**Sara B. Demoiny, Ph.D.**

**Associate Professor of Elementary Education**

**Auburn University**

**Department of Curriculum & Teaching**

**EDUCATIONAL HISTORY**

University of Tennessee 2017

Ph.D., Theory & Practice in Teacher Education, Social Science Education

Dissertation Title: Living the change they seek: Social studies teacher educators who incorporate race into the curriculum

Dissertation Chair: Stewart Waters, Ph.D.

Pennsylvania State University 2006

M.Ed., Curriculum & Instruction

Thesis Title: A Critique of Multiculturalism in U.S. History Textbooks

Carson-Newman University 2002

B.A., Liberal Studies w/ Elementary Education

**PROFESSIONAL EXPERIENCE**

Auburn University 2017-Present

Assistant Professor of Elementary Education

Auburn, AL

Full-time Instructor, Adjunct Professor Instructor, 2010-2017

Supervisor of Student Teachers

Carson-Newman University

Jefferson City, TN

6th Grade Teacher, Math, Science & Social Studies 2006-2010

Russell Byers Charter School (4K-6th Grade)

Philadelphia, PA

8th Grade Teacher, Social Studies & Science 2002-2006

Stoddart-Fleisher Middle School

Philadelphia, PA

**AWARDS AND HONORS**

Outstanding Interdisciplinary Collaboration Award, Inclusive Excellence and Diversity, 2018

Auburn University (with Critical Studies Working Group)

Graduate Student Research Award, University of Tennessee 2016

**RESEARCH, CREATIVITY, SCHOLARSHIP**

**Peer-Reviewed Articles**

Murray-Everett, N., & **Demoiny, S. B.** (2022). Troubling “active”: Elementary teacher candidates’ framing of active v. passive citizenship. *Theory & Research in Social Education, 50*(3), 375-401. <https://doi.org/10.1080/00933104.2022.2073852>

**Demoiny, S. B.** (2022). A new tool in whiteness pedagogies: Possibilities of counter-monuments and counter-museums. *Journal of Social Studies Research, 46*(4), 317-331*.* <https://doi.org/10.1016/j.jssr.2021.11.008>

Adu-Gyamfi, M., **Demoiny, S. B**., King, L. J., & Simmons, G. (2022). Exposing white fragility and white emotionalities in Hello Privilege. It’s Me, Chelsea. *International Journal of Multicultural Education, 24*(1), 68-87*.* <https://doi.org/10.18251/ijme.v24i1.2433>

Smith, W. L., Crowley, R. M., **Demoiny, S. B**., & Cushing-Leubner, J. (2021). Promoting antiracist teacher education through threshold concepts and troublesome histories. *Multicultural Perspectives, 23*(2), 87-94. <https://doi.org/10.1080/15210960.2021.1914047>

**Demoiny, S. B.,** & Waters, S. (2021). Pedagogy on the national landscape: Using counter- monuments in Kelly Ingram Park to challenge the master narrative. *The History Teacher*, 54(2), 235-253.

**Demoiny, S. B.** (2021). Learning from our stories: Incorporating free spaces as a necessity in antiracist social studies teacher education. *Action in Teacher Education*, 43(3), 339- 352. <https://doi.org/10.1080/01626620.2020.1789519>

**Demoiny, S. B.** (2020). Preparing elementary pre-service teachers for social studies integration in an alternative field placement. *Journal of Social Studies Research, 44*(1), 51-59. <https://doi.org/10.1016/j.jssr.2019.08.003>

**Demoiny, S. B.,** & Ferreras-Stone, J. (2019). We are history too: Using text sets to honor Latinx stories in social studies and ELA integration. *The Councilor, 81*(1), 1-22.

Ferreras-Stone, J., & **Demoiny, S. B.** (2019). Why are people marching? Discussing

 justice-oriented citizenship using picture books. *Social Studies and the Young Learner, 32*(1), 3-9.

