

CURRICULUM VITAE

SEUNGHO MOON, Ed. D.

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FIELD OF EXPERTISE

Arts-based Curriculum Theories and Leadership
Community-School-University Partnerships and Civic Engagement
Educational Foundations in the Social Context
Research Methodology (Qualitative Research, Narrative Research)

ACADEMIC POSITIONS

Loyola University Chicago, School of Education

Professor (July 1, 2021- Present)

Associate Professor (Tenured) (July 1, 2017- June 30, 2021)

Assistant Professor (August 2015-June 30, 2017)

Fellowships and Board of Director:

- **Fulbright U.S. Scholar** (2026-2027). Korea as research: Ontology and methodology of Korean diaspora. Hosted by Seoul National University's Kyujanggak Institute (규장각) for Korean Studies - International Center for Korean Studies (ICKS).
- 2025-2026 Faculty Fellow: Mentoring, Office of the Provost
 - Share information about an institution-wide approach to holistic mentoring, informed by the successful programs implemented.
 - Analyze existing strengths of units for holistic mentoring.
 - Identify gaps in existing support and begin to create resources to fill those gaps.
 - Outline a plan for holistic mentoring in schools and at the institutional level.
- 2025 Anti-Oppressive Pedagogy PLC – Summer Fellow
 - Develop a problem of practice (PoP) and a plan to improve a course using anti-oppressive pedagogy
 - Peer observations and CoP (Community of Practices) in alignment the fellow's identified PoP.
- 2019-2022 Community-Engaged Scholars Faculty Fellow, Center for Engaged Learning, Teaching, and Scholarships (CELTS), LUC.
- Advisory Board Member, The Hank Center for Catholic Intellectual Heritage, Loyola University Chicago (2021- present)

Leadership Positions:

Co-Program Director, Ed.D. & MEd. in Curriculum, Culture, and Communities (3Cs) (2020-2025)
C&I Ed.D. Program Director (2018-2020)

- Providing strategic leadership and vision to elevate the reputation and academic quality of the EdD and

MEd program.

- Leading curriculum development, assessment, and continuous improvement for program excellence.
- Revising and updating the capstone project for Ed.D. students, including Dissertation in Practice (DiP).
- Assessing program via PLO (Program Learning Outcomes) curriculum map and report the progress to Academic Program Review (APR)
- Suggesting adjunct faculty and mentored them to ensure high teaching standards and faculty development.
- Overseeing student recruitment efforts, attracting a diverse, high-caliber cohort of EdD candidates.
- Nurturing an inclusive and collaborative learning community through faculty engagement.
- Managing program resources in coordination with SOE leadership.
- Mentoring graduate students and supervised doctoral dissertations, supporting academic success.
- Representing the program at key institutional events, including graduation and academic residences.
- Collaborating with interdisciplinary faculty and research centers to enhance program impact.

Courses Taught:

CIEP 521 Curriculum Theory and Research with Schools and Communities

CIEP 440 Critical Investigations in the Field of Curriculum

CIEP 469 Issues Shape Teaching and Learning in Urban Schools and Communities

CIEP 488 Participatory Action Research (PAR) in Schools and Communities

CIEP 425 Assessment Theory and Practice

CIEP 415 Models of Instruction (Emphasis on AI-assisted instruction)

TLSC 110 The Profession and Our Program

TLSC 120 Bringing Language, Learning, & Development Theory into Practice

TLSC 130 Community Immersion

TLSC 140 Teaching, Learning and Leading for Social Justice

TLSC 150 Constructive Learning Environments for Diverse Learners

TLLSC 340 Teaching and Learning in an Area of Specialization

TLLSC 350 Teaching and Learning with a Global Framework

TLLSC 300 Professional Learning Communities

- University, College, and Unit Committee Member

Center for Faculty Development, Advisory Board (2026-present)

Provost Search Advisory Committee, LUC (2023-2024)

Academic Technology Committee, LUC (2016-2022)

Faculty Evaluation Committee, SOE (2019-2020; 2024-2026)

Academic Council - faculty at large representative (2019-2020)

Grievance Committee Chair (2019-2020)

Award Committee, SOE (2018-2019 & 2021-2023 Chair)

CAEP Accreditation Committee (2018-2019)

Tocci, C., Cohen, S. L., Moon, S., & Kennedy, A. (2018). CAEP Standard 4 - Evidence of program impact. LUC-CAEP Unit Accreditation Report

Committee for Community Partnership, T&L (2015- 2017)

The Ignition Pedagogy Certificate (Program development committee, 2016-2017)

Teaching Center for Arts and Media Partnerships (Program development committee 2015-2018)

- Dissertation Committee Chair

Eleanor Charlton, proposal defended (CIEP 600)

Mo Lonergan, Comps complete (CIEP 600)
Matt Gallagher, Comps (CIEP 610)
Keith Brown, in progress
Annie Kelly, 2021
Jenna Mortensen Nelson, 2018
Yeorim Ana Hwang, 2018 (Oklahoma State University)

▪ Dissertation Committee

Gina Kelling, proposal defended
Lauren Thompson, in progress
Jessica Young-Eleazar, in progress
Alejandra Vazquez, in progress
Bernhard Walke, 2026
Murray Findlay, 2025
Mark Maranto, 2024
Stephanie Kiley, 2023
Wenjin Guo, 2022
Jon Schmidt, 2021
Caleb Steidam, 2022
Sheldon Krieger, 2022
Haewan Rho, 2020 (external committee, Arcadia University)
Sammie Burton, 2020
Kathryn Castillo-Clark, 2018
Jihye Kang, 2017 (external committee, Michigan State University)

Assistant Professor (August 2011- August 2015)

Oklahoma State University-Stillwater -College of Education

Faculty membership in the School of International Studies (SIS)

▪ A tenure-track assistant professor in the Curriculum Studies program

CIED 5053 Curriculum Issues (face-to-face, hybrid, and online formats)
CIED 5623 Multicultural and Diversity Issues in Curriculum
CIED 5730 Seminar in Education: The Aesthetic Experience and Education
CIED 6030 Contemporary Issues in Curriculum Studies: Cultural Identity and Research
CIED 6043 Curriculum Leadership
CIED 6053 Advanced Curriculum Studies
CIED 6133 Theory to Practice in Education
CIED 6143 School Reform
CIED 6163 Advanced Research Strategies in Curriculum

▪ University, College, and Unit Committee Member

OSU-University Network of Community Engagement. COE Representative (2013-2015)
Committee for the Assessment of General Education: Diversity Reviewer (2013)
OSU Research Symposium Reviewer and Judge (2013, 2015)
COE Student Affair Committee and Alternative (2013-2015)
COE Student Tech Fee Committee (2012-2013)
Student Scholarship Reviewer (2012-2015)

EDUCATIONAL HISTORY

- Ed.D *Teachers College, Columbia University, New York, NY*
Doctor of Education in Curriculum & Teaching (emphasis in Curriculum Studies), Sept. 2005 - May 2011
Dissertation: Autobiographical Interrogations of Multicultural Education: Complicating Conversations in Curriculum Studies
Committee: Janet L. Miller, Molly Quinn, Maxine Greene, and Marc Hill.
- MA *Hanyang University, Seoul, South Korea*
Master of Arts in Curriculum Studies and Teaching-Learning, September 2002-August 2004
Thesis: A Curriculum Development Model for Brian-based Learning Theory
- BA *Hanyang University, Seoul, South Korea*
BA in Education, March 1999 – August 2002
Teaching credential – Educational Foundations/Character Education (secondary)
Pittsburg State University, Pittsburg, KS
Exchange Student, August 2001- May 2002
- BA *Suwon Catholic University, Suwon, South Korea*
Bachelor of Arts in Philosophy (Minor in Theology), March 1992 -February 1996
Thesis: Heidegger's Ontology and Epistemology

