthur F. Thurnau Professor, School of Education; Faculty Associate, Research Center for Group Dynamics, Institute for Social Research, University of Michigan; Latino/a Studies Program; Joint Program in English & Education (promoted to professor in 2008)
- 2001-2004 Associate Professor, School of Education, Educational Studies Program, University of Michigan
- 1997-2001 Assistant Professor, School of Education, Educational Studies Program, University of Michigan
- 1994-1997 Assistant Professor, Graduate School of Education, Department of Educational Studies, University of Utah
- 1991-1994 Graduate Teaching and Research Assistant, School of Education, Purdue University, West Lafayette, Indiana; Editorial Assistant, The Reading Teacher, International Reading Association; Research and Evaluation Coordinator, Eisenhower and National Science Foundation INLAB Grants
- 1990-1991 Full-time Lecturer in Reading, Department of Teacher Education, Eastern Michigan University, Ypsilanti, Michigan
- 1990-1991 Project Coordinator, Ypsilanti Student Literacy Corps, Institute for Community & Regional Development; administered a federal grant project that provided classroom assistance in literacy and mathematics for schools at risk of failing students
- 1989-1990 Project Director and Literacy Teacher, Eastern Michigan University Workplace Literacy Academy, Division of Corporate Services; administered workplace literacy academy program and taught literacy courses to workplace employees.

- 1987-1990 *Alternative High School and Adult Literacy Instructor*, Willow Run Community Schools; taught basic literacy, mathematics, and GED courses to adults and high school students in alternative and evening programs.
- 1985 *Summer Pre-School Program Teacher*, Ann Arbor Public Schools; taught pre-school children in a summer school safety program.
- 1984-1986 *History and Science Teacher*, Grades 9-12, Lutheran High School Northwest, Farmington Hills, Michigan; (Now Lutheran High Northwest, Rochester Hills, Michigan); taught United States and world history, biology, and general science; directed school plays and touring children's theater; coached cheerleaders.
- 1983-84 *Biology Teacher and Drama Director*, Grades 9-12, Lutheran High School, Denver, Colorado; taught five sections of biology courses; directed school play, touring children's theater, and school musical.

## PROFESSIONAL AFFILIATIONS

National Academy of Education  
 American Educational Research Association, Divisions C, G, K  
 International Literacy Association (formerly International Reading Association)  
 Literacy Research Association (formerly National Reading Conference)  
 National Council of Research in Language and Literacy

## SCHOLARLY PUBLICATIONS AND ACTIVITIES

### Books

Moje, E. B., Afflerbach, P., Enciso, P., Lesaux, N. (2020). *Handbook of Reading Research*, (Vol. V), New York: Routledge/Taylor & Francis.

Tovani, C., & Moje, E. B. (2017). *No more telling as teaching: Less lecture, more engaged learning*. Portsmouth, NH: Heineman.

Kamil, M. Pearson, P. D. Mosenthal, P. Afflerbach, P. & Moje, E. B. (Eds.) (2011), *Handbook of Reading Research*, (Vol. IV), Mahwah, NJ: Erlbaum/Taylor & Francis.

Lewis, C. J., Enciso, P., & Moje, E. B. (Eds.) (2007). *Reframing sociocultural research on literacy: Identity, agency, and power*. Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B., & O'Brien, D. G. (Eds.). (2001). *Constructions of literacy: Studies of literacy teaching and learning in and out of secondary schools*. Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B. (2000). *All the stories we have: Adolescents' insights on literacy and learning in secondary school*. Newark, DE: International Reading Association.

### Peer-Reviewed Journal Articles

Maher, B. L., Moje, E. B., & Gordon Rachael M. (2025). *Analysis of a Teaching School Model for Improving STEM Teacher Education, Development, and K-12 STEM Learning*. ASEE Peer: Annual Conference & Exposition Proceedings, <https://peer.asee.org/55582>. DOI: 10.18260/1-2—55582.

Moje, E. B. (2022). Remaking research tools: Toward transforming systems of inequality through social science research. *Socius*. January 2022. DOI: <https://doi.org/10.1177/23780231221081694>

Rainey, E.L., Maher, B., & Moje, E. B. (2020). [Learning disciplinary literacy teaching: An examination of preservice teachers' literacy teaching in secondary subject area classrooms](#). *Teaching and Teacher Education*, 94, 1-11. DOI: 10.1016/j.tate.2020.103123

Giroux, C., & Moje, E. B. (2017). [Learning from the professions: Examining how, why, and when engineers read and write](#). *Theory into Practice*.

Rainey, E.C., Maher, B.L., Coupland, D., Franchi, R., & Moje, E.B. (2017). [But what does it look like? Illustrations of disciplinary literacy teaching in two content areas](#). *Journal of Adolescent & Adult Literacy*. <https://doi-org.proxy.lib.umich.edu/10.1002/jaal.669>

Moje, E.B. & Ellison, T. L. (2016). [Extended—and extending—literacies](#). *Journal of Education*, 196(3), 27-34.

Moje, E.B. (2015). Doing and teaching disciplinary literacy with adolescent learners: A social and cultural enterprise. *Harvard Educational Review*, 85, 254-278.

Tang, K., Delgado, C., & Moje, E. B. (2014). An integrative framework for the analysis of multiple and multimodal representations for meaning making in science education. *Science Education*, 98(2), 305-326.

Stockdill, D., & Moje, E. B. (2013). Adolescents as readers of social studies: Examining the relationship between students' everyday and social studies literacies and learning. *Berkeley Review of Education*, 4, 35-68.

Rainey, E., & Moje, E. B. (2012). Building insider knowledge: Teaching students to read, write and think within ELA and across the disciplines. *English Education*, 45(1),71-89. (Invited)

Bain, R. B., & Moje, E. B. (2012). Mapping the teacher education terrain for novices. *Phi Delta Kappan*, 93(5), 62-65. (Invited)

Pearson, P. D., Moje, E. B., & Greenleaf, C. (2011). Literacy and science—Each in the service of the other. *Science*, 328, 459-463.

Snow, C. E., & Moje, E. B. (2010). What is adolescent literacy? Why is everyone talking about it now? *Phi Delta Kappan*, 91(6), 66-69. (Invited)

Alozie, N.M., Moje, E. B., & Krajcik, J. S. (2010). An analysis of the supports and constraints for scientific discussion in high school project-based science. *Science Education*, 94(3), 395-427.

Moje, E. B., & Luke, A. (2009). Literacy and identity: Examining the metaphors in history and contemporary research. *Reading Research Quarterly*, 44(4), 415-437.

Moje, E. B. (2009). A call for new research on new and multi-literacies. *Research in the Teaching of English*, 43(4), 348-362. (Invited)

Moje, E. B. (2008). Foregrounding the disciplines in secondary literacy teaching and learning: A call for change. *Journal of Adolescent and Adult Literacy*, 52(2), 96-107. (Invited)

Moje, E. B., Overby, M., Tysvaer, N., Morris, K. (2008). The complex world of adolescent literacy: Myths, motivations, and mysteries. *Harvard Educational Review*, 107-154.

Moje, E. B. (2007). Developing socially just subject-matter instruction: A review of the literature on disciplinary literacy. In L. Parker (Ed.), *Review of research in education*, (pp. 1-44). Washington, DC: American Educational Research Association.

Moje E. B., Tucker-Raymond, E., Varelas, M., & Pappas, C. (2007). Giving oneself over to science: Exploring the roles of subjectivities and identities in learning science. *Cultural Studies of Science Education* 1(3), 593-601. (Invited).

Moje, E. B. (2006). Motivating texts, motivating contexts, motivating adolescents: An examination of the role of motivation in adolescent literacy practices and development. *Perspectives*, 32(3), 10-14.

Moje, E. B., Ciechanowski, K., Kramer, K., Ellis, L., Carrillo, R., & Collazo, T. (2004). Working toward third space in content area literacy: An examination of everyday funds of knowledge and discourse. *Reading Research Quarterly*, 39(1), 38-71.