**Demoiny, S. B.** (2018). Social studies teacher educators who do race work: A racial- pedagogical-content-knowledge analysis. *Social Studies Research & Practice, 13*(3), 330-344.

**Demoiny, S. B.,** & Ferreras-Stone, J. (2018). Critical literacy in elementary social studies: Juxtaposing historical master and counter narratives in picture books. *The Social Studies, 109*(2), 64-73.

**Demoiny, S. B.,** & Finley, S. L. (2018). Thoughtful social studies integration: It’s possible! *Social Studies Journal, 38*(2), 29-47.

Waters, S., & **Demoiny, S. B.**  (2018). Using monuments and historic sites as a catalyst for race discussions in social studies classrooms. *The History Teacher*, *51*(3), 369-386.

**Demoiny, S.** **B.** (2017). Websites to explore race as a social construct. *Journal of Adolescent & Adult Literacy, 61*(4), 469-472*.*

**Demoiny, S. B.**  (2017). Are you ready? Elementary pre-service teachers’ perceptions of discussing race in social studies. *Multicultural Education, 24*(2), 25-33.

**Demoiny, S.**, & Waters, S. (2015). Document-based questions: Scaffolding the process for middle school students. *Southern Social Studies Journal, 41*(2), 8-13.

**Invited Articles**

**Demoiny, S. B.** (2023). Moving toward critical political education with elementary preservice teachers: A response to “The impact of polarization on the political engagement of Generation Z elementary preservice teachers and their teaching”. *Democracy & Education, 31*(1), 1-5.

**Book Chapters**

Tirado, J. A., & **Demoiny, S. B.** (2021). Same space, different imagination: Using critical spatial analysis in social studies education. In A. J. Samuels & G. Samuels (Eds.), *Fostering Diversity and Inclusion in the Social Sciences.* Information Age Publishing.

**Demoiny, S. B.,** Baggett, H. C., & Strunk, K. K. (2020). Politically correct. In Z. A. Casey (Ed.), *Critical understandings in whiteness studies*. Brill.

**Demoiny, S. B.** (2020). Where is race? A critical whiteness studies analysis of NCSS position statements. In A. M. Hawkman & S. B. Shear (Eds.), *Marking the invisible: Whiteness in social studies education and research*. Information Age Publishing.

 **Demoiny, S. B.,** & Waters, S. (2019). Remembering what we would rather forget: Examining counter-monuments in the United States and Germany. In G. Samuels & A. Samuels (Eds.), *Democracy at the crossroads: Examining the past and facing the future.* Information Age Publishing.

Burton, M., Tripp, L. O., **Demoiny, S. B.**, Cardullo, V., & Finley, S. (2019). Empowering preservice teachers through alternative STEM teaching experiences. In J. Keengwe (Ed.), *Handbook of research on innovative pedagogies and best practices in teacher education.* IGI Global.

**Selected Presentations**

**International:**

**Demoiny, S. B.,** & Tirado, J. A. (June, 2022). *Navigating spaces, teacher education, and difficult history(s)*. Paper presentation at the annual meeting of the Social Science Education Consortium, Dublin, Ireland.

**Demoiny, S.B.,** & Waters, S. (June, 2018). *Remembering what we would rather forget: Examining counter-monuments in the U.S. and Germany*. Paper presented at the annual meeting of the Social Science Education Consortium, Florence, Italy.

**Demoiny, S.** (2017). *Why do they do it? Social studies teacher educators who do race work.* Paper presented at the annual meeting of the International Society for the Social Studies, Orlando, FL.

**Demoiny, S.** (2017). *Why is history remembered this way? Examining race in Civil War monuments and memorials.* Poster will be presented at the annual meeting of the International Society for the Social Studies, Orlando, FL.

**Demoiny, S.** (2016). *Are you ready? Elementary pre-service teachers’ perceptions of discussing race in social studies*. Paper presented at the annual meeting of the International Society for the Social Studies, Orlando, FL.

