Curriculum Vitae

JILL CASTEK, Ph.D.

College of Education, University of Arizona, Tucson, AZ
Associate Professor, Literacy, Technology & Bi/multilingual Learners & STEM
Department of Teaching, Learning, and Sociocultural Studies

Education

Ph.D.	2003-2008	Educational Psychology: Cognition & Instruction
		University of Connecticut
M.S.	1997-1999	Education, K-12 Reading Specialist Emphasis
		California State University, East Bay
B.A.	1988-1992	Liberal Studies, University of Pittsburgh

Castek, J. (2008). *How are the new literacies of online reading comprehension acquired by 4th and 5th grade students?* University of Connecticut, Supervised by Donald J. Leu, Ph.D.

Employment

Associate Professor	University of Arizona	2016-Present
Research Associate Professor	Portland State University	2012-2016
Post-doctoral Scholar	University of California, Berkeley	2007-2012
Graduate Research Associate	University of Connecticut	2003-2008
Reading Specialist	Hillview Crest Elementary School	1998-2003
Reading Specialist/2nd Grade Teacher	James Graham Elementary School	1996-1998
Special Education Teacher/9-12th grades	San Lorenzo High School	1995-1996
Substitute Teacher All grades	San Lorenzo School District	1994-1995

Honors and Awards

Jewell Lewis Distinguished Prof. of Literacy *UArizona College of Education,* **2020-2022**
Mentored PhD students as literacy researchers into research; incorporated their talents and contributions into the NSF-funded CRAFT network (see https://craft-network.org/).

Faculty Innovative Teaching Fellow *UArizona, Biosphere 2*, **2021-2022**
Capturing the Nature and Practices of Science: Digital Storytelling at B2. This project sparks creative ways for pre-service, in- service, and future teachers to incorporate digital storytelling from supervised field work conducted at Biosphere 2 (B2) into their classroom teaching.

Exemplary Paper Award *American Education Research Association (AERA),* **2017**
Operationalizing success in a digital learning environment designed to support vulnerable adults. Adult Literacy and Education Special Interest Group of the American Education Research Association (co-authored with Sociology Doctoral Student Elizabeth Withers[o]).

Area 3 Session Chair Award *National Reading Conference*, **2009**
Using peer collaboration to support online reading, writing, and communication: An empowerment model for struggling readers.

Neag School of Education Scholarship & Leadership Award   *Univ. of Connecticut,* **2008**
Neag School of Education, Extraordinary Expense Award   *Univ. of Connecticut,* **2007**
Division C Graduate Student Mentorship Participant Grant   *AERA,* **2007**
Doctoral Dissertation Fellowship Award   *Univ. of Connecticut,* **2007**
Neag School of Education Alumni Association Scholarship   *Univ. of Connecticut,* **2006**
Text Project Scholarship, Summer Institute in Reading   *Univ. of California,* **2006**
Developing Tomorrow's Thinkers: Comprehension and Beyond
Elected into the National Conference on Research in Language and Literacy   **NCRLL, 2005**
California State University, East Bay, Distinguished Alumni Award   **2001**
Neag School of Education, New Literacies Research Fellow   **2004-2007**

<u>Service/Outreach (limited to time in rank 2016-2021)</u>

University Leadership

- Director Graduate Studies, Second Language Acquisition & Teaching (SLAT)   **2020-2023**
- Co-director, Digital Innovation and Learning Lab (DIALL**)**   **2019-present**
- SLAT, Executive Committee   **2019-present**
- SLAT Director, Search Committee   **2020**
- Graduate advisor for Arizona Working Papers, SLAT Journal   **2017-2018**

University of Arizona Committees

- College Council, College of Education   **2021-2022**
- Graduate Curriculum Committee, Teaching, Learning, & Sociocultural Studies   **2019-2020**

International & National Invited Outreach

- *Arts Education Partnership and Education Commission of the States*   **2021**

Panel: Arts and Literacy Thinkers Meeting Series. Discussion between academics working in the arts and education fields to better inform education and policy leaders across the states.

- *International T-Prize Challenge Judge*   **2020**

Panel: How can disadvantaged communities design and participate in skills-based and lifelong learning opportunities to create productive and prosperous livelihoods in the 21st century? https://solve.mit.edu/challenges/TPrize/judges#challenge-subnav-offset

- *NAEP Validity Studies*   **2017-2018**
Panel: What is the status of NAEP assessments as an independent monitor of student achievement at grades 4 and 8 following the implementation of College and Career Readiness standards across the country? Results used to report to NCES regarding the similarities and differences between NAEP and the state assessments and the broader implications associated with maintaining NAEP as a valid and useful independent monitor.

Local Leadership/Community Partnership

- Elected Board Member, Literacy Connects   **2019-2023**

    Literacy Connects is a non-profit organization in Tucson, AZ whose mission is to connect people of all ages to a world of opportunities through literacy and creative expression

Leadership in Professional Organizations (selected)

- Technology Committee, *Literacy Research Association*   **2020-2023**
- Area Chair, Literacy Research Association (Area 6)   **2018-2020**
- Editorial Review Board, *The Reading Teacher*   **2016-2023**
- Editorial Review Board, *Journal of Adolescent and Adult Literacy*   **2016-2023**
- Editorial Review Board, Reading Horizons   **2015-2017**
- Column Editor, Journal of Adolescent and Adult Literacy   **2016-2018**
- Professional Lit. Standards Committee, International Literacy Association   **2014-2017**
- Chair, Albert J. Kingston Committee, LRA   **2014-2016**

<div align="center">Publications</div>

Scholarly Books

Harrison, C., Dwyer, B., & **Castek, J.** (2014). *Using technology to improve reading and learning.* Huntington Beach, CA: Shell Education.

Chapters in Scholarly Books ([o] indicates co-authors who are graduate student advisees)

Castek, J. & Ryoo, J.R. (2021). Mindful and compassionate teacher education. *What Teacher Educators Should Have Learned from 2020.* AACE-Association for the Advancement of Computing in Education, https://www.learntechlib.org/primary/p/219088/

Castek, J. & Jacobs, G. (2021). Empowerment in Digital Literacy Acquisition Programs: Learners who become tutors. Eds. L. Henry and N. Stahl. *Literacy Across the Community: Research, Praxis, and Trend.* Routledge: NY, NY. p. 223-234.

Bouchey, B., **Castek, J**. & Thygeson, J. (2020). Multimodal learning. In J. Ryoo and K. Winkelmann (Eds.). The Promises and Challenges of Future Innovative Learning Environments in STEM Higher Education. Springer: NY, NY p. 35-44.

[o]Floyd, R. & **Castek, J.** (2020). Academic, emotional, and social growth in the second language classroom, In C. McCray. (Ed.), Multifaceted Strategies for Social-Emotional Learning and Whole Learner Education, IGI Global: Hershey, PA, 163-188.

Manderino, M. and **Castek, J.** (2020). Digital Literacies for Disciplinary Learning: Pedagogies Youth Deserve. In E. Ortlieb, S. Grote-Garcia, J. Cassidy, and E.H. Cheek (Eds.) What's Hot in Literacy: Exemplar Models of Effective Practice (*Literacy Research, Practice and Evaluation, Vol. 11*), Emerald Publishing Limited, pp. 3-15.

Chapters in Scholarly Books (cont.) (^O indicates co-authors who are graduate student advisees)

Castek, J., & Manderino, M. (2020). Teaching and learning in a digital world: Digital literacies for disciplinary learning. In M. Kuhn & M. Dreher (Eds.) *Developing Conceptual Knowledge Through Oral and Written Language.* NY, NY: Guilford.

Castek, J. & Gwinn, C. (2020). Literacy and leadership in the digital age. In A. Swan Dagen & R. Bean (Eds., 2nd Ed) *Best practices of literacy leaders*: *Keys to School Improvement.* NY, NY: Guilford.

^O Wen, W. & Castek, J. (2020). Equity, Literacies, and Learning in Technology- Rich Makerspaces. In P. Sullivan, J. L. Lantz & B. Sullivan (Eds.) *Handbook of research on integrating digital technology with literacy pedagogies.* (p. 150-173). Hershey, PA: IGI Global.

Honisett, A., Jacobs, G., Anderson, J., Castek, J., Gibbon, C. & Timberlake, M. (2019). Learning from our community - using an assessment tool to meet patrons at the point of need. In L. Comito (Ed.), *Tech for all*. (p. 163-179). Lanham, MD: Rowman & Littlefield.

Leu, D. J., Kinzer, C., Coiro, J., Castek, J. & Henry, L.A. (2018). New Literacies: A Dual-Level Theory of the Changing Nature of Literacy, Instruction, and Assessment. In D. Alvermann, N. J. Unrau, M. Sailors, & R. B. Ruddell (Eds, 7th Edition). *Theoretical Models and Processes of Literacy*. New York, NY: Taylor & Francis.

