

Curriculum Vitae

Judith L Green

Distinguished Emerita Professor
Gevirtz Graduate School of Education
University of California, Santa Barbara

Phone/Cell: (805) 403-2916
EMAIL: judithlgreen@me.com

PROFESSIONAL EXPERIENCE

- 2016-present Distinguished Professor Emeritus, University of California, Santa Barb
- 2017-2019 Researcher, University of Klaipeda, Lithuania
- 2017 Teaching Exchange Professor, University of Hong Kong, Centre for the Enhancement of Teaching and Learning (CETL)
- 1990-2016 Professor Above Scale, Education, University of California, Santa Barbara
- 1983-1990 Professor, Educational Policy and Leadership, The Ohio State University
- 1980-1983 Associate Professor, Educational Development, University of Delaware
- 1975-1980 Assistant Professor, Early Childhood Education, Kent State University

EDITORIAL ACTIVITY

Editor

- 2006-2010 *Review of Research in Education*, Volume 30, 32, 34
- 2004-2010 *Ethnography & Education*, Field Editor, U.S.A. (South & West), London: Routledge
- 1992-1995 *Reading Research Quarterly*
- 1989-2004 *Language and Social Processes Book Series*, Hampton Press

JOURNAL EDITOR (Since 2000)

- 2020 Szundy, P., Castanheira, ML & Green, JL, (in press) (Eds) *press*. Research practices in literacies across languages and social domains. *Trabalhos em Linguística Aplicada. Thematic Issue*.
- 2015 Baker, W.D. & Green, J. (January 2015) (Eds.) Exploring challenges in designing and teaching (inter)disciplinary and (inter)cultural programmes in higher education. *Pedagogies: An international journal*. (10: 1)
- 2017 Baker, W.D. & Green, J., (Eds.) Exploring challenges in designing and teaching (inter)disciplinary and (inter)cultural programmes in higher education. Taylor & Francis.

- 2012 Goodwyn, A., Fuller, C. & Green, J (Eds). *Research methodologies as framing the study of English/literacy teaching and learning* English Teaching: Practice and Critique, 11 (1).
- 2010 Luke, A., Green, J. & Kelly, G. (Eds.), What Counts as Evidence. *Review of Research in Education*. Vol. 34
- 2008 Kelly, G., Green, J. & Luke, A. (Eds.), What Counts as Disciplinary knowledge. *Review of Research in Education*, Vol.32
- 2007 Skukauskaite, A., Green, J. & Lin, Y. *Pedagogies*, 3(2), Editorial Introduction: Logics of Inquiry for the Analysis of Video Artifacts: Researching the Construction of Disciplinary Knowledge in Classrooms
- 2006 Green, J. & Luke, A., (Eds.), *Review of Research in Education*, Vol. 30, Rethinking learning. Washington, DC: American Education Research Association.
- 2006 Green, J. L. & Camilli, G. & Elmore, P. B., (Eds.). *Handbook of Complementary Methods in Education Research*. Mahwah, NJ: LEA/AERA
- 2005 Beach, R, Green, J. L., Kamil, M, & Shanahan, T., (Eds.), *Multidisciplinary perspectives on literacy research* (Second Edition). Urbana, IL: National Conference for Research in English/Hampton Press.

Publications: Books and Journal Special Issues

- Kelly, G. J. & Green, J. L., (2019). *Theory and Methods for Sociocultural Research in Science and Engineering Education*. to be included in the Teaching and Learning in Science Series (series editor: Norm Lederman), NY: Routledge (open access)
- Baker, W.D. & Green, J., (2017). (Eds.) *Exploring challenges in designing and teaching (inter)disciplinary and (inter)cultural programmes in higher education*. Taylor & Francis.
- Baker, W.D. & Green, J. (January 2015) (Eds.) *Exploring challenges in designing and teaching (inter)disciplinary and (inter)cultural programmes in higher education. Pedagogies: An international journal*. (10: 1)
- Luke, A., Green, J. & Kelly, G. (2010). (Eds.), *What Counts as Evidence. Review of Research in Education*. Vol. 34
- Kelly, G., Green, J. & Luke, A. (2008) (Eds.), *What Counts as Disciplinary knowledge. Review of Research in Education, Vol.32*
- Green, J. & Luke, A., (2006) (Eds.), *Review of Research in Education, Vol. 30, Rethinking learning*. Washington, DC: American Education Research Association.
- Green, J. L. & Camilli, G. & Elmore, P. B. (2006) (Eds.). *Handbook of Complementary Methods in Education Research*. Mahwah, NJ: LEA/AERA
- Beach, R, Green, J. L., Kamil, M, & Shanahan, T., (2005) (Eds.), *Multidisciplinary perspectives on literacy research* (Second Edition). Urbana, IL: National Conference for Research in English/Hampton Press.
- Beach, R, Green, J, Kamil, M, & Shanahan, T., (1992).(Eds.), *Multidisciplinary perspectives on literacy research*. Urbana, IL: National Conference for Research in English
- Green, J.L., & Harker, J. (1988). (Eds.), *Multiple perspective analyses of classroom discourse : Methods and issues*. Norwood, NJ, Ablex.
- Green & Wallat/Green & Dixon (1983-1992). *Language and Social Processes*, Book Series (8 volumes)
- Green, J. L. & Wallat, C. (1981). (Eds.) *Ethnography and language in educational settings*, Volume 5. In Roy O. Freedle (Series Editor), *Advances in discourse processes*, Norwood: NJ, Ablex.

