Carter A. Winkle, Ph.D.

Associate Dean and Associate Professor

Ph.D., Curriculum and Instruction (TESOL): Barry University
M.A., Applied Linguistics: University of South Florida
B.S., Theatre: Indiana State University

Academic Books, Book Chapters, and Peer-Reviewed Publications

Poteau, C.E., & **Winkle, C.A.** (Eds.). (forthcoming). *Advocacy for social and linguistic justice in TESOL: Nurturing inclusivity, equity, and social responsibility in English language teaching*. Routledge.

Poteau, C.E., & **Winkle, C.A.** (forthcoming). Uniting for change in TESOL. In C.E. Poteau & C.A. Winkle (Eds.), *Advocacy for social and linguistic justice in TESOL: Nurturing inclusivity, equity, and social responsibility in English language teaching* (pp. 1-10). Routledge.

Farrell, J., & **Winkle, C.A.** (2019). Journeying toward reflexivity in graduate teacher and researcher education using arts-based self-study. In H. Guðjónsdóttir (Ed), *International handbook of self-study of teaching and teacher-education practices* (pp. 1-25). Netherlands: Springer.

Winkle, C.A., & Algren, M. (2018). Shifting enrollment and governance challenges of Intensive English Programs. In J. Liontas (Ed.), *The TESOL encyclopedia of English language teaching* (pp. 1-8). Hoboken, NJ: Wiley.

Winkle, C.A. (2016). Walking in the words of "the other" through ethnodramatic readers theatre. In C. Hastings & L. Jacob (Eds.), *Social justice in English language teaching* (pp. 201-220). Alexandria, VA: TESOL Press.

Winkle, C.A. (2014). *University partnerships with the corporate sector: Faculty experiences with for-profit matriculation pathway programs*. Leiden, The Netherlands: Brill.

Winkle, C.A., Ban, R., Farrell, J., & Giordano, V. (2012). Project Fractal: Building an international research community. *Qualitative Research and Interpretation: Selection of Articles from the Third International Qualitative Research Conference* (pp. 563-576).

Winkle, C.A. (2011). Virtual mediation: Audio-enhanced feedback for students' writing. In M.C. Pennington & P. Burton (Eds.), *The college writing toolkit* (pp. 327-344). London: Equinox Publishing.

Winkle, C.A. (2011). *A narrative inquiry into corporate unknowns: Faculty experiences concerning privatized-partnership matriculation pathway programs* (Doctoral Dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3525011)

Non-Peer-Reviewed Publications

Winkle, C.A. (2018a). Takeaway: Inspiration. *TESOL Connections: Convention Special Issue.*

Winkle, C.A. (2008). [Review of the book *Self-instruction pedagogy: How to teach self-determined learning*]. *Childhood Education, 85*(1), p. 57-58.

Keynote Presentations

Winkle, C.A. (2018b). *The evolution of how I research in ELT and the pedagogical implications of research-based ethnodrama.* Plenary Keynote presentation at the Evolution of ELT: Sharing Our Experiences in the Field Conference – Universidad de Autonoma de Aguascalientes – September 11, 2018, Aguascalientes, Mexico.

Winkle, C.A. (2018c). *The potential for exploring oft-marginalized identities in TESOL through an arts-based research paradigm.* Keynote presentation at the Seventh International Qualitative Research Conference, July 25, 2018, Guanajuato, Mexico.

Peer-Reviewed Presentations

Salas-Isnardi, F., **Winkle, C.A.**, Grant, P., Vega, J.R., & Romero, Y. (2020). *Really coming together: Starting the diversity and inclusion conversation.* Panel presentation scheduled for the 54th Annual TESOL Convention and Exhibition, April 3, 2020, Denver, CO.

Winkle, C.A., Castelow, K.M., & Charles, Q.D. (2019). *Voices from within the margins of TESOL: An ethnodramatic performance.* Panel presentation presented at the 53rd Annual TESOL Convention and Exhibition, March 15, 2019, Atlanta, GA.

