

# Stephanie W.P. Knight, M.A.L.A.S.

Curriculum Vitae

1600 Millrace, #201  
Eugene, OR 97403

Phone: (615) 482-0492  
Email: knights@uoregon.edu

## I. Education

### **Doctor of Education (Expected Graduation Date: May 2025)**

University of Tennessee  
Knoxville, Tennessee  
Current GPA: 4.0

### **Secondary Teaching Licensure**

Middle Tennessee State University  
Murfreesboro, Tennessee  
GPA: 4.0

### **Master of Arts in Latin American Studies**

Concentrations: International Management and Economics  
University of New Mexico  
Albuquerque, New Mexico  
Summa Cum Laude

### **Bachelor of Arts in Spanish and Mass Communications**

Minor: International Business Emphasis in Global  
Studies Distinction  
Western Kentucky University  
Bowling Green, Kentucky  
Summa Cum Laude

## 2. Professional Experience

### 2.1 Permanent Positions

#### **2017-Present**

Center for Applied Second  
Language Studies  
University of Oregon  
Eugene, Oregon

#### **Assistant Director**

- Deliver standards-based, pedagogical support and training to national faculty learning communities
- Manage technology-enhanced, pragmatics-centered curriculum development
- Manage research and curriculum development related to mixed-reality classroom interventions and mobile app design
- Lead national professional development communities comprised of educators in less commonly taught languages (Mandarin and Russian)
- Collaborate with K-16 stakeholders in world language education at local and national levels
- Coordinate and execute grant-funded initiatives

#### **2015-2017**

Center for Applied Second  
Language Studies  
University of Oregon  
Eugene, Oregon

#### **Language Technology Specialist**

- Provided pedagogical support to educators
- Created research-based language curricula in Spanish, Mandarin, and Russian that implement technological tools
- Collaborated with public schools
- Managed various grant projects

#### **2013-Present**

#### **Adjunct Professor**

Midland College  
Midland, Texas

- Organize and conduct online courses in Spanish using the Blackboard and Canvas interfaces
- Maintain daily contact with students
- Assess student work and provide feedback
- Create and connect students with additional resources

### 2011-2015

Hillsboro High School  
Metro Nashville Public Schools  
Nashville, Tennessee

#### **International Baccalaureate Diploma Programme Coordinator**

- Ran teacher workshops regarding summative and formative assessments, curriculum design, and literacy strategies
- Worked with teachers to create student interventions to aid with college-level rigor of course work
- Designed student websites that are used to document community and service experiences
- Growth in the program of 30 percent over four years

### 2009-2015

Hillsboro High School  
Metro Nashville Public Schools  
Nashville, Tennessee

#### **Spanish I, III Honors, IV Honors, and AP/IB Teacher**

- Prepared Spanish I, III, IV, and AP/IB syllabi, assessments, and teaching tools
- Served as grant coordinator for the Bill and Melinda Gates Foundation “Bridge to Success” grant
- Prepared units and vertical planning documents for the IB Middle Years Programme authorization
- 74 percent of IB Spanish students met or beat the world average on IB assessments since May 2010

## 2.2 Concurrent, Temporary, or Visiting Positions

### **Winter 2022-Present**

UO Language Teaching  
Specialization Program  
Eugene, Oregon

#### **Instructor of Record**

- Design self-access modules on digitally mediated language learning
- Deliver discussion-oriented instruction related to use of digital tools in teaching contexts
- Provide feedback and guidance for learner experimentation

### **Winter 2021**

Eugene 4J School District  
Eugene, Oregon

#### **Mentor**

- Provide guidance and feedback related to lesson design to a new teacher
- Provide instructional observations and reflection sessions to facilitate ongoing growth

### **Winter Term 2020**

UO Teach Program  
Eugene, Oregon

#### **Pro Tempore Instructor**

- Provided training in second language acquisition methodologies to graduate students
- Organized and conducted online course with live class meetings augmented by Canvas supports
- Prepared students for the edTPA assessment

## 3. Grants and Contracts

### 3.1 Principal Investigator or Co-Principal Investigator

#### **2018-2021**

*STARTALK: LinguaFolio Online, Pulsar, Catalyst*

Principal Investigator: Julie M. Sykes; Co-Principal Investigator: Stephanie Knight  
National Security Agency through University of Maryland  
2018-2019, \$173,307, awarded 2018; \$92,220, awarded 2020; \$37,357, awarded January 2021; \$28,105 awarded April 2021

#### **2018**

*Louisiana Department of Education: Research Assessment Services*

Principal Investigator: Julie Sykes; co-Principal Investigator: Stephanie Knight  
Department of Education, State of Louisiana  
2018, \$15,000 awarded August 2018.

