

David Lee Carlson

Curriculum Vitae | Fall 2025

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EDUCATION AND DEGREE

Doctor of Education	Teachers College Columbia University (2005) New York, New York Department of Arts and Humanities Program of English Education
Master of Arts	American University (1996) Washington, DC College of Arts and Sciences Department of Literature
Bachelor of Arts	University of Nebraska-Lincoln (1992) Lincoln, Nebraska College of Arts and Sciences Department of English

ACADEMIC POSITIONS

2007- Present	Arizona State University, Mary Lou Fulton College for Teaching and Learning Innovation Tempe, Arizona (USA) <i>Full Professor (2021-Current)</i> <i>Associate Professor with Tenure (2013 – 2021)</i> <i>Assistant Professor (2007 – 2013)</i>
2024-Present	Arizona State University, Herberger Institute for Design and the Arts Tempe, Arizona (USA) <i>Affiliated Faculty</i>
2025-Present	Wollo University, Institute of Teachers' Education and Behavioral Sciences Dessi, Ethiopia <i>Honorary Professor and Faculty Affiliate</i>
2005-2007	Hunter College, CUNY, School of Education and School of Arts & Sciences Department of English Department of Curriculum and Instruction New York, New York (USA) <i>Assistant Professor (2006 – 2007)</i> <i>Lecturer (2005 – 2006)</i>

RESEARCH

Scholarly Books

Forthcoming

15. Carlson, D.L. (forthcoming). *Foucault's political activism: the impetus for postqualitative research*. Target Publisher: University Press.

14. Carlson, D.L. (forthcoming). *Politics, postqualitative research, and the narratives of uprootedness*. Target Publisher: Routledge

13. Carlson, D.L. (forthcoming). *Michel Foucault's philosophy of education*. Target Publisher: University Press.

Currently Under Contract

12. Carlson, D. L. & Cruz, J. (2026). *Putting Foucault to work in qualitative inquiry: genealogical moves*. Routledge.

11. Carlson, D. L., & Rodríguez, N. (Eds.) (2026). *Foucauldian philosophy and implications for educational research: Michel Foucault's lectures at the College de France*. Routledge.

10. Carlson, D.L. (Ed.). (2026). *The sounds of silence still breaking: Janet Louise Miller's life and contribution to Curriculum Studies*. Routledge.

Published

9. Wozolek, B., & Carlson, D.L. (2023) *Queer Battle Fatigue: from verbal aggression to physical violence: LGBTQ+ experiences, everyday oppression, and education*. Routledge. [This book was optioned by Routledge and is an updated version of a special issue in QSE].

8. Carlson, D.L., Vasquez, A., & Romero, A. (Eds.) (2023). *Writing and the articulation of post-qualitative research*. Routledge.

7. Wells, T. C., Carlson, D. L., & Koro-Ljungberg, M. (Eds.) (2020). *Intra-public intellectualism: critical qualitative inquiry in the academy*. Myers Education Press.

6. Fasching-Varner, K.J., Bickmore, S.T., Hays, D.G., Schrader, P.G., Carlson, D.L., Anagostopoulos, D. (Eds.) (2020). *Corona chronicles: necessary narratives in uncertain times*. Dios Press.

5. Fasching-Varner, K.J., Bickmore, S.T., Hays, D.G., Schrader, P.G., Carlson, D.L., Anagostopoulos, D. (Eds.) (2020). *The Corona chronicles: on process, leadership, commitment, and hope in uncertain times*. Dios Press.

4. Carlson, D. L. & Rodriguez, N. (Eds.) (2019). *Michel Foucault and sexualities and gender education: friendship as ascesis*. Palgrave.

3. Linville, D., & Carlson, D. L. (Eds.) (2015). *Beyond borders: queer eros and ethics in LGBTQ young adult literature*. Peter Lang.

2. Perry, J., & Carlson, D. L. (Eds.) (2013). *In their own words: a journey to the stewardship of the practice of education*. Information Age Publishing.

1. **Carlson, D. L., & Albright, J.** (2012). *Composing a care of the self: a critical history of writing assessment in secondary English education*. Sense Publishers.

Scholarly Articles

Forthcoming

50. **Carlson, D.L.** (forthcoming). Foucault's extralinguistic imperative: literariness, madness, and the reconceptualization of postqualitative inquiry. Target Journal: *Journal of Educational Philosophy and Theory*.

49. **Carlson, D.L.** (forthcoming). Michel Foucault's agonist ontology and the postqualitative turn: implications for educational research. Target Journal: *Qualitative Inquiry*.

48. **Carlson, D.L.** (forthcoming). Archaeology, genealogy, and historiography: reconsidering the history of qualitative research. Target Journal: *International Review of Qualitative Research*.

47. **Carlson, D.L.** (forthcoming). Textuality, literariness, and reading: problematizing the 'presence' of the 'researcher' in the postqualitative moment. Target Journal: *Qualitative Inquiry*.

46. Abera, E., Ott, M., & **Carlson, D.L.** (forthcoming). Critical praxis in Global North-South academic collaborations. Target Journal: *Departures in Critical qualitative Research*.

Currently Under Review

45. **Carlson, D.L.** (under review). Michel Foucault's political project of nonviolence: wit(h)nessing community, genealogy, and bodies and pleasures in postqualitative inquiry. In M. Koro & J. Osgood (Eds.). Wit(h)nessing as politics of nonviolent postqualitative research. Special Issue of *Reconceptualizing Educational Research Methodologies*.

44. Abara, E., Ott, M., **Carlson, D.L.**, Figuera, F. (under review). Secondary teachers' epistemic beliefs and instructional orientations across disciplines: evidence from Ethiopia. *Teachers and Teaching*.

Published

43. Awoke, S., Ott, M., **Carlson, D.L.** (2025). Science education and conflict: the case of South Wollo, Ethiopia. *International Journal of Educational Development*.

42. Koellner, K., Seago, N., Riske, A., Placa, N., & **Carlson, D.L.** (2024). Teachers' perceptions and uptake of professional development overtime. *International Journal of Educational Research (Open)*.

41. **Carlson, D.L.** (2022). A sketchbook on seduction, or the urging into the indefatigable unknown. *Reconceptualizing Education Research Methodologies*. 13(1) <https://doi.org/10.7577/term.4924>

40. Clark, C., Olson, K, Hacifazlioglu, O. & **Carlson, D.L.** (2021) Community of practice among faculty team-teaching education doctoral (Ed.D.) students: a reflective study. *International Journal of Doctoral Studies* (16), 379-393.

39. **Carlson, D. L.**, Wells, T., Mark, L., & Sandoval, J. (Eds.).(2021). Working the tensions of the post-qualitative movement in qualitative inquiry [Special issue]. *Qualitative Inquiry*, 27(2), 151-157.

38. **Carlson, D. L.** (2021). The (un)certainty of post-qualitative research: textures of life-in-motion as articulation [Special issue]. *Qualitative Inquiry*, 27(2), 158-162.

37. Sweet, J. D., & **Carlson, D. L.** (2020). Collective creativity: pedagogies of collaborative authorship in a Hollywood writers' room and its implications for teaching writing in the secondary English classroom. *Taboo: Journal of Culture and Education*, 19(4), 180-202.
36. **Carlson, D. L.**, McGuire, K., Koro-Ljungberg, M., Canella, G. (Eds.) (2020). Twist(ed) liminalities: qualitative inquiry and engaging with/in the "in-between" [Special issue]. *Qualitative Inquiry*, 26(8-9), 1056-1059.
35. **Carlson, D. L.** & Sweet, J. (2020). The promise of the trans* body: twisted liminalities of gender in *Transparent* [Special issue]. *Qualitative Inquiry*, 26(8-9), 1071-1078.
34. **Carlson, D. L.** & Wells, T. (2020). Narratives of *Amor Fati*: meditations on life and Death [Special issue]. *Qualitative Inquiry*, 26(10), 1206-1212.
33. **Carlson, D. L.** (2020) (Ed.). Embodying narrative: diffractive readings of ethical relationality in qualitative inquiry [Special issue]. *Qualitative Inquiry*, 26(10), 1147-1150.
32. Sweet, J. D., & **Carlson, D. L.** (2019). This is me: hidden pedagogy in the television show *Transparent*. *Journal of Curriculum and Pedagogy*, 16(2), 175-195.
31. Koro-Ljungberg, M., **Carlson, D. L.**, Cirell, A.M. (2019). Productive forces of post-truth? *Qualitative Inquiry*, 25(6), 583-590.
30. Koro-Ljungberg, M., Tesar, M., **Carlson, D. L.**, Montana, A., & Gong, B. (2019). Aporetic and productive and undecidedness of (data in) neoliberalism. *Qualitative Inquiry*, 25(8), 725-733.
29. **Carlson, D. L.** (2018). The last man: an **invited commentary** on Beyond Binary Gender Identities. *English Journal* 108(1), 82-83 (Inaugural commentary).
28. Sweet, J. D., & **Carlson, D. L.** (2018). A story of becoming: trans equity as ethnodrama. *Qualitative Inquiry*, 24(3), 183-193.
27. **Carlson, D. L.** & Koro-Ljungberg, M. (2017). (Re)mixing Foucault and Deleuze: power games in critical qualitative research. *International Review of Qualitative Research*, 10(4), 411-429.
26. Blumenfeld-Jones, D.S, & **Carlson, D. L.** (2017). Trois chaise, ABR, and the possibility of 'thinking again.' *International Journal of Education and the Arts*, 18(27), <http://www.ijea.org/v18n27/>.
25. Sweet, J. D. & **Carlson, D. L.** (2017). Teaching trans: *Transparent* as a strategy in English language Arts classrooms. *Bank Street Occasional Papers Series*, 37.
24. Dugan, M. A., **Carlson, D. L.**, Jordan, M., Gaias, L.M., Abry, T., & Granger, K. (2017). "Dear Diary": a qualitative examination of the phases of first-year teaching. *Teacher Education & Practice*, 30(1), 16-37.
23. **Carlson, D. L.**, & Linville, D. (2016). The social importance of a kiss: a Honnethian reading of David Levithan's, *Two Boys Kissing*. *Discourse: Studies in the Cultural Politics of Education*, 37(6), 887-901.
22. Boozer, A., & **Carlson, D. L.** (2015). Planning backwards to go forwards: examining pre-service teachers' use of backward design to plan and deliver instruction. *Teacher Education & Practice*. 28(4), 522-547.

