

Jane C. Lo

General Information

University address: Department of Teacher Education
College of Education
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Professional Preparation

- 2015 Ph.D., University of Washington. Major: Curriculum and Instruction. Social Studies Education, Citizenship Education.
Lo, J. C. (2015). *Learning to Participate: The Development of Political Engagement in AP U.S. Government Classrooms*. Unpublished doctoral dissertation, University of Washington.
- 2007 Teaching Certificate, University of Texas at Austin. Major: Secondary Social Studies.
- 2003 Bachelor of Arts, University of Texas at Austin. Major: Government.

Professional Experience

- 2020–present Assistant Professor, Department of Teacher Education, Michigan State University.
- 2015–2020 Assistant Professor, School of Teacher Education, Florida State University. Social Sciences Education.
- 2011–2015 Research Assistant, Knowledge in Action Project, University of Washington, Seattle.
- 2011–2014 Curriculum Developer, Teacher Education, University of Washington, Seattle. Project-Based Advanced Placement U. S. Government & Politics Course.
- 2011–2012 Course Reviewer, Texas Virtual Schools Network, Texas Virtual Schools Network. Reviewed and evaluated online Government, Economics, and

Chinese courses for State and National Standard Requirements.

2010–2011 Curriculum Consultant, University of Texas Extended Learning, University of Texas at Austin. Developed and revised online economics courses. Wrote and revised credit by exam questions for Mandarin Chinese I & II.

2007–2011 Teacher, Social Studies, Pflugerville ISD, Connally High School, Austin, Texas. Government, Economics, and Chinese.

Elected Fellow Status

Elected as a Fellow of Florida Joint Center for Citizenship (2016).

Current Membership in Professional Organizations

American Educational Research Association
College and University Faculty Assembly of NCSS
Florida State Council for the Social Studies
National Council for the Social Studies
Social Science Education Consortium
Social Studies Research SIG of AERA

Teaching

Courses Taught

Teaching Social Studies to Diverse Learners - Elementary (TE404)
Academic & Professional Identity (EDG6008)
Shaping Teaching and Learning in the Social Studies Through Technology (SSE5720)
Inquiry in Teaching Social Studies (SSE5665)
Teaching Citizenship (SSE4004)
Current Trends and Issues in Teaching and Teacher Education (EDG6068)
Inquiry in Teaching Social Studies (SSE4664)
Teaching Social Studies as a Profession (SSE4042)
Shaping Learning Through Curriculum, Instruction, and Schooling (EDC&I 503)

New Course Development

Shaping Teaching and Learning in the Social Studies Through Technology (2018)
Teaching Citizenship (2017)
Teaching Social Studies as a Profession (2016)

Curriculum Development

Online economics course for University of Texas (K-16) Extended Learning (2010)

Doctoral Committee Member

Hamilton, J., graduate. (2019). *HOW ADOLESCENT AFRICAN AMERICAN FEMALES SHAPE THEIR STEM SELF -EFFICACY.*

Huh, I., doctoral candidate.

Akubo, M. O., doctoral candidate. *LEARNING, SMALL GROUP INTERACTIONS, AND EPISTEMIC AGENCY IN PHYSICS: EXPLORING A STUDENT-CENTERED ACTIVE LEARNING ENVIRONMENT IN UNDERGRADUATE PHYSICS (SCALE-UP).*

Feng, L., doctoral candidate.

Sang, Y., doctoral student.

Zhou, S., doctoral student.

Ozdemir, E., doctoral student.

Rivero, K., doctoral student.

Johnson, M., doctoral student.

Master's Committee Chair

Brown, L., graduate. (2019).

Stewart, M., graduate. (2019).

Romero-Bettridge, K., graduate. (2018).

Schultz, J., graduate. (2018).

Kluis, M., student.

Morris, L., student.

Vega, X., student.

Master's Committee Member

Bradham, T., graduate. (2018).

Cannon, D., graduate. (2018).

Carstens, K., graduate. (2018).

Catafago, E., graduate. (2018).

Gooden, K., graduate. (2018).

Press, M., graduate. (2018).

Taylor, J., graduate. (2018).

Supervision of Student Research Not Related to Thesis or Dissertation

Ynovy, A. (Aug 2018–May 2019).

Research and Original Creative Work

Program of Research and/or Focus of Original Creative Work

Dr. Lo's program of research centers on youth civic education. Broadly, her research touches upon the best practices of democratic education and how these practices may influence young people's political participation in the future. Specifically, she looks at how instructional practices and curricular designs within schools can help students of color become more empowered to engage with political practices.

Publications

Invited Journal Articles

Lo, J. C. (2019). The Role of Civic Debt in Democratic Education. *Multicultural Perspectives*, 21(2), 112-118. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/15210960.2019.1606633> doi:10.1080/15210960.2019.1606633

Multicultural Perspectives is the official journal of the National Association for Multicultural Education (NAME), with an H-Index of 8, and an acceptance rate of 25%.

