

CURRICULUM VITAE  
MARK D. VAGLE

## IDENTIFYING INFORMATION

### Academic Rank

Professor in Curriculum & Instruction  
Graduate Faculty Appointment in Education, Curriculum, & Instruction

### Education

Degree	Institution	Date Degree Granted
B.A.	Concordia College Elementary Education	1994
M.A.	St. Mary's University Education	1996
Ph.D.	University of Minnesota Education, Curriculum, & Instruction: Elementary Education [Timothy Lensmire & Julie Kalnin, Advisors]	2006

### Positions/Employment

University of Minnesota, Twin Cities (Professor)	2012 –present 2017-present
(Associate Professor)	2012-2017

*Department Chair*—Department of Curriculum & Instruction (July 2018-Present)

*On Sabbatical* (2017-18 Academic Year)

*Associate Department Chair*—Department of Curriculum & Instruction (August 2014-August 2017; *Interim Department Chair*, May-August 2014)

*Lead of the Research & Development (R&D) of Equity-Based Teaching and Learning Projects Initiative*—College of Education and Human Development (January 2014-May 2016)

*Graduate Programs Lead*- Elementary Education (2012-2018); *Co-Graduate Programs Lead*—Elementary Education (2018-Present)

*Adjunct Faculty*, Department of Educational Theory and Practice  
The University of Georgia

*Co-Founder and Co-Director* (2010-present), The CLASSroom Project (@ the U of  
M, The University of Minnesota) & (@ UGA, The University of Georgia)

University of Georgia	2006-2012
(Associate Professor)	2011-2012
(Assistant Professor)	2006-2011

<i>Associate Director</i> Institute for Interdisciplinary Research in Education and Human Development	(January-August, 2012)
<i>Affiliate Faculty</i> , Qualitative Research Program	2007-2012

Graduate appointments

The University of Minnesota-Twin Cities	2002-2006
(Research Associate; Research Assistant; Teaching Assistant; Middle School Coordinator)	

Other professional employment

Community Middle School, Grades 6-8, West Windsor-Plainsboro Regional School District, Plainsboro, NJ	2000-2002
(Assistant Principal)	

Minnetonka Middle School West, Minnetonka Public Schools, Minnetonka, MN	1997-2000
(Teacher-Grades 6-8, Language Arts, Social Studies, Mathematics)	

Clear Springs Elementary School, Minnetonka Public Schools, Minnetonka, MN	1994-1997
(Teacher-Grades 3 & 5)	

**Current Membership in Professional Organizations**

American Educational Research Association  
Literacy Research Association

**HONORS AND AWARDS FOR RESEARCH/CREATIVE WORK, TEACHING, PUBLIC  
ENGAGEMENT, AND SERVICE**

*University of Minnesota*

Marty & Jack Rossmann Award (*for exceptional level of creativity and productivity in scholarship, teaching, and service*), 2017

AERA Qualitative Research SIG Outstanding Qualitative Research Book Award Recipient (*Crafting Phenomenological Research*), 2016

AERA Division G Early Career Award Finalist, 2016

College of Education and Human Development's CEHD Leads Program, 2016

Department of Curriculum and Instruction Summer Research Grant for CI Faculty, 2013

Department of Curriculum and Instruction Graduate Studies Summer Research Fellowship, 2005 – University of Minnesota

Phi Kappa Phi Honorary Society, 2004 - present – University of Minnesota

### ***University of Georgia***

College of Education Faculty Senate D. Keith Osborn Award for Teaching Excellence: Assistant Professor Category, 2010--The University of Georgia

Graduate School, Outstanding Mentoring Award Nominee, 2010--The University of Georgia

### ***Concordia College***

Summa Cum Laude Graduate, 1994 – Concordia College

Rhodes Scholar Nominee, 1993 – Concordia College

Omicron Delta Kappa Society, 1993 - present – Concordia College

Alpha Society, 1991-1994 – Concordia College

## **RESEARCH, SCHOLARSHIP, AND CREATIVE WORK**

### **Grants and Contracts**

#### **External Sources**

***Received at the University of Minnesota (2002-2006, 2012-Present):***

#### **Research Grants/Contracts**

Principal Investigator

Co-Principal Investigator, Deborah Dillon  
The Bush Foundation  
Alternative Pathways to Teaching: Examining Equity-Based Teacher Education  
January 1, 2015-December 31, 2017 (*No Cost Extension to December 31, 2019*)  
\$400,000

Principal Investigator  
Association of the United States Army (AUSA)  
BAM Adventures Study, August 2012-February 2013  
\$25,000

Research Consultant, Research Associate, Research Assistant  
Steven Yussen and Deborah Dillon, Co-Principal Investigators  
The Bush Foundation  
Minnesota Reads: A Higher Education Partnership to Better Prepare Faculty and  
Future Teachers for Reading Instruction, 2002-2007  
\$1,000,000 each year over 3 years

### **Research Methodology, School, and Community-Based Contracts**

Instructor  
ResearchTalk: Qualitative Research Summer Intensive  
Crafting Phenomenological Research: How Phenomena Can Take Shape in Various  
Contexts & Learning from Lived Experience: How We Can Study the World as It Is  
Lived  
University of North Carolina  
July, 2019  
Contract=\$4200

Instructor  
ResearchTalk: Qualitative Research Summer Intensive  
Crafting Phenomenological Research: How Phenomena Can Take Shape in Various  
Contexts & Learning from Lived Experience: How We Can Study the World as It Is  
Lived; and Designing and Making Decisions in Qualitative Data Collection Projects  
University of North Carolina  
July, 2016  
Contract=\$7000

Co-Director  
With Stephanie Jones  
Other Side of Poverty in Schools, MN; Forest Lake Public Schools; Mounds View  
Public Schools; University of Minnesota Extension Center for Family Development  
The CLASSroom Project, 2016  
Contracts to date= \$22,000

Co-Director

With Stephanie Jones  
Other Side of Poverty in Schools, MN; Faribault Public Schools; Forest Lake Public  
Schools; Mounds View Public Schools  
The CLASSroom Project, 2015  
Contracts= \$40,000

Instructor  
ResearchTalk: Qualitative Research Summer Intensive  
Crafting Phenomenological Research: How Phenomena Can Take Shape in Various  
Contexts & Learning from Lived Experience: How We Can Study the World as It Is  
Lived  
University of North Carolina  
July, 2015  
Contract=\$4200

Instructor  
Institute for Interdisciplinary Research in Education and Human Development,  
Georgia Center, The University of Georgia  
Introduction to Phenomenological Research Methodology Workshops—Parts 1 & 2  
May, 2014  
Contract=\$8000

Instructor  
ResearchTalk: Qualitative Research Summer Intensive  
Crafting Phenomenological Research  
University of North Carolina  
July-August, 2014  
Contract=\$2800  
Instructor

Institute for Interdisciplinary Research in Education and Human Development,  
Georgia Center, The University of Georgia  
Introduction to Phenomenological Research Methodology Workshop June 5-7, 2013  
\$6000

Co-Director  
With Stephanie Jones  
Other Side of Poverty in Schools, MN; Oakwood Elementary School, Hall County  
Schools, GA  
The CLASSroom Project, 2014  
Contracts= \$40,000

Co-Director  
With Stephanie Jones

Other Side of Poverty in Schools, MN; Carroll County Schools, GA; Oakwood Elementary School, Hall County Schools, GA, Tadmore Elementary School, Hall County Schools, GA  
The CLASSroom Project, 2013  
Contracts= \$55,000

***Received at the University of Georgia (2006-2012):***

**Research Methodology, School, and Community-Based Contracts**

Instructor  
Institute for Interdisciplinary Research in Education and Human Development,  
Georgia Center, The University of Georgia  
Introduction to Phenomenological Research & Post-Intentional Research Research  
Methodology Workshop May 22-25, 2012  
\$4000

Instructor  
Institute for Interdisciplinary Research in Education and Human Development,  
Georgia Center, The University of Georgia  
What in the World is Phenomenology? Research Methodology Workshop June 9 &  
10, 2011  
\$4000

Co-Director  
With Stephanie Jones  
Carroll County Schools, GA; Oakwood Elementary School, Hall County Schools,  
GA, Gwinnett Campus [May] UGA  
The CLASSroom Project, 2012  
Contracts = \$33,344

Co-Director  
With Stephanie Jones  
Douglas County Schools, GA; Early Career Principal Residency Program, UGA;  
Other Side of Poverty--Lamar Dodd School of Art, UGA, Gwinnett Campus [May]  
UGA, River's Crossing, UGA, Gwinnett Campus  
The CLASSroom Project, 2011  
Contracts = \$26,510.50

Co-Director  
With Stephanie Jones  
Other Side of Poverty, UGA; Coweta County Schools, GA  
The CLASSroom Project, 2010  
Contracts = \$8,600

External Consultant

Concordia College, Moorhead, MN  
Self-study evaluation for the Concordia College (MN) Department of Education's  
Self-Study/Program Review, March, 2011  
\$2000

Middle Grades Consultant  
Arthur Recesso, PI and Michael J. Hannafin, Co-PI  
US Education Department Preparing Tomorrow's Teachers to use Technology (PT3)  
program  
Learning & Performance Support Laboratory at the University of Georgia  
Evidence-based Technology Enhanced Alternative Curriculum in Higher Education  
(ETEACH)  
\$1,068,000 over three years (2003-2006, 2007 no cost extension)

### **University Sources**

*Received at the University of Minnesota (2012-Present):*

#### **Research Grants/Contracts**

Principal Investigator  
Grant-in-Aid Program  
The Social Class-Sensitive Photo-Storying Project  
2013-14  
\$39,366.35 (*No-Cost Extension to May 2015*)

*Received at the University of Georgia (2006-2012):*

#### **Research Grants/Contracts**

Principal Investigator  
The University of Georgia Research Foundation, Junior Faculty Research Grant  
Program No Pass, No Go! Low Income Young Adolescents and their Teachers Using  
Formative Assessment to Prepare for the High Stakes Test—Phase 1, Spring 2009  
\$7,523

Co-Principal Investigator  
With Gayle Andrews  
College of Education, Large Collaborative Grant Development Program  
Responding to the National Science Foundation's Discovery K-12 Program  
Solicitation: Proposal to Seek Support for Large Collaborative Grant Development,  
Spring 2007  
\$9,232

### **Publications**

**Books**

**Vagle, M. D.** (2018). *Crafting phenomenological research, 2<sup>nd</sup> Ed.* London: Routledge. (198 pages)

**Vagle, M. D.** (2014). *Crafting phenomenological research, 1<sup>st</sup> Ed.* Thousand Oaks, CA: Left Coast Press (now Routledge). (171 pages)

**Vagle, M. D.** (Principal Author and Editor) (2012) *Not a stage! A critical re-conception of young adolescent education.* New York: Peter Lang Publishing. (306 pages)

Lee, K. & **Vagle, M. D.** (Eds.) (2010) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness.* New York: Palgrave Macmillan. (274 pages) **[re-released in paperback, 2012]**

**Books (in preparation, under contract)**

**Vagle, M. D. (Under Contract, Anticipated Release Summer 2020).** *Post-intentional phenomenological inquiry for social change.* Routledge.

