

Spencer P. Greenhalgh (il/lui)

Curriculum vitae

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PARCOURS PROFESSIONNEL

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| 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

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|------|----------|---------------------------|---|
| 2018 | Doctorat | Michigan State University | Educational Psychology and Educational Technology (<i>Psychologie et technologie dans l'éducation</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 enseignants 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

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|------|---|---|
| 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

- Krutka, D. G., & **Greenhalgh**, S. P. (publication anticipée). The dark side of affinity spaces for teacher professional learning. *British Journal of Educational Technology*. <https://doi.org/10.1111/bjet.13593>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>

- 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>
- 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. Retrieved from <https://www.tcrecord.org/Content.asp?ContentID=23478>
- 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/>
- Greenhalgh**, S. P., Staudt Willet, B. K., & 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>
- Greenhalgh**, S. P., Staudt Willet, B. K., 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>
- 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>
- 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>
- 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.
- 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.
- 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>
- 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>

Chapitres dans des livres scientifiques à comité de lecture

- 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.
- 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.** (2024, October). *Trends and boundaries in Mormon Twitter's reactionary #DezNat hashtag*. Society for the Scientific Study of Religion / Religious Research Association.
- Greenhalgh, S. P.** (2023, October). *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, October). *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, October). *"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, October). *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, June). *Geographical and digital borders in the Community of Christ Toronto congregation*. Global Mormon Studies.
- Brody, E., **Greenhalgh, S. P.**, & Sajjad, M. (2023, May). *Gayservatives on Gab: LGBTQ+ communities and far right social media*. International Communication Association.
- Brody, E., & **Greenhalgh, S. P.**, & Sajjad, M. (2023, March). *Gay Gab: Queerphobia, far-right social media, and LGBTQ+ communities*. Society for Cinema and Media Studies.

- Greenhalgh, S. P., & Chapman, A. L.** (2022, November). *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, November). *Context and values in educational technology research*. Association for Educational Communications and Technology.
- Greenhalgh, S. P.**, Krutka, D. G., & Oltmann, S. (2021, November). *Gab, Parler, and reconsidering learning on social media*. Association for Educational Communications and Technology.
- Greenhalgh, S. P.**, Di Giacomo, D., & Barriage, S. (2021, November). *ClassDojo and the conflation of educational technology platforms*. Association for Educational Communications and Technology.
- Chapman, A. L. & **Greenhalgh, S. P.** (2021, October). *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, June). *"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, November). *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, November). *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, November). *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, October). *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, July). *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, April). *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, October). *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, October). *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, October). *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, October). *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, March). *Every nation, kindred, tongue and 'tweeple': International use of the #ldsconf Twitter hashtag*. Global Mormon Studies.
- Carpenter, J., Koehler, M., Staudt Willet, B. K., & **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, October). *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, April). *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, April). *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, November). *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, November). *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, May). 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, March). 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, March). 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, March). 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, March). 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, March). 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, October). *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, October). *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, October). *Public data mining methods, ethics, & legalities*. Association for Educational Communications and Technology.
- Rosenberg, J. M., **Greenhalgh, S. P., & Wolf, L. G.** (2016, October). *Participating from near and far: Analyzing online graduate learning communities with social network analysis*. Association for Educational Communications and Technology.
- Greenhalgh, S. P.** (2016, April). *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).
- 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).
- Greenhalgh**, S. P., Rosenberg, J. M., Keenan, S., & Koehler, M. J. (2015, November). *An investigation of the use of digital portfolios for understanding educators' technology knowledge*. Association for Educational Communications and Technology.
- Rosenberg, J. M., Akcaoglu, M., Hamilton, E., **Greenhalgh**, S. P., & Koehler, M. J. (2015, November). *Tweeting U.S.A.: An examination of State Educational Twitter Hashtags (SETHs)*. Association for Educational Communications and Technology.
- Boltz, L. O., Arnold, B. & **Greenhalgh**, S. (2015). Players, features, and enjoyment: Entertainment games as models for educational games. In D. Rutledge & D. Slykhuis (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (pp. 822-829). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
- Koehler, M., **Greenhalgh**, S. P., & Zellner, A. (2015). Potential applications of sentiment analysis in educational research and practice – Is SITE the friendliest conference? In D. Rutledge & D. Slykhuis (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (pp. 1348-1354). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
- Rosenberg, J., **Greenhalgh**, S. P., & Koehler, M. (2015). A performance assessment of teachers' TPACK using artifacts from digital portfolios. In D. Rutledge & D. Slykhuis (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (pp. 3390-3397). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
- Greenhalgh**, S. P., Boltz, L. O., & Koehler, M. J. (2014, October). *What's in an (educational) game? Ub3r mechanics and 1337 motifs! Meaningful Play*.

