

**CURRICULUM VITAE**  
**Tamara L. Shreiner**  
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History Department  
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**EDUCATION**

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- 2009 *Ph.D., Educational Studies*, specialization in history and social science education, University of Michigan, Ann Arbor, MI
- Dissertation Title: *Framing a Model of Democratic Thinking to Inform Teaching and Learning in Civic Education*
  - Dissertation Committee: Robert B. Bain (Chair), Arthur Lupia, Jeffrey E. Mirel, Elizabeth B. Moje
- 2007 *Certificate of Graduate Studies, Museum Studies*, University of Michigan, Ann Arbor, MI
- 2003 *M.A., Social Studies Education*, University of Michigan, Ann Arbor, MI
- 1999 *B.S., English Language and Literature/History*, Eastern Michigan University, Ypsilanti, MI
- 1999 *Michigan Secondary Teaching Certificate*, Endorsed in English and History

**ACADEMIC APPOINTMENTS**

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- 2024-Present *Director of College of Liberal Arts and Sciences PK-12 Initiatives and the Pedagogical Content Knowledge for Elementary Teaching Program*, Grand Valley State University
- 2022-2024 *Director of College of Liberal Arts and Sciences PK-12 Initiatives*, Grand Valley State University
- 2019-2022 *Associate Dean for Curriculum and Instruction*, Grand Valley State University
- 2019-present *Associate Professor of History and Social Studies Education*, Grand Valley State University, Allendale, MI
- 2015-2019 *Assistant Professor of History and Social Studies Education*, Grand Valley State University, Allendale, MI
- 2009-2015 *Social Studies Teacher and Department Chair*, Greenhills School, Ann Arbor, MI
- 2011-2013 *Research Associate and Lecturer*, School of Education, University of Michigan, Ann Arbor, MI.

2007-2008	<i>Associate Curator of Education, Transportation Exhibits Project, Henry Ford Museum and Greenfield Village, Dearborn, MI.</i>
2003-2007	<i>Graduate Student Instructor, University of Michigan, Ann Arbor, MI</i>
1999-2002	<i>Social Studies and English Teacher, Milan and Utica Community Schools, MI</i>

## FELLOWSHIPS, GRANTS, CONTRACTS, AND AWARDS

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2025	<i>The Society of Professors of Education Outstanding Book Honorable Mention, Teaching Data Literacy in Social Studies: Principles and Practices to Support Historical Thinking and Civic Engagement</i>
2024-2025	<i>Teaching with Primary Sources Grant, Library of Congress, with Co-PI Bradford Dykes, "Teaching Critical Data Literacy through the Slow Reveal Method and Primary Source Data Visualizations: A Project to Expand Teachers' Understanding and Access," \$71,869.30 for 1-year project.</i>
2021-2024	<i>Teaching with Primary Sources Grant, Library of Congress, with Co-PI Bradford Dykes, "Analyzing Primary Source Data Visualizations with Slow Reveal Graphs," \$30,000 for 3-year project.</i>
2020-2024	<i>Computer Science for All Grant, National Science Foundation, Co-PI with PI Mark Guzdial, "Creating Adoptable Computing Education Integrated into Social Studies Classes," \$500,000 for 4-year project.</i>
2024/23/22/21	<i>Graduate Student Assistantship, The Graduate School, Grand Valley State University, awarded funding to support and mentor, with Dr. Bradford Dykes (Statistics), two graduate student assistants from Data Science and Analytics M.A. Program.</i>
2022-2023	<i>K-8 Integrated Arts Implementation Partner, Battle Creek Public Schools District Transformation Project, PI, \$981,299 for 2-year project.</i>
2022	<i>Civic Education Grant, Michigan Humanities Council, PI, "Teaching Historical Literacy for Civic Learning," \$10,000 for 1-year project.</i>
2020-2022	<i>Contracted Team Member, Battle Creek STEM Middle School, Part of GVSU Battle Creek Partnership, Kellogg Foundation Grant.</i>
2024/23/22/21/20	<i>Undergraduate Research Assistant Grant, Office of Undergraduate Research and Scholarship, funding for research assistants' salaries for 20 hours/week.</i>
2019	<i>Collaborative Grant, Center for Scholarly and Creative Excellence, Grand Valley State University, PI with Co-PI Bradford Dykes, "Teaching Data Literacy for Social Studies," \$10,000.</i>
2018/17	<i>University of Victoria Digital Humanities Summer Institute Grants, Pew Faculty Teaching and Learning Center, Grand Valley State University, Allendale, MI</i>
2018/17	<i>Undergraduate Research Assistant in the Humanities Grant, Office of Undergraduate Research, Grand Valley State University, Allendale, MI</i>

