**Hannah Carson Baggett**

Assistant Professor, Department of Educational Foundations, Technology, and Leadership

Faculty Affiliate, Women’s Studies

Auburn University

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RESEARCH INTERESTS

* Practicing and preservice teachers’ beliefs
* Critical Theories in education
* Qualitative and participatory methods
* World Language education and historically marginalized students

EDUCATION

Ph.D., Curriculum & Instruction NC State University, Raleigh, 2015

Co-Advisors: Dr. Heather A. Davis

Dr. Jessica T. DeCuir-Gunby

M.A.T, French Education, K-12 University of North Carolina, Chapel Hill, May 2006

B.A., Romance Languages: French University of North Carolina, Chapel Hill, May 2002

B.A., Economics University of North Carolina, Chapel Hill, May 2002

UNC Year Abroad l’Université de Montpellier III, France, 2000-2001

RESEARCH FUNDING

2018-2019 Andrzejewski, C. E. & Baggett, H. C. ($4,030). Describing and Exploring

School Discipline Referrals to Law Enforcement in Alabama. Auburn University:

College of Education Seed Grant.

2018-2019 Baggett, H. C. & Forbes, S. A. ($5,000). Extending Youth Participatory Action Research

with Alternative School Students. AERA: Education Research Service Projects (ERSP) Program.

2017-2018 Strunk, K. K. & Baggett, H. C. ($51,518). Examining Key Identity Development Markers

and Mental Health Experiences of Black Sexual and Gender Minority Individuals in

Alabama. Auburn University: Intramural Grants Program.

2017-2018 Andrzejewski, C. E., Baggett, H. C., & Larkin, B. ($4,856). Describing and

Exploring School Discipline Trends in Alabama. Auburn University: College of

Education Seed Grant.

2016-2017 Baggett, H. C., Forbes, S. A. Andrzejewski, C. E., & Wells, D. ($22,500). Growing O Grows: Engaging Alternative School Students in Research and Action about Food Security. Auburn University: Competitive Outreach Scholarship Grants Program (COSG).

2014 Dissertation Research Grant recipient. APA, Division 15-Educational Psychology.

2011 - 2015 NCSU Graduate School Diversity Enhancement Grant recipient.

PUBLICATIONS IN REFEREED JOURNALS

\*Denotes a publication/presentation co-authored with a student.

^Denotes a publication/presentation where authors contributed equally.

Baggett, H. C. (2018). “We’re here to learn to speak French”: An exploration of World Language

teachers’ beliefs about students. *Educational Studies, 54*(6), 641-667*.*

[doi.org/10.1080/00131946.2018.1478836](http://doi.org/10.1080/00131946.2018.1478836)

Dunn, A. H., Baggett, H. C. & Sondel, B. L.^ (2018). "I don't want to come off as pushing an agenda”:

How contexts shaped teachers’ pedagogy in the days after the 2016 U.S. Presidential election. *American Education Research Journal, 56*(2), 444-476*.* [doi.org/10.3102/0002831218794892](https://doi.org/10.3102/0002831218794892)

Sondel, B. L., Baggett, H. C., Dunn, A. H. ^ (2018). “For millions of people, this is real trauma”: A

pedagogy of political trauma in the wake of the 2016 U.S. Presidential election. *Teaching and Teacher Education, 70,* 175-185*.* [doi.org/10.1016/j.tate.2017.11.017](https://doi.org/10.1016/j.tate.2017.11.017)

Baggett, H. C. & Andrzejewski, C. E. (2017). “Man, somebody tell that kid to shut up”: Youth

Participatory Action Research at a rural alternative school in the Deep South. *Critical Questions in Education, 8*(4), 401-417.

