

Peggy Shannon-Baker, PhD
Curriculum Vitae

College of Education
PO Box 8144
Statesboro, GA 30460

<http://pshannonbaker.weebly.com>

[Google Scholar profile](#)

[ORCID](#)

[Web of Science profile](#)

EDUCATION

| | |
|--|------|
| PhD, Educational Studies University of Cincinnati (Cincinnati, OH) | 2015 |
| MA, Women's Studies University of Cincinnati | 2010 |
| Graduate Certificate, Asian Studies University of Cincinnati | 2009 |
| BA, English Wheaton College (Norton, MA) | 2007 |

PROFESSIONAL APPOINTMENTS

Georgia Southern University, Statesboro, GA

| | |
|--|----------------|
| Associate Professor, Department of Curriculum, Foundations, & Reading | 2022 – present |
| Tenure awarded August 1, 2022 | |
| Affiliate Faculty, Women's, Gender, and Sexuality Studies Program | 2019 – present |
| Diversity and Inclusion Faculty Fellow, Office of Inclusive Excellence | 2019 – 2022 |
| Assistant Professor, Department of Curriculum, Foundations, & Reading | 2017 – 2022 |

Bryn Mawr College, Bryn Mawr, PA

| | |
|-----------------------------------|------|
| Lecturer, Department of Education | 2017 |
|-----------------------------------|------|

Wittenberg University, Springfield, OH

| | |
|---|------|
| Grade 9-11 English Instructor, Upward Bound Program | 2016 |
|---|------|

University of Cincinnati, Cincinnati, OH

| | |
|--|-------------|
| Adjunct Assistant Professor, School of Education | 2015 – 2016 |
| Study Abroad Program Leader (Tanzania, Ecuador) | 2011 – 2016 |
| Project Manager, Evaluation Services Center | 2016 |
| Mixed Methods Research Consultant, School of Education | 2015 – 2016 |
| Instructor, School of Education | 2010 – 2014 |
| Co-Instructor, Department of Women's Studies | 2008 |

W.E.B. DuBois Academy, Cincinnati, OH

AWARDS

| | |
|--|------|
| Significant Contributions to Research Methodology Award, AERA Division D Section 4: Multiple and Mixed Methodologies, <i>[research]</i> | 2023 |
| Supplemental Travel Award, Georgia Southern University <i>[research]</i> | 2023 |
| Jack Miller Award for Scholarship and Creative Activity, College of Education, GSU <i>[scholarship]</i> | 2021 |
| Mitchell Fellowship Award, Mitchell Scholarship Research Institute <i>[professional dev.]</i> | 2021 |
| Faculty Development Award, Faculty Senate Faculty Development Committee GSU <i>[teaching]</i> | 2021 |
| Faculty Travel Award, Faculty Senate Faculty Development Committee GSU <i>[scholarship]</i> | 2018 |
| Dissertation Award (1 st Runner-Up), American Educational Research Association Mixed Methods Special Interest Group <i>[scholarship]</i> | 2017 |
| President's Outstanding Adjunct Faculty Member Award, UC <i>[teaching]</i> | 2016 |
| Darwin T. Turner Scholars' "Breakfast of Champions" Award, UC <i>[teaching]</i> | 2016 |
| Teacher of the Week, Upward Bound Program at Wittenberg University <i>[teaching]</i> | 2016 |
| Dissertation Award (nomination), Mixed Methods International Research Association <i>[scholarship]</i> | 2016 |
| Graduate Student Award for Exemplary Scholarship, UC <i>[scholarship]</i> | 2015 |

SCHOLARSHIP

My scholarship bridges two areas: educational foundations and research methods. In educational foundations, this work explores critical and international approaches to teacher education. Shannon-Baker's research in this area describes their teaching and activism in supporting LGBTQ+ students and teachers in k-12 and postsecondary schools, practicing anti-heteronormative pedagogy in teacher education programs, and engaging critical perspectives in international education. In research methods, I explore the use and development of culturally relevant and responsive mixed methods through visual and arts-based methods. I write primarily for teacher educators, research methodologists, and other educational professionals.

Grants and Fellowships

National Science Foundation (2023). Application for \$750,000 grant for Improving Undergraduate STEM Education (NSF 23-510). Proposal title: Innovative use of Scientific Practices and Integrated Research Experiences (INSPIRE) for Self-Regulated Learning. PI: Sue Ellen Dechenne-Peters (Georgia Southern University). ***Submitted July 2023.***

- Role: evaluator

William & Flora Hewlett Foundation (2022-2025). Awarded \$600,000 recompetete grant for Healing Schools initiative. PI: Mel Kutner, Deep Center. **Funded.**

- Role: co-evaluator, mixed methods research methodologist, research partner

William & Flora Hewlett Foundation (2019-2022). Awarded \$600,000 grant for Healing Schools initiative. PI: Megan Ave'Lallemant. **Funded.**

- Role: co-evaluator, mixed methods research methodologist

National Youth Advocacy and Resilience Foundation. (2019). Application for \$14,821 grant on the experiences of parents and students with disabilities involved in STEM extracurricular activities. PI: K. Fisher. Co-PIs: K. Brooksher, B. Serianni, **P. Shannon-Baker**, & K. Greer. **Funded at \$10,000.**

- Role: co-PI, mixed methods research methodologist

National Institutes of Health. (2019). Awarded \$40,180 for F31-Diversity predoctoral fellowship grant. Proposal title: “Reducing disparities among African American women seeking infertility treatment” (F31NR018790). Student PI: Morine Cebert; Sponsor: Rosa Maria Gonzalez-Guarda. **Funded.**

- Role: Mixed methods research consultant (key personnel)

College of Education Research Assistantship Program. (2018-2019). Awarded \$12,500 plus tuition waiver to fund full-year graduate research assistant to work with me on the follow research projects: “Faculty who teach multicultural education courses” and “Mixed methods approaches in educational research.” **Funded.**

- Role: PI and mentor for the graduate research assistant

College of Education Research Support Award. (2018). Awarded \$5,000 to fund a graduate student’s stipend to write a journal article with me during Summer 2018 for the following project: “A theory of Critical Race Hermeneutics.” **Funded at \$1,000.**

- Role: PI and mentor for the graduate research assistant

“The school enrollment experience and factors influencing school selection by parents in Oakland Unified School District (OUSD).” (2017). Bobbie Plough and Bradley Porfilio (co-PIs). Funded by a grant from the OUSD enrollment department. **Funded.**

