

## CHRISTOPHER KIRCHGASLER

Assistant Professor, Curriculum & Instruction  
University of Wisconsin–Madison  
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### EDUCATION

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2017	Ph.D.	Curriculum & Instruction Minor in History  <i>Dissertation: Building bridges and colonial residues: Transnational school reforms and the making of human kinds</i>	University of Wisconsin–Madison
2007	B.A.	French	University of Utah
2002	B.A.	English	University of Utah

### ACADEMIC APPOINTMENTS

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2019–present	Assistant Professor of Curriculum & Global Studies Department of Curriculum & Instruction, University of Wisconsin–Madison Faculty Affiliate, UW–Madison African Studies Program Faculty Affiliate, UW–Madison Holtz Center for Science & Technology Studies
2018–2023	Visting Researcher Nanjing Normal University, Nanjing, China
2017–2019	Assistant Professor of Curriculum Studies Department of Curriculum & Teaching, The University of Kansas Faculty Affiliate, Kansas African Studies Center

### RESEARCH AND PUBLICATIONS

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#### Edited Works

1. Popkewitz, T. S., Diaz, J., & **Kirchgasler, C.** (Eds.) (2017). *A political sociology of educational knowledge: Studies of exclusion and difference*. Routledge.  
<https://doi.org/10.4324/9781315528533>
2. Popkewitz, T. S., Diaz, J., & **Kirchgasler, C.** (Eds.) (2016). *Knowledge Cultures*. Curriculum studies and historicizing the present: The political and impracticality of practical knowledge, 4(2). <https://addletonacademicpublishers.com/search-in-kc#catid808>

#### Journal Articles

(\*Peer-reviewed)

3. \***Kirchgasler, C.** (Accepted). The biopolitics of tutelage: Developmentalism, adapted education, the Jeanes School, and colonial residues. *Paedagogica Historica*.  
<https://doi.org/10.1080/00309230.2025.2557503>

4. \***Kirchgasler, C.** & Kirchgasler, K. L. (2025). Curiosity as anti-standard: Paradoxes of inequality and inclusion in Cold War-era U.S. science education reforms. *Science & Education*. <https://doi.org/10.1007/s11191-025-00678-5>
5. \*Ziols, R., Kirchgasler, K. L., & **Kirchgasler, C.** (2025). Making the discriminating mind: Historicizing the paradox of preparing rational, anti-racist citizens in U.S. education research. *Teachers College Record*, 127 (5), 90–122. <https://doi.org/10.1177/01614681251360110>
6. \***Kirchgasler, C.** & Gómez Caride, E. (2025). Constellating the global teacher: The technopolitics of OECD’s Global Teaching InSights. *Critical Studies in Education*. <https://doi.org/10.1080/17508487.2025.2479563>
7. \***Kirchgasler, C.** (2025). Developmentalism as colonial residue: Historicizing the onto-epistemic foundations of the global education policy field. *Comparative Education*, 61(5), 43–61. <https://doi.org/10.1080/03050068.2024.2435751>
8. \***Kirchgasler, C.** & Choi, S. (2025). Performing a global learning crisis: Social accountability, citizen-led assessments, and directing democracy. *Compare: A Journal of International and Comparative Education*, 55(5), 719–736. <https://doi.org/10.1080/03057925.2024.2314015>
9. \*Ziols, R. & **Kirchgasler, C.** (2024). Being and becoming well in the most transparent of times: Examining the limits of racialized healing strategies in education. *Educational Studies*, 60(2), 135–155. <https://doi.org/10.1080/00131946.2023.2276226>
10. \***Kirchgasler, C.** (2021). The end(s) of inclusion: Ungrounding globalization and ‘the migrant’ in dialogue with hospitality. *Discourse: Studies in the Cultural Politics of Education*, 42(5), 648–664. <https://doi.org/10.1080/01596306.2020.1836745>
11. \***Kirchgasler, C.** & Desai, K. (2020). “Girl” in crisis: Colonial residues of domesticity in transnational school reforms. *Comparative Education Review*, 64(3), 384–403. <https://doi.org/10.1086/709552>
12. \***Kirchgasler, C.** (2018). True grit? Making a scientific object and pedagogical tool. *American Educational Research Journal*, 55(4), 693–720. <https://doi.org/10.3102/0002831217752244>
13. **Kirchgasler, C.** (2016). The limits of “knowledge for all”: Historicizing school reforms in Kenya. *Knowledge Cultures*, 4(2), 73–94. <https://www.cceol.com/search/article-detail?id=411906>
14. Popkewitz, T. S., Diaz, J., & **Kirchgasler, C.** (2016). Curriculum studies and historicizing the present: The political and impracticality of practical knowledge. *Knowledge Cultures*, 4(2), 11–18. <https://www.cceol.com/search/article-detail?id=411900>

