

## Karen E. Wohlwend

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### Academic Degrees

Ph.D. University of Iowa, Language, Literacy, and Culture

*Dissertation: Kindergarten as Nexus of Practice: A Mediated Discourse Analysis of Reading, Writing, Play, and Design in an Early Literacy Apprenticeship*

M.A., B.A. University of Northern Iowa, Early Childhood Education

### University Appointments

Indiana University School of Education, Bloomington

Professor, Literacy, Culture, & Language Education Program

### Selected Honors & Awards

2008 Outstanding Dissertation of the Year Award, International Reading Association

2006 Emerging Scholar Award (Inaugural Award), AERA Language and Social Processes SIG

2002-2007 Presidential Fellowship, The University of Iowa

### Selected Publications

#### Books

Wohlwend, K. E. (2021). *Literacies that move and matter: Nexus analysis for contemporary childhoods*. New York, NY: Routledge.

Medina, C. L., & Wohlwend, K. E. (2014). *Literacy, play, and globalization: Critical and cultural performances in children's converging imaginaries*. New York: Routledge.

Wohlwend, K. E. (2013). *Literacy playshop: New literacies, popular media, and play in the early childhood classroom*. New York: Teachers College Press.

Wohlwend, K. E. (2011). *Playing their way into literacies: Reading, writing, and belonging in the early childhood classroom*. NY: Teachers College Press.

Medina, C. L., Perry, M., & Wohlwend, K. E. (In press). *Playful methods: Difference, imaginaries, and the unexpected in literacy research*. New York, NY: Routledge.

#### Selected Recent Journal Articles

Wohlwend, K. (2021). Expanding access to research methods through interactive websites. *Digital Tools and Tech: Publication of the American Educational Research Association Qualitative Research Special Interest Group*.

Thiel, J. J., & Wohlwend, K. E. (Eds.) (2021). #Playrevolution: Engaging equity through the storymaking power of play. [Special Issue Editors' Introduction]. *Teachers College Record*.

Davis, S. J., Scott, J. A., Pennington, C., & Wohlwend, K. E. (2021). Bringing joy through play and participatory literacies: Examples from grade 3 and literacy teacher education. *Teachers College Record*.

Wohlwend, K. E. (2018). Playing to our strengths: Finding innovation in children and teachers' imaginative expertise. *Language Arts*, 95(3), 162-170.

Peppler, K. A., & Wohlwend, K. E. (2018). Theorizing the nexus of STEAM practice. *Arts Education Policy*

Review. doi:10.1080/10632913.2017.1316331

- Wohlwend, K. E., Peppler, K. A., Keune, A., & Thompson, N. (2017). Making sense and nonsense: Comparing mediated discourse and agential realist approaches to materiality. *Journal of Early Childhood Literacy*, 17(3), 444–462. doi: 10.1177/1468798417712066
- Wohlwend, K. E. (2016). Who gets to play? Access, popular media and participatory literacies. *Early Years: An international research journal*, 37(1), 62-76. doi:10.1080/09575146.2016.1219699
- Rowell, J., & Wohlwend, K. E. (2016). Free play or tight spaces? Mapping participatory literacies in apps. *The Reading Teacher*, 70(2), 197–205. doi:10.1002/trtr.1490
- Wohlwend, K. E. (2015). One screen, many fingers: Young children's collaborative literacy play with digital puppetry apps and touchscreen technologies. *Theory into Practice*, Special Issue on Digital Media and Learning.
- Wohlwend, K. E. (2010). A is for avatar: Young children in literacy 2.0 worlds and literacy 1.0 schools. *Language Arts*, 88(2), 144-152.

### **Selected Recent Book Chapters**

- Wohlwend, K. (2021). Thinking with and across theories and methods. In J. N. Lester & T. M. Paulus (Eds.), *Doing qualitative research in a digital world*. Los Angeles: Sage.
- Wohlwend, K. E. (2020). P(l)aying online: Toys, apps, and young consumers on transmedia playgrounds. In O. Erstad, R. Flewitt, & B. P. Kümmerling-Meibauer, I. S. Pires (Eds.), *The Routledge handbook of digital literacies in early childhood*. London: Routledge.
- Wohlwend, K. E. (2019). Play as the literacy of children: Imagining otherwise in contemporary early childhood education. In D. E. Alvermann, N. J. Unrau, & M. Sailors (Eds.), *Theoretical models and processes of literacy* (7th ed.), (pp. 301-318). New York, NY: Routledge.
- Wohlwend, K. E., Scott, J. A., Yi, J. H., Deliman, A., & Kargin, T. (2018). Hacking toys and remixing media: Integrating maker literacies into early childhood teacher education. In S. Danby, M. Flear, C. Davidson, & M. Hatzigianni (Eds.), *Digital childhoods*. Sydney: Springer.
- Wohlwend, K. E., & Rowell, J. (2017). App maps: Evaluating children's iPad software for 21st century literacy learning. In N. Kucirkova & G. Falloon (Eds.), *Apps, technology, and younger learners: International evidence for teaching* (pp. 73-88). London: Routledge. ISBN: 1138927880
- Wohlwend, K. E. (2016). Who gets to play? Access, popular media and participatory literacies. *Early Years: An international research journal*, 37(1), 62-76. doi:10.1080/09575146.2016.1219699

### **Recent Synergistic Activities**

Co-PI on NSF CSforAll Grant. *Rethinking Circle Time: Integrating Computational Thinking into K-2 Literacy* 2021-2024

Co-PI on Google CSER Grant: *ReCT: Examining Equity through the Integration of Computational Thinking and Literacy in K-2 Classrooms*. Collaboration among IU, Purdue, & Iowa State University researchers.

Faculty Advisory Board for IU Center of Excellence for Women in Technology 2014-2021

Program Coordinator, Online LCLE EdD Program 2018-2020

Executive Board of Directors: Literacy Research Association 2016-2019

IU Representative as Named Partner on the COST IS1410 DigiLitEY Grant: The digital literacy and multimodal practices of young children 2015-2019

Interviewed on Reading Today, International Literacy Association: Overcoming the digital divide. 2017