

**Curriculum Vitae
Peter B. Duffy**

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Columbia, SC 29204

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ORCID Number 0000-0002-4235-4582

ACADEMIC APPOINTMENTS AT THE UNIVERSITY OF SOUTH CAROLINA

Professor (2020)
Associate Professor (2014 -2019)
Assistant Professor (2008-2014)

VISITING AND GUEST PROFESSORSHIPS

Guest Professor of Literacy and Theatre Education, University of Melbourne,
January–May 2025
Guest Professor for Creativity and Learning Theory, University of Vienna, November
2024
Guest Professor for Creativity and Learning Theory, Western Norway University of
Applied Sciences, November 2024
Guest Professor for Applied Theatre and Theatre Education, Hochschule für Musik
und Theater, Rostock, Germany, May 2013, 2015, 2016, 2019
Guest Professor, Arts Education and the Science of Learning, Trinity College
Dublin, Ireland, October 2013

EDUCATION

The University of South Carolina
Ed.D. Education, Curriculum and Instruction August, 2014
Dissertation Title: Facilitating embodied instruction: Classroom teachers' experiences
with drama-based Pedagogy

The University of North Carolina at Greensboro (UNCG)
MFA May 2007
Major: Directing, Educational Theatre
Concentration: Theatre for Youth

University of Maine, Orono, ME (UMO)
BA May 1994
Major: German
Minor: Education
Exchange Student Christophorus Schule in Braunschweig, Germany, UMO (fall 1991)

ACADEMIC AND PROFESSIONAL EXPERIENCE

Professor, Undergraduate Director (2022 – Present), Interim Associate Chair (2019-2020), Head of Master’s Program in Arts in Teaching, University of South Carolina, Columbia (July 2008 – Present. Tenure and promotion awarded May 8, 2014, Full Professor awarded May, 2020)

- Advise Theatre Education graduate students
- Redesigned Curriculum of the Masters Program in Arts in Teaching
- Developed and implemented new courses
- Initiated successful and on-going community out-reach theatre programs in schools and community centers
- Supervise, evaluate and advise student-teachers in theatre education
- Conduct on-going professional development workshops for area public school teachers
- Supervise doctoral students in Curriculum and Instruction and teach dissertation preparation and research methods
- Serve on various departmental and University committees
- Serve as liaison between State Department of Education and Theatre Teacher Certification
- Revamped a Summer Drama Conservatory for 1-12th grade students
- Courses Taught:
 - Methods in Teaching Drama in Public Schools
 - Research Methods
 - Arts and Learning Difference
 - Applied Theatre
 - Drama in Education
 - Dramatic Literature for Youth
 - Theatre Appreciation
 - Ed.D. Dissertation Preparation
 - Drama Education and Learning Difference

Director of Education, Youth and Community Programs, Irondale Ensemble Project, Brooklyn, New York (July 2007 – July 2008)

- Trained Teaching Artists to work in New York City classrooms
- Developed assessment tools and curricula with classroom teachers and teaching artists for residencies
- Developed/facilitated teacher professional development seminars on arts across the curriculum, assessing through the arts, teaching the whole child, teacher inspiration
- Developed relationships with schools/personnel across New York City schools
- Developed educational mission and support materials for Irondale
- Active Teaching Artist in New York City Schools (K-12)

Graduate Education Director and Tour Manager, NC Theatre for Young People, University of North Carolina at Greensboro (2004–2006)

Instructor and Teaching Assistant, Theatre Department, University of North Carolina at Greensboro (2004–2007)

Teacher, Drama, English, and German, Maranacook Community School, Readfield, ME (1994–2004). Founded and directed a touring interactive theatre company addressing issues of identity, substance abuse, and dating violence.

German Teacher, Kittatinny Regional High School, Hampton, NJ (January–July 1999)

Actor / Teaching Artist, Creative Arts Team, New York University (September–December 1998)

Research Assistant, Center for Educational Research & Evaluation, University of Maine, Orono (1993–1994)

PUBLICATIONS (ORCID 0000-0002-4235-4582)

Books:

Devising in Times of Crisis: Post-Pandemic Practices. (Contributing editor) Routledge Press, April 2026. Currently in production.

