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PARCOURS PROFESSIONNEL

2024-présent	coordinateur des formations en TIC	School of Information Science, University of Kentucky (<i>École des sciences de l'information</i>)
2023-présent	professeur associé en TIC (Technologies de l'information et de la communication)	School of Information Science, University of Kentucky
2023-présent	membre de la faculté des études supérieures	College of Communication and Information, University of Kentucky (<i>Faculté de la communication et de l'information</i>)
2018-2023	professeur assistant en TIC (Technologies de l'information et de la communication)	School of Information Science, University of Kentucky
2018-2023	associé de la faculté des études supérieures	College of Communication and Information, University of Kentucky

DIPLOMES

2018	Doctorat	Michigan State University	Educational Psychology and Educational Technology (<i>Psychologie de l'éducation et technologies éducatives</i>)
		titre de thèse:	Spaces and Their Social Frontiers: Using Community Dimensions to Distinguish between Teacher-Focused Hashtags on Twitter (<i>Les espaces et leurs frontières sociales : Distinguer les hashtags pour les enseignant.e.s sur Twitter par des dimensions communautaires</i>)
		jury de thèse:	Matthew J. Koehler, Christine Greenhow, Wietske Van Osch, Cary J. Roseth
2012	Bachelor	Brigham Young University	French Teaching (<i>L'enseignement du français langue étrangère</i>)

CERTIFICATS

2016	Michigan State University College of Arts and Letters (<i>Faculté des arts et des lettres</i>)	Digital Humanities Graduate Certificate (<i>Certificat des études supérieures en humanités numériques</i>)
2016	Michigan State University College of Communication Arts and Sciences (<i>Faculté de la communication</i>)	Serious Games Graduate Certificate (<i>Certificat des études supérieures en jeux sérieux</i>)
2012	Brigham Young University Center for Language Studies (<i>Centre pour les études des langues</i>)	Professional Level French Language Certificate (<i>Certificat de langue française au niveau professionnel</i>) ACTFL Oral Proficiency: Superior (équivalent au niveau C2 à l'oral) ACTFL Written Proficiency: Advanced High (équivalent au niveau C1 à l'écrit)

PUBLICATIONS

Articles dans les revues scientifiques à comité de lecture

- Greenhalgh**, S. P., Tanner, R. C. S. (accepté). The Internet as distinct and extended space for a Community of Christ congregation between 2020 and 2022. *Journal of Media and Religion*.
- Krutka, D. G., & **Greenhalgh**, S. P. (publication anticipée en ligne). The dark side of affinity spaces for teacher professional learning. *British Journal of Educational Technology*.
<https://doi.org/10.1111/bjet.13593> [prépublication]
- Greenhalgh**, S. P. (2025). Ellulian provocations for educational technology and higher education. *Journal of Computing in Higher Education*, 37, 712-724. <https://doi.org/10.1007/s12528-025-09455-3> [prépublication]
- Dowell, M. L. & **Greenhalgh**, S. P. (2025). Information flow solipsism in Canvas: An exploration of student privacy awareness. *The Internet and Higher Education*, 65, 100989.
<https://doi.org/10.1016/j.iheduc.2024.100989> [prépublication]
- Brody, E., **Greenhalgh**, S. P., & Sajjad, M. (2024). Free speech or free to hate?: Anti-LGBTQ+ discourses in LGBTQ+-affirming spaces on Gab Social. *Journal of Homosexuality*, 71(8).
<https://doi.org/10.1080/00918369.2023.2218959> [prépublication]
- Greenhalgh**, S. P. (2023). The correct [domain] name of the Church: Technology, naming, and legitimacy in the Latter-day Saint tradition. *Dialogue: A Journal of Mormon Thought*, 56(1), 1-26.
<https://doi.org/10.5406/15549399.56.1.01> [PDF]
- Greenhalgh**, S. P., & Chapman, A. L. (2023). "Come for the memes, stay for defending the faith": Far-right and anti-feminist red pill influences in the #DezNat Twitter hashtag. *Journal of the Mormon Social Science Association*, 2(1), 1-34. <https://doi.org/10.54587/JMSSA.0201> [PDF]

