

Catherine Yanan Cheng Stahl

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EDUCATION

Teachers College, Columbia University, New York, NY | Expected May 2024

- Doctor of Education (Ed.D.) in Curriculum and Teaching
- Doctoral Fellow in the Department of Curriculum & Teaching (2018 – 2021)

Wellesley College, Wellesley, MA | May 2013

- 5th Year Teacher Certification Program
- NASDTEC approved high school chemistry licensure (transferred to CT)

Wellesley College, Wellesley, MA | May 2012

- Bachelor of Arts (B.A.) in Biological Chemistry and Art History
- *Summa cum laude* (top 3.4% of graduating class; 581 graduates; GPA: 3.92/4.00)

University of Vienna, Vienna, Austria | January 2011 – June 2011

- Study abroad program with intensive German language course component

Cheshire High School, Cheshire, CT | September 2004 – June 2008

- Graduated with distinguished honors; AP Scholar with Distinction
- *Salutatorian* (Rank 2 out of 413; GPA: 4.751/4.333)

TEACHING

Department of Curriculum & Teaching, Teachers College, Columbia University, New York, NY,
September 2020—Current

Instructor, *Gender, Difference and Curriculum* (C&T 4032):

- Conceptualizing, developing, and teaching a staple elective course for interdepartmental masters and doctoral students in an online format (synchronous and asynchronous) for three semesters: Fall 2020, Spring 2020, Fall 2021.
- Organizing and moderating guest speaker events, panel presentations, and learning celebrations.
- Advising students on the design and execution of curricular projects in a variety of contexts.
- Providing formative feedback on written, oral, and media-based work in an ongoing basis and assigning summative course grades.
- Managing course content, supplementary resources, and communications through Canvas.
- Holding weekly office hours to support student learning and exchange of ideas.

***Academic Writing Program, Marymount Manhattan College, New York, NY, September 2019—
Current***

Adjunct Writing Instructor, *Effective Thinking Lab* (WRIT 9) & *Writing in the Liberal Arts Lab* (WRIT 11)

- Teaching, engaging, and mentoring first-year college students in reading, writing, critical thinking, presenting, multimedia composition, and metacognition.
- Providing formative feedback on written, oral, and media-based work in an ongoing basis in various settings: one-on-one conferences, peer review, small group workshops, full-class instruction.
- Managing course content and communications through Blackboard.

***Department of Curriculum & Teaching, Teachers College, Columbia University, New York, NY,
September 2019—May 2020***

Graduate Teaching Assistant, *Gender, Difference and Curriculum* (C&T 4032):

- Developed and updated the course curriculum with Dr. Nancy Lesko.
- Planned and conceptualized weekly lessons based on the needs of students in the course.
- Facilitated and occasionally led class sessions.
- Initiated all email and online communication for the course and maintained the course Canvas site.
- Provided written feedback on course assignments.

STEM Department, Joel Barlow High School, Redding, CT, Fall 2013—Summer 2018

2018 Connecticut Teacher of the Year for Region 9

- Connecticut Provisional License (expires 2024; EIN: 1513047290)
- *Chemistry and Biology Teacher*: Taught freshmen through juniors in Honors Biology, Biology, and Chemistry, and engaged them in student-centered inquiry-based learning, metacognition, and performance-based assessments.
- *11th Grade Curriculum Writer*: Wrote “three-dimensional” curricula for the Next Generation Science Standards (NGSS) through the Capitol Region Education Council’s (CREC) Institute for Teaching and Learning Curriculum Consortium.
- *STEM Leadership Committee Member*: Led discussions and represented the STEM department at Easton/Redding/Region 9 (ER9) leadership meetings.
- *National Honor Society Advisor*: Advised members of the National Honor Society Joel Barlow chapter; organized meetings involving the Faculty Council for the review and selection of new NHS members; organized the annual induction ceremony; facilitated student-led NHS chapter meetings; and supported student-initiated fundraisers and community service projects.
- *Teacher Education and Mentoring Program (TEAM) Coordinating Committee Member*: Planned for and oversaw the district’s Teacher Education and Mentoring program (TEAM) meetings; provided mentorship and professional support for first and second year teachers, as well as for new faculty; reviewed reflection papers.
- *Science Bowl Coach*: Recruited for and coached students in the Science Bowl team, and prepared them for the annual quiz bowl competition hosted by University of Connecticut’s School of Engineering.
- Presented at the Connecticut Science Teachers Association “CT Science Teacher Education”

Conference (November 2017).

