

DIANE CODDING

University of Delaware
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Curriculum Vitae

EDUCATION

Ph.D. in Education (*Expected Fall 2020*)

University of Delaware, School of Education; Newark, Delaware
Specialization: Sociocultural and Community-Based Approaches in Education
Advisors: Elizabeth Soslau, Ph.D. & Robert Hampel, Ph.D.

Master of Theological Studies (2013)

Emory University, Candler School of Theology; Atlanta, Georgia
Teologiska Högskolan Stockholm; Bromma, Sweden (Study Abroad, Spring 2012)
Advisor: Steven J. Kraftchick, Ph.D.
Master's Thesis: *Parables and Pretense: Teaching Metaphoric Language in the Church*

Master of Arts in Secondary Teaching (2013)

Wilmington University; Wilmington, Delaware

Bachelor of Arts, with Honors, Summa Cum Laude (2010)

McMurry University; Abilene, Texas
English and Religion Double Major, Greek Minor
Advisor: Larry Bonds, Ph.D.
Honors Thesis: *Religion in Shakespeare: An Examination of Aspects and Influences in Hamlet*

RESEARCH EXPERIENCE (*Select*)

Primary Investigator (2019 – Present)

Dissertation Research: “White Women with Glasses:” Exploring Whiteness as a Barrier to Equity
Faculty Advisor: Elizabeth Soslau, Ph.D.
Research study approved by the University of Delaware Institutional Review Board

Graduate Research Assistant (2017 – Present)

University of Delaware, School of Education; Newark, Delaware
Project: Partner for Computer Science (*Partner4CS*)
Paper: *Learning to Teach Computer Science: Professional Development Design and Teacher Outcomes*
Director: Chrystalla Mouza, Ed.D. & Lori Pollock, Ph.D.

Graduate Research Assistant (2016 – Present)

University of Delaware, School of Education; Newark, Delaware
Project: We Compute for Communities (*WeC4Communities*)
Directors: Rosalie Rolón-Dow, Ph.D., Chrystalla Mouza, Ed.D., & Lori Pollock, Ph.D.

Primary Investigator (2018 – 2019)

Project: Conceptualizing Equity with Educators
Faculty Advisor: Elizabeth Soslau, Ph.D.
Research study approved by the University of Delaware Institutional Review Board

Graduate Research Assistant (2017 – 2019)

University of Delaware, School of Education; Newark, Delaware

Project: Student Teaching Equity Project (*STEP*)

Director: Elizabeth Soslau, Ph.D.

Primary Investigator (2017)

Project: Exploring the Role of Reputation and Perception in School Choice

Faculty Advisor: Deborah Bieler, Ph.D.

Research study approved by the University of Delaware Institutional Review Board

Graduate Research Assistant (2010 – 2011)

Emory University; Atlanta, Georgia

Candler School of Theology

Director: Steven J. Kraftchick, Ph.D.

PUBLICATIONS

Kong, M., & **Coddling, D.** (*Commentary in Preparation*). Dear CS Teachers: The Importance of Diversity for Increasing Diversity in CS Departments. *Ed Weekly* or *Huffington Post*.

Yang, H., **Coddling, D.**, Mouza, C., & Pollock, L. (*In Preparation*). Designing culturally responsive informal learning environments to support computational thinking.

Coddling, D., & Soslau, E. (*Commentary in Preparation*). It takes one to know one: Don't be a nice white teacher. *Teacher's College Record* or *EdWeek*.

Mouza, C., **Coddling, D.**, & Pollock, L. (*In Preparation*). Learning to teach computer science: Professional development design and teacher outcomes.

Bell, N. S., & **Coddling, D.** (*In Preparation*). Exploring measures of equity competence: Can equity-focused teacher preparation make a difference?

Coddling, D., Mouza, C., Pollock, L. & Sheridan, S. (2019). Culturally responsive and equity-focused computer science professional development. In K. Graziano (Ed.), *Proceedings of society for information technology & teacher education international conference* (pp. 353-361). Las Vegas, NV, United States: Association for the Advancement of Computing in Education (AACE).

Coddling, D., Mouza, C., Rolón-Dow, R., and Pollock, L. (2019). Positionality and belonging: Analyzing an informally situated and culturally responsive computer science program. In *Proceedings of 8th Annual Conference on Maker Education* (FabLearn '19), Mar. 9-Mar. 10, 2019, New York City, NY, USA. ACM, New York, NY, USA.

Mouza, C., **Coddling, D.** & Pollock, L. (2018). Learning to teach computer science: Professional development design and teacher outcomes. In E. Langran & J. Borup (Eds.), *Proceedings of society for information technology & teacher education international conference* (pp. 1628-1634). Washington, D.C., United States: Association for the Advancement of Computing in Education (AACE).

