

CURRICULUM VITAE

Name: Sheila L. Macrine, Ph.D.

Title: Professor

College: CAS – School of Education

Department: Education

HIGHER EDUCATION

A. Degrees

Ph.D.: Psychological Studies in Education, Temple University

Attended: 1989-1994. Degree conferred: December 1994.

Dissertation Title: *Toward a Dialogical Teaching Method and Mediated Critical Action in Reading Comprehension*

**Completed 2 Doctoral Programs: in School Psychology & Psychology of Reading*

M.Ed.: Reading Specialist Program - Temple University

Attended 1987- 1989. Degree conferred: December 1989

B.S.: University of Massachusetts, Boston, MA, 1975

Major: Sociology/Special Education

PROFESSIONAL EXPERIENCE

2011-Present University of Massachusetts-Dartmouth

Professor- Department of Education

2006-2011 Montclair State University, Montclair, New Jersey

Associate Professor-Department of Curriculum and Teaching

1994-2006 Saint Joseph's University, Philadelphia, PA

Associate Professor -Director of the Reading and Special Education Programs
(*Granted Tenure and Associate Rank in Spring of 2006*).

B. Other (with institution, dates, rank, department)

1993-1999 Bensalem School District, Bensalem, PA- School Psychologist

1991-1993 Wordsworth Academy, Fort Washington, PA- School Psychologist

1988-1991 Elkin Elementary School, Philadelphia, PA-Teacher Reading

1988-1989 Upper Darby High School, Upper Darby, PA -Classroom Teacher

1978-1988 Public School 196, 7125 113th St, Forest Hills, N.Y. Classroom Teacher

ACADEMIC AND PROFESSIONAL HONORS

***2023 Book Award Nominations for: *Movement Matters: How Embodied Cognition Informs Teaching and Learning* (MIT Press)**

1. **American Psychological Association APA-2023 *The William James Book Award* nominee.** This award honors a recent book that integrates material across psychological subfields or provides coherence to the diverse subject matter of psychology.

2. **American Educational Research Association AERA - 2023 *Outstanding Book Award* nominee.** The *Outstanding Book Award* was established to acknowledge and honor the year's best book-length publication in education *research* and development.

2023- Advisor Award-Kappa Delta Pi International Honor Society

2023- Kappa Delta Pi International Honor Society -Alpha Eta Alpha -Chapter Challenge award

2020-23 Elected Chair of AERA's Paulo Freire SIG-Three-year leadership position

2020 Advisor Award from Kappa Delta Pi International Honor Society for contributions to the honor society and for leadership of the UMass Dartmouth Chapter: Alpha Eta Alpha.

SCHOLARLY PUBLICATIONS Books, monographs and edited volumes

- Macrine, S.L, Fugate, JMB.,¹ Abdulali, A.², and Hughes, J.³ (forthcoming). *Towards Embodied Intelligence: Embodied Cognition ➡ Embodied Artificial Intelligence*. Cambridge, MA: MIT Press
- Macrine, S.L & Fugate, JMB. (2022). *Movement Matters: How Embodied Cognition Informs Teaching and Learning*. Cambridge, MA: MIT Press. ISBN: 9780262543484
<https://mitpress.mit.edu/contributors/sheila-l-macrine>
- Edling, S.& Macrine, S.L. (2021). *Transnational Feminist Politics, Education, and Social Justice: Post-Democracy and Post-Truth*. London, UK: Bloomsbury Publishers.
<https://www.bloomsbury.com/us/transnational-feminist-politics-education-and-social-justice9781350174474/>
- Macrine, S. L. (2020). *Critical Pedagogy in Uncertain Times: Hope and Possibilities*, 2nd edition. New York, NY: Palgrave Macmillan. https://doi.org/10.1007/978-3-030-39808-8_1
- Macrine, S. (2012). *Critical Pedagogy in Uncertain Times: Hopes and Possibilities* (ed.) Paperback Edition. New York, NY: Palgrave Macmillan.
- Macrine, S., McLaren, P. & Hill, D. (2010). *Revolutionizing Pedagogy: Education for Social Justice Within and Beyond Global Neoliberalism* (Eds.). New York, NY: Palgrave Macmillan.
- Kelsh, D., Hill, D., & Macrine, S. (2010). *Class in Education: Knowledge, Pedagogy, Subjectivity* (eds.). London: Routledge.
- Macrine, S. (2009). *Critical Pedagogy in Uncertain Times: Hopes and Possibilities* (ed.) Hardback. New York, NY: Palgrave Macmillan.