- Greenhalgh**, S. P., DiGiacomo, D. K., & Barriage, S. (2023). Platforms, perceptions, and privacy: Ethical implications of student conflation of educational technologies. *Information and Learning Sciences*, 124(9/10), 247-265. <https://doi.org/10.1108/ILS-03-2023-0030> [prépublication]
- Krutka, D. G., & **Greenhalgh**, S. P. (2023). "You can tell a lot about a person by reading their bio": Lessons from inauthentic Twitter accounts' activity in #Edchat. *Journal of Research on Technology in Education*, 55(3), 369-387. <https://doi.org/10.1080/15391523.2021.1962454> [prépublication]
- Barriage, S., DiGiacomo, D. K., & **Greenhalgh**, S. P. (2022). Thinking beyond Library and Information Science: Interdisciplinary inspiration for children and youth services curricula. *Journal of Education for Library and Information Science*, 63(1), 1-18. <https://doi.org/10.3138/jelis-2020-0079> [prépublication]
- Brody, E., **Greenhalgh**, S. P., & Sajjad, M. (2022). Gayservatives on Gab: LGBTQ+ communities and far right social media. *Social Media + Society*, October-December 2022, 1-14. <https://doi.org/10.1177/20563051221137088> [PDF]
- DiGiacomo, D. K., **Greenhalgh**, S. P., & Barriage, S. (2022). How students and principals understand ClassDojo: Emerging insights. *TechTrends*, 66(2), 172-184. <https://doi.org/10.1007/s11528-021-00640-6> [prépublication]
- Shelton, C. C., Koehler, M. J., **Greenhalgh**, S. P., & Carpenter, J. P. (2022). Lifting the veil on TeachersPayTeachers.com: An investigation of educational marketplace offerings and downloads. *Learning, Media and Technology*, 47(2), 268-287. <https://doi.org/10.1080/17439884.2021.1961148> [prépublication]
- Williams, D. E., & **Greenhalgh**, S. P. (2022). Pseudonymous academics: Authentic tales from the Twitter trenches. *The Internet and Higher Education*, 55(October 2022), 100870. <https://doi.org/10.1016/j.iheduc.2022.100870> [prépublication]
- Aguilar, S. J., Rosenberg, J. M., **Greenhalgh**, S. P., Fütterer, T., Lishinski, A., & Fischer, C. (2021). A different experience in a different moment? Teachers' social media use before and during the COVID-19 pandemic. *AERA Open*, 7. <https://doi.org/10.1177/23328584211063898> [PDF]
- Greenhalgh**, S. P. (2021). Differences between teacher-focused Twitter hashtags and implications for professional development. *Italian Journal of Educational Technology*, 29(1), 24-43. <https://doi.org/10.17471/2499-4324/1161> [PDF]
- Greenhalgh**, S. P. (2021). Influences of game design and context on learners' trying on moral identities. *The Journal of Experimental Education*, 89(3), 450-467. <https://doi.org/10.1080/00220973.2020.1712312> [prépublication]
- Greenhalgh**, S. P. (2021). Mormonism as meme in government-sponsored information operations on Twitter. *Tropos: Comunicação, Sociedade E Cultura*, 10(1). <https://periodicos.ufac.br/index.php/tropos/article/view/4472> [PDF]
- Greenhalgh**, S. P., Krutka, D., & Oltmann, S. M. (2021). Gab, Parler, and (mis)educational technologies: Reconsidering informal learning on social media platforms. *Journal of Applied Instructional Design*, 10(3). <https://doi.org/10.51869/103/sgdkso> [PDF]
- Greenhalgh**, S. P., Nnagboro, C., Kaufmann, R., & Gretter, S. (2021). Academic, social, and cultural learning in the French #bac2018 hashtag. *Educational Technology Research and Development*, 69(3), 1835-1851. <https://doi.org/10.1007/s11423-021-10015-6> [prépublication]

- Greenhalgh, S. P., Rosenberg, J. M., & Russell, A. (2021).** The influence of policy and context on teachers' social media use. *British Journal of Educational Technology*, 52(5), 2020-2037.
<https://doi.org/10.1111/bjet.13096> [prépublication]
- Carpenter, J. P., Staudt Willet, K. B., Koehler, M. J., & **Greenhalgh, S. P. (2020).** Spam and educators' Twitter use: Methodological challenges and considerations. *TechTrends*, 64(3), 460-469.
<https://doi.org/10.1007/s11528-019-00466-3> [prépublication]
- Greenhalgh, S. P., Rosenberg, J. M., Staudt Willet, K. B., Koehler, M. J., & Akcaoglu, M. (2020).** Identifying multiple learning spaces within a single teacher-focused Twitter hashtag. *Computers & Education*, 148(April 2020), 103809. <https://doi.org/10.1016/j.compedu.2020.103809> [prépublication]
- Koehler, M. J., Shelton, C. C., Carpenter, J. P., & **Greenhalgh, S. P. (2020).** Where does all the money go? Free and paid transactions on TeachersPayTeachers.com. *Teachers College Record*, 23478. [PDF]
- Greenhalgh, S. P., Koehler, M. J., & Boltz, L. O. (2019).** The fun of its parts: Design and player reception of educational board games. *Contemporary Issues in Technology and Teacher Education*, 19(3). Retrieved from <https://www.citejournal.org/volume-19/issue-3-19/social-studies/the-fun-of-its-parts-design-and-player-reception-of-educational-board-games/> [PDF]
- Greenhalgh, S. P., Staudt Willet, K. B., & Koehler, M. J. (2019).** Approaches to Mormon identity and practice in the #ldsconf Twitter hashtag. *Journal of Media and Religion*, 18(4), 122-133.
<https://doi.org/10.1080/15348423.2019.1696121> [prépublication]
- Greenhalgh, S. P., Staudt Willet, K. B., Rosenberg, J. M., & Koehler, M. J. (2018).** Tweet, and we shall find: Using digital methods to locate participants in educational hashtags. *TechTrends*, 62(5), 501-508.
<https://doi.org/10.1007/s11528-018-0313-6> [prépublication]
- Greenhalgh, S. P., Koehler, M. J. (2017).** 28 days later: Twitter hashtags as "just in time" teacher professional development. *TechTrends*, 61(3), 273-281. <https://doi.org/10.1007/s11528-016-0142-4> [prépublication]
- Koehler, M. J., Arnold, B. J., **Greenhalgh, S. P., & Boltz, L. O. (2017).** A taxonomy approach to studying how gamers review games. *Simulation & Gaming*, 48(3), 363-380.
<https://doi.org/10.1177/1046878117703680> [prépublication]
- Koehler, M. J., **Greenhalgh, S. P., Rosenberg, J. M., & Keenan, S. F. (2017).** What the tech is going on with teachers' digital teaching portfolios? Using the TPACK framework to analyze teachers' technological understanding. *Journal of Technology and Teacher Education*, 25(1), 31-59. [prépublication]
- Rosenberg, J. M., **Greenhalgh, S. P., Wolf, L. G., & Koehler, M. J. (2017).** Strategies, use, and impact of social media for supporting teacher community within professional development: The case of one urban STEM program. *Journal of Computers in Mathematics and Science Teaching*, 36(3), 255-267.
[prépublication]
- Greenhalgh, S. P., Rosenberg, J. M., & Wolf, L. G. (2016).** For all intents and purposes: Twitter as a foundational technology for teachers. *E-Learning and Digital Media*, 13(1/2), 81-98.
<https://doi.org/10.1177/2042753016672131> [PDF]
- Rosenberg, J. M., **Greenhalgh, S. P., Koehler, M. J., Hamilton, E., & Akcaoglu, M., (2016).** An investigation of State Educational Twitter Hashtags (SETHs) as affinity spaces. *E-Learning and Digital Media*, 13(1/2), 24-44. <https://doi.org/10.1177/2042753016672351> [PDF]

