

Meghan McGlenn Manfra, Ph.D.

North Carolina State University
Associate Professor – Teacher Education and Learning Sciences
Poe Hall 402P, Box 7801
Raleigh, NC 27695
meghan_manfra@ncsu.edu

Research Interests Social studies education, digital history, technology integration, action research, and curriculum studies

Education **University of North Carolina at Chapel Hill**

PhD - Education, May 2006

University of North Carolina at Greensboro

MA - History, May 2003

Elon University

BA - History, May 1998

North Carolina Teaching License – Comprehensive Social Studies, North Carolina Teaching Fellow

Experience

August 2008 - present **Associate Professor**, Secondary Social Studies Education, Department of Teacher Education and Learning Sciences, College of Education, North Carolina State University

March 2008 – present **Co-editor**, Instructional Technology Department, *Social Education* Journal

March 2013-July 2016 **Editor**, *Contemporary Issues in Technology and Social Studies Teacher Education* Journal

August 2012-present **Assessment Coordinator/Evaluator**, NSF ASSIST Nanotechnology Engineering Research Center, North Carolina State University

August 2009- 2013 **Evaluator**, History LINK: Learning and Integrating New Knowledge, Teaching American History Grant, US Department of Education

August 2006 – July 2008 **Assistant Professor**, Educational Curriculum & Instruction, Darden College of Education, Old Dominion University

August 2005 – May 2006 **Research Assistant, Technology Integration for Social Studies Teaching and Learning**, University of North Carolina Chapel

Hill

August 2003 – August 2005 **Teaching Assistant, Masters of Education (M.Ed.) for Experienced Teachers, Social Studies Cohort**, University of North Carolina Chapel Hill

August 1998 – May 2003 **High School Social Studies Teacher**, Guilford County Schools, Greensboro, NC

Publications

- * Fully co-authored
- ** Graduate student

Books

Manfra, M.M. (2020). *Action research for classrooms, schools, and communities*. Thousand Oaks, CA: Sage.

Manfra, M.M., & Bolick, C.M., Eds. (2017). *The handbook of social studies research*. NY: Wiley-Blackwell.

Journal Articles

Manfra, M.M. (2019). Action research and systematic change in teaching practice. *Review of Research in Education*, 43, 1, 163-196.

Manfra, M.M. (2019). What's new about fake news? Integrating digital history for media literacy. *Social Education*, 84(3), 113-117.

Manfra, M.M., & Holmes, C. (2018). Media literacy and fake news in the social studies. *Social Education*, 83(2), 91-95.

Manfra, M.M., & the *Connecting Carolina* Team (2017). "The Connecting Carolina" teaching with primary sources program. *Social Education*, 81(2), 109-111.

Manfra, M.M., & Saylor, E.E.** (2016). Which woman should appear on U.S. currency? Using primary sources to explore important historical figures. *Social Studies and the Young Learner*, 29(1), 27-32.

Manfra, M.M., & Greiner, J. A**. (2016). Technology and disciplined inquiry in the world history classroom. *Social Education*, 80(2), 123-128.

Brewer, T.J., Kretchmar, K., Sondel, B., Ishmael, S., & Manfra, M.M. (2016). Teach For America's preferential treatment: School district contracts, hiring decisions, and employment practices. *Education Policy Analysis Archives*, 24(15).

- Manfra, M.M., & Brown, S.** (2015). Digital history and the Holocaust: Student documentaries based on the C3 Framework. *Social Education*, 79(2), 111-114.
- Bolick, C.B., Franklin, C., & Manfra, M.M. (2014). History through a child's eye: Preservice teachers making sense of children's understandings. *Social Studies Research and Practice*, 9(3), 1-20.
- Manfra, M.M. (2013). Grand challenges: Nanotechnology and the social studies. *Social Education*, 77(2), 97-100.
- Manfra, M.M., & Spires, H. (2013). Creative synthesis and TPACK: Supporting teachers through a technology and inquiry-rich graduate degree program. *Contemporary Issues in Technology and Teacher Education*.
- Berson, I., Berson, M., & Manfra, M.M.* (2012). Touch, type, and transform: iPads in the social studies classroom. *Social Education*, 76(2), 88-91.
- Manfra, M.M., & Lee, J.K. (2012): "You have to know the past to (blog) the present:" Using an educational blog to engage students in U.S. history. *Computers in the Schools*, 29(1), 118-134.
- Manfra, M., & Lee, J. K. (2011). Leveraging the affordances of educational blogs to teach low-achieving students United States history. *Social Studies Research and Practice* 6(2), 95-105.
- Manfra, M.M., & Coven, R.M.** (2011). A digital view of history: Drawing and discussing models of historical concepts. *Social Education*, 75(2), 102-106.
- Manfra, M.M., Gray, G.E., & Lee, J.K. (2010). Blogging to learn: Educational blogs and U.S. history. *Social Education*, 74(2), pp. 111-113, 116.
- Hammond, T.C., & Manfra, M.M.* (2009a). Digital history with student-created multimedia: Understanding student perceptions. *Social Studies Research & Practice*, 4(3), 139-150.
- Hammond, T. C., & Manfra, M. M.* (2009b). Giving, prompting, making: Aligning technology and pedagogy within TPACK for social studies instruction. *Contemporary Issues in Technology and Teacher Education*, 9(2), 160-185.
- Manfra, M.M. (2009a). Authentic intellectual work on school desegregation: The digital history of Massive Resistance in Norfolk, Virginia. *Social Education*, 73(3), 131-135.