21. Loytonen, T., Koro-Ljungberg, M., **Carlson, D. L.**, Orange, A., & Cruz, J. (2015). A pink experiment. *Reconceptualizing Educational Research Methodology*, 6(1), 23-42.
20. Koro-Ljungberg, M., **Carlson, D. L.**, Tesar, M., & Anderson, K. (2015). Methodology brut: philosophy, ecstatic thinking, and some other (unfinished) things. *Qualitative Inquiry*, 21(7), 612-619.
19. Hollis-Thomas, M., Aletheiani, D. R., **Carlson, D. L.**, & Ewbank, A. D. (2014). 'Keeping up the good fight': the said and unsaid in *Flores v. Arizona*. *Policy Futures in Education*, 12(2), 242-261.
18. **Carlson, D. L.**, & Aletheiani, D. R. (2013). Mind and emotions: using emotional intelligence (EI) to engage with literary characters. *Arizona English Bulletin*. 54(1), 30-36.
17. **Carlson, D. L.** & Archambault, L. (2013). Technological pedagogical content knowledge and teaching poetry: preparing preservice teachers to integrate content with voice thread technology. *Teacher Education & Practice*. 26(1), 171-42.
16. Amrein-Beardsley, A., Zambo, D., Moore, D. W., Buss, R. R., Perry, N. J., Painter, S. R., **Carlson, D. L.**, Foulger, T. S., Olson, K., & Puckett, K. S. (2012). Graduates respond to an innovative educational doctorate program. *Journal of Research on Leadership Education*, 7(1), 98-122.
15. **Carlson, D. L.** (2011) (Ed.). Introduction: Social-Emotional Learning and resolving Cohen's paradox [Special issue]. *Reading & Writing Quarterly*, 27(1-2), 1-4. (Double Issue)
14. **Carlson, D. L.** (2011). Making teacher education better: the impact of polling data on a methods of teaching English course. *Teacher Education & Practices*, 24(2), 149-169.
13. Archambault, L. & **Carlson, D.L.** (2011). Poetry in Motion: using VoiceThread to Prepare 21st Century English Teachers. In M. Koehler & P. Mishra (Eds.), *Proceedings of SITE 2011--Society for Information Technology & Teacher Education International Conference* (pp. 4265-4272). Nashville, Tennessee, USA: Association for the Advancement of Computing in Education (AACE). Nominated for Most-Outstanding paper Award.
12. **Carlson, D. L.**, & Rojas, M. (Winter, 2011). Focusing on performance: the intangibles of winning in schools. *Academic Leadership: The Online Journal*, 9(1).
11. Long, D., & **Carlson, D. L.** (2011). Mind the map: how thinking maps affect student achievement. *Networks: An Online Journal for Teacher Research*, 13(2), 1-7. (Listed as one of the most popular papers)
10. **Carlson, D. L.**, & Clay, T. (2010). Evoking a spirit of play: M&M stories and (un) real possibilities for teaching secondary literacy. *Kappa Delta Pi Record*, 46(4), 164-169.
9. Linville, D., & **Carlson, D. L.** (2010). Fashioning sexual selves: examining the care of the self in urban adolescent sexuality and gender discourses. *Journal of LGBT Youth*, 7(3), 247-261.
8. Barnett, J., & **Carlson, D. L.** (2010). The garage of the ivory tower: the importance of the 21st century education doctorate. *Academic Leadership: The Online Journal*, 8(4).
7. **Carlson, D. L.**, & Marshall, P. A. (2009). Learning the science of research, learning the art of teaching: planning backwards in a college genetics course. *Bioscience Education*, 13(1), 1-9.
6. **Carlson, D. L.** (2008). Playing the Classroom-as-Game: building a community of learners at the start of a new year. *English Journal*, 98(1), 57-60.
5. **Carlson, D. L.** (2007). Art and design: teaching *Siddhartha* in a secondary urban high school. *Networks: An Online Journal for Teacher Research*, 10(1), 1-8.

4. Carlson, D. L. (2007). From Dodge City to Emerald City: the importance of Joseph E. Zins' work in teacher education programs--a commentary on "the Scientific Base Linking Social and Emotional Learning to school success," a chapter by J. E. Zins, M. R. Bloodworth, R. P. Weissberg, and H. J. Walberg. *Journal of Educational & Psychological Consultation*, 17(2-3), 219-223.

3. Carlson, D. L. (2007). Examining the embedded assumptions of teaching for social justice in an urban school: a case study. *Perspectives on Urban Education*, 5(1), 1-23. (Featured Article)

2. Carlson, D. L. (2007). Linking the 'Leaky Edges' of the Outside with the Individual Inside. *Kappa Delta Pi Record*, 43(4), 154-157.

1. Carlson, D. L. (2006). Proposing a care of the self for secondary English studies: writing critical ontologies. *Curriculum and Pedagogy: Proceedings of the Sixth Annual Conference* (pp. 27-42) (Peer-Reviewed).

Book Chapters

18. Carlson, D.L. (accepted). Making intelligence legible: a specific history of notational practices and the scientificity of educational research. In T. Popkewitz and S. Sjödin (Eds.). *How science creates and loses sight: historical sociologies of knowledge, modernity, and education research*. Routledge.

17. Carlson, D.L. (accepted). Gender, bodies, and pleasures: institutional ignorance and the need for a curriculum of care. In E. Malewiski, J. Burdick, and J.A. Sandlin (Eds.). *Handbook of Ignorance Studies in Education*. Routledge.

16. Carlson, D.L. (in process). Composing a queer self: narratives of life-in-the-making in cantos. In D.L. Carlson (Ed.). *The sounds of silence still breaking: Janet Louise Miller's life and contribution to Curriculum Studies*. Routledge

15. Carlson, D.L. (2024). From the shores to the sea: narratives of uprootedness and post-qualitative inquiry. In N. K. Denzin and M.D. Giardina (Eds.). *Qualitative Inquiry in the Present Tense: Writing a New History*. Routledge.

14. Carlson, D.L. (2023). Writing as uprootedness: onto-epistemological considerations for qualitative research. In D.L. Carlson, A. Vasquez and A. Romero (Eds.). *Writing and the articulation of post qualitative research*. Routledge.

13. Koro, M., Carlson, D.L., Basu, M., Tsotniashvili, K. (2022). Ontologies of relations and difference in "research designs" in E. Flick (Ed.). *SAGE Handbook of Qualitative Research Design*. SAGE.

12. Carlson, D. L. (2019). Gay ascesis: Ethics of strategic disorientation and the pedagogies of friendship. In **D. L. Carlson** and N. Rodriguez (Eds.). *Michel Foucault and sexualities and gender in education: Friendship as ascesis* (pp. 91-102). Palgrave.

11. Carlson, D. L. & Rodriguez, N. (2019). Foucault, friendship, and education. In **D. L. Carlson** and N. Rodriguez (Eds.). *Michel Foucault and sexualities and gender in education*(pp.1-8). Palgrave.

10. Carlson, D. L., & Sweet, J. D. (2019). Syncopation, sensing, and sense-making: the genealogies of Julia Kristeva and Michel Foucault. In W. S. Gershon (Ed.), *Sensuous curriculum: politics and the senses in education* (pp. 29-46). Information Age Press.

9. Carlson, D. L., & Cruz, J. C. (2016). English Language Arts curriculum and wide-awakeness: the aesthetic purposes of multimodal learning, literary theory, and writerly texts. In D. Blumenfeld-Jones (Ed.). *Teacher education for the 21st Century: creativity, aesthetics and ethics in preparing teachers for our future*. Information Age Publishers.