- Trained as a CT Teacher Education and Mentoring (TEAM) mentor and cooperating teacher (June 2017).
- Trained in physical science and life science curriculum writing at NGSS curriculum writing workshops (June 2016).
- Designed and led the implementation of a common 'Chemistry Cornerstone Task' for all high school chemistry students (ER9 Summer Cornerstone Institute, July 2014).

Department of German, Wellesley College, Wellesley, MA, Fall 2011—Spring 2012

Teaching Assistant for Introductory German Language Course and Department Drop-in Tutor

- Taught German language to introductory students every day for 1.5 hours during Wellesley Wintersession (3 weeks).
- Led discussions concerning German language and culture and organized study sessions and lessons with the professor.
- Worked on grammar, read through text, and proof-read essays with beginning and advanced students individually.

Science Outreach Program, Wellesley College, Wellesley, MA, Spring 2010—Fall 2010

Volunteer Teacher and Student Activity Leader

- Taught basic science concepts to 7th and 8th graders at Mission Grammar Catholic School in Boston twice a month.

Yulin Middle School, Yulin, Guangxi, China, Summer 2008

English Teacher for Chinese Native Speakers

- Self-organized and taught an evening English course for middle school students.
- Created own teaching texts, homework assignments, and learning activities.

RESEARCH

Digital Futures Institute (DFI), Teachers College, Columbia University, New York, NY, January 2022—

Current

Graduate Research Assistant

- Conducting literature searches and assisting in the writing of a whitepaper on media and public scholarship, articulating the DFI approach to multimodality, publishing, and public scholarship.
- Working to conceptualize and materialize a "play center" within DFI to house workshops and events that center play as it intersects with research, pedagogy, and public scholarship.
- Expanding the resources and peer-centered support system of the Multimodal Scholarship Working Group (MSWG) within the Media and Social Change Lab (MASCLab).

Department of Curriculum & Teaching, Teachers College, Columbia University, New York, NY, January 2022—Current

Principal Investigator for dissertation project (pending IRB approval)

- Dissertation study titled "Traveling with Asian American Gen Z Youth: Constructing Otherwise Identities in, Through, and Across Digital Spaces."

Communications, Media, & Learning Technologies Design Program, Department of Mathematics, Science and Technology, Teachers College, Columbia University, New York, NY, January 2021—April 2022

Co-Principal Investigator with Dr. Ioana Literat for IRB-approved project (Protocol #21-186)

- Conducted online study titled "#GenZ on TikTok: The Collective Online Portrayal of a Generation."
- Published research findings as a journal article in the Journal of Youth Studies.

Department of Curriculum & Teaching, Teachers College, Columbia University, New York, NY, July 2020—April 2021

Principal Investigator for IRB-approved project (Protocol #20-291)

- Conducted online study titled "Following Gen Zers into Digital Spaces: Identity Constructions Outside of Official Learning Spaces."
- Presented research findings and methodological insights at the American Educational Research Association (AERA) Annual Conference (2021, Apr 8-12).
- Discussed multimodal research methods of engaging with youth as part of the Media and Social Change Lab (MASCLab) podcast.

Department of Curriculum & Teaching, Teachers College, Columbia University, New York, NY, September 2018—August 2019

Graduate Research Assistant

- Led, facilitated, and participated in a voluntary university-based Teacher Inquiry Group (TIG) with a commitment to critical inclusivity, social justice, and equity.
- Visited teacher classrooms across New York City and supported teachers in their classroom inquiry, such as by collecting data, brainstorming, compiling relevant readings, discussing research articles, and providing feedback on their writings.
- Explored creative ways of gathering, thinking about, and working with data.
- Co-presented the research alongside TIG members in a virtual conference in May, 2020.