- Manfra, M.M. (2009b). Critical inquiry in the social studies classroom: Portraits of critical teacher research. *Theory and Research in Social Education*, 37(2), 298-316.
- Manfra, M.M. (2009c). Action research: Exploring the theoretical divide between practical and critical approaches. *Journal of Curriculum & Instruction*, 3(1), 32-46.
- Manfra, M.M., & Bolick, C.M. (2008). Reinventing master's degree study for experienced social studies teachers. *Social Studies Research & Practice*, 3(2), 29-41.
- Manfra, M.M., & Hammond, T. (2008). Teachers' instructional choices with student-created digital documentaries: Case studies. *Journal of Research on Technology in Education*, 41(2), 37-59.
- Manfra, M.M., & Stoddard, J.* (2008). Powerful and authentic digital media strategies for teaching about genocide and the Holocaust. *The Social Studies*, 99(6), 260-264.
- Manfra, M. M. (2007). The course of the republic: American responses to technology in the nineteenth century. *Social Education*, 71(3), 146-152.
- McGlenn, M. (2007). Using the "Documenting the American South" Digital Library in the social studies: A case study of the experiences of teachers in the field. *Contemporary Issues in Technology and Teacher Education*, 7(1), 529-553.
- Rogers, D., Bolick, C.M., Anderson, A., Gordon, E., Manfra, M. M., & Yow, J. (2007) "It's about the kids": Transforming teacher-student relationships through action research. *The Clearing House*, 80(5), 217-222.
- Bolick, C.M., McGlenn, M., & Siko, K.L. (2005). Twenty years of technology: A retrospective view of *Social Education's* technology themed issues. *Social Education*, 69(3), 155-161.
- Bolick, C.M., & McGlenn, M. (2004). Harriet Jacobs: Using on-line slave narratives in the classroom. *Social Education*, 68(4), 198-202.
- McGlenn, J.M., & McGlenn, M. (2004). Opening their eyes: Picture books in high school social studies classes. *The Dragon Lode*, 22(2), 22-29.

Refereed Book Chapters

- Holmes, C.**, & Manfra, M.M. (2019). Participatory literacy and taking informed action in the social studies. *Participatory Literacy Practices for P-12 Classrooms in the Digital Age*.

- Manfra, M.M. (2017). Practitioner research in the social studies: Findings from action research and self-study. In MM Manfra & C.M. Bolick (Eds.) *Handbook of Social Studies Research* (pp. 132-167). MA: Wiley.
- Marshall, P.M., Manfra, M.M., & Simmons, C.G. (2016). No more playing in the dark: Twenty-first century citizenship, critical race theory, and the future of the social studies methods course. In Alicia Crowe and Alex Cuenca (Eds.) *Rethinking social studies teacher education* (pp. 61-79), NY: Springer.
- Manfra, M.M., & Bullock, D.K.** (2013). Action research for educational communications and technology. In J.M. Spector, D. Merrill, J. Elen, and M.J. Bishop eds. (Eds.), *Handbook of research on educational communications and technology*. NY: Springer.
- Lee, J. K., Manfra, M. M., & List, J. S.** (2013). Things said and done: Using digital tools to enhance historical memory. In T. Litner (Ed.) *Integrative strategies for the K-12 social studies classroom*. (pp. 191-208).Charlotte, NC: Information Age Press.
- Lee, J. K., & Manfra, M. (2012). TPACK vernaculars in social studies research. In R. N. Ronau, C. R. Rakes, & M. L. Neiss, (Eds.) *Educational Technology, Teacher Knowledge, and Classroom Impact: A Research Handbook on Frameworks and Approaches* (pp. 158-175). New York: IGI Global
- Manfra, M.M., & Hammond, T. (2010). From personal pastime to curricular resource: The case of digital documentaries in the social studies. In R. Diem & M. Berson, eds. *Technology in Retrospect: Social Studies' Place in the Information Age 1984-2009* (pp. 93-107). Information Age Publishing.
- Manfra, M. M. (2008). Digital history and citizenship education. In P. J. VanFossen & M.J. Berson (Eds.), *The electronic republic? The impact of technology on education for citizenship* (pp. 196-213). West Lafayette, IN: Purdue University Press.

Other publications (not refereed)

- Manfra, M.M., Martell, C.C., Dinkelman, T., Hostetler, A. Mayo, J.B., Sequenzia, M. Crowe, A. & Hawley, T. (2018). Moving our field forward: Practitioner research in the social studies. (Whitepaper). Chicago, IL. College and University Faculty Assembly.
- Manfra, M.M. (2014). Editorial: 15 Years after Martorella's sleeping giant: A year of special themed issues. *Contemporary Issues in Technology and Teacher*

Education, 14(1), 1-9. Retrieved
from <http://www.citejournal.org/vol14/iss1/socialstudies/article1.cfm>

McGlinn, M. (2005). Bringing the past to life: Using *Documenting the American South* to create digital historical narratives. *Documenting the American South Classroom Resources*. Retrieved 10/24/2005 from
<http://docsouth.unc.edu/classroom/narratives.html>

McGlinn, M. (2005). Link up to the new DocSouth teacher resource page: A featured lesson. *Tar Heel News, Spring*, 16-17.

Book Chapters & Guides (not refereed)

Manfra, M.M., & Simmons, C. G.** (2014). *A teacher's guide to The Souls of Black Folks by WEB du Bois*. NY: Penguin.

Manfra, M.M. (2009 d). Leveraging technology for student inquiry: Technology in the New Social Studies and today. In B.S.Stern (Ed.). *The New Social Studies: People, projects, and perspectives* (pp. 469-489). Information Age Publishing.

Manfra, M. M. (2008). *Life of a Slave Girl by Harriet Jacobs: Teacher's guide*. NY: Penguin.

Publications Forthcoming

Articles under Review

Manfra, M.M., & Greiner, J.** (under review). Integrating the C3 Framework in the Social Studies: A Theory of Action.

Manfra, M.M., & Holmes, C.** (revise/resubmit). Integrating Media Literacy in Social Studies Teacher Education.

Presentations

International and National

Manfra, M.M., & Martell, C. (2018). The Emancipatory Potential of Practitioner Research in the Social Studies. San Francisco, CA: College and University Faculty Assembly of the National Council for the Social Studies Annual Conference.