Lo, J. C. (2019). Why are kids today less patriotic? *The Conversation*.

Lo, J. C. (2018). "Can we do this everyday?" Engaging Students in Controversial Issues through Role-Play. *Social Education*, 82(6), 330-355.

Social Education is the premier practitioners journal in the field of social science education, with an impact factor of 0.83; SRJ: 0.48, and acceptance rate of less than 25%.

Lo, J. C. (2018). PBL in social studies classrooms: Teaching high quality and engaging projects. *Social Education*, 82(1), 18-19. Retrieved from <https://www.socialstudies.org/node/50761>

Social Education is the premier practitioners journal in the field of social science education, with an impact factor of 0.83; SRJ: 0.48, and acceptance rate of less than 25%.

Parker, W. C., & Lo, J. C. (2016). Content selection in advanced courses: A tool for deep learning amid the hundred million things. *Curriculum Inquiry*, 46(2), 196-219. doi:10.1080/03626784.2016.1144466

At the time of publication, Dr. Walter Parker was a Full Professor at the University of Washington. *Curriculum Inquiry* has a JCR Impact factor of 0.812. The acceptance rate is 21-30%.

Parker, W. C., & Lo, J. C. (2016). "Give us your best advice": Assessing deep political learning. *Social Education*, 80(4), 227-231.

At the time of publication, Dr. Walter Parker was a Full Professor at the University of Washington. *Social Education* is the premier social science education practitioners journal in the field, with an impact factor of 0.83; SRJ: 0.48, and acceptance rate of less than 15%.

Refereed Journal Articles

Lo, J. C., & Neufeld-Kaiser, J. (submitted). Projects are More than Just Fun: Experience Government through PBL. *Social Education*. Manuscript submitted for publication, 7 pages.

Valencia, S., Parker, W. C., Lo, J. C., & Taylor, C. (submitted). Assessing Deeper Learning: A Complex Scenario Test for High School Civics. *Educational Assessment*. Manuscript submitted for publication, 54 pages.

Dr. Sheila Valencia is Emeritus Faculty at University of Washington where she specialized in reading and literacy research. Dr. Walter Parker is Emeritus Faculty at University of Washington, where he focused on civic education and social studies research. Dr. Catherine Taylor is Emeritus Faculty at University of Washington, where she specialized in assessment research. *Educational Assessment* publishes original research and scholarship on the assessment of individuals, groups, and programs in educational settings. It has an H-Index of 22, SJR of 0.67, and an acceptance rate of 11-20%.

Lo, J. C., & Kisa, Z. (submitted). Requiring Civics in the Middle Grades: Potentials and Pitfalls of Mandated Civics Curriculum. *Teachers College Record*. Manuscript submitted for publication, 41 pages.

Dr. Zahid Kisa is research faculty at the Learning Systems Institute at FSU, where he specializes in educational statistical analysis. *TCR* is a well-known, well-respected, journal in educational research with an H-index of 78, and an acceptance rate of 8%.

de Groot, I., & Lo, J. C. (submitted). The Democratic School Experiences Framework: A tool for the design and self-assessment of democratic experiences in formal education. *Education, Citizenship and Social Justice*. Manuscript submitted for publication, 36 pages.

Dr. Isolde de Groot is Assistant Professor of Education at the University of Humanistic Studies in the Netherlands. She specializes in research on citizenship and moral education. *Education, Citizenship, and Social Justice* is an international multidisciplinary journal that focuses on academic research and dialogue around issues of education, citizenship, and social justice. The triannual journal has an H-Index of 20, SJR of 0.380, and acceptance rate of 20-30%.

Lo, J. C., Rivero, K., & Diaz-Cepeda, A. (2020). The Limits of Good Intentions: Pedagogical Decisions in a Middle School Civics Course. *Oregon Journal for the Social Studies*, 8(1), 33-44.

Keith Rivero is a doctoral candidate at FSU; Andrea Diaz-Cpeda is an undergraduate student at FSU; The *Oregon Journal for the Social Studies* is a well-known regional journal that features social studies research for researchers and practitioners. Acceptance rate is less than 25%.

Lo, J. C. (2019). Bridging a Polarizing Divide: Election Simulation in an AP Government Course. *The Social Studies*, 109(6), 281-293. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/00377996.2018.1521781>
doi:10.1080/00377996.2018.1521781

The Social Studies is a well-regarded Journal in the Social Studies, with an acceptance rate of less than 25%.

Lo, J. C., & Adams, C. (2018). Civic literacy through literacy instruction: Using structured academic controversy in a government classroom. *Citizenship Teaching and Learning*, 13(1), 83-104. Retrieved from https://doi.org/10.1386/ctl.13.1.83_1 doi:10.1386/ctl.13.1.83_1

Citizenship Teaching and Learning is an international social sciences journal with an acceptance rate of 40%. Dr. Carol Adams is an assistant professor of Literacy Instruction at Seattle University.

