**Curriculum Vitae**

**Mike P. Cook**

**Address**

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Auburn University, AL 36849 email: mpc0035@auburn.edu

**Research Interests**

* Teachers as Activists
* Whiteness in English Education
* Teacher Identity Development
* Critical Literacy

**Education**

Doctor of Philosophy Clemson University

2014 Clemson, SC

 Major: Curriculum and Instruction

 Concentration: English Education

Master of Education North Carolina State University

2010 Raleigh, NC

 Major: Curriculum and Instruction

 Concentration: English Education

Bachelor of Science Appalachian State University

2006 Boone, NC

 Major: English, Secondary Education

**Current Employment**

Associate Professor Auburn University

Program Coordinator Auburn, AL

English Education 2020-present

Assistant Professor Auburn University

Program Coordinator Auburn, AL

English Education 2016-2020

Assistant Professor Millikin University

English Education Decatur, IL

 2014-2016

**Research and Scholarly Activity**

**Publications**

Chisholm, J.S. & **Cook, M.P.** (2021). Examining readers’ critical literature circles discussions of *Looking for Alaska*. *Journal of Adolescent & Adult Literacy, 65*(2), 119-128.

**Cook, M.P.** (2021). Adopting hands-off approaches to activism: Examining PSTs’ experiences navigating visibility and vulnerability as teacher-activists. *Journal of Teacher Education, 72*(5), 538-550.

**Cook, M.P.** & Sams, B. (2020). (De)Valuing multimodality: Exploring one teacher-writer’s uneven development in a multimodal composition course. *Teaching/Writing: The Journal of Writing Teacher Education, 9*(2). Available at <https://scholarworks.wmich.edu/wte/vol9/iss2/9/>

Sams, B.L. & **Cook, M.P.** (2019). (Un)sanctioned: Young adult literature as meaningful sponsor for writing teacher education. *English Teaching: Practice & Critique, 18*(1), 70-84.

Oliver, K., **Cook, M.P.**, & Wiseman, A. (2019). Teachers’ first experiences with global projects: Emerging collaboration and cultural awareness. *Journal of Online Learning Research, 5*(1), 65-96.

Clemons, C.A., Lindner, J., Murray, B., **Cook, M.P.**, Sams, B., & Williams, G. (2018). Spanning the gap: The confluence of agricultural literacy and being agriculturally literate. *Journal of Agricultural Education, 59*(4), 238-252.

Sams, B.L. & **Cook, M.P.** (2018). Living well, dying well: Engaging students in mindful inquiry through *The Last Summer of the Death Warriors*. *ALAN Review, 46*(1), 65-74.

**Cook, M.P.** & Sams, B. (2018). A different kind of sponsorship: The influence of graphic narrative composing on ELA pre-service teachers’ perceptions of writing and literacy instruction. *Journal of Language & Literacy Education, 14*(1). Available at http://jolle.coe.uga.edu/current-issue/

Kirchoff, J.S.J. & **Cook, M.P.** (2017). Using digital comics to develop digital literacy: Fostering functionally, critically, and rhetorically literate students. *Texas Journal of Literacy Education, 5*(2), 117-129.

Carpenter, J., **Cook, M.P.**, Morrison, S., & Sams, B. (2017). “Why haven’t I tried Twitter until now?”: Delights, dilemmas, and recommendations for using Twitter in teacher education. *LEARNing Landscapes, 11*(1), 51-64.

**Cook, M.P.**, Gremo, M., & Morgan, R. (2017). Using role-playing games in middle school ELA classrooms to foster literary and literacy learning. *Voices from the Middle, 25*(2), 62-69.

\*Gremo and Morgan were undergraduate students at the time of publication

**Cook, M.P.**, Bailey, B., & Medford, L. (2017). *MARCH* and the struggle for historical perspective recognition. *ALAN Review, 45*(1), 72-83.

**Cook, M.P.** & Kirchoff, J.S.J. (2017). Teaching multimodal literacy through reading and writing graphic novels. *Language & Literacy, 19*(4), 76-95.