Winkle, C.A., & McCoy, C. (2019). *Workshopping the ethnodrama: Theatre major graduates living non-theatrical lives.* Workshop presentation at The Qualitative Report 10th Annual Conference, January 17, 2019, Fort Lauderdale, FL.

Winkle, C.A., Ravitch, L., & Martin-Baron, S. (2018). *The curriculum that dare not speak its name: Queering TESOL.* Workshop presentation at the 52nd Annual TESOL Convention and Exhibition, March 29, 2018, Chicago, IL.

Winkle, C.A., Khawaja, A., Al Lami, M., Algren, M., Bilal-Maley, L., and Forester Luu, A.M. (2018). *ELT and social justice within the current political milieu.* Panel presentation presented at the 52nd Annual TESOL Convention and Exhibition, March 28, 2018, Chicago, IL.

Algren, M.S., & **Winkle, C.A.** (2017). The best insource: A university-governed English as a second language program. Poster presented at the 69th Annual NAFSA Conference, May 31, 2017, Los Angeles, CA.

Winkle, C.A. (2017). *Walking in the words of LGBTQ English language teaching professionals.* Paper performance at the NYU Forum on Ethnodrama, April 21, 2015, New York, NY.

Winkle, C.A., Lipp, S., & Vázquez, C. (2017). *Revisiting the "Discursive Faultlines" of sexual and gender identity inquiry.* Paper performance at the Interdisciplinary Symposium on Qualitative Methodologies, April 15, 2017, Tampa, FL.

Davies, R., **Winkle, C.A.**, Maxwell, R., & Bellamy, S. (2017). *Moving toward experiential learning: Lessons learned from a community learning partnership.* Paper presented at the CCSI Community Engagement Symposium, March 29, 2017, Miami Shores, FL.

Winkle, C.A., Ravitch, L., & Martin-Baron, S. (2017). *Queer as a Second Language as Inclusive Pedagogy: What works?* Paper presented at the 51st Annual TESOL Convention and Exhibition, March 23, 2017, Seattle, WA.

Winkle, C.A., Martin-Baron, S., & Ravitch, L. (2017). *Empowered responses when ELLs initiate discussion of LGBTQ topics.* Paper presented at the 51st Annual TESOL Convention and Exhibition, March 23, 2017, Seattle, WA.

Woelk, C., **Winkle, C.A.**, Horstein, D., Coney, L., & Faust, H. (2017). *An introduction to the TESOL Diversity Collaborative.* Paper presented at the 51st Annual TESOL Convention and Exhibition, March 22, 2017, Seattle, WA.

Faust, H.J., **Winkle, C.A.**, Chan, E.L., Wong, S., & Jacob, L. (2017). *Walking the tight rope of social justice work.* Paper presentation at the 51st Annual TESOL Convention and Exhibition, March 22, 2017, Seattle, WA.

Winkle, C.A., & Farrell, J.B. (2017). *Mindfully journeying toward researcher reflexivity in dissertation advising and graduate education: A visual narrative inquiry.* Paper presentation at The Qualitative Report 8th Annual Conference, January 12-14, 2017, Fort Lauderdale, FL.

Winkle, C.A. (2016a). *Performing the data: Exploring social justice concerns in English language teaching contexts through ethnodrama.* Paper presented at the Sixth International Qualitative Research Conference, July 5, 2016, Guanajuato, Mexico.

Winkle, C.A. (2016b). *Workshopping the ethnodrama: The bite of the teacher's pet.* Workshop presentation at The Qualitative Report 7th Annual Conference, January 14-16, 2016, Fort Lauderdale, FL.

Earley, K., Sinah, Y., **Winkle, C.A.**, East, D., Geither, E., Gallagher, C., & Lapp, R. (2016). *Undergraduate international students and the university system: Beyond borders.* Higher Education Interest Section Panel presentation at the 50th Annual TESOL Convention and Exhibition, April 7, 2016, Baltimore, MD.