Lewis, C., & Moje, E. B. (2004). Sociocultural perspectives meets critical theory: Producing knowledge through multiple frameworks. *The International Journal of Learning*, 10.

Moje, E.B., & Sutherland, L. M. (2003). The future of middle school literacy teacher education. *English Education*, 149-164.

Moje, E.B., & MuQarib, M. (2003). Literacy and sexual identity. *Journal of Adolescent and Adult Literacy*, 47, 204-205. (Invited)

Landis, D. & Moje, E. (2003). Introduction: (Re)reading students' difficulties with reading and writing. *Reading & Writing Quarterly: Overcoming Learning Difficulties* 19(3), 199-204.

Moje, E. B. (2002). But where are the youth? Integrating youth culture into literacy theory. *Educational Theory*, 52, 97-120.

McCarthy, S. and Moje, E. B. (2002). Identity matters. *Reading Research Quarterly*, 37, 228-237.

Moje, E. B. (2002). Re-framing adolescent literacy research for new times: Studying youth as a resource. *Reading Research and Instruction*, 41, 207-224.

Moje, E. B., Collazo, T., Carrillo, R., & Marx, R. W. (2001). "Maestro, what is quality?": Language, literacy, and discourse in project-based science. *Journal of Research in Science Teaching*, 38(4), 469-496.

Moje, E. B. (2000). "To be part of the story": The literacy practices of "gangsta" adolescents. *Teachers College Record*, 102, 652-690.

Moje, E. B. (2000). Circles of kinship, friendship, position, and power: Examining the community in community-based literacy research. *Journal of Literacy Research*, 32, 77-112.

Moje, E. B. (2000). Changing our minds, changing our bodies: Power as embodied in research relations. *International Journal of Qualitative Studies in Education*, 13(1), 1-18.

Moje, E. B. (2000). Snippet: What will classrooms and schools look like in the new millennium? *Reading Research Quarterly*, 35, 128-129. (Invited)

Moje, E. B., Dillon, D. R., & O'Brien, D. G. (2000). Re-examining the roles of the learner, the text, and the context in secondary literacy. *Journal of Educational Research*, 93, 165-180.

Moje, E. B., Young, J., Readence, J. E., Moore, D. W. (2000). Reinventing adolescent literacy for new times: A commentary on perennial and millennial issues in adolescent literacy. *Journal of Adolescent and Adult Literacy*, 43, 400-411.

Moje, E. B. (1999). From expression to dialogue: A study of social-action literacy projects in an urban school setting. *Urban Review*, 31, 305-330.

Shepardson, D. P., & Moje, E. B. (1999). The role of anomalous data in restructuring fourth graders' frameworks for understanding electric circuits. *International Journal of Science Education*, 21 (1), 77-94.

Hinchman, K. A., & Moje, E. B. (1998). Locating the social and political in secondary school literacy. *Reading Research Quarterly*, 33, 117-128.

Moje, E. B. (1997). Exploring discourse, subjectivity, and knowledge in chemistry class. *Journal of Classroom Interaction*, 32, 35-44.

Moje, E. B., & Wade, S. E. (1997). What case discussions reveal about teacher thinking. *Teaching and Teacher Education*, 13, 691-712.

Moje, E. B. (1996). "I teach students, not subjects": Teacher-student relationships as contexts for secondary literacy. *Reading Research Quarterly*, 31, 172-195.

Brozo, W. G., Brobst, A., & Moje, E. (1995). From ability groups to cooperative meaning-making of literature: A personal view of teacher change. *Childhood Education*, 71, 70-73.

Moje, E. B. (1995). Talking about science: An interpretation of the effects of teacher talk in a high school classroom. *Journal of Research in Science Teaching*, 32, 349-371.

Moje, E. B., & Handy, D. (1995). Using literacy to modify traditional assessments: Alternatives for teaching and assessing content understanding. *The Journal of Reading*, 38, 612-625.

O'Brien, D. G., Stewart, R. A., & Moje, E. B. (1995). Why content literacy is difficult to infuse into the secondary curriculum: Strategies, goals, and classroom realities. *Reading Research Quarterly*, 30, 442-463.

Dillon, D. R., O'Brien, D. G., Moje, E. B., & Stewart, R. A. (1994). Literacy learning in science classrooms: A cross-case analysis of three qualitative studies. *Journal of Research in Science Teaching* 31, 345-362.

Moje, E. B. (1994). Life experiences and teacher knowledge: How a content teacher decides to use literacy strategies. In C. K. Kinzer & D. J. Leu (Eds.), *Multidimensional aspects of literacy research, theory, and practice*. *The Forty-Third yearbook of the National Reading Conference* (pp. 153-161). Chicago: National Reading Conference.

Moje, E. B., Brozo, W. G., & Haas, J. (1994). Portfolios in a high school classroom: Challenges to change. *Reading Research and Instruction*, 33, 275-292.

Shepardson, D. P., & Moje, E. B. (1994). The nature of fourth graders' understandings of electric circuits. *Science Education*, 78, 489-514.

Shepardson, D. P., Moje, E. B., & McClelland, A. K. (1994). The impact of a science demonstration on children's understandings of air pressure. *Journal of Research in Science Teaching*, 31, 243-258.

Elster, C. A., & Moje, E. B. (1993). Literacy and diversity: Do we need dichotomies or not? In D. J. Leu & C. K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice*, *The Forty-Second Yearbook of the National Reading Conference* (pp. 117-123). Chicago: National Reading Conference, Inc.

Moje, E. B., Enerson, D. L., & Dillon, D. R. (1993). Proposing new directions: research dialogues. In D. R. Dillon (Ed.), *Research, practice, and reflection in education: The scientist-practitioner model and practice* (pp. 21-37). (Research and Development Monograph No. 1). West Lafayette, IN: Purdue University School of Education.

### **Book Chapters**

Enciso, Moje, & Lewis, C. (In press). Imagining, feeling, and navigating: Understanding learning as 'newness in the world.' In *What counts as learning? Diversifying scholarship and practices of learning*. London: Oxford University Press.

Moje, E.B., & Speyer, J. (2022). Reading challenging texts in high school: Scaffolding reading for social justice and anti-racist practice in the subject areas. In K. Hinchman & H. Thomas (Eds.), *Best practices in adolescent literacy instruction* (3rd ed.) New York: Guilford.

Moje, E.B. (2021). Literacies for successfully navigating transitions at school and beyond. In P.T. Jones, E. Matruggio, and C. Edwards-Groves (Eds.), *Transition and continuity in school literacy development* (pp. 273-280). United Kingdom: Bloomsbury Publishing.

Peele-Eady, T.B., & Moje, E. B. (2020). Framing communities as contexts for learning: Insights from anthropology and beyond. In N. S. Nasir, C. D. Lee, R. Pea, & McKinney-deRoyston, (Eds.), [Handbook of the cultural foundations of learning](#), Section IV: Environments and Settings of Learning (pp. 230-246). New York: Routledge.

Moje, E.B. (2018). *Deep and meaningful learning Where do we find the time?* In J. Oakes et al., (Ed.), [Time to learn in high-poverty communities: The pursuit of educational equity](#) (pp. 131-144). Harvard University Press.

Learned, J. E., & Moje, E. B. (2016). School contexts and the production of individual differences. In P. A. Afflerbach (Ed.), [Handbook of individual differences in reading: Text and context](#) (pp. 177-195). New York: Routledge.

Kwok, M. N., Ganding, E., Hull, G.A. , & Moje. E. B. (2016). Sociocultural approaches to high school writing instruction: Examining the roles of context, positionality, and power. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), [Handbook of Writing Research](#) (2nd Ed., pp. 257-271). Guilford Press.