Brooks, K., Cornelison, C., **Cook, M.P.**, & Sams, B. (2017). Twitter and pre-service teachers: Overcoming obstacles to become “real teachers”. *New Jersey English Journal, 6*, 26-33.

\*Brooks and Cornelison were undergraduate students at the time of publication

**Cook, M.P.** & Frey, R. (2017). Using superheroes to visually and critically analyze comics, stereotypes, and society. S.A.N.E. Journal, 2(2). Available at <http://digitalcommons.unl.edu/sane/vol2/iss2/1>

 \*Frey was an undergraduate student at the time of publication

**Cook, M.P.**, Gremo, M., & Morgan, R. We’re just playing: The influence of a modified tabletop role-playing game on ELA students’ in-class reading. (2017). *Simulation & Gaming: An Interdisciplinary Journal of Theory, Practice and Research, 48*(2), 199-218.

\*Gremo and Morgan were undergraduate students at the time of publication

**Cook, M.P.** (2017). Now I “see”: The impact of graphic novels on reading comprehension in high school English classrooms. *Literacy Research & Instruction, 56*(1), 21-53.

\*selected for “Most Cited of 2017” issue

**Cook, M.P.** (2016).Using young adult literature to question stereotypes, society, and self. *Multicultural Education, 24*(1), 19-24.

**Cook, M.P.** & Bissonnette, J.(2016). Developing pre-service teachers’ positionalities in 140 characters or less: Examining microblogging as dialogic space. *Contemporary Issues in Technology and Teacher Education (English), 16*(2), 82-109. Available from <http://www.citejournal.org/volume-16/english-language-arts/developing-preservice-teachers-possitionalities-in-140-characters-or-less-examining-microblogging-as-dialogic-space>

Kirchoff, J.S.J. & **Cook, M.P.** (2016). The impact of multimodal composition on first year students’ writing. *Journal of College Literacy and Learning, 42*, 20-39.

**Cook, M.P.**, Morgan, R., & Gremo, M. (2016). Implementing tabletop gaming in the English classroom: Promoting literacy through interactive gameplay. Minnesota English Journal. Available from <http://minnesotaenglishjournalonline.org>.

\*Gremo and Morgan were undergraduate students at the time of publication

**Cook, M.** & Knorr, R. (2015). Technology beliefs and self-efficacy: A pilot study. *Teacher Education Journal of South Carolina, 2015-2016*, 8-22.

Kirchoff, J.S.J. & **Cook, M.** (2015). Overviewing software applications for graphic novel creation in the post-secondary and secondary classroom. *SANE: Sequential Art Narrative in Education, 2*(1). Available at <http://digitalcommons.unl.edu/sane/vol2/iss1/1>

Oliver, K. & **Cook, M.** (2015). Capturing global perspectives during study abroad: A comparison of three visual tools. In S. Carliner, C. Fulford & N. Ostashweski (Eds.), *Proceedings of EdMedia: World Conference on Educational Media and Technology* (pp. 497-503). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

**Cook, M.** & Kirchoff, J.S.J. (2015). Graphic novels in the classroom: Suggestions for appropriate multimodal writing projects in graphic novel units. *Minnesota English Journal*. Available from <http://minnesotaenglishjournalonline.org>.

**Cook, M.**, Oliver, K., Pritchard, R. & Lee, S. (2014). Using forum-based writing to learn in the English classroom: An investigation of student comprehension and collaboration. In M. Searson & M. Ochoa (Eds.), *Proceedings of Society for Information Technology & Teacher Education, International Conference, 2014* (pp. 1974-1979). Chesapeake, VA: AACE.

Oliver, K., **Cook, M.**, Pritchard, R., & Lee, S. E. (2014). Leveraging affordances of the mashup tool Pinterest for writing and reflecting on culture. In M. Searson & M. Ochoa (Eds.), *Proceedings of Society for Information Technology & Teacher Education, International Conference 2014* (pp. 1128-1134). Chesapeake, VA: AACE.

