WILLIAM J. FASSBENDER
CURRICULUM VITAE

Montana State University
College of Letters & Sciences
Department of English
PO Box 172300
Bozeman, MT 59717

(910) 274-4624
will.fassbender@gmail.com
william.fassbender@montana.edu
willfassbender.com

1. FACULTY APPOINTMENT

Associate Professor of English Education	2026 - Present
Assistant Professor of English Education	2020 - 2026
Department of English	
Montana State University	

2. ACADEMIC HISTORY

a. Degrees

2020	PhD	University of Georgia; Department of Language and Literacy Education English Education *Major Professor:* Dr. Sara Kajder *Committee Members*: Drs. Donna Alvermann, Joseph Tobin
2009	MAT	University of North Carolina Wilmington Watson School of Education; Secondary English Education Field Experience: San Pedro High School; San Pedro, Belize
2007	BA	University of North Carolina Wilmington Department of English; English Literature

b. Certificates

2018	Interdisciplinary Qualitative Studies Graduate Certificate; Department of Lifelong Education, Administration and Policy The University of Georgia

c. Teaching Licensure

2009	North Carolina Standard Professional II License; Language Arts Grades 6-9 and English Grades 9-12 Expiration Date: June 30, 2027

d. Awards

2026	Excellence in Classroom and Laboratory Teaching Award; Montana State University College of Letters & Science
2026	Excellence in Mentorship Founder's Day Award; Montana State University
2023	Early Career Faculty Award; Montana State University College of Letters & Science
2022	Provost's Excellence in Online Teaching Award: $2,000; Montana State University
2019	Macagnoni Qualitative Research Award: $1,000; The University of Georgia Qualitative Research Program
2019	Summer Doctoral Research Fellowship: $3,500; The University of Georgia Graduate School

2019	Outstanding Teaching Assistant Award; The University of Georgia Center for Teaching and Learning
2019	3 Minute Thesis 1st Place and People's Choice Winner: $750; The University of Georgia College of Education Research Symposium
2018	Genelle Morain Award for Excellence in Graduate Teaching: $250; The University of Georgia Department of Language and Literacy Education
2017	Future Faculty Fellow: $600; The University of Georgia Center for Teaching and Learning and Graduate School
2017	Learning Technologies Grant: $25,000; The University of Georgia Center for Teaching and Learning (helped implement within digital tools classroom)
2017-2020	English Education Teaching Team Co-Lead Assistant; The University of Georgia Department of Language and Literacy Education
2016	Career Development Award; The University of Georgia Career Center

3. TEACHING EXPERIENCE

a. Instructor of Record – Undergraduate and Graduate Instruction, Montana State University

Fall 2024 — **Studies in Critical Theory (ENGL 510)**

This graduate-level course provides a survey of foundational theoretical frameworks relevant to both the social sciences and the humanities. As such, the purpose of this course is to meet the potentially divergent needs of MAEE and MAE students by creating learning experiences meant to operate at the nexus of our program by reading primary sources together and then assigning additional readings geared toward students' programmatic expectations as well as their unique interests related to their burgeoning lines of inquiry that undergirds their professional paper/thesis work.

Fall 2023, Summer 2024/25 — **College Writing II (WRIT 201)**

This undergraduate writing course focuses heavily on developing critical thinking/reading skills, identifying systems of thought, structure, content, and design in writing in students' major fields, and putting that information to use. The semester is focused around three major questions: 1) What is genre and how does one choose appropriate genres given different rhetorical situations? 2) How do discourse communities within specific professional domains effectively communicate with one another? and 3) How might does one effectively use informational, entertainment, and persuasive genres to communicate ideas?

Fall 2022 — **Introduction to Research Methods (ENGL 561)**

This graduate-level online class provides students with an overview of the prevalent and possible research methodologies used within the field of English. Course readings and activities support the understanding of various qualitative methods, while exposing students to scholarship in order to become critical readers of current qualitative educational research. Components of this course focus on designing a study, navigating the ethics of data collection and human subjects approval processes, and supporting students in crafting a rigorous research project.

Spring 2022 — **Special Topics: Technology, Youth Culture, & Digital Literacies (ENT 491)**

Description: This discussion-based course engages English teaching majors as well as students interested in digital rhetoric in exploring the online practices

of youth, both past and present and considers how digital communities impacts both the performativity of adolescence and young adulthood and the literacies needed to participate in such networked publics.

Fall 2021 **Foundations of English Education (ENGL 560)**
Description: This graduate level online course is geared toward secondary English teachers with the intent of discussing the issues related to the field of English education and establishing shared values for teaching reading, writing, listening, speaking, and viewing in modern school ecologies. A focus of the course is working in Professional Learning Communities in order to begin developing possible lines of inquiry for future research projects.

Summer 2021/22 **Literature for Children and Adolescents (LIT 382)**
Description: This undergraduate course immerses readers in a survey of contemporary children's, middle grades, and young adult texts. Students read both as literary readers exploring texts for meaning and connection and as preservice secondary English teachers who read with particular students and instructional goals in mind. Students consider important issues related to growing up as they read and respond to literature, either through written essays or lesson plans.

Spring 2021/22/23/24 **Teaching Reading and Literature in Secondary Schools (ENT 445)**
Description: This courses centers on teaching reading and literature to/with/for youth in schools. Students work together to think about instructional moves and participant structures that allow us to engage in teaching reading and teaching literature, both distinctly and together. Through the semester, students develop philosophies for designing curriculum that centers students' interests, skills, and experiences.

Spring 2021/23/24 **Introduction to English Education (ENT 201)**
Description: This course functions as an entry into the field of English Education, the profession of secondary English teaching, including exploration of professional networks and resources, and the English education program at MSU. Students read articles and practitioner texts while engaging in small groups to respond to questions such as what is English? How has it come to be? What are the various (and often competing) goals/purposes of teaching English in the U.S.?