8. **Carlson, D. L.** & Cruz, J. C. (2016). Friendship. In N. Rodriguez and W. Martino (eds.), *Critical concepts in queer studies and education: an international guide for the Twenty-First Century*(pp.105-116). Palgrave Macmillan.
7. **Carlson, D. L.** (2016). A profound moment of passing. In sj Miller and N. Rodriguez (Eds.). *Educators queering academia: critical memoirs* (pp. 193-198). Peter Lang.
6. **Carlson, D. L.** (2015). Queer recognition and interdependence: LGBTQ young adult literature and the contemporary moment. In Linville, D., & **Carlson, D. L.** (Eds.). *Beyond borders: Queer eros and ethos (ethics) in LGBTQ young adult literature* (pp. 21-34). Peter Lang.
5. Koro-Ljungberg, M., Douglas, E. P., **Carlson, D. L.**, Therriault, D. J. (2015). An unfinished dialogue about problematizing knowledge production in the peer review process. In N. K. Denzin & M. D. Giardina (Eds.). *Qualitative Inquiry and the Politics of Research* (pp.27-50). Left Coast Press.
4. **Carlson, D. L.** & Jordan, M. (2013). The calling of practitioner-researchers in education. In J. Perry & D. L. Carlson (Eds.). *In their own words: a journey to the stewardship of the practice in education* (pp. 129-138). Information Age Publishing.
3. **Carlson, D. L.** (2009). Producing entrepreneurial subjects: neo-liberal rationalities and portfolio assessment. In M. Peters, A.C. Besley, and M. Olssen (Eds.), *Governmentality studies in education* (pp. 257-269). Sense Publishers.
- 2.*Linville, D., Walsh, C., & **Carlson, D. L.** (2009). Queer Standards: living and working for peace and Justice. In J. Andrzejewski, M. Baltodano, & L. Symcox (Eds.), *Social justice, peace, and eco-justice standards: a transformative framework for educators* (pp. 252-269). Routledge.
(Winner of Peace Studies Book of the Year Award by Peace Consortium of New York)
1. Linville, D. & **Carlson, D. L.** (2009). Becoming an ally: straight friends of LGBTQ high school students. In C. C. Bertram, M. S. Crowley, & S. G. Massy (Eds.), *Beyond progress and marginalization: LBGTQ youth in educational contexts* (pp. 89-109). Peter Lang.

Reprints

1. Long, D., & **Carlson, D. L.** (2013). Mind the map: how thinking maps affect student achievement. Permission granted to Reprint in *Ary, D., Jacobs, L.C., Sorensen, C., Walker, D.A. (Eds.) Introduction to Research in Education*, (9th ed.). Cengage Learning.

Editorial Publications

15. Basu, M. & **Carlson, D.L.** (Eds.) (in process). Pedagogies for Animating Critical Qualitative Inquiry. Special Issue for *Departures in Critical Qualitative Research (DCQR)*.
14. Lee, S.Y., & **Carlson, D.L.** (Eds.) (in process). Dear Science: Livingness, Politics and Rethinking ‘Algorithmic’ Reasoning(s) in Educational Research Methodologies. Special Issue for *Journal of Reconceptualizing Educational Research Methodology*.
13. **Carlson, D.L.** & Koro, M. (Eds.) (in process). The New Urgency: The Use(lessness) of Theories in Educational Research. Special Issue for *Journal of Educational Philosophy and Theory*.
12. **Carlson, D.L.** Vasquez, A., Romero, A. (Eds.) (2024). The onto-epistemology of writing qualitatively: an introduction. Special Issue for *International Review of Qualitative Research*, 17(3), 211-219.
11. Gewerc, C., Dussel, I., & **Carlson, D.L.** (Eds.) (2023). Juventud, identidad de género y poder en las plataformas digitales. *Comunicar* 75.

10. J.D. Sweet, M. A. Flint, S. Canon, and **D.L. Carlson** (Eds.) (2022). Thought in Motion: Erin Manning's imperatives for educational research and qualitative inquiry. *Reconceptualizing Educational Research Methodologies*.
9. Wozolek, B, & **Carlson, D.L.** (Eds.) (2022). Mapping the contours of queer battle fatigue (QBF) in educational contexts: an introduction. *International Journal of Qualitative Studies in Education*.
8. **Carlson, D.L.** (2022). Wondering into the subjunctive: a commentary on *Thought in Motion*. In J.D. Sweet, M. A. Flint, S. Canon, and D.L. Carlson (Eds.). Thought in motion: Erin Manning's imperatives for educational research and qualitative inquiry. *Reconceptualizing Educational Research Methodologies*. [Invited Commentary]
7. **Carlson, D. L.** (2020). Introduction: messy affects of writing (Special Issue). *Taboo: Journal of Culture and Education*
6. **Carlson, D. L.** (2020). Introduction: waste (Special issue). *Taboo: Journal of Culture and Education*
5. Fasching-Varner, K., **Carlson, D.L.**, Hightower, A., & Wells, T. (2019). Dawn of the 20s: Introduction. *Taboo: Journal of Education and Culture*. 19(1), 1-5.
4. Varney, K., & **Carlson, D. L.** (2018). Introduction. *Taboo: Journal of Culture and Education*, 17(3), 3-5.
3. **Carlson, D. L.** & Varney, K. (2018). Introduction: Trump and the radical normal (Special Issue). *Taboo: Journal of Culture and Education*, 17(2), 3-6.
2. Varney, K., & **Carlson, D. L.** (2018). Introduction. *Taboo: Journal of Culture and Education*, 17(1), 3-4.
1. **Carlson, D. L.** (2011) (Ed.). Emotions matter: how Social-Emotional Learning (SEL) helps struggling readers and writers [Special issue]. *Reading & Writing Quarterly [Special Issue]*, 27(1-2) 1-178. (11-20% acceptance rate)(Double Issue) (The entire issue was peer-reviewed)

Encyclopedia Entries

1. **Carlson, D. L.** (2007). Michel Foucault. Invited entry in G. L. Anderson & K. G. Kerr (Eds.), *Encyclopedia of social activism and justice*. New York: SAGE Publishers. (1130 library holdings. Source: WorldCat)

Book Reviews

10. **Carlson, D. L.** & Sweet, J. D. (2018). [Review of the book The Case for Contention: Teaching Controversial Issues in American Schools]. *Teachers College Record*. Retrieved from <https://www-tcrecord-org>
9. **Carlson, D. L.** (2014). [Review of the book Foucault, Power, and Education by Stephen J. Ball]. *Linguistics & Education*, 27, 72-73.
8. **Carlson, D. L.** (2013). Post Queer? [Review of the book LGBT studies and Queer Theory: New conflicts, collaborations, and contested terrain, by K.E. Lovaas, J.P. Elia & G.A.Yep]. *Journal of LGBT Youth*, 11(1), 95-100.
7. **Carlson, D. L.** (2011). [Review of the book Michel Foucault (Continuum Library of Educational Thought), by L. Fendler]. *The Journal of Educational Research*, 104(3), 216-218.

6. **Carlson, D. L.** (2008). [Review of the book *Space, knowledge and power: Foucault and geography*, by J. W. Crampton, & S. Elden (Eds.)]. *Foucault Studies*, 5, 108-111.
5. **Carlson, D. L.** (2007). [Review of the book *America's report card: A novel*, by J. McNally (Invited Book Review)]. *Teachers College Record*.
4. **Carlson, D. L.** (2007). Widening the circle (Invited Book Review). *Teacher Magazine*, 18 (6), 50.
3. **Carlson, D. L.** (2007). Intelligent life in the classroom: Smart kids & their teachers (Invited Book Review). *Teacher Magazine*, 18(6), 50.
2. **Carlson, D. L.** (2007). Pledging allegiance: The politics of patriotism in America's schools (Invited Book Review). *Teacher Magazine*, 18(6), 50.
1. **Carlson, D. L.** (2006). [Review of the book *Teacher man* by F. McCourt]. *Teachers College Record*, 108(8), 1695-1699.

PRESENTATIONS

Invited Presentations

16. **Carlson, D.L.** (2022, August 31). *Transformations: a "true" story*. Commencement address at Arizona State Women's Correctional Facility, Perryville, Arizona.
15. **Carlson, D.L.** (2021, September 11). *Reconsidering research methods in the time of Covid-19*. Universidad de Comunicación, México City, México.
14. **Carlson, D.L.** (2020, March 10). *Michel Foucault's agonistic ontology and the post-qualitative turn: Implications for educational research* [Invited paper presentation]. Departamento de Investigaciones Educativas (DIE-CINVESTAV), México City, México.
13. **Carlson, D.L.** (2020, February 24). *Panel of editors: reviewing scholarly writing* [Invited Panelist]. Faculty Advancement Session, Mary Lou Fulton Teachers College, Tempe, Arizona, United States.
12. **Carlson, D.L.** & Fasching-Varner, K. (2020, April 17-21). *Early career seminar. Division K pre-conference* [Invited Panelist]. American Educational Research Association, San Francisco, California, United States.
11. **Carlson, D.L.** (2020, April 17-21). *Early career mentoring session* [Invited Panelist]. Division G, American Educational Research Association, San Francisco, California, United States.
10. **Carlson, D. L.** (2019, April 26). *Academic writing workshop* [Invited Presenter]. Teachers College Doctoral Council, Arizona State University, Tempe, Arizona, United States.
9. **Carlson, D.L.** (2019, April 5-9). *Early career mentoring session* [Invited Panelist]. Division G, American Educational Research Association, Toronto, Ontario, Canada.
8. **Carlson, D. L.** (2018, April 13-17). *Division B fireside chat: reimagining curriculum studies in the age of shrinking public education and privatization* [Invited Panelist]. American Educational Research Association, New York, New York, United States.
7. **Carlson, D. L.** & Gershon, W. (2017, April 27-May 1). *Sensory curriculum: Division B pre-conference* [Invited Presenter]. American Educational Research Association, San Antonio, Texas, United States.

