

CURRICULUM VITAE

William Terrell Wright

1. ACADEMIC HISTORY

Name: William Terrell Wright

Present Rank: Ph.D.

Contact: wrightwilliam33@gmail.com
919-717-3562

Education: Ph.D. in Language and Literacy Education – University of Georgia, Athens, GA, 2023

MAT in Secondary English Ed. – University of North Carolina, Chapel Hill, 2015

BA in English Literature (Cum Laude) – University of North Carolina, Chapel Hill, 2013

Certificates: Graduate Interdisciplinary Qualitative Research Certificate, 2022

- Department of Lifelong Education, Administration and Policy, University of Georgia

North Carolina Educator Certificate in Secondary English Language Arts, 2015 - Current

2. RESIDENT INSTRUCTION AND CONTINUING EDUCATION

University of West Georgia, employed 2026 – Present

Assistant Professor of Instructional Technology (Tenure-Track), 2026 - Present

Kennesaw State University, employed 2023 – 2026

Innovation Lab Manager for the Bagwell College of Education, Spring 2025 – present

- Lead the design and implementation of cutting-edge, learner-centered experiences by integrating emerging technologies into educational practice, fostering creative problem-solving, and driving interdisciplinary collaboration among faculty, students, and community partners.

iTeach Coach in the School of Instructional Technology and Innovation, Summer 2023 – Spring 2025

- Project Lead: conceptualized, planned, and implemented GA's first AI Symposium for Educational Leadership (2024)

University of West Georgia Fall 2026 – present

Instructor of Record:

Course	Title	Semester/Year	Enrollment
MEDT 7476	Coaching for Technology-Enhanced Learning	Fall 2026	25
MEDT 8463	Issues in Instructional Technology	Fall 2026	42

Texas State University, Fall 2022 – present

Instructor of Record:

Course	Title	Semester/Year	Enrollment
EDTC 3300 (online)	Introduction to Educational Technology	Fall 2022, 2023, 2024, 2025 Spring 2025	30-35

University of Georgia, employed 2018 – 2023

Instructor of Record:

Course	Title	Semester/Year	Enrollment
LLED 5465	Student Teaching in Secondary English Ed.	Spring 2019, 2020, 2021, 2022	4-8
LLED 4490/6490	Digital Tools and Social Media in Education	Fall 2019 Fall 2020	13 22
LLED 4400/6400	Planning and Instruction in English Ed.	Fall 2021	16
LLED 4045	Planning and Instruction in Middle Grades	Fall 2022	13

Teaching Assistant:

LLED 7910e (online)	New Literacies (w. Donna Alvermann)	Fall, 2020	20
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Other Professional Experiences:

ELA Teacher, Southern Alamance High School, Graham, NC (Received district-level Tech Badge for leading the development of in-school blended learning environments)

2020-2021 Introductory and Advanced Video Game Design Camp Instructor (UGA) (5 week-long summer camps for youth aged 9-16)

3. SCHOLARLY ACTIVITIES

a. Research Areas:

Educational Technology, Platform Studies, Teacher Education, New Literacies, Participatory Action Research

b. Publications:

* Denotes an invited publication.

Refereed Journal Articles:

