Alan Zemel

Contact information

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Education

2002-2004 **Postdoctoral Researcher**, Southern Illinois University School of Medicine
Department of Medical Education, Springfield, IL
Surgical Education Project
Timothy Koschmann (Principal Investigator and Mentor)

2002 **Ph.D., Rhetoric and Communication**, Temple University
"Participation and standing in consensus decision making,"
Anita Pomerantz (Chair, Associate Professor of Rhetoric and Communication), Joseph Schwartz (Associate Professor of Political Science), Herbert Simons (Professor of Rhetoric and Communication)

1976 **M.A., Regional Science**, University of Pennsylvania

1976 **B.A., Regional Science**, University of Pennsylvania

Educational Employment

2017-Curren **Associate Professor**, University at Albany, State University of New York
Department of Communication, Albany, NY

2015-2017 **Assistant Professor**, University at Albany, State University of New York
Department of Communication, Albany, NY

2014-2015 **Visiting Assistant Professor**, University at Albany, State University of New York
Department of Communication, Albany, NY (one year off the tenure clock)

2010-2014 **Assistant Professor**, University at Albany, State University of New York
Department of Communication, Albany, NY

2006-2010 **Assistant Teaching Professor**, Drexel University, Department of Culture & Communication, Philadelphia, PA (Non-tenure track, full-time contractual appointment)

2000-2002 **Instructor**, Ursinus College, Department of Communication

2000-2002	**Instructor**, University of the Sciences in Philadelphia, Department of Communication, Philadelphia, PA
2000-2002	**Adjunct Instructor**, Temple University, Departments of Speech Communication and Communication Sciences, Philadelphia, PA
1997-1999	**Instructor**, University of the Sciences in Philadelphia, Department of Communication. Philadelphia, PA
1997-1999	**Adjunct Instructor**, Temple University, Departments of Speech Communication and Communication Sciences, Philadelphia, PA
1984-1985	**Instructor**, Ursinus College, Department of Economics and Business Administration, Collegeville, PA
1982-1984	**Adjunct Assistant Professor**, Drexel University, Department of Economics and Department of Finance, Philadelphia, PA
1976-1980	**Instructor**, Philadelphia Community College, Department of Economics and Accounting, Philadelphia, PA

Additional Employment

2004-2006	**Research Manager**, Drexel University, The Math Forum Virtual Math Teams Project, Philadelphia, PA
1999-2000	**Dissertation Fellow**, Temple University Department of Rhetoric & Communication, Philadelphia, PA
1981-1982	**Research Assistant**, University of Pennsylvania, Department of Regional Science, Philadelphia, PA

Publications

Peer Reviewed Articles

Zemel, A. (2017). Texts as actions: Requests in online chats between reference librarians and library patrons. *Journal of the American Society for Information Science and Technology.*
● **Contribution: 100%**

Zemel, A. (2016). Embedded instruction: Proxy voicing in couples therapy. *Journal of Pragmatics. 17,* 21-36.
● **Contribution: 100%**

Zemel, A, &. Koschmann, T. (2015). A stitch in time: Teaching temporality in the operating room." *Communication & Medicine*, 12, 85-98.
● **Contribution: 60%** (I developed the first draft of the manuscript; this includes the analytical framework and the application of that framework to the data, both of which were co-developed. I co-developed subsequent drafts with my co-author.)

Koschmann, T., & **Zemel, A.** (2015) Accessory cystic artery as instructed object. *Medical Education, 49,* 1054-1057.
● **Contribution: 40%** (My co-author developed the first draft of the manuscript; this includes the analytical framework and the application of that framework to the data, both of which were co-developed. I co-developed subsequent drafts with my co-author.)

Zemel, A., & Koschmann, T. (2014). 'Put your fingers right in here': Learnability and instructed experience. *Discourse Studies*, *16*, 163-183.
- **Contribution: 60%** (I developed the first draft of the manuscript; this includes the analytical framework and the application of that framework to the data, both of which were co-developed. I co-developed subsequent drafts with my co-author.)

Zemel, A., & Koschmann, T. (2013). Recalibrating reference within a dual-space interaction environment. *International Journal of Computer-Supported Collaborative Learning*, *8*, 65-87.
- **Contribution: 60%** (I developed the first draft of the manuscript; this includes the analytical framework and the application of that framework to the data, both of which were co-developed. I co-developed subsequent drafts with my co-author.)

Koschmann, T., & **Zemel, A.** (2011). "So that's the ureter": The informal logic of discovery work. *Ethnographic Studies*, *12*, 31-46.
- **Contribution: 40%** (My co-author developed the first draft of the manuscript; this includes the analytical framework and the application of that framework to the data, both of which were co-developed. I co-developed subsequent drafts with my co-author.)

Zemel, A., & Koschmann, T. (2011). Pursuing a question: Reinitiating IRE sequences as a method of instruction. *Journal of Pragmatics*, *43*, 475-488.
- **Contribution: 60%** (I developed the first draft of the manuscript; this includes the analytical framework and the application of that framework to the data, both of which were co-developed. I co-developed subsequent drafts with my co-author.)

*Cakir, M. P., **Zemel, A.**, & Stahl, G. (2009). The joint organization of interaction within a multimodal CSCL medium. *International Journal of Computer-Supported Collaborative Learning*, *4*, 115-149.
- **Contribution: 35%** (Cakir developed the first draft of the manuscript; this includes the analytical framework and the application of that framework to the data, both of which all authors co-developed. I co-developed subsequent drafts with my co-author.)

