

CURRICULUM VITAE

Christine D. Warner Ph.D.

Associate Professor
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SUMMARY OF RESEARCH INTEREST

The concept of interdisciplinary inquiry, literature based curriculum, reader response to literature, student engagement, Native American education, and cognitive activity amongst elementary and middle school students, in an educational setting that is facilitated by standard and newly developed drama in education methodologies.

EDUCATION

The Ohio State University, 1995
Columbus, Ohio 43010
Doctor of Philosophy: Drama in Education, Children/Young Adult Literature

The Ohio State University, 1993
Columbus, Ohio 43021
Master of Arts in Drama Education and Children's Literature

University of Maryland, 1984
College Park, Maryland
Master of Arts: Young Adolescent Guidance Counselor

University of Texas at El Paso, 1981
El Paso, Texas 79921
Teacher Certification in English Literature

Angelo State University, 1978
San Angelo, Texas 76901
Bachelor of Arts in Speech and Drama

TEACHER CERTIFICATION

Texas: Language Arts, Speech, and Theatre
Maryland: Language Arts, Guidance Counselor
Ohio: Language Arts, Theatre, and Reading

HONORS AND AWARDS

Teaching Excellence Award – The Ohio State University Newark	(2011)
American Alliance of Theatre and Education, Distinguished Research Award	(2006 & 2007)
American Alliance of Theatre and Education, Honorable Mention for Research	(2004)
▪ <i>Snails are Science: Creating context for science inquiry and writing through process drama.</i>	
The Ohio State University-Newark Service Award for Outstanding Service	(2003)
American Alliance of Theatre and Education, Teacher of the Year Award	(2002)
College of Education Distinguished Scholarship Award	(2002)
American Alliance for Theatre and Education Presidential Citation	(2001)
American Alliance for Theatre and Education Distinguished Teaching award	(2000)
American Alliance for Theatre and Education Distinguished Service Award	(1999)

American Alliance for Theater Education Distinguished Book Honor (1998)
• Contributing author: 'The Struggle for Justice: Responding to Roll of Thunder, Hear My Cry.'
Unit for development contribution for *Dreamseekers: Creative Approaches to the African American Heritage*. Edited by Anita Manley & Cecily O'Neill.

Dissertation Award: The Cynthia Cook Dissertation Scholarship (1995)
The award is given as a result of faculty nomination for those dissertations that exhibit high level competence in promoting early and middle childhood education and the general area of reading.

Phi Beta Kappa Society 1992
Texas Teacher of the Year 1983
Texas Speech Coach of the Year 1982

PROFESSIONAL EXPERIENCE

Fall 2000-Current **The Ohio State University at Newark**
Associate Professor (Promoted to Associate, October 2005)
College of Education
(ITL) Integrated Teaching and Learning
(LLC) Language, Literacy and Culture

June 1994 to 2000 **The Ohio State University**, Newark & Columbus, Ohio
Instructor
Integrated Teaching and Learning
Language and literacy methodology for Master of Education students

February 1996 to Present **Little Big Horn College**, Crow Agency, Montana
Adjunct Faculty
Continuing education learning methodology (4 weeks per year)
Focus: Literacy and methodology among Native American educators

January 1997 to January 2000 **Otterbein College**, Westerville, Ohio
Part time Adjunct Faculty
College of Education
Arts across the curriculum

July 1990 to July 1998 **Indian Run Native American Reservation**
Hopi Agency, New Mexico

High School Summer English Literature
Teacher Junior/Senior level literature
The Ohio State University, Columbus, OH
Lecturer and temporary replacement for
Cecily O'Neill, Department Chair for Drama Education
All administrative responsibilities for the Drama/Theater education department

Representative for Cecily O'Neill in the college restructuring committees

January 1994 to June 1995 **The Ohio State University**, Columbus, Ohio
Teaching Associate for Cecily O'Neill, Department Chair

January 1992 to May 1994 **Worthington after School Program** *It is not so Bard After All*
Worthington School District Worthington, Ohio
Instructor for exploring Shakespeare with middle schoolers

January 1992 to March 1993 **Wexner Center for the Arts**, Columbus Ohio
Discover Art through Process Drama
Instructor and coordinator for Saturday children's process drama workshops

August 1983 to May 1986 **Saint Patrick's Academy**, Washington DC
Inner City High School

Professional Duties:

English Teacher
Department Head for Freshman & Sophomore Literature.

Other Duties:

Guidance Counselor (1984-1986)
Vice Principal (1985-1986)
Designed and implemented Shakespeare literature program for Senior honor level English

September 1979 to
May 1982

Loretto Academy High School, El Paso, Texas
College Preparatory School
English teacher/ Department Head of Sophomore literature program
Speech teacher/ Debate and Drama coach

PUBLICATIONS

Book

Taylor, P. & Warner, C.D. (2006) *Structure and spontaneity: Selected writings on drama and education by Cecily O'Neill* Contract with Trentham Books Limited, Staffordshire, UK

Peer-reviewed journal articles.

