

JON MICHAEL WARGO

Associate Professor

University of Michigan – Ann Arbor * Marsal Family School of Education

610 East University Avenue * 3117B SEB * Ann Arbor, MI 48109-1259

E: wargojon@umich.edu C: [REDACTED] W: www.jonwargo.com

ACADEMIC & PROFESSIONAL APPOINTMENTS

- ASSOCIATE PROFESSOR (with TENURE)** *2023 - Present*
UNIVERSITY OF MICHIGAN – ANN ARBOR, MARSAL FAMILY SCHOOL OF EDUCATION
Faculty affiliate of the Digital Studies Institute and the Institute for Research on Women & Gender
- ASSISTANT PROFESSOR** *2017 – 2023*
BOSTON COLLEGE, LYNCH SCHOOL OF EDUCATION & HUMAN DEVELOPMENT
- ASSISTANT PROFESSOR** *2016 – 2017*
WAYNE STATE UNIVERSITY, COLLEGE OF EDUCATION, DIVISION OF TEACHER EDUCATION
- CO-DIRECTOR** *2016 – 2017*
WAYNE STATE WRITING PROJECT (AND AUXILIARY PROGRAMS) – NATIONAL WRITING PROJECT
- PROGRAM DIRECTOR – [INSTRUCTION]** *2010 – 2011*
TEACH FOR AMERICA – COLORADO; TEACHER PREPARATION, SUPPORT, & DEVELOPMENT
- ELEMENTARY SCHOOL EDUCATOR** *2008 – 2011*
DENVER PUBLIC SCHOOLS – GUST ELEMENTARY

EDUCATION

- MICHIGAN STATE UNIVERSITY** **East Lansing, MI**
COLLEGE OF EDUCATION *2016*
Doctor of Philosophy in Curriculum, Instruction, and Teacher Education
Specialization in Language and Literacy Education
Certificate in Qualitative Research Methods
- INDIANA UNIVERSITY** **Bloomington, IN**
COLLEGE OF ARTS & SCIENCES *2008*
Bachelor of Arts in English Literature and Gender Studies (*Honors*)
Minor in French Language and Literature

PUBLICATIONS*

REFEREED JOURNAL ARTICLES

- Wargo, J.M.**, Brownell, C.J., & Schenkel, K. (2026). Dreaming through Drawing: Tracing the Shape of Children's 'Voice' in (Re)Storying the Climate Crisis. *English Teaching: Practice & Critique*.
<https://doi.org/10.1108/ETPC-10-2025-0249>
- Wargo, J.M.**, Segel, M., Giunco, K., & Smith, K.P. (2025). Teaching for Justice: Examining the For-s, In-s, and Of-s of an Antibias, Anti-Racist Community of Learning. *Teachers and Teaching*.
<https://doi.org/10.1080/13540602.2025.2605647>
- Wargo, J.M.**, Giunco, K., & Smith, K.P. (2025). Making Justice-Oriented Futures From a Censored Past: Reanimating the Racio-Religious Specters Haunting a Research-Practice Partnership in English Language Arts. *Reading Research Quarterly*, 60(1), 1-16. <https://doi.org/10.1002/rrq.70055>
- Trafi-Prats, L., Castro-Varela, A., & **Wargo, J.M.** (2025). Atmospheric Approaches to Mobile Media: Reconceptualizing Youth-Smartphone Relations. *Children's Geographies*.
<https://doi.org/10.1080/14733285.2025.2589970>
- Brownell, C.J., & Schenkel, K., & **Wargo, J.M.** (2025). Crafting a Sense of Response-ability: Examining Children's Coastal Calls to Action Across Three Coastal Communities. *Language Arts*, 102(4), 171-184.
<https://doi.org/10.58680/la20251024171>
- Wargo, J.M.** (2025). From "Todo Sobre Mí" to "All About We": Reading Children's Visual Texts as Sights and Scenes of Critical Data Literacies. *Language Arts*, 102(3), 172-184. <https://doi.org/10.58680/la20251023172>
- Lai, B.S., Riobueno-Naylor, A., Quan, S., Montes, M., **Wargo, J.M.**, & Jones-Jang, M. (2025). Evaluating Video-based Science Communications Practices: A Scoping Review. *Journal of Science Communication*.
<https://doi.org/10.22323/2.24030901>
- Smith, K.P. & **Wargo, J.M.** (2025). Contingent Contradictions and the (Il)Logics of Adolescence: Examining how Undergraduates in an LGBTQ+ Young Adult Literature Course 'Read' Queer Youth. *Reading Research Quarterly*, 60(1), 1-21. <https://ila.onlinelibrary.wiley.com/doi/full/10.1002/rrq.580>
- Giunco, K., & Smith, K.P., & **Wargo, J.M.** (2024). In-Service Educators Making Sense of Risky Literature: The Cultural Politics of Positioning (Con)Texts During a Yearlong Antibias, Anti-Racist Book Club. *Literacy Research: Theory, Method, and Practice*, 73(1), 105-125. <https://doi.org/10.1177/23813377241285835>
- Coleman, J.J., & **Wargo, J.M.** (2024). Queer Civics, Hermeneutical Injustice, and the Cis Straight State: Reading the Illusion of LGBTQ+ Inclusion through the (Queer) Child. *Educational Theory*, 74(5), 639-661.
- Wargo, J.M.** (2024). Remixed Recipes and Mimicked Mentor Texts: Reading Young Children's Play(giarism) as Complex Scenes of Early Writing. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-024-01751-4>

Underlined names indicate that the person was a student at the time of writing or publication of the article. *Names with an asterisk indicate that the person was a cooperating teacher and co-author.

- Wargo, J.M. & Katz, A.** (2024). Code-Switching Queer Controversy: Pre-K-8 Educators' Perceptions of LGBT-Inclusive Policy Framing. *Educational Policy Analysis Archives*, 32(44). <https://doi.org/10.14507/epaa.32.8503>
- Schenkel, K., Brownell, C.J., & **Wargo, J.M.** (2024). Children Communicating Care through Curiosity Walks: Using Scientific Practices to Cultivate Knowledge about Climate Justice. *Science and Children*, 61(2), 76-82. <https://doi.org/10.1080/00368148.2024.2315670>
- Wargo, J.M., Giunco, K., & Smith, K.** (2024). "That's a Third-Rail Issue": Using LGBTQ+ Children's Literature as Backup to Counter Pushback. *The Reading Teacher*, 77(5), 727-735. <https://ila.onlinelibrary.wiley.com/doi/full/10.1002/trtr.2278>
- Wargo, J.M., & Giunco, K.** (2024). Interrogating Young Children's Itineraries for Writing: Promoting Disciplinary Literacy through Personal Digital Inquiry. *The Reading Teacher*, 77(4), 428-438. <https://ila.onlinelibrary.wiley.com/doi/full/10.1002/trtr.2253>
- Wargo, J.M. & Coleman, J.** (2024). Pinkwashing Picturebooks: Reading Homonational Heroes through Contemporary US LGBTQ+ Biographies. *Children's Literature in Education*, 55, 37-59.
- Blake, A., Morales, M. Wargo, J.M., Corbitt, A., & Madres, J. (2023). Playing Toward Multiplicity: Disorienting Intra-actions with Materials & Learning in an Escape Room. *Digital Culture & Education*, 14(5), 169-190. <https://www.digitalcultureandeducation.com/volume-14-5-papers/blake-et-al-2023>
- Wargo, J.M., & Smith, K.** (2023). "So, You're Not Homophobic, Just Racist and Hate Gay Muslims?" Reading Difference with LGBTQ-Themed Young Adult Literature. *English Education*, 55(3), 155-180.
- Wargo, J.M. & Garcia, A.** (2023). (Re)reading the Room: The literacies of escape rooms. *Journal of Curriculum and Pedagogy*, 20(1), 14-39. <https://doi.org/10.1080/15505170.2021.1960224>
- Wargo, J.M., Morales, M., & Corbitt, A.** (2022). Fabricating Response: Prospective Elementary Teachers Remediating Response to *The Circuit* through 3D Printing and Design. *Curriculum Inquiry*, 52(5), 544-570. <https://doi.org/10.1080/03626784.2022.2149028>
- Wargo, J.M. & Morales, M., Blake, A., Corbitt, A., & Madres, J.** (2022). Sounding Escape: Examining the Sonic Contours of Play and Story in "The Author's Enigma." *Mind, Culture, and Activity*, 29(3), 269-287. <https://doi.org/10.1080/10749039.2022.2153870>
- Wargo, J.M.** (2022). Leveraging Digital Media to Document Social Class Injustice. *English Journal*, 111(4), 41-48.
- Wargo, J.M.** (2022). Gendered Genius Hour: Tracing Young Children's Uptake of *Expert* across the Nexus of Personal Digital Inquiry. *Research in the Teaching of English*, 56(3), 275-300.
- Wargo, J.M.** (2022). "Can I Just Be A Human?" Reading LGBTQ+ Youths' Civics Talk-As-Text. *Journal of Social Studies Research*. 46(1), 19-33. <https://doi.org/10.1016/j.jssr.2021.11.002>
- Corbitt, A., Wargo, J.M., & O'Connor, C. (2021). Encountering unnatural E-literature: Tracing interpretation and relationality across multimodal response and digital annotation. *English in Education*, 56(2), 186-200. <https://doi.org/10.1080/04250494.2021.1933424>

- Wargo, J.M.** & Coleman, J. (2021). Speculating the Queer (In)Human: A Critical, Reparative Reading of Contemporary LGBTQ+ Picturebooks. *Journal of Children's Literature*. 47(1), 84-96.
- Wargo, J.M.** (2021). 'Sound' civics, heard histories: A critical case of young children mobilizing digital media to write (right) injustice. *Theory and Research in Social Education*. 49(3), 360-389.
<https://doi.org/10.1080/00933104.2021.1874582>
- Wargo, J.M.** (2021). "Seeing" Difference Differently: Inquiry-Based Learning as a Site/Sight of Intersectional Justice in English Language Arts. *Language Arts*. 98(3), 135-148.
- Wargo, J.M.,** Brownell, C., & Oliveira, G. (2021). Sound, Sentience, and Schooling: Writing the Field Recording in Educational Ethnography. *Anthropology & Education Quarterly*. 52(3), 315-334.
<https://doi.org/10.1111/aeq.12365>
- Wargo, J.M.** & Alvarado, J. (2020). 'Making' Civics, Designing Inquiry: Mobilizing Civic Education through Integrative Learning in Pre-Kindergarten. *Social Studies & the Young Learner*. 33(1), 28-32.
- Wargo, J.M.** (2020). Be(com)ing 'In-Resonance-With' Research: Improvising a Post-Intentional Phenomenology through Sound and Sonic Composition. *Qualitative Inquiry*. 26(5), 440-446.
<https://doi.org/10.1177%2F1077800418819612>
- Wargo, J.M.** (2020). Sounding out synthesis: Investigating how educators in a teaching with technology course use sonic composition to remix reflection. *E-Learning & Digital Media*. 17(3), 218-235.
<https://doi.org/10.1177%2F2042753020902784>
- Wargo, J.M.** & Alvarado, J. (2020). Making as worlding: young children composing change through speculative design. *Literacy*. 54(2), 13-21. <https://doi.org/10.1111/lit.12209>
- Wargo, J.M.** (2020). Between an iPhone and a safe space: tracing desire in connective (auto)ethnographic research with LGBTQ youth. *International Journal of Qualitative Studies in Education*. 33(5), 508-523.
<https://doi.org/10.1080/09518398.2019.1681537>
- Wargo, J.M.** (2019). "Picture This!" Examining the Making and Movement of Speculative "Witness" in Young Children's A/r/tographic Collage. *Video Journal of Education and Pedagogy*. 4(1), 138-150.
- Castro Samayoa, A., **Wargo, J.M.,** & Oliveira, G. (2019). Data's (In)Humanism: Re/Presentations of State, Institutions, and Practices in Contemporary Educational Re/search. *Qualitative Inquiry*. 26(8-9), 1131-1141.
<https://doi.org/10.1177%2F1077800419883302>
- Wargo, J.M.** (2019). Sounding the Garden, Voicing a Problem: Mobilizing Critical Literacy through Personal Digital Inquiry with Young Children. *Language Arts*. 96(5), 275-285.
- Wargo, J.M.** (2019). Lights! Cameras! Genders? Interrupting Hate through Classroom Tinkering, Digital Media Production and [Q]ulturally Sustaining Arts-Based Inquiry. *Theory into Practice*. 58(1), 18-28.
<https://doi.org/10.1080/00405841.2018.1536919>
- Wargo, J.M.** & Clayton, K.* (2018). From PSAs to reel communities: exploring the sounds and silences of urban youth mobilizing digital media production. *Learning, Media & Technology*. 43(4), 469-484.
<https://doi.org/10.1080/17439884.2018.1534859>

