

# Michelle Kwok

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Department of Teaching, Learning and Culture  
College of Education and Human Development  
Texas A&M University  
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## EDUCATION

- Ph.D. in Educational Studies: Literacy, Language, and Culture** 2016  
University of Michigan. Dissertation title: *Tracing the Mediating Contexts of Writing Instruction from Professional Development to Classrooms*
- M.A. in Educational Studies: Literacy, Language, and Culture** 2010  
University of Michigan
- B.A. in English Education: Literacy and Composition** 2005  
California State University, Long Beach, *Summa Cum Laude*

## ACADEMIC POSITIONS

- Assistant Professor** 2023-Present  
Texas A&M University, College of Education and Human Development, Department of Teaching, Learning and Culture
- Clinical Assistant Professor** 2019-2023  
Texas A&M University, College of Education and Human Development, Department of Teaching, Learning and Culture
- Lecturer** 2018-2019  
Texas A&M University, College of Education and Human Development, Department of Teaching, Learning and Culture
- Lecturer** 2016-2018  
California State University, San Bernardino, College of Education, Department of Teacher Education and Foundations
- Postdoctoral Research Assistant** 2016  
University of Michigan, School of Education

## PUBLICATIONS

*Note: an asterisk \* denotes student*

### REFEREED ACADEMIC JOURNALS

15. Aldemir, T., Bicer, A., Kilinc, S., Moon, J., **Kwok, M.** (Accepted). Exploring emergent AI-TPACK competencies in a two-week AI literacy module for preservice teachers. *Teacher and Teacher Education*. SJR-2024: 1.7

14. Kwok, A., Bartenen, B., & **Kwok, M.**, Ogden, K., Weinstein, T. (Accepted). Tutoring the tutors: Piloting online modules for tutor training. *Teachers College Record*. SJR 2024: 0.81
13. **Kwok, M.**, Giunco, K. \*, Rios, A., Fields, S., Leighton, C., Matthews, S., & Tumushabe, G.\* (Accepted). Coming in hot: Literacy teacher educators' response to the chilling effects of diverse text legislation. *Studying Teacher Education*. SJR-2024: 0.813
12. **Kwok, M.**, Rios, A., & Su-Keene, E. (2025). Preservice teachers' conceptualizations of equity and equality: Tensions between technical and humanistic constructions. *Journal of Teacher Education*. <https://doi.org/10.1177/00224871251314883>. SJR-2023: 2.158
11. Sanders, M.\* , **Kwok, M.**, & Gooden, M.\* (2025). What makes a mathematics word problem solvable and clear? A linguistic and mathematical analysis of two-step word problems. *The Journal of Mathematical Behavior*, 80. <https://doi.org/10.1016/j.jmathb.2025.101267>. SJR-2024: 1.235
10. Sanders, M.\* , **Kwok, M.**, & Gooden, M.\* , Rodriguez, E.\* , Parker, D. (2025). Teaching mathematics for creativity: An analysis of pre-service teachers' problem posing and digital mathematical modeling. *Mathematics Education Research and Practice*, 28(2), 121-158. <https://doi.org/10.7468/jksmed.2025.28.2.121>
9. Kwok, A., De Le Cruz, I., & **Kwok, M.** (2024). Clinical teaching learning trajectory: Exploring field supervisor written feedback on clinical teacher pedagogy. *American Educational Research Journal*. <https://doi.org/10.3102/00028312241288177>. SJR-2023: 2.232
8. **Kwok, M.**, Rios, A.\* , & Kwok, A. (2023). Dispelling deficit framing: Investigating pre-service teacher beliefs about the intersections between literacy instruction and culturally relevant pedagogy. *Teachers and Teaching: Theory and Practice*, 29(1), 52-69. <https://doi.org/10.1080/13540602.2022.2144821>. SJR-2022: 1.167
7. **Kwok, M.**, Welder, R. M., Moore, J., & Williams, A. M.\* (2022). Beyond keywords: Applying Systemic Functional Linguistics to unpack the language of additive word problems. *International Journal of Science and Mathematics Education*, 20(1), 163-186. Special Issue: Reading in Science and Mathematics Education. <https://doi.org/10.1007/s10763-022-10290-6>. SJR-2022: 1.055
6. **Kwok, M.** (2022). Tensions between disciplinarity and generality within a professional development on writing instruction. *English Teaching: Practice and Critique*, 21(1), 71-83. Special Issue: Disciplinary Literacy in English Teaching and Teacher Education. <https://doi.org/10.1108/ETPC-06-2021-0059>. Scopus-2022: 1.5.
5. Kwok, A., Rios, A.\* , & **Kwok, M.** (2022). Pre-service teachers' motivations to enter the profession. *Journal of Curriculum Studies*, 54(4), 576-597. <https://doi.org/10.1080/00220272.2022.2025624>. SJR-2020: 0.982
4. **Kwok, M.**, Rios, A.\* , Kwok, A., Matthews, S. (2021). Teacher candidates' developing beliefs about diversity and its role in effective literacy teaching. *Education and Urban Society*, 53(8), 886-908. <https://doi.org/10.1177/0013124520974331>. SJR-2020: 0.739
3. **Kwok, M.**, Vela, K. N.\* , Rugh, M. S.\* , Lincoln, Y. S., Capraro, R. M., & Capraro, M. M. (2020). STEM words and their multiple meanings: The intricacies of asking a clarifying

question. *Communication Education*, 69(2), 176-198.

<https://doi.org/10.1080/03634523.2020.1723803>. SJR-2020: 0.93

2. Rainey, E.C., **Kwok, M. N.** (2016). Preparing doctoral students to study the “knotty problems” of literacy education. *Journal of Language & Literacy Education*.
1. Rackley, E. & **Kwok, M. N.** (2016). “Long, boring, and tedious”: Youths’ experiences with complex, religious texts. *Literacy*, 50(2), 55-61. <https://doi.org/10.1111/lit.12077>. SJR-2016: 0.494

### **BOOK EDITORSHIPS**

Editorial Assistant for *Handbook of Reading Research* (Volume V). Moje, E. B., Afflerbach, P., Enciso, P., Lesaux, N., & **Kwok, M.** (Eds.). (2020). Routledge.

