



UNIVERSITY OF CENTRAL FLORIDA

**College of Community Innovation & Education
School of Teacher Education**

Elsie Lindy Olan, Ph.D.

Associate Professor of Secondary Language Arts

School of Teacher Education

College of Community Innovation and Education

University of Central Florida

Orlando, Florida 32816-1250

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<http://education.ucf.edu/facultyDirectoryA-Z.cfm?fsid=O&cat=1>

EDUCATION

**Doctorate of Philosophy (Ph.D.) in Curriculum and Instruction -Language,
Culture and Society, Summa Cum Laude** 2012
Area of Specialization: Language and Literacy
The Pennsylvania State University

Dissertation Title: *Stories of past and present: What preservice secondary English teachers draw on when learning to teach writing*

Master of Education (M.Ed.), in Curriculum and Instruction, Summa Cum Laude 2003
Area of Specialization: English Curriculum Instruction
University of Phoenix, Puerto Rico Campus

Thesis Title: *Prewriting strategies that improve English writing skills on open-ended*

writing tests in an English immersion school setting

Bachelor of Arts in English Literature & Linguistics (B.A.), Magna Cum Laude 1992
University of Puerto Rico at Mayagüez

ACADEMIC POSITIONS

Associate Professor

(8/2019-Present)

Assistant Professor

(8/2013-Present)

***Year Six (6)**

University of Central Florida

Secondary English Language Arts

School of Teacher Education

College of Community Innovation and Education

Orlando, Florida 32816-1250

Responsibilities include teaching undergraduate and graduate level (masters) courses (2/2 teaching load); Coordination of secondary Language Arts Track (Dual Comp), advising undergraduate and master degree students; developing and administering a recruitment program that will increase the quality and number of applications to the department's program; conducting aspects of program assessment, review and chairing, chairing and serving on dissertation committees; maintaining active research agenda, seeking internal and external funding; scholarly publications; participating in professional university, college and departmental, and programmatic related service.

Program Track Coordinator: Coordinate English Language Arts Education Program B.S. (Secondary) Coordinate Teacher Education, M.A.T. - English Language Arts Education with ESOL Endorsements Coordinate Teacher Leadership, M.Ed. - English Language Arts Education.

Assistant Professor

(visiting line) (8/2012-6/2013)

1 Year

University of Central Florida

Secondary English Language Arts

School of Teaching, Learning and Leadership

College of Education and Human

Performance Orlando, Florida 32816-1250

Responsibilities included teaching undergraduate and graduate level (masters) courses (3/3 teaching load); advising undergraduate and master degree students; developing and administering a recruitment program that will increase the quality and number of applications to the department's program; conducting aspects of program assessment, review and chairing, co- chairing and serving on dissertation committees; maintaining active research agenda, seeking internal and external funding; scholarly publications; participating in professional university, college and departmental, and programmatic related service.

Program Track Co-Coordinator: Coordinate English Language Arts Education Program B.S. (Secondary) Coordinate Teacher Education, M.A.T. - English Language Arts Education with ESOL Endorsements Coordinate Teacher Leadership, M.Ed. - English Language Arts Education.

Instructor

(8/2008-6/2012)

The Pennsylvania State University
Department of Curriculum and Instruction
College of Education
University Park, State College, PA 16801

Responsibilities included teaching methods course for secondary English/ Language Arts on the teaching of writing; conducting research and contributing to manuscripts on pre- service English education and the teaching of writing; consultant for the Professional Development School partnership between Penn State and the State College Area High School; mentoring and supervising the Language Arts secondary teacher candidates (interns) for the Professional Development; performing as the Academic Success coordinator for the Summer College Opportunity Program in Education, Office of Multicultural Programs, Office of Multicultural Programs; Supervising high school junior and seniors' academic performance in a summer program.

Adjunct Instructor

(1/2007- 5/2008)

University of Puerto Rico-CAAM
Department of English
College of Arts and Humanities
Mayagüez, Puerto Rico 00681

Responsibilities include teaching intermediate sequence English courses, technical report writing for engineering, agricultural and science majors; NCATE Accreditation committee member; coordinating Teaching Assistant Development and Support (TADS) Internship-style program for secondary education majors in a year-long placement in public high schools.

Adjunct Instructor

(8/2005-5/2008)

Pontifical Catholic University of Puerto Rico
Department of English
College of Arts and Humanities
Mayaguez, Puerto Rico 00681

Responsibilities include teaching pre-basic and basic English and conversational English courses to all majors.

Teacher / Department Chair

(1992-2007)

Southwestern Educational Society English
Immersion School
Mayagüez, Puerto Rico 00681

Responsibilities include teaching English courses to grades six, eight, nine and ten along with junior/ senior SAT exam prep and public speaking elective; coordinating the English

department (department chair) for grades eighth through twelve (2001-2007); coordinating and teaching resource programs.

PROFESSIONAL EXPERIENCE

Graduate Research Assistant (2008-2012) Instruction

The Pennsylvania State University
Department of Curriculum and
College of Education
University Park, State College, PA 16801

Responsibilities included conducting qualitative and quantitative research and contributed to manuscripts on pre-service English education, literacy and the teaching of writing.

Translator (2007-2008)

University of Puerto Rico, CAAM
Department of English College of Arts and
Humanities
Mayagüez, Puerto Rico, 00681

Responsibilities included preparing report for NCATE accreditation of English teacher education program; translating for ACBSP (Accreditation Council for Business Schools and Programs) across eight university campuses.

HONORS/ AWARDS/ RECOGNITIONS

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|------|---|
| 2021 | 2021 Women's History Month Honorees
https://provost.ucf.edu/news/faculty/2021-womens-history-month-honorees/ |
| 2019 | Tenured and Promoted to Associate Professor |
| 2019 | Scholarship of Teaching and Learning Award (SoTL)- University of Central Florida Award |
| 2019 | CEL Innovative Leader Award (CEL Award) |
| 2019 | Teaching Incentive Program (TIP) Award- University of Central Florida Award |
| 2018 | University of Central Florida- TRIO Programs- Faculty Mentor of the Year. |
| 2018 | College of Education and Human Performance Human Resources Committee Recommendation for the 2018 University of Excellence in Undergraduate Faculty Advising Award. |
| 2017 | <i>English Leadership Quarterly Best Article Award</i>
"Conversations, Connections, and Culturally Responsive Teaching: Young Adult Literature in the English Methods Class" (Vol 39, No. 2, October 2016). |

This award is one of Council of English Leadership's highest honors for scholarly contributions to the profession.

<http://www.ncte.org/cel/awards/bestarticle>

2015	<i>William R. Jones Outstanding Mentor Award,</i> Florida Education Fund (FEF) The William R. Jones Award is the highest honor awarded by the organization to mentors who are instrumental in meeting the mission of the McKnight Doctoral Fellowship program.
2014	University of Central Florida, <i>Graduate Faculty</i>
2012	University of Central Florida, <i>Graduate Faculty Scholar</i>
2012	University of Central Florida, College of Education and Human Performance, <i>Major Grants Development Stimulus Award</i> Award is for reassigned course time and travel to develop NIH Grant proposal
2010-2011	The Pennsylvania State University, <i>Bunton-Waller Graduate Award</i> Half-time Assistantship in Education (\$15,705)
2010-2011	The Pennsylvania State University, <i>Murry and Elizabeth Nelson Scholarship</i> in Education (\$600)
2010-2011	The Pennsylvania State University, <i>Conrad Frank, Jr. Graduate Fellowship</i> College of Education (\$926 and \$600)
2009-2010	The Pennsylvania State University, <i>Thomas Puksar Graduate Assistantship</i> in Education (\$13,500 annually)
2008-2010	The Pennsylvania State University, <i>National Science Foundation-funded Social Scientists for Increased Diversity</i>
2008-present	The Pennsylvania State University Social Scientists for Increased Diversity (SOLID) scholar Honorary Commission of the Congressional Youth Leadership Council National Nominating Committee Member/ Congressional Youth Leadership Advisor
1999	Representative, Teacher of the Year Award, Private Education Association (AEP) San Juan, Puerto Rico

RESEARCH AND SCHOLARSHIP ACTIVITIES

Research Interest and Foci

- Literacy, literature and diversity, and the role of language and writing in learning and teaching in English Language Arts and transdisciplinary education.
- Teachers' narratives, inquiries and reflective practices in (local and international) educational environments and professional development settings.

Grants and Other Projects

External / Internal Funding (Research Grants)

Please note: The primary investigator (PI) is listed first.

Funded

Campbell, L. & **Olan, E. L.** (2015-2016). University of Central Florida, University of Central Florida- Toni Jennings Exceptional Education Institute. *Developing healthy and sustainable behaviors through complex STEAM informational text analysis and STEAM problem-based learning*. Total Amount Funded: \$ 3,100.00

Olan, E.L. (2012-2016). Orange County Public Schools' Initiative. *Collaborative residential writers' retreat to prepare current and future teachers of writing*. Total Amount Funded: \$ 40,500.00

Olan, E.L. (2015). University of Central Florida University of Central Florida, Office of Research and Commercialization Incorporating "Go, Slow, Whoa!" *Messaging and narrative writing in an elementary school language arts curriculum*. Total Amount Funded: \$ 7,256.00

Olan, E.L. (2013). Grants Development Stimulus Initiative. University of Central Florida
Total Amount Funded: \$ 500.00

Olan, E.L. (2012). Grants Development Stimulus Initiative. University of Central Florida
Total Amount Funded: \$ 500.00

Submitted

Olan, E. L.; Waring, S. & Ortiz, E. (2023-May). National Endowment for the Humanities (NEH) HSI: *Rethinking and Refocusing Curricular Practice*. Total Amount Requested is 150,000.00

Unfunded

Jeanpierre, B. & Olan, E. L., (2018 – August.). National Science Foundation (NSF) DRL-ITEST, *Strategies: Computing for All- Integrating Coding in Middle Grades Science Classrooms*. Total Amount Requested: \$1,200,000.00.