- Manfra, M.M. (2017). *Connecting Carolina: Integrating Primary Sources from the Library of Congress Collection in North Carolina's History Classrooms*. San Francisco, CA: National Council for the Social Studies Annual Conference.
- Manfra, M.M. (2017). *Teaching with Primary Sources: Integrating Resources from the Library of Congress to Teach Historical Concepts*. Orlando, FL: SOURCES Conference.
- Manfra, M.M. (2017). "Something that Matters" Action Research and Educational Change. Orlando, FL: College and University Faculty Assembly of the National Council for the Social Studies biannual retreat.
- Manfra, M.M., Bolick, C.B. (2016). *The Handbook of Social Studies Research: Impacting Practice*. Washington, DC: College and University Faculty Assembly of the National Council for the Social Studies annual conference.
- Sondel, B.L., & Manfra, M.M. (2015). *The expansion of Teach for America in North Carolina: A case study of teacher education policy change*. Chicago, IL: American Educational Research Association (AERA) annual conference.
- Sondel, B.L., & Manfra, M.M. (2015). *Teach for America in North Carolina: A solution to a shortage of highly qualified teachers?* Chicago, IL: American Educational Research Association (AERA) annual conference.
- Manfra, M.M., & Bolick, C. B. (2014). *Social studies education research: The state of the field*. Boston, MA: College and University Faculty Assembly of the National Council for the Social Studies annual conference.
- Manfra, M.M., Scherrer, J., & Sondel, B. (2014). *The shift in state funding from North Carolina Teaching Fellows to Teach for America's North Carolina Teaching Corps: A Case Study*. Raleigh, NC: North Carolina Association of Colleges and Teacher Educators.
- Manfra, M.M. (2012). *15 years after Martorella's Sleeping Giant: Research on Technology Integration in the Social Studies*. Presentation at the NCSS College and University Faculty Assembly (CUFA) annual conference, Seattle, WA.
- Hammond, T.C., & Manfra, M.M. (2012). *Action research and the professional knowledge of novice and experienced social studies teachers*. Presentation at the American Educational Research Association (AERA) annual conference, Vancouver, BC.
- Lee, J.K., Manfra, M.M., & List, J.S. (2012). *TPACK (Technological, Pedagogical, and Content Knowledge) vernaculars in social studies research*. Presentation at the American Educational Research Association (AERA) annual conference, Vancouver, BC.

- Manfra, M.M., & Spires, H. (2012). Supporting adaptive expertise for teachers through a customized graduate degree program. Presentation at the American Educational Research Association (AERA) annual conference, Vancouver, BC.
- Manfra, M.M., & Hammond, T.C. (2011). Teacher research in the social studies classroom: In-service and pre-service outcomes. Presentation at the NCSS College and University Faculty Assembly (CUFA) annual conference, Denver, CO.
- Hammond, T.C., & Manfra, M.M. (2011). Digital documentaries and student content knowledge: A quantitative and qualitative investigation. Presentation at the NCSS College and University Faculty Assembly (CUFA) annual conference, Washington, DC.
- Manfra, M.M., & Coven, R.C.** (2011). A digital view of history: Drawing and discussing models of historical concepts. Research into Practice Session at the NCSS annual conference, Washington, DC.
- Manfra, M.M., Bullock, D.K.,**Simmons, C.G.,** & Levitt, J. (2011). WAKE UP! Integrating multimedia and popular culture into social studies. Presentation at the NCSS annual conference, Washington, DC.
- Manfra, M.M., & Lee, J.(November 2010). “You have to know the past to (blog) the present”: Using an educational blog to engage students in a US history classroom. Presentation at the NCSS College and University Faculty Assembly (CUFA) annual conference, Denver, CO.
- Bolick, C.M., Torrez, C.F., & Manfra, M.M. (2010). History through a child’s eye: Preservice teachers making sense of children’s understandings. Presentation at the NCSS College and University Faculty Assembly (CUFA) annual conference, Denver, CO.
- Hammond, T.C., & Manfra, M.M. (May 2010). Teaching history with digital documentaries: Understanding student perceptions. Presentation at the American Educational Research Association (AERA) annual conference, Denver, CO.
- Manfra, M.M., & Lee, J.K. (May 2010). Comparing two modes of pedagogy: Traditional Web 2.0 instruction in a US history classroom. Presentation at the American Educational Research Association (AERA) annual conference, San Diego, CA.
- Manfra, M.M., & Lee, J.K. (November 2009). Digital history inquiry project: Comparing two modes of instruction in a US history classroom project. Presentation at the NCSS College and University Faculty Assembly (CUFA) annual conference, Atlanta, GA.

- Manfra, M.M. (April 2009). Aids to teaching: Technology in the New Social Studies. Presentation at the American Educational Research Association (AERA) annual conference, San Diego, CA.
- Hammond, T., Manfra, M.M., Friedman, A., & Lee, J. (April 2009). Epistemology is elementary: Historical thinking in social studies methods courses via critical inquiries of Wikipedia entries. Presentation at the annual conference of the American Educational Research Association (AERA), San Diego, CA.
- Manfra, M.M., Friedman, A., Hammond, T., & Lee, J. (March 2009). Peering behind the curtain: Digital history, historiography, and secondary social studies methods. Presentation at the Society for Information Technology and Teacher Education (SITE) annual conference, Charleston, SC.
- Beal, C., Holcomb, L., Lee, J., Manfra, M.M., Oliver, K., Pope, C., Schrader, P.G., Spires, H., & Young, C. (March 2009). Digital video and new literacies: Vignettes from the Field. Symposium presentation at the Presentation at the Society for Information Technology and Teacher Education (SITE) annual conference, Charleston, SC.
- Manfra, M.M., Fischer, C., & Trombino, D. (November 2008) Historic thinking and student-created digital documentaries. Presentation at the National Council for the Social Studies (NCSS) annual conference, Houston, TX.
- Manfra, M.M., & Manfra, D. (March 2008). Value-added technology integration in schools: Leveraging information technologies in schools. Presentation at the Society for Information Technology and Teacher Education (SITE) annual conference, Las Vegas, NV.
- Hammond, T., Manfra, M., Friedman, A., Keeler, C., & Metan, D. (March 2008). Epistemology Is Elementary: Historical Thinking as Applied Epistemology in an Elementary Social Studies Methods Class. Presented as a Brief Paper at the conference of the Society for Information Technology and Teacher Education (SITE) annual conference, Las Vegas, NV.
- Manfra, M. (November 2007). Aids to teaching: Technology and the New Social Studies. Presentation at the College and University Faculty Assembly at the National Council for the Social Studies (NCSS) Annual Conference, San Diego, CA.
- Manfra, M., & Hammond, T. (November 2007). Teachers' Instructional Choices with Student-Created Digital Documentaries: Case Studies. Presentation at the College and University Faculty Assembly at the National Council for the Social Studies (NCSS) Annual Conference, San Diego, CA.

