

Dr. Dorothy Valcarcel Craig
Professor of Education
Womack Department of Educational Leadership



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Formal Education

Post Doctoral Studies – English as a Second Language – 1999-2000

University of Memphis, Memphis TN
Tennessee State University, Nashville TN

Doctor of Education

Curriculum & Instruction – Emphasis: Educational Technology – December 1997
Tennessee State University, Nashville TN
Dissertation: *When the Learner is in Charge: Technological Literacy Patterns in a Student Inquiry Program for Fifth Graders*

Education Specialist

Curriculum & Instruction – Emphasis: Curriculum Development – May 1995
Middle Tennessee State University, Murfreesboro TN

Fellowship – The Iowa Chautauqua – July 1995

The University of Iowa, Iowa City IA
Funded through Williamson County Schools

Fellowship – Science, Technology, Society – June 1995

The University of Tennessee, Chattanooga
Funded through Williamson County Schools

Fellowship – The Tennessee Academy of Teachers of the Gifted – June 1994

Belmont University, Nashville TN
Funded through Williamson County Schools

Master of the Arts in Education – Emphasis: Early Childhood Education/Diagnostic and Prescriptive Reading – May 1988

East Carolina University, Greenville NC

Bachelor of Science, Magna Cum Laude – Early Childhood Education – December 1986
East Carolina University, Greenville NC

Professional Certification & Specialized Training

PRC (Peer Review Course) – Quality Matters, June 2019
QM Rubric Course – Quality Matters, May 2019
Certified Faculty Developer (C.F.D.) – LERN, April 2012
Certified Online Instructor (C.O.I.) – LERN, May 2005
Tennessee Professional License – Career Ladder I – Pre K through 3
North Carolina Teaching Certificate – Reading Specialist; K-6; 7-9; Mentor; Gifted Education; ESL

Professional Experience

Faculty Member – August 1996 – present
Professor of Education – Fall 2007 – present
Program Director – M.Ed. / C&I / ESL; Initial License; Add-On Endorsement; Job Embedded - Fall 2006 – present
Womack Family Department of Educational Leadership
Middle Tennessee State University, Murfreesboro TN

Honors Faculty – 1999 to 2010
Graduate Faculty – Doctoral Status – 2000 to present
Middle Tennessee State University, Murfreesboro TN

Associate Dean for Teacher Education – August 2002 to August 2004
College of Education and Behavioral Science
Middle Tennessee State University, Murfreesboro TN

Curriculum Specialist – Content Areas & Technology – July 1995 - August 1996
21st Century Classroom Teacher – August 1993 – June 1995
Williamson County Schools, Franklin TN

Classroom Teacher, Summer School Teacher, Interim Teacher – August 1987 - June 1993
Pitt County Schools, Greenville NC

Graduate Teaching Assistant/Diagnostic & Prescriptive Reading – Summer 1987
East Carolina University, Greenville NC

Course Designer / Instructor / Reviewer / Mentor
Middle Tennessee State University / Blackboard, WebCT, Canvas & D2L CMS

Developer & Course Author - Online Courses:

FOED 1110 / Education as a Profession – Course Designer & Instructor

FOED 2110 / Educational Psychology – Course Designer & Instructor

FOED 6610 / Educational Research – Course Designer

FOED 6620 / Action Research for Practitioner-Based Environments – Course Designer & Instructor

FOED 6022 / Foundations, History, and Legal Aspects of ESL and Bilingual Education – Course Designer & Instructor

FOED 6860 / Digital Youth: Language Learning in a Participatory Culture – Course Designer & Instructor

FOED 7610 / Individual Directed Research – Course Designer & Instructor

FOED 7640 / Thesis Research – Course Designer

SPSE 5260 / Studies in Curriculum Development – Course Designer & Instructor

SPSE 6140 / Teacher Leadership for School Improvement – Course Designer & Instructor

SPSE 6430 / Introduction to Curriculum Development – Course Designer & Instructor

SPSE 6520 / Teaching ESL Grammar and Writing – Course Designer

SPSE 6712 / Fieldwork and Professional Collaboration in ESL Classrooms – Course Designer, Instructor & Field Coordinator

SPSE 6700, 6710, 6720 / Practicum in ESL – Course Designer & Instructor

SPSE 6800 / Curriculum Design for ESL Classrooms – Course Designer & Instructor

SPSE 6820 / Second Language Acquisition: Cultural Aspects, Theory, Research, Practice – Course Designer & Instructor

SPSE 6830 / Assessment and Evaluation of English Language Learners in Tennessee –
Course Designer & Instructor

SPSE 7010 / Advanced Educational Research Methods – Course Designer & Instructor

SPSE 7170 / Learning Theories and the Educational Process – Course Designer

SPSE 7180 / Qualitative Methods and Analysis – Course Designer & Instructor

SPSE 7280 / Ethnographic Methods and Analysis – Course Designer & Instructor

SPSE 7130 / Curriculum: Structures & Functions – Course Designer & Instructor

YOED 6020 / Literacy & Content Instruction for ELs – Course Designer & Instructor

YOED 6030 / Methods, Instruction, Assessment for Teaching ELs in the Regular
Education Classroom – Course Designer & Instructor

YOED 6680 / Issues & Trends in Teaching & Learning – Course Designer

Developer & Course Author - M.Ed. C&I DTL Online Courses

FOED 6021 / Foundations & Legal Aspects of Digital Teaching & Learning – Course
Designer & Instructor

DTL 6000 / Digital Teaching & Learning Environments - Course Designer & Instructor

DTL 6010 / Curriculum Design for Digital Teaching, Learning, & Diversity - Course
Designer & Instructor

DTL 6020 / Digital Citizenship: Literacy & Content Instruction - Course Designer &
Instructor

DTL 6030 / Assessment & Evaluation in Digital Learning Environments - Course Designer
& Instructor

DTL 6040 / Project Management in Digital Teaching & Learning - Course Designer &
Instructor

DTL 6050 / Designing DTL Professional Development Programs - Course Designer &
Instructor

Web-Enhanced Courses:

FOED 1110 / Education as a Profession Honors – Web-Enhanced Course Designer & Instructor