Campbell, L.O., Olan, E. L., Kelchner, V. & Mendez, J.P. (2017). *Investigating the Impact of Hurricane Irma and Maria on students' and teachers' perceptions of STEM preparedness, identity, and efficacy* [NSF, EHR]: RAPID. Total Amount Requested: \$145,000

Olan, E. L., Jeanpierre, B. & Ortiz, E. (2016). National Science Foundation (NSF) - AISL. *Interdisciplinary and intergenerational community-based partnerships to support informal STEM and STEAM learning*. Total Amount Requested: \$149,991.00

Jeanpierre, B., Olan, E. L. & Reinehart, D.R. (2015). National Science Foundation (NSF). ID: 1060072. *"Full STEAM Ahead"- Developing students' STEM skills through STEAM (STEM +Arts)*. Total Amount Requested: \$ 1,467,269.00

Olan, E. L. (2014). Conference on English Education (CEE) Research Initiative Grant. *How reflective practices engage pre-service and in-service teachers in improving teaching in times of change: grounded theory for social justice and its implication for English education*. Total Amount Requested: \$ 4,000.00

Andreasen, J. & Olan, E. L. (2014). National Science Foundation. EXP: *Talking about science- Using simulation technology to engage diverse learners at the high school level in academic discourse about science practices, core ideas and concepts*. Total Amount Requested: \$ 470,816.00

Olan, E.L. (2013, June). CED Major Grants Development Stimulus Initiative Application Principal Investigator National Institute of Health (NIH) -(R03) PA-11-328. Healthy Habits: Timing for Developing Sustainable Healthy Behaviors in Children and Adolescents. *"Go, Slow, Whoa!" Messaging and narrative practices in an elementary school language arts curriculum*. Total Amount Requested: \$ 136,892.98

Olan, E.L. & Kaplan, J. (2013, March). Conference on English Education (CEE) Research Initiative Grant. *Reflective practices as a pedagogical tool for pre-service and in-service teachers' writing instruction in times of change*. Total Amount Requested: \$ 4,000.00

Textbook / Book/ Book Chapters (peer-reviewed)***Books*****Book Series (3 Books)*****Transformative Pedagogies for Teacher Education*****Book 1**

1. Lopez, A. E. & Olan, E. L. (Eds.). (2018). *Transformative pedagogies for teacher education: Moving towards critical praxis in an era of change*. Charlotte, NC: Information Age Publishing.
<http://www.infoagepub.com/products/Transformative-Pedagogies-for-Teacher-Education>

Book 2

2. Lopez, A. E. & Olan, E. L. (Eds.). (2019). *Transformative pedagogies for teacher Education: Critical Action, Agency and Dialogue in Teaching and Learning Contexts*. Charlotte, NC: Information Age Publishing
<https://www.infoagepub.com/products/Transformative-Pedagogies-in-Teacher-Education>

Book 3

3. Lopez, A. E. & Olan, E. L. (Eds.). (2021). *Transformative pedagogies for teacher Education: Critical Action, Re-imaging transformative leadership in Teacher Education.Contexts*. Charlotte, NC: Information Age Publishing.

Book Chapters

23. Olan, E. L.; Little, M. & Puig, E.(Revise/Resubmission). Engaging in boundary-spanning: collaborative experience. In Polly, D. (Ed.) *Boundary-spanning in school-university partnerships*. IAP publisher.
22. Richmond, K.J., and Olan, E.L. (forthcoming2024). Representations of mental illness in youngadult literature. In V. Malo-Juvera & C. Hill's (Eds.) *Oxford Handbook of Young Adult Literature*. Oxford University Press.
21. Olan, E.L., Edge, C.U. (2022). Problematizing the Notion of Story Through Critical Friendship: An Exploration of Reframing Dissertation Writing Through Collaborative Meaning-Making Events. In: Butler, B.M., Bullock, S.M. (eds) *Learning through Collaboration in Self-Study. Self-Study of Teaching and Teacher Education Practices*, vol 24. Springer, Singapore.
https://doi.org/10.1007/978-981-16-2681-4_5
20. Richmond, K.J., Olan, E.L., and Kelly, M.M. (2021). Teaching *When Reason Breaks*: Understanding Depression and Interrogating Bias through Character Analysis. In B.B. Eisenbach, J. Frydman, & P. Greathouse's (Ed.) *Fostering Mental Health Literacy through Adolescent Literature*. Lanham, MD: Rowman & Littlefield.

19. Edge, C. U., & Olan, E. L. (2021). Learning to Breathe Again: Found Poems and Critical Friendship as Methodological Tools in Self-Study of Teaching Practices. *Studying Teacher Education*, 1-25.
18. Olan, E. L., & Grissom, D. (2021). Finding 8 Hope through Hope Agents and Narratives in Times of Mourning. *Humanizing Grief in Higher Education: Narratives of Allyship and Hope*, 71.
17. Richmond, K.J., and Olan, E.L. (2020). Examining mental illness in John Green's *Turtles All the Way Down*: OCD- More than just attention to detail. In V. Malo-Juvera & P. Greathouse's (Ed.) *Breaking the Taboo with Young Adult Literature*. Lanham, MD: Rowman & Littlefield.
16. Edge, C. U., & Olan, E. L. (2020). Reading, literacy, and English language arts teacher education: Making meaning from self-studies of teacher education practices. *International Handbook of Self-Study of Teaching and Teacher Education Practices*, 779-821.
15. Edge, C. U., & Olan, E. L. (2020). Envisioning New Meanings through Found Poetry: (Re)Stitching Narratives upon the Loom of Self-Study. In C. Edge, A. Cameron-Standerford, & B. Bergh (Eds.). *Textiles and Tapestries: Self-Study for Envisioning New Ways of Knowing*, (pp. 466-485). EdTech Books.
https://edtechbooks.org/textiles_tapestries_self_study/Envisioning_new_found_poem
14. Lopez, A. E., & Olan, E. L. (2020). Critical practices for teaching and learning in global contexts: Building bridges for action. In *Accessibility and Diversity in Education: Breakthroughs in Research and Practice* (pp. 613-629). IGI Global.
13. Olan, E. L., & Edge, C. (2019). Collaborative meaning-making and dialogic interactions in critical friends as co-authors. *Studying Teacher Education*, 15(1), 31-43. doi: 10.1080/17425964.2019.1580011
12. Olan, E. L. (2019). Self-Study as a Transformative Methodology and Pedagogical Practice in Writing Workshop. In Lopez, A. E. & Olan, E. L. (Eds.). *Transformative pedagogies for teacher education*. Charlotte, NC: Information Age Publishing.
11. **Olan, E. L.** & Edge, C. (2018). Critical friends as co-authors: Pushing boundaries and crossing borders together. In D. Garbett & A. Ovens, (Eds.). *Pushing boundaries and crossing borders: Self-study as a means for knowing pedagogy* (461-467). Herstmonceux, UK: S-STEP, ISBN: 978-0-473-35893-8.
[*Olan \(4\)Edge CriticalFriends.pdf](#)

10. **Olan, E. L. & Mishra, R. (2018).** Narrative pedagogy as a mindful contemplative practice: Discovering preservice teachers' mindful presence. In Byrnes, Dalton & Dorman (Eds.). *Impacting teaching and learning: Contemplative practices, pedagogy, and research in education* (pp.67-77). Maryland, NY: Rowman and Littlefield Publishers.
[https://books.google.com/books?hl=en&lr=&id=TV9CDwAAQBAJ&oi=fnd&pg=PR5&dq=In+Byrnes,+Dalton+%26Dorman+\(Eds.\).+Impacting+Teaching+and+Learning:%C2%A0Contemplative+Practices,+Pedagogy,+and+Research+in+Education+\(pp.67-77\)&ots=EmOBZnKKOw&sig=2_oBijqUScwXS0Du8Vp0DZGQ7bI#v=onepage&q&f=false](https://books.google.com/books?hl=en&lr=&id=TV9CDwAAQBAJ&oi=fnd&pg=PR5&dq=In+Byrnes,+Dalton+%26Dorman+(Eds.).+Impacting+Teaching+and+Learning:%C2%A0Contemplative+Practices,+Pedagogy,+and+Research+in+Education+(pp.67-77)&ots=EmOBZnKKOw&sig=2_oBijqUScwXS0Du8Vp0DZGQ7bI#v=onepage&q&f=false)
9. **Olan, E. L. (2018).** Disrupting and problematizing teachers' notions of equity pedagogy: Narrative pedagogy and dialogic interactions as transformative practices. In Lopez, A. E. & Olan, E. L. (Eds.). *Transformative pedagogies for teacher education*. Charlotte, NC: Information Age Publishing.
<http://www.infoagepub.com/products/Transformative-Pedagogies-for-Teacher-Education>
8. **Olan, E.L. & Kaplan, J. (2016).** English teachers' narratives and counter narratives: A self-study of personal realization and empowerment. In Garbett & Owens (Eds.). *Enacting self-study as methodology for professional inquiry* (pp. 285-290). Herstmonceux, UK: S- STEP. ISBN:978-0-473-35893-8
https://www.researchgate.net/profile/Alan_Ovens/publication/308520865_Enacting_self-study_research_as_methodology_for_professional_inquiry/links/57e5b38708aedcd5d1a3b98c/E-nacting-self-study-research-as-methodology-for-professional-inquiry.pdf
7. **Kaplan, J. & Olan, E.L. (in press).** A tale of two teacher educators: an unexpected collaboration in the preparation of English language arts education teachers. In Kemp, A. *The dignity of the calling: educators share the beginnings of their journeys*. Charlotte, NC: Information Age Publishing.
<http://www.infoagepub.com/products/Dignity-of-the-Calling>
6. **Lopez, A. E. & Olan, E.L. (2016).** Critical practices for teaching, learning in global contexts: A transcultural approach. In Shin, R. (Ed.). *Convergence of contemporary art, visual culture, and global civic engagement*. Hershey, PA: IGI Global Publishing.
[https://books.google.com/books?id=6cWdDQAAQBAJ&printsec=frontcover&dq=1.%09.\).+Convergence+of+contemporary+art,+visual+culture,+and+global+civic+engagement.+IGI+Global+Publishing.&hl=en&sa=X&ved=0ahUKEwjP2sOYwMLYAhXL4IMKHeo6Cy0Q6AEIKTAA#v=onepage&q&f=false](https://books.google.com/books?id=6cWdDQAAQBAJ&printsec=frontcover&dq=1.%09.).+Convergence+of+contemporary+art,+visual+culture,+and+global+civic+engagement.+IGI+Global+Publishing.&hl=en&sa=X&ved=0ahUKEwjP2sOYwMLYAhXL4IMKHeo6Cy0Q6AEIKTAA#v=onepage&q&f=false)
5. **Kaplan, J. & Olan, E.L. (2016).** Young adult literature and today's reader: The many faces, changes, and challenges for teachers and researchers in the 21st century. In Hayn, Clemmons & Kaplan (Eds.). *Teaching young adult literature today: Insights, perspectives and considerations for the classroom teacher*. (2nd ed.). Lanham,MD: Rowman and Littlefield Publishers.
<https://www.amazon.com/Teaching-Young-Adult-Literature-Today/dp/1475829477>

4. **Olan, E. L. & Kaplan, J. (2014).** Narratives and dialogic interactions in a teacher preparation writing workshop: Self-study of practice, change and reflection. In Garbett, D., & Ovens, A. (Eds.). *Changing practices for changing times: Past, present and future possibilities for self-study research: Proceedings of the Tenth International Conference on Self-study of Teacher Education Practices*. Auckland: University of Auckland.
<http://hdl.handle.net/2292/25221>
3. Olan, E.L. (2014). Broadening theses horizons. In Cox, T. (Ed.). *Case studies for the new professor: Surviving the jungle of the academy* (pp. 116-120). Charlotte, NC: Information Age Publishing.
www.infoagepub.com/products/Case-Studies-for-the-New-Professor
2. Olan, E.L. (2014). Going against the grain. In Cox, T. (Ed.). *Case studies for the new professor: Surviving the jungle of the academy* (pp. 74-77). Charlotte, NC: Information Age Publishing.
<http://www.infoagepub.com/products/Case-Studies-for-the-New-Professor>
1. Olan, E.L. (2014). Troublesome collaborator. In Cox, T. (Ed.). *Case studies for the new professor: Surviving the jungle of the academy* (pp.92-96). Charlotte, NC: Information Age Publishing.
www.infoagepub.com/products/Case-Studies-for-the-New-Professor

Book Reviews/ Blog Post

1. Richmond, K.J. & Olan, E.L. (2020, April 25). Reflecting on positionality and equity in English language arts through multimodal learning representations and dialogue. [Blogpost]. <https://nctecel.wordpress.com/>
2. Olan, E. L. (2019). [Review of *Language Arts: Patterns of Practice, Enhanced Pearson eText with Loose-Leaf Version -- Access Card Package (9th Edition)*, by Gail E. Tompkins]. London, UK: Pearson.
3. Olan, E. L. (2018). [Review of *Decolonizing the public sphere: Examining sites of resistance, resurgence and renewal*, by N. Wane & K. Todd]. New York, NY: Palgrave.
4. Olan, E.L. (2017, March 28). [Review of *Coaching teacher-writers: Practical steps to nurture professional writing* by T. Hicks, A.E. Whitney, J. Fredricksen, & L. Zuidema]. *Teachers College Record*. New York, NY: Teachers College Press. ID Number: 21894. <http://www.tcrecord.org>

Publications in Refereed Journals

Publications in International & National Refereed Journals

Please note: In education the primary author is listed first.