1. **Wright, W. T.** (2026). Reading platforms as texts: Fallacies of persuasive design in the ELA classroom. *English Journal*.
2. Von Gillern, S., **Wright, W. T.**, & Winger, K. (2025). Teachers' perspectives on benefits and concerns of artificial intelligence in literacy education. *Literacy Research and Instruction*.
3. **Wright, W. T.** (2024). Digital remix as a pedagogical platform intervention. *Learning, Media, and Technology*.
4. Von Gillern, S., Corona, M., **Wright, W. T.**, Haskey-Valerius, B., & Gould, H. (2024). Media literacy, digital citizenship, and their relationship. *Teaching and Teacher Education*, 1(1)138, 1-10. <https://doi.org/10.1016/j.tate.2023.104404> (Contribution 20%)
5. Beach, C., Alvermann, D., Loomis, S., **Wright, W. T.**, & Hutcherson, L. E. (2023). Digital remix in online classes: Entangled feelings. *Digital Culture & Education* 14(4), 92-108. <https://www.digitalcultureandeducation.com/volume-14-4> (Contribution: 20%)
6. Robinson, B. & **Wright, W. T.** (2023). Actually existing vitality rights: resisting neoliberal affects at a video game design camp. *English Teaching: Practice and Critique* 16(2), 1-14. <https://doi.org/10.1108/ETPC-08-2022-0104>. (Contribution 35%)
7. **Wright, W. T.**, Hadley, H. L., Ervin, J., Overton, L., & Burke, K. J. (2022). Generative dissensus in a youth-led coalition-building enterprise. *Teachers College Record* 124(9), 36-64. <https://doi.org/10.1177/01614681221126014>. (Contribution: 50%)
8. [Authors in alphabetical order] Alvermann, D. E., Cho, A., Gannon, M., Mondy, J., Obradovic, M., Pulliam, A., Fang, Q., Readhead, S. D., **Wright, W.**, & Yeom, E. Y. (2022). Archival encounters via podcasts: Diversity and voice in practice. *English Education*, 54(2), 128-147. (Contribution: 20%).

9. **Wright, W. T.** (2021). Popular culture remixes as an opening for critical dialogue with ELA teacher candidates. *Journal of Adolescent & Adult Literacy*, 64(6), 27-35. <https://doi.org/10.1002/jaal.1152>
10. Wynne, E., **Wright, W. T.**, Alvermann, D. (2021). Creating gaps in understanding: How Gen Z disrupts gender norms on TikTok. *The International Journal of Critical Media Literacy*, 3(1), 1-23. <https://doi.org/10.1163/25900110-03030001> (Contribution: 30%).
11. **Wright, W. T.** Embracing the digital backchannel. (2021). *Voices from the Middle*, 28(4), 51-53.
12. **Wright, W. T.** (2021). Reality check: How adolescents use TikTok as a digital backchanneling medium to speak back against institutional discourses of school(ing). *Radical Teacher*, 119, 61-67. <https://doi.org/10.5195/rt.2021.777>
13. **Wright, W. T.**, Hadley, H. L., & Burke, K. (2020). “No. We should do it”: Youth training youth in activist research methods. *The Urban Review*, 52(4), 1-22. <https://doi.org/10.1007/s11256-020-00589-5> (Contribution: 50%).
14. **Wright, W. T.** (2020). Within, without, and amidst: A review of literacy educators’ perceptions of participatory media technologies. *Journal of Media Literacy Education*, 12(2), 1-12. <https://doi.org/10.23860/JMLE-2020-12-2-1>
15. Hadley, H. L., Burke, K. J. & **Wright, W. T.** (2019). Opening spaces of restoration for youth through community-engaged critical literacy practices. *English Teaching: Practice and Critique*, 19(1), 95-106. <https://doi.org/10.1108/ETPC-05-2019-0068> (Contribution: 20%).
16. **Wright, W. T.** (2017). Subvertising to illustrate transcendentalist ideals. *Utah English Journal*, 45, 44-46.

Chapters in Books:

1. Robinson, B., **Wright, W. T.**, Nichols, T. P. (2025): Playing with(in) platforms: A sociomaterial perspective on literacy and video games. In *Theoretical Models and Processes of Literacy*.
2. * Alvermann, D., **Wright, W. T.**, Wynne, E. (2023). Researching media literacy practices using both critical and posthuman inquiry. In P. Fastrez & N. Landry (Eds.), *Media Literacy and Media Education Research Methods: A Handbook*. (Contribution: 30%).
3. **Wright, W. T.** (2021). Engaging ELA teacher candidates with the power and possibility of geolocated augmented reality. In C. Moran & M. Rice (Eds.), *Virtual and Augmented Reality in English Language Arts Education* (pp. 177-196). Rowman & Littlefield.
4. * Alvermann, D., Wynne, E., **Wright, W. T.** (2021). Tales from TikTok: Gender and cultural intersectionalities. In B. J. Guzzetti (Ed.) *Genders, Cultures and Literacies: Understanding Intersecting Identities*. Routledge. <https://doi.org/10.4324/9781003158011-17> (Contribution: 20%).