### **REFEREED BOOK CHAPTERS**

Brooks, M. & **Kwok, M.** (In press, scheduled for 2025). Untapped possibilities: Intersectionality theory, literacy research, and teacher education. In M. Sailors, I. Nuñez, V. W. M. Watson, J. V. Hoffman, & D. Alvermann (Eds.). *Theories, models, and practices of literacy* (8<sup>th</sup> ed).

**Kwok, M. N.**, Ganding, E., Hull, G. A., & Moje, E. B. (2016). Sociocultural approaches to high school writing instruction: Examining the roles of context, positionality, and power. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of Writing Research* (2<sup>nd</sup> ed.), 257-271, Guilford.

### **REFEREED CONFERENCE PROCEEDINGS**

Welder, R. M., **Kwok, M.**, Williams, A. M.\*, & Moore, J. (2022). Supporting preservice K-8 teachers’ conceptions of addition using a linguistics approach to analyzing word problems. In S. Bateiha, & G. Cobbs. (Eds.), *Proceedings of the 49th Annual Conference of the Research Council on Mathematics Learning* (pp. 77-85). Grapevine, TX. ([link](#))

Welder, R. M., Williams, A. M.\*, **Kwok, M.**, & Moore, J. (2021). Applying systemic functional linguistics to unpack the language of additive word problems. In D. Olanoff, K. Johnson, & S. Spitzer (Eds.), *Proceedings of the 43rd Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1011-1015). Philadelphia, PA.

### **OTHER PUBLICATIONS**

Kwok, A., Bartenen, B., **Kwok, M.**, Weinstein, T. (2024, Feb.). *A promising future for math instruction: Preparing effective teachers and tutors* [White paper]. Deans for Impact. ([link](#))

Brooks-Yip, M. Andrew-Vaughan, S., Grant, A., Conklin, H., Putnam, D., & **Kwok, M.** (2015). Content area collaboration. *Literacy Today*, 35(1), 12-13.

### **MANUSCRIPTS IN PROGRESS**

**Kwok, M.** (Revise and resubmit). Preservice teachers’ flexible use of linguistic patterns when modifying one-step problems.

Rios, A. & **Kwok, M.** (Revise and resubmit). Dialogism in preservice teachers' rationale of diverse texts.

**Kwok, M.** Gooden, M.\*, Sanders, M. (Under review). Using metalanguage to support preservice teachers' disciplinary literacy.

**Kwok, M.** Gooden, M.\*, Sanders, M., & Bicer, A. (Under review). Problem posing instruction within arithmetic taxonomies.

**Kwok, M.**, Kwok, A., & Ahmed, A.\* (Under review). Black teacher residents' experiences and motivations to enter the teaching profession.

Kwok, A., **Kwok, M.**, & Sommers, T.\* (Under review). Clinical teaching gaps: Reflections from preservice teachers.

Gooden, M.\*, **Kwok, M.** & Sanders, M.\* (Under review). Designing a linguistics-informed peer review problem-posing activity for preservice teachers in math.

Cole, C. & **Kwok, M.** (Under review). Forced into the hinges: The narrative experiences of three elementary teachers.

Aldemir, T., Bicer, A., Kilinc, S., Moon, J., **Kwok, M.** (Under review). Challenges, solutions, and PD needs for integrating AI: Insights from a two-week AI literacy module with preservice teachers.

**Kwok, M.** (In preparation). Agentic constructions of identity in Asian American self-portraits.

**Kwok, M.**, Kwok, A., & Ahmed, A.\* (In preparation). Topic matching between supervisors' feedback on teaching and preservice teachers' reflections.

Giunco, K., **Kwok, M.** (In preparation). Centering sensemaking in teaching for social justice.

Giunco, K., **Kwok, M.**, Fields, S., Leighton, C., Rios, A. (In preparation). Resources and tethers: Dialogic interaction of reader-writer-text in teaching diverse texts.

Su-Keene, E., **Kwok, M.**, & Patrón-Vargas, J. (In preparation). Expanding conceptualizations of equity through an exploration of Asian American students' needs: A systematic review from 2007-2024.

## HONORS, AWARDS, and FELLOWSHIPS

|                                                                                                |                   |
|------------------------------------------------------------------------------------------------|-------------------|
| <b>Kay and Jerry Cox Undergraduate Research Program</b>                                        | <i>2025-2026</i>  |
| College of Education and Human Development (\$3,000). Student: Archana Satish                  |                   |
| <b>Association of Former Students University Level Award for Teaching Excellence</b>           | <i>2024</i>       |
| Texas A&M University. (\$4,000)                                                                |                   |
| <b>College of Education and Human Development Award for Community.</b> (\$1,000)               | <i>2024</i>       |
| <b>Department of Teaching, Learning and Culture Achievement Award for Community.</b> (\$1,000) | <i>2024</i>       |
| <b>Department of Teaching, Learning and Culture Achievement Award for Teaching.</b> (\$1,000)  | <i>2023</i>       |
| <b>Jerry and Kay Cox Fellow. STaR Mentoring Program.</b>                                       | <i>2019-2021;</i> |
| Texas A&M University, CEHD. (\$2,000)                                                          | <i>2023-2024</i>  |