#### **2017**

*LinguaFolio Online: Cycle*

Principal Investigator: Julie Sykes; co-Principal Investigator: Stephanie Knight  
National Security Agency through University of Maryland

2 Year 5 2018, \$ 144,996.64, awarded 2017

**2008**  
*University of New Mexico*  
*Field Research Grant* Principal Investigator: Stephanie Knight  
ODEF: Microfinance in Honduras  
\$5,000

### 3.2 Key Personnel, Coordination, and Project Lead

**2018-2022** Grant for Title VI Language Resource Center.  
*US Department of*  
*Education*

**2017-2024** Contract for assessment services and training.  
*Virginia Department of*  
*Education*

**2017-2018** Contract for assessment services and training.  
North Carolina Department  
of Public Instruction

**2016-2020** Subaward from Portland State University for Pacific Northwest Pathways  
*US Department of Defense* Collective  
*through Institute of*  
*International Education*

**2016-2018** Grant for delivery and training related to LinguaFolio Online  
*National Security Agency*  
*through University of*  
*Maryland*

**2014-2018** Hired as project lead in 2015. Grant for Title VI Language Resource Center.  
*US Department of*  
*Education*

**2010-2011** Site coordinator for grant designed to increase access of traditionally underrepresented  
*Bill and Melinda Gates* student populations to International Baccalaureate Diploma Programme courses  
*Foundation Bridge Grant*

## 4. Honors and Awards

**2013** Staff Recognition Award for Excellence: You Kicked Burro  
Hillsboro High School

**2012** Academy Lead of the Year Nominee  
Metro Nashville Public Schools

**2009** Susan Deese-Roberts Outstanding Teaching Assistant Nominee  
University of New Mexico

## 5.1 Peer-Reviewed Publications

### 5.1.1 Journal Articles

- 2021**  
*CALICO Journal* Knight, S.W.P., Sykes, J. M., Forrest, L., Consolini, C., Jimenez, J. (2021). Meaningful Integration in Professional Communities: Examining User Behaviors in Catalyst. *CALICO Journal (Online)*, n.p. <https://doi.org/10.1558/cj.20861>
- 2020**  
*Foreign Language Annals* Knight, S.W.P. (2020). Establishing professional online communities for world language educators. *Foreign Language Annals*, 53, 298-305. <https://doi.org/10.1111/flan.12458>; 2020-2021 Wiley Most Cited Article

### 5.1.2 Book Chapters

- 2021**  
*Horizons de la recherche sur le jeu en didactique des langues et des cultures* Daradics, C., Knight, S., Sykes, J. (2021). Crafting mixed-reality experiences (MREs). Designing onramps to collaborative participation and extended engagement. Translated to French by S. Dubreil. In Horizons de la recherche sur le jeu en didactique des langues et des cultures. Haydee Silva (Ed.).
- 2021**  
*New Directions in Researching, Teaching, and Assessing L2 Pragmatics* Knight, S.W.P. (2021). Affordances of epistemic routines and digital games: A pedagogical proposal for concept-based pragmatics instruction. In C. Félix-Brasdefer, C. & R. Shively (Eds.), *New Directions in Researching, Teaching, and Assessing L2 Pragmatics* (229-244). Berlin: de Gruyter. <https://doi.org/10.1515/9783110721775-013>
- 2020**  
*The Handbook of Informal Language Learning* Knight, S. W.P., Marean, L., & Sykes, J. M. (2020). Gaming and informal language learning. In M. Dressman & R.W. Sadler (Eds.), *The Handbook of Informal Language Learning* (101-115). West Sussex: Wiley.
- 2019**  
*Engaging Learners Through CALL* Sykes, J., Holden, C., & Knight, S. (2019). Communities: Exploring digital games and social networking. In N. Arnold & B. Ducate (Eds.), *Engaging Language Learners Through CALL* (353-389). Bristol: Equinox.