- Bull, G., Hammond, T., & McGlinn, M. (June 2007). PrimaryAccess: Creating digital documentaries in social studies classrooms. Presentation at the National Educational Computing Conference, Atlanta.
- Manfra, M. M. (April 2007). Framing inquiry: Teacher researchers engaged in critical inquiry. Presentation at the American Education Research Association (AERA) Annual Conference, Chicago.
- Manfra, M. M. (April 2007). Critical inquiry as a continuum in social studies teacher research. Presentation at the American Education Research Association (AERA) Annual Conference, Chicago.
- Hammond, T. H., & Manfra, M. M. (March 2007). Digital historical narratives and the social studies curriculum: Student outcomes in Virginia classrooms using PrimaryAccess. Presentation at the Society for Information Technology and Teacher Education (SITE) International Conference, San Antonio, TX.
- McGlinn, M. (December 2006). Framing inquiry: A case study of experienced social studies teachers conducting teacher research. Presentation at the College and University Faculty Assembly (CUFA) at the National Council for the Social Studies (NCSS) Annual Conference, Washington, D.C.
- McGlinn, M., Badger, A., Gray, E., & Bolick, C. M. (December 2006). Teachers as researchers in the social studies classroom. Presentation at the National Council for the Social Studies (NCSS) Annual Conference, Washington, D.C.
- McGlinn, M., Bolick, C.M., & Rogers, D. (April 2006). A window within: Social studies teachers conducting teacher research. Presentation at the American Education Research Association (AERA) Annual Conference, San Francisco.
- McGlinn, M., Hammond, T., Friedman, A., Bolick, C., Bull, G., Hicks, D., Ferster, B., Lee, J., Calandra, B., Doolittle, P., & Ewing, T. (March 2006). Digital history in K-12 social studies teacher education: Practices, promises, & provisos. Symposium for the Society for Information Technology and Teacher Education (SITE) International Conference, Orlando, FL.
- McGlinn, M. (November 2005). Making digitized primary sources available and accessible: The case of *Documenting the American South* and the social studies. Presentation at the College and University Faculty Assembly (CUFA) at the National Council for the Social Studies (NCSS) Annual Conference, Kansas City, MO.
- Bolick, C.M., McGlinn, M., & Cummings, A. (November 2004). Technology as a bridge for university –school partnerships. Presentation at the National Council for the Social Studies (NCSS) Annual Conference, Baltimore, MD.

McGlinn, M., Pyne, K., & Shoffner, M. (June 2004). CyberHistory: Web resources and the interactive social studies classroom. Presentation at the National Educational Computing Conference (NECC), New Orleans, LA.

McGlinn, J.E., & McGlinn, M. (March 2004). A review of the literature: WebQuests in the social studies classroom. Presentation at the Society for Information Technology and Teacher Education (SITE), International Conference Atlanta, GA.

Bolick, C.M., Hicks, D., Molebash, P., Lee, J., & McGlinn, M. (November 2003). The digital history inquiry project. Presentation at the National Council for the Social Studies (NCSS) Annual Conference, Chicago, IL.

McGlinn, J.E., & McGlinn, M. (May 2003). Using WebQuests in the secondary history classroom. Presentation at the International Reading Association (IRA) Annual Conference, Orlando, FL.

McGlinn, J.E., & McGlinn, M. (May 2002). Motivating secondary social studies students through Web based projects. Presentation at the International Reading Association (IRA) Annual Conference, New Orleans, LA.

State and Local

Manfra, M.M., Jones, M., Monroe, T., Thomas, J., & Williams, M. (2019). Getting beyond “so what?” Disciplined inquiry in the social studies. Greensboro, NC: North Carolina Council for the Social Studies Annual Conference.

Manfra, M.M., & Lee, J.K., Holmes, C., & Roberts, C. (2018). Teaching about World War I Using the C3 Framework. Greensboro, NC: North Carolina Council for the Social Studies Annual Conference.

Manfra, M.M. & Davis, B.J. (2017). Teaching with primary sources: Connecting library of congress resources with the story of NC. Greensboro, NC: North Carolina Council for the Social Studies Annual Conference.

Brown, S.** & Manfra, M.M. (2014). Using literacy rich resources to create lessons about the Holocaust. Presentation at the North Carolina Council for the Social Studies Annual Conference, Greensboro, NC.

Manfra, M.M., Scherrer, J., & Sondel, B. (2014). The shift in state funding from North Carolina Teaching Fellows to Teach for America’s North Carolina Teaching Corps: A Case Study. Raleigh, NC: North Carolina Association of Colleges and Teacher Educators.