FOED 2110 / Educational Psychology Honors – Web-Enhanced Course Designer & Instructor

SPSE 3220 / Teaching with Technology – Course Instructor

LS 4150 / Books & Media for Children – Course Instructor

YOED 3100 / Methods & Strategies for Instruction – Course Instructor

YOED 4000 / Managing the Classroom for Instruction – Course Instructor

Hybrid Course:

FOED 7640 / Thesis Research – Course Designer, Instructor, & Coordinator*

*Pilot Course for *Illuminate Live!*

Regents Online Degree Program (RODP) / WebCT (2002-2005):

TELC 5006 / Teachers as Agents of Change – Online Course Designer & Instructor

TEAE 6020 / Methods for English as a Second Language – Online Course Designer & Instructor

Examples - Course Reviewer and Mentor (Online Mentoring Program / MTSU):

ANTH 4520 / Southeastern US Archaeology – Mentor and Reviewer

ENGL 3750 / Introduction to Linguistics – Mentor and Reviewer

MGMT 6250 / Healthcare Resource Management – Mentor and Reviewer

BCEN 4640 / Issues and Trends in Office Management – Mentor and Reviewer

BCEN 6950 / Computer-Based Instruction – Mentor and Reviewer

ELED 3300 / Digital Learning for K-12 – Mentor and Reviewer

FOED 6211 / Educational Psychology – Reviewer

FOED 7060 / Seminar in Educational Foundations - Reviewer

FOED 7090 / Seminar in Conducting School Improvement - Reviewer

HUM 2160 / Foreign Literature in Translation – Mentor and Reviewer

LS 5150 / Books and Media for Young Adults – Reviewer

NURS 6400 / Introduction to Clinical Health Care – Mentor and Reviewer

PSY 4655 / Foundations in Mental Health Counseling – Mentor and Reviewer

SPSE 7720 / Brain-Based Learning Teaching and Learning – Reviewer

SPSE 6810 / Grammar for ESL – Reviewer

SPSE 7710 / Historical Contexts of Multicultural Education – Reviewer

SPSE 7730 / Human Diversity in a Variety of Learning Environments – Reviewer

UNIV 4995 / The Culminating Project – Mentor and Reviewer

Examples Lead Instructor for Online Sections and Online Mentor (Online Mentoring Program / MTSU):

FOED 6022 / Foundations, History, & Legal Aspects of ESL & Bilingual Education
Mentees: Dr. Meghan L. Sanders, Dr. Johnna Paraiso, Dr. Rebecca Zanolini
Fall, 2014, Fall 2013

SPSE 6430 / Introduction to Curriculum Development
Mentee: Dr. Michelle Arnold, Dr. Charles Milligan
Fall 2013, Spring 2013, Fall 2014, Fall 2015, Fall 2016

SPSE 7010 / Advanced Educational Research Methods
Mentee: Dr. Michelle Arnold
Fall 2013, Spring 2013

YOED 6030 / Methods, Instruction, Assessment for Teaching ELs in the Regular Education Classroom
Mentee: Dr. Christine Thompson, Dr. Johnna Paraiso
Fall 2013, Fall 2014

SPSE 7180 / Qualitative Methods & Analysis

Mentee: Dr. Meghan L. Sanders

Summer Session 2013

YOED 6680 / Issues & Trends in Teaching & Learning

Mentee: Dr. Christine Thompson

Summer Session 2013, 2014, 2015, 2016

FOED 6620 / Action Research for Practitioner-Based Learning Environments

Mentee: Dr. Meghan L. Sanders, Dr. Johnna Paraiso, Dr. Angela Risto, Dr. Charles Milligan, Dr. Rebecca Zanolini

Spring 2013, Spring 2014, Spring 2015, Spring 2016

FOED 6830 / Education & Digital Youth

Mentee: Dr. Charles Milligan

Spring 2014, Spring 2015, Spring 2016, Spring 2017

Mentee: Dr. Meghan L. Sanders

Spring 2013

SPSE 6800 / Curriculum Development for ESL Classrooms

Mentee: Dr. Johnna Paraiso

Spring 2014

Mentee: Dr. Christine Thompson

Spring 2013

SPSE 6830 / Assessment & Evaluation of English Language Learners

Mentee: Dr. Charles Milligan

Spring 2014, Spring 2015

Mentee: Dr. Christine Thompson

Spring 2013

Course Designer / Reviewer

Coastline Community College / SAKAI CMS:

SPEECH 1001 / Intercultural Communications – Online Course Reviewer

Doctor of Education (Ed.D). Dissertation Committee Chair or Member

Middle Tennessee State University

Keith Cornelius (Served as Committee Chair)

Title: *Adolescent Youth: An Examination of the Essences and Experiences of Youth in Appalachia*

Defense: May 2016

Elizabeth Vest (Served as Committee Chair)

Title: *Through the Eyes of Novice Teachers: Professional Learning Communities at Work*

Defense: May 2016

Joel Rowlett (Served as Committee Member)

Title: *Examining Obstacles Faced by African American Males Regarding Entrance to Advanced Placement Classes*

Defense: October 2013

Tennessee State University

Rebecca Zanolini (Served as Committee Member)

Title: *The Underrepresentation of Latino College Students in Public Higher Education In Tennessee: A Qualitative Observation of Latino Students at Nashville State Community College*

Defense: May 2016

Angela Risto (Served as Committee Member)

Title: *Analysis and Impact of Text Messaging on Academic Writing Among ESL High School Students*

Defense: May 2014

Johnna Paraiso (Served as Committee Member)

Title: *An Examination of the Use of Social Media Among ESL Teachers*

Defense: October 2012

Education Specialist (Ed.S.) Thesis Committee Chair

Middle Tennessee State University

Crystalynn Cunningham

Title of Study: *Web 2.0: Understanding Teacher Perceptions and Barriers That Prevent*

Utilization in the Classroom

Defense: Spring 2011

Teresa Vaughn

Title of Study: *Preservice Teacher Perceptions of Technology Integration*

Defense: Spring 2011

Angeline King Gaddy

Title of Study: *Effectiveness of Correcting Quizzes in the Algebra II Classroom*