** Denotes student collaboration on scholarly presentations*

21. Olan, E.L., & **Richmond, K.J.** (forthcoming 2023). Narrative of deficit and authentic portrayals of mental illness and cultural sensitivities in young adult literature. *Study and Scrutiny*.
20. *Barnhart, G., & Olan, E. L. (2022). A Call for Action: Making Space for Religious Rhetoric. *Schools: Studies in Education*, 19(1), 175-194.
<https://www.journals.uchicago.edu/doi/epdf/10.1086/719215>
<https://doi.org/10.1086/719215>
19. Kerkhoff, S. N., Behizadeh, N., & Olan, E. L. (2022). Moving toward Praxis: Disrupting the Banking Model in English Teacher Education. *The New Educator*, 1-16.
18. Olan, E.L., Richmond, K.J., & Jahani, S. (2021). Examining the use of young adult literature and an informational text on preservice and in-service teachers' attitudes toward mental illness. *Wisconsin English Journal. Fall/Winter 2021*.
<https://wisconsinenglishjournal.org/current-issue/>
17. Edge, C. U., & **Olan, E. L.** (2021). Learning to Breathe Again: Found Poems and Critical Friendship as Methodological Tools in Self-Study of Teaching Practices. *Studying Teacher Education*, 1-25.
16. **Olan, E.L.**, & Richmond, K.J. (2020). Lasting effects of conflict: PTSD in young adult literature with *The Impossible Knife of Memory*. *The ALAN Review*, 47 (3), 44-56.
15. **Olan, E. L.**, & Pantano, J. A. (2020). An "Epiphania": Exploring Students' Identities through Multimodal Literacies. *English Journal*, 109(4), 78-79.
14. Gannon, M. G., & **Olan, E L.** (2020) Are Students Ready for the Online World? The How and Why to Embed Digital Citizenship Skills in English Classrooms. *The Wisconsin English journal*
13. **Olan, E. L.** & Edge, C. (2019) Collaborative Meaning-Making and Dialogic Interactions in Critical Friends as Co-Authors, *Studying Teacher Education*, DOI: [10.1080/17425964.2019.1580011](https://doi.org/10.1080/17425964.2019.1580011)
12. **Olan, E.L.**, Campbell, L.O., & Jahani, S. (2019). Examining Second Graders' Healthy Food Choices: Through Literacy and Active Learning. *Nutrition and*

Metabolic Insights.NMI-2018-0028.RV1.
<https://doi.org/10.1177/1178638819839063>

11. **Olan, E. L. & Richmond, K. J. (2019).** Using literacy quadrants in preparing teachers of writing: Reflective tools for identity, agency, and dialogue. *The Journal of Writing Teacher Education*.
<https://scholarworks.wmich.edu/wte/vol6/iss1/6>

10. Campbell, L. O., **Olan, E.L.**, Herlihy, C. (Oct. 2018). Active learning: the jr. chef program. *Kappa Delta Pi Record*. Manuscript ID is UKDR-2017-0075.
 (Acceptance rate= 26%, blind review, fully refereed, Abstracted/indexed in EBSCOhost)
<https://doi.org/10.1080/00228958.2018.1515547>

9. **Olan, E.L. & Richmond, K. J. (2017).** Disrupting the dominant narrative while finding harmony: Beginning English teachers' use of young adult literature and culturally responsive pedagogy. *Journal of Language and Literacy (JOLLE)*.
http://jolle.coe.uga.edu/wp-content/uploads/2017/11/Olan_JoLLE2017.pdf
 (Acceptance rate = 17 %, double-masked, peer- reviewed)

8. Vu, M.A*. & **Olan, E.L. (2017).** Rosenblatt's reading in the middle: Using aesthetic strategies coupled with state standards to fluctuate between efferent and aesthetic stances. *Connections*.
 (Peer reviewed journal of the Georgia Council of Teachers of English)

7. **Olan, E.L. & Richmond, K. J. (2017).** Storying our journey: conversations about and reflections on curriculum development, the literary canon, and courses in secondary english education. *The Wisconsin English Journal*, 49(1-2).
<https://wejournal.wordpress.com/?s=olan>
 (Double-blind reviewed journal)

6. **Olan, E.L. & *Belló, P. (2016).** The relationship between language, culture and society: Teachers of English as a foreign language (EFL) positioning in society. *GIST Education and Learning Research Journal*, 12, 72-95.
<https://dialnet.unirioja.es/servlet/articulo?codigo=5560195>
 (Double-blind reviewed journal published bi-annually)

5. **Olan, E.L. & *Belló, P. (2016).** Understanding teachers' career choices: Narratives from international in-service teachers of English as a Foreign Language (EFL). *Argentinian Journal of Applied Linguistics*, 4(1), 23-42.
<http://www.faapi.org.ar/ajal/issues/401/Bello.html>
[http://www.faapi.org.ar/ajal/issues/401/AJALVol4\(1\).pdf#page=24](http://www.faapi.org.ar/ajal/issues/401/AJALVol4(1).pdf#page=24)
 (Acceptance rate = 35 %, blind review, fully refereed) AJAL is an e-journal led by FAAPI (Federacion Argentina de Asociaciones de Profesores de Ingles/ Argentinian Federation of English Professors).

4. **Olan, E.L. & Richmond, K. J. (2016).** Conversations, Connections, and Culturally Responsive Teaching: Young Adult Literature in the English Methods Class. *English Leadership Quarterly*. 39(2), 11-15.
<http://www.ncte.org/library/NCTEFiles/Resources/Journals/ELQ/0392-oct->

(Publication of CEL, the Conference on English Leadership)

English Leadership Quarterly Best Article Award (2017)

- 3 Whitney, A., **Olan, E.L.**, & Fredricksen, J. (2013). Experience over all: Preservice teachers and the prizing of the "practical." *English Education* 45(2), 184-200.

<https://www.jstor.org/stable/23364877>

(Acceptance rate= 20%, blind review, limited circulation) The journal of the Conference on English Education (CEE), a constituent organization of the National Council of Teachers of English (NCTE).

2. Whitney, A., Anderson, K., Dawson, C., Kang, S., **Olan, E.L.**, Olcese, N., & Ridgeman, M. (2012). Audience matters: Authority in the professional writing of teacher-authors. *Research in the Teaching of English* 46(4), 390-419.

[http://www.personal.psu.edu/alw17/prof/Teacher as Writer files/RTE0464Audience.pdf](http://www.personal.psu.edu/alw17/prof/Teacher%20as%20Writer%20files/RTE0464Audience.pdf)

(Acceptance rate = 5.61% Impact factor = 0.834 in 2012, blind review) The flagship research journal of the National Council of Teachers of English (NCTE) in the United States.

1. Boldt, G., Gilman, S., Kang, S., **Olan, E.L.**, & Olcese, N. (2011). Having words: Contrasting perspectives on children's writing through the history of Language Arts. *Language Arts* 88(6), 439.

<http://www.ncte.org/journals/la/issues/v88-6>

(Acceptance rate=10%-20%, blind review) A professional journal for elementary and middle school teachers and teacher educators.

Manuscripts in Review in Refereed Journals

*Smith, S. & **Olan, E.L.** (revise /resubmit- 2023.) Language Use in YA Literature: Accurate Depictions of Protagonists Living with Anxiety Disorders. *The ALAN Review*.

Olan, E. L. & Richmond, K. J. (revise/resubmit-2023.) Examining microaggressions and biases through course development in English education.

Non-refereed Publications / Newsletters

1. Olan, E. L. (2016). A snapshot of becoming and being a member of an inclusive community. *Faculty Focus*. Faculty Center for Teaching and Learning. Issue 2.
2. Olan, E. L. (2012). The benefits of being a SCOPE program instructor. *Transforming Lives 2012 Penn State College of Education Annual Report*. U. Ed. EDU 13-31.

PAPERS PRESENTED AT REFEREED PROFESSIONAL CONFERENCES

International /National

77. Pantano, J. & **Olan, E. L.** (2023).Multimodal Learning Representations: An Opportunity to Engender Empathetic Understandings Among Teacher Research Partners. Paper presented at panel presentation-Mindfulness, Empathy, and Justice: Forging New Paths in Teacher Research. American Educational Research Association (AERA) 2023. Chicago, Illinois
76. **Olan, E. L.** & Puig, E.A. (2022). Matching Adolescents to Text Using Their Morphological Knowledge. The 22nd European Conference on Literacy and the 46th Annual Conference of the Literacy Association of Ireland, Dublin.
75. **Olan, E. L.** & Puig, E.A. (2022). Transdisciplinary Affix Knowledge and Hebegogical Content Knowledge: Matching Adolescent Students to Text. The Twenty-ninth International Conference on Learning. Valencia, Spain.
74. **Olan, E. L.** & Richmond, K. J. (Nov. 2022). National Council of Teachers of English Annual Convention. Examining Young Adult Literature through a Rogerian Perspective: De(re)constructing Narratives of Deficit and Self-Actualization in *I am Not Your Perfect Mexican Daughter*. (Anaheim, California).
73. **Olan, E. L.** & Richmond, K. J. (Nov. 2022). National Council of Teachers of English Annual Convention. "Translanguaging in *The Poet X*:Considerations of Cultural Expectations and Sueños." (Anaheim, California).
72. **Olan, E.L.** & Richmond, K.J. (2021).National Council of Teachers of English AnnualConvention. "Teaching *When Reason Breaks*: Understanding depression and interrogating bias through character analysis." November 2021 (Virtual due to Covid-19 Pandemic).
71. **Olan, E.L.** & Richmond, K.J. (2021).National Council of Teachers of English Annual Convention. "Examinations of social inequities and adolescent identity in *Dear Martin*."November 2021 (Virtual due to Covid-19 Pandemic).
70. **Olan, E.L.** & Richmond, K.J. (2021).National Council of Teachers of English AnnualConvention. "Mental illness in young adult literature: A springboard for inquiry into representation and equity research in the field." November2021 (Virtual due to Covid-19 Pandemic).
69. **Olan, E. L** & Pantano, J. (2020). A lens for examining inequity, culture and identity: a self-study of discourse on multimodal learning representations. Paper presented at virtual real-time presentation the American Educational Research Association (AERA) 2020," The Power and Possibilities for the Public Good When Researchers and Organizational Stakeholders Collaborate"
68. **Olan, E. L.** & Richmond, K. J.(2020). Teaching at the Confluence of Identity: Critical Approaches to Young Adult Literature. National Council of Teachers of English Annual Convention 2020 (Virtual due to Global Pandemic).