PROFESSIONAL DEVELOPMENT AND CERTIFICATES

- Anti-Racist Pedagogy Certificate Program, The Faculty Center for Ignatian Pedagogy (FCIP), Loyola University Chicago (2024-2025)
- Certificate in Ignatian Pedagogy, The Faculty Center for Ignatian Pedagogy (FCIP), Loyola University Chicago (2018-2019)
- Online Teaching Course, Faculty Center for Ignatian Pedagogy (FCIP), Loyola University Chicago, Fall 2018 & Spring 2020
- Focus on Teaching and Learning (FOTL), Loyola University Chicago, Fall 2018.
- All Things Ignatian Seminar, The Hank Center for the Catholic Intellectual Heritage, Loyola University Chicago, Spring 2018
- POI (Preparing Online Instructor) Certificate, Oklahoma State University, Spring 2012

PUBLICATIONS

Books

- **Moon, S.** (2022). [*The flows of transnationalism Cultural identities and reimagining curriculum*](#) (Routledge). (Peer reviewed book). Recipient of the 2023 Society of Professor of Education Book Award
- Ryan, A., Tocci, C., & **Moon, S.** (2020). [*The curriculum foundations reader*](#). New York, NY: Palgrave Macmillan. (Peer reviewed book). Recipient of the 2022 Society of Professor of Education Book Award
- **Moon, S.** (2019). [*Three approaches to qualitative research through the ARtS: Narratives of teaching for social justice and community*](#). Rotterdam, The Netherlands: Brill|Sense (Peer reviewed book). Translated in Korean (2021).
- **Moon, S.,** Newbery, M., & Kumar, J., (2027) *Light in bleak times: Reflections on Janet Miller's*

curriculum theorizing and praxis. Emerald.

- **Moon, S.** (prospectus accepted). *Arts-based inquiry in social justice education: Imagining possibilities with the aesthetic experience*. Routledge.
- Ryan, A., Tocci, C., & **Moon, S.** (accepted). *The curriculum foundations reader* (2nd ed.) Palgrave.

Guest Editor

- **Moon, S.**, Nelson, J., & Tocci (in progress). Transnationalism as Transcultural-Translational Discourses in Education. *Educational Studies*
- **Moon, S.** (in progress). [Korea as Research: Local Epistemologies as the Contexts and Contents of Inquiry](#). *Comparative Education Review*.

Peer Reviewed Journal Publications

- ³⁷ **Moon, S.**, & Charlton (2026). Stories on anti-racist performances: Interrupting recalibrations of whiteness in teacher education. *Multicultural Perspectives*. 28(1), 3-13. <https://doi.org/10.1080/15210960.2026.2630346>
- ³⁵ Nelson, J. & **Moon, S.**, (2025). Relationships in-the-making in virtual learning communities: Theorizing relationships in critical multicultural education. *Multicultural Education Review*. 17(3), 307-329. <https://doi.org/10.1080/2005615X.2025.2553992>
- ³⁴ **Moon, S.**, (2025). Releasing the Imagination in Judiciary Education: Object-Based Inquiry in Civic Wellness. *Journal of Museum Education*, 50(1), 63-74. <https://doi.org/10.1080/10598650.2025.2465099>
- ³³ **Moon, S.**, (2024b). Korean epistemology and research: Centering local epistemologies in qualitative inquiry. *Asian Qualitative Inquiry Journal*, 3(2), 89-99. <https://doi.org/10.56428/aqij.2024.3.2.89>
- ³² **Moon, S.**, (2024a). Maxine Greene and relational imagination: Interrelationality as discourse in critical imagination. *Professing Education*, 23(1), 31-34.
- ³¹ **Moon, S.**, Schmidt, J., Press, A., Ensminger, D., Hendrickson, M. (2023). An emerging university school partnership: A story in two acts. *Engage!* <https://doi.org/10.18060/26542>
- ³⁰ **Moon, S.** & Guo, W. (2021). Curriculum theorizing of self-other for change: To see, to observe, and to contemplate through *I-Ching* (The Book of Change). *The Curriculum Journal*. <https://doi.org/10.1002/curj.142>
- ²⁹ Tocci, C. & **Moon, S.** (2020). Non-violencing: Imagining non-violence pedagogy with Laozi and Deleuze. *Journal of Philosophy in Education*. 54(3), 541-562. <https://doi.org/10.1111/1467-9752.12406>
- ²⁸ **Moon, S.**, Ryan, A., & Pigott, T. (2019) “Do this in memory of me”: Examining Catholic subjectivity and teacher education. *Cogent Education*, 6(1). <https://doi.org/10.1080/2331186X.2019.1592736>
- ²⁷ **Moon, S.** (2018b). The paradox of being and the (im)possibility of post-modernism: A paradox and Eastern Thought. *Educational Philosophy and Theory*, 50(14), 1450-1451. <https://doi.org/10.1080/00131857.2018.1462450>
- ²⁶ **Moon, S.** (2018a). Seodang: A pilgrimage toward knowledge/action and "us-ness" in the community. *Cogent Education*, 5(1). <https://doi.org/10.1080/2331186X.2018.1516498>
- ²⁵ **Moon, S.**, & Jung, J. (2018). Complicated narratives of “Korean-ness”: Towards strategic provisionality in parental involvement. *Race Ethnicity and Education*, 21(5), 643-660. <https://doi.org/10.1080/13613324.2017.1294567>
- ²⁴ **Moon, S.**, Nelson, J. M., Hwang, Y., & Danley, M. (2017). Heart is active citizenship: Reimagining civic education. *Creative Education*, 8, 1673-1681. <https://doi.org/10.4236/ce.2017.810113>
- ²³ **Moon, S.** (2017b). *Donghak*, self/other, and social transformation: Towards diverse curriculum discourses on equity and justice. *Educational Philosophy and Theory*, 49(12), 1146-1160. <https://doi.org/10.1080/00131857.2016.1216386>
- ²² **Moon, S.** (2017a). Reframing learning to teach diversity: Multicultural curriculum within a cosmopolitan context. *Asia-Pacific Journal of Teacher Education*. 45(5), 469-486. <https://doi.org/10.1080/1359866X.2016.1245407>
- ²¹ **Moon, S.** (2016c). “Active citizenship is an awesome party!” Creating in-between spaces for the school-community-university partnership. *Teaching Artist Journal*, 14(3). 145-153.