## Book Chapters

15. **Kirchgasler, C.** (2025). Developmentalism as colonial residue: Historicizing the onto-epistemic foundations of the global education policy field. In D. B. Edwards (Ed.) *The global education policy field: Theorization and problematization* (19pp.). <http://doi.org/10.4324/9781003670445-3>. (Reprinted from *Comparative Education*, 61(5), 43–61, 2025).
16. **Kirchgasler, C.** (2023). The orders of order: Curriculum design and a hauntology of efficiency. In P. Trifonas & S. Jagger (Eds.), *International handbook of curriculum theory, research and practice* (pp. 859–882). Springer. [https://doi.org/10.1007/978-3-030-82976-6\\_26-2](https://doi.org/10.1007/978-3-030-82976-6_26-2)
17. **Kirchgasler, C.** (2019). Haunted data: The colonial residues of transnational school reforms in Kenya. In F. Salajan & T. Jules (Eds.), *The educational intelligent economy: Big Data, artificial intelligence, machine learning and the Internet of things in education* (pp. 215–232). Emerald. <https://doi.org/10.1108/S1479-367920190000038013>
18. **Kirchgasler, C.** (2017). The perils of “actionable insights”: Educational research and the making of difference. In T. S. Popkewitz, J. Diaz, & C. Kirchgasler (Eds.), *A political sociology of educational knowledge: Studies of exclusion and difference* (pp. 228–243). Routledge. <https://doi.org/10.4324/9781315528533>
19. Popkewitz, T. S., Diaz, J., & **Kirchgasler, C.** (2017). The reason of schooling and educational research: Culture and political sociology. In T. S. Popkewitz, J. Diaz, & C. Kirchgasler (Eds.), *A political sociology of educational knowledge: Studies of exclusion and difference* (pp. 3–22). Routledge. <https://doi.org/10.4324/9781315528533>
20. Popkewitz, T. S., & **Kirchgasler, C.** (2014). Fabricating the teacher’s soul in teacher education. In A. Fejes & K. Nicoll (Eds.), *Foucault and a politics of confession in education* (pp. 35–47). Routledge. <https://doi.org/10.4324/9781315763057>

## In Review

1. \***Kirchgasler, C.** (In review). Making the child ‘curious’: Historicizing a psychological object and pedagogical tool. Targeted journal: *Teachers College Record*.

## In Preparation

2. Aghasaleh, R., Gleason, T., Burns, J., & **Kirchgasler, C.** (Eds.) (Under contract). *The Bloomsbury handbook of Foucault and education: Exploring perspectives and Practices*. (anticipated delivery December 2025). Bloomsbury Academic.
3. Aghasaleh, R., Gleason, T., Burns, J., & **Kirchgasler, C.** (Under contract). Introduction. In Aghasaleh, R. Burns, J. Gleason, T., & Kirchgasler, C. (Eds.) *The Bloomsbury handbook of Foucault and education: Exploring perspectives and Practices*. Bloomsbury Academic.

4. **Kirchgasler, C.** (Drafting). The colonial residues of anticipatory governance: Historicizing the technopolitics of learning management systems in transnational school reforms. Targeted journal: *Comparative Education Review*.
5. **Kirchgasler, C.** (Drafting). Feeling like an intervention: The colonial residues of sentimental biopolitics in transnational school reforms. Targeted journal: *Curriculum Inquiry*.
6. Dussel, I., **Kirchgasler, C.**, Miranda Noriega, M., & Sen, D. (Eds.). (Drafting). Historicizing space and affect: Making differences and exclusions through educational knowledge. Targeted journal: *Discourse: Studies in the Cultural Politics of Education*.