Defense: Spring 2010

Scott Haupt

Title of Study: *Teacher Morale, Job Satisfaction, and Retention: Getting to the Heart of the Matter*

Defense: Spring 2010

Education Specialist (Ed.S.) Thesis Committee Member

Middle Tennessee State University

Nicole Brown

Title of Study: *Friend or Foe: The Impact of No Child Left Behind Reformation on Urban Teacher Education Programs*

Defense: Spring 2010

Heather Martin

Title of Study: *The Positive Effects of Total Physical Response in the Content Area Classroom*

Defense: Spring 2010

Chara Webster

Title of Study: *Academically Diverse Classes and Academic Achievement*

Defense: Spring 2010

**Mentor for Graduate Scholars and Presentations / MTSU Scholar's Week
Action Research – IRB Approved Studies**

Title: *The Examination of Scheduling and English at ELS*

Graduate Researcher & Scholar: Sattam Alkhuleeb (M.Ed. Candidate)

Served as Mentor, 2014

Title: *Breaking News: Has Traditional Media Lost its Touch?*

Graduate Researcher & Scholar: DeJanel Henry (M.Ed. Candidate / Admin)

Served as Mentor, 2014

Title: *Motivational Factors and Study Habits that Contribute to Academic Success in a Foreign Language*

Graduate Researcher & Scholar: Kerri Huffines

Served as Mentor, 2014

Title: *The Challenges of Acquiring English Speech for Students Who Learn English as a Second Language*

Graduate Researcher & Scholar: Ghaliah Khayyat (M.Ed. Candidate)

Served as Mentor, 2014

Title: *Connecting with the Community: Bridging the Gap Between Schools and Parents in Metropolitan Nashville Public Schools (MNPS)*

Graduate Researcher & Scholar: Rebecca Kokubun (M.Ed. Candidate)

Served as Mentor, 2014

Title: *Learning Sight Words without Drill Overkill: A Study of First Grade ELLs*

Graduate Researcher & Scholar: Tara McCamey (M.Ed. Candidate)

Served as Mentor, 2014

Title: *An Examination of Undergraduate ESL Preparation*

Graduate Researcher & Scholar: Shunda Rodgers (M.Ed. Candidate)

Served as Mentor, 2014

Title: *Poor Performance in English of International Students in the U.S.*

Graduate Researcher & Scholar: Ream Ziyad

Served as Mentor, 2014

Title: *Wisdom in Words: One School's Journey with Vocabulary and Adult English Language Learners*

Graduate Researcher & Scholar: Jonathan Murray (M.Ed. Candidate)

Served as Mentor, 2013

Title: *Adding Instructional Accommodations to Increase Comprehensible Input*

Graduate Researcher & Scholar: Erin Cathey (M.Ed. Candidate)

Served as Mentor, 2013

Title: *Growing with Words: Explicit Vocabulary Instruction with Pre-Kindergarten English Language Learners*

Graduate Researcher & Scholar: Christina Ontiveros (M.Ed. Candidate)

Served as Mentor, 2013

Title: *An Examination of Effective Processes for Guest Outreach in College Ministry*
Graduate Researcher & Scholar: Keely Pennington (M.Ed. Candidate)
Served as Mentor, 2013

Title: *Bilingual Education: An Examination of the Effectiveness and Benefits of Bilingual Education Interpreters and Teachers on Student Performance in ESL Classrooms for Adult Learners*
Graduate Researcher & Scholar: Dana Abed (M.Ed. Candidate)
Served as Mentor, 2013

Title: *The Study of Vocabulary: Teaching and Learning at the English Language Center*
Graduate Researcher & Scholar: Mogbil Almogbil (M.Ed. Candidate)
Served as Mentor, 2013

Title: *An Examination of Instructional Methods for Teaching Dialogue Parts in Japanese*
Graduate Researcher & Scholar: Saori Endo (M.Ed. Candidate)
Served as Mentor, 2013

Title: *Pronunciation Problems Among MTSU Students Who are Learning Arabic*
Graduate Researcher & Scholar: Ahmad Altaieb (M.Ed. Candidate)
Served as Mentor, 2013

Title: *Impact of Vocabulary Instruction Methods on Retention and Acquisition in a Foreign Language Classroom*
Graduate Researcher & Scholar: Jacob Truax (M.Ed. Candidate)
Served as Mentor, 2013

Title: *Improving Reading Comprehension for ESL Students: An Action Research Study*
Graduate Researcher & Scholar: Elena Heath (M.Ed. Candidate)
Served as Mentor, 2012

Title: *Effects of Activity Breaks on Attention, Focus, and Academic Performance*
Graduate Researcher & Scholar: Ashley Jill Walker (M.Ed. Candidate)
Served as Mentor, 2012

Title: *The Effects of Syllable Segmentation on Articulation*
Graduate Researcher & Scholar: Mina Brown (M.Ed. Candidate)
Served as Mentor, 2012

Title: *Examination of Class Length and Its Effectiveness in the High School Setting*
Graduate Researcher & Scholar: Sarah Hatcher (M.Ed. Candidate)
Served as Mentor, 2012

Title: *Cognate Use in Promoting Second Language Acquisition in Adult ESL Students Whose L1 is Spanish: Examining Practice Through Action Research*
Graduate Researcher & Scholar: Robbin Meric (M.Ed. Candidate)
Served as Mentor, 2012

Title: *Achieving Proportional Education for the Academically-Advanced in the Mathematics Classroom*
Graduate Researcher & Scholar: Larry Griffin (M.Ed. Candidate)
Served as Mentor, 2012

Title: *Preferred and Effective Reading Comprehension Strategies and Use of Graphic Novels Among Practicing English as a Second Language Teachers*
Graduate Researcher & Scholar: Cristina Hudgins (M.Ed. Candidate)
Served as Mentor, 2012

Title: *Teachers' Perceptions About Homework: Using the Action Research Process*
Graduate Researcher & Scholar: Sirici Stinson (M.Ed. Candidate)
Served as Mentor, 2012