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- Greenhalgh**, S. P. (2023). Deep assumptions and data ethics in educational technology. In Stephanie L. Moore & Tonia A Dousay (Eds.), *Applied ethics for instructional design and technology: Design, decision making, and contemporary issues*. EdTechBooks.
- Greenhalgh**, S. P. (2023). "I'm a French teacher, not a data scientist!": Culture and language across my professions. In I. C. Plough & W. Tamboura (Eds.), *Cultures and languages across the curriculum in higher education* (pp. 99-112). Routledge.
- Greenhalgh**, S. P., Koehler, M. J., Rosenberg, J. M., & Staudt Willet, K. B. (2021). Considerations for using social media data in learning design and technology research. In E. J. Romero-Hall (Ed.), *Research methods in learning design and technology*. (pp. 64-77). Routledge.
- Smith, J. P., & **Greenhalgh**, S. P. (2017). The role of (real) thinking in education: Why Dewey still raises the bar on educators. In L. J. Waks & A. R. English (Eds.), *John Dewey's Democracy and Education: A centennial handbook* (pp. 99-107). Cambridge University Press.
- Greenhalgh**, S. P. (2016). Affordances and constraints of analog games for ethics education: Dilemmas and dragons. In K. D. Valentine & L. J. Jensen (Eds.), *Examining the evolution of gaming and its impact on social, cultural, and political perspectives*. IGI Global
- Greenhalgh**, S. P., & Koehler, M. J. (2015). "Pretty good practices" for the design of teacher portfolio courses. In M. L. Niess & H. Gillow-Wiles (Eds.), *Handbook of research on teacher education in the digital age* (pp. 256-280). IGI Global.

Rédaction des communications des colloques

- Leary, H., **Greenhalgh**, S. P., Staudt Willet, K. B., & Cho, M.-H. (Eds.) (2022). *Theories to influence the future of Learning Design and Technology: 2021 AECT RTD Theory Spotlight Competition*.
<https://doi.org/10.59668/308>

Communications dans des colloques

- Greenhalgh**, S. P., & Chapman, A. (2024, octobre). *Trends and boundaries in Mormon Twitter's reactionary #DezNat hashtag*. Society for the Scientific Study of Religion / Religious Research Association.
- Greenhalgh**, S. P. (2023, octobre). *Christian nationalism in official communication from the far-right social media platform Gab*. Society for the Scientific Study of Religion / Religious Research Association.
- Greenhalgh**, S. P. (2023, octobre). *Navigating boundaries in Mormon spaces on far-right social media*. Society for the Scientific Study of Religion / Religious Research Association.
- Sands, L., Chapman, A., & **Greenhalgh**, S. P. (2023, octobre). *"This is not an official site": Theological speculation and discussion on the LDS Freedom Forum*. Society for the Scientific Study of Religion / Religious Research Association.
- Greenhalgh**, S. P. & Krutka, D. G. (2023, octobre). *Teachers on far-right social media: The dark side of affinity spaces for informal learning*. Association for Educational Communications and Technology.
- Greenhalgh**, S. P. & Tanner, R. C. (2023, juin). *Geographical and digital borders in the Community of Christ Toronto congregation*. Global Mormon Studies.