- Wargo, J.M.** (2018). Writing with Wearables? Young Children's Intra-Active Authoring and the Sounds of Emplaced Invention. *Journal of Literacy Research*, 50(4), 502-523.
<https://doi.org/10.1177%2F1086296X18802880>
- Wargo, J.M.** (2018). Earwitnessing (In)Equity: Tracing the Intra-Active Encounters of 'Being-In-Resonance-With' Sound and the Social Contexts of Education. *Educational Studies*, 54(4), 382-395.
<https://doi.org/10.1080/00131946.2018.1476354>
- Hayes, B., Livingston, K., Miles, C., **Wargo, J.M.**, Hawkins, A., Choffel, M., Hammer, S., Schaefer, E., & Hutchinson, L. (2018). *What Fucking Clayton Pettet Teaches Us About Cultural Rhetorics*. Constellations: A Cultural Rhetorics Publishing Space. Retrieved from <https://constell8cr.com/>
- Wargo, J.M.** (2018). #SoundingOutMySilence: Reading a LGBTQ Youth's Sonic Cartography as Multimodal (Counter)Storytelling. *Journal of Adolescent and Adult Literacy*, 62(1), 13-23. <https://doi.org/10.1002/jaal.752>
- Wargo, J.M.** (2017). Rhythmic rituals and emergent listening: Intra-activity, sonic sounds, and digital composing with young children. *Journal of Early Childhood Literacy*, 17(3), 392-408.
<https://doi.org/10.1177%2F1468798417712573>
- Brownell, C.J. & **Wargo, J.M.** (2017). (Re)educating the senses to multicultural communities: prospective teachers using digital media and sonic cartography to listen for culture. *Multicultural Education Review*, 9(3), 201-214.
<https://doi.org/10.1080/2005615X.2017.1346559>
- Wargo, J.M.** (2017). Designing more just social futures or remixing the radical present? Queer rhetorics, multimodal (counter)storytelling, and the politics of LGBTQ youth activism. *English Teaching: Practice & Critique*, 16(2), 145-160. <https://doi.org/10.1108/ETPC-06-2016-0069>
- Wargo, J.M.** (2017). Hacking Heteronormativity and Remixing Rhymes: Enacting a [Q]ulturally Sustaining Pedagogy in Middle Grades English Language Arts. *Voices from the Middle*, 24(3), 39-43.
- Wargo, J.M.** & De Costa, P. (2017). Tracing academic literacies across contemporary literacy sponsors: Mobilities, ideologies, identities, and technologies. *London Review of Education*, 15(1), 101-114.
- Wargo, J.M.** (2017). #donttagyourhate: Reading Collecting and Curating as Genres of Participation in LGBTQ Youth Activism on Tumblr. *Digital Culture and Education*, 9(1), 14-30.
<http://www.digitalcultureandeducation.com/cms/wp-content/uploads/2017/02/wargo.pdf>
- Wargo, J.M.** (2016). *Literacy Sponsors and Mobile Media: Lessons from Youth on Digital Rhetoric*. Constellations: A Cultural Rhetorics Publishing Space. Retrieved from <https://constell8cr.com/>
- Wargo, J.M.** (2015). "Every Selfie Tells a Story..." LGBTQ youth lifestreams and new media narratives as connective identity texts. *New Media and Society*, 19(4), 560-578.
<https://doi.org/10.1177%2F1461444815612447>

Wargo, J.M. (2015). Spatial Stories with Nomadic Narrators: Affect, Snapchat, and Feeling Embodiment in Youth Mobile Composing. *Journal of Language and Literacy Education*, (11)1, 47-64.

Wargo, J.M. (2014). Sexual Slipstreams and the Limits of Magical Realism: Or, Why a Bisexual Cinderella Just Isn't That "Queer." *Bookbird: A Journal of International Children's Literature*, (52)1, 43-50.
<https://10.1353/bkb.2014.0030>

REFEREED BOOK CHAPTERS

Wargo, J.M. (2023). The "No Noise Chair" and Other Willful Objects: Examining Young Children's Sonic 'Moorings' and Animate Literacies in the Geographies of Play. In H. Yoon, L. Goodwin, & C. Genishi (Eds.), *Reimagining Diversity, Equity, and Justice in Early Childhood: Rethinking and Doing* (pp. 98-108). Routledge.

Wargo, J.M. (2022). Who's Afraid of ~~Queer~~ Queer-Quare Social Studies? In A. Vickery & N. Rodríguez (Eds.), *Critical Race Theory and Social Studies Futures: From the Nightmare of Racial Realism to Dreaming Out Loud* (pp. 174-181). Teachers College Press.

Wargo, J.M. (2022). Queer Literacies. In K. Strunk & S. A. Shelton (Eds.), *Encyclopedia of Queer Studies in Education* (pp. 530-534). Brill.

Wargo, J.M. & Madres, J. (2021). From the Sidelines to the Stonewall: LGBTQ+ Nonfiction for Early and Middle Grades Readers. In Crisp, T., Gardner, R.P., & Knezek, S. (Eds.), *Using Diverse Nonfiction in K-8 Classrooms* (pp. 184-200). National Council of Teachers of English.

Wargo, J.M. & Morales, M. (2021). Young Children Experimenting with Sound Art: Painting the Politics of Noise in the Early Years Classroom. In Schulte, C. & Park, H. (Eds.), *Visual Arts with Young Children: Practice, Pedagogy, & Learning* (pp. 86-99). Routledge.

Menning, S.F., Murriss, K., & **Wargo, J.M.** (2021). Reanimating video and sound in research practices. In Murriss, K. (Ed.). *Navigating the Postqualitative, New Materialist and Critical Posthumanist Terrain Across Disciplines: An Introductory Guide* (pp. 150-168). Routledge.

Wargo, J.M. & Morales, M. (2020). Making Futures, Composing Worlds: Examining Young Children's Making as Speculative Design. In Mclean, C., & Rowsell, J. (Eds.), *Maker Literacies and Maker Identities in the Digital Age: Playing through Modes and Media* (pp. 133-148). Routledge.

Wargo, J.M. & Apol, L. (2020). "But I Can't Use This in a Classroom!" Or, Teaching 'Risky/Risqué' Young Adult Literature in Colleges of Education. In Cadden, M., Coats, K. & Trites, R.S. (Eds.), *Teaching Young Adult Literature* (pp. 129-138). MLA Options for Teaching Series. Modern Language Association.

Wargo, J.M. (2020). "I Don't Write So Other People Notice Me, I Write So I can Notice Myself..." Locating Queer at the Intersection of Rhetoric, Resistance, and Resource-Based Pedagogy. In C. Mayo & M. Blackburn (Eds.), *Applying Queer, Trans, and Intersectional Theory to Educational Practice: Student, Teacher, and Community Experiences* (pp. 50-63). Routledge.

- Wargo, J.M.** (2018). Lines, Lives, and Spacetimemattering: An Intra-Active Analysis of a ‘Once OK’ Writer. In C. Kuby, J. Thiel & K. Spector (Eds.). *Posthumanism and Literacy Education: Knowing/ Becoming/ Doing Literacies* (pp. 130-141). Routledge.
- Smith, A. & **Wargo, J.M.** (2017). Experiencing Electracy: Digital Writing and the Emerging Communicative Landscapes of Youth Composing Selves. In Mills, K., Stornaiuolo, A., Smith, A., and J.Z. Pandya. (Eds.) *Routledge Handbook of Digital Writing and Literacies in Education* (pp. 37-49). Routledge.
- Wargo, J.M.** (2017). At the Risk of Feeling Brown in Gay YA: Machismo, Mariposas, and the Drag of Identity. In Bullen, E., Moruzi, K., & M. Smith (Eds.) *Emotional Control: Affect and Children’s Texts* (pp. 175-190). Routledge.
- Wargo, J.M.** (2016). Queer, Quare, and [Q]ulturally Sustaining. In Brockenbrough, E., Ingrey, J., Martino, W., and N. Rodriguez. (Eds.), *Queer Studies and Education: Critical Concepts for the Twenty-First Century*. Palgrave Macmillan.
- Wargo, J.M.** (2016). Youth Tectual Economies: The Paradox and Purchase of Equity. In Noblit, G., and W. T. Pink. (Eds.), *Education, Equity, and Economy: Crafting a New Intersection* (pp.195-214). Springer International Publishing.

REFEREED CONFERENCE PROCEEDINGS & PUBLICATIONS

- Wargo, J. M.** (2025). In Screams, Shouts, and Symbols: Noticing Young Children’s “Knowing” in a STEM + Arts Unit. In Rajala, A., Cortez, A., Hofmann, H., Jornet, A., Lotz-Sisitka, H., & Markauskaite, L. (Eds.), *Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025* (pp. 1804-1808). International Society of the Learning Sciences.
- Wargo, J. M.,** Corbitt, A., & Pei, W. (2025). Learning to “Fail Forwards” in a Game-Based Environment: Interactional Insights on Failure From an Escape Room. In Rajala, A., Cortez, A., Hofmann, R., Jornet, A., Lotz-Sisitka, H., & Markauskaite, L. (Eds.), *Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025* (pp. 1854-1858). International Society of the Learning Sciences.
- Anderson, A., Brownell, C. J., Danish, J., Gresalfi, M., Knowe, M., Maltese, A. V., Parks, A., Paul, K., Penney, L., Ryan, Z., Simpson, A., & **Wargo, J. M.** (2025). Play Across Disciplines, Across Ages: What is Lost Without Play?. In Rajala, A., Cortez, A., Hofmann, R., Jornet, A., Lotz-Sisitka, H., & Markauskaite, L. (Eds.), *Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025* (pp. 2408-2416). International Society of the Learning Sciences.
- Woods, P. J., Vogelstein, L., Lindberg, L., Siciliano, L. M., **Wargo, J.M.,** Probst, C., Saplan, K., Ortega, Y., & Halverson, E. (2024). Doing Learning Sciences Research In and Through Performing Arts. In Lindgren, R., Asino, T. I., Kyza, E. A., Looi, C. K., Keifert, D. T., & Suárez, E. (Eds.), *Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024* (pp. 2013-2020). International Society of the Learning Sciences.
- Wargo, J.M.** (2024). Exhibiting Escape: Demonstrating Knowing through (Mis)Reading the Body in Play. In Lindgren, R., Asino, T. I., Kyza, E. A., Looi, C. K., Keifert, D. T., & Suárez, E. (Eds.), *Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024* (pp. 2427-2428). International Society of the Learning Sciences.

UNIVERSITY REPORTS AND ORGANIZATIONAL WORKING PAPERS

Zapata, A., Crisp, T., Kleekamp, M., **Wargo, J.**, and Bostic, Q. (2019). Children's Literature Assembly Position Statement on The Importance of Critical Selection and the Teaching of Diverse Children's Literature. Statement prepared on behalf of the National Council of Teachers of English

Anagnostopoulos, D., Drake, C., Hodges, K., Broda, M., Lane, J., **Wargo, J.M.** & Cole, J. (2012) "Preparing New Teachers in the New Teacher Evaluation Context." Report prepared for the Department of Teacher Education, Michigan State University

EDITORIALS, INVITED ESSAYS, POETRY & OTHER WRITING

Wargo, J.M. (2025, April/May/June). History Out Loud: Examining the Power of Nonfiction Picturebooks in Communicating Queer History. *Literacy Today*.

Oliveira, G., & **Wargo, J.M.** (2021). Collision, Connection, and Conflict? Writing (Righting) Community Amid COVID-19. *Journal of Adolescent & Adult Literacy*, 64(6), 708-711. <https://doi.org/10.1002/jaal.1159>

Wargo, J.M. (2021, October/November/December). Promoting Personal Digital Inquiry through Cultivating Critical Literacy. *Literacy Today*.