## HONORS AND AWARDS

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2023	UW-Madison Holtz Center for Science and Technology Studies Travel Award
2021	UW-Madison Fall Research Award (2022–24)
2019	UW-Madison African Studies Program Research Award
2019	UW-Madison Holtz Center for Science and Technology Studies Travel Award
2018	AERA Division B (Curriculum Studies) Dissertation Recognition Award
2018	KU School of Education Summer Research Support Award
2015	UW-Madison Morgridge Wisconsin Distinguished Graduate Fellowship
2014	UW-Madison Scott Kloeck-Jenson International Pre-Dissertation Fellowship
2013	UW-Madison Foreign Language & Area Studies Fellowship (Kiswahili)
2012	UW-Madison Foreign Language & Area Studies Fellowship (Kiswahili)

## GRANT ACTIVITY

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2022–24	Principal Investigator. UW-Madison Office of the Vice Chancellor for Research and Graduate Education, <i>Curiosity: An educational history of a scientific object</i> . (\$34,741 USD) [Research Grant]
2019–21	Network Team Member. Swedish Research Council, <i>After the crisis: Migration, education, and work-life in interdisciplinary light</i> . (\$60,000 USD) [Network Grant]

## RESEARCH

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### Research Positions

2019–present	Network Team Member, <i>After the crisis: Migration, education, and work-life in interdisciplinary light</i> . Swedish Research Council (Martin Harling, University of Gothenburg, PI).
2018–22	Project Partner, <i>Dividing the world through wonder: How we became curious</i> , Academy of Finland (Johanna Sitomaniemi-San, University of Oulu, PI).

## **IRB-Approved Project**

- 2014–17      Principal Investigator, *Building bridges: A study of education reforms between the U.S.A. and the Republic of Kenya*. [ID 2014–0695]. (Data collection entailed archival work, interviews, and observations in the U.S. and Kenya.)

## **LIST OF PRESENTATIONS**

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### **Invited Talks**

1. Building a global teaching observatory: Inside the OECD’s Global Teaching InSights Study. (May 2023). University of Gothenburg, Gothenburg, Sweden.
2. Intimacy and coloniality: On binarism in critical educational research. (April 2023). In Philosophical Studies in Education Keynote Panel. American Educational Research Association Annual Meeting, Chicago, IL, USA
3. The end(s) of inclusion: The colonial residues of the global learning crisis. (November 2019). University of Gothenburg, Gothenburg, Sweden.

### **Invited Guest Lectures**

1. True grit, or Foucault in ‘the mainstream’? Theoretical and methodological notes (June 2025). Teachers College, Columbia University (Foucault in Education, Prof. D. Friedrich).
2. Being and becoming well in the most transparent of times: A theoretical and methodological discussion. (March 2025). University of Connecticut (Research Methods in Ethnic Studies, Prof. B. I. Nieves).
3. Curriculum standardization: Coloniality, eugenics, history. (December 2022). Uppsala University, Sweden (Curriculum Theory & Didactics, Prof. S. Bengtsson).

### **Conference Panels Organized**

1. Capitalizing (on) a global learning crisis: EdTech and the political. (In review). Comparative & International Education Society Annual Meeting, San Francisco, CA, USA.
2. The means are the ends: The technopolitics of nonviolent communication, results-based financing, sustainable development goals, and digital learning. (Accepted). Symposium to be presented at Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH, USA.
3. Foucault in education: Generative dialogues on power, knowledge, and resistance across theory, practice, and method. (In review). Symposium to be presented at American Educational Research Association Annual Meeting, Los Angeles, CA, USA.
4. Space, affect, and education: Historicizing the production of differences. (March 2025). Comparative & International Education Society Annual Meeting, Chicago, IL, USA.
5. Historicizing the neocolonial “languages” of inclusion and the good life as pathways for transformation (roundtable). (April 2020). American Educational Research Association Annual Meeting, San Francisco, CA, USA. (*conference cancelled*)

6. Historicizing the “languages” of inclusion and the good life. (October 2019). Curriculum & Pedagogy Annual Conference, McAllen, TX, USA.
7. Making the neo-colonizer: Strategies and tactics of subjectification for development. (April 2019). Comparative & International Education Society Annual Meeting, San Francisco, CA, USA.
8. Revisioning archival and ethnographic methods in the study of difference (*Highlighted panel*). (March 2018). Comparative & International Education Society Annual Meeting, Mexico City, D.F., Mexico.
9. Making up people: Futurities, fear, and hope. (April 2017). American Educational Research Association Annual Meeting, San Antonio, TX, USA.
10. International comparisons and the political: Difference and exclusion. (March 2017). Comparative and International Education Society Annual Meeting, Atlanta, GA, USA.
11. Education reforms as the making up and governing of difference. (October 2016). Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH, USA.
12. Making difference the “subject”: Historical and comparative studies of education reforms in China, Kenya, and Puerto Rico. (August 2016). International Standing Conference for the History of Education, Chicago, IL, USA.