6. **Carlson, D. L.** (2017, March 10). *Knots of pleasure and friendship*. SenseLab Speakers Series, Concordia College, Montreal, Quebec, Canada.
5. **Carlson, D.L.** (2016, March 8). *Foucauldian power/knowledge in dramatic performances* [Invited Presenter]. University of the Arts, Helsinki, Finland.
4. **Carlson, D. L.** (2015, October 8). *Within the visible: medicine, aesthetics, and making sense of Education* [Invited Speaker]. Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona, United States.
3. **Carlson, D. L.** (2015, August 18). *Be curious about your legacy* [Invited Keynote Address]. Arizona State University LGBTQI Student Orientation, Tempe, Arizona, United States.
2. **Carlson, D. L.** (2015, June 25). *On “doing” a Foucaultian-inspired genealogy as an ethical care of the self in teacher education* [Invited Keynote Address]. University of Newcastle, Newcastle, Australia.
1. **Carlson, D. L.,** Hollis-Thomas, M., & Aletheiani, D. (2013, February 27). *The political discursive landscape of Flores v. Arizona* [Invited Presentation]. Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona, United States.

National/International Refereed

77. German, C., & **Carlson, D.L.** (2025, November 20-23). *Dreaming up new approaches for high school classrooms: a retheorizing of pedagogical practices with new materialism, posthumanism, and Afrofuturism*. National Council of Teachers of English, Denver, Colorado, United States.
76. **Carlson, D.L.** (2025, September 24-25). *Making intelligence legible: a specific history of notational practices and the scientificity of educational research*. Science Creates and Looses Educational Sight (SCALES). Västerås, Sweden.
75. **Carlson, D.L.** (2024, May 14-18). *Readers, reading, and researchers*. International Congress of Qualitative Inquiry, Champaign-Urbana, Illinois, United States.
74. **Carlson, D.L.** (2024, May 14-18). *Marinating on a concept: On Language*. International Congress of Qualitative Inquiry, Champaign-Urbana, Illinois, United States.
73. **Carlson, D.L.** (2024, May 14-18). *Dear methods or queering the research process*. International Congress of Qualitative Inquiry, Champaign-Urbana, Illinois, United States.
72. **Carlson, D.L.** (2024, April 11-14). Curriculum History is Queer History: Janet L. Miller’s Revolutionary *Currere* [Roundtable Presentation]. American Educational Research Association, Philadelphia, Pennsylvania.
71. **Carlson, D.L.** (2023, April 11-14). Foucault’s Extralinguistics, Literariness, and Madness: Foucault’s Impetus for Conceptualizing and Composing Qualitative Research [Panel Presentation]. American Educational Research Association, Philadelphia, Pennsylvania.
70. **Carlson, D.L.** (2023, October 12-14). *Queer History, Curriculum History*. Journal of Curriculum. Theorizing Conference on Curriculum Theory and Classroom Practice. Bergamo Center, Dayton Ohio.
69. **Carlson, D.L.** (2023, October 12-14). *Queer History, Curriculum History*. Journal of Curriculum. Theorizing Conference on Curriculum Theory and Classroom Practice. Bergamo Center, Dayton Ohio.

- 68. Carlson, D.L.** (2023, October 12-14). *Authenticity as Uprootedness: Sensual Curriculum and the Pedagogies of Reinaldo Arenas*. Journal of Curriculum Theorizing Conference on Curriculum Theory and Classroom Practice. Bergamo Center, Dayton Ohio.
- 67. Carlson, D.L.** (2021, May 18-22). *Michel Foucault's agonistic ontology and the post-qualitative turn: Implications for educational research*. International Congress of Qualitative Inquiry, Champaign-Urbana, Illinois, United States, Virtual.
- 66. Carlson, D.L.** (2021, May 18-22). *The history of sketching and its onto-epistemological implications*. International Congress of Qualitative Inquiry, Champaign-Urbana, Illinois, United States, Virtual.
- 65. Carlson, D.L.** (2021, May 18-22). *Hay mezclars, or agencement*. International Congress of Qualitative Inquiry, Champaign-Urbana, Illinois, United States, Virtual.
- 64. Koro, M., Carlson, D.L., & Wells, T.** (2021, April 8-12). *Challenging the paradigmatic and methodological norms within qualitative research* [Roundtable Presentation]. American Educational Research Association, Virtual.
- 63. Carlson, D.L.** (2021, April 8-12). *(Anti)(Post) humanist turn in qualitative inquiry* [Paper presentation]. American Educational Research Association, Virtual.
- 62. Carlson, D.L.** (2020, May 20-23). *On dwelling: post qualitative "methodologies" in the post-human moment* [Paper presentation]. International Congress of Qualitative Inquiry, Champaign-Urbana, Illinois, United States.
- 61. Carlson, D.L.** (2020, May 20-23). *On genealogy: Michel Foucault's monstrous and artful analytics* [Paper presentation]. International Congress of Qualitative Inquiry, Champaign-Urbana, Illinois, United States.
- 60. Carlson, D.L.** (2020, May 20-23). *Michel Foucault's College de France Lectures and the implications for qualitative inquiry: Punitive Society (1972-1973)* [Panel organizer and Paper presentation]. International Congress of Qualitative Inquiry, Champaign-Urbana, Illinois, United States.
- 59. Carlson, D.L., Koro, M., & Wells, T.** (2020, April 17-21). *(Anti) (Post) Humanist turns in qualitative inquiry* [Roundtable Presentation]. American Educational Research Association, San Francisco, California, United States (cancelled due to COVID-19).
- 58. Carlson, D.L.** (2020, April 17-21). *Agonistic ontologies: Foucault's genealogical analytic, ethical self-formation, and post-qualitative inquiry* [Paper presentation]. American Educational Research Association, San Francisco, California, United States (cancelled due to COVID-19).
- 57. Carlson, D.L.** (2020, April 17-21). *Creating Space for Academics through the Project of Public Intellectualism as Public Engagement* [Discussant]. American Educational Research Association, San Francisco, California, United States (cancelled due to COVID-19).
- 56. Carlson, D. L.** (2019, April 5-9). *The public intellectual as provocateur: Michel Foucault and Dan Savage on sexuality and relationality*. [Panel presentation]. American Educational Research Association, Toronto, Canada.
- 55. Cirell, A. M., & Carlson, D. L.** (2019, April 5-9). *Tracing disciplinary architectures and technologies from panopticon surveillance to synoptic spectacle* [Roundtable Presentation]. American Educational Research Association, Toronto, Canada.
- 54. Carlson, D. L., Koro-Ljungberg, M., & Wells, T.** (2019, April 5-9). *Subjugated methodologies and some possibilities as an unfinished project* [Roundtable presentation]. American Educational Research Association, Toronto, Canada.

- 53. Carlson, D. L.** (2018, April 11-13). *Relationality and the sensual curriculum* [Paper presentation]. American Association for the Advancement of Curriculum Studies (AAACS), Queens, New York, United States.
- 52. Carlson, D. L.** (2018, May 15-19). *Moving qualitative inquiry: Erin Manning and the relationality of pedagogy* [Paper presentation]. International Congress of Qualitative Inquiry, Champaign-Urbana, Illinois, United States.
- 51. Carlson, D. L.** (2018, April 13-17). *Michel Foucault's Lectures at the College de France: Implications for research in education* [Organizer and Chair]. American Educational Research Association, April 13-17, New York, New York, United States.
- 50. Sweet, J. D. & Carlson, D. L.** (2018, April 13-17). *Monocratic masculinities as hegemonic in the age of Trump and its implications for English Language Arts instruction* [Roundtable presentation]. American Education Research Association, New York, New York, United States.
- 49. Carlson, D. L.** (2018, April 13-17). *Seduction as Uneasiness: The transindividual researcher and the fashioning of the self* [Paper presentation]. American Educational Research Association, New York, New York, United States.
- 48. Carlson, D. L. & Sweet, J. D.** (2018, April 13-17). *Kristeva, Foucault, and history: The sensuous and production of the subject* [Paper presentation]. American Educational Research Association, New York, New York, United States.
- 47. Carlson, D. L. & Sweet, J. D.** (2018, April 13-17). *This is me: Hidden pedagogy in the television series Transparent* [Roundtable presentation]. American Educational Research Association, New York, New York, United States.
- 46. Carlson, D. L.** (2017, February 17-18). *Bullying and race: An unsession* [Paper presentation]. Speaking the unspeakable: A conversation on racism, antiracism, and colorblindness, Arizona State University, Tempe, Arizona, United States.
- 45. Koro-Ljungberg, M., Carlson, D. L., Cirell, A. M.** (2017, May 21-23). *Encountering post-truths and fabricated subjects in social media* [Paper presentation]. International Congress of Qualitative Inquiry, Champaign-Urbana, Illinois, United States.
- 44. Carlson, D. L.** (2017, April 27-May 1). *A profound passing* [Paper presentation]. American Educational Research Association, San Antonio, Texas, United States.
- 43. Carlson, D. L., & Sweet, J. D.** (2017, April 27-May 1). *Theorizing queer sexualities and transgender liminalities in Transparent* [Paper presentation]. American Educational Research Association, San Antonio, Texas, United States.
- 42. Cruz, J., Carlson, D. L., & Sweet, J.** (2017, April 27-May 1). *To sketch a queer portraiture: Questioning the subject in qualitative inquiry* [Paper presentation]. American Educational Research Association, San Antonio, Texas, United States.
- 41. Carlson, D. L., Cirell, A.M., Cruz, J.M., Sweet, J.D., Clark, A.** (2017, April 27-May 1). *From desks to desktops: A genealogical history of the evolving functions of pedagogical power* [Paper presentation]. American Educational Research Association, San Antonio, Texas, United States.
- 40. Wells, T., & Carlson, D. L.** (2017, April 27-May 1). *On dandyism and the care of the self: A genealogy of college exercise* [Paper presentation]. American Educational Research Association, San Antonio, Texas, United States.