- 2016 *Engaging Undergraduate Students in Scholarship Supplementary Startup Funds for New Faculty*, Grand Valley State University, Allendale, MI
- 2016 *Early Career Stipend*, Center for Scholarly and Creative Excellence, Grand Valley State University, Allendale, MI
- 2009 *Rackham One-Term Dissertation Fellowship*, Rackham Graduate School, University of Michigan, Ann Arbor, MI
- 2008 *Rackham Student Research Grant*, Rackham Graduate School, University of Michigan, Ann Arbor, MI
- 2008 *Spencer Mini-Grant for Student Initiated Research*, School of Education, University of Michigan, Ann Arbor, MI
- 2007 *Simmons Internship*, competitive museum internship program for graduate students, The Henry Ford, Dearborn, MI
- 2007 *Outstanding Graduate Student Instructor Award*, Rackham Graduate School, University of Michigan

## PUBLICATIONS

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### *Authored and Edited Books*

1. Shreiner, T. L. (2024). *Teaching Data Literacy in Social Studies: Principles and Practices to Support Historical Thinking and Civic Engagement*. Teachers College Press.
2. Bain, B., Chapman, A., Kitson, A. & Shreiner, T.L. (Eds.). (2024). *History Education and Historical Inquiry* (Vol. 10). Information Age Publishing.

### *Refereed Journal Articles*

\*indicates scholarship in collaboration with undergraduate or graduate students

3. Shreiner, T.L. & Guzdial, M. (in process). “Once you’re teaching, you’re consumed with so much!”: A Longitudinal Study of Factors Influencing Pre-Service Teachers’ Sense of Efficacy for Teaching Critical Data Literacy in Social Studies. *Cognition & Instruction*.
4. Martell, C., and Shreiner, T.L. (under review). Using Data Visualizations to Teach About Race and Racism in Social Studies Methods Courses.
5. Naimipour, B., Guzdial, M., & Shreiner, T. L. (in press). Transmogrifying Coding into a Social Studies Technology Tool: Using Participatory Design with Engineers and Social Studies Educators to Design Data Visualization Tools for Social Studies Data Literacy Education. *Journal of Pre-College Engineering Education Research*.\*
6. Nelson-Fromm, T., Naimipour, B., Shreiner, T.L., & Guzdial, M. (2024). Data Visualization Technology to Support Inquiry and Chronological Understanding in Social Studies. *Social Education*, 88(2), 108-112.\*

7. Shreiner, T. L. (2023). Teaching Data Literacy for Civic Competence: The Social Studies Teacher's Crucial Role. *Social Education*, 87(4), 262-269.
8. Shreiner, T. L. (2023). Uncovering the Discipline-Specific Value of Data Visualizations in World Historical Writing. *World History Connected*, 20(1). <https://doi.org/10.13021/whc.v20i1.3523>
9. Shreiner, T. L., & Martell, C. C. (2022). Making race and racism invisible: a critical race analysis of data visualizations in online curricular materials for teaching history. *Race Ethnicity and Education*, 1-21. <https://doi.org/10.1080/13613324.2022.2106473>
10. Shreiner, T. L., & Guzdial, M. (2022). The information won't just sink in: Helping teachers provide technology-assisted data literacy instruction in social studies. *British Journal of Educational Technology*, 53(5), 1134-1158. <https://doi.org/10.1111/bjet.13255>
11. Taurence, K., Shreiner, T.L. and Dykes, B.M. (2022). Revealing the power of data visualizations in social studies through slow reveal graphs. *The Statistics Teacher*. <https://www.statisticsteacher.org/2022/03/23/slowrevealgraphs/> \*
12. Finholm, C. E., & Shreiner, T. L. (2022). A lesson in missed opportunities: examining the use of data visualizations in online history lessons. *Social Studies Research and Practice*. <https://doi.org/10.1108/SSRP-02-2022-0005>\*
13. Shreiner, T. L., Harris, L. M., & Girard, B. (2021). What an integrative approach to disciplinary literacy can mean for classroom practice in social studies. *The Great Lakes Social Studies Journal*, 1(1), 11-23. <https://mcssmi.org/resources/Documents/Great%20Lakes%20Social%20Studies%20Journal/GLSSJV111.pdf>
14. Shreiner, T.L. & Dykes, B.M. (2021) Visualizing the teaching of data visualizations in social studies: A study of teachers' data literacy practices, beliefs, and knowledge, *Theory & Research in Social Education*, 49:2, 262-306, DOI: [10.1080/00933104.2020.1850382](https://doi.org/10.1080/00933104.2020.1850382)
15. Shreiner, T. L. (2020). Building a data-literate citizenry: How U.S. state standards address data and data visualizations in social studies. *Information and Learning Sciences*, 121(11/12), 909-931. <https://doi.org/https://doi.org/10.1108/ILS-03-2020-0054>
16. Shreiner, T.L. & Zwart, D. (2020). It's just different: Identifying features of disciplinary literacy unique to world history. *The History Teacher*, 53(3).
17. Shreiner, T. L. (2020). Turning on the historian's microscope: A call to foreground the teaching and learning of data visualizations in world history education. *World History Connected*, 17(1). Retrieved from <https://worldhistoryconnected.press.uillinois.edu/17.1/shreiner.html>
18. Shreiner, T.L. (2019). Students' use of data visualizations in historical reasoning: A think-aloud investigation with elementary, middle, and high school students. *The Journal of Social Studies Research*, 43(4), 389-404.
19. Shreiner, T. L. (2018). Data literacy for social studies: Examining the role of data visualizations in K-12 textbooks. *Theory & Research in Social Education*, 46(2), 194-231.
20. Shreiner, T.L. (2017). Helping students use world historical knowledge to take a stand on a contemporary issue: The case of genocide. *The History Teacher*, 50(3), 359-380.