Title: *Sustained Silent Reading and Impact on Reading Comprehension Skills for ESL Students*
Graduate Researcher & Scholar: Daiva Berzinskas (M.Ed. Candidate)
Served as Mentor, 2011

Title: *Giving College Students Incentives to Complete Homework: Rewards or Punishments?*
Graduate Researcher & Scholar: Chiaki Shima (M.Ed. Candidate)
Served as Research Mentor, 2011

Title: *Science Writing Heuristic: A Writing-To-Learn Strategy Used in Secondary Chemistry*
Graduate Researcher & Scholar: Nancy Calkin (Master Teaching Fellows)
Served as Research Mentor, 2011

Research & Grant Endeavors

MT-True Blue 1st GENeration Academy
Funding Source: Tennessee Board of Regents Access & Diversity Grant Competition
Date: November 2012 (not funded)

The Community Mentors Project

Funding Source: MTSU Public Service Grant

Date: September 2007 – May 2008

The Neighborhood Naturalist Club

Funding Source: MTSU Public Service Grant

Date: September 2006 – May 2007

Hablemos English! A Community Adult Literacy Project

Funding Source: MTSU Public Service Grant

Date: September 2005 – May 2006

ESL Enterprise Project: Students & Teachers Learning, Collaborating & Reflecting

Methodology: Action Research using Qualitative Methods

Funding Source: U.S. Department of Education, Office of English Language Acquisition

Date: October 2002 – October 2007

Village of Learners: Improving Practice Through Action Research

Methodology: Case Study

Funding Source: MTSU Faculty Research Grant

Date: August 2000 – May 2001

Major League/A League of Their Own – Qualitative Research

Methodology: Grounded Theory & Constant Comparative Method Case Studies

Funding Source: Dwight D. Eisenhower Professional Development Grant

Date: April 1999 – August 1999

A League of Their Own: Girls, Math, Science & Inquiry Through Technology

Methodology: Grounded Theory & Constant Comparative Method Case Studies

Funding Source: Dwight D. Eisenhower Professional Development Grant

Date: April 1998 – August 1998

IRB-Approved Research

Digital Teaching and Learning: DTL Graduate Students Analyze Current Delivery Models, Anticipated Needs, and Decision-making for a Community of Global Learners in Education and Non-Education Settings

Protocol: 23-2019

Methodology: Grounded Theory Qualitative Approach

Teaching in the Time of COVID: An Examination of Perceptions, Views, and Experiences

Protocol: 21-10161v

Methodology: Grounded Theory Qualitative Approach

Intentful Sojourns: Storying and Experiences of International Students in Graduate Programs at Middle Tennessee State University

Protocol: #14-148

Methodology: Narrative Research and Case Study

An Examination of Using Case Studies in ESL Methods Courses

Protocol: #13-039

Methodology: Action Research with Grounded Theory

Voices from the Field: An Examination of Field-Based Practice in Graduate Education

Protocol # 12-091

Methodology: Action Research with Grounded Theory

New Media and Multiple Literacies: An Examination of Wiki Design and Use Among Graduate Students in an ESL Masters' Program

Protocol #12-093

Methodology: Phenomenology

Using Wikis in the ESL Classroom: Application and Instruction

Protocol # 10-772

Methodology: Ethnographic Case Studies Using Electronic Artifacts

Blogging on Education: Using Blogs in Graduate Courses

Protocol # 09-177

Methodology: Action Research with Grounded Theory & Constant Comparative Method

Antonio's Gun & Delfino's Dream: Views and Perceptions of ELL Immigrants in Tennessee Schools

Protocol # 07-273

Methodology: Ethnographic Case Studies Using Online Forums and Artifacts

Authentic Inquiry: Research Perceptions and Practices Among Graduate Students in the Online Environment

Protocol # 08-019

Methodology: Action Research with Grounded Theory & Constant Comparative Method

Co-Researchers: Dr. Paul A. Craig & Dr. Kyle Butler

Learning in Cyberspace: Views and Perceptions of e-Learning Among Teachers

Protocol # 07-265

Methodology: Case Studies

MySpace: Design, Development, and View of Self

Protocol # Exempt

Methodology: Grounded Theory & Constant Comparative Method

Co-Researchers: Ms. Kathryn Boudreau & Ms. Erin Short (GRA)

Book and Book Chapter

Craig, D.V. (2009). *Action research essentials*. San Francisco, CA: Jossey-Bass.

Craig, D.V. (2002). *Village of learners project: Collaborative action research at a PDS*. In I.N. Guadarrama, J. Ramsey, & J.L. Nath (Eds.). *Forging alliances in community and Thought: Research in professional development schools* (pp. 67 - 86). Greenwich, CT: Information Age Publishers, Inc.

Selected Publications in Refereed Journals

Craig, D.V. (In Press). Reimagining fieldwork in teacher preparation: An action research study examining the role of clinical practice in uncertain times. *The International Journal of Interdisciplinary Educational Studies*.

Craig, D.V. (2023). Pandemic stories: A narrative study sharing the experiences of practicing teachers. *Tennessee Educational Leadership*, 48(2), 36-46.

Craig, D.V. (2022). A wayfaring journey: One ESL teacher's experiences teaching during the pandemic. *TN TESOL Journal*, 8(1), 2-13.

Craig, D.V. (2022). Reactions, transitions, and lessons learned: A two-year narrative study sharing the experiences of practicing teachers, remote learning, school policy, and health. *Ubiquitous Learning: An International Journal*, 16(1). doi <https://doi.org/10.18848/1835-9795/CGP/v16i01/55-67>

Craig, D.V., Craig, P., McDaniel, D., & Sanford, D. (2020). Art and social consciousness: A case study of one artist's journey and the influence of art education in traditional and non-traditional settings. *International Journal of Social Policy and Education*, 2(9).

Craig, D.V. (2013). Content creators and language learners. *Journal of Educators Online*, 20, 2, 27-40.

