

Natalie Keefer, Ph.D.

<p>Title Department Office Number Extension Email Address</p>	<p>Assistant Professor EDCI Girard Hall 101A 2- 5266 keeferna@louisiana.edu</p>
<p>Education</p>	<p>Ph.D. Curriculum and Instruction, University of South Florida M.A. Curriculum and Instruction, University of South Florida B.A. Anthropology, University of South Florida</p>
<p>Teaching Philosophy</p>	<p>The purpose of education is to foster the development of balanced individuals, with social skills and academic talents that allow them to develop a positive understanding of themselves, and the skills necessary to pursue happiness and achieve their potential as citizens at the local, national, and global levels. To accomplish this goal, I believe educators are responsible to provide a curriculum that is relevant to their students by scaffolding connections between the curriculum and students' lives. Educators must be equipped with a myriad of pedagogical methods and strategies to best meet the needs of students who come from diverse backgrounds including race, ethnicity, socio-economic status, language, gender, and learning or physical ability.</p> <p>Most importantly, I believe in the importance of education for social justice in a global age. Students must be taught to think reflectively and critically about social problems that affect humanity and how to take meaningful action to end poverty, discrimination, and violence. Technological literacy is an essential skill for the pursuit of social transformation. Students must learn how to use the Internet and other technologies as tools for social justice, and to research, create, and communicate knowledge. Although it is difficult to predict the future, education must prepare students to be responsible local, national, and global citizens.</p>
<p>Bio</p>	<p>Natalie Keefer is an Assistant Professor of Social Studies Education at the University of Louisiana at Lafayette. Dr. Keefer received her Ph.D. in Curriculum and Instruction with a specialization in social science education and a cognate in anthropology from the University of South Florida in Tampa, Florida. While earning her Ph.D., Dr. Keefer taught elementary and secondary social studies methods, and social foundations of education in the College of Education at USF. Concurrently, Dr. Keefer taught high</p>

	<p>school social studies for ten years in Hillsborough County Public Schools in Tampa, Florida. During this time, she wrote the anthropology and sociology curriculums for Hillsborough County Schools and was an AP Human Geography curriculum developer and trainer. In her first year as a teacher and doctoral student, Dr. Keefer was a finalist for the Florida Council for the Social Studies New Social Studies Teacher of the Year Award. Dr. Keefer’s research and scholarly interests include: poverty and equality of educational opportunity, experiential methods in social studies instruction, social studies pedagogy in French immersion contexts, and citizenship education. She has published on these topics in <i>Journal of Social Studies Educational Research</i>, <i>The Social Studies</i>, <i>Social Education</i>, <i>Research Issues in Contemporary Education</i>, and has published chapters in various edited books. In 2016, Dr. Keefer was a recipient of the Louisiana Educational Research Association Rayma Harchar Outstanding Research Paper Award.</p>
<p>Courses Taught</p>	<p>EDCI 570: Diversity for the Progressive Educator EDCI 574: Leading Teacher Learning EDCI 576: Supporting Clinical Instructors EDCI 428: Science and Social Studies Methods for Alternative Certificate Candidates EDCI 426: Social Studies in the Elementary School EDCI 427: Teaching in a Diverse Society EDCI 424: Middle School Social Studies Methods EDCI 450: Secondary Classroom Management and Instructional Design EDCI 454: Secondary Social Studies Methods EDCI 478: Student Teaching in Middle Schools EDCI 479: Student Teaching in Secondary Schools</p>
<p>Advising</p>	<p>Average of 30 students per semester</p>
<p>Graduate Committees</p>	<p>Graduate Faculty Member Level Two</p>
<p>Research Interests</p>	<p>Poverty and equality of educational opportunity, experiential methods in social studies instruction, social studies pedagogy in French immersion contexts, citizenship education, and mindfulness in educational contexts</p>
<p>Teaching Experience</p>	<p>Visiting Assistant Professor Fall 2014-Spring 2015 University of South Florida Courses: EDF 2085 Introduction to Diversity in Education Supervisor of COEDU prerequisite field observations Education and Psychological Studies Department Program Coordinator: Dr. Barbara Shircliffe Department Chair: Dr. Kathy Bradley-Klug</p>