Warner, C.D. (2010). Drama as mathematical and scientific inquiry through framed expertise. Manuscript revised and resubmitted to *Research in Arts Education (AERA)*, ed. Regina Murphy (Quality indicator 17%)

Warner, C. D., Erchick, D. (2004). On beyond word problems: Using inquiry based framed expertise to create a context for integrating mathematics and science. *Education International Vol. 2 (New Zealand)*

Warner, C. D., & Andersen, C. (2004). *Snails are science: Creating context for science inquiry and writing through process drama*. *Youth Theatre Journal*. (Quality indicator: 53% acceptance rate.)

Warner C. D. (2003). Talking leaves are striped: American Indian cultural and religious challenges with literacy and why process drama can bridge the gap. *Stage of the Art*. 15(1), 14-22. (Quality indicator: Acceptance rate 28%)

Warner. C. D. (1997). The edging in of engagement: Exploring the nature of engagement in drama. *Research in Drama Education*, 2(1), 21-42. (Quality indicator: Acceptance rate 17%)

Editor-reviewed journal articles.

Warner, C. D. (1998). Constructing a Picasso: The significance of teacher engagement: *NJ National Journal in Drama Research (Australia)* 22 (1), 39-44. (Quality indicator: Acceptance rate 33%)

Reviews and abstracts (indicate whether peer reviewed).

Warner, C. D. (1998). Starting with Scripts: Dramatic Literature for Key Stages 3 & 4. *Drama Matters: The Journal of the Ohio Drama Education Exchange*. 3, 87-89.

Papers in Revision

Papers in revision

Warner, C. D. (revise resubmitted) *What are you looking for white woman? The perspective of a white reservation researcher*. Manuscript submitted to *Harvard Educational Review (Voices in the Classroom)* (Quality indicator: Acceptance rate 11%)

Published Papers

Warner, C. D. (re-submitted) "Real middle schoolers, real museums: Engagement and learning during a 1 time visit" *Journal of Museum Education* (ed. C. Robinson)

Warner, C. D. (submitted) "Evidence of Expertise Thinking in Mantle of the Expert;" *Research in Drama Education* (19)2. Ed. Helen Nicholson

Warner, C. D. (submitted) "The Theory of "Thinking Frames" a cognitive strategy for Lesson Plan engagement. *The Journal of Educational Psychology* (ed. Steve Graham)

Warner, C. D. (revise resubmitted) *What are you looking for white woman? The perspective of a white reservation researcher*. Manuscript submitted to *Harvard Educational Review (Voices in the Classroom)* (Quality indicator: Acceptance rate 11%)

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Warner, C. D. (re-submitted) "Real middle schoolers, real museums: Engagement and learning during a 1 time visit" *Journal of Museum Education* (ed. C. Robinson)

Warner, C. D. (submitted) "Evidence of Expertise Thinking in Mantle of the Expert;" *Research in Drama Education* (19)2. Ed. Helen Nicholson

Warner, C. D. (submitted) "The Theory of "Thinking Frames" a cognitive strategy for Lesson Plan engagement. *The Journal of Educational Psychology* (ed. Steve Graham)

Warner, C. D. (revise and resubmit) *The veil of truth: An analysis of pre-service teachers recognition of their attitudes and self-awareness towards multiculturalism. Submitted to: Social Studies Review*

Papers in Review

Warner, C. D. (re-submitted) "Real middle schoolers, real museums: Engagement and learning during a 1 time visit" *Journal of Museum Education* (ed. C. Robinson)

Warner, C. D. (submitted) "Evidence of Expertise Thinking in Mantle of the Expert;" *Research in Drama Education* (19)2. Ed. Helen Nicholson

Warner, C. D. (submitted) "The Theory of "Thinking Frames" a cognitive strategy for Lesson Plan engagement. *The Journal of Educational Psychology* (ed. Steve Graham)

Papers in revision

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Warner, C. D. (re-submitted) "Real middle schoolers, real museums: Engagement and learning during a 1 time visit" *Journal of Museum Education* (ed. C. Robinson)

Warner, C. D. (submitted) "Evidence of Expertise Thinking in Mantle of the Expert;" *Research in Drama Education* (19)2. Ed. Helen Nicholson

Warner, C. D. (submitted) "The Theory of "Thinking Frames" a cognitive strategy for Lesson Plan engagement. *The Journal of Educational Psychology* (ed. Steve Graham)

Warner, C. D. & Saxton, J. (in submission) A dramatic improvement in how we learn: Understanding the development of cognitive symbolic processing through drama. Submitted to: *Educational Psychology Review*

Papers in proceedings

Warner, C.D., McCammon, L; Greenwood, J.; (2010) Borders, bridges universals and unknown spaces: Three practitioners dialogue about inter-cultural and intra-cultural drama. The Conference Proceedings of IDEA 2010. (Peer Reviewed)

Chapters in edited books.