- Craig, D.V. (2013). An examination of fieldwork for teacher preparation at the undergraduate and graduate level. *Tennessee Educational Leadership*, 40, 52-59.
- Craig, D.V. (2012). Shouts, cries, and echoes from the field: Examining fieldwork in ESL graduate classes. *TNTESOL Journal*, 5, 14-25.
- Craig, D.V. (2011). Encouraging participatory culture and language learning: Assisting ELLs in becoming part of the digital youth. *TNTESOL Journal*, 4, 84-93.
- Craig, D.V. (2011). Digital youth and today's classrooms: An intersection of participatory culture and traditional schooling. *Tennessee Educational Leadership*, 38, 15-19.
- Craig, D.V. (2010). Content creators and language learners: Exploring Web 2.0 and Wikis. *TNTESOL Journal*, 3, 76-80.
- Craig, D.V. & Paraiso, J. (2009). Antonio's gun and Delfino's dream: Views of immigrant students and immigration. *TN TESOL Journal*, 2, 14-27.
- Craig, D.V. & Young, B.A. (2009). Blog, blog, blog: Online journaling in graduate classes. *Tennessee Educational Leadership*, 36, 5-10.
- Craig, D.V. & Paraiso, J. (2009). Dual diaspora and barrio art. *Journal of Learning Through the Arts*, 4, 120 - 169.
- Butler, K., Craig, P., & Craig, D.V. (2008). Authentic inquiry: Qualitative research in multiple learning environments. *Tennessee Educational Leadership*, 35, 6-17.
- Craig, D.V. & Paraiso, J. (2007). Art of diaspora, dislocation, and relocation. *The International Journal of the Arts in Society*, 2, 33 - 41.
- Patten, K.B. & Craig, D.V. (2007). iPods and English-language learners: A great combination. *Teacher Librarian: The Journal for School Library Professionals*, 34, 40 - 44.
- Patten, K., & Craig, D.V. (2007). e-Literacy and literacy. *International Journal of the Book*, 2, 69 – 74.
- Craig, D.V., Butler, K., & True, C. (2006). School culture and today's principals. *Tennessee Educational Leadership*, 33, 8 – 16.
- Craig, D.V. & Patten, K. (2006). Action research: An examination of practice, process, and impact. *International Journal of Learning*, 13, 157 – 168.

- Patten, K. B., Craig, D.V., Nunnery, B., Paraiso, J., Hargrove, S., & Williamson, H. (2006). e-Literacy and literacy: iPods, popular culture, and language learning. *Tennessee Educational Leadership*, 33, 24 – 31.
- Craig, D.V., Patten, K., & Young, B. (2006). Examining curriculum design, adaptations, and effective practices in an online learning environment for preservice teachers. *International Journal of Technology, Knowledge, and Society*, 1, 73 – 82.
- Craig, D.V. (2006). The ESL enterprise project: A professional development grant. *TN TESOL Newsletter*, 26, 9 – 10.
- Hargrove, S., Williamson, H., & Craig, D. (2006). The communication connection project: Schools, home, and community working together in Warren County. *Tennessee Educational Leadership*, 33, 6 – 9.
- Young, B. N., Craig, D.V., & Patten, K.B. (2006). Curriculum adaptations within the online environment. *Tennessee Educational Leadership*, 33, 39 – 47.
- Craig, D.V. (2005). Practitioner action research: Action research to improve practice in the classroom environment. *International TESOL TEIS News*, 20, 11 – 13.
- Craig, D.V. (2005). Improving practice with action research. *Tennessee Educational Leadership*, 31, 27 – 34.
- Craig, D.V. (2005). Practitioner action research: Action research to improve practice. *Work-Based Learning in Primary Care*, 2, 241 – 264.
- Craig, D.V. (2005). Perceptions and views of diversity: Examining “whiteness” in teacher education. *Education Issues*, 13, 36 – 58.
- Craig, D.V., Patten, K., & Young, B. (2005). Embarking on the journey. Strategies for online teaching. *Higher Learning Magazine*. <http://hl.teachmag.com>
- Katz, L., Sadler, K., & Craig, D.V. (2005). Science professors serve as mentors for early childhood preservice teachers in the design and implementation of standards-based science units. *Journal of Elementary Science Education*, 17, 43 – 56.
- Torok, J.P. & Craig, D.V. (2005). ESL students in the middle grades: Challenges, socialization, and adolescence. *Tennessee Educational Leadership*, 32, 9 – 13.
- Young, B. N., Craig, D.V., & Patten, K.B. (2005). Curriculum adaptations in the online environment. *International Journal of Instructional Technology & Distance Learning*, 2, 35 – 46.

- Zhou, M. & Craig, D.V. (2005). Using peer response groups in EFL writing classrooms. *Tennessee Educational Leadership*, 32, 9 – 13.
- Craig, D.V. (2004). Assisting the English language learner in the regular classroom. *Tennessee Association of Middle Schools (TAMS) Journal*, 30, 20 – 22.
- Craig, D.V. (2004). Literacy-based classroom instruction for English language learners. *Tennessee Association of Middle Schools (TAMS) Journal*, 30, 22 – 25.
- Patten, K. & Craig, D.V. (2004). Choosing appropriate voice in classroom literature: Multicultural literature for children. *Illinois Libraries*, 82, 7 – 22.
- Patten, K. & Craig, D.V. (2004). Choosing appropriate voice in classroom literature. *Tennessee Educational Leadership*, 31, 18 – 29.
- Renner, S. & Craig, D.V. (2004). Heroes, villains, and cute little animals: How children's media influences society's views of the disabled. *McNair Research Review*, 2, 17 – 20.
- Craig, D.V. & Craig, P.A. (2003). In-flight – dreamers, innovators, and risk-takers: A summer enrichment program for African American high school students. *Tennessee Educational Leadership*, 30, 5 – 8.
- Craig, D.V. (2002). Between worlds: Preservice students' perceptions and views of diversity. *Tennessee Educational Leadership*, 29, 5 – 12.
- Craig, D.V. (2002). View from an electronic learning environment: Perceptions and patterns among students in an online graduate education course. *Journal of Educational Technology Systems*, 30, 197 – 219.
- Craig, D.V. (2001). Exploring the online university: A look at online course development. *Tennessee Educational Leadership*, 26, 17 – 25.
- Craig, D.V. (2000). A league of their own: Gender practices among adolescent computer users. *Journal of Educational Technology Systems*, 28, 349 – 363.
- Craig, D.V. (2000). Collaborative learning community utilized video conferencing and reflective dialog: A village of learners. *Tennessee Educational Leadership*, 27, 34 – 39.
- Craig, D.V. (2000). Dynamic assessment for the ESL Learner: A case for sociocultural methods. *Tennessee Educational Leadership*, 27, 19 – 24.
- Craig, D.V. (2000). Village of learners: High school students assisting future teachers through video conferencing dialog sessions. *Journal of Online Learning*, 11, 14 – 19.