Cognition, Learning and Teaching Through Drama: Embodied Pedagogies for Transformational Learning. In Process – Palgrave Publishing Due to publisher May, 2026

ReformED: Listening to teachers in the age of Educational Reform – Proposal Submitted to and accepted by Brill Publishing. The book contains the verbatim play I wrote based on interviews as to why teachers are leaving education is such large numbers as well as the analysis of survey data of over 700 teachers from across the US. (In Progress)

Drama Research Methods: Provocations of Practice – (Contributing co-editor) Sense/Brill Publishing. Jan 2019

A Reflective Practitioner's Guide to (mis)Adventures in Drama Education – or – What was I Thinking? Contributing Editor. London: Intellect, 2015.

Youth and Theatre of the Oppressed. Contributing Co-Editor. New York: Palgrave Press. March 2010.

Book Chapters:

Duffy, P. (2025). Drama research. In G. Noblet & A. Anders (Eds.), *The Routledge handbook of methods and methodologies for the social sciences* (forthcoming). Routledge.

Duffy, P. (2022). Mixed methods in drama education research: A project autopsy. In M. McAvoy & P. O'Connor (Eds.), *The Routledge companion to drama in education* (pp. forthcoming). Taylor & Francis.

Duffy, P. (2019). Introduction: Drama, new contexts, and creating for tomorrow. In Á. H. Ragnarsdóttir & H. S. Björnsson (Eds.), *Drama in education: Exploring key research concepts and effective strategies* (pp. forthcoming). Routledge.

Duffy, P., Hatton, C., & Sallis, R. (2019). Introduction. In P. Duffy, C. Hatton, & R. Sallis (Eds.), *Drama research methods: Provocations of practice* (pp. forthcoming). Sense/Brill Publishing.

Hatton, C., & Duffy, P. (2019). The stories that made us: A duoethnography on becoming reflective drama researchers. In P. Duffy, C. Hatton, & R. Sallis (Eds.), *Drama research methods: Provocations of practice* (pp. forthcoming). Sense/Brill Publishing.

O'Toole, J., & Duffy, P. (2019). Research and its impact: A dramatic cyber-dialogue in three scenes. In P. Duffy, C. Hatton, & R. Sallis (Eds.), *Drama research methods: Provocations of practice* (pp. forthcoming). Sense/Brill Publishing.

Anders, A., Duffy, P., Hatton, C., & Sallis, R. (2019). Lessons learned: Provocations of practice. In P. Duffy, C. Hatton, & R. Sallis (Eds.), *Drama research methods: Provocations of practice* (pp. forthcoming). Sense/Brill Publishing.

"The Irondale Ensemble Project" Ed. Michael Anderson & Michael Finneran
Education and theatres: Beyond the 4 walls. New York: Springer. (2019)

"Brain, Mind and Drama: Embodied Cognition, Encoding and Drama Education." Ed. Shifra Schonmann, *International Yearbook for Research in Arts Education 3/2015: The Wisdom of the Many - Key Issues in Arts Education*. Münster: Waxmann, 2015.

"The Vicious Circle: A Study in Stupidity." Ed. Peter Duffy, *A Reflective Practitioner's Guide to (mis)Adventures in Drama Education – or – What was I Thinking?* London: Intellect, 2015.

"Essentializing Residencies: Collecting Trophies of the Oppressed." Eds. Katie Dawson & Daniel Kelin, *The Reflective Teaching Artist*. London: Intellect, 2013.

"Drei Gesichter Des Theatres Der Unterdrückten." (Three Faces of the Theatre of the Oppressed) in *Theatre Mit Mir?* Ed. Marion Küster. Uckerland, Germany: Schibri-Verlag, 2011. 114-27.

“Why This? Why Now?” Ed. Peter Duffy & Elinor Vettraiño. *Youth and Theatre of the Oppressed*. New York: Palgrave Press. March 2010.