Tang, K., Tighe, S., & Moje, E. B. (2014). Literacy in the science classroom. In P. Smagorinsky & J. M. Flanagan, (Eds.), *Literacy across the curriculum: Teaching dilemmas and effective solutions, Grades 6-12* (pp. 57-73). Thousand Oaks, CA: Corwin Press.

Moje, E. B. (2014). Theories of youth culture. In D. C. Phillips (Ed.), *Encyclopedia of Educational Theory and Philosophy*. New York: Sage.

Moje, E. B., & Speyer, J. (2014). Reading challenging texts in high school: How teachers can scaffold and build close reading for real purposes in the subject areas. In K. Hinchman & H. Thomas (Eds.), *Best practices in adolescent literacy instruction* (2<sup>nd</sup> ed.) (pp. 207-231). New York: Guilford.

Moje, E. B. (2013). In the service of questions: From mixed methods to question-based integrative designs in social research. In C. A. Stone, E. R. Silliman, B. J. Ehren, and G. Wallach (Eds.), *Handbook on Language and Literacy: Development and Disorders* (pp. 84-100). New York: Guilford Press.

Galloway, E. P., Lawrence, J. F., & Moje, E. B. (2013). Research in disciplinary literacy: Challenges and instructional opportunities in teaching disciplinary texts. In J. Ippolito, J. F. Lawrence, &

C. Zaller (Eds.), *Adolescent literacy in the era of the common core: From research into practice* (pp. 13-36). Cambridge, MA: Harvard Education Press.

Alvermann, D. E., & Moje, E. B. (2013). Adolescent literacy instruction and the discourse of "every teacher a teacher of reading." In N. Unrau, R. Ruddell, & D. E. Alvermann (Eds.), *Theoretical Models and Processes*, 6<sup>th</sup> edition, (pp. 1072-1103). Newark, DE: International Reading Association.

Moje, E. B. (2013). Hybrid literacies in a post-hybrid world: Making a case for navigating. In K. Hall, T. Cremin, B. Comber, & L. C. Moll, (Eds.), *International Handbook of Research in Children's Literacy, Learning and Culture* (pp. 359-372). Oxford, UK: Wiley-Blackwell.

Cervetti, G.N., Pearson, P.D., Greenleaf, C., Moje, E. (2013). Science! Literacy! Synergy! In W. Banko, M.L. Grant, M.E. Jabot, A.J. McCormack, & T. O'Brien (Eds.), *Science literacy and our nation's future* (pp. 99-124). Washington, DC: NSTA & STANYS.

Stockdill, D., & Moje, E. B. (2012). Reading and content area learning. In C. A. Chapelle (Ed.) *The Encyclopedia of Applied Linguistics* (pp. 1-7). Oxford, UK: Wiley-Blackwell.

Learned, J., Stockdill, D., & Moje, E.B. (2011). Integrating reading strategies and knowledge building in adolescent literacy instruction. In A.E. Farstrup & J. Samuels (Eds.), *What Reading Research Has to Say to Reading Instruction* (pp. 159-185). Newark, DE: International Reading Association.

Moje, E. B., Stockdill, D., Kim, K., & Kim, H. (2011). The role of text in disciplinary learning. In M. Kamil, P. D. Pearson, P. Mosenthal, P. Afflerbach, & E. B. Moje (Eds.), *Handbook of Reading Research, (Vol. IV, pp. 453-486)*. Mahwah, NJ: Erlbaum/Taylor & Francis.

Moje, E. B. (2010). Developing disciplinary discourses and identities: What's knowledge got to do with it? In G. L. Bonilla & K. Englander (Eds.), *Discourses and identities in contexts of educational change*. New York: Peter Lang.\*

\*Also published in Spanish in: López Bonilla, G. & Pérez Fragoso, C. (Coords) (2010). *Discursos e identidades en contextos de cambio educativo*. México: Editorial Plaza y Valdés/ Benemérita Universidad Autónoma de Puebla.

Moje, E. B. (2010). Comprehending in the content areas: The challenges of comprehension, grades 7-12, and what to do about them. In K. Ganske & D. Fisher (Eds.), *A comprehensive look at reading comprehension, K-12* (pp. 46-72). New York: Guilford.

Solomon, T. C., Van der Kerkhof, M. H., & Moje, E. B. (2010). When is a detail seductive? On the challenges of constructing and teaching from engaging science texts. In A. J. Rodriguez (Ed.), *Science Education as a Pathway to Teaching Language Literacy*. Rotterdam, The Netherlands: Sense Publishers.

Tang, K-S, & Moje, E.B. (2010). Relating multimodal representations to the literacies of science. *Research in Science Education*, 40: 81-85.

Moje, E. B., & Speyer, J. (2008). The reality of challenging texts in high school social studies and science: How teachers can mediate comprehension. In K. Hinchman & H. Thomas (Eds.), *Best practices in adolescent literacy instruction* (pp. 185-211). New York: Guilford.

Moje, E. B. (2008). Responsive literacy teaching in secondary school content areas: The research we have, the research we need. In M. Conley (Ed.), *Adolescent literacy policy and instruction: The research we have and the research we need* (pp. 58-87). New York: Guilford Press.

Moje, E. B. (2008) Youth cultures, literacies, and identities in and out of school. In J. Flood, S. B. Heath, & D. Lapp, (Eds.), *Handbook of research in teaching the communicative and visual arts* (pp. 207-219). Mahwah, NJ: Erlbaum. PR

Moje, E. B. (2008). Everyday funds of knowledge and school discourses. In M. Martin-Jones, & A. Mejia (Eds.), *Encyclopedia of Language and Education, Volume 3* (pp. 341-355). Berlin, Germany: Springer. BPR

Sutherland, L.M., Botzakis, S., Moje, E. B., Alvermann, D. E. (2008). *Drawing on youth cultures in content literacy learning*. In Lapp, D., Flood, J., & Farnan, N. (Eds.), *Content area reading and learning*, (pp. 133-156). Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B., & Martinez, M. (2007). The role of peers, families, and ethnic identity in the educational persistence of Latino youth. In A. Fuligni (Ed.), *Contesting stereotypes and creating identities* (pp. 209-238). New York: Russell Sage.

Moje, E. B., & Lewis, C. (2007). Examining opportunities to learn literacy: The role of critical sociocultural literacy research. In C. J. Lewis, P. Enciso, & E. B. Moje (Eds.), *Reframing sociocultural research on literacy: Identity, agency, and power* (pp. 15-48). Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B. (2006). Achieving identities: Why youth identities matter in their school achievement. In V. O. Pang & R. Jimenez (Eds.), *Race, Ethnicity, and Education*, (Volume 2, pp. 133-156). Westport, CT: Greenwood Press/Praeger.

Sutherland, L.M., Meriweather, A., Rucker, S., Sarratt, P., Hines-Hale, Y., Moje, E.B, & Krajcik, J. (2006). "More emphasis" on scientific explanation: Developing conceptual understanding while developing scientific literacy. In R. E. Yager (Ed.), *Exemplary science in grades 5-8: Standards-based success stories* (pp. 99-113). Arlington, VA: National Science Teachers Association Press.

Textual Tools Study Group.\* (2006). Developing scientific literacy through the use of literacy teaching strategies. In *Linking Science and Literacy in the K-8 Classroom* (pp. 261-285). Washington, DC: NSTA.

\* The Textual Tools Study Group is a research and development team led by Moje and comprised of researchers and graduate students from the University of Michigan, as well as teachers from the Detroit Public Schools. Members are Elizabeth Birr Moje, LeeAnn M. Sutherland, Kalonda Colson, Chevon Kay, Kerry Girardin, Yulonda Hale, Denise Wallace Hytower, Shomari Jabulani, Alycia Meriweather, Alissa Naymark, Mary Heitzman, Tanya Cleveland, Deborah Peek-Brown, Theresa Rice, Nonye Alozie, Joseph Krajcik.