**National:**

Tirado, J. A., **Demoiny, S. B.**, & Wilson, M. (June, 2023). Dismantling a silenced space: First pedagogical steps. Workshop presentation at the annual meeting of the Social Science Education Consortium, Bellingham, WA.

**Demoiny, S. B.,** Tirado, J. A., Lewis, T. J., & Duncan, K. (April, 2023). Encouraging difficult histories: (Re/de)flecting among Elementary and secondary preservice teachers. Paper presentation at the annual meeting of the American Education Research Association, Chicago, IL.

**Demoiny, S. B.**, Ferreras-Stone, J. (December, 2022). *Activating environmental citizens: Elementary social studies and science integration*. Poster presentation at the annual meeting of the National Council for the Social Studies, Philadelphia, PA.

**Demoiny, S. B.**, & Tirado, J. A. (December, 2022). *When you don’t know the histories: Pre- service teachers’ experiences at local sites of difficult histories*. Paper presentation at the annual meeting of the College and University Faculty Assembly, Philadelphia, PA.

**Demoiny, S. B.**, & Waters, S. (June, 2021). Pedagogy on the national landscape: Using counter- monuments in Kelly Ingram Park to challenge the master narrative. Paper presentation at the annual meeting of the Social Science Education Consortium. (Virtual Conference)

**Demoiny, S. B.** (December, 2020). A New Tool in Whiteness Pedagogies: Possibilities of Counter-monuments and Counter-museums. Paper presentation at the annual meeting of the College and University Faculty Assembly (Virtual Conference).

McGhee, M. P., **Demoiny, S. B.**, & Cook, M. P. (October, 2020). Art. Writing. Advocacy: Preservice teachers as activists. Paper presentation at the annual meeting of the National Association of Multicultural Education. (Virtual Conference)

**Demoiny, S. B.** (April, 2020). *Critical witnessing and spatial justice: The possibilities of counter-monuments in social studies teacher education.* Paper presentation at the annual meeting of the American Education Research Association. (Conference Canceled)

**Demoiny, S. B.,** & Waters, S. (2019). *Remembering what we would rather forget: Examining counter-monuments in the United States and Germany.* Symposium presentation at the annual meeting of the College and University Faculty Assembly, Austin, TX.

Smith, W. L., Crowley, R. M., **Demoiny, S. B**., & Cushing-Leubner, J. (November, 2019). Troublesome histories and the search for threshold concepts in antiracist social studies teacher education. Paper presentation at the annual meeting of the College and University Faculty Assembly, Austin, TX.

**Demoiny, S. B.** (June, 2019). *Making sense of a counter-monument field trip experience with pre-service teachers.* Paper presentation at the annual meeting of the Elementary Social Studies Education Summit, Wilmington, North Carolina.

**Demoiny, S. B.** (April, 2018). *Incorporation of race in social studies methods courses: An interview study with social studies teacher educators*. Paper presented at the annual meeting of the American Education Research Association, New York City, NY.

**State & Local:**

**Demoiny, S. B.**, (October, 2019). Counter-monuments as tools for critical witnessing and spatial justice in antiracist social studies education. Poster presentation at the annual meeting of the Auburn Research Faculty Symposium.

**INVITED LECTURES**

Tirado, J. A., & **Demoiny, S. B**. (October, 2021). Same space, different imagination: Using critical spatial analysis in social studies education. Guest lecture at the “Fostering diversity and inclusion in the social sciences” webinar for the Social Science Education Consortium.

**Demoiny, S. B.** (May, 2021)*. Social studies & STEM integration*. Guest lecture at the “Challenging the myths: Possibilities of integrative & critical elementary social studies” webinar for the Social Science Education Consortium.

**Demoiny, S. B.** (January, 2021). *The National Memorial for Peace & Justice as a Counter- monument*. Guest guide for The Academy of Classical Christian Studies high school seniors, Montgomery, AL.

**Demoiny, S. B.** (July, 2020). *Takaki Literature Circle & Historical Connections Project*. Guest panelist at the Critical Resources for Elementary Social Studies Teachers Summer Series.