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| <b>Association of Former Students College Level Award for Teaching Excellence</b>                                                                                                                                                                             | 2022      |
| Texas A&M University. (\$2,000)                                                                                                                                                                                                                               |           |
| <b>Literacy Research Association Best Paper Award: Area 1-Teacher Education</b>                                                                                                                                                                               | 2020      |
| For paper presentation at the LRA Annual Conference. Rios, A., <b>Kwok, M.</b> , Matthews, S., & Kwok, A. <i>A Continuum from Equality to Equity: Analyzing Teacher Candidate Perceptions of the Interplay Between Literacy and Multicultural Instruction</i> |           |
| <b>Scaling Instructional Excellence for Student Success Faculty Professional Development Program (\$1,000)</b>                                                                                                                                                | 2020-2021 |
| National Association of System Heads—Association of College and University Educators (NASH-ACUE)                                                                                                                                                              |           |
| <b>Teaching Works Summer Learning Institute Fellow, University of Michigan</b>                                                                                                                                                                                | 2013      |
| <i>Paid fellowship to teach foundational elementary literacy teaching practices</i>                                                                                                                                                                           |           |
| <b>Rackham Doctoral Fellowship, University of Michigan</b>                                                                                                                                                                                                    | 2010-2015 |
| <i>Full tuition scholarship</i>                                                                                                                                                                                                                               |           |
| <b>Rackham Merit Fellowship for Master's Degree, University of Michigan</b>                                                                                                                                                                                   | 2009-2010 |
| <i>Full tuition scholarship</i>                                                                                                                                                                                                                               |           |
| <b>President's Scholar Award, California State University, Long Beach</b>                                                                                                                                                                                     | 2002-2005 |
| <i>Full tuition scholarship</i>                                                                                                                                                                                                                               |           |

## GRANTS

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Humble Independent School District Teaching Grant</b>                                                                                                                                                                             | 2024-2025 |
| It's All Greek to Me. \$7,600 (Funded).<br><i>Implement virtual study abroad program for approximately 150 high school students across Humble ISD who are enrolled in the AVID program to promote intercultural awareness.</i>       |           |
| <b>Catapult Triad + Seed Grant Program</b>                                                                                                                                                                                           | 2024-2025 |
| <u>Texas A&amp;M University, College of Education &amp; Human Development</u><br><b>Kwok, M.</b> Using Linguistics to Support Preservice Teachers' Instruction of Math Word Problems. \$30,000 (Funded). Role: PI                    |           |
| <b>Equity in Math Education Research Grant (EMERG) Program</b>                                                                                                                                                                       | 2023      |
| <u>National Academy of Education</u><br><b>Kwok, M.</b> Using a Linguistic Approach to Support Preservice Teachers in Ambitious Mathematics Instruction. \$113,000 (Unfunded). Role: PI                                              |           |
| <b>Deans for Impact</b>                                                                                                                                                                                                              |           |
| Kwok, A., Bartanen, B., <b>Kwok, M.</b> Accelerate HQIM Module Pilot Analysis. 2023<br>\$35,000 (Funded). Role: Co-PI (\$10,000)                                                                                                     |           |
| <b>Teaching Excellence Grant Program</b>                                                                                                                                                                                             | 2023-2025 |
| <u>College of Education and Human Development, Texas A&amp;M University</u><br>Woodward, J., <b>Kwok, M.</b> , Whiteside, E., & Sweany, N. A Virtual Model for Developing Intercultural Engagement Opportunities. \$14,680 (Funded). |           |
| <b>Presidential Transformational Teaching Grant</b>                                                                                                                                                                                  | 2020-2022 |
| <u>Texas A&amp;M University System and the Center for Teaching Excellence</u><br>Woodward, J., & <b>Kwok, M.</b> Creating and Validating a Virtual Study Abroad Experience. \$60,000 (Funded). Role: Co-PI (\$12,000)                |           |

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| <b>Catapult Triad + Seed Grant Program</b>                                                                                                                                                                   | 2020-2022 |
| <u>Texas A&amp;M University, College of Education &amp; Human Development</u>                                                                                                                                |           |
| Kwok, A., Bartenan, B., <b>Kwok, M.</b> Text Mining Pre-Service Teachers' Responses to Predict Success Within and Beyond Teacher Education. \$30,000 (Funded). Role: Co-PI                                   |           |
| <b>Innovation and Improvement Teacher Education Mini Grant</b>                                                                                                                                               | 2020-2022 |
| <u>The Office of Educator Preparation, Raise Your Hand Texas</u>                                                                                                                                             |           |
| <b>Kwok, M.</b> , Parker, D., Matthews, S., Kwok, A., Parish, K. Using a Paired Placement Model and Structured Formative Assessments to Prepare Teacher Candidates. \$10,000 (Funded). Role: Co-PI (\$2,000) |           |
| <b>Catapult Triad + Seed Grant Program</b>                                                                                                                                                                   | 2018-2020 |
| <u>Texas A&amp;M University, College of Education &amp; Human Development</u>                                                                                                                                |           |
| <b>Kwok, M.</b> , Li, Y., Howe, R. Integrating Mathematics and Literacy Instruction to Support Teacher Candidates. \$10,000 (Funded). Role: PI                                                               |           |
| <b>AVPA Pandemic Innovative Arts Grant</b>                                                                                                                                                                   | 2020      |
| <u>Texas A&amp;M University, Academy for the Visual &amp; Performing Arts</u>                                                                                                                                |           |
| Woodward, J. & <b>Kwok, M.</b> Innovative Delivery of Traditional Georgian Folk Music: A Virtual Concert Experience. \$1,725 (Funded).                                                                       |           |
| <b>Grown Your Own Grant</b>                                                                                                                                                                                  | 2018-2019 |
| <u>Texas Education Agency, Teach Program: Cycle 2/Path 3</u>                                                                                                                                                 |           |
| Hill-Jackson, V., Craig, C., Kwok, A., James, M., <b>Kwok, M.</b> aggieTERM: Aggie Teacher Education Residency Model. \$220,000 (Funded). Role: Evaluator (\$5,000)                                          |           |
| <b>Catapult Triad + Seed Grant Program</b>                                                                                                                                                                   | 2018-2019 |
| <u>Texas A&amp;M University, College of Education &amp; Human Development</u>                                                                                                                                |           |
| Kwok, A., <b>Kwok, M.</b> , Parker, D., Parish, K., & Ronsonet, M. Aggie Teacher Preparation Pipeline. \$10,000 (Funded). Role: Co-PI                                                                        |           |
| <b>New Faculty Learning Committee Grant</b>                                                                                                                                                                  | 2016-2017 |
| <u>California State University, San Bernardino.</u> (\$1,000)                                                                                                                                                |           |
| <b>Affordable Learning Solutions Grant</b>                                                                                                                                                                   | 2016-2017 |
| <u>California State University, San Bernardino.</u> (\$1,000)                                                                                                                                                |           |
| <b>Rackham Graduate Student Research Grant</b>                                                                                                                                                               | 2014      |
| <u>University of Michigan, Rackham Graduate School.</u> (\$2,455)                                                                                                                                            |           |

