**Jada Leigh Kohlmeier**

Humana-Germany-Sherman Endowed Distinguished Professor Phone: 334-844-3834

Department of Curriculum and Teaching, Auburn University Email: kohlmjl@auburn.edu

**EDUCATION**

**Ph.D. in Curriculum and Instruction,** 2003

University of Kansas, Lawrence, Kansas

Cognate Area: Secondary Social Studies Education

Research Interests: Historical Thinking, Civic Education, Women’s history.

**Master of Arts in Teaching,** 1993

Washington University, St. Louis, Missouri

Major: Secondary Social Studies Education

Honors & Awards: James Madison Memorial Fellowship

**Bachelor of Arts in History,** 1992

Kansas State University, Manhattan, Kansas

Honors: Cum Laude, Phi Beta Kappa, Phi Kappa Phi, Phi Alpha Theta (History Honor society)

**EXPERIENCE**

**Professor, Curriculum and Teaching**

Auburn University, Auburn, Alabama, 2003-present

Honors: Humana-Germany-Sherman Endowed Distinguished Professor, 2021

Student Government Association Faculty Member of the Year for College of Education, 2021

College of Ed Outstanding Undergraduate Faculty, 2008

Panhellenic Outstanding Professor, 2003 and 2005

**Social Studies Teacher**

Mill Valley High School, Shawnee, Kansas, 2000-2003

Honors: Kansas Teacher of the Year finalist (top 8),

Milken National Educator Award

Risk Taker Award

De Soto High School, De Soto, Kansas, 1997-2003

Honors: Teacher of Excellence, Risk Taker Award

Concordia Junior-Senior High School, Concordia, Kansas, 1993-1997

**SELECTED PUBLICATIONS**

Kohlmeier, J. (2022). Socratic Seminar: Students learning with and from each other while interpreting complex text. In J.C. Lo *Making Discussions Work: Methods for Quality Dialogue in the Social Studies.* Teacher’s College Press.

Kohlmeier, J. (2021). Ethical reasoning and risk-taking when teaching patriotism and war: A response to Gibbs’ The Foot and the Flag. *Democracy in Education.*

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. 48*(4), 492-528. <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., 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.* <https://www.emerald.com/insight/content/doi/10.1108/SSRP-03-2017-0008/full/html>

Kohlmeier, J.,& Saye, J.W. (2016) Developing discussion leaders through scaffolded lesson study. *The Social Studies.* 108(1), 22-37. <https://doi.org/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. <https://doi.org/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.

<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1047.9891&rep=rep1&type=pdf>

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.

<https://www.proquest.com/openview/e121271d5f452d1ee2a092d778948886/1>

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.

<https://www.researchgate.net/profile/Thomas-Brush-2/publication/255649402_Using_Mentoring_to_Develop_Collaborative_Communities_of_Inquiry-based_Practice/links/570638d108aecbf68ba953a3/Using-Mentoring-to-Develop-Collaborative-Communities-of-Inquiry-based-Practice.pdf>

**PODCAST GUEST**

**Kohlmeier, J.** (2021) “Episode 173: Authentic Pedagogy with Lesson Study.” *Visions of Education Podcast,* Eds. D. Krutka & M. Milton. October 22, 2021.
<https://visionsofed.com/2021/10/22/episode-173-authentic-pedagogy-through-lesson-study-with-jada-kohlmeier/>

**Kohlmeier, J.** (2019) “Episode 125: Facilitating Student Deliberation.” *Visions of Education Podcast,* Eds. D. Krutka & M. Milton). September 20, 2019. <https://visionsofed.com/2019/09/20/episode-125-facilitating-student-deliberation-with-jada-kohlmeier/>

**SELECTED GRANTS RECEIVED**

Kohlmeier, J. & Brown, S. (2020) *Citizens fighting for civil rights: Places, cases, and faces that changed a nation.* Two-week virtual institute for 25 7-12th grade teachers focused on civil rights and Supreme Court cases. National Endowment for the Humanities. $175,000.