

# Sarah McGrew

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## Employment

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University of Maryland, College Park Assistant Professor	2019- present
Stanford University Co-Director of Civic Online Reasoning Project, Stanford History Education Group	2016-2019
César Chávez Public Charter School for Public Policy History teacher	2008-2013

## Education

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Ph.D., Stanford University, Stanford, CA Curriculum and Teacher Education	2019
M.A., Stanford University, Stanford, CA Secondary Education; California Teaching Credential in History/Social Science	2008
B.A., Swarthmore College, Swarthmore, PA Political Science and Educational Studies High Honors, Phi Beta Kappa	2007

## Fellowships and Awards

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National Academy of Education/Spencer Dissertation Fellowship	2018-2019
University of Georgia Mary Hepburn Lectureship	October 2018

## Funded Research

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PI, <i>University of Maryland College of Education</i> SPARC Grant, “Embedding Digital Evaluations in Civics: A Pilot Study” (\$14,656)	2020
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## Publications

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### Refereed Journal Articles

**McGrew, S.** (2020). Learning to evaluate: An intervention in online reasoning. *Computers & Education, 145*. <https://doi.org/10.1016/j.compedu.2019.103711>

Wineburg, S., & **McGrew, S.** (2019). Lateral reading and the nature of expertise: Reading less and learning more when evaluating digital information. *Teachers College Record, 121*.

**McGrew, S.**, Smith, M., Breakstone, J., Ortega, T., & Wineburg, S. (2019). Improvement in university students' web savvy: An intervention study. *British Journal of Educational Psychology, 89*, 485-500. <https://doi.org/10.1111/bjep.12279>

Kavanagh, S.S., Monte-Sano, C., Reisman, A., Fogo, B., **McGrew, S.**, & Cipparone, P. (2019). Teaching content in practice: Investigating rehearsals of social studies discussions. *Teaching and Teacher Education, 86*. <https://doi.org/10.1016/j.tate.2019.06.017>

Reisman, A., Jay, L., Cipparone, P., Monte-Sano, C., Kavanagh, S., **McGrew, S.**, & Fogo, B. (2019). Evidence of emergent practice: Teacher candidates facilitating historical discussions in their field placements. *Teaching and Teacher Education, 80*, 145-156. <https://doi.org/10.1016/j.tate.2018.12.014>

**McGrew, S.**, Breakstone, J., Ortega, T., Smith, M., & Wineburg, S. (2018). Can students evaluate online sources? Learning from assessments of civic online reasoning. *Theory & Research in Social Education, 46*, 165-193. <https://doi.org/10.1080/00933104.2017.1416320>

Reisman, A., Kavanagh, S., Monte-Sano, C., Fogo, B., **McGrew, S.**, Cipparone, P., & Simmons, E. (2018). Facilitating whole-class discussions in history: A framework for preparing teacher candidates. *Journal of Teacher Education, 69*, 278-293. <https://doi.org/10.1177/0022487117707463>

### **Edited Book Chapters**

Nokes, J., & **McGrew, S.** (submitted for publication). The psychology of learning history. In A. O'Donnell, N. Barnes, and J. Reeve (Eds.), *Handbook of educational psychology*. Oxford University Press.

**McGrew, S.**, Breakstone, J., Ortega, T., Smith, M., & Wineburg, S. (2019). How students evaluate digital news sources. In W. Journell (Ed.), *Unpacking fake news: An educator's guide to navigating the media with students*. Teachers College Press.

**McGrew, S.**, Alston, C., & Fogo, B. (2018). Modeling as an example of representation. In P. Grossman (Ed.), *Teaching core practices in teacher education* (pp. 35-55). Harvard Education Press.

Reisman, A., & **McGrew, S.** (2018). Lost in translation? Texts, sources, and evidence in secondary history classrooms. In S. Metzger and L. Harris (Eds.), *International handbook of history teaching and learning*. Wiley.

Wineburg, S., Breakstone, J., **McGrew, S.**, & Ortega, T. (2018). Why Google can't save us: The challenges of our post-Gutenberg moment. In O. Zlatkin-Troitschanskaia, G. Wittum, & A. Dengel (Eds.), *Positive learning in the age of information (PLATO) – A blessing or a curse?* (pp. 221-228). Springer.

### **Other Professional and Popular Publications**

Wineburg, S., Breakstone, J., Smith, M., **McGrew, S.**, & Ortega, T. (2019). *Civic Online Reasoning: Curriculum Evaluation* (working paper 2019-A2, Stanford History Education Group, Stanford University).