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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, October). *#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, March). *Understanding cultural issues in research design*. SAGE Methodspace.
<https://www.methodspace.com/blog/understanding-cultural-issues-in-research-design>

Greenhalgh, S. P. (2021, April). *"The correct [domain] name of the church": Online presence, naming, and legitimacy*. Mormon Studies Conference, Claremont Graduate University.

Greenhalgh, S. P. (2021, February). *"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, February). *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, February 26). '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, February 16). 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, July 13). 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/>

Brown, N. (2024, June 10). LDS women need a platform where they can safely and freely speak out. *The Salt Lake Tribune*. <https://www.sltrib.com/religion/2024/06/08/natalie-brown-lds-women-need/>

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- Petrey, T. G. (Host). (2023, June 15). The true domain name of the church: A conversation with Spencer P. Greenhalgh [Audio podcast episode]. In *Dialogue Out Loud*. Dialogue.
<https://www.dialoguejournal.com/podcasts/the-true-domain-name-of-the-church-a-conversation-with-spencer-p-greenhalgh/>
- Stack, P. F. & Noyce, D. (2023, April 19). '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, April 16). 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/>
- Klein, A. (2023, January 18). Is the Gas app safe? Here's what you need to know. *EducationWeek*.
<https://www.edweek.org/technology/is-the-gas-app-safe-heres-what-you-need-to-know/2023/01>
- Prothero, A. (2023, January 9). 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, December 1). '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, May 22). 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, May 15). 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, July 21). 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, June 18). 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, January 31). 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 enseignants 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 enseignants*)
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] (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/
- 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 Technologie dans l'éducation (**en ligne et en présentiel ; chargé de cours**), Michigan State University
- Educational Technology Capstone Course
(*Cours de projet final en technologie dans l'éducation*)
 - 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 dans l'éducation*)
 - 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 et technologie dans l'éducation (**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 étudiants

- 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 étudiants 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 indépendants 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 du doyen |
| 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 directeur.ice de l'école) |
| 2020-2023 | member, comité des formations et de l'enseignement |
| 2021-2022 | member 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, <i>Journal of the Mormon Social Science Association</i> |
| 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, <i>TechTrends</i> [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 | <i>Journal of Media and Religion</i> (revue) |
| 2021-2024 | <i>Information and Learning Sciences</i> (revue) |
| 2024 | <i>Learning, Media, and Technology</i> (revue) |
| 2023 | <i>International Journal of Educational Research</i> (revue) |
| 2023 | <i>Professional Development in Education</i> (revue) |
| 2023 | <i>Globalisation, Societies and Education</i> (revue) |
| 2023 | <i>Hawaii International Conference on System Sciences</i> (colloque) |
| 2023 | <i>Open Education Studies</i> (revue) |
| 2022-2023 | <i>Social Media & Society</i> (revue) |
| 2016-2023 | <i>E-Learning and Digital Media</i> (revue) |
| 2021-2022 | <i>The Internet and Higher Education</i> (revue) |
| 2021-2022 | <i>Computers & Education</i> (revue) |
| 2022 | <i>British Journal of Educational Technology</i> (revue) |
| 2021 | <i>A Third Library is Possible</i> (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) |

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| 2018 | Association of Internet Researchers (colloque) |
| 2015 | <i>Examining the Evolution of Gaming</i> (livre) |