- ²⁰**Moon, S.** (2016b). TheARtS community without community: Imagining aesthetic curriculum for active citizenship. *Sage Open*, July-September, 1-11, DOI: 10.1177/2158244016664772.
- ¹⁹**Moon, S., & Strople, C.** (2016). (Im)possible identity: Autoethnographic (re)presentation. *The Qualitative Report*. 21(7), 1320-1350. Retrieved from <http://nsuworks.nova.edu/tqr/vol21/iss7/10>.
- ¹⁸**Moon, S.** (2016a). Poststructural theorizing of “experiences”: Implications for qualitative research and curriculum inquiries. *The Journal of Qualitative Inquiry*. 2(1), 33-65.
- ¹⁷**Moon, S.** (2015). Wuwei (non-action) philosophy and actions: Rethinking “actions” in school reform. *Educational Philosophy and Theory*. 47(5), 455-473.
- ¹⁶**Mills, A. & Moon, S.** (2014). Teaching equity through “Gatsby” in the age of CCSS. *English Journal: National Council of Teachers of English*. 104(2). 86-92.
- ¹⁵**Benn-Duke, S. & Moon, S.** (2013). “All” that includes tribal schools: Strategies towards culturally sensitive CCSS. *Scholar-Practitioner Quarterly*. 7(1). 78-84.
- ¹⁴**Lee, S. & Moon, S.** (2013). Teacher reflection in literacy education—Borrowing from Bakhtin. *International Journal of Higher Education*. 2(4). 157-164.
- ¹³**Kim, Y.C., Moon, S., & Joo, J. H.** (2013). Elusive images of the Other: A postcolonial analysis of South Korean history textbooks. *Educational Studies*. 49(3). 213-246.
- ¹²**Moon, S.** (2013). *Tasanhak*, Korean Neo-Confucianism, and curriculum studies: Complicating conversations in human nature, knowledge, and justice. *Journal of Association of the Advancement of Curriculum Studies*. 9(1). 1-18. http://www.uwstout.edu/soe/jaaacs/upload/v9_Moon.pdf
- ¹¹**Moon, S., Rose, S., Black, A., Black, J. Hwang, Y. Lynn, L., & Memoli, J.** (2013). Releasing the social imagination: Art, the aesthetic experience, and citizenship in education. *Creative Education*, 4(3). doi: 10.4236/ce.2013.43033.
- ¹⁰**Moon, S.** (2012b). Disciplinary images of “Korean-ness”: Autobiographical interrogations on the panopticon. *SAGE Open*, 2(3), 1-12. doi: 10.1177/2158244012455649.
- ⁹**Moon, S.** (2012a). Cultural translation: Cultural discourse with/in Internationalization of curriculum studies. *Transnational Curriculum Inquiry*, 9(1), 1-19. <http://nitinat.library.ubc.ca/ojs/index.php/tci>
- ⁸**Moon, S.** (2011). Rethinking culturally responsive teaching for new (im)possibilities of multicultural curriculum studies and policy. *Multicultural Education Review*, 3(2). 69-102.
- ⁷**Moon, S.** (2010). Multicultural and global citizenship in a transnational age: The case of South Korea. *International Journal of Multicultural Education*, 12(1), 1-15.
(Translated and published as a book chapter. Kim, Y. C. (Ed.). (2012). Curriculum theorizing: Historical and contemporary inquiries. Paju, Korea: Academy Press. pp. 477-491)
- ⁶**Kwon, K., Suh, Y., Bang, Y., Jung, J., & Moon, S.** (2010). The note of discord: Examining educational perspectives between teachers and Korean parents. *Teaching and Teacher Education*, 26(3), 497-506 –SSCI journal.
- ⁵**Sonu, D. J., & Moon, S.** (2009). Re-visioning into Thirdspace: Autobiographies on losing home-and-homeland. *Journal of Curriculum and Pedagogy*. 6(2), 142-162.
- ⁴**Moon, S., Jung, J., Bang, Y., Kwon, K., & Suh, Y.** (2009). “I don’t see color. I only see children!: Teachers’ color-blindness for Asian students. *US-China Education Review*, 6(8), 80-84.
- ³**Kim, M. & Moon, S.** (2006). Educational criticism as a curriculum inquiry methodology: The theory and practice. *The Korean Journal for Curriculum Studies*, 25(1). 120-141.*
- ²**Kim, M. & Moon, S.** (2004b). A Brain-based Curriculum Model and Its Implication. *The Korean Journal for Curriculum Studies*, 23(4), 135-164.*
- ¹**Kim, M. & Moon, S.** (2004a). A Qualitative Inquiry for Teacher’s Deliberation for Brain-based Learning Theory and Its implication. *Hanyang Educational Review*, 20, 19-52.*

Book Chapter (Reviewed via the Call for Book Chapters)

- **Moon, S. & Ezech, M. K. N.** (2026). Paradox of idols in religion and education. In Paraskeva, J. M. (Ed). *The transcendental hypothesis: The intellectual legacy of Dwayne E. Huebner*. Brill.
- **Moon, S.** (2025). Korean epistemology and qualitative research. In Y. Kim, J. Jung, & J. Cho (Eds.), *Post-orientalism and qualitative research in South Korea* (pp. xx–xx). Academy Press. *
- **Moon, S.** (2023). The flows of transnationalism, shifting identities, and relationships in-the-making. In Vaughan, K. & Nunez, I. (Eds). *Praxis: Curriculum studies in K-12 Classrooms, teacher preparation programs, arts organizations, and communities* (pp. 117–186). Teachers College

Press.

- Kelly, A., Nelson, J. & **Moon, S.** (2021). Teaching without organs: The pandemic in bodies and culture. In K. Varner, S. Bickmore, D. Hays, P. Schrader, D. Carlson, & D. Anagnostopoulos (Eds.). *The Corona Chronicles: On leadership, processes, commitments, and hope in uncertain times* (pp. 145-152). New York, NY: Diopress.
- **Moon, S.,** & Tocci, C. (2020). [Citizenship education beyond the nation-state: Implications for teacher education](#). In D. Schugurensky & C. Wolhunter, (Eds.). *Critical global citizenship education* (pp. 85-101). New York, NY: Routledge.
- **Moon, S.,** Castillo-Clark, K., Lee, K., Ryan, A., Sanders, T, & Estanich, J. (2019). Learning to teach international mindedness: Being and becoming teachers in communities of practice. In A. Heineke & A. Ryan (Eds.), *Teaching, Learning, and Leading with Schools and Communities: One University: Reinvents Teacher Education for the Next Generation* (pp. 152- 173). New York, NY: Routledge.
- **Moon, S.** (2019). Belonging to the U.S. academia without belonging to it: The journey of “international” faculty. In A. Kemp (Ed.), *Dignity of the calling: Educators share the beginning of their journeys* (pp. 101-105). Charlotte, NC: Information Age Publishing.
- **Moon, S.** (2017). Unfinished variations of lived experience: The curricular encounter between Maxine Greene and Korean Arts. In R. Shin, M. Lim, M. Bae-Dimitriadis, & O. Lee, (Eds.). *Pedagogical globalization: Traditions, contemporary art, and popular culture of Korea* (pp. 267-276). International Society for Education through Art (InSEA) E-book publication. Retrieved from http://www.insea.org/publications/Pedagogical_Globalization.pdf.

Scholarly Archives

- **Moon, S.** (Ed.) (2017). *The Maxine Greene lectures from “Education and the Aesthetic Experience”*: A&HF 4092 [in-the-making]. Maxine Greene Archive: “Teaching (Courses, Syllabi) and CV.”. A&HF 4092 Transcript Seungho Moon. Housed by the Gottesman Library at Teachers College, Columbia University, New York, NY: Teachers College. Retrieved from <http://pocketknowledge.tc.columbia.edu/home.php/viewfile/149063>.

