

Jennie Baumann, M.Ed., Ph.D.

5006 Haley Center, Auburn University, Auburn, AL

Phone: +1 (419) 494-2098 | Email: jmb0336@auburn.edu

ORCID: <https://orcid.org/0000-0002-7395-285X> | [Portfolio Link](#)

Updated 12/2/2024

Education:

Doctor of Philosophy (Ph.D.)

August 2019 - May 2024

Curriculum, Instruction, and Teacher Education (CITE)

Michigan State University, East Lansing, MI

- Dissertation Committee: Shireen Al-Adeimi, Ed.D (chair); Courtney Hattan, Ph.D (University of North Carolina); Jennifer VanDerHeide, Ph.D; Tanya Wright, Ph.D
- Dissertation Title: Think About It, Talk About It: Exploring the Interaction of Knowledge and Discourse in Text-Based Discussions
- Research Foci: Language and Literacy, Metacognition and Knowledge, Classroom Discourse, Family/Community Engagement

Masters of Education (M.Ed)

May 2014

College of Education and Human Development; Concentration: Reading Education, K-12

Bowling Green State University, Bowling Green, OH

- Summa Cum Laude
- Project Committee: Cindy Hendricks, Ph.D. (director), Nancy Fordham, Ph.D.
- Project Title: Getting to the Core of It: Using Common Core State Standards and Third Grade Guarantee in Library Programming
- Awarded Departmental Masters' Project of the Year

Bachelors of Science (B.S.)

August 2009 - May 2013

College of Education and Human Development; Concentration: Early Childhood Education PreK-3

Bowling Green State University, Bowling Green, OH

Certifications & Licenses

- State of Ohio Teaching License
- State of Ohio Reading Endorsement

Professional Appointments

Auburn University

August 2024 - Present

Assistant Professor, Reading Education

State University of New York at Cortland

June 2021 - August 2024 (seasonal)

Remote Adjunct Instructor

Michigan State University

August 2019 - May 2024

Graduate Teaching Instructor

Teaching Experience:

Auburn University, Auburn, AL

- CTRD 3010: Foundations of Language and Literacy II (Fall 2024)
- CTRD 5000: Language and Literacy for the Content Areas (Fall 2024)

State University of New York, Cortland, NY

- LIT 690: Assessment for the Specialized Literacy Professional (Summer 2022-2024)
- LIT 693: Applied Assessment and Instruction: Literacy Capstone & Practicum (Summer 2021-2024)

Michigan State University, East Lansing, MI

- TE 301: Literacy, Learners, and Learning in Context – Elementary (Summer 2020-2023, Fall 2023)
- TE 405: Teaching Literacy to Diverse Learners: Elementary (Spring 2020, Spring 2023)
- TE 501/894 (Graduate Level): Laboratory and Field Experiences in Curriculum, Teaching, and Schooling (Chinese Language Teacher Certification Program) (2019-2020, 2020-2021)
- TE 802: Reflection and Inquiry in Teaching Practice: Literacy (Fall 2019, Fall 2022)
- TE 846: Accommodating Differences in Literacy Learners: Elementary (Summer 2020, Spring 2024)

Funding and Grant Awards:

**Alabama State Department of Education Alabama Reading Initiative Grant
(FY 2024-2025)**

Auburn University, Auburn, AL

PI: Jennie Baumann, Mary Jane McIlwain, Victoria Cardullo, Amy Fitchett, Tierney Hinman, Katie Forster

- POWERFUL Teaching: Preservice Opportunities With Educators, Research and the Fullness of Literacy, \$4482

Peer Reviewed Publications:

- Al-Adeimi, S., & **Baumann, J.** (2024). Navigating controversial discussions: The role of teacher talk moves in dialogic teaching. *Language & Education*, 1-19.
<https://doi.org/10.1080.09500782.2024.2401883>
- Wilson, N. S., Dussling, T., Adams, B., Stevens, E., **Baumann, J.**, Yang, S., Smetana, L., Bean-Folkes, J., & Van Wig, A. (2024). What a multi-institutional collective case study of social annotation data reveals about graduate students' metacognitive reading practices. *Literacy*.

Manuscripts Under Review:

- **Baumann, J.** (Under review, 11/25/2024). I think, I know: How students use knowledge during text-based student-centric group discussions. *Classroom Discourse*.
- Al-Adeimi, S., & **Baumann, J.** (Under review, 11/20/2024). Beyond the illusion of discourse: Analyzing the form and function of teachers' talk moves in elementary discussions. *Language & Education*.
- Wilson, N. S., Adams, B., **Baumann, J.**, Stevens, E., Dussling, T., Smetana, L., & Bean-Folkes, J. (Under review, 10/2024). "I get it now": Insights from implementing metacognitive instruction through an asynchronous Gradual Release of Responsibility framework. *Literacy Research and Instruction*.
- **Baumann, J.** & Al-Adeimi, S. (Under review, 8/22/2024). Digging into discourse: Students' use of metacognitive strategies in discussions. *Literacy Research and Instruction*.
- Stevens, E. Y., Wilson, N. S., Adams, B., **Baumann, J.**, Dussling, T., Bean-Folkes, J., & Smetana, L. (Under review, 4/1/2024). Exploring asynchronous implementation of the Gradual Release of Responsibility framework to support graduate students' metacognition when reading digital academic texts. *Technology, Pedagogy, and Education*.