#### Peer-Reviewed Conference Presentations

1. **Kirchgasler, C.** (In review). Making the child ‘curious’: Historicizing a psychological object and pedagogical tool. Paper to be presented at American Educational Research Association Annual Meeting, Los Angeles, CA, USA.
2. Nott, E. & **Kirchgasler, C.** (In review). The elements of art and principles of design as governing tactics of sight and self. Paper to be presented at American Educational Research Association Annual Meeting, Los Angeles, CA, USA.
3. **Kirchgasler, C.** (In review). The colonial residues of anticipatory governance: Historicizing the technopolitics of learning management systems in transnational school reforms in Sub-Saharan Africa. Paper to be presented at Comparative and International Education Society Annual Conference, San Francisco, CA, USA.
4. **Kirchgasler, C.** (In review). Ruling the future: Learning standards as the technopolitics of capitalization in transnational school reforms. Paper to be presented at Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH, USA.
5. **Kirchgasler, C.** & Kirchgasler, K. L. (April 2025). Hierarchies of curiosity: Historical paradoxes of science education reforms. Paper presented at American Educational Research Association Annual Meeting, Denver, CO, USA.
6. **Kirchgasler, C.** (April 2025). Ruling the future: Historicizing standardization in transnational school reforms (roundtable). Paper presented at American Educational Research Association Annual Meeting, Denver, CO, USA.
7. **Kirchgasler, C.** (March 2025). The biopolitics of tutelage: Adapted education and the Jeanes School in early 20<sup>th</sup> century Colonial Kenya. Paper presented at Comparative and International Education Society Annual Conference, Chicago, IL, USA.

8. **Kirchgasler, C.** (April 2024). Instinctual curiosity: From a pedagogical tool to eugenic measurement (roundtable). Paper presented at American Educational Research Association Annual Meeting, Philadelphia, PA, USA.
9. **Kirchgasler, C.** (April 2024). Methods make their subject: The colonial residues of education research (roundtable). Paper presented at American Educational Research Association Annual Meeting, Philadelphia, PA, USA.
10. **Kirchgasler, C. & Gomez Caride, E.** (March 2024). Constructing Global Teaching Quality: The Epistemic Virtues of the OECD Global Teaching InSights Study. Paper presented at Comparative and International Education Society Annual Conference, Miami, FL, USA.
11. **Kirchgasler, C.** (April 2023). Compensatory curiosity: Making up people and marking differences (roundtable). Paper presented at American Educational Research Association Annual Meeting, Chicago, IL, USA.
12. **Kirchgasler, C. & Gomez Caride, E.** (April 2023). Platforming the global teacher. Paper presented at American Educational Research Association Annual Meeting, Chicago, IL, USA.
13. **Kirchgasler, C. & Gomez Caride, E.** (April 2023). The global teacher: Transforming teaching practices into scientific data. Paper presented at Comparative and International Education Society Annual Conference, Washington DC, USA.
14. **Kirchgasler, C.** (April 2022). Curiosity's future past: Historicizing a pedagogical object. Paper presented at American Educational Research Association Annual Meeting, San Diego, CA, USA.
15. **Kirchgasler, C.** (April 2022). Designing order: An infra-spectral approach to curriculum (roundtable). Paper presented at American Educational Research Association Annual Meeting Annual Conference, San Diego, CA, USA.
16. **Kirchgasler, C. & Choi, S.** (April 2022). Measuring, monitoring, and making up: Literacy as a cultural thesis. Paper presented at Comparative and International Education Society Annual Conference, Minneapolis, MN, USA.
17. **Kirchgasler, C.** (November 2021). The order of orders: Curriculum design as the political. Paper accepted for presentation at American Educational Studies Association Annual Meeting, Portland, OR, USA (*unable to present due to health reasons*).
18. **Kirchgasler, C.** (April 2021). Decolonizing "the migrant voice"—a dialogue with hospitality. Paper presented at American Educational Research Association Annual Meeting, Virtual Conference.
19. **Kirchgasler, C.** (April 2021). A curricular counter-memory of curiosity (roundtable). Paper presented at American Educational Research Association Annual Meeting, Virtual Conference.
20. **Kirchgasler, C.** (April 2021). Ungrounding the nation-state: Reassessing globalization and migrant "arrival". Paper presented at Comparative and International Education Society Annual Meeting, Virtual Meeting.