**Vagle, M. D. (In Preparation).** *Post-intentional phenomenologies for social change.* [A Book Series Proposal to Routledge]

**Vagle, M.D., Hamel, T., & Gast, K. Eds. (In Preparation).** *Embodied productions of social class. [working title]*

**Jones, S. & Vagle, M.D. (In Preparation).** *The other side(s) of poverty in schools [working title]*

**Refereed Journal Articles**

**Vagle, M.D. (In Press).** Post-Intentional Phenomenology and studies of social change in teaching. *Oxford Research Encyclopedia of Education.* (I, \*)

**Vagle, M.D. (2019).** It is known. *Qualitative Inquiry.* Available Online: DOI: <https://doi.org/10.1177/1077800418819636>

**Vagle, M.D. (2018).** The *Game of Thrones* small council and doctoral training in qualitative inquiry. *Qualitative Inquiry.* Available Online: DOI: <https://doi.org/10.1177/1077800418785204>

Valentine, K. D., Kopcha, T. J. & **Vagle, M. D.** (2018). Phenomenological methodologies and their role in the field of educational communications and technology. *TechTrends*, 62(5), pp 462–472.



- Vagle, M.D.**, Monette, R., Thiel, J., & Wester-Neal, K. (2017). Enacting post-reflexive teacher education. *Pedagogies: An International Journal*. Available Online: DOI: [10.1080/1554480X.2017.1344555](https://doi.org/10.1080/1554480X.2017.1344555)
- Vagle, M.D.** (2016). Making pedagogical adaptability less obvious. *Theory into Practice*. Available Online: DOI: 10.1080/00405841.2016.1184535
- Vagle, M.D.**, Clements, C. H., & Coffee, A. C. (2016). Analytic productions in post-intentional phenomenological research. *Cultural Studies-Critical Methodologies*. Available Online: DOI: 10.1177/1532708616643983
- Vagle, M.D.** & Hofsess, B. (2015). Entangling a post-reflexivity through post-intentional phenomenology. *Qualitative Inquiry*. Available Online: DOI:10.1177/1077800415615617
- Vagle, M.D.** (2015). Curriculum as Post-Intentional phenomenological text: Working along the edges and margins of phenomenology using post-structuralist ideas. *Journal of Curriculum Studies*, 47(5), 594-612.
- Vagle, M.D.** (2015) Reviving theoretical insurrection in middle grades education, *Middle Grades Review*, 1(1), 1-8. Available at:<http://scholarworks.uvm.edu/mgreview/vol1/iss1/2>
- Struck, M. & **Vagle, M.D.** (2014). Using their own stories: A culturally relevant response to intervention. *E-Journal of Balanced Reading Instruction*, 2(1), 1-10.
- Freeman, M. & **Vagle, M. D.** (2013). Grafting the intentional relation of hermeneutics and phenomenology in linguisticity. *Qualitative Inquiry*, 19(9), 725-735.
- Jones, S. & **Vagle, M.D.** (2013). Living contradictions and working for change: Toward a theory of social class-sensitive pedagogy. *Educational Researcher*, 42(3), 129-141.
- Vagle, M. D.** & Jones, S. (2012). The precarious nature of social class-sensitivity in literacy: A social, autobiographic, and pedagogical project. *Curriculum Inquiry*, 42(3), 318-339.
- Vagle, M. D.** (2011) Critically-oriented pedagogical tact: Learning about and through our compulsions as teacher educators. *Teaching Education*, 22(4), 413-426.
- Vagle, M. D.** (2011). Lessons in contingent, recursive humility. *Journal of Adolescent and Adult Literacy*, 54(6), 362-370.
- Vagle, M. D.** (2010). Re-framing Schön's call for a phenomenology of practice: A post-intentional approach. *Reflective Practice: International and Multidisciplinary Perspectives*, 11(3), 393-407.

**Vagle, M. D.** (2010). Pathic pedagogies as everyday work. *Pedagogies: An International Journal*, 5(2), 142-152.

**Vagle, M. D.** (2009). Validity as intended: "Bursting forth toward" bridling in phenomenological research. *International Journal of Qualitative Studies in Education*, 22(5), 585-605.

**Vagle, M. D.** (2009). Locating and exploring teacher perception in the reflective thinking process. *Teachers and Teaching: Theory and Practice*, 15(5), 579-599.

**Vagle, M.D.,** Hughes, H. E., & Durbin, D.J. (2009). Remaining skeptical: Bridling for and with one another. *Field Methods*, 21(4) 347-367.

**Vagle, M. D.** (2008). Searching for a prophetic, tactful pedagogy: An attempt to deepen the knowledge, skills, and dispositions discourse around good teaching. *Education and Culture*, 24(1), 49-65.

**Vagle, M. D.** (2006). Dignity and democracy: An exploration of middle school teachers' pedagogy. *Research in Middle Level Education Online*, 29(8), 1-17.

**Vagle, M. D.,** Dillon, D. R., Davison-Jenkins, J., LaDuca, B., & Olson, V. (2006). Redesigning literacy preservice education at four institutions: A three-year collaborative project. *Fifty-Fifth Yearbook of the National Reading Conference*. (pp. 324-340)

***Journal Articles (in preparation)***

**Vagle, M.D. (In Preparation).** *Churning phenomenology through the post-qualitative turn.*

***Book Chapters (\*refereed; ^student; I invited)***

**Vagle, M.D. (In Preparation).** Forward. In *Phenomenological Inquiry in Education: Theories, Provocations, and Directions*. Routledge.

**Vagle, M.D.,** Clifden, J., & Hofsess, B. **(In Preparation).** Working the posts. In *Phenomenological Inquiry in Education: Theories, Provocations, and Directions*. Routledge

**Vagle, M.D. & Hamel, T. (Forthcoming)** Missed opportunities, no more. In K. Brinegar, L. Harrison, & E. Hurd (Eds.). *Equity and cultural responsiveness in the middle grades handbook*. (I, ^)

**Clements, C. & Vagle, M.D. (Forthcoming).** Working class student experiences: Towards a social class-sensitive pedagogy. In M. Fazio, C. Launius, & T. Strangleman (Eds.) *Working Class Studies Handbook*. New York: Routledge. (\*)

Peterson, D. S, Boardman, A., & **Vagle, M.D. (under review)**. Structures for stakeholder collaboration. In L. Helman and M. Burns (Eds.). *Engagement for Equity*. (I)

**Vagle, M.D.** (2017). But I had windows. In S. Travis, A. Kraehe, E.J. Hood, & T. Lewis (Eds.). *Pedagogies in the Flesh: Case Studies on the Embodiment of Sociocultural Differences in Education* (\*)

Hughes, H. & **Vagle, M.D.** (2014) Disrupting the dissertation, phenomenologically speaking: A reflexive dialogue between advisor-advisee. In R.N. Brown, R. Carduzzi, and C. Kuby (Eds.). *Disrupting Qualitative Inquiry: Possibilities and Tensions in Educational Research* (^, I) [Vagle Contribution: 40%]

**Vagle, M. D.** (2013) Contextualizing the middle grades teacher. In P.G. Andrews (Ed.) *Research to Guide Practice in Middle Grades Education*. (\*)

Lee, K. & **Vagle, M. D.** (2012) Volume editor's paperback preface. In K. Lee & M. D. Vagle (Eds.) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*. [Vagle Contribution: 50%]

**Vagle, M. D.** (2012) Trying to poke holes in teflon: Developmentalism; young adolescence; and contingent, recursive growth and change. In M. D. Vagle (Principal Author and Editor) *Not a stage! A critical re-conception of young adolescent education*. New York: Peter Lang Publishing. (pp. 11-38)

**Vagle, M. D.** (2012) Introduction: Being a bit disruptive. In M. D. Vagle (Principal Author and Editor) *Not a stage! A critical re-conception of young adolescent education*. New York: Peter Lang Publishing. (pp. 1-10)

**Vagle, M. D.** (2012) Locating and opening up some obscured micro-contexts in order to do more LEARNING FROM (rather than teaching) young adolescents. In M. D. Vagle (Principal Author and Editor) *Not a stage! A critical re-conception of young adolescent education*. New York: Peter Lang Publishing. (pp. 39-44)

**Vagle, M. D.** (2012) Making a reoriented conception of growth and change “actionable”. In M. D. Vagle (Principal Author and Editor) *Not a stage! A critical re-conception of young adolescent education*. New York: Peter Lang Publishing. (pp. 135-138)

**Vagle, M. D.** (2012) Re-conceptualizing growth and change “outside” US contexts. In M. D. Vagle (Principal Author and Editor) *Not a stage! A critical re-conception of young adolescent education*. New York: Peter Lang Publishing. (pp. 203-208)

**Vagle, M. D.** (2012) Closing: Some messy hopes. In M. D. Vagle (Principal Author and Editor) *Not a stage! A critical re-conception of young adolescent education*. New York: Peter Lang Publishing. (pp. 283-286)

**Vagle, M. D.** (2010). Pursuing an answerable education for young adolescents: Implications for critical middle grades literacy teacher education. In K. Lee & M. D. Vagle (Eds.) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*. (pp. 115-130)

**Vagle, M.D.** & Parks, A. (2010). A schismatic family and a gated community? In K. Lee & M. D. Vagle (Eds.) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*. (pp. 213-232)

Lee, K., & **Vagle, M.D.** (2010). General introduction: Developmentalism and the need for critical conversations within and across the fields. In K. Lee & M. D. Vagle (Eds.) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*. (pp. 1-10) [Vagle Contribution: 50%]

Lee, K., & **Vagle, M.D.** (2010). Conversations across fields. In K. Lee & M. D. Vagle (Eds.) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*. (pp. 209-212) [Vagle Contribution: 50%]

**Vagle, M.D.** (2010). Responsive to what? In K. Lee & M. D. Vagle (Eds.) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*. (pp. 109-114)

**Vagle, M. D.** (2007). Middle school teacher qualities: Looking for signs of dignity and democracy. In S. Mertens, V. Anfara Jr., & M. Caskey (Eds.) *The young adolescent and the middle school. Handbook of research in middle level education, Volume 6*. (pp. 323-342). Greenwich, CT: Information Age Publishing (\*)

### ***Interviews & Blogs***

News & Events. University of Minnesota Website. *Closing the opportunity gap with class-sensitive teaching*. October 3, 2016, <http://twin-cities.umn.edu/news-events/closing-opportunity-gap-class-sensitive-teaching>

CEHD Connect Magazine. *Stories for Change*. August 2016, <http://connect.cehd.umn.edu/stories-for-change/>

Interviewed by Gideon Strauss (<http://faculty.icscanada.edu/gstrauss>) on *Crafting Phenomenological Research*, October 7, 2015, <https://youtu.be/SpW0NtoiRyQ?list=PLGtAfdNRiS84panzmVWLN6MQUxgMx-eL7>

CEHD Vision 2020. *Working to Achieve Educational Equity with Social Class-Sensitive Education*, August 7, 2015, <http://cehdvision2020.umn.edu/cehd-blog/social-class-education-educational-equity/>

CEHD Vision 2020. *5 Principles for Social Class-Sensitive Change in Schools*, June 21, 2013, <http://cehdvision2020.umn.edu/cehd-blog/class-sensitive-learning-environments/>

Kelly Simmons, *In the CLASSroom. Georgia Magazine*, 92, 2012, <http://uga.edu/gm/ee/index.php?/single/2012/12/1712/>

Lee Johnson, *'Photostorying' Connecting Oakwood Students to Curriculum*. September 12, 2012, <http://www.gainesvilletimes.com/archives/72697/>

## **Presentations, Posters, and Exhibits**

### ***Invited Presentations at Professional Meetings, Conferences, etc.***

Hughes, H. & Vagle, M.D. (2014, May). Disrupting the dissertation, phenomenologically speaking: A reflexive dialogue between advisor-advisee. Paper presented at the Tenth International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Hughes, H. & Vagle, M.D. (2014, April). Disrupting the dissertation, phenomenologically speaking: A reflexive dialogue between advisor-advisee. Paper presented at the Annual Meeting of the American Education Research Association, Philadelphia, PA.

