

EDUCATION

Doctor of Philosophy - University of Rhode Island **2019 - Present**

Concentration - Education/Literacy Studies/Queer Studies

Graduate Assistant Fall 2019 - Present

Teaching Experiences

EDC 100 - Great Public Schools

EDC 423 - Teaching Comprehension & Response, Grades 3-6

EDC 424 - Teaching Literacy in the Primary Grades

EDP 601 - First Year ProSeminar for Ph.D. in Education (TA)

Doctor of Philosophy - University of South Florida **2018-2019**

Concentration - Literacy Studies

Graduate Assistant, Fall 2018 - Summer 2019

Teaching & Coaching Experiences

LAE 4414 - Diverse Portrayals in Children's Literature

Cambridge Schools Experience, Summer 2019

Graduate Certificate in Digital Literacy - University of Rhode Island **2018**

Non-Degree Seeking Graduate Courses - University of South Florida **2017-2018**

Directed Research, Cambridge Schools Experience, Summer 2017

Research in Reading Instruction, Fall 2017

Multimedia Literacy, Enrolled, Spring 2018

Cambridge Schools Experience, Summers 2017, 2018

Master of Arts - University of South Florida **2016**

Concentration - Reading K-12

Cambridge Schools Experience, Summer 2016

Bachelor of Science - College of Central Florida **2013**

Concentration - Early Childhood Education

Prekindergarten/Primary Education Certifications

Reading, English for Speakers of Other Languages,

& Prekindergarten Disabilities Endorsements

RESEARCH INTERESTS

- Queer theory & Queer topics in education
- LGBTQIA+ topics in K-12 literacy education
- LGBTQIA+ topics in preservice teacher education

RESEARCH

Publications

Dennis, D., Branson, S., & **Jones, M.** (In Prep). Formative design in an international field experience program.

Jones, M. C., Vaccaro, A., Miller, R. A., Forester, R., Friedensen, R., Kimball, E. W., & Forsythe, D. (In Prep). Discourses of power: Cisheteronormativity in college STEM programs.

Jones, M. C., Vaccaro, A., Miller, R. A., Forester, R., Friedensen, R., Kimball, E. W., & Forsythe, D. (Under Review). Embodied literacies of sexuality and gender of college students. *Journal of Language & Literacy Education*.

Forsythe, D., Vaccaro, A., Miller, R., Forester, R., Kimball, E., Friedenson, R., & **Jones, M. C.** (Under Review). Negotiated involvement in STEM organizations by students with minoritized identities of sexuality and gender (MIoSG). *Journal for Women and Minorities in STEM*.

Vaccaro, A., Friedensen, R., Forester, R., **Jones, M. C.**, Forsythe, D., Miller, R.A., & Kimball, E. W. (Proposal Accepted By Editors). Who are we to do this research?: Duoethnographic reflections on the insider/outsider paradox in queer research. In A. Duran, T.J. Jourian, R. A. Miller & J. Cisneros (Eds.). *Narrating the Insider/Outsider Paradox as LGBTQ+ Educators in Higher Education and Student Affairs*.

Jones, M. (2020). Intersections of law & education: The right to be out, a book review. *Journal LGBT Youth*. <https://doi.org/10.1080/19361653.2020.1848694>

Digital Publications

Jones, M. (2019, March 12). Revisiting struggles & tensions in implementing digital literacies: Another perspective [Blog post]. Retrieved from <https://digiuri.wordpress.com/2019/03/12/revisiting-struggles-tensions-in-implementing-digital-literacies-another-perspective/>

Branson, S. & **Jones, M.** (2018, February 23). Teaching with tech: Using digital and media literacies to expand global perspectives. Retrieved from <https://www.literacyworldwide.org/blog/digital-literacies/literacy-daily/2018/02/23/using-digital-and-media-literacies-to-expand-global-perspectives>

Jones, M. (2017, October 15). Struggles & tensions in implementing digital literacies: Perspectives matter- part 2 [Blog post]. Retrieved from

<https://digiuri.wordpress.com/2017/10/15/struggles-tensions-in-implementing-digital-literacies-perspectives-matter-part-2/>

Jones, M. (2017, October 14). Struggles & tensions in implementing digital literacies: Perspectives matter- part 1 [Blog post]. Retrieved from <https://digiuri.wordpress.com/2017/10/14/struggles-tensions-in-implementing-digital-literacies-perspectives-matter-part-1/>

Conference Presentations

Jones, M. (2020, December). *Content seminars as methods of pedagogical content knowledge development in preservice teachers*. Paper presented at the meeting of the Literacy Research Association, Tampa, FL.