Fall 2020 **Issues in English Education: Research Capstone (ENT 461R)**
Description: This course focuses on the process of reading and writing research centered on English pedagogy. Activities help students participate as professional, pre-service teacher scholars as well as collaborative colleagues. Working in collaboration with the MSU Writing Center allows supports students in the varied levels of the writing process, while facilitating opportunities for receiving regular feedback in a trusted community of teacher-scholars.

Fall 2020/21/22/23/24 **Secondary English Curriculum (ENT 237)**
Description: The focus of this course revolves around identifying the specialized content that undergirds secondary English curriculum. In addition to helping students develop content knowledge, this course is to help students begin to develop their research skills in English Education.

The first half of the course focuses on Critical Pedagogy of Place, exploring the potential benefits of placed-based education and teaching secondary English as an act of social justice. Students then apply concepts through the creation of units that tie in pedagogical approaches discussed throughout the semester.

b. Instructor of Record – Undergraduate and Graduate Instruction, The University of Georgia

Fall 2017/2018 Digital Tools and Social Media in English Education (LLED 4490); Department of Language and Literacy Education
Student Profile: 32 BSED and MAT Secondary English education pre-service teachers (spanning two semesters).
Description: Instruct and support pre-service teachers with their lesson planning and pedagogy related specifically to implementing digital tools and social media in order to consider important implications of the purposes of youth technology use, both in and outside of the English classroom.

Fall 2015/2016/2019 Planning and Instruction (LLED 4400); Department of Language and Literacy Education
Student Profile: 35 BSED and MAT Secondary English education pre-service teachers (spanning two semesters)
Description: Provide instruction and support to help students begin to understand, not only the ways in which teachers plan lessons and assess student work, but to better understand the young people in their eventual classrooms through shadowing students, high leveraged practice, and triage sessions.

b. Teaching Assistant – Graduate Instruction, The University of Georgia

Spring 2018 Introduction to NVivo Plus 11 (QUAL 8700); Department of Lifelong Education, Administration, and Policy (Qualitative Research) (Dr. Jori Hall)
Student Profile: 20 doctoral students from various disciplines at The University of Georgia.
Description: Introduce specific features of the NVivo Qualitative Data Analysis Software, facilitate hands-on practice, and respond to specific questions related to practical applications of NVivo to their work.

c. Other Teaching Experience

November 30, 2023 Fassbender, W. J. Considerations for AI and writing in middle and high school classrooms; Montana State University; Dr. Allison Wynhoff Olsen's course Teaching Writing in Secondary School.

June 9, 2023 Fassbender, W. J. Video methodologies as a tool for qualitative inquiry in education; Augusta University; Dr. Rhia Kilpatrick's Course on Qualitative Research Methods.

December 2, 2019 Technology for Authentic Assessment; Missouri State University; Dr. Heidi Lynn Hadley's course in English Education

Fall '19/Spring '20 Innovation in Teaching and Technology Academy leadership team. Lead professional development for The University of Georgia College of Education faculty on how to implement digital tools into courses.

Summer 2019 Georgia Public School Workshop Series on Instructional Conversations; UGA Center for Latino Achievement and Success in Education (CLASE)

June 13, 2019	*Podcasting the Past: Using Voice to Explore the Tulsa Race Massacre*; Oklahoma State University Writing Project; Drs. Shelbie Witte & Kalianne Neumann (co-lead instructors)
February 13, 2019; February 26, 2020	Podcasting as "Public Intellectualism"; Penn State University Department of Curriculum and Instruction-Telling Research through Story Graduate Course; Dr. Jason Griffith
November 7, 2018; April 7, 2020	Crafting Documentary Style Video Ethnographic Studies; The University of Georgia Department of Educational Theory and Practice-Video Ethnography Graduate Course; Dr. Joe Tobin
Spring 2018, 2019	edTPA Bootcamp; The University of Georgia Department of Language and Literacy Education *Student Profile*: 20-25 BSED and MAT Pre-service English Education students *Description*: Lead instruction and provide overview of the edTPA portfolio tasks and rubrics as well as respond to/clarify general questions related to portfolio prompts.
Spring 2018	Working Smarter with Mendeley; The University of Georgia Language and Literacy Education Graduate Organization *Student Profile*: 20 doctoral students in the Department of Language and Literacy Education. *Description*: Demonstrate the features of Mendeley reference management software and how it can amplify the reading and research process.
Fall 2017	Hacking edTPA; The University of North Carolina Charlotte Department of English (ENGL 4254/5254); Guest Lecturer via Skype *Student Profile*: 15 undergraduate and graduate students studying secondary English Education. *Description*: Provide an overview of the edTPA process from the perspective of a scorer. Review the rubrics and highlight best practices when responding to prompts and collecting relevant supporting artifacts for portfolios.
Spring 2016, 2017	Introduction to edTPA Best Practices; Guest Lecturer (LLED 4462/5460); Department of Language and Literacy Education *Student Profile*: 15-20 BSED and MAT Secondary English education pre-service teachers. *Description*: Provide an overview of the three tasks of the edTPA portfolio through an explanation of the prompts, highlighting key terms in the rubrics, and responding to questions.

d. Supervision Experience

2015-2020	Field Experience Supervision of BSED and MAT English Education Students; The University of Georgia Department of Language and Literacy Education. *Student Profile*: 20 BSED and MAT secondary English education pre-service teachers (spanning four years). *Description*: Supervise on average 5 students per academic school year. Hold PLC meetings once a month, conduct 6-7 classroom observations, and provide feedback and support related to lesson planning, pedagogy, classroom management, and professionalism.