Zenkov, K., Vagle, M.D., Ewaida, M., Bell, A. C., Lynch, M., & Kearney, K. B. (2013). Picturing adolescents' and teachers' perspectives on literacy curricula and pedagogies. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.

Valentine, K., Vagle, M.D., & Kopcha, T.J. (2012, October). Offering post-intentional phenomenology as an alternative to transcendental phenomenology in educational technology. Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Louisville, KY.

Pate, J., Kumm, B., Vagle, M.D., & Johnson, C.W. (2012, October) Post-Intentional phenomenology as an approach to studying lived leisure experiences. Paper presented at the National Recreation and Park Association's Leisure Research Symposium, Anaheim, CA.

Vagle, M. D. (2005, December) Middle level 101- From theory to practice. Invited presentation at the annual meeting of the Minnesota Middle School Association. Bloomington, MN.

Vagle, M. D. (2002, February). Topic: applying for your first job - Aspiring administrator workshop. Invited presentation at the West Windsor-Plainsboro Regional School District. Plainsboro, NJ.

### ***Contributed Papers Presented at Professional Meetings, Conferences, etc.***

Vagle, M.D. (2019, May). Attempts to produce and provoke social change. Paper to be presented at the Fifteenth International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Vagle, M.D. & Clements, C. (2018, May). Post-intentional phenomenology and the amplification of counter narratives. Paper presented at the Fourteenth International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Vagle, M. D., Gast, K., Leidl, T., Sterner, S., Christensen, L., & Nielsen-Winkelman, T. (2018, April). *What might become of “phenomena” in the post-human turn...thus far?* Paper presented at the Annual Meeting of the American Educational Research Association, New York.

Dutro, E., Vagle, M.D., Campano, G., Ghiso, M., & Enriquez, G. (2017, December). *Literacy research as affective encounter: (Un)framing data in response to brutal times.* Paper presented at the Annual Meeting of the Literacy Research Association, Tampa, FL.

Vagle, M.D., Thiel, J. J., & Hofsess, B. (2017, May). Re-considering the stability/instability of the human in post-phenomenological inquiry. Paper presented at the Thirteenth International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Vagle, M.D., (2017, May). Moving from phenomenon as “individual” to phenomenon as “apparatuses for social change”. Paper presented at the Thirteenth International Congress of Qualitative Inquiry, Champaign-Urbana, IL

Niedzielski, J. & Vagle, M.D., (2017, May). Conceptualizing post-intentional phenomena as thresholds. Paper presented at the Thirteenth International Congress of Qualitative Inquiry, Champaign-Urbana, IL

Vagle, M.D. (2017, April). What might happen if we begin with concept in post-intentional phenomenology? Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Vagle, M.D., Gast, K., Leidl, T., Clements, C., & Stutelberg, E. (2017, April). Pedagogical tensions in helping teacher candidates become social class-sensitive. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Ham, Y.H., & Vagle, M.D. (2017, April). Saving Chi: Exploring key factors affecting Korean immigrants’ parental school involvement. Paper to be presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Vagle, M.D., (2016, May). Beginning with philosophical concept in qualitative research. Paper presented at the Twelfth International Congress of Qualitative Inquiry, Champaign-Urbana, IL

Vagle, M.D., (2016, May). Post-intentional phenomenology as social activism and insurrection. Paper presented at the Twelfth International Congress of Qualitative Inquiry, Champaign-Urbana, IL

Vagle, M.D., Freeman, M. & Hofsess, B. (2016, April). Reassembling hermeneutics and phenomenology: Post and arts-based possibilities. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C.

Vagle, M.D., Gast, K., Henning-Smith, J. & Leidl, T. (2016, April). Making and unmaking phenomena in post-intentional phenomenology. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C.

Vagle, M.D. (2015, May). Embodied football analysis. Paper presented at the Eleventh International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Vagle, M.D. (2015, May). The making and unmaking of equity-mindedness. Paper presented at the Eleventh International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Vagle, M.D., Coffee, A, & Clements, C. (2015, May). Working-class theorizing in post-intentional phenomenological data analysis. Paper presented at the Eleventh International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Vagle, M.D., Coffee, A, & Clements, C. (2015, April). Playing with embodied data analysis in post-intentional phenomenological research. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Vagle, M.D., Gast, K., & Christensen, L. (2015, April). Continuing to trouble stage developmentalism. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Vagle, M. D. (2014, May). Resisting over-coding in post-intentional phenomenology. Paper presented at the Tenth International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Vagle, M. D. (2014, May). Deconstructing what we build and think we know. Paper presented at the Tenth International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Vagle, M.D. & Hofsess, B. (2014, April). Amplifying the post in post-intentional phenomenology. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Vagle, M.D., (2013, December). Social class-sensitive photo-storying in high-poverty contexts. Paper presented at the Annual Meeting of the Literacy Research Association (formerly the National Reading Conference), Dallas, TX.

Vagle, M., Jones, S., Coffee, A., Crites, C., Funk, A., Jones, H., Peevy, B., Pittard, B., Rayburn, S., & Thiel, J. (2013, November). Using children's and YA literature as a tool for social class-sensitive pedagogy. Paper to be Presented at the National Council of Teachers of English Annual Meeting, Boston, MA.

Vagle, M.D. (2013, November). Developing social class-sensitive teaching practices for young adolescents. Paper presented at the 40<sup>th</sup> Annual Conference for Middle Level Education. Minneapolis, MN.

Vagle, M.D. & Freeman, M. (2013, May). Post-Intentional tethering(s). Paper presented at the 9<sup>th</sup> International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois.

Adams, M., Breslin, D., & Vagle, M.D. (2013, May). Trying not to tame post-intentional lines of flight. Paper presented at the 9<sup>th</sup> International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois.

Vagle, M. D. & Jones, S. R. (2013, April). Living contradictions and working for change: Toward a theory of social class-sensitive pedagogy. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.

Vagle, M. D., Monette, R., Thiel, J., & Wester-Neal, K. (2013, May). Trying to educate the bridling practitioner. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.

Vagle, M.D., (2012, November). Contingent, recursive theorizing in literacy research. Paper presented at the Annual Meeting of the Literacy Research Association (formerly the National Reading Conference), San Diego, California.

Vagle, M.D. & Jones, S. R., (2012, November). Class-sensitive photo-storying: Middle class affordances, Pedagogical Vulnerabilities, and Insights from a 3<sup>rd</sup> Grade Classroom. Paper presented at the Annual Meeting of the Literacy Research Association (formerly the National Reading Conference), San Diego, California.

Vagle, M.D., Jones, S. R., & Thiel, J. (2012, November). Conceptualizing a Theoretical Framework for Conducting Social Class-Sensitive Literacy Research. Paper presented at the Annual Meeting of the Literacy Research Association (formerly the National Reading Conference), San Diego, California.

Jones, S. R., Vagle, M.D., Choi, S. Y., Francis, M., Johnson, L., Jones, S. P., Rollin, S., Thiel, J. (2012, November). The language of class and classism: Working toward anti-classist classrooms and schools. Paper presented at the Annual Meeting of the National Council for the Teachers of English, Las Vegas, NV.



Freeman, M., & Vagle, M. D. (2012, May). Grafting the intentional relation of hermeneutics and phenomenology in language. Paper presented at the 8<sup>th</sup> International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois.

Vagle, M. D. (2011, May) Post-intentional phenomenology and the egocentric predicament in qualitative research. Paper presented at the 7<sup>th</sup> International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois.

Vagle, M. D. (2011, April) Phenomenology: An assaulting displacement of the social sciences. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Vagle, M. D. (2011, April) Living as an “intentional philosopher” in phenomenological research. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Vagle, M. D. (2010, December) Making a Case for Phenomenological Literacy Research. Paper presented at the annual meeting of the Literacy Research Association (formerly National Reading Conference), Dallas-Fort Worth, TX.

Vagle, M. D. & Jones, S. (2010, December) Class-sensitive literacy pedagogies: Theorizing the precarious. Paper presented at the annual meeting of the Literacy Research Association (formerly National Reading Conference), Dallas-Fort Worth, TX.

Vagle, M. D. (2010, October) Pursuing an answerable education for young adolescents: Implications for critical middle grades literacy teacher education. Paper presented at the 18th International Reconceptualizing Early Childhood Education (RECE) Conference, Dalton, GA.

Vagle, M. D. (2010, May) A post-intentional phenomenological research approach. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Vagle, M. D. (2010, February) Educating the curious teacher educator. Paper presented at the 62<sup>nd</sup> annual meeting of the American Association of Colleges for Teacher Education. Atlanta, GA.

Vagle, M. D. (2009, December) Cultivating (critical) tact in future middle grades literacy teachers: Challenges in the complex embeddings of teaching and learning. Paper presented at the annual meeting of the National Reading Conference. Albuquerque, NM.

Vagle, M. D. (2009, April) Pursuing an answerable education for young adolescents. Paper presented at the annual meeting of the American Educational Research Association. San Diego, CA.

Freeman, M. & Vagle, M. D. (2009, April) Turning hermeneutics and phenomenology on one Another: Implications for qualitative research. Paper presented at the annual meeting of the American Educational Research Association. San Diego, CA.

Vagle, M. D. (2008, December) Embracing a contingent, recursive adolescence: Implications for critical middle grades literacy pedagogies. Invited paper presented at the annual meeting of the National Reading Conference. Orlando, FL.

Vagle, M.D., Hughes, H. E., Durbin, D.J. (2008, December). Searching for openings: Cultivating tact in middle grades preservice literacy teachers. Paper presented at the annual meeting of the National Reading Conference. Orlando, FL.

Vagle, M. D. (2008, March). A critical middle school curriculum: Aiming to construct a contingent and recursive adolescence. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.

Vagle, M.D., Hughes, H. E., Durbin, D.J. (2008, March). Remaining skeptical when doing phenomenological research: Bridling for and with one another. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.

Andrews, P. G., & Vagle, M. D. (2008, March). Middle grades researchers: Theorizing about and through our research. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.

Vagle, M. D., Durbin, D. J., & Hughes, H. E. (2007, November). Responding to middle grades students' writing: A theoretical reflection on pathic dimensions of teaching. Paper presented at the annual meeting of the National Reading Conference. Austin, TX.

Dillon, D., Kelly, K., Vagle, M.D., Boehm, E., & Houck, B. (2007, November). Building a statewide literacy network. Paper presented at the annual meeting of the National Reading Conference. Austin, TX.

Vagle, M. D., Durbin, D. J., & Hughes, H. E. (2007, November). Why don't they get it? Responding through the frustration. Presentation at the annual meeting of National Middle School Association. Houston, TX.

Andrews, G., Brown, P., Durbin, D. D., Harrison, L., Hughes, H. E., Muth, D., Thompson, K., & Vagle, M. D. (2007, November). Using observations to enhance teacher quality: The tools and the tensions. Presentation at the annual meeting of National Middle School Association. Houston, TX.

Vagle, M. D. (2007, April). Being condemned to meaning: How teachers construct their students' understanding. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.