Koschmann, T., **Zemel, A.** (2009). Optical pulsars and black arrows: Evidently-vague pronoun reference and the practical work of doing discovery. *Journal of the Learning Sciences*, *18*, 200-246.
- **Contribution: 40%** (My co-author developed the first draft of the manuscript; this includes the analytical framework and the application of that framework to the data, both of which were co-developed. I co-developed subsequent drafts with my co-author.)

*Epperson, T., & **Zemel, A.** (2008). Reports, requests, and recipient design: The management of patron queries in online reference chats. *Journal of the American Society for Information Science and Technology*, *59*, 2268-2283.
- **Contribution: 40%** (My co-author developed the first draft of the manuscript; this includes the analytical framework and the application of that framework to the data, both of which were co-developed. I co-developed subsequent drafts with my co-author.)

Zemel, A., Koschmann, T., LeBaron, C., Feltovich, P. (2008) "What are we missing?" Usability's indexical ground. *Computer Supported Cooperative Work*, *17*, (63-85).
- **Contribution: 45%** (I developed the first draft of the manuscript; this includes the analytical framework and the application of that framework to the data, both of which were co-developed with Koschmann and LeBaron. I co-developed subsequent drafts with my co-authors.)

Zemel, A., Xhafa, F., & *Cakir, M. (2007). What's in the mix? Combining coding and conversation analysis to investigate chat-based problem-solving. *Learning and Instruction*, *17*, 405-415.
- **Contribution: 50%** (I developed the first draft of the manuscript; this included an analytical framework that I co-developed with my co-authors. I performed the qualitative analysis of the data, co-authors performed the statistical analysis of the data. I co-developed subsequent drafts of the manuscript with co-author.)

Koschmann, T., LeBaron, C., Goodwin, C., **Zemel, A.**, Dunnington, G. (2006). Formulating the triangle of doom. *Gesture*, *71*, 97-118.
- **Contribution: 15%** (Koschmann developed the first draft of the manuscript; this includes the analytical framework and the application of that framework to the data, both of which I co-developed with Koschmann, LeBaron and Goodwin. I co-developed subsequent drafts with my co-authors.)

Dominguez, C., Uhlig, P., Brown, J., Gurevich, O., Shumar, W., Stahl, G., **Zemel, A.**, & Zipperer, L. (2005). Studying and supporting collaborative care processes. *Proceedings of the Human Factors and Ergonomics Society Annual Meeting*. *49*, 1074-1078.
- **Contribution: 12.5%** (Dominguez developed the first draft of the manuscript; this includes the analytical framework and the application of that framework to the data, both of which I co-developed with the other co-authors. I co-developed subsequent drafts with my co-authors.)

Zemel, A. (1998) The Passover Haggadah as argument, or why is this text different from other texts? *Argumentation*, *12*, 55-77.
- **Contribution: 100%**

Book Chapters (Peer reviewed)

Hebenstreit, B. & **Zemel, A.** (2021). Affect in Interaction: Working Out Expectancies and Responsibility in a Phone Call. In A. Weatherall & J. Robles (Eds.) *How emotions are mad in talk.* Amsterdam: John Benjamins.
- **Contribution: 45%** (My co-author developed the first draft of the manuscript. I developed the initial analytical framework and the application of that framework to the data. My co-author and I refined the ramework and I contributed to subsequent drafts of the chapter.)

Koschmann, T., *Sigley, R., **Zemel, A.**, Maher, C. (Accepted for publication September 2016). How the 'machinery' of sense-production changes over time. In E. González-Martinez, S. Pekarek Doehler, S., & J. Wagner (Eds.) *Documenting change across time: Longitudinal studies on the organization of social interaction.* New York: Palgrave.
- **Contribution: 35%** (Koschmann developed the first draft of the manuscript; this includes the analytical framework and the application of that framework to the data, both of which I co-developed with Koschmann and co-authors. I co-developed subsequent drafts with my co-authors.)

Zemel, A. (2014). Instructed experience: Therapeutic enactment in Emotionally Focused Therapy. In C. M. Jacknick, C. Box, & H. Z. Waring (Eds.), *Talk in institutions: A LANSI volume* (pp. 46-73). Newcastle on Tyne: Cambridge Scholars Publishing. (Zemel 100%)
- **Contribution: 100%**

Koschmann, T., & **Zemel, A.** (2014). Instructed Objects. In M. Nevile, P. Haddington, T. Heinemann, & M. Rauniomaa (Eds.), *Interacting with objects* (pp. 357-378). Amsterdam: John Benjamins Publishing Company.
- **Contribution: 40%** (My co-author developed the first draft of the manuscript; this includes the analytical framework and the application of that framework to the data, both of which we co-developed. I co-developed subsequent drafts with my co-author.)

Book Chapters (Invited)

Zemel, A., Koschmann, T., & LeBaron, C. (2012). Pursuing a response: Prodding recognition and expertise within a surgical team. In C. Goodwin, C. LeBaron & J. Streeck (Eds.), *Embodied Interaction: Language and Body in the Material World* (pp. 227-242). Cambridge: Cambridge University Press.
- **Contribution: 50%** (I developed the first draft of the manuscript; this includes the analytical framework and the application of that framework to the data, both of which all authors co-developed. I co-developed subsequent drafts with my co-authors.)

Zemel, A. & *Cakir, M. (2009) Reading's work: The mechanisms of online chat as social interaction. In

G. Stahl (Ed.), *Studying Virtual Math Teams* (pp. 261-276). New York, NY: Springer Publishing.
- **Contribution: 70%** (I developed the first draft of the manuscript; this includes the analytical framework and the application of that framework to the data, both of which were co-developed. I co-developed subsequent drafts with my co-author.)