39. **Carlson, D. L. & Wells, T.** (2017, April 27-May 1). *My body, my care of the self: Ethics of Disorientation and Narratives of Vulnerability* [Paper Presentation]. American Educational Research Association, San Antonio, Texas, United States.
38. **Carlson, D. L.** (2016, November 17-20). *Transgender History and New Heteronormativity: The Pedagogies of Advocacy and LGBTQ Young Adult Literature* [Paper presentation]. National Council of Teachers of English, Atlanta, Georgia, United States.
37. **Carlson, D. L.** (2016, September 7-10). *"This is me." Transparent, Trans Studies, and the Grammars of Recognition* [Paper Presentation]. Trans studies: An International Transdisciplinary Conference on Gender, Embodiment, and Sexuality, Tucson, Arizona, United States.
36. **Carlson, D. L.** (2016, May 18-21). *Foucault's Craft: Provoking Themes of Power and Knowledge in Qualitative Inquiry* [Panel organized and Paper presentation]. International Congress of Qualitative Inquiry, Champaign-Urbana, Illinois, United States.
35. **Carlson, D. L.** (2016, May 18-21). *Making Sense of Stories: Putting Theory to Work in Narrative Inquiry*. [Panel organized and Paper presentation]. International Congress of Qualitative Inquiry, Champaign-Urbana, Illinois, United States.
34. **Carlson, D. L.** (2016, February 1-2). *Experimental Writing and Qualitative Inquiry: Autoethnography, Life History Narratives, and Narratology* [Panel organized and Paper presentation]. Ethnographic and Qualitative Research Conference, Las Vegas, Nevada, United States.
33. **Carlson, D. L.** (2016, February 1-2). *Life History Research of Gay Men in the Southwest: Poetic and Narrative Experimental Writing* [Paper Presentation]. Ethnographic and Qualitative Research Conference, Las Vegas, Nevada, United States.
32. **Carlson, D. L.** (2016, April 8-12). *Ethics and Eros: Theoretical considerations of LGBTQ young adult literature* [Panel organizer]. American Educational Research Association, Washington, D.C., United States.
31. **Carlson, D. L.** (2016, April 8-12). *Queer Recognition and Interdependence: LGBTQ Young Adult Literature and the Contemporary Moment* [Paper Presentation]. American Educational Research Association, Washington, D.C., United States.
30. **Carlson, D.L.** (2016, March 9-11). *Migration to the desert: Gay men, life histories, and poetic inquiry* [Paper presentation]. Nordic Educational Research Association, University of Helsinki, Helsinki, Finland.
29. **Carlson, D.L.** (2016, March 9-11). *On doing a Foucauldian inspired genealogy of writing assessment in secondary English education* [Paper Presentation]. Nordic Educational Research Association, University of Helsinki, Helsinki, Finland.
28. **Carlson, D. L.** (2015, May 21-23). *On "Doing" a Foucaultian-inspired genealogy of writing assessment in secondary English education* [Paper presentation]. International Congress of Qualitative Inquiry, Champaign-Urbana, Illinois, United States.
27. **Carlson, D. L.** (2015, May 21-23). *Friendship as gay ascesis: Capoeiric openings for ecstatic thinking* [Paper presentation]. International Congress of Qualitative Inquiry, Champaign-Urbana, Illinois, United States.
26. **Carlson, D. L., & Koro-Ljungberg, M.** (2015, April 16-20). *Capoeiric openings and rhizomatic possibilities: Plugging capoeira into Foucault's genealogy* [Roundtable presentation]. American Educational Research Association, Chicago, Illinois, United States.

25. **Carlson, D. L.** & Koro-Ljungberg, M. (2015, February 9-10). *Grounded Theory and Spontaneous Generation: A Critical History* [Paper presentation]. Ethnographic and Qualitative Research Conference, Las Vegas, Nevada, United States.
24. Koro-Ljungberg, M., **Carlson, D. L.**, & *Cruz, J. (2015, February 9-10). *Methodological metamorphosis: Bringing Kafka to methodology* [Paper presentation]. American Association of Behavioral and Social Science, Las Vegas, Nevada, United States.
23. **Carlson, D. L.**, & *Linville, D. (2014, April 3-7). *Theories of recognition, queer subjectivities, and pedagogies of friendship* [Paper presentation]. American Educational Research Association, Philadelphia, Pennsylvania, United States.
22. Duggan, M., **Carlson, D. L.**, & Jordan, M. (2014, April 3-7). *Dear diary: A qualitative examination of the phases of first year teaching* [Paper presentation]. American Educational Research Association, Philadelphia, Pennsylvania, United States.
21. *Hollis, M. & **Carlson, D. L.** (2014, April 3-7). *Flores v. Arizona: Legal, political, and pedagogical implications for English Language Learners* [Panel organizer and Chair]. American Educational Research Association, Philadelphia, Pennsylvania, United States.
20. *Aletheiani, D. & **Carlson, D. L.** (2014, April 3-7). *Surpa-legislative groups and commodity theory in the Flores case* [Paper presentation]. American Educational Research Association, Philadelphia, Pennsylvania, United States.
19. **Carlson, D. L.** (2013, November 20-25). *Ethics and friendship: Re-inventing English education and young adult literature* [Paper presentation]. National Council of Teachers of English (NCTE), Boston, Massachusetts, United States.
18. **Carlson, D. L.** (2013, October 16-20). *Some notes on a friend's book: Ethics of discomfort and the scholarly dance* [Invited presentation]. Provoking Dialogues at Bergamo Curriculum Conference, Dayton, Ohio, United States.
17. *Linville, D. & **Carlson, D. L.** (2013, April 27-May 1). *Seeing myself in your words* [Paper presentation] American Educational Research Association, San Francisco, California, United States.
16. **Carlson, D. L.** (2012, November 15-18). *Queer Theory, young adult literature, and the grammar of recognition* [Paper presentation]. National Council of Teachers of English, Las Vegas, Nevada, United States .
15. Albright, J. & **Carlson, D. L.** (2012, December 2-6). *Composing a care of the self: A critical history of writing assessment in secondary English education* [Paper presentation]. The Joint Australian Association for Research in Education and Asia-Pacific Education Research Association Conference World Education Research Association Focal Meeting, Sydney, Australia.
14. **Carlson, D. L.** (2012, April 13-17). *Germs, pathology, and the laboratory: The dissemination of medical discourses in writing pedagogy during the late nineteenth century* [Roundtable presentation]. American Educational Research Association, Vancouver, British Columbia, Canada.
13. **Carlson, D. L.** & Ewbank, A. (2011, April 8-12). *Rhetoric as social insurance: A critical discourse analysis of Flores v. Arizona* [Paper presentation]. American Educational Research Association, New Orleans, Louisiana, United States.
12. Archambault, L. A., & **Carlson, D. L.** (2011, April 8-12). *Weaving new media into the English curriculum: Using voice thread to teach poetry* [Paper presentation]. American Educational Research Association, New Orleans, Louisiana, United States.