- Day, S.**, & Manfra, M.M. (2012). New strategies for teaching the Great Depression. Presentation at the North Carolina Council for the Social Studies Annual Conference, Greensboro, NC
- Manfra, M.M., Simmons, C.S.,** & Coven, R.C.** (2012). Teacher action research for powerful social studies. Presentation at the North Carolina Council for the Social Studies Annual Conference, Greensboro, NC.
- Manfra, M.M., Lee, J.K., Adams, S., Bullock, D., Coven, R., List, J. (February 2011). History 2.0: Leveraging emerging technologies to engage students in historical thinking. Presentation at the North Carolina Council for the Social Studies Annual Conference, Greensboro, NC.
- Bullock, D.K., Coven, R., & Manfra, M.M.* (February 2010). Real world technology in the social studies: Engaging students through Project Based Learning. Presentation at the North Carolina Council for the Social Studies Annual Conference, Greensboro, NC.
- Friedman, A., Lee, J., Hartshorne, R., Heafner, T., Manfra, M.M., & Bolick, C. (February 2009). Social Studies 2.0: Strategies and Ideas for 21st Century Learners. Symposium presentation at the North Carolina Council for the Social Studies Annual Conference, Greensboro, NC.
- Manfra, M., Stoddard, J., VanHover, S., & Hicks, D. (October 2007). Using digital resources to teach about the Holocaust. Virginia Council for the Social Studies, Richmond, VA.
- Manfra, M. (February 2007). PrimaryAccess: Creating Digital Documentaries in the Social Studies Classroom. Presentation at the Virginia Society for Information Technology and Teacher Education (VSTE) Annual Technology Conference, Virginia Beach, VA.
- McGlenn, M., Badger, A., & Gray, E. (February 2006). Teacher as researcher in the social studies classroom. Presentation at the North Carolina Council for the Social Studies (NC-CSS) Annual Conference, Greensboro, NC.
- McGlenn, M., Rogers, D., & Bolick, C.M. (September 2005). A window within: Experienced teachers conducting teacher research. Presentation at the North Carolina Teacher Education Forum, Raleigh, NC.
- McGlenn, M. (April 2005). Making digitized primary sources available and accessible for North Carolina teachers. University of North Carolina Graduate Research Day, Chapel Hill, NC.

- Bolick, C.M., & McGlenn, M. (February 2005). Link up to the new Doc South! Presentation at the North Carolina Council for the Social Studies (NC-CSS) Annual Conference, Greensboro, NC.
- Bolick, C.M., & McGlenn, M. (February 2005). WebQuests and the European Union. Presentation at the World View Conference, Chapel Hill, NC.
- McGlenn, M., & Bolick, C. (February 2004). Harriet Jacobs' *Life of a Slave Girl*: Using digital primary sources in the social studies classroom. Presentation at the North Carolina Council for the Social Studies (NC-CSS) Annual Conference, Greensboro, NC.
- McGlenn, M., & McGlenn, J.E. (February 2002). Using projects to motivate secondary social studies students. Presentation at the North Carolina Council for the Social Studies (NC-CSS) Annual Conference, Greensboro, NC.
- McGlenn, M. (February 2001). Incorporating Model United Nations into the global studies curriculum. Presentation at the North Carolina Council for the Social Studies (NC-CSS) Annual Conference, Greensboro, NC.

Invited Presentations/Professional Development Sessions

- Lee, J.K., & M.M. (September 2019). The inquiry design model. Wake County Public School System Social Studies Conference. Raleigh, NC.
- Manfra, M.M. (September 2019). What's new about fake news? Wake County Public School System Social Studies Conference. Raleigh, NC.
- Manfra, M.M. (July 2019). Disciplined inquiry in the social studies: Integrating the C3 Framework into instruction. Lebanese Association for History. NC State University. Raleigh, NC.
- Manfra, M.M. (May 2019). What's new about fake news? University of Missouri. Columbia, MO.
- Manfra, M.M. (March 2019). Fighting the fake: Teens and social media in the era of misinformation. Cary Academy STEP Conference. Raleigh, NC.
- Manfra, M.M. (October 2018). What's new about fake news? Teaching with Primary Sources Eastern Region Program. Webinar:
<https://www.waynesburg.edu/community/tps-eastern-region/professional-development-events/webinars>.
- Manfra, M.M. (August 2018). Teens, social media, and fake news. Education Matters.
<https://www.ncforum.org/education-matters-teens-social-media-and-fake-news>

- Manfra, M.M. (June 2018). Media Literacy and Fake News in the Social Studies. TPS Eastern Region Conference, Pittsburgh, PA.
- Manfra, M.M. (May 2018). Action research showcase. Saint Raphael Catholic School, Raleigh, N.C.
- Manfra, M.M. (August 2017). Action research for classrooms, schools, and communities. Pitt County Schools, Educator Effectiveness & Leadership Training, Greenville, NC.
- Manfra, M.M., & Khater, A. (June 2017). The long history of immigration in the United States. Summer Teacher Institute. NC State University. Raleigh, NC. (In partnership with the Khayrallah Center for Lebanese Diaspora Studies.)
- Manfra, M.M., Norris, C., & Davis, B.J. (August 2017). Hidden histories: North Carolina and World War I. Summer Teacher Institute. NC Museum of History. Raleigh, NC. (In partnership with the NC Museum of History and Carolina K-12.)
- Manfra, M.M. (September 2017). Action research for classrooms, schools, and communities. Saint Raphael Catholic School, Raleigh, N.C.
- Manfra, M.M. (June 2016). “Connecting Carolina”: Integrating primary sources from the Library of Congress collection in North Carolina’s history Classrooms. NC Museum of History. Raleigh, NC. (In partnership with the NC Museum of History and Carolina K-12.)
- Manfra, M.M. (May 2014). ““Something that Matters” Action Research and Educational Change,” STEP conference, Cary Academy, Raleigh.
- Manfra, M.M. (April 2014). Reform and Conflict: The rise of public criticism of education and the back to basics movement. Teach in on public Education at North Carolina State University.
- Manfra, M.M. (May 2013). Digital history and democratic education. Department of Digital Humanities, King’s College, London.
- Manfra, M.M., & Stevens, N. (July 2011). Cool tools: Integrating iPads into instruction. New Literacies Teacher Leader Institute, Friday Institute, North Carolina State University, Raleigh, NC.
- Manfra, M.M. (August 2010). “Something that matters”: Action research as professional development for teachers. Brown Bag Series. Friday Institute, NC State University, Raleigh, NC.