Wargo, J.M., & Oliveira, G. (2020). What Constitutes Community? Ethnographic Perspectives on Adolescent and Adult Literacy Practice. *Journal of Adolescent & Adult Literacy*, 64(1), 102-105. <https://doi.org/10.1002/jaal.1074>

Wargo, J.M. (2020). "Sounding" the Future of English Language Arts. *Voices from the Middle*, 27(4), 12-15. <https://go.openathens.net/redirector/bc.edu?url=https://www.proquest.com/scholarly-journals/sounding-future-english-language-arts/docview/2417393595/se-2?accountid=9673>

Matos, A.D. & **Wargo, J.M.** (2019). Editors' Introduction: Queer Futurities in Youth Literature, Media, and Culture. *Research on Diversity in Youth Literature*. 2(1), pp. 1-17. Web. <http://sophia.stkate.edu/rdyl/vol2/iss1/1>

Wargo, J.M. (2019, March) At the Crossroads of Art and Technology: Mobilizing 3D Printing as a Tool for Responding to Children's and Young Adult Literature. ILA Technology Blog, March 2019. <https://www.literacyworldwide.org/blog/literacy-daily/2019/03/08/at-the-crossroads-of-art-and-technology-mobilizing-3d-printing-as-a-tool-for-responding-to-children-s-and-young-adult-literature>

Wargo, J.M. (2018, July/August). Reading the Rainbow, Writing the World: Centering LGBTQ Issues in the Literacy Classroom. *Literacy Today*.

Wargo, J.M. (2018, April). Tracing Talk with Technology: Reflecting on Interactive Read-Aloud Through Digital Annotation. ILA Technology Blog. <https://www.literacyworldwide.org/blog/literacy-daily/2018/04/13/tracing-talk-with-technology-reflecting-on-interactive-read-aloud-through-digital-annotation>

Wargo, J.M. (2017, June). Reel Communities in Action: Mobilizing Youth Through Digital Media Production. ILA Technology Blog. <https://www.literacyworldwide.org/blog/literacy-daily/2017/06/09/reel-communities-in-action-mobilizing-youth-through-digital-media-production>

Wargo, J.M. (2016, August). Modal Memoirs, Collaborative Composing, and Wearable Writing. ILA Technology Blog. <http://www.literacyworldwide.org/blog/literacy-daily/2016/08/19/modal-memoirs-collaborative-composing-and-wearable-writing>

Brownell, C. & Wargo, J.M. (2016, March). SO! Amplifies: #hearmyhome and the Soundscapes of the Everyday. SoundingOut! Blog. <https://soundstudiesblog.com/2016/03/14/so-amplifies-hearmyhome-and-the-soundscapes-of-the-everyday/>

FELLOWSHIPS AND PROFESSIONAL SUPPORT

- National Academy of Education / Spencer Postdoctoral Fellowship 2020
- BC Faculty Fellowship 2020
- BC Center for Teaching Excellence (CTE) “Called to Serve” Cohort 2018-2019
- AERA Division K (Teacher Education) Early Career Faculty Pre-Conference Event 2017
- University Enrichment Fellowship, Michigan State University 2011-2016
- Cultural Heritage Informatics [CHI] / MATRIX Fellowship 2015-2016
- MSU Department of Teacher Education, Travel Fellowship 2011-2016
- Teacher Education Dissertation Enhancement Fellowship 2014-2015
- Teacher Education Research Enhancement Fellowship 2013-2014
- Eastern Michigan University Human Equality Research Grant 2013-2014
- MSU College of Education, Summer Research Renewable Fellowship 2012-2014
- MSU Residential College of Arts and Humanities Fellowship 2012-2014
- MSU College of Education, Fellowship to Enhance Global Understanding 2013
- MSU College of Education, Urban Education Retention Fellowship 2012

AWARDS AND HONORS

- AERA Technology Instruction Cognition and Learning Outstanding International Research Collaboration Award 2026
- National Association for Media Literacy Education Researcher Award 2025
- AERA Division K (Teaching & Teacher Education) Exemplary Research in Teaching and Teacher Education 2025
- College Composition & Communication Lavender Rhetorics Award for Excellence in Queer Scholarship’s Article Award 2025
- AERA Division K (Teaching & Teacher Education) Early Career Award (Honorable Mention) 2024
- NCTE Early Childhood Education Assembly Teacher Educator Award 2023
- NCTE Media Literacy Award 2023
- Jan Hawkins Award (Honorable Mention) 2022
- LRA Early Career Achievement Award 2021
- Children’s Literature Assembly (CLA) Early Career Award 2021
- NCTE Language Arts Distinguished Article Award 2021
- Divergent Award for Excellence in 21st Century Literacies Research 2020
- ELATE National Technology Leadership Initiative (NTLI) 2019
- CAE Concha Delgado Gaitán Presidential Fellowship 2018
- NCTE Promising Research Award (Honorable Mention) 2017
- AERA Queer Studies SIG Article of the Year Award 2017

- College Composition & Communication Lavender Rhetorics Award for Excellence in Queer Scholarship's Dissertation Award 2017
- AERA Language and Social Processes SIG Emerging Scholar Award 2016
- International Literacy Association's Inaugural 30 Under 30 Recipient 2015
- College Composition & Communication Gloria Anzaldúa Rhetorician Award 2015
- Indiana University Courson-Greeves Essay Award 2008
The Rote of Alle Wikkedness: Un-Kyndley Similitude and Langland's Tree of Charity
- Indiana University Hutton Honors College "Work in Process" Thesis Award 2008

GRANTS & CONTRACTS

FUNDED EXTERNAL GRANTS

Principal Investigator

2024-2026

Righting (Writing) Protest: Campus Community Literacies at the Intersections of Arts, Activism, and Critical Data Literacy, Community Literacies Collaboratory (CLC) Literacies Research Grant, \$9,315

- Principal Investigator of "Righting (Writing) Protest," a qualitative study examining how storytelling serves as a political strategy for youth activists. Privileging the communicative tools, practices, and artistic expressions of youth activists, it examines how cross-cultural community encounters operate as a privileged site of ethical learning, documenting the beliefs, values, and material investments that shape debates and dissensus.

Co-Investigator + Boston Team Leader

2022-2024

Sensory Stories of Environmental Stewardship: A Cross-Coastal Constellation of Children Cultivating, Crafting, and Communicating Nature Narratives, Canada New Frontiers in Research Fund (with Cassie Brownell, PI and Kathleen Schenkel, Co-PI) \$187,460

- Co-Investigator to "Sensory Stories of Environmental Stewardship..." a comparative multi-sited case study examining how culturally and linguistically diverse children in three coastal communities (Boston, San Diego, and Toronto) cultivate, craft, and communicate their relationship to ecological community.

Consultant

2023 - 2024

Evaluating Science Communication, Schiller Institute Grants for Exploratory Collaborative Scholarship, Type I, Boston College (with Betty Lai, PI) \$15,000

- Consultant to "Evaluating Science Communication," an exploratory project seeking to identify evidence-informed best practices for communicating and circulating socio-scientific information via video-based social media platforms (e.g., TikTok).

Principal Investigator

2021-2022

Preparing Anti-Racist English Language Arts Teacher Educators: Examining the "for-s," "in-s," and "of-s" of Teaching for Justice, NCTE, \$2,465

- Principal Investigator of "Preparing Anti-Racist English Language Arts Teacher Educators," a mixed-methods study examining how prospective teacher educators in New England – graduate student instructors in the Boston Graduate Consortium – learn to teach for justice through an anti-racist professional learning community.

Principal Investigator

2020-2022

(In)Human Histories: Exploring How Inclusive Educational Policy Shapes the Teaching of LGBTQ History in Elementary Social Studies, National Academy of Education / Spencer Postdoctoral Fellowship, \$70,000

- Principal Investigator to “(In)Human Histories...,” a mixed methods study examining how state-level educational policy mediates the uptake and discursive production of teaching LGBTQ+ inclusive social studies.

Co-Principal Investigator

2015-2018

#hearmyhome: (Re)Learning to Listen to Community Literacies, NCTE, \$5,000

- Co-Principal Investigator of “#hearmyhome: (Re)Learning to Listen to Community Literacies,” a cultural informatics study examining the acoustic ecologies of writing culture across classroom and community spaces.

FUNDED INTERNAL GRANTS

Principal Investigator

2025-2026

“Designing’ Democratic Inquiry with Young Children: Practicing Pluriversal Politics through Project-based Learning and Critical Making,” UM Initiative for Democracy and Civic Empowerment, \$5,000

- Principal Investigator of “*Designing’ Democratic Inquiry with Young Children...*,” a qualitative study examining how elementary learners leverage critical making to design pluriversal politics through an integrative science-social studies project-based instructional unit.

Principal Investigator

2025-Present

Performing Relational Histories by Embodying an Imagined Otherwise: Examining How Youth Amplify Justice in and through Shakespeare in Detroit, Eileen Lappin-Weiser Center for the Learning Sciences Grant, \$30,000.

- Principal Investigator of “*Performing Relational Histories by Embodying an Imagined Otherwise...*” a design-based research project examining the microgenetic moments and relational interactions of young people learning in and through the arts.

Co-Principal Investigator

2025-Present

(Un)Learning at the Intersections of Theory, Design, and Community: Interrogating How Undergraduate LEAPS Students Learn and Design Across Difference, Eileen Lappin-Weiser Center for the Learning Sciences Grant, \$64,000.

- Co-Principal Investigator of “*(Un)Learning at the Intersections of Theory, Design, and Community...*” a design-based research project leveraging first-year LEAPS courses and experiences as the backdrop to examine how participants imagine expansive, equitable possibilities for designing for social transformation with local community stakeholders. In so doing, the project examines how LEAPS students – through the design thinking process – propose concrete socio-technical possibilities and justice-oriented interventions that help to transform existing realities to support community thriving.

Principal Investigator

2024-Present

Reading Backwards: Advancing Epistemic Justice for LGBTQ+ Communities through Intergenerational Talk and Texts, Institute for Research on Women and Gender (IRWG) Seed Grant, \$5,560.

- Principal Investigator of “*Reading Backwards...*” a qualitative study bringing together queer elders (LGBTQ+ identifying individuals ages 55+) and queer young people (ages 15-19) to share, read, and discuss LGBTQ+ young adult literature together. With a particular interest in reading LGBTQ+ youth literature categorized as ‘historical fiction,’ this project seeks to build intergenerational knowledge wherein participants – through talking about texts – recognize one another as valued sources of knowledge and care.

Principal Investigator + Project Team Leader

2021-2023

Teaching for Justice: Examining the Collaborative 'for-s,' 'in-s,' and 'of-s' of Anti-Racist Professional Teaching Dyads, Boston College – Collaborative Fellows Grant, \$84,010

- Principal Investigator to “Teaching for Justice...,” a research-practice partnership with an area school examining how professional dyads of university-based teacher educators and in-service teachers learn to teach for justice through a multi-year anti-racist professional learning community.

Principal Investigator

2019-2020

Designing the Digital: Gamification & New Media Learning in a Graduate Seminar, Boston College – Technology and Mentoring (TAM) Grant, \$10,000

- Principal Investigator to “Designing the Digital...,” a practitioner-inquiry project using tenets of project-based learning and gamification to examine teaching, learning, and assessment in an advanced graduate-level seminar.

Principal Investigator

2018-2019

Building a Better Teacher, Making Methods Matter: Exploring the Nexus of Makerspace Technologies and Project-Based Learning in an Instructional Methods Course, Boston College – Academic Technology/Innovation Grant (ATIG), \$14,465

- Principal Investigator to “Building a Better Teacher, Making Methods Matter...,” a qualitative study examining how makerspace technologies, arts-based education, and project-based learning enhances instructional methods in the elementary social studies classroom

Principal Investigator

2017-2019

Civic MakeEY: Exploring Early Learning and Civic Action through Makerspace Technologies and Project Based Learning, Boston College – Research Incentive Grant (RIG), \$15,000

- Principal Investigator and International Partner to the University of Sheffield’s (Jackie Marsh, Co-PI) EU-sponsored project Digital MakeEY. “Civic MakeEY” explores the nexus of makerspace technologies, the Internet of Toys (IOT) and project-based learning in the early childhood classroom.

