Cody Dalton

Ph.D. Student, Curriculum & Instruction (History & Social Science Education)
Virginia Tech, Blacksburg, VA
cdalt@vt.edu | codydalton.org | ORCID: 0009-0009-8322-0570

RESEARCH INTERESTS

Knowledge creation; historical thinking; generative AI in history and social studies education; public history; student lived experiences; pedagogical decision-making; curriculum history.

EDUCATION & CREDENTIALS

Ph.D., Curriculum & Instruction (History & Social Science Education), Virginia Tech, Expected 2028
Dissertation advisors: David Hicks and Amy Allen

Master of Business Administration, South College, Knoxville, TN, 2026
Ed.S., Higher Education Leadership, South College, Knoxville, TN, 2025
M.Ed., Literacy Education, American College of Education, Indianapolis, IN, 2025
Graduate Certificate, Gifted Education, Averett University, Danville, VA, 2025
B.S., History (18+ graduate credits), Liberty University, Lynchburg, VA, 2020

Virginia Postgraduate Professional Teaching License

ACADEMIC APPOINTMENTS

Graduate Research Assistant, Office of Educational Research and Outreach, Virginia Tech, 2026–2027
Reimagining Assessment in the Age of Generative AI: Toward Human–AI Partnership in Humanities Education; Principal Investigators: Amy Allen and David Hicks

- Conduct qualitative data collection and analysis (transcription, coding, data organization) for a grant-funded study of generative AI and assessment in university humanities education
- Contribute to the literature review, assessment design, research reports, and dissemination

Graduate Teaching Assistant, Virginia Tech, 2025–Present
Courses taught (all joint undergraduate/graduate sections):

- EDCI 4724/5724: Secondary School Teaching Methods I
- EDCI 4744/5744: Secondary School Teaching Methods II
- EDCI 3964/5964: Field Work in History and Social Science Education
- EDCI 4964/5954: Student Teaching in History and Social Science Education

University Supervisor, School of Education, Virginia Tech, 2025–Present

- Mentor preservice teachers in culturally sustaining instructional design and teaching practice
- Guide preservice social studies teachers through state licensure requirements
- Build partnerships among mentor teachers, student teachers, and the preparation program
- Evaluate teacher candidates against the InTASC teaching standards

K–12 TEACHING EXPERIENCE

Secondary Social Studies Teacher, Danville Public Schools, Danville, VA, 2021–2025
George Washington High School and I.W. Taylor Virtual Academy

- Designed the district's World History I and AP Psychology curricula
- Taught AP Psychology, World History I and II, and Virginia/U.S. History
- Faculty member when George Washington High School reached accreditation for the first time in ten years
- Sponsored the school History Club (2022–2025)

PUBLICATIONS

Refereed Journal Articles

Dalton, C. (2026). Children's play as a visual archive of place: Francis Alÿs and the pedagogy of everyday world history. *The Social Studies*. https://doi.org/10.1080/00377996.2026.2749112

Allen, A., **Dalton, C.**, & Hicks, D. (2026). Francis Alÿs's Children's Games: The work of play as cultural heritage and wonder: Embodiment & the visual: Wonder, imagination, connection, cultural heritage. *Video Journal of Education and Pedagogy*. https://doi.org/10.1163/23644583-bja10082

Book Reviews

Dalton, C. (2026). Teaching in the shadow of machines: Thoughtfulness in practice [Review of the book *AI in social studies education: Tools for thoughtful practice with generative artificial intelligence*, by C. H. Clark & C. van Kessel]. *Theory & Research in Social Education, 54*(3), 565–569. https://doi.org/10.1080/00933104.2026.2645016

Refereed Conference Proceedings

Dalton, C. (2026). Reading the plate: Menus as data for historical inquiry. In *Proceedings of SITE 2026* (pp. 1465–1467). Association for the Advancement of Computing in Education (AACE). https://www.learntechlib.org/primary/p/2129163/

Public Scholarship & Commentary

Dalton, C. (2026, June 18). Grief and the Ph.D. *Inside Higher Ed*. https://www.insidehighered.com/opinion/career-advice/2026/06/18/grief-and-phd-opinion

Dalton, C. (2026). World Cup 2026: The beautiful game as a compliance ritual. *Adbusters, 34*(4).