Zemel, A., Xhafa, F. & *Cakir, M. (2009) Combining coding and conversation analysis of VMT chats. In G. Stahl (Ed.), *Studying Virtual Math Teams* (pp. 421-450). New York, NY: Springer Publishing.
- **Contribution: 50%** (I developed the first draft of the manuscript; this included an analytical framework that was co-developed with my two authors. I performed the qualitative analysis of the data, co-authors performed the statistical analysis of the data. I co-developed subsequent drafts of the manuscript with my co-authors.)

Zemel, A., Xhafa, F., Stahl, G. (2005) Analyzing the Organization of Collaborative Math Problem-Solving in Online Chats Using Statistics and Conversation Analysis. In H. Fuks, S. Lukosch & A. C. Salgado (Eds.), *Groupware: Design, Implementation and Use* (pp. 271-283). Berlin: Springer Publishing.
- **Contribution: 50%** (I developed the first draft of the manuscript; this included an analytical framework that was co-developed with my two authors. I performed the qualitative analysis of the data, co-authors performed the statistical analysis of the data. I co-developed subsequent drafts of the manuscript with my co-authors.)

Koschmann, T., Stahl, G., **Zemel. A.** (2005) The Video Analyst's Manifesto (or The Implications of Garfinkel's Policies for Studying Practice within Design-Based Research). In R. Goldman, B. Barron, S. Derry, & R. Pea (Eds.), *Video research in the learning sciences* (pp. 133-143). Mahwah, NJ: Lawrence Erlbaum Associates.
- **Contribution: 20%** (Koschmann developed the first draft of the manuscript; this includes the analytical framework and the application of that framework to the data, both of which I co-developed with Koschmann and Stahl. I co-developed subsequent drafts with my co-authors.)

Koschmann, T., **Zemel, A.**, Conlee-Stevens, M., Young, N., Robbs, J., and Barnhart, A. (2005). How do people learn: Member methods and communicative mediation. In R.Bromme, F. Hesse, & H. Spada (eds.) *Barriers and biases in computer-mediated knowledge communication (and how they may be overcome)* (pp. 265-294). Amsterdam: Springer
- **Contribution: 25%** (Koschmann developed the first draft of the manuscript; this includes the analytical framework and the application of that framework to the data, both of which I co-developed with Koschmann. I co-developed subsequent drafts with my co-authors.)

Koschmann, T., **Zemel, A.**, Conlee-Stevens, M., Young, N., Robbs, J., and Barnhart, A. (2003). Problematizing the problem: A single case analysis in a dPBL meeting. In B. Wasson, S. Ludvigsen & U. Hoppe (eds.) *Designing for change*. (pp. 37-46). Amsterdam: Kluwer Academic Press.
- **Contribution: 25%** (Koschmann developed the first draft of the manuscript; this includes the analytical framework and the application of that framework to the data, both of which I co-developed with Koschmann. I co-developed subsequent drafts with my co-authors.)

Pomerantz, A. and **Zemel, A.** (2003). Perspectives in interviewers' queries. In Harry van den Berg et al. (eds.) *Analyzing Interviews on Racial Issues* (p. 215-230). Cambridge: Cambridge University Press.
- **Contribution: 50%** (Pomerantz and I developed and we each wrote drafts of our respective sections of the manuscript; this includes the analytical framework and the application of that framework to the data, both of which were co-developed. I co-developed subsequent drafts with my co-author.)

Research Reports

Dorr, B., *Bhatia, A., *Dalton, A., *Mather, B., *Hebenstreit, B., *Santhanam, S., *Cheng, Z., Shaikh, S., Zemel, A., Strzalkowski, T. (2020). Detecting Asks in Social Engineering Attacks: Impact of Linguistic and Structural Knowledge. In *Proceedings of the AAAI Conference on Artificial Intelligence, Vol. 34, No. 05: AAAI-20 Technical Track 5: Natural Language Processing.* (pp. 7675-7682). New York, NY: Association for the Advancement of Artificial Intelligence.

● **Contribution: 10%** (I contributed to the analytical framework and the application of that framework to the data.)

*Dalton, A., *Aghaei, E., Al-Shaer, E., *Bhatia, A., *Castillo, E., *Cheng, Z., *Dhaduvai, S., *Duan, Q., *Hebenstreit, B., Mazharul Islam, M., *Karimi, Y., Masoumzadeh, A., *Mather, B., *Santhanam, S., Shaikh, S., **Zemel, A.,** Strzalkowski, T. & Dorr, B. (2020). Active Defense Against Social Engineering: The Case for Human Language Technology. In *Proceedings for the First International Workshop on Social Threats in Online Conversations: Understanding and Management.* (pp. 1-8). Marseille, France: European Language Resources Association.
● **Contribution: 10%** (I contributed to the analytical framework and the application of that framework to the data.)

*Bhatia, A., *Dalton, A., *Mather, B., *Santhanam, S., Shaikh, S., **Zemel, A.,** Strzalkowski, T., Dorr, B. (2020) Adaptation of a Lexical Organization for Social Engineering Detection and Response Generation. In Proceedings for the First International Workshop on Social Threats in Online Conversations: Understanding and Management (pp. 9-14). Marseille, France: European Language Resources Association.
● **Contribution: 10%** (I contributed to the analytical framework and the application of that framework to the data.)

* indicates student co-author

Works in Progress

Manuscripts under Review

Zemel, A., *Gerhardt, M. O., Yoeli, F. R., Prattos, T. (2015, November). Displays of surprise as "my side" tellings: Strategies for addressing delicate issues of accountability and trust. Submitted (December 2015) to *Text and Talk.* (Research related to FRAP B 2012 grant award)

* indicates student co-author

Manuscripts in Preparation

Bhatia, A., Dalton, A., Mather, B., Santhanam, S., Shaikh, S., **Zemel, A.**, Strzalkowski, T. & Dorr, B. J. (2020). Adaptation of a Lexical Organization for Social Engineering Detection and Response Generation. arXiv preprint arXiv:2004.09050.