Knorr, R. M., Medford, L. F., & **Cook, M.** (2013). Men missing from the PK-12 classroom: A discussion of research-based explanations. *SRATE Journal, 22*(2), 14-21.

Bailey, B. & **Cook, M.** (2013). Using YA biographies to “Do History.” *SIGNAL Journal, 36*(2), 28-30.

**Cook, M.**, Sawyer, D., & Lee, S. (2013). Integrating technology into classroom instruction: A teacher model made easy. In R. McBride & M. Searson, (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 5133-5138). Chesapeake, VA: AACE.

**Invited**

**Cook, M.P.** (2015).Why your high school students should be reading graphic novels—whatever the content area. *Literacy Today, 33*(3), 30-32. Invited article.

**Book Chapters**

Strutchens, M.E., **Cook, M.P.**, & Ratliff, B.C. (forthcoming). Extracting mathematical topics embedded in *Holes* and examining the text with a critical lens. In P. Greathouse & H. Anthony (Eds.), *Developing mathematics literacy through Young Adult Literature*. Rowman & Littlefield.

Sams, B. & **Cook, M.P.** (2019). The ethics of composing (selves): Pre-service English teachers’ identity performances in digital spaces. In K. Turner (Ed.), *Ethical dimensions of teaching digital literacy* (pp. 49-56). Lanham, MD: Rowman & Littlefield

Sams, B.L. & **Cook, M.P.** (2019). Learning from interns who leave the profession: Emotional labor and the limits of the methods course. In H. Hallman, K. Pastore-Capuana, & D.L. Pasternak (Eds.), *Possibilities, challenges, and changes in English teacher education today: Exploring identity and professionalization* (pp. 149-160). Lanham, MD: Rowman and Littlefield Education.

**Cook, M.P.**, Sams, B.L., & Wade, P. (2018). Interrupting ideologies within the canon: Applying critical lenses to *Pride and Prejudice*, *Eleanor and Park*, and contemporary life. In M. Macaluso & K. Macaluso (Eds.), *Teaching the canon in 21st century classrooms: Challenging genres* (pp. 151-164). Boston, MA: Sense Publishers.

**Cook, M.P.** & Sams, B.L. (2018). Participating in literacy and the outside world: Consuming, composing, and sharing graphic narratives. In J.S. Dail, S. Witte, & S.T. Bickmore (Eds.), *Young adult literature and the digital world* (pp. 61-78). Lanham, MD: Rowman & Littlefield.

Wiseman, A., Oliver, K., & **Cook, M.P.** (2017). Global professional development for inservice teachers: A focus on literacy, technology, and culture. In V. Korhonen, J. Annala, & P. Kulji (Eds.), *Steps for development, secrets of communities—Perspectives to education and teaching* (pp. 219-236). Tampere, Finland: Tampere University Press.

**Cook, M.** &Kirchoff, S.J.S. (2017). Visualizing the hero complex: Using *Batman Year One* for visual and character analysis. In S. Eckard (Ed.), *Comic connections: Analyzing hero and identity* (pp. 95-114). Lanham, MD: Rowman and Littlefield Education.

**Books**

**Cook, M.P.** & Pitre, L.A. (2021). *Exploring relationships and connection to others: Teaching universal themes through Young Adult Literature*. Lanham, MD: Rowman & Littlefield.

Pitre, L.A. & **Cook, M.P.** (2021). E*xploring identity development and self: Teaching Universal themes through Young Adult Literature*. Lanham, MD: Rowman & Littlefield.

Kirchoff, J.S.J. & **Cook, M.P.** (Eds.). (2019). *Perspectives on digital comics: Theoretical, critical, and pedagogical essays*. Jefferson, NC: McFarland.

**Manuscripts Under Review**

**Cook, M.P.**, Chisholm, J.S., & Rose-Dougherty, T. Shielding as a protective discourse maneuver during preservice teachers’ critical conversations. Journal of Curriculum and Pedagogy. Currently under review (Revise & Resubmit).

**Cook, M.P.** & Yielding, G.H. Conflict, politics, and self-censorship: PSTs and their struggles with writing as civic-engagement. Teaching/Writing: The Journal of Writing Teacher Education. Currently under review.