## CONFERENCE PRESENTATIONS

*Note: an asterisk \* denotes student*

- Kwok, M.**, Ahmed, A., Kwok, A. (2025, July). Attracting Black residents to diversify the teaching profession. Association of Teacher Educators Summer Conference. St. Louis, MO.
- Su-Keene, E., **Kwok, M.**, Patron-Vargas, J. (2025, April). Masking as a coping mechanism in Asian American students: Exploring tensions through an arts-based, qualitative approach. Roundtable presentation for the Annual Conference of the American Educational Research Association. Denver, CO.
- Kwok, M.**, Fields, S., Rios, A., Giunco, K. \*, Matthews, S., Leighton, C., Tumushabe, G., (2025, April). Teacher educators' collaborative self-study on the teaching of diverse texts.

- Roundtable presentation for the Annual Conference of the American Educational Research Association. Denver, CO.
- Ahmed, A.\*, **Kwok, M.**, Kwok, A. (2025, March). Black teachers and teacher residency programs. Paper presentation for the Annual Conference of the Association for Education Finance and Policy. Washington, DC.
- Sanders, M.\*, Gooden, M.\*, **Kwok, M.** (2025, February). Preparing preservice teachers to teach mathematics for creativity through problem posing and mathematical modeling. Workshop presentation for the AMTE Annual Meeting. Reno, NV.
- Kwok, M.** (2024, December). *Elementary preservice teachers' creative use of linguistics when modifying word problems*. Paper Presentation for the Annual Conference of the Literacy Research Association. Atlanta, GA.
- Kwok, M.**, Sanders, M.\*, & Gooden, M.\* (2024, December). *What makes a math word problem solvable and clear? A linguistic and mathematical analysis of two-step additive word problems*. Paper Presentation for the Annual Conference of the Literacy Research Association. Atlanta, GA.
- Kwok, M.**, Sanders, M.\*, Gooden, M.\* (2024, September). *What is the hidden question? A workshop for posing two-step additive word problems*. Workshop presentation for the NCTM Annual Meeting. Chicago, IL.
- Sanders, M.\*, Gooden, M.\*, **Kwok, M.** (2024, June). *Using linguistics-informed strategies in a peer-review workshop for posing two-step additive word problems*. Workshop presentation for the NCTE-NCTM Joint Conference for Elementary Literacy and Mathematics. New Orleans, LA.
- Kwok, M.**, Rios, A. (2024, April). *From abstract notions to concrete examples: Preservice teachers' definitions of equity and equality*. Paper presentation for the Annual Conference of the American Educational Research Association. Philadelphia, PA.
- Rios, A., **Kwok, M.**, Zentell, S. (2024, April). *Preservice teachers' centering or marginalization of diversity in their selection and description of multicultural texts*. Paper presentation for the Annual Conference of the American Educational Research Association. Philadelphia, PA.
- Kwok, A., **Kwok, M.**, De La Cruz, Davis, J.\*, & Davis, K.\* (2024, April). *Exploring elements of field supervisor written feedback*. Roundtable session for the Annual Conference of the American Educational Research Association. Philadelphia, PA.
- Rios, A. & **Kwok, M.** (2024, February). *From the margins to the center: Preservice teachers' selections and descriptions of multicultural texts*. Paper Presentation for the Annual Conference of the National Council of Teachers of English Assembly for Research. Austin, TX.
- Rios, A. & **Kwok, M.** (2023, December). *Preservice teachers' reasons for choosing multicultural texts*. Paper Presentation for the Annual Conference of the Literacy Research Association. Atlanta, GA.
- Kwok, M.**, Fields, S., & Matthews, S. (2023, May). *Using questioning and talk moves to support constructive text discussions*. Interactive presentation for the Lilly Conference on Evidence-Based Teaching and Learning. Austin, TX.
- Woodward, R. J. & **Kwok, M.** (2023, June). *Pioneering pedagogy: An innovative and inclusionary approach to global education via a virtual study abroad model*. Presentation for the Higher Education Teaching and Learning Conference. Aberdeen, Scotland.
- Kwok, M.** (2022, December). *Bringing joy to literacy learning for students of color*. Discussant. Annual Conference of the Literacy Research Association. Phoenix, AZ.