e. Continuing Education

Summer 2023	*Adobe* Education Institute Fellow Certification
Fall 2021	Safe Zone Training; Montana State University Diversity and Inclusion Student Commons
Fall 2015	Safe Space Training; The University of Georgia LGBT Resource Center

4. OTHER PROFESSIONAL EMPLOYMENT

a. Other Relevant Employment

2017-Present	NVivo Certified Expert: QSR International, Online and Face-to-Face Support
2013-Present	9th Grade English Teacher: North Carolina Virtual Public Schools, Department of Occupational Course of Study; Online
2010-Present	Scoring Specialist for edTPA teaching portfolios and Virginia Standards of Learning written assessments, Pearson; Online
2014-2015	Instructional Coach: Roger Bacon Academy, Office of the Dean of English and History Grades 3-8; Leland, NC
2009-2014	7th and 8th Grade English Language Arts Teacher/English Department Chair: Charter Day Middle School; Leland, NC

5. SCHOLARLY ACTIVITIES

a. Publications

Refereed Journal Articles

Fassbender, W. J., Hadley, H. L., & Shane, R. L. (In Review). "I don't trust nobody but the land": Confronting the tensions of pedagogies of place.

Fassbender, W. J., & Shane, R. L. (In Review). Cite this with that: Unsettling colonial citational practices through constellating concepts.

Fassbender, W. J. (In Review). "I would prefer not to": On radical refusal of GenAI in education.

Fassbender, W. J. (In Review). Teachers who "tech": Recognizing the practices and identities of digitally literate English teachers.

Fassbender, W. J. & Robinson, B. (2025). Birds aren't real: Vigilante civic literacies for classroom counterpublics. *Research in the Teaching of English,* 60(2), 189-212. https://doi.org/10.58680/rte2025602189

Fassbender, W. J. (2025). Of teachers and centaurs: Exploring the interactions and intra-actions of educators on AI education platforms. *Learning, Media and Technology*, 50(3), 352-364. https://doi.org/10.1080/17439884.2024.2447946

Nash, B. L., Garcia, M., Young, C. A., Turner, K. T., Rice, A., Piotrowski, A., O'Byrne, I., McBride, C., McGrail, E., Moran, C., Hicks, T., **Fassbender, W. J**, Boutelier, S., & Alvermann, D. (2025). ELATE Position Statement: Exploring, incorporating, and questioning generative artificial intelligence in English teacher education. *English Education, 57*(2), 158-165. https://doi.org/10.58680/ee2025572158

Fassbender, W. J. (2024). "I can almost recognize its voice": ChatGPT and the impact on teacher-centaur labor. *English Teaching: Practice & Critique*, 23(1), 104-117. https://doi.org/10.1108/ETPC-08-2023-0101

Robinson, B. & **Fassbender, W. J.** (2023). Homo medialiteratus and the media literacy proxy war mapping the U.S. response to digital dismisinfo. *Learning, Media and Technology*,

49(4), 579–594. https://doi.org/10.1080/17439884.2023.2234286

Nash, B., Hicks, T., Garcia, M., Fassbender, W. J., Alvermann, D., Boutelier, S., McBride, C., McGrail, E., Moran, C., O'Byrne, I., Piotrowski, A., Rice, M., & Young, C. (2023). Symposium: Artificial intelligence in English education: Challenges and opportunities for teachers and teacher educators. *English Education*, 55(3), 201–206. https://doi.org/10.58680/ee202332555

Wynhoff Olsen, A., **Fassbender, W. J.**, Long, D., & Olsen, K. (2022). Teachers, schools, communities: How rural sense of belonging holds impact for English teachers in place. *Australian and International Journal of Rural Education,* 32(2), 108-125. https://doi.org/10.47381/aijre.v32i2.330

Wynhoff Olsen, A., Long, D., Olsen, K., **Fassbender, W. J.** (2022). Rurally motivated? How English teachers negotiate rural sense of belonging. *English Education*, 54(3), 196-218. https://doi.org/10.58680/ee202231847

Hall, J. N., **Fassbender, W. J**., & Jones, S. (2021). Using reflective case narrative methodology to assess an introductory NVivo workshop. *International Journal of Research & Method in Education, 44(5),* 449-462. https://doi.org/10.1080/1743727X.2021.1902978

Fassbender, W. J. (2020). The potential for (more-than-)representational video in education research. *International Journal of Research & Method in Education*, 1-16. https://doi.org/10.1080/1743727X.2020.1772743

Fassbender, W. J., & Lucier, J. A. (2014). Equalizing the teacher-to-student ratio through technology: A new perspective on the role of blended learning. *Voices from the Middle*, *22*(2), 21-28. https://doi.org/10.58680/vm201426209

Fassbender, W. J., Dulaney, M., & Pope, C. A. (2013). Graphic narratives and the evolution of the canon: Adapting literature for a new generation. *Voices from the Middle*, *21*(1), 19-25. https://doi.org/10.58680/vm201324175

Refereed Book Chapters

Wynhoff Olsen, A. & **Fassbender, W. J.** (2024). Using text sets & minilessons to develop sense of authority as teachers of reading. In J. Gallo, C. Parsons, & H. Hallman (Eds.) *Principles that shape English teacher education* (87-99). Lanham, MD: Rowman Littlefield.

Erickson, T., Thomas, A., **Fassbender, W. J.,** & Wynhoff Olsen, A. (2021). Seeing Characters, Seeing Ourselves: Exploring Identities in Superman Smashes the Klan. In R. Maldonado and J. DeHart (Eds). *Arts Integration and Young Adult Literature: Connecting Stories through Art to Create Knowledge and Deepen Understanding*. Rowman Littlefield

Hadley, H. L. & **Fassbender, W. J.** (2019). Recognizing religion with preservice teachers. In Juzwik, M. M., Stone, J. C., Burke, K. J., & Davila, D. (Eds.). *Legacies of Christian languaging and literacies in American education: Perspectives on English language arts curriculum, teaching, and learning* (37-50). New York: Routledge.