Project Team Leader

2012-2015

Literacy Corps Michigan, Michigan State University, Dr. Julie Lindquist and Dr. Bump Halbritter [Faculty PIs]

- Project Team Leader to LiteracyCorps Michigan, a funded oral history/life story documentary project intended to discover new knowledge about students’—and in particular, first-generation college students from Michigan—literate lives in terms of questions of access (to literacy sponsorship, infrastructures, and technology) across time (in students’ own histories and across generations) and place (homes, communities, institutions)

RCAH Assessment Fellow

2014-2015

A Programmatic Assessment of the Professional Goals, Outputs, and Experiences of the Residential College of Arts & Humanities Graduate Fellowship Program, Michigan State University, Dr. Joanna Bosse and Dean Karen Komplarens [Faculty PIs]

- Assessment Fellow and PI to a project assessing how graduate students engage in the scholarship of teaching and learning through their tenure, involvement, and community engagement in the Residential College of Arts and Humanities. This project is part of a larger initiative from the Graduate School assessing the impact of teacher-leadership across disciplines and colleges.

RCAH Research Fellow / Principal Investigator

2012-2014

Philosophy for Kids Project, Michigan State University, Dr. Stephen L. Esquith, Dean of RCAH [Faculty PI]

- Graduate Fellow and PI to Philosophy for Kids – Michigan State, a project intended to discover how Elementary school children—and in particular third grade students’ from Michigan—engage in philosophical inquiry through children’s literature. This project was part of a larger course for students in MSU’s Residential College in Arts and Humanities.

SCHOLARLY PRESENTATIONS

REFEREED CONFERENCE PRESENTATIONS

Wargo, J.M. (2025, December). *What Can't the Camera Communicate? Leveraging Caregiver-Child Dyads as Co-Analysts in Annotating Family Literacy Events* [Paper presentation]. Literacy Research Association, Las Vegas, NV, United States.

Smith, K.P. & Wargo, J.M. (2025, December). *Anticipatory Illuminations and Queer Speculations: Examining how Undergraduate Readers Respond to LGBTQ+-Themed Speculative Fiction* [Paper presentation]. Literacy Research Association, Las Vegas, NV, United States.

Wargo, J.M. & Brownell, C.J. (2025, November). *Dreaming through Drawing: Tracing the Shape of Children's 'Voice' in Communicating the Climate Crisis* [Paper presentation]. National Council for Teachers of English, Denver, CO, United States.

Wargo, J.M. (2025, June). In Screams, Shouts, and Symbols: Noticing Young Children's "Knowing" in a STEM + Arts Unit [Paper presentation]. International Society of the Learning Sciences, Helsinki, Finland.

Wargo, J.M. (2025, June). Learning to "Fail Forwards" in a Game-based Environment: Interactional Insights on Failure from an Escape Room [Paper presentation]. International Society of the Learning Sciences, Helsinki, Finland.

Wargo, J.M., Corbitt, A., & Pei, W. (2025, April). "Learning to Fail Forwards" Interactional Insights on Failure from an Escape Room" [Paper presentation]. American Educational Research Association, Denver, CO, United States.

Wargo, J.M., Giunco, K., & Smith, K. (2025, April). "Histories, Hauntings, and Other Hard Knowledge: Examining the Specters of Research Practice Partnerships Advancing Justice" [Paper presentation]. American Educational Research Association, Denver, CO, United States.

Wargo, J.M. & Smith, K. (2025, March). "Retroactive Readings and Queer Attachments: Examining How LGBTQ+ Readers Become Hooked to LGBTQ+-themed Fictions" [Paper presentation]. National Council for Teachers of English – Assembly for Research, Columbus, OH, United States.

Wargo, J.M. (2024, December) *Reading, Retroactivism, and the Politics of Memory: Examining how LGBTQ+ Undergraduates Animate Queer History through Talk and Text* [Paper presentation]. Literacy Research Association, Atlanta, GA, United States.

Smith, K.P. & Wargo, J.M. (2024, December) "You Can't Limit It To One Identity... They're Experiencing Things Completely Different" *Contingent Contradictions in Constructing LGBTQ+ Youth in a Queer Young Adult Literature Course* [Paper presentation]. Literacy Research Association, Atlanta, GA, United States.

- Yoon, H., Knight, R. Llerena, C.L., & **Wargo, J.M.** (2024, November). *Popular Culture, Media, and Artifacts of Childhood: Digging into Children's Identity Texts* [Paper presentation]. National Council for Teachers of English, Boston, MA, United States.
- Corbitt, A., Bonner, S., **Wargo, J.M.**, Barton, R., Thakurta, A., Fong, D., & Pennington, C. (2024, November). *#MakersInTheMiddle – Creating a HeARTful Community: Infusing ELA, Art, and Activism to Promote Student Voices* [Paper presentation]. National Council for Teachers of English, Boston, MA, United States.
- Woods, P. J., Vogelstein, L., Lindberg, L., Siciliano, L. M., **Wargo, J.M.**, Probst, C., Saplan, K., Ortega, Y., & Halverson, E. (2024, June). *Doing Learning Sciences Research In and Through Performing Arts* [Symposium Presentation]. International Society of the Learning Sciences, Buffalo, NY, United States.
- Wargo, J.M.** (2024, June). *Exhibiting Escape: Demonstrating Knowing through (Mis)Reading the Body in Play* [Poster presentation]. International Society of the Learning Sciences, Buffalo, NY, United States.
- Wargo, J.M.**, (2024, April). *"They Couldn't Name It, But They Felt It...": Examining Young Children's 'Felt' Learning in STEAM* [Paper presentation]. American Educational Research Association, Philadelphia, PA, United States.
- Wargo, J.M.**, (2024, April). *"It's Not Just Pride Flags and Pronoun Pins. It's Personal": LGBTQ+ Educators' Storying Epistemic (In)Justice* [Paper presentation]. American Educational Research Association, Philadelphia, PA, United States.
- Wargo, J.M.**, (2024, April). *"I Think the Story is the Game?" Examining Play and Story as Infrastructures of Interaction* [Paper presentation]. American Educational Research Association, Philadelphia, PA, United States.
- Wargo, J.M.** (2023, November). *Exhibiting Play, Orchestrating Escape: Examining Peer Ecologies in Learning to Read the (Escape) Room* [Paper presentation]. Literacy Research Association, Atlanta, GA, United States.
- Giunco, K., **Wargo, J.M.**, Smith, K. (November, 2023). *'Reading' Response in an Anti-Bias Anti-Racist Book Club: The Cultural Politics of In-Service Educators Making Sense of Justice-Oriented Texts* [Paper presentation]. Literacy Research Association, Atlanta, GA, United States.
- Smith, K. & **Wargo, J.M.** (November, 2023). *Tracing Textual Transformations: Examining Remediated Forms and Theory in Translation* [Paper presentation]. Literacy Research Association, Atlanta, GA, United States.
- Wargo, J.M.**, (2023, April). *Mimicked Models and Remixed Recipes: Tracing the Textual Trajectories of Young Children's Play(giarism)* [Paper presentation]. American Educational Research Association, Chicago, IL, United States.
- Wargo, J.M.**, & Katz, A. (2023, April). *Framed Frictions and Teaching in the Tip: Elementary Educators' Perceptions of LGBTQ+ Inclusive Policy* [Poster presentation]. American Educational Research Association, Chicago, IL, United States.
- Brownell, C.J., **Wargo, J.M.**, & Schenkel, K. (2023, March). *Stories of Environmental Stewardship: Communicating Nature-Culture Relations through Guided Interdisciplinary Inquiry* [Paper presentation]. American Association for Applied Linguistics, Portland, OR, United States.
- Wargo, J.M.**, Segel, M., Giunco, K. & Smith, K. (2022, December). *Teaching for Justice: Examining the 'for-s,' 'in's,' and 'of-s,' Preparing Anti-Racist ELA (Teacher) Educators* [Paper presentation]. Literacy Research Association, Phoenix, AZ, United States.

- Wargo, J.M. & Smith, K.** (2022, December). *On (Not) Defining Queer Childhoods: Discussing Difference in a University-Based LGBTQ+ Literature Course* [Paper presentation]. Literacy Research Association, Phoenix, AZ, United States.
- Wargo, J.M.** (2022, November). *“It’s Not Just Pride Flags, Pronoun Pins, and Picturebooks. It is Personal”*: Exploring How Educational Policy Shapes the Teaching of LGBTQ-Inclusive Social Studies for LGBTQ+ Educators [Paper presentation]. College & University Faculty Assembly (CUFA) of the National Council for the Social Studies, Philadelphia, PA, United States.
- Wargo, J.M.** (2022, November). *Annotating Approximations to Adjust Practice: Rethinking the Role of Rehearsal in Advancing Anti-Racist Teaching* [Paper presentation]. National Council for Teachers of English, Anaheim, CA, United States.
- Wargo, J.M.** (2022, November). *Shining a Light on Justice through Personal Digital Inquiry: Young Children Writing Across the Disciplines to Right Social Wrongs* [Paper presentation]. National Council for Teachers of English, Anaheim, CA, United States.
- Wargo, J.M.** (2022, April). *Codeswitching Queer Controversy: Elementary Educators’ Perceptions of LGBTQ+ Policy and Teaching in the Tip* [Paper presentation]. American Educational Research Association, San Diego, CA, United States.
- Coleman, J.J. & Wargo, J.M.** (2022, April). *Reading Queer (In)Humans and Histories: Mobilizing Multimodal Content Analysis to Reparatively Read LGBTQ+ Picturebooks* [Paper presentation]. American Educational Research Association, San Diego, CA, United States.
- Wargo, J.M.** (2022, April). *So, You’re Not Homophobic, Just Racist and Hate Gay Muslims? Reading Difference with LGBTQ-Themed Literature* [Paper presentation]. American Educational Research Association, San Diego, CA, United States.
- Wargo, J.M.** (2022, April). *(In)Human Histories: Exploring How Educational Policy Shapes the Teaching of LGBTQ+ Inclusive Social Studies* [Paper presentation]. American Educational Research Association, San Diego, CA, United States.
- Wargo, J.M.** (2021, December). *Paint, Post, and Push with Pride: Understanding Antoniobtwo’s User-Created Procedural Beauty Discourse as LGBTQ+ Activism* [Paper presentation]. Literacy Research Association, Atlanta, GA, United States.
- Wargo, J.M.** (2021, December). *Willful Objects and Animate Literacies: Examining Young Children’s Moorings in the Geographies of Play* [Paper presentation]. Literacy Research Association, Atlanta, GA, United States.
- Wargo, J.M.** (2021, November). *OK, So You’re Not Only Homophobic but You’re Xenophobic too?” Tracing how Prospective English Educators Take Up Homonationalist Rhetoric in a Young Adult Literature Course* [Paper presentation]. National Council for Teachers of English, Virtual.
- Wargo, J.M.** (2021, November). *Digging into Issues of Equity and Justice through Young Children’s Personal Digital Inquiry: Leveraging the Disciplines to Write (Right) Social Wrongs* [Paper presentation]. National Council for Teachers of English, Virtual.