- Manfra, M.M., & Gray, G.E. (April 2010). Integrating Web 2.0 technology across the curriculum. Garner Senior High School Staff Development, Wake County, Garner, NC.
- Manfra, M.M. (July 2009). Cool tool: PrimaryAccess. New Literacies Teacher Leader Institute, Friday Institute, North Carolina State University, Raleigh, NC.
- Manfra, M.M. (June 2009). Digital historical inquiry in the U.S. history classroom: Comparing modes of instruction. Ackerman Colloquium, Purdue University, West Lafayette, IN.
- Manfra, M.M. (June 2008). Integrating local history in the social studies classroom: Teaching about desegregation and Massive Resistance in Norfolk. Northampton County Teaching American History Grant Program. Norfolk, VA.
- McGlenn, M. (July 2006). "Awake and buckle on the armor of heroic citizenship!" Documenting the American South and citizenship education. Ackerman Colloquium on Technology and Citizenship Education, Purdue University, West Lafayette, IN.
- McGlenn, M. M. (July 2006). Creating Digital Narratives. Documenting the American South Teacher Workshop in Collaboration with the NC Humanities Council, Chapel Hill, NC.
- McGlenn, M.M. (May 2006). Making the 90 Minutes Count: Using Effective Teaching Strategies in the High School Classroom. Owen HS, Asheville, NC.

B. Grants

Funded

Manfra, M.M., & Lee, J.K. Changing teaching practice: Integrating the C3 Framework through action research, Spencer Foundation, \$49,884.

Primary Investigator. This research project will investigate the efficacy of integrating action research in professional learning for experienced teachers. The primary focus will be improving inquiry-based instruction in the social studies following the *C3 Framework*. \$49,884.

Manfra, M.M. Assessment of Computational Thinking for the Social Studies (ACTSS), NC State College of Education, Faculty Research and Professional Development Fund, \$8,000.

Primary Investigator.

Manfra, M.M. (2018-2019). Enhancing the Digital History Graduate Course. DELTA Rapid Design Grant, \$1,000.

Primary Investigator. Grant program will focus on improving the delivery of the digital history course required in our Masters of Arts in Teaching (MAT) and M.Ed. programs.

Manfra, M.M. (2017-2018). The North Carolina History Project. NC Department of Public Instruction. \$48, 327.

Primary Investigator. This curriculum design project will provide teachers in North Carolina with high quality teaching and learning resources aligned with the NC Essential Standards for the 8th grade social studies course, North Carolina and the United States: Creation and Development of the State and Nation Over the course of the project we will: 1) Design a series of teaching and learning modules that can be used in succession or interchangeably to teach 8th grade NC history; 2) Utilize web-based platforms for maximum flexibility; 3) Leverage pre-existing, web-based historical content; 4) Frame instruction using an inquiry-based approach that aligns with best practices in social studies instruction and current pedagogical initiatives

Manfra, M.M. (2016-2017). Connecting Carolina: Integrating Primary Sources from the Library of Congress Collection in North Carolina's History Classrooms. Library of Congress Teaching with Primary Sources Program, \$19,989.

Primary Investigator. This project will represent a collaborative partnership between North Carolina State's College of Education and the North Carolina Museum of History in Raleigh, NC. Our goal is to support the integration of the primary sources made available by the Library of Congress (LOC) across the grade levels in history classrooms in North Carolina. The Connecting Carolina program will leverage current curriculum standards as well as student prior knowledge; we will provide professional development for teachers focused on the integration of LOC digital history resources in the classroom by making connections to state history. Specifically, we will use the "Story of North Carolina" exhibit presented by the North Carolina Museum of History to connect American history resources in the LOC collection to our state's history. This will enable teachers to build on student prior knowledge while also motivating students to understand American history in a way that is relevant to their home communities and experiences.

Manfra, M.M. (2012-present). Evaluation of the ASSIST NERC education program. National Science Foundation (NSF), subcontract, \$107,720.

Evaluator. This project was a sub-award of a larger \$18.5 million project funded by the National Science Foundation to establish a nanotechnology engineering research center at NC State University. My work with the Center focuses on the pre-college and university (undergraduate and graduate) educational programs. In my role as the

education program evaluator I am working with the education directors at NC State and three other cooperating universities. I am creating a variety of assessment tools to provide the center with formative feedback about their education program.

Manfra, M.M. (2013). Increasing the diversity of the NLGL program. Office for Institutional Diversity and Equity Mini-Grant Program, NC State University, \$3000.

Primary Investigator. This project was funded by the Office for Institutional Diversity and Equity at NC State to increase the number of students from traditionally under-represented groups in the New Literacies and Global Learning (NLGL) Master's of Education (M.Ed.) program.

Manfra, M.M. (2010-2011). Teaching American history: A needs assessment. NC State University Faculty Research and Professional Development (FRPD) Grant, \$4,000.

Primary Investigator. This project represented a collaborative effort with Wake County School System to determine the viability of a professional development system focused specifically on social studies content. The ultimate goal of the project was to successfully propose a TAH grant proposal.

Manfra, MM. (2007-2008). Connecting local history to social studies teacher education: Investigating desegregation and Massive Resistance in Norfolk Public Schools. Old Dominion Summer Research Fellowship Program (SRFP), \$7000.

Primary Investigator. This project was designed to create a host of resources for teachers and students related to the ODU library electronic collection on desegregation in Norfolk Public Schools.

Pending

Manfra, M.M. (submitted 2019). Project Connect: Scaling Up Historical Inquiry with the Library of Congress and Crio, Library of Congress. (\$198,923).