- Vagle, M. D. (2007, January). Ensuring quality: Finding and giving meaning in phenomenological research. Paper presented at the meeting of the Conference of Interdisciplinary Qualitative Studies (QUIG). Athens, GA.
- Dillon, D. R., Vagle, M. D., & Jorgensen, K. (2006, December). Four case studies of future teacher learning and change within a redesigned literacy preservice education program. Paper presented at the annual meeting of the National Reading Conference. Los Angeles, CA.
- Vagle, M. D. (2006, November). Learning to be perceptive: Helping preservice middle school teachers recognize when students do not understand. Paper presented at the annual meeting of National Middle School Association. Nashville, TN.
- Vagle, M. D., & Dillon, D. (2006, April). Influencing preservice literacy teacher learning through a multi-institutional collaboration among four teacher education programs. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.
- Dillon, D., & Vagle, M. D. (2006, February). Collaborating through the complexity: Four teacher education programs' commitment to redesign preservice literacy teacher preparation. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. San Diego, CA.
- Vagle, M. D. (2005, December). Middle school literacy teachers' pedagogy: The challenges of recognizing and responding when students do not understand during instruction. Paper presented at the annual meeting of the National Reading Conference. Miami, FL.
- Dillon, D. R., O'Brien, D., Helman, L., Vagle, M. D., DeLapp, P., Jorgenson, K., Jacobsen, M., Laduca, B., Davison-Jenkins, J. (2005, December) Redesigning literacy preservice education at four institutions: A three-year collaborative project. Symposium at the annual meeting of the National Reading Conference. Miami, FL.
- Vagle, M. D. (2005, November). Exploring middle school teachers' pedagogical adaptations during the action present of teaching. Paper presented at the annual meeting of the National Middle School Association. Philadelphia, PA.
- Dillon, D. R., Fisher, B., Helman, L., Jacobsen, M., Rapport, B., DeLapp, P., & Vagle, M. D. (2005, November) Developing preservice literacy curriculum: Consensus building on key content, assignments, and clinical experiences. Symposium at the 32<sup>nd</sup> meeting of the Plains Regional IRA Conference. Minneapolis, MN.
- Dillon, D. R., O'Brien, D., DeLapp, P., Vagle, M. D., Galda, L., Bigelow, M., Hughes, J., Beach, R., Jacobsen, M., Olson, V., Fisher, B., & Davison-Jenkins, J. (2004, December). A higher education partnership to better prepare K-12 literacy preservice teachers. Symposium at the annual meeting of the National Reading Conference. San Antonio, TX.

Kalnin, J., Vagle, M. D., Davison-Jenkins, J., La Duca, B., & Olson, V. (2003, December). Developing a framework for evaluating literacy teacher preparation through Minnesota reads: A higher education partnership to better prepare faculty and future teachers for literacy instruction. Paper presented at the annual meeting of the National Reading Conference. Scottsdale, AZ.

***Contributed Papers (Under Review) at Professional Meetings, Conferences, etc.***

Vagle, M.D., Sterner, S., Christensen, L., Gast, K., Leidl, T., & Nielsen-Winkelman, T. (Under Review). *What Might Become of "Phenomena" in the Post-Human Turn...Thus Far?* Paper submitted for review at the annual meeting of the American Educational Research Association. New York.

Regional and state conventions

Vagle, M.D., Coffino, K., & Dillon, D. (2014, February). Making sure education equity remains central to equity-based teaching & learning projects. Paper presented at the Minnesota Minority Education Conference, Minneapolis, MN.

Vagle, M.D., Jones, H., & Coffee, A. (2012, October). Electric bills, wastepaper baskets, and social class-sensitive pedagogy. Presentation at the Twin Cities Social Justice Fair. Minneapolis, MN.

Dillon, D. R., O'Brien, D. G., & Vagle, M. D. (2006, November). The role of motivation in engaged reading and writing. Paper presented at the 18<sup>th</sup> meeting of the West IRA Regional Conference. Honolulu, HI.

Dillon, D. R., Vagle, M. D., Olson, V., & Laduca, B. (2005, October) Using concept maps to assess preservice teachers' knowledge (of literacy and how to teach it): A component of the MN reads project. Presentation at the meeting of the Minnesota Association of Colleges for Teacher Education (MACTE). Brooklyn Park, MN.

Vagle, M. D., & Soupir, C. (1999, December). Topic: TwoGether program – Year two. Presentation at the meeting of the Midwest Regional Middle Level Educators. Bloomington, MN.

Vagle, M. D., & Soupir, C. (1999, April). Looping with a twist - Team teaching in a middle school. Presentation at the Action Research Conference, Minnesota State University of Mankato. Mankato, MN.

Vagle, M. D., & Soupir, C. (1998, October). Topic: TwoGether program- Year one. Presentation at the meeting of the Midwest Regional Middle Level Educators. Bloomington, MN.

### ***Abstracts***

Pate, J., Kumm, B., Vagle, M.D., & Johnson, C.W. (2012) Post-Intentional phenomenology as an approach to studying lived leisure experiences. [Abstract] *Abstracts from the 2012 National Recreation and Park Association's Leisure Research Symposium.*

### **Websites**

CLASSroom Project Website: <http://theclassroomproject.com/> (co-created with Stephanie Jones, The University of Georgia)

### **Endorsements of Other Scholars' Work**

Jones, S. & Woglom, J. (2016). *On mutant pedagogies: Seeking justice and drawing change in teacher education.* Rotterdam, The Netherlands: Sense Publishers.

Hofess, B. (2016). *Unfolding Afterglow.* Rotterdam, The Netherlands: Sense Publishers.

Lensmire, A. (2012). *White urban teachers: Stories of fear, violence, and desire.* Lanham, Maryland: Rowman & Littlefield Education.

### **Other Key Activities and Accomplishments**

#### ***Curricular Materials***

Vagle, M. D. (2013, February). *Lived Experience Descriptions.* Phenomenological Analysis Materials requested by Dr. George Kamberelis, The University of Wyoming.

Jones, S. & Vagle, M.D. (2012). *The Other Side of Poverty in Schools.* The CLASSroom Project.

#### ***Newsletter Articles***

Vagle, M. D. (2003, November). Teacher quality: Who decides? *Minnesota Middle School Association Newsletter.* <http://www.mmsa.info/Publications.htm>

#### ***Special Invited Meetings and Lectures***

Vagle, M.D. (2019, March). *Convening of K-12 Sustainability Education Leadership.* Arizona State University's School of Sustainability.

Vagle, M.D. (2019, March). *5 Principles of Social Class-Sensitive Change.* CI 4122: Social Class, Education, & Pedagogy. Colleen Clements. University of Minnesota.

Vagle, M.D. (2019, March). *5 Principles of Social Class-Sensitive Change*. CI 4122: Social Class, Education, & Pedagogy. Ryan Kiesel. University of Minnesota.

Vagle M.D. (2018, October). *Phenomenology and Post-Qualitative Inquiry*. Global Perspectives on Post-Qualitative Research. David Carlson. Arizona State University.

Vagle, M.D. (2018, April). *5 Principles of Social Class-Sensitive Change*. CI 4122: Social Class, Education, & Pedagogy. Tracy Leitl. University of Minnesota.

Vagle, M.D. (2017, December). *5 Principles of Social Class-Sensitive Change*. CI 4122: Social Class, Education, & Pedagogy. Tracy Leitl. University of Minnesota.

Vagle, M.D. (2017, April). Methodological quandaries in qualitative and post-qualitative research (Mentoring session). Mentor at the annual meeting of the American Educational Research Association, San Antonio, TX.

Vagle, M.D. (2017, April). *Conducting Phenomenological Research*. Pharmacy and the Environment Capstone Seminar. University of Minnesota.

Vagle, M.D. (2017, February). *5 Principles of Social Class-Sensitive Change*. CI 4122: Social Class, Education, & Pedagogy. Tracy Leitl & Colleen Clements. University of Minnesota.

Vagle, M. D. (2017, February). Discussion of *Crafting Phenomenological Research*. Data Analysis Beyond Coding course. Dr. Mirka Koro-Ljungberg, Arizona State University.

Vagle, M.D. (2016, November). *Social Class-Sensitivity in Minnesota*. Curriculum Theories Course. Dr. Hilary Hughes, The University of Georgia.

Vagle, M.D. (2016, October). *Crafting Phenomenological Research*. Phenomenology Seminar. Dr. Kyle Greenwalt, Michigan State University.

Vagle, M.D. (2016, July). *AERA Qualitative Research SIG Mentoring*. Amanda Armstrong, William & Mary & Jeff King, Concordia University.

Vagle, M.D. (2016, July). *Enacting the 5 Principles of Social Class-Sensitive Change*. 2016 Qualey-Skjervold Professional Development Conference, University of Minnesota Extension Center for Family Development.

Vagle, M.D. (2016, July). *Introducing the 5 Principles of Social Class-Sensitive Change*. 2016 Qualey-Skjervold Professional Development Conference, University of Minnesota Extension Center for Family Development.

Vagle, M.D. (2016, April). "Office hours with established and well-regarded scholars". Annual Meeting of the American Educational Research Association. Washington, D.C.

Vagle, M.D. (2016, March). *5 Principles of Social Class-Sensitive Change*. CI 4122: Social Class, Education, & Pedagogy. Kelly Gast & Tracy Leidl. University of Minnesota.

Vagle, M.D. (2016, March). Other side(S) of poverty and social class-sensitive teaching. Human Capital Research Collaborative (HCRC): Brown Bag Research Seminar, Humphrey School of Public Affairs. University of Minnesota.

Vagle, M. D. (2016, February). Discussion of *Crafting Phenomenological Research*. Data Analysis Beyond Coding course. Dr. Mirka Koro-Ljungberg, Arizona State University.

Vagle, M.D. (2015, December). Post-intentional phenomenology as social activism: Toward theoretical, pedagogical, and systemic insurrection. Department of Teaching and Learning. The University of Iowa.

Vagle, M.D. (2015, October). Presentation on phenomenological research. CI 8133 Core: Research Methods. Dr. Nina Asher. The University of Minnesota.

Vagle, M.D. (2015, April). “Office hours with established and well-regarded scholars”. Annual Meeting of the American Educational Research Association. Chicago, Illinois.

Vagle, M.D. (2015, March). Consultation regarding post-intentional phenomenology. Adams State University, Colorado.

Vagle, M.D. (2015, February). Presentation on phenomenological research. CI 8133 Core: Research Methods. Dr. James Bequette. The University of Minnesota.

Jones, S., & Vagle, M.D. (2014, December). Area 2 Area Chair Invited Session—Cultivating literacies of class: Social class sensitivity in teacher certification, professional learning, and doctoral education. Plenary Speakers at the Annual Meeting of the Literacy Research Association (formerly the National Reading Conference), Marco Island, FL.

Vagle, M.D. (2014, November). Exploring social class-sensitivity in schools and communities: Gallery of excellence, University of Minnesota Equity & Diversity Breakfast.

Vagle, M.D. (2014, November). Presentation on post-intentional phenomenological research. QUAL 8587 Practicing Phenomenological Research, Dr. Melissa Freeman. The University of Georgia.

Vagle, M.D. (2014, October). “Climbing the Ladder” and Social Class-Sensitive Schooling. College of Education and Human Development’s Saturday Scholars. The University of Minnesota

Vagle, M.D. (2014, October). Presentation on phenomenological research. CI 8133 Core: Research Methods. Dr. Gillian Roehrig. The University of Minnesota.

Vagle, M.D. (2014, October). Presentation on phenomenological research. CI 8133 Core: Research Methods. Dr. Julie Brown. The University of Minnesota.

Vagle, M.D. (2014, October). Military Family Forum III, *The Future of Our Military Children*. Association of the United States Army. Washington D.C.

Vagle, M.D. (2014, August). Keynote: Creating social class-sensitive schools. Faribault Public Schools, Faribault, Minnesota.