Fassbender, W. J. (2017). Incorporating students' digital identities in analog spaces: The educator's conundrum. In Loveless, D., Sullivan, P., Dredger, K., Burns, J. (Eds.), *Deconstructing the education-industrial complex in the digital age* (259-270). Hershey, PA: IGI International.

b. Digital Scholarship

Nash, B. L., Garcia, M., Young, C. A., Turner, K. H., Rice, M., Piotrowski, A., O'Byrne, I. W., McBride,

C., McGrail, E., Moran, C., Hicks, T., **Fassbender, W. J.**, Boutelier, S., Alvermann, D. (2024, November). Exploring, incorporating, and questioning generative artificial intelligence in English teacher education. NCTE Position Statements. https://ncte.org/statement/exploring-incorporating-and-questioning-generative-artificial-intelligence-in-english-teacher-education

LeBlanc, R. J., Aguilera, E., Burriss, S., de Roock, R., **Fassbender, W. J.**, Monea, B., Nichols, T. P., Zacher Pandya, J., Robinson, B., Smith, A., Stornaiuolo, A. (2023). Digital platforms and the ELA classroom. *NCTE James R. Squire Office of Policy Research*. https://ncte.org/wp-content/uploads/2023/05/2023-NCTE-Squire-Office_Digital-Platforms-and-the-ELA-Classroom.pdf

Fassbender, W. J. (2023, July). Paving the way: Questioning artificial intelligence and media literacy. Twitter Chat hosted by American Educational Research Association Writing & Literacies Special Interest Group.
Chat.

Shirley, B. J., Wynhoff Olsen. A., & **Fassbender, W. J.** (2022). Utilizing technical communication research and design strategies for community building in an online Master's program. Printed in The 40th ACM International Conference on Design of Communication (SIGDOC '22), October 6-8, 2022, Boston, MA, USA. ACM, New York, NY, USA, 6 Pages.
https://doi.org/10.1145/3513130.3558988

The English Department Bobcast. (2021-present). Co-host with Dr. Wynhoff Olsen.
https://podcasts.apple.com/us/podcast/the-english-departmentbobcast/id1593074800?fbclid=IwAR1FvmlZJOu4u0YeQJ2qfPl8ypoq1q-Q8Q2CuXFkgxhdPgbaSOIafFziSsU

Book Reviews

Fassbender, W. J. Review of *Amos Oz*. ALAN Picks. April 2014.
http://www.alan-ya.org/publications/alan-picks/alan-picks-april-2014/

Fassbender, W. J. Review of *Falling Over Sideways*. ALAN Picks. August/September 2016.
http://www.alan-ya.org/alan-picks-augsep-2016/

Fassbender, W. J. Review of *Promise*. JoLLE Child and Young Adult Book Review. Spring 2016.

c. Grants

2026	AI & Society Seminar. Montana State University College of Letters & Science Interdisciplinary Research Seminar Grant. $14,980 (Funded).
2026	*Mentoring Colleagues in Using Adobe Tools in the Classroom*. Montana State University Academic Technology and Outreach Digital Literacy Grant Program. $1,000 (Funded).
2026	*From Web 2.0 to the Age of AI: A Computational Analysis of Technology Integration Discourse in NCTE Publications, 2000–2025*. Expanding the Methods of Education Researchers with Generative AI (EMERGai) Institute. $1,500 (Not Funded)
2025	*Pedagogies of Vigilance: How Media is Taught in Rural America*. National Academy of Education/Spencer Postdoctoral Fellowship. $70,000 (Not Funded).
2025	*Retreating to Write Mindfully*. Reta K. Haynes Faculty Fellowship in partnership with the Montana State University English Department. $2,625 (Funded).
2024	*Indigenizing EdTech Research Through Relational Ontologies: Designing with Indigenous Thought to Imagine AI Otherwise.* National Academy of Education/Spencer Postdoctoral Fellowship. $70,000 (Not Funded).

2024 "*Voicing Students' Ideas: Podcasting for English Education Inquiry Projects"* Montana State University Academic Technology and Outreach Digital Literacy Grant Program. $2,000 (Funded).

2024 *"What is Writing in the World of AI?": A Year of Conversations Culminating in a Summer Research Institute on Generative AI to Research Collaborative Grant Program*. Montana State University Office of Research Developmoent Research Collaborative Grant Program. $75,000 (Partially Funded at $20,000)

2024 *Decolonizing New Materialism with Indigenous Ontologies: Using Lumivero Tools to Conduct Video Ethnographies in Place*. Lumivero Research Grant for Early Career Researchers. $20,000 (Not Funded).

2024 *Supporting Youth Composition: Sponsoring the Yellowstone Writing Project's Youth Writing Camp*. Humanities Montana. $2,000 (Funded)

2024 Cultivating Conversations on AI in Education. MUS Teaching Scholars Program from the Montana State University Center For Faculty Excellence. $3,500 (Not Funded)

2023 *Using e-Portfolios to Build Digital Teacher Toolboxes*. Montana State University Academic Technology and Outreach Digital Literacy Grant Program. $2,000 (Funded).

2023 *Flava In Ya Ear: Using Documentary Video to Study Youth Remix Practices*. Montana State University Scholarship & Creativity Grant. $9,206.12 (Funded).

2022 *Activating Graduate Students across Modalities*. Montana State University Faculty Excellence Grant. $3,525.00 (Not Funded).

2022 *The Web3 Syllabus for the Humanities: Understanding the Impact of Digital Economics on Art, Democracy, and Social Lives*. National Endowment for the Humanities Fellowships Program. $60,000 (Not Funded).

