**Jada Kohlmeier, PhD**

**PROFESSIONAL ADDRESS**

 Auburn University

 Department of Special Education, Rehabilitation, & Counseling

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 Auburn, AL 36849

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**EDUCATION**

 PhD University of Kansas, 2003

 Major Area: *Social Studies Education*

 MAT  Washington University, 1993

 Major Area: *Social Studies Education*

BAKansas State University, 1992

Major Area: *History*

**ACADEMIC APPOINTMENTS**

 2016 – Present **Professor and Program Coordinator**

Secondary Social Sciences Education

 *Auburn University*

 2008 – 2016 **Associate Professor**

Secondary Social Sciences Education

 *Auburn University*

2003 – 2008 **Assistant Professor**

 Secondary Social Sciences Education

 *Auburn University*

**PROFESSIONAL EXPERIENCE**

 2000-2003 **Teacher: World History, U.S. History, U.S. Government**

*Mill Valley High School*(DeSoto School District)

 1997-2000 **Teacher: World History, U.S. History, U.S. Government**

*DeSoto High School*(DeSoto School District)

 1993-1997 **Teacher: World History, U.S. History, U.S. Government**

*Concordia High School*(Concordia School District)

**RESEARCH ACTIVITIES**

JOURNAL PUBLICATIONS & BOOK CHAPTERS (\* Denotes student)

**Kohlmeier, J.,** Howell, J. Saye, J.W., McCormick, T., Shannon, D., Jones, C., Brush, T.

(2020). Investigating teacher adoption of authentic pedagogy through lesson study.

*Theory & Research in Social Education.* <https://doi.org/10.1080/00933104.2020.1751761>

**Kohlmeier, J.** & Saye, J.W. (2019). Examining the relationship between teachers’

 discussion facilitation and their students’ reasoning. *Theory and Research in Social*

 *Education.* 47(2), 176-204.[doi.org/10.1080/00933104.2018.1486765](https://doi.org/10.1080/00933104.2018.1486765)

Saye, J.W., Stoddard, J., Gerwin, D.M., Libresco, A.S., Maddox, L.E. & SSIRC (2018).

 Authentic pedagogy: examining intellectual challenge in social studies classrooms.

*Journal of Curriculum Studies.* 50: 865-884*.* [doi.org/10.1080/00220272.2018.1473496](https://doi.org/10.1080/00220272.2018.1473496) See <http://www.auburn.edu/ssirc/member.html> for a list of contributing authors.

Saye, J.W., **Kohlmeier, J.,** Howell, J., McCormick, T., Jones, C., Brush, T. (2017).

 Scaffolded lesson study: Promoting professional teaching knowledge for problem-

 based historical inquiry. *Social Studies Research and Practice.* 12(1), 95-112 Doi:

 10.1108/SSRP-03-2017-0008

**Kohlmeier, J.,** & Saye, J.W. (2016) Developing discussion leaders through scaffolded

 lesson study. *The Social Studies.* 108(1), 22-37. Doi: 10.1080/00377996.2016.1237466

**Kohlmeier, J.,** & Saye, J.W. (2014). Ethical reasoning of U.S. high school seniors

 exploring just v. unjust laws. *Theory and Research in Social Education 42*(4), 548-578.

 Doi: 10.1080/00933104.2014.966218

**Kohlmeier, J**., & Saye, J.W. (2014). Ethical reasoning of high school seniors exploring

 issues of free speech. *Social Studies Research and Practice 9*(2), 33-47.

Saye, J., & SSIRC (2014). Achieving authentic pedagogy: Plan units, not lessons.

 *Social Education 78*(1), 33-37. See <http://www.auburn.edu/ssirc/member.html> for a list of contributing authors.

Saye, J., & SSIRC (2013). Authentic pedagogy: Its presence in social studies classrooms

 and relationship to student performance on state-mandated tests. *Theory and*

 *Research in Social Education,* 41(1), 89-132. See

 <http://www.auburn.edu/ssirc/member.html> for a list of contributing authors.