PUBLICATIONS: ARTICLES AND CHAPTERS (Since 1990)

- Green, J.L., Kalainoff, M. & Skukauskaite, A.S. (2020) *Researching language in use in classrooms*. In T. Good & M. McCaslin. *Routledge Encyclopedia of Education, Educational Psychology*.]
- Green, J.L., Chian, M. & Stewart, E.A., Courtney Cazden, Game Changer. In P. Atkinson, S. Delamont, R. Williams, A. Cernat (Eds.), *The Sage Encyclopedia of Research Methods*. London: Sage.
- Green, J.L., Gumperz, John. Street, B. (Ed). *International Encyclopedia of Anthropology, Language and Education*.
- Bloome, D. & Green, J., (2018) *Ethnography*. In B. Frey (Ed.), *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*. Thousand Oaks, CA: Sage

- Green, J. & Chian, M. (2018) Triangulation. In B. Frey (Ed.), *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*. Thousand Oaks, CA: Sage
- Green, J.L., & Bridges, S., (2017). Interactional Ethnography. In F. Fischer, C. E. Hmelo-Silver, S. Goldman & P. Reimann, *International Handbook of the Learning Sciences* NY: Routledge/ Taylor & Francis
- Green, J., Chian, M., Stewart, E, with Brooks, L.A., Saveri, A., Couch, S., Stewart, A. & Yeager, B, (2017). What is an ethnographic archive an archive of? A Telling Case of Challenges in Exploring Developing Interdisciplinary Programs in Higher Education. *Acta Paedagogica Vilnensia*. Lithuania, Klaipeda University.
- Katz, L. & Green, J., (2017). Researching the intersection of program supervision and field placements: Interactional Ethnographic Telling Cases of reflexive decision-making process., In M. Peters, B. Cowie, and I. Menter, (Eds.), *Companion to Research on Teacher Education*. Springer
- Green, J., Joo, J., Dai, Y., Hirsch, T., Chian, M., David, P. B., (2017). Challenges in understanding different epistemologies for studying learning: A telling case of constructing a new research agenda. *International Journal of Educational Research* 84 (2017) 119–126
- Baker, W.D., & Green, J.L., (2016) On Transdisciplinary Dialogues Through Interactional Ethnographic Studies: A Commentary on Skinner, *Mind, Culture & Society*, Special Issues Edited by B. Weber & J. Vadeboncoeur (Eds.), *Engaged Philosophical Inquiry (EPI)* Reflexive Exploration of Conceptual Understandings of Teaching-Learning Relationships. *Pedagogies: An international journal*. (10: 1)
- Bloome, D. & Green, J. (2015). The Social and Linguistic Turns In Studying Language And Literacy. In K. Pahl & J. Rowsell (Eds.), *The Routledge Handbook of Literacy Studies*. Oxfordshire, UK: Taylor & Francis Routledge.
- Green, J., Castanheira, M., Skukauskaite, A., & Hammond, J., (2015). Developing a multi-faceted research process: An ethnographic perspective for reading across traditions. In. N. Markee (Ed.), *Handbook of classroom discourse and interaction*, Oxford: Wiley-Blackwell
- Bridges, S. M., Green, J., Botelho, M. G., & Tsang, P. C. S. (2014). Blended learning and PBL: An interactional ethnographic approach to understanding knowledge construction in-situ. In A. Walker, H. Leary, C. Hmelo- Silver, & P. A. Ertmer (Eds.), *Essential readings in problem-based learning*. West Lafayette, IN: Purdue Press.
- Green, J., Skukauskaite, A., & Castanheira, M. L., (2013) Studying the Discursive Construction of Learning Lives for Individuals and the Collective In. O. Erstad & J. Sefton-Green, *Identity, Community, and Learning Lives in the Digital Age*. Cambridge: Cambridge University Press.
- Green, J. & Stewart, A., (2013). A Brief History of Linguistic Perspectives in Qualitative Research in Education In S. Delamont, *Handbook of Qualitative Research in Education*. London: Edward Elgar
- Green, J. & Bloome, D., (2012). Video Documentation and Analysis in Literacy Research. In C.A. Chapelle(Ed.) *The Encyclopedia of Applied Linguistics*. Oxford: Wiley-Blackwells
- Hill-Bonnet, L., Green, J., Yeager, B., & Reid, J. (2012). Exploring Dialogic Opportunities for Learning and (Re)negotiating Selves: An Ethnographic Telling Case of Learning to Be Social. In B. Ligorio & M. Cesar (Eds.). *The interplays between dialogical learning and dialogical self*. Information Age
- Green, J.L., Skukauskaite, A., & Baker, D., (2012). Ethnography as Epistemology: An Introduction to Educational Ethnography. In J. Arthur, M.I. Waring, R. Coe, and L.V. Hedges (Eds.), *Research*