Warner, C. D. (2014) An unlikely partnership: Scientific Inquiry through the Process of Drama in the Middle School Classroom. In M. Anderson & J. Dunn *How Drama Teaches* Staffordshire, UK: Trentham Books, Limited

Warner, C. D.; Miller, C. (in press) Hidden curriculum's, hidden literacy: Taking students beyond the expected. In P. Taylor (Eds) *Drama across the Curriculum*: Portsmouth, NH: Heinemann

Warner, C. D. (1998). The struggle for justice: Responding to *Roll of Thunder, Hear My Cry*. In A. Manley & C. O'Neill (Eds.) *Dreamseekers: Creative Approaches to the African American Heritage* (pp. 143-147). Portsmouth, NH: Heinemann.

Warner, C. D. (1997). Building Shakespearean worlds in the everyday classroom. In J. Davis and R. Solomone (Eds.) *Teaching Shakespeare into the Twenty-first Century* (pp. 147-153). Athens, OH: Ohio University City: Publisher.

Creative Works

Education EdTPA Consultant; Warner,C.D.(2016) Future college of Teaching and Learning in Santat Fe, NM

A child's conceptual view of slavery. Warner, C.D. (ongoing) Smithsonian: National Museum of African American Culture; Washington D. C.

Redding Rancheria; Pit River Tribes; Warner, C.D. (2010) Smithsonian: National Museum of The American Indian. Museum exhibit: *What Ishi taught us*. Washington D. C.

Littlefoot, T., Warner, C.D. (2000, September) An ethnographic performance focusing on *Multiple intelligences and hidden literacies amongst Crow Native American middle school students*.

Contribution: In order to communicate the findings of a longitudinal study that depicted the voices of the American Indian participants in the study, it was agreed by all involved in the study that the bulk of the results would be shared only once in an ethnographic ritual theatrical piece at the *Multiple Intelligences Conference at Harvard University (2000)*. The presenters did not include myself but rather the actual participants of the study as they voiced, danced, and sang the results of the research findings.

The nature of this presentation and the ethical dilemmas I faced as a white woman researching a Crow American Indian fifth grade classroom is addressed in the single authored paper, *What are you looking for white woman*

i.) International and National

OTHER PUBLICATIONS AND WRITING

Co-editor of the *Youth Theatre Journal* (2002)

Juror/Reviewer for *Youth Theater Journal* (1999-2004)

Juror/Reviewer for the American Alliance of Theatre and Education Research Award competition (1999-2002)

Scholarly Responder for recipients of the American Alliance of Theatre and Education Research Award (2001, 2002.)

Member of a Writing Committee for State Education Arts Team. *Writing Connections*: Team author for Performance Objectives for the Fine Arts across the Curriculum. (1996/97)

Member of a Writing/Questioning Team for State Education Eighth Grade Proficiency Examination; Team author for NINTH grade proficiency literature exams (1998 – 1999)

Designated ‘reader and reviewer’ for *Horn Book Magazine* Publication (1998- 2001)

Team Writer for *the Magic School Bus* Television Series (Season 2- 6)

Team Writer for *Little Bear Series* Television (Season 4 – 10)

SCHOLARLY TEACHING AND OUTREACH

(2014) 2-day seminar

- (2010) Warner, C. D. All day seminar for OSU Columbus Campus M.Ed students at the Newark Earthworks with a focus on American Indian Literature for Children survey class.
- (2006) Warner, C. D. & Taylor, P. In celebration of the work of Cecily O’Neill. Keynote. Book Launch and scholarly presentation. The Unicorn Theatre, London, England.
- (2004) Invited Visiting Lecturer in Education Department at the University of Arizona in Tucson March 29-23.
- Visiting Lecturer: 3 classes taught and 1 keynote lecture provided.
- (2005) Pennsylvania Drama in Education Exchange Annual Conference (PDEE) Pittsburgh, Pennsylvania

Keynote Speaker: Surpassing Ourselves in Thinking and Learning

iv.) (2003) Invitation to conduct seminars at the Newberry Library’s *Teacher as Scholar Program*

The three seminars were designed for the teachers of the Chicago School District. The seminar focused on using drama in education as an inquiry based teaching methodology. The focus of inquiry-based seminar was *The Afghan Girl*. I was totally responsible for the preparation and teacher. Participating were 22 upper elementary and middle school social studies and language arts teachers.