Peer-Reviewed Journal Articles

- Fugate, J.M.B., Tonsager, M. & Macrine, S.L. (2025). Immersive Extended Reality (I-XR) in Medical and Nursing Education for Skill Competency and Knowledge Acquisition: A Systematic Review and Implications for Pedagogical Practices. *Behavioral Science*. 2025, 15, x. <https://doi.org/10.3390/xxxxx>
- Fugate, J.M.B., Macrine, S.L. & Hernandez-Cuevas, E.M. (2024). Therapeutic Potential of Embodied Cognition for Clinical Psychotherapies: From Theory to Practice. *Cognitive Therapy and Research*, 48, 574–598 (2024). <https://doi.org/10.1007/s10608-024-10468-y>
- Macrine, S.L. & Fugate, JMB (2023). From Disembodiment to Embodiment in Artificial Intelligence and Psychology – Parallels in Thinking. Proceedings-October 2023 *IOP Conference Series Materials Science and Engineering* 1292(1):012018.DOI: [10.1088/1757-899X/1292/1/012018](https://doi.org/10.1088/1757-899X/1292/1/012018)
- Macrine, S. L., & Fugate, J. M. B. (2021). Translating Embodied Cognition for Embodied Learning in the Classroom. *Frontiers in Education - Neuroscience, Learning and Educational Psychology*. 02 December 2021 | <https://www.frontiersin.org/article/10.3389/feduc.2021.712626>
- Macrine, S., & Fugate, J.M.B. (2020). *Embodied cognition*. In *Oxford Research Encyclopedia of Education*. Oxford University Press. <http://dx.doi.org/10.1093/acrefore/9780190264093.013.885>
- Kitonga, N., Macrine, S.L., Magill, K., & Rodriguez, A. (2020). Book Review Symposium: A Revolutionary Subject: Pedagogy of Women of Color and Indigeneity. *Journal for Critical Education Policy Studies*, Vol. 18, No.1, 2020, pp. 408-428. <http://www.jceps.com/wp-content/uploads/2020/04/18113-lilmon.pdf>
- Fugate, J.M.B., Macrine, S.L., & Cipriano, C. (2019). The role of embodied cognition in transforming learning. *International Journal of School & Educational Psychology*, 7(4), 274–288.
<https://doi.org/10.1080/21683603.2018.1443856>
- Macrine, S. & Fugate, J.M.B (2019). Why Handwriting is Important in the Classroom: The Reasons are Worth Thinking. *Journal of Cognitive Education and Psychology*, Springer Publishing.
- Macrine, S. L. (2018). Review Essay-Inside Our Schools: Teachers on the Failure and Future of Education Reform (ed. Brett Gardiner Murphy). HEP, Boston. In *Teachers College Record*, 2018,

¹ Kansas City University

² Cambridge University

³ École Polytechnique Fédérale de Lausanne

- Macrine, S. L. (2016). Essay Review of Hegemony and Education Under Neoliberalism: Insights from Gramsci by Peter Mayo. *Antipode*, July 2016.
https://radicalantipode.files.wordpress.com/2016/07/bookreview_macrine-on-mayo.pdf
- Macrine, S. L. Heji, H., Sabri, A. & Dalton, S. (2015). Cross-Cultural Adaptation of a Developmental Assessment for Arabic Speaking Children with Visual Impairment. *International Journal of School & Educational Psychology*, 3, 256–266, DOI: 10.1080/21683603.2015.1082523 (Contributed 70%).
- Macrine, S. (2014). Imagining a Global Democratic Public Sphere: Reclaiming Feminism, Schooling and Economic Justice, *Gender Matters*, postcolonial/Post-imperial Journal.
<http://www.scholars.nus.edu.sg/landow/post/index.html>
- Goldstein, R., Macrine, S., and Chesky, N. (2012). Welcome to the New Normal: The News Media and Neoliberal Reforming Education. *Journal of Inquiry and Action in Education: Vol. 4: 1, 6*.
- Macrine, S. L. (2011) The War on Youth: An Essay Review. *Education Review*, 14 (7).
<http://www.edrev.info/essays/v14n7.pdf> doi.10.14507/er. v0.1442
- Macrine, S. (2010). Barriers to Success for the Culturally and Linguistically Diverse Students. *Peace Studies Journal*, Vol. 3, Issue 1, pp.76-90, April 2010.
- Macrine, S. & Sabbatino, E., (2008). Dynamic Assessment and Remediation Approach: Using the DARA Approach to Assist Struggling Readers. *Reading and Writing Quarterly: Overcoming Learning Difficulties*. Vol. 24, Issue 1, 2008. (Contributed 70%).
- Macrine, S. (2008). Re-Democratize Higher Education *ACADEME*, Volume 93, Number 6.
- Sabbatino, E. & Macrine, S. (2007). Start on Success: A Model Transition Program for Students with Disabilities, *Preventing School Failure*, Volume 52, Number 1 / Fall 2007.
- Macrine, S. (2007). *Essay Review of the University in Chains: Confronting the Military, Industrial, Academic Complex* by Henry A. Giroux. Boulder, CO: Paradigm Publishers. *Teachers College Record*, Date Published: October 03, 2007.
- Macrine, S. (2005). *Reloaded: The Politics and Praxis of Dissent, A critical essay on Teaching Peter McLaren: Paths of Dissent*, edited by Marc Pruyn and Luis Huerta-Charles, (2005). New York, NY: Peter Lang Publishers. *Education Review*, 1-12, March 2005.
- Macrine, S., (2005). Re-enchanting Critical Social Theory: Troubling Postmodernism. *Journal for Critical Education Policy Studies*, Volume 3, Number 1 (March 2005).
- Macrine, S., (2004). *Essay review of World, Class, Women: Global Literature, Education and Literature* by Goodman, Robin Truth. (2004). London: Routledge Falmer Press. *Education Review*, September 1, 2004. <http://edrev.asu.edu/index.html>
- Macrine, S. (2004). Review Symposium: Pedagogy and Praxis in the Age of Empire: Toward a new Humanism. *Journal of Critical Educational Policy*. (Contributed 100%)
www.jceps.com/wpcontent/uploads/PDFs/05-2-04.pdf
- Lidz, C. & Macrine, S. (2002). An Alternative Approach to the Identification of Gifted Culturally and Linguistically Diverse Learners. *Mensa Research Journal* Vol. 33, No. 1, 12-33 (Winter 2002). (Contributed 50%)
- Macrine, S & J. Chapman (2001). Physician's Knowledge, Training and Practices in the Treatment of ADHD. *The Eric Clearinghouse*, EC308892 May/June Issue. (Contributed 60%)
- Lidz, C. & Macrine, S. (2001). The Contribution of Dynamic Assessment: An Alternative Approach to the Identification of Gifted Culturally and Linguistically Diverse. *International Journal of School Psychology*, v22 n1 p74-96 Feb 2001. (Contributed 50%)
- Macrine, S.L. (1999). Literacy Teaching and Learning Models: A Critical Multicultural Alternative to Current Paradigmatic Perspectives. *Journal of Critical Pedagogy*, Issue II, vol.2, 1-8. (Contributed 100%)
http://web.gseis.ucla.edu/~pfi/Documents/literacy_model_by_Macrine.html
- Johnson, V.G. & Macrine, S. (1998). Student Teachers' Explanations for Changes in their Thinking. *Teacher Educator*, v34 n1 p30-40 Sum 1998. (Contributed 50%)
- Quinn, K.B. & Macrine, S. (1997). A Framework for a Collaborative Training Model for Reading Specialists. *Journal of Reading Education*. Vol. 22(2), 1-16. (Contributed 50%)