Algren, M., Earles, B., Early, K., Smith, T., **Winkle, C.A.**, Warren, S., & Wood, M. (2016). *Perceived threats: Evidencing programs' value and managing public-private partnerships.* Preconvention Institute for the 50th Annual TESOL Convention and Exhibition, April 5, 2016, Baltimore, MD.

Winkle, C.A., & Martin-Baron, S. (2016). *Survey of gender and sexual identity inquiry in ESL/EFL contexts: Phase one.* Paper presented in the Roundtable Session presentation at the Eastern Educational Research Association, February 18, 2016, Hilton Head, SC.

Vanover, C., Langtiw, C., Belliveau, G., **Winkle, C.A.**, Rogers, T., Agosto, V., Babson, A., Lea, G., Valdez, J., & Accili, N. (2016). *Trustworthiness and rigor in ethnodramatic performance.* Keynote presentation at the Qualitative Report 7th Annual Conference, January 14-16, 2016, Fort Lauderdale, FL.

Winkle, C.A., Vázquez, C., & Perdomo, L. (2015). *Traversing "Discursive Faultlines" of sexual identity inquiry: An ethnodramatic performance.* Paper presentation at the 49th Annual TESOL Convention and Exhibition, March 27, 2015, Toronto, Canada.

Chan, E., **Winkle, C.A.**, Norton, B., Vandrick, S. Keyes-Ray, S., Franeta, S., Johnson, B., Martin-Baron, S., Mitchell, J.D., Ravitch, L., and Wislocky, K. (2015). *Revisiting the LGBTQ TESOLers' "Performing Our Stories" ethnodramatic readers theatre.* Social Responsibility Interest Section sponsored InterSection Session panel presentation at the 49th Annual TESOL Convention and Exhibition, March 28, 2015, Toronto, Canada.

Earles, B., Earley, K., Smith, T., Warren, S., **Winkle, C.A.**, & Wood, M. (2015). *Responding to perceived threats: Evidencing programs' professionalism, rigor, and sustainability.* Program Administration Interest Section sponsored InterSection Session panel presentation at the 49th Annual TESOL Convention and Exhibition, March 26, 2015, Toronto, Canada.

Winkle, C.A. (2015). *Enacting LGBTQ TESOL stories through ethnodramatic readers theatre.* Panel presentation at The Qualitative Report 6th Annual Conference, January 8-9, 2015, Fort Lauderdale, FL.

Bishara, S., Wong, S., **Winkle, C.A.**, Franeta, S., & Lee, N. (2014). *Confronting intolerance: Teaching English and a culture of respect.* Social Responsibility Interest Section panel presentation at the 48th Annual TESOL Convention and Exhibition, March 27, 2014. Portland, OR.

Farrell, J., & **Winkle, C.A.** (2014). *From mission alignment to lived curriculum: Faculty walking the walk in a doctoral-level "special topics" course.* Paper presented at the 13th Biannual Colloquium of Dominican Colleges and Universities, June 14, 2014, Rockville Centre, NY.

Farrell, J., **Winkle, C.A.**, & Rosenkrantz, M. (2014). *Longitudinal action research: Crafting a visual thinking professional development community.* Poster presentation at the annual meeting of the American Educational Research Association (AERA)/Action Research SIG, April 3-7, 2014, Philadelphia, PA.

Rosenkrantz, M., Farrell, J., & **Winkle, C.A.** (2014). *Introducing visual thinking strategies to teachers: Collaborative action research in a low performing high school.* Paper presentation at Phi Delta Kappa Research Symposium, February 1, 2014, Barry University, Miami Shores, FL.

Winkle, C.A., & Farrell, J. (2014). *Developing a collaborative arts-based research methodology: From pedagogy to methodology.* Paper presented at the Fifth International Qualitative Research Conference, June 25-27, 2014, Guanajuato, Mexico.