“Staying Alert: A Conversation with Chris Vine.” Ed. Peter Duffy & Elinor Vettraiño. *Youth and Theatre of the Oppressed*. New York: Palgrave Press. March 2010.

“From *I* to *We*: Analogical Induction and Theatre of the Oppressed with Youth. Ed. Peter Duffy & Elinor Vettraiño. *Youth and Theatre of the Oppressed*. New York: Palgrave Press. March 2010.

“The Human Art: An Interview on Theatre of the Oppressed and Youth with Augusto Boal.” Ed. Peter Duffy & Elinor Vettraiño. *Youth and Theatre of the Oppressed*. New York: Palgrave Press. March 2010.

Selected Articles:

Duffy, P. (*The Journal of Mind, Brain, and Education* – in process) The Body and Emotion-Centered Teaching Practice: Implications for Changing the Discourse of Instruction and Curriculum

Duffy, P. and Saunders, J.N., *Literacy. Reading in Motion – The Role of Embodied Cognition and Drama in Literacy Learning* (Accepted with Revisions)

Duffy, P. *Journal of Artistic and Creative Education* (Accepted). Facilitating embodied instruction: Classroom teachers’ experiences with drama-based pedagogy and Cognition.

Duffy, P. (2024). ReformED: Integrating qualitative and quantitative research methods in research-based theatre. *Education Sciences*, 14(378), 1-20.

den Ouden, D. B., & Duffy, P. (2022). Play on words: An analysis of a participatory play-making process with speakers with aphasia. *Aphasiology*, 1-20.

Duffy, P. (2018). Blind to what’s in front of them: Theatre of the Oppressed and teacher reflexive practice, embodying culturally relevant pedagogy with pre-service teachers. *Youth Theatre Journal*, 32(1), 45-59.

Murray, B., Garcia, L., Saldaña, J., Horn, E. B., McAvoy, M., DeVivo, J., ... & Duffy, P. (2016). Three decades drama/theatre and (for/with/by/about) youth crowd-sourced timeline. *Youth Theatre Journal*, 30(2), 136-148.

Duffy, P. (2016). Theatre curriculum in the US: A great tasting sandwich on stale bread. *Research in Drama Education: The Journal of Applied Theatre and Performance*, 21(1), 37-41.

Powers, B., & Duffy, P. B. (2016). Making invisible intersectionality visible through Theater of the Oppressed in teacher education. *Journal of Teacher Education*, 67(1), 61-73.

Duffy, P. (2014). The local and global state of theater education research and policy. *Journal of Arts Education Policy Research*, 115(3), 63-71.

Duffy, P. (2014). Problem finders in problem spaces: A review of cognitive research for drama in education. *Youth Theatre Journal*, 26(2), 120-132.

Duffy, P. (2014). The blended space between third and first person learning: Drama, cognition and transfer. *Research in Drama Education: The Journal of Applied Theatre and Performance*, 19(1), 89-97.

Duffy, P. (2013). Postcolonial, postmodern, postracial, postqueer positionality in a ... Aw hell, I'm just trying to do good work: A dialogue of identity, intention, and position: Part 1. *Youth Theatre Journal*, 27(1), 1-6.

"A Praxis of Joy." *Incite/Insight*, (March 2012) 2:4, 11-14

"Road Trip: Guiding Student Teachers Safely Home." *Teaching Theatre*, (2010) 30-35.

"The Reluctant Learner: How to Reach Students Who Want to Be Somewhere Else." *Teaching Theatre*, (Spring 2009) 15-20.

"I Didn't Know I Had Anything to Say About Racism: Teens and TO." *Stage of the Art*, 17.3 (Winter 2006): 5-6.

Reviews:

"Why Theatre Matters: Urban Youth Engagement and Pedagogy of the Real." *Applied Theatre Research* Fall, 2016

"The Frantic Assembly Book of Devising Theatre" *TYA Today*: Fall 2009.