Moje, E. B., & Dillon, D. (2006) Adolescent identities as demanded by science classroom discourse communities. In D. Alvermann, D. Moore, K. Hinchman, B. Waff, & S. Phelps (Eds.), *Reconceptualizing Adolescents' Literacies: A Revision* (pp. 85-106). Mahwah, NJ: Erlbaum.

Moje, E. B., & van Helden, C. (2005). Doing popular culture: Troubling discourses about youth. In J. Vadeboncoeur & L. Stevens (Eds.), *Re/Constructing 'the adolescent': Sign, symbol and body* (pp. 211-247). New York: Peter Lang.

Moje, E. B. (2004). Powerful spaces: Tracing the out-of-school literacy spaces of Latino/a youth. In K. Leander and M. Sheehy (Eds.), *Spatializing literacy research and practice* (pp. 15-38). New York, Peter Lang.

Moje, E. B., Peek-Brown, D., Sutherland, L. M., Marx, R. W., Blumenfeld, P., Krajcik, J. (2004). Explaining explanations: Developing scientific literacy in middle-school project-based science reforms. In

D. Strickland & D. E. Alvermann, (Eds.), *Bridging the gap: Improving literacy learning for preadolescent and adolescent learners in grades 4-12* (pp. 227-251). New York: Teachers College Press.

Moje, E. B., & Hinchman, K. (2004). Culturally responsive practices for youth literacy learning. In J. Dole & T. Jetton (Eds.), *Adolescent literacy research and practice* (pp. 331-350). New York: Guilford Press.

Young, J.P., Dillon, D. R., & Moje, E. B. (2002). Shape-shifting portfolio youth: millennials, literacies, and the game of life. In D. E. Alvermann, (ed.), *Adolescents' multiliteracies in a digital world* (pp. 114-131). New York: Peter Lang.

Moje, E. B. (2002). Graffiti. In B. J. Guzzetti, (Ed.), *Literacy in America: An encyclopedia of history, theory, and practice* (pp. 208-212). Santa Barbara: ABC-CLIO.

Moje, E. B. (2002). Literacy in informal settings. In B. J. Guzzetti (Ed.), *Literacy in America: An encyclopedia of history, theory, and practice* (315-318). Santa Barbara: ABC-CLIO.

Moje, E. B., Willes, D. J., & Fassio, K. (2001). Constructing and negotiating literacy in a writer's workshop: Literacy teaching and learning in the seventh-grade. In E. B. Moje & D. G. O'Brien (Eds.). *Constructions of literacy: Studies of literacy teaching and learning in secondary classrooms and schools* (pp.193-212). Mahwah, NJ: Lawrence Erlbaum Associates.

O'Brien, D. G., Moje, E. B., & Stewart, R. A. (2001). Exploring the contexts of secondary literacy: Literacy in people's everyday school lives. In E. B. Moje & D. G. O'Brien (Eds.). *Constructions of literacy: Studies of literacy teaching and learning in secondary classrooms and schools* (pp. 27-48). Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B. (2000). Using cases of inclusion in a secondary content literacy methods course. In S. E. Wade (Ed.), *Preparing teachers for inclusive education: Case pedagogies and curricula for teacher educators* (pp. 101-123). Mahwah, NJ: Lawrence Erlbaum Associates.

Wade, S. E., & Moje, E. B. (2000). The role of text in classroom learning. In Kamil, M., Mosenthal, P., Barr, R., & Pearson, P. D. (Eds.), *The handbook of research on reading*. (Volume III, pp. 609-627). Mahwah, NJ: Lawrence Erlbaum Associates.

Wade, S. E., & Moje, E. B. (2000). An introduction to case pedagogies for teacher educators. In S. E. Wade (Ed.), *Preparing teachers for inclusive education: Case pedagogies and curricula for teacher educators* (pp. 101-123). Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B., Remillard, J. T., Southerland, S., & Wade, S. E. (1999). Researching case pedagogies to inform our teaching. In M. Lundeberg, B. Levin, & H. Harrington (Eds.) *Who learns what from cases: The research base for teaching with cases* (pp. 73-94). Mahwah, NJ: Lawrence Erlbaum Associates.

Dillon, D. R., & Moje, E. B. (1998). Listening to the talk of adolescent girls: Lesson about literacy, school, and lives. In D. A. Alvermann, K. A. Hinchman, D. Moore, S. Phelps, & D. Waff (Eds.), *Reconceptualizing the literacies in adolescents' lives* (pp. 193-224). Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B., & Shepardson, D. P. (1998). Social interactions and children's changing understandings of electric circuits. In B. Guzzetti & C. Hynd (Eds.), *Theoretical perspectives on conceptual change* (pp. 17-26). Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B., & Shepardson, D. P. (1998). Social interactions and children's changing understandings of electric circuits: Exploring unequal power relations in "peer"-learning groups. In B.

Guzzetti & C. Hynd (Eds.), *Theoretical perspectives on conceptual change* (pp. 225-234). Mahwah, NJ: Lawrence Erlbaum Associates.

### **Essay/Book Reviews**

Moje, E. B., & Ingalls, R. L. (2003). Revisiting *Just Girls*: Questions for the Twenty-First Century. [Essay review of the book, *Just Girls: Hidden literacies and life in junior high school.*] *Belles Lettres*, IV(2).

Moje, E. B. (2001). [Review of the book, *Elusive Culture*] *Journal of Curriculum Studies*, 33, 3, 371-375.

Guzzetti, B., Boyd, C., Edelsky, C., Kanevsky, R., Mason, K., & Moje, E. (1996). [Review of the book *Talking their way into science: Hearing children's questions and theories, Responding with curricula.*] *Journal of Literacy Research*, 28, 451-457 .

Moje, E. B., & Reynolds, R. E. (1996). [Review of the book *Verbal protocols of reading: The nature of constructively responsive reading.*] *Contemporary Educational Psychology*, 580.

### **Other publications**

#### Yearbooks

Dressman, M., O'Brien, D., Rogers, T., Ivey, G., Wilder, P., Alvermann, D., Moje, E., Leander, K. (2006). Problematizing adolescent literacies: Four instances, multiple perspectives. In J. V. Hoffman, D. L. Schallert, C.M. Fairbanks, J. Worthy, & B. Maloch (Eds.), *55<sup>th</sup> Yearbook of the National Reading Conference* (pp. 141-154). Oak Creek, WI: National Reading Conference.

#### Reports

\*Lesgold, A., & Welch-Ross, M. (Eds.) (2011). National Academy of Science (National Research Council Committee on Adolescent & Adult Literacy). *Improving Adult Literacy Instruction*. Washington, DC: National Academies Press.

Moje, E. B. (2010). *Advancing Adolescent Literacy: Redesigning Preservice Literacy Teacher Education for College and Career Readiness*. Report to Carnegie Corporation of New York. New York: Carnegie Corporation of New York.

\*\*Adolescent Literacy Council Carnegie Corporation of New York (2010). *Adolescent literacy: A time to act*. Report to the Carnegie Corporation of New York. New York: Carnegie Corporation.\*\* (Launched September, 2009) [www.carnegie.org](http://www.carnegie.org).

Moje, E. B. & Tysvaer, N. (2010). *Adolescent literacy development in out-of-school time:A practitioner's guidebook*. Report to the Carnegie Corporation of New York. New York: Carnegie Corporation. Available at [www.carnegie.org](http://www.carnegie.org).

\*\*\*Moje, E. B., & Eccles, J. (2005.) *Out-of-school programs for adolescent literacy development: A review of the literature*. Report to the Carnegie Corporation of New York. New York: Carnegie Corporation.\*\*\*

\*Participated in writing and editing multiple chapters as an National Academy of Sciences/National Research Council committee member.

\*\*Participated in the preparation of this report as a member of the Adolescent Literacy Council of the Carnegie Corporation of New York.

\*\*\*This report was published as an Appendix to *Adolescent literacy development in out-of-school time:A practitioner's guidebook*.