<https://doi.org/10.1080/00933104.2013.756785>

**Kohlmeier, J.,** & Saye, J. (2012). Justice or care? Ethical reasoning of preservice social

studies teacher. *Theory and Research in Social Education,* 40(4), 409-435. <https://doi.org/10.1080/00933104.2012.724361>

**Kohlmeier, J.**, Saye, J., Mitchell, L., & Brush, T. (2011). Using mentoring to support a

novice teacher using problem based historical inquiry with “low achieving” students.

*Journal of Social Studies Research*. *35*(1), 1-23.

Saye, J., **Kohlmeier, J.,** Brush, T., Howell, J., & Maddox, L. (2010). Assessing the

 development of preservice secondary social studies teachers’ professional teaching

 knowledge. *International Journal of Social Education,* 24(2), 35-76.

Saye, J., **Kohlmeier, J.**, Brush, T., Mitchell, L., & Farmer, C. (2009) Using mentoring to

develop collaborative communities of inquiry-based practice. *Theory and Research in*

*Social Education*, *37*(1), 6-41.

Brush, T., Saye, J., Kale, U., Hur., **Kohlmeier, J.**, Yerasimou, T., Guo, L., & Symonette,

S. (2009). Evaluation of the persistent issues in history laboratory for virtual field

experience (PIH-LVFE). *Journal of Interactive Online Learning*. [Online serial], 8,1.

Retrieved from

<http://www.ncolr.org/jiol/issues/viewarticle.cfm?volID=8&IssueID=25&ArticleID=128>

**Kohlmeier, J**. (2006). Couldn’t she just leave? The relationship between consistently

using class discussions and the development of historical empathy in a 9th grade world

history course. *Theory and Research in Social Education,* 34(1), pp. 34-57.

**Kohlmeier, J.** (2005). The impact of having 9th graders do history. *The History*

*Teacher.* 38(4), August, pp. 499-524.

**Kohlmeier, J.** (2005). The power of a woman’s story. *International Journal of Social*

 *Education.* 20(1) Spring/Summer, pp. 64-80*.*

**Kohlmeier, J.** (2004). Experiencing world history through the eyes of ordinary women.

 *Social Education.* 68(7), 470-478.

**Kohlmeier, J.,** & O’Brien, J. (2004). A web-based issues centered assignment for teacher

 education and high school students. *Journal of Social Studies Research.* 28(1), 03-15.

O’Brien, J., **Kohlmeier, J.,** & Guilfoyle, C. (2003). Prediction making within a historical

 context. *The Social Studies.* 94(6) 271-278.

O’Brien, J., & **Kohlmeier, J.** (2003). Leadership: part of the civic mission of schools?

*The Social Studies.* 95(4) 161-166.

GRANT/FUNDING ACTIVITY

2020 *Citizens fighting for civil rights: Places, cases, and faces that changed a nation.* A grant

to host 25 7-12 grade teachers for two weeks to study the civil rights movement through four landmark Supreme Court cases that originated in Alabama and guaranteed fundamental civil rights to all Americans. Jada Kohlmeier and Steve Brown (AU Political Science), co-principal investigators. National Endowment for the Humanities. $175,000.

2020 *Alabama Citizens Fighting for Civil Rights: Landmark Supreme Court Cases.* A grant

to host 25 6-12 grade teachers for four days to study the civil rights movement through four landmark Supreme Court cases that originated in Alabama and guaranteed fundamental civil rights to all Americans. Jada Kohlmeier and Andrew Morgan (Auburn City Schools), co-principal investigators. Alabama Humanities Council SUPER Grants. $5,375. Employed fully virtual learning environment for PD due to Covid-19 pandemic.

2008 *Reasoning about Democratic Problems.* A grant to work with Dr. Steven Brown of

Auburn University’s political science department and two high school government

teachers to develop and implement three class discussions on three critical texts about

U.S. Constitutional issues. The project will pilot a research study examining the potential

influence of race and gender on students’ reasoning about complex democratic issues.

Jada Kohlmeier, principal investigator. $2100 funded from Teaching Tolerance, a project

of the Southern Poverty Law Center.