**Demoiny, S. B.**, Whitman, B., Mendoza, A., & Griffin, S. (June, 2020). *What does whiteness mean in the time of COVID?* Guest lecture at a National Education Association Focused Discussion Series: Basics of Racial Justice in our Work.

**Demoiny, S. B.** (September, 2019). *Field trip experience to the Legacy Museum and National Memorial for Peace & Justice.* Guest lecture at a monthly meeting of the Lee County Remembrance Project, Auburn, AL.

**Demoiny, S. B.** (March, 2019). *Race, racism and the social studies*. Guest lecture in CTSE 7530 Program Organization Social Science Class, Dr. Jada Kohlmeier, Auburn University.

**FUNDED GRANTS**

# 2022 “Learning and teaching difficult history in our community.” An external grant to support a professional learning event for local educators and community organization leaders at Pebble Hill. $2500 Alabama Humanities Alliance.

# 2020 *“A Field Placement Alternative during COVID.”* An internal grant to incorporate quality teaching videos into our remote instruction field placement alternatives during the COVID pandemic restrictions. $4299 Auburn University Provost’s High Impact Innovation Grant.

# 2019 *“Developing Auburn Teachers Past Graduation: Supporting, Antiracist, Socially Just Elementary Social Studies Teachers.”* A grant to work with Auburn elementary education alumni to provide continued support in teaching an antiracist social studies once in the field while also cultivating an alumni network to encourage one another’s work. $1800 Auburn University College of Education Seed Grant.

**UNFUNDED GRANTS**

2021 “Cultivating Sense of Belonging for BISOC and LGBTQ Students at Auburn University.” An internal grant to develop program interventions to support and cultivate a sense of belonging among Auburn students often marginalized on campus. $40,000 Creative Work and Social Impact Grant.

**UNIVERSITY TEACHING EXPERIENCE**

Courses Taught at Auburn University:

 CTEE 3100: Introduction to Elementary Education

 CTEE 4010: Curriculum Social Science

 CTEE 7410/7416: Teaching Social Science Education

 CTEE 7970/7976: Critical & Humanizing Perspectives in Teaching and Teacher Education

Courses Taught at Carson-Newman University:

LA 101: An Introduction to the Liberal Arts

EDUC 203: Foundations of Education

EDUC 350: Diversity in Schools, Homes, & Communities

EDUC 421: Teaching History & Social Studies

EDUC 561: Effective Home, School, Community Relationships

SOC 317: School, Community, & Society

**PROFESSIONAL SERVICE**

**National Service:**

President, Social Science Education Consortium, 2022

CUFA Delegate to the National Council for the Social Studies House of Delegates, 2019-2022

Manuscript Reviewer, *Action in Teacher Education*, 2020-2023

Manuscript Reviewer, *The Journal of Social Studies Research*, 2017-2022

Manuscript Reviewer, *Critical Race Theory & Classroom Practice* (edited book), 2022

Manuscript Reviewer, *Teaching About Asia in a Time of Pandemic* (edited book), 2022

Manuscript Reviewer, *Journal of Curriculum Studies*, 2021-2022

Manuscript Reviewer, *Equity & Excellence in Education*, 2021

Manuscript Reviewer, *The Councilor*, 2019-2020

Manuscript Reviewer, *Theory & Research in Social Education*, 2019

Manuscript Reviewer, *Research in Middle Level Education*, 2018-19

Manuscript Reviewer, *The History Teacher*, 2017

Presentation Reviewer, College & University Faculty Assembly, 2018-present

Presentation Reviewer, American Education Research Association, 2017-2018

**University Service:**

Graduation Committee, 2018-present

Curriculum & Teaching Governance Standing Committee, 2020-present

Curriculum & Teaching Diversity Recruitment & Retention Task Force, 2017-2020

Curriculum & Teaching Mentoring & Peer Review of Teaching Ad hoc Committee, 2019

Department Head Administrative Review Committee, 2019