### Commentaries in Scholarly Journals

Moje, E. B. (2010-2011). Response: Heller's "In praise of amateurism: A friendly critique of Moje's 'call for change' in secondary literacy." *Journal of Adolescent & Adult Literacy*, 54(4), 275-278.

Moje, E. B. (2009). Comments on Reviewing adolescent literacy reports: Key components and critical questions. *Journal of Literacy Research*, 41(4), 1-6.

Caroff, S. F., & Moje, E. B. (1992). A conversation with David Wiesner: 1992 Caldecott Medal winner. *The Reading Teacher*, 46(4), 284-289.

Moje, E. B., & Shyu, W. (1992). Oh, the places you've taken us: RT's tribute to Dr. Seuss. *The Reading Teacher*, 45(9), 670-677.

### Grants/Fellowships

- 2024-2029 Elizabeth Moje (PI). *Racial Equity: Transforming Systems for Learning and Careers in STEM*. Proposal submitted to the National Science Foundation. Returned without review due to eradication of the Racial Equity Program.
- 2024-2029 Elizabeth Moje (PI). *Leaders Designing Change: Developing and Studying Human-Centered Design and Engineering Curriculum to Improve STEM Learning and Engagement in Schools and Communities*. Proposal "pending" at the Institute of Education Sciences (Moved to panel before January of 2024).
- 2019-2025 Elizabeth Moje (PI). *Improving STEM undergraduate teacher education and developing the STEM teaching profession through institutional transformation*; National Science Foundation; \$2,545,060.
- 2017-2020 Jerome Lynch (PI) and Elizabeth Moje (co-PI). *Community Sense: Connecting and Empowering Communities in Detroit through Urban Sensing and Data-Driven Governance*, National Science Foundation, \$249,000.
- 2016-2019 Elizabeth Moje (PI) and Jerome Lynch (co-PI). *Sensors in a Shoebox*. Knight Foundation, Knight Cities Challenge, \$136,000.
- 2013-2014 Elizabeth Moje (PI). *The Clinical Rounds Project in Secondary Teacher Education*. 1/13-3/31/14. Excellent Schools Detroit, \$25,000.
- 2013-2014 Elizabeth Moje (PI). *Disciplinary Literacy Learning Progressions* ACT Inc., \$7500.
- 2009-2014 Elizabeth Moje (PI as of 2012). *A Collaborative Model for STEM Secondary Teacher Education*. National Science Foundation, \$1,266,295.
- 2012-2016 Elizabeth Moje (PI). *Detroit School of Arts-University of Michigan Partnership Project*. John S. and James L. Knight Foundation, \$2,225,000.
- 2012-2014 Elizabeth Moje (PI). *Reforming the Traditional School Schedule: The Detroit School of Arts DPS-U-M Partnership School Project*, Ford Foundation, \$300,000.
- 2010-2012 Elizabeth Moje (PI). *Detroit Public Schools Foundation Grant*, \$50,000.
- 2007-2009 Elizabeth Moje (PI). *Assessing Secondary Teachers' Disciplinary Literacy Knowledge and Practice: Building Prototypes*, Carnegie Corporation of New York, \$24,860.

- 2007 Elizabeth Moje (PI) with Nicole Tysvaer, Project Manager. Michigan Community Compact Grant, Toward Brighter Futures. \$6,000.
- 2006 Elizabeth Moje (PI). Ginsberg Faculty Initiative Grant. Ginsberg Center, University of Michigan, \$3000, (Nicole Tysvaer, Project Manager)
- 2005-2008 Elizabeth Moje (PI), *Advancing Adolescent Literacy Learning in the Disciplines*, Carnegie Corporation of New York, \$99,900. (Bob Bain and Patricio Herbst, collaborators)
- 2003-2009 Elizabeth Moje (PI), Jacquelynne Eccles (Co-PI), *An Examination of the Social and Cultural Influences on Adolescent Literacy Motivation and Development*, National Institutes of Health; \$2,644,531.
- 2000-2005 Elizabeth B. Moje--*Making Makin' It Possible*. William T. Grant Foundation Faculty Scholars Program; \$290,000.
- 2004-2005 Elizabeth B. Moje (Co-Principal Investigator), *Developing Scientific Literacy Through the Use of Innovative Textual Tools, Supplement to Middle School Science Curriculum Materials: Meeting Standards and Fostering Inquiry through Learning Technologies* Joseph Krajcik (Principal Investigator), National Science Foundation, \$96,270.
- 2001-2004 Joseph Krajcik, Ronald Marx, Phyllis Blumenfeld, and Elizabeth Moje (Krajcik, Project Director & Principal Investigator)--*Teaching Practices to Promote Science Understanding through Inquiry and Technology in Urban Schools*, National Science Foundation; \$1,999,738.
- 2001-2004 Joseph Krajcik, Ronald Marx, Phyllis Blumenfeld, Barbara Hug, and Elizabeth Moje (Krajcik, Project Director & Principal Investigator)--*Middle School Science Curriculum Materials: Meeting Standards and Fostering Inquiry using Learning Technologies*, National Science Foundation.
- 2000-2002 Elizabeth B. Moje--*Including Language, Literacy, and Community in Standards-Based Science Education Reform: Toward Culturally and Linguistically Responsive Curriculum*. National Science Foundation; \$98,792.
- 1999 Elizabeth B. Moje and Kathleen Hall--*Changing Practices in Ethnography*. National Academy of Education/Spencer Foundation; \$5,850.
- 1997-1999 Elizabeth B. Moje--"*Graffiti is a state of mind and a sign of respect*": A study of marginalized adolescents' literacy practices (Phase 2); 1997 National Academy of Education/Spencer Post-Doctoral Fellowship; \$40,000.
- 1996 Elizabeth B. Moje--"*Graffiti is a state of mind and a sign of respect*": A study of marginalized adolescents' literacy practices (Phase 1); 1996 Elva Knight Research Grant Competition, International Reading Association; \$5,000.
- 1996 Elizabeth B. Moje--University of Utah Faculty Fellowship; \$3,000.
- 1995 Elizabeth B. Moje--*Revisioning Writing: An Action Research Study of Seventh-Grade Writing Instruction*; 1995-97 Faculty Research Grant, University Research Committee; \$6,000.
- 1995 Elementary Education Teaching Case Committee, Elizabeth Moje, Chair--*Teaching Case Project*; 1994/95 University Teaching Committee, Individual Teaching Grants Program; \$2,000.