Parker, W. C., Valencia, S. W., & Lo, J. C. (2018). Teaching for deeper political learning: A design experiment. *Journal of Curriculum Studies*, 50(2), 252-277. Retrieved from <http://www.tandfonline.com/doi/full/10.1080/00220272.2017.1343386>
doi:10.1080/00220272.2017.1343386

At the time of publication, Dr. Walter Parker and Dr. Sheila Valencia were both Full Professor of Curriculum and Instruction at the University of Washington. The Journal of Curriculum Studies is a well-read journal of curriculum studies, with Impact Factor: 1.076; SJR: 1.329, and acceptance rate of 8%.

Lo, J. C. (2017). Adolescents developing civic identities: Sociocultural perspectives on simulations and role-play in a civic classroom. *Theory & Research in Social Education*, 45(2), 189-217. Retrieved from <http://www.tandfonline.com/doi/full/10.1080/00933104.2016.1220877> doi:<http://dx.doi.org/10.1080/00933104.2016>

TRSE is the premier social science education journal in the field, with an impact factor of 0.83; SRJ: 0.48, and an acceptance rate of less than 15%.

Lo, J. C. (2017). Empowering young people through conflict and conciliation: Attending to the political and agonism in democratic education. *Democracy & Education*, 25(1), Article 2. Retrieved from <http://democracyeducationjournal.org/home/vol25/iss1/2/>

Democracy and Education is a well-respected and widely-read open access online journal on democratic education with an acceptance rate of less than 29%.

Lo, J. C., & Tierney, G. (2017). Maintaining interest in politics: 'Engagement first' in a high school government course. *Journal of Social Science Education*, 16(3), 1-12. Retrieved from <http://www.jsse.org/index.php/jsse/article/view/1572> doi:10.4119/UNIBI/jsse-v0-i0-1572

At the time of publication, Dr. Gavin Tierney was a Research Scientist at the University of Washington, Bothell. Journal of Social Science Education is an open-access international journal.

Adams, C., Lo, J. C., Goodell, A., & Nachtigal, S. (2017). Shifting pedagogy in an AP US Government & Politics classroom: A DBIR exploration of teacher growth. *Journal of Teaching and Teacher Education*, 64, 79-92. Retrieved from <http://>

www.sciencedirect.com/science/article/pii/S0742051X17300653 doi:http://dx.doi.org/10.1016/j.tate.2017.01

At the time of publication, Dr. Carol Adams was a Teaching Faculty at Seattle University, Alexandra Goodell was a PhD student at the University of Washington, and Dr. Sara Nachtigal was a research scientist at the University of Washington. The Journal of Teaching and Teacher Education has an impact factor of 1.823; SNIP: 2.36, and an acceptance rate of 11-20%.

Parker, W. C., & Lo, J. C. (2016). Reinventing the high school government course: Rigor, simulations, and learning from text. *Democracy and Education*, 24(1), 1-10. Retrieved from <http://democracyeducationjournal.org/home/vol24/iss1/6/>

At the time of publication, Dr. Walter Parker was a Full Professor at the University of Washington. Democracy and Education is a well-respected and widely-read open access online journal on democratic education with an acceptance rate of less than 29%.

Lo, J. C. (2015). Developing participation through simulations: A multi-level analysis of interest on students' commitment to vote. *Journal of Social Studies Research*, 39(4), 243-254. doi:10.1016/j.jssr.2015.06.008

The Journal of Social Studies Research a well-known journal in the social studies field for its renewed attention to quantitative studies, with an acceptance rate of less than 20%.

Parker, W. C., Lo, J. C., Yeo, A. J., Valencia, S. W., Nguyen, D., Abbott, R. D., Nolen, S. B., Bransford, J. D., & Vye, N. J. (2013). Beyond breadth-speed-test: Toward deeper knowing and engagement in an advanced placement course. *American Educational Research Journal*, 50(6), 1424-1459.

At the time of publication, Dr. Walter Parker was a Full Professor at the University of Washington, Dr. Angie Yeo was a doctoral student at the time of this publication, Dr. Shiela Valencia was a Full Professor at the University of Washington, Dr. Diem Nguyen was a Research Scientist at the University of Washington at the time of this publication, Dr. Robert Abbott was a Full Professor at the University of Washington, Dr. Susan Nolen was a Full Professor at the University of Washington, Dr. John Bransford was an Emeritus Faculty at the University of Washington, Dr. Nancy Vye was a Research Scientist at the University of Washington. AERJ has an impact factor of 2.924 for the year 2015, with an acceptance rate between 5-10%.

Edited Books

Lo, J. C. (Ed.). (submitted). *Making Discussions Work: Methods for Quality Dialogue in the Social Studies*. Manuscript submitted for publication.

Invited Book Chapters

Lo, J. C., Adams, C., Goodell, A., & Nachtigal, S. (2019). Design-Based Implementation Research in a government classroom: A teacher's shifting pedagogy over four years. In Beth Rubin Eric B. Freedman Jongsung Kim (Ed.), *Design Research in Social Studies Education* (pp. 179-202). New York, NY: Routledge.