(2003) Artist in Residency for Navajo and Hopi School System in Gallup, Arizona.

The series of teaching seminars for secondary students and their teachers focusing on inquiry based instruction was funded by the Arizona Arts Alliance Commission. The teaching experience included 10 schools with a total of 122 students and teachers.

v.) (2002) Invitation to conduct Master Class

Invited, conducted and facilitated a Master Class – “*Drama as inquiry: "ISHI of two worlds"*” at the *Michigan Drama in Education Exchange* at West Michigan State. (June 2002).

This Master class was conducted at the *Michigan Drama in Education Exchange* for all participants of the conference to attend. The outcomes presented in this Master class were results from my yearlong study entitled, *Interdisciplinary Inquiry: Drama as inquiry through framed expertise*. There were 50 participants involved from around the country.

Past facilitators of similar master conferences have included, Dr. Cecily O’Neill, David Booth, Dorothy Heathcote and Gavin Bolton

CURRENT RESEARCH PROJECTS 2002 - 2004

Discovering The Stories of Native Ohio: An Oral History Project

Principal Investigator: Katey Boreland,

Co-Investigators: Lucy Murphy, Richard Shiels, Christine D. Warner

The Ohio State University Newark faculty in Comparative Studies, History, and Education propose to collect, record and map the stories of Native American experiences in Ohio, from the age of the Mound builders two thousand years ago to the present, and to make them available to teachers, students, researchers and other community members.

Native American organizations and individuals, historical societies and librarians, schoolteachers and their students in grades K – 12 (and above), as well as other community organizations will be involved in this project.

The proposed project will be the inaugural venture of the new *Center for the Study of Native American Earthworks, History, and Culture* that is currently being developed at The Ohio State University Newark campus. It is important to note that this Center will be the first interdisciplinary center to be created on any regional campus in the United States. The proposed project will coincide with an academic conference and a series of public events which the Center is planning for autumn quarter, 2005.

Funded by: The Ohio State University Engagement and Outreach Program

***Evidence of Expertise Thinking Using Framed Expertise as a Teaching Methodology.**

Principal Investigator: Christine D. Warner

The purpose of this case study is to observe and look for evidence of expertise thinking and learning in four to twelve individual 7th grade students while using the teaching methodology called *framed expertise* across different curriculum areas. There is little or no There are four questions guiding the study (1) Is there evidence of expertise leaning and thinking while students are engaged in learning using framed expertise as a teaching methodology? (2) Do the processes of framed expertise facilitate the expert learner and thinker in learning? (3) If so, how does framed expertise influence the building of knowledge in complex cognitive domains? (4) To what extent can learning expertise itself be learned?

This study is the first phase of a 5 year longitudinal study in which the same six to twelve participants will be followed through their secondary education experience in order to observe their continued thinking and learning strategies as expert or non-expert thinkers and learners

Funded by: The Newark SEED Grant 19,990.00
Proposals submitted to:

Current Status

The study began in September of 2004

Drama in Education, Science and Cognitive Processes

Principal Investigator Christine D. Warner (OSU-N)

Co-investigator: Christopher Andersen (OSU-N)

This research looks to link drama in education practice with recent cognitive theories of teaching and learning. This linkage seeks to inform both practice in drama in education and theories of teaching and learning. Present work examines drama in education and meta-cognition, situated learning, and legitimate peripheral participation and has a particular focus on the use of framed expertise to foster student inquiry.

Publications

Warner, C. D., & Andersen, C. (2004). Snails are science: Creating context for inquiry through process drama. *The Youth Theatre Journal*.

CONFERENCE PRESENTATIONS

After Tenure Appointment

International

2013

Warner, C. D. (2013) *Evidence of Expertise Thinking in Mantle of the Expert*, National Drama International Conference 2013: "Heathcote Reconsidered," University of Greenwich, London, 4th – 7th July.

Warner, C. D. (2013) *Cognitive Guided Instruction: From Pre-texts to Thinking Frames*: International Drama in Education Association, Conference 2013: "Paris, France 8th – 12th July

Warner, C. D. (2013) *Risking Thinking: Evidence of expertise thinking while using mantle of the expert, expert role*. Round table Paper presented at AERA, San Francisco, California

National

2016

Warner, C.D. (2016) Close Reading: Response through Drama International Literacy Association (July 2016), Boston Mass

Warner C.D. (2016) Last Stop on Market St. (de la Pena) Close Reading of a complex text. NCTE St. Louis, MO (Nov. 2016)

Warner, C. D. (2016) What does "Schema" look like: Thinking Frames, Workshop presented at NCTE Northeast Regional conference TCYA Creative collaboration for critical literacy. (Oct, 2016)

2015

Warner, C.D. (2015) Fear Factor: Preservice Teachers Overcoming the fear of teaching Shakespeare; Workshop/paper presented *Shakespeare for change: Assessing and reading complex texts through active and dramatic approaches*. The Ohio State University (May, 2015)

Warner, C.D. (2015) Creatively thinking differently about core-curriculum in the classroom. Paper/workshop. *Conference of creative education*. Annapolis, MD (March 2015)

Warner, C. D. (2015) What does "Schema" look like: Thinking Frames, Workshop presented at NCTE Northeast Regional conference TCYA Creative collaboration for critical literacy. (July, 2015.)