11. Archambault, L. A. & **Carlson, D. L.** (2011, March 7-11). *Poetry in motion: Using TPACK and VoiceThread to prepare 21st century English teachers* [Paper presentation]. Society for Information Technology and Teacher Education (SITE), Memphis, Tennessee, United States.
10. Painter S., Amrein-Beardsley A., Buss R., Puckett K., **Carlson D. L.**, Perry N. (2010, April 30-May 4). *Making a difference locally: Graduates evaluate the action research dissertation in an innovative Ed.D. program* [Paper presentation]. American Educational Research Association, Denver, Colorado, United States.
9. Perry N., Amrein-Beardsley A., **Carlson D. L.**, Foulger T., Olson K., Zambo D. (2010, April 30-May 4, 2010). *Examining the complexities of curricular reform in the education doctorate* [Paper presentation]. American Educational Research Association, Denver, Colorado, United States.
8. *Linville, D. & **Carlson, D. L.** (2009, April 13-17). *Sexuality justice: A global perspective* [Paper presentation]. American Educational Research Association, San Diego, California, United States.
7. **Carlson, D. L.** (2008, November 20-23). *Putting Foucault in the mix: (Re) framing power in English education* [Paper presentation]. National Council of Teachers of English, San Antonio, Texas, United States.
6. **Carlson, D. L.** (2008, July 23-25). *The production of scholastic bodies: Using metaphors to complete a "History of the Present" of portfolio assessment in secondary English studies* [Paper presentation]. International Standing Committee on the History of Education (ISCHE), Newark, New Jersey, United States.
5. **Carlson, D. L.** (2007, November 28-December 2). *Shifting students-shifting subjects: Portfolio assessment and Neo-liberal concerns* [Paper presentation]. American Anthropological Association 106th Annual Meeting, Washington, D.C., United States.
4. **Carlson, D. L.** (2007, April 9-13). *Multi-genre papers as critical ontologies: Implications for writing pedagogy as transformative practice* [Paper presentation]. American Educational Research Association, Chicago, Illinois, United States.
3. **Carlson, D. L.** (2007, April 9-13). *Social-Emotional Learning in secondary English: Implications for preparing teachers* [Paper presentation]. American Educational Research Association, Chicago, Illinois, United States.
2. **Carlson, D. L.** (2006, April 7-11). *From the penal colony: Politics and the Kentucky portfolio* [Paper presentation]. American Educational Research Association, San Francisco, California, United States.
1. **Carlson, D. L.** (2006, October 5-9). *Proposing a care of the self in secondary English studies* [Paper presentation]. Curriculum and Pedagogy Sixth Annual conference, Miami University of Ohio, Oxford, Ohio, United States.

Local/Regional Refereed Presentations

4. **Carlson, D. L.**, & Koro-Ljungberg, M. *Qualitative Research in Liminal Spaces*. Qualitative Conversations, March 31, 2015, Arizona State University, Tempe, Arizona
3. **Carlson, D. L.**, & Archambault, L. A. *Voice thread and the teaching of poetry: Concerns and considerations*, Arizona English Teachers Association annual conference, September 24-25, 2010, Arizona State University-Polytechnic Campus, Mesa, Arizona.
2. **Carlson, D. L.** *Emotions matter: Teaching emotional intelligences with the English language arts curriculum*, Arizona English Teachers Association annual conference, October 16-17, 2009, Arizona State University-Poly Campus, Mesa, Arizona.

1. **Carlson, D. L. & Marshall, P.** *Assessing the assessor: Approaches and strategies for reflecting on teaching practices*, Wakonse Conference, May 15-18, 2008, Flagstaff, Arizona.

GRANTS

Participant in Funded Grants

Planetary Wellbeing and Human Learning (Western Sydney University, Australia)

Award Amount: \$15,000,000 (Approximately)

PI: Margaret Somerville, David Cole

Contact: Margaret Somerville

Description of the Grant: The catastrophic bushfires (December 2019-January 2020) erased whole communities, destroyed over 15 million acres of ecosystems, killed over 1.25 million animals. One year on, intense concern about anthropogenic climate change continues to escalate, expressed in children's protests. and global politics. The coronavirus pandemic has added to awareness that something is radically out of balance with the planet's ecosystems. Our focus is to collaboratively develop an educational research response with international colleagues and local Aboriginal participants. We ask how do humans of all ages learn in this context and how can we contribute to building a different future for planetary wellbeing?

Role: I was listed as an external/industry partner. I brought extensive expertise in the area of Qualitative Methodology to the project.

Taking a Deep Dive: Investigating PD impact on what teachers take up and use in their classroom (NSF Grant)

Award Amount: \$5M (Approximately)

PI: Karen Koeller, PhD

Contact: Karen Koeller

Description of the Grant:

Role: I was listed as a consultant. I brought extensive expertise in the area of Qualitative Methodology to the project and conducted interviews, developed observation protocols, and implemented the cross-case analysis.

Building Leadership for Change through School Immersion Cohort 4 (Ministry of Education, Saudi Arabia)

Award Amount: \$3,200,000 (Approximately)

PI: Iveta Silova

Contact: Ruhi Kahn

Description of the Grant: The Center for Advanced Studies in Global Education at MLFTC provided a year of study at ASU for 60 teacher leaders and school administrators from the Kingdom of Saudi Arabia (KSA). A five-part program of study offered at ASU included orientation to U.S. educational institutions, English language training, technical knowledge and skills development, and guided immersion in an Arizona school district. While at ASU, participants developed individual professional development plans that included an Action Research proposal for a capstone project. Those projects supported the sixth phase of their participation, the implementation of their project in their classrooms and schools upon returning home.

Role: I provided extensive expertise in English instruction, research methodologies, and supported professional development of the English Teachers from KSA.

Building Leadership for Change through School Immersion Cohort 3 (Ministry of Education, Saudi Arabia)

Award Amount: \$3,000,5595

PI: Iveta Silova

Contact: Ruhi Kahn

Description of the Grant: The Center for Advanced Studies in Global Education at MLFTC provided a year of study at ASU for 60 teacher leaders and school administrators from the Kingdom of Saudi Arabia (KSA). A five-part program of study offered at ASU included orientation to U.S. educational institutions, English language training, technical knowledge and skills development, and guided immersion in an Arizona school district. While at ASU, participants developed individual professional development plans that included an Action Research proposal for their capstone project. Those projects supported the sixth phase of their participation, the implementation of their project in their classrooms, and schools upon returning home.

Role: I provided expertise in English instruction which supported their professional development in academic writing. I also worked with educators from KSA to develop writing skills on educational topics that supported specific educational reforms.

Unfunded

Carlson, D.L. (2025). *The Influence of Teachers' Epistemic Beliefs on Instructional Practices in Ethiopian Secondary Schools: The Effects of Culture and Context*. Proposal submitted to Spencer Foundation-Large Grant. \$493,000. **Role: Principal Investigator**

Carlson, D.L. (2024). *Primary Education in Crisis Activity in Ethiopia (PECA)*. Proposal submitted to USAID. 34Million USD. **Role: Principal Investigator**

Carlson, D. L. (2019). *Achieving Student Centered Education for a New Tomorrow (ASCENT)*. Proposal submitted to USAID with partner Chemonics International Inc. \$406,764.

Role: Co-PI

Silova, I, (PI), Koro-Ljungberg, M., **Carlson, D. L.**, Nielsen, A. (2017). (An)archive of difference. Working Together Toward Increased Understanding of Culture, Difference, and Diversity. William T. Grant Foundation, \$600,000. **Role: Co-PI**

Carlson, D. L., Barnard, W., & Amrein-Beardsley, A. (2013). Exploration of the Relationship between Emotional Intelligence (EI) and Teacher Performance. Type One-Exploratory Grant, \$961,761, United States Department of Education-Institute of Educational Sciences (IES). **Role: Principal Investigator**

RECOGNITION AND AWARDS

Carlson, D.L. (2024). *Excellence in Research Achievement Award*, Mary Lou Fulton College for Teaching and Learning Innovation.

Carlson, D.L. (2022). Garcia Robles Fulbright Scholar Award (Mexico) (Finalist)

Carlson, D.L. (2021). *Garcia Robles Fulbright Scholar Award* (México) (Finalist).

Carlson, D.L. (2019). *Professors of Curriculum Honorary Society*, Elected 2019.

Carlson, D.L. (2017). *Outstanding Faculty Mentor Award* (Nominee), Arizona State University, Tempe, Arizona (Nominated by four PhD students).

Carlson, D.L. (2015). *Visiting International Research Fellowship Recipient*, Faculty of Education and Arts, University of Newcastle, Australia. The internationally competitive award aimed to enhance international collaboration with distinguished scholars whose work aligned with faculty research interest. Six awards were granted.

Carlson, D.L. (2012). *Promising Research Scholar Award*, Mary Lou Fulton Teachers College, Arizona State University.

TEACHING AND INSTRUCTIONAL ACTIVITIES

Courses Taught at Arizona State University

Undergraduate

ENG 492 (3 Credits)	Methods of Teaching English: Language
RDG 323 (3 Credits)	Content Area Literacy
SED 481 (3 Credits)	Methods of Teaching English
SED 494 (3 Credits)	Special Topics: Methods of Teaching English

Graduate

COE 503 (3 Credits)	Introduction to Qualitative Research
DCI 691 (3 Credits)	*Critical Thought and Practice in Social Inquiry (Advanced Qualitative Research-Methods)
DCI 691 (3 Credits)	*Special Topics: Writing & Qualitative Inquiry (Advanced Qualitative Research-Methods)
DCI 691 (3 Credits)	*Special Topics: Michel Foucault (Advanced Qualitative Research-Theory)
DCI 691 (3 Credits)	Special Topics: Critical Theory in Education (Advanced Qualitative Research-Theory)
DCI 691 (3 Credits)	*Art-Based Educational Research Methods (Advanced Qualitative Research-Theory)
DCI 791 (3 Credits)	*Special Topics: Global Perspectives of Post-Qualitative Research (Advanced Qualitative Research- Theory)
DCI 791 (3 Credits)	Special Topics: Scholarly Writing
DCI 791 (1-3 Credits)	*Special Topics: Erin Manning: Teaching and Learning (Advanced Qualitative Research-Theory)
RDG 507 (3 Credits)	Content Area Literacy
SED 593 (3 Credits)	Applied Project (Qualitative Research-Practice)
TEL 499 (1 Credit)	Individualized Instruction
TEL 702 (3 Credits)	Dynamic Contexts of Education (Qualitative Research-Theory)
TEL 707 (3 Credits)	Reading Research (Online) (Advanced Qualitative Research-Practice)
TEL 713 (3 Credits)	Advanced Mixed Methods (Advanced Qualitative Methods-Practice)
TEL 792 (3 Credits)	Dissertation Research

*Courses I developed and taught

MENTORING

Doctor of Philosophy (Chair)

Celina German (2024-Current). Arizona State University, Mary Lou Fulton Teachers College, English Education.