PEER-REVIEWED PRESENTATIONS

- Yang, H., **Coddling, D.**, Mouza, C., & Pollock, L. (*In Preparation*). *Designing culturally responsive informal learning environments to support computational thinking*. Paper to be presented at the International Conference of the Learning Sciences; Nashville, Tennessee.
- Coddling, D.**, Mouza, C., & Pollock, L. (*In preparation*). *Building equitable computing classrooms through culturally relevant professional development*. Paper to be presented at the Society for Information Technology and Teacher Education; New Orleans, Louisiana.
- Mouza, C., **Coddling, D.**, & Pollock, L. (*Under Review*). **Partner4CS Symposium**. Paper to be presented at American Educational Research Association; San Francisco, California.
- Coddling, D.**, Mouza, C., Rolon-Dow, R., & Pollock, L. (*Under Review*). **WeC4Communities**. Paper to be presented at American Educational Research Association; San Francisco, California.
- Coddling, D.** (*Under Review*). “White Women with Glasses:” *An Ethnographic Look at Well-Meaning White Teachers Pursuing Equitable Classrooms*. Paper to be presented at American Educational Research Association; San Francisco, California.
- Bell, N., & **Coddling, D.** (*Under Review*). *The equity scenario response scale: Measuring preservice teachers’ equity knowledge and skills*. Paper to be presented at American Educational Research Association; San Francisco, California.
- Bell, N., & **Coddling, D.** (2020, February). *Measuring Preservice Teachers Knowledge and Skills and Validating the Equity Scenario Response Scale*. Paper presented at American Association of Colleges for Teacher Education 72nd Annual Meeting; Atlanta, Georgia.
- Coddling, D.** (2019, November). *Disruptions of Whiteness: How Good Intentions Fail to Create Equitable Classrooms*. Paper presented at the West Chester Critical Theories of Education Conference; West Chester, Pennsylvania.
- Coddling, D.** (2019, November). “Scared of being called a racist:” *Exploring whiteness as a barrier to equity in education*. Paper presented at American Educational Studies Association; Baltimore, Maryland.
- Coddling, D.** (2019, May). *Context and positionality: A reflexive analysis of community-based computer science research*. Paper accepted to International Conference for Qualitative Inquiry; Urbana, Illinois.
- Bell, N. S., Soslau, E. G., & **Coddling, D.** (2019, April). *Exploring measures of equity competence: Can equity-focused teacher preparation make a difference?* Paper presented at the American Educational Research Association; Toronto, Canada.
- Yang, H., **Coddling, D.**, Mouza, C., & Pollock, L. (2019, April). *Designing diverse informal learning environments to support computational thinking*. Poster presented at the American Educational Research Association; Toronto, Canada.
- Coddling, D.**, Mouza, C, Pollock, L, & Sheridan, S. (2019, March). *Culturally responsive and equity-focused computer science professional development*. Paper presented at the Society for Information Technology and Teacher Education; Las Vegas, Nevada.

Coddling, D. (2019, March). *Grappling with equity: An ethnographic exploration of two equity-driven classrooms*. Poster presented at 21st Annual Pennsylvania NAME Conference; Kutztown, Pennsylvania.

Coddling, D., Mouza, C., Rolón-Dow, R., & Pollock, L. (2019, March). *Positionality and belonging: Analyzing an informally situated and culturally responsive computer science program*. Poster presented at FabLearn 2019 Conference, New York, New York.

Coddling, D., & Rolón-Dow, R. (2019, February). *Computing for communities: An Ethnographic examination of an after-school computing program*. Paper presented at the 40th Ethnography in Education Research Forum; Philadelphia, Pennsylvania.

Coddling, D. (2018, November). *The misalignment of public perception and personal experience in a “bad” school*. Paper presented at the American Educational Studies Association; Greenville, South Carolina.

Mouza, C., **Coddling, D.,** & Pollock, L. (2018, March). *Learning to teach computer science: Professional development design and teacher outcomes*. Paper presented at The Society for Information Technology and Teacher Education; Washington, D.C.

Coddling, D. (2010, April). *Religion in Shakespeare: An examination of aspects and influences in Hamlet*. Paper presented at the National Conference on Undergraduate Research; Missoula, Montana.

Coddling, D. (2009, April). *The Methodist Church and slavery in antebellum America*. Paper presented at the West Texas A&M University Student Research Conference; Canyon, Texas.

Coddling, D. (2008, March). *The sacrament of marriage in the Eastern Orthodox Church*. Paper presented at the Great Plains Honors Conference; Abilene, Texas.

TEACHING EXPERIENCE & CERTIFICATIONS

Instructor of Record (2019)

University of Delaware; Newark, Delaware

Course: *Cultural Diversity, Schooling and the Teacher* (EDUC 258)

Teaching Assistant (2019)

University of Delaware Study Abroad; Christchurch, New Zealand

Professors: Lori Pollock, Ph.D. & Katie Wassil

Courses: *Computer Ethics* (CISC 355), *Field Experience* (CISC 357), *Learning Game Development* (CISC 374)

Teaching Assistant (2018)

University of Delaware; Newark, Delaware

Professor: Eugene Matusov, Ph.D.