**McGrew, S.** (2019). *Civic Learning Impact and Measurement Convening Report*.  
[https://portal.civxnow.org/sites/default/files/basic\\_page/civx\\_impactReport.pdf](https://portal.civxnow.org/sites/default/files/basic_page/civx_impactReport.pdf)

Breakstone, J., **McGrew, S.**, Smith, M., Ortega, T., & Wineburg, S. (2018). Teaching students to navigate the online landscape. *Social Education*, 82, 219-221.  
<https://www.socialstudies.org/publications/socialeducation/september2018/teaching-students-to-navigate-online-landscape>

Breakstone, J., **McGrew, S.**, Smith, M., Ortega, T., & Wineburg, S. (2018). Why we need a new approach to teaching digital literacy. *Phi Delta Kappan*, 99(6), 27-32.  
<http://www.kappanonline.org/breakstone-need-new-approach-teaching-digital-literacy/>

Breakstone, J., **McGrew, S.**, Ortega, T., Smith, M., & Wineburg, S. (2018). Media literacy takes on the digital morass. *School Administrator*, 75(4), 34-38.  
<http://my.aasa.org/AASA/Resources/SAMag/2018/Apr18/Breakstone.aspx>

**McGrew, S.**, Ortega, T., Breakstone, J., & Wineburg, S. (2017). The problem that's bigger than fake news: Civic reasoning in a social media environment. *American Educator*, 41(3), 4-9, 39. [https://www.aft.org/ae/fall2017/mcgrew\\_ortega\\_breakstone\\_wineburg](https://www.aft.org/ae/fall2017/mcgrew_ortega_breakstone_wineburg)

Wineburg, S., & **McGrew, S.** (2016). Why students can't Google their way to the truth. *Education Week*, 36(11), 22. <https://www.edweek.org/ew/articles/2016/11/02/why-students-cant-google-their-way-to.html>

### **Presentations**

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#### **Refereed Conference Papers**

**McGrew, S.**, & Byrne, V. (2020, June). Teaching Wikipedia: Supporting students to engage in lifelong learning. International Conference on the Learning Sciences, Nashville, TN.

**McGrew, S.** (2020, April). Balancing history and politics: Teaching civic online reasoning in social studies classrooms. American Educational Research Association Annual Meeting, San Francisco, CA (conference cancelled).

Breakstone, J., **McGrew, S.**, Smith, M., Wineburg, S., & Ortega, T. (2020, April). Teaching students to read like fact-checkers: A curriculum intervention. American Educational Research Association Annual Meeting, San Francisco, CA (conference cancelled).

**McGrew, S.** (2018, November). Internet as archive: Expertise in searching for digital sources on a contentious historical question. College and University Faculty Assembly of the National Council for the Social Studies Annual Conference, Chicago, IL.

Breakstone, J., **McGrew, S.**, Wineburg, S., Smith, M., & Ortega, T. (2018, April). Assessing students' ability to engage with online information: A validity study. American Educational Research Association Annual Meeting, New York City, NY.

**McGrew, S.**, Smith, M., Breakstone, J., & Ortega, T. (2017, November). Scattered but searching: Students' approaches to web evaluation. College and University Faculty Assembly of the National Council for the Social Studies Annual Conference, San Francisco, CA.

**McGrew, S.**, & Wineburg, S. (2017, April). Reading less and learning more: Expertise in assessing the credibility of online information. American Educational Research Association Annual Meeting, San Antonio, TX.

**McGrew, S.**, Breakstone, J., Smith, M., Ortega, T., & Wineburg, S. (2017, April). Development and validation of assessments of digital literacy. American Educational Research Association Annual Meeting, San Antonio, TX.

Kavanagh, S., Monte-Sano, C., Fogo, B., Reisman, A., **McGrew, S.**, & Cipparone, P. (2017, April). Approximating discussions in history: Investigating the pedagogical dilemmas that arise within approximations of discussion facilitation. American Educational Research Association Annual Meeting, San Antonio, TX.

**McGrew, S.**, Breakstone, J., & Ortega, T. (2016, December). Assessments of civic reasoning and digital literacy: development and validation. College and University Faculty Assembly of the National Council for the Social Studies Annual Conference, Washington, DC.

**McGrew, S.**, & Fogo, B. (2016, December). Models and modeling: Preparing teacher candidates to facilitate historical discussions. College and University Faculty Assembly of the National Council for the Social Studies Annual Conference, Washington, DC.