21. Harris, L.M, Shreiner, T.L., and Hoelting, M. (2017). Examining the PCK and planning phases of an ambitious world history teacher. *Journal of Social Studies Research*, 41(2), 117-130.
22. Shreiner, T. L. (2014). Using historical knowledge to reason about contemporary political issues: An expert-novice study. *Cognition and Instruction*, 32(4), 313-352.
23. Harris, L. M., & Shreiner, T. L. (2014). Why can't we just look it up? Using concept formation lessons to teach global patterns and local cases in world history. *World History Connected*, 11(2). <http://worldhistoryconnected.press.illinois.edu/11.2/harris.html>
24. Bain, R. B., & Shreiner, T. L. (2006). The dilemmas of a national assessment in world history: World historians and the 12th grade NAEP. *World History Connected*, 3(3).
25. Bain, R. B., & Shreiner, T. L. (2005). Issues and options in creating a national assessment in world history. *The History Teacher*, 38(2), 241-271.

#### Book Chapters

26. Shreiner, T. & Guzdial, M. (2024). Everyday equitable data literacy is best in social studies: STEM can't do what we can do. In C. Tofel-Grehl and E. Schanzer (Eds.), *Improving Equity in Data Science*. Routledge.
27. Shreiner, T.L. (2023). Integrative and culturally responsive disciplinary literacy in social studies. In E. Ortlieb, B. Kane, and E. Cheek (Eds.), *Unpacking Disciplinary Literacies: From Research to Practice*. Guilford Press.
28. Guzdial, M., & Shreiner, T. (2022). Starting with the plugged: How teachers can bring computation into their teaching. In A. Yadav & U. Berthelsen (Eds.), *Computational Thinking in Compulsory Education: A Pedagogical Perspective* (pp. 172-190). Routledge.
29. Shreiner, T. L. (2018). Preparing social studies teachers for the challenges and opportunities of disciplinary literacy instruction in a changing world. In C. Martell (Ed.), *Research in social studies teacher education: Critical issues and current perspectives* (pp. 47-68). Information Age Publishing.
30. Shreiner, T. L. (2017). Globalize it! Using a U.S. history museum to tell the global story of the Industrial Revolution. In G. P. Andrews & Y. D. Wangdi (Eds.), *The role of agency and memory in historical understanding: Revolution, reform, and rebellion* (pp. 349-363). Cambridge Scholars Publishing.

#### ***Other Publications (Non-Refereed):***

31. Shreiner, T. (2025). Teaching with Primary Source Data Visualizations through Slow Reveal. Teaching with Primary Sources, Illinois State University, Normal, IL. <https://teachingprimarysources.illinoisstate.edu/resources/2024/december/index.php>
32. Shreiner, T. (2024). The Patchwork of World History in Texas High Schools: Unpacking Eurocentrism, Imperialism, and Nationalism in the Curriculum, 1920–2021: by Stephen Jackson, New York, Routledge, 2023, xi + 208 pp., £125.00 (hardback), ISBN 9781032340647; 38.99 (paperback), ISBN 9781032347738; £35.99 (e-book), ISBN 9781003323785. *History of Education*, 1–2. <https://doi.org/10.1080/0046760X.2024.2382986>
33. Shreiner, T.L. (2021, January 18) Review of the book *Diversity, Transformative Knowledge, and Civic Education: Selected Essays*, by James A. Banks. *Teachers College Record*. <https://www.tcrecord.org> ID Number: 23572.

34. Naimipour, B., Guzdial, M., & Shreiner, T. L. (2020). Engaging pre-service teachers in front-end design: Developing technology for a social studies classroom. *Frontiers in Education*, Uppsala, Sweden.
35. Bain, R.B., & Shreiner, T.L. (2014). The Power and Potential of World History for Us All: An External Evaluation. *World History for Us All* website: .
36. Shreiner, T.L. (2013). The Challenges of Teaching Big History: Reflections of a U.S. High School Teacher. *International Big History Association Members' Newsletter*, 3(8), 10-12.