Creative and Public Scholarship:

Host of the International Drama/Theatre Education Research Podcast

<https://itunes.apple.com/us/podcast/drama-theatre-education-research/id997125973?mt=2>

Nothing Again: An Interactive Musical - produced by the Irondale Ensemble, New York
As Seen on TV, one act play about the commoditization of youth featured in Alissa Quart's book *Branded: The Buying and Selling of Teenagers*

CONFERENCE PRESENTATIONS AND RESIDENCIES (Partial Listing)

- **Keynote Address Drama Australia National Conference** (Feb 2026) Perth, Australia. *Play (in Three Acts): Exploring Case Studies of Play and Impacts on Learning*
- **American Alliance of Theatre and Education Symposium** (Nov 8-10, 2025) Salt Lake City, Utah. *Devising Theatre in Times of Crisis Workshop*.

- **Invited Lecturer-** Trinity College, Dublin Ireland (Oct 16, 2025). Talk entitled: *Drama as Shared Meaning Making: Generating, analyzing, scripting, and staging data*
- **Keynote Address (Oct 11, 2025)** Enacted: The Role of Embodied Cognition on Drama, Language, and Learning. Drama in Education Days Conference, Uppsala, Sweden.
- ***Drama's impact on literacy - What the research tells us*** (Workshop, 2025) Drama Australia, Adelaide.
- **Invited Lecturer** – University of Melbourne, April Talk Entitled: *A Case for Small Improvements: Drama's Role in the Ecology of Literacy*
- **Create Conference, University of Sydney, Australia.** March 2025. *Creativity, Our First Language*
- **Scenario Conference Dublin, Ireland (May 2025)** - *The presence of the body, emotion and mind in learning*
- **Invited Lecturer, Western Norway University of Applied Sciences, Institute of the Arts, Bergen, Norway.** (Jan 2025) Talk Entitled: *I Had a Gut Feeling: Embodied Cognition, Drama, Teaching and Learning*
- **Keynote Address (Dec 2022)** Taiwan Research in Arts Education Conference. The address is entitled, *Research Across Contexts: Expanding the practices, ethics, and responsibilities of Drama-Based Research within cultural contexts*
- **International Drama/theatre Education Association, Reykjavik, Iceland (2022)**
 - *Locked Down – Opened Up – An International Collaborative Performance*
 - *Do I want to be a teacher now?*
- **IDIERI (International Drama in Education Research Institute) Coventry, UK 2022**
 - *Messy data, conflicting results, clear stories*
 - *Review of 5-year study pilot data*
- **Invited Presenter at the University of Michigan Theatre Symposium Entitled, Flint: The Fight is Not Over.** Workshop presented on Theatre of the Oppressed as Community Engagement. (March, 2019)

- **32nd Annual American Alliance of Theatre and Education Conference,** Presented one paper with Drs. Beth Murray and Charles Adams entitled, “Messy/brave revolutionary spaces.” (New York City, July 2019)
 - **32nd Annual American Alliance of Theatre and Education Pre-Conference:** Presented a workshop on based on a chapter called *Creating Community in an absence of how.* (July 2019)

- **2nd Annual Creativity Conference at Southern Oregon University** Presented one paper and one led workshop. The paper was entitled Impact of drama intervention on Student Creativity and Motivation to Read: A Two Year Study. The Workshop was entitled Teachers on Creativity in the Classroom. (August 2019)

- **Palmetto State Arts Education Conference.** Presented a workshop entitled Your Brain on Drama. (Charleston, SC. October, 2018)

- **1st Annual Creativity Conference at Southern Oregon University** Presented one paper and one workshop. The paper was entitled Impact of drama instruction on TTCT results in Summer Reading Program. The Workshop was entitled What Teachers Talk About When They Talk About Creativity. (August 2018)

- **30th Annual American Alliance of Theatre and Education Conference,** Presented one paper: Uncommon Voices in the Age of Common Core, and chaired a session entitled: Graduate Researcher: Building an Ethnodrama (August 2017).