Manuscripts in Progress:

- Hattan, C., **Baumann, J.**, Parkinson, M., & MacPhee, D. (2024). Contextually Relevant Pedagogy Paper/1st Grade
- Wilson, N. S., Adams, B., **Baumann, J.**, Dussling, T., Stevens, E. Y., & Smetana, L. (2024). Gradual Release of Responsibility paper.
- **Baumann, J.** (2023). Knowledge assessment of talk for comprehension. Target Journal: *Journal of Literacy Research*.
- **Baumann, J.** (2023). Insights from the inside: How middle school teachers use student knowledge and dialogue to comprehend nonfiction text. Target Journal: TBD.

- **Baumann, J.** (2022). Funds of knowledge, profits in comprehension? Submitted to *Reading Horizons*.

Book Chapters:

- **Baumann, J.** (2024). "You're not just here to tell me what to do?": A study in standing under. In E. Adjapong & C. Emdin (Eds.), *Advancing critical praxis and pedagogy across educational settings*. Brill Publishing.
- Al-Adeimi, S., & **Baumann, J.** (2024). Fostering metalinguistic engagement through text-based dialogic talk. In C. P. Proctor & R. Love Jones (Eds.), *Pursuing language through critical metalinguistic engagement*.

Conference Presentations:

- **Baumann, J.**, Dussling, T. S., Stevens, E. Y., Adams, B., Bean Folkes, J., Wilson, N. S., & Smetana, L. (2024). Reading mindfully: Graduate students' demonstration of metacognitive processes through social annotation and explicit instruction. [Paper]. American Reading Forum, Charlotte Harbor, FL.
- **Baumann, J.** (2024). Coming to reading as a whole person: An integrated knowledge-discursive approach. [Paper]. American Reading Forum, Charlotte Harbor, FL.
- **Baumann, J.**, Wilson, N., Adams, B., Dussling, T., Stevens, E., Smetana, L., & Bean-Folkes, J. (2024). Evaluating a gradual release of responsibility instructional approach to support graduate students' metacognitive reading. [Paper]. Literacy Research Association, 74th Annual Conference, Atlanta, GA.
- **Baumann, J.** (2024). How Spider Web Discussions spark literacy learning and growth through goal setting. [Paper]. Literacy Research Association, 74th Annual Conference, Atlanta, GA.
- **Baumann, J.** (2024). I think, I know: How students use knowledge during text-based student-centric group discussions. [Paper]. Literacy Research Association, 74th Annual Conference, Atlanta, GA.
- Hattan, C., MacPhee, D., **Baumann, J.** & Parkinson, M. (2024). Enhancing K-5 students' literacy and knowledge through content-rich curricula: Social studies-literacy integration: The influence of a teacher-developed unit on 2nd grade students' vocabulary knowledge, comprehension, and interest. [Paper]. Society for the Scientific Study of Reading, 31st Annual Conference, Copenhagen, Denmark.

Service to the Profession:

American Educational Research Association Reviewer

August 2024

Computers in Education Reviewer

March 2024

Invited reviewer, *It Takes a Village: Perspectives, Best Practices, and Solutions to Effectively Engage Parents and Families in Urban Schools* **May 2023**

Language Arts Journal of Michigan Reviewer **October 2021, November 2022**

The Teacher Educators Journal Reviewer **November 2021**

American Reading Forum Proposal Reviewer **August 2021 - August 2024**

- Reviewed submissions for the 2021, 2022, 2023, 2024 Annual Meetings

Literacy Research Association Proposal Reviewer **April 2021 - April 2024**

- Reviewed submissions for the 2021-2024 Annual Meetings
- Areas Reviewed:
 - *Area 1: Pre-service Teacher Education in Literacy* (2021, 2023, 2024)
 - *Area 2: In-service Teacher Education/Professional Development in Literacy* (2021, 2022)
 - *Area 13: Study Groups* (2023, 2024)

Professional Society Memberships

Plains Literacy Association **2024-present**

Literacy Research Association **2024-present**

American Reading Forum **2020-present**

Michigan Literacy Association **2020-present**

American Educational Research Association **2019-present**

- Division C (Learning and Instruction) **2019-present**
- Division K (Teaching and Teacher Education) **2019-present**
 - Special Interest Groups:
 - (SIG #43) Family, School, Community Partnerships
 - (SIG #11) Research in Reading and Literacy

International Literacy Association **2016-present**