Methodologies and Methods in Education. London: Sage

- Bridges, S., Botelho, M., Green, J. L., & Chau, A. C. M. (2012). Multimodality in problem-based learning (PBL): An interactional ethnography. In S. Bridges, C. McGrath, & T. L. Whitehill (Eds.), *Problem-based learning in clinical education* (Vol. 8, pp. 99–120). Dordrecht, The Netherlands: Springer.
- Green, J.L., (2011). Epilogue. In D. Fernie, S. Madrid & R. Kantor, *Educating Toddlers to Teachers*, Creskill, NJ: Hampton
- Green, J., (2011). History Column: Three Questions A Virtual Interview with Judith Green, Qualitative Research Special Interest Group Newsletter.
- Baker, W.D., & Green, J.L., (2011). A Microethnographic approach to Exploring Positioning Theory as Educational Action. In C. Brock & M. McVee (Eds.), *Positioning Theory in Literacy*. Creskill, NJ: Hampton.
- Green, J. & Heras, A., (2011). Identities in Shifting Educational Policy Contexts: The Consequences of Moving from Two Languages, One Community to English Only. In G. López-Bonilla, & I. Englander (Eds.), *Discourses and Identities in Contexts of Educational Change*. New York: Peter Lang Publishing.
- Green, J.L., Castanheira, M.L., & Yeager, B., (2011) Researching the Opportunities for learning for students with learning difficulties in classrooms: An Ethnographic Perspective. In C. Wyatt-Smith, J. Elkins & S. Gunn (Eds.). *Multiple perspectives on difficulties in learning literacy and numeracy*. Springer
- Heras, A.I. & Green, J., (2011). Identidades y políticas públicas educativas. Las consecuencias de cambiar de una comunidad bilingüe a inglés como única lengua de instrucción. In G. López Bonilla y Carmen Pérez Frago, *Discursos e identidades en contextos de cambio Educativo*. Mexico: Plaza y Valdez
- Skukauskaite, A. & Green, J., (2010). Research as social action: constructing critical dialogue as a complex social and educational phenomenon In L. Jennings, *Sites of Possibility: Critical Dialogue Across educational Settings*. Hampton Press.
- Putney, L. & Green, J., (2010) The Roots and Routes of Teacher-Based Action Research and Curriculum Inquiry: An Historical Perspective in P.D. Pearson & A. Luke, (Eds.), *International Encyclopedia of Education*. Elsevier.
- Dixon, C. & Green, J. (2009). How a Community of Inquiry Shapes and Is Shaped by Policies: The Santa Barbara Classroom Discourse Group Experience As A Telling Case. *Language Arts*, 65 (4), pp. 280-289.
- Yeager, B., & Green, J., (2009). 'We Have Our Own Language as Well as the Languages We Bring': Constructing Opportunities for Learning Through a Language of the Classroom. In Katz, L. & Scott, J.C., (Eds.), *Affirming Students' Right to their Own Language: Bridging Educational Policies and Literacy/Language Arts Teaching Practices*. Urbana, Ill.: National Council of Teachers of English.
- Yeager, B., Green, J. & Castanheira, M., (2009). Two Languages One Community: On the Discursive Construction of Community in Bilingual Classrooms. In K. Kumpulainen & M. Cesar (Eds.). *Social Interactions in Multicultural Settings*. The Netherlands: Sense Publishers.
- Green, J. & Skukauskaite, A., (2008). Becoming Critical Readers: Issues in Transparency, Representation, and Warranting of Claims, *Educational Researcher*, 37 (1), pp. 30–40.
- Castanheira, M., Green, J. & Yeager, B., (2008). Investigating inclusive practices: An interactional ethnographic approach. In K. Kumpulainen, C. Hmelo-Silver, & M. Cesar (Eds.) *Investigating*

