

**CURRICULUM VITAE  
HILARY GEHLBACH CONKLIN**

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**1. ACADEMIC HISTORY**

**Name:** Hilary Gehlbach Conklin

**Address:** Department of Elementary and Social Studies Education  
628-D Aderhold Hall  
Athens, Georgia 30602  
(706) 542-4292; [hconklin@uga.edu](mailto:hconklin@uga.edu)

**Present Rank:** Assistant Professor

**Proportion Time Assignments:** .45 EFT Instruction; .30 EFT Research

**Tenure Status:** Untenured

**Graduate Faculty Status:** Appointed to Graduate Faculty, August, 2006

**Highest Degree:** Ph.D., University of Wisconsin-Madison, 2006

**Academic Positions:**

2006-present            Assistant Professor, Department of Elementary and Social Studies  
Education, University of Georgia

**Other Professional Employment:**

2005-2006            Teaching Assistant, Department of Curriculum & Instruction/ Department  
of Counseling Psychology, University of Wisconsin-Madison

2004-2006            Program Assistant, Wright Middle School Professional Development  
Schools Partnership, University of Wisconsin-Madison

2004-2005            Teacher, Precollege Enrichment Opportunity Program for Learning  
Excellence (PEOPLE), University of Wisconsin-Madison

2003-2005            University Supervisor, Department of Curriculum & Instruction,  
Professional Development Schools Partnership, University of Wisconsin-  
Madison

2002-2004            Research Assistant, Wisconsin New Teacher Project, University of  
Wisconsin-Madison

2002-2003	Program Assistant, School of Education Dean's Office, University of Wisconsin-Madison
Summer 2003	Research Assistant, September 11 <sup>th</sup> Curriculum Study, University of Wisconsin-Madison
Summer 2003	Research Assistant, Report on the State of Public Education in Wisconsin, University of Wisconsin-Madison
2001-2002	Social Studies Teacher, Lincoln School, Providence, RI
1999-2001	Social Studies Teacher, Horace Mann Middle School, Franklin, MA
1997-1998	Director of Community Affairs, High 5 Tickets to the Arts, New York, NY
1996-1997	Program Assistant, The Teachers Network, New York, NY

## **2. RESIDENT INSTRUCTION AND CONTINUING EDUCATION**

### **a. Teaching**

#### **University of Georgia (2006 – present):**

ESOC 9600	The Pedagogy of Teacher Education (graduate) Spring 2009 (N=10)
ESOC 2450	Initial Field Experience in Social Studies Education (undergraduate) Spring 2008 (N=21) Fall 2007 (N=21) Spring 2007 (N=19)
ESOC 8990	Research Seminar in Social Studies Education (graduate) Spring 2008 (N=12)
ESOC 7050	Problems of Teaching Secondary Social Studies (graduate) Fall 2008 (N=25) Fall 2007 (N=17) Fall 2006 (N=14)
ESOC 5560/ 7560	Student Teaching Seminar (undergraduate & graduate) Spring 2007 (N=10)
EDMS 9000	Independent Doctoral Research

Fall 2008 (N=1)  
 Summer 2008 (N=1)

ESOC 9600 Research in Social Studies Education  
 Fall 2008 (N=1)  
 Summer 2008 (N=1)

**Advising: MEd students: N=5**

### 3. SCHOLARLY ACTIVITIES

#### a. Publications

\* indicates those publications which have gone through stringent editorial review;  
 \*\* indicates those publications which were invited and which carry prestige and recognition

#### Chapters in books:

Conklin, H. G. (in press). Purposes, possibilities, and complexities of teaching secondary social studies. In E. Heilman (Ed.), *Methods of Social Studies Methods*. New York: Teachers College Press.

\*\*Zeichner, K. & Conklin, H.G. (2008). Teacher education programs as sites for teacher preparation. In M. Cochran-Smith, S. Feiman-Nemser, & J. McIntyre (Eds.) *Handbook of research on teacher education: Enduring issues in changing contexts (3<sup>rd</sup> edition)* (pp.269-289). New York: Routledge. (Conklin contribution: 30%)

\*\*Zeichner, K. & Conklin, H.G. (2005). Teacher education programs. In M. Cochran-Smith & K. Zeichner (Eds.) *Studying teacher education: The report of the AERA Panel on Research and Teacher Education* (pp.645-736). Mahwah, N.J.: Lawrence Erlbaum. (Conklin contribution: 20%)

#### Journal articles:

\*Conklin, H.G. (2009). Compassion and mindfulness in research among colleagues. *Teaching Education*, 20(2).