Course: *Cultural Diversity, Schooling and the Teacher* (EDUC 258)

English Language Arts Teacher (2012 – 2016)

Capital School District, Dover High School; Dover, Delaware

Courses: *AP Literature & Composition, English 10, English 12, and Creative Writing*

Teaching Certifications

DELAWARE TEACHING LICENSE: Teacher of English Language Arts Grades 6-12

COLLEGE BOARD CERTIFICATION: Advanced Placement Teacher of Literature and Composition

PROFESSIONAL LEARNING

Pollock, L., Mouza, **Coddling, D.**, & Harvey, T. (2019, June). *Partner4CS Summer Teacher Professional Development*. Co-designed and co-delivered five-day workshop to Delaware computer science teachers at University of Delaware; Newark, Delaware.

Coddling, D. (2019, March). *Coddling in Informal Learning Spaces*. Invited presenter for *Delaware CS Summit* at University of Delaware; Newark, Delaware.

Coddling, D. (2018, December). *Getting Hands-On, Unplugged, and Creative with Computational Thinking*. Designed and delivered one-day workshop to visiting Saudi Teaching Students at University of Delaware; Newark, Delaware.

Coddling, D. (2018, October). *Creating a Culturally Responsive Computer Science Classroom*. Designed and delivered one-day workshop to Delaware Computer Science Teachers Association; Wilmington, Delaware.

Baughner, E. & **Coddling, D.**, N. (2018, July & August). *Equity and Cultural Responsiveness*. Co-designed and co-delivered two one-day workshops to administrators in Colonial School District; Wilmington, Delaware.

Coddling, D. (2018, June). *Integrating Culturally Responsive Pedagogy into Computer Science Classrooms*. Designed and delivered five-day workshop to Delaware computer science teachers at University of Delaware; Newark, Delaware.

Pollock, L., Mouza, C., Harvey, T. & **Coddling, D.** (2018, June). *Partner4CS Summer Teacher Professional Development*. Co-designed and co-delivered five-day workshop to Delaware computer science teachers at University of Delaware; Newark, Delaware.

Coddling, D. (2018, February – April). *Thinking Culturally About Yourself and Your Students*. Designed and delivered four one-day workshops to computer science students-teachers participating in field experience at University of Delaware; Newark, Delaware.

Pollock, L., Mouza, C., Atlas, J., Harvey, T., & **Coddling, D.** (2017, June). *Partner4CS Summer Teacher Professional Development*. Co-designed and co-delivered five-day workshop to Delaware computer science teachers at University of Delaware; Newark, Delaware.

SERVICE & LEADERSHIP POSITIONS (Select)

Peer Reviewer	2016 – Present
<ul style="list-style-type: none"> ◆ <i>Journal of Teacher Education</i> ◆ <i>Sage Open</i> ◆ <i>FabLearn Conference</i> 	
Representative, Faculty Senate , University of Delaware	2019 – 2020
<ul style="list-style-type: none"> ◆ <i>Committee on Diversity and Inclusion</i> 	
Chair , 9 th Annual Graduate Students' Forum, University of Delaware	2018 – 2019
<ul style="list-style-type: none"> ◆ Head of organization and planning committee ◆ Abstract review, session organization, conference scheduling, keynote speaker selection and invitation 	

Senator , <i>Graduate Student Government</i> , University of Delaware	2018 – 2019
<ul style="list-style-type: none"> ◆ Represented the School of Education ◆ Deputy Parliamentarian ◆ Chair, Events Committee 	
Volunteer Mentor , <i>Big Brothers Big Sisters of Delaware</i>	2018 – 2019
Representative , <i>Colloquium Planning Committee</i> , University of Delaware	2017 – 2018
Ambassador , <i>Delaware First: The Campaign for the University of Delaware</i>	2017
Volunteer , <i>Ethnography in Education Research Forum</i> , University of Pennsylvania	2017

HONORS & AWARDS (*Select*)

Summer Doctoral Fellowship University of Delaware; Newark, Delaware	2019
Second Place Graduate Poster Award 33 rd Annual Steele Symposium; Newark, Delaware	2018
Dean's Scholar Award School of Education, University of Delaware; Newark, Delaware	2016 – 2020
Sue Lehmann Excellence in Teaching Nominee Teach for America Delaware	2014
Delaware Talent Cooperative for Highly Effective Teaching Delaware Department of Education; Dover, Delaware	2013 – 2014
First Place in Humanities Research Award West Texas A&M University Student Research Conference; Canyon, Texas	2009

PROFESSIONAL AFFILIATIONS

American Education Research Association Division G – <i>Social Contexts of Education</i> Division K – <i>Teaching & Teacher Education</i>	2016 – Present
American Educational Studies Association	2018 – Present