

**KATHRYN L. KIRCHGASLER, PH.D.**

University of Wisconsin—Madison  
School of Education  
Department of Curriculum & Instruction  
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Madison, WI 53706  
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**EDUCATION**

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- 2018 Ph.D., Department of Curriculum & Instruction  
University of Wisconsin-Madison  
Ph.D. Minor in Humans & the Global Environment  
  
Dissertation: *Tracking disparities: How schools make up scientific Americans and pathologized Others*
- 2006 B.A., Department of Psychology, *summa cum laude*  
Williams College  
Concentration in Neuroscience

**POSITIONS HELD**

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**University of Wisconsin-Madison, Department Curriculum & Instruction, School of Education**

Assistant Professor of Science Education, 2019–

Member, The Holtz Center for Science and Technology Studies  
Affiliate, Latin American, Caribbean and Iberian Studies

**University of Kansas, Department Curriculum and Teaching, School of Education**

Multi-term Lecturer of Curriculum and Teaching, 2017–2019

**HONORS & AWARDS**

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- 2020 NAEd/Spencer Postdoctoral Fellowship Semi-Finalist (as of 4/11/20)  
National Academy of Education
- 2019 Outstanding Dissertation Award Honorable Mention  
AERA Division B Curriculum Studies
- 2018 Graduate Student Award  
AERA Critical Issues in Curriculum and Cultural Studies (CICCS) SIG
- 2016 NAEd/Spencer Dissertation Fellowship Semi-Finalist  
National Academy of Education
- 2015–2016, University Fellowship  
2011–2012 University of Wisconsin-Madison Graduate School
- 2014–2016 Graduate Fellowship in Science & Technology Studies  
University of Wisconsin-Madison Holtz Center

2014–2015	Pella Science Education Fellowship University of Wisconsin-Madison Dept. of Curriculum & Instruction
2012–2013	James B. and Susan Solie Patterson Graduate Student Scholarship University of Wisconsin-Madison Dept. of Curriculum & Instruction
2013–2014 2012–2013	Graduate Research Fellowship Program Honorable Mention National Science Foundation
2011–2012	Chancellor’s Opportunity Award University of Wisconsin-Madison Graduate School
2006–2007	Fulbright Teaching Assistantship in Spain United States Fulbright Program

## SCHOLARSHIP

### PUBLICATIONS

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#### Peer-Reviewed Journal Articles

- Kirchgasler, K. L.** (2018). Moving the lab into the field: The making of pathologized (non)citizens in U.S. science education. *Curriculum Inquiry*, 48(1), 115–137.
- Braaten, M., Bradford, C., **Kirchgasler, K. L.**, & Barocas, S. (2017). How data use for accountability undermines equitable science education. *Journal of Educational Administration*. 55(4), 427–446.
- Feinstein, N.W., & **Kirchgasler, K. L.** (2015). Sustainability in science education? How the Next Generation Science Standards approach sustainability, and why it matters. *Science Education*. 99(1), 121–144.

#### Chapters in Edited Texts

- Kirchgasler, K. L.** (In press). Dangers of “making diversity visible”: Historicizing metrics of science achievement in U.S. educational policy. In G. Fan & T. Popkewitz (Eds.), *The International Handbook of Education Policy Studies: Volume II*. New York: Springer.
- Kirchgasler, K. L.** (2019). Strange precipitate: How interest in science produces different kinds of students. In W. Letts & S. Fifield (Eds.), *STEM of Desire: Queer Theories and Science Education* (pp. 191–209). Leiden, Netherlands: Brill.
- Braaten, M., Bradford, C., Barocas, S. F., & **Kirchgasler, K. L.** (2018). Using data meaningfully to teach for understanding in middle school science. In N. Barnes & H. Fives (Eds.) *Cases of Teachers’ Data Use* (pp. 80-95). New York: Routledge.
- Kirchgasler, K. L.** (2017). Scientific Americans: Historicizing the making of difference in early 20<sup>th</sup>-century U.S. science education. In T. Popkewitz, J. Diaz & C. Kirchgasler (Eds.), *A Political Sociology of Educational Knowledge: Studies of Exclusions and Difference*. New York: Routledge (pp. 87–102). New York: Routledge.

## NATIONAL AND INTERNATIONAL CONFERENCE PARTICIPATION

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### Keynote Presentations and Invited Lectures

- 2018      **Keynote, XVIII Symposium of the International Organization for Science and Technology Education, Malmö, Sweden.** A paradox of diversity and inclusion: Making the future citizen in science education.
- 2018      **Invited Lecture, TERC, Cambridge, MA.** A “win-win strategy” and its colonial history: Making healthier citizens in science class.

### Conference Panels Organized

- 2019      From sleeping police to socio-material entanglement: Rethinking the racialization and gendering of STEM education practices. National Association for Research in Science Teaching Annual International Conference. Baltimore, MD.
- Epistemic anxieties of STEM education: Pedagogical duress and productions of desire, fear, and difference. American Educational Research Association Annual Meeting. Toronto, ON.
- 2018      Paradoxes of inclusion in STEM education: Making up cultural Others through “natural” and “neutral” spaces. American Educational Research Association Annual Meeting. New York, NY.