- Kwok, M.**, Fields, S., & Matthews, S. (2022, October). *Crafting explicit writing prompts to help students hit the mark*. Texas Conference on Student Success. College Station, TX.
- Woodward, R. J., **Kwok, M.**, Chatzistogianni, E.\* (2022, June). *Integration of creativity principles and high impact practices to innovate global learning in higher education*. Presentation for the International Conference on Education and New Developments. Madeira, Portugal.
- Woodward, R. J., **Kwok, M.**, Chatzistogianni, E.\* (2022, April). *Integration of technology design and high impact practices to innovate a virtual study abroad program*. Presentation for the Transformational Teaching & Learning Conference. College Station, TX.
- Williams, A. M.\*, Welder, R. M., **Kwok, M.**, & Moore, J. (2022, March). *Supporting preservice teachers' learning of word problems with linguistics*. Paper Presentation for the 49th Annual Conference of the Research Council on Mathematics Learning. Grapevine, TX.
- Welder, R. M., **Kwok, M.**, Moore, J., & Williams, A. M.\* (2022, February). *Beyond keywords: Applying Systemic Functional Linguistics to unpack the language of additive word problems*. Paper Presentation for the 26th Annual Conference of the Association of Mathematics Teacher Educators. Las Vegas, NV.
- Kwok, M.**, Moore, J., Welder, R. M., & Williams, A. M.\* (2021, December). *Beyond keywords: Unlocking the language of word problems in math*. Paper Presentation for the Annual Conference of the Literacy Research Association. Atlanta, GA.
- Kwok, M.**, Rios, A.\*, Kwok, A. (2021, December). *Countering a deficit narrative: Exploring complexity in pre-service teacher beliefs on diversity and literacy instruction*. Paper Presentation for the Annual Conference of the Literacy Research Association. Atlanta, GA.
- Welder, R. M., Williams, A. M.\*, **Kwok, M.**, & Moore, J. (2021, October). *Applying Systemic Functional Linguistics to unpack the language of additive word problems*. Paper Presentation for the 43rd Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education. Philadelphia, PA.
- Woodward, R. J. & **Kwok, M.**, (2021, June). *Creating a virtual study abroad experience to Russia*. Poster Presentation for the International Conference on Education and New Developments. Virtual.
- Woodward, R. J. & **Kwok, M.**, (2021, April). *Creating a virtual study abroad experience to Russia*. Workshop Presentation for the Transformational Teaching & Learning Conference. College Station, TX. Virtual.
- Kwok, M.**, Moore, J., Williams, A. M.\*, & Welder, R. M. (2021, March). *Integrating linguistics and mathematics to support preservice teachers in identifying structural differences in word problems*. Paper Presentation for the Annual Conference of the American Association for Applied Linguistics. Virtual.
- Rios, A.\*, **Kwok, M.**, Matthews, S., & Kwok, A. (2020, December). *A continuum from equality to equity: Analyzing teacher candidate perceptions of the interplay between literacy and multicultural instruction*. Paper Presentation for the Annual Conference of the Literacy Research Association. Virtual.
- Kwok, M.** (2020, May). *Engaging in role play to enhance empathy and teamwork building*. Workshop Session for the Transformational Teaching & Learning Conference. College Station, TX. (Conference canceled).
- Rios, A.\*, **Kwok, M. N.**, Matthews, S. D. & Kwok, A. (2020, April). *It's not just about text selection: Unearthing tensions within preservice teacher beliefs along the continuum of*



- culturally relevant literacy instruction*. Roundtable Session for the Annual Meeting of the American Educational Research Association. San Francisco, CA. (Conference Canceled)
- Kwok, M. N., Rios, A., Kwok, A. & Matthews, S. D.** (2020, April). *Teacher candidates' developing beliefs about diversity and its role in effective teaching*. Roundtable Session for the Annual Meeting of the American Educational Research Association. San Francisco, CA. (Conference Canceled)
- Rios, A.\*, **Kwok, M.**, Matthews, S., & Kwok, A. (2020, February). *Does Diversity Matter? Preservice Teacher Perceptions of Culturally Relevant Literacy Instruction*. Paper Presentation for the Annual Conference of the Association of Teacher Education. Atlantic City, NJ.
- Kwok, M.**, Matthews, S. (2019, November). *Using formative literacy assessments to break away from deficit perspectives of adolescent readers*. Roundtable Session for the Annual Conference of the Association of Literacy Educators & Researchers. Corpus Christi, TX.
- Kwok, M. N.**, Matthews, S., Fields, S. (2019, May). *Moving beyond the textbook: Using multimodal text sets to promote critical thinking*. Workshop Session for the Transformational Teaching & Learning Conference. College Station, TX.
- Kwok, M. N.**, Rainey, E., Humphrey, C. A.\* (2019, April). *Exploring disciplinary literacy practices and perspectives among high-achieving adolescents*. Poster Session at the Annual Meeting of the American Educational Research Association. Toronto, Canada.
- Kwok, M. N.**, Rainey, E., Maher, B., Moore, J. (2018, December). *Disciplinary literacy development across the school years*. Symposium Session for the Annual Conference of the American Reading Forum. Sanibel Island, FL.
- Kwok, M. N.**, Rainey, E. (2018, November). *Learning about disciplinary literacy development from higher achieving adolescents*. Paper Presentation for the Annual Conference of the Association of Literacy Educators & Researchers. Louisville, KY.
- Kwok, M. N.**, Brooks-Yip, M., Aumen, J., Venema, S., Vincent, D., Konett, E. (2016, December). *Making the conceptual and practical shift from teaching reading and writing in the content areas to disciplinary literacy*. Problems Court Session for the Annual Conference of the American Reading Forum. Sanibel Island, FL.
- Kwok, M. N.** (2016, April). *Exploring the context of professional development on disciplinary writing instruction*. Roundtable session. Poster Presentation for the Annual Meeting of the American Educational Research Association. Washington, DC.
- Kwok, M. N.** (2016, February). *Disciplinary writing instruction from professional development to classrooms*. Paper session. Paper Presentation for the Annual Conference of the National Council of Teachers of English Assembly for Research. Ypsilanti, MI.
- Kwok, M. N.** (2015, December). *Tracing disciplinary writing instruction from professional development to enactment*. Paper Presentation for the Annual Conference of the Literacy Research Association. Carlsbad, CA.
- Rainey, E., **Kwok, M. N.** (2014, December). *Promoting collaboration and strengthening small-scale qualitative research: A model for 21<sup>st</sup> century doctoral training*. Paper Presentation for the Annual Conference of the Literacy Research Association. Marco Island, FL.
- Kwok, M. N.** (2013, December). *Relationships between epistemological awareness and authority in writing*. Symposium session. Paper Presentation for the Annual Conference of the Literacy Research Association. Dallas, TX.

