

AYSHA JERALD
CURRICULUM VITAE/RESUME
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EDUCATION

University of Georgia, Athens, GA

B.A. in English	2021
B.S.Ed. in English Education	2021
Certificate in New Media Studies	2020

University of Oxford, Oxford, England

UGA at Oxford Franklin Summer Program	2019
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HONORS AND AWARDS

Phi Beta Kappa Honor Society, University of Georgia	2020
Franklin College of Arts and Sciences Travel “Vaught” Award, University of Georgia	2019
TRIO McNair Scholars Travel Award, University of Georgia	2019
Center of Undergraduate Studies Research Assistantship Award, University of Georgia	2019
Franklin College of Arts and Sciences Dean’s List, University of Georgia	2018-Present
TRIO McNair Postbaccalaureate Achievement Program, University of Georgia	2018-Present
Abeneefoo Kuo Honor Society, University of Georgia	2018
Presidential Leadership Scholarship Award, University of Georgia	2017-Present
Zell Miller Scholarship Award, University of Georgia	2017-Present

PROFESSIONAL MEMBERSHIPS

Phi Beta Kappa Honor Society	2020
Center for Undergraduate Research (CURO)	2019
Popular Culture Association	2019
TRIO McNair Postbaccalaureate Achievement Program	2018
Abeneefoo Kuo Honor Society	2018

PROFESSIONAL WORK EXPERIENCE

TRIO McNair Postbaccalaureate Achievement Program	2018-Present
Undergraduate Researcher	

- Self-conducted two extensive, interdisciplinary mixed-method research studies/projects
- Participated in a one-month collaborative autoethnography research study for TRIO (June-July 2018)
- Worked with a range of faculty from UGA’s Department of English to faculty in UGA’s College of Education and UGA’s Division of Academic Enhancement
- Presented research at a national, professional conference in Washington, D.C.

Center for Undergraduate Research (CURO)

2019

Research Assistantship

- Conducted an extensive, interdisciplinary mixed-method research study/project
- Collaborated with UGA's Department of English faculty regarding praxis and research application

RESEARCH EXPERIENCE

Independent Researcher

2019-Present

TRIO McNair Scholars Program, University of Georgia

Research Mentor: Dr. Sara Kajder

- Research Study Title: *Tackling Aliteracy: Exploring the Influence of Augmented Reality on Student Reading Motivation*
- Working with UGA's Department of Language and Literacy faculty as well as Madison County High School 10th grade teacher Ms. Angela Dean
- Created an augmented reality experience using hosting site/platform ZapWorks
- Projected augmented reality experience onto a literary text to examine a student's perception and motivation to read text

Research and Project Team Member

2020

"ERASCOPE" App Research Team, University of Georgia

Principal Investigator/Client: Moxie

- Worked with Atlanta-based client Moxie to develop an augmented reality application that would "recontextualize" historical sites
- Co-led research team devoted to discovering the educational and narrative implications of augmented reality
- Created, coded, and designed the project website (<http://erascope.mynmi.net>)
- Presented and delivered the application to the client at UGA's New Media Institute's SLAM event/conference (April 2020)

Independent Researcher

2018-2019

TRIO McNair Scholars Program and Center for Undergraduate Research, University of Georgia

Research Mentor: Dr. Elizabeth Kraft

- Conducted two studies dedicated to discovering the activist attitudes of Generation Z in relation to their attraction to YA literature
- 1st Research Study Title: *Exploring the Typology of Generation Z Activist in Relation to Dystopian Fiction*
 - Obtained IRB approval
 - Conducted in-depth interviews
 - Analyzed three literary YA texts
 - Coded and analyzed interview transcripts and YA texts using a comparative method to find an activist typology
- 2nd Research Study Title: *Exploring the Influence of Dystopian Literature on the Activism of Generation Z Young Adults*
 - Obtained IRB approval

- Collected quantitative data from a hundred Gen Z participants using a Qualtrics-based questionnaire
- Conducted in-depth interviews
- Coded and analyzed both quantitative and qualitative data using a comparative method to find an influential relationship
- Combined both studies to be published in the peer-reviewed *American Journal for Undergraduate Research*
- Worked with and received assistance from UGA's Department of English and UGA's Division of Academic Enhancement

Research Team Member

2018

"Scholar Identity Development" Research Team, University of Georgia

Principal Investigator: Dr. Chris Pisarik

- Research Study Title: *Scholar Identity Development in Underrepresented College Students: A Collaborative Autoethnography*
- Participated in a research team that conducted a collaborative autoethnography to discover how scholarly identity develops among minorities
- Conducted interviews and analyzed transcripts using line-by-line coding to discover themes and patterns
- Co-led committee devoted to examining the implications of imposter syndrome on scholarly identity

TEACHING EXPERIENCE

Student Teacher

2020-2021

Mill Creek High School, Hoschton, GA

11th Grade CP/Gifted American Literature

- Reinforce lessons by facilitating discussions regarding weekly readings and classroom material
- Provide feedback to students following assignment and project submissions
- Teach mini-lessons on the themes in classic American literature
- Work with ELA department and mentor teacher to utilize digital tools in the classroom
- Keep records of grades, grade papers, and perform other administrative duties

Teaching Assistant

2020

Malcolm Bridge Middle School, Athens, GA

8th Grade Gifted Language Arts

- Co-led and taught mini-lesson on grammatical rules and regulations in ELA
- Facilitated discussions and engaged in writing conferences

PRESENTATIONS

"Fostering Insurgence: Exploring the Potential Impact of YA Dystopian Literature in the ELA Classroom," (Virtual) Conference for Young Adult Literature – Louisiana, Shreveport, LS, November 2020.

"Tackling Aliteracy: Exploring the Influence of Augmented Reality on Student Reading Motivation," (Virtual) TRIO McNair Scholars Symposium, Athens, GA, July 2020.

“Exploring the Typology of Generation Z Activist in Relation to Dystopian Fiction,” CURO Symposium, Athens, GA, April 2019.

“Exploring the Influence of Dystopian Literature and the Activism of Generation Z Young Adults,” Popular Culture Association Conference, Washington, D.C, April 2019.

“Scholar Identity Development in Underrepresented College Students: A Collaborative Autoethnography,” TRIO McNair Scholars Symposium, Athens, GA, July 2018.

ARTICLES

Jerald, Aysha. “Black Privilege.” *The Bell: A Positive Press Publication* (2019).

Jerald, Aysha. “Create Your Own Adventure.” *The Bell: A Positive Press Publication* (2019).

Jerald, Aysha. “How To Be A Volcano.” *The Bell: A Positive Press Publication* (2019).

Jerald, Aysha. “6 Pieces of Advice for the Struggling College Introvert.” *The Bell: A Positive Press Publication* (2018).

Jerald, Aysha. “Truth B. Told: An Honest University Student Resume.” *The Bell: A Positive Press Publication* (2018).

PUBLICATIONS

Jerald, Aysha. “Exploring the Relationship Between Dystopian Literature and the Activism of Generation Z Young Adults.” *American Journal of Undergraduate Research* 16.4 (2020): 81-94.

OTHER PROFESSIONAL SERVICE

Reader for *European Romantic Review* (2020)

RESEARCH INTERESTS

Generational Studies, Education Psychology, Social Sciences, Speculative Fiction, Literary Theory, Literary Adaptation Theory, Aliteracy, Multicultural/World Literature, American Literature, Emerging Media/Educational Technologies (Augmented and Virtual Reality), Digital Storytelling, History of the Internet, Religion Studies