67. **Olan, E. L. & Richmond, K. J.**(2020). Stepping into discomfort and dissent through dialogue: Examining student and teacher responses to *Dear Martin*. National Council of Teachers of English Annual Convention. 2020 (Virtual due to Global Pandemic).
66. **Olan, E. L. & Richmond, K. J.**(2020). In the Mirror, Out the Door, down the Street, and around the Globe: Connecting our lived experiences to young adult literature as mirrors, windows, and sliding glass doors. ALAN Workshop. November 2020 (Virtual due to Global Pandemic).
65. Edge, C. & **Olan, E. L.** (2019). Exploring the meanings teacher educators in nine countries made from studying their teaching practices: A metasynthesis of self-study literature. *Future of Democracy and Education: Realizing Equity and Social Justice Worldwide*. World Education Research Association (WERA) 2019-Focal Meeting in Gakushuin University, Tokyo.
64. Olan, E.L. (2019). Disrupting Notions and Challenging Stereotypes through Young Adult Literature: Research and Teaching to Enact Social Change. English Language Arts Teacher Educators (ELATE) Summer Conference-University of Arkansas-Fayetteville, AR.
63. Olan, E. L. & Richmond, K. (2019). Reproducing and resisting ideologies: How youngadult literature challenges us to reconceptualize our realities. English LanguageArts Teacher Educators (ELATE) Summer Conference-University of Arkansas-Fayetteville, AR.
62. Puig, E. A. & **Olan, E.L.** (2019). Fiction feeds the imagination. United Kingdom Literacy Association (UKLA) 2019 Conference. *Literacy and Play for All: Improvisation, possibility and imagination*. Manchester, UK.
61. Olan, E. L. & Richmond, K. J. (2018). Conference on English Leadership. “Now’s the Time! Preparing Teacher Leaders through Leadership Experiences.” November 2018. (HoustonTexas).
60. Olan, E. L. & Richmond, K. J. (2018). National Council of Teachers of English Annual Convention. “Exploring Emotions, Mental Illness, and Grief in English Education.”November 2018. (Houston, Texas).
59. CEL Live Twitter Chat on Collaborative Leadership. With Elsie L. Olan. May10, 2018. Completearchive available at <https://wakelet.com/wake/a7fcbdb4-0b3c-4aff-9fb3-8caa462c31b1>.
58. Olan, E. L. (2018).Staying afloat: using experiential collaborative mentorship and narrative pedagogy to support preservice teachers. Paper presented at roundtable the American Educational Research Association (AERA) 2018,” The Dreams, Possibilities, and Necessity of Public Education.” New York, NY.
57. Olan, E. L. & Edge, C. (2018). (Re)Imagining living and doing narrative research: critical friends as coauthors. Paper presented at the American Educational Research Association (AERA) 2018,” The Dreams, Possibilities, and Necessity of Public Education.” New York, NY.

56. Olan, E.L. Utilizing young adult literature to examine diversity while deconstructing teachers' concerns with inequality, injustice, and language (2018). The National Association for Multicultural Education (NAME)- NAME 27th Annual International Conference. Memphis, TN.
55. Jeanpierre, B. & Olan, E.L. Computer Science Unplugged! Enrichment Activities for Primary and Up and They Write About It! (2018). SECME National STEM Conference. Embry-Riddle Aeronautical University, Daytona, Florida, June 20, 2018.
54. Wenzel, T.; **Olan, E. L.**; Andreassen, J.; Zygouris-Coe, V. & Berry, L. (2018). Preservice teachers' perceptions of the role and function of lesson plans. Association of Teacher Educators Annual Meeting. Las Vegas, NV.
53. Olan, E.L. (2017). How to use a writing workshop to enhance and develop literacies, voice and identity: Conversations about social justice and equity. Intensive Institute. The National Association for Multicultural Education (NAME)- NAME 27th Annual International Conference. Salt Lake City, UT.
52. Olan, E.L. (2017). Situating narrative and writing pedagogy within culturally responsive teaching. Paper Presentation. The National Association for Multicultural Education (NAME) - NAME 27th Annual International Conference. Salt Lake City, UT.
51. **Olan, E.L.**; Richmond, K. J & McDermott, M. (2017). Literacy quadrants and teacher narratives: Pedagogical tools to foster reflection and improve dialogue about diverse democracies. Paper presented at the American Educational Research Association (AERA) 2017, "Knowledge to Action: Achieving the Promise of Equal Educational Opportunity." San Antonio, TX.
50. **Olan, E.L.** & Kaplan, J. (2017). Dialogic interactions as objects of self-study: Two teacher educators' transformative journey through narrative pedagogy. Paper presented at the American Educational Research Association (AERA) 2017, "Knowledge to Action: Achieving the Promise of Equal Educational Opportunity." San Antonio, TX.
49. Puig, E.; Campbell, L. O. & **Olan, E. L.** (2017). Literacy coaching as an issue of social justice: Reading the world and reading the word. 20th European Conference on Literacy (ILA & FELA), Madrid, Spain.
48. Olan, E. L. (2016). Writing instruction and the writing workshop in a global context. "International Literacy: Challenges from Basic through Higher Education." Florida International Summit 2016. UCF Student Union, Pegasus Ballroom. University of Central Florida, Orlando, FL.

47. Olan, E. L. (2016). English teachers' narratives and counter narratives: A self-study of personal realization and empowerment. Eleventh International Conference on the Self-Study of Teacher Education Practices [Herstmonceux Castle, UK]. Provo, Utah: Brigham Young University.
46. **Olan, E.L. & *Belló, P.** (2016). Incorporating "Go, Slow, Whoa" messaging and narratives to develop healthy sustainable eating in under-represented populations. International Conference: "Poverty, Globalization and Schooling: A holistic Approach." University of Central Florida, Orlando, Florida, FL.
45. **Olan, E.L. & Belló, P.** (2016). The power of writing: Personal and transformative journey of self-discovery, reinvention and resilience in advisee-advisor relationships. IWIC 2016, International Women's Issues Conference, UCF, Orlando, FL.
44. Campbell, L., **Olan, E.L.** & Puig, E. (2016). A multimodal approach to health literacy in Urban Food Deserts. European Educational Research Association (ECER). University College Dublin, Belfield, Dublin 4, Ireland.
43. Campbell, L., **Olan, E.L.** & Puig, E. (2016). Increasing equality through multimodal transdisciplinary literacy acquisition and instruction. United Kingdom Literacy (UKLA) Conference Mercure Bristol Holland House Hotel and Spa, Redcliffe Hill, Bristol, UK.
42. *Belló, P. & **Olan, E.L.** (2016). EFL teachers' reflections about positioning in society: The relationship between language, culture and society. International Conference: "Poverty, Globalization and Schooling: A holistic Approach." University of Central Florida, Orlando, FL.
41. * Belló, P. & **Olan, E.L.** (2016). EFL Teachers' narratives and counter-narratives: movement from global dominance to local empowerment. WERA (World Education Research Association) 2016 Focal Meeting. AERA (American Education Research Association) Washington D.C.
40. **Olan, E.L. & Belló, P.** (2016). Incorporating "Go, Slow, Whoa" messaging and narratives to develop healthy sustainable eating in under-represented populations. International Conference: "Poverty, Globalization and Schooling: A holistic Approach." University of Central Florida, Orlando, Florida, FL, USA.
39. Olan, E.L. (2016). Literacy writing quadrants as a metacognitive tool for teacher preparation. SoTL Commons Conference. Coastal Georgia Central, Savannah, GA.

38. Olan, E.L. (2016). Enhancing teachers' voices and literacy practice through autobiographical action research: Navigating changes in literacy education. Conference on English Leadership (CEL)-National Council of Teachers of English (NCTE), Atlanta, GA.
37. **Olan, E.L. & Olcese, N.** (2016). Pre-service teacher learning: Race, literacies, and digital space. Paper presented at the National Council of Teachers of English (NCTE), Atlanta, GA.
36. **Olan, E.L. & Kaplan, J.** (2016). Journeys of self: critical reflections by teacher educators on their professional identity trajectories. Paper presented at the American Educational Research Association (AERA) 2016, "Public Scholarship to Educate Diverse Democracies." Washington, D.C.
35. *Huff, F. & **Olan, E.L.** (2016). Grounded theory study of teachers' interactions with gender and sexually diverse students: balancing school ethos. Paper presented at the American Educational Research Association (AERA) 2016, "Public Scholarship to Educate diverse Democracies." Washington, D.C.
34. Kaplan, J. & **Olan, E.L.** (2016). Dialogic interactions as objects of self-study: two teacher educators' transformative journey through narrative pedagogy. Paper presented at the American Educational Research Association (AERA) 2016, "Public Scholarship to Educate diverse Democracies." Washington, D.C.
33. **Olan, E.L. & Kaplan, J.** (2015). Two teacher educators' transformative journey: narrative and writing pedagogy and dialogic interactions as objects of self-study. American Education Research Association, Chicago, IL. aeral 5_proceeding_938396.docx
32. **Olan, E.L.;** Kaplan, J. & *Belló, P. (2015). Students' literacy experiences with reflective narratives and reflexive instructional approaches: Fostering online discussion. SoTL Commons Conference. Coastal Georgia Central, Savannah, GA.
31. Kaplan, J. & **Olan, E.L.** (2015). Undergraduate and graduate research: developing your own voice through autobiographical action research projects. SoTL Commons Conference. . Coastal Georgia Central, Savannah, GA.
30. Olan, E.L. (2015). Leadership in writing workshops. Conference on English Leadership (CEL)/National Council of Teachers of English (NCTE), Minneapolis, MN.
29. Olan, E.L. (2015). "We are all one and race matters": Narratives and counter-narratives about colorblindness in teaching. Paper presented at the Invisible College for Research on Teaching and Teacher Education (2015), Chicago, IL.