Zemel, A. Stance as a therapeutic object. For submission to *Psychotherapy Research.* (Research related to FRAP B grant award)

Zemel, A. Recipiency displays as occasioned occurrences during extended tellings in psychotherapy. For submission to *Learning, Culture and Social Interaction.* (Research related to FRAP B 2012 grant award)

Zemel, A. Coordinating collaborative action in online math problem solving. For submission to *International Journal of Computer-Supported Collaborative Learning.*

Zemel, A., & Koschmann, T. Learning's work and instructed action. For submission to *Discourse Studies.*

* indicates student co-author

Other Scholarly Activity

2004-2006   **Consultant**, University of Cincinnati Medical Center, Collaborative Patient Care Project, Cincinnati, OH

Grants

University at Albany

Alan Zemel, Co-Investigator. Tomoko Udo, Principal Investigator, School of Public Health. Presidential Innovation Fund for Research & Scholarship: *Enhancing the Role of Emergency Department in Fight against Opioid Epidemic: Preliminary Evaluation of Take-Home Naloxone Program*. Submitted September 5, 2016; $35,806 applied for. The project is approved for funding.

Alan Zemel, Principal Investigator. Faculty Research Award Program (FRAP B) The Interactional Organization of Intensive Reprocessing Therapy. Submitted March, 2012; The project was funded and $3,500 was awarded.

Federal Proposals

Alan Zemel, Co-Investigator. Dr. Tomek Strzalkowski, Principle Investigator, Director of Institute for Informatics, Logics & Securities Studies, Department of Computer Science, College of Engineering and Applied Sciences: *PANACEA: Personalized AutoNomous Agents Countering Social Engineering Attacks*. Abstract submitted September 19, 2017; Amount proposed approximately $8 million.

Alan Zemel, Co-Investigator. Diane Dewar, Principal Investigator, School of Public Health. National Institutes of Health (NIH) R21: *Social determinants of diabetes prevention and treatment among Guyanese adolescents in Upstate New York*. Submitted February 12, 2016; $241,000 applied for. The project was not funded.

Alan Zemel, Co-Investigator. Daniel Cukor, Principal Investigator, SUNY Downstate Medical Center. National Institutes of Health (NIH) / National Institute on Minority Health and Health Disparities (NIMHD) (U54) Proposal: *Transdisciplinary Collaborative Center (TCC) for Diabetes and Kidney Disease Prevention for Caribbean American Immigrants in NYS*. Submitted in December 2015; $11,353,159 applied for. I was to participate in the following R01 level project included in the proposal: Bridging Transitions in CKD Care: A multilevel intervention to improve the rates of successful early referral for kidney health. The project was not funded.

Conference Paper Presentations

Santhanam, S., Cheng, Z., Mather, B., Dorr, B., Bhatia, A., Hebenstreit, B., Zemel, A., Dalton, D., Strzalkowski, T. and Shaikh, S. Learning to Plan and Realize Separately for Open-Ended Dialogue Systems (2020). Accepted for presentation at *EMNLP 2020 The 2020 Conference on Empirical Methods in Natural Language Processing*. 16-20 November, 2020.

Dalton, A., Aghaei, E., Al-Shaer, E., Bhatia, A., Castillo, E., Cheng, Z., Dhaduvai, S., Duan, Q., Hebenstreit, B., Mazharul Islam, M., Karimi, Y., Masoumzadeh, A., Mather, B., Santhanam, S., Shaikh, S., **Zemel, A.**, Strzalkowski, T., Dorr, B. J. (2020). Active Defense Against Social Engineering: The Case for Human Language Technology. *Proceedings of the Workshop on Social Threats in Online Conversations: Understanding and Management (STOC-2020)*, (p. 1–8). Language Resources and Evaluation Conference (LREC 2020), Marseille, 11–16 May 2020

Dorr, B. J., Bhatia, A., Dalton, A., Mather, B., Hebenstreit, B., Santhanam, S., Cheng, Z., Shaikh, S., **Zemel, A.** and Strzalkowski, T. (2020). Detecting Asks in Social Engineering Attacks: Impact of

Linguistic and Structural Knowledge. *AAAI (Association for the Advancement of Artificial Intelligence) 2020*, 7675-7682.

Zemel, A. & Koschmann, T. (2019). **Saliency in action.** Paper presented at at the International Institute for Ethnomethodology and Conversation Analysis Conference 2019 – Practices, University of Mannheim, Manheim, Germany.

Hebenstreit, B. & Zemel, A. (2019). *Instructing Self Correction.* Paper presented at the International Institute for Ethnomethodology and Conversation Analysis Conference 2019 – Practices, University of Mannheim, Manheim, Germany.

Zemel, A., Jin, S., Koschmann, T. & Tartar, T. H. (2017). *Surgical inspection as embedded instruction.* Paper presented at the International Institute for Ethnomethodology and Conversation Analysis Conference 2017 — A Half Century of Studies, Otterbein Univeristy, OH.

Zemel, A. & Hebenstreit, B. (2017). *Once more unto the breach*. Paper presented at The International Pragmatics Association Conference 2017, Belfast, Northern Ireland.

Koschmann, T., *Sigley, R., Zemel, A., Maher, C. (2016, November). *Story problems*. Paper prepared for presentation at the National Communication Association 102nd Annual Convention. Philadelphia, PA.