Marina Basu (2020-2025). Arizona State University, Mary Lou Fulton Teachers College, *Reflection is a Creative Act: Supporting Mathematics Teachers' Self-Inquiry Through Embodied Reflective Practices*. **Confucianism, Taoism, Buddhism, and Education SIG-AERA Graduate Student Paper Award Winner 2023**

Danielle Rylak (2020-2022). Arizona State University, Mary Lou Fulton Teachers College, *Where Education and Cherished Beliefs Intersect: A Phenomenological Study of values, identity, race and literacy practices*. **Assistant Professor of Literacy Education (Tenure-Track), University of Nevada-Las Vegas, Las Vegas, Nevada (USA).**

Nicole Bowers (2018-2021). Arizona State University, Mary Lou Fulton Teachers College, *Creating Alternative Narratives in the Anthropocene: Becoming with Place*. **Winner of Learning, Literacies, and Technologies Dissertation Award, Arizona State University (\$1000).**

Joseph Sweet (2015-2019). Arizona State University, Mary Lou Fulton Teachers College, *(Re) considering Diverse Masculinities: Intersections amid Art Curriculum and Middle School Boys Doing Gender*. **Tenured and Promoted to Associate Professor of English Education at the University of North Carolina-Pembroke in 2025.**

Joshua Cruz (2014-2018). Arizona State University, Mary Lou Fulton Teachers College, *Previously Engaged: A Foucauldian Genealogy of Student Engagement in Composition Studies*. **Tenured and Promoted to Associate Professor of Qualitative Research at Texas Tech University in 2024.**

Dinny Alethiani (2012- 2017). Arizona State University, Mary Lou Fulton Teachers College, *A Genealogy of Free Schooling*. **Senior Lecturer, Department of Indonesian Studies, Yale University, New Haven, Connecticut.**

Susser, Erica, (2014-2016). Arizona State University, Mary Lou Fulton Teachers College, *Foucault and Education: The Punitive and Disciplinary Societies*.

Carolyn Ragatz (2011-2015). Arizona State University, Mary Lou Fulton Teachers College, *Playing Vocabulary Games and Learning Academic Language with Gifted Elementary Students*.

Dianna Dohm (2011-2014). Arizona State University, Mary Lou Fulton Teachers College, *Gifted Students and the Common Core State Standards*.

Melinda Hollis (2010-2014). Arizona State University, Mary Lou Fulton Teachers College, *Governing More Than Language: Rationalities of Rule in 'Flores' Discourses*. **Director of Faculty Development, Bovard College, University of Southern California.**

Doctor of Education (Chair)

April Boozer (2011-2014). Arizona State University, Mary Lou Fulton Teachers College, *Planning Backwards to Go Forward: Examining Pre-service Teachers' use of Backward Design to Plan and Deliver Instruction*.

Ryen Borden (2011-2014). Arizona State University, Mary Lou Fulton Teachers College, *Increasing Mentoring Skills of Cooperating Teachers to Enhance Support for Pre-service Teacher Candidate*.

Brian Johnson (2011-2014). Arizona State University, Mary Lou Fulton Teachers College, *Peer Tutoring in Secondary Education: What Constitutes an Ideal Peer Tutor and Ideal Peer Tutoring Session?*

Miguel Lucas (2011-2014). Arizona State University, Mary Lou Fulton Teachers College, *Lesson Study: A Means for Fostering Collaborative Reflection: Effects on the Self-Efficacy and Teaching Practices of Developmental Education College Success Course Instructors*.

Liliana Mesa-Lema (2011-2014). Arizona State University, Mary Lou Fulton Teachers College, *Lesson Study and the Co-Construction of Pedagogical Knowledge Among Secondary Specialty Teachers*.

Jill Wendt (2011-2014). Arizona State University, Mary Lou Fulton Teachers College, *The Invisible Student: Retaining Minority Males in the Community College Setting*.

Melody Basham (2009-2012). Arizona State University, Mary Lou Fulton Teachers College, *Citizen Science as Praxis: Assessing the Impact of Citizen Science in the Promoting of Higher Order Thinking in the Adult and Older Hispanic Immigrant*.

Vicki Bradshaw (2009-2012). Arizona State University, Mary Lou Fulton Teachers College, *The Effect of Teaching with Stories on Associate Degree Nursing Students' Approaches To Learning and Reflective Practice*.

Melissa DeSimone (2009-2012). Arizona State University, Mary Lou Fulton Teachers College, *Using Co-generative Dialogues to Open Conversations of Rigor in Teacher Preparation Programs*.

Juan Medrano (2009-2012). Arizona State University, Mary Lou Fulton Teachers College, *The Effect Cognitively Guided Instruction on Primary Students' Math Achievement, Problem-Solving Abilities, and Teacher Questioning*.

Michelle Rojas (2009-2012). Arizona State University, Mary Lou Fulton Teachers College, *Emotional Intelligence in Teacher Education*.

Doctor of Philosophy (Committee Member)

May Kyu (2025-current). Arizona State University, The College of Liberal Arts and Sciences, Department of English, *Second Language Acquisition, Identity Construction, and Language Learning*.

Sarai Ritcher, (2024-current). Arizona State University. The College of Liberal Arts and Science, Department of Sociology, *Khmer Feminist Ecologies as Governance: (Re)framing Co-Mentorship*.

Shagun Singha (2021-2025). Arizona State University, Mary Lou Fulton Teachers College, *Post-Human Considerations of Play: A New Approach to Qualitative Methodologies*.

Brian Grant (2019-2025). Arizona State University, School of Sustainability, *Healing our Relationship to the More-Than-Human World: A mind-body approach to sustainability education for disconnected humans*.

Garine Palindijin (2017-2022) Arizona State University, Mary Lou Fulton Teachers College, *Rethinking borders and identities in Armenian education*. Title VIII Research Scholar Recipient.

Jorge Sandoval (2016-2022). Arizona State University, Mary Lou Fulton Teachers College, *LGBTQ History and Citizenship Education: Art, Representation, and Power*

Lauren Mark (2018-2021). Arizona State University, Hugh Downs School of Communication, *Relational Insights from Improvised, Partnered Dance to Communication*. Post-Doctoral Fellowship, Wake Forest University, North Carolina (USA).

Jeffrey Mintert (2018-202). Arizona State University, College of Integrative Sciences and Arts, *The Masculine Overcompensation Theory: A Gender Perspective on Teacher Reactions to Transgender Bullying*.

Timothy Wells (2016-2020). Arizona State University, Mary Lou Fulton Teachers College, *The In-Act and the Act Out: A Post Qualitative Inquiry into Nineteenth-Century Misbehaving Children*.

Anna Montana Cirell (2016-2017). Arizona State University, Mary Lou Fulton Teachers College, *Digital Learning in the Wild: Re-imagining New Ruralism, Digital Equity, and Deficit Discourses Through the Third Space*.

Stacey Levin (2014-2016). Arizona State University, Mary Lou Fulton Teachers College, *"Life is What You Make It": African American Students' Self-Practices in Negotiating the Curriculum of a Majority-White High School*.

Erin Harrison, (2012). Arizona State University, Mary Lou Fulton Teachers College, *Experiences in Education: Hermeneutics and Gifted Education*.

Thomas Turner (2012). Mary Lou Fulton Teachers College, Arizona State University, Mary Lou Fulton Teachers College, *Histories, Horizons, and the Theatre Arts: A Hermeneutic Study of the Theatre Texts, An Actor Prepares and Theatre of the Oppressed*.

Darla Linville (2005-2007). The Graduate Center, City University of New York Department of Urban Education, *Resisting Regulation: LGBTQ teens and Discourses of Sexuality and Gender in High Schools*. Tenured and Promoted to **Associate Professor of Educational Foundations and Research, Augusta University, Augusta, Georgia in 2020**.

Doctor of Education (Committee Member)

Michael Garcia (2016-2018). Arizona State University, Mary Lou Fulton Teachers College, *Advancing AVID Tutoring: Blended Professional Learning for College Tutor/Mentors in the AVID College Readiness System*.

Andrea Avery (2015-2017). Arizona State University, Mary Lou Fulton Teachers College, *Rithofundursogur, or Writer Sagas: A Narrative Inquiry of 10th Graders' Compositions of Agentic Writer Identity in a Choice-Rich, Self-Reflective, and Mindset Supportive English Classroom*.