classroom interaction: Methodologies in action. Sense Publishers

- Baker, W.D., Green, J. & Skukauskaite, A., (2008). Video-Enabled Ethnographic Research: A Microethnographic Perspective. In G. Walford (Ed.), *How to do educational ethnography*. London: Tufnell Press.
- Green, J., Yeager, B., & Castanheira, M. (2008). Talking Texts into Being: On the Social Construction of Everyday Life and Academic Knowledge in the Classroom. In N. Mercer & S. Hodgkinson(Eds.). *Exploring Talk in Schools: Inspired by the Work of Douglas Barnes*. London: Sage.
- Baker, W.D., & Green, J. (2007). Limits to certainty in interpreting video data: Interactional Ethnography and disciplinary knowledge.
- Ho, H-Z, Yeager, B, Green, J, Dixon C. and Tomlinson, H. with Desler G. and Rogers-O'Reilly, J., (2007). Archeology of a Virtual Tour: Uncovering the Layers of Student Engagement with Complex Issues of Race in Digital Space, *Screening Noir: A Journal of Film, Television and New Media Culture*, 1(2), 63-80
- Green, J. & Dixon, *Classroom Interaction and Situated Learning*. In Marilyn Martin-Jones and Anne- Marie de Mejía, *Encyclopedia Of Language And Education*, Volume 3, Discourse and Education, New York: Springer.
- Castanheira, ML, Green, JL. Dixon, CN, & Yeager. (2007). (Re)Formulating Identities In The Face Of Fluid Modernity: An Interactional Ethnographic Approach, *International Journal of Educational Research*.3- 4, 172-189
- Castanheira, M.L., Green, J.L., & Dixon, C.N., (2007). Práticas de Letramento em Sala de Aula: Uma Análise de Ações Letradas, *Revista Portuguesa de Educação*.
- Skukauskaite, A., Liu, Y., & Green, J., (2007). Logics of Inquiry for the Analysis of Video Artefacts: Researching the Construction of Disciplinary Knowledge in Classrooms, *Pedagogies*, 2(3).
- Green, J. & Dixon, C.N., (2007). *Classroom Interaction and Situated Learning*. In Marilyn Martin-Jones and Anne- Marie de Mejía, *Encyclopedia Of Language And Education*, Volume 3, Discourse and Education, New York: Springer 2007 Rex, L. & Green, *Classroom Discourse and Interaction: Reading Across the Traditions*. In B. Spolsky & F. Hult (Eds.), *Handbook of Educational Linguistics*. Oxford: Blackwell.
- Green, J., Skukauskaite, A., & Wyatt-Smith, C., (2007) (Eds). Introduction: Classroom Interaction and Curriculum Changes, *Journal of Classroom Interaction*,
- Castanheira. M.L., Green, J., Dixon, C. & Yeager, B., (2007). Studying the complexity of classroom life: Dimensions of identity construction in a bilingual fifth grade.(*Proceedings of the 1st International ABRAPUI Conference, realized at School of Letters, UFMG, Brazil, JUNE 3-6, 2007 ISBN: 978-85-7758- 017-0*)
- Green, J., Skukauskaite, A., Dixon, C. & Cordova, R. (2007). Epistemological Issues in the Analysis of Video Records: Interactional Ethnography as a Logic of Inquiry. In Pea, R., Goldman, Barron, R, Derry, S., (Eds.), contribution to *Video Research in the Learning Sciences*, Mahwah, NJ: Lawrence Erlbaum Associates.
- Green, J. L., Camilli, G. & Elmore, P. B. (2006). Introduction to the Handbook: What's Complementary about complementary methods. (pp.xv-xx). In Green, J. L, Camilli, G. & Elmore, P.B. (Eds.) *Handbook of Complementary Methods in Education Research*. Mahwah, NJ: Lawrence Erlbaum for American Educational Research Association

- Dixon, C., Green, J.L. & Brandts, L., (2005). Studying the discursive construction of texts in classrooms through interactional ethnography. In Beach, R., Green, J., Kamil, M. & Shanahan, T. (Eds.), *Multidisciplinary Perspectives on Literacy Research*. Cresskill, NJ: Hampton Press. p.349-390
- Green, J., Introduction Discourse & Language. In Beach, R., Green, J., Kamil, M. & Shanahan, T. (Eds.), (2005) *Multidisciplinary Perspectives on Literacy Research (Second ed)*. Cresskill, NJ: Hampton Press.
- Santa Barbara Classroom Discourse Group (Tuyay, S., Yeager, B. & Green, J.). (2005). Tools for thinking about multiple perspectives and angles of vision on data. *Language Arts* 83 (2).
- Green, J., Dixon, C., & Putney, L., (2004). Qualitative and Ethnographic Research Methods, In S. Goldman (Ed.), *Encyclopedia of Education*. NY: Macmillan
- Green, J. & Dixon, C., (2004). Exploring Differences in Perspectives on Microanalysis of Classroom Discourse: Contributions and Concerns. *Journal of Applied Linguistics*, 23(2).
- Skukauskaite, A. & Green, J. L. (2004). A conversation with Bakhtin: on inquiry and dialogic thinking. *Journal of Russian and East European Psychology* 42 (6), pp. 59-75. Armonk, NY: M. E. Sharpe.
- Yeager, B, Cordova, R., Tuyay, S., Green, J., Dixon, C., & Frank, C., (2004) Suggestions for Further Reading on Students and Teachers as Ethnographers. *Language Arts*, 81 (5), p, 427
- Green, J., Dixon, C., & Zaharlick, A., (2003) Ethnography as a Logic of Inquiry. In J. Flood, D. Lapp & J. Squire (Eds.) *The Handbook for Research in the Teaching of the English Language Arts*. New Jersey: Erlbaum.
- Green, J.L., & Dixon, C., (2002). Discourse Analysis, In B. Guzzetti (Ed.), *Literacy in America: An encyclopedia* (pp. 135-139). Denver, CO: ABC-CLIO
- Green, J.L., & Dixon, C., (2002). Reading in context, In B. Guzzetti (Ed.), *Literacy in America: An encyclopedia*. Denver, CO: ABC-CLIO
- Kelly, G., Crawford, T., & Green, J.L., (2001). Common task and uncommon knowledge: Dissenting voices in the discursive construction of physics across small laboratory, *Linguistics and Education*, 12(2), 135-174
- Castanheira, M.L., Crawford, T., Dixon, C., & Green, J.L., (2001). Interactional ethnography: An approach to studying the social construction of literate practices, *Linguistics and Education*, 11(4), 353-400
- Crawford, T., Castanheira, M.L., Dixon, C., & Green, J.L. (2001) What counts as literacy: An interactional, ethnographic perspective, In J. Cummings & C. Wyatt-Smith (Eds.) *Literacy and the curriculum: Success in senior secondary schooling*, (pp. 32-43). Australia: The ACER Press
- Putney, L., Green, J.L., Dixon, C., & Kelly, G. (1999). Evolution of qualitative research methodology: Looking beyond defense to possibilities, *Annual Review of Educational Psychology* (Reprint), *Reading Research Quarterly*, 34(3), 368-377
- Jennings, L., & Green, J.L., (1999). Locating democratic and transformative practices in classroom discourse, *Journal of Classroom Interaction*, 34(2)
- Green, J.L., & McClelland, M., (1999). What difference does the difference make? Understanding difference across perspectives. *Discourse Processes*, 27(2), 393-406