**Cook, M.P.** ELA teachers & whiteness: Hesitancy as barriers to teacher agency development. English Education. Conditional Acceptance.

**Cook, M.P.**, Sams, B., & Boyd, A. Examining teachers’ constructions of students: Reading Sherman Alexie in the #MeToo era. English Teaching: Practice & Critique. Currently under review.

**International Presentations**

Virtue, D.C., **Cook, M.P.**, Andresen, C., & Mangen, O.T. (2021, June). The power of partnership: The Romerike (Norway) English teachers networks’ collaboration with U.S. universities. IPUTL Conference. Orlando, FL.

Oliver, K., Pritchard, R., Wiseman, A., & **Cook, M.P.** (2019, May). Teacher professional development in an international context: Fostering intersections between technology and culture. Educational Research & Innovation Conference at Virginia Tech. Blacksburg, VA.

Oliver, K., **Cook, M.P.**, & Wiseman, A. (2019, May). Teachers’ first experiences with global projects: Emerging collaboration and cultural awareness. Educational Research & Innovation Conference at Virginia Tech. Blacksburg, VA.

Oliver, K., **Cook, M.P.**, & Wiseman, A. (June 2018). Supporting cultural connections, collections, and reflections through technology in short-term study abroad. EdMedia + Innovative Learning Conference. Amsterdam, Netherlands.

\*Paper received the Outstanding Conference Paper Award

**Cook, M.P.** & Brown, K. (June 2018). Meditation and contemplative composition: Informing writing instruction across disciplines. International Writing Across the Curriculum Conference. Auburn, AL.

**Cook, M.P.** & McElroy, J. (2015, July). Rethinking adolescent literacy instruction: Using graphic novels to foster disciplinary literacy. International Literacy Association Annual Conference. St. Louis, MO.

**Cook, M.P.** (2015, July). Graphic reading: Using images in graphic novels to bolster comprehension. International Literacy Association Annual Conference. St. Louis, MO.

**Cook, M.P.**, Pritchard, R., Chrino-Klevans, I., Spires, H., & Cannon, S. (2015, July). International experiences as professional development for teachers and prospective teachers. International Federation for the Teaching of English. New York, NY.

Oliver, K. & **Cook, M.P.** (2015, June). Capturing global perspectives during study abroad: A comparison of three visual tools. EdMedia International Conference. Montreal.

**Cook, M.P.**, Oliver, K., Pritchard, R., & Lee, S. (2014, July). *Promoting teachers’ cultural reflection using the online tool Pinterest*.. United Kingdom Literacy Association. Brighton, U.K.

**Cook, M.P.**, Oliver, K., Pritchard, R., & Lee, S. (2014). Using forum-based writing to learn in the English classroom: An investigation of student comprehension and collaboration. Paper presented at the Society for Information Technology and Teacher Education Annual Conference. Jacksonville, FL.

Oliver, K., **Cook, M.P.**, Pritchard, R., & Lee, S. (2014). Leveraging affordances of the mashup tool Pinterest for writing and reflecting on culture. Paper presented at the Society for Information Technology and Teacher Education Annual Conference. Jacksonville, FL.

**Cook, M.P.**, Sawyer, D., & Lee, S. (2013, March). *Integrating technology into classroom instruction: A teacher model made easy*. Paper presented at the Society for Information Technology and Teacher Education Annual Conference. New Orleans, LA.

Watson, T., **Cook, M.P.,** Lee, S., & Poole, M. (2012, Aug.). *Integrating Writing and Technology for Global Perspectives in K-12 Classrooms*. Nineteenth International Conference on Learning. London, UK.

**National Presentations**

Rose Daughtry, T., **Cook, M.P.**, & Chisholm, J. (2021, Dec.). Protective discourse moves as “shielding” in PST talk on YAL. Literacy Research Association Annual Conference. Atlanta, GA.