Encyclopedia Entries:

1. * **Wright, W. T.** & Zhang, M. Y. (2022). Poststructuralism. In K. K. Strunk & S. A. Shelton (Eds.) *Encyclopedia of Queer Studies in Education* (pp. 452-455). Brill. https://doi.org/10.1163/9789004506725_089 (Contribution: 90%).
2. * Alvermann, D. E., **Wright, W. T.** (2021). “Adolescent literacies.” In G. Noblit (Ed.), *Oxford Research Encyclopedia of Education* (pp. 1-20). Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.1532> (Contribution: 50%).

Bulletins, Reports, or Professional Blog Posts:

1. (Acknowledged contributors and reviewers) Bilyeu, A., Grimes, J., Hall, E., **Wright, W. T.**, York, S. (2024). "Artificial Intelligence: Guidance for K-12 Classrooms." Policy brief produced and distributed state-wide by the Mississippi Department of Education.
2. Imagining (and Building!) the Future of Atlanta with Minecraft. (2024). **Wright, W. T.** Published on the official Microsoft for Education website at <https://education.minecraft.net/en-us/blog/levelupatlanta>
3. Burke, K., Heidi, H. L., **Wright, W. T.**, Ervin, J., & Overton, L. (2020). *It's interesting how exclusion plays a role in self-worth*. Retrieved from Savannah, GA: The Deep Center. (Contribution: 20%).
4. Burke, K., **Wright, W. T.** & Hadley, H. L. (2019). *Savannah is covered by a beautiful wallpaper, but behind it hide skeletons*. Retrieved from Savannah, GA: The Deep Center. (Contribution: 30%).

Book Reviews:

1. **Wright, W. T.** (2020). A review of *Studying gaming literacies: Theories to inform classroom practice*. Edited by Antero Garcia, Shelbie Witte, and Jennifer S. Dail. *Journal of Language & Literacy Education*, 13(2). Available at <http://jolle.coe.uga.edu>
2. **Wright, W. T.** (2019). A review of *Listen to the poet: Writing, performance, and community in youth spoken word poetry* by Wendy R. Williams. *Journal of Language and Literacy Education*, 12(1), 169-175. Available at <http://jolle.coe.uga.edu>

Works Under Review:

Wright, W. T., Zhang, M. Y., Deaton, A., Burke, K. J., & Serro, M. J. (under review). On literacy and loneliness. (Contribution: 50%).

Stice, S., Gannon, M., & **Wright, W. T.** (under review). Preservice ELA teachers' video self-analysis and reflection in professional learning communities.

[Book proposal under review] Hadley, H.L., Burke, K.J., & **Wright, W.T.** *Youth Participatory Action Research: A Handbook* (with Megan Ave'Lallemant, Raphael Eissa, Nick Fields, Michaela Ford, Rush George, Brianna McLean, Madison Pelli, and Kennedy White).

Select Manuscripts in Preparation:

Wright, W. T. (in progress). Algorithm remix: Re-engaging remix as a literacies practice in a global information age. [Target Journal: *Social Media + Society*].

Wright, W. T. (in progress). Participation in the age of the algorithm: A thirty-year retrospective on participatory culture and Deleuzian control. [Target Journal: *Deleuze Studies*].