	<p>Visiting Instructor and Graduate Student Advisor Fall 2009-Spring 2010 University of South Florida, Department of Secondary Education Courses: SSE 5331 Methods and Strategies in Social Studies Education (Graduate) SSE 4333 Teaching Middle Grades Social Studies Education SSE Program Coordinator: Dr. James Duplass Department Chair: Dr. Steven Thornton</p> <p>Adjunct Professor Summer 2011-Summer 2013 Hillsborough Community College, Tampa, FL Course: ANT 2000 Introduction to Anthropology Department Chair: Mr. Walter Ellis</p> <p>Social Science Teacher Fall 2004- Spring 2014 Walter Sickles High School, Tampa, Florida. Subject Areas: AP Human Geography, World History, Anthropology, Psychology, Sociology, Multicultural Studies, Government Department Head: Cynthia Robinson Assistant Principal of Curriculum: Dr. Elizabeth Tuten</p>
Publications	<p>Keefer, N. (in press). Uncovering unequal realities: Civil Liberties and social class in the United States. In Hubbard, J. and J. Harshman (Eds.). <i>Extending the ground: civil liberties in the United States</i>. Charlotte, NC: Information Age Publishing, Inc.</p> <p>Keefer, N. (in press). Poverty and language. In J.S. Damico & M.J. Ball (Eds.), <i>The SAGE Encyclopedia of Human Communication Sciences and Disorders</i>. Thousand Oaks, CA: SAGE Publications.</p> <p>Keefer, N. (2018). Human rights violations against children: An inquiry-based simulation for middle-grade students. In J. Clabough and T. Lintner (Eds.) <i>No Reluctant Citizen: Teaching Civics in K-12 Classrooms</i>. Charlotte, NC: Information Age Publishing, Inc.</p> <p>Keefer, N. (2017). The persistence of deficit thinking among social studies educators. <i>Journal of Social Studies Educational Research</i>, 8(3), 50-75.</p> <p>Haj-Broussard, M., Keefer, N., & Boudreaux, N. (2017). Thirty + years of Immersion: Louisiana French Immersion Alumni. <i>Research Issues in Contemporary Education</i>, 2(1), 1-11.</p> <p>Keefer, N., Alexander-Shea, A. & Carlson, L. (2017). Bending the curriculum: Learning about transgender through film. In S. Waters and W. Russell (Eds.) <i>Cinematic Social Studies</i>, (pp. 441-460). Charlotte, NC: Information Age Publishing, Inc.</p>

	<p>Keefer, N. & Bousalis, R. (2015). How do <i>you</i> get your water?: Structural violence pedagogy and women’s access to water. <i>The Social Studies</i>, 106(6), 256-263.</p> <p>Keefer, N. (2012). The case of Myanmar: Making human rights violations visible. <i>Social Education</i>, 76(5), 266-268.</p>
Presentations	<p>Keefer, N., & Ha-Broussard, M. (2018, March). Informing Social Studies Education in French Immersion Graduate Programs. Presentation at the Louisiana Educational Research Association Annual Conference, Lafayette, LA.</p> <p>Keefer, N., & Haj-Broussard, M. (2018, April). The Persistence of Graduate Education Majors’ Deficit Perspectives After Explicit Exposure to Asset-based Curriculum. Presentation at the Annual Conference of the American Educational Research Association, NY, NY.</p> <p>Tolley, L., Keefer, N., & Daspit, T. (2018, April). Choices in Context: A Study of Preservice Secondary Teachers’ Decision-Making, Perceptions of Efficacy, and Reflections. Presentation at Annual Conference of the American Educational Research Association, NY, NY.</p> <p>Tolley, L. M., Keefer, N., Daspit, T., Bruce-Davis, M., Harrington, M., & McKellar, B. (2017, November). <i>Cultures of learning: Evaluation practice and use through a living history service learning partnership</i>. Presentation at the American Evaluation Association Annual Conference, Washington, D.C.</p> <p>Haj-Broussard, M., Keefer, N., & Boudreaux, N. (2017, April). The Rhizomatic Effects of Academic, Linguistic, and Cultural Attainment in Louisiana Immersion Programs. Distinguished Paper Presentation at the Annual Conference of the American Educational Research Association, San Antonio, TX.</p> <p>Keefer, N. (2016, November). Global Citizenship Education in French Immersion Programs. Presentation at the National Council for the Social Studies International Assembly, Washington, D.C.</p> <p>Alexander-Shea, A., Keefer, N., & Carlson, L. (2016, November). Bending the Curriculum: Inquiry into Transgender Using Film. Presentation at the 96th Annual Conference of the National Council for the Social Studies, Washington, D.C.</p> <p>Haj-Broussard, M., Keefer, N., Hebert, D., & Nicole Boudreaux. (2016, October). Conversations in</p>