Boyd, A., **Cook, M.P.**, & Pennell, S. (2021, Nov.). White teacher educators engaging antiracism at PWIs. National Council of Teachers of English Annual Conference (virtual).

Boyd, A., Clark, C., **Cook, M.P.**, Crawley, A., Schey, R., Skrlac Lo, R., & Rish, R. (2021, Nov.). Becoming antiracist educators at Predominantly White Institutions (PWIs) with—and beyond—*Stamped*. National Council of Teachers of English Annual Conference (virtual).

Oliver, K.M., Wiseman, A., & **Cook, M.P.** (2020, Nov.). Preparing educators to teach culture through technology: Professional development in an international context. Association for Educational Communications and Technology (AECT). Virtual Conference.

**Cook, M.P.** & Sams, B. (2020, Nov.). Activist in teacher education: Fostering civic engagement with pre-service ELA teachers. National Council of Teachers of English. Virtual Conference.

McGhee, M.P., Demoiny, S.B., & **Cook, M.P.** (2020, Oct.). Art. Writing. Advocacy: Preservice teachers as activists. Paper presentation at the annual meeting of the National Association of Multicultural Education. Virtual Conference.

**Cook, M.P.** & Sams. B.L. (2020, April). (De)valuing multimodal literacy: A case study of one teacher-writer in a multimodal composition course. American Educational Research Association. San Francisco, CA. (Conference Canceled)

**Cook, M.P.** & Yeilding, G.H. (2020, April). Preservice teachers, composing, and activism: Writing as civic engagement and teacher activism. American Educational Research Association. San Francisco, CA. (Conference Canceled)

**Cook, M.P.** (2020, April). Preservice teachers (PSTs) and passive activism: Examining the experiences of English language arts PSTs as teacher-activists. American Educational Research Association. San Francisco, CA. (Conference Canceled)

**Cook, M.P.** (2020, April). English language arts teachers and whiteness: Barriers to teacher agency development. American Educational Research Association. San Francisco, CA. (Conference Canceled)

**Cook, M.P.** (2020, Feb.). Pre-service teachers and ‘community’: Defining and struggling with teacher activism. National Council of Teachers of English Assembly on Research. Nashville, TN.

**Cook, M.P.** & Yeilding, G.H. (2020, Feb.). Pre-service teachers and civic engagement: Composing as activism. National Council of Teachers of English Assembly on Research. Nashville, TN.

**Cook, M.P.** & Sams, B. (2019, Nov.).Using text sets to examine immigration rhetoric and policy: Sinclair’s *The Jungle* as contemporary social critique. National Council of Teachers of English. Baltimore, MD.

Sams, B. & **Cook, M.P.** (2019, Nov.). The ethics of composing: Performing identity in digital spaces. National Council of Teachers of English. Baltimore, MD.

**Cook, M.P.** & Sams, B. (2019, Nov.). Pre-service teacher and student activism: Writing as civic engagement. National Council of Teachers of English. Baltimore, MD.

**Cook, M.P.** (2019, Nov.). Using civically-engaged writing to foster advocacy and activism in middle grades ELA teachers and students. Association for Middle Level Education. Nashville, TN.

**Cook, M.P.** & Yeilding, G.H. (2019, July). Pre-service teachers, composing, and activism: Writing as civic engagement and teacher activism. English Language Arts Teacher Educators. Fayetteville, AK.

**Cook, M.P.** (2019, July). Pre-service teachers as activists: Examining the experiences of ELA PSTs as teacher-activists. English Language Arts Teacher Educators. Fayetteville, AK.

**Cook, M.P.** (2019, July). Whiteness as layered barrier to ELA pre-service teachers’ agency development. English Language Arts Teacher Educators. Fayetteville, AK.

Boyd, A., **Cook, M.P.,** & Sams, B.L. (2019, July). Sherman Alexie, #metoo, and the texts we (choose to) teach. English Language Arts Teacher Educators. Fayetteville, AK.

**Cook, M.P.** (2019, Feb.). (Pre-service) teacher-activists: Examining pre-service ELA teachers’ experiences engaging in educational activism. National Council of Teachers of English Assembly on Research. Birmingham, AL.