Zhang, M. Y. & **Wright, W. T.** (in progress). Embodiment, disciplinary literacy, and critical engagements: A literature review.

c. Creative Contributions:

Refereed Poetry

1. **Wright, W. T.** & Write with Transformer. (2020). Posthuman Intra-action. *Journal of Language & Literacy Education*, 13(2). Available at <http://jolle.coe.uga.edu>

Refereed Fiction

1. **Wright, W. T.** (2013). The one with horns. *Cellar Door*. (UNC Literary Magazine)

d. Grants and Contracts:

2019

- \$10,000 MDC/NSEM Youth research project, Step Up Savannah (w/Deep Center, Kevin Burke (PI), Heidi Hadley, and William Wright [Funded])

2021

- \$500 Graduate School Student Travel Grant – University of Georgia

*Selected Unfunded Proposals:***2022**

- Wilson Center Graduate Research Award (\$1,250)

2019

- Interdisciplinary Research Leaders Grant (with the Deep Center and the AU/UGA Medical School Partnership (w. PI Kevin J. Burke)

e. Recognitions and Outstanding Achievements:

2024 – iTeach, Instructional Technology Coach of the Month

2022 - J. Fisher Award for Excellence in Research, University of Georgia (\$500)

2021 – Award / Honor Recipient: Macagnoni Qualitative Research Award, University of Georgia (\$1,000)

2021 – [Nominated] Campus-wide Excellence in Teaching Award, University of Georgia

2021 - Outstanding Teaching Award (OTA), University of Georgia

2014 - Innovative Curriculum in Social Justice Award, UNC – Chapel Hill award for critical, thoughtful, and reflective lesson planning

f. Research Assistantships:

Assisted Dr. Kevin Burke with Deep Center Project (see MDC/NSEM grant), Fall, 2018 – Spring 2020

Assisted Dr. Kevin Burke with interview transcription and coding, Summer 2020

Assisted Dr. Sara Kajder in designing and implementing Mentor Teacher (MT) training for English Ed. teacher development, Summer 2020

g. Conference Activity/Participation**National Refereed Presentations****2025**

Robinson, B. **Wright, W. T.**, & Nichols, P. T. (2025, April). The Platform Principle: A Sociomaterial Perspective on Video Games and Literacy. Paper presented at the American Education Research Association's annual conference (AERA) in Denver, CO.

2023

Robinson, B. & **Wright, W. T.** (2023, November). Playful Literacies Across Contexts: Pluralities of Pleasure, Affect, & Living Texts. Roundtable session facilitated at the Literacy Research Association's (LRA) annual conference in Atlanta, GA.

Lamear, R., von Gillern, S., **Wright, W.T.** (2023, November). Video Games, Critical Literacy, and Gender in the Elementary Classroom. Paper presented at the Literacy Research Association's (LRA) annual conference in Atlanta, GA.

- Wright, W. T.** (2023, March). Digital remix as a disruptive platform practice in literacy teacher education. Paper presented at the Media Education Summit in Simon Fraser University in Vancouver, Canada.
- Gannon, M., Ervin, J., Grove, E., **Wright, W. T.** (2023, June). Shifting student teaching lesson planning to culturally and historically responsive frameworks: What does criticality look like in student teachers' classrooms? Paper presented at the English Language Arts Teacher Educators (ELATE) Summer Conference in Atlanta, GA.

2022

- Wright, W. T.** (2022, November). Algorithm remix: Re-engaging remix as a literacy practice in a global information age. Paper presented at the Literacy Research Association's (LRA) annual conference in Phoenix, AZ.
- Wright, W. T.,** Zhang, M. Y., Deaton, A. (2022, November). On Literacy and loneliness. Roundtable session facilitated at the Literacy Research Association's (LRA) annual conference in Phoenix, AZ.
- Wright, W. T.,** Stice, & S., Gannon, M. (2022, November). Preservice ELA teachers' video self-analysis and reflection in professional learning communities. Paper presented at the Literacy Research Association's (LRA) annual conference in Phoenix, AZ.
- Wright, W.T.** (2022, November). Interpreting a research study's findings across boundaries and borders. Co-presenter in an alternative format session, chaired by Donna E. Alvermann, at the Literacy Research Association's (LRA) annual conference in Phoenix, AZ.
- Gannon, M., Stice, S., **Wright, W. T.,** & Deaton, A. (2022, November). Bringing to light the affordances of video self-analysis with preservice teachers and their university supervisors. Paper presented at the National Council of Teachers of English (NCTE) annual conference in Anaheim, CA.
- Wright, W. T.** (2022, March). Literacy and loneliness: Cruel optimism in era of networked neoliberalism. Roundtable presentation given at the *Journal of Language and Literacy Education* (JoLLE) Winter Conference, Athens, GA.