- Role: Mixed methods research consultant

Dean’s Fellowship, Graduate School, University of Cincinnati. (2014-2015). Awarded \$20,000 research assistantship plus tuition and fee waivers to fund data collection for my dissertation study, “Microaggressions, Self-Segregation, and Gender Performance: Exploring Undergraduate Students’ Culture Shock in a Study Abroad Program.” **Funded.**

- Role: PI

Publications

**Indicates a student co-author at the time of writing.*

Peer-Reviewed Journal Articles

Causey, C.,* Soares, L., Howerter, C. S., & **Shannon-Baker, P.** (2022). Examining general education and special education teacher preparedness for co-teaching students with disabilities. *Journal of the American Academy of Special Education Professionals, Spring/Summer 2022*, 1–25. <https://www.naset.org/publications/jaasep-research-based-journal-in-special-education/jaasep-spring/summer-2022/examining-general-education-and-special-education-teacher-preparedness-for-co-teaching-students-with-disabilities>

Cebert-Gaitors, M., **Shannon-Baker, P. A.**, Silva, S. G., Hart, R. E., Jahandideh, S., Gonzalez-Guarda, R., & Stevenson, E. L. (2022). Psychobiological, clinical, and sociocultural factors influencing Black women to seek treatment for infertility: A mixed methods study. *F&S Reports*, 3(2S), 29–39. <https://doi.org/10.1016/j.xfre.2022.02.004>

Fisher, K. M., **Shannon-Baker, P.**, Greer, K., & Serianni, B. (2022). Perspectives of students with disabilities and their parents on influences and barriers to joining and staying extracurricular STEM activities. *The Journal of Special Education*, 56(2), 110–120. <https://doi.org/10.1177/00224669211054109>

Musoke, P., Papadimitriou, A., **Shannon-Baker, P.**, & Tajima, C. (2022). Developing a comprehensive mixed methods evaluation to address contextual complexities of a MOOC. *Canadian Journal of Program Evaluation*, 36(3), 316–335. <https://doi.org/10.3138/cjpe.71203>

- *Authors listed alphabetically.*

Fisher, K. M., **Shannon-Baker, P.**, Brooksher, K. S., & Greer, K. (2021). Characteristics of rural STEM clubs and implications for students with disabilities. *Special Education Research, Policy & Practice*, 5, 15-39. <https://issuu.com/hofstra/docs/2021-special-education-research-policy-practice?fr=sNWFhOTM2NTE0ODU>

Haynes-Brown, T. & **Shannon-Baker, P.** (2021). Integrating video evidence in mixed methods research: Innovations, benefits, and challenges for research exploring how beliefs shape actions. *Methods in Psychology*, 5, 1-9. <https://doi.org/10.1016/j.metip.2021.100068>

Shannon-Baker, P. (2021). The palimpsest as an arts-based integration strategy for mixed methods research. *Caribbean Journal of Mixed Methods Research*, 2(1), 1–19. <https://doi.org/10.37234/CJMMR.2021.0201.A01>

Shannon-Baker, P. (2020). “Those who can’t hear must feel”: Confronting racism, privilege, and self with pre-service teachers. *Theory Into Practice*, 59(3), 300-309. <https://doi.org/10.1080/00405841.2020.1740020>

Shannon-Baker, P. (2018). A multicultural education praxis: Integrating past and present, living theories, and practice. *International Journal of Multicultural Education*, 20(1), 48-66. <http://dx.doi.org/10.18251/ijme.v20i1.1518>

Shannon-Baker, P. (2016). Making paradigms meaningful in mixed methods research. *Journal of Mixed Methods Research*, 10(4), 319-334. <http://dx.doi.org/10.1177/1558689815575861>

Shannon-Baker, P. (2015). “But I wanted to appear happy”: How using arts-informed and mixed methods approaches complicate qualitatively driven research on culture shock. *International Journal of Qualitative Methods*, 14(2), 34-52. <https://doi.org/10.1177/160940691501400204>

Shannon-Baker, P. (2012). Elise Boulding’s work as a framework for dismantling *No Child Left Behind*: Respect, solitude, imagination and partnerships. *Journal of Peace Education*, 9(2), 169-184. <http://dx.doi.org/10.1080/17400201.2012.699719>

Editorials and Editorially Reviewed Articles

Hunt-Anderson, I., & **Shannon-Baker, P.** (2023). “I CAN’T SAY IT”! Doodling to emancipate adolescents’ voices in a transformative mixed methods study of covert bullying in Jamaican high schools. *Methods in Psychology*, 8, 1–11. <https://doi.org/10.1016/j.metip.2023.100114>

Poth, C. N., & **Shannon-Baker, P.** (2022). State of the methods: Leveraging design possibilities of qualitatively oriented mixed methods research. *International Journal of Qualitative Methods*, 21, 1–11. <https://doi.org/10.1177/16094069221115302>

Shannon-Baker, P. (2022). Virtual Special Issue on “Mixed methods designs, integration, and visual practices in educational research.” *Journal of Mixed Methods Research*, 16(2), 159–164. <https://doi.org/10.1177/15586898221083959>

Shannon-Baker, P. (2021a). Centering race in mixed and multi-method research on implicit bias: A systematic review. *International Journal of Multiple Research Approaches*, 13(1), 55-73. <https://doi.org/10.29034/ijmra.v13n1a3>

Shannon-Baker, P., Porfilio, B., & Plough, B. (2020). Parents’ want their voices to “matter”: Perspectives on school enrollment in a shrinking urban school district. *Journal of Educational Foundations*, 33, 77-94.

Shannon-Baker, P., & Edwards, C.* (2018). The affordances and challenges to incorporating visual methods in mixed methods research. *American Behavioral Scientist*, 62(7), 935–955. <https://doi.org/10.1177/0002764218772671>

Book Chapters

DeCuir-Gunby, J. T. & **Shannon-Baker, P.** (in press; anticipated publication Fall 2023). Moving Beyond Tradition: The Need for Expanded and Culturally Relevant Mixed Methods Design Typologies: Section 3 Conclusions. In C. N. Poth (Ed.), *Sage Handbook of Mixed Methods Designs*. Sage.

*Toledo, C. & **Shannon-Baker, P.** (forthcoming 2023). Choosing a qualitatively oriented mixed methods research approach: Recommendations for researchers. In R. Cameron & X. Golenko (Eds.), *Handbook of mixed methods in business and management*. Edward Elgar.