Winkle, C.A., Archer, L., Cummings, M.C., Franeta, S., Reyes, R., Rios-Vega, J., & Royal, K. (2014). *Performing our stories through autoethnodramatic narratives: The ILGBTF Forum colloquium.* ILGBTF Forum presentation at the 48th Annual TESOL Convention and Exhibition, March 28, 2014. Portland, OR.

Winkle, C.A., Farrell, J., & Rosenkrantz, M. (2014). *From pedagogy to methodology: Collaboratively and recursively examining research practice.* Poster presentation at the annual meeting of the American Educational Research Association (AERA)/Self-Study SIG, April 3-7, 2014, Philadelphia, PA.

Winkle, C.A., Hardwick, R., Hoffman, T., McCafferty, J., Sealey, N., & Stevens, S. (2013). *Creating our own pathways: Institutional alternatives to corporate partnership models.* Colloquium presentation at TESOL's 47th Annual Convention and Exhibit, March 23, 2013, Dallas, TX.

Farrell, J., **Winkle, C.A.**, & Rosenkrantz, M. (2013). *Looking in, looking out: Reflection, refraction, and transformation through three-dimensional self-study.* Paper presentation in the Paper Session titled, "Self-Study as a Conduit to Creative Programing" at the annual meeting of the American Educational Research Association (AERA)/Self-Study SIG, April 30, 2013, San Francisco, CA.

Winkle, C.A., Farrell, J., & Rosenkrantz, M. (2013). *Visual thinking strategies in an urban high school: the grisaille of a longitudinal collaborative portrait.* Paper presented in the Roundtable Session entitled, "Learning Journeys: Students and Teachers Using Arts Based Educational Research" at the annual meeting of the American Educational Research Association (AERA)/Arts Based Educational Research SIG, April 28, 2013, San Francisco, CA.

Winkle, C.A. (2012a). *A narrative inquiry into the corporate unknown: Academic-discipline faculty experiences teaching in "pathway programs."* Paper presentation in the Roundtable Session titled, "Entryways into Academia: Complexities and Tensions" at the annual meeting of the American Educational Research Association (AERA)/Narrative SIG, April 13-17, 2012, Vancouver, Canada.

Winkle, C.A. (2012b). *Into the corporate unknown: Privatized partnerships' impact to IEP faculty.* Paper presentation at TESOL's 46th Annual Convention and Exhibit, March 30, 2012, Philadelphia, PA.

Winkle, C.A., & Nelson, C. (2011). *'Queer as a second language': Performing research.* Organizing Moderator and Panelist for ILGBTF Forum academic session at TESOL's 45th Annual Convention and Exhibit, March 18, 2011, New Orleans, LA.

Salas-Isnardi, F., Wong, S., Franeta, S., Ravitch, L., **Winkle, C.A.**, & Luu, A.M.F. (2011). *Preventing bullying and confronting discrimination: Teaching a culture of respect.* Preconvention Institute for TESOL's 45th Annual Convention and Exhibit, March 15, 2011, New Orleans, LA.

Winkle, C.A., Ban, R., Farrell, J., & Giordano, V. (2010). *Project fractal: Building international research.* Paper presentation at the Third International Qualitative Research Conference, May 27, 2010, Guanajuato, Mexico.

Winkle, C.A. (2010a). *Into the corporate unknown: Targeted for privatization in an academic intensive English language program.* Paper presentation at Southeast TESOL Regional Conference, September 24, 2010, Miami, FL.

Winkle, C.A. (2010b). *The bite of the teacher's pet: Sexual identity inquiry in an ESL composition class.* Paper presented in the ILGBTF Forum Academic Session entitled, "Supporting Lesbian, Gay, Bisexual, and Transgender ESL Teachers and Students" at TESOL's 44th Annual Convention and Exhibit, March 27, 2010, Boston, MA.