Macrine, S. (1997). Towards a Dialogical Mediated Action Approach to Reading Remediation. *Education*. Vol.117 (3), 386-395. (Contributed 100%)

Book Chapters

- Macrine, S.L. (2025) Beyond Fragmented Hegemonies: A Critical Feminist Vision for Transformative Democracy. Chapter 11, in Paul R. Carr, Eloy Rivas-Sanchez, & Gina Thésée Paul Carr, *Pygmalion Democracy: If you build it, will they come?* London, UK: Bloomsbury Press.
- Macrine, S.L. & Fugate, J.M.B. (forthcoming 2024). Embodied Learning: Translating Embodied Cognition Research. In Lawrence Shapiro and Shannon Spaulding's (Eds) *The Routledge Handbook of Embodied Cognition, 2nd ed.* New York: Routledge.
- Macrine, S.L. (2024). Extending Freire through a Critical Feminist Lens. In Antonia Darder's *The Student Guide to Freire's 'Pedagogy of the Oppressed' (2nd ed).* London: Bloomsbury Academic Press.
- Macrine, S. & Fugate, J.M.B. (2022). Embodied Cognition and Its Educational Significance In: *Movement Matters: How Embodied Cognition Affects Classroom Learning*. Cambridge, MA: MIT Press. DOI: <https://doi.org/10.7551/mitpress/13593.003.0006>
- Macrine, S. & Fugate, J.M.B. (2022). Conclusion. In: *Movement Matters: How Embodied Cognition affects Classroom Learning*. Cambridge, MA: MIT Press.
- Macrine, S.L. (2021) Coronavirus Pandemic and the 'Re foulment' of Refugees and Asylum Seekers, In: Inny Accioly & Donaldo Macedo's *Education, Equality And Justice* In: *The New Normal: Global Responses To The Pandemic*. London: Bloomsbury. (Dec 2021)
- Macrine, S.L. & Edling, S. (2021) Introduction. In: *Transnational Feminist Politics, Education, and Social Justice: Post Democracy and Post Truth*, Edling, S. & Macrine, S.L. London: Bloomsbury. <https://www.bloomsbury.com/us/author/silvia-edling/>
- Macrine, S.L. & Edling, S. (2021) The Refugee Crisis is a Feminist Issue. In: *Transnational Feminist Politics, Education, and Social Justice: Post Democracy and Post Truth* Sheila L. Macrine and Silvia Edling. London: Bloomsbury. <https://www.bloomsbury.com/us/author/silvia-edling/>
- Macrine, S. (2017). Capitalist Education. In K.R. Magill & A. Rodriguez (Eds.), *Imagining education: Beyond the logic of neoliberal capitalism* (pps. 167-178). Charlotte: Information Age
- Macrine, S. L. (2016). Pedagogies of Neoliberalism. In *Simon Springer, Birch Kean, and Julie MacLevy (Eds). The Handbook of Neoliberalism* (pp. 294-305). London: Routledge. (Contributed 100%)
- Macrine, S. L. (2016). FOREWORD in Marc Pruyn and Luis Huerta-Charles, (Eds.) *This Fist Called My Heart* (pp. 1-8). New York, NY: Peter Lang Publishers. (Contributed 100%)
- Macrine, S.L. (2016). Youth in a Suspect Society. In Joseph L. DeVitis (Ed), *Popular Educational Classics: A Reader*. (pp.369-383). New York: Peter Lang. (Contributed 100%)
- Paraskeva, J. and Macrine, S. L. (2015). Neoliberal Pedagogy of Debt vs. Debtor Pedagogy: The New Neoliberal Commodities. In Peters, M., Paraskeva, J. & Beasley, T. (Eds.) *The Global Financial Crisis and Educational Restructuring* (pp. 259-270). New York: Peter Lang Inc. DOI: 10.13140/RG.2.1.2395.6642.
- Goldstein, R., Macrine, S., and Chesky, N. (2015). The Obama Education Marketplace and the Media: Common Sense School Reform for Crisis Management. In Carr, P. & Porfilio, B. (Eds) *The Phenomenon of Obama and the Agenda for Education: Can Hope (Still) Audaciously Trump Neoliberalism?* 2nd ed, Charlotte, NC: INFORMATION AGE PUBLISHING, INC. (Contributed 40%)
- Goldstein, R., Macrine, S., and Chesky, N. (2011). Competing Definitions of Hope in Obama's Education Marketplace: Media Representations of School Reform, Equality, and Social Justice. In Carr, P. and Porfilio, B. (Eds) *The Phenomenon of Obama and the Agenda for Education*. NC: Charlotte: Information age Publishing. (Contributed 50%)
- Macrine, S. L. (2009). What is Critical Pedagogy Good For? An Interview with Ira Shor. In Macrine, S. L. (ed.) *Critical Pedagogy in Uncertain Times: Hopes and Possibilities*. New York: Palgrave Macmillan, 119-136. (Contributed 100%)