\*Conklin, H. G. (in press). Purposes, practices, and sites: A comparative case of two pathways into middle school teaching. *American Educational Research Journal*.

\*Conklin, H.G. (2008). Modeling compassion in critical, justice-oriented teacher education. *Harvard Educational Review*, 78(4), 652-674.

\*Conklin, H.G. (2008). Promise and problems in two divergent pathways: Preparing social studies teachers for the middle school level. *Theory and Research in Social Education*, 36(1), 591-620.

\*Conklin, H.G. (2007). Methods and the middle: Elementary and secondary preservice teachers' views on their preparation for teaching middle level social studies. *Research in Middle Level Education Online*, 31(4).

### **Book reviews:**

\*Conklin, H. G. (2004). Review of Whose America? Culture wars in the public schools *Journal of Teacher Education*, 55(3), 284-7.

### **Works submitted but not yet accepted:**

Conklin, H., Hawley, T., Powell, D., & Ritter, J. (Under Review). Learning from young adolescents: The use of structured teacher education coursework to help beginning teachers investigate middle school students' intellectual capabilities. Submitted to *Journal of Teacher Education*. (Conklin contribution: 80%)

Conklin, H. (Submitted). Being present in the middle school years. In K. Lee & M. Vagle (Eds.) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*. New York: Palgrave Macmillan.

### **Works in progress:**

Conklin, H. To specialize in students or specialize in social studies? Teachers' learning in two pathways into middle school teaching. Manuscript in preparation.

Lee, K. & Conklin, H. Walking the borderland. Manuscript in preparation. In K. Lee & M. Vagle (Eds.) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*.

Conklin, H. *To specialize in students or specialize in social studies? A comparative, longitudinal study of two pathways into middle school teaching*. Research study in progress.

### **b. Creative Contributions Other Than Formal Publications**

Turner, A., Conklin, H., & Hess, D. (2005). Teaching materials for *Roper v. Simmons*, a 2005 United States Supreme Court case that ruled the use of the death penalty for juvenile criminals unconstitutional. Available at: <http://www.streetlaw.org/library/Roper%20v%20Simmons.pdf> ; middle school version available at: <http://www.streetlaw.org/library/Roper%20v%20Simmons%20Abridged.pdf>

Conklin, H. G. (2001). *Understanding representative government: A 10 week unit for middle school students*. Available at: [http://www.congresslink.org/print\\_lp\\_conklin.htm](http://www.congresslink.org/print_lp_conklin.htm)

**c. Grants Received and Grant-funded Activities**

**Submitted:**

National Academy of Education-Spencer Postdoctoral Fellowship (\$55,000). *To specialize in students or specialize in social studies? A comparative, longitudinal study of two pathways into middle school teaching.* **Principal Investigator.** (under review)

**External:**

Spencer Foundation (\$40,000). 2008-2009. *To specialize in students or specialize in social studies? A comparative, longitudinal study of two pathways into middle school teaching.* **Principal Investigator.**

Evidence-based Technology Enhanced Alternative Curriculum in Higher Education (ETEACH). US Education Department Preparing Tomorrow's Teachers to use Technology (PT3) program (Arthur Recesso, PI and Michael J. Hannafin, Co-PI in the Learning & Performance Support Laboratory at the University of Georgia), \$1,068,000 over three years (2003-2006, 2007 no cost extension). **Conklin activities:** Social Studies program consultant, Summer, 2007.

Robert H. Michel Civic Education Grant, Dirksen Congressional Center, (\$3,000). 2001. *What is representative government?* **Principal Investigator.**

**Internal:**

College of Education, University of Georgia. Early Career Research Grant. (\$5,100) 2008. *To specialize in students or specialize in social studies? A comparative, longitudinal study of two pathways into middle school teaching.* **Principal Investigator.**

**d. Recognitions and Outstanding Achievements**

2005-2006 Tashia F. Morgridge Wisconsin Distinguished Graduate Fellowship, University of Wisconsin-Madison

2003-2006 Spencer Doctoral Research Program, University of Wisconsin-Madison

**e. Areas in Which Research is Done**

My areas of interest include teacher learning, the preparation of middle school social studies teachers, and the pedagogy of teacher education.

**f. Supervision of Student Research**

**Specialist committees:**

Matthew Fincher, Ed.S., Social Studies Education, completed, May 2008.