- Wargo, J.M.** (2021, November). *Can I Just Be a Human? Re-Imagining Equity in Reading LGBTQ+ Youths' Civics Talk-as-Text* [Paper presentation]. College & University Faculty Assembly (CUFA) of the National Council for the Social Studies, Virtual.
- Wargo, J.M., Morales, M., & Corbitt, A.** (2021, November). *Crafting Controversy, Composing Response: Examining how Prospective Elementary Teachers Mobilize Design and 3D Printing to Respond to Social Issues in Children's Literature* [Paper presentation]. College & University Faculty Assembly (CUFA) of the National Council for the Social Studies, Virtual.
- Wargo, J.M.** (2021, June). *Pinkwashing Picturebooks and Homonational Heroes: Reading Queer History through Contemporary LGBTQ+ Biographies* [Paper presentation]. Children's Literature Association, Virtual.
- Wargo, J.M.** (2021, April). *Lifestreaming Beauty: Reading antoniobtwo's User-Created Procedural Beauty Discourse as Queer Counter-Storytelling* [Paper presentation]. American Educational Research Association, Virtual.
- Wargo, J.M.** (2021, April). *A Tale of Two Theories: Reading Play as Narrative Placemaking through Micro-ethnographic & More-Than-Representational Video Methods* [Paper presentation]. American Educational Research Association, Virtual.
- Wargo, J.M. & Garcia, A.** (2021, April). *Reading the Room: Examining the Socio-Material Geographies and Affective Dimensions of Escape Literacies* [Paper presentation]. American Educational Research Association, Virtual.
- Wargo, J.M.** (2021, April). *Gendered Genius Hour: Tracing Young Children's Uptake of 'Expert' Across the Nexus of Personal Digital Inquiry* [Paper presentation]. Writing Research Across Borders, Virtual.
- Wargo, J.M. & Morales, M.** (2020, December). *Painting the Politics of Noise in Early Literacy: Young Children Experimenting with Sound Art* [Paper presentation]. Literacy Research Association, Virtual.
- Wargo, J.M.** (2020, November). *Sound Civics, Heard Histories: A 'Telling Case' of Young Children Mobilizing Digital Media to 'Write' (Right) Geo-Injustice* [Paper presentation]. College & University Faculty Assembly (CUFA) of the National Council for the Social Studies, Virtual.
- Wargo, J.M.** (2020, November). *TikTok History? Examining how Prospective Teachers Engage Participatory Media to Develop Disciplinary Literacy* [Paper presentation]. National Council for Teachers of English, Virtual.
- Wargo, J.M.** (2020, November). *Multimodal Ways of Knowing in Preservice Education: The Confluence of Literacy and Aesthetics in Teacher Learning* [Paper presentation]. National Council for Teachers of English, Virtual.
- Wargo, J.M.** (2020, April). *Underscoring Uptake as a Social Process in Young Children's Composing: Writing (Righting) Expert in Personal Digital Inquiry* [Paper intended for presentation at cancelled conference session]. American Educational Research Association, San Francisco, CA, United States.
- Wargo, J.M.** (2020, April). *Tracing the Shape of Sound and Story: Examining Sonorous Systems of Interaction in Learning to Escape* [Paper intended for presentation at cancelled conference session]. American Educational Research Association, San Francisco, CA, United States.
- Wargo, J.M.** (2020, April). *Sound Civics, Heard Histories: Examining Walking as a "Sound" Method in Early Childhood Geography* [Paper intended for presentation at cancelled conference session]. American Educational Research Association, San Francisco, CA, United States.

- Wargo, J.M.** (2020, March) *Writing (Righting) Detroit's Sonic Archive: Amplifying the Queer Extracurriculum of Commonplace Composition* [Paper intended for presentation at cancelled conference session]. Conference on College Composition and Communication, Milwaukee, WI, United States.
- Wargo, J.M.** (2020, February). *Seeing Speech, Entangled Environments, and Touching Sound: Methodological Lessons from Escape Rooms* [Paper presentation]. Ethnography in Education Research Forum, Philadelphia, PA, United States.
- Wargo, J.M.** (2019, December). *Sounds of Sponsorship as Queer Extracurriculum: Examining Zine Making and House Music as Coalition Building in the Literacy Lives of LGBTQ Adults* [Paper presentation]. Literacy Research Association, Tampa, FL, United States.
- Wargo, J.M.** (2019, December). "You're Not a Camper!" *Tracing the Affective Dimensions of Young Children's Literacies and Musical Play* [Paper presentation]. Literacy Research Association, Tampa, FL, United States.
- Wargo, J.M.** (2019, December). *Restorying Tomorrow, Writing Against Today: Mobilizing Young Children's Writing as Critical Literacies* [Paper presentation]. Literacy Research Association, Tampa, FL, United States.
- Wargo, J.M.** (2019, November). *Designing Inquiry, Modeling Response: Mobilizing 3D Printing as Response to Young Adult Literature in the Teacher Education Classroom* [Paper presentation]. National Council for Teachers of English, Baltimore, MD, United States.
- Wargo, J.M.** (2019, October). "We're Making Tomorrows!": *Young Children Mobilizing Critical Literacies to Write the Precarity of the Present* [Paper presentation]. Reconceptualizing Early Childhood Education, Las Cruces, NM, United States.
- Wargo, J.M.** (2019, April). *Fabricating Response: Examining Prospective Teachers Mobilizing 3D Printing as Response to Children's Literature* [Paper presentation]. American Educational Research Association, Toronto, ON, Canada.
- Wargo, J.M.** (2019, April). "Picture This!" *Examining how Pre-K Children Mobilize Making and Movement to see Speculative Futures with Photography* [Paper presentation]. American Educational Research Association, Toronto, ON, Canada.
- Wargo, J.M.** (2019, March). *Sounds of Survivance and Composing Community in Detroit: Exploring Sonic Poetics as Queer Extracurriculum* [Paper presentation]. Conference on College Composition and Communication, Pittsburgh, PA, United States.
- Wargo, J.M.** (2019, February). *Sounding Community, Community Sounds: Fostering a Material Imagination in Writing the Field Recording* [Paper presentation]. Ethnography in Education Research Forum, Philadelphia, PA, United States.
- Wargo, J.M. & Alvarado, J.** (2018, November). *Making as Worlding: Young Learners Composing Change through Speculative Design* [Paper presentation]. Literacy Research Association, Indian Wells, CA, United States.
- Wargo, J.M.** (2018, November). *Tales of a Second Grade Something! Gendered Genius Hour and Writing the Ethos of Expert in a Multi-Age Classroom* [Paper presentation]. Literacy Research Association, Indian Wells, CA, United States.
- Wargo, J.M.** (2018, November). *#SoundingOutMySilence: Reading LGBTQ Youths' Sonic Composing as (Counter)Storytelling* [Paper presentation]. Literacy Research Association, Indian Wells, CA, United States.

- Wargo, J.M.** (2018, September). *Sonic (In)Humanisms: Witnessing 'Witness' and Writing Difference through Sonic Composition* [Paper presentation]. Symposium on Sound, Writing, and Rhetoric, Nashville, TN, United States.
- Wargo, J.M.** (2018, April). *Making Civics, Civic MakeEY: Examining Techne as a Nexus of Practice for 'Writing' Civic Action* [Paper presentation]. American Educational Research Association, New York City, NY, United States.
- Wargo, J.M.** (2018, April). *THOTS, Thirst, and Theory? Reading Desire in Writing the 'Digital Real' with LGBTQ Youth* [Paper presentation]. American Educational Research Association, New York City, NY, United States.
- Wargo, J.M.** (2018, February). *Sonic Synergies and Rhythmic Realities: Attuning Towards the Nexus of Nomadic Be(com)ings and Technologies of Text in Post-Qualitative Research* [Paper presentation]. European Congress for Qualitative Research, Leuven, Belgium.
- Wargo, J.M.** (2017, December). *My City My Story: Sounding Out Civics through Youth Digital Media Production* [Paper presentation]. Literacy Research Association, Tampa, FL, United States.
- Wargo, J.M.** (2017, December). *Writing with Wearables? Exploring the Intra-Active Encounters and Rhythmic Realities of Young Children (Re)Composing 'The Listening Walk'* [Paper presentation]. Literacy Research Association, Tampa, FL, United States.
- Wargo, J.M.** (2017, December). *Queer In/Humanisms and the Limits of Literacies* [Paper presentation]. Literacy Research Association, Tampa, FL, United States.
- Wargo, J.M.** (2017, December). *Lives, Lines, and SpaceTimeMattering: An Intra-Active Analysis of a 'Once OK' Adult Writer* [Paper presentation]. Literacy Research Association, Tampa, FL, United States.
- Wargo, J.M.** (2017, November). *Sounding Out Synthesis: Hearing Practitioner Inquiry through Remixing Reflection* [Paper presentation]. National Council for Teachers of English, St. Louis, MO, United States.
- Wargo, J.M.** (2017, November). *Reel Communities in Action: Using Documentary to Write Social Justice with Urban Youth* [Paper presentation]. National Council for Teachers of English, St. Louis, MO, United States.
- Wargo, J.M.** (2017, October). *Touching the Galaxy, Voicing the Garden: Writing the Digital Real through Early Childhood Literacies* [Paper presentation]. Reconceptualizing Early Childhood Education, Toronto, ON, Canada.
- Wargo, J.M.** (2017, June). *Wearable Writing and Choric Composition: Intra-Active Encounters with Techn(e)ology in (Re)Mediating 'The Listening Walk'* [Paper presentation]. Computers & Writing Conference, Findlay, OH, United States.
- Wargo, J.M.** (2017, June). *Sounding Out Civics: Examining the Aoustic Ecologies of Youth Writing Community* [Paper presentation]. Computers & Writing Conference, Findlay, OH, United States.
- Wargo, J.M.** (2017, May). *Be(com)ing "In-Resonance-With" Research: Improvising an Onto-Epistemology in Researcher Reflexivity and Post-Intentional Phenomenology* [Paper presentation]. Congress of Qualitative Inquiry, Urbana-Champaign, IL, United States.
- Wargo, J.M.** (2017, March). *Cultivating a Composition that Listens: Sonic Literacies and Hearing Intra-Active Writing*. [Paper presentation]. Conference on College Communication and Composition, Portland, OR, United States.

- Wargo, J.M.** (2016, December). *“Feeling Brown” in Gay YA: Reading Machismo, Mariposas, and the Drag of Identity in Award-Winning Queer Latino Literature* [Paper presentation]. Literacy Research Association, Nashville, TN, United States.
- Wargo, J.M.** (2016, December). *Reading Collecting and Curating as Genres of Participation in Youth Activism: Mobilizing Social Justice through Digital Media Production* [Paper presentation]. Literacy Research Association, Nashville, TN, United States.
- Wargo, J.M. & Brownell, C.J.** (2016, November). *Locative Literacies and Listening to Communities: #bearmyhome and Earwitnessing Place* [Paper presentation]. National Council for Teachers of English, Atlanta, GA, United States.
- Brownell, C.J. & **Wargo, J.M.** (2016, November). *(Re)Educating the Senses to Community Literacies: Prospective Teachers Using Sound to Listen for Difference* [Paper presentation]. National Council for Teachers of English, Atlanta, GA, United States.
- Wargo, J.M.** (2016, April). *Collecting Social Justice and Curating Cosmopolitanism: Understanding Youth Digital Literacies as Social Tactics in Navigating (In)Justice* [Paper presentation]. American Educational Research Association, Washington D.C., United States.
- Wargo, J.M.** (2016, April). *Connective Compositions and Sitings of Selves: Queer Rhetorics and Writing Resonances with Mobile Media* [Paper presentation]. American Educational Research Association, Washington D.C., United States.
- Wargo, J.M.** (2016, April). *Remediating Research and Composing Methodology: Inhabiting Writing and Examining Networked Literacies through Connective Ethnography* [Paper presentation]. Conference on College Communication and Composition, Houston, TX, United States.
- Wargo, J.M. & Brownell, C.J.** (2016, February). *(Re)Educating the Senses to Community Literacies: Prospective Teachers Using Sound to Listen for Difference* [Paper presentation]. National Council for Teachers of English Research Assembly, Ypsilanti, MI, United States.
- Wargo, J.M.** (2015, December). *Beyond Windows, Mirrors, and Sliding Doors: Towards a Delinking Reader Response in Teacher Education* [Paper presentation]. Literacy Research Association Conference, Carlsbad, CA, United States.
- Wargo, J.M.** (2015, December). *On Spatial Stories and Touching Time: Narrative Cartography, Snapchat, and Lessons from Youth Mobile Media* [Paper presentation]. Literacy Research Association Conference, Carlsbad, CA, United States.
- Smith, A., Stornaiuolo, A., Phillips, N., Ehret, C., Hall, M. & **Wargo, J.M.** (2015, December). *Methods for Researching Transliteracies in Practice: An Embodied Theoretical Review* [Paper presentation]. Literacy Research Association Conference, Carlsbad, CA, United States.
- Wargo, J.M.** (2015, November). *Taking Our Responsibility Seriously: A Discussion of Gender Identity and Expression* [Paper presentation]. National Council for Teachers of English, Minneapolis, MN, United States.
- Wargo, J.M.** (2015, November). *“You Can’t Teach that From There”: Teacher Education Research in Trying Times* [Paper presentation]. National Council for Teachers of English, Minneapolis, MN, United States.