Dr. Carol Adams is a Teaching Faculty at Seattle University, Dr. Alexandra Goodell and Dr. Sara Nachtigal are research associates at Educurious.

Parker, W. C., & Lo, J. C. (2018). From Design to Deed: A Guide to Simulating Government and Politics on the AP Platform. In Cory Wright-Maley (Ed.), *More Like Life Itself*. Charlotte, NC: Information Age Publishing.

At the time of publication, Dr. Walter Parker was a Full Professor of Curriculum and Instruction at the University of Washington. This chapter was invited as a larger effort to bolster the literature on simulations in social studies classrooms.

Lo, J. C., & Geiger, A. (2018). Social studies key term: Democracy. In Daniel G. Krutka, Annie McMahon Whitlock, & Mark Helmsing (Eds.), *Keywords in the Social Studies: Concepts and Conversations*. New York, NY: Peter Lang Publishing.

Amanda Geiger is a high school government teacher at Leon High School in Tallahassee Florida. This chapter was written as part of a resource meant to help preservice and in-service social studies teachers.

Lo, J. C. (2017). "Bearing with strangers" in democratic education: Understanding through conflict and forgiveness. In Richard A. Diem, & Michael J. Berson (Eds.), *Mending walls: Historical, socio-political, economic, and geographical perspectives* (pp. 81-100). Charlotte, NC: Information Age Publishing.

This chapter was published in a volume of the International Social Studies Forum, as part of a larger international collaboration amongst Social Science Scholars.

Lo, J. C., & Parker, W. C. (2016). Role-playing and role-dropping: Political simulations as a portal to pluralism in a contentious era. In Wayne Journell (Ed.), *Reassessing the Social Studies Curriculum: Promoting Critical Civic Engagement in a Politically Polarized, Post-9/11 World* (pp. 95-108). Lanham, MD: Rowman & Littlefield Press.

At the time of publication, Dr. Walter Parker was a Full Professor of Curriculum and Instruction at the University of Washington. This chapter was written as part of a volume that sought to provide teachers with up-to-date, research oriented, social studies instruction techniques.

Invited Reviews

Lo, J. C. (2018). Review of race lessons: using inquiry to teach about race in social studies. *Teachers College Record*. Retrieved from <http://www.tcrecord.org/Content.asp?ContentID=22265>

Teachers College Record is a well regarded journal in the field of education research that publishes the very best scholarship in all areas of the field of education. It has an SJR Impact Factor of 1.461 and an H Index of 66.

Lo, J. C. (2015). Educating For Critical Democratic Literacy: Integrating Social Studies and Literacy in the Elementary Classroom, Kathryn Obenchain and Julie Pennington. *Citizenship, Teaching, and Learning*, 11(1), 105-107.

This review was commissioned by Judith Torney-Purta as a part of a special issue on civic literacy in CTL.

Lo, J. C. (2015). Making Impactful Professional Judgments in the Political Classroom. *Theory & Research in Social Education*, 43(4), 577-581.

This review was written for TRSE, which is the premier social science education journal in the field, with an impact factor of 0.83; SRJ: 0.48, and an acceptance rate of less than 15%.

Lo, J. C. (2014). Review of *Coming of Political Age* by Rebecca M. Callahan and Chandra Muller. *Education Review*, 21. Retrieved from <http://www.edrev.info/reviews/rev1309.pdf>

Presentations

Refereed Papers at Conferences

For refereed papers at conferences, 12.0% were international, 88.0% were national in scope.

Lo, J. C., & Levinson, M. (accepted 2020). *Contentious Dialogue in Civics Classrooms: The Utility of Normative Case Studies*. Paper to be presented at Annual Conference, American Education Research Association, San Francisco, CA. (National). (Cancelled due to COVID-19)

Conrad, J., & Lo, J. C. (presented 2019). *Strength in numbers: The role of racial identity and open classroom climate in predicting civic engagement*. Paper presented at Annual Conference, College and University Faculty Assembly of NCSS, Austin, TX. (National)

de Groot, I., & Lo, J. C. (presented 2019). *The Democratic School Experiences Framework*. Paper presented at Annual Conference, Association for Moral Education, Seattle, WA. (National)

Lo, J. C., & de Groot, I. (presented 2019). *The Democratic School Experiences Framework: A tool for the design and self-assessment of democratic experiences in formal education*. Paper presented at Annual Conference, College and University Faculty Assembly of NCSS, Austin, TX. (National)

Lo, J. C. (presented 2018). *Teaching about Race in Civic Education: Agonism, Deliberation, and Civic Debt*. Paper presented at Annual Conference, College and University Faculty Assembly of NCSS, Chicago, IL. (National)

Lo, J. C. (presented 2018). *The Role of Civic Debt in Democratic Education*. Paper presented at Annual Conference, College and University Faculty Assembly of NCSS, Chicago, IL. (National)