Reisman, A., Kavanagh, S., Monte-Sano, C., Fogo, B., & **McGrew, S.** (2016, April). Teaching text-based whole-class discussion to preservice history teachers. American Educational Research Association Annual Meeting, Washington, DC.

### **Presentations and Workshops**

Fight fake: Helping students learn to evaluate digital content (2020, February). Middle States Council for the Social Studies Annual Conference, Towson, MD.

The Internet said it happened: Evaluating online historical sources (2019, November). National Council for the Social Studies Annual Conference, Austin, TX.

MediaWise: A new curriculum to help students navigate digital information (2019, November). National Council for the Social Studies Annual Conference, Austin, TX.

Community responses to disinformation (2019, October). National Conference on Citizenship, College Park, MD.

Teaching civic online reasoning (2019, July). Hollyhock Fellowship Summer Institute, Stanford, CA.

Teaching students to evaluate online information across the school day (2019, February). Educating for Equity Conference, Stanford University, Stanford, CA.

Combating digital misinformation: Teaching students to read like fact checkers (2018, November). National Council for the Social Studies Annual Conference, Chicago, IL.

Teaching and assessing civic online reasoning. (2018, October). University of Georgia College of Education, Athens, GA.

Critical Media Literacy and Fake News (2018, October). Citizen Literacy Workshop at the James F. Ackerman Center for Democratic Citizenship, Purdue University, West Lafayette, IN.

Beyond checklists: New approaches to digital media literacy. (2017, November). National Council for the Social Studies Annual Conference, San Francisco, CA.

Helping students evaluate digital information across the school day. (2017, October). Technology & Equity Virtual Series, Stanford, CA.

Teaching and assessing civic reasoning in a digital age. (2017, May). Teaching History Conference, Berkeley, CA.

Beyond selfies and hashtags: Digital literacy curriculum and assessments. (2017, March). Deeper Learning Conference, San Diego, CA.

New assessments of civic literacy for a digital age. (2016, December). National Council for the Social Studies Annual Conference, Washington, DC.

New strategies and vision for assessing students' civic learning. (2016, March). Deeper Learning Conference, San Diego, CA.

The transition from content to skill standards in high school planning and practice. (2013, January). American Historical Association Annual Meeting, New Orleans, LA.

## Invited Talks

Who is behind this? Evaluating online information in the age of COVID-19 (2020, April).  
University of Maryland HCIL Virtual Hackathon.

Panelist, Presidential session on the role of CSCL in an era of truthiness and fake news (2019,  
June). Computer Supported Collaborative Learning Conference, Lyon, France

Supporting history students to evaluate online information (2019, April). Keynote Address,  
Teaching History SIG Business Meeting at the American Educational Research  
Association Annual Meeting, Toronto, CA.

Checklists are not enough: New approaches to teaching civic online reasoning (2019, February).  
Keynote Address, San Diego County History-Social Science Conference, San Diego, CA.

Checklists are not enough: New approaches to teaching and assessing civic online reasoning  
(2018, October). Keynote Address, Georgia Council for the Social Studies Annual  
Meeting, Athens, GA.

Keynote Panelist, How to Spot Fake News and Teach Students to be Educated News Consumers.  
(2017, March). American Federation of Teachers Share My Lesson Virtual Conference.

How to Navigate Information in a World of Fake News and Alternative Facts. (2017,  
March). Palo Alto League of Women Voters, Palo Alto, CA.

Civic Online Reasoning: Expertise, Task Development, and Student Performance. (2017,  
January). Technology and Society Committee, Mountain View, CA.

New Assessments of Civic Literacy for a Digital Age. (2016, December). Uppsala University,  
Uppsala, Sweden.

Core Practices for Teaching History. (2016, April). Stanford University, Stanford, CA.

## Teaching

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University of Maryland, College Park  
Secondary Social Studies Pedagogy 2019-present

Stanford University  
Curriculum & Instruction in History/Social Science (3-course sequence) 2013-2016

## Professional Service and Memberships

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Ad Hoc Reviewer: *Cognition and Instruction* (2018, 2019); *Journal of Curriculum Studies*  
(2018, 2020); *Learning, Media, and Technology* (2019); *Journal of Teacher Education* (2017,  
2019); *Nordicom Review* (2019); *Social Education* (2019); *Theory & Research in Social  
Education* (2018; 2020)

National Academy of Education Civic Reasoning & Discourse Project, Panel Member and Writer (2019-2020)

Member: American Educational Research Association; International Society of the Learning Sciences; National Council for the Social Studies; Middle States Council for the Social Studies