2022 *Building a better "Bobcast": Podcasting equipment for academic outreach* (with Allison Wynhoff Olsen). Equipment Fee Allocation Committee (EFAC) Grant. Montana State University College of Letters & Science. $2,368 (Funded).

2021 *Supporting local teachers and youth through silent film: Building bridges with MSU and the International Youth Silent Film Festival outreach* (with Allison Wynhoff Olsen). Strategic Investment Proposal; Montana State University College of Letters & Science. $22,913 (Funded)

2021 *Studying youth practices with silent film production outreach* (with Allison Wynhoff Olsen). Facilities & Administration (Indirect Cost) Research Funds Grant; Montana State University College of Letters & Science. $28,162 (Not Funded)

2021 *Youth literacies in English classrooms: A multi-disciplinary approach to the humanities*. National Endowment for the Humanities Summer Stipend Program. $6,000 (Not Funded).

2021 *Sharing our stories: Using Adobe Spark to produce "Where I'm From" poems*. Digital Literacy and Multimedia Adobe Spark Course Enhancement Grant; Montana State University Academic and Technology and Outreach Department. $500 (Funded).

2021 *Video equipment for emergent genres of educational research outreach*. Montana State University Faculty Excellence Grant. $4,948.26 (Funded).

2020 *Master of Arts in English online course development* (with Allison Wynoff Olsen & Beth Shirley). Online Development Summer Grant; Montana State University Center for Faculty Excellence. $29,000 (Funded).

2019 *Improving opportunities and achievement for English learners in secondary school settings* (In conjunction with UPenn & UGA's Center for Latino Achievement and Success in Education).
Institute of Education Sciences Education Research and Development Center Program. $10 million (Not Funded).

2019 *Advancing the practice of collaborative, conversation-based instruction to positively impact culturally and linguistically diverse learners: A research-practice partnership with Gwinnett County public schools* (with Paula Mellom, Rebecca Gokee, & Jodi Weber).
Spencer Research-Practice Partnership Grant. $398,450 (Not Funded)

d. Conferences and Symposia

International Presentations

Wynhoff Olsen, A., Long, D., Olsen, K., & **Fassbender, W. J.** (2021, August). Exploring how pre-service and early-career English teachers negotiate a rural sense of belonging. Virtual paper presentation at the International Symposium for Innovation in Rural Education.

Fassbender, W. J., & Robinson, T. B. (2019, April). Affect is not a thing, except when it is. Roundtable presentation at the American Educational Research Association Annual Meeting, Toronto, ON.

Kajder, S. B. & **Fassbender, W. J.** (2018, June). Promise into practice: Supporting and exciting pre-service secondary English teachers' teaching with digital tools and social media. Paper presentation at the 2018 International Federation for the Teaching of English Conference, Birmingham, UK.

National Presentations

Fassbender, W. J., Robinson, B. (2026, April). Birds Aren't Real: Vigilante Civic Literacies for Classroom Counterpublics. Paper presentation at the American Educational Research Association Annual Meeting. Los Angeles, CA.

Fassbender, W. J. (2025, May). Everyday centaurs: AI, teacher labor, and the seduction of efficiency. Paper presentation at the Computers & Writing Annual Conference. Athens, GA.

Fassbender, W. J., Shane, R. L. (2025, April). Unsettling new materialisms: Decolonizing citational practices since the ontological turn. Paper presentation at the American Educational Research Association Annual Meeting. Denver, CO.

Fassbender, W. J. (2024, November). Vigilante literacies for classroom counterpublics: *Birds Aren't' Real* as a tool for new media literacy practice. Roundtable presentation at the National Council of Teachers of English Annual Convention. Boston, MA.

Fassbender, W. J. & Borge, K. (2024, November). Adding value via content creation: Podcasting as outreach and creative expression. Roundtable presentation at the National Council of Teachers of English Annual Convention. Boston, MA.

Fassbender, W. J. & Borge, K. (2024, November). Teaching with/as podcasters: Invitations for PSTs to feel professional belonging. Roundtable presentation at the National Council of Teachers of English Annual Convention. Boston, MA.

Fassbender, W. J. (2024, April). Of teachers & centaurs: Exploring the intra-actions of educators + artificial intelligence. Paper presentation at the American Educational Research Association Annual Meeting. Philadelphia, PA.

Fassbender, W. J. (2024, April). "It's bigger than hip hop": Recognizing hip hop literacies as

critical youth cultural capital. Paper presentation at the American Educational Research Association Annual Meeting. Philadelphia, PA.

Fassbender, W. J. (2023, November). Storying silence: A study of composition through the grammars of youth silent film production. Roundtable presentation at the National Council of Teachers of English Annual Convention. Columbus, OH.

Wynhoff Olsen, A. & **Fassbender, W. J.** (2023, November). Seeking belonging in rural teaching. Roundtable presentation at the National Council of Teachers of English Annual Convention. Columbus, OH.

Fassbender, W. J. (2023, April). *Birds Aren't Real*: The rise of media literacy vigilantism. Paper presentation at the American Educational Research Association Annual Meeting. Chicago, IL.

Fassbender, W. J. (2023, April). Tetheredness and technology's reassembling of the social. Paper presentation at the American Educational Research Association Annual Meeting. Chicago, IL.

Fassbender, W. J. & Robinson, B. (2022, November). Writing with GPT-3: AI as collaborative composition and critical digital literacies practice. Roundtable presentation at the National Council of Teachers of English Annual Convention. Anaheim, CA.

Robinson, T. B., & **Fassbender, W. J** (2022, November). Words, phrases, and platforms: Computational composition in the ELA classroom. Paper presentation at the National Council of Teachers of English Annual Convention. Anaheim, CA.