Department of Chemistry, Wellesley College, Wellesley, MA, Summer 2012—Summer 2013

NIH Post-baccalaureate Research Fellow, Biochemistry Research and Teaching Assistant, Lab Manager

- Investigated the structure and dynamics of human Notch protein using various spectroscopic methods.
- Trained by Bruker to carry out experiments using MALDI TOF mass spectrometry.
- Taught and trained two undergraduate research students in common biochemical lab techniques (protein expression, purification, enzymatic assays, various chromatography and

spectroscopic methods, bioinformatics, data analysis).

- Led workshops/tutoring sessions twice a week for a first semester biochemistry course for majors.

Department of Internal Medicine, Yale University School of Medicine, New Haven, CT/U.S. Veterans Affairs Hospital, West Haven, CT, Summer 2010 and 2011

Research Assistant

- 2010: Studied the expression of intermedin (IMD) in breast, liver and colorectal tumors; Learned the techniques of immunohistochemistry, cell culture, immunofluorescence and ELISA.
- 2011: Studied the role of calcium sensing receptor (CaSR) in the regulation of secretory diarrhea; Designed and performed experiments using the Ussing chamber and rat colonic mucosal tissue; Recorded and analyzed short-circuit current measurements.
- Contributed to the writing and editing of manuscripts resulting from my technical and data analysis work.

Cancer Genomics Branch, National Human Genome Research Institute, Bethesda, MD, Summer 2009

Summer Intern for Women's Health Research Internship Program in Skin Cancer and Dermatology

- Selected as 1 of 2 interns out of a pool of 95 applicants for the 10-week long intensive research internship.
- Performed mutational analyses of protein tyrosine phosphatase (PTP) family genes in melanoma genome.
- Presented research at the Annual National Institutes of Health Summer Research Poster Day.
- Discussed original scientific literature in the National Cancer Institute "Chromatin in Development" journal club.
- Learned the techniques of Sanger high-throughput sequencing, exo/sap, gel electrophoresis, PCR, gene cloning, mutational analysis using Mutation Surveyor, bioinformatics.
- Provided bioinformatics analysis and technical assistance to projects that culminated in publications (Wei et al. 2010 Mol Cancer Res; Walia et al. 2014 Hum Mutat).

OTHER PROFESSIONAL WORK

Graduate Writing Center (GWC), Teachers College, Columbia University, New York, NY, January 2019—Current

Graduate-level Writing Fellow (formerly Writing Consultant)

- Assisting masters and doctoral students across departments with their academic writing during weekly one-on-one consultations, providing constructive feedback and editing strategies to help them become more reflective, compelling, and confident writers.
- Supporting writers at different stages of the writing process (e.g., brainstorming, researching, mapping, reading, drafting, revising) with different concerns (e.g., grammar, style, coherence, structure, genre, citations).
- Developing the week-long itinerary for an international partnership between the University of

KwaZulu-Natal (UKZN) in South Africa and Teachers College; building out activities and compiling resources to support the UKZN faculty in establishing an Academic Literacy Center to provide writing support to first-year students and improve their academic performance.

- Conceptualizing and leading synchronous workshops (in-person and virtual) on specific topics relating to graduate-level reading and writing (e.g., writing for academic publication, APA style, academic writing, reference management software, note-taking).
- Designing the content of and delivering online webinar series on specific topics relevant to graduate students.
- Mentoring new writing fellows.
- Building out the onboarding and mentoring resources for new writing fellows.
- Representing the GWC at New Student Orientation (NSO) programming, facilitating welcome workshops each semester.
- Participating in weekly Graduate Student Life and Development (GSLD) staff meetings.
- Conducting class visits and providing in-class support with the writing process per request of professors.

Book Smart Street Smart Blog (www.booksmartstreetsmart.com), Summer 2018—Current

Founder, Writer, Photographer, and Content Creator of an Educational/Personal Online Blog

- Reading, collecting, interviewing, researching, and organizing to generate authentic blog posts that have relevance for youth and adults alike; the blog evolves with my readers, our life experiences, and my own personal and intellectual growth.
- Writing original content under themes of “book smarts” and “street smarts” for high school students and beyond.
- Documenting my academic journey as a doctoral student in education and sharing my life experiences as an adult, emerging researcher, a former teacher, and former high school/college student.
- Capturing and showcasing with original photography hidden gems across New York City and wherever else I travel.