- Dixon, C., Green, J.L., & Frank, C., (1999). Classrooms as cultures: Understanding the constructed nature of life in classrooms. *Primary Voices*, 7(3), 3-10.
- Green, J.L., Rex, L., & Dixon, C., (1998). What counts when context counts? The uncommon common language of literacy research, *Journal of Literacy Research*, 30(3), 405-433.
- Yeager, B., Floriani, A., & Green, J.L., (1998). Learning to see learning in the classroom: Developing an ethnographic perspective, In D. Bloome, & A. Egan-Robertson (Eds.), *Students as researchers of culture and language in their own communities*, (pp. 115-139). Cresskill, NJ: Hampton
- Gee, J., & Green, J.L., (1998). Discourse analysis, learning, and social practice: A methodological study. In P.D. Pearson & A. Iran-Nejad (Eds.), *Review of research in education*, 23, 119-169. Washington, DC: American Educational Research Association
- Kelly, G. & Green, J.L., (1997). The social nature of knowing: Toward a sociocultural perspective on conceptual change and knowledge construction, In B. Guzzetti & C. Hynd (Eds.), *Perspective on conceptual change: multiple ways to understand knowing and learning in a complex world*, (pp. 145-181). Mahwah, NJ: Lawrence Erlbaum.
- Green, J.L., & Dixon, C., (1997). The construction of social competencies through talk. In B. Davies, & D. Corson (Eds.), *Encyclopedia of language and education*, Vol. 3: *Oral discourse and education*, (pp. 147-156). Dordrecht, The Netherlands: Kluwer Academic.
- Green, J.L. & Bloome, D., (1997). Ethnography and ethnographers of and in education: A situated perspective. In J. Flood, S.B. Heath, & D. Lapp, (Eds.), *Handbook of research on teaching literacy through the communicative and visual arts* (pp. 181-202). New York: MacMillan
- Green, J.L., Franquiz, M., & Dixon, C., (1997). The myth of the objective transcript: Transcribing as a situated act, *TESOL Quarterly*, 31(1), 172-176.
- Kyratzis, A. & Green, J.L., (1997). Jointly constructed narratives in classrooms: Co-construction of friendship and community through language. *Teaching and Teacher Education*, 13(1), 17-37
- Green, J.L., Kelly, G.J., Castanheira, M.L., Esch, J., Frank, C., Hodel, M., Putney, L., & Rodarte, M., (1996). Conceptualizing a basis for understanding: What differences do differences make? *Educational Psychologist*, 31(3/4), 227-234
- Green, J.L. & Dixon, C., (1996). Language of literacy dialogues: Facing the future or reproducing the past, *Journal of Literacy Research*, 28(2), 289-324
- Green, J.L. & Dixon, C., (1996). Language of literacy dialogues: Facing the future or reproducing the past, *Journal of Literacy Research*, 28(2), 289-324
- Green, J.L., Kantor, R., & Rogers, T., (1995). Exploring the complexity of language and learning in classroom contexts. In S. Hynds & D. Rubin (Eds.), *Perspectives on talk and learning*, (pp. 73-90). Urbana, IL: National Council of Teachers of English
- Santa Barbara Classroom Discourse Group (Floriani, A., Heras, A., Franquiz, M., Yeager, B., Jennings, L., Green, J.L., & Dixon, C.N.). (1995) In R. Macias, & R. Garcia (Eds.), *Changing schools for changing students: An anthology of research on language minorities, schools & society* (pp. 63-106). Santa Barbara, CA: Linguistic Minority Research Institute
- Tuyay, S., Floriani, A., Yeager, B., Dixon, C., & Green, J. (1995). Constructing an integrated, inquiry oriented approach in classrooms: A cross-case analysis of social, literate, and academic practices. *Journal of classroom interaction*, 30(2), pp. 1-15