21. **Kirchgasler, C. & Desai, K.** (April 2020). Domestic products: Historicizing the desire for the educated girl (co-authored paper with K. Desai). Paper prepared for American Educational Research Association Annual Meeting, San Francisco, CA, USA. (*conference cancelled*)
22. **Kirchgasler, C.** (April 2020). Saving souls as secular science: The coloniality of “literacy for all” (roundtable). Paper prepared for American Educational Research Association Annual Meeting, San Francisco, CA, USA. (*conference cancelled*)
23. **Kirchgasler, C. & Sitomaniemi-San, J.** (March 2020). The genius of ‘curiosity’: Towards a genealogy of a scientific-pedagogic object of educational reform. Paper prepared for Comparative and International Education Society Annual Meeting, Miami, FL. (*conference cancelled*)
24. **Kirchgasler, C.** (October 2019). Literacy for (not) all: A hauntology of a transnational imperative. Paper presented at Curriculum & Pedagogy Annual Conference, McAllen, TX, USA.
25. **Kirchgasler, C. & Desai, K.** (April 2019). “Girls” in crisis: Colonial residues of transnational school reforms in Kenya. Paper presented at the Comparative and International Education Society Annual Meeting, San Francisco, CA, USA.
26. **Kirchgasler, C.** (April 2018). Un-grounding discourse: Critical ethnography, method, and the political (roundtable). Paper presented at the American Educational Research Association Annual Meeting, New York, NY, USA.
27. **Kirchgasler, C.** (March 2018). Archives without walls, interviews without the subject? The possibility of historicizing as method. Paper presented at the Comparative and International Education Society Annual Meeting, Mexico City, D.F. Mexico.
28. **Kirchgasler, C.** (April 2017). Schooling that “saves”: The emergence of literacy as secular salvation in colonial Kenya. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX, USA.
29. **Kirchgasler, C.** (April 2017). Contesting a transnational crisis: Histories of “the child,” “the African,” and “the mind” in the present. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX, USA.
30. **Kirchgasler, C.** (March 2017). Algorithmic governance and comparative styles of reason in transnational school reforms. Paper presented at the Comparative and International Education Society Annual Meeting, Atlanta, GA, USA.
31. **Kirchgasler, C.** (October 2016). Saving “the illiterate”: Historicizing literacy as a developmental imperative. Paper presented at the Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH, USA.
32. **Kirchgasler, C.** (October 2016). Historicizing transnational school reforms in Kenya (Or, why not an ethnography?). Paper presented at the University of Minnesota International African Studies Conference, Minneapolis, MN, USA.
33. **Kirchgasler, C.** (August 2016). A century of building bridges: Historicizing the child, the African, and the mind. Paper presented at the International Standing Conference for the History of Education, Chicago, IL, USA.

34. **Kirchgasler, C.** (April 2016). “Knowledge for all” and the making of difference in transnational school reforms in Kenya. Paper presented at the World Education Research Association Annual Focal Meeting, hosted at American Educational Research Association Annual Meeting, Washington, DC, USA.
35. **Kirchgasler, C.** (October 2015). Making “the African”: Braiding the social sciences and modern schooling in the history of education. Paper presented at the Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH, USA.
36. **Kirchgasler, C.** (October 2014). On the intimate frontiers of colonial classrooms: Thinking historically about the making of the teacher as an agent of social transformation. Paper presented at the Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH, USA.
37. **Kirchgasler, C.** (April 2014). Building a bridge: The problematization of urban youth in Kenya, and the limits of fee-based education reform (roundtable). Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA, USA.
38. **Kirchgasler, C.** (April 2013). “...And that’s great teaching!” The urban adolescent in teacher education best practices (roundtable). Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA, USA.