- Wargo, J.M.** (2015, October). *Literacy Sponsors and Foldings of Practice: Community Literacy Lessons from Youth Writing with Mobile Media* [Digital installation]. Conference on Community Writing, Boulder, CO, United States.
- Wargo, J.M.** (2015, April). "Elastic Literacies and (Re)Mediated Me(s); Or, Towards a Theory of Composing as Actant in Action." [Paper presentation]. American Educational Research Association, Chicago, IL, United States.
- Wargo, J.M.** (2015, April). "From the Snaps of Skin to Writing on Walls..." *Artifactual Technoliteracies and Youth Lifestreams* [Paper presentation]. American Educational Research Association, Chicago, IL, United States.
- Brownell, C.J. & Wargo, J.M.** (2015, April). *Analyzing Prospective Teacher (Di)Stance Towards Teaching New/ Multi-/Community Literacies in Culturally Sustaining Ways* [Paper presentation]. American Educational Research Association, Chicago, IL, United States.
- Wargo, J.M.** (2015, April). *Elastic Literacies, Queer Sponsors, and Mobile Media: Lessons from Youth on Digital Rhetoric/s* [Paper presentation]. Indiana Digital Rhetoric Symposium, Bloomington, IN, United States.
- Wargo, J.M.** (2015, March). *Technoliteracy Sponsors as Rhetorical Lamination(s); Or, Everything I Learned about "Writing" Queer I Learned Online* [Paper presentation]. Conference on College Composition and Composition, Tampa, FL, United States.
- Wargo, J.M.** (2015, February). *Temporal Tales, Nomadic Narratives, and (Re)Mediated Me/s: Snapchat as Composing Practice* [Paper presentation]. National Council for Teachers of English Research Assembly, New Orleans, LA, United States.
- Wargo, J.M.** (2014, December). *Every Selfie Tells a Story...': Elastic Literacies, Lifestream(s), and Web 2.0 Artifactual Self/ves* [Paper presentation]. Literacy Research Association Conference, Marco Island, FL, United States.
- Wargo, J.M.** (2014, December). *Hacking Narratives and Remixing Rhymes: Critically Analyzing Prospective Teachers 'Queering' Children's and Young Adult Literature* [Paper presentation]. Literacy Research Association Conference, Marco Island, FL, United States.
- Wargo, J.M. & Brownell, C.J.** (2014, December). *New Literacies, Old Tensions: Analyzing Prospective Teacher Stance(s) Toward Teaching New and Multi- Literacy/ies in Culturally Sustaining Ways* [Paper presentation]. Literacy Research Association Conference, Marco Island, FL, United States.
- Wargo, J.M.** (2014, November). *Three Teens a Tumbling: Elastic Literacies and LGBT Youth Writing in Digital Spaces* [Paper presentation]. National Council for Teachers of English, National Harbor, MD, United States.
- Wargo, J.M.** (2014, May). *On His Back in a Box: Spatial Affect and Reading Shameful Performance(s)* [Paper presentation]. Ohio State University Queer Places, Practices, & Lives II Conference. Ohio State University, Columbus, OH, United States.
- Wargo, J.M.** (2014, April). *#donttagyourbabe: Sexual Subjectivities, Writing as Reparation, and the On-/Offline Queer Politics of Everyday Life* [Paper presentation]. American Educational Research Association, Philadelphia, PA, United States.
- Wargo, J.M.** (2014, April). *Between an iPhone and a Safe Space: Exploring Research with LGBTQ Youth as Me-Search* [Paper presentation] American Educational Research Association, Philadelphia, PA, United States.

- Wargo, J.M.** (2014, April). *"This Book Speaks Back..." Rhetorical Reader Response and Navigating Difference in the Humanities Teacher Education Classroom* [Paper presentation]. American Educational Research Association, Philadelphia, PA, United States.
- Wargo, J.M.** (2014, March). *Between a Rock and a Safe Space: [Q]ulturally Responsive Pedagogy and Queer Community Building* [Paper presentation]. Conference for College Composition, Indianapolis, IN, United States.
- Wargo, J.M.** (2014, February). *Creating, Curating, and Composing: Operationalizing Elastic Literacies to Investigate the Writing of Connective Self/ves* [Paper presentation]. Ethnography in Education Forum, Philadelphia, PA, United States.
- Wargo, J.M.** (2013, December). *"It Just Won't Let Me In!" A Critical Discourse Analysis of Pre-Service Teachers Navigating Difference in Multicultural Literature* [Paper presentation]. Literacy Research Association Conference, Dallas, TX, United States.
- Jimenez, L., **Wargo, J.M.**, McIlhagga, K. (2013, November). *"But I Just Can't Go There": Examining Pre-service teacher responses to LGBTQ Literature* [Paper presentation]. National Council for Teachers of English, Boston, MA, United States.
- Wargo, J.M.** (2013, June). *At the Risk of "Feeling Brown": The Architecture of Affect, Race, and Performative Space(s) in Chulito and The Mariposa Club* [Paper presentation]. Children's Literature Association Conference, Biloxi, MS, United States.
- Wargo, J.M.** (2013, April). *Zombies, Posthumanism, and the Ontology of Postmortem Contemporary Curriculum Inquiry* [Paper presentation]. American Educational Research Association, San Francisco, CA, United States.
- Wargo, J.M.** (2013, April). *[Con]Textual Inquiry: Using Children's Literature and Philosophy to Examine Teacher-Student Dialogue* [Paper presentation]. Symposium on Teaching, Learning, and Education, Michigan State University, East Lansing, MI, United States.
- Wargo, J.M.** (2013, April). *My Queerness Sits in Spaces; Or, Mapping Masculinity and the Pedagogies of Being(s) and Becoming(s)* [Paper presentation]. Queer Studies Conference: Queering Spaces/Queering Borders, University of North Carolina, Asheville, NC, United States.
- Wargo, J.M.** (2012, October). *Eat Me! Education, Zombies, and Conceptualizing our Post/Human Contemporaneity* [Paper presentation]. Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH, United States.
- Wargo, J.M.** (2012, June). *Sexual Slipstreams and Magical Realism: Queer Kinship and the Conundrum of Compulsory Heterosexuality* [Paper presentation]. Children's Literature Association Conference, Boston, MA, United States.
- Wargo, J.M.** (2011, February). *Stags, Fairies, and Cross-Dressing: Complications of a Bisexual Cinderella Slipstream* [Paper presentation]. Children's Literature Symposium. Sarasota-Manatee, FL, United States.
- Cervera, C., Clark, S., Harris, T., Merin, M., Moses, V., & **Wargo, J.M.** (2011, November). *Chicago Public Schools Archival Session* [Paper presentation]. History of Education Society Conference, Chicago, IL, United States.
- Wargo, J.M.** & Braa, C. (2008, November). *Understanding Our Families, Understanding Ourselves* [Roundtable discussion]. National Association for the Education of Young Children, Houston, TX, United States.

INVITED KEYNOTES, TALKS, & PLENARIES

- Wargo, J.M.** (2026, February). *“Do You Feel That?” Tracing the Affective Relationscapes of Youth Learning to Play a Part Together.* [Invited lecture]. Eileen Lappin-Weiser Center for the Learning Sciences, University of Michigan, Ann Arbor, MI, USA.
- Wargo, J.M.** (2025, November). *From Plates and Pages to Food and Funds of Identity: Tracing Young Children’s Intertextual Moves in Making Meal Memoirs* [Invited lecture]. Language, Literacy, and Ideology: A Conference, Michigan State University, East Lansing, MI, United States.
- Wargo, J.M.** (2025, November). *“Do You Feel That?” Tracing the Affective Relationscapes of Youth Learning to Play a Part Together.* [Invited lecture]. Contemporary Ethnography and Inequality Workshop, Harvard University, Cambridge, MA, USA.
- Wargo, J.M.** (2024, November). *Sculpting the City through Sound: Reading Young Children’s Auraculous Adventures as an Arts ‘Encounter-Event’* [Invited lecture]. Center for the Study of Childhood Art, University of Arkansas, Fayetteville, AR, United States.
- Wargo, J.M.** (2024, May). *Visualizing Voice, Sounding Storied Truths: Reading Children’s and Youths Placemaking Projects as Sights and Scenes of Critical Data Literacy* [Invited lecture]. Un/Common Atmospheres: International Perspectives on Eco-Affective Research with Youth in Cities Symposium, Manchester Metropolitan University, Manchester, United Kingdom.
- Wargo, J.M.** (2024, March). *Noticing Noise, Noisy Noticings: Sound as the Content and Context for Learning* [Invited lecture]. Harry S. and Elva K. Gander Memorial Fund Lecture, Syracuse University, Syracuse, NY, United States.
- Wargo, J.M.** (2022, November). *Sonic Scenes of Play and Learning: Toward a Theory of Technological ‘Soundness’* [Invited address]. Teachers College, Columbia University, New York City, NY, United States.
- Brownell, C. J., Campano, G., Low, D. & **Wargo, J.M.** (2021, October). *World visions on literacy and transdisciplinarity* [Invited keynote address]. 2nd International Literacy Congress presented by the Transdisciplinary Literacy Institute (ITRALI), Universidad de Guadalajara, Guadalajara, JA, Mexico.
- Wargo, J.M.** (2020, April). *Designing Inquiry, Modeling Response: Mobilizing 3D Printing as Response to Young Adult Literature* [Invited keynote address]. Society for Information Technology & Teacher Education (SITE), New Orleans, LA, United States.
- Wargo, J.M.** (2020, February). *Making Civics, Designing Inquiry: Towards a “Sound” Theory of Young Children’s Critical Literacies* [Invited keynote address]. Ontario Institute for Studies in Education (OISE), University of Toronto, Toronto, ON, Canada.
- Wargo, J.M.** (2020, January). *Turning Up the Volume on Personal Digital Inquiry: Toward a “Sound” Theory of Young Children’s Multimodal Composition* [Invited keynote address]. College of Education, Illinois State University, Normal, IL, United States.
- Wargo, J.M.** (2019, March). *Making Noise! Toward a “Sound” Theory of Young Children’s Making* [Invited keynote address]. MakeY Project, Horizon 2020 European Funding for Research & Innovation (RISE), Manchester, UK.

INVITED ACADEMIC COLLOQUIA & WORKSHOPS

- Wargo, J.M.** (2025, November). *Frictions, Fissures, and Other Ethnographic Fictions: Feeling Our Way through Qualitative Data Analysis*. [Workshop invitation]. Harvard Graduate School of Education, Cambridge, MA, USA.
- Griffin, A., Sampson, S., **Wargo, J.M.**, & Wiggins, A. (2025, April). "Navigating Book Bans and Anti-DEI Pressure in K-12 Schools" *School Leaders' Responses and Research-Driven Resistance*. [Fireside Chat invitation]. Division A – Administration, Organization & Leadership, American Educational Research Association, Denver, CO, USA.
- Wargo, J.M.** (2024, July). "Seeing" *Children's Sensemaking in Early Literacy: Learning the Language(s) of Multimodality*. [Workshop invitation]. College of Education and Human Development at the University of Missouri, Summer Institute in Early Literacy, Columbia, MO, USA.
- Wargo, J.M.** (2024, April). *Learning to Escape: Noticing Knowing through (Mis)Reading and Recalibrating the Body in Play*. [Colloquium invitation]. College of Education and Human Ecology at the Ohio State University, QualLab Lunchtime Lecture Series, Virtual. <https://www.youtube.com/watch?v=ALZltAYGIQs&t=1s>
- Smith, K.P. & **Wargo, J.M.** (2024, April). *Contingent Contradictions and the (I)Logics of Adolescence: Examining how Undergraduates in an LGBTQ+ Young Adult Literature Course 'Read' Queer Youth*. [Colloquium invitation]. Marsal Family School of Education, dije Featured Speakers Series, Ann Arbor, MI, USA.
- Martinez, D., Toliver, S. & **Wargo, J.M.** (2022, February). *Writing and Publishing Literacy Research for Social Change*. [Colloquium invitation]. National Council of Teachers of English- Assembly for Research (NCTEAR) Executive Committee, Virtual.
- Wargo, J.M.** (2021, September). *From Picturebooks to Primary Sources: Cultivating Historical Inquiry through Children's Literature and the Digital Commonwealth* [Colloquium invitation]. Digital Commonwealth of Massachusetts, MA, United States. Virtual.
- Wargo, J.M.** (2021, April). *Writing Response-ably: On the Precarity and Promise of Writing for Publication* [Colloquium invitation]. 2021 Thomas R. Watson Conference, University of Louisville, KY, United States. Virtual.
- Gist, C., Hofmann, R. Jones Stanbrough, R., Roxas, K. & **Wargo, J.M.** (2021, May). *Early Career Pre-Conference Seminar* [Workshop invitation]. Division K (Teaching and Teacher Education) program, American Educational Research Association (AERA), Virtual.
- Wargo, J.M.** (2019, May). *A/r/tographic Inquiry as Collage* [Colloquium invitation]. Media and Social Change (MASC) Lab at Teachers College, Columbia University, New York, NY, United States.
- Adkins-Jones, A.V., Tiala, C. & **Wargo, J.M.** (2019, May). *Creative Process as a Vehicle for Critical Thinking* [Colloquium invitation]. Center for Teaching Excellence (CTE) at Boston College, Chestnut Hill, MA, United States.
- Oliveira, G. & **Wargo, J.M.** (2019, May). *Sounding School and Sentience: Writing the Field Recording in Educational Ethnography* [Colloquium invitation]. Language and Literacy Program Area at the Wheelock School of Education, Boston, MA, United States.
- Wargo, J.M.** (2017, November). *Children's Literature Master Class: Justice, Representation, and Nonfiction Children's Literature* [Colloquium invitation]. Children's Literature Assembly of the National Council of Teachers of English, St. Louis, MO, United States.