- Baker, C., & Green, J., (1995). Guest Editors' Introduction to Special Issue. The Australian journal of language and literacy Australian Literacy Educators' Association Ltd, pp. 101-104
- Green, J.L. & Dixon, C., (1994) The social construction of classroom life. In A. Purves (Ed.) The international encyclopedia of English and the Language Arts. New York: Scholastic, Vol. II, pp. 1075-107
- Green, J.L., & Dixon, C. (1993). Introduction to special issue on Talking knowledge into being: Discursive and social practices in classrooms. *Linguistics & Education*, 5(3&4), pp. 231-240.
- Fránquiz, M., Green, J.L. & Craviotto, E. (1993). What is meant by quality of teaching? Towards a social constructionist perspective on teacher education. *Education research and perspectives*, 20 (1), pp. 24-35.
- Collins, E. & Green, J. (1992). Learning in classroom settings: Making and breaking a culture. In R. Clift & C. Evertson (Eds.), *New directions in teaching and learning research*. Washington, D.C.: ERIC Clearinghouse, pp. 85-98.
- Collins, E. & Green, J. (1992). Learning in classroom settings: Making and breaking a culture. In H. Marshall (Ed.), *Redefining learning: Roots of Educational Change*. Norwood, NJ: Ablex pp. 59-86.
- Beach, R., Green, J., Kamil, M., & Shanahan, T. (1992). Introduction, in R. Beach, J. Green, M. Kamil, & T. Shanahan (Eds.), *Multidisciplinary perspectives on literacy research*. Urbana, IL: National Conference for Research in English, pp. 1-16
- Green, J. (1992). Multiple perspectives: Issues and directions. In R. Beach, J. Green, M. Kamil, & T. Shanahan (Eds.), *Multidisciplinary perspectives on literacy research*. Urbana, IL: National Conference for Research in English, pp. 19-34.
- Santa Barbara Classroom Discourse Group (Green, J., Dixon, C., Lin, L., Floriani, A., & Bradley M., Paxton, S., Mattern, C., & Bergamo, H.). (1992). Constructing literacy in classrooms: Literate action as social accomplishment. In H. Marshall (Ed.), *Redefining learning: Roots of educational reform*. Norwood, NJ: Ablex, pp. 119-151.
- Santa Barbara Classroom Discourse Group (Green, J., Dixon, C., De La Cruz, E. Lin, L., Floriani, A., Brandts, L., Paxton, S., & Mattern, C.) (1992). Do you see what we see? The referential and intertextual nature of classroom life. *Journal of classroom interaction*, 27(2), pp. 29-35.
- Green, J. & Dixon, C., (1992). Guest Editors, special issue on International Research Perspectives of Classroom Research *Journal of classroom interaction*, 27(2)
- Kantor, R., Green, J., Bradley, M. & Lin, L., (1992). The construction of schooled discourse repertoires: An interactional sociolinguistic perspective on learning to talk in preschool. *Linguistics & Education*, 4, pp. 131-172.
- Zaharlich, A., & Green, J. (1991). Ethnographic research. In J. Flood, J. S. Jensen, D. Lapp & J. Squire (Eds.), *Handbook on teaching the English language arts*. New York: MacMillan, pp. 205-226.
- Bloome, D. & Green, J. (1991). Educational contexts of literacy. In W. Grabe (Ed.), *Annual review of applied linguistics*. New York: Cambridge University Press, Vol. 12, pp. 49-70.
- Green, J. & Allestaht-Snyder, M. (1991) Constructing data: Exploring the relationship between theory and analysis. In M.J. McGee-Brown (Ed.), *Diversity and design: studying culture and the individual*. Athens, Georgia: University of Georgia, pp. 76-86
- Green, J., & Collins, E. (1991). Challenges to qualitative research: An overview. In M.J. McGee-Brown (Ed.), *Processes, Applications, and Ethics in Qualitative Research*. Proceedings from the 3rd annual

- conference of the Qualitative Interest Group. Athens, GA: University of Georgia, pp.101-117.
- Green, J. L., & Meyer, L. A.(1991) The embeddedness of reading in classroom life: Reading as asituated process. In C. Baker & A. Luke (Eds.), *Towards a critical sociology of reading pedagogy*.Amsterdam: John Benjamins Publishing Co., pp. 141-160
- Green, J. L., & Weade, R. (1991). The social construction of classroom reading: Beyond method.*Australian journal of reading*, 13(4), pp. 326-336.
- Green, J. L. Reading is a social process. (1990). In J. Howell, A. McNamara, & M. Clough (Eds.),*Social context of literacy*. Proceedings of the 15th Australian Reading Association NationalConference. Canberra, pp. 104-123.
- Rogers, T., Green, J., & Nussbaum, N. R. (1990)Asking questions about questions. In C. Hynds &D. Rubin (Eds.), *Perspectives on talk and learning*. Urbana, IL: National Council of Teachers ofEnglish, pp. 73-90.
- Green, J., Kantor, R., & Rogers, T. (1990). Exploring the complexity of language and learning in theclassroom. In L. Idol and B. Jones (Eds.), *Educational values and cognitive instruction: Implications forreform*, Vol. II. Hillsdale, NJ: Erlbaum, pp. 333-364.
- Green, J., & Chandler, S. (1990). Toward a dialogue about implementation within a conceptual cycleof inquiry. In E. Guba (Ed). *Paradigm Dialogue*. Newbury Park, CA: Sage, pp. 202-215.
- Collins, E., & Green, J. (1990). Metaphors: The construction of a perspective. *Theory into practice*,29(2), pp. 71-77.
- Weade, R., & Green, J. (1989). Reading in the instructional context: An international sociolinguistics perspective. In G. Emihovich (Ed.), *Locating learning across the curriculum: Ethnographic perspectives on classroom research*. Norwood, NJ: Ablex pp. 17-56.
- Green, J. L., Weade, R., & Graham, K. Lesson construction and student participation: A Sociolinguistic analysis. In J. L. Green and J. Harker (Eds.), *Multiple perspective analyses ofclassroom discourse*. Norwood, NJ: Ablex, pp. 11-48.
- Green, J., & Hough, J., (1987). Understanding instruction. *Theory Into Practice*, 26(1), Winter 1987.
- Green, J. L., Harker, J. O., & Golden, J. (1987). M. Lesson construction: Differing views. In G. Noblit and W. Pink (Eds.), *Schooling in social context: Qualitative studies*. Norwood, NJ: Ablex, pp. 46-77
- Green, J. L., & Weade, R. (1987). In search of meaning: The sociolinguistic perspective on lessonconstruction and reading. In D. Bloome (Ed.), *Literacy and schooling*. Norwood, NJ: Ablex, pp. 4-30.
- Evertson, C., & Green, J. L. (1986). Observation as inquiry and method. In M. Wittrock (Ed.), *Handbook of research on teaching (3rd ed)*. New York: MacMillan, pp. 160-213.
- Green, J. L., & Weade, R. (1986). Reading between the words: Social cues to lesson participation.*Theory Into Practice*, 24(1), pp. 14-22.