- Nguyen, M., & Tijunelis, V.** (2013, April). *Using functional linguistics metalanguage to promote meaningful text-based discussions*. Paper Presentation for the Annual Meeting of the American Educational Research Association. San Francisco, CA.
- Learned, J., Mihocko, E., **Nguyen, M.**, Rainey, E. & Tijunelis, V. (2012, December). *Bringing a community of practice lens to the preparation of literacy scholars: The case of a history of literacy research course*. Alternative Format Session for the Annual Conference of the Literacy Research Association. San Diego, CA.
- Stockdill, D., Learned, J., Rainey, E., **Nguyen, M.**, Rappa, N., & Moje, E. B. (2011, December). *Complicating “achievement” in adolescent literacy: Exploring differences between higher and lower achieving adolescent readers*. Symposium Session for the Annual Conference of the Literacy Research Association. Jacksonville, FL.

## INVITED PRESENTATIONS

- Intersectionality** 2024 Nov  
Asian Presidents’ Council, Texas A&M
- Identity** 2024 Oct  
Institute for the Development and Education of Asian American Leaders, Texas A&M  
2025 Sept  
*Conducted workshop for 150 students on different theories of identity.*
- Pioneering Pedagogy: An Innovative Approach to Global Education via a Virtual Study Abroad Model** 2023 Oct  
Collaborative for Innovation in Teacher Education, Texas A&M  
Woodward, J. & **Kwok, M.**  
*Conducted international workshop for practitioners interested in using the virtual model in secondary classrooms.*
- Cultural Competence** 2023 Sept  
Institute for the Development and Education of Asian American Leaders, Texas A&M  
*Conducted workshop for 150 students on the importance of cultural awareness and intercultural communication.*
- Hear from Peers: Supporting Students Navigating Uncomfortable and Challenging Concepts in the Classroom Network** 2023 Feb  
**Kwok, M.** & Pantuso, T. Center for Teaching Excellence, Texas A&M University  
*Conducted workshop for A&M System faculty members on supporting students engage in critical self-reflection.*

## UNIVERSITY TEACHING

### TEXAS A&M UNIVERSITY

#### Undergraduate Courses

**RDNG 490: Assessment in Reading Instruction in Middle Grades for ELA/Social Studies**  
*F2018, F2019, SP2019, SP2020, F2020, SP2021, F2021*

*Evaluation of middle grades students reading performance; selection, understanding, and implementation of formal and informal evaluation procedures in classroom reading assessment, diagnosis, and instruction.*

**RDNG 490: Assessment in Reading Instruction in Middle Grades for Math/Science**  
*F2018, SP2020, F2020, F2021(2 sections), SP2022, SP2023, F2023*

*Evaluation of middle grades students reading performance; selection, understanding, and implementation of formal and informal evaluation procedures in classroom reading assessment, diagnosis, and instruction.*

**RDNG 467: Reading and Language Arts** *SP2019, SP2021*

*Recent trends, issues and research on the impact of listening, oral language, process writing, grammar, spelling and handwriting on the development of reading strategies and communicative competence. Application of research in field settings.*

**EDCI 353: Early Childhood through Adolescent Education F2018, SP2019, F2019, SP2020, F2020, SP2021, SP2022 (2 sections)**

*Early childhood through adolescent approaches and instructional materials appropriate for EC through middle school programs; impact of research and theory on child development from gestation to early adolescence on instructional practices.*

**INST 222: Foundations of Education in a Multicultural Society F2019, SP2019, SP2020**

*Historical, philosophical and cultural foundations of education emphasizing education for a multicultural society.*

### Study Abroad Programs

**Study Abroad to Finland March 2025**

**Study Abroad to India March 2024**

**Virtual Study Abroad to Athens, Greece SP2022**

*Virtual study abroad to immerse students in cross-cultural experiences across a variety of experiences, including a visit to the Parthenon, street art tour, a live cooking session, and an Olympic Games workout.*

**Virtual Study Abroad to Russia and Georgia SP2021**

*Virtual study abroad to immerse students in cross-cultural experiences across a variety of experiences, including visits to schools, a Russian Orthodox Church, a live cooking session, and a ballet lesson.*

**Study Abroad to South Africa and Zimbabwe March 2020**

### Graduate Courses

**EDCI 656: Learning Theories F2020, SP2021, F2021, SP2022, F2022 (2 sections), SP2023, F2024, SP2025, F2025**

*Educational applications developed from theory and research of young learners, specifically the processes of learning.*

**EDCI 604: E-Learning Classroom Management SP2023**

*Focuses on the development of effective management skills crucial to successful instruction and student achievement; application of theory and research to practice and establish oneself as a professional in the area of classroom management; applicable to elementary, middle level, and secondary school settings.*

**EDCI 645: Society and Education in World Perspective SP2023**

*Comparative education; interrelationships among societal institutions and particular roles that education plays in different cultures and political systems.*

**EDCI 715: Academic Writing for Graduate Students SU2020, SU2021, SU2022**

*Introduction to concepts central to graduate-level writing; exploration of writing productivity strategies; investigation of strategies for synthesizing research; focused study and implementation of writing process elements; development of clarity for written expression; improvement in command over textual, rhetorical and discursive conventions common in academic writing for dissemination within school-based environments.*