Private One-on-One and Small Group Tutoring, Fall 2012—Current

Private Tutor Specialized in High School Biology and Chemistry, Writing, and 6-12 Academic Services

- Providing in-home private tutoring for individual learners and small groups, as well as one-on-one online tutoring for long-distance learners.
- Teaching learners to be self-sufficient by deepening their conceptual understanding, and helping to develop their critical thinking, analytical reasoning, and academic writing skills.

Teachers College Record (TCR), New York, NY, June 2020—May 2021

Digital Publishing Associate and Editorial Graduate Assistant

- Researched and developed the content for “TCR Editorial Talks”
- Conceptualized, organized, and moderated the first two “All Access: Unwritten Rules of Academic Publishing” talks in the Spring of 2021.
- Conceptualized, developed, and led the “For the Record” section of *TCR* (as part of an

emerging “graduate student corner”) to invite more graduate student involvement in the journal and to amplify multiple voices in education.

- Researched and curated content for the “Relevant Research for the Times” tweets on the @TCRecord Twitter account.
- Served as in-house copyeditor for book reviews and commentaries for online publication on the TCR website.
- Published book reviews, commentaries, and research notes onto the *TCR* website as part of *TCR*’s online production.
- Strategized ways to expand outreach efforts via social media to make *TCR* more accessible to educators, practitioners, researchers, and other stakeholders globally.
- Led community outreach and promotional initiatives for *TCR* Talks
- Composed and tweeted out original journal content for the @TCRecord Twitter account.
- Designed impactful graphics for @TCRecord tweets and accessible posters for *TCR* community events.

Capitol Region Education Council (CREC), Hartford, CT, January 2018—June 2018

11th Grade Curriculum Writer

- Wrote “three-dimensional” curricula for the Next Generation Science Standards (NGSS) through CREC’s Institute for Teaching and Learning Curriculum Consortium under the direction of Dr. Jaime Rechenberg.

Department of Biological Sciences, Wellesley College, Wellesley, MA, Fall 2010—Spring 2012

Genetics Course Mentor

- Worked closely with professors on teaching methods and with students on course material.
- Organized and led homework help sessions, study groups, and exam reviews.

Pforzheimer Learning & Teaching Center, Wellesley College, Wellesley, MA, Spring 2009—Spring 2012

Tutor for Departments of Chemistry, Biology, Spanish, and Art History

- Worked with students collectively in chemistry help room and individually during private sessions (Fall 2010-Spring 2012).
- Tutored in organismal, cellular and stem cell biology, cell physiology and genetics in the help room (Fall 2010-Spring 2012)
- Planned study sessions and provided feedback on papers for students of intro art history courses (Fall 2009-2010).
- Worked with students one-on-one in 100- and 200-level Spanish courses (Spring 2009-Fall 2010).

Department of Art History, University of Vienna, Vienna, Austria, Spring 2011

Translator

- Translated primary source documents regarding art in Tibet from Chinese to English.

AWARDS & HONORS

- Exemplary Impact Award, Graduate Writing Center, Teachers College, May 2021
- Morton T. Embree Award for Outstanding Contribution to Student Learning, Teachers College, May 2020
- Connecticut Teacher of the Year for Regional School District 9, 2018
- ETS Recognition of Excellence for Praxis II Chemistry and Biology Content Knowledge, August 2013
- The A. Arthur Gottlieb, M.D. Endowed Memorial Prize in Biological Chemistry, May 2012
- Fulbright Finalist, 2012
- Wellesley College Organic Chemistry Award, September 2010
- The Ethel Folger Williams Prize for the study of German, June 2010
- Wellesley College First Year Chemistry Award, September 2009

SCHOLARSHIPS & FELLOWSHIPS

September 2020 – August 2021

- Teachers College Minority Scholarship
- DEYCTP Center Fellowship
- Gayles-Felton Endowed Scholarship
- Teachers College Doctoral Fellowship, Department of Curriculum & Teaching
- Teachers College Graduate Assistant Scholarship