Cook, M.P. & Sams, B. (2018, Nov.). Consuming and composing graphic narratives as pre-service teachers: Fostering multimodal and digital literacy. National Council of Teachers of English. Houston, TX.

Sams, B. & **Cook, M.P.** (2018, Nov.). Emotional labor and the limits of the methods course: Learning from interns who leave the profession. National Council of Teachers of English. Houston, TX.

**Cook, M.P.** & Sams, B. (2018, Nov.). Interrupting ideologies within the canon: Applying critical lenses to *Pride and Prejudice*, *Eleanor and Park*, and contemporary life. National Council of Teachers of English. Houston, TX.

Medford, L. & **Cook, M.P.** (2018, Oct.). Reaching reluctant readers and visual learners with rigor and complexity. Association for Middle Level Education. Orlando, FL.

**Cook, M. P.**, Oliver, K., & Wiseman, A. (April 2018). Teachers’ first experiences with global projects: Bridging from surface-level cultural awareness to constructive collaboration. American Educational Research Association. New York, NY.

**Cook, M.P.** & Sams, B.L. (April 2018). The impact of graphic narratives as multimodal literacy sponsors on ELA pre-service teachers’ perceptions of writing and literacy instruction. American Educational Research Association. New York, NY.

**Cook, M.P.** & Kirchoff, J.S.J. (Nov., 2017). Using digital comics to develop digital literacy: Fostering functionally, critically, and rhetorically literate students. National Council of Teachers of English. St. Louis, MO.

**Cook, M.P.**, Medford, L., & Bailey, B. (Nov., 2017). Marching towards historical context: Teaching empathy with John Lewis’ award winning text. Association for Middle Level Education. Philadelphia, PA.

Medford, L. & **Cook, M.P.** (Nov., 2017). Increasing diversity with protagonists of color. Association for Middle Level Education. Philadelphia, PA.

**Cook, M.P.** & Medford, L. (Nov., 2017). Comparing self-efficacy and success in STEM and non-STEM majors as career changes in math and science classrooms. Association for Middle Level Education. Philadelphia, PA.

**Cook, M.P.** & Sams, B. (June, 2017). Multimodal and pre-service ELA teachers: Examining students’ perceptions of literacy instruction. Conference on English Education. Ohio State University, Columbus, OH.

Sams, B. & **Cook, M.P.** (June, 2017). Composing selves: Towards a pedagogy of teacher identity development in standardized times. Conference on English Education. Ohio State University, Columbus, OH.

**Cook, M.P.** (April, 2017). Gaming and reading in middle school: The effects of tabletop gaming on ELA students’ study of literature. American Educational Research Association. San Antonio, TX.

**Cook, M.P.** & Sams, B. (April, 2017). Not just books for boys: Gender, reading comprehension, and student experience with graphic novels. American Educational Research Association. San Antonio, TX.

Bissonnette, J.D. & **Cook, M.P.** (Dec., 2016). Developing pre-service teachers’ positionalities in 140 characters or less: Examining microblogging as dialogic space. Literacy Research Association Conference. Nashville, TN.

**Cook, M.P.**, Oliver, K., & Pritchard, R. (Nov. 2016). Creating global perspectives through collaborative projects and crowd curated cultural collections. National Council of Teachers of English Annual Conference. Atlanta, GA.

Medford, L. **Cook, M.P.** (Oct. 2016). Improving middle level content literacy through visual texts. Association for Middle Level Education. Austin, TX.

**Cook, M.P.** (April, 2016). Pre-service teachers and Twitter: Engaging in Professional Learning Community (PLC) discourse. American Educational Research Association. Washington, D.C.

**Cook, M.P.** (April, 2016). PBE and ELA: Using local literature to foster relationships with nature and the environment. American Educational Research Association. Washington, D.C.

**Cook, M.P.**, Oliver, K., & Pritchard, R. (2015, April). Graphic reading: Using images to bolster comprehension. American Educational Research Association. Chicago, IL.