Castek, J., Gibbon, C., & Jacobs, G. (2017). Developing sustainable partnerships to advance digital equity. An e-book publication of the Partnership for Progress on the Digital Divide. Available at https://tinyurl.com/yav9vhod

Coiro, J., Kiili, C., & Castek, J. (2017). Designing pedagogies for literacy and learning through personal digital inquiry. In E. Gee and F. Serafini (Eds.) *Re-Imagining Multiliteracies: The New London Group 20 Years Later.* (p.119-133). NY: Teachers College Press.

Castek, J. (2016). Exploring the potential of Internet reciprocal teaching to improve online reading. In K. Mokhtari (Ed.) *Improving reading comprehension through metacognitive reading strategies instruction*. (p. 209-219). Lanham, MD: Rowman and Littlefield.

Beach, R., Castek, J. & Scott, J. (2016). Acquiring processes for responding to and creating multimodal digital productions. (p.292-309). In K. Hinchman and D. Appleman (Eds.) *Handbook of Practice-based Research*. NY, NY: Guilford Press.

Chapters in Scholarly Books (cont.) (⁰ indicates co-authors who are graduate student advisees)

Beach, R., & **Castek, J.** (2016). Use of app and device affordances for fostering mobile learning across the curriculum. (p. 343-370). In B. Guzzetti M. M. Lesley (Eds.) *Handbook of Research on the Societal Impact of Digital Media*. Hershey, PA: IGI Global.

Jacobs, G., ⁰Withers, E., **Castek, J.** (2016). Exiting the pipeline: The role of a digital literacy acquisition program within the Orleans Parish Prison reentry process (p.167-177). In K. Fashing-Varner, L. Martin, R. Mitchell, K. Bennett-Haron, & A. Daneshzadeh (Eds.) *Understanding, Dismantling, and Disrupting the Prison-to-School Pipeline.* Lanham, MD: Lexington Books.

Castek, J., Henry, L., Coiro, J., Leu, D., & Hartman, D. (2016). Research on instruction and assessment in the new literacies of online research and comprehension (p. 324-344). In S. Parris and K. Headley, *Comprehension Instruction: Research-Based Best Practices (3rd Edition).* NY, NY: Guilford Press.

Castek, J. (2015). Instruction with multimodal, multiple texts. International Literacy Association E-ssentials Series: Newark, DE. http://reading.org/general/Publications/e-ssentials/e8064

Castek, J. & Goss, M. (2015). Annotation apps: Supporting middle school students' interpretation of science texts (p. 101-110). In K. Pytash, R. Ferdig, and T. Rasinski (Eds.) *Using technology to enhance reading: Innovative approaches to literacy instruction*. Bloomington, IN: Solution Tree.

Castek, J., Beach, R., Cotanch, H., & Scott, J. (2014). Examining middle-school students' uses of Diigo annotations to engage in collaborative argumentative writing (p. 80-101). In R. Anderson and C. Mims (Eds). *Handbook of Research on Digital Tools for Writing Instruction in K-12.* Hershey, PA: IGI.

Castek, J. & Lapp, D. (2014). Selecting materials for the literacy program. (p. 101-112). In S. Wepner, D. Strickland, & D. Quatroche (Eds.) *The Administration and Supervision of Reading Programs* (5th ed). NY: NY: Teachers College Press.

Castek, J., Cotanch, H. (2013). Examining tablet-created screencasts to promote safe driving: Reflections from a service learning project (p. 186-200). In R. Ferdig and K. Pytash (Eds.) *Exploring multimodal composition and digital writing*. Hershey, PA: IGI Global.

Leu, D.J. & Coiro, J., Kinzer, C., **Castek, J.,** & Henry, L.A. (2013). A dual level theory of the changing nature of literacy, instruction, and assessment (p. 1150 – 1181). In N. Unrau and D. Alvermann (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association.

Chapters in Scholarly Books (continued)

Castek, J. (2012). Do new technologies have the potential to transform education by replacing current teaching methods? (p 208-225). In C. J. Russo, & A. G. Osborne, Jr. (Series Eds.), & K. Brady, C. Russo, & A. Osborne (Vol. Eds.), *Debating Issues in American Education: Technology in schools.* Thousand Oaks, CA: SAGE Publications, Inc.

Castek, J., Dalton, B., & Grisham, D. (2012). Using multimedia to support generative vocabulary learning (p 303-321). In J. Baumann and E. Kame'enui (Eds.) *Vocabulary Instruction: Research to Practice* (2nd ed.). New York, NY: Guilford Press.

Castek, J. (2011). If you want students to evaluate online resources and other new media– teach them how (p. 105–123). New. In D. Lapp and B. Moss (Eds.). *Teaching with Rigor: Supporting Multiple Ways of Learning.* New York, NY: Guilford Press.

Castek, J. & Gwinn, C. (2011). Technology in the literacy program. In R. Bean and A. Swan Dagen (Eds.) *Best practices of literacy leaders*: *Keys to School Improvement* (295-316). NY, NY: Guilford Press.

Castek, J., Zawilinski, L., McVerry, G., O'Byrne, I., & Leu, D. J. (2011). The new literacies of online reading comprehension: New opportunities and challenges for students with learning difficulties. (p. 91-110). In C. Wyatt-Smith, J. Elkins, & S. Gunn (Eds.) *Multiple perspectives on difficulties in learning literacy and numeracy* NY, NY: Springer.

Castek, J. & Mangelson, J. & Goldstone, B. (2010). Reading adventures online: Five ways to introduce the new literacies of the Internet through children's literature. (p. 128 142) Reprinted in R. M. Bean, N. Heisey, N., & C.M. Roller. *Preparing Reading Professionals* (2nd Ed.) Newark, DE: International Reading Association.

Coiro, J., & **Castek, J.** (2010). Assessment frameworks for teaching and learning English language arts in a digital age. In D. Lapp & D. Fisher (Eds.) *Handbook of research on teaching the English Language Arts* (3rd Ed.) (314-321). Co-Sponsored by the International Reading Association and the National Council of Teachers of English. NY, NY: Routledge.

Malloy, J., **Castek, J.,** Leu, D.J. (2010). Silent reading and online reading comprehension. In E. Hiebert and R. Reutzel, (Eds). *Revisiting Silent Reading*. (221-240). Newark, DE: International Reading Association.

Leu, D.J., McVerry, G., O'Byrne, W.I., Zawilinski, L., **Castek, J.,** Hartman, D.K. (2009). The new literacies of online reading comprehension and the irony of no child left behind: Students who require our assistance the most, actually receive it the least (p.176-194). In L. Mandel Morrow, R. Rueda, & D. Lapp (Eds.) *Handbook of research on literacy instruction: Issues of diversity, policy, and equity.* New York, NY: Guilford Press.

Chapters in Scholarly Books (cont.) * indicates work done as a graduate student

Castek, J., Leu, D. J., Jr., Coiro, J., Gort, M., Henry, L. A., & Lima, C. (2008). Developing new literacies among multilingual learners in the elementary grades (p. 111-153). In L. Parker (Ed.) *Technology-mediated learning environments for young English learners: Connections in and out of school*. New York, NY: Routledge.

Leu, D.J., Coiro, J., Castek, J., Hartman, D., Henry, L. A., Reinking, D. (2008). Research on Instruction and assessment in the new literacies of online reading comprehension. In K. Collins Block and S. Parris (Eds). *Comprehension instruction: Research-based best practices.* (321-346). New York, NY: Guilford.

Leu, D. J., Zawilinski, L., Castek, J., Banerjee, M., Housand, B., Liu, Y. & O'Neil, M. (2007). * What is new about the new literacies of online reading comprehension? (p. 37-68). In J. Eakle, L. Rush, & A. Berger (Eds.) *Secondary school literacy: What research reveals for classroom practice.* Urbana, IL: National Council of Teachers of English (NCTE).

Refereed Journal Articles (⁰ indicates co-authors who are graduate student advisees)

⁰Oguilve, V., ⁰Wen, W., ⁰Bowen, E., ⁰Abourehab, Y., ⁰Bermudez, A., ⁰Gaxiola, E. & Castek, J. (2021). Community Making: An Expansive View of Curriculum. Journal of Curriculum Studies Research, 3(1), 69-100. https://doi.org/10.46303/jcsr.2021.8

Sieck, C.J., Sheon, A., Ancker, J., Castek, J., Callahan, B., Siefer, A. (2021). Digital inclusion as a social determinant of health. *Journal of Digital Medicine.*

Hellmich, E., Castek, J., Smith, B.E., ⁰Floyd, R., & ⁰Wen, W. (2021). Student perspectives on multimodal composing in the L2 classroom: Tensions with audience, media, learning and sharing. *English Practice and Critique,* Vol. 7.