September 2019 – August 2020

- Teachers College Minority Scholarship
- Teachers College Minority Scholarship
- Dorothy L. Dorman Scholarship
- Diana Clark Fellowship
- Teachers College Doctoral Fellowship, Department of Curriculum & Teaching

September 2018 – August 2019

- DEYCTP Center Scholarship, Department of Curriculum & Teaching
- Diana Clark Fellowship
- Teachers College General Scholarship, Department of Curriculum & Teaching
- Teachers College Doctoral Fellowship, Department of Curriculum & Teaching

PRESENTATIONS

Conferences

- **The FOCALS.** (2021, May 8). Becoming more-than-doctoral-students: A post-qualitative collective narrative inquiry. Roundtable presentation at the 5th annual Teachers College Curriculum & Teaching Graduate Student Collaborative's Student-Led Conference [Virtual], themed To Tell You the Truth(s): Of That Which We are (Not) Capable in New York, NY.

- **Cheng Stahl, C. Y.** (2021, Apr 8-12). Gen Zers in digital worlds: Methodological insights from documenting youth experiences in unofficial learning spaces. Part of the Media, Culture & Learning SIG panel Pop Goes the Culture: Reimagining Childhoods in Digital Spaces. Paper session at the American Educational Research Association (AERA) Annual Conference [Virtual conference]
- Fube, L., **Cheng Stahl, C. Y.**, & Animashaun, O. (2021, Apr 8-12). Dancing with concentric circles: A framework for integrating pop culture into digital classrooms. Part of the Media, Culture & Learning SIG panel Pop Goes the Culture: Reimagining Childhoods in Digital Spaces. Paper session at the American Educational Research Association (AERA) Annual Conference [Virtual conference]
- Licata, B. & **Cheng Stahl, C. Y.** (2021, Apr 8-12). Thinning Space: A Conceptual Framework Inspired by the Virtual World of Gaming. Part of the Critical Issues in Curriculum and Cultural Studies SIG roundtable Collectivist Curricular Approaches to Construct Communal Ways of Knowing and Belonging. Roundtable session at the American Educational Research Association (AERA) Annual Conference [Virtual conference]
- Jiménez, I., **Cheng Stahl, C.**, Harris, C. (2021, Jan 2-3). Reading depression, writing feelings: Women of Color creating counter-academic spaces through a pandemic. Discussion Session at the International Symposium on Autoethnography and Narrative [Virtual].
<https://iaaniorg.files.wordpress.com/2021/01/isan-program-1-1-21-links.pdf> and <https://www.youtube.com/watch?v=cK6k6Y8GbfE&feature=youtu.be>
- **Cheng Stahl, C.**, Cohen-Garcia, A., Paredes, V., Pomodoro, L., & Oyler, C. (2020, May 4-9). Welcoming affects in teacher inquiry for inclusivity and equity. Presentation at the 4th Annual Teachers College Curriculum & Teaching Graduate Student-Led Conference [Virtual], themed Facing Climate: Affecting Change in our Classroom, Community, and World in New York, NY.
<https://sites.google.com/tc.columbia.edu/facingclimate2020/becoming-and-being-many-teacher-identities>
- **Cheng Stahl, C. Y.**, & Oyler, C. J. (2020, Apr 17-21). Welcoming affects in teacher inquiry for inclusivity and equity. Roundtable session at the American Educational Research Association (AERA) Annual Conference [Conference canceled] in San Francisco, CA.
<http://tinyurl.com/tcrblog>
- **Cheng, C. Y.**, & Fricker, J. (2017, Nov 18). Biology teachers talking NGSS. Presentation at the Connecticut Science Teachers Association in Hamden, CT.
- **Cheng, C.Y.** (2013, Apr 20-24). Incorporating public sharing into existing curriculum as a solution to bridge the perceived gap between classroom and real world biochemistry. Poster session at the American Society for Biochemistry and Molecular Biology "Experimental Biology" Conference in Boston, MA.
- **Cheng, C.Y.** (2013, Apr 20-24). Protease sensitivity map of the highly structured heterodimerization domain of the Human Notch 2 Receptor in the presence and absence of the furin cleavage loop. Poster session at the American Society for Biochemistry and Molecular Biology "Experimental Biology" Conference in Boston, MA.
- **Cheng, C.Y.** (2012, Apr 25). Purification and enzymatic characterization of chitinase: Comparison of fruit enzymes. Poster session at Wellesley College Ruhlman Conference in Wellesley, MA.