Vagle, M.D. (2014, August). Keynote: Exploring race-class connections. Eastern Heights Elementary School, St. Paul, Minnesota

Vagle, M.D. (2014, August). Engagement of youth, children, and families: Addressing absenteeism. Center for Child Welfare Research, The University of Minnesota.

Vagle, M.D. (2014, June). Presentation on phenomenological research. Qualitative Research Methods. Dr. Alex Cuenca, Saint Louis University.

Vagle, M.D. (2014, March). Presentation on social class-sensitive pedagogy and “Living Contradictions and Working for Change: Toward a Theory of Social Class-Sensitivity” article. Ms. Michelle Benegas, Hamline University.

Vagle, M.D. (2014, March). Presentation on phenomenological research. CI 8133 Core: Research Methods. Dr. Pat Avery. The University of Minnesota.

Vagle, M.D. (2013, July). Presentation on phenomenological research. Qualitative Research Methods. Dr. Alex Cuenca, Saint Louis University.

Vagle, M.D. (2013, May). Presentation on phenomenological research. CI 8133 Core: Research Methods. Dr. James Bequette. The University of Minnesota.

Vagle, M.D. (2013, February). Discussion of the CLASSroom Project and “The precarious nature of social class-sensitivity in literacy: A social, autobiographic, and pedagogical project”. TEDU 732 Advanced Seminar in Curriculum Studies. Dr. Hilary Hughes. Virginia Commonwealth University.

Vagle, M.D. (2012, November). Contingent, recursive theorizing. Culture and Teaching Colloquium. Dr. Mary Hermes. The University of Minnesota.

Vagle, M.D. (2012, October). Dewey and social studies education. Social Studies Doctoral Seminar. Dr. Pat Avery. The University of Minnesota.

Vagle, M.D. (2012, January). Speed theorizing as a pedagogical (dwelling) tool. Innovation in Teaching & Technology for the College of Education. Dr. Lloyd Rieber,



Director. The University of Georgia. **Posted on YouTube at**  
<http://www.youtube.com/watch?v=B7OiYm1q-ns>

Vagle, M.D. (2011, August). ESSE 8990 scholarship presentation. Elementary and Social Studies Education Doctoral Orientation Seminar. Dr. Stephanie Jones. The University of Georgia.

Vagle, M. D. (2010, March). What in the world is phenomenology? Elementary and Social Studies Education Brown Bag Seminar. The University of Georgia.

Vagle, M. D. (2010, February). Bridling ourselves when facilitating classroom discussions in elementary schools. EDEC 3420 Early Childhood Social Studies. Mr. Daniel Byrd. The University of Georgia.

Vagle, M. D. (2009, October). Qualitative job search panel. QUAL 9400 Advanced Seminar in Qualitative Research. Dr. Melissa Freeman. The University of Georgia.

Vagle, M.D. (2007, October). Teaching in the middle grades. EDUC 2460 Educational Experiences in Classroom and Community. Mr. Scott Conklin. The University of Georgia.

Vagle, M. D. (2007, September). Becoming a professor: Research, teaching, and the PhD. EDEC/EDEL/EDMS/ESOC 8990 Research Seminar. Dr. Martha Allexaht-Snider. The University of Georgia.

Vagle, M. D. (2007, September). Qualitative job search panel. QUAL 9400 Advanced Seminar in Qualitative Research. Dr. Kathy Roulston. The University of Georgia.

Vagle, M. D. (2007, March). Phenomenological analysis of a pedagogical moment. QUAL 8420 Analyzing Qualitative Data. Dr. Kathy Roulston. The University of Georgia.

Vagle, M.D. (2006, November). Using phenomenology to research (and to reflect on) pedagogical moments. EDEC/EDMS 8050 Theory and Research on Teaching. Dr. Martha Allexaht-Snider. The University of Georgia.

Vagle, M.D. (2006, April). Analyzing data in a qualitative dissertation. CI 8148 Conducting Qualitative Research in Educational Contexts. Dr. Bic Ngo. The University of Minnesota-Twin Cities.

Vagle, M.D. (2004, October). Teaching in the middle school. Dr. Richard Joerger. AFEE 5233 Advanced Procedures in Teaching Agricultural Education. The University of Minnesota-Twin Cities.

***Special Invited Lectures (forthcoming)***

## **TEACHING AND CURRICULUM DEVELOPMENT**

### **University of Minnesota**

Courses, seminars, and instructional units taught

- CI 8134 Foundations of Research in Curriculum and Instruction I, Fall 2016
- CI 8148 Qualitative Research in Educational Contexts, Spring 2015
- CI 8150 Research Topics Curriculum & Instruction: Theories of Growth and Change in Elementary Schooling, Fall 2012, Fall 2013, Spring 2016
- CI 8150 Research Topics Curriculum & Instruction: Elementary Education Colloquium, Fall 2013, Fall 2014
- CI 5286 Elementary Student Teaching Seminar, Spring 2013
- CI 8913 Interpretive Research [Phenomenology & Hermeneutics], Summer 2011, 2012 (As Visiting Adjunct), Summer 2014 (As Faculty), Fall 2015
- CI 5177 Practical Research, Spring 2004, Fall 2004, Spring 2005

Curriculum Development

- CI 8202 Elementary Education Colloquium, Spring 2016
- CI 8150 Research Topics Curriculum & Instruction: Theories of Growth and Change in Elementary Schooling, Fall 2012
- CI 8150 Research Topics Curriculum & Instruction: Elementary Education Colloquium, Fall 2013
- CI 4122/5122 Social Class, Education, and Pedagogy
- CI 5981 Introduction to Equity-Based Pedagogy
- CI 5982 Enacting Equity-Based Pedagogy
- CI 5983 Equity-Based Pedagogy and Advocacy

Collaborative Efforts and Activities

- CI 8134 Foundations of Research in Curriculum and Instruction I (designed in collaboration with Drs. Gillian Roehrig, David O'Brien, Mary Hermes, and Julie Brown);
- CI 8135 Foundations of Research in Curriculum and Instruction II (designed in collaboration with Drs. Gillian Roehrig, David O'Brien, Mary Hermes, Julie Brown, and Kate Stemper)
- CI 5177 Summer 2004 [team-taught with Mr. Kyle Greenwalt]; Fall 2003 [team-taught with Dr. Pat Avery]
- CI 5150 Educational Inequities: Race, Class, and Gender [designed in collaboration with Dr. Bic Ngo]

#### Independent/Directed Studies

- CI 8XXX Phenomenology Internship, Fall 2017 (Jennifer Niedzielski)
- CI 8197 Post-Intentional Phenomenology Studies of Mindfulness, Spring 2017 (Jennifer Niedzielski)
- CI 8197 Phenomenology and Social Class in Contexts, Fall 2016 (Tracy Leitl)
- CI 8197 Post-Intentional Phenomenology Studies of Mindfulness, Fall 2016 (Jennifer Niedzielski)
- CI 8198 Educational Philosophy, Spring 2016 (Jeff Henning-Smith)
- CI 8198 Social Class, Fall 2015 (Tracy Leitl)
- CI 8198 Phenomenology Internship, Fall 2015 (Keitha-Gail Martin-Kerr)
- CI 8198 Post-Intentional Phenomenology and Equity-Based Teacher Education, Spring 2015 (Rebecca Bauer, Kristi Bergeson, Liv Christensen, Kelly Gast, Steph Hicks, Abby Rombalski, Charity Tatak Mentan)
- CI 5190 Undergraduate Honors Thesis, Fall 2012 (Katie Anderson); Spring 2013 (Will Watson); Fall 2013 (Jemma Sepich, Elizabeth Siewart); Fall 2014 (Rachel Olson); Spring 2015 (Laura Blackman, Jennifer Hanson, Emilie Tobin); Fall 2015 (Leah Knoblauch); Spring 2016 (Rachel Binning, Audrey Callahan, Katie Beth Strand, Tyekeela Xiong); Fall 2016 (Elizabeth Magnuson)
- CI 8198 Deleuze and Post-Intentional Phenomenology, Spring 2014 (Colleen Clements and Angela Coffee)

CI 8198 Social Class-Sensitive Theory and Teacher Education, Fall 2014 (Liv Christensen, Kelly Gast, Jana Lobello, Steph Rollag)

### **University of Georgia (2006-2012)**

Courses, seminars, and instructional units taught

#### *Doctoral*

EDEL 9000 Phenomenological Philosophies and Pedagogy, Spring 2011

QUAL (ESSE) 8587 Practicing Phenomenological Research, Fall 2009, Fall 2011

EDMS 9000 Relational Pedagogies, Summer 2008

EDMS 9090 Socio-Cultural Issues in Early Adolescence, Fall 2007  
EDEC/EDEL

EDMS/ESOC 9000 Doctoral Writing Seminar, Spring 2010, Spring 2012

#### *Masters*

ESSE 7000 Reflexive Thinking through Class-Sensitive Formative Assessment Practices, Summer 2010

EDMS 6000 Social Class-Sensitive Teaching Practices in K-8 Education, Summer 2011

EDEC/EDMS 7170/7100 Evaluation of the Elementary/Middle School, Spring 2008, Fall 2008, Fall 2009, Fall 2010

EDMS 7030 The Middle School, Spring 2007, Maymester 2007, Spring 2009, Spring 2010

EDEC/EDMS 7050 Teaching in Elementary Schools/Teaching Young Adolescents, Fall 2006, Fall 2007

EDMS/ESOC/EDEC 6990 Research Seminar, Fall 2008

#### *Undergraduate*

EDMS 5020 Educating Young Adolescents, Fall 2010

EDMS 5460 Student Teaching in the Middle School, Spring 2008, Spring 2011

Curriculum Development

*Doctoral*

EDEL 9000                      Phenomenological Philosophies and Pedagogy, Spring 2011

QUAL (ESSE) 8587            Practicing Phenomenological Research, Fall 2009, Fall 2011

EDMS 9000                    Relational Pedagogies, Summer 2008

*Masters*

ESSE 7000                    Reflexive Thinking through Class-Sensitive Formative Assessment Practices, Summer 2010

EDMS 6000                    Social Class-Sensitive Teaching Practices in K-8 Education, Summer 2011

**Saint Mary's University of Minnesota**

Courses, seminars, and instructional units taught

EDUC 617                      Educational Research, Winter 2004

**ADVISING AND MENTORING**

**Undergraduate Student Activities**

Undergraduate summa theses or honors projects directed

*2019*

Lacey Robertson, Spring 2019 (anticipated)

Adelaide Rohrsson, Spring 2019 (anticipated)

Madison Park, Spring 2019 (anticipated)

*2018*

Erika Fong, Spring 2018

Malinda Lahmann-Sharbonda, Spring 2018

*2016*

Rachel Binning, Spring 2016

Audrey Callahan, Spring 2016

Katie Strand, Spring 2016  
Tyekeela Xiong, Spring 2016  
Elizabeth Magnuson, Fall 2016

*2015*

Laura Blackman, Spring 2015  
Jennifer Hanson, Spring 2015  
Emilie Tobin, Spring 2015  
Leah Knoblauch, Fall 2015

*2014*

Rachel Olson, Fall 2014

*2013*

Katie Anderson, Spring 2013  
Wil Watson, Spring 2013  
Mandy Bradac, Fall 2013  
Jemma Sepich, Fall 2013 (**Recipient of Undergraduate Research Opportunity Program [UROP] Award**)  
Elizabeth Siewert, Fall 2013