### Graduate Advising

#### **Ed.D. Chair or Co-Chair**

- |                                                    |                                                       |
|----------------------------------------------------|-------------------------------------------------------|
| 1. Melissa Kelly (Co-Chair, graduated Spring 2025) | 11. Wayne Kelly (Chair, graduated Fall 2022)          |
| 2. Seneca Hart                                     | 12. Ruthie Walker (Co-Chair, graduated Fall 2022)     |
| 3. Amy Elliot                                      | 13. Laura Gallardo (Chair, graduated Fall 2022)       |
| 4. Brian Vannest (Chair)                           | 14. Robin Bova (Chair, graduated Summer 2022)         |
| 5. Keri Reynolds (Chair, graduated Fall 2024)      | 15. Victoria Metcalf (Chair, graduated Summer 2022)   |
| 6. Stefani Kelly (Chair)                           | 16. Penelope Flores (Co-Chair, graduated Summer 2021) |
| 7. Eugene Blair (Co-Chair)                         |                                                       |

8. Kara Woodley (Co-Chair, graduated summer 2023)
9. Criselda Rodriguez (Chair, graduated summer 2023)
10. Virginia Armstrong (Chair, graduated Spring 2023)

17. Allison Gilmore (Co-Chair, graduated Fall 2021)
18. Leah Kasey Lowry (Co-Chair, graduated Summer 2021)

#### **PhD Committee Member**

1. Samantha Gonzalez
2. Mohammed Taheri
3. Puskar Joshi (Graduated Fall 2024)
4. Chelsea Cole (Graduated Summer 2024)
5. Salma Ali (Graduated Fall 2023)

#### **Ed.D Committee Member**

1. Jessica Eatman
2. Sandra Richardson
3. Seth Fewell
4. Toni Harrison-Kelly (graduated Summer 2020)
5. Richele Langley (graduated Summer 2020)
6. Sharla Williams (graduated Summer 2020)

#### **M.Ed Chair**

1. Casie Longoria (graduated fall 2024)
2. Ashlee Almon (graduated Spring 2024)
3. Brenna Kilbride
4. Joanna Thomas
5. Shelby Roberts
6. Morgen Hamlin
7. Valerie Dennett
8. LaGrace Harris (graduated Fall 2023)
9. John Jopez (graduated Spring 2024)

10. Christina Martini
11. Robert Nickerson (CEHD Distinguished Honor Graduate, graduated Spring 2025)
12. Shelby Winder (graduated Spring 2024)
13. Caitlin Bowden (graduated Spring 2024)
14. Susan Burke (graduated Summer 2023)
15. Destiny White (graduated Summer 2023)
16. Nicole Kessler (graduated Spring 2023)
17. Alexandria Seldenrust (graduated Summer 2021)
18. Amy Haby (graduated Summer 2020)
19. Sharon Key (graduated Spring 2021)

#### **M.Ed. Committee Member**

1. Jennifer Castillo
2. Gintang La Oni
3. Sam Tai (graduated Fall 2024)

#### **MS Chair**

1. Alyssa Watson (TLAC Distinguished Honor Graduate, graduated Spring 2023)

#### **MS Thesis Committee Member**

2. Sainz, Amanda (EPSY, graduated Spring 2021)

### **CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO**

#### **ESEC 419: Literacy Across the Curriculum F2016, W2017, SP2018**

*This course explores how to teach reading and writing to prepare students for discipline-specific thinking across content areas. The course includes the design and implementation of formative and summative assessments in the classroom.*

#### **ESEC 410: Adolescent Development and Learning F2016, SP2018**

*The course highlights the ways adolescents interact within school settings, and examines research on adolescent development as it pertains to effective teaching. Students will explore various theories of physical, cognitive, social, and emotional development, and consider how those theories inform teaching in secondary school contexts.*

### **ESEC 545: Adolescent Literacy Tutoring F2016, F2017**

*Tutor training for students to work with low literacy and at-risk adolescents in reading. Topics include literacy methods, multicultural issues, learning disabilities and use of educational software. 20 hours lecture and 48 hours of tutoring an adolescent in a field-based setting.*

## **UNIVERSITY OF MICHIGAN**

### **EDUC 402: Reading and Writing in the Content Areas for Secondary Mathematics F2013, F2014, F2015, W2016**

*Offers an introduction to the processes of reading and writing development, emphasizing methods and materials for teaching literacy skills in elementary and junior high schools (K–8).*

### **EDUC 307: Practicum 1 for Secondary Teachers of Mathematics F2011, W2015**

*Provides students with supervised opportunities to integrate theory and practice by working with teachers in classrooms or other field settings.*

### **EDUC 307: Practicum 1 for Secondary Teachers of Social Studies/History W2014**

*Provides students with supervised opportunities to integrate theory and practice by working with teachers in classrooms or other field settings.*

## **PREVIOUS TEACHING EXPERIENCE**

|                                                                       |            |
|-----------------------------------------------------------------------|------------|
| Mentor Tutor for America Reads                                        | 2010 -2012 |
| Assistant Language Teacher, Japan Exchange and Teaching Program (JET) | 2007-2009  |
| Aomori Prefectural Board of Education                                 |            |
| Teacher, Kaplan K12 Learning Services                                 | 2006-2007  |
| ESL Specialist, California State University, Long Beach               | 2005-2006  |
| AVID Tutor, Long Beach Unified School District                        | 2004-2005  |
| Math Tutor, Long Beach Unified School District                        | 2003-2004  |

## **PROFESSIONAL SERVICE**

### **NATIONAL SERVICE and PEER REVIEW**

|                                                                                                                                                        |              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <i>Bank Street Occasional Papers</i> peer reviewer                                                                                                     | 2025         |
| <i>Teaching and Teacher Education</i> peer reviewer                                                                                                    | 2024, 2020   |
| Literacy Research Association Area 1: Teacher Education Program Chair                                                                                  | 2019-2022    |
| <i>Multicultural Perspectives</i> manuscript peer reviewer                                                                                             | 2022         |
| <i>Curriculum Inquiry</i> manuscript peer reviewer                                                                                                     | 2022-2023    |
| <i>English Teaching: Practice and Critique</i> peer reviewer                                                                                           | 2022         |
| Literacy Research Association Conference Proposal Reviewer                                                                                             | 2012-present |
| American Educational Research Association Conference Proposal Reviewer                                                                                 | 2013-present |
| Textbook review for <i>Scientific American: Child and Adolescent Development</i> .<br>(2022). Fuligni, A., Fuligni, A., & Bayne, J. (Eds.). Macmillan. | 2020-2022    |
| <i>Educational Research for Policy and Practice</i> manuscript peer reviewer                                                                           | 2021         |
| Review for Tenure, Brigham Young University-Hawaii                                                                                                     |              |
| <i>Research in the Teaching of English</i> manuscript peer reviewer                                                                                    | 2016-2018    |