***Published Curricula:***

37. Shreiner, T., Arocho, J., & Schlanger, M. (2015). *Civil Rights Litigation: Purposes, Processes, and Promises*. Available from Civil Rights Litigation Schoolhouse website:  
<http://www.clearinghouse.net/schoolhouse.php>.
38. Shreiner, T., Arocho, J., & Schlanger, M. (2015). *Prisoner Rights Mock Trial: Prison Legal News v. Columbia County*. Available from Civil Rights Litigation Schoolhouse website:  
<http://www.clearinghouse.net/schoolhouse.php>.
39. Shreiner, T., & Harris, L. (2009). *Landscape Unit 9.2-The Two Big Powers and Their Cold War*. Available from San Diego State University, World History for Us All website:  
<http://worldhistoryforusall.sdsu.edu/dev/eras/era7.htm>.
40. Harris, L., & Shreiner, T. (2007). *Landscape Unit 7.7-New Identities: Nationalism and Religion*. Available from San Diego State University, World History for Us All website:  
<http://worldhistoryforusall.sdsu.edu/dev/eras/era9.htm>.

**MEDIA AND WEBINARS**

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1. OER Project Webinar, Keynote: Principles and Practices for Teaching Critical, Humanistic Data Literacy in History.
2. Library of Congress Primary Source Minute, Teaching Data Literacy with the Slow Reveal,  
<https://tpsconsortiumcreatedmaterials.org/primary-source-minute-teaching-data-literacy-with-the-slow-reveal/>

**REFEREED AND INVITED PRESENTATIONS**

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3. Shreiner, T.L. & Guzdial, M. (2025, April). “Once you’re teaching, you’re consumed with so much!”: *A Longitudinal Study of Factors Influencing Pre-Service Teachers’ Sense of Efficacy for Teaching Critical Data Literacy in Social Studies*. American Educational Research Association Annual Conference, Denver, CO.
4. Shreiner, T.L. & Dykes, B.M. (2025, February). *Examining History Teachers’ Critical Data Literacy Beliefs and Practices Following Targeted Professional Development: Successes, Challenges, and the Promise of the “Slow Reveal” Method*. Data Science 4 K12 Conference, San Antonio, TX.

5. Shreiner, T.L. & Dykes, B.M. (2025, March). Teaching Critical Data Literacy through the Slow Reveal Method and Primary Source Data Visualizations: A Project to Expand Teachers' Understanding and Access. National Council for History Education, St. Louis, MO.
6. Shreiner, T.L. (2024, November). Principles and Practices for Teaching Critical, Humanistic Data Literacy in Social Studies. College & University Faculty Assembly of the National Council for the Social Studies Annual Conference, Boston, MA.
7. Martell, C., & Shreiner, T. L. (2024, April). *Learning to Teach About Race and Racism through Data Visualizations in a Social Studies Methods Course*. American Educational Research Association Annual Meeting, Philadelphia, PA.
8. Shreiner, T.L. & Dykes, B.M. (2024, April). *Teachers' Conceptualizations of Teaching Critical Data Literacy with Primary Sources Following a Targeted Professional Learning Opportunity*. American Educational Research Association Annual Meeting, Philadelphia, PA.
9. Shreiner, T.L. & Guzdial, M. (2024, April). *How K-12 Social Studies Teachers Teach Data Literacy with a Critical Perspective*. American Educational Research Association Annual Meeting, Philadelphia, PA.
10. Shreiner & Dykes (2024, March). *A Repository of Primary Source Resources Recreated with R for Slow Reveal Graphics*. National Council for History Education Conference, Cleveland, OH.
11. Shreiner, T.L. (2024, January). *Charting New Directions in World History with Data Literacy*. American Historical Association Conference, San Francisco, CA.
12. Shreiner, T.L. (2023, July). *The Role of Data Visualizations in Historical Inquiry*. Schools History Project Conference, London, UK.
13. Shreiner, T.L. & Guzdial, M. (2023, April). *Integrating Data Literacy into Social Studies Education with Discipline-specific Visualization Tools*. American Educational Research Association Annual Meeting, Chicago, IL.
14. Shreiner, T.L. & Dykes, B.M. (2023, April). *Teaching Primary Sources with the Slow Reveal Process*. Michigan Council for the Social Studies Annual Conference. Traverse City, MI.
15. Masko, A. & Shreiner, T.L. (2022, July). *Mapping and Mythologizing Africa*. Teaching Black History Conference. Virtual Conference.
16. Shreiner, T.L. and Martell, C. (2022, April). *A Critical Race Theory Analysis of Data Visualizations in Online Social Studies Curricular Materials*. American Educational Research Association Annual Meeting, San Diego, CA.
17. Masko, A.,...Shreiner, T.L....(2022, April). *(Re)imagining Curriculum for Equity: Analyzing a STEM Curriculum Through a Critical Aesthetic Lens*. American Educational Research Association Annual Meeting, San Diego, CA.
18. Wilder, A., Shreiner, T.L., and Dykes, B.M. (2022, February). *Using Slow Reveal Graphs in Social Studies*. Math in Action Conference, Grand Valley State University, Allendale, MI.\*
19. Shreiner, T.L. (2021, November). *Foregrounding Critical Data Literacy in Social Studies: Opportunities and Challenges for Teaching and Teacher Education*. College & University Faculty Assembly of the National Council for the Social Studies 2021 Annual Conference, Virtual Conference.