## **Graduate Student Activities**

### **The University of Minnesota**

#### Master's Theses Directed

**Ilana Livstrom**, Education, Curriculum & Instruction: Science Education, *A Theoretical and Empirical Exploration of Montessori Science Curricula and Pedagogy for Adolescents: Crafting Purposeful and Equitable 21st-century Science Programs*, Summer 2017 [committee member]

**Leah Carey**, Education, Curriculum & Instruction: Second Language Education, *Emergent Multilinguals and Making Inferences in Elementary Guided Reading Groups*, Summer 2017 [committee member]

**Ryan Oto**, Education, Curriculum, & Instruction: Social Studies Education, *"This Isn't a Sentence in a History Book": How Power-Relations Take Shape for Students with Historically Marginalized Identities in History Classrooms*, Summer 2016 [committee member]

**Marcela Ramirez Montes**, Educational Psychology, Psychological Foundations of Education, *Educational Psychology and the educational system: A historical review of the 20<sup>th</sup> century in the United States*, Summer 2014 [committee member]

**Maggie Struck**, Education, Curriculum, & Instruction: Literacy Education, “Because they’re MY stories”: Exploring Culturally Relevant-Response to Intervention Pedagogical Practices in an Action Research Study, Spring 2013 [committee member]

**Krista Moyer**, Education, Curriculum, & Instruction: Literacy Education, *An Autoethnography of Working-Class Education*, Spring 2013 [committee member]

Doctoral Students Advised (Academic advising for all or part of graduate student’s program)

2018

**Jen Niedzielski**, Education, Curriculum and Instruction: Elementary Education. (Program Coordinator, The University of Minnesota) *Teaching as a Spiritual Practice: Cultivating Teacher Presence, A Post-Intentional Phenomenological Exploration*

**Olivia Christensen**, Education, Curriculum and Instruction: Elementary Education (Assistant Professor, St. Catherine University). *Transforming the Transformation: A Post-Intentional Phenomenological Exploration of Montessori Teachers Engaging in Anti-Bias and Anti-Racist Self-Reflection.*

**Kelly Gast**, Education, Curriculum and Instruction: Elementary Education. *The Caring Police Wear Cardigans: Reading Embodied Emotions Towards Anti-Oppressive Education.*

**Jeff Henning-Smith**, Education, Curriculum and Instruction: Elementary Education (Co-Advisor) (Lecturer, The University of Minnesota). *Inquiring into the Unknown: Reconstructing Classroom Contexts through Mediated Discourse Analysis*

**Tiffany Nielsen-Winkelman**, Education, Curriculum and Instruction: Learning Technologies & Elementary Education (Co-Advisor) (Assistant Professor, St. Scholastica)

2016

**Young-Hoon Ham**, Education, Curriculum and Instruction: Family, Youth, & Community. *Saving Chi: Exploring Key Factors Affecting Korean Immigrants’ Parental School Involvement*

**Karen Colum**, Education, Curriculum and Instruction: STEM Education (Co-Advisor)  
*“Can I just be human with them?” Cultivating Equity-Mindedness for the Teaching and Learning of Elementary Mathematics* (Associate Professor and Department Chair, Minnesota State University—Mankato)

**Jolene Pearson**, Education, Curriculum and Instruction: Family, Youth, & Community  
*Too important to ignore: A post-intentional phenomenological investigation of teaching pre-service early childhood teachers about infant and toddlers.* (Assistant Professor, Bethel University)

2015

**Sheila Moriarty**, Education, Curriculum and Instruction: Family, Youth, & Community, (Co-Advisor) *Entwined in the Complex Tapestry of Schooling: The Experience of Being Somali Newcomer Students in Minnesota Outstate High Schools.* (Assistant Professor, St. Cloud State University)

**Sara Nystuen**, Education, Curriculum and Instruction: Family, Youth, & Community,  
*Karen Perceptions of Self and Learning within an Informal and Multigenerational Context.*

**Chun Zhang**, Education, Curriculum and Instruction: Family, Youth, & Community,  
*Challenging Tiger Mother Stereotype? Christian Chinese Immigrant Homeschooling Mothers’ Parenting Practices.*

*In Process*

**Tobiloba Adegbuyi**, Education, Curriculum and Instruction: Elementary Education (Co-Advisor)

**Younkyung Hong**, Education, Curriculum and Instruction: Elementary Education (Co-Advisor)

**Halah Alismail**, Education, Curriculum and Instruction: Elementary Education

**Chelsey Fagerlund**, Education, Curriculum and Instruction: Elementary Education

**Tracy Hamel**, Education, Curriculum and Instruction: Elementary Education

**Maggie Smith-Peterson**, Education, Curriculum and Instruction: Elementary Education and Culture & Teaching (Co-Advisor)

**Geri Von Grey**, Education, Curriculum and Instruction: Elementary Education

Doctoral Committees Served on

2019

**Nate Earley**, Education, Curriculum and Instruction: STEM Education (Dissertation Chair)



*2018*

**Erin Sugrue**, Social Work (Assistant Professor, Augsburg University)

**Katie Wiley**, Education, Curriculum and Instruction: Arts in Education

*2017*

**Sara Almudahf**, Education, Curriculum and Instruction: Arts in Education (Dissertation Chair)

**Tim Babulski**, Education, Curriculum and Instruction: Arts in Education

**Jana Lobello**, Education, Curriculum and Instruction: Culture and Teaching (Dissertation Chair) (Lecturer, The University of Minnesota)

**Beth Ring**, Education, Curriculum and Instruction: STEM Education

*2016*

**Rebecca Bauer**, Education, Curriculum and Instruction: Elementary Education

**Melody Brennan**, Education, Curriculum and Instruction: Literacy Education (Dissertation Chair) (Assistant Professor, University of Wisconsin-Stout)

**Angela Coffee**, Education, Curriculum and Instruction: Literacy Education (Dissertation Chair) (Assistant Professor, Century College)

**Jolie Kennedy**, Education, Curriculum and Instruction: Learning Technologies (Dissertation Chair)

**Keitha-Gail Martin-Kerr**, Education, Curriculum and Instruction: Literacy Education (Dissertation Chair) (Lecturer, University of Minnesota)

**Charity Tatah Mentan**, Education, Curriculum and Instruction: Culture and Teaching (Dissertation Chair)

**Maggie Struck**, Education, Curriculum and Instruction: Literacy Education (Dissertation Chair) (Assistant Professor, Hamline University)

*2015*

**Kate Brodeur**, Education, Curriculum and Instruction: Literacy Education (Assistant Professor, Bowling Green State University)

**Colleen Clements**, Education, Curriculum and Instruction: Culture and Teaching  
(Lecturer, The University of Minnesota)

**Heather Cline**, Education, Curriculum and Instruction: Family, Youth, & Community

**Rick Lybeck**, Education, Curriculum and Instruction: Literacy Education (Assistant  
Professor, St. Cloud State University)

**Bethann Wiley**, Education, Curriculum and Instruction: Mathematics Education  
(Dissertation Chair) (Assistant Professor, Winona State University)

*2014*

**Alisha Hardman**, Education, Curriculum and Instruction: Family, Youth, & Community,  
(Assistant Extension Professor, Mississippi State University)

**Hsin-Ru Kang**, Education, Curriculum and Instruction: Family, Youth, & Community

**Tamara Weiss**, Education, Curriculum and Instruction: Art Education (dissertation  
chair) (Assistant Professor, University of Wisconsin—Stout)

*2013*

**Angelica Pazurek**, Education, Curriculum and Instruction: Learning Technologies  
(dissertation chair) (Lecturer, University of Minnesota)

*2011*

**Mary Lee-Nichols**, Education, Curriculum and Instruction: Culture and Teaching,  
(Associate Professor, University Wisconsin-Superior)

*In Process*

**Qui Alexander**, Education, Curriculum and Instruction: Culture and Teaching

**Abby Boehm-Turner**, Education, Curriculum and Instruction: Literacy Education

**Daniel Bordwell**, Education, Curriculum and Instruction: Social Studies Education

**Shelagh Gamble**, Education, Curriculum and Instruction: Arts in Education

**Keelin Yenny-Henderson**, Organizational Leadership and Policy Development: Higher  
Education

**Jing-Huey Lin**, Education, Curriculum and Instruction: Learning Technologies

**Laura Lemanski.**, Education, Curriculum and Instruction: Literacy Education

**Christina Miller**, Education, Curriculum and Instruction: Mathematics Education

**Steph Rollag**, Education, Curriculum and Instruction: Literacy Education

**Amanda Shopa**, Education, Curriculum and Instruction: Culture and Teaching

**Sara Sterner**, Education, Curriculum and Instruction: Literacy Education

### **Other Mentoring Activities**

#### **The University of Georgia (2006-2012)**

##### Master's (Specialist) Theses Directed

Gail Rettenmaier, Social Studies Education, Spring 2009 [committee member]

##### Master's Student Advisees

Charles Brunson  
Nick Hussain  
Sara Burgess  
Theresa Rindone  
Laurie Ladson  
Trahern Holden  
Allie Eckman  
Katie Jones  
Christie Harrison  
Stacey Chapman  
David Ayers

##### Doctoral Dissertations Directed

2015

Dave Breslin, Elementary Education, *Investigating the Lived Social Class Experiences of Teachers in an Elite Independent School*

2013

Stephanie Wells, Middle School Education, *A Phenomenological Inquiry into being a Middle School Principal in a High Stakes Testing Era*

2012

Melissa Jersawitz, Elementary Education, *Teenage Pregnancy: Societal Views as Seen Through Popular Film* (Assistant Professor, University of North Georgia-Gainesville)

2011

Sarah Bridges-Rhoads, Elementary Education, *Pursuing responsibility: Writing and citing poststructural qualitative inquiry, social justice, and Christianity* (Assistant

Professor, Georgia State University, **Recipient of a University of Georgia Graduate School Dissertation Completion Award)**

Hilary Hughes, Middle School Education, *Phenomenal bodies, phenomenal girls: How young adolescent girls experience being enough in their bodies*, (Associate Professor, The University of Georgia, **Recipient of AERA's Middle Level Research SIG's Graduate Student Award—2012 & The International Center for Qualitative Inquiry's 2012 Annual Qualitative Dissertation Award- Experimental Category)**

Stacie Tarbet, Middle School Education, *Relinquishing control: A phenomenological exploration of teachers' and students' experiences with shifting towards decentralized decision-making*

Doctoral Students Advised (Academic advising for all or part of graduate student's program)

Doctoral Committees Served on

*2015*

Kristy Shackelford, Early Childhood Education

*2014*

Jaye Thiel, Language and Literacy Education (Visiting Research Scholar, The University of Georgia) **2014 Literacy Research Association Graduate Student Award**

Keri Valentine, Educational Psychology and Instructional Technology (Assistant Professor, West Virginia University)

*2013*

Roberta Gardner, Language and Literacy Education (Clinical Assistant Professor, Georgia State University)

Brooke Hofsess, Art Education (Assistant Professor, Appalachian State University—**Recipient of the 2014 Elliot Eisner Doctoral Research Award in Art Education, National Art Education Association and the 2014 Arts-Based Education Research SIG Dissertation Award, American Educational Research Association)**

*2012*

Megan Adams, Language and Literacy Education (Assistant Professor, Kennesaw State University)

Joseph Pate, Recreation and Leisure Studies (Assistant Professor, Young Harris College)  
**Recipient of the 2016 Ezra Sellers Award for Outstanding Commitment to the Students of Young Harris College.**

Sharlonne Rollin, Middle School Education

Lisa Sperling, Counseling and Human Development Services

*2011*

Katherine Brown, Gifted and Creative Education

Daniel Byrd, Social Studies Education (Academic Advisor, Appalachian State University)