	<p>Immersion. Presentation at the Annual Conference of the American Council on the Teaching of Foreign Language, Boston, MA.</p> <p>Keefer, N. (2016, April). Deficit Thinking and the Need for Asset-based Perspectives Among Social Studies Educators. A paper for presentation at the 2016 American Educational Research Association Annual Meeting, Washington, D.C.</p> <p>Haj-Broussard, M., Keefer, N., & Boudreaux, N. (2016, February). The Rhizomatic Effects of Academic, Linguistic, and Cultural Attainment in Louisiana Immersion Programs. Presentation at the 60th Annual Conference of the Louisiana Educational Research Association, Lafayette, LA.</p> <p>Daspit, T., Keefer, N., & McKellar, B., (2015, November). Looking in Your Own Backyard: Museum to Classroom Lesson Plans. Presentation at the 95th Annual Conference of the National Council for the Social Studies, New Orleans, LA.</p> <p>Carlson, L. & Keefer, N. (2015, November). Questioning the Curriculum: How Historical Inquiry Shapes Knowledge. Presentation at the 95th Annual Conference of the National Council for the Social Studies, New Orleans, LA.</p> <p>Daspit, T., Keefer, N., & Bruce-Davis, M. (2015, November). Academic Service Learning in Action: A Case Study of the Vermilionville Education Enrichment Project. Presentation at the Mid-South Education Research Association Annual Meeting, Lafayette, LA.</p> <p>Keefer, N. (2014, October). Teachers' Narratives of Experience with Social Class. Presentation at the College and University Faculty Assembly of the Florida Council for the Social Studies, Orlando, FL.</p> <p>Keefer, N. (2012, November). Fundamental Practices: Contemplative Education, Conflict Resolution and Global Interdependence. Presentation at the 92nd Annual Conference of the National Council for the Social Studies, Seattle, WA.</p> <p>Bousalis, R. & Keefer, N. (2012, November). Global Perspectives on Structural Violence: Women, Water, Health and Poverty. Presentation for the International Assembly at the 92nd Annual Conference of the National Council for the Social Studies, Seattle, WA.</p> <p>Keefer, N. & Carlson, L. (2010, November). Teaching about Global and Domestic Poverty. Presentation at the 90th</p>
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	Annual Conference of the National Council for the Social Studies, Denver, CO.
Grants	Federal Professional Development Grant from the Office of English Language Acquisition
Conferences Attended	National Council for the Social Studies 2004-present American Educational Research Association 2016-present American Council on the Teaching of Foreign Language 2016 Louisiana Education Research Association 2015-present Mid-South Educational Research Association 2015 Florida Council for the Social Studies 2004-2014
Professional Memberships	National Council for the Social Studies American Educational Research Association
Awards	2016 Louisiana Educational Research Association Rayma Harchar Outstanding Research Paper Award
Additional Skills	French (DELF B1.2) 200 Hour Yoga Alliance Registered Yoga Instructor
Dissertation	Teachers' Narratives of Experience with Social Class Advisor: J. Howard Johnston, Professor of Social Studies Education Summary Dr. Keefer's narrative, phenomenological inquiry examined how five teachers in Tampa, Florida construct meaning about social class and academic achievement based on their experiences as members in a class-based society. Data produced descriptive, narrative stories that contextualize how meaning is constructed about social class based on participants' experiences. Findings indicated teachers' expressed deficit perspectives about students regardless of their experiences with social class. Also, data indicated that familial emotional support is an important factor that influences academic confidence and success.
Other Professional Experience	
Service	Managing Editor of the Louisiana Educational Research Association's journal <i>Research Issues in Contemporary Education</i> . Executive Commissioner on the Board of Commissioners for the Bayou Vermilion District in Lafayette, Louisiana.