Sarah Beale (2015-2017). Arizona State University, Mary Lou Fulton Teachers College, *Teacher Educator Collaboration Using Portfolios: Using Peer and Student Feedback as a Process for Continuous Reflection and Learning*.

Larry Edmonds (2015-2017). Arizona State University, Mary Lou Fulton Teachers College, *Intersectionality: An Arts-Based Approach to Student Awareness*.

Connie Hahn (2015-2016). Arizona State University, Mary Lou Fulton Teachers College, *Introduction to Social Justice Oriented Arts-Based Inquiry*.

Didi Roy (2015-2016). Arizona State University, Mary Lou Fulton Teachers College, *Cultural Identity and Third Space: An Exploration of their Connection at a Title I School*.

Donna Jagielski (2014-2016). Arizona State University, Mary Lou Fulton Teachers College, *Beyond the Four Walls: Examining the Use of Authentic Learning Modules*.

Alfonso Alva (2008-2009). Arizona State University, College of Teacher Education and Leadership, *Promoting Effective Leadership Through a Professional Learning Community*

Dianna Bonney (2008-2009). Arizona State University, College of Teacher Education and Leadership, *Metacognitive Instruction in Middle School Science*.

Sherman Elliott (2008-2009). Arizona State University, College of Teacher Education and Leadership, *Using Narrative Case Studies in an Online World Religious Course*

Randy Gilson (2008-2009). Arizona State University, College of Teacher Education and Leadership, *Development in Assessment for Learning*.

Lupita Hightower (2008-2009). Arizona State University, College of Teacher Education and Leadership, *A Community of Practice for Enriched Language Development*.

Chair of Master of Arts Thesis

Timothy Wells (2011-2012). Arizona State University, Mary Lou Fulton Teachers College, Social and Philosophical Foundations of Education, *Negotiation of Masculinity in Fitness Culture: A Foucaudian-inspired genealogy*.

Committee Member of Master of Arts Thesis

Anna Romero (2020-Current). Arizona State University, The Design School, Herberger Institute for Design and the Arts, *Design for sentencing: The relationship between American courtroom design and the development of fear & bias*. PhD student, Indiana University, Indiana (USA)

Jordan Cox (2012-2013). Arizona State University, College of Public Programs, School of Resources and Community Development, *The Role of Shopping in a Historical Tourism Setting*.

Chair of Barrett Honors College Research Projects

Joshua Worthington (2023-Current. Arizona State University, Barret Honors College, Honors Capstone Project, *Understanding Culture in the Post-Truth Era*.

Melinda Hilcox, (2017-2018). Arizona State University, Barrett Honors College, Honors Capstone Project, *Inclusive Sex Education for LGBTQ Youth in Arizona*.

Andrew Ahearne, (2015-2016). Arizona State University, Barrett Honors College, Honors Capstone Project, *LGBT Recognition in Arizona: A Honnethian Analysis of Gay Rights in Arizona's Recent History*. Fulbright Fellow (Luxembourg).

Landan Spilsbury, (2012-2014). Arizona State University, Barrett Honors College, Honors Capstone Project. *A Journey to Empathy: The Influences of a Korean Text on American High School Students*.

Nathan Brewer (2010-2011). Arizona State University, College of Liberal Arts and Sciences Department of Political Science, Honors Capstone Project, Lesbian, Gay, Bi-sexual and Transgender Certification.

SERVICE

Community Service

Act One (Non-Profit), Research Advisor, Phoenix, Arizona (appointed 2025). <https://act1az.org/>

Michel Foucault and Qualitative Inquiry, Invited Podcast Interview for Qualitative Conversations, Episode 11, <https://itunes.apple.com/us/podcast/qualitative-conversations/id1324213425?mt=2>

Transitioning from Research to Writing, Invited Podcast Interview for GradCast, Arizona State University, Episode 7
<https://tcdc-asu.org/2017/10/25/gradcast-episode-6-transitioning-from-research-to-writing/>

Work-Life Balance, Invited Podcast Interview for GradCast, Arizona State University, Episode 3,
<https://tcdc-asu.org/2017/04/14/gradcast-episode-3-work-life-balance/>

How Social-Emotional Learning Can Help Children Achieve Their Potential, Invited Radio Interview, <http://specialneedstalkradio.com/>, December 5, 2011.

Foucault Society of New York- Founding Member and Past Member of the Board of Directors, 2004-2009.

The Body: Ethos and Ethics conference in collaboration with The New School in New York, New York, Conference Originator and Organizer, October 6-7, 2006.

University Committees

Wollo University, Ethiopia Working Group (Chair) (2023-Current)
Barack Obama Scholar Mentor (2011-2013)
General Studies Council (2012-2013)
University Senate (2008-2011)
Homecoming Committee (2008)

College Committees

Research Council (HIDA) (2025-Current)
Governance Committee (2018-2021) (Chair 2019-2021)
Learning, Literacy, and Technology Ph.D. Program
Chair (2021-2024)
Program Committee (Member, 2013-2014; 2015-2017; 2018-2024)
Admissions Committee (Member, 2013-2014; Chair, 2015- 2017)
EdD Systems Learning Leadership Program, Steering Committee (2018-2019)
Education Policy and Evaluation Program Committee (2014-Current)
Course Coordinator, SED 481 and SED 533 (2008-2017)
Personnel and Evaluation Committee, (2013-2014; 2015-2016; 2022-2024)
Education Leadership and Innovation EdD Program Committee (2008-2015)
Education Leadership and Innovation EdD Admissions Committee (2012-2015)
Literacy Curriculum Committee (2008-2015)
Master of Ceremonies, Doctoral Research Day, May 1, 2014
Faculty Awards Committee, Chair (2012-2014)
Research Committee (Member, 2012-2014; Chair, 2013-2014)
A.R.Ts Founding Faculty (2009-2012)
Secondary Education Curriculum working group (2010-2012)
Curriculum Studies Ph.D. redesign committee (2011)
Language and Literacy Ph.D. redesign committee (2011)
Review of the Standards of Academe working group (2010-2011)
Commencement Reader, (2008-2010)
EdD Admissions Review Committee (2008)
The Research Group (2008)
Future Educators of Arizona State Conference-Presenter (2008)
Teacher Education 101-Presenter (2008)
Metrics of Excellence (2007)
Secondary Education New Student Orientation-Presenter (2007)

Search Committees

Qualitative Methodology (open rank) (2013-2014)
Assistant/Associate Professor in foreign Language Education-Joint Appointment with College of Liberal Arts & Sciences in the School of International Letters and Culture (2011-2012)
Delbert and Jewell Lewis Endowed Chair in Reading and Literacy (2011)
Secondary Education Faculty (2010)
Secondary Education Faculty (2008)

Professional Service

Division B Outstanding Book Award Committee Member (2021-2023)
Division B Outstanding Book Award Committee Chair (2020-2021)
Division K Section 10 Co-Chair, American Educational Research Association (2018-2021)
Egon Guba Invited Lecture Committee Chair, Qualitative Inquiry SIG, American Educational Research Association (2018-2021)
Program Chair, Foucault and Contemporary Theory SIG, American Educational Research Association (2018- 2020).
Awards Committee (Co-Chair), Queer Studies SIG, American Educational Research Association, (2015-2016)

International External Reviewer, Bachelor of Arts Honors Thesis, The University of Newcastle (Australia) (2014)

Tenure/Promotion External Reviewer

McGuill University (2025)
University of Alabama (Promotion to Full) (20205)
Memphis State University (Promotion to Full) (2025)
Wichita State University (2024)
Texas Tech University (Promotion to Full) (2024)
University of Indiana (2022)
University of San Francisco (2020)
Colgate University (2018)
City College (CUNY) (2017)
University of Newcastle (AUS) (2016)
Loyola University, Chicago (2016)
University of Georgia (2016)
Hunter College, City University of New York (2015)
Hunter College, City University of New York (2014)
Hunter College, City University of New York (2014)

Co-Editor/Associate Editorship

Taboo: The Journal of Culture and Education, Co-Editor-in-Chief (2017-2023)
Education Policy Analysis Archives, Associate Editor (2016-2023)

Editorial Board

American Education Research Association Journal (AERJ) Editorial Board (2007-2009); (2017-2020)
Journal of Curriculum and Pedagogy, Editorial Board (2016-Current); Reviewer (2012);
Teacher Education & Practice, Editorial Board (2011-2017); Reviewer (2010)
Networks: Online Teacher Education Journal, Editorial Board (2008-2012)
Reading/Writing Quarterly, Editorial Board (2008-2010)

Manuscript Reviewer

Qualitative Inquiry
Education Researcher
Education Policy Analysis Archives
American Educational Research Journal
Teachers College Record
Oxford Research Encyclopedia of Education
English Journal
English Education
Journal of Youth & Society

ORGANIZATIONAL MEMBERSHIPS

Comparative and International Education Society (CIES)
American Association for the Advancement of Curriculum Studies (AAACS)
International Congress of Qualitative Inquiry (ICQI)
American Education Research Association (AERA)
National Council of Teachers of English (NCTE)

LANGUAGES

English (Fluent)
Spanish (Advanced)
French (Intermediate)

HOBBIES

Marathons (New York City, Atlanta, Portland, Miami)
Baking
Photography
Painting
Sculpture
Reading novels
Documentaries