Jones, M. (2020, November). *Sexuality and gender as embodied literacies in STEM students*. Poster presented at the meeting of the Association of American Colleges & Universities Virtual Conference: Transforming STEM in Higher Education (online).

Branson, S., Dennis, D., Sweeney, S., & **Jones, M.** (2020, April). *The power and possibilities of developing preservice teacher pedagogical content knowledge to inform literacy teacher education practices*. Paper accepted at the meeting of the American Educational Research Association Conference (online).

Dennis, D., Branson, S., Sweeney, S., & **Jones, M.** (2019, December). *Illuminating PST literacy PCK development to inform teacher education practices*. Paper presented at the meeting of the Literacy Research Association, Tampa, FL.

Jones, M. & Schneider, J. J. (2019, February). *Taxonomy of a keyword: New methods and digital tools for systematic literature reviews*. Paper presented at the meeting of the Journal of Language and Literacy Education Conference, Athens, GA.

Jones, M. & Koch, D. (2019, January). *Practical ways technology can be utilized to empower student dialogue*. Workshop presented at the meeting of the Future of Educational Technology Conference, Orlando, FL.

Schwingle, J. & **Jones, M.** (2019, January). *Adolescent gamers: Processes and perceptions*. Session presented at the meeting of the Future of Educational Technology Conference, Orlando, FL.

Sweeney, S., **Jones, M.**, & Dennis, D. V. (2018, November). *Developing public intellectuals in doctoral programs*. Paper presented at the meeting of the Literacy Research Association, Indian Wells, CA.

Jones, M. & Crisp, K. (2018, March). *Redefining literacy in the digital age*. Session presented at the meeting of the UCF College of Education and Human Performance Literacy Symposium, Orlando, FL.

Nowosiadło, D. & **Jones, M.** (2018, February). *Meeting the needs of diverse learners: Universal design for learning and technology*. Session presented at the meeting of the Council for Exceptional Children Conference, Tampa, FL.

Sweeney, S., Dennis, D., Branson, S., Papke, A., & **Jones, M.** (2018, February). *“You start where you are”: Reframing literacy pedagogical practices for global competencies in a study abroad context*. Session presented at the meeting of the Journal of Language and Literacy Education Conference, Athens, GA.

Jones, M. (2018, January) *UDL and Google: Inclusion gets “Googley”*. Poster presented at the meeting of the Future of Educational Technology Conference, Orlando, FL.

Jones, M. & Crisp, K. (2017, November). *Redefining literacy in the digital age*. Session presented at the meeting of the Florida Reading Association Conference, Tampa, FL.

Research Experience

Minoritized Identities of Sexuality and/or Gender (MIoSG) (2020-Present)

Data Analysis and Writing

Member of a multi-university research team which uses grounded theory to examine the experiences of college STEM students with minoritized identities of sexuality and/or gender.

- Doctoral student member of a research team consisting of various levels of scholars and students
- Lead author on two manuscripts focused on the intersections of literacy and discourse with MIoSG
- Co-author on two manuscripts related to mental health challenges specific to college STEM students with MIoSG
- Co-author on a book chapter which uses duoethnography to consider insider/outsider perspectives of research team members
- Second reader and co-author on multiple other manuscripts related to the experiences of college STEM students with MIoSG
- Continued data analysis using grounded theory

Cambridge Schools Experience Formative Design (2016-Present)

Data Collection, Data Analysis, and Writing

Member, student, and participant in a multi-year study abroad program and formative design research project. The Cambridge Schools Experience, facilitated through the University of South Florida, sent preservice teachers and graduate students in education to Cambridge, UK for a four-week immersive field experience focused on literacy education and global competencies.