Winkle, C.A. (2010c). *Audio-embedded feedback provides virtual mediation to L2 writers.* Workshop presentation at TESOL's 44th Annual Convention and Exhibit, March 26, 2010, Boston, MA.

Winkle, C.A. (2010d). *Preliminary Findings: Into the corporate unknown.* Paper presentation at Phi Delta Kappa Research Symposium, January 23, 2010, Barry University, Miami Shores, FL.

Winkle, C.A., & Ban, R. (2009). *Technology-enhanced feedback: Virtual mediation for emergent writers.* Workshop presentation at Sunshine State TESOL of Florida's 32nd Annual Conference, April 18, 2009, Miami, FL.

Ban, R., **Winkle, C.A.**, Torres Gonzalez, J.A., & Rodriguez Silva, L.H. (2009). *The use of electronic tools as a means of creating the ZPD in an academic writing course.* Paper presentation in the Paper Discussion titled, "Current Research in Cultural Historical Theory, Session 1" at the annual meeting of the American Educational Research Association (AERA)/Cultural Historical Research SIG, April 14, 2009, San Diego, CA.

Winkle, C.A. (2009a). *Virtual mediation: Audio-enhanced feedback for students' writing.* Demonstration given at TESOL's 43rd Annual Convention and Exhibit, March 26, 2009, Denver, CO.

Winkle, C.A. (2009b). *Preliminary Findings: Second Language Writers Respond to Non-Majority Sexual Identity Themes in ESL and EFL Contexts.* Paper Session at Phi Delta Kappa Research Symposium, January 31, 2009, Barry University Miami Shores, FL.

Winkle, C.A., & Moya, W. (2009a). *Second language writers respond to non-majority sexual identity themes in ESL and EFL contexts.* Paper presentation in the Paper Session titled, "Conceptualizing Curriculum for Social Justice, Language, and Immigrant Identities" at the annual meeting of the American Educational Research Association (AERA)/Division B, Section 2, April 16, 2009, San Diego, CA.

Winkle, C.A., & Moya, W. (2009b). *Out curriculum: Writers respond to non-majority sexual identity themes*. Research presentation at TESOL's 43rd Annual Convention and Exhibit, March 26, 2009, Denver, CO.

Ban, R., Torres Gonzalez, J.A., Rodriguez Silva, L.H., & **Winkle, C.A.** (2008). *Dynamic assessment through the creation of the ZPD.* Research presentation at del IV Foro Nacional de Estudios en Lenguas (FONAEL), November 6, 2008, Chetumal, Quintana Roo, Mexico.

Winkle, C.A. (2008a). *Virtual mediation: Audio-enhanced feedback for emergent students' writing*. Methods demonstration at the Miami-Dade TESOL/Bilingual Association of Florida Fall Symposium, October 11, 2008, Miami, FL.

Winkle, C.A. (2008b). *Audio-enhanced feedback for emergent students' writing: How English language learners respond to virtual mediation*. Research presentation at the Symposium of Second Language Writing, June 5, 2008, West Lafayette, IN.

Winkle, C.A. (2008c). Audio-*enhanced feedback for emergent students' writing.* Research presentation at TESOL's 42nd Annual Convention and Exhibit, April 4, 2008, New York, NY.

Winkle, C.A. (2006). *Pre-service teacher preparation programs(') take on sexual identity inquiry.* Research presentation at TESOL's 40th Annual Convention and Exhibit, March 17, 2006, Tampa, FL.

Other

Winkle, C.A. (2015). *Developing critical thinking, visual literacy, and language through Visual Thinking Strategies (VTS).* Invited presentation at South Florida Future Educators of America Regional Conference, November 21, 2014, Miami, FL.

Winkle, C.A. (2011). Into corporate unknowns. *WinkleAtBarryU's Channel*. Retrieved from http://www.youtube.com/user/WinkleAtBarryU