Primary Investigator. In Project Connect faculty from North Carolina State University will partner with SAS Curriculum Pathways to create high quality, inquiry-based lessons that integrate digital primary sources from the Library of Congress. We will use Curriculum Pathways' open access, lesson builder tool – Crio - to create OERs for social studies teachers in grades 4-12. Ultimately, this project will provide teachers with a cohesive series of student-facing learning activities organized around the National Assessment of Educational Progress (NAEP) standards for U.S. History.

Not funded

Manfra, M.M. (not funded). Historic Oak View and the Rural South: Exploring the People, Culture, and Landscape (1850-1930), National Endowment for the Humanities (NEH). \$153, 671.00.

Primary Investigator. The Historic Oak View and the Rural South: Exploring the People, Culture, and Landscape (1850-1930) NEH Landmark Workshop will engage teacher participants in exploring the varied cultures and diverse peoples that have shaped the rural South. Focusing on the experience of rural North Carolina in the late 19th and early 20th centuries (1850-1930) teacher participants will gain a more nuanced understanding of the people, culture and landscape.

Young, C.A., Lee, J.K., & Manfra, M.M. (not funded). Quality Educators through Staff Development and Training across North Carolina. NC Quest.

Co-PI. The project presents a unique opportunity to leverage the skills and expertise of faculty members from three disciplines at North Carolina State University – English education, social studies education, and English and composition – in partnership with Durham Public Schools to address the pressing need for teacher professional development to implement the CCSS effectively. This NC Quest proposal includes a team of scholars with varied skills and diverse perspectives, working together to solve a complex educational problem. The work we are proposing emphasizes the shared responsibility mandate in the Common Core by partnering English language arts (ELA) and social studies (SS).

Manfra, M.M., Sondel, B.L., & Scherrer, J. (2014, not funded). The use of research evidence in policy and practice: A case study of NC teacher preparation and recruitment. William T. Grant Foundation.

Primary Investigator. This study will examine the use of research to frame problems and solutions, make decisions, and guide practice and improvements in teacher preparation and education policy in North Carolina (NC). To do this we will investigate and chronicle the socio-political context of recent policy shifts in NC to defund the NC Teaching Fellows program and to appropriate new funds to Teach For America (TFA) in the state.

Manfra, M.M., & Stevens, N. (2012, not funded). Digital documentaries and social studies teacher education. IDEA Grant, NC State University, \$8,000.

This project is designed to engage graduate level history education students in historical thinking through the integration of digital documentary production.

Manfra, M.M., & Wright, A. (2011, not funded). Currents in American history: The promise and path of American federalism. Teaching American History Grant, US Department of Education, \$900,000.

Teaching American History Grant Program is a collaborative effort between the Wake County Public Schools System (WCPSS) and North Carolina State University in Raleigh, NC. It will achieve three main goals: 1) Provide participating elementary and secondary teachers of American History with an intensive, high quality series of courses and seminars in traditional American history; 2) Increase vertical alignment and improve quality of American history instruction across grades 5, 8, 10, and 11; and 3) Increase student achievement in American history using methods designed to engage students and provide them with deep content knowledge. Funding for this grant program was ended by the US Congress and the US Department of Education after the proposals were submitted..

Manfra, M.M., & Stevens, N. (2010, not funded) WAKE UP! Working with at risk kids to improve underdeveloped performance. Educause, \$40,000.

Our proof of concept project brings together three pproaches to education that have demonstrated previous success: 1) the integration Apple iPads in instruction, 2) constructivist pedagogy that focuses on the use of digital history and web 2.0 technologies to teach social studies concepts, and 3) intersession instruction by I4M.

Manfra, M.M, Jones, G., & Blanchard, M. (2010, not funded). “SMART Link.” Golden Leaf Foundation, \$750,000.

This professional development program will provide master’s degree study for science educators from tier 1 and tier 2 economically disadvantaged counties in North Carolina. It will also include an early-college experience for 8th and 9th graders from these counties. A connection will be made between science content knowledge, career preparedness, and citizenship education.

Honors

August 2017-May 2018	NC Education Policy Fellows Program, Public Schools Forum
March 2015	Appointed to Education Advisory Committee of the NC Museum of History
April 2013	Outstanding Service Award, Social Studies Research Special Interest Group, American Educational Research Association (AERA)

December 2018, December 2015, December 2011, December 2010	Nomination, North Carolina State University Outstanding Teacher Award
November 2007	Society for Information Technology and Teacher Education (SITE)/ National Technology Leadership Coalition Initiative (NTLI) Award/Fellowship Nomination
April 2006	The University of North Carolina's Graduate Education Advancement Board (GEAB) Impact Award
September 2005	Tanner Award for Graduate Teaching Assistants
September 2002, September 2003	Guilford County Advanced Placement Teacher of Excellence Award
August 2000, August 2002	Draper Scholarship, University of North Carolina Greensboro
August 1994 - May 1998	North Carolina Teaching Fellow

Invited Talks and Professional Development Workshops

Lee, J.K., & M.M. (September 2019). The inquiry design model. Wake County Public School System Social Studies Conference. Raleigh, NC.

Manfra, M.M. (September 2019). What's new about fake news? Wake County Public School System Social Studies Conference. Raleigh, NC.

Manfra, M.M. (July 2019). Disciplined inquiry in the social studies: Integrating the C3 Framework into instruction. Lebanese Association for History. NC State University. Raleigh, NC.

Manfra, M.M. (May 2019). What's new about fake news? University of Missouri. Columbia, MO.

Manfra, M.M. (March 2019). Fighting the fake: Teens and social media in the era of misinformation. Cary Academy STEP Conference. Raleigh, NC.