REPRESENTATIVE PRESENTATIONS (2013-present)

- Green, J., (2018) Ethnographic Eyes. Invited Keynote The 13th International Conference on the Learning: Rethinking learning in the digital age: Making the Learning Sciences count, London, England. June 26, 2018

- Green, J. L., (2017). An Interactional Ethnographic Perspective for Studying In Convergence Education Initiatives. Korean Language Education Research Institute International Conference, October 27-28, 2017, Seoul, Korea
- Green, J.L., (2017). Exploring learning opportunities within an ethnographic study. Text, context and intercontextuality as socially constructed. Korean Language Education Research Institute, October 26, 2017
- Green, J.L., (2017). Symposium on Innovations and Challenges in Literacy Studies in Latin America and Beyond: Implications for Academic Literacies. World Congress of the International Association of Applied Linguistics, Rio de Janeiro, Brasil, June, 2017.
- Green, J.L. Panelist on Colloquium on Ethnographic Perspectives. Federal Universidade do Minas Gerais, June 2017.
- Green, J.L. Seminar on Interactional Ethnography as a Logic-of-inquiry, Federal Universidade do Minas Gerais, Brasil, June, 2017
- Green, J.L., On ethnography & classes as cultures-in-the-making: Interactional ethnography as a logic-of-inquiry. University of Hong Kong, May 2017.
- Green, J.L., Ethnography as a non-linear logic-of-inquiry. University of Hong Kong, May 25, 2017.
- Green, J.L., A seminar on an Interactional ethnographic approach to discourse analysis, May 25, 2017.
- Green, J.L., Organizer and Discussant. Structured poster session on Researching challenges in designing innovative learning opportunities in novel interdisciplinary and inter-professional undergraduate/graduate contexts, American Educational Research Association, 2017.
- Green, J.L., Baker, D. & Bloome, D., Wossrkshop on Ethnographic research. National Council of Teachers of English Assembly for Research, San Francisco, CA, February, 2017
- Green, J.L., Panel member for Festschrift for Brian Street, Brighton, England, November 2016
- Dai, Y. & Green, J., On Making Transparent an Ethnographic Logic-in-Use: A Telling Case of Analytic Processes, (Re)thinking Ethnography. Klaipeda University, Lithuania, Funded by Lithuanian Ministry of Science and Education. June 2016.
- Green, J., Invited 5 day Workshop on Interactional Ethnography As Abductive Processes and a Non- Linear Logic Of Inquiry. Klaipeda University, Lithuania, Funded by Lithuanian Ministry of Science and Education. June 23-28.
- Green, J., What is an ethnographic archive an archive of? A Telling Case of Challenges in Exploring Developing Interdisciplinary Programs in Higher Education. Rethinking Educational Ethnography Conference. Boras, Sweden. June 11-13.
- Green, J. L. Dai, Y. & Joo, J. On What Is Learned Through Interdisciplinary/Transdisciplinary Challenges: Multiple Perspectives and Multiple Sites for Learning, NCTE Assembly for Research
- Green, J., Chian, M., Stewart, E., Dai, Y. & Joo, J. What's Happening Here: Ethnographic Eyes on Analyzing Video. American Educational Research Association. Chicago, Illinois
- Green, J., Dai, Y., Chian, M. Stewart, E., Joo, J., AERA Undergraduate Student Education Research Training Workshop, American Educational Research Association, Chicago, Illinois 2015.