- **New York University Forum on Ethnodrama: The Aesthetics of Research and Playmaking.** Presented a reading of an ethnodrama in process entitled *Uncommon Voices in the Age of Common Core.* (New York City, April, 2017)

- **Keynote Speaker,** 2017 Drama Australia Symposium: Creative Capital. Speech entitled *Drama Changing Minds: How Drama in the Curriculum Transforms Teaching and Learning* (October 2017)

- **Invited Keynote Speaker and Workshop Leader,** Singapore Drama Education Association. Invited to lead a workshop on arts-based assessment and gave a talk entitled *Drama, Cognition and Learning.* (September 2017)

- **29th Annual American Alliance of Theatre and Education Conference,** Presented three papers: Expanding Paradigms of Praxis: Connected, Embodied Encoded Learning through Drama Dr. Xan Johnson; Intersections of Research and Practice: Cultivating Unheard Voices and Impact with Laurie Melnik & Joan Lazarus (July 2016)

- **New York University Forum on Educational Theatre.** Presented paper entitled: *Staging Learning: Cognitive Neuro-science and drama professional development with classroom teachers.* (New York City, April 2016)
- **28th Annual American Alliance of Theatre and Education Conference.** Invited Pre-Conference workshop leader and co-presenter of a workshop entitled “Bridging Creative Minds: Initiating Change As Both Researcher and Practitioner” with Dr. Joan Lazarus and Dr. Laurie Melnik (Aug 2015)
- **International Drama in Education Research Institute,** Singapore. Presented two papers entitled, “Expanding Paradigms of Praxis: Learning through Emotionally Connected, Embodied and Encoded Drama Education” with Patrice Baldwin, and “Facilitating Embodied Instruction: Classroom Teachers’ Experiences with Drama-Based Pedagogy.” (July 2015)
- **Invited Guest at the Dallas Children’s Theatre** Provided two workshops. The first on Arts Based Learning and the other on Cognition and the Arts. (Feb 2015)
- **1st Annual Artistry, Performance and Scholarly Inquiry Symposium at the University of Melbourne.** Facilitated an hour-long workshop on new methods in qualitative data analysis. “Crowdsourcing the Data.” Melbourne, Australia. (July, 2014)
- **Tennessee Arts Academy,** Master Teacher in the Elementary Program. Week-long residency. Nashville, TN (July, 2014)
- **27th Annual American Alliance of Theatre and Education Conference,** co-presenter with Dr. Xan Johnson “Your Brain On Its Feet: In Step with Drama as Social and Embodied Cognition” Denver. (August 2014)
- **27th Annual American Alliance of Theatre and Education Conference,** co-presenter with Joan Lazarus, Dr. Gus Weltsek, and Dr. Matthew Omasta “How Far is Too Far?” Denver. (August 2014)
- **Invited Lecturer at the University of Texas at Austin.** Provided lectures on the impacts of cognitive science research on drama education and workshops on Theatre of the Oppressed applications. (Jan 2014)
- **Invited Lecturer at Trinity College. Ireland.** Gave lecture series entitled. “The Ends of Arts Education” to Trinity faculty and students. Dublin, Ireland (Oct 2013)

- **Invited Speaker at the Educational Theatre Association Conference.** Presented a session entitled, “Why Should Drama Teachers Care about Cognitive Science?” Minneapolis, MN (Sept 2013)
- **26th Annual American Alliance of Theatre and Education Conference,** co-presenter of double session entitled, Theatre, Cognition and the Curriculum. Washington, DC (July 2013)
- **26th Annual American Alliance of Theatre and Education Conference,** co-presenter of research project entitled, “Student Teaching: An Ethnodrama” Washington, DC (July 2013)
- **8th World Congress of the International Drama/Theatre and Education Association,** Presented a paper entitled, “The Working Brain: Social Cognition, Theatre and the Mechanisms of Learning, Paris, France (July, 2013)
- **Invited Presenter,** World Alliance of Arts Education, Munich, Germany (May, 2013)
- **World Alliance for Arts Education,** Presented a paper entitled, “The Artistic Brain: Learning and Transfer” Rovaniemi, Finland (November, 2012)
- **25th Annual American Alliance of Theatre and Education Conference,** present workshop with Dr. Christina Marin entitled “Do We Have to Be Oppressed: Engaging Theatre of the Oppressed Activities with Diverse Goals” Lexington, KY. (August 2012)
- **4th Annual UK Cognitive Linguistics Conference,** Presented a paper entitled, “Playing with Words: Improvisation, Embodiment, Conceptual Blending, and Schema Development”, King’s College, London, England (July 2012)
- **7th Annual International Drama in Education Research Institute,** Presented a paper entitled, “The Liminal Space Between Third and First Person Learning: Drama, Cognition and Transfer” (July, 2012)
- **Council of Social Work Education (CSWE),** Co-presented with Dr. Robert Hock from the College of Social Work at USC a workshop entitled, “Re-envisioning Role Plays: Incorporating Theatre of the Oppressed Techniques in the Social Work Classroom. (October, 2011)
- **24th Annual American Alliance of Theatre and Education,** Invited to present a workshop entitled “Cognition Research and Theatre Education: Links from Theory to Praxis” Chicago, Illinois. (July 2011)