Baggett, H. C. & Simmons, C. G. (2017). A case study of White teacher candidates’ conceptions of

racial profiling in educational contexts. *Journal of Education, 196*(2), 41-51. [doi.org/10.1177/002205741719700106](https://doi.org/10.1177/002205741719700106)

Baggett, H. C. (2016). Student enrollment in world languages: L’égalité des chances?. *Foreign*

*Language Annals, 49*(1), 162-179. [doi.org/10.1111/flan.12173](https://doi.org/10.1111/flan.12173)

BOOK CHAPTERS

Baggett, H. C, & Andrzejewski, C. E. (Accepted, Forthcoming). Bravery and YPAR in a Rural

Alternative School. In R. Cordova & B. Wrey (Eds.). *Educating for Social Justice: Field Notes from Rural Communities.*

Demoiny, S. & Baggett, H. C. (Accepted, Forthcoming). Political Correctness. In Z. Casey (Ed.).

*Critical Understandings in Education Encyclopedia: Critical Whiteness Studies*. The

Netherlends: Brill Publishing.

Simmons, C. G. & Baggett, H. C. (Accepted, Forthcoming). Racial Profiling. In Z. Casey (Ed.).

*Critical Understandings in Education Encyclopedia: Critical Whiteness Studies*. The

Netherlends: Brill Publishing.

Andrzejewski, C. E., Arnberg, B.\* & Baggett, H. C. ^ (2019). Transformative Mixed

Methods: A Missed Opportunity. In K. K. Strunk & L. A. Locke (Eds.), *Research*

*Methods for Social Justice and Equity* (pp. 241-251​) ​. New York: Palgrave.

Andrzejewski, C. E., Baggett, H. C., & Askia\*, R. (2018). “No matter what personal feelings we

have…”: Exploring the tension between preservice teachers’ personal ideologies about and professional responsibilities for LGBTQ students. In K. K. Strunk (Ed.). *Queering the Deep South* (pp. 15-29). Charlotte, NC: Information Age Publishing.

Strunk, K. K., Baggett, H. C., Reimer, A.\*, & Hafftka, R\*. (2017). Community-based participatory

research with LGBTQ communities in Alabama and Mississippi. *SAGE Research Methods Cases*. Thousand Oaks, CA: SAGE Publications.

Baggett, H. C., Simmons, C. G., Eggleton, S. R., & DeCuir-Gunby, J. T. (2016). "Cause they're not

learning for our world; they're learning for theirs": A critical race theory and phenomenological variant of ecological systems theory analysis of Season 4 of *The Wire*. In T. S. Gaynor & J. D. Talifarro (Eds.). *Teaching the Wire: Frameworks, Theories and Strategies for the Classroom* (pp. 40-53). Jefferson, NC: McFarland & Company.

Baggett, H. C. & Davis, H. A. (2015). Just Community. In G. Scarlett (Ed.). *Classroom Management: An*

*A-to-Z Guide*. New York, NY:Sage.

Baggett, H. C. & Davis, H. A (2015). Power and Classroom Management. In G. Scarlett (Ed.).

*Classroom Management: An A-to-Z Guide*.New York, NY:Sage.

Simmons, C. G., Baggett, H. C., & Eggleton, S. R. (2014). Hoodies in the classroom: An examination of

racial profiling in the Trayvon Martin case and implications for education. In K. J. Fasching-Varner, A. D. Dixson, R. E. Reynolds, & K. Albert (Eds.). *Trayvon Martin, Race, and American Justice: Writing Wrong* (pp. 167-172). Boston, MA: Sense.

MANUSCRIPTS UNDER REVIEW

Baggett, H. C. (Submitted March, 2019). Nobody likes me, everybody hates me (worms). Revise and

Resubmit at *Qualitative Inquiry*.

Baggett, H. C.& Andrzejewski, C. E. (Submitted April, 2018). An Exploration of White Fear and School

Discipline in Alabama. Revise and Resubmit at *Whiteness and Education.*

Hill, A\*. & Baggett, H. C. (Submitted September, 2017).“What now?”: An examination of the

experiences of students in a women's studies course during the 2016 presidential campaign and

election. Revise and Resubmit at *Gender and Education.*

Arnberg, B. T.\*, Baggett, H. C. & Andrzejewski, C. E. (Submitted May, 2019) […]: Resurrecting dead

data. Invitation for submission to the special issue of *Taboo – The Affect of Waste and the Project*

*of Value: The Rejected, The Dross, The Chucked, and/or The Useless*.

