SCHOLARLY RECORD

Refereed Publications

Doornbos, L., & Phillips, M. *(in press* 2023). Elementary Preservice Teachers Write Lessons to Humanize the "Founding Fathers." *Great Lakes Social Studies Journal*. (Need volume number and page numbers yet)

Woods, M. W., Doornbos, L., Carver, C. (*accepted,* 2023). Using Mixed Reality Simulations to Prepare Justice-Oriented Teachers. *Journal of Technology in Teacher Education.*

Doornbos, L. (2022). Centering Indigenous voices: A book and film study in a university social studies course. In D. P. Vesperman, A. Aydinian-Perry, M. T. Missias, W. G. Blankenship (Eds.), *Teaching through turmoil: Re-learning, re- teaching, and re-imagining History and Social Science* (pp. 183-200). Information Age Publishing.

Doornbos, L, & Murdock, E. (2021). A collaborative space, a critical inquiry, and a call to action: A prospective elementary teacher and a social studies educator explore a pedagogy of history for justice. *The Great Lakes Journal.*

Doornbos, L. (2021). Should Animals be Kept in Zoos? Compelling Questions, Compelling Conversations *(accepted).* In K. A. Brugar & K. L. Roberts (Eds.), *Real Classrooms, real teachers: The C3 inquiry in practice*. Information Age Publishing, Inc.

Halvorsen, A., Harris, L., Doornbos, L., & Missias, M. T. (2021). Lesson study in the United States: Possibilities and challenges through a case study in social studies education. In K. Jongsung, Nariakira, Hirmoi, & Shortaro (Eds.), *Lesson study-based teacher education: The potential of the Japanese approach in global settings*. Routledge.

Halvorsen, A., McArthur Harris, L., Doornbos, L., & Missias, M. T. (2021). Lesson study through professional development with rural communities: Resourcefully connecting teachers. *Teaching and Teacher Education. 97.*

Doornbos, L (2020) Emergency Remote Learning in Social Studies Methods: Seeing, Understanding, and Disrupting Racism. *Journal of International Social Studies*. *10*(2), p. 76-89.

Halvorsen, A., McArthur Harris, L., Doornbos, L., & Missias, M. T. (2019). Community in context: Using local history to develop teachers' historical inquiry skills. *Teacher Education Quarterly*. *46*(2), 81-113.

Invited Publications

Doornbos, L. (2022) Breaking the silence: How do Asian Americans contribute to my state? *AAPI Heritage Month Resources*. Oakland Intermediate School District. https://www.smore.com/d6hsq-aapi-heritage-month-may-2022

Woodard, S., Lee. C., Doornbos, L. August, 2020. *What does meaningful learning look for all elementary learners during historically significant times.* Oakland School Social Studies Toolkit, Grades, K-12. https://docs.google.com/document/d/189EVOo79bXQA_AEsn3KuoUQy__P-W1oYtB2dqC9hiBY/edit?usp=sharing

Doornbos, L., & Blair, C. (2019). Using journey boxes to ignite inquiry into local history. *History Matters*, *32*(1), 1-7.

Doornbos, L., & Halvorsen A. (2017). Agency and historical inquiry in the elementary classroom. In G. Andrews & Y. Wangdi (Eds.), *Revolution, reform, and rebellion: The role of agency and memory in historical understanding* (pp.221-246). Cambridge, England: Cambridge Scholars Publishing.