Beach, R., Boggs, G., Castek, J., Damico, J., Panos, A., Wilson, N., ⁰Spellman, R. (2021). Fostering preservice ELA teachers' use of digital tools for addressing climate change. *CITE issue special issue Technology and ELA Teacher Education in Troubled Times. Contemporary Issues in Technology and Teacher Education, 20(1). https://citejournal.org/volume-20/issue-1-20/english-language-arts/fostering-preservice-and-in-service-ela-teachers-digital-practices-for-addressing-climate-change*

Coiro, J., Sparks, J., Kiili, C., Castek, J., Lee, C., & Holland, B. (2019) Students engaging in multiple-source inquiry tasks: Capturing dimensions of collaborative online inquiry and social deliberation. *Literacy research: Theory, method, and practice, 68 (1).*

Castek, J. & Jacobs, G. (2018). Promising library practices: Assessing and instructing digital problem solving. *International Journal on Innovations in Online Education*, 2 (4). Online https://onlineinnovationsjournal.com/issues/

Castek, J. & Dwyer, B. (2018). Think globally act locally: Teaching climate change through digital inquiry. *The Reading Teacher, 71 (6),* 755-761.

Jacobs, G. & **Castek, J.** (2018). Digital problem solving: The literacies of navigating life in the digital age. *Journal of Adolescent and Adult Literacy*, 61(6), 681-685.

oFrank, T. H., & **Castek, J.** (2017). From digital literacies to digital problem solving: Expanding technology-rich learning opportunities for adults. *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education, 6 (2*), 66-70.

Leu, D.J. & Coiro, J., Kinzer, C., **Castek, J.,** & Henry, L.A. (2017). New Literacies: A dual level theory of the changing nature of literacy, instruction, and assessment. *Journal of Education, 197 (2), 1-18.*

Castek, J. & Manderino, M. (2017). A planning framework for integrating digital literacies for disciplinary learning. *Journal of Adolescent and Adult Literacy*, 60 (6), 697-700.

Coiro, J. & **Castek, J.,** & Quinn, D. (2016). Personal inquiry and online research: Connecting learners in ways that matter. *Reading Teacher, 69 (5),* 483-492.

Goss, M., **Castek, J.** & Manderino, M. (2016). Disciplinary and digital literacies: Three synergies. *Journal of Adolescent and Adult Literacy. 60* (3), 335-340.

Sekeres, D.C., **Castek, J.** (2016). Collaborative online inquiry: Exploring students' skills in locating, reading, and communicating information. *Journal of Interactive Online Learning. 14 (2), 58-79.*

Manderino, M. & **Castek, J.** (2016). Digital literacies for disciplinary learning: A call to action. *Journal of Adolescent and Adult Literacy*, 60(1) 78-81.

Castek, J. & Coiro, J. (2015). Understanding what learners know: Evaluating their online research and reading comprehension skills. *Journal of Adolescent and Adult Literacy. 58(7).* 546–549. Newark, DE: International Literacy Association.

Sekeres, D., Coiro, J., **Castek, J.,** Guzniczak, L. (2014). Wondering + inquiry = learning: Designing collaborative online inquiries for elementary students. *Phi Delta Kappan. 96 (44).* 44-48.

Jacobs, G., **Castek, J.,** Pizzolato, A., Reder, S., & Pendell, K. (2014). Multiliteracies: Production and consumption: A closer look at adult digital literacy acquisition. *Journal of Adolescent and Adult Literacy 57(8). 624-627.*

Coiro, J., Sekeres, D.C., **Castek, J.,** & Guzniczak, L. (2014). Comparing third, fourth, and fifth graders' collaborative interactions while engaged in online inquiry. *Journal of Education, 194(2), 1-16.*

Refereed Journal Articles (cont.) (^o indicates co-authors who are graduate student advisees)

Pendell, K., ^o Withers, E., **Castek, J.,** Reder, S. (2013). Tutor-facilitated digital literacy learning: Insights from a case study. *Internet Reference Services Quarterly,* 18, 1–21.

Castek, J. & Beach, R. (2013). Using apps to support disciplinary literacy and science learning. *Journal of Adolescent and Adult Literacy*. 56 (7), *554–564*.

Castek, J. & Beach, R. (2013). Using apps to support disciplinary literacy and science learning. Cross- journal virtual issue highlighting *Reaching Teacher, Journal of Adolescent and Adult Literacy,* and *Reading Research Quarterly* http://onlinelibrary.wiley.com/subject/code/000048/homepage/digital_literacies.htm

Castek, J. & Kretschmar, L. (2013). Collaborative Writing: Weaving collective ideas together into a single text. *The California Reader,* 46(1) 31-35.

Cervetti, G., Tilson, J., **Castek, J.,** Bravo, M., & Tranin, G. (2013). Examining multiple dimensions of word knowledge for content vocabulary understanding. *Journal of Education, 192 (2/3)* 49-61.

Castek, J. (2013). Supporting online reading comprehension through Internet reciprocal teaching. *The California Reader,* 46(3) 22-26.

Castek, J., Coiro, J., Guzniczak, L., & Bradshaw, C. (2012). Understanding peer collaboration in online inquiry. *Educational Forum. 76 (4),* 479-496.

Henry, L.A., **Castek, J.,** Zawilinski, L., O'Byrne, I. (2012). Using peer collaboration to support online reading, writing, and communication: An empowerment model for struggling readers. *Reading and Writing Quarterly: Overcoming Learning Difficulties, 28, 279–306.*

Cotanch, H., & **Castek, J.** (2012). Insights from a service-learning project. *The California Reader, 45(3)* 41-47.

Castek, J. (2012). Supporting emergent bilingual students' literacy and learning in a digital age. *The California Reader, 45 (1)* 35-39.

Coiro, J., **Castek, J.** & Guzniczak, L. (2011). Uncovering online reading comprehension processes: Two adolescents reading independently and collaboratively on the Internet (p. 354-369). In P. Dunston, L. Gambrell, K. Headley, S. Fullerton, P. Stecker, V. Gillis, & C. Bates (Eds.) 60th *Annual Yearbook of the Literacy Research Association.* Oak Creek, WI: LRA.

Castek, J. (2011). Teaching with new technologies: Using the Internet to provide content rich comprehension instruction. *The California Reader, 44 (6),* 44-48.

Refereed Journal Articles (cont.) (* indicates work completed as a graduate student)

Castek, J. (2011). Educators at the cutting edge: Expanding professional learning communities with blogs. *The California Reader,* 44 *(4),* 46- 50.

Tilson, J., **Castek, J.,** & Goss, M. (2010). Exploring the influence of science writing instruction on fourth graders' writing development. In R. Jimenez, V. Risko, D. Wells Rowe, & M. Hundley (Eds.) 59th Yearbook of the National Reading Conference (NRC) (117-134). Oak Creek, WI: NRC.

Castek, J., Coiro, J., Hartman, D. K., Henry, L. A., Leu, D. J., Zawilinski, L. (2010). Thinking about our future as researchers: New Literacies, new challenges, and new opportunities. Reprinted in W. M. Linek, D. D. Massey, E. G. Sturtevant, L. Cochran, B. McClanahan, & M. B. Sampson (Eds.), *College Reading Association Legacy: A Celebration of 50 Years of Literacy Leadership.* (875-894). Association of Literacy Educators & Researchers: St. Cloud, MN.

Castek, J. (2010). Using eZines to engage readers and writers. *The California Reader,* 44 *(2),* 44-46.

Boling, E., **Castek, J**., Zawilinski, L, Barton, K., & Nierlich, T. (2008). Collaborative literacy: Blogs and Internet projects. *The Reading Teacher, 61 (6),* 504–506.

Castek, J., Coiro, J., Hartman, D., Henry, L.A., & Leu, D.J. (2007). *Thinking about our future as researchers: New literacies, new challenges, and new opportunities (p. 31-50). In F. Falk Ross, M. Foote, P. Linder, M. B., Sampson, S. Szabo (Eds.). *The 28th yearbook of the college reading association*. Texas A&M University: College Reading Association.

Holcomb, L., **Castek, J.,** & Johnson, P. (2007). *Unlocking the potential of K-12 classroom websites to enhance learning. *New England Reading Association Journal*, 1, 36-43.

Castek, J., & Mangleson, J. & Goldstone, B. (2006). *Reading adventures online: Five ways to introduce the new literacies of the Internet through children's literature. *The Reading Teacher*, 59, 714-728.

Leu, D.J., **Castek, J.,** Henry, L.A., Coiro, J., & McMullan, M. (2004). *The lessons that children teach us: Integrating children's literature and the new literacies of the Internet. *The Reading Teacher*, 57, 496-503.

Henry, L.A., **Castek, J.,** Roberts, L., Coiro, J. & Leu, D. (2004). *Case technologies to enhance Literacy learning, a new model for early literacy teacher preparation, *Knowledge Quest*, p. 24-27.

Leu, D.J., Coiro, J., **Castek, J.,** & Henry, L.A. (2004). *A history of reading: From papyrus to text messages. *Time to Read 2004-2005*. Special Tribute of Time Magazine, p. 12-14.