**Selected Public Scholarship**

- 2025 Op-Ed: *Michigan schools need more than Mississippi* (under review. Bridge Magazine). Moje and Patrick Cooney.
- 2025 Interview: "The Future of Education: What Will Learning Look Like in 2050?" Osher Lifelong Learning Institute, University of Michigan. Ann Arbor, MI. September 30, 2025.
- 2025 Interview: Katherine Kokal, NPR Milwaukee WUWM 89.7, discussing evidence-based strategies for improving literacy in children and youth. September 11, 2025.
- 2025 Talk: "Education, the Economy, and Transformation for the Future." Ann Arbor Economic Club. April 21, 2025.
- 2025 Interview: The Kresge Foundation Pathbreakers Podcast with Jamie Bennett and Tracey Pearson and Pathbreakers Series. April 20, 2025.
- 2024 Guest Speaker: "Fireside Chat with Elizabeth Moje." Bloomberg Arts Internship CultureSource Alliance. Detroit, MI. November 18, 2024.
- 2024 Keynote Speaker. Michigan Assessment Consortium on Disciplinary Literacy Instruction and Assessment. Lansing, MI. September 30, 2024.
- 2024 Interview: Jennifer Chambers for The Detroit News, discussed the teacher shortage in K-12 schools. August 23, 2024.
- 2024 Interview: Brittany Toolis for ABC News 7 Detroit, discussed the concept of "unschooling." August 12, 2024.
- 2024 Panelist: U.S. Department of Education's (DOE) 2024 Summit, *Strengthening Whole Child Communities: Raising the Bar from Cradle to Career*. Detroit, MI. August 2, 2024.
- 2024 Interview: Alex Klaus for Chalkbeat Detroit, discussed initiative from Detroit Public Schools Community District where the district will pay high school students to attend after school literacy intervention sessions. July 30, 2024.
- 2024 Interview: Isabel Lohman for Bridge Michigan, discussed the importance of a teaching certificate and rigorous educator preparation. July 15, 2024.
- 2024 Talk: "Education Disruption and Transformation." University of Michigan Alumni Association Diag Days. Ann Arbor, MI. June 21, 2024.
- 2024 Keynote Speaker: "Disciplinary Literacy: What's Knowledge Got to do With It?" 2024 Literacy Summit hosted by Wayne County RESA. Virtual. May 21, 2024.
- 2024 Talk: University of Michigan Retirees Association. Talk title: "Education Disruption and Transformation. Ann Arbor, MI. March 14, 2024.
- 2023 Expert Witness on Cayla J v. State, RG20084386, which resulted in a settlement to provide resources to several CA schools and families to redress lack of access to learning opportunities during the COVID-19 pandemic, June to December, 2023.
- 2023 Panelist: "Future of Work & Role of Education." SALA Series and University of Michigan Center for Social Solutions Summit. Ann Arbor, MI. October 5, 2023.
- 2023 Talk: "Education Disruption and Transformation." Osher Lifelong Learning Institute, University of Michigan. Ann Arbor, MI. March 16, 2023.
- 2023 Panelist: "A Conversation with Institutional Leaders about Supporting Anti-Racism Scholars." Faculty Symposium on Anti-Racism Research and Scholarship at the University of Michigan hosted by the Office of Diversity, Equity, and Inclusion. Ann Arbor, MI. January 31, 2023.
- 2022 Panelist: Provost's Seminar on Teaching hosted by the Center for Research on Learning and Teaching, University of Michigan. Ann Arbor, MI. December 5, 2022.
- 2022 Talk: "Education Disruption and Transformation." Ann Arbor City Club. Ann Arbor, MI. November 2, 2022.
- 2022 Panelist: Grand Opening Grand Future hosted by The Kresge Foundation. Detroit, MI. October 12, 2022.
- 2022 Talk: "Developing Smart & Connected Young People to Develop and Lead Smart and Connected Communities of the Future." University of Michigan Camp Michigania Faculty Forum. Boyne City, MI. July 18, 2022
- 2022 Talk: "Education Disruption and Transformation." University of Michigan Camp Michigania Faculty Forum. Boyne City, MI. July 17, 2022

- 2022 Panelist: WJR Learning Matters: Preparing our Future Teachers for the Future of Learning hosted by WJR 760 AM Radio Detroit. June 6, 2022.
- 2022 Keynote Speaker: Ann Arbor/Ypsilanti Area Chamber of Commerce Early Edition. Ann Arbor, MI. May 18, 2022.
- 2021 Worked with Knight-Wallace fellows on education news related especially to racial and socioeconomic disparities in education access made more visible as a result of the COVID-19 pandemic.
- 2021 Panelist for Supporting Teachers to Accelerate Learning Post-COVID-19 hosted by the Center for Universal Education at the Brookings Institute. May 26, 2021.
- 2021 Keynote Panelist with Detroit partners: "Right to Literacy" Association for Education Finance and Policy Annual Conference. Virtual. March 18, 2021.
- 2020 Discussant: Responding to "Learning to Improve: Foundational ideas, observations from practice and toward building a field" by Tony Bryk. University of Michigan Learning Health Sciences Collaboratory. November 12, 2020.
- 2020 Interview: Lori Higgins for Chalkbeat Detroit, discussed learning loss amid the pandemic. August 19, 2020.
- 2020 Panelist on a Virtual Town Hall sponsored by Chalkbeat, WDET, and Metro Parent Magazine. August 12, 2020
- 2020 Guest on the Paul W. Smith Show, WJR 760 AM, discussing the P-20 Partnership and School of Education Detroit Teaching School. July 6, 2020.
- 2020 Co-authored Op-Ed with Bob Floden (MSU) and Anita Welch (WSU): "URC Universities Collaborate on Ways to Continue K-12 Learning During Pandemic," *Bridge Magazine*, May 16, 2020, <https://www.bridgemi.com/about/elizabeth-birr-moje>
- 2020 Authored "Massive inequities in education exposed during pandemic," *Michigan News*, April 6, 2020 and *Phys.org*, April 6, 2020, <https://phys.org/news/2020-04-massive-inequities-exposed-pandemic.html>
- 2019-present Regular guest on *Detroit Today* radio program (WDET), with Stephen Henderson, discussing a range of education policy questions (this is a call-in program)
- 2019 Talk: "Reading and Retention: What the Research Says." Michigan Educational Research Committee Annual Conference. Frankenmuth, MI. November 16, 2019.
- 2019 Panelist: "Tracking the Trend: How Michigan's use of Long Term Subs Exploded and Why that Matters." Subbing Out Teachers: A Solutions Summit. Lansing Community College. Lansing, MI. November 7, 2019.
- 2019 Talk: "Navigating Literacies, Navigating Power." Council of Chief State School Officers English Language Arts Fall Meeting. Minneapolis, MN, October 28, 2019.
- 2019 Panelist: "Letting Teachers Lead." NBC News Learn Presents: Education Now Detroit: An NBC News Learn and WDIV Local 4 Special Live Forum. Detroit, MI. October 24, 2019. <https://www.nbcnews.com/video/nbc-news-learn-panel-on-teacher-issues-72002629534>
- 2019 TED Talk: "Building Partnerships to Benefit Society: The Detroit P-20 Partnership." University of Michigan Big 10 Government Relations Conference. Ann Arbor, MI. October 22, 2019.
- 2019 Talk: "Addressing the Biggest Problems in Education through Transdisciplinary Research." National Organization of Research Development Great Lakes Region Conference. University of Michigan. Ann Arbor, MI. October 21, 2019.
- 2019 Panelist: "The Teaching School at Marygrove." Crain's Detroit Business 5<sup>th</sup> Annual Detroit Homecoming. Detroit, MI. September 18, 2019.
- 2019 Interview with Ron French: "Michigan's reliance on long-term subs should concern all of us," *Bridge Magazine*, August 8, 2019 <https://www.bridgemi.com/talent-education/expert-michigans-reliance-long-term-subs-should-concern-all-us>
- 2019 Talk: "Could YOU Teach a Child to Read?" University of Michigan Camp Michigania Faculty Forum. Boyne City, MI. July 12, 2019
- 2019 Talk: "The Detroit Teaching School: A radical new way to prepare teachers." University of Michigan Camp Michigania Faculty Forum. Boyne City, MI. July 11, 2019
- 2019 Panelist: "Leaders Engineering Change: Building a Cradle-to-Career Education System in Detroit." UM3Detroit: Three campuses researching and learning in and with Detroit. University of Michigan, Detroit, MI. May 9, 2019.