Fassbender, W. J. & Wynhoff Olsen, A. (2022, November). Rural sense of belonging and English curricula. Roundtable presentation at the National Council of Teachers of English Annual Convention. Anaheim, CA

Robinson, T. B., & **Fassbender, W. J.** (2021, December). Cruel optimism and digital dis-mis-info: An actor-network analysis of post-truth media responses. Paper presentation at Literacy Research Association Annual Conference. Atlanta, GA.

Fassbender, W. J. (2021, November). Using text sets & mini lessons to develop identities and sense of authority as teachers of reading. Virtual roundtable presentation at the National Council of Teachers of English Annual Convention.

Fassbender, W. J. & Robinson, B. (2021, November). Critical media literacy pedagogies and practices: Going beyond SIFT and the CRAAP test. Virtual roundtable presentation at the National Council of Teachers of English Annual Convention.

Fassbender, W. J. (2020, December). Digital mediation of analog play: Exploring the materiality of iPad apps. Virtual paper presentation at Literacy Research Association Annual Conference. Tampa, FL.

Fassbender, W. J. (2020, December). Developing STEM and maker literacies with youth and teens. Discussant for virtual paper session at Literacy Research Association Annual Conference. Tampa, FL.

Fassbender, W. J. (2020, November). Building identities: Understanding the making of teachers who "tech." Virtual roundtable presentation at the National Council of Teachers of English Annual Convention.

Corbitt, A., Griffith, J., Sweet, J., **Fassbender, W. J.** (2020, November). Confluent critical listening and audio composing: Reading and writing podcasts in the secondary English classroom. Virtual on-demand presentation at the National Council of Teachers of English Annual Convention.

Fassbender, W. J. (2020, April). Issues in post-qualitative inquiry: The methodology trap and possibilities out. Roundtable presentation at the American Educational Research Association Annual Meeting. San Francisco, CA (Conference Canceled).

Hadley, H. L. & **Fassbender, W. J.** (2020, April). Recognizing religion with preservice teachers. Roundtable presentation at American Educational Research Association Annual Meeting. San Francisco, CA (Conference Canceled).

Fassbender, W. J. (2019, December). A new "lens" for new literacies research: Reporting through filmic ethnography. Paper presentation at Literacy Research Association Annual Conference. Tampa, FL.

Fassbender, W. J. & Kajder, S. B. (2019, November). Online critical rounding to support induction year learning. Roundtable presentation at the National Council of Teachers of English Annual Convention. Baltimore, MD.

Fassbender, W. J. & Brouillard, L. (2019, November). Reimaging writers workshop with technology: Strategies for motivation, conferencing, and getting "unstuck." Poster presentation at the National Council of Teachers of English Annual Convention. Baltimore, MD.

Fassbender, W. J., Kajder, S. B., Witte, S., Corbitt, A., Shaum, B., Taylor, G., & Fleming, A. (2019, November). Sounding our voices: Podcasting in and beyond our classrooms. Workshop session presented at the National Council of Teachers of English Annual Convention. Baltimore, MD.

Fassbender, W. J. & Hadley, H. L. (2018, November). Mentoring matters: Centering youth voice in community literacies. Paper presentation at Literacy Research Association Annual Conference. Indian Wells, CA.

Fassbender, W. J, (2018, November). What's my age again? Remember what matters in education. IGNITE Talk presented at the National Council of Teachers of English Annual Convention. Houston, TX.

Fassbender, W. J. (2018, May). What does technology want? Digital seduction and affective assemblages. Paper presentation at the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Fassbender, W. J. (2018, April). Image as complex text: The lost function of comics in the English classroom. Roundtable presentation at the American Educational Research Association Annual Meeting, New York, NY.

Strickland, T. H., Hadley, H. L., & **Fassbender, W. J**. (2018, February). Perspectives in YA literature: It's not just for kids. Paper presentation at the Georgia Children's Book Awards Conference, The University of Georgia, Athens, GA.

Fassbender, W. J., Burke, K., & Hadley, H. L. (2017, November). "Just shut your mouth": Religion in a pre-service English education program. Paper presentation at Literacy Research Association Annual Conference. Tampa, FL.

Kajder, S. B., & **Fassbender, W. J.**, Corbitt, A., Jeter, G., Shaum, B., Sokolowski, K., Taylor, G. Witte, S. (2017, November). Sounding our voices: Podcasting in and beyond our classrooms. Workshop presented at National Council of Teachers of English Annual Convention. St. Louis, MO.

Hadley, H. L., Burke, K., & **Fassbender, W. J.** (2017, November). Recognition theory, ethical dialogue, and the problem of religion in English education. Paper presented at the National Council of Teachers of English Annual Convention. St. Louis, MO.

Kajder, S. B., & **Fassbender, W. J.** (2017, February). "More than words": Social digital reading, multimodal annotation, and reading identity. Paper presented at the Journal of Language and Literacy Education Winter Conference. Athens, GA.

Fassbender, W. J. (2016, November). Green screen magic. Round table presentation at the National Council of Teachers of English Annual Convention. Atlanta, GA.

Heath, A., Barnes, M. E., Jones, S., Robbins, M. A., Hadley, H. L., **Fassbender, W. J**., & Bogdanich, J. (2016, April). Implementing the edTPA: A national performance-based assessment: Research on concerns, implications, and impact. Poster presented at the American Educational Research Association annual meeting, Washington, DC.

Hadley, H., **Fassbender, W. J.**, Thompson, N. (2016, January). Writing with friends: How communities can rhetorically support writing in specific genres. Journal of Language Literacy Education Winter Conference. Athens, GA.

Fassbender, W. J., Randall, A. (2011, Chicago). Serving others through service learning. Paper presented at the National Council of Teachers of English Annual Convention, Chicago, IL.

Invited Talks

Fassbender, W. J. (2026, August). Reading in the age of the feed: Attention, motivation, and technology in the college classroom. Paid presentation given at Blackfeet Community College Faculty Orientation, Browning, MT.