- Wargo, J.M.** (2017, October). *Engineering Electracy in the English Language Arts* [Colloquium invitation]. 4TDW Virtual Conference Steering Committee, Virtual.
- Buchholz, B. & **Wargo, J.M.** (2017, April). *Language and Social Processes Methods Workshop: Approaches to Re-Presenting Rich, Multimodal and Multimedia Data* [Workshop invitation]. American Educational Research Association's Language and Social Processes SIG, San Antonio, TX, United States.
- Wargo, J.M.** (2017, April). *Writing with Wearables? Exploring the Intra-Active Encounters and Rhythmic Realities of Elementary Students (Re)Composing 'The Listening Walk'* [Colloquium invitation]. Literacy Colloquy at Michigan State University, East Lansing, MI, United States.
- Brownell, C.J., **Wargo, J.M.**, White, A. (2017, March). *Reimagining Sonic Literacy: Getting Students to Tune In* [Colloquium invitation]. Digital Learning Day at the Michigan Reading Association, Grand Rapids, MI, United States.
- Wargo, J.M.** (2014, February). *Elastic Literacies: Mapping Queer Identities and the Social Fault Lines of (In)Equality in Educational Spaces* [Colloquium invitation]. 2014 Equality Speaker Series of the Center for the Study of Equality and Human Rights at Eastern Michigan University, Ypsilanti, MI, United States.

MEDIA APPEARANCES AND DIGITAL WORK

- Krutka, D. & Milton, M. (Executive Producer) (2021, March) *Young Children Mobilizing Digital Media with Jon Wargo* (No. 159) [Audio podcast]. Visions of Education Podcast. <https://visionsofed.com/2021/03/21/episode-159-young-children-mobilizing-digital-media-with-jon-wargo/>
- Wargo, J.M.** (2021, February) Literacies and Gaming [Video]. YouTube. <https://www.youtube.com/watch?v=wirHrIqmSA&feature=youtu.be>
- Wargo, J.M.** (2019, April). *Sonification and the Field Recording*. DigiLitEY Methods Corner: Methodological Issues in the Study of Young Children's Digital Literacies Blog. <https://digilitemethodscorner.wordpress.com/>
- Wargo, J.M.** (2018, October). Beyond Binaries: Queering Notions of Gender and Sexuality in Academia [Webinar video]. YouTube. <https://www.youtube.com/watch?v=CVPJbBif43k>
- Brownell, C., Mehta, R., Hall, M., Hicks, T., **Wargo, J.M.**, White, A. (2016, October). *Multimodal Moments and Making Composition(s) Move!* [Panel]. 4TDW Virtual Conference. <http://www.4tdwvirtualcon.com/Sunday-october-9-2016.html>
- Allison, P., Brownell, C., O'Bryne, I.W., **Wargo, J.M.** (2016, April). HearMyHome: Exploring the Soundscapes of Networked Teaching and Learning [Video episode no. 486]. YouTube. <https://www.youtube.com/watch?v=29QzmFUVAsQ>
- Douilliard, K., Dyson, S., Phillips, N., Sharma, S., Smith, A., Stornaiuolo, A., **Wargo, J.M.** (2015). Transliteracies: Exploring Literacies and Learning in a Connected World. *Connected Learning TV*. <http://connectedlearning.tv/transliteracies-exploring-literacies-and-learning-connected-world>

COLLEGE AND UNIVERSITY TEACHING

EDUC 898: Professional Development Seminar

FS25, WS26

Marsal Family School of Education, University of Michigan

- Aimed at apprenticing early years doctoral students into the profession, this seminar introduces students to current scholarly and professional issues within specific specialization areas in educational studies. Designed to create and sustain a robust academic research program, this yearlong seminar helps students navigate the many professional milestones of the program (e.g., comprehensive exams, scholarly paper).

EDUC 791: Foundations of Teaching and Learning

WS24, WS25

Marsal Family School of Education, University of Michigan

- With teaching and learning as its conceptual, theoretical, and analytic focus, this class provides a synoptic view that is both responsive to contemporary issues and emerging developments in the field of education, while recognizing how these concepts and ideas are historically situated with respect to perennial issues of interest and concern

EDUC 645: Education and Cultural Studies

FS23, FS24

Marsal Family School of Education, University of Michigan

- Using cultural studies as a point of departure, this course explores the intersections of culture, power, oppression, agency, identity, and knowledge production within schools, school systems, and other (in)formal learning contexts

EDUC 405: Literacy 3: Development of Language and Composition PK-6

FS23, FS24

Marsal Family School of Education, University of Michigan

- With a particular focus on building students' speaking, listening, language, and composition skills and knowledge, this course addresses the design and enactment of engaging literacy instruction that advances the learning of children in PK-6 contexts.

EDUC 202: Design as Community Inquiry

WS25, WS26

Marsal Family School of Education, University of Michigan

- Design is both sensemaking and problem-solving. Taking this supposition forward, this undergraduate course investigates the ideation, execution, and critique of community-based design. In so doing, it fosters design not just as possible solutions to problems of the present but of more just social futures, an experiment forwarding lifelong learning, thriving, and social change.

EDUC 9864: Advanced Qualitative Research

FS17, FS18, FS19, FS20, FS22

Lynch School of Education & Human Development, Boston College

- In-depth examination of foundational and advanced concepts in qualitative research and analysis. Provides initial explorations in (post)qualitative methods and methodologies to survey the theoretical, methodological, and analytic implications of conducting qualitative research from contrasting theoretical perspectives.

EDUC 9737: Literacy in a Sociocultural Context: Core Concepts, Key Ideas

US22

Lynch School of Education & Human Development, Boston College

- Using sociocultural theory as the point of departure, this course investigates language (both oral and written), literacy, and power at the intersections of the social and the historical. The course begins with an introduction to the history, development, and basic tenets of sociocultural theory. Subsequently, it then moves to discuss how language—particularly oral and written language—both produces and is produced in and through culture.

EDUC 9737: Contemporary Issues in Literacy Research – Digital Literacies

FS19

Lynch School of Education & Human Development, Boston College

- Located at the axis of technology and cultural studies, this graduate seminar explores how contemporary literacy and learning are changing with the advent of new digital networks and communicative resources. Highlighting how digital literacies are situated in spaces of teaching and learning, this course surveys how issues of power mediate issues of access, surveillance, and identity in literacy learning.

EDUC 9711: Historical and Political Contexts of Curriculum

SS23

Lynch School of Education & Human Development, Boston College

- Surveys major curriculum movements in American educational history by examining the history and implementation of curriculum development on the macro and micro levels of schooling. Focuses on key campaigns and controversies in curriculum theory and practice, using primary source materials to place them within the academic, political, economic, and social contexts that have marked their conceptualization, and change inside and outside of schools.

EDUC 8810: Academic Writing for Multiple Audiences – Writing for Publication

US20, SS22

Lynch School of Education & Human Development, Boston College

- Exploring the complex rhetorical situation of “writing for publication,” this advanced doctoral course explores the multi-faceted practice(s) and emerging genres of academic writing. Configured as a writing-intensive workshop-based course, this class focuses on models of genres we aspire to write as academics, revising current scholarship, designing generative feedback for others, and investigating and targeting venues for academic publication.

EDUC 7101: Readings & Research

SS18, SS19, SS20, FS20, SS21

Lynch School of Education & Human Development, Boston College

- Special topics course where, under the direction of a faculty member, a student develops and completes a significant study. Topics taught include: critical ethnography, games & culture, affect & emotion in education research, women in the social studies, queer theory, literacy in a sociocultural perspective, and digital literacies.

EDUC 3200: Reading Difference Differently: Gender & Sexuality in Youth Literature & Media SS22, SS23*Lynch School of Education & Human Development, Boston College*

- With a particular emphasis on issues of gender and sexuality, this class interrogates how contemporary youth literature and media (texts by and about young people) shape and organize difference differently. Examining how textual understandings of youth, gender, and sexuality intersect with other domains of identity (e.g., race, ability, religion), this course explores how criticism, circulation, and reception of innovative storytelling advance new ways to understand childhood and the young adult.

EDUC 2105: Teaching the Social Sciences and the Arts

FS18, SS19

Lynch School of Education & Human Development, Boston College

- Offers prospective teachers the theoretical and practical knowledge into teaching elementary social studies, with a specific focus on arts integration. Through concurrent field experiences, and with a focus on gaining understanding of the major theoretical perspectives of elementary social sciences (i.e., economics, geography, civics, and history), students explore the social, political, and cultural contexts of arts-integrated education.

EDUC 2104: Teaching Reading

FS17, SS17

Lynch School of Education & Human Development, Boston College

- Offers prospective teachers the theoretical and practical knowledge into teaching literacy, with a specific focus on reading, to elementary age learners. Through concurrent field experiences, and with a focus on gaining understanding of the major theoretical perspectives on literacy development, students explore the social, political, and cultural context of reading instruction.

EDUC 2101: Language Arts

SS19, SS21, FS 22

Lynch School of Education & Human Development, Boston College

- Offers prospective teachers the theoretical and practical knowledge into teaching English language arts, with a specific focus on writing across genres. Through concurrent field experiences, and with a focus on gaining understanding of the major theoretical perspectives on writing development, students explore the social, political, and cultural context of elementary English language arts instruction.

RLL 8500: Literacy in a Socio-Political Context

FS16

College of Education, Wayne State University

- Using sociocultural theory and cultural studies as points of departure, this doctoral seminar investigates language, literacy, and power at the intersections of the social, the political, and the cultural. Course topics include: research on language, literacy and learning in context; literacy, identity, politics, and power in education; curriculum and the negotiated nature of literacy teaching/learning; literacy development as (inter)cultural communication.

EED 6310 / LIS 6530: Young Adult Literature (Online)

SS17

College of Education, Wayne State University

- Intensive examination of literary texts and materials appropriate for youth and young adults in secondary English language arts classrooms. Using theories of literacy and literary response, this class explores methods for teaching and factors affecting adolescent experiences with media and young adult literature.

TE 850: Critically Reading Children's and Young Adult Literature (Online)

FS14

College of Education, Michigan State University

- Intensive study and critical examination of the intellectual concepts and methods that have shaped contemporary understandings of children's and young adult literature and material culture. Using theories of literary criticism this class explores how critical theory sheds light on literary paradoxes (Anti/Signification, Text/uality, and Re/Presentation).

TE 831: Teaching School Subject Matter with Technology (Online)

SS 15, US15

College of Education, Michigan State University

Conceptual and application-based study of the integration of K-12 school subject matter with technology. Course surveys critical perspectives on digital technologies in schools while offering tools for the inclusion of technology across disciplinary domains.

TE 802: Reflection and Inquiry into Teaching Practice I [English Language Arts] (Hybrid)

FS14

College of Education, Michigan State University

- Qualitative and quantitative research methods on teaching and learning. Criteria for judging the validity and applicability of research-based knowledge in the teaching of English Language Arts. Framing educational problems worthy of inquiry. Designing and assessing studies of teaching practice in English Language Arts.

TE 448: Issues of Diversity in Children's and Young Adult Literature

FS12, SS13, FS13

College of Education, Michigan State University

- Theoretical perspectives, controversies, and classroom implications for literature by and about people who have traditionally been underrepresented in children's and adolescent literature. This course includes literature by and about African Americans, Asian Americans, Latinos and Latinas, American Indians, Middle Eastern Americans, and groups traditionally marginalized by class, religion, ability, gender, and sexuality.