Andrzejewski, C. E. & Baggett, H.C. (Submitted April, 2019). Magic and Hocus Pocus: Teaching for

Social Justice in a Qualitative Methods Course. Under review at *The Qualitative Report*.

Arnberg, B. T.\*, Andrzejewski, C., & Baggett, H. C. (Submitted April, 2019). Liberatory pedagogy for

the 'elite': subverting cis-gender dysconsciousness in pre-service teachers. Under review at

*Journal of Teacher Education*.

MANUSCRIPTS IN PREPARATION

Baggett, H. C. (November, 2019). Critical pedagogy and language learning: Teachers’ critical

consciousness about the sociopolitical. Invited for submission to the special issue of *L2 Journal - Rethinking Critical Pedagogy in L2 Teaching and Learning.*

Baggett, H.C. (November, 2019). Language teacher responsibility and multiculturalism. Invited for

submission to B. Wassell & C. Glynn, (Eds.), *Reimagining World Languages Education: Equity,*

*Access, and Social Justice.* Bristol: Multilingual Matters.

Baggett, H. C., Dunn, A. H., Sondel, B. L. (2019). Responsibility for what and to whom?:

Dialoguing towards white women’s critical responsibility in a time of sociopolitical partisanship. To be submitted to *Cultural Studies ⬄ Critical Methodologies*.

CONFERENCE PRESENTATIONS

Matias, C., Andrzejewski, C. E., Demoiny, S. & Baggett, H. C. (November, 2019). *We are the work:*

*Coaching white women toward racial justice*. To be presented at the Annual Conference of the National Association for Multicultural Education (NAME), Tuscon, AZ.

Baggett, H. C., Andrzejewski, C. E., Lee, S.\* & Betties, J.\* (2019). *School discipline in Alabama: The*

*case of Cotton County Schools*. Presented at the Annual Meeting of the American Educational

Research Association (AERA), Toronto.

Arnberg, B. T.\*, Andrzejewski, C. E., & Baggett, H. C. (2019). *Feeling dysconscious after all: A post-*

*qualitative account of critical consciousness coursework*. Paper presented at the Annual Meeting

of the American Educational Research Association (AERA), Toronto.

Baggett, H. C. & Andrzejewski, C. E. (January, 2019). *Teaching for social justice in qualitative*

*methods: Examples from class*. Paper presented at the Annual Conference of *The Qualitative*

*Report,* Fort Lauderdale, FL.

Strunk, K., Wang, S., Baggett, H.C., & Betties, J.\* (November, 2018). *“I just thought something was*

*wrong with me”: Understanding identity processes among LGBTQ people in Alabama*. Paper

presented at the annual conference of the American Educational Studies Association (AESA), Greenville, SC.

Baggett, H. C. & Andrzejewski, C. E. (November, 2018). *White fear and school discipline policy and*

*practice in Alabama*. Paper presented at the annual conference for the National Association

for Multicultural Education (NAME), Memphis, TN.

Sondel, B. L., Baggett, H. C., Dunn, A. H. (2018). *Toward a pedagogy of political trauma:*

*Teaching in the wake of the 2016 presidential election*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New York.

Baggett, H. C. & Andrzejewski, C. E., Triplett, N. P., & Larkin, B. (2018). *An exploration of the*

*intersection of subjective discipline and referral to law enforcement in Alabama public schools*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New York.

Baggett, H. C. & Andrzejewski, C. E. (2017). *Youth participatory action research: Implementation at an*

*alternative school*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.

Andrzejewski, C. E., Baggett, H. C., & Larkin, B. (2017). *An exploratory study of disciplinary infraction*

*reporting in Alabama*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.