2021

- Wright, W. T.** (2021, December). Posthuman poetry: Composing with AI and becoming with machines. Paper presented at the Literacy Research Association's (LRA) annual conference in Atlanta, GA.
- Wright, W. T.** (2021, December). Anticipatory and elusive participation in the age of the algorithm: A thirty-year retrospective on participatory culture and Deleuzian control. Paper presented at the Literacy Research Association's (LRA) annual conference in Atlanta, GA.
- Wright, W. T.** (2021, November). Encounters with Artificial Intelligence in an ELA Teacher Education Course. Paper presented at the National Council of Teachers of English (NCTE) annual conference in Louisville, KY.
- Alvermann, D. E., Wynne, E., **Wright, W. T.** (2021, May). Tales from TikTok: Gendered and Cultural Intersectionalities. Roundtable in session organized by Barbara Guzzetti at the Literacy Research Association's (LRA) annual conference in Atlanta, GA.
- Ervin, J., **Wright, W. T.,** Burke, Hadley, H. L. (2021, November). Generative Dissensus in a Youth-Led Coalition-Building Enterprise. Paper presented at the American Educational Studies Association (AES), Portland, OR.
- Wright, W. T.** (2021, May). Composing AI poetry with ELA teacher candidates. Paper presented at the International Conference of Qualitative Inquiry (ICQI), Urbana-Champaign, IL.
- Wright, W. T.** (2021, April). Popular Culture Remixes as an Opening for Critical Dialogue with ELA Teacher Candidates. Paper presented at the Popular Culture Association (PCA) National Conference, Boston, MA.
- Alvermann, D. E., **Wright, W. T.,** Young, E. (2021, March). Archival encounters via podcasts: Diversity and voice in practice. Presentation given virtually at the Media Education Summit (run in conjunction with the School of Media and Mass Communication) at Bournemouth University, ENG.
- Wright, W. T.** (2021, February). Weighing the pedagogical import of digital backchannels. Presentation given at the *Journal of Language and Literacy Education* (JoLLE) Winter Conference, Athens, GA.

2020

- Wright, W. T.** (2020, December) Preservice ELA Teachers' explorations of place-based critical remix through the use of geolocated Augmented Reality. Presented virtually at the Literacy Research Association's (LRA) annual conference, originally to be held in Houston, TX.

- Wright, W. T.** (2020, December) “No, we should do it”: Youth training youth in activist research methods. Presented virtually at the Literacy Research Association’s (LRA) annual conference, originally to be held in Houston, TX.
- Wright, W. T.** (2020, December) “Within, without, and amidst”: Limning literacy educator’s perceptions of participatory media technologies. Presented virtually at the Literacy Research Association’s (LRA) annual conference, originally to be held in Houston, TX.
- Wright, W. T.** (2020, November) Justice as praxis songs of us: The confluencia of English education research with culturally, racially, and linguistically diverse youth in multiple settings. Co-presenter at panel presentation organized by Sakeena Everett at the National Council of Teachers of English (NCTE) Annual Convention, Denver, CO. (Conference curtailed due to Covid-19)
- Wright, W. T.** (2020, November) “Bombarding our sense of what teaching is supposed to look like”: Pop culture remixes as an opening for critical dialogue with preservice ELA teachers. Presented at the National Council of Teachers of English (NCTE) Annual Convention, Denver, CO. (Conference curtailed due to Covid-19)
- Wright, W. T.** (2020, November) Engaging Preservice ELA Teachers with the Power and Possibility of Geolocated Augmented Reality. Presented at the National Council of Teachers of English (NCTE) Annual Convention, Denver, CO. (Conference curtailed due to Covid-19)
- Wright, W. T.** (2020, November) Limning Literacy Educators’ Perceptions of Participatory Media Technologies. Roundtable presentation at the National Council of Teachers of English (NCTE) Annual Convention, Denver, CO. (Conference curtailed due to Covid-19)
- Wright, W. T.** (2020, November) Youth training youth in research methods and processes: Building community research capacity for equity. Panel presentation at the National Council of Teachers of English (NCTE) Annual Convention, Denver, CO. (Conference curtailed due to Covid-19)
- Wright, W. T.** (2020, April) Adolescents’ use of Tik Tok as a digital backchanneling medium against institutional discourses of school(ing). Paper to have been presented at the Popular Culture Association (PCA) National Conference, Philadelphia, PA. (Conference cancelled due to Covid-19)
- Wright, W. T.** (2020, February) Engaging Preservice ELA Teachers in Critical Dialogue with YouTube Remixes. Presentation given at the *Journal of Language and Literacy Education* (JoLLE) Winter Conference, Athens, GA.