2014

Warner, C. D. (2014) *The Brothers War: Stories about brothers who fought in the Gettysburg Battle. Experiencing history through drama.* History comes alive conference. Gettysburg, Pennsylvania

Warner, C.D. (2014) *Creatively thinking differently about core-curriculum in the classroom.* Paper/workshop. *Conference of creative education.* Annapolis, MD (Peer Reviewed)

Warner, C. D. (2014) *In their own classrooms: When pre-service teachers negotiate and apply Drama in education pedagogy in field content classrooms.* Paper presented at *AERA conference* at Philadelphia, Pennsylvania (Peer Reviewed)

Warner, C. D. (2014) *The relationship of 'risk' and expertise-like thinking in young adults;* Round table *AERA conference* at Philadelphia Pennsylvania (Peer Reviewed)

Warner, C. D. (2014) *Evidence of Expertise Thinking in Mantle of the Expert, National Drama International Conference 2014: "Heathcote Reconsidered,"* University of Greenwich, London, 4th – 7th July.

Warner, C. D. (2014) *Cognitive Guided Instruction: From Pre-texts to Thinking Frames:* International Drama in Education Association, *Conference 2014: "Paris, France 8th – 12th July*

2012

Warner, C. D. (2012) Goffman, Heathcote & O'Neills' concept of 'Frame' in relation to 'Thinking Frames. AERA conference SIG

2010

Warner, C. D. (2010) *The Theory of the "Thinking Frame"*. Presentation delivered at *The International Drama and Education Association Conference.* Belem, Brazil (Peer Reviewed)

Warner, C. D. (2010) *Examining Student response to "Thinking Frames" when using Drama as a learning methodology vs. non- drama learning experiences.* *The International Drama and Education Association Conference.* Belem, Brazil (Peer Reviewed)

Warner, C. D. (2010) *Back to the Museum: The Ethics of Bringing "Ishi" to the American Indian Smithsonian Institute. The New York City Museum Educators Round Table.* New York, New York (invited speaker)

2009

Warner, C. D. (2009) *Drama across the curriculum through Frame Expertise Seminar* delivered at New York University. College of Education

Warner, C. D. (2009) *What Ishi has taught us.* Newbery Library. Teachers as Scholars program.

2007

Warner, C. D. & Saxton, J. (2007) *A dramatic Improvement in how we learn: Understanding the development of cognitive symbolic processing through drama.* *The International Drama and Education Association Conference.* Hong Kong, China (Peer Reviewed)

Warner, C.D., McCammon, L; Greenwood, J. (2007) *Borders, bridges universals and unknown spaces: Three practitioners dialogue about inter-cultural and intra-cultural drama.* *The International Drama and Education Association Conference.* Hong Kong, China (Peer Reviewed)

Warner, C. D. & Miller, C. (2007) *Hidden curriculum's, hidden literacy: Taking students beyond the expected.* New York University Forum: *Drama across the curriculum and beyond.*

2006

Warner, C. D. & Taylor, P. (2006) In celebration of the work of Cecily O'Neill. Keynote. Book Launch and scholarly presentation. The Unicorn Theatre, London, England.

Warner, C. D. (2006, July) Warner, C. D. The Veil of Truth: An analysis of pre-service teachers recognition of their attitudes and self-awareness towards multiculturalism. *International Drama in Education Research Symposium* in Kingston, Jamaica (Peer

2005

Warner, C. D. (2005, November) *The science of writing, the writing of science*. Paper presented at National Council of Teachers of English, Philadelphia, Pennsylvania. (Peer reviewed)

Warner, C. D. (2005, July). *Evidence of expertise thinking while using mantle of the expert, expert role..* Paper presented at American Alliance of Theatre and Education, Chicago, IL (Peer Reviewed)

Warner, C. D. (2005, April) *Beyond the Burka: How far do we embrace multiculturalism*. Paper presented to Symposium of Research in Drama Education, University of Exeter, Exeter, England. (Peer Reviewed)

Edmiston, B. & Warner C. D. (2005, April) *Inquiry: Drama as social and scientific explorations*. Paper presented to Symposium of Research in Drama Education, University of Exeter, Exeter, England. (Peer Reviewed)