Zemel, A. (2016, June). *Therapist response tokens as occasioned occurrences during extended tellings in psychotherapy*. Paper presented at The 8th International Conference on Conversation Analysis and Psychotherapy, Finnish Centre of Excellence in Research on Intersubjectivity in Interaction, Helsinki, Finland. (Research related to FRAP B 2012 grant award)

Zemel, A., *Gerhardt, M. O., Yoeli, F. R., Prattos, T. (2015, November). *Displays of surprise as "my side" tellings: Strategies for addressing delicate issues of accountability and trust*. Presented at the National Communication Association 101st Annual Convention. Las Vegas, NV. (Research related to FRAP B 2012 grant award)

Zemel, A., & Koschmann, T. (2015, October). *Learning's work and instructed action*. Presented at 5th Annual LANSI Language and Social Interaction Workgroup Conference, Teachers College, Columbia University.

Zemel, A. (2015, August). *Representation, reference and intersubjective alignment in online chats between librarians and patrons*. Presented at the International Institute for Ethnomethodology and Conversation Analysis Conference 2015 – Living the material world, Southern Danish University, Kolding, Denmark.

Zemel, A. (2015, July). *Recipiency displays as occasioned occurrences during extended tellings in psychotherapy*. Invited by Myrte Gossen and Tom Koole for the panel "The Work of Understanding in Education," and presented at The International Pragmatics Association Conference 2015, Antwerp, Belgium. (Research related to FRAP B 2012 grant award)

*Gerhardt, M. O., & Zemel, A. (2014, October) *The use of surprise as a 'my side' telling*. Presented at 4th Annual LANSI Language and Social Interaction Workgroup Conference, Teachers College, Columbia University. (Research related to FRAP B 2012 grant award)

Koschmann, T., & Zemel, A. (2014, October) *When 'others' correct.* Presented at 4th Annual LANSI Language and Social Interaction Workgroup Conference, Teachers College, Columbia University.

Zemel, A., &. Koschmann, T. (2014, June) *A Stitch in Time: Teaching Temporality*. Presented at the International Conference on Conversation Analysis, UCLA, Los Angeles, CA.

Koschmann, T., & Zemel, A. (2014, June) *Instructed Objects*. Presented at the International Conference on Conversation Analysis, UCLA, Los Angeles, CA.

Koschmann, T., **Zemel, A.**, & Neumeister, M. (2014, June). *"Case n' point" Discovering learning in the nonce*. Presented at International Conference of the Learning Sciences (ICLS) 2014. Boulder, Colorado.

Zemel, A., Yoeli, F. & Prattos, T. (2013, November). *Stance as a therapeutic object in psychotherapy.* Presented at the National Communication Association 99th Annual Convention. Washington, DC. (Research related to FRAP B grant award)

Zemel, A., Yoeli, F. & Prattos, T. (2013, October). *Client narratives as first and second stories in the treatment of trauma*. Presented at LANSI Language and Social Interaction Workgroup, Teachers College, Columbia University. (Research related to FRAP B grant award)

Zemel, A. (2013, August*). Talking in new ways: Direct-modeled speech in Emotionally Focused Therapy.* Presented at the International Institute for Ethnomethodology and Conversation Analysis Conference (IIEMCA 2013), Waterloo University, Waterloo, Canada.

Zemel, A. (2013, August). *Learning in interactional terms*. Presented at the International Institute for Ethnomethodology and Conversation Analysis Conference (IIEMCA 2013), Waterloo University, Waterloo, Canada.

Zemel, A. (2012, September). *Therapeutic Enactment, Learning and Experience*. Presented at LANSI Language and Social Interaction Workgroup, Teachers College, Columbia University.

Zemel, A. & Koschmann, T. (2011, November). *Learning and Instruction in the Operating Room*. Presented at the National Communication Association 97th Annual Convention. New Orleans, LA.

Zemel, A. & Koschmann, T. (2011, October). *Learning and Discovery in Online Chat*. Presented at LANSI Language and Social Interaction Workgroup, Teachers College, Columbia University

Koschmann, T., & **Zemel, A.** (2011, July). *Discovering the Learnable*. Presented at the International Institute for Ethnomethodology and Conversation Analysis Conference IIEMCA2011, Fribourg, Switzerland.

Koschmann, T., & **Zemel, A.** (2011, May). *"That's right hepatic?" Learning as witnessable and methodic*. Invited keynote at STLAURS 2011 (St. Louis Area Undergraduate Research Symposium), Carbondale, IL.

Zemel, A., Koschmann, T., & Murray, M. (2011). *Therapeutic Enactment in Emotionally Focused Therapy*. Presented at International Communication Association 61st Annual Convention. Boston, MA.

Zemel, A. & Stahl, G. (2010). *Coordinating Collaborative Action in Online Math Problem-Solving*. Presented at National Communication Association 96th Annual Convention. San Francisco, CA.

*Cakir, M., Stahl, G., & **Zemel, A.** (2010). *Interactional Achievement of Shared Mathematical Understanding in a Virtual Math Team*. Presented at the 9th International Conference of the Learning Sciences: Learning in the Disciplines. Chicago, IL.

*Cakir, M. P., **Zemel, A.**, & Stahl, G. (2009). *Interaction analysis of dual-interaction CSCL environments.* Presented at the International Conference on Computer Support for Collaborative Learning (CSCL 2009). Rhodes, Greece.

Koschmann, T., Stahl, G., & **Zemel, A.** (2009). *Examining understanding in computer-mediated learning environments*. Presented at the International Congress of Qualitative Inquiry (QI2009). Urbana, IL.

Koschmann, T., Stahl, G., & **Zemel, A.** (2009). *"you can divide the thing into two parts": Analyzing referential, mathematical and technological practice in the VMT environmen*t. Presented at the International Conference on Computer Support for Collaborative Learning (CSCL 2009). Rhodes,

Greece.