- Brody, E., **Greenhalgh**, S. P., & Sajjad, M. (2023, mai). *Gayervatives on Gab: LGBTQ+ communities and far right social media*. International Communication Association.
- Brody, E., & **Greenhalgh**, S. P., & Sajjad, M. (2023, mars). *Gay Gab: Queerphobia, far-right social media, and LGBTQ+ communities*. Society for Cinema and Media Studies.
- Greenhalgh**, S. P., & Chapman, A. L. (2022, novembre). *Canceling taco Tuesday? Reactionary Mormons' struggle with the scope of religious authority*. Society for the Scientific Study of Religion / Religious Research Association.
- Bayeck, R. Y., **Greenhalgh**, S. P., Jensen, L. J., & Asino, T. I. (2021, novembre). *Context and values in educational technology research*. Association for Educational Communications and Technology.
- Greenhalgh**, S. P., Krutka, D. G., & Oltmann, S. (2021, novembre). *Gab, Parler, and reconsidering learning on social media*. Association for Educational Communications and Technology.
- Greenhalgh**, S. P., DiGiacomo, D., & Barriage, S. (2021, novembre). *ClassDojo and the conflation of educational technology platforms*. Association for Educational Communications and Technology.
- Chapman, A. L. & **Greenhalgh**, S. P. (2021, octobre). *Provo Feminists, "waahmen" and Delilah's: gendered language and misogyny in the 'Deseret Nation' Twitter hashtag*. Society for the Scientific Study of Religion / Religious Research Association.
- Greenhalgh**, S. P., & Chapman, A. L. (2021, juin). *"Brigham Young did nothing wrong": The appropriation of Mormon history in the reactionary #DezNat Twitter hashtag*. Mormon History Association.
- Bayeck, R. Y., Jensen, L. J., **Greenhalgh**, S. P., Johnson, E., Murray, J., & Asino, T. I. (2020, novembre). *Board games and learning*. Association for Educational Communications and Technology.
- Romero-Hall, E., Arslan-Ari, I., Gentry, W., **Greenhalgh**, S. P., Jung, Y. J., ... Ari, F. (2020, novembre). *Let's talk about research methods: Where are we today?* Association for Educational Communications and Technology.
- Valle, N., Moore, S. L., Ifenthaler, D., Ritzhaupt, A. D., & **Greenhalgh**, S. P. (2020, novembre). *Ethical issues in data-rich educational technology research*. Association for Educational Communications and Technology.
- Agosto, D. E., Abbas, J., Salib, G., Willett, R., Wheeler, N. T., ... Subramaniam, M. (2020, octobre). *What do youth service librarians need? Reassessing goals and curricula in the context of changing information needs and behaviors of youth*. Association for Library and Information Science Education.
- Greenhalgh**, S. P., & Chapman, A. L. (2020, juillet). *Alt-right discourses as reactionary religious rhetoric in "Mormon Twitter"*. Social Media & Society.
- Shelton, C. C., Koehler, M. J., Carpenter, J. P., & **Greenhalgh**, S. P. (2020, avril). *Taking stock of TeachersPayTeachers.com: Analyzing four million classroom resources*. Society for Information Technology and Teacher Education.
- Greenhalgh**, S. P., Huang, K., & Rosenberg, J. M. (2019, octobre). *Understanding gaming communities and exploring learning opportunities: A computational grounded theory approach*. Association for Educational Communications and Technology.

- Greenhalgh**, S. P., Nnagboro, C., Kaufmann, R., & Gretter, S. (2019, octobre). *Academic, social, and cultural learning in the #bac2018 Twitter hashtag*. Association for Educational Communications and Technology.
- Greenhalgh**, S. P., Staudt Willet, K. B., & Koehler, M. J. (2019, octobre). *Twitter hashtags and religious learning: Mormon identity and participatory practice in #ldsconf*. Association for Educational Communications and Technology.
- Neumann, K., Lu, Y.-H., Ding, A.-C., Moore, R., & **Greenhalgh**, S. P., (2019, octobre). *New faculty inspired by mentors at AECT's Early Career Symposium*. Association for Educational Communications and Technology.
- Greenhalgh**, S. P., Koehler, M. J., & Staudt Willet, K. B. (2019, mars). *Every nation, kindred, tongue and 'tweeple': International use of the #ldsconf Twitter hashtag*. Global Mormon Studies.
- Carpenter, J., Koehler, M., Staudt Willet, K. B., & **Greenhalgh**, S. P. (2019). Spam, spam, spam, spam: Methodological considerations and challenges for studying educators' Twitter use. In K. Graziano (Ed.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2019* (pp. 2702-2711). Waynesville, NC: Association for the Advancement of Computing in Education (AACE).
- Staudt Willet, K. B., **Greenhalgh**, S. P., Rosenberg, J. M., & Koehler, M. J. (2018, octobre). *Won't you be my neighbor? How education stakeholders use hyperlinks to build information neighborhoods on Twitter*. Association for Educational Communications and Technology.
- Greenhalgh**, S. P., Staudt Willet, K. B., Rosenberg, J. M., Akcaoglu, M., & Koehler, M. J. (2018, avril). *Timing is everything: Comparing synchronous and asynchronous modes of Twitter for teacher professional learning*. American Educational Research Association.
- Greenhow, C. M., Brandon, D. L., **Greenhalgh**, S. P., Koehler, M. J., Staudt Willet, K. B., & Li, J. (2018, avril). *Tweeting toward the PhD: Exploring new scholars' practices with social media*. American Educational Research Association.
- Dousay, T. A., Asino, T., Luo, T., Krutka, D. G., **Greenhalgh**, S., Rodesiler, L., & Walster, D. (2018). Social media & teacher professional development. In E. Langran & J. Borup (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2018* (pp. 2251-2255). Waynesville, NC: Association for the Advancement of Computing in Education (AACE).
- Staudt Willet, K. B., Moudgalya, S., Boltz, L. O., **Greenhalgh**, S. P., & Koehler, M. J. (2018). Back to the gaming board: Understanding games and education through board game reviews. In E. Langran & J. Borup (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2018* (pp. 495-503). Waynesville, NC: Association for the Advancement of Computing in Education (AACE).
- Greenhalgh**, S. P., Rosenberg, J. M., & Koehler, M. J. (2017, novembre). *Hide and go tweet: Comparing methods for locating educational hashtag participants*. Association for Educational Communications and Technology.
- Greenhalgh**, S. P., Staudt Willet, K. B., Rosenberg, J. M., & Koehler, M. J. (2017, novembre). *No accounting for theory? The case for an affinity space approach to educational hashtag research*. Association for Educational Communications and Technology.

