

# Martha Hoff, Ph.D.

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## Education

**Ph.D.** (2014)

Warner School of Education and Human Development

University of Rochester, Adolescent Literacy and Digital Literacy Practices

**M.Ed.** (2002)

Canisius College, Reading Specialization

**B.A.Sc.** (1980)

University of Guelph, Applied Human Nutrition

## Certifications

- Certificate in Online Teaching, Warner School of Education, 2015
- Multimodal Methods for Analyzing Communication with Digital Technologies, MODE Summer School, University College, London, 2014
- New York State Public School Teaching Certificate, [Elementary Education (K-6) and Reading (K-12)], 2002

## Ph.D. Dissertation

The Impact of New Technology on Literacy Practices: An Urban Perspective

Using connective ethnography this case study sought to better understand how mobile technology impacts the learning and literacy practices of lower SES urban youth. Committee Members: Joanne Larson (Chair), Jayne Lammers, and Michele Knobel.

## Experience

**FOUNDER** (2017 – PRESENT)

PHD-READY

A dissertation writing support organization that assists and supports graduate students through every stage of the thesis or dissertation writing process. With a focus on APA style and formatting our target audience is graduate students in the social sciences. ([www.phd-ready.com](http://www.phd-ready.com))

**ADJUNCT PROFESSOR (2012 – PRESENT)**

WARNER SCHOOL OF EDUCATION (UNIVERSITY OF ROCHESTER)

*Courses taught: Integrating Technology in Secondary English, Literacy as Social Practice, Theory and Practice in the Teaching of English, Implementing Innovation in English Education*

In each class, students have been challenged to investigate and learn, through first-hand experience, the impact and influence of technology on learning. Focused on the need to address and bridge the space between Common Core and students' real-life needs and practices.

**DISSERTATION COMMITTEE MEMBER (2015 – 2017)**

J. Thurley, Warner School of Education. Engaging urban families as partners to enhance emergent literacy.

**ADJUNCT PROFESSOR (2002 – 2009)**

CANISIUS COLLEGE (BUFFALO, NY)

*Courses taught: Foundations of Literacy, Teaching Literacy with Diverse Populations, Teaching Reading in Secondary School, Foundations of Adolescent Literacy, Reading Clinic and Seminar*

Challenged students to move out of their comfort zones, explore new topics, and explore new forms of reading/writing that are reflective of our constantly changing world. Developed relationships with teachers and administrators to provide real-life learning experiences for pre-service teachers.

**TEACHING ASSISTANT (2003 – 2004)**

STATE UNIVERSITY OF NEW YORK AT BUFFALO (BUFFALO, NY)

*Courses Taught: Clinic-Based Diagnostic Assessment for Reading, Clinic-Based Practicum in Reading*

Literacy, learning and skills develop in distributed networks. Learning how to listen to a struggling reader's reading, hearing their perceptions of his/her self, in addition to family practices and engagement, as well as their teacher's classroom experiences, underscored the critical importance of understanding the reader as a unique individual.

**CLINICAL DIETITIAN (1981 – 1997)**

Used evidence-based practices (qualitative and quantitative data sets) for the assessment, development, implementation, and teaching of both inpatient and outpatient nutrition delivery and programming. To effect changes in behaviors requires knowledge, strong listening skills, and the ability to take information and design a learning plan that recognizes the client as a unique individual. Active member in numerous multidisciplinary hospital and community based programs.

Positions held: Clinical Dietitian and Manager of Clinical Nutrition

**PUBLICATIONS**

*"I don't converse with those I don't know": The role of trust/distrust in online engagement.* Digital Culture & Education, Volume 8, Issue 2, 2016.

*What, where, and how: Using WebWatcher<sup>®</sup> to better understand the digital lives of youth*  
(under review).

*Communicate, connect, and engage digitally: Valuing the nature of the quiet student.* (in preparation).

## PRESENTATIONS

American Education Research Association (AERA)

April 2017, San Antonio, TX. (upcoming)

*"I Don't Converse With Those I Don't Know": The Role of Trust in Online Engagement*

National Council of the Teachers of English Assembly for Research (NCTEAR) February  
2016, Ypsilanti, MI.

*Trust and Mistrust: Impact on literacy practices and online engagement.*

American Education Research Association (AERA)

April 2015, Chicago, IL.

*What, where, and how: Using WebWatcher<sup>®</sup> better understand the digital lives of youth*

National Council of the Teachers of English Assembly for Research (NCTEAR)  
February 2015, New Orleans, LA.

*WebWatcher<sup>®</sup>: A new tool for making sense of language and literacy practices*

American Education Research Association (AERA)

April 2014, Philadelphia, PA.

*The Voices of Urban Youth: Perspectives in online engagement.*

Digital Media and Learning Conference (dml)

March 2014, Boston, MA.

*Urban Youth: Use of mobile technology in online engagement.*

National Council of the Teachers of English Assembly for Research (NCTEAR)  
February 2014, Chicago, IL.

*Influence of Mobile Technology on the Literacy Practices of Urban Youth.*

European Conference on Informational Literacy (ECIL)

October 2013, Istanbul, Turkey

*Wireless and mobile: The impact of new technology*

American Educational Studies Association (AESA) Annual Meeting

November 2012, Seattle, WA,

*Performing Credibility*

## **PROFESSIONAL AFFILIATIONS**

American Educational Research Association  
International Literacy Association  
Literacy Research Association  
Phi Beta Kappa