Stahl, G., **Zemel, A.**, & Koschmann, T. (2009) *Repairing Indexicality in Virtual Math Teams*. Paper presented at the 17th Annual International Conference on Computers in Education, Hong Kong.

Zemel, A., *Zhou, N., & Stahl, G. (2009). *Collaboration and Chat: Recipiency in Online Math Problem Solving*. Presented at the NCA 95th Annual Convention, Discourses of Stability and Change. Chicago, IL

Zemel, A., & *Epperson, T. W. (2009). *Instruction in Online Chats between Academic Reference Librarians and Patrons*. Presented at the 95th Annual National Communication Association Convention. Chicago, IL.

Zemel, A., *Çakir, M. P., & Stahl, G. (2009). <u>Understanding and analyzing chat in CSCL as reading's work</u>. Presented at the international conference on Computer Support for Collaborative Learning (CSCL 2009). Rhodes, Greece.

Zemel, A., *Cakir, M. P., *Zhou, N., & Stahl, G. (2009). *Learning as a Practical Achievement: An Interactional Perspective*. Presented at the Eighth International Conference on Computer Supported Collaborative Learning (CSCL2009: CSCL Practices). Rhodes, Greece.

*Cakir, M., & **Zemel, A.** (2008). *Extending an Explanation: Achievement of Locally Adequate Symmetry of Situated Expertise*. Presented at National Communication Association Convention. San Diego, CA

Zemel, A. & *Cakir, M. (2008). *Cognitive States, Assessment and Learning: An Interactional Perspective.* Presented at the National Communication Association Convention. San Diego, CA

*Zhou, N., **Zemel, A.**, & Stahl, G. (2008). *Questioning and responding in online small groups engaged in collaborative math problem solving.* Presented at the International Conference of the Learning Sciences (ICLS 2008). Paper available at http://www.cis.drexel.edu/faculty/gerry/pub/icls2008nan.pdf.

LeBaron, C., Koschmann, T., Goodwin, C., Dunnington, G., & **Zemel, A.** (2008). *Bodies of knowledge: Scaffolding expertise within a surgical team of a teaching hospital.* Presented at Language, Culture and Mind III. University of Southern Denmark, Odense, Denmark.

*Çakir, M. P., **Zemel, A.**, & Stahl, G. (2007). *The organization of collaborative math problem solving activities across dual interaction spaces*. Presented at the international conference on Computer-Supported Collaborative Learning (CSCL '07) Conference. New Brunswick, NJ.

*Toledo, R. P. S., **Zemel, A.**, & Stahl, G. (2007). *Resolving differences: Twists and turns in a synchronous online collaborative mathematics problem-solving session*. Presented at Computer-Supported Collaborative Learning (CSCL '07) Conference. New Brunswick, NJ.

Zemel, A. & Koschmann, T. (2007). *Understanding as participation*. Presented at the 12th Biennial Conference for Learning and Instruction (EARLI 2007), Budapest, Hungary.

Zemel, A., Shumar, W., & *Cakir, M. P. (2007). *The disembodied act: Copresence and indexical symmetry in computer-mediated communication*. Presented at the Computer-Supported Collaborative Learning (CSCL '07) Conference. New Brunswick, NJ.

Zemel, A. & *Cakir, M. (2007). *Readings work: The mechanisms of online chat as social interaction*. Presented at the 93rd National Communication Association Conference (NCA 2007), Chicago, IL.

*Zhou, N., **Zemel, A.**, Stahl, G. (2007) *Information as a social achievement: Collaborative information behavior in CSCL*. Presented at the international conference on Computer-Supported Collaborative Learning (CSCL '07) Conference. New Brunswick, NJ.

Koschmann, T., **Zemel, A.**, LeBaron, C., Goodwin, C., Hall, R., & Dunnington, G. (2006). *Learning to cut: Examining the in vivo properties of instruction in the OR*. Presented at ICCA '06, Götesbörg, Sweden.

Stahl, G., **Zemel, A.**, *Sarmiento, J., *Çakir, M. P., Weimar, S., Wessner, M., Mühlpfordt, M. (2006). *Shared referencing of mathematical objects in chat*. Presented at the International Conference of the Learning Sciences (ICLS 2006). Bloomington, IN.

Stahl, G., & **Zemel, A.** (2006). *Workshop: Interaction & learning in chat environments: A workshop with data sessions*. Presented at the International Conference of the Learning Sciences (ICLS 2006), Bloomington, IN.

Zemel, A., Xhafa, F., & Stahl, G. (2005). *Analyzing the organization of collaborative math problem-solving in online chats using statistics and conversation analysis*. Presented at the CRIWG International Workshop on Groupware, Racife, Brazil.

Zemel, A., Xhafa, F., & *Cakir, M. (2005). *What's in the mix? Combining coding and conversation analysis to investigate chat-based problem-solving*. Presented at the 11th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI 2005), Nicosia, Cyprus.

Zemel, A., & Koschmann, T. (2005). *Understanding-as-participation: A single case analysis of a problem-based learning meeting*. Presented at the International Institute for Ethnomethodology and Conversation Analysis Conference (IIEMCA 2005), Waltham, MA.

Zemel, A. (2005). *Texts-in-interaction: Collaborative problem-solving in quasi-synchronous computer-mediated communication*. Presented at the International Conference of Computer-Supported Collaborative Learning (CSCL 05), Taipei, Taiwan.

Zemel, A., Shumar, W., Stahl, G., Dominguez, C., Brown, J., Zipperer, L., et al. (2005). *Communications analysis of the Concord collaborative care model*. Presented at the Safety and Health Insurance (SAHI 2005). Saint Louis, Missouri.