- Greenhalgh**, S. P., Rosenberg, J. M., & Koehler, M. J. (2017, mai). Combining data sets and methods to explore equity in teacher professional development. In D. G. Krutka (Chair), *Data, Big and Small*. American Educational Research Association.
- Greenhalgh**, S. P., Rosenberg, J. M., & Koehler, M. J. (2017). Avoiding madness in our methods: Considerations for Twitter research in teacher education. In P. Resta & S. Smith (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2017* (pp. 1558-1561). Waynesville, NC: Association for the Advancement of Computing in Education (AACE).
- Greenhalgh**, S. P., & Koehler, M. J. (2017). Tweeting in the time of terrorism: Who participates in a French hashtag-based affinity space, where, and how?. In P. Resta & S. Smith (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2017* (pp. 614-619). Waynesville, NC: Association for the Advancement of Computing in Education (AACE).
- Rosenberg, J. M., Akcaoglu, M., Staudt Willet, K. B., **Greenhalgh**, S. P., & Koehler, M. J. (2017). A tale of two Twitters: Synchronous and asynchronous use of the same hashtag. In P. Resta & S. Smith (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2017* (pp. 283-286). Waynesville, NC: Association for the Advancement of Computing in Education (AACE).
- Staudt Willet, K. B., Koehler, M. J., & **Greenhalgh**, S. P. (2017). A tweet by any other frame: Three approaches to studying educator interactions on Twitter. In P. Resta & S. Smith (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2017* (pp. 1823-1830). Waynesville, NC: Association for the Advancement of Computing in Education (AACE).
- Willis, J., **Greenhalgh**, S. P., Nadolny, L., Liu, S., Aldemir, T., Rogers, S., Trevathan, M., ... and Oliver, W. (2017). Exploring the rules of the game: Games in the classroom, game-based learning, gamification, and simulations. In P. Resta & S. Smith (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2017* (pp. 475-480). Waynesville, NC: Association for the Advancement of Computing in Education (AACE).
- Greenhalgh**, S. P. (2016, octobre). *Some of these games are not like the others: Educational board games, genres, and learning*. Association for Educational Communications and Technology.
- Greenhalgh**, S. P., & Koehler, M. J. (2016, octobre). *Teachers, Twitter, and terrorism: Combining digital research methods to study online educational conversations in France*. Association for Educational Communications and Technology.
- Nyland, R., **Greenhalgh**, S. P., Rosenberg, J. M., Koehler, M. J., Veletsianos, G., & Kimmons, R. (2016, octobre). *Public data mining methods, ethics, & legalities*. Association for Educational Communications and Technology.
- Rosenberg, J. M., **Greenhalgh**, S. P., & Wolf, L. G. (2016, octobre). *Participating from near and far: Analyzing online graduate learning communities with social network analysis*. Association for Educational Communications and Technology.
- Greenhalgh**, S. P. (2016, avril). *Exploring the effect of second language proficiency on students' completion of other game-based curricular tasks*. American Educational Research Association.
- Arnold, B., Koehler, M., & **Greenhalgh**, S. P. (2016). Design principles for creating and maintaining immersive experiences in educational games. In G. Chamblee & L. Langub (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 502-508). Waynesville, NC: Association for the Advancement of Computing in Education (AACE).

- Greenhalgh**, S. P., Koehler, M. J., & Boltz, L. O. (2016). What features we like when we like educational games. In G. Chamblee & L. Langlub (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 554-561). Waynesville, NC: Association for the Advancement of Computing in Education (AACE).
- Greenhalgh**, S. P., Rosenberg, J. M., & Wolf, L. G. (2016). For every tweet there is a purpose: Twitter within (and beyond) an online graduate program. In G. Chamblee & L. Langlub (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 2044-2049). Waynesville, NC: Association for the Advancement of Computing in Education (AACE).
- Keenan, S. F., Rosenberg, J. M., **Greenhalgh**, S. P., & Koehler, M. J. (2016). Examining teachers' technology use through digital portfolios. In G. Chamblee & L. Langlub (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 1084-1091). Waynesville, NC: Association for the Advancement of Computing in Education (AACE).
- Koehler, M. J., **Greenhalgh**, S. P., & Boltz, L. O. (2016). Here we are, now entertain us! A comparison of educational and non-educational board games. In G. Chamblee & L. Langlub (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 567-572). Waynesville, NC: Association for the Advancement of Computing in Education (AACE).
- Rosenberg, J. M., Koehler, M. J., Akcaoglu, M., **Greenhalgh**, S. P., & Hamilton, E. R. (2016). State Educational Twitter Hashtags: An introduction and research agenda. In G. Chamblee & L. Langlub (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 355-360). Waynesville, NC: Association for the Advancement of Computing in Education (AACE).
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Koehler, M. J., Rosenberg, J. M., **Greenhalgh**, S. P., Zellner, A., & Mishra, P. (2014). Can portfolio-based assessments demonstrate teachers' TPACK? In J. Voogt (Chair), *Artifacts demonstrating teachers' technology integration competencies*. Society for Information Technology and Teacher Education.

Communications invitées

Greenhalgh, S. P. & Chapman, A. B. (2023, octobre). *#DezNat, the internet, and Latter-day Saint religious authority*. Bainbridge Island Latter-day Saint Fireside Series.