Shannon-Baker, P. (in press; anticipated publication Fall 2023). Visualizing the process: Teaching and learning mixed methods with visual methods. In C. N. Poth (Ed.), *Sage Handbook of Mixed Methods Research Designs*. Sage.

Shannon-Baker, P. & DeCuir-Gunby, J. T. (in press; anticipated publication Fall 2023). Expanding Beyond Typology-Based Mixed Methods Designs: Section 3 Introduction. In C. N. Poth (Ed.), *Sage Handbook of Mixed Methods Designs*. Sage.

Shannon-Baker, P. (2023). Philosophical underpinnings of mixed methods research in education. In R. J. Tierney, F. Rizvi, & K. Erkican (Eds.), *International encyclopedia of education* (4th ed., pp. 380-389). Elsevier. <https://doi.org/10.1016/B978-0-12-818630-5.11037-1>

*Smith, L. & **Shannon-Baker, P.** (2023). Integrating art and artistic practices in mixed methods research in educational research. In R. J. Tierney, F. Rizvi, & K. Erkican (Eds.), *International encyclopedia of education* (4th ed., pp. 702-710). Elsevier. <https://doi.org/10.1016/B978-0-12-818630-5.11070-X>

Shannon-Baker, P. (2022). Queering mixed methods research. In K. K. Strunk & S. A. Shelton (Eds.), *Encyclopedia of queer studies in education* (pp. 589-594). Brill.

- This book received *Choice* magazine's Outstanding Academic Title award in 2022.

Shannon-Baker, P. & DiGregorio, N. (2022). Beyond expanding an acronym: Strategies for supporting LGBTQ+ people in schools. In Dhakal, S., Cameron, R., & Burgess, J. (Eds.), *A field guide to managing diversity, equality, and inclusion in organisations* (pp. 279-292). Edward Elgar. <https://doi.org/10.4337/9781800379008.00032>

Shannon-Baker, P. & Martinez, C.* (2022). Integrating arts-based approaches in mixed methods research with diverse stakeholders: A critically reflective review from two teacher-researchers. In J. Hitchcock & A. Onwuegbuzie (Eds.), *The Routledge handbook for advancing integration in mixed methods research* (pp. 372-387). Routledge.

Shannon-Baker, P. (2020). Incorporating global perspectives in the Pre-K-12 classroom. In A. Quinzio-Zafran & E. A. Wilkins (Eds.), *The new teacher's guide to overcoming common challenges: Curated advice from award winning teachers* (pp. 43-45). Routledge.

- Find the free resource I created to apply this chapter here.

Shannon-Baker, P. (2020). Unlearning heteronormative discourse: Let's talk about LGBTQI children in early childhood teacher education. In C. A. R. Brant & L. Willox

(Eds.), *Teaching the teachers: LGBTQ issues in teacher education* (pp. 39-52). Information Age Publishing.

Shannon-Baker, P. & Hilpert, J. (2019). Visual methods and representations in mixed methods (and) social network research: A discussion. In D. Froehlich, M. Rehm, & B. Rienties (Eds.), *Mixed methods social network analysis: Theories and methodologies in learning and education* (pp. 49-57). Routledge.

Shannon-Baker, P. & Wagner, I.* (2019). Battling heteronormativity in teacher education: Reflections on a human development course from a teacher and student. In A. D. Martin & K. J. Strom (Eds.), *Exploring gender and LGBTQ issues in K12 and teacher education: A rainbow assemblage* (pp. 147-162). Information Age Publishing.

Shannon-Baker, P. & Talbot, S. (2016). Even the dirt is dangerous: Racism in U.S. American study abroad programs. In V. Stead (Ed.), *RIP Jim Crow: Fighting racism through higher education policy, curriculum, and cultural interventions* (pp. 405-416). Peter Lang.

Creative Writing

Shannon-Baker, P. (2022). A story of my name: A micro-memoir. *Deep Writing Project Summer 2022* (pp. 42-44). Deep Center.

Shannon-Baker, P. (2022, October 23). Memories × Dreams. *Unstamatic*.
<https://unstamatic.com/2022/10/23/memories-x-dreams-p-shannon-baker/>

- This is a free verse poem.

Shannon-Baker, P. (2021). Fridges. *Deep Writing Project Summer 2021* (pp. 27-31). Deep Center.

- This is a series of three micro-memoirs.

Shannon-Baker, P. (2021). State of I. *Deep Writing Project Summer 2021* (p. 26). Deep Center.

- This is a found poem based on Georgia Governor Brian Kemp's memo to the State Board of Education to ban Critical Race Theory in k-12 schools.

Public Scholarship Publications

Selzer, R., **Shannon-Baker, P.**, & Black, C. (2018, Fall). Sharing experiences and taking responsibility: White faculty and staff working toward racial justice. *Experience Magazine*, Fall issue. Retrieved from: <https://www.ceiainc.org/knowledge-zone/experience-magazine/experience-magazine-issues/experience-magazine-fall-2018/experience-magazine-october-2018-article-7/>

Book Reviews

Shannon-Baker, P. (2018, December 14). Review of the book *Promoting inclusion in education abroad: A handbook of research and practice*, edited by H. B. Hamir & N. Gozik. *Teachers College Record*. <http://www.tcrecord.org/Content.asp?ContentId=22605>

Shannon-Baker, P. (2014). Review of *Peacebuilding in community colleges: A teaching resource*, by D. J. Smith. *Journal of Peace Education*, 11(3), 355-357. <http://dx.doi.org/10.1080/17400201.2014.950843>

Shannon-Baker, P. (2012). Review of *Deep secrets: Boys' friendships and the crisis of connection*, by N. Way. *Infant and Child Development*, 21(3), 323-324. <http://dx.doi.org/10.1002/icd.1758>

Shannon-Baker, P. (2012). Review of *Gender, race and the politics of role modeling: The influence of male teachers*, by W. Martino & G. Rezai-Rashti. *Men & Masculinities*, 15(5), 560-562. <http://dx.doi.org/10.1177/1097184X12461017>

Manuscripts in Preparation (*alphabetical by author*)

Reidel, M., **Shannon-Baker, P.**, Toledo, C., Crawford, K., Roberts, L., Huling, H., & Liston, D. (in progress). Problematizing niceness: A culturally responsive teaching self-study in higher education.