- Green, J., Invited speaker. A Giant Step Toward Justice in Conducting Education Research and Praxis: The Call for Integrated Study and Research Teams - Interactive Town Hall Session, American Educational Research Association, Chicago, Illinois, 2015
- Green, J.L., Discussant. Emergent Forms of Dialogic Pedagogy: How Culture, Policy, and School Conditions Shape Local Teacher Enactments. American Education Research Association, Chicago, Illinois, 2015.
- Green, J., Understanding Language, Culture, and Contexts: Methodological Contributions in Education Research, American Education Research Association, Chicago, Illinois 2015
- Green, J., Uncovering Intellectual and Conceptual Underpinnings of Innovative and Nontraditional Contexts for Learning Across Disciplines. American Education Research Association, Chicago, Illinois 2015.
- Green, J., Language and Social Processes SIG Mentoring Workshop and Roundtable Conversation: Creating Dialogue Across "Generations" of Scholars, American Education Research Association, Chicago, Illinois, 2015
- Green, J. L. Discussant for The Role of Teachers' Discourse and Assessment on Student Learning, Literacy Research Association, December 3-6, Marcos Island, Florida, 2014
- Green, J.L., Discussant for Written and Oral Argumentation in Elementary and Middle School Contexts Literacy Research Association, December 3-6, Marcos Island, Florida, 2014
- Green, J., Community Session, *Catherine Compton-Lilly, Judith Green, Kris Gutierrez, David Bloome*, Discourse Analysis in Educational Research Conference, The Ohio State University, Columbus, Ohio, 2014
- Green, J. L. (organizer). Panel: The Problem of Context(s) When (Re)constructing Data Sets From Archived Records. American Educational Research Association, Division G, Philadelphia, PA, 2014
- Green, J. L. (organizer). Panel: The Problem of Context(s) When (Re)constructing Data Sets From Archived Records. American Educational Research Association, Division G, Philadelphia, PA, 2014
- Green, J. L. (organizer). Panel: The Problem of Context(s) When (Re)constructing Data Sets From Archived Records. American Educational Research Association, Division G, Philadelphia, PA, 2014
- Green, J. L. Rich points as Anchors: Locating Multiple Levels of Contexts in Ethnographic Archives, American Education Research Association, Division G, Social Contexts of Education, Philadelphia, PA, 2014
- Green, J. L. An Interactional Ethnography Perspective On language complexity and access to education. American Education Research Association, Division D. Research Methods, Philadelphia, PA (2014).
- Green, J.L., Keynote, Education and Technology Partnerships as Intercultural Communities: An Ethnographic Perspective. Hong Kong University. 2014
- Green, J., An Interactional Ethnographic Approach to Discourse Analysis: Developing A Transparent Logic of Inquiry For Analyzing Discourse from an Ethnographic Perspective to Warrant Claims of Learning to be x, to do y or and to know z Within and Across Times and Events, Faculty of Education, Hong Kong University. 2014.
- Green, J., Analyzing Life in Classrooms and other Educational Settings: Designing, Entering and Engaging in Classroom Research as an Interactional Ethnographer, Faculty of Education, University of Hong Kong, 2014

Green, J. & Putney, L., *Exploring Ethnographic Logics in a Languaculture Group*. Research Workshop. Mary Immaculate College, University of Limerick, Ireland, 2013

Green, J. Keynote, On the Interdependence of Theory & Method Relationships: Interactional Ethnography as Epistemology. Mary Immaculate College, University of Limerick, Ireland 2013

Sciaky, E., Green, J. & Gautier-Downes, C., Using Interactional Ethnography to Analyze Jointly Constructed Interactional Opportunities in an Online Course. Poster Presentation. American Education Research Association, San Francisco 2013

Andrade, A., Castanheira, M. L., & Green, J., Talking Texts Into Being In A History Classroom In A Public Secondary School In A Large Brazilian City. American Education Research Association , 2013.

HONORS (SELECTED)

2016 Graduate Mentoring Award, University of California, Santa Barbara, Academic Senate

2014 John J. Gumperz, Lifetime Achievement in Scholarship Award, Language and Social Processes Special Interest Group, American Educational Research Association.

2013 American Educational Research Association, Outstanding Reviewer Award, *American Educational Research Journal*

2013 Elected Member, Reading Hall of Fame

2010 Elected Fellow, American Educational research Association

2010 American Educational Research Association, Outstanding Reviewer Award, *Educational Researcher*

2006 American Educational Research Association, Division G: Social Contexts of Education. Life-Time Achievement Award

2006 Sir Alan Sewell Research Fellowship, Griffith University, Brisbane, Australia

REVIEWS GOVERNMENT: (Since 2010)

2018 National Science Foundation Panel, Invited. Review panel for the DRK12 program: Science classroom discourse and learning and instruction

2013 National Science Foundation Panel, Technology and Education

HONORS (SELECTED)

Graduate Mentoring Award, (2016). University of California, Santa Barbara, Academic Senate

John J. Gumperz, Lifetime Achievement in Scholarship Award, (2014). Language and Social Processes Special Interest Group, American Educational Research Association.

American Educational Research Association,(2013). Outstanding Reviewer Award, *American Educational Research Journal*

Elected Member, (2013). Reading Hall of Fame

Elected Fellow, American Educational research Association, 2010.

American Educational Research Association, (2010). Outstanding Reviewer Award, *Educational Researcher*

American Educational Research Association, Division G: Social Contexts of Education. Life-Time Achievement Award, 2006.

Sir Alan Sewell Research Fellowship, (2006). Griffith University, Brisbane, Australia