- **American Society for Theatre Research**, Presented a paper entitled “Analogical Bootstraps: Cognitive Applications to Creative Drama and Empathy Development” Seattle, Washington. (November 2010)
- **16th Annual Pedagogy and Theatre of the Oppressed Conference**, Presented on panel about recently published book, “Theatre of the Oppressed and Youth” Austin, Texas. (June 2010)
- **Invited Lecturer at The University of Dundee and Adam Smith College in Dundee, Scotland**, Taught courses during a week period about Theatre in Education, and Theatre of the Oppressed with Youth (November 2009)
- **1st Annual International Conference in Drama in Education for Children and Adolescents At-Risk, Rostock, Germany**. Presented a paper entitled: Three Faces of Theatre of the Oppressed. (May 2009)
- **21st Annual American Alliance of Theatre and Education**, Teaching Artist/Classroom Teacher Partnerships. Atlanta, GA. (July 2008)
- **20th Annual American Alliance of Theatre and Education**, Theatre of the Oppressed Techniques with Youth. Vancouver, BC. (July 2007)
- **11th Annual Pedagogy and Theatre of the Oppressed Conference**, Creative Drama and Theatre of the Oppressed Techniques for Classroom Use. Chapel Hill, NC (May 2006)
- **10th Annual Pedagogy and Theater of the Oppressed**, Devising Plays with Young People. Omaha, NE (May 2005)
- **Southeastern Theatre Conference (SETC)**, Theatre for Social Change. Greensboro, NC (April 2005)
- **9th Annual Pedagogy and Theater of the Oppressed Conference**, Applying Theater of the Oppressed Techniques to High School Theater. Milwaukee, WI (May 2004)
- **Performing the World Conference**, Boal in School. Montauk, NY (April 2002)
- **Sticks and Stones Conference**, Ending Bullying and Harassment in Schools: Effective Tips for Teachers. College of New England, Henniker, NH (fall 2001, spring 2002)

- Over 50 middle and high school residencies confronting harassment, identity, family relations, substance abuse and bullying through theatre
- Over 60 elementary school residencies - using creative drama to reinforce grade-level curricula and address interpersonal skills
- Guest artist to create a new work at the Irondale Ensemble Project. Wrote, composed and directed the interactive musical *Nothing Again* which played for 5 days at the Theater for the New City - an Off-Broadway Theater
- Artist in Residence, Long Creek Youth Development Center. Spent three summers working in Maine's largest youth correctional facility directing *Beowulf*, *Macbeth*, and *Twelve Angry Men*.

GRANTS RECEIVED

Arts Commission – Rooster Tales Camp (Summer 2026) \$13,350 to support actors on the Autism Spectrum participate in a summer theatre camp

Arts Commission – Rooster Tales Camp (2023/2024) – for students on the Autism Spectrum \$48,000

USC Humanities Collaborative (2024) – Arts-Based Research Collaborative \$3,000

USC Humanities Collaborative (2023) – Arts-Based Research Collaborative Expansion Grant \$3,000

SC Department of Education – Co-PI with SC Governor's School for the Arts and Humanities – \$300,000 Research grant for researching the impacts of the SPARK drama, learning and literacy project

South Carolina Humanities Foundation Grant (2019) – to support creating original play with speakers with aphasia called “Don't have a stroke on a Saturday night.” \$1200.