28. Olan, E.L. (2015). Educating the educator: Teacher educators and teachers learning through portfolios and reflections. Paper presented at the American Educational Research Association (AERA) 2015, "Toward Justice: Culture, Language, and Heritage in Education Research and Praxis." Chicago, IL.
27. Olan, E.L. (2015). Two teacher educators' transformative journey: narrative and writing pedagogy and dialogic interactions as objects of self-study. Paper presented at the American Educational Research Association (AERA) 2015, "Toward Justice: Culture, Language, and Heritage in Education Research and Praxis," Chicago, IL.
26. Olan, E.L. (2015). Writing workshop: The search for self through narrative pedagogy. Paper presented at the International Federation for the Teaching of English (IFTE)/ Conference on English Education (CEE) Summer Conference, Fordham University, New York, NY.
25. Olan, E.L. (2015). Young adult literature for powerful literacy and social justice. Paper presented at the International Federation for the Teaching of English (IFTE)/Conference on English Education (CEE) Summer Conference, Fordham University, New York, NY.
24. Olan, E.L. (2015). Narratives and counter-narratives about colorblindness in a writers' workshop for teachers. Paper presented at the 1st International Conference on Poverty, Globalization and Schooling: A Holistic Approach. University of Central Florida, Orlando, Florida.
23. **Olan, E.L. & *Belló, P.** (2015). Narrative pedagogy as an expression of life history: Teachers of English as a foreign language (EFL) use of narratives and counter-narratives. ICERI 2015, 8th Annual International Conference of Education, Research and Innovation, IATED, Seville, Spain.
22. Olan, E.L. (2015). Triadic nature of contrasted stories about pre-service secondary English teachers' writing instruction. In C. Shoniregun & G. Akmayeva (Eds.), Ireland International Conference on Education (pp. 96-103). Dublin, Ireland. Southernhay, Basildon Essex, SS14 IEB, UK Press.
[http://www.iicedu.org/IICE-2015 Proceedings April/IICE 2015%20Proceedings.pdf](http://www.iicedu.org/IICE-2015%20Proceedings%20April/IICE2015%20Proceedings.pdf)
21. **Olan, E.L. & Kaplan, J.** (2015). Writing workshop: The search for self through narrative pedagogy. The International Federation for the Teaching of English (IFTE)/Conference on English Education (CEE) & National Council of Teachers of English (NCTE) Summer Conference. Fordham University, Bronx, New York.
20. Kaplan, J. & **Olan, E.L.** (2015). Teaching young adult literature through the lens of social justice. The International Federation for the Teaching of English (IFTE)/Conference on English Education (CEE) & National Council of Teachers of English (NCTE) Summer Conference. Fordham University, Bronx, New York.

19. Olan, E.L. (2015). Narratives and counter-narratives about colorblindness in a writers' workshop for teachers. International Conference on Poverty, Globalization and Schooling: A Holistic Approach. (pp.410-432). Orlando, Florida.
18. **Olan, E.L. & *Belló, P.** (2014). A case study of international in-service teachers of English as a foreign or second language (EFL/ESL): Understanding teachers' career choices via life histories analysis and narrative pedagogy. V Qualitative Conference at the University of Guanajuato, Guanajuato, Mexico.
17. Olan, E.L. (2014). Is the sky the limit? Using teen literature to forge connections in a world with disappearing boundaries. Paper presented at the Assembly on Literature for Adolescents (ALAN) of the National Council of Teachers of English (NCTE), Washington, D.C.
16. Olan, E.L. (2014). Using informational text: cross-disciplinary literacy to motivate secondary learners. Chair at the Conference on English Leadership (CEL)/National Council of Teachers of English (NCTE), Washington, D.C.
15. Olan, E.L. (2014). Students' literacy experiences with reflective narratives and reflexive instructional approaches: Fostering online discussion. 2014 Winter Faculty Development Conference, University of Central Florida- Orlando, FL.
14. **Olan, E.L. & Kaplan, J.** (2014). Pre-service teachers' literacy experiences with reflective narratives and reflexive instructional approaches: 21st Annual American Association for Teaching and Curriculum Conference. Tampa, FL.
13. **Olan, E.L., * Belló, P. & Kaplan, J.** (2014). Narrative pedagogy as object and method of inquiry used in teacher education program. SoTL Commons Conference. Coastal Georgia Central, Savannah, GA.
12. **Olan, E.L. & Kaplan, J.** (2014). Creating a space for social justice through dialogic interactions in a writing workshop. In W. Russell (Ed). The International Society for the Social Studies Annual Conference Proceedings (pp.170-175). Orlando, FL.
11. Kaplan, J. & **Olan, E.L.** (2014). Writing workshop fostering social justice through creative writing and dialogic interactions. In W. Russell (Ed). The international Society for the Social Studies Annual Conference Proceedings (pp.176-182). Orlando, FL.

10. **Olan, E.L. & Kaplan, J. (2014).** Narratives and dialogic interaction in a teacher preparation writing workshop: Self-study of practice, change and reflection. In L. B. Erickson, J. R. Young & S. Pinnegar (Eds.), *Navigating the Public and Private: Negotiating the Diverse Landscape of Teacher Education*. (pp. 160-165). *Proceedings of the Tenth International Conference on the Self-Study of Teacher Education Practices* [Herstmonceux Castle, UK]. Brigham Young University, Provo, UT.
9. Olan, E.L. (2014). The power of literacy: Epistolary narratives where women learn to harmonize the disharmonious. 2014 International Women's Issues Conference-Women at Crossroads: Literacy, Leadership, Power and Technology (pp. 294-302) University of Central Florida: Orlando, FL.
8. Olan, E.L. (2013). The quest to increase success in the classroom: The power of cohorts. Panel presented at the Globalization, Information, Policy & Knowledge Production's International Conference, University of Central Florida-Orlando, FL.
7. Olan, E.L. (2013). The future of writing teacher education (re)examined and (re)imagined: from research to practice, (re)inventing the future of English: Reflective practices that revisit and reshape teachers' writing instruction. Paper presented at the National Council of Teachers of English (NCTE), Boston, MA.
6. Olan, E.L. (2013). Exploring the possibilities of narrative practices in the preparation of English language arts teachers: using stories as pedagogical tools to foster self-reflection and critical reflection. Paper presented at the Conference on English Education (CEE), Colorado State University, Fort Collins, CO.
5. Olan, E.L. (2012). Stories of past and present experiences: Reflective practices that revisit and reshape teachers' writing Instruction. Panel presented at the Conference of English Leadership (CEL), Annual Convention at Las Vegas, NV.
4. Olan, E.L. (2011). Using moving images to self-reflect and inquire about teacher identity and practices. Panel presented at the Conference of English Education (CEE) Bronx, NY.
3. Olan, E.L. (2010). PICCLE: a platform where pre-service secondary English teachers of different settings meet. Panel presented at the National Council of Teachers of English (NCTE), Orlando, FL.
2. Olan, E.L. (2009). The why of writing and writing instruction: Pre-service secondary English teachers' perception of writing and the teaching of writing. Panel presented at the National Council of Teachers of English (NCTE), Philadelphia, PA.

1. Olan, E.L. (2009). Moving Ahead with Writing. Presented at the Holmes Annual Conference, Charleston, SC.

Regional

22. **Olan, E.L., & *Smith, S.M** (2023). Visual Discourse Analysis: Visual Texts and Novice Teachers' Professional Identity. CCIE Research and Impact Showcase 2023 poster presentation. University of Central Florida- Orlando, Florida.
21. **Olan, E.L., & *Smith, S.M.** (2023). Utilizing Literature to Support Mental Health Efforts in Florida Public Schools. Florida Literacy Association (FLA) Conference. Orlando, Florida
20. **Olan, E.L., & *Smith, S.M.**(2022). Implementing Literature As A School Mental Health Support: Best Practices in Action. Florida Association of Teacher Educators (FATE) Conference. Orlando, Florida.
19. Olan, E. L. (2022-Spring). The Role of Dialogic Inquiry in Learning and Teaching within our Educational Settings. LED TALKS. UCF Downtown-DPAC107.
18. Olan, E. L. (2018). Jump start your writing. Summer Faculty Development Conference, University of Central Florida, Orlando, FL.
17. Olan, E. L. (2017). Implementing literacy quadrants to improve students' reading and writing literacies. Florida Reading Association 55th Annual Conference. Tampa, FL.
16. Hutchinson, C.; Zygouris-Coe, V.; Andreasen, J.; **Olan, E.L.**; Berry, L. & Wenzel, T. (2017). Integrative writing instruction in teacher preparation: Lesson plan as a genre. Summer Faculty Development Conference, University of Central Florida, Orlando, FL.
15. Hutchinson, C.; Zygouris-Coe, V.; Andreasen, J.; **Olan, E.L.**; Berry, L. & Wenzel, T. (2016). A new look at lesson plan writing. Florida Association of Teacher Educators (FATE). Saint Leo University, St. Leo, FL.
14. Kaplan, J. & **Olan, E. L.** (2016). Literacy Quadrants: Teaching Writing through Drawing. Florida Council of Teachers of English (FCTE). Cocoa Beach, FL.
13. Hutchinson, C.; Zygouris-Coe, V.; Andreasen, J.; **Olan, E.L.**; Berry, L. & Wenzel, T. (2016). Using multiliteracies to impact students' text connections. Florida Reading Association's (FRA) "FRA-4-LTRC," Orlando, FL.
12. Hutchinson, C.; Zygouris-Coe, V.; Andreasen, J.; **Olan, E.L.**; Berry, L. & Wenzel, T. (2016). Redefining the function of lesson plans: A study of teacher candidates' knowledge of lesson plan as genre. 2017 Association of Teacher Educators (ATE) Annual Conference Orlando, FL.
11. Kaplan, J. S., & **Olan, E. L.** (2015). Undergraduate and graduate research: developing your own voice through autobiographical action research projects. *SoTL Commons Conference*. 56.
<https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2015/56>

10. **Olan, E.L.*** Belló, P. & Kaplan, J. (2014). Narrative analysis: A tool for research in the classroom. Florida Association of Teacher Educators (FATE). Lynn University, Boca Raton, FL.
9. **Olan, E.L. & * Belló, P.** (2014). Narrative analysis: LA teacher candidates' reflective writings about instructional literacy. 16th Annual UCF College of Education Literacy Symposium. UCF College of Education & Human Performance.
8. Olan, E.L. (2013). Reflective practices in a summer writing workshop: A closer look at writing in WAC. Paper Presented at 2013 Summer Faculty Development Conference, University of Central Florida- Orlando, FL.
7. Olan, E.L. (2013). Digital storytelling: Using multimodal to assess teacher candidates' information fluency skills. Paper presented at the 2013 Information Fluency Conference, University of Central Florida, Orlando, FL.
6. Olan, E.L. (2012). Implementing reflective practices as a meaningful assessment of student learning on all levels. Paper presented at the 2012 Winter Faculty Development Conference, University of Central Florida, Orlando, FL.
5. Olan, E.L. (2011). Video-cued interviewing to review, reflect, and shape beliefs and experiences about writing instruction. Panel presented at the PA Council of Teachers of English and Language Arts (PCTELA), Cranberry, PA.
4. Olan, E.L. (2011). Videotapes as Interviewing Cues to Revisit the Past, Reflect, and shape pre-service secondary English teachers' writing instruction beliefs and experiences. Paper presented at the Holmes Scholars Brown Bag Series, University Park, PA.
3. Olan, E.L. (2010). PICCLE: a platform where pre-service secondary English teachers of different settings meet. Presented at the Holmes Scholars Brown Bag Series, University Park, PA.
2. Olan, E.L. (2009). I have to teach what? Strategies that help pre-service teachers teach writing. Paper presented at the Holmes Scholars Brown Bag Series, University Park, PA.
1. Olan, E.L. (2009). The why of writing and writing instruction: pre-service secondary English teachers' perception of writing and the teaching of writing. Paper presented at the Holmes Scholars Brown Bag Series, University Park, PA.