TE 448A: Special Topics - Issues of Gender(s) and Sexuality/ies in Young Adult Literature

SS14

College of Education, Michigan State University

- Theoretical perspectives, controversies, and classroom implications surveying literature by and about people whose gender identity and sexuality have traditionally been underrepresented in children's and adolescent literature. This special topics course, while focused on literature by and about groups traditionally marginalized by their gender identity and/or sexual orientation, intersects with other minoritized identities included but not limited to race, ethnicity, class, religious affiliation, and ableism.

TE 404: Teaching of Social Studies to Diverse Learners – Elementary (K-8)

FS13

College of Education, Michigan State University

- Teaching social studies to diverse learners at the elementary level (K-8). Inquiry into and construction of subject-specific meaning. Social studies subject matter adapted to learner diversity. Teachers' roles, including professional, intellectual, and sociopolitical responsibilities

TE 405: Teaching of Language and Literacy to Diverse Learners – Elementary (K-8)

SS14, SS15

College of Education, Michigan State University

- Teaching language and literacy to diverse learners at the elementary level (K-8). Inquiry into and construction of subject-specific meaning. Literacy subject matter adapted to learner diversity. Teachers' roles, including professional, intellectual, and sociopolitical responsibilities

GRADUATE STUDENT MENTORING AND ADVISING

University of Michigan

Advisor / Chair

- keturah abdallah (Educational Studies, *in progress*)
- James Hunt Smith (Joint Program in English & Education, *in progress*)
- Kyle Smith (Educational Studies, *in progress*)
- Ethan Voss (Joint Program in English & Education, *in progress*)
- Jason Westra-Hall (Educational Studies, *in progress*)
- Kitty Geoghan (Joint Program in English & Education, *in progress*)

Dissertation Committee Member / Reader

- Michelle Ratering (Joint Program in English & Education, *in progress*)

Pre-Candidacy Committee Member / Reader

- Kitty Geoghan (Joint Program in English & Education, *in progress*)
- Xuechen Liu (Educational Studies, *in progress*)
- Oluwaseun Ogunleye (Educational Studies, *in progress*)
- day parker (Educational Studies, *in progress*)
- Alaka Varma (Educational Studies, *in progress*)

Undergraduate Research Mentees

- Juliana Vargas (2023-2024)
- Karlissa Troia (2024-2025)
- Benjamin Zeng (2024-2026)

Boston College

Advisor / (Co)Chair

- Mariana Becker (Curriculum & Instruction, 2023)
“Making Space to ‘Be Ourselves’: Brazilian Immigrant Children as Two-Way Immersion Program Implementors and Transborder Thinkers”
- Ali Blake (Curriculum & Instruction, 2025)
“Threads of Dreaming: Cultivating Relations as a Commitment to What Could (& Should) Be in Queer and Trans Communal Clothing Making”
- Alexander Corbitt (Curriculum & Instruction, 2023)
“Collaborative Worldbuilding: Examining Identities, Ideologies, and Literacy Practices in a Youth Role-Playing Community”
- Joseph Madres (Curriculum & Instruction, 2025)
“Making Oasis: Ecosophical Placemaking as A/r/tography”
- Melita Morales (Curriculum & Instruction, 2022)
“Sights and Signs of Transdisciplinarity: Disrupting Disciplines through Art and Science Inquiry”
- Marisa Segel (Curriculum & Instruction, 2024)
“Between Cheers and Silence: Illuminating the Freedoms and Frictions of Young Reading Across Difference in a Middle Grades Classroom”

Dissertation Committee Member / Reader

- Molly Cummings Carney (Curriculum & Instruction, 2019)
- Lori Dunn (Curriculum & Instruction, 2021)
- Hangil Kim (Curriculum & Instruction, *in progress*)
- So Yoon Kim (Curriculum & Instruction, 2020)
- Renata Love Jones (Curriculum & Instruction, 2020)
- Paul Madden (Curriculum & Instruction, 2019)
- Megan McKinley (Curriculum & Instruction, 2022)
- Katherine Thompson (Curriculum & Instruction, 2021)

Comprehensive Exam Reader / Committee Member

- Jasmine Alvarado (Curriculum & Instruction, 2018)
- Mariana Becker (Curriculum & Instruction, 2021)
- Ali Blake (Curriculum & Instruction, 2022)
- Alex Corbitt (Curriculum & Instruction, 2021)
- Josephine Cuda (Curriculum & Instruction, 2020)
- Heather Francis (Curriculum & Instruction, 2021)
- David Jackson (Curriculum & Instruction, 2019)
- Joseph Madres (Curriculum & Instruction, 2020)
- Melita Morales (Curriculum & Instruction, 2020)
- Megan McKinley (Curriculum & Instruction, 2018)
- Marisa Segel (Curriculum & Instruction, 2021)

Undergraduate Research Mentees

- Clare O'Connor (2017-2019)
- Connor Cummings (2021-2022)
- Alex Katz (2022-2023)

Michigan State University

Practicum Committee Member / Reader

- Eddie Najarro, Teacher Education (2016). *Using Argumentation to Engage & Protect Students in Teacher Education*.
- Cassie J. Brownell, Teacher Education (2015). *Contextualizing Literacies to Question Hegemonic Ways of Knowing: Investigating Intermediate Elementary Students' Story, Sociality, and Play as Multimodal Composing*.
- Erik Skogsberg, Teacher Education (2014). *(Re)Imagining Classrooms: Pre-Service ELA Teachers in Third Space/s*.

External Organizations and Outside Institutions

Examiner / Reader

- Zander Nowell, University of Colorado – Boulder (*in progress*)
- Luke Muscat, University of Calgary (2025)
- Catherine Stahl, Teachers College – Columbia University (2025)
- Doug Friesen, University of Toronto (2024)
- Laura Menard, University of Toronto (2023)

PROFESSIONAL SERVICE AND OUTREACH

I. National Service to the Profession

- Editorial Board Member (journals), *Research in the Teaching of English*, *Journal of Children's Literature*, *Journal of Early Childhood Literacy*, *Curriculum Inquiry*, *Literacy in Composition Studies*, *Childhood Art*, *Reading Research Quarterly*, *Journal of Adolescent and Adult Literacy*, and *Language Arts* 2020-Present
- Ad hoc Reviewer (journals), *Research in the Teaching of English*, *Social Studies & the Young Learner*, *Journal of Literacy Research*, *New Media & Society*, *Literacy Research: Theory, Method, and Practice*, *Teachers College Record*, *Journal of Teacher Education*, *Journal of Early Childhood Literacy*, *English Education*, *Learning, Media and Technology*, *International Journal of Education Research*, *Urban Education*, *E-Learning & Digital Media*, *TESOL Quarterly*, *Language Arts*, *The Reading Teacher*, and *Social Media & Society* 2012-Present
- Ad hoc Reviewer (academic presses), *Bloomsbury*, *MIT Press*, *Routledge*, *Teachers College Press*, *University of Toronto Press* 2012-Present
- Ad hoc Reviewer (conferences), American Educational Research Association, National Council for the Social Studies, International Society for the Learning Sciences, Literacy Research Association, Reconceptualizing Early Childhood Education, National Council of Teachers of English 2012-Present
- Chair, Research Committee, Literacy Research Association 2023-2026
- Division G Program Section Co-Chair (Area 6), American Educational Research Association 2024-2026
- Invited Member, Early Career Award, AERA Division G (Social Contexts of Education) 2026
- Co-Chair, ILA Helen Robinson, Steven A. Stahl, and Jeanne Chall Awards Committee 2024-2026
- Invited Member, Review Committee, NAEEd/Spencer Dissertation Fellowship 2024-2026

- Chair, NCTE Alan C. Purves Awards Committee 2024
- Invited Member, ILA Helen Robinson, Steven A. Stahl, and Jeanne Chall Awards Committee 2023-2024
- Associate Editor, *AERA Open* 2022-2024
- Co-Editor, *Literacy Research: Theory, Method, and Practice* 2021-2023
- Member, Research Committee, Literacy Research Association 2020-2023
- Invited Member, Children’s Literature Association (ChLA) Student Essay Award Committee 2022
- Invited Member, Reading Research Quarterly Editor Search Committee 2022
- Invited Review Member, Division K Racial Equity Grants Selection Committee 2021-2022
- Awards Committee Member, NCSS (Exemplary Research Award) 2021-2022
- Division K Program Section Co-Chair (Area 5), American Educational Research Association 2019-2021
- Awards Committee Member, AERA (Division K – Mid-Career Award) 2020- 2021
- Awards Committee Member, AERA (SIG: Queer Studies – Article of the Year) 2020- 2021
- Invited Review Member, Division K COVID-19 Grants Selection Committee 2020
- Area 10 (Literacy, Technology, & Media) Program Chair, Literacy Research Association 2018-2020
- Invited Review Committee Member, Spencer Foundation Conference Grants Program 2019
- Member, NCTE-ELATE Nominating Committee 2019
- Stage 2 Reviewer for 2020 CCCC Convention 2019
- Member, Ad-hoc Equity & Inclusion Committee, Literacy Research Association 2019
- Awards Committee Member, CCC Lavender Rhetorics Award for Excellence in Queer Scholarship 2017-2018
- NCTE/CEE CAEP Standards Committee 2017- 2018
- Awards Committee Member, AERA (SIG: Queer Studies – Dissertation of the Year) 2017- 2018
- Awards Committee Member, AERA (SIG: Writing and Literacies) 2016- 2018
- Technology Subcommittee Co-Chair, AERA (SIG: Writing and Literacies) 2015-2016
- Technology & Outreach Chair, AERA (Division G) Graduate Student Executive Committee 2013-2015

II. Institutional Service

Faculty Senate, University of Michigan

- Member, Academic Affairs Advisory Committee 2024-Present

Educational Studies, University of Michigan

- Lead, Educational Studies PhD Program 2025-Present
- Member, Educational Studies Executive Committee 2025-Present
- Member, Eileen Lappin Weiser Center for the Learning Sciences Steering Committee 2023-Present
- Member, Educational Studies PhD Steering Committee 2024-2025
- Lead, Designing for Innovation: Learning, Instruction, and Technologies MA Program 2023-2025
- Member, Eileen Lappin Weiser Center for the Learning Sciences Project Manager Search Committee 2024
- Member, Open Rank Professor of Early Literacy Search Committee 2023-2024

Department of Teacher Education, Special Education, and Curriculum and Instruction, Boston College

- Member, Assistant Professor of Reading Education Search Committee 2022-2023
- Member, Doctoral Advisory Committee 2018-2023
- Member, Graduate Admissions Committee 2017-2023
- Member, Educational Policy Council (EPC) 2019-2023
- Member, Faculty Awards Committee 2019-2021
- Member, Teacher Education Task Force 2017-2018
- Member, Assistant Director of Marketing and Communications Search Committee 2017-2018

Division of Teacher Education, Wayne State University

- Member, Division of Teacher Education Graduate Curriculum Committee 2016-2017
- Member, Reading, Literacy, and Literature (RLL) Program Advisory Committee 2016-2017

Department of Teacher Education, Michigan State University

- Member, Dept. of Teacher Education Induction and Continuing Education Committee 2015 – 2016
- Member, Dept. of Teacher Education Doctoral Education Committee 2014 – 2015
- Member, Dept. of Teacher Education Ph.D. Program Mentoring Committee 2012 – 2013
- Member, Dept. of Teacher Education Chair's Advisory Committee 2011 – 2013
- Member, College of Education Graduate Student Conference Advisory Committee 2011 – 2012

INSTITUTIONAL MEMBERSHIPS AND AFFILIATIONS

- **American Educational Research Association**

- Division C: Learning & Instruction
- Division G: Social Context of Education
- Division K: Teacher Education
- SIG: Arts-Based Educational Research
- SIG: Critical Perspectives on Early Childhood Education
- SIG: Language and Social Processes
- SIG: Learning Sciences
- SIG: Media, Culture & Learning
- SIG: Qualitative Research
- SIG: Queer Studies
- SIG: Research in Reading and Literacy
- SIG: Writing and Literacies

- **International Literacy Association**

- **International Society of the Learning Sciences**

- **Literacy Research Association**

- **National Council for the Social Studies**

- **National Council for the Teaching of English**

- English Language Arts Teacher Education (ELATE)
- National Council for the Teaching of English Assembly for Research (NCTEAR)

- **National Council of Research on Language and Literacy**