Lo, J. C. (presented 2017). *Developing enlightened citizens through environmental education*. Paper presented at Annual Conference, American Educational Research Association, San Antonio, TX. (National)

- Lo, J. C. (presented 2017). *Middle School Controversies: Teaching civics in a contentious election season*. Paper presented at Annual Conference, College and University Faculty Assembly of NCSS, San Francisco. (National)
- Lo, J. C. (presented 2017). *Powerful knowledge in action: The role of civics coursework in supporting civic engagement*. Paper presented at Annual Meeting, American Educational Research Association, San Antonio, TX. (National)
- Lo, J. C., & Rivero, K. (presented 2017). *Towards civic empowerment? Pitfalls of good intentions in a middle school civics course*. Paper presented at Annual Conference, College and University Faculty Assembly of NCSS, San Francisco. (National)
- Lo, J. C. (presented 2016). *Bridging a polarizing divide: Election simulation in an AP government course*. Paper presented at Annual Meeting of, American Educational Research Association, Washington, D.C. (National)
- Lo, J. C., & Adams, C. (presented 2016). *Civic literacy through literacy instruction*. Paper presented at Annual Meeting, College and University Faculty Assembly of NCSS, Washington, D.C. (National)
- Lo, J. C. (presented 2016). *Mending walls through conflict and forgiveness: Attending to agonism in democratic education*. Paper presented at 2016 Social Studies Education Conference, Social Studies Education Consortium, Berlin, Germany. (International)
- Parker, W. C., Lo, J. C., Valencia, S., & Nguyen, D. (presented 2016). *Reinventing the high school government course: Political simulations, literacy development, and district context*. Paper presented at Annual Meeting of, American Educational Research Association, Washington, D.C. (National)
- Lo, J. C. (presented 2015). *Participating as citizens: Simulations and role-play in a government classroom*. Paper presented at Annual Meeting, American Education Research Association, Chicago, IL. (National)
- Adams, C., Lo, J. C., & Goodell, A. (presented 2015). *Shifting pedagogy in a civics classroom: A DBIR exploration into PBL strategies*. Paper presented at Annual Meeting, American Education Research Association, Chicago, IL. (National)
- Parker, W. C., Valencia, S., & Lo, J. C. (presented 2015). *The high school government course in the 'Excellence for All' era*. Paper presented at Annual Meeting, American Education Research Association, Chicago, IL. (National)
- # Lo, J. C., Nolen, S. B., & Tierney, G. (presented 2014). *Classroom engagement in a project-based advanced placement government course: When triggered interest fails to thrive*. Paper presented at American Education Research Association, American Education

Research Association, Philadelphia. (National)

- # Parker, W. C., & Lo, J. C. (presented 2014). *Key curriculum developments in later iterations*. Paper presented at American Education Research Association, American Education Research Association, Philadelphia. (National)
- # Lo, J. C. (presented 2013). *Exploring the link between political knowledge and participation: The role of interest and identity development in civic education*. Paper presented at College and University Faculty Assembly, National Council for the Social Studies, St. Louis. (National)
- # Lo, J. C. (presented 2013). *Political knowledge and political participation*. Paper presented at Joint 7th Biannual SELF International Conference and Education Research Association of Singapore Conference, SELF International Conference and Education Research Association of Singapore, Singapore. (International)
- # Parker, W. C., & Lo, J. C. (presented 2013). *Tackling the depth/breadth problem in AP social studies*. Paper presented at National Council for the Social Studies, National council for the Social Studies, Unknown. (National)
- # Parker, W. C., & Lo, J. C. (presented 2013). *Teaching and learning elections in the high school government course: Curriculum an Simulacrum*. Paper presented at College and University Faculty Assembly, College and University Faculty Assembly, St. Louis. (National)
- # Nolen, S. B., Lo, J. C., Tierney, G., Becherer, K., Cooper, S., & Ludwig, G. (presented 2013). *When triggered interest fails to thrive*. Paper presented at Annual meeting of the Society of Research in Child Development, Society of Research in Child Development, Seattle, Washington. (National)
- # Lo, J. C., & Pisani, S. (presented 2012). *Exploring the development of using methods-under-development*. Paper presented at College and University Faculty Assembly, College and University Faculty Assembly, Seattle, Washington. (National)
- # Parker, W. C., Lo, J. C., & Yeo, A. J. (presented 2012). *Rethinking rigor in high school coursework: Toward deep knowing and equity in 'AP United States Government and Politics'*. Paper presented at American Education Research Association, American Education Research Association, Vancouver, Canada. (International)

Nonrefereed Papers at Conferences

For nonrefereed papers at conferences, 50.0% were national, 50.0% were regional in scope.