Fassbender, W. J. (2026, June). What makes a podcast work? Close listening, genre study, and content creation in the classroom. Paid presentation given at the Montana PBS EdFest, Online Conference.

Fassbender, W. J. & Robinson, B. (2026, May) Birds Aren't Real: Vigilante Civic Literacies for Classroom Counterpublics. Webinar presentation given during the Disassembling Mis/Disinfo, Reassembling Democracy, hosted by the Media Education Lab. https://www.youtube.com/live/d29idAczzA0?si=aEIfhF3eeZ-1eAOo

Local and Regional Presentations

Miley, M., **Fassbender, W. J.**, & Clark, J. (2025, March). AI and writing, AI across the disciplines: The Future of Research in the Age of AI Symposium. Bozeman, MT.

Kajder, S. B., & **Fassbender, W. J.** (2019, October). (Re)seeing our teaching: Innovative uses of video in practice-based teacher education. Innovation in Teaching Conference. Athens, GA.

Fassbender, W. J. (2019, July). Literacy instruction today: Digital tools for the modern adolescent reader. Georgia Department of Education Summer Literacy Conference. Macon, GA.

Kajder, S. B., & **Fassbender, W. J.** (2017, October). Seeing our thinking: Engaging students through video-based reflection. Innovation in Teaching Conference. Athens, GA.

Guthrie, K., **Fassbender, W. J.**, Bryant, M., Keib, K., & Guthrie, J. (2017, March). Emerging digital tools in research preparation, collection, analysis, and publication. Integrative Research & Ideas Symposium. Athens, GA.

Fassbender, W. J., Jordan, C. M. (2014, April). Equalizing the teacher-to-student ratio with Chromebooks. North Carolina Charter Alliance Annual Conference. Raleigh, NC.

Campus Presentations

Dutkowsky, M., **Fassbender, W. J.**, McCrory, B., Pribanic, K., & Sonmez, D. (2026, August). Panel Discussion for Academic Life for New Faculty Orientation. Montana State University Center for Faculty Excellence. Bozeman, MT.

Bean, Z., Brown, J., **Fassbender, W. J**., Zabinski, C. (2023, October). Panel Discussion of Assigning Student Writing Activities. Montana State University Writing Center. Bozeman, MT.

Fassbender, W. J. (2023, March). Modern young adult literacies and their related considerations for writing pedagogies. NTT Writing Faculty Spring Retreat. Bozeman, MT.

Fassbender, W. J. (2023, March). AI and its implications for writing pedagogy. Montana State

University Writing Center. Bozeman, MT.

Fassbender, W. J. (2023, February). Introduction to NVivo for MSU faculty. Sponsored by Montana State University Office of Research Development. Bozeman, MT.

Fassbender, W. J. & Shirley, B. (2023, February). AI and what it means for the humanities. Montana State University Department of English. Bozeman, MT.

Fassbender, W. J. (2022, November). Supporting college literacy in a time of post-covid "learning loss." Montana State University Humanities Symposium. Bozeman, MT.

Fassbender, W. J. (2021, October). Developing presence in online courses using digital tools. Montana State University Faculty Symposium: Inspiring Excellence in Teaching and Learning. Bozeman, MT.

Fassbender, W. J., Coda, J., Alves, V. (2017, August). Grading as a graduate teaching assistant. Graduate Teaching Assistant Orientation. Athens, GA.

Fassbender, W. J. (2016, October). Invited student panelists on innovation in graduate assistant teaching. Innovation in Teaching Conference. Athens, GA.

e. Funding for Research Presentations

2024 Research Enhancement Award: $2,000; Montana State University Department of English. Supporting paper presentation at the National Council of Teachers of English Convention in Boston, MA.

2023 Research Enhancement Award: $2,000; Montana State University Department of English. Supporting paper presentation at the American Educational Research Association in Philadelphia, PA.

2022 Research Enhancement Award: $2,000; Montana State University Department of English. Supporting paper presentation at the American Educational Research Association in Chicago, IL.

2018 Graduate Student Travel Support: $600; The University of Georgia Graduate School. Supporting presentation at Literacy Research Association Conference in Indian Wells, CA.

2018 Department of Language and Literacy Education Travel Support: $200.00; Supporting presentation at the National Council of Teachers of English Convention in Houston, TX.

2018 Foreign Travel Grant: $1,064.00; The University of Georgia Office of the Vice President for Research. Supporting presentation at the International Federation of Teaching of English in Birmingham, UK.

2018 Conference Travel Support: $700; The University of Georgia Graduate School. Supporting presentation at The American Educational Research Association Annual Meeting in New York, NY.

2017 Scholarship of Teaching and Learning Travel Grant: $500.00; The University of Georgia Graduate School and Center for the Integration of Research, Teaching, and Learning. Supporting presentation at the National Council of Teachers of English Convention in St. Louis, MO.

2017 Department of Language and Literacy Education Travel Support: $200.00; Supporting presentation at the National Council of Teachers of English Convention in St. Louis, MO.