Encyclopedia Entry

- **Moon, S.** (2021). Transnational curriculum studies. In William H. Schubert and Ming Fang He (Eds.), *Oxford Encyclopedia of Curriculum Studies*. New York: Oxford University Press. doi:10.1093/acrefore/9780190264093.013.1577 (Peer-reviewed).
- **Moon, S.** (2012). Korea, multicultural education in. In J.A. Banks (Ed.), *Encyclopedia of Diversity in Education* (vol. 2, pp. 1307-1312). Thousand Oaks, CA: Sage Publications.

Book Reviews

- **Moon, S.** (2022). The call to teach without a “call” to teach. Review on David Hansen’s *Reimagining the call to teach: A witness to teachers and teaching*. *Studies in Philosophy and Education*. <https://doi.org/10.1007/s11217-022-09862-4>
- Nelson, J. M., & **Moon, S.** (2019, August 29). *Teachers College Record*, ID Number: 23074. <https://www.tcrecord.org/Content.asp?ContentId=23074>. Whitty, G. & Furlong, J. (Eds.). *Knowledge and the study of education: An international perspective*. Symposium Books.
- **Moon, S.,** & Nelson, J. M. (2016, April 15). *Teachers College Record*, ID Number: 19697. <http://www.tcrecord.org/Content.asp?ContentId=19697>. Bruno-Jofré, R. & Johnston, J.S. (Eds.). *Teacher Education in a Transnational World*. Toronto, Canada: University of Toronto Press.

- **Moon, S.** (2012, April 6). *Teachers College Record*, ID Number: 16748. <http://www.tcrecord.org/Content.asp?ContentId=16748>. Hendry, P. Engendering curriculum history. New York, NY: Routledge.
- **Moon, S.** (2011, December 1). *Teachers College Record*, ID Number: 16615. <http://www.tcrecord.org> Watkins, W. H. (Ed.).(2011). The assault on public education: Confronting the politics of corporate school reform. New York: Teachers College Press.
- **Moon, S.** (2010). (Im)Possibilities of “undoing” identity in a third space. *Journal of Curriculum Theorizing*, 26(2), 129-135.

Policy Report

- **Moon, S.** (2013b). *Undergraduate curriculum policy and reform in the US*. Higher Education Policy Research Institute, Korea University, Seoul. *
- **Moon, S.** (2013a). *Issues in Korean multicultural education and its policy: Unity and diversity*. Human Resources Development Center, Seoul National University. *

Translations

- **Moon, S.** (Trans.) (2019). *Releasing the imagination: Essays on education, the arts, and social change*, Greene, M. Seoul, Korea: Park Young Story.*
- **Moon, S.** (Trans.) (2011). *Variations on a blue guitar: The Lincoln Center Institute Lectures on Aesthetic Education*, Greene, M. Seoul, Korea: Da Vinci Press.*
- **Moon, S., Kim, Y. C., & Jung, J. H.** (Trans.) (2009). *Making choices for multicultural education: Five approaches to race, class, and gender* (6th ed.), Sleeter, C. E. & Grant, C. A. Seoul, Korea: Academy Press.*

Manuscript Under Review

- Staton, R., & **Moon, S.** (in preparation). Polychrome and colorism.

* *INDICATES PUBLISHED IN KOREAN*

GRANT PROJECTS

- Arts-based inquiry for advancing empathy and critical “feeling” skills. Office of Research Services, Loyola University Chicago, 2025 (Funded \$5,000). RSG #1333.
- Theorizing self, other, and community with Korean epistemologies: Implications for social transformation with diverse perspectives. Office of Research Services, Loyola University Chicago, 2024 (Funded \$5,000). RSG #1232.
- Examining self, other, and community in Korean Studies: Implications for social transformation with diverse perspectives. 2023 Korean Studies Grant Program. Academy of Korean Studies (AKS)—The Principal Investigator (Not funded).
- Education with/out community: Complicating “we-ness” in Korean Epistemology. 2022 Korean Studies Grant Program. Academy of Korean Studies (AKS)—The Principal Investigator (Not funded).
- Exploring the Emerging Paradigm of Teaching and Learning: Examining University-Assisted Community Schools (UACS)- Year 2. Office of Research Services, Loyola University Chicago, 2020 (Funded \$5,000) - The Principal Investigator.

- *Transcultural conversations and questioning identities*. Supported by the Book Subvention Grant Program, Office of Research Services, Loyola University Chicago, 2020 (Funded \$2,000)
- *Disrupting the Partnership Research Hierarchy in Community Schools: A Design-based, Aesthetic-based Approach to Change-Oriented Sustainable Partnerships for Chicago Public Schools*. Spencer Foundation Research-Practice Partnership Grant (not funded, \$400,000), 2020 - The Principal Investigator.
- *Exploring the Emerging Paradigm of Teaching and Learning: Examining University-Assisted Community Schools (UACS)*. Office of Research Services, Loyola University Chicago, 2018 (Funded \$5,000) - The Principal Investigator.
- *Three approaches to qualitative research through the ARTS: Narratives of teaching for social justice and community*. Rotterdam, The Netherlands: Brill|Sense. Supported by the Book Subvention Grant Program, Office of Research Services, Loyola University Chicago, 2018 (Funded \$2,000)
- *Curriculum foundations reader*. Supported by the Book Subvention Grant Program, Office of Research Services, Loyola University Chicago, 2018 (Funded \$2,000)
- Korea's *Seo-dang* Education: Examining Indigenous Epistemology and Theorizing Diverse Pedagogy (\$13,367). 2017 Korean Studies Grant Program. Academy of Korean Studies (AKS)—The Principal Investigator (2017).
- *Three Narratives in Theorizing Catholic Intellectual Heritage: Autobiographical Investigation in Catholicism, Subjectivity, and Teacher Education*. The Joan and Bill Hank Center for the Catholic Intellectual Heritage (CCIH). Principal Researcher (\$9,014 in 2017).
- Korea's *Seo-dang* Education: Examining Indigenous Epistemology and Theorizing Diverse Pedagogy (\$5,000 in 2016). Loyola University Chicago-Research Support Grants – Project Director.
- *Measuring the Efficacy of Arts Integrated Instruction in Raising Student Engagement, Motivation and Interpersonal Skills*. IES Grants (\$2,165,958)—Co-Investigator (not funded in 2016)
- *Reimagining Teaching and Learning in Neighborhood High Schools: Planning Curriculum across Schools, Communities, Cultural Institutions, and Universities*. Generation All Grant Application for Early Action Projects (\$24,999)—Key Personnel
- *The ARTS (Aesthetic, Reflexive thoughts, & Sharing) Summer Camp 2016*. 2014-15 The National Endowment for the Arts (NEA) Art Works (not funded)—The Principal Investigator (declined).
- "ARTS (Aesthetic, Reflexive thoughts, & Sharing) Initiative." 2013-14 Oklahoma Arts Council (OAC) Major Grant \$8,000 (\$3,750 OAC & \$4,250 matching from College of Education, OSU). Year 2: 2014-15 Grants (\$3,750 OAC & \$3,750 OSU) —The Principal Investigator.
- *Donghak* (Eastern Learning) and Epistemology: Implications for Diversity and Social Transformation. 2014 Korean Studies Grant (\$10,000). The Academy of Korean Studies—The Principal Investigator.
- "From Global to Local and Back Again: 'Recognizability' and Cultural Difference" OSU Provost's Teaching Research Grant 2012-2013 (\$1,500).
- "Cross-cultural Curriculum Theorizing: Rethinking Taking Action from *Wuwei* (non-action) Philosophy." Oklahoma Humanities Council Scholar Grants (not funded).
- "Imagination and *Wuwei* for Social Justice: 'Bridging Cultures' through Conversation between Maxine Greene and Taoism." National Endowment for the Humanities (NEH) Summer Stipends. Limited Submission from Oklahoma State University (not-funded).
- *Rethinking Citizenship & the American Dream through Modern American Literature: Transition from PASS objectives to CCSS*. SPEF (Stillwater Public Education Foundation) Grants (\$400)—Co-PI.
- *Variations on a Blue Guitar* (by Maxine Greene) Translation Project 2010-2011. Funded by Seoul Foundations of Arts and Culture (SFAC). (Funded \$7,000).
- "Comparison of Educational Perspectives of Korean Parents of Elementary School Students and