**Doctoral committees:**

Sharon Beavers, Ed.D., Social Studies Education, in progress.  
 Brandon Butler, Ph.D., Social Studies Education, in progress.  
 Tom Drewry, Ed.D., Social Studies Education, in progress.  
 Michelle Fentress, Ph.D., Social Studies Education, in progress, Chair.  
 Linda Hekimoglu, Ph.D., Social Studies Education, in progress.  
 Hilary Hughes, Ph.D., Middle School Education, in progress.  
 Joseph Nichols, Ph.D., Social Studies Education, in progress, Chair.  
 Scott Roberts, Ph.D., Social Studies Education, in progress.  
 Jennifer Ulbrich, Ed.D., Social Studies Education, in progress, Advisor.

**g. Convention Papers**

- \* indicates papers which have a published counterpart;
- \*\*indicates invited papers

**National:**

Conklin, H. (2009, April). *To specialize in students or specialize in social studies? Teachers' learning in two pathways into middle school teaching*. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Diego.

Conklin, H., Hawley, T., Powell, D., & Ritter, J. (2008, November). *Learning from middle school students*. Paper presented at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Houston, TX.

\*Conklin, H. (2008, March). *Modeling compassion in critical, justice-oriented teacher education*. Paper presented at the annual meeting of the American Educational Research Association, New York.

\* \*\*Conklin, H. (2008, February). *Teacher education programs as sites for teacher preparation*. Invited presentation of co-authored chapter (with Zeichner, K.) at the annual meeting of the Association of Teacher Educators, New Orleans.

Conklin, H. (2007, November) *"They're capable of a lot more than I thought:" Intellectually challenging social studies at the middle school level*. Paper presented at the annual meeting of the National Council for the Social Studies, San Diego.

\*Conklin, H. (2007, April). *Preparing social studies teachers for the middle school level: Promise and problems in two divergent pathways*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

\*Conklin, H. (2007, April). *Research in your own kitchen: Ethical dilemmas of studying your own colleagues and institution*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

\*Conklin, H. (2007, February). *Two pathways to the middle: Contributions and limitations of an elementary and secondary preparation*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New York City.

Conklin, H. (2007, January). *Backyard research: Ethical dilemmas of studying your own institution*. Paper presented at the Annual Conference on Interdisciplinary Qualitative Studies, Athens, GA.

Conklin, H. & North, C. (2006, April). *Dilemmas, dissertations, and dialogues: Two graduate students reflect*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Conklin, H. (2006, January). *Studying supervisory practice through the creation of an electronic portfolio*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, San Diego.

Conklin, H. (2005, November). *Shortchanging middle school social studies: Elementary and secondary preservice teachers' subject backgrounds and beliefs about young adolescents' intellectual capabilities*. Paper presented at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Kansas City.

\*Conklin, H. (2005, April). *Learning to teach social studies at the middle level: What do the elementary and secondary preparation pathways contribute?* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Conklin, H. (2004, April). *Increasing intellectual rigor in middle level social studies*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Conklin, H. (2004, February). *Identifying the characteristics of effective teacher education programs*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Chicago.

## **h. Special Lectures**

Conklin, H. (2008, November). *Promise and problems in two divergent pathways*. Invited presentation for Issues and Trends in Social Studies Education, Kent State University, Kent, OH. (via SKYPE video conference)

Conklin, H. (2008, November). *Sophisticated social studies at the middle school level*. Invited presentation for Social Studies Methods, College of William and Mary, Williamsburg, VA. (via telephone conference)

Conklin, H. (2008, September). *Integrating social justice into middle school social studies teaching*. Invited presentation for EDMS 5020, Educating Young Adolescents, University of Georgia, Athens, GA.

Conklin, H. (2008, May). *The publication/review process*. Invited presentation for ESSE 9000: Doctoral Writing Seminar in Early Childhood, Middle School, and Social Studies Education, University of Georgia, Athens, GA.

Conklin, H. (2008, January). *They can do more than you think: Implementing intellectually-demanding social studies at the middle school level*. Invited presentation for Social Studies Methods, College of William and Mary, Williamsburg, VA. (via telephone conference)

Conklin, H. (2007, October). *Beyond the Dissertation*. Invited presentation for ESSE 8990: Doctoral Seminar in Early Childhood, Middle School, and Social Studies Education, University of Georgia, Athens, GA.

Conklin, H. (2007, September). *The Madison (WI) Professional Development Schools Partnership*. Invited presentation for the College of Education Faculty, University of Georgia, Athens, GA.

Conklin, H. (2007, September). *Preparing for the academic job search*. Invited presentation for QUAL 9400: Advanced Seminar in Qualitative Research, University of Georgia, Athens, GA.

Conklin, H. (2007, May). *The Madison (WI) Professional Development Schools Partnership*. Invited presentation for the College of Education Faculty, University of Georgia, Athens, GA.