- Macrine, S. (2008). *Inclusive Schooling*. In Gabbard, D., Knowledge and Power in the Global Economy: The Effects of School Reform in a Neoliberal / Neoconservative Age., 2nd edition). New York, Lawrence Erlbaum and Associates. (Contributed 100%)
- Macrine, S. L. (2005). *Introduction*. In Marc Pruyn and Luis Huerta-Charles (Eds.). *Teaching Peter McLaren: Paths of Dissent*, (2005). New York, NY: Peter Lang Publishers. (Contributed 100%).
- Macrine, S. (2005). Imprisoning Minds: The Violence of Neoliberal Education or we are not for sale! In Saltman, K.G. & Gabbard, D.A. (Eds.), *Education as Enforcement: The Militarization and Corporatization of Schools*. New York, NY: Routledge, 202-211. (Contributed 100%)
- Macrine, S. (2004). *Cooking the Books: Educational Apartheid and No Child Left Untested*. In Gabbard, D. A., & Ross, E. W. (Eds.). (2004) Defending public schools: Education under the security state. Westport, CT: Praeger.
- Macrine, S. (2002). *Pedagogical Bondage: Body Bound and Gagged in a Techno-Rational World*. In S. & S. Shapiro (Eds.) Body Movements: Pedagogy, Politics, and Social Change. Cresskill, NJ: Hampton Press, 133-145. (Contributed 100%)
- Macrine, S. (2001). *Corporate/Education Nuptials: The Strangulation of Democracy*. In M. Krank & S. Steinberg (Eds.) The Politics of Schooling: Creating Communities of Solidarity & Hope. New York: Hampton Press. (Contributed 100%)

Peer-Reviewed Conference Presentations

- Britton, J. *, Long (nee: Martin), S. Long, M. *; Rademaker, M *.; Beard, H. *; Hernandez Cueva, E. *; Fuller, T. *; **Macrine, S.**; Soto Bonilla, N., & Fugate, J. (May, 2025). Evaluating Clinical Skill Competency and Self-Reported Measures of Confidence and Performance in Practice Among Graduate Clinical Psychology Students. *American Psychological Society*, Washington, DC.
- Beard, H. *, Long (Nee: Martin), S. *, Long, M., Britton, J. *, Rademaker, M. *, Hernandez Cuevas, E. *, Fuller, T. *, **Macrine, S.**, Soto Bonilla, N., & Fugate, J. (May, 2025). Simulated Patient Events in Clinical Psychology Graduate Training: Designing a Rubric to Measure Skill Competency of APA Benchmarks. *American Psychological Society*, Washington DC [Poster].
- Long (Nee: Martin), S. *, Long, M. *, Hernandez Cuevas, E. *, Fuller, T. *, Rademaker, M. *, Britton, J. *, Beard, H. *, **Macrine, S.**, Soto Bonilla, N., & Fugate, J. (Jan 2025). Translating embodied learning for simulation in clinical psychology: Designing and evaluating skill competency and student confidence. *National Institute of Teaching Psychology*. Clearwater Beach, FL.
- Hernandez Cuevas, E. *, Fuller, T. *, Long (Nee: Martin), S. *, Long, M. *, **Macrine, S.**, Soto Bonilla, N., & Fugate, J. (Jan 2025). Simulated patient events in clinical psychology graduate training: Designing a rubric to measure skill competency of APA benchmarks. *National Institute of Teaching Psychology*. Clearwater Beach, FL.
- Soto-Bonilla, NM., Fugate, J., **Macrine, S.**, Fuller, T. * Hernandez-Cuevas, E., *Long, M. *, & Martin, S. * (2024). Translating embodied learning for simulation in clinical psychology: Designing and evaluating skill competency and student confidence. *KCU Research Symposium*, Kansas City, MO.
- Macrine, S.L. & Fugate, JMB (2023). A Framework Embodied Cognition for the Learning Sciences. *Brain, Neurosciences Education*. American Educational Research Association, Chicago, IL, April 14, 2023
- Macrine, S.L. & Fugate, JMB (2023). From Disembodiment to Embodiment in Artificial Intelligence and Psychology – Parallels in Thinking. Presentation. 3RD INTERNATIONAL CONFERENCE ON EMBODIED INTELLIGENCE, MARCH 22-24, 2023.
- Fugate, J.M.B. & Macrine, S.L. (2022). Translating Embodied Cognition to the Classroom Symposium Introduction. *American Psychological Society Annual Conference*, Chicago, IL
- Macrine, S.(2021). Exploring Teacher Activism, Work, and Movements: In Light of COVID-19. AERA Virtual Conference, April 8 – 12, 2021.
- Macrine, S. (2018). RADICAL DREAMS & TRANSFORMATIVE PRAXIS: Celebrating 50 Years of Paulo Freire's Pedagogy of the Oppressed. American Educational Research Association (AERA) New York, NY.