Elementary School Teachers.” The Grant for Student Research in Diversity, 2006-2007 (Funded \$3,000)

- “State Asian Identity (SAY): Culturally Awareness for Community Development.” The President's Grant for Diversity & Community Initiatives, Teachers College, Columbia University, 2006-2007 (Funded \$2,000)

SELECTED PAST TEACHING EXPERIENCE

Visiting Professor, July 2014, July 2015, & July 2016

Hanyang International Summer School (HISS), Seoul, South Korea

Course: ISS 1051. Topics in Korean Arts and Society

ISS 1053. Introduction to Education

Teaching Assistant, September 2008- May 2011

Department of Arts and Humanities, Teachers College, Columbia University

Course Assisted: *A&HF 4092 Education and the Aesthetic Experience*

Assisted Professor Maxine Greene to connect the humanities, works of art, aesthetics, and education

Discussed students’ aesthetic experience, their vision for social justice, and actual engagement in teaching in order to attain and sustain an attitude of wide-awakeness towards social justice

PRESENTATIONS (SINCE 2011)

Peer Reviewed Conference Presentation

- Staton, R., & Moon, S. (2026, January). *The white lie: The myth of pure marble and the color of antiquity*. Paper presented at the 139th Annual Meeting of the American Historical Association, Chicago, IL.
- Moon, S., & Charlton, E. (2025, May). Performative anti-racism and masked teacher education. International Congress of Qualitative Inquiry Annual Conference.
- Moon, S., (2025, April). Envisioning curriculum toward just education renewal: A discussion about culture, gender, and race. Invited Panelist with Drs. Gloria Ladson-Billings and Boni Wozolek. Division B Fire Chat. Denver, AERA.
- Moon, S. (2025, April). Releasing the imagination for professionals in education: Aesthetic education for transformative experience and multiple perspectives. Denver, AERA.
- Moon, S. (2025, April). Korean epistemology in education: Creating of new worlds amid the challenging times. Denver, AERA.
- Nelson, J., & Moon, S. (2024, May). Relationships in-the-making: Mapping and knitting relationships in online learning communities. Urbana-Champaign. International Congress of Qualitative Inquiry Annual Conference.
- Moon, S., & Buis, E. (2024, May). Arts and anti-oppressive pedagogy: Aesthetics-based inquiry in professional learning communities (PLC). Urbana-Champaign. International Congress of Qualitative Inquiry Annual Conference.
- Moon, S., (2024, April). Theorizing self, other, and community within Korean epistemologies: Situated in fa(r)thering and be/coming father. AAACS annual conference.
- Moon, S. (2024, April). Fa(r)thering: Multifaceted narratives of be/coming father. A presentation at the Society of Professor of Education conference.
- Moon, S. (2023, April). Transnational communities without communities. A symposium presentation. Chicago, AERA.
- Nelson, J. & Moon, S. (2023, April). Cartography of relationships” Mapping online learning

community post-humanically. A symposium presentation. Chicago, AERA.

- Moon, S. (2023, April). “Mel-*han*-cholia”: Theorizing loss & sorrow-ness in Korea’s history & political imagination. AAACS’s Taskforce of Internationalization of Curriculum Studies.
- Moon, S., Hallal, N., Buis, E., Butler, A., Farrand, J., Golden, T., Johnson, R., LaBorn, M., Moran, E., Walke, B. (2023, April). Centering Community Engagement in Curriculum Studies: Blurring Boundaries of Teaching-Learning in Urban Context. American Association for the Advancement of Curriculum Studies (AAACS) Annual Conference.
- Moon (2022, April). Collective memory, nationalistic curriculum, and subjectivity: The birth of "absolute enemy" as governmentality. A symposium presentation. San Diego, AERA.
- Moon, S. Leal, F., Schmidt, J. Kyles, C., Ensminger, D., Hendrickson, M., Henfield, M., Mullahey, Burton, S., & Kelly, A. (2021, April). The aesthetics of complexity and messiness in partnerships. Div J Symposium of "Challenges and narratives of community engagement as ethical responsibilities. Virtual Conference. AERA
- Moon, S., Guo, W. (2021, May). I-Ching (The Book of Change) and reimagining social transformation. To see, to observe, and to contemplate (Chapter 20). AAACS’s Taskforce of Internationalization of Curriculum Studies.
- Moon, S. & Tocci, C. (2021, April). Reflections of nonviolence pedagogy with Loazi and Deleuze in the era of pandemic. Confucianism, Taoism, Buddhism and Education (CTBE) Symposium of Peaceful Solutions to Challenges of Pandemic: Cross-Disciplinary Perspectives From the East to the West. Virtual Conference. AERA
- Moon, S., Guo, W. (2020, April). Curriculum theorizing for social transformation: Cross-cultural conversation between I-Ching and Ignatian Pedagogy. AERA.
- Moon, S. (2020, April). Theorizing transnational flows and mobilities. Division B Symposium: Light in Bleak Times: Reflections on Janet Miller's Four Decades of Curriculum Theorizing and Praxis. AERA.
- Moon, S., Tocci, C. & Koh, J. (2019, April). (De)territories of teacher education: TLLSC without organs. . In the Division K Symposium, AERA. Toronto, Canada.
- Moon, S., Guo, W. (2019, April). I-Ching and curriculum of transformation and spirituality: After completion (63) and before completion (64). The AAACS’s Internationalization of Curriculum Studies Taskforce. AAACS, Toronto, Canada.
- Moon, S. (2018, April). Rethinking self-other and neoliberalism from Eastern epistemology. In the Division B Symposium, A Decolonized Curriculum Future: Toward Geopolitical Traditions of Educational and Cultural Criticism. AERA. New York, NY.
- Moon, S. (2018, April). Complicating "international-ness" with/in postfoundational research. In the Roundtable Session, ...In-the-Making: Generating Curricular Possibility with Janet L. Miller. AERA. New York, NY.
- Moon, S. (2018, April). Korea's Seo-dang education: Examining indigenous epistemology and theorizing diverse pedagogy. AAACS. St. John University, NY.
- Moon, S., & Burton, S. (2017, November). Rethinking transformative education: Complicating conversations from Afrocentric and Asiatic discourse. The Society for the Philosophical Study of Education. Chicago, IL.
- Moon, S., & Tocci (2017, April), Knowledge to (non)action for non-violence: A Conversation between Deleuzian thought and Eastern epistemology. AERA. San Antonio, TX.
- Moon, S. (2017, April) Self-cultivation without “self”: Spirituality as cross-cultural curriculum discourse. AERA. San Antonio, TX.
- Moon, S., Nelson, J. M., Hwang, A., & Danley, A. (2017, April), The Aesthetic, reflexive thoughts, and sharing (ARtS) initiative and after-school curriculum: Creating in-between space in urban education. AERA. San Antonio, TX.