### Refereed Papers Presented

- 2020      **Kirchgasler, K. L. & Kuhlmann, N.** The “aha! moments” that weren’t: (Re)discovering pedagogies of inclusion in post-war U.S. and German science education. International Standing Conference for the History of Education. Örebro, Sweden [upcoming].
- From unhygienic bodies to healthcare burdens: Shifts in the racialization of U.S. science education reforms. American Educational Research Association Annual Meeting. San Francisco, CA [cancelled due to pandemic].
- 2019      The biopolitics of science education: From colonial distinctions to tracking disparities. Science Educators for Equity, Diversity, and Social Justice Annual Conference. Norfolk, VA.
- Kirchgasler, K. L. & Olivares, M.** Health interventions as sleeping police: How science|health education produces and regulates racialized Others. National Association for Research in Science Teaching Annual International Conference. Baltimore, MD.
- New health imperatives?: Historicizing biopedagogies designed to incite fears and healthier choices within science education. American Educational Research Association Annual Meeting. Toronto, ON.
- 2018      Prioritizing their health: Historicizing the making of Others in U.S. colonial and metropolitan science education. American Educational Research Association Annual Meeting, New York, NY.

- 2017 Adapting science education for everyday needs: The production of pathologized populations. American Educational Research Association Annual Meeting. San Antonio, TX.
- 2016 Adapted for “immature minds” and “underperforming groups”: Historicizing science achievement as productive of racialized distinctions. Bergamo Conference on Curriculum Theory and Classroom Practice. Dayton, OH.
- Differentiating students’ “interest in science”: The production of racialized and gendered bodies in U.S. science education. International Standing Conference for the History of Education. Chicago, IL.
- Historicizing how interest in science produces different “kinds” of students. American Educational Research Association Annual Meeting. Washington, D.C.
- The making of non-scientists and not-yet-citizens: Historicizing the racialization of U.S. science education. American Educational Research Association Annual Meeting. Washington, D.C.
- 2015 Braaten, M., Bradford, C., Barocas, S., & **Kirchgasler, K. L.** Missed opportunities to learn: How data use for accountability undermines equitable science education. University Council for Educational Administration Convention. San Diego, CA.
- Interest in science: From a matter of fact to the processes of its materializing. Bergamo Conference on Curriculum Theory and Classroom Practice. Dayton, OH.
- General science: Making different “kinds” of students in need of different kinds of science education. American Educational Research Association Annual Meeting. Chicago, IL.
- Kirchgasler, K. L.** & Feinstein, N.W. The meaning and implications of “sustainability” in the Next Generation Science Standards. American Educational Research Association Annual Meeting. Chicago, IL.
- Braaten, M., Barocas, S., Bradford, C., & **Kirchgasler, K. L.** Cordoning off student ideas: Unintended consequences of policies-as-practiced in schools. American Educational Research Association Annual Meeting. Chicago, IL.
- Braaten, M., **Kirchgasler, K. L.**, Bradford, C., & Barocas, S. Why science education should care about the Educational Data Movement. National Association for Research in Science Teaching Annual International Conference. Chicago, IL.
- 2014 Historicizing logics of equity and diversity in science education. Bergamo Conference on Curriculum Theory and Classroom Practice. Dayton, OH.

### **Invited Presentations**

- 2019 Sleeping police: Racialization and ableism at the nexus of science education and public health. Forum on Diversity, Equity, and Inclusion for the University of Kansas School of Education. Lawrence, Kansas.

Science for all? The making of dis/abled bodies in U.S. science education. Panel on “Research and campus issues: Graduates and professionals with disabilities,” University of Wisconsin-Madison. Madison, Wisconsin.

- 2017 Findings from the study *Tracking Inequality*. KCKPS Diploma Plus GEAR UP Academy Partners Meeting, University of Kansas. Lawrence, Kansas.
- 2016 “Culturing” pupils: The historical production of non-citizens in U.S. science education. Doctoral Seminar on “Disrupting Good Intentions of Inclusion,” Malmö University. Malmö, Sweden.
- Dividing by capacity: Historicizing measures of science ability and achievement in U.S. science education. Pre-Conference Workshop on “Merit|Achievement as Paradigm,” International Standing Conference for the History of Education. Chicago, Illinois.
- 2015 Interest in science as exclusionary matrix: Historicizing the production of difference in U.S. science education. Doctoral Seminar on “Theory and Data in the History of Education,” University of Luxembourg. Belval, Luxembourg.
- 2014 Knowledge of the pupil: Seeing and sorting difference in the general science course, 1916-1926. Doctoral Seminar on “Theory and Data in the History of Education,” University of Wisconsin-Madison. Madison, Wisconsin.

## TEACHING

### COURSES TAUGHT

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#### **University of Wisconsin-Madison, Department of Curriculum & Instruction (2019-Present)**

Science, Bodies, Schools (Graduate)

Teaching Science (Undergraduate)

#### **University of Kansas, Department of Curriculum and Teaching (2017-2019)**

Foundations of Curriculum and Instruction (Graduate)

Introduction to the Education Profession (Undergraduate)

### GRADUATE ADVISING

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Co-Advisee: Baeza, C. (UW–Madison)

Dissertation Committee Member: Safrankova, C. (Malmö University)

Dissertation Proposal Committee Member: Maddock, J. (UW–Madison)

Preliminary Examination Committee Member: Kyalo, C. (UW–Madison)

### K-12 TEACHING

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Science Teacher (2007-2011), Mentor Teacher (2009-2011), and Science Department Chair (2010-2011), Excel Academy Charter School, East Boston, MA.

Fulbright Teaching Assistant in Science and English as a Foreign Language (2006-2007),  
Colegio Garcia Lorca, Alcalá de Henares, Spain.

## SERVICE

### NATIONAL AND INTERNATIONAL SERVICE

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#### **Manuscript reviewing**

*Science Education*

2016–present

#### **Proposal reviewing**

American Educational Research Association (Divisions B, G)

2017–present

National Association for Research in Science Teaching (Strand 11)

2018–present

### DEPARTMENT SERVICE

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Curriculum Committee, Member

2019–present

### PROFESSIONAL ORGANIZATIONS

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American Educational Research Association

National Association for Research in Science Teaching

Science Educators for Equity, Diversity, and Social Justice