Oliver, K., **Cook, M.P.**, & Pritchard, R. (2015, April). A comparison of three visual tools to prompt cultural reflection during study abroad. American Educational Research Association. Chicago, IL.

Medford, L. & **Cook, M.P.** (2014, Nov.). Teaching with graphic/visual texts: What’s out there and what to do with it. Association for Middle Level Education. Nashville, TN.

Bailey, B., **Cook, M.P.,** McElroy, J., Sinisgali, A., & Marshall, B. (2011, Nov.). *Preparing Teacher Candidates within a Professional Development School (PDS) to Teach Literature for Love and Wisdom*. National Council of Teachers of English Annual Conference. Chicago, IL.

O’Quinn, E., Horowitz, R., & **Cook, M.P.** (2009, Nov.). *Finding a common ground through world literature: using young adult world literature to promote understanding of other cultures, people and humanity*. National Council of Teachers of English Annual Conference. Philadelphia, PA.

**State Presentations**

**Cook, M.P.** & Sams, B.L. (March, 2017). Becoming active literacy participants: Consuming and composing graphic texts in ELA and the world. Teachers, Teaching, and Media Conference. Wake Forest University. Winston-Salem, NC.

Sams, B.L. & **Cook, M.P.** (March, 2017). (Un)sanctioned: The literacy practices of youth in contemporary YA literature. Teachers, Teaching, and Media Conference. Wake Forest University. Winston-Salem, NC.

**Cook, M.P.** & Sams, B.L. (Jan. 2017). Composing together: The influence of a multimodal composition course on pre-service ELA teachers’ ePortfolios. Conversations in Celebration of Teaching. Auburn University: Auburn, AL.

**Cook, M.P.**, Gremo, M., & Morgan, R. (Oct. 2016). Fostering student literacy through tabletop gaming: Using research findings to design instruction. Illinois Reading Council Conference. Peoria, IL.

**Cook, M.P.** & Frey, R. (Oct. 2016). Visual analysis of superheroes for social justice: Critically analyzing society, stereotypes, and self. Illinois Reading Council Conference. Peoria, IL.

Bicicchi, R., **Cook, M.P.**, Pippitt, A., Gremo, M., Miller, S., Morgan, R., & Mendenhal, M. (March, 2016). Putting the young adult voice back in YAL: Creating a student-centered young adult literature award. Illinois Association of College Research Libraries. Chicago, IL.

Pritchard, R., Oliver, K., & **Cook, M.P.** (Oct, 2015). Multimodal writing with GoAnimate. North Carolina English Teachers Association Annual Conference. University of North Carolina, Asheville: Asheville, NC.

**Cook, M.P.**, Gremo, M., & Morgan, R. (Oct, 2015). Tabletop gaming in the English classroom: Pairing D&D and literature to promote literacy. Illinois Reading Council. Peoria, IL.

**Cook, M.P.** & Frey, R. (Oct, 2015). Batman and the hero complex: Learning by conducting psychoanalysis of literature and life. Illinois Reading Council. Peoria, IL.

Pritchard, R., Oliver, K., & **Cook, M.P.** (2014). *Writing, technology and the audience abstraction ladder*. North Carolina English Teachers Association Annual Conference. North Carolina State University: Raleigh, NC.

Bailey, B. & **Cook, M.P**. (2013, March). *Producing digital biographies in the Middle Grades*. South Carolina Middle School Association Annual Conference: Myrtle Beach: SC.

**Cook, M.P.** & Lee, S.(2012, Sept.). *Multimedia, traditional texts, and the new literacy landscape*. North Carolina English Teachers Association Annual Conference. University of North Carolina at Charlotte: Charlotte, NC.

**Cook, M.P**. (2010, Oct.). *Where I’m from poems: Using poetry to establish a positive classroom environment*. North Carolina English Teachers Association Annual Conference. Wake Forest University: Winston-Salem, NC.

**Grant Writing, Procurement, Management, and Participation**

**Funded Grants**

Preparing Teachers for Cultural Connections, Collections, and Reflections through Technology (2021, funded). Triangle Community Foundation, Borchardt Fund, $60,000. Role: Senior Personnel.