Warner, C.D. (2005, February). *The Wolf Girls: A Problem-Based Inquiry Lesson Through Process Drama*. Paper presented at the 3RD Annual The Arizona Research in Fine Arts Symposium. University of Arizona. Tucson, AZ (Peer Reviewed)

Warner, C.D. (2003, February). *Beyond and Through the Burka: How Far Should We Embrace Multiculturalism?* Paper presented at the 3rd Annual The Arizona Research in Fine Arts Symposium. University of Arizona. Tucson, AZ (Peer Reviewed)

2004

Warner, C. D. *Surpassing Ourselves in Thinking and Learning* Pennsylvania Drama in Education Exchange Annual Conference (PDEE) Pittsburgh, Pennsylvania

Keynote Speaker: *Surpassing Ourselves in Thinking and Learning*

McCammon, L., Warner, C.D., Schonman, S. (2004) *No Longer Just Tilting Windmills: Challenges and Possibilities in Teacher Learning and Development in Drama/Theatre Education*. Paper presented at AERA. April 12th-16th, 2004 in San Diego, CA

2003

Andersen, C., & Warner, C. D. (2003, February). *Learning in "as-if" worlds: The psychology of drama in education*. Paper presented at the Second Winter Conference on Arts Education, Tucson, AZ. (Peer reviewed).

Andersen, C. & Warner, C. D. (2003, July) *Learning in the 'as if' worlds: Cognitive processes in drama*. Paper presented at the International Drama in Education Research Institute. University of North Hampton, North Hampton, England.

McCammon, L., Garcia, L., Schomann, S., Warner, C. D. (2003, July). *Using drama to destabilize ethical dilemmas in research and practice*. Paper presented at the

International Drama in Education Research Institute. University of North Hampton, North Hampton, England.

Warner, C. D. & Andersen, C. (2003, August).. *Snails are science: Creating context for inquiry through process drama*. AATE Finalist presentation for the AATE Research Award at the American Alliance of Theatre and Education Conference, New York, New York. (Internationally and nationally peer reviewed)

Warner, C. D. (2003, November) *The Afghan girl: Beyond the burka*. Paper presented at Learning and the World We Want Conference. University of Faculty Education at the University of Victoria, Victoria, Canada. (Peer Reviewed)

Warner, C. D, Saxton, J., Johnson, X., Van de Water, M., Tennyson, J., Andersen, C. (2003, August) *The human brain and drama: linking theory, research and practice*. Paper presented at American Alliance of Theatre and Education, New York, New York. (Peer Reviewed)

Warner, C.D. (2003, May). *The Afghan girl*. Paper presented at Newberry Library, Teacher as Scholar Program, Chicago Illinois. (Peer Reviewed)

Warner, C.D. (2003, February). *Drama as inquiry: Exploring ISHI the last of the Yahi*. Paper presented at the 2nd Annual The Arizona Research in Fine Arts Symposium. University of Arizona. Tucson, AZ (Peer Reviewed)

Warner, C.D. (2003, February). *Questioning history through the process of drama*. Paper presented at the 2nd Annual The Arizona Research in Fine Arts Symposium. University of Arizona. Tucson, AZ (Peer Reviewed)

2002

Andersen, C., Warner, C. D. (2002, January). *The writing of science the science of writing*. Paper presented at the American Education of Science Teachers, Charlotte, NC. (Peer Reviewed)

Andersen. C., & Warner, C.D. (2002, April). *Thinking is and thinking about*. Paper presented at Symposium of Research in Drama Education, University of Exeter, Exeter, England.

Barnes, M.; Warner, C. D.; & Kos, R. (2002, May). *Beyond literacy instruction: Enhancing comprehension and enabling multiple perspectives through instructional experiences using fiction and non fiction*. Paper presented to International Reading Association, San Francisco, California. (Peer Reviewed)

McCammon, L.; Lepp, M.; Shaw, P.; Garcia, L.; Schonmann, S.; & Warner, C. D. (2002, April) *Ethics in teaching*. Paper presented to Symposium of Research in Drama Education University of Exeter, Exeter, England. (Peer Reviewed)

Warner, C. D. (2002, April) *Drama as inquiry through frame expertise* Paper presented to Symposium of Research in Drama Education, University of Exeter, Exeter, England.