### **DEPARTMENTAL and COLLEGE SERVICE**

|                                                                   |              |
|-------------------------------------------------------------------|--------------|
| <u>Texas A&amp;M University</u>                                   |              |
| Faculty Chair of Online MEd program in Curriculum and Instruction | 2022-present |

*Oversees admission, orientation, student course advising, and course scheduling for the Generalist Program. Handles student appeals, probation, and dismissal. Manages curricular alignment across the core courses and oversees the M.Ed. steering committee. Responsible for conducting program assessment through AEFIS.*

Faculty Advisor for the Institute for the Development and Education of Asian American Leaders 2024-present

*Awarded 'Best APIDA Advisor of the Year' in 2025 by the Asian President's Council*

Faculty Advisor for Asian Business Society 2023-present

Graduate Faculty Committee F2022-present

Undergraduate Committee F2023-F2024

Undergraduate Scholarships Committee Chair 2022-2024

*Trained in SPARTA, SOLAR, and Compass programs to systematically select scholarship award recipients. Maintain detailed notes in case of audit. For F2022-SP2023, 24 students awarded that totaled \$36,500. For F2023: 13 students awarded that totaled \$19,500*

Collaborative for Innovation in Teacher Education Steering Committee 2020-present

EdD Steering Committee 2019-present

Clinical Evaluation Committee 2020, 2022

Raise Your Hand Texas: Interdepartmental Curriculum Enhancement 2020-2022

(ICE) Committee

TK20 Early Adoption Committee 2020-2021

Interfolio Revising Committee 2020-2021

Undergraduate Curriculum Alignment Committee 2020-2022

EdTPA Pilot Group Committee 2020-2022

Admissions Reviewer for Online MEd Program 2018

#### California State University, San Bernardino

Co-Program Coordinator, Teacher Education and Foundations Department  
Single Subject Program 2016-2017

Transformation Leader, Single Subject Credential Program Curriculum  
Transition from Quarter to Semester 2016-2017

Editor, Single Subject Credential Program Handbook 2016-2017

### **PROFESSIONAL DEVELOPMENT and CONSULTANCIES**

#### **Michigan Association of Intermediate School Administrators and**

**General Education Leadership Network** 2016

*Design consultant to produce the Essential Literacy Instructional Practices (2018) for the state of Michigan.*

**Literacy Leadership Intensive** 2016

Center for Education Design, Evaluation and Research, University of Michigan

*Conducted in-service professional development for teachers in disciplinary literacy instruction.*

**Washtenaw Intermediate School Districts, Ann Arbor, MI** 2016

*Conducted in-service professional development for teachers and administrators in disciplinary literacy instruction.*

**Slippery Rock University, Slippery Rock, PA.** Feb 2015

*Faculty presentation on disciplinary literacy.*

**Allegan County School District, Allegan, MI** 2011

*Conducted in-service professional development for secondary ELA teachers. Focused on disciplinary literacy teaching.*

## MEDIA

- “Speaking virtual Greek,” Season 3, Episode 11. In *Around Texas with Chancellor John Sharp*. College Station, TX. Texas A&M University System. December 14, 2022.
- “Cultural experiences through virtual study abroad,” College of Education & Human Development, May 12, 2021.
- “Developing culturally-responsive educators.” College of Education & Human Development, March 16, 2021.
- “What are STEM words and their multiple meanings?” College of Education & Human Development, November 18, 2021. ([link](#))

## MEMBERSHIPS

|                                                                                               |              |
|-----------------------------------------------------------------------------------------------|--------------|
| Literacy Research Association (LRA)                                                           | 2011-present |
| American Educational Research Association (AERA)                                              | 2011-present |
| Association of Teacher Educators (ATE)                                                        | 2024-present |
| American Association for Applied Linguistics                                                  | 2021-present |
| Research Council on Mathematics Learning                                                      | 2022         |
| Association of Mathematics Teacher Educators                                                  | 2022         |
| North American Chapter of the International Group for the Psychology of Mathematics Education | 2022         |
| Association of Literacy Educators and Researchers (ALER)                                      | 2017-2019    |
| American Reading Forum (ARF)                                                                  | 2016-2018    |
| National Council of Teachers of English (NCTE)                                                | 2016-2017    |
| International Literacy Association (ILA)                                                      | 2016-2017    |

## PROFESSIONAL DEVELOPMENT

|                                                                                                                                                       |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>ACUE (Association of College and University Educators) Inclusive Teaching for Equitable Learning Microcredential</b>                               | 2021-2022 |
| Texas A&M University Center for Teaching Excellence                                                                                                   |           |
| <b>NASH-ACUE (National Association of System Heads) Scaling Instructional Excellence for Student Success Faculty Professional Development Program</b> | 2020-2021 |
| Texas A&M University Center for Teaching Excellence                                                                                                   |           |
| <b>The Humanizing Education, Learning, and Leadership Online/Offline (HELLO2) Teaching Certificate Program</b>                                        | 2019-2020 |
| Texas A&M University Center for Teaching Excellence                                                                                                   |           |
| <b>Faculty Success Program</b>                                                                                                                        | 2019-2020 |
| National Center for Faculty Development and Diversity                                                                                                 |           |