20. Shreiner, T.L., Guzdial, M., and Naimipour, B. (2021, November). *Using Participatory Design Research to Support The Teaching and Learning of Data Literacy in Social Studies*. College & University Faculty Assembly of the National Council for the Social Studies 2021 Annual Conference, Virtual Conference.
21. Shreiner, T.L., Masko, A., Nordman, J., & Galvin, S. (2021, July). “*Literacy + Land = Power*”: *Utilizing Critical Race Theory to Center African American Culture and History in a STEM Middle School*. Teaching Black History Conference, St. Louis, MO.
22. Masko, A.,...Shreiner, T.L... (2021, April). *Interdisciplinarity, Artistry, and Curricular Complexity: A Design and Evaluation Model Using Educational Criticism and Connoisseurship*. American Educational Research Association Annual Meeting, St. Louis, MO.
23. Naimipour, B., Rauch, I., Shreiner, T., & Guzdial, M. (2021). *From Guided Exploration to Possible Adoption: Patterns of Pre-Service Social Studies Teacher Engagement with Programming and Non-Programming Based Learning Technology Tools*. In Proceedings of the 2021 Society for Information Technology and Teacher Education (SITE) Conference (pp. To appear): AACE.
18. Naimipour, B., Guzdial, M., Shreiner, T.L. (2020, October). *Engaging Pre-Service Teachers in Front-End Design: Developing Technology for a Social Studies Classroom*. IEEE Frontiers in Education Conference.
19. Shreiner, T. L., & Dykes, B. (2020\*COVID-19). *Teaching Data Literacy for Social Studies: Teacher Practices, Beliefs, and Knowledge*. American Educational Research Association Annual Meeting, San Francisco, CA.
20. Shreiner, T.L. (2020, February). *Seeking Truth, Uncovering Lies: The Critical Role of Data Literacy in Social Studies Education*. Invited Presentation at Grand Valley State University Psychology Department Research Colloquium. Allendale, MI.
21. Shreiner, T.L. (2019, November). *The Future is Data: Supporting Students’ Critical Data Literacy Skills in the Classroom*. Michigan Council for Social Studies Fall Symposium, Lansing, MI.
22. Naimipour, B., Guzdial, M., Shreiner, T.L. (2019, July). *Helping Social Studies Teachers to Design Learning Experiences Around Data: Participatory Design for New Teacher-Centric Programming Languages*. ACM Conference, Toronto, Ontario.
23. Shreiner, T.L. (2019, April). *What Is This Telling Me About History? Surfacing Challenges to Understanding as Students Read and Make Sense of Data Visualizations in History Textbooks*. American Educational Research Association Annual Meeting, Toronto, Ontario.
24. Shreiner, T.L. (2018, November). *How Students Use Data Visualizations to Reason about History*. Council for Social Studies College and University Faculty Assembly 2018 Annual Meeting, Chicago, IL.
25. Shreiner, T.L. & Atwood-Hoffman, Sarah (2018, October). *Experimenting with Historic Decisions: How Can Deliberating About the Past Help Us Deal with Controversial Issues in the Present?* Great Lakes History Conference, Grand Valley State University, Grand Rapids, MI.
26. Shreiner, T.L. (2018, March). *Data Literacy for Social Studies: Opportunities and Challenges*. Michigan Council for Social Studies: C’s the Day! Creating a C3 Classroom, Clinton Twp., MI.