- Macrine, S. (2017). Dismantling (Fe)Male "Whiteness" in Teaching Spaces, Presented at 2017 American Educational Research Association (AERA) Annual Meeting in San Antonio, TX. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education.
- Macrine, S.L. (2016). This Fist Called My Heart Panel. Presented at the 2016 American Educational Research Association (AERA) Annual Meeting in Chicago. Division B - Curriculum Studies/Division B - Section 1: Critical and Post-Foundationalist Perspectives and Practices.
- Macrine, S.L. (2016). Using iPads with Students with Visual Impairment, presented at AERA (2016) at the American Educational Research Association's Division H - Research, Evaluation and Assessment in Schools, Section 3: Assessment in Schools.
- Macrine, S.L. (2016). Developmental Assessment of children with Low Vision. Presented at the Annual Meeting of the American Educational Research Association.
- Macrine, S.L. (2015). Capitalist Education: Pedagogy of Debt, Presented at the Annual Meeting of the American Educational Research Association, Chicago, Ill. (April 2015).
- Macrine, S.L. (2014). Cross Cultural Adaptation and Translation of a Developmental Assessment for Children Who are Blind and /or Visually Impaired and who Speak Arabic. The Qatar Foundation Annual Research Conference 2014 (ARC'14) held November 18-19th
**Paper received 1st Prize Award in Social Sciences at ARC'14 Conference.*
- Macrine, S.L. (2014). Pedagogy of Debt vs. Debtor Pedagogy: The Neoliberalism and Commodity in Education," Presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA. (April 2014).
- Macrine, S.L. (2014). Financial Literacy Education as Risk Management for Capitalism. Presented at the American Educational Research Association Annual Meeting, Philadelphia, PA. (April 2014).
- Macrine, S.L. (2013). Panel on the "Commons." Presented at the American Educational Research Association, San Francisco, CA. (April 2013).
- Macrine, S.L. (2013). Non-Oxymorons: Capitalism, Exploitation, and Inequality (Chair). Presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. (April 2013).
- Macrine, S. and Goldstein, R. (April 2012). Welcome to the new normal: The news media and neoliberal reforming education. Presented at the Annual Meeting of the American Educational Research Association, (April 2012).
- Macrine, S.L. (2011). Pedagogy of Debt vs. Debtor Pedagogy. Paper for the MASSEs SIG, Presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Macrine, S. and Goldstein, R. (April 2010). Reporting the Facts, or Collusion with the Elite? Framing the Public Education Debate in the Mass Media. Presented at the Annual Meeting of the American Educational Research Association, (April 2010).
- Macrine, S., (April 2009). Paulo Freire and the Social Construction of Disability as Praxis Symposium for the SIG-Paulo Freire. Presented at the Annual Meeting of the American Educational Research Association, (April 2009).
- Macrine, S., (April 2008). Freire and Vygotsky: Examining the Links Between Critical Pedagogy and Dialectical Psychology of Learning and Development Symposium for the SIG-Paulo Freire. Presented at the Annual Meeting of the American Educational Research Association, (NYC, April 2008).
- Macrine, S., (April 2008). Critical Pedagogy: In Search of Democracy, Liberation, and Transformation. Paper for the MASSEs SIG, Presented at the Annual Meeting of the American Educational Research Association, (NY, April 2008).
- Macrine, S., (April 2007). Towards New Political Strategies to Defend Public Schools and Teachers Organizer. Symposium organizer and presenter for the MASSEs SIG, presented at the Annual Meeting of the American Educational Research Association, (April 2007).
- Macrine, S. (April 2006). Social Contexts of Educational Policy, Politics and Praxis. (Division G) Section 4: Paper presented at the Annual Meeting of the American Educational Research Association, (April 2006).

- Macrine, S. & Jaeger, L. (December 2005). Using the Supports for Early Literacy Assessment for program improvement and assessment. Paper presented at the annual conference of the National Association for the Education of Young Children, Washington, DC.
- Macrine, S. (2004). Promoting Excellence in early Childhood Education. National Association for the Education of Young Children (NAEYC) Annual Conference & Expo. November 10-13, 2004, in Anaheim, California.
- Macrine, S. (2004). Building University Partnerships That Are Aligned with School District Objectives. A National Conference, Innovations in Education, Building a Public/Private Partnership for K-12 Reform, Philadelphia School District. October 7, 2004.
- Macrine, S. (2004). Covert Military Recruiting Goes to High School. Association for Cultural Studies, the Fifth International Crossroads in Cultural Studies Conference. June 25-28, 2004, University of Illinois at Urbana-Champaign. www.crossroads2004.org.
- Macrine, S. (2004). Emergent Literacy in Day Care Centers. National Association for Education of Children and Youth (NAECY, Chicago, Illinois. November 11, 2004.
- Macrine, S. (2003). Cognition and Unruly Emotions, at the 2003 Annual American Educational Studies Conference in Mexico City, October 29 - November 2, 2003.
- Macrine, S. (2002). Emotions. The Association for the Psychoanalysis of Culture and Society Eighth Annual Convention on Psychoanalysis and Social Change. The University of Pennsylvania, Philadelphia, PA October 25-27, 2002 "Emotions"
- Macrine, S. (2002). Imprisoning Minds: The Violence of Neoliberal education. The International Crossroads in Culture Conference. Tampere Finland. June 28-July 2nd
- Macrine, S. (Summer 2001). Symposium-Accepted, on Critical Multicultural Classrooms. 18th World Congress on Literacy. International Reading Association. New Zealand.
- Macrine, S. (1999) Corporate/Education Nuptials: The Strangulation of Democracy. NRMERA 17th Annual Conference. The Politics of Schooling: Creating Communities of Solidarity & Hope. Jackson Hole.
- Macrine, S. (1999) Literacy Teaching and Learning Models: Critical Alternatives NRMERA 17th Annual Conference. The Politics of Schooling: Creating Communities of Solidarity & Hope. Jackson Hole.
- Macrine, S. & Chapman, J. (1998). A Multidimensional-Consultative Model in the Treatment of AD(H)D. American Psychological Society, Washington, DC, May 23-26.
- Quinn, K.B., Macrine, S.L., & Malloy, P. (1998). Neurofibromatosis Type 1, Verbal/Performance IQ Differences & Learning: Findings and Interventions. National NF-1 Consortium for molecular biology for NF Types 1 & 2. Aspen, Colorado, June.
- Macrine, S. & Chapman, J. (1997) A Nationwide Survey of Accredited Pediatric Residency Programs on the Training in the Treatment of AD(H)D Children. American Psychological Society, DC, May.
- Applegate, M., Applegate, T., & Macrine, S.L (1997). The Influence of an Active Learning Theoretical Framework Upon the Teaching of Reading by Prospective Reading Specialists. International Reading Association's Annual Conference, Atlanta, GA., May.
- Macrine, S. & Chapman, J. (1996). Physicians' Knowledge, Training, and Practices with Children with AD(H)D. American Psychological Society, San Francisco.
- Macrine, S.L. & Johnson, V. (1995). Elementary Student Teachers' Explanations for Changes in their thinking. American Educational Association's Research Conference. NY, NY.
- Macrine, S.L. & Quinn, K. (1994) An Application of Action Research: Using the Collaborative Consultative Model in Professional Teacher Education. New England Educational Research Organization. Rockport, ME, May.
- Macrine, S.L. (1994) Retooling Teacher Education for the 21st Century. New England Educational Research Organization. Rockport, ME, May.