Lo, J. C., & Nguyen, D. (presented 2013). *Using project-based learning in your AP class*. Paper presented at AP Western Regional Conference, AP Western Regional Conference, San Diego, California. (Regional)

Lo, J. C., Sharp, A., Whitfield, L., & Richards, S. (presented 2013). *Using project-based learning in your AP class*. Paper presented at AP Annual Conference, AP, Las Vegas, Nevada. (National)

Invited Presentations at Conferences

For invited presentations at conferences, 100.0% were international in scope.

Torrau, S., & Lo, J. C. (presented 2019). *Ich mein, jeder ist ja irgendwie rassistisch*. Presentation at Annual Conference, GPJE, Göttingen, Germany. (International)

Refereed Presentations at Conferences

For refereed presentations at conferences, 61.5% were national, 38.5% were state in scope.

Lo, J. C., Merchant, N., Dozono, T., Santiago, M., & Busey, C. (accepted). *Unpacking Criticality: How do you show up?* Presentation to be given at Annual Conference, CUFA/National Council for the Social Studies, Virtual. (National)

Levinson, M., Fay, J., Villarreal, C., Lo, J. C., Payne, K., Kahne, J., Godwin, L., & Miller, R. A. (presented 2019). *Book Session on Democratic Discord in Schools: Cases and Commentaries in Educational Ethics*. Presentation at Annual Conference, College and University Faculty Assembly of NCSS, Austin, TX. (National)

Lo, J. C., & DiPiero, M. (presented 2018). *Leveraging Title IV Part A funding for Social Studies Education*. Presentation at Annual Conference, National Council for the Social Studies, Chicago, IL. (National)

Lo, J. C., & Spinale, C. (presented 2018). *Politics in Action: A Project-Based Approach to Semester High School Government*. Presentation at Annual Conference, Florida Council for the Social Studies, Orlando, FL. (State)

Lo, J. C., & Spinale, C. (presented 2017). *Project-Based Learning in High School Government*. Presentation at Annual Meeting, Florida Council for the Social Studies, Innisbrook, Florida. (State)

Lo, J. C., Merchant, N., Santiago, M., Schmidt, S., & Vickery, A. (presented 2017). *Social studies research and teaching in an era of divisiveness and questionable truths*. Presentation at Annual Conference, College and University Faculty Assembly of NCSS, San Francisco. (National)

- Parker, W. C., Lo, J. C., & Valencia, S. (presented 2017). *Teaching for deeper political knowledge*. Presentation at Annual Conference, College and University Faculty Assembly of NCSS, San Francisco. (National)
- Rivero, K., & Lo, J. C. (presented 2017). *Using contemporary political cartoons in the classroom*. Presentation at Annual Meeting, Florida Council for the Social Studies, Innisbrook, FL. (State)
- Parker, W. C., & Lo, J. C. (presented 2016). *High-quality formative assessment in the US Government & Politics course*. Presentation at Annual Conference, National Council for the Social Studies, Washington, D.C. (National)
- Lo, J. C. (presented 2016). *How can quantitative research inform public policy research in civic education?* Presentation at Annual Conference, College and University Faculty Assembly of NCSS, Washington, D.C. (National)
- Lo, J. C., & DiPierro, M. (presented 2016). *Literacy in the Social Studies*. Presentation at Annual Meeting, Florida Council for the Social Studies, Orlando, FL. (State)
- De los Angeles, G., Lo, J., & Howard, J. (presented 2015). *A socially relational design framework for educational role-play and simulations*. Presentation at Annual Meeting, North American Simulation and Gaming Association, Seattle. (National)
- Lo, J. (presented 2015). *Simulations and role-play in AP coursework*. Presentation at Annual Meeting, Florida Council for the Social Studies, Orlando, FL. (State)
- Lo, J. C., & Parker, W. C. (presented 2015). *Toward quality civic education: PBL in the US government course*. Presentation at Annual Meeting, National Council for the Social Studies, Washington, D.C. (National)

Invited Workshops

For invited workshops, 28.6% were international, 28.6% were national, 28.6% were state, 14.3% were local in scope.

- Lo, J. C., & DiPierro, M. (2019). *Inquiry Design Model: Building Standards-Based Inquiries in Social Studies*. Workshop delivered at Florida Council for the Social Studies, Orlando, FL. (State)
- Lo, J. C. (2019). *Resources from Florida C3 Hub*. Workshop delivered at Orange County Schools Social Science Professional Development, Windemere, FL. (Local)
- Lo, J. C. (2018, February). *(Re)construction citizenship: Civics education & political engagement*. Workshop delivered at AERA Division G, Webinar. (National)

Lo, J. C. (2017, June). *Discussing contentious political topics: Structured academic controversies in the classroom*. Workshop delivered at James Madison Institute of Florida Law Related Education, Tallahassee, FL. (State)

Lo, J. C., Nolen, S. B., & Graeber, A. (2017, June). *Weaving Project-Based Learning Into Rigorous High School Courses*. Workshop delivered at Education Weeks, Online Webinar. (National) Retrieved from <https://webinars.on24.com/edweek/PBL>

https://event.on24.com/eventRegistration/EventLobbyServlet?target=reg20.jsp&partnerref=TOC&_ga=2.56753256.379133839.1495024904-692598925.1495024884&eventid=1426696&sessionid=1&key=3597F4CB74E08281F4C10E35D41F4890@Tag=&sourcepage=register.