Dalton, C. (2025). Restoring Mabry Mill: The contested realities of historic preservation. *Perspectives on History, 63*(5), 15–17. American Historical Association. https://www.historians.org/perspectives-article/restoring-mabry-mill/

Dalton, C. (2024). Down the river of time: The Dan River Queen and the challenges of local history. *History News*, 79(4), 20–25. https://aaslh.org/HN

Manuscripts Under Review

Dalton, C. (2026). Generative artificial intelligence in secondary history education: A review of strategies, assessment, and teacher preparation. *Review of Educational Research*. [Revise and resubmit; second round of review]

Dalton, C. (2026). Paper or plastic pedagogy: What grocery store work taught me about teaching. *Harvard Educational Review*. [Revise and resubmit; second round of review]

Forthcoming

Dalton, C. (under contract). *From homeland to network: Transnational diasporas before the modern nation-state*. Vernon Press.

Dalton, C. (in press). History: Erasure, memory wars, and historical grief. In M. Stimers & L. Mahairi (Eds.), *Loss, time, and embodiment: Interdisciplinary perspectives on understanding and reconciliation* (Vol. 1). Routledge.

Dalton, C. (in press). From respectability to authenticity: Diana Taurasi and the WNBA's changing brand. In G. Munro-Cook & Ł. Muniowski (Eds.), *The WNBA, gender, race and social change*. Routledge.

Dalton, C. (in press). Same game, different worlds: Children's play and daily life in colonial America. In S. Roberts, C. Elfer, & V. Wilson (Eds.), *Hollywood or history?: An inquiry-based strategy for using documentaries to teach United States history (Beginnings to Reconstruction)*. Emerald.

Dalton, C. (in press). Go with the flow, you must: Taoism and the force. In A. Allen & D. Hicks (Eds.), *Hollywood or history? An inquiry-based strategy for using film to teach about global citizenship education*. Emerald.

Allen, A., **Dalton, C.**, & Hicks, D. (in press). Play, place, and power: Exploring global systems through everyday games. In A. Allen & D. Hicks (Eds.), *Hollywood or history? An inquiry-based strategy for using film to teach about global citizenship education*. Emerald.

GRANTS & FELLOWSHIPS

Preston and Catharine White Family Graduate Fellowship, Graduate School, Virginia Tech, $10,000 | 2026
Travel Fund Program Grant, Graduate & Professional Student Senate, Virginia Tech, $300 | 2026
Graduate Assistant Student Travel Grant, Office of Educational Research & Outreach, $500 | 2025
Teacher Education Grant, South College, $4,000 | 2025

AWARDS & RECOGNITION

Summa Cum Laude, South College, 2025, 2026
Distinguished Graduate, American College of Education, 2025
Inspiring Educator, George Washington High School, 2024–2025
Distinguished Teacher, George Washington High School, 2023–2025
National History Day Champion, George Washington High School, 2023–2025

CONFERENCE PRESENTATIONS

Upcoming

Allen, A., Hicks, D., & **Dalton, C.** (2026, December). *Global citizenship education meets Hollywood or history? Play, place, and power in Francis Alÿs's Children's Games* [Conference presentation]. International Assembly, National Council for the Social Studies (NCSS) Annual Conference, Chicago, IL.

Dalton, C., & Hansen, C. (Co-Chairs). (2026, December). *Storying GenAI at a crossroads in social studies education* [Conference session]. College and University Faculty Assembly (CUFA) Annual Conference, Chicago, IL.

Payne, J., & **Dalton, C.** (2026, December). *Countercurrents in the curriculum: Silences, omissions, and patterns in the Harvard Social Studies Project* [Project-in-progress session]. CUFA Annual Conference, Chicago, IL.

Dalton, C. (2026, December). *What a menu can tell us: Migration, trade, and culture through food* [Poster presentation]. NCSS Annual Conference, Chicago, IL.

Dalton, C. (2026, December). *Five questions students should ask about AI answers* [Poster presentation]. AI in Education Conference, Magna Publications, Virtual.