### 5.1.3 Other Publications

- 2017**  
*International Baccalaureate* Their, M., Fukuda, E., Knight, S., Sykes, J., & Chadwick, K. (2017). Report: Alignment and Coherence of Language Acquisition Development in the International Baccalaureate Middle Years Program. Found at <http://www.ibo.org/contentassets/e2052c9b58b348cda508b7358a9139f3/mypla-report-final-en.pdf>.
- 2016**  
*The FLT Mag* Knight, S. & Pearson, B. (2016). Building meaningful connections for advanced secondary language learners: A hybrid approach to identity and culture. *The FLTMag*. Found at <http://fltmag.com/building-meaningful-connections-advanced-secondary-language-learners-hybrid-approach-identity-culture/>.

## 5.2 Research Products: Digital Media Publications

<b>2019-Present</b> <i>VAuLT</i>	A mixed-reality series of experience for language learning, teaching, and community building. Lead content creator for <i>Pragmatics of the Paranormal</i> , <i>McTavish's Return</i> , and <i>Buscando a Guzmán (Searching for Guzmán)</i> . Co- content creator for <i>Behind Every Great: A DC Experience</i> and <i>Byru'Moxia: Intergalaxial Intercultural Communication</i>
<b>2016-2017</b> <i>LingroToGo</i>	A mobile app for Spanish-language learners. Co-creator of content and trainer of content creators
<b>2015-2018</b> <i>Games2Teach</i>	Featured blog writing; lead developer and mentor for classroom activities
<b>2015-Present</b> <i>InterCom</i>	Featured writer/contributor

## 6. Conferences, Symposia, and Presentations

### 6.1 Invited

<b>February -March 2022</b> <i>Bullis Middle School</i>	LinguaFolio Online Webinar Series. Lead Presenter.
<b>August 2021</b> <i>Kituwah Preservation and Language Program</i>	LinguaFolio Online Webinar Series. Lead Presenter.
<b>June-July 2021</b> CARLA University of Minnesota	Meaningful Portfolio Implementation: Using Goal Setting, Reflection, and Thinking Routines to Enhance Student Proficiency. Co-presenter Julie Sykes. June 28-July30, 2021. (Delivered Virtually)
<b>June -July 2021</b> COERLL Austin, Texas	Games2Teach Collaboratory. Co-presenter Julie Sykes. June 29-July 1, 2021. (Delivered Virtually)
<b>June 2021</b> Eugene 4J School District	Mixed Reality in the Language Classroom. Invited Workshop. Co-presenter Julie Sykes. June 10-11, 2021. Eugene, OR
<b>April 2021</b> Northshore School District	LinguaFolio Online Webinar Series. Lead Presenter.
<b>February 2021</b> Duolingo Research Series	Design, Implementation, and Effectiveness: A Look at Mixed-Reality Gameplay Experiences for Language Teaching and Learning. Co-presenters Julie Sykes and Mandy Gettler. February 25, 2021. (Delivered Virtually)
<b>June-July 2020</b> CARLA University of Minnesota	Meaningful Portfolio Implementation: Using Goal Setting, Reflection, and Thinking Routines to Enhance Student Proficiency. Co-presenter Julie Sykes. June 29-July31, 2020. (Delivered Virtually)
<b>June 2020</b> Utah Department of Dual Language Immersion	LinguaFolio Online Webinar Series. Lead presenter.

**2019-2020 School Year**  
Virginia Department of  
Education

LinguaFolio Online Webinar Series. Lead presenter.

**August 2019**  
COERLL  
Austin, Texas

Games2Teach Collaboratory. Co-presenter Julie Sykes. August 1-2, 2019.

**June 2019**  
Sustainability  
VCLAS  
Nashville, Tennessee

Complex Learning Scenarios: Introduction, Research, Creation, and Ideation.  
Curriculum Specialist. June 24-28, 2019.