Strunk, K.K., Baggett, H.C., Riemer\*, A. & Hafftka\*, R. (2017). *Developing community-based research*

*methods with LGBTQ populations in the US South*. Paper presented at the Annual Meeting of the

American Educational Research Association (AERA), San Antonio, TX.

Strunk, K.K., Baggett, H.C., Riemer\*, A. & Hafftka\*, R. (2017). *“Queer as shit”: Queering knowledge*

*and action in community-based LGBTQ research*. Paper presented at the Annual Meeting of the American Educational Research Association(AERA), San Antonio, TX.

Hill, A\*. & Baggett, H. C. (2017). *From the classroom to the concourse: An examination of the experiences of students in a women's studies course*. Paper presented at the Annual Conference of the Eastern Educational Research Association (EERA), Richmond, VA.

Baggett, H.C. (2016). *A critical race analysis of World Language enrollment: L’Égalité des chances?* Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Washington, DC.

Baggett, H.C. (2016). *A qualitative exploration of World Language teachers’ beliefs about diversity.* Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Washington, DC.

Monaco, M.M., Maher, M.M., Cannon, S. & Baggett, H.C. (2016). *Aligning the Stargate: The intersection of faculty perception and independent scoring of candidate's proficiency on the edTPA*. Paper presented at the Annual Conference of the American Association of Colleges of Teacher Education (AACTE), Las Vegas, NV.

Baggett, H. C. (2015). *World Language teachers’ beliefs about diversity and teaching practices*. Poster presented at the Annual Conference of the American Psychological Association (APA), Toronto.

Baggett, H. C. & Simmons, C. G. (2015). *"I feel like teachers really have a bias in their head": A case study of teacher candidates' conceptions of racial profiling*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

Davis, H. A. & Baggett, H. C. (2015*). Exploring teacher candidates’ dispositions for teaching diverse populations: Relationship between sense of responsibility and teacher efficacy*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

Baggett, H. C.,Jones, D. L., & Brown, S. A. (2014).*“RTI can’t make you care”: A Critical Race analysis of teacher beliefs and a school-based reform initiative*. Poster presented at Annual Conference of the American Psychological Association (APA), Washington, DC.

Baggett, H. C. (2014). *“This stuff is too deep!”: Examining preservice teachers’ beliefs about cultural*

*diversity and teaching diverse populations.* Paper presented at the Annual Meeting of the American Educational Research Association(AERA), Philadelphia, PA.

Baggett, H. C. (2013). *When worlds collide: An exploration of differing worldviews in coaching relationships*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.

UNIVERSITY TEACHING EXPERIENCE

**Instructor,** *ERMA 7970 – Thinking with Theory in Qualitative Research (Fall 2018)*

**Instructor,** *ERMA 7970 – Writing as a Mode of Inquiry in Qualitative Research (Summer 2018)*

**Instructor,** *ERMA 7216 – Theory and Methodology of Qualitative Research (Distance, Summer 2017,*

*2018)*

**Instructor,** *ERMA 7210 – Theory and Methodology of Qualitative Research (Fall 2015, Spring 2016,*

*Summer 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018, Fall 2018),* Auburn University.

**Instructor,** *ERMA 7220 – Applied Qualitative Research (Fall 2015, Summer 2016, Fall 2016, Spring*

*2017, Summer 2017, Fall 2017, Spring 2018),* Auburn University.

**Instructor,** *ERMA 7200 – Basic Methods in Education Research (Spring 2016)*, Auburn University.

**Instructor,** *ED 311 – Classroom Assessment Principles and Practices (Fall 2014, Spring 2015),*

NC State University.

**Instructor,** *ED 204 – Introduction to 21st Century Teaching (Fall 2012, Spring 2013, Fall 2013, Spring*

*2014, Spring 2015)*, NC State University.

**Instructor**, *EDP 304 – Introduction to Educational Psychology (Spring 2012; Summer, 2012; Summer,*

*2013 – Distance Education)*, NC State University.