Scholarly presentations (invited.)

- Macrine, S (2009) Organized first -Annual Conference on Employment for Persons with Mental Disabilities- Home Depot and the JFK, Jr. Institute for Worker Education.

- Macrine, S. (2005). Keynote speaker at the Annual Down Syndrome Congress. Adam's Mark. April 9, 2005, Macrine, S. (2002). The Current State of Reading-Multi- district panel on best practices in Reading. Montgomery Intermediate Unit.
- Macrine, S. (2001). Bucks County Intermediate Unit, The benefits of supervisory models in special education
- Macrine, S. (2000). Inclusive Schools. Finletter Elementary School In-service. Philadelphia, PA
- Macrine, S.L. (1999). Changes in Special Education Law. Archdiocesan Elementary Principals' Summer Academy. Archdiocese of Philadelphia. Philadelphia, PA, June.
- Macrine, S.L. (1996). Using Reflective Journals to Promote Professional Growth. Student Teacher Orientation. Joseph's University, Philadelphia, PA, September
- Macrine, S.L (1995). De-Mythicizing Inclusion-Archdiocesan Elementary Principals' Summer Academy. Archdiocese of Philadelphia. Philadelphia, PA, June.
- Macrine, S.L. (1995). The Counselor and the Law. Archdiocesan Guidance Director's Academy, Archdiocese of Philadelphia. Philadelphia, PA, June.
- Macrine, S.L. & Johnson, V. (1994). Cooperative Discipline. District Workshop, Archdiocese of Philadelphia Archdiocese of Philadelphia. Philadelphia, PA, October.
- Macrine, S.L. (1994). The Role of the School Counselor. Archdiocesan Guidance Directors Academy. Archdiocese of Philadelphia. Philadelphia, PA, June.

MEDIA- PODCASTS, INTERVIEWS & PRESS ARTICLES

Brain Science Podcast (Interviewed by Ginger Campbell) (September 23, 2022)

<https://brainsciencepodcast.com/bsp/2022/bs-200-embodied-cognition-in-education-and-learning>

THE BRAINS Blog- with Dan Burnston and Nick Byrd (August 29, 2022)

<https://philosophyofbrains.com/?s=macrine>

CogNation Podcast (Interviewed by Rolf Nelson and Joe Hardy) (July 23, 2022)

<https://podcasts.apple.com/us/podcast/embodied-cognition/id1450113652?i=1000570948202>

Mindset Neuroscience Podcast (Interviewed by Stephanie Faye) (June 13, 2022)

<https://stefaniefaye.com/podcast/season-3-ep-4-embodied-cognition-and-learning/>

London Futurists Seminar (Interviewed by David Wood) (June 18, 2022)

https://www.youtube.com/watch?v=Uw3MeyyU_Wg

NEW BOOKS NETWORK-Podcast (Interviewed by Alice Garner)(June 3, 2022).

PeCog-Potsdam Cognitive Sciences Podcast- with Martin Fischer interviews Sheila L Macrine & Jennifer MB Fugate -University of Potsdam, Germany, (April 25, 2022).

<https://www.unipotsdam.de/en/pecog/news>

PRESS ARTICLES

Times Higher Education (THE) London-Feature-*Improving learning through physical action and sensory perception*- written by Sheila L Macrine and Jennifer MB Fugate - May 20, 2022. -

<https://www.timeshighereducation.com/campus/improving-learning-through-physical-action-and-sensory-perception>

PRESS RELEASE

EUREKA Alert-MIT Press Release.

<https://www.eurekaalert.org/news-releases/950085>

SOCIAL MEDIA METRICS

Altmetric- measures and monitors the reach and impact of scholarship and research through online interactions. Since April 19, 2022, publication of ***Movement Matters How Embodied Cognition Informs Teaching and Learning***, Altmetric has **251** tweets, with an upper bound of **686,662** followers. <https://mitpress.altmetric.com/details/106785665/twitter>

International Conference Presentations

WOMEN in Critical Pedagogy: The Women in Critical Pedagogy: Reflecting on Uncertain Times symposium on 23 July 2020 found an international audience after organizers from the Educational Theory, Policy and Practice Research Hub at the University of Canterbury (UC) took the usually in-house symposium online featuring Professor Sheila Macrine from the University of Massachusetts Dartmouth. <https://www.canterbury.ac.nz/education-and-health/news/2020/going-online-brings-international-audience-to-education-symposium.html>

PAULO FREIRE - 100 Years: Organized and presented at this International YOUTUBE LIVE-Stream event on May 2, 2021, to mark the 100 years of the Brazil's ***Patron Saint of Education***. We celebrated Paulo Freire's 100 years and more than 50 years since the publication of his seminal book ***"Pedagogy of the Oppressed"*** with an esteemed panel of the most prominent and important figures in the furtherance of Paulo Freire's pedagogy and the evolution of Critical Pedagogy. Paulo Freire was one of the 20th century's most influential philosophers of education. He worked wholeheartedly to help people both through his philosophy of critical pedagogy to eradicate illiteracy among people from previously colonized countries and to ameliorate the living conditions of oppressed people. <https://www.youtube.com/watch?v=TvMmekU2lxQ>

Invited Keynote & Colloquia

Macrine, S. (2011). Interrupting the cycle of failure for Students with Down Syndrome-Keynote-National Annual Conference of Down Syndrome, Adams Mark Hotel.