Bayeck, R., Rosario, A., Asino, T. I., **Greenhalgh**, S. P., & Salmons, J. E. (2022, mars). *Understanding cultural issues in research design*. SAGE Methodspace.
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Greenhalgh, S. P. (2021, avril). *"The correct [domain] name of the church": Online presence, naming, and legitimacy*. Mormon Studies Conference, Claremont Graduate University.

Greenhalgh, S. P. (2021, février). *"I'm a French teacher, not a data scientist!": Culture and meaning in (my) internet research*. Formations en Psychologie et technologie dans l'enseignement, Brigham Young University.

Krutka, D., Gleason, B., Carpenter, J. P., Dousay, T. A., & **Greenhalgh**, S. P. (2018, février). *Social media in education*. Social Media Special Interest Group, Society of Information Technology and Teacher Education. <https://www.youtube.com/watch?v=8IeW3QQ2Wqk>

VALORISATION ET VULGARISATION

Kemsley, T. & Noyce, D. (2025, 26 février). 'Mormon Land': Are LDS men falling prey to extremist online messages — and messengers — about masculinity? *The Salt Lake Tribune*.
<https://www.sltrib.com/religion/2025/02/26/mormon-land-are-lds-men-falling/>

Kemsley, T. (2025, 16 février). Move aside tradwives. Here's how social media is shaping LDS men's views of masculinity — for better or worse. *The Salt Lake Tribune*.
<https://www.sltrib.com/religion/2025/02/16/how-social-media-is-shaping-latter/>

Kemsley, T. (2024, 13 juillet). Study suggests a darker side to DezNat movement that says its only aim is to support LDS Church leaders. *The Salt Lake Tribune*. <https://www.sltrib.com/religion/2024/07/13/deznat-says-researcher-were-seeing/>

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Stack, P. F. (2023, 30 juillet). Why dismissing all #DezNat users as overzealous, over-the-line Latter-day Saints may be wrong. *The Salt Lake Tribune*. <https://www.sltrib.com/religion/2023/07/30/why-dismissing-all-deznat-users/>

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<https://www.dialoguejournal.com/podcasts/the-true-domain-name-of-the-church-a-conversation-with-spencer-p-greenhalgh/>
- Stack, P. F. & Noyce, D. (2023, 19 avril). 'Mormon Land': Wrangling over 'thechurchofjesuschrist.org' — who owns the name? *The Salt Lake Tribune*. <https://www.sltrib.com/religion/2023/04/19/mormon-land-churchs-internet/>
- Stack, P. F. (2023, 16 avril). How the LDS Church worked and worked — and paid and paid — to get its name 'right' on the internet. *The Salt Lake Tribune*. <https://www.sltrib.com/religion/2023/04/16/how-lds-church-worked-worked-paid/>
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<https://www.edweek.org/technology/is-the-gas-app-safe-heres-what-you-need-to-know/2023/01>
- Prothero, A. (2023, 9 janvier). Seattle district sues social media companies over students' mental health. *EducationWeek*. <https://www.edweek.org/leadership/seattle-district-sues-social-media-companies-over-students-mental-health/2023/01>
- Klein, A. (2022, 1 décembre). 'Gas' is the latest app to catch fire with kids. What you need to know about it. *EducationWeek*. <https://www.edweek.org/technology/gas-is-the-latest-app-to-catch-fire-with-kids-what-you-need-to-know-about-it/2022/12>
- Johnson, S. (2022, 22 mai). UK information communication professor: Limits to social media free speech is tricky. *WEKU*. <https://www.weku.org/interviews/2022-05-22/uk-information-communication-professor-limits-to-social-media-free-speech-is-tricky>
- Stack, P. F. (2022, 15 mai). TikTok or tracting? LDS missionaries are singing, dancing and preaching online, but do these videos work? *The Salt Lake Tribune*. <https://www.sltrib.com/religion/2022/05/15/tiktok-or-tracting-lds/>
- Stack, P. F. (2021, 21 juillet). Assistant Alaskan A.G. under investigation for allegedly posting bigoted #DezNat tweets. *The Salt Lake Tribune*. <https://www.sltrib.com/religion/2021/07/21/assistant-alaskan-ag/>
- Stack, P. F. (2021, 18 juin). Some #DezNat troops, fearful of being publicly outed, are retreating from digital LDS war. *The Salt Lake Tribune*. <https://www.sltrib.com/religion/2021/06/18/some-deznat-troops/>
- Stack, P. F. (2021, 31 janvier). Unholy war: Is #DezNat an online platform for defending the LDS Church or a launching pad for extremists? *The Salt Lake Tribune*. Retrieved from <https://www.sltrib.com/religion/2021/01/31/unholy-war-deznat-troops/>

