

Spencer P. Greenhalgh (he/him/his)  
Curriculum Vitae

**EDUCATION**

2018	PhD	Michigan State University	Educational Psychology and Educational Technology
2012	BA	Brigham Young University	French Teaching

**PROFESSIONAL APPOINTMENTS**

2023-present	Associate Professor	School of Information Science, University of Kentucky
2018-present	Associate Graduate Faculty	College of Communication and Information, University of Kentucky
2018-2023	Assistant Professor	School of Information Science, University of Kentucky

**RECENT SCHOLARSHIP**

**Refereed Journal Articles**

Brody, E., **Greenhalgh**, S. P., & Sajjad, M. (advance online publication). Free speech or free to hate?: Anti-LGBTQ+ discourses in LGBTQ+-affirming spaces on Gab Social. *Journal of Homosexuality*. <https://doi.org/10.1080/00918369.2023.2218959>

**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>

**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>

**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>

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>

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>

- 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>
- 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>
- 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>
- 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>

### Refereed Book Chapters

- Greenhalgh**, S. P. (2023). Deep assumption 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.

### RECENT RESEARCH FUNDING

- |           |   |
|-----------|---|
| 2021-2022 | <p>University of Kentucky College of Communication and Information, Speed Dating for Researchers XI (\$7,500)</p> <p><i>Gay Gab: Alt-Right Social Media and the LGBTQ Community</i></p> <p>co-PIs: Evan Brody, <b>Spencer P. Greenhalgh</b></p>   |
| 2018-2021 | <p>Herman and Rasiej Math Initiative at the University of Southern California (\$8,820)</p> <p><i>Exploring how Beginning Elementary Mathematics Teachers Seek out Resources through Social Media</i></p> <p>PI: Stephen Aguilar (University of Southern California); Co-PIs: Joshua Rosenberg (University of Tennessee—Knoxville), Christian Fischer (University of California—Irvine), <b>Spencer P. Greenhalgh</b>; Co-I: Michael Lawson (University of Tennessee—Knoxville)</p> |
| 2019-2020 | <p>University of Kentucky College of Communication and Information Research Activities fund (\$2,000)</p> <p><i>Platforms, Pedagogies, and Privacy: A Study into the Landscape of Digital Platform Use in Kentucky Public Schools</i></p> <p>co-PIs: <b>Spencer P. Greenhalgh</b>, Daniela DiGiacomo, Sarah Barriage</p>  |