Manfra, M.M. (October 2018). What's new about fake news? Teaching with Primary Sources Eastern Region Program. Webinar:

- <https://www.waynesburg.edu/community/tps-eastern-region/professional-development-events/webinars>.
- Manfra, M.M. (August 2018). Teens, social media, and fake news. Education Matters. <https://www.ncforum.org/education-matters-teens-social-media-and-fake-news>
- Manfra, M.M. (June 2018). Media Literacy and Fake News in the Social Studies. TPS Eastern Region Conference, Pittsburgh, PA.
- Manfra, M.M. (May 2018). Action research showcase. Saint Raphael Catholic School, Raleigh, N.C.
- Manfra, M.M. (September 2017). Action research for classrooms, schools, and communities. Saint Raphael Catholic School, Raleigh, N.C.
- Manfra, M.M. (August 2017). Action research for classrooms, schools, and communities. Pitt County Schools, Educator Effectiveness & Leadership Training, Greenville, NC.
- Manfra, M.M., & Khater, A. (June 2017). The long history of immigration in the United States. Summer Teacher Institute. NC State University. Raleigh, NC. (In partnership with the Khayrallah Center for Lebanese Diaspora Studies.)
- Manfra, M.M., Norris, C., & Davis, B.J. (August 2017). Hidden histories: North Carolina and World War I. Summer Teacher Institute. NC Museum of History. Raleigh, NC. (In partnership with the NC Museum of History and Carolina K-12.)
- Manfra, M.M. (June 2016). “Connecting Carolina”: Integrating primary sources from the Library of Congress collection in North Carolina’s history Classrooms. NC Museum of History. Raleigh, NC. (In partnership with the NC Museum of History and Carolina K-12.)
- Manfra, M.M. (May 2014). ““Something that Matters” Action Research and Educational Change,” STEP conference, Cary Academy, Raleigh.
- Manfra, M.M. (April 2014). Reform and Conflict: The rise of public criticism of education and the back to basics movement. Teach in on public Education at North Carolina State University.
- Manfra, M.M. (May 2013). Digital history and democratic education. Department of Digital Humanities, King’s College, London.
- Manfra, M.M., & Stevens, N. (July 2011). Cool tools: Integrating iPads into instruction. New Literacies Teacher Leader Institute, Friday Institute, North Carolina State University, Raleigh, NC.

Manfra, M.M. (August 2010). "Something that matters": Action research as professional development for teachers. Brown Bag Series. Friday Institute, NC State University, Raleigh, NC.

Manfra, M.M. (July 2009). Cool tool: PrimaryAccess. New Literacies Teacher Leader Institute, Friday Institute, North Carolina State University, Raleigh, NC.

Manfra, M.M. (April 2009) Using student-created digital documentaries to enhance writing and literacy skills in the social studies classroom. Capital Area Writing Project's Writing Across the Curriculum conference, North Carolina State University, Raleigh, NC.

Manfra, M.M. (June 2008). Integrating local history in the social studies classroom: Teaching about desegregation and Massive Resistance in Norfolk. Northampton County Teaching American History Grant Program. Norfolk, VA.

McGlenn, M. M. (2006). Creating Digital Narratives. Documenting the American South Teacher Workshop in Collaboration with the NC Humanities Council, Chapel Hill, NC.

McGlenn, M.M. (2006). Making the 90 Minutes Count: Using Effective Teaching Strategies in the High School Classroom. Owen HS, Asheville, NC.

Editorships and Editorial Review Boards

Editor, *Contemporary Issues in Technology and Social Studies Teacher Education*, 2013-2017

Co-editor, *Social Education Journal*, Instructional Technology Section, 2008-present
(Note: final editorial control assigned to Michael Simpson)

Consulting Editor, *The Social Studies Journal*, 2009-present

Reviewer, *Journal of Social Studies Research*, 2011-present

Reviewer, *Social Studies Research & Practice Journal*, 2006-present

Reviewer, *Journal of Curriculum and Instruction (JOCI)*, 2013-present

Professional and Service Organizations

American Educational Research Association (AERA)

- **Chair**, American Educational Association (AERA), Social Studies Research SIG, 2012-13
- **Annual Conference Program Chair**, AERA, Research in Social Studies Education (RSSE) SIG, 2011-12
- **Assistant Program Chair**, AERA, Research in Social Studies Education (RSSE) SIG, 2010-11
- Membership Chair, AERA, Research in Social Studies Education (RSSE) SIG, 2009-2010
- Annual conference proposal reviewer, 2005-present

National Council for the Social Studies (NCSS)

- **Chair**, College and University Faculty Assembly (CUFA), Executive Board – 2014-15
- **Chair-Elect**, College and University Faculty Assembly (CUFA), Executive Board, 2013-14
- Executive Board Member, College and University Faculty Assembly (CUFA), 2011-2016
- College and University Faculty Assembly SIG, House of Delegates Representative, 2008-2010
- NCSS Technology Community
- NCSS Research Community
- Reviewer, *Theory and Research in Social Education* Journal, 2009-present

Association for the Advancement of Computers in Education (AACE)

- Reviewer for *Contemporary Issues in Technology and Teacher Education* (CITE)
- Society of Instructional Technology and Teacher Education (SITE) annual conference proposal reviewer 2004-present

External Reviewer for Tenure and Promotion Review of faculty member from University of Kentucky, 2019.

External Reviewer for Tenure and Promotion Review of faculty member from Kansas State University, 2017.

External Reviewer for Tenure and Promotion Review of faculty member from George Mason University, 2016.

University Service

Program Coordinator, Department of Teacher Education and Learning Sciences, Social Studies Program Area of Study (PAS) 2016-present

Program Coordinator, New Literacies and Global Learning M.Ed. Program coordinator, 2011-2016

Member, College of Education Research Committee, 2019-present.

Member, College of Education, Reappointment, Promotion, and Tenure Committee (CRPTC), 2017-2019.

Member, Department of Teacher Education and Learning Sciences, post-tenure review committee, 2017-2018.

Member, Digital Humanities Task Force, NC State University, 2012-present

Member, College of Education, Awards Committee, 2011-2013.