FINANCEMENTS DES RECHERCHES

Financements obtenus

- 2021-2022 University of Kentucky College of Communication and Information (**7 500 USD**)
(Faculté de la communication et de l'information)
Gay Gab: Alt-Right Social Media and the LGBTQ Community
(*Les médias sociaux de l'extrême droite et la communauté LGBTQ*)
coordinateurs : Evan Brody, **Spencer P. Greenhalgh**
- 2018-2021 Herman and Rasiej Math Initiative at the University of Southern California (**8 820 USD**)
(Initiative Herman-Rasiej pour l'enseignement des mathématiques)
Exploring how Beginning Elementary Mathematics Teachers Seek out Resources through Social Media
(*Explorer comment les enseignant.e.s de mathématiques à l'école primaire cherchent des ressources sur les médias sociaux*)
coordinateur : Stephen Aguilar (University of Southern California) ; chercheurs : Joshua Rosenberg (University of Tennessee—Knoxville), Christian Fischer (University of California—Irvine), **Spencer P. Greenhalgh** ; chercheur associé : Michael Lawson (University of Tennessee—Knoxville)
- 2019-2020 University of Kentucky College of Communication and Information (**2 000 USD**)
(Faculté de la communication et de l'information)
Platforms, Pedagogies, and Privacy: A Study into the Landscape of Digital Platform Use in Kentucky Public Schools
(*Les plateformes, la pédagogie, et la vie privée dans les écoles publiques au Kentucky*)
coordinateur.ice.s : **Spencer P. Greenhalgh**, Daniela DiGiacomo, Sarah Barriage
- 2019-2020 Southeastern Conference Visiting Faculty Travel Grant Program, via University of Tennessee—Knoxville (**711 USD**)
(Subventions pour les échanges de chercheurs)
Educational Policy and Teachers' Use of Twitter
(*Politique de l'éducation et l'usage de Twitter par les enseignant.e.s*)
chercheur accueilli: Joshua M. Rosenberg (University of Tennessee—Knoxville) ; chercheuse accueillante : Annelise M. Russell (Martin School of Public Policy and Administration, University of Kentucky) ; chercheur.euse.s associé.e.s: **Spencer P. Greenhalgh**, Danielle Duffy (Martin School of Public Policy and Administration, University of Kentucky)
- 2018-2019 Claremont Graduate University Global Mormon Studies Research Grant (**500 USD**)
(Subventions pour les recherches en études du mormonisme mondial)
Every Nation, Kindred, Tongue, and “Tweeple”: International Use of the #ldsconf and #twitterstake Twitter Hashtags
(*L'usage international des hashtags #ldsconf et #twitterstake sur Twitter*)
coordinateur: **Spencer P. Greenhalgh**

Financements proposés mais non obtenus

- 2024 Institute of Museum and Library Services National Leadership Grants for Libraries (**144 794 USD**)
(Institut des services des musées et des bibliothèques)
Library Websites and Library Values: Setting the Stage for National-Scale Research
(*Les valeurs et les sites web des bibliothèques : Préparer des recherches à l'échelle nationale*)
coordinateur: **Spencer P. Greenhalgh** ; chercheuses: Elizabeth A. Spencer, Youngok Choi

ENSEIGNEMENT ET SUPERVISION

Financements

- 2022 Subvention pour manuels universitaires libres University of Kentucky Libraries

Manuels universitaires libres

- Greenhalgh, S. P. [rédacteur] (2025). *Introduction to data science: A remixed textbook for ICT/LIS 661 at the University of Kentucky* (*Introduction à la science des données : Un manuel « remixé » pour le cours ICT/LIS 661 à l'Université du Kentucky*) [mise à jour 2025].
https://spencergreenhalgh.com/ict_lis_661_textbook_2025_fall/_book/
- Greenhalgh, S. P. [rédacteur] (2023). *Introduction to data science: A remixed textbook for ICT/LIS 661 at the University of Kentucky* (*Introduction à la science des données : Un manuel « remixé » pour le cours ICT/LIS 661 à l'Université du Kentucky*) [mise à jour 2023].
https://spencergreenhalgh.com/ict_lis_661_textbook_2023_fall/_book/
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Cours enseignés

- 2019-présent Masters en TIC et en sciences des bibliothèques (**en ligne**), University of Kentucky
- Games, Literacy, Meaning, and Learning
 (*Les jeux, les littératies, le sens, et l'apprentissage*)
- Introduction to Data Science
 (*Introduction à la science des données*)
- 2019-présent Doctorat en Communication (**en présentiel**), University of Kentucky
- Research Problems in Communication
 (*supervision d'un projet de recherche d'un.e doctorant.e*)
- Special Topics (Internet and Social Media Research)
 (*cours spécial: recherches de l'internet et des médias sociaux*)

- 2018-présent Bachelor en TIC (**en ligne et en présentiel**), University of Kentucky
- Technologies for Information Services
(*Introduction aux ordinateurs*)
 - Content Management Systems
(*Les systèmes de gestion de contenu*)
 - Information Literacy and Critical Thinking
(*La littératie informationnelle et l'esprit critique*)
- 2021 Formations de la Faculté de la communication et de l'information (**en présentiel**), University of Kentucky
- Academic Orientation
(*Orientation à la vie universitaire*)
- 2013-2018 Master en Technologies éducatives (**en ligne et en présentiel ; chargé de cours**), Michigan State University
- Educational Technology Capstone Course
(*Cours de projet final en technologies éducatives*)
 - Electronic Assessment for Teaching and Learning
(*L'évaluation électronique pour l'enseignement et l'apprentissage*)
 - Technology and Leadership
(*La technologie et le leadership*)
 - Teaching for Understanding with Technology
(*Enseigner avec la technologie*)
 - Applying Educational Technology to Issues of Practice
(*Mettre en pratique les technologies éducatives*)
 - Learning in School and Other Settings
(*L'apprentissage dans les écoles et d'autres contextes*)
 - Approaches to Educational Research
(*Les recherches dans l'éducation*)
 - Teaching Students Online
(*L'enseignement en ligne*)
- 2017 Doctorat en Psychologie de l'éducation et technologies éducatives (**en ligne et en présentiel ; assistant au professeur**), Michigan State University
- Introduction to Qualitative Methods in Educational Research
(*Introduction aux méthodes qualitatives dans l'éducation*)