- **Cheng, C.Y.** (2009, Aug 4). Mutational analysis of the melanoma genome: A gene family approach to identify novel mutations. Poster session at the National Institutes of Health Summer Research Poster Day in Bethesda, MD.

Public Talks

- Yoon, H., Templeton, T. N., & **Cheng Stahl, C.** (2021, Jul 13). Feeling Major: A Dialogue About Status, Belonging, and Dreams in the Asian American Experience. Plenary session at the Reimagining Education Summer Institute [Virtual] at Teachers College in New York, NY. <https://www.youtube.com/watch?v=9Zju0z99Kiw>
- Jiménez, I., **Cheng Stahl, C.**, Harris, C. (2021, Apr 14). Reading Depression, Writing Feelings: Women of Color Creating Counter-Academic Spaces Through a Pandemic. Multimodal autoethnography presentation at a weekly Media and Social Change Lab (MaSCLab) meeting [Virtual] at Teachers College in New York, NY.
- Knight-Manuel, M., Corno, L., Nantwi, G., Lan, C., Earl, A. & **Cheng Stahl, C.** (2021, Feb 25). Inside the Journal with the Executive Editor and Editorial Team at *TCR*, Part 2. Public talk as part of the All Access: Unwritten Rules of Academic Publishing series (moderated by Catherine Cheng Stahl) at *Teachers College Record*, New York, NY. <https://www.vialogues.com/vialogues/play/66564>
- Knight-Manuel, M., Corno, L., Nantwi, G., Lan, C., Earl, A. & **Cheng Stahl, C.** (2021, Feb 18). Inside the Journal with the Executive Editor and Editorial Team at *TCR*, Part 1. Public talk as part of the All Access: Unwritten Rules of Academic Publishing series (moderated by Catherine Cheng Stahl) at *Teachers College Record*, New York, NY. <https://www.vialogues.com/vialogues/play/64906>
- **Cheng Stahl, C.** (2020, Nov 11). Multimodal Scholarship with Youth in Digital Spaces: Sharing In-Progress Behind-the-Scenes Work. Public presentation at a weekly Media and Social Change Lab (MaSCLab) meeting [Virtual] at Teachers College in New York, NY.
- **Cheng Stahl, C.** (2020, Jun 5). Thinking with, Returning, and the Middle: An Experiment in the Midst of Change. Keynote speech at the 10th Annual Joel Barlow High School Science Symposium [Virtual] in Redding, CT. <https://www.booksmartstreetsmart.com/science-symposium-keynote-experiment>
- **Cheng, C.**, Rhyu, J., Ban, S., & Lee, S. (2018, Nov 17). STEM Education: Shifting to Science as a Verb from a Noun. Presentation at the 25th Korean-American Scientists and Engineers Association (KSEA) New York Metropolitan Chapter Math/Science Olympiad (KMSO 2018) at St. John's University in Queens, NY.
- **Cheng, C.** (2017, Nov 29). Emergence of the Quiet Leader: Empowering Introverts in Our Increasingly Loud Society. Keynote speech at the National Honor Society Induction Ceremony at Joel Barlow High School in Redding, CT.

Academic Talks & Campus Workshops

- **Cheng Stahl, C.**, Fube, L., & Coulson, J. (2022, Mar 30). Managing Student Life and Finding Jobs in and out of Teachers College. Virtual roundtable discussion for doctoral students in C&T 6965 (Spring Colloquium) at Teachers College in New York, NY.
- **Cheng Stahl, C.** (2021, Nov 18). Research Designs and Methodologies: Expanding Data

Collection and Analysis with Multimodal and Digital Practices. Virtual presentation for doctoral students in C&T 6011 (Qualitative Inquiry) at Teachers College in New York, NY.