Completed

Payne, J., & **Dalton, C.** (2026, October). *Incorporating National History Day into the elementary classroom* [Presentation]. Virginia Council for the Social Studies Annual Conference, Williamsburg, VA.

Dalton, C., & Payne, J. (2026, October). *What inquiry leaves out: Silences and omissions in the Harvard Social Studies Project* [Poster presentation]. Virginia Council for the Social Studies Annual Conference, Williamsburg, VA.

Dalton, C. (2026, October). *Dan River Mills and the memory of textile labor in popular local history* [Paper presentation]. Northeast Popular Culture Association Fall Virtual Conference, Virtual.

Dalton, C. (2026, September). *My father's war, my inheritance: Children of Vietnam veterans and the afterlife of Vietnam* [Symposium presentation]. Second Annual Virtual Vietnam War Symposium, National Archives and Records Administration, hosted by the Lyndon B. Johnson Presidential Library and the Gerald R. Ford Presidential Library & Museum, Virtual.

Dalton, C. (2026, August). *What states tell teachers about AI* [Presentation]. Civics of Technology Virtual Conference, Virtual.

Dalton, C. (2026, April). *Digital disobedience: Teaching students to resist algorithmic inequality* [Presentation]. Southern Sociological Society Annual Meeting, Jacksonville, FL.

Dalton, C. (2026, March). *technoMUSIC as a compass: Guiding AI use through motivation theory* [Presentation]. Society for Information Technology and Teacher Education (SITE) Conference, Philadelphia, PA.

Dalton, C. (2026, March). *Reading the plate: Menus as data for historical inquiry* [Paper presentation]. SITE Conference, Philadelphia, PA.

Dalton, C. (2026, February). *You are (not) here: Rethinking place and perspective* [Paper presentation]. International Society for the Social Studies Virtual Annual Conference, Virtual.

Dalton, C. (2026, February). *The history huddle: A custom GPT playbook for text scaffolds* [Presentation]. Virginia Innovative Teaching and Learning (VITAL) Conference, Virtual.

Hicks, D., **Dalton, C.**, & Allen, A. (2026, January). *Chatty Geeps and the history mentor: Teaching with primary sources through custom GPTs and Chronicling America* [Presentation]. SOURCES Conference, Orlando, FL.

Allen, A., **Dalton, C.**, Evers, S., … van Hover, S. (2025, December). *Digital democracy detectives: OSINT tools for inquiry, civic engagement, and combating misinformation* [Presentation]. NCSS Annual Conference, Washington, DC.

Allen, A., **Dalton, C.**, Evers, S., … van Hover, S. (2025, December). *Wicked good inquiry: AI grimoires to support historical thinking* [Presentation]. NCSS Annual Conference, Washington, DC.

INVITED LECTURES

Dalton, C. (2026, September). *Conducting and publishing a literature review: From search to peer review* [Guest lecture]. Professional Seminar, Virginia Tech, Blacksburg, VA.

SERVICE & PEER REVIEW

Professional Service

Board of Directors, Virginia Council for History Education (VCHE), 2026–Present

- Help develop the mission, values, and aims of the newly created organization
- Draft a strategic envisioning plan for VCHE

Manuscript & Proposal Review

Reviewer, *Theory & Research in Social Education,* 2026
Reviewer, *Review of Educational Research,* 2026
Reviewer, Moroccan Centre for Civic Education, 2026
Reviewer, Virginia Tech Publishing & Press, 2025
Reviewer, NCSS Annual Conference Proposals, 2026
Reviewer, SITE Conference Proposals, 2026
Reviewer, Social Studies Education Consortium (SSEC) Conference Proposals, 2025

Assessment Service

Virginia SOL Item Review Committee, Virginia Department of Education, 2025
Advanced Placement Exam Reader, College Board, 2025

PROFESSIONAL MEMBERSHIPS

American Historical Association
College and University Faculty Assembly
National Council for Geographic Education
National Council for History Education
National Council for the Social Studies
Social Studies Education Consortium
Virginia Council for the Social Studies
Virginia State Literacy Association

Institutional

Academy for Outstanding Graduate Pedagogy, Virginia Tech
Graduate and Professional Student Senate, Virginia Tech