

Stephanie M. Robillard

Saint Mary's College of California 1928 St Mary's Road, Moraga, CA 94547

EDUCATION

PhD	Race, Inequality, and Language in Education Stanford University; Stanford, CA	2023
	Dissertation: <i>Teaching to Affirm, Teaching to Disrupt: Black Girls and the Teaching of Enslavement</i>	
	Dissertation Committee: Dr. Antero Garcia, Dr. Arnetha Ball, Dr. Ramón Martínez, and Lauren Kelly	
M.A.	Advanced Reading and Language Literacy University of California, Berkeley; Berkeley, CA	2003
B.A.	English Literature St. Mary's College of California; Moraga, CA	1991
A.A.	General Education Chabot College; Hayward, CA	1988

PUBLICATIONS

- Robillard, S. M., Lee, V. R., Clarke-Midura, J., & Shumway, J. (2025). An interaction analysis of a computer science co-design conversation on cultural relevance and its implications for design. *Journal of Research on Technology in Education*, 57(1), 235-247.
- Robillard, S., Mirra, N. & Garcia, A. (eds) (2025). Building Civic Futures in K12 Classrooms. National Council of Teachers of English
- Robillard, S. M., Turner, K., & Garcia, A. (2024). Black modalities: Time, embodiment, and communal futures. In *Teaching for Equity, Justice, and Antiracism with Digital Literacy Practices* (pp. 51-66). Routledge.
- Robillard, S. M.**, Garcia, A., Garcia, J. E., Reigh, E. Suzara, M. (2024). All Hands on Deck: Voluntary Transfer Families' Approaches to Supporting Child Learning During the Initial Covid-19 Shutdown. *Journal of Family Studies*
- González, R. A., & Robillard, S. M. (2024). Liberating ELA Classrooms: Nurturing an Abolitionist Praxis among Preservice Teachers of Color. *English Education*, 56(2).
- Lee, V. R., Robillard, S., Recker, M., Clarke-Midura, J., & Shumway, J. (2024). Negotiating Inherent Asymmetries of Co-Design: A Case of Integrative Elementary Mathematics and Computer Science Instruction. *The Journal of Applied Instructional Design*, 13(1), 1.
- Bene, E. and **Robillard, S. M.** (2023) Reading the Tulsa Race Massacre: a Case Study Exploring a White Reader's Shifts in Stance across Genres of Historical Text. *English Teaching: Practice & Critique*

- Robillard, S.M.** & Garcia, A (2023). Round and Round: The Journey of the School Bus in *All Through the Town: The School Bus as Educational Technology*. University of Minnesota Press.
- Garcia, J. & **Robillard, S.M.**, Garcia, A (2023). Move on Back: The Experience on the School Bus in *All Through the Town: The School Bus as Educational Technology*. University of Minnesota Press.
- Robillard, S. M., Lee, V. R., Clarke-Midura, J., & Shumway, J. (2023, June). When is an Owl More than an Owl? An Interaction Analysis of a Computer Science Co-design Conversation on Cultural Relevance. In *The International Conference of the Learning Sciences (ICLS)*, (Vol. 1).
- Robillard, S.M.** (2023). Teaching Young Adult Literature for Connections and Analysis. (Book Review). *English Journal*
- Robillard, S.M.**, Garcia, A. (2022). Quilting the way to freedom: Flexibility in the Middle School Classroom. *Voices from the Middle*
- Garcia, A., **Robillard, S. M.**, Suzara, M., & Garcia, J. E. (2021). Bus riding leitmotifs: making multimodal meaning with elementary youth on a public school bus. *English Teaching: Practice & Critique*.
- Robillard, S. M.** (2021) Board Books Review: The Anti-Racist Writing Workshop. *Growing Scholars of Color*

CONFERENCE PRESENTATIONS

- McConnaha, M. & **Robillard, S.** (2025) Restoration and Repair: An Analysis of Young Adult Novels Related to Restorative Justice. American Education Research Association Annual Conference.
- Robillard, S.**, Bene, E., & Darling-Hammond, E. (2025). Teaching to Affirm: A Critical Content Analysis of Novels About Enslavement. American Education Research Association Annual Conference.
- Bene, E., & **Robillard, S.** (2024) Creating the Conditions for Adolescent Racial Literacy Development in Conversations about Historical Acts of Racialized Violence. Literacy Research Association
- Gonzalez, R., **Robillard, S.**, & Hadari, H. (2024). A Community of Abolitionist Praxis: A Fugitive Approach to English Language Arts Teacher Education.
- Robillard, S** & McConnaha, M. (2023). *Diving Deep: Critical Civic Examinations of Beloved (but Problematic) Literature*. National Council of Teachers of English.
- Gonzalez, R. & **Robillard, S.** (2023). Learning for Critical Consciousness among Teacher Educators, Secondary Students, and Preservice Teachers in Literacy Education
- Robillard, S.** (2022) Disrupting Narratives of Anti-Blackness in English Classrooms. Critical Race Studies in Education Association. Paper
- Robillard, S.** Harris, C. Jiménez, I. (2022). Illuminating Resistance: Black Feminist Futures for Curriculum, Pedagogy, and Activism. National Council of Teachers of English Conference. Paper
- Robillard, S.** (2022) Reducing the Violence: Secondary English Teachers' Participation in an Anti-Racist Community of Practice. Literacy Research Association Annual Conference. Paper
- Robillard, S.** (2022) Rethinking the Teaching of Enslavement. History Social Science Project. University of California, Berkeley. Invited Talk

Jiménez, I., **Robillard, S.** Price-Dennis, D., Sealey-Ruiz, Y., Flores, T. (2022) Black and Latina Feminisms in English Teacher Education. English Language Arts Teacher Educator (ELATE) Conference. July 29-31. Louisville, KY. Panel.