Research Reports (⁰ indicates co-authors who are graduate student advisees)

Castek, J., Schira Hagerman, M., and Woodard, R. (Eds). (2019). Principles for Equity-centered design of STEAM learning-through-making. Tucson: University of Arizona. Retrieved from https://circlcenter.org/events/synthesis-design-workshops

Castek, J., Jacobs, G., Gibbon, C., Frank, T., Honisett, A., Anderson, J. (2018). *Executive Summary.* Advancing Digital Equity in Public Libraries: Assessing Library Patrons' Problem Solving in Technology Rich Environments. Retrieved from https://pdxscholar.library.pdx.edu/digital_equity_findings/

Castek, J., Jacobs, G., Gibbon, C., ⁰ Frank, T., Honisett, A., Anderson, J. (2018). *Defining Digital Problem Solving.* Advancing Digital Equity in Public Libraries: Assessing Library Patrons' Problem Solving in Technology Rich Environments. Retrieved from https://pdxscholar.library.pdx.edu/digital_equity_findings/

Castek, J., Jacobs, G., Gibbon, C., ⁰ Frank, T., Honisett, A., Anderson, J., (2018). A*nalyzing and Interpreting Data from PSTRE and Library Use Survey: Quantitative Results.* Advancing Digital Equity in Public Libraries: Assessing Library Patrons' Problem Solving in Technology Rich Environments. Retrieved from https://pdxscholar.library.pdx.edu/digital_equity_findings/

Castek, J., Gibbon, C., Jacobs, G., ⁰ Frank, T., Honisett, A., Anderson, J., (2018). *Blueprint for Designing Digital Problem Solving Tasks.* Advancing Digital Equity in Public Libraries: Assessing Library Patrons' Problem Solving in Technology Rich Environments. Retrieved from https://pdxscholar.library.pdx.edu/digital_equity_findings/

Castek, J., Jacobs, G., Gibbon, C., ⁰ Frank, T., Honisett, A., Anderson, J., (2018). *Documenting Digital Problem Solving: Qualitative Results.* Advancing Digital Equity in Public Libraries: Assessing Library Patrons' Problem Solving in Technology Rich Environments. Retrieved from https://pdxscholar.library.pdx.edu/digital_equity_findings/

Castek, J., Jacobs, G., Gibbon, C., ⁰ Frank, T., Honisett, A., Anderson, J., (2018). *Observing Digital Problem Solving.* Advancing Digital Equity in Public Libraries: Assessing Library Patrons' Problem Solving in Technology Rich Environments. Retrieved from https://pdxscholar.library.pdx.edu/digital_equity_findings/

Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder S., & ⁰ Withers, E. (2015). Language learners: Tutor perspectives. Digital literacy what research tells us series. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

Research Reports (cont.) (ᵒ indicates co-authors who are graduate student advisees)

Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder S., & ᵒ Withers, E. (2015). Language learners: The role of online materials. Digital literacy: What research tells us series. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder S., & ᵒ Withers, E. (2015). Language learners: The learner/tutor relationship. Digital literacy what research tells us series. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder S., & ᵒ Withers, E. (2015). Language learners: Learners' perspectives. Digital literacy what research tells us series. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder S., & ᵒ Withers, E. (2015). Program design: Tutor-facilitated digital literacy acquisition. Digital literacy what research tells us series. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder S., & ᵒ Withers, E. (2015). Program design: The learner path. Digital literacy what research tells us series. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder S., & ᵒ Withers, E. (2015). Program design: Volunteering in a digital literacy program. Digital literacy what research tells us series. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder S., & ᵒ Withers, E. (2015). Program design: Learning digital skills in a time-limited program. Digital literacy what research tells us series. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs /

Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder S., & ᵒ Withers, E. (2015). Program design: Learning digital skills in a corrections setting. Digital literacy what research tells us series. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder S., & ᵒ Withers, E. (2015). Tutors: Personal qualities of tutors. Digital literacy what research tells us series. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

Research Reports (cont.) (o indicates co-authors who are graduate student advisees)

Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder S., & o Withers, E. (2015). Tutors: Tutor strategies and organizing learning. Digital literacy what research tells us series. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder S., & o Withers, E. (2015). Tutors: The tutor-learner relationship. Digital literacy what research tells us series. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder S., & o Withers, E. (2015). Learners: Development of self-confidence. Digital literacy what research tells us series. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder S., & o Withers, E. (2015). Learners: Measuring success. Digital literacy what research tells us series. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder S., & o Withers, E. (2015). Learners: Impact. Digital literacy what research tells us series. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder S., & o Withers, E. (2015). Learners: Learners who become tutors. Digital literacy what research tells us series. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder S., & o Withers, E. (2015). Learners: Self- paced learning. Digital literacy what research tells us series. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

Jacobs, G., Castek, J., Pizzolato, A., o Withers, E., Pendell, K., Reder, S. (2015). Community connections: A digital literacy acquisition policy brief. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

Pendell, K., Jacobs, G., Castek, J., Pizzolato, A., o Withers, E., Reder, S. (2015). Library setting: A digital literacy acquisition policy brief. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

o Withers, E., Jacobs, G., Castek, J., Pizzolato, A., Pendell, K., Reder, S. (2015). Corrections setting: A digital literacy acquisition case study. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

Research Reports (cont.) (ᴼ indicates co-authors who are graduate student advisees, * indicates work completed as a graduate student)

ᴼ Withers, E., Jacobs, G., Pizzolato, A., Castek, J., Pendell, K., Reder, S. (2015). Job seeking learners: A digital literacy acquisition case study. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

New Literacies Research Team* & Internet Reading Research Group†. (2006). *Results summary report from the Survey of Internet Usage and Online Reading for School Districts 01C, 02C, 03C, 04C, 05C, 06C, & 10-C (Research Report Numbers. 1,2,3,4, 5, &6).* Storrs: University of Connecticut, New Literacies Research Lab. *Including: Castek, J., Coiro, J., Henry, L.A., Lentini, A., & Leu, D.J., at the University of CT. †Including: Carter, A., Malloy, J., Mills, C., Reinking, D., Rogers, A., & Witte, J., at Clemson University. Online: http://www.newliteracies.uconn.edu/pubs.html

Leu, D.J., Castek, J., Hartman, D., Coiro, J., & Henry, L.A., Kulikowich, J. & Lyver, S. (2005). ** Evaluating the development of scientific knowledge and new forms of reading comprehension during online learning.* Research report submitted to the North Central Regional Educational Laboratory/Learning Point Associates. Chicago, IL.

Leu, D.J., Castek, J., Coiro, J., Gort, M., Henry, L.A. & Lima, C.O. (2005). **Developing new literacies among multilingual learners in the elementary grades*. Technology in Support of Young Second Language Learners Project at the University of California, Office of the President, under a grant from the William and Flora Hewlett Foundation. Palo Alto, CA.

Invited Columns

Jacobs, G., Castek, J., Pizzolato, A., Withers, E., Pendell, K. (2015, Feb.) Adult New-to-computer users: A glimpse into the learner path. Up Next: The Institute for Museum and Library Services Blog.

Castek, J. & Kretschmar, L. (2014). Online collaborative writing platform drives student problem solving, critical thinking, and ownership of text. *Reading Today, Digital Literacy Issue.* 23-24.

Castek, J. (2010, Fall). New literacies teacher leader institute: An exciting new approach to professional development. *Technology in Literacy Education Special Interest Group (TILE Sig).* International Reading Association.

Mangelson, J. & Castek, J. (2009, July). Responding to literature with VoiceThread. *Book Links*, American Library Association. 18 *(6).* 31-33.

Castek, J. & Mangelson, J. (2009, May). Summer reading. *Book Links*, American Library Association. 18 *(5).* 39-41.

Invited Columns, Continued

Castek, J. & Mangelson, J. (2009, March). Creating online books. *Book Links*, American Library Association. 18 *(4).* 36-38.

Mangelson, J., & Castek, J. (2009, January). Pairing non-fiction books and web sites. *Book Links*, American Library Association. 18 *(3).* 48-49.

Castek, J., & Mangelson, J. (2008, September). Online reading rocks! *Book Links*, American Library Association. *18 (1),* 55-56.

Mangelson, J., & Castek, J. (2008, July). Supporting student inquiry through webquests. *Book Links*, American Library Association. *17(6),* 46-47.

Castek, J., & Mangelson, J. (2008, May). Reading the world with Google Earth. *Book Links*, American Library Association 17*(5),* 40-41.

Mangelson, J., & Castek, J. (2008, March). Making reading and writing connections online. *Book Links*, American Library Association *17 (4),* 54-55.

Mangelson, J. & Castek, J. (2008, January). Inviting students to become authors online. *Book Links*, American Library Association. *17 (3),* 14-15.

Mangelson, J. & Castek, J. (2007, November). Online resources that make reading fun. *Book Links*, American Library Association. *17 (2),* 16.