- Newhouse, K., **Cheng Stahl, C.**, Von Joo, L., Gottesman, S., Raja, R., & Avenant, M. (2021, Nov 17). Multimodal Scholarship Working Group: Exploring Research Ethics and Multimodality. Interactive virtual presentation for students in MSTU 5002 (Culture, Media, and Education) at Teachers College in New York, NY.
- Newhouse, K., Oliver, K., Von Joo, L., **Cheng Stahl, C.**, & Raja, R. (2021, Jun 30). Media and Social Change Lab (MaSCLab) Syllabus Review: Sharing Resources to Develop Accessible, Multimodal, and Justice-Oriented Syllabi. Interactive virtual presentation for the faculty and staff of Teachers College through the Digital Futures Institute (DFI) at Teachers College in New York, NY.
- **Cheng Stahl, C.** (2021, May 12). Digital Sites of Equity and Inquiry: Examining Methods of Coming to Know Children and Youth's Digital Practices. Virtual presentation for masters students in a digital literacies class at the Ontario Institute for Studies in Education (OISE) of the University of Toronto in Toronto, Canada.
- Coles, D., Zajic, M., Arnzen, C., & **Cheng Stahl, C.** (2021, Mar 10). Doctoral Table Talk: Importance of Professional Development as a Doctoral Candidate and Preparing for a Career in Academia. Public talk hosted by the Office of Graduate Student Life & Development at Teachers College in New York, NY.
- **Cheng Stahl, C.** (2021, Feb 4 and Feb 11). Becoming-Graduate-Student: Academic Reading, Writing & Note-taking. Virtual presentation for masters students in a pre-service teaching class of Teaching Residents at Teachers College (TR@TC) at Teachers College in New York, NY. <http://bit.ly/becoming-grad-student>
- **Cheng Stahl, C.** (2020, Dec 3). Interdepartmental Elective Q&A. Virtual event hosted by the Student Senate at Teachers College in New York, NY.
- **Cheng Stahl, C.**, Schwitzman-Gerst, T., McNamee, T., Mandavia, A., Bakhoya, M., & Kurakbayev, K. (2020, Aug 31). Panel Discussion with Current Students: New Doctoral Student Welcome [Virtual] at Teachers College in New York, NY.
- **Cheng Stahl, C.**, Fube, L., & Animashaun, O. (2020, Jul 13-17). Reaching for the Remote: Integrating Pop Culture into Digital Classrooms. Workshop at the Reimagining Education Summer Institute (RESI): Teaching, Learning, and Leading for a Racially Just Society [Virtual Institute] at Teachers College in New York, NY.
- **Cheng Stahl, C. Y.** (2020, May 27). Introduction to Academic Writing and APA Style. Virtual workshop for the Summer Welcome programming of the New Student Orientation at Teachers College in New York, NY. <https://www.tc.columbia.edu/graduate-writing-center/webinars/>
- **Cheng Stahl, C. Y.** (2020, May 26). Introduction to the Graduate Writing Center Services and Resources. Virtual workshop for the Summer Welcome programming of the New Student Orientation at Teachers College in New York, NY. <https://www.tc.columbia.edu/graduate-writing-center/webinars/>

Podcasts and Multimodal Presentations

- **Cheng Stahl, C.**, Zhou, X.G., Riina-Ferrie, J., & Barros Cruz, L. (2021, Sept 20). Multimodal Research and Gen Z Online Identities (Season 4, Episode 3) [Audio podcast episode]. In *Media and Social Change Lab (MaSCLab) Podcast*. Digital Futures Institute (DFI), Teachers College, Columbia University. <https://soundcloud.com/masclab/season-4-episode-3-multimodal-research-and-gen-z-online-identities>
- Yoon, H., Templeton, T. N., & **Cheng Stahl, C.** (2021, Jul 13). Feeling Major: A Dialogue About Status, Belonging, and Dreams in the Asian American Experience. Plenary session at the Reimagining Education Summer Institute [Virtual] at Teachers College in New York, NY. <https://www.youtube.com/watch?v=9Zju0z99Kiw>
- Sealey-Ruiz, Y., Hartman, M., Silvestri, J., Sue, D.W., & **Cheng Stahl, C.** (2021, Jun 8-10). Day 2 Faculty Insights: Inclusion [Video]. Digital Futures Institute (DFI) Summer Summit: Teaching Across Spaces, Teachers College, Columbia University. <https://vimeo.com/559951555/7fffee581d>