**Guest Lecturer,** *ERMA 7970 – Research Methods for Social Justice (Summer 2017)*, Auburn University. Lead Instructor: Dr. Kamden Strunk.

**Guest Lecturer**, *ED 700 – Introduction to Educational Research (Spring 2015)*, NC State University,

Lead Instructor: Dr. Malina Monaco.

**Guest Lecturer**, *EDP 370 – Applied Child Development (Fall 2013)*, NC State University. Lead

Instructor: Dr. Heather A. Davis.

**Graduate Teaching Assistant**, *EDP 304 – Introduction to Educational Psychology (Fall 2012)*, NC

State University. Lead Instructor: Dr. Heather A. Davis.

K-12 TEACHING EXPERIENCE

**Youth Action Research** *(Spring 2018, Spring 2019)*, Opelika Learning Center; Opelika, AL. Instruct daily lessons for high school students in an alternative educational setting.

**French Teacher** *(2006-2011),* Southern Durham High School; Durham, NC. Instructed 90-minute French classes, levels 1-4.

**Student Teacher** *(2005-2006)*, Ephesus Road Elementary School**:** Chapel Hill, NC. Instructed 25 minute, daily French classes in a FLES program for 2nd, 3rd, and 5th grade students.

**Assistante de Langue** *(2002-2003)*École Pont de Justice: Nîmes, France. English Instructor for 6-12 year-old French students in neighborhood school.

OTHER TEACHING EXPERIENCE

2011-2015 **Volunteer tutor**, Wiley Partners Program, Wiley International Magnet School; Raleigh,

NC. Provided individualized reading, writing, and math instruction for students in a 3rd-5th grade special needs classroom.

2008-2011 **World Language Department Chair**,Southern Durham High School; Durham, NC.

Provided pedagogical support and professional development for colleagues. Developed common assessments for French levels 1, 2, 3 and benchmarks for French and Spanish, levels 1 and 2.Co-sponsored (with ESL department) annual information night for Latinx students and parents to increase enrollment at area community colleges.

OUTREACH

Critical Studies Working Group (*2017- present*) – Collaborate with College of Education faculty

and graduate students to sponsor events such as film screenings and book club meetings. More information can be found at <https://www.facebook.com/criticalstudiesAU/>.

Youth Action Research *(2016-present) –* Develop and implement an annual course about youth research

with high school students in alternative educational settings.

Community Based Participatory Research *(2015-present)* – Conduct training and research sessions with

LGBTQ community members Alabama. A summary of the project can be found at

NATIONAL SERVICE

2017-present **Dissertation Award Committee**, Critical Educators for Social Justice (CESJ) – American Educational Research Association SIG

2018-present **Ad-Hoc** **Reviewer**, *Whiteness and Education*

2017-present **Ad-Hoc** **Reviewer**, *The High School Journal*

2017-present **Ad-Hoc** **Reviewer**, *Urban Education*

2017-present **Ad-Hoc** **Reviewer**, *American Educational Research Journal*

2017-present **Ad-Hoc** **Reviewer**, *Teachers College Record*

2016-present **Ad-Hoc** **Reviewer**, *Journal of Teacher Education*

2016-present **Ad-Hoc** **Reviewer**, *International Journal of Qualitative Studies in Education*

2016-present **Ad-Hoc** **Reviewer**, *SAGE OPEN*

2015-present **Ad-Hoc** **Reviewer**, *Foreign Language Annals*

2014-present **Reviewer for the National Conference**, American Association of Colleges of Teacher Education (AACTE)

2014-present **Reviewer for the National Conference**, American Educational Research Association;

Divisions G, K; Critical Educators for Social Justice (CESJ) SIG

INSTITUTIONAL SERVICE

2018-2020 Women’s Studies Executive Committee member, Auburn University

2017-2018 Women’s Studies Programming Committee member, Auburn University.

2018 Search Committee Member, Educational Leadership, Auburn University.

2017-present Senate Library Committee member, Auburn University.