Preparing Teachers for Cultural Connections, Collections, and Reflections through Technology (2020, funded). Triangle Community Foundation, Borchardt Fund, $60,000. Role: Senior Personnel.

ELA Teacher Educators and Activism: Embodying and Fostering Teacher-Activist Identities in English Education (2019, funded). Auburn University College of Education Seed Grant. $3,050. Role: Principal Investigator.

Preparing Teachers for Cultural Connections, Collections, and Reflections through Technology (2019, funded—one year funded extension to 2016-18 grant; see below). Triangle Community Foundation, Borchardt Fund, $70,000. Role: Senior Personnel.

Exploring the American South: A Regional Study Tour for English Teachers in Norway (2018-2019, funded). [Akershus County (Norway) School District/U.S. Embassy in Oslo]. $28,200. Role: Principal Investigator.

Exploring the American South: A Regional Study Tour for English Teachers in Norway (2017-2018, funded). [Akershus County (Norway) School District/U.S. Embassy in Oslo]. $28,200. Role: Principal Investigator.

Course (Re)Design Workshop (2017, funded). Auburn University Biggio Center Workshop to redesign CTSE 5020, which built upon my 2016 redesign to continue enhancing the course. $5,000.

Establishing a Foundational Definition for Agricultural Literacy in Technical Content Areas: A Delphi Study Approach for Preliminary Data (2016, funded). College of Education, Scholarship and Innovation Committee Seed Grant, Auburn University. $2,132. Role: Co-Principal Investigator.

Course Redesign for Multimodal Composition and Cohort ePortfolio (2016, funded). ePortfolio Project Grant, Office of University Writing, Auburn University. $6000. Role: Principal Investigator.

Preparing Teachers for Cultural Connections, Collections, and Reflections through Technology (2016-18, funded). Triangle Community Foundation, Borchardt Fund, $209,904. Role: Senior Personnel.

Performance Learning Enhancement Grant (2015-16, funded). Millikin University, $5,300. Role: Principal Investigator.

Preparing Teachers for Global Collaborations with Technology (2015, funded). Triangle Community Foundation, Borchardt Fund, $6,538. Role: Senior Personnel.

New Literacies: Literal and Virtual Learning through Cross-Cultural Connections (2013, funded). Triangle Community Foundation, Borchardt Fund, $139,085. Role: Senior Personnel.

Clemson University, Graduate Student Travel Grant, funded by the Clemson University College of Health, Education, and Human Development, 2012, $1000

Clemson University, Graduate Student Travel Grant, funded by the Clemson University College of Health, Education, and Human Development, 2011, $1000.

North Carolina State University, Graduate Student Travel Grant, funded by the North Carolina State University Graduate Student Association, 2010, $350.

Using Young Adult Literature to Promote Literacy in the Classroom (2007, funded). Friends of Education, $250. Role: Principal Investigator.

Using Young Adult Literature to Promote Literacy in the Classroom (2007, funded). Bright Ideas, $500. Role: Principal Investigator.

**Non-Funded Grants:**

Activism in and out of the classroom: Cultivating teacher-activist identities in ELA education (2019, not funded). English Language Arts Teacher Educators (ELATE) Research Initiative Grant. $6,000. Role: Co-Principal Investigator.

Activism in and out of the classroom: Cultivating teacher-activist identities in ELA education (2018, not funded). English Language Arts Teacher Educators (ELATE) Research Initiative Grant. $6,000. Role: Co-Principal Investigator.

Activism in and out of the classroom: Cultivating teacher-activist identities in ELA education (2018, not funded). English Language Arts Teacher Educators (ELATE) Research Initiative Grant. $2,500. Role: Co-Principal Investigator.

**Professional Organizations and Affiliations**

Alabama Association for Middle Level Education, Treasurer and Board Member

National Council of Teachers of English

English Language Arts Teacher Educators

National Council of Teachers of English Assembly on Research

Association for Middle Level Education

American Educational Research Association

Literacy Research Association