2017 Conference Travel Scholarship: $800.00; Journal of Language and Literacy Education (JoLLE). Supporting presentation and promotion of JoLLE at the Literacy Research Association Conference in Tampa, FL.

f. Research Areas

Secondary English Education Teaching/Learning Methods
New Literacies/Digital Literacies
Playing/Tinkering/Hacking in English Pedagogy
Comics/Graphic Novels in English Classrooms
Pop Culture in the English Language Arts Classroom
Qualitative Research
Video Ethnography/Ethno-cinema
Poststructuralism/New Materialism in School Spaces

6. PUBLIC AND PROFESSIONAL SERVICE

a. National Professional Memberships

American Educational Research Association (AERA), 2017-Present
Literacy Research Association (LRA), 2016-Present
National Council of Teachers of English (NCTE), 2010-present

b. Editorial and Journal Service

2025-Present Review Board Member, *American Educational Research Journal*
2025-Present Review Board Member, *Learning, Media and Technology*
2024-Present Review Board Member, *English Teaching: Practice & Critique*
2024-Present Review Board Member, *Educational Media International*
2024-Present Review Board Member, *Contemporary Issues in Technology and Teacher Education*
2024-Present Review Board Member, *Literacy Research: Theory, Method, and Practice*
2023-Present Review Board Member, *Reading Research Quarterly*
2023-Present Review Board Member, *International Journal of Qualitative Studies in Education*
2022-2023 Literacy Research Association e-Editorial Board
2021-Present Review Board Member, *International Journal of Research Methods in Education*
2021-Present Review Board Member, *TechTrends*
2017-2018 Managing Editor and Digital Content Editor, *Journal of Language and Literacy Education (JoLLE)*
2016-Present Review Board Member, *Voices from the Middle*
2016-2021 Digital Content Editor/Podcast Producer, Editorial Board, *Voices from the Middle*
2016-2017 Digital Content Editor, *Journal of Language and Literacy Education (JoLLE)*
2016-2023 Review Board Member, *Journal of Language and Literacy Education (JoLLE)*

c. Other Conference and Symposia Service

2018 Conference Assistant, *Journal of Language and Literacy Conference (JoLLE)*
2017 Conference Assistant, *Journal of Language and Literacy Conference (JoLLE)*

d. Other National Service

2026-2027 NCTE AI Pre-Service Teacher Cohort Leader
2024-Present Chair of NCTE Digital Literacies and Teacher Education (D-LITE) Commission
2022-Present Yellowstone Writing Project Co-Director
2021-2024 *International Youth Silent Film Festival* Student Advisory Board Member

e. Montana State University Service

2026-Present	Center for Faculty Excellence *Teaching and Learning Committee* College of Letters & Science representative
2026-Present	Curriculum Committee-Department of English
2026-Present	Chair's Executive Committee Faculty Representative
2026	MSU Writing Center Search Committee Member: Director of the Writing Center
2025	MSU Writing Center Search Committee Member: Assistant Director of the Writing Center
2024-2025	MSU English Department Search Committee Member: Writing Program Administrator
2024	McNair Scholars Mentor for Undergraduate Student, Robert Shane
2024-Present	MSU Canvas Training and Education Group
2023-Present	English Department Graduate Committee
2022-Present	Research Enhancement Allocation Committee, Chair 2025-2026
2021-Present	University Teacher Education Committee
2020-Present	English Education Program Committee
2022-2023	Chair's Executive Committee Junior Faculty Representative
2020-2023	English Department Awards Committee

f. Graduate Committee Service

In-Process Master's Degrees, Chair

Student Name, Degree	**Degree Status**
Wayne Moore, MAEE	Anticipated Graduation Fall 2026
Selika Mcglynn, MAEE	Anticpated Graduation Spring 2027
Tabar Smith, MAEE	Anticipated Graduation Spring 2027

In-Process Master's Degrees, Committee Member

Mallory Brown, MA English Education	Anticipated Graduation Spring 2026
Lydia Elgas, MA English Education	Anticipated Graduation Spring 2026

In-Process Doctoral Degrees, Chair

Kelsey Green, PhD Adult & Higher Ed	Anticipated Graduation Spring 2027

In-Process Doctoral Degrees, Committee Member

Rana Taheri, PhD Adult & Higher Ed	Anticipated Graduation Spring 2026
Jonathan Kennedy, PhD American Studies	Anticipated Graduation Spring 2027
Joshua Mckendry, PhD American Studies	Anticipated Graduation Spring 2027

Completed Master's Degrees, Chair

Keona Borge	MA in English Education, 2026	*First-generation rebels: Defining first-generation college students as a subculture*
Resse Campbell	MA in English Education, 2026	*Middle school boys (dis)engagement with literature*
Katrina Venters	MA in English Education, 2024	*Using English curriculum to expand empathy, worldviews, and engagement in secondary students*
Jonathan Kennedy	MA in English, 2024	*Something in the water: On the Minneapolis music scene*
Ben Snyder	MA in English,	*The analysis and genrefication of Wojak animation-*

	2023	*based YouTube channels: Understanding derivative and growth of 4chan content*
Jake Lile	MA in English Education, 2023	*Paradise is running out of teachers: Legislative considerations for the state of Montana and its stakeholders post-pandemic*
Ashley Pankratz	MA in English Education, 2023	*Forming a mutiny or a professional learning network: The potential of face-to-face professional learning networks as rurally accessibly*

Completed Master's Degrees, Committee Member

Caroline Shaffer	MA in American Studies	*Mining for experience: The new American boomtown*
Giulia Weeda	MA in English Education, 2024	*"You need people to have place:" Rural students' perceptions of place, writing, and community*
Gabryelle Perkins	MA in English Education, 2024	*From surviving to thriving: Exploring the experiences of LGBTQ+ adolescents and engaging teacher allies in rural Montana schools*
Nicole Hall	MA in English Education, 2022	*From turning away to listening in: instruction to facilitate civic dialogue through regional literature*
Tasheena Erickson	MA in English Education, 2022	*Deepening human connection and understanding through diverse visual narratives in the ELA classroom*
Emery Roberts	MA in English, 2022	*Mapping the empty-city: Western and post-Western urban spaces in silver age comics*
Aaron Boyers	MA in English, 2022	*Interrogating meaning referral and deferral in multimodal compositions*
Kyle Newman	MA in English Education, 2022	*Answering the call: One teacher's implementation of expressive writing in a high school English language arts classroom*

Completed Doctoral Degrees, Committee Member

Nicole Hall	PhD in American Studies, 2026	*Complexities of identity and belonging in Montana's border regions.*