Castek, J. (2008, Spring). Extending literature responses by encouraging the exploration of Google Earth's three-dimensional annotated maps of the world. *Technology in Literacy Education Special Interest Group (TILE-Sig).* Int. Reading Association.

Castek, J. (2007, Fall). Book review--Reading the web: Strategies for Internet inquiry. *Technology in Literacy Education Special Interest Group (TILE-Sig).* International Reading Association. Online: http://tilesig.wikispaces.com/Newsletters

Published Curriculum Materials

Seeds of Science/Roots of Reading Integrated Science/Literacy Team* (2011). Scale & Models (Grades 6-8). Including Barber, J., Castek, J., Curley, J., Goss, M., & Romano, C.

Seeds of Science/Roots of Reading Integrated Science/Literacy Team* (2010). *Seeds of Science/Roots of Reading™ integrated science and literacy instructional unit– Planets and Moons* (Grades 4-5). * Including Baker, J., Bravo, M., Castek, J., Cervetti, G., Erickson, J., Loper, S., & Tilson, J.

Published Curriculum Materials (continued)

Seeds of Science/Roots of Reading Integrated Science/Literacy Team* (2009). *Seeds of Science/Roots of Reading™ integrated science and literacy instructional unit–Light Energy* (Grades 3-4). * Including Baker, J., Bravo, M., Castek, J., Curley, J., Erickson, J., Loper, S., Strohl, C., & Tilson, J.

Seeds of Science/Roots of Reading Integrated Science/Literacy Team* (2009). *Seeds of Science/Roots of Reading™ integrated science and literacy instructional unit–Variation and Adaptation* (Grades 3-4). * Including Baker, J., Bravo, M., Castek, J., Connolly, M., Curley, J., Goss, M.

Seeds of Science/Roots of Reading Integrated Science/Literacy Team* (2009,). *Seeds of Science/Roots of Reading™ integrated science and literacy instructional unit–Digestion and Body Systems* (Grades 3-4). * Including Baker, J., Bravo, M., Castek, J., Connolly, M., Curley, J., Goss, M., & King-Chen, J.

Seeds of Science/Roots of Reading Literacy Team* (2009-2010). *Seeds of Science/Roots of Reading™ 81 literacy strategy guides** Including Baker, J., Bravo, M., Castek, J., Cervetti, G., Curley, J., Goss, M., Jaynes, C., Loper, S., Strohl, C., Shafer, E., & Tilson, J. Online: https://scienceandliteracy.org/strategy-guides/

Other Publications

Vanek, J. Harris, K., Jacobs, G. & Castek, J. (2018-2021). 21st Century Learning Ecosystems. Online: https://edtech.worlded.org/category/21-cleo/

Castek, J. (2020). Digital literacies. Instructional Practices in Schools and Schooling. International Literacy Association. https://www.literacyworldwide.org/get-resources/instructional-practices/digital-literacies

Jacobs, G. & Castek, J. (2017-2019). Digital Literacy Acquisition and Equity Research Hub. Online: https://dlaerhub.wordpress.com/

Castek, J. (2015). Social practices that support learning. *Reading Today Online,* International Literacy Association.

Castek, J. (2013, April). Using apps to extend literacy and content learning. *Reading Today Online,* International Literacy Association.

Castek, J. (2011, September). New literacies institute inspires 21st century teacher leaders. *Reading Today Online*, International Reading Association.

Castek, J., Henry, L.A., & McMullan, M. (2005). Reading and writing the Internet with kids/ Leyendo y escribiendo en el internet con los niños. *Los Angeles Times*, Online: http://www.latimes.com/extras/readingby9/parentguide/story12.html

Works in Progress

Invited Submissions (º indicates co-authors who are graduate student advisees)

Forzani, E. & Castek, J. (in process). Digital literacies and multimodal learning: Online reading. In T. Rodgers and D. Yaden, *International Encyclopedia of Education*

º Sheldon, L. & Castek, J. (submitted). New Literacies: Expanding the conversation to include data literacies. In P. Schutz & K.R. Muis (Eds. 4th Edition) *Handbook of Educational Psychology, 4th Edition*. Section entitled Technology in Education.

Peer-Reviewed Articles Submitted to Journals

Castek, J. & Manderino, M. (submitted). A Critical Examination of Digital Literacies for Disciplinary Learning, (name of journal withheld).

Jacobs, G., Castek, J., Vanek, J., & Harris, K. (submitted). Examining the experiences of adult working learners and stakeholders through Critical Race Theory, (name of journal withheld).

Jacobs G., & Castek, J. (submitted). Collaborative digital problem solving: Power, relationships, and participation (name of journal withheld)

Jacobs G., & Castek, J. (submitted). Digital problem solving: Examining the strategies of adult learners (name of journal withheld).

Scholarly Presentations

Peer-reviewed Conference Presentations (º indicates co-authors who are graduate advisees)

º Sheldon, L. & Castek, J. (2021, accepted). Expanding conceptions of digital literacies to include data literacies, in B. Baker, and C. Coiro (Chairs) Digital literacies: Passé or paramount? An alternative symposium. Literacy Research Association. Atlanta, GA.

Castek, J. & Manderino, M. (2021, accepted). Widening the angle to critically examine digital literacies for disciplinary learning. Paper session. Literacy Research Association Conference. Atlanta, GA.

Jacobs, G. & Castek, J. (2020). Theoretical triangulation: Revealing tensions between participant perspectives. In K. Harris (Chair) Adult literacy and learning: What does a CRT Analysis Reveal? Literacy Research Association Conference. Virtual Event.

Castek, J. (2020). Place-based climate teaching: Designing a virtual field trip to encourage scientific thinking. In R. Beach (Chair) Fostering Preservice Teachers Critical Literacies through Transdisciplinary Methods Instruction for Teaching about the Climate Crisis. Literacy Research Association Conference. Virtual Event.

Peer-reviewed Conference Presentations ([o] indicates co-authors who are graduate advisees)

Castek, J., Schira Hagerman, M. & Woodard, R. (2020). Sustainability in STEAM Makerspaces: Design Principles for equity and inclusion In M. Jordan (Chair). From sustainability to solidarity: imagining ecological futures across our networks. Literacy Research Association Conference. Virtual Event.

[o] Analla, S. & Castek, J. (2020). Create to learn: Digital book creation and virtual field trips. L2DL conference. L2DL Digital Literacies Symposium 2020. *Critical Transnational Dialogue and Virtual Exchange*. University of Arizona, Tucson, AZ

Castek, J. M., Vanek, J., Harris, K. & Jacobs, G. E. (2020). Listening to Learners: Emerging Insights into Workplace-Sponsored Learning. AERA. San Francisco, CA (Conference Canceled)

Castek, J. (2019). Examining collaboration across F2F and remote conditions. In J. Coiro (Chair) Examining processes and products of collaborative online inquiry and social deliberation in virtual environments. LRA Conference. Tampa, FL.

*Castek, J., Schira-Hagerman, M., Woodard, R. & [o] Wen, W. (2019). Examining literacy spaces for making through the lens of equity and inclusion. LRA. Tampa, FL.

Castek, J. & Rowsell, J. (2019). Meet the area chairs: Submitting and reviewing proposals. Literacy Research Association Conference. Tampa, FL.

Castek, J., Vanek, J., & Harris, K. (2019). Digital literacy in the workplace: Employer-provided education opportunities and learner motivations. Proliteracy conference on Adult Education. San Diego, CA.

Sparks, J., Coiro, J., Castek, J., Kiili, C., Holland, B., and Lee, C. (2019). Assessing collaborative online inquiry and social deliberation in digital environments. International Conference on Computer Supported Collaborative Learning (CSCL). Lyon, France.

Castek, J. (2019). Addressing Health Disparities: Partnerships that Serve Patients. In A. Sheon (Chair) Digital literacy as a social determinant of health. Net Inclusion. Charlotte, NC.

Castek, J. & Jacobs, G. (2019). Dialogic interactions and collaborative digital problem solving: Exploring power and participation. American Education Research Association (AERA) conference. Toronto, Canada.

Castek, J. & Bonine, K. (2019). Principles for Equitable Design of STEM Learning Environments. Western Regional Noyce Conference. Tucson, AZ.

Peer-reviewed Conference Presentations (ᵒ indicates co-authors who are graduate advisees)

Castek, J. & Jacobs, G. (2018). Digital problem solving: Moving past broad trends from big data to examine and support contextualized learning. In P. Nichols (Chair). Critical Literacies for Computational Times: Teaching and Learning in an Age of Data. Alternative Symposium. Literacy Research. Association, Indian Wells, CA.

Beach, R. & Castek, J. (2018). Research on students' use of multimodal, digital tools for addressing climate change In R. Beach (Chair). Critical Examining the Affordances of Multimodal Digital Tools for Addressing Climate Change. Alternative Symposium. Literacy Research. Association, Indian Wells, CA.