2017-present College of Education Campus Climate Evaluation Committee member, Auburn University.

2017-present College of Education Awards Committee member, Auburn University.

2017 Assessment Institute Rater for Program Assessment Plans, Auburn University.

2016-present Editorial Board member, *The Professional Educator*, Auburn University.

2016-2017 College of Education Curriculum Committee member, Auburn University.

2014-2015 Graduate Student Representative, Council on Multicultural Initiatives and Diversity, NC State University, Raleigh, NC, under the direction of Dr. Valerie Faulkner.

2014-2015 Graduate Student Member, Qualitative Working Group, NC State University, Raleigh, NC, under the direction of Drs. Meghan Manfra and Tuere Bowles.

Summer 2014 CAEP Assessment Report Support, NC State University, Raleigh, NC, under the

direction of Drs. Erin Thomas Horne, Michael Maher, and Malina Monaco.

Spring 2014 EdTPA Portfolio Scoring Support, NC State University, Raleigh, NC, under the

direction of Dr. Malina Monaco.

2013-2014 Professional Development Session Coordinator, NC State University, Raleigh, NC.

HONORS AND RECOGNITIONS

2018 Emerging Scholar Award, Eastern Educational Research Association (EERA).

2018 Samia I. Spencer Creative Mentorship Award in Women's Studies (with Ashley Hill, graduate student), Auburn University.

2018 University Award for Inclusive Excellence and Diversity for Outstanding Interdisciplinary Collaboration, (with Critical Studies Working Group), Office of Inclusion and Diversity, Auburn University

2013 Recipient, NC State University Office of Faculty Development Thank a Teacher

2011 Nominee, Teacher of the Year, Southern Durham High School, Durham, NC.

1999 - 2002 Member, Pi Delta Phi – National French Honors Society, UNC chapter.

PROFESSIONAL ASSOCIATIONS

2016 - present American Educational Research Association, Division G

2014 - present American Educational Research Association, Critical Educators for Social Justice

(CESJ) Special Interest Group

2013 - present North Carolina Association of Colleges and Teacher Educators

2012 - present American Psychological Association, Division 15

2012 - present American Educational Research Association, Division K, Division C

2005 - present American Council on the Teaching of Foreign Languages

2005 - present American Association of Teachers of French

2005 - present Foreign Language Teachers Association of North Carolina

PROFESSIONAL DEVELOPMENT

2018 Biggio Center Face-to-Face Summer Course (Re)Design Seminar, Auburn University

2016 Introduction to ATLAS.ti Qualitative Data Analysis Software, University of Georgia

2014 Doctoral student seminar. American Psychological Association, Division 15– Educational Psychology. Washington, DC

2014 Doctoral student seminar. American Educational Research Association, Division K – Teaching and Teacher Education. Philadelphia, PA

2013 Provocation on Teacher Beliefs about Teaching, Assessment, Learning, Curriculum, & Knowledge (TALCK), American Psychological Association, Division 15– Educational Psychology. San Francisco, CA.

2010-2011 Participant, The Center for Teacher Learning and Collaboration, Duke University; Durham, NC. Year-long program focused on teacher renewal and rejuvenation. Designed by Duke faculty members in conjunction with Durham Public Schools.

COACHING AND MENTORING EXPERIENCE

**Instructional Coaching Practicum***, ECI 841(Fall 2013),* NC State University. Provided coaching

support for a teaching assistant for an online section of Educational Psychology (EDP 304). Emphasis

on selection of a teaching behavior focus and data collection.

**Support Mentor,** *(Fall 2013, Spring 2014),* Durham Public Schools; Durham, NC. Provided support and information sessions for Initially Licensed World Language Teachers.

**Cooperating Teacher,** *(Fall 2010, Fall 2011)*, Southern Durham High School; Durham, NC. Hosted observing teacher candidates in teacher preparation programs from NC Central University and UNC-Chapel Hill. Provided feedback for structured reflection assignments.