- Four years as a graduate student participant; three years as a content area coach (technology and literacy); two years as a school liaison.
- Worked with the program director to collect and analyze data
- Helped design and implement content seminars based on data in a formative design process
- Coached undergraduate education students in their field placements
- Met regularly as a research team to review data and make design decisions as part of the formative design process
- Co-author on numerous national conference papers and presentations
- Co-author on a manuscript which details the longitudinal formative design study of the entire program

Systematic Literature Review of Digital Literacy Research (2017-2019)

Worked as a graduate research assistant in collaboration with the program coordinator and professor in a literacy studies focused PhD program to complete a systematic review of literature focused on digital literacy processes in K-12 classrooms from 2008-2018.

- Collected and completed initial review of a large body of literature
- Worked with faculty to develop organizational methods for large literature reviews
- Lead author and presenter at a national conference in which I shared the methods we developed for the completion of the literature review

GRANTS

Jones, M. (2017). *Creative kids coding creative bots*. AT&T STEM@Work Grant, Citrus County Public Schools. **\$2,000**

Jones, M. (2015). *STEAM in 3D*. Centurylink, Teachers and Technology Grant, Citrus County Public Schools. **\$5,000**

Jones, M. & Langdon, D. (2015). *STEM standards in motion*. Citrus County Education Foundation Grant, Citrus County Public Schools. **\$800**

Jones, M. (2014). *Discovering science and history through literature*. Citrus County Education Foundation Grant, Citrus County Public Schools. **\$400**

EDITORIAL EXPERIENCE

Reviewer. *International Journal of Whole Schooling*, 2017 to Present

AWARDS & HONORS

Fulbright Grantee, U.S. Student Program, Helsinki, Finland	2021-2022
<ul style="list-style-type: none"> ● Project Title: Critical Topic Inclusion in Finnish Teacher Preparation Programs ● Collected data for PhD dissertation ● Worked with faculty in Educational Sciences, University of Helsinki & AGORA for the study of social justice and equality in education ● 9 months living and researching in Helsinki, Finland 	
University Graduate Fellowship, University of South Florida	2017-2018
Florida Reading Association's Joye Coy Shaffer Past Presidents Scholarship, Recipient	2013
International Society of Baccalaureate Scholars (ISBS), Inductee	2013

PROFESSIONAL EXPERIENCE

District Technology Integration Coach Citrus County Public Schools, Inverness, FL	2016 - 2018
Elementary Teacher, General Education Citrus County Public Schools, Inverness, FL	2013 - 2016
Pre Kindergarten Assistant Teacher College of Central Florida, Ocala, FL	2012 - 2013

PROFESSIONAL CERTIFICATIONS

Teaching Certifications, Florida Department of Education

- Prekindergarten/Primary Education Certification
- Elementary Education K-6
- Reading K-12

Teaching Endorsements, Florida Department of Education

- Reading
- English for Speakers of Other Languages
- Prekindergarten Disabilities
- Gifted

Universal Design for Learning (UDL), *Center for Applied Special Technology (CAST) & Florida Developmental Disabilities Council (FDDC)*

- CAST UDL Train-the-Trainer

SERVICE

Presenter, *“Invisible Orientations”: Asexuality, Bisexuality, & Pansexuality*, Diversity and Inclusion Badge Program, University of Rhode Island, 2021

Graduate Coordinator, Anti-Racist Education Series, University of Rhode Island, 2020-2021

Guest Speaker, *EDU 295 Research Methods in Education*, Elon University, 2020

Panelist, *Wakefulness and Digitally Engaged Publics: Problematizing Digitally Literate Public Intellectuals - Study Group*, Literacy Research Association Conference, 2018

Guest Speaker, *EEX 4201 Young Children with Special Needs*, University of South Florida, 2018

Guest Speaker, *EDU 342 Foundations of Special Education*, Elon University, 2018

Member, *Doctoral Student Innovative Community Group - Technology Committee*, Literacy Research Association - 2017 to 2019

Panelist, *Leadership Panel*, Summer Institute in Digital Literacy, University of Rhode Island, 2017

Member, *Alumni Board*, College of Central Florida, 2012 to 2016

Designer, *51st Annual Conference Program*, Florida Reading Association, 2017

Member, *VPK Curriculum Approval Committee*, Florida Department of Education, 2013

Chair, *Inaugural Journey Into Reading Event*, College of Central Florida, 2012

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

American Educational Research Association (AERA)

Literacy Research Association (LRA)

Council for Exceptional Children (CEC)

Florida Literacy Association (FLA)