Macrine, S. (2009). Building University Partnerships That Are Aligned with School District Objectives Innovations in Education: Building a Public-Private Partnership Model for K-12 School Reform. Keynote National Conference.

Macrine, S. (2010). Politics of Reading and the Paradigm Wars. Montgomery Intermediate Unit.

Macrine, S. (2000). Remediation in Reading—an Enigma? Wordsworth Academy.

Macrine, S. (1998). State of the State and State of the Science of ADHD. Harvard University and Mass. General Hospital.

Applegate, M, & Macrine, S.L. (1997). Discovering Tools of Pedagogy. CB&A. Faculty Dev. Committee.

Macrine, S.L. (1997). Teaching the Students: Dealing with the Uniqueness of Undergraduate Matriculates. CB&A Teaching Forum Panel, November.

OTHER PROFESSIONAL ACTIVITIES GRANTS FUNDED & Under review

Fall 2023- *Cyber-Physical-Human System Powered Immersive Training for Construction Workers with Disabilities to Inspect Building Envelopes Using Drones*. The project aims to design and modify biotechnological solutions, for example, a non-invasive electroencephalogram (EEG)-powered Brain-Computer Interface (BCI) cap that can be used to operate drones. This hands-free assistive technology solution will be designed to amplify functionality and improve the overall workplace quality for engineering students and construction workers with musculoskeletal limitations, including amputees. **Co-Principal Investigators:** Yu Hou, Sheila Macrine, Haoteng Tang, & Jiali Huang. Western New England University, University of Massachusetts Dartmouth. **NSF-1.5 million-Not funded**

Spring 2021-Recipient of the Provost's Internal Seed Funding Program for 2021

Spring 2013-2016 *An Evaluation Study: The Utilization of a U.S. Assessment, the Oregon Project, on Arabic Speaking Pre-school Students Who Are Blind or Visually Impaired.* Principal Investigator for a three-year, \$600,000 grant awarded from the Qatar National Research Fund for the adaptation of an English language developmental assessment tool to measure cognitive and developmental skills of blind and visually impaired preschool children who speak Arabic. (PI)

Spring 2007 Montclair State University- Successful Recipient of the Global Education Grant Funded \$2500.

September 2005-06 Knight Foundation/United Way Literacy Initiative- Early to Read Project This was a continuation of the four-year grant that provided PD for early childhood teachers in Philadelphia's Day Care Centers. 2.5 million over 5 years. Funded: \$92,564.00 (PI)

August 2005-06 Philadelphia School District/Saint Joseph's University Partnership Grant This was a continuation of the five-year grant for the University-School partnership between SJU and the Philadelphia School District. The MOU provides PD to the teachers in two schools to help improve teacher professionalism and student achievement in reading and math. Chief responsibilities included program evaluation, budget and executive director to overall project for the academic year of 2005-2006. 2.5 million over 5 years. Funded, Continuation and Increase: \$500,000.00 (PI)

Spring 2005-06 Philadelphia Youth Council's Year-Round Youth Education and Training Funded by *National Organization on Disabilities*. This grant funded the Start on Success program. Responsibilities as Principal Investigator included: Identify work sites and assist with the placement of students; recruit, train and assist work site mentors; recruit train and supervises job coaches (undergraduate work-study students); work with Special Education teachers to develop curriculum and activities designed to facilitate successful post school outcomes. Also, responsible for program outcomes evaluation. Funded: 128,050.00 (PI)

September 2004-Knight Foundation/United Way Literacy Initiative- Early to Read Project-This was a continuation grant of the five-year grant for the Project Funded by the Knight Foundation to the United Way to provide professional development for early childhood teachers in West and North Philadelphia Day Care Centers. 2.5 million over 5 years. Funded: \$93,574.00 2004-2005 (PI)

August 2004 Philadelphia School District/Saint Joseph's University Partnership This was a continuation grant of the five-year grant for the continuation of the partnership between SJU and the Philadelphia School District. The MOU provides PD to the teachers to improve teacher professionalism and student achievement in reading and math. Chief responsibilities include program evaluation, budget and executive director to overall project for the academic year of 2004-2005. 2.5 million over 5 years. Funded: Continuation and Increase: \$500,000.00 (PI)

Summer 2000 Philadelphia Youth Works. Funded by the Philadelphia Youth Network, Inc. Project. Funded: \$26,250 (PI)

September 2017 Crowe, C., Macrine, S., Barnes, T., & Rivers, S. E., (2018) Application Name: Can You RELATE? Interaction-Based Professional Development for Special Education Classroom Teams. Opportunity Number: ED- Opportunity Number: ED-GRANTS-030816-001. \$1,400,000 (Unfunded).

September 2016 Crowe, C., Macrine, S., Barnes, T. N., & Rivers, S. E., (2016). *An Interaction-Based Approach for Supporting Teaching and Learning in Special Education Classrooms*. US Office of Education, Institute of Education Sciences (IES), National Center for Special Education Research. (2016 -2020). \$1,400,000 (unfunded).