Warner, C. D. & Andersen, C. (2002, January) *What Being an expert does for science learning*. Paper presented to American Education of Science Teacher, Charolette, NC. (Peer Reviewed)

- Warner, C. D. & Andersen, C. D. (2002, April) *Snails are science*. Paper presented to American Education Research Association. New Orleans, LA. (Peer Reviewed)
- Warner, C. D. & Andersen, C. D. (2002, April). *Frame expertise*. Paper presented to American Educational Research Association. New Orleans, LA. (Peer Reviewed)
- Warner, C. D. & Andersen, C. D. (2002, April) *Snails are science*. Paper presented to Symposium of Research in Drama Education, University of Exeter, Exeter, England. (Peer Reviewed)
- Warner, C. D. & Andersen, C. (2001, July) *The probability of framed expertise*. Paper presented to The International Drama and Education Association Conference. Bergen, Norway (Peer Reviewed)
- Andersen, C. & Warner, C. D. (2001, July). *Thinking as and thinking about*. Paper presented to The International Drama and Education Association Conference. Bergen, Norway (Peer Reviewed)
- Erchick, D.; Warner, C. D.; & Andersen, C. (2001, January) *What being an expert does for learning*. Paper presented to Association of Mathematics Teacher Educators, Orange County, California (Peer Reviewed)
- McCammon, L.; O'Connor, J.; Lester, M.; Lepp, M.; & Warner, C. (2001, July) *Moral and ethical dilemmas in drama*. Paper presented to The International Drama and Education Association Conference. Bergen, Norway (Peer Reviewed)
- Warner, C. D. & Tabone, C. (2001, July) *The beetle and the parrot: Ethical dilemmas in children's problem solving*. Paper presented to The International Drama and Education Association Conference. Bergen, Norway (Peer Reviewed)
- Warner, C. D. & Crumpler, T. (2001, April). *Developing new scenes of inquiry: A symposium on the possibilities of drama in education as research methodology*. Paper presented to American Educational Research Association. Seattle, Washington. (Peer Reviewed)
- Warner, C. D. & Littlefoot, T. (2001, February). *The story is red: Cultural differences in reading and writing*. Paper presented to The Arizona Research in Fine Arts Symposium, Arizona State University, Tucson
- Warner, C. D. (2001, February). *Drama as inquiry: In the midst of theater and anthropology*. Paper presented to The Arizona Research in Fine Arts Symposium, Arizona State University, Tucson
- Warner, C. D. (2001, February).) *Creating context for science inquiry through process drama*. Poster Session presented at The Arizona Research in Fine Arts Symposium, Arizona State University, Tucson
- Warner, C. D. (2001, January) *Questioning history through the process of drama*. Paper presented to The Ohio State University Children's Literature Conference. Columbus, Ohio.

2000

- Erchick, D.; Warner, C. D.; & Higgins, T. (2000, March). *The X-Files search for the Swamp Angel: integrating math and literacy through process drama*, Paper presented to Association of Mathematics Teacher Educators, North Carolina (Peer Reviewed)

Warner, C. D., Littlefoot, T. (2000, September). *Multiple intelligence and hidden literacies amongst Crow American Indian high school students*. Presentation at The Eighth Annual Multiple Intelligence Symposium. Harvard University, Boston, Massachusetts. (Peer Reviewed)

Andersen, C., Warner, C. D., Erchick, D. (2001, July). *Process drama and inquiry*. Paper presented to The Third Annual International Drama in Education Research Symposium. The Ohio State University, Columbus, OH. (Peer Reviewed)

Warner, C. D. (2000, June) *Signature Series teacher*. Presentation to The American Alliance of Theatre and Education. Washington, D. C.

ii. Regional, State & Local

Warner, C. D., Barnes, M.K. (2003, June). *Beyond literacy instruction: Enhancing comprehension and enabling multiple perspectives through instructional experiences using fiction and non-fiction*. Paper presentation to The Ohio Drama in Education Exchange. Columbus, Ohio

Warner, C. D. & Littlefoot, T. (2001, February). *The story is red: Cultural differences in reading and writing*. Paper presented to The Arizona Research in Fine Arts Symposium, Arizona State University, Tucson

Warner, C. D. (2001, February). *Drama as inquiry: In the midst of theater and anthropology*. Paper presented to The Arizona Research in Fine Arts Symposium, Arizona State University, Tucson

Warner, C. D. (2001, February). *Creating context for science inquiry through process drama*. Poster Session presented at The Arizona Research in Fine Arts Symposium, Arizona State University, Tucson

Warner, C. D. (2001, January) *Questioning history through the process of drama*. Paper presented to The Ohio State University Children's Literature Conference. Columbus, Ohio.