## Discussant

In review	Foucault in education: Generative dialogues on power, knowledge, and resistance across theory, practice, and method. Symposium to be presented at American Educational Research Association Annual Meeting, Los Angeles, CA, USA.
2025	Navigating “schooling literacies” across contexts. Symposium presented at Comparative and International Education Society Annual Meeting, Chicago, IL, USA.
2023	Constructing the (ab)normal: Development, affect, and sensory experience in teaching and learning. Symposium presented at American Educational Research Association Annual Meeting, Chicago IL.
2022	How frontline organizations perform the critical function of handling the ongoing political dilemmas within asylum reception. Doctoral Colloquium for the History and Politics of Education. University of North Carolina, Chapel Hill, Chapel Hill, NC, USA.
2019	How the sciences of curriculum became reasonable: Their emergence in post-war years and its (dis)continuity. Symposium presented at American Educational Research Association Annual Meeting, Toronto, ON, Canada.  The world in Teachers College, Teachers College in the world. Symposium presented at Comparative & International Education Society Annual Meeting, San Francisco, CA, USA.
2018	The mission project: Constructing a Spanish Colonial fantasy past with California fourth graders. Doctoral Colloquium for the Theory and Data in Curriculum, History, and Educational Studies (doctoral seminar). University of Vienna, Vienna, Austria.

- 2017 The increasing (un)conventionality of the ‘Normal method’: History, travelling, and career of a pedagogical idea. Doctoral Colloquium for the Theory and Data in Curriculum, History, and Educational Studies. University of Wisconsin–Madison, Madison, WI, USA.
- Understanding commercial low-fee private schools: Looking at available data on Bridge International Academies’ operations in three countries. Symposium presented at Comparative and International Education Society Annual Meeting, Atlanta, GA, USA.
- 2016 The role and impact of commercial private school chains and corporate involvement in education: What do we really know? Symposium presented at Comparative and International Education Society Annual Meeting, Vancouver, BC, Canada.
- 2013 Practice and promise in alternative and utopian movements in education. Practices in Making Practice: Registers in the Realizations of a Concept Conference. University of Luxembourg, Luxembourg.

#### **Other Conference Participation**

- 2019 At the threshold: Inclusion and an “ethic of hospitality.” After the Crisis: Migration, Education, and Work-Life in Interdisciplinary Light. University of Gothenburg, Gothenburg, Sweden.
- 2018 Grit goes global: Datafication as democracy and optimizing the child’s soul. Moral Education for Democracy, Nanjing University, Nanjing, China.
- 2016 True grit? Historicizing a scientific object and a pedagogical tool. Disrupting Good Intentions of Inclusion (doctoral seminar), Malmö University, Malmö, Sweden.
- Literacy that “saves”: The emergence of a secularized salvation in Colonial Kenya. Theory and Data in the History of Education: A Cross-Cultural and Cross-Generational Exchange (doctoral seminar), Stanford University, Stanford, CA, USA.
- A century of “building bridges”: Historicizing the “mind of the African child. Merit/Achievement as Paradigm Preconference Workshop, International Standing Conference for the History of Education, Chicago, IL, USA.
- Historicizing transnational school reforms (Or, why I’m not writing an ethnography). Theory and Data in the History of Education: A Cross-Cultural and Cross-Generational Exchange (doctoral seminar), University of Luxembourg, Belval, Luxembourg.
- 2015 How historical studies and discourse analyses are the same: Studying transnational school reforms in Colonial Kenya. Theory and Data in the History of Education: A Cross-Cultural and Cross-Generational Exchange (doctoral seminar), University of Wisconsin–Madison, Madison, WI, USA.

### **Campus or Departmental Talks**

- 2021      The Nature of Curiosity: A Counter-Memory of a Scientific Object. The Holtz Center for Science and Technology Studies, University of Wisconsin–Madison, Madison, WI.
- 2019      Crisscrossing Continents and Curricula: Notes on De-Essentializing International Research. Research and Campus Issues for International Students, University of Wisconsin–Madison, Madison, WI.