Young, B.N., Craig, D.V., Sutarso, T., & McDaniel, D. (2000). Warnings from the field: Perceptions of school violence. *Education Issues*, 10, 32 – 40.

Young, B.N., Craig, D.V., Sutarso, T., & McDaniel, D. (2000). Authors cite warnings from the field: A study of perceptions of violence. *Tennessee Educational Leadership*, 27, 27 – 33.

Craig, D.V. (1999). Technology, math, and the early learner: Models for learning. *Early Childhood Education Journal*, 27, 179 – 184.

Craig, D.V. (1999). When the learner is in charge: Student technological literacy patterns. *Journal of Online Learning*, 10, 23 – 26.

Craig, D.V. (1999). Principals must become instructional leaders. *Tennessee Educational Leadership*, 26, 40 – 43.

Craig, D.V. (1999). The digital revolution: Educating the 'net generation'. *Tennessee's Business*, 9, 2 – 9.

Craig, D.V. (1999). The summer technology institute. *Leading and Learning With Technology*, 26, 32 – 35.

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Craig, D.V. & Sanders, J. (1999). Technology in teaching: Preparing preservice students for the digital-age. [online] Available: <http://www.mtsu.edu/~itconf/proceed99>

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Craig, D.V. (1998). Technological literacy: A qualitative study of Internet use. *19th Annual Ethnography in Education Forum Proceedings*. Philadelphia, PA: University of Pennsylvania Press.

Craig, D.V. (1998). Building leadership skills and fostering collegiality. *The Catalyst—ASCD Student Chapter Newsletter*, 5, 4 – 5.

Cox, A.M. & Craig, D.V. (1997). Action research: Teachers studying teaching and learning in their own classrooms. *The Science Teacher*, 64, 50 – 54.

Craig, D.V. (1997). Telecurricular teaching and learning: The impact of World Wide Web access on the instructional process. *T.I.E. Telecommunications in Education News*, 8, 6 – 8.

Craig, D.V. (1997). The future of teacher education: Universities, the web, and the teaching and learning process. *ITCONF Proceedings*, Murfreesboro: Office of Information Technology, Middle Tennessee State University.

Craig, D.V. (1997). When the learner is in charge: Technological literacy patterns in student-generated projects for fifth graders. (Doctoral dissertation, Tennessee State University, 1997). *Dissertation Abstracts, International*, D-1341.

Craig, D.V. & Stewart, J.E. (1997). Creating a digital classroom environment: Putting the net to work. [CD-ROM]. *Taking Flight in the Digital Age: Tel*Ed '97 Conference Proceedings*. Mexico City: Allied Digital Technologies, Inc.

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Craig, D.V. & Stewart, J.E. (1997). Mission to Mars: A collaborative project infusing technology and telecommunications into the curriculum. *Leading and Learning With Technology*, 25, 22 – 27.

Craig, D.V. & Stewart, J.E. (1996). Llegando a todas las Fronteras: Uniendo escuelas, alumnos y enseñanza. [CD-ROM]. *Touching All Borders: Tel*Ed '96 Conference Proceedings*. Monterrey, Nuevo Leon, MX: Omnipress, Inc.

Craig, D.V. & Stewart, J.E. (1995). Mission to Mars: Integrating technology, telecommunications, and literature into the curriculum. *Fourth International*

Telecommunications in Education Conference Proceedings. Ft. Lauderdale, FLA: ISTE Publications.

Publications / Non-Peer Reviewed Published Documents

Craig, D.V. (2000). *Educating for the new century: Planning for diversity*. Middle Tennessee State University 2000 Institutional Report for NCATE Continuing Accreditation and Beyond, Publication No. AA090-1000.

Craig, D.V. & Keese, N.C. (Eds.) (1999). *Major league/A league of their own: Teacher-developed projects for math, science, and inquiry*. Dwight D. Eisenhower Professional Development Grant Project Booklet.

Craig, D.V. & Keese, N.C. (Eds.). (1998). *A league of their own: Teacher-developed projects for math, science, and inquiry*. Dwight D. Eisenhower Professional Development Grant Project Booklet.

Craig, D.V., Stewart, J.E., & Goodwin, S. (1998). *It's a fishy business: Running the Tennessee aquarium—A guide for teachers*. Chattanooga, TN: The Tennessee Aquarium.

Craig, D.V., Stewart, J.E. & Goodwin, S. (1998). *It's a fishy business: Running the Tennessee aquarium—An online guide for teachers*. [online]
Available: <http://www.tennis.org>

Invited Keynote Address

Title: *Teaching from the Heart in Challenging Times*
Invited Speaker / Keynote Address
TNTESOL Annual Meeting
Murfreesboro, TN
March 2011

Selected Recent Presentations, Workshops, Seminars

Title: *Reimagining Fieldwork In Teacher Preparation: An Action Research Study Examining The Role Of Clinical Practice In Uncertain Times* Paper presentation at the Eighteenth International Conference on Interdisciplinary Social Sciences

Oxford Brookes University, Oxford, United Kingdom of Great Britain and Northern Ireland, UK, July 2023.