University of South Carolina Research Grant (2017) – for transcription and interviews. \$3000

University of South Carolina Teaching Excellence Global Classroom Grant (2016) – to support creation of a new course with international travel component. \$4000

University of South Carolina Provost Grant for Creative Activity (2016) – To support a performed research project on why teachers are leaving education before retirement called *Uncommon Voices in the Age of Common Core* - \$20,000

University of South Carolina Office of Research (2015) - \$23,460 Creative Responses to the SC Flood. Grant awarded to create a piece of performed research investigating the impact of the 2015 SC flood on the residents of Columbia, SC

University of South Carolina Center for Teaching Excellence Technology Grant for Classroom Innovation (2009) - \$4000

GRANT PROPOSALS IN PROGRESS:

Spencer Foundation: Educational Research Grant (\$50,000 June 2026) – To fund expanded research on why teachers are leaving the profession.

National Endowment for the Arts – Research Grant – (\$250,000 March 2026) to support research on the use of drama and increased social engagement and creative expression for students on the autism spectrum

DOCTORAL SUPERVISION AND EXAMINATION

USC Doctoral Dissertations Chaired:

Dowdy, Jo Ellen. “The Relationship Between Mindset and Motivation in the Alternative School Mathematics Classroom.” Summer 2018- Spring 2019

Fieber, Christina. The Effect of Collaboration on Online Student Motivation in a College Biology Course. Summer 2018- Spring 2019

Fowler, Rachel, C. The Effects of Synchronous Online Course Orientation on student Attrition. Summer 2018- Spring 2019

Salem, Cherie, B. “What is the Impact of Utilizing an Authentic Study of an Author’s Life and Literary Works to Increase Student’s Motivation to Read in a Third Grade Gifted and Talented Classroom?” Summer 2018- Spring 2019

Whitaker, Stacey. “How Do Teacher Perspectives Toward Project-Based Learning Impact Teacher Implementation?” Summer 2018- Spring 2019

White, Kalina. “The Impact of Jigsaw Learning on Student Engagement in Beginning students at a Community College: An Action Research Study; Summer 2018- Spring 2019

International External Examiner

Nick Waxman: *Acting Out! Student Affect, Voice and Agency: A Theatrical Inquiry into Secondary School learning environments.* Sept. 2025

Thomas De Angelis: “Everyone mashed our ideas together to make this incredible story”: Examining the impact of the regrowth project. University of Sydney. 2025

Sisi Zheng: *Drama as a learning medium in Chinese schooling – with a particular focus on process drama in moral education in the Chinese primary schools.* Western Norway University of Applied Sciences. 2024

Chris Summers: *Floodlights, Flare-ups and Frameworks: teacher/playwright (re)staging Pedagogy, Curriculum and Assessment.* University of Melbourne. 2021

Chen Shurui Cheryl: *Drama as Pedagogy: Negotiating Teacher Beliefs to Enact Alternative Visions of Education* (Ph.D., National Institute of Education, Singapore) Fall 2019

Sharon McCutcheon: *How can site-specific, community theatre be used as a catalyst for*

change within an educational framework? (Ph.D., University of Sydney) Spring 2019
Briana Bower, MFA Thesis. University of Texas, Austin. *This object holds: exploring adolescent identity through object-based performance.* Spring 2016.
Ben Hardin, MFA Thesis. *Playbuilding Identity with Preservice Theatre Teachers: an Exploration through Drama.* University of Texas, Austin. Spring 2014.