2019

- Wright, W. T.** (2019, November) Crossing wires: Experimenting with a short-circuit pedagogy. Paper presented at the National Council of Teachers of English (NCTE) Annual Convention, Baltimore, MD.
- Wright, W. T.** (2019, April). Dystopia and high fives: Imagining a forward-looking anti-canon in today’s English classrooms. Paper presented at the Popular Culture Association (PCA) National Conference, Washington, DC.
- Wright, W. T.** (2019, February). Beyond what’s already there: Activities to promote courage and confidence in composition. Practitioner workshop conducted at the *Journal of Language and Literacy Education* (JoLLE) Winter Conference, Athens, GA.

State/Local Refereed Presentations

2024

- Stapleton, T. & **Wright, W. T.** (2024, November). 30 for 30 AI Tools to Use in Your Classroom Tomorrow. Presented at the Georgia Educational Technology Conference (GAETC) in Atlanta, GA.
- Wright, W. T.** (2024, November). Build-or-Baffle with Copilot: Student-Centered Design Challenges Using AI Image-Recognition. Presented at the Georgia Educational Technology Conference (GAETC) in Atlanta, GA.
- Wright, W. T.** (2024, November). Collaborative Future-Casting: Speculating on the Future of AI in Education. Presented at the Georgia Educational Technology Conference (GAETC) in Atlanta, GA.
- Wright, W. T.** (2024, September). Co-Intelligence: Guidance and Activities for Fulton METIs. Presented at the Atlanta Central Library in Atlanta, GA.

2020

Wright, W. T. & McCalla, L. (2020, October). Not Your Traditional Summer Camp: Virtual Game Design Camp Pivots Online. Presented virtually at the Innovation in Teaching Conference (ITC), Athens, GA.

Burke, K., **Wright, W. T.**, Hadley, H. L., Ave'Lallemant, M., & Eissa, R.. (2020, February). 'No, we should do it': Youth Training Youth in Activist Research Methods. Art & Education for Social Justice Symposium (AESJ), Athens, GA.

2019

Wright, W. T. (2019, October). Geo-located dialogue trees as compositional pedagogy. Paper presented at the Innovation in Teaching Conference (ITC), Athens, GA.

Wright, W. T. (2019, April). On the use of dialogue trees in games, simulations, and compositional pedagogy. Presentation at the University of Georgia's Department of Language and Literacy Education Research and Recognitions Event, Athens, GA.

2018

Wright, W. T. (2018, October). "To thine own selfie be true": Subvertising with American Transcendentalists. Paper presented at the Innovation in Teaching Conference (ITC), Athens, GA.

Discussant

2022

Frameworks for Considering How Teachers Make Sense of and Incorporate Digital Literacies. (2022). Paper Session Discussant. Literacy Research Association (LRA), Phoenix, AZ.

2020

Literacy, identity, and power: Emancipatory classroom spaces. (2020). Paper Session Discussant. Literacy Research Association (LRA) Virtual Conference.