Coiro, J., Sparks, J., Kiili, C., Castek, J., Lee, C-H. (2018). Capturing dimensions of collaborative online inquiry and social deliberation with multiple-source inquiry tasks in face-to-face and remote contexts. LRA, Indian Wells, CA.

Castek, J. & Jacobs, G. (2018). Participation, Equity and Inclusion: Exploring cultural competence, power, and positionality during digital problem solving. L2DL Digital Literacies Symposium 2018. University of Arizona, Tucson, AZ

Castek, J., Smith, B.E., Sult, L., & ᵒ Wen, W., Bonine, K. (2018). Designing learning spaces that promote equity and inclusion. L2DL Digital Literacies Symposium 2018 Participation, Equity and Inclusion. University of Arizona, Tucson, AZ

Bean, R., Kern, J., Castek, J. & Ippolito, J. (2018). ILA 2017 Standards: Preparing Effective Classroom Literacy Teachers. Session presented at the International Literacy Association Conference. Austin, TX.

Harris, K., Sheon, A., Reeder, J., Perzynski, A., Sieck, A. (2018). Multidisciplinary perspectives on digital inclusion and health. Net Inclusion Panel. Cleveland, OH.

Castek, J., Harris, K., Reeder, J., Brancazio, M. & Sheon, A. (2018). Digital inclusion and health: Why it matters and what can be done. Net Inclusion Panel. Cleveland, OH.

Harris, K., Castek, J., & Vanek, J. (2018). Teaching digital literacy: Working with tutors, teachers, and volunteers to meet diverse learners' needs. Presented at the Commission on Adult Basic Education Conference. Phoenix, AZ.

Coiro, J., Sparks, J. Kiili, C. & Castek, J. (2018). NAEP SAIL Virtual World for Assessing Collaborative Online Inquiry and Social Deliberation. In Symposium entitled Developing Innovative Assessments of 21st-Century Skills: Online Inquiry and Collaboration. American Education Research Association (AERA). New York, NY.

Peer-reviewed Conference Presentations

Castek, J. (2018). Examining Digital Literacies Across Assessments and Age Cohorts: ePIRLS International Assessment of Adult Competencies. In Symposium entitled Findings and Implications from the Progress in International Reading Literacy Study (PIRLS) 2016. American Education Research Association (AERA). New York, NY.

Coiro, J., Sparks, J., Kiili, C. & Castek, J. (2018). Collaborating to Measure Collaboration Skills: Principles, Methodologies, and Lessons Learned: Case Study NAEP. A symposium presented at National Council on Measurement in Education (NCME). New York, NY.

Castek, J., & Jacobs, G. (2017). Advancing digital skills for problem solving in technology-rich environments. Literacy Research Association Conference (LRA). Tampa, FL.

Castek, J. & Honisett, A. (2017). Examining adult learners' digital problem solving in libraries using a learning typology. A workshop presented at the ProLiteracy Conference. Minneapolis, MN.

Vanek, J., Harris, K., and Castek, J. (2017). Digital literacy for LESLLA learners: Impact of context on teaching and learning. Presented at the Literacy Education & Second Language Learning for Adults conference. Portland, OR.

Gibbon, C. & Castek, J. (2017). Research into action: Skills assessment and training to support a digital equity action plan. A session presented at the Partnership for Progress on the Digital Divide. San Diego, CA.

Jacobs, G. & Castek, J. (2017). Examining digital problem solving skills in libraries to promote digital equity. A session and paper presented at the International Conference on PIAAC and PIAAC-Longitudinal Conference. Mannheim, Germany.

Gibbon, C. & Castek, J. (2017). *Assessing and addressing patrons' digital problem solving skills - what does digital equity look like in the library?* A session presented at the Online Northwest Conference: *A conference on libraries, technology, and culture*. Portland, OR.

Castek, J. & Jacobs, G. (2017). *Teaching for digital equity: Examining digital problem solving in a public library.* American Education Research Association Conference (AERA). Adult Literacy Special Interest Group. San Antonio, TX.

Castek, J., and Dwyer, B. (2016). Integrating science, technology, engineering and math: A carbon and climate and change investigation. Presented at the Literacy Research Association, Nashville, TN.

Peer Reviewed Conference Presentations (continued)

Castek, J. & Jacobs, G. (2016). *Assessing Problem Solving in Technology Rich Environments within a Public Library.* In J. Coiro (Chair). Exploring Problem Solving and Critical Thinking in Online Environments Among Children, Adolescents, & Adults. A paper presented at the Literacy Research Association Conference (LRA). Nashville, TN.

Castek, J. (2016). Digital literacy education within the Orleans Parish Prison reentry process. Paper presented at the American Society of Criminology conference, New Orleans, LA.

Salisbury, E. & Castek, J. (2016). PIAAC Data: Exploring the Literacy, Numeracy, and Digital Problem Solving Skills of the U.S. Prison Population. Session presented at the American Society of Criminology conference, New Orleans, LA.

Castek, J. (2016). *Exploring digital problem solving in libraries: Using the PSTRE in collaboration with libraries.* Presented at the PIAAC research training event in conjunction with the American Education Research Association (AERA) Conference. Washington, D.C.

Castek, J. & Honisett, A. (2016). *Exploring how problem solving in technology-rich environments can be used to design responsive programming.* A session presented in the PIAAC research strand at the Commission on Adult Basic Education (COABE) Conference. Dallas, TX.

Gibbon, C. & Castek, J. (2016). *Digging deeper: can patrons use our resources, and are basic digital literacy classes enough?* A session organized by the Public Library Association (PLA) session at the American Library Association (ALA) conference. Orlando, FL.

Invited Speaker Presentations (^o indicates co-authors who are graduate advisees)

Castek, J. (2020, July). Invited Faculty member, speaker, and co-facilitator for the week-long Summer Institute in Digital Literacy. University of Rhode Island, Media Education Lab and National Louis University (fully online).

Castek, J. & Manderino, M. (2021, June). Digital literacies and expanding opportunities for all students. National Louis University Equity Summit.

Castek, J. (2021, February). Digital literacy and innovative learning. International Congress for Educators 2021 organized by Universidad Peruana de Ciencias Aplicadas (UPC).

^o Abourehab, Y., J. Castek, J. (2020, October). Connected literacy: Read it, write it, talk it, share it. Beyond the App. An international effort organized by the American University in Cairo and the State University of New York at Courtland.
https://www.beyondtheappliteracy.com

Invited Speaker Presentations (ᵒ indicates co-authors who are graduate advisees)

Castek, J. (2020, July). Invited Faculty member, speaker, and co-facilitator for the week-long Summer Institute in Digital Literacy. University of Rhode Island, Media Education Lab and National Louis University.

Olivares, M. & Castek, J. (2019, October). Equity and design. Exploring Contradictions in Achieving Equitable Futures. National Science Foundation: Alexandria, VA.

Castek, J., Campbell, L. & Malyn-Smith, J. (2019, October). Celebrate/disrupt cyberlearning. Exploring Contradictions in Achieving Equitable Futures. National Science Foundation: Alexandria, VA.

Castek, J. & Gwinn, C. (2019, October). Digital Literacies: Literacy leadership in the digital age. Literacy Leaders, Program Development, Implementation and Evaluation: Unpacking ILA *Standards.* International Literacy Association. New Orleans, LA.

ᵒ Castek, J. & Sanderson, C. (2019, April). Digital inclusion and related literature. In T. Crocker (Chair). Uncovering digital inclusion in academic literature and research. Net Inclusion Conference. Charlotte, NC.

Castek, J. (2019, January). Global Connections: Teaching and learning in a digital world. Interdisciplinary Views on Education and Professionalization: Transnational Voices on Future Directions in Higher Education. A Joint Symposium Co-organized by SLAT- GIDP – University of Arizona – Tucson, USA and CNAM – Paris, FRANCE EA 7529 Formation et Apprentissages Professionnels. Tucson, AZ.

Castek, J. (2019, January). Exploring digital literacies: Connect, collaborate, communicate, and create. Invited presentation, Literacy Connects executive board. Tucson, AZ.

Castek, J. & ᵒ Wen, W. (2018, September). Designing learning environments that promote equity and inclusion. Transition 18 North America—Innovative Learning Environment and Teacher Change project based at the University of Melbourne, Australia. Held in Phoenix, AZ.

Castek, J. (2018, October). Analyzing collaborative online inquiry and social deliberation in a virtual world. SLAT colloquium invited speaker series. Tucson, AZ.

Castek, J. (2018, July). Specialized Literacy Professionals as Digital Literacy Leaders: From Concept to Practice. In E. Ortlieb (Chair). Session presented at the International Literacy Association Conference. Austin, TX.

Castek, J. (2018, April). Digital Literacies Across the Curriculum: Powerful Instruction Practices for ELL. Keynote Reading Leadership Institute. National Louis University, Skokie, IL.