Shannon-Baker, P., Fisher, K. M., & Greer, K. (accepted with minor revisions; forthcoming in 2024). Reflections on conducting team-based qualitatively oriented mixed methods research about students with disabilities in STEM clubs. In A. M. Humble & M. E. Radina (Eds.), *How qualitative data analysis happens: Moving beyond "themes emerged"* (2nd ed.). Routledge.

Scholarly Presentations (selected)

**Indicates a student co-presenter*

Invited

Toraman, S., Howell Smith, M., Guetterman, T., Johnson, R. B., & Plano Clark, V. L. (2021). How to convey the methodology of mixed methods research in conference proposals: Advice from mixed methods scholars [Invited Session]. American Educational Research Association Annual Meeting, virtual.

- I was invited to serve as one of the mixed methods mentors for attendees in this session.

Creamer, E., **Shannon-Baker, P.**, Onwuegbuzie, A., & Hitchcock, J. (2019). So what is integration really? Invited panel discussion at the Mixed Methods International Research Association Caribbean Chapter conference in Trinidad & Tobago.

Shannon-Baker, P. & Moore, S.* (2019). Critical Race Hermeneutics: Developing a theory for educational researchers. Research Brown Bag talk given to the College of Education at Georgia Southern University.

Shannon-Baker, P. (2018). “Like a stranger in my own life”: Comparing in-country and reverse culture shock to understand the ongoing impact of cross-cultural exchanges. Research Brown Bag talk given to the College of Education at Georgia Southern University.

Shannon-Baker, P. (2016). Meaning-making and self-analysis: The impact of an arts-based approach on participants in a mixed methods research study. Paper presented at the Mixed Methods International Research Association Conference, Durham, U.K.

Panels Organized

Shannon-Baker, P. (chair, co-discussant), Harper, A., Kirstein, K., Tontodonati, J., Kioko, A. & Roofe, C. G. (co-discussant). (2023). Explorations of text and self: Applications in forms of qualitative inquiry. Organized panel for the Curriculum Studies Summer Collaborative, Savannah, GA.

Shannon-Baker, P. (chair, co-discussant), Ned, S., Mitchell, K., Hubbard, J., & Stackhouse, L. (co-discussant). (2023). Centering Black experiences: Qualitative explorations of outdoor leisure, girlhood, and code switching. Organized panel for the Curriculum Studies Summer Collaborative, Savannah, GA.

Shannon-Baker, P. (chair), Kuykendall, T. K., Moonie Simmie, G., Romero, V., Grindstaff, K. E., Arnold, M. P., Chomsky, I., Young, A. S., Bell, Z., Hernandez-Johnson, M., Bendixen, L. D., & Garcia, N. M. (discussant). (2023). Critical approaches with/in multimethod and mixed methods research. Paper session at the American Educational Research Association Annual Meeting, Chicago, IL.

- This was one of the two co-hosted panels I organized as the AERA Division D, Section 4 the program co-chair with the Mixed Methods SIG. Our original chair could not attend so I chaired the session.

Onwuegbuzie, A., Abrams, S. **Shannon-Baker, P.** (co-chair), Hitchcock, J. (2022). A call to re-IMAGINE mixed methods research in the Black Lives Matter era. Symposium organized for Mixed Methods Research Special Interest Group at the American Educational Research Association Annual Meeting, San Diego, CA and virtual.

Shannon-Baker, P. (chair), Weeks, T.*, Anderson, L.*, Zhang, Y.*, Toledo, C.*, & Cramsey, A.* (2021). Theorizing and reflecting on representation in film, texts, and schooling: Applications of qualitative approaches. Organized panel for the Curriculum Studies Summer Collaborative, virtual.

Fallon, K., Rogers, B. A., **Shannon-Baker, P.**, Hedrick, A., & Rogers, S. (2018). Queering Southern: Insurgent queer practices in the rural South. Organized panel for the National Women's Studies Association Conference, Atlanta, GA.

Huckaby, F., Pierce, J., Moreno, L. Z., Rubesin, H., & **Shannon-Baker, P.** (2017). Sharing local critical work: Actions where we live and what it means for how we conduct research. Organized panel for the Coalition for Critical Qualitative Inquiry Day, International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.

Raider-Roth, M., Parr, G., Rutherford, S., & **Shannon-Baker, P.** (2016). Social and emotional dimensions of study abroad programmes: Autoethnographies of leadership and student support. Organized panel for the American Educational Research Association Annual Meeting, Washington, D.C.

Clark, R., Scholz, J., & **Shannon-Baker, P.** (2015). Conversations about the Future: Where is Mixed Methods Research (MMR) Going? First Mixed Methods Research Forum, University of Cincinnati, Cincinnati, OH.

International

Shannon-Baker, P. & Hunt-Anderson, I. (2023). A nod for the qual! Finding the evidence of a qualitative priority in mixed methods integration. Paper presented at the Mixed Methods International Research Association Caribbean Chapter Conference, Trinidad.

Kosman, M., Alade, O., Chatfield, S., Kutscher, E., Musoke, P., Papadimitriou, A., Shafee, S., **Shannon-Baker, P.**, Thiem, S., & Yang, R. (2022). A massive open online course (MOOC) about mixed methods research: Past, present, and future. Paper presented at the Mixed Methods International Research Association Conference, virtual.

Shannon-Baker, P. (2022). Mixed methods research in education: Methodological contributions of five example studies. Paper presented at the Mixed Methods International Research Association Conference, virtual.

Shannon-Baker, P. & DeCuir-Gunby, J. (2022). Expanding design approaches. Paper presented in the "Exploring current and future mixed methods research design possibilities: A discussion of the forthcoming SAGE Handbook of Mixed Methods Design" symposium at the Mixed Methods International Research Association Conference, virtual.

Shannon-Baker, P. (2021). Using frameworks in a systematic literature review: Examining race in mixed and multi-method research on implicit bias. Oral presentation at the Japan Society for Mixed Methods Research Asia Regional Conference, virtual/Japan.

Shannon-Baker, P. & Edwards, C. (2018). The affordances and challenges to integrating visual methods in mixed methods research. Paper presented in a symposium at the Mixed Methods International Research Association Conference, Vienna, Austria.

Archibald, M. M. & **Shannon-Baker, P.** (2018). Reflexivity in mixed methods research: Understanding the term and its application. Paper presented at the Mixed Methods International Research Association Conference, Vienna, Austria.

