

# Spencer P. Greenhalgh (il/lui)

Curriculum vitae

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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. (publication anticipée en ligne). The Internet as distinct and extended space for a Community of Christ congregation between 2020 and 2022. *Journal of Media and Religion*. <https://doi.org/10.1080/15348423.2025.2554055> [prépublication]
- 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]

## Chapitres dans des livres scientifiques à comité de lecture

- 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. (2025, November). *Mormon presence on right-wing social media platforms*. Society for the Scientific Study of Religion / Religious Research Association.
- Sands, L., Chapman, A., & **Greenhalgh**, S. P. (2025, October). "Who wants twenty controlling women in their lives anyway?": Polygamy, gender essentialism, and masculinity on a conservative LDS online forum. Society for the Scientific Study of Religion / Religious Research Association.
- 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. Langlub (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).
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- Communications invitées**
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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.
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## VALORISATION ET VULGARISATION

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- 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/>

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- 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/>
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## 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/](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].  
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- Greenhalgh, S. P. [rédacteur] (2022). *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*). <https://doi.org/10.13023/is.textbook.01>

### 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**

2025-present	membre, coopérative UK2UK (les jeux et les études du numérique), Centre Gaines pour les sciences humaines
2024-present	membre, conseil consultatif sur les manuels libres, bibliothèques universitaires
2023	représentant du Bachelor en TIC, introductions aux formations Bachelor, Centre professionnel Stuckert
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**

2023-2025	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	membre, comité des formations et de l'enseignement
2023-2024	membre, comité du recrutement (trois nouveaux professeurs)
2022-2023	membre, comité du recrutement (nouvel.le directeur.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**

2019-2024	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 *ad hoc* 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	<i>50 Years of Education Research Trends</i> (livre)
2021	<i>Journal of Applied Instructional Design</i> (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)