Invited Speaker Presentations (continued)

Castek, J. (2018, March). Adolescent, family, and community literacy: Mobilizing strength- based pedagogies. Invited keynote address Patty Anders Retirement Conference. University of Arizona, Tucson, AZ.

Castek, J. & Smith, B. (2018, February). Exploring Digital Literacies: Connect, Collaborate, Communicate, and Create. An invited talk at the Dean's National Advisory Board. College of Education, University of Arizona.

Castek, J. (2017, December). Integrating technology into instruction. Invited talk, Research and Practice in Adult Education. Florida Literacy Coalition. Tampa, FL.

Coiro, J., Castek, J. (2017, July). Faculty member, speaker, and co-facilitator for the week-long Summer Institute in Digital Literacy. University of Rhode Island.

Castek, J. & Manderino, M. (2017, July). Digital literacies for disciplinary learning: Interactions that build conceptual knowledge, practices, and habits of mind. Literacy Research Panel, International Literacy Association Conference. Orlando, FL.

Castek, J. (2017, December). Exploring the potential of augmented reality to capture and analyze language interactions among English learners. Second Language and Teaching (SLAT). Colloquium Series. University of Arizona.

Castek, J. (2016, December). Integrating technology into the adult education classroom. In Learning Together: Research and Practice in Adult Education. Workshops/discussions between adult education and literacy researchers at the Nashville Public Library.

Castek, J. (2016, October). Leveraging digital literacies for digital equity: A Call to Action. L2 Digital Literacies with AZ Computer-Assisted Language Learning Conference. University of Arizona. https://l2dl.arizona.edu/l2dlazcall-2016-live-presentations/

Castek, J. (2016, August). Digital literacies for disciplinary learning. An invited session at the Teaching Literacy in a Digital World Conference, Virginia Commonwealth University.

Awarded Grants and Contracts

2020-2024: Co-Principal Investigator, *Developing a Network to Coordinate Research on Equity Practices and Cultures in STEM Maker Education,* Advancing Informal STEM Learning (AISL) National Science Foundation (NSF), ($499,985)

2021-2022: Principal Investigator, in collaboration with the Center for Middle Eastern Studies and the Center for Latin American Studies. *Designing and Implementing International Immersive Virtual Field Experiences (IIVFE).* Longview Foundation Grant. ($23,570)

2019-2021: Principal Investigator, Building a Digital Inclusion network in Southern Arizona. Built Environment Seedling Grant. University of Arizona, Research, Innovation, and Impact ($5,000)

2019-2021: Co- Principal Investigator, *Advancing L2 Language Learning through Digital Literacies and Socio-scientific Issues, Center for Educational Resources in Culture, Language and Literacy (CERCLL), U.S. Department of Education ($23,982)*

2019-2021: Co- Principal Investigator, *Film School for Global Scientists, Center for Educational Resources in Culture, Language and Literacy (CERCLL), U.S. Department of Education ($26,791)*

2018-2019: Principal Investigator, *Synthesis and Design Workshop: Principles for the equitable design of digitally-distributed, studio-based STEM learning environments*, National Science Foundation ($99,825)

2018: Principal Investigator Faculty Research Grant, *Design-based Implementation Research*, Center for Educational Resources in Culture, Language, and Literacy (CERCLL) ($5,000)

2017-2018: Principal Investigator, International Research & Academic Program Development (IRPD), University of Arizona, *Stories of Tomorrow* ($16,000)

2015-2017: Principal Investigator, *Advancing Digital Equity in Public Libraries: Assessing Library Patrons' Problem Solving in Technology Rich Environments,* Institute for Museum and Library Services (IMLS) ($500,000)

Submitted Grants and Contracts

2021: Co-PI, National Park Science Explorers: Connecting Visitors with Science in the National Parks (resubmission), National Science Foundation, PI Stephen Arnold (not awarded)

2020: PI, Examining Digital Equity and Inclusion in Arizona Homes and Schools. Cox Foundation, Submitted through the University of Arizona Foundation (not awarded)

2020: PI, Digital Innovation for a Global Arizona (DIG-AZ), Longview Foundation, Submitted through the University of Arizona Foundation (not awarded).

2019: Co-PI, National Park Science Explorers: Connecting Visitors with Science in the National Parks (initial submission), National Science Foundation, PI Stephen Arnold (not awarded)

2019: Co-PI, Nuestro CAMBIO: Community & Academic Momentum for Borderlands Innovation & Opportunities, United States Department of Agriculture, PI Jose Soto (not awarded)

2018: PI: Promoting Lifelong Learning in Libraries: Assessing and Instructing Digital Problem Solving, Institute for Museum and Library Services (not awarded)

2017: PI: Digital Storytelling with Free-choice Learners: Examining the Creation and Sharing of Experiences, National Science Foundation (not awarded)

2017: How Adolescents Make Sense of Earth's Systems: Examining Implementation of Digital Storytelling with Youth and their Teachers, National Science Foundation (not awarded)

2017: Building Adolescent Purpose and Digital Literacies: Film School for Future Scientists, PI Kerry Schwartz, National Science Foundation (not awarded)

2017: Facilitating Learning Circles: Supporting Librarians to Create Dynamic Learning Communities, Institute for Museum and Library Services (not awarded)

2016: Co-PI, Stories of Tomorrow--Students' Visions on the Future of Space Exploration, National Science Foundation, PI Bruce Johnson (not awarded)

2016: Co-PI, EAGER: Stories of Tomorrow: Students Visions on the Future of Space Travel, National Science Foundation, PI Bruce Johnson (not awarded)

Appendix A.   Peer-reviewed Published Journal Articles (2016-2021)

Year	Title	Role	Journal	Impact Factor
2021	Community Making: An Expansive View of Curriculum	Co-authored with UArizona doctoral students	*Journal of Curriculum Studies Research*	1.484
2021	Student perspectives on multimodal composing in the L2 classroom: Tensions with audience, media, learning and sharing	Co-authored with UArizona faculty and doctoral students	*English Teaching Practice and Critique*	0.771
2021	Digital inclusion as a social determinant of health	Co-author	*Journal of Digital Medicine*	0.67
2020	Fostering preservice ELA teachers' use of digital tools for addressing climate change	Co-author	*Contemporary Issues in Technology and Teacher Education*	--
2019	Capturing dimensions of collaborative online inquiry and social deliberation with multiple-source inquiry tasks in face-to-face and remote contexts	Co-author	*Literacy Research: Theory, Method, and Practice*	--
2018	Promising library practices: Assessing and instructing digital problem solving	Corresponding Author, Co-author	*International Journal on Innovations in Online Education*	0.92
2018	Think globally, act locally: Teaching climate change through digital inquiry	First Author	*The Reading Teacher*	1.632
2018	Digital problem solving: The literacies of navigating life in the digital age	Corresponding Author, Co-author	*Journal of Adolescent and Adult Literacy*	1.523
2017	From digital literacies to digital problem solving: Expanding technology-rich learning opportunities for adults	Corresponding Author, Co-author	*Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education*	---
2017	A planning framework for integrating digital literacies for disciplinary learning	First Author, Corresponding Author,	*Journal of Adolescent and Adult Literacy*	1.523

2017	New literacies: A dual level theory of the changing nature of literacy, instruction, and assessment (Reprinted)	Co-author	*Journal of Education*	1.197
2016	Personal inquiry and online research: Connecting learners in ways that matter	Co-author	*The Reading Teacher*	1.632
2016	Disciplinary and digital literacies: Three synergies	Co-author	*Journal of Adolescent and Adult Literacy*	1.523
2016	Collaborative online inquiry: Exploring students' skills in locating, reading, and communicating information	Co-author	*Journal of Interactive Online Learning*	--
2016	Digital literacies for disciplinary learning: A call to action	Co-author	*Journal of Adolescent and Adult Literacy*	1.523

Appendix B. Chapters Contributed to Edited Volumes (2016-2021)