### **TEACHING**

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#### **University of Wisconsin–Madison (2019–present)**

##### *Graduate*

- Cultures of Design in Education
- Theory & Design of the Curriculum

##### *Undergraduate*

- Critical Aspects of Teaching, Schooling, and Education
- ESL/Bilingual Issues
- Introduction to Education
- Preparing to Teach Abroad Capstone

#### **The University of Kansas (2017–2019)**

##### *Graduate*

- Critical Pedagogies
- Foundations of Curriculum Development

##### *Undergraduate*

- Curriculum and the Learner in Middle & High School

### **SERVICE**

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#### **National/International Service**

##### *Professional Organization Service*

- Mentor, American Educational Research Association Annual Meeting, Division B (2025)
- Reviewer, Decolonial, Postcolonial, and Anti-Colonial Studies in Education SIG, American Educational Research Association (2023–24)
- Chair, Decolonial, Postcolonial, and Anti-Colonial Studies in Education SIG, American Educational Research Association (elected for 2022–23 term)
- Program Committee, American Educational Studies Association (2022)
- Program Chair, Postcolonial Studies and Education SIG, American Educational Research Association (2021–present)
- Dissertation Award Committee, American Educational Research Association Annual Conference, Division B (2020–21)
- Chair, Post-foundational Approaches to Comparative and International Education SIG, Comparative and International Education Society (2018–21)

- Secretary, Post-foundational Approaches to Comparative and International Education SIG, Comparative and International Education Society (2017–18)
- Reviewer, American Educational Research Association Annual Conference, Division B (2016–present)
- Reviewer, Comparative and International Education Society Annual Conference, Post-Foundational Approach to Comparative and International Education SIG (2016–present)

### **Manuscript Reviewer (ad hoc)**

#### *Publishers*

- Palgrave Macmillan
- Springer
- University of Michigan Press

#### *Journals*

- *Anthropology & Education Quarterly*
- *Comparative Education*
- *Comparative Education Review*
- *Critical Studies in Education*
- *Discourse: Studies in the Cultural Politics of Education*
- *East China Normal University Review of Education*
- *Educational Philosophy and Theory*
- *Educational Policy Analysis Archives*
- *Educational Researcher*
- *Journal of Curriculum & Pedagogy*
- *Research in Comparative and International Education*
- *Science and Education*

### **Memberships**

- African Studies Association
- American Educational Research Association
- American Educational Studies Association
- Comparative and International Education Society
- International Standing Conference for the History of Education

### **University Service**

#### *University Level*

- Steering Committee Member, Robert F. and Jean E. Holtz Center for Science & Technology Studies, University of Wisconsin–Madison (2024–present)
- Faculty Senator, Curriculum & Instruction, University of Wisconsin–Madison (2019–2022, 2023–present)
- Panelist, AI and Teaching: Lessons Learned, Center for Teaching, Learning, and Mentoring, University of Wisconsin–Madison (2025)
- Panelist, AI, Learning, and the Classroom, Phi Beta Kappa Fellows, University of Wisconsin–Madison (2025)

- Presenter, Coffee to Copilot, Center for Teaching, Learning, and Mentoring, University of Wisconsin–Madison (2024)
- Presenter, Generative AI Opportunities and Challenges Workshop, Center for Teaching, Learning, and Mentoring, University of Wisconsin–Madison (2023)
- Facilitator, ChatGPT and the Art of Prompting, High School to College Writing Symposium, Greater Madison Writing Project, University of Wisconsin–Madison (2023)
- Presenter, Writing with AI Across the Disciplines, Center for Teaching and Research on Writing, University of Wisconsin–Madison (2023)

#### *Department Level*

- Department Colloquium Committee (2023–present)
- Undergraduate Education Advisory Committee, Curriculum & Instruction, University of Wisconsin–Madison (2021–2023)
- Faculty Advisor, Graduate Student Advisory Council, Department of Curriculum and Teaching, The University of Kansas (2018–2019)
- Admissions Committee (Teacher Education Program), Department of Curriculum & Teaching, The University of Kansas (2018–2019)
- Executive Committee, Department of Curriculum and Teaching, The University of Kansas (2017–2019)

