



**Curriculum Vita  
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**Academic Department:** Curriculum and Instruction

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**EDUCATION**

Ph.D. Curriculum and Instruction,  
University of North Texas – Denton, Texas, 2013

M. Ed. Educational Administration,  
Stephen F. Austin State University – Nacogdoches, Texas, 2002

M.A. English Literature,  
University of Central Arkansas – Conway, Arkansas, 1996

B. A. English Literature,  
University of Central Arkansas – Conway, Arkansas, 1995

Certifications:

Principal (EC-12), Texas Professional Certificate, 06/2003-04/2024

Secondary English (6-12), Texas Teaching Certification, 08/1999-04/2024

**TEACHING EXPERIENCE**

2013 – 2020, Associate Professor, Spring Hill College

2009 – 2013, Graduate Teaching Fellow, University of North Texas

2004 – 2009, English Language Arts Curriculum Coordinator (K12), Hudson Independent School District

2001 – 2004, English Teacher (7<sup>th</sup> and 8<sup>th</sup> grade), Hudson Independent School District

1999 – 2001, English Teacher (6<sup>th</sup> – 9<sup>th</sup> grades), Pineywoods Academy Charter School

## PUBLICATIONS

Smith, M., ElBassiouny, A., & **Sanders, A.** (2020). Partnering across disciplines: Engaging students in peer collaborations on writing assignments. *The Journal of Teacher Action Research*, 7(1), 101-125.

**Sanders, A.**, Isbell, L., & Dixon, K. (2020). *Incorporating LGBTQ+ Identities in K-12 Curriculum and Policy* (pp. 1-335). Hershey, PA: IGI Global. doi:10.4018/978-1-7998-1404-7

**Sanders, A.** (2020). Exploring literary merit of mainstream video games through gaming literacy theory. In Hubbell, G. (Ed.) *What is a game? Essays on the nature of videogames (Studies in gaming)*. McFarland.

**Sanders, A.**, & Dixon, K. (2020). LGBTQ+ literature in the secondary classroom as windows and mirrors for young readers. In Sanders, A., Isbell, L., & Dixon, K. (Eds.) *Incorporating LGBTQ+ Identities in K-12 Curriculum and Policy*. IGI Global.

Isbell, L., Dixon, K., & **Sanders, A.** (2019). Arming Teachers for School Safety: Providing Clarity for State Policies. *Texas Education Review*, 7(2), 6-13.

Dixon, K., **Sanders, A.**, & Putman, R. (2018). Using microblogging as a social media tool for discussions in higher education classrooms. *The Journal of Social Media in Society*, 7(1), 339-365.

**Sanders, A.** (2018, April 29). A Study of courage and caring. [Review of the book *Early childhood literacy teachers in high poverty schools* by M. Landa]. Teachers College Record, <http://www.tcrecord.org>, ID 22344.

**Sanders, A.** & Isbell, L. (2017). "Preservice teachers' self-reflection practices when integrating educational technology in the classroom." (p. 254-271). In *Fostering reflective teaching practice in pre-service education* edited by Z. Djoub. IGI Global: Hershey, PA.

**Sanders, A.** (2016). Understanding the video game experience through reader response theory. *READ: An Online Journal for Literacy Educators*, 2(3), 45-62.

**Sanders, A.** (2016). Preservice teachers' perceptions of reader response and motivation when traditional and digital read-aloud are combined. *The Reading Paradigm* 10(1), 5-10.

Isbell, L., & **Sanders, A.** (2016, September). Incorporating modern professional development to enhance pre-service teachers' knowledge. *The Journal of the Effective Schools Project*, 23, 31-36.

**Sanders, A.** (2015). "Emotional response to gaming producing Rosenblatt's transaction." In *Emotional, Technology, and Digital Games*, edited by S. Tettegah & W.D. Huang, Academic Press.

**Sanders, A.,** & Voorhees-Dixon, K. (2014). A brave new world: Pre-service teachers understanding and integrating new literacies in the language arts classroom. *The Reading Paradigm*, 8(1), 4-9.

**Sanders, A.** (2013). Safety for K-12 students: United States policy concerning LGBT student safety must provide inclusion. *Confero*, 1(2), 1-10. doi: 10.3384/confero.2001-4562.13v1i21c

**Sanders, A. M.,** & Mathis, J. B. (2013). Gay and lesbian literature in the classroom: Can gay themes overcome heteronormativity? *Journal of Praxis in Multicultural Education*, 7(1), doi: 10.9741/2161-2978.1067

**Sanders, A.** (2012). Rosenblatt's presence in the new literacies research. *Talking Points*, 24(1), 2-6.

Mathis, J. B., Bailey, A., Knezek, L., Morton, T., **Sanders, A.**, Shearer, R., & Stewart, M. (2011). Nonfiction access to information, insight, and imagination. *The Dragon Lode*, 29(2), 3-11.

<b>RESEARCH GRANTS AND AWARDS</b>
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2020/2018, Mitchell Faculty Research Grant, Spring Hill College, \$5000

2015-2018, edTPA Implementation, Alabama State Department of Education, \$15,000

2019, Dawson Faculty Research Award, Spring Hill College, \$2500

2017, St. John Berchmans Teaching Excellence Aware, Spring Hill College Student Organization and Leadership Council