Keynote Speaker

1. Olan, E.L. (2015). 7th Annual Multicultural Student Leadership Summit. Lead Out Loud, University of Central Florida Lead Scholars Academy-Office of Student Leadership Development. University of Central Florida, Orlando Campus.
2. Olan, E.L. (2013). Scholarship Awards Luncheon, Multicultural Academic and Support Services. University of Central Florida, Orlando Campus.

3. Olan, E. L. (2019) Edgewater High School located at 3100 Edgewater Dr, Orlando, FL 32804.

Professional Presentations (Non-Refereed)

3. Olan, E. L. (2017). Research, scholarship and academic writing. Panel presentation at AACTE Holmes Scholars Program. Tampa, FL.
2. Olan, E.L. (2016). Research preparation and scholarship. Panel presentation at AACTE Holmes Scholars Program Las Vegas, Nevada.
1. Olan, E.L. (2013). Putting your ideas in writing: research questions, literature review and academic writing. Invited guest lecturer in Dr. Rosa Cintron's doctoral prospectus course EDH 7934 Higher Education Literature, Research, and Professional Writing in the Higher Education and Policy Studies Department at the University of Central Florida.

Invited Conference Presentations

3. Olan, E.L. (2016). Writing instruction and the writing workshop in a global context. Panel- International Literacy and "Education for All": Supply and demand solutions for a persisting challenge. Florida Network of Global Studies.
2. Olan, E.L. (2013). The connecting literacy design collaborative (LDC) community convening. Denver, CO.
1. Olan, E.L. (2013). New Faculty Seminar with the American Educational Research Association (AERA). Division K: Teaching and Teacher Education. San Francisco, CA.

TEACHING AND SUPERVISION EXPERIENCE

GRADUATE COURSES

University of Central Florida

School of Teacher Education

College of Community Innovation and Education

LAE 5295-Writing Workshop I

Provides an overview of writing strategies utilizing multimodalities in cross-disciplinary contexts.

Summer 2013, Summer 2014, Summer 2015, Summer 2016, Summer 2018, Summer 2019, Summer 2020, Summer 2021

LAE 5337-Literacy Strategies for Middle and High School. (online)

Examines theory, strategies, research, resources and implementation options for effective middle and secondary literacy programs.

Fall 2013, Spring 2014, Fall 2014, Spring 2015

LAE 5338-Teaching Writing in Middle and High School

Provides an overview of techniques and methods in teaching dialects, semantics, and the various grammar within the context of writing.

LAE 5346-Methods of Teaching English Language Arts for secondary education

Explores the strands, methods and materials related to school curriculum in teaching English.

Spring 2015, Fall 2015

LAE 5495-Assessing Writing (online)

Reviews a variety of strategies for assessing students' writing and examines instruments used nationally to assess student writing.

Spring 2014, Spring 2015, Spring 2017

LAE 5496-Literacy Strategies for Content Areas (online)-Created course 2014

Examines theory, strategies, resources, and implementation options of disciplinary literacy specifically in content areas.

Spring 2015

LAE 6296-Advanced Writing Workshop

Provides an overview of the history, theory, research, and strategies for teaching writing in cross-disciplinary contexts.

Summer 2014, Summer 2015, Summer 2016, Summer 2018, Summer 2019, Summer 2020, Summer 2021

LAE 6616-Trends in Language Arts Education

Explores the historical development and trends; English usage systems; materials; instructional strategies in English language arts education.

Fall 2014, Fall 2016

LAE 6637-Research in Teaching English

Graduate course focused on the examination and interpretation of major research in English education and the design of models for research in language instruction in secondary schools.

Fall 2014, Fall 2015, Fall 2016, Fall 2017, Fall 2018, Fall 2019, Fall 2020, Fa

LAE 6366-Advanced Studies in Adolescent Literature

Provides an analysis of major works in genre, examination of criticism, instructional strategies, and research in teaching adolescent literature.

Spring 2016, Spring 2018, Spring 2020

LAE 6936-Seminar in Language Arts Education

Provides classroom teachers with opportunities to conduct in-depth explorations of timely topics related to teaching language and literacy.

Summer 2014, Summer 2015, Summer 2016

LAE 6946- Internship

Graduate seminar focused on examining pedagogical practices and various learning and teaching theories for elementary and secondary education Language Arts graduate level teacher education.

Summer 2015, Fall 2015, Fall 2016

IDS 7502-Case Studies in Educational Research Design

Doctoral seminar focused on providing an overview of case studies in educational research methods and design.

Summer 2016

UNDERGRADUATE COURSES

University of Central Florida

School of Teacher Education

College of Community Innovation and Education

XXX3940-Secondary Advising Course

This course occurs in tandem with your Internship 1 experience and brings together interns from all content areas. Interns share and interrogate pedagogical practices, learning and teaching theories and policies implemented in high school curricula. Advising hour is a required course activity necessary to successfully pass your Internship 1 experience. During the course, we reflect upon teacher candidates' experiences in a secondary school under the supervision of a certified classroom teacher and clinical coordinator.

Developed and implemented -Spring 23

LAE 4314-Methods course of Language Arts for Elementary Education.

Examines the content, principles, materials, and techniques involved in teaching, speaking, listening, writing, and spelling in the elementary school; organizing for instruction.

Fall 2013, Spring 2014, Summer 2014.Spring 2020

LAE 4342- Programs in Teaching Language and Composition

Techniques and methods in teaching grammar, usage, dialect, and composition within the context of writing; includes meeting the needs of the new English language learner.

Fall 2019, Fall 2020

LAE 4466-Canonical Text and YA Literature

Provides a focus on special applications for teaching canonical texts while demonstrating the

Elsie L. Olan

5/2023

bridge between canonical text and young adult literature in teaching English Language Arts at middle and high school.

Summer 2016, Spring 2018, Spring 2020

LAE 4360-English Instructional Analysis for Secondary Education

Course objectives for a school curriculum and methods and materials which have special application for teaching English at the middle grades and high school

Fall 2014, Spring 2015, Fall 2015, Spring 2016, Spring 2017

RED 4043-Content Reading in Kindergarten through grade 12

Explores Content literacy in the K-12 school curriculum; Principles, strategies, assessment, and promising practices.

Summer 2017

LAE 4970H-C203-Honor Undergrad Thesis.

Spring 2013, Fall 2013, Spring 2014, Summer 2014, Fall 2014, Spring 2016, Summer 2016, Fall 2016, Summer 2017 and Summer 2018

LAE 4361-Literacy Strategies in the Digital Age for Middle and High School

Created course for Summer 2015 taught

Spring 2016

EDE 494I- Study Abroad Secondary Internship II

Plymouth, UK (University of St. Mark & St. John)

Created (short-term)

EDG 4954- International-Bilingual School Experience

Castilla & Leon-Spain

Restructured Study Abroad 2019

Fall & Spring

UNDERGRADUATE COURSES

The Pennsylvania State University,

University Park

Department of Curriculum and Instruction College of Education

2008-(May) 2012

LLED 411

Methods course for secondary English on the teaching of writing (2009-2011).

Consultant

Professional Development School partnership between Penn State and the State College Area High School. Mentor and supervisor to preservice teacher interns (2008- present).

Academic Success Coordinator

Summer College Opportunity Program in Education Office of Multicultural Programs. Academic supervisor for high school juniors and seniors in a summer college program (2009-2011).

Supervisor

Curriculum and Instruction Field Experiences. Supervised secondary education. Language Arts preservice teachers in schools and taught a weekly seminar (2008-2009).

UNDERGRADUATE COURSES

University of Puerto Rico, Mayagüez Campus,
Department of English College of Arts

2007-2008

English 3236 Technical Writing
English 3104 Intermediate English

English 3203 Intermediate English
English 3236 Technical Report
Writing
English 3203 English Composition and Reading

NCATE Accreditation committee.

Prepared report for NCATE accreditation of English teacher education program.

Translator for ACBSP Accreditation report for business administration programs across eight university campuses.

Coordinator, Teaching Assistant Development and Support (TADS). Internship- style program for secondary education majors in a year-long placement in public high schools.

UNDERGRADUATE COURSES

Catholic Pontifical University,
Mayagüez Campus, Puerto Rico

2005-2008.

English 110 Reading, Grammar, and Vocabulary Fundamental
Skills English 114 Basic Principles of Reading and Writing
English 115 Oral Communication and Listening
Comprehension English 120 Conversational English
English 121 Oral Communications for Education Majors Specializing in English

**Southwestern Educational Society
English Immersion School,
Mayagüez, Puerto Rico,**

1992-2007.

English Department Head Coordinated English department for grades one through twelve (2004-2007).

English Teacher Taught English for grades six, eight, nine, and ten along with junior/senior SAT exam prep and Public Speaking electives (1992-2007).

Resource Program Teacher. Responsible for improving students' writing skills grades eight through twelve (1996-1999).

English Teaching Intern, CROEM Mayagüez, 1991 - May 1992.

Independent English Tutor - Southwestern Puerto Rico area, 1987-January 1991.

TEACHING ENHANCEMENT ACTIVITIES

Curriculum Development

Graduate Online Programs (MAT/MED)

2022-2023

In our M.A.T. and M.Ed. online programs, we enhance students' learning experiences by integrating theoretical knowledge and practical knowledge.

Because of the accessibility provided by online learning, students are likely to encounter a much more diverse classroom experience. Students from all backgrounds and locations across the country and globe are able to participate in online programs and share their learning and teaching experiences with others as they embark on their learning journey.

Graduate Program Sequencing

2015-2014

Sequencing of M.A.T. and M.Ed. courses in order to improve our recruitment and program.

Undergraduate Program Sequencing

2015-2013

Sequencing and revision of the undergraduate Secondary English Language Arts Education program included curriculum revisions in order to align with current standards and initiatives, and best professional practices.

Development of New Courses

2016-2015

LAE 4466 (Canon, YA Literature and the English Language Arts Curriculum) I created, submitted and received institutional approval for this course in the Secondary Language Arts Track.