Koschmann, T., LeBaron, C., **Zemel, A.**, & Dunnington, G. (2005). *Things we encounter in concern: Documenting the work of collaborative tool work*. Presented at the 9th International Pragmatics Conference, Riva del Garda, Italy.

Zemel, A., Koschmann, T., LeBaron, C., & Feltovich, P. (2005). *The missing in-between: Deictic management of scene formulation*. Presented at CSCL '05, Taipei, Taiwan.

Koschmann, T., Stahl, G., & **Zemel, A.** (2004). *The video analyst's manifesto (or the implications of Garfinkel's policies for the development of a program of video analytic research within the learning sciences)*. Presented at the International Conference of the Learning Sciences (ICLS 2004). Los Angeles, CA. Proceedings pp. 278-285.

Koschmann, T., & **Zemel, A.** (2004). *"It pulls it": Conceptual change as social fact*. Presented at 4th European Symposium on Conceptual Change, Delphi, Greece.

Koschmann, T., **Zemel, A.**, LeBaron, C., Dunnington, G., & Goodwin, C. (2004). *Summoning the missing user*. Presented at the International Workshop on Interaction, Artifacts, and Situated Cognition. Bielefeld, Germany.

Zemel, A., Koschmann, T., Conlee-Stevens, M., Young, N., Robbs, J., and Barnhart, A. (2003). *Problems in Problem-Based Learning: Learner-Directed Instruction in Face-to-Face and Computer-Mediated Settings*. Presented at the National Communication Association Convention, Miami Beach, FL.

Koschmann, T., **Zemel, A.**, & LeBaron, C. (2003). *The Instructability of Instruction: Formulating the Triangle of Doom*. Presented at the 10th Biennial Conference of the European Association for Research

on Learning and Instruction (EARLI), Padua, Italy.

Zemel, A., Koschmann, T. (2003) *Teaching Surgery: The Achievement of Multiple Interactional Outcomes in the Operating Room*. Presented at the International Communication Association Meetings, San Diego, CA.

Zemel, A. (2003). *Doing Participation*. Presented at the Text and Discourse Winter Conference, Jackson Hole, WY.

Zemel, A. (2001). *Meeting the Other: Levinasian Responsibility and Political Discourse.* Presented at the National Communication Association Convention, Atlanta, GA.

Zemel, A. (1996). *Group internal state display sequences: A method of organizing relations among participants in interactions*. Presented at the Fifth International Pragmatics Conference, University of Mexico, Mexico City, Mexico.

Zemel, A. (1996). *In whose best interest: The accomplishment of institutional identities*. Presented at the American Association of Applied Linguistics Conference, Chicago, IL.

Zemel, A. (1995) *Position and Paradox: A Case Study of the Moral Organization of a Child Custody Mediation*. Presented at the Ninth SCA/AFA Conference on Argumentation, University of Utah, Alta UT.

Zemel, A. (1994). *The Passover Haggadah as argument, or why is this text different from other texts?* Presented at the Third International Conference on Argumentation, University of Amsterdam, The Netherlands.

* indicates student co-author

Workshops

Stahl, G., & **Zemel, A.** (2006). *Interaction & learning in chat environments: A workshop with data sessions*. Presented at the International Conference of the Learning Sciences (ICLS 2006), Bloomington, IN.

Other Presentations

Zemel, A. (2013, October), *Learning in Interactional Terms - A Surgical Example*. Presented at Albany College of Pharmacy and Health Science, Albany, NY.

Zemel, A. & Koschmann, T., (2011, May). *Formulation and instruction in online chat*. Invited presentation at Video-based studies of instruction and work in medicine, Learning, Interaction and the development of narrative knowing and remembering (LINT), University of Gothenburg, Sweden

Koschmann, T., & **Zemel, A.** (2011, May). *Emic approaches to learning in surgery and psychotherapy*. Invited presentation at Video-based studies of instruction and work in medicine, LETStudio, University of Gothenburg, Sweden

Teaching

Innovations in Course Development

Fall 2015-Spring 2016: Participated in a department-wide an initiative to develop upper level on-line COM courses in a form that will make it possible for the courses to enroll 45 students (which is the typical enrollment cap for an upper level elective course taught during the academic year, but 20 more students than the typical enrollment cap for upper level on-line course offerings taught during winter and summer sessions), and to be taught by a faculty member with the assistance of a graduate level course assistant. The goals of the initiative were to create additional flexible study options for COM majors, contribute to the development of an online general education program, contribute to new fully online degree programs (such as the one being launched by CCI), and help to recruit graduate students to the COM master's program. Awarded a course release in Fall 2015 to redesign the course for an eight-week version to be offered in Spring 2016; the redesign included developing additional course activities, rubrics for assessment, and guidance for a master's level course assistant to support administering an online upper level course with the same enrollment cap as the traditional classroom based courses.

Fall 2014: Attended and completed ITLAL workshop, *The Flipped Classroom Project.* Developed a 16 week, semester length, 'flipped' version of Computer-Mediated Communication (ACOM 375).