*2010*

Michelle Fentress, Social Studies Education

Lisa Harrison, Middle School Education (Associate Professor, Ohio University)

JeeHae Lee, Elementary Education (Assistant Professor, Troy University)

### **Other Mentoring Activities**

Second Mentor for Dr. Blanca Caldas, University of Minnesota (Assistant Professor)  
2016-2018

Second Mentor for Dr. Vichet Chhuon, University of Minnesota (Assistant Professor),  
2013-2014

Promotion and Tenure Mentoring Committee Member (for Assistant Professor, Dr. Jim  
Garrett, The University of Georgia)—2011-2012

Promotion and Tenure Mentoring Committee Member (for Clinical Assistant Professor,  
Dr. Janna Dresden, The University of Georgia)—2012

### **SERVICE AND PUBLIC OUTREACH**

#### **Service to The Discipline/Profession/Interdisciplinary Area(s)**

##### ***Reviewer experience (Promotion and Tenure)***

University of Memphis, Assistant to Associate, 2018

University of North Carolina, Charlotte, Assistant to Associate, 2018

West Virginia University, Assistant to Associate, 2016

University of North Texas, Assistant to Associate, 2016

East Carolina University, Assistant to Associate, 2015

***Editorship Experience***

Co-Editor & Lead Technical Editor, 2017-present, *Phenomenology and Practice*  
Editorial Board Member, 2017-Present, *Taboo: The Journal of Culture and Education*  
Editorial Board Member, 2015-2017 (3-year term): *Journal of Curriculum & Pedagogy*  
Editorial Board Member, 2014-present: *Middle Grades Review*  
Editorial Advisory Board Member, 2016 – present: *Research in Middle Level Education Online (RMLE Online)*

***Guest Editing Special Issue***

Vagle, M.D., Thiel, J., & Hofsess, B. (Forthcoming) *Unsettling Traditions: Reimagining the Craft of Phenomenological and Hermeneutic Inquiry*. Special Issue of *Qualitative Inquiry*

***Reviewer experience (Journals)***

American Education Research Journal  
Journal of Teacher Education  
Journal of Curriculum Studies  
Curriculum Inquiry  
Journal of Curriculum & Pedagogy  
Qualitative Inquiry  
International Journal of Qualitative Studies in Education  
Cultural Critique  
Knowledge Cultures  
Teaching Education  
Educational Technology Research and Development  
Qualitative Health Research  
Stress and Health  
Research in Middle Level Education-Online  
Journal of Research in Childhood Education  
Middle Grades Research Journal (Review Board Member)  
Journal of Community Practice  
Open Review of Educational Research  
The High School Journal  
International Journal of Social Research Methodology  
Journal of Humanities in Rehabilitation

***Reviewer experience (Books/Handbooks)***

Handbook of Research in Middle Level Education (Volume VIII—Voices from the Middle: Narratives For, By, and About the Middle Level Community), 2009, Information Age Publishing

Handbook of Research in Middle Level Education (Volume VII An International Look at Educating Young Adolescents), 2008, Information Age Publishing

Enhancing Student Engagement in Learning: A Guide for Middle School Teachers, 2008, Routledge

***Committee memberships***

American Educational Research Association (Divisions B and K; Middle Level and Qualitative Research SIGs; John Dewey Society)

Division K New Faculty Seminar (2007)  
Qualitative Research SIG's Dissertation Award Committee (2011 & 2012)  
Qualitative Research SIG Secretary and Executive Committee (2012-2015)  
Qualitative Research SIG Chair of the Egon Guba Lecture Committee (2016-2018)  
Division K Nominating Committee 2013-14

Literacy Research Association (formerly the National Reading Conference)

Area 1 (Pre-service Teacher Education) Co-Chair for 2010 and 2011 conference programs  
Area 11 (Research Theory, Methods, & Practices) Co-Chair for 2012-2016 conference programs.  
Albert Kingston Award Committee (2014-2017)

***Review panels for external funding agencies, foundations, etc.***

International Reading Association—Reviewed Grant Proposals for the Elva Knight, Research Dissemination Support, and Helen M. Robinson Grants, 2007

***Program review experience***

American Educational Research Association

Division B: Curriculum Studies, 2008-2009; Expert Review Panel (Section 3), 2011, 2012, 2015  
Division D: Measurement and Research Methodology; Expert Review Panel (Section 3—Qualitative Research Methods), 2013, 2014, 2015, 2016  
Qualitative Research SIG, 2008-2009; Expert Review Panel, 2010, 2011, 2012, 2013, 2014, 2015, 2016  
Division K: Teaching and Teacher Education, 2006-2009  
Middle Level Research SIG, 2006-2009; Expert Review Panel, 2010 & 2011  
John Dewey Society, 2007-2009

Literacy Research Association (formerly, the National Reading Conference [NRC])

Preservice/Inservice Teacher Education, Areas 1 & 2, 2007-2009

Adolescent and Adult Literacy, Area 6, 2007-2009

***Organization of conferences, workshops, panels, symposia***

Vagle, M.D. (2019, May) Post-Intentional Phenomenology and the Politics of Social Change. **Session Organizer and Chair** at the 15<sup>th</sup> Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois. **Participating Panelists:** Nimo Abdi, AK O'Loughlin, Jolie Kennedy, Qui Alexander, The University of Minnesota.

Vagle, M.D. (2018, April). Unsettling traditions: Reimagining phenomenological and hermeneutic inquiry. **Discussant** at the annual meeting of the American Educational Research Association, New York.

Vagle, M.D. (2018, April). Rescuing method. **Discussant** at the annual meeting of the American Educational Research Association, New York. **Participating Panelists:** Mirka Koro-Ljungberg (Arizona State University), Jenni Wolgemuth, (University of South Florida), Travis Marn (University of South Florida), Hilary Hughes (The University of Georgia), Jessica Van Cleave (Mars Hill College), Sarah Bridges-Rhoads, (Georgia State University).

Vagle, M.D. (2017, May). Unsettling traditions: Reimagining phenomenological and hermeneutic inquiry. **Session Organizer and Chair** at the 13<sup>th</sup> Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois. **Participating Panelists:** Mark Vagle (University of Minnesota), Jaye Johnson Thiel (University of Georgia), Brooke Hofsess (Appalachian State University), Tim Babulski (University of Minnesota), Caleb Zilmer (University of Minnesota), Keitha-Gail Martin-Kerr (University of Minnesota), Charity Tatah Mentan (University of Minnesota), Karen Colum (Minnesota State University-Mankato).

Vagle, M.D. (2017, April). Revisiting the theoretical and methodological practices of phenomenology. **Chair** at the annual meeting of the American Educational Research Association, San Antonio, TX.

Vagle, M.D. (2016, December). Exploring multiplicities in literacy research. **Discussant** at the annual meeting of the Literacy Research Association, Nashville, TN.

Vagle, M.D. (2016, November). Critical, post, and participatory literacy research. **Chair** at the annual meeting of the Literacy Research Association, Nashville, TN.

Vagle, M.D. (2016, May). Deleuze I. **Chair** at the 12<sup>th</sup> Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois.



Vagle, M.D. (2016, May). Deleuze II. **Chair** at the 12<sup>th</sup> Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois.

Freeman, M. & Vagle, M.D. (2016, May). Taking hermeneutic and phenomenology's influence into the 9<sup>th</sup> moment: Political, post, and arts-based possibilities. **Workshop Co-Organizer and Co-Facilitator** at the 12<sup>th</sup> Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois

Vagle, M.D. (2015, December). Producing a literacy voice-body without organs: Continuing to (un)frame data. **Session Organizer and Chair** at the annual meeting of the Literacy Research Association, Carlsbad, CA. **Participating Panelists:** Elizabeth Dutro (The University of Colorado-Boulder), Stephanie Jones, (The University of Georgia), Gerald Campano (The University of Pennsylvania), Maria Ghiso, (Teachers College), Mark Vagle, (The University of Minnesota), Angela Coffee, (The University of Minnesota), Ellie Haberl (The University of Colorado-Boulder), D. Alexandra Thomas (Teachers College), Alicia C Patoja (The University of Pennsylvania), Grace Player (The University of Pennsylvania), and Breanne Huston (The University of Georgia).

Vagle, M.D. (2015, December). Putting theories to work on “equity-mindedness” as a phenomenon in post-intentional phenomenological literacy research. **Session Organizer and Chair** at the annual meeting of the Literacy Research Association, Carlsbad, CA. **Participating Panelists:** Keith-Gail Martin-Kerr, Abigail Rombalski, Kelly Gast, Stephanie Hicks, Kristi Bergeson, Rebecca Bauer, Melody Brennan, Liv Christensen, Charity Tatah Mentan (all from the University of Minnesota).

Vagle, M.D. (2015, December). Re-imaginings and re-positionings in literacy research. **Discussant** at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), Carlsbad, CA.

Vagle, M.D. (2015, May). Taking hermeneutics and phenomenology into the 9<sup>th</sup> moment: Critical, post, and arts-based possibilities. **Plenary Session Organizer and Chair** at the 11<sup>th</sup> Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois. **Participating Panelists:** Mark Vagle (The University of Minnesota), Melissa Freeman (The University of Georgia), Brooke Hofsess (Appalachian State University)

Vagle, M.D. (2015, May). “Gotta feel to know”. Considering a working class post-intentional phenomenological data analysis. **Session Organizer and Chair** at the 11<sup>th</sup> Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois. **Participating Panelists:** Mark Vagle (The University of Minnesota), Colleen Clements (The University of Minnesota), Angela Coffee (The University of Minnesota)

Vagle, M.D. (2015, May). Thinking with theory in post-intentional phenomenology. **Session Organizer and Chair** at 11<sup>th</sup> Annual International Congress of Qualitative

Inquiry. University of Illinois at Urbana-Champaign, Illinois. **Participating Panelists:** Mark Vagle (The University of Minnesota), Kelly Gast (The University of Minnesota), Liv Christensen (The University of Minnesota), Tracy Leidl (The University of Minnesota), Jeff Henning-Smith (The University of Minnesota)

Vagle, M.D. (2014, December). Always entering the middle of literacies: Continuing to (un)frame data. **Session Organizer and Chair** at the annual meeting of the Literacy Research Association, Marco Island, FL. **Participating Panelists:** Elizabeth Duto (The University of Colorado-Boulder), Stephanie Jones, (The University of Georgia), Gerald Campano (The University of Pennsylvania), Maria Ghiso, (Teacher College), Mark Vagle, (The University of Minnesota), Angela Coffee, (The University of Minnesota), Colleen Clements, (The University of Minnesota), and Cecilia Valenzuela, (The University of Colorado-Boulder).

Vagle, M.D. (2014, May). Moving from essence to tentative manifestations in post-intentional phenomenology. **Session Organizer and Chair** at 10<sup>th</sup> Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois. **Participating Panelists:** Roberta Gardner (The University of Mary Washington), Angelica Pazurek (University of Minnesota), Keri Valentine (The University of Georgia), Mark Vagle (The University of Minnesota).

Vagle, M.D. (2014, May). From being to becoming(s) in qualitative inquiry. **Session Organizer and Chair** at 10<sup>th</sup> Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois. **Participating Panelists:** Melissa Freeman (The University of Georgia), Brooke Hofsess (Appalachian State University), Jaye Thiel (The University of Georgia), Angela Coffee (The University of Minnesota), Colleen Clements (The University of Minnesota), Mark Vagle (The University of Minnesota).