Conklin, H. (2007, May). *Teacher education programs as sites for teacher preparation*. Invited presentation for the Early Childhood Program Faculty Retreat, University of Georgia, Athens, GA.

Conklin, H. & North, C. (2006, December). *Dissertation dilemmas: A dialogic encounter with epistemological diversity*. Invited presentation for C&I 717: Introduction to Qualitative Research, University of Wisconsin-Madison, Madison, WI. (via telephone conference)

Conklin, H. & North, C. (2006, November). *"Why can't you tell me what you saw?" A dialogic encounter with epistemological diversity*. Invited presentation for the Wisconsin-Spencer Lecture Series on Education, University of Wisconsin-Madison, Madison, WI. (via videoconference)

Conklin, H. (2006, November). *Developing research interests: From middle school social studies teacher to doctoral student to assistant professor*. Invited presentation for ESSE 8990: Doctoral Seminar in Early Childhood, Elementary, and Middle School Education, University of Georgia, Athens, GA.

#### **4. PUBLIC SERVICE**

##### **Service to School Districts:**

##### **Colquitt County School District, Moultrie, GA**

Invited by Superintendent to develop plans for school district's ninth grade in conjunction with UGA Archway Partnership Project. 2007.

##### **Service to other State Agencies and Organizations**

Judge for Coile Middle School's Social Science Fair (2008, December). Athens, GA.

Volunteer for Ellis Island Social Studies Simulation, Chase Elementary School (2008, February). Athens, GA.

Judge for Georgia *History Day* Competition (2008, February). Athens, GA.

Judge for Georgia's *We the People* Program. (2006, December). Atlanta, GA.

#### **5. OTHER SERVICE**

##### **a. Service to the Profession**

##### **External letter of support:**

External letter of support, promotion and tenure of faculty member, University of Wisconsin-Madison, 2007.

##### **Referee for professional journals:**

*Teaching Education*, 2008 – present.

*Teachers College Record*, 2006 - present

*Journal of Teacher Education*, 2005 – present

*Theory and Research in Social Education*, 2009 - present

##### **Referee or member of advisory panel for federal, state, or private agencies awarding research, development, training, or service grants:**

Reviewer for Teacher Quality Grants, January 2009

##### **Reviewer of proposals for national organizations:**

Reviewer for American Educational Research Association annual meeting, Division K; Social Studies SIG, 2005-present

Reviewer for College and University Faculty Assembly of the National Council for the Social Studies annual meeting, 2004-present

Reviewer for the National Council for the Social Studies annual meeting, 2008-present

Reviewer for American Association of Colleges for Teacher Education, 2006

**Sessions organized, chaired, or served as discussant at professional meetings:**

(2008, November). *Making Sense of Students' Abilities in History and Social Studies*. Organized and chaired session of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies.

(2008, March). *Social Studies Research in Middle and High School Classrooms*. Discussant for session at the annual meeting of the American Educational Research Association, New York.

(2007, November). *Curriculum*. Chair of session of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies.

(2006, November). *Teacher Education*. Chair of session of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies.

**Professional associations and activities:**

American Educational Research Association, 2002-present  
 Division K (Teaching and Teacher Education), 2002-present  
 Division K Awards Committee, 2009  
 Research in Social Studies Education Special Interest Group, 2003-present  
 Middle Level Education Research Special Interest Group, 2003-present

National Council for the Social Studies, 2000-present  
 College and University Faculty Assembly of National Council for the Social Studies, 2002-present  
 Executive Board (Elected office), 2008  
 Faculty mentor, 2008  
 NCSS Research Committee, 2006-present  
 Exemplary Research Award Subcommittee, Chair, 2007  
 Dissertation Research Award Subcommittee, 2008

National Middle School Association, 2000-present

**b. Service to the University of Georgia****College of Education:**

Faculty Planning Committee, School Engagement Initiatives, 2007- present  
Judge, College of Education Graduate Student Research Conference, 2008  
Faculty Search Committee, Director of School Engagement Initiatives, 2007

**Department of Elementary and Social Studies Education:**

Mary A. Hepburn Lectureship in Social Studies Education Committee, Chair, 2008-  
present  
Diversity Committee, 2008-present  
Faculty Evaluation Committee, 2008-present  
Graduate Programs Committee, 2006-present  
Faculty Search Committee, Early Childhood Program, 2006-2007  
Awards Committee, 2006-2007  
Infrastructure Committee, 2006-2007

**Social Studies Education Program:**

Academic Advisor Search Committee, 2008  
Social Studies Program Admissions Committee, 2008, 2009  
External Communication Committee, 2006  
Program Reform Committee, 2006-2007