Year	Title	Role	Book (Publisher)	Citations
2021	Mindful and compassionate teacher education. Lessons we should have learned from 2020	First and corresponding author	*What Teacher Educators Should Have Learned from 2020,* AACE-Association for the Advancement of Computing in Education	1
2021	Empowerment in Digital Literacy Acquisition Programs: Learners who become tutors	First and corresponding author	*Literacy Across the Community: Research, Praxis, and Trend,* Taylor & Francis	--
2021	Multimodal learning	Co-author	*The Promises and Challenges of Future Innovative Learning Environments in STEM Higher Education,* Springer	3
2020	Academic, emotional, and social growth in the second language classrooms	Co-authored with UArizona doctoral student	*Multifaceted Strategies for Social-Emotional Learning and Whole Learner Education,* IGI Global	1
2020	Digital literacies for disciplinary learning: Pedagogies youth deserve	Co-author	What's Hot in Literacy: Exemplar Models of Effective Practice (*Literacy Research, Practice and Evaluation, Vol. 11*), Emerald Publishing Limited	1
2020	Teaching and learning in a digital world: Digital literacies for disciplinary learning	First and corresponding author	*Developing Conceptual Knowledge Through Oral and Written Language,* Guilford Press	3
2020	Literacy and leadership in the digital age	First and corresponding author	*Best practices of literacy leaders: Keys to School Improvement, 2nd Edition,* Guilford Press	--
2020	Equity, Literacies, and Learning in Technology- Rich Makerspaces	Co-authored with UArizona doctoral student	*Handbook of research on integrating digital technology with literacy pedagogies,* IGI Global	1
2019	Learning from our community - using an assessment tool to meet patrons at the point of need	Co-author	*Tech for all.* Rowman & Littlefield.	--
2019	Principles for Equity-centered design of STEAM learning-through-making	Co-Author and Co-Editor	*NSF Community Impact Report CIRCL Center* *https://circlcenter.org/events/synthesis-design-workshops*	2
2018	Toward a theory of new literacies emerging from the Internet and other information and communication technologies	Co-author	*Theoretical Models and Processes of Reading, Seventh Edition.* International Literacy Association	36

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Year	Title	Role	Publication	Citations
2017	Designing pedagogies for literacy and learning through personal digital inquiry: Theory and practice from New London to New Times	Co-author	*Remixing multiliteracies: 20th anniversary.* Teachers College Press	8
2016	Exploring the potential of Internet reciprocal teaching to improve online reading	Sole Author	*Improving reading comprehension through metacognitive reading strategies instruction.* Rowman & Littlefield	1
2016	Acquiring processes for responding to and creating multimodal digital productions	Co-author	*Handbook of Practice-based Research.* Guilford Press	2
2016	Use of app and device affordances for fostering mobile learning across the curriculum.	Co-author	*Handbook of Research on the Societal Impact of Digital Media.* IGI Global	15
2016	Exiting the pipeline: The role of a digital literacy acquisition program within the Orleans Parish Prison reentry process	Co-author	*Understanding, Dismantling, and Disrupting the Prison-to-School Pipeline.* Lexington Books.	12
2016	Research on instruction and assessment of the new literacies of online reading comprehension	First Author	*Comprehension instruction: Research-based best practices, Third* Edition (Guilford Press)	10

Note. Citation records from my academic Google Scholar profile
https://scholar.google.com/citations?user=bDQR8oEAAAAJ&hl=en

Metadata fluctuates based on data pooled weekly. For an accurate count of citations, please consult Google Scholar.

Appendix C. Summary of Invited Scholarly Presentations and Panels (2016-2021)

Year	Type	Description of Panels and Presentations
2021	International invited presentations	International Congress for Educators 2021 organizado por la Universidad Peruana de Ciencias Aplicadas (UPC) in Peru https://www.youtube.com/watch?v=yVWYHvBJnnc&t=2452s
	Invited faculty member	Summer Institute in Digital Literacies, University of Rhode Island https://www.digiuri.com/
	Invited panel	Arts Education Partnership Education Commission of the States
	Grant review panel	National Science Foundation
	Accepted refereed conference papers	ProLiteracy Conference, Literacy Research Association Conference
2020	Invited presentations	Connected literacy: Read it, write it, talk it, share it. *Beyond the App.* An international effort organized by the American University in Cairo and the State University of New York at Cortland. https://www.beyondtheappliteracy.com/
	International invited judging panel	TPrize and MIT Solve. How can disadvantaged communities design and participate in skills-based and lifelong learning opportunities to create productive and prosperous livelihoods in the 21st century? https://solve.mit.edu/challenges/TPrize/judges#challenge-subnav-offset
	Grant review panels	National Science Foundation
		Institute for Museum and Library Sciences
	Editors Selection Team	Journal of Adolescent and Adult Literacy, International Reading Association
	Invited faculty member	Summer Institute in Digital Literacies, University of Rhode Island https://www.digiuri.com/
	Accepted refereed conference papers	Literacy Research Association Conference, American Education Research Association (Conference Cancelled, L2 Digital Literacies Symposium
2019	Invited presentations	Digital Literacies: Literacy leadership in the digital age. Literacy Leaders, Program Development, Implementation and Evaluation: Unpacking ILA Standards. International Literacy Association.
		Uncovering digital inclusion in academic literature and research. Net Inclusion Conference.
		Transnational Voices on Future Directions in Higher Education.CNAM – Paris, FRANCE EA 7529 Formation et Apprentissages Professionnels.
	Invited expertise panels	Exploring Contradictions in Achieving Equitable Futures. National Science Foundation: Alexandria, VA. https://circlcenter.org/events/cyberlearning-2019/
	Invited faculty member	Summer Institute in Digital Literacies, University of Rhode Island https://www.digiuri.com/
	Accepted refereed conference papers	Literacy Research Association Conference, International Conference on Computer Supported Collaborative Learning, American Education Research Association, Western Regional Noyce Conference, Net Inclusion Conference, International Literacy Association Conference, ProLiteracy Conference

2018	Invited presentations	Innovative Learning Environment and Teacher Change project based at the University of Melbourne, Australia (took place in Phoenix, AZ).
		Analyzing collaborative online inquiry and social deliberation in a virtual world. SLAT colloquium invited speaker series. Tucson, AZ.
		Specialized Literacy Professionals as Digital Literacy Leaders: From Concept to Practice. In E. Ortlieb (Chair). Session presented at the International Literacy Association Conference. Austin, TX.
		Digital Literacies Across the Curriculum: Powerful Instruction Practices for ELL. Reading Leadership Institute. National Louis University, IL.
		Integrating technology into instruction. Invited talk, Research and Practice in Adult Education. Florida Literacy Coalition. Tampa, FL.
	Accepted refereed conference papers	Literacy Research Association Conference, L2 Digital Literacies Symposium, Net Inclusion Conference, American Education Research Association Conference, Commission on Adult Basic Education
2017	Invited presentations	Digital literacies for disciplinary learning: Interactions that build conceptual knowledge, practices, and habits of mind. Literacy Research Panel, International Literacy Association Conference. Orlando, FL.
		Integrating technology into the adult education classroom. In Learning Together: Research and Practice in Adult Education. Workshops and discussions between adult education teachers and literacy researchers at the Nashville Public Library.
	Invited faculty member	Summer Institute in Digital Literacies, University of Rhode Island https://www.digiuri.com/
	Accepted refereed conference papers	Literacy Research Association Conference, Literacy Education & Second Language Learning for Adults (LESLA) Conference, Online Northwest Conference, American Education Research Association Conference,
2016	Invited presentations	Leveraging digital literacies for digital equity: A Call to Action. L2 Digital Literacies with AZ Computer-Assisted Language Learning Conference. https://l2dl.arizona.edu/l2dlazcall-2016-live-presentations/
		Digital literacies for disciplinary learning. An invited session at the Teaching Literacy in a Digital World Conference, Virginia Commonwealth University
	Accepted refereed conference papers	Literacy Research Association Conference, American Society of Criminology Conference, American Library Association Conference, American Education Research Association Conference, Commission on Adult Basic Education Conference

Appendix D. Summary of Grants in which I served as PI or Co-PI (2016-2021)

Years	Title	Role	Agency	Amount
2020-2024	*Developing a Network to Coordinate Research on Equity Practices and Cultures in STEM Maker Education*	Co-PI	National Science Foundation, (NSF) Advancing Informal STEM Learning (AISL)	$499,985
2021-2022	*Designing and Implementing International Immersive Virtual Field Experiences (IIVFE)*	PI	Longview Foundation, Innovations in International Education	$23,570
2019-2021	*Building a Digital Inclusion coalition in Southern Arizona*	PI	Research, Innovation, and Impact at the Univ. of Arizona (Built Environment)	$5,000
2019-2021	*Advancing L2 Language Learning through Digital Literacies and Socio-scientific Issues*	Co-PI	*Center for Educational Resources in Culture, Language and Literacy (CERCLL)*, A title 6 center grant through the U.S. Department of Education at the Univ. of Arizona	$23,982
2019-2021	*Film School for Global Scientists*	Co-PI	*Center for Educational Resources in Culture, Language and Literacy (CERCLL)*, A title 6 center grant through the U.S. Department of Education at the Univ. of Arizona	$26,791
2018-2019	*Synthesis and Design Workshop: Principles for the equitable design of digitally-distributed, studio-based STEM learning environments*	PI	National Science Foundation, (NSF), STEM + Computing (STEM+C)	$99,825
2018	*Design-based Implementation Research*	PI	*Center for Educational Resources in Culture, Language and Literacy (CERCLL)*, at the Univ. of Arizona	$5,000
2017-2018	*Stories of Tomorrow*	PI	International Research & Academic Program Development (IRPD) at the University of Arizona	$16,000
2015-2017	*Advancing Digital Equity in Public Libraries: A National Leadership Grant*	PI	Institute for Museum and Library Services (IMLS)	$500,000