Title: *Reactions, Transitions, and Lessons Learned: A Narrative Study Sharing The Experiences Of Practicing Teachers, Remote Learning, School Policy, and Health* Paper presented at the Fifteenth International Virtual and Hybrid Conference on e-Learning & Innovative Pedagogies
National Changhua University of Education, Changhua City, Taiwan, Province of China, April 2022

Title: *Art and the Expression of Social Consciousness: A Case Study of One Artist's Journey and the Influence of Art Education in Traditional and Non-Traditional Settings* Paper presentation for the Eastern Educational Research Association Virtual Conference February 2021

Title: *Can Art Preserve Democracy? Art and the Expression of Social Consciousness Through Alternative Education Venues*
Paper presentation at the International Conference on the Arts in Society Virtual Conference
National University of Ireland, Galway Ireland
June 2020

Title: *Using Wikis for Language Learning: An Examination of Design and Use*
Paper presented at the AERA Annual Meeting
San Francisco, CA
April 2013

Title: *Action Research, Poverty, and Educational Practices: Constraints and Opportunities*
Invited to serve as Chair of Roundtable Session
AERA Annual Meeting
San Francisco, CA
April 2013

Title: *TNTESOL Needs You: Becoming an Author*
Workshop presented at TNTESOL Annual Meeting
Knoxville, TN
September 2012

Title: *Examining Field-Based Practice in ESL Graduate Education Classes*
TNTESOL Annual Meeting
Knoxville, TN
September 2012

Title: *Blogging on Education*

International Conference on Learning and Administration in Higher Education
Nashville, TN
May 2012

Title: *Shouts, Echoes, and Cries from the Field: An Examination of Field-Based Practice in Graduate Education Classes*

Middle Tennessee State University Scholar's Week 2012
Murfreesboro, TN
March 2012

Title: *From Practice to Publication!*

Workshop presented at TNTESOL Annual Meeting
Nashville, TN
March 2012

Title: *Blog, Blog, Blog: Online Journaling in Graduate Education Classes*

Paper presented at 2012 Orlando International Academic Conference
Orlando, FLA
January 2012

Title: *Using Wikis in Language Learning*

SETESOL Annual Meeting
Richmond, VA
October 2011

Title: *Blogging on Education: An Examination of Immigration, Culture, and Diversity*

Middle Tennessee State University Scholar's Week 2011
Murfreesboro, TN
April 2011

Title: *Preparing a Manuscript for Publication: YOU Can be an Author, Too!*

Workshop presented at TNTESOL Annual Meeting
Murfreesboro, TN
March 2011

Title: *Jivetalkin: Using Wikis in the ESL Classroom*

Workshop presented at TNTESOL Annual Meeting
Chattanooga, TN
March 2010

Title: *Blogging on Education: Using Blogs in Graduate Classes*

AERA Annual Meeting

Denver, CO
April 2010

Title: *Curriculum and Diversity in the Circle of Knowledge: K-Higher Education Perspectives*
AERA Annual Meeting
San Diego, CA
April 2009

Title: *Antonio's Gun and Delfino's Dream: Perceptions and Views of Immigrant Students*
TNTESOL Annual Meeting
Nashville, TN
March 2009

Title: *Qualitative Research in the Online Environment*
Paper presented at the AERA Annual Meeting
New York, NY
March 2008

Title: *Barrio Art, ESL, and Teacher Research*
Poster session presented at AERA Annual Meeting
New York, NY
March 2008

Title: *Doing Web 2.0*
Workshop presented at the Tennessee Association of School Librarians Meeting
Nashville, TN
October 2007

Title: *The e-Literacy Studies: An Analysis of Qualitative Teacher Research*
Paper presented at SITE
San Antonio, TX
March 2007

Title: *Action Research for Practitioners*
Pre-Conference Mini-Course presented at AACTE Annual Meeting
New York, NYC
February 2007

Title: *The Art of Diaspora, Dislocation, and Relocation*
Paper presented at the International Symposium on the Arts
New York University, NYC
February 2007

Title: *The Library as Center for Learning*
Panel presenter for Tennessee Library Association Literacy Summit
Nashville, TN
June, 2006

Title: *Literacy and e-Literacy: iPods, Ells and Literature*
Paper presented at TN TESOL
Gatlinburg, TN
April 2006

Title: *Action Research for ESL Professionals*
Paper presented at the 40th Annual TESOL Convention and Exhibit
Tampa, FL
March 2006

Title: *Multicultural Literature and the English Language Learner*
Workshop presented at the National Black Child Development Council
Orlando, FL
October 2005

Title: *Action Research in the ESL Environment*
Poster session presented at the 39th Annual TESOL Convention and Exhibit
San Antonio, TX
April 2005

Title: *We are Reading! Working With Second Language Learners in the Community Library Setting*
Workshop presented at the Tennessee Library Association Annual Conference
Nashville, TN
April 2005

Title: *A Kaleidoscope of Learning: Learning Styles and Online Course Accommodations*
Session presented at the 10th Annual Instructional Technology Conference
Middle Tennessee State University
April 2005

Title: *Developing ESL Writers Through Literature and Story Tools*
Workshop presented at the 2005 TN TESOL Conference
Clarksville, TN
March 2005

Title: *Action Research in the Online Environment: An Examination of Graduate Students' Practices*

Paper presented at the Society for Information Technology in Teacher Education Annual Meeting (SITE)

Phoenix, AZ

March 2005

Title: *Examining Curriculum Design, Adaptations, and Effective Practices in an Online Learning Environment*

Paper presented at the International Conference on Technology, Knowledge, and Society

The University of California, Berkeley

February 2005

Title: *Inquiry-Based Action Research: Practical Research to Improve Practice*

Mini-Course presented at the AERA Annual Meeting, San Diego

April 2004

Title: *Utilizing the Online Environment for Field-Based Practicum*

Workshop presented at the 8th Annual Tennessee Board of Regents Online Conference, Nashville

March 2004

Title: *The Use of Mentors in an Early Childhood Education Program*

Symposium presented at AACTE Annual Conference, Chicago

February 2004

Title: *The ESL Enterprise Project – Teachers and Students Working Collaboratively*

Workshop presented at SE TESOL, New Orleans

September 2003

Title: *View from an Online Learning Environment – Graduate Students in an Online Education Class*

Research Symposium paper presented at AERA, Chicago

April 2003

Title: *Educating Esme – Preservice Students and the First Year*

Paper presented at AERA, Chicago

April 2003

Title: *Many Voices, Many Stories – Multicultural Literature in the ESL Classroom*