- Moon, S. (2016, October). Self-cultivation without “self”: Spirituality as cross-cultural discourse. Bergamo/Journal of Curriculum Theorizing Conference. Dayton: Ohio.
- Moon, S. (2016, April). *Donghak* (Eastern Learning), self-other, and social transformation. AERA. Washington D.C.
- Moon, S. (2016, April). Unfinished variations of lived experience: The curricular encounter between Maxine Greene and Korean Arts. AERA. Washington D.C.
- Moon, S. (2015, October). The aesthetic experience and Korean art: Releasing the social imagination in new times. Bergamo/Journal of Curriculum Theorizing Conference. Dayton: Ohio.
- Appelbaum, P., Price, T. A., Moon, S., & Aletheiani, D. R. (2015, May). Engaging conversations through multiple epistemologies in international curriculum studies literature: AAACS’s Internationalization of Curriculum Studies Taskforce. IAACS. Ottawa, Canada.
- Moon, S., Hwang, Y., & Danley, M. (2015, April). The Aesthetic, Reflexive thoughts, & Sharing (ARtS): The aesthetic experience and social imagination. AAACS. Chicago, IL.
- Moon, S. (2014, April). *Wuwei* (Non-action) Philosophy and Actions: Rethinking “Actions’ in School Reform. SIG-Confucianism and Taoism in Education. AERA. Philadelphia: PA.
- Moon, S., & Mills, A. (2014, April). (Im)Possibilities of Teaching Justice through Literature: Exploring High School Students’ Concepts of Social Inequity in the Transition to CCSS. AERA. Philadelphia: PA.
- Moon, S. (2014, April). *Donghak* (Eastern Learning) in the 19th century Korea and Its Implications for the Internationalization of Curriculum Studies. Special Session-The Internationalization of Curriculum Studies Task Force. AAACS. Philadelphia: PA.
- Moon, S. (2014, April). The Aesthetic Experience and Community: Reflection on the Art-inspired After School Program in Urban Context. AAACS. Philadelphia: PA.
- Moon, S. (2013, April). From Global to Local and Back Again: “Recognizability” and Cultural Difference. In “Beyond Multicultural Curriculum Foundations: Toward Intercultural and Cosmopolitan Perspective. SIG-Critical Issues in Curriculum and Cultural Studies. AERA. San Francisco: CA.
- Moon, S. (2013, April). Complicating the Meanings of “Experience” In Curriculum Inquiry: (Im)Possibilities of Doing Research “Poststructurally.” Division B-Curriculum Studies/Section 3: Challenging Methodological Boundaries in Curriculum Inquiry. AERA. San Francisco: CA.
- Moon, S. (2013, April). The Aesthetic Experience, Imagination, and Social Justice: Examining Preservice/Inservice Teachers’ Understandings of Maxine Greene’s Philosophy. Division K-Teacher Education/Section 4: Multicultural Education. AERA. San Francisco: CA.
- Moon, S. (2012, November). “Korean-ness” with/out Korea: Complicating Racial/Ethnic Identity in Multicultural Education. National Association for Multicultural Education (NAME). Philadelphia: PA.
- Moon, S. (2012, November). “Korean-ness” with/out Korea: Complicating Racial/Ethnic Identity in Multicultural Education. National Association for Multicultural Education (NAME). Philadelphia: PA.
- Moon, S. (2012, October). *Wuwei* (non-action) and School Reform: Lessons from the Action of “Non-Action” Philosophy. Bergamo/Journal of Curriculum Theorizing Conference. Dayton: Ohio.
- Moon, S. (2012, May). Releasing the multicultural imagination: Aesthetic experience, imagination, and diversity in curriculum studies, 2012 Korean Association for Multicultural Education (KAME) International Conference, Hanyang University: Seoul, Korea.
- Moon, S. (2012, April). Cultural translation: Curricular Discourse with/in internationalization of curriculum studies. AERA. Vancouver, BC: Canada.
- Moon, S. (2012, April). Who “are” I? Visual narratives on the subjectivity in-the-making. Division B

symposium: (Im)Possibilities of alternative representation of reality, memory, and research in the crisis of representation. *AERA. Vancouver, BC: Canada.*

- Moon, S. (2012, April). Identity politics versus politics of identities: Whatever happens in the debates on identities in multicultural education? *AERA. Vancouver, BC: Canada.*
- Moon, S. (2012, April). Thinking globally about local issues: Politics of recognition in cultural diversity discourses. Panel Discussion: Beyond multiculturalism and Eurocentrism: Transnational, intercultural, and cosmopolitan conversations. *AAACS. Vancouver, BC: Canada.*
- Moon, S. (2012, April). Tasan Chong Yag-yong: Practical Learning School in Korean & Neo-Confucianism. Special Session-The Internationalization of Curriculum Studies Task Force. *AAACS. Vancouver, BC: Canada.*

SELECTED INVITED PRESENTATIONS

- Moon, S. & Staton, R. (2026, March). The Ignatian Demon Hunter's Guide: Teaching GenZ with Pop Culture. Master Class Series, Center for Faculty Development, LUC.
- Moon, S. (2026, January). *The why and how of Korean epistemology in educational research* [Workshop presentation]. *Korea as Research* virtual workshop series, Korean American Educational Researchers Association (KAERA).
- Moon, S. (2025, November). Color(ism) and Richard Hunt. Invited Talk by CELTS, LUC.
- Moon, S. (2024, July). Polychrome: The aesthetics, color, & power. Invited Talk by Maxine Greene Institute National Consortium.
<https://youtu.be/4H6ZBG0sLBc?si=B26G98dEWRYWXFoP>
- Moon, S., Hamilton, R., & Cannon, M. (2024, July). Embracing culture of belonging: Shifting perspectives for inclusive, supportive organizations. [Webinar](#)
- Moon, S. (2023, November). The aesthetic experience: Hope and imagination. Invited talk hosted by LUC Mission Integration's Centering our Centers event.
- Moon, S. (2023, November). Maxine Greene and relational imagination: Interrelationality as discourse in critical imagination. Louisville, KY. A presentation at the Society of Professor of Education conference.
- Moon, S. (2003, October). Autobiographical inquiry in "Asian" context: Trends, issues, and possible future directions. Invited Keynote Speaker at the 2023 Annual Conference of the Asian Qualitative Inquiry Association (AQIA).
- Tocci, C., Ryan, A., & Moon, S. (2023, April). Cross-cultural conversation in "pursuit of truth." Invited Keynote Speech by Confucianism, Taoism, and Buddhism in Education (CTBE) SIG, AERA.
- Moon, S. (2023, May). The paradox of "is-ness" and arts: Aesthetic-based inquiry in teaching DEIJ. 2023 Korean Association for Multicultural Education (KAME) International Conference, Seoul National University: Seoul, Korea.
- Moon, S. (2023, May). Releasing the imagination for diversity: The aesthetic experience and the landscape of knowing/feeling. The Academy of Korean Studies: Seoul, Korea.
- Moon, S., & Schmidt, J. (2023, Jan). Ed.D. & MEd in Curriculum, Culture, and Communities (3Cs): Institutional Efforts and Practices for Community Engagement. UACS National Network/NY-NJ UACS Event.
- Schmidt, J., **Moon**, S., Hendrickson, M., Bedford, A., & Auld, M. (2021). Mutual benefit, sustainability, and community-based learning. University Assisted Community Schools Conference. Netter Center @ Penn.
- Moon, S., & Tocci, C. (2020, Aug). Non-violencing: Reflections of Non-violence Pedagogy with Laozi and Deleuze in an Era of Pandemic. Invited presenters for the Love, Unity, Hope and Peace: For the

Betterment of the World Forum.