2000

Erchick, D.; Warner, C. D.; & Higgins, T. (2000, March). *The X-Files search for the Swamp Angel: integrating math and literacy through process drama*, Paper presented to Association of Mathematics Teacher Educators, North Carolina (Peer Reviewed)

Warner, C. D., Littlefoot, T. (2000, September). *Multiple intelligence and hidden literacies amongst Crow American Indian high school students*. Presentation at The Eighth Annual Multiple Intelligence Symposium. Harvard University, Boston, Massachusetts. (Peer Reviewed)

Andersen, C., Warner, C. D., Erchick, D. (2000, July). *Process drama and inquiry*. Paper presented to The Third Annual International Drama in Education Research Symposium. The Ohio State University, Columbus, OH. (Peer Reviewed)

Warner, C. D. (2000, June) *Signature Series teacher*. Presentation to The American Alliance of Theatre and Education. Washington, D. C.

COMPLETED RESEARCH PROJECTS

(2000 – 2006)

***Interdisciplinary Inquiry: Engaging Student Inquiry Through Framed Expertise**

Principal Investigator: Christine D. Warner

The purpose of this study was to test the hypothesis that using framed expertise as a system of teaching allows both scientific and narrative inquiry to work together and generate integrated “authentic student inquiry” (Heathcote, 1986; Andersen, 2000) while allowing diverse learning styles. Findings of the study suggested that the methodology does facilitate different types of inquiry, scientific thinking was apparent as well as a suggestion of expertise thinking became apparent after continued use of frame expertise as a teaching methodology.

Funded by: Henry Luce Foundation \$12,000.00
OSU- Scholarly Research Award \$1500.00

Publications

Warner, C.D. (in press) Drama as mathematical and scientific inquiry through framed expertise. Papers submitted for consideration to *Research in Drama in Education*, John Somers editor.

Warner.C.D., Erchick, D. B, (2004). Beyond Word Problems: Manuscript submitted to: *School Science& Mathematics*

Warner, C. D. (In review) Is there evidence of expertise thinking in Framed Expertise? Manuscript submitted to: *National Journal of Drama Education* (Australia) Prue Wales, editor.

Warner.C.D. (in review) Inquiry and Tension: How Inquiry drives the dramatic frame in a science inquiry lesson. Manuscript submitted to: *Drama Research in Education* Judith Ackroyd and Chris Lawrence, Eds.

1997-2000

***A Study of the American Educational System Influence and it’s Longitudinal Affects on the Education Process of the Crow Native American Peoples.**

Principal Investigator: Thomas Littlefoot (Billings, Montana School System)

Co-Investigators: Christine D. Warner (The Ohio State University - Newark)
William Nesbitt (Little Big Horn College, Crow Agency, Montana)

The longitudinal study focused on the question; why do some American Indian students thrive in the current American educational system while others do not? Major findings of the study found a distinct clash in religious, cultural beliefs and how they are practiced and contradict how teachers teach and what and how disciplines are taught.

Funded by: Henry Ford Foundation \$150,000.00
The Bureau of Native American Affairs \$150,000.00

PROFESSIONAL SERVICE

Buckeye Book Community (2016 – present) (Volunteer) Buckeye Book Community Committee

Alternate Senator (2016 – 2018) (Elected) Alternate Senator Newark Campus

Academic Standards(2007- Current) (Appointed) Newark Academic Standards Committee

(Elected) Executive Committee Education T&L – (2016 – 2018)

Search Committee(Appointed) Search Committee for EDUT&L Department Chair

(Elected) Regional Campus Representative College Council (2012-2016)

ULAC (Appointed) Regional Representative for University – level Advisory Committee for General Education (ULAC-GE) – program.

College Campus Appeals Committee (Appointed) Appeals Committee for the College of Education and Human Ecology

AATE Chairperson for Annual Research Award (2008 - 2011)

SIG Chairperson for Brain Research and the Arts for the International Drama in Education Association
Appointed Chairperson. 2004

Teresa A Dowd School for families in transition
Board Member 2000-2002

Kid-n-Kamp support group for families with children who have cancer
Board Member 1999-2002

Kennedy Center Alliance for the Arts
Board Member 1998-2000
Washington D.C.

International Drama in Education Research Institute
Conference Co-Chair 2000
The Ohio State University, Columbus, Ohio

American Alliance for Theater and Education
Conference Chair 1999
Chicago, Illinois

The Ohio Process Drama Education Exchange Symposium
President, 1995, '97
Conference Chairperson, 1994, '96
Registrar, 1990, '91, '92 '93
Treasurer, 1993, '94

COMMUNITY SERVICE
T.E.A.C.H. OSU-N
Faculty participant 2001-

The Theresa A. Dowd School for Homeless Children, Columbus, Ohio
Consultant 1999-2000
Board Member 2000-2001

Kids-in-Kamp Support Group for Families with Children with Cancer
Scholarship Board 1998- 2001

NATIONAL MEMBERSHIPS
American Alliance of Theatre and Education
American Education Research Association
Association of Mathematics Teacher Educators
American Psychological Association
Curriculum and Supervision

International Reading Association
National Council of English Teachers