27. Shreiner, T.L. (2018, January). *Best Practices in Civic Education and the Challenges of Implementation*. Michigan Center for Civic Education: Conversations in Civic Education, Lansing, MI.
28. Shreiner, T.L. (2017, November). *Current Perspectives in Social Studies Teacher Education: Disciplinary Literacy*. National Council for Social Studies College and University Faculty Assembly 2017 Annual Meeting, San Francisco, CA.
29. Shreiner, T.L. (2017, November). *Data Literacy for Social Studies Across Grade Levels*. National Council for Social Studies College and University Faculty Assembly 2017 Annual Meeting, San Francisco, CA.
30. Shreiner, T.L. & Zwart, D. (2017, October). *It's Just Different: Exploring Disciplinary Literacy in World History*. Great Lakes History Conference, Grand Valley State University, Grand Rapids, MI.
31. Shreiner, T.L. (2017, May). *Panel: Elevating Digital Awareness among Pre-Service History Teachers*. Teaching History Conference, University of California, Berkeley, CA.
32. Shreiner, T.L. (2017, May). *Investigating Data Literacy for K-12 Social Studies*. American Educational Research Association Annual Meeting, San Antonio, TX.
33. Shreiner, T.L. (2017, January). *Making Connections, Making Meaning: Using World History at Multiple Scales for the Preparation of Social Studies Teachers*. American Historical Association Annual Conference, Denver, CO.
34. Shreiner, T.L. (2016, October). *Investigating Data Literacy for Social Studies: An Effort to Improve Students' Access to Information*. Great Lakes History Conference, Grand Rapids, MI.
35. Shreiner, T.L., Schlanger, M., and Arocho, J. (2014, November). *The Civil Rights Litigation Clearinghouse: Teaching Students about the Continuing Struggle for Civil Rights*. Presentation at the Michigan Council for Social Studies Annual Conference, Lansing, MI.
36. Shreiner, T.L., and Dykhouse, G. (2014, November). *Big History: Examining Our Past, Explaining Our Present, and Imagining Our Future*. Presentation at the Michigan Council for Social Studies Annual Conference, Lansing MI.
37. Shreiner, T.L. (2013, December). *Teaching Big History in the U.S. Context: Adding Value to the World History Curriculum*. Presentation at the Big History and the Future of Education Conference, Macquarie University, North Ryde, New South Wales, Australia.
38. Shreiner, T.L. (2013, July). *Driving a Stake Through the Heart of World History Misconceptions: A Role for Big History*. Presentation at the World History Association Annual Conference, Minneapolis, MN.
39. Bain, R.B., and Shreiner, T.L. (2012, November). *Searching the Universe for Answers: Big History Project and Michigan Schools*. Invited Presentation at the Michigan Council for Social Studies/Michigan Council for History Education Joint Conference, Lansing, MI.
40. Bain, R.B., and Shreiner, T.L. (2011, November). *In Over Our Heads and Loving It: Planning, Teaching, and Researching a Big History Course*. Presentation at the Michigan Council for Social Studies/Michigan Council for History Education Joint Conference, Lansing, MI.

41. Shreiner, T.L., and Holland, P. (2011, November). *A Lesson Study Collaboration to Support Civic Historical Literacy in a World History Classroom*. Paper presented at the Michigan Council for Social Studies/Michigan Council for History Education Joint Conference, Lansing, MI.
42. Bain, R.B., and Shreiner, T.L. (2011, November). *What It Means to Think Big: Planning and Teaching a Course in Big History*. Presentation at the Independent Schools Association of Central States Meeting, Detroit, MI.
43. Shreiner, T.L. (2008, November). *The Role of Thinking in Times of Crisis: Civic Education Reform Efforts from the Cold War Era to 9/11*. Paper presented at the History of Education Society Annual Meeting, St. Petersburg, FL.
44. Shreiner, T.L. (2007, October). *Developing Online Resources at The Henry Ford*. Project presented at the Midwest Museums Association Annual Conference, Mackinac Island, MI.
45. Shreiner, T.L. (2007, April). *The Role of Thinking in 'Times of Uncertainty and War:' Civic Education and Cognitive Research from Sputnik to the Present*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
46. Shreiner, T.L. (2006, November). *From Civic Competence to Democratic Thinking: Civic Education as a Thinking Practice*. Paper presented at the National Council for Social Studies Annual Conference, College and University Faculty Assembly, Washington, D.C.
47. Shreiner, T.L. (2006, October). *The Battle for America's Heritage and Civic Memory: Federal Initiatives to Reform History and Civic Education, 2000-2006*. Paper presented at the History of Education Society Annual Meeting, Ottawa, Ontario, Canada.
48. Shreiner, T.L. (2006, April). *What Constitutes Expert Democratic Thinking? A Cognitive Turn in Civic Education*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
49. Shreiner, T.L. (2006, January). *What Constitutes Democratic Thinking? Viewing Civic Education as a Thinking Practice*. Paper presented at the Fourth Annual International Civic Education Conference, Orlando, FL.
50. Bain, R.B., & Shreiner, T.L. (2005, October). *The State of World History in the States' History Standards*. Paper presented at the Great Lakes History Conference, Grand Rapids, MI.
51. Bain, R.B., & Shreiner, T.L. (2005, April). *Curricular Dilemmas of National Assessments: 12th Grade World History and the 12th Grade NAEP in World History*. Paper presented at the American Educational Research Association Annual Meeting, Montreal, Quebec.
52. Bain, R.B., & Shreiner, T.L. (2004, March). *Creating National and International Assessments*. Paper presented at the German Historical Institute, Washington, D.C.
53. Shreiner, T.L. (2004, November). *Esther Douglass and the American Missionary Association: Education, Acculturation, and Agency in the Reconstruction South*. Paper presented at the History of Education Society Annual Meeting, Kansas City, MO.