- Moon, S. (2020, May). Invited Panelist for Undergraduate Admission Office. "Jesuit Education." LUC.
- Moon, S. (2020, January). Invited Panelist for Focus On Teaching & Learning Workshop: "Creating Learner-Centered Engaged Experiences." LUC.
- Moon, S. (2019, November). The aesthetic experience and Ignatian pedagogy paradigms. The Faculty Center for Ignatian Pedagogy.
- Moon, S. & West-Frazier, E. (2019, November). EQUITY checklist: Toward cultural responsiveness & awareness in the legal professions. Illinois Judicial College, Lombard, IL.
- Moon, S. (2019, September). Half empty? Half full! Cultural identity and epistemology. LUC School of [EdTalk Series 3](#).
- Moon, S., Ensminger, D., & Tocci, C. (2017, October). Educating whole human beings: Reframing teacher education in authentic practice and authentic contexts. The Council of Academic Deans from Research Education Institutions (CADREI). Savannah, GA.
- Moon, S. (2016, August). Speaking other languages: Education and the myth of meritocracy. The Multicultural Management Center, Suwon, South Korea.
- Moon, S. (2016, June). Complicating the meanings of experience: (Im)possibilities of doing teacher research "poststructurally." The Center for In-service Teacher Education. Seoul National University, S. Korea.
- Moon, S. (2016, April). Belonging to the U.S. without belonging to it: The journey from doctoral student to a tenure-track job. An invited mentoring session at University of Madison-Wisconsin.
- Moon, S. (2016, April). The journey from doctoral student to a tenure-track job. AERA-Graduate Student Council Fireside Chat. Washington D.C.
- Moon, S. (2015, August). *Higher Education Policy and Development* sponsored by KOICA (Korea International Cooperation Development). The Center for Multicultural Education. Seoul, S. Korea.
- Moon, S. (2015, August). Unfinished variations on "teacher professionalism": The encounter between Maxine Greene and Korean Arts. The Center for In-service Teacher Education. Seoul National University, S. Korea.
- Moon, S. & Price, T. (2015, April). The value of collaboration. AAACS Graduate Student Council Brown Bag Luncheon Networking Events. Chicago, IL.
- Moon, S. (2015, March). *Wuwei* (non-action) and rethinking "actions" in school reform. Chicago, IL: School of Education, Loyola University Chicago.
- Britzman, D., Kohli, W., Miller, J., Moon, S., & Wang, H. (2014, November). *Maxine Greene: Multiplicities and Possibilities*. American Educational Studies Association (AESA). Toronto: Canada
- Moon, S. (2014, September). *Revisiting the Bluest Eye and releasing the imagination*. Career and Technical Education Equity Council (CTEEC). Catoosa, OK.
- Moon, S. (2014, September). *Half empty vs. half full: Rethinking privilege in Career & Tech education*. Career and Technical Education Equity Council (CTEEC). Catoosa, OK.
- Moon, S. (2014, April). *Imagination and leadership*. Action, Passion, Courage, Leadership: Higher Ed. Forum, High School Student Leadership Conference. Tulsa, OK.
- Moon, S. (2014, August). *Teachers' aesthetic experience & releasing the social imagination*. Seoul National University, S. Korea.
- Moon, S. (2014, August). To what extent do you want to reach out? Paradigms in educational research and turning points in life. Kunkuk University, S. Korea.
- Moon, S. (2013, September). *Living/working in a pluralistic society with "Others."* Career and Technical Education Equity Council (CTEEC). Tulsa, OK.
- Moon, S. (2013, July). *Complicating meanings of experience in multicultural curriculum inquiry: Theory into Practice I & II*. Seoul National University, S. Korea.

- Moon, S. (2013, July). *Current issues in U.S. multicultural curriculum inquiry*. Hanyang University.
- Moon, S. (2013, February). *Designing and assessing inclusive curriculum*. Diversity Series, ITLE Workshop, Oklahoma State University.
- Moon, S. (2013, January). *Rethinking banking-model of education: Internalized oppression & Critical consciousness in education*. Spring 2013 Faculty Convocation Speaker. Rose State College, Midwest City: OK.
- Moon, S. (2012, November). *Multicultural teacher education: Complicating conversations from Korea's approach*. The Center's 20th Year Celebration and Book Launch of the *Encyclopedia of Diversity in Education*. Sponsored by Center for Multicultural Education, University of Washington, WA.
- Moon, S. (2012, November). *The aesthetic experience and critical consciousness in education*. Professional and Administrative Staff Association (PASA) luncheon. Rose State College, Midwest City: OK.
- Moon, S. (2012, May). *Experience and thoughts: Narrative Research as an educational research methodology*. The Center for Teaching and Learning, Busan National University: S. Korea.
- Moon, S. (2012, May). *Neoliberalism and school reform in the U.S.* Sungkyunkwan University. S. Korea.
- Moon, S. (2012, May). *Narrative research: Theory and practice*. Ewha Woman's University. S. Korea.
- Moon, S. (2012, May). *Hakwon education as ThirdSpace: A discussion on Kim, Y. C. (2012). Qualitative research on Hakwon education phenomena for East Asian secondary school students*. POSCO T.J. Park Foundation: Seoul, South Korea (Discussant).
- Moon, S. (2012, April). *Social imagination, diversity, and the aesthetic experience for teacher education*. National Louis University: Chicago, IL.
- Moon, S., et al (2011, Oct). Provoking Dialogue(s) Session. *Journal of Curriculum Theorizing/Bergamo Conference*. Dayton: OH.

COMMUNITY SERVICE/INVOLVEMENT

Supreme Court of Illinois Judicial College (IJC) – Invited Faculty

- Object-based inquiry and polychrome (New Judge Orientation @ Spurlock Museum, June 7, 2024)
- Ozawa and Thind Cases and Immigration Law (Co-presenter at EdCon 2024 and 2026)
- New Judge Orientation (May 4, 2023)
- EdCon 2022 Annual Meetings (April 5 & June 14, 2022)
- The Core Principles for Circuit Court Clerk Training (June 22, 2021; PD Workshop)
- Object-based inquiry (July 9 & July 2020; PD Workshop:)
- Integrating implicit bias, procedural fairness & access to justice into professional education (March 2019; PD Workshop)

Bar Associations – Invited Faculty

- McHenry County Bar Association & Northwestern Suburban Bar Association (January & March 2025): Releasing DEI through art: An interactive seminar for lawyers with multiple perspectives

Community School Initiative (CSI)

- Advisory Council at McCutcheon Elementary School (October, 2018-2024)
- Advisory Council at Gale Elementary School (September, 2019-2022)

Chicago Public Schools (CPS)

- *Senn High School*: Mentor for Personal Project of the International Baccalaureate (IB) - Middle Year Programme (MYP) (October, 2019- May, 2020)