Graduate Courses

Conversation Analysis (ACOM585)	University at Albany	Spring	2013-current
Interaction in Institutional			
Contexts (ACOM652)	University at Albany	Fall	2014-current
Interaction in Health Care			
Contexts (ACOM675)	University at Albany	Spring	2011-2013
Qualitative Research Methods (ACOM675)	University at Albany	Spring	2010
Interpersonal Interaction (ACOM575)	University at Albany	Fall	2011
Computer-mediated			
Communication (COM630)	Drexel University		2008
Technical Writing (COM510)	Drexel University		2009

Undergraduate Courses

Computer-Mediated Communication		
8 Week Online (ACOM375)	University at Albany	2016-current
Computer-Mediated Communication		
Flipped, in-class 16 week (ACOM375)	University at Albany	2013-2015
Computer-Mediated Communication		
4 Week Online (ACOM375)	University at Albany	2011-current
Health Communication (ACOM340)	University at Albany	2010-2012
Senior Projects (COM490/491)	Drexel University	2008-2010
Conversation Analysis (COM400)	Drexel University	2009
Provider-Patient Communication (COM400)	Drexel University	2010
Rhetoric of Remembrance (COM400)	Drexel University	2008-2009
Argumentation (COM380)	Drexel University	2009
Computer-mediated		
Communication (COM380)	Drexel University	2008-2009
Grant Writing (COM375)	Drexel University	2007-2009
Technical Communication (COM310)	Drexel University	2007-2010
Techniques of Speaking (COM230)	Drexel University	2006-2010

Qualitative Research Methods (COM220)	Drexel University	2007-2010
Theories &Models of Comm (COM210)	Drexel University	2008-2010
Sociolinguistics (LING102)	Drexel University	2007
Intercultural Communication (ANTH312)	Drexel University	2006-2009
Public Speaking	Temple University	1997-2002
Introduction to Communication	University of the Sciences in Philadelphia	1997-1999, 2000-2002

Ph.D. Students

Ph.D. Students: Committee Chair (Current)
Bryanna Hebenstreit, University at Albany
Shengqin Jin, University at Albany
Olivia Mata, University at Albany
Youyou Li, University at Albany

Ph.D. Students: Committee Member (Current)
James Snack, University at Albany
Erting Sa, University at Albany
Amy Williams, University at Albany

Ph.D. Students: Committee Member (Past)
Rachel Gray (withdrew for medical reasons, 2013)
Theodore Katerinakis, (graduated 2014), Drexel University
Nan Zhou, (graduated 2010), Drexel University
Ramon Toledo, (proposal not accepted, 2010), Drexel University
Murat Cakir, (graduated 2009), Drexel University

M.A. Advisees

Reem Alrehaili (graduated December 2015)
Tara Anguish (graduated December 2014)
Carolyn Bice (graduated December 2014)
Marissa Crary (current)
Shawna Eccles (graduated December 2013)
Tameka Edwards (current)
Marie Gerhardt (graduated May 2015) — Supervised Guided Research Project
Kaillie Gray (graduated December 2013)
Caryn Halle (graduated)
Bryanna Hebenstreit (graduated COM/TESOL Dual Degree, May 2015) — Supervised Guided
    Research
Peter Hooley (graduated)
Hikaru Inuzuka (graduated COM/TESOL Dual Degree, December 2015)
Yujin Kwon (graduated December 2013)
Taralyn Lamont
Emily Lin ()
Xiaowei Ma (current)
Kathryn McCool (graduated December 2013)
Ashleigh Nolan (graduated May 2013)
Eirrinn Norrie (current)
Ericka Parks-Medina (current)
Sarah Pragen (graduated May 2014)
Rebecca Spath (graduated December 2015)

B.A. Students

Kaitlin Dausch (2015), Honors Project Advisor
Ashley Steinberg (2014) Honors Project Advisor
Emily Fiorini (2013) Honors Project Advisor
Mimi Badu (current)

Juliette Brown (current)
Michael Calderone (current)
Nicole Del Castello (current)
Emanuel Encarnacion Byrd (current)
Alexandria Feniger (current)
Auriel Guzman (current)
Kenny Hayden (current)
Shandell Jones (current)
Magdalena Korda (current)
Isabella Mazzeo (current)
Emma Miranda (current)
Gabriella Pouchak (current)
Darien Randolph (current)
Tabitha Ruiz (current)
Giussethy Santos (current)
Jordan Sinnott (current)
Avery Smith (current)
Adis Stoja (current)
Kevin Youn (current)
Tiani Young (current)

Service activities

Departmental Service

2017-Current	Director of Undergraduate Studies, Department of Communication, University at Albany
2017-Current	Graduate Online Certificate Program, Committee Member, Department of Communication, University at Albany
2016	Committee member of Graduate Student Research Award Committee, Department of Communication, University at Albany
2015	Chair person of Graduate Student Research Award Committee, Department of Communication, University at Albany
2012-current	Data Sessions sponsored by the Department of Communication, University at Albany
2012	Presidential and Frederick Douglass Scholars Day, University at Albany
2011	Manned the University at Albany Communication Department booth at NCA 2011
2011-current	Graduate admissions committee, Department of Communication, University at Albany

University Service

2014-2015	University Senate, Governance Council
2013-2014	University Senate, Graduate Academic Council, Chair of Committee on Admissions & Academic Standing
2012-2013	University Senate, Graduate Academic Council

Professional Service

2016	Journal Paper Reviewer, Language Learning, Front Line Research, Journal of the Learning Sciences
2015	Journal Paper Reviewer, Language & Speech
2014, 2015	Invited speaker at EMDR Seminar, Kfar T'vor, Israel
2013-current	Journal Paper Reviewer, Journal of Applied Linguistics
2012-current	Journal Paper Reviewer, Research on Language and Social Interaction
2012	Journal Paper Reviewer, Journal of Pragmatics

2010-2012	Reviewer, Language and Social Interaction Division, NCA
2010-2012	Reviewer, Language and Social Interaction Division, ICA
2007-2008	NSF Advanced Learning Technology panels

Professional Affiliations

` National Communication Association
International Communication Association
International Institute of Ethnomethodology and Conversation Analysis
International Society for Conversation Analysis
International Pragmatics Association