

Jada Leigh Kohlmeier

Humana-Germany-Sherman Endowed Distinguished Professor
Department of Curriculum and Teaching, Auburn University

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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

Riner, A., Hur, J.W., Kohlmeier, J. (2022). Virtual reality integration in social studies classroom: Impact on student knowledge, classroom engagement, and historical empathy development. *Journal of Educational Technology Systems* 51(2), 146-168.
<https://doi.org/10.1177/00472395221132582>

Cunningham, C. & Kohlmeier, J. (2022). Seeking the context of civil society from middle school students' visualizing community & narrating belonging. *The Social Studies*. <https://doi.org/10.1080/00377996.2022.2098224>

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

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>

Field Code Changed

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>

Field Code Changed

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>

Field Code Changed

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>

Field Code Changed

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.