Supervision des étudiant.e.s

- 2020-présent membre des jurys de thèse, University of Kentucky
- Fame Hale (2025-present)
Doctorat en Communication
 - Jenny Ferguson (2024-present)
Doctorat en Sciences de l'éducation
 - Julie Pfeiffer (2023-2024)
Doctorat en Sciences de l'éducation
 - Jane Walsh (2021-2023)
Doctorat en Leadership dans l'éducation
 - Megan Reynolds (2020-2023)
Doctorat en Sciences de l'éducation

2025-présent	membre des jurys de mémoire, Master en Communication, University of Kentucky - Ashley McCann - Jenna Young
2025-present	membre des jurys de mémoire de Bachelor, Centre Gaines pour les sciences humaines, University of Kentucky - Caleb Dotson - Danielle Ferriell
2020-présent	superviseur pour les étudiant.e.s dans le Master en TIC, University of Kentucky
2019-présent	supervisor pour les stagiaires dans le Bachelor en TIC, University of Kentucky
2020-2022	superviseur pour des cours indépendents pour le Master en TIC, University of Kentucky - Josephine Leow (gestion de contenus, 2022) - Steve Sommer (analyse des données, 2020)

RESPONSABILITES AUPRES DE L'UNIVERSITE

Responsabilités au niveau de l'université

2023	représentant du Bachelor en TIC, introductions aux formations Bachelor, Stuckert Career Center
2020	évaluateur désigné pour la transition à l'enseignement en ligne à cause du Covid-19
2019	consultant de la langue et culture françaises, Institutional Review Board (<i>comité d'éthique de la recherche</i>)

Responsabilités au niveau de la Faculté de la communication et de l'information

2023-présent	membre du conseil consultatif de la doyenne
2023	participant dans le « laboratoire d'idées » pour les initiatives internationales
2019-2020	membre de l'équipe « mission et valeurs » du conseil de planification stratégique

Responsabilités au niveau de l'École des sciences de l'information

2024-présent	responsable, comité des formations et de l'enseignement
2023-2024	membre, comité du recrutement (trois nouveaux professeurs)
2022-2023	membre, comité du recrutement (nouvel.le direct.eur.ice de l'école)
2020-2023	membre, comité des formations et de l'enseignement
2021-2022	membre d'une comité <i>ad hoc</i> de la mission et de la vision de l'École

Responsabilités au niveau des formations en TIC

2019-présent	membre, comité des examens finaux
2020-2024	membre, comité des formations et de l'enseignement
2024	apparence dans une vidéo de recrutement
2020-2023	membre, comité de la planification
2018-2020	membre d'une comité <i>ad hoc</i> pour l'évaluation des formations en TIC

RESPONSABILITES AUPRES DES ORGANISATIONS SCIENTIFIQUES

Mormon Social Science Association

(Association pour les études du mormonisme en sciences sociales)

2024-présent rédacteur numérique, *Journal of the Mormon Social Science Association*

2023-présent secrétaire

Global Mormon Studies Network

(Réseau des études du mormonisme mondial)

2019-présent administrateur du site web

2020-2023 membre, comité directeur du réseau

2022-2023 responsable technique, colloque en ligne de 2023

2022-2023 membre, comité du colloque en ligne de 2023

Association for Educational Communications and Technology

(Association des études de la communication et de la technologie dans l'éducation)

2018-2023 évaluateur, *TechTrends* [revue de l'organisation]

2018-2023 évaluateur, colloques de l'organisation

2022-2023 coordinateur des recherches « en vedette », Division des recherches et de la théorie

2021-2022 secrétaire, Division des recherches et de la théorie

2021-2022 membre, comité pour « le tournoi des théories », colloque de 2022

2020-2021 membre extraordinaire du conseil, Division des recherches et de la théorie

2020-2021 membre, comité pour « le tournoi des théories », colloque de 2021

Évaluation par les pairs

2024-2025 *Journal of Media and Religion* (revue)

2021-2024 *Information and Learning Sciences* (revue)

2024 *Learning, Media, and Technology* (revue)

2023 *International Journal of Educational Research* (revue)

2023 *Professional Development in Education* (revue)

2023 *Globalisation, Societies and Education* (revue)

2023 Hawaii International Conference on System Sciences (colloque)

2023 *Open Education Studies* (revue)

2022-2023 *Social Media & Society* (revue)

2016-2023 *E-Learning and Digital Media* (revue)

2021-2022 *The Internet and Higher Education* (revue)

2021-2022 *Computers & Education* (revue)

2022 *British Journal of Educational Technology* (revue)

2021 *A Third Library is Possible* (projet du Council on Library and Information Resources)

2021 *50 Years of Education Research Trends* (livre)

2021 *Journal of Applied Instructional Design* (revue)

2021	<i>Journal of Education for Teaching</i> (revue)
2021	<i>Teaching and Teacher Education</i> (revue)
2020	<i>AERA Open</i> (revue ; numéro spécial: la science des données dans l'éducation)
2020	<i>Journal on Computing and Cultural Heritage</i> (revue)
2019	<i>Research Methods in Learning Design and Technology</i> (livre)
2019	<i>Journal of Educational Computing Research</i> (revue)
2018	Association of Internet Researchers (colloque)
2015	<i>Examining the Evolution of Gaming</i> (livre)