Shannon-Baker, P. (2018). Teaching mixed methods with joint displays. Paper presented in a symposium at the Mixed Methods International Research Association Conference, Vienna, Austria.

Shannon-Baker, P. (2017). “I feel small here, like a minority”: Critical race hermeneutics of microaggressions heard abroad. Paper presented at the International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.

Shannon-Baker, P. (2014). “But I wanted to appear happy”: How arts-based data can enhance mixed methods studies. Paper presented at the Mixed Methods International Research Association Conference, Boston College, Boston, MA.

National

Shannon-Baker, P. (2023). Building methodological competency in mixed methods research by teaching and learning with visuals. Roundtable presentation at the American Educational Research Association Annual Meeting, Chicago, IL.

Shannon-Baker, P. & Poth, C. N. (2023). Leveraging design possibilities of qualitatively oriented mixed methods in educational research. Paper presentation at the American Educational Research Association Annual Meeting, Chicago, IL.

Shannon-Baker, P. (2022). Objectivity: A Wynterian reading of a master narrative in educational research. Paper presentation in the “Book burnings, white supremacy, and attacks on Critical Race Theory: Disciplinary knowledge and faculty responses to neoliberalism” symposium at the American Educational Studies Association Annual Conference, Pittsburgh, PA.

Shannon-Baker, P. & Martinez, C. (2021). Two teacher-researchers’ reflections on a review of using arts-based mixed methods with diverse stakeholders. Paper presentation at the American Educational Research Association Annual Meeting, virtual.

Moore, S. B.* & **Shannon-Baker, P.** (2020). Critical Race Hermeneutics: Demonstrating its potential applications in education through interviews with multicultural education faculty. Roundtable presentation at the American Educational Research Association Annual Meeting, San Francisco, CA. <http://tinyurl.com/t8w8hpy> (Conference canceled)

Porfilio, B. J., **Shannon-Baker, P.**, Plough, B., & Wilson, C. (2020). Leaders for justice: Restoring dignity in urban schools through the narratives of Black and Latinx parents. Roundtable presentation at the American Educational Research Association Annual Meeting, San Francisco, CA. <http://tinyurl.com/r2njmst> (Conference canceled)

Shannon-Baker, P. (2020). A Wynterian reading of educational research master narratives and imagining an Other-wise. Paper presented at the Curriculum & Pedagogy Conference, online.

Shannon-Baker, P. & Johnson, C. E.* (2019). Multicultural education in multiple spaces: Faculty share how their backgrounds influence their teaching. Paper presentation at the National Association for Multicultural Education, Tucson, AZ.

Shannon-Baker, P. (2019). [Y]Our safety is colonizing: Using critical race hermeneutics to interrogate “safe zone” discourse. Paper presented at the Critical Race Studies in Education Association conference, Los Angeles, CA.

Wight, R. A., Lester, A., **Shannon-Baker, P.**, & Jorgensen, S. (2019). Poetry as truth: DeSchooling the USA, AERA, & Ivan Illich SIG. Paper presented at the American Educational Research Association Annual Meeting, Toronto, Ontario, Canada.

Shannon-Baker, P. (2018). Enacting an anti-heteronormative praxis in teacher education. Paper presented as part of a symposium session at the National Women’s Studies Association Conference, Atlanta, GA.

Porfilio, B. J., Plough, B., **Shannon-Baker, P.**, & Wilson, C. (2018). Stemming the exodus: An exploration of parental selection of their children’s urban schools. Paper presented during a roundtable session at the American Educational Research Association Annual Meeting, New York, NY.

Shannon-Baker, P. & Wagner, I.* (2018). Disrupting heteronormativity in early childhood teacher education: Reflections on pedagogy and course design from a teacher and student. Paper presented during a panel session at the American Educational Research Association Annual Meeting, New York, NY.

Edwards, C. D. & **Shannon-Baker, P.** (2018). Visualizing innovation: Examining the affordances and challenges of visual approaches in mixed methods research. Paper presented during a panel session at the American Educational Research Association Annual Meeting, New York, NY.

Wight, R. A., Lester, A., & **Shannon-Baker, P.** (2018). Action research next level: Mixed methods mayhem: Teacher AR creation: Poetry performance pedagogical praxis. Paper/Performance presented at the American Educational Research Association Annual Meeting, New York, NY.

Shannon-Baker, P. (2017). Integrating the past, living theories, practice: Teaching and modeling a multicultural education praxis. Paper presented at the National Association for Multicultural Education Annual Conference, Salt Lake City, UT.

Regional and Local

Shannon-Baker, P., Ross, S., Lugo Muñoz, N. D., Mikels, A. (2023). “You have to break the rules a lotta the time and be tricky”: Educators’ pathways to hope. Paper presented at the Curriculum Studies Summer Collaborative, Savannah, GA.

Fisher, K., **Shannon-Baker, P.,** Fitzgibbons, K.,* Greer, K., & Serianni, B. (2021). Recruitment and retention of student with disabilities in extracurricular STEM activities. Paper presentation at the National Youth Advocacy and Resilience, Virtual conference.

Shannon-Baker, P. (2019). LG(BTQI+) “safe zones” in schools as colonial discourse: A theoretical analysis. Paper presentation at the Curriculum Studies Summer Collaborative, Savannah, GA.

Shannon-Baker, P. & Moore, S. B.* (2019). Critical Race Hermeneutics: Developing a theory for educational researchers. Presentation for the Georgia Southern University College of Education Research Brown Bag Series, Statesboro, GA.

TEACHING

Courses Taught

Georgia Southern University (Fall 2017-Spring 2023)

CORE 2000: Core Capstone, College of Education (11 students total; online)
EDUC 9999: Dissertation Research (8 students have registered with me as their chair)
EDUR 7090: Mixed Methods Research (29 students total; online)
EDUR 7130: Educational Research (227 students total; online)
EDUR 7140: Action Research in Elementary Settings (68 students total; online)
EDUR 8231: Applied Qualitative Research (68 students total; online)
EDUR 8434: Field-Based Educational Research (60 students total; online)
EDUR 9231: Qualitative Research in Education (105 students total; hybrid)
EDUR 9232: Advanced Qualitative Research (39 students total; hybrid)