- 2019 Talk: "The Detroit P-20 Partnership: A Cradle-to-Career Campus at Marygrove." State of Michigan MiSTEM Network: Reimagine Talent Development and Learning Spaces. Lansing, MI. April 22, 2019.
- 2019 Talk: "Teaching and Assessing Disciplinary Literacy." Michigan School Testing Conference. Ann Arbor, MI. February 14, 2019.
- 2019 Panelist: "Institutionalizing Equity: Radically Restructuring Opportunity in Detroit." University of Michigan MLK Symposium. Ann Arbor, MI. January 17, 2019. 2018  
 Authored Op-Ed: "More Investment in Teachers Critical to Better Michigan Schools," *Detroit Free Press* Feb 22, 2018, <https://www.detroitnews.com/story/opinion/2018/02/22/investing-teachers-critical-better-schools/110686312/>
- 2018 Keynote: "Enhancing disciplinary learning in middle and high school: What's literacy got to do with it?" Farmington Public Schools Professional Development. Farmington Hills, MI. November 6, 2018.
- 2018 Panelist: "Linking Schools and Communities in Detroit." The Detroit School Series. University of Michigan, Ann Arbor, MI. October 17, 2018.
- 2018 Talk: "The 4-Es: Heuristics for Disciplinary Literacy Teaching." Norway's National Centre for Reading Education and Research and Stavanger University. Stavanger, Norway. September 27, 2018.
- 2018 Plenary session: "Navigating Literacies, Navigating Power." Literacy research: Theoretical, Methodological and Analytical. The Danish School of Education, The Danish National Center of Literacy, and the University College Capital. Copenhagen, Denmark. September 25, 2018.
- 2018 Keynote: "Navigating Literacies, Navigating Power." Big Ten Academic Alliance Conference. University of Michigan Department of Music. Ann Arbor, MI. July 26, 2018.
- 2018 Talk: "Poverty Solutions at the University of Michigan and Strategic Partnerships." Macomb Superintendents' Spring Workshop. Lansing, MI. May 4, 2018.
- 2018 Panelist: "Guns and Bullying: Safety Challenges Facing School Leaders Today." Leaders Connect Breakfast Series. Ann Arbor, MI. May 4, 2018.
- 2018 Panelist: "Education and Training from Cradle to Career." UM3Detroit: Three campuses researching and learning in and with Detroit. University of Michigan, Dearborn, MI. May 3, 2018.
- 2018 Panelist: "How Best to Support Teachers in the Classroom." Michigan Solutions Summit: An Educated Michigan. Bridge Magazine and Business Leaders for Michigan. Detroit, MI. March 22, 2018.
- 2017 Talk: "Ingredients of Pre-K-16 Education Reform." Macomb County Association of School Administrators Meeting. Clinton Township, MI. August 2, 2017.
- 2017 Plenary session: "Navigating Literacies, Navigating Power." Australian Association for the Teaching of English/Australian Literacy Educators Association National Conference. Perth, Australia. July 6, 2017.
- 2017 Keynote: "Innovating Detroit Education Together: An IDEA Whose Time Has Come." Wolverine Caucus University of Michigan Government Relations. Lansing, MI. March 28, 2017.
- 2016-present Monthly interviews and speaking engagements related to the work of SOE  
 2014-2019 Expert Witness and Lead writer of the literacy scholars *Amicus Curiae* brief for the federal **Right to Literacy** case. Case resulted in a settlement on appeal in 2019 after the federal court ruled not to move the case to the U.S. Supreme Court.
- 2014 Co-authored, with Nell Duke and Annemarie Palincsar, a white paper to the Michigan State House on proposed third-grade retention bills (which ultimately passed, but with significant changes as a result of our intervention). A version of the white paper was also published on the International Literacy Association blog (<https://www.literacyworldwide.org/blog/literacy-now/2014/02/26/three-ira-literacy-research-panel-members-comment-on-michigan-house-bill-5111>).
- 2008-2014 Expert Witness for the **Right to Read** case against the State of Michigan, Highland Park Emergency Manager, and the Leona Group (for-profit public charter system) on the charge that the plaintiffs were not meeting the state statute to provide supplementary

reading instruction to children who were not reading on grade level by Grade 4. My role involved producing two affidavits, engaging in court-ordered discovery and issuing a report to the court on findings from discovery phase, and crafting a plan for redressing system failures (four documents). Michigan Supreme Court dismissed the case in 2014.

### **Research Products**

#### Teacher Support Materials

Moje, E. B. (2000). Critical literacy. In B. Hinson (Ed.), *New directions in reading instruction, revised*. Newark, DE: International Reading Association.

#### Teacher Education Curriculum Materials

Moje, E. B. (2000). Reading in biology class: A teaching case and notes. In S. E. Wade (Ed.), *Inclusive education: A casebook and readings for prospective and practicing teachers* (pp. 149-153). Mahwah, NJ: Lawrence Erlbaum Associates.

### **Recent and Selected Scholarly Presentations**

Moje, E. B. (2026, February). *Literacies for Learning, Literacies for Work, Literacies for Life*. Keynote to be presented at the 6<sup>th</sup> International Convening of LITConCY on Literacies and Contemporary Society: From Skills to Practices.

Maheer, B. L. & Moje, E. B. (2025, June). *Analysis of a Teaching School Model for Improving STEM Teacher Education, Development, and K-12 STEM Learning*. Paper presented at 2025 ASEE Annual Conference & Exposition, Montreal, Quebec, Canada. 10.18260/1-2—55582

Moje, E.B., Maheer, B.L., Tabron, T., Merriweather A., O'Neill, M.K., Jackson, W.L., Hui, J., Gordon, R., Bomphray, A., Shalaby, C., Williams, L. (2025, April). *Toward just education renewal and neighborhood reclamation: An urban p-20 partnership*. Symposium paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Gordon, R., & Moje, E.B., (2025, April). *Why I Stay*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

### **Selected Editorial Work and Editorial Board Memberships**

2021-2024	Co-Editor, AERA Open (an online journal of the American Educational Research Association)
2021	External reviewer for the National Academy of Education's <i>Civic Reasoning and Discourse</i>
2011-2020	Co-Editor (with Afflerbach, Enciso, & Lesaux), <i>Handbook of Reading Research, Vol. V</i>
2009-2013	Associate Editor, <i>Journal of Research in Science Teaching</i>
2004-2010	Co-Editor (with Kamil, Pearson, & Afflerbach), <i>Handbook of Reading Research, Vol. 4</i>
2008-2009	Editorial Consultant, On-Line Training Course for National Institute for Literacy's publication, "What is Scientifically Based Research? A Guide for Teachers"
2007	Consultant, Adolescent Literacy Toolkit Development, Council of Chief State School Officers
1994-2024	Member, Editorial Review Board, <i>Reading Research Quarterly</i>
2005-present	Member, Editorial Review Board, <i>Journal of the Learning Sciences</i>
2007-2013	Member, Editorial Review Board, <i>Research in the Teaching of English</i>
2007-2011	Member, Editorial Board, <i>American Educational Research Journal</i> , (Teaching, Learning and Human Development Section)
2004-2007	Member, Editorial Review Board, <i>Journal of Adolescence</i>

2004-2007 Editorial Associate, *Journal of Curriculum Studies*

## TEACHING

### **Courses Developed, Taught, and Supervised**

Education for Empowerment Capstone (ED 480): Undergraduate course in the edMINOR that synthesizes the different constructs students have learned on their 15-credit minor, with an emphasis on the relationship between education and power and on how education must be revised, restructured, and reformed if the enterprise is truly to provide empowering learning opportunities for all. We study education reform efforts through appeals to or reforms of law, policy, curriculum, governance, and teaching. We explicitly examine anti-Black racism, heteronormative practices, and discriminatory funding structures that perpetuate education injustice. (multiple sections)

Introduction to Education in a Multicultural Society (ED 118). Lower division undergraduate course designed by Professor Anne Gere to acquaint students across the university to historical foundations of and contemporary issues in U.S. education. (two sections)

Reading and Writing in the Content Areas (ED 402): Undergraduate course on how literacy strategies can be used to facilitate learning from and writing text in middle and high school classrooms with a focus on supporting youth in navigating the complex world of middle and secondary schools, with multiple domains of practice and power. (multiple sections)

- Mathematical Literacy in the Secondary Schools (ED 402). Pilot version of the state-required Reading and Writing in the Content Areas course, focused on the specific demands of and purposes for reading and writing to teach and learn in middle and high school mathematics. (two sections taught; two sections mentored)
- Social Science Literacy in the Secondary Schools (ED 402) Pilot version of the state-required Reading and Writing in the Content Areas course, focused on the specific demands of and purposes for reading and writing to teach and learn in middle and high school social sciences, with a particular focus on history and political science. (one section taught; multiple sections mentored)
- Natural Science Literacy in the Secondary Schools (ED 402) Pilot version of the state-required Reading and Writing in the Content Areas course, focused on the specific demands of and purposes for reading and writing to teach and learn in middle and high school natural sciences, with a particular focus on biology, chemistry, physics, and earth environmental sciences. (multiple sections mentored)
- Literacy in the Secondary Schools (ED402) (all other subject areas--multiple sections)