Mining Equity and Social Justice in Preservice Teacher Education. (2020). Paper Session Discussant. Literacy Research Association (LRA) Virtual Conference.

2019

Disciplinary Literacies: Perceptions and Practices. (2019). Paper Session organized by A. Y. Humaidan. (Discussant). Literacy Research Association (LRA) National Conference, Tampa, FL.

Reclaiming Literacy across Multiple Contexts. (2019). Paper Session organized by A. Burke (Discussant). Literacy Research Association (LRA) National Conference, Tampa, FL.

h. Workshops, Speaking Engagements, and Training Sessions

2024

Wright, W. T. & Stapleton, T. (2024, June). Build-or-Baffle with Microsoft Co-Pilot. Workshop facilitated at the Cobb Innovation Academy "STEMapalooza" Event (Cobb County, GA).

Wright, W. T. (2024, March). Using Canva and Adobe to Bring the ISTE 'Creative Communicator' Standard to Life. Workshop facilitated at Banneker High School, Fulton County, GA.

Wright, W. T. (2024, March). Canvas Fundamentals II. Training was facilitated on behalf of KSU iTeach as part of a contract with Fulton County Schools. River Trail Middle School, Fulton County, GA.

Wright, W. T. (2024, March). Canvas Fundamentals II. Training was facilitated on behalf of KSU iTeach as part of a contract with Fulton County Schools. Renaissance Middle School, Fulton County, GA.

Wright, W. T. (2024, February). Canvas Fundamentals I. Training was facilitated on behalf of KSU iTeach as part of a contract with Fulton County Schools. Webb Bridge Middle School, Fulton County, GA.

Wright, W. T. & Stapleton, T. (2024, February). Build-or-Baffle with Bing Chat. Workshop facilitated at the Cobb Innovation Academy, Cobb County, GA.

Wright, W. T. (2024, February). Transforming Instruction with Chat-GPT. Workshop facilitated at the Cobb Innovation Academy, Cobb County, GA.

Wright, W. T. (2024, February). MagicSchool AI for High-Impact Planning, Teaching, and Learning. Workshop facilitated at the Cobb Innovation Academy, Cobb County, GA.

2022

- Jensen, S., **Wright, W. T.**, Pilo, A. (2022, September). Cultivating Community in the Classroom. TA Café, organized as part the Center for Teaching & Learning's Future Faculty Fellows program at the University of Georgia.
- Deney, D., **Wright, W. T.**, Pilo, A., & Cheng, J. (2022, April). Teaching Untethered: Taking Teaching Outside. TA Café, organized as part the Center for Teaching & Learning's Future Faculty Fellows program at the University of Georgia.
- Wright, W. T.** (2022, March). A 30-year retrospective on the entanglement of participatory culture and Deleuzian Control. Invited guest speaker (via Zoom) for Dr. Sheri Vasinda doctoral seminar at Oklahoma State University, Stillwater, OK.

2020

- Wright, W. T.**, Lang, M., Moten, T., Long, S. (2020, April). "Developing humanizing research relationships." Workshop for the Language & Literacy Graduate Organization (LLEGO), Athens, GA.
- Wright, W. T.**, Lamp-Berglund, A., Qui, T., Wang, Y., Long, S. (2020, September). "The Journey Ahead: Starting Your Graduate Experience". Workshop for the Language & Literacy Graduate Organization (LLEGO), Athens, GA.
- Wright, W. T.**, Fassbender, W., & Kajder, S. (February – March 2020) edTPA "Bootcamp" for English Education cohort.

2019

- Wright, W. T.**, Fassbender, W., & Kajder, S. (February – March 2020) edTPA "Bootcamp" for English Education cohort.

2018

- Burke, K., **Wright, W. T.**, & Hadley, H. (2018, September). "Stories as Research: Data Beyond Numbers." Workshop for The DEEP Center's Action Research Team (ART), Savannah, GA.