Bryn Mawr College

EDUCB 260: Multicultural Education

University of Cincinnati

CI 3003/7003: Teaching & Learning in Diverse Classrooms

EDST 1001: Introduction to Education
 EDST 2001: Human Development: Early and Middle Childhood
 EDST 8075: Contemporary Issues in Conducting Mixed Methods Research (teaching assistant)
 EDST 8081: Mixed Methods I
 EDST 8082: Mixed Methods II (teaching assistant)
 LSLS 3050/7050: Ecuador: Immersed in Culture and Education
 LSLS 3050/7050: Teaching & Learning in a Global Context: Tanzania
 MDL 502: Field Experience I
 MDL 515: Class Management: Middle Childhood
 MDL 522: Literacy II: Assessment & Evaluation
 WMST 2001: Introduction to Women's Studies

K-12 Teaching

Grammar and Writing (grades 9-11)
 Power of Words and Writing (grades 9-11)
 Mathematical Skills (grades 3-5 and 8)
 Reading Skills (grades 2-3)

Student Mentorship

Dissertation Committee Chair, Georgia Southern University (3 completed, 7 in progress; descending order based on status in program)

Cooks, J. (2023). Hearing silent voices: Counternarratives of African American students overrepresented in special education programs [Doctoral dissertation]. Georgia Southern University. <https://digitalcommons.georgiasouthern.edu/etd/2528>

Tedrick, I. M. (2021). *Language, cultures, and identities: Immersion experiences of HBCU students in a study abroad program in Costa Rica* [Doctoral dissertation]. Georgia Southern University. <https://digitalcommons.georgiasouthern.edu/etd/2283/>

Zurita, A. M. (2020). *Students' perception of smartphone use at home and at a high school regarding a new smartphone policy. A case study* [Doctoral dissertation]. Georgia Southern University. <https://digitalcommons.georgiasouthern.edu/etd/2191/>

Courtney Toledo. "Utilizing role play in teacher preparation to enhance content knowledge and self-efficacy: A qualitative case study." *Defended prospectus February 2023*.

- Accepted into the 2022-2024 Leadership Academy Cohort 11 for the Council for Learning Disabilities: <https://council-for-learning-disabilities.org/committed-to-building-the-leadership-capacity-of-professionals-in-special-education-field/> June 2022.

Crystal Fleming. "The life-changing effects of quality teacher-student relationships." *Defended prospectus September 2022.*

Bonnie Ramos. "A comic book for new foster placements: A foster parent narrative." *Defended pre-prospectus February 2023.*

Tomekia Darrisaw. "Understanding the challenges and success of Black women principals: A narrative inquiry study." *Defended pre-prospectus March 2023.*

Jennifer Gonzalez. *Passed candidacy exam Spring 2023.*

Ambah Kioko. *Candidacy exam planned for Spring 2024.*

Darlene Williams. *Candidacy exam planned for Spring 2024.*

Dissertation Committee Member, Georgia Southern University (7 completed, 7 in progress, descending order based on status in program)

Huling, H. (2023). *Understanding and enacting culturally sustaining pedagogy through multicultural children's literature: A case study of preservice teachers in Georgia* [Doctoral dissertation]. Georgia Southern University.
<https://digitalcommons.georgiasouthern.edu/etd/2560/>

Li, R. (2022). *In the midst but nowhere: Cross-cultural narrative inquiry into experience of three women doctoral students with international backgrounds in the United States* [Doctoral dissertation]. Georgia Southern University.
<https://digitalcommons.georgiasouthern.edu/etd/2486/>

Stackhouse, L. (2022). *A different world: The experiences of Black women at a Southern predominantly White institution* [Doctoral dissertation]. Georgia Southern University.
<https://digitalcommons.georgiasouthern.edu/etd/2411/>

Thomas, L. (2022). *Pipeline to the casket: Counter-stories of Georgian Black K-12 teachers in Georgia against the decision to arm teachers* [Doctoral dissertation]. Georgia Southern University. <https://digitalcommons.georgiasouthern.edu/etd/2384/>

Scroggs, E. P. (2021). *Teaching with passion and compassion in challenging times: A narrative inquiry into elementary teachers' experience in Georgia* [Doctoral dissertation]. Georgia Southern University.
<https://digitalcommons.georgiasouthern.edu/etd/2319/>

Descartes, C. (2021). *Counter-narratives of students with dis/abilities in one rural school district* [Doctoral dissertation]. Georgia Southern University.
<https://digitalcommons.georgiasouthern.edu/etd/2286/>

Martinez, C. (2020). *Becoming a Mexican American in the U.S. South: Autobiographical narrative of liberation* [Doctoral dissertation]. Georgia Southern University.
<https://digitalcommons.georgiasouthern.edu/etd/2199/>

Mitchell Everett. “Exploring the experiences of queer and trans* doctoral students of color with the utilizing campus services.” Chaired by Elise Cain. *Defended prospectus March 2023*.

Carmen Baker. “Where honeysuckles and azaleas bloom: A Southern Black woman reclaiming voice—A memoir.” Chaired by Ming Fang He. *Defended pre-prospectus September 2022*.

Andrea Cramsey. “Toward a curriculum of empowerment, imagination, and wonder: Speculative essays.” *Defended prospectus May 2023*.

Khristian Cooper. “Otherwise futures reimagined: Afrofuturism as liberation for Black women—A speculative fiction.” *Defended pre-prospectus November 2022*.

Inga Cashon. *Passed candidacy exam Spring 2023*.

Bahar Mentch. *Passed candidacy exam Spring 2023*.

Sadé Campbell. *Passed candidacy exam Spring 2023*.

Educational Specialist Committee Member, Georgia Southern University (58 successful defenses; alphabetical)

A list of the graduates’ names, titles, and date of their defenses is provided in my full CV on my department profile linked here.

External Dissertation Committees (3 completed)

Dissertation Committee, External Member for Morine Cebert. (2018 – 2020). “Psychobiological, clinical, and sociocultural factors that influence Black women to seek, initiate, and complete treatment for infertility: A mixed methods study.” School of Nursing, Duke University. *Successfully defended her Ph.D. in Nursing*.

- Nominated for the Mixed Methods International Research Association Dissertation Award, October 2020.

Dissertation Reader, External Examiner for Elisabeth Kutscher. (2018). “A mixed methods exploration of persistence in postsecondary education among young adults with disabilities or learning differences.” Graduate School of Education and Human Development, The George Washington University. *Successfully defended her Ed.D. dissertation*.

- Winner of the American Educational Research Association – Mixed Methods Special Interest Group Dissertation Award, April 2019.