Lo, J. C. (2016, December). *Democratic Education Across Multiple Contexts*. Workshop delivered at Universität Hamburg, Hamburg, Germany. (International)

Lo, J. C. (2016, October). *Civics in the United States*. Workshop delivered at Universität Hamburg, Hamburg, Germany. (International)

Invited Lectures and Readings of Original Work

For invited lectures and readings of original work, 100.0% were national in scope.

Lo, J. C. (2020, June). *Lessons from Evaluating Academic Service Learning/Participatory Civics Initiatives, including Action Civics*. Delivered at Participatory Civics Institute, Online. (National)

Lo, J. C. (2020, June). *Updates on the civic education field*. Delivered at Teaching for Democracy Alliance Support, online. (National)

Lo, J. C. (2017, November). *Using Role-Play to Tackle Political Discussions*. Delivered at National Council for the Social Studies, San Francisco, CA. (National)

This invitation comes as a part of the Research-Into-Practice Lecture series, where selected presenters are tasked with presenting research that are useful to practitioners.

Contracts and Grants

Contracts and Grants Funded

Stoddard, J., Shaffer, D., Chen, J., & Tutweiler, S. (2019–2023). *PurpleState 2.0: Investigating the Impact of a Virtual Internship on Argumentative Reading and Writing in Civic Education*. Funded by Institute of Education Science, US Department of Education. (R305A190476). Total award \$1,356,605.

Dr. Lo serves as a consultant on the funded project.

Lo, J. C. (May 2018–May 2020). *Enhancing Social Studies Teaching through the Inquiry*

Design Model. Funded by FSU's Faculty Fellows Program. Total award \$5,000.

Lo, J. C. (May 2018–May 2019). *Attending to Civic Debt: Teaching Race and Powerful Political Knowledge in Civics Classrooms*. Funded by CRC - Planning Grant. Total award \$13,000.

Lo, J. C., & DiPierro, M. (Apr 2018–May 2019). *Social Studies Title IV-Part A Inquiry Lesson Development Project*. Funded by Florida Department of Education. Total award \$12,000.

Lo, J. (Jul 2016–Dec 2016). *Politics in Action: Reinventing the High School Government Course*. Funded by Lou Frey Institute. Total award \$12,701.

Lo, J. (Jul 2016–Jun 2017). *Civics in the Middle Grades: Political Knowledge and Civic Engagement in a 7th Grade Civics Course*. Funded by Spencer Foundation. (201700033). Total award \$50,000.

Lo, J. (Jun 2016–Jul 2016). *Mending Walls through Conflict and Forgiveness: "Bearing with Strangers" in Democratic Education*. Funded by FSU Office of the Provost. (057002-140). Total award \$1,500.

Office of the Provost Faculty Travel Grant.

Lo, J. C. (May 2016–Aug 2016). *Developing Enlightened Citizens through Science Education*. Funded by First Year Assistant Professor Award (FSU). Total award \$20,000.

Contracts and Grants Pending

Lo, J. C., & Levinson, M. (May 2019). *Attending to Civic Debt: Teaching about Race and Politics through Normative Case Studies*. Submitted to Spencer Foundation.

Contracts and Grants Denied

Lo, J. C. (Aug 2018). *Attending to the Civic Empowerment Gap: Teaching about Race and Politics through Normative Case Studies*. Submitted to Institute of Education Sciences.

Lo, J. C. (May 2017). *Attending to the Civic Empowerment Gap: Teaching Race and Powerful Political Knowledge in Civics Classrooms*. Submitted to WT Grant Foundation.

Research in Progress

Lo, J. C. (2018–2019). *Attending to the Civic Empowerment Gap: Teaching about Race and Politics through Normative Case Studies*.

This project is the first step in informing classroom practice and instructional theory around racial

inequalities and powerful political knowledge—knowledge that enables us to interpret and successfully engage with political and governmental systems (Lo, 2017). To that end, I am designing and piloting, in collaboration with LCS teachers, a series of NCS lessons which will present a case (or scenario) of a dilemma in complex ways (e.g., the varied causes of urban food deserts, myriad issues that contribute to police brutality) and expose readers of the case to ideas they had not considered before. Normative case studies not only help support discussion but can also inform and deepen theories while addressing the civic empowerment gap. Therefore, I am studying whether the NCS lessons bring manageable discussions of racial inequalities to the classroom; help assess quality civics learning; and engage students in learning powerful political knowledge that can help them push for incremental political change.

Service

Florida State University

FSU University Service

Outside Hearing Panel Member, Academic Honors Policy Panel (2017–2020).

Member, University Honor's Program Committee (2016–2020).

Faculty member, Dining Advisory Council (2019–2020).