GRANT REVIEWER

Social Sciences and Humanities Research Council of Canada- SSHRC-Insights Grants

Entitled: *A peer e-mentoring intervention to improve the transition to employment for youth with physical disabilities: New ways of learning to thrive in a diverse labor market.*

ACADEMIC AND PROFESSIONAL HONORS

2018-Elected Program Chair of the Paulo Freire SIG at American Educational Research Association **2017-2018 Advisor Award from Kappa Delta Pi International Honor Society** for contributions to the honor society and for the development of a charter chapter at UMass Dartmouth.

- 2014 Award: RESEARCH EXCELLENCE AWARD** in Social Sciences, Arts and Humanities. 1st Prize Granted to Dr. Sheila Macrine University of Massachusetts-Dartmouth, USA – Cross Cultural Adaptation of a Developmental Assessment for Children Who are Blind and /or Visually Impaired and Speak Arabic - In recognition of the “Best Research in Social Science, Arts and Humanities” Presented at Qatar Foundation Annual Research Conference 2014
- 2013-2015 Advisor Award from Kappa Delta Pi** International Honor Society for contributions to the honor society and for the development of a charter chapter at UMass Dartmouth.
- 2012-2013 Citation of Merit** -La Fundacion McLaren in conjunction with the Instituto McLaren awarded Dr. Sheila Macrine the inaugural Citation of Merit for her outstanding contributions to revolutionary critical pedagogy in her book *Critical Pedagogy in Uncertain Times: Hopes and Possibilities* (2012).
- 2010-2013 AERA Leadership-Elected Chair of Special Interest Group - MASSES SIG** (Special Interest Group) of AERA (American Education Research Association).
- 2007-Present** -The Executive Committee of the International Association of Educators consists of the directors of nine academic divisions. INASED announced the selection of Professor Sheila Macrine to serve as a Director of the Advisory Board, in the Academic Division of Special Education. Advisory Board website: <http://www.inased.org/advisoryboard.htm>
- August 2004** Leadership Award for advising from the International Reading Association
- August 2002** Graduate Teaching Award, For Academic Year of 2001-2002
- May 1994-95** Student Advisor Leadership Appreciation Award, Saint Joseph's University **June 1993-06** Alpha Zeta Honor Society, International Reading Association **Sept 1992-93** Recipient of Fellowship Award, Temple University.
- Sept 1989-92** Recipient of yearly Graduate Assistantships, Temple University.

Professional activities. Examples include office held in a professional society and member of a committee/task force for a professional organization. Please list the name of the organization and activity performed.

Ph.D Advising and Dissertation Committee Member

Department of Educational Leadership

Dominique Branco,	PhD 2015 Concluded
Katie Warren,	PhD 2015 Concluded
Joseph da Silva	PhD 2015 Concluded
Carmelia Silva,	PhD 2016 Concluded
Oksana Jackim,	PhD 2016 Concluded
Jason Cervone,	PhD 2016 Concluded
Peg Drisko,	PhD 2017 Concluded
Henry Oppong,	PhD 2017 Concluded
April Lavoie,	PhD 2017 Concluded
Chad Argotsinger,	PhD 2018 Concluded
Shelly Sousa,	PhD 2018 Concluded
Stephanie Biela	PhD 2019 Concluded

EDITORIAL RESPONSIBILITIES

- Editorial **Board**- Journal of Curriculum and Pedagogy 2016-Present
- Editorial Board -Education Policy Analysis Archives 2012 – Present
- Editorial **Board** -Journal of Educational Policy 2014 – Present
- Editorial **Board**- International Journal of Progressive Education-2005-Present
- Editorial **Board** -*Applied Neuropsychology-Child* - 2010-Present
- Editorial **Board**-The SoJo Journal-Ed. Foundations and Social Justice Education 2015-present
- Editorial **Board**-International Journal of Progressive Education-2005- Present
- Editorial **Board**-Journal of Urban Learning, Teaching, and Research, 2006-Present

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Editorial **Board**-Journal for Critical Education Policy Studies -2004- Present
 Editorial **Board**- Journal of Critical Pedagogy-1998-2001
Reviewer-Palgrave Macmillan Publishers
Reviewer-Springer Nature Publishers
Reviewer-Bloomsbury Publishers-London
Reviewer-Heinemann Press Textbooks

MANUSCRIPT REVIEWER

Reviewer for Educational Philosophy and Theory

Reviewer-AERA Annual Meetings: Division B: Section 2: Curriculum Theory 2002-Current

Reviewer-AERA Annual Meetings SIG: Critical Educators for Social Justice - 2002-Current

Reviewer-American Educational Research Association's (AERA)-2000-Current

Reviewer-AERA Annual Meetings: Division B: Section 2: Curriculum Theory- 2004-Current **Reviewer**-

☐ AERA Annual Meetings SIG: Critical Educators for Social Justice 2002-Current **Reviewer**-

☐ Northeastern Education Research Organization-NEERO-2010, 2012, 2013.

Program Reviewer

☐ **Program Reviewer** - Council for the Accreditation of Educator Preparation (CAEP)

Accreditation Officer 2015-present

☐ **Program Reviewer** - Massachusetts Department of Education Reviewer (DESE)-Special Education

☐ Program Review at Assumption College, Worcester, MA 01609 - 2013

Program Reviewer - Pennsylvania Department of Education Reviewer-PDE Reviewed the School Psychology Doctoral Program at Lehigh University for the Pennsylvania Department of Education-2004

MEMBERSHIP IN PROFESSIONAL SOCIETIES

1991-Present	American Education Research Association
1991-Present	American Psychological Association
1994-Present	American Psychological Society
1993-Present	Association of Curriculum and Supervision
1990-Present	Harvard Educational Research Association
1988-Present	International Reading Association
1993-Present	National Association of School Psychologists
1994-Present	Pennsylvania State Education Association
1989-Present	Phi Delta Kappa
1998-Present	Philosophy of Education Society
1989-Present	Temple University - Kappa Delta Alumni Association