Secondary School Literacy Course/Michigan Middle Start (ED 505): Off-campus course on secondary school content literacy and adolescent literacy development, sponsored by Michigan Middle Start, and targeted toward Detroit and Romulus, Michigan public school teachers. (one section)

Youth Literacy, Culture, and Identity (ED 706). Graduate course that examined theories and research on youth literacy practices and their relationship to identity enactments and development and to the construction of youth cultures. This course is especially focused on issues of power and privilege, together with analyses of the construct of “adolescence” and of how youth, in general, and especially youth of color are framed in deficit ways in our society. (one section)

Research in Multilingual and Multicultural Communities (ED 706): Graduate course that examined theories and research methods for understanding the diverse language, literacy, and cultural practices of different communities. (one section)

Literacy as Cultural Practice (ED 706): Graduate course that examined various cultural perspectives on literacy practices and studied the implications of those practices for pedagogy. (one section)

Qualitative Research Methods (ED 792): Graduate survey course that examined theoretical perspectives and accompanying methods of data collection and analysis; this course not only reviews methods but also epistemologies and ontologies that shape how questions are asked and how studies are designed and enacted. (two sections)

Using Mixed Methods in Educational Research and Evaluation (ED 737). Advanced doctoral seminar and workshop in integrating research methods for education research and evaluation, with a focus on equity and justice in school-based research. Co-taught with Professor Valerie Lee. (two sections)

Contemporary Perspectives on Literacy (ED 704); Focus topic: School-Wide High School Literacy Reform. Graduate seminar run as a workshop in which students developed theory- and research-based literacy reform efforts for an actual arts high school in Detroit, Michigan, with a focus on social justice through the arts.

New Media & New Literacies for Learning (ED 503): Co-taught this course with Chris Quintana (twice; once after being appointed to the collegiate professorship. This course examined learning theories, literacies, and digital media and engaged students in examining issues of access to digital tools. The students also helped me start my own Twitter account and taught me how to use it. (multiple sections)

Reading Diagnosis, Re-Mediation, and Differentiation (ED 547): This is a state-required course for professional certification (beyond the initial teaching certificate). We focus on how teachers can learn to read and understand standardized assessment data, but more important, how they can enact their own holistic and naturalistic assessments of students' strengths and their needs. Our course is strongly attuned to resisting a deficit model of children's learning, and is explicitly anti-racist and justice-oriented.

## **SELECTED SERVICE**

### **National and International Leadership and Consultantships**

#### Leadership

2024-present	Chair, Response to Senator Cassidy's <i>Preventing a Lost Generation</i> Report, National Academy of Education
2022-present	Member, William T. Grant Foundation Board of Trustees
2010-2020	Chair and Member, William T. Grant Scholar Selection Committee, William T. Grant Foundation
2015-2018	Chair, Professional Development Committee, National Academy of Education
2014-2017	Vice-President, Division G ( Social Contexts of Education), American Educational Research Association
2013-2014	Member, National Academies National Research Council Committee on Science Literacy in the Common Core ELA Standards and the Next Generation Science Standards
2012-2015	Literacy Research Panel, International Reading Association
2012-present	President, National Conference on Research in Language & Literacy (NCRL)
2010-2013	Member, AERA Research Committee
2009-2011	Member, National Academy of Sciences, National Research Council Committee on Adolescent & Adult Literacy
2008-2009	Member, Exemplary Dissertation Selection Committee, Spencer Foundation
2008-2009	Member, Task Force on Improving Doctoral Education, Spencer Foundation
2007-2009	Member, Adolescent Literacy Oversight and Selection Committee, National Academy of Education/Carnegie Corporation of New York

#### Advisory Boards and Consultancies

2023	External Reviewer, Civic Education report, National Academy of Education
2013-2016	Consultant, ACT, Inc., Disciplinary Literacy Learning Progressions Initiative
2012-2013	Consultant, William T. Grant Foundation, Research-Practice Partnerships Initiative

2011-2017 National Writing Project Research Advisory Board Member  
 2010-2016 Reading Apprenticeship I-3 Grant Advisory Board Member, West Ed  
 2010 Carnegie Corporation of New York; Digital Literacies Advisory Group Member

### **University of Michigan University/School of Education/Educational Studies Program**

#### Current

2025-2027 Co-Lead (with Demetri Morgan, Angela Dillard, and Michael Solomon), Life-Changing Education: Crafting the Future of Learning Theme Year  
 2025-present Chair, UM Campaign Planning Group  
 2023-present Member, Board of Directors, University Musical Society  
 2022-present Member, UM Presidential Arts Initiative Advisory Board  
 2023-present Member, UM IT Council  
 2023-2024 Member, UM Law School Dean Search Committee  
 2021-present(?) Member, University of Michigan Carbon Neutrality Leadership Council  
 2017-present Member, UM College of Engineering Dean's Leadership Advisory Board  
 2017-present Poverty Solutions, Governing02/Advisory Board Member

#### Within 5-year Reappointment Window

2023-2025 Member, UM Campaign Planning Group  
 2020-2025 Member, UM Center for Global Health Equity Internal Advisory Board  
 2021-2022 Member, UM Antiracism Hiring Initiative Selection Committee  
 2021 and 2023 Chair, UM Provost's Academic Program Group Budget Sub-Committee  
 2021-2022 Co-Chair, UM Capital Campaign Theme Working Group on *Reimagining Equitable Education and the Future of Work*  
 2020-2021 Co-Chair, UM Vice-President for Enrollment Management Search Committee  
 2020-2021 Member, UM Provost's Academic Program Group Diversity Sub-Committee  
 2020-2024 Member, Center for Education Outreach Advisory Board

#### Past

2020 Chair, Campus Coordinating Committee for Instructional Planning in COVID-19  
 2020 Member, UM Presidential Debate Planning Steering Committee  
 2018-2019 Member, Rackham Graduate School Dean Search Committee  
 2017-2020 University of Michigan Flint Water Crisis Task Force Member  
 2016-2020 Member, Provost's Academic Program Group Budget Sub-Committee  
 2015-2016 Ginsburg Service Learning Center, Advisory Board Member  
 2014-2015 UM Office of Technology Transfer Internal Review Committee Member  
 2013-2015 Provost's Faculty Advisory Committee (service began in fall 2013)  
 2012-2014 Provost's Student Learning Advisory Committee, Third-Century Initiative  
 2012-2014 M-Cubed Executive Committee  
 2010-2014 President's Advisory Committee on Women's Issues  
 2012-2015 Principal Investigator, Noyce Fellowship Program (assumed leadership role to cover the transition from LSA to SOE)  
 2012 Co-Chair, Quantitative Task Force, PhD Program Reform  
 2002-present Executive Committee  
 2007-2010 Chair, Undergraduate Lower Division Initiative  
 2006-2007 Quantitative Methods Search Committee

### **Selected State and Local Service in Michigan**

2017-2019 Member, Kresge Foundation's Early Years Success (KEYS Detroit) Advisory Board  
 2010-present Member, Superintendents' Blue Ribbon Advisory Board, Ann Arbor Public Schools  
 2010-2015 On-going professional and curriculum development, Detroit School of Arts, Detroit, MI  
 2009-2012 On-going professional development, Detroit Institute of Technology High School at Cody High School, Detroit, MI

- 2007-2009 Professional development, Western International High School, Detroit, MI (with research associate, Sharon Russell)
- 2006-2007 Professional development series (October-April), Western International High School, Detroit MI (with doctoral student, Darin Stockdill; MA student, Ashley Riggio; and research associate, Sharon Russell)