Dissertation Committee Member for Karen Denne. (2017 – 2018). “Response to AB 1369: A Multiple Case Study.” Department of Educational Leadership, California State University, East Bay. *Successfully defended Ed.D. dissertation.*

Other Graduate Mentorship

Research Assistantship Mentor for Clint Johnson. (Spring 2018-Spring 2019). Advised the projects: Career pathways for faculty who teach multicultural education coursework, and the use of reflexivity in mixed methods research.

Graduate Assistantship Mentor for Shaqueena Moore. (Spring 2018-Spring 2019). Department of Curriculum, Foundations, and Reading, Georgia Southern University. Advised the project: Developing a Theory of Critical Race Hermeneutics.

- Awarded Best Graduate Oral Presentation recognition for her presentation of our project at the 2018 Research Symposium conference held at GSU.

Preparing Future Faculty Mentor for Ahmed Fahad. (2016-2017). Department of Literacy & Second Language Studies, University of Cincinnati.

Undergraduate Mentorship

Stephens, M. (2022). *The inclusion of queer history in school curriculum and its influences on students’ wellbeing* [Honors thesis]. Georgia Southern University.

- I served as Maia’s thesis supervisor.

Honors Experience Mentor for Ingrid Wagner. (2017). Department of Early Childhood Education, University of Cincinnati.

SERVICE

Georgia Southern University

Ongoing

Institutional Review Board (Departmental Representative Member and Reviewer, 2018-2024)

M.Ed. in Evaluation, Assessment, Research, and Learning Program Committee (Member, 2017-present)

Completed

Diversity, Equity, and Inclusion Committee for the College of Education (Departmental representative; 2019-2022)

Diversity and Inclusion Faculty Fellow (Steering Committee, 2018-2020; Fellow [paid], 2020-2022)
 Here to be Queer Fall Semester book club, Office of Multicultural Affairs (Faculty facilitator, 2021)
 Social Foundations Faculty Search Committee, Department of Curriculum, Foundations, and Reading (Member, 2020-2021)
 Educational Research Faculty Search Committee, Department of Curriculum, Foundations, and Reading (Member, 2019-2020)
 Urban Education Endorsement ad hoc committee for the College of Education (Member; 2019)
 Educator Preparation Committee for the College of Education (Departmental representative; 2018-2020)
 CORE 2000 ad hoc committee for the College of Education (member, 2018-2019)
 Poverty Simulation for the College of Education (volunteer, Jan. 2018, Feb. 2019, Oct. 2019)
 LGBTQ+ Taskforce (Member; Research Design Ad-Hoc Committee member, 2017-2019)
 World Wise Faculty Learning Community (Steering Committee, 2018-2019; Member, 2017-2019)

Public Schools/Community

Hispanic Heritage Celebration Art and Writing Competition, Evans County Schools (Judge, 2023)
 Young Georgia Authors Competition, Evans County Schools (Judge, 2022, 2023)
 Hispanic Heritage Month Writing and Art Competition, Claxton Elementary, Middle and High Schools (Judge, 2020, 2021)
 Skype a Scientist (Guest presentations in middle schools Oregon House, CA and Chicago, IL, 2019)

Professional

Board/Committee Member – Ongoing

American Educational Research Association (Division D, Section 4: Multi-Method and Mixed Methods Research program co-chair for 2023 Annual Meeting, program chair for 2024 Annual Meeting)
Journal of Mixed Methods Research (Associate editor, 2020-present)
Critical Storytelling (Book series with Brill editorial board member, 2018-present)
International Journal of Multiple Research Approaches (Editorial board member, 2018-present)

Board/Committee Member – Completed

American Educational Studies Association (Program Committee member, 2022; Critics Choice Book Award committee member, 2022)

National Association for Multicultural Education (Mentoring Committee member, 2019-2022)
Mixed Methods International Research Association (Chair for Professional Development/MOOC Committee, 2018-2021; Appointed secretary, 2017-2018)
Critical Race Studies in Education Association (Program committee member, 2019-2020)
Critical Education for Social Justice Special Interest Group of the American Educational Research Association (Dissertation award committee member, 2019-2020)
Science Council & Advisory Board for the MMIRA 2020 Global Conference (Board member; 2019)
Coalition for Critical Qualitative Inquiry (Newsletter Editor, 2017-2018)

*Reviewer**

National Science Foundation (Panel reviewer, 2022)
Social Science and Humanities Research Council of Canada (External assessor for grant application, 2019)
American Educational Research Association (Conference proposal submissions reviewer for Division B: Curriculum Studies, Division K: Teaching and Teacher Education, and Mixed Methods Research SIG)

*For a list of the journals and journal articles I have reviewed, please visit my [reviewer profile here](#).

Workshops/Guest Lectures Given (selected)

It CAN Be Done: Practical Applications of Research Philosophies in Mixed Methods. Workshop given at the Mixed Methods International Research Association Caribbean Chapter Conference, Trinidad, July 2023.

Guest lecture on research philosophies, working in research teams, and culturally responsive and sustainable mixed methods research in HAD5742H: Mixed Methods for Health Services Research taught by Katie N. Dainty and Sarah Munce at University of Toronto, May 2023.

Guest lecture on “Mapping Your Way to Publishing in a Good Fit Journal.” Faculty of Humanities and Education Writing Retreat Series, University of the West Indies, Mona, Jamaica (virtual), March 2023.

Guest lecture on heteronormativity in teacher education with Ingrid Wagner in EDS 150: Introduction to Education taught by Nicholas Hartlep at Berea College, November 2022.

Guest lecture on mixed methods integration in EDUC 826: Mixed Methods Research in Social Science taught by Dr. Liz Farley-Ripple at University of Delaware, October 2022.

Guest lecture on research philosophies, working in research teams, and the future of mixed methods research in HAD5742H: Mixed Methods for Health Services Research taught by Katie N. Dainty and Sarah Munce at University of Toronto, September 2022.

5 Tips for Navigating the IRB Process. Lunch and Learn summer workshop for graduate students of the College of Education, Georgia Southern University, June 2022.

Bridging Theory with Methods. Lunch and Learn summer workshop for graduate students of the College of Education, Georgia Southern University, June 2022.

Research Purpose, Questions, and Methods—Oh My! Lunch and Learn summer workshop for graduate students of the College of Education, Georgia Southern University, June 2022.

Guest lecture on research philosophies in mixed methods research in HAD5742H: Mixed Methods for Health Services Research taught by Katie N. Dainty and Sarah Munce at University of Toronto, May 2022.