## **SELECTED PROFESSIONAL DEVELOPMENT AND CONSULTING EXPERIENCE**

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2024 *Data Science Education Framework Focus Group*, Data Science 4 All,  
<https://www.datascience4everyone.org/vote>.

- 2024 *Exploring Data Science Through the Lens of Civics Education Advisory Board Member*, served as an advisor for NSF-funded project. PI: Traci Higgins.
- 2023 *Data X Advisory Board Member*, served as an advisor for NSF-funded project. Co-PIs: Bodong Chen, Cassandra Scharber, David DeLiema
- 2023 *National Council for History Education LEAD Colloquium*, invited speaker/consultant for 5-day workshop in Kissimmee, FL.
- 2023 *NSF Proposal Reviewer*, Division of Research on Learning in Formal and Informal Settings (DRL).
- 2023 *Houghton In-Service Professional Development*, invited workshop for full-day in-service professional development.
- 2023 *Teaching Primary Sources with Slow Reveal Graphics Professional Development*, part of a Library of Congress grant.
- 2022 *Teaching Historical Literacy for Civic Learning*, organizer and speaker for 5-day online workshop.
- 2022 *National Council for History Education ACHIEVE professional learning opportunity*, invited speaker/consultant for 5-day workshop in Lexington, KY.
- 2022 *Advisory Board Member*, NSF-Funded Project, University of Minnesota, Data X
- 2022 *Curriculum Consultant*, NSF-Funded Project led by Aman Yadav, Integrated Computational Thinking, <https://ctintegration.org/>
- 2020-2021 *Michigan Council for History Education Teaching History in Michigan Professional Development Series*, coordinated, designed, and led several PD sessions on teaching history from November through April of 2021.
- 2020 *Data Literacy for Social Studies Professional Development Co-Designer and Leader*, designed and led weeklong virtual PD around teaching data literacy in social studies.
- 2017-2020 *Program Consultant*, Deliberative Democratic Theory and Practice in History and Civic Education, Kettering Foundation, Dayton OH
- 2018 *Content Writer*, EduPaths Teacher Education Module on Disability Rights in the United States, Michigan Department of Education, Lansing, MI
- 2016 *Workshop Presenter*, Civil Rights Institute, Oakland Schools, Ann Arbor, MI; Director: Amy Bloom
- 2014-2017 *Curriculum Consultant*, Civil Rights Litigation Schoolhouse, University of Michigan Law School, Ann Arbor, MI; Director, Margo Schlanger, <http://www.clearinghouse.net/index.php>
- 2015 *Teacher Fellow*, Historic Ford Estates, Dearborn, MI
- 2014-2015 *Master Teacher/Curriculum Development Partner*, Big History Project, bgC3, <https://school.bighistoryproject.com/bhplive>

- 2013 *Museum Exhibit Consultant, American Museum of Magic, Marshall, MI*
- 2011 *Workshop Presenter, International Institute, "Afghanistan Past and Present: Connections, Communities, Conflict," Center for Russian, East European, and Eurasian Studies, University of Michigan, Ann Arbor, MI*
- 2010 *Invited Guest Lecturer, "Forming and Applying Conceptions of Civic Concepts: Helping Students See the Role and Evolution of Ideas about 'Liberty' in Historical and Current Issues," Graduate Program in Education, University of Michigan, Ann Arbor, MI*
- 2009 *Invited Guest Lecturer, "Bridging Research, Museum, and Classroom: Challenge and Promise for the Future of Museum Education," Museum Studies Program Seminar, University of Michigan, Ann Arbor, MI*
- 2007 *Workshop Presenter, The Henry Ford, "Overlapping Agendas: Improving History Instruction in the Schools," Workshop for Social Studies Methods Instructors, The Henry Ford, Dearborn, MI*
- 2005-2006 *Curriculum Consultant, World History for Us All, NEH funded curriculum project; Director, Ross Dunn, <http://worldhistoryforusall.sdsu.edu/>*