School of Teacher Education Representative, Faculty Senate (2016–2020).

Member, Faculty Senate Elections Committee (2019–2020).

Member, Honors Program Faculty Search Committee (2017–2018).

FSU College Service

Member - STE Representative, College of Education Strategic Plan Implementation Committee (2018–2020).

Member, Faculty Advisory Board (2017–2020).

Member, College of Education Strategic Planning Committee (2016–2017).

Member, COE Research Office Senior Editor Search Committee (2017).

Committee Member, Student Teaching Appeals Committee (2016–2017).

Faculty member on the review committee, COE Research Grant Reviewer (2016).

FSU Department Service

Member, Online Masters Degree Committee (2018–2020).

Member, Community Relations Committee (2018–2020).

Member, Recruitment Committee (2018–2020).

Parliamentarian, School of Teacher Education Faculty Meeting (2017–2020).

Member, School of Teacher Education Graduate Studies Committee (2017–2020).

Member, Administrative Duty Ad Hoc Committee (2019).

Member, STE Academic Program Specialist Search Committee (2018).

Co-Chair, School of Teacher Education Colloquium Series (2016–2017).

Member, Instructional Technology Committee (2015–2017).

Chair, Foreign and Second Language Faculty Search Committee (2016).

Convener, School of Teacher Education Faculty Meeting (2015–2016).

FSU Program Service

Advisor, Combined Degree Incoming Student Advisory (2018–2020).

Lead, Graduate Program Recruitment (2018–2020).

Organizer, Incoming Combined Degree Student Orientation (2018–2020).

The Profession

Guest Editing for Refereed Journals

Lo, J. C. (Ed.). (2019). National Holidays and Other Socio-Political Rituals in Schools [Special Issue]. *Journal of Social Science Education*, 24.

Lo, J. C. (Ed.). (2017). Project Based Learning in the Social Studies [Special Issue]. *Social Education*, 82(1).

Social Education is the premier social science education practitioners journal in the field, with an impact

factor of 0.83; SRJ: 0.48, and acceptance rate of less than 15%.

Editorial Board Membership(s)

Journal of Social Science Education (2019–present).

Guest Reviewer for Refereed Journals

Human Rights Education Review (Feb 2019–present).

Democracy & Education (Jul 2016–present).

Educational Researcher (Jul 2016–present).

Theory & Research in Social Education (Jul 2016–present).

Journal of Curriculum Studies (Oct 2015–present).

Citizenship, Teaching, and Learning (May 2015–present).

Social Studies Research and Practice (Mar 2014–present).

Social Studies and the Young Learner (Jun–Aug 2018).

Reviewer or Panelist for Grant Applications

Spencer Foundation (2020–present).

Reviewer for Spencer Small Grant award.

Sam Houston State University (2015).

Reviewed internal grant applications for the Office of Research and Sponsored Programs at Sam Houston State University.

Service to Professional Associations

Chair, Lead SIG logistics and plan the SIG Business Meeting for AERA 2020, Social Studies Research SIG of the American Educational Research Association (2019–2020).

Program Chair, Plan the SIG program for AERA 2019, Social Studies Research SIG of the American Educational Research Association (2018–2019).

Assistant Program Chair, Social Studies Research SIG of the American Educational Research Association (2017–2018).

CUFA Delegate to the House of Delegates, National Council of the Social Studies (2015–2017).

Membership Chair, Social Studies SIG of the American Educational Research Association (2016–2017).

Program Chair, National Council for the Social Studies-College and University Faculty Assembly (2013).

Graduate Forum Secretary, National Council for the Social Studies-College and University Faculty Assembly (2012).

Service to Other Universities

Member, *University of Washington Associated Students of the College of Education* (2011–2015).

President, *University of Washington Associated Students of the College of Education* (2013–2014).

Member, *University of Washington Students of Color of the College of Education* (2012–2013).

Co-Founder, *University of Washington Students of Color of the College of Education* (2011–2012).

The Community

Professional Development Provider, Provided Professional Development to k-12 Teachers during Summer Professional Development Session, Leon County Schools (2018).

Consultation

Educating for American Democracy Project. Advisory council member on an NEH-funded project led by iCivics, Harvard University, and Tufts University (2020–present).

Generation Citizen. Serves as a member on the Board of Directors (2019–present).

Florida C3 Hub. Curriculum reviewer for Florida C3 Hub Inquiry Lesson Plan design team (2018–2020).

Florida Association of Social Studies Supervisors. Provide expertise to FASSS teachers on Inquiry teaching as well as PBL in social studies in Florida (2018).

Florida Department of Education. Validated K-6 Social Science Florida Teacher Certification Exam (FTCE) (2017).

Florida Department of Education. Instructional materials reviewer for statewide textbook adoption: Government and Economics texts (2016).

Educurious. Reviewed Project Based Learning U.S. History curriculum for middle school. Acted as consultant on curriculum development (2016).

Professional activities that occurred prior to my employment at FSU.