Courageous Conversations: LGBTQ+ for Educators. Workshop given with Carl (Kip) Sorgen, facilitated by Kathryn Haughney, to the College of Education at Georgia Southern University, April 2022.

Gender Pronouns 101. Workshop given with other Diversity and Inclusion Faculty Fellows at Georgia Southern University, March 2022 (2 sessions).

Responding to Microaggressions. Workshop given with other Diversity and Inclusion Faculty Fellows at Georgia Southern University, November 2021, March 2022.

Qualitative Prioritized Mixed Methods Research: Evidence-Based Workshop. Workshop co-facilitated with Dr. Ingrid Hunt-Anderson for the Mixed Methods International Research Association Caribbean Chapter, virtual, February 2022.

Guest on a panel about third year review for the Scholarship Development Program junior faculty, Georgia Southern University, November 2021.

Guest on a panel about being an advocate and teacher for LGBTQI students in EDUC 2120: Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (three sections) taught by Kelly Tharp at Georgia Southern University, April 2021.

Unpacking Privilege. Workshop given with other Diversity and Inclusion Faculty Fellows at Georgia Southern University, October and November 2020, February 2021.

Managing Difficult Conversations. Workshop given with other Diversity and Inclusion Faculty Fellows at Georgia Southern University, August 2020 (3 sessions), February 2021.

Recognizing Bias. Workshop given with other Diversity and Inclusion Faculty Fellows at Georgia Southern University, October and November 2020, January 2021.

Guest lecture on conducting mixed methods research with Meca Williams-Johnson in EDUS 712: Mixed Methods Research taught by Sharon Zumbrunn at Virginia Commonwealth University, November 2020.

Disrupting heteronormativity in early childhood teacher education: Reflections on pedagogy and course design. Guest lecture with Ingrid Wagner in EDUC 2120: Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (two sections) taught by Robert (Bob) Lake at Georgia Southern University, October 2020.

Visualize the Process: An Interactive Workshop on Using Visuals to Envision Your Inquiry. Workshop presented at the Curriculum Studies Summer Collaborative, Savannah, GA, June 2020.

Make Philosophical Paradigms Work for You: An Interactive Workshop on Applying Paradigms in Your Inquiry. Workshop presented at the Curriculum Studies Summer Collaborative, Savannah, GA, June 2020.

Mixed Methods and Cultural Sensitivity, Relevancy, Sustainability. Guest lecture in EDPY 604: Mixed Methods Research taught by Cheryl Poth at the University of Alberta, Canada, March 2020.

NVivo Workshop: Discussion on Ethics of Using Qualitative Data Analysis Software. Invited workshop for the Eagle QuaRC organization at Georgia Southern University, Statesboro, GA, January 2020.

Introduction to Research Paradigms in Mixed Methods Research. Guest lecture in “Mixed Methods Research for Managerial Decision Making” doctoral course for Mona School of Business and Management taught by Loraine Cook at the University of the West Indies, Mona, Jamaica, January 2020.

Research Paradigms in Mixed Methods Research: From Foundations to Applications. Invited two-day workshop for the Mixed Methods International Research Association Caribbean Chapter at the University of the West Indies, Mona, Jamaica, November 2019.

Mixed Methods for Educational Psychology. Workshop co-led with Ashley Vaughn and Ananya Matewos given at the Scholarly Consortium for Innovative Psychology in Education conference in Savannah, GA, October 2019.

Mixed Methods and Cultural Sensitivity, Relevancy, and Sustainability. Workshop given at the Mixed Methods International Research Association Caribbean Chapter conference in Trinidad & Tobago, March 2019.

Addressing Stereotype & Identity Threat. Faculty development workshop co-led with Rochelle Lee and Claudia Cornejo Happel. Georgia Southern University, Savannah, GA, March 2019.

Diversity and Inclusion in the Classroom: What's the DIFF?. Faculty development workshop co-led with Nikki DiGregorio and Stacy Smallwood. Georgia Southern University, Savannah, GA, October 2018.

Qualitative Research Workshop. Faculty and staff workshop co-led with Pam Wells and sponsored by the College of Education. Georgia Southern University, Statesboro, GA, October 2018.

Three Types of Mixed Methods Research: Qualitatively Oriented. Module created for the Mixed Methods International Research Association MOOC, August 2018.

Teaching Mixed Methods Research. Module created for the Mixed Methods International Research Association MOOC, August 2018.

Navigating Mixed Methods Research: Connecting the Field of Mixed Methods to Your Research Practices. Pre-Conference Workshop co-led with Vicki Plano Clark (University of Cincinnati) at the Mixed Methods International Research Association Global Conference, Universität Wien, Vienna, Austria, August 2018.

Introducing Mixed Methods in Courses on Research Design. Webinar for the Mixed Methods Webinar Series, International Institute for Qualitative Methodology, University of Alberta, Canada, June 2018.

Arts-WHAT? Visualizing arts-informed and arts-based research. Online video guest lecture to EDRE 6504: Qualitative Research Methods I taught by Cherie Edwards at Virginia Tech, Blacksburg, VA, September 2017.

Applications of Mixed Methods Research in Education. Webinar for the Mixed Methods Webinar Series, International Institute for Qualitative Methodology, University of Alberta, Canada, May 2017.

Mixed methods research: An orientation to the field. Guest lecture to EDUC T780: Research Designs and Methods in Education [doctoral course] at Drexel University, Philadelphia, PA, March 2017.

Characteristics of Effective Teaching. Workshop for teachers from Shanghai in partnership with the Ohio State University, University of Cincinnati, Cincinnati, OH, November 2015.

Introduction to Schooling in America. Workshop for teachers from Shanghai in partnership with the Ohio State University, University of Cincinnati, Cincinnati, OH, November 2015.

Colorblindness: The Violence of Refusing to See Race. Workshop as part of the IRATE8 Teach-In at the University of Cincinnati, Cincinnati, OH, October 2015.

Creating Interactive Lesson Plans for Elementary Science Classrooms. Workshop for Shirati Health, Education, and Development, Shirati, Tanzania, October 2012.

Developing Your Teaching Philosophy. Workshop for the Graduate Association for Teaching Enhancement, University of Cincinnati, Cincinnati, OH, August 2012.

MEMBERSHIPS

American Educational Research Association

American Educational Studies Association

Critical Race Studies in Education Association

Mixed Methods International Research Association