4. PUBLIC SERVICE

a. Board Memberships

2024

- Higher Ed. Representative for CTAE (Career, Technical, and Agricultural Education) Advisory Board at Innovation Academy, a Fulton County Schools magnet high school.

b. Committee Appointments

2021

- Student representative for Connally Endowed Research Professor search committee for Department of Language & Literacy Education at the University of Georgia (w. Drs. Donna Alvermann, Jennifer Graff, Kevin Burke, Linda Harklau, Paula Mellom, & Mary Guay).

c. Service Positions

Department

President of Language & Literacy Education Graduate Organization (LLEGO), 2020 – 2021

- Organized speaking engagements, graduate seminars, monthly meetings, officer elections, and service opportunities

Treasurer of Language & Literacy Education Graduate Organization, 2020 – 2021

Professional Learning Chair of Language & Literacy Education Graduate Organization, 2019 – 2020

Conference Assistant, Journal of Language and Literacy Conference (JoLLE), 2018, 2019

University

Future Faculty Fellows Program (3FP), 2021-2022

- 3FP is a year-long professional development program that brings together innovative and dedicated teacher-leaders from across campus to discuss, reflect upon, and improve their teaching and the teaching experiences for graduate students across the university.

Teaching Assistant (TA) Orientation Director at the University of Georgia, 2022

UGA's third annual Banned Books Fest Volunteer, Fall 2019

College

Innovation in Teaching Technology (ITT) Faculty Academy – Lead Assistant, Spring, 2020

Innovation in Teaching Technology (ITT) Faculty Academy – Lead Assistant, Fall, 2020

Introduced annual Aralee Strange Lecturer (Dare Dukes) at the Georgia Museum of Art, Spring 2022

Community

Weekly volunteer at Parkview Community Literacy Center, Athens GA, 2019 – 2020, closed

State/Regional

Youth Participatory Action Research Partnership: Deep Center, Savannah, GA, 2018 – present

National/International

Safe Space certified, 2021

d. Editorial Responsibilities

Poetry, Fiction, & Visual Arts Editor for *Journal of Language and Literacy Education*, 2018 – 2020

e. Reviewing**National/International Journals**

English Journal, 2020 - present

Journal of Adolescent and Adult Literacy, 2020 – present

English Education, 2020 – Current

Journal of Media Literacy Education, 2020 – present

Voices from the Middle, 2020 – present

Urban Education, 2022 – present

Journal of Language and Literacy Education (internal review board), 2019, 2020

Journal of Language and Literacy Education (external review board), 2021, 2022

Journal of Language and Literacy Education (Poetry, Fiction, & Visual Arts), 2021

Conference Proposals

Literacy Research Association's Annual Conference, reviewer, 2019, 2020, 2021, 2022

National Council of the Teachers of English, reviewer, 2019, 2020, 2021, 2022

American Education Research Association Annual Conference, reviewer, 2020

Journal of Language and Literacy Education's Winter Conference, reviewer, 2019, 2020

f. Interviews and Media Coverage

Wright, W. T. (2021, February). Interviewee. "UGA education researchers, nonprofits tackle misinformation with media literacy" published in *The Red & Black*, the University of Georgia's premier student newspaper.

5. PROFESSIONAL ORGANIZATIONS

a. National/International

Literacy Research Association	2018 – present
American Education Research Association	2018 – present
<i>Special Interest Groups:</i>	
Critical Issues in Curriculum and Cultural Studies SIG	
Writing and Literacies SIG	
Media, Culture, and Learning SIG	
Research in Reading and Literacy SIG	
National Council of Teachers of English	2018 – present
Popular Culture Association	2018 – present
Phi Beta Kappa, National Collegiate Honors Society	2013 – present

b. University/College/Departmental

Language and Literacy Education Graduate Organization (LLEGO)	2018 – present
Journal of Language and Literacy Education (JoLLE)	2018 – present

6. CERTIFICATIONS & CREDENTIALS

a. Online Educational Platforms and Tools

Canva Certified
Adobe Certified
MagicSchool AI – Level 3
Canvas Certified Educator – Level 4

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