#### **Service to the Public**

- Organizer/Host, *Unthinking the Western Gaze* [Public Webinar]. De/Post/Anticolonial Studies in Education SIG. (March 21, 2023)
- Organizer/Moderator, *Education beyond the human* [Public Webinar]. Postfoundational Approaches to Comparative and International Education SIG. *FreshEd*. <https://freshedpodcast.com/beyondhuman/> (October 14, 2019)
- Invited Presenter, True Grit? Making a Scientific Object and Pedagogical Tool. *EDTalks! Research & Teaching Festival*. KU School of Education and Kansas Unified School District 497, Lawrence, KS. (April 29, 2018)
- Organizer/Producer, *The datafication of comparative education*. Postfoundational Approaches to Comparative and International Education SIG. *FreshEd*. <https://freshedpodcast.com/freshed-116-the-datafication-of-comparative-education/> (May 29, 2018)
- Organizer/Producer, *Discussing comics and notions of the human*. Postfoundational Approaches to Comparative and International Education SIG. <https://postfoundational.weebly.com/webinars.html> (September 29, 2017)

#### **Media Appearances**

- Colonial residues of domesticity in education development. *FreshEd with Will Brehm* (November 2, 2020).
- Grit. *Central Standard*. KCUR, Kansas City, MO (April 11, 2018).
- Can a tech start-up successfully educate children in the developing world? *The New York Times Magazine* (June 27, 2017).

## LANGUAGES

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French (reading and writing: good; speaking: conversational)

Kiswahili (reading and writing: with dictionary assistance; speaking: intermediate)

## STUDENT ADVISING AND SUPERVISION

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### Chaired Ph.D.

*Curriculum and Teaching, The University of Kansas*

Nicholas Natchoo (Dr. Heidi Hallman, Co-Chair) 2020

### Graduate Supervision

#### *Doctoral Students*

Seongho Choi (with Dr. Bernadette Baker) 2020–present

Brittany Johnson (with Dr. Maxine McKinney de Royston) 2025–present

Miri Jung 2025–present

Marino Miranda Noriega (with Dr. Thomas Popkewitz) 2021–present

Debopam Sen 2022–present

#### *Master's Students*

Nargila Behjat 2023–present

### Thesis and Dissertation Committees

*Curriculum and Instruction, University of Wisconsin–Madison*

#### *Doctoral Committees (completed)*

Ph.D. Committee, Junzi Huang 2022

Ph.D. Committee, Cecilia Kyalo-Ogoti 2025

Ph.D. Committee, Noah Karvelis 2024

Ph.D. Committee, Liang Wang 2021

#### *Doctoral Committees (current)*

Ph.D. Committee, Feiran Dong 2024–present

Ph.D. Committee, Chushan Wu 2022–present

Ph.D. Committee, Britt-Marie Zeidler 2021–present

#### *Master's Committees (completed)*

M.S. Committee, Linh Hoang 2023

M.S. Committee, Mallika Hudlikar 2023

M.S. Committee, Chengjie Pi 2021

M.S. Committee, Aravind Sai Sarathy 2024

#### *Master's Committees (current)*

M.S. Committee, Liz LaBreche 2025–present

M.S. Committee, Lindsay Welles 2024–present

*Curriculum and Teaching, The University of Kansas*

M.A. Committee, Elise Fast 2018

M.S.E. Committee, Jalen Brown 2019

M.S.E. Committee, Taylor Bussinger 2019

M.S.E. Committee, Gabrielle Budzon	2019
M.S.E. Committee, Jessica Colten	2019
M.S.E. Committee, Bricen Henning	2019
M.S.E. Committee, Kelli Morrissette	2019
M.S.E. Committee, Talia Zangari-Ryan	2019
M.S.E. Committee, Andrew Bissonnette	2018
M.S.E. Committee, Sarah Carey	2018
M.S.E. Committee, William Hunnings	2018
M.S.E. Committee, Emily Cassie	2018
M.S.E. Committee, Sarah Carey	2017
M.S.E. Committee, Krista Lind	2017
M.S.E. Committee, Carmelle Markwart	2017
M.S.E. Committee, Adriana Zaragoza	2017

### **Independent Studies**

Marino Miranda Noriega	2023–2024
Britt-Marie Zeidler	2021
Seongho Choi	2020

### **Research Project Supervision**

Seongho Choi	2021–22
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### **Teaching Assistantship Supervision**

Ramata Diallo	2024–present
Garazi Lopez de Aguilera de Jaussi	2023–2024
Marino Miranda Noriega	2024
Ajita Raghavendra	2023