Robillard, S., (2022) “Teaching for Equity: The Challenges and Possibilities for Beginning Teachers.” Assembly for Research (NCTEAR), National Council of Teachers of English. February 4-6. Paper.

Robillard, S. (2022) “Schools, Feminism & the Pandemic: Working Women’s Challenges and Successes During the COVID-19 Pandemic” Santa Rosa Junior College

Robillard, S., Garcia, A., Garcia, J., Suzara, M. “Surviving the Storm: Family Adjustments to Learning from Home.” American Education Research Association Conference, April 22-25. Paper.

Robillard, S. (2022) “Care during Covid: One School’s Attempt to Provide Equitable Learning to Families.” National Council of Teachers of English. Nov. 18-21. Paper.

Robillard, S. (2022) “*Telling Her Story: Multicultural Representation in Young Adult Literature.*” Women’s History Month Speaker Series, Santa Rosa Junior College. Invited Talk

Robillard, S. (2021) “Teaching Beyond Tolerance: Addressing Racism in Bay Area Schools.” African and African American Studies Brown Bag Lunch. March 12 Paper

Garcia, A., **Robillard, S. M.**, Suzara, M., & Garcia, J. E. (2020) “Silence on the Tracks: Sounding on a Public School Bus.” American Education Research Association Conference (conference cancelled due to pandemic). Paper

Garcia, A., Suzara, M., **Robillard, S. M.**, & Garcia, J. E. (2020) “Adolescent Civic Discourse Across Physical Spaces and Virtual Platforms” American Education Research Association Conference (conference cancelled due to pandemic). Paper

PROFESSIONAL APPOINTMENTS & TEACHING EXPERIENCE

2024-Present	Assistant Professor, Justice, Community, and Leadership, Saint Mary’s College of California
2022-2024	Visiting Assistant Professor of Teacher Education, Saint Mary’s College of California
2022	Lecturer, University of Miami <i>Race and Racism in US Public Schools</i>
2021	Lecturer, University of San Francisco <i>Curriculum: Current and Controversies</i>
2015-2018	Lecturer, University of California, Berkeley <i>Foundations in Reading Instruction (2015-2017)</i> <i>Adolescent Development and the Teaching of Secondary English (2016-2018)</i>
1996-2018	Teacher, Teacher-Librarian Oakland Unified School District, Oakland, CA
1991-1996	Teacher Pittsburg Unified School District, Pittsburg, CA

AWARDS, GRANTS & FELLOWSHIPS

STAR Fellowship, Literacy Research Association	2024-2026 2024
ELATE Research Grant, National Council of Teachers of English (\$1995)	
Gerald J. Lieberman Fellowship (\$50,000) Office of the Vice Provost Office for Graduate Education, Stanford University	2022
Dean's Collaborative Learning Fund (\$2,000) Graduate School of Education, Stanford University	2022
ELATE Research Grant, National Council of Teachers of English (\$1995)	2024
Mentors in Teaching Fellowship (\$750) Office of the Vice Provost of Graduate Education, Stanford University	2021
African and African American Studies Graduate Student Research Grant (\$1,000) African and African American Studies Program, Stanford University	2020
Graduate Fellow for Community Engaged Research Haas Center for Public Scholarship, Stanford University	2019-2020
Graduate Public Service Fellowship (\$3,000) HAAS Center for Public Scholarship, Stanford University	2019-2020
Enhancing Diversity in Graduate Education Fellowship (\$12,800) Office of the Vice Provost of Graduate Education, Stanford University	2018-2020

SERVICE

National Service

2024-2026	Co-Chair, ELATE Social Justice Committee National Council of Teachers of English
2022-2025	Chair, Promising Young Writers Committee National Council of Teachers of English
2021-2023	English Language Arts Teacher Educator Executive Council National Council of Teachers of English
2021-2023	English Language Arts Teacher Educator Graduate Strand Co-Chair National Council of Teachers of English
2021-2023	Baltimore Urban Studies, Advisory Board
2020-2022	Promising Young Writers Committee,

National Council of Teachers of English

Saint Mary's College

2023-2025 River of Words Poetry Contest Judge

MEMBERSHIPS

2021-present Critical Race Studies in Education

2018-present American Education Research Association

2018-present National Council of Teachers of English (NCTE)

2018-present English Language Arts Teacher Educators (ELATE)

2018-present Assembly on Literature for Adolescents of NCTE (ALAN)

2018-present Literacy Research Association

1996-present Bay Area Writing Project