PUBLICATIONS

- **Cheng Stahl, C.**, & Literat, I. (2022). #Gen Z on TikTok: The collective online self-portrait of the social media generation. *Journal of Youth Studies*. Article ahead of print. <https://doi.org/10.1080/13676261.2022.2053671>
- Licata, B.*, & **Cheng Stahl, C.*** (2022). Thinning space: New skins for new worlds of teaching and learning. In D. Friedrich, D. Hollman, & J. Corson (Eds.), *Pop culture and curriculum, assemble! Exploring the limits of curricular humanism through popular culture* (pp. 129–162). DIO Press, Inc.
- Licata, B.*, & **Cheng Stahl, C.*** (2021). Shifting skins: Becoming multiple during emergency online teaching. *Bank Street Occasional Paper Series, 46(7)*. <https://www.bankstreet.edu/research-publications-policy/occasional-paper-series/ops-46/emergency-online-teaching/>
- **Cheng Stahl, C.** (2021, Feb). A lyric of my racial awakening. *The Manual: Graduate Newsletter of the Graduate Student Council, 1(10), 15*. <https://drive.google.com/file/d/1gp-6GN0Yg0fEqEJhw3mSpUZwALWVAGpT/view?usp=sharing>
- **Cheng Stahl, C.** (2020, Dec). My (grad student) life amidst COVID-19: Returning to and returning thoughts, encounters, and feelings. *The Manual: Graduate Newsletter of the Graduate Student Council, 1(7), 7*. https://drive.google.com/file/d/1OxL82Q_qWi5JT0RtnsXsvQc9DZwG3Uqg/view?usp=sharing
- **Cheng Stahl, C.** (2020). A lyric of my racial awakening. *Using Our Teacher Voice*. <https://www.usingourteachervoices.org/stories/lyric-of-my-racial-awakening>
- Tang, L., Fang, X., Winesett, S.P., **Cheng, C.Y.**, Binder, H.J., Rivkees, S.A., & Cheng, S.X. (2017). Bumetanide increases Cl⁻ dependent short-circuit current in late distal colon: Evidence for the presence of active electrogenic Cl⁻ absorption. *PLoS ONE, 12(2)*, e0171045. <http://doi.org/10.1371/journal.pone.0171045>

- Tang, L., **Cheng, C.Y.**, Sun, X., Pedicone, A.J, Mohamadzadeh, M., & Cheng, S.X. (2016). The Extracellular Calcium-Sensing Receptor in the Intestine: Evidence for Regulation of Colonic Absorption, Secretion, Motility, and Immunity. *Frontiers in Physiology*, 7, 245. <http://doi.org/10.3389/fphys.2016.00245>
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*indicates shared first authorship

PROFESSIONAL SERVICE

- Reviewer for the Media, Culture & Learning SIG, AERA 2022 Annual Meeting (April 22-25, 2022).
- Curriculum & Teaching Representative for "Q&A: Interdepartmental Elective Courses" hosted by the Teachers College Student Senate (December 3, 2020).
- Moderator for New Doctoral Student Welcome (as part of New Student Orientation 2020): Facilitated the panel discussion on doctoral student perspectives (August 31, 2020).
- Judge for the 2020 Connecticut STEM Fair (February 8, 2020).
- STEM Leadership Committee Member: Led discussions and represented the STEM department at Connecticut Easton/Redding/Region 9 (ER9) leadership meetings (2017-2018).

LANGUAGES, INTERESTS & BACKGROUND

- Fluent in Mandarin Chinese; Semi-fluent in German; Proficient in Spanish (listening/reading); Familiar with Swedish
- I find joy, inspiration, and peace in city strolling and observing interactions taking place inside bookstores and coffee shops alike. I go just about everywhere with my notebook and 0.38-point ink pen to capture fleeting scenes, encounters, thoughts, and feelings. I take an inter/transdisciplinary approach to project/curricular design work and problem solving in general, bridging together my knowledge across the humanities and sciences.
- Born in China; grew up in Sweden; naturalized U.S. citizen