2015-2014

LAE 4361 (Literacy Strategies in the Digital Age for Middle and High school) LAE 5496 (Literacy Strategies for Content Areas) I created, submitted and received institutional approval for this course in the Secondary Language Arts Track.

EDE 4941 (England Study Abroad: Children and Adolescent Literacy Research) Created (short- term) Study Abroad Secondary Internship II -Plymouth, UK (University of St. Mark & St. John)

Teacher Workshops

Olan, E.L. (2016). Literacy writing quadrants as a metacognitive tool for teacher preparation. Paper 77. *SoTL Commons Conference*. Savannah, GA.
<http://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2016/77/>

Campbell, L & **Olan, E.L.** (2016). Developing STEAM/ STREAM knowledge through complex informational text analysis and video creation. Share Fair Nation, KIPP School, Washington, D.C.

Olan, E.L. (2016). Using literacy quadrants for collaborative coaching. Seventh Annual Florida Literacy Coaches Association Institute. Morgridge International Reading Center. University of Central Florida. Orlando, FL.

Campbell, L & **Olan, E.L.** (2016). Developing STREAM knowledge through complex informational text analysis and video creation (Aquaponics). Share Fair Nation: Professional Development by Educators for Educators. University of Central Florida. Orlando, FL.

Olan, E.L. (2015). Writing workshop retreat: Low and high states writing. Orange County Public Schools IB Coordinators. University of Central Florida. Orlando, FL.

Olan, E.L. (2015). Young adult literature and writing. Florida Literacy Coaches Association. Orlando, FL.

Olan, E. L. (2015). Reading and Writing Connections: A Writing Workshop for Teachers. Council of Language Arts Supervisors Fall Conference. Morgridge International Reading Center. University of Central Florida. Orlando, FL.

Olan, E.L. (2014). Professional and ethical behavior for teacher candidates, inductees and members of KDP. Kappa Delta Pi Professional Development Kappa Delta Pi. Workshop at University of Central Florida, Orlando Campus.

Olan, E.L. (2011). "Privilege walk" diversity seminar. Presented to the students of Introduction to Women's Study class and Instructor at The Pennsylvania State University, University Park, PA.

- Olan, E.L. (2011). "Privilege walk" Diversity Seminar: Presented to the students of Introduction to Women's Study class and Instructor at The Pennsylvania State University, University Park, PA.
- Olan, E.L. (2011). Cultural proficiency/ diversity seminar. Presented to Professional Development School (PDS) interns and course instructors at Park Forest Middle School.
- Olan, E.L. (2010). Cultural proficiency/ diversity seminar. Presented to Professional Development School (PDS) interns and course instructors at Mount Nitanny Middle School.
- Olan, E.L. (2009). Cultural proficiency/ diversity seminar. Presented to Professional Development School (PDS) interns and course instructors at Mount Nitanny Middle School.
- Olan, E.L. (2008). Beyond rhetorical correctness. Presented to the students of Teaching Assistant Development and Support (TADS) from the English Department of University of Puerto Rico-Recinto Universitario de Mayagüez: special guest :Jenee Alicia Chizick: founder and editor of Motivos bilingual Magazine. Mayagüez, Puerto Rico.
- Olan, E.L. (2008). Empowering teachers: using teaching images to understand self. Presented to the students of Teaching Assistant Development and Support (TADS) from the English Department of UPR-RUM. Mayagüez, Puerto Rico.
- Olan, E.L. (2008). Grading strategies: resistance to rubric method. Presented to the students of Teaching Assistant Development and Support (TADS) from the English Department of UPR-RUM. Mayagüez, Puerto Rico.
- Olan, E.L. (2008). The book club. Project presented to English Department Faculty at University of Puerto Rico-RUM. Mayagüez, Puerto Rico.
- Olan, E.L. (2008). What about E-Portfolios and Portfolios? Presented to the students of Teaching Assistant Development and Support (TADS) from the English Department of UPR-RUM. Mayagüez, Puerto Rico.

DOCTORAL DISSERTATION AND THESIS WORK***Chair/Co-chair***

*Completion year

Audra L. Greuel (*2023-Summer). *Exploring How Secondary Teachers Make Sense of Teaching Ideologies and Instructional Practices in Mixed-Ability Heterogeneous Classrooms: An Interpretive Phenomenological Case Study*

Aslhleigh D. Ramdorsingh (*2023-Summer/co-chair Dr. Damico). *Investigating How Writing as a Creative Process Can Influence the Process of Writing a Dissertation.*

Matthew Sylvester (*2023-Summer). *The Manifestation of Toxic Masculine Beliefs in Secondary English Curriculum and Instruction in The Southeast United States: A Grounded Theory Study*

Duaa K. Lutfi (*2022). *Phenomenological Study Exploring Teacher Narratives and Experiences with Professional Development in Middle School English Language Arts Classrooms.*

Ashley Rowe (*2021). *Exploring Retention Issues In K–12 Virtual Education Courses.*
Co-chairing with Glenda Gunter

Rumph, R. (*2021). *An exploration of Orange County Public Schools prekindergarten teachers' self-perception of culturally responsive pedagogy.*

Vu, Marcus (*2017). *A phenomenological study on the implementation of Louise Rosenblatt's transactional theory and its impact on teacher-efficacy for literacy instruction in an online environment.*

Belló, P. (*2016). *A hermeneutic study of secondary English language arts teacher candidates' writing instruction experiences in ESOL methods courses.*

Huff, F. (*2015). *A grounded theory study of the experiences of gender and sexually diverse high school students: Balancing school ethos.*

Committee Member

*Completion year

Lobanova, Ekaterina(2022). *Perceptions of the effectiveness of university-based educational leadership programs in developing instructional coaching skills.*

Madondo Bafana S'phiwe (207523550)(2021). *Exploring children's popular culture as a resource for english creative writing in an isizulu-speaking grade 6 class: a teacher's self-study.* Chair: Kathleen Jane Pithouse-Morgan

Swenson, Guy. (2020). *An analysis of teacher decision-making in grading tenth grade student writing in English language arts.* Chair: Jerry Johnson

Buckridge, H. (*2016). *Mixed reality experiences in the M.Ed. educational leadership program: student perceptions*. Chair: Dr. Rosemarye Taylor

Yanni, M. (*2015). *Retention in associate degree students*. (Ed Lead –Ed.D.). Chair; Dr. Rosa Cintron

Way, G. (*2015). *The moral development of the student nurse in an associate agree in nursing program who is also concurrently enrolled in a bachelor degree in nursing program*. (Ed Lead –Ed.D.) Chair: Dr. Rosa Cintron

Michel, W.G. (posthumous). *A phenomenological investigation of Haitian men in pursuit of a doctorate degree*. Chair: Dr. Rosa Cintron

Edmundson, H. (*2014). *A study of the impact of joint primary caregiver-student learning on self-efficacy and reading literacy*. Chair-Dr. Carolyn Hopp

Shaw, H. (*2014) *Single mothers in graduate school: An exploration of the continuum of motivation*. Chair: Dr. Rosa Cintron

McGann, D. (*2013). *NAEP-related visual arts assessment in classroom applications*. Chair: Dr. Thomas Brewer

Thesis

MEd/MAT

Parker, Kyle. (2022). Visual frameworks and analysis: investigating the link between primary texts and graphic novel adaptations utilizing semiotic & visualization framing techniques.

Smith, S. M. (2022). Discourse analysis of young adult (YA) literature: analyzing depictions of anxiety in YA fiction.

Gentile, M.E. (2022). Reading and Writing for High School Student Identity Construction.

Moncrieff, K. (2021). A grounded theory study of high school parents' predicative behaviors and measures used to cope with covid-19.

Serrano Cruz, D. (2020). Ethnographic case study on international baccalaureate (ib) seniors' self-esteem and perception of labels in a title 1 school.

Caudle, C. (2020). Using the Enneagram as a Lens for Culturally Sustaining Pedagogy in the Ninth Grade English Language Arts Classroom.

Wharin, C. (2020). The Implementation of an Interdisciplinary Literacy Approach to Examine Effects on Writing Self-Efficacy in a Fourth Grade Classroom.

Williams, T.(2020). Tenth graders' response to dystopian literature: an exploratory ethnography .

Assudani, K.(2020). The relationship between student self-efficacy and close reading in a ninthgrade ELA classroom.

Bernozzi, A. (2020). How Young Adult Literature Better Informs Canonical Literature in the 9th Grade English Language Arts Classroom

Gannon, M. (2019). The Impact of Youths' Digital Citizenship Levels on Their Self-efficacy.

Jessica McMaster (2019). An Ethnographic Study Examining the Effect of Teachers' Socio Political Bias on Latinx Students and School Culture.

Walsh, S. (*2019). Digital education: the impact of change, acceleration, and student achievement improvement

McMaster, J. (*2019). An ethnographic study examining the effect of teachers' socio-political bias on latinx student academic performance and school culture.

Gruel, A. (*2019). A narrative research study of self-selected tracking on motivation in 10th grade english language arts classes.

Austin, C. (2019). A grounded theory study of the deficit narrative perpetuated about marginalized students of color

Honors in the Major Chair

Goltermann, Claire. (*2021). *The relationship between zero tolerance policies and the school-to-prison pipeline in florida schools.*

Monterieff, Kaitlyn. (*2019). *An exploration of Teacher perceptions of the presence of cultural reproduction in two middle schools.*

Verbitskaya, Michelle (*2019). *A mixed-method study of international students' perceptions of L1 and its impact on L2.*

Briand, Casey S. (*2016). *A grounded theory study of the impact of school report cards on high school English language arts teachers' self-efficacy and perceptions of student writing.*

Austin, C. (*2014). *The representation of poverty in pre-war and post-war American literature.*

Lutfi, D. K. (*2013). *The realm of self-regulated learning (SRL): An examination of SRL in a language arts elementary setting and its relevancy to trends in our current curricula.*

Committee Member

Adams, E. (*2014). *Bringing john green to schools: incorporating young adult literature in a secondary English language arts classroom.* Chair-Dr. Jeffrey S. Kaplan

Blackmon, T. (*2015). *The nature of and importance of art criticism and its educational applications for K-12 teachers*. Chair -Dr. Thomas Brewer

Kunkel, J. C. (*2015). *Analyzing and examining gender bias and stereotypes in Caldecott winner and honor books from 2001-2014*. Chair- Taylor Wenzel

Warskok, K. (2014-Present). *The art teachers' guide to the galaxy: Teaching a process to spark the dawn of the creative universe*. Chair- Dr. Thomas Brewer

Williams, A. (*2015). *Exploring how a children's literature course might affect the perceptions and motivations of elementary preservice teachers (PST) toward aesthetic reading*. Chair-Dr. Rita Buchoff & Dr. Sherron Roberts

STUDENT-MENTEE RECIPIENTS OF AWARDS & RECOGNITIONS

Audra L. Greuel

2023 UCF 30 Under 30 Alumni Award,

2022 Research Showcase Presenter (4th Place),

2021 Lake Brantley High School Teacher of the Year,

2019 Joye Coy Shaffer Past Presidents Scholarship

2017- 2018 Present Highly Effective Teacher in Performance of Students,

2017- Present Highly Effective Teacher in Instructional Practice,

Kaitlyn Montcrieff.