#### **OTHER PROFESSIONAL EXPERIENCE AND TRAINING**

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- 2020 *CUE.NEXT Workshop Participant, Denver, CO*
- 2018 *Invited Podcast Speaker, "Data Literacy for Social Studies," Visions of Education with Daniel Krutka and Michael Milton*
- 2018 *"Visualizing Information: Where Data Meets Design" Course Participant, taught by Aimee Knight, Digital Humanities Summer Institute, Victoria, British Columbia.*
- 2017-present *CLAS Digital Research Cluster, Grand Valley State University, Allendale, MI*
- 2017 *"Geographic Information Systems in the Digital Humanities" Course Participant, taught by Ian Gregory, Lancaster University, Digital Humanities Summer Institute, Victoria, British Columbia.*
- 2017 *Advanced SPSS Workshop Participant, Pew Faculty Teaching and Learning Center, Grand Valley State University, Grand Rapids, MI*
- 2017 *R-Programming Workshop Participant, Pew Faculty Teaching and Learning Center, Grand Valley State University, Grand Rapids, MI*
- 2017 *Data Visualizations in the Classroom Workshop Participant, Pew Faculty Teaching and Learning Center, Grand Valley State University, Grand Rapids, MI*
- 2017 *Text as Data Professional Learning Community, Pew Faculty Teaching and Learning Center, Grand Valley State University, Grand Rapids, MI*
- 2017 *Data and Text Mining Workshop Participant, Pew Faculty Teaching and Learning Center, Grand Valley State University, Grand Rapids, MI*

2016/2017	<i>Research Exchange Group Member</i> , Historic Decisions: Historians Experimenting with Deliberation in Higher Education, Kettering Foundation, Dayton, OH
2016	<i>Invited Podcast Speaker</i> , “Episode 11-An Interview with Tamara Shreiner,” <i>On Top of the World</i> , <a href="http://www.ontopoftheworldhistory.com/?podcast=episode-11-an-episode-with-tamara-shreiner">http://www.ontopoftheworldhistory.com/?podcast=episode-11-an-episode-with-tamara-shreiner</a> , Allendale, MI
2012	<i>Invited Podcast Speaker</i> , “Not Just Another Mock Debate,” a2ethics, <a href="http://a2ethics.org/podcasts/city-local-ethics-podcast-series/not-just-mock-debate-teacher-introduces-election-ethics">http://a2ethics.org/podcasts/city-local-ethics-podcast-series/not-just-mock-debate-teacher-introduces-election-ethics</a> , Ann Arbor, MI
2010/2011/2014	<i>Pre-Service Teacher Mentor</i> , Rounds Project, School of Education, University of Michigan, Ann Arbor, MI
2007	<i>Museum Intern, Online Educational Resources</i> , The Henry Ford, Dearborn, MI
2007	<i>Grant Writer, Family Science and Reading Program</i> , University of Michigan Exhibit Museum of Natural History, Ann Arbor, MI. Successfully funded beginning September 2008 by the Community Foundation for Southeastern Michigan.
2007	<i>Museum Intern, Educational Outreach Initiative</i> , University of Michigan Exhibit Museum of Natural History, Ann Arbor, MI
2006	<i>Graduate Student Research Assistant</i> , History Assessments in Elementary and Secondary Education, Maris Vinovskis, University of Michigan, Ann Arbor, MI

## RECENT SERVICE

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2024-present	<i>Senator</i> , University Academic Senate, Grand Valley State University
2020-2024	<i>Manuscript Reviewer</i> <ul style="list-style-type: none"> <li>• <i>Theory &amp; Research in Social Education</i></li> <li>• <i>Education Policy Analysis Archives</i></li> <li>• <i>Journal of Teacher Education</i></li> <li>• <i>Cognition &amp; Instruction</i></li> <li>• <i>American Journal of Education</i></li> </ul>
2018-2024	<i>Executive Director</i> , Michigan Council for History Education
2020-2022	<i>Planning Committee and Stakeholder Committee Member</i> , Michigan Social Studies Teacher Preparation Standards, Michigan Department of Education
2019-2020	<i>Member</i> , Michigan Social Studies Professional Development Collaborative
2018-2019	<i>President</i> , Michigan Council for History Education
2018-2019	<i>Curriculum Committee Chair</i> , College of Liberal Arts and Sciences, Grand Valley State University

2018-2019	<i>World History &amp; Geography Subcommittee Co-Chair, Michigan Social Studies Standards Taskforce, Michigan Department of Education</i>
2016-2019	<i>Board Member, Michigan Center for Civic Education</i>
2018-2019	<i>Treasurer, Teaching History Special Interest Group, American Educational Research Association</i>
2015-present	<i>Curriculum Committee Member, History Department, Grand Valley State University</i>

## **PROFESSIONAL AFFILIATIONS**

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American Educational Research Association  
 American Historical Association  
 Michigan Center for Civic Education  
 Michigan Council for Social Studies  
 Michigan Council for History Education  
 National Council for Social Studies  
 National Council for History Education