External Reviewer for Faculty Tenure and Promotion

Dr. Nancy Smithner – New York University, 2021
Dr. Christine Hatton – University of Newcastle, Fall 2018
Dr. Rachael Jacobs – Western Sydney University, Spring 2018

INSTRUCTION AT PRE-SERVICE AND IN-SERVICE TEACHERS' NATIONAL INSTITUTES

"Drama and Cognition" Dallas Theatre Center – Institute for Teachers Feb 2014
"Theatre and Cognition" Pre-conference seminar AATE, Milwaukee, WI 2016
"Creative Drama for Grades K-5," Tennessee Arts Academy Summer Workshop, Belmont College, Nashville, June 2014

JOURNAL AND PUBLISHING HOUSE SERVICE

Editorial Board Member for:

Research in Drama Education: The Applied Theatre Journal, 2018 – present
Youth Theatre Journal, 2018 – present
Applied Theatre Journal – 2017 – present

Article Reviewer for

International Journal of Education and the Arts, 2025
Journal of Teacher Education, 2017, 2018
Applied Theatre Journal, 2016 - present
Research in Drama Education, 2016 – present
Youth Theatre Journal, 2012 – present
NJ, 2015

Proposal and Manuscript Reviewer for
Intellect, 2015

Palgrave Macmillan/Springer, 2016, 2020
Routledge, 2016. 2021
Springer, 2017, 2019
Sage 2017

HONORS AND AWARDS

2025 Hall of Fame Inductee – South Carolina Theatre Education Association
2024 Riley Institute What Works in Education Award – Spark Program

2020 Arts Schools Networks Research initiative Award – Spark Program
2017 Garnet Apple Teaching Award Winner – University of South Carolina (only 6 given annually from a faculty of over 2000)
2017 South Carolina Theatre Association’s Outstanding Theatre Educator Award
2016-2017 Center for Teaching Excellence Faculty Fellow
2013 Lin Wright Special Recognition Award Winner from American Alliance for Theatre & Education (AATE) – A National award for significant contributions to the fields of theatre and education
Nominated for the 2011 ATHE Outstanding Book Award for *Youth and Theatre of the Oppressed*.
Nominated for the 2010 Mungo Graduate Faculty Excellence in Teaching Award, University of South Carolina
Winifred Ward Scholarship Finalist - American Alliance for Theatre & Education (AATE)
UNCG - Kate Barrett Scholar, Kathryn McAlister England Scholar and Angels Scholar
UMO - Graduated with High Distinction, Vice President of the University Chapter of the National German Honor Society, recipient Presidential Pin of Academic Excellence
Kennedy Center American College Theatre Festival (KCACTF) Ten Minute Play Festival Contest, 2006 - Playwright Finalist

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

American Educational Research Association (AERA)
Director of Research, International Drama/Theatre Education Association (IDEA)
Center for Pedagogy and Theatre of the Oppressed (PTO)
American Alliance for Theatre & Education (AATE)
The United States Center for the International Association of Theater for Children and Young People (ASSITEJ / USA)
New York City Roundtable for Arts in Education Member

TEACHING INTERESTS

Education

Arts-Based Educational Research
Educational Neuro-Science
Embodied Pedagogies
Teaching and Learning
Arts Integration in the Curriculum
Critical Pedagogy
Research Methods

Theatre

Drama Pedagogies
Applied Theatre
Directing
Play Script Analysis
Acting
Theatre as Research
Theatre for Social Change

References

Johnny Saldaña - Johnny.Saldana@asu.edu
Professor Emeritus, Qualitative Inquiry and Theatre
Arizona State University, USA

Dr. Erica Tobolski - Eetobols@mailbox.sc.edu
Professor of Voice and Acting
University of South Carolina

Dr. Caitlin Hudak - chudac@mailbox.sc.edu
Director of the Brain Research Across Development (B-RAD) Lab
Department of Psychology
University of South Carolina

Dr. Rhonda Jeffries - Rjeffrie@mailbox.sc.edu
Professor of Education, Curriculum and Instruction
University of South Carolina

Dr. Richard Sallis - Sallis@unimelb.edu.au
Professor of Theatre Education
University of Melbourne

Professional References:

Dr. Stephanie Milling

Chair, Department of Theatre and Dance

SMILLING@mailbox.sc.edu

Dr. Caitlin Hudac

Department of Psychology

Director of the Brain Research Across Development (B-RAD) Lab

chudac@mailbox.sc.edu

Dr. Angela Baum

Interim Dean, Professor, Early Childhood Education

Department of Teacher Education

College of Education

bauma@mailbox.sc.edu