

Marcia Mardis

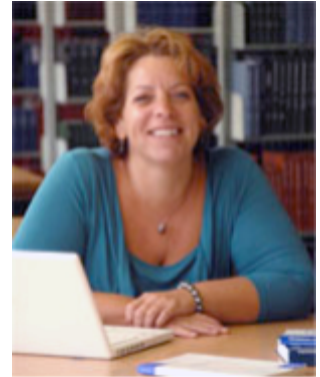
Name: Marcia A. Mardis, Ed.D., Eastern Michigan University. Major: Educational Leadership. summa cum laude.

Position: Associate Professor, School of Library and Information Studies, College of Communication & Information; Assistant Dean for Interdisciplinary Research and Education; Coordinator for Educational Informatics

Affiliation: Florida State University, Tallahassee, Florida

Dissertation:

Mardis, M. A. (2005). *The relationship between school library media programs and science achievement in Michigan middle schools* (Unpublished doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (0808610)



Marcia Mardis.
Image retrieved from <http://www.fsu.edu/indexTOFStory.html?lead.techgrant>

This dissertation was at Eastern Michigan University and was supervised by Charles M. Achilles.

Areas of Research: Dr. Marcia Mardis' research interests include:

- K-12 education informatics,
- K-12 STEM learning,
- Big Science,
- technician education,
- personalized learning,
- OER (Open Educational Resources) curation,
- digital libraries,
- broadband, and
- cyberinfrastructure (College of Communication & Information at Florida State University, n.d., para. 7).

Dr. Mardis is a prolific researcher and author, and has employed a variety of research methodologies, such as cooperative inquiry, case studies, sequential explanatory mixed-method processes. She also teaches about collection development, curation, youth and school library media, research methods, project management, and grant writing (College of Communication & Information, n.d., para. 8).

Annotation:

Guzzetti, B. J., & Mardis, M. A. (2014). From Dickens to 9/11: Exploring graphic nonfiction to support the secondary-school curriculum. *Journal of Research on Libraries and Young Adults*, online. Retrieved from

<http://www.yalsa.ala.org/jrly/2014/05/from-dickens-to-911-exploring-graphic-nonfiction-to-support-the-secondary-school-curriculum/>

This research article explores the suitability of graphic nonfiction texts for teaching content concepts, considering their utility and appeal, which is potentially useful for motivating at-risk adolescents. Two texts, *Charles Dickens: Scenes from an Extraordinary Life* and *The 9/11 Report: A Graphic Adaptation*, were examined to see what concepts were presented that would support secondary-school social studies and English/language arts curricula. These texts were also compared to academic textbooks and trade books to see how the range and frequency of concepts and the format features are similar or different. Because of the multimedia and visual literacy focus, the theoretical framework used was New Literacies Studies. Six texts were chosen - three per subject, including one graphic nonfiction per subject, one commonly used textbook per subject, and one original source document/current trade book - based on availability, age appropriateness, and reviews in Follett's Titlewave database. Since vocabulary represents concepts, content terms were identified and analyzed from the texts using comparative matrix analysis of their vocabulary. Also, text format features were identified, tallied, and compared.

After in-depth cross-text analysis, Guzzetti and Mardis conclude that there are distinct advantages to the inclusion of graphic nonfiction when teaching complex and advanced concepts. To them, the graphic nonfiction texts were denser, more rich, and more accessible, such as the concise but rich presentation of Dickens's life and the society in which he lived, including timelines. These texts provide increased interest and motivation and can give considerable support in particular to students who are at-risk. However, they caution against focusing on one type of text, since students need to engage with a variety of perspectives on content and formats including original source documents and textbooks.

Other interesting information:

Dr. Mardis is passionate about the growth and effective dissemination of information. On her website, Dr. Mardis reveals that she had a stroke which paralysed her left side for about six weeks and she was diagnosed with MS, but she sensed this was not right. She spent almost a year focused solely on finding the correct diagnosis. When she was finally treated for Lyme Disease, she dramatically improved. This convinced her that "Information is power. I am living proof. My aim is to convince others" (Mardis, January 25, 2018, para. 3).

Dr. Mardis' curriculum vitae is long and distinguished. It contains long lists of honors and awards, teaching involvements from courses taught to doctoral committees to curriculum development, publications in journals (refereed and non-refereed), book chapters and entire books, invited presentations, papers and keynote addresses at conferences and symposia, her service at universities and in professional organisations, and contracts and grants given (Mardis, September 20, 2018). She has been instrumental in projects with grants totalling of \$17 million, and has lead back-to-back projects funded by the National Science Foundation since 1999 (College of Communication & Information, n.d., para. 5).