**August 2019 and October  
2019**  
Virginia Department of  
Education

LinguaFolio (Re)Bootcamp. Co-presenter. (Face-to-face and virtual)

**May 2018**  
STARTALK Spring  
Conference

Performance-based Assessment and Reflection with Puslar. Speaker with Julie  
Syles. Philadelphia, PA. April 27-28, 2018.

**February 2018**  
Vanderbilt Center for Latin  
American Studies

Empathetic Discourse Spaces: Eploring Perceptions and Complex Contexts.  
Curriculum Lead. February 8, 2018.

**April 2017**  
Vanderbilt Center for Latin  
American Studies

#TechCLAS: Teaching Latin America and World Language Using Technology. Co-  
presenter. April 12, 2017.

**July 2016**  
Vanderbilt Center for Latin  
American Studies and  
Hillsboro High School  
Nashville, Tennessee

Cross-Curricular Learning: A Game-Enhanced Approach. Speaker. June 20, 2016.

## 6.2 Refereed

**June 2021**  
CALICO  
Online

**Co-Speaker/Co-Presenter**  
Complex Learning Scenarios: Emerging Lessons from Mixed Reality Interventions

**November 2020**  
ACTFL National Conference  
Online

**Speaker/Presenter**  
The Power of Play: Game-based and Game-enhanced Language Learning

**November 2019**  
ACTFL National Conference  
Washington, D.C.

**Lead Speaker/Lead Presenter**  
Empowering Progress: Developing Learners' and Teachers' Reflective Practice

**June 2019**  
IALLT  
Eugene, Oregon

**Lead Speaker/Lead Presenter**  
A Better Tomorrow?: Learner Perceptions in Online Coursework

**June 2019**

**Co-Leader**  
Making Sense: Inspiring Learning through Digital Content Creation and Analysis

Free Digital Analysis Tools  
IALLT  
Eugene, Oregon

**May 2018**  
CALICO  
Urbana, Illinois

**Lead Speaker/Lead Presenter**  
Combating the Seduction of Certainty in Mobile Applications for Language Learning: Lessons Learned from the Design of *LingroToGo*

**January 2018**  
ICC  
Tucson, Arizona

**Co-Speaker/Co-Presenter**  
Harnessing Digital Technologies to Unpack the Dynamism of Human Interactions

**November 2017**  
ACTFL National Conference  
Nashville, Tennessee

**Lead Speaker/Lead Presenter**  
Infinite Language: Using Games for Cross-Curricular Learning

**May 2017**  
CALICO  
Flagstaff, Arizona

**Co-Speaker/Co-Presenter**  
Social Justice and Language Learning: Digital Games and Augmented Reality as Catalysts for Exploration

**February 2017**  
Global Pathways Summit  
Nashville, Tennessee

**Lead Speaker/Lead Presenter**  
The Bridging Project: Using Place-based Learning, Community Connections, and Augmented Reality to Promote Matriculation in Post-Secondary Language Studies

**November 2016**  
ACTFL National Conference  
Boston, Massachusetts

**Lead Speaker/Lead Presenter**  
Engaging Advanced Secondary Language Learners

**December 2013**  
AVID National Conference  
Grapevine, Texas

**Co-Speaker/Co-Presenter**  
AVID and the International Baccalaureate: Collaborative Success for Rigor and College Readiness

**July 2012**  
International Baccalaureate  
Conference of the Americas  
Cancun, Mexico

**Co-Speaker/Co-Presenter**  
Marriage of IBDP with SLC Structure

## 7. Service

**2020-present**

National Council of State Supervisors for Languages  
LinguaGrow Committee Chair

**2019-Present**

*CALICO Journal* reviewer

**2019-Present**

*Foreign Language Annals* reviewer

**2018-2021**

Computer-Assisted Language Instruction Consortium Gaming Special Interest Leadership Team (Rotating positions of Editor, Lead, and Co-Lead)

**2016-2019**

National Council of State Supervisors for Languages  
LinguaFolio/LinguaGrow Committee

**2015-present**

Advisory Board for International Baccalaureate Diploma Programme  
Hillsboro High School

**2011-present**

Teacher Advisory Board  
Center for Latin American Studies  
Vanderbilt University