The Research Center of Education for Social Responsibility (ESR), Pusan National University

- Advisory Committee Member (2022-2027)

Oklahoma State University and Oklahoma

- Colloquium Facilitator:

The ARtS Initiative: Citizenship and the aesthetic experience. School of Teaching and Curriculum Leadership (STCL), College of Education, OSU (February 7, 2014)

Education and the Aesthetic Experience. School of Teaching and Curriculum Leadership, OSU (February 2012)

Multiple Perspectives and Diversity. Honor's College, OSU (February 2013)

- Guest Speaker for Coursework:

Dr. Katherine Phillippo: Self-other and cultural diversity (Spring 2018)

Dr. Kathryn Castle: Theoretical Framework in Pedagogical Research (February 2012)

Dr. Mary Jo Self: Postmodernism and Feminism (October 2012)

Dr. Mary Jo Self: External Evaluator for Seminar (December 2012)

Dr. Hyunjoo Lee: Diversity and International Issues (September 2012)

- Special Lectures for K-12 students:

Experiment & Integrity. Bishop McGuiness High School, OKC (February 2013)

9/11 and reviewing tragedies. Stillwater High School, OK. (September 2012)

Our hands & community in-the-making. Otoe-Missourias After-school Program. Red Rock, OK (September 2012)

The world geopolitics, and South Korea, and hegemony. Sequoyah High School, Tahlequah, OK (October 2012).

EDITORSHIP AND REVIEWERS

Associate Editor

Multicultural Educational Review (May 2017-present)

Editorial Board Member

Multicultural Educational Review (January 2012-present)

Educational Studies (September 2024-present)

The Journal of Qualitative Inquiry (December 2014-present)

Educational Philosophy and Theory (EPAT) - International Board Member (May 2020-2024)

The Educational Science Studies (September 2012-2015)

Grant Reviewer

- Oklahoma 21st Century Community Learning Centers grant (2013, 2014)

Academic Book Reviewer

- Routledge (2022)
- Brill/Sense Publisher (2019)

Journal Article Reviewer,

- Curriculum Inquiry (CI)
- Equity & Excellence in Education

- Modern Language Journal (MLJ)
- Educational Philosophy and Theory (EPAT)
- Journal of Curriculum Studies (JCS)
- Journal of Teacher Education (JTE)
- Oxford Research Encyclopedia of Education (OREE).
- Korean Association for Multicultural Education (KAME)
- The Journal of Value Inquiry
- Diaspora, Indigenous, and Minority Education: An International Journal (DIME)
- Urban Education (UE)
- Multicultural Education Review (MER)
- The Asian Pacific Educational Review (APER)
- International Journal of Qualitative Studies in Education (QSE)
- Educational Research and Review (ERR)
- Journal of Curriculum and Pedagogy (JCP)
- Review of International Studies (RIS)
- Religions
- Journal of Korean Religions

Proposal Reviewer,

- American Educational Research Association (AERA) Division B and Division K
- American Association for the Advancement of Curriculum Studies (AAACS) Reviewer
- The City University of New York (CUNY) Internal Research Award Program Reviewer

Award Reviewer,

- Loyola's Virtual Undergraduate Research and Engagement Symposium (2020)
- AESA (American Educational Studies Association) Outstanding Book Award (2018-present)
- AERA Division B Outstanding dissertation award reviewer (2014, 2015)
- AERA Division B Outstanding book award reviewer (2016)
- Critical Issues in Curriculum and Cultural Studies (CICCS) SIG, AERA
Outstanding graduate student paper award (2013-2015)

Assistant Editor, August 2002-June 2004

The Korean Society for Curriculum Studies

- Assisted to edit a quarterly journal for curriculum studies.
- Managed a homepage for the society: <http://curriculum.or.kr>

PROFESSIONAL ORGANIZATIONS

- Maxine Greene Institute: A Board of Director (2024-).
- Society of Professors of Education (**SPE**): A Board of Director (2023-2026).
- Award Chair for the William H. Schubert Award for Curricular Speculation (2024-)
- Korean American Educational Researchers Association (**KAERA**): A Board of Director (2023-2025); Nomination Committee Member (2012-2014)
- AERA SIGs-Critical Issues in Curriculum and Cultural Studies (**CICCS**); SIG-Confucianism, Taoism, and Buddhism in Education (**CTBE**). Chair (May 2020- current); Program chair-elected (2017-present); Membership committee chair-elected (2015-2017). Supervising the [webpage](#):
- American Educational Research Association (**AERA**): Division B-Curriculum Studies (Member since 2006); Division G-Social Context of Education (Member since 2020).
- American Educational Studies Association (**AESA**): Member since 2013
- Korean Association for the Qualitative Inquiry (**KAQI**). Executive Board Member since 2014

- American Association for Advancement of Curriculum Studies (**AAACS**), Treasurer (2016-), The Chair of Graduate Student Committee from 2009-2011, Membership Committee (2013-2016).
- Bergamo/Journal of Curriculum Theorizing (**JCT**), Member since 2006

ATTENDING PROFESSIONAL DEVELOPMENT

- Faculty Seminar: Ignatius of Loyola, Catholic Intellectual Life, and the Common Good. Spring 2018.
- Diversity Workshop Series (Provost's Initiative: Focus on General Education) Fall 2012-Spring 2013
- Difficult Dialogues Series: Creating a safe space when moderating class discussions of controversial topics

INTERNATIONAL PARTNERSHIP

- Working on a partnership with Hanyang International Summer School (HISS) in Seoul, South Korea - Teaching a faculty-led course: *Topics in Korean Arts and Society; Introduction to Education*. July, 2014 & 2015).
- Sponsoring a visiting research scholar at LUC (2015-16 S. Korea; 2024-2025 China)

AWARDS AND RECOGNITION

- 2026-2027 Fulbright U.S. Scholar Program
- 2025 Pedro Arrupe, S.J. Faculty Award for Diversity Leadership, Loyola University Chicago
- 2025 Anti-Oppressive Pedagogy Summer Fellowship, School of Education.
- 2025 Janell Hutcherson Award for Distinguished Service Award, School of Education, Loyola University Chicago
- 2025 Course Development Awards, The Hank Center for the Catholic Intellectual Heritage
- Summer Research Stipend, Loyola University Chicago (2016, 2017, & 2023)
- 2023 Outstanding Book Award. Society of Professors of Education. *The flows of transnationalism Cultural identities and reimagining curriculum*.
- 2022 Outstanding Book Award. Society of Professors of Education. *Curriculum Foundations Reader*.
- 2020 Excellence in Research Award, School of Education, Loyola University Chicago
- 2020 Research Leave Semester Award
- 2020 Teaching Award: Ignatius Loyola Award for Excellence in Teaching (Nominated)
- 2020 Langerbeck Award for Undergraduate Research Mentor, LUC (Nominated)
- 2020 Critics Choice Book Award, American Educational Studies Association (Nominated): *The Curriculum Foundations Reader*.
- 2019-2022 Community-Engaged Scholars Faculty Fellow, Center for Engaged Learning, Teaching, and Scholarship (CELT), LUC.
- 2017 Early Career Award: American Educational Research Association (AERA)-CICCS SIG (Critical Issues in Curriculum and Cultural Studies).
- Book Subvention Award, Loyola University Chicago (2018, 2019, 2020)
- Michael B. Salwen Scholar. Awarded by the Korean American Educational Research Association(2013).