One section of particular note is her direct involvement with the website development and particularly the Web2MARC software in the Digital Libraries to School Libraries project. It is an online tool that aims to help school librarians find, curate and encourage the use of digital library open content to enrich resources and support instruction, especially by creating records for online sites that can be incorporated into a library's OPAC (Mardis, McLaughlin, & Gingel, 2012).

References and Further Readings:



Amazon. (n.d.). 7 results for books: "Marcia Mardis". Retrieved from https://www.amazon.com/Books-Marcia-Mardis/s?ie=UTF8&page=1&rh=n%3A283155%2Cp_27%3AMarcia%20Mardis

College of Communication & Information at Florida State University. (n.d.). *Faculty & staff directory: Marcia A. Mardis, Ed.D.* Retrieved from <https://directory.cci.fsu.edu/marcia-mardis/>

Guzzetti, B. J., & Mardis, M. A. (2014). From Dickens to 9/11: Exploring graphic nonfiction to support the secondary-school curriculum. *Journal of Research on Libraries and Young Adults*, online. Retrieved from <http://www.yalsa.ala.org/jrlya/2014/05/from-dickens-to-911-exploring-graphic-nonfiction-to-support-the-secondary-school-curriculum/>

Mardis, M. A. (2018, January 25). *The Marcia project*. Retrieved from <https://sites.google.com/site/marciamardis/home>

Mardis, M. A. (2018, September 20). *Curriculum vitae: Marcia A. Mardis*. Retrieved from www.fsu.edu/cvdb/MMARDIS.rtf

Mardis, M., McLaughlin, C., & Gingel, G. (2012). *Digital Libraries to School Libraries*. Retrieved from <http://dl2sl.org/>

ResearchGate. (n.d.). *Marcia Mardis: Florida State University*. Retrieved from https://www.researchgate.net/profile/Marcia_Mardis

From her CV, these are Dr. Mardis' publications in refereed journals only, not counting those in submitted but not printed yet, and just from 2017 and 2018 alone:

- Burns, E., & Mardis, M. A. (2018). For and by the community: Processes and practices from the development of National School Library Standards. *School Libraries Worldwide*, 24(1), 118-125. doi:10.14265.24.1.0018
- Mardis, M. A., Ma, J., Jones, F. R., Ambavapuru, C., Kelleher, H., Spears, L. I., & McClure, C. R. (2018). Assessing alignment between information technology educational opportunities, professional requirements, and industry demands. *Education and Information Technologies*, 23(4), 1547 – 1584. doi:10.1007/s10639-017-9678-y
- Mardis, M. A., Kimmel, S., & Pasquini, L. (2018). Building of causality: A future for school librarianship research and practice. *Knowledge Quest*, 46(4), 20-27.
- Schultz-Jones, B., Kimmel, S., Mardis, M. A., Jones, F. R., Pribesh, S., Pasquini, L., & Colson, L. (2018). Evidence, standards, and school librarianship: Prevailing policies, promising methods, and progress on a research agenda. *School Libraries Worldwide*, 24(2), 17-29. doi:10.14265.24.2.002
- Guzzetti, B., & Mardis, M. A. (2017). The potential of graphic nonfiction for teaching and learning earth science. *School Libraries Worldwide*, 23(1), 15-29. doi:10.14265.23.1.002
- Hollister, J., Spears, L. I., Mardis, M. A., McClure, C. R., & Liebman, E. (2017). Employers' perspectives on the employability of IT graduates in north Florida. *Education + Technology*, 59(9), 1-19. doi:10.1108/ET-02-2017-0019
- Jones, F. R., Mardis, M. A., McClure, C. R., Ambavarapu, C. R., & Spears, L. I. (2017). Work-integrated learning (WIL) in information technology: An exploration of employability skills gained from internships. *Higher Education, Skills and Work-Based Learning*, 7(4), 394-407. doi:10.1108/HESWBL-08-2017-0046
- Jones, F. R., Mardis, M. A., McClure, C. R., & Randeree, E. (2017). Information technology alumni tracking: Promising practices for collecting, analyzing, and reporting employment data. *Journal of Higher Education Management*, 32(1), 167-185.
- Mardis, M. A., & Ambavapuru, C. R. (2017). Usage data as indicators of OER utility. *Journal of Online Learning Research*, 3(2), 197-221.