2019

The University of Central Florida, Honors in the Major Thesis Award

Casey S. Briand

2017

The University of Central Florida, Honors in the Major Thesis Award

Paula Bello

2016

Invited to the Doctoral Student Seminar of the Narrative Research

2016-Special Interest Group

Dr. Jean Clandinin, American Educational Research Association

Cavel C. Austin

Florida High Impact Teacher

2018

The University of Central Florida Pegasus Award

2015

PROFESSIONAL SERVICE AND GOVERNANCE

University Service and Governance

University of Central Florida

College of Community Innovation and Education

ï Research Committee (2018-2021)

ï School of Teaching, Learning and Leadership (STLL) Faculty Senate Representative (2015-2018/ 2018-2021) (2023-2026)

- ï Graduate Council Curriculum Committee (2015-2018/ 2018-2021/ 2023-2026)
- ï Graduate I Dissertation Chair Faculty (2015- Present)
- ï Graduate Faculty Scholar, College of Graduate Studies (2012-Present)
- ï MIRC Council Member (2013-2015)

College Service

College of Community Innovation and Education

- ï Graduate Curriculum and Standards Committee (GCSC) Chair (2014-2016)
- ï Annual Evaluation Standards and Procedures (AESP) Committee Member(2013-2016)
- ï Undergraduate Admission and Retention Committee (UARC) Alternate (2013-2016)

Department Level

- ï Member for Search Committee -Assistant Professor, K-12 Reading Education Position, (Position # R102396) Dec.-March 2023.
- ï Program Track Coordinator -English Language Arts Education Track, Secondary (B.S./M.A.T./M.Ed.) (2013-Present)
- ï Search Committee Chair-Assistant/Associate Professor, Secondary English Language Arts Education (Position # 37340). October 2014-February 2015.
- ï Member for Search Committee -Assistant Professor, K-12 Reading Education Position, (Position # 36210) May-July 2014.
- ï Search Committee Chair- Assistant Professor, World Languages ESOL Education (Position # 32336). February-May 2013.

Professional Service

- ï Co-chair of the English Language Arts Teacher Educators (ELATE) Commission on Writing Teacher Education (2023-Present)
- ï Secondary English Language Arts Advisory Board (2015-Present).
- ï FRA Board of Directors-District Director Central Florida (2015-2018).
- ï International Chapter NAME Board member of The National Association for Multicultural Education- International Chapter (2015-2017).
- ï Mixed-Mode International Conference on Poverty, Globalization and Schooling: A Holistic Approach-Director (2015-present).
- ï Central Florida Literacy Council (CFLC) President (2015-2017).
<http://www.centralfloridaliteracycouncil.com/about-us.php>
- ï Central Florida Literacy Council (CFLC) President Elect (2014-2017).
<http://www.centralfloridaliteracycouncil.com/about-us.php>
- ï Morgridge International Reading Center (MIRC) Advisory Council, University of Central Florida, Orlando, Florida (2014-present).
- ï KALEIDESCOPE: Holistic Teaching and Learning Laboratory-Writing Workshop/ Institute-Director (2013-Present).

Community Service

Olan, E. L. (10/20/2022). Writing Assessment. Jones High School. TQP Partnership for Secondary Interns (ELA/Science).

Olan, E. L. (11/10/2022). Interdisciplinary and Transdisciplinary Reading and Writing. Jones High School. TQP Partnership for Secondary Interns (ELA/Science).

Olan, E. L. (2021-2023). Emerging Leaders Fellowship (ELF) Mentor. Council of English Leadership.

Olan, E. L. (2017-2020). Literacy Contracts and Literacy Quadrants as Metacognitive Tools. Nease High School/ SJRSC Dual Enrollment-St. Johns County School District.

Olan, E.L. & Jeanpierre, B. (2016-present). Computing and Literacy, Orange County Public Schools.

Olan, E.L. & Walters, L. (2014-present). Experiential Writing and Multi-Sensory Learning Activity: Oyster Reef Restoration with pre and in-service teachers and members of Coastal & Estuarine Ecology Lab at Fellers House in Canaveral National Seashore. <https://www.facebook.com/UCFCEELAB/>

Olan, E.L. (2015). UCF Teen Writing Workshop-UCF Book Festival. University of Central Florida, Orlando, FL. <http://today.ucf.edu/ucf-book-festival-offers-teens-chance-go-readers-authors/>

Olan, E.L. (2014). UCF Teen Writing Workshop-UCF Book Festival. CFE Arena, Orlando, FL. Florida Literacy and International Reading (FLaIR) Faculty Fellows <http://education.ucf.edu/mirc/flair.cfm>

Morgridge International Reading Center (MIRC) Advisory Council (2013-2015) University of Central Florida, Orlando, FL.

Creating instructional material during Spring 2013 Language Arts in the elementary school class (LAE 4314 and Dr. Olan) for *Rising tides: A guide to sea level rise and the coastal organisms it will affect*. Walters, L. and Katz, S. (2012).

Editing *As the seas rise: How coastal plants and animals will be affected by sea level rise*. Dr. E. Olan's Spring 2013 Language Arts in the Elementary School class (LAE 4314) and Dr. Olan) Walters, L. and Katz, S. (2013)

Health Group Leader, PreventObesity.net

Group leader of an online national network of people solely dedicated to reversing the childhood obesity epidemic. As an advocate, I connect with leaders across the movement with hundreds of thousands of Supporters in advocacy efforts to implement policies that will help reduce childhood obesity nationwide.

Implemented “Go, Slow, Whoa!” messaging and narrative pedagogy in a second grade classroom at a charter school, Choices In Learning.

Editorial Board / Reviewer Experiences

2022-Present

Associate Editor- **Frontiers** in Education (Teacher Education Section) H-index is 19.

Elsie L. Olan
2020-2021

5/2023

Examiner for a higher degree candidate of University of KwaZulu-Natal-
South Africa

2018- Present

Co-Editor of *Florida Literacy Journal*

2016-Present

Teacher Education Quarterly-Article Reviewer

2015

The Dragon Lode- Article reviewer (**juried journal**)

2015

Proposal reviewer for 2015 National Council of Teachers of
English (NCTE)

2015

Proposal reviewer for 2014 American Educational Research
Association (AERA)

Division K – Teaching and Teacher Education, Section 3 –
Teachers’ and Teacher Educators’ Lives: Lived Experiences,
Socialization and Developments

SIG-Self-Study of Teacher Education Practices

SIG-Writing and Literacies SIG-Hispanic Research Issues

SIG- Portfolios and Reflection in Teaching and Teacher Education

2014

Educational Action Research – Article reviewer (**fully-refereed, peer
reviewed**)

2014-Present

Proposal Reviewer for American Educational Research
Association (AERA)

2013-Present

Proposal Reviewer for American Association of Colleges
for Teacher Education (AACTE)

2014

Journal of Family Diversity in Education- Article reviewer
(**fully-refereed, online journal**)

2013-Present

Florida Reading Journal- Article Reviewer

2013- Present

Action in Teacher Education-Article Reviewer

2013

Literacy Research and Instruction-Guest Reviewer

2009

Catalyst for Change

Special issue on Voices of Teachers -Article Reviewed

Professional Development and Advanced Teacher Training

2022

FCTL-Holiday Retreat 12/15/ 2022

2022

FCTL-Teaching and Learning Day (TLD) - 9/20/2022

2022

Summer Faculty Development Conference: FCTL Track

2021

Karen L. Smith Faculty Center for Teaching and Learning in 2021:
Zoomtastic Workshop Series - 6/9/2021

2020

Teaching & Learning Day (TLD): Motivating Students in Remote or Online Courses
ONLINE 07/10/2020

- 2018 Faculty Development Panel –Summer Conference 2018. Dialogic Interactions and Reflections about Methodology in an Interdisciplinary Writing Group.
- 2017 Course Innovation Project on Engaging Pedagogies Faculty Center for Teaching and Learning. Revisiting LAE 4360-English Instructional Analysis.
- 2017 Faculty Development Cohort “Writing Your Journal Article in 12 Weeks.” Faculty Center for Teaching and Learning, University of Central Florida.
- 2016 Writing Across the Curriculum (WAC) **Faculty Fellow**
Writing Across the Curriculum (WAC) **SoTL** Project Participant
Summer Faculty Development Conference-Lesson Planning as a Genre: Crafting a **SoTL** manuscript
- 2015 Winter Faculty Development Conference 2015
Promoting dialogic interaction, constructive feedback and transformative learning in a book blog assignment
- 2015 Writing Across the Curriculum (WAC) SoTL Project Participant
- 2014 Winter Faculty Development Conference
Students' Literacy Experiences with Reflective Narratives and Reflexive Instructional Approaches: Fostering Online Discussion
- 2014 Web-enhanced Professional Development Course (IDL 6543)
Center for Distributed Learning Online Blended Teaching Faculty
- 2013 Winter Faculty Development Conference
Promoting Critical Thinking through Literacy Narratives and Reflections
- 2013 Literacy Group Writing Learning Outcomes
Writing Across the Curriculum (WAC) **Fellow**
College of Education and Human Performance Literacy Group
- 2013 Online course development certification
(ADL5000) Center for Distributed Learning
Online Blended Teaching Faculty
- 2013 Globalization, Information, Policy & Knowledge
Production International Conference
The Information & Policy Analysis Center, Inc.
- 2012 Faculty Learning Community Member, University of Central Florida

PROFESSIONAL MEMBERSHIP AND AFFILIATIONS

International Chapter NAME International Chapter, 2015-Present

Commission on Writing Teacher Education (CEE), 2015-Present

Florida Reading Association (FRA), 2014-Present

International Literacy Association (ILA), 2014-Present

Central Florida Literacy Council (CFLC), 2014-Present

Assembly on Literature for Adolescents of the NCTE (ALAN),

2013-Present Member of Conference of English Education

(CEE), 2010-Present

NCTE-ELATE (2013-present)

Member of American Association of Colleges for Teacher Education,

2008-Present (AACTE) Member of Conference of English Leadership

(CEL), 2008-Present Member of Pi Lambda Theta, 2008-Present

Member of American Educational Research Association (AERA), 2008-Present Co-

Founder, Book Club - University of Puerto Rico, Mayagüez Campus, 2008-Present

Member of Association for Supervision & Curriculum Development (ASCD), 2004-

Present Member of National Council of Teachers of English (NCTE), 2004-Present

Honorary Commission of the Congressional Youth Leadership Council,

2001-Present Certified English Forensic League Judge, 1993-Present

Forensic League Moderator, 1993-2007

Member of Teachers of English to Speakers of Other Languages (TESOL), 1992-2007