Workshop presented at TN TESOL, Cool Springs Conference Center]

March 2003

Title: *Baseball Saved Us – Literature Circles in the ESL Environment*
Workshop presented at SE TESOL, Atlanta
September 2002

Title: *Inside Separate Worlds – A Symposium on Diversity*
Symposium presented at AERA, New Orleans
April 2002

Title: *The Online Learning Environment – Patterns and Perception From Graduate Students*
Paper presented at SITE, Nashville
March 2002

Awards and Special Training

Higher Ed Peer Reviewer (PRC, Online Learning Consortium)
June 2019

Applying Quality Matters Rubric (APPQMR, Online Learning Consortium)
May 2019

Certified Faculty Developer (LERN)
June 2010

Certified Online Instructor (LERN)
May 2009

2013 AERA Committee on Scholar's of Color in Education (CSCE)
Selected to serve as Mentor Researcher

Illuminate Live! Moderator Certification Training
December 2010

Illuminate Live! Getting Started Workshop for Administrators
October 2010

Intellectual Property Workshop
June 2010

Middle Tennessee State University Outstanding Achievement in Instructional
Technology Education
Awarded August, 2007

I.T. Camp (Instructional Technology Camp, MTSU Office of Instructional Technology)
May 2008

D2L Training
Middle Tennessee State University OIT Series Workshops, 2007

Podcasting Presented by Apple, Inc.
Vanderbilt University, May 2007

WebCT Training
Middle Tennessee State University ITD Series Workshops, 2002

Blackboard Training
Middle Tennessee State University ITD Series Workshops, 1999-2000

Service to the University and College

Middle Tennessee State University
Program Development: Digital Teaching & Learning Certificate and M.Ed. C&I DTL
Concentration
(2022-2023)

Middle Tennessee State University
University Search Committee for Diversity Fellowship
(2021)

Middle Tennessee State University
University Committee for Professional Development Grants
(2015-2017)

Middle Tennessee State University
University Committee on Instructional Evaluation and Development Committee
Member
(2012-2015)

Middle Tennessee State University
NCATE Standard 4: Diversity Committee Chair
(2012-2014)

Middle Tennessee State University College of Education
Ph.D. in Assessment & School Improvement Director Search Committee Member
Ph.D. in Assessment & School Improvement Faculty Search Committee Member
(2012-2013; 2013-2014)

Middle Tennessee State University College of Education
Ph.D. in Assessment & School Improvement Course and Curriculum Development
Committee Member (2012-2014)

Middle Tennessee State University Scholar's Week Planning & Coordinating Committee
College of Education Representative and Presentation Coordinator (2010-2014)
Research Mentor for Graduate Student Scholars and Presenters (2010-2014)

Middle Tennessee State University College of Education Strategic Planning Committee
Member (2010-2012)

Middle Tennessee State University Task Force on Diversity and Equal Access
Task Force Member (2010 – 2014)

College of Education and Behavioral Science
College Tenure and Promotion Committee Member (2008 – 2010; 2011-2015)

College of Graduate Studies
Graduate Faculty and Student Travel Subcommittee (2010 – 2011)
Graduate Program Review Committee, Chair (2009 – 2010)
Graduate Program Curriculum Subcommittee, Member (2009 – 2011)
Policy and Procedures Subcommittee, Member (2008 – 2009)
Graduate Council Member (2009 – 2011)

University College and Distance Education
Instructional Technology and Learning Center Advisory Board Member (Ongoing)
Online Faculty Mentor and Course Evaluator (Ongoing)

Service to the Department of Educational Leadership & Collaborations with Public Schools

Warner Arts Magnet Elementary (Metropolitan Nashville Public Schools) Fall Event, Christmas Store, and Spring Fling Committee (Fall 2021 – Spring 2022)

Recruitment and Presentation Workshops for Metropolitan Nashville Public Schools
Martin Professional Development Center (Fall 2016, Spring 2017, Spring 2019)

Mentee, Master Teaching Fellows in Science and Math NSF Grant (2009 – 2014)

Departmental Tenure and Promotion Committee Chair (2011-2012)

Departmental Tenure and Promotion Committee Member (2010 – 2014)

Departmental Graduate Curriculum and Admissions Board (Ongoing)

Educational Specialist Degree / Specialization in Technology & Curriculum Design
Thesis Research Coordinator (2010 – 2011)

Service to Professional Organizations

Review Board, *International Association for the Educational Role of Language Journal*
(2015-present)

Review Board, *Ethnographic and Qualitative Research Conference* (2017-present)

Review Board, *TN TESOL Journal* (Term 2013 – 2015)

Assistant Editor, *TN TESOL Journal* (Term 2012-2013)

Editor, *TN TESOL Journal* (Term: 2010-2012)

Editorial Board Member, *Tennessee Association of Middle Schools Journal* (2012-2015)

Peer Reviewer, *Bilingual Research Journal* (2015-present)

Peer Reviewer, *Current Issues in Education* (2014-2016)

Peer Reviewer, *Journal of Ethnographic and Qualitative Research* (2014-present)

Peer Reviewer, *Journal of Research in Childhood Education* (2000-2015)

Membership in Professional Organizations

American Educational Research Association, Member

International TESOL, Member

Service to the Tennessee Department of Education

Tennessee Department of Education Professional Standards for English As a Second
Language, Revision Committee Member (2010 – 2013)

State Board of Examiners for State Accreditation, Member

Visiting Team for State Accreditation

University of Memphis Dual Accreditation (NCATE, TN Department of Education)

March, 2008



Dr. Dorothy Valcarcel Craig
Professor of Education
COI, CFD (Lern)
APPQM, AFOC

Program Director
M.Ed. C&I ESL: Initial License in ESL/ Job Embedded: Add On Endorsement in ESL

Program Director
M.Ed. C&I Digital Teaching & Learning
Digital Teaching & Learning Certificate

Dorothy.Craig@mtsu.edu

[M.Ed. C&I ESL Programs](#)

[Digital Teaching & Learning Programs](#)