Vagle, M.D. (2014, April). Power, position, and reflexivity. **Chair** at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Kamberelis, G., & Vagle, M.D. (2013, December) Inside the researchers's studio. **Discussant** at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), Dallas, TX

Vagle, M.D. (2013, December). Deconstructing language and image in research practice. **Discussant** at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), Dallas, TX.

Vagle, M.D. (2013, December). Transforming literacy preservice teacher education to enhance culturally sustaining pedagogy & teacher self efficacy: Three design-based interventions. **Discussant** at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), Dallas, TX.

Vagle, M.D. (2013, May) Imagining an ontology of possibilities in qualitative inquiry. **Session Organizer and Chair** at the 9<sup>th</sup> Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois. **Participating Panelists:** Jerry Rosiek (University of Oregon), Lisa Mazzei (University of Oregon), Mark Johnson (University of Georgia), Mark Vagle (The University of Minnesota), Melissa Freeman (University of Georgia).

Vagle, M.D. (2013, May). Living out post-intentional phenomenologies. **Session Organizer and Chair** at the 9<sup>th</sup> Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois. **Participating Panelists:** Brooke Hofsess (Winthrop University), Jaye Thiel (The University of Georgia), Keri Valentine (The University of Georgia), Roberta Gardner (The University of Georgia), Hilary Hughes (Virginia Commonwealth University), Joseph Pate (Young Harris College), Brian Kumm (The University of Georgia), Dave Breslin (The University of Georgia), Megan Adams (Oglethorpe County Schools), Mark Vagle (The University of Minnesota).

Vagle, M.D. (2013, April). Contesting ourselves: Determining “excellence” in qualitative dissertation research. **Session organizer and chair** at the annual meeting of the American Educational Research Association, San Francisco, California. **Participating Panelists:** Lisa Loutzenheiser (University of British Columbia), Joseph Maxwell (George Mason University), Eric Archer (Northern Illinois University), Debora Ortloff (University of Houston-Clear Lake), Adrienne Dixson (The University of Illinois-Champaign-Urbana), Mark Vagle (The University of Minnesota).

Vagle, M.D. (2012, November). Using a contingent, recursive theoretical conception of growth and change to study the literacy lives and schooling of young adolescents. **Session organizer and chair** at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), San Diego, California. **Participating Panelists:** Kristien Zenkov (George Mason University), Les Burns (University of Kentucky), Leigh Hall (University of North Carolina-Chapel Hill)

Freeman, M. & Vagle, M.D. (2012, May) Grafting hermeneutics and phenomenology onto one another: Abundant realizations. **Session Co-Organizer and Co-Chair** at the 8<sup>th</sup> Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois. **Participating Panelists:** Melissa Freeman (The University of Georgia), Mark Vagle (The University of Georgia), Mark Johnson (The University of Georgia), Marie Sandy (The University of Wisconsin-Milwaukee), Tara Earls Larrison (The University of Illinois).

Vagle, M.D. (2011, November-December). The “state” of literacy teacher education in a high-stakes accountability era. **Session Co-Organizer and Co-Chair** at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), Jacksonville, FL. **Participating Panelists:** Vicki Risko (Vanderbilt University), Cindy Shanahan (University of Illinois-Chicago), Melissa Mosley (University of Texas—Austin),

Vagle, M.D. (2011, November-December). Online literacies and adolescent learners. **Chair** at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), Jacksonville, FL.

Vagle, M.D. (2011, November-December). Research relationships and perspectives: The researcher(s) and the researched. **Discussant** at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), Jacksonville, FL.

Vagle, M.D. (2011, May) Using post philosophies to help qualitative research re-claim its radical roots. **Session Organizer and Chair** at the 7<sup>th</sup> Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois.

Vagle, M.D. (2011, April) Philosophically-informed qualitative research for the public good. **Symposium Organizer and Chair** at the annual meeting of the American Educational Research Association. New Orleans, LA. **Participating Panelists:** Bettie St. Pierre (The University of Georgia), Tom Schwandt (The University of Illinois), Melissa Freeman (The University of Georgia), Mark Vagle (The University of Georgia)

Vagle, M. D. (2011, April). Leadership, decision making, and school improvement in middle level schools. **Discussant** at the annual meeting of the American Educational Research Association. New Orleans, LA.

Vagle, M.D. (2010, December) Adolescent literacy: Attitudes, strategies, and funds of knowledge. **Discussant** at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), Dallas/Fort Worth, TX.

Vagle, M.D. (2010, December) Sticky problems in research. **Chair** at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), Dallas/Fort Worth, TX.

Lee, K., & Vagle, M. D. (2010, October) Developmentally constrained children and young adolescents: Cross-field critiques of appropriateness and responsiveness. **Co-chair** at the 18th International Reconceptualizing Early Childhood Education (RECE) Conference, Dalton, GA.

Vagle, M. D. (2010, April) Middle grades teacher development and qualifications. **Chair** at the annual meeting of the American Educational Research Association. Denver, CO.

Vagle, M. D. (2009, December) Partnering to prepare literacy educators. **Chair** at the annual meeting of the National Reading Conference. Albuquerque, NM.

Vagle, M. D. (2009, April). Trying to imagine critical middle schooling under the weight of developmentalism. **Symposium Organizer and Chair** at the annual meeting of the American Educational Research Association. San Diego, CA.

Vagle, M. D. (2009, April). Diverse perspectives in the middle grades. **Discussant** at the annual meeting of the American Educational Research Association. San Diego, CA.

Vagle, M. D. (2007, November) Perspectives on understanding texts. **Chair** at the annual meeting of the National Reading Conference. Austin, TX.

***Organization of conferences, workshops, panels, symposia (Forthcoming)***

**Service To The University/College/Department**

***University of Minnesota***

Collegiate Service and Intercollegiate Service

Faculty Finance Committee Member, 2017

CEHD Leads Program Participant, 2016

Educator Preparation Policy Council—Member, 2014-15

ICD-Lab School Director Search, 2014-2015

First Year Experience (FYE) Re-Envision Work Group, 2014-15

The University of Minnesota – Twin Cities, Minnesota Reads, Invitation to Co-Facilitate Literacy Teacher Education Institute, March 30, 2007

Consultant – The University of Minnesota – Twin Cities, October – December, 2006 & July, 2007

The University of Minnesota – Twin Cities, Minnesota Reads, Invitation to Co-Facilitate Research Meeting, December 15, 2006

Department/Unit Service

Elementary and Social Studies Education—Teaching Specialist or Lecturer Search Committee (Chair), 2016

CI Educational Studies Group (2015-16)

CI Ad Hoc Merit Committee (2015-16)

CI Qualitative Research Methodology Minor Ad Hoc Committee (2015-16)

CI Research Core Course Revision Committee, 2015-16

Elementary Education—Lecturer & Teaching Specialist Search Committee (Chair), 2015

CI-Assistant to the Chair Search Committee, 2014

Elementary and Social Studies Education—Teaching Specialist or Lecturer Search Committee (Chair), 2014

CI Program Area Coordinator Committee (Chair), 2013-Present

CI Graduate Programs and Scholarship Strategy Committee (Co-Chair), 2013-2014

Graduate Studies Committee, 2013-2016 (Elected to 3-Year Term)

Elementary Education Graduate Programs Lead—2012-Present

Elementary Education Program Area Coordinator Committee (Co-representative) 2012-13, 2013-14  
Elementary Education Core Group—2012-present  
Elementary and Teacher Education PhD Track Task Force (co-chair)—2012-13  
Research Committee (Ad hoc) (co-chair)—2012-13  
CI Graduate Programs and Scholarship Strategy Committee (Member), 2012-2013

***University of Georgia (2006-2012)***

University-wide service

Qualitative Research Faculty Learning Group, 2009-2010; 2010-2011

Collegiate Service and Intercollegiate Service

NCATE Institutional Review Report Writing Group-Standard 5: *Faculty Qualifications, Performance, and Development* (2012-2013) [**Invited**]  
Visionary School-Based Educator Programs Committee (2011-2012) [**Invited**]  
Visionary School-Based Educator Programs Partnerships Sub-Committee (Chair) 2012  
College of Education Research Advisory Board—2011; 2012 [**Invited**]  
Dean's Research Committee—2011 [**Invited**]  
Graduate Student Research Conference (Chair)—2011; 2012 [**Invited**]  
Philosophically-Informed Research—Research Study Group 2010-2012[**Co-Leader** with Bettie St. Pierre]  
Teacher Leadership Research Study Group 2010-present  
Research Implementation Team [**Selected** to Serve on Team One: The Research Culture Team], 2010  
Reviewer for Teacher Quality Grant Program, 2010  
Faculty Senate Awards Committee, 2010-2011; (Chair—2011-2012)  
Faculty Advisory Committee for the Graduate Student Research Conference, 2009, 2010  
Reviewer for the Graduate Student Research Conference, 2009, 2010  
Office of Faculty and Finance Review Committee, 2009  
Curriculum Diversity Action Team, 2007  
Staff Awards Committee, 2007

Department/Unit Service

Elementary Education PhD Program Leader-2011-2012  
Doctoral Programs Reform Task Force—Elementary Education Representative, 2011-2012  
Doctoral Admissions Committee--Elementary Education Representative, 2010-2012  
Office Manager Search Committee Member—2011-2012  
Elementary Education PhD Program Redesign Team, Leader, 2010-2011  
Research Internship Design Team, Convener, 2010-2011  
Graduate Programs Committee, 2006-present; Chair 2007-2010  
Specialist Comprehensive Exam Reader, 2009—present

Masters Comprehensive Exam Reader, 2009-present  
Faculty, Promotion, and Tenure Bylaws Committee, 2008-09, chair  
5-Year Plan Committee, 2007-08, chair  
5-Year Plan Revision Sub-Committee, 2007, chair  
Early Childhood Search Committees, 2007 & 2010  
Scholarships Committee, 2006-2008  
Infrastructure Committee, 2006-2007

## **Public and Other Service**

### Service to Outside Agencies and School Districts

Moundsview Public Schools, Chippewa and Highview Middle Schools, 2015 & 2016  
Board Member and Treasurer, Hopkins Football League, 2015-present  
BAM Adventures & Father-Daughter Endorsement/Advisory Group, JTB  
Communications, Madison County, GA, 2011-Present  
Accountability Partner for Mr. John Brantley, JTB Communications, Madison County,  
GA, 2011-Present  
Program Evaluation, Assessment, and Research Group (PEAR)—J.J. Harris Professional  
Development School, Athens, GA, 2009-2010  
Professional Development School Planning Group (2008-2009), Clarke County (GA)  
Schools  
Junior High/Middle School Disciplinary Literacy Model Classrooms- Coach's Training  
(May, 2004), St. Paul Public Schools  
National Staff Development Council Standards for Staff Development Self Assessment  
(December 2003-January 2004), South View Middle School, Edina (MN) Public  
Schools  
Lighthouse Learning Community Inc. (Educational Consulting) – Co-Owner and Vice  
President (January 2003-present)

### Service to State and National Organizations and Foundations

Research Coordination (September 2005- May 2006), Minnesota Middle School  
Association  
MMSA State Conference Student Strand (December, 2005)  
Task Force on Interdisciplinary Teaching (September, 2005), Minnesota Board of  
Teaching

### Workshops and Training Sessions for Teachers

Dillon, D. R., Vagle, M. D., DeLapp, P., & Hughes, J. (2004, October). A higher  
education partnership to better prepare K-12 reading and literacy preservice teachers.  
Poster presented as part